

DIVISION OF

# STUDENT AFFAIRS

BOISE STATE UNIVERSITY  
2011-2012



# Division of Student Affairs Annual Report 2011-2012

---

## Table of Contents

---

### From the Office of the Vice President

• <a href="#">Welcome from Dr. Lisa Harris</a> .....	3
• <a href="#">2011-2012 Division of Student Affairs Mission</a> .....	4
• <a href="#">2012-2013 Division of Student Affairs Vision, Mission and Values</a>	5
• <a href="#">Boise State University Shared Values</a> .....	6
• <a href="#">Organization Charts</a> .....	7
• <a href="#">Student Affairs Council</a> .....	9
• <a href="#">Budget</a> .....	10

### Departments Reporting Through the Office of the Vice President

• <a href="#">Career Center</a> .....	11
• <a href="#">Office of Student Rights &amp; Responsibilities</a> .....	17
• <a href="#">Boise State Student Media</a> .....	20

### Departments Reporting to the Assistant Vice President of Enrollment Services

• <a href="#">Admissions</a> .....	23
• <a href="#">Financial Aid &amp; Scholarships</a> .....	32
• <a href="#">New Student &amp; Family Programs</a> .....	41
• <a href="#">Office of the Registrar</a> .....	45
○ <a href="#">Veterans Services</a> .....	48

### Departments Reporting to the Assistant Vice President for Student Affairs

• Student Diversity & Inclusion	
○ <a href="#">Disability Resource Center</a> .....	54
○ <a href="#">International Student Services</a> .....	58
○ <a href="#">Multicultural Student Services</a> .....	61
○ <a href="#">Women’s Center</a> .....	66
• <a href="#">Student Involvement &amp; Leadership Center</a> .....	69
• <a href="#">Student Life Marketing &amp; Promotion</a> .....	73

# Division of Student Affairs Annual Report 2011-2012

---

## Table of Contents (continued)

---

### Departments Reporting to the Executive Director of University Health & Recreation Services

- [University Health & Recreation Services](#)
  - [Health Services](#)..... 75
  - [Counseling Services](#)..... 78
  - [Wellness & Marketing Services](#)..... 81
  - [Campus Recreation](#)..... 85

### Departments Reporting to the Executive Director of Campus Services

- [Campus Services](#)..... 88
- [Student Union](#)..... 90
- [Bookstore & Bronco Shops](#)..... 94
- [Children’s Center](#)..... 99
- [University Dining Services](#)..... 102
- [Bronco Card](#)..... 103

### Departments Reporting to the Executive Director of University Housing

- [University Housing](#)..... 105
- [Residence Life](#)..... 107
- [Residential Education/Living-Learning](#)..... 108
- [Residential Facilities](#)..... 110
- [Residential Business Services](#)..... 111
- [Residential Operations](#)..... 112
- [Guest & Summer Conference Housing](#)..... 113

# Division of Student Affairs Annual Report 2011-2012

---

## WELCOME

The Division of Student Affairs is pleased to present our annual report for the 2011-12 academic year. We have highlighted our accomplishments, demonstrating to you our goal of making sure that the wonderful students of Boise State University have the opportunity to experience exceptional leadership programs, as well as countless possibilities to get involved.

Each department has played a valuable role in contributing to the college experience for our students. In this report, we share their challenges, their opportunities and their successes.

Please review the 2011-12 academic year. You'll get a better understanding of the work we do every day—offering the best education we can to prepare Boise State students to be more self-aware and community oriented, so they can go out prepared to change the world.

Thanks also for the contributions you make to the success of our students and our division.

With Appreciation,

A handwritten signature in cursive script that reads "Lisa B. Harris".

Vice President for Student Affairs

# **Division of Student Affairs Annual Report 2011-2012**

---

## **2011-2012 DIVISION OF STUDENT AFFAIRS**

### **MISSION**

The role of Student Affairs is to promote student success; enhance student growth and development; and assist in developing an institutional climate that promotes intellectual inquiry, celebrates diversity, and promotes acts of civility.

Furthermore, the mission of Student Affairs is to:

- Create a community that reflects the composition of our global society;
- Make available and promote services and programs that facilitate a successful transition to Boise State University, thereby creating pathways to student success;
- Foster and enhance academic achievement by connecting campus and community activities in a seamless and meaningful learning experience;
- Provide students with opportunities to experience cultural, social, recreational, spiritual, political, and intellectual connections with each other and the rest of the Boise State University community;
- Prepare students to become contributing members of the global society by ensuring that they are ready to join the workforce, committed to lifelong learning, and willing to participate in civic activities at local, regional, and national levels;
- Foster and promote a healthy and safe learning environment that encourages the academic and personal growth of students and supports healthy behaviors and lifestyle choices;
- Enhance the reputation of Boise State University as an institution of distinction and choice among students, by providing them with an exceptional, relevant, well-rounded learning experience.

## **2012-2013 DIVISION OF STUDENT AFFAIRS**

### **VISION**

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

### **MISSION**

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

### **VALUES**

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

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

## Division of Student Affairs Annual Report 2011-2012

---

### BOISE STATE UNIVERSITY SHARED VALUES

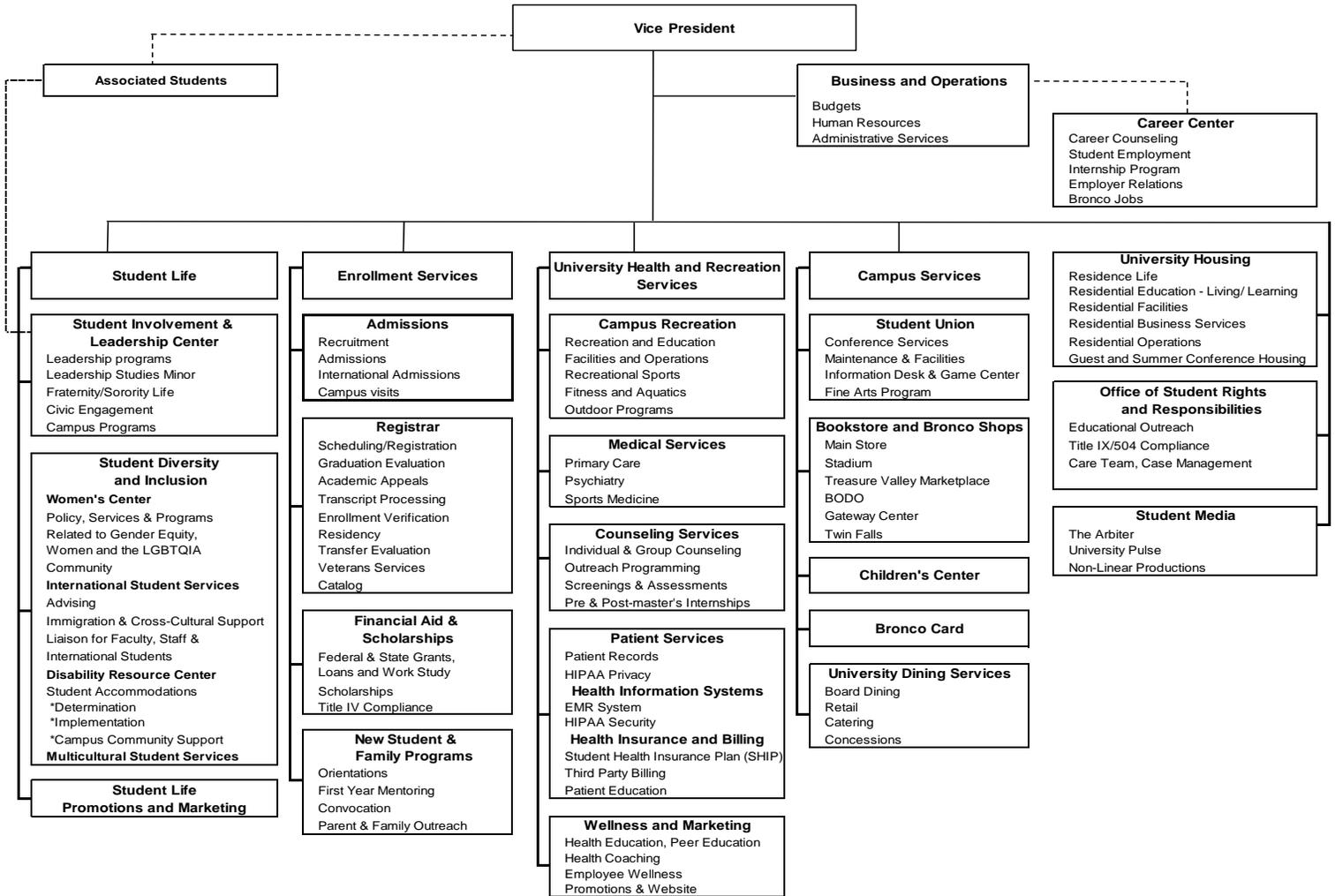
Boise State University and the Division of Student Affairs upholds the following values as the foundation for a civil and nurturing educational environment:

- **Academic Excellence:** engage in our own learning and participate fully in the academic community's pursuit of knowledge.
- **Caring:** show concern for the welfare of others.
- **Citizenship:** uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
- **Fairness:** expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
- **Respect:** treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn't resort to intimidation, coercion or violence to persuade.
- **Responsibility:** take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
- **Trustworthiness:** demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

# Division of Student Affairs Annual Report 2011-2012

## ORGANIZATION CHART 2011-12

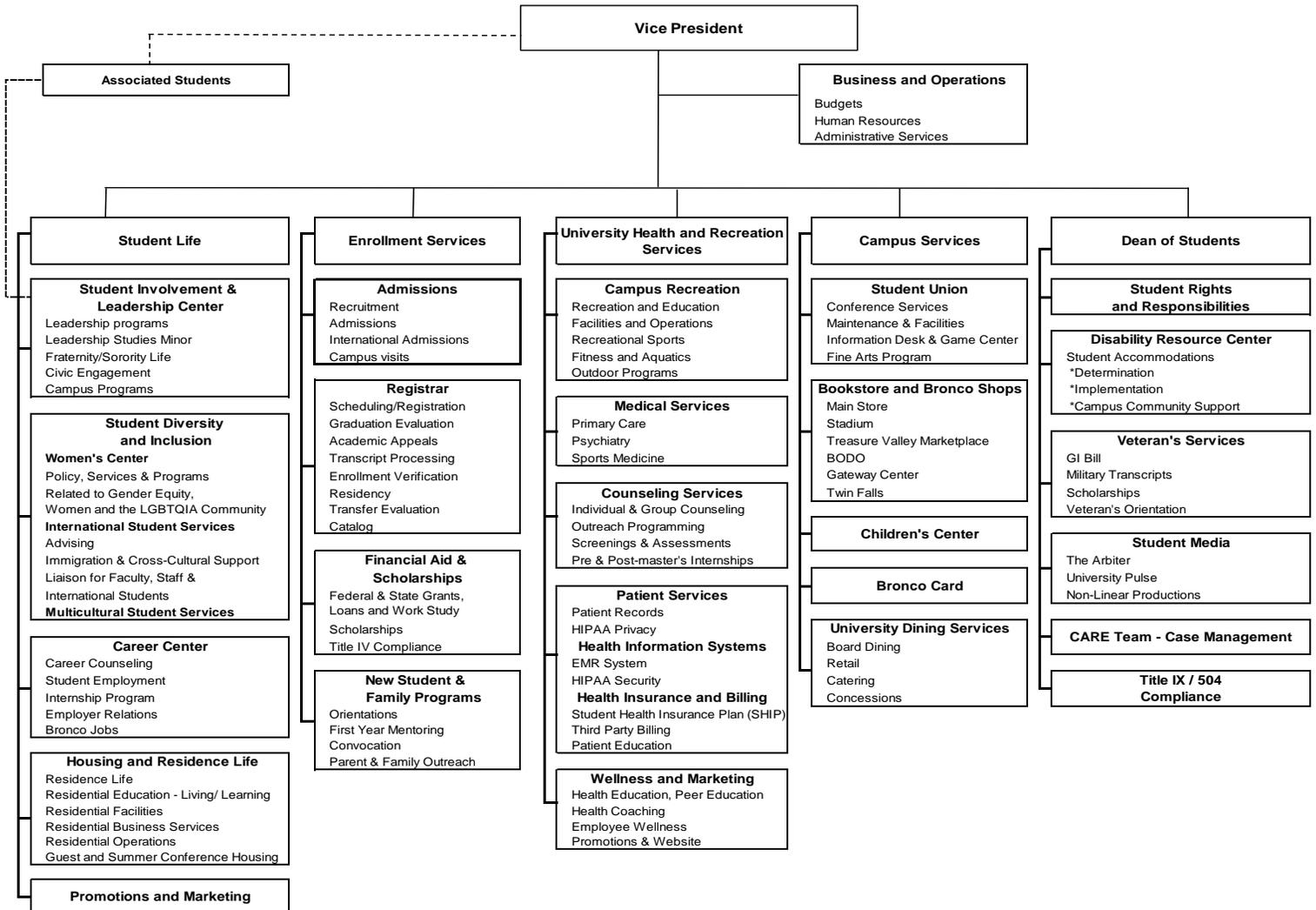
### Boise State University Division of Student Affairs 2011-2012 Functional Organization



# Division of Student Affairs Annual Report 2011-2012

## ORGANIZATION CHART 2012-13

### Boise State University Division of Student Affairs 2012-2013 Functional Organization



**STUDENT AFFAIRS COUNCIL**

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

Neshia Brown, Executive Assistant to Vice President

Jessica Caldwell-O'Keefe, Director, Women's Center

Kris Collins, Registrar

Blaine Eckles, Associate Dean of Students

Diana Fairchild, Interim Director, Financial Aid & Scholarships

Libby Greaney, Executive Director, University Health & Recreation Services

Lynn Humphrey, Director of Student Affairs

Debbie Kaylor, Director, Career Center & Student Employment

Felice Otero, Interim Director, University Housing

Jack Rahmann, Director, Student Union

Mike Reed, Director, Bookstore & Bronco Shops

Francisco Salinas, Director, Student Diversity & Inclusion

Kris Sansing, Assistant Director, Promotions & Marketing

Carol Scott, General Manager, University Dining Services

Jeremiah Shinn, Director, Student Involvement & Leadership Center

Sarah Shinn, Director, New Student & Family Programs

Bethani Studebaker, Director, Children's Center

Lisa Stuppy, Director, Campus Recreation

Kim Thomas, Executive Services, Campus Services

Leslie Webb, Assistant Vice President for Student Affairs

Karla West, Director, Counseling Services

Chris Wuthrich, Dean of Students

## Division of Student Affairs Annual Report 2011-2012

### BUDGET

DEPARTMENT	Appropriated	Transfers	Local Budgeted Revenue	Auxiliary Budgeted Revenue	Total
Admissions	1,341,899	257,000	3,563		<b>1,602,462</b>
Assistant Vice President	174,365	-659,655	1,123,749		<b>638,459</b>
ASBSU				576,165	<b>576,165</b>
Bookstore				13,579,569	<b>13,579,569</b>
Campus ID	13,220			184,010	<b>197,230</b>
Campus Recreation				2,472,770	<b>2,472,770</b>
Career Center	421,334	51,000	25,000		<b>497,334</b>
Children's Center	70,756		1,277,810		<b>1,348,566</b>
Counseling Services	509,027		72,475		<b>581,502</b>
Dining Services				3,581,820	<b>3,581,820</b>
Disability Resource Center	439,192		51		<b>439,243</b>
Enrollment Services Office	378,614	-620,000	461,465		<b>220,079</b>
Financial Aid	1,459,310	100,000	60,000		<b>1,619,310</b>
Financial Aid Inst Work Study	4,000				<b>4,000</b>
Financial Aid - State Match	440,159				<b>440,159</b>
International Student Services	127,491	19,975	945		<b>148,411</b>
Multicultural Student Services	58,136	54,455	203,429		<b>316,020</b>
New Student & Family Programs			700,000		<b>700,000</b>
Registrar	1,461,712		325,095		<b>1,786,807</b>
Scholarships		503,758	504,785		<b>1,008,543</b>
Special Events Center			15,000		<b>15,000</b>
Student Diversity & Inclusion		-11,899	137,211		<b>125,312</b>
Student Involvement/Leadership		667,849	279,801		<b>947,650</b>
Student Media		0	378,365		<b>378,365</b>
Student Rights & Responsibilities	83,267		28,300		<b>111,567</b>
Student Union				3,560,245	<b>3,560,245</b>
University Health Services				2,944,361	<b>2,944,361</b>
University Housing	31,033			7,874,815	<b>7,905,848</b>
Wellness Services	56,980				<b>56,980</b>
Women's Center	141,108	85,888	23,924		<b>250,920</b>
Office of the Vice President	362,360	-102,341	453,072		<b>713,091</b>
<b>TOTALS</b>	<b>7,573,963</b>	<b>346,030</b>	<b>6,074,040</b>	<b>34,773,755</b>	<b>48,767,788</b>

# Division of Student Affairs Annual Report 2011-2012

---

## CAREER CENTER

### VISION

Begin with the End in Mind!

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

### MISSION

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

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

### PROGRAMS & SERVICES

### METRICS

**Career Counseling/Decision Making,**

**Job Search Advising, Graduate School Advising**

1,685 Appointments

**Internship Program**

1,311 Internships

3,488 Credit Hours

156,960 Contact/Work Hours

**Student Employment**

N/A

**Employer Relations**

On-Campus Recruiting (# of companies)

28 Employers

On-Campus Recruiting (# of interviews)

333

## Division of Student Affairs Annual Report 2011-2012

---

<b>Events</b>	<b>Students/Employers</b>
Fall Career Fair	600/49
Graduate/Professional School Day	190/24
Boise Law Fair	160/61
Spring Career Fair	1,000/70
Meet the Employers Professional Series	165/38
Job Search Boot Camp	80/26
<b>Career-Related Classes</b>	7 Classes
	200 Students
<b>BroncoJobs</b>	
Career Job Postings	2,545
Student Job Postings	2,823
<b>Marketing/Outreach Social Media</b>	
Outreach activities, Workshops, Class Presentations, Orientations	104 Events
	7,609 Students
LinkedIn Group Members	789
Twitter Followers	2,172
Facebook Friends	417
<b>Liaison Relationships</b>	N/A

### **PLANNING & EFFECTIVENESS 2011-2012**

**I. GOAL:** Promote a consistent and centralized student employment program by developing and implementing a compensation and classification system and establishing BroncoJobs as the central mechanism for posting on-campus jobs.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Strategies

- a.) Work with Human Resources to initiate a complete review of on-campus student jobs including job titles, responsibilities and pay rates.
- b.) Interview students and on-campus student supervisors to identify questions, concerns, and key areas of improvement with regard to the student employment process.

## Assessment Results

- a.) Using the results of on-campus student jobs review, partnered with Human Resources and Financial Aid to develop and implement a new campuswide compensation and classification system (largely developed by Human Resources). This system is flexible enough to allow for self-management, but provides guidance and a level of consistency with regard to student jobs, titles, responsibilities and pay across campus.
- b.) As a result of interviews with students, initiated a process for posting all on-campus student jobs on BroncoJobs to provide a central location for students to look for on-campus employment. This process is not mandatory, but strongly supported by University Administration and includes mechanisms to cross reference postings with new hires in Human Resources.
- c.) As a result of interviews with on-campus student supervisors, developed and offered a campuswide BroncoJobs Training workshop.
- d.) Developed an On-Campus Student Employment website, <http://career.boisestate.edu/on-campus-student-employment/>, as a one-stop resource for all student hiring needs.

**II. GOAL:** Identify best practice for efficiently managing the education placement file service for school districts and education majors provided by the Career Center.

## Assessment Strategies

- a.) Interview a sampling of peer and regional universities to identify best practices for managing education placement files.
- b.) Survey key school districts to identify level of reliance of existing process for education placement files and willingness to change.

## Assessment Results

- a.) Interviews from peer and regional universities revealed that the practice of managing education placement files was obsolete and that the vast majority of schools had moved to a self-managed model with great success.
- b.) Key school districts were at various stages of updating their procedures regarding hiring for teachers. They supported the idea of eliminating the current education placement file system and moving to a self-managed model.
- c.) Began initial communications with students in education programs to prepare them for the transition.

**III. GOAL:** Facilitate a program focused on connecting students to small-to-medium-sized organizations in underrepresented industry sectors.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **Assessment Strategies**

- a.) Prior to events, interview employers as well as students, faculty and university advisory boards to identify sectors of focus.
- b.) Conduct post-event surveys with both student and employer attendees.

## **Assessment Results**

- a.) Interviews with above parties helped the Career Center identify three sectors to focus on: Creative, Energy Technology, and Public sectors.
- b.) Post-event surveys revealed strong appreciation and desire to continue these events. Students strongly agreed that the events helped them develop their professional communication and networking skills and furthered their network and professional connections. Employers expressed their positive impressions of students and appreciation for the opportunity to network with potential future employees.

## **HIGHLIGHTS**

### **Collegiate Employment/Workforce Readiness Research Project**

- Initiated and completed phase 1 (employer survey) of the Collegiate Employment/Workforce Readiness Research, a project focused on identifying skills/competencies and experiences as well as workforce behaviors that employers identify as necessary to success in the first professional experience.
- We connected with over 30 community partners as part of this research project, including the Department of Labor, Chambers of Commerce, School Districts and many professional organizations in an effort to distribute the survey to a wide audience. While the partnership model yielded limited success in getting responses to the survey, we did make valuable connections with leaders and decision-makers in our community, which have led to other opportunities such as involvement in the Treasure Valley Educational Partnership (TVEP). The responses to this survey, 336 in total, came from the personal networks with which Career Center staff connected.
- Survey analysis is in progress and will be combined with additional research, including a survey of Boise State University Alumni, a survey of current Boise State University students, existing At-Graduation survey data, and employer focus groups to identify the skills, behaviors and experiences employers say are critical to entering and succeeding in the workforce as a new college graduate. The results of this research project will help Boise State continue to make our education relevant and meet the needs of our community.

### **Review of Event Offerings**

To put more focus on events, in August 2011, we hired a part-time Event and Outreach Coordinator by reorganizing the Career Center and reallocating funds. Over the course of the

## **Division of Student Affairs Annual Report 2011-2012**

---

year, we completed an internal review of each event looking for trends, efficiencies and redundancies. Data informed the following changes:

- Eliminated the Student Job Fair as a stand-alone event and focused efforts on a virtual student job fair, participating in existing Bronco Welcome Events, and offering BroncoJobs workshops for students.
- Eliminated the Fall Career Fair. We will reassess once the economy shows significant signs of improvement. Returned to an annual career fair format and used time and resources to focus on targeted industry/sector events.
- Aligned Graduate and Professional School Day with ISU and BYU-Idaho to reestablish an “Idaho Circuit” and gain traction. Marketed to community and partnered with Boise State Graduate College to increase program and student participation. Will re-evaluate after Fall 2012 event to determine next steps.

In addition to evaluating existing events, we added the “Meet the Employers Professional Series” to focus on connecting students with small-to-medium-sized companies in specific sectors. We hosted three targeted, industry-specific events (Creative, Energy, and Public Sector) along with a Professional Experience Dinner.

“Meet The Employers Professional Series” was extremely successful. Post-event surveys revealed strong appreciation and desire to continue the series. Additionally, the Career Center has fostered a significant number of new employer relationships as a result of these events, and is already working to engage those companies in other Boise State University events.

Given the overwhelmingly positive student and employer response, the Career Center is planning to provide the “Meet The Employers Professional Series” as part of our annual events cycle. We have already begun planning for fall 2012 for a series of five networking events spanning a wide range of industries that will appeal to a majority of Boise State students. We will eliminate the dinner event and direct our efforts and funding on the industry-specific networking events.

### **2012-2013 GOALS**

#### **I. Integrate two new counselors into Career Center team and division of student affairs.**

- Establish a training program to include career counseling and job search advising techniques and best practices.
- Change staff meeting content to include bi-weekly professional development discussions.
- Initiate meetings with key staff in their liaison groups to establish connections.
- Identify opportunities for new staff members to connect with other areas of Student Affairs with responsibilities outside of Career Counseling (e.g. a committee, working group, etc.).

#### **II. Implement new SIGI 3 career assessment and phase out discover career assessment.**

- Customize SIGI to meet the needs of Boise State University students.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Train Career Center staff on using SIGI as an assessment and research tool.
- Develop and implement marketing tools for communicating SIGI to students.
- Evaluate the effectiveness of SIGI at the end of the academic year.

### **III. Complete second phase of Collegiate Employment/ Workforce Readiness Research**

- Complete Alumni Survey and analyze data to use as supplement to Employer Survey.
- Initiate and analyze current Student Survey in fall 2012 to use as supplement to the Employer Survey.
- Partner with Community and Regional Planning to combine results of all analysis along with community research they are doing and incorporate into one final report to be delivered to the president and vice president for Research and Economic Development of Boise State University.
- Pending approval from vice president for Research and Economic Development, host employer and community leader roundtable discussions to analyze findings and identify uses and next steps.
- Pending approval from vice president for Research and Economic Development, host university faculty and staff meetings to share research findings and identify ways to incorporate into educational goals.

### **IV. Expand Employer Outreach Program to include targeted regional employers.**

- Use the Alumni Network and LinkedIn to identify where Boise State University graduates work in regional organizations. Develop a communication plan to connect with these companies and encourage them to consider Boise State for their hiring needs.
- Work with Admissions to identify two to three geographic areas (outside of Idaho) where our students are coming from. Develop a communication plan to connect with these organizations and encourage them to consider Boise State for their hiring needs.

### **V. Implement new Internship Program Web Application and New Orientation Video.**

- Continue working with Boise State Enterprise Application Systems Group to finish development of the new Internship Registration Web Application. EAS currently estimates development to be complete October 2012.
- After development is complete, conduct user testing with Registrar's office, as well as a small focus group of students and faculty to ensure functionality and address any concerns/issues prior to launch.
- Ensure all data from current system is transferred to the new Web application.
- Begin roll out of the application (including the Orientation Video which was created in March 2012) to Faculty Department Internship Coordinators in fall 2012 through training workshops.
- Roll out Web application to students scheduled for spring 2013 registration.
- Initiate a follow-up survey or focus group of faculty department internship coordinators during spring/summer 2013 to assess the transition and identify next phase requests.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **OFFICE OF STUDENT RIGHTS & RESPONSIBILITIES**

### **VISION**

The Office of Student Rights & Responsibilities envisions a campus community where all members treat one another with respect and dignity, while engaging in responsible behavior in the pursuit of personal and academic excellence.

### **MISSION**

The Office of Student Rights and Responsibilities (OSRR) strives to support the educational mission of Boise State University by helping to create an environment where civil discourse may occur free from discrimination, harassment, threats, or intimidation. OSRR works with students to resolve conflicts in a pro-active, productive manner by offering opportunities to resolve conflicts through the Student Mediation Program. In addition, OSRR works with students, faculty and staff in addressing inappropriate student behavior in conjunction with the procedures set forth within the Student Code of Conduct. OSRR works with faculty and staff who refer students for cheating, plagiarism, disruptive and/or threatening behavior.

OSRR works to create an environment where all members of the University community uphold the University's Statement of Shared Values.

## **PROGRAMS & SERVICES**

### **Educational Outreach**

The Office of Student Rights & Responsibilities works with campus departments and university members to address behavior via student disciplinary processes that run counter to the Student Code of Conduct and the Statement of Shared Values. In addition, OSRR provides support services to students through advocacy and conflict resolution and mediation meetings, provides Legal Advisory Services to students, and support to the campus community via CARE efforts. OSRR also strives to promote the Statement of Shared Values through the yearly creation of the Shared Values calendar in addition to continued promotion by Shared Values framed posters.

### **Support Services**

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

# Division of Student Affairs Annual Report 2011-2012

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Promote and enhance CARE (Campus, Assessment, Resource and Education) practices and protocols on campus.

### Assessment Strategies

- a.) Work with various campus departments to schedule presentations on CARE efforts.
- b.) Update CARE website with more detailed information for the campus community to use.
- c.) Identify gaps in current policies and practices to enhance CARE practices.
- d.) Identify best practice from national organizations to help inform review.
- e.) Solicit feedback from campus constituents on areas of concern regarding student conduct practices.

### Assessment Results

- a.) Reviewed CARE websites and educational promotion and programming from other campuses to identify “best practice.”
- b.) Presented information to various departments on campus.
- c.) Solicited feedback from campus constituents on CARE efforts.
- d.) Gathered data on number of CARE reports filed and addressed.

## HIGHLIGHTS

### Student Conduct

- Highest number of conduct incidents and #s of students processed through student conduct process.

	Spring 08**	08-09	09-10	10-11	11-12
# of Individual Students Found Responsible by Year	214	303	382	527	661
# of Incidents by Year	237	382	442	612	584

### ASBSU Student Legal Advisory Services

- Highest use of services since oversight began in 2007.

	07-08	08-09	09-10	10-11	11-12
# of Appointments Scheduled by Contract Year	265	379	390	529	584

## Division of Student Affairs Annual Report 2011-2012

# of First-Time Appointments	Data Not Available	129	134	190	300
------------------------------	--------------------	-----	-----	-----	-----

### C.A.R.E. Team

- CARE Team Case Manager started Feb. 2012.
- Dramatic increase in number of referrals reviewed by team from prior years.

	FA 09 (SOS)	SPR 10 (SOS)	SUM 10 (SOS)	FA 10 (SOS)	SPR 11 (SOS)	SUM 11 (SOS)	FA 11 (SOS)	SPR 12 (CARE)
Number of SOS/CARE Referral Reports	63	28	14	60	64	11	71	<b>109</b>
Number of Individuals of Concern	54	26	13	46	58	11	60	<b>106</b>

### University Day, May 2012

- Second annual program.
- Increase in number of participants from spring 2011 (201 participants).
- 306 volunteer participants.
- 118 hours of combined volunteer work (not counting landscaping crew time).



## BOISE STATE STUDENT MEDIA

### VISION

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

### MISSION

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

### PROGRAMS & SERVICES

#### Student Newspaper

*The Arbiter* acts as the main news source for Student Media. It's the most visible on campus and is the longest, most active part of Student Media, having been around for 79 years. *The Arbiter* provides news and information about the Boise State campus through its twice weekly print publication, daily updated website and mobile application.

#### Student Radio

The University Pulse is the student radio component of Student Media and is an online-only radio station. Operating as a free form (in terms of programming) radio station, the Pulse offers students the ability to program their own music or talk shows. Live broadcast operations are crucial and have shown to have a positive response from the student listeners. Pulse radio can be heard on their website (bspulse.com), through the Bronco Mobile application, Live365 radio (web and mobile) and TuneIn (web, mobile, home entertainment systems and select TVs).

#### Non-linear Productions, Student Video

Non-linear productions is the video arm of Student Media. Non-linear produces news video for *The Arbiter*, films special interviews for the Pulse, produces internal videos and creates videos for other departments within Boise State. Non-linear is the primary training tool for students in new media and broadcast journalism.

# Division of Student Affairs Annual Report 2011-2012

---

## Business/IT operations

Student Media relies on a large portion of its revenue being generated through advertising and other revenue generating opportunities. The business department oversees these revenue operations and works to develop new opportunities to support and grow all areas of Student Media. Additionally, the Information Technology side of the department supports the organizations large computer and software installed base as well as provide technical website support and web/mobile application development.

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Unify media group and bridge gap between print, radio and business.

### Assessment Strategies

- a.) Build internal relationships between radio and culture section of *Arbiter*.
- b.) Examine other student radio business models and re-build attitude towards radio advertising.

### Assessment Results

- a.) Students recognized benefits and wanted to expand. Identified potential problem areas to keep in mind while growing.
- b.) Other models relied heavily on underwriting based and FCC dictated advertising controls. Formulate new ad models for Internet-based radio. Study of best practices for broadcast advertising helped to alleviate concerns of losing traditional student model and going commercial.

**II. GOAL:** Improve student radio listenership.

### Assessment Strategy

- a.) Move to a “live” programming based station with minimum 15 hours per week between 10:00 a.m. and 2:00 p.m.

### Assessment Result

- a.) Outstanding response to “live” programming. Significantly increased student listeners. Also resulted in increase in student involvement by more than 100%. Goal of 15 hours was beat within first month of fall semester and increased to more than 30 hours for spring.

**III. GOAL:** Build up student tech led initiatives.

### Assessment Strategies

- a.) Create sustainable student operational technical model based similar to graphic design program within Student Media.

# Division of Student Affairs Annual Report 2011-2012

---

- b.) Identify areas of tech needs within Student Media, meeting with each individual department and the organization as a whole.

## Assessment Results

- a.) Lack of web/mobile instruction at Boise State along with general lack of skill set with incoming students requires different ramp-up time, training method and recruiting practices. Students identified desire to have such program and emphasized training benefits.
- b.) Technology needs were present for all areas of Student Media. Several internal workflow and processes were identified. Ongoing needs to innovate both in news gathering/reporting and reaching our core audience which impacts readership, listenership and revenues.

## HIGHLIGHTS

### Increased Student Radio Listeners

- Increase year over year from under 50 total listening hours per month to over 1,200 listening hours per month.
- Increased average time spent listening to 40 minutes.

### Stabilized Revenue

- Increased revenues over 7% from FY 10-11.
- Diversified revenue streams by expanding sales channels and services. Added Visitor's Guide, increased online and mobile, video production and mobile development.

## 2012-2013 GOALS

### I. Expand and improve reach of content to Boise State community.

- Expand mobile and web reach.
- Marketing campaign on twice weekly and evaluation of news stands.
- Branch into new outlets with radio and video.
- Examine ways to repurpose content.

### II. Build up training for new and existing staff.

- Implement higher-level staff training and visioning.
- Tiered training for new staff which folds into supporting existing staff.
- Meet with Student Media alumni to evaluate possibility of outside training.

### III. Improve student experience with non-linear productions.

- Generate attainable and sustainable video efforts.
- Develop tighter relationship with on-campus groups, both academic and administrative.

# Division of Student Affairs Annual Report 2011-2012

---

- Create improved training program, covering more relevant skill sets.

## ADMISSIONS

### VISION

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

### MISSION

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

## PROGRAMS & SERVICES

### Freshmen Recruitment and Outreach

Enrollment Counselors actively recruit high school students through:

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

Focus is placed on attracting students who have a strong academic profile and are a good fit for the Boise State experience. In addition, directed efforts are in place for students of color, students interested in STEM majors, high ability students, Idaho residents, and students from targeted out-of-state locations. Each Enrollment Counselor is responsible for an assigned recruitment territory. Throughout the recruitment cycle, they manage contacts within their region, host

## **Division of Student Affairs Annual Report 2011-2012**

---

programs, assist families and track student progress from the point of inquiry through enrollment.

High school counselors and parents are a large part of our recruitment network. Directed communications are sent throughout the academic year to ensure counselors and parents are aware of resources at Boise State University, key priority dates and available avenues they can use to advocate for and assist their students. Counselors are invited to campus each year for a Counselor Luncheon. During the luncheon, their contribution to student success is recognized and key Boise State updates are shared. In addition, a kick-off Counselor Day occurs each September to provide counselors with updated Boise State facts, key dates and resource materials for the new academic year.

### **Recruitment & Outreach**

Enrollment counselors actively recruit transfer students through:

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

Recruitment efforts for our primary feeder schools are collaborative efforts with Advising and Academic Enhancement, college academic advisors and transcript evaluation staff from the Registrar's Office to provide accurate and detailed information regarding the transfer process. During on-site visits to College of Western Idaho, prospective transfer students have the opportunity for personalized advising with a professional academic advisor. In addition, targeted education efforts are in place for transfer advisors at feeder schools to provide them with details regarding articulation agreements, the transfer admission process and transfer credit evaluation.

### **Campus Visitation & Events**

Individualized campus visits allow students and their families an intimate opportunity to experience Boise State. Students request a customized visit that can include:

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

## Division of Student Affairs Annual Report 2011-2012

---

Visits are coordinated each weekday, with select Saturday visits available for scheduling convenience.

Several marquee on-campus recruitment events are hosted each year to serve prospective students and family members. Discover Boise State and Fab Fridays are excellent opportunities for visitors to access a wide range of university resources in a convenient setting. Various workshops and breakout sessions, as well as a broad range of presenters, allow participants to customize the day and information to meet their needs. Students and families seeking a convenient Saturday visit are encouraged to attend a Blue and Orange Saturday to tour campus and participate in an information session.

**Capital Scholars:** Specialized on-campus recruitment programs are hosted to serve targeted groups. Capital Scholars is a marquee event for Idaho high ability juniors and their families. Sessions highlight the academic excellence of the university and showcase premiere faculty through a cross-disciplinary lens. Students who attend the Capital Scholars program are awarded academic scholarships for use as Boise State freshmen.

**Mosaic:** This daylong program is for first-generation students, students of color and refugee students. The primary goal of Mosaic is to provide personalized information and support for students who may need additional guidance in navigating the path to higher education. Scholarships are awarded to Mosaic attendees based on a competitive interview process emphasizing a holistic approach in analyzing each student's potential for success at Boise State University.

Group campus visits are coordinated for high school students and their chaperones on request. Each group visit is tailored to meet the needs of the visiting population and the size of the group. Student-led campus tours highlight the Boise State University experience from a student perspective, and customized Enrollment Counselor presentations provide relevant information for participants.

Several special visitation dates are arranged each year for middle and elementary school populations to promote early exposure to higher education possibilities. In addition, Admissions is a partner in the State of Idaho Gear Up grant program, which promotes higher education to students beginning in middle school. A majority of the students are from schools serving lower-income, first-generation Idaho students. These special visitation dates serve over 1,600 students and maximize the use of key university resources while providing a high quality, memorable program for all involved.

### **Communications & Marketing**

A cross-media communication plan strategically targets populations through websites, email, posters, publications, brochures, letters, tele-counseling, texting, chat, student videos and social media feeds. Our goal is to reach appropriate audiences with appealing and timely messages that

## **Division of Student Affairs Annual Report 2011-2012**

---

engage, attract and inform. All communication efforts are structured to highlight the core themes of Boise State University, as outlined in the university's strategic plan.

### **Application Processing & Systems**

Over 20,000 undergraduate applications are processed during an academic year. Application processing is done in a manner that complements the recruitment efforts by providing timely messaging to students and promotes transparency during the admission process. Application decisions are made in an efficient manner, allowing students to receive an admission decision within two weeks of completing their application. The Systems staff focuses energy on creating student-friendly business practices that allow for usability, data integrity and accuracy.

Admission and enrollment data is maintained and analyzed on a consistent basis to gauge progress, formulate comparison data and conduct trend analysis.

### **International Student Recruitment & Admissions**

The international admissions unit focuses on attracting, recruiting and enrolling international undergraduate and graduate students at Boise State University. They not only focus on the admission process for students, but also assist students with obtaining a student visa for study within the United States. Special focus is given to personalize information for students and to demystify the international study process. Extensive one-on-one guidance is provided to assist students from the point of inquiry to enrollment.

**Linden Recruitment Tour:** Participation in the Linden Recruitment Tour in Asia allows for active promotion of Boise State University in four countries and six major cities in an intensive two-week trip. The countries in the tour are in the top origins for international students in the United States: China (#1), Taiwan (#5), Vietnam (#8) and Hong Kong (#16). These locations hold great potential for growth at Boise State University for all levels of study. The tour combines many different types of recruitment fairs with opportunities to visit high school students and high school counselors, allowing us to build relationships in a region where face-to-face meetings are still culturally very important.

Relationships with several key government sponsors and nonprofit organizations are fostered through:

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

Key relationships were enhanced during the 2011-12 year through visits to the Saudi Arabian Cultural Mission and the United Arab Emirates Embassy. In addition, staff worked closely with the Kuwait Cultural Office to assist students who wish to pursue study at Boise State as part of

## **Division of Student Affairs Annual Report 2011-2012**

---

their government sponsorship program. The staff engages with the Treasure Valley refugee population and their advisors through presentations to the Agency for New Americans, a workshop at the Idaho Conference on Refugees and membership in the Adult Education Committee for Boise City's Refugee Resource Strategic Community Plan.

### **PLANNING & EFFECTIVENESS 2011-2012**

**I. GOAL:** Re-engineer the Capital Scholars Program and qualification criteria to increase access and attendance.

#### **Assessment Strategies**

- a.) Assess the number of qualified students invited to the program and compare to previous year's invitation numbers.
- b.) Review the number of attendees to determine if an increase in attendance was achieved over the previous year.
- c.) Compare the number of high schools represented by participants to the previous year to verify a broader reach throughout the State.
- d.) Track those who ultimately enroll to determine if a broader representation of Idaho high ability students is achieved.

#### **Assessment Results**

- a.) The number of qualified students receiving invitations increased from 393 in 2011 to 1,687 in 2012, an increase of 1,294 students or 329%.
- b.) The number of students who attended the Capital Scholars program increased from 66 in 2011 to 170 in 2012, an increase of 104 or 157%.
- c.) The number of Idaho high schools represented at Capital Scholars increased from 34 in 2011 to 58 in 2012, an increase of 24 or 71%.
- d.) The program's audience is high school juniors who will enroll a year from this fall. Enrollment information will be available fall 2013.

**II. GOAL:** Recruit and admit an increased number of degree-seeking students by the fall 2012 scholarship deadline.

#### **Assessment Strategies**

- a.) Track the number of applications received from degree-seeking students that meet the February 15<sup>th</sup> scholarship deadline.
- b.) Track the number of admitted degree-seeking students that meet the February 15<sup>th</sup> scholarship deadline.

#### **Assessment Results**

- a.) Tracked the number of applications received for the February 15th scholarship deadline. The number of qualified applicants increased 828 students, or 10% from previous year.
- b.) Tracked the number of admitted students who met the February 15th scholarship deadline. The number of admits increased by 442 students, or 10% from previous year.

## **Division of Student Affairs Annual Report 2011-2012**

---

**III. GOAL:** Increase the number of students and families reached through campus visit programs and on-campus recruitment events.

### **Assessment Strategy**

- a.) Assess the total number of students and guests served through individual campus visits from July 1, 2011 through June 30, 2012.
- b.) Assess the total number of students and guests served through on-campus recruitment events from July 1, 2011 through June 30, 2012.
- c.) Assess the total number of students and guests served through group visits from July 1, 2011 through June 30, 2012.

### **Assessment Results**

- a.) The total number of students and guests participating in individual daily campus visits from July 1, 2011 to June 30, 2012 increased to 4,510, up from 4,254 for the previous twelve months, an increase of 256 or 6%.
- b.) The total number of students and guests who participated in on-campus events from July 1, 2011 to June 30, 2012 increased to 2,324, up from 2,152 for the previous twelve-month period, an increase of 172 or 8%.
- c.) The total number of students and guests participating in group visits from July 1, 2011 to June 30, 2012 increased to 4,038, up from 4,028 for the previous twelve months, an increase of 10 or 0.2%.
- d.) The total number of campus visitors from July 1, 2011 to June 30, 2012 increased to 10,872, up from 10,434 for the previous twelve months, an increase of 438 or 4%. In the past four years, the total number of campus visitors has increased from 3,291 in 2008-09 to 10,872 in 2011-12, an increase of 230%.

**IV. GOAL:** Increase international student admission and enrollment.

### **Assessment Strategies**

- a.) Assess the number of applications received from international undergraduate and graduate students for fall 2011 and spring 2012 semesters and compare to the previous year.
- b.) Assess the number of international undergraduate and graduate students admitted for fall 2011 and spring 2012 semesters and compare to the previous year.
- c.) Assess the number of new enrolled international undergraduate and graduate students for fall 2011 and spring 2012 semesters as of the 10<sup>th</sup> day of each semester as compared to the previous year.

### **Assessment Results**

- a.) International application numbers increased for fall 2011 by 197 (69%) undergraduate applications and 11 (6%) graduate applications over fall 2010. Application numbers also increased for spring 2012 by 248 (135%) undergraduate and 25 (31%) graduate applications over spring 2011.

## Division of Student Affairs Annual Report 2011-2012

---

- b.) International admission numbers increased for fall 2011 by 91 (74%) undergraduate and 15 (29%) graduate admits over fall 2010. Admission numbers also increased for spring 2012 by 118 (160%) undergraduate and two (9%) graduate admits over spring 2011.
- c.) Newly enrolled international students increased in fall 2011 by 52 (84%) undergraduate and 10 (37%) graduate students over fall 2010. Newly enrolled international students also increased for spring 2012 by 54 (110%) undergraduate students, but decreased by 1 (6%) graduate student over spring 2011.

**V. GOAL:** Begin implementation of Hobson's Apply Yourself and Connect.

### Assessment Strategies

- a.) Conduct a thorough business process review and document a future-state business process utilizing process flow diagrams and needs analysis.
- b.) Detail functional and technical requirement specifications for the development of the undergraduate admissions application and prospect management system.
- c.) Manage the development and implementation of both "Apply Yourself" and "Connect" with a focus on an improved student experience.
- d.) Create an integration plan for key student data between "Apply Yourself" and PeopleSoft.

### Assessment Results

- a.) A thorough business process review was completed over a four-month period. Each area of prospect management and application processing was reviewed to make sure all needs would be addressed within the Hobson's implementation.
- b.) Detailed functional and technical requirements were drafted in collaboration with Office of Information Technology Business Analysts, Ciber, IO and Burgundy consultants, PeopleSoft developers and our Hobson's implementation team.
- c.) Throughout the implementation process, Admissions staff viewed the admission application, interest page, prospect VIP page and all developed user interfaces through the lens of the student user. Primary consideration regarding all functional decisions have centered on student engagement and usability.
- d.) A detailed integration plan has been developed with numerous interfaces to PeopleSoft to allow for a seamless flow of data between the two systems, and to provide comprehensive application and admission data for reporting in both PeopleSoft and the Data Warehouse.

**HIGHLIGHTS** (All reported numbers are for July 1, 2011 to June 30, 2012, unless otherwise noted.)

### Recruitment & Outreach

- 363 high school visits.
- 127 Idaho high schools reached during Idaho Higher Education Days.
- 105 college fairs attended.
- Nine summer send-offs hosted.
- 34 community college transfer fairs and visits.

## **Division of Student Affairs Annual Report 2011-2012**

---

- 22 visits to College of Western Idaho campuses.

### **Campus Visitation & Events**

- 4,510 students and guests participated in individual campus visits.
- 1,275 students and guests attended three Discover events.
- 286 students and guests attended five Fab Friday events.
- 278 students and guests attended seven Blue and Orange Saturday events.
- 66 students attended Mosaic.
- 707 students and guests were hosted during Gear Up days.
- 905 students and guests were hosted during elementary and middle school days.

### **Communications & Marketing**

- 323,350 emails were sent to prospective students as part of 164 message campaigns.
- 22,339 information packets were mailed to prospective students.
- 4,190 information cards were collected from Idaho high school juniors through Idaho Higher Education Days.
- 6,238 online information requests were received.
- 5,759 interest cards were collected during college fairs.
- 1,132 interest cards were collected during high school visits.
- 1,948 students asked questions via Live Chat.
- 9,234 emails were received and responded to via BSUInfo@boisestate.edu.
- 469,793 individuals visited the Admissions website.
- 1,293,459 viewed Admissions web pages.
- 1,531 Facebook likes, 880 Twitter followers, and 10,035 YouTube hits on 18 new videos allowed students to engage with the Admissions Office via social media platforms.

### **Application Processing & Systems**

- 16,105 total undergraduate applications were processed for fall 2012, up from 14,158 applications for fall 2011 (13.8%).
- 4,155 total undergraduate applications were processed for spring 2012, up from 3,975 applications for spring 2011 (4.5%).
- The Systems staff was devoted to the Roadmap project for development of enhancements to the student module of PeopleSoft, creating plans to eliminate 83% of the current Admissions PeopleSoft customizations.
- The Hobson's suite of prospect and applicant management software programs is currently in the implementation phase and on target to go live for the 2012-13 recruitment and application cycles.

### **International Student Recruitment and Admissions**

- Three Seattle Community College District international student transfer fairs were attended.

## **Division of Student Affairs Annual Report 2011-2012**

---

- 230 undergraduate international students entered in fall 2012, up from 119 undergraduate students in fall 2011 (93.3%).
- Refined an early academic admission process, allowing international students to be quickly notified of admission based on academic credentials prior to the submission of financial documentation.
- Modified the International Student Tuition Waiver Scholarship Application and refined the promotion process to dramatically increase the caliber of applications received.
- Developed a presentation and communication plan for students currently participating in the Boise State Intensive English Program to provide information regarding Boise State University admission and programs to allow a seamless transition from English language study to university level coursework.

### **Fall 2012 Census Day Numbers**

(Fall 2012 marked the first semester of October 15<sup>th</sup> census day reporting. No comparison data is available for October 15<sup>th</sup> for Fall 2011.)

- 2,266 first-time freshmen are enrolled.
- 62% of freshmen are residents of Idaho.
- 7% of freshmen are international students.
- 19% of freshmen are from underrepresented ethnic groups.
- 45% of enrolled freshmen students had a 3.5 or higher high school GPA.
- 3.4 was the average high school GPA for incoming freshmen.
- 95% of freshmen are enrolled full time.
- 23 is the average ACT composite score, and 1,065 is the average SAT combined critical reading and math score for enrolled freshmen.
- 1,175 first-time transfer students are enrolled.
- 70% of transfer students are residents of Idaho.
- 6% of transfer students are international students.
- 18% of transfer students are from underrepresented ethnic groups.
- 56% of enrolled transfer students had a 3.0 or higher GPA at their last college/university.
- 3.02 was the average college GPA at the last school attended by transfer students.
- 68 is the total number of countries represented by our enrolled undergraduate and graduate international students.

### **2012-2013 GOALS**

#### **I. Refine and implement a territory management plan.**

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

# **Division of Student Affairs Annual Report 2011-2012**

---

## **II. Develop and implement a strategic communication plan.**

- Utilize a detailed communications plan to reach strategic audiences.
- Assess communication plan effectiveness utilizing Hobson's "Connect" communication planning and tracking features.

## **III. Create and implement an honors college campus visit event.**

- Implement a program designed to showcase the Honors College to prospective students.
- Purchase names of Idaho students who meet select high ability criteria to expand the pool of prospective Honors College students.

## **IV. Launch "Apply Yourself" and "Connect."**

- Utilize Hobson's "Apply Yourself" for all undergraduate applications for admission.
- Implement Hobson's "Connect" to manage and track all prospective student data and recruitment activities.

## **V. Launch Events and Interviews.**

- Utilize the Events and Interviews product for all campus visit and event sign-up.
- Track campus visit and event attendees and assess the effectiveness of each program by reviewing application, admission and enrollment activity.

# **FINANCIAL AID & SCHOLARSHIPS**

## **VISION**

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

## **MISSION**

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

- Process Applications.
- Determine Eligibility.
- Exercise Stewardship Over Funds.
- Adhere to Rules and Regulations Governing Distribution of Aid.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Minimize Procedural Barriers.
- Provide Efficient Service to Students Who Have Completed the Necessary Requirements.

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

### **PROGRAMS & SERVICES**

#### **Customer Service**

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

In addition to daily interactions with the Boise State community, the department's outreach program, published financial aid information, email announcements, financial literacy program, and FAFSA promotion activities are coordinated by the Customer Service Team. Numerous presentations are provided at New Student Orientation programs, University 101 classes, and faculty advising institutes, as well as high schools and community organizations. Significant effort is made to write up-to-date, user-friendly information visible on the Financial Aid and Scholarships website, especially the Timely Tips and Financial Aid Handbook sections. Proactive email notices are also sent to targeted groups of students to help them anticipate important deadlines and changes in federal financial aid regulations.

The coordination of the Satisfactory Academic Progress (SAP) review, appeals process, and appeals committee are also the responsibility of the Customer Service Team.

A high priority for the department is to assist those students and families who have experienced an unexpected financial reversal. Approximately 90% of these families meet or speak with a financial aid counselor in person or by phone. From these appointments, families receive early notice of additional documentation that is needed, or learn an estimated outcome of their requests. Frequently the financial reversals are due to a death of a parent or a divorce, a major medical issue, or the loss of a job or unemployment. These conversations provide an opportunity to demonstrate compassion for their circumstances and to share additional campus resources over and above those initially offered through the standard financial aid process.

#### **Scholarships**

## **Division of Student Affairs Annual Report 2011-2012**

---

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

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

The scholarship team also administers the nonresident tuition waiver programs. Boise State offers two nonresident tuition waivers—the Gem and the WUE. The Gem waives the entire full time non-resident portion of tuition for out-of-state students, while the WUE (Western Undergraduate Exchange) waives a portion of the full time non-resident tuition for out-of-state students. The Boise State General Scholarship committee analyzes academic records and test scores of new incoming students and awards promising students nonresident tuition waivers.

### **Production/Processing**

The production/processing team ensures that aid is awarded as quickly and correctly as possible, based on federal/state/university regulations. Based on information provided when a student files their FAFSA, students are awarded appropriate levels of grants, federal loans, and work-study. Approximately 30% of students are required to provide additional documentation, a process called verification. This is a manual process that can take from a few days to several weeks, depending on the requested document. Federal financial aid cannot be disbursed to a student until all the verification documents have been reviewed.

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

### **Compliance**

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

# Division of Student Affairs Annual Report 2011-2012

<b>Financial Aid Overview</b>						
For the Award Year 2011-2012 (updated 10/18/12)						
	2011-12	2010-11	% Change			
FAFSA Applications Received	24,923	23,515	5.99%			
Students Packaged with Federal Aid	19,360	18,514	4.57%			
<b>Number of Boise State Students Receiving Financial Aid and/or Scholarships</b>	<b>15,125</b>	<b>15,094</b>	<b>0.21%</b>			
	<b>Disbursed Amount</b>			<b>Number of Awards</b>		
Type of Aid	2011-12	2010-11	% Change	2011-12	2010-11	% Change
<b>GRANTS</b>						
Pell Grant	\$ 31,430,841	\$ 31,792,790	-1.14%	9,200	9,293	-1.00%
SEOG <sup>1</sup>	\$ 544,371	\$ 600,968	-9.42%	865	2,185	-60.41%
LEAP Grants	\$ 155,800	\$ 162,277	-3.99%	466	514	-9.34%
ACG/SMART <sup>2</sup>	\$ -	\$ 1,765,332	-100.00%	-	1,549	-100.00%
<b>SUBTOTAL</b>	<b>\$ 32,131,012</b>	<b>\$ 34,321,367</b>	<b>-6.38%</b>	<b>10,531</b>	<b>13,541</b>	<b>-22.23%</b>
<b>LOANS</b>						
Federal Subsidized Loans	\$ 44,447,696	\$ 42,145,028	5.46%	11,794	11,136	5.91%
Federal Unsubsidized Loans	\$ 44,359,821	\$ 43,092,064	2.94%	10,800	10,876	-0.70%
Federal Perkins Loans	\$ 1,437,385	\$ 1,331,827	7.93%	1,119	1,042	7.39%
Federal Parent Loans	\$ 4,196,422	\$ 2,839,019	47.81%	374	362	3.31%
Graduate Plus Loans	\$ 133,944	\$ 58,594	128.60%	23	10	130.00%
Private/Alternative Loans	\$ 3,633,877	\$ 3,058,582	18.81%	482	485	-0.62%
<b>SUBTOTAL</b>	<b>\$ 98,209,145</b>	<b>\$ 92,525,114</b>	<b>6.14%</b>	<b>24,592</b>	<b>23,911</b>	<b>2.85%</b>
<b>SCHOLARSHIPS</b>						
Gem Scholarships <sup>3</sup>	\$ 5,059,600	\$ 3,839,136	31.79%	511	425	20.24%
WUE Scholarships	\$ 4,120,256	\$ 4,008,734	2.78%	569	622	-8.52%
Nonresident Tuition Waivers	\$ 634,400	\$ 543,720	16.68%	66	63	4.76%
President's Scholarships <sup>4</sup>	\$ 163,375	\$ 211,932	-22.91%	34	43	-20.93%
Dean's Scholarships <sup>4</sup>	\$ 223,357	\$ 157,099	42.18%	76	60	26.67%
<b>Departmental Scholarships</b>						
Boise State Funded Dept Awards	\$ 522,606	\$ 523,432	-0.16%	592	586	1.02%
BSU Foundation Funded Dept Awards	\$ 1,493,442	\$ 1,246,063	19.85%	993	860	15.47%
<b>General Scholarships</b>						
Boise State Funded General Awards	\$ 437,397	\$ 389,279	12.36%	119	108	10.19%
BSU Foundation Funded Gen. Awards	\$ 1,099,968	\$ 1,224,027	-10.14%	462	481	-3.95%
State of Idaho Scholarships	\$ 1,343,337	\$ 1,093,508	22.85%	2,056	2,097	-1.96%
Outside Scholarships	\$ 2,502,619	\$ 2,232,244	12.11%	1,412	1,379	2.39%
Athletic Aid	\$ 5,779,466	\$ 5,351,720	7.99%	629	570	10.35%
<b>SUBTOTAL</b>	<b>\$ 23,379,823</b>	<b>\$ 20,820,894</b>	<b>12.29%</b>	<b>7,519</b>	<b>7,294</b>	<b>3.08%</b>
<b>WORK-STUDY</b>						
Federal Work-Study <sup>5</sup>	\$ 497,256	\$ 627,108	-20.71%	228	283	-19.43%
Idaho Parry Work-Study	\$ 445,599	\$ 435,523	2.31%	183	206	-11.17%
BSU Work-Study (\$4,000 Annually)	\$ 3,936	\$ 4,533	-13.17%	1	2	-50.00%
<b>SUBTOTAL</b>	<b>\$ 946,791</b>	<b>\$ 1,067,164</b>	<b>-11.28%</b>	<b>412</b>	<b>491</b>	<b>-16.09%</b>
<b>TOTALS<sup>6</sup></b>	<b>\$154,666,771</b>	<b>\$ 148,734,539</b>	<b>3.99%</b>	<b>43,054</b>	<b>45,237</b>	<b>-4.83%</b>

<sup>1</sup> SEOG awards were increased from \$350 in 2010-11 to \$700 in 2011-12, to aid in retention by providing additional funds for sophomore students.

<sup>2</sup> ACG and SMART Grant programs ended and were no longer funded after 2010-11.

<sup>3</sup> In 2011-2012, a strategic decision was made to increase the number of GEM waivers.

<sup>4</sup> In 2011-12, a strategic decision was made to increase the number of Dean's Scholarships and to decrease the number of President's Scholarships. The President's Scholarship is a \$5,000 one year award and the Dean's Scholarship is a \$3,000 one year award.

<sup>5</sup> Significantly lower disbursements in 2011-12 were due to receiving a larger Federal Work-Study allocation and supplemental funding in 2010-12 compared to 2011-12, as well as having a larger carryforward amount from 2009-10 to 2010-11.

<sup>6</sup> Number of awards is greater than the number of students since students receive multiple types of aid.

# Division of Student Affairs Annual Report 2011-2012

---

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Financial Aid & Scholarships will improve services to students.

### Assessment Strategies

- a.) Expand financial literacy education to students by targeting sophomore loan borrowers, sending notices to University 101 instructors, and presenting to campus groups.
- b.) Decrease the length of time to award summer financial aid by analyzing and implementing new federal regulations and streamlining back-office processes.
- c.) Provide outreach initiatives to students, as well as faculty and staff, prior to the implementation of the new federal regulations for 2011-12.
- d.) Create BroncoWeb self-service features to provide real-time, immediate results and easier ways to address financial aid issues.

### Assessment Results

- a.) Financial Literacy: 3,189 students completed the online Financial Literacy course in 2011-12, and 15 follow-up presentations were provided to University 101 classes, veterans, and international students. In comparison, five financial literacy presentations were provided to classes and groups in 2010-11.
- b.) Summer Aid Processing: After analyzing new federal regulations designed to simplify processes, new PeopleSoft functionality, and utilizing LEAN methodology to evaluate current procedures, two processes were identified for improvement. Direct Loans are now awarded at the same time as Pell Grants, rather than as a separate process. Additionally, we've been able to ensure no duplicate borrowing has occurred without having to review the federal website for many students. Summer 2012 processing has decreased from taking six weeks to taking no longer than two weeks, and often less than one week.
- c.) Outreach Initiatives:
  - o Seven training sessions on the new Satisfactory Academic Progress (SAP) Policy were provided to students, academic advisors, financial aid staff members, and SAP Appeal Committee members. Staff members were trained on methods to identify repeated courses, which were financial aid ineligible, and on the addition of "modules" to the Complete Withdrawal Policy.
  - o Targeted email messages were sent to students at the time they started registering for classes regarding the new retaking coursework regulation. These messages included a hyperlink to "Timely Tips" which provided examples of repeated courses that are financial aid eligible and those that are ineligible. In anticipation of the 2012-2013 600% limit on Pell Grants, spring semester messages notified Pell Grant recipients who were close to the limit or had exceeded it. Students were encouraged to meet with financial aid counselors if they had questions.
  - o New policies, forms and handouts were developed for the SAP Policy, and the Complete Withdrawal Policy, as well as updates to the Financial Aid Handbook and website.
- d.) BroncoWeb Self-service:
  - o In June 2011, scholarship staff met with OIT staff to begin the process of creating a user-friendly online scholarship application. The new functionality was designed to

## Division of Student Affairs Annual Report 2011-2012

---

- be easy for students to navigate, allow for the online submission of additional documents (e.g. résumés, letters of recommendation, essays), and easy for faculty and staff to administer their scholarship funds for selection of recipients. This project will continue to be developed and will move forward as a goal for 2012-13.
- Students can now check BroncoWeb to view their financial aid Satisfactory Academic Progress status. Specific information regarding the student's GPA, credits completed, and credits attempted are now available for all students as they plan their classes.
  - When a student drops one or more classes, a pop-up box now appears giving the student an opportunity to tell us their plans for enrollment, so that we do not have to adjust their aid if they plan to continue classes that term.

**II. GOAL:** The scholarships team will meticulously administer and track NCAA athletic aid.

### Assessment Strategies

- a.) Create an Athletic/Scholarship Specialist position to specialize in the awarding, tracking, and administering of all athletic aid.
- b.) Create a unified tracking system for all athletic aid in conjunction with the Athletic Office.

### Assessment Results

- a.) The Athletic/Scholarship Specialist position was filled in fall 2011. The new staff member was uniquely qualified to fill the position, bringing eight years of experience in financial aid. Her skills included daily administration of federal financial aid, as well as experience understanding and interpreting federal methodologies and state aid programs. Additionally, she had the experience and understanding necessary to create a unified tracking system for all athletic aid.
- b.) In conjunction with the Athletic Compliance team, a unified tracking system of athletic aid was created. The system utilizes an Excel format with formulas and coding to simplify the tracking of athletic aid. Award entry on CAi (Athletic Aid Compliance Assistance tracking software) was also assumed in the Financial Aid Office, allowing direct administration of the athletic and financial aid for Boise State student athletes.

**III. GOAL:** The Financial Aid Office will comply with the Program Integrity regulations outlined by the Department of Education.

### Assessment Strategies

- a.) Review regulations affecting the following areas of student financial aid:
  - Satisfactory Academic Progress (SAP)
  - Return of Title IV Funds for Students in Modules
  - Gainful Employment Disclosure and Reporting for Graduate Certificate Programs
  - Repeated Coursework
  - Net Price Calculator

## Division of Student Affairs Annual Report 2011-2012

---

- b.) The Financial Aid Office works with staff from the offices of Institutional Assessment Analysis and Reporting, Registrar's, Graduate College and Information Technology to implement both systematic and manual business process changes to comply with the regulations that have been set forth.

### Assessment Results

- a.) Satisfactory Academic Progress: The impact of the new regulations resulted in a student self-service page where students can track their academic progress, comprehensive GPA and maximum credit limits. This enhancement not only brought the office into compliance with the Department of Education, but also provided a user-friendly page for students to monitor their status.
- b.) Return of Title IV Funds: After much analysis of this new rule, the Financial Aid Office worked with OIT to provide a self-service option for students who drop classes but may be enrolled in a later session within the semester. The new functionality allows students to keep their federal funds based on their responses, and reduced the workload of the Financial Aid Office staff.
- c.) Gainful Employment: The review of the regulations with the Graduate College determined that reporting and disclosure of certain data elements were required for seven graduate certificate programs. The disclosure information was made available on the colleges' websites and the reporting requirements were done for the past four years to meet the deadline set by the Department of Education.
- d.) Repeated Coursework: The Financial Aid Office worked in conjunction with the Registrar's Office to identify classes disqualified to be counted in determining eligibility for federal funds. Queries were written and a new process from Oracle was designed to ensure compliance of this new rule. Students now have their financial aid eligibility calculated using the new guidelines.
- e.) Net Price Calculator: The net price calculator was provided to give students a realistic estimate of what they can expect to pay in tuition costs and receive in the form of grant aid. The data was used from the first-time full-time freshman student information. The data was analyzed and put into a tool provided by the Department of Education. The tool was then placed on our website to be easily accessed by students. The tool was designed to create a consistent comparison between institutions for students to use when selecting a college.

### HIGHLIGHTS

- Financial Aid & Scholarships staff provided approximately 95 outreach presentations or events during the 2011-12 academic year. The majority of those presentations were in support of New Student Orientation and Admissions activities. An additional 22 presentations were provided to university classes or campus groups on topics of financial literacy, avoiding credit card fees, budgeting, financial aid, and satisfactory academic progress.
- Boise State hosted a site for the statewide "Idaho FAFSA Day" where more than 100 individuals received assistance in completing the 2012-13 FAFSA.
- A highly visible promotional campaign was produced in February and March encouraging students to complete the 2012-13 FAFSA before the March 15th Priority

## Division of Student Affairs Annual Report 2011-2012

---

Deadline. In the end, Boise State received 13,840 FAFSAs completed by the Priority Deadline.

- An ongoing challenge was timely responses to phone, email and in-person questions during peak periods. During the first six months of 2012, Financial Aid & Scholarships staff handled 11.75% more phone calls than the first six months of 2011 (16,363 in 2012 vs. 14,643 in 2011). A former financial aid student employee was hired during spring 2012, and that extra assistance made the difference in the number of answered calls. Anecdotal evidence suggests the increased calls were related to the implementation of new Satisfactory Academic Progress federal regulations and a new verification requirement: the IRS tax retrieval tool.
- In 2011-12, Boise State received a total of 24,872 FAFSA applications, an increase of 5.72% over 2010-11. While slightly fewer students received financial aid (15,070 vs. 15,094), overall aid increased from \$148,734,539 to \$154,354,287, an increase of 3.78%.
- Summer financial aid processing was improved allowing award notifications to occur within one to two weeks (previously had been up to six weeks).
- Increased funding for scholarships, as well as more strategic awarding procedures, resulted in an overall increase of \$2,537,795 (12%) in scholarships awarded to our students.
- For the incoming class of fall 2012, the President's (\$5,000) and Dean's (\$3,000) scholarships were increased to two-year awards. Historically, these scholarships were awarded for only one year. The ultimate goal is to make these scholarships four-year awards.
- Acceptance rates from 2010-11 to 2012-13 of the President's and Dean's scholarships increased 10% and 15% respectively. It is believed that the increase in acceptance rates is the result of making the scholarships two-year awards rather than one-year awards.
- In support of Boise State's goal to grow the enrollment of nonresident students, GEM and WUE awards were increased. Gem waivers were offered to 511 students in 2011-12, up from 142 in 2009-10 and WUE waivers were offered to 569 students, as opposed to 498 awards in 2009-10.
- The Scholarship Team developed formal appeals processes (for both new and continuing students), allowing students an impartial review of their special circumstances. This process will also allow the scholarship committee an opportunity to strategically utilize scholarship funding to help students attend Boise State.
- Boise State processed a 25% increase in CWI/CSI/BSU Consortium agreements, a 31% increase in Study Abroad applications, and a 23% increase in Parent Plus Loans.
- Work on the Roadmap conversion process has resulted in the elimination of 30 customizations to date.
- Annual external audits have been clean with no audit findings since at least 2000.

### 2012-2013 GOALS

I. Improve service to students by critically evaluating staffing, technology and processes to realize new efficiencies.

- Meet with telephone services consultant for recommendations on how to best utilize upgraded phone system.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Convert the Financial Aid and Scholarships Office website from Dreamweaver to WordPress.
- Evaluate use of work study funding and student help to launch a calling campaign to continuing students who have not completed the FAFSA application and/or “To Do” items prior to leaving for summer break.
- Review all outgoing communications to students to ensure message is caring and supportive as well as clear and concise.
- Implement an online calculator for families and students to estimate balances owed or expected refunds after financial aid has been applied to BroncoWeb expenses.

**II.** Continue to refine the online scholarship application to improve functionality for students, Boise State faculty and staff.

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

**III.** The Financial Aid office will maintain compliance with new federal regulations pertaining to Pell Grant eligibility limits, and will participate in the experimental sites program.

- Review the published regulations regarding the Pell Grant Lifetime Eligibility limits. Track students who are close to reaching their limit to ensure that the correct award amount is disbursed. Outreach may also be provided to these students to alert them to the possibility of limited Pell Grant funding.
- Implement processes to administer the following federally selective experiments in which Boise State will be participating:
  - Single disbursement of a one-term loan for study abroad students. These students will be awarded the full amount of their student loans in a single lump sum instead of two separate disbursements. Current regulations requiring two separate disbursements for a one-semester Studies Abroad student create financial hardships for students who need to be able to pay their institutional fees at the beginning of the term.
  - Early disbursement for students participating in approved study abroad programs and students enrolled in foreign institutions. A disbursement schedule will be developed that will allow early and timely disbursement to student based on their program start dates.
  - File required reports with the Department of Education.

**IV.** The Financial Aid Office will successfully complete the Campus Solutions refresh project within the OIT Roadmap project.

## **Division of Student Affairs Annual Report 2011-2012**

---

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

### **NEW STUDENT & FAMILY PROGRAMS**

#### **VISION**

New Student & Family Programs (NSFP) will become a premier office within the Division of Student Affairs, known for our ability to provide comprehensive, creative and research based orientation and transition programming to both new students and family members. NSFP will become a champion for special populations on campus and first year experience curriculum for traditional, nontraditional, and transfer students, with consultation to International student orientation and others. NSFP will provide nationally competitive Parent & Family involvement opportunities and transparency of university-family member roles, in which families advocate for student success via emotional and financial support. NSFP will become a model office for collaborative programming with campus partners and faculty, and demonstrate innovative practices in new student programming such as 1:1 new student mentorship programming and first year holistic advising.

#### **MISSION**

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

- Creating an environment where everyone feels like they have an intrinsic right to belong and succeed.
- Focusing on the educational purpose in everything we do, in order to create intentional and guided learning experiences.
- Advocating for the success of new programs and populations.
- Striving to incorporate innovative ideas across programs and practices.
- Fostering positive and collaborative relationships with campus and community partners.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **PROGRAMS & SERVICES**

### **New Student Support Programs Orientation**

New Student & Family Programs offers multiple types of orientation programs for incoming new students. BroncoVenture for traditional age students is a two-day program with an overnight component in a university residence hall. Our two-day program attendees are placed in orientation leader groups by major and attend sessions and activities that provide opportunities for students to make connections to the university and other new students, learn about campus support resources, receive academic advising and register for classes.

BroncoVenture for transfer and non-traditional students is a one-day program focused on the particular needs of non-traditional aged students or students who are transferring credits to Boise State. This program's main focus is creating connections to the university community and to provide advising and class registration.

BroncoVenture for international students is a two-day program that, because students have already moved into housing for the semester, does not include an overnight component. This program focuses on creating connections to the university community, including other international students and domestic students as well. Another major component is the completion of paperwork mandated by the federal government.

### **First-Year Mentor Program**

The fall 2011 Broncos Guiding Broncos mentor program provided academic and co-curricular support resources to 25 students. Programming included weekly meetings with a student mentor, connections to advisors in Advising and Academic Enhancement (AAE), workshops on academic preparedness, study skills, résumé writing, getting involved and charting a successful path to graduation. The program was hosted by AAE, Career Center, and New Student & Family Programs and culminated with an on-campus winter retreat focused on academic goal setting, life-planning techniques and the successful transition to second semester.

### **Convocation**

Convocation is Boise State's bookend to commencement. Convocation serves as the kick-off to the school year and features dynamic and influential speakers from Boise State's faculty and staff. All students, families and Bronco community members are invited to attend this address in the Morrison Center and, afterward, a celebratory barbecue on the Quad.

### **Parent & Family Outreach**

#### **Parent & Family Orientation**

New Student & Family Programs presents orientation programs for parents and family members

## **Division of Student Affairs Annual Report 2011-2012**

---

of traditional students as well as transfer and non-traditional students. In 2011-12, BroncoVenture Family Orientations started offering one and two-day programs during fall and summer to prepare parents and family members to support their students in seeking and utilizing resources that contribute to students' personal and academic success in the first year of attendance. BroncoVenture Family Orientations also inform parents and family members about resources and involvement opportunities available to them through the Bronco Parent & Family Association, Alumni Association and University Advancement initiatives.

### **Parent & Family Association**

The Bronco Parent & Family Association is the formal link between parents and family members of current undergraduates and Boise State University. Membership is free to parents and family members. Benefits to membership include access to information and updates about Boise State, advance notification about university events like Parent & Family Weekend, receipt of the quarterly member e-newsletter *In Bronco Parentis*, as well as volunteer and leadership opportunities. The Bronco Parent & Family Association operates under the leadership and direction of New Student & Family Programs with internal leadership by an elected chair and appointed council of family members. The Bronco Parent & Family Association hosts its annual membership meeting during Parent & Family Weekend.

### **Parent & Family Weekend**

New Student & Family Programs plans and implements Boise State University's annual Parent & Family Weekend, a marquee event held each fall semester in celebration of parents and family members of current undergraduates. Parent & Family Weekend attracts more than 1,300 guests annually to campus for various events held throughout the weekend related to academics, athletics, student life and the Bronco Parent & Family Association. Highlights include the annual brunch with President and Mrs. Kustra, family seating in Bronco Stadium during the featured Boise State Bronco Football game, and annual family hike to Table Rock.

## **PLANNING & EFFECTIVENESS 2011-2012**

**I. GOAL:** Begin the development of a Bronco Parent & Family Association.

### **Assessment Strategies**

- a.) Host focus groups with involved families to gain knowledge on what resources they would like to see in place and what programming and outreach would resonate with them.
- b.) Create a survey to be sent August 2012 to select family members who attended BroncoVenture Family Orientation programs.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Results

- a.) Ongoing. As of July 2012, we have received and are reviewing parent and family feedback and will be using this feedback to create programming for Bronco Families including content for Parent & Family Weekend.
- b.) To be sent in early August.

**II. GOAL:** Create meaningful assessment tools for BroncoVenture Orientations.

## Assessment Strategy

- a.) Work with assistant vice president to development assessment pieces and focus group questions to gather feedback and information regarding participant's experiences at BroncoVenture Orientations.

## Assessment Result

- a.) Results are still being collected and will be evaluated in September 2012.

**III. GOAL:** Create online reservation system for BroncoVenture parents, families and guests.

## Assessment Strategy and Result

- a.) Track guest attendees to evaluate if the BroncoVenture attendee form provided accurate guest information and attendance numbers. As of July 2012, this non-mandatory form provided information at approximately 82% accuracy.

## HIGHLIGHTS

- Convocation 2011 had the highest attendance ever with more than 2,000 attendees.
- Since June 2012, hosted eight two-day BroncoVenture programs with 1,946 traditional age students attending.
- Since April 2012, hosted eleven one-day BroncoVenture programs with 1,650 transfer and non-traditional students attending.
- Since April 2012, hosted more than 1,806 family members in attendance at BroncoVenture Family Orientations for parents and family members of traditional students and 499 family members of transfer and nontraditional students.
- Between November 2011 and January 2012, hosted six one-day programs for incoming new students with 828 students attending.
- During Parent & Family Weekend 2011, Boise State University hosted more than 1,300 guests on campus to celebrate the parents and family members of current undergraduates.
- In fall 2011, implemented the first ever orientation for parents and family members of transfer and non-traditional students.
- In fall 2011, the Bronco Parent & Family Association elected its first association chair and New Student & Family Programs appointed the first association council members.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **2012-2013 GOALS (3-5)**

### **I. Create Online Orientation.**

- With collaborative support from IT and Student Media, design and implement a distance orientation option for students, parents and family members, domestic and abroad, who are unable to attend orientation. This program will feature online versions of orientation content as well as a chat feature.

### **II. Develop Comprehensive First-Year Mentor Program.**

- Collaborate with Admissions on the development of a comprehensive mentor program for incoming new students who have displayed a need for additional support with the high school to college transition.

### **III. Continued Development of the Parent & Family Association.**

- Continue recruitment of family members to the Parent & Family Association Council.
- Develop a more intentional training for all Council members.
- Better develop the role of the Parent & Family Association in Parent & Family Weekend.

### **IV. Implement a Family Fundraising Campaign.**

- Collaborate with University Advancement to develop and promote the inaugural Parent & Family Campaign for Boise State University.

## **OFFICE OF THE REGISTRAR**

### **VISION STATEMENT**

We are student focused, innovative and providers of personal service and quality support.

### **MISSION STATEMENT**

The Office of the Registrar upholds the mission of Boise State University by providing quality support and personal service to the academic community, emphasizing processes related to the integrity and accuracy of academic records, registration, enrollment data, course administration, and graduation.

As a primary information resource for the university community, we actively seek ways to effectively communicate policies and procedures to students, alumni, faculty, and staff. In collaboration with Enrollment Services, we facilitate inclusiveness and are dedicated to assisting our students with successful navigation through their academic journey.

# **Division of Student Affairs Annual Report 2011-2012**

---

In promoting civility, we serve our diverse community with care and respect by holding ourselves to a standard of excellence.

## **PROGRAMS & SERVICES**

### **Records, Transcript Processing & Enrollment Verification**

The Office of the Registrar is responsible for maintaining the integrity of the student record and is the sole source for issuing an official Boise State University academic transcript. The Office also provides proof of student enrollment and degree verification as a service for students and alumni. The production team is charged with making modifications to student records as required to ensure all personal and academic data are current and correct. Responsibilities include:

- Verifying/Computing GPAs.
- Posting changes of grades.
- Removing incompletes.
- Processing special registration (study abroad, credit for prior learning, internship/practicum, independent study/directed research, grade exclusion).
- Modifying records based on approved exceptions to university regulations including complete and/or military withdrawals, multiple careers, term switching, and other appeals processing.

Also included: student records research; posting deceased notices; and the “clean-up” process, whereby staff move and image older records into PeopleSoft and/or the imaging system.

### **Academic Policy Enforcement & Appeals**

The Office of the Registrar is regularly consulted regarding policy changes or new policy implementation. It's the responsibility of the Office of the Registrar to administer and enforce many academic and student affairs policies. The Office is also responsible for ensuring that Student Affairs policies relating to student records are maintained and current. All policy changes must be routed through the appropriate channels and signed off by the University Policy Committee. Students have the right to appeal any academic policy or requirement through the University Academic Appeals Committee. This committee consists of deans and associate deans and is chaired by the Registrar.

### **Residency Determination**

The legal residence of a student for fee purposes is determined at the time of initial application for admission to Boise State. Students requesting to update their residency status do so by contacting the residency coordinator in the Registrar's Office. The burden of proof in requesting reclassification to resident status rests with the individual by providing clear and convincing evidence of residency as defined by Idaho State Law. The residency coordinator determines if the individual meets the criteria for residency and notifies the individual in writing of the

## **Division of Student Affairs Annual Report 2011-2012**

---

decision. Appeals of the decision are vetted through the Residency Appeals Committee chaired by the assistant vice president for Enrollment Services.

### **Transfer Evaluation & Support**

The Office of the Registrar is responsible for processing transfer credit evaluations for all admitted degree-seeking students with coursework from other institutions. The evaluator determines transfer course acceptability and equivalency to Boise State courses based on Idaho State Board of Education policy, articulation agreements, internal transfer policies and accreditation status.

The Office of the Registrar subscribes to the Transcript Evaluation Service (TES) from College Source to access course descriptions from other institutions. Evaluators provide information to prospective students, current students, faculty and staff regarding the transferability of courses. The Office utilizes World Education Services (WES) to verify the validity of documents provided by international students as well as accreditation of their institutions. The Office processes all test and military credit for the University. The departments and the American Council on Education (ACE) determine test equivalencies.

### **Registration Support/Customer Service**

The Office of the Registrar's BroncoWeb Help Center is the point of contact for students, staff, faculty and external customers. Customer service is provided by the help center staff that answer all registration related questions, including (but not limited to), adding, dropping, and wait-listing classes. Additional questions include those related to the class schedule, requisite issues, class set-up, BroncoWeb technology, and completely withdrawing from the university. The Registrar's Office supports a 12-computer BroncoWeb Help Center with two network printers. Assistance is available in person, over the phone or via email.

### **Graduation Evaluation, Degree Posting & Commencement**

The Office of the Registrar has sole responsibility for verifying and posting more than 3,000 degrees annually. The Office ensures that all graduates have met the requirements set forth by curriculum and university policy. The Office supports planning and facilitating two university-wide commencement ceremonies per year. This support includes the associate registrar co-chairing the University Commencement Committee, oversight of all communications with students regarding commencement ceremonies (including development of the commencement brochure, commencement invitation, and commencement program), coordination with the Provost's Office, FOAM, Taco Bell Arena, Printing and Graphics, Jostens, Herff Jones, Michael Sutter Company, Grad Images, and the Bookstore for all commencement needs, coordination of graduates with special accommodation needs, and oversight of all volunteers for set-up and clean-up of ceremonies.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **Support of Intercollegiate Athletics/NCAA Certification**

The Office of the Registrar supports the participation of Boise State University in NCAA athletics at the Division I level. This support includes verification of academic eligibility for nearly 500 student athletes per year, per NCAA and conference regulations. In addition to eligibility certification, the Office provides daily reports on student athletes, their enrollment and withdrawals. Our certification specialists determine transfer evaluations and graduation eligibility.

## **Veterans Services**

The Veterans Services Office (VSO), an entity of the Office of the Registrar, provides support for our student veterans and dependents. VSO works closely with the Department of Veterans Affairs, Boise State's Financial Aid and Student Financials offices to coordinate student benefits in an era of continually changing guidelines and regulations.

## **Course Scheduling, Course Maintenance & Catalog Development**

The Office of the Registrar is responsible for the production of the fall and spring class schedules. These class schedules are available online through BroncoWeb. The Office maintains the course catalog for the university, both online and in print. Course catalog changes originate at the department and college levels and are approved by the curriculum committees (undergraduate by the University Curriculum Committee (UCC), graduate by the Graduate Council) with final approval from the Provost's Office. Course maintenance and catalog development consists of either updates to existing courses or creation of new courses. Staff members work to ensure the accuracy of the course catalog when making changes to the following:

- Student information system (PeopleSoft) for scheduling and registration.
- Degree audit system (Academic Advisement Report (AAR)) for graduation evaluation.
- Printed graduate and undergraduate catalogs for publication.

## **Grading**

The Office of the Registrar is responsible for the collection of final grades for more than 4,000 sections of courses each fall and spring semester as well as more than 2,500 in the summer semester. Faculty can submit online grade changes through the end of semester grading deadline. Staff members follow up with any faculty who are delinquent in submitting their grades. After online grading has been turned off for the semester, paper grade change cards must be submitted to the Registrar's Office with appropriate signatures.

# Division of Student Affairs Annual Report 2011-2012

---

## Academic Standards (Probation & Dismissal/Honors & Awards)

The Office of the Registrar is responsible for enforcing academic standing rules to include notification of academic probation or dismissal. The Office also awards Deans List honors to undergraduate students who have met the GPA requirements. The calculation of academic standing and honors is completed during the end-of-term processing after final grades are received.

## Reporting

The Office of the Registrar fills nearly one thousand ad hoc query requests each year. The Office's focus is on current, point-in-time reports. Reports requiring analysis or historical trends are referred to IAAR. All requests are submitted via an online query request form. Requests are filled with standard reports out of our PeopleSoft Student Information System, from PeopleSoft queries, queries created in a SQL tool, or reports obtained from the Data Warehouse. The Office is also responsible for compiling Census Day reports for the university.

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Create a plan to manage all communications.

### Assessment Strategies

- a.) Inventory all communications.
- b.) Review all communications for improved messaging and student friendliness.
- c.) Convert PeopleSoft communication to Comm Gen for better tracking.
- d.) Develop a master schedule.

### Assessment Results

- a.) An inventory of all communications was completed.
- b.) It was determined that the move to Comm Gen would need to occur post-Roadmap.
- c.) The review of content and message began, starting with our transfer students first.
- d.) This goal will carry forward to 2012-2013.

**II. GOAL:** Better utilize organized training sessions for team building and professional development.

### Assessment Strategies

- a.) Hold trainings on a regular basis.
- b.) Incorporate team building into training sessions.
- c.) Provide professional development opportunities.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Results

- a.) Office and area trainings were held on a consistent basis (at least once a month).
- b.) Topics covered included: time management, cubicle etiquette, managing change and positive attitudes
- c.) The Office was successful in increasing the number of staff (classified & professional) who were afforded opportunities to attend conferences (IACRAO, PS Alliance, NAVPA, CollegeNet, NCAA Rules Seminar, etc.).

**III. GOAL:** Create or update all office documentation to improve processes.

## Assessment Strategies

- a.) Complete process mapping for all areas of the office.
- b.) Compile all existing documentation on the office EWOK.

## Assessment Results

- a.) Process maps were completed, improving efficiency of processes and were instrumental to the work on the Roadmap Project.
- b.) All existing documentation was moved to the office EWOK providing a consolidated location for easy access and quick reference.

**IV. GOAL:** Identify and dedicate the necessary resources to make the Roadmap Project a success.

## Assessment Strategies

- a.) Dedicate associate registrar 50% time to Roadmap Project.
- b.) Dedicate management systems coordinator and program information coordinator 75% to Roadmap Project.
- c.) Dedicate management systems coordinator and program information coordinator 50% to production support as backfill to the Roadmap Project.

## Assessment Results

- a.) The associate registrar took a project management position in OIT and the position remained vacant the entire fiscal year, after a failed search.
- b.) The management systems coordinator dedicated to production support took a position in OIT as part of the Roadmap Project.
- c.) As a result of these vacancies, the remaining positions had to fill multiple roles. Despite spending many hours as production support and filling query requests, the system staff continued to meet all the deadlines of the Roadmap Project.

# Division of Student Affairs Annual Report 2011-2012

---

## HIGHLIGHTS

### Implemented University Foundations Program

- Facilitated hundreds of curriculum, policy and process changes to support the redesign of Boise State's core education and the move to the University Foundations Program.

### Implemented New Standard Meeting Times

- Facilitated the development of the new standard meeting times to increase passing periods to 15 minutes to allow students and faculty adequate time to travel, as our physical campus continued to expand. The new times better utilize classroom space, flattening peaks and utilizing classrooms at times they sat vacant (example: Fridays). The new times also expanded instruction time, better meeting the pedagogical needs of our faculty.

### Facilitated Creation of the New Vets Center

- Collaborated with many entities, on campus and beyond, to bring additional services to our veteran students (Vet Success program and Wyakin Warriors). Providing dedicated space for veteran services, a model of best practices.

### Office Reorganization

- Assessed the current organization structure and made changes to better align areas and services. Promoted several people/positions (Associate Registrar, Management Systems Coordinator, Business Analyst, and both NCAA positions). These changes allowed the office to better meet the needs of students, staff, faculty and alumni.

## PROCESS STATISTICS

Process	Summer 2011	Fall 2011	Spring 2012	Total
Students Put on Probation	83	901	599	1,583
Students Continued on Probation	67	145	127	339
Students Removed from Probation	101	322	351	774
Students Academically Dismissed	63	333	599	995
Students Awarded Honors (Dean's List)		2,778	2,722	5,500
Official Transcripts Processed				25,458

## Division of Student Affairs Annual Report 2011-2012

Residency Reviews		494	201	695
Grade Exclusion Reviewed				97
Grade Changes Processed		509	512	1,021
<b>Process</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Total</b>
Transcripts Entered into PeopleSoft from Historical Records	145	519	512	1,176
Academic Adjustments Entered				2,860
Graduation Applications (10 <sup>th</sup> day)	376	1,276	2,585	4,237
Degrees Awarded	329	1,216	2,292	3,837
Commencement Participants		786	1,471	2,257
Transfer Credit Evaluations Processed				5,111
World Education Evaluations	3	17	18	38
Test Credit Evaluations	112	1,100	340	1,552
Military Credit Awarded by Student	18	60	83	161
Veteran Benefits Processed	457	1,115	1,179	2,751
Internships Entered	207	504	586	1,297
Independent Study Entered	75	225	223	523
Credit for Prior Learning Processed	103	655	754	1,512
National Student Exchange Students		26	28	54
International Student Exchange Students		27	27	54
Study Abroad Students	29	65	64	158
Correspondence Courses	2	2	1	5
Academic Appeals	234	346	432	1,012
Schedule Change Requests		2,022	1,477	3,499
Ad-hoc Events Scheduled Resource25	66	318	369	753

## Division of Student Affairs Annual Report 2011-2012

---

Complete Withdrawal Appeals	8	112	103	223
Security Requests				671
Ad-hoc Query Requests				989
BroncoWeb Phone Calls				39,457
Documents Imaged				142,434

### FALL 2012 ENROLLMENT NUMBERS

	Number
Total Students	22,678
Total Credit Hours	237,976
Total FTE	16,136

	Number	Percent
Undergraduate	19,657	86.7%
Graduate	3,021	13.3%

### 2012-2013 GOALS

**I.** Develop a communication/marketing plan to manage all communications and messaging.

- Rebranding of BroncoWeb and the Office of the Registrar with the implementation of my.boisestate.
- Review all communications for content and message.
- Develop a master communication plan.
- Redesign of our “Frequently Asked Questions” to be an interactive tool.
- Look at the feasibility of moving the Registrar’s homepage and the Catalog webpages to Word Press.

**II.** Review processes for transfer students to facilitate their transition to Boise State and improve retention and graduation.

- Partner with Academic Advising and Enhancement to help our transfer students through their transition.
- Partner with the Provost Office to redesign our equivalency guide process.
- Hire temporary staff to facilitate the establishment of more equivalency rules in PeopleSoft.
- Participate in the statewide project to ease articulation issues (possible utilization of the TES product).

## **Division of Student Affairs Annual Report 2011-2012**

---

**III.** Review, update and implement academic policies to better serve students.

- Review/update the “Final Credits to be Taken” at BSU Policy (BSU Policy 2240).
- Review/update the Change in Awarded Grade Policy (BSU Policy 2230).
- Review and update the Grade Exclusion Policy (BSU Policy 2210).
- Develop a way to enforce the W Limit policy (BSU Policy 2220).
- Implement the new Repeat Policy (BSU Policy 2190).

**IV.** Transition Veterans Services and the Complete Withdrawal Process to the Dean of Students Office.

- Collaborate with the Dean of Students to facilitate the transition.
- Determine the Registrar’s Office role in administrative and/or technological support.

**V.** Successful completion of the Roadmap Project.

- Continue to dedicate the necessary resources to support the Roadmap Project.
- Communicate changes.
- Support faculty, staff and students through the transition.

## **DISABILITY RESOURCE CENTER**

### **VISION**

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

### **MISSION**

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

### **PROGRAMS & SERVICES**

#### **Student Accommodations**

##### **Determination**

The Disability Resource Center (DRC) collaborates with students who have self-identified as having a disability to determine appropriate academic and university housing accommodations.

## **Division of Student Affairs Annual Report 2011-2012**

---

Accommodations mitigate the effects of a student's disability on the learning environment allowing the student to demonstrate true mastery of the subjects studied.

### **Implementation**

In addition to determining academic accommodations, the DRC supports students and faculty by coordinating test proctoring and note taker accommodations. If an academic department is unable to provide an appropriate accessible environment, reader, and/or scribe for exams, the DRC will implement the accommodations. Professors are requested to recruit note takers from the class. The DRC supports faculty and students by organizing the details—training, hiring, and supervising note takers as well as distributing notes.

### **Campus Community Support**

In addition to serving students, the DRC supports the campus community as consultants for accessibility questions and issues. The Disability Advisory Group assists the DRC in campus outreach through the Faculty Mentor, Accessible Technology, and Campus-wide Advocacy subcommittees.

## **PLANNING & EFFECTIVENESS 2011-2012**

**I. GOAL:** To conduct the first-ever comprehensive DRC self-evaluation.

### **Assessment Strategies**

- a.) Utilize the Association on Higher Education and Disability (AHEAD) 360 Self Evaluation format.
- b.) Survey students, faculty, administrators, and DRC staff.

### **Assessment Results**

- a.) Overall feedback is that the DRC is doing well.
- b.) Specific areas for development and improvement were highlighted:
  - i.) Note taking services: Summer 2012, Accommodation Services Coordinator will look at various note taker models.
  - ii.) Testing: Spring 2012, Assistive Technology Coordinator and Accommodation Services Coordinator began working with Academic Technologies to make Blackboard Testing Center fully accessible, so that students who use assistive technology to take tests have equal and easy access to the online testing environment.

# Division of Student Affairs Annual Report 2011-2012

---

## II. GOAL: Hire a Deaf Services Coordinator.

### Assessment Strategy and Result

- After two failed searches for the position, revisit and revise job description to emphasize administrative duties over interpreting duties. Last year's strongest candidate was fresh out of an interpreter training program with little supervisory or administrative experience. Before re-posting the position, director and current search chair will talk with other colleges around the country hiring for similar positions—check salary range, job description and applicant pool.
- Discussions with other institutions verified that the job description and salary of our position announcement were similar to other institutions. Adjusted salary range and re-balanced the duties of the position to be more administrative. The third search to fill the position was successful.

## HIGHLIGHTS

### Comprehensive Program Evaluation

- Students, faculty, and administrators reported that overall satisfaction with the DRC is in the Good to Excellent range.
  - Administrators (based on a five point Likert scale)
    - 70% felt the DRC is doing a Good job supporting various campus units in their interactions with students with disabilities.
    - 55% felt that the DRC does a Good job of serving students with disabilities; 10% felt we do an Excellent job.
  - Faculty (based on a four point scale)
    - 59% rated their interactions with the DRC as Excellent both in the information they received and on positive interactions with the DRC staff.
    - 29% rated information received and interactions as Good.
  - Students (based on a four point scale)
    - 52.5% rated the overall quality of services through the DRC as Excellent; 22.5% rated the overall quality of services as Good.

### Cross-University Collaborations on Accessibility

- Partnered with the School of Social Work to establish two BSW internships in the DRC to begin fall 2012.
- Initiated partnership with Academic Technologies and Office of Information Technology to make Blackboard Testing Center fully accessible.
- Supported Mobile Learning Initiative in formatting accessible features on iPads; several accessible iPads now available for checkout from the library.

### Deaf Services Coordinator Search a Success

- New staff member started July 16, 2012.

# Division of Student Affairs Annual Report 2011-2012

---

## Comprehensive Budget Review

- Reviewed appropriated operational budget, appropriated accommodations budget, and local budgets.
- Created historical and projected costs per student to better track budget needs and expenses.
  - Average cost per student FY 08-FY 11 = \$511.11.
  - FY 12 cost per student = \$619.87.

## 2012-2013 GOALS

### I. Improve services for students by becoming more proactive than reactive.

Specific sub-goals were chosen as a result of feedback from the DRC 360 self-evaluation. While our ratings were Good overall, there is room for improvement in specific areas.

- Student Focused Strategies
  - Increase the number of students coming in before the semester begins for accommodation letters through email and in-person reminders.
    - Compare number of student meetings/number of letters prior to first day of fall 2012 and fall 2013.
  - Catch accommodation needs/concerns regarding note taking and alternate text format early in the semester through Friday follow-ups.
    - Note taking: measure by comparing number of unfilled note taking requests fall 2012 to fall 2013.
    - Alternate Text Format: measure student satisfaction of timeline in receiving accessible materials.
- Faculty Focused Strategies (via Disability Advisory Group)
  - Provide more specific training for faculty mentors.
  - DAG mentors meet two times each semester.
  - Plan purposeful interaction with other faculty (faculty senate, dean's meetings, etc.).
    - Measure number of contacts faculty mentors have compared to previous years.
  - DRC initiated Let's Talk/CTL trainings on various accommodation topics (working with an interpreter, creating accessible documents, faculty rights and responsibilities in the accommodation process).
  - Coordinate with Distance Ed folks to determine their questions and needs.
- Technology Focused Strategy
  - Investigate various funding models for purchasing office management system that has modules focused specifically on disability services.
  - Begin implementing chosen office management system spring 2013.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **II. Establish centralized accommodation-funding source for Boise State.**

- Collect data from venues regarding number of accommodation requests and costs of accommodations for FY 12 by October 1.
- Connect with VPSA, Dean of Students, VPFA, Chris Rosenbaum to re-open the conversation by November 15.
- Establish policies and procedures for using funding source.
- Establish realistic baseline amount for initial upload by February 1.

## **INTERNATIONAL STUDENT SERVICES**

### **VISION**

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

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

### **MISSION**

The mission of International Student Services is to provide the support and assistance necessary for international students to achieve their educational goals and to ensure institutional compliance with governmental immigration regulations. We are involved in the campus effort to develop a dynamic and participatory campus climate that values global engagement and is welcoming to people from all international cultures. We serve as the central campus resource for referrals and information relative to international and intercultural affairs and as a place of expertise to develop and promote programs to internationalize campus.

### **PROGRAMS & SERVICES**

International Student Services (ISS) provides comprehensive support services to international students as they integrate into the larger campus community.

- ISS serves as the primary source of expertise regarding immigration and cross-cultural issues for the campus at-large.
- ISS acts as a welcoming center where international student needs can be met directly or referred to the appropriate university or community resource.
- ISS serves as a liaison between faculty, staff and international students.

# Division of Student Affairs Annual Report 2011-2012

---

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Assist international students in campus integration and support general overall internationalization of campus via new programs; World Cup of Tea (WCT), Wisdom Café.

### Assessment Strategies

- a.) Service-Learning participants will submit 16 weekly progress reports. Non Service-Learning participants will respond to two email surveys and verbal requests for input.
- b.) Informal conversations at international student events or one-on-one appointments.
- c.) Assess Wisdom Café weekly attendance and feedback from the students present.

### Assessment Results

- a.) Feedback indicated that international students benefitted from the support of their WCT friends. The American friends provided much insight into experiences that would normally exacerbate culture shock and feelings of isolation and loneliness. ISS received 14 responses to the first survey and seven responses to the second survey.
- b.) A small percentage of the American students grasped the friendship opportunity with verve, recognizing it as a valuable way to build global awareness and pluralistic proficiencies. Some American students, over time, waned in their commitment as their semester schedules became more compacted. Other American students maintained motivation in part due to the Service-Learning accountability.
- c.) The WCT program will benefit from a more robust incentivizing system. We have begun to strategize on how to enhance the program, including developing a campuswide “Global Proficiencies” certificate that participating students could include on their résumés’. Attendance ranged from 5-14 students, with average attendance being 10 students.
- d.) Students have voiced approval of an idea to re-structure the process for matching students to allow for a more organic connection between individuals.
- e.) Students consistently voted their approval for Wisdom Café through their willingness to attend, to risk exploring themselves in the group, and in terms of sustaining the conversation after official meeting time has passed.

**II. GOAL:** Provide enhanced support to students sponsored by the Saudi Arabian Cultural Mission (SACM) and to provide support through creation of a professional staff advisor position.

### Assessment Strategies

- a.) Gather input from other institutions with similar positions. Request input from SACM, from students, and from faculty and staff who interact regularly with SACM students.
- b.) Gather input from International Admissions and Intensive English Program, both of which are greatly impacted by the growth in this population.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Results

- a.) Feedback gathered from other institutions indicated that an advisor position was necessary and valuable for students, sponsors and supporting office.
- b.) Feedback gathered from Boise State stakeholders indicated that it was vital to the continued success of these students and this relationship with SACM that we create a position dedicated solely to the growing needs of this population. Academic departments with large numbers of SACM students indicated being overwhelmed by the bureaucratic requests of the sponsor.
- c.) A new advisor has been hired. Initial feedback from all parties is extremely positive and optimistic regarding the current and potential role of the advisor.

**III. GOAL:** Increase ISS visibility through campus trainings and partnerships.

## Assessment Strategy

- a.) Trainings facilitated by other departments (AEE, Resident Life, NSFP, Shared Leadership) where ISS staff serves as guest speakers, and are evaluated by those departments.
- b.) Have conversations with partners and relevant stakeholders to evaluate the partnership and the resulting procedures.

## Assessment Results

- a.) ISS is continually asked to return to provide training at annual (Shared Leadership, NSFP) and biannual (Housing, AAE) events.
- b.) Departments have indicated that the trainings have been well received.
- c.) Conversations with partners have resulted in updating or adjusting procedures, communication techniques, and a process to continually improve.

## HIGHLIGHTS

### World Cup of Tea and Integration with Domestic Students

- The WCT program, especially after becoming a Service-Learning community partner, has contributed greatly to our integration goal. More domestic students are spending time in the Student Diversity Center and attending ISS events. Participation at Coffee and Conversation regularly consists of at least 30% domestic students, a significant increase over the past two years.
- Partnering with Service-Learning has enhanced our visibility, serving to inform faculty about ISS, our mission and our programs.

### SACM Support Coordinator

- The challenges presented by our growing SACM student population have served to enhance ISS's collaboration and partnerships across campus. The need to serve this sponsor and student group has brought together many individuals and departments from

# **Division of Student Affairs Annual Report 2011-2012**

---

diverse areas of campus, requiring mutual understanding of needs and resources and a strong sense of teamwork to resolve the issues we face.

- The addition of the sponsored student support coordinator to the ISS team has brought necessary support to the SACM population, and Stefanie's creative approach and fresh perspective on our current procedures enhances the services we provide and the products we offer.

## **2012-2013 GOALS**

### **I. Continue to Expand and Improve Programming.**

- The structure of the WCT program is being revised; the matching process will be more organic, events will be planned by groups of students, reflection sessions will take place.
- Continue to evaluate all programs through student input and adjust as needed.
- Initiate a Lunch and Learn series in partnership with the Counseling Center to discuss topics such as culture shock, dating and friendship, coping with homesickness, etc.

### **II. Define and Enhance the Relationship with SACM and the Role of the Sponsored Student Support Coordinator.**

- Allow sponsored student support coordinator to assess her role as it unfolds over the next two semesters and make additions and adjustments as needed.
- Continue the recent conversations across campus regarding shared support of this student population. Evaluate how ISS can mutually support the faculty and staff working closely with this population.

### **III. Define and Create a Vision for the Student Diversity Center in Partnership with Multicultural Student Services.**

- Make appropriate physical changes in the space according to student needs and wishes.
- Increase partnership on programming.
- Continue to solicit student input regarding Center services and environment.
- Market the Center appropriately.

## **MULTICULTURAL STUDENT SERVICES**

### **VISION**

Multicultural Student Services will provide training, education and advocacy for students on issues of power, privilege, oppression, bias and multiculturalism. We will work to raise awareness, conduct trainings, develop workshops and create programming that will address issues for both dominant and non-dominant groups. We will design our programs to help

# **Division of Student Affairs Annual Report 2011-2012**

---

dominant culture students explore their role in diversity issues while non-dominant culture students can find their voice in validation.

## **MISSION**

Multicultural Student Services raises awareness and understanding about marginalized and oppressed groups in both non-dominant and dominant cultures, understanding about the needs of these groups and provides opportunities to all for action and interaction. We focus on education in the areas of development, issues of power and privilege, social justice and internalized oppression and promote an environment where people with different values and beliefs are treated with respect and dignity.

## **PROGRAMS & SERVICES**

### **Educational Outreach**

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

### **Support Services**

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

## **PLANNING & EFFECTIVNESS 2011-2012**

**I. GOAL:** Create programs and spaces that will help dominant culture students see themselves in the work of multiculturalism.

### **Assessment Strategies**

- a.) Track numbers of dominant culture students getting involved with MSS programs and coming into the Center.
- b.) Host conversations with dominant culture students about their experience in participation and collaboration.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Results

- a.) Increased visibility, participation and involvement of dominant culture students in MSS programs, including the first dominant-culture students directing Tunnel of Oppression.
- b.) Increased dominant culture students using and visiting the Center and participating in programs such as Wisdom Cafe, White ID, and Out of the Tunnel discussions.
- c.) Increased number of students applying for MSS student staff positions from eight in 2011 to more than 40 in 2012.

**II. GOAL:** Collaborative shared training, space and resources for MSS/ISS.

## Assessment Strategies

- a.) Hold joint staff meetings, feedback and reviews.
- b.) Host quarterly summit meetings to check progress and environment.
- c.) Maintain closed MSS/ISS Facebook page for communicating information and updating staff.

## Assessment Results

- a.) A cross-trained student employee pool in which all MSS and ISS frontline student staff were able to field a large portion of MSS and ISS questions.
- b.) Cross-collaboration and participation occurred in events like Tunnel of Oppression and the International Song, Food and Dance Festival.
- c.) A more fluid relationship developed between MSS/ISS staff as exemplified through increased combined activities and scheduled meetings.

**III. GOAL:** Create a strong academic connection with our events, especially Tunnel of Oppression.

## Assessment Strategies

- a.) Invite Foundational Studies to give feedback on Tunnel of Oppression and work with faculty to focus on areas being highlighted in the classroom.
- b.) Debrief and discussion with all partnership entities to discover if stated goals and expectations were met.

## Assessment Results

- a.) Foundational Studies faculty participated in Tunnel of Oppression planning and training.
- b.) Counseling Education faculty and students participated in designing and producing debriefing, which benefits their student experiential learning.
- c.) Theater Arts students participated in Tunnel of Oppression.

**IV. GOAL:** Create programs and training to help student employees see their diversity and experiences as a valid part of their academic journey.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Strategies

- a.) Form a professional committee to plan and assess what needs their areas may have and what skills their areas can help develop.
- b.) Dialog with students and staff about their perspectives and what they want to achieve.

## Assessment Results

- a.) Student feedback underscored the importance not only of their experiences, but also the experiences of others who may be different from them.
- b.) Student staff members communicated a better understanding of departments, resources and materials available to them and to the students they serve.
- c.) Participating areas began to see the impact of providing a well-rounded, inclusive and diverse experience that will ultimately result in a department that is well equipped to provide services for students from a variety of backgrounds.

## HIGHLIGHTS

- **MSS AmeriCorp Support Coordinator Position**  
MSS and ISS wrote a proposal to hire a 40-hrs/week professional staff person to help with our mission and programs. We share this position 20/hrs each and have an added support person to help us develop our goals. This position has helped coordinate Tunnel of Oppression, train staff, provide trainings to groups, create programs and serve as an outreach contact for departments and organizations. The creation of this position helped identify areas upon which we needed to focus, such as identity development, outreach and staff development.
- **Creation of White ID Group**  
One goal we have been struggling with is making sure dominant culture students see themselves in the work of diversity and multiculturalism. This year we developed a White Identity Development Group (White ID) that meets once a week off campus in an informal setting. The participants and facilitator are self-identified as White and tackle topics like bias, privilege and ally-ism. Participants of this group have become involved with Tunnel, Street Theater, Chavez Week and other events. The significance of this step is huge at a Predominately White Institution (PWI) like Boise State University. We want to educate and train students from both dominant and non-dominant groups about how they can utilize their power dynamic to combat racism, oppression and injustice and help them understand why the work that each group does looks different from the work they do. Ultimately, we would like to have them understand and support each other in this process.
- **Contracting the Seven Arrows Powwow**  
One of the biggest challenges to this event was taking the burden of fundraising and planning off a student population that is one of the smallest distinct ethnic groups on campus and having the university support this event institutionally. With this accomplished, thanks to the work of SDI administrators and the office of the Assistant Vice President for Student Affairs, our new focus was on how to produce a culturally

## **Division of Student Affairs Annual Report 2011-2012**

---

authentic event that would include both campus and the Native Community. We contracted the Red River Powwow Association to run the Powwow. This allowed Boise State to hold the 19<sup>th</sup> Annual Seven Arrows Powwow, involve both campus and Native communities and take the burden off our business office and staff when it came to contest payouts. It also allowed us to work alongside them, learning the intricacies of the event so that the university understands all that is involved. Finally, it allowed for the voices of the under-served to become part of the institutional process.

- **Tunnel of Oppression and Foundational Studies**

We made a huge leap in connecting the Tunnel to the academic side of the university. Foundational Studies approached us about using Tunnel as an experiential learning component for all incoming first-year students. As a result, we have been working with them to design a second Tunnel of Oppression for spring 2013. We are looking at training for lead faculty, alignment with classroom goals, a wider audience for the event, scripts and ideas submitted by participants, and coordination with the Counseling Education program to involve counseling students in the debriefing aspect of this event for internship and experiential credit. This step helped us realize a long-time goal of connecting Tunnel of Oppression to the classroom.

### **2012-2013 GOALS**

#### **I. Development and growth of MSS/Foundational Studies partnership.**

- Continue to work with UF in identifying topics, training faculty and involving students.
- Work with the UF 200 and 300 faculty to develop, review and implement ideas for upcoming Tunnel of Oppression theaters.

#### **II. Development of an identity development program for both non-dominant and dominant culture students.**

- Continue working with White ID group and expanding it to include dominant-culture students who become aware after working with our programs or going through our trainings.
- Focus on working with non-dominant students on issues of internalized racist oppression and how it manifests itself.

#### **III. Develop an annual cross training/support program for MSS/ISS students and staff in support of the Student Diversity Center goal of creating an environment of *Inclusive Excellence*.**

- Continue working with ISS in developing staff training, summit meetings and the development of a regular joint staff meeting.
- Work with SDC Liaison to develop a global initiative award that recognizes the participation of students in both ISS and MSS events.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Work to include student staff participation in the implementation and feedback of new programs so that they feel ownership and have the information to pass along to the students with whom we work.

### **WOMEN'S CENTER**

#### **VISION**

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

#### **MISSION**

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

### **PROGRAMS & SERVICES**

#### **Educational Outreach**

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

#### **Support Services**

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

### **PLANNING & EFFECTIVENESS 2011-2012**

**I. GOAL:** Gender Equity programming: Infusing gender equity throughout campus through increasing relevance of programs and events hosted.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Strategies

- a.) Co-sponsor all programs, maintaining ongoing relationships and cultivating new ones.
- b.) Conduct post surveys related to learning outcomes and inclusivity.

## Assessment Results

- a.) All programs were co-sponsored; excluding the Healthy Relationship program, partner organizations and departments increased by 50% and attendance increased by 109%.
- b.) With a 48% survey completion rate (excluding four events not evaluated), 91% rated Women's Center gender equity events as extremely or above average on successful achievement of learning outcomes and inclusivity.

## II. GOAL: Create the Healthy Relationship Program with a focus on Bystander Intervention.

### Assessment Strategies

- a.) Insure broad-based support and integration through inviting many partners to participate.
- b.) Pre and post workshop evaluations and campuswide post campaign surveys.

### Assessment Results

- a.) The Healthy Relationship Program had 37 co-sponsors throughout the year.
- b.) Workshop surveys indicated participants' willingness to intervene and knowledge of the characteristics of healthy relationships increased .8 on a five point Likert scale.

## III. GOAL: Formally include LGBT programming focused on developing critical thinking skills for all students as well as creating support and community for LGBT students.

### Assessment Strategies

- a.) Event evaluations focused on achievement of learning outcomes.
- b.) Ongoing informal environmental analysis during period of transition, including documenting application rates for specific student staff positions.

### Assessment Results

- a.) As mentioned above, learning outcomes were successfully achieved.
- b.) With five types of positions available for student staff, 51% of applicants selected LGBT as a focus area.
- c.) The Women's Center hosted five programs explicitly focused on LGBT issues and attendance exceeded expectation for each with different faculty members offering extra-credit to their students for each event.

# Division of Student Affairs Annual Report 2011-2012

---

## HIGHLIGHTS

### **The Healthy Relationship Program with a focus on Bystander Intervention.**

- Funded by in part by the Vice President of Student Affairs and an Avon grant, this program hosted 27 workshops focused on Healthy Relationships and Bystander Intervention with 969 students and several staff members in attendance.
- Student and professional staff conducted effective education with surveys demonstrating an increased understanding of bystander intervention, willingness to intervene and knowledge of the characteristics of healthy relationships (an average increase of .8 on a five point Likert scale).
- Excluding outreach at Bronco Venture Orientations, in the first year of the Healthy Relationship program, trainings and events focused on promoting respect and caring in order to prevent violence reached twice as many students (1410 students this year as compared to 763 students last year).

### **Increased relevance to the campus community through co-sponsoring and creating student initiated events.**

- Focusing on programs where the Women's Center was a primary co-facilitator, our attendance increased by 109% and partners, including Athletics, Student Affairs, academic, community and student organizations, increased by 50%.
- Gender Equity Programming had a 48% survey completion rate (excluding the 4 events not evaluated) and of those participants 91% rated Women's Center events as extremely or above average on successful achievement of learning outcomes and inclusivity.

## **2012-2013 GOALS (3-5)**

**I.** Promoting the connection between academic excellence and alumni success, via collaboration with the Career Center, Alumni Affairs, and Institutional Analysis Assessment and Reporting, to track gender equity as related to alumni employment and graduate school attendance and create strategies to improve equity as indicated.

- Gather and evaluate data from Institutional Analysis Assessment and Reporting and partner with academic departments to support gender equity if/where gender based differences are noted.
- Support women and traditionally under-represented, excluded populations in their pursuit of graduate school.

**II.** Expand department and organizations involved with the Healthy Relationship program and the efficacy of outreach and workshops.

- Continued focus on evaluating impact of Bystander Intervention workshops related to willingness to intervene.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Creation of additional programming and outreach aimed at increasing the diversity and number of students reached.

**III.** Increase support and critical thinking skills specifically related to gender and sexual orientation.

- Host NASPA's Power of One conference in collaboration with cross-divisional departments and student organizations and assess impact on perceived support and critical thinking.
- Evaluate success meeting learning outcomes through event surveys during fall semester as well as at the spring conference.

## **STUDENT INVOLVEMENT & LEADERSHIP CENTER**

### **VISION**

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

### **MISSION**

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

### **PROGRAMS & SERVICES**

#### **Student Organizations Training, Development & Service**

The Student Involvement & Leadership Center supports Boise State University's 180+ student organizations in creating a vibrant and engaged campus community. Specifically, SILC provides educational programs, workshops and advising while assisting clubs and organizations in securing and managing funds, arranging travel, planning events and navigating campus policies and protocols.

#### **Leadership Programs**

We believe that Boise State University students have the potential to shape the future of our campus, community, state and nation. They have the ability to positively change our world. Toward that end, SILC provides programs designed to assist students in developing a healthy

## **Division of Student Affairs Annual Report 2011-2012**

---

disregard for the impossible through developing self-awareness, articulating a vision for the future, mobilizing ideas into action and leading with an unwavering commitment to integrity.

### **Leadership Studies Minor**

Leadership Studies is a 21-credit interdisciplinary minor based on a holistic philosophy of leadership. The short-term goal of the Leadership Studies minor is to prepare students for leadership roles and responsibilities on campus, in careers, communities and families. We seek to empower students to lead with vision and integrity, regardless of title, position. The long-term goal is to create skilled leaders who are prepared to provide vision, positively transform organizations, make a positive difference in their communities, and produce positive change in the world.

### **Fraternity/Sorority Life**

The Student Involvement & Leadership Center supports Boise State University's fraternity/sorority by providing individual, chapter and council advising, and by developing, coordinating and assessing programs and workshops that promote leadership development, academic excellence, positive relationships, values congruence and civic engagement.

### **Civic Engagement**

We believe Boise State University students have the capacity to make a significant difference in the world. To promote a broader awareness of social issues and a commitment to service, the Student Involvement & Leadership Center facilitates student participation in volunteer projects locally and abroad. Project Jamaica and Into the Streets are two programs that provide opportunities for students to give their time while learning more about the circumstances that make service to others necessary.

### **Campus Programs**

Creating a vibrant campus community is an essential part of fostering positive relationship among students and to building affinity for Boise State University. The Student Involvement & Leadership Center builds this environment through large-scale campus events (Spring Fling, Bronco Welcome, Homecoming, etc.) and through recurring events such as movies, concerts, games, etc.

## **PLANNING & EFFECTIVENESS 2011- 2012**

**I. GOAL:** Assess the leadership culture of campus to determine areas of success and areas where additional focus is necessary.

### **Assessment Strategy**

## **Division of Student Affairs Annual Report 2011-2012**

---

- a.) Conduct the Multi-institutional Study of Leadership (MSL) during the spring semester of 2012.

### **Assessment Result**

- a.) Awaiting final results. Results will be filtered through robust statistical analysis, the results of which will be used to inform the continued offering of current programs/services and the development of new programs/services.

**II. GOAL:** Assess the impact of large-scale civic engagement programs (e.g. Project Jamaica).

### **Assessment Strategy**

- a.) Conduct the Global Perspectives Inventory (GPI), pre and post to measure the extent to which students are learning global competency through this experience.

### **Assessment Result**

- a.) Because of the relatively small number of attendees on each trip, we will be aggregating the data after this year's spring trip to inform the development of similar experiences in the future.
- b.) We have collected written reflections of participants of Project Jamaica to augment the aforementioned pre-post data. The tremendous amount of learning articulated in these written reflections has provided us with the affirmation that we are on the right track. We look forward to the aggregate GSI data that will serve as a "complete picture" of the process.

**III. GOAL:** Assess the effectiveness and relevance of programs and services.

### **Assessment Strategy**

- a.) Ongoing focus group work.

### **Assessment Result**

- a.) We have been conducting regular focus groups with students to gather information to be utilized toward the improvement of existing programs, services and spaces, and toward the development of future programs, services and spaces. Thus far, the information has proven valuable, as a number of changes (e.g. marketing, SILC space, orientation presentation) have occurred as a result.

# Division of Student Affairs Annual Report 2011-2012

---

## HIGHLIGHTS

### Increased Intentionality of Message and Relevance to Students

- During the past year, we have devoted a significant amount of time toward generating clarity around our purpose and our future. This clarity has already yielded positive results in terms of improved programs, services and presence.

### Significant Expansion of Major Programs

- During the past year, we have hosted two LeaderShape Institutes, two Project Jamaica experiences, two sessions of Catalyst and two Graduating Student Leader Celebrations. Prior to this year, each of these was an annual event.

### Streamlining of Involvement Processes

- During the past year, we have reviewed and revised a number of procedures and protocols to ensure increased ease and accessibility for student organizations and for students hoping to become involved on campus. OrgSync continues to play a vital role in this effort.

## 2012-2013 GOALS

### I. Develop a comprehensive assessment and data collection strategy.

- a.) Articulate a philosophy and set of outcomes for assessment in three distinct areas of focus: programs, services and activities.
- b.) Build a five-year assessment calendar.
- c.) Build a basic data collection strategy (basic office statistics).

### II. Intentionally broaden the reach and impact of programs and services through a comprehensive outreach plan.

- a.) Complete “brand audit” process.
- b.) Use “brand audit” to inform marketing materials, style guide, etc.
- c.) Develop comprehensive social media strategy.
- d.) Comprehensive website re-write to offer dynamic content that focuses on our “WHY.”
- e.) Continue focus groups to determine best ways to reach beyond typical student-leaders.

### III. Build a robust culture of proactive and continuous staff development.

- a.) Identify existing opportunities for staff development (campus and community).
- b.) Assess current and anticipated staff development needs.
- c.) Develop a calendar for departmental staff development.

## STUDENT LIFE MARKETING & PROMOTION

### MISSION

At Student Life Marketing and Promotion our mission is to help increase student retention and affect positive change on campus. We do this through the web solutions, copywriting and graphic design we provide for the events, programs and services we promote. We take marketing seriously, because what we say, how we say it and where we say it makes a difference. Whether our work appears in print or online, we connect people to people—stirring them to action, bringing them together in celebration, or inspiring them to affect their own positive change.

### MARKETING & PROMOTION SERVICES

Student Life Marketing and Promotion supports the promotional efforts of the departments included in Student Life. Our services include copywriting and editing, graphic design, web coordination, social media management, and promotion and marketing planning and execution.

### PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Enhance written communication of programs and events.

#### Assessment Strategy

- a.) Include copy editor in the beginning of projects to help coordinate copy needs.

#### Assessment Results

- a.) Progress has been made. We found that our communication needs to be improved.

**II. GOAL:** Create an identity package for our department.

#### Assessment Strategies

- a.) Create materials including brochure (digital and print).
- b.) Create a training document for the departments we support, so they can access our services easily.

#### Assessment Results

- a.) The brochure was not created; it is difficult to put aside time for internal work when the needs of the departments continue to outpace our resources.
- b.) A brief outline for using graphic design services was created and presented to Student Programs Board and Volunteer Services Board.

# Division of Student Affairs Annual Report 2011-2012

---

**II. GOAL:** Develop and communicate a clear/concise process.

## Assessment Strategies

- a.) Develop web process.
- b.) Determine design process.
- c.) Determine marketing and video processes.

## Assessment Results

- a.) The web process was split into two sections: content and technical. The assistant director is responsible for intake and assignment of jobs. If the job is technical in nature, the job is forwarded to the Webmaster; if content related the job is either handled by the assistant director or forwarded to the staff copywriter. In addition, social media was formally pulled out of the Webmaster position and placed with the assistant director.
- b.) A design process was established by the promotion coordinator and used for several months. The intake process is solid as is the use of the electronic job management system. Feedback from design interns throughout the year included a request to meet directly with the program coordinators rather than having the jobs filtered through the promotion coordinator. Communication between program coordinators and designers improved, however we strive for additional improvement. This will be a focus in the upcoming year.
- c.) We successfully identified two ways in which marketing and video job intake and execution will not work. This work was tabled early in 2012 when assessment of a divisional approach began.

## HIGHLIGHTS

### Student Involvement & Leadership Center Re-brand

- Work began on a formal process to rebrand the Student Involvement & Leadership Center.
- Initial steps included several hours of assessment meetings, including two brand development worksheets.
- Using the brand development worksheets, a new campaign look and voice are under development.
- Plans include development of a brand guidelines document.

### The “History of Multicultural Student Services” was completed.

- In partnership, created an outline for the history. Many hours were spent tracking down and interviewing people who had a role in the history of the department. Staff spent time in the archives at Albertsons Library to paint a complete picture. This project took more than a year to complete.

### Student Received Design Award at National Competition

## **Division of Student Affairs Annual Report 2011-2012**

---

- Design student, Yeng Chi Martinez, took first place at the national ACUI “Steal this Idea” design awards for her International Student Services brochure.

### **2012-2013 GOALS**

#### **I. Learn more about the work of the departments we support.**

- Attend trainings hosted by our partner departments to better understand their work.
- Schedule specific training from our partners: view “Killing Us Softly” with discussion and identify additional opportunities.

#### **II. Offer additional marketing and design training to the departments we support.**

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

#### **III. Continue work on developing and communicating clear, concise processes.**

- Continue to improve communication between staff members and the departments we support.
- Determine marketing and video processes.
- Determine process for social media.
- Add copywriting to formal intake form.

## **UNIVERSITY HEALTH & RECREATION SERVICES**

### **MISSION**

The mission of University Health and Recreation is to provide the Boise State University community with an integrated model of delivery enabling our campus partners to retain, enhance, promote, and improve upon their physical, mental, and spiritual health. In serving their constituents, the Medical, Counseling, Wellness, and Recreation departments provide highly skilled and licensed staff, specialized resources, and experiential learning opportunities in support of the overall mission of Boise State University.

### **HEALTH SERVICES**

Health Services provides comprehensive primary care to students, employees and family members of Boise State University. Services include acute care visits, psychiatry, immunizations, travel medicine, preventive services, counseling and walk-in services.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **EXPERIENTIAL LEARNING SERVICES**

The medical clinic provides on-site training for a variety of clinical specialties from various universities across the country. These opportunities include psychiatric residencies with the University of Washington School of Medicine, family medicine residencies with the Family Medicine Residency of Idaho, nurse practitioner site rotations with Gonzaga University and Boise State University School of Nursing, Peer Health Education internships, pre-physician assistant clinical observations and sports medicine fellow rotations with the Idaho Sports Medicine Institute.

## **HEALTH INSURANCE AND BILLING**

The health insurance and billing office provides educational services regarding health insurance terminology, claims submission, credentialing and provider relations, outreach and management of the student health insurance program and waiver process.

## **PLANNING & EFFECTIVENESS 2011- 2012**

**I. GOAL:** Establish a documented behavioral health integration model with Counseling and Medical Services for enhanced patient care.

### **Assessment Strategies**

- a.) Formulate a mental health continuum working group to establish process.
- b.) Increase psychiatric M.D. availability.

### **Assessment Results**

- a.) Effectively created a process map and protocol for initial patient assessment to medication management.
- b.) Initiated bimonthly case review meetings with mental health counselors and medical providers.
- c.) Hired a second part-time psychiatrist.

**II. GOAL:** Initiate and complete process to perform electronic claims submission and billing.

### **Assessment Result**

- a). Successfully procured a vendor and established electronic claims filing in June 2012.

**III. GOAL:** Establish a memorandum of understanding with the Family Medicine Residency of Idaho for clinical rotations of residents through the health center.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **Assessment Result**

- a.) Established contact with president and CEO of FMRI and established a written MOU for a partnership.

**IV. GOAL:** Credential our medical and mental health providers with TriCare Network to better serve our Veteran population.

## **Assessment Result**

- a.) Established contact with regional contract manager and filled out all necessary forms.
- b.) Received notice of in-network status in April 2012.

## **HIGHLIGHTS**

- Renamed SHIP (Student Health Insurance office) to the Health Insurance and Billing Office to better market the services as more comprehensive for all insurance issues.
- Completed remodel and upgrade to both lobbies and exam rooms. Achieved a more professional atmosphere that supports a clinical setting and standardization for safety and protocol.

## **2012-2013 GOALS**

### **I. Reclassify existing PCNs into more functional positions to match needs of patient population.**

- Reclassify NP position into an M.D. position and create a director of Health Services position.
- Establish full-time psychiatrist for better continuity.

### **II. Remodel patient check-in/check-out area for more privacy.**

- Work with Construction and A& E for project design.

### **III. Establish radiographic (X-Ray) services.**

- Complete the RFP process with purchasing and complete remodel of two upstairs exam rooms to house the equipment.

### **IV. Refine SHIP program and prepare for health care reform and future direction for that program.**

- Establish relationship with Athletics and International office to effectively price the product and meet the departmental needs and student needs more efficiently.

# Division of Student Affairs Annual Report 2011-2012

---

## COUNSELING SERVICES

### MISSION

Counseling Services embraces an integrated model of mental and behavioral health care delivery. The mission of Counseling Services is to provide mental health services that enhance student growth and development, help improve personal effectiveness and resilience, as well as promote student success.

### PROGRAMS & SERVICES

Counseling Services provides year-round programming in two main areas, outreach and training.

**Outreach:** Our outreach programming mainly consists of workshops, trainings, and guest lectures aimed at preventing typical developmental problems as well as enhancing student success. Topics include, but are not limited to: Stress Management, Personal Health and Wellness, Common Mental Health Issues, Socially Awkward Students, Suicide Prevention, Post Traumatic Stress Disorder, and Healthy Relationships. We provide this programming directly for various campus audiences, such as classroom presentations and interactions with students, student employee trainings, and staff trainings (e.g., Residential Life, International Student Services, Health Sciences, Student Success programming, Veteran's Services, and faculty).

**Training:** Our training programming mainly consists of providing internship opportunities to students completing their graduate degrees in counseling or social work, and for those individuals who have recently completed a graduate degree in counseling or social work and are working toward advanced licensure. The internship training experience offers a full range of training and development, including providing direct services, outreach participation, and supervision within an integrated service delivery model.

**Counseling Services:** Provides a broad spectrum of short-term counseling functions and opportunities, consultation, and evaluative services that help individuals tap into their strengths and find resources to deal more effectively with concerns that impact their pursuit of personal and academic goals and success.

**Individual Counseling:** Allows individuals the opportunity to explore personal issues that are psychological, developmental, behavioral, social or academic in nature. Personal issues commonly addressed in short-term counseling are: stress, anxiety, depression, anger, loneliness, guilt, low self-esteem, grief, performance anxiety, perfectionism, low motivation, identity development, gender and sexual orientation issues, and adjustment and life transitions.

**Multi-Person Counseling:** Provides support in helping individuals get what they want out of their relationships. Relationship issues commonly addressed in short-term counseling are: romantic

## **Division of Student Affairs Annual Report 2011-2012**

---

relationship difficulties, beginning and ending relationships, sexual concerns, pre-marital planning, roommate problems and family issues.

**Groups:** Provide an experience that can help support exploration of self, identification of desired change, and allow for the sharing of resources, opportunities and experiences that are unique to a particular group of individuals. Counseling Services typically offers the following types of groups: interpersonal, support and therapeutic.

**Consultation:** Is provided to students and university colleagues aimed at fostering an environment supportive of physical, mental, social, and spiritual development and health of our students.

**Screenings and Assessments:** Free online screening is available, anonymously, through our website for depression, anxiety, post-traumatic stress, alcohol abuse and eating disorders. We also provide ADD/ADHD screening and assessment on site.

### **PLANNING & EFFECTIVENESS 2011- 2012**

**I. GOAL:** Initiate enhanced integration of our mental health services through improved collaboration, communication, and establishing protocols.

#### **Assessment Strategies**

- a.) Initiate a mental health continuum group to identify, prioritize, and address mental health needs and protocols.
- b.) Gather provider and customer service reports regarding the improvement and efficiency related to the development of improved protocols.

#### **Assessment Results**

- a.) Streamlined the mental health intake process for individuals establishing mental health care in the clinic.
- b.) Streamlined the assessment protocol for ADD/ADHD.

**II. GOAL:** Conduct a comparative analysis of counseling services provided by institutions of higher education comparable in size and demographics.

#### **Assessment Strategies**

- a.) Research institution websites for services provided.
- b.) Follow up initial research by contacting counseling departments for additional information and/or clarification of services offered.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Results

- a.) A survey of 45 websites was conducted with comparable institutions to identify counseling services provided, with follow-up contact.
- b.) For the most part, given resources, overall services provided were identified as comparable with the exception of groups. Based on the comparative analysis, Counseling Services offers significantly fewer groups. There were also variations in the area of testing and assessment. However, there are multiple factors associated with those variations, including number of institutions that have separate services, whether or not counseling is integrated with other mental health and/or testing services, and resource availability.

**III. GOAL:** Examine Counseling Services staff related to skill sets and licensure and, based on the comparative analysis results and current and projected future scope of services; develop a strategic plan for re-classification, if needed, and future direction of staffing.

## Assessment Strategies

- a.) Use results of the comparative analysis and current staffing skills sets and licensure to identify a baseline of scope of services and personnel.
- b.) Identify projected changes in scope of services with related personnel needs.

## Assessment Results

- a.) Reclassified a counselor position to a clinical psychologist position to meet the skill level and licensure requirements of testing and assessment services and needs.
- b.) Initiated further strategic planning, considering scope of service needs, to identify and project future related personnel needs in counseling services.

## HIGHLIGHTS

- Established “Bodies in eMotion,” an integrated group with a recreation and therapeutic component. The integrated group is on the cutting edge of therapeutic experiences, and Roxanne Nichols and others are moving forward with this group for another year. A research protocol has been approved by the IRB.
- Established a Veteran’s Support Group, designed to help Veterans connect with other Veterans on campus and discuss current needs or concerns in a safe and supportive environment. The Veteran’s Support Group has help initiate collaboration between Veteran’s Services and Health Services.
- Started the process of developing the necessary and needed administrative infrastructure that includes formal policies. We have clearly defined Counseling Services “Scope of Services” and “Scope of Practice,” which will help in our strategic planning, ability to enhance outcomes, and risk management.
- Started the process of credentialing all licensed mental health providers in Counseling Services in preparation for billing insurance providers for services rendered.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **2012-2013 GOALS**

### **I. Successfully integrate UHS mental health services through enhanced collaboration and communication.**

- Provider and customer service reports regarding the improvement and efficiency related to recently developed protocols.
- Formal assessment through customer satisfaction survey.

### **II. Enhance Outreach programming and Group offerings.**

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

### **III. Successfully begin billing insurance providers for services rendered, and successfully gain reimbursement for services.**

- Compare services rendered, with services billed and services reimbursed.

## **WELLNESS & MARKETING SERVICES**

### **PURPOSE**

Wellness and Marketing services is a collaborative team providing innovative solutions and quality services to foster community engagement, academic success, and lifelong health. The following are values and beliefs that guide Wellness and Marketing Services' employees:

- Collaboration
- Educate for improved health
- Campus awareness and engagement
- Mentorship and responsibility
- Quality services
- Innovative and creative

### **PROGRAMS**

Wellness Services provides year-round programming on a variety of health topics for students, faculty and staff at Boise State University. Topics are:

## Division of Student Affairs Annual Report 2011-2012

---

- **Alcohol:** Provide alcohol education classes for students sanctioned for drinking violations. Coordinate alcohol programming in the Residence Halls, at the request of RDs and RAs. Offer alcohol-free late night programming. Coordinate the 21<sup>st</sup> Birthday education program.
- **Employee Wellness:** Coordinate employee wellness programming including Health and Wellness Release Time, Bronco Health Initiative, employee screenings, and incentive programs.
- **Nutrition:** Host weekly nutrition Q&A drop-in sessions and a variety of nutrition related classes and workshops. Offer nutrition and weight management behavior modification services through Health Coaching.
- **Sexual Health:** Provide sexual health outreach programming in the Residence Halls, at the request of RDs and RAs. Coordinate 31 condom vending machines in the Residence Halls, including on-site education information. Offer free condoms in the Health Center and Women's Center.
- **Sleep:** Provide classes and presentations on sleep. Offer sleep behavior modifications services through Health Coaching.
- **Stress:** Provide classes and presentations on stress management. Offer stress management behavior modifications services through Health Coaching.
- **Tobacco:** Assist with education regarding Smoke-Free Campus Policy. Offer cessation options through health coaching. Held Clean Up Campus events to increase education about tobacco use and to help keep campus free from smoking-related litter.

### SERVICES

Direct integrated services to students through Health Coaching, HIV testing and massage.

- **Health Coaching:** Offer behavior modification services on alcohol and drugs, nutrition, sexual health, sleep, stress, time management, tobacco cessation, and weight management.
- **HIV Testing:** Provide free rapid oral HIV tests. Use OraQuick test for results in 20 minutes without a blood draw.
- **Massage:** Provide medical, general and chair massage. Medical massage is spot specific and offered only with referral from Health Center medical providers. General massage is open to all of campus, without a referral. Chair massage is available to departments and organizations upon request.

Marketing Services provides marketing, design, web and assessment support to Health and Recreation service areas.

- **Marketing:** Maintain brand identity for Health and Recreation. Support marketing and outreach efforts with orientation.
- **Design:** Create promotional materials for Health and Recreation services areas.
- **Web:** Support the Health Center and Recreation Center web sites.
- **Assessment:** Coordinates Patient Satisfaction Survey for Health Center. Monitors membership of the Recreation Center.

# Division of Student Affairs Annual Report 2011-2012

---

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Successfully integrate Health and Recreation as one department through marketing.

### Assessment Strategies

- a.) Develop a comprehensive brand guide to use when marketing Health and Recreation as well as specific services within the department. Utilize proper logo and brand identifiers when representing the department and services.
- b.) Conduct education programs with staff to increase awareness of brand and services offered through Marketing Services.

### Assessment Results

- a.) Developed a comprehensive brand guide for the department.
- b.) Conducted education sessions with all service areas.

**II. GOAL:** Provide Health Coaching as an integrated service with medical and counseling.

### Assessment Strategies

- a.) Develop a comprehensive program to offer Health Coaching on a variety of topics. Ensure staff is properly trained in Health Coaching.
- b.) Establish policy and procedures for referral. Train medical and counseling staff members on proper referral process.

### Assessment Results

- a.) Offered training to staff members.
- b.) Established and trained staff on policy and procedures for referral.

**III. GOAL:** Collaborate with Office of Students Rights and Responsibilities, University Housing, and Athletics to create a comprehensive alcohol sanctioning process.

### Assessment Strategy

- a.) Establish a policy for a consistent alcohol sanction process.

### Assessment Result

- a.) Successfully provided alcohol education classes as a first-level sanction requirement.

## HIGHLIGHTS

### Patient Satisfaction

- Established a comprehensive patient satisfaction survey that is distributed to all Health Center patients on a quarterly basis.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Used the results of the survey to enhance services, ensure privacy, and increase ease of access to the facility.

### **Integration of Services**

- Health Coaching: integrated with Medical and Counseling Services to offer behavior modification services to students. Had 637 patient appointments in first year.
- Process Group: coordinated with Counseling and Recreation to offer an eight-week exercise process group to students. The group included weekly recreational activities followed by a counseling process group.
- Medical Massage: expanded medical massage availability to meet increased demand. Had 1,880 patient appointments last year.
- HIV Testing: provided free rapid HIV testing in the clinic. Had 82 patient appointments.

### **Employee Wellness**

- Received support from President Kustra to expand Health and Wellness Release Time to 60 minutes per week. Had 147 employees participate in the first six months.
- Developed Bronco Health Initiative, a weight management program for employees. Had 58 employees participate in first semester.

## **2012-2013 GOALS**

**I.** Wellness Services will expand alcohol education to all first-year students moving into the Residence Halls and develop a second level alcohol sanction class.

- Work with University Housing to mandate e-CHUG, online alcohol education, for all first-year students moving into the Residence Halls. Students will be required to complete the online program within the first month of living on campus.
- Create an expanded CHOICES alcohol education class for students receiving their second alcohol sanction. Expanded class will cover more in-depth topics such as effects of long-term alcohol use, responsible decision-making, and binge drinking.

**II.** Wellness Services will expand Health Coaching Services to employees and include Health Risk Assessment.

- Coordinate with Mayo Clinic to offer an online Health Risk Assessment as initial intake to Health Coaching.
- Employees will be able to access Health Coaching Services without a referral from a medical provider.
- Establish a billing or fee for service rate for Health Coaching.

**III.** Marketing Services will comply with university expectations for website design and structure.

## Division of Student Affairs Annual Report 2011-2012

---

- Both Health Services and Recreation Services websites will be moved to the university Word Press template.
- Websites will be updated daily to ensure accurate content and services information is easily accessible for students, faculty and staff.

### CAMPUS RECREATION

#### MISSION

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

#### PROGRAMS, SERVICES & FACILITIES

##### Programs

**Aquatics:** Programmed classes in Master's Swim and SCUBA, as well as drop-in lap and recreational swim, appeal to a wide variety of students and members. Swimming, lifeguarding, and water safety instruction courses encourages youth and adults to learn new skills.

**Fitness:** Guided group exercise classes make up the backbone of the fitness program with 45 free drop-in classes per week. Small group experiences with a more detailed, progressive focus include instructional fitness and personal training. Education and incentives keep our students and members engaged and motivated.

**Outdoor:** Learn by doing in the great outdoors of Idaho and beyond with the Outdoor Education Program. In addition, our climbing gym and programs are indoor opportunities to hone outdoor skills and build confidence. A full four-season rental program supplies the correct gear for the education and climbing programs and extends to rentals for personal trips, departmental field trips, and customized ventures designed by our staff.

**Rec Sports:** The Rec Sports program plays host to intramurals, clubs and special events. Competitive and non-competitive leagues in the intramural program provide a positive and active outlet for students. Through sports students connect with other students and become more closely involved with the university community. Clubs extend to a higher level of organization and competition, typically traveling to compete in the West, Northwest and Canada.

##### Services

To enhance and support programming, the following services are available to students and other members:

- Fitness Testing

## Division of Student Affairs Annual Report 2011-2012

---

- Personal Training
- Massage
- Custom Trips
- Classes, Workshops, Events, Activities
- Retail
- Facility Rentals

### Facilities

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

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

**Cycle Learning Center:** 1,600 sq. ft. mixed-use retail space located in the northeast corner of the Lincoln Parking Garage. The space serves as the central location for campus bicycling advocacy, education, retail and service.

**Recreation Field:** This 1.25 acre field in the center of campus plays host to intramural and club sports competitions. The field is also a shared space with the Department of Kinesiology and Athletics and can be rented by both university and local groups.

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Develop and educate staff on two overarching learning outcomes for all student and temporary staff to improve customer satisfaction and enhance the member experience.

### Assessment Strategies

- a.) Learning outcomes were developed by full-time staff members, which narrowed down to “be nice” and “use your resources.” Student, temporary, and graduate assistant staff members were trained several times throughout the year on different customer service and delivery concepts.
- b.) Formal assessment through customer satisfaction survey with questions regarding staff friendliness and ability to answer questions and requests.
- c.) Informal assessment through member email, conversation and comment box responses.

### Assessment Results

- a.) Feedback from the customer satisfaction survey indicated that 96% of respondents find staff pleasant, respectful and helpful during interactions.
- b.) Comments found in the box written by patrons regarding staff members were also positive and complimentary.

# **Division of Student Affairs Annual Report 2011-2012**

---

**II. GOAL:** Develop and refine training for incoming graduate assistant para-professionals.

## **Assessment Strategies**

- a.) With more graduate assistants on board in FY12 and more full-time staff supervising and mentoring them, a more guided approach to training up front is needed.
- b.) Create a committee and determine appropriate outcomes for the training and consistent working parameters for all graduate assistants across the board.

## **Assessment Results**

- a.) Pre-fall semester training was conducted and reviewed. From that information, fall 2012 has been refined and revised to include aspects that needed more time and depth for the content delivered.
- b.) Two professional staff members have been tasked with providing an exit survey for all graduate assistants who complete assistantships with Recreation.

## **HIGHLIGHTS**

### **Facility Expansion**

- Opened the Cycle Learning Center (CLC) in August 2011. The CLC is a partnership between University Health & Recreation and Transportation & Parking Services. The CLC offers education, repair services, retail and rental services through the Bronco bike fleet.

### **Interdepartmental Collaborations and Partnerships**

- Athletics: During spring 2012, Recreation Services formalized a partnership with Athletics to provide access to the Rec Field during football camps and pre-season football practices in August. In return, Recreation Services (Club and IM Sports) will be able to utilize the Caven Williams and Dona Larsen Park throughout the fall 2012 semester for games and practices at no cost to either party.
- Transportation and Parking Services (TPS): During FY12, Recreation Services formalized a partnership with TPS to develop and operate the Cycle Learning Center. The agreement is formalized in an MOU that details the financial, physical and supervision responsibilities of each stakeholder. Direct supervision and financial accounting for the CLC is done by Recreation Services with TPS providing financial, physical, and design resources to the initiative.
- University Housing and Department of Kinesiology: A kinesiology activity course was developed in fall 2011 to support the health of students participating in the Living Learning Communities. The course was co-designed between the partners and delivered by a Recreation Services staff member.
- University Health & Recreation Services: The four business units, Counseling, Medical, Wellness, and Recreation, have formed a counseling-based group that utilizes recreation and wellness activities as a primer for a group discussion and support session. The four

# **Division of Student Affairs Annual Report 2011-2012**

---

business units with Health and Recreation share costs associated with the delivery of the program.

## **2012-2013 GOALS**

### **I. Improve business foundation.**

- Create formal policies from departmental handbooks.
- Review, revise and reformat all departmental forms to provide more internal consistency.
- Refine manager budget meetings with the departmental accountant, business manager, assistant and associate directors.

### **II. Elevate internal and external student development.**

- Create overarching learning outcomes for all recreation staff members and train staff throughout the year on how to effectively deliver established learning outcomes.
- Educate interested and invested student groups (e.g., kinesiology students, recreation student staff members, and recreation-minded student clubs) about the benefits of being involved in NIRSA.

### **III. Improve risk management practices.**

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

## **CAMPUS SERVICES**

### **VISION**

A centralized entrepreneurial unit of Student Affairs providing student services, enhancing student learning, and supporting student needs.

### **MISSION**

Campus Services provides retail operations, food service, childcare, university ID cards, and Student Union operations to Boise State University.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **VALUES**

- Provides relevant products and services that contribute toward academic success, student engagement and development, promote institutional pride, and serve convenience needs.
- Generates funds that support students.
- Exemplifies a customer orientation.
- Operates with environmentally sustainable practices.
- Sustains a goal-oriented environment, integrity, sound business practices, and financial responsibility.

## **PROGRAMS & SERVICES**

### **Support Services**

- Campus Services as a unit includes the Student Union, Bookstore/Bronco Shops, the Children's Center, University Dining, and Bronco Card Office. In the unit, business, IT, and web services are centrally managed and those areas support all of the departments within the unit.
- Ethics training was mandatory for all Student Union, Bookstore, Campus Service, and Children's Center staff members, including student staff. This training focused on making ethical decisions in the workplace and how one might process the variables for a positive ethical outcome.
- Employee Annual Training is mandatory for all Bookstore, Campus Services, and Student Union staff, an opportunity to take part in specific training focused on customer service and emergency procedures (Children's Center does separate training for its staff). Additionally, all tenants in the building are invited to participate. The emergency procedures portion of the training is mandatory for all tenants with those not attending required to complete emergency procedure video review and testing.

## **PLANNING & EFFECTIVENESS 2011-2012**

Rather than report goals and results at the unit level, Campus Services is reporting at the departmental level. While the administrative, business and IT areas are centrally managed and support all departments, the work they do is reported through the departments they serve.

## **HIGHLIGHTS**

- Reorganized the accounting and reporting for Bronco Card operations and University Dining as the unit began managing the accounting for the Bronco Bucks program. These changes improved the cross training in the business office to ensure backup for staff.
- Implemented an employee database for supervisor use, providing supervisors with quick and easy access to JDQs, evaluations, training requirements, contact information, and more. We have automated tracking and reminders for staff, such as evaluation due dates (including for student employees), completion of required training programs, and more.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Developed and implemented a new Summer Camp registration database, which dramatically improved the ease of purchase for customers. The system also improved the interface and reporting functions for coaches and program managers.
- Reorganized the accounting and reporting for Bronco Card operations and University Dining. As the unit took over accounting for Bronco Bucks from OIT Business Services, it required additional infrastructure to manage the workload. With a vacancy in the Bronco Card manager position, it allowed some flexibility in combining that role with accounting functions to improve efficiencies and service. The position then became one for cross-training to ensure backup for staff in all areas of the business office.

### **2012-2013 GOALS**

#### **I. Improve new employee hiring and training process.**

- Ensure completion of all required training.
- Ensure policies and procedures are consistently taught.
- Ensure new staff understands unit philosophies and expectations.
- Develop a unit-wide “on boarding” program.

#### **II. Move to an electronic ticketing solution for student tickets.**

- The Campus Services IT group is working to improve the ease of obtaining athletic event tickets in response to student leadership requests.

#### **III. Be prepared for disasters to ensure IT resources are secure and recoverable.**

- IT disaster recovery plans will be completed for each department.

## **STUDENT UNION**

### **MISSION**

The Boise State Student Union serves as the center for campus life providing educational, cultural, social, recreational and leadership programs and services that are integral to the academic experience.

### **VALUES**

- Serves as the central gathering place for members of the university community.
- Encourages civic responsibility and participation in service.
- Provides programs and services that expand competencies, enhance understanding and promote personal growth.
- Demonstrates a commitment to the visual and performing arts, cultural diversity and intellectual development.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Provides a forum for unifying a diverse campus community.
- Exemplifies a customer orientation and provides convenient, useful services in a clean and friendly environment.
- Provides meeting and event space for student organizations and the campus community.
- Provides an environment that is conducive to innovation, learning, empowerment and creative thought.
- Serves as a point of outreach to the greater community.

### **PROGRAMS & SERVICES**

#### **Education Outreach**

- Environmental Studies internship supports organic urban agriculture on the roof of the Student Union. The program's objectives are to grow organic foods for the student-dining hall; be financially self-sustaining; provide an experimental learning environment; and collaborate with other university departments on service-learning projects. This program provides two to four, for credit, internships per semester, including summer.
- Environmental Studies and Early Childhood Education internship supports the "Seedlings Program" at the Children's Center that teaches pre-school children about the gardening of vegetables and flowers with hands-on experience and classroom experience. Provides one, for credit, internship per semester.
- Public Relations Internship providing students the opportunity to complete a comprehensive PR program, promoting the sustainability initiatives at the Student Union, on campus and in the community. This will be done through a variety of media, campus events and public programming. Provides one, for credit, internship per semester including summer.
- Fine Arts internships provided in the areas of visual and performing arts, which include art gallery exhibits, live performance series and permanent collection exhibits. Provides three paid internships per semester, year-round.

#### **Support Services**

- Service-learning opportunities for Environmental Studies students provided through the rooftop garden program and internships.
- Student employment to include job certification training, customer service training, academic support and various training programs and professional development opportunities (CPR certification, conference attendance, etc.)
- Support student academic projects and exhibitions by providing facility space, mentoring and other appropriate resources.
- Provided "Game Day at the SUB" viewing program for students and campus community. Average attendance at the SUB per away game was 350, and for home games 150.
- Kinesiology classes held each semester in the Student Union Games Center for bowling and billiards classes.

# Division of Student Affairs Annual Report 2011-2012

---

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** To brand, market and plan programs for the five sustainable initiatives in the Student Union (recycling, dining, rooftop agriculture, green cleaning and energy.)

### Assessment Strategies & Results

- a.) Brand all five of the “Our Green SUB” sustainable initiatives. Completed May 2011.
- b.) Produce PR piece highlighting the past, present and future objectives of each of the five sustainable initiatives. Completed August 2011.
- c.) Create the “Our Green SUB” web page on the Student Union website. In process.
- d.) Create digital posters for “Our Green SUB” to be displayed throughout the Student Union. Posters were posted around the Student Union during Earth Week.
- e.) Plan, promote and produce programs for Earth Week in each of the five sustainable initiatives. Completed April 2012.

**II. GOAL:** Provide a food option for staff and students at the COBE building.

### Assessment Strategy

- a.) Meet with ARAMARK and the COBE LLC students to discuss student needs and options for the foodservice operation in the new COBE building. Use class schedules, daily estimated building counts, and student dining surveys to plan the menu and hours of operation. Include the COBE Residential Living Learning program faculty and staff to develop a new charter and MOU with the College of Business.

### Assessment Result

- b.) Installed the Deli/Coffee bar in summer 2012. Track sales for FY13 to compare to the previous COBE Dawson 4.0 program, track the LLC student participation and the amount of scholarship and stipend money earned each semester.

**III. GOAL:** Upgrade retail options at Interactive Learning Center.

### Assessment Strategy

- a.) Conduct student surveys to determine the needs of students and work with ARAMARK to create a plan of action for installing a concept that would be successful and popular with students.

### Assessment Result

- b.) Einstein’s Bagels was installed at ILC to replace Java City. Sales at Einstein’s have improved from the previous year at Java City by \$130,000 after 11 months. This is a 58% increase by changing from Java City to Einstein’s.

# Division of Student Affairs Annual Report 2011-2012

---

## HIGHLIGHTS

### **Received NASPA Excellence Award for the Rooftop Garden and Bee Farm.**

- The Rooftop Garden and Bee Farm Internship includes managing the roof-top garden, managing the bee farm, implementing innovative urban agricultural practices programs, overseeing the business and accounting processes, and collaborating with various university departments and community organizations to provide service learning opportunities. Two credits a semester may be earned in exchange for ten hours per week on site work and completion of all assignments. In this year, 12 student interns participated. NASPA awarded this program their highest award for Innovative Programs in the Student Union/Student Life category.

### **Student Union daily building count increased 15% from the previous year.**

- While student enrollment stayed flat in the fall of 2011 and dropped slightly in the spring of 2012, Student Union daily visitor counts increased. This was due to a variety of factors, which included upgrades to retail food service, re-location of the Admissions Office to the SUB, increased conference and event bookings and increased student programming. Daily visits during the academic year average 7,000.

## 2012-2013 GOALS

### **I. Develop a 5-10 year strategic plan for Student Union that ties to the university plan.**

- Develop a facility and programming plan for the existing spaces and possible expansion that takes into account technology, food service, student services, visual and performing arts, conference and event needs and tenant opportunities.
- Include an implementation schedule for the strategic plan that takes into account the capital budget, staffing assignments, academic and event schedules, as well as quarterly planning sessions to update the strategic initiatives and objectives. Complete by January 2013.

### **II. Take the lead in reinstating the Northwest director's operating survey.**

- Use data and national benchmarks to identify areas of opportunity and growth.
- Work collaboratively with area Union directors to schedule meetings for next three years.
- Work with Campus Services business manager to take the lead on data collection for NW Union benchmark numbers.
- Use benchmark numbers to assist with the development of the five-year strategic plan, annual budgeting, organizational staffing, and the services provided at the Student Union. Complete by January 2013.

### **III. Transition Stueckle Sky Center event management to the Student Union.**

- Organize storerooms: completed April 2012.
- Complete physical inventory: completed April 2012.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Complete facility assessment, budget, installation plan, and purchase equipment for event production: completed August 2012.
- Implement EMS Enterprise: completed October 2012.
- Update website. January 2013.
- Develop marketing strategy and pricing. January 2013.
- Track revenues and compare to previous years. Ongoing.
- Compile customer surveys to track customer feedback on services needing improvement and areas in which we are strong. Ongoing.
- Use the information to develop procedures or policies to improve customer service at Stueckle. Ongoing.

### **IV. Complete Capital Projects.**

- ILC: new cashier's stand, C-store upgrades, and Papa John's: completed August 2012.
- Installation of Geo-Thermal service in the SUB heating system: completed August 2012.
- Subway installed in the Student Union Food Court. September 2012.
- POD C-Store concept and grill installed in Chaffee Hall. January 2013
- Retail dining area remodel. August 2013.
- Lookout bathrooms remodel. March 2013.
- Information Desk and Bronco Card operations remodel. August 2013.

### **V. Sustainability**

- Install Sustainability Discovery Center: completed August 2012.
- Begin the Public Relations internship for theme development and content management of the Sustainability Center: completed August 2012.
- Rooftop garden and bee farm expansion to increase yields of honey and produce for sale to University Dining services. Summer and fall 2012.
- Fully develop the "seedlings" program at the Children Center to include a garden and written curriculum plan. Summer and fall 2012.

## **BOOKSTORE & BRONCO SHOPS**

### **VISION**

A vital, not-for-profit retailer that is a dynamic resource for Boise State University.

### **MISSION**

The Boise State Bookstore serves the students, faculty, staff and community as the campus retailer, fostering academic success, university allegiance, and providing student scholarships.

# Division of Student Affairs Annual Report 2011-2012

---

## VALUES

- Provides relevant products and services that contribute towards academic success, promote institutional pride, and serve convenience needs.
- Exemplifies a customer focus by utilizing our PRIDE service standards.
- Advances a caring, developmental work philosophy with flexible scheduling to enhance academic experiences and professional growth.
- Provides financial resources to student scholarship endowments and other University priorities.
- Sustains a goal-oriented environment, integrity, sound business practices and financial responsibility.

**TAGLINE:** Your purchases fund scholarships!

## PROGRAMS & SERVICES

### Educational Outreach

- The Bookstore offers a graphic design internship to provide students the opportunity to build a portfolio of design work across multiple formats. Over the course of the year, five students have participated in the program. They have designed printed brochures, postcards, T-shirts, digital graphics, and large-scale environmental graphics. Students in the internship program develop technical skills in Adobe Photoshop, Illustrator, InDesign and Flash. Students also get the opportunity to work directly with professionals outside the university and gain valuable networking experience. Two student interns have been hired by local design agencies immediately upon graduating.
- Apple training programs are open to students, faculty and staff. These programs include workshops hosted by Bookstore staff, Apple certified trainers and hands-on experience with the latest Apple hardware and software products. Apple representatives conducted workshops on digital resumes, iPads in higher education, and switching from PC to Mac. Approximately 50 people attended these workshops.
- Ethics training was mandatory for all Bookstore staff members, including student staff. This training focused on making ethical decisions in the workplace and how one might process the variables for a positive ethical outcome.
- Employee Annual Training is mandatory training that provides an opportunity for all staff to take part in specific training focused on customer service and emergency procedures.

### Support Services

- Continued strong financial performance has allowed the Bookstore to offer financial support services in the following manner:

\$3,824          Merchandise donations.

\$189,258      Union lease for rent and student activities support.

## Division of Student Affairs Annual Report 2011-2012

---

\$1,220,735	Intercollegiate Athletic Commission.
\$234,645	Royalty payments for use of the university logo.
\$53,240	Support for Boise State trademark and licensing office.
\$120,780	Administrative service fee.
\$51,090	Online camp registration module for kinesiology and athletics savings. Sign-ups at \$15 per transaction at 3,406 transactions.
\$1,000,000	Academic scholarships and Foundation endowment.

- Bronco Tec offers academic discounts for students, staff and faculty on computer software.
- Bronco Tec offers a complete Service Center for student, staff, and faculty computer repair for both Apple and PC.
- The Bookstore carried 1,806 textbook titles for fall semester; 1,753 text titles for the spring semester; and 508 text titles for the summer sessions. The Bookstore rented 8,979 books and sold 91,106 books for the 2011-12 academic year.
- The Bookstore and Bronco Shops have offered student employment, which includes customer service training, academic support programs, and various training programs and professional development opportunities.

### PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Increase market share and net income to increase return to the university and offer marketing exposure to Boise State.

#### Assessment Strategies & Results

- a.) Open a Bronco Shop in Nampa at the Gateway Shopping Center. Grand opening was August 2011.
- b.) Open a Bronco Shop in Twin Falls at the Twin Falls Mall. Grand opening was August 2011.
- c.) The addition of these two locations helped produce a net income of \$1,316,774 for the year, and allowed the Bookstore to increase the return to the university for FY12 by 25% compared to FY11.

**II. GOAL:** Provide students with needed resources to find the lowest prices on academic materials.

#### Assessment Strategy & Results

- a.) Implement Verba comparison software allowing students to compare textbook prices when purchasing academic material on the Bookstore's website. Completed June 2011.
- b.) Positive feedback from customers who used the comparison feature. Affiliate commissions were \$13,478 for the first year of using the comparison software.

## Division of Student Affairs Annual Report 2011-2012

---

- c.) A total of 2,877 books were purchased through affiliate members using the price comparison option.

**III. GOAL:** Provide students with an opt-in option to receive “Buyback Alerts” when books have a buyback price at the Bookstore.

### Assessment Strategy & Results

- a.) Implement the WinPRISM Buyback Alert software. Completed spring 2012.
- b.) Over 500 students have opted-in for the “Buyback Alerts.”
- c.) Students are notified by email if the book they are currently using has any buyback value at the Bookstore.
- d.) Students can opt-out of this feature if they wish when they purchase the books online; otherwise the student will receive these alerts with the buyback pricing.

**IV. GOAL:** Increase market share and revenue generated through Bronco Shop’s website.

### Assessment Strategy & Results

- a.) Redesign the Bronco Shop website and integrate with social media platforms. Completed July 2011.
- b.) Web sales were \$1,757,317 for FY12.
- c.) E-commerce sales were 12% of total sales (2010-11 NACS average, 7.8 %).
- d.) Increase of Facebook fans by 41% over previous year.

**V. GOAL:** Increase gross margins and revenue in custom insignia clothing.

### Assessment Strategy & Results

- a.) Purchase a direct-to-garment digital printer (T-shirt machine) for clothing. Completed August 2011.
- b.) Product produced by the T-shirt machine averaged a gross margin of 63% compared to overall clothing margin of 47%.
- c.) Revenue generated for FY12 was \$73,000 and piece count was 8,219.

## HIGHLIGHTS

### Bookstore \$1 million return to scholarships.

- With a net income of \$1,316,774 (9% of sales), the Bookstore’s financial results continue to exceed national averages (2010-11 NACS fiscal year industry comparisons of 6.5%). Due to the financial success, the Bookstore was able to return \$1,000,000 back to the university or 6% of sales (2010-11 NACS is 4.0 %). An amount of \$1,000,000 was returned directly into scholarship funding. This return has allowed \$500,000 for unrestricted scholarships and \$500,000 for the Foundation’s endowment of the Capital Scholars program.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **Opening of two new Bronco Shop locations.**

- As the Boise State Bronco brand grows and becomes more popular, opportunities are available to capitalize on this popularity and benefit the university. The Bookstore saw this opportunity in the form of opening two new Bronco Shop locations, one in Nampa and one in Twin Falls, in August of 2011. These locations not only help serve our growing fan base, but also increased our market share of insignia products. The addition of these two locations helped produce a net income of \$1,316,774 and allowed the Bookstore to increase the return to the university for FY12 by 25% compared to FY11.

## **Nominated for NACS Collegiate Retailer of the Year.**

- Boise State Bookstore continues to show successful results not only financially, but also in the area of implementing new and cutting edge ideas and technologies. Such ideas include the custom insignia business and expanding the Bronco Shop brand by opening two new locations, as well as increasing operational efficiencies directed at cost savings. With this focus on a solid foundation and a willingness to seek out new business models, the Bookstore has been nominated for the National Association of College Bookstore's "Retailer of the Year" award. The winner will be announced in March 2013.

## **Introduction of custom insignia business (T-shirt machine).**

- To offer clubs and organizations a more cost effective way to purchase small orders of T-shirts and to grow margin and revenue in the custom insignia area, the Bookstore purchased a direct-to-garment digital printer, better known as the T-shirt machine. Clubs and organizations now have the option of purchasing small quantities of T-shirts and sweatshirts without the high cost typically associated with small screen-printed runs. The printer purchase has also increased the Bookstore's revenue and margin in the custom insignia area. Product produced by the printer has a gross margin of 63% compared to that of general insignia of 46%. Approximately 2,512 pieces have been printed for student clubs and organizations and approximately 5,607 pieces for custom insignia products, for a combined total revenue of \$73,000.

## **2012-2013 GOALS**

### **I. Increase market share and net income to increase return to the university.**

- Open a new Meridian Bronco Shop.
- Open the Meridian store by August 2012.
- Increase market share in Meridian by a revenue budget of \$608,000.

### **II. Increase customer count and retain current customers to maintain and increase market share.**

- Implement a customer loyalty program in Bookstore/Bronco Shops.
- All Bronco Shop and Bookstore locations will have loyalty program in place by January 2013.

## **Division of Student Affairs Annual Report 2011-2012**

---

**III.** Increase accessibility to retrieve information and make purchases through mobile devices.

- Create mobile applications to facilitate this process.
- Plan, develop and implement mobile applications by February 2013.
- Mobile applications will include apps to purchase Boise State insignia products on mobile devices and purchase academic material on a mobile device.

**IV.** Increase and maintain process efficiencies to realize additional cost savings.

- Review and develop standard operating procedures for all areas.
- All standard operating procedures will be reviewed or developed by June 2013.

## **CHILDREN'S CENTER**

### **MISSION**

Our mission is to provide quality early childhood learning experiences to the children of the Boise State community in a warm and nurturing developmentally appropriate environment.

This environment will stimulate and encourage growth and a desire to learn through a curriculum that is tailored to meet the needs of every child.

We are dedicated to providing and fostering a network of support for the children and their families through education, encouragement and community partnerships.

We will collaborate and provide other departments on campus a site for Boise State students to complete observations and internships, practicums and special projects.

### **PHILOSOPHY**

The Children's Center strives to provide a warm and nurturing environment for children that will promote each child's physical, social, emotional, creative and intellectual development. Our philosophy is based on the belief that each child is unique. Because we understand that children are naturally curious, we know they learn best when allowed to explore and work together with adults and peers. As they are involved in meaningful play, they are able to build on what they already know. Classroom activities reflect these needs and foster independence, creativity, a sense of empathy and cooperation. We also know children need knowledgeable, nurturing, consistent teacher/caregivers who understand the stages of child development, and respect family needs and promote cultural diversity. The staff is dedicated to building strong partnerships with families to enrich children's experiences.

# Division of Student Affairs Annual Report 2011-2012

---

## PROGRAMS & SERVICES

### Educational Outreach

- Training through the IdahoStars program providing students the opportunity to gain knowledge in parenting styles, classroom activities, and learning styles among children.
- Collaboration with University Education Department to offer the opportunity for children to participate and benefit from “Play Therapy” exercises.
- Partnership with Elizabeth Barnes, English 123 professor, developed to provide students ages three through five opportunities to explore cultural difference in terms of language, identity, and tradition. Students in English 123 shared their culture and supported the children's emerging literacy skills through a journal exchange.

### Support Services

- Opportunities for students to gain employment and professional development are provided within the classroom at the Children’s Center.
- Partnership developed with TRiO-Upward Bound program that provides opportunities for high school student internships within the Center.
- Financial assistance is provided for parents through the Idaho Child Care Program.
- Parent-Teacher conferences are conducted bi-annually to assist families in the individual developmental needs of their children.

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** To improve the supervision in the infant toddler program.

### Assessment Strategy & Result

Created a looping supervisor position to supervise the looping teachers in the infant and toddler program. Hired Chris Zacharias (internal candidate) as the looping supervisor in spring 2011.

**II. GOAL:** To improve and enhance the overall appearance of the facility.

### Assessment Strategies & Results

- a.) Meet with FOAM and Student Union Maintenance to develop a timeline for various projects. Drafted a schedule to replace the kitchen facility, paint the outside of the building, install new carpet in the classrooms and hallway, and paint the inside of the building.
- b.) Plan a remodel of the kitchen facility. Completed summer 2011.
- c.) Schedule outside of building to be painted. Completed summer 2011.
- d.) Schedule classrooms and hallways to be painted. Completed summer 2011-12.
- e.) Install new carpet in classrooms and hallways. Completed summer 2011-12.

**III. GOAL:** To provide children with up-to-date curriculum and resources.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **Assessment Strategies & Results**

- a.) Upgrade to Creative Curriculum Gold. Completed May 2011.
- b.) Provide staff and children with laptops in the classroom. Completed December 2011.
- c.) Provide online surveys to parents and staff members. Completed June 2012.

## **HIGHLIGHTS**

**Chris Zacharias received the 2011 Idaho Gifted Education Milestone (GEM) Award from ITAG (Idaho - The Association for the Gifted).**

- Award recognizes and honors educators and/or community members who, through their dedication and advocacy, have helped improve gifted and talented education. Award was given October 6, 2011.

**First Lady Lori Otter filmed a PSA for Idaho Public Television for the Idaho Association for the Education of Young Children at our Children's Center to promote the Week of the Young Child.**

- Week of the Young Child focuses public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs.
- Week of the Young Child is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC), the world's largest early childhood education association, with nearly 80,000 members and a network of over 300 local, state, and regional affiliates.

## **2012-2013 GOALS**

### **I. Develop a 5-10 year strategic plan for the Center that ties to the university plan.**

- Identify needs within the Center and classify them into importance: August 2012.
- Develop capital plan and determine funding for projects: September 2012.

### **II. Reaccreditation: complete annual report/intent to renew, and site visit.**

- Annual report: completed March 2012.
- Intent to renew: completed April 2012.
- Purchase and submit renewal materials: completed June 2012.
- Site visit: fall 2012.

### **III. Renovate the playground.**

- Assess the needs and interests of staff and children: ongoing
- Set meeting with A & E to discuss playground plans: fall 2012.
- Request plans from A & E: fall 2012.
- Determine funding and develop timeline for completion of projects: January 2013.

# Division of Student Affairs Annual Report 2011-2012

---

## UNIVERSITY DINING SERVICES

### VISION

University Dining provides services where and when needed for students, staff, faculty and community partners.

### MISSION

University Dining Services strives to offer the best in campus dining for students, faculty, staff and visitors through a wide variety of menu items and quality customer service, and to provide a clean, well-maintained setting where sustainability guides us and encourages others toward environmental stewardship.

## PROGRAMS & SERVICES

### Educational Outreach

- University Dining partners with the COBE residential college to provide students with experience in managing a food service location. With the new COBE building to be occupied fall 2012, there has been extensive work in improving this program, including management positions that earn stipends based on venue financial results and staff performance, hourly paid positions, and linkages with work and classroom learning.
- University Dining supports the Student Union's Rooftop Garden and Bee Farm by purchasing the products produced, utilizing the products in campus dining operations, and promoting products with signage at points of use to increase program visibility to the campus.

### Support Services

- University Dining provides funding for food to Athletics, Taco Bell Arena, and Student/Academic Affairs to help promote the university and the program.
- University Dining works with cultural student groups, providing them with specific menus as part of their events. Students are permitted to use the kitchens and prepare special menus, while being supervised by ARAMARK chefs to ensure that proper food handling and safety precautions are maintained for serving food to the public.

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Create an accountant position to manage University Dining budget and accounting activities (along with Bronco Card accounting).

### Assessment Strategy & Result

- a.) Create job description and submit paperwork for approval from University. Hired Tyler Harris summer 2011.

# **Division of Student Affairs Annual Report 2011-2012**

---

**II. GOAL:** Increase retail food service commissions from ILC.

## **Assessment Strategy & Result**

a.) Open Einstein's Brothers Bagels fall 2011. Completed for opening in August 2011.

## **HIGHLIGHTS**

- Opening of Einstein's Bagels.
- 2012 NACUFS (National Association of College and University Food Services) C-Store "Best in the Business" Award for Excellence in the category for Retail Loss Prevention Best Practices.
- Completed four-year plan with ARAMARK and Boise State, agreeing to food service changes and funding with an implementation schedule.

## **2012-2013 GOALS (3-5)**

**I. Develop new retail dining option in Housing for late-night service.**

- Implement a POD w/grill by Oct. 1, 2012.

**II. Open new retail dining option in COBE.**

- Partner with the COBE residential college to create an entrepreneurial learning environment for the COBE LLC students.

**III. Implement a mobile application for Nutritional Information on Campus.**

- Mobile application to go live spring 2013.

## **BRONCO CARD**

### **VISION**

The Boise State University Bronco Card Office supports students and faculty/staff throughout the university by providing ID card services, products and integrated technology throughout campus.

### **MISSION**

The Boise State University Bronco Card Office enables students to be active in campus life. This is achieved by providing access into academic buildings, housing, recreation center, ticketing for sporting, cultural, and social events, meal plans, printing, parking, testing center, library services, and the bookstore.

# Division of Student Affairs Annual Report 2011-2012

---

## PROGRAMS & SERVICES

### Ticketing Services

The Bronco Card Office provides ticketing services for sporting, cultural and social events, and enables students to purchase/obtain tickets by using the Bronco Card, while maintaining reports of ticket usage.

### Purchasing Services

The Bronco Card enables students to use their ID card as a method to purchase meals, flex dollars and Bronco bucks, use at the Bookstore, testing center, Rec center, game center, and for parking, printing and laundry.

### Access Services

Bronco Card enables access for housing, recreation, academic buildings and library usage.

### Support Services

The Bronco Card Office is the point of contact for issues concerning meal plans, bronco bucks, flex dollars, and card functionality. We also support New Student Orientation and Family Programs by being available to take pictures as requested and provide students ID cards at the end of each orientation. Issues are handled with excellent customer service.

## PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Review current business model for the Bronco Card System and make recommendations for FY12.

### Assessment Strategies & Results

- a.) Reorganize Bronco Card Manager position to more efficiently utilize resources. Reorganized December 2011.
- b.) Review the funding models of other ID offices at peer institutions to evaluate our funding model. Make recommendations for change based on findings. New funding model implemented July 2012.

**II. GOAL:** Improve customer service, documentation and consistency.

### Assessment Strategy & Result

- a.) Design, develop and implement a new training certification manual for the Bronco Card Office. Training for all staff began in August 2012.

**III. GOAL:** Plan/implement upgrade to CS Gold 6.0, which includes virtual servers with OIT.

# **Division of Student Affairs Annual Report 2011-2012**

---

## **Assessment Strategy & Result**

a.) Complete by June 2012. Upgrade finished June 2012.

## **HIGHLIGHTS**

- Captured a more accurate categorization of ID cards issued to faculty and students through proper reconciling procedures.
- Participated in planning to move from a manual ticketing process to an electronic ticketing process for student athletic tickets.

## **2012-2013 GOALS**

**I.** Change funding model.

### **Assessment Strategies**

- Create Model that all ID cards are \$25.
- Maintain trend analysis with different types of card purchases.

**II.** Combining the Info Desk and the Bronco Card office.

### **Assessment Strategy**

- Gather information regarding architectural design and implementation.

**III.** Upgrading system for purchase of voluntary meal plans.

### **Assessment Strategy**

- Voluntary meal plans available to purchase online by fall 2012.

**IV.** Develop Standard Operating Procedures for Bronco Card Office.

### **Assessment Strategy**

- Create an in-depth procedure that will enable office workers to follow procedures.

## **UNIVERSITY HOUSING**

### **VISION**

Boise State University Housing envisions:

## **Division of Student Affairs Annual Report 2011-2012**

---

- Being the key launching pad of success for students who live on campus by providing an open environment that encourages inquiry, expects civility, and validates individual growth.
- Being a campus leader in sustainable business, stewardship, and operational practices.
- Providing living communities that effectively contribute to learning and the university's foundational values and strategic pillars.

### **MISSION**

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

### **PROGRAMS & SERVICES**

#### **Residence Life**

Residence Life provides a living-learning environment devoted to the development and success of their students academically, socially and physically. Residence Life takes advantage of the insight student leaders provide to fostering a successful experience as both employed staff and in an official advisory capacity through the University Housing Association.

#### **Residential Education/Living-Learning**

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

#### **Residential Facilities**

Residential Facilities provides an environment that enables students to experience both individual and communal success. Residential Facilities provides students with employment opportunities that offer valuable work experience, teamwork interaction, and offset the cost of living on campus

#### **Residential Business Services**

Residential Business Services assists students by providing accurate billing for housing expenses, providing effective financial options to fund their living arrangements, and connecting them with related campus resources. Business Services further assists students who need employment and individualized consideration of their life situations when living on campus has become immediately unaffordable.

# Division of Student Affairs Annual Report 2011-2012

---

## Residential Operations

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

## Guest & Summer Conference Housing

Guest and Summer Conference Housing engages both external associates, and the university provides housing as part of sponsored programs, assists faculty and staff transitioning to Boise State, and assists students searching for off-campus housing options. Guest and Summer Conference Housing employ students during summer specifically to provide customer service, facility preparation, and ongoing interaction with guests.

## RESIDENCE LIFE

### PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Increase participation in University Housing Association (UHA) and Hall Councils (HC).

#### Assessment Strategies

- a.) Examine participation in HC and UHA meetings as well as program attendance.
- b.) Assess interest of returning staff in hall governance positions for 2012-13.
- c.) One-on-one meetings to gauge overall satisfaction.

#### Assessment Results

- a.) Going into the 2012-13 academic year, all positions on the UHA board are filled compared to previous years.
- b.) While attendance to floor meetings and UHA meetings was below what was hoped for, attendance at UHA sponsored programs increased significantly.

**II. GOAL:** Increase student/staff feedback and respond in a timely and appropriate manner.

#### Assessment Strategies

- a.) Assess how many staff members took advantage of RACAT, weekly report feedback, walk-in appointments with ADRL, and participation in department-wide initiatives (programs, committees, and feedback opportunities).
- b.) Conduct and review EBI and UHA survey data.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Results

- a.) Residents' participation in events during fall semester met, if not exceeded, expectations. During the spring, scheduling and conflicting interests created challenges to participation, although the quality of programming received high marks from those who did participate.

## 2012-2013 GOALS

**I.** Increase active membership of students in UHA, HC, NRHH, and other University Housing leadership opportunities.

- Explore alternative means to communicate and connect with students.
- Assess all programs and events planned by University Housing groups.
- Pre-plan UHA sponsored events to be held during the transition between academic years.
- Increase collaborative efforts with other student organizations.

**II.** Modify the programming model utilized by Residence Life to enhance intra-floor relationships and community building.

- Research successful programming models utilized by other programs.
- Conduct focus groups of both first-year and upper division students, with special attention paid to first-year students based on the varying configurations of each residential facility.

**III.** Improve overall student satisfaction with their residential life experience.

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

## RESIDENTIAL EDUCATION/LIVING-LEARNING

### PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** To create strong identification and cohesion at a program-wide level instead of limited to a community level and increase student connections across individual communities.

#### Assessment Strategies

- a.) All Living-Learning Community (LLC) classes meet concurrently giving opportunity for program-wide events for the first time since program inception. Created seven LLC program-wide events during the year that included Rose Beal (story of a Holocaust survivor); Campus Rec Day; Campus Contagion (reading event about health care); and Women's Center Bystander Intervention (training, annual banquet, scavenger hunt).

## **Division of Student Affairs Annual Report 2011-2012**

---

- b.) All LLC student communities participated in community service. The participation for the “Beat Coach Pete Run for Scholarships” was 95%. LLC communities provide approximately 2,184 hours of community service for organizations that also include Habitat for Humanity, Camp Rainbow Gold (child cancer survivors), Idaho Fish and Game, and Somali-Bantu Zigua Community, as well as a variety of organizations associated with VSB Service Saturdays.
- c.) Program assistants initiated and organized the first annual Cup Challenge where student communities earned points for participation in activities across communities.
- d.) Inter-community daily study tables: program assistants hosted 160 study sessions (five per week) where on average seven students attended each night (1,144 attendees recorded in 32 weeks).

### **Assessment Results**

- a.) Feedback on the 2010 LLC student survey and fall 2011 and spring 2012 course evaluations indicates a desire for more cross-community interaction; students reported that they had a strong identity with their respective community, but want increased cross-community interaction.
- b.) Adjustments to provide increased interaction between students at these all-program events continue.

### **II. GOAL:** Promote physical activity, which supports overall health and stress reduction.

#### **Assessment Strategy**

- a.) Partner with Dr. Ron Pfeiffer and kinesiology to create an LLC section of KINACT 163 in which all LLC students enroll.

#### **Assessment Results**

- a.) Conducted research study with an independent faculty member.
- b.) Course evaluation questions, anecdotal information, and self-reporting showed positive habits formed because of this requirement.
- c.) Students reported increased interactions with other community members when attending the Rec and sponsored activities.

### **2012-2013 GOALS**

#### **I.** Complete charter revisions for the RC program and pursue appropriate growth in the program that is supported by the charter.

- Submit revisions in fall 2012.
- Host Dean’s Lunch to promote program and solicit feedback.
- Pursue partnership with College of Education for possible creation of RC community to replace Community Scholars.

#### **II.** Complete retention study of past LLC participants.

# Division of Student Affairs Annual Report 2011-2012

---

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

## RESIDENTIAL FACILITIES

### PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Improve use of budget data for operational, capital planning, and management decisions.

#### Assessment Strategy

- a.) Work with business manager to develop tools to meet the needs of the department.

#### Assessment Results

- a.) Ability to more accurately project funds and time needed to complete work.
- b.) Implemented chart fields and user-friendly approaches for monitoring the ongoing budget.

**II. GOAL:** Improve direct report management practices.

#### Assessment Strategies

- a.) Work with management staff to extend ownership of assigned facilities to support staff.
- b.) Provide training when available in management practices.

#### Assessment Result

- a.) Staff is developing a sense of ownership for assigned work areas indicated by comments such as “my facilities” and “my residents.”

## 2012-2013 GOALS

**I.** Develop student employment program to maximize the number of student employees for an end result of reduced need for outside labor resources.

- Hire students for short periods of work.
- Hire students for fixed blocks of time by having students work specified time blocks each week as their academic schedules permit.

**II.** Establish a preventative refurbishing facility maintenance schedule based on an APPA standard of once every eight years.

# **Division of Student Affairs Annual Report 2011-2012**

---

- Develop a schedule around summer conferences and include an accelerated time frame in project budgets.

## **RESIDENTIAL BUSINESS SERVICES**

### **PLANNING & EFFECTIVENESS 2011-2012**

**I. GOAL:** Document business office procedures to ensure continuity of service.

#### **Assessment Strategy & Result**

- a.) Staff document on task per month.
- b.) Increased efficiency and consistency in work flows.

**II. GOAL:** Increase focus on Customer Service.

#### **Assessment Strategy & Result**

- a.) Assign appropriate Skillsoft courses to staff as annual goal.
- b.) Improved interactions with students and clearer communication of expectations to colleagues.

### **2012-2013 GOALS**

**I.** Fully document and test desk instructions for all major tasks of business office to ensure business continuity.

- Minimally, add or update one set of instructions from each business office staff member each month.
- Test desk instructions by non-primary task holder.

**II.** Increase emphasis on improved business office communications with students, colleagues, and other stakeholders to ensure respect and fairness as the cornerstone of all interactions.

- Complete communication improvement courses through use of Skillsoft, or other university offerings, for all business office staff.
- Discuss interactions as a team during weekly staff meetings.

**III.** Continue process improvement to automate as much of the routine tasks of the Business Office to increase efficiency and accuracy in daily work.

- Work closely with Campus ID to automate all meal plan changes.
- Work closely with UH IT to improve import/export process to minimize manipulation of housing charge files.
- Work closely with Guest and Conference Housing to automatically generate invoices.

# Division of Student Affairs Annual Report 2011-2012

---

## RESIDENTIAL OPERATIONS

### PLANNING & EFFECTIVENESS 2011-2012

**I. GOAL:** Accommodate all requests for on-campus housing for new traditional first-year students.

#### Assessment Strategies

- a.) Re-examine the current facility inventory to determine what common space can be repurposed as student rooms.
- b.) Determine the viability of off-site facilities within a walking distance to campus to determine if a leasing relationship can be formed.

#### Assessment Results

- a.) Determined that 16 additional bed spaces could be added to the traditional first-year inventory within existing buildings by assigning showrooms, repurposing lounges and holding off spaces in areas not typically designated for first years.
- b.) Renewed a semester-long lease with the Doubletree Suites for one floor adding a total of 60 bed spaces to our inventory.

**II. GOAL:** Increase student satisfaction and use of University Housing IT Services.

#### Assessment Strategy

- a.) Utilize the UHA end-of-year survey to gain feedback from residential students as to their use of University Housing It Services and ideas for the future.

#### Assessment Results

- a.) Added additional wireless access points (WAPs) to Chaffee Hall, Towers Hall, Taylor Pod, Park Community Center, and upgraded old WAPs in University Suites.
- b.) Replaced Clean Access with ResNet as a system-wide program to monitor the health of our network, and enhanced our ability to monitor students' use of the network at any given time.
- c.) Advertised University Housing IT Services on Move-In Day for fall 2011 with its own table and highlighted information about IT services in check-in materials.
- d.) Added more programs to residential hall computer labs for specific majors and classes frequently requested by students (graphic design, engineering, math, etc.)

## 2012-2013 GOALS

**I.** Accommodate all requests for on-campus housing for new traditional first-year students.

- Re-examine the current facility inventory to determine if any spaces can be repurposed as student rooms for the 2012-13 academic year.

## **Division of Student Affairs Annual Report 2011-2012**

---

- Hold spaces off-line in non-traditional/upper-class student areas to use for traditional first-year students if necessary.
- Consistently and frequently compare admission data with housing data throughout the year to determine trends, appropriately align gender assignments, and assess long-term needs.

### **II. Add Wireless Access Points (WAPs) to both interior and exterior student housing areas.**

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

### **III. Consider additional amenities, such as the “one-in-every-room micro-fridge” concept: such options are attractive to students, consistent with departmental sustainability principles, and they could help market living on campus.**

- Explore options and present those to students.
- Ask students for input on what they want and view as a value-added amenity.
- Work extensively with UHA to give credence to their role in decision-making.

## **GUEST & SUMMER CONFERENCE HOUSING**

### **PLANNING & EFFECTIVENESS 2011-2012**

#### **I. GOAL:** Fully implement one-stop-shop summer conferencing concept at Boise State.

##### **Assessment Strategies**

- a.) Establish process agreements with other service providers for seamless conference coordination.
- b.) Survey conference clients about their needs.
- c.) Benchmark similar conference operations and review best practices in the field.

##### **Assessment Results**

- a.) Currently booking the following resources for clients at their request: catering/dining services, parking, Campus REC, computing technology, kinesiology, and music department.
- b.) External feedback stated that most clients want one itemized statement for all services; however, comments varied on contact with other groups and service contracts—many still want to have contact with them.
- c.) Completed the ACCED-I benchmarking survey in March 2012. Review of full results in progress.

#### **II. GOAL:** Advance the off-campus housing resource center for University Housing.

# Division of Student Affairs Annual Report 2011-2012

---

## Assessment Strategies

- a.) Place online information for students and create a resource center in the Guest and Conference Housing Office.
- b.) Research best practices at peer and aspirational institutions.
- c.) Research companies to provide the online resource center for students.

## Assessment Results

- a.) Found most peer and aspirational institutions had some form of off-campus housing resource center for their students with many outsourcing their websites to one of three companies.
- b.) Had companies demonstrate their product compared to a “home-grown” system.
- c.) Web resources are ready for upload with the new WordPress website.

**III. GOAL:** Develop and implement online training initiatives for summer staff.

## Assessment Strategies

- a.) Install e-learning authoring software on Guest and Conference manager’s computer.
- b.) Conduct pre/post evaluations of staff knowledge.

## Assessment Results

- a.) Software (Articulate) had ease of use and applicability; however, end-user (student staff) use of the system was difficult at times.
- b.) According to evaluations, staff achieved the pre-existing learning outcomes, but lacked the transfer of knowledge to the workplace. In the future, more “job-like” interactions and simulations will be used.

## 2012-2013 GOALS

**I.** Further advance one-stop-shop conference concept at Boise State.

- Survey current and potential service partners.
- Develop a database of all services available on campus and in the community.
- Establish MOA with partners with process flow, conflict resolution and pricing.
- Develop a comprehensive contract to meet client and service provider needs.
- Complete a long-term business and marketing plan for summer conferencing.

**II.** Advance the off-campus housing resource center for University Housing.

- Implement online resources for students.
- Market to students, faculty and staff via student media, booth setups, and housing fairs.
- Establish a resource center in the Guest and Summer Conference Housing Office.

# Division of Student Affairs Annual Report 2011-2012

---

## HIGHLIGHTS

### Community

- The University Housing Association and Boise State Chapter of the National Residence Hall Honorary were recognized for having more of-the-month recognition nominations than any other regional institution.
- The students of Living-Learning Communities were featured on President Kustra's Holiday greeting card.

### Community Service

- Residential students provided approximately 2,200 hours of community service to organizations such as Habitat for Humanity, Camp Rainbow Gold, Idaho Fish and Game, Beat Coach Pete, Somali-Bantu Zigua Community, elder care facilities and other organizations.
- More than 300 pounds of food were donated to the Idaho Foodbank during move-out.

### Living-Learning

- Kinesiology collaborated with the Living-Learning Community Center to link a course for LLC students to take in addition to their required LLC classes.
- Rose Beal, the only Holocaust survivor living in Idaho, shared her story with LLC students and the larger community.

### Academics

- Daily Study Tables: program assistants hosted 160 study table sessions (five per week) (1,144 attendees recorded in 32 weeks).
- 50 LLC students made the Dean's List for the fall semester.

### Fiscal Excellence

- Daily recycling in the resident halls and apartments prevented approximately 10 yards of refuse from being deposited in the landfill, including more than 60 yards of cardboard during move-in, equating to two dumpsters per day.
- FY11 to FY12 had an approximate 24% increase in summer conference revenue.
- The university opened the Lincoln Street Townhouses in December.

### Staff

- Two student staff members entered the Student Affairs profession because of the experiences while at Boise State.
- Two residential leadership team members, Felice Otero and Jeff Hale, are industry-wide committee chairs for the Association of College and University Housing Officers-

## **Division of Student Affairs Annual Report 2011-2012**

---

International (Internships and Professional and Ethical Standards).

### **Technology**

- Implemented online summer conference registration system to provide a new level of service to clients.
- The implementation of SafeConnect has allowed all residential students to have equal access to bandwidth with a high reliability of service. This extends to summer conference guests who want to access the Internet and allows monitoring of types of usage, setting of usage parameters, better and expedient service decisions, and will provide data for future bandwidth considerations.