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YEAR IN REVIEW

It is with great pleasure that I once again highlight the many accomplishments and hard work of the Division of Student Affairs. In this 2013-14 annual report, we tell our stories, share the challenges and the successes, as well as present the new opportunities and programs we provide for the students of Boise State University.

Program Prioritization was a focus for the division and the university as a whole. As we engaged in the process of assessment, we discovered the necessity for some changes: Health Services transitioned out of the division into the College of Allied Health, creating more alignment for the new college and the Health Services staff. Staffing and organizational changes in Housing and Residence Life were announced in July, and the Student Union now manages the conference operations for the Stueckle Sky Center.

The process of Program Prioritization informs a new culture of assessment for the division. Many departments do outstanding assessment, but without a formalized process the results aren’t widely shared. We began laying the foundation to putting a framework into place and will continue the work in 2014-15.

A diversified approach to recruitment paid off as our student body increased by 1.2 percent this fall, bucking a national trend of declining college enrollments for the past two years. The increase is fueled in part by an increase in first year students. Retention is also up, a good indicator of the quality of work being done by our division.

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

With Appreciation,

Dr. Lisa B. Harris
Vice President for Student Affairs
DIVISION OF STUDENT AFFAIRS VISION, MISSION & VALUES

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

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

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

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

BOISE STATE UNIVERSITY SHARED VALUES

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

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

Caring
Show concern for the welfare of others.

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

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

Respect
Treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn’t resort to intimidation, coercion or violence to persuade.
Responsibility
Take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.

Trustworthiness
Demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.
*This organization chart reflects the structure of the division at the end of FY13. For an up-to-date look at our organization, click here.
STUDENT AFFAIRS COUNCIL

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

Bethani Studebaker, Director, Children’s Center
Blaine Eckles, Associate Dean of Students
Brent Delong, Director, Student Union
Carol Scott, General Manager, University Dining Services
Charlie Varland, Senior Associate Director, Student Involvement and Leadership Center
Chris Wuthrich, Dean of Students
Dean Kennedy, Director, University Housing and Residence Life
Debbie Kaylor, Director, Career Center and Student Employment
Diana Fairchild, Director, Financial Aid and Scholarships
Francisco Salinas, Director, Student Diversity and Inclusion
Jeremiah Shinn, Assistant Vice President, Student Life/Director, Student Involvement and Leadership Center
Jessica Caldwell-O’Keefe, Associate Dean of Students/Director, Women’s Center
Jessica Martin, Executive Assistant to Vice President
Jim Anderson, Associate Vice President, Enrollment Services
Jim Goodman, Interim Director, Bookstore & Bronco Shops
Kelly Talbert, Director, Admissions
Kim Thomas, Executive Services, Campus Services
Kris Collins, Registrar
Kris Sansing, Director, Student Affairs Marketing
Leslie Webb, Assistant Vice President for Student Affairs
Lisa Stuppy, Director, Campus Recreation
Lynn Humphrey, Director of Student Affairs
Renee Rehder, Senior Associate Director, Enrollment Services
Sarah Shinn, Director, New Student & Family Programs
Zab Biason, Manager, Student Affairs IT
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<table>
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STRATEGIC PLAN 2013-15

The strategic plan was completed in 2012-13. Highlights of the work completed in 2013-14 are outlined below.

Operationalize divisional messaging strategy

Define target populations to ensure messaging is intentional. Establish list of external and internal constituents pertaining to recruiting students (including parents and families); recruiting and hiring staff; resource development; retention of staff; services provided to campus community.

Define message to consistently and intentionally communicate to our audiences the benefits received by attending Boise State.
- Assess existing recruitment marketing materials and student marketing materials.
- Articulate our why (recruitment) and embed into cross-departmental practice (retention).
- Use existing and new data (i.e. NSSE, student focus groups) to connect message to experience.

Reorganize divisional marketing functions to address messaging internally and externally; from enrollment to commencement.
- Establish inventory of and evaluate all mechanisms for communication from recruit to enroll to graduate.
- Create consistency standards for print, web, social media, and video materials.
- Establish communication protocols for internal and external use.
- Revamp divisional marketing and communications team.

Results
A centralized marketing department was created in fall 2013 and continues to evolve to meet the needs of the division.
An inventory of divisional communication was conducted. Conclusion: too many messages are being sent without coordination between departments. A divisional messaging calendar for each target audience will be developed.

Provide comprehensive professional development to all staff

Identify target groups and specific needs for professional development.
- Incorporate and expand staff development committee initiatives.
- Utilize established field competencies to develop trainings.
- Define parameters around training, development and service.
- Utilize expertise of Dr. Phil Gardner to ensure student employee component aligns with workforce readiness research.
Implement customer service model adopting an institutional strategic pilot program as template for implementation.

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

Create annual plan that details ongoing initiatives and isolated events.

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

Results

- Provided a series of student-centered trainings focusing on customer service. The committee is working to embed student-centered customer service into the performance management plan and be centrally offered through Human Resources Services.
- Offered a series of webinars with designated staff to act as post-webinar discussion facilitators.
- Coordinated a series of professional development workshops around assessment.
- Conducted a new hire orientation in fall 2013.

Enhance campus employment experience for students

Expand and enhance the student affairs student employment program.

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

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

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

Results
• Pilot created for professional development for student employees. Partnered with participant supervisors to solidify menu of workshops options and training for supervisors.
• Divisional internship program was developed using a cohort model. The cohort model will enhance diverse experiences across the division. Departments applied for 50% funding for new internship positions. The first cohort will launch fall 2014.

Engage in divisional program prioritization

Define project scope and determine divisional committee members.
• Ensure alignment with parallel Boise State Program Prioritization.

Determine criteria and process to ensure efficiency of resource alignment.
• Select appropriate criteria, along with their relative weights, for evaluating programs for prioritization.
• Define data to be gathered.

Evaluate programs based on developed criteria and weightings.
• Generate and gather qualitative and quantitative data.
• Verify data.
• Score criteria according to rating mechanism.
• Make recommendations.

Results
Because of statewide deadlines, program prioritization became a main focus for 2012-13. Work was completed on time and with positive feedback from the president and the State Board of Education.

A timeline was developed to respond to the initiatives identified as divisional priorities.
• Staffing and organizational changes in Housing and Residence Life were announced in July.
• Counseling, Medical Services, Health Administration and Wellness Service moved to the College of Allied Health in February.
• Student Union now manages the conference operations for the Stueckle Sky Center.

Program Prioritization reinforced the importance of assessment and provided a common set of criteria to measure the relevance, quality, productivity and efficiency of Student Affairs work.
• Assessment guidelines will be developed fall 2014 to provide structure and will become part of the daily work in the division.

Create strategic enrollment plan

The development of a strategic enrollment plan became a focus of the division and cross-campus partners in 2013 and has been added to the strategic plan for the division. Five subcommittees were formed to focus on specific areas.
• Academic
Results

- The Academic subcommittee created a prioritized list of projects that would contribute to the key performance indicators. Action plans are currently being written for the top projects.
- The eCampus Strategic Enrollment subcommittee completed initial report and three action plans related to online courses offered primarily for a campus-based student population. The next step is to determine the ROI on the primary action plan.
- The Purpose, Price and Promotion subcommittee identified six focus areas to position Boise State to be competitive in the recruitment and retention of students. Action plans are in development.
- The Research subcommittee responded to the requests of the other committees, pointing them to data and research that has been conducted and seeking new information, data, and analyses as needed. A document of "discussion starters" was provided to the committees to help give research structure to their work.
- The Undergraduate Experience committee considered a number of initiatives that when mobilized, would add value to the undergraduate experience, thus increasing academic achievement, retention and graduation rates. Specifically, the committee recommended initiatives that focused on the recruitment process, first year experience and residential experience.
Departments Reporting to the Associate Vice President for Student Affairs

CAMPUS RECREATION

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

Programs & Services

Aquatics
Programmed classes in adult fitness swimming and water exercise as well as drop-in lap and recreational swim appeal to a wide variety of students and members. Safety training for adults and youth include learning to swim and lifeguarding. Water safety instruction courses encourage learning new skills.

Fitness
Drop-in, guided group exercise classes make up the backbone of the fitness program with 45 free drop-in classes per week to choose from. Small group experiences with more detailed, guided and progressive formatting extend to instructional fitness classes and personal training. Education and incentives keep members engaged and motivated.

Rec Sports
The Rec Sports program plays host to intramurals, clubs and special events. Competitive and non-competitive leagues in the intramural program provide a positive and active outlet for students as well as connections to other students and the university community. Clubs extend to higher level of organization and competition representing Boise State while traveling to compete throughout the West. Campus Recreation special events include: Get Rec’d, the annual Toilet Bowl flag football tournament and high school and youth lacrosse camps.

Outdoor
The Outdoor Education Program, climbing gym and adventure trips are areas committed to teaching new skills, honing student's self-confidence, leadership development and recreation opportunities through adventure-based learning experiences. Custom experiences are available for campus partners to infuse the great outdoors and learning. A full four-season Rental Shop supplies outdoor gear for personal or departmental use.

Facilities
- Student Recreation Center: 86,000 sq. ft. on two levels includes a three-court gymnasium, four racquetball/squash courts, climbing gym, group exercise and multi-purpose rooms, a variety of cardio, strength and stretch options throughout. Amenities include locker rooms, saunas, towel service and retail.
• Aquatic Complex: 16,000 sq. ft. includes a six-lane multi-use pool, a recreational pool and a spa.
• Cycle Learning Center: 1,600 sq. ft. mixed-use retail space is located in the NE corner of the Lincoln Garage. It’s the central location for campus bicycling advocacy, education, retail and service.
• Recreation Field: 1.25-acre grass field in the center of campus supports intramural and club sports competitions. The field is also a shared space with kinesiology and athletics and can be rented by both university and local community groups.
• Recreation Turf Field: one-acre turf field on the corner of University and Lincoln has multiple uses for intramural and club sports practices and competitions. The field is open for use from 9:00 am to dusk daily and can be rented by university and local community groups and sports teams/leagues. Drop-in play is available for both fields when not programmed or in use and can accommodate several different groups at one time.

Services
To enhance programming, the following services support the major programs and provide amenities and service to students and other members:
• Fitness testing and personal training.
• Injury assessment.
• Custom trips, classes, instruction, workshops, events and activities.
• Retail items for purchase.
• Check out items for daily use.
• Facility rentals.

Planning & Effectiveness
I. GOAL: Refine all club sport policies, procedures and practices.

Assessment Strategies
• Complete club benchmarking project to assist with the review and revision of current manuals, agreements and forms, travel practices, and funding model.
• Deliver new manual and agreement forms to club members and coaches (fall 2013).
• Refine role of club sport council.
• Pilot club camp program.

Assessment Results
• Surveyed peer institutions and research indicates that the club sports program is on par with peers.
• Policies and procedures updated and delivered to club members, officers and executive council members.
• Manual and agreement forms work is ongoing.
• Pilot created in summer 2013 and used for 2014 camps.

II. GOAL: Successful transition of new professional staff members and integration into new reporting structure.
Assessment Strategies
- Work with AVP for direction, expectations and assistance with the new reporting structure.
- Provide new director with departmental executive summary and other information to assist with onboarding.
- The conversation about “how we show up” and how we develop and engage students is now a constant.

Assessment Results
- Educated the staff on Campus Recreation’s “place” in campus life vs. Health Services. The department name “Recreation Services” was changed back to Campus Recreation.
- Did not identify a new director; the interim director remains in the role. Staff members have been working together through the transition and understand the value of building a strong foundation and leading from the middle.
- Continue to impress on full time staff “how we show up” makes an impact on student employees, and students and members that visit the Recreation Center.

III. GOAL: Recreation Services will improve risk management practices.

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

Assessment Results
- Due to turnover in facilities and operations, the above items were not completed.

Highlights

Special Events
- “Yoga on the Blue” drew 200 participants, an increase of 25 participants over the inaugural 2013 event.
- The Outdoor Program hosted two climbing competitions.
- Partnered with student organizations to host Relay for Life and Dance Marathon.
- The men’s hockey club hosted the annual “Black and Blue” game vs. University of Idaho, raising $18,000 for Idaho Meals on Wheels.

Facility Upgrades
- The recreation turf field opened in August 2013. The field is the main location for outdoor intramural and club sports.
- New flooring installed January 2014 in the first-floor strength area features a large Boise State “B” in the main entrance; the strength equipment was also replaced.
Budget and Fees

• Capital project planning was revised and project funding was moved to an accrual system.
• A $5 fee student increase for FY 15 was granted. Another $5 student fee increase is needed to fund capital project needs.
• Membership fee increases went into effect in January 2014 for new members and July 2014 for existing members. The increase is the first since 2008 and will help to offset rising expenses such as health insurance, utility costs and the administrative service charge.

2014-15 Goals

I. **GOAL**: Improve assessment measures with respect to student employment and student/member satisfaction.

Assessment Strategies

- Determine measures and develop a tool that indicates relevance of employment within the department.
- Create a plan to assess student employment over time.
- Develop a tool to assess “what we want to know” from students and other members regarding quality improvement opportunities.

II. **GOAL**: Determine a benchmark and goals for student engagement in all program areas.

Assessment Strategies

- Create a three-year trend report for fitness, aquatics, outdoor programs and intramural sports for FY12-FY 14 to develop a baseline.
- Set participation goals for FY 15 spring semesters based on the above report and budget projections for FY 15.
- Determine how to measure student engagement programs and how best to assess levels of engagement from students.

III. **GOAL**: Create a plan to address the results of the internal audit/review.

Assessment Strategies

- Meet with the internal audit review team to discuss findings.
- Review areas of challenge/concern with staff members to determine top priorities.
- Develop a plan to improve processes based on findings and priority list.

IV: **GOAL**: Improve risk management practices.

Assessment Strategies

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

Vision
Make College Count!
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

Career Decision Making/Planning
This program provides students with guidance and counseling as they go through the career decision making and planning process. Includes: one-on-one counseling/advising appointments (career counseling, assessment, career planning), career assessments (SIGI 3-System of integrated guidance and information, Strong Interest Inventory, and the MBTI-Myers-Briggs Type Indicator), UNIV 108-Career and Life Planning, workshops and classroom presentations, web-based resources and events.

Job Search Advising
This program provides students with advising and skill development in their job search. Includes: one-on-one counseling/advising appointments (job search, résumés, cover letters, practice interviews, personal branding and LinkedIn), fifteen-minute walk-in résumé reviews, workshops/classroom presentations, web-based resources, events, and on-campus student employment.

Employer Relations
This program provides students with opportunities to connect with local, regional and national employers. These connections provide them with opportunities to understand employer expectations, build skills and competencies, gain experiences, and network for future employment opportunities. Includes: BroncoJobs (part-time on- and off-campus job postings, career postings, and internship postings), on-campus interviews, events (career fairs, job fairs, and networking events), informational sessions, workshops, and employer relationship building and maintenance.

Internship Program
This program offers students practical hands-on experience within their field of study, allowing them to gain critical skills, network and connect for future employment. Includes: one-on-one
internship advising appointments, internship program administration and coordination, including the online internship application system for registration of internships for academic credit, key internship coordinator relationship building and maintenance, and training key stakeholders to use the systems/processes associated with this program.

**Student Employment**
This program offers students the opportunity to work on campus and earn money while focusing on the educational experience. It helps students develop critical professional skills/networks, and prepare for post-college transition. Includes: one-on-one job search advising appointments, BroncoJobs, on-campus job fairs, and partnering with Human Resources and Financial Aid to ensure consistent processes and polices that adhere to legal guidelines.

**Collegiate Employment & Workforce Readiness Research**
This program allows key stakeholders to better understand the skills, competencies, attitudes, behaviors and experiences critical to a new college graduate’s initial success in the workforce. This research program includes data gathered from employers, current students, alumni and faculty, and informs the Career Center in decision-making regarding programs and areas of focus.

**Planning & Effectiveness**

I. **GOAL:** Continue to provide a relevant educational experience through research aimed at identifying employer needs and expectations.

**Assessment Strategies**
- Complete faculty and current student surveys, analyze data and create reports.
- Meet with key stakeholders to share “Make College Count!” and better understand their perspectives on the pros, cons, and roadblocks of embedding the career decision making/planning and job search processes into the classroom.
- Identify online mechanisms for providing services to students.

**Assessment Results**
- Refined understanding of the skills, competencies, attitudes, behaviors and experiences critical for initial success in the workplace, focusing on gathering data from faculty and current students.
- Distributed/analyzed faculty and current student survey. Faculty report completed; current student report still in progress.
- Presented “Make College Count!” to the Admin Counsel in an effort to gain support and understand concerns at a higher level.
- Met with deans/chairs from all colleges (except College of Education), Library faculty, UF 100 lead faculty, and the eCampus to promote “Make College Count!”
- Rebranded the Career Center, focusing all marketing, messaging and programming around “Make College Count!”
- Created four of the 20 “Make College Count!” modules intended to embed the career decision making/planning and job search processes into the Boise State experience.
- Completed two of the 10 skills videos intended to help students understand skills critical for success in the workplace.
• Redesigned the Career Center’s New Student Orientation presentation to focus on the “Make College Count!” message; presented to students/family members.
• UF 100 (one section), GB101 (all sections), and COMM101 (two sections) have committed to implementing the first four “Make College Count!” modules fall 2014.

II. GOAL: Provide high school students throughout Idaho with the opportunity to begin their career planning/decision-making process and reinforce the need for higher education.

Assessment Strategies
• Meet with representatives from concurrent enrollment and the Idaho Digital Learning Academy to better understand the needs of Idaho high school students as they relate to career planning.
• Develop the Career and Life Planning Class based on feedback from concurrent enrollment and the Idaho Digital Learning Academy.

Assessment Results
• To support the Complete College Idaho Initiative, partnered with Extended Studies and the Idaho Digital Learning Academy to develop a fully online, concurrent enrollment version of UNIV 108: Career and Life Planning.
• Developed 29 lessons guiding students through the entire career planning process. All curricula were tailored to the high school population, encouraging students to “Go On” by teaching them about specific educational requirements for their individual career and life goals. This course will allow students anywhere in Idaho, including those without access to a career counselor, career center, or career planning courses, to receive assistance as they get ready for college.

III. GOAL: Expand employer partnerships locally, regionally and nationally to provide students with increased opportunities to connect and engage.

Assessment Strategies & Results
Track number of new employers connecting with Boise State University by region:
• Idaho: 636
• Utah: 90
• California: 60
• Oregon: 24
• Washington: 24
• All Other Areas: 296
• Total: 1,130 New Employers

Number of job postings by new employers: 1,809
Number of alumni career volunteers: 2
Number of activities of alumni career volunteers: 0

Note: The Career Volunteer Program has not yet been firmly established due to changes in the Alumni Association.
IV. GOAL: Add a professional development component to the Student Employment Program, enhancing students’ ability to successfully transition from college to career.

Assessment Strategies
- Investigate best practices of other universities regarding student employment programs.
- Get buy-in from university administration on the value of enhancing the Student Employment Program to include professional development.

Assessment Results
Co-leading the efforts of the Student Affairs strategic initiative focused on “Enhancing the Student Employment Experience.” Areas include:
- Creating a consistent on-boarding process throughout the division to set the tone, expectations, and culture of the division.
- Creating a professional development program for student employees focusing on skills, competencies, attitudes and behaviors consistent with employer expectations of new college graduates in the workplace.
- Evaluating existing student positions to create a comprehensive picture of student staffing levels across departments and units.
- Identifying opportunities to increase the number of student employees across the division.
- The enhanced Student Employment Program will be modeled from best practices, including the Iowa GROW program.

Performance Metrics

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Counseling/Decision Making, Job Search Advising</td>
<td></td>
</tr>
<tr>
<td>Appointments</td>
<td>1,194</td>
</tr>
<tr>
<td>Attendance at workshops*</td>
<td>74</td>
</tr>
<tr>
<td>Internship Program</td>
<td></td>
</tr>
<tr>
<td>Internships</td>
<td>1,285</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3,480</td>
</tr>
<tr>
<td>Contact/Work Hours</td>
<td>156,600</td>
</tr>
<tr>
<td>Employer Relations</td>
<td></td>
</tr>
<tr>
<td>On-Campus Recruiting: # of companies</td>
<td>37</td>
</tr>
<tr>
<td>On-Campus Recruiting: # of interviews</td>
<td>300</td>
</tr>
<tr>
<td>Events</td>
<td></td>
</tr>
<tr>
<td>Boise Law Fair</td>
<td>160/65</td>
</tr>
<tr>
<td>Spring Career Fair</td>
<td>1,200/93</td>
</tr>
<tr>
<td>Meet the Employers Professional Series</td>
<td>34/10</td>
</tr>
<tr>
<td>&quot;Make College Count” Happy Hour</td>
<td>82/19</td>
</tr>
<tr>
<td>Career Related Classes</td>
<td>3 Classes/60 Students</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>BroncoJobs</td>
<td></td>
</tr>
<tr>
<td>Career Job Postings</td>
<td>3,150</td>
</tr>
<tr>
<td>Student Job Postings</td>
<td>3,793</td>
</tr>
<tr>
<td>Marketing/Outreach Social Media</td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td>212</td>
</tr>
<tr>
<td>Students</td>
<td>10,461</td>
</tr>
<tr>
<td>LinkedIn Group Members</td>
<td>1,539</td>
</tr>
<tr>
<td>Twitter Followers</td>
<td>2,952</td>
</tr>
<tr>
<td>Facebook Friends</td>
<td>710</td>
</tr>
</tbody>
</table>

*aimed at alleviating 1:1 appointment overload*

**Highlights**

“Make College Count!”
Informed by Collegiate Employment/Workforce Readiness Research, and in response to employers increasing expectations of college graduates, along with increasing costs of higher education, the Career Center launched “Make College Count!” This initiative focuses on helping students take control of their future, maximize the investment they're making in their education, and ensure that they achieve the goals that brought them to college in the first place. This initiative is complete with a recognizable marketing campaign that is gaining leverage across all stakeholders.

The “Make College Count!” message is now a feature presentation for all incoming new students and families during BroncoVenture orientations.

Identified a series of online interactive modules as a means of embedding the career decision making/planning and job search processes in the student college experience. Four of the modules have been created, packaged, and promoted to all colleges, and will be implemented in several first-year focus classes in fall 2014.

Creating short videos focused on the “skills critical for employability” (featuring employer partners and campus representatives) to help students identify and understand what skills they should obtain and practice during college. Completed two videos and eight are works in-progress.

**2014-15 Goals**

I. **GOAL:** Proactively support Boise State's efforts in providing a relevant educational experience by embedding the career decision making/planning and job search processes for students.

**Assessment Strategies**
- Embed “Make College Count!” modules focused on the career decision making/planning process in 15 classes during the 2014-15 academic year.
• Complete an additional five “Make College Count!” modules.
• Complete eight new skills videos and identify opportunities for their use.
• Present new modules to appropriate faculty/staff.
• Target Career Center programs and services to first- and second-year students; establish a baseline by which to measure progress in subsequent years.

II. GOAL: Establish a career network focused on helping students “Make College Count!” so they can successfully transition from college to career.

Assessment Strategies
• Refine “Make College Count!” messaging to faculty/staff.
• Identify/develop additional resources faculty/staff could use in sharing the “Make College Count!” message with students.
• Connect with at least 10 groups of faculty/staff to promote the “Make College Count!” message and identify partnering opportunities.
• Initiate three new partner programs/opportunities focused on helping students “Make College Count!”
• Launch UNIV 108 as a concurrent enrollment class throughout the State of Idaho; track enrollment.

IV. GOAL: Expand/strengthen employer relationships locally, regionally and nationally to provide more opportunities for students to connect.

Assessment Strategies
• Establish baseline metrics of BroncoJobs activity levels for employers and students for future measurements.
• Increase Career Fair employers to 100.
• Get six regional/national employers to post on BroncoJobs.
• Get two new regional/national employers to attend Career Fair.
• Get at least 20 alumni in the Alumni Career Volunteer Program with the goal of one student connection per alumni during the year.

HOUSING AND RESIDENCE LIFE

Vision
Our vision is to create a world where Housing and Residence Life engages students in residential communities to develop citizens for a lifetime.

Mission
Housing and Residence Life provides a vibrant residential experience that promotes inclusiveness, learning, academic excellence, and meaningful relationships.

Values
Our foundation for supporting residents through the transitions they experience is grounded in the following values:

- **Community**: Collaboration, interdependence, intentional connections, and a sense of belonging.
- **Learning**: Critical thinking, continuous development, and exploration.
- **Respect**: Inclusive acceptance, compassion, and authenticity.

**Programs & Services**

**Business Services**
Staff is responsible for the oversight of department human resources; travel; budget functions, including accounts payable and receivable and purchase card administration and reconciliation; directly supporting students needing financial assistance/guidance when living on campus has become immediately or unexpectedly unaffordable.

**Facilities**
Staff members are responsible for the overall maintenance and cleaning of residential facilities, which include maintenance (addressing preventative and reactive maintenance issues), custodial services, doors/locks and painting. Facilities staff also coordinates logistics between Architectural & Engineering Services, Facilities Operations & Maintenance, government agencies, and off-campus vendors in the completion of small and large capital projects.

**Guest & Conference Housing**
Staff works with university and external partners to provide housing for summer conferences and short-term housing options to assist faculty and staff transitioning to Boise State University for employment and/or research.

**Housing Operations**
Staff is responsible for supporting the student/staff residential experience. The program includes:

- **Assignments Staff**: responsible for processing housing applications, assigning students to residential spaces, processing lease and license agreements, and overseeing the lease/license cancellation process.
- **Customer Service Staff**: provides assistance/support to current and prospective residents, parents and families, and campus partners when questions/issues arise.
- **Information Technology**: responsible for overseeing the technology needed to maintain the Housing and Residence Life infrastructure, including database maintenance/updating, door access, KeyWatcher system, and digital displays across the residential facilities. This team also works closely with Student Affairs Information Technology to oversee requests for technology and network issues.
- **Marketing**: operations staff works closely with Student Affairs Marketing to develop, update, and implement marketing media.

**Residence Life**
This program includes 12 full-time professional and more than 130 part-time student paraprofessional staff members who directly support the student residential experience.

- **Resident Assistants (RAs)**
- **Community Assistants (CAs)**
- Program Assistants (PAs)
- Office Assistants (OAs)
- Desk Assistants (DAs)

Staff members are responsible for building relationships and developing community in their respective areas, supporting student success on academic and social/interpersonal levels, providing educational, social and cultural programs, and addressing student conduct concerns.

**Residential Education: Residential Colleges & Living-Learning Program**

Housing and Residence Life collaborates with the Provost’s Office and all five colleges to host a Residential College system, which consists of college-based Living-Learning Communities. These communities serve approximately 10% of the residence hall population by directly engaging first-year students through Faculty-in-Residence (FIR) interactions and taking similar for-credit courses based on major or interest.

Five tenure track faculty members live in the residence halls with communities of approximately 20 students each and teach a class linked to that community. A Freshman Interest Group (FIG) in Chaffee Hall is a living-learning community of 25 students who take two courses together, including the required UF100 class.

**Planning & Effectiveness**

I. **GOAL:** Transition in a new director, update the department’s Vision, Mission, and Values, and restructure the department based on staff and campus partner feedback.

**Assessment Results**
- New director started in June; revised Vision, Mission, Values and updated organizational chart.
Our Vision
Our vision is to create a world where Housing and Residence Life engages students in residential communities to develop citizens for a lifetime.

Our Mission
Housing and Residence Life provides a vibrant residential experience that promotes inclusiveness, learning, academic excellence, and meaningful relationships.

Our Values
Our foundation for supporting residents through the transitions they experience is grounded in the following values:

1. Community - Collaboration, interdependence, intentional connections, and a sense of belonging
2. Learning - Critical thinking, continuous development, and exploration
3. Respect - Inclusive acceptance, compassion, and authenticity
II. **GOAL:** Create and execute the Towers Engagement Center.

**Assessment Strategies**
- Collaborate with six campus partners to host programs and services in Barnes Towers as a way to connect residents in that facility with resources across campus.

**Assessment Results**
- Campus partners include Advising and Academic Enhancement, Campus Recreation, Career Center, Health and Wellness Services, Multicultural Student Services, and the Women’s Center.
- 255 students attended 64 office hours and/or 30 programs offered by these campus partners.

III. **GOAL:** Create quality and innovative learning opportunities for LLC students.

**Assessment Strategy**
- Enhance overall curricular and co-curricular experience at Boise State University.

**Assessment Results**
- The Residential College and Living-Learning program continues to excel at connecting students’ residential experience with learning in and beyond the classroom: 1,540 students attended 102 events/activities. GPA for first-year students as follows:

<table>
<thead>
<tr>
<th>2013-14 Academic Year</th>
<th>LLC</th>
<th>Res Hall</th>
<th>All Boise State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall GPA</td>
<td>3.072</td>
<td>2.938</td>
<td>2.6</td>
</tr>
<tr>
<td>Spring GPA</td>
<td>2.931</td>
<td>2.822</td>
<td>2.72</td>
</tr>
</tbody>
</table>

IV. **GOAL:** Improve customer satisfaction via the development/implementation of the TMA work order auto response function. TMA is a computerized maintenance management system leased by Facilities, Operations, and Maintenance from TMA Systems.

**Assessment Results**
- Facilities personnel fully utilized TMA. Data from the 2013 application of the Educational Benchmark Instrument (EBI) reveals 66.1% of respondents (51% of students living on campus completed the survey) indicated they were either slightly, moderately, or very satisfied with the timeliness of repairs. In the 2009 survey, 57% of respondents indicated they were satisfied with the timeliness of repairs.

V. **GOAL:** Work more closely with Residential Leadership Team (RLT) to increase knowledge, understanding and involvement with their individual and departmental budgets.

**Assessment Results**
- The business manager met monthly with the leadership team to review each area’s budget, discuss implications of variances, and develop a plan to address discrepancies, resulting in
increased fiscal responsibility and the ability for the department to return more funds to the reserve account than prior years.

• A detailed financial document of all Housing and Residence Life expenses was also made available to department staff members to increase financial transparency.

VI. GOAL: Develop lobby reader board standards and programming.

Assessment Results

• Installed digital display reader boards in the lobby of every complex, increasing the ability to share information and emergency messages that can be programmed remotely to scroll along the bottom of the screen. Resident Directors in each complex have access to update displays.

VII. GOAL: Increase summer intern program.

Assessment Results

• Summer 2014 experienced a 23% increase in internal full summer academic-based interns staying on campus. Student Affairs increased summer intern population by 25%.

Performance Metrics

<table>
<thead>
<tr>
<th>Service</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>Processed more than 12,000 transactions totaling almost $6.9 million of which there were 3,600 P-card transactions totaling $620,000.</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>Processed 377 upload files, posting more than 19,000 entries to student accounts totaling $6.7 million. Due to new staff and process improvement, established/maintained a regular system of balancing THD and PeopleSoft entries for the first time.</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Average of 66.3 phone calls received each business day (average of 44.1 calls received every day, including weekends).</td>
</tr>
<tr>
<td>Financial Counseling</td>
<td>10.2 Average weekly hours of individualized financial counseling. As of opening day August 21, 2013, only 42 students had not either made first payment or made arrangements for first payment with Business Office due to outreach efforts in the month prior to opening, a decrease from 93 in 2012.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volume of Work Facilities Staff Responsible for WR*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td># WRs submitted</td>
</tr>
<tr>
<td>9,101</td>
</tr>
</tbody>
</table>

*WR= work order
### Facilities Work Requests Submitted

<table>
<thead>
<tr>
<th>Category</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locksmith</td>
<td>841</td>
<td>950</td>
<td>1,086</td>
<td>953</td>
</tr>
<tr>
<td>Painting</td>
<td>321</td>
<td>306</td>
<td>303</td>
<td>447</td>
</tr>
<tr>
<td>Custodial Services</td>
<td>1,327</td>
<td>1,152</td>
<td>1,176</td>
<td>1,430</td>
</tr>
<tr>
<td>Electrical</td>
<td>576</td>
<td>690</td>
<td>709</td>
<td>707</td>
</tr>
<tr>
<td>HVAC</td>
<td>670</td>
<td>825</td>
<td>705</td>
<td>807</td>
</tr>
<tr>
<td>Plumber</td>
<td>1,001</td>
<td>1,007</td>
<td>1,302</td>
<td>1,406</td>
</tr>
<tr>
<td>Carpenter</td>
<td>852</td>
<td>823</td>
<td>715</td>
<td>846</td>
</tr>
<tr>
<td>Life-Safety Issues</td>
<td>145</td>
<td>245</td>
<td>269</td>
<td>241</td>
</tr>
</tbody>
</table>

### Percentage of Resident Satisfaction with Facilities*

<table>
<thead>
<tr>
<th>EBI Question</th>
<th>2009-10</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness of laundry facilities</td>
<td>% Satisfied: (Slightly, Moderately, Very)</td>
<td>Rating Mean</td>
</tr>
<tr>
<td></td>
<td>49.60%</td>
<td>4.45</td>
</tr>
<tr>
<td>Cleanliness of floor/community/public spaces</td>
<td>% Satisfied: (Slightly, Moderately, Very)</td>
<td>Rating Mean</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>5.04</td>
</tr>
<tr>
<td>Cleaning staff</td>
<td>% Satisfied: (Slightly, Moderately, Very)</td>
<td>Rating Mean</td>
</tr>
<tr>
<td></td>
<td>68.40%</td>
<td>5.47</td>
</tr>
<tr>
<td>Timeliness of repairs</td>
<td>% Satisfied: (Slightly, Moderately, Very)</td>
<td>Rating Mean</td>
</tr>
<tr>
<td></td>
<td>57%</td>
<td>4.81</td>
</tr>
<tr>
<td>Cleanliness of bathrooms</td>
<td>% Satisfied: (Slightly, Moderately, Very)</td>
<td>Rating Mean</td>
</tr>
<tr>
<td></td>
<td>58.40%</td>
<td>4.84</td>
</tr>
<tr>
<td>Room temperature</td>
<td>% Satisfied: (Slightly, Moderately, Very)</td>
<td>Rating Mean</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>4.76</td>
</tr>
</tbody>
</table>

*Likert Scale: 1-7, 1 being low, 7 being high

### Guest and Conference Services

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>% of Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$341,267.48</td>
<td>$401,506.07</td>
<td>$343,039.91</td>
<td>$368,104.21</td>
<td>7.80%</td>
</tr>
<tr>
<td>Total # of Groups</td>
<td>44</td>
<td>51</td>
<td>55</td>
<td>50</td>
<td>13.60%</td>
</tr>
<tr>
<td>Total # of Guests</td>
<td>5,614</td>
<td>6,703</td>
<td>6,278</td>
<td>5,201</td>
<td>-7.40%</td>
</tr>
<tr>
<td>Total # of Bed Nights</td>
<td>21,277</td>
<td>23,341</td>
<td>19,033</td>
<td>21,727</td>
<td>2.10%</td>
</tr>
<tr>
<td>Avg. Length of Stay</td>
<td>3.79</td>
<td>3.48</td>
<td>3.03</td>
<td>4.18</td>
<td>10.30%</td>
</tr>
<tr>
<td>Avg. Revenue/Guest</td>
<td>$60.79</td>
<td>$59.90</td>
<td>$54.64</td>
<td>$70.78</td>
<td>16.40%</td>
</tr>
<tr>
<td>% of Occupancy</td>
<td>22.09%</td>
<td>23.30%</td>
<td>16.56%</td>
<td>20.68%</td>
<td>-6.40%</td>
</tr>
<tr>
<td>Retention of Groups</td>
<td>77%</td>
<td>80%</td>
<td>75%</td>
<td>88%</td>
<td>14.30%</td>
</tr>
</tbody>
</table>
Generation of revenue allows the department to offset rates charged to residents by 4%.

<table>
<thead>
<tr>
<th>Housing Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Information Technology Support</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td></td>
</tr>
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<tr>
<td></td>
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<tr>
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<tr>
<td></td>
</tr>
<tr>
<td>Room Assignments</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| % of Resident Satisfaction w/ Functions/Amenities Overseen by Operations Staff |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|
| Satisfaction with: | % Satisfied (Slightly, Moderately, Very) | Rating Mean | % Satisfied (Slightly, Moderately, Very) | Rating Mean | % Satisfied (Slightly, Moderately, Very) | Rating Mean |
| Internet Connectivity | 69.40% | 5.16 | 58.10% | 4.66 | 46% | 4.03 |
| Computing facilities in residence hall | 55.50% | 4.8 | 51.5%* | 4.88 | 58.90% | 5.12 |
| Cable TV Services | 82.50% | 6.05 | 72.90% | 5.55 | 66.90% | 5.35 |
| Telephone Services | 72.90% | 5.59 | 42.8%* | 4.72 | N/A | N/A |
| Flexibility of the room change policy | 52.5%** | 4.79 | 53.7%** | 4.72 | 52.60% | 5.07 |
| Room assignment process | 55.2%** | 4.87 | 53.7%** | 4.93 | 60.10% | 5.15 |
| Current room assignment | N/A | N/A | 75.30% | 5.6 | 76.40% | 5.7 |
### On-campus housing experience this year

<table>
<thead>
<tr>
<th>% Good to Exceptional Rating Mean</th>
<th>% Good to Exceptional Rating Mean</th>
<th>% Good to Exceptional Rating Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.60%</td>
<td>5.17</td>
<td>63.20%</td>
</tr>
</tbody>
</table>

### Overall value of cost v. quality of on-campus living

<table>
<thead>
<tr>
<th>% Agree to Strongly Agree Rating Mean</th>
<th>% Agree to Strongly Agree Rating Mean</th>
<th>% Agree to Strongly Agree Rating Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.70%</td>
<td>4.18</td>
<td>56.90%</td>
</tr>
</tbody>
</table>

### Information on the website is easy to find

| N/A | N/A | N/A | N/A | 46.8%*** | 4.53 |

*Likert scale: 1-7, with 1 being low, 7 being high*

*Many students indicated being “neutral” in satisfaction with computing facilities/telephone service (32.7% and 46.1% respectively): more than 90% reported owning cell phones, computers, and laptops.

**More than 25% of students were “neutral” in their satisfaction of the room change policy/room assignments process (37.1% and 25.4%, respectively in the 2013 EBI survey). Staff reported that it is highly likely these students didn’t seek room changes and were able to choose their own rooms/apartments, respectively.

***35.7% of respondents were “neutral” regarding the ease of finding information on the website. Staff believes this is due to many students not relying on the website for information.

### Housing Application Yield

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive d</td>
<td>Assigne d</td>
<td>Cancele d</td>
</tr>
<tr>
<td>2,042</td>
<td>3,372</td>
<td>524</td>
</tr>
</tbody>
</table>

### Percentage of Resident Satisfaction *

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Satisfied (Slightly, Moderately, Very) Rating Mean</td>
<td>% Satisfied (Slightly, Moderately, Very) Rating Mean</td>
<td>% Satisfied (Slightly, Moderately, Very) Rating Mean</td>
<td></td>
</tr>
<tr>
<td>RA/CA availability</td>
<td>74.6</td>
<td>5.72</td>
<td>71.6</td>
</tr>
<tr>
<td>RA/CA efforts to get to know you</td>
<td>75</td>
<td>5.65</td>
<td>66.1</td>
</tr>
<tr>
<td>RA/CA gaining your respect</td>
<td>72.7</td>
<td>5.54</td>
<td>66.8</td>
</tr>
<tr>
<td>RA/CA helping you with a problem</td>
<td>72.1</td>
<td>5.53</td>
<td>66.1</td>
</tr>
<tr>
<td>RA/CA treating everyone fairly</td>
<td>75.7</td>
<td>5.78</td>
<td>70.6</td>
</tr>
<tr>
<td>RA/CA organizing programs/activities</td>
<td>75.1</td>
<td>5.65</td>
<td>66.2</td>
</tr>
<tr>
<td>Promoting tolerance of others</td>
<td>73.8</td>
<td>5.85</td>
<td>66.7</td>
</tr>
<tr>
<td>RA/CA communicating rules &amp; regulations</td>
<td>73.2</td>
<td>5.54</td>
<td>73.6</td>
</tr>
<tr>
<td>Social/educational/cultural programs</td>
<td>NA</td>
<td>NA</td>
<td>49.4</td>
</tr>
<tr>
<td>Athletic/recreational activities</td>
<td>64</td>
<td>5.17</td>
<td>45.8</td>
</tr>
<tr>
<td>Variety of programs</td>
<td>NA</td>
<td>NA</td>
<td>51.8</td>
</tr>
<tr>
<td>Quality of programs</td>
<td>NA</td>
<td>NA</td>
<td>50.7</td>
</tr>
<tr>
<td>Ability to study in your room</td>
<td>63.1</td>
<td>4.92</td>
<td>72.2</td>
</tr>
<tr>
<td>Ability to sleep in your room</td>
<td>56</td>
<td>4.54</td>
<td>64.1</td>
</tr>
<tr>
<td>The noise level</td>
<td>64.3</td>
<td>4.94</td>
<td>60</td>
</tr>
<tr>
<td>Information desk services</td>
<td>76.4</td>
<td>5.67</td>
<td>71.3</td>
</tr>
<tr>
<td>How safe you feel in your hall/apt. building</td>
<td>86.1</td>
<td>6.06</td>
<td>86.3</td>
</tr>
</tbody>
</table>

*Likert Scale: 1-7, with 1 being low and 7 being high*

The priority of Resident and Community Assistants is to build relationships. This data reflects that, overall, residents are satisfied with their RAs and CAs. Residents also tend to be satisfied with their living environment (i.e., ability to sleep/study in their room, information desk services, building safety, etc.).

The EBI Resident Assessment administrated in fall 2013 revealed that 43% of respondents reported that they never or rarely attended a program, which supports the need for Residence Life to examine this aspect of the RA/CA position. During spring semester 2014, a committee met to address this issue.
### Percentage of Residents Who Feel Living on Campus Has Enhanced Their Abilities*

<table>
<thead>
<tr>
<th>EBI Question</th>
<th>2005-2006</th>
<th>%</th>
<th>Rating</th>
<th>2009-2010</th>
<th>%</th>
<th>Rating</th>
<th>2013-2014</th>
<th>%</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent has living on campus enhanced your ability to:</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Meet other students</td>
<td>73.7</td>
<td>5.5</td>
<td>68.9</td>
<td>5.24</td>
<td>66.8</td>
<td>5.18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live cooperatively</td>
<td>75.7</td>
<td>5.5</td>
<td>69.9</td>
<td>5.34</td>
<td>70.6</td>
<td>5.26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolve conflict</td>
<td>67.1</td>
<td>5.24</td>
<td>48.6</td>
<td>4.87</td>
<td>60.5</td>
<td>4.93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve interpersonal relationships</td>
<td>71.7</td>
<td>5.42</td>
<td>64.1</td>
<td>5.06</td>
<td>66.9</td>
<td>5.17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with residence hall staff</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>64.4</td>
<td>5.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/instructors outside the classroom</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>42.2</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with residents who are different from me</td>
<td>NA</td>
<td>71</td>
<td>5.34</td>
<td>67.9</td>
<td>5.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the difficulties experienced by others who are different from me</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>62</td>
<td>5.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a sense of justice and fairness</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>59.5</td>
<td>4.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become an advocate for others</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>56.1</td>
<td>4.9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Likert Scale: 1-7, with 1 being low and 7 being high*

While EBI Resident Assessment reflects that, overall, residents are satisfied with their RAs/CAs, the above table indicates some areas for possible growth in Residence Life. Respondents report being less satisfied with how living on campus enhances their ability to develop relationships with others, particularly related to faculty and individuals who identify differently.

As stated previously, a committee addressed the issue of relationship building and programming between RAs/CAs and their residents during spring 2014. In this process, the data above will be utilized to increase the intentionality with which paraprofessional staff interact with their residents, support concepts of learning; promote relationship building and conflict resolution; and address issues of diversity, inclusiveness and social justice. In addition, given that 42% of students stated they were moderately to extremely satisfied in their relationships with faculty outside the classroom, Residence Life will explore ways to increase resident-faculty interaction beyond the Residential College concept.

**Residence Life and Residential Education Programming**: The table below reflects the number of activities/programs hosted and or supported by the Residence Life staff, including RAs/CAs, the
University Housing Association (UHA), Program Assistants (PAs) and Faculty-in-Residence (FIR) in the Residential Colleges.

<table>
<thead>
<tr>
<th>Residence Life and Residential Education Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Activity/Program</strong></td>
</tr>
<tr>
<td>Social/Community</td>
</tr>
<tr>
<td>Educational</td>
</tr>
<tr>
<td>Cultural</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td><strong>Total Offered</strong></td>
</tr>
</tbody>
</table>

Note: ** 138 LLC students generated approximately 1,000 community service hours on projects such as Habitat for Humanity, Academic Decathlon Idaho, Ronald McDonald House, Blood Drive, etc.; the largest project was raising $1,124.44 for the Rose Beal Human Rights Education Center.

Residence Life and Residential Education hosted 515 programs with more than 10,624 students attending.

<table>
<thead>
<tr>
<th>Program Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Type</strong></td>
</tr>
<tr>
<td>Social</td>
</tr>
<tr>
<td>Educational</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Diversity/Social Justice/Cultural</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Meaningful Involvement in Leadership Opportunities: In the 2012-13 academic year, Residence Life provided 18 student leaders a volunteer and/or elected position that inherently supports the growth and development of residents living on campus. The table below illustrates the growth in these positions.

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Housing Association (UHA)</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>National Residence Hall Honorary (NRHH)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Community Standards Board (CSB)</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>43</td>
</tr>
</tbody>
</table>

Accountability for Community Expectations and Policies

One element of the Residence Life program is to support students in their roles as community members, following department and university policies, as well as local, state and federal laws. Documenting behavior contrary to these policies and the corresponding adjudication of conduct cases is an essential component to ensure the on-campus residential community remains a safe and secure environment where residents’ academic and personal success can be a priority. The following table highlights data regarding student conduct:

<table>
<thead>
<tr>
<th></th>
<th>2010-2011*</th>
<th>2011-2012*</th>
<th>2012-2013*</th>
<th>2013-2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Involved</td>
<td>609</td>
<td>713</td>
<td>1,032</td>
<td>777</td>
</tr>
<tr>
<td># of Individual Students Found Responsible</td>
<td>411</td>
<td>530</td>
<td>790</td>
<td>699</td>
</tr>
<tr>
<td># of Conduct Incidents</td>
<td>373</td>
<td>403</td>
<td>734</td>
<td>436</td>
</tr>
<tr>
<td># of Housing FYIs</td>
<td>490</td>
<td>517</td>
<td>423</td>
<td>178</td>
</tr>
</tbody>
</table>

*August 1 - July 31

The decreased number of incidents from previous years can be attributed to a shift in training and an emphasis of informal conversations with residents about policies for the most common violations (bikes in the room, candles, etc.). RDs and student staff placed a larger emphasis on educating students the first time they allegedly violated policies as opposed to automatically sending responsible/warning letters.

**Highlights**

**Business Services**
• Streamlined past due notification process to align with Student Financial Services, freeing approximately 10 hours per month of staff time, providing more consistency for students.
• Created a simplified and transparent documentation process of revenue balancing, allowing more accurate financial statements.
• Involved in the Campus Engagement Team, supporting university financial process changes while also providing a Student Affairs/Housing and Residence Life perspective.

Facilities
• Completed 8,937 work requests entered by students.
• 962 preventative maintenance projects.
• 218 apartment turns.

Staff members also completed and/or worked with external vendors to complete the following:
• Upgraded cable/Internet at University Park and Island Street facilities office/warehouse.
• Replaced exterior lighting at University Village.
• Upgraded Lincoln Townhome exterior lighting.
• Replaced furniture in Graduate Residential Scholars Program (GRSP) and University Square E-Building furnished units.
• Repaired Chaffee North exterior entry soffit lights.
• Replaced Chaffee domestic hot water heaters.
• Upgraded the Chaffee fire panel.
• Replaced 39 nonfunctioning exterior windows in Taylor Hall.
• Makeover of common hall carpet and paint in Payette Suites.
• Replaced the Morrison and Driscoll domestic hot water heaters.
• Installed inside doors in Driscoll, providing easier access for all Honors students to Honors College offices while ensuring safety for building residents.

Guest & Conference Housing
• Partnered with Facility Operations to install new efficient, larger capacity commercial washer and dryers, almost tripling the ability to launder bedding in between conference groups (allowing for a more efficient turn and quicker room availability).
• More than 86% of current clients and 76% of summer conference revenue are from camps or conferences sponsored by internal university offices or departments.
• Established an online information and application page on the summer conference website, including direct links to other campus services. Interns have the ability to add additional services to their housing, such as dining, parking and recreation passes.

Residence Life
• The RA/CA staff and UHA raised $10,000 for St. Baldrick’s for childhood cancer research.
• A committee of student and professional staff redesigned the “model” (based on the latest research regarding residential programming) for how RAs/CAs interact with residents.
• A committee of student and professional staff reviewed the conduct standards/policies residents are held accountable to when living on campus. An updated draft was approved by the UHA at the end of spring semester to be finalized over the summer.
Residential Education: Residential Colleges and Living-Learning Program

- 1,390 students and 24 faculty have participated in LLC since 2004.
- To examine the graduation rates of students enrolled/not enrolled in the residential colleges, Troy Haan (partner of a faculty-in-residence) led a study working with other faculty and staff. 971 first-time, full-time students were enrolled in the 2004 – 2008 cohorts of the LLC and their graduation rates were compared with the overall graduation rates (four year and six year) for Boise State University. The most recent group to be examined for the four and six-year graduation rate was the 2007 cohort. Degrees awarded to students within the 2004 – 2008 cohorts were also counted. Below are the findings of this study:

<table>
<thead>
<tr>
<th>Graduation Rates of LLC Residents Compared to Other Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living-Learning Community Residents</td>
</tr>
<tr>
<td>4-year graduation rate</td>
</tr>
<tr>
<td>6-year graduation rate</td>
</tr>
</tbody>
</table>

- In the most recent annual survey, almost 80% of the students gave their experience in the Residential College the grade of “B” or better. More than 54% enjoyed their community so much they have committed to live with people from their communities (on and off campus) next year.
- First partnership with the College of Education.
- Last fall, a committee involving the Student Union director, ARAMARK management, Housing and Residence Life, COBE faculty, and COBE students created a new charter outlining the relationships, policies and procedures for the COBE Simplot Café program. Dr. Denise English, faculty-in-residence, helped lead this effort with Gary Logosz and Bart Zilner to create a different business model for COBE, which is currently thriving. In addition, Dr. English has worked with Dr. Cheryl Larabie to reserve seats in GENBUS 101 for COBE LLC residents, a required business course.
- For the past four years, Rose Beal, Holocaust survivor, shared her story as part of a LLC campus/community: average attendance of approximately 500 people.
- In the past two years, students have conducted fundraisers, collecting $2,647.94 ($1,124.44 in 2013 and $1,523.50 in 2012) to benefit the Rose Beal Legacy Garden in the Anne Frank Memorial.
- Dr. Michal Temkin Martinez served as the lead organizer for the prestigious Academic Decathlon Idaho program: 104 volunteers (including two faculty-in-residence), totaling 254 hours or service.
- Fall 2014 will start the first year of a new Leadership and Engagement community through the College of Social Sciences and Public Affairs. The new faculty-in-residence was selected fall 2013 and has been working with Housing and Residence Life to recruit students and create goals for the community, which was the first to fill for the next academic year. This completes the vision to have a faculty-in-residence for each academic college.

2014-15 Goals

I. **GOAL:** Update/enhance practices related to student/professional staffing.
Assessment Strategies

- Implement a professional development philosophy in line with the Division of Student Affairs and develop/encourage growth opportunities for all staff.
- Review/update all position descriptions to align with department vision, mission and values.
- Train/cross-train student and professional staff (where applicable) based on comprehensive training materials/initiatives, which have been updated/improved based on assessment data.

II. GOAL: Develop, update, and/or enhance administrative processes to ensure transparency and clarity for internal/external customers.

Assessment Strategies

- Develop comprehensive preventative maintenance schedule for all mechanical systems (dates, supplies needed, etc.).
- Ensure business processes are consistent with Student Life partners.
- Examine the use and application of technological platforms, TMA and The Housing Director (roommate matching software) to increase transparency and ease of use.
- Work with apartment residents to explore the possibility of bundling utilities into rent and, if applicable, develop a plan for implementation.
- Develop five-year estimated rate/building usage plan for conference and guest housing.
- Update the student conduct adjudication process to align with the Student Code of Conduct and the Office of the Dean of Students.

IV. GOAL: Develop and/or update residential programming initiatives designed to continually improve the student on-campus living experience.

Assessment Strategies

- Establish Residential College Advisory Board as described on the Living-Learning Community Charter.
- Pilot new “Intentional Interactions” model by which RAs/CAs interact with residents based on relationship building and community and campus engagement.

V. GOAL: Develop and/or clarify marketing efforts and future planning initiatives to serve as a road map for the department.

Assessment Strategies

- Identify niche summer conference groups; analyze real and perceived needs; and develop a plan to increase summer conference group recruitment.
- Continue working with Student Affairs Marketing to ensure marketing needs are being met, including but not limited to:
  - Comprehensive campaign to market summer conferences.
  - Updated social media strategy.
  - Process to share educational/informational messages.
- Examine website; capitalize on opportunities for improvement, including but not limited to:
  - Adding captions for graphics to increase accessibility.
  - Creating staff biographies.
o Presenting testimonials from current/past staff for recruitment purposes.
o Reducing text-heavy pages.
o Updating parent/family section.
o Creating a financial information section.

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 lead the effort in retention of international students through:
• Immigration compliance and support.
• Referral.
• Facilitating integration through programming and partnerships.
• Consultation and provision of expertise.

Values
International Student Services values student development, ethical and legal compliance with appropriate authorities and the institutional development of inclusive excellence. ISS values integrity, efficiency and performs with a high level of professionalism.

Programs & Services

Advising and One-on-One Support
• Provide comprehensive support services to international students as they integrate into the larger campus community.
• Act as a welcoming conduit, where all international student needs can be met directly or referred to the appropriate university or community resource.
• Directly support international students as they adjust to the new culture and education system.
• Facilitate and emphasize compliance with immigration regulations through orientation and ongoing workshops and consultation; provide one-on-one advising around academic, career, and interpersonal issues.

Training/Consultation/Support
ISS serves as the primary source of expertise regarding immigration and international cross-cultural issues for the campus at-large. ISS also:
• Serves as a liaison between faculty, staff and international students.
• Provides customized cross-cultural training to assist faculty and staff to effectively meet the needs of international students.
• Provides one-on-one or group consultation to campus community members.
• Proactively mediates intercultural conflict situations.

Sponsored Student Support Program
• ISS provides specialized services to sponsored international students and their sponsors.
  o Employs a sponsored student support coordinator and an assistant advisor who liaise between the university, the students and the sponsors.
  o Hires sponsored students to serve as cultural peer advisors who liaise between ISS and the sponsored student population. Currently, the majority of sponsored students come from Saudi Arabia and Kuwait with a growing number from Brazil.

During fall 2014, ISS will have a new sponsored student support coordinator: fully responsible for the support services for the Brazilian sponsored students.

Coffee & Conversation
Students are invited to the Student Diversity Center every Wednesday afternoon for refreshments. Domestic and international students relax and get to know each other at this successful community building/integration program.

International Thanksgiving Dinner
This dinner, a successful community building/integration program, has become a popular annual event for international and domestic students and typically hosts 200 guests. On- and off-campus partners share in this event and international guests learn about this unique American holiday.

Planning & Effectiveness

I. GOAL: Clearly define/maintain partnerships and roles related to international student academic support.

Assessment Strategies
• Meet regularly with campus partners to evaluate the partner roles and relationship, and make adjustments as needed.
• Student success (retention and persistence) will indicate if the strategies employed by the partnership are working.
• Faculty satisfaction will indicate if the strategies are working.

Assessment Results
• Advising and Academic Enhancement created an academic advisor position specifically for international students, which significantly lightened the advising load at ISS.
• Worked closely on a weekly basis with the international academic advisor resolving issues, creating new initiatives, and brainstorming best practices. The advocacy of the AAE director through Academic Affairs positively impacts international student support.
• Provided four trainings and many consultations to faculty and staff. Evaluations of the trainings were positive. Faculty stated that the information and support was helpful.

II. GOAL: Intentionally serve non-ME (Middle Eastern) students.

Assessment Strategies
• Develop strategies to engage non-ME international students.
• Engage non-ME students through staff meetings and informal conversations at events.
• Evaluate percentage of non-ME students in attendance at events.
• SSSC (Sponsored Student Support Coordinator) will become more independent with the ME students, allowing the associate director to focus on other student populations.

Assessment Results
• The SSSC became more independent in advising sponsored students and more adept at communicating directly with the sponsors. ISS will be hiring a new SSSC, so the assistant director will be involved in training and orienting that new staff member. The sponsored student assistant advisor will be able to assist with the training.
• More non-ME students attended events than ME students. ME do not tend to look for integration and social opportunities as frequently as other students. The majority of the student staff involved in event planning was not ME, which may have had an impact. However, ISS will have more ME student staff members than non-ME staff members fall 2014.

III. GOAL: Develop strong working relationship with Multicultural Student Services.

Assessment Strategies
• Meet monthly to build/maintain mutual understanding and a strong working relationship.
• Intentionally plan a joint training model to allow students from both staffs to form meaningful relationships and mutual understanding.
• Hold regular meetings and social interactions to maintain and strengthen the partnership.

Assessment Results
• The training was successful: staff spent time getting acquainted and learning about the respective services.
• The student staff was successful at building community between ISS and MSS, both within the center and socially outside of work. Several “formal” gatherings between the two departments were well attended and highly interactive.

IV. GOAL: Clearly define/maintain partnership with Saudi Arabia Cultural Mission (SACM).

Assessment Strategies
• Contribute to finalizing the Memorandum of Understanding (MOU) with SACM, which will include a proposed communication protocol.
• Be proactive in communicating issues and resolutions; refer to the MOU and protocol as needed.
• Coordinate site visits and videoconferences as needed.
Assessment Results

- Mutual agreement on the communication protocol that ISS had proposed; however, nothing was signed.
- Experienced encouragement with regards to SACM following through with the protocol. SACM has stated several times that it would be helpful for ISS to make a site visit to office in DC.

Highlights

**Increase in Sponsored Student Population/Campus Partnerships**
Partnerships across campus and their perceived expertise continue to flourish due to the continued growth of the sponsored groups and the “visiting students” Korean group.

**Review/Revise Mission**
The intentional focus on international student retention will help ISS to continue to:
- Accurately define roles, policies and procedures.
- Accurately allocate resources and advocate appropriately for needed support.
- Inform the campus community regarding appropriate scope.

**International Student Orientation**
Successfully transitioned to being solely responsible for the planning and content with important and foundational support from New Student & Family Programs (NSFP). ISS has a strong ISO planning team representing different departments who have helped ISS make it their own. They have been able to customize the schedule for the groups that attend the orientation (new undergrads, domestic transfer undergrads, exchange students, and graduate students). An extra half day has been added to the orientation schedule to offer placement testing separately, easing the full schedule of events.

**Pre-Arrival Online Orientation**
Incoming students can be better prepared and feel more connected to Boise State than previous cohorts. As this program develops, there will be less content needed in the on-campus orientation, as students will get that content online prior to arrival. ISS is considering the benefit of making the online program mandatory.

**Cross-Cultural Trainings**
Cross-cultural trainings continue to be a highly sought after resource. ISS continues to educate faculty and staff as a way to “smooth the road” for the students they will be serving.

**Sponsored Student Program Advancement**
Boise State’s Sponsored Student program has become recognized in their field as a source of knowledge and experience from which others can learn. ISS will add the Brazilian Stem Mobility Program sponsored students to the SSSC’s umbrella of responsibility with a plan to streamline generalized sponsored student services as much as possible.

**2014-15 Goals**

I. **GOAL:** Operate under a revised mission.
Assessment Strategies
- ISS will primarily serve students “once they are on campus” only. Graduate students and exchange students will be charged an orientation fee starting in fall 2015.
- Work from a business model to serve students more efficiently, while maintaining focus on customer service.

II. **GOAL:** Transition into a new and more integrated Student Diversity and Inclusion structure with Multicultural Student Services and the MLK Living Legacy Committee.

II. **GOAL:** Continue to work on clear sponsored student program policies and protocols while incorporating new sponsor programs into existing structure.

**MULTICULTURAL STUDENT SERVICES**

**Vision**
Multicultural Student Services (MSS) is committed to training, education and advocacy for students on issues of power, privilege, oppression, bias and multiculturalism. MSS works to raise awareness, conduct trainings, develop workshops and create programming that will address issues for both dominant and non-dominant groups. MSS designs programs to help non-dominant culture students find their voice in validation while dominant culture students explore their role in diversity issues.

**Mission**
Multicultural Student Services is committed to raising awareness and understanding about marginalized and oppressed groups in both non-dominant and dominant cultures, understanding about the needs of these groups and providing opportunities to all for action and interaction. MSS focuses on education in the areas of development, issues of power and privilege, social justice and internalized oppression and promotes an environment where people with different values and beliefs are treated with respect and dignity.

**Values**

**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.

Programs & Services

Advising and One-on-One Support
MSS offers involvement, training and development opportunities for students who want to become more culturally competent and aware, and support student organizations and events that support the growth and the perspective of underrepresented minorities.

Students can schedule and/or walk in to receive one-on-one guidance in overcoming personal and academic obstacles. Organizations are often hosted in the Student Diversity Center, opportunities for staff to help students develop organizational leadership skills.

Training and Consultation
Trainings are offered to student groups, university departments, classes by request and, when appropriate, some community groups:

- Anti-bias trainings.
- Trainings on identity development.
- Trainings on power privilege and oppression.
- Mentoring program for first-generation college students.

Such programs help students from underrepresented groups build support structures through community, develop skills and gain an innate sense of validation while dominant culture students learn about their role in understanding power, privilege and oppression, and allyism.

Programs
MSS programs help guide first-generation students navigate the college experience, and help all students understand the importance of cultural competency. The Student Diversity Center houses services for international and domestic students who interact on a daily basis and create new pathways for learning. Marquee programs include:

- Tunnel of Oppression (spring and fall semesters)
- Dia De los Muertos
- Columbus Day Recognition
- Islamic Awareness Week
- Annual Seven Arrows Powwow
• Cesar Chavez Celebration

Planning & Effectiveness

I. GOAL: Development and growth of MSS/foundational studies partnership.

Assessment Strategies
• Continue to work with foundational studies to identify topics, train faculty and involve students.
• Work with gender studies and sociology faculty to develop, review and implement ideas for experiential learning projects that will count toward the Making Justice Visible Certification.

Assessment Results
• A number of UF 200 classes attended the Tunnel of Oppression, which was presented both fall and spring semesters to offer expanded experiential learning opportunities to more students.
• The Making Justice Visible program is supported through planning/implementation by faculty from gender studies and sociology.

II. GOAL: Develop a mentoring program for historically underserved populations.

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

Assessment Results
• Experienced dramatic growth of student organizations either associated with or receiving advising support from MSS.
• The first-generation peer mentor program held several events, but was not consistent in the level of mentee participation; future plans include connecting the mentoring programs to different offices (TRiO, CAMP and International Student Services).
• The First-Generation Graduation Celebration was successful, with 150 graduates attending.

III. GOAL: Work with ISS, Student Leadership and Service-Learning.

Assessment Strategies
• Incorporate student staff training in strategic areas/develop opportunities for regular staff contact.
• Work directly with the Student Involvement and Leadership Center on a student employee development project and follow-up in providing constructive feedback about how programming can remain philosophically complementary.
• Increase outreach opportunities with Service-Learning.

Assessment Results
• MSS and ISS incorporated several aspects of student training, have held several joint meetings, and student employees from these respective offices are developing independent opportunities to work together. Professional staff is also working towards the physical and operational integration of ISS, MSS and the MLK Living Legacy Committee within one unified Student Diversity and Inclusion team.

• Experienced growth in regular and systematized contact with staff in planning and implementation phases of programs from Student Involvement and Leadership.

• Experienced growth in regular and systematized contact with staff in planning and implementation phases of programs from Service-Learning.

**Highlights**

• **Tunnel of Oppression/University Foundations 200:** The Tunnel of Oppression was part of the “Act Now” project in affiliation with Foundational Studies, resulting “Tunnel on the Quad.” 400 students participated.

• **First-Forward Peer Mentoring Program:** designed to address retention issues for first-generation students, this program was initiated fall 2013 and included three peer educators and one part-time support coordinator. Activities included four workshops a month, one large group event and one peer educator development workshop a month.

  The spring semester featured the first-ever welcome event for first-generation students, which was coordinated with the Career Center, Advising and Academic Enhancement, the MLK committee and the Admissions Office.

• **First-Generation Graduation:** the inaugural First-Forward, First-Generation Graduation Celebration highlighted, specifically, the accomplishments of first-generation graduates. 150 students participated, with 300 people in total attending the reception.

**2014-15 Goals**

I. **GOAL:** Evolve the existing mission to emphasize an increased attention to recruitment, retention and persistence to graduation of underrepresented minority students.

II. **GOAL:** Transition into a new and more integrated Student Diversity and Inclusion structure with International Student Services and the MLK Living Legacy Committee.

III. **GOAL:** Increase the design influence of both outcomes and the production of measures of effectiveness (data) in programming, training and direct service to students.

**STUDENT AFFAIRS MARKETING**

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

**Programs & Services**
Student Affairs Marketing (formerly Student Life Marketing & Promotion) supports the communication efforts of the departments included in Student Life, the Dean of Students, and the Office of the Vice President for Student Affairs. Services include copywriting and editing, graphic design, web coordination, social media management, and promotion and marketing planning and execution.

**Planning & Effectiveness**

I. **GOAL:** Reinvent department as a holistic marketing service.

**Assessment Strategies**
- Encourage departments to use Student Affairs Marketing for broader communication issues, not just the promotion of events.
- Increase requests for non-design projects compared to design projects.
- Increase attendance at events; increase awareness of campaigns.

**Assessment Results**
- The planned-for consolidation of marketing efforts began in September 2013 and Student Life Marketing & Promotion became Student Affairs Marketing (SAM) in October. Working with new departments made it possible to showcase services on broader communication issues. However, departments historically supported by Student Life Marketing and Promotion continued to use SAM primarily for event promotion.
- Experienced slight increase in requests for non-design projects, but this is a long-term cultural change.
- Adequate measurements are not available to assess awareness of campaigns; will implement in 2014-15 a section on project requests listing goals of the department that can be achieved by SAM.

II. **GOAL:** Create online strategy using digital communications as the primary marketing tool for division and departments.

**Assessment Strategies**
- Increase traffic to sites.
- Increase engagement on social media.
- Conduct usability study for specific feedback in conjunction with anecdotal evidence.
• Collect anecdotal evidence from departments that students are finding the information they need on departments’ websites.
• Implement new mass email system.

Assessment Results

• Reworking entire websites took longer than anticipated; just recently able to begin tracking changes in site usage on the new Campus Recreation page. Formal usability studies were not conducted.
• Engagement on social media enhanced with via paid ads on Facebook/Twitter.
• New mass email system is in place and being used regularly. As an unanticipated side benefit, uncovered a number of departments who regularly send emails to students using their own systems.

III. GOAL: Work with the Division of Student Affairs to refine messaging for the division.

Assessment Strategies

• Disparate departments will work together to create consistent messaging for the same/similar programs.
• Divisional priorities are widely known.
• Departmental branding efforts will be tied into university/divisional branding.
• Increase web traffic and social media awareness from above.

Assessment Results

• Change in staffing and the onboarding of new departments proved to be more time consuming than anticipated, so this goal was not addressed.
• Discovered duplication of efforts for finals relief and were able to merge two departments, resulting in one event.
• Work by the strategic messaging committee will help to inform the next steps.

Highlights

Graphic Design Award
Graphic designer, Jeremy Webster, won an award in the brochure category from Graphic Design USA, a competition that attracts thousands of entries each year. Graphic Design USA is a national organization that holds the American In-house Design Awards, the premier showcase for outstanding work by in-house designers. It’s also a unique opportunity for in-house design, marketing and communications departments within corporations, publishing houses, nonprofits, universities and government agencies to be recognized for their creativity, the special challenges they face, and for their contributions to their businesses and institutions.
Working with staff at Campus Recreation, Webster designed the Rec Play Book, a guide filled with programs and events to help students, faculty and staff keep track of what’s going on when and where at the Student Recreation Center.

New Mass Email System
After a lengthy evaluation, OIT recommended the division use Constant Contact for mass emailing students. During the spring and early summer of 2014, Constant Contact was implemented and tested. It is now the primary messaging tool for the office of the Vice President for Student Affairs.

2014-15 Goals

I. **GOAL:** Define Student Affairs Marketing.

**Assessment Strategies**
- Each member of the SAM team will be able to articulate operational outcomes, anticipated blocks to success, and a shared definition of success. Expected completion: March 2015.
- At least 50% of departments supported by SAM will be able to articulate SAM’s role in their work. Expected completion: June 2015. Will address remaining departments in 2015-16.
- Work will commence on a divisional communication strategy that defines divisional priorities by week, month and academic year.

**STUDENT INVOLVEMENT AND LEADERSHIP CENTER**

**What We Believe**
The Bronco is destined to do great things. Their success is not wholly defined by personal accomplishments, but also by the impact they have in the lives of others. They inspire their neighbor to do great things, not through charisma or convincing arguments, but because they themselves do great things. They see obstacles as opportunities to connect the disconnected and imagine the yet unimagined. They don't accept what is, but instead ask “What if?” Their dream of a better future motivates an unwavering commitment to action; making the intangible, tangible and the impossible, probable. They know themselves and seek to understand and appreciate the stories of others. Though their journey of discovery and accomplishment is never complete, they always remember where it began and that countless others made it possible for them to do great things. Therefore, they will make the same journey possible for those who follow. The Bronco will change the world. Whether the change is big or small, noticed by many or noticed by few, it will be great, because the Bronco is destined to do great things.

**Mission**
The Student Involvement and Leadership Center provides space and context for uncommon dialogue to explore purpose and realize potential.

**Values**
Core Work
- Leadership Development
- Community Building
- Capacity Building

Programs & Services

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

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

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

Fraternity/Sorority Life
Social fraternities and sororities are supported through individual, chapter, and council advising. Programs and workshops that promote leadership development, academic excellence, positive relationships, and civic engagement are developed and assessed by the department.

Civic Engagement Programs
The Student Involvement and Leadership Center facilitates student participation in volunteer projects locally, regionally and internationally. Partnership Jamaica and Service Saturday are examples of programs that provide opportunities for students to serve while learning more about the dynamics that make service to others necessary.

Campus Programs & Events
Campus events and programs help build a vibrant campus community, including large-scale annual programs like Spring Fling, Bronco Welcome, Homecoming, and weekly events (movies, concerts, games, etc.).

Planning & Effectiveness
I. **GOAL:** Expand services for student organization training and development.

**Assessment Strategies**
- The presence of additional programs and services.
- An assessment of the preparedness of student organization leaders and advisors.

**Assessment Results**
- Used OrgSync web-based management tools to streamline student organization training.
- Piloted new workshop series for student organization officers.
- Launched new training workshop for student organization advisors. An assessment of the preparedness of advisors is planned for FY15.

II. **GOAL:** Build a sustainable model for the Leadership Studies Minor.

**Assessment Strategy**
- Identify new paths to serve additional students.

**Assessment Results**
- Classes are now being offered in varying formats.
- Offering classes through Extended Studies, allowing increased sustainability and long-term viability of the minor.
- Piloted a hybrid version of Leadership 101 for summer session.
- Exploring possibilities for expansion through Innovation and Design Initiative.

III. **GOAL:** Pilot an innovative initiative that expands and improves the model for advising fraternity/sorority leaders.

**Assessment Strategy**
Explore new structures and processes that support the fraternity/sorority program.

**Assessment Results**
- Revised model for advising to meet the basic needs of a rapidly expanding student population.
- Piloted and refined various advising initiatives.
- Started phase two of improving the advising model for FY15.

**Performance Metrics**

**Support for Student Organizations**
A number of measures demonstrate the increased volume of work being processed on behalf of student organizations, including the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Student Org Funding Requests to Student Government</th>
<th>Number of Monthly Account Statements for Student Orgs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY11</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>
University purchasing cards are frequently used to make purchases on behalf of student organizations during the course of the year. Since FY12, this has been reconciled by one FTE:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Purchasing Card Transactions</th>
<th>Dollar Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>881</td>
<td>$197,171.00</td>
</tr>
<tr>
<td>FY13</td>
<td>754</td>
<td>$220,265.07</td>
</tr>
<tr>
<td>FY14</td>
<td>681</td>
<td>$228,064.12</td>
</tr>
<tr>
<td>Totals</td>
<td>2,316</td>
<td>$645,500.19</td>
</tr>
</tbody>
</table>

Student organization requests are centralized through the OrgSync system. Since FY12, processing of requests has been performed by one FTE. The table below summarizes the processing of financially-related requests:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel Requests</td>
<td>113</td>
<td>122</td>
<td>73</td>
</tr>
<tr>
<td>Fundraiser Requests</td>
<td>74</td>
<td>95</td>
<td>66</td>
</tr>
<tr>
<td>Expense Requests</td>
<td>545</td>
<td>681</td>
<td>479</td>
</tr>
<tr>
<td>Co-sponsorship Form</td>
<td>N/A</td>
<td>74</td>
<td>58</td>
</tr>
<tr>
<td>Totals</td>
<td>827</td>
<td>877</td>
<td>676</td>
</tr>
</tbody>
</table>

The number of student organization developmental and skills-based workshops being offered has also increased between FY12 and FY14:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Organization Workshops Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>40</td>
</tr>
<tr>
<td>FY13</td>
<td>58</td>
</tr>
<tr>
<td>FY14</td>
<td>42</td>
</tr>
</tbody>
</table>

**Student Contact Tracking**
A higher number of students have walked-in called and made appointments with staff for advising or to receive assistance with involvement activities:

<table>
<thead>
<tr>
<th>Year</th>
<th>ASBSU</th>
<th>Campus Activities</th>
<th>Civic Engagement</th>
<th>Customer Service</th>
<th>Fraternities/Sororities</th>
<th>Leadership</th>
<th>Student Organizations</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>1,159</td>
<td>1,768</td>
<td>806</td>
<td>1,589</td>
<td>6,305</td>
<td>2,068</td>
<td>7,033</td>
<td>924</td>
<td>21,652</td>
</tr>
</tbody>
</table>

**Student Demand for Fraternity / Sorority Involvement**
Students show a growing demand for services: year-over-year memberships from FY12-14 show that the community is growing:
Additionally, year-over-year sorority recruitment numbers are increasing. Sorority recruitment is a formalized process in which students register to participate before bid offers are made to selected women. The chart below demonstrates the growth of sorority recruitment from FY12-14, an indicator of increasing interest in the program, both in the numbers of women who started the recruitment process and the number offered bids:

**Student Activities Survey Results**

Students responded to a campuswide student activities survey asking about their satisfaction with the number of programs offered during the week (Monday-Friday) and programs offered during the weekend. A total of 662 students completed the survey, a response rate of 44%. Overall, students indicated they were satisfied with the quantity of programs on campus:
Highlights

Student Organization Training and Development
- 49 new student organizations; more than 200 total.
- Expanded training/development programs, including a monthly workshop series.

Fraternity / Sorority Life
- Two new chapters.
- More than 650 members.
- 13 current chapters, increasing to 15 in fall 2014 and anticipated to be at 17 for fall 2015.
- A record 235 women participated in Sorority Recruitment, with 209 bids handed out.

Civic Engagement
- 3,070+ hours of community service.
- Two intensive international service trips to Jamaica.

Campus Events and Programs
- 108 unique campus programs.
- 33,950+ participants.
- 65,840+ hours of student engagement.

Leadership Studies Minor
- Concurrent enrollment expanding into four area schools.
- Curriculum updated and made relevant.
- Increased participation in 101 course and increased number of graduates.
- Launched two new courses: Facilitation & Leadership and Fraternities/Sororities Leadership.
- Students in the minor provided leadership training for high school students.
- Instructors provided trainings for campus departments and community organizations.
2014-15 Goals

I. **GOAL**: Improve training services for student organizations.
   - Post-workshop survey results.
   - Focus group feedback.
   - Satisfaction survey results for student government funding allocations.
   - Assessment of the preparedness of faculty/staff advisors in their roles.

II. **GOAL**: Increase student satisfaction with campus events and activities.
   - Campus Activities survey results.
   - Focus group feedback.
   - Benchmarking assessment participation.

III. **GOAL**: Sustain and expand leadership development opportunities.
   - Pilot new leadership minor courses.
   - Expand civic engagement opportunities.
   - Create additional training opportunities for undergraduates, campus partners, and high school students.
   - Assess existing leadership programs.

IV. **GOAL**: Improve advising model for fraternities/sororities to support rapid growth of community.
   - Larger multicultural fraternity and sorority presence.
   - Additional programming opportunities.
   - Continued growth of student membership.

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 University community with the news and information where, when and how they want it.

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

Values
Produce outstanding media, which meet the highest industry standards.
• Student Media should meet campus communication needs in a variety of formats with varied content. The ultimate goal is to be the best in its respective medium in terms of content, community service and training opportunities for students.

Provide positive pre-professional learning experiences for students.
• Students come to Boise State Student Media to practice what they have learned in the classroom and to gain work experience and, in some cases, earn extra money. Student Media works to ensure that students leave with the experience and knowledge to make them better prepared for their future career.

Provide a positive and safe learning environment.
• Student and permanent staff are Student Media’s most important resource. It is essential Student Media hires, develops and retains quality employees. The organization will strive to maintain a positive work environment that emphasizes trust, dignity and mutual respect.

Know and serve the campus community.
• Students are in a unique situation living, working and learning in a tight-knit community. Knowing what is happening around them is crucial to help provide important content to the audience and opportunities to clients. The news and editorial voices will maintain independence of influence from the business side of the media, as well as from administrative or other outside pressure.

Safeguard freedom of expression for students.
• The key role of Student Media is to offer students a public forum and a vehicle for expression of their voice through news, creative endeavor, discussion of public affairs, and editorial opinion. No Student Media staff or Boise State administrative staff or faculty is empowered to retain such expression. Quite the contrary, a part of the Student Media mission is to foster within students a commitment to safeguard the free and open exchange of ideas.

**Programs & Services**

**The Arbiter**
The Arbiter, the student newspaper, 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 established for 81 years. The Arbiter provides news and information about campus through its twice weekly print publication, daily updated (during the semester) website, and mobile application.

**Non-Linear Productions**
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; creates videos for other university departments; and is the primary training tool for students in news media and broadcast journalism.

**Business/IT Operations**
Student Media relies on a large portion of its revenue 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, information technology supports the large computer and software installed base, as well as provide technical website support and web/mobile application development.

University Pulse
The Pulse 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 student listeners. Pulse radio can be heard on bsupulse.com, via Bronco Mobile application, Live365 Radio (Web and mobile) and TuneIn (Web, mobile, home entertainment systems and select TVs).

Planning & Effectiveness

I. GOAL: Increase readership of The Arbiter.

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

Assessment Results
• Implemented new training for editorial staff and conducted review on newsstand pick-up rates/placement along with evaluation of online reader statistics.
• Staff evaluation of training was positive and provided insights on areas for improvement. Evaluation of online readership increased along with pick-up rates. Pick-up rates and newsstand placements were also shown to correlate to paper pick-up.

II. GOAL: Increase Pulse listeners during live shows.

Assessment Strategies & Results
• Because live DJs have a major impact on listenership, more effort is needed to increase the audience numbers during those shows. Items to be measured:
  ○ Highest listener count during live DJ shows.
  ○ Average time spent listening, improving beyond 35 minutes.
  ○ More live hours filled each semester.
  ○ Improve training on general radio show best practices and marketing.
• Implemented more comprehensive training with student producers to improve individual promotion and increase quality of show content. Student producers who completed and implemented the training noticed an increase in listenership during shows. Revised training also resulted in less staff turnover between semesters.

III. GOAL: Diversify and improve revenue streams.

Assessment Strategies
• Student Media relies on outside revenue, but the economy and media landscape are still in recovery and still shifting. Having more revenue streams from a variety of products can help to minimize potential swings in media ad buys.
  o Measure number of new revenue opportunities, and change in revenue from traditional revenue streams to evaluate any improvement.
  o Evaluate any new partnerships created to help improve or diversify revenue.

Assessment Results
• An increase in campus partnerships resulted in more revenue. More than $12,000 in trade was provided to help campus departments promote their programs and services.
• Created a partnership with ASBSU to help promote fraternities/sororities/organizations. Goal to launch in fall was unsuccessful; however, a deal was negotiated for 2014-15 to help bring in additional revenue.

Highlights

Arbiter Sweeps Idaho Press Club Awards
Students won 19 individual awards for various writing styles, photography and graphic design. Swept five individual categories: general news story, watchdog/investigative, editorial, headlines and graphic design.

Won both General Excellence for student newspaper in Idaho and General Excellence for student website: the first time a college newspaper has won in both categories.

Arbiter Re-Design
After reviewing other college and professional publications, along with internal and other student focus groups, decided to convert from a broadsheet publication to a tabloid newspaper fall of 2014.
CARE TEAM/CASE MANAGEMENT

Programs & Services

CARE Team
The CARE Team (Campus, Assessment, Resource and Education) is a behavioral intervention team which designs reporting, screening, and assessment processes for disturbed, disturbing or disruptive student and employee behavior, including the establishment of the website for reporting purposes. Services:

- Review and respond to reports regarding students, faculty, staff and third parties who exhibit disturbing or disruptive behavior that may pose a threat to themselves or the university community.
- Balance the individual needs of the student, faculty, staff or visitor with those of the greater campus community.
- Review reports of concern and conduct proactive intervention and assessment to prevent acts of violence or self-harm.
- Refer reports or incidents that do not require CARE intervention to appropriate university authority, such as the Provost’s Office, academic advisors, Dean of Students Office, or Health Services.
- Develop and monitor case management plans and appropriate documentation.

In partnership with other university offices, the CARE Team will:

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

Case Management
Case Management provides early intervention and support to students experiencing difficulties or distress to reduce the negative impact on the individual and the greater campus community. Services:

- Coordinate services on and off campus to help address impact on the student.
• Develop a coordinated needs assessment, resource navigation, conflict resolution, problem solving, and provide follow-up services.
• Implement an “Action Plan” geared toward providing the student with a road map to help in reaching his/her unique goals.
• Conduct ongoing monitoring and risk assessment of students of concern.

Impact Scholars Program
The Impact Scholars Program (ISP) was created in partnership with Idaho Department of Health & Welfare and Casey Family Programs to address the underrepresentation and underachievement of former foster youth. ISP provides services focusing on increasing enrollment, retention and graduation rates of former foster youth by engaging, supporting, and equipping them to take ownership of their college experience, and become authors of personal and community change.

Services:
• Former Foster Youth Outreach and Recruitment: Increase enrollment by building program recognition through campus and community presentations and engaging with high school students, staff and social service agencies. Early identification allows connection to Boise State-sponsored recruitment efforts and additional support through the ISP.
• Impact Scholar Support: Provide resource referral, academic monitoring, academic planning, financial and budgeting assistance, leadership and service opportunities, peer and community engagement.
• Assessment and Program Evaluation: Track the academic performance of students to identify barriers to student success and to measure the ongoing effectiveness of program interventions.

Student Emergency Fund
The Student Emergency Fund provides financial assistance to students in danger of withdrawing due to unexpected, temporary financial hardships. Funds are awarded as grants.

Planning & Effectiveness
I. GOAL: Increase outreach and education to students. Focus efforts in the residential halls and on social media.

Assessment Strategies & Results
• Overhaul the CARE website, focusing on messaging and navigation. Incorporate promotion of CARE program in new student orientation. Provide training to new Residential Assistants on identifying concerning behavior and how to file CARE report.
• Reports of concern increased 19%.
• Feedback from students who filed CARE reports show overall satisfaction with the reporting process and program.

II. GOAL: Overhaul CARE Team brochure and marketing tools.

Assessment Strategies & Results
• Revamp CARE website.
• Create the Behavioral Resource Guide ("Orange Folder") and disseminate across campus.
• Currently overhauling the CARE brochure.
• CARE reports increased 11%.
• Received positive feedback on the Orange Folder from departments/colleges across campus.

III. **GOAL**: Enhance follow-up communication with individuals filing CARE reports, closing the “loop” after a report has been filed.

**Assessment Strategies & Results**
- Respond to CARE reports within 48 hours of submission.
- Send follow-up surveys to individuals who filed CARE reports.
- Data from the follow-up survey sent to individuals filing CARE reports show 81% were satisfied/very satisfied with the follow-up they received. 94% said their report of concern was responded to in a timely manner.

**Performance Metrics**

<table>
<thead>
<tr>
<th>CARE Team Orange Folder Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Social Science &amp; Public Affairs</td>
<td>267</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>192</td>
</tr>
<tr>
<td>College of Business &amp; Economics</td>
<td>132</td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>145</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>590</td>
</tr>
<tr>
<td>College of Education</td>
<td>207</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>332</td>
</tr>
<tr>
<td>Athletics</td>
<td>125</td>
</tr>
<tr>
<td>Human Resources</td>
<td>100</td>
</tr>
<tr>
<td>General Counsel/Campus Security</td>
<td>30</td>
</tr>
<tr>
<td>Campus Presentations/Trainings</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,180</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Number of CARE Team Meetings Held</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>11</td>
</tr>
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<table>
<thead>
<tr>
<th>Case Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>143</td>
</tr>
<tr>
<td>First Appointments</td>
<td>88</td>
</tr>
<tr>
<td>Follow-up Appointments</td>
<td>91</td>
</tr>
</tbody>
</table>
### Impact Scholars Program

<table>
<thead>
<tr>
<th></th>
<th>Students Served</th>
<th>ISP Graduates</th>
<th>Retention From Previous Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>13</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>13</td>
<td>1</td>
<td>92%</td>
</tr>
<tr>
<td>Fall 2014 (anticipated)</td>
<td>20</td>
<td></td>
<td>100%</td>
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### Student Emergency Fund

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Emergency Funds Awarded</td>
<td>$3,556.94</td>
</tr>
<tr>
<td>Requests Received</td>
<td>14</td>
</tr>
<tr>
<td>Requests Approved</td>
<td>9</td>
</tr>
<tr>
<td>Average Request Amount</td>
<td>$400</td>
</tr>
<tr>
<td>Average Request Granted</td>
<td>$395.22</td>
</tr>
<tr>
<td>Housing</td>
<td>9</td>
</tr>
<tr>
<td>Food</td>
<td>6</td>
</tr>
<tr>
<td>Utilities</td>
<td>4</td>
</tr>
<tr>
<td>Transportation</td>
<td>3</td>
</tr>
<tr>
<td>Medical</td>
<td>2</td>
</tr>
<tr>
<td>School Supplies</td>
<td>1</td>
</tr>
<tr>
<td>Average Processing Time (submission to disbursement)</td>
<td>8.2 days</td>
</tr>
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</table>

### Students Requesting Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standing</td>
<td></td>
</tr>
<tr>
<td>Freshman:</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore:</td>
<td>2</td>
</tr>
<tr>
<td>Junior:</td>
<td>4</td>
</tr>
<tr>
<td>Senior:</td>
<td>6</td>
</tr>
<tr>
<td>Graduate:</td>
<td>1</td>
</tr>
<tr>
<td>Percent Employed</td>
<td>50%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male:</td>
<td>8</td>
</tr>
<tr>
<td>Female:</td>
<td>6</td>
</tr>
<tr>
<td>Percent Retained</td>
<td>66%</td>
</tr>
</tbody>
</table>

### Student Appointments
<table>
<thead>
<tr>
<th></th>
<th>CARE</th>
<th>Student Support</th>
<th>Impact Scholars</th>
<th>Emergency Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>2</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>16</td>
<td>145</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>17</td>
<td>132</td>
<td>41</td>
<td>11</td>
</tr>
<tr>
<td>Academic Year 2013-14</td>
<td>35</td>
<td>300</td>
<td>66</td>
<td>11</td>
</tr>
</tbody>
</table>

CARE Reports Received Weekly

### Summer 2013

![Bar chart showing CARE reports received weekly in Summer 2013](chart)

### Fall 2013

![Bar chart showing CARE reports received weekly in Fall 2013](chart)
# CARE Team Statistical Report
## 2013-14

### Referral Reports

<table>
<thead>
<tr>
<th></th>
<th>SUM 13</th>
<th>FALL 13</th>
<th>SPR 14</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Referral Reports</td>
<td>34</td>
<td>144</td>
<td>139</td>
<td>317</td>
</tr>
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</table>

### Report filed by

<table>
<thead>
<tr>
<th></th>
<th>SUM 13</th>
<th>FALL 13</th>
<th>SPR 14</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>3</td>
<td>11</td>
<td>42</td>
<td>56</td>
<td>18%</td>
</tr>
<tr>
<td>Faculty</td>
<td>5</td>
<td>48</td>
<td>80</td>
<td>133</td>
<td>42%</td>
</tr>
<tr>
<td>Staff</td>
<td>26</td>
<td>82</td>
<td>16</td>
<td>124</td>
<td>39%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Individuals of Concern

<table>
<thead>
<tr>
<th></th>
<th>SUM 13</th>
<th>FALL 13</th>
<th>SPR 14</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>28</td>
<td>133</td>
<td>127</td>
<td>288</td>
<td>94%</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Non-affiliate</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Total CARE Reports on Individual of Concern (past/present)

<table>
<thead>
<tr>
<th></th>
<th>SUM 13</th>
<th>FALL 13</th>
<th>SPR 14</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>18</td>
<td>114</td>
<td>94</td>
<td>226</td>
<td>74%</td>
</tr>
<tr>
<td>Two</td>
<td>6</td>
<td>3</td>
<td>23</td>
<td>32</td>
<td>10%</td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Four or more</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>10</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Demographics

<table>
<thead>
<tr>
<th></th>
<th>SUM 13</th>
<th>FALL 13</th>
<th>SPR 14</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Spring 2014**

![Graph showing number of reports by date](chart.png)
<table>
<thead>
<tr>
<th>Gender</th>
<th>15</th>
<th>67</th>
<th>48</th>
<th>130</th>
<th>43%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19</td>
<td>72</td>
<td>84</td>
<td>175</td>
<td>57%</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-17</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>18-24</td>
<td>12</td>
<td>90</td>
<td>84</td>
<td>186</td>
<td>61%</td>
</tr>
<tr>
<td>25-34</td>
<td>11</td>
<td>27</td>
<td>27</td>
<td>186</td>
<td>61%</td>
</tr>
<tr>
<td>35-44</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>19</td>
<td>6%</td>
</tr>
<tr>
<td>45-59</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>60+</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Housing (students only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Campus</td>
<td>50</td>
<td>6</td>
<td>41</td>
<td>97</td>
<td>35%</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>83</td>
<td>22</td>
<td>75</td>
<td>180</td>
<td>65%</td>
</tr>
<tr>
<td>Academic Standing (students only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>5</td>
<td>49</td>
<td>32</td>
<td>86</td>
<td>30%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6</td>
<td>28</td>
<td>32</td>
<td>66</td>
<td>23%</td>
</tr>
<tr>
<td>Junior</td>
<td>10</td>
<td>35</td>
<td>18</td>
<td>63</td>
<td>22%</td>
</tr>
<tr>
<td>Senior</td>
<td>6</td>
<td>22</td>
<td>37</td>
<td>65</td>
<td>23%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Post-Bacc</td>
<td>0</td>
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<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Academic Department-Major (students only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>4</td>
<td>28</td>
<td>39</td>
<td>71</td>
<td>25%</td>
</tr>
<tr>
<td>College of Business &amp; Economics</td>
<td>5</td>
<td>20</td>
<td>19</td>
<td>44</td>
<td>15%</td>
</tr>
<tr>
<td>College of Education</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>16</td>
<td>6%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>7</td>
<td>22</td>
<td>20</td>
<td>49</td>
<td>17%</td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>4</td>
<td>16</td>
<td>5</td>
<td>25</td>
<td>9%</td>
</tr>
<tr>
<td>College of Social Sciences &amp; Public Affairs</td>
<td>7</td>
<td>36</td>
<td>30</td>
<td>73</td>
<td>25%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>0</td>
<td>11</td>
<td>5</td>
<td>16</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Area of Concern**
<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Concern</td>
<td>3</td>
<td>24</td>
<td>13%</td>
</tr>
<tr>
<td>Aggression/Violence</td>
<td>4</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Bias Related Behavior</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Criminal Issues</td>
<td>5</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>9</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Financial Issues</td>
<td>0</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Harassment</td>
<td>2</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td>Interpersonal Conflict</td>
<td>0</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Medical Concerns</td>
<td>1</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Mental/Behavioral Health Concerns</td>
<td>16</td>
<td>77</td>
<td>36%</td>
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<tr>
<td>Physical Endangerment</td>
<td>1</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Self Harm</td>
<td>2</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>2</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Social/Adjustment Issues</td>
<td>1</td>
<td>0</td>
<td>1%</td>
</tr>
<tr>
<td>Stalking</td>
<td>0</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>5</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Severity</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>High</td>
<td>1</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Medium</td>
<td>9</td>
<td>47</td>
<td>23%</td>
</tr>
<tr>
<td>Low</td>
<td>21</td>
<td>145</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Report Lead</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>3</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Legal</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>22</td>
<td>74</td>
<td>60%</td>
</tr>
<tr>
<td>Provost Office</td>
<td>0</td>
<td>9</td>
<td>4%</td>
</tr>
<tr>
<td>Security</td>
<td>5</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>University Health Services</td>
<td>3</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Housing and Residence Life</td>
<td>1</td>
<td>33</td>
<td>16%</td>
</tr>
</tbody>
</table>
Bit Summit Survey Feedback

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Neutral</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total Responses</th>
</tr>
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<tbody>
<tr>
<td>Registration Process</td>
<td>22</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Conference Content</td>
<td>24</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Venue</td>
<td>27</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Food &amp; Beverage</td>
<td>26</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Speaker/Presenter</td>
<td>26</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

Highlights

Behavioral Resource Guide: The “Orange” Folder
A Behavioral Resource Guide was created for campus employees to reference when addressing questions about behaviors of concern. The orange folder was developed in response to common questions regarding appropriate response to distressing behaviors and resources for individuals in crisis.

Behavioral Intervention Team Summit
Hosted a two-day training on threat management and behavioral intervention teams. Dr. Gene Deisinger, a national expert in threat assessment and management, facilitated the training. Representatives (77 people) from twelve regional institutions attended the event, as well as a team from the Boise School District and two detectives from the Boise Police Department.

Impact Scholars Program
Celebrated first graduate in spring 2014 at the program’s inaugural event. Overall retention rate of students: 96%.
Seven students presented to campus and the community to promote the program.
Established a program fund and scholarship fund with University Advancement.

Student Emergency Fund
Developed an online application process to expedite the request process, allowing eligible students to receive funding.

2014-15 Goals

CARE Team
I.  **GOAL:** Continue to improve outreach/marketing to students regarding behaviors of concern and how to report.

  **Assessment Strategies**
  - Develop a marketing campaign, including a video focused on a caring community and bystander intervention.
  - Increase visibility of the CARE program across campus.

II.  **GOAL:** Develop suicide prevention/awareness programming with campus partners.

  **Assessment Strategies**
  - Submit a federal grant application to secure funding for a formal suicide prevention program.
  - Develop a pilot program for mandated wellness assessment through University Health Services.

III.  **GOAL:** Continue to refine reporting process, tracking and follow-up.

  **Assessment Strategies**
  - Develop a long-term follow-up protocol on reports of concern.
  - Collaborate with Academic Advising & Enhancement on processing and management structure of low-level academic concerns. Track CARE students’ academic performance pre and post intervention.

Case Management
I.  **GOAL:** Increase tracking of students accessing support services.

  **Assessment Strategies**
• Create a tracking system and flag students of concern for follow-up.
• Establish protocol for follow-up and long-term outreach.

II. GOAL: Assess vulnerable populations for support and programming.

Assessment Strategies
• Identify potential populations to target and gather data on enrollment and retention.
• Research programming and support services at other institutions to formulate potential efforts.

Impact Scholars
I. GOAL: Increase student participation in service learning/ leadership development.

Assessment Strategies
• Vet partnership with Student Involvement and Leadership Center that tracks student participation.
• Vet partnership with Strive for College that tracks student participation.

II. GOAL: Collaborate with University Advancement to solicit funds to provide scholarship opportunities.

Assessment Strategies
• Track donations received and donor information.
• Pilot different initiatives for fundraising (i.e., crowd-funding, ISP website link).

III. GOAL: Increase students served by ISP by 50% every year, sustain retention and graduation rates above 75%.

Assessment Strategies
• Provide additional outreach to high school foster youth.
• Vet partnership with Strive for College. Partner with the Admissions Office.
• Track student engagement in personal financial and academic planning.

Student Emergency Fund
I. GOAL: Increase campus awareness.

Assessment Strategies
• Promote the fund to targeted offices, including academic departments.
• Increase traffic on the SEF website.

II. GOAL: Identify trends in student financial gaps.

Assessment Strategies
• Utilize follow-up surveys to identify aggregate data on students requesting funds.
• Track whether access to SEF funds is impacting long-term retention and graduation rates.
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 provides leadership to the Boise State University community in achieving a high-quality educational experience for all students. The Disability Resource Center empowers students to achieve their educational goals by advancing access and facilitating independence.

Programs & Services

Determination of Student Accommodations
The Disability Resource Center (DRC) collaborates with students who self-identify as having a disability to determine appropriate accommodations. Accommodations mitigate the effects of a student’s disability on the learning environment, allowing them to demonstrate true mastery of the subjects studied.

Organizing/Delivering Student Accommodations
- Deaf Services.
  - Interpreting.
  - Text interpreting/transcription services (CART, C-Print, Typewell).
  - Captioning.
- Accessible Technology.
  - Alternate text format production.
  - Assistive technology distribution.
  - Assistive technology training for students.
- Accommodated Testing.
  - Coordination of tests proctored in the DRC.
  - Support for Online Testing Center staff in providing accommodations.
- Note taking.
  - Recruitment and supervision of in-person note takers.
  - Distribution and training students to use note-taker technology.

Coaching
The DRC has paired with the social work department to establish an internship. The intern provides coaching support for students needing one-on-one assistance with organizational skills, time management, and setting personal goals.

Planning & Effectiveness

I. **GOAL:** Develop campuswide-captioning protocol.
Assessment Strategies

- As the university continues to use more multi-media approaches to teaching, the need for policies and procedures on captioning audio materials to ensure equal access grows. In addition to creating policy, it is important to provide support for students, faculty and staff in converting captioned materials.
  - Fall 2013
    - Identify campus key units and individuals to include policy development.
    - Draft policy ready for review.
  - Spring 2014
    - Finalize policy.
    - Identify various campus and community resources for captioning.
    - Investigate funding sources for captioning.
    - Educate campus community on captioning policy and methods.

Assessment Results

- Ongoing goal.
- Met with assistant director of eCampus Instructional Design Services to discuss online course accessibility.
- Formed the eCampus Accessibility Group. The group includes partners from eCampus, Office of Information Technology, faculty, 504 coordinator, Institutional Compliance, Albertson’s Library, and the DRC. The group drafted a white paper outlining online accessibility needs and recommendations for creating accessible online courses. Expect to present the final paper August 2014.
- Met weekly with eCampus Accessibility Working Group to develop specific guidelines on how to create accessible materials for online courses.
- The white paper and working group will set a framework for other faculty and campus entities to follow in creating accessible online materials.
- Developed responsibility and workflow process for creating captioned videos for nursing and respiratory care programs in which deaf students are enrolled.
- Contracted with 3Play Media as a captioning source to ensure students’ immediate needs are being met in the nursing and respiratory care classes.
- Participated in the OIT Instructional Video Standards committee. This group is pursuing accessibility of media in face-to-face and hybrid classes.

II. GOAL: Strategic Plan.

Assessment Strategy

- Using the assessment data from the AHEAD 360 and external review, the new university strategic plan, and Dean of Students mission and vision, staff will work together to review and update the DRC strategic plan.

Assessment Result

- DRC strategic plan has been updated and will serve as the basis for future program development.
III. **GOAL:** Improve services for students by becoming more proactive in faculty training.

**Assessment Strategies**
- Revisit and revise this goal that was put on hold FY 13.
  - **Summer 13**
    - Coordinate with the Dean of Students to create a faculty education strategy.
    - Review DRC and Dean of Students interactions with faculty over the past academic year to determine common questions, concerns, and complaints about accommodations.
    - Identify faculty groups with the most concerns (specific colleges, adjuncts, etc.).
    - Identify modes and venues for faculty training.
      - In person.
      - Webinars.
      - Online.
      - Faculty orientations.
    - Develop faculty training schedule for fall 2013.
  - **Fall 13**
    - Offer faculty trainings.
    - Collect data to assess effectiveness of training opportunities.

**Assessment Results**
- Focused on training for accessibility of online materials. In addition to collaborating with Nursing, respiratory care faculty, educational technology faculty, the DRC sponsored the following trainings for faculty and staff connected with online course development.
  - Association on Higher Education and Disability (AHEAD) three-part teleconference.
  - Principles presented were incorporated in the campus white paper.
  - Educational access coordinator: deaf services connected with faculty who will have deaf students in the fall semester, offering faculty support and guidance on how to prepare in advance for students’ accessibility needs.

**Performance Metrics**

**Student Snapshot**

<table>
<thead>
<tr>
<th>Active Students by Disability</th>
<th>FA 13</th>
<th>SP 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>101</td>
<td>90</td>
</tr>
<tr>
<td>Asperger's</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Autism</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Cognitive Disorder</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Physical</td>
<td>66</td>
<td>62</td>
</tr>
<tr>
<td>Psychological</td>
<td>103</td>
<td>91</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Visual</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>440</td>
<td>426</td>
</tr>
</tbody>
</table>

**Number of Students Using Accommodations**

<table>
<thead>
<tr>
<th></th>
<th>FA 13</th>
<th>SP 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>62</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>261</td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>40</td>
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**Number of Students by Accommodation Type**

<table>
<thead>
<tr>
<th></th>
<th>FA 13</th>
<th>SP 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate format</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>CART</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Digital recorder</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Attendance Flexibility</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>FM system</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Interpreter</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Note taker</td>
<td>103</td>
<td>57</td>
</tr>
<tr>
<td>Smart pen</td>
<td>17</td>
<td>58</td>
</tr>
<tr>
<td>Testing</td>
<td>239</td>
<td>216</td>
</tr>
</tbody>
</table>

**Staff Appointments Accommodation Related**

<table>
<thead>
<tr>
<th></th>
<th>FA 13</th>
<th>SP 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Access - Deaf Svs</td>
<td>184</td>
<td>112</td>
</tr>
<tr>
<td>Educational Access Coord</td>
<td>101</td>
<td>0</td>
</tr>
<tr>
<td>Director</td>
<td>26</td>
<td>98</td>
</tr>
<tr>
<td>Assistive Technology Coord</td>
<td>7</td>
<td>52</td>
</tr>
</tbody>
</table>
Alternate Format Demand

Students served

Total number requests

FA 13

SP 14

Alternate Format Source

Learning Ally/Bookshare 37%

Access text 37%

DRC scanned 26%
Assistive Technology Expenses

<table>
<thead>
<tr>
<th>Use</th>
<th>Purchase</th>
<th>Cost</th>
<th>% Operating Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>Natural Reader for online testing center use</td>
<td>$3,949</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Kurzweil 3000 annual subscription</td>
<td>$3,600</td>
<td>2%</td>
</tr>
<tr>
<td>Software</td>
<td>JAWS upgrade</td>
<td>$1,150</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>MaGicScreen magnifier</td>
<td>$995</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Dragon Natureally Speaking upgrade</td>
<td>$750</td>
<td>0.5%</td>
</tr>
<tr>
<td>Tactile Graphics</td>
<td>Pictures in a Flash</td>
<td>$1,755</td>
<td>1%</td>
</tr>
<tr>
<td>Training</td>
<td>Dell PC</td>
<td>$1,176</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>iMac</td>
<td>$1,587</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$14,962</td>
<td>15%</td>
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</table>

Deaf Services

<table>
<thead>
<tr>
<th>Service</th>
<th>FA 13 Hours</th>
<th>SP 14 Hours</th>
<th>Total Cost (Savings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CART-transcription</td>
<td>262</td>
<td>313</td>
<td>$42,028</td>
</tr>
<tr>
<td>NIS-interpreting</td>
<td>294</td>
<td>341</td>
<td>$37,829</td>
</tr>
<tr>
<td>Deaf Svs Coord. interp hours</td>
<td>113</td>
<td>70</td>
<td>($10,294)</td>
</tr>
<tr>
<td>Deaf Svs. Coord Trans hours</td>
<td>0</td>
<td>85</td>
<td>($4,250)</td>
</tr>
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</table>
Number of Students Using Note Taker/Smart Pen

<table>
<thead>
<tr>
<th>Semester</th>
<th>Note Takers</th>
<th>Smart Pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 13</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>SP 14</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>30</td>
</tr>
</tbody>
</table>

Note Taking Expenses

<table>
<thead>
<tr>
<th></th>
<th>FA 13</th>
<th>SP 14</th>
<th>Total</th>
<th>% OE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taker stipends</td>
<td>$8,225</td>
<td>$1,100</td>
<td>$9,325</td>
<td>6%</td>
</tr>
<tr>
<td>Note Taker hourly</td>
<td>$1,570</td>
<td>$813</td>
<td>$2,383</td>
<td>1%</td>
</tr>
<tr>
<td>Smart Pen bundles</td>
<td>$5,244</td>
<td>$3,363</td>
<td>$8,607</td>
<td>5%</td>
</tr>
</tbody>
</table>

Note Taker Requested Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancelled Requests</td>
<td>196</td>
</tr>
<tr>
<td>Filled Requests</td>
<td>220</td>
</tr>
<tr>
<td>Unfilled Requests</td>
<td>88</td>
</tr>
</tbody>
</table>

Highlights

New Location
The DRC moved to the Lincoln Garage office suites and is now co-located with Veteran Services, which makes referrals between the two offices easier. Having multiple services in one area reduces concerns of being “outed” as having a disability. Students have responded favorably.

New Staff
The center is fully staffed for the first time in many years.

- In October, the Disability Specialist left to pursue another career opportunity. The opening created an opportunity to re-evaluate the focus of all staff positions. Staff is being cross-trained to provide more consistent services to students. A name change for the position, from disability specialist to educational access coordinator, emphasizes the shift from focusing on the student’s disability to working with campus partners to create a more
accessible educational environment. A new educational access coordinator has joined the team.

- The joint DRC/Veteran Services administrative assistant joined the team, offering excellent, professional administrative support.

**Implemented Accessible Information Management (AIM) System.**
Developed behind-the-scenes AIM forms, templates, and processes so students can easily request accommodations. The system has reduced the wait time for students to get accommodations in place. In spring 947 accommodation letters were processed, allowing staff to process the majority of the requests within three days rather than requiring students to wait two-four weeks for an appointment to get their letters. Requests received during the summer will be electronically sent to professors the week before classes begin.

**Improved Access for Deaf Students.**
Researched additional captioning and transcribing services, resulting in a contract with a new C-print text interpreting provider; also contracted with 3PlayMedia to provide video captioning for deaf students enrolled in classes that use instructional videos.

**2014-15 Goals**

**I. GOAL:** Continue to develop and refine campuswide-captioning protocol.

Assessment strategies
- White paper recommendations on accessible online classes reviewed and supported by university administration.
- All faculty in online nursing and respiratory care programs will have accessible videos ready-to-go at the beginning of spring semester, rather than waiting for a student to request one.

**II. Goal:** work with Student Affairs Marketing to rebrand the DRC.

Assessment strategies
- Emphasize accessibility and remove educational barriers rather than focus on disability.
- By end of fall semester, have updated DRC website, display materials, give-aways for orientation and other events.

**OFFICE OF THE DEAN OF STUDENTS**

**Vision**
Supporting student success and safety at Boise State University.

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

- Advocating and supporting students.
- Engaging and supporting students in acknowledging responsibility for their choices.
- Educating and consulting with faculty, staff and students.
- Coordinating processes that uphold the University Shared Values of academic excellence, trustworthiness, caring, respect, responsibility, citizenship and fairness.
- Preventing and responding to crisis.
- Promoting the well-being and safety of students.
- Providing opportunities for students to develop critical thinking skills.

Programs & Services

- Complete Withdrawal from University: the Office of the Dean of Students (DOS) is the final review in the process of requesting an appeal to withdraw from all classes after the withdrawal deadline (10th day of classes) or prior to last day of instruction.
- Commissioned Notary Public: the notary's main functions are to administer oaths and affirmations, take affidavits and statutory declarations, witness and authenticate the execution of certain classes of documents needed by students, faculty or staff for either professional or personal activities.
- Courtesy Class Absence Notices: faculty members are notified regarding a student’s absence due to hospitalization, death in the family or other uncontrollable emergencies.
- Dean's Certification: generally known as a “disciplinary clearance,” certifications are provided upon requests to law schools, medical schools, travel abroad programs, state bar associations, government agencies or independent agencies when students are applying for admissions or employment.
- General Student Support: support and intervention are provided to students and families upon request. Functions include deceased student notification to the campus, individual consultation and referral, crisis management and ombudsman functions.

Policy Development and Program Support

DOS works with university offices to create or advise on policies of interest to students or student issues. DOS provides oversight and support for the Office of Student Rights and Responsibilities, Disability Resource Center, Veterans Services, Student Support and Case Management (CARE), Title IX and Section 504 Compliance (Title IX) and the Women’s Center. Three offices functioning out of DOS (SRR, CARE and Title IX) share the mission, vision and values provided in this report.

Campus Safety and Dean on Call

Represents student needs, concerns, and behavioral trends to central administrators and other university units. Information is frequently used for program development, communication to constituents and policy development.

Dean on Call: a partnership between Student Affairs units that ensures service to students and provides critical communication between university leaders in the event of student injury, death or other significant crisis.
Faculty Outreach
- Educational programs
- Relationship building
- Participation in faculty activities
- General consultation on student issues

Social Work Internships
Coordinated by the student support and CARE manager, DOS hosts graduate/undergraduate-level interns. Interns work on a variety of projects and provide direct service to students and families.

Student Emergency Fund
The fund provides financial assistance to students in danger from withdrawing due to unanticipated, temporary financial hardships. Funds are awarded as grants.

Planning & Effectiveness

I. **GOAL:** Student engagement and communication.

Assessment Strategies & Results
- Develop a student advisory group by inviting select student leaders to a quarterly luncheon to share concerns, items to celebrate and discuss DOS objectives: advisory group not yet established.
- Develop a video of vignettes discussing services and how to access them: a student team produced a video, led by a DOS graduate student (currently in final editing stage).
- Post communication about deadline dates and other important academic items on the academic calendar on DOS website and Facebook: used FB as primary method of communications posting on average twice weekly for a total of 104 messages. Website usage grew significantly as a result (see chart below).

<table>
<thead>
<tr>
<th>Traffic Type</th>
<th>% New Visits</th>
<th>New Visits</th>
<th>Pages / Visit</th>
<th>Avg. Visit Duration (time in seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 all visits</td>
<td>27.62%</td>
<td>1,050</td>
<td>2.83</td>
<td>150.40</td>
</tr>
<tr>
<td>Fall 2013 Referral Traffic</td>
<td>9.78%</td>
<td>109</td>
<td>2.55</td>
<td>159.58</td>
</tr>
<tr>
<td>Spring 2013 all visits</td>
<td>63.96%</td>
<td>694</td>
<td>2.85</td>
<td>185.14</td>
</tr>
<tr>
<td>Spring 2013 Referral Traffic</td>
<td>66.95%</td>
<td>316</td>
<td>2.53</td>
<td>113.49</td>
</tr>
</tbody>
</table>

II. **GOAL:** Student employee and customer service training.

Assessment Strategies & Results
Train student workers for all DOS units. The program will consist of basic service training (one referral, communication and listening skills, data collection) and knowledge needed to serve constituents accessing programs. Learning outcomes will be developed and assessed. Implemented training fall 2013 (six students participated). Front line staff in DOS, DRC and Veteran Services facilitated the program. Time constraints prevented appropriate assessment.

III. **GOAL:** Education and advocacy initiatives for students, staff and faculty.

**Assessment Strategies & Results**
- Develop faculty training on disturbed/disturbing students: collaborated with Center for Teaching and Learning and Counseling Services to sponsor “When Life Gets in the Way.” Attendance: 30 faculty members.
- Develop academic integrity education materials for faculty and students: updated conduct code and academic integrity policies.
- Develop advocacy for continued policy change related to student tuition/fee refund, clear guidelines for class attendance, and syllabus statements.
- Advocated in partnership with Academic Affairs for changes to Policy 3110 (Student Complete Withdrawal From the University). The Dean’s Council supports a variety of changes to withdrawal deadlines (part of a much larger retention and graduation effort that precedes DOS) and a policy, which will be adopted fall 2014.

IV. **GOAL:** Parent and family initiatives.

**Assessment Strategies & Results**
Support the needs of parents and families by communicating services, policies, expectations and how to best support their student. Activities accomplished for this goal include publications, New Student & Family Programs orientations, and supporting Residence Life training.

- Provided parents and families 400 copies of “Navigating the First College Year: A Guide for Parents and Families” from the National Resource Center for First-Year Experience and Students in Transition.
- Enhanced all 12 BroncoVenture and TNT family programs through student training, engagement and parent and family focused messages. Trained orientation leaders to have crucial conversations with more than 1,500 students during breakout sessions.
- Led various staff trainings focused on student conduct reporting and hearing processes.

V. **GOAL:** Student Safety Education.

**Assessment Strategies & Results**
Partner with Title IX coordinator, Women’s Center, Student Involvement and Leadership Center (SILC), Health Services, Residence Life, and Boise Police to promote positive bystander behaviors, awareness of laws and policies, and create a culture of CARE among students. Most of the accomplishments for this goal are collaborative in nature and the result of work in other Student Affairs units.
• SILC meetings on group tailgating and social event policy: affirmed current policy and addressed risk management practices. Also adopted, at the request of State Board of Education, a fraternity/sorority relationship statement.
• Title IX and Women’s Center trained more than 1,500 students on bystander model.
• Coordinated alcohol and other drug education protocols between Residence Life, Counseling Services and DOS to respond to students transported to the hospital for intoxication.

Performance Metrics

<table>
<thead>
<tr>
<th>CARE Team</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CARE Referral Reports</td>
<td>258</td>
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<tr>
<td>CARE Team Meetings</td>
<td>22</td>
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<td>ODOS Assigned as Lead</td>
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<td>New Incidents</td>
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<td>Formal Conduct Hearings</td>
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<td>Appeal Hearings</td>
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<table>
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<tbody>
<tr>
<td>Students</td>
<td>162</td>
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<tr>
<td>First Appointments</td>
<td>96</td>
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<tr>
<td>Follow up Appointments</td>
<td>114</td>
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<table>
<thead>
<tr>
<th>Impact Scholars</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>23</td>
</tr>
<tr>
<td>First Appointments</td>
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<td>Follow up Appointments</td>
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<table>
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<th>Complete Withdrawals</th>
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<tr>
<td>Petitions Received</td>
<td>103</td>
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<tr>
<td>Approved</td>
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<td>Denied</td>
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<table>
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<td>Appointments</td>
<td>486</td>
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<td>First Appointments</td>
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<tr>
<td>Repeat Appointments</td>
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Title IX/504

<table>
<thead>
<tr>
<th>New Title IX Complaints Filed</th>
<th>28</th>
<th>Closed</th>
<th>30</th>
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<tbody>
<tr>
<td>New 504 Complaints Filed</td>
<td>3</td>
<td>Closed</td>
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### Appointments

<table>
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<tr>
<th></th>
<th>Chris</th>
<th>Blaine</th>
<th>Anni</th>
<th>Laure</th>
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<th>Jes</th>
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<td>11</td>
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<td>Conduct</td>
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<td>4</td>
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<td>Title IX</td>
<td>29</td>
<td>7</td>
<td>63</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>123</td>
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<td>504 Complaint</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>0</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>33</td>
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<tr>
<td><strong>Total by person</strong></td>
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<td><strong>197</strong></td>
<td><strong>75</strong></td>
<td><strong>286</strong></td>
<td><strong>77</strong></td>
<td><strong>53</strong></td>
<td><strong>52</strong></td>
<td><strong>79</strong></td>
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### Additional Services

<table>
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<th>Service</th>
<th></th>
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<tbody>
<tr>
<td>Student Death Notifications</td>
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<tr>
<td>Student Absence Notifications</td>
<td>40</td>
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<td>Incomplete Requests on Behalf of Student</td>
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<td>Last Date of Attendance Inquiry</td>
<td>7</td>
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<td>Subpoena/Student Open Record Requests</td>
<td>31</td>
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<td>Dean's Verifications</td>
<td>359</td>
</tr>
<tr>
<td>Notary</td>
<td>37</td>
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</tbody>
</table>

### Highlights

#### Title IX Education and Enforcement

Education/policy enforcement was greatly enhanced by the addition of a Title IX/504 coordinator and deputy compliance officer Annie Kerrick to the Dean of Students Office. As a result:

- Developed evacuation assistance cards for mobility disabled students and/or guests.
- Established Title IX training: enhanced training for students, athletes and faculty/staff resulted in a 300% increase in cases reported.
Impact Scholars
More than 20 former foster youth are receiving mentoring and educational assistance. A cohort orientation showcased programs and helped to normalize the college experience for former foster youth. Boise State is leading a statewide effort among other higher education institutions. Generous community support has provided for a foundation account to support programming.

2014-15 Goals

I. **GOAL:** Increase usage of advocacy/courtesy services.

**Assessment Strategies**
- Track office visits, appointments and requests for services.
- Use service requests to assess effectiveness of policies and advocate for change as needed.
- Conduct formative assessment monthly to augment program as needed. Roll formative assessment into a summative process to determine future actions such as increased education about services, changes to services and communication strategies.

II. **GOAL:** Implement online alcohol/other drug education programs.

**Assessment Strategies**
- Number of students completing course within required time.
- Assess learning outcomes associated with program.
- Monitor student feedback on the program and conduct a series of focus groups to assess behavioral impact.

III. **GOAL:** Off-campus/residence hall conduct integration to improve student experiences and conduct outcomes.

**Assessment Strategies**
- Conduct focus groups with residence hall staff, students and Boise Police to assess qualitative impact of change.
- Assess number and type of residence hall violations for a year-over-year comparison.

IV. **GOAL:** Integrate Parent and Family Programs into DOS advocate model.

**Assessment Strategies**
- Compare/contrast Boise State’s Parent and Family program with universities in peer group and region.
- Conduct market research by exploring the needs/concerns of current Boise State parents and families.
- Conduct focus groups with current students about the perceived needs of Boise State parents and families.
- Develop model curriculum to engage parents and families during orientation.

V. **GOAL:** Obtain a suicide/self-harm prevention grant from SAMSHA or USDE.
Assessment Strategy
- Write and receive a grant to provide prevention support, training, and resources to assist university units and individuals to reduce suicide and conduct prevention programs, interventions or develop policies.

STUDENT RIGHTS & RESPONSIBILITIES

Mission
Student Rights and Responsibilities (SRR) programs strive to support the educational mission of Boise State University by helping to create an environment where civil discourse may occur free from discrimination, harassment, threats or intimidation.

SRR works with students to resolve conflicts in a pro-active, productive manner in addition to faculty and staff in addressing inappropriate student behavior in conjunction with the procedures set forth within the Student Code of Conduct. SRR also strives to educate students on their rights on campus through advocacy in addition to understand their legal rights via ASBSU Legal Advisory Services.

SRR works to create an environment where the University’s Statement of Shared Values is upheld by all members of the university community.

Programs & Services

Support Services
SRR collaborates with various campus offices for proactive educational opportunities in support of the mission, working primarily on:
- Student disciplinary issues.
- Conflict resolution.
- Title IX complaint investigations.
- Student legal advisory services.

Planning & Effectiveness

I. Goal: Increase outreach and education.

Assessment Strategy
- Increase outreach and education to students, faculty, and staff about student conduct programs, specifically focusing on academic dishonesty.

Assessment Result
- Presentations were made to various academic departments. The updated Student Code of Conduct will enhance faculty and departmental involvement with the student conduct process as it pertains to academic dishonesty.
II. **Goal:** Create seamless transition between Title IX and student conduct processes for appropriate student adjudication.

**Assessment Result**
- Created and implemented the protocol and updated the Student Code of Conduct to support compliance with laws related to Title IX and a holistic educational experience for students.

III. **Goal:** Increase campus education about Section 504 compliance and complaint avenues for discrimination review.

**Assessment Result**
- With the addition of the Title IX/504 coordinator, this goal was no longer relevant for this department.

**Performance Metrics**

<table>
<thead>
<tr>
<th></th>
<th>Student Conduct</th>
<th>ASBSU Student Legal Advisory Services</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Individual Students Found Responsible by Year</td>
<td>214</td>
<td>303</td>
</tr>
<tr>
<td># of Incidents by Year</td>
<td>237</td>
<td>382</td>
</tr>
</tbody>
</table>

**Highlights**

**Student Conduct: Academic Dishonesty**
Implemented a new orientation and training for all international students. Training included lecture, small group work, role-play, case study, and question/answer with students, faculty and staff.
Realized a significant decrease in the number of international students documented for academic dishonesty. Of the students who participated in the training, only three were found responsible for academic dishonesty.

**Student Conduct: Behavioral**
This year marked the largest number of student conduct cases, in part due to an increase in awareness of Title IX related violations, and a lower recidivism rate as compared to last year.

**ASBSU Legal Advisory Services**
Successfully implemented summer services as a result of increased funding from ASBSU based on student requests. Implemented online scheduling for attorney appointments.

**2014-2015 Goals**

I. **GOAL:** Increase campus awareness of academic standards in relation to academic honesty and acts that may be violations of the Student Code of Conduct.
   - **Metric:** Implementation of the online education course.

II. **GOAL:** Provide education to incoming students regarding drugs, alcohol, sexual assault, relationship violence, stalking, bystander intervention and healthy relationships.
   - **Metric:** All full-time, first-year students under the age of 21 will participate in the online educational program “Think About It.” Students over the age of 21 will receive similar information via email.

III. **GOAL:** Review and revise conduct forms and processes to improve consistency of application and implementation of standard educational outcomes across campus.
   - **Metric:** Analyze case outcomes, recidivism, appeals and student feedback.

**TITLE IX / 504 COMPLIANCE**

**Vision**
The Title IX/504 Compliance program envisions a campus community that supports people of all genders and abilities in the learning, working, and living experiences offered at Boise State University.

**Mission**
The Title IX/504 Compliance program will enhance the campus climate by preventing, intervening, and appropriately responding to harassment and discrimination on the basis of sex and disability. In doing so, the program will boost retention, improve the learning environment, remove barriers to graduation, and provide meaningful support services and referrals to campus community members in need.

**Values**
The Title IX/504 Compliance Program supports Boise State University’s shared values, especially respect, responsibility, citizenship, fairness, and caring, by ensuring that members of the university community are treated with dignity and equality.
Programs & Services

Title IX Compliance
Title IX of the Education Amendments of 1972 states:
Title IX’s implementing regulations, found in Volume 34, Part 106 of the Code: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Federal regulations require that each qualifying recipient of federal funding:
• Designate at least one employee to coordinate efforts to comply with Title IX, the implementing regulations, and federal guidance. Students and employees shall be notified of the name, address, and telephone number of the appointed employee.
• Adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging prohibited actions.
• Provide notice of nondiscrimination on a continuing basis to all applicants for employment, students, employees, etc.
• Ensure nondiscrimination in all programs and activities sponsored by or connected to the recipient.

In addition to federal law, Boise State Policies 1060 and 1065 also prohibit discrimination and harassment on the basis of sex. Programs and services designed to prevent and address sex-based discrimination and harassment include:
• Notice of the grievance procedures, including where and how to file a complaint.
• Adoption of grievance procedures that promote adequate, reliable, and impartial investigations of complaints.
• Education and advocacy initiatives for students, staff and faculty.
• Coordinating services to stop discrimination and/or harassment from occurring and to correct any discriminatory impact on the complainant and others as appropriate.

Section 504 of the Rehabilitation Act Compliance
Section 504 of the Rehabilitation Act of 1973 states:
No otherwise qualified individual with a disability in the United States … shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Section 504’s implementing regulations that apply to educational institutions, found in Volume 35, Part 104 of the Code of Federal Regulations, require that institutions receiving Federal financial assistance:
• Prohibit discrimination on the basis of disability.
• Designate an employee responsible to coordinate all compliance efforts.
• Adopt grievance procedures that provide for the prompt and equitable resolution of complaints alleging prohibited actions.
• Provide ongoing notice of nondiscrimination.
Furthermore, pursuant to a resolution agreement between Boise State University and the U.S. Department of Education Office of Civil Rights, dated February 25, 2011, Boise State must designate a disability compliance coordinator as required by 34 CFR 104.7 (Section 504) and 28 CFR 35.107 (implementing regulations for Title II of the Americans with Disabilities Act).

Boise State University Policy 1060 also prohibits discrimination and harassment on the basis of disability.

The focus of service in this program, which differs from direct services provided by the Disability Resource Center, are articulated by the U.S. Department of Education as excerpted from federal law. Investigations are conducted to determine university compliance as follows:

- **Equal Access**: equal opportunity of a qualified person with a disability to participate in or benefit from educational aid, benefits or services.
- **Reasonable Accommodation**: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment.
- **Reasonable Modifications**: under a regulatory provision implementing Title II of the ADA, public entities are required to make reasonable modifications in policies, practices or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.

**Planning & Effectiveness**

I. **GOAL**: Adoption of Title IX sex-based discrimination grievance policy.

**Assessment Strategy**

- New policy reflective of Boise State’s needs will be drafted and adopted.

**Assessment Result**

- Boise State Policy 1065: Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking was adopted effective April 1, 2014. The Boise State Student Code of Conduct (Policy 2020) is also in the process of being amended to ensure that students, faculty, and staff are held to the same behavioral expectations.

II. **GOAL**: Publication of Title IX educational programs and investigation procedures manual.

**Assessment Strategy**

- Produce a comprehensive manual that provides sex-based discrimination education and describes the investigation procedures to complainants and respondents.

**Assessment Results**

- Challenges to meeting this goal included: determining how university policies interacted, the large increase in the number of investigations completed by the Title IX Coordinator, and...
ongoing discussions regarding the procedures used in the Office of the Dean of Students, Human Resource Services, and other departments.

- Educational content was posted on the new Title IX webpage (deanofstudents.boisestate.edu/title-ix/); a Title IX brochure briefly explaining Boise State’s obligations regarding Title IX compliance was developed and distributed; and a flow chart outlining grievance procedures is currently in draft form. Information on the investigation process was also published in Policy 1065 and will be included in the 2014 Annual Security Report.

III. GOAL: To conduct training of students, faculty and staff.

Assessment Strategies
Student and faculty/staff training will be comprised of:

- Student participants in BroncoVenture orientation will receive information on alcohol, consent and sexual assault.
- Resident Assistants, Resident Directors, Housing Central Staff, including desk workers and administrators, will receive training on sex-based discrimination, university policy, how to support residents, and the investigation process.
- Athletic Department trainers, staff and volunteers will receive training on sex-based discrimination, university policy, how to support residents and the investigation process.
- In partnership with University Security and Police Services, Campus Security Authorities (CSAs) will complete Clery Act compliance training and an educational module on Title IX.
- Campus departments will receive training on sex-based discrimination, university policy, how to report and the investigation process.

Assessment Results

- Incoming students received alcohol, consent and sexual assault training at all BroncoVenture Orientations.
- Resident Assistants, Resident Directors, Housing Central Staff, including desk workers and administrators received training on Title IX, gender-based violence and university policies; trainings directly contributed to a large increase in the number of incidents reported to the Title IX coordinator.
- Athletic Department trainers, staff and volunteers received training on Title IX, university policies and appropriate response and referral for victims of gender-based violence.
- Mandatory Clery training completed by the majority of the 700+ staff and faculty named as CSAs.
- In April 2014, notice went out via Campus Update regarding the new policy 1065, which addresses all forms of gender-based harassment and discrimination. While direct department training has not yet been conducted, the Title IX coordinator is on the agenda to meet with the Dean’s Council in September 2014, and is in the process of requesting time on department chair meeting agendas.

IV. GOAL: Develop case management procedures for Title IX/Section 504 complaints.

Assessment Strategy
• A case tracking system will be developed to allow for quantitative/qualitative data collection, demonstrating commitment to conducting adequate, reliable, and impartial investigations of complaints.

Assessment Results
• Title IX/504 data kept in two separate databases: 1) an Excel document containing limited information, but allowing easy determination of the status of investigations and the parties involved. 2) online through NAVEX, an incident reporting system that allows for complete case management, timelines, and reminders, document uploads and case summaries. NAVEX provides detailed reporting for quantitative data, providing an option to collect qualitative information.

Performance Metrics

Demand for Services
Over the past three academic years, experienced a significant increase in Title IX-related reports made to the Title IX/504 coordinator, likely due to increased awareness of the Title IX coordinator’s services through direct outreach, word of mouth and media. Reports of 504-related issues also increased in 2013-14; however, the reason is unknown. Reporting for the last three years within the student conduct and housing database and to Title IX/504 coordinator are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Student Conduct and Housing Reports</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Title IX</td>
</tr>
<tr>
<td><strong>AY 2010</strong></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Reported as potential Title IX conduct issue: 3</td>
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<tr>
<td><strong>AY 2011</strong></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Reported as potential Title IX conduct issue: 12</td>
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<tr>
<td><strong>AY 2012</strong></td>
<td>36</td>
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<td>Reported as potential Title IX conduct issue: 18</td>
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<tr>
<td><strong>AY 2013</strong></td>
<td>Total = 79</td>
</tr>
<tr>
<td></td>
<td>Reported as potential Title IX conduct issue: 77</td>
</tr>
</tbody>
</table>

Investigation of these cases resulted in 153 interviews on Title-IX related issues and 19 interviews on 504-related matters. In addition, the Title IX coordinator assisted six pregnant students in adjusting class schedules or getting class accommodations for pregnancy-related health issues.

Title IX-Related Information Distributed
• Two articles on Title IX appeared in The Arbiter (fall semester and spring semester).
• 475 Title IX brochures distributed to the campus community.
• One Title IX “Know Your Rights” full-page advertisement in The Arbiter during Homecoming Week.
• Title IX informational website created (deanofstudents.boisestate.edu/title-ix/).
• Placed required notices online and in undergraduate and graduate catalogues.

2014-15 Goals
I. **GOAL:** Increase direct outreach to student organizations, staff and faculty.

**Assessment Strategies**
- Provide education and training on Title IX and university policies to all fraternities and sororities, Student Involvement and Leadership staff, and the ASBSU Student Assembly.
- Provide education and training on Title IX, 504/ADA, and university policies to all deans and department chairs.

II. **GOAL:** Conduct efficient investigations in accordance with Boise State policy and federal guidance.

**Assessment Strategies**
- Title IX and 504 investigations, including sanctioning processes, should be completed within 60 days of report to the Title IX coordinator. If an investigation cannot be completed within that time frame, the coordinator (or designee) shall notify all parties of the reason for the delay and provide weekly case updates.

III. **GOAL:** Finalize investigations procedures manual.

**Assessment Strategy**
- Coordinate with Human Resource Services and the Office of Institutional Compliance to continue work on a comprehensive manual that provides education on sex-based discrimination and describes investigation procedures to complainants and respondents.

---

**VETERAN SERVICES**

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

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

**Values**
Veteran Services assists all veterans in their endeavors, to succeed whether they have GI-Bill benefits or not.

**Programs & Services**

**Veteran Services**
Veteran Services provides vital services, resources and learning opportunities for veteran students, preparing them for work and life. The center is committed to providing exceptional educational services, and to continue to upgrade facilities and resources.
**VetSuccess**  
The VetSuccess on Campus (VSOC) program mission is to provide seamless access to VA services; support veterans’ successful integration into college and university campuses; support their individualized educational goals so they persist, graduate and improve their life circumstances; and successfully live and thrive in the career field and community of their choice.

All VSOC sites have a full-time Vocational Rehabilitation Counselor (VRC) and full-time or part-time mental health services and support from Veterans Health Administration (VHA) through their Readjustment Counseling Services or Veteran Integration to Academic Leadership Program (VITAL)

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

**Planning & Effectiveness**

I. **GOAL:** Go paperless.

**Assessment Results**
- The paperless project is ongoing; we anticipate completion during spring 2015 which includes scanning all educational records from the last three years.
- Declarations, a document stating a veteran wants to use his/her benefits for a semester, are now delivered electronically.

II. **GOAL:** VA TOP Program.

**Assessment Result**
- Staying ahead of the Treasury Offset Program (TOP) has been solved, to insure the stability of veterans and dependent student’s payments.

III. **GOAL:** VA Compliance Surveys.

**Assessment Result**
- The Department of Veteran Affairs has established a policy in which every school with more than 300 student veterans using benefits per semester will have an annual mandatory compliance survey to ensure institutions are following the federal regulations. Boise State has received three surveys in 18 months and has done well.

**Performance Metrics**

National Association of Veteran Program Administrators (NAVPA)  
& the Western Association of Veterans Educational Specialists (WAVES)
The NAVPA, a national organization, and WAVES, a regional organization, are important to the Veteran Services office because they provide the rules, regulations and interpretations which help maintain the confidence and stability of services to Boise State students.

**Highlights**

**VetSuccess**

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

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

**Increase in outreach programs/events for VetSuccess**

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

**Wyakin Warrior Guardian Ball**

- First Guardian Ball was held in 2013 at the Boise Center on the Grove, and the 2014 Ball was held at Boise State University Student Union Building and both had great success for their program.
- Wyakin Warrior Foundation staff and student volunteers organized, planned and executed the event.

**New Wyakin partnerships**

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

**2014-15 Goals**

I. **GOAL:** Moving to new location Phase II

**Assessment Strategy**

- Our move into the Lincoln Parking Garage and sharing the space with the Disability Resource Center has been completed. We are now waiting on Phase II of the modifications, which includes the addition of the veterans lounge.
II. GOAL: Maintaining non-threatening atmosphere

Assessment Strategy
- The Veterans Center provides a comfortable, secure atmosphere. The addition of the veterans lounge will allow students a place to decompress from the stressors of the classroom and academic life.

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
Advocates for inclusive and equitable policies, services and programs throughout the university that affect women and the LGBTQIA community (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Ally). Educational programs emphasize students’ ability to create an equitable society through the promotion of critical thinking skills related to equal opportunity, personal development and leadership.

Support Services
Point of entry where issues concerning women, victims of violence and the LGBTQIA community can be handled directly or supportively through the appropriate university office or community agency.

Planning & Effectiveness

I. GOAL: Partner with the Campus Read Committee to provide information about local resources and ways to prevent violence in the community.

Assessment Strategies & Results
- Provide resources to the Campus Read Committee for inclusion on the bookmarks and for the library website.
• Supported the distribution of up to 2,000 resource bookmarks. Bookmarks were distributed to campus offices, residence halls and were made available at events such as Bronco Welcome and the screening of “Half the Sky.”

• Partnered with 15 UF 200 and 300 faculty, who frequently utilize Campus Read, to facilitate 39 Bringing in the Bystander workshops for 958 UF students, as well as interactive tabling events and a film screening.

II. GOAL: Increase outreach to women in STEM fields.

Assessment Strategies & Results

• Student Success Team was dissolved. Women’s Center staff to meet with members of the previous team to assess need and build relationships.

• Offered two programs surrounding history and support of women in STEM in partnership with the Society of Women Engineers and Association of Computing Machinery – Women. After the substantive outreach needed to cosponsor the fall event, SWE and ACMW initiated and took a strong leadership role in the development of the spring event.

III. GOAL: Maintain a focus on diverse student involvement.

Assessment Strategies & Results

• Focus on diverse student involvement through programs, trainings, events, etc.

• Hosted 49 programs, such as: women in STEM, masculinity, healthy relationships, sexual orientation and media literacy. Of the 91 evaluated learning outcomes, there was a 91% achievement noted.

• Delivered content in nine formats: workshops, community building events, tabling events, film screenings, panels, spoken word performances, luncheon discussions, speakers and a ceremony.

• Cosponsored events/trainings with 19 student organizations, and 17 departments or professional staff/faculty organizations (not including individual classes). Thirteen of the organizations/departments were new cosponsors compared to last year.

Performance Metrics

EVENTS

<table>
<thead>
<tr>
<th>Event</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consensual Conversations: Yes! No. Is It a Go?</td>
<td>10</td>
</tr>
<tr>
<td>Diversity Day Defined – Micro-activism tabling</td>
<td>102</td>
</tr>
<tr>
<td>Family Game Night</td>
<td>52</td>
</tr>
<tr>
<td>Media Minded Open House</td>
<td>29</td>
</tr>
<tr>
<td>Brenda Allen keynote</td>
<td>175</td>
</tr>
<tr>
<td>Brenda Allen workshop</td>
<td>69</td>
</tr>
<tr>
<td>Pay It Forward - button tabling</td>
<td>29</td>
</tr>
<tr>
<td>The Clothesline Project</td>
<td>112</td>
</tr>
<tr>
<td>The Clothesline Project</td>
<td>73</td>
</tr>
<tr>
<td>I Statements - interactive tabling</td>
<td>48</td>
</tr>
<tr>
<td>I Statements - interactive tabling</td>
<td>53</td>
</tr>
</tbody>
</table>
Consensual Conversations: Yes! No Is It a Go? - Towers Residence Hall 7
Straightlaced - film screening 51
Black Light Party tabling - Towers Residence Hall 11
Sources of Strength: Supporting Victims of Violence 21
Ads: Your Identity Here 9
Idaho's LGBTQIA Movement 24
Andrea Gibson: Spoken Word Performance 205
Andrea Gibson: Spoken Word in Action workshop 32
Fall of 55 - documentary screening 38
OUTSpoken Answers 21
Do One Thing – micro-activism tabling 60
Non-traditional Experience 2
Zines: Your Experiences, Your Stories 12
Health Fair tabling - I Statements Healthy Communication activity 69
Study Night with SWE and the WC 13
Pay It Forward - button tabling 22
Pay It Forward - button tabling 15
Tough Guise 2 film screening 47
I Statements - interactive tabling 59
Crafts and Consent - interactive tabling 15
Cookies, Crafts and Consent workshop 7
Kelly Zen-Yie Tsai workshop 12
Kelly Zen-Yie Tsai performance 63
Classism pre-workshop luncheon 9
Pay It Forward - button tabling 17
Top Secret Rosies film screening 46
A Place at the Table film screening 45
Anzaira Roxas - speaker 42
Tough Guise 2 film screening for COMS class 21
Ruchira Gupta w/coalition 500
Miss Representation film screening 42
Pay it Forward - button tabling for Act Now Project 25
Serenity film screening - part of Act Now Project 26
Tough Guise 2 film screening - Victims’ Rights Week 59
Healthy Relationships Comic Con 24
Consider the Oyster - post show discussion 24
Rainbow Graduation 61
Film Screening: Camouflage Closet 58

**Bystander Intervention**

<table>
<thead>
<tr>
<th>Group/Title</th>
<th>Number of Attendees</th>
</tr>
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<tbody>
<tr>
<td>Summer Bridge Program</td>
<td>20</td>
</tr>
<tr>
<td>Housing RAs</td>
<td>85</td>
</tr>
<tr>
<td>Honors College</td>
<td>22</td>
</tr>
<tr>
<td>Housing-DAs</td>
<td>50</td>
</tr>
<tr>
<td>UF 200-Shalini</td>
<td>29</td>
</tr>
<tr>
<td>COAS 1</td>
<td>18</td>
</tr>
</tbody>
</table>
COAS 2  43
COAS 3  21
COAS 4  22
Towers  5
UF 200-Reba Bailey  27
UF 200-Recla 1  24
UF 200-Recla 2  26
UF 200-Elizabeth Swearingen 1  29
Lis  6
UF 200-Terri Soelberg  21
UF 200-Robin Allen  31
UF 200 Sarah Ritter  18
UF 200-Mark Buchanan  18
UF 200-Riley Caldwell-O'Keefe  24
UF 200-Elizabeth Sweringen 2  24
UF 200-Elizabeth Sweringen 3  26
UF 200-Hannah Rodabaugh 1  30
UF 200-J Vaughn  26
UF 200-Lisa Meierotto 1  29
UF 200-Lisa Meierotto 2  31
UF 200-Lisa Meierotto 3  30
UF 200-Matthew Hansen  23
UF 200-Hannah Rodabaugh 2  25
Housing LLC English  11
Housing LLC Hyer  22
Housing LLC Martinez  18
UF 200 Swearinger #1  22
UF 200 Swearinger #2  24
Housing LLC Welch  21
Housing LLC Haan Kines  17
Housing LLC Steiner  22
UF 200 Allen  28
UF 200 Tomorowitz #1  27
UF 200 Recla #1  27
UF 200 Recla #2  28
UF 200 Tomorowitz #2  23
UF 200 Ritter #1  21
UF 200 Soleberg  19
UF 200 Ritter #2  28
UF 200 Spear  25
UF 200 Buchanan  22
COMM Peterson  26
UF 200 Meierotto #1  28
UF 200 Meierotto #2  27
UF 200 Meierotto #3  25
UF 200 Meierotto #4  33
Victims' Rights  39
GS 300 McClain  28
<table>
<thead>
<tr>
<th>Group/Title</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF 200 Hansen</td>
<td>23</td>
</tr>
<tr>
<td>Inter-Fraternity</td>
<td>41</td>
</tr>
<tr>
<td>Orientation Leaders</td>
<td>27</td>
</tr>
<tr>
<td>UF 200 Swearingen-Summer</td>
<td>22</td>
</tr>
<tr>
<td>UF 200 Recla-Summer</td>
<td>15</td>
</tr>
<tr>
<td>Football 2.0</td>
<td>125</td>
</tr>
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</table>

**LGBT 101**

<table>
<thead>
<tr>
<th>Group/Title</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towers</td>
<td>7</td>
</tr>
<tr>
<td>Pride Alliance</td>
<td>23</td>
</tr>
<tr>
<td>Gender 300 course - Wintrow</td>
<td>21</td>
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</table>

**Misc. Trainings**

<table>
<thead>
<tr>
<th>Group/Title</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football BIB 2.0-Adriane, Kate, Annie</td>
<td>125</td>
</tr>
<tr>
<td>Boise State Women's Center group: victim witness coordinators (Boise, Meridian, Sherriff and prosecutor's offices) Adriane</td>
<td>20</td>
</tr>
<tr>
<td>MSS staff training, Kate</td>
<td>8</td>
</tr>
<tr>
<td>LGBT training, Coalition, Jess</td>
<td>60</td>
</tr>
<tr>
<td>LGBTQIA BIB UF 200-Caile Spear, Adriane &amp; Griffin</td>
<td>29</td>
</tr>
<tr>
<td>Intro to the WC - MP 211 - Michal Temkin Martinez, Adriane</td>
<td>20</td>
</tr>
<tr>
<td>Victimology: The Aftermath of Stalking, Sexual Assault and Relationship</td>
<td>9</td>
</tr>
<tr>
<td>Violence Group: Conduct Board and RDs, Adriane</td>
<td></td>
</tr>
<tr>
<td>Caile Spear-un/healthy relationships, Adriane</td>
<td>23</td>
</tr>
<tr>
<td>Campus Crime - Victim's Rights Week, Jess</td>
<td>28</td>
</tr>
<tr>
<td>Campus Crime, group: Advanced Idaho Victim's Assistance Academy, Jess</td>
<td>30</td>
</tr>
<tr>
<td>Engaging with Non-traditional students, group: NSFP, Adriane</td>
<td>30</td>
</tr>
</tbody>
</table>

**Other and Tabling**

<table>
<thead>
<tr>
<th>Group / reason / title</th>
<th># of people talked to/engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Fair tabling</td>
<td>8</td>
</tr>
<tr>
<td>General tabling-quad</td>
<td>55</td>
</tr>
<tr>
<td>General tabling-quad</td>
<td>38</td>
</tr>
<tr>
<td>Comic-Con tabling</td>
<td>10</td>
</tr>
<tr>
<td>General tabling-quad</td>
<td>20</td>
</tr>
<tr>
<td>Comic-Con tabling</td>
<td>21</td>
</tr>
<tr>
<td>Comic-Con tabling</td>
<td>62</td>
</tr>
<tr>
<td>Comic-Con tabling</td>
<td>50</td>
</tr>
<tr>
<td>Kelly Tsai promotion tabling</td>
<td>500</td>
</tr>
<tr>
<td>Bronco Venture tabling</td>
<td>20</td>
</tr>
<tr>
<td>Bronco Venture tabling</td>
<td>25</td>
</tr>
<tr>
<td>Bronco Venture tabling</td>
<td>50</td>
</tr>
<tr>
<td>TNT tabling</td>
<td>19</td>
</tr>
<tr>
<td>BV tabling</td>
<td>43</td>
</tr>
<tr>
<td>TNT tabling</td>
<td>19</td>
</tr>
</tbody>
</table>
# Women's Center – Events

<table>
<thead>
<tr>
<th>Date</th>
<th># of LOs</th>
<th>Program</th>
<th># of each person indicating agreement in each category</th>
<th># responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extremely /SA /Agree /Neutral /Disagree /SD No answer</td>
<td></td>
</tr>
<tr>
<td>8.28.13</td>
<td>3</td>
<td>Consensual Conversations: Yes! No. Is It a Go? - Workshop</td>
<td>I am confident in my ability to define consent</td>
<td>7 0 1 0 0 0 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am confident in my ability to assess whether or not consent is present in a situation</td>
<td>5 2 1 0 0 0 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am familiar with campus and community resources for victims / survivors of sexual assault</td>
<td>5 2 0 0 0 1 8</td>
</tr>
<tr>
<td>8.31.13</td>
<td>3</td>
<td>Family Game Night - Community Building Event</td>
<td>or might</td>
<td>1 2 3 1 1 1 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This event allowed me to connect with other students</td>
<td>1 3 4 0 0 1 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I learned about at least one campus resource</td>
<td>1 2 3 3 0 0 9</td>
</tr>
<tr>
<td>9.9.13</td>
<td>3</td>
<td>Media Minded Open House - Workshop</td>
<td>I am able to identify stereotypes in the media</td>
<td>1 4 0 0 0 0 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am able to discuss the impact media stereotypes have on society</td>
<td>2 2 1 0 0 0 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am familiar with the services offered by the Women's Center</td>
<td>1 2 1 1 0 0 5</td>
</tr>
<tr>
<td>10.2.13</td>
<td>4</td>
<td>Pay it Forward - Tabling Event</td>
<td>2. Demonstrate the act of “paying it forward” by giving another button to someone else.</td>
<td>no formal evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Apply the knowledge of micro-activism and construct opportunities for micro-activism in their lives.</td>
<td>0 0</td>
</tr>
</tbody>
</table>

100
4. Demonstrate a working knowledge of what it means to “Pay It Forward,” by adding a new good deed to the poster of examples.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Statements - Tabling Event</th>
<th>No Formal Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.14.13</td>
<td>1. Students will be able to identify one aspect of communication in healthy relationships.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.15.13</td>
<td>2. Students will be able to use an “I statement.”</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3. Students will personally reflect on what the use of “I statements” mean to them.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4. Students will become familiar the Women’s Center as a resource</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.25.13</td>
<td>Clothesline Project - Tabling Event</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I have a clear understanding of the purpose of Clothesline Project.</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>As a result of this event, I am more familiar with campus &amp; community resources.</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>As a result of this event, I am more familiar with what I can do to promote healthy relationships.</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.13.13</td>
<td>YNG Towers - Workshop</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I am confident in my ability to define consent</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I am confident in my ability to assess whether or not consent is present in a situation.</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9.12.13</td>
<td>Straightlaced - Film Screening</td>
<td>3</td>
<td>23</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>I can identify ways in which gender roles are acted out in my everyday environment</td>
<td>20</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Date</td>
<td>Event Name</td>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.18.13</td>
<td>I can identify at least one campus</td>
<td>Define consent: 16 5 0 0 0 0 21 0 21 Analyze why some stereotypes of sexual assault exist: 13 7 1 0 0 0 21 Demonstrate a supportive way to respond to a disclosure of sexual assault: 17 3 1 0 0 0 21 Identify two resources for survivors or supporters: 18 3 0 0 0 0 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.29.13</td>
<td>Sources of Strength - Workshop</td>
<td>Define consent: 16 5 0 0 0 0 21 Analyze why some stereotypes of sexual assault exist: 13 7 1 0 0 0 21 Demonstrate a supportive way to respond to a disclosure of sexual assault: 17 3 1 0 0 0 21 Identify two resources for survivors or supporters: 18 3 0 0 0 0 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.4.13</td>
<td>Ads: Your Identity Here - Workshop</td>
<td>Identify both obvious and subtle messages in the advertisements shown: 3 4 0 0 0 0 7 Analyze how ads are used to challenge or reinforce stereotypes of different identities: 5 2 0 0 0 0 7 Formulate ideas in how to discuss the impact of different ads with others: 5 1 1 0 0 0 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.5.13</td>
<td>Idaho's LGBTQIA Movement - Panel</td>
<td>Describe key moments in Idaho's LGBTQIA history: 6 7 1 1 0 0 15 Identify some current issues in Idaho’s LGBTQIA equality movement: 6 7 2 0 0 0 15 Identify one of the next steps the state of Idaho can take to further LGBTQIA equality: 8 4 3 0 0 0 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.6.13</td>
<td>Andrea Gibson - Workshop</td>
<td>Learn about an individual’s experience with their identity: 38 12 0 0 0 0 50 Reflect on similarities and differences of the artist’s experiences and your own experiences: 41 7 0 0 0 0 50 Gain an awareness of how spoken word can be used as a form of activism: 43 4 3 0 0 0 50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn about an individual’s experience with their identity: 17 5 0 0 0 0 22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Title</td>
<td>Activity Details</td>
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<td>------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.6.13</td>
<td>The Fall of 55 - Film Screening</td>
<td>Explore your own voice or style of writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 11 0 0 0 0 0 22 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify significant moments in Idaho’s history?</td>
<td>5 4 0 0 0 0 0 9 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe at least one way that the events of the 1950s impacted the Boise Community?</td>
<td>4 5 0 0 0 0 9 9 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify a way in which individuals were impacted by these events.</td>
<td>5 3 1 0 0 0 0 9 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.7.13</td>
<td>OUTspoken Answers - Panel</td>
<td>Identify differences and similarities of LGBTQIA identities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 2 0 0 0 0 0 5 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gain a better understanding of the experiences of LGBTQIA individuals on campus?</td>
<td>3 0 2 0 0 0 0 5 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.14.13</td>
<td>Non-Traditional Experiences - Luncheon Discussion</td>
<td>Identify at least 2 campus resources that support non-traditional students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 0 0 0 0 0 0 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examine how my role as a non-traditional student adds value to other aspects of my life</td>
<td>1 1 0 0 0 0 0 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss positive aspects of being a non-traditional student</td>
<td>2 0 0 0 0 0 0 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.18.13</td>
<td>Zines: Your Experiences, Your Stories - Workshop</td>
<td>Create a zine about a relationship in my life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 1 0 0 0 0 0 12 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast different kinds of relationships.</td>
<td>5 3 4 0 0 0 0 12 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe the purpose of zine making.</td>
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<td>11.13.13</td>
<td>Pay it Forward: Do One Thing - Tabling</td>
<td>1. Understand the concept of paying it forward</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>no formal evaluation</td>
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<tr>
<td></td>
<td>2. Demonstrate the act of “paying it forward” by giving another button to someone else.</td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>
3. Apply the knowledge of micro-activism and construct opportunities for micro-activism in their lives.

4. Demonstrate a working knowledge of what it means to “Pay It Forward,” by adding a new good deed to the poster of examples.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Complete?</th>
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<td>12.10.13</td>
<td>Study Night with SWE and the WC - Community Building Event</td>
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<td>Identify two services that the Women’s Center offers.</td>
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<td>Identify two strategies to successfully prepare for exams.</td>
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<td></td>
<td>Identify examples of violent masculinity in media</td>
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<td>Analyze the impact of media on masculinity</td>
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<td>Propose a strategy to discuss representations of masculinity in media with others</td>
<td>7 5 3 1 0 1 0 17</td>
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<td>Compare and contrast how masculinity is represented in different movies and television shows</td>
<td>9 5 2 0 0 0 0 1 17</td>
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<td>Cookies, Crafts and Consent - Workshop</td>
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<td>I can define consent</td>
<td>6 1 0 0 0 0 0 7</td>
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<td>I had the opportunity to create a healthy valentine cookie or card</td>
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<td>I was able to identify how consent applies to my life</td>
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<td>Classism Pre-workshop - Luncheon Discussion</td>
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<td></td>
<td>Do you feel like you collaborated with others to discuss classism and the impacts it has based on personal experience?</td>
<td>5 2 0 0 0 0 0 7</td>
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<td>Did you develop a shared understanding of the perceived differences between lower-class and middle/upper class experiences?</td>
<td>5 2 0 0 0 0 0 7</td>
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<td>Kelly Tsai - Workshop</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td></td>
<td>Demonstrate aspects of a healthy relationship</td>
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<tr>
<td></td>
<td>Develop a creative piece of writing which examines my understanding of relationships</td>
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<td></td>
<td>Examine expectations of and experiences with relationships through interactive performance, creative writing and dialog with peers.</td>
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<td></td>
<td>Kelly Tsai - Spoken Word Performance</td>
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<td>2.25.14</td>
<td>Identify a diversity of relationships</td>
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<td></td>
<td>Analyze how their identities may affect their experiences in relationships</td>
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<td></td>
<td>Relate their own experiences to those describe by Kelly Zen-Yie Tsai.</td>
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<td>2.28.14</td>
<td>Pay it Forward - Tabling Event</td>
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<td></td>
<td>Understand the concept of paying it forward</td>
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<td></td>
<td>Demonstrate the act of paying it forward by giving a button to someone else</td>
<td></td>
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<td></td>
<td>Apply the knowledge of micro-activism and construct opportunities for micro-activism in their lives.</td>
<td></td>
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<td></td>
<td>Demonstrate a working knowledge of what it means to pay it forward by adding a new good deed to the poster of examples.</td>
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<td>3.4.14</td>
<td>Top Secret Rosies - Film Screening</td>
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<td></td>
<td>Develop a clear understanding of the contributions of women involved in the war effort and the ENIAC project.</td>
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<tr>
<td></td>
<td>Analyze reasons behind the underrepresentation of women in the STEM fields</td>
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<tr>
<td></td>
<td>Analyze what action students, faculty, and departments can take to support women in STEM majors and fields</td>
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<td>3.11.14</td>
<td>A Place at the Table - Film Screening</td>
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<tr>
<td></td>
<td>Identify two ways in which hunger impacts people</td>
<td></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Attendance</td>
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<td>3.11.14</td>
<td>Anzaira Roxas - Speaker</td>
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<td></td>
<td>Identify barriers in accessing reproductive health services in the Philippines.</td>
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<tr>
<td></td>
<td>Examine the impact of natural disasters (such as the typhoon in the Philippines) on reproductive health care of women and girls.</td>
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<td>3.18.14</td>
<td>Tough Guise 2: COMS Class - Film Screening</td>
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<td></td>
<td>Identify examples of violent masculinity in media.</td>
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<tr>
<td></td>
<td>Analyze the impact of media on masculinity.</td>
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<td></td>
<td>Compare and contrast how masculinity is represented in different forms of media</td>
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<td>Propose a strategy to discuss representations of masculinity in media with others.</td>
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<td>3.19.14</td>
<td>Ruchira Gupta - Speaker</td>
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<td></td>
<td>This event is an annual event organized by the Idaho Coalition Against Sexual and Domestic Violence to celebrate International Women's Day.</td>
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<td>4.7.14</td>
<td>Miss Representation - Film Screening</td>
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<tr>
<td></td>
<td>Recognize the role that the media plays in creating and sustaining gender norms</td>
<td>33</td>
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<tr>
<td></td>
<td>Analyze the ways in which the lack of representation in the media disenfranchises Latina women or women of color.</td>
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<tr>
<td></td>
<td>Understand the benefits of representing multiple/diverse identities in media</td>
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<tr>
<td></td>
<td>Identify two ways in which you can use your consumer power to create change in the media.</td>
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<tr>
<td>4.16.14</td>
<td>Serenity - Film Screening</td>
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<tr>
<td>Date</td>
<td>No.</td>
<td>Activity Description</td>
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<td>4.16.14</td>
<td>4</td>
<td>Pay it Forward: Act Now Project - Tabling</td>
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<td></td>
<td></td>
<td>1. Understand the concept of paying it forward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Demonstrate the act of “paying it forward” by giving another button to someone else.</td>
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</tr>
<tr>
<td>4.21.14</td>
<td>4</td>
<td>Tough Guise 2: Victims’ Rights Week - Film Screening</td>
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<td>Identify examples of violent masculinity in media.</td>
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<tr>
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<td>Compare and contrast how masculinity is represented in different movies and television shows.</td>
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<td>4.24.14</td>
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<td>Healthy Relationships Comic Con - Workshop</td>
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<tr>
<td></td>
<td></td>
<td>Examine how media may affect consumers’ relationships.</td>
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<tr>
<td></td>
<td></td>
<td>Analyze the impact character tropes may have on audiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating a comic scene using their knowledge of consent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Construct an “I Statement.”</td>
</tr>
</tbody>
</table>
### Rainbow Graduation - Ceremony
- Qualitative evaluations collected.
- 100% of evaluations completed by graduates indicated strong appreciation for the event. Strengths noted included: individual recognition of graduates, inspirational speakers and inclusion of diverse identities.

### The Camouflage Closet - Film Screening
- Compare and contrast the experiences of the LGBT veterans who are featured in the film
  - # of evaluations per category:
    - Strongly Agree: 17
    - Agree: 22
    - Neutral: 2
    - Disagree: 0
    - Strongly Disagree: 0
    - Total: 41
- Identify resources for LGBT veterans
  - # of evaluations per category:
    - Strongly Agree: 19
    - Agree: 20
    - Neutral: 2
    - Disagree: 0
    - Strongly Disagree: 0
    - Total: 41

### Women’s Center - Bystander Intervention Workshops (by group)

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th># of each person indicating agreement in each category</th>
<th># responses</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Jul-13</td>
<td>Football and Basketball Bridge</td>
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<tr>
<td></td>
<td>I have a clear understanding of what an active bystander does.</td>
<td>15</td>
<td>4</td>
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<tr>
<td></td>
<td>I can look back on my experiences and recognize opportunities for bystander intervention.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>I can identify a range of unacceptable behaviors that contribute to sexual violence.</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>My knowledge about the prevalence of sexual violence grew.</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>I have empathy for victims of sexual violence.</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
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<td>I can evaluate the benefits and risks of intervening.</td>
<td>11</td>
<td>7</td>
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<td>I have the information I need to intervene as a bystander.</td>
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<td>5</td>
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<tr>
<td></td>
<td>I plan to be an active bystander.</td>
<td>8</td>
<td>7</td>
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### Aug-13 Housing Staff Total
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<table>
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<tr>
<th>Statement</th>
<th>Aug-13</th>
<th>Honors College Peer Leaders</th>
<th>University Foundations 200 &amp; 300 Total</th>
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<tr>
<td>I have a clear understanding of what an active bystander does.</td>
<td>67</td>
<td>17</td>
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<tr>
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<td>49</td>
<td>10</td>
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<tr>
<td>I can identify a range of unacceptable behaviors that contribute to sexual violence.</td>
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<td>My knowledge about the prevalence of sexual violence grew.</td>
<td>58</td>
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<tr>
<td>I have empathy for victims of sexual violence.</td>
<td>53</td>
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<tr>
<td>I can evaluate the benefits and risks of intervening.</td>
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<tr>
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<td>61</td>
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<tr>
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<td>15</td>
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### Honors College Peer Leaders

<table>
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<tr>
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<th>Count</th>
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<td>I have a clear understanding of what an active bystander does.</td>
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<tr>
<td>I can look back on my experiences and recognize opportunities for bystander intervention.</td>
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<tr>
<td>I can identify a range of unacceptable behaviors that contribute to sexual violence.</td>
<td>14</td>
</tr>
<tr>
<td>My knowledge about the prevalence of sexual violence grew.</td>
<td>13</td>
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<tr>
<td>I have empathy for victims of sexual violence.</td>
<td>12</td>
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<tr>
<td>I can evaluate the benefits and risks of intervening.</td>
<td>10</td>
</tr>
<tr>
<td>I have the information I need to intervene as a bystander.</td>
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<td>I plan to be an active bystander.</td>
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### University Foundations 200 & 300 Total

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<tr>
<td>I can look back on my experiences and recognize opportunities for bystander intervention.</td>
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<tr>
<td>I can identify a range of unacceptable behaviors that contribute to sexual violence.</td>
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<tr>
<td>I have the information I need to intervene as a bystander.</td>
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<tr>
<td>I plan to be an active bystander.</td>
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I have a clear understanding of what an active bystander does.
I can look back on my experiences and recognize opportunities for bystander intervention.
I can identify a range of unacceptable behaviors that contribute to sexual violence.
My knowledge about the prevalence of sexual violence grew.
I have empathy for victims of sexual violence.
I can evaluate the benefits and risks of intervening.
I have the information I need to intervene as a bystander.
I plan to be an active bystander.
<table>
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<tr>
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<th>Feb-14</th>
<th>Victim's Rights Week Workshop</th>
<th>Apr-14</th>
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<td>My knowledge about the prevalence of sexual violence grew.</td>
<td>1 2 3</td>
<td>19 12 6 0 0 37</td>
<td>19 12 6 0 0 37</td>
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<tr>
<td>I have empathy for victims of sexual violence.</td>
<td>1 2 3</td>
<td>19 12 6 0 0 37</td>
<td>19 12 6 0 0 37</td>
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<tr>
<td>I can evaluate the benefits and risks of intervening.</td>
<td>0 3 3</td>
<td>19 12 6 0 0 37</td>
<td>19 12 6 0 0 37</td>
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<tr>
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<td>0 3 3</td>
<td>19 12 6 0 0 37</td>
<td>19 12 6 0 0 37</td>
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<td>I plan to be an active bystander.</td>
<td>0 3 3</td>
<td>19 12 6 0 0 37</td>
<td>19 12 6 0 0 37</td>
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<td>I can evaluate the benefits and risks of intervening.</td>
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<tr>
<td>I have the information I need to intervene as a bystander.</td>
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<td>I have empathy for victims of sexual violence</td>
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<tr>
<td>Orientation Leaders</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I have a clear understanding of what an active bystander does.</td>
<td>24</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
I can look back on my experiences and recognize opportunities for bystander intervention. | 20 | 6 | 0 | 0 | 0 | 26 |
---|---|---|---|---|---|---|
I can identify a range of unacceptable behaviors that contribute to sexual violence. | 23 | 3 | 0 | 0 | 0 | 26 |
---|---|---|---|---|---|---|
My knowledge about the prevalence of sexual violence grew. | 20 | 4 | 2 | 0 | 0 | 26 |
---|---|---|---|---|---|---|
I have empathy for victims of sexual violence | 23 | 3 | 0 | 0 | 0 | 26 |
---|---|---|---|---|---|---|
I can evaluate the benefits and risks of intervening. | 22 | 4 | 0 | 0 | 0 | 26 |
---|---|---|---|---|---|---|
I have the information I need to intervene as a bystander. | 21 | 5 | 0 | 0 | 0 | 26 |
---|---|---|---|---|---|---|
I plan to be an active bystander. | 26 | 0 | 0 | 0 | 0 | 26 |
---|---|---|---|---|---|---|

### Women's Center - LGBT 101 Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th># of LOs</th>
<th>Program</th>
<th># of each person indicating agreement in each category</th>
<th>Extremely /SA</th>
<th>Above Ave /Agree</th>
<th>Some /Neutral</th>
<th>Very Little /Disagree</th>
<th>not at All /SD</th>
<th>No answer</th>
<th># responses</th>
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<tbody>
<tr>
<td>9.17.13</td>
<td>5</td>
<td>LGBT 101: Pride Alliance - Workshop</td>
<td>Identify the differences between biological sex, gender, gender identity, and gender expression</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Define terms associated with LGBTQQI</td>
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<td></td>
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<td></td>
<td>Develop empathy to the experience of coming out</td>
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<td></td>
<td></td>
<td></td>
<td>Consider this material relevant to my life in some way</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Identify resources provided by the Women's Center</td>
<td></td>
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</tr>
<tr>
<td>10.16.13</td>
<td>5</td>
<td>LGBT 101: Towers Hall - Workshop</td>
<td>Identify the differences between biological sex, gender, gender identity, and gender expression</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Define terms associated with LGBTQQI</td>
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<td>Develop empathy to the experience of coming out</td>
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<td></td>
<td>Consider this material relevant to my life in some way</td>
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<td></td>
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<td>Online evaluation - no responses.</td>
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<tr>
<td>Date</td>
<td># of LOs</td>
<td>Program</td>
<td># of each person indicating agreement in each category</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Extremely /SA</td>
<td>Above Ave /Agree</td>
<td>Some /Neutral</td>
<td>Very Little /Disagree</td>
<td>not at All /SD</td>
<td>No answer</td>
<td># responses</td>
<td></td>
</tr>
<tr>
<td>4.23.14</td>
<td>5</td>
<td>LGBT 101: Melissa Wintrow Gender 300 - Workshop</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
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<tr>
<td></td>
<td></td>
<td>Identify the differences between biological sex, gender, gender identity, and gender expression</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
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<tr>
<td></td>
<td></td>
<td>Define terms associated with LGBTQQI</td>
<td>11</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
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<td></td>
<td></td>
<td>Develop empathy to the experience of coming out</td>
<td>16</td>
<td>5</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td></td>
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<td></td>
<td></td>
<td>Consider this material relevant to my life in some way</td>
<td>12</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Totals</td>
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<td>Identify resources provided by the Women's Center</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
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</table>

### Women's Center - Miscellaneous Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th># of LOs</th>
<th>Program</th>
<th># of each person indicating agreement in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extremely /SA</td>
</tr>
<tr>
<td>10.15.13</td>
<td>0</td>
<td>LGBTQ Violence, Idaho Coalition Against Sexual and Domestic Violence - Banner Session</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>11.13.13</td>
<td>7</td>
<td>Bringing in the Bystander LGBT version, Dr. Spear's Class - Workshop</td>
<td>I have a clear understanding of what an active bystander does.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I can look back on my experiences and recognize opportunities for bystander intervention.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I can identify a range of unacceptable behaviors that contribute to LGBTQ bullying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am knowledgeable about the prevalence of LGBTQ bullying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I can identify the benefits and risks of intervening.</td>
</tr>
<tr>
<td>Date</td>
<td>Workshop Title</td>
<td>Key Points</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>11.13.13</td>
<td>Understanding Relationship Violence, Dr. Spear's Class - Workshop</td>
<td>I have the information I need to intervene as a bystander.</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I plan to be an active bystander.</td>
<td>28</td>
</tr>
<tr>
<td>11.13.13</td>
<td></td>
<td>I plan to be an active bystander.</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Women's Center: Dr. Temkin-Martinez's Class - Workshop</td>
<td>I know where the Women's Center is located</td>
<td>20</td>
</tr>
<tr>
<td>12.4.13</td>
<td></td>
<td>I can name two services offered by the Women's Center</td>
<td>20</td>
</tr>
<tr>
<td>12.4.13</td>
<td></td>
<td>I can name three topics on which the Women's Center offers programming</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
<tr>
<td>12.4.13</td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
<tr>
<td>1.31.14</td>
<td>Victimology: The Aftermath of Stalking, Sexual Assault and Relationship Violence:</td>
<td>I know where the Women's Center is located</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Conduct Board and RDs - Workshop</td>
<td>I can name two services offered by the Women's Center</td>
<td>20</td>
</tr>
<tr>
<td>1.31.14</td>
<td></td>
<td>I can name three topics on which the Women's Center offers programming</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
<tr>
<td>1.31.14</td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
<tr>
<td>4.24.14</td>
<td>Campus Crime: Victim's Rights Week - Workshop</td>
<td>I can name two services offered by the Women's Center</td>
<td>20</td>
</tr>
<tr>
<td>4.24.14</td>
<td></td>
<td>I can name three topics on which the Women's Center offers programming</td>
<td>19</td>
</tr>
<tr>
<td>4.24.14</td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
<tr>
<td>4.24.14</td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
<tr>
<td>6.12.14</td>
<td>Campus Crime: Advanced Idaho Victim’s Assistance Academy - Workshop</td>
<td>I know where the Women's Center is located</td>
<td>20</td>
</tr>
<tr>
<td>6.12.14</td>
<td></td>
<td>I can name two services offered by the Women's Center</td>
<td>20</td>
</tr>
<tr>
<td>6.12.14</td>
<td></td>
<td>I can name three topics on which the Women's Center offers programming</td>
<td>19</td>
</tr>
<tr>
<td>6.12.14</td>
<td></td>
<td>I can discuss how gender equity related to my experiences</td>
<td>20</td>
</tr>
</tbody>
</table>
This workshop had clearly defined objectives ave. 4.6
The activities clearly related to the objectives of the workshop ave. 4.68
I increased my knowledge of campus crime and victimization as a result of this workshop. ave. 4.44
The presenter was knowledgeable about campus crime and victimization ave. 4.72
I achieved the objectives of the workshop ave. 4.32

<table>
<thead>
<tr>
<th>6.17.14</th>
<th>2</th>
<th><strong>Engaging w/Non-Traditional Students: NSFP - Workshop</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Define the term non-traditional student</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discuss how I could support non-traditional students</strong></td>
</tr>
<tr>
<td>Totals</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>
Highlights

Bringing in the Bystander program requests increased (59 in 2013-14 vs. 10 in 2012-13). Partnered with University Foundations to integrate training into course curriculum.

Attendance at Healthy Relationships and Violence Prevention events rose from 252 last year, to 1,320, a 424% increase.

Cosponsored events/trainings with 19 student organizations and 17 departments or professional staff/faculty organizations (not including individual classes). Thirteen cosponsors were new as compared to last year.

2014-15 Goals

I. GOAL: Implement Ally Development Program
   • Host a speaker to “kick-off” program in fall semester.
   • Offer new ally development or existing LGBT 101 workshops to cosponsoring organizations.
   • Assess program efficacy related to learning outcomes.

II. GOAL: Develop, assess and retool UF 200 Bystander Workshop
   • Create a unique program including an integrated focus on ethical frameworks employed by UF 200.
   • Adapt in response to evaluations.
   • Assess program efficacy related to learning outcomes.
ADMISSIONS

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

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

Programs & Services

Freshmen Recruitment & Outreach
Enrollment counselors recruit high school students through:
- School visits.
- College fairs.
- Career fairs.
- Evening programs.
- Information sessions.
- Personalized appointments.
- Campus tours.
- On-campus recruitment events.
- Open houses.
- Send-off programs.
- Strategic cross-media communication.

Focus is placed on attracting students with a strong academic profile and who are a good fit for Boise State. Efforts are in place for students of color, students interested in STEM majors, high ability students, Idaho residents, and students from targeted out-of-state locations. Throughout the recruitment cycle, enrollment counselors manage contacts in their region, host programs, assist families and track student progress from the point of inquiry through enrollment.
Transfer Recruitment & Outreach
Enrollment counselors recruit transfer students through:
- Transfer feeder school visits
- Community college fairs
- Transfer fairs
- Career fairs
- Evening programs
- Campus tours
- Feeder school
- Open houses
- Strategic cross-media communication

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

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

Campus Visitation & Events
- Customized visits can include:
  - Student-led campus tour
  - Enrollment counselor appointment
  - Academic area of interest appointment
  - Honors college information session

- Marquee on-campus recruitments hosted each year, Discover Boise State and Fab Fridays, are excellent opportunities for finding out about a wide range of university resources. Various workshops and breakout sessions, and a broad range of presenters, allow participants to customize the day to meet their needs. Blue and Orange Saturdays offer tours and information sessions.

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

- Mosaic: a daylong program for first-generation students, students of color and refugee students, Mosaic provides personalized information and support for students who may need additional guidance in navigating the path to higher education. Scholarships are awarded to Mosaic attendees based on a competitive selection process which analyzes each student’s potential for success.
• Group Campus Visits: for high school students and their chaperones on request. Student-led campus tours highlight the Boise State experience from a student perspective, and customized enrollment counselor presentations provide relevant information.

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

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

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

Application Processing & Systems
More than 20,000 applications are processed by Admissions staff during an academic year. Processing complements recruitment efforts by providing timely messaging and promoting transparency.

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

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

• Linden Recruitment Tour: an intensive three-week trip in seven countries and ten major cities. Countries included are in the top origins for international students in the U.S., as well as emerging markets for Boise State:
  o China
  o Taiwan
  o Vietnam
  o Hong Kong
  o Singapore
  o Malaysia
  o Thailand

• Relationships with key government sponsors and nonprofit organizations are fostered through:
o On-campus visits.
o Presentations.
o Community outreach events.
o Conferences.
o On-site visits.

Staff works closely with the Saudi Arabian Cultural Mission, the Kuwait Cultural Office and the Brazil Scientific Mobility Program. The staff engages with the Treasure Valley refugee population and their advisors through presentations to the Agency for New Americans, a workshop at the Idaho Conference on Refugees, and membership in the Adult Education Committee for Boise City’s Refugee Resource Strategic Community Plan.

Planning & Effectiveness

I. GOAL: Provide timely/comprehensive data for enrollment planning.

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

Assessment Results
• Developed a series of eight in-depth weekly recruitment and admission reports to provide a comprehensive snapshot comparison of key data elements, including recruitment region specific attributes, and academic metrics such as GPA and test scores.
• Identified target goals for fall 2014 recruitment efforts for each stage from prospect to enrolled students. Weekly goal gauges allow for goal progress monitoring and action plan development.
• Created predictive enrollment reports using historic yield data for GPA and test score bands; updated on a weekly basis to provide enrollment projections and highlight potential capacity within academic attributes.

II. GOAL: Implement a search name purchase/communication cycle to increase/diversify application pool.

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

Assessment Results
• Created a series of 11 emails showcasing all aspects of academics, student life, the Boise area and student opportunities at Boise State sent to 121,236 suspects purchased through test names.
  o Utilize personalized subject lines, recent new articles highlighting various interests, buttons highlighting the call to action, and dynamic content to target high ability students.
  o Sent students to their personalized student portal (VIP page).
  o Students who opened five or more emails were sent a viewbook.
• Email averaged a 17% view rate compared to the national average response rate of 10.1% (2013 Admission and Enrollment Management Practices Study, Edward M. Gillis).
• Mid-July same point in time comparisons show that the top five markets for incoming freshmen have experienced growth in applicants from fall 2013 to fall 2014:
  o Idaho applications are up 4.5% totaling 139 more applicants.
  o California applications are up 24% totaling 387 more applicants.
  o Washington applications are up 11% totaling 82 more applicants.
  o Oregon applications are up 29% totaling 98 more applicants.
  o Nevada applications are up 11% totaling 24 more applicants.
• Mid-July same point in time comparisons show that the top five markets for incoming freshmen have experienced growth in admits from fall 2013 to fall 2014:
  o Idaho admits are up 4.8% totaling 114 more admits.
  o California admits are up 23% totaling 292 more admits.
  o Washington admits are up 12% totaling 70 more admits.
  o Oregon admits are up 32% totaling 83 more admits.
  o Nevada admits are up 18% totaling 30 more admits.

III. GOAL: Enhance overall engagement/responsiveness/satisfaction.

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

Assessment Results
• The applicant processing timeline was assessed by looking at a statistically significant random sampling of applicants. The sample was reviewed to determine if any difference existed between in-state and out-of-state applicants, and what percentage of applicants had an admission decision within desired two-week goal between final required application material and admission decision. 77% of freshmen students received an admission decision within the desired two-week turnaround timeframe. 86% of transfer applicants received an admission decision within the desired two-week turnaround timeframe. These percentages will be used
for future benchmarking regarding application turnaround timeframes and processing efficiency.

- High school college and career counselors within top feeder high schools are essential advocates for their students who assist many high school seniors through the application process. Feedback was provided, during the fall 2013 top feeder school high school counselor survey, which will be used for future benchmarking in counselor satisfaction.

- 87% of students who completed the exit survey expressed positive comments regarding the experience.

- Based on previous phone queue reports Admissions staffing levels were adjusted to allow for more efficient call management. As a result of these adjustments, the percentage of calls handled within 30 seconds rose from 39.2% to 70.8%.

- At the completion of recruitment events students were asked to complete a survey regarding overall satisfaction; 82% indicated experience was above average to excellent.

- Over the course of the previous year enhanced checklist tools were implemented to allow for quicker to do list creation for students. In addition, Admissions has implemented 33 new communication generation letter templates to better serve students.

IV. GOAL: Refine strategic communication plan to provide comprehensive targeted communication to engage/inform key audiences.

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

Assessment Results
- The 2013-14 communications plan exists as both an Excel file and flowchart that can be shared with key individuals and campus partners.
- The 2013-14 communications plan targets communications to the following audiences: high school freshmen, sophomores, juniors, seniors; junior suspects (test names); first-generation students; high ability students; high school counselors; international students; multi-ethnic students; parents; STEM students; and transfer students.
- Shared Google calendars were created for key individuals (such as enrollment counselors) to have access to outgoing communications. Separate calendars noted publications, emails, telecounseling, texts, mailing plan and social media.
- The use of Hobsons Connect CRM demonstrates:
  - Recipient interest: 21.3% of emails were viewed compared to 19.5% of other Hobsons client averages.
  - Clean data: 99.5% of emails sent were received by prospective students; 2.3% more emails than Hobsons client average.
  - Effective messaging: Appropriate content was sent to students through the admissions funnel via 741 unique emails, received 3,669,802 times.
o Effective use of specialized features: utilizing E&I functionality in emails to automate communications; utilizing Hobsons new auto-login features for easier event registration and driving students to their application.

o Increasing system usability for the end-user by enhancing the VIP portal; accomplished by adding the admittance letter, redesigning the look and adding new content on a regular basis.

V. **GOAL:** Target communications/programming to serve first-generation students.

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

**Assessment Results**
- Campus visits increased by 48% from previous year.
- Applications increased by 15% from previous year.
- The number of first-generation students accepted increased by 10% from previous year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Campus Visitors</th>
<th>Applicants</th>
<th>Admits</th>
<th>Enrolled</th>
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<tbody>
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<td>2013</td>
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<td>4,086</td>
<td>2,021</td>
<td>885</td>
</tr>
<tr>
<td>2014</td>
<td>591</td>
<td>4,699</td>
<td>2,214</td>
<td>893</td>
</tr>
</tbody>
</table>

- Created a specialized communication plan for first-generation students.
- Participated in programs targeting first-generation students including AVID, TRIO and Gear Up.
- Continued to meet with community partners such as West Angeles Church of God in Christ, Mountain States Group Adult Basic Education Center and the Idaho English Language Center.
- Helped with supplementary communication needs for the TRIO Student Success Program by developing a landing page, email, and fillable PDF application.

VI. **GOAL:** Target communications/programming to serve students of color.

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

**Assessment Results**
- Campus visits increased by 90% from previous year.
- Applications increased by 25% from previous year.
- The number of students of color accepted increased by 32% from previous year.
Students of Color Funnel 2013-14

<table>
<thead>
<tr>
<th>Year</th>
<th>Campus Visitors</th>
<th>Applicants</th>
<th>Admits</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>272</td>
<td>1,801</td>
<td>1,254</td>
<td>477</td>
</tr>
<tr>
<td>2014</td>
<td>518</td>
<td>2,120</td>
<td>1,489</td>
<td>497</td>
</tr>
</tbody>
</table>

- Created a specialized communication plan.
- Provided supplementary communication assistance to help campus groups such as Project DFT and CAMP.
- A dedicated enrollment counselor creates and implements recruitment initiatives focused on underrepresented students including specialized campus visit programs, off-campus bilingual events, visits to Native American high schools, collaboration with Boise State student organizations, and hosting students participating in federally-funded educational programs.
- Participated in and aided in the communication/promotion of Project DFT and CAMP. Specifically:
  - Project DFT: marketing efforts, mailing list, presentation, partial funding, students attend Discover Boise State the next day.
  - CAMP: travel to key recruitment regions with CAMP recruiter, data enter student information cards, set-up introductory email from CAMP recruiter in Hobsons Connect.
- Presented at community events such as the Hispanic Health Conference, Boise State SHPE-Noche De Ciencia at Vallivue High School, Meridian School District’s USHLI (United States Hispanic Leadership Institute) Recruitment, and the Idaho Commission on Hispanic Affairs’ 7th Annual At-Risk Youth Summit.
- The Mosaic program grew by 19%.

Performance Metrics
(July 1, 2013 to June 30, 2014, unless otherwise noted.)

Recruitment & Outreach
- 488 high school visits.
- 134 Idaho high schools reached during Idaho Higher Education Days.
- 90 college fairs attended.
- 3 Showcases hosted (652 students/guests in attendance).
- 5 Previews hosted (270 students/guests in attendance).
- 10 GradFests hosted (944 students/guests in attendance).
- 6 community college transfer fairs and visits.
- 62 visits to College of Western Idaho campuses.

Campus Visitation & Events
- 3,674 students/guests participated in individual campus visits.
- 1,703 students/guests attended three Discover events.
- 60 students/guests attended five Fab Fridays.
- 478 students/guests attended seven Blue and Orange Saturdays.
• 63 students attended Mosaic.
• 940 students hosted during Gear Up days.
• 692 students/guests hosted during elementary and middle school days.
• 2,889 students visited campus through the special visit groups program.

Communications & Marketing
• 741 emails sent to prospective students.
• 38,696 information packets mailed to prospective students.
• 7,261 information cards collected from Idaho high school juniors via Idaho Higher Education Days.
• 2,557 online information requests received.
• 30,150 VIP pages accessed.
• 7,800 interest cards collected during college fairs.
• 3,034 interest cards collected during high school visits.
• 7,065 emails received/responded to via BSUInfo@boisestate.edu.
• 455,823 sessions on admissions.boisestate.edu (222,111 users; 1,267,966 page views with average session duration of 3:02 minutes) Top webpages included the homepage, future students, costs, international and apply.
• 2,050 Facebook likes, 1,337 Twitter followers, 466 Instagram followers, and 5,005 YouTube hits from seven new videos allowed students to engage with Admissions via social media.
• Created #visitboisestate and #officialbronco to engage students: 6,425 likes.

Application Processing & Systems
• 14,126 total undergraduate applications processed for all 2014 vs. 13,079 fall 2013 (8.0%).
• 1,063 total undergraduate applications processed for summer 2014, down from 1,369 applications for summer 2013 (22.4%).
• 3,298 total undergraduate applications processed for spring 2014, down from 3,593 applications for spring 2013 (8.2%). This decrease was due to a strategic enrollment decision to raise the minimum English proficiency score for undergraduate international applicants.
• Almost 65,000 admission support materials were scanned, data entered and processed.
• Implemented the Apply Yourself international graduate application with enhanced functionality to better serve applicants throughout the admission cycle.
• The systems staff was devoted to continued enhancements and utilization of delivered PeopleSoft Functionality as part of the Enterprise Systems Roadmap Project.
• Upgraded the document imaging system, Nolij, to prepare the platform for future enhancements.

International Student Recruitment and Admissions
• Twelve Seattle Community College District international student transfer fairs attended.
• 134 undergraduate international students entered fall 2014, up from 116 in fall 2013 (15.5%).
• Enhanced working relationships with the Brazil Scientific Mobility Program, EducationUSA advisors, and Institute of International Education partners.
• Developed communications for, and relationships with, approximately 100 international high school counselors who assist international students with finding the best-fit U.S. institution for study.
• Enriched the strategic communication plan for applicants and admits regarding the application process, scholarship selection, housing, immigration, orientation and next steps for enrollment.
• Refined the communication plan for students currently participating in the Boise State Intensive English Program to provide information regarding Boise State University admission and programs to allow a seamless transition from English language study to university-level coursework.

Fall 2014 Census Day Numbers
• 2,244 first-time freshmen enrolled.
• 62.5% of freshmen are residents of Idaho.
• 3.2% of freshmen are international students.
• 22.1% of freshmen are from underrepresented ethnic groups.
• 45.4% of enrolled freshmen student had a 3.5 or higher high school GPA.
• 3.41 was the average high school GPA for incoming freshmen.
• 95.8% of freshmen enrolled in full-time courses.
• 22.94 is the average ACT composite score and 1025.42 is the average SAT combined critical reading and math score for enrolled freshmen.
• 1,225 first-time transfer students enrolled.
• 70.9% of transfer students are residents of Idaho.
• 3.9% of transfer students are international students.
• 23.3% of transfer students are from underrepresented ethnic groups.
• 54.7% of enrolled transfer students had a 3.0 or higher GPA at their last college/university.
• 3.03 was the average college GPA at the last school attended by transfer students.
• 67 total countries represented by enrolled undergraduate/graduate international students.

2014-15 Goals

I. **GOAL:** Increase size of fall 2015 class by 6.5% (2,400) while maintaining the same level of efficiency in both processing and customer service.

II. **GOAL:** Strategically expand recruitment efforts in both key markets and secondary markets showing potential.

III. **GOAL:** Streamline recruitment programming to efficiently and effectively engage key sub-populations, with particular attention to transfer students and top scholar first-time freshmen.

IV. **GOAL:** Continue development of communication plans for the following populations:
• Transfer students.
• Students traditionally underrepresented in higher education (low-income, first generation).
• International students.
• Top scholars.

V. **GOAL:** Implement expanded comprehensive review process involving the addition of an optional special circumstances statement to the application for admission.

VI. **GOAL:** Implement pilot Volunteer Bronco Ambassador Program, which will allow Admissions to more cost-effectively serve special visit groups and expand the university’s options for student involvement.

**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 the rules and regulations governing the distribution of aid
• Minimize procedural barriers
• Provide efficient service to students who have completed the necessary requirements

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

**Values**

Education First!

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

Programs & Services

Customer Service
Staff members on the customer service team are the first point of contact for prospective students, current students, their family members, high school counselors, and other departments on campus. They provide customer service in a succinct and professional manner via daily email, phone, and in-person interactions, while continuing to facilitate and streamline the financial aid process. Staff members proactively respond to the short and long-term needs of students and their families.

The department’s outreach programs, published financial aid information, email announcements, financial literacy program, and FAFSA promotion activities are coordinated by the customer service team. Presentations are made at New Student Orientation, 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 website. Proactive email notices are sent to targeted groups of students to help them anticipate important deadlines and changes in federal financial aid regulations.

The customer service team is also responsible for coordinating the Satisfactory Academic Progress (SAP) review, appeals process and appeals committee.

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 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 campus resources over and above those initially offered through the standard financial aid process.

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

A supplemental online application is available for additional scholarship opportunities. Each academic department has scholarships available to help offset costs. To apply for departmental scholarships, students must complete that specific department’s scholarship application. Several departments use the university’s online scholarship application, but others still maintain a separate scholarship application.
Boise State offers two nonresident tuition waivers: the Gem waives the entire full-time non-resident portion of tuition for out-of-state students; 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 quickly and correctly, based on federal/state/university regulations. Students are awarded appropriate levels of grants, federal loans, and work-study based on the information they provide in filing for a FAFSA.

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 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, as well as a reflection of changes in federal regulations that affect students.

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

**Planning & Effectiveness**

I. **GOAL:** Improve service to students by critically evaluating staffing/technology/processes.

**Assessment Strategies & Results**

- **Hire/train replacement staff:** Hired/trained four new customer service representatives, two new financial aid counselors and three new graduate assistants for client services team. The promotions of two team members, and subsequent vacancies delayed the full restructuring of the team with an associate director and four counselors. The plan is to hire a fourth counselor during fall 2014.
- **Refine structure of customer service team; define role of client services supervisor (CSS):** The role was defined and fully incorporated into the existing structure for client services team. The person hired played a significant role in training new employees and attended systems/production meetings.
- **Evaluate customer service responsibilities to determine whether some tasks can be moved to the CSS:** Counselor activities moved to the CSS position included the resolution of database match issues such as citizenship, selective service, and NSLDS issues. The CSS assumed responsibility for certifying GRE/GMAT test fee waivers, and non-CWI/CSI consortium agreements.
- **Work with telephone services to determine whether to add a “call back” feature to the phone queue, giving callers the option of being called back rather than being put on hold:**
Planning for the implementation of a courtesy call back service has been ongoing with a scheduled implementation for July 2014.

- Begin the planning process for a complete remodel summer 2014: Remodel of the first floor of the Administration Building (to include the Financial Aid Office suite) has been delayed. Currently, no timeline for construction exists.

II. GOAL: Evaluate the efficiency/effectiveness of the administration of financial aid programs, evaluate/improve regulatory compliance.

Assessment Strategies
- Meet with Office of Institutional Compliance, complete risk assessment process.
- Complete the NASFAA self-evaluation tool.
- Continue to provide key staff access to financial aid training to ensure compliance with federal regulations.
- Possibly hire a professional staff member to maintain, review, and revise the Policies and Procedures Manual and an annual review of procedures.

Assessment Results
- Sent staff members to training/conferences: summer institute, NASFAA WASFAA, FSA, and IASFAA. Participated in USAFUNDS workshops, as well as both Department of Education and NASFAA training webinars throughout the year.
- Began the process of contracting with USAFUNDS to conduct a compliance review, notified the service no longer exists; strategy now on hold.
- With continued staff shortage in key positions, the review/organization of policies and procedures, as well as the NASFAA self-evaluation has been delayed.
- The position of compliance officer was filled June 2014.
- Had an internal and an external audit for 2012-13. The internal audit came back with no findings. The external audit had one finding last year related to enrollment reporting. Defensive queries have been developed to address and correct the finding. So far, there were no new findings for the 2013-14 audit.

III. GOAL: Maintain compliance with new federal aid regulations.

Assessment Strategies
- Continue to participate in the following experimental programs for students enrolled in Study Abroad programs.
  - Single disbursement of a one-term loan.
  - Early disbursement for students participating in approved Study Abroad programs and students enrolled in foreign institutions.
- Provide financial aid shopping sheet to all new students. The goal is to provide a standardized award letter allowing students to easily compare financial aid packages and make informed decisions on where to attend college.
- Adjust the cost of attendance for part-time students based on their enrollment. In the past, the Pell Grant was adjusted for part-time enrollment but loans were not.
Assessment Results

- Participated in two Study Abroad experimental programs. The two experiments were: single disbursement of a one-term loan for Study Abroad students; and early disbursement for students participating in approved Study Abroad programs and students enrolled in foreign institutions. Feedback from students was overwhelmingly positive.
- Boise State was one of approximately 500 institutions nationwide to provide the financial aid shopping sheet to new students. A generic shopping sheet was developed for Veteran Services for those students who did not file a FAFSA.
- Federal financial aid must now be adjusted based on student enrollment level. In the past, only the Pell Grant had been adjusted. Significant advance notice and information was provided to students to alert them to the change. Internal processes and procedures and messages to students continue to be adapted. Additional information and guidance has also been sought from other institutions. This will continue to inform modifications to policies and procedures for 2014-15.
- Beginning with the 2013-14 award year, the U.S. Department of Education added the Unusual Enrollment History flag (UEH) to the Institutional Student Information Record (ISIR).
  - The purpose of the UEH flag is to identify instances of potential fraud and abuse of the federal Pell Grant program. Students with an unusual enrollment history, based on the department’s criteria, had a UEH flag and C Code on their ISIRS. Depending on the enrollment flag value, institutions were required to review enrollment, academic and financial aid records for the past three award years.
  - Additionally, institutions were required to establish policies and procedures to determine whether the documentation obtained from a student supports the student’s explanation and demonstrates that the student did not enroll only to receive a TITLE IV credit balance payment. Decisions must be documented in the student’s file, and the student cannot appeal the decision to the department.

IV. GOAL: Enhance online scholarship application, so all academic departments will participate.

Assessment Strategies

- Add up to five departmental scholarship applications to the online process.
- Improve reporting functionality to allow academic departments to run their own scholarship report.

Assessment Results

- A proposal to purchase the scholarship management software “Academic Works” for all scholarship management was approved. Boise State will now have a fully functional online scholarship application, awarding, and review process.
## Performance Metrics

### Financial Aid Disbursed To Students

For the Award Year 2013-2014 YTD

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAFSA Applications Received</strong></td>
<td>22,419</td>
<td>24,831</td>
<td>24,872</td>
</tr>
<tr>
<td><strong>Students Packaged with Federal Aid</strong></td>
<td>18,274</td>
<td>18,836</td>
<td>19,360</td>
</tr>
<tr>
<td><strong>Number of Boise State Students Receiving Financial Aid</strong></td>
<td>14,188</td>
<td>14,841</td>
<td>15,070</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRANTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant</td>
<td>$27,269,022</td>
<td>$29,508,998</td>
<td>$31,436,256</td>
</tr>
<tr>
<td>Iraq Afghanistan Service Grant</td>
<td>$5,080</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>SEOG</td>
<td>$642,197</td>
<td>$605,737</td>
<td>$544,371</td>
</tr>
<tr>
<td>LEAP Grants</td>
<td>$ -</td>
<td>$ -</td>
<td>$155,800</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$27,916,299</td>
<td>$30,114,735</td>
<td>$32,136,427</td>
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</tbody>
</table>

<table>
<thead>
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<th>Type of Aid</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOANS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Unsubsidized Loans</td>
<td>$46,286,811</td>
<td>$49,594,382</td>
<td>$44,259,782</td>
</tr>
<tr>
<td>Federal Perkins Loans</td>
<td>$1,600,037</td>
<td>$1,250,965</td>
<td>$1,437,385</td>
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<tr>
<td>Federal Parent Loans</td>
<td>$4,594,569</td>
<td>$4,028,391</td>
<td>$4,185,698</td>
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</table>

### Disbursed Amount

<table>
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<tr>
<th>Type of Aid</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
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<tbody>
<tr>
<td><strong>GRANTS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pell Grant</td>
<td>7,285</td>
<td>7,983</td>
<td>9,200</td>
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<tr>
<td>Iraq Afghanistan Service Grant</td>
<td>1</td>
<td>-</td>
<td>-</td>
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<tr>
<td>SEOG</td>
<td>954</td>
<td>1,047</td>
<td>865</td>
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<tr>
<td>LEAP Grants</td>
<td>-</td>
<td>-</td>
<td>466</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td>8,240</td>
<td>9,030</td>
<td>10,531</td>
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</table>

### Number of Awards

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>% Change (FY11- FY12)</th>
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</thead>
<tbody>
<tr>
<td><strong>GRANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td>-13.23%</td>
</tr>
<tr>
<td>Pell Grant</td>
<td></td>
<td></td>
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<td>-13.23%</td>
</tr>
<tr>
<td>Iraq Afghanistan Service Grant</td>
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<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>SEOG</td>
<td></td>
<td></td>
<td></td>
<td>21.04%</td>
</tr>
<tr>
<td>LEAP Grants</td>
<td></td>
<td></td>
<td></td>
<td>-100.00%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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<td></td>
<td></td>
<td>-14.25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>2012-13</th>
<th>2011-12</th>
<th>% Change (FY11- FY12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOANS</strong></td>
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<td></td>
<td></td>
<td>-22.89%</td>
</tr>
<tr>
<td>Federal Subsidized Loans</td>
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<td></td>
<td></td>
<td>-22.89%</td>
</tr>
<tr>
<td>Federal Unsubsidized Loans</td>
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<td></td>
<td></td>
<td>-14.45%</td>
</tr>
<tr>
<td>Federal Perkins Loans</td>
<td></td>
<td></td>
<td></td>
<td>9.29%</td>
</tr>
<tr>
<td>Federal Parent Loans</td>
<td></td>
<td></td>
<td></td>
<td>-16.58%</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Graduate Plus Loans</td>
<td>142,264</td>
<td>138,890</td>
<td>131,133</td>
<td>21</td>
</tr>
<tr>
<td>Private/Alternative Loans</td>
<td>5,066,991</td>
<td>4,794,811</td>
<td>3,591,078</td>
<td>525</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td>89,956,144</td>
<td>95,238,928</td>
<td>97,912,380</td>
<td>19,382</td>
</tr>
<tr>
<td><strong>SCHOLARSHIPS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gem Scholarships</td>
<td>8,675,100</td>
<td>7,859,280</td>
<td>5,059,600</td>
<td>727</td>
</tr>
<tr>
<td>WUE Scholarships</td>
<td>6,225,459</td>
<td>4,448,703</td>
<td>4,120,256</td>
<td>693</td>
</tr>
<tr>
<td>Nonresident Tuition Waivers</td>
<td>787,500</td>
<td>663,520</td>
<td>634,400</td>
<td>74</td>
</tr>
<tr>
<td>President's Scholarships</td>
<td>553,382</td>
<td>309,199</td>
<td>163,375</td>
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<tr>
<td>Dean's Scholarships</td>
<td>621,656</td>
<td>508,500</td>
<td>223,357</td>
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</tr>
<tr>
<td><strong>Departmental Scholarships</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boise State Funded Dept Awards</td>
<td>578,880</td>
<td>663,866</td>
<td>522,928</td>
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<tr>
<td>BSU Foundation Funded Dept Awards</td>
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<td>1,715,870</td>
<td>1,492,638</td>
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</tr>
<tr>
<td><strong>General Scholarships</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boise State Funded General Awards</td>
<td>243,081</td>
<td>616,621</td>
<td>437,397</td>
<td>165</td>
</tr>
<tr>
<td>BSU Foundation Funded Gen. Awards</td>
<td>1,072,010</td>
<td>1,141,530</td>
<td>1,099,968</td>
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<td>State of Idaho Scholarships</td>
<td>1,464,688.00</td>
<td>1,370,012</td>
<td>1,343,337</td>
<td>2023</td>
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<tr>
<td>Outside Scholarships</td>
<td>2,551,006</td>
<td>2,605,885</td>
<td>2,494,694</td>
<td>1358</td>
</tr>
<tr>
<td>Athletic Aid7</td>
<td>6,913,326</td>
<td>6,703,818</td>
<td>5,766,739</td>
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<tr>
<td>Departmental Grants (Engineering)8</td>
<td>205,992</td>
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<td>-</td>
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<tr>
<td>Work-Study</td>
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<td></td>
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<td>-----------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
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<tr>
<td>Federal Work-Study</td>
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<td>$ 516,812</td>
<td>$ 497,256</td>
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<td>$ 380,395</td>
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<td>Boise State Work-Study ($4,000 Annually)</td>
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<td>$ 3,865</td>
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<td><strong>$ 154,861,538</strong></td>
<td><strong>$ 154,354,287</strong></td>
<td><strong>36,318</strong></td>
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</table>

2013-14 NOTES

1 Total number of students originally packaged with federal aid for the year.
2 This figure represents all students who have received some sort of financial assistance through the Financial Aid Office. This includes federal financial aid as well as students who received scholarships.
3 The Department of Defense and Full-Year Continuing Appropriations Act of 2011 (P.L. 112-10 enacted on April 15, 2011) continued to reduce funding for the 2013-14 FSEOG Program. We shifted unspent matching funds to FSEOG and were able to award more students FSEOG grants. This will end in the 2015-16 year.
4 Congress no longer funds the LEAP program.
5 Beginning in 2012-13, graduate students were no longer eligible to receive subsidized loans. The difference is noticeable in the increase in Parent PLUS loans, as well as the increase in Private/Alternative loans. With new regulations limiting the length of time that students can receive subsidized loans that went into effect July 2013, these figures may drop in coming years.
6 In 2013-14, Perkins loan funds available to award had increased from the prior year, from higher collections and consolidation of loans, so we were able to award more students.
7 As tuition has increased, so has the dollar amount of athletic aid awarded.
8 These departmental grants have not been reported in the past as they were sporadic in nature. However, with a significant increase in these grants in the 2013-14 year, reporting seemed prudent.
**Highlights**

**Program Prioritization**
Participated in a comprehensive review and assessment of four programs that define the services Financial Aid and Scholarships provides to the university.
- Athletic aid.
- Scholarships.
- Counseling and advising.
- Awarding, processing and tracking financial aid.

**Financial Aid Shopping Sheet**
The Financial Aid shopping sheet is a consumer tool used to notify students about their financial aid package. It’s a standardized form designed to simplify the information that prospective students receive about costs and financial aid. They can easily compare institutions and make informed decisions about where to attend school.

**Phone Tree**
Implemented a phone tree to help direct callers to the correct university department. In August 2013 (busiest month of the year), the number of callers entering the department phone queue decreased by 22.76%, representing 2,064 fewer calls in the queue.

**Earlier priority deadline for non-resident student scholarships.**
Established an earlier priority deadline of December 15 for non-resident student scholarships in collaboration with Admissions and Enrollment Services. The intent is to encourage non-resident students to commit earlier than February 15. As of December 15, the following early scholarship awards were offered for fall 2014 new incoming students:
- WUE: 244
- Gems: 109
- Presidential: 23
- Dean: 15
More than 155 “early” award letters were sent, more than at the same time last year.

**Compliance Officer**
The new compliance officer serves as the primary resource on federal, state and institutional statutory and regulatory authority, and state and university policy for the Financial Aid and Scholarships Office.

**Financial Aid Outreach & Presentations**
Provided 103 outreach presentations/events, an average of 8.5 presentations per month. Also participated in Admissions recruiting events: Boise State Road Show and Grad Fest in northern and southern California, Seattle, Portland, and eastern and northern Idaho.

**2012-13 Internal Audit**
Based on an internal review of financial aid policies and procedures, the Financial Aid Office was found to have no deficiencies.
2014-15 Goals

I.  **GOAL:** Continue to improve services to students.

**Assessment Strategies**
- Develop a yearlong schedule for training client services team with "just in time" information.
- Collaborate with relevant departments (e.g. Housing, Student Financials, and OIT) to develop online calculators for comparing costs to available aid.
- Collaborate with e-Campus to develop online financial aid orientation for distance students.
- Hire/train a new CS counselor.
- Work with Student Affairs Marketing to effectively communicate to students.

II. **GOAL:** Improve efficiency of the scholarship application/awarding process.

**Assessment Strategies**
- Implement Phase I of the Academic Works scholarship management software.
- Hire/train new staff on the scholarship team.
- Phase II of the software implementation will begin following the scholarship award season (December-March). Departmental scholarships will be added to the software.

III. **GOAL:** Collaborate with partners to achieve institutional enrollment goals.

**Assessment Strategies**
- Review scholarship budgets to effectively award scholarship funds to meet enrollment goals of the university.
  - Update/refine the consortium agreement MOU between Boise State, College of Southern Idaho and College of Western Idaho.
  - Continue to participate in recruiting events with admission's staff.
  - Continue to participate in new student orientation programs.

IV. **GOAL:** Transition from current work-study EAF to “hire-a-new-student” process for hiring work-study students.

**Assessment Strategies**
- Test the new process prior to implementation.
- Train work-study coordinators/hiring supervisors to use “hire-a-new-student.”
- Update support documents such as the work-study resource website prior to implementation.

V. **GOAL:** Maintain compliance with federal financial aid statutory/regulatory requirements.

**Assessment Strategies**
- Develop policy/procedures to ensure compliance with new 150% subsidized loan regulations.
- Collaborate with Registrar’s Office to ensure accurate/timely enrollment reporting.
• Review/assess structure and content of current policies and procedures.
• Utilize Department of Education’s ISIR analysis tool to evaluate the effectiveness of verification selection process for QA program.
• Refine procedures for cost of attendance adjustments based on enrollment to match projected spring enrollment to actual fall semester enrollment. This change will better estimate award projections for students, and reduce instances of award reductions resulting in balances on account.

NEW STUDENT & FAMILY PROGRAMS

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

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

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

New Student & Family Programs strives to be the foremost resource for the first-year transition 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 to create intentional and guided learning experiences.
• Advocating for the success of new programs and populations.
• Striving to incorporate innovative ideas across programs and practices.
• Fostering positive and collaborative relationships with campus and community partners.
**Programs & Services**

**BroncoVenture Orientation for First-Year Students**
A two-day, overnight program where attendees are grouped by major and attend sessions and activities that connect them to the university and other new students, learn about campus support resources, receive academic advising and register for classes.

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

**Long Distance Orientation**
For new students who cannot attend in-person because of:
- Living more than 300 miles from Boise.
- Active military service.
- Distance employment (e.g. forest firefighting).
- Traveling/service abroad.

**Convocation**
This kick-off to the school year features dynamic and influential speakers from faculty and staff. All students, families and Bronco community members are invited to attend the ceremony, and then join a celebratory “Bronco Spirit Walk” to B on the Blue.

**B on the Blue**
This walk immediately follows Convocation and guides Bronco families, guests and campus community members on a “Bronco Spirit Walk” to Albertson’s Stadium. The walk is led by the Blue Thunder Marching Band, Boise State Spirit Squads and Buster Bronco. Once inside the stadium, they form the “B” logo and pose for photos and a video.

**Parent & Family Outreach**
Orientation programs for parents and family members of incoming students are offered during all one and two-day fall and summer programs to prepare parents and family members to support their students. They also learn about opportunities available to them through the Bronco Parent & Family Association, the Alumni Association and University Advancement initiatives.

**Bronco Parent & Family Association**
This program links parents and family members of current students with the university. Membership is free and more than 3,000 family members belong to the association. Benefits include:
- Information and updates about Boise State.
- Advance notification about university events.
- The quarterly e-newsletter “In Bronco Parentis.”
- Volunteer and leadership opportunities.
- Parent & Family Weekend.

**Parent & Family Weekend**
This event is held annually each fall to celebrate parents and family members of current students. More than 1,700 guests come to campus for events related to academics, athletics, student life and the Bronco Parent & Family Association. Highlights include the annual brunch with university President Bob Kustra, his wife, and the academic deans, family seating in Albertson’s Stadium during the football game, and annual Touch the Turf event.

Planning & Effectiveness

I. **GOAL:** Pilot pre-registration at summer orientations.

Assessment Strategies & Results
- Collaborate with Advising and Academic Enhancement, College of Arts and Sciences, College of Engineering and the STEM Station to pilot a pre-registration process that will pre-enroll science, technology, engineering and math (STEM) majors in classes prior to orientation. Full pre-registration implementation will occur in summer of 2014.
- Anecdotally, students are pleased with selected course pre-registration and say it makes the process easier. Advisors report that pre-registration allows for better planning in courses. Additional information will be collected post-orientation season.

II. **GOAL:** Develop a Parent & Family Communication plan.

Assessment Strategies & Results
- Map communications to families through all stages from prospect, to orientation attendee, to enrolled student, to graduate and identify gaps in messaging to families. Create calendar and templates for communication to review annually. This goal will be considered a success with creation of the communications map, calendar and templates.
- A communication plan has been created to guide orientation and family outreach communications. The plan has been shared with campus partners to collaborate on communication pieces to Bronco Families.

III. **GOAL:** Increase Level of Support for Underrepresented Student Populations.

Assessment Strategies & Results
- Increase the support provided and resource knowledge for students from underrepresented populations through BroncoVenture orientation and pre-/post- orientation communication. Focus on students from low-income backgrounds, first-language-Spanish families, and first-generation college students. Work with the student success program, camp program, and LSAMP program. The measurements for success for this goal will be set fall 2014.

In working toward this goal, NSFP:
- Hired a NODA intern for special populations.
- Identified additional student groups to provide intentional and focused outreach and support in the future.
- Created partnerships with CAMP, TRiO, and Impact Scholars to:
  - Pre-assess student/family needs and identify how BroncoVenture can support immediate and long-term improvements.
- Create pre-communication.
- Conduct focus groups and interviews with CAMP, TRiO and Impact Scholar students who have attended BroncoVenture Orientation.

**Performance Metrics**

**Post-Orientation Assessments**
- Post-orientation student satisfaction survey
- Post-orientation student learning outcome alignment survey
- Post-orientation family satisfaction survey

**Highlights**

**BroncoVenture Presenter Series**
Based on feedback from previous programs, the BroncoVenture Presenter Series was created and implemented to increase the effectiveness and consistency of presentations. The series consisted of three workshops and a practice session with the vice president for Student Affairs. The workshops focused on purpose, message, knowing the audience, and presentation slide dos and don’ts. Feedback about the improved orientations is positive.

**True Blue Preview**
In April hosted approximately 100 high-achieving students and guests for a VIP orientation program. Students were invited based on test scores, GPA, and scholarship information. At this one-day orientation program, students met other students, learned about campus resources and registered. Assessments collected are positive.

**B on the Blue**
Following Convocation, Bronco families, guests and campus community members join students on a “Bronco Spirit Walk” to Albertson’s Stadium. The walk is led by the Blue Thunder Marching Band, Boise State Spirit Squads and Buster Bronco. As guests enter the stadium they form the “B” logo and pose for photos and a video.

**Spring ’13 Program Attendance Numbers**
Total number of programs: 4
Transfer/Non-Traditional Student Program Attendance: 522
Transfer/Non-Traditional Family Program Attendance: 87

**Fall ’14 Program Attendance Numbers**
Total number of BroncoVenture programs: 9
BroncoVenture Student Program Attendance: 2,179
BroncoVenture Family Program Attendance: 1,065

Total number of Transfer/Non-Traditional programs: 5
Transfer/Non-Traditional Student Program Attendance: 967
Transfer/Non-Traditional Family Program Attendance: 166
Long Distance Orientation completions: 155

2014 Parent & Family Weekend Attendance: 1,485

2014-15 Goals

I. **GOAL:** Create Bronco Connect Transfer Orientation.

*Assessment Strategies*
- Partner with Admissions, Academic Advising and Enhancement, and College of Western Idaho to create a transfer orientation program for Bronco Connect students. If the initial cohort is small, will create a Bronco Connect track at the general TNT program.
- Success: A program/track in place for Bronco Connect students that addresses their particular needs.

II. **GOAL:** Review/renovate transfer/nontraditional age student orientation curriculum.

*Assessment Strategies*
- Use 2014 assessment data, focus group feedback, research and current literature to review and renovate the Transfer/Nontraditional Age Student (TNT) orientation curriculum and intended learning outcomes.
- Success:
  - 2015 assessment data returns with positive results for student/guest satisfaction and learning outcomes.
  - A lower melt rate between orientation and the start of the semester.
  - Increased retention rate among attendees.

III. **GOAL:** Establish clear partnership with DOS for Parent & Family programming/outreach.

*Assessment Strategies*
- The Dean of Students Office has increased their presence in BroncoVenture Orientation and will offer ongoing Parent & Family outreach/programming. A clear partnership must be formed to ensure cohesiveness and not replicating efforts or wasting resources.
- Success: A clear curriculum of events, outreach and communication to Bronco families with consistent messaging and no overlap or duplication.

OFFICE OF THE REGISTRAR

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

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

As a primary information resource for the university community, we actively seek ways to effectively communicate policies and procedures to students, alumni, faculty and staff. In collaboration with Enrollment Services, we facilitate inclusiveness and are dedicated to assisting our students with successful navigation through their academic journey. In promoting civility, we serve our diverse community with care and respect by holding ourselves to a standard of excellence.

**PROGRAMS & SERVICES**

**Records, Transcript Processing & Verifications**
Responsible for maintaining the integrity of student records and issuing official academic transcripts. Provide proof of student enrollment and degree verification as a service for students and alumni.

**Academic Policy Enforcement & Appeals**
Responsible for administration and enforcement of policies. Students have the right to appeal any academic policy or requirement through the University Academic Appeals Committee.

**Residency Determination**
As defined by Idaho state law this is for students seeking a reclassification of their residency status.

**Transfer Evaluation/Support**
Responsible for processing transfer credit evaluations for all admitted degree-seeking students with coursework from other institutions. Transfer course acceptability and equivalency to Boise State courses is based on Idaho State Board of Education policy, articulation agreements, internal transfer policies and accreditation status.

**Registration Support & Customer Service**
The Help Center is the point of contact for students, staff, faculty and external customers. Assistance is available in person, over the phone or via email.

**Graduation Evaluation, Degree Posting & Commencement**
Responsible for verifying and posting more than 3,000 degrees annually and ensuring that all graduates have met the requirements set forth by curriculum and university policy.

Support the planning and facilitation of two university-wide commencement ceremonies per year.

**Intercollegiate Athletics & NCAA Certification**
Support university participation in NCAA athletics at the Division I level, including verification of academic eligibility for nearly 500 student athletes per year, per NCAA and conference regulations.

**Course Scheduling, Course Maintenance & Catalog Development**
Responsible for class scheduling and producing the fall and spring class schedules, which are available online through my.BoiseState.
Maintains record of the curriculum and produces the Undergraduate Academic Catalog for the university, both online and in print.

**Grading & Academic Standards**
Collect final grades for more than 4,000 sections of courses each fall and spring semester and more than 2,500 for each summer semester.

Enforce academic standing rules to include academic probation/dismissal and award deans list honors.

**Reporting**
Responsible for filling ad hoc query requests with a focus on current, point-in-time reports; and maintains and processes several standing reports (daily, monthly, per semester etc.).

**Planning & Effectiveness**

I. **GOAL:** Develop communication/marketing plan to manage communications and messaging.

**Assessment Strategies & Results**
- Communication inventory was updated; however, the communication plan was delayed to coordinate with the Student Affairs Messaging Committee co-chaired by the Registrar.
- FAQs were reorganized and converted to WordPress as a first step toward an interactive tool.
- Completed the transition to WordPress for the Registrar’s homepage/Catalog web pages.
- Successfully converted all PeopleSoft communications to CommGen.
- Incomplete items will carry forward as a goal for 2014-15.

II. **GOAL:** Review/update/implement academic policies to better serve students.

**Assessment Strategies & Results**
- BSU Policy 2240: Researched graduation residency policies of fifteen peer institutions. The University Academic Appeals Committee will formulate and forward a proposal to be considered by the Faculty Senate in fall of 2014.
- BSU Policy 2230: Change in Awarded Grade Policy updates completed.
- BSU Policy 2210: Grade Exclusion Policy updates completed.
- BSU Policy 3060: Practicum/Internship Policy updates completed.
- Worked in coordination with the College of Arts and Science to submit Last Day to Add and Last Day to Drop policies for review. Policy currently under review.
- BSU Policy 2220: New W Limit Policy implemented successfully.
III. **GOAL:** Develop and implement new online class scheduling tool.

**Assessment Strategies & Results**
- Worked in coordination with OIT to complete system specifications.
- The Information Technology Prioritization Committee (ITPC) tabled this project to research third-party software options. One option was identified. The purchase/develop decision has not been made.
- The pilot project was delayed pending the previous mentioned ITPC decision.

IV. **GOAL:** Develop a campus education plan for FERPA.

**Assessment Strategies & Results**
- Created a FERPA web page; added to the web page.
- Developed an educational campaign encouraging faculty to include FERPA statements in syllabi.
- A link to FERPA pages for faculty and staff was added to the HR compliance-training page for new hires.
- Created and facilitated multiple training session for faculty, staff and students.
- Developed protocol for reporting violations.
- Worked with OIT to begin development on an online FERPA tutorial.

V. **GOAL:** Partner with Provost’s Office, OIT and AAE on the eAdvising Project.

**Assessment Strategies & Results**
- Dedicated the appropriate staff to support the successful implementation of the eAdvising Project (Degree Tracker).
- Participated on the search committee to hire the temp support staff.
- Coordinated with the eAdvising Implementation Team to complete all data entry and setup required for eAdvising.

VI. **GOAL:** Continue to work towards an environment of assessment.

**Assessment Strategies & Results**
- Both strategies, updating the assessment catalog and review of the 2011 CAS Evaluation and Opportunities, were delayed in lieu of the state-required initiative of Program Prioritization.

**Performance Metrics**

**PROCESS STATISTICS**

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<th>Process</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Total</th>
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<tbody>
<tr>
<td>Students Placed on Probation</td>
<td>55</td>
<td>829</td>
<td>473</td>
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<td>Students Continued on Probation</td>
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<td>Students Removed from Probation</td>
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<td>Students Academically Dismissed</td>
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<td>Number 3</td>
<td>Number 4</td>
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<td>Students Awarded Honors (dean’s list)</td>
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<td>2,862</td>
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<td>Grade Exclusion Reviewed</td>
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<td>Grade Changes Processed</td>
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<td>Transcripts Entered into PeopleSoft from Historical Records</td>
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<td>Academic Adjustments Entered</td>
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<td>Graduation Applications (10th day)</td>
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<td>Transfer Credit Evaluations Processed*</td>
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<td>World Education Evaluations</td>
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<td>Test Credit Evaluations**</td>
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*Transfer credit evaluation processes were changed to comply with a mandatory two-week turnaround time. As a result, numbers will now be reported by term.

**Test credits decreased in comparison to last year’s annual report. Decrease attributed to the change that English now only awards credit for ACT or SAT for students who score high enough to earn credit for both Engl 101 & 102.

**FALL 2014 ENROLLMENT NUMBERS**

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<thead>
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<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
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<tr>
<td>Total Credit Hours</td>
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<thead>
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<tbody>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
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**Highlights**

**Program Prioritization**
- Successfully completed an assessment of registration, records and graduation programs. Conducted the first student satisfaction survey with about a 10% response rate. Respondents indicated that staff are knowledgeable, helpful and friendly.

**Assumed project management of pre-registration project**
- Assumed project management responsibilities in coordination with Orientation, AAE, Provost’s Office, and Academic Departments.
- Developed a project calendar, identified roles and documented all business processes and decisions.

**Degree tracker implementation**
- Partnered with AAE, OIT and the Provost’s Office to implement the new eAdvising tool (DegreeTracker).

**Process redesign of transfer credit evaluations**
- Continued to build transfer credit rules in Transfer Equivalency System (TES). 15,724 transfer equivalencies rules were created between summer 2013 and spring 2014.
- Redesigned process to meet mandatory two-week turnaround time for transfer credit evaluations.

**Policy updates & implementation**
- Worked with a variety of constituents to update several university policies (see goals above).
- Worked with OIT and Academic Affairs to implement system modifications to enforce the W and Repeat policies.

**Provided system support for several campuswide initiatives**
- Redesigned Online Major Change and other my.BoiseState functionality.
- Implemented automated Post Enrollment Requisite Checking (PERC) process.
- Upgraded Nolij (imaging system).
- Implemented Digication.
- Supported several reporting, Data Warehouse and Dashboard initiatives.

**Supported Student Affairs initiative of employee development**
- Renewed efforts to hold regular staff trainings (at least once a month).
• Sent several staff to professional conferences, training sessions, webinars etc.
• Revamped several training and presentations that the Registrar’s Office provides (including training and practice sessions for presenters).

2014-15 Goals

I. GOAL: Develop marketing plan to manage communications/messaging.

Assessment Strategies
• Develop a master communication plan in coordination with the Student Affairs Messaging Committee.
• Convert Frequently Asked Questions to an online interactive tool.
• Assess mission statement.
• Explore utilizing marketing campaigns on the homepage.
• Assess social media presence.

II. GOAL: Review/update/implement academic policies to better serve students.

Assessment Strategies
• Facilitate Final Credits to be Taken at BSU Policy 2240 via the policy process (graduation residency).
• Review/update the Last Week of Classes and Final Exams BSU Policy 3080.
• Review/update Student Records BSU Policy 2250.
• Review/update Student Program Changes BSU Policy 3010.
• Review/update Special Topics Course Proposals BSU Policy 4060.
• Review/update Responsibilities for Curricular Changes and Class Scheduling BSU Policy 4140.
• Review/update the Annual Review of Boise State University Catalog Policy 4150.

III. GOAL: Continue to advance programs, processes and services via technology.

Assessment Strategies
• Continue work with ITPC to determine the best option for a scheduling tool.
• Explore options to improve curriculum and catalog management.
• Collaborate with campus partners to develop an online FERPA training/tutorial.
• Explore, with OIT, the possibility of moving PDF forms to interactive online forms with secure signature and routing capabilities.
• Continue to work with OIT to develop support and testing mechanisms for functionality that moves to my.BoiseState.
• Continue work to redesign and implement the Online Major Change tool.

IV. GOAL: Partner with Provost’s Office, OIT and AAE to support new eAdvising tool.
(Degree Tracker)

Assessment Strategies
• Define roles and responsibilities.
• Develop a business process to communicate curriculum and AAR setup changes.
• Develop a training and support plan.

V. **GOAL:** Continue to work towards an environment of assessment.

**Assessment Strategies**
• Update assessment catalog.
• Conduct a study to assess the Standard Meeting Policy (BSU Policy 4160).
• Conduct a Customer Service Survey.
BOOKSTORE AND BRONCO SHOPS

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

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

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

Programs & Services

Educational Outreach
The Bookstore offers paid internships in graphic design, accounting and art production (framing). Students have the opportunity to gain knowledge, skills and personal growth in specific areas.

Employee Annual Training is mandatory and provides an opportunity for all staff to take part in specific training focused on customer service and emergency procedures.

New student employee orientation is provided prior to students starting work, highlighting expectations and resources that can help them succeed in customer service, emergency procedures and other specific training.

Employment
The Bookstore and Bronco Shops offer student employment, which includes customer service training, academic support programs and professional development opportunities.

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

$5,651          Merchandise donations.
$176,212         Union lease for rent and Student Activities support.
$847,166         Intercollegiate Athletic Commission.
$312,817         Royalty payments for use of the university logo.
$53,460          Support for Boise State trademark and licensing office.
$136,009         Administrative service fee.
$600,000         Academic scholarships.

Support Services
The Bookstore carried 2,693 titles for fall 2013 semester; 2,522 titles for spring 2014 semester; and 541 titles for the summer sessions. The Bookstore rented 15,606 books and sold 87,162 books for the 2013-14 academic year.

Planning & Effectiveness

I.   

   GOAL: Improve Customer Service/Develop a Secret Shopping Program.

   Assessment Strategy & Results
   •   “Shopping by Mystery” was selected to conduct secret shops in the main bookstore.
   •   Shops emphasized overall shopping experience and focused on employee and cashier greeting, interaction and the level of customer service.
   •   Secret shops averaged a score of 85% of a possible 100%.
   •   Shop results were shared with the participants, student staff as a training tool to improve customer satisfaction.

II.  

   GOAL: Increase the Use of Digital Content & e-Textbooks.

   Assessment Strategy & Results
   •   Ten instructors taught 16 sections in the initial pilot (total of 392 students).
   •   Students paid a material fee for the course that included all materials in electronic format.
   •   An estimated 60% savings resulted in purchasing electronic materials vs. physical form.
   •   Final report was submitted to Provost and Dean’s Council in January of 2014 with conclusion to continue the program as a self-supported pilot; then to grow the program after observing results in spring of 2014.

Highlights

$600,000 Return to Scholarships
With a net income of $575,791 or 4.6% of sales, financial results continue to meet national averages (2012-2013 National Association of College Stores fiscal year industry comparisons of 3.9%). Due to the financial success, the Bookstore was able to return $600,000 (for unrestricted scholarship funding) to the university or 4.8% of sales.

Program Prioritization
The in-depth review of all operational, service and administrative functions provided detailed insights to operational effectiveness. The results were benchmarked against industry standards and changes were made where needed.

**Staff Restructuring**

Staffing structure and adjustments such as combining job functions, eliminating non-essential functions and adding new responsibilities continue as business evolves. The retirement of individuals in key positions and natural staff turnover created opportunities for restructuring of buying, operational and administrative positons. The store realized salary/benefits savings of 8.7% ($145,551) based on FY14 budget. For FY15 the salary/benefits percentage is 11.2% (2012-2013 National Association of College Stores fiscal year industry comparisons of 12.4%) vs. a total of 12.24% for FY14 actuals.

**2014-15 Goals**

I. **GOAL:** Create a Business Plan to Purchase Embroidery and Screen Printing Machines for Apparel.

**Assessment Results**

- Create an ROI plan and determine the feasibility of purchasing machines.
- Share results with stakeholders.
- Issue bid request.
- Purchase machine.

II. **GOAL:** Store Remodel/Design Work.

**Assessment Results**

- Create a group of stakeholders to discuss ideas and plans.
- Present ideas to stakeholders and others.
- Adjust plans if needed.
- Create RFP for design work
- Award contract.

**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 the campus.

**Mission**

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

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

Purchasing Services
Students use the Bronco Card ID to purchase meals, flex dollars, and Bronco Bucks for use at the Bookstore, testing center, Game Center, parking facilities, printing and laundry facilities.

Access Services
The Bronco Card enables access for Housing, Student Recreation Center, 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. The Bronco Card Office also supports New Student & Family Programs by being available to take pictures as requested and provide Bronco Cards at the end of each orientation.

Planning & Effectiveness

I. GOAL: Combine the Info Desk and Bronco Card Office.

Assessment Strategies
- Meet with architecture to maintain appropriate timeline to finish October 2013.
- Cross-train the Info Desk and Bronco Card employees.

Assessment Results
- Cross-training was completed. Labor hours were reduced; however, service hours were increased for the Bronco Card Office.

II. GOAL: Upgrading System for purchase of voluntary meal plans.

Assessment Strategies & Results
- Voluntary meal plans available to purchase online by fall 2013.
- Coordinate with CBORD as to when the software with capabilities to purchase meal plans online will be available.
- Find other method outside of CBORD to enable online purchases.

Assessment Results
- The upgrade from CBORD did not allow for online meal plans. This plan was carried over for completion fall 2014. Goal moving forward: utilize U-Store through the university.
III. **GOAL**: Upgrade hardware for use throughout campus.

**Assessment Strategies & Results**
- Purchase new ID card printer for the Bronco Card office by August 2013.
- Purchase ID card readers for locations throughout campus (Testing Center, Albertsons Stadium, Taco Bell Arena, Info Desk) for improved customer satisfaction and reduced hardware maintenance issues.

**Assessment Results**
- Purchased a new ID card printer.
- Purchased ID card readers for the Testing Center, Stadium and Info Desk.

IV. **GOAL**: Redesign the Bronco Card.

**Assessment Strategy**
- Re-design the Bronco Card to incorporate the B logo.

**Assessment Result**
- Completed: the Bronco Card now features two designs: 1) faculty/staff card; 2) student card.

**Highlights**

**Remodeled/Combined the Info Desk & Bronco Card Office.**
- The Info Desk staff now works alongside the Bronco Card staff for a single point of service.
- Increased service hours for Bronco Card by 36.5 hours per week, a 77% increase.
- Opened the remodeled desk in November.
- Relocated the Info Desk to create better points of service, visibility and accessibility.

**2014-15 Goals**

I. **GOAL**: CS Gold Admin Training
- Schedule an on-site CS Gold Admin training to increase users' knowledge of the system.

II. **GOAL**: Upgrading System for purchase of voluntary meal plans.
- Voluntary meal plans available to purchase online by fall 2014.
- Working with the university to set up U-Store to provide the capabilities for purchasing meal plans online.

**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 stimulates and encourages 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 collaborate and provide a site for students to complete observations and internships, practicums and special projects.

**Values**
The Children’s Center strives to provide a warm and nurturing environment for children that will promote each child’s physical, social, emotional, creative and intellectual development. Our philosophy is based on the belief that each child is unique. Because we understand that children are naturally curious, we know they learn best when allowed to explore and work together with adults and peers. As they are involved in meaningful play, they are able to build on what they already know. Classroom activities reflect these needs and foster independence, creativity, a sense of empathy and cooperation.

We also know children need knowledgeable, nurturing, consistent teacher/caregivers who understand the stages of child development, respect family needs and promote cultural diversity. The staff is dedicated to building strong partnerships with families to enrich children’s experiences.

**Programs & Services**

**Educational Outreach**
- Partnership with Elizabeth Barnes (English professor) provides children opportunities to explore cultural difference in language, identity and tradition. International students share their culture and support the children’s emerging literacy skills through several activities: a journal exchange, cultural fair and appearing in a cultural video.
- Training through the IdahoStars program provides students the opportunity to gain knowledge in parenting styles, classroom activities and learning styles among children.
- Collaboration with the university education department provides the opportunity for children to participate and benefit from “play therapy” exercises.

**Support Services**
- The center employs more than 30 students per semester, providing practical experience to those going into early childhood education.
- Partnership with the Trio-Upward Bound program provides high school internships.
- Provides financial assistance for parents through the Idaho Child Care Program (ICCP).
- Conducts parent-teacher conferences bi-annually to assist families in the individual developmental needs of their children.
- Serves as an observation site for 200-300 students fulfilling class requirements for internships, field methods, and volunteer work.
- Provides quality early childhood education to the greater Treasure Valley area. Approximately 25% of the families served are children of parents not directly associated with the university.
- The Children’s Center Parent Committee:
Advises staff in the development/implementation of local program policies, activities and services.

Plans, conducts, and participates in informal/formal programs and activities for parents and staff.

Participates in the recruitment and screening of the center’s employees.

Planning & Effectiveness

I. GOAL: Improve/enhance overall appearance and security.

Assessment Strategies & Results

- Install a keyless entry and security system: Completed February 2014.
- Playground renovation: in the planning stage.

II. GOAL: Submit Child Care Access Means Parents in School (CCAMPIS) Grant.

Assessment Strategies & Results

- Grant completed/submitted June 2013, but not awarded.

III. GOAL: Recruit and admit more student parents.

Assessment Strategies & Results

- 94 children (51%) served were representative of student families.
- 49 children (27%) served were representative of faculty and staff.
- 40 children (21%) served were representative of the Boise community.

IV. GOAL: Create a plan to manage/foster professional staff growth/development.

Assessment Strategies & Results

- Complete SOPs for all classroom procedures: completed.
- Develop center-wide new hire orientation program: completed.
- Identify and create “mentor” team for first-year teachers: completed.

IV. GOAL: Open a full-day kindergarten program.

Assessment Strategies & Results

- Kindergarten program established in fall 2013.

Highlights

A full-day tuition-based kindergarten program was established in fall 2013 after receiving NAEYC accreditation in July 2013. The kindergarten session provides an enriched and extended curriculum, focused on expanding students’ language arts experiences through drama, speaking, writing and reading, as well as enrichment in math, social studies, science and general knowledge.
2014-15 Goals

I. GOAL: Undergraduate Education
   • Develop formalized internship program with the College of Education (for implementation fall 2015).
   • Develop summer bridge camps for children entering kindergarten and first grade (for implementation summer 2015).
   • Restructure preschool programs and expand kindergarten program (for implementation fall 2015).

II. GOAL: Research and Creative Activity
   • Complete NAEYC annual report for accreditation (March 2015).
   • Develop plan to gather data from graduating kindergarten students to assess school readiness through third grade literacy levels (spring 2015).

III. GOAL: Community Commitment
   • Complete playground renovation (summer 2015).
   • Develop five-year plan for capital projects (fall 2014).
   • Develop center-wide media package (fall 2014).

STUDENT UNION

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

Values
• Serves as the central gathering place for members of the university community.
• Encourages civic responsibility and participation in service.
• Provides programs and services that expand competencies, enhance understanding and promote personal growth.
• Demonstrates a commitment to the visual and performing arts, cultural diversity and intellectual development.
• Provides a forum for unifying a diverse campus community.
• Exemplifies a customer orientation and provides convenient, useful services in a clean and friendly environment.
• Provides meeting and event space for student organizations and the campus community.
• Provides an environment that is conducive to innovation, learning, empowerment and creative thought.
• Serves as a point of outreach to the greater community.

Programs & Services
Internships/Service Learning

- Rooftop Garden: Environmental internship supports organic urban agriculture. Objectives are to grow organic foods for the dining hall, the Boise River Café; be financially self-sustaining; provide an experimental learning environment; and collaborate with other university departments on service-learning projects. Provided and completed six internships.
- Apiary: Environmental internship supports organic urban agriculture. Objectives are to learn the art of beekeeping and honey production. Provided and completed six internships.
- Sustainability center: Public relations and marketing internship managing and providing content for the sustainability center located on the first floor of the SUB; completed two internships.
- Global Expressions: Provides a research intern to help cultivate and develop displays for the Global Expressions programming space; completed one internship.
- Fine Arts: Internships provide learning opportunities in visual and performing arts through a variety of media, campus events and public programming. Completed two internships: 1) Student Union Art Gallery/permanent collection exhibits; 2) Student Union Performance Series.
- Service-learning opportunities are provided through the rooftop garden program and apiary.

Conference Services

Provides meeting and event services for the Student Union, Stueckle Sky Center and various campus locations. Services include audio/visual equipment and technical staff, room sets, tear-down services, pre-sets for trade show and exhibits, performance production and a wide variety of banquets and speaking engagements.

Student Employment

Student employment includes certification training, customer service training, academic support and various job-related training programs and professional development. Student Union Operations, Maintenance, Facilities, and Conference Services employed 70 students.

Student/Campus Programming

- Game Day at the SUB: home and away football games on big screens with free swag.
- Student Union Performance Series: live music at the amphitheater, SUB patio and retail dining area.
- Social/community building programs: trivia, late night programming in the Games Center, Ping-Pong tournaments.
- Holiday Help Program.
- Fine Arts: Student Union and Special Event Center Art Galleries, permanent collections, pioneers program.

Games Center

- Bowling, billiards, and table tennis available seven days a week.
- Party packages available for birthdays and family gatherings.
- Info Desk.
- Campus information and maps.
• Tickets sales for campus/community events.
• Marketing/promotions services: kiosks, campus poster route, banners.
• Meal plan sales.
• Integrated Bronco Card and Info Desk services.
• Maintenance and Facilities services.
• Repair/maintain all food service equipment in the SUB and all campus retail locations.
• Maintenance/Facilities services for the Student Union operations and tenant departments.

Planning & Effectiveness

I. GOAL: Dining area remodel.

Assessment Strategies & Results
• Complete on budget and on time: August 15, 2013.
• Survey students/guests to measure level of satisfaction on:
  o Design
  o Comfort
  o Functionality
• Increased seating capacity/seating opportunities.
• Relocated programming area to give students/guests choices for program(s).
• Provided a more open and contemporary concept.
• Intentionally utilized blue and orange in the design.
• Relocated marketing booth spaces.
• Developed mobile promotional kiosks.
• Relocated primary marketing spaces to the atrium.

II. GOAL: Stueckle Sky Center audio/visual upgrades.

Assessment Strategies & Results
• Purchase and install the Stueckle Sky Center audio/visual upgrades (AV) to the Double R Ranch Room, The Loft, and Skyline Room: completed fall 2013.
• Reduced labor on setup/teardown, reducing wear-and-tear on portable equipment.
• Increased built-in equipment improved functionality and capabilities for clients.
• Increased customer/staff satisfaction with equipment.
• Tracked client satisfaction with surveys on AV production.
• Tracked AV revenue compared to previous years.
• Completed a new MOU providing more freedom to make decisions and manage the facility as a premiere event facility.

III. GOAL: Global Showcase.

Assessment Strategies & Results
• Install and program the Global Showcase, August 2013.
• Quantify the programs showcased during the year and survey students and guests to determine awareness and educational benefits.
• Installed the Global Showcase with the first display in November 2013; presented three displays; collaborated with Muslim student organizations to develop a display on Muslim culture.

IV. GOAL: ACUI Regional Conference.

Assessment Strategies & Results
• Host the ACUI Regional Conference, October 2013.
• Hosted 130 attendees from 19 universities.
• Provided 20 education sessions with three keynote speakers.
• Collected attendance/evaluation summaries from attendees. Earned positive remarks for the use of social media, facility, food and staff.
• Introduced TINT to the university.

V. GOAL: Five-Year Strategic Plan

Assessment Strategies & Results
• Complete the Student Union five-year strategic plan.
• The strategic plan is still in progress as the management team develops after significant turnover at the director and manager levels (new Conference Services manager, Info Desk/Bronco Card manager, building facility foreman, and a Games Center manager completing her first year).

VI. GOAL: Info Desk/Bronco Card remodel.

Assessment Strategies & Results
• Open a combined Info Desk and Bronco Card.
• Opened in November with a single point of service, better visibility and accessibility.
• Created a dedicated space for lost and found.
• Improved vault security with modern design.

Performance Metrics

Daily Building Counts
• Average daily building counts for students, visitors and guests: 7,100 for school days during the fall and spring semesters.
• Total average: approximately 5,600.
• September average: more than 10,000 for school days.

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<tr>
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<tr>
<td>On-Campus Bookings</td>
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<tr>
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<th>Stueckle Sky Center Bookings</th>
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<td>Off-Campus Bookings</td>
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<td>% Off-Campus Bookings</td>
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**Highlights**
• Retail food service converted Dawson Taylor 4.0 to a Moxie Java and completed the design for updating the Student Union C-Store to a Provisions-on-Demand (POD) concept.
• Increased student employment opportunities by 12 positions.
• Provided 17 internships for students through the Rooftop Garden, Apiary, Sustainability Center, Fine Arts, and Global Expressions.
• Returned $544,288.96 to reserves due to growth in retail commissions, operating expense management, labor savings and efficient capital replacement schedule.
• Live music in the amphitheater, patio and dining area
• Held eight art gallery exhibits.
• More than 2,500 people attended Game Day at the SUB.
• Matched 42 families during annual Holiday Help Program.

2014-15 Goals

I. **GOAL:** Develop a permanent student art collection.

Assessment Results
- Develop recommendation for UACC and Vice President for Student Affairs.
- Develop policies/procedures for selection of art.
- Develop articulation agreement with art department.
- Identify location(s) in the Student Union Building.
- Determine number of pieces per year to be received/purchased.
- Budget for framing/honorariums.
- Receive/purchase first pieces from the Student Juried Art Exhibition.

II. **GOAL:** Develop a student leadership-training program for student employees.

Assessment Results
- A pilot program will include Campus Services student leads, union managers, and nominated and selected emerging leaders.
- Program to include programs/initiatives lead by pilot group for customer service, marketing and assessment, recruitment and retention.
- Include professional development workshops for pilot group.

III. **GOAL:** Complete the research and design in preparation for the remodel of the La Tapatia and Mai Thai food service corner in summer 2015.

IV. **GOAL:** Complete the remodel of the Fresh Express C-store to a POD concept.

V. **GOAL:** Implement the utilization of EMS Virtual.

Assessment Results
• Allow clients to make meeting and event requests online, including space, equipment and other needs.

IV. **GOAL**: Allow clients to make simple catering requests online.

V. **GOAL**: Upgrade the sound processing system in Jordan Ballroom.

**UNIVERSITY DINING SERVICES**

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

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

**Programs & Services**

**Support Services**
• Provides funding for food to Athletics, Taco Bell Arena, and Student/Academic Affairs to help promote the university and the program.
• Works with cultural student groups, providing specific menus as part of their events. Students use the kitchens and prepare special menus under the supervision of ARAMARK chefs to ensure that proper food handling and safety precautions are maintained.
• Educational Outreach.
• Partners with COBE residential college to provide students with experience in managing a food service location.
• Supports the Student Union’s Rooftop Garden and Bee Farm by purchasing products and utilizing those products in campus dining operations, and promoting products via signs to increase program visibility across campus.

**Planning & Effectiveness**

I. **GOAL**: Implement a mobile application for online ordering.

**Assessment Strategies & Results**
• Work with CBORD to introduce mobile application to university in spring 2014.
• CBORD did not have a mobile application for online ordering. All third party online ordering applications resulted in a negative ROI. CBORD has not yet released a platform that will provide this functionality or the ability to purchase commuter meals online. An in-
house system for purchasing commuter meals online was built and made available August 2014.

II. GOAL: Remodel convenience store.

Assessment Strategies & Results
- Coordinate with ARAMARK to redesign convenience store in the Student Union.
- Design plans have been approved; however, due to delays in the approval process and the lead-time on some materials, the remodel has been put on hold until winter break.

III. GOAL: Add flex dollars to residential meal plans.

Assessment Strategies & Results
- Coordinate with ARAMARK to provide more value and meal opportunities for students living in the residence halls.
- Additional flex dollars can be added to meal plans at a 10% savings in allotments of $100 for $90. The additional flex dollars can be used in any retail venue on campus, and can be purchased at any time during the semester. There was a 10% increase in flex dollar sales versus the prior year. Surpassed sales targets for voluntary meal plans for the spring semester by $5,998.

IV. GOAL: Introduce a nutritional station in the Boise River Café.

Assessment Strategies & Results
- Implement a nutritional station in the Boise Rive Café to help students improve eating habits: implemented an electronic nutritional information station in the BRC, along with wellness brochures featuring additional “Healthy Eating” tips.

Highlights
- Dining style survey score continues to show overall experience as excellent.
- Updated Subway located in education building to adhere to brand standards.
- Student Union Subway rated number one in the region for sales volume.
- Successfully completed food management/food safety audits via ARAMARK corporate.
- Successfully implemented two Coke freestyle machines, which increased weekly revenue by $450 compared to the traditional fountain machines.

2014-15 Goals

I. GOAL: Update Dining Campus Dish website to be more user-friendly.

II. GOAL: Upgrade all POS-9700 registers to the latest workstation model and software.

III. GOAL: Complete research and design in preparation for the remodel of the La Tapatia and Mai Thai food service areas.
IV. **GOAL:** Establish a food service RFP committee and begin the process of developing an RFP, hiring the best-value consulting firm and beginning the best-value process.