<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College Organizational Chart</td>
<td>2</td>
</tr>
<tr>
<td>Academic Advising Report</td>
<td>3</td>
</tr>
<tr>
<td>First Year Academic Support Programs Report</td>
<td>11</td>
</tr>
<tr>
<td>Career and Professional Development Report</td>
<td>16</td>
</tr>
<tr>
<td>Student Success Report</td>
<td>20</td>
</tr>
<tr>
<td>Developmental Math Report</td>
<td>24</td>
</tr>
<tr>
<td>Testing Center Report</td>
<td>26</td>
</tr>
<tr>
<td>University College Assessment Report</td>
<td>27</td>
</tr>
<tr>
<td>Honor Societies Report</td>
<td>27</td>
</tr>
<tr>
<td>Venture Program Report</td>
<td>27</td>
</tr>
<tr>
<td>Undergraduate Research and Scholarship Program (UGRASP) Report</td>
<td>28</td>
</tr>
<tr>
<td>Community Engagement Center Report</td>
<td>29</td>
</tr>
<tr>
<td>Sargon Heinrich Global Engagement Center Report</td>
<td>38</td>
</tr>
<tr>
<td>Creativity Center Report</td>
<td>41</td>
</tr>
<tr>
<td>Leadership Engagement Center Report</td>
<td>43</td>
</tr>
<tr>
<td>Harry Reid Center for Outdoor Engagement Report</td>
<td>46</td>
</tr>
</tbody>
</table>
Academic Advising Year End 12-13

Kelly Lid Stephens, Director

The Year in Review

The 2012-2013 year was one of continued change in Academic Advising. The interim Director departed SUU for another job opportunity in the fall, so the advising team was without direct full-time leadership until March when a permanent Director was hired. However, as always, advisors worked together to initiate change and improvement to advising services throughout the year. The main function of the team remains the same: providing quality service in advising to all university students. Statistics related to our success in doing so are noted under the portion of this report labeled “The Statistics.” Other notable initiatives and changes are noted below in this section.

Advisement, Projects, and such:

Across the board, advisors have led and/or participated in new projects related to advising and service to the university. These allow advisors to develop as professionals, to improve the work they do with students, and to connect with the university community. Some of these will be listed in this section.

Fall 2013 will bring the first group of science majors who have been pre-registered for cohorts (6-12 credits worth of courses directly related to their majors). This initiative began with two main goals in mind. First, we assume that pre-registering students for vital classes will eliminate bottlenecks down the road (an issue created historically by students not registering for those classes on their own first semester). Cohort registration insures that students can get into the classes they need during the appropriate semester. In addition, the program has the potential to serve as a recruitment tool. Students were registered for cohorts as soon as they paid their commitment fee, so when registration actually opened, they were already registered for some of their vital major classes—a huge draw when they might be considering another school where, as a freshmen, they have found that they can’t get into the classes they want/need during their first semester.

Advisors played a huge role in this process. They were intensely involved with the creation of the cohorts—both helping determine which courses made the most sense for each major and then in selecting specific sections to create meaningful combinations. They then registered the students—a detailed process that involved looking at AP and ACT scores, concurrent enrollment, etc. to insure proper placement. They were in contact with students regularly as they worked to finalize schedules and help students understand the process. We won’t have specific feedback until these students arrive (and again until the end of the semester), but initial signs suggest a positive impact. Faculty see the value in this initiative and are already talking about continuing these cohorts into spring semester.

We improved our student service in many small ways—two examples being during registration and orientation times. There’s no question that during registration the advising team is much busier than at other times of the year. This leads to advisor schedules booking out for many days at a time, and
despite the availability of walk-in times and the knowledge of our front lobby administrative assistant and student workers, often these appointments are taken up by students with simple questions. This spring we implemented a triage system where, during what we thought would be the busiest times, an advisor worked in the advising office lobby to assist students with general questions. We hoped the triage advisor would head off the easy questions and leave appointments available for those with in-depth questions. We saw mixed success, as we waited too long to start the initiative and therefore allowed schedules to get overly-busy early. The future of this initiative is to be determined.

Last year at summer orientations, students were broken into classrooms (or, when they fit, all kept in one classroom) where they received advising-related paperwork, met their advisor for a minute, and were presented with a whirlwind PowerPoint full of information related to degrees, majors, and registration. Summer 2013 orientations allowed for more major-specific advising time, so groups met in computer labs where students could actually experiment with programs like DegreeWorks. This seems to have made a big difference in allowing students to leave campus with complete schedules while cutting back on the number of students requesting individual appointments at the end of the day. Time will tell if this also helps them be more independent when it comes to using DegreeWorks and registering in the future, but initial signs are that it’s a better model than last year.

Many advisors sought out additional responsibilities throughout the school year. Each of the five Engagement Centers took on an advisor (or two) to work as liaisons with them. These liaisons have done everything from helping brainstorm how to better engage students and help them understand EDGE projects to helping with workshops put on by the Centers. This allows the advisors to maintain a closer tie with the Centers, too, so all benefit.

As of this summer, one of our HSS advisors took primary administrative responsibility of the SANS (Student Alert Notification System) program. He has been responsible for hiring the team of mentors who will work with that program and with UNIV 1050 students and for planning the administration of the program, the mentors, etc. He will also be the main administrator for the SANS system and the thousands of reports submitted by faculty each semester. This shift will allow advisors to be tied more closely with the SANS program—a move that only makes sense as we as a team seek ways to better reach out to students in need. It will also allow for a tighter link between mentors and advisors, which provides one more resource for advisors as they look to help students.

A team of advisors has been working to create a more formal system for training new academic advisors, as this has happened somewhat haphazardly in the past. Upon starting at the university, new advisors will now have pre-scheduled meetings with important team members within and outside of advising, and they will have a specific schedule of appointments to follow (shadowing another advisor, mock appointments, and having someone shadow them for a certain number of appointments) prior to seeing students on their own. An advisor handbook has been created as a resource for new advisors, as well. This should speed up the rate at which new team members feel confident in taking appointments while also improving the quality of information they’re quickly able to provide to students.

Finally, the first annual Celebration of Academic Advising took place in April this year. This end-of-year event celebrated the closure of a successful year as a team, allowing us to celebrate with our extended team members, to bring important campus constituents together to thank them for their support of
advising, and to give us the opportunity to hand out 5 awards for superior advising service. The awards given were the Faculty Partner in Advising Award (given to Dr. Ty Redd, Chair of Physical Science and professor of Chemistry), the Academic Advising Advocate Award (Kristin Wiggins, Academic Evaluator/Information Coordinator in the Registrar’s Office), the Eleen Robinson Exemplary Service in Academic Advising Award (Heather Ogden, advisor for the College of Education), the Judith Bonniksen Innovation in Academic Advising Award (Reko Hargrave, advisor for the College of Science), and the Georgia B. Thompson Academic Advising Ambassador Award (Stephen Wagner, advisor for the College of Performing and Visual Arts). This night was made even more special through the presence of the namesake for the last two awards, as well as Eleen Robinson’s daughter in her honor. The event showcased the best of advising to the more than sixty people in attendance and will be an event to look forward to in future years.

**Technology:**

The SARS Grid scheduling system has now been in place in advising for almost 2.5 years, and the advising team continues to find new ways to use it. While the majority of appointments are still being made through the Advising Office desk, the online appointment scheduling system is being used more often and providing a speedy means for students to book their own appointments. We continue to adjust the classification codes for appointments/contacts to supply advisors with the best possible information prior to seeing students, while also providing meaningful data for assessment of appointment usage. Advisors have begun using the Notes section in SARS Grid more consistently, too. This great tool makes it easy to track appointment topics and follow up assignments. It also allows for shared information in case a student meets with more than one advisor. Advisors have expressed interest in adding an additional SARS service that would remind students of appointments via text message (in addition to the current e-mail that’s sent), and, pending budgets, we’ll explore those options. We’re also adding new locations to the SARS—for example; the Multicultural International Center will soon be using SARS for Notes to expedite the sharing of information between advisors in our center and theirs.

DegreeWorks continues to be a powerful advising tool. Helping students to truly understand and fully utilize the system continues to require work, but it is well on its way to becoming part of the SUU advising culture. Throughout summer 2013 orientations, advisors have spent their time with students in computer labs where they both presented information regarding degree and major requirements and taught students, hands-on, how to use DegreeWorks. It remains to be seen if this helps new students fully use the program on a regular basis. Advisors will also continue their efforts during appointments to fully teach the program to students.

The move was made this year to eliminate freshmen group advising sessions and to instead have all students obtain their RAC numbers (Registration Access Code, required for registration) via DegreeWorks. Since this would be a new process for all students (both for freshmen obtaining one for the first time and for upper division students who had not been assigned a RAC over the last several years), the advising team took proactive steps to get the word out about the change. Signs and banners were posted across campus, information was printed in the student newspaper, and advisors staffed a table in the Sharwan Smith Center mall during peak hours to explain this new process. Predictably,
despite all of these efforts, claims were made that no one had been notified, etc. By spring, these complaints and issues had dwindled, with the chief remaining issue being students forgetting to complete one necessary step in DegreeWorks to get the proper number.

This process allowed us to know that students were opening DegreeWorks with the hopes they’d also look at their degree audit. However, IT informed us that this process caused students to crash the servers both semesters because SO many students ALL tried to access DegreeWorks at the same time to get their RAC number (i.e. at 11:59 p.m., 1 minute before they could register). For now, IT has told us these processes will no longer work, but we have not discussed other options for distributing these numbers.

Finally, updates were made to the academic advising portion of the University College web site. The overall organization was updated to be more intuitive, the FAQ section was tremendously enhanced and expanded, and a web question-submit area was added. We have not collected feedback as to student reactions to the changes, but the advising team all agreed that the changes were positive.

**The Team:**

Two new advisors joined the team early in the fall to replace advisors who moved on to other places and positions. One of those was initially brought on board on a one-year contract but, due to the vital nature of the position, that contract was moved to a permanent position at the beginning of the new fiscal year. An additional advisor left mid-summer and was quickly replaced by a strong internal candidate, allowing the team to start at full-staff level for fall semester 2013.

Some changes to student populations have impacted the team. Beginning in August 2013, we will take over the advisement of Psychology students who were previously advised within their department by a faculty member. This will add about 300 students to the advising load of the HSS advisors. The final plan for accommodating this change is flexible depending on demand, but in the interim they will be split by number of credits among the three HSS advisors. On a smaller scale, the new Aviation program has added a new set of advisees to our advisor in the College of Business. One of our HSS advisors has also assumed full advising responsibilities for the Bachelor of Interdisciplinary Studies program (previously that advising was split with a UC faculty member).

This, obviously, will shift advising ratios slightly from previous years for these advisors. The latest related publication from NACADA (National Academic Advising Association) is much less definitive than in the past as to the existence of an ideal ratio, instead offering averages and scenarios depending on institution type, size, etc. For example, it suggests that the average student to advisor ratio nationwide is 296:1, with it being 233:1 at small universities and 333:1 at large universities. It reports an average of 300:1 at a public master’s level institution like SUU (Robbins, 2013). We remain at around 450:1 and should continue to seek ways to keep or improve upon keeping advising loads manageable.

In addition to the above changes, we also took on several advising interns this year. One worked exclusively in the College of Education, one worked mainly with HSS (particularly Psychology students, which is even more beneficial now that we’ll be taking over full advisement of those students), and one worked mainly with open option students but filled in wherever needed through orientations. We will
have one official assistantship in the College of Education for the upcoming year (minimally), and, as interest exists, we’ll continue to offer these internship opportunities to students in the MPA program who are interested in Student Affairs.

The changes described above have focused on improving the work that we do—better service to students through new processes and development of advisor skills, better use of technology, and further support for students taking responsibility for their own education. We have continued to administer the advisor survey throughout the year, and the feedback from that survey (summarized in part below) will help us identify areas we can continue to improve upon.

**The Statistics**

**Activity Report**

The following counts represent activity from July 1, 2012 through June 30, 2013.

<table>
<thead>
<tr>
<th></th>
<th>Appointments</th>
<th>Drop Ins</th>
<th>Additional Contacts</th>
<th>Total</th>
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<td>13,211</td>
<td>1,558</td>
<td>9,308</td>
<td>24,077</td>
</tr>
<tr>
<td><strong>Unduplicated Count</strong></td>
<td>6,364</td>
<td>1,164</td>
<td>N/A</td>
<td>6,758</td>
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**Assessment Update**

Included below is survey feedback for some of the goals that were rolled over from the 11-12 school year. Due to the change in leadership, not all goals were focused on this year, nor were some of them reworked (Example: Goal two last year stated “provide effective advising to specific student groups including athletes, advanced freshmen, and incoming freshmen” but group advising was eliminated for freshmen, and athletic registration sessions did not handle. Thus, this goal is out of date.)

<table>
<thead>
<tr>
<th><strong>Program Goals</strong></th>
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| **1.**            | Achieve an Advisor Satisfaction rating of Good-Excellent of 90% or better.  
|                   | • 76.49% Excellent, 17.57% Good  
|                   | • Overall rating for goal = **94.05%** |
| **2.**            | Provide effective advising to specific student groups including Athletes, Advanced Freshmen, and Incoming Freshmen.  
|                   | • This goal will be reevaluated as, as was mentioned above, our strategies have shifted in the advisement of these groups. Therefore, data from the past year with regards to this goal is fairly irrelevant. |
| **3.**            | Provide quality advising by positively impacting students’ academic experience at SUU.  
|                   | • 67.36% stated their advisor has a Very Positive Impact  
|                   | • 24.90% stated their advisor has a Somewhat Positive Impact  
|                   | • Overall Very/Somewhat positive rating = **92.25%** |
| Student Success & Engagement | 4. Service 70% of SUU undergraduate students through Academic Advising each Academic Year.  
• 6,758 students (unduplicated count from July 1, 2012-July 1, 2013), of the total headcount of just over 8000 (per the published common data set via www.suu.edu, date of count October 12, 2012) means that 81.45% of students met with an advisor. |
|---|---|
| Staff Development | 5. Provide at least 8 hours of training for each advisor annually from sources outside of SUU.  
• 12 of 12 Advisors received at least 10 hours each from attendance at the following conferences: Utah Advising & Orientation Association Conference, Utah Women in Higher Education, Complete College Utah/America |
| | 6. Provide 40 hours of on campus training through Advisor Team Meetings and Retreats annually.  
• 23 ATMS = 46 Hours  
• Brown bags = 2 hours (optional)  
• Total training hours = 48 |
| Organizational Effectiveness | 7. Create means for students to access accurate and timely campus information.  
• Communication Dissemination Committee – Activities include MySUU Portal Announcements, Marketing the Facebook Page through prizes, table in the mall, and Orientation. The Facebook page is also marketed through the Advising Summary Sheets.  
• We updated the Academic Advising webpage to make it more user-friendly and to improve the information given there. We also created a triage program for peak registration time in spring during which an advisor was available all day for immediate questions. |
| | 8. Have a utilization of our online scheduling system of at least 50% for booked appointments.  
• 33%, which is well below the target, but still up 10% from last year. |

**Learning Outcomes**

1. Students will be able to understand and utilize resources to identify and explore majors/minors that will meet their academic and career goals.  
   • Student survey results showed students felt their advisor knew where to refer them for major and minor advising and guidance.  
   • Less than half of students surveyed agreed/strongly agreed that they knew how to schedule appointments with the career advisors. This is an area for additional collaboration.  
   • The majority of students felt they could explain how to find information about resources and support services on campus. |

2. Students will be able to purposefully select classes that meet their degree requirements and complete an academic 4-year plan.  
   • Almost 95% of students indicated they both understood General Education requirements and which classes would be best for them during the next semester.  
   • All students were required to access DegreeWorks prior to registration each semester. While this doesn’t guarantee that they looked at their audit and planned accordingly, it’s a step in the right direction.
- We also have begun using a planner function in Degreeworks to assist students in completing their 4 year plans in the system. And even better option may be coming this year (yet to be seen).

3. Students will be able to utilize resources to successfully self-register for classes.
   - We did not specifically collect data in this area this year. This learning outcome will be reevaluated given the high numbers of students already doing this per data collected in previous years.

4. Students will gain a clear understanding of specific requirements for degree completion.
   - We still do not have a clear means of collecting the data needed to determine this. As mentioned above, student feedback indicated an understanding of requirements, but we have no proof of this self-reporting. If the distribution of RAC numbers does indeed move out of DegreeWorks, as we anticipate, then we will no longer be able to guarantee that students are at least looking at the program each semester (and, even so, that assumes a correlation between the two).

Upcoming

As usual, the upcoming 13-14 school year will bring opportunity for change and improvement with regards to the way we serve students, operate as a team, and interact with the SUU campus community. A few of these anticipated changes are:

1. Facing the challenge and opportunity of an increased number of freshmen cohorts: The campus as a whole is moving in the direction of adding more cohorts for first year students based on the anticipated success of science cohorts. Advisors will be closely involved with this process, as they are intimately knowledgeable about their majors and will play a large role in the actual registration of students.

2. Mission and vision: Early in the year we will re-examine previously crafted statements of mission and vision to insure that both are still applicable given the changes that have occurred over the past couple of years (more advisors added, new technology, ever-changing student needs, more projects, etc.) As necessary, these will be re-crafted to insure close ties to the university’s ELOs and the actual work that we hope to be doing.

3. New guidelines and processes will be put into place with regards to the advising survey. While it has provided some valuable feedback, a lack of respondents, particularly from students seeing certain advisors, leave giant holes in the data. With new processes and expectations firmly in place, the data gathered this time next year should be far more useful across the board.

4. Restructured ATM (Advisor Training Meeting): Over the years these bi-weekly meetings have become two unwieldy hours of random updates, one-on-one conversations, and meaningful but unorganized visits by campus partners. The meetings will be restructured this year so that clear expectations are set, new discussion items are discussed, updates are written and discussed only where necessary, and time is given to the training for which these meetings are designed.
Specifically:

a. With several advisors in satellite offices (half are not in the main Advising Office) it can be hard to really feel like a team of 12 instead of a team of 6, 3, and some individuals. We will therefore use some ATM time for teambuilding. Some type of team time (not a meeting) will be held during this meeting time on off-weeks.

b. While all advisors have been meeting the minimum requirement for professional development on campus, there is much room for improvement. Some of this time, then, will be used for reading and discussion of issues relevant to advising and higher education, topics of interest that arise among advisors, areas of professional expertise on which advisors would like to present, etc.

5. Further partnering with Career and Professional Development: There is an obvious overlap between the work we do and the work that our colleagues in C&PD do. However, right now that overlap is messy and lacks direction (For example, we know we aren’t seeing all 700 of our open option students each semester, and, while we can help with the process of major exploration, we often end up simply sending students to C&PD. Further training, co-presented workshops, etc. would help better serve this important group of students.) We look forward to October’s visit by consultant Charles Schroeder, as we’ll have the opportunity to closely examine the work we do and the way in which we do it. We anticipate that the feedback from that visit will be vital in helping us in continued improvement.

Work Cited

First-Year Academic Support Programs

Kelly Lid Stephens, Director

**UNIV 1000**

Over the course of this academic year, 59 students working out of the 2011-12 catalog (or earlier) enrolled in an online version of this previously-required General Education course (falling now under the UNIV 1020 course number). This online version was altered from the prior in-class version to offer its upper division student audience the opportunity to discuss topics, reflect on their education, and to complete career-related assignments to help align them for future internship and job searches. The decision was made in May 2013 to no longer offer the course in this format due to time and resource constraints. The requirement has been waived for the very small number of students still needing it per their catalog requirements.

**UNIV 1050**

Fall semester saw the implementation of the new UNIV 1050, *College Student Success*, required of SUU’s most academically at-risk new students. This three-credit class is required of any student admitted to the university with an admissions index below 95. Five sections were conducted with a total of 127 enrolled students (that total included roughly five students not required to be in the course). Nineteen additional students enrolled in the one spring section that was offered.

As was anticipated, the course covered basic study skills (note-taking, test-taking, etc.) along with other topics of importance for an at-risk group of first-year students—how the brain works in relation to learning, learning styles, communication, goal-setting, motivation, wellness, and the like. In addition to traditional classroom time, each student was also assigned to an upper division mentor who they met with individually outside of class.

**Mentors**

A team of 12 mentors was hired for fall 2012 (4 continued on into spring). Depending on the size of each class section, mentors were assigned between 9-15 students. Mentors attended class most days, some days assuming responsibility for teaching specific course topics to their groups. They also led small group discussions and reflection times. Perhaps most importantly, mentors were responsible for meeting one-on-one outside of class with each of their students a minimum of 7 times throughout the semester (roughly every two weeks). This team, as you’ll see below, turned out to be a tremendously vital part of student success.

**Notable items from 2012-13 Assessment**

Most important this year in terms of assessment was the retention and probation rates of the UNIV 1050 cohort. Knowing that probation rates for this cohort in previous years have hovered around 35%, we were aiming for 75% in good standing after first semester. We did not have solid semester-to-
semester retention data for previous cohorts, so this year will serve as a baseline. Results were as follows:

- 124 fall cohort students completed fall semester (3 officially withdrew). Of those, 74% did so in good academic standing.
- Most semesters we have students who receive an “F” or “UW” in all of their courses, indicating that they did not finish the semester (they “disappeared” at some point without actually withdrawing). There were 8 of those in total during the fall. If those students are removed from these numbers, 79% of students in the fall cohort ended the semester in good academic standing.
- 17 students completed spring semester. All but one did so in good academic standing.
- Of the 124 fall cohort students who completed the semester, just over 72% returned for spring semester. If LDS missionaries are removed from the overall count, that count jumps to 78%.
- At the time this report was written, 76% of spring cohort students were registered for fall semester.

It appears, then, that the course may be making a difference in the success rates among these students. However, it should also be noted that, while the majority of the fall cohort did well during their spring/second semester (of 90 students, 60 remained in good standing and 8 moved off of probation or did well enough to move to progressing probation), almost a quarter did not (7 were required to withdraw and 15 fell onto probation for the first time). Spring GPAs for this fall cohort were slightly lower, as well (2.32 vs. 2.41). This raises the question as to whether a one-semester program is enough support for this cohort of students.

In addition to the above statistical data, less formal survey information regarding the program was also collected. Below are some of the notable findings from those surveys:

- Students were asked what they wished they would go back and tell their August-self if they could. Not surprisingly, answers clustered in four areas—academics (don’t procrastinate, study sooner, go to class), self-care (get more sleep, exercise), life-management (finances, balance, time management), and attitude/relationships (be open, be yourself, meet people, ask for help).
- Neither signing up for a club nor attending campus events had an obvious effect on students’ perceived level of social fun they experienced.
- Students who indicated they “thought college would be easier” did about .2 points worse in semester GPA than those who did not indicate that belief.
- Students indicated that the most useful topics covered in class were (in order): stress management, time management, learning styles, note taking, goals, and personality type. The course has historically focus mainly on academic skills (tests, notes, studying, reading, learning, etc.), so these results therefore raise the question as to whether the course is truly focused in the areas where students feel they most need help.
- Students self-reported at a rate of 85% or higher that the course helped expand their understanding of communication skills, time management, goal setting, learning styles and decision making.
• Students self-reported at a rate of 70% or below that the course did NOT improve their understanding of note taking, language/vocabulary skills, financial skills, campus involvement, or managing procrastination.

• When asked specifically about note taking, almost 70% stated that they made NO change in the way they took classroom notes from the beginning of the semester to the end (which is worrisome, given the lack of note taking skills exhibited by many).

• When asked specifically about studying, just under 66% said they HAD made a change to the way they studied.
  o Of those, one-third indicated that they actually started studying when previously they hadn’t.
  o Just over 60% of those who changed were able to specify a new technique or strategy they had employed to assist in their studying.

• When asked specifically about reading textbooks, almost 74% indicated that they made NO change to their habits.
  o Of those, a full 55% indicated that either they did not read textbooks at all or that they had no textbooks for any of their classes.
  o That represents 41% of the overall class population, a rather troubling statistic.

• On a more positive note, when asked about changes to time management, almost 73% indicated that they had made positive changes to their skills over the course of the semester (out of those students, 40% indicated they had begun using a planner when they never had previously).

• Other interesting statistics:
  o Almost 74% said they met with an academic advisor.
  o About 83% said they met with a professor during office hours.
  o Only just over one-third visited the Tutoring Center.
  o Almost 95% said they found healthy things to do for fun off campus.
  o Around 75% said they felt they had become part of the SUU community.

At the end of the semester, students were also asked to provide feedback regarding their experience with having a peer mentor to work with throughout the semester. As was mentioned previously, the feedback was very positive:

• Overall, almost 84% of students responded in the affirmative about the value of meeting with mentors. Students were asked, “If meetings with your mentor weren’t required, would you have still attended?” and responded as follows:
  o Half just flat-out said yes, they would have.
  o About 15% said they wouldn’t have, but with the benefit of hindsight, they believed not meeting would have been a mistake.
  o About 18% said they would still have met, but with some minor changes (i.e. not as often, less at the end of the semester, etc.)

• Many students indicated that the greatest benefit of meeting with a mentor was that their mentor helped them stay on top of their courses and other obligations.

• The general consensus was also that it was incredibly helpful to just have someone to talk to—about stress, being a student, etc.

• A few students noted that they felt more confident about their abilities because they were working with a mentor who demonstrated confidence in them.
Future Plans

**UNIV 1050**

For the next academic year, the focus will be improving upon the strong foundation that was built throughout the previous year. Specifically

1. Tweak course curriculum to improve upon areas that were less successful. For example, instructors can easily see that most students could improve upon their note taking, but students did not see this as important or useful. This suggests that lesson plans, activities, and assignments can be adjusted to help students understand the value in expanding their skill sets even when things seem to be working well at the present time.

2. This year we relied only on student self-assessment to determine if students had incorporated new skills or implemented changes gleaned from class topics. We believe it would be more valuable to do an early assessment of students' actual work to compare with end of year work for this purpose instead (or in addition to self-reports). Therefore, we intend to have mentors assist with an un-graded assessment of notes, study skills, time planning, etc. a few weeks into the school year. This way, we can re-do the assessment at the end of the semester to see for ourselves if students have changed instead of relying upon their own interpretations.

3. Continue to work on retention and probation numbers in addition to making the course improvements previously mentioned (which seem to be helping on their own). Specifically:
   a. Look for ways to catch the “disappearing” students before they vanish and end up with a 0.0 GPA. We can’t stop every student from leaving (nor should we try), but there are certainly ways to help those students understand the importance of protecting their academic standing for the future.
   b. In addition, we found that students tended to drop off/slack off after breaks (fall break, Thanksgiving, spring break). Even though most of those students did return to finish off the semester, often they missed so many days of class and so many assignments that they could not dig themselves back out of the hole they had dug. Students who had been on track all semester to end in good standing, then, ended up on probation. Targeted connection with students at those times may help.

**Mentors**

Overall, for the first year, the mentoring piece of UNIV 1050 went fairly well. Students obviously indicated the value in having a mentor for the class/semester. However, being that it was the first year, there were rough spots. For the next year, our aims are to:

1. Improve both initial and on-going mentor training. Last year this occurred haphazardly at best, as initial training happened at the last minute and staff meetings were virtually non-existent. This year, returning mentors will be called upon to help train new staff members, and trainings in the nuances of mentoring will be happen at on-going staff meetings. Intended topics include improving upon helping skills, motivating different types of students, dealing with difficult students, etc.
2. Incorporate the mentors into daily class more often. The syllabus last year was designed to allow mentors to lead some discussions and to teach some topics. However, it became obvious that the students responded really well to those activities and that the mentors were itching to
have more opportunity to lead the class. There are more topics for which mentors can assume responsibility (with instructor guidance), and we’ll aim to do that this year. Students trust fellow students, so it can only help everyone involved to capitalize on that tendency.

3. Provide more targeted training to mentors. Some excel at all areas of mentoring, while some are most comfortable just with academic conversations, and some are comfortable only with personal conversations. To have a truly great mentoring team, each mentor must be able to play each of those roles and offer each of those types of support to every student. This year, we will evaluate those strengths and weaknesses earlier to insure that mentors get the training and support needed for them to grow as leaders.
The 2012–2013 Academic Year for Career & Professional Development presented many opportunities for development of the department, implementation and growth in program offerings, and opportunities to find avenues to educate the students and the university community about the resources and services available through Career & Professional Development.

Some of the highlights for this year included the introduction and implementation of the Don’t Cancel Class initiative, a social marketing campaign, and Career Exploration Trips to Salt Lake City and Las Vegas Nevada. Major milestones, events, accomplishments, programs and statistics are outlined in detail below.

**Student Appointments & SARS Grid** – These numbers reflect appointments with students made with Brent Jones, Megen Ralphs, and Stuart Bunker

*Additional contacts with students could have been made with Career Coach Volunteers in our office

** Multiple reason codes could be used for one appointment and do not equal all student appointment numbers

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<tr>
<th>Reason Code**</th>
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**Don’t Cancel Class Initiative** – Prior to beginning of Fall Semester 2012 Career & Professional Development Staff presented to SUU faculty/staff the Don’t Cancel Class initiative. This allowed faculty and/or staff to contact the Career & Professional Development if they were not going to be present in their class or if they desired to supplement their class with a Career & Professional Development topic. Career & Professional Development staff would then present one of several topics (Resume Writing, Interviewing, Preparing for Graduate School, etc.). This initiative was very successful as the total number
of workshop minutes increased by about 500%. This also allowed Career and Professional Development staff to market services to students in large groups.

**Career Exploration Trip to Salt Lake City, UT and Las Vegas, NV** – In partnership with the School of Business and Alumni Relations, Career & Professional Development initiated a career exploration trip that took students and professional staff to Salt Lake City where they visited various organizations and associated with SUU Alumni. Organizations visited included XI3 Corp, Café Zupas, and GE Capital. Students and Professional Staff also attended the SEMA event in Las Vegas Nevada which was the largest collection of aftermarket product employers in the Country. Students were able to mingle with employers and garner information.

**Career Workshops** – Brent Jones and Megen Ralphs presented a variety of career related workshops to various classes, programs, and clubs. A total of 91 presentations were given to a combined 2503 students equaling approximately 5115 minutes of lecture.

**Career Fair** – The Fall 2012 Career Fair was designated as a School of Business Career & Internship Fair and yielded 52 registered employers and brought 250+ students to the fair. The Spring 2013 Career & Internship Fair brought 42 employers and approximately 350+ students.

**Graduate School Fairs** – This was our 3rd year participating in the Utah Graduate School Fair circuit. We had 90 graduate programs register for the fair. SUU also lead the registration process for the Utah circuit.

**Small Business Internship Fair** – In partnership with Regional Services and the Utah Cluster Acceleration Partnership SUU held a Small Business Internship Fair. The fair was attended by 16 employers and 120 students.

**Alumni Relations** – The office of Career & Professional Development solidified their relations with Alumni Relations by setting a monthly meeting with their staff. Career & Professional Development is using this partnership to announce employment information and techniques on the Alumni Relations Linked In page. Alumni Relations has also been instrumental in arranging for alumni to meet with SUU students on Career Exploration trips.

**COURSE OFFERINGS**

**Fall 2012**

- UNIV 1020 – Career Decisions (section 2) - Taught by Brent Jones: Enrollment 25
- UNIV 1020 – Career Decisions (section 9) – Taught by Brent Jones: Enrollment 25
Spring 2013

- **UNIV 1020 – Career Decisions (section 4) - Taught by Brent Jones: Enrollment 20**

**CONFERENCES**

- **MPACE 2012 – Salt Lake City, Utah (Megen Ralphs, Erin Brooks, Stuart Bunker, John Gally, Heidi Eysser & Brandon Armstrong)**
- **UACE 2013 – Heber City, Utah (Brent Jones & Brandon Armstrong)**
- **UAOA 2013 – Snow Bird, Utah (John Gally)**
- **Career Decision Course Instructors Seminar – Utah State Logan, Utah (Brent Jones & Brandon Armstrong)**
- **UCCD (Megen Ralphs)**
- **Southern Utah University Leadership Center Conference – (John Gally)**
- **Southern Utah University Festival of Excellence – (John Gally)**

**PROFESSIONAL DEVELOPMENT/SERVICE & COMMITTEE REPRESENTATION**

**Megen Ralphs**

- Experiential Education Committee
- Utah Career Center Directors
- Co-Chair – Utah Association of Career Educators Conference
- **MPACE – Salt Lake City – Chair Volunteers Committee**
- Chair – Utah Graduate School Fair Circuit
- Secretary & School Representative – Intermountain MBA Consortium

**Brent Jones**

- National Advisory Board for the National Society of Leadership and Success (NSLS)
- Club advisor at SUU for NSLS
- Member of steering committee for Allies on Campus
- Member of training sub-committee and trainer for Allies on Campus
- C&PD representative/liaison for ATM
- C&PD representative/liaison for CAPS
- Instructor for 2 sections of U1020 Career Decisions
- Site Supervisor for Graduate Intern
- Awarded the first ever Pinnacle Award
- Nominated for Advisor of the Year/Commitment to Excellence - Thunderbird Award

**Stuart Bunker**

- Member of the Southern Utah Manufacturers Association (SUMA)
- Southwest Applied Technology Center (SWATC) accreditation committee member
- Southern Utah Technical Center (SUTC) member
- Career & Professional Development liaison for Alumni Relations
- Career & Professional Development liaison for Leavitt Center for Politics
**John Gally**
- Presentation – Southern Utah University Festival of Excellence
- Presentation – Utah Advising and Orientation Association
- Joined Chi Sigma Iota (Mental Health Counseling Honor Society)
- Joined Delta Epsilon Iota (Career Counseling Honor Society)
- Academic Advisor Internship at SUU (Spring semester 2013)

**Career & Professional Development**

<table>
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<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Students will be able to understand their role in the career development process.</td>
</tr>
<tr>
<td>2. Students will be able to identify and utilize resources to help find and secure professional placement.</td>
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</table>

<table>
<thead>
<tr>
<th>Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C&amp;PD will participate in professional development by being active participants in their respective professional associations and organizations.</td>
</tr>
<tr>
<td>2. C&amp;PD will develop an internal marketing plan to better interface with campus departments and colleges to help increase awareness of services available for their students.</td>
</tr>
<tr>
<td>3. C&amp;PD in coordination with the School of Business Career Coach &amp; Employment Outreach Coordinator will design and carryout a new employment outreach strategy to increase employer awareness of our school, students, and program.</td>
</tr>
<tr>
<td>4. C&amp;PD will work to increase the presence of C&amp;PD resources and services to the SUU Alumni community.</td>
</tr>
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</table>
Student Success and Academic Support

Dale Orton, Executive Director

College Connections

There continues to be positive developments in the Connections Program. The students are doing well and for the most part have a very positive attitude. Many come into the program sub-consciously thinking they cannot succeed. However, they soon find they can perform remarkably well.

- **Fall semester 2012**, Seventy five (75%) percent of the students (33 out of 44) completed all of their courses with a GPA greater than 2.0. Of the eleven (11) students whose GPA was below 2.0, three (3) were very close to meeting the criteria with GPA’s of 1.83; 1.96 and 1.82. None of these students elected to appeal their suspension status.

- **Spring semester 2013**, Eighty (80%) of the students (20 out of 25) completed all of their courses with a GPA greater than 2.0. This group was very diverse but eventually meshed well together. I had them do two additional group presentations, one on diversity and one on stress management that proved to be very successful and I plan to continue upcoming semesters.

Teacher Credential Files

This year I made three presentations in fall semester and two presentations in spring to education students about how to create a Teacher Credential file and the benefits of having a completed, professional, easily assessable file when the time comes to apply for teaching positions. During this time, I also discuss the benefits of the Teachers Fairs at Utah State and BYU as well as the on-campus interviews at SUU which are held in March of each year.

For reference, presentations were made to the following classes:

**Fall semester 2012:**
- ELED 3570-01  Instructor: Peggy Wittwer  Class size = 24
- ELED 3570-02  Instructor: Peggy Wittwer  Class size = 22
- SCED 3570-01  Instructor: Jerry Bowler  Class size = 31

**Spring semester 2013:**
- ELED 3570-01  Instructor: Peggy Wittwer  Class size = 22
- SCED 3570-01  Instructor: Ray Brooks  Class size = 26

Students understand the role of our office in keeping their files safe and in mailing them out to School Districts upon the students request when they are applying for employment. We continue to maintain over 500 credential files with approximately 150 being mailed out to various School Districts throughout the year.

On Tuesday, March 25, 2013 we hosted a Teacher Recruitment Fair on campus. Representatives from eight (8) School Districts conducted employment interviews with our students. The districts were as
follows: Weber, Tooele, Davis, Alpine, San Juan, Granite, Canyons and Page. There were 107 interviews given throughout the day which provided a marvelous opportunity for both our students and the School District personnel to meet together. One student was offered a job on the spot. The comments from the School District personnel were very positive toward our students and all have expressed an interest in returning next year. Several comments were made about how organized and accommodating we were in hosting the interviews.

Related to the Teacher Credential Files is the UAEE Teachers Fair at Utah State and BYU. See further information about this event under Conferences / Fairs below.

**Academic Recovery**

For 2012/2013 there were 351 students (120 fall & 231 spring) registered for University 1020 (probation section). Twenty-six students withdrew from SUU, so 325 were used for the statistics. Of the 325 students, 81% (264) passed the class with a C-or better. Sixty-four percent (170 students) who passed the class achieved good standing and thirty-three percent (87 students) who passed the class moved to progressing probation. Three percent (7 students) who passed the class were required to withdraw. Seventy-four percent (67) who passed the class fall 2012 completed spring 2013 and stayed at good standing or moved from progressing probation to good standing except for seven students. Three were required to withdraw and four are still at progressing probation. The twenty-four who did not return three are registered for fall classes, one took summer classes, three transferred to be closer to family and friends, three are serving church missions, and the others did not give a reason why they were not returning. (As per Mona Taylor’s yearend report.)

**Tutoring**

This year our lab served 835 students in fall semester and 663 students spring semester. So a total of 1498 students used our lab; this is an increase of 279 students more than last year. The total number of visits was 10,075 (5692 for fall and 4383 for spring). This is not an hourly total, but check-in total. Many students will spend 2-5 hours in the lab at one check-in time.

The biggest change made in the tutoring lab this year was Bryce Caine created a program to replace the check-in program we used in 2011/2012. We began using the program the third week of Spring Semester 2013, so we were able to compare the two programs this year. Bryce’s creation still requires the students to use their ID cards, but they will be checking in and out, will be choosing the course option from their class schedule (shown when they check in), and if they do not have their ID card, they will be able to enter their T-number to check in. The students are able to use their portal to check the times they have used the lab. They are able to see the date, time checked in, time checked out, and the class studied. I will be able to pull up a student’s name and see how many times he/she has been in for which classes, see the total number of hours logged, see the major and class status. Another report shows the total number of visits per class. Reports will be quicker to generate and be more accurate.

Since the coaches requested a time in and time out to keep track of the hours for athletes, we were not using the old computer card swipe system, but used hard copy sign-in sheets. With the new program,
we did away with the hard copies and placed the responsibility on the athletes to print out a copy of the attendance record in their portals for the coaches or they may just pull the record up and show their coaches. Other benefits of using the new program are maintenance and troubleshooting is provided by Bryce, changes can be easily made, and no fee is charged.

Some of the ideas we are working on for next year is a student evaluation form of our services. I have been exploring new ideas that CRLA members are using and the form that the writing center uses. I would like to have the evaluations be the whole semester long so that we are receiving constant feedback immediately. Each student would have the option of filling one out each time the lab is visited or weekly, monthly, or never. We are also creating new flyers to hand out to students when we visit the math and science classes at the beginning of the semesters. (Reference: Mona Taylors YE report).

Testing Center

The SUU Testing Center is part of University College. Both on-line and hard-copy exams are offered. The Center’s main focus is to administer on-campus quizzes, exams, mid-terms and finals for current SUU students. These exams are set-up at the request of SUU Instructors. Testing Center staff also proctor exams for a variety of Universities, Colleges and state agencies. Proctored exams are offered for SUU students as well as non-students. The Center also administers a Math and English Placement Exam through ACCUPLACER. Both exams are offered for students who are required to take one or both before they are allowed to register for advanced classes.

The Testing Center continues to provide services to an increasing number of students and faculty. There were 24,658 tests administered in 2012-13 versus 18,760 in 2011-12. The Breakdown is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2011</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>11,513</td>
<td>8,043</td>
<td>7,705</td>
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<tr>
<td>Spring 2013</td>
<td>12,071</td>
<td>9,337</td>
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<tr>
<td>Summer 2013</td>
<td>1,074</td>
<td>1,360</td>
<td>1,417</td>
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</table>

Conferences / Fairs

- **25th International Conference on First-Year Experience.** On July 16-19, 2013 I had the privilege of attending this International Conference which was held in Vancouver British Columbia. I came away with a great appreciation of the efforts universities are making to assist, encourage and retain first-year students as they pursue their educational goals. The benefit of effectively using peer mentors was highly emphasized and the research of Rostenthal & Shineberger found that peer mentors can address issues that advisors can’t. Consistent with what we have experienced at SUU, some of the topics discussed include: (1) There is an increasing number of students entering higher education who are academically underprepared to meet the rigors of the university experience. (2) Many campuses face challenges in getting buy-in and support for (FYE) First Year Experiences. (3) There is a noticeable amount of student apathy and getting students to engage in their educational experience can be a challenge. (4) Getting students to make good friends and getting involved their first semester is vital to their success. (5) Curriculum needs to be enhanced and expectations for students work hard and provide quality
work is critical. (6) Administrators need to continually ask “how can we best support our students” and then take action in providing help. (7) Having the proper infrastructure to support international students is important.

- **UAEE Annual Teachers Fairs.** On an ongoing basis, I serve on the organizing committee for the Utah Association of Employers in Education annual Teachers Fairs that are held at Utah State and Brigham Young University. The fairs were held on March 21-22, 2013 at the respective colleges where I had the privilege of assisting prospective teachers interact with School District Human Resources Officers.

- **Utah Advising and Orientation Association (UOA) Conference.** On May 28-30 I attended this conference at Snowbird. This was an exceptional conference. One of the main ideas I received and will implement from this conference is Electronic Teacher Credential Files.

**Committees & Other**

- **Academic Standards and Admission Review Committee:**
  I appreciate my involvement with the Academic Standards Committee and look forward to continued service.

- **SANS Committee**
  This committee and the SANS program has been a tremendous help to students and faculty. I enjoy and appreciate the opportunity to serve on this committee.

- **Orientation – Parent Panel**
  I continue to enjoy my association with students, parents and faculty and staff in my role as the moderator for the parent panels during orientation. This provides a great opportunity to connect with students and parents and be a good resource for them if they have questions or concerns.
Cumulative Developmental Math Summary Report

Fall 2004 – Summer 2013

Susan Tait, Coordinator

The Developmental Math Program at SUU, delivered through the University College, has served a total of 1423 students from F04 through M13.

During fall and spring semesters we offered 1 section of Math 0950 and 3 sections of Math 0990. This amounts to approximately 100 students per semester. We offered one section of both Math 0950 and Math 0990 during the summer semester. This was the first summer that Math 0950 was taught. It had an enrollment of only 6 students and the Math 0990 enrollment was 11 students.

From F04 through S06 the program only had one instructor. Beginning F06 there were two instructors. We also began offering Math 0990 during M06.

1. The SUU Developmental Math Program has served a total of 1423 students.
   a. As of M13, 547 developmental math students have successfully passed a general education math class with a grade of C- or better.
      • 547/1423 = 38.4%  Last Year: 37%
   b. As of M13, 126 developmental math students are enrolled for F13 and are taking an appropriate math class—one leading them to successfully completing a GE math class.
      • 126/1423 = 8.9%
   c. As of M13, 73 developmental math students are enrolled at SUU for F13 but are not taking a math class.
      • 73/1423 = 5.1%
   d. As of M13, 22 developmental math students are enrolled in a math class for which they have not successfully completed the pre-requisite course. (Some of these students have taken the Accuplacer exam and placed in the higher course.)
      • 22/1423 = 1.5%
   e. As of M13, 655 developmental math students are no longer attending SUU. None successfully completed a GE math class.
      • 655/1423 = 46.0%  Last Year: 46%

2. Out of the 547 students who have successfully completed a GE math class with a grade of C- or better:
   a. 217 have graduated from SUU with a bachelor’s degree.  217/547 = 39.7%
      Last Year: 32%
3. Conclusion:
   
a. The SUU Developmental Math program is proving successful in helping students not only pass a GE math class but graduate.

**Developmental Math Concerns and Comments**

- We are still struggling with the Saudi students. They lack the English skills, both verbal and written to understand course content and course requirements. They miss a great deal of class, when they attend they are often late, and they fail to turn in the majority of homework. They can be demanding and want special treatment.
- It would appear that a few of these students place in a lower class than they really need. This is probably due to their poor English skills.
- Several things have been accomplished to help these students.
  - Accuplacer changes:
    - A student may take Accuplacer only 3 times in an academic year.
    - Each attempt must be at least a week apart.
  - A math tutor has been hired who speaks Arabic.
  - At the beginning of F13, a special meeting will be held for the Saudi students. Professors Samah and Al-Qubbaj will attend and help the students understand the course requirements and expectations.
  - We offered a section of Math 0950 during the summer, thinking that it would benefit the Saudi students.
    - It had an enrollment of only 6 students. Two were Saudi’s. One passed with a B- and the other received a D.
    - There was just 1 student in the Math 0990 summer class. He received a UW.
  - Beginning F13 an attendance policy will be in effect in Susan’s Math 0950 and Math 0990 classes. Kaitlynd Adams will also teach a section of Math 0950 where the attendance policy will be used.
    - You are expected to attend class. You are allowed 6 unexcused absences. If you have more than 6 unexcused absences you will receive a UW in the course. Excused absences are: illness with a doctor’s note, school excused absences and extenuating circumstances with appropriate verification. A school excused absence is one relating to travel with an SUU athletic team, group or club. If you miss class you are expected to get a copy of the notes and the assignment, for that day, from a fellow student or your instructor. You will be required to make up all missed work if you have an excused absence. You may not make up missed work for an unexcused absence.
    - Approval has been given by Dean Patrick Clarke and the SUU Registrar, John Allred.
2012 – 2013 Year End Activity Summary:

The SUU Testing Center is part of University College. Both on-line and hard-copy exams are offered. The Center’s main focus is to administer on-campus quizzes, exams, mid-terms and finals for current SUU students. These exams are set-up at the request of SUU Instructors. Testing Center staff also proctor exams for a variety of Universities, Colleges and state agencies. Proctored exams are offered for SUU students as well as non-students. The Center also administers a Math and English Placement Exam through ACCUPLACER. Both exams are offered for students who are required to take one or both before they are allowed to register for advanced classes.

EXAMS GIVEN COMPARISISSION CHART

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<th>Summer 2013 (Approx.)</th>
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GRAND TOTALS

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<td>1,147</td>
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<td>2,509</td>
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University College Assessment

Lindsey Fullerton, Coordinator

The TracDat system was implemented for the first time at SUU for the 2012-2013 academic year. University College has 17 different departments all participating in assessment through the new program. All areas/directors received individual instruction and training to navigate the program. Additionally, 3 large group training sessions were held for additional instruction and to answer questions. Each area was provided with documents detailing how to navigate the system and had access and availability to the program through their MySUU Portal. Implementation of the system was successful for the first academic year.

Honor Societies

Lindsey Fullerton, Coordinator

Greater recognition was brought to the honor societies on campus this year through multiple marketing efforts. The most recognizable accomplishment is the Honor Wall located near the Living Room in the Sharwan Smith Center. The Honor Wall hosts the charters of the 5 campus-wide honor societies on the campus. Below the charters, is a list of all students appearing on the Dean’s List for the semester. This list is updated for Fall and Spring semesters. Additionally, a website was created to host information for all active honor societies on the campus. This is inclusive of department specific, college specific and university-wide honor societies. The website provides information about how to join each society, contact information, and overall specifics for each. The website also hosts information for prestigious scholarship opportunities for the students to take advantage of.

Venture Program

Lindsey Fullerton, Director

The Venture Program graduated its 3rd class of students this year. Over half of the class was admitted to SUU as full-time students for the fall semester 2013. This program has been a continual partnership with the Utah Humanities Council. To show their support and appreciation for our efforts, the Director was awarded the Academic Partnership award at the annual banquet for the Humanities Council this year. Additionally, this year President Benson created a line in the budget to provide ongoing financial support for the program on a permanent basis. This program has provided great outreach opportunities into the community and has brought many graduates to SUU as full-time students.
During the 2012-2013 academic year, the Undergraduate Research and Scholarship Program (UGRASP) at Southern Utah University (SUU) provided financial support to 28 student-initiated projects. The students receiving these funds represented nine academic departments from across campus. As projects often include multiple students working collaboratively, the total number of students receiving UGRASP support for their work likely exceeds 50. The application process has been modified to allow exact enumeration of students being funded in academic year 2013 – 2014.

In addition to direct funding for scholarly projects, UGRASP also provides financial support for students traveling to present the results of their work. In this role, UGRASP provided funding for 39 students from eight academic departments to present their work at state, regional, or national meetings. This includes eleven SUU students presenting at the Utah Conference on Undergraduate Research, one SUU student presenting at the National Conference on Undergraduate Research, and three students presenting at the Botanical Society of America national meeting in New Orleans.

In addition to providing funding for students, the Director of UGRASP also serves SUU in several other capacities. The UGRASP Director is included in an advisory role on the EDGE Program Committee and participated in the creation of a mechanism to disperse cash awards to recognize outstanding EDGE projects.

The UGRASP Director also represents SUU as a member of the Management Team charged with oversight of the state-wide NSF EPSCoR grant (iUTAH) awarded to Utah State University in August of 2013. SUU is a sub-awardee collaborator on this five-year, twenty million dollar grant. The primary role of the UGRASP Director is in facilitating participation of SUU faculty and students. As a result of SUU’s participation in the iUTAH program, two SUU faculty received a $10,000 grant to complete summer research, which included two SUU undergraduate students.
Community Engagement Center

Earl Mulderink, Ph.D., Director

Highlights

- Excellent staff sustained the CEC during 2012-2013, our second full year of operation:
  - Earl Mulderink, Ph.D., Director
  - Pam Branin, Associate Director
  - Veronica Cazares, Administrative Assistant
  - Gabrielle Strand, Program Specialist
  - Following Lucas Knowles’ departure in November 2012, Patricia Palmer began a one-year term as VISTA volunteer (with funding support from the Utah Campus Compact)
  - The CEC depended on two work-study students:
    - Jennie Houtz
    - Andrew Tripoli

- For the fourth successive year, SUU was named to the President’s Higher Education Community Service Honor Roll, for the first time With Distinction. We documented over 140,000 hours of student service, split almost evenly between service/volunteer activities and service-learning activities through academic classes. See SUU press release at http://www.suu.edu/news/2011/05/suu-again-on-presidents-higher-education-community-service-honor-roll.html.

- Building upon previous events devoted to service and service-learning at the start of the school year, the CEC sponsored a celebratory “Community Engagement Week” between September 10 and 14, 2012. Highlights included the year’s first Bread & Soup Nite; a commemorative ceremony on September 11 that supported America’s National Day of Service and Remembrance; the annual Volunteer Fair; a “Service Speed Dating” event; the year’s first interfaith dinner sponsored by St. Jude’s Episcopal Church and SUU’s SAIL (Student Alliance of Interfaith Leaders); and “Dogs for Democracy,” a voter registration event co-sponsored with the Leavitt Center for Politics & Public Service. See SUU press release at http://www.suu.edu/news/2012/09/settle-in-by-helping-out-showcasing-service-opportunities.html.

- The CEC worked with Lori Blackner of SUU’s Development Office and EDGE colleagues within University College in planning and hosting the first-ever EDGE Showcase Gala at the Sherratt Library on November 8, 2013.

- Led by Pam Branin and assisted by Veronica Cazares, Jennie Houtz, and Pat Palmer, the CEC continued its vital support of the Iron County Holiday Assistance Program. This collaboration between the CEC, Iron County Care & Share, local businesses, and community partners annually benefits 1,000 children in over 400 low-income families. One of the new fund-raising activities this year included a first-ever free pancake meal for students just before Finals Week, with additional support from SUU”s Office of Student Services. See a press release at http://www.suu.edu/news/2012/12/pancakes-inspire-new-campus-tradition.html.

- In January 2013, the CEC was honored with an award of appreciation from the Cedar Band of Paiutes for developing after-school programs. Supervised by student service leaders from the CEC, SUU students host tutoring sessions at the Paiute Tribal Center four days of week with the goal of improving literacy and instilling a love for life-long learning. See SUU press release at
http://www.suu.edu/news/2013/01/community-engagement-center-honored-for-assistance-to-local-youth.html

- The CEC collaborated with the Women and Gender Studies Program in planning and hosting an academic conference focused on domestic violence with the theme of “Men, Women, & Violence: Everyone Matters.” CEC Director Earl Mulderink served on the planning committee and was pleased to invite keynote presenter Michele Weldon of Northwestern University and author of *I Closed My Eyes*. The two-day conference, held in the Hunter Conference Center on March 27 and 28, 2013, encouraged interaction among students, faculty, staff, community partners, and social work professionals, many of whom were able to earn CEU’s. See SUU press release at http://suu.edu/news/2013/03/women--gender-studies-conference-to-prove-everyone-matters.html.

- The CEC continued to support SUU student participants in the federal AmeriCorps Scholarship program, with funding and logistical support from the Utah Campus Compact. Administered through the CEC by Gabrielle Strand, the program had 48 student members who received on average an award of $1,175, for a total value of over $56,000 to SUU students. These students (drawn from the Nursing, Education, and Rural Health Scholars programs) engaged in 14,400 hours of service.

- Since 2011, the CEC has partnered with Utah Campus Compact in a grant through the Corporation for National and Community Service that provides SUU with one of eleven VISTAs (Volunteers in Service to America) within the state. VISTAs focus on leveraging campus resources to meet poverty-related community needs and encourage Utah college students to be civically-engaged citizens by expanding service learning capabilities at each institution. Pat Palmer began her one-year term in November 2012 and has since updated our community partner directory and expanded it with websites and social media information. She has also developed a video series about local volunteer opportunities, such as those with Canyon Creek Women's Crisis Center, The Family Support Center of Southwestern Utah, Iron County Children's Justice Center, and Iron County Care & Share. Pat has been involved also with supporting CEC programs that include Bread & Soup Nite, Iron County Holiday Assistance Program, Flamingo Flock Patrol, and the annual Thank You & Recognition Event.

**EDGE Community Engagement Track**

The CEC continued to sustain SUU’s exciting EDGE program with new courses and components for the “Community Engagement” track. Earl Mulderink oversaw enrollments in UNIV 3925, EDGE projects, and UNIV 4925. Sample EDGE projects can be found at [http://www.suu.edu/uc/ee/CECshowcase.html](http://www.suu.edu/uc/ee/CECshowcase.html) and the spreadsheet below shows past and projected enrollments overseen by the CEC Director. Thus far, the Community Engagement track has had the highest enrollments of any engagement center in the EDGE program.

<table>
<thead>
<tr>
<th>Community Engagement</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Sum 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Sum 2013</th>
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<td>202</td>
<td>45</td>
<td>1</td>
<td>99</td>
<td>149</td>
<td>39</td>
<td>222</td>
</tr>
<tr>
<td>as of 7/31/13</td>
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</tr>
</tbody>
</table>
Service-Learning Committee

The Faculty Service-Learning Committee continued to meet regularly through 2012-2013. Committee information, additional resources, and relevant links are located at our CEC web site: http://www.suu.edu/uc/ee/cec/facstaff.html

2012-2013 Service-Learning Committee Members

- Earl Mulderink, Chair
- Lisa Assante (BUS)
- David Baxley (Student)
- Pam Branin (CEC)
- Briget Eastep (EDU)
- Boyd Fife (COSE)
- Jessica Gerlach (PVA)
- Karl Stevens (SCPS)
- Wynne Summers (HSS)
- Cindy Wright (COSE)
- Veronica Cazares (CEC Administrative Assistant)

2013 Service-Learning Fellows Named

For the seventh successive year, the Faculty Service-Learning Committee announced new Service-Learning Fellows to recognize “engaged educators who practice service-learning in an effective manner.” Each Fellow received a $750 honorarium, a handsome commemorative plaque, and public recognition at the CEC’s annual “Thank You and Recognition Event” on April 17, 2013.

- Jacqueline Grant, Curator of the Garth and Jerri Frehner Museum of Natural History and Assistant Professor of Biology. Jacqueline Grant has made a positive impact at SUU since she began teaching here in Fall 2012. Besides offering courses in general biology, human biology, and mammalogy, Grant has overseen lab courses and promoted service-learning in her discipline, particularly the capstone course, Conservation Biology (BIOL 4650).
- Peggy Wittwer, Assistant Professor of Education. A long-time educator in Iron County and at SUU, Peggy Wittwer had championed service-learning in traditional and unique learning environments, such as the Mountain Center Summer Science Camp. She offers three courses that encompass engaged teaching: Methods of Teaching Science, Health, and Physical Education (ELED 3480), Elementary Classroom Management (ELED 3570), and Methods of Teaching Mathematics (ELED 3470).

2013 Utah Campus Compact Honorees

Joining hands again with the Utah Campus Compact, SUU and the CEC recognized engaged faculty, staff, students, and community partners. Instead of hosting a statewide gathering as in previous years, the UCC encouraged member institutions to celebrate through on-campus events, as SUU did on April 17, 2013. As selected by the Service-Learning Committee, SUU and the UCC honored the following:
David Baxley, an English Education Major, was honored as SUU’s 2013 Civically Engaged Student.

Dean Winward, Associate Professor and Program Resource Coordinator in Agriculture and Nutrition Science, was named SUU’s 2013 Civically Engaged Scholar.

Rita Osborn, Associate Director of the Utah Center for Rural Health, was honored as SUU’s 2013 Civically Engaged Staff Member.

The Reverend Susan Allman, Vicar of St. Jude’s Episcopal Church, was recognized as SUU’s 2013 Committed Community Partner.

Service-Learning Scholars Program

During the 2012-2013 academic year, one undergraduate student completed this rigorous program. Service-Learning Scholars are required to complete 400 or more hours of service, twelve (12) credits of service-learning courses, a faculty-approved capstone project of 40-50 hours, and a high-quality Capstone Report. Graduating in May 2013, Education major Angelia Hansen Cummings completed a project that focused on preparing teachers to work more effectively with English Language Learners. Her advisor was Dr. Thomas Cunningham, Professor of Education and Director of Graduate Studies in Education.

Moab Engaged Faculty Retreat

Supporting its mission as a Carnegie community-engaged institution, SUU sent a ten-person team to the Utah Campus Compact Engaged Faculty Institute in Moab, UT, on February 8-9, 2013. The two-day gathering focused on “The Engaged Campus.” SUU had the largest contingent among Utah’s colleges and universities, along with the largest number of presenters (eight). After hearing about SUU’s engagement initiatives, a colleague from a Wasatch Front school told the crowd, “You guys are rocking down there!” SUU presenters included Dr. Lisa Assante (Business); Dr. Steve Barney (Psychology and Faculty Senate President); David Baxley (HSS Student); Pam Branin (CEC); Professor Nica Clark (Nutrition); Briget Eastep (EDGE); Dr. Earl Mulderink (CEC and EDGE); Dr. Wynne Summers (English).

Service-Learning Course Approval

Working with Kyle Bishop, Director the Center of Excellence for Teaching & Learning, Earl Mulderink offered sessions to new faculty to encourage the development of service-learning courses. The Service-Learning Committee approved one new “SL” class in 2012-2013: SCED 3400, Educating Diverse Populations, proposed by Kim Mendenhall, Assistant Professor in the Department of Family Development. Below is a list of all official SL classes offered at SUU in the 2012-2013 year:

<table>
<thead>
<tr>
<th>Service-Learning (SL) Classes, 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Summer 2012</strong></td>
</tr>
<tr>
<td>LM 2120</td>
</tr>
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<td>MGMT 4200</td>
</tr>
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## Fall 2012

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 2120</td>
<td>America Reads</td>
<td>Lund</td>
<td>1</td>
</tr>
<tr>
<td>HIST 2700</td>
<td>United States, 1607-1877</td>
<td>Mulderink</td>
<td>3</td>
</tr>
<tr>
<td>HRHM 3110 (2 sections)</td>
<td>Quantity Food Production</td>
<td>Assante</td>
<td>3</td>
</tr>
<tr>
<td>HSS 2120</td>
<td>Service-Learning Tutoring Project</td>
<td>Leahy</td>
<td>1</td>
</tr>
<tr>
<td>HSS 2120</td>
<td>Service-Learning Language Leader</td>
<td>Leahy</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 4200 (2 sections)</td>
<td>Business, Government, &amp; Ethics</td>
<td>Hamlin</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4335 (2 sections)</td>
<td>Care of Family in Nursing Lab</td>
<td>Rasmusson; Kreipl</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4355 (2 sections)</td>
<td>Community Health Nursing Lab</td>
<td>Rasmusson; Pearson</td>
<td>2</td>
</tr>
<tr>
<td>NFS 4480</td>
<td>Community Nutrition</td>
<td>Clark</td>
<td>3</td>
</tr>
<tr>
<td>PE 3090</td>
<td>Adaptive Physical Education</td>
<td>Lopour</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3800</td>
<td>Professional Roles, Ethics, &amp; Practices</td>
<td>Ault</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4310</td>
<td>Abnormal Psychology</td>
<td>Barney</td>
<td>3</td>
</tr>
<tr>
<td>SCI 2120</td>
<td>Service-Learning Pre-Health</td>
<td>Osborn</td>
<td>1</td>
</tr>
<tr>
<td>SCI 2120</td>
<td>Service-Learning</td>
<td>Pearson</td>
<td>1</td>
</tr>
<tr>
<td>UNIV 2120 (3 sections)</td>
<td>Service-Learning</td>
<td>Branin</td>
<td>1</td>
</tr>
</tbody>
</table>

## Spring 2013

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 2710</td>
<td>United States, 1877-Present</td>
<td>Mulderink</td>
<td>3</td>
</tr>
<tr>
<td>HRHM 3110 (2 sections)</td>
<td>Quantity Food Production</td>
<td>Assante</td>
<td>3</td>
</tr>
<tr>
<td>HRHM 4610</td>
<td>Strategic Guest Service</td>
<td>Assante</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4200</td>
<td>Business, Government, &amp; Ethics</td>
<td>Hamlin</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4335 (2 sections)</td>
<td>Care of Family in Nursing Lab</td>
<td>Rasmusson; Kreipl</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4355 (2 sections)</td>
<td>Community Health Nursing Lab</td>
<td>Pearson</td>
<td>2</td>
</tr>
<tr>
<td>PE 3090</td>
<td>Adaptive Physical Education</td>
<td>Lopour</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3800</td>
<td>Professional Roles, Ethics, &amp; Practices</td>
<td>Ault</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4310 (2 sections)</td>
<td>Abnormal Psychology</td>
<td>Barney; Ault</td>
<td>3</td>
</tr>
<tr>
<td>SCI 2120</td>
<td>Service-Learning Pre-Nursing</td>
<td>Pearson</td>
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<td>SCI 2120</td>
<td>Service-Learning</td>
<td>Osborn</td>
<td>1</td>
</tr>
<tr>
<td>SOC 4500</td>
<td>Global Issues in Sociology</td>
<td>Gurung</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 2120</td>
<td>Service-Learning</td>
<td>Branin</td>
<td>1</td>
</tr>
</tbody>
</table>

### Alternative Breaks, Mini-Breaks, and International Service-Learning Trips

During Spring 2013, the CEC again sponsored domestic “Alternative Break” service trips to Washington State, California, and New Mexico. Students worked with Habitat for Humanity and Via International. In addition, Pam Branin developed several mini-break service trips to work with Habitat for Humanity in St. George and Best Friends Animal Sanctuary in Kanab. Earl Mulderink traveled with the Rural Health Scholars in support of their international service-learning opportunities in the Dominican Republic in May 2013.
Student Leadership/Sponsored Programs (Overseen by Pam Branin)

In addition to maintaining a community service site list to provide referrals for engagement opportunities, the Community Engagement Center sponsors more than a dozen different community programs. These programs are overseen by student leaders who participate in a weekly leadership training seminar, overseen by Associate Director Pam Branin. Programs include:

- **Service Saturday.** This fifth annual event involved approximately 1,600 new SUU students who served at sites throughout the county collecting food, playing sports with special Olympians and their families, putting in a playground at a local family support center, doing environmental restoration work, making blankets for local seniors, and more. All in all, these students provided about 4,500 person-hours of service while learning more about the community and some of its needs. Substantial funding support came from the Office of Student Services, led by Vice President Donna Eddleman.

- **After School Sports Program.** Offered weekly as a sports and mentoring program for middle school students. Key to its on-going success are effective partnerships with counselors at Cedar Middle School and SUU student athletes, who often come as guests to demonstrate their sport.

- **Alternative Spring Breaks.** The Community Engagement Center provided three spring break options in March 2013; Habitat for Humanity in Taos, New Mexico and Tacoma, Washington and with Via International in San Diego, California.

- **Bread & Soup Nite.** Monthly benefit dinner that serves as a “food-raiser” for the HOPE Pantry, attended by 400-600 students, faculty, staff and community members each month.

- **HOPE (Helping Our People Eat) Pantry.** One of the first student food pantries in the country, the HOPE Pantry serves approximately 70 students each month and has been a model to other campuses that have developed pantries.

- **Paiute Center Reading/Tutoring Program.** A reading and homework help program offered Monday-Thursday each week by the Paiute Tribal Center, staffed through the CEC with SUU student volunteers. On average, there are 4-8 SUU volunteers each afternoon who serve 25-30 children.

- **SAIL.** The Student Alliance of Interfaith Leaders grew in effectiveness in its second year and cooperated with St. Jude’s Episcopal Church in organizing weekly interfaith dinners hosted by St. Jude’s that were free and open to all SUU students.

- **Service Hall Living Learning Community.** In its third year saw great success with 20-30 residents participating in weekly Hall activities including a “mini alternative break” to Best Friends Animal Sanctuary in Kanab.

- **Special Olympics.** Located as an organization in the CEC for the second year, this club engaged in outreach to St. George with several successful events.

- **Sub for Santa.** The SUU arm of the broader Iron County Holiday Assistance program. In Fall 2012 Sub for Santa sponsored “Stuff the Truck” donation events on campus. In 2012, as in past years, SUU students and employees provided roughly 10 percent of all donations county-wide.

- **Wee Be Groovin’.** In only its third year, Wee Be Groovin’, offered weekly at East Elementary, provides a positive fitness and social activity for, on average, 30 students who work with 10-12 SUU student volunteers.

- **Wee Swim.** This weekly swim program is offered to preschoolers enrolled in the local Head Start program. Over the 2012-2013 school year nearly 100 Head Start students were able to participate in one of four six-week swim lesson sessions.
Each of these programs, in addition to providing significant service in the community, provide opportunities for hundreds of SUU student volunteers, as well as leadership training and experience for 20-24 student Service Leaders each year.

**Thank You & Celebration Event**

The Community Engagement Center hosted an end-of-year celebratory event in the Starlight Room on April 17, 2013. Advertised as a campus and community recognition event, the gala included public recognition of the 2013 Service-Learning Fellows and Utah Campus Compact honorees.

**Assessment Plan**

Similar to other engagement centers and programs under the umbrella of University College, the CEC created an assessment plan that was submitted in April 2012 and monitored through 2012-2013.

**CEC Staff Professional Development**

Earl Mulderink

- Appointed by President Michael Benson to represent SUU on the Steering Committee of the Utah Campus Compact, 2012-2013, chaired by President Matthew Holland of Utah Valley University.
- Served on the Steering Committee for the 16th Annual Continuums of Service Conference sponsored by the Campus Compact Western Region Consortium, Portland, OR, April 24-26, 2013.
- Served on the Utah Campus Compact’s Faculty Development Network for planning the Moab Engaged Faculty Institute, February 8-9, 2013.
- Attended the Engaged Faculty Institute, sponsored by the University of Utah and the Utah Campus Compact, August 8, 2012.
- With Briget Eastep, Director of the Harry Reid Center for Outdoor Engagement, co-presented “Enhancing Engagement Through Experiential Education: SUU’s EDGE Program,” at the Moab Engaged Faculty Institute, February 8, 2013.
- Collaborated with SUU colleagues in planning an annual academic conference on domestic violence co-sponsored by the CEC, the Women & Gender Studies Program, and the Center for Women and Families, March 27-28, 2013.
- Participated in SUU’s first-ever Festival of Excellence, April 9, 2013.
- With Rita Osborn, Director of SUU’s Rural Health Scholars Program, co-presented “Matching Theory and Practice in International Service-Learning (ISL)” at the 4th Asia-Pacific Regional Conference on Service-Learning, Lingnan University, Hong Kong, June 4-6, 2013.

Pam Branin

- Member, Iron County Volunteer Center Advisory Board.
- Member, USU Youth and Families With Promise/4H Advisory Board.
- Lead organizer, Iron County Holiday Assistance Program.
- Co-presented at the Utah Leadership Academy annual conference in May 2012, with Mike Moon of Weber State University’s Community Involvement Center.
Panelist representing SUU’s EDGE program at the conference on the Scholarship of Teaching and Engagement, Utah Valley University.
Selected by Utah Campus Compact to chair the “Community of Interest” on living and learning communities, ongoing.
Planning Committee Member, 2013 Lieutenant Governor’s Conference on Service: Southern Region, Cedar City’s Heritage Theater, August 7, 2013

Veronica Cazares

- Began SUU’s Master of Public Administration program in Fall 2012, with a focus on student affairs in higher education.
- Attended weekly campus trainings to keep the office up-to-date with new ways of completing tasks.
- Attended the Lead, Share, Build Leadership Conference at SUU, February 28-March 1, 2013.
- Helped to manage the Iron County Holiday Assistance Program by tracking applications, assisting Service Leaders with the Angel Tree, and coordinating with Shop With a Cop, Cedar City Fire Department, and Iron County Care & Share, December 2012.
- Participated in two internships in Summer 2013: 1) SUU’s Academic Advising Office and 2) SUU’s Facilities Management.
- Trained volunteer with Iron County Court Appointed Special Advocate (CASA), ongoing.

Gabrielle Strand

- Participated in Utah Campus Compact AmeriCorps Program Campus Coordinator Training, July 2012.
- Participated in SUU campus trainings throughout year that included Stress Management, Gmail, Google Calendar, Google Drive.
- Trained volunteer with Iron County Court Appointed Special Advocate (CASA), ongoing.

Patricia Palmer

- Under the auspices of the Corporation for National and Community Service (CNCS), participated in a week-long training in Los Angeles that focused on poverty awareness, volunteer recruitment and capacity building trainings, November 2012.
- Participates in monthly conference calls with Utah Campus Compact (UCC) leadership and VISTAs.
- Presented at the UCC/VISTA Winter Retreat in Bear Lake, Utah, February 2013.
- Participates in CNCS bimonthly webinars.
- Participated in online grants-writing course by CNCS & VISTA, Spring 2013.
Opportunities and Challenges

- The CEC (represented by Earl Mulderink and Pam Branin) met with Mindy Benson and others to begin developing an alumni volunteer network that holds great promise. Such a network could follow the lead of other institutions that utilize alumni in effective ways to promote community engagement on campus and beyond.
- In its support of the EDGE program, the CEC continues to explore opportunities for students to pursue alternative breaks, mini-breaks (such as weekend trips to Best Friends Animal Sanctuary in Kanab), and international service endeavors. In addition, the CEC has maintained active databases and information about many local service opportunities that could be used to complete EDGE projects that benefit Cedar City and southern Utah.
- The CEC was unsuccessful this year in encouraging others at SUU to procure OrgSync for institutional use. This type of resource would not only improve service management through the CEC, but it would help other campus programs and engagement centers to improve communication, marketing, documentation, and assessment. Such a system is vital if SUU is to remain effective in submitting annual and successful applications for the President’s Higher Education and Community Service Honor Roll, Utah Campus Compact surveys, and USHE data collection.
- The CEC had uneven success in publicizing its programs and activities over the past year. Some of the CEC’s in-house promotional efforts, particularly a Facebook page, proved effective, but the lack of sustained support from other university offices is a continuing challenge. The CEC would benefit from greater institutional support for marketing, news releases, web site use, and social media development.
Sargon Heinrich Global Engagement Center

Kurt Harris, Ph.D., Director

The staff of the Sargon Heinrich Global Engagement Center presents this report on efforts to fulfill its mission to the University and local community in the 2012-13 academic year.

As the attached document indicates, over 200 SUU students and 35 faculty members traveled abroad on University-related study, service, research and teaching activities last year. In the EDGE program, 71 students completed UNIV 3925 with a passing grade, and 14 students completed UNIV 4925. The Global Engagement Center will be conducting new survey and marketing campaigns in the coming year in an effort to encourage more students and faculty to engage in activities abroad.

Regarding new international partnerships, the Global Engagement Center added eight universities to its list of places SUU students can study on exchange for one or two semesters: the new partners are in Argentina, Denmark, France, Germany, Japan (Sapporo and Okinawa), Scotland, and South Korea. We also established relations with universities in China, Indonesia, and Israel. SUU students majoring in nearly any discipline can now choose from among 30 countries in which to study. In addition, we focused on expanding opportunities for our students to study in Latin America and have laid the groundwork for partnerships with universities in Brazil, Chile, Costa Rica, and Peru.

The Global Engagement Center has also helped two SUU faculty members—Dr. Deb Hill and Dr. Jim McDonald—apply for and secure assignments through Fulbright Specialist Awards. Dr. Hill is expecting to use her Fulbright fellowship to teach and research in Finland and Spain in the coming year, and Dr. McDonald is planning to do the same in China and Morocco.

In September 2012, SUU was chosen as one of only 19 U.S. institutions to be awarded a grant from the U.S. Department of State to establish an American Cultural Center in China. SUU Finance major Alecia Hunter worked diligently at Hunan Normal University in Changsha in the spring 2013 semester to get the center up and running. In the fall, Dr. Kevin Stein will serve as the center’s Deputy Director, and he will be assisted by an SUU graduate student and an undergraduate student. We are expecting to hold an opening ceremony in October 2013.

The Sargon Heinrich Global Engagement Center Conference, held February 7-8 this year, was titled “Socio-economic Development in Africa.” Attendees totaled nearly 500 at the events. The keynote speaker was Hassan Jallow, chief prosecutor of the International Criminal Tribunal for Rwanda, the court established by the United Nations to try those responsible for the Rwandan genocide in 1994; a dozen other presenters with a wide range of experience also shared their expertise at the conference.

While the staff of the Sargon Heinrich Global Engagement Center is proud of its accomplishments in the past year, our goal in the coming year is to help more students, faculty, staff, and local citizens realize their potential as global citizens.
Statistics

Study & Service Abroad: Fall 2012 – 40 students + 6 faculty

- August-December 2012 – exchange outbound, 12 students (exchange inbound, 15 students; National Student Exchange outbound, 11; National Student Exchange inbound, 2)
- October 2012 – Wuhan, Dream of Helen, 8 students + 3 faculty
- December 2012 – Dominican Republic, Rural Health Scholars, 20 students + 3 faculty

Study & Service Abroad: Spring 2013 – 55 students + 10 faculty

- January-June 2013 – exchange outbound, 15 students (exchange inbound, 15 students; National Student Exchange outbound, 6)
- January-April 2013 – Taiwan, intern, 1 student
- January 2013 – Shanghai & Wuhan, recruitment, 5 faculty & staff
- January 2013 – Tanzania, construction projects, 1 faculty
- March 2013 – Tanzania, construction projects, 2 students + 1 faculty
- March 8-16, 2013 – Nicaragua, Rural Health Scholars, 14 students + 1 faculty
- March 9-16, 2013 – Panama, Rural Health Scholars, 18 students + 1 faculty
- March 25-29, 2013 – Abu Dhabi UAE, Education Without Borders, 5 students + 1 faculty

Study & Service Abroad: Summer 2013 – 118 students + 21 faculty

- May 8-17, 2013 – London, SUU Study Abroad, 23 students + 4 faculty
- May 8-24, 2013 – Ireland, SUU Study Abroad, 18 students + 4 faculty
- May 8-27, 2013 – Japan, SUU Study Abroad, 9 students + 2 faculty
- May 11-18, 2013 – Dominican Republic, Rural Health Scholars, 16 students + 2 faculty
- May 17-25, 2013 – Dominican Republic, Rural Health Scholars, 10 students + 2 faculty
- May 17-June 7, 2013 – Nepal, SUU Study Abroad, 5 students + 2 faculty
- May 20-July 12, 2013 – Paris, MBA double degree, 2 students
- May 31-June 9, 2013 – Belize, SUU Nursing Students Outreach, 12 students + 2 faculty
- June 1-July 1, 2013 – Spain, SUU Study Abroad, 10 students + 1 faculty
- July 4-14, 2013 – UK, SUU Study Abroad, 13 students + 2 faculty

Global EDGE program: 85 students

- Global EDGE project proposals from 71 students were approved in UNIV 3925.
- Global EDGE programs were completed by 14 students in UNIV 4925.

International visitors: 7 students + 18 faculty

- July-August – 7 students from Wuhan Polytechnic University (China) participated in a 4-week ESL program.
- August-May – 1 instructor from China (Mandarin language) and 1 instructor from Oman (Arabic language).
- November – 2 reps from Okinawa International University (Japan) and 2 reps from Central Queensland University (Australia).
• January – 1 visiting scholar from Central Queensland University (Australia) and 3 reps from Hokkaido University of Education (Japan).
• March – 2 reps from Ariel University (Israel).
• May – 2 reps from Shanghai Normal University (China).
• June – 1 rep from University College Zealand (Denmark), 1 rep from Tallinn University of Technology (Estonia), and 2 reps from Sanda University (China).

International Activities

• September – awarded a U.S. Dept. of State grant to establish an American Cultural Center in Changsha, China.
• October – Study Abroad Fair.
• February – Socio-economic Development in Africa conference.
• April – Education Without Borders panel presentation.
Creativity Center

Todd Petersen, Ph.D., Director

TEDx Event

In March the Creativity Center held a one-night TEDxSUU event. Close to 100 people attended the live event. Another 100 viewed the livestream simulcast. Those viewers were from all over the US and the world. Speakers were drawn from SUU faculty and students. Many of the videotaped presentations were viewed over 1000 times on YouTube. Notable talks were given by SUU student Chase Harrison on masculinity for the 21st Century and by USF Education Director, Michael Bahr on the value of thinking inside of the box.

Joanna Brooks Symposium

This year the creativity continued the Symposium program during which we host a dinner a curated group of students, faculty, and administrators, along with a notable guest on campus (usually a Convocation speaker). Last Fall that guest was memoirist and blogger Joanna Brooks from San Diego State University. The conversation centered around women’s issues and the insularity of Mormon culture. I think it created a great atmosphere for problem solving and talking through these issues. The power of the Symposium is its ability to bring interesting people together under the umbrella of the institution but without the baggage of traditional hierarchical roles.

EDGE Program Development

While the Creativity Center Director is still on a 1/2 time appointment, most program development has been on the EDGE program and its curriculum. We’re through the development stage, and are moving on to refinements. At the suggestion of the Director, Creativity Center Faculty team member Tyler Stillman ran a series of focus groups, which provided excellent feedback to the EDGE team on student response to our program.

EDGE Tracker Development

The Center Director continued work on the EDGE Tracker online tool. Working closely with SUU programmer Parker Grimes, the Director developed the needs and interface for a system to manage students as they move through the EDGE program. The EDGE tracker is a one-stop place built into the mySUU workflow that is usable by both students and center Directors. The EDGE Tracker allows Center Directors to "track" students through the non-course related stages of their EDGE projects. It also serves as an online repository of project proposals, data, and reports. Phase Two of the Tracker will launch in late August of 2013.

EDGE Toolkit Deployment

The EDGE Toolkit went on sale last year and generated $608.78. When this scales up to full implementation, we'll realize a solid income stream. Students use the tool kit to keep track of information while they are completing their EDGE projects, allowing them to be prepared for the UNIV 4925 stage of the EDGE Program.
EDGE Exploration Kit

As a follow up to the EDGE Toolkit, the Center Director wrote and designed a resource that guides students through the exploration stage of the EDGE Program. This 32 page booklet will sold through the SUU book store for $4.99, making the production self-supporting and generating a small amount of revenue for the program.

EDGE Showcase

The Creativity Center participated in the first EDGE Showcase, in which we presented the best work from our centers to the campus and Cedar City community. This was the completion of a small grant from the Jackson Foundation, which was written by the Leadership Engagement Center.

Creativity Center Director to 10.5 Month Contract

This spring the Center Director negotiated a 10.5 month contract in a step towards bringing the position to full-time. This will allow for more time to complete special projects without relying on one-time money.

iPadagogy Group Round One

In partnership with the Center for Excellence in Teaching and Learning, the Creativity Center developed a program in mobile computing technology use on campus. Working with a group of a dozen faculty, pedagogical strategies for teaching with the iPad were developed, along with development of IT infrastructure. We also developed and hosted a two-day bootcamp in the use of iTunes university. The program was considered to be a success by the participants, the Provost, and Apple staff members. Round two is moving forward. Demand from faculty was so extensive that slots in the program closed before the end of Spring Semester.

TracDat Program Goals

The Center was able to hire a temporary part-time receptionist. A proposal for sharing administrative help with the CETL and UGRASP offices has been put forth, but there has been no response as of yet.

The Center successfully moved out of the Administration Building and into the Braithwaite Building. The renovations have made the space eminently more usable for conferences, consultations, and creative projects. Ultimately more space will be needed, but for the time being all is well.

TracDat Learning Outcomes

Most of the TracDat Program Learning Outcomes have been unmeasured, mostly because the data isn't there yet. In the upcoming two-three years. We'll have the information we need to make complete assessments of these learning outcomes.
The Leadership Engagement Center was involved in a number of activities addressing its goals during its second year of operation. Many activities from the first year were continued, and a number of first time events occurred as well.

The $10,000 award from the C. Charles Jackson Foundation was used to showcase examples of excellent projects. LEC Director Katy Herbold provided oversight and coordination as administrator of the grant. LEC Program Specialist Cindi Endter contributed to coordination and communication with the selected “Showcase” EDGE students and other supportive activities. Working primarily with Tessa McNeel and Justin McArthur, the Showcase booklets were produced, printed and distributed and the Showcase DVDs were created, edited, produced and distributed.

Academic efforts included five sections of UNIV 3925 and the first three sections of UNIV 4925 were provided for EDGE Leadership Students. Courses were revised and updated as a result of continuous improvement efforts to provide students a positive EDGE experience.

Having equipped the LEC in its first year with furniture and equipment almost entirely from SUU Surplus, the only significant addition to the Center was the purchase of a copy/scan/print machine. This machine can also be networked and faxed, but this functionality has not yet been set up. The scanning and copying abilities of the new printer have contributed greatly to the productivity of the staff.

The Center, in partnership with Utah Dispute Resolution from Salt Lake City, offered a week long Basic Mediation training, delivered by UDR Executive Director Nancy McGahey. Participants came from Orem, St. George, Moab, Park City and Kingman, Arizona.

Fortunate to be granted one Work Study position, the LEC was able to employ a Student Liaison who worked 10 hours a week and often kept the Center open beyond the regular hours of 10:00 am to 3:00 pm.

Working with Dr. Tony Pellegrini, the Rebels of the Renaissance, a study abroad experience to study Change Leadership in Italy was offered. Two students took the trip in this initial year.

The main event for the Leadership Engagement Center during its second year was to host a statewide Leadership Conference. The Conference was held February 28 and March 1, 2013. Organized in large part by two Leadership EDGE students, this event included a formal dinner with Keynote speaker Mike Schlappi and two days of breakout sessions provided by presenters from both SUU and from across Utah.

Other events included leadership training provided at the LEC to high school students in conjunction with the TRIO program and grant activities with the Multicultural Center. High school students from several counties and school districts across Southern Utah attended and participated in activities to promote the development of leadership skills and interest in attending college.
Program Goals

The goals of the Leadership Engagement Center (LEC) are to engage with students, the SUU community and the community at large to:

- Develop socially responsible leadership capacity in individuals and teams.
- Facilitate and support leadership experiences.
- Create and provide opportunities to learn about leadership in engaged and authentic ways.

Strategies to Achieve Program Goals

To develop socially responsible leadership capacity in individuals and teams, the LEC will:

- Sponsor seminars on leadership behaviors and characteristics that exemplify socially responsible leadership.
- Invite members of the SUU community, the business community, and the community at large to become partners with the LEC in creating an integrated, cross disciplinary leadership resource.
- Work with local chapters of national student leadership societies and fraternities.
- Investigate opportunities for collaboration with the Leavitt Center.
- Promote student efforts to earn the SUU transcript verified Leadership Certification credential.
- Events hosted with the TRIO Program and Multicultural Center for Southern Utah high school students.
- Visits were made and invitations were extended to local businesses, the medical community and government entities to participate in the Mediation Training even hosted with Utah Dispute Resolution.
- Director maintains membership in ODK.
- Conversation initiated, no concrete plans resulting. This is promoted in UNIV 1010, providing information on this option for the EDGE Project.

To facilitate and support leadership experiences, the LEC will:

- Develop resources for student use in planning their experiential education projects.
- Showcase exceptional student experiential education projects with the EDGE Team to help students generate meaningful project ideas.
- Work with faculty and outside mentors involved with student experiential education projects.
- Disseminate LEC information through social media, print media, and web-based sites.
- A number of multimedia presentations have been developed to provide more information on Leadership EDGE projects. To support the online delivery of UNIV 3925 and UNIV 4925, several face to face seminars were provided at the LEC for Leadership EDGE students to support their efforts and success.
The Advisory Board selected two students for the EDGE Showcase, and two students were included as major planners and organizers for the Leadership Conference.

Rebels of the Renaissance, a study abroad opportunity for Leadership EDGE students, was developed with Dr. Tony Pellegrini.

Facebook, Twitter and Blogspot have been used continuously, almost daily. Other materials for distribution to Leadership EDGE students during UNIV 3925 and UNIV 4925 to support their success.

To create and provide opportunities to learn about leadership in engaged and authentic ways, the LEC will:

- Establish an interactive, interdisciplinary Leadership Laboratory.
- Sponsor events to showcase leadership endeavors and successes.
- Develop and maintain interactive resources that actively engage learners in the development of leadership skills and behaviors.
- Collaborate with the Speech and Presentation Center to provide opportunities for improving communication skills.
- With support from facilities and IT, the Laboratory became operational in September, but is not yet fully functioning.
- The LEC hosted a Leadership Conference, and has worked to plan Pecha Kucha events for the coming year.
- Work is ongoing to develop resources in the Laboratory for student use.
- The Speech and Presentation Center, led by Director Sage Platt, supported the Leadership Conference Planning and recruited breakout session speakers.
The Harry Reid Outdoor Engagement Center’s (HROEC) serves the SUU community by implementing its mission:

Inspired by southern Utah’s diverse naturescape, The Harry Reid Center for Outdoor Engagement fosters interdisciplinary learning, service, civic engagement, advanced research, and student scholarship. The center brings together students, faculty, and community members from across the globe to explore new and innovative outdoor themes; construct forums where knowledge is shared debated, and disseminated; and create new vistas of understanding and stewardship opportunities in a myriad of engaged learning environments. The center’s unique focus of outdoor engagement serves to inspire all individuals to progressively engage in outdoor learning, service, and leadership that actively improve the outdoor experience for everyone.

For the 2012-2013 Academic Year the HROEC focused on six goals:

Goal 1: Promote natural, cultural, and historical conservation and preservation of and on public lands.

- To meet this goal, the HROEC focused on three strategies. The strategies are listed below with our accomplishments and challenges in each.

Strategy: Encourage Interdisciplinary teaching and learning in SUU’s Outdoor Campus:

- Hosted two faculty retreats. In the fall we took 8 faculty to Toroweap for an interdisciplinary retreat, and in February we hosted 15 faculty in Bryce Canyon National Park for a day with Jeff Bradybaugh, Bryce Canyon’s superintendent. At both retreats we discussed creating opportunities for learning in the outdoors, enjoyed interdisciplinary discussions discussing the natural world we were experiencing from different perspectives.

Strategy: Coordinate opportunities through SUU’s experiential education program to promote a variety of forms of experiential learning (e.g., service learning, undergraduate research, approved programs, independent projects and internships) that focus on outdoor engagement and public lands, both at the introductory level and at more advanced levels:

- This year we facilitated 74 students in UNIV 3925 and 34 students in UNIV 4925. Project quality improved with projects conducting research, engaging children in the outdoors, planning and executing week long expeditions, service projects, internships, and wilderness first aid certifications.
- The IIC hosted 137 interns in the field this summer through agreements with the National Park Service, USFS, BLM, and BIA.
- Dr. Eastep also facilitated 3 independent projects through ORPT 4860, an upper division practicum course.

Goal 2: Enhance the common good through the stewardship of important common property resources.

Strategy: Outdoor Leadership Training:
- The HROEC hosted Pacesetter Training in the spring semester, training 15 students. 10 of these students participated in Adventure Orientation training May 15-19, 2013. We adventured through Zion canyoneering and camping. Pacesetters is a club sponsored by the HROEC. It is an outdoor leadership club created to offer SUU students the opportunity to gain and practice outdoor leadership skills. The club works closely with the Outdoor Recreation in Parks and Tourism program and utilizes ORPT’s leadership, risk management, and skill courses in our training options.
- The club, with trained leaders, led 34 activities in the fall and 35 activities in the spring, hosting roughly 400 students. These activities included a guided trip down the Grand Canyon at Thanksgiving. The student leader, Trevin Johnson, organized the trip as part of ORPT 4740: Organization and Administration and as his EDGE project. He was a river guide, but earned a promotion to lead guide this summer due to this project. In addition, another EDGE student, Amanda Wilcox, began local adventures and led 12 “mini” adventures on Wednesday afternoons in the spring semester. Other trips included hiking (leader was another EDGE student), canyoneering, and climbing.
- In May we joined forces with Sheena Kauipula in Orientation to offer Adventure Orientation leadership training mentioned above. Nine of the 10 trained leaders returned to lead 34 new students on Adventure Orientation August 17-20. Initial reports say both the training and adventure orientation were successes. Students made friends, gained a sense of place, problem solved, and practiced small group decision making and communication. Four adventures took place in Bryce Canyon (10 participants, 2 leaders), Zion (9 participants, 2 leaders), Veyo (8 participants, 3 leaders), and Dixie (7 participants, 3 leaders). We are making plans for five trips next year, adding possibly Great Basin as the fifth option.

Goal 3: Further develop university-public lands alliances.

- SUU is located in a unique part of the world, surrounded by public land agencies. Through the IIC we have a MOU (to be re-signed 9/4/13) with the following public land agencies:

**U.S.D.I. BUREAU OF LAND MANAGEMENT**
Arizona Strip District
Color Country District
Grand Staircase-Escalante National Monument
**U.S.D.I. NATIONAL PARK SERVICE**  
Bryce Canyon National Park  
Cedar Breaks National Monument  
Grand Canyon-Parashant National Monument  
Great Basin National Park  
Pipe Spring National Monument  
Zion National Park  

**U.S.D.I. BUREAU OF INDIAN AFFAIRS**  
Southern Paiute Agency  

**U.S.D.A. FOREST SERVICE**  
Dixie National Forest  
Kaibab National Forest  

**U.S.D.A. NATURAL RESOURCES CONSERVATION SERVICE**  
Cedar City Office  

**OFFICERS AND INTRUMENTALITIES OF THE SOUTHERN PAIUTE**  
Paiute Indian Tribe of Utah  
Kaibab Band of Paiute Indians  
Officers and Instrumentalities of the State of Utah  

**DEPARTMENT OF NATURAL RESOURCES**  
Forestry Fire and State Lands - Southwestern Area  
Division of Parks and Recreation - Southwest Region  

**DEPARTMENT OF WORKFORCE SERVICES**  
Cedar City Center  
Kanab Center  
St. George Center  

**DIXIE STATE UNIVERSITY**  
School of Science and Technology  

**SOUTHERN UTAH UNIVERSITY**  
College of Education and Human Development  
College of Humanities and Social Science  
College of Performing and Visual Arts  
College of Science and Engineering  
School of Business  
Harry Reid Outdoor Engagement Center, University College  

- The IIC has been under an internal review with the National Park Service and initial reports indicate the review will be positive.  
- We are working with the USFS, BLM, and NPS to create a Service First Agreement to more efficiently collaborate.
- The IIC has received $1,381,161 in funding from the National Park Service, the Dixie National Park, the Bureau of Indian Affairs, and the Bureau of Land Management this summer for next year’s interns.

Goal 4: Build upon faculty expertise and on-going teaching, research, and service projects.

- To build on all the work that is done through outdoor engagement on campus, the HROEC is creating an umbrella risk management process for outdoor endeavors, along with offering assistance for logistics through Pacesetters. We have piloted these processes and service with Johnny MacLean’s spring break trip down the Green River, Danielle Dubrasky’s poetry class, and Jake Manning’s skills courses in outdoor recreation.

Goal 5: Make SUU a national center for the applied study of parks and public lands.

- The strategy for this goal is to create an annual symposium and speaker series, a publication series, faculty seed grants, and host select discipline conferences and workshops. These efforts are under Jim McDonald’s leadership as the Distinguished Fellow. I have no report on any of these efforts.