# Table of Contents

**Letter From The Dean**

<table>
<thead>
<tr>
<th>Academic Advising</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Student Appointments by Advisor – New Software Program</td>
<td>11</td>
</tr>
<tr>
<td>Assessment Plan Progress</td>
<td>11</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>12</td>
</tr>
<tr>
<td>Academic Advisor Professional Development and Retention</td>
<td>15</td>
</tr>
<tr>
<td>Service on Campus Committees from Academic Advisors</td>
<td>16</td>
</tr>
</tbody>
</table>

**Career & Professional Development**

<table>
<thead>
<tr>
<th>Career &amp; Professional Development</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Offerings</td>
<td>17</td>
</tr>
<tr>
<td>Events</td>
<td>17</td>
</tr>
<tr>
<td>Conference Attendance</td>
<td>17</td>
</tr>
<tr>
<td>Non-SUU Committee Involvement</td>
<td>17</td>
</tr>
<tr>
<td>Additional Activities</td>
<td>18</td>
</tr>
<tr>
<td>Presentations &amp; Workshops</td>
<td>18</td>
</tr>
<tr>
<td>Additional Highlights</td>
<td>18</td>
</tr>
</tbody>
</table>

**First-Year Seminar Program**

<table>
<thead>
<tr>
<th>First-Year Seminar Program</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 1000</td>
<td>19</td>
</tr>
<tr>
<td>Mentors</td>
<td>21</td>
</tr>
<tr>
<td>Resources</td>
<td>21</td>
</tr>
</tbody>
</table>

**College Connections**

<table>
<thead>
<tr>
<th>College Connections</th>
<th>22</th>
</tr>
</thead>
</table>

**Career Development**

<table>
<thead>
<tr>
<th>Career Development</th>
<th>23</th>
</tr>
</thead>
</table>

**Tutoring and Learning Assistance**

<table>
<thead>
<tr>
<th>Tutoring and Learning Assistance</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Math</td>
<td>24</td>
</tr>
<tr>
<td>Tutoring Lab</td>
<td>26</td>
</tr>
</tbody>
</table>
Community Engagement Center for Creativity and Innovation

Experiential Education Process
The Five Centers:
Coordination of University College Moves:
Testing Center
Convocations

2011 Service
2010 Service
Overview
Resource Usage
Professional development including conference attendance and presentations
Major activities, initiatives, changes, accomplishments, etc.

Experiential Education

The Five Centers:
Experiential Education Process
Step 1: Exploration & Fact Finding
Step 2: Organizing & Preparing Proposal
Step 3: Formal Engagement
Step 4: Post Activity Work
Beyond Graduation

Center for Creativity and Innovation
Major activities, initiatives, changes, accomplishments, etc.
Professional development including conference attendance and presentations
Resource Usage

Community Engagement Center
Overview
Service-Learning Committee
2010-2011 Faculty Service-Learning Committee Members
2011 Service-Learning Fellows Named
Utah Campus Compact Honorees ........................................................................................................... 44
Service-Learning Scholars Program ................................................................................................. 44
Service-Learning Course Approval ................................................................................................. 44
International Service and Service-Learning ................................................................................... 45
Professional Development ................................................................................................................ 45
Thank You Gala ............................................................................................................................... 45

Global Engagement Center .............................................................................................................. 46
New Center Organization and Promotion ......................................................................................... 46
New MOUs ....................................................................................................................................... 46
New Exchange Agreements .............................................................................................................. 46
Study Abroad Statistics ..................................................................................................................... 46
Summer Study Abroad 2011 Programs ............................................................................................. 47
Other Student Activities ................................................................................................................... 47
Conference Attendance .................................................................................................................... 47
Other Activities ............................................................................................................................... 47
Global Engagement Center Staff Continuing Education ................................................................. 48
Global Engagement Center Statistics .............................................................................................. 49

Leadership Engagement Center ...................................................................................................... 50
New Center Organization & Accomplishments ............................................................................... 50
Conference Attendance .................................................................................................................... 50

Outdoor Engagement Center .......................................................................................................... 51
Building Faculty Support .................................................................................................................. 51
Building Partnerships by briefing and soliciting feedback about the EER program from: ............. 51
Building Opportunities for Outdoor Engagement ........................................................................... 52
Promotion Efforts ............................................................................................................................. 52
Letter from the Dean

Southern Utah University’s University College has just completed its first full-year of existence. Established July 1, 2010, University College is the centralized academic home of many key student support programs, as well as the new Experiential Education Program (EEP). Since the roll out of SUU’s new Academic Road Map in the summer of 2010, University College has been instrumental in facilitating many key initiatives of the plan. Central to accomplishing this goal, University College fosters the development and coordination of programs that enhance student success and engagement by linking those services directly to the academic mission of the university. In essence, University College has effectively become a Community of Practice with like minded individuals working across programmatic boundaries to collaborate and synthesize efforts to promote student success. The University College organizational structure is one of efficiency and provides better communication not only between college entities, but to the rest of the academic community, including faculty and academic administrators.

When SUU became Utah’s designated liberal arts and sciences institution, it was imperative that the university deliberately re-structure parts of itself to meet the expectations associated with this designation. Though several philosophies guide the university’s efforts to provide a top-notch liberal arts and sciences education, the LEAP (Liberal Education and America’s Promise) Initiative stands out as a significant source of inspiration. Over the past year, the Essential Learning Outcomes and Principles of Excellence of the LEAP Initiative have become important guideposts for assessment and program development at SUU. In part, the creation of University College deliberately addresses an organizational need relative to the LEAP Initiative: by establishing a neutral academic unit capable of interfacing with all academic departments and colleges, structures that foreground the LEAP essential learning outcomes could be developed with input and oversight from a wide array of constituents.

The spirit of this organizational philosophy has been borne out, in part, through the process of developing and implementing the new Experiential Education Program (EEP), a significant feature reflecting the Essential Learning Outcomes of the LEAP Initiative, and a key component of the SUU undergraduate experience. After a thorough review of pertinent literature and investigation of nationally renowned experiential programs, a team of faculty and staff from across campus worked together to design a unique program of engagement destined to become the signature experience for many SUU students. A University College mission statement was crafted with fidelity to the new university mission statement. A culture of program assessment has taking root as individual programs and centers establish their unique identities relative to the Academic Road Map. This report provides a summary of accomplishments made by University College programs and centers over this inaugural year.

Sincerely,

Patrick O. Clarke

Dean of University College
University College
University College at Southern Utah University has a threefold mission:

**1- University College provides services and resources for students who have yet to declare a major.**

<table>
<thead>
<tr>
<th>Services include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic advising</td>
</tr>
<tr>
<td>• Career advising</td>
</tr>
<tr>
<td>• Aptitude, skills, and interest testing</td>
</tr>
<tr>
<td>• Courses in personal development and decision making; and career preparation</td>
</tr>
</tbody>
</table>

**2- University College serves students in their academic development and career preparation through centers and programs focused on transitional academic services, which include: career preparation services, academic advising, and support programs for those on academic probation.**

<table>
<thead>
<tr>
<th>Services include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career and professional development</td>
</tr>
<tr>
<td>• Academic advising</td>
</tr>
<tr>
<td>• Tutoring</td>
</tr>
<tr>
<td>• Testing</td>
</tr>
</tbody>
</table>

**3- University College promotes and facilitates significant experiential learning opportunities for students, faculty, and staff.**

<table>
<thead>
<tr>
<th>Services offered through the Experiential Engagement Centers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community Engagement Center</td>
</tr>
<tr>
<td>• Creative and Innovation Engagement Center</td>
</tr>
<tr>
<td>• Global Engagement Center</td>
</tr>
<tr>
<td>• Leadership Engagement Center</td>
</tr>
<tr>
<td>• Outdoor Engagement Center</td>
</tr>
</tbody>
</table>
Academic Support
Tracking Student Appointments by Advisor – New Software Program

This year we implemented a new software program called SARS Grid. The current tracking method for student appointments has been to count them individually in the GroupWise Calendaring System. The figures for this year are based on a compilation of counting individually followed by the last 2 months of the year being officially tracked in SARS Grid. The service allows us to determine the number of student appointments by advisor, and also track unduplicated numbers to help us determine if we are catching a large portion of the population or seeing a small portion multiple times. In addition to scheduling appointments with the program, we are adding a web function that will allow students to schedule their own appointments online. This is also the new note taking function for academic advising which provides confidentiality, but also allows advisors to track a student through multiple advisor meetings with the notes as well as a student history.

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Date Range</th>
<th>Scheduled Appts.</th>
<th>Walk ins</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billhimer</td>
<td>8/10 - 6/11</td>
<td>1585</td>
<td>1</td>
<td>1586</td>
</tr>
<tr>
<td>Brown</td>
<td>8/10 - 6/11</td>
<td>919 (Included left)</td>
<td>919</td>
<td></td>
</tr>
<tr>
<td>Donovan</td>
<td>8/10 - 6/11</td>
<td>1461</td>
<td>3</td>
<td>1464</td>
</tr>
<tr>
<td>Edwards</td>
<td>8/10 - 6/11</td>
<td>750 (Included left)</td>
<td>750</td>
<td></td>
</tr>
<tr>
<td>Frezza</td>
<td>8/10 - 6/11</td>
<td>1091 (Included left)</td>
<td>1091</td>
<td></td>
</tr>
<tr>
<td>Fullerton</td>
<td>8/10 - 6/11</td>
<td>1075</td>
<td>10</td>
<td>1085</td>
</tr>
<tr>
<td>Gillem</td>
<td>11/10 - 6/11</td>
<td>547</td>
<td>141</td>
<td>688</td>
</tr>
<tr>
<td>Jones</td>
<td>8/10 - 6/11</td>
<td>548 (Included left)</td>
<td>548</td>
<td></td>
</tr>
<tr>
<td>Konkle</td>
<td>11/10 - 6/11</td>
<td>654</td>
<td>150</td>
<td>804</td>
</tr>
<tr>
<td>Sutherland</td>
<td>8/10 - 6/11</td>
<td>1190</td>
<td>969</td>
<td>2159</td>
</tr>
<tr>
<td>Wilson</td>
<td>4/10 - 6/11</td>
<td>55</td>
<td>(Included left)</td>
<td>55</td>
</tr>
</tbody>
</table>

Total Advising Appointments for 2010-2011 11,149

Assessment Plan Progress

The Mission Statement and Student Learning Outcomes for Academic and Career Advising were created and completed this year. With the new changes as of July 1, 2011 including the separation of Academic Advising and the Career and Professional Development Center we will need to revisit these to determine what information should stay with Academic Advising and
which information should be cut because it is specific to Career and Professional Development. The completed work from this year is as follows:

The mission of Academic and Career Advising at Southern Utah University is to promote holistic student growth through a developmental approach that supports individual student identity, responsibility, and autonomy. Acting as a resource center, we provide accurate, timely, and relevant information in a student-focused environment. In collaboration with University faculty, staff, and community partners, we create relationships that are defined by the unique needs of each student to achieve their academic, career and life goals.

**Student Learning Outcomes**

1. *Students will be able to understand and utilize effective resources for identifying and exploring majors/minors that will meet their career goals.*
2. *Students will be able to declare a major that meets their career goals and do so in a timely manner.*
3. *Students will be able to select classes and complete an academic 4-year plan that meets their degree requirements.*
4. *Students will be able to successfully register for classes.*
5. *Student will demonstrate a clear understanding of specific requirements for degree completion and career attainment.*

Benchmarking for two of the learning outcomes began this year, including creating new reports in the Argos system to track the data. Before beginning further benchmarking we will determine if any outcomes need to be moved out of Academic Advising.

Additionally reports have been set up in the new SARS Grid Software system to track the Academic Advising Data through a variety of measures. The reports are shown with details below. The No Show Report will help us with Intrusive Advising to track students who continually make, but do not attend appointments. We are working on designing a report to track students who fall below in the bottom tier of the admissions plateau in order to assist them better by reaching out to those students.
## Assessment: Advising Data Reports

<table>
<thead>
<tr>
<th>Title of Report</th>
<th>Rationale</th>
<th>Reporting Schedule</th>
<th>Report Details Set-up</th>
<th>Information Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Count of Students Report</td>
<td>Understand what percent of our total population of students utilize our services. Understand advising loads to make educated load allocation decisions in the future.</td>
<td>Fall, Spring, Summer</td>
<td>Pull report for All, followed by individual Advisor reports. Marked Yes on Attendance.</td>
<td>Cross Reference with Short Name History Report</td>
</tr>
<tr>
<td>Short Name History Report</td>
<td>Understand which advisors are seeing most students, manage loads most effectively.</td>
<td>Fall, Spring, Summer</td>
<td>Select all advisors, Select Summary.</td>
<td></td>
</tr>
<tr>
<td>No Show Report</td>
<td>Identify students who may need extra help, with the implementation of Intrusive Advising Techniques.</td>
<td>Monthly, for a period of time covering 6 months</td>
<td>Students who have missed 3 or more appointments in a given reporting period.</td>
<td>Names and Contact information for students who stand out as those needing extra help.</td>
</tr>
<tr>
<td>Appointment Usage Report</td>
<td>Identify the peak times advisors should leave availability in their schedule for student appointments. Determine best times for walk in appointments.</td>
<td>Fall, Spring, Summer</td>
<td>By time of day. Pull by all advisors. Marked Yes only on attendance. All reason and schedule codes. Include Drop-ins.</td>
<td></td>
</tr>
<tr>
<td>Reason Code Summary Report</td>
<td>Determine how many students utilize phone appointments rather than face to face. Determine most common reasons students get advising help.</td>
<td>Annually</td>
<td>Select all Short Names and Reason Codes, by Code ONLY, Marked Yes.</td>
<td>Numbers explaining the reasons students use the advising office. (Students can have multiple reasons for one appointment.)</td>
</tr>
<tr>
<td>Source Report</td>
<td>Ability to see how many students are booking their own appointments via the web vs. calling into the office to make appointments.</td>
<td>Fall, Spring, Summer</td>
<td>Tracks number of booked appointments detailing showed, no showed, unmarked, cancelled and drop ins.</td>
<td></td>
</tr>
</tbody>
</table>
A final piece of the assessment plan is the Student Satisfaction Survey. Through the assistance of an intern a survey was created and sent to all incoming freshman who attended orientation on specific dates (6 total dates). The survey was distributed via email through Survey Monkey. Our resources did not allow us to create surveys for all dates. That information is being compiled and will be prepared on August 15th. Students who took that survey will be able to come to the Academic Advising Office to see the results at the beginning of the school year. Student Voice has been purchased by the campus and we have gained access through Student Services to use this system for future surveys. This will allow us an infinite amount of surveys and students that it can be sent to for the future. The current plan is to send out a student satisfaction survey (in reference to academic advising) via email each semester to any student who attended Academic Advising that semester.
### Academic Advisor Professional Development and Retention

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Years in Academic Advising</th>
<th>Professional Development Opportunities for the 2010-2011 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billhimer</td>
<td>6 Years Current Advisor</td>
<td>Attended UAOA</td>
</tr>
<tr>
<td>Brown</td>
<td>3 Years Current Advisor</td>
<td>Attended UAOA</td>
</tr>
<tr>
<td>Connor</td>
<td>1 ½ Years Left for Personal Reasons</td>
<td>Attended National NACADA</td>
</tr>
<tr>
<td>Donovan</td>
<td>1 ½ Years Current Advisor</td>
<td>Attended LGBTQ training in San Francisco&lt;br&gt;Attended Intrusive Advising Seminar&lt;br&gt;Attended UAOA&lt;br&gt;Attended Allies Training on SUU campus</td>
</tr>
<tr>
<td>Edwards</td>
<td>13 Years Moved to CAPS (Still at SUU)</td>
<td>Attended UAOA&lt;br&gt;Attended Intrusive Advising Webinar</td>
</tr>
<tr>
<td>Franklin</td>
<td>7 Years Left for Personal Reasons</td>
<td>N/A – Left Advising in October</td>
</tr>
<tr>
<td>Frezza</td>
<td>8 Years Current Advisor</td>
<td>Attended UAOA</td>
</tr>
<tr>
<td>Fullerton</td>
<td>1 ½ Years Current Advisor</td>
<td>Presented at UAOA&lt;br&gt;Presented at Regional NACADA&lt;br&gt;Attended National NACADA&lt;br&gt;Attended StrengthsQuest Seminar&lt;br&gt;Attended Intrusive Advising Webinar</td>
</tr>
<tr>
<td>Gillem</td>
<td>10 months Current Advisor</td>
<td>Attended UAOA</td>
</tr>
<tr>
<td>Jones</td>
<td>2 Years Moved to Career &amp; Professional Development (Still at SUU)</td>
<td>Attended UAOA&lt;br&gt;Attended StrengthsQuest Seminar</td>
</tr>
<tr>
<td>Konkle</td>
<td>10 months Current Advisor</td>
<td>Committee Member and Attendee of UAOA</td>
</tr>
<tr>
<td>Reynolds</td>
<td>2 Years Moved to Rural Health Scholars (Still at SUU)</td>
<td>N/A – left advising in October</td>
</tr>
<tr>
<td>Sutherland</td>
<td>1 Year Moved to Student Leadership (Still at SUU)</td>
<td>Attended UAOA</td>
</tr>
<tr>
<td>Wilson</td>
<td>2 months Current Advisor</td>
<td>Attended UAOA</td>
</tr>
</tbody>
</table>
Service on Campus Committees from Academic Advisors

SUU Staff Association
Assessment and Retention
Scholarship Appeals Committee
Thunderbird Board of Directors
CIET Recruitment Committee
College Curriculum Committees
  (Colleges Include: Science & Engineering, HSS, PVA, Education, & Business)
Allies on Campus
Utah Women in Higher Education
  (SUU representative for State)
Women’s Week
Rural Health Scholars
Athletic Academic Recovery
Career & Professional Development

Course Offerings

Fall 2010 – UNIV 4920: Career & Professional Development, Enrollment: 15
Spring 2011 – UNIV 4920: Career & Professional Development, Enrollment: 17
Spring 2011 – UNIV 4920: LSAT & Pre Law Seminar, Enrollment: 17

Events

1st Annual Graduate School Fair in partnership with the Utah Graduate School Fair Consortium (Sept 2010)
  o 72 Schools registered
  o Approximately 500 students attended, 274 surveyed
Graduate School Seminar – Co-sponsored by HSS
  o Dr. Bandana Purkayastha, Director of Graduate Studies in Sociology
    University of Connecticut
  o 45 students in attendance
MBA Networking Event in partnership with the Intermountain MBA Consortium (January 2011)
  o 25 MBA Students Traveled to Salt Lake City to attend Event

Conference Attendance

AAEEBL Western Regional Conference, Salt Lake City, UT (February 2011)
UACE Conference, Heber City, UT (May 2011)

Non-SUU Committee Involvement

UCAP (Utah Cluster Acceleration Program) Steering committee
SUMA (Southern Utah Manufactures Association)
### Additional Activities

- Senior Preview Day
- Academic College Fair Days
- Distinguished Scholar Days
- Junior Preview Day
- FGSA (Future Graduate School Advancement) Club Meetings

### Presentations & Workshops

- Graduating Student Workshops – Law School Prep Week (February 2011)
- Athlete Workshops – Internships and Graduate School (Fall 2011)
- Internship Presentations - Probation Classes (Fall/Spring Semesters)
- BUS 1000 – Graduate School Presentation w/ Nicole Funderburk (Fall/Spring Semesters)
- Academy Hill Cavalcade – Graduate School Prep (April 2011)
- Agriculture Club – Internships/Interviewing/Resume Presentation (April 2011)
- History Career Event – Careers for History Majors (April 2011)

### Additional Highlights

- Purchase and installation of Optimal Resume
- Establishment of the Career Café
- Re-established Campus Internship Coordinator Meetings
First-Year Seminar Program

**UNIV 1000**

Fall and spring University 1000 courses were run as they have been in the past, using the Your Expanding Intelligence text and a two-day per week lecture/seminar format. Just over 1600 students enrolled in the course (1344 in the fall and 305 in the spring), spanning 50 sections in the fall and 10 in the spring. Thirty-five faculty and staff from around campus served as seminar leaders in the fall, assisted by 49 peer mentors. Former lecturer Jill Wilks was brought in to do the majority of the lecturing in the course while also helping to further develop the curriculum of both the UNIV 1000 course and that of the UNIV 1020 Language Power course.

The time Wilks spent lecturing allowed Director Stephens the time to assess whether the UNIV 1000 class was meeting its stated goals. Throughout the school year, assessment was conducted to insure that students were taking from each class what was intended per the course’s stated learning objectives. For example, at the end of each class, each student was asked to finish the statement, “After this hour, I realize….” These statements were read, tallied, and summarized, then compared to the course objectives stated in the course syllabus. A brief summary of the findings of this project follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Student responses re: “What I Learned/Realized”</th>
<th>Response Rate</th>
<th>Corresponding Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>I’m in control of learning/expanding dendrites/I’m always learning</td>
<td>27.6%</td>
<td>Direct concentration, memory, thinking, and testing skills</td>
</tr>
<tr>
<td></td>
<td>World is how I perceive it/we all have filters</td>
<td>9.3%</td>
<td>Direct concentration, memory, thinking, and testing skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Awareness of time in day or life/setting goals/wasted time/need for managing time/ways to manage</td>
<td>47.5%</td>
<td>Balance work and play</td>
</tr>
<tr>
<td></td>
<td>I’m responsible for learning, always more to learn, what it takes to learn</td>
<td>19.2%</td>
<td>Direct concentration, memory, thinking, and testing skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>Improving communication: Bing assertive, owning feelings, keeping open, learn to listen</td>
<td>46.8%</td>
<td>Develop transferable life skills</td>
</tr>
<tr>
<td></td>
<td>Lessons about opposite sex</td>
<td>15.9%</td>
<td>Develop transferable life skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Lesson: tools for vocabulary, can use to improve own speaking and writing</td>
<td>56.1%</td>
<td>Study smarter and experiment with diverse tools</td>
</tr>
<tr>
<td></td>
<td>Realized own level of vocabulary</td>
<td>19.0%</td>
<td>Learn how you learn by thinking about your thinking</td>
</tr>
<tr>
<td>Five</td>
<td>Tools for learning: learned better note-taking, learned/need new tools, will change study habits, have a need for change, self-testing, being active</td>
<td>49.5%</td>
<td>Study smarter and experiment with diverse tools</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Lessons about concentration, inner voice, using attention-specific tools</td>
<td>14.6%</td>
<td>Learn how you learn by thinking about your thinking, study smarter and experiment with diverse tools</td>
</tr>
<tr>
<td></td>
<td>Lessons about saying no: need to, it's ok, hard to, etc.</td>
<td>11.7%</td>
<td>Develop transferable life skills</td>
</tr>
<tr>
<td></td>
<td>Lessons about scheduling time, work first, play later</td>
<td>7.0%</td>
<td>Balance work and play</td>
</tr>
<tr>
<td>Six</td>
<td>I learned my specific learning style</td>
<td>41.8%</td>
<td>Learn how you learn by thinking about your thinking</td>
</tr>
<tr>
<td></td>
<td>Learned specific strategy for learning, will shift studying</td>
<td>31.4%</td>
<td>Study smarter and experiment with diverse tools</td>
</tr>
<tr>
<td>Seven</td>
<td>Lessons on stereotyping: we do it often, be aware, eliminating it, how it limits and affects us and others, don't need to accept them, etc.</td>
<td>64.1%</td>
<td>Develop transferable life skills</td>
</tr>
<tr>
<td></td>
<td>Lessons on being open-minded, listening, hearing opinions, treating others with respect</td>
<td>11.4%</td>
<td>Develop transferable life skills</td>
</tr>
<tr>
<td>Eight</td>
<td>Learned tools for doing better on tests, will use tools</td>
<td>42.5%</td>
<td>Study smarter and experiment with diverse tools</td>
</tr>
<tr>
<td></td>
<td>Lessons on anxiety: need to reduce, how to, realize exists</td>
<td>32.9%</td>
<td>Study smarter and experiment with diverse tools</td>
</tr>
</tbody>
</table>

It is easy to see that some class days were more successful than others with communicating a take-away message that met closely with a stated course objective (for example, in week eight just over three-quarters of students responded with having learned or realized an item that directly corresponded with the course objective of students having developed the ability to “study smarter and experiment with diverse tools,” while in week one only just over a third of students did so). This information may be useful in determining which class sessions are meeting their intended goals and which need to be adjusted to insure they are delivering their message as intended.

Finally, FASSST (Faculty, Advisors, Students, and Student Services Together) Week was organized and took place during fall semester. Over the course of five days, over 50 personal and professional sessions on topics ranging from Careers in Law to Healthy Sexuality were held for UNIV 1000 students. Presenters from on- and off-campus, students and community professionals included, gathered to share their knowledge with first-year students during this annual gathering designed to give students their first taste of conference life.
Mentors

For fall semester 49 peer mentors were hired to assist with the UNIV 1000 classes, including two mentors to assist in the Director’s office. Mentors were hired the previous February and trained during a newly implemented training course during the second half of spring semester 2010. It appears that this new training program made a difference in the performance of fall mentors. Anecdotally, mentors performed better and the program overall saw fewer problems with mentor/faculty conflict, mentors dropping off the team early, ill-prepared mentors, etc. Ten mentors were re-hired to help with spring classes. Hiring for fall 2011 was completed in late spring, with 45 mentors signing on for fall semester.

Resources

As per usual, the items discussed above were where resources were spent. A total of $31,500 was spent to support the faculty overloads necessary for those teaching the course in both fall and spring. Mentor wages were supported in part by outside sources ($17,500 total from Work Study and Perkins), with an additional $8,966 coming from our budgets. In addition, Wilks was paid $12,000 for her one-time special appointment.
Two main changes occurred this year with the fall and spring College Connections cohorts. For fall, enrollment to the program was held to forty students. Students eligible for the College Connections program were required to write a letter of appeal stating why they felt they should be admitted for fall. Letters were reviewed, and forty students were granted conditional admission. Twenty-five students actually enrolled. It does not appear, however, that the addition of this letter-writing step made a difference in the caliber of student or performance of the cohort. Success rate from the previous fall only improved to a small degree, and overall performance for the cohort was actually worse than that of the previous spring’s cohort.

Spring semester, however, presented a different story. Students were not required to write letters for admittance, but they were for the first time required to meet every two weeks with an academic “coach” to discuss personal and academic progress, concerns, questions, etc. It appears that the inclusion of this requirement made a huge difference to this cohort of students. Of the thirty-one students enrolled in the course, 71% met at least the 2.0 GPA mark and will be permitted to return in the fall. This is a significant increase from the previous fall and spring (60% and 68%). Of the eight who did not meet the required GPA, two were very close to a 2.0 GPA, and it was suggested to them that they appeal to be allowed to try one more time in the fall. Overall GPA for the entire group was a 2.41. The twenty-two students who will be permitted to return earned an average 2.87 GPA. One student earned a 4.0 GPA, and ten students earned a 3.0 GPA or higher.

It is interesting to note that while the percentage of students who will be allowed to return after this spring (71%) does not greatly outshine that of the previous spring (68%), it appears that those choosing to actually do so may. After spring 2010, only 47% of students eligible to return for fall semester actually did. As of the writing of this document, 59% of those eligible to return for fall 2011 have already registered, with ample time remaining for the others to still register. While this difference very well may just be coincidence or a simple attribute of the students comprising each cohort, it’s possible that the individual coaching and attention this spring’s cohort received has encouraged more students to persist here at SUU.
Career Development

While attending National Association of Colleges and Employers (NACE) and Mountain and Pacific Association of Colleges and Employers (MPACE) conferences we were able to recruit seven new employers to the fall career fair, and eight for the spring career fair. While at these conferences Michael met with such companies as Disney all facets, Northrup Grumman, and Merck to name a few. The department also attends the Utah Association of Colleges and Employers conferences to share best practices throughout the state. 482 new employer contacts were added to the SUU CareerNet database this year (7/1/10 – 6/30/11). In addition Michael was able to negotiate SUU being part of the Utah Graduate School fair. By doing so he was able to bring graduate schools (70) to campus that might not otherwise come to recruit SUU students for graduate studies. The department also manages the interview process for employers who wish to fill specific positions as part of their on campus recruiting efforts. Career Development participates in regional roundtables/best practices, career fairs (UT, NV), and coordinates the training for other SUU employees.

This year the department introduced the campus to Quick Response (QR) Codes, and Strengths Quest. The code when scanned with a smartphone app like ScanLife takes the user from printed content to online content. This is useful if the user wants to know who is attending a career fair or graduate school fair at SUU without having to remember a web address. StrengthsQuest is a personality assessment inventory from the perspective of Positive Psychology. After completion of the inventory, the results are calculated and the participant is provided with a list of their Top 5 Themes based on their answers. Learning about these Themes is the first step toward learning how to excel in one’s personal, academic, and professional life by revealing ways to help the participant capitalize on skills and talents that come naturally to them.

Michael Presented at MPACE, UACE, and the University of Utah on using QR Codes for employers and universities. The presentation was well received at MPACE that Michael has been contacted by other universities and employers about the subject matter. Michael has presented presentations at Southern Utah University on career fair etiquette, SUU CareerNet, and Job search. He also was a guest lecture for the School of Business Marketing and HRHM classes, in which he lectured on his past experiences (20 years) in the private sector in marketing, sales, hospitality, and management. Presenter First year experience (University 1000) on SUU CareerNet and job search. Michael assisted the School of Business with AASCB accreditation over the past two years.
Tutoring and Learning Assistance

Developmental Math

One of the goals we have struggled with reaching in developmental math is to increase the number of students who use the tutoring lab. Both Susan Tait and Alisha McCann implemented new strategies for 2010/2011 which may help achieve this. Alisha McCann assigned her students to introduce themselves to three of the math tutors in our lab and discover maybe what their majors are, their class status, how long they have tutored, why do they like to tutor, their hours in the lab, etc. Susan Tait held her first supplemental instruction class in the lab so that the students would know where the lab is and the hours of operation. There were always five to six tutors that attended the first part of the class so that they could introduce themselves to the students. This way the students at least knew some of the tutors. Susan’s SI leader attended as both the SI leader and one of the tutors. Alisha always used one or two of our tutors to assist her with supplemental instruction also. This year during weekly tutor training, I will be using the SI leaders to provide the other tutors with pertinent information about the strategies and concepts being taught in the developmental math classes so that all the tutors will be aware of some of the questions these students may have.

The past few years our department and student support personnel have attempted to merge our two programs into one developmental math program. Differences in the instructors’ teaching styles, ideas, emphasizes were too great, and in May 2011, the decision was made to keep two separate programs for now. One of the collaborations with the two departments was to attend the open house at Weber for an introductory look at their TERM developmental math project. Alisha McCann and Lohra Wolden attended and provided Lynne Brown, Mark Leavitt, Susan Tait, and Mona Taylor with feedback on their discoveries. Weber has spent the last few years developing an online version for their developmental math. The Term project was designed so that all developmental math classes are taken online. They have a lab set up for student help and testing. The students meet with a professor only one day a week for grade updates and questions; otherwise it is done on their own. After seeing how well Weber’s Term project seems to be working, Alisha took a huge interest in the idea. Most of us feel that having this as an option for some of our students here at SUU would be hugely beneficial. Alisha is currently working on developing this option for our students. Mark Leavitt showed an interest in assisting Alisha with this project (team teaching), maybe offering one section online, but the students would have to get permission before being admitted.
Developmental Math students need special attention and only a few students would be able to handle an online class. Creating a screening process would also be needed.

Besides learning about the TERM project at Weber, Alisha McCann also attended the CRLA (College Reading and Learning Association) National Conference in Salt Lake City in October. Lohra Wolden also attended. Alisha saw this as a great opportunity to learn many things and meet some great people. She attended a few lectures involving online classes and received some great ideas on how to best implement an online class. Another great thing that she pulled from this conference was a lot of information that related to her supplemental instruction sessions. There was a great amount of information on topics like note taking, time management, memory techniques, math anxiety, and first week success. She was also interested in the LASSI (Learning and Study Strategies Inventory test). She sees it as a very helpful assessment of how a student studies and learns.

For Fall 2010, SUU offered two classes of Math 0950. One was from our area and the other was through Student Support. There were 37 students enrolled and all 37 completed the courses. Of the 37 students 32 passed (86%). Passing is a letter grade of B- and above. Eighteen earned an A and fourteen earned a B. Of the 32 students, 23 (72%) enrolled in Math 0990 for spring, two enrolled in Math 1020, three did not enroll at SUU for spring, and three took classes, but no math class. One enrolled in Math 1010 with the math department’s chairman’s permission. Of the 37 students, five failed (14%). Two earned a C, two earned a D, and one earned an F. One of the students who failed did not enroll for any classes in spring, three registered for classes (no math), and one student enrolled for Math 1020.

Five classes of Math 0990 were offered fall of 2010. Three of them were through our department and two through Student Support. There were 120 students enrolled with 108 (90%) completing the course. Of the 108 who completed the course, 83 passed (77%). Passing is a letter grade of B- and above. Forty students earned an A and forty-three students earned a B. Of the 83 students who passed the course, 67 (81%) enrolled in Math 1010 for spring, one enrolled in Math 1030, five did not attend SUU, and ten enrolled at SUU, but did not take a math class. Of the 108 students who completed the course, 25 (23%) failed. Eight earned a C, ten earned a D, and seven earned an F. Of the 25 students who failed the course, thirteen enrolled in Math 0990 for spring, two enrolled in Math 1010 (after taking Accuplacer), two did not enroll in any classes, and eight enrolled for spring classes, but did not take a math class. Twelve (10%) of the original 120 students did not complete the course. They received either a W (5) or UW (7). Two of the students withdrew from all their classes. Of the 12 who did not complete the course, one enrolled in Math 0990 for spring, eight enrolled at SUU (no math classes), and three did not enroll at SUU.
Tutoring Lab

The tutoring lab provided tutoring in math the first day of classes of each semester, but the comprehensive tutoring schedule was not completed, posted, and printed until the middle of the second week of classes. The math, biology, chemistry, physics, economics, and finance tutors did visit each class to advertise tutoring subjects, hours of operation, and location the first three days of each semester. Flyers were designed, printed, and handed out to the students in each class. Once the schedule was completed, it was posted on our website, e-mailed to all advisors, athletic department, student support personnel, and professors of the classes we provide tutoring in. Visiting the classes provides the tutors with an opportunity to introduce themselves to the students so they recognize at least someone when they first visit our lab.

Promoting the tutoring lab leads to an increase in the number of students who use our lab for a variety of reasons. The total number of students we served in 2010/2011 were 3,124 (an increase of 298) and a total of contact hours of 35,864 (an increase of 2,139). These numbers reflect the students who use our lab for tutoring, study groups, and computer services. We did not include the contacts in the athletic study hall, athletic tutoring in the library, or the private one-on-one tutoring of the individual tutors.

Thirty tutors were employed each semester. More than half of them were returning tutors from the year before, so the inexperienced tutors were matched with the experienced tutors for training purposes. This tactic works well and reassures the inexperienced tutor of the support system in our lab. Next year our training sessions will be a set time each week so that each tutor will have the opportunity of receiving enough training hours to be certified. I always hold a general training session the week before fall classes begin. The basic tutoring skills and lab policies/procedures are covered. Susan Tait usually does a short presentation on tips about working with the developmental math students. Scheduling and payroll information are also started at this meeting. Three of the experienced tutors have been assigned to assist me with the tutoring and training schedules and also supervise the lab in the evenings. The tutors will be evaluated by three sources. As supervisor, I will do a mid-term evaluation that will provide the tutors an opportunity to set goals to work on for the semester and a final evaluation where the tutors and I will discuss their success in reaching the goal. Each tutor will be assigned
another tutor to evaluate. We have done this in the past, and this process assists the tutors in self-evaluation also. They mainly focus on the positive observations and come up with some items that they want to work on personally. We are in the process of creating a new evaluation form for the students to evaluate not only the tutors, but our lab and other services. In the past, the only complaint was not enough room. The evaluation process will assist in discovering changes to make in our training and procedures in the lab.

With the influx of international students have come some new challenges. Some of the students come from countries that will pay for one-on-one tutoring. Mark Taylor and I collaborated on a tutoring contract that would fulfill the requirements for the international students to receive government funding for tutoring services. We are working closely together with finding the tutors and making sure that the contract is signed by both parties so that the tutor is paid in a timely manner. Sometimes the student pays the tutor and then is reimbursed by the government. The majority of these students still use the tutors in our lab instead of going with the private tutoring. Our tutor training has always focused on the respect of others, but more training of cultural differences will be a focus. In the past, I have invited representatives from the various student services departments to assist with this, and I am looking forward to scheduling Mark Taylor and a student panel to present when we cover tutoring diverse populations.

Besides working with Mark Taylor on the tutoring contract, some of the other achievements and new ideas for our lab follow. I was a member of the academic programs panel for each of the Senior Expo days, and I feel like this was a positive experience and a chance to highlight the tutoring and learning assistance lab. Julie Simon and I always emphasized the certification of our training programs and employment opportunities in our areas. The basketball coaches are requiring their athletes to use our tutoring lab more instead of sending the tutors to their study hall. Coach Brown provided our lab with a roster of the players so that when they came in, we used that paper for sign-in and sign-out so that both the coaches and I had a copy of the visits. Some of the students were given test-taking analysis in the department offices instead of my office. The student and I would meet at the professor’s office and then use a room in that area to go over the test. This worked well and eliminated the procedure of picking up the test and returning it later, plus the professors always came in and discussed the student’s future study plans and strategies with us. A change that we will be making in our lab is using a card swipe program for sign in. This should assist in collecting the statistics, if it is monitored closely and all students use it consistently. When using sign in sheets, we can easily check to see whether students have signed in and out. We will need to be more diligent in monitoring the process and this will also need to be part of the tutor training program.
Academic Recovery

Fall 2010, there were 116 students enrolled in the University 1020 (Academic Recovery section) who did not withdraw from SUU prior to the end of the semester. Of the 116 students, eighty-three (72%) pass the class with a “C” or better (42 A’s, 28 B’s, and 13 C’s). Of the 83 students, sixty-two (75%) moved to good standing, eighteen (22%) moved to progressing probation, and three were required to withdraw, but they appealed the suspension, and were readmitted on probation. Of the 33 students who earned less than a “C”, three moved to good standing, 2 moved to progressing probation, and twenty-eight were required to withdraw. The twenty-eight had also earned “UW” in the academic recovery class.

Sixty-nine (83 %) of the eighty-three students who passed the Academic Recovery class in fall 2010 attended SUU in the spring of 2011. Fifty-three of them are in good standing, fourteen are progressing probation, and two were suspended. Of the fourteen who were not enrolled in spring, three attended summer of 2011.

Spring 2011, there were 242 students enrolled in the Academic Recovery course with 19 of them withdrawing from all of their SUU classes. Of the 223 left in the class, 164 (74%) passed the class with a “C” or better (60 A’s, 66 B’s and 38 C’s). Of the 164 students, 90 (64%) moved to good standing, 51 (36%) moved to progressing probation, and 23 (14%) were required to withdraw. Three of the students appealed their suspensions and were readmitted back on probation for fall. Of the 59 students who did not pass above a “C”, thirteen earned D’s and 46 were UW’s. Of the students who earned D’s, seven (54%) were required to withdraw and six (46%) were moved to progressing probation. Of the 46 students (UW’s) who quit attending/participating in class, but did not withdraw, 34 (74%) were required to withdraw and they earned either UW or an F in their other classes, 9 (20%) moved to progressing probation, and 3 (6%) moved to good standing. So the students who did well in the class, 90% progressed to good standing or continuing probation for the next semester while the students who did not earn at least a “D” or quit attending class, 31% progressed to good standing or continued probation. Only 3 of the 59 actually moved to good standing.

Spring 2011, we had 26 international students in the class. This group of students performed extremely well both in the class and in their other courses as well. One withdrew from the university at the beginning of the semester. Of the 25 who finished the class, thirteen (52%) earned A’s, eight (32%) earned B’s, two (8%) earned C’s, and two (8%) earned D’s. Of these students 15 (60%) moved to good standing, seven (28%) moved to progressing probation, and three (12%) were required to withdraw. So 88% of the international students moved to either good standing or continuing probation.
The main goal of the academic recovery class is to provide the students with the opportunity to reflect on their situations, to discover why they are on academic probation, to improve time management, decision making, and academic habits, to set goals that will assist them in improving their academic performance, and to provide them the extra support they need while they work towards academic good standing. The students were provided the opportunity to meet as often as they chose one-on-one with Dale Orton or me to discuss whatever concerns or obstacles they had. We also had discussions in class about the various services on campus and strategies on problem solving, decision making, and balancing academics, employment, family responsibilities, and extracurricular activities. The final paper assignment of the class is a 3 to 5 paper focusing on the three main goals set for the semester, the progress on reaching those goals, and a reflection of the whole semester. What did they learn, realize, etc. The students are also requested to respond about attending SUU the next semester and if not, why. When students write about discovering that staff and faculty really care about them or they overcame their fear of approaching instructors to discuss their performance or seeking assistance from student services or that they learned something new about themselves or that they overcame personal challenges and obstacles, I measure this as success.
**Summary**

**Academic Recovery**
I enjoyed very much working with Mona Taylor with the students in the Academic Recovery classes spring semester 2011. I had the privilege of participating in all of the Academic Recovery classes taught by Mona with the exception of the one which conflicted with the Connections Class held on Thursday afternoons which I participated with Kelly.

This class provided a great opportunity to get to know students who were experiencing challenges in their education and assisting them in developing skills which would help them to succeed. Of the 242 students in the class, 164 or 74% passed the class. Another very positive indicator was that of the 164 who passed the class, 90 or 64% moved to good standing and another 51 or 36% moved to progressing probation. This was a major accomplishment for these students. Unfortunately, 23 or 14% were required to withdraw.

Mona does an excellent job in working with these students and I enjoyed assisting her in working with the students. From my perspective, this is a very beneficial class for students and I believe the success rate of the students is so high because of the dedicated effort that Mona puts into this program.

**Orientation**
New student orientation for spring semester 2011 was held on December 13, 2010 and January 7, 2011. In order to successfully complete the orientation class, students were required to attend one of the orientation dates and then five (5) convocations held throughout spring semester. A short written report was required by the student for each convocation they attended.

I was asked to be the instructor of record for the class which involved tracking attendance, reviewing written reports and answering questions or concerns students may have. I had the privilege of having Gabrielle Strand assist me with this class and her efforts were greatly appreciated.

There were 250 students registered for this class involving three separate sections. Section one consisted of 179 students who attended Orientation on December 13, 2010. Section two consisted of 67 students who attended January 7, 2011 and Section three consisted of 4 students who worked with Jeb Branin, the instructor of record the previous semester.

Of the 250 students registered, 177 or 71% successfully completed the class. Opportunities to meet face to face with these students and explain the requirements to successfully complete the class were limited to December 13, 2010 and January 7, 2011. Therefore other opportunities were taken to inform student of the requirement to attend five (5) convocations. The instruction page on the web that students needed to access in order to sign up for
orientation outlined the need to attend orientation and to complete five (5) convocations. Emails were sent to class members the first week of class and again on March 22, 2011 and April 12th, 2011. Phone calls were made as well. Despite these efforts there were students who have claimed that they did not understand the requirement to attend five (5) convocations and write a brief report.

A few students came forward during the summer months inquiring into doing work to change their grade. Since Orientation will no longer be tied to a grade in the future, John Allred, Patrick Clarke and I met and determined that students could make up the work prior to August 15, 2011. After that, they will not be able to have a change of grade unless approved by Patrick Clarke.

**Education Credential Files and Student Employment**

Over the past few months I have worked closely with Stacia Thomas and Maureen Decker on the Credential Files for Education majors as Stacia transitions out to Human Resources. We have worked diligently in maintaining the files, sending files out in a timely manner as requested by students, making presentations to classes taught you Dr. Jerry Bowler and Mr. Brian Kitterage. Preparations have also been made to teach education students this fall about credential files and career opportunities. We are in the process of updating the web page for teacher credential files.

There are currently 502 credential files being serviced on a regular basis. During the year, 133 files were mailed out to various school districts or to the student. Education students phone on a regular basis inquiring into matters relating to their credential file.

SUU hosted a Teacher Recruitment session on the afternoon of March 23 and morning of March 24. Representatives from four School Districts (Davis, Weber, Tooele and Granite) were on hand to interview SUU Teacher Education students. Thirty Five (35) students took advantage of this interview opportunity. Eleven (11) students interviewed with Davis, eight (8) interviewed with Weber, six (6) interviewed with Tooele and ten (10) interviewed with Granite.

The school district representatives were complimentary of the students they interviewed and the organization with which the interviews took place. They expressed interest in returning in the future to interview our students.

For the 2010–2011 school year, student employment was handled through this office. Several hundred students received employment assistance through the office during the year.

**Academic Standards and Admission Review Committee**

I have continued to serve on this committee throughout spring and summer semester. I appreciate the opportunity to serve on this committee and look forward to continued involvement.
New Student Orientation
For the New Student Orientations held during June, July and the one in August, I have had the opportunity to organize the parent panel and function as the facilitator. This has required me to invite staff and community members to participate on the panel and to make sure this is a worthwhile educational experience for the parents who attend. This portion of the orientation provides a 1 ½ to 2 hour time block where parents have the opportunity to ask questions of and engage in meaningful dialogue relative to the SUU experience.

Student Success
On a daily basis I have had the opportunity to assist students in resolving concerns that they may have relative to their education experience at SUU. I find great satisfaction in assisting these students and hope to be able to continue as a resource in assisting them.
The SUU Testing Center is part of the 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 campus professors and 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 Placement Exam through ACCUPLACER, and will also offer an English Assessment Exam before the end of the year. 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 Lab was remodeled beginning May 9, 2011. Previous capacity was 11 computers, 3 tables, and 19 desks. Current capacity is 26 computers, 4 tables and 31 desks. A total of 61 testing stations. The Testing Center Office was also remodeled and is approximately double in size. There will be an increase in the number of student workers hired for fall semester.

<table>
<thead>
<tr>
<th>TESTING</th>
<th>summer semester</th>
<th>fall semester</th>
<th>spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>397 hard-copy / computer exams plus 300 Math Placement Exams (approximately)</td>
<td>7,705 hard copy / computer exams (Includes Math Placement)</td>
<td>7,838 hard copy / computer exams (Includes Math Placement)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>331 exams (Does not include Math Placement)</td>
<td>7,659 exams (Does not include Math Placement)</td>
<td>5,216 exams (Does not include Math Placement)</td>
</tr>
</tbody>
</table>

As of 7/12/11 approximately 480 exams (including Math Placement) have been given in the Testing Center since 6/1/11.
The SUU Convocations program will promote personal growth by introducing speakers and artists of national and international reputation.

This year Convocations main season featured 20 renowned presenters from a wide array of disciplines in keeping with our theme of “A Feast of Ideas.” They were:

- Dr. Valerie M. Hudson One of Foreign Policy magazine’s Top 100 Global Thinkers
- Dr. Patricia Paystrup SUU Distinguished Faculty Lecturer for 2010
- Harry Markopolos Financial Fraud Investigator who uncovered the Bernie Madoff scandal
- Donna Halper Author, Educator, Media Historian, and Radio Consultant
- Stephen Trimble Author and Photographer
- Dr. Paul Werth Historian and Professor
- John Deckys Credit Expert and Entrepreneur (VIP Debt and Credit Mafia)
- Roger K. Newman Author and Historian from the School of Journalism at Columbia University
- Justice Hassan Jallow Prosecutor of the Criminal Tribunal for Rwanda
- Dr. Bradley J. Cook Provost of Southern Utah University
- Dr. James Aton SUU 2009 Distinguished Faculty Lecture
- Jack Rolfe President of the School of Life Foundation
- James Rasband Dean of the J. Reuben Clark Law School
- Greg Mortenson Co-author/subject of New York Times bestseller Three Cups of Tea
- Dr. Thoric Cederstrom Director, Agro-Stability Development
- Reverend France Davis Civic and Religious Leader
- Arlene Nofchissey Williams Grammy Award Winning Recording Artist
- Dava Sobel Award-Winning Science Writer
- Dr. Lianne McLarty Department of Film Studies, University of Victoria
- Celine Cousteau Adventurer, Explorer, Filmmaker, Granddaughter of Jacques Cousteau

Additionally through the “Bonus Convocation” program Convocations hosted, helped promote, or shared with other areas an additional 20+ speakers.

The SUU Convocations program serves to stimulate thought provoking conversation and critical thinking surrounding current issues related to a variety of social, artistic, scientific, and educational topics.

1. The SUU Journal carried an article on every main season Convocation this year and contributed to the campus conversation about Convocations with editorials and letters to the editor about the program.
2. SUTV did multiple stories on Convocations.
3. Several faculty either required or offered extra credit to attend Convocations and incorporated discussions in their classroom. A sociology class and an Honors class both incorporated attendance at Convocations as part of their regular class delivery.
4. All students attending Convocations for class credit submit written reflections on the Convocation. Summaries of these responses are sent to all speakers and are available for review.
5. Students felt enough ownership and connection to Convocation to approach us about bringing Greg Mortenson (author of Three Cups of Tea) to campus to speak. Students presented a proposal to the SUU student senate to secure $8,000 in funding for that event. This Convocation had an attendance of 2,000+, perhaps the largest Convocation audience ever.
6. Convocations continues to partner with other entities on campus including International Week, Black History Month, Native American Week, Women’s Week, Grace A. Tanner Distinguished Lecture, Howard R. Driggs Memorial Lecture, Teaching ALL Conference, SUU Distinguished Faculty Lecture, and others to enhance Convocations role in enhancing thought provoking conversation on campus.
7. Students registered for the Convocations class was 231.

The SUU Convocations program will do promotion and outreach to the local community to engage them in the Convocations experience.

1. Convocations enjoyed its largest community attendance numbers in recent years. Community members attended speakers like Greg Mortenson, Thoric Cedarstrom, and Harry Markopolos in larger numbers than we’ve seen in recent years.
2. Convocations hosted or helped promote multiple events connected to Convocations meant as outreach events to the community. This included film screenings, several receptions/luncheons with speakers, a local high school choir performing at Convocation as part of Black History Month, a community concert, and multiple book signings.
3. Convocations sent personal invitations to relevant community organizations for each Convocation. For example, invitations were sent to the relevant departments at Cedar, Canyon View, and Parowan High School for each event and if we had a religion or ethics speaker we invited all clergy of local churches.
4. Convocations advertised in two local papers with multiple full-page advertisements.
5. Convocations mailed almost 2,000 postcards off campus.
6. Press releases were sent for each event to multiple outlets.
Coordination of University College Moves:

University College Shuffle
In May, 2011 colleagues in the University College moved to various areas on campus. Patrick Clarke, Jeb Branin, Deb Pool, Kelly Lid Stephens and Michael Carmine moved from the Sharwan Smith Center to the Administration Building. Stacia Thomas moved from the Sharwan Smith Center to Human Resources in the Administration building. Brent Jones and Megan Ralphs moved their offices in the former Academic Career and Development Suite where they will share the space with SUUSA. Alison Jarrett, Blaine Edwards, Andrea Donovan, Kevin Wilson, Chris Sutherland, Lindsey Fullerton, Alisha McCann, Susan Tait, Mona Taylor and Dale Orton moved from the Academic Career and Development Center area of the Sharwan Smith Center to the suite previously occupied by SUUSA in the second floor of the Sharwan Smith Center. Tony Salso moved from his office in the Academic Career and Development Center to a newly remodeled office in the ELC building next to the testing center.

I was given the assignment to work with Plant Operations Personnel and well as Colleagues in the University College to make these moves. Furniture and equipment was moved and offices repainted in a timely and relatively smooth manner. There was great cooperation and unity among staff in making this a successful move.

Testing Center Remodel
During the months of May through July the Testing Center underwent a major remodel in essence doubling its size. This provided an opportunity to work with Plant Operations personnel, contractors, vendors and colleagues in making the coordinating the efforts needed to make this a successful project. While the testing center was being remodeled, Marla’s testing center was temporarily moved to room 207 in the ELC.
The testing center remodel was completed as scheduled and Marla moved back in on July 21-22, 2011. There are some desks that are on order that should be here by early August which will complete the project.

A part of this remodel included a new office with testing vestibules for Tony Salso located down the hall from the testing center. New carpet, paint and a vault was added to this area as part of the remodel. Coordination of this remodel as well as moving furniture was required. Tony completed his move on July 22, 2011.

Service Learning / Community Engagement Center Move
Since the Service and Learning home located on 300 West was scheduled for demolition it became necessary for them to move to a new location on 200 South across the street from the Science Building. This move necessitated moving everything from the existing location to a storage unit north of town as well as utilizing some of the space in the new location for storage. The new location needed to be remodeled which included new carpet, paint, electrical wiring
for electronic devices and air conditioners, telephone lines etc. During the months of May and June the move and remodel took place and by mid of July, personnel were moving into their new location.

This move involved working closely with Plant Operations Personnel and hiring temporary employees to assist in moving supplies and equipment to the storage area. Once the remodel was completed it necessitated moving the equipment from the storage unit to the new facility. Plant operations personnel were good to let us use their trucks and moving equipment as this was done after 2:00 p.m. and into the early evening hours after the plant personnel had completed their day. From my perspective, this move was completed smoothly and in a timely manner.

**Upcoming Remodels**
The ground work was put into place during late June and early July for future remodels in the University College. These include: (1) doors in the northeast hall and a permanent wall in the south west area which will divide Academic advising from the tutoring area. This is needed for security and confidentiality reasons. (2) Permanent wall in room 205T which will become two offices for Academic Advisors. (3) Plans to put additional offices on the west wall of the Academic Advising area. (4) Remodel of the current Public Safety area which will house the Outdoor Engagement Center.
Experiential Education

The undergraduate student experience at Southern Utah University includes an experiential education component that provides students hands-on experience to broaden and enhance their academic studies. Five engagement centers assists students to hone in on their interests to create their signature undergraduate experience. This section summarizes the new Experiential Education Program (EEP) and the work of each center over 2010-2011 academic year.
The Five Centers:

Promotes opportunities for campus and community involvement that broaden service, social and cultural perspectives by supporting learning experiences that contribute to a more engaged university and promote the public good in meaningful ways.

Creates opportunities for students who want to challenge, inspire and engage others to achieve shared goals and create meaningful change through effective leadership.

Inspires students to design, build make new things, or express, perform and execute new ideas. Innovation is the art of thinking outside the box, taking what already exists in a new direction, and leaving the known for the unknown.

Exemplifies the practice of empathy, cultural understanding, experiential learning and personal enrichment in settings that include people and perspectives from a variety of countries worldwide.
**Experiential Education Process**

**Step 1: Exploration & Fact Finding**
UNIV 1010-Intro to Experiential Education (1 credit)

Designed to inform and excite you about integrating learning with real-world experiences that will enhance your education and increase your employability.

Students explore the five Engagement Centers:

<table>
<thead>
<tr>
<th>Community</th>
<th>Creativity &amp; Innovation</th>
<th>Global</th>
<th>Leadership</th>
<th>Outdoor</th>
</tr>
</thead>
</table>

**Step 2: Organizing & Preparing Proposal**
UNIV 3925-Experiential Education Proposal (1 credit)

Guides you through the process of choosing an engagement track. You will identify an experiential activity and create a proposal to communicate your thoughts and ideas about your project. You may identify an engagement track and begin the proposal stage at any time after completing UNIV 1010.

**Step 3: Formal Engagement**
Formal Experiential Activity

Credit or non-credit bearing activity approved by your engagement center.

May be completed anytime between the proposal step (UNIV 3925) and your post activity work (UNIV 4925)

**Step 4: Post Activity Work**
UNIV 4925-Reflection & Synthesis (1 credit)

Document and demonstrate personal growth

Identify achievements, challenges and strengths

Showcase learning though e-portfolios, papers, presentations and various artifacts

**Beyond Graduation**
SUU’s Experiential Education program connects students outside the classroom and provides opportunities for developing real-world expertise relative to your individual and professional interests. Experiential Education is about being a lifelong and engaged learner after leaving the comforts of the classroom.
Center for Creativity and Innovation

Todd Petersen
Director of Creativity and Innovation

COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>Member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ty Redd</td>
<td>Science</td>
</tr>
<tr>
<td>Carrie Trenholm</td>
<td>Education</td>
</tr>
<tr>
<td>Emmet Steed</td>
<td>Business</td>
</tr>
<tr>
<td>Jay Merryweather</td>
<td>PVA – Fine arts</td>
</tr>
<tr>
<td>Lynn Vartan</td>
<td>PVA – Performance</td>
</tr>
<tr>
<td>Dennis Friere</td>
<td>Honors Coordinator/Staff</td>
</tr>
<tr>
<td>Raymond Grant</td>
<td>Ex Officio</td>
</tr>
<tr>
<td>Steven Swift</td>
<td>Student</td>
</tr>
</tbody>
</table>

**Major activities, initiatives, changes, accomplishments, etc.**

Because this was an establishment year, the Center for Creativity and Innovation (CCI) has no ongoing programs on which to report. However, the CCI gained a part-time director who selected a faculty advisory team which broadly represents all of the SUU colleges as well as the interests of staff, administration, and students.

The committee was formed and met once, and will become fully active in the coming year.

The CCI director has met with the SUU Development Team and will be working this year with Donna Law to design a development strategy and to establish an advisory board for the center.

The CCI took over hosting responsibilities for the annual TEDx Event, which the SUU Honors Program initiated and has held for the last two years. TEDx is an off-shoot of the popular TED events, which are held internationally. TEDx SUU is an official TED sponsored event and it will be a great asset for the university, offering us a shot at some national and perhaps international media attention. TEDx SUU is usually held during Spring Semester and the CCI will carry on that tradition, coordinating with SUU Convocations.

The CCI Director served on the hiring committee for the full-time Director of the Sargon Heinrich Center for Global Engagement.

As part of the Experiential Education (EE) Team, the CCI Director developed the three-course EE sequence of one credit courses, which supports the EE efforts. We aligned the academic goals of the program and the center with the LEAP initiative Essential Learning Outcomes (ELO). We met with department and college leadership to share progress on the program and to gather input, which was rolled back into the curriculum and into program policies.

The CCI Director along with the EE team, was present at all summer orientation programs and made presentations to incoming students and their parents about the EE Program. The team also presented to faculty, student, and parent groups during the spring semester.
During the summer the CCI Director developed the new UNIV 1010 course for electronic delivery. This involved learning a completely the state's new LMS, designing the course, and testing it with a small, paid focus group of students.

The CCI has started to explore the use of social networking to promote the center and to draw students into the community and culture of creativity engagement on campus. Students are already signing up for the CCI Facebook page.

Statistics
No relevant statistics

Professional development including conference attendance and presentations
The CCI Director and the Outdoor Engagement Center Director accompanied Associate Provost Bill Byrnes to a statewide General Education Task Force meeting in July, during which we presented the EE Program. Doing so has placed the EE team on the agenda as presenters at the Educated Person's conference which will be held at Snowbird in November of 2011.

The CCI Director joined members of the General Education Subcommittee of the University Curriculum Committee at the AAC&U conference on General Education and Assessment in March 2011. During this conference we were able to see how engagement program might integrate with general education and how we might go about assessing our program.

Resource Usage
Very limited resources were required during this first year because there was no space yet allotted, so no major expenditures were necessary. However, some resources were used in order to support the CCI Director's travel to the AAC&U Conference and to purchase a laptop for the CCI Director. All other funds reverted to the University College and were dispensed by the Dean.
Community Engagement Center

Earl F. Mulderink III
Director of Community Engagement

Overview
Several noteworthy accomplishments happened in 2010-2011. First, SUU was designated as a Carnegie Community Engaged Institution, joining just over 300 higher education institutions that have received this honor since 2006. Second, for the second successive year, SUU was named to the President’s Higher Education Community Service Honor Roll. In applying for the 2010 designation, we were able to document over 76,000 hours of student service, split almost evenly between service/volunteer activities and service-learning activities through academic classes. Third, Earl Mulderink continued to work with faculty and staff colleagues in developing the new Experiential Education Requirement (EER) to be implemented with all new students in Fall 2011. Service and service-learning options will be available for students to fulfill the community engagement track, one of five engagement centers/tracks that support the EER. Finally, at the end of the school year the Service & Learning Center was vacated and, through the summer months, the S&LC’s offices and resources were moved into a new and expanded “Community Engagement Center.” Larger than previous quarters, the CEC is located at 417 W. 200 South, next to the Sargon Heinrich Global Engagement Center.

Service-Learning Committee
The Faculty Service-Learning Committee met monthly through 2010-2011. Committee information, additional resources, and relevant links are located at our SL&CE web site: http://www.suu.edu/serve&learn/. As before, our “civic engagement” budget was capably administered by Debra Pool of the University College.

2010-2011 Faculty Service-Learning Committee Members

<table>
<thead>
<tr>
<th>Earl Mulderink, Chair, Director of Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Assante (BUS)</td>
</tr>
<tr>
<td>Steve Barney (HSS)</td>
</tr>
<tr>
<td>Boyd Fife (CIET)</td>
</tr>
<tr>
<td>Shayla Hill (Student)</td>
</tr>
<tr>
<td>Karl Stevens (SCPS)</td>
</tr>
<tr>
<td>Cindy Wright (SCI)</td>
</tr>
</tbody>
</table>
2011 Service-Learning Fellows Named
For the fifth successive year, the Faculty Service-Learning Committee announced a new group of 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 through SUU’s University Journal, press releases, and web site provided plentiful positive publicity. The 2011 Fellows (in alphabetical order): Tom Cunningham, Professor, Beverly Taylor Sorenson College of Education and Human Development; Alan Hamlin, Professor, School of Business; Donna Lister, Associate Professor of Nursing; and John Taylor, Lecturer in Biology, College of Science. In addition, the committee granted a new award, that of Service-Learning Pioneer to Boyd Fife, Assistant Professor of Construction Management, and donated $500 to the “Humanitarian Construction Fund” within Boyd’s department.

Utah Campus Compact Honorees
For more than a decade, SUU has joined hands with the Utah Campus Compact at an annual statewide recognition event. This year’s event was held on February 11, 2011, in Salt Lake City. Megan Taylor, a major in Outdoor Recreation, Parks, and Tourism, was recognized as SUU’s Civi­cally Engaged Student; Peggy Wittwer, assistant professor of Teacher Education, was named SUU’s Civi­cally Engaged Scholar; Steven McCarthy and Seth Ohms, who oversee the Intergovernmental Internships Cooperative, were honored as SUU’s Civi­cally Engaged Staff; and the Frontier Homestead State Park Museum (Todd Prince, Director, and Ryan Paul, Curator) was recognized as SUU’s Committed Community Partner.

Service-Learning Scholars Program
In Spring 2011, one undergraduate student completed this rigorous program and was recognized at SUU’s Commencement and at the annual HSS Awards Ceremony. Alayna Purdy McGwire, a Psychology major, worked with Professor Steve Barney to complete a capstone project and submit a thesis, “Effects of Child Parentification on a Teen’s Feelings of Inferiority.” In her written reflections, Alayna noted that she expects her work to help her become a more effective school guidance counselor.

Service-Learning Course Approval
To encourage faculty to consider using the pedagogy of service-learning, Earl Mulderink offered several workshops at the beginning of the year under the sponsorship of Kyle Bishop and the Center for Teaching and Learning. During the year, the committee reviewed several proposals and applied relatively new criteria that official “SL” courses now require at least twenty (20) hours of service per student during the semester. Full details about the criteria and application process are found online at http://suu.edu/serve&learn/course-designation-app.html. Between Fall 2010 and Spring 2011, four new “service-learning” courses were approved: EESL
International Service and Service-Learning

Although the university decided to suspend alternative break trips to Mexico in 2010-2011, some students traveled in December to the Dominican Republic to work with Orphanage Outreach. During winter and spring breaks, the S&L Center sponsored domestic service trips to Washington State, California, New Mexico, and Texas, where students worked with Habitat for Humanity and other programs. In support of international service-learning, SUU purchased an institutional membership in the International Partnership for Service-Learning, whose web resources are found at http://www.ipsl.org/

Professional Development

Funds were allocated for participation in workshops and conferences inside and outside of Utah. Earl Mulderink was one of forty participants selected nationally to participate in the “Diving Deep Institute,” co-sponsored by the national Campus Compact and the California Campus Compact, in Tiburon, CA, in July 2010. As the only participant from Utah, he received partial funding support from the Utah Campus Compact. Pam Branin and Earl Mulderink participated in the 14th Annual Continuums of Service Conference in San Diego in April 2011. Earl was selected to facilitate a roundtable discussion on international service-learning. Other civic engagement funding was used in support of faculty and staff participation in state-wide events hosted by the Utah Campus Compact.

Thank You Gala

Under Pam Branin’s direction and with funding from the civic engagement budget, SUU hosted a large event on April 11, 2011, in the Gilbert Great Hall. Advertised as a campus and community recognition event, the gala included public recognition of the 2011 Service-Learning Fellows, the 2011 Service-Learning Scholars, and other awardees.
Global Engagement Center

Kurt Harris
Director of Global Engagement

New Center Organization and Promotion

- Created GEC Mission and Vision statements and Strategic Objectives
- GEC website updates: created "Parent & Family Information" page, “Returning Study Abroad Students” page, “Faculty & Staff Resources” page, “Cost Comparison” page
- Created an “International Programs” webpage
- Created a new Global Engagement Advisory Board
- Created an SUU Study Abroad promotional video
- Set up detail codes so that students can make payments at the Cashier’s Office
- Created an online payment system for international and SUU exchange students
- Created new Global Engagement scholarship program
- Hired an Administrative Assistant
- Held a Global Engagement Center Open House
- Hosted the Sargon Heinrich Global Engagement Center Kickoff and “Afghanistan & America: Complex Connections” Conference

New MOUs

- Dnipropetrovsk State University of Internal Affairs (Ukraine)
- Gyeonggi English Village (South Korea)
- Regent’s College (London)
- University of Castilla-La Mancha (Spain)
- Xiaogan University (China)

New Exchange Agreements

- Eötvös Loránd University (Hungary)
- Hunan Normal University (China)
- National Taiwan University of Arts
- Sichuan University (China)
- Universitat Internacional de Catalunya (Spain)

Study Abroad Statistics

- SUU students studying abroad for one semester: 17 (5 in Fall, 12 in Spring)
- SUU students studying on National Student Exchange: 5 (all in Spring)
- SUU Summer Study Abroad students: 100
SUU PVA students abroad preparing to perform in Hubei, China, in July 2011: 20
SUU Summer MBA students in Paris: 6
Incoming international exchange students: 16
Incoming students studying on National Student Exchange: 0
Incoming Summer Study Abroad students: 55 (42 from Austria, 13 from China)
Awarded scholarships to SUU Study Abroad students: 26 (7 for Spring, 19 for Summer)

Summer Study Abroad 2011 Programs

- Austria: German Language & Culture (Jim Harrison)
- China: Helen Foster Snow Project (Shauna Mendini, Kay Andersen, Keith Bradshaw, and Xun Sun)
- England & Scotland: Literature (Kyle Bishop), Creative Writing (Danielle Dubrasky), Humanities (Matt Nickerson), and Music (Olivia Biddle)
- Europe: Political Science & Criminal Justice (David Admire & Mike Stathis)
- Italy: Art in Florence (Alessandra Sulpy & Jay Merryweather)
- Japan: Nutrition & Family Life (Shawn Christiansen & Matt Schmidt)
- Spain: Spanish Language & Culture (Rachel Kirk)

Other Student Activities

- SUU students awarded Marshall Plan Scholarships to study and research in Austria: 3
- SUU graduates hired to teach English at Gyeonggi English Village in Korea: 6

Conference Attendance

- EAIE Conference meetings in Nantes, France (Sept. 15-18)
- Utah International Higher Education Summit at UVU (Nov. 5)
- Fulbright Representatives Workshop in San Francisco (Nov. 12)
- National Student Exchange Conference in Portland, Maine (Mar. 8-11)
- Eduespaña Study in Spain Educational Meeting Program (Mar. 28-Apr. 2)
- Eötvös Loránd University Staff Mobility Week (May 16-20)
- NAFSA Conference in Vancouver (May 29-June 3)

Other Activities

- Researched the international programs of peer and USHE institutions
- Presented “Study Abroad Workshop” for faculty interested in proposing a Summer Study Abroad Program
- Presented “Faculty Abroad Workshop” for faculty interested in teaching and researching overseas
- Held Study Abroad Fair
- Hosted Central Queensland University Jazz Band
- Submitted proposal for a Confucius Institute at SUU
- Organized “Quarters for Queensland” fundraiser for Australia flood relief
- Revised SUU Policy 5.30 University Authorized International Travel
- Created Global Engagement module of UNIV 1010
- Coordinated London Summer Study Abroad

**Global Engagement Center Staff Continuing Education**

- Tessa McNeel earned a Master of Professional Communication
- Kristen Meyer (student worker) earned a BS in Accounting
- Haley Jameson (student worker) earned a BS in Business Administration
- Barbara Wolf, Kurt Harris, Megan Howell, and Saidal Pirzada took a variety of courses
### Global Engagement Center Statistics
#### Goals vs. Actual 2010-11

**SUU students studying abroad**

<table>
<thead>
<tr>
<th></th>
<th>Int'l partners</th>
<th>Semester abroad students</th>
<th>Short course programs</th>
<th>Short course students</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>18</td>
<td>17</td>
<td>11</td>
<td>126</td>
<td>143</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>(+3)</td>
<td>+7</td>
<td>(-4)</td>
<td>+26</td>
<td>+33</td>
</tr>
</tbody>
</table>

**SUU faculty & staff abroad**

<table>
<thead>
<tr>
<th></th>
<th>Int'l partners</th>
<th>Faculty teaching abroad</th>
<th>Short course programs</th>
<th>Short course faculty &amp; staff</th>
<th>Total fac/staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>18</td>
<td>1</td>
<td>11</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>(+3)</td>
<td>+1</td>
<td>(-4)</td>
<td>+1</td>
<td>+2</td>
</tr>
</tbody>
</table>

**International students at SUU**

<table>
<thead>
<tr>
<th></th>
<th>Int'l partners</th>
<th>Int'l exchange students</th>
<th>Short course students</th>
<th>Full degree students</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>15</td>
<td>10</td>
<td>50</td>
<td>150</td>
<td>210</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>18</td>
<td>16</td>
<td>55</td>
<td>160?</td>
<td>231</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>(+3)</td>
<td>+6</td>
<td>(+5)</td>
<td>+10</td>
<td>+21</td>
</tr>
</tbody>
</table>

**Visiting international instructors teaching at SUU**

<table>
<thead>
<tr>
<th></th>
<th>HSS</th>
<th>Bus</th>
<th>PVA</th>
<th>Sci</th>
<th>Ed</th>
<th>Extra</th>
<th>Total int'l faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Exchange partner countries**

<table>
<thead>
<tr>
<th></th>
<th>Int'l partners</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>15</td>
<td>Australia, Austria (2), China (2), Finland, France (2), Germany, Ireland (2), Mexico, Netherlands, Sweden, Switzerland</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>18</td>
<td>Hungary, Spain, Taiwan + the above</td>
</tr>
</tbody>
</table>

**Funding of the GEC**

<table>
<thead>
<tr>
<th></th>
<th>Short course int'l students x $400</th>
<th>Semester abroad SUU &amp; int'l student app fees x $350</th>
<th>Short course SA student app fees x $125</th>
<th>Total income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>50 = $2000</td>
<td>10 + 10 = $7000</td>
<td>100 = $12,500</td>
<td>$21,500</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>55 = $3200</td>
<td>17 + 16 = $11,550</td>
<td>126 = $15,750</td>
<td>$30,500</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>+$1200</td>
<td>+$4550</td>
<td>+$3250</td>
<td>+$9000</td>
</tr>
</tbody>
</table>
Leadership Engagement Center

Katy Herbold
Director of Leadership Engagement

New Center Organization & Accomplishments

- Created LEC Mission and Vision statements, Strategic Objectives, and student learning outcomes
- Currently in development stages of a website for the LEC
- Established a Leadership Engagement Advisory Board
  - Greg Powell – School of Business
  - Robert Warden – School of Business
  - Genell Harris – College of Education
  - Ty Redd – College of Science
  - James Brandt – College of Science (formerly CIET)
  - Sage Platt – College of Humanities & Social Sciences
  - Art Challis – College of Humanities & Social Sciences
- Employed graduate student, Jonathan Holiman, to develop and deliver three [3] leadership workshops for students in UNIV 1010
- Created the Leadership Module for UNIV 1010
- Prepared a funding proposal for the Advancement Staff to secure an endowment for the Center’s programming
- Inventoried campus leadership programs and developed a catalog of existing leadership opportunities for students
- Surveyed departments for leadership course offerings
- Participated in New Student Orientation to inform students about offerings through the Center
- Aligned the Center’s mission and proposed programming with the CAS Standards (Council for the Advancement of Standards in Higher Education)

Conference Attendance

- Attended the Leadership Educators Institute in Tampa Bay, Florida – December 2010
- Presented at the Utah Leadership Academy for college student leaders – Salt Lake City, Utah – May 2011
- Attended the Utah Professionals in Student Involvement & Leadership Conference in Park City, Utah – July 2011
Briget Eastep  
Director of Outdoor Engagement  

Theme: Building a Foundation  

Building Faculty Support  

Convening a Faculty Committee with representation from across campus:  
Lisa Assante (F2010), Mark Lason & Derek Huff (S2011): College of Business  
Jeff Hanson (F2010), Jeremias Paul^ (S2011): College of Performing & Visual Arts  
Emily Dean^: College of Humanities & Social Sciences  
Johnny Maclean^ & Mark Colberg^: College of Science, Geology  
Paul Spruell^: College of Science, Biology  
Peggy Wittwer^: College of Education and Human Development  
John Murray: College of Computing, Integrated Engineering, and Technology  
Brian Cottam^: Regional Services  
Seth Ohms^: IIC and Natural Resource Program  
Rob Myers^: Student Services, SUU Outdoors  
Megan Taylor: Student Representative and Outdoor Engagement Assistant (^=Megan’s contributions)  
^committed to serving on committee for 2011-2012 AY  

Outcomes:  
- Ongoing feedback from faculty and staff regarding the EER  
- Mission, Goals, and Outcomes  
- Outdoor Engagement Wish List  
- Outdoor Engagement Program and Facility Inventory  
- *Creation of Outdoor Engagement Survey  

Building Partnerships by briefing and soliciting feedback about the EER program from:  

On Campus:  
IIC Steering Committee  
Outdoor Recreation in Parks and Tourism Program  
Outdoor Center  
*Cedar Mountain Science Camp  
Geology Program
SUU Mountain Ranch Resource Advisory Council
Hotel, Resort, and Hospitality Program and Hospitality Research Center
ROTC Program
Archeology Field School
Retention Committee and meetings with consultant Charles Schroeder

**Off Campus:**
Alliance for Education with Bryce Canyon Park
Alliance for Education with Zion National Park
Grand Staircase Escalante National Monument Education Partnership
Meetings with Frontier Homestead State Park and Larry Gray, Regional Director of Utah State Parks
Outdoor Education Series funding for 2011-2012 academic year
Winter Fest, SUU and Dixie National Forest
Family Hiking Series
Wilderness Education Association
Association for Experiential Education
First Bloom Program with Cedar Breaks National Monument
Dixie National Forest Motorized Travel Task Force

### Building Opportunities for Outdoor Engagement

- *Turkey Trot 5K: a fundraiser to pay for a day at Brianhead for 12 international students over Christmas
- *Out of state Outdoor Center trips, Mount Albert in Colorado and Mount Humphries in Arizona
- *Risk management planning for ORPT program and Outdoor Center
- SUU Connections Program Proposal, an interdisciplinary academic program offering courses and workshops in public lands
- Direct credit agreements signed for National Outdoor Leadership School, International Wilderness Leadership School, and American Canyoneering Association
- SUU Pacesetters Program, 8 students traveled through Zion National Park for 5 days in May to become outdoor leaders to lead the Pilot SUU Wilderness Adventures, a wilderness orientation option for new students (8 students and two trips are scheduled for August 13-17).
- Outdoor Adventures Learning Community with SUU Housing (42 students assigned to designated floor)

### Promotion Efforts

Earth Day at SUU
Outdoor Engagement Calendar in Student Center
UNIV 1000: Engagement Center Open House, hosted over 500 students in 3 hours