

Academic Advising    Community Engagement Center  
Sargon Heinrich Global Engagement Center  
Intergovernmental Internship Cooperative    Harry Reid Center for Outdoor Engagement  
Bachelors of Interdisciplinary Studies    Leadership Engagement Center  
Developmental Math    Testing Center    Career and Professional Development  
First-Year Experience    Tutoring and Learning Assistance  
EDGE Program    Academic Recovery Program  
UGRASP    College Connections  
Creativity Center

**SUU**  
**UNIVERSITY**  
**COLLEGE**

Annual Report  
2011-2012

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## Reflections of the Dean

Dr. Patrick Clarke

At a recent retreat with the employees of University College, I paused for a moment to contemplate the journey of the college since its inception in 2010, recognizing the positive impact the organization has had on so many aspects of Southern Utah University. There isn't a single SUU undergraduate student who, at one point or another along their pathway to degree completion, will not be provided services by one (most likely several) of the college's many programs. As I surveyed the room where our retreat was held, I counted 55 individuals representing an array of programs and services that have all benefitted by the administrative alignment to the Division of Academic Affairs, which the University College provides.

The very nature of a university college is to allow for "neutral" programs, required to interface with other campus organizations, an optimal administrative "home" where they can function interdependently with other entities from all parts of a university while having an independent "voice at the table" when it comes funding, functionality and relevance. The eclectic nature of SUU's University College is quite unique; none other university college model is quite like SUU's version but like other models on campuses all across the country, the rationale for placing the current array of SUU programs and services in this administrative home makes sense given the direction of the academic division. The mix of programs and services that are part of the college can be placed into three categories: academic support, student engagement, and interdisciplinary studies.

The academic support functions housed in University College represent the historic foundation of the college. This past year has seen significant growth and refinement in areas such as academic advising, career and professional development, tutoring and testing services, first-year seminar, and our academic recovery programs for students on probation. No unit has remained stagnant over the course of this past year and new positions have been created to help the college meet the ever growing needs and of the SUU student-body.

The experiential education program, now formally known as *The EDGE*, has just completed its first-year of operation. The final component, UNIV 4925, launches fall 2012, and its launch represents nearly three years of intentional effort to build a program that provides distinction to our students as they design and engage in the projects designed to give meaningful experience. The first, full-time director of the Harry Reid Center for Outdoor Engagement was recently hired, which marks another significant step in the implementation of the *The EDGE* program.

University College recently hired the first-ever director of interdisciplinary programs at SUU. For the first-time in the institution's history, gifted, capable students are provided an opportunity to craft their own program of study by integrating disciplines. The program formally launches in the fall of 2012. The college has also spearheaded an effort to attract former students who have yet to complete their degree to consider the new general studies major as an appropriate avenue for degree completion.

This narratives contained in this report summarize the work of each unit over this past year. There's a lot going on in University College and the reader is invited to consider the over-all growth and maturation of college as it assumes a place of important relevance at SUU.

## Academic Advising

Submitted by Lindsey Fullerton, Interim Director

### What's New

This year in academic advising we implemented the use of new technology and new advising theories and techniques to strengthen the level of advising at SUU. A few things to explore in detail are the SARS Grid scheduling system, *DegreeWorks* updates, Banner updates, Advising Summary sheets, and Intrusive Advising.

SARS Grid is the scheduling system implemented in March of 2011. It has become an excellent source of data for our assessment reporting. Additionally, in September of 2011 we implemented the use of online appointment scheduling. This is in an effort to be accessible for scheduling 24 hours a day, 7 days a week. Students just need web access through a computer or mobile device. As well as providing better student service, this has made our office able to operate more efficiently. Rather than having long lines of students out the door to schedule appointments, we can direct them to our lobby computers as an alternative to waiting in line. Those who still desire the individual assistance have it available and those who want speed are also satisfied.

*DegreeWorks* was implemented summer 2011 and we have spent the year learning to use it as the degree audit tool. We also are beginning to use it for Athlete Audits and Educational Planning. It is also going to be required for use by all students in order to register for the upcoming semester. We have decided to stop mandatory advising for freshmen, and will use registration access codes (RAC) for all students to register. Students must log into their *DegreeWorks* page to find their RAC. This means they run an audit every semester to check their progress toward their degree prior to registering for the next semester. This audit will give all students clear information about all requirements for their graduation.

The banner updates this year have led to greater technological advances that will cut down drastically on the amount of paperwork sent across campus. This not only helps our sustainability initiatives on campus, but creates databases for stored information. One new implementation that was determined this year is creating a completely online process for graduation applications. *DegreeWorks* has become the ultimate source for degree completion and once the requirements show as met or in progress a student will be able to apply online without creating a paper trail or obtaining individual signatures. The advisors are taking a strong role in ensuring that the information in *DegreeWorks* audits is accurate to ensure the transition is smooth.

Advising Summary sheets were a new project this year as well. As standard procedure at the end of each appointment students receive one of these sheets. They are small quarter size, two sided sheets in notepad form. Advisors rip one off at the end of each session. They summarize the appointment, giving the student their 'to do' list. It also has a standard checklist for advisors to make sure we ask the students if their questions were answered, if they have additional

questions, and also gives the students an opportunity to take the advising survey. On the back side we have information about our frequently asked questions or stumbling blocks that many students run into. This has assisted us in gathering assessment data and also making sure that students are clear on their expectations once they leave an advising appointment.

Intrusive Advising is a process where advisors make intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. This year we focused our intrusive advising efforts on the students in a variety of settings. We began assisting with the new SANS reporting system. This replaced the 5th week reports and is a way for faculty members to report on the progress of their students. For the first semester, advisors assisted in notifying students when reports were made. We offered outreach services including appointments, tutoring schedules, and other suggestions for success. Students received our outreach well, often thanking us for contacting them to make them aware and give them the support they need to succeed.

We also used the intrusive approach in working with students on the EDGE program, or the Experiential Education Opportunity for all students on campus. While the opportunity is available to all, it was not required for all students. Advisors assisted in contacting students who need the program and helped them register and understand the program and its requirements.

Before the new freshman came to orientation for summer 2011, the advisors contacted them to have individual advising sessions. This helped the students feel confident in their schedules and allow them the opportunity to register prior to attending orientation. Although not required for summer 2012, advisors have still been available to students and contacting many of them before their orientation dates as classes are filling quickly and they want to best serve the students.

Additionally intrusive advising efforts were made for the athletes with specific registration events and the Living Learning Community registration.

The goal of many of the updates and changes this year was to create a more customer service friendly atmosphere. The two advising retreats this year had the focus of customer service. The new technology is to help students feel more in control of their academic experience, but still have the help and assistance from an advisor when they want it. Advisors created links in their email signature to allow students to directly schedule an appointment, go to our new hints and tips webpage, and to get access to their college web-pages. As you will read later in the assessment update, the results of our survey and our customer service efforts are having a positive impact for advising across campus.

## Activity Report

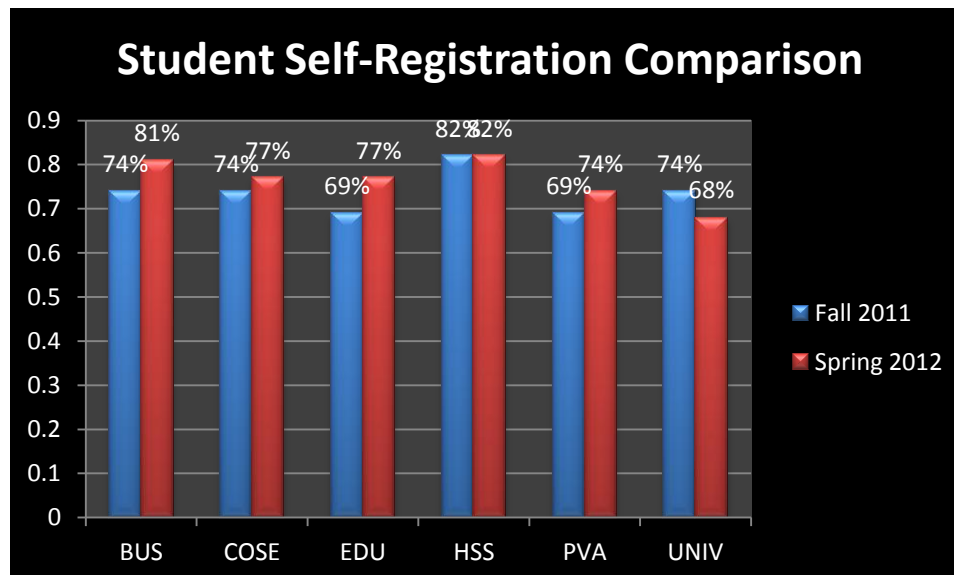
	Appointments	Drop Ins	Additional Contacts	Total
<b>Total Headcount</b>	<b>15,143</b>	<b>1,932</b>	<b>4,543</b>	<b>21,618</b>
<b>Unduplicated Count</b>	<b>6,932</b>	<b>1,458</b>	<b>N/A</b>	<b>7,246</b>

## Assessment Update

Program Goals	
<b>Academic Excellence &amp; Resources</b>	<p>1. Achieve an Advisor Satisfaction rating of Good-Excellent of 80% or better.</p> <ul style="list-style-type: none"> <li>• 82.86% Excellent, 15.73% Good</li> <li>• Overall rating for goal = <b>98.59%</b></li> </ul>
	<p>2. Provide effective advising to specific student groups including Athletes, Advanced Freshmen, and Incoming Freshmen.</p> <ul style="list-style-type: none"> <li>• 9 Athlete Advising Sessions</li> <li>• 1,100 Students Served through Group Advising Sessions</li> <li>• 13 Orientation Sessions</li> </ul>
	<p>3. Provide quality advising by positively impacting students' academic experience at SUU.</p> <ul style="list-style-type: none"> <li>• 76.53% agree advisors have a Very Positive Impact</li> <li>• 20.89% agree advisors have a Somewhat Positive Impact</li> </ul>
<b>Student Success &amp; Engagement</b>	<p>4. Service 70% of SUU undergraduate students through Academic Advising each Academic Year.</p> <ul style="list-style-type: none"> <li>• 7,246 Students Unduplicated (from July 1, 2011-June 30, 2012), of the total rolling headcount of approximately 11,000 for the year, we are at <b>66%</b>.</li> </ul>
<b>Staff Development</b>	<p>5. Provide at least 8 hours of training for each advisor annually from sources outside of SUU.</p> <ul style="list-style-type: none"> <li>• 11 of 12 Advisors received at least 10 hours each from attendance at the following conferences: Utah Advising &amp; Orientation Association Conference, Utah Women in Higher Education, Complete College Utah/America</li> </ul>
	<p>6. Provide 40 hours of on campus training through Advisor Team Meetings and Retreats annually.</p> <ul style="list-style-type: none"> <li>• 2 Retreats = 8 Hours</li> <li>• 23 ATMS = 46 Hours</li> <li>• Workshop Series = 4.5 Hours</li> <li>• <b>Total training hours = 58.5</b></li> </ul>

<b>Organizational Effectiveness</b>	<p>7. Create means for students to access accurate and timely campus information.</p> <ul style="list-style-type: none"> <li>● Communication Dissemination Committee – Activities include MySUU Portal Announcements, Marketing the Facebook Page through prizes, table in the mall, and Orientation. The Facebook page is also marketed through the Advising Summary Sheets.</li> <li>● We have standardized the email Auto Response for peak registration time. This is in an effort to give additional information to students as well as have a friendlier customer service approach. Additionally we created an advising hints and tips webpage to assist students during the peak times to receive help.</li> </ul>
	<p>8. Have a utilization of our online scheduling system of at least 50% for booked appointments.</p> <ul style="list-style-type: none"> <li>● <b>23%</b> - September 1, 2011-June 30, 2012</li> </ul>
<b>Learning Outcomes</b>	
<p>1. Students will be able to understand and utilize resources to identify and explore majors/minors that will meet their academic and career goals.</p> <ul style="list-style-type: none"> <li>● Student survey results show students feel their advisor knows where to refer them for major and minor advising.</li> <li>● Students feel unsure where to find appointments with the career advisors. This is an area for additional improvement for referrals.</li> <li>● The majority of students feel they can explain how to find information about the resources and support services on campus.</li> </ul>	
<p>2. Students will be able to purposefully select classes that meet their degree requirements and complete an academic 4-year plan.</p> <ul style="list-style-type: none"> <li>● DegreeWorks is the ultimate source for graduation. This year we approved an online graduation application process using this technology. To ensure that students are aware of their degree requirements, they must log into Degreeworks each semester prior to registration to check their progress and receive their Registration Access Code.</li> <li>● Advisors will take a more proactive role in helping students complete all substitutions, waivers, and declaration of program forms, so information in the system can be accurate.</li> <li>● We also have begun using Degreeworks to assist students in completing their 4 year plans in the system. When utilized effectively, departments will be able to tailor course offerings based on the numbers of students planning to take a class in a given semester.</li> </ul>	

3. Students will be able to utilize resources to successfully self-register for classes.



The percentages represent the students who were able to register for each individual class through their Portal. Those who weren't able to self-register were required to go around campus to obtain signatures in order to get into classes in that subject area. We don't expect 100% based on requirements of instructor permission, audition, placement tests, etc., but would like to see the numbers hold or increase for students to be able to register from a computer without completing additional paperwork.

4. Students will gain a clear understanding of specific requirements for degree completion.
- We are working to find clear data reports to determine the level of understanding students have toward degree completion. Right now the changes being implemented through the Registration Process will require students to check their degree audit each semester. We hope to be able to run reports through Degreeworks on student registration information to determine if students are registering for classes listed as needed in their audit.

### Team Updates

This year we received three new advising lines. Previously our advisor to student ratio was approximately 1:600. With the new advising lines our ratio now hovers around 1:450. This helped tremendously as we continue to find ways to build personal relationships with the students to give them a unique SUU experience. Currently the national average for a public bachelor school is 1:260. Although we hope to eventually get much closer to the national average, we have continued to find ways to focus our efforts on the students who need the most help, while still providing access to the students who need less assistance. In addition to



the three new advising lines, we had 2 advisors retire and 3 leave for new opportunities (2 of which stayed on the SUU campus). Despite a relatively new team and interim director we were able to implement beneficial changes and go forward with our assessment plan.

This year advisors in all of the schools/colleges took part in the curriculum change process keeping the needs of students at the forefront of those meetings. Additionally we represented advising on the General Education Subcommittee assessing the current model and creating a proposal for change that will best represent the needs of the institution and assist students through their educational process.

## Career & Professional Development

Submitted by Megen Ralphs, Director

The 2011 – 2012 Academic Year for Career & Professional Development presented many opportunities for development of the department, implementation and growth in program offerings, and opportunities to find avenues to educate the students and the university community about the resources and services available through Career & Professional Development.

Some of the highlights for this year included the introduction and implementation of the SARS GRID system in scheduling and tracking student career coach appointments, the awarding of grant funding from the Utah Cluster Acceleration Partnership to develop the Small Business Internship Program, and the implementation of a Career Exploration Trip to New York City for Finance, Economics, & MBA students. Major milestones, events, accomplishments, programs and statistics are outlined in detail below.

***Student Appointments & SARS Grid*** – These numbers reflect appointments with students made with Brent Jones or Megen Ralphs

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

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

	<b>Appointments</b>	<b>Additional Contacts</b>	<b>Total</b>
<b>Total Headcount</b>	<b>1045</b>	<b>105*</b>	<b>1150</b>
<b>Unduplicated Count</b>	<b>790</b>	<b>N/A</b>	<b>790</b>

<b>Reason Code**</b>	<b>Total</b>
Career Decision Making	327
Graduate School Preparation	58
Internship Exploration	68
Job Search	33
Misc – Career Questions	43
Mock Interviews	30
Resume Individual	323

**Small Business Internship Program & UCAP Funding** – In partnership with Regional Services and the Utah Cluster Acceleration Partnership a proposal was written to request funding to help develop several initiatives out of Career & Professional Development that would help stimulate economic development within small businesses in Iron County and surrounding areas. The funding was awarded at \$24,000 in March of 2012 and 3 Graduate Assistants were hired to help develop and support the UCAP initiatives. Immediate initiatives underway are the Small Business Internship Program and the Small Business Internship Fair slated to take place Fall of 2012.

**Career Exploration Trip to New York City** – In partnership with the School of Business and Alumni Relations, Career & Professional Development initiated a career exploration trip that took 8 students, 2 professional staff, and 1 faculty member to New York City to visit various organizations and attend a New York City alumni event. Organizations visited included: Citi Field & the Mets, Johnson & Johnson, Goldman Sachs, Morgan Stanley, Columbia University, Fitch Ratings, Partners Group, & Bloomberg. Funding assistance was given to students from University College, Student Government, and the Graduate School to help fund part of their travel.

**Career Workshops** – Brent Jones and Megen Ralphs presented a variety of career related workshops to various classes, programs, and clubs. A total of 42 presentations were given to a combined 965 students equaling approximately 1760 minutes of lecture.

**Career Fair** – The Fall 2011 Career Fair was designated as a School of Business Career & Internship Fair and yielded 27 registered employers and brought approximately 175 students to the fair. The Spring 2012 Career & Internship Fair brought 48 employers and approximately 215 students. For the next academic year the venue for the fairs will be moving to the Great Hall in the Hunter Conference Center.

**Graduate School Fairs** – This was our 2<sup>nd</sup> year participating in the Utah Graduate School Fair circuit. We had 65 graduate programs register for the fair and approximately 500 students attended the event. SUU also lead the registration process for the Utah circuit and will continue those responsibilities into the 2012 – 2013 academic year.

**Intermountain MBA Consortium** - SUU participated for the second year in the annual Intermountain MBA Networking Event. SUU was responsible for inviting the following employers to the event: Disney Interactive, Fusion IO, Merit Medical, & USANA Health Sciences. We had 16 MBA students attend the event, 2 professional staff, and 1 faculty member.

**Career Mentor Network** – In collaboration with Alumni Relations, Career & Professional Development worked with Alumni Relations to revitalize the Thunderbird Career Mentor

Network. We advertised in the Alumni Newsletter and the Alumni Magazine to “Take a Thunderbird Under Your Wing”. As a result we added 53 new alumni to the mentor network and grew the total program to 234 mentors in the network.

### ***COURSE OFFERINGS***

#### **Fall 2011**

- UNIV 1020 – Career Decisions (section 2) - Taught by Brent Jones: Enrollment 17
- UNIV 1020 – Career Decisions (section 9) – Taught by Brent Jones: Enrollment 17
- UNIV 4920 – Career Professional Development – Taught by Brent Jones, Megen Ralphs, Lindsay Fullerton: Enrollment 5
- UNIV 4920 – GRE Prep & Grad School Seminar – Taught by Randy Allen & Jim McDonald: Enrollment 27

#### **Spring 2012**

- UNIV 1020 – Career Decisions (section 4) - Taught by Joel Thomas: Enrollment 14
- UNIV 1020 – Career Decisions (section 9) – Taught by Brent Jones: Enrollment 23
- UNIV 4920 – LSAT Prep & Pre-Law Seminar – Taught by Randy Allen: Enrollment 22
- UNIV 4920 – GRE Prep & Grad School Seminar – Taught by Randy Allen & Jim McDonlad: Enrollment 35

### **CONFERENCES**

- MPACE 2011 – Portland, Oregon (Megen Ralphs)
- UACE 2012 – Heber City, Utah (Megen Ralphs & Brent Jones)
- UAOA 2012 – Midway, Utah (Brent Jones, John Gally, & Debbie Hunt)

### **PROFESSIONAL DEVELOPMENT/SERVICE & COMMITTEE REPRESENTATION**

#### **Megen Ralphs**

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

#### **Brent Jones**

- National Advisory Board for the National Society of Leadership and Success (NSLS)
- Club advisor at SUU for NSLS

- Member of steering committee for Allies on Campus
- Member of training sub-committee and trainer for Allies on Campus
- C&PD representative/liaison for ATM
- C&PD representative/liaison for CAPS
- Instructor for 2 sections of U1020 Career Decisions

<b>Career &amp; Professional Development</b>
<b>Learning Outcomes</b>
1. Students will be able to understand their role in the career development process.
2. Students will be able to identify and utilize resources to help find and secure professional placement.
3. Students will be able to leverage new and emerging technologies to enhance their career and professional development.
<b>Program Goals</b>
1. C&PD will integrate our services into the unfolding Experiential Education program, specifically connecting to the UNIV 4925 course to C&PD services and programs.
2. C&PD will develop an internal marketing plan to better interface with campus departments and colleges to help increase awareness of services available for their students.
3. C&PD will develop specific mechanisms and programs to assist students in developing their brand via social media and emerging technologies.
4. C&PD staff will participate in professional development by being active participants in their respective professional associations and organizations.

## Developmental Math

Submitted by Susan Tate, Program Coordinator

1. The major objective of the SUU Developmental Math Program is to give mathematically challenged students the tools to succeed in Math 0950 and/or Math 0990 and then move on to pass a general education math class with a grade of C- or better.
  - a. The SUU Developmental Math Program began in F04. Between F04 and M12 it has served 1230 students.
  - b. Currently, 37% of all students who have taken a developmental math class have successfully completed their general education math requirement. This is 4.6% increase from last year.
    - i. Eliminating the 564 developmental math students who are no longer attending SUU and who did not complete a GE math requirement leaves 666 students. Of those 666, 67.6% have successfully completed a GE math class.
      1. 144 of those students have graduated from SUU with a bachelors degree.
2. Weekly assessment of each student's progress occurs at Progress Meetings. These are private one on one meetings between the student and the teacher.

Semester summary reports are prepared at the end of each semester and a yearly cumulative report is prepared at the end of each academic year.

The Spring 2012 semester report and the 2011-2012 yearly report is included as an attachment to this e-mail.

3. Beyond the regular lecture class time each developmental math class has 2 additional hours per week of supplemental instruction.
  - a. SI includes seminars on note taking, preparing and using flash cards, how to study math, preparing for and taking math exams, techniques for remembering math concepts, using classical music to improve understanding, and math anxiety and stress relief.
  - b. SI also includes study sessions, review sessions prior to exams and homework sessions. The students are encouraged to work together, to talk about math, and to explain concepts to each other.
  - c. The SI seminars are taught by the instructor and the other sessions are facilitated by a student SI leader, under the direction of the instructor. These SI leaders are generally math majors—usually math education majors or minors.

- d. The SI seminar topics are revised and improved yearly. We attempt to offer alternative ways of studying and learning math to help students try new things. It is hoped they will adopt several ideas from SI that they will use in future math classes to help them succeed. Much research and study has gone into the preparation of SI seminars.
  - e. Alisha McCann is in the process of implementing an online version of the Supplemental Instruction portion of the Math 0990/Math 0950 classes.
  - f. Alisha also participated in the Complete College Utah Academy workshop in Midway. She has implemented a writing portion of Supplemental Instruction program based on a discussion at the Academy.
4. In September 2011, Susan Tait attended the Majors Meeting in Salt Lake. She met with instructors and administrators throughout the state to discuss developmental math. The SUU program is unique and well suited to a smaller student body. SUU is the only school to offer regular classes for developmental math. The other Utah institutions all use a self-paced computer lab approach. Supplemental Instruction, similar to our study sessions, is offered at some Utah schools but none offer the seminars.
5. Our future goals consist of:
  - a. Continued improvement in the SI component of the Math 0950 and Math 0990 courses along with the success rate of our students in general education classes.
  - b. We are interested in developing an online section of Math 0990. It would be a course that would require instructor(s) approval and would be open to only those students who demonstrate the initiative and determination to complete such a course. The course itself will consist of Power Point slides along with audio instructions given by Alisha and Susan. Alisha is taking the lead on this project and hopes to have part of the course ready for summer 2012.

## **First-Year Seminar and Peer Mentoring**

Submitted by Kelly Stephens, Director

### **UNIV 1000**

Fall and spring University 1000 (First-Year Seminar) classes operated as they have over the last several semesters. Fall semester saw 43 sections of the course, enrolling just over 1100 students. Thirty-three faculty facilitated the seminar portion of the course, covering topics ranging from art in the New York Times to service learning to popular music. In the spring, just over 330 students enrolled in 12 sections. These were the last semesters this course would be offered on an in-class basis.

Fall 2012 will look very different from previous semesters. Due to the university's raising of its admissions index, students are expected to be coming to SUU more academically prepared than in the past. Thus, the decision was made to eliminate UNIV 1000 as a General Education requirement for all students so as to instead allow allocation of time and resources toward our most at-risk students.

Students still needing UNIV 1000 to fulfill the GE requirement in the catalog from which they are working will instead enroll in a special online section of UNIV 1020 (Strategies for Success). This section will be offered for the next several semesters—either until the 2011-2012 catalog expires or until all students still needing the course have completed it. The online version of this course maintains similar objectives to the in-class version, but assignments have been altered slightly to better meet the needs of the upper-division students the course is likely to serve (career-related activities, reflection on education, etc.)

### **UNIV 1050**

At the same time, a new course, UNIV 1050, College Student Success, has been created to serve SUU's most academically at-risk students. This three-credit class is required of any student admitted to the university with an admissions index below 95. Statistics from recent years have suggested that almost one-third of students in this range end up on academic probation after their first semester. In comparison, only about 8% of students entering with an admissions index above that range end up on probation in the same time period. Therefore, this course is now required as a condition of admission for students in that at-risk range. The course will cover basic study skills (note-taking, test-taking, etc.) along with other topics that offer important skills to first-year students—how the brain works in relation to learning, learning styles, communication, goal-setting, motivation, and the like.



There will be six sections of the course offered in fall of 2012 (one of those is dedicated to the cohort of College Connections students), for a total of 190 available seats. This course is open to all students, not just those required to take the class. There are only a few students who have opted into the class for fall (between five and ten). The hope is to expand offerings so more non-required students will be able (and encouraged) to enroll in the course.

### **UNIV 1040**

Finally, a one-credit seminar course, UNIV 1040, Learning Communities Seminar, was created to fill the gap left by the ending of UNIV 1000 and its seminar experience. To pilot this class, community partners working with learning communities in SUU's residence halls were encouraged to utilize this class. The class is designed to be conducted in a seminar format—students with common classes or a common interest will register together and have time and space to participate in guided discussion about how course material overlaps and how subjects relate to the “real world.” Nine sections of the course will be held during fall 2012, so further information as to expansion of this course, as well as course utilization, will be forth-coming.

### **Mentors**

As in the past, each section of UNIV 1000 was assigned two mentors to assist with class activities and to serve as a resource to students. As is seen below, feedback from students indicated that they did not feel these mentors really played a role in helping them. For fall semester, 37 mentors were hired. Unfortunately, a team that large made meaningful on-going training difficult (lack of time for weekly one-on-one meetings, nearly impossible to get all staff together at the same time for group trainings, etc.) Twelve students covered classes in spring 2012.

As academic programs change, so will the mentoring program. Mentors for fall 2012 will be much more involved with students, as the team's responsibilities will reflect a merging of the mentoring done in UNIV 1000 with that of Peer Mentors who specifically worked with the at-risk cohort of students during the 2011-2012 school year. Mentors will be responsible for one-on-one meetings with students and for conducting in-class workshops, for example, as opposed to the loosely structured program of the past several semesters.

### **Interesting Notes from 2011 Assessment**

With the tremendous changes happening to the academic programs in the First-Year Experience, focus was placed this year on determining which skills and topics our first-year students most need. This was intended to help inform the development of curriculum for fall 2012. Specifically, an FYE intern conducted focus groups with UNIV 1000 students shortly after

the in-class portion of the class ended. Notable information from those meetings was as follows:

- Not surprisingly (based on knowledge of campus culture), students generally indicated that, before the course started, they had heard that it was “pointless,” “dumb,” and a “waste of time.”
- Interestingly, students indicated that, once they were several weeks into the class (and at the end), their opinion had, in general, changed. They suggested that they felt it was “interesting” and that they “really liked the class a lot.” Comments such as, “I was learning how to learn better” and “I felt like I was learning a lot” were made.
- Students suggested that the most useful topics/skills they learned in the class were as follows: communication, note-taking, study methods, brain-based learning, time awareness, and learning styles, among others.
- Some students suggested that they already knew about the workings of the brain, note-taking, etc., but also suggested that covering those topics in class served as “a nice review.”
- When asked what topics they would have liked to have spent more time on, students suggested the following: test anxiety, time management, and brain structures and functions. When specifically asked about other areas in which they might have an interest or need, students agreed that the following could have (or should have) been included: finances (budgeting, couponing, and tuition, specifically), wellness (specifically staying healthy at college—although there was less agreement in this area), and stress management (how to manage, campus resources, and managing faculty relationships).
- When asked specifically for their ideas of other topics that would be positive additions to the course, students suggested time be spent on campus resource information and identification and about methods for forming study groups.
- Almost unanimously, students indicated that the FYE Mentors were not helpful. They suggested that, while most mentors were friendly, they really did not serve a purpose outside of handing back papers. Students felt mentors could have been much more involved in class. A small number of students stated that they did feel mentors helped contribute to and facilitate small-group discussions.
- Surprisingly, based on previous experience, most students stated that, were the course not required, they would recommend it to new students—particularly those who struggled with academics in high school.
- Students did not see the point of seminar sessions, and they were very displeased with the workbook used in the course (felt it was “way more than necessary” for the information covered in the course, and that they would “(go) home and ... BS the whole thing.”)

The information collected from students had great influence on the creation of curriculum for the new UNIV 1050 course. For example, topics such as finances (working with Financial Aid, budgeting, credit cards) and wellness (components, how to stay balanced, eating cheap and

healthy) have been added to the curriculum. Statistics regarding retention and success will also be shared with students with hopes of overcoming the on-going pre-semester negative (and apparently unfounded, per the focus group students) image that students have of the class.

## Future Plans

### **UNIV 1050**

Goals for the 2012-2013 school year focus on providing better support to our group of at-risk students by providing them with necessary skills and knowledge (through class work) and a connection to the university (through working with peer mentors). Through this, the goal is to improve retention among this group and to see a decrease in the percentage of students from this group on probation during their second semester. The current plan for monitoring the outcomes of these goals include collection of retention and probation numbers at the end of both semesters, as well as conducting another round of focus groups to obtain class-related feedback from students. Review of submitted assignments specifically related to skills of successful students (classroom notes, time management abilities, progress toward goals, etc.) will help indicate if students are in fact learning and utilizing the skills presented to them. Being the first year of the program, this will help suggest changes that need to be made to curriculum as the program evolves and solidifies.

In addition, a greater number of sections of the course are planned for the 2012-2013 school year. With early marketing of the course to incoming students (through various means—information sent to students, marketing during Orientations, advisors who are knowledgeable about and can suggest the class, etc.), it is expected that more non-required students will enroll in the course. This will allow, obviously, students who self-select as needing academic improvement to gain those skills and ultimately see better success (hopefully).

### **Mentors**

Mentor program goals for the 2012-2013 school year are two-fold. First are goals related to relationships formed with students—the ability to provide resources and information when asked, to coach students in creating goals and plans, and the ability to facilitate the teaching/learning of certain topics in assigned small groups during class. Students will, again, be asked for feedback on this process during focus groups, and a short qualitative survey will be given to students at the end of the semester. Given the opportunities to learn from and regularly interact with a mentor, it is hoped that students will be more apt to understand the vital role that the Peer Mentors can play in their success. The second goal relates to the development of the mentors themselves. In previous years, the structure of the academic programs described here, along with the large size of the mentor staff, impeded the ability to

do true training and development with staff. For the upcoming school year, this team has been reduced to 12 members who will instead work closely with class, students, and their supervisors. Through on-going training (both group and one-on-one), mentors will be exposed to best practices in skills such as listening, communication, goal setting, and the like, while also becoming stronger, more effective leaders. Mentors will evaluate themselves and their co-mentors at the end of each semester, as will their supervisor. In this way, all can work together to strengthen areas that are shown to challenge each individual mentor.

## **Student Success - Overview**

Submitted by Dale Orton, Executive Director

### **Academic Recovery**

The Academic Recovery program continues to do well on campus. For fall (2011) and spring (2012) there were 289 students in the program. Of the 289 students, 241 passed the class. Also, of the 241 who passed the class, 163 or 67% moved on to good standing and another 64 or 27% moved to progressing probation.

### **College Connections**

The College Connections program is going well. For fall semester there were 37 students in the class and they were a delight to mentor. Of the thirty 37 (37), twenty-eight (28) passed or in other words, 76% passed with a 2.0 or higher. Of the nine who did not pass, three of them were encouraged to withdraw as they either didn't come or only came a few times. Had they withdrew, the success rate would have been 82%.

The spring 2012 class was not as successful as the fall class. Of the 23 in the class, 13 or 57% passed the semester. Of the 10 who did not pass the semester, 5 were encouraged early on to withdraw as they were not attending classes. The other five who did not pass were doing very well until spring break and after which time they slipped into former habits and got "spring" fever. Had the 5 withdrawn as suggested then the success rate would have been 72.2%.

### **Tutoring**

The tutoring center has experienced growth in the number of students utilizing the facility this past year. They provide free tutoring for: Math, Engineering, Biology, Chemistry, Physics, CSIS, Economics, Finance and other subjects on an as needed basis. This past year the department has worked closely with the Athletic Department to assist Athletes with tutoring.

### **Testing Center**

The Testing Center continues to provide services to an increasing number of students and faculty. There were 18,760 test administered in 2011-12 versus 16,960 in 2010-11 or an increase of 10.5 %. The breakdown is as follows:

Fall 2011 = 8043	Fall 2012 = 7705
Spring 2012 = 9337	Spring 2011 = 7838
Summer 2012 = 1360	Summer 2011 = 1417

The center provides on-line and hard copy exams, math and English placement exams, proctored exams for other colleges and universities. They are opened up to 11 hours on some days in order to provide convenient times for students to take the tests.

The breakdown of the tests that are administered from July 1, 2011 to June 30, 2012 are as follows:

TOEFL (internet based test)	33
POST	44
ACT-R	71
ACT-R	536
LSAT	57
PRAXIS (paper)	494
PRAXIS (CDT)	63
MAT	27
CLEP	18
ACCUPLACER	1031
	<u>2374</u>

### Teacher Credential Files

We continue to service and education students in the Education Department about the benefits of their teacher credential files. On a regular basis both students and alumni phone requesting that their credential files be mailed to specified school districts as part of their job application. Things have proceeded smoothly with many individuals being helped with their employment pursuits.

I continue to present at two classes per semester where I go over with the students the process to create and have their credential file ready for delivery when they begin to apply for employment. During this instruction, I also take the opportunity to talk with them about the Teacher Fairs and interviews that are held in March of each year as well as other career opportunities.

We continue to have over 500 credential files that are maintained with approximately 150 being mailed out to various School Districts throughout the year.

We hosted a Teacher Recruitment fair on campus, **Tuesday, March 27, 2012** and representatives from the following School Districts conducted employment interviews with our students: Weber, Tooele, Davis, Alpine, Carbon, Granite and Canyons. There were 93 interviews given throughout the day it provided a marvelous opportunity for both our students and the School District personnel to meet together. The comments from the School District personnel were very positive toward our students and all have expressed interest in returning this coming year.

I also assisted with the State Teachers Fair that was held at Utah State and BYU in the spring of the year. Educational representatives from throughout the United States come to the fair to interview students. SUU had students attend both fairs with the majority going to the BYU fair.

## Special Projects

- 1) **Academic Advising** area remodel was completed. This involved creating two new offices for advisors from the storage room which was originally 205T. The remodel also included a permanent wall and entry way to Academic Advising which separated them from the Tutoring Center. This has reduced noise and created a good environment for both advising and tutoring.
- 2) **Science Center Remodel.** The Science center remodel to make room for 3 Academic Advisors and a reception/waiting area was completed on schedule this past year.
- 3) **Harry Reid Center.** The remodeling was completed in this area which included changing the room used for electronic surveillance into a work room for the various offices using that area.
- 4) **Todd Peterson's office** remodel in the Braithwaite building is nearing completion. The book cases should be completed and installed by mid Sept.
- 5) **Administration Building 3<sup>rd</sup> floor suite remodel** was completed in a timely manner with most all rooms in the suite area having the old wood panel removed and replaced with sheet rock and painted.

## Academic Recovery

For 2011/2012 there were 318 students registered for University 1020 (probation section). Twenty-nine students withdrew from SUU, so 289 were used for the statistics. Of the 289 students, 83% (241) passed the class. Sixty-seven percent (163 students) who passed the class achieved good standing and twenty-seven percent (64 students) who passed the class moved to progressing probation. Seventy-one percent of the students who passed the class fall 2011 completed spring 2012 and stayed at good standing or moved from progressing probation to good standing except for five students. Two were required to withdraw and three are still at progressing probation. The ones who did not return three took the semester off to spend time with their new baby, four were taking the semester off to work and save for the next year of school, three transferred to be closer to family and friends, and the others did not give a reason why they were not returning. At the end of spring 2012, 8 students were not planning on returning to serve a mission for their church, 10 were not sure about finances, and 5 felt they needed some time to work through personal and family issues. I have not checked to see who has returned, but some have stopped by my office to visit.

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 me to discuss whatever concerns or challenges 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, and what they learn about themselves. 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. I find it extremely rewarding when students state that the class helped them realize that they can be successful academically, and still have quality time for family, employment and recreation.

### **Tutoring 2011/2012**

Some new ideas were implemented this year for tutoring. We have assigned a math and science tutor for 2 hours twice a week in the athletic study hall. We did this again Fall 2011, but the tutors were not busy there so we attempted to encourage the athletes to study in our lab. The Men's Basketball staff required the athletes to log so many hours of study in our lab weekly for both fall and spring semesters. Spring semester we had some athletes from volleyball, soccer, and track required to study in our lab. The breakdown per team follows.

Men's Basketball	16 athletes	1,160 hours
Soccer	2 athletes	33 hours
Track	13 athletes	444 hours
Volleyball	3 athletes	<u>127 hours</u>
		<b>1,764 hours</b>

Since the athletic team coaches requested a time in and time out to keep track of the hours, we did not use the computer card swipe system, but used hard copy sign-in sheets. This group of students is not counted in the total number of students using our lab. We still had athletes that used our lab without their coaches requiring attendance, so these athletes are included in our total number of students, and not tracked separately.

Another new idea implemented was using a computer card swipe system for check in. The program did not capture everything that I desired. It did not have a check out option, so we just see the number of contacts, but not the full amount of time each student spent in the lab. It has a drop down menu for the choice of class option. If the student's class is not listed, then he/she is to choose other and then in the box write the class name. Many students chose the



course randomly, so the students' schedules had to be checked to make sure they were enrolled in the course that they recorded. This took a large amount of time to double check.

Bryce Caine is in the process of testing a program created to replace the check-in program we used in 2011/2012. We tried it once, found some glitches, and now he is in the process of correcting the problems. This program will still use the students ID cards, but they will be checking in and out, will be choosing the course option from their class schedule (will be shown when they check in), and if they do not have their ID card, they will be able to enter their T-number to check in. I will be able to pull up a student's name and see how many times he/she has been in for which classes, see the total number of hours logged, see the major and class status. Reports will be quicker to generate and be more accurate.

Number of Students Tutored by Major					
ACCT	48	AGIN	14	CJ	21
ECON	26	EQSC	1	COMC	9
FIN	21	BIOB	12	COMM	33
MGMT	43	BIOF	2	MCOM	1
MKTG	16	BIOT	2	ENGL	8
HRHM	21	BIOZ	117	EGIT	5
MA	1	PHLT	7	FREN	1
MBA	4	PDNT	7	HIST	5
	<b>180</b>	PMED	28	HSTT	4
		PNUR	81	PADM	1
ATH	9	PPHM	7	POSC	8
FLHD	8	PRE-VET	1	PSY	33
ELEM	71	CHEM	17	SOC	13
ORPT	16	GEOL	21	SPAN	3
PEHP	43	HUNU	51		<b>145</b>
	<b>147</b>	CNMT	23		
		CS	31	BGS/GENS	<b>111</b>
ART	2	ENTC	58		
DNCE	4	IENG	54		
GRDS	9	IS	15	NDEG	<b>13</b>
MUSC	9	MATH	18		
STDA	3	MTHT	23		
TA	6		<b>590</b>		
	<b>33</b>				
<b>Total Students Tutored by Major = 1219</b>					

Number of Students Tutored by Class					
MATH	0950	13	PHYS	2010	49
MATH	0990	52	PHYS	2210	28
MATH	1010	270	PHYS	2020	15
MATH	1020	14	PHYS	2220	6
MATH	1030	32			<b>98</b>
MATH	1040	125			
MATH	1050	317	ENGR	1010	35
MATH	1060	46	ENGR	2010	15
MATH	1100	21	ENGR	2030	10
MATH	1210	168	ENGR	2140	12
MATH	1220	76			<b>72</b>
MATH	1630	18			
MATH	2010	17	CSIS	1000	35
MATH	2020	15	CSIS	1040	15
MATH	2210	28	CSIS	1400	16
		<b>1212</b>			<b>66</b>
CHEM	1010	49	ACCT	2010	15
CHEM	1110	35	ACCT	2020	9
CHEM	1120	34			<b>24</b>
CHEM	1210	60			
CHEM	1220	35	ECON	2010	43
CHEM	2310	35	ECON	2020	25
CHEM	2320	19	ECON	2500	31
		<b>267</b>	ECON	3170	21
					<b>120</b>
PSY	1010	13			
POLSC	1100	9			
HIST	1700	17	BIOL	1610	<b>84</b>
NFS	1020	12			
LM	1010	21			
On-line		14	FIN	3250	<b>10</b>
		<b>86</b>			

### OTHER SERVICES

Study Skills/Reading Comprehension/Testing = 63

The total number of students served in the tutoring lab according to courses is 2,102. Many students use the lab as their study area, so they spend more than an hour each day, some come in only when they are struggling with a concept, some use it for a small study groups, and some may only come in to prepare for a test or the finals. Whatever the reason, we are here to provide the assistance they need to understand and learn the concepts. We have many students who return every semester until graduation. As one student wrote in a thank you card, "You guys are awesome. I wouldn't have made it through College Algebra without your support. See you next year."

## ENGAGEMENT CENTERS

The five engagement centers are expected to carry-out a variety of functions, which include facilitation of *The EDGE* program, faculty development relative to the nature of each center, community outreach, fund raising, and relationship building with current and potential stakeholders of the university. Ultimately, students benefit from unique pedagogical approaches that add a dimension to their learning and educational endeavors. Though SUU's University College provides an administrative home for the five centers, each has a unique relationship relative to the rest of the campus, and in some cases, like that of the Harry Reid Outdoor Engagement Center, shares the administrative load with the Harry Reid Distinguished Scholar, who reports directly to the Provost. The prevailing initiative tying the centers together is *The EDGE* program.

With the hiring of Dr. Briget Eastep as the permanent director of the Harry Reid Center for Outdoor Engagement, three of the five centers are fully implemented. The Creativity Center and Leadership Engagement Center still operate with a part-time director. The Creativity Center is slated to be the next center to be fully implemented in 2013-14. Of note: the Intergovernmental Internship Co-op (IIC), formally part of SUU's Regional Services, is now administratively housed under the Harry Reid Center. Undergraduate Research and Scholarship Program (UGRASP) is now part of University College and functions in concert with each of the engagement centers.

### The EDGE

The Experiential Education initiative, designed to give all students an enhanced pedagogical experience, formally launched in the fall of 2011 after two years of foundational work. The moniker "*The EDGE*" was conceived in consultation with a nationally renowned consultant who works with organizations involved in helping individuals promote themselves and their work. The academic community voted to have *The EDGE* stand for *Education Designed to Give Experience*, which is an appropriate descriptor for the program.

Over the course of this past year, the three "shepherding courses" (UNIV 1010; 3925; 4925) were designed and implemented in a staggered roll-out that allowed for beta-testing, on-going refinement, and the development of support structures. The creation of a field guide and the *EDGE Tracker* are examples of components that were conceived as necessary support structures to help keep students engaged throughout their time in the program. Each center report will provide a summary of the respective stewardship of the centers relative to *The EDGE* program.

## Harry Reid Outdoor Engagement Center Annual Summary

Submitted by Dr. Briget Eastep, Director

### Year 1: Putting the Pieces Together

On August 29, 2011 Southern Utah University was given an opportunity to create an interdisciplinary center focusing on the outdoors named after one of SUU's most successful alumni, Senator Harry Reid, a member of the SUU's Class of 1959. The mission of the center summarizes the opportunities being developed in the center:

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

Since becoming the Harry Reid Outdoor Engagement Center, the center staff has been focused on establishing the programs which will bring our mission alive through student, faculty and staff involvement in engaged and interdisciplinary learning opportunities in the outdoors. Specifically, the center has been putting the following pieces together:

- 1) Facilitated students in the Outdoor Engagement Track for SUU's EDGE program. In Fall 2010 we introduced 1500 students in UNIV 1010: Introduction to Experiential Education to outdoor engagement. Students engaged in interpretive programs in nearby national and state parks, learned about astronomy at Ashcroft Observatory's Monday evening session, participated in the Outdoor Education Series, participated in science club outings, or participated in outdoor skills workshops hosted by the center.

In the spring the center's faculty committee facilitated 25 students through a proposal writing workshop, UNIV 3925: Proposal. Students proposed individual learning experiences that engaged them with the outdoors while enhancing their academic skills, outdoor skills, sense of place, sense of stewardship, and knowledge of the natural world. Students proposed a variety of experiences: from working at Philmont Boy Scout Ranch as a backpacking guide to producing art during a nine day trip to regional national parks

to be inspired, and working with youth at Cedar Mountain Science Camp. In the fall these students celebrate their learning in UNIV 4925: Synthesis and Reflection.

- 2) Invited the Intergovernmental Internship Cooperative (IIC) to become part of the center in order to create a closer tie between academics and professional opportunities in regional land management agencies. The IIC facilitated over 160 internships in regional public land agencies this summer. Students gained experience in natural resources, graphic design, recreation, interpretation, wilderness monitoring, range, public relations, youth programming, and resource management. This year the IIC holds over \$600,000 in cooperative agreements for interns and related work. In July the IIC, along with about 65 partners and students, hosted John Wessels, Director of the National Park Service's Intermountain Region. From this meeting, we hope to be recognized as a national model for youth engagement and professional development for the National Park Service.
- 3) The center's student assistant, Kyle Branin, acted upon the need of a group of Outdoor Recreation students to develop outdoor leadership skills and experience by creating Pacesetters and Peer Adventures. These two programs work together now, as a university sponsored club, to provide outdoor leadership training to students and in return these developing leaders will practice their skills by leading others on Peer Adventures. Last year Pacesetters offered three trainings to 22 students: Outdoor Adventure Logistics, Outdoor Adventure Risk Management, and Outdoor Skills/Leave No Trace Trainer Training. In return, these Pacesetters led six trips to 70 students.
- 4) As part of a More Kids in the Woods Grant for \$33,000 granted to SUU and the Dixie National Forest, the HROEC hosted a Color Country Youth Initiative Strategic Planning Meeting to develop a youth initiative in partnership with regional land management agencies, schools, and city recreation programs to connect youth with public lands from preschool through college. Twenty five people from across the region participated including the superintendents of Bryce Canyon National Park, Jeff Bradybaugh; Cedar Breaks National Monument, Paul Roelandt; and representatives from regional Bureau of Land Management offices, Washington County Schools, St. George Parks and Recreation, and the Dixie National Forest. A working group was established to complete and inventory and seek funding for a coordinator.
- 5) The center's faculty committee created a self-supported course, UNIV 3500: Interdisciplinary Engagement as a means to teach with colleagues across disciplines outside of the classroom. The first class will be offered during Maymester 2013 and will be titled Water in Arid Lands. This course will focus on the Green River through a rafting

trip where faculty from biology, geology, anthropology, and outdoor recreation will explore water in arid lands from their disciplines.

- 6) Finally, the themes of Mining and Wilderness are being explored as potential themes for workshops and a symposium in 2013.

## **Creativity Center**

Submitted by Dr. Todd Petersen, Director

Because three of the five engagement centers are all the way up and running, administering their own programs in addition to planning the EDGE Program, the Director of the Creativity Center has taken leadership on many of the smaller projects that have brought the development of the EDGE program to its first milestone: the completion of the curricular component. Much of the progress of the Center has been in the development of the programmatic infrastructure. In the coming year, as the Creativity Center comes more online, the focus will shift to internal program development, EDGE Program administration, and fundraising.

### **TEDx Event**

The Center hosted a two-day festival of ideas at the Off the Cuff Training Center in Cedar City. The Creativity Center is in the process of transferring the license for a SUU-based TEDx Event which has been under the auspices of the SUU Honors Program since 2009. This high profile event fits squarely under the Creativity Center's mission to "promote creativity on campus and in the surrounding community."

TEDx events are individually sponsored events in the spirit of the international TED conference held annually in Long Beach, California. TEDxSUU is recognized by the TED organization as one of the first licensees worldwide, which puts it a category with schools such as USC.

The event welcomed speakers from campus and the Cedar City community. Speakers included SUU faculty Ellen Treanor, Shalini Keser, Peter Sham, along with students Blake London, Angel Hansen, and Chase Harrison. The Utah Shakespeare Festival's Education Director Michael Bahr also presented. Ray Whittier, principal of North Elementary, spoke on his school's new partnership with SUU to develop the first STEAM (Science, Technology, Engineering, **Arts**, and Math) school in the state. 2011 Utah Arts Educator of the Year Alisa Petersen was also part of the schedule, as well as SUU student dance and percussion ensembles.

### **TEDx Summit, Doha Qatar**

In April 2012, The SUU Creativity Center Director and the SUU Honors Director were selected to attend an international summit of TEDx organizers in Doha, Qatar. The event was co-sponsored by TED, the Doha Film Institute, and was funded by the Sheikha Al Mayassa bint Hamad bin Khalifa Al-Thani. During the week, the Center Director attended workshops in organizing TEDx events and networked with organizers from around the world. As a result of the summit, the Creativity Center director has been invited to contribute to the development of a mentoring strategy and procedure that the organization TEDx will use for new licensees in the future.



### **Eccles Scholar**

The Creativity Center partnered with Ray Grant and the Convocations Program to host the University College's Eccles Scholar, Jeff Leiberman. The Center Director designed the program for the visit, hosted a well-attended Convocation event with an engaging multi-media presentation. The event also allowed the Creativity Center to develop a new program called "The Convocation Symposium." With a curated group of faculty and administrators the visiting scholar led an informal discussion on the nature of creativity and teaching. This event has become one of the set activities of the Creativity Center's programming.

### **Course Development**

This summer the Creativity Center Director was the project leader for the development of the last of the three curricular pieces of the EDGE Program. There is now a three-step course process UNIV 1010 Introduction and Orientation, UNIV 3925 Proposal, and UNIV 4925 Synthesis and Reflection. This represents a significant milestone in the development of the EDGE program.

### **Toolkit**

The Creativity Center Director developed a small booklet for EDGE students to use while in the field. The booklet, called the EDGE Toolkit, offers guidance for recording the EDGE project. It focuses on budgeting, networking, and journal-keeping. The toolkit will be sold through the SUU Bookstore, and profits will create a small revenue stream for the EDGE program. When the EDGE program is in full swing, the toolkit is projected to generate \$3000-\$4000 a year.

### **Location and Reestablishment**

The Creativity Center was relocated from the Bennion Building to the Braithwaite Building. The center is now integrated with Dr. Petersen's faculty office and will remain that way until the Braithwaite Gallery relocates to SUMA/USF space in 2015. The center will also have a small reception and work area outside the office door.

### **Branding of EDGE and UNIV Course Sequence**

The Creativity Center began working with the illustrator Chris Bodily to develop a branding strategy for the UNIV 1010, 3925, 4925 course sequence. Using these illustrations will unify the EDGE courses and create a sense that the program is more firmly established. We also expect the illustration to help create a greater sense of engagement with the target audience group: students from 18-24.

This is a sample of one such illustration, taken from the conclusion of the UNIV 4925 course. This page suggests to students completing the EDGE Program that they are now not like other college students, and this is why they'll have an EDGE in the next phase of their lives.

When the illustration project is complete, the EDGE Program will also have a library of images we can use in presentations and publications, all of which will center back on the brand.

### **Implementing Basecamp**

In order to facilitate project management with the EDGE team, the Creativity Center director implemented the use of a popular online project management system called Basecamp, which allows for asynchronous contributions as well as the creation of a project archive. This was especially useful during the summer, as team members were busy in the field being experientially engaged in their own programs. Basecamp expedited the completion of at least six summer projects, and all the work is archived.

### **EDGE Tracker**

Because the EDGE Program involves so much out of the classroom activity, a solution was required to keep track of student progress when they were not enrolled in formal courses. In order to accomplish this task the Creativity Center Director conceived of an online database that would store EDGE Project information and student data, drawn from Banner. Working with Rob Robertson, Chair of Computer Science, and Parker Grimes in IT, we designed a tool called the EDGE tracker which allows for an innovative two-way reporting process. The tracker will also serve as a directed messaging tool and archive of project information, including data on project budgets and overall cost.

The bulk of the implementation credit goes to Parker, but the initial concept began in the Creativity Center and with the EDGE Director Team. The EDGE Tracker went live the first week in September.

### **Partnership with UGRASP**

The Creativity Center worked with UGRASP to develop a research track for the EDGE Program and is currently developing a campus-wide research archive and abstract clearinghouse that will assist in assessment efforts in the key area of undergraduate research. It is possible that phase two of the project will extend to all research efforts at the university. The Dean of the SUU library will be a key player in the development of this asset.

### **iPadagogy Group**

Under the direction of Provost Brad Cook, the Creativity Center has Partnered with the Center for Excellence in Teaching and Learning to develop a team of eight faculty members known to be early adopters of technology. This group was awarded state of the art equipment and modest stipend for applications. The group's charge is to explore all the ways that an iPad might contribute to a faculty member's work on campus. Their job will be to disseminate the results of the pilot to the campus community. The Faculty Center's primary role will be in the arena of teaching. The Creativity Center's primary role will be that of innovation in faculty productivity and collaboration.

### **Contributions to General Education Task Force**

As a member of the University College the Creativity Center Director served on the General Education Task Force. His primary contribution to this groups was to design (with Dr. John

Taylor in Biology) an electronic survey that will assess the alignment of LEAP Essential Learning Outcomes to our current general education offerings. This survey will be circulated this Fall.

### **Presentation to Utah Educated Person's Conference**

Along with the Director of the Harry Reid Outdoor Engagement Center, The Creativity Center Director presented the EDGE Program at the Educated Person's Conference at Snow Bird last October. The presentation generated a great deal of interest from the state-wide group. The program has been asked to follow up again this coming October.

### **Consulting with North Elementary School**

The Creativity Center Director consulted with faculty at SUU partner school North Elementary by participating in their summer faculty training. In addition to guiding the vision of the training, the Center Director presented on the purpose of creativity across the curriculum and the dangers of relegating curriculum to "the arts." The Director also presented new research on the problems with traditional brainstorming and led a workshop on collaborative idea generation.

### **Study Abroad Program**

The Center is developing a creativity-themed study abroad program to be launched in the summer of 2014 in Edinburgh Scotland. This program will be centered around the theme of journaling and multi-media personal expression.

### **Partnership with Art and Design**

The Creativity Center has arranged its first curricular partnership with the Department of Art and Design. We will be co-sponsoring their new ART 4200 Course Design Thinking, which puts SUU alongside renowned programs such as Stanford's d.school and MIT's Multi-Media Lab. Students taking this cutting-edge interdisciplinary course will be granted EDGE Program credit.

## Community Engagement Center

Submitted by Dr. Earl Mulderink, Director

### Highlights

- The renamed and expanded “Community Engagement Center” opened in late summer at 417 W. 200 South and was officially dedicated on October 21, 2011. Featuring two floors of office, meeting, and storage space, including room for the HOPE Food Pantry, the standalone bungalow is located next to the Sargon Heinrich Global Engagement Center. The new facility included a storage shed (with half of its funding from President Benson) along with new telephones, computers, printers, and furniture. Late in Spring 2012, part of the office space was allocated to the “Teddy Bear Den,” sponsored by the Professional Business Leaders Club from SUU’s School of Business, with a dedication event on March 21, 2012.
- New staff (and titles) helped to build the CEC during 2011-2012:
  - Pam Branin became the CEC’s Associate Director as of July 1, 2011
  - Veronica Cazares was hired in August 2011 as the CEC’s Administrative Assistant
  - Following Lacie Jo Robinson’s departure in Fall, we hired Gabrielle Strand as a half-time program specialist in January 2012
  - Lucas “Luke” Knowles joined us in November 2011 as a VISTA volunteer with funding support from the Utah Campus Compact
  - The CEC depended on several exceptional work-study students:
    - Andreah Decker oversaw the Holiday Assistance Program in Fall 2011
    - Sheraya Brown improved the CEC’s social media and video resources
    - Shannon McLean provided valuable clerical assistance
- For the third successive year, SUU was named to the *President’s Higher Education Community Service Honor Roll*. We documented over 90,000 hours of student service, split almost evenly between service/volunteer activities and service-learning activities through academic classes.
- The CEC contributed to development of SUU’s exciting new Experiential Education program with new courses and components for a “community engagement” track. Earl Mulderink joined faculty, staff, and student colleagues in creating new courses (UNIV 1010, UNIV 3925, and UNIV 4925). The EE program began in earnest in Fall 2011 with over 1,000 students enrolled in UNIV 1010, *Introduction to Experiential Education*.

### Service-Learning Committee

The Faculty Service-Learning Committee met monthly through 2011-2012. Committee information, additional resources, and relevant links are located at our CEC web site:

<http://www.suu.edu/uc/ee/cec/facstaff.html>

### **2011-2012 Service-Learning Committee Members**

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

### **2012 Service-Learning Fellows Named**

For the sixth 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. 2012 honorees were:

- Dr. Matt Barton, Department of Communication
- Professor Nica Clark, Department of Agriculture and Nutrition
- Dr. Britt Mace, Department of Psychology

### **2012 Utah Campus Compact Honorees**

SUU again supported the Utah Campus Compact’s annual statewide recognition event that convened in April 2012 at Utah Valley University with Provost Brad Cook in attendance to help introduce recipients. As selected by the Service-Learning Committee, SUU and the UCC honored the following:

- Emranda “Randi” Sorenson, a Business major and president of the Professional Business Leaders’ club, was recognized as SUU’s Civically Engaged Student
- Carrie Trenholm, Beverly Taylor Sorenson Chair in Elementary Arts Education, was named SUU’s Civically Engaged Scholar
- Casey Bowns and Marissa Foster, who oversee SUU’s Motor Pool & Receiving, were honored as SUU’s Civically Engaged Staff
- East Elementary School (led by Principal Steve Burton and Teacher Kim Saucedo) was recognized as SUU’s Committed Community Partner

### **Service-Learning Scholars Program**

During the 2011-2012 academic year, three undergraduate students completed this rigorous program. Graduating in December, Amy Heaps Whitmore completed a project that focused on a reading program at the Cedar Public Library. At SUU's May 2012 Commencement, two HSS students were recognized as Service-Learning Scholars: Jasmine "Jazzy" Barney, of the Department of Psychology; and Brittney Park, of the Department of Political Science and Criminal Justice.

### **Service-Learning Course Approval**

Working with Kyle Bishop, Director the Center of Excellence for Teaching & Learning, Earl Mulderink offered sessions at the beginning of the year for new faculty. The Service-Learning Committee approved one new "SL" class between Fall 2011 and Spring 2012: NURS 4335, "Community Health Nursing," proposed by Professor Rebecca Rasmusson of the Department of Nursing.

### **International Service-Learning and Alternative Break Trips**

Students enjoyed opportunities for international service-learning through several programs at SUU, most notably the Rural Health Scholars program and the Summer Study Abroad program. Earl Mulderink traveled in January with RHS students to Nicaragua and during Spring Break to Panama. In addition, he organized a trip with eight SUU students in May-June 2012 entitled "History and Service-Learning in Ghana," when students engaged in some service work in an orphanage, a medical clinic, and an elementary school.

During winter and spring breaks, the CEC sponsored domestic "Alternative Break" service trips to Washington State, California, and New Mexico, where students worked with Habitat for Humanity and Via International. 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**

Earl Mulderink

- Poster presentation about SUU's Experiential Education Program at the AAC&U Conference, October 13-14, 2011, Long Beach, CA
- Served on planning committee and facilitated a session at the Utah Campus Compact Engaged Faculty Institute, February 3-4, 2012, Moab, UT
- Poster presentation at the 15<sup>th</sup> Annual *Continuums of Service* Conference in Seattle in April 2011. In addition, he served on the program planning committee and facilitated a

roundtable discussion about *A Crucible Moment*, a “national call to action” published in January 2012 by the American Association of Colleges and Universities.

Pam Branin

- Two poster presentations at the 15th Annual *Continuums of Service* Conference in Seattle in April 2011
- Co-presented with Amy Brinkerhoff (former SUU VISTA, now Coordinator of the Volunteer Center of Iron County) on SUU’s oversight of the Iron County Holiday Assistance program at the Utah Campus Compact Engaged Faculty Institute, February 3-4, 2012, Moab, UT

### **Student Leadership/Sponsored Programs (Overseen by Pam Branin)**

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

- After School Sports Program-offered weekly as a sports and mentoring program for middle school students. Key to its on-going success are effective partnerships with counselors at Cedar Middle School and SUU student athletes, who often come as guests to demonstrate their sport
- Alternative Spring Breaks-the Community Engagement Center provided three spring break options in March, 2012; Habitat for Humanity in Taos, New Mexico and Tacoma, Washington and with Via International in San Diego, California
- Alternative Winter Break-due primarily to a short advertising window for an expensive trip, the Alternative Winter Trip was cancelled. The situation did encourage evaluation of the Habitat for Humanity break cycle, which doesn’t allow confirmation of trips until late October, making it hard for students to enroll and pay by the end of November. To help address this challenge, SUU joined, through Utah Campus Compact, the Break Away network to expand future break opportunities
- Bread & Soup Nite-monthly benefit dinner that serves as a “food-raiser” for the HOPE Pantry, attended by 500-700 students, faculty, staff and community members each month
- HOPE (Helping Our People Eat) Pantry-One of the first student food pantries in the country, the HOPE Pantry serves approximately 70 students each month and has s been a model to other campuses as they’ve developed pantries
- Paiute Center Reading/Tutoring Program-a reading and homework help program offered Monday-Thursday each week by the Paiute Tribal Center, staffed through the CEC with SUU student volunteers. On average, there are 4-8 SUU volunteers each afternoon who serve 25-30 children

- Service Hall Living Learning Community-in its second year saw great success with 20-30 residents participating in weekly Hall activities including a “mini alternative break” to Best Friends Animal Sanctuary in Kanab
- Special Olympics-located as an organization in the CEC for the first time, this club struggled to find a fit in the Special Olympic infrastructure in Iron County. Led by two dedicated students, the club did make in-roads that will help ensure future success
- Sub for Santa-the SUU arm of the broader Iron County Holiday Assistance program. In December of 2011 Sub for Santa sponsored the first (of what it hopes will be many) “Stuff the Truck” donation event on campus. In 2011, as in past years, SUU students and employees, provided roughly 10 percent of all donations county-wide
- SUU Discover, A Book is More Than It’s Cover-This weekly story time offered at the Cedar Library in the Park is, according to library staff, “The most successful story time we’ve ever had,” serving anywhere from 10-30 children and their families each week with character education and diversity appreciation-based reading and activities
- Wee Be Groovin’-In only its second year, Wee Be Groovin’, offered weekly at East Elementary, provides a positive fitness and social activity for, on average, 30 students who work with 10-12 SUU student volunteers
- Wee Swim-This weekly swim program is offered to preschoolers enrolled in the local Head Start program. Over the 2011-2012 school year nearly 100 Head Start students were able to participate in one of four six-week swim lesson sessions

Each of these programs, in addition to providing significant service in the community, provide opportunities for hundreds of SUU student volunteers, as well as leadership training and experience for 20-24 student Service Leaders each year.

### **Thank You & Celebration Event**

The Community Engagement Center hosted an end-of-year celebratory event in the Starlight Room on April 18, 2012. Advertised as a campus and community recognition event, the gala included public recognition of the 2012 *Service-Learning Fellows* and Utah Campus Compact honorees.

### **Assessment Plan**

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

### **Challenges and Opportunities**

- While the CEC made great strides in its use of social media, thanks to work-study student Sheraya Brown, our web site languished due to limited support from other offices on campus.



- The CEC still needs an institutional tracking system, such as OrgSync, to coordinate documentation and assessment, particularly in submitting applications for the President's Higher Education and Community Service Honor Roll, Utah Campus Compact surveys, and USHE data collection.
- Starting in August 2011, the CEC tried to implement a new initiative called "Food and Faiths" to support the President's Interfaith Campus Service Challenge. We created a new student group, the Student Alliance of Interfaith Leaders (SAIL) and met with campus and community representatives, but the initiative stalled out during the academic year.

## **Sargon Heinrich Global Engagement Center**

Submitted by Dr. Kurt Harris, Director

In the 2011-2012 academic year, the Sargon Heinrich Global Engagement Center saw growth, expansion, and improvement in its services to SUU students, faculty, staff, and local community members.

In preparation for the expected increase in students who will be studying abroad in the coming years because of the new Experiential Education program, the Global Engagement Center's main goal in 2011-2012 was to increase the number and variety of SUU's international partner universities. We did so by over 100%. SUU now has partnerships with 42 universities in 24 countries, including new partners in Brazil, Estonia, Greece, Indonesia, Morocco, New Zealand, Romania, South Korea, Spain, Tanzania, and the United Arab Emirates. In the past, our university partners afforded few opportunities for students wanting to take courses in the humanities, the performing arts, education, and the sciences. Now, nearly all SUU students can study abroad and earn credit for courses in their major.

Fourteen SUU students studied on exchange at our partner universities in 2011-12, and, for the first time in the Spring semester, more of the students studied in Asia than in Europe. In addition, the Global Engagement Center organized a 6-day trip for five students and two faculty members to study and discuss women's issues at the Insight Dubai Conference in the United Arab Emirates.

Another goal in 2011-12 was to increase the number and variety of faculty members involved in international teaching and research. Dr. Jon Smith, a Communication professor, led the way by teaching, filming, and producing documentaries for a year as a Fulbright Scholar in Swaziland. Two SUU deans, Dr. Deb Hill of the College of Education & Human Development and Dr. Jim McDonald of the College of Humanities & Social Sciences, had their applications accepted to be Fulbright Specialists, and they are currently awaiting assignment. Several SUU faculty were also invited as guest lecturers at partner institutions. Among them was Communication Professor Dr. Kevin Stein, who taught at Hunan Normal University in Changsha, China, for four weeks. Business Professor Dr. Alan Hamlin and the dean of the School of Business, Dr. Carl Templin, taught in Vienna and Paris, respectively. Dean Shauna Mendini, along with several other faculty members from the College of Performing & Visual Arts, made trips to Beijing and Wuhan, China, to conduct workshops and collaborate on projects.

In addition, fifteen SUU faculty members, including Dr. Patrick Clarke, Dean of University College, accompanied 73 students on ten summer study abroad programs. Half of those programs were offered for the first time, and slightly over half of the faculty members (eight of them) were first-time study abroad program directors.

The Global Engagement Center also oversees SUU's National Student Exchange program, whereby students can study for a semester or year at one of over 200 universities in the U.S. and Canada. In 2011-12, five SUU students took advantage of this opportunity.

The signature event of the year sponsored by the Sargon Heinrich Global Engagement Center was the “Human Trafficking: People, Places, & Voices” conference, which took place in April. This conference was free and open to the public, and over 500 people attended the two-day event. The keynote speaker was 2010 CNN Hero of the Year Anuradha Koirala, founder and executive director of Maiti Nepal, an organization that rescues and rehabilitates survivors of sex trafficking on the Nepal-India border. Other conference speakers included academics, artists, and activists from around the world, as well as over 40 SUU students.

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

## **Leadership Engagement Center**

Submitted by Dr. Katy Herbold, Director

### **Summary**

During its first year in the LEC building, the LEC Advisory Committee and Interim Director planned and implemented many activities to support students in their efforts to complete the EDGE Program Requirement through the Leadership Engagement Center.

A special recognition by the C. Charles Jackson Foundation awarded the EDGE Program \$10,000 to showcase examples of excellent projects. Students from each Center are to be recognized for their work on EDGE Projects.

Academic efforts included four sections of UNIV 1010 and one section of UNIV 3925 taught by the Interim Director. The Advisory Committee reviewed 28 Project Proposals submitted in the Spring 2012 semester and identified two to showcase in the Jackson Showcase Grant project. The two LEC awardees are Barbara Cantu and Katie Steele. Together with the other Center Directors, the curriculum and online course was developed for the final EDGE Program course, UNIV 4925. The Interim Director made short presentations to the faculty of each SUU College, inviting their participation in developing the Leadership Laboratory.

Outcomes of efforts toward creating a functional operating and instructional space for learning about leadership are physically evident in the LEC. During the summer, 2012, the Leadership Laboratory was created. While still being developed, it is functional and available for students to use. Minor improvements were also made within the LEC, including new window coverings and repair to the dangerous steps in front of the building, making access more safe.

Contact was initiated with a local company, the Leavitt Group, and with an international company, Franklin Covey to investigate possible avenues for partnership. It is anticipated that the Leavitt Group will develop a leadership inventory to be made available through the Laboratory.

To enable the center to keep the doors open to serve students, a Program Specialist position was filled. The resources of the center are now available to students from 10:00 a.m. to 3:00 p.m. daily.

Future goals and objectives include offering movie nights and noon seminars. Electronic resources for students, faculty and community are planned for the Laboratory. Dates have been set for a LEC hosted Leadership Conference February 28 and/or March 1, 2013. This event will be open to the public, and advertised statewide.

## **Undergraduate Research and Scholarship Program (UGRASP)**

Submitted by Dr. Paul Spruell, Program Coordinator

### **Overview**

During the 2011-2012 academic year, the Undergraduate Research and Scholarship Program continued its primary role by distributing funds to facilitate undergraduate research and scholarship. In addition, the UGRASP Director, in conjunction with the Provost, Dean of the University College, and Directors of the Centers coordinating the experiential education requirement (now EDGE) initiated a series of conversations to better define how UGRASP and the EDGE program would interact. Although the transition is ongoing, several changes have been agreed upon, at least in principle. First, the Creativity Center will serve an increased role in recruitment and review of projects that have traditionally been underrepresented in UGRASP proposals (e.g. creative works in English and the fine arts). In addition, the Directors of UGRASP and the Creativity Center will work together to modify the format and increase the visibility of SUU's undergraduate journal, ACOURAS. Although this collaboration is in its early stages, some exciting possibilities have been discussed that would make ACOURAS more visible to students, a valuable recruiting tool, and a searchable archive for use by subsequent students and administrators compiling information for Department, College, and University-wide assessment efforts. Finally, UGRASP will begin playing a more direct role in the review of EDGE proposals that use research to complete their project.

### **UGRASP Program Goals**

*1) Encourage undergraduate students from all disciplines to engage in independent research and scholarship as defined by the Council on Undergraduate Research, "An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline."*

UGRASP received 48 applications for research funding during the 2011- 2012 academic year. Twenty-seven of those projects received funding. As in the past, most proposals submitted were from the College of Science and Engineering and the College of Humanities and Social Sciences. In an effort to expand the representation of students receiving UGRASP support, the Director met with the Chairs and Program Directors from the College of Performing and Visual Arts and met with the entire college of Education. While these visits produced some interest, these two academic units remain underrepresented in UGRASP proposals. It is hoped that the new partnership between UGRASP and the Creativity Center will increase participation among those students.

*2) Facilitate student presentation of their original work at state, regional, national, and international workshops and meetings.*

In excess of \$8,000 was spent during academic year 2011 – 2012 to offset travel costs for students presenting their work at state, regional, and national meetings. The exact number of

students traveling was not documented as groups of students traveling together were represented by a single travel request. The application process will be altered in 2012 – 2013 to allow for these data to be collected. Perhaps the highlight related to student presentations was SUU's representation at the National Conference on Undergraduate Research. SUU sent 16 students associated with 13 projects to this prestigious event. This number compares quite favorably to our peer institutions as, among our peer group, only Truman State University had more projects than SUU accepted for presentation.

*3) Organize on-campus opportunities for student presentation of their original work, including an undergraduate research journal and an annual event showcasing professional-style presentations.*

Student Faculty Scholarship Week was held April 17 – 19. During that period, 27 oral presentations and eight posters were presented. This event was shifted to late afternoon in an attempt to decrease the scheduling conflicts that have been problematic in the past. That shift was somewhat successful. Beginning in 2013, student presentations will be included as part of a campus-wide event to showcase scholarly activities of students, faculty, and staff at SUU. By suspending classes for that day, attendance will hopefully increase for student presentations. In addition, the nature of a campus-wide event is such that visibility for the event should be greatly increased, a shortcoming of the effort in 2012.

There were no submissions to ACOURAS in 2011 – 2012. This pattern is consistent with a downward trend for the past several years. The Directors of UGRASP and the Creativity Center are collaborating to revised and re-launch a SUU journal, most likely in an electronic format that would feature a print option. Our goals for that endeavor will be to provide an outlet for dissemination of scholarly work completed at SUU, to create a searchable archive to allow subsequent students to explore previous student projects, and to establish a database that will facilitate quantitative assessment across all levels at SUU.

### **UGRASP Learning Outcomes**

*1) Students will learn how to prepare a clear and concise proposal outlining the importance of their original ideas, detailing the process by which they plan to investigate those ideas, and presenting a budget listing the expenses associated with the proposed work.*

The instructions for submission of proposals were revised early in 2011. The goal of that revision was to provide a more clear and concise set of guidelines for proposals. Qualitatively, that effort appeared to succeed as student proposals were generally of higher quality than previous submissions. The review process was also altered such that students now receive a summary of reviewer comments from the UGRASP Director. This summary transforms the proposal writing process into more of a learning experience for the students. In several instances, proposals that were declined in one round of review were revised, resubmitted, and received funding in subsequent rounds. Thus, in addition to simply providing a mechanism to obtain funding, UGRASP is helping to train students to be effective communicators.

2) Students will learn how to execute a project while working closely with a mentor and in some cases with a team of peer investigators.

This outcome is somewhat difficult to assess at the Program level as mentors are not required to submit an assessment of student success. The UGRASP Director will discuss this issue with a variety of faculty members in an attempt to develop an assessment tool that is meaningful but that does not impose an undue burden on faculty mentors.

3) Students will gain experience presenting their work in a format consistent with professionals in their discipline.

As described above, a substantial amount of money was spent to facilitate student travel. However, as with learning outcome 2, this goal is currently difficult to assess, as there is no requirement that students or faculty report back to UGRASP regarding the outcome of their trip. As described above, the Director will work with faculty to initiate an efficient assessment tool to allow better tracking of the accomplishments of students receiving UGRASP travel funds.

## Interdisciplinary Studies

During the 2011 – 2012 academic-year, I started working for University College in the Interdisciplinary Studies Program. My efforts so far have been geared towards publicizing the program, finding SUU students whose needs are best met by this program, and helping them compile individualized programs of study.

O 10 February 2012 I drove to Orem, UT to meet with Dr. Scott Abbott, director of Utah Valley University's Integrated Studies program. Dr. Abbott had many useful and relevant ideas for recruiting students to an interdisciplinary program, putting together interdisciplinary seminars, and mentoring capstone projects. One particularly important point I took away from this meeting was the need for students to produce intellectually rigorous capstone projects that would distinguish their work among their peers. Philosophically, I agree that student creativity and student projects will ultimately prove to be the strength of this program.

Starting in July 2012, I began attending the SUU new-student orientation mornings and lunches in order to inform students about the BIS major. I participated in SUU At-A-Glance with a poster-board and handed out flyers explaining the BIS capabilities and requirements.

In addition to these efforts, I have begun drafting changes to update the BIS website and I have started to implement a social media presence for BIS (administered through [bis@suu.edu](mailto:bis@suu.edu)). I have a meeting later this week with Joey Degraaf to discuss compiling a printed flyer to further disseminate information about the BIS program.

Besides the efforts to publicize and recruit, I have spent time developing a strong interdisciplinary seminar (UNIV 4010) for Spring 2013. I have chosen the topic "Interdisciplinary Approaches to the Olympic Games" and have started to compile readings and materials for the course. I have contacted potential guest-lecturers and have managed to track down relevant material in business, biology, the arts, history, sociology, and philosophy. Besides these readings, I have researched the theory of interdisciplinary in academic settings and have found appropriate introductory readings for students in 4010.

Finally, and most importantly, I have begun advising students and helping them to construct individualized programs of study. To date, four students have verbally committed to the program. Two have submitted applications. Several others have expressed some degree of interest. The four students who have verbally committed have laid out persuasive, rigorous, and relevant programs of study intended to satisfy their intellectual curiosity and the requirements of future graduate study / career development. I am encouraged by the caliber of students we have attracted and I anticipate continued growth as the program matures.