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A Message from the Dean of Students

“To seek learning to serve God and His children better…is a blessing of great worth.”

The importance of learning is ultimately reflected in the Lord’s proclamation that “the glory of God is intelligence or, in other words, light and truth” (D&C 93:36) and the more specific instruction to “become acquainted with all good books, and with languages, tongues,” and “to obtain a knowledge of history, and of countries, and of kingdoms, of laws of God and man.” When asked to reflect upon the meaning of these scriptures, students are reasonably inclined to suggest that learning is part of the eternal plan, preparing us to become like God and giving us “so much the advantage in the world to come.” However, the Lord expresses a more contemporary purpose for learning. The critical difference between your just hoping for good things for mankind and your being able to do good things for mankind is education.

[“Reflection and Resolution,” BYU devotional address given on January 7, 1990]

The Campus Life Annual Report is a summary of the work being done by the members of the Campus Life community to prepare students to make their contribution to mankind. The report reflects the value Campus Life places on learning and the determination its members have to develop and refine meaningful programs to complement and supplement the learning in the classroom. We in Campus Life have prepared this report as a reminder to ourselves of what we have accomplished and what still needs to be achieved and as an appraisal to the university community of the resources available in Campus Life for students to achieve their goals.

—Vernon L. Heperi
Center for Service and Learning

Our mission is to provide every student with a meaningful service opportunity. We seek to instill in the heart and mind a desire to give lifelong service.

Director’s Message

“Truly great men and women resolve to dedicate a part of their lives and time to those in distress. Helping hands can lift someone out of the mire of difficulty … When we serve others, we best serve God” (Gordon B. Hinckley, Standing for Something [2000], 64). The Center for Service and Learning has experienced significant growth this year. The satisfaction of working with more than 23,000 dedicated students who are involved in community service programs has been inspiring and meaningful. More than 50 community service programs are run by the Center for Service and Learning, and it is gratifying to watch the student leaders who run these programs develop their leadership capacities and talents, grow spiritually, and expand their social networks. Currently more than 158 student program directors are serving as liaisons with community partners, as well as recruiting and retaining volunteers and learning through reflection with those volunteers. The miraculous experiences they have are what create the enthusiasm and growth in the Center for Service and Learning. Whether it is fulfilling the fourth aim of a BYU education (fostering learning and service), filling a class need, or contributing to personal and spiritual growth, the center provides many valuable reasons to serve.

—Casey Peterson
Service Outcomes
In 2009, 23,468 student volunteers in the center performed over 136,945 service hours. These service opportunities were planned and administered by over 50 volunteer student leaders who increased the number of center programs to 50 during the year. The United Way estimates that the economic impact of this service exceeds $3.4 million.

Each of these student program directors serves around 3–5 hours per week in direct service, recruitment activities, retention measures, and reflective learning with volunteers. They work with committees they have formed, interact with community partners, manage program budgets, and minister to volunteers in the program. All of this is in addition to their direct service.

In addition, a service council of 15 members oversees the ministering, training, and motivation of the program directors. Each member spends 5–10 hours per week in trainings, steeplings, and activity-planning meetings to increase the level of meaning among program directors.

Learning Outcomes
We focused on three learning outcomes this year:

Caring/Sharing: Students will express service as a “mindset” rather than an “activity.” This change of perspective will come as students share their time and talents in service opportunities that are personally meaningful to them and to those they serve. Such service forms habits of lifelong service in their lives and affects the perspective they have on their local communities.

Community Outreach: Students will examine the needs and issues in the community and design projects to alleviate those concerns. This outcome allows them to feel part of a community and to recognize their ability to affect change within it.

Service Development: Students will demonstrate leadership by engaging others around them in meaningful service experiences. To achieve this outcome, students will actively engage in service programs that provide relief and joy to others through recruiting, retaining, and reflecting with volunteers.

Assessment Process
More than 100 students participated in a qualitative analysis focused on the caring/sharing outcome through the student development class Learning Through Service. Students submitted five reflection papers describing their motivations, philosophies, methodologies, dedication to sharing, and planned continuance of service. At the end of the semester, the qualitative evaluation process identified increased initiatives in each of the five measured areas.

Results
At the beginning of each semester, students identified elements such as social atmosphere, class requirements, or résumé material as motivators for service. At the end of each semester, these motivators changed to pure love, selflessness, charity, and selflessness. These learning outcomes led to visible results individually in the lives of the students, as well as in the organizational structure of the center. Volunteer hours increased by 31 percent (32,681 more hours), student volunteers increased by 8 percent (1,723 more students), volunteer student leaders increased by 20 percent (27 more leaders), and the number of service programs increased by 13 percent (8 more programs).
Future Directions

Despite measurable increases in quantitative measures regarding numbers of hours, volunteers, leaders, etc., we feel the most important measures have to do with the levels of meaning that are found by our volunteers. Levels of meaning, though difficult to assess, have begun to emerge through qualitative assessment, as well as from assessments done by volunteers and student leaders as part of their experience. In fact, assessment will be one outcome added to our learning outcomes to assist students not only in learning how to serve but also in assessing components that increase meaning in service. Qualitative measures will continue in the upcoming year along with encouragement, support, and mentoring to help volunteers assess outcomes.
Director’s Message

“Be reconciled with each other. Do not go to the courts of the church nor to the courts of the land for litigation. Settle your own troubles, and difficulties; . . . there is only one way in which a difficulty existing between man and man can be truly settled, and that is when they get together and settle it between them” (Joseph F. Smith, in Conference Report, Oct 1916).

The Center for Conflict Resolution helps students meet the challenges of resolving personal conflicts in a private and civil manner, which is in keeping with the principles given in the scriptures (see Matthew 18:15-17) and by the leaders of the Church. In addition to dispute resolution services, the CCR educates students on conflict resolution through classes, seminars, and personal counsel. We teach principles and give advice that helps students understand that adhering to Christian virtues and using collaborative dialoguing not only is a civic duty but also the Lord’s way. Through experiences with CCR services and staff, students can build character, be intellectually enlarged, be spiritually strengthened, and be more prepared to serve in the world.

—John Pace
Service Outcomes

During 2009 we received 196 cases for mediation—89 percent of which reached a settlement—and 20 cases for arbitration. During May 2010 we sponsored a two-day Arbinger training for 55 participants from several departments. We also offered two self-development classes: STDEV 363 and 364.

Learning Outcomes

In 2008–09 we surveyed 14 of our most active volunteer staff to assess their learning experience as mediators of disputes in the Center for Conflict Resolution. The group was surveyed on 10 topics, ranging from mediation skills to character building, and in all aspects the mediators manifested an increase in learning.

In 2009–10 we surveyed student participants (disputants) in mediations and arbitrations to assess their learning experience. Our caseworkers made phone calls or contacted students by e-mail usually within a week after the mediation or arbitration. Students were asked three questions:

What did you learn that complements your educational experience at BYU as a result of participating in the CCR mediation and/or arbitration process?

As a result of your experience in mediation and/or arbitration, did you learn anything that contributed to your character, your thinking, or your abilities to make decisions, solve problems, or resolve disputes?

What is the most valuable of the things you learned?

It was suggested that we apply a direct method in which students state results rather than assess the increase in their learning. We took this approach because we believe there are numerous things that students learn from our dispute resolution processes, and we want to try and identify what they are.

Results

In surveying both mediators and students, we discovered that there was improvement in all areas that our office has considered as possible learning outcomes from the mediation process:

- Listening
- Decision-making skills
- Peacemaking skills
- Problem solving
- Critical thinking
- Collaborative skills
- Perspective
- Objectivity
- Creative thinking

To all three questions in this year’s survey, students responded that their learning had increased. The greatest learning increase occurred in the area of learning to better communicate and ask questions (42 percent), followed by seeing the other’s point of view and learning to compromise (33 percent), then having the character to stand up for oneself, as well as being calm, patient, and confident, and keeping proper documentation (25 percent).
Future Directions

We provide a service for students that we believe helps them to learn and grow. This year our sample group was small. Our aim was to identify the main learning outcomes from this experience—an exploratory year. We would like to continue surveying student participants in mediation and arbitration into next year, to see if the learning outcomes reported are indeed the major ones and if they correspond to the learning outcomes we have identified or if other significant learning outcomes surface with a larger sample group.

In the future we are also considering surveying our observers, who for the most part are students from mediation classes, to evaluate the performance of our volunteer mediators and to receive their observations of what participants in mediation learn.

Typical comments from respondents:

“I learned that BYU has an interest and concern in students more than just strictly education.”

“I learned that this center is very helpful in making landlords listen to what you have to say.”

“I learned that people need to talk to each other first in good temper so that we could come up with a solution.”

“I learned that it is important to communicate and try to solve problems.”

“Hearing another’s side without judgment is important to understanding their reactions and motivations.”
Honor Code Office

Our mission is to provide educational support to students in their individual and collective commitments, to assist others to live the university’s Honor Code, and to safeguard students, the learning environment, and the integrity and good name of the university.

Director’s Message

The Honor Code is a guiding document in the lives of all BYU students, faculty, and staff. One purpose of the Honor Code is to teach and support gospel principles that help students become individuals of character and true disciples of Christ. We have a wonderful opportunity to contribute to students’ development through the educational learning processes utilized in the Honor Code Office. We must constantly be willing to look for more effective ways to prepare our students for a life of Christlike learning and service.

Our desire to better serve and instruct students has lead us to utilize assessments to increase our understanding of what is effective in assisting students in their personal commitment to the ideals of the Honor Code. Last year’s results helped us focus more specifically on certain learning objectives. We were able to target and vary certain criteria within the assessment, resulting in a clearer indication that overall learning by students working with the Honor Code Office increased in several of the learning objectives. Data also pointed us toward a learning objective that was lower this year. This information will make it possible for us to improve our ability to assist students to better understand the purpose and value of the Honor Code.

—Steven M. Baker
Service Outcomes

During the year the Honor Code Office services include the following:

Continuing Student Ecclesiastical Endorsements. The staff collects and processes approximately 26,000 Continuing Student Ecclesiastical Endorsements; 75 percent of these endorsements were delivered to the office by students.

Student Meetings. Counselors hold approximately 1,800 individual student meetings, such as progress review meetings to assist students in their learning and development as they resolve personal concerns, and meetings to gather information regarding possible Honor Code concerns.

Communication. Staff members respond to approximately 100 phone calls and e-mails daily. The majority of these involve questions regarding students’ endorsements and Honor Code holds. Other commonly asked questions include participation in mixed-gender overnight activities, facial hair, and residential living standards for students participating in off-campus internships.

Outreach Effort. The Honor Code director and counselors provide resources and information to new faculty groups, student athlete classes, TA groups, and Admissions and Student Services groups. The staff also represents the office in orientation programs and provides individual consultation with a variety of faculty, staff, and ecclesiastical leaders who have questions or Honor Code issues they are dealing with.

Learning Outcomes

We refined the Honor Code Office learning outcomes to more specifically reflect the abilities we desire students to have following their resolution of Honor Code concerns. These outcomes focus on students becoming more self-aware; understanding moral, ethical and spiritual implications; making needed changes; and committing to Honor Code principles. The following six learning outcomes provide our office direction as we work to provide individual, educational, and developmental experiences for the students.

Following their work with the Honor Code Office, students will be able to:

Recognize the importance of congruence between their values and their behaviors.
Create a plan to bring their behavior into alignment with their values and Honor Code principles.
Explain gospel and ethical or moral principles associated with their behavior.
Identify the consequences of their actions for themselves and others.
Interpret the purpose and values reflected in the Honor Code.
Express a personal commitment to abide by Honor Code principles.
Assessment Process

From June 2009 through April 2010, the 192 students who were returned to good Honor Code standing were asked to complete an online survey and to evaluate themselves on their learning experiences. We received 85 responses, which represents a return rate of 44 percent. Honor Code counselors also completed a shorter version of the same survey for each of the 192 students.

Students were asked to respond to the following statements to assess the learning they experienced:

**Following my work with the Honor Code Office**

I recognize the importance of aligning my decisions and actions with my core values.

I can say with confidence that my actions accurately represent my core values.

I have identified specific steps to help me make my actions consistent with Honor Code principles.

I can say with confidence that my behavior is consistent with Honor Code principles.

I have engaged in learning and/or reviewing (reading, pondering, discussing with others) the gospel principles, morals, and ethics associated with the Honor Code issue(s) I worked on.

I can explain gospel principles and ethical and moral principles related to the Honor Code issue(s) I worked on.

I have accurately identified the consequences of my behavior for myself.

I have accurately identified all persons or groups who were impacted by my behavior and the specific impact it had on them.

I have made an effort to review and understand the purpose of the Honor Code and the values it is based on.

I can explain the purpose of the Honor Code and the values it is based on.

I have made a personal recommitment to abide by Honor Code principles.
Assessment Application and Future Directions

The 2009–10 assessment results indicate that a significant number of students experienced the intended learning objectives as they resolved their Honor Code concerns. The results also indicate that our office is focusing more on providing educational and developmental experiences for students.

Of the students polled, 86 percent indicated they can “interpret the purpose and values reflected in the Honor Code.” This is the lowest score students gave themselves on the six areas of their learning. Perhaps we have assumed that the “purpose and value” of the Honor Code is evident and have not specifically addressed it with students. This lower self-assessment from students strongly suggests the need to place a greater focus on this topic as we interact with them. This can happen during meetings with students, through reading and discussing assignments, or in writing exercises.

We hope to explore some different methods to assess students’ learning. Some possible tools include counselors completing a pre-assessment with students as they begin working with them, using focus groups to gather information, and using rubrics to evaluate students’ learning and progress.

Assessment Results

Figure 1 shows the percentages of students and counselors that agreed or somewhat agreed that the stated learning objective occurred. The responses from the students and counselors are all between 86 percent and 94 percent, which is positive for the six learning outcomes, with five of the six falling within 4 percent of each other, strongly suggesting that these responses accurately represent the learning students experienced.

Student and counselor responses differ 7.5 percent, the widest margin for any of the responses, on the learning outcome “interpret and explain the purpose and values reflected in the Honor Code.” Counselors indicate that 95 percent of students did this, whereas 86 percent of the students report that they did this. This difference suggests the need to increase the focus on the purpose of the Honor Code in counselors’ interactions with and conditions assigned to students.

Figure 2 compares current year responses with those from last year, 2008–09. The current responses show a higher percentage of students achieving the intended learning outcomes this year than last year. This may be attributed to the following factors:

Implementing new and/or updated conditions which better focus and direct students’ learning.

Identifying more specifically the intended student learning objectives.

Adjusting assessment questions to enable students to more clearly and specifically assess and report the learning they experience.

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International Services Office

We assist international students and exchange visitors with community connections, immigration issues, and cultural adjustment.

Director’s Message

The International Services Office (ISO) recognizes the special role it plays on the BYU campus. The international students and visiting scholars we serve are a unique constituency that contributes much to the mission and aims of the university. Representing approximately 2,300 students from more than 110 countries, ISO enriches the student body and truly recognizes that “the world is our campus.”

Over the past year ISO has focused on several areas of operation for improvement. By identifying several student outcomes in the areas of federal regulatory compliance, peer integration, and community support and involvement, attempts to assess the office’s value in each student’s overall experience has provided new direction for better student servicing.

Systemic improvements in visa record maintenance to provide greater intervention with student compliance issues; rebuilding the ISO Web site with new architecture to better organize regulatory information that students can easily obtain online; greater emphasis being placed on utilization of upperclassmen to help integrate freshmen on campus; greater involvement of students with community families; and providing more opportunities for students to share information about their country and culture have all added much to the BYU experience for international students.

—Enoc Q. Flores
Service Outcomes

The services of the International Services Office are intended not only to help international students maintain their visa status but also to promote BYU community cross-cultural appreciation and participation and to provide caring advisement and support that will promote The Aims of a BYU Education for international students and visiting scholars.

While monitoring student records, meeting federal reporting requirements, and advising students on a daily basis about visa compliance, the office has also found it vital to the achievement of its mission to:

- Provide workshops and presentations each semester on employment options, income tax filing, and immigration and visa regulations.
- Offer intercultural discussion sessions each semester.
- Sponsor a friend-family program for students to be with families in the community.
- Sponsor an International Women’s Association for spouses of students.
- Coordinate a peer integrator program for new international students.
- Offer a speakers bureau for international students to speak at local schools.
- Sponsor the International Student Association and all events it provides.
- Sponsor an annual Worldfest each November to showcase the international students.
- Offer limited scholarships for need-based students.

Learning Outcomes

Drawing from The Aims of a BYU Education, the global learning outcomes for students enrolled at BYU with international student visas include the following:

- Character building and integrity
- Regulatory compliance
- Resource management
- Adherence to obligations
- Problem solving

From the global learning outcomes, it is expected that international students enrolled at BYU will:

- Report a knowledge of enrollment and documentation regulations to retain their student visas.
- Maintain appropriate enrollment and other documentation to retain student visas.
- Acknowledge their responsibility to maintain appropriate enrollment and other documentation to retain student visas.
- Seek assistance through the ISO to maintain student visas if they have questions or problems.
- Acknowledge the value of working with ISO to maintain their visa status.
- Recognize ISO as a resource to assist them toward graduation.
Assessment Results

The 2009 survey was sent to all undergraduate and graduate international students registered on campus during the winter semester. Out of a total population of approximately 2,300 students, 499 responded, giving us a return rate of 22 percent. The 2010 survey was sent to international students who had applied for graduation in April. The total numbered 141, of which 80 responded, giving us a return rate of 57 percent.

Strong indicators of students’ knowledge of regulations and personal responsibility are suggested by 98 percent of students reporting that they were able to maintain their student visas without interruption and 96 percent agreeing or somewhat agreeing that they know the regulations necessary to maintain their student status. Further support for students taking personal responsibility for maintaining their status is suggested in 90 percent reporting that they have primary responsibility for maintaining their student status. It should be noted, however, that 28 percent of the responses indicate that ISO has primary responsibility for visa maintenance, which sends the office a mixed message from students.

While it is a hopeful sign that 69 percent of students seek information from the office about student visa questions, an indicator of resource management and effective problem solving, almost a third of the students will access family, friends, or others to answer questions. Parallel with the source of information students will use for their student visas, 69 percent of students report that they visited the office at least three times during the last year, while only 18 percent report never visiting the office.

Future Directions

As a provider of services to a unique constituency on campus, we feel progress is being realized in key areas of communication. Being one of the most regulated campus offices demands extra attention to accurate dissemination of vital information to students using a high degree of intervention capability. Violations of federal law must continue to be minimized at all costs.

As we look to the 2010-2011 academic year, ISO plans to continue identifying student outcomes and ways to assess its effectiveness to improve our function on campus. Major regulatory changes are expected to be implemented by the federal government that will affect all international students over the next two years. ISO plans to explore all methods of support and service to ensure a minimal impact on international students and greater utilization of campus and community programs to achieve an even higher quality BYU experience.
Department of Student Leadership

We prepare students for future service in the Lord’s kingdom by facilitating their contributions to the BYU experience, thereby helping them develop into leaders centered on divine principles.

Director’s Message

With a strong focus on service, the Department of Student Leadership is committed to helping meet the diverse needs of the BYU student body by utilizing an increasingly large corps of dedicated and trained volunteers as well as contributing student employees. Much of the volunteer service is provided through the Brigham Young University Student Service Association (BYU/SA). BYU Guest Services, the Student Activities Board, and the Events Management Team are also highly involved in serving campus needs while providing positive learning opportunities for students.

Emphasizing the achievement of desirable objectives, collaboration, and service, the Department of Student Leadership enjoys a high level of cooperation and trust with the BYU administration. We are grateful for the university’s support, which is given with the expectation that student leadership programs will foster leadership, higher academic achievement, and the balanced development of participants in ways consistent with the university’s mission. It is our objective and desire that students utilize the knowledge and experience they have gained through student leadership experiences as they “go forth to serve” in their homes, churches, communities, and careers.

—Dr. Neal L. Cox
Service Outcomes

Each year, BYU/SA conducts a service census aimed at tracking the volume of service hours and programs that student volunteers donate back to the university. These numbers reflect the strong commitment that students have in fulfilling the university’s motto of “Enter to learn; go forth to serve.”

Totals for the 2009–2010 Academic School Year

| Programs run by volunteers | 328 | Volunteer hours | 30,050 | Events hosted | 215 |

Learning Outcome: Leading Change

This year the Department of Student Leadership has placed its focus on developing student leaders’ ability to lead change. Our emphasis has been on three attributes associated with this competency. The behaviors believed to provide tangible data that could be measured and evaluated included the following:

- Students demonstrate a broad perspective in relation to organizational vision, mission, and goals.
- Students display the ability to foster an organizational climate that champions change.
- Students demonstrate the ability to network and represent the organization to key outside groups.

Although these areas of focus have been adapted to reflect the progress of the student leaders as a whole, we feel the real measure of progress has been observed through daily individual interaction with the students in the environment in which they serve and work.

Process of evaluation

This year student affairs professionals observed the behavior of students volunteering in BYU/SA. During the academic year student progress was evaluated after participation in leadership classes, meetings, programs, activities, reflection assignments, stewardship meetings, team area meetings and trainings, officer retreats, peer review sessions, performance assessments, office hours, and other activities designed to enhance their ability to lead change. Evaluators were asked to score the student’s performance on a scoring rubric from one to nine in each of the three attribute areas (broad perspective, champions change, and networking) according to the following scale:

<table>
<thead>
<tr>
<th>Response</th>
<th>Competency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–3</td>
<td>Learning: Student knows terms and concepts but rarely demonstrates competency outside instructional setting.</td>
</tr>
<tr>
<td>4–6</td>
<td>Developing: Student initiates competency outside instructional setting but may need to be encouraged or prompted to apply competency.</td>
</tr>
<tr>
<td>7–9</td>
<td>Developed: Student independently and accurately implements competency in non-structured situations.</td>
</tr>
</tbody>
</table>

Each attribute had four or five descriptive behaviors that helped the evaluator assess the student’s progress in each of the three areas, with a total of 126 points. For each of the three areas a student could score a maximum of 45 for broad perspective, 36 for champions change, and 45 for networking.

After thorough observation throughout the school year, student affairs professionals completed the scoring rubric for students that demonstrated some of these behaviors. Select students have been chosen for this report as a reflection of the progress these students experience by being involved in department programs and services.
Results

Mary Teichert
BYU/SA Student Advisory Council (SAC) Vice President

Age: 19
Year: Sophomore
Major: Genetics and Biotechnology
Home: Cokeville, Wyoming

Mary is a great example of an individual who responded well during a time of change. Midyear she was asked to fill the role of vice president, vacated by a previous student, and began leading those who had previously been her peers. Recognizing her short period of service and the role she had to fill, she empowered those she was serving with to take greater responsibilities and also networked within the Student Advisory Council to find competent leaders to re-staff her executive team. She demonstrated her abilities well and will continue to progress in her new role as the assistant to the president over administration in the 2010–2011 school year.

Landon Hansen
BYU/SA Executive Vice President

Age: 24
Year: Senior
Major: Neuroscience
Home: Rupert, Idaho

Landon had a lasting impact on BYU/SA by helping foster a climate of fiscal conservatism in the utilization of campus resources. He demonstrated a quiet, although powerful, interest in seeing that the course of BYU/SA activities is consistent with student needs and available resources. This past year distant observers came to a conclusion that student leaders are prone to squandering resources unnecessarily. Despite this criticism, Landon helped foster an atmosphere of profound respect for the organization because of his integrity and consistent service.

As part of his learning and development, Landon was responsible for managing the BYU/SA budget. In regular decisions, he demonstrated integrity and wise judgment with his financial management of BYU/SA resources as they relate to accomplishing the organizational vision, mission, and goals. He was able to supply needs to the various arms of the organization while living within the defined budget of the student group. Landon learned important lessons by viewing the organization from somewhat of a distance before he became intimately involved in its operation. He helped lead the organization during a difficult period by applying those lessons during his service.
Chad Johnson
BYU/SA Communications Vice President

**Age:** 25  
**Year:** Senior  
**Major:** Advertising  
**Home:** Sacramento, California

Chad had been involved in BYU/SA prior to his appointment as the communications vice president. He entered his tenure with the understanding that BYU/SA needed a new direction with its image. His peers desired the same outcome as he did, but did not comprehend the value in going through the process of getting there. He was able to successfully express this need and get others on board.

Chad accomplished this change by developing a vision and a strategy of how to better represent BYU/SA to the student body. Parts of his plan were very different from anything else done before and required the cooperation of peers and administrators. Although he met many challenges in seeing this change through, he was able to effectively communicate the outcomes and vision of these changes and was able to implement the plan he envisioned at the beginning of the year.

**Broad Perspective Score** = 34  
**Champions Change Score** = 29  
**Networking Score** = 30

**Conclusion**

The three students profiled in this assessment report have all been involved in BYU/SA for extended periods of time. Their prolonged involvement has given student affairs professionals the opportunity to observe and evaluate their learning and development through regular and consistent interaction. Based on these observations, there is a clear indication that student body officers have been learning and demonstrating positive progression in their ability to lead change in a variety of situations and circumstances.

The department recognizes the importance of developing students in the capacity to be effective leaders during times of change in their homes, professions, community, and in the Church. These results reflect positive development and demonstrate learned leadership behaviors in the areas assessed. It is agreed that as a department, more can still be done to assess students involved with leadership programs that may serve on a more limited scale than student body officers. Discussions will be initiated to determine appropriate methods of recording and reporting students’ demonstration and application of leadership principles being taught in practical situations.
Multicultural Student Services

Our mission is to encourage the development of multicultural students within the Aims of a BYU Education.

Director’s Message

President Ernest L. Wilkinson gave a workshop address at BYU in September of 1962 entitled “The Calling of BYU.” He charged those who work at BYU to “give loving attention to each student in our charge.” President Wilkinson continued to say, “I implore all of you as you are engaged in counseling students to take this responsibility to heart. These young men and women need guidance and counsel every step of the way. . . . Each student is significant not only as a human being, but particularly as a brother or sister and as a child of God. With our spiritual background, we should not only be concerned about the students assigned to us, but also feel a personal responsibility for the success or failure of each student so assigned. And this concern must be expressed in kindness and understanding.” Multicultural Student Services (MSS) takes this charge very seriously. We know that the students are the very reason any of us are needed on campus. Our focus this year has been to strengthen our relationships with the students we serve. We have stewardship over a very specific yet crucial population of students on campus. We worked on evaluating and assessing how the MSS office performed on President Wilkinson’s charge to “strive constantly to draw close to your students, give them spiritual food along with academic advice. They will remember you, for good or otherwise, throughout their lives. It is a serious undertaking. Without counseling, we cannot possibly succeed. With it, we can save hundreds of students each year.” We hope our kindness and understanding were felt by our students and that they were fed spiritually as we provided academic and other advice. We also hope our students will remember us in the MSS office with fondness as much as we hold them dear to our own hearts.

—Lisa Parkinson
Service Outcomes
Our office has the unique opportunity to provide advisement ser-
vices as well as student programs. Although these activities may
seem like two separate and unique services, we feel they enhance
each other and allow our staff to interact with students in multiple
learning environments. Services provided in the office include indi-
vidual student advisement as well as college preparation, freshmen
retention, and cultural programs. This year the Multicultural Student
Services office served 665 students on scholarship during fall 2009
and 645 during winter 2010. This spring we hosted 961 local high
school students from grades 8–10 during our college preparation
program, Foundations. Our 10th grade national college preparation
program, SOAR, had 287 participants in 2009. The number of SOAR
students who submitted an application for BYU admission was 247,
and 188 of them were admitted. SOAR students comprised one-third
of all of the new multicultural freshmen admitted into BYU. Fresh-
man Foothold, our new student retention program, worked with the
admitted freshmen during fall and winter semesters and uti-
liized more than 50 upperclassmen volunteers and staff to welcome
and assist the new students. Our Celebration of Culture Programs,
Black History Month, Fiesta, Luau, and the Cedartree Powwow had
more than 600 students volunteer hours to our Unity of Diversity
theme.

Learning Outcomes
Our learning outcomes center on The Aims of a BYU Education. Dur-
ing the 2009–2010 academic year, we focused on the second aim,
intellectually enlarging. We measured student-advisor relationships
and how students shared personal information. Our advisement
focus was on creating a caring and nurturing environment where
students receive individual attention. We hoped to see the following:
Students will demonstrate their ability to share aspects of their cul-
tural background that have influenced their intellectual ideas or per-
spective.
Students will demonstrate their ability to express and discuss their
personal background with an advisor.

Assessment Results
Our intent was to develop meaningful relationships with the stu-
dents on scholarships in order for students to feel comfortable
enough to share their individual abilities, experiences, knowledge,
and personal and cultural backgrounds with us. We hoped that
creating a safe environment in which the students could share
these things with their advisors would help facilitate their ability
and desire to make valuable contributions to the greater campus
Community.

Figure 1
Students’ Comfort Level Reporting Personal Information

![Figure 1](image1.png)

Figure 2
Students’ Reporting Highest Level of Comfort for Each Target Area

![Figure 2](image2.png)

[36] Multicultural Student Services

Our assessment results focused on the following items for our stu-
dents:

Advisement: Develop a relationship with Multicultural Student Ser-
vices advisor.

Interactions with MSS Office: Share personal information with MSS
advisors and other university administrators, faculty, and staff mem-
bers.

BYU Experience: Share intellectual ideas and perspectives that have
been influenced by your own culture and background and that of
others.

During fall semester 2009, we assessed the comfort level of our
students of seeking out university personnel for general help with
school-related issues. Using a Likert scale with one being the low-
est level of satisfaction and a five being the highest, 46 percent of
those surveyed responded with a five (Figure 1). During the winter
semester 2010, 627 students reported their comfort level of openly
sharing information with their Multicultural Student Services advi-
sor regarding various areas that influence their overall university
experience. Figure 2 shows the percentage of students who indicated
the highest level of comfort in speaking with their individual MSS
advisor within specific areas of concern with their BYU experience.
Conclusion and Future Plans

Our office seeks to provide a safe learning environment where students can thrive and continue to grow as they move toward graduation. Our findings demonstrated a strong foundation for the development of relationships with the student population we serve. Only 46 percent of our students felt completely comfortable seeking help from general university personnel. However, the majority of our students reported a sense of connection and a high level of comfort in communicating with MSS advisors. Not only did our students seek out MSS staff for general university help, but they also reported feeling comfortable speaking to MSS advisors about specific needs and concerns regarding cultural issues and other areas that influence their BYU experience.

The information we gathered renewed our commitment to develop meaningful relationships with our students as we serve them through graduation. It also heightened our desire to further strengthen our advisement practices through professional development as well as to network more with other BYU academic advisement centers so our students feel more comfortable seeking help from all campus personnel, not just the MSS office.

The mission of Brigham Young University states, “Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad education. . . . [This education] will help students think clearly, communicate effectively, and understand . . . ideas in their own cultural traditions as well as that of others.” We feel that communicating with and learning about students on an individual level encourages students to achieve more and to be willing to share their personal and cultural backgrounds in academic settings on campus. This type of student engagement enriches the environment for the entire campus community.

Our future plans include the continued development of the individualized relationships with our students. We will continue to measure our advisement services, student interactions with the MSS office, and the BYU experience of our students. We also plan to assess additional learning outcomes within The Aims of a BYU Education with the context of the specific services provided in our office.
Women’s Services and Resources

Women’s Services and Resources encourages the strength and worth of women by assisting students in achieving the mission of a BYU education and preparing them to be future leaders in their homes and communities.

Director’s Message

We want all who come to our office or to any Women’s Services and Resources event to be empowered and strengthened to handle the demands of university life. Our goal is that every woman who comes to our office receives the support and information she needs to help her with the issue, question, or concern that brought her to our office.

In our quest to serve our student population, we are guided by President Spencer Kimball’s charge: “We should deal statistically and spiritually with root problems, root issues, and root causes ... not in arrogance or pride, but in the spirit of service” (“The Second Century of Brigham Young University,” BYU devotional address given on October 10, 1975). While education is a powerful tool that equips young people to recognize personal challenges and difficulties and identify means to resolve them, Women’s Services and Resources is committed to President Kimball’s charge to deal “statistically and spiritually” with the root causes of personal challenges that face college women today and which affect their physical, emotional, social, and spiritual well-being. We highly value the environment of the university and the nature of the students we work with; both permit us to assist women in ways that may not be found elsewhere. As President Kimball further noted, we are in a unique position at BYU to find gospel ways to deal with these problems and to help mankind: “Gospel methodology, concepts, and insights can help us to do what the world cannot do in its frame of reference.”

—LaNae Valentine
Service Outcomes

The 2009–2010 school year was an incredible year for Women’s Services and Resources, beginning with a 5K run to launch our Voices of Courage campaign—a campaign to promote healthy relationships between men and women and prevent relationship abuse—which attracted 400 participants. Research shows that nearly one in three teenagers has been in an abusive relationship—physically, emotionally, or sexually—and that the result is an alarming number of students who will experience a lasting impact from this trauma. The goal of Voices of Courage is to engage men to work as allies with women in the prevention of gender-based violence.

During the school year Women’s Services and Resources sponsored an additional 22 classes, groups, seminars, and lectures, as well as an open house, all of which were attended by almost 2,500 students. The range of events included the following:

- A support group for loved ones of men with pornography addictions
- Yoga for stress management
- Breast cancer prevention lecture
- Speed dating
- Living Against the Grain—celiac disease classes
- Healthy relationships conference
- Infertility issues forum
- Eating Disorders Awareness Week lectures and panel
- Self-defense class for women
- Women, Education, and Careers Conference
- RMTC—adjusting to post-mission life lecture
- Birthing Options: It’s Your Choice Conference
- White Tie Ball—for the abolition of violence against women

In addition to such group events, Women’s Services and Resources provided 315 individual consultations that assisted students with confidential concerns. During the last year we successfully launched a monthly e-newsletter while also maintaining an informative Web site (wsr.byu.edu) and blog (byuwsr.blogspot.com), which contain current and relevant information for our BYU students.
Learning Outcomes

One of the outcomes Women’s Services and Resources was interested in exploring this year was “What do students learn from attending our lectures, workshops, and conferences?” Since these are one-time events in which students come and go as they please, it was challenging to get them to take the time to evaluate the event and express what they learned from it. To make it quick and easy for them, we asked them to respond to one question: “What is one thing you learned from attending this lecture and how do you plan to implement it?” We got about a 10 percent response rate, which was disheartening since we thought we had made it so simple. However, the students who responded were able to articulate what they learned and how they planned to implement it.

A student who attended the Depression Recovery Seminar reported that the seminar had been extremely helpful and that one thing she had learned was the need to cut down the amount of junk food she was eating. She expressed that she had made some significant changes in her diet. A student who attended the Birthing Conference stated that she had learned the importance of preparing a birthing plan, which she will do and present to her doctor. A student who attended the Fed Up with Food support group stated that the group had helped her to think differently about her eating problem and had empowered her to overcome it. She noted, “It’s good to eat three meals and three snacks each day to help keep your metabolism up.”

Another learning outcome we sought to explore this past year was the answer to the question, “Did the students who came to Women’s Services and Resources for a confidential consultation receive the information they needed to resolve the issue or concern that had brought them to our office?” The students who answered the question indicated that they were satisfied with their visit to Women’s Services and Resources and reported that they had gotten the help they needed.

Future Directions

In terms of learning outcomes, we are reviewing more effective ways to assess what we do and how it affects students. Given that we did not get a great response rate from the students who received confidential consultations, we are taking some time to reevaluate how to better assess that population. Asking students to complete a short survey via e-mail or telephone was not effective. Nor did we get a good response rate from students we asked to evaluate our workshops, conferences, and lectures. In both cases, those who responded reported favorably about our services.

From the brief data we have collected thus far, one of the concerns we would like to alleviate is establishing a better system for referring students to our Counseling and Career Center. Also, we are thinking of establishing a way to invite students to evaluate the event before they walk out the door.
In the words of Jim Abbott, a former Major League Baseball pitcher born without a right hand, “We have an obligation to the abilities we DO have, not the disability.” That is the approach we take at the University Accessibility Center (UAC), which is the office at BYU designated to provide support to students with physical, learning, emotional, and chronic health disabilities to ensure their equal access to educational opportunities. We do this by forging strong relationships with our students. By getting to know them, their strengths, and their goals, we work to tailor academic accommodations to reduce the impact of their disabilities. We also act as a liaison with various offices on and off campus to help our students obtain the resources they require for academic success. By marshalling these various helps, we are able to help our students fulfill the Aims of a BYU Education. Specifically, the helps provided by the UAC allow for academic experiences to be more intellectually enlarging, while the skills students acquire to accommodate their disabilities aid in their lifelong learning and enable ongoing service to others. We also enhance our students’ character building by challenging them to increase their autonomy and become more active in determining their academic and occupational goals. Finally, and most importantly, we seek to strengthen our students spiritually by providing an environment in which they can participate more fully and thus have experiences with faculty and fellow students that build testimonies of the restored gospel of Jesus Christ.

—Michael P. Brooks

Our mission is to serve students of Brigham Young University who have physical, learning, emotional, or chronic health disabilities by acting with a commitment to the pursuit of excellence and the realization of human potential.
Service Outcomes

In 2009 the University Accessibility Center

• had 3,797 visits from 1,096 students, 620 of whom qualified as having a disability under federal law;

• provided 4,257 academic accommodations to qualified students,

• coordinated the work of 1,241 volunteers who performed over 15,000 hours of service for students with disabilities,

• processed 696 standard textbooks into alternative formats (Braille, mp3, etc.) for students who could not fully utilize traditional text, and

• completed 75 psychological evaluations to help qualify students for services.

In 2009 the presenting concerns of UAC clients were as follows:

1. Emotional Disabilities (e.g., depression, anxiety) 259
2. Attention Deficit Hyperactivity Disorder (ADHD) 180
3. Chronic Illness 127
4. Learning Disorders (e.g., dyslexia) 118
5. Physical Disabilities 88
6. Mobility Concerns 36
7. Deaf/Hard of Hearing 31
8. Visual Disabilities 25

* Note: Some clients had more than one disability.

Learning Outcomes

All university students face challenges in completing their studies successfully. One such challenge is the financial burden that college attendance represents. While most students can help offset this burden by taking on part-time employment, students with physical, emotional, learning, and chronic health disabilities often are restricted in the nature of the work they can perform. In addition, they may face discrimination from potential employers who are reticent to hire students with visible disabilities. Given these concerns, the University Accessibility Center sought to ensure that our clients were as knowledgeable as possible about potential financial helps for their education. Thus, we focused our 2009–2010 learning outcome activities on this issue. Specifically, our learning outcome statement was as follows:

Students registered with the University Accessibility Center are able to identify community resources available to assist them in meeting their educational expenses.
Results

In order to inform our students about external (outside of BYU) financial resources for their education, the University Accessibility Center hosted a seminar featuring presentations from three organizations that either provide or advocate for financial help for students with disabilities. Following the presentations, a 12-item posttest containing both closed and open-ended questions was administered to attendees to survey the knowledge gleaned. Attendees earned an average score of 7.33 (61 percent). This score was then compared to the average obtained from non-attendees who completed the test online, who earned an average score of 6.05 (50 percent). The difference between the scores approached statistical significance, suggesting that seminar attendance led to increased awareness of external financial resources. A specific item analysis demonstrated that the seminar was particularly helpful in informing individuals about Vocational Rehabilitation, the major financial assistance program for postsecondary students with disabilities.

Future Directions

As our seminar appears to have aided students in learning about external financial resources, we plan on hosting more such seminars in the future. As the test scores obtained were not as high as we expected, future seminars will be more focused (featuring only one organization) so that students will be able to understand specific helps more thoroughly.