

BYU CAMPUS LIFE

Annual Report 2007





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

"Service is love in action," declared Elder Neal A. Maxwell in his book *A More Excellent Way*. In the Center for Service and Learning, we have the opportunity to help over 18,000 students a year put their love of their fellowman, the community, and the Savior into action through acts of meaningful service. More than 70 volunteer student leaders fill roles on the service council and in program director positions. As they serve, these students experience King Benjamin's promise: "When ye are in the service of your fellow beings ye are only in the service of your God" (Mosiah 2:17). Lives are changed as volunteers serve, tutor, build, clean, write, draw, and share. Prayers are answered, friends are made, and hearts are changed. We seek to give more of these experiences to an ever-increasing number of students.

Casey Peterson

Total number of volunteers: 18,486

Total number of volunteer hours: 70,575

Total number of leadership hours: 1,935

LEARNING OUTCOMES

Caring and sharing are defined in student learning outcomes as students "showing dedication to the success of individuals and organizations by sharing their personal time and talents in meaningful service." This year the Center for Service and Learning has analyzed how this learning outcome is related to its mission by measuring the following factors: motivation, change

agents in service philosophy, changes in methodologies of service, opportunities to share service with others, and future plans for continuing service.

PROCESS OF EVALUATION

Student Development 214R: Learning through Service was used as a test group to measure these learning outcomes. Students submitted five reflection papers describing their motivations, philosophies, methodologies, sharing, and planned continuance of service. By the end of the semester, the qualitative evaluation process identified increased initiatives in each of the five measured areas.

RESULTS

At the beginning of the semester, students identified elements such as social atmosphere, class requirements, or résumé material as motivators for service. By the end of the semester, these motivators changed to pure love, selfless giving, and humble contributions. Also at semester's end, all students were able to analyze their personal philosophy, identify their approach toward service more clearly, and further solidify their personal application of these outcomes. These learning outcomes led to visible results across the Center for Service and Learning. There are now three additional programs, nine additional student leaders, and a generally increased level of significance and efficiency in the service being performed. With the results showing so positively from the test group, these principles can now be applied universally to the thousands of students involved in the Center for Service and Learning to solidify their caring and sharing outcomes.

Center for Conflict Resolution

Our mission is to provide students with services, training, educational opportunities, and counseling on conflict resolution.

MANAGER'S MESSAGE

The Center for Conflict Resolution (CCR) provides mediation and arbitration services for BYU students. Mediation facilitates discussion and allows the disputing parties to work out their own solutions to problems. Arbitration, on the other hand, is a private and informal adjudicating process similar to a court in which the arbitrator makes a decision that is legally binding and enforceable on the parties.

We believe that any two contending parties can work things out amicably without litigation if both sides are willing to talk to one another, listen, and make a genuine attempt to understand each other's views. Rarely does this formula fail. The Center for Conflict Resolution provides a forum for students to settle their differences with others in a civil, peaceful manner and to receive counsel and education on conflict resolution principles. We promote and teach peacemaking and reconciliation of differences as taught by Jesus Christ, our peacemaker exemplar.

John Pace

In 2007 we processed 207 cases through mediation and arbitration. Of the 207 cases mediated 72% reached a settlement.

The CCR serves as a clinical lab for about 80 to 90 law students and a few faculty

who receive training as mediators each year.

A student development course on conflict resolution principles and skills is offered each semester to students.

LEARNING OUTCOMES

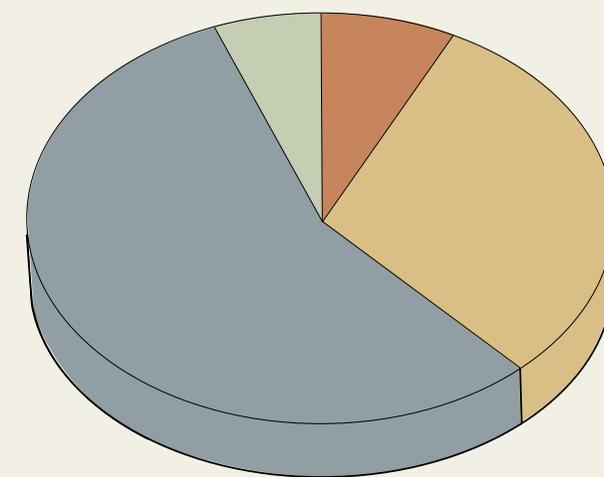
This year the Center for Conflict Resolution studied the impact of its conflict resolution class on students' peacemaking skills. Peacemaking skills have been defined as using "effective peacemaking principles, problem-solving methods, and dialoguing skills to reduce contention and to resolve conflict in ways that are fair and constructive to all parties."

RESULTS

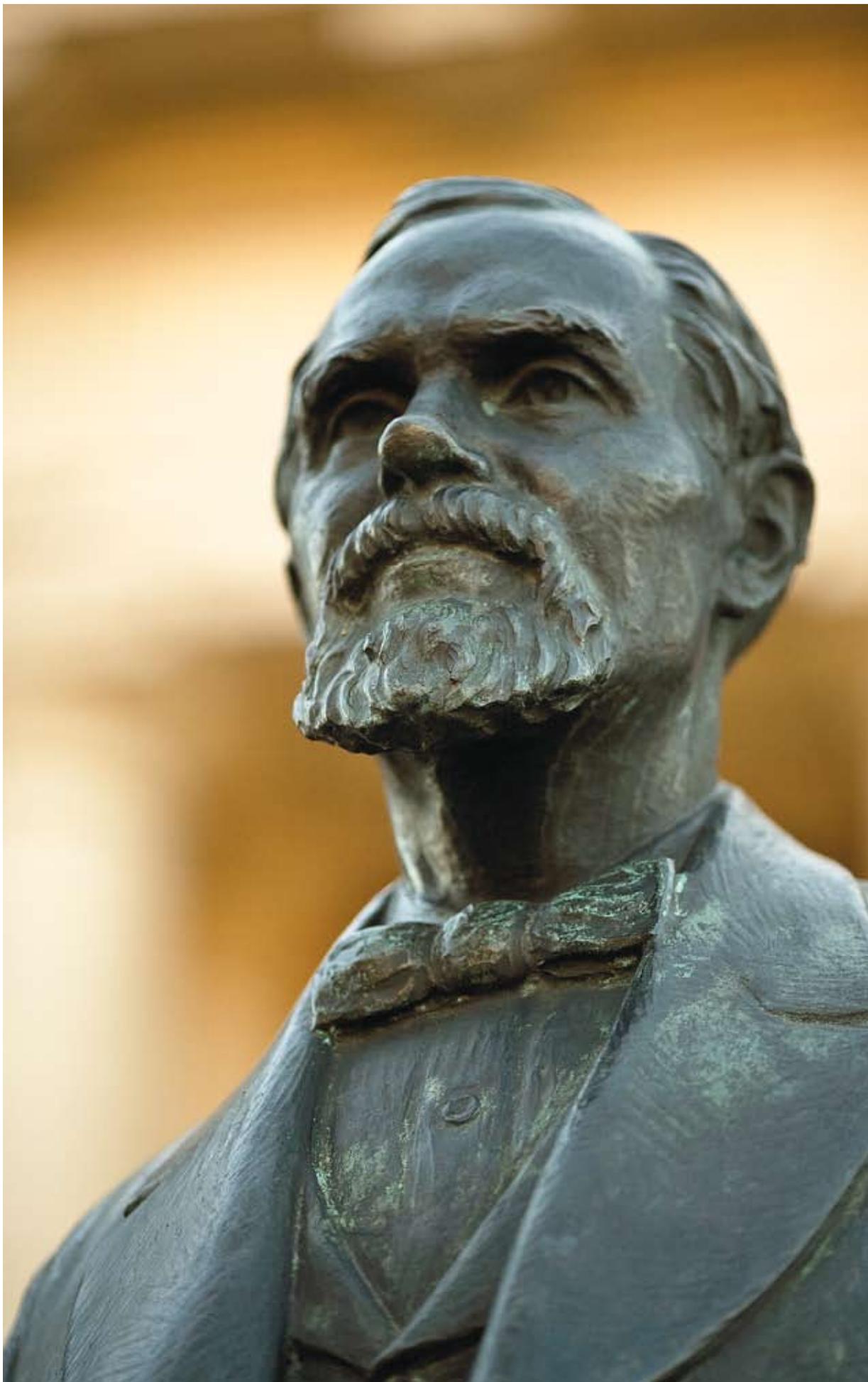
Students tested at the beginning and at the end of the conflict resolution class improved by 73 percent in their knowledge of peacemaking principles and skills. Many students commented that the greatest value of the course came through the analysis of their own conflicts, the in-class simulation exercises that permitted them to test their skills, and the discussions of gospel principles in conflict resolution. In their conflict-analysis papers, most students reported improvement from their typical past behaviors in dealing with conflict.



CCR Settlement Data



■ 114 Cases Settled in Mediation ■ 19 Cases in which Petitioner Withdrew Complaint
■ 17 Cases Settled in Arbitration ■ 57 Cases with No Settlement



Honor Code Office

Our mission is to provide educational support to students in their individual and collective commitments to live and to assist others to live the university's Honor Code and 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. The purpose of the Honor Code is to maintain “an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles.” Honesty, obedience, chastity, respect, abstinence from harmful substances, encouraging others, observing dress and grooming standards, and using clean language are all principles of the Honor Code.

In the Honor Code Office we wish to inspire self-awareness in students who have broken their commitment to the Honor Code. Our central purpose is to assist these students in understanding the importance of integrity and to help them clarify their own commitment to living a life of honor and integrity. We strengthen, educate, and encourage these students to honor themselves and others by keeping the commitments they have made.

Steven M. Baker

Approximately 27,000 continuing students voluntarily recommit each year that they have been living and are willing to live the standards of the university as evidenced by a yearly interview and endorsement by their ecclesiastical leaders.

LEARNING OUTCOMES

As students commit to live the Honor Code, it is anticipated that their personal accountability will be enhanced. Personal accountability as a learning outcome is students “making appropriate choices, being responsible for their actions, positively contributing to their community, and committing to abide by Honor Code standards. Their choices and actions must be based on the values and principles of the gospel of Jesus Christ.”

RESULTS

In order to assess how well a student's interaction with the Honor Code Office helped to improve their personal accountability, a survey was developed and administered to 159 students who were returned to good Honor Code standing during 2007. The survey had a response rate of 53 percent. Eighty-eight percent of those who responded indicated that they care deeply about the consequences of their actions, and 81 percent mentioned that whenever they make a mistake, they do their best to fix it. Fifty-five percent of respondents noted that part of their commitment to the Honor Code is encouraging others to live by it as well. We are encouraged by the results of this assessment exercise and look forward to exploring other learning outcomes in the future.

International Services

Our mission is to enhance the international scope of the university by facilitating the intellectual, social, and spiritual progress of the international students, scholars, and all we serve in a friendly and professional environment.

DIRECTOR'S MESSAGE

There are approximately 2,300 international students and visiting scholars from over 118 countries working and studying at Brigham Young University. The purpose of our office is to assist this segment of the university's population while they are in the United States. We offer assistance on immigration matters, provide liaisons with U.S. federal agencies and foreign governments, and promote interaction between the international population and the university and local community. We also assist academic departments with legal paperwork for their international visiting scholars. We believe international students expand the perspective of American students and are vital in the classroom, where students must learn how to live and work in a world that transcends national boundaries and where they are required to think and work across cultures.

Enoc Flores

486 international students from 80 countries graduated in 2007—342 with bachelor's degrees, 94 with master's, 38 with doctorates, and 12 with certifications.

778 international students were on various university honor rolls in 2007.

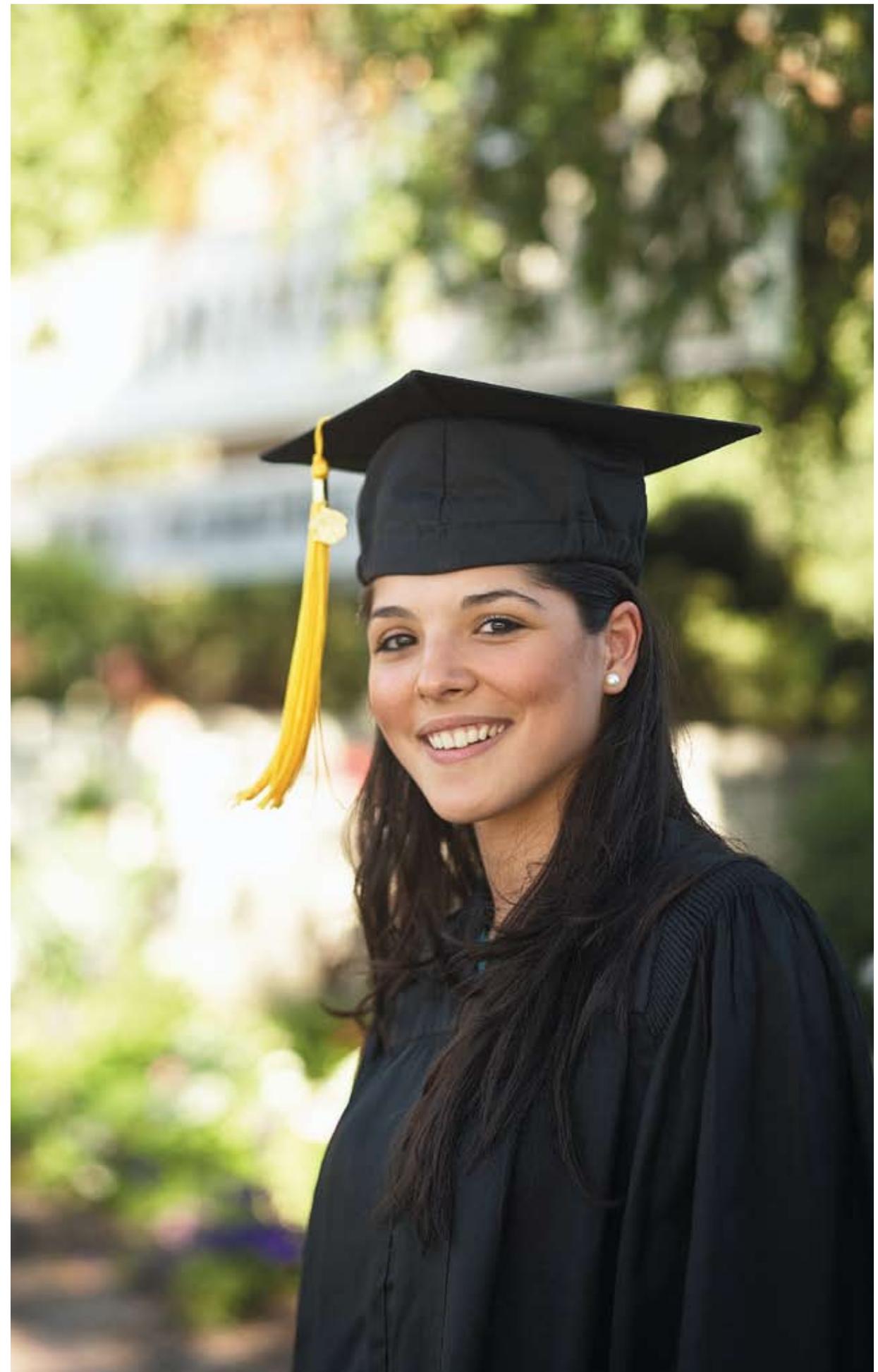
LEARNING OUTCOMES

The learning outcome we chose to focus on in 2007 was regulatory compliance, in which “international students and exchange visitors will demonstrate responsibility in abiding by applicable federal regulations. They will consult with advisors in the International Services Office as necessary and provide documentation of working by designated protocols in a timely fashion.”

RESULTS

In order to address this learning outcome, we analyzed the effect of our orientation meeting for new international students on their understanding of regulatory compliance. Generally, we consider this orientation session to be a crucial opportunity for International Services to impart information related to regulatory compliance issues to new students and visiting scholars.

A survey was developed specifically for this purpose and distributed to students at the end of the orientation session. Eighty-seven new students from a variety of international backgrounds responded to the survey. The survey data demonstrated that while most of the information presented to the new students was relatively well understood, there was still some confusion on issues such as obtaining a social security number or what constitutes authorized off-campus employment. In the future we plan to cover in more detail those areas that appeared most difficult for students to understand during orientation.



Student Leadership & BYUSA

Our mission is to prepare students for future service in the Lord’s kingdom by developing divine-centered leaders through facilitating their contributions to the BYU experience.



DIRECTOR’S MESSAGE

In September 1996 President Gordon B. Hinckley said, “You can be a leader. You must be a leader, as a member of this Church, in those causes for which this Church stands” (“Stand Up for Truth,” in Speeches of the Year, 1996–97. [Provo: Brigham Young University, 1997], 25–26).

The mission of the Department of Student Leadership is to develop divine-centered leaders. To fulfill this mission, our department offers various opportunities for students to learn and to apply divine-centered leadership practices, to serve as leaders across campus, and to provide services to the student body.

Student Leadership comprises Campus Life Design, Leadership Education, and the BYU Student Service Association (BYUSA). BYUSA has five functional areas: Campus Activities, Clubs, Communications and Public Relations, Student Advisory Council, and Student Honor Association.

We foresee that students will take the knowledge and experiences they have gained through student leadership to “go forth to serve” as divine-centered leaders in their homes, communities, churches, and careers.

Neal Cox

LEARNING OUTCOMES

This year the Department of Student Leadership has focused on developing team skills. Our emphasis has been on the following five behaviors, which can be measured and evaluated:

- Accountability and High Performance
- Decision-Making Ability
- Trust
- Communication
- Goal Setting

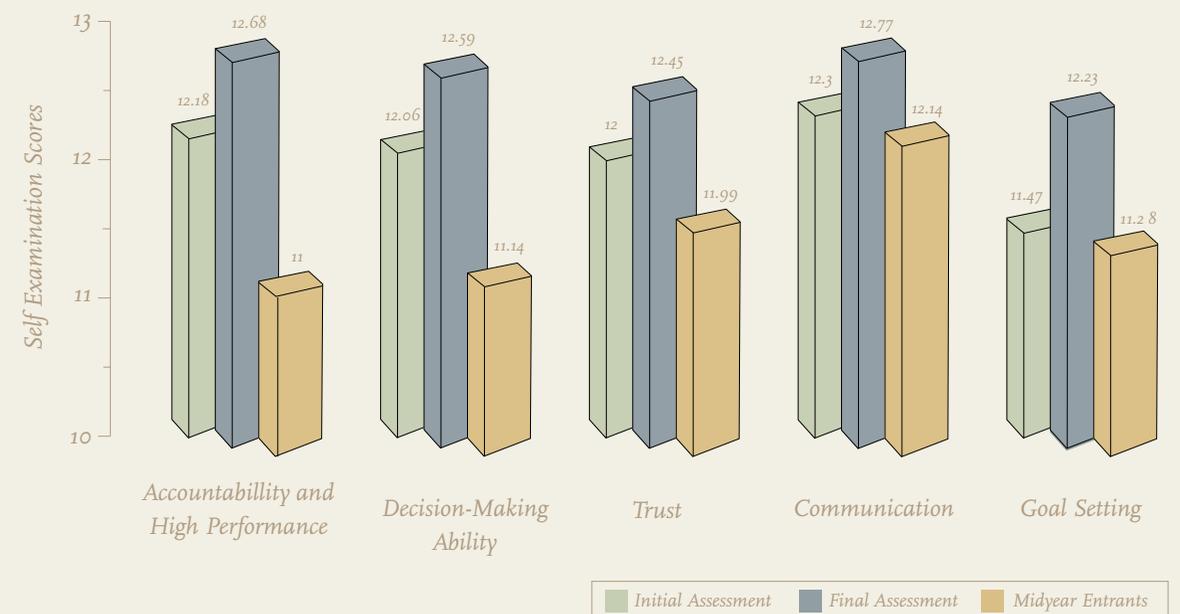
Although these behaviors have been adapted to reflect the progress of the students as a whole, we feel the real measure of progress is observed through daily individual interaction among the students in the environment in which they serve and work. Our belief is that these observed levels of progress are beyond quantification.

PROCESS OF EVALUATION

Students were asked to complete a self-evaluation survey upon their appointment as BYUSA student body officers. The questions were situational in nature and were reflective of one of the five competencies associated with team skills. Answers were based on a scale of 1 to 15. The first self-evaluation was given in July at the beginning of students’ terms in office; the second was administered four months later. Results were tallied and averaged for the student participants as a whole.

During this four-month period, students participated in activities designed to enhance their team skills. Each activity was designed to provide student officers with an opportunity to regularly and consistently observe their progress while simultaneously utilizing new skills acquired during team development.

Results of Self Evaluation



Results

The first two columns in the accompanying graph display the results of the self-assessment survey. Between the first and second assessments, students improved their perceived development in all of the five team skills assessed. The results indicate that students who participate in BYUSA programs generally feel they are more competent in team skills.

The third (yellow) column reflects the self-evaluations of student officers who began serving midway through the semester. These students rated their team skills much lower than students who had been involved in training and service since July. These observations strengthen our conclusion that emphasis on training and team building has engendered stronger team skills in the participants.



Multicultural Student Services

Our mission is to develop a BYU environment of fellow citizenry where multiculturalism can flourish.

DIRECTOR'S MESSAGE

We are all part of an ever-changing, diverse world, and we are given the opportunity and the blessing to interact with people from all walks of life. Through the relationships we develop with those around us, we can enrich the lives of one another and, as we are taught to do in the Book of Mormon, “enlarge the place of [our] tent” and “strengthen [our] stakes” (3 Nephi 22:2).

Lisa Muranaka

Approximately 8 percent of BYU students are citizens or permanent residents of the United States and are of Asian, African-American, Hispanic, Native American, or Polynesian descent.

Our Summer of Academic Refinement (SOAR) program has identified and recruited one-third of new freshman multicultural students admitted into BYU during the past two years.

Multicultural Student Services supports cultural education, student leadership development, and inclusion through our annual Black History Month, Fiesta, Luau, and Powwow programs, which use the

services of more than 1,400 student volunteers each year.

LEARNING OUTCOMES

During 2007 Multicultural Student Services focused on “enriching the environment” as our main learning outcome. Students learned to display their understanding of fellow citizenry by increasing multicultural awareness through their interactions with colleagues and university administrators.

RESULTS

Multicultural Student Services annually enrolls 11th-grade students in the SOAR program to prepare them to apply to BYU. In 2007 an assessment with a pre-test/posttest design was administered to 200 SOAR students to evaluate how their participation in the program affected their views about higher education. Over 87 percent of the students said they felt the SOAR program helped them become familiar with Multicultural Student Services, prepare for the ACT, and understand admissions requirements and how to fill out the BYU admissions application.

These results are promising and are indicative of the quality college preparation the SOAR program provides for multicultural students.

Women's Services and Resources

Our mission is to encourage feelings of strength and worth in women.

MANAGER'S MESSAGE

Our female students are blessed with more choices and opportunities than ever before, but they navigate in a more dangerous world. Unrealistic and negative images and ideologies constantly bombard them, and they have fewer positive, uplifting influences. Female students report that they feel overwhelmed by all they have to do, which includes competing for good grades and scholarships. Many women view the ever-increasing pressure to be thin, beautiful, and perfect a necessity in order to accomplish other pressures to date, to marry, and to start a family. Women's Services and Resources provides a place where women can find health and safety while struggling with and resolving these issues.

LaNae Valentine

Four successful support groups were run in 2007.

In 2007, 647 students attended lectures and workshops.

LEARNING OUTCOMES

The learning outcome we focused on this year was self-awareness in our Fed Up with Food support group. Participating in this group assisted students in identifying their purpose, talents, and abilities. The participants also learned to receive constructive criticism and to reflect on ways to improve their weaknesses. By going through this process, the students improved their self-image.

RESULTS

The instrument we used to measure this outcome was the Rosenberg Self-Esteem Scale, which assesses self-esteem using self-acceptance and self-worth statements on a Likert scale. Pre- and post-assessments were taken by the participants, who met for 10 sessions during fall semester. The average group score before the support group was 16.43; while the average score after the group was 18.29. The highest possible score for self-esteem on the Rosenberg Scale is 30. These scores indicate that self-esteem improved slightly during participation in the group. We are encouraged by this result and plan to continue offering this valuable service to our female students.



University Accessibility Center

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.

DIRECTOR'S MESSAGE

The University Accessibility Center (UAC) provides support to students with physical, learning, emotional, and chronic health disabilities so that they may have equal access to educational opportunities and reach their academic goals. By working one-on-one with our students, we can tailor accommodations in their learning environments to reduce the impact of a disability and to make use of each student's myriad strengths to increase the chances for academic success. Each student's ultimate success, however, depends on the cooperative interaction of the student, instructors, UAC staff, and university administration to provide an equal-access environment that maintains the highest standards of academic integrity. As Helen Keller has said, "Alone we can do so little; together we can do so much."

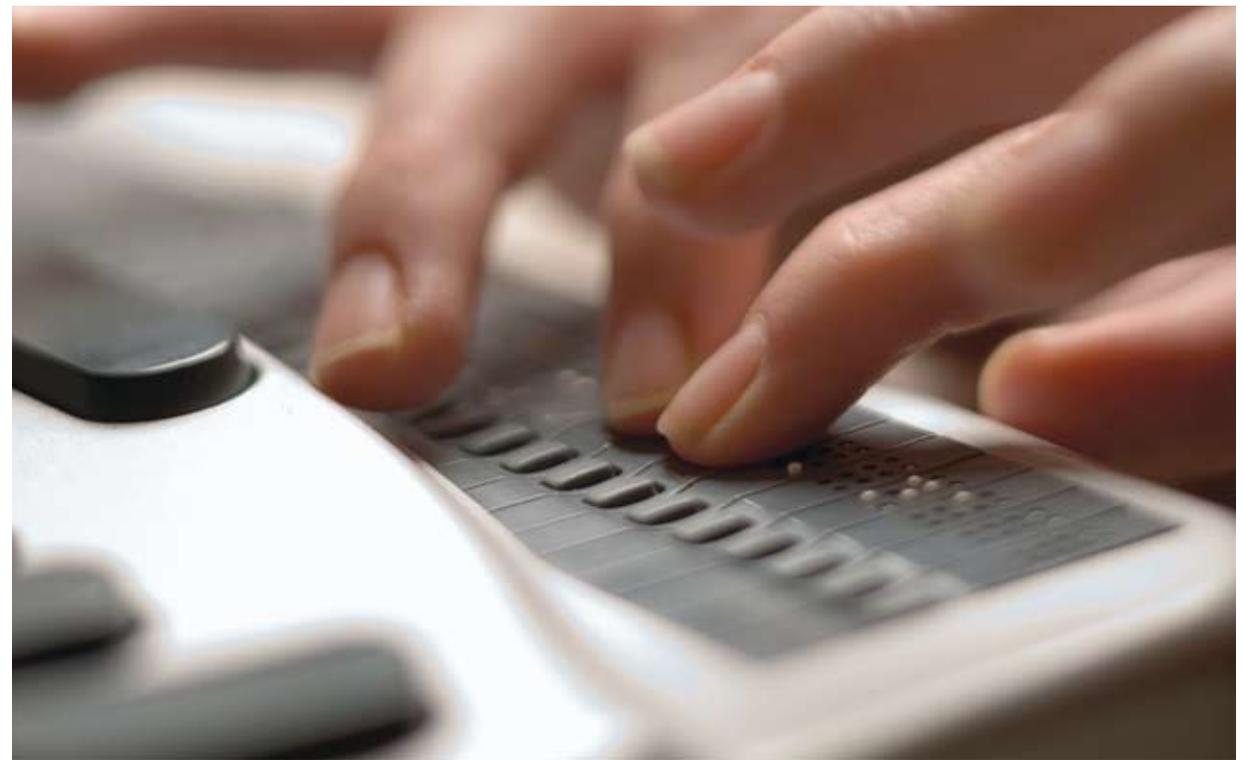
Michael Brooks

In 2007 the University Accessibility Center provided 3,142 accommodations to

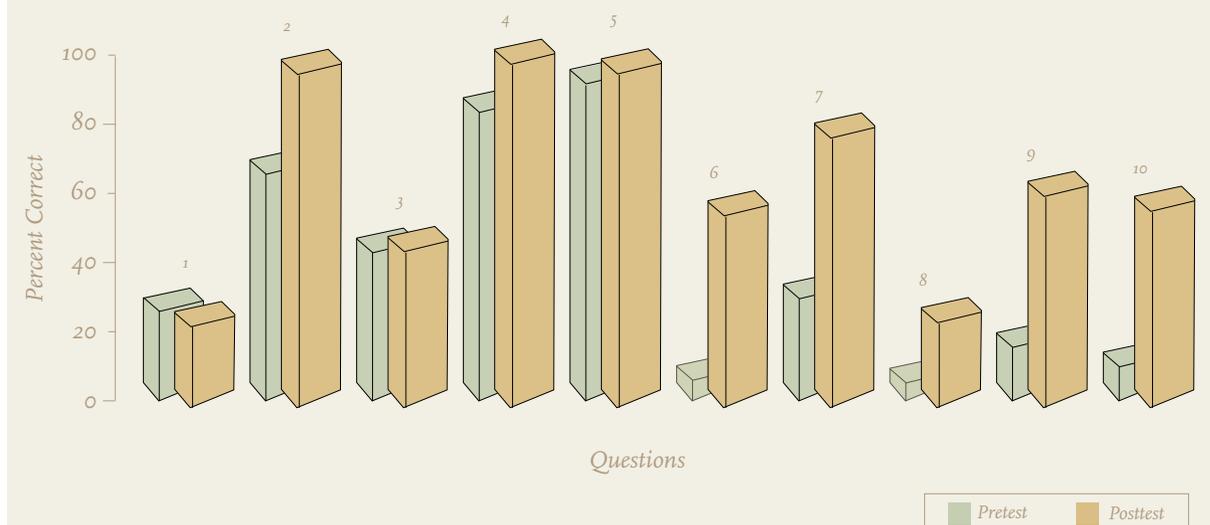
the 612 students who qualified as having a disability under federal disability law; coordinated the work of over 900 volunteers, who provided a total of 11,363 hours of service to students with disabilities; and converted 639 standard textbooks into usable formats—braille and mp3—for students who had difficulty reading traditional text.

LEARNING OUTCOMES

This year we chose to study the learning outcome of awareness of students rights and responsibilities. In this outcome students will demonstrate knowledge and understanding of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 as they relate to their specific disabilities. They will be able to understand their individual rights and responsibilities as they pertain to the academic environment.



UAC Clients' Understanding of Issues



RESULTS

To measure these learning outcomes, we used a pretest to assess our clients' current level of understanding of the issues. We then provided them with a brochure informing them of their rights and responsibilities according to disability law. We also placed a poster outlining these concepts in the UAC office. Several weeks after the pretest, we e-mailed a posttest to clients and compared the pretest and posttest scores to assess learning of our target concepts. Results are above. Note substantial success of learning outcomes for the following questions related to the learning outcome statement:

• Questions 2, 3, 8, 9, and 10 measure the statement "They will be able to understand their individual rights and respon-

sibilities as they pertain to the academic environment."

• Questions 4, 6, and 7 measure the statement "Students will demonstrate knowledge and understanding of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 as each relates to their specific disabilities."

The two significant points of learning that are of interest were shown in the two following questions:

- Question 6—What are the two major laws related to disability service provision in colleges/universities?
- Question 10—BYU's institutional responsibilities include providing an academic experience that allows students to fulfill the Aims of a BYU Education. What are these four aims?



Campus Life Events and Services

Our mission is to provide and facilitate quality, wholesome social and recreational opportunities for students and to make a contribution toward the balanced development of our students.

DIRECTOR'S MESSAGE

"All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contributions toward the balanced development of the total person." Campus Life Events and Services is in the unique position of providing quality social and recreational programs and necessary support services to ensure the balanced development of our students. One way we do this is by increasing the quality and number of activities in the Wilkinson Student Center. We also provide quality work and leadership experiences for student employees and volunteers and facilitate opportunities for students to develop and produce student activities. In addition, we continue to improve our customer service and to take time to consult and educate our students and colleagues with the information and service that will help them succeed.

Jim Slaughter

The Student Activities Board directed 40 activities, with a total attendance of almost 8,000 students, and the Events Management Team directed 40 activities, with a total attendance of over 43,000. (The Student Activities Board is responsible for weekday activities in the WSC; the Events Management Team is responsible for larger, campus-wide activities.)

LEARNING OUTCOMES

The learning outcome we focused on this year was social interaction, which has been defined as: "Students will attend events that provide opportunities for engagement with others. They will increase their confidence in the ability to provide enjoyment to others."

RESULTS

In conjunction with the fall New Student Orientation, we attempted to survey freshmen Y Group participants regarding their Y Group experiences. Our goal was to measure whether the Y Group experience helped freshmen feel more comfortable meeting new people and establishing positive relationships and whether these relationships would make them more likely to participate in and take advantage of campus-sponsored programs, resources, and activities. Our survey consisted of six questions and was administered online. We relied on our Y Group leaders to encourage the freshmen from their groups to take the online survey. We had a total of 232 responses out of a possible 4,500. Many potential respondents may have been deterred by technical problems with the survey's host Web site. We found that a slight majority of those who did respond felt the Y Group experience was helpful.

