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“Patience was far more than simply waiting for something to happen—patience required actively working toward worthwhile goals and not getting discouraged when results didn’t appear instantly or without effort.”

—President Dieter F. Uchtdorf
(“Continue in Patience,” Ensign, May 2010, 57)

As we finish up the fourth year of Campus Life’s development of student learning outcomes and assessment, we may reflect on the time as one that required more patience than we had expected, since our abilities did not develop immediately but were very much like the Lord’s pattern for learning “line upon line” (2 Nephi 28:30). To better understand the experience we have had over these four years, it may be helpful and encouraging to consider the time and work we have put into the process as a type of developmental experience. As student affairs professionals, we are aware that students are engaged in a developmental process as they progress from their initial foot on campus as first-year students through the academics and activities of college life to the final celebration of graduation. We recognize that students grow and develop not only in knowledge but also in the complexity of thinking, communicating, and relating with others. After a fashion, we have had our own developmental journey, from the nascent discussions about learning outcomes and assessment to the most recent report by each department in this year’s culminating document.

Our development in the processes of student learning outcomes and assessment has been a progression from struggling to acquire the associated terminology to comprehending concepts to finally applying them in personally meaningful methods. At times we may have wondered, “How do these pieces fit together?” and perhaps, even, “How will this really make a difference in the lives of students under our stewardship?” But persist we did, and our knowledge about learning outcomes and assessment has not only grown but matured. Just as our students connect information into a meaningful whole and acquire personal ownership of their knowledge, after study, thought, and prayer, we have moved forward to bring learning outcomes and their assessment into our ownership, to integrate them into the full body of our work.

The story of the last four years, however, is not of individuals developing a greater understanding about learning outcomes and assessment; it is a narrative that includes the participation of all of our colleagues moving together as a team. The ultimate success and meaningfulness of learning outcomes and assessment within Campus Life is highly dependent on the continued collaboration of all its members in their development and delivery as they continue to work toward a culture of assessment.

Along with our experienced Campus Life members who have been actively involved over these last few years, we have acquired and may continue to acquire new members of our community. With these new members comes the responsibility of the community, as a whole, to help them develop an understanding of learning outcomes and assessment. These new members will be as we were in the beginning, grappling to learn and comprehend, but they will have the advantage of our experience to help them along their way—help that includes a clearer vision of the value of learning outcomes and assessment to our work.

—Vernon L. Hepers
The mission of the BYU Center for Service and Learning (CSL) is to provide every student with a meaningful service opportunity and to instill in the heart and mind a desire for lifelong service. To accurately assess student service opportunities is a daunting task, and to measure the level of meaning that they experience is even more difficult. However, as we reflect on the experiences that over 24,000 BYU students enjoy through Center for Service and Learning programs each year, it is a humbling experience to see the good they are doing and the impact that it is making on individual lives. With more than 55 community service programs running in the Center for Service and Learning, a gratifying aspect is watching the student leaders who run them develop leadership capabilities, grow spiritually, expand social networks, and develop talents. Currently over 170 student program directors serve as liaisons with community partners, recruit and retain volunteers, and learn through reflection with those volunteers. The miraculous experiences that 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 (lifelong learning and service), filling a class need, or contributing to personal and spiritual growth, the center provides many valuable reasons to “Y Serve.”

—Casey Peterson

In 2010 24,897 student volunteers in the center performed over 126,151 hours of service. These service opportunities were planned and administered by over 170 volunteer student leaders who increased the number of center programs to 56 during the year. The United Way estimates that the economic impact of this service exceeds $2.6 million.

Each of these student program directors serve 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 this is in addition to their direct service.

Further, a service council of 12 members oversees the ministering, training, and motivation of the program directors. Each of them spends 5–10 hours per week in trainings, stewardships, and planning of activities to increase the level of meaning among program directors.
LEARNING OUTCOMES
The Center for Service and Learning focused on three learning outcomes this year.

Caring/Sharing
Students will report that:
1. sharing their personal time and talents in service opportunities became a meaningful experience for them and for those they served,
2. their experience has increased their habit of lifelong service in their lives, and
3. their perspective on service has become a “mindset” as opposed to an “activity.”

Community Outreach
Students will be able to identify the needs and issues in the community and design projects to alleviate those concerns.

Service Development
Students will demonstrate active engagement in service programs that provided relief and joy to others.

ASSESSMENT METHODS
With the help of Dr. Norman Roberts and a mentored student that he hired, we conducted a survey of 200 former student leaders to evaluate the impact of their service experiences while at BYU and after graduation, the contribution to personal and professional skills because of their service involvement, and the contribution to The Aims of a BYU Education. Over 61 percent responded to the survey.

Over 100 current students participated in a qualitative analysis focused on the caring/sharing outcome through the Student Development class Learning through Service. Data compiled from past students who are now alumni illustrates that 91 percent continue service in the same fields they were involved in while at BYU; 85 percent reported that their Y-serve experiences were as or more beneficial than any other activity or academic course they took at BYU; and all continue to be involved in lifelong habits of service.

Volunteer hours increased by 31%
(32,681 more hours)
Student volunteers increased by 8%
(1,723 more students)
Volunteer student leaders increased by 20%
(27 more leaders)
Number of service programs increased by 13%
(8 more programs)

ASSESSMENT RESULTS
At the beginning of each semester students identified elements such as social atmosphere, class requirements, or resume material as motivators for service. Comments such as “I needed one more credit” or “My friend told me this is a good class” or “I’m doing this for my grad school application” were all common.

At the end of each semester these motivators changed to pure love, selfless giving, 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. Comments at the end included “I’ve learned important lessons that will affect the way I give service the rest of my life” and “I learned so much about service and increased my testimony.”

As students understand and apply service on a deeper level, participation increases. Data compiled from past students who are now alumni illustrates that 91 percent continue service in the same fields they were involved in while at BYU; 85 percent reported that their Y-serve experiences were as or more beneficial than any other activity or academic course they took at BYU; and all continue to be involved in lifelong habits of service.

FUTURE DIRECTIONS
Despite measurable increases in quantitative measures regarding numbers of hours, volunteers, leaders, and so on, 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 assessments, as well as from assessments done by volunteers and student leaders as part of their experiences. In fact, assessment will be one outcome added to our learning outcomes to assist students in learning not only how to serve, but 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. Some of these areas include tutoring, Americorps, and individual community service programs run by student volunteer leaders.
"Before Latter-day Saints initiate litigation they have a duty to pursue the settlement of grievances personally or with the aid of a mediator" (Dallin H. Oaks, *The Lord’s Way* [Salt Lake City: Deseret Book, 1991], p. 175). At the BYU Center for Conflict Resolution (CCR), we teach this duty and other principles of conflict resolution through course instruction, counseling, and real-life experiences for students involved in our alternative dispute resolution services of mediation and arbitration.

One CCR program that is keen in enlightening students and building character invites students to observe real disputes that are being mediated. Student reports are filled with comments about the value of interest-based negotiation, listening, patience, and collaboration as opposed to argument and intimidation. Our student development courses on mediation, conflict resolution, and peacemaking strengthen students intellectually and prepare them for life by providing in-depth instruction, discussion, and simulation of conflict resolution principles and techniques. These courses enhance their spiritual enlightenment as well through discussion of gospel principles and teachings that relate to peacemaking and the resolution of conflict.

—John Pace
SERVICE OUTCOMES

During 2010 we received 210 cases for mediation and 21 cases for arbitration. Of the mediation cases, 90 percent of which were landlord-tenant disputes, 84 percent reached a settlement. The remaining 10 percent were distributed between roommate, Honor Code, reconciliation, and student-business cases.

LEARNING OUTCOMES AND ASSESSMENT METHODS

In 2010 we surveyed student participants (disputants) in mediations and arbitrations to assess their learning experience. Students were contacted by e-mail usually within a week after mediation or arbitration and urged to take our survey. They were asked four questions:

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

2. 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? Please specify.

3. Disregarding the specific details of your recent dispute for a moment and focusing solely on the skills generally utilized in mediation and/or arbitration, what is the most valuable of the things that you learned?

4. Were you satisfied with your experience as a participant in mediation and/or arbitration? Please explain.

We applied a method by which students state results rather than assess the increase in their learning. We took this approach because we believe that there are numerous things that students learn from our dispute resolution process, and we want to try to identify what they think they learned.

In addition to assessing the learning outcomes of student participants by survey, the center also asked student observers of mediations to comment in a mediation conference on the performance of our volunteer mediators and to share what they have learned from observing the mediators.

ASSESSMENT RESULTS

Survey results

To all four questions students responded that their learning had increased. The greatest learning increase occurred in the area of character.

- Learning life skills (87%)
- Learning to communicate better (50%)
- Compromise—learning to negotiate (37%)
- Seeing the other’s point of view (25%)

Typical comments from respondents included:

- “I learned to be respectful of other people even when they are not respectful to you.”
- “I learned to check things out prior to making long-term decisions.”
- “I learned to negotiate something that is reasonable.”
- “I got to see things from the other person’s perspective and from a third-party perspective.”
- “I value my time in the center because of the men who work there full-time. They are role models.”
- “I would say the most valuable thing I learned was that any problem can be solved.”

Typical comments from observers included:

- “The mediator did a good job of identifying interests over positions.”
- “Mediators must be able to listen to a lot of complaining—even very repetitive complaining—and still be professional and neutral.”
- “The mediator was quite calm and civil. It was hard for us to stay patient as observers, but the mediator helped us see it could work.”
- “Some parties need emotional release and recognition.”

FUTURE DIRECTIONS

We provide a service for students that we believe helps them to learn and grow and often times put problems behind them and get on with their lives. Our aim is to identify the main learning outcomes from this experience. We plan to continue surveying student participants in mediation and arbitration as well as student observers in mediation conferences. We feel that it is important to know what students say they are learning from their participation at the center so that we may make adjustments when necessary and facilitate their learning.
HONOR CODE OFFICE

The mission of the Honor Code Office 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 to safeguard students, the learning environment, and the integrity and good name of the university.

DIRECTOR’S MESSAGE

The gospel of Jesus Christ is the very foundation of everything we do at Brigham Young University. While some may believe the Honor Code Office would be one of the most difficult places to help bring students closer to the Savior and the principles contained in His gospel, I disagree. We are taught in the scriptures and by Church leaders that the gaining of knowledge and truth by studying and learning and by the Spirit are essential to our happiness, to our peace, and (I believe) to our effectiveness in serving others. Here in the Honor Code Office we are finding we can educate ourselves about how to assess what the students are learning as they go through our processes and then adjust our processes accordingly to help us become more effective in bringing students closer to the principles of the gospel outlined in the Honor Code.

During the assessment process in 2009 we learned that students did not understand the purposes and values in the Honor Code as well as we had hoped, so we adjusted our focus. We discussed the data and decided upon simple ways we could focus our efforts to help each student understand more fully these important ideas. The data from our 2010 assessment showed us that the students’ perceptions of their understanding regarding the principles of the Honor Code increased by 9.5 percent over last year. In fact the students’ perceptions of what they learned in each of the learning objectives chosen by the Honor Code Office increased by several percentage points over last year.

Although it is difficult to know exactly what caused the apparent increase in what students learned as they worked with the Honor Code Office, it gives me great hope that as we assess, measure, discuss, and respond to the knowledge we gain as an office, we can become more effective each year in assisting the students we have the opportunity to work with. We really can become partners in influencing students to become true followers of Christ and thus attain for themselves the wonderful experience that a life of service and learning promises.

—Steve Baker
SERVICE OUTCOMES

The Honor Code Office services during the time period of a year include:

Continuing Student Endorsements

The staff collects and processes approximately 17,000 Continuing Student Ecclesiastical Endorsements. 75 percent of these endorsements are delivered to the office by students.

Student Meetings

The director and counselors hold approximately 1,900 student meetings, which include:

1. progress review meetings to assist students in their learning and development as they resolve Honor Code concerns;
2. meetings to gather information regarding possible Honor Code concerns; and
3. information gathering meetings with students working on course assignments.

Student Learning Experiences

Students completed approximately 710 assigned learning experiences as they resolved Honor Code concerns.

LEARNING EXPERIENCE

Working with an Academic Advisor
 Passing an Alcohol/Drug Test
 Working with an Ecclesiastical Leader
 Taking a Student Development Class
 Working with an Athletic Coach
 Working with a Personal Therapist
 Attending Devotionals and Forums
 Keeping a Personal Journal
 Personal Assessment Writing Assignment
 Progress Meeting with HC Counselor
 Reading/Discussing Articles
 Reading & Writing on an Article
 Personal Reflection Writing Assignment
 Providing Restitution for Actions
 Service Experience
 Recommitting to the Honor Code
 Communication

Students completed approximately 730 assigned learning experiences.

Outreach Efforts

The Honor Code Office provides resources and information to new faculty groups and TA groups as part of New Student and Graduate 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. This year we held two open houses to provide information and resources to BYU bishops and stake presidents.

LEARNING OUTCOMES

We examined the same six learning outcomes as last year. We feel they effectively communicate the abilities we desire students to possess following their resolution of Honor Code concerns.

They focus on helping students:
1. become more self-aware;
2. understand moral, ethical, and spiritual implications of their actions;
3. make needed changes;
4. recognize consequences; and
5. commit to Honor Code principles.

These six learning outcomes also provide the counselors direction as they design individual, educational, and developmental experiences for the students.

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

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

ASSESSMENT METHODS

From May 1, 2010, to May 3, 2011, 187 students who had been assigned Honor Code probation, suspension, or suspension withheld resolved their Honor Code concerns and completed their assigned educational experiences in order to be returned to good Honor Code standing. They were asked to complete an online questionnaire (see Appendix A) to indicate the learning they experienced during the Honor Code process. Students responded to the questionnaire using a four-point scale:

1. (Agree)
2. (Somewhat Agree)
3. (Somewhat Disagree)
4. (Disagree)

Honor Code counselors also completed a shorter version of the same questionnaire for each of the 187 students.

ASSESSMENT RESULTS

Of the 187 students, 133 responded, which represents a return rate of 68 percent.

Figure 1 shows the percentages of students and counselors who agree or somewhat agree that the stated learning objective was achieved. The responses from the students and counselors are between 89 and 97.5 percent positive for all six learning outcomes, strongly suggesting that for the majority of students, the intended learning occurred.

Student responses and counselor responses fall within 6.5 percentage points of each other for each learning outcome, suggesting that these results accurately represent the overall learning students experienced.

However, students rated themselves higher (3.5 to 6.5 percent) for each of the learning outcomes than the counselors rated the students. This suggests that to some extent students were not clear on what learning was expected by the Honor Code office and how that learning would be demonstrated. This is an area for further discussion and focus.

Both the students’ and counselors’ lowest ratings and the largest discrepancy between student and counselor ratings (6 percent and 6.5 percent) focus on the same three learning outcomes, confirming these areas for additional attention and focus:

• Explain gospel and ethical or moral principles associated with self and others
• Identify the consequences of their actions for themselves and others
• Interpret the purpose and values reflected in the Honor Code

CAMPUS LIFE ANNUAL REPORT

Figure 2: 2010–2011 Honor Code Learning Outcomes Assessment Results

Figure 2: 2009/10 and 2010/11 Honor Code Learning Outcomes Assessment Comparison
1. Continuing to implement new and updated conditions that better focus and direct students' learning.

2. Communicating the intended learning outcomes to students.

3. Having counselors focus on learning outcomes as they create reading, writing, and discussion assignments for students.

An interesting result is that students rated themselves higher this year for each learning outcome (between 3.5 and 9.5 percent) than last year. However, counselors’ ratings for students last year and this year remained about the same for four of the learning outcomes and decreased 3 to 4 percent for two of the learning outcomes. The learning outcome with the 4 percent decrease in counselor ratings is the outcome we have been focusing on this year, as suggested by last year’s assessment results: Interpret the purpose and values reflected in the Honor Code. This outcome received the highest increase (9.5 percent) by student ratings and the highest decrease (4 percent) by counselor ratings from last year to this year.

Figures 3 and 4 show student responses regarding assigned educational conditions. Figure 3 shows that 86 out of 125 report that their most helpful assignment was either:
1. reading, writing, or discussing a general authority talk;
2. meeting with an Honor Code counselor; or
3. working with their ecclesiastical leader.

Figure 4 compares current academic year responses with those from 2009–2010. The current responses show that a higher percentage of students than last year achieved the intended learning outcomes this year by a 3.5 to 9.5 percent margin. This can be attributed to the following factors:

1. Working with their ecclesiastical leader.
2. Meeting with an Honor Code counselor; or
3. Working with their counselor.

A much lower number of students (17) either said that none of their conditions were helpful or did not answer the question, strongly suggesting that the assigned conditions are helpful.

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

I have made a personal commitment to abide by Honor Code principles.

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

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

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I can explain the purpose of the Honor Code and the values it is based on.
The 2010–2011 academic year has been a progressive year for the International Services (IS) Office. We strive to assist international students and exchange visitors with community connections, immigration issues, and cultural adjustment.

Because of ever-increasing federal regulations relating to international students and scholars, a major focus of our operation continues to be providing service on visa issues. Besides reporting the enormous amount of data required by the U.S. Department of Homeland Security, our office also assists with a myriad of procedures for visa benefits.

In an effort to better serve our international constituency, we have developed and administered questionnaires to help us understand students’ perceptions and understanding of our office and its functions. These surveys have primarily targeted freshmen and seniors. With the help of the assistant to the dean of students, we have assessed the students’ responses, which have helped us understand areas of needed development.

As the survey results were analyzed, the IS Office learned that we needed to focus more attention on our community and on-campus support programs. We have provided opportunities for community involvement through our Friend-Family Program and the Speakers Bureau. Two other programs have also been available for students and scholars on campus: the Peer Integrator Program and the International Women’s Association.

Our efforts to highlight our community support programs have already raised student awareness of these opportunities, and we will continue these efforts in the next academic year.

—Enos Q. Flores
SERVICE OUTCOMES

In the fall 2010 semester, the International Services Office recorded that there were over 2,100 international students and exchange scholars from 96 countries at BYU. To serve them, four full-time counselors, supported by 12 student workers, provide advisement and counseling to achieve the following outcomes:
1. Assist international students and visiting scholars in maintaining their visa status.
2. Promote student and BYU community cross-cultural appreciation and participation.
3. Provide caring support for international students and visiting scholars.
4. Conduct assessment and evaluation of IS programs and resources.
5. Promote The Aims of a BYU Education.

The Friend-Family Program

This past year our Friend-Family Program has fostered cross-cultural relationships between families in the community and international students. Approximately 20 families in the community participated by hosting students at activities such as Sunday dinners, family picnics, movie nights, community events, and so on. This year we held a Luau-themed party with games for children, Hawaiian food, and mingling for the friend-families and their students. From that activity we had two new families sign up for the program.

Because of the increasing success of the program, plans are being made to increase the family base for next year. Monthly activities that focus on a different culture at each event are also being planned.

The International Speakers Bureau

A focused effort has also been made on our Speakers Bureau Program. When community organizations—typically public schools—wish to learn firsthand about another country, its people, and its culture, they contact the Speakers Bureau at International Services. Students from the requested country are then invited to make a presentation about their culture and country to the organization.

This fall last year students have made presentations at Farrer Elementary and Timpview High School in Provo and have also participated in the Orem City Library Summer Reading Program. Additionally, students have met with three BYU groups preparing to study abroad.

Our students are anxious and eager, when their schedules allow, to share their knowledge and personal experiences. Those groups who receive the information comment that they enjoyed learning about the other culture in a personal manner that provided a deeper understanding than just reading about the country and culture. The students who participate say that they have a greater sense of belonging, an increased pride in their culture, and a feeling of making a contribution to others.

The International Women’s Association

The International Women’s Association provides opportunities for nonstudent wives of international students and faculty to socialize and expand their circle of friends to experience other cultures and to engage in personal development activities.

Because the women in the association are on a dependent visa, they are not authorized to work or to go to school. Their stay at home situation in a foreign country, living among people who speak a foreign language, is often socially limiting. Furthermore, the propensity for them to become alienated and depressed is higher than normal.

Led by a president and her appointed board, the group planned and conducted regular activities during the year. They highlighted each other's countries and cultures with food and activities. They also organized field trips to local points of interest and provided resource information to assist with personal and homemaking skills. Approximately 35 international women participated this year, and efforts to involve more women are increasing as program planning continues.

Those who have participated have commented on how much they look forward to the activities and how much it has meant to them to make new friends with whom they can talk about their challenges and concerns.

The Peer Integrator Program

The Peer Integrator Program facilitates the transition to university life for new international students and creates an atmosphere where they can achieve The Aims of a BYU Education.

STUDENT LEARNING OUTCOMES

- International students and visiting scholars will
  1. Demonstrate a knowledge of what is required to maintain their visa status.
  2. Demonstrate an understanding of U.S. culture and an ability to share information about their own culture.
  3. Report feeling valued and welcomed at BYU.

LEARNING ACTIVITIES OR INTERVENTIONS

- To assist students in the achievement of the learning outcomes, International Services will
  2. Ensure early warning notifications are sent to students and scholars to avoid regulatory violations.
  3. Make sure all fsisATLAS and SEVIS applications are current.
  4. Educate 100 percent of students and scholars regarding their rights and responsibilities in the United States.
  5. Coordinate with campus departments to assist in maintenance of status.

The program is highly successful, especially with the help of current student volunteers. They are eager to share advice with new students and give assistance that they wish they had received as new freshmen. The peer integrators explain MyMap, the bus system, and how to set up a bank account and give roommate advice, tips for class planning, and other helpful information.

LEARNING OUTCOMES

Through ethical and consistent application of federal regulations, it is hoped that the international students and scholars will gain an appreciation for the 12th Article of Faith by respecting and upholding the laws that permit them to study in the United States.

By effectively monitoring student and scholar records, employing methods of early intervention, and providing counseling and advisement, we expect students to experience the fewest possible interruptions from legal issues that could impact their academic progress.

Offering opportunities for students and their families to interact with the community through the Friend-Family Program and the Speakers Bureau allows students to acquire a greater appreciation of our country and their own by developing an understanding of peoples, cultures, and, to some extent, religions.

Similarly, opportunities for international students and scholars to interact with the on-campus community through the International Women’s Association, the Peer Integrator Program, and the International Student Association (ISA) enable students to benefit from a rich sharing of culture and language, which results in a greater tolerance and understanding of other peoples.

The annual showcase of the campus international constituency through WorldFest each November results in the greatest interaction of both on- and off-campus communities, enabling students to gain a greater identity and value of their backgrounds and thereby increase their understanding of the significant contributions they can make to society.
When considering the role of the International Services Office and the specialized services provided as mandated by federal law, it becomes apparent that we are one of the most regulated offices on campus. Yet because of the international student and scholars and the unique challenges they face when furthering their education in another country, International Services recognizes the opportunities we have to contribute to each student’s overall BYU experience.

Although the greater portion of our work is focused on regulatory servicing and reporting, campus and community programs have enabled us to add to each student’s social and cultural experience. Consequently, surveys have been generated and administered to freshmen and senior international students in the 2010 and 2011 winter semesters to gain an understanding of their knowledge of and participation in these programs.

The surveys were constructed with questions that address outcomes associated with on- and off-campus programs. They were created to gather students’ perceptions and understanding of the vital role International Services plays in the BYU community. The questions were specifically tailored to discover student awareness of the International Student Association, the Peer Integrator Program, the Friend-Family Program, and the Speakers Bureau. The student populations considered to be relevant were freshmen and seniors. These population samples will provide insight into students’ perceptions over time—from their first encounter with International Services (as freshmen) to their concluding understanding of the role we have played in their BYU education (as seniors).

This study provides a measure of comprehension to determine how effective we have been in broadening student perceptions of International Services and its role on campus.

**Assessment Methods**

When considering the role of the International Services Office and the specialized services provided as mandated by federal law, it becomes apparent that we are one of the most regulated offices on campus. Yet because of the international student and scholars and the unique challenges they face when furthering their education in another country, International Services recognizes the opportunities we have to contribute to each student’s overall BYU experience.

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**Assessment Results**

Table 1 summarizes the response rates for the surveys administered to freshmen and senior international students, while Figures 1–4 (a and b) compare 2010 responses with 2011 responses.
DISCUSSION OF RESULTS AND PLANS

The survey results gave us insight into how well we are accomplishing our first learning outcome: Assist international students and visiting scholars in maintaining their visa status. Efforts to improve how we assist students in maintaining their visa status appear to be paying dividends. Programming refinements in the systems we use to monitor student and scholar regulatory compliance and initiate early intervention to prevent violations improved at both the freshmen and senior level between 2010 and 2011. This has resulted in students being far more aware of the vital role International Services plays in preventing any regulatory distraction from hampering their academic progress. We also noted from the survey results that much work needs to be focused on community programs. Despite efforts to advertise opportunities for student participation, students know little about these opportunities and the benefits they provide, which inhibits progress towards our second learning outcome: Promote student and BYU community cross-cultural appreciation and participation.

The 2010–2011 academic year saw an increase in student awareness of the ISA, probably because of an increase in activities offered. However, actual participation and knowledge of each event and its benefits remains very low.

We have decided to increase ISA exposure throughout the next year. More emphasis will also be placed on other community programs. We will use the data obtained through our surveys to create plans for better informing the students and scholars about our programs and services, starting with providing more information about these programs and activities on our website, at orientations, and at all other general meetings.

Figures 5 and 6 represent the responses to questions asked only of freshmen students regarding the Peer Integrator Program (PIP).

Table 1: What is your level of knowledge of or familiarity with the Peer Integrator Program (PIP)?

<table>
<thead>
<tr>
<th></th>
<th>Freshmen 2010</th>
<th>Freshmen 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know about this program</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>I only heard about the program by name</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>I am somewhat familiar with the association and its activities</td>
<td>40%</td>
<td>13%</td>
</tr>
<tr>
<td>I know much about the organization and its activities</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table 2: How many people do you know who have participated in the PIP?

<table>
<thead>
<tr>
<th></th>
<th>Freshmen 2010</th>
<th>Freshmen 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know about this program</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>I only heard about the program by name</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>I am somewhat familiar with the association and its activities</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>I know much about the organization and its activities</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 5: Since coming to BYU, the International Services Office has helped me maintain my student visa. (Freshmen)

Figure 6: Since coming to BYU, the International Services Office has helped me maintain my student visa. (Seniors)
DIRECTOR’S MESSAGE
The Department of Student Leadership continues to prepare BYU students for future service in the Lord’s kingdom as well as leadership roles in their families and communities. During the 2010–2011 school year, the number of Student Leadership volunteer hours grew by 55 percent over the previous year, with 46,845 total hours being donated by students serving other students, providing many high-quality events and assistance on campus.

In a campus environment where the Spirit of the Lord is able to coexist with academic and service programs, students gain experience in the cauldron of shared involvement and are both intellectually enlarged and spiritually strengthened. As one student recently observed, “The relationships I was able to develop while serving blessed my life in countless ways, not to mention the amazing experiences I was offered in learning how the world works.” Those participants in the programs supported by Student Leadership will graduate with enlarged character as well as the ability and inclination to go forth as lifelong learners who are anxious to serve. A married couple, after experiencing the blessings of serving at BYU, recently observed as they departed for law school: “We’ve had tons of adventures and can’t wait to see what the future has in store for us.”

We are pleased with the increased emphasis that student leaders have placed on reaching out to others, offering meaningful service opportunities more broadly on our large campus. In addition to a dramatic increase in volunteer hours, we have also seen the number of active clubs grow from 167 to 215 during 2010–2011. We remain committed to sharing service opportunities more broadly with a student body that is both able and desirous of making contributions to campus.

In providing service, we know that we are certainly not alone at BYU. Increasing collaboration with the BYU Center for Service and Learning will allow both operations to recruit, place, train, and inspire students to make meaningful contributions consistent with the traditions and culture of the university. While each office has a well-defined audience to serve, both operations have a sharp focus on and a deep commitment to servant leadership. We look forward to continued expansion of student opportunities to enhance students’ love of service here at BYU before they “Go Forth to Serve” after completing their studies with us.

—Dr. Neal L. Cox
SERVICE OUTCOMES

Each year Brigham Young University Student Service Association (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 2010–2011 Academic School Year:

- Volunteer hours: 46,845 (56 percent increase from the previous year)
- Volunteers: 931
- Students served through all programs: 48,800

Students were served through a variety of programs, which included Service Squad, dances, club trainings, media campaigns, student advisory representation, athletic spirit events, New Student Orientation events, Honor Code review sessions, and other events aimed at developing a spirit of belonging, service, and unity on campus.

LEARNING OUTCOMES

This year the Department of Student Leadership placed its focus on developing student character. There are three attributes associated with this competency that provide the most compelling data that could be measured and evaluated to illustrate development of character:

- Students who participated in department-sponsored involvement opportunities were able to model behaviors that earn the confidence of others and foster an environment that promotes trust.
- Students who are involved in leadership roles demonstrate the ability to lead by example and model core values.
- Students who volunteer in events and programs are able to keep promises and commitments when accepting assignments and responsibilities.

The student assessments chosen for this publication best reflect the progress of the students who have participated in department programs as a whole. Learning, progress, and development have been observed through daily individual interaction with the students in the environment in which they serve and work.

ASSESSMENT METHODS

Student affairs professionals and other key student leaders provided data obtained through observing the behavior of students volunteering in BYU/SA. During the 2010–2011 academic year, student character development was evaluated and data were obtained through 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 provide character-building learning experiences. Evaluators were asked to score the student’s performance on a scoring rubric from 0 to 3 in each of the three attribute areas (Trust, Lead by Example/Model Core Values, Keep Promises and Commitments) according to the following scale:

0 Undeveloped: Student has no knowledge of the tenants of this competency and has not demonstrated this behavior.
1 Learning: Student has/knows terms and concepts but rarely demonstrates competency outside instructional setting.
2 Developing: Student initiates competency outside instructional setting but may need to be encouraged or prompted to apply competency.
3 Developed: Student independently and accurately implements competency in nonstructured situations.

Each attribute was assigned five descriptive behaviors, enabling the evaluator to assess the student’s progress in each of the three areas. Students could score a maximum of 15 points in each attribute area for a possible total of 45 points.

ASSESSMENT RESULTS

After thorough observation throughout the school year, student affairs professionals and other key student leaders completed rubrics for the students who best represent learning in their respective areas of involvement. Although there are many students who have demonstrated the attributes associated with character development, the students highlighted in this report best represent the learning of over 900 student leaders involved in department programs.

TRUST = 14
LEAD BY EXAMPLE/MODEL CORE VALUES = 14
KEEP PROMISES AND COMMITMENTS = 11

Taylor Veater
NAME: Taylor Veater
AGE: 20
YEAR: Sophomore
MAJOR: Undeclared
HOME: Coarsegold, California

Taylor learned the importance of keeping promises and commitments and how persistence is rewarded. This past academic year Taylor was assigned to work with the BYU/SA president on the Campus Map initiative. She quickly realized that this project would require a heavy time commitment, extensive research, focus groups, numerous proposal revisions, and consistent and constant follow through to keep abreast of her assignments. This was a greater commitment than was originally anticipated. Through her work and dedication, the final report was a 14-page document that she was required to condense into a one-page summary for key administrators to review. Near the end of the academic year, this report was evaluated and accepted by the Campus Planning Committee and allowed for new “way-finding” signage on campus.

TRUST = 11
LEAD BY EXAMPLE/MODEL CORE VALUES = 8
KEEP PROMISES AND COMMITMENTS = 13

Mustafa Kamil
NAME: Mustafa Kamil
AGE: 22
YEAR: Senior
MAJOR: Psychology
HOME: Depok, West Java, Indonesia

Mustafa showed great character development by being open to influence in his work as a Student Advisory Council representative. While representing students of other faiths, he expressed interest in advocating for greater understanding between Mormon and non-Mormon students. While passionate about a specific direction, Mustafa was teachable and open to alternative viewpoints, solutions, and ideas on how to address the issue effectively. He became an advocate for this new direction, learned how to use others’ expertise to improve his own efforts, and was able to effectively articulate and promote the vision of the organization.
Maurine demonstrated strong character this year as she served in a newly created position, pro tem, for the Student Advisor Council. This role required her to take accountability for the work of the council and help others understand their roles within the council. She did this effectively while also striving to understand her new role. She was innovative and loyal to the organization even as she struggled with the ambiguity that came with the creation of a new position. She showed a great amount of trust in her willingness to express her frustrations about her role in a professional and constructive way and has helped the organization move forward.

Jake really impressed his peers this year with his willingness to keep personal commitments. From the beginning of his volunteer service, he was given a significant load of responsibilities. While Jake was committed to the organization’s purpose, he did not feel he allowed others to hold him accountable for his responsibilities and the reporting of his activities and progress. During a stewardship meeting Jake asked to be held more accountable for his actions and responsibilities. Following this conversation, Jake took the initiative and reported weekly to his student leader on the progress of his clubs, in detail. Jake was able to learn and witness the importance of regular follow-up and reporting back the progress of his activities. He learned the importance of listening to others and came to know how important an environment of openness and collaboration is in becoming an effective leader. As a result of his positive experience, Jake has decided to continue his service next year in a more significant leadership role.

The students profiled in this assessment report were involved in a BYU/SA sponsored program for most of the academic school year. Their prolonged involvement gave Student Affairs professionals the opportunity to observe and evaluate their learning and development through regular and consistent interaction. This year key student leaders were asked to provide feedback on their peers, and they offered important insights and observations from their close interactions with those profiled. There is a clear indication that students involved with departmental programs have been learning and demonstrating positive progression in character development in a variety of ways.

The department recognizes the importance of developing leaders with character. This character development is crucial to being an effective leader in home, community, professional, and church environments. Last year the department desired to evaluate the learning and development of students who volunteer on a more limited basis. Three of the four profiles in this report incorporate evaluations given by student peers who lead them. By incorporating these observations, the department has been able to capture additional insights and learning that may have otherwise been lost. While this effort was limited in scope, a more broad and targeted approach that incorporates peer evaluations with professional assessments would be exponentially beneficial in capturing learning that takes place at all levels of involvement.
Multicultural Student Services (MSS) is a unique team of multicultural specialists who value the total development of multicultural students—a mix of students who share gospel values and come from a variety of backgrounds and experiences.”¹

**Advisement Mission Statement**

As part of our mission, MSS provides individual advisement and other programs that utilize a holistic and developmental approach to assist students toward graduation and achievement of The Aims of a BYU Education (Aims). MSS professionals:

1. Provide a caring and nurturing environment in which students receive individualized support and instruction
2. Help students examine and appreciate their cultural backgrounds and contributions
3. Facilitate students’ transition to and engagement with the BYU community
4. Encourage students’ independent navigation of university life

**Director’s Message**

There is an ancient African proverb that says, “It takes a village to raise a child.” This concept holds true for all BYU students. It takes the entire university to serve students well, particularly a small demographic within the university. This year we wanted to get a feel for how our multicultural students perceive our campus climate. We hoped to better understand how comfortable our students are, being part of a small minority on campus. We asked our students what they need to be successful on campus and what resources they utilize in order to move toward graduation. We found that our entire university village is needed to help a student graduate and that the gospel is what truly unifies our students and provides them with important perspectives as they navigate through the BYU experience.

—Lisa Parkinson

¹ University Statement on Fostering an Enriched Environment
SERVICE OUTCOMES

BYU’s Multicultural Student Services helps students successfully prepare for their transition from high school to BYU and better understand and share their cultural backgrounds through individual advisement and programs that focus on freshman retention, college preparation, and cultural awareness. Additionally, MSS provides financial aid to approximately 600 students each semester.

The MSS college preparation programs consist of Foundations, a program for eighth, ninth, and tenth graders and their parents; and SOAR, a program for 11th graders preparing to enter their senior year of high school. In 2010, Foundations brought 149 students and over 50 parents to campus for a one-day event. SOAR hosted another 501 students on campus during three one-week-long summer sessions. Of the 501 SOAR attendees, 164 submitted applications for admission to BYU, and 301 (71.3 percent) were admitted for the 2011-2012 school year.

Other programs include the Freshman Foothold program, which invited 122 freshmen to participate in monthly activities geared to help with the transition to BYU, and the Celebration of Culture programs, which consist of Black History Month, Fiesta, Lu’au, and the Cedartree Pow Wow. During the winter 2011 semester more than 794 dancers and volunteers contributed to these cultural celebrations.

Multicultural Student Services strives to collaborate with other student service centers to assist students with their individual development and progress toward graduation. These collaborations include participation in monthly University Advisement Committee in-service meetings, yearly graduation plans signed by college advisement centers, and panel discussions with professors from respective areas across campus.

Based on a winter semester 2011 survey of students receiving financial aid through Multicultural Student Services, Figure 1 summarizes the number and types of campus services accessed as a result of MSS referrals, while Figure 2 summarizes the students’ reported involvement in MSS activities.

In this same survey, students receiving financial aid through MSS were asked the following open-ended question: "Which student support service(s) or resource(s) would you like to have on campus to help you be a happy and successful student?" As represented in Figure 3, which reports the 10 most frequent responses, 55 percent (315) of 414 responses indicated that resources were sufficient. The other responses, at 5 to 7 percent relative frequencies, suggested a need for additional advisement/counseling and academic resources.

LEARNING OUTCOMES

As part of the office’s advisement services, the MSS professional staff focuses on partnering with and encouraging students to utilize other services and resources available at BYU. While there are many learning outcomes that are associated with the advisement we provide students in the MSS office, we focused on the following for assessment during fall 2010 and winter 2011:

Students will report that they (1) are familiar with BYU’s unique culture and appreciate their fit within it; and (2) have an understanding of the value of reciprocal learning and teaching relationships among peers, advisors, and other university personnel.

Learning Outcome Interventions

- Individual advisement with MSS advisor
- Freshman Retreat
- Freshman Foothold
- Celebration of Culture Programs (Black History Month, Lu’au, Cedartree Pow Wow, and Fiesta)

Freshman Foothold is designed to help students transition from high school to college and begin engaging themselves in the BYU community. During Freshman Retreat and Freshman Foothold, workshops designed to help with the transition to the university environment were conducted alongside orientation for new students and discussions about meaningful school topics. Later in the year students were able to visit with their MSS advisor to discuss Celebration of Culture programs and other university experiences during semester visits. Students were mentored during their involvement in events, which provided awareness and appreciation for diverse cultures, heritages, and backgrounds.

ASSESSMENT METHODS

The MSS office used a variety of assessment methods to measure students’ learning outcomes. These methods include self-report scale items, open-ended questions, and reflection essays.

As part of the Fall 2010 Semester Experience Form, students receiving financial aid through MSS were asked through an online survey about the campus climate and the services and resources they accessed during the semester; their familiarity with BYU’s unique culture; their perceived fit within the culture; and their observations regarding the reciprocal learning and teaching relationships with peers, advisors, and other university personnel. Students responded to two scaled response items using a five-point scale: 1 (Disagree) to 5 (Agree). These were:

1. I am comfortable with who I am.
2. I am comfortable with the BYU culture.

The two open-ended questions were:

1. How would you describe the BYU culture?
2. Have you had successes and/or frustrations with the BYU culture? Please explain and also describe the ways you achieved those successes or dealt with those frustrations.

As a continuation of these assessments, on the Winter 2011 Semester Experience Form students were asked about their awareness and utilization of campus resources. Because students were also asked to participate in MSS-sponsored activities during the school year and they interacted with people in various university settings, a reflection essay allowed students to respond and describe how they are teaching their peers, their advisors, and other university personnel.
The End of Semester Experience Form for fall 2010 was sent to 481 MSS scholarship recipients using an e-mail invitation with an embedded link to the online survey. There were 474 responses—a 99 percent response rate. The e-mail invitation generated 474 responses—a 99 percent response rate.

As indicated by Figure 4, the survey respondents reported that an overwhelming majority felt comfortable with who they are. Of the 474 survey participants, 442 (93 percent) tended to agree with the statement "I am comfortable with who I am."

Figure 4 summarizes the student responses to the statement "I am comfortable within the BYU culture." The self-awareness of the majority of the students was evident in their descriptions of the BYU culture through their own understanding of the gospel. The higher standard of living as an LDS student and the embodiment of religious beliefs and practices were spoken of as the foundation of who they are as individuals. There was a sentiment of the importance of blending diverse students from around the globe on campus. Students spoke about the frustrations of learning to balance aspects of school, such as competition in the classroom, social aspects of dating, and seek guidance from BYU administrators to access services and resources.

At the end of winter semester 2011, the End of Semester Experience Form online survey was posted for MSS financial aid recipients. Of the 486 students invited to complete the survey, 471 responded—a 95 percent response rate. Among the other items included in the survey, students were asked about their awareness and utilization of campus services.

The data gathered was designed to broaden the Multicultural Student Services’ understanding of what students need in terms of services and resources to be successful on campus. The data gathered was an indirect measure of student learning outcomes in order to better understand what resources our students have knowledge of and utilize. The awareness and utilization of services demonstrated in their personal reflection essays indicate that students realize they are stewards of their own college education. The data is also evidence that students possess the personal initiative to reciprocally learn from and teach others. We plan to continue to assess the needs of our students and the ways in which they feel they are able to learn from and contribute to the BYU environment.

**Table 1:** MSS Student Awareness and Utilization of Campus Support Resources during the Academic Year

<table>
<thead>
<tr>
<th>Services</th>
<th>Awareness of Services</th>
<th>Utilization of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Advisement Center</td>
<td>338 77%</td>
<td>367 77%</td>
</tr>
<tr>
<td>Financial Services/Scholarships</td>
<td>320 67%</td>
<td>351 74%</td>
</tr>
<tr>
<td>Professors/Teaching Assistants (TA)</td>
<td>304 64%</td>
<td>342 72%</td>
</tr>
<tr>
<td>Study Labs/Writing Center</td>
<td>320 67%</td>
<td>263 55%</td>
</tr>
<tr>
<td>Student Employment</td>
<td>351 74%</td>
<td>186 39%</td>
</tr>
<tr>
<td>Registration/Records</td>
<td>291 61%</td>
<td>140 29%</td>
</tr>
<tr>
<td>Student Leadership (BYUSA, SHA, Clubs, etc.)</td>
<td>353 74%</td>
<td>136 29%</td>
</tr>
<tr>
<td>Housing/Resident Assistants (RA)</td>
<td>317 67%</td>
<td>128 27%</td>
</tr>
<tr>
<td>Career and Academic Success Center</td>
<td>305 64%</td>
<td>108 23%</td>
</tr>
<tr>
<td>Freshmen Mentoring</td>
<td>317 67%</td>
<td>103 22%</td>
</tr>
<tr>
<td>Center for Service and Learning</td>
<td>320 67%</td>
<td>102 21%</td>
</tr>
<tr>
<td>University Advisement Center</td>
<td>362 76%</td>
<td>101 21%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>294 62%</td>
<td>97 20%</td>
</tr>
<tr>
<td>David M. Kennedy Center (Study Abroad, Field Studies, etc.)</td>
<td>295 62%</td>
<td>97 20%</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>342 72%</td>
<td>95 20%</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>346 73%</td>
<td>88 18%</td>
</tr>
<tr>
<td>Pre-professional Advisement Center</td>
<td>254 53%</td>
<td>68 14%</td>
</tr>
<tr>
<td>Honor Code Office</td>
<td>404 85%</td>
<td>60 13%</td>
</tr>
<tr>
<td>Career Placement</td>
<td>301 63%</td>
<td>42 9%</td>
</tr>
<tr>
<td>Dean of Students’ Office</td>
<td>247 52%</td>
<td>39 8%</td>
</tr>
<tr>
<td>University Accessibility Center</td>
<td>267 56%</td>
<td>38 9%</td>
</tr>
<tr>
<td>Women’s Services and Resources</td>
<td>276 58%</td>
<td>38 9%</td>
</tr>
<tr>
<td>Center for Conflict Resolution</td>
<td>230 48%</td>
<td>12 3%</td>
</tr>
</tbody>
</table>

Table 1 presents the results, with the items ranked from highest to lowest in rate of utilization (i.e., percentage of students reporting they utilized the particular service). While the higher rates of awareness and utilization for some services (Major Advisement Centers, Financial Services, and Professors) are to be expected, the lower rates of utilization for others (Career and Academic Success Center, Career Placement, and Center for Service and Learning) suggest that students may not be taking advantage of resources that may be of help to them.

In response to a Winter 2011 Semester Experience Form question about how students are teaching their peers, teachers, and university personnel, a new freshman wrote:

> My attitude, participation in class, and study habits teach my peers that education is important and hard work accesses its power. I also teach my peers to remember to serve in more active ways by volunteering in various activities and happily inviting my friends and classmates to join me.

I teach my advisors that their hard work pays off through the satisfaction, progress, and achievements of students like me. I know I could not be where I am without the input and encouragement of MSS, major, and faculty advisors, and my response to their work with me teaches them that they are important and valuable contributors to BYU as well as to the individual journeys of each student. Even when we aren’t very close on a personal basis, I reflect back to my advisors the love I feel they have for me, reminding them that seemingly small actions, when based on true principles, can be powerful and life changing. I teach other university personnel through my curiosity and work ethic that BYU students respect education and the professors that help provide it. As I ask questions outside of class, go the extra mile without benefit to my grade, and put my heart into the assignments I turn in, I teach my professors and TAs that even nonmajor students are interested in what professors have to say, their personal lives, and the wisdom they have to impart. Through my positive attitude and love of BYU, I teach BYU personnel of all positions that the spirit of BYU is safe in our generation’s hands.

**DISCUSSION OF RESULTS AND PLANS**

The data gathered was designed to broaden the Multicultural Student Services’ understanding of what students need in terms of services and resources to be successful on campus. The data gathered was an indirect measure of student learning outcomes in order to better understand what resources our students have knowledge of and utilize. The awareness and utilization of services demonstrated in their personal reflection essays indicate that students realize they are stewards of their own college education. The data is also evidence that students possess the personal initiative to reciprocally learn from and teach others. We plan to continue to assess the needs of our students and the ways in which they feel they are able to learn from and contribute to the BYU environment.
WOMEN’S SERVICES AND RESOURCES
Support, Empower, Connect

DIRECTOR’S MESSAGE
Women’s Services and Resources strives to educate the BYU student body and campus community regarding women’s issues. These issues include body image and eating concerns, perfectionism, stress and balance, career, education and motherhood, relationship violence and sexual assault, roommate problems, and pornography. Our goal is that every student who comes into our office or to any of our events with questions or concerns about these issues will leave with the information they need to resolve the concern that brought them to us. We accomplish this as we empower students with facts and education, support them while reviewing their options and helping them make decisions, and connect them to the information and resources they need to resolve their concerns.

During the past year, after much deliberation and thought, we pruned and consolidated our programming into two major outreach campaigns. During fall semester we sponsored our Recapturing Beauty campaign, designed to reshape ideas and attitudes about beauty away from those promoted in popular culture. All of our fall activities, including our 10-Day Body Image Challenge and our Week of Mindful Eating, revolved around this theme.

During winter semester we sponsored the Voices of Courage campaign, which engaged men and women as allies in creating a culture of nonviolence. The campaign is unique in that it targets both men and women in an attempt to shift attitudes and responsibility away from victims and toward family, friends, and the community. Instead of asking “How could you have let this happen?” the question becomes “How could we have let this happen in our community?”

We believe that these two campaigns address the most serious issues that women confront today. According to the Annual Condition of Education Report by the U.S. Department of Education’s National Center for Education Statistics, nearly half of all college freshmen never earn a degree. This dropout rate, in many cases, is not due to any lack of academic skill. Instead, the reasons are related to a lack of emotional, social, and self-care abilities needed for a major life transition. Numerous studies cite self-esteem, stress, anxiety, depression, and minor health issues as the most accurate predictors of grade-point averages and enrollment-retention figures for college freshmen. We at Women’s Services and Resources are here to help with all of these issues. We want to see students succeed in achieving The Aims of a BYU Education and develop into future leaders.

—LaNae Valentine

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SERVICES OUTCOMES

Women’s Services and Resources provided the following services during the 2010–2011 school year:

- Single Parent Scholarships: 35 recipients
- Confidential Consultations: 200 students
- Nutritional Consultations: 80 students
- Healthy Relationships Conference: 123 attendees
- Birthright Conference: 200 attendees
- Fed Up with Food Support Group: 16 participants
- “Tune into You” Workshop: 29 attendees
- Depression Seminar: 24 participants
- 10-Day Body Image Challenge: Approximately 500 participants
- Mindful Eating Week: Approximately 200 participants
- Self Defense for Women: 100 attendees
- White Tie Ball: 150 attendees

LEARNING OUTCOMES

The overarching learning outcome for Women’s Services and Resources is: “Students who come to our office will report that they leave with the information they needed to resolve the concern for which they came to our office. We have learned much from the process and will continue to refine and perfect it.”

This outcome applies to everything we do—confidential consultations, workshops, conferences, lectures, and events.

ASSESSMENT METHODS AND RESULTS

This is the first year we have formally assessed our confidential consultations. Approximately 100 students scheduled confidential consultations during the past school year. Their concerns included eating and body image concerns, relationship concerns, and personal concerns such as stress, anxiety, and depression. Twenty-five students, 25 percent of those who received the service, responded to our online survey to evaluate our consultations. All 25 reported that they had received the information they needed to resolve the concern for which they came to our office. We have learned much from the process and will continue to refine and perfect it.

During winter semester 2011, the students who participated in our Fed Up with Food group were asked to complete a two-item open-ended survey where they were asked to respond to the questions “What was most helpful about the group?” and “What was the most valuable thing about having a mentor?” Of the 16 students who participated in the group, all 16 responded to the survey. Typical responses to the first question were:

“The group provided a safe place to talk about my eating problem.”

“The group was a safe place to share successes and to feel hope.”

“The group provided support and helped me to realize that I’m not alone.”

“The positive stories that everyone shared were uplifting and gave me strength.”

Common responses to the second question about the most valuable thing about having a mentor were:

“Having someone to meet with every week.”

“Having someone who really understood what I was going through.”

“Having someone I could count on and learning from their experiences.”

One student said, “Having a weekly meeting where we are making goals, finding success, sharing failures, and finding support was wonderful. It is very helpful to hear from others in order for me to self-process and get some cues instead of relying solely on my own thoughts.”

Two days after completing the Week of Mindful Eating, participants were invited via e-mail to respond to two questions. The first question was rated on a scale from not effective to very effective. “How effective was the Week of Mindful Eating for you?” The second question was “What was your favorite challenge?” We received 31 responses from the 200 e-mails sent (15 percent response rate). Sixty-eight percent of those who responded reported that the Week of Mindful Eating was either effective or very effective, while no one reported that it was not effective. Typical comments were expressions of gratitude thanking us for addressing the issue of body image. Several students commented on how helpful it was to keep a journal and to write and reflect about each challenge. One student who participated in the challenge wrote, “Thank you for taking time to put together this 10-Day Body Image Challenge. It has helped me to keep my focus on what is most important, as I often forget and find myself being upset about how I look, which often leads to a downward spiral. Thank you for seeking to help those of us who struggle.”

Women’s Services and Resources also surveyed the students who participated in the 10-Day Body Image Challenge. Of the 325 students who responded, two-thirds reported that the challenge was effective or very effective, while no one reported that it was not effective. Typical comments were expressions of gratitude thanking us for addressing the issue of body image. Several students commented on how helpful it was to keep a journal and to write and reflect about each challenge. One student who participated in the challenge wrote, “Thank you for taking time to put together this 10-Day Body Image Challenge. It has helped me to keep my focus on what is most important, as I often forget and find myself being upset about how I look, which often leads to a downward spiral. Thank you for seeking to help those of us who struggle.”

Women’s Services & Resources received 64 essays in response to our Recapturing Beauty Essay Contest. Although we did not officially evaluate the contest and its value to those who participated, one student wrote the following, which captures what many said about the contest and the campaigns:

“I would like to genuinely thank you for sponsoring this contest and the entire Recapturing Beauty campaign. The events, challenges, activities, and blog posts have really made me take inventory of my personal self-worth and how I think of beauty. I know that the thoughts, feelings, and changes in my life that have stemmed from the campaign are going to be a part of me for a very long time. Thank you so much for that. Thank you also for the opportunity to write on this personal and important topic. I know that even if you choose not to use my essay for an award or publication, writing it was very rewarding personally, and it is something I want to keep and remember for my whole life.”

DISCUSSION AND PLANS

We are pleased with the outcomes from the two campaigns we sponsored this past academic year. We believe that focusing our energy on the campaigns helped us to organize our efforts so that our limited resources are directed to the issues that are most pertinent to our BYU students. Student feedback confirms that our programming and events have a positive impact. We will continue to implement assessment strategies to track and evaluate if students are benefitting from our services and programs in the ways that we hope.

We will continue to establish learning objectives and outcomes measures at the front end of our programming and to find ways to implement a more effective tracking system in order to establish the scope and effect of our work. We also plan to continue our Recapturing Beauty and Voices of Courage campaigns as well as our confidential consultations in the coming years, and we are looking forward to further examination of the impact of these programs on our BYU community.
The main thrust of our mission at the University Accessibility Center (UAC) is to provide all students with disabilities equal access to educational opportunities and to eliminate barriers that might impede participation in academic pursuits at BYU. While this largely involves providing student-clients with academic accommodations that help address the functional limitations of their disabilities, we have also begun to examine what can be done for our students to help them more fully achieve The Aims of a BYU Education. To enable our students’ experiences to be spiritually strengthening, character building, and helpful in developing lifelong learning and service, we have recently sought admission for BYU in Delta Alpha Pi, the international honor society for university students with disabilities. Membership in this organization will allow our high-achieving students to be recognized for their academic successes and will provide members the opportunity to mentor more junior UAC students in achieving success at BYU.

We have also sought to make students’ experiences intellectually enlarging by expanding our psychoeducational testing service. This low-cost service allows students to be evaluated for learning, attention, and emotional disabilities, thereby giving them insight into their cognitive strengths and weaknesses so that they can reach their full potential. Recently, we have doubled the number of evaluations offered to students by partnering with BYU’s Counseling Psychology and Special Education (CPSE) department and having their PhD students conduct evaluations under UAC staff supervision. Perhaps most important, we have devoted this year’s learning outcome project to surveying our students regarding the UAC and its impact on The Aims of a BYU Education. Specifically, we have asked both current students and alumni of the UAC for their opinions on how successful we were in helping them achieve the various Aims as well as the missions of the university and Campus Life. By incorporating this data into our ongoing office initiatives, we will be able to create academic environments that will not only comply with federal disability law but more importantly will also be reflective of a Christ-centered life of learning that blesses our students and all who interact with them.

—Michael P. Brooks
SERVICE OUTCOMES
During the 2010–2011 school year, the University Accessibility Center:
• had 4,380 visits from 1,447 students, 649 of whom qualified as having a disability under federal law;
• provided 5,878 academic accommodations (including American Sign Language interpreters, accessible textbooks, lecture note-takers, etc.) to qualified students;
• coordinated the work of 500 volunteers who performed 14,378 hours of volunteer service (such as note-taking, reading and scribing for exams, etc.), providing approximately $104,240 worth of services to students with disabilities;
• processed 579 standard textbooks into alternative formats (Braille, MP3, etc.) for students who could not fully utilize traditional texts;
• completed 101 psychological evaluations to help determine students’ diagnoses and accommodative needs to qualify them for services;
• initiated an online intake form to facilitate client service provision.

The presenting concerns of the UAC’s client population (as of 2010) were as follows:

<table>
<thead>
<tr>
<th>Disability</th>
<th>Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Disabilities (e.g., depression, anxiety)</td>
<td>242</td>
<td>34%</td>
</tr>
<tr>
<td>Attention-Deficit/ Hyperactivity Disorder</td>
<td>152</td>
<td>21%</td>
</tr>
<tr>
<td>Learning Disorders</td>
<td>108</td>
<td>15%</td>
</tr>
<tr>
<td>Chronic Illness</td>
<td>106</td>
<td>15%</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>93</td>
<td>13%</td>
</tr>
<tr>
<td>Deaf/ Hard of Hearing</td>
<td>21</td>
<td>3%</td>
</tr>
</tbody>
</table>

Total 722 *

* Some clients had more than one disability.

LEARNING OUTCOMES
The University Accessibility Center has long focused on helping students with disabilities access educational opportunities on campus. While this will continue to be our primary mission, we have also given thought to how our office helps further BYU’s mission and The Aims of a BYU Education.

2010–2011 Learning Outcome: Students registered with the University Accessibility Center will report having experiences with our office that further BYU’s mission, The Aims of a BYU Education, and the mission of Campus Life.

ASSESSMENT METHODS
As we had never assessed this before, we devoted the 2010–2011 learning outcome to measuring the impact the UAC has on BYU’s mission, The Aims of a BYU Education, and the mission of Campus Life. Our intent was to determine how interactions with our office prepared students for the challenges they were likely to face as working adults with concurrent responsibilities to their families and communities.

In order to assess the UAC’s impact on student development, we sent a survey solicitation to both current and former Accessibility Center clients via the survey site Qualtrics. The survey included objective and open-ended questions regarding both strengths and areas of potential improvement in the UAC.

ASSessment results
185 students and 577 alumni responded out of a total of 2,667 invitations (1,410 student and 1,256 alumni invitations) for a 13.5 percent response rate. Survey respondents were asked to rate objectively the degree to which their experiences with the UAC helped further BYU’s mission, the mission of Campus Life, and the four Aims of a BYU Education using a 0 to 10 rating scale of no help (0) to great help (10). We also asked respondents to provide narrative information regarding what was most helpful for them in meeting these missions and aims. The objective data is presented in Table 1.

Overall, it appears that the UAC was helpful in furthering the various missions of the university and Campus Life. A relative strength was seen in the UAC’s furthering the university’s mission of helping students in their quest for perfection and eternal life. Areas of potential improvement are the UAC’s ability to develop individuals for leadership roles in their homes and communities and the spiritually strengthening aspects of students’ interactions with the UAC. Of note was the finding that current students generally view the UAC as fostering the various missions of the university more than their alumni counterparts. This suggests that the UAC is improving over time in these areas.

FUTURE DIRECTIONS
The data collected through this year’s learning outcome study suggests that the Accessibility Center is important in contributing to the various missions of the university and Campus Life. Two areas of potential improvement are seen in the center’s ability to prepare student-clients for leadership roles in the future and in the spiritually strengthening aspects of students’ interactions with the UAC. In the future, UAC clients will have the opportunity to develop leadership skills through mentoring and officer positions available as members of Delta Alpha Pi. Additionally, the UAC will look for opportunities to have our student-clients incorporate spiritual aspects into their interactions with our office. This may take the form of a forum on disability and spirituality, coordinator training on this subject, or service projects coordinated through our office.

Table 1: The degree to which your experience with the UAC helped further The Aims of a BYU Education, BYU’s mission, and the mission of Campus Life

<table>
<thead>
<tr>
<th>Scale: 0 (no help)–10 (great help)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims of a BYU Education</strong></td>
</tr>
<tr>
<td>Aim 1: Be spiritually strengthening</td>
</tr>
<tr>
<td>Current Students: 6.99</td>
</tr>
<tr>
<td>Alumni: 6.89</td>
</tr>
<tr>
<td>Aim 2: Be intellectually enlarging</td>
</tr>
<tr>
<td>Current Students: 7.56</td>
</tr>
<tr>
<td>Alumni: 7.54</td>
</tr>
<tr>
<td>Aim 3: Be character building</td>
</tr>
<tr>
<td>Current Students: 7.75</td>
</tr>
<tr>
<td>Alumni: 7.67</td>
</tr>
<tr>
<td>Aim 4: Lead to lifelong learning and service</td>
</tr>
<tr>
<td>Current Students: 7.98</td>
</tr>
<tr>
<td>Alumni: 7.73</td>
</tr>
<tr>
<td><strong>BYU Mission</strong></td>
</tr>
<tr>
<td>Aid individuals in their quest for perfection and eternal life</td>
</tr>
<tr>
<td>Current Students: 8.33</td>
</tr>
<tr>
<td>Alumni: 7.83</td>
</tr>
<tr>
<td><strong>Campus Life Mission</strong></td>
</tr>
<tr>
<td>Develop you for leadership roles in your home and community</td>
</tr>
<tr>
<td>Current Students: 6.27</td>
</tr>
<tr>
<td>Alumni: 6.54</td>
</tr>
</tbody>
</table>

Students’ Comments
Both current students and alumni were asked open-ended questions to solicit more personal data regarding the UAC’s impact on their lives. The specific questions and representative responses are included below:

Current students:

How do you feel your experiences with the UAC have helped prepare you for life challenges you are likely to face after graduation?

“I know now that it’s okay to ask for help.”

“They have helped me know that I can be successful despite my disability.”

Current students:

What would you say has been most helpful thus far for you in terms of experiences and services you have received from the University Accessibility Center?

“Whenever I have questions, I feel that I can go to the UAC and receive answers.”

“By kind and understanding everyone is. It’s [the] one place I don’t feel I have to be on the defensive about my unseen disabilities.”

Alumni:

How did your interactions with the UAC affect your work/school experience after you left BYU? Please explain.

“I graduated . . . Something that I wasn’t sure was a possibility when I was really sick. It left me with a positive, can-do-with-a-little-help attitude.”

“I am much better prepared to be in the workforce and balance [my disability] with a regular work life.”

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