



Student Life Division  
Annual Report & Balanced Scorecard  
Summary  
2006-2007

**Mission Statement**

The Student Life Division is a partner in student learning.  
With students, faculty and staff,  
the Division creates a dynamic environment that  
encourages love of learning, ethical and caring behavior,  
and respect for difference.  
In all our programs and services,  
we seek to serve the public good.

## Executive Summary

We are pleased to present the Student Life Balanced Scorecard Report for 2006-2007. This report is a variation of the traditional Balanced Scorecard model. We have opted for a much more condensed report. It does not include all the assessment activity in the Division last year; it is a summary of highlights that we believe may be of interest to a wider audience.

The scope of Student Life Division activities is extremely broad. Given that reality, one of our challenges is for all of our staff to stay focused on mission and coherence in our programs and services (and in their evaluation). Every year we will continue to complete our “bread and butter” measurements – e.g., counts of student traffic, levels of satisfaction with residential services, graduation-related outcomes. Our overarching goal, though, is to continue to move our assessment focus to measuring “things that matter,” especially student learning and engagement. 2006-2007 represented a transition year from a Balanced Scorecard model to a student learning outcomes-based plan.

In 2006-2007, we were particularly pleased with assessment outcomes in a number of key areas, including the Discoveries program, Partners in Learning, Parent Programs, Greek Life, and Citizenship and Community Standards. During the 2007-2008 year, based on assessment results, we anticipate greater emphasis on Academic Advising, the availability of career services for undergraduates, and refining our First- and Second-Year Experience Program. During the next year, we also look forward to the planning of new physical spaces that will benefit directly from our continuing assessment. They include the opening of Nagel Hall, the planning for Katherine A. Ruffatto Hall and an eventual Driscoll Student Center renovation.

We want to express our gratitude to Dr. B. Afeni Cobham for compiling and editing this report, and to our senior staff for their continuing hard work to develop best practices to serve our students.



Patricia S. Helton  
Associate Provost  
Campus Life

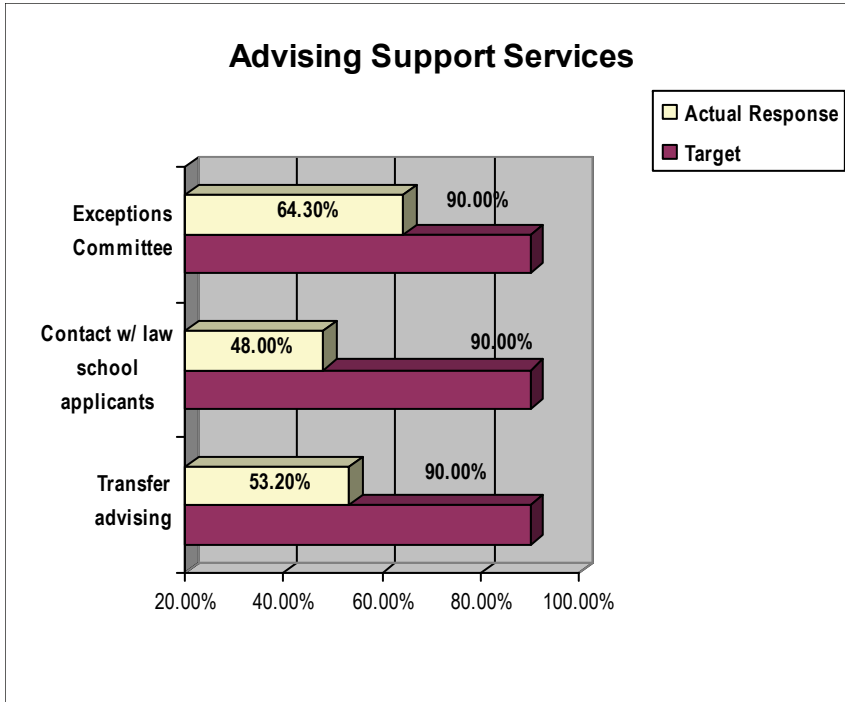


Jo Calhoun  
Associate Provost  
Academic Resources

## TABLE OF CONTENTS

<u>Department Name</u>	<u>Page Number</u>
Academic Advising	4
Assistant Provost Office	
Partners in Learning	5
Second Year Experience/ Sexual Assault Response and Prevention	6
First-Year Experience	7
Budget & Planning	8
Campus Activities	9
Career Center	10
Citizenship and Community Standards	11
Discoveries (Orientation)	12
Driscoll Student Center	13
Housing and Residential Education	14
Parent Programs	15
Student Life Technology	16
University Disability Services	17

## Academic Advising



Academic Advising helps students navigate and understand degree and University requirements. Students can also attend workshops on academic skills such as time management, study skills, and overcoming test anxiety. Academic Advising provides specialized advising to students of color, international students, students on probation, and students who have not yet declared a major.

A survey of three advising support services revealed that more intentional efforts are needed to reach target goals. 48 percent of law school applicants reported contact with an adviser about law school options. 53.2 percent of transfer students entering DU during the winter quarter reported awareness on how to find their academic adviser.

Nine of the 14 students (64.3 percent) who underwent the Exceptions Committee process reported clear understanding of the reason a decision was made in their case. A low response rate to the survey presents statistical challenges.

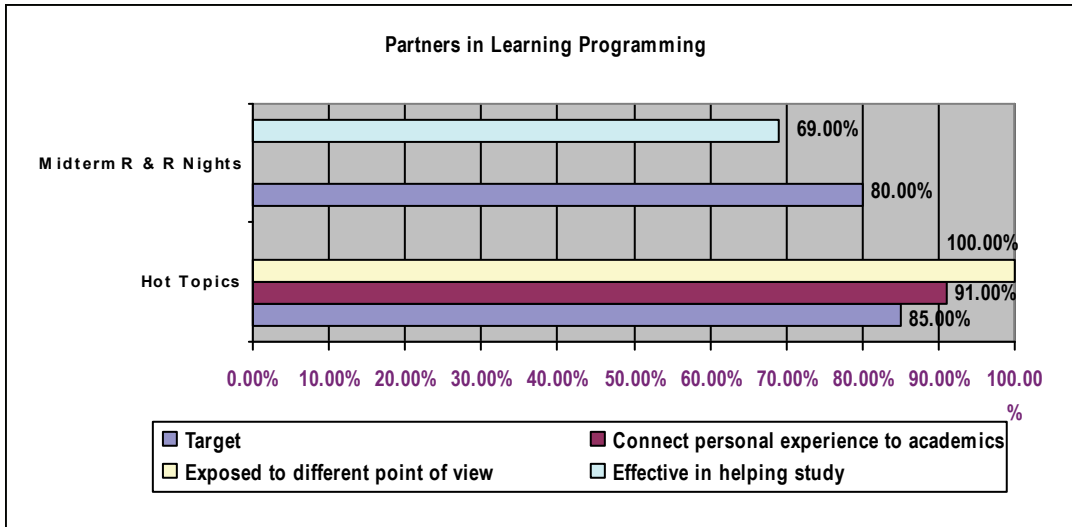
### 2006-2007 Highlights

- Transitioned advising data and notes from Panda to Banner.
- Instituted a Student Advisory Board.
- The number of students on probation decreased from 902 to 869.
- Staff offered advising training to faculty during high peak advising and registration periods.

### 2007-2008 Initiatives

- ⇒ Incorporate inclusive excellence as an organizing principle.
- ⇒ Develop resources for faculty and students in webCentral.
- ⇒ Develop rich resources to support faculty advising.
- ⇒ Develop resources for students with an emphasis on pushing information at appropriate times in their academic career.
- ⇒ Provide more support for students interested in graduate and professional school.
- ⇒ Develop a transfer student website.

**PARTNERS IN LEARNING**



This office provides a sustainable, residentially-based set of events and co-curricular activities that establish a continuing faculty presence and intellectual engagement with students outside the classroom.

**Midterm R&R Nights**

Because the Midterm R&R nights were a new initiative, PIL utilized an exit survey after the fall and winter midterm nights to assess its success. Only three of the four nights provided complete data; therefore, final numbers are based on those nights. Sixty nine percent of students completing the survey indicated that the event provided an effective opportunity to prepare for midterms. Ninety six percent said they anticipate attending R&R Night in the future (N= 79).

**Hot Topics Discussion**

There were four hot topic discussions in the fall quarter on election issues followed by four discussions in the winter quarter on ethics issues. The winter quarter participants were given an exit survey to assess their learning with the following results. Through the dialogue process, 100% of student participants who completed the survey related their personal experiences and beliefs with academic theories and/or research and 91% were exposed to different points of view. This far exceeds the 85% target (N= 11). While the Hot Topic Discussions were very successful for those who attended, the attendance was quite poor in general with only two to five students attending each one. It was decided to not continue them for the spring quarter and find a way to increase attendance before restarting them in the 2007-2008 academic year.

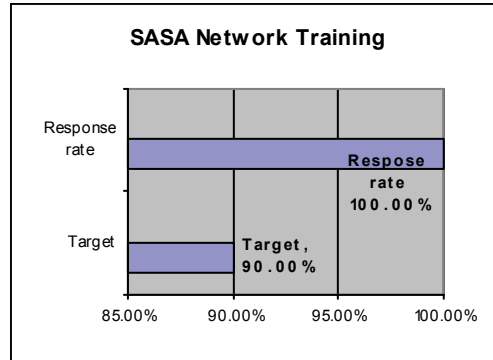
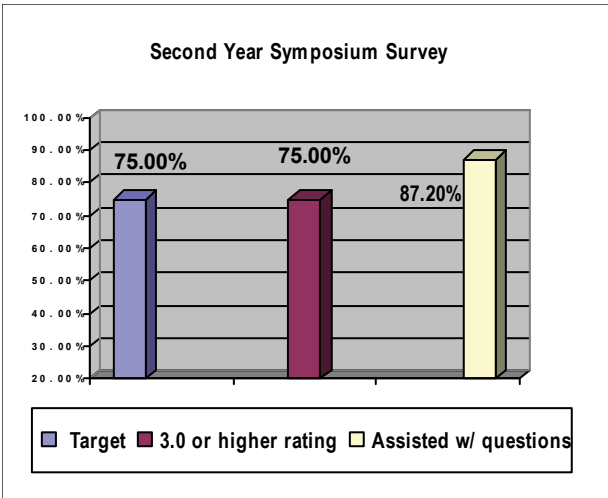
**2006-2007 Highlights**

- Sixty-three programs were supported by Partners in Learning (PIL) during the year, typically in collaboration with at least one other department /group on campus.
- One hundred and six different faculty participated in PIL sponsored or co-sponsored events; many faculty participated in more than one event. Sixty of them had not participated in PIL prior to this academic year.
- Midterm R&R Nights launched in the fall of 2006 and continued through the academic year, with two consecutive nights in the residence halls.

**2007-2008 Initiatives**

- ⇒ Identify ways to enhance marketing of PIL programs among students and faculty.
- ⇒ Conduct a survey of faculty to assess their awareness of Partners in Learning and the services the office can offer in supporting student engagement.

**SECOND YEAR EXPERIENCE & SEXUAL ASSAULT RESPONSE AND PREVENTION**



**2006-2007 Highlights**

- Second Year Symposium: “Uncovering the Secrets to Second Year Success” had 130 students in attendance.
- SYE participated in the Fishbowls/DU Dialogues series with Partners in Learning, The Center for Community Engagement and Service Learning, and the Center for Multicultural Excellence.
- The Sexual Assault Survivor Advocate (SASA) Network began on-call services
- Development of the Gender Violence Resource Center began this year
- SARP partnered with Athletics and Recreation, Greek Life, DUPB, and AUSA to bring Don McPherson to campus. Don is a former NFL player who speaks about sexual violence.

The Second Year Experience (SYE) program provides undergraduate second year students with support and resources. The Sexual Assault Response and Prevention (SARP) program supports and advocates for DU students who have been sexually assaulted.

**Second Year Symposium “Uncovering the Secrets to Second Year Success”**

The Second Year Conference is a half-day conference designed specifically for second year students at DU to re-orient them to DU's services and the new year at DU. The conference is designed to help second year students on their way, answer any questions they have about their second year, study abroad, academic advising, career choice etc. as well as allow them to connect with friends and faculty over lunch. The day is set up similar to a professional conference and gives students the opportunity to experience what it feels like to prepare for the many conferences they may attend as professionals. In 2007 over 130 students attended the conference. One hundred and nineteen students were sent the survey and only thirty nine responded. Of these thirty nine, eighty-seven percent of the respondents noted that all sessions they attended assisted them with questions and concerns they had entering their second year.

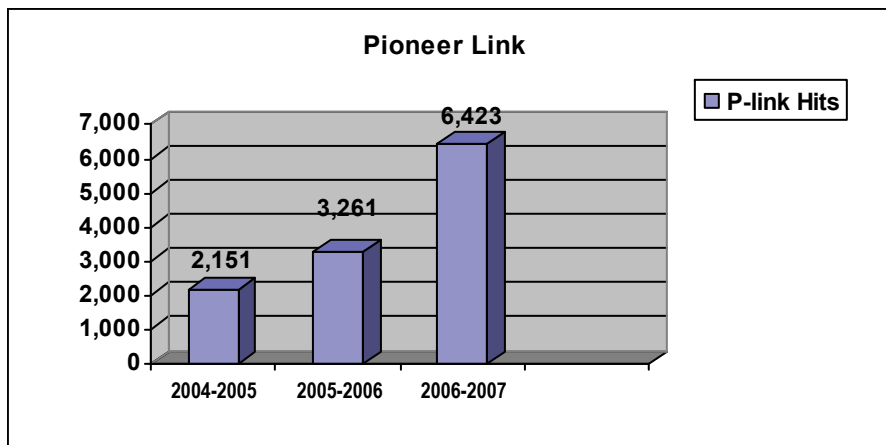
**Sexual Assault Survivor Advocate Network Training**

A pre-test and post-test survey was administered to SASA Network trainees, 100 percent of trainees indicated an increase in their knowledge on areas such as: helping skills, sexual assault examination, police investigation, DA's Office, and emotional aftermath.

**2007-2008 Initiatives**

- ⇒ Expand SASA Network to 24/7 on call response.
- ⇒ Shift philosophical practices of office to address new name 'Gender Violence Education and Support Services.
- ⇒ Provide additional education, support, and research to faculty and staff.

**FIRST YEAR EXPERIENCE (FYE)**



The First-Year Experience connects first-year undergraduate students to DU by promoting services and programs that will assist them in staying focused on their studies, getting involved on campus, and appreciating diverse cultures, lifestyles, and ideas.

**Pioneer Link**

The desired target for the FYE Pioneer Link was that the on-line newsletter would receive a minimum of 5,000 hits between August 2006 and June 2007. This year, the Pioneer Link received 6,423 hits, which was an increase of 76% from 2004-2005 (1,546 hits) and an increase of 50% from 2005-2006 (3,266 hits). This program will continue next year and will be expanded to every week during the academic year.

**Alpha Lambda Delta**

Alpha Lambda Delta (first-year academic honor society) invited a total of 610 first-year students and 429 second-year students to join the organization this year. Students had to have a cumulative GPA of 3.5 or higher and be in the top 20% of their class. To be in the top 20%, students had to have a minimum 3.9 cumulative GPA. A total of 152 students accepted the invitation to join Alpha Lambda Delta. The future of this program needs to be reexamined to determine how it fits into the FYE mission.

**2006-2007 Highlights**

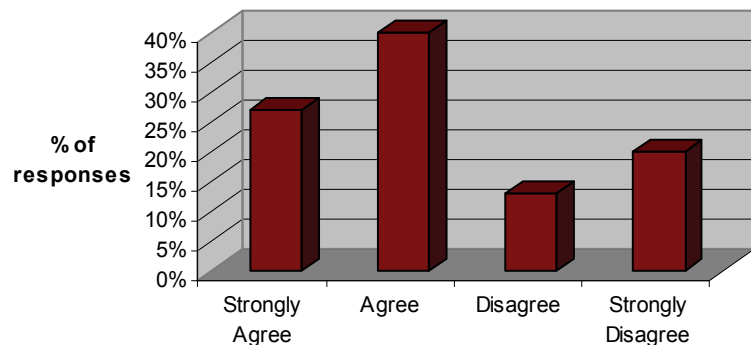
- The DU Involvement Team (DUIIT) consists of five student employees who develop, implement, market, and assess transitional programs for first-year students.
- Communication with first-year students increased through five initiatives: FYE Pioneer Link; [duit@du.edu](mailto:duit@du.edu) e-mail account; two Facebook accounts; The Jaunt; and regular communication with Resident Assistants.
- The Martin Luther King Readings held in his memory had seventy-four volunteers participate in the program.

**2007-2008 Initiatives**

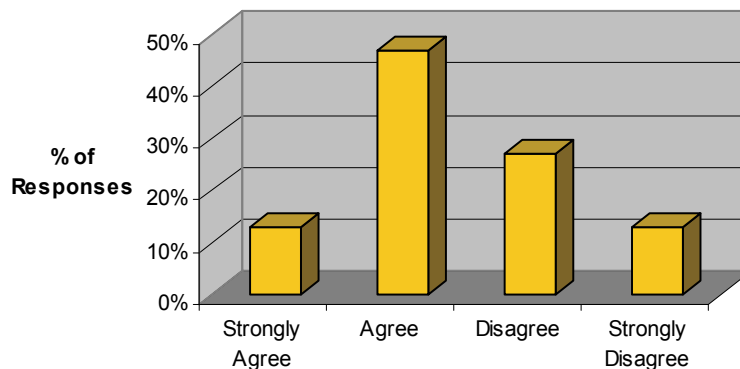
- ⇒ Continue to enhance the student staff/peer mentor program, DU Involvement Team (DUIIT).
- ⇒ Restructure, produce and promote "Pioneer Pride" (formerly Pioneer Link) to first and second year students.
- ⇒ Review and ascertain need for first-year honor society.
- ⇒ Embed inclusive excellence initiatives into DUIIT Training and FYE programming.

## Budget & Planning

**I have enough knowledge of the budget development process to implement my department objectives**



**I have enough knowledge of the budget development timeline to implement my departmental objectives**



### 2006-2007 Highlights

- Nagel Hall and the Lambda Chi house are well into the construction phase.
- Greek houses are being held accountable for any revenue obligation deficits.
- The division continues to be at the center of many campus conversations on facility and revenue issues.

This area supports Student Life staff by providing sustainable financial management. The Director serves as a liaison with the Office of Budget and Planning, the Controller's office, and Human Resources.

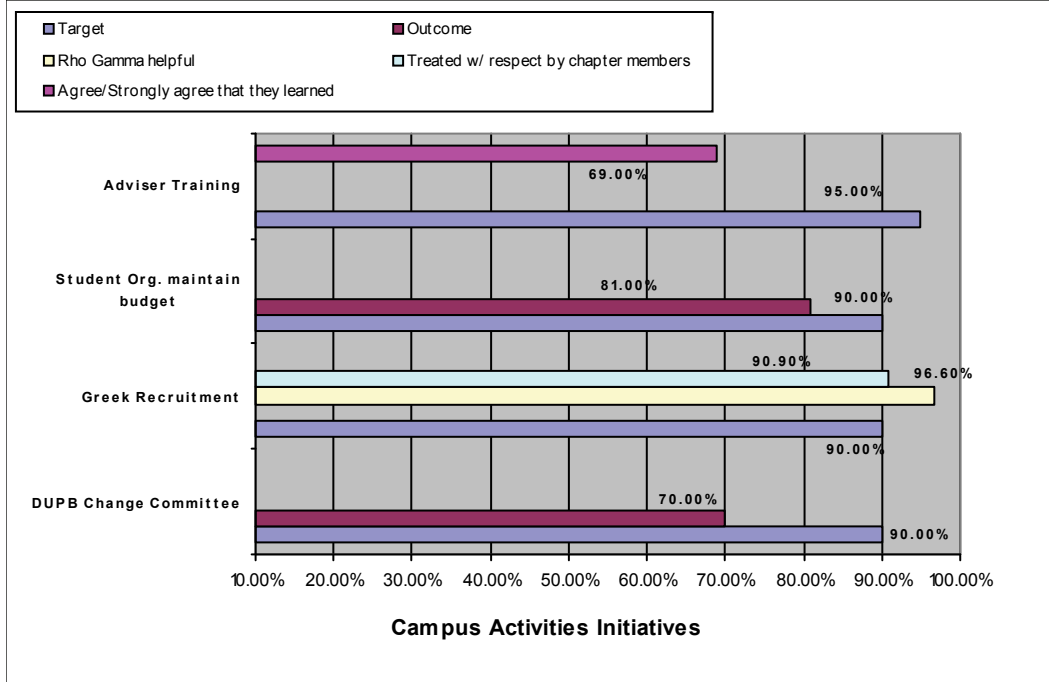
Assessment of Budgets and Planning in academic year 2006-2007 focused on assessing if the Division's directors and others with budget management authority had sufficient budget and human resources information to implement department objectives.

- Two thirds of the Division's directors and others with budget management authority felt they had sufficient information about the budget development process to implement department objectives.
- Two thirds of the Division's directors and others with budget management authority felt they had sufficient information about the Human Resources policies to implement department objectives.
- Forty percent of the Division's directors and others with budget management authority felt that quarterly one-on-one meeting with the Student Life Budget Director would be helpful in implementing department objectives.
- The most commonly listed request from the survey results was to develop and disseminate a budget development/deployment timeline to assist the Division's directors and others with budget management authority.

### 2007-2008 Initiatives

- ⇒ Develop and disseminate a budget development/deployment timeline to assist the division's directors and others with budget management authority.
- ⇒ Maintain open and frequent lines of communication with the Human Resources office.

## Campus Activities



### 2006-2007 Highlights

- Several new initiatives began: (a) a long term plan for Greek Life, (b) instituting the values dinner series, (c) the formation for the Multicultural Greek Council, and (d) the recognition of a Latina sorority, Pi Lambda Chi.
- Staff members of the Campus Activities office assisted with the transformation of the AUSA constitution. A review of this document had not occurred in five years.

### 2007-2008 Initiatives

- ⇒ Continue to strengthen Rho Gamma selection and training process so that the men and women participating in recruitment will feel valued and respected by our Greek community.
- ⇒ Restructure adviser training to increase knowledge base and stress importance of pertinent protocols.

This office works with the University of Denver Programs Board (DUPB); Greek Life; the Student Media Board, which oversees the Clarion, Foothills Literary Magazine, DUTV and KVDU; All University Student Association Senate; and the Center for Religious Services.

### Adviser Training

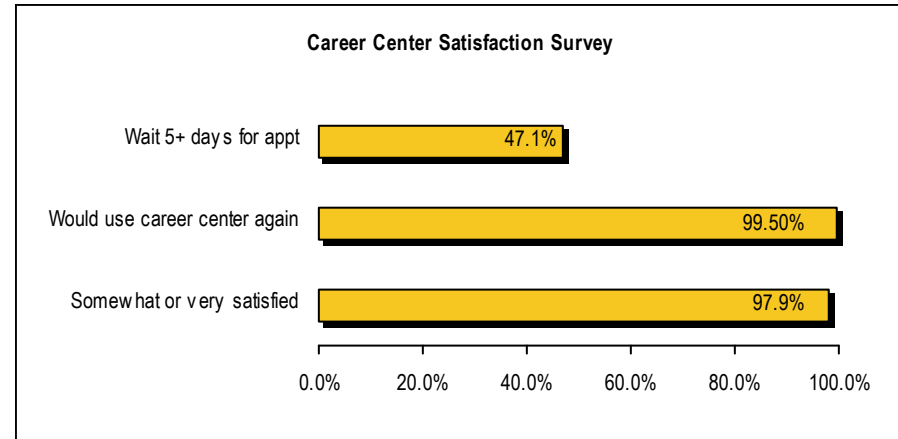
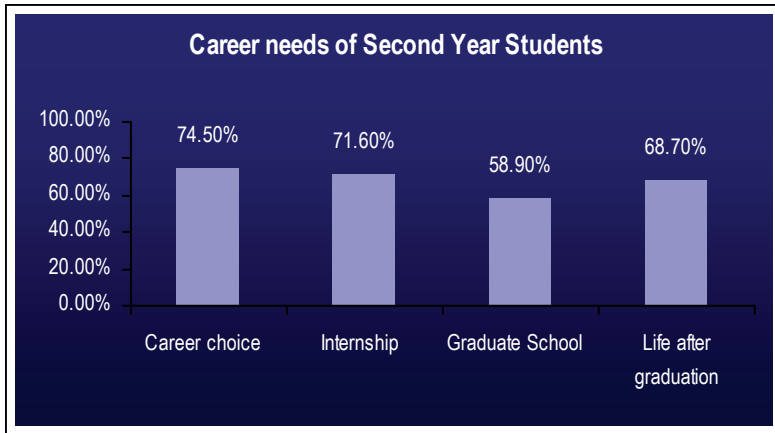
This was the first year of targeted student organization adviser training. The feedback indicated that some of the processes, especially those involving risk and contracts, were confusing and that the training only confused participants more. With the new contract routing process we are hoping to clarify our training, and therefore improve our 69% approval rating when it comes to an understanding of risk and liability issues.

### Student Organization Budget

This year was the second year that only 81% of our licensed fundable organizations maintained their budget. We found that the individual clubs that make up the entire club sports budget traditionally go over their budget. In an effort to have greater oversight, Senate has agreed to work with Athletics and Recreation to allocate the money to a central fund. The responsibility for maintaining that budget will fall to staff in the Athletics and Recreation Division. In addition there have been changes made in the Student Comptroller's office with upgraded software that allows for greater tracking of groups' spending. This will allow for groups to receive customized reports of their spending.

### Greek Recruitment

Greek Recruitment saw its highest approval ratings yet in the areas of students feeling comfortable and respected. Students overwhelmingly felt the process was encouraging and they felt respected by the members of the groups. On the other hand, the feedback we received from the potential new members and the Greek community was that the time frame of recruitment (late September and early October) was not conducive to the academic structure and that it provided too many opportunities for division between the groups. Recruitment will be moved to earlier in the fall for 2007 and we will continue a strong Rho Gamma education and support system.



The Career Center services include: career counseling, internship/job search assistance, major/minor selection counseling, career fairs, workshops, personality/ interest assessments, resume/cover letter reviews, and interviewing skill development.

### Career Needs of Second Year Students

The career-related needs of second year students measured through an electronic survey to all second year students revealed that 74.5 % of students who responded (n= 102) have strong concerns about career choice; 71.6% concerns over internships; 58.9% concerns over graduate school and 68.7% concerns over life after graduation. Additionally, career choice and internships ranked 4th and 5th of 18 as greatest concerns. Most popular workshop topics were expressed as How to Find an Internship (79.4%) and Resume and Cover Letter Writing (64.7%). The survey revealed the continuing need for the Career Center to take every opportunity to present our services and work with second year students in an effort to assist these students with lowering their concern and stress related to deciding on career choice and help with internships. We continue to co-program with the Second Year Experience in addition to our own efforts.

### Career Counseling Services

Quality of career counseling services as measured by a winter 2007 satisfaction survey revealed very positive results. 97.9 % of clients were very or somewhat satisfied with their appointment; 99.5 % would use the Career Center again. We continue to struggle with clients who have to wait more than 5 days to see a counselor (47.1%). We are confident of improvement in this area due to an increase in staff focus toward one-on-one counseling and a repositioning of other staff toward higher populations of undergraduate student populations.

### 2006-2007 Highlights

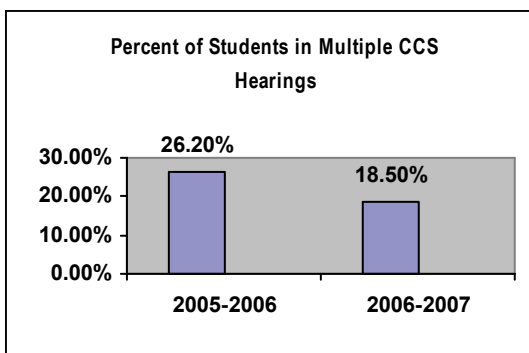
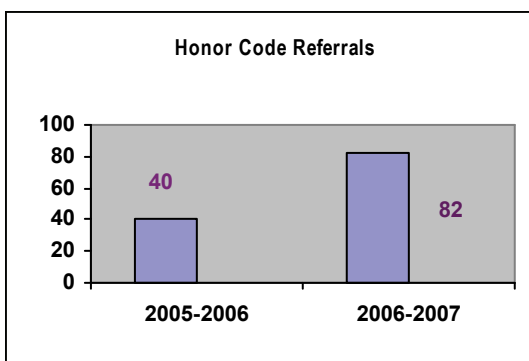
- The Career Center purchased CareerLeader. This assessment is specifically geared to undergraduate business students.
- The Career Center staff conducted 162 outreach activities to employers (a 43% increase) in an effort to attract them to DU for job/internship postings, on-campus recruiting and career fair participation

### 2007-2008 Initiatives

- ⇒ The Career Center plans to participate in the "One Stop Shop" program which is focused toward second year students.
- ⇒ We plan to change our software to a tracking system that offers more accurate reporting.
- ⇒ Staff increase will focus toward one-on-one counseling and repositioning of other staff toward higher populations of undergraduate students.
- ⇒ Staff will research new and better technology to make our resources more convenient and accessible to all students and alumni.

## Citizenship and Community Standards

Standards of Conduct	YTD	2005-2006	2004-2005
A1 (Disorderly Conduct)	52	47	39
A2 (Harassment)	10	12	6
A3 (Provocation)	2	7	8
B1 (Endangerment)	11	34	25
B2 (Hazing)	0	0	0
B3 (Interference)	0	1	0
B4 (Non-Compliance)	47	53	73
B5 (University Policies)	124	152	227
C1 (Academic Misconduct)	82	40	77
C2 (Dishonesty)	53	44	53
C3 (Theft)	13	11	9
D1 (Alcohol Misuse)	232	315	258
D2 (Drug Misuse)	83	86	42
D3 (Physical Misconduct)	11	15	10
D4 (Property Damage)	20	24	17
D5 (Sexual Misconduct)	0	4	0
Outcomes	YTD	2005-2006	2004-2005
Not Responsible	132	121	92
Technical	2	23	20
Warning	231	206	231
Probation	209	274	252
Suspension	23	40	28
Dismissal	2	2	3



- 2006-2007 Highlights**
- The “Know the Code” promotion educated students on the Code of Student Conduct and the importance of understanding University expectations.
  - Sanctioning options have improved the impact of CCS, most notably the Alcohol Education Workshop designed by Katie Dunker in Health Promotions.
  - Alcohol incidents showed a remarkable decrease, not only in raw numbers but also as a percentage of overall violations (from 37% down to 31%).

- 2007-2008 Initiatives**
- ⇒ Implement “Live the Code” component during the 2007-2008 academic year.
  - ⇒ Make contact with academic Deans to maintain effective contacts and reinforce positive developments.

The Office of Citizenship and Community Standards (CCS) supports the mission of the University and Student Life Division by providing programs and services designed to foster a positive and safe environment for student learning.

### Academic Misconduct

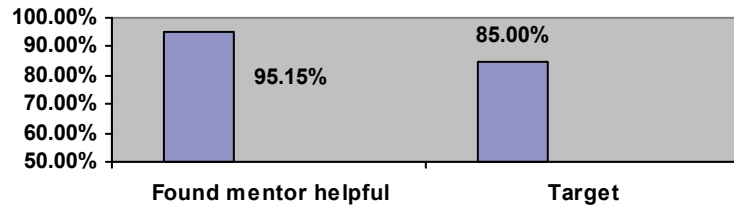
Academic misconduct referrals have more than doubled since 2005-2006. In addition to raw numbers, we can also report anecdotally that more and more faculty are calling for advice on situations which occur in their courses. An encouraging sign is that there were violations reported in each month of the academic year—in the past, these tended to occur only during the end of each quarter.

### University Policies

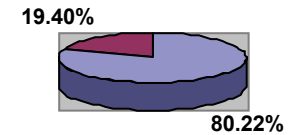
Violations of B5 (University Policies) continued to decrease, making up 16.7% of overall violations, compared to 18% last year. As these statistics only represent those cases referred to CCS, it can be deduced that the HRE hearing process continues to be effective; i.e., students typically would not be referred to CCS unless they had already been held responsible for a B5 violation by HRE staff. Along similar lines the percentage of students involved in more than one CCS hearing decreased for academic years 2006-2007 to 18.5%.

## Discoveries (New Student Orientation)

**Percent of students that found Mentor helpful**

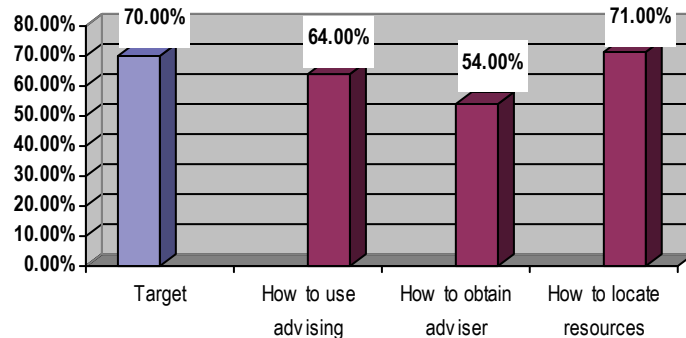


**Percent of Summer Contact with Faculty Mentor**



■ One or more contact   
 ■ Did not have contact at all

**Transfer Student Orientation**



Orientation is designed to assist first-year and transfer students in making the best possible start to their experience at the University of Denver. Orientation provides continuing students an opportunity to develop their leadership skills and serve as peer mentors to incoming students.

### Support of Faculty Mentor

An assessment of new students' contact with faculty mentors revealed that 80.22 percent were in communication with their mentor on one or more occasion prior to their arrival. 19.4 percent did not have contact with their mentor in the summer. Of those new students surveyed, 95.15 percent found their faculty mentor helpful during Discoveries.

### 2006-2007 Highlights

- The Orientation program ("Discoveries") continues to be evaluated extremely positively.
- This spring, in partnership with the Student Life Technology office, we were able to create an on-line registration process for parent and family members for orientation.

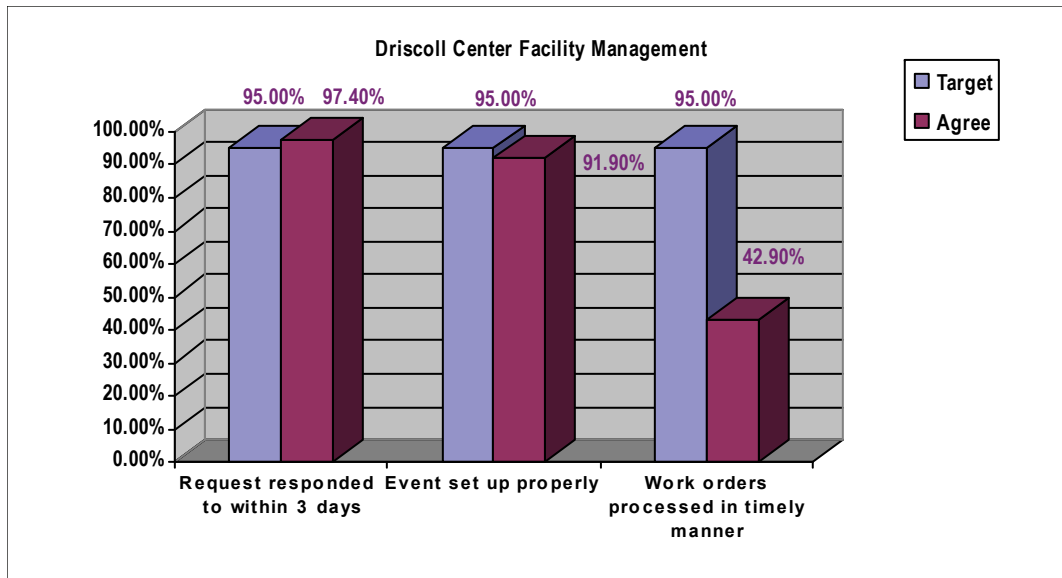
### 2007-2008 Initiatives

- ⇒ Continue to enhance faculty mentor training to insure quality and consistency of faculty advising and mentoring.
- ⇒ Continue to revamp and refocus transfer student orientation. With Academic Advising, plan new Transfer website with frequently asked questions.

### Transfer Orientation

Transfer student orientation and advising is an area that needs to receive additional attention. Our goal was to have 70% of the students understand advising and resources – only 64% understood how to access resources at The Center, and a dismal 54% knew how to find a major adviser. Seventy one percent did feel comfortable locating university resources.

## Driscoll Student Center



The administrative offices for the Driscoll Student Center are responsible for managing the facility and operations of the building. The Director of the Driscoll Student Center serves as liaison to all departments housed in the facility as well as other University departments.

### Reservations & Scheduling

Through an online customer survey we looked at accurate scheduling and set-up of meeting and events as measured by customer satisfaction. We exceeded our target of 95% of reservations requests are responded to within 3 business days. Ninety-seven percent of periodic clients (38 respondents) and 100% of weekly clients (9 respondents) agreed. Our target of 95% of respondents agree/strongly agree that their event was set up properly was nearly met with 91.9% of periodic clients and 100% of weekly clients agreeing or strongly agreeing. This would indicate there is still a need to improve the accuracy of event setups.

### Maintenance & Work Orders

An online survey was used to assess client satisfaction with the central processing of maintenance and custodial work orders. The target was that 95% of respondents would agree/strongly agree that their work orders were processed in a timely manner; however, only 42.9% (14 responses) agreed/strongly agreed. In retrospect, it is not clear whether this is a reaction to the response to a request from the DSC staff or the amount of time it took to complete the task by Facilities Management or the University department responsible for the work. Regardless, the survey response indicates a need for timely follow-up with the client placing the work order.

### 2006-2007 Highlights

- Facility Improvements:
  - The Clarice Conference Room was refurbished with new chairs and conference table.
  - Hardwood floors in Governors Hall Ballroom were sanded and refinished.
  - Student media offices were remodeled including an expansion of the KVDU studio.
  - The (flat) roof of the Driscoll North building was replaced
  - Security cameras were installed in Driscoll North and South
- The Student Life Marsico Initiative provided funding for the third year of the Gallery Project, a series of art shows and exhibits on display in the Driscoll Student Center
- On October 9, 2006, we celebrated the Grand reopening of the Village Commons with a ribbon cutting ceremony, music, prizes and food specials
- The Provost approved funding the design phase of the Driscoll Student Center Master Plan.

### 2007-2008 Initiatives

- ⇒ Improve event set up training for operations staff & increase supervision of event setups.
- ⇒ Initiate one-on-one follow up with requesting client within 6 to 8 working days of submitting a work order and assess work order status.
- ⇒ Make adjustment to staff training to address deficiencies in staff knowledge of DSC operations.

## Housing and Residential Education

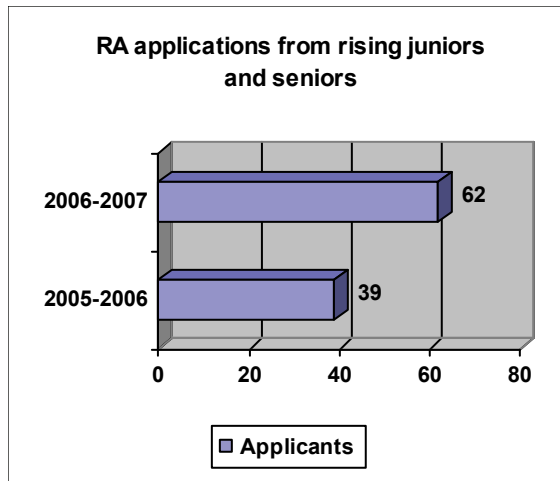
Housing oversees the non-programmatic aspects of living in the residence halls. Some of the responsibilities in this area include residence hall food service, occupancy management (assignment and contract renewal processes, billing), residence hall custodial services, general maintenance needs, and capital/non-capital building projects liaison. Residential Education primarily focuses on the programmatic aspects of living in the residence halls. These responsibilities include leadership programs for Resident Assistants, Desk Managers, and Graduate Resident Directors; community development and programming; judicial/student conduct; mediation; crisis management; training and development; and staff supervision.

Within the departmental function of 'Student Leadership Programs, we chose to assess the Resident Assistant selection process for the purpose of increasing the numbers of rising Junior and Senior RA applications. It is our desire to recapture the sum of the experience and maturity of juniors and seniors upon their return from 'Study Abroad' into the residence hall leadership structure. Through five intentional points of outreach our number of rising junior and senior applications rose from thirty-nine to sixty-two, indicating a successful "first run" in enticing our experienced, maturing student leaders back into student leadership positions.

### 2006-2007 Highlights

- National Residence Honorary had a successful year with over 45 'Of The Month' (OTMs) submitted to recognize contributions to the DU community. Six of these OTMs were Regional Winners.
- There were 871 RA programming efforts, 91 of these programs included faculty involvement. Approximately 11,665 attendees participated in residential programming.
- Eight renovation projects were completed:

Renovation of Towers Front Desk Area	Fall '06
J-Mac furniture replacement	Summer '06
Renovation of J-Mac Lounge Area	Summer/Fall '06
Purchased and Installed desk chairs in Cent. Halls	Summer '06
Centennial Halls - North window replacement	Summer '06
150 mattresses installed in Cent. Towers	Summer '06
Window installation in staff Offices	Fall '06
Renovation Centennial Halls dining area.	Summer '07

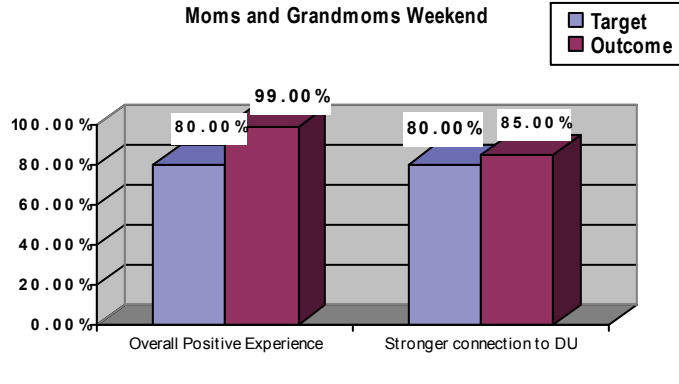


### 2007-2008 Initiatives

- ⇒ Identify and access 3 non traditional advertisement venues for staff recruitment.
- ⇒ Add card swipes to elevators and stairwells in Centennial Halls and Centennial Towers.
- ⇒ Continue to work closely with various constituents to ensure the successful completion of Nagel Hall.

# Parent Programs

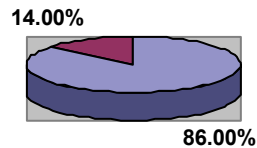
## Moms and Grandmoms Weekend



## 2006-2007 Highlights

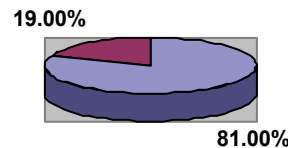
- During Homecoming/Parents Weekend, more than 925 parents, a 34 percent increase from 2005, attended events.
- During Moms & Grandmoms Weekend, attendees included 216 moms and 106 grandmoms from 33 states.
- Parents Association Membership has increased 15 percent from 546 to 622.

## Summer Send-off Party Experience for Parents



- Helped w/ transition
- Did not help w/ transition

## Summer Send-off Party Experience for Students



- Helped w/ transition
- Did not help w/ transition

## 2007-2008 Initiatives

- ⇒ Plan Dads Weekend events to accommodate unlimited number of registrants, as well as more on campus activities.
- ⇒ Where and when appropriate, invite parents to participate in ongoing committees and task-forces that could benefit from their input and insights.
- ⇒ Review student host guidelines and talking points for 'send-off' parties to ensure higher level of transition help for incoming students.

The purpose of the Parents Program is to affirm the important role parents play in the lives of their students and to sponsor programs which bring parents into a closer relationship with the University.

## Moms and Grandmoms Weekend

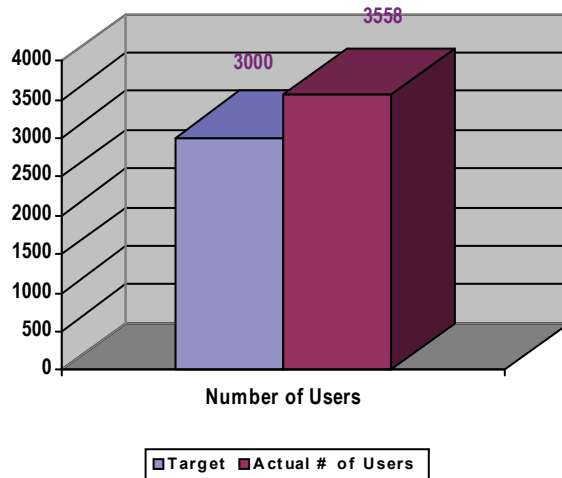
Two hundred and twelve parents were sent a survey regarding their participation in Moms and Grandmoms Weekend. A total of 106 responded for a 50% response rate. Of the respondents, 99% reported an overall positive experience and 85% reported having a stronger connection to the DU community as a result of attending Moms & Grandmoms Weekend. Results and comments suggest creation of activities that accommodate an unlimited number of attendees and more events on campus.

## Send-off Party Experience

An electronic survey was sent to all attendees of the summer send-off parties. Out of 204 attendees, 92 responded with a response rate of 45%. Eight six percent of parents responded that the party helped during this time of transition. Eighty one percent of parents responded that the party helped their student during this time of transition. From the review of this assessment the Parent/Family Relations Department will focus attention on improvement of student sessions at the parties.

## Student Life Technology

Ruckus Networks Music System



### 2006-2007 Highlights

- More than 110 staff members were individually trained in the use of Outlook.
- The Parents Program web site was moved to the Student Life servers in early January, 2007, completing the process of integrating the Parents Program with Student Life.
- We partnered with the Office of Admission on a digital signage project which helps prospective students and their parents see information about campus events while visiting the admission offices in University Hall.
- Current students benefited from a new partnership with Ruckus Networks which allows for free and legal music and video downloads from a server located on campus, but maintained by Ruckus Networks. To date, 3,558 people on campus have signed up for this service.

Student Life Technology exists to support Student Life staff and students residing on campus with sustainable technical resources. The Director of Technology serves as a liaison with University Technology Services and the Office of Communication.

The Ruckus Networks, which allow for free and legal music and video downloads from a server located on campus, were the primary focus of assessment for Student Life Technology. A total of 3,558 users subscribed to Ruckus Networks and downloaded 962,733 music tracks as of May 18, 2007. Of this number, 50 users downloaded only 401 video titles.

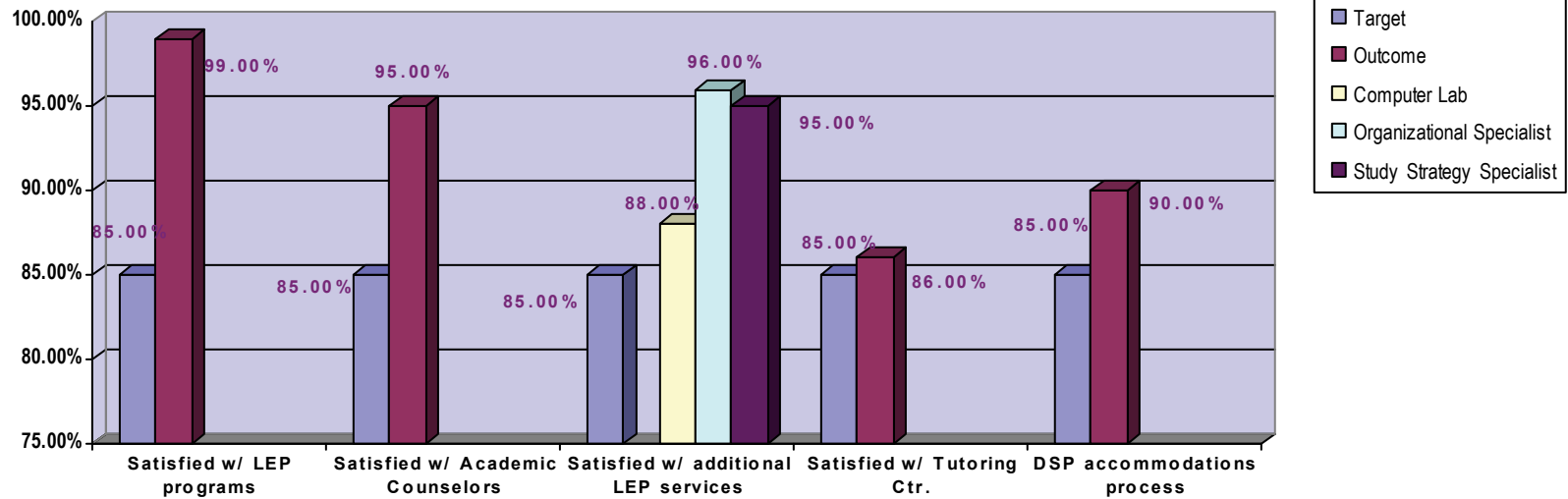
Cricket bandwidth utilization graphs show that the Ruckus Networks service averaged 5Mb/s to 10 Mb/s over the course of the academic year which would have been a significant drain on the University of Denver's internet connection had, the students retrieved their music tracks from the internet rather than from Ruckus Network's on-campus server.

While we hoped that the presence of the Ruckus Networks server on campus would reduce the number of spyware and adware related problems on campus, no technical staff on campus felt they could establish a specific connection between Ruckus Networks and the amount of technical support requested by students.

### 2007-2008 Initiatives

- ⇒ The Ruckus music service will be continued for the 2007-2008 academic year. The Ruckus video service will not be.
- ⇒ Replace network switches in Centennial Towers and Aspen/Hilltop during to reduce network outages.
- ⇒ Develop a divisional data security process and train Student Life staff in the importance of protecting student information.
- ⇒ Create a plan to maintain a Student Life Division web site consistent with university standards

## University Disability Services



University Disability Services is the administrative umbrella for Disability Services Program (DSP) and the Learning Effectiveness Program (LEP). Currently there are approximately 650 students who receive some type of academic accommodation at the University of Denver.

The 2006-2007 Balanced Score Card demonstrated that UDS clearly met the departmental mission of providing academic support services and accommodations to students with documented disabilities at the University of Denver. Notwithstanding, there is always room for improvement, particularly in the area of satisfaction with the tutoring center. Surveys were distributed to UDS constituents, 99 percent report satisfaction with LEP programming efforts. 95 percent of students surveyed are satisfied with their academic counselors. 88 percent report satisfaction with the Computer Lab (although more space is needed); 96 percent were satisfied with the organizational specialist and 95 percent were satisfied with the study strategy specialist. We recognize that more work needs to be done with satisfaction in the tutoring center (86%). Overall 90 percent of UDS students are satisfied with the DSP accommodations process.

### 2006-2007 Highlights

- Learning Effectiveness Program (LEP) achieves 25 years of service: 1982-2007.
- Disability Support Programs (DSP) launches on-line request process for testing support.
- Joan and Mike Ruffatto gift announced in March.

### 2007-2008 Initiatives

- ⇒ Identify ways means to address budgetary needs for Tutoring Center.
- ⇒ Identify creative means for securing more space for Tutoring Center needs.
- ⇒ Renew emphasis on professional development to enhance staff effectiveness.