Student Life provides a variety of programs and services designed to help students succeed and grow during their time at the University of Denver. I am pleased to provide the 2014-2015 Annual Student Life Report which highlights Student Life activities and accomplishments.

This year has been significant as we completed the priority items in our 2012-2015 Strategic Plans; appointed an Inclusion Change team to direct our Inclusive Excellence initiatives; convened an Engagement Task Force with partners across campus to define the pioneer experience; addressed the recommendations of the 2013-2014 Alcohol Coalition; and continued the great work of the Sustainability Action Team through initiatives such as the Green Office challenge and the annual Move Out Donation Drive.

We are grateful for the collaborative and cooperative efforts of our colleagues across campus and in the Denver community and we thank you for reviewing our accomplishments and contributing to student success.

In Pioneer Spirit,
Dr. Patricia S. Helton
Associate Provost for Student Life
MISSION statement

Student Life serves the public good by creating a dynamic environment that fosters student learning, inspires ethical and caring behavior, champions respect for difference, and cultivates self-awareness and wellness.

Academic Advising | Career Services | Center for Advocacy, Prevention & Empowerment
Disability Services Program | Discoveries Orientation | Driscoll Student Center
Health & Counseling Center | Health Promotions | Housing & Residential Education
Learning Effectiveness Program | Parent & Family Relations | Religious & Spiritual Life
Student Activities | Student Conduct | Student Outreach & Support

UNDERGRADUATE student SUPPORT steps

Student Life supports students on varying levels of needs from their initial transition to college, throughout their collegiate career, to graduation and beyond.

• Safety & Wellness - Fundamentally establishing students’ safety and wellness in their new surroundings.

• Community & Engagement - Helping students find their sense of belonging in a new community, building new relationships and engaging in opportunities.

• Personal Growth - Fostering the desire for life-long learning, advising and mentoring students to help them gain self-awareness and develop as individuals.

• Academic Success - Developing skills such as time management, critical thinking, planning, studying, service-learning, and dealing with conflict.

• Professional Preparation - Preparing students for their professional and personal careers post-graduation.
Associate Provost for Student Life

Academic Resources
- Academic Advising & Discoveries Orientation
- Disability Services Program
- Learning Effectiveness Program

Career Services
- Career Center
- Employer Relations

Campus Life
- Driscoll Student Center
- Student Activities
- Student Conduct
  - Student Outreach & Support
  - Parent & Family Relations

Housing & Residential Education
- Housing
- Residential Education

Health & Counseling Center
- Administration
- Counseling
- Center for Advocacy, Prevention, and Empowerment (CAPE)
- Health Promotion
- Medical

Communications
Budget & Planning

Religious & Spiritual Life

Associate Provost for Student Life

ORGANIZATIONAL chart
INCLUSIVE EXCELLENCE
Becoming a Multicultural Organization

A major component of the 2013-2015 Student Life Strategic Plan is for Student Life to become a Multicultural Organization. A Multicultural Organization: implements continuous improvement strategies; initiates efforts to share best practices; partners with university and government leaders; stays current on efforts of peer institutions and other organizations; conducts regular, comprehensive cultural audits; revises policies, practices, and norms as needed to maximize inclusion; continues to influence all recruiting efforts of leaders, managers, and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents.

Student Life Goals:

- To create, plan and implement programming for Student Life Staff to meet the Inclusive Excellence Competencies (adapted from the NASPA Diversity Competencies): basic/year 1, intermediate/year 2, advanced/year 3
- Define and implement criteria for staff Performance Reviews
- To move Student Life from a stage 3 to a stage 4 organization

Activities in 2014 - 2015:

- October: Created the Inclusion Change Team – Ross Artwohl, Gary Brower, Patti Helton, Sue Hinkin, Carl Johnson, Michael Johnson, Alan Kent, Niki Latino, Elise Milnes Chester, Heidi Perman, Carrie Ponikvar
- November: Facilitated professional development opportunities in the monthly senior staff meeting and the monthly divisional Community Life meeting on the framework of I.E., the power of a single story, and understanding microaggressions.
- December: Hosted an all-day divisional retreat on “Unconscious Bias.” The program incorporated UDL through videos, activities, audio recordings and a poster display.
- January: Provided the opportunity for all staff to go off-campus and watch the movie “Selma”.
- April: Collaborated with the CME to host a Race Dialogue Luncheon - “Where Do We Go From Here: Having Uncomfortable Discussions About Race with over 60 students and staff in attendance.
- May: After numerous world happenings, collaborated with campus partners to host a Community Dialogue open to all members within the DU community. Founded and awarded the inaugural Respect for Difference Undergraduate and Graduate Awards given annually at the Pioneer Awards Ceremony. There were nearly 20 nominations by faculty for these awards in its first year.
- July thru June: Created Departmental Initiative Plans (DIPs) to include specific I.E. goals.
- November thru May: Included a section on Storytelling in the Student Life weekly electronic newsletter featuring the stories of DU staff and students.
In recognition of the University of Denver’s challenges around building a unified campus community the Associate Provost for Student Life convened a task force to focus on the challenge. The task force included campus partners from Internationalization, Alumni, Athletics, Admissions, USG, Student Activities, the Health & Counseling Center, Career Services, the Center for Multicultural Excellence, Student Conduct, and Discoveries Orientation. The result was the a task force charged with defining the Pioneer Experience. There is a philosophy that “all roads lead to Rome” meaning if we define how a student, faculty, and staff member will “feel” at the University then all our work will inform that definition.

Defining the Pioneer Experience cannot just be the Vision and Values promoted on a website, but has to include events and programs that support those values. We must reinforce, again and again, the values of the University of Denver. We must then promote those values in what we do, and how we do it. It is imperative that we be intentional with our powerful story, as it will continue to build on the strong, yet currently isolated, traditions we already have. The task force put forth the following recommendations:

The Task force put forth the following recommendations:

1. Develop a University Programming Committee comprised of campus administers who create, support, implement and/or oversee programming. The Committee would meet to discuss and coordinate programs at a University wide level.

2. Develop a Co-curricular Student Leadership Experience that is anchored annually in a Student Leadership Retreat, bringing together student leaders from across campus, including the Center for Multicultural Excellence (CME), Athletics, International Students, Student Life, and the DU Programming Board (DUPB).

3. Develop a four-year programming plan called the Undergraduate Pioneer Experience. This plan would outline the programming campus unifiers starting with Discoveries Orientation, and culminating in Pioneer Graduation Week.

4. Develop a “Community Commons” space where students can gather.

5. Develop a yearly “Sense of Belonging” assessment to evaluate the Pioneer Experience.

6. Develop a Co-curricular Transcript to accompany the official transcript of the University. The Co-curricular transcript would outline student engagement and leadership skills.
In support of the University of Denver’s mission to promote learning and prepare students for the challenges of productive citizenship, and in recognition of the role that substance use plays in impeding student success and persistence, the DU Alcohol Coalition makes the following recommendations for the development and incorporation of a comprehensive alcohol prevention program at the University of Denver.

Recommendations Targeting the College and Surrounding Community

1. Develop and strategically communicate a clear philosophical statement regarding the University’s approach to the use of alcohol and other drugs that emphasizes a commitment to individual student success, the integrity of the learning environment, and the safety and well-being of the campus community.

2. Develop and consistently enforce a University alcohol and other drug policy that addresses community standards regarding the use of alcohol and other drugs by DU students, faculty, and staff.

3. Incorporate infrastructures that support the expansion of Friday classes and other measures to enhance and sustain academic rigor throughout the academic term.

4. Provide ongoing training and resources for peer leaders, parents, faculty, and staff in order to actively engage a comprehensive set of student support systems in efforts to promote healthy and safe alcohol-related behaviors among DU students.

5. Appoint a permanent, multi-disciplinary Campus Alcohol Task Force that reports directly to University administration, so as to ensure the institution’s ongoing vigilance and responsiveness to these issues on campus. Lead outreach to local businesses, community groups, and law enforcement entities to address issues of alcohol access and enforcement in the neighborhoods surrounding campus.

6. Support alcohol prevention efforts by including an explicit institutional commitment to student health, safety, and well-being within the University’s strategic plan.

Recommendations Targeting the Student Body as a Whole

7. Require that all incoming first year and transfer students complete an online alcohol education program prior to their arrival on campus, and institute clear and significant consequences for students who fail to comply with this mandate. Investigate the use of comparable online alcohol education options for incoming graduate students. Provide permanent funding for this and other evidence-based prevention programs.

8. Devote resources to support the provision of University-sponsored social and service opportunities that promote student engagement and success while also offering an attractive alternative to high-risk drinking.
Recommendations Targeting Individuals, Including At-Risk or Alcohol Dependent Drinkers

9. Increase Health and Counseling Center staffing to support early identification and response to high-risk drinkers.

10. Devote additional programmatic funds and staff resources within Greek Life, the Health and Counseling Center, and other campus offices to increase the oversight and support of high-risk groups on campus, including but not limited to Greek Life, Club Sports, and Varsity Athletics.

- Completed 2014-2015
- In progress
SUSTAINABILITY Action Team

Student Life educates and supports employees and students in living more sustainable and conscious lives at work and home. We ensure that our office environments and events are as sustainable and low waste as possible. We work to develop and implement ways to reduce the impact that Student Life has on our community. The Sustainability Action Team (SAT) is comprised of volunteers, with the composition goal of 2 Student Life members per cluster.

Highlights

• Trained 16 Student Lifers (8 on SAT) to be the first DU Eco-Pioneers. This training helped these staff members to learn about the DU Green Office Program, become eco-auditors, and sustainability champions.

• Partnered with the Center for Sustainability to fine tune the Green Office Audit so that is easier to use in other areas on campus. After an initial audit, a one month campaign by SAT and the Student Life Eco-Pioneers, the results at the conclusion were three Silver and two Gold Certified Green office areas.

• Coordinated volunteers, both from Student Life and the across campus, for the end of year student move out donation drive. Originally a SAT only project, this donation drive now is a coordinated effort of the Center for Sustainability, HRE and the SAT. Multiple tons of clothing and household goods were collected and donated. Also collected and distributed were toiletries and food which were donated to area shelters and food banks.

Looking Ahead

• Work with the Student Life leadership to adopt policies that exceed DU sustainable purchasing guidance
• Collaborate with UTS and Student Life to reduce the energy consumption of our computing infrastructure.
• Identify and fund occupancy sensors in as many common Student Life spaces as possible with the team in Facilities
• Increase sustainability related communications within the Division.
The Academic Resources team – Academic Advising & Discoveries Orientation (AADO), Disability Services Program (DSP), and the Learning Effectiveness Program (LEP), empowers students to take ownership of their education by creating an inclusive learning environment and by partnering with faculty, staff, administrators, and families to create a network of resources to achieve their academic goals. Students learn how to (1) understand how they learn and strategies for their particular learning style; (2) develop academic skills including study, time management, and organization; 3) navigate the academic degree requirements, policies, and procedures to support them from their transition into college to their persistence to graduation; and (4) explore how their identities and life experiences contribute to their growth and development.

Dr. Niki Latino, Executive Director
ACADEMIC RESOURCES CLUSTER

Highlights

- An interdepartmental AR Cluster Team (members from LEP, DSP, and AADO) worked with the Executive Director to develop a “road-map” of resources based in themes of Academic Development, Empowerment, and Support, Career Development, Inclusive Excellence, Internationalization, Community and Sense of Belonging, Health and Wellness, Conflict Resolution, Civility, and the Public Good. This “road-map” will be both an APP through Pioneer Life and a fold-up wallet size map that will be distributed to both incoming students and parents and families during Discoveries Orientation. The goal for this map is to empower students to navigate their educational experience.

- Inclusive Excellence training including a session on how to be more inclusive of students who identify as Transgender.

- Embed the principles of Universal Design for Learning (UDL) through closed-caption resource videos (in the process of updating), intentional design of written materials, and throughout the interview process for national searches in AADO, DSP, and LEP by providing questions, clear directions, and explaining UDL to potential job candidates.

Looking Ahead

- Intentional streamlining of partnerships with Associate Deans, Associate Provost of Undergraduate Programs, and Faculty Advisors on a quarterly basis to engage in holistic Student Development. This explicit partnership will also be built into the current AR Cluster quarterly meeting with the approximately 40 staff and faculty educators who attend.

- Continue to embed Inclusive Excellence including equitable access to learning and services in every aspect of our work, education, and training.

- Develop an identity that is streamlined for Academic Access, Development, Empowerment, Strength based learning, and Success.

Assessment Findings

STUDENTS UNDERSTANDING THEIR CAMPUS RESOURCES

Through various individual and group conversations with students, it became clear that some students do not have context for the resources available in the AR Cluster and throughout campus. In addition, they may not understand that they qualify for the resources in particular with the DSP and the LEP; or, there is a stigma attached to using these resources. Therefore, the “road-map” of campus resources will serve as an important tool for incoming students and their families as well as the use of more asset-based and strength-based language.

EXPLICIT PARTNERSHIP BETWEEN FACULTY AND STAFF EDUCATORS

Findings confirm the need for more intentional work in naming and further developing the partnerships between faculty and staff educators. It ranges from something simple such as naming our interactions as part of our partnership to more strategic planning of outlining the roles of each partner in creating a seamless and holistic experience for students.
ACADEMIC ADVISING & DISCOVERIES ORIENTATION

Highlights

• Managed 9,280 advising contacts with students, faculty, parent, and families.
• Collaborated with ISSS and the ELC to ensure that summer matriculating students were successfully advised and registered.
• Incorporated inclusive excellence discussion and reflection during Transfer Student fall orientation and year round Discoveries Orientation sessions to approximately 300 Transfer students.
• Managed 170 Exception to Academic Policy petitions and 275 Academic Standard/Probation students for faculty committees.
• Met with student affinity groups throughout campus including international student groups to create more access to the Orientation Leader application, interview, and training process.

Assessment Findings

ACADEMIC ADVISING - The Office of Institutional Research and Analysis (IRA) distributed an academic advising survey to all undergraduate students asking about their advising experiences.
• Transfer students- The majority of students surveyed indicated using their faculty/major advisors (92%) vs. a professional academic advisor in centralized advising (24%) as an academic advising resource over the past year. Non-Transfer students- Most reported utilizing their faculty/major advisors (75%) and FSEM advisor (46%) vs. a professional advisor (26%) as an academic resource over the past year.

ORIENTATION LEADERS (OL) DEMOGRAPHICS - As part of our Inclusive Excellence Departmental Initiative Plan, AADO staff met with a racially diverse group of DU students and staff at the Center for Multicultural Excellence to openly discuss the OL hiring process and their perception of OLs.
• Common themes: There are misperceptions that being an OL is only for certain demographics, specifically the Greek population and the Pioneer Leadership Program; there are financial barriers that tended to sway some students of color to apply to positions with higher financial benefits, such as becoming a resident assistant.

A baseline survey was also conducted to collect data on the multiple identities of OLs and then compared to the 2004 Banner system’s biological data on race and ethnicity (SPAIDEN.)
• We currently have an accurate representation of Black, Asian, American Indian/Alaskan Native, and Native Hawaiian or Pacific Islander in our OL population.
• We have about 15% more white OLs than the undergraduate demographic, a low representation of latino(α)s (about 6% lower) and a high representation of students with two or more races (about 4% higher).

Looking Ahead

• Launch the Academic Development, Empowerment and Support Program for students on academic probation and utilize a strengths based approach in intervention and outreach.
• Build intentional relationships with faculty advisors by participating in an Academic Advising workout, meeting individually with faculty advisors to create awareness of the centralized advising staff and promoting professional advisors through the college liaison program.
• Reenvision Academic Advising and Discoveries Orientation through a new budget proposal, updated program advisor job descriptions and strategic visioning sessions with stakeholders.
DISABILITY SERVICES PROGRAM

Highlights

• Managed more than 1000 students which is approximately a 10% increase from 2013-2014. Research suggests that this growth will continue because of projections that 1 in every 3 college students have some type of mental health condition that may require more support including official academic accommodations.

• Additional physical space to effectively accommodate students seemed to be an insurmountable problem, but in collaboration with the Learning Effectiveness Program (LEP) – with whom DSP shares space – and other administrators, including budget authorities, remodeling is scheduled to begin soon. It will double the amount of private room testing/tutoring space and create a new testing coordinator office, this in turn will provide an office for the incoming Accommodations Specialist.

• Intentional outreach to Faculty during department information sessions has gotten off to a strong start. The DSP director met with AHSS and NSM department chairs through the deans and associate deans, and all the chairs agreed that targeted faculty training is necessary and desired. With these endorsements DSP will move forward on preparing presentations geared to the needs of each department and discipline.

Assessment Findings

ACADEMIC ACCOMMODATIONS

• The Official Academic Accommodations Policy was implemented in the fall of 2013. Faculty consultations and proactive problem-solving have more than doubled over the past 2 years.

COLLEGE STUDENTS WITH DISABILITIES CAMPUS CLIMATE (CSDCC) SURVEY

128 eligible DSP students participated in an email survey with a 17.6% response rate; significantly higher than past response rates with DSP students when only email communication was used.

• Student survey results suggest that the number one predictor of support for students with disabilities in the classroom is inclusive curriculum design (i.e., Universal Design for Learning). 70% of the respondents reported their instructors use inclusive curriculum design.

• Not surprisingly, 50% explained they only use accommodations if they are not doing well in the course. Inferences can be made that students are not using their accommodations because of stigma, misperceptions of “special privileges”, and a desire to be more independent. However, more formal assessment will be conducted to further explore with students some of the barriers and misperceptions of accommodations.

Looking Ahead

• Allocate time for intentional planning to include reimagining DSP mission and goals, collaborating with campus partners (students/faculty/staff/campus) and developing a solution focused and proactive team.

• Take more risks - Look at DSP history, investigate “best practices” and professional guidelines.

• Advocate for social justice - Include students, faculty, campus & constituents in conversations about Equitable Access and create intentional partnerships with units not typically involved in the day-to-day responsibilities; e.g. OTL, Libraries, HR, Facilities, high level administrative units.
LEARNING EFFECTIVENESS PROGRAM

Highlights

• Enhanced the Fall Orientation program to have an emphasis on educating parents of LEP’s philosophy and policies. As part of this process, we developed a comprehensive Parent and Family handbook that included communication strategies, a learning styles inventory, and extensive campus resources.

• Emphasized the areas of self-advocacy, self-awareness, self-determination, and accountability and helped students understand what each term means and how it is important to their learning. 87% of students indicated that working with their LEP academic counselor helped them strengthen their self-advocacy skills (86% last year), 91% indicated that it strengthened their self-awareness skills (90% last year), 94% indicated that it strengthened their self-determination skills (92% last year), and 90% indicated that it strengthened their ability to face the consequences of accountability (91% last year).

• We have been told time and time again that the LEP is the best program of its kind in the nation. We, as a staff, began asking why we are the best and what we do that makes us the best. We developed three teams to look at who we are, what we do that makes us the best and in what areas do we need to improve: 1) academic learning; 2) students’ expectations and outcomes; and 3) relationship building, etc. This is a work in progress and we are hoping to complete this project with a best practices manual.

Assessment Findings

TUTORING PROGRAM QUALTRICS SURVEY

• A majority (69% of respondents; up from 67% last year) of the students in LEP use the tutoring services to some degree. 65% of those students use the services one or more times per week.

• Of the students who meet with tutors, 53% meet 1-2 times per week and 65% meet for up to 1 hour per meeting. An additional 32% meet with tutors for 1 to 2 hours per meeting.

• 85% of student using tutoring services indicated that they are satisfied or strongly satisfied with the services, which confirms that even though we were not able to have a structured software program up and running this year, tutoring service have been effective in meeting the needs of our students.

• Although LEP intentionally implemented drop in tutoring in the subject areas of Math, Writing, and Business classes, only 11% of the students completing the survey indicated that they used drop in tutoring. Reasons for why students didn’t use drop in tutoring varied, however an overwhelming number of responses indicated that students didn’t know about drop in tutoring or that we need to advertise it more.

Looking Ahead

• Design and implement a more comprehensive Tutoring Services Program by hiring and training a new tutoring coordinator, implementing a more efficient and effective software program and offering drop-in tutoring hours.

• Develop a skill-building curriculum for LEP students with a manual of best practices.

• Develop a new employee training curriculum by first evaluating specific training needs and then creating an accurate and up-to-date training manual.

• Promote a broader understanding of inclusive excellence among our team, parents, and students though orientations, trainings and intentional outreach.
CAMPUS LIFE

The Mission of the Campus Life Cluster is to engage students, parents, faculty and staff in an inclusive co-curricular learning community where learning, leadership, commitment and honor are encouraged.

The Campus Life Cluster includes the offices of Student Outreach and Support, Student Conduct, Parent and Family Relations, the Driscoll Student Center, and Student Activities. Through outreach to students and parents, the values of University will be communicated through programming, individual student contact, holding students accountable, providing engaging facilities, and resources to those in need.

Carl Johnson, Executive Director
CAMPUS LIFE CLUSTER

Highlights

Campus Life is a group of student focused staff each tasked with engaging their community in a consistent, inclusive, and honorable way. Each area supports the greater goals of the University but each contribute uniquely. There were many success in Campus Life to celebrate, including a successful Pioneer Polis, an ever growing and more inclusive Winter Carnival. We had an extremely successful Mom’s and Grandmom’s and both Student Outreach and Support and Student Conduct submitted strategic plans to better meet the needs of our community. There were many things to be proud of in Campus Life.

• Development of the Pioneer Programming Council
  The Council was one of the initiatives recommended by the Engagement Task Force convened by the Associate Provost. The Council met with immediate success and has worked to coordinate Homecoming, the Lacrosse National Championship celebration, increase the use of OrgSync and Guidebook applications and to coordinate campus wide programming calendars.

• Development of a Critical Event Response Programming Committee
  Often times local, national or international events have significant impact on the campus community. The University has been slow to respond or had a fractured unintentional response. The creation of this committee ensured that the DU community would come together to provide programming and support to the campus population in times of need.

• Faculty Partnerships with Student Conduct and Student Outreach and Support
  Our faculty partners continue to be critical to the success of Campus Life. This year we worked hard to include faculty in the decisions affecting our students. We strengthened old partnerships and developed new ones. We reached out to Associate Deans to provide a face behind the process. The better communication these relationships provided increased transparency which in turn increased the credibly of the Campus Life staff.

Looking Ahead

• Facilitate creative visioning and intentional change for a holistic, seamless, and inclusive student experience.
• Develop a comprehensive business plan for staff resources
• Streamline partnerships, policies, services, and the student experience
DRISCOLL STUDENT CENTER

Highlights

• Increased the inclusivity of the Explore Denver program allowing graduate students, faculty, and staff to purchase tickets at the discounted group rate. We also expanded the program, based on student input from previous years, to provide tickets to major league hockey/basketball games, and Broadway performances. In all, we provided access to 21 events and reached over 260 individuals in the DU community and saved students $9,768 as a result of our group rates and the discounts offered.

• Improved student employee satisfaction in communications, trainings and appreciation through the Employee Satisfaction Campaign that created intentional programming such as the Snack-and-Go Finals Program, a spring quarter DSC employee banquet, and an End-of-the-Year Employee Appreciation Reception.

• Processed and managed 4,902 events, with 169 major events in the Ballroom and Gallery. Continued to offer free or discounted rates to student groups, with over 120 student organizations utilizing our space throughout the year.

• Organized and standardized over 40 policies and procedures through the updated Student Handbook and training to improve efficiency and productivity.

Assessment Findings

EXPLORE DENVER PROGRAM SATISFACTION SURVEY

• Conducted an internet survey to 265 individuals who purchased tickets through the Explore Denver program. 33 surveys were completed for a response rate of 12%. Students are happy with the direction Explore Denver has moved in, targeting professional sporting events (Avalanche 79%) and theatre events at the Denver Center for Performing Arts (83%), but indicated they would like to see more concerts and cultural events in the future (100% of respondents). The populations who utilized the program the least were first year and graduate students, faculty, and staff. Therefore, new marketing mediums have been created to target them in the coming year.

STUDENT EMPLOYEE EXPERIENCE SURVEY

• Distributed a paper survey to 35 student employees and received 17 completed surveys (49% response rate). Since the survey’s inception in 2012, we’ve seen major improvements in the job satisfaction of our student employees who indicated their jobs are more challenging and involved. Students feel that there are numerous learning opportunities for them to cultivate their skills while working at Driscoll. Pay satisfaction has doubled in approval since 2012 with the highest approval rating this year with 85% of staff indicating they strongly agree.

Looking Ahead

• Identify and engage campus partners and visit front range/regional campus visits to continue the conversation regarding the Driscoll Renovation.

• Develop marketing and programming strategies that include a promotional campaign educating visitors about the opportunities within the building.

• Continue to enhance staff development through new student handbooks, a Student Center Advisory Board, professional development opportunities, and cross-disciplinary workgroups.
PARENT & FAMILY RELATIONS

Highlights

• 529 Parents Association memberships were ordered resulting in revenue of $52,074. Parents Association membership fees were simplified which proved to minimize confusion during the order process and marketing was strategically developed, both of which contributed to increased revenue.

• 305 Moms and 132 Grandmoms attended Moms & Grandmoms Weekend February 20-22, 2015, which included 20 events for parents and their students (11 of which were at no cost to the attendee). Featured events were Historic tours of the DU campus, Denver bus tours, Canvas and Mocktails, and Tea at the Brown Palace which was the most successful event with 367 attendees.

• Sendoff events increased to 15 locations for summer 2015, with two other possible events in the planning stages, increasing access and equity to families of new DU students. All events will be attended by Student Life staff and most will be attended by University Advancement. This accomplishment was made possible by increasing the number of events in Colorado from 1 to 4 and by adding additional events in the same geographic areas during the same weekend visit in order to reach more new families and to provide options for traveling fewer miles from their homes to attend an event.

Assessment Findings

PARENT & FAMILY PROGRAM ASSESSMENT SURVEYS

• Parents Blog - 67% of parents agree that the content of the Parents Blog is informative and useful. Out of 43 respondents, 18 report that they answered this question “No” because they haven’t read the blog. Text comments have been useful in determining subjects not yet considered. A positive result of asking this question in the survey is that more parents have been educated about the existence of the parents blog and have commented that they intend to read the entries.

• Moms & Grandmoms Weekend - 96% of parents who attended Moms & Grandmoms Weekend in 2015 feel the cost for activities offered were at a reasonable price. Prior surveys to assess parent weekends have displayed concerns about the cost of attending events. A few of the suggestions for future improvements included more faculty presentations, a BBQ or casual mixer, more guided tours, performing arts events and roundtables discussions.

• Website - Out of 27 respondents to the usability and value of the parents site, 15 commented that they have not visited the site. By asking a question with regard to usability, it became apparent that a different type of measurement tool should be utilized, such as a specific test group of volunteers who could be given a questionnaire and directed to the site to assess usability.

Looking Ahead

• Develop student focus groups in order to generate new programming ideas.
• Create a webinar series that offers Parents additional opportunities for learning.
• Increase the number of Summer Sendoffs in order to reach more incoming DU students and families.
STUDENT ACTIVITIES

Highlights

• Pioneer Presents: Late Night - Hired an intern dedicated to the development and management of the fall, winter and spring programming on Friday and Saturday nights. The Program brought in an average of 36 students to each event some of which included game night, Painting and Popcorn, Haunted house, and Murder in the Stacks.

• Co-programmed numerous campus events including Skintight Outrage (Improv), Hockey Camp-Out, MGC Stroll and Tell, KXDU Launch party, Midnight Breakfast, Sing-off Event featuring Exit 205 and DUFE - followed by the showing of Pitch Perfect, and CultureFest.

• The DU Programming Board (DUPB) transitioned to a new leadership model which increased the autonomy, leadership and connection from student leaders which may have led to their achieving the Outstanding Student Organization of the Year award. DUPB’s large events were a great success: Winter Carnival awarded over $17,000 to student who may have not otherwise attended and MusicFest sold 1038 tickets with 887 graduate and undergraduate students in attendance.

• Greek Life hosted Pioneer Polis, a 2-day retreat facilitated in partnership with GrowthGuiders to address key issues affecting the Greek community including Inclusive Excellence and sexual assault. 130 students and 13 advisors attended, with 20 chapters represented.

Assessment Findings

GREEK LIFE FOCUS GROUPS

In partnership with GrowthGuiders a consulting firm, staff facilitated 40 focus groups with our Greek community, hosting advisors and over 150 undergraduates on the key topic areas of alcohol use, sexual assault, inclusive excellence, and hazing. The full report with suggestions for action plans is forth coming. Common themes included:

• Alcohol - Our students are commonly consuming alcohol largely from common sources of alcohol (i.e. jungle juice, kegs, etc.) Fraternity and sorority members are requesting risk management policies that would enable them to consistently enforce safer social gatherings across the community rather than in each individual chapter.

• Sexual Assault - Victims of sexual assault within the fraternity and sorority community usually know the perpetrator. There is a dominant male culture combined with the objectification and exploitation of women through party themes that contribute to this problem.

• Inclusive Excellence - Panhellenic and Interfraternity Council chapters do not understand what inclusive excellence truly means. Multicultural Greek Council chapters do not believe that it exists, and are tired of bearing the responsibility to teach it.

• Community Building - Students are looking for positive ways to build community that reflect the values of their organization and the University.

Looking Ahead

• Educate - Create opportunities to educate staff on Inclusive Excellence, campus partners on Student Activities mission and functions, and cross-train.

• Assess - Embark on focus groups for undergraduate student organizations to address their expectations, policies and procedures and campus climate.

• Collaboration - Create a new mission and relationship statements, develop and strengthen intentional partnerships.

• Outreach - Engage USG in outreach to student organizations, and create an outreach plan to reach uninvolved students.
STUDENT CONDUCT

Highlights

• Conducted 1257 cases, involving 1991 student contacts (1047 unique students), representing a 26% recidivism rate. This is higher than same time frame last year (1213 cases, involving 2245 student contacts (980 unique students), representing a 34% recidivism rate); continuing to rise from year to year. Given that no additional staff has been hired to accommodate these additional cases, temporary staff members were hired once again to manage the case load.

• Successfully launched the Pioneer Reengagement Program (PREP) in January 2015. To date, 130+ students have been eligible and 30+ have started the program. Antidotal feedback from students, their parents, and partner administrators has been positive. Student, especially, have voiced their appreciation for having this option available to them. The program will be continuing into the 2015-2016 academic year.

• Continued offering Restorative Justice Conferences (RJCs) and have increased their availability to students. Hosted 24 RJCs (+3 more that are currently in the works) all deemed successful. Additionally, we have worked to embed restorative practices into many of our traditional case resolution services, including through work with the Conduct Review Board and in the creation of new/updated outcomes.

• Founded the Student Conduct Ambassador student group with the intention of providing opportunities for interested students to serve as peer educators, share their voice in terms of policy and procedure revisions, and assist in the marketing efforts around the Honor Code, for example through our “Brush Up” Campaign and the Cash Cab 2nd annual event.

Looking Ahead

• Reduce recidivism rates by offering alternative methods of case resolution, continuing to offer the PREP program and completing the Student Conduct Adjudication Process Questionnaire (SCAPQ) offered through the National Assessment of Student Conduct Adjudication Processes (NASCAP) Project to determine strengths and weaknesses of our current process.

• Formalize the RJC process through the hiring of new positions, defining of processes and training of conduct administrators.

• Launch a monthly “Lunch and Learn” professional development series for all individuals who work within the student conduct process.

Assessment Findings

PARENT/GUARDIAN NOTIFICATION PROCESS QUALTRICS SURVEY

With assistance from Institutional Research, assessments were emailed to unique student respondents, and their respective parents/guardians/families, who were assigned and successfully completed the Parent/Guardian Letter outcome during either the 2012-2013 or 2013-2014 academic years, which resulted in contacts being made to roughly 747 students and 714 parents.

• Students and their parents/guardians/families have nearly opposite opinions on whether the University should be contacting parents/guardians/families when a student is involved in a violation of University policy. 83% of students did not want Student Conduct to notify their parents about their student conduct violation, while 90% of parents appreciated being notified of their student’s conduct violation and would like to continue receiving notification.

• Future implementation questions reflected that 80% of parents/guardians/families would like to continue to receive the University form letter along with a student’s personal reflection letter. Conversely, 51% of students would prefer to have an alternate notification option.
STUDENT OUTREACH & SUPPORT

Highlights

• Successfully created an outreach system to accommodate the record number of referrals made during the 2014-15 school year with a total of 758 cases submitted, a increase of around 50% from the prior year at 504 cases.
• Participated in a student outreach project through the Center for Multicultural Excellence. During this endeavor, we were asked to meet and discuss transition concerns with first year students of color. In addition to making outreach and meeting with students, we also created a resource form for use by others making outreach.
• Updated Maxient case forms with identifying tags in order to help us categorize and track the types of outreach made to students.
• Made progress towards completing the Mandatory Medical Leave guidelines through the Consultation & Assessment Team (CAT).
• Our entire staff attended a roundtable conference for professional development and networking (HECMA - Higher Education Case Managers Association)
• Held two staff retreats which focused on visioning for the future and created new tools for the office include a flow chart of our process and intake forms.

Assessment Findings

RED FOLDER (DU FACULTY & STAFF RESOURCE GUIDE) ASSESSMENT

• A survey will be distributed to all DU Staff and Faculty in Summer 2015 to assess the Red Folder to identify those who have not yet received one, collect feedback with regards to its usefulness and identify areas that need highlighting in future editions.

DATA ANALYSIS 2014-2015
Using the online database Maxient, we analyzed the case data from 2015 to the previous year.
• There have been significant increases in case referrals in the following areas:
  o Mental Health Issues – 251 (An increase of 99% from last year’s total of 126)
  o Self-Harm Ideation - 51 (An increase of 55% from last year’s total of 33)
  o Misuse of Alcohol - 128 (An increase of 121% from last year’s total of 58)
  o  Academic Difficulty - 185 (An increase of 21% from last year’s total of 153)
• Currently, the office receives an average of 4 cases a day.
• October is the month with the highest amount of cases (126).
• The majority of Pioneers CARE referrals are submitted by faculty members (169). This was followed up by referrals submitted by staff members (164) and Campus Safety (147).

Looking Ahead

• Continue to research/develop best practices for our area by assessing the usefulness of the Red Folder and hosting a Drive-In Roundtable inviting case management professionals from around the state.
• Research web development and online training modules and collaborate with HCC on tools and software for online training situations.
• Improve on our methods of case management to enhance our case tracking abilities.
As an invested partner with faculty, staff, senior administration and employers, the University of Denver Career Center challenges students and alumni to make informed decisions about work and life.

We strive to foster ethical and caring behavior while assisting individuals with: Self-Assessment, Career and Educational Options, Self-Marketing Strategies and Real World Experiences.

Sue Hinkin, Executive Director
Highlights

• The University Career Center had a 46% increase in combined total number of client contacts-4,046 (meetings, phone calls, emails) with 1,164 unique students and alumni over the 2014-2015 academic year.
• 27% of our client contacts were with seniors and 28% with alumni indicating an opportunity to grow student engagement with career services earlier in their academic careers.
• We saw a dramatic 88% increase in the number of contacts related to job search. Internship contacts increased 58%, both of which may be attributed in part to the growing economy.
• 99.6% of clients surveyed during winter quarter agreed or strongly agreed that their appointment with their career advisor was valuable.
• Received a net promoter score of 88 indicating excellent positive reputation and high likelihood that current clients are referring peers to the office.
• Conducted 195 workshops and presentations (19% increase) reaching 3,266 students and alumni (15% decrease).
• Approved 10,030 postings in Pioneer Careers (a 46% increase), the job and internship posting system for students and alumni. The staff also approved 577 internships in UCAN, the shared consortium database.
• Successfully planned and executed a fall, winter and spring career fair. All three fairs drew 184 unique employers, a 15% increase from last year.
• Hosted the Professional Attire Fair, donating 200 clothing items and $825 in cash and gift cards used to purchase an additional 40 pieces of clothing for students who may not otherwise had access to such items.

Assessment Findings

EMPLOYMENT OUTCOMES

• 97% of undergraduate students and 94% of graduate students have secured post-graduation plans 6 months after graduation. Average starting salaries are $39,870 for undergraduate students and $45,917 for graduate students. Students with internships average significantly higher starting salaries than those without internships.

INCLUSIVE EXCELLENCE

• Initial analysis of employment data by ethnicity shows small variation across groups. Unemployed/seeking employment rates for undergraduate students are as follows: Caucasian, Asian, & Hispanic/Latino 3%, Multiple Races 4%, Black/African American 7% (The 4% & 7% numbers in both cases represent one student). Unemployed/seeking employment rates for graduate students are as follows: Caucasian 7%, Asian 9%, Hispanic/Latino 0%, Multiple Races 0%, Black/African American 3%.

Looking Ahead

• Partner with University Advancement for $1.25M ($2500 each for 500 internships) to begin an endowment allowing all students to pursue an internship without regard to financial need.
• Restructure to a Liaison Model for all advisors; develop relationships with faculty career development advocates; attend faculty meetings to update when possible and create on-site office hours in assigned department(s).
• Assess current Marketing/Communication vehicles and develop a comprehensive strategic plan.
• Pilot a Career Course in small-group workshop series (refer to Korbel & DCB models).
The mission of the Health and Counseling Center is to provide exceptional, inclusive, integrated health care. We promote student success and wellness through education, advocacy and outreach to the University of Denver community.

Dr. Alan Kent, Executive Director
Highlights

• **Increased Services:** HCC continues to provide treatment and outreach to record numbers of students.
  - Primary Care Medical & Specialist Visits: 12,158 (2% increase)
  - Nursing Visits: 3,512 (2% increase)
  - Counseling Visits: 8,145 (7% increase)
  - Substance Abuse Evaluations: 146 (10% decrease due to lower violations)
  - Behavioral Health Consultations: 263 (5% increase)
  - Mental Health Crisis Consultations: 268 (50% increase over prior year)
  - CAPE clients served: 78 (35% increase)
  - Counseling Outreach contacts: 255 (66% increase)

• **“Expanded Hours”:** Fully implemented its goal of expanding services and remained open until 7 p.m. one evening per week to better serve students’ scheduling needs. As a result of expanded hours, we were able to treat an additional 130 students on the medical side alone.

• **Reduction in Detox Transports:** HCC programs and staff are critical partners in the campus-wide effort to reduce high-risk drinking on campus. As a result of collaborative efforts and increased staffing, DU enjoyed a 50% reduction in the number of students transported to the hospital or detox center as a result of high-risk drinking.

• **Student Alcohol Open Forum:** HP organized and promoted this forum, facilitated by an outside professional, to help campus administrators better define and understand the student body’s perceptions about alcohol use on campus. A summary report was provided by the facilitator which helped guide policy and program development.

• **Sexual Assault Awareness Month:** CAPE developed a highly successful month of programming and activities designed to increase awareness and education around sexual violence issues on campus. The clear highlight of the program was keynote speaker, Dr. Jackson Katz, who was introduced by the Provost and attracted an overflow audience of over 500 attendees, including many community members. Also, in collaboration with Health Promotion and the Undergraduate Women’s Council, CAPE supported the production of The Vagina Monologues as the culminating event for “Love, Sex, and Health Week”, raising nearly $5,000 for the local rape crisis agency, Blue Bench.

• **BOSS Training for Greek Life:** In a highly successful collaboration with Greek Life, CAPE presented “Be a BOSS” training sessions to 10 different Greek chapters at DU. Post surveys indicated that Greek members gained knowledge in the areas of consent, resources, and how to prevent violence. In addition, there was a dramatic increase (more than double) in the number of “Be a B.O.S.S.” trainings that were presented campus-wide.

• **Proactive Pandemic Plan:** This academic year multiple serious public health issues arose including the threat of MERS and Ebola as well as an outbreak of Norovirus on campus and an active case of TB. In all instances, Health Services took the lead in working with campus partners to stay abreast of public health threats and be proactive in communicating with the campus community. The Health Services team was a key consultant to Internationalization and conducted a drill on how we would manage a case of Ebola on campus. Additionally, Health Services took the lead in working with Denver Public Health to address the case of TB on campus.

• **Group Therapy Expansion:** With the hiring of a new Group & Outreach Coordinator, the Counseling Service saw a 30% increase in the number of students participating in group therapy. This is a clinically effective and cost efficient way to provide services. Additionally, a very vibrant outreach program was expanded.
Looking Ahead

• Increase capacity for providing direct service to better meet demand.
• Improve/enhance web presence.
• Expand suicide prevention efforts.
• Examine crisis response services available to survivors of sexual assault with an eye towards enhancing service delivery.
• Integrate Inclusive Excellence into all that we do.

Assessment Findings

IMPACT OF PROGRAMMING DESIGNED TO REDUCE “HIGH RISK” BEHAVIORS

• Student surveys indicate that stress is the number one barrier to success. Health Promotion developed an end-of-quarter stress event during exam week to help support student success. Over 950 students participated over the course of the year in four different stress events. Assessment data reveals that 59% of participants indicated that they had learned at least one new strategy for coping with stress.

IMPACT OF ALCOHOL PROGRAMMING EFFORTS RECOMMENDED BY THE ALCOHOL COALITION

• Alcohol Screening Day: 109 students participated in a personal alcohol screening. 40% of participants had a score indicating a possible risk for alcohol abuse. Of those students, 30% agreed with a statement indicating that they planned to change their personal behaviors as a result of participating in the event.
• AlcoholEdu: This online educational module was administered to nearly 1700 first year and transfer students. 80% of students indicated that the program prepared them to make responsible decisions about drinking, help someone who may have alcohol poisoning, and/or prevent alcohol overdose.
• Pios Project: This bystander training program teaches students strategies for responding to peers who may be experiencing the negative consequences of alcohol abuse. 74 students completed the training. 75% of participants indicated that they intended to use the skills they learned from the training.

IMPACT OF THE “BE A B.O.S.S.” BYSTANDER INTERVENTION PROGRAMMING AND CAPE AWARENESS PROGRAMS

• CAPE provided 60 trainings, 33 of which were bystander intervention workshops. Each training included pre/post assessments of knowledge. Assessment of learning outcomes for Greek community students revealed a 26% increase in knowledge of campus resources and a 31% increase in knowledge of ways to recognize and prevent violence. After the training, 99% of students indicated that they understood the concept of “consent” vs. 95% before the training.
• Clothesline Project: 82% of students surveyed reported that the display helped them appreciate a survivor’s experience.
HOUSING & RESIDENTIAL EDUCATION

Housing and Residential Education cultivates individuals and communities through creating and fostering growth-centered educational living environments. We provide students with clean, quiet facilities. We also embody dynamic change and innovation within our core values of Diversity and Social Justice, Sustainability, and Student and Staff support and development.

Patrick Call, Executive Director
Highlights

• Successfully implemented a new community development model for the Residence Assistant (RAs) that focused on building relationships with individual residents as its core premise. The RAs were still asked to conduct small-scale programming for their floor community as well as participate in larger-scale community events for the entire community. The feedback from both residents and RAs was very positive.

• Successfully partnered with the International House, Student Activities and Daniels College of Business to provide an intercultural training simulation to 36 student, two faculty, and ten staff. It was a great success and we would like to see this training continue.

• Implemented a new housing information system, StarRez. With this implementation, we were able to take the greater majority of our administrative processes. We had a few bumps with the implementation due to staff turnover and leave, but overall the implementation was a success. In the spring quarter, we were to process 950 rising 2nd year students and 300 3rd/4th year students thru the on-line process for on-campus housing during the 2015-2016 academic year, which was up from 850 rising 2nd year students and 175 3rd/4th year students for the 2014-2015 academic year.

• The Resident Assistants in all six residence halls completed over 248 educational programs and 710 social programs that focused on the needs of their residents. Programs included but were not limited to: alcohol awareness, study abroad, drugs, relationships, social justice, and sustainability.

• RA Staff Recruitment: We had over 310 students apply for 52 positions.
• Resident Director Recruitment: We had over 250 applicants apply for two positions

Assessment Findings

RESIDENTIAL EDUCATION ASSESSMENT
• Survey still under analysis, information will be shared upon completion.

CABLE TELEVISION USAGE SURVEY
• How are residents currently enjoying entertainment programming in their rooms/apartments: 95% use Netflix, 45% use DU provided cable and 29% use Amazon Prime
• How would they like to receive entertainment programming in their rooms/apartments in the future: 55% prefer to receive DU cable paid via rent, 41% would prefer internet streaming at their own expense and 4% do not want any entertainment programming.

Looking Ahead

• International Students - Create a more formal welcome to the residence halls and apartments; conduct intercultural training for HRE and Student Life staff and conduct research on the international student housing/dining experience at DU.
• Transgender student experience - Identify spaces that would be of universal design that would assist transgender/gender queer students be more comfortable in the residence halls, research best practices and work with others in educating the DU community.
• Review the Resident Director Experience at DU - Review the current job responsibilities, the three-year limit and accommodations and the student conduct load on the RD positions across HRE and the Student Conduct Office.
The Office of Religious & Spiritual Life passionately advocates for the integration of religious, spiritual and ethical voices and values at the University of Denver. To that end, the Office:

• nurtures the life of the heart and spirit, both individually and corporately;
• supports the integrity of each individual community member’s quest for truth, meaning, and belonging;
• celebrates the diversity of the world’s religious and spiritual traditions, especially as represented at DU;
• promotes meaningful encounters, engagement and understanding across lines of religious and disciplinary commitments; and
• challenges the community to translate its commitments into action.

Gary Brower, University Chaplain
Highlights

• **DU Interfaith Advocates**: The emergence of the DU Interfaith Advocates (DUIA) as a vital, active and involved student group at DU has been one of the great joys of this office this year. The energy of the returning students was felt throughout the year as they successfully recruited new members and mounted some great programs. The first program was a Peace Vigil in the wake of the spate of religious-related violence early in 2015. They cooperated with several other organizations on campus to host a vigil in the Evans Chapel. Posters created at the vigil were places on the Bridge for several days following, and generated further conversations.

• **Better Together Campaign** - The second program was the DUIA’s involvement in the Interfaith Youth Core’s “Better Together” campaign. The campaign strove to have community members (students/faculty/staff) pledge to speak to another person about their respective faith traditions. Cleverly using a ball pit to attract passers-by, as well as being a part of CultureFest, the DUIA collected over 200 pledges. That was the largest “pledge drive” in the United States — not only for this year, but in the Better Together Campaign’s history! That success garnered the DUIA several free registrations to the IFYC’s Interfaith Leadership Institute.

• **Campus Religious and Spiritual Climate Survey**: Administered out of the Interfaith Youth Core, was co-sponsored by Religious & Spiritual Life, the Student Life Inclusion Change Team and the Center for Multicultural Excellence, and aided by DU’s Institutional Research department. Results are forthcoming and will produce a more complete picture of campus climate.

• **Jiminy Wicket**: The acquisition of our own set of croquet equipment made it easier to host the monthly engagement between DU students and senior citizens (many with Alzheimer’s) from Vi Senior Living in Highlands Ranch). Many students were “repeat” attendees — probably 25-30 students participated overall, and expressed how much fun they had playing croquet with folks their grandparents’ age.

Assessment Findings

As our partnership with Jiminy Wicket was relatively new, we relied on the assessment instrument that they had developed to measure the “learning” that took place during a single introductory session. The session begins with the issuance of a brief questionnaire about knowledge of Alzheimer’s, followed by an history of croquet, a general introduction to Alzheimer’s disease, and how Jiminy Wicket was then established. Participants are then introduced to the game itself while waiting for the guests to arrive, at which time the volunteers pair up with guests and play. When the guests leave, the volunteers re-took the survey.

• When asked to respond to “I am comfortable talking to someone who has Alzheimer’s disease”, participants jumped from 70% Agree/Strongly Agree to over 90%; the jump in the “Strongly Agree” category alone went from 33.3% to 57.1%.

Looking Ahead

• Develop an Alternative Spring Break to the Four Corners with the support of local agencies and GSSW resources.

• Work with campus partners (DUIA, DURC, LLC’s, etc.) to create a Religious Identity Summit

• Build greater student engagement with the office by outreach through workstudy’s with undergraduate and graduate organizations.