

Student Success and Empowerment Initiative

2017-18 Annual Report

Submitted by Amy Aldous Bergerson, Director

29 June, 2018



Student Success and Empowerment Program

2017-18 Academic Year

The four goals of Undergraduate Studies as articulated in the Utah Pledge are to support students by providing them with learning communities, mentors and advisors, financial guidance, and deeply engaged learning experiences. These goals directly support the larger University of Utah commitment to promoting student success to transform lives. Key to both of these efforts is the work of the Student Success and Empowerment Program (SSEP), specifically the Student Success Advocate (SSA) program. Student Success Advocates meet students where they are, engage with them to develop a holistic understanding of their experiences as students, and provide individualized support for students' success. *SSAs embody the University's commitment to student success* through their understanding of a range of campus resources and information, their connections to other individuals whose roles include supporting students, and their on-going, in-depth relationships with students. Recently one student told his SSA, "It is easy to survive. It is hard to be successful." *Our job is to make it easier for students to succeed at the University of Utah.* Through these efforts, we contribute to increased retention and graduation rates, as well as students' satisfaction with their University experience, all of which are essential to the University's bright future.

Our Mission

The mission of the Student Success and Empowerment Initiative is to support students in making the most of their University of Utah experience. As caring, knowledgeable professionals, Student Success Advocates engage and empower undergraduate students in exploring and clarifying their interests and goals, overcoming personal and academic challenges, and connecting to campus resources and opportunities. Our holistic, individualized, mobile approach allows us to meet students right where they are.

Our Staff

Director

Amy Aldous Bergerson

Student Success Advocate Coordinator

Melanie Lee

Student Success Advocates

Jeilani Athman
Christina Cherry
Wazir Jefferson
Lisa Lewis

Jon Bernal
Christine Contestable
Tramaine Jones
April Ollivier

Administrative Assistant

Juan Rios

Outreach Ambassadors

Halah Khan (Lead Ambassador and Intern)

Shae Barber

Anthony Phero

Andrew Tsai

Shirley Zhou

Derek Young

As with other years, the SSEP has experienced change and transition. In June, Wazir Jefferson left the program to take on new responsibilities at Dutchess Community College. As we move into the 2018-19 year, Siosifa Tonga will fill Wazir's vacant position. Additionally, we have added a new Student Success Advocate, Annie Freidman, who will focus on supporting online and Return to the U students. We also experienced 100% turnover in our Outreach Ambassador program, and are very excited to bring Pisti Gamvroulas on board as our new Lead Ambassador and Intern along with five new Outreach Ambassadors. Our 2018-19 team will include nine SSAs, one Coordinator, six Outreach Ambassadors, and the Director and Administrative Assistant.

Our Contributions to the Utah Pledge

Student Success Advocates contribute indirectly to each of the four goals outlined in the Utah Pledge. Below, we provide brief summaries of our 2017-18 efforts in the three areas of learning communities, plan to finish, and mentors and advisors, where we have our most direct impact.

Learning Communities

In 2017-18, Student Success Advocates continued to work closely with several learning communities. In BlockU each set of integrated courses is assigned an SSA who attends class regularly to ensure that students have the support they need. Students are quick to take advantage of a supportive SSA whom they get to know through the BlockU program.

New for this year, Lisa Lewis partnered with Seetha Veeraghanta to support her Engineering LEAP students. Lisa visited the E-LEAP classes for a short time each week, was listed as a TA on Canvas for the course, and made several short presentations to the students about the types of support SSAs can provide. With access to the Canvas page, Lisa was able to take the initiative to reach out to students who missed or struggled with particular assignments. Also, students were offered up to two (2) extra credit points for meeting with Lisa. In course evaluations, several students in these E-LEAP sections indicated that the connection with Lisa was one of the most important aspects of this class. We will expand this partnership model to all of the E-LEAP sections in fall 2018.

Lisa Lewis and Melanie Lee led the New University Scholars students through a year of workshops. First-year students focused on the StrengthsFinder – exploring their strengths and considering how to best represent these in the learning styles, leadership endeavors, and career aspirations. Second-year students focused on leadership development as part of the leadership requirement for returning NU Scholars. Students indicated that these workshops were beneficial to them as they transitioned through their first two years at the University.

Tramaine Jones worked closely with the expanding Beacon Scholars program, taking time to visit both Beacon classes each week to ensure that this group of students has the support they need to succeed at the University. Feedback from our Beacon Scholars partners indicates that this is an extremely valuable partnership.

Through each of these efforts, the SSEI supports the University's effort to provide learning community opportunities to students. We will continue to focus on learning communities as an ideal space for developing relationships with both students and faculty in the 2018-19 year.

Plan to Finish

The University of Utah has a strong retention rate, but our students take longer than students at other higher education institutions to complete their degrees. Student Success Advocates support students as they identify the steps needed to finish what they've started at the University. Below, we highlight two areas in which we offer this support:

Financing a college education is a weighty topic for University of Utah students. This academic year, SSAs provided support to **3171 students** around this concern. Additionally, under the leadership of Christine Contestable, the office has developed and maintains a comprehensive list of scholarship opportunities on and off campus. This resource allows SSAs to provide students with up-to-date and accurate information about what opportunities are available, who is eligible, and the deadlines to apply. This list now serves as a complement to the comprehensive list of on-campus scholarships provided by the Office of Financial Aid and Scholarships. We referred **1147 students** to the Office of Financial Aid and Scholarships for additional assistance. We also work closely with the Personal Money Management Center to assist students in financial planning while they are on campus and beyond, and referred **42 students** to this office for additional support.

Student Success Advocates facilitated the Sophomore Rise workshops in Fall 2017. We ran two series of workshops: a three-week series on Wednesday evenings, and a one-day Saturday workshop. A total of nine students attended the workshops, which were focused on developing a sense of purpose and creating a Plan to Finish. In addition to these two foci, students were introduced to key resources for major and career planning, learned about intercultural communication, and explored how their educational journey so far has impacted their ideas about the future. Feedback from students about the workshops was very positive. Date for the 2018-19 Sophomore Rise workshops are set. In addition to focusing on improving our marketing for these workshops to increase student participation, we are working with several academic departments and the Greek programs to offer customized Sophomore Rise workshops to their second-year students.

Mentors and Advisors

The vast majority of SSA work with students fulfills the pledge of providing every student with mentoring and advising. During academic year 2017-18, SSAs had **30,933 interactions** with University of Utah students. Of these interactions, 58% are significant, meaning the SSA had a conversation with a student that was deep enough to collect contact information. Light

interactions, (42% of the total), are those in which SSAs talk briefly to students, mainly introducing themselves and their work. SSAs focus on significant interactions because collecting students' contact information allows them to follow up with students around specific topics. In 2017-18, 78% of significant interactions were follow-ups. As seen in Figure 1, the percentage of follow-up interactions has increased from 69% in 2013-14 to 79% in 2016-17 and has held basically steady this year. These changes are a direct result of our efforts to establish strong partnerships across campus that allow us to interact with students in many ways and over time.

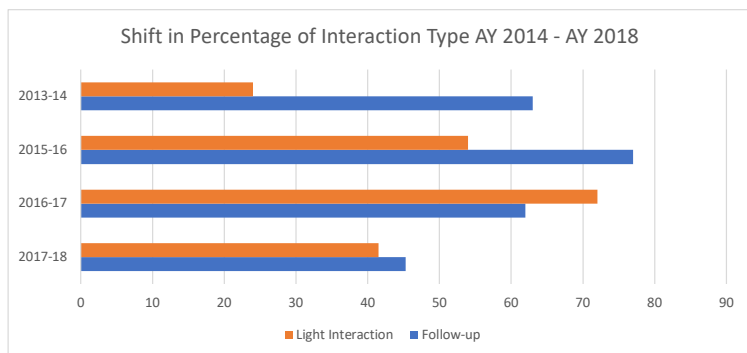


Figure 1: Shift in percentage of interaction type

Many types of conversations occur between SSAs and students. An illustration of these is found in Figure 2 below.

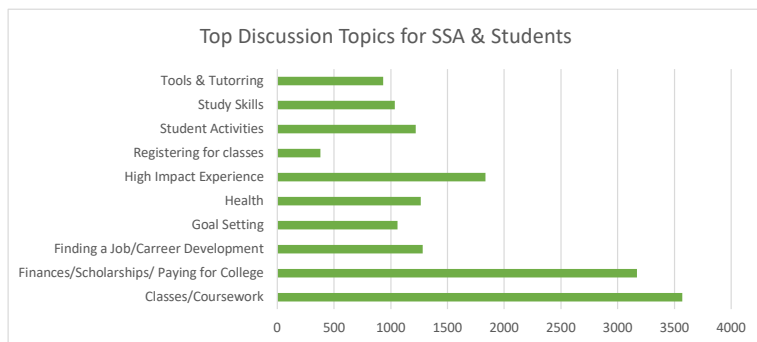


Figure 2: Top discussion topics

Student Success Advocates engage in various types of outreach to introduce their work to students and campus partners. In the 2017-18 academic year, SSAs visited 50 different undergraduate classes, reaching over **1600 students** through brief presentations that resulted in **171 significant interactions** with. SSAs also tabled at numerous campus events, including Welcome Week, Major Exploration, New Student Orientation, and the Women's Leadership Summit. We also expanded our presence at New Student Orientation, now offering breakout sessions for students and presenting at the Parent and Family Orientation.

The growth of our undergraduate Outreach Ambassadors (OA) program has supported SSAs' interactions with students. In the 2017-18 academic year, our OA program included six Ambassadors and a Lead Ambassador. Outreach Ambassadors participated in a number of outreach events across campus including tabling, one-on-one introductions, and class and student organization visits. Of particular assistance to the SSAs are Ambassador Referrals, through which Ambassadors assist students in completing an online interest form to reach out to an SSA. In 2017-18 Outreach Ambassadors had just over 608 interactions with fellow students and **made 231 referrals to SSAs**. These referrals resulted in a total of **51 appointments with SSAs**. A new addition to the Outreach Ambassadors efforts is the implementation of a mobile Quick Answer Station, which they have developed with SSA Christina Cherry. The first Quick Answer Station trials in the Marriott Library resulted in over **40 students** stopping to talk about their responses to the question of what they see as the biggest barriers to completing their degrees on time. Outreach Ambassadors were able to provide basic information in response to students' concerns, which included finances and motivation. We will continue to pilot the Quick Answer Station this spring, determining where the best locations for it are, and what questions draw the most students to the station.

Finally, in fall, 2017, the OAs conducted three focus groups to support SSEI assessment efforts. Halah Kahn, Derek Young and Shirley Zhou were instrumental in analyzing and presenting the data from these focus groups to the SSEI team. Student quotes from the focus groups are included in our data below.

In addition to data reflecting the high numbers of students with whom the SSAs have interacted over the last year, we provide the following data from focus groups and texts and emails from students to underscore how SSAs fulfil the University's commitment to providing every student with mentoring and advising support. These comments are categorized into three areas related to the mentoring and advising function SSAs serve: building relationships, sharing knowledge and expertise, and motivating behavioral changes.

Building Relationships

"Hi [SSA name], it's [student name], and like I promised you when I left with my leave of absence Spring 2017, I am back to the U. I hope you can remember me a little bit, you helped me immensely last year complete the process of a Leave of Absence, you guided me to the counseling center in my lowest point of depression, and gave me hope that I can achieve great things. I owe you a debt of gratitude, I truly don't think I'd be where I am if it wasn't for your caring intervention.

It's my understanding that you are out of town, but I would love to get to chat with you when you come back. I'll be on campus all day Tuesdays and Thursdays. I would greatly appreciate your help and guidance as I'm coming back to the U to succeed this time around. I'm incredibly nervous to be back but taking this year off has made me more mentally stable, overcome hardships and I'm excited to be back."

"[The best thing about working with an SSA], I think is the relationship we've developed, through working together, because, I think you would know, like coming to this big campus, it's hard to find someone to guide you places, because it's so big. And your counselors, or Academic Advisors tell you what classes to take, but they don't tell you about other things, involvements, that are happening on campus. So, having a Student Success Advocate be kind of like my mentor, that really helped me find the path I was looking for – the extracurriculars, the little things here and there. It's very helpful that I can go to someone for help, even if it is not school-related. They can talk about anything with me, and I really appreciate that."

Sharing Knowledge and Expertise

"It is hard to find the right words to say Thank You. You have been more inspirational to me than you will ever know. This year especially, I could not have made it through without you, so thank you! What SSAs do is magical and I am so grateful for all the advocates. I have had some rough patches during college, but I am reminded to never give up every time I get to work with you. Thank you for being that pillar of strength and wisdom for me. Thank you helping me find the right resources to stay in school and be successful in my courses. Thank you for not making me feel like a failure for changing degrees and encouraging me. Thank you for teaching me to take my breaks!"

"The resources and connections are the best part about working with an SSA. She helped me change my study habits and improve my relationships with professors."

"[SSA] helped me find the chess club and now I play on a weekly basis!"

Motivating Behavioral Changes

"Thank you so much for your help and guidance. I really appreciate you going the extra mile and attending classes so that students can be aware of what help is available to them. I'm hoping to graduate this semester, and I'm preparing to apply for the Masters Program in Social Work this fall. Admittedly, I'm a little nervous about whether or not I have enough experience under my belt since I'm graduating in a major that isn't Social Work."

"Contacting the internship coordinator sounds like a wonderful idea and a great way to find some opportunities to gain experience--I was not even aware that we had one! I will definitely look into that. I really appreciate your time and help."

"Transferring credits, I was at a place where I was stuck. Like, I had exchanged emails with some professors and it's not working. So, I went through the emails with him, and he told me, 'Why don't you try this? Why don't you try speaking to the head of the department?' So, I spoke to the head of the department and got my transfer done. He [SSA] pointed me in the right direction."

"I have a better sense of belonging here, and through that I'm more open to pursuing like, leadership positions. When I first came to the U, the thought of being involved in any type of leadership positions -- it just seemed so distant, like, not my type of -- just doesn't fit with my personality. But I really wanted to be involved, because I'm a commuter student and I wanted to feel like this is my campus, and feel like I have more friends than just my high school friends. So, being led to these different organizations on campus has really led me to expand my horizons."

These comments illustrate the impact SSAs have on students. They build relationships with students that engender trust in the information and knowledge that they share, which motivates students to behave differently. These behavioral changes contribute to students' success as well as the transformation that can occur as a result of being in college. This is the core of SSAs' work. In the next section, we address how this work helps ensure the long-term viability of the University of Utah.

2017-18 Highlights

In this section, we share several highlights of the 2017-18 fiscal year. We start with our interaction numbers, then move to our campus partnerships, and end with our support of new initiatives and ideas on campus.

Interaction Numbers

As mentioned above, SSAs have tracked **30,933 interactions** with University of Utah students during the 2017-18 academic year. This is a 6.4% increase over the 2016-17 total interactions. We are pleased with this increase, particularly considering the move from the University's homegrown data analytics model to using Civitas to reach out to students who are at risk of not persisting. In the previous three years, SSAs tracked their contacts and interactions with these students in the SSA tracker. This resulted in a significant number of interactions – often several thousand. This year, we did not track these contacts, because Civitas allows us to track them separately within that system, and despite this, we still increased our total number of interactions. We note below how SSAs supported and participated in Civitas messaging campaigns.

Of particular note are the many interactions SSAs have had with students who experienced fear and trauma during several challenging events in the fall of 2017. The diversity of the SSA team has contributed to students seeing SSAs as a safe place to express fear and anger, and the SSAs have stepped up in tremendous ways to ensure that these vulnerable students feel validated by the University. In fact, although 24% of the University of Utah student population is made up of Students of Color, 36% of our interactions are with Students of Color, indicating that SSAs are

an important source of support for these students. SSAs work with students on productive ways to channel their fear and anger, and a number of students have embarked on personal activism as a result of this support. This work is extremely draining for the SSAs, many of whom share vulnerable identities with the students with whom they work. Their ability to balance their professional roles, the support of students, and their personal identities is phenomenal.

Campus Partnerships

In addition to ensuring that all University of Utah students have access to SSA expertise and support, SSAs have become valued community partners for a number of different initiatives and programs on campus. Student Success and Empowerment Program team members serve on the Welcome Week Committee, the College Recruitment Committee, Academic Appeals Committee, Appreciative Advising Committee, Online Student Success Committee, the Homeless Student Task Force, and have served as committee members for several campus searches during the 2017-18 academic year. They serve as advisors for student organizations, facilitate Sophomore Rise workshops, and are a key part of the Advance Registration team.

Student Success Advocates also act as referrals for many offices and programs across campus. Figure 3 illustrates the top referral areas from the 2017-18 year.



Figure 3: Top ten SSA resource referrals

In spring 2018, we conducted our first-ever survey of campus partners. We sent our survey to 367 partners across campus: Academic Advisors; Student Affairs offices such as Student Leadership and Involvement, Career and Professional Development, Women’s Resource Center, and Housing and Residential Education; Undergraduate Studies partners such as Learning Community faculty and coordinators, Office of Engagement, Orientation and Transition, and Office of Undergraduate Research; and other offices such as the Center for Ethnic Student Affairs, TRIO, Hinckley Institute, Lassonde, Registrar’s Office, and Financial Aid. Over 150

campus partners responded to the survey, and the pictograph in Figure 4 illustrates the positive feedback we received. We continue to examine these data and will use them to plan for building on our relationships with offices across campus as we all endeavor to support students.

Student Success Advocates have also been at the forefront of providing support for students who are experiencing displacement or homelessness. Working in tandem with the Women’s Resource Center, Housing and Residential Education, and University Student Apartments, the SSAs assisted **17 students** who did not have a safe or steady place to live in finding more stable housing, accessing financial aid and other resources, and developing a plan to improve their stability. Lisa Lewis and Christina Cherry are the current SSA representatives on the Homeless Students Task Force, but all SSAs have worked to support these high-need students. Since this initiative began in 2016, we have learned that homeless and displaced students require continued effort and a case management approach that extends beyond the responsibilities of the Student Success Advocates. As a result, the new model for 2018-19 still utilizes SSAs for providing immediate support and initiating funding requests. After triaging and setting up an action plan for students, SSAs will hand them off to the Care team that is part of the Behavioral Intervention team, who will take on the continued responsibility for managing students’ complex cases. We are looking forward to this partnership which will allow SSAs to support these students while allowing them to focus on their core responsibilities.

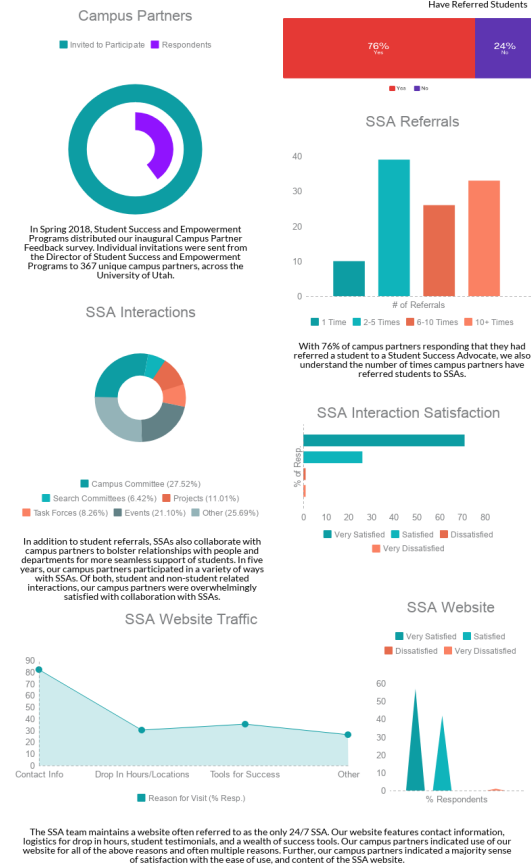
Support for New Initiatives

In this area, we highlight two new initiatives in which SSAs were highly involved in 2017-18: Civitas and Sophomore Rise.

Civitas

SSAs are one of the main communication channels for Civitas messaging to students. In fall 2017, we sent five messages to students. Two messages went to new, full-time, first-time, students; and two went to sophomores. We also sent messages to students who had registered less than 70 days before the beginning of fall semester. In spring, 2018, we sent a total of four messages – two to first-year students and two to sophomores. Changes to Civitas itself now allow the SSEP Director to send messages directly to students on behalf of the SSAs. Sending messages through Civitas will allow us to determine open and click-through rates, which will help us tailor our messages. We are working with Enrollment Management partners as well as Mike Martineau to develop a year-long communication campaign plan that will coordinate with individual Academic Advisors who will also communicate directly with students. SSAs, with their ability to cover a wide range of topics with students and respond to a variety of needs, will continue to deliver the majority of the Civitas-based communications for Undergraduate Studies in the coming year. The process of implementing Civitas has been a true exercise in changing organizational culture, and has revealed a number of places in which University of Utah communication to students can improve significantly. The Student Success and Empowerment Program is delighted to be part of this process, and we all look forward to improving our outreach to students in the coming year.

Student Success Advocate Campus Partner Feedback



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Figure 4: SSA partner survey pictograph

Sophomore Rise

The Sophomore Rise workshops mentioned above are another illustration of SSAs' role as developers and implementers of new ideas on campus. SSAs developed the Sophomore Rise workshops, which were offered in fall 2017. These highly interactive workshops walked students through four learning outcomes: develop intercultural humility, create a Plan to Finish, gain the skills needed to complete their Plan to Finish, and develop their sense of purpose. Incorporating the Learning Framework and their expertise in student development, a team of SSAs developed the workshop curriculum. Although the participation numbers were low (9 students completed the workshops), their feedback was positive, and as mentioned above, we have several plans for increasing participation in the fall 2018 workshops. Our goals for increasing participation in these workshops are detailed below.

Goals

While there is always room for growth and improvement, the goals we detail below focus on four primary areas: increasing our interactions with students through a stronger Outreach Ambassador presence and faculty partnerships; increasing participation in the Sophomore Rise workshops; increasing our Civitas communications with University of Utah students; and, implementing a comprehensive assessment plan.

Increase Interactions

While we experienced a small (6%) growth in interactions this year, we will focus on growing our interactions with students. Our **target growth is 12% in the 2018-19**. This means we will increase our interactions from **30,933 to 34,645** in the coming year. We will use two strategies for increasing our numbers: increasing the hours that Outreach Ambassadors work for the initiative, and further developing our faculty partnerships.

Outreach Ambassadors: As mentioned above, we rely on Outreach Ambassadors to assist in introducing the work of the Student Success Advocates to the campus. We are increasing Ambassadors' hours of work from 10 per pay period to 20. With these increased hours, Outreach Ambassadors will continue to develop the Quick Answer Station described earlier, and will also develop a monthly newsletter to send to students who have worked with an SSA in the last year. The newsletter will update students on important deadlines, opportunities, and information. It will also include tips and tools for success from the SSAs. We will use the newsletter to advertise for workshops and other events coordinated by SSAs. The increase in hours will also allow Outreach Ambassadors to develop other projects to increase awareness about the SSAs across campus and contribute to our growth.

Additionally, we are implementing a competency-based approach to our Outreach Ambassadors' work in the coming year. Students will identify leadership competencies they want to develop while working with our office, and they will receive specific coaching and support for reaching those goals. We are strongly committed to Outreach

Ambassadors being able to identify and articulate what they gain through their work with the initiative, and believe this new approach will enhance our ability to ensure this for each student.

Faculty Partnerships: The partnership between Seetha Veeraghanta and Lisa Lewis, described above, was fruitful for both the SSA and the faculty member. Lisa saw her interaction numbers increase significantly and found that her interactions with students from the class were deeper perhaps because the students already knew her from class. We will grow this partnership in the 2018-19 year by assigning SSAs to all of the E-LEAP sections. We are starting with E-LEAP because these students are typically less inclined to work with SSAs, and because the engineering major is very demanding of students. We will collect more detailed assessment data for this expanded pilot and will determine whether to increase our partnerships with other LEAP sections next spring.

Sophomore Rise Workshops

We were disappointed with the low participation in the Sophomore Rise workshops this year, and have developed several plans for increasing our numbers in the coming year. One method will be working closely with Jodi Emery to better market the workshops to sophomores. Another method is to offer the workshops to discrete student populations. For example, Jon Bernal and Christina Cherry are both working closely with the Greek organizations on campus, and have suggested that we offer the workshops to all of the sophomores in the Greek system. The idea is that offering the workshops to groups of students who are already involved with each other will have more appeal than inviting students to come to the workshops on their own. We also have interest in creating targeted workshops from the College of Health and the College of Social and Behavioral Sciences. We will continue to develop other ideas to increase participation, which will allow us to reach our goal of offering the **workshops to at least 50 students** in the coming year.

Civitas

Our utilization of Civitas has been too limited this year. As mentioned above, we are working to develop a comprehensive Civitas communication plan for the SSAs. Our goal is for SSAs to send scheduled nudges to students, both sophomore and first-year, at least four times per semester. Our new online SSA will also send nudge communications to online students. These communications will be carefully coordinated with targeted individual communications from Academic Advisors. We hope to increase our interactions with University of Utah students through these communications. After we benchmark our outreach this year, we will establish goals for growth for the 2019-2020 year.

Comprehensive Assessment

The addition of Melanie Lee, our Student Success Advocate Coordinator in the 2017-18 year has provided the ability to refine our infrastructure to better support SSAs' work with students. One way this is most evident is in our assessment planning. This year, we implemented a dashboard, created by Mike Martineau, to which we can load student and SSA data to better gauge our work with students. We also implemented an SSA performance evaluation process.

Both of these new tools will support program improvement as we move forward. In Figure 5, we outline the additional assessment measures that will be implemented in the 2018-19 academic year.

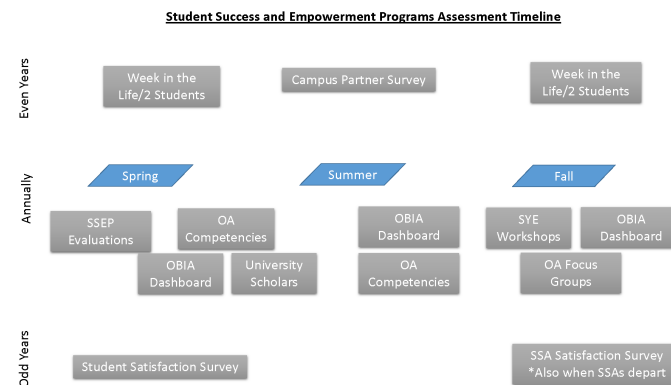


Figure 5: SSEP assessment timeline

Figure 5 outlines our assessment plan, which includes both annual and bi-annual measures. Each calendar year, we plan to engage professional staff in employee evaluations. Additionally, we will engage in pre and post assessment of New University Scholars to assess what students learned in their experiences based on year-specific learning outcomes. At the conclusion of each semester SSEP will provide OBIA tracker data to update our OBIA dashboard. Outreach Ambassadors will engage in pre and post assessment in the summer and following spring, each year. Other programmatic assessment includes fall collection of SYE workshop data and OA facilitated focus groups.

In years ending in even numbers, our plan is to distribute our campus partner survey (focused on interactions with Advocates as well as ideas for collaboration). We will also collect data on how SSAs distribute their time in an average week and follow the lifecycle of two students. This specific data will be collected twice in the even numbered year – one group of SSAs will collect data for the average week in the fall while the other tracks the lifecycle of two students in the fall. Then the SSAs will switch tracking types in the spring.

In years that end in odd numbers, the SSEP assessment plan outlines a student satisfaction survey and SSA satisfaction survey. We will revise the student satisfaction survey we utilized in the first two years of the program to better reflect our current work with students, and will administer this in 2019 to supplement the focus group data that is collected by Outreach

Ambassadors. The SSA satisfaction survey will also be deployed in odd number years as well as in an exit interview for all departing SSA team members. The purpose of this survey is to provide the leadership team with information for improving the support and professional development of Student Success Advocates.

Summary

This report highlights the activities of the Student Success and Empowerment Initiative during the 2017-18 academic year. We accomplished a great deal, as we worked to support the important mission and goals of the University. We have enjoyed a great deal of support from the University, which has made our job not only possible, but fun. Our data indicate that we have a significant impact on the University community. Our over 30,000 light and significant student interactions have touched the lives of a multitude of University of Utah students, and we consistently receive positive feedback regarding our efforts. We have built strong relationships across campus, with many more in the works. All of this requires the flexibility, creativity, and energy of the Student Success Advocates, who have, as a group, risen to the occasion of fully implementing our innovative approach to supporting the University's commitment to student success.

As we begin our sixth year at the University of Utah, we are very pleased with the recognition our program has received. In October 2017, we were awarded the Beacons of Excellence Award by the University of Utah, and in July 2018, we will receive the Noel Levitz Retention Excellence Award. We were thrilled with the results of our Campus Partner survey, which indicated that SSAs are seen as a reliable and empathetic source of support to whom our partners can refer students, and we are excited that more students are accessing our services to support their educational goals. We are motivated to continue to expand our reach to students who participate in the University at off-campus centers and online, to build our Outreach Ambassador program, and to continue to meet the needs of the diverse students who are part of our community.

The name, Student Success and Empowerment Initiative, brings with it a high level of responsibility to and for the University of Utah. The SSEI team is committed to working with students in an individually-tailored fashion that assists them in identifying, and acting to implement, a plan that provides them with the best college experience they can imagine. We appreciate the support the University has committed to our initiative, both in the openness to our unique work and the continued commitment of resources. We look forward to future opportunities to demonstrate the difference we are making in students' lives. Thank you for the chance to highlight this exciting year.