

**OFFICE OF  
STUDENT  
SUCCESS &  
EMPOWERMENT  
2019-2020  
ANNUAL REPORT**



## **OFFICE OF STUDENT SUCCESS AND EMPOWERMENT 2019-20 ACADEMIC YEAR**

An important focus of Dr. Ruth Watkins' presidency at the University of Utah is providing an Exceptional Educational Experience (E3) for every University of Utah student. The Office of Student Success and Empowerment (OSSE) is key to this effort. As the lead office in a number of retention efforts, OSSE supports students' transitions to the U, promotes their persistence to degree completion, and provides avenues for students' empowerment along the way. These efforts support thriving in students by assisting them in developing connections with the University, understanding the resources and opportunities available to them, and encouraging them to engage deeply in their University of Utah experience. The following offices, programs, and initiatives are key to meeting these goals:

### *Transition*

**Office of Orientation and Transition:** New Student Orientation is key to students' transitions to the University. This office reports to OSSE to support the overall transition of both first-time, transfer, and returning students. The Office of Orientation and Transition (OOT) also supports programming for Sophomore Rise, a retention effort for second-year students. OOT will submit its annual report separately following the completion of 2020 summer orientation programs.

**Student Success Advocates:** SSAs work with new students to assist them in navigating the complexities of college life. Students develop study, stress management, time management, and other skills through their work with SSAs, all of which support their initial and on-going success.

**Summer Bridge:** The Summer Bridge program is intended to provide wrap-around support to ensure a successful start at the University of Utah for students who were not initially admitted to the University. Summer Bridge students enroll in two specific courses and participate in an extra-curricular experience with two Student Success Advocates, their LEAP Peer Advisors, and specialized tutoring support.

**Pasifika Summer Bridge:** Pasifika, a summer bridge program for prospective and new Pacific Islander students, provides a culturally-rich curriculum that helps develop a college-going mindset and introduces them to the supports available to them at the University of Utah. OSSE provides assessment and infrastructure support to this program which is a collaboration between the College of Education, the School of Social and Cultural Transformation, and the Office of Undergraduate Studies.

**New University Scholars:** NUS is a transition program for students with high financial need. This scholarship program, which requires students to participate in a Learning Community experience, includes monthly dinners, leadership development, and a curriculum designed to enhance students' success in their first two years at the University.

## *Retention*

Student Success Advocates: SSAs' ongoing work with students supports them throughout the student journey. Providing students with information about how to engage deeply in their college experience is one way SSAs assist students. They also support their development of relationships across campus, and provide a caring, holistic approach that support students' sense of belonging at the University.

Civitas: The OSSE is the unit responsible for administrative nudges to students based on Civitas persistence predictions. Messaging coordinated and sent by OSSE include planned nudges, event-based nudges, and nudges that are indicated by specific data points in the Civitas toolkit. The OSSE works closely with the I2 Team to ensure that these nudges are sent by the most relevant parties and provide students with just-in-time information that can increase their persistence at the University.

Sophomore Rise: Sophomores often face challenges in their second year. They typically no longer receive specialized institutional support, and many are still determining why they are in college and where they hope to go after this experience. Sophomore Rise supports students in developing their sense of purpose and fulfilling that purpose while at the University of Utah. OSSE supports programming for Sophomore Week, including the Sophomore Dinner, and the facilitation of an online and face-to-face course. Annual reporting for Sophomore Rise falls under the Office of Orientation and Transition.

E3: OSSE is the home of the research related to the Exceptional Educational Experience. Through this research, we guide institutional efforts to improve students' experiences and persistence at the University. Data collection efforts include focus groups, individual interviews, and surveys that aim to gain the perspective of students, staff, and faculty from across campus. Results are shared with the E3 Steering Committee and President Watkins where actions are determined.

Neuro-Diverse Peer Mentoring Program: This peer mentoring program for neuro-diverse students will provide support to a specialized group of students who face particular challenges at the University of Utah. While the program will be funded from outside of the University, OSSE will be its home. Iris Moulton, the SSA with specialized experience in supporting students with disabilities, will coordinate this program.

Homeless Student Task Force/Basic Needs Collective: Housing challenges are an increasing problem for college students across the country and the University of Utah is no exception. For the past three years OSSE was home to an emergency fund for students experiencing homelessness or displacement. Student Success Advocates were the frontline campus support for students in this situation. SSAs worked closely with the Office of Financial Aid to determine students' eligibility for emergency funds. Regardless of whether students qualified for funding SSAs, offered support in meeting the immediate needs of students, and then smoothly handed the students off to the

Office of the Dean of Students Care Team for long-term support and follow-up. In the 2020-21 academic year, the HSTF will transition to a Basic Needs Collective, which will fall under the purview of the Assistant VP for Student Development and Inclusivity, Bryan Hubain. While OSSE will remain part of the BNC, we will no longer house emergency funds or coordinate these efforts.

**Learning Center:** The Learning Center provides tutoring, supplemental instruction, and learning consultations to students to support their academic success. Individual and group tutoring are available, both in-person and online. Tutors and Supplemental Instruction Leaders are trained in CRLA, which ensures high-quality support for students across campus and in specific SI sections. The Learning Center's annual report is submitted separately.

### *Empowerment*

**Student Success Advocates:** One of the key missions of the SSAs is to support students in a way that allows them to learn to advocate for themselves. While long-term relationships with students are a goal, it is also important that students begin to see themselves as empowered actors who can make things happen while at the University.

**Leadership Studies Minor:** The Leadership Studies Minor supports the development of leaders across campus through an interdisciplinary approach to leadership that is deeply rooted in reflection. This academic minor provides students with the opportunity to think critically about what leadership is and how they enact it in ways that are consistent with their personal values, and it offers opportunities to practice leadership in settings where reflection enhances on-the-ground experiential learning.

**Veterans Studies Certificate:** The Veterans Studies Certificate was approved in spring of 2020 and will begin enrolling students in the coming academic year. The certificate will provide students in a variety of majors and programs with skills needed to serve veterans. Focusing on history, politics, and social science, the certificate includes a capstone course in which students will identify an area of need for veterans, and conduct research to determine solutions to the specific problems identified. Advising for the major is housed in the Veterans Support Center, and OSSE will work with the VSC to coordinate and assess the certificate.

While OSSE houses a number of programs and initiatives, the reports below focus on the Student Success Advocates, New University Scholars, Summer Bridge, Homeless Student Task Force, Civitas, E3, and the Leadership Studies Minor. Each report includes data illustrating highlights from the 2019-20 year and a discussion of goals for the 2020-21 year.

## STUDENT SUCCESS ADVOCATES

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, a plan to finish, 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 Advocates (SSAs). 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. 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 Advocates is to support students in making the most of their University of Utah experience. As caring, knowledgeable professionals, SSAs 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

#### *Associate Director for Education, Support, and Assessment*

Melanie Lee

#### *Student Success Advocates*

Jeilani Athman

Jon Bernal

Iris Moulton

Christine Contestable

Annie Friedman

Tramaine Jones

Lisa Lewis

April Ollivier

Melanie Hall

Leslie Cepeda

Loretta Rowley

#### *Administrative Manager*

Juan Rios

#### *Graduate Assistant*



Shawn Coon

*Outreach Ambassadors*

Pisti Gamvroulas

Oliver Perez

Cindie Lee

Kadelyn Egan

Brandon Georgian

Bethany Moos

Mohammed Mathes

As is often the case, the SSA team has experienced change. In August 2019, we added Melanie Hall (College of Nursing SSA) and Iris Moulton (Disability Specialist) to our team. We also welcomed Shawn Coon, the OSSE Graduate Assistant primarily charged with E3 endeavors. In January 2020, Loretta Rowley and Leslie Cepeda joined our team after the departure of Christina Cherry and Siosifa Tonga. Our 2020-21 team will include 11 SSAs, one Associate Director, one Graduate Assistant, the Director, and Administrative Manager. Unfortunately, due to COVID-19 budget cuts, our 2020-2021 team will not include Outreach Ambassadors. We hope to bring back the Outreach Ambassadors in the future.

**Our Contributions to and Exceptional Educational Experience**

Results from the E3 research year (2018-2019) indicated 10 findings that shape the day-to-day lives of University of Utah students. Students tell us that they desire: connections across courses and extra/co-curricular experiences, clear understanding of how college courses and experiences relate their future endeavors, faculty to understand their essential role in the student experience, anchoring connections that change their campus experiences, strong awareness of on-campus events and resources, accurate portrayals of the University when they are in the college decision-making process, financial support beyond the first year, better communication around the constantly changing physical environment, to not feel like there are “second class” citizens on campus, and smoother processes such as admissions, financial aid, and course registration. Below, we describe how the Student Success Advocates assist students in navigating these issues and contribute to students’ exceptional experiences. These descriptions are reflective of the **54,125 total interactions** SSAs had with University of Utah students in the 2019-20 fiscal year. Our goal to increase interactions by 10%, was far exceeded by reaching a 129% increase in total interactions in the 2019-2020 academic year. Embedded in the descriptions below are additional highlights from the 2019-20 year.

*Connecting across courses and connecting college to the future*

One of the Student Success Advocates’ primary functions is assisting students in defining what success at the University of Utah means to them and then connecting students to the resources necessary to achieve their vision of success. Inherent in these conversations is assisting students in making the kinds of connections they expressed a desire for in the E3 research. SSAs help students make these connections through referrals to the Career and Professional Development Center; in fact, referrals to the CPDC have consistently ranked in our top 10 campus partner referrals for years. This year we made **247 referrals** to CPDC and talked with **377 students** about finding a job. SSAs’ holistic approaches to these conversations assist students in thinking about how their academic lives are woven into other facets of their lives, modeling the kinds of integration students spoke about in the E3 focus groups. At the tail-end

of 2019-2020, SSAs forged **26 new, virtual events** to support new and continuing students making connections across their academic interests to their passions and future goals. These virtual events fostered spaces and featured resources and opportunities for students to learn more about integrative engagements such as undergraduate research, internships, community engagement and capstone projects, that support integration of ideas and activities across students' University of Utah experiences.

### *Faculty*

Student Success Advocates recognize that faculty are key to University of Utah students' success. Given this, SSAs spend significant time talking to students about faculty and their classroom experiences. Sometimes this is a matter of rehearsing a conversation a student needs to have with a faculty member. Other times, it involves reaching out to faculty members on students' behalf. In addition to assisting students with navigating faculty relationships, SSAs also facilitate faculty efforts to provide supportive classroom environments for students. Two specific efforts reflect this commitment:

**E-LEAP PARTNERSHIP AND COURSE INTEGRATION:** SSAs are now embedded in all E-LEAP sections and partner with additional courses in the Block U program, Beacon Scholars program, and various courses that have been identified as high-DFW courses. This means that SSAs regularly attend classes, present short content- or skill-based presentations, are invited to talk with students regularly, and are often allowed access to course Canvas pages. SSAs connected with these courses **484 times**, which resulted in **17,962 instances** of interaction between SSAs and students in those courses. Both faculty and SSAs are enthusiastic about this model, noting that as trust develops between SSA, faculty, and students, interactions between become more meaningful. In the 2020-21 academic year, we will continue to partner with E-LEAP, the Health Sciences LEAP and Refuges LEAP, as well as our Block U colleagues to bolster our embedded model. Additionally, three SSAs (Jon Bernal, Lisa Lewis, and Leslie Cepeda) will stay connected to incoming students in the Summer Bridge and Pasifika Bridge programs throughout the academic year.

**FACULTY ENGAGEMENT WORK GROUP (FEWG):** We established this work group to determine how SSAs can more effectively work with faculty. The goals are to: 1) create a menu of workshops that provide students with time and stress management skills, study tips, and emphasize the importance of building a strong relationship with faculty to present in classes, and 2) increase faculty awareness of the SSA program and all it offers students. As the academic year progressed, this working group quickly evolved to think about faculty as well as staff when building support mechanisms for generally supporting students and raising awareness about the SSA program. As a result, FEWG successfully implemented a new feature on our SSA website called "supporting students." Within the "supporting students" tab, faculty, staff, and graduate teaching assistants can find resources that encompass requesting a presentation, referral forms to connect a student to an SSA, and how to support students around crisis or behavioral concerns. This addition to our website has yielded positive engagement, with minimal

marketing. Thus, we anticipate case-use to increase in the 2020-2021 year. In Table 1 below, we provide a brief description and analytics for the new features on our website. It is important to note that these numbers are not included in our previously reported total interactions – they are in addition to the direct engagement of the SSA team. We recognize that, as we move forward in the coming academic year amidst the COVID-19 pandemic, providing high-quality, easily-accessible, web-based resources will be essential for our work across campus. This is just one example of that effort.

*Table 1: Traffic for New Elements of SSA Website*

Page & Content	Page Visitors	Total Page Views
<i>Request a Presentation or Workshop</i> – Informational presentations or content-based presentations or workshops	33	55
<i>How to Connect (and Why) to an SSA</i> – Introduction information about the SSAs	68	123
<i>For Issues of Behavioral Concern or Crisis</i> - A menu of options, resources, and campus departments related to crisis, bias, and sexual violence	47	90

#### *Anchoring connections*

Student Success Advocates are all about connections. Our job is to connect students to the people, resources, and programs that support their success goals. Referrals are one way we connect students to campus resources. Our top six referrals are: Financial Aid and Scholarships, Department/College Advising, Academic Advising Center, Learning Center, Career and Professional Development Center, and ASUU. Table 2 shows our top referrals.

*Table 2: Top Referrals*

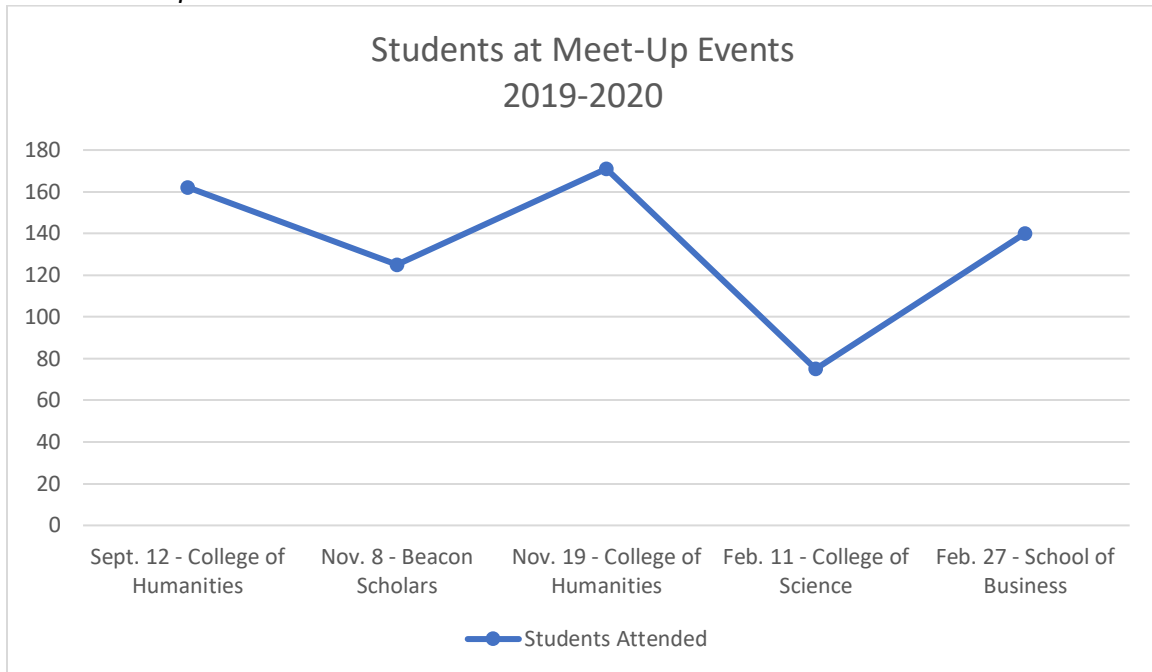
Office	Number of Referrals
Financial Aid/Scholarships	801
Department/College Advising	567
Academic Advising Center	365
Learning Center 311	
Career and Professional Development Center	247
ASUU	98

This year, as a result of feedback collected in previous focus group assessment, in which students suggested SSAs could connect them with other students with similar interests, we continued to offer Meet-Up events with the support of a Parent Fund grant from the Office of



Undergraduate Advancement. In the fall, we hosted three meet-ups. For the first and third events we partnered with the College of Humanities. For the second, we partnered with the Beacon Scholars program. Fall events provided **458 connections** with students. In spring, we partnered with the College of Science and the School of Business to host events where **215 connections** with students were established. Campus partners and students shared that they were thrilled with programming in “their spaces” and “appreciated the chance to connect in a casual way.” Figure 1 illustrates our Meet-Up participation over the 2019-20 year.

Figure 1: Meet-Up Events



COVID-19 shutdowns also created unique opportunities for the SSAs to create new pathways for students to connect with campus partners, opportunities, and resources. In late spring 2020, the SSAs began planning for a summer-long collaborative with one of our OSSE family members, the Office of Orientation and Transition. SSAs developed virtual spaces in which campus partners who would have hosted break-out sessions during in-person orientations were provided a forum to connect with students. Content and sessions were created for incoming students as well as their parents and families. In total, **16 virtual sessions** were offered in the months of June and July 2020. These sessions were recorded and are now live on a new webpage on the SSA site: [ssa.utah.edu/events](http://ssa.utah.edu/events). In Table 2 below, we highlight initial traffic to both our new events page as well as views of this recorded content.

Table 2: Events Web Page Traffic

Events Page	134 visitors	316 pageviews
Recorded Event Content	89 views	

The format and programming calendars the SSAs created through our orientation audiences provided the foundation and scaffold for the creation of summer events for returning students as well. The experience of hosting similar events (**10 total**) ranging from building a support team to providing virtual hang-out spaces for students has bolstered SSA plans (and skillsets) for fall 2020. A fall semester programming calendar is under construction at the time of this report.

Data collected through focus groups as well as individual notes to SSA illustrate how SSAs assist students in developing anchoring connections. We share some of these below:

“Student: I can’t wait to be with my friends in Utah and get back to school  
SSA: I hear you. It’s nice to have those social connections in-person vs. having to chat online or text. We are excited to have you back on campus.  
Student: I appreciate and also you reaching out to me and probably many other people during these difficult times.”

“With, like, my life circumstances, I did feel alone. My family was just different. Because I guess I’m one of the first-gen, not like first generation for college, but first generation here in the States. So, there is like, cultural differences. And so, like, every time there is like a bump in the road I just felt like, it was just, like, my own thing or it felt negative in like society. So, when I talked to [SSA] about these things, I felt less alone.”

“Having that connection helps me focus in a way that having a more general, like, support center doesn’t, because I know that, like, there is someone who is actually watching, and, like, that’s very helpful. And, it doesn’t ever feel judgmental, either – it’s very much just like, what do you need, and um pointing towards the things that are helpful -- oh I forgot to mention the workshop, there’s like, an ADHD workshop thing and I was going to and [SSA] pointed me towards that. So, just that kind of personalization and is it weird to say intimacy?”

#### *Financial support beyond the first year*

Financing a college education is an area of major concern for University of Utah students. This academic year, SSAs have provided support to **2420 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, 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 made **801 referrals** to the Office of Financial Aid and Scholarships for additional assistance.

New in 2019-2020, the SSAs were invited to participate in a partnership with the Alumni Association’s pilot program to support students beyond the first year. The Alumni Association

provided an initial gift of **\$25,000 for the SSA team award directly to students**. The SSAs worked with a representative from the Alumni Association to name the award, “We get it, stuff happens.” In the spring and summer 2020 terms, SSAs awarded financial support to **11 students** whose financial situations had changed in ways that made it challenging for them to pay their tuition. Two of these students were able to complete their degrees with the funding provided. We hope to renew this partnership in the 2020-2021 academic year.

In addition to the Alumni Association scholarship funds, a team of SSAs was awarded a **UGS Parent Fund grant of \$2,000** to support students who identify as international, undocumented or DACA-recipients, or are otherwise ineligible for federal financial aid funds. These scholarship monies will be support students beyond their first year of school. We are excited to report about the impact of these funds at the close of 2020-2021.

The following data highlight how SSAs support students in accessing financial support:

“I found out today that I got the internship with the Prison Project!!! I can’t thank you enough for helping me out, Erin Castro was extremely kind and informative and I can’t wait to start the position. It comes with a stipend that I will be able to access when the semester starts, so that will take a lot of stress off my shoulders.”

“SSA: [Student], how’s your semester treating you? Were you able to check out some of the resources we discussed?

[Student]: It’s going good! I actually got a job at education at work through one of the career resources you provided. So, thank you for that.”

“Hey [SSA]!

I did it! I got the job, I just got the email notification! Thank you for all your help and guidance throughout this process. I can’t tell you how excited I am about this opportunity 😊 They asked the same questions that we practiced and went over together, because of your help I rocked that interview.”

### *Navigating University processes and the physical environment*

Students find many challenges in the physical environment and University of Utah processes. From limited parking to construction that impedes their ability to move around the campus, students told us in E3 focus groups that we need to communicate better about changes to our physical environment. Students also indicated that they sometimes struggle with University processes such as admissions, financial aid, course registration, and transfer. Student Success Advocates assist students in navigating campus in a literal way, providing them with up-to-date information about construction and other changes, and by sharing their own secrets about making their way around campus. Student Success Advocates also assist students in navigating University processes, or referring them to offices that can help. Academic Advisors comprise one of our main campus partners, and in the past year, SSAs made **365 referrals to Academic Advising, 567 referrals to Academic Departments/Colleges, and, as mentioned above, 801 referrals to Financial Aid and Scholarships** to assist students navigating University processes.

The SSAs began to imagine how to build static resources for students to utilize in conjunction with these one-on-one interactions. As a result, the SSAs, most specifically Christine Contestable, built a new section on our Tools for Success page called “university policies and procedures” as a way to streamline various resources and processes students frequently navigate. The addition of this new section also coincides with the yield of a top 10 topic discussed with students as “appeals/petition for consideration.”

The quotes below illustrate the importance of SSAs in students’ navigation of the University:

“Yeah, it really helped talking to you as we were able to go through the process a lot more smoothly with who to talk to first; so, thank you again for your help and it's always stress-relieving to talk to you [SSA] 😊”

“[Student]: Thank you for contacting the HRE about my problem. My problem got solved...would’ve been impossible if you didn’t help me. Thank you  
SSA: I’m happy to hear from you. From what I was told, your willingness to speak up yesterday and communicate the fullness of your concern to HRE was a very important step towards resolving the issue. Are you getting a new room?  
[Student]: Yes, I’m getting a new room. Thank you very much. I’ve been talking to the hre office but they didn’t take it seriously before you contacted them  
SSA: I am very pleased that they have finally acted to address the situation. I’m also happy that I was able to advocate on your behalf and be of assistance in this way.  
[Student]: I’m so happy right now :)”

“I had another question for u but I wanted to thank u for telling me about the learning center it has been a huge help and I got an A on my midterm!”

### *Second class citizens*

In the E3 focus groups, students told us that many of them feel like they are less important to the University of Utah than other students. Identity (race/ethnicity, gender, age) can impact this, but major, being a commuter student, or not being an athlete also contribute. Student Success Advocates can help mediate this feeling by providing one-on-one, holistic attention to the details of students’ lives to assist them in determining what they need to be successful.

The COVID-19 pandemic has laid bare numerous disparities in health care and other areas. We know that many University of Utah students did not have access to the technological tools they needed to continue their education virtually. In the days immediately following the cancellation of in-person instruction, we expanded our WiFi hotspot program, doubling the number of hotspots available to students. Twelve hotspots were delivered to students, one of whom wrote, “Thank you for the use of this hotspot, which helped me finish my classes – and graduate!” While small in number, the hotspots had a significant impact.

The unrest around racial justice during summer 2020 also had a disproportionate impact on Black, Indigenous, People of Color (BIPOC) around the country and at the University of Utah. To

provide support to these students, SSAs leveraged their relationships with other offices on campus to provide virtual drop-ins centered on Dreamers, Black students, and LGBTQ students. We will provide similar spaces in the upcoming year, to assist students in knowing they matter.

The following quotes indicate how SSAs help students feel like they matter on the University of Utah campus:

“Hey, thank you again for all your support. It really has made all the difference, especially since everything’s completely went to shit. Whoops, sorry. Let me try again: I meant to say, ‘especially since we’ve had this opportunity to think about what’s really important in life.’ There. See. Positivity.”

“I’m going to say here that I’m a very, very niche category right, divorced, dad. Kind of more the older population right so, but it was nice to like hey, when I was talking to my SSA like yeah, what you’re going through is happening; however, like, you still belong here. Like you, you can still achieve and so it’s really nice. Having someone, instead of me having to undertake that on top of classes, on top of life, on top of, on top of, which is nice for someone to say play Secretary but be like, ‘Hey, I have this covered’, I just need yes or no answers for me right now. So that, so that was really helpful. But, Yeah, like I said, I understand I fit a very niche, place”

“Yeah um, yeah, I think SSAs are doing a really good job, and like, like making the campus inclusive and like making everyone, like, know that there’s a place they can go, like not just a counseling center, or their advisors, but something like, just no questions asked, we can go talk, you know or something like that.”

### **Additional Highlights from SSA Data**

#### *Interaction Data*

During academic year 2019-20, SSAs have had **54,125 interactions** with University of Utah students. As noted above, the total interactions far exceeded our growth goals. Of these interactions, 34% are significant, meaning the interaction was deep enough to collect contact information. Light interactions, (64% 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. The growth in light interactions this year was due to changes in how we track these interactions which allowed for more accurate measurement.

SSAs worked with students around numerous topics., which requires that they remain well-versed to support students in many different ways. This is illustrated in our top topic areas shown in Table 3.

Of the total interactions above, **17,962** were in class visits, which is a primary means for making introductions to students. Student Success Advocates were also active in tabling at a number of campus events, including Major Expo, Welcome Week, International Student Orientation, Transfer and New Student Orientations.

*Table 3: Top Interaction Topics*

Topic	Number
Classes/coursework	4369
Health & Wellness	2335
Scholarships	1263
Paying for College	842
Identity	395
Finding a Job	377
Housing	19
Finances	315

### *Tools for Success*

As part of our focus on empowerment for students (and in support of students), we continue to focus on building and compiling resources to assist students in identifying tools that align with their goals. To this end, Christine Contestable has added new sections to our Tools for Success web page. The first of those new sections includes content focused on “finding a community” where students can navigate opportunities and resources related to academic, identity, and involvement. The second focuses content around “university policies and procedures.” The addition of these sections puts new information into a high-impact visit location on our website. In the 2019-2020 academic year, our Tools for Success site had **5,198 visitors**, including **4,089 new visitors**, who viewed the Tools for Success page **8,132 times**. We experienced a tremendous jump in traffic at the beginning of the COVID-19 pandemic; the SSA site housed central information prior to the build-out of the university-hosted COVID-19 site.

### *Outreach Ambassadors*

The evolution of our undergraduate Outreach Ambassadors (OA) program has supported SSAs’ focus on significant interactions with students. Unfortunately, COVID-19 disrupted both the growth and the continuation of our OA program. We provide abbreviated highlights from the 2019-20 academic year. This year’s 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. The Outreach Ambassadors continued to host a weekly, mobile Quick Answer Desk, which traveled to locations such as the Marriott Library, University Union, and Peterson Heritage Center. This cross-campus collaboration with Academic Advising peer mentors and Career Ambassadors from the CPDC yielded interactions with over **220 students and staff members** who stopped to engage around general questions, time-management, scholarship resources, resume support, and study skills. Outreach Ambassadors provided basic information in response to students’ concerns, including finances and motivation. They also made **55 referrals** to SSAs and other campus partners. We will offer the Quick Answer Desk as an Outreach Ambassador endeavor when the fiscal landscape improves and will provide OAs with additional training around campus resources and customer service, active listening, and referrals.

Additionally, in fall, 2019, the OAs conducted three focus groups to support OSSE assessment efforts. Pisti Gamvroulas, Bethany Moos, Brandon Gregorian and Oliver contributed to this effort, with support from Shawn Coon (GA) when COVID-19 prompted campus shut-downs and disrupted student employment opportunities. These data provide illustrations of our work with students in this report.

### *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 **101 different initiatives**, offices, and programs on campus. Team members serve on the Weeks of Welcome Committee, the College Recruitment Committee, Academic Appeals Committee, Appreciative Advising Committee, Online Student Success Committee, the Homeless Student Task Force/Basic Needs Center, and have served as committee members for several campus searches during the 2019-20 academic year. They serve as advisors for student organizations and facilitate Sophomore Rise workshops. Across campus, SSAs have made **over 35 presentations** to offices and organizations, reaching **nearly 1000 students**.

Faculty are another key partner on campus. During the 2019-20 academic year, SSAs visited classes **484 times**, which resulted in **17,962 interactions** with students. As a result, we created the Faculty Engagement Committee, charged with growing these important partnerships. This charge is discussed in more detail in the goals section of this report.

### **Goals**

The 2019-20 goals detailed below for the SSA program focus on four primary areas: continuing to grow our numbers of interactions, increasing faculty partnerships, developing a series of workshops for classrooms or other small groups, and deepening our use of Civitas.

#### *Increase Interactions*

Our target growth for 2019-20 was 10%. As noted previously, we increased our growth by an astounding 129%. In 2020-21, we will again try to increase our overall interactions, with a goal of 2%. We feel confident we can reach this goal because we have improved our interaction tracker, and we anticipate full participation with 11 SSAs in the fall. This is also a reasonable goal considering that the quantity of our interactions may decrease in the virtual environment. To support our planned growth, we are developing a virtual event calendar, recording video-bios of each SSA, planning a texting/calling campaign, and increasing our use of Civitas while exploring additional technology platforms to expand our reach in our new remote world.

#### *Increase Formal Faculty Partnerships*

Our partnership between the E-LEAP faculty and SSAs has been very productive, both for SSAs and for the faculty involved in this partnership. Other LEAP faculty have approached us asking if they could be part of the partnership. For 2019-20 we added all E-LEAP sections, the Health Sciences LEAP, and the Refuges LEAP. In 2020-2021, SSAs will partner with a new Food and Water Justice section connected to the Summer Bridge program. SSAs will be fully embedded



in these classes in the coming year, and we will evaluate the impact of the partnership again in the spring to determine whether future growth is needed.

Our collaboration with the Block U program has evolved over the years and 2020-2021 provides a new opportunity for SSAs to connect with faculty and a new Block U coordinator. An SSA will be connected to each Block U offering in the upcoming academic year and will aim to incorporate video bios, video announcements, and support to faculty through marketing efforts that highlight our “supporting students” tab on the SSA website.

#### *Faculty and Instructor Engagement*

Many students come to the SSAs through faculty referrals. Because we recognize that faculty are valuable partners in supporting student success, we created a Faculty Engagement Committee, consisting of Christine Contestable, Jeilani Athman, Jon Bernal, Loretta Rowley, and April Ollivier. This group is tasked with developing two strands of options for engaging faculty. First, along with the UGS marketing team, we will develop a communications plan for faculty about the resources we offer to support students. This plan will include information for faculty along with a timeline of the best times to reach out to faculty and instructors, including video content that faculty can embed in Canvas, as well as suggested syllabi statements for faculty and instructors to add to their course syllabi. Second, the group will work closely with the Learning Center to develop workshops related to learning and student success that can be delivered by either SSAs or Learning Center team members.

#### *Increased use of Civitas*

Student Success Advocates were recently introduced to a new *Inspire* platform created based on the success of the *Inspire for Advisors* software, part of the *Civitas* suite for developing on-time interventions to ensure student success. Several team members are beginning to format the new *Inspire* for mass emails to students around events related to students’ majors or career interests, academic success skills offered across campus, or other resources appropriate to the students they are working with. In the coming year, we will deepen our use of this tool to join Academic Advisors in providing just-in-time support to students by monitoring students in Advocates’ caseloads for sudden decreases in predicted persistence. We are excited to provide personalized support to students, and work in tandem with the Academic Advising Community. We will also use the new *Inspire* as an electronic appointment system for SSAs to offer students an opportunity to schedule through a scheduling assistant.

## **NEW UNIVERSITY SCHOLARS**

### **Our Mission**

New University Scholars are exceptional, accomplished students with diverse backgrounds and life experiences. Admission to the New University Scholars program is by invitation only. These scholars are chosen through the holistic admissions process at the University of Utah, which places importance not only on high grade point averages and test scores but also on community involvement, service-related experience and a demonstrated commitment to improving the world around them.

## **Our Staff**

### *Director*

Amy Aldous Bergerson

### *Student Success Advocates*

Melanie Lee

Jeilani Athman

## **Our Contributions to an Exceptional Educational Experience**

New University Scholars is a learning community enhancement offered to a group of specially selected students. New University Scholars are required to enroll in a learning community, attend monthly dinners where they learn from Student Success Advocates, maintain enrollment in 15 credits per semester, and maintain a 3.0 GPA. In their second year, New University Scholars participate in leadership education and are required to engage in some type of leadership – broadly defined – on campus. They receive a \$2000 annual scholarship. New University Scholars addresses the following areas that students in E3 focus groups told us were important to them: connections across courses and extra/co-curricular experiences, clear understanding of how college courses and experiences relate their future endeavors, anchoring connections that change their campus experiences, strong awareness of on-campus events and resources, and financial support beyond the first year. Below we discuss how we support these areas for students.

### *Connecting across courses and connecting college to the future*

New University Scholars are required to participate in one of five partner learning communities: Beacon Scholars, BlockU, Diversity Scholars, Humanities Scholars, or LEAP. The learning communities partnering with NUS are committed to assisting students in integrating their courses and developing the ability to tell the story of their education in a way that will contribute to their future endeavors. The activities in which New U Scholars engage continue these conversations outside of the classroom. A few of these activities from the 2019-20 year illustrate how these connections are made. Students:

- Developed skills for managing time and stress as new University of Utah students
- Engaged in discussions about leadership and their plans for making an impact at the University of Utah
- Worked through a “trash your values” exercise in which they had to winnow down a long list of personal values to one, which reflected the core of their value system
- Learned how to translate their leadership experiences to other contexts so that they are prepared to talk about their leadership in job and graduate school applications. We asked students to gauge their confidence level in articulating their leadership philosophy at the beginning and again at the end of the year.

Through these activities, we responded to the need identified by E3 focus group participants to receive assistance in making connections across their coursework and extracurricular activities to enhance their learning now and prepare them for their future.

### *Anchoring connections*

One of the goals of the New University Scholars program is to help break a large university down into more manageable sub-communities. Students learn in smaller classes in their learning communities, and develop relationships with other students in those learning communities. Some of the learning communities also incorporate out-of-class opportunities for students to work, learn, and enjoy together as a way to build community. NUS monthly dinners provide another opportunity for students to gather with their learning community friends, and expand that circle of connections to students in other learning communities. Although we have not formally assessed New U Scholars to determine whether the program increases their sense of community, we do know that many students in the E3 focus groups indicated that anchoring connections formed in their learning communities.

We also know that anchoring connections develop with staff across campus. NUS provides students with the additional opportunity to work closely with a Student Success Advocate. First-year students work on developing study, stress, and time-management skills, and second year students work on leadership development. Both of these curricula are developed and implemented by Student Success Advocates to meet the specific needs of first- and second-year students, so students not only learn from the Advocates, but they get to know them on a close level. The goal is to encourage relationships with the SSAs that can also serve as anchoring connections at the University.

### *Awareness of on-campus events and resources*

In response to changing our NUS student profile to one that represents the middle range of students, we have added a number of supports to the program. One of these is this year's focus on college success strategies for first year students. As part of this curriculum, presented at the monthly dinners, we integrated information about campus resources that support students' success. From learning how to access counseling services, academic advising, and career development support, to understanding how internships, undergraduate research, and community-engaged scholarship can enhance their University experience, we talk constantly about the options available to make the most of their time in college. And, in the second year, we get students thinking about what their impact on the University will be, which further exposes them to resources and opportunities.

### *Financial support beyond the first year*

Each student in NUS receives a scholarship of \$1000 per semester for the four semesters of the program. To maintain this financial support, students are required to stay enrolled in 15 credits each semester, maintain a 3.0 GPA, and attend all monthly NUS meetings. Students who leave the program for any reason are not able to retain their funding. We work to accommodate students as much as possible to ensure that the funding needed to support their success stays in place. We lost a number of students from the 2018-19 first-year cohort due to low GPAs, not fulfilling the meeting requirement, and not completing 15 credits per semester. We redoubled our efforts to support student success and focused on college success skills in the first-year

curriculum, and had much better results in the 2019-20 year. Table 4 below illustrates enrollment in the program.

Table 4: *NUS Enrollment 2014-2019*

	F 2014	S 2015	F 2015	S 2016	F 2016	S 2017	F 2017	S 2018	F 2018	S 2019	F 2019	S 2020
<b>1<sup>st</sup>-year Students</b>	53	45	55	43	53	54	30	24	40	37	33	30
<b>2<sup>nd</sup>-year Students</b>	20	14	36	31	33	32	38	36	11	8	32	29

### *Thinking Forward*

While the New University Scholars program clearly contributes to several aspects of an exceptional educational experience, we have thought carefully about the resources going into the program relative to the outcomes. With the decreasing number of students taking advantage of the program, and changes in the University’s recruitment goals, we decided this year to discontinue the program. We will follow the 2019 cohort through the coming year, but did not admit a 2020 cohort. This decision reflects the need to periodically evaluate the outcomes of programs and make the difficult decision to discontinue those programs that do not meet the intended outcomes.

## **SUMMER BRIDGE**

### **Our Team**

#### *Student Success Advocates*

Lisa Lewis  
Jon Bernal

#### *LEAP Instructor*

CoCo James

At the request of Provost Dan Reed, we partnered with Enrollment Management, LEAP, the Learning Center, and Housing and Residential Education to develop a summer bridge program for students who would otherwise not be able to attend the University of Utah. The Admissions Office selected students to invite to a 5-week residential program during the second session of summer term, with an initial goal of enrolling 25 students. Thirty-seven students accepted our invitation to be part of the program prior to the suspension of in-person operations due to COVID-19. Once the bridge program was moved to fall and did not include the residential portion, 82 students accepted the invitation to participate.

Due to the changes in the program, the logistics became quite complex. We set aside two sections of LEAP just for summer bridge students with CoCo James as the instructor. Students interested in engineering will enroll in specific E-LEAP sections, and those interested in health professions will enroll in specific Health Professions LEAP sections. Three sections of Writing 1010 were set aside for summer bridge students. Several students placed into Writing 2010,

and these were allowed to select any section that fit their schedule. As of the writing of this report, 50 summer bridge students are enrolled for fall semester. Plans for reaching out to ensure more of these students register are in implementation now.

Jon Bernal and Lisa Lewis will work directly with summer bridge students over the course of fall semester, utilizing the WayFinder curriculum, which focuses on the transition from high school to college. Bridge students will be required to attend two virtual meetings per month to work through this curriculum. Peer Advisors from the bridge-specific LEAP sections will help facilitate this curriculum as well.

The Learning Center has identified four writing tutors who will be assigned to work specifically with summer bridge students. Weekly drop-in hours will be scheduled, and tutors will also be available to work individually with these students.

Summer bridge students are required to complete 12 credits with a 2.5 GPA and attend all bi-monthly SSA meetings in order to continue their enrollment at the University of Utah. The goal is to provide wrap-around support for students who are likely to struggle their first semester. We will monitor their progress closely using Civitas, and do everything we can to ensure these students' success in the fall, despite the fact that the over-enrollment of the program and the virtual modality may not be ideal.

As we look to next year, we will need to determine how to offer the summer bridge program virtually in the summer, if we are still not able to host the program on campus. And, we will need to think carefully about how many students we invite, given the limitations of courses and SSA support. It will be exciting to see how this program evolves.

### **HOMELESS STUDENT TASK FORCE**

Student Success Advocates have been at the forefront of an initiative providing support for students on campus who are experiencing displacement or homelessness. Working in partnership with the Women's Resource Center, Housing and Residential Education, Financial Aid, and University Student Apartments, the SSAs assisted **319 students** for whom stable housing was an issue. Notably, this is more than *four times* the number of students we assisted in the same time frame last year (72). Twenty-two of these students completed the HSTF Intake Form, through which they requested emergency funding support. This section of the report is not organized around E3, as the support provided by the HSTF centers on ensuring the success of students who face extreme challenges in persisting in college. Many of these students cannot even begin to imagine finding an anchoring community because they do not know where they will sleep at night or where their next meal will come from.

At the beginning of fall 2019 we had \$15,155 of the original \$20,000 (we have also received a number of donations through development) set aside in an account to fund the HSTF. These initial funds were provided by the Vice President for Student Affairs and the University Student Apartments. Table 6 displays how these funds were allocated to support students during the 2018-19 academic year. In reviewing this data, it is important to note that not every student

who approaches our team actually utilizes the emergency funds. SSAs provide holistic support to these students that often extends beyond financial resources.

*Table 6: Allocation of HSTF Funds 2019-2020*

Type of Service	Number of Students Served	Amount
Payment of rent or housing deposit	1	\$900
Miscellaneous expenses (personal hygiene supplies, insurance and cell phone payments, utility payments)	2	\$69.45
Housing in Promise Apartment (USA)	6	Offered at no cost or reduced cost to student.

This year we also benefitted from a \$20,000 Wells Fargo donation to supplement the HSTF emergency fund. Wells Fargo’s money provided flexibility in how we supported students. Because the funds are private monies, the students we supported were almost all international or undocumented. These funds also remained in the Office of Undergraduate Studies after our regular HSTF funds were centralized due to COVID-19. The funds provided **5 students, who were not eligible to receive the centralized funds with support for a total of \$9,145**. We are grateful to Erica Marken for championing our work with Wells Fargo to secure these funds.

As mentioned above, the HSTF is now moving to a new name, location, and reporting line. The new Basic Needs Center will be housed in the Student Union and will report to Bryan Hubain, the Assistant VP for Student Development and Inclusion. The SSAs will join seven other campus offices rotating through the Center on a weekly basis. With the help of Erica Marken, we secured a \$50,000 gift from the Sorenson Foundation to build out the space in the Union. Architectural drawings indicate that we will have enclosed offices for staff staff, a front desk, and cubicles for graduate assistants in the new space, which is located next to the Feed U Pantry. We are thrilled that our work with the HSTF is growing and expanding in this way, and look forward to continuing our support of these most vulnerable students.

### **CIVITAS**

As mentioned above, the primary role of the Office of Student Success and Empowerment in the Civitas initiative, is to send population-based nudges that address issues common across students based on the academic calendar. In the 2019-20 academic year, we sent 142,338 individual messages to students through this format. This was more than double the messages sent in the previous year. Messages were sent to: first-time, first-year students, sophomore students, transfer students, and online students. Four messages went out fall semester, timed to let students know that we care about them as they tackled the various challenges. In the spring, six messages were sent, three of which were regularly scheduled messages and three more related specifically to COVID-19 and the campus disruptions associated with it. Messages went to students’ preferred email boxes and open rates varied from 40% to 90%. About 5% of

students respond to the messages; some just acknowledge the message, but many others express appreciation, or ask for support around specific issues. We respond to *every* message we receive in response to Civitas nudges. Below is a sampling of messages received:

“My name is [parent], my son [student] just finished his freshmen year at the U. With his permission, I have access to this email, which has given me the opportunity to read the messages you've sent. I just want to thank you for your encouragement. As the parent of an out-of-state student, it is a great comfort knowing how dedicated you are to your students. It was very much a part of our college selection process that [student] attend a school where he would feel supported by resources and faculty. Honestly, it is the main reason we did not choose a university in our home state of California. Sincere thanks for helping confirm our initial assessment that the U is the right place for our son. [Student] is very happy and thriving, and he loves being a Ute! We are all excited about [student's] continued success, and feel certain each year will bring even more incomparable experiences, relationships and memories. I realize it's been an unusual end to the year, but we are very pleased with the transition by [student] and his professors to the online format. That being said, we very much look forward to returning to campus in the fall.”

“Thank you Amy. Thank you for the encouraging words throughout the semester. It is nice to know that the University of Utah takes such care in each student. I am sure you don't always hear it but I really do appreciate you. You are a great cheer leader. Wishing you all the best too. Be safe and be strong and stay healthy.”

“These emails keep me going and inspired, I appreciate them! Thanks for all you do!”

“It's been rough year and the last six weeks have been even harder. I just wanted to say thank you, this email was a little gesture that means a lot during these trying times.”

“Thanks Amy! This note made my day. I'm a bit antsy about the the exams coming up but I think I will do okay.”

“Thank you so much for this email! I didn't even realize midterms are almost here and your email with “keep going one step at a time” was really sweet.”

“Hello! Thank you so much for reaching out to me, especially at this stressful time. Freshman year and I'm still figuring things out! I'm definitely going to take advantage of this [SSA] resource!”

These quotes indicate that the purpose of these messages, which is just to help students know that we are interested in them and have options for supporting them, was met. In the case of the COVID-19 messaging, several students responded indicating they were struggling with professors who had either stopped teaching, or were not responding to students. These



messages allowed us to contact colleges and departments directly for help with resolving the students' situations. Additionally, these messages shaped some of the questions we asked students and staff in our E3 research related to COVID, which is described below. Civitas is an important tool for identifying individual students who need support, receiving important information in response to nudges, and providing students with the sense that someone out there is interested in their well-being.

As we move forward, we are excited to engage new features of Civitas *Inspire*. These new features will allow SSAs to use Civitas as an appointment scheduler, create groups of students they want to contact, and better understand how to support students they are working with. At the administrative level, we will customize our fall 2020 messaging to incorporate the various modalities in which fall semester courses are being offered, and will use our nudging capabilities to continue to encourage students to connect to the resources available to them across a number of modalities.

### **EXCEPTIONAL EDUCATIONAL EXPERIENCE RESEARCH (E3)**

The Exceptional Educational Experience is an important commitment, and the Office of Student Success and Empowerment is proud to be the home for the research component of this presidential initiative. Over the last year, the research has flourished. After completing our student-focused research in 2018-19, we turned our gaze to staff this year.

In phase 2 of the research, Shawn Coon and Vanessa Johnson, ELP Doctoral students, completed 25 interviews with staff across campus. We focused on individuals in both Academic and Student Affairs, who have extensive contact with students. We asked these individuals to talk about our findings from the student section of our research, and to discuss how they support students' exceptional educational experience, and how the University can best support that work. Table 7 illustrates general themes emerged from these conversations.

After on-campus operations were suspended due to COVID-19 in March, we decided to go back to staff and talk with them about how the pandemic and the suspension of University on-campus operations impacted their work with students. And, later, we determined that we should also interview students and faculty about their experiences. We assembled two research teams to assist with this additional research. Shawn Coon, and two undergraduate students, Chris Wallace-Carrete and Marilisa Vega, conducted 19 interviews with the same staff we interviewed earlier in the year, and a team of 11 ELP doctoral and master's students conducted over 150 interviews with faculty and students. We are in the process of analyzing these extensive data and will consider the best outlets for sharing the next phase of the work with the campus community.

*Table 7: E3 Staff Themes*

Safety	Staff are surprised that safety is not a concern for students. They repeatedly stated that students do not feel safe on campus. They feel that students have lost trust in the institution and that the most recent
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	efforts with regards to safety have been more about public relations and less about protecting students.
Silos	Staff feel disconnected from other staff on campus. There is a clear lack of communication between departments which impacts their ability to serve students. Staff feel they are not given the information and/or training that they need to effectively work with students.
One Title, Many Jobs	Almost every staff member made mention of how their job title does not match with what they actually do. They often have a variety of responsibilities that extend far beyond the scope of their position.
Streamline Processes	Staff offered a variety of solutions for issues related to processes. This includes more cross-training between departments, automation of nominal processes, and clearer direction from central campus.
40,000 Fear	Staff feel trepidation related to the push to recruit and admit 40,000 students. When asked, staff members shake their heads, roll their eyes, and look bewildered about how to reach this goal.

Year three (2020-21) will involve a similar process to phase 2, but with faculty. We plan to wait to interview faculty until spring when we hope that COVID will not be such a disruptor for the campus community. By the time we write our 2020-21 annual report, we should have a clear picture of what students see as pain points and how those who work closely with students view the institution as part of or a solution to those pain points. This picture will then contribute to a plan for alleviating those pain points – for all of those who are involved in the Exceptional Educational Experience on the University campus. We are excited about this ongoing work and look forward to sharing our results with campus constituents as well as seeing these efforts lead to changes that will support President Watkins’ vision for students’ experiences.

**LEADERSHIP STUDIES MINOR**

Under the direction of Melanie Lee, the Leadership Studies Minor has experienced enrollment growth, increased organization, and energy that had been missing from the program for several years. Below, we detail the advancements taking place in the minor.

*Growth and Development*

At the close of 2018-2019, the Leadership Studies Minor had **8 students** enrolled. At the close of 2019-2020, that number has grown to **14 students**. A total of **6 students** will graduate in summer 2020 with the Leadership Studies Minor designation on their transcript, with an additional **2 students** from the Utah Asia Campus earning the same distinction. While somewhat incremental, the positive trajectory of declared minors is promising.

Other data provide a sense of optimism around our goals to not only increase declared minors, but also to increase enrollment in our core courses. Below, in Table 8, is a snapshot of five-year historical data, current enrollment for fall 2020, and projected goals for future academic years. Pending budget requests, we hope to offer one section of each core course in all academic terms.

Table 8: Leadership Enrollment Over Time

AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	AY 2019- 2020	Proj. AY 2020- 2021	Actual *July 2020	Proj. AY 2021- 2022	Proj. AY 2022- 2023
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LDRSP 2020: Foundations (Fall)
(LDRSP 2020 - when a second session was offered- Fall)
LDRSP 2020: Foundations (Spring)
LDRSP 4100: Leadership Practicum (Fall)
LDRSP 4100: Leadership Practicum (Spring)
LDRSP 4750: Capstone (Spring Only)
LDRSP 4750: Capstone (Projected Fall, AY 22-23)
LDRSP: Special Topics/Core Course (Projected Summer 22-23 Offering)

15	21	7	13	15	13	20	20
14	12	n/a	n/a				
14	4	5	12	15		20	20
9	12	2	1	10	7	15	15
n/a	n/a	n/a	3	10		15	15
6	12	5	2	10		15	15
							15
			2*				15

\*Suppressed, asynchronous section offered for UAC students not returning to Salt Lake City, UT

Marketing efforts are underway to reach these enrollment goals. First, we have partnered with Continuing Education & Community Engagement on a rebranding process for the minor. The beginning phases of this rebrand are now available on our website: [leadershipstudies.utah.edu](http://leadershipstudies.utah.edu) and can be viewed in the screen capture below. We recently recorded an overview of the minor, including curricular requirements, so that students could learn more about the minor. In fall 2020, we will participate in the virtual major expo to represent not only the Leadership Studies Minor, but also the Bachelor of University Studies and the Veterans Studies Certificate.



### *Advisory Council*

As part of the revitalization of the Leadership Studies Minor, the Advisory Council has been reformed and charged with new tasks. The current advisory council is comprised of the following individuals who represent an interdisciplinary focus, provide historical context for the program, and highlight partnerships across UGS.

Dr. Amy Bergerson – Senior Associate Dean, UGS

Dr. Karen Paisley – Associate Dean for Academic Affairs, College of Health

Dr. Taunya Dressler – Assistant Dean for Undergraduate Affairs, College of Humanities

Andi Witczak – Associate Director, Community Engaged Learning, Bennion Center

Erica Andersen – Director, Student Leadership & Involvement

Melanie Lee – Associate Director for Education, Support & Assessment, Office of Student Success & Empowerment

The advisory council convened three times in 2020 to develop the following goals for the 2020-2021 year:

- Develop evaluative rubrics for elective category courses to aid in scheduled elective audits and petitions for consideration of exceptions
- Refine and rearticulate learning outcomes with assessment metrics, for an anticipated deployment in 2021-2022
- Create hiring criteria for staff instructors

By focusing on multiple avenues of the Leadership Studies Minor, we hope to infuse a strong foundation in the exceptional educational experience. A brief overview of how we have already started focusing on findings from the E3 data is detailed below.

*Smoother processes such as admissions, financial aid, and course registration*

In an effort to support students' degree progress, the process of academic advising includes a semester-by-semester outreach process for each declared Leadership Studies Minor. This email outreach contains a student's degree audit report as well as a completed advising sheet, and a summative message about remaining requirements. The advising sheet below provides students clear information about the organization of their core course requirements and elective category courses, outlining which courses count towards the Leadership Studies Minor and carry a General Education designation. Each May, the advising sheet is updated in conjunction with staff in the General Education office. We hope to have an electronic version of the advising sheet available for students on our website so they feel empowered to explore the ways the minor can enhance their student experience.

*Connections across courses and understanding of how college courses and experiences relate students' future endeavors*

Within the *LDRSP 2020: Foundations of Leadership* and *LDRSP 4750: Leadership Capstone – Reflections on Leadership* courses, we have begun to scaffold students' connections across their courses (in- and out- of the classroom), as well as across their courses in the minor. In addition to weekly worksheets, reflection prompts, and group-discussions, two specific projects support students in making intentional connections in their learning and experiences, while integrating their plans for the future. The first project is the final project in *LDRSP 2020*, where students design a leadership education experience for others. Students are encouraged to build this project as authentically and realistically as possible. They are charged with identifying an audience, selecting various leadership models, ideas, or philosophies, detailing the experience they have designed, and assessing their designed experience. Similar to, and inspired by the Bennion Scholars program, this project brings together unique interests that students carry in their leadership roles and processes, while providing an avenue to create and learn with the hope of implementation in *LDRSP 4100: Leadership Practicum*.

The second project provides a book-end in the *LDRSP 4750* course where students build a project that represents how courses, experiences, and learning synthesize to inform their approach to the leadership process. The data points for students include, but are not limited to, courses while in, and adjacent to, the Leadership Studies Minor, as well as formal and informal roles of leadership. The course is designed to revisit experiences students had in previous courses by inviting reflection around course readings, videos, and activities.

Leadership Studies Minor | Advising Checklist

Student Name:	Date:
Major(s)/Minor(s):	UNID:
Advised By:	Catalog Year:

REQUIRED COURSES	Credit	✓
LDRSP2020 – Foundations of Leadership	3	
LDRSP4100 – Leadership Minor Practicum Seminar	4	
LDRSP4750 – Leadership Capstone: Reflections on Leadership	3	

ELECTIVE COURSES

(Cat. 2 Continued)

Category 1: Ethical and Cultural Foundations

Complete at least 1 course from the following list.

Course #	Course Title (Cr.)	✓
BUS1050/BUS1051 BF	Foundations of Business Thought (3)	
COMM3505/COMM1500	Introduction to Media Business and Ethics (3)	
COMM6660	Media Ethics: Graduate (3)	
EDPS3010 DV	Identity and Inclusivity (3)	
ETHNC3420	American Racism (3)	
ETHNC4540/HIST4540 DV	Chicana/o History Since 1870 (3)	
GNDR3100	Medusa and Manifestos: Identity and Protest in the Information Age (3)	
GNDR4610/HIST4610	Women in American History Since 1870 (3)	
HIST4370	History of American Social Movements (3)	
HIST4380	U.S. Environmental History (3)	
PHIL3500 HF	Ethics (3)	
PHIL3510 HF	Business and Professional Ethics (3)	
PHIL3530 HF	Environmental Ethics (3)	
PHIL3700 HF	Political Philosophy (3)	
PHIL3730 IR	Justice and International Affairs (3)	
PSY2500	Social Psychology (3)	
PSY4963	Honors Topics in Personality and Social Psychology (3)	
SOC3334 DV	Class, Race, & the American Dream (3)	
SOC4085	Cities and Communities (3)	
SP ED3020 IR	Special Education Globalization and International Perspectives (3)	
SW3350	Social Diversity and Cultural Understanding (4)	

Category 2: Group, Organizational & Community Contexts

Complete at least 1 course from the following list.

Course #	Course Title (Cr.)	✓
ART3450	Synthetic Sculpture (3)	
ARTH3450	Land Art and Experimental Geography (3)	
CMP3100	Planning Theory and Practice (3)	
CMP3101/HONOR3101 BF, HF	Honors People and Place (3)	
CMP3250	Planning Process and Methods (3)	
COMM3170	Introduction to Organizational Communication (3)	
COMM4030	Leadership and Community Engagement (3)	

ECON4670	Economics Research in the Community (3)
EC55709	Building Family-School Partnerships for Youth Success (3)
EDPS3010 DV	Identity and Inclusivity (3)
ELP4540 DV	Cultural Diversity in American Colleges & Universities (3)
ETHNC2520	Diversity Scholars: Students of Color Navigating a Predominantly White Institution (3)
GNDR3200	Westside Leadership Institute (3)
GNDR3400	Girls' Lives: Community Engaged Learning (3)
GNDR3500 BF	Where We Stand: Social Science Perspectives on Gender and Youth (3)
H EDU3050	Community Health Issues (3)
HNKLY4100/SW4100	Global Community Based Research (3)
HONOR3005	International Leadership Academy (3)
LDRSP2040	Leadership in Community (3)
LDRSP3960	Leadership Development in Higher Education (1-3) (OOT Leaders Only)
MGT3680	Human Behavior in Organizations (3)
MIL53020	Applied Leadership in Small Unit Operations (3)
MIL53960	Military History Leadership in Adversity (3)
MUSC4100	Career Development (3)
PCS4950	Creating Inclusive Communities Through Dialogue (3)
PHIL3730 IR	Justice and International Affairs (3)
POL53026	Civic Engagement and Social Change (3)
POL53150	The American Presidency (3)
POL53700	Urban Politics (3)
POL53827	Student Lab for Social Change (3)
PRT3320	Recreation Programming and Leadership (4)
PSY4450 DV	Intergroup Relations: Our Prejudices and Stereotypes (3)
PSY4963	Honors Topics in Personality and Social Psychology (3)
SOC3020	Social Psychology (3)
SP ED3020	Special Education Globalization and International Perspectives (3)
SW4100/HNKLY4100IR	Global Community Based Research (3)
THEA4615	Theater for Young Audiences (TYA) (3)
THEA4630	Theatre for Social Action (3)
UGS2030	Introduction to Civic Leadership (3)
UGS2230 HF	BlockU: Global Citizenship (3)

Category 3: Practical Skills, Instruments & Processes

Complete at least 1 course from the following list.

Course #	Course Title (Cr.)	✓
BUS3211	Do You See What I'm Saying? Leadership as Communicative Performance (3)	
COMM1270 HF, QB	Analysis of Argument (3)	
COMM4030	Leadership and Community Engagement (3)	
COMM4170	Applied Organizational Communication (3)	
COMM5170	Contemporary Issues in Organizational Communication (3)	
ECON4670	Economics Research in the Community (3)	
ENVST3011	Wilderness, Leave No Trace, and Leadership (1-4)	
FILM3520 FF	Documentary and Social Justice (4)	
GNDR3200	Westside Leadership Institute (3)	
HNKLY4100/SW4100 IR	Global Community Based Research (3)	
HONOR2950	Honors Negotiations (3)	
LEAP1250/PHIL1250	Reasoning and Rational Decision Making (3)	
MGT3750 CW, DV	Managing Diversity in Organizations (3)	
MGT4860	Managing Organizational Conflict (3)	
MGT5830	Leadership, Power, and Supervisory Behavior in Organizations (3)	
MIL51010	Introduction to the Army and Critical Thinking (2)	
MIL51020	Introduction to the Profession of Arms (2)	
MIL52010	Leadership and Decision Making (3)	
MIL52020	Army Doctrine and Team Development (3)	
OIS2340 QB	Business Statistics (3)	
PCS4950	Creating Inclusive Communities Through Dialogue (3)	
PHIL1250/LEAP1250	Reasoning and Rational Decision Making (3)	
PRT3205	Hospitality Supervision (3)	
PRT3320	Recreation Programming and Leadership (4)	
PSY2125	Everyday Decision Making (3)	
PSY3440	Personality Theories (3)	
PUBPL3100	Survey Research for Public Policy (3)	
SW4100/HNKLY4100 IR	Global Community Based Research (3)	
UGS3025	Capstone Methods (3)	
WRTG3010 CW, HF	Critical Thinking and Writing (3)	

\*Students may add other courses in the elective categories with Advisor Approval

### *Faculty to understand their essential role in the student experience*

Prior to the formation of hiring criteria for Leadership Studies Minor instructors, we lean on the expertise of the Student Success Advocates (or OSSE staff) to teach courses in the minor. The student-centered, holistic approach that SSAs infuse in their work provides a natural pathway for SSAs to understand the essential role of faculty in the student experience. Jon Bernal, April Ollivier, and Melanie Lee, have blended their roles in OSSE to support students in the Leadership courses by connecting students to resources and opportunities outside of the classroom. For example, Jon Bernal connected with multiple campus partners to build a practicum for a student in spring 2020, while April Ollivier supported a student in her class to prepare for and run for office in their student organization. In the future, we hope to identify and hire faculty and staff instructors who embody similar ideas around supporting student learning.

### *Financial support beyond the first year*

While a modest contribution in the grand-scheme of the whole university, we are doing our part to provide some financial support beyond the first year. We reserve a small portion of our operating budget to support student attendance at conferences or other learning opportunities related to leadership. In the 2019-2020 year, we planned to support **20 students** in conference fees, while ultimately **3 students** were supported because of cancellations caused by COVID-19. Additionally, we supported **12 students** in a low-ropes course experience in their classroom space. We will continue use these funds to support student engagement in leadership-related activities in the future.

## **SUMMARY**

Academic year 2019-20 has been exciting and challenging for the Office of Student Success and Empowerment. We have experienced significant growth as an office, and our programs are thriving. The continued investments in student success through our programs has allowed us to continue making a difference in students' lives. We look forward to continuing this work in the coming year, and to deepening our programs' roles in ensuring an Exceptional Educational Experience for all students regardless of the modality in which they will be experiencing COVID. We have extensive plans for increasing virtual outreach to students, including those who have not engaged with our programs before. We have lofty goals and plans to assess our efforts in ways that will allow us to tell a compelling story about our work. We are grateful to the University of Utah and its leadership for providing us the opportunity to grow, learn, and devote our time and energy to the success of students.





**2019-2020  
WHAT A YEAR!**

