

Student Success and Empowerment Initiative

2013-14 Annual Report

Submitted by Amy Aldous Bergerson, Director

16 June, 2014



Introduction

The Student Success and Empowerment Initiative (SSEI) is an integral component of the mission of Undergraduate Studies to provide students with “transformative undergraduate experiences,” and of the University of Utah’s focus on ensuring that each undergraduate has a meaningful and successful experience at the U. In this annual report, we highlight our accomplishments during the 2013-14 academic year, provide data to illustrate our impact on the University of Utah campus, and tie our work to the three Undergraduate Studies “Big Goals”. Additionally, this report outlines the SSEI goals for the upcoming year.

Our Mission

The mission of the SSEI is to serve as a resource-rich human information portal for empowering new students to understand and engage in high-impact educational experiences for academic goal attainment at the University of Utah. As part of the **New U** Student Experience, the SSEI empowers students to identify direction, engage with high impact activities and services, and accomplish their goals.

Our Staff

The Student Success and Empowerment Initiative is currently comprised of the following team members:

Amy Aldous Bergerson, Director

Christine Contestable, Student Success Advocate

Natasha Hansen, Student Success Advocate

Nedra Hotchkins, Student Success Advocate

Jennifer Molloy, Student Success Advocate

Stephanie Santarosa, Student Success Advocate

Bryce Williams, Student Success Advocate

Juan Rios, Administrative Assistant

Sara Tovar, Undergraduate Student Intern

Amy’s work as Director centers on providing the infrastructure necessary for the Student Success Advocates to accomplish their main task of interacting with students. This involves interfacing with Undergraduate Studies and other departments on campus to provide networking for the initiative, coordinating the operations of the office, generating and implementing ideas for growth and improvements, developing assessment tools and analyzing assessment data, and directly supervising the Student Success and Empowerment Team. Amy also engages in larger Undergraduate Studies task forces and assignments such as: developing the “Plan 4” with Ann Darling and Kathryn Kay; chairing the Director of Undergraduate Research Search Committee; participating in the Student Success Portfolio team of the Undergraduate Studies strategic planning process; serving on the planning committee for the Women’s Leadership Conference; and serving on the University Retention and Completion Task Force.

Sara, our Student Intern, completed her second year with the SSEI. For her final project with our office, Sara conducted a marketing assessment and presented her results to the team. These results will shape our marketing and PR efforts in the coming year.

Juan, who joined our team in December, provides high-quality administrative support for the office. Juan is becoming more familiar with our tracking tools, which allow us to determine the impact we have on students. His ability to provide administrative support for the individual SSAs and their office projects has increased our efficiency. Additionally, Juan provides a regular presence in our SSEI office when the rest of the team is out and about on campus.

Six Student Success Advocates, (Christine, Natasha, Nedra, Jen, Stephanie, and Bryce) are the main face of the Student Success and Empowerment Initiative. We were thrilled to welcome Natasha, Nedra, and Bryce to our team in November, 2013. The three new advocates expanded our ability to interact with students, and added much-needed diversity to our team. SSAs are on the ground every day, engaging students in conversations about their experiences at the University of Utah. The unique role of the SSAs requires that they wheel their mobile offices across campus, meeting students where they spend their time – in classroom buildings, in the Library, at the Union or the Heritage Center, grabbing a bite of lunch at a food truck, or riding TRAX or the University Shuttle. This report highlights the high level of contact SSAs have with students in a variety of settings as well as feedback we have received from students. In addition to working directly with students, SSAs are involved in a number of projects to help further the mission of the SSEI, including developing relationships with specific departments and programs, partnering with the Presidential Ambassadors, helping shape our assessment and marketing processes, and enhancing our social media presence. They are the core of our initiative, and their energy and commitment to student success is an integral aspect of the SSEI's success to date.

Before moving to a discussion of our accomplishments during the 2013-14 academic year, it is important to note the amazing support that Sharon Aiken-Wisniewski has provided for the Student Success and Empowerment Initiative from its inception to date. Sharon assisted with the conceptualization of the initiative, played an essential role in developing the Student Success Advocate position description and selecting the SSAs, and was instrumental in developing an SSA orientation allows them to hit the ground running and make a difference in University of Utah students' lives. She has supported our initiative by sharing feedback around our efforts, providing access for the SSAs to UAAC and other advising-related trainings and in-services, and coaching Amy in her role as Director. We all appreciate the investment Sharon has made in our work, and will miss working directly with her.

2013-14 Highlights

2013-14 was the first full year of operation for the Student Success and Empowerment Initiative. During this year, we accomplished a number of important goals, and we collected data that illustrate our impact on University of Utah students. Our 2012-13 goals were organized around elements of the **New U** Student Experience. The accomplishments presented below highlight the areas in which we made the most significant progress: seamless navigation, student success, connections, and high impact programs. Additionally, we highlight the hiring and training of three new Student Success Advocates.

Seamless Navigation: We developed a strong partnership with University of Utah orientation programs to help raise new students' awareness of how SSAs assist them in navigating the University of Utah. SSAs attended every orientation session, interacting with students and gathering contact information. Each student SSA met at orientation received an email from an SSA within three weeks of the beginning of their first semester, offering to meet with and assist them in navigating their transition to the University. This follow-up meeting provides an opportunity for students to focus down from the broad information they learned in orientation to their particular interests and needs. The addition of the "Plan 4" in the coming year will introduce an excellent tool for facilitating these post-orientation conversations.

Because the transition to college begins even before students enroll in their first semester, the SSEI joined the Office of Recruitment and Admissions in each of its "Bringing the U to You" events. The unique nature of our office presents an excellent recruiting tool for prospective students and their parents, and our visits with these students assist in creating a culture in which students *expect* to be approached by an SSA once they are on campus.

Finally, Student Success Advocates visit lower-division writing and other general education courses each semester to introduce our initiative to broad groups of students who are new to the University. Classroom visits serve as an excellent means for spreading the word about our office. Students regularly reach out to SSAs who visit their courses, and instructors refer students to our office as well.

Student Success: The SSEI commitment to student success is explicit in our name. Every interaction we have with students is geared towards ensuring their success at the University of Utah. With our goal of connecting students to programs, ideas, and initiatives across campus that add meaning to their University experience, we approach the concept of "success" from a holistic perspective. We understand that one definition of student success is quantified in relation to student retention and timely degree completion. The SSEI endeavors to contribute positively to these institutional goals, while also attending to the qualitative difference that a deeper engagement in their education makes in students' overall University experience.

To measure our impact on student success, we developed an online tracking system, which we began using fully in September 2013. SSAs enter student information for both "light touches" and "significant interactions" in the tracker. Over the course of the year, we fine-tuned the tracking system, adding information that we found was essential to understanding the students with whom we interacted, and removing information that was redundant or not relevant to our continued work with students. The creation and implementation of this tracking system was a significant team-wide effort.

While the tracking system was essential for understanding the scope of our interactions with students, it was also essential for us to understand how our interactions with students enhance their University of Utah experience. To do so, the SSEI team developed a Satisfaction and Outcomes Survey (SOS). In the fifth week of the semester Student Success Advocates send the SOS to all students with whom they interacted during the previous semester. The SOS asks students to reflect on their experiences with SSAs, and allows us to see how comfortable students are with our approach and what difference these

interactions have on students' experiences. Data from both the tracking system and SOS are presented later in this report.

Connections and High Impact Programs: Connecting students to University of Utah resources, including high impact programs, is what the SSEI is about. Student Success Advocates are in constant contact with offices, departments, programs, and individuals across campus. Beyond simply referring students to campus offices and resources, SSAs work with students to understand *how* to interface with these offices and resources to create the best possible experience. Our tracking data indicate that SSAs regularly refer students to over 40 departments, programs, and services.

Student Success Advocates enhance their ability to accurately refer students to appropriate services, offices, and departments by building personal connections with these referrals. Each SSA is assigned a set of areas for which they act as a liaison. Regular updates regarding these areas are made in SSEI team meetings which help the entire team stay current on important information. To understand the options available to students, SSAs work with Block U cohorts, are members of the University Academic Advising Council, and rely on their liaison relationships with various departments, offices, and programs. Building the following specific relationships has been a significant accomplishment for our team.

ASUU: We were actively involved in the spring 2014 Geek Week. We provided materials for inclusion in the Geek Week materials, and handed out granola bars across campus during the last week of classes and finals week. We also partnered with ASUU on the "Healthy 4 Days" initiative.

Block U: Student Success Advocates worked with specific Block U theme groups during the academic year. Additionally, we met with Ann Darling and Andrea Haag to provide feedback on the program and determine the best ways for us to engage with Block U in the upcoming year.

College and Departmental Specializations: The Student Success Advocates continued their work with specific academic colleges and departments. By developing personal relationships with academic colleges and departments, SSAs can work with faculty and departmental advisors to ensure they provide students with accurate information, and establish a strong referral system. Additionally, SSAs selected to focus on developing relationships with departments that offer specific services to students across campus. Each SSA meets regularly with these Student Affairs and Academic Affairs programs and departments to ensure that we understand how students can engage with them. SSAs also invite the departments and programs with whom they are partnered to join SSEI team meetings and share relevant information with the entire team.

Presidential Ambassadors: The SSEI provided a home for Presidential Ambassadors during the 2013-14 year. Ambassadors assisted in the development of a social media presence for the initiative, created "Major Cheat Sheets" for SSAs to utilize with students, and worked on developing a centralized list of scholarship and financial support options on campus. Additionally, Ambassadors shadowed SSAs as they engaged students in conversations around campus, which both the Ambassadors and the SSAs found to be the most rewarding aspect of

the partnership. Stephanie Santarosa and Jen Molloy coordinated our work with the Presidential Ambassadors.

Office of Recruitment: SSEI team members were a regular presence at both local and national recruitment events. Our relationship with the Office of Recruitment is mutually beneficial: it highlights our initiative as an institutionalized and important aspect of every student's experience on campus; and, it serves as a unique feature of the University for recruiters to highlight with prospective students and parents.

UAAC: The SSEI is represented at each monthly UAAC meeting. This helps keep advisors abreast of what our office is doing, and allows us to gather important advising-related information.

University College In-Service Meetings: An SSEI liaison attends these meetings to exchange information and strengthen our relationship with University College.

Hiring and Training Three New Student Success Advocates: In October, 2013, we were fortunate to add three new Student Success Advocates to our team. The search committee was comprised of the following campus community members: Amy Bergerson, Sharon Aiken-Wisniewski, Jen Molloy, Annie Nebeker, Tricia Sugiyama, Martina Stewart, and Sara Tovar. Amy and Sharon conducted a paper review of the applicants to determine whether applicants met the minimum requirements for the position and then presented 12 applications for the committee's review. Four of these candidates were invited to half-day, on-campus interviews. Three candidates were offered positions, and all three accepted our offers.

The new Student Success Advocates began their work at the Student Success and Empowerment Initiative on 21 October, 2013. Their first two weeks consisted of an intensive orientation, through which they learned the basics of the information needed to do their job. The SSAs hired earlier in 2013 assisted in developing the orientation schedule. In their work with students, SSAs focus on connecting students to individuals, offices, and programs that can enhance their University experience. To help with this, the orientation provided opportunities to meet and begin working with their SSA colleagues and get to know the offices and programs with whom the SSAs interact on a regular basis. Additionally, the SSAs were introduced to the University through campus and library tours and an undergraduate student panel. The orientation included opportunities to discuss the theory behind SSAs' work and to get to know each other as a team. Appendix C contains a copy of the SSA orientation schedule.

Summary

The Student Success and Empowerment Initiative is a growing influence on campus. As our year's highlights illustrate, we continued to develop the infrastructure to support our work with University of Utah students, including building important relationships and creating assessment tools. The next section illustrates the impact of our initiative on the University of Utah campus.

Working with University of Utah Students

In the position announcement for Student Success Advocates, the description of their work tasks and duties states: “Student Success Advocates provide individualized, ongoing advisement for University of Utah students, including learning each student’s story, identifying their personal and academic strengths and challenges, and respectfully and effectively linking students to University resources and programs.” This section highlights the work of the SSAs as they accomplish these work tasks and duties. Data from our online tracker and our Satisfaction and Outcomes Survey support the importance of our work.

The SSA Role

Before introducing the data that illustrate the impact of the Student Success and Empowerment Initiative, it is important to highlight the six SSAs who are the core of the initiative. Below, each SSA describes how they conceptualize their role on campus and the nature of their work with students. These descriptions paint a picture of the unique contributions each SSA makes, and set the backdrop for the data presented later in this section.

Bryce: Being in the role of Student Success Advocate has been a rewarding experience for me. As a student success advocate I have been able to connect with students in a way that is most convenient for them. Whether it be helping students with skills, connecting them with opportunities, or just serving as a sounding board for their concerns, I know that I am a resource for students. As a Student Success Advocate I have been able to meet students from all walks of life and have been able to challenge myself to use my education to apply different theories and practices to unique student interactions

In this role I have also been able to challenge myself to learn more each day. I often thought of myself as someone who knew everything there was to know about the University of Utah, but I am constantly learning about new offices, services, and programs that are available through the needs of the students I work with. It’s okay to not have the answer off the top of my head and reassuring to know that I can let my students know that I don’t have the answer, but I can do some research and get back to them once I do a little investigation.

As a Student Success Advocate I have also been able to network on campus. I have been able to get to know a lot more professionals here on campus and through these interactions I have been able to build a rapport with others. Through these relationships others feel comfortable sending their students to me when they may not be able to help them. It is important for me to feel credible as a new professional and this position has allowed me to feel like I am making a difference and that I know what I’m doing.

Christine: I met Michael on a campus shuttle last fall. He was a junior in Exercise and Sport Science. He really wanted to go to medical school but had learned somewhere that if you don’t start in high school you can forget it. It was so clear how painful this was for him. “Hmm,” I said, “maybe it’s not too late.” I told him about pre-med advising, and we found a good time to meet. We discussed his coursework and extracurriculars. He’s a serious student in his later

twenties with a good GPA, especially in science courses. He volunteers at the V.A. He's involved in research. I told him that I thought there was a good chance medical school was a realistic option. Pre-med advisor, Mayumi Kasai, agreed. In fact, she informed him that, not only is it realistic, but he is an especially strong candidate. As a result, Michael is now working purposefully toward his goal. As he puts it, our chance meeting changed his life.

It's my favorite thing about serving as a Student Success Advocate—that most of the students I connect with did not seek me out. Not only that, it's that our initial interaction usually has nothing to do with offering assistance. Instead, it's about expressing interest and demonstrating care. My first glimpse of Michael was as he ran to catch the shuttle. When he jumped on, he was winded and I, and a few others, cheered his success. The conversation that ensued was a natural outgrowth of that authentic human experience. I understand my job fundamentally to be about putting myself among undergraduate students on this campus and responding sincerely to all I encounter. As you can imagine, the possibility of making contact with students who may be uncomfortable with seeking help or unaware of specific resources and opportunities is significant. And the chance that a student who has felt cared about will be open to the support I offer is notably enhanced!

Jen: To be truly present with another human being is a powerful experience which has the potential to inspire positive change in all involved. To be present requires deep listening, validation, and an opening of one's self to whatever may unfold. In the role of SSA our primary task is to be present with students. To successfully do this requires mindfulness on our part to slow down and to open up to learning student's dreams, challenges, and history, with the intent of truly understanding the experience - not judging it. We listen, learn, and ask questions until a deep understanding of a student's situation is gained. Then we collaboratively assess and analyze ideas, needs, assumptions, and next steps. This is where the fun starts...the creative problem solving, resource gathering, exploration, and action planning. At times new habits need to be formed, questions answered, and concrete steps taken to achieve goals. We are along for the whole journey, a process that at times requires following up, holding students accountable to their dreams, and engaging in reflection. Through authentic accurate reflection students are able to increase the quality and depth of their learning – reflection helps students move from experience to understanding...and transformation. Witnessing transformation is a very gratifying experience. Transformation is a strong word; however I would argue that even small steps to overcome obstacles, to reach out to professors, to join a student group, or even to start eating healthier are just that – transformative. Sometimes they are the first steps on a new path of self-discovery, empowerment, and engaged learning. I believe the SSEI is one important way that the University is communicating to students that they are important and we are committed to their success. I feel honored to be a part of a program that views students as individuals, supports their growth both personally and academically, and considers success holistically.

Natasha: As a Student Success Advocate I have had the wonderful opportunity to connect and support students in a very individualized approach that fosters meaningful experiences and

relationships. With our unique approach of going to where the students are at physically, and engaging them in conversation, I have learned a more about student development, Student Affairs, the University of Utah community, various academic disciplines, and myself than I could have ever anticipated. Being a first-generational student and an Alumna of the U, I feel that I can relate with our students and some of the barriers that our students often face. However, being in this position I have learned more about the particular challenges, cultures, and expectations of different academic disciplines, and what kind of impact or implications that may have for students from various backgrounds.

As a Student Success Advocate, I challenge myself to consistently learn more about what the University has to offer in academics, opportunities for students to grow and be challenged, and types of experiences that can be beneficial to students as they prepare for their future. This position and our approach can be particularly challenging, and at times intimidating, when engaging students in conversation for the first time and talking with a student from an academic discipline which I do not know much about. But I find those challenges and moments of risk as a wonderful opportunity to learn effective methods of communication, and the chance to gain a greater understanding and knowledge of the many ways an individual can pursue their dream and have an impact on their community. I find it incredibly rewarding being a part of a student's journey in discovering and developing their passions and I enjoy supporting them as they achieve their goals and dreams.

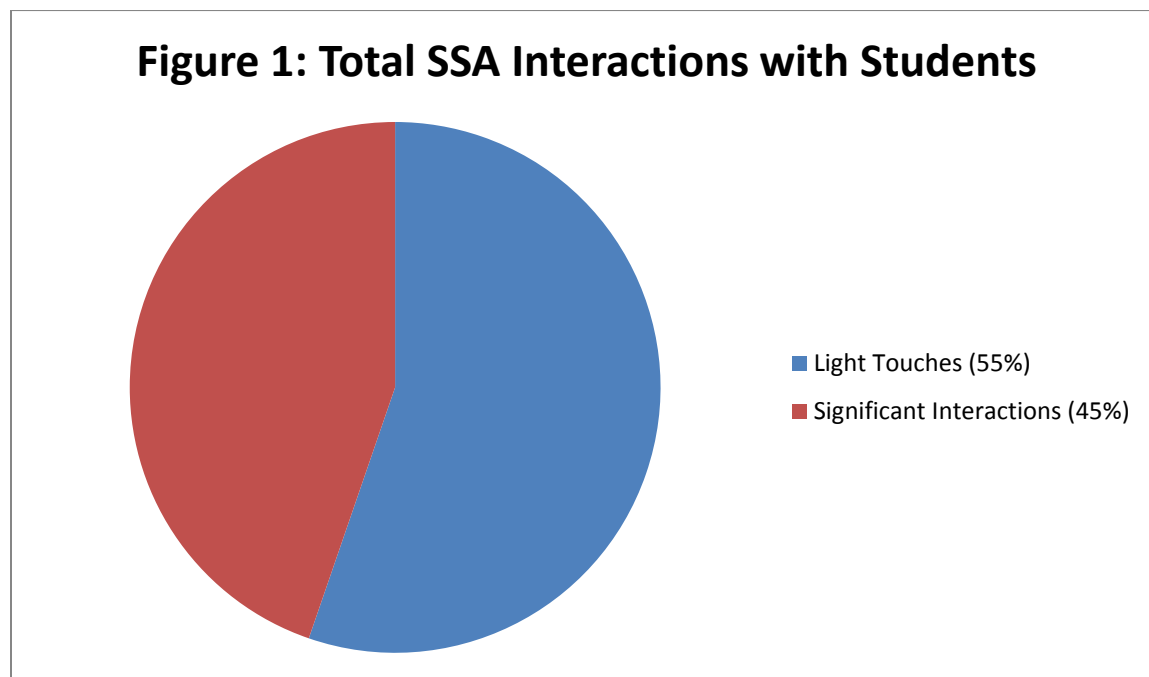
Nedra: When most people hear the term Student Success Advocate the first image may be that of a rolling backpack or red pin or lanyard around their necks. However, I found that the work of a Student Success Advocate is enriching and empowering to the students at the University of Utah. I've had the pleasure to meet with students that I'm sure I may have never met had I not been "roaming" or approached. This job makes me feel connected at the ground level to students. Students are able to share their experiences, and are provided a safe space to express their feelings without judgment. More importantly, they are provided resources, guidance and encouragement. I look at the work that I do from a holistic approach, knowing that every student is different and so are their needs.

Stephanie: Several years ago, I took a "work values" inventory and wasn't surprised when the inventory identified *variety* as one of my top values for the work that I do. In my role as a Student Success Advocate, variety is virtually guaranteed--variety not only in the tasks I do in a day but in the people I will interact with and the places I will be. I have been able to hear the stories of students who grew up in Rwanda/Zambia, Cameroon, Mexico, France, and China. I have been able to work with students interested in environmental sustainability, chemical engineering, Asian Studies, biochemistry, film-making and political science. A workday might include filling out a weekly schedule grid with a student learning time management, accompanying a shy student to the Center for Learning Abroad to find out about study abroad opportunities in Korea, writing a letter of recommendation for a student applying for a scholarship, thinking with a student about the differences between an engineering and a physics major and which one would be a better fit for him, responding to an email asking how

to attain Utah residency, sharing a student’s excitement about her UROP assistantship, or working out at the Fieldhouse with a student too intimidated to go there alone in pursuit of her wellness goals. This year I have been able to walk alongside a student enduring the illness and death of her father, a student auditioning twice for the *InfraRed A Capella* singing group only to be accepted at the very end of the year, and a non-traditional student who will most likely have a degree in the next few years despite not learning to read until well into adulthood. I might be meeting with a pre-nursing student in the Eccles Health Sciences Building in the morning, proofreading a student’s paper in the new business building over lunch, introducing myself to students in the Union in the afternoon and catching up with a student about his Alternative Spring Break trip experience while riding TRAX home. But all of this variety has the same goal that makes this work truly valuable—students learning, growing, developing their potential and finding not only their niche on campus but meaning in their educational experience.

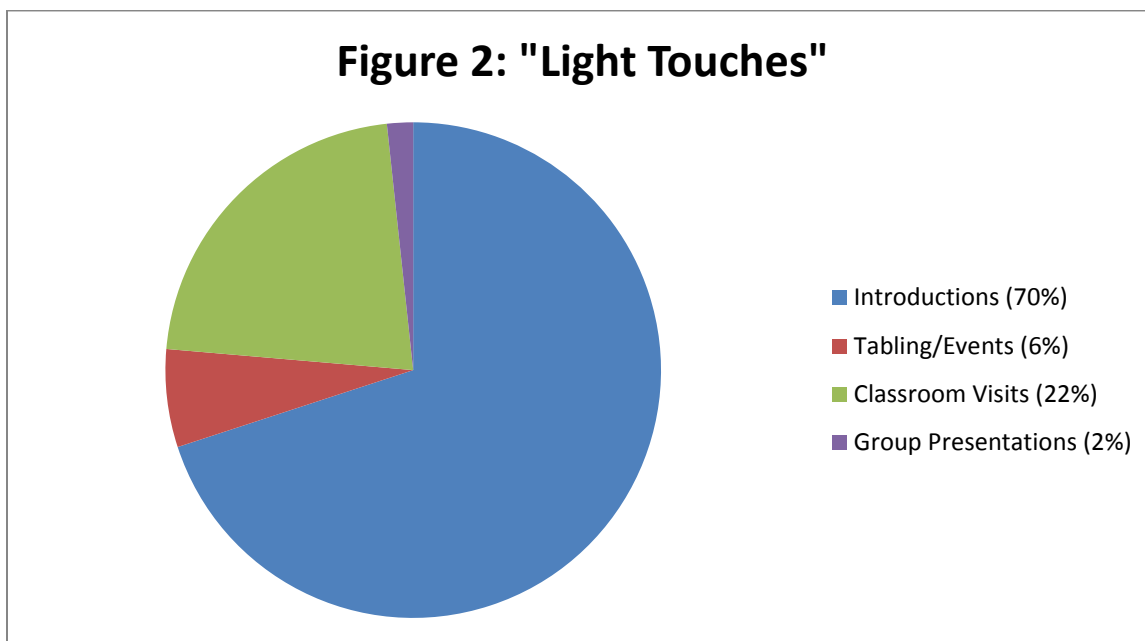
Tracking Data

The total number of interactions between Student Success Advocates and University of Utah students from 1 September, 2013 through 1 June, 2014, was 10,340 (see Figure 1). Notable is the fact that from the beginning of September to early November, only three SSAs were working directly with students. With the increase to six SSAs, our capacity to increase our number of student interactions grew significantly. With six SSAs on board and interacting with students on a daily basis, we expect our number of interactions, both light and significant, to increase in the coming year.



As indicated in Figure 1, tracking Student Success Advocates’ work with students is a two-pronged effort. We track every student contact through our online tracking forms. Our “light touches” form

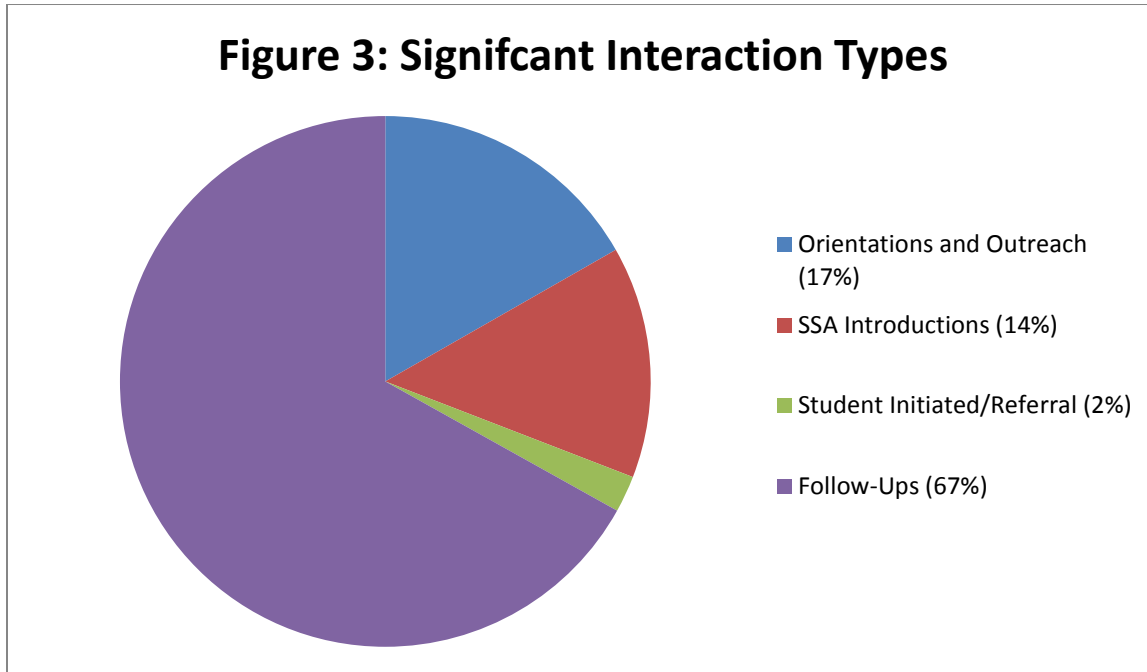
tracks introductions to students. The unique nature of the SSA position is that SSAs do not wait for students to seek help from them. Rather, they initiate interactions with students as they move about campus. These initial introductions are counted in our “light touches” form along with any other interactions SSAs have with students in which they do not collect any student contact information, including: tabling, large classes, and handing out granola bars during finals week. Figure 2 illustrates the types of “light touches.” We counted, and will continue to count, “light touches” because we feel they are an important aspect of spreading the word about the SSEI, and they increase students’ awareness of the importance of engaging in their college experience even if they do not have time to talk in depth with an SSA at the moment. **Between 1 September, 2013 and 1 June, 2014 SSAs engaged in 5715 “light touches.”**



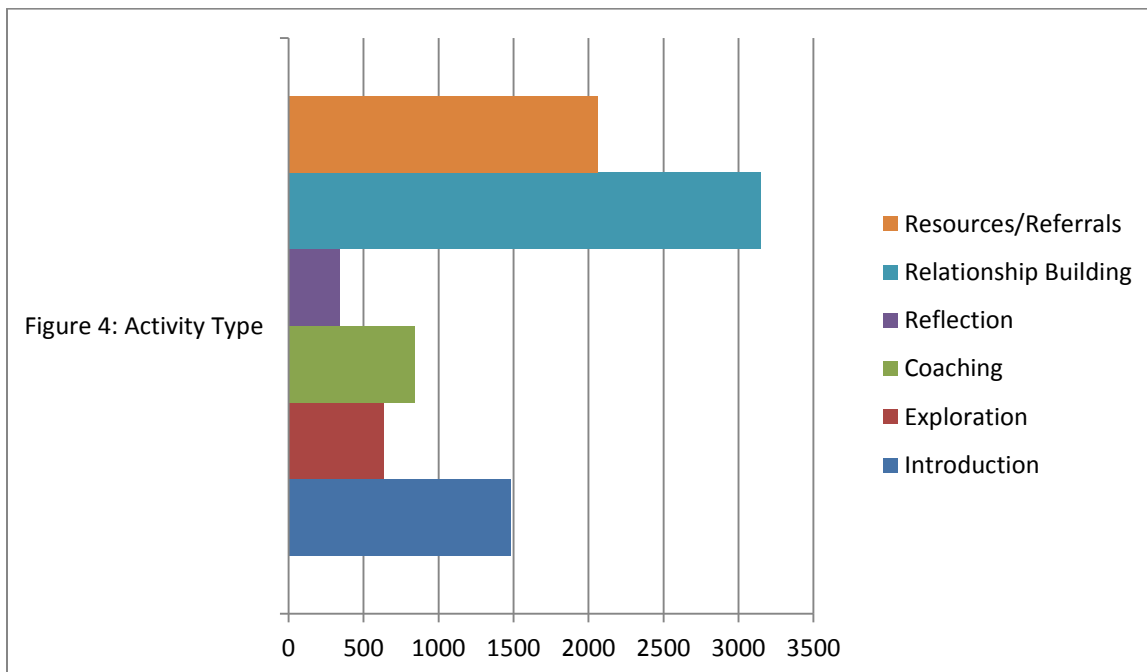
The second type of interactions tracked by SSAs is “significant interactions,” which consist of in-depth conversations with students about their University experience, often including referrals to offices, programs and people, and frequently resulting in follow-up conversations. They also include the collection of student contact information, which allows for follow-up interactions. (See Appendix A for the online tracking form for “significant interactions.” **Between 1 September, 2013 and 1 June, 2014, SSAs engaged in 4625 “significant interactions.”** To better understand the nature of these interactions, Figure 3 breaks them down by interaction type: primary interactions that occurred during orientations and outreach (e.g., tabling, events, group presentations); primary interactions initiated by SSA introductions; primary interactions initiated by students or referrals; and follow-up interactions which took place via email, text, phone, or in person.

Notable in Figure 3 is the large percentage of follow-up interactions (67%). Part of the Student Success Advocates’ role is to continue their conversations with students beyond initial introductions. To facilitate this, SSAs are equipped with laptop computers and cell phones through which they keep in touch with students by email, text, or phone. Recognizing the importance of continuing our interactions

with students, we consistently emphasize the need for follow up, which is a unique feature of our initiative on a campus where personalized follow-up is rare.



In the “significant interactions” tracker, we also record the types of activities in which SSAs engage with students. SSAs introduce themselves to students, help them explore options, provide coaching, assist students in reflecting on what is important to them, foster their relationship with the student, and provide resources and referrals. Figure 4 illustrates the many ways that SSAs engage with University of Utah students.



In their efforts to get to know students holistically, Student Success Advocates discuss a variety of topics with them. Figure 5 shows the topics of conversation that occur most frequently between students and SSAs.

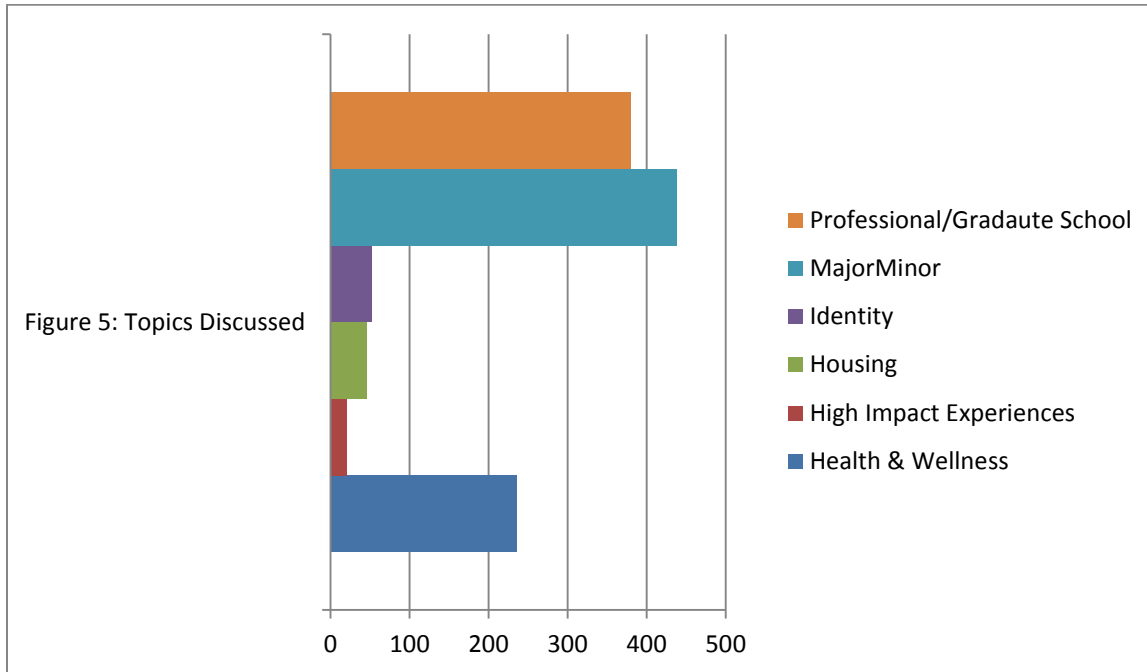
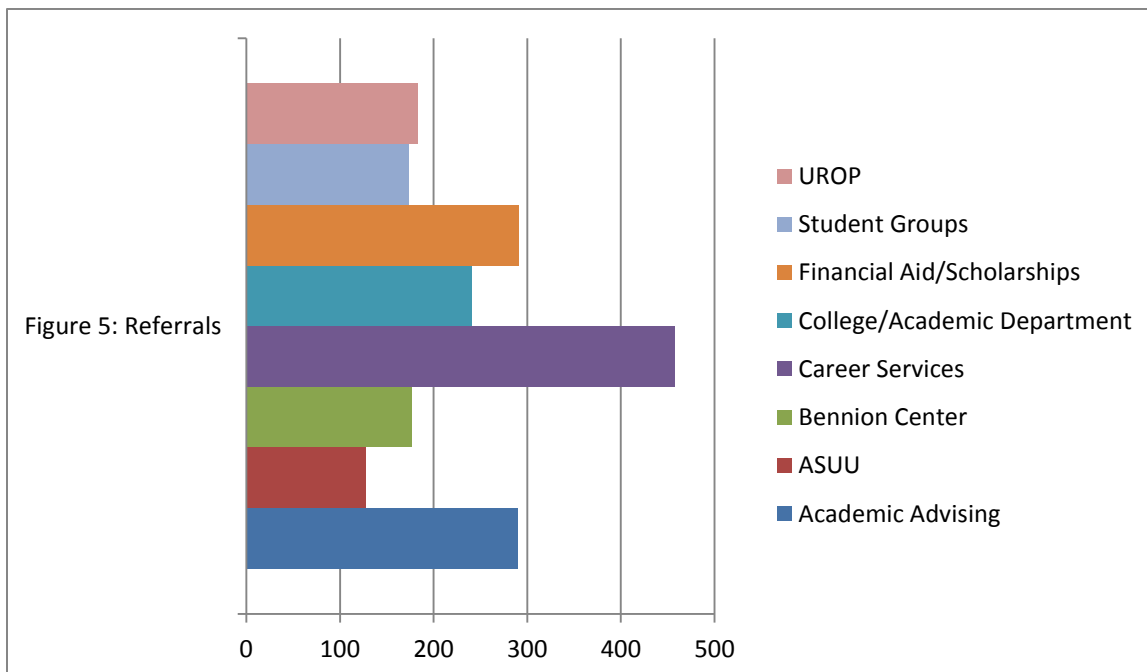
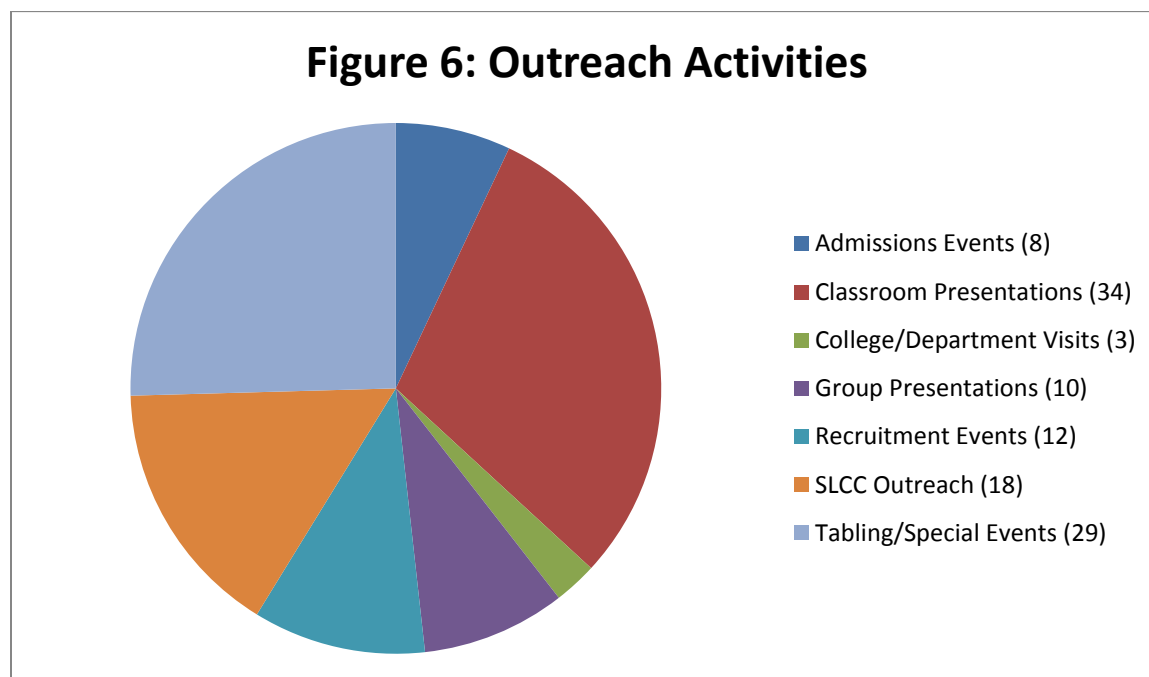


Figure 4 illustrates the large number of referrals that Student Success Advocates make when working with students. In the tracker, we maintain a list of nearly 40 offices/programs/departments to which SSAs regularly refer students. Figure 5 illustrates the most frequently identified referrals made by SSAs.



Outreach is important for the SSEI, allowing us to promote our initiative and increase awareness of our role on campus. Figure 6 shows the additional outreach activities in which the SSEI Team (Advocates and the Director) engaged during 2013-14. Admissions events typically occur on weekends, and involve students admitted to the University and visiting campus. Classroom presentations generate a significant number of “light touches” (see Figure 2). College and department visits occur primarily by invitation and are often spurred by SSAs’ liaison relationships across campus. Group presentations include faculty, staff, and student groups. Recruitment events involve meeting with prospective students to share our unique approach to student success. SSAs partner with academic advisors for regular visits to Salt Lake Community College to inform students planning to transfer to the University about the services and supports we offer. Tabling and special events range from ASUU-supported activities such as Plazafest and Healthy 4 Days to the Center for Teaching and Learning Excellence Faculty Services Fair.



Student Satisfaction and Outcomes Data

The Student Success and Empowerment Initiative Satisfaction and Outcomes Survey allows us to understand more about students’ experiences of interacting with a Student Success Advocate. Students are invited to complete the SOS by the SSA with whom they have interacted. SSAs send an email containing a link to the survey to all of the students for whom they collected email contacts in the previous semester. The SOS is emailed the fifth week of the semester, and asks students to reflect on their SSA interactions from the prior semester. In the fall semester, the survey was sent to 463 students; 74 students completed the survey for a response rate of 16%. In the spring semester, the survey was sent to 671 students; 94 students completed the survey for a 14% response rate. The total number of completed surveys for which data are reported below is 168.

Of the students who completed the SOS, 98% report feeling comfortable (48%) or very comfortable (51%) with the way that the Student Success Advocates approached them. Only three respondents felt uncomfortable (.6%) or very uncomfortable (1%) with the SSAs' approach. The majority of the respondents (70%) interacted with an SSA between one and three times, while 19% reported that they met with an SSA more than three times. Half of the survey respondents stated that they contacted their SSA after the initial conversation, 37% indicated that they met with their SSA in person following the initial interaction, and 83% noted that they would contact their SSA in the future. Knowing that word of mouth is an important form of publicity on a college campus, we were particularly pleased to see that 94% of our survey respondents indicate that they would recommend the SSA to a friend.

The SOS consists largely of open-ended questions, through which we hoped to capture the qualitative difference that interacting with a Student Success Advocate makes for University of Utah students. In the following sections, we highlight representative responses to these questions. Appendix B contains the results for the entire SOS.

Table 1: What is Most Valuable?

Theme	Student Comments
<i>Listening/Caring</i>	By far the reflection, and opportunity to talk to someone who listens.
	Even if I'm doing well with school, she always has an open ear that I can vent to and relieve stress.
	I think just being comfortable talking some things through with someone. It has been one of, if not the most valuable.
<i>Information/Resources</i>	Having an individual with the resources and experience to help me accomplish my goals more efficiently and with greater emphasis than could have been done by my own efforts alone.
	Having help to compile all the resources I need into one place, and setting up a plan of action to take the next step in furthering my student career.
	Her contact she gave me for the job shadow provided me with one of the most valuable experiences I have had in my pre-professional career.
<i>Decision-Making Assistance</i>	Simply her giving me a push to make up my mind and declare a major.
	Helping me to figure out a good schedule to promote success for the next semester. Also, helping me to manage daily stressors in my life.
	Major selection and narrowing down to the things I liked... It was very helpful.
<i>Follow-Up</i>	I valued the time I had discussing opportunities for me to grow with my Student Success Advocate. She made lists with me that helped me find direction and motivations to accomplish the goals that I set for myself. Also, by setting up a follow up meeting she gave me the necessary pressure to work on the steps that we set up for me to accomplish my goals.
	The fact that I can still email her and she will steer me through the right direction.
	The Student Success Advocate followed up our conversation with potential internships I might be interested in. I interned last summer with one place she recommended. I wouldn't have known about the position otherwise, and am very grateful for her effort.

What is most valuable? We asked students to tell us what about their interaction with the SSA was most valuable. Themes that arose in students’ responses to this question were: listening/caring, information/resources, decision-making assistance, and follow-up. Table 1 presents representative comments for each of these themes.

How was it useful? Responses to the question of how students’ interactions with an SSA were useful clustered around three themes: information/resources, support, and ensuring success. Table 2 presents representative comments for each of these themes.

Table 2: How was it Useful?

Theme	Student Comments
<i>Information/Resources</i>	It gave me the push I needed to go out and talk to the resources on campus that helped me understand better the direction that I wanted to go.
	It provided me with resources I never knew was available, such as scholarships for different departments and offices. It opened up my access to many links and research opportunities. I’m in touch with my career counselor because of one meeting, and she has helped me build my interview and career skills. I am exposed to scholarships that I didn’t hear about from just one meeting. In addition to succeeding academically, the passing on knowledge of student clubs and interests also helps build my social life.
	There is so much information that was thrown at me at orientation that I was a bit overwhelmed. She directed me to areas that I didn’t know where to find the information.
<i>Support</i>	Because I felt comfortable talking to her about the problems I was having and found solutions to the problems.
	She always has an answer to questions or will spend time talking through a problem with me.
	My time at school is nearly complete, so it may not have been as crucial for me as for others, but I am thankful that she was able to help me navigate the site that gave me difficulty.
<i>Ensuring Success</i>	I am actually doing things that I would have only been thinking about at this time, had we not met.
	I was unsure of whether or not my major could lead to a career I would be happy with. She helped me combine my out-of-school interests with my area of study.
	It gave me confidence to keep doing what I am doing.

What have you done differently? One of the things we were most interested in knowing about students’ interactions with Student Success Advocates is how those interactions change their behaviors and attitudes. Student responses to this question are our clearest link to the University’s mission related to increasing persistence and degree completion among students. The representative comments in Table 3 illustrate that interactions with SSAs lead students to change their behaviors and attitudes by engaging with the institution, increasing their involvement in high impact practices, seeking out financial support for their education, and developing a stronger commitment to completing their

degree. All of these attitudinal and behavioral changes have been shown in retention/persistence research to contribute to students' persistence in college.

Table 3: What Have You Done Differently?

Theme	Student Comments
<i>Engagement</i>	I have looked for more engagement opportunities on campus and have set up appointments with various people that can help me accomplish my goals. My Student Success Advocate gave me access to on-campus resources.
	I have picked myself up off the group and got things done. I got involved and learned to enjoy making new friends, while reconnecting with old ones. I built my self-esteem and self-worth from the ground up and have been pleased with the progress I have made. I'm not afraid to talk to or approach people and have been happier with my college transition. I'm also trying to be healthier, by exercising and diet. The acknowledgement of these achievements and support helps a lot. I have referred this program to many of my friends.
	I've tried to become more involved on campus and take advantage of all of the opportunities and resources open to students.
<i>High Impact</i>	I began looking at Learning Abroad opportunities and internships for the summer.
	I have been able to be a part of the Undergraduate Research opportunities program, and because of that, have been sent to numerous conferences in Utah and Baltimore. There is no way to overstate how incredibly important that will be in the long run for my academic career.
	I interned at the IRC, which I wouldn't have done without meeting with the Student Success Advocate. I also feel better about my major and minor.
<i>Financial Support</i>	I have checked into other sources for scholarships and checked into other scheduling conflicts with my future schedule.
	I have looked into financial opportunities and have a better context for my college experience.
	I've used the resources for students at the "U" (student supplement & checking for scholarship).
<i>Commitment</i>	I feel more confident on my path towards graduation.
	I have reflected on what I want to major in and looked into more volunteer opportunities.
	I visited the career center and remained in one of my classes when otherwise I would have dropped them all.

Overall impressions: Across the open-ended questions, we were able to learn a great deal about students' outcomes and their perceptions of our initiative. In addition to the outcomes data presented above, the comments presented in Table 4 provide insight into how students feel about the way the SSEI does its work. These comments cluster around five themes: care, no rush, comfortable, answer anything, and relationships.

Table 4: Overall Impressions

Theme	Student Comments
<i>Care</i>	I like that people are taking an interest in my success.
	I would [contact them again] because they are a resource who has your best interest in mind while helping with career path.
	The Student Success Advocate was open with me about her experiences and honest about what she thought that I could handle course-load wise. She also cared for all aspects of my well-being. I loved that she inquired into my sleep and exercise habits, too.
<i>No Rush</i>	She was easy to talk to, and I didn't feel rushed.
	Unlike meeting with a counselor, the Student Success Advocate has information about anything you wanna know about the campus and you don't feel rushed with talking to them.
	I meet with her regularly and she's always happy to see me. I don't feel rushed.
<i>Comfortable</i>	I like how it was judgment-free. It helped me open myself up a little more. After all, you need to put yourself out there for college.
	She was so approachable and engaging. I felt that she really cared for my interests and challenges when we met and continuing on genuinely wants me to succeed.
	I enjoyed talking to somebody, and really appreciated the fact that she sought out students instead of the reverse.
<i>Answer Anything</i>	She will always have an answer for my question, and that is always useful.
	If I ever have a question that I am unable to find the answer to I would feel very comfortable contacting my advocate.
	If I need an easy way to know what is on campus, or what to do if I have a question, then I know I can email or set up an appointment with her.
<i>Relationships</i>	I would like her to know how I am doing and how her advice and information has influenced them. If I'm struggling, I know what she'll be there to try and help me sort it out. The fact that she didn't dominate the meetings I had with her also made it a very easy-going, no-judgment conversation about some personal things in my life. Even around campus she still says "hello"; to me and asks how I'm doing. It's showing that she cares, which is something a lot of students need.
	She is a fixture in my college experience now. I am better off as a student for having contacted her.
	The Student Success Advocate that I have met with several times has become a really amazing mentor for me, and I have always had a wonderful time.

Summary

The data presented illustrate the impact of the Student Success and Empowerment Initiative on the University of Utah campus. Our tracking data show that Student Success Advocates reach many students utilizing the unique approach of not waiting for students to seek help. We engage in conversations around many different topics with students and consistently follow up on those conversations. With six SSAs returning in the coming year, we anticipate increasing our reach across campus. Additionally, the data from our Satisfaction and Outcomes survey indicate that the SSEI is meeting its goals of

contributing to the success of University of Utah students. Students are satisfied with our approach to initiating conversations with them, with the resources and information we provide, and with the level of comfort they feel when working with a Student Success Advocate. More importantly, after interacting with an SSA, students are taking steps that research shows contribute to persistence and degree completion including: becoming involved in the University community, engaging in high impact practices, setting academic goals and planning for their achievement, declaring majors, meeting with academic and career advisors, and seeking out financial resources to support their educational endeavors. And, in the process, they come to know their SSA as someone who cares about them, not just as a student, but as a person. The following comment sums up our impact: *“The Student Success Advocate’s experience in what’s he’s talking about and how his main goal is for you to achieve yours [is valuable to me]. It is great having this resource available to you and I support your program and hope to one day become a part of it to help others the way that you guys are now. Thank you.”*

Goals

While our data indicate that the Student Success and Empowerment Initiative is progressing towards the achievement of its mission, it is essential that we plan intentionally for continuous improvement in our services to students. As we anticipate our second year of serving the University of Utah community, several goals guide our endeavors. These goals support the three major goals of the Office of Undergraduate Studies:

Every entering student in a learning community or a living and learning community

Every student has at least one deeply engaged learning experience

Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.

Below, we outline SSEI-specific goals under each of these general Undergraduate Studies goals.

Every entering student in a learning community or a living and learning community.

The Student Success and Empowerment Initiative has the opportunity to influence the pre-college plans of prospective and new University of Utah students through its participation in recruitment events such as Bringing the U to You and Connecting U. To ensure that each entering student is familiar with the learning community options available to them, the following goals guide our planning for the upcoming fiscal year:

1. **Continue to partner with the Office of Recruitment and Admissions in pre-college events.** Accomplishing this goal will require the development of a rotation schedule in which each SSA participates in these events. Additionally, planning for the participation of SSAs in these events necessitates ensuring that our regular campus activities are adequately covered when events occur during our regular operating hours (8 AM to 8 PM). The following objectives guide our progress toward achieving this goal:

- Create a system for ensuring that after-hours and weekend events, as well as classroom visits are fairly distributed across the SSA team
 - Develop an academic year calendar that includes: SSAs approaching students in teams, regular interactive tabling and other marketing events, SLCC visits, recruitment and admissions events, team meetings, and in-services
2. **Develop a strong knowledge of learning community opportunities on campus that are appropriate for a wide range of students.** Accomplishing this goal requires that the SSEI continue to develop relationships with departments, programs and individuals involved with the development and maintenance of learning communities on campus. The following objective guides our progress toward achieving this goal:
 - Create a professional development team that will vet opportunities, and coordinate an in-service schedule
 3. **Contribute to the development of new learning community opportunities.** Because SSAs work closely with a wide variety of students, they can be valuable resources in the process of developing new learning community opportunities. To the degree that it is possible given our primary responsibility for working directly with students, the SSEI will contribute the development of learning community opportunities across campus. The following objective guides our progress toward achieving this goal:
 - Create a professional development team that will vet opportunities, and coordinate an in-service schedule

Every student has at least one deeply engaged learning experience.

Through their direct work with students, Student Success Advocates can significantly influence their awareness of the myriad opportunities for engaging experiences on campus. Our goals center on our individual interactions with students and the importance of providing meaningful, accurate information regarding these experiences.

4. **Engage in professional development opportunities that allow a deeper knowledge and understanding of: college student development, college student success and retention strategies, assessment, use of social media for engaging students, and strategies for encouraging the engagement of specific underserved and underrepresented populations of students.** Ongoing professional development is key to keeping our work with students fresh, relevant, and theory-driven. We desire to engage in and *contribute to* best practices for student engagement and success, which requires a strong commitment to developing as professionals. The following objectives guide our progress toward achieving this goal:
 - Create a professional development team that will vet opportunities, and coordinate an in-service schedule
 - Develop ongoing social justice conversations for our team, vet training possibilities, create a budget for trainings and education
 - Create a plan for increasing SSEI awareness among online students
 - Develop a better understanding of options available for HB144 students
5. **Build on existing relationships across campus that help us to provide accurate and relevant information about engaging learning experiences.** In particular, we continue to develop

relationships with faculty and academic departments. This is a key element of our work with students because academic departments and colleges are among our most frequent referrals. To the extent possible, given our primary responsibility of working directly with students, we will increase the depth of our relationships with the academic community on campus. The following objectives guide our progress toward achieving this goal:

- Continue to develop Major Cheat Sheets with each SSA working with liaison departments
- Develop a plan for interfacing with faculty to heighten awareness of the support we provide for students

Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.

The Student Success and Empowerment Initiative has been instrumental in the development of the “Plan 4,” contributing directly to its creation as well as providing feedback and ideas for its use with students. We are excited to begin using this tool in our work with students. Our goals in this area focus on the use of the “Plan 4” and other related planning tools in our student interactions.

6. **Develop a strategy for assisting students in using the “Plan 4” as they plan their time at the University of Utah.** As a team we will create several uses for the “Plan 4” in our work with students. Utilizing both online and printed versions of the “Plan 4” can assist us as we talk with students about what their meaningful University experiences will be. The following objectives guide our progress toward achieving this goal:
 - Develop a plan for including the “Plan 4” worksheet and website into student interactions
 - Incorporate messaging about the “Plan 4” in post-orientation emails to new students
 - Brainstorm additional uses for the “Plan 4 in” our work with current University of Utah students
 - Develop additional resources for working with students including interest assessments, motivational tools, planning instruments, and information sheets
7. **Expand our understanding of how community, self, campus life, and academics play into students’ development.** Professional development activities allow us to build our understanding of how different students engage in various ways with the institution to enhance their success. Attending national and regional conferences as well as trainings will provide SSAs with new tools for use with students as we support their efforts to meet the goals they set in their “Plan 4.” The following objective guides our progress toward achieving this goal:
 - Create a professional development team that will vet opportunities, and coordinate an in-service schedule

Summary

This report highlights the activities of the Student Success and Empowerment Initiative during the 2013-14 academic year. We have accomplished a great deal, particularly around our ability to track the impact of our efforts with University of Utah students, and making that impact felt through our work. 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. We have touched over 10,000 students in light and significant ways, and we are receiving 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.

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.

Appendix A: SSEI Online Tracker

Who are you? (SSA Name)

Interaction type details

Is this entry a primary interaction or a follow up?

Date (if not today)

Time (if not now)

Location (Use "other" if not on list.)

Activity Type (Select all that apply.)

- Coaching
- Exploration
- Introduction
- Meeting Summary
- Reflection
- Relationship Building
- Resources or Referral
- Other:

Topics Discussed (What did you and the student talk about?) Select all that apply

- Classes/Coursework
- Finances/Scholarships/Paying for college
- Finding a Job
- Goal Setting
- Health and Wellness
- High Impact Experiences
- Housing
- Identity
- Majors/Minors
- Professional and Graduate School
- Registering for Classes

- Student Activities
- Study Skills, Tools and Tutoring

What other topics were discussed?

Referrals (What offices/programs did you recommend?) Select all that apply.

- Academic Advising
- Admissions Office
- ASUU
- Bennion Center
- Block U/LEAP
- Campus Recreation
- Career Services
- Center for Disability Services
- Center for Learning Abroad
- CESA
- Childcare
- College and Academic Department
- Commuter Services
- Counseling Center
- Dean of Students Office
- Financial Aid/Scholarships
- Greek Life
- Health Center
- Hinckley Institute
- Honors College
- HRE/University Student Apartments
- International Center

- Lassonde Institute
- Learning Enhancement Program
- LGBT Resource Center
- MUSE
- National Student Exchange
- On-campus Employment
- Outdoor Recreation
- Personal Money Management Center
- Registrar
- Student Groups
- TRIO/Student Support Services
- UROP
- Veterans' Center
- Women's Resource Center
- Writing Center
- Wellness Center
- Other:

Student's first name? (Enter the student's first name or "refused")

Student's last name (Enter the student's last name or "refused")

Student's UID (Example: u0123456 or "refused")

Student's Preferred Email Address (What is the best email address to contact this student?)

Phone Number? (What is the student's phone number?)

Preferred method of contact? (Best way or ways to contact the student.)

- Text

- Email
- Call
- Do not contact
- Other:

Estimated graduation year? (What year does the student think they will graduate?)

Major(s) (What is the student majoring in? List both if a double-major.)

Minor(s)? (Is the student minoring in something? List both if a double-minor.)

What is the student's gender identity? (Optional question)

- Female
- Male
- Transgender
- Other:

What is the student's racial/ethnic identity? (Optional question)

- African American/Black
- American Indian/Alaskan Native
- Asian/Asian American
- Caucasian
- Hispanic/Latino/a
- Multi-Racial
- Pacific Islander
- Other:

Relevant notes? (Notes for the advocate(s) regarding this interaction. DO NOT enter sensitive information in this field!)



*Required

- Ready to Submit

Appendix B: Satisfaction and Outcomes Survey Results (Fall 2013 and Spring 2014)

Q1. How many times have you interacted with a Student Success Advocate?

Count	Percent	
10	13.51%	Less than 1
56	75.68%	1 - 3
8	10.81%	More than 3
74	Respondents	

Q2. How comfortable were you with the way the Student Success Advocate approached you?

Count	Percent	
33	44.59%	Very comfortable
39	52.70%	Comfortable
0	0.00%	Not comfortable
2	2.70%	Very uncomfortable
74	Respondents	

Q3. What did you discuss with the Student Success Advocate? (Check all that apply)

Count	Respondent %	Response %	
71	95.95%	33.02%	Introduced him/herself
52	70.27%	24.19%	Provided resources or referrals
17	22.97%	7.91%	Provided coaching
31	41.89%	14.42%	Engaged in reflection
36	48.65%	16.74%	Helped with exploration
8	10.81%	3.72%	Other (please specify)

Q3. What did you discuss with the Student Success Advocate? (Check all that apply)

Count	Respondent %	Response %	
	Count	Percent	
1	12.50%		Addressed a specific issue I had with the U's career services website
1	12.50%		Asked for my opinion on areas of improvement at the university.
1	12.50%		Complaints about what goes on campus and departments
1	12.50%		General school programs and success
1	12.50%		How to move into Masters Programs
1	12.50%		N/A
1	12.50%		Partnerships

74

Respondents

215

Q4. What referrals or suggestions did the Student Success Advocate make? (Check all that apply)

Count	Respondent %	Response %	
25	33.78%	9.77%	Course-taking
15	20.27%	5.86%	Finances
32	43.24%	12.50%	Undergraduate research opportunities
24	32.43%	9.38%	Internships
17	22.97%	6.64%	Learning abroad
13	17.57%	5.08%	Graduate school
22	29.73%	8.59%	Major selection
19	25.68%	7.42%	Careers
15	20.27%	5.86%	Service/Bennion Center
20	27.03%	7.81%	Involvement in student groups
17	22.97%	6.64%	Leadership opportunities

Q4. What referrals or suggestions did the Student Success Advocate make? (Check all that apply)

Count	Respondent %	Response %	Response
10	13.51%	3.91%	Pre-professional information
15	20.27%	5.86%	Study strategies/tutoring
9	12.16%	3.52%	College stressors
3	4.05%	1.17%	Other (please specify)
Count Percent			
1	33.33%		Job hunt
1	33.33%		N/A
1	33.33%		resources for those with disabilities

74

Respondents

256

Q5. What part of your interaction with the Student Success Advocate was most valuable?

Count	Percent
46	100.00%

Count	Percent	Response
1	2.17%	Hearing my experience, giving some opportunities.
1	2.17%	I liked being made aware that there were these research and internship opportunities.
1	2.17%	A link to career services help. General idea of where to find things.
1	2.17%	Advice to take a UC course for Major Exploration
1	2.17%	Advise with classes. Advise with stressors
1	2.17%	An outside view of what is available to students like myself.
1	2.17%	Being able to have someone to help with the many choices.
1	2.17%	Being able to share my work and having them help the programs I work with be disseminated to students so they are aware of the resources
1	2.17%	By far the reflection, and opportunity to talk to someone who listens.

Q5. What part of your interaction with the Student Success Advocate was most valuable?

Count	Percent	
1	2.17%	Definitely what major in the College of Engineering to choose, and information regarding the pre-med program.
1	2.17%	Everything. I have referred her to several of my classmates.
1	2.17%	Had info in all of the topics I had questions
1	2.17%	How she took so much interest in my needs, and how nice and friendly she was!
1	2.17%	I appreciate that the job exists! Since I am still in school but no longer on campus, I don't feel that it's as valuable to me as other students though.
1	2.17%	I learned that at least the University is trying to do something about the interaction between students and campus, beyond the regular classes and clubs. I hope to see more of it, although I know it's still on its early age. I want to be offered more things as a student other than just courses and clubs, stuff like access to different ways of education, resources like videos or tutorials related to my career, more guest speakers, better campaigns around campus and a stronger identity.
1	2.17%	I think all of them were helpful.
1	2.17%	Information on internship and shadowing
1	2.17%	introduction to business competition on campus
1	2.17%	It was most valuable to me that my Success Advocate got back to me when I emailed her.
1	2.17%	Jen provided me with information I requested and even followed up with me via email with answers/information she wasn't able to provide during our initial meeting
1	2.17%	Just a friendly person to talk to
1	2.17%	Knowing that someone cared.
1	2.17%	Knowing that there is someone on campus that is interested in not only my completion of college but I take the opportunity to better myself as a whole. Also making sure all the resources that I may not know are at my disposal.
1	2.17%	kokoko
1	2.17%	Major Exploration and class options
1	2.17%	Major selection and narrowing down to the things I liked ... It was very helpful
1	2.17%	Making connections with more people in campus. Having somewhere else to go if I need more resources.
1	2.17%	Overall, getting a feel for student resources.

Q5. What part of your interaction with the Student Success Advocate was most valuable?

Count	Percent	
1	2.17%	Probably, talking about my options and the Career Center.
1	2.17%	Referring me to a department counselor.
1	2.17%	She provided valuable internship information for me.
1	2.17%	She sent me a link to some scholarships, I plan to fill them out.
1	2.17%	simple kindness and interaction.
1	2.17%	Simply her giving me a push to make up my mind and declare a major.
1	2.17%	talking about research opportunities and internships
1	2.17%	That it was comfortable meeting with them at random and that I could meet up with them again.
1	2.17%	That they were interested in how you were doing in school.
1	2.17%	The fact that I can still email her and she will steer me through the right direction.
1	2.17%	The fact that they wanted to know who I am, where I'm coming from, where I want to end up (and not just from an educational or professional standpoint), and what I think should change to better help me as well as others have a better experience during my time here at the U.
1	2.17%	The part that included referrals. The advocate I talked to was very knowledgeable but there were some things that were very specific to me and the referrals really enabled me to talk to people I wouldn't have been able to normally and get very specific information. Very helpful.
1	2.17%	The referral to the scholarships website
1	2.17%	The Student Success Advocate followed up our conversation with potential internships I might be interested in. I interned last summer with one place she recommended. I wouldn't have known about the position otherwise, and am very grateful for her effort.
1	2.17%	The whole student approach. She asked questions so she understood where I was coming from and what my goals were. She helped me brainstorm from there and gave me information for resources I wasn't aware of.
1	2.17%	There is no one thing here, nothing singular. It's sort of like a package deal. Everything about Jennifer is awesome. Provided a lot of help.
1	2.17%	They introduced the undergrad research opportunities to me which i was unaware of before I talked to my Student Success Advocate.
1	2.17%	They were very friendly even if they couldn't help much.

Q6. What have you done differently as a result of your conversation(s) with the Student Success Advocate?

Count	Percent
43	100.00%

Count	Percent	
1	2.33%	Getting more evolved on campus.
1	2.33%	applied for a undergraduate research opportunity.
1	2.33%	Be able to participate in extracurricular activities that benefit my college resume.
1	2.33%	Become more active in various things run through the U.
1	2.33%	Continue on my path to graduation.
1	2.33%	Declared my major sooner.
1	2.33%	Felt more like I'm being heard.
1	2.33%	Haven't really meet with one after the initial
1	2.33%	I am more committed and motivated!
1	2.33%	I applied for an internship which I was able to obtain.
1	2.33%	I found more student group.
1	2.33%	I have been looking for research opportunities since I last talked to her.
1	2.33%	I have looked more into pre-med courses as well as engineering courses to better prepare myself once I enter college.
1	2.33%	I have narrowed in my direction and decided on a path that would help me best get to grad school.
1	2.33%	I haven't followed up.
1	2.33%	I interned at the IRC, which I wouldn't have done without meeting with the Student Success Advocate. I also feel better about my major and minor.
1	2.33%	I met with a counselor to help deal with the stressful transition to university life.
1	2.33%	I really haven't had time to look into her suggestions for internships and research opportunities.
1	2.33%	I took different classes from those that my major adviser told me to take. That helped me a lot.
1	2.33%	I visited the career center, and remained in one of my classes when otherwise I would have dropped them all.
1	2.33%	I was able to sign up for the Career Services web service.

Q6. What have you done differently as a result of your conversation(s) with the Student Success Advocate?

Count	Percent	
1	2.33%	I was already quite involved and my situation is unique as I moved away, but had I remained on campus I may have been more interested in meeting up more.
1	2.33%	I'll look into some minors that I hadn't thought of before.
1	2.33%	I've felt more comfortable at school and looked into service opportunities
1	2.33%	I've looked into different courses and options available to me.
1	2.33%	kokok
1	2.33%	looked at research opportunities and internships
1	2.33%	Looked for more scholarships
1	2.33%	More research
1	2.33%	Not much change
1	2.33%	Nothing
1	2.33%	Nothing really
1	2.33%	Nothing, I just confirmed my initial claims.
1	2.33%	Nothing, it was great
1	2.33%	Nothing, just re-affirmed in my thinking.
1	2.33%	Nothing.
1	2.33%	Reflected on my life plan and made changes with my own abilities.
1	2.33%	Sent more students their way
1	2.33%	She has a strong sense of responsibility.
1	2.33%	Spoke with the pre-nursing career counselor in the summer rather than waiting till the last minute to get advice on my resume.
1	2.33%	Started looking into research opportunities
1	2.33%	Thought about my student life as a career.
1	2.33%	Yep

Q7. Did you contact the Student Success Advocate after your initial conversation?

Count	Percent	
17	29.82%	Yes
40	70.18%	No
57	Respondents	

Q8. Did the Student Success Advocate provide follow-up information for you?

Count	Percent	
44	77.19%	Yes (please explain)

Count	Percent	
1	2.27%	.
1	2.27%	as stated above, via email
1	2.27%	Career counselor contact info
1	2.27%	Email
1	2.27%	E-mail
1	2.27%	Follow on email
1	2.27%	From the e-mail.
1	2.27%	gave contact information
1	2.27%	I believe I got a card.
1	2.27%	I got some other information
1	2.27%	I provided information about the PT adviser and I was sent this link
1	2.27%	I received a card.
1	2.27%	I was sent some links in an email as promised in our meeting
1	2.27%	kok
1	2.27%	Links to the Bennington center, the hinckley institute, and scholarships.
1	2.27%	provided contact information and sent me a follow-up email
1	2.27%	provided me with information on internships

Q8. Did the Student Success Advocate provide follow-up information for you?

Count	Percent	
1	2.27%	Sent me an email with contact information for the poli sci department and the study abroad office.
1	2.27%	She always emails back with very helpful information whenever I email her.
1	2.27%	She continues to send different updates with current options provide at school.
1	2.27%	She did give me her email and card.
1	2.27%	She did however that part of the semester was quite busy so I couldn't follow through.
1	2.27%	She emailed me, checking in. Telling me what we talked about and the opportunities she had mentioned with links to them.
1	2.27%	she has emailed me a couple times with undergrad research websites
1	2.27%	She has emailed me a few times and offered to be a resource.
1	2.27%	She sent an email shortly after our conversation listing internships I would be interested in, and a website I could visit that would help me find further positions in my area of interest.
1	2.27%	She sent an email with relevant opportunities
1	2.27%	She sent me an email
1	2.27%	She sent me an email with resources I need.
1	2.27%	She sent me several e-mails.
1	2.27%	She told me that she was available for me anytime I needed her.
1	2.27%	The advocate provided great referral and areas to answer the questions that I had.
1	2.27%	They emailed me, letting me know that they are still there to help.
1	2.27%	We made a second meeting time.
1	2.27%	We've talked 3 or 4 times about various things to do with my future in school. Always remembered who I was and all my details.
1	2.27%	What options are available
1	2.27%	Yes information on shadowing

13

22.81%

No (please explain)

Count	Percent	
1	7.69%	All my questions were answered in our initial meeting.
1	7.69%	I didn't contact them
1	7.69%	I didn't need a follow up for anything
1	7.69%	No, all the information was provided in the meeting.
1	7.69%	Thought about it, but not certain of how to best utilize their help, do don't want to waste their time till I have something to work with.

57

Q9. Have you had any additional in-person conversations with the Student Success Advocate?

Count	Percent	
13	22.81%	Yes
44	77.19%	No
57		Respondents

Q10. What topics did you and the Student Success Advocate address in your follow-up conversation(s)? (Check all that apply)

Count	Respondent %	Response %	
13	22.81%	11.11%	Course-taking
4	7.02%	3.42%	Finances
6	10.53%	5.13%	Undergraduate research opportunities
9	15.79%	7.69%	Internships
5	8.77%	4.27%	Learning abroad
4	7.02%	3.42%	Graduate school
9	15.79%	7.69%	Major selection
7	12.28%	5.98%	Careers
6	10.53%	5.13%	Service/Bennion Center
7	12.28%	5.98%	Involvement in student groups
3	5.26%	2.56%	Leadership opportunities

Q10. What topics did you and the Student Success Advocate address in your follow-up conversation(s)? (Check all that apply)

Count	Respondent %	Response %	Response
4	7.02%	3.42%	Pre-professional information
6	10.53%	5.13%	Study strategies/tutoring
3	5.26%	2.56%	College stressors
2	3.51%	1.71%	Other (please specify)

Count	Percent	Response
1	50.00%	offered help in any area needed
1	50.00%	Personal goals

29

50.88%

24.79%

Not applicable

57

Respondents

117

Q11. Was your interaction with a Student Success Advocate useful?

Count	Percent	Response
48	88.89%	Yes (why?)

Count	Percent	Response
1	2.08%	I can learn more about something about University of Utah.
1	2.08%	Absolutely! It was very much due to that interaction that I became involved in many of the groups that may have honestly changed my life.
1	2.08%	Before talking to her I did not even know about the research opportunities that were available to undergraduates.
1	2.08%	Encourage me to study abroad
1	2.08%	felt welcomed into the university

Q11. Was your interaction with a Student Success Advocate useful?

Count	Percent	
1	2.08%	good to know about the resource
1	2.08%	Good to know they were available for me
1	2.08%	Helped me with my study strategy
1	2.08%	I appreciated knowing where I can find information on research and internship opportunities.
1	2.08%	I confirmed that I'm on the right path.
1	2.08%	I learned a lot more about programs the school provides
1	2.08%	I was able to determine a better course for my school career.
1	2.08%	I was inspired.
1	2.08%	I was unsure of where to go to seek the help I needed.
1	2.08%	Is nice to have someone there!
1	2.08%	It gave me a push to finally declare my major and meet with an academic adviser.
1	2.08%	It gave me a resource that I could access when I was wondering to do with my college career.
1	2.08%	It gave me some direction, and flushed out some questions and concerns I had.
1	2.08%	It helped me organize my thoughts on what I wanted to do.
1	2.08%	It helped me see more services to myself as a student
1	2.08%	It rally helped me narrow things down
1	2.08%	It was. I was unsure of whether or not my major could lead a career I would be happy with. She helped me combine my out-of-school interests with my area of study.
1	2.08%	Made me feel like I was able to be heard.
1	2.08%	My time at school is nearly complete, so it may not have been as crucial for me as for others, but I am thankful that she was able to help me navigate the site that gave me difficulty.
1	2.08%	Opened my eyes to more school/education opportunities i didn't know of before.
1	2.08%	received information and encouragement that i would not have received elsewhere
1	2.08%	She was helpful and supportive.
1	2.08%	The advocate gave me good directions on what I could do for the future.

Q11. Was your interaction with a Student Success Advocate useful?

Count	Percent	
1	2.08%	There is so much information that was thrown at me at orientation that I was a bit overwhelmed. She directed me to areas that I didn't know where to find the information.
1	2.08%	They are very knowledge able of resources we can use
1	2.08%	They were very nice
1	2.08%	They're friendly and help with self reflection.
1	2.08%	Yep, they helps me get some information that I did not know before
1	2.08%	Yes. Makes sure I'm heading in the right direction.
1	2.08%	You can ask any questions.
		6
		11.11%

No (why not?)

Count	Percent	
1	16.67%	Because I didn't have time do what we talked about this semester.
1	16.67%	I'm a self motivated quiet person who seeks out what I want.
1	16.67%	It was not my SSA, it was mostly me. I didn't really bring anything to the table, it was more of an experience for me to figure out how it would help me.
		54

Q12. Would you contact the Student Success Advocate in the future?

Count	Percent	
44	81.48%	Yes (why?)
Count Percent		
1	2.27%	It's helpful.
1	2.27%	Again, they're nice and helpful
1	2.27%	Because I enjoy being informed and part of the university network.
1	2.27%	Because they were helpful.

Q12. Would you contact the Student Success Advocate in the future?

Count	Percent	
1	2.27%	discuss changing my major and what that looks like
1	2.27%	Easy to talk to. She seemed to care about me.
1	2.27%	For anything I need information on.
1	2.27%	I enjoyed talking with her about different career options and student success ideas.
1	2.27%	I like that people are taking an interest in my success.
1	2.27%	I like them
1	2.27%	I most certainly would, because she is a helping hand and she showed interest in my needs.
1	2.27%	I would because they a resource who has your best interest in mind while helping with career path.
1	2.27%	If I get stuck and I am not sure what to do next I will contact them.
1	2.27%	If I get stuck or look forward to do any additional planning
1	2.27%	If I need help finding the right persons to get in contact with for any issue I need resolved or that I may need help with.
1	2.27%	If I needed resources
1	2.27%	If I were on campus
1	2.27%	If there are general questions I have about anything I would
1	2.27%	In case I am confused about where to find information on campus they can help point me in the right direction.
1	2.27%	It was really useful
1	2.27%	Make sure I am on my way to success
1	2.27%	Only if I need to be set in the right direction for something I need.
1	2.27%	She is very knowledgeable with what is going on at school.
1	2.27%	She was extremely respectful and kind and was an exceptional listener.
1	2.27%	She was very useful in making me think of things I had not thought of before.
1	2.27%	They are very helpful and knowledgeable about services offered around campus and are willing to provide follow up to help you find what you need if they don't have the information readily available.
1	2.27%	They seem nice.

Q12. Would you contact the Student Success Advocate in the future?

Count	Percent	
1	2.27%	They were helpful
1	2.27%	To get more resource
1	2.27%	To help me find resources on campus
1	2.27%	to help me get started on research and internships and gather as much information as possible to help me with my future goals
1	2.27%	To let them know that their help was useful and appreciative and that I am applying their information.
1	2.27%	Updates related to school work - internships etc.
1	2.27%	Well, maybe they can help me out before I graduate and know more useful resources or tips that I am unaware of
1	2.27%	Yes. If I ever needed any information regarding how to get more involved on campus.
		10
		18.52%

No (why not?)

Count	Percent	
1	10.00%	I could see if she knows of further resources, but my career counselor provides me with all the information I need.
1	10.00%	I was contacted when I was already nearly graduated. I already had, in my opinion, a good knowledge of campus resources.
1	10.00%	I'll be graduating next semester.
1	10.00%	Not sure why not.
1	10.00%	Read above
1	10.00%	When I talked to the advocate I felt that I had already prepared for classes enough prior to our meeting that everything would work out whether or not I met again

54

Q13. Would you recommend the Student Success Advocate to another student?

Count	Percent	
51	94.44%	Yes (why?)

Q13. Would you recommend the Student Success Advocate to another student?

Count	Percent	
1	1.96%	It's a good way to make more students get evolved and know more about campus.
1	1.96%	A lot of people need guidance but aren't willing to seek it out.
1	1.96%	And I have.
1	1.96%	Because they can help someone else!
1	1.96%	Deffinately! They help where advisors can't.
1	1.96%	Great way to gain information on programs.
1	1.96%	Helpful if you are not sure that you are studying the right way
1	1.96%	I have a lot of international students, they would need help
1	1.96%	I liked her, but she wasn't intrusive or bothersome.
1	1.96%	I think people would benefit from taking the time to look at their future.
1	1.96%	If I get stuck or look forward to do any additional planning. Easy to talk to
1	1.96%	If they needed a place of resources
1	1.96%	It helps you understand and think about options that weren't as clear before.
1	1.96%	It was great, I've already recommend it to people
1	1.96%	Its nice to express your opinions to someone that is able help do something about those opinions.
1	1.96%	Like I said, they are very useful for talking about your different options and success tactics.
1	1.96%	Lots of students don't know the resources on campus available to them
1	1.96%	Nice, friendly staff
1	1.96%	same as above
1	1.96%	see the answer to question 12.
1	1.96%	She is someone that I can depend on, and I'm sure who ever I recommend them to would too.
1	1.96%	She was really helpful for me.
1	1.96%	She was sincere and helpful.
1	1.96%	so they can have an idea of what to do and what not to do. I never had one when I came to college, by

Q13. Would you recommend the Student Success Advocate to another student?

Count	Percent	
		the time they were here I already knew most of the stuff they told me.
1	1.96%	Student Success Advocates help with general questions about college that specific services are not available to address. They also provide a bridge between worries/concerns and solutions that students might be unaware of.
1	1.96%	The advocate I spoke with was knowledgeable and approachable.
1	1.96%	They are a resource who can help reduce stress when it comes to not knowing what you are doing in your college career.
1	1.96%	They are a valuable resource
1	1.96%	They are easy to talk to, fun and approachable.
1	1.96%	They are helpful
1	1.96%	They can be helpful to people who are straight out of high school with no idea how hard you need to motivate/work in college
1	1.96%	They know more than most students do about most school related topics.
1	1.96%	They talk to a lot of students and can provide helpful information that others who only work in specific campus departments may not know about
1	1.96%	They were nice and willing to help.
1	1.96%	They're effective one-on-one sources for students who need that extra personalized help
1	1.96%	to help them get information and get focused
1	1.96%	Why not?
1	1.96%	yes, great resource!
		3
		5.56%

No (why not?)

Count	Percent

54

Q14. How else could the Student Success Advocate have met your needs?

Count	Percent
30	100.00%

Count	Percent	
1	3.33%	Talking more about internships, career services.
1	3.33%	.
1	3.33%	All my needs were met in this meeting
1	3.33%	By knowing more about the Pre-Physical Therapy track
1	3.33%	career advice
1	3.33%	Communication with me
1	3.33%	Could have given more resources or get in touch with me sooner.
1	3.33%	I cannot think of anything else that she could have done.
1	3.33%	I think she did fine.
1	3.33%	I think they are doing a wonderful job
1	3.33%	I wish she could have remembered more about my specific circumstances and provided information there, though it's very unique
1	3.33%	It was difficult to use the website that has all of the clubs listed. A format that better shows which groups are active and displays what they do would be very helpful.
1	3.33%	koko
1	3.33%	Maybe a semester or yearly follow up meeting to help keep students on track.
1	3.33%	More opportunities outside campus, things that help you boost your portfolio, more knowledge about my department (or the departments)
1	3.33%	More scholarship opportunities
4	13.33%	n/a
1	3.33%	N/A
1	3.33%	NA
1	3.33%	None
1	3.33%	None.
1	3.33%	Not that I can think of.

Q14. How else could the Student Success Advocate have met your needs?

Count	Percent	
1	3.33%	nothing else needed
1	3.33%	Nothing that I can think of.
1	3.33%	Nothing, they're fine as they are
1	3.33%	One thing that almost every student wants or needs is scholarship opportunities, and that would've been something I would've liked to discuss.
1	3.33%	They're great.

30

Q15. Is there anything else about your experience with the Student Success Advocate that you would like to share with us?

Count	Percent	
9	16.67%	Yes (please explain)

Count	Percent	
1	11.11%	Awesome people.
1	11.11%	I enjoyed conversing with the advocate because she easily got down to my level and was very approachable and interested in things I had to say.
1	11.11%	I felt like even though we met for a couple minutes my future at the university and personal success was truly cared about.
1	11.11%	I love how they don't have an office!
1	11.11%	I really don't know where I could have gone without her. I wish the program was talked about during orientation.
1	11.11%	I would just like to thank Christine Contestable for her insight and help. She is awesome(along with all the other SSAs).
1	11.11%	She asked me a lot about my view of campus and I realize that there are a lot of nasty stuff, for example, the communication department charges money for the internships that you got, even if they had nothing to do with it they still charge you and you need authorization from them to actually go in there, I don't see the point of it. The clubs are poorly managed and the Student president or whatever they are, so far I haven't seen anything from them, just on "election" day, which is not surprising. Student Can't audit a class, you always have to pay and by the time you want to change your mind it's too late to drop. I think many of these things can be improved in order to have a more engaged student but as long as the university doesn't care about its students, the students won't care about their university.

Q15. Is there anything else about your experience with the Student Success Advocate that you would like to share with us?

Count **Percent**

1 11.11%

She was so approachable and engaging. I felt that she really cared for my interests and challenges when we met and continuing on-genuinely wants me to succeed.

45

83.33%

No

Q16. Age:

Count **Percent**

48 100.00%

Count **Percent**

1 2.08% 17

5 10.42% 18

5 10.42% 19

5 10.42% 20

11 22.92% 21

3 6.25% 22

4 8.33% 23

1 2.08% 24

2 4.17% 25

1 2.08% 27

1 2.08% 28

1 2.08% 29

1 2.08% 30

2 4.17% 32

3 6.25% 35

1 2.08% 36

Q16. Age:

Count	Percent	
1	2.08%	47

48

Q17. Number of credits completed at the University of Utah:

Count	Percent	
47	100.00%	

Count	Percent	
1	2.13%	~40
5	10.64%	0
1	2.13%	0 (transfer student)
1	2.13%	10
2	4.26%	100
1	2.13%	109 approx
1	2.13%	112
2	4.26%	12
1	2.13%	120
1	2.13%	124
1	2.13%	171
1	2.13%	19
1	2.13%	190
1	2.13%	24.5
1	2.13%	26
2	4.26%	27
1	2.13%	30
1	2.13%	37

Q17. Number of credits completed at the University of Utah:

Count	Percent	
3	6.38%	40
1	2.13%	48
1	2.13%	52
1	2.13%	6
3	6.38%	60
1	2.13%	60+
1	2.13%	64
1	2.13%	74
1	2.13%	76
2	4.26%	80
1	2.13%	89
1	2.13%	890473
2	4.26%	9
1	2.13%	91
1	2.13%	not sure
1	2.13%	Wow, I have no idea

47

Q18. Number of credits you're enrolled in this semester:

Count	Percent
47	100.00%

Count	Percent	
3	6.38%	0
1	2.13%	10
2	4.26%	11

Q18. Number of credits you're enrolled in this semester:

Count	Percent	
9	19.15%	12
9	19.15%	13
1	2.13%	14
6	12.77%	15
3	6.38%	16
3	6.38%	17
3	6.38%	18
1	2.13%	19
1	2.13%	20
1	2.13%	21
1	2.13%	5
1	2.13%	7
1	2.13%	9
1	2.13%	Vacation semester, 4 creds only

47

Q19. When do you plan to graduate?

Count	Percent	
46	100.00%	

Count	Percent	
1	2.17%	2014
9	19.57%	2015
1	2.17%	2015/2016
1	2.17%	2016
1	2.17%	2016-2017

Q19. When do you plan to graduate?

Count	Percent	
4	8.70%	2017
1	2.17%	2018
1	2.17%	ASAP
1	2.17%	Before I die, hopefully
1	2.17%	December
2	4.35%	December 2013
1	2.17%	fall 2014
3	6.52%	Fall 2014
1	2.17%	Fall 2015
2	4.35%	Fall 2016
2	4.35%	May 2014
2	4.35%	May 2015
1	2.17%	n/a
1	2.17%	Spring
1	2.17%	Spring 14
3	6.52%	Spring 2014
1	2.17%	spring 2015
1	2.17%	Spring 2015
1	2.17%	Spring 2016
1	2.17%	summer 2013
1	2.17%	Summer 2014
1	2.17%	summer of 2015

46

Q20. Where do you live?

Count	Percent
47	100.00%

Count	Percent	
1	2.13%	Salt Lake City
1	2.13%	47S, 800E, Apt18, UT84102
1	2.13%	apartment in Salt Lake City
1	2.13%	Benchmark Plaza
1	2.13%	campus
1	2.13%	Chapel Glen dorms
1	2.13%	Downtown
1	2.13%	Downtown SLC
1	2.13%	Draper
1	2.13%	Home. Off campus
1	2.13%	Midvale, UT
1	2.13%	Missouri
1	2.13%	off campus
1	2.13%	Off campus
1	2.13%	Off campus Salt lake city
1	2.13%	Off campus SLC
1	2.13%	Off-campus
2	4.26%	Ogden
1	2.13%	on campus
1	2.13%	On Campus
1	2.13%	salt lake city
1	2.13%	Salt lake city
6	12.77%	Salt Lake City
1	2.13%	Salt Lake City (Avenues)

Q20. Where do you live?

Count	Percent	
1	2.13%	Salt Lake City Center
1	2.13%	Salt Lake City, ut
1	2.13%	sandy
1	2.13%	Sandy, with parents
1	2.13%	SLC
1	2.13%	South Jordan
1	2.13%	Sugarhouse
1	2.13%	SugarHouse
2	4.26%	Taylorsville
1	2.13%	University of Utah
3	6.38%	Utah
1	2.13%	very close to campus
1	2.13%	West Valley
1	2.13%	West Village

47

Q21. Gender:

Count	Percent	
24	48.00%	Male
25	50.00%	Female
1	2.00%	Trans
50		Respondents

Q22. Race/Ethnicity:

Count	Percent
-------	---------

Q22. Race/Ethnicity:

Count	Percent
42	100.00%

Count	Percent	
1	2.38%	African American
5	11.90%	Asian
1	2.38%	Black
1	2.38%	caucasian
3	7.14%	Caucasian
1	2.38%	caucasian
1	2.38%	Caucasion
3	7.14%	Hispanic
1	2.38%	Indian Asian
1	2.38%	Japanese
1	2.38%	Latina
1	2.38%	n/a
2	4.76%	N/A
1	2.38%	Ninja
1	2.38%	Other
1	2.38%	Russian, European
1	2.38%	Southeast Asian American
2	4.76%	white
14	33.33%	White

42

Q23. Approximate cumulative GPA:

Count	Percent
-------	---------

Q23. Approximate cumulative GPA:

Count	Percent
44	100.00%

Count	Percent	
1	2.27%	<3.0
1	2.27%	0
1	2.27%	0.4
1	2.27%	2.0
2	4.55%	2.2
1	2.27%	2.625
1	2.27%	2.7
1	2.27%	2.8
1	2.27%	2.9
1	2.27%	2.98
2	4.55%	3.0
1	2.27%	3.095
3	6.82%	3.1
3	6.82%	3.2
1	2.27%	3.25
2	4.55%	3.3
1	2.27%	3.4
4	9.09%	3.5
1	2.27%	3.6
4	9.09%	3.7
3	6.82%	3.8
1	2.27%	3.88
1	2.27%	3.925

Q23. Approximate cumulative GPA:

Coun t	Percent	
1	2.27%	3.99
3	6.82%	4.0
2	4.55%	N/A

Appendix C: SSA Orientation Schedule

Student Success and Empowerment Initiative Student Success Advocate Orientation Schedule 21-31 October, 2013

Monday, 21 October			
9:00-11:30	Introductions, review position description, vacation/sick time reporting, other logistics	Amy and new SSAs	MLIB 1726A
11:30-1:00	Lunch	SSEI Team	
1:00-3:00	James Griner – Computer Set-up	New SSAs	SSEI Office
3:00-5:00	New Employee Orientation/ID Cards	New SSAs -- online	SSEI Office
Tuesday, 22 October			
9:00-11:00	Library Tour and Security Orientation	New SSAs with Melanie Hawkes and Scott Bigler	MLIB Admin Office 5 th floor
11:00-12:30	SSEI Team Meeting	SSEI Team	MLIB 1726A
12:30-1:30	Lunch	On own	
2:30-3:30	Campus Tour	New SSAs	Office of Admissions and Recruitment
3:30-5:00	Shadowing	New and current SSAs	
Wednesday, 23 October			
10:30-12:00	Current SSAs: Engaging with Students – Listening and listening skills, open-ended questions, allowing time for students to answer	New and current SSAs	MLIB 1726A
12:00-1:00	Lunch	On own	
1:00-1:30	Martina Stewart – MBTI	New SSAs	SSB 452
1:30-5:00	1:30-3:00 -- Kari Ellingson– basic counseling 3:00-5:00 -- Advising Where does an advocate fit between advising and counseling? – Amy and Sharon	New SSAs, Amy, Sharon, Kari	SSB 452
Thursday, 24 October			
8:10-11:00	8:10-9:00 – University College Staff meeting 9:05-10:00 – UC In-service 10:00-10:45 – UC Overview (Jency Brown)	New SSAs	SSB 413
1:00-2:00	Lunch	On own	
2:00-3:30	UAAC	AEB 320	
3:30-5:00	Shadowing: Bryce and Jen – meet in Union Natasha and Christine – meet at UAAC	New and current SSAs	
Friday, 25 October			
9:00-12:30	College Coordinators: 9:00-10:00 -- Shari Lindsey (College of Health) 10:15-11:15 -- Taunya Dressler (College of Humanities) 11:30-12:30 – Jessica Taverna (College of Business)	New SSAs	200 HRP North LNCO 2100 SFEBB 112
1:00-2:00	Lunch all together	New and current SSAs	MLIB 1726A
2:00-3:30	Check-in and reflection on week’s activities	New and current SSAs	MLIB 1726A
Monday, 28 October			

9:00-12:00	Student Affairs Offices: 9:30-9:55 – Kyle Ethelbah (TRiO) 10:00-10:25 – Tom Hurtado (ASUU) 10:30-10:55 – Valery Pozo (Career Services) 11:00-11:25 – Lori McDonald (BIT) 11:30-11:55 – Sonja Jensen (Greek Life)	New SSAs	Union Parlor B
12:00-1:00	Lunch	On own	
1:00-2:30	Student Panel	New SSAs & LEAP students	MLIB 1726A
2:30-5:00	Shadowing: Natasha and Steph – meet in Mom’s Café Bryce and Christine – meet in CRCC	New and current SSAs	
Tuesday, 29 October			
9:00-10:30	SSEI Team Meeting	SSEI Team	MLIB 1726A
10:30-12:00	Shadowing: Nedra and Christine Bryce and Steph Natasha and Jen	New and current SSAs	Meet after team meeting
12:00-1:00	Lunch	On own	
1:00-4:00	Identity-based Offices: 1:45-2:20 – Kai Martinez (LGBT Center) 2:30-3:05 – Tricia Sugiyama (CESA) 3:15-3:50 -- Jennifer Netto (Women’s Resource Center)	New SSAs	MLIB 1726A
Wednesday, 30 October			
9:00-12:00	MBTI New Advocates	New SSAs and Martina Stewart	Sill Small Conference Room
12:00-1:00	Lunch together	SSEI Team	
1:00-3:00	MBTI All Advocates	SSEI Team	Sill Small Conference Room
3:00-5:00	Shadowing: Bryce and Christine Nedra and Jen Natasha and Steph	New and current SSAs	Meet after MBTI in Sill Center
Thursday, 31 October			
9:00-12:00	UGS Programs: 9:30-9:55 – Christina Strain (International Students) 10:00-10:25 – Ann Darling (BlockU) 10:30-10:55 – Brie Joseph (Learning Abroad) 11:00-11:25 – Trevor Bruhn (Beacon Scholars)	New SSAs	Union Parlor B
12:00-1:30	Beacons of Excellence Lunch	SSEI Team	Union
2:00-4:00	2:00-3:00 – Garrett Kachellek (Orientation & Leadership Studies) 3:00-4:00 – Heather Briley (Admissions & Recruitment)	New SSAs	MLIB 1726A