



# **Academic Advisors: The KEY to Student Success**

**Jared N. Tippetts, PhD**

**Eric M. Kirby, JD/PhD**

# About Us



**Jared Tippetts, PhD**

## **VICE PRESIDENT FOR STUDENT AFFAIRS Southern Utah University**

Previous Institutions: Purdue University, University of Kentucky, University of Missouri-Columbia, Utah Valley University, Utah State University



**Eric Kirby, JD/PhD**

## **ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS (COMPLETION & STUDENT SUCCESS) Southern Utah University**

Previous Institutions: Southern Utah University, University of Denver, Indiana Institute of Technology

# Roadmap

- Part 1: Introduction, background, and overview
- Part 2: Why do we need to focus on retention?
- Part 3: Relevant?
- Part 4: Vice President for a day
- Part 5: Importance of Advising
- Part 6: Retention Strategies
- Part 7: Conclusion and Results

# Part 1

# Introduction Background Overview



# About Southern Utah University

## LOCATION:

Cedar City, UT  
Population: 31,223



## ENROLLMENT:

Undergraduate: 9,844  
Graduate: 928  
TOTAL: 10,772

## TUITION AND FEES:

Resident: \$5,918  
Fees: \$756  
TOTAL: \$6,674

## RETENTION / COMPLETION:

Retention Rate: 73.0%  
Graduation Rate: 49.7%

## MISC INFO:

Selective Admission (Sort of)  
Avg. Incoming Class: 2,000  
Campus Housing: 950 beds  
Greek Life: 4 Chapters

## ATHLETICS:

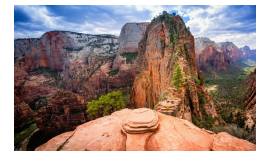
Division I



## THE ARTS:



## THE OUTDOORS:



Zion



Arches



Capitol Reef

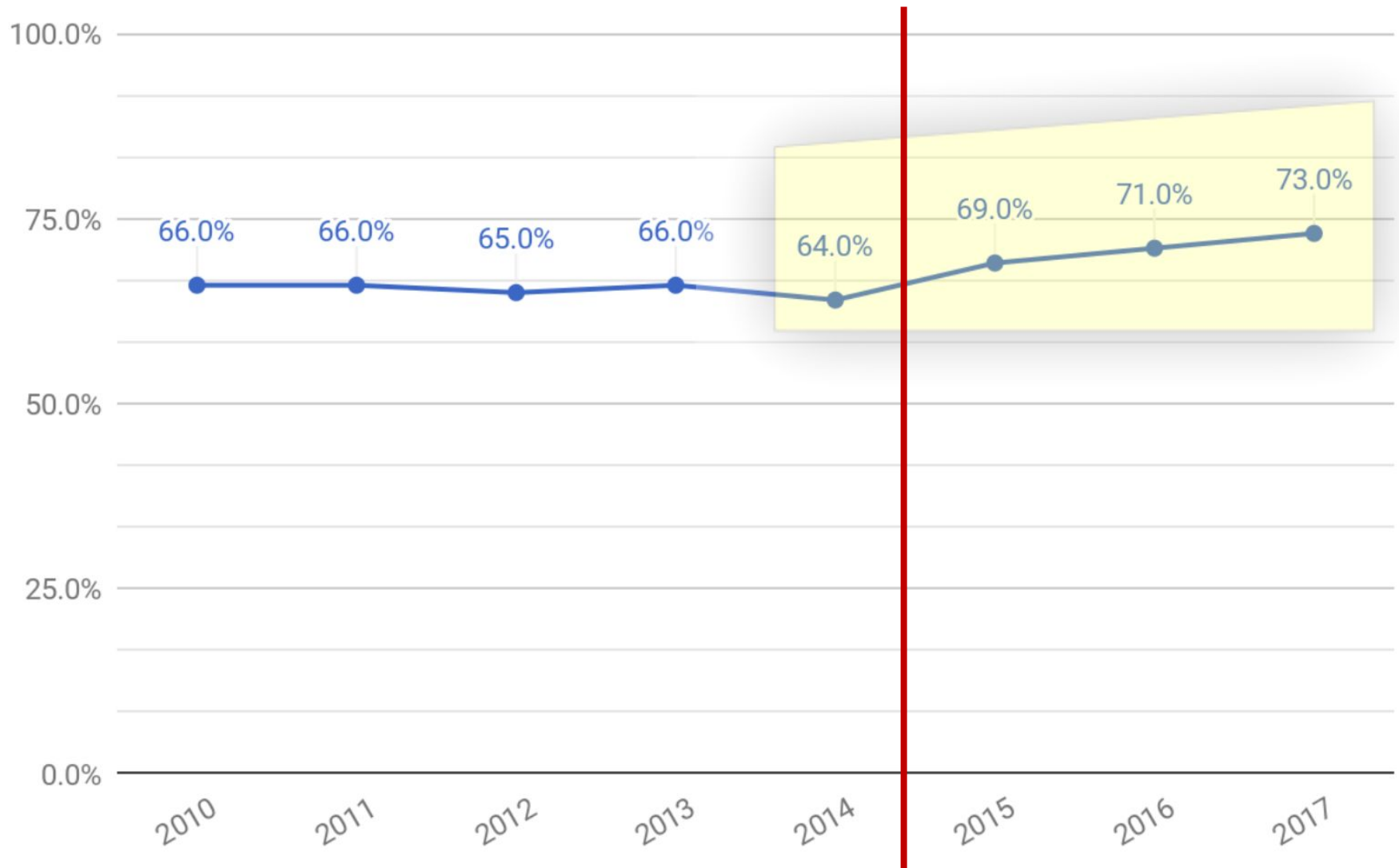


Bryce Canyon



Canyonlands

# About Southern Utah University



# Successes and Accomplishments

## THE CHRONICLE of Higher Education

### A Third of Your Freshmen Disappear. How Can You Keep Them?





# Successes and Accomplishments

## THE CHRONICLE of Higher Education®

### The **Truth** About Student Success

Myths, Realities, and 30 Practices That Are Working

## Reinvent the First-Year Experience

### THE CHALLENGE

Stem a worrisome slide in first-year retention.

### THE APPROACH

Start from scratch, fostering relationships and a sense of belonging on campus

### THE RESULT

After just three years, the university's first-to-second-year retention is up nine percentage points.

**W**HEN THE FRESHMAN retention rate at Southern Utah University fell five percentage points in five years, college leaders knew they had a problem. They just weren't sure what to do about it.

The college had tried several "high impact" practices that are supposed to help with retention, but they weren't stemming the slide.

At a loss for solutions, administrators hired a chief retention officer, Jared Tippetts, who had been the director of student success at Purdue University. Tippetts, whose formal title is vice president for student affairs, started from scratch with his team, building

students arrive on campus, they're given a choice between boisterous welcome parties and more intimate gatherings. Peer mentors offer to take students to their first club meeting so they don't have to go alone.

New students complete a questionnaire that asks about their financial, emotional, and social well-being before the semester starts, and again three weeks in. When a student shows signs of struggle, an adviser, faculty member, or peer mentor will intervene.

As with most major overhauls, there was some initial pushback. Faculty members, Tippetts says, didn't always appreciate being told how to help their students. So administrators stopped telling them to send a specific email at a specific time, and started asking them to reach out to students in their own way.

Meanwhile, the college continues to innovate, aiming for a retention rate of 75 percent. To generate new ideas, it hosts a "shark tank" competition, inviting anyone to present a proposal for improving retention to the president's council. The contest has led to the creation of a peer-mentoring program and the hiring of a "withdrawal coordinator" who looks for ways to keep would-be



KIM RAFF FOR THE CHRONICLE

Incoming freshmen and their parents can visit with current students at Southern Utah U.

a comprehensive "first-year experience" that focused on fostering a sense of belonging.

The overhaul worked. First-to-second-year retention has risen nearly nine percentage points over three years, reaching 73 percent in 2018. In the process, the college has saved over \$5 million in tuition revenue from students who stayed enrolled.

Under the new approach, advisers and peer mentors reach out to students an average of 38 times from when they pay their admission deposit to when they move in. When

dropouts enrolled.

Other changes have been driven by data. After surveys showed that students were continuing to leave for financial reasons, the college hired a financial-literacy expert. And when personality assessments revealed an uptick in introverts, it added more small-group sessions to welcome week.

"Welcome weeks are notoriously programmed for extroverts," Tippetts said. "A lot of our students struggle in those environments."

# Successes and Accomplishments

Southern Utah University develops ASCEND model, increases student retention to institution high

Written by or for St. George News 🕒 July 22, 2018





# Successes and Accomplishments

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Weather



## SUU is keeping more students: here's how they did it

# Successes and Accomplishments

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EAB / June 18, 2018 / How this college raised freshman retention 7 points in 2 years

[EAB Daily Briefing](#) | [View the Archives](#) | [Print Today's Stories](#)

## How this college raised freshman retention 7 points in 2 years

7:30 AM - June 18, 2018

Colleges and universities are struggling to retain the first-year students who arrive on campus. Only 61% of first-year students who started in 2015 returned to their starting institution in 2016, according to a [report](#) from the **National Student Clearinghouse**.

Like other institutions, **Southern Utah University** (SUU) faced declining first-year student retention rates, Kelly Field writes for the *Chronicle of Higher Education*. In 2015, two-thirds (64%) of first-year students returned for their sophomore year.

Although the college already had several retention practices in place, the retention rate didn't rebound. Campus leaders "were at a loss," Jared Tippetts, the chief retention officer and vice president of student affairs at SUU, told Field.

# Successes and Accomplishments

<div> <div>SUU</div> <div>OFFICE OF PLANNING &amp; BUDGET</div> </div>					
	BASELINE				
	2014	2015	2016	2017	
Total Students in Cohort	1,534	1,670	1,702	1,968	
Retained Students	1,003	1,166	1,215	1,429	
Year 1 Retention	65.4%	69.8%	71.4%	72.6%	
Retention % Increase from Base		5.8%	7.4%	8.6%	
	2014	2015	2016	2017	
Not First Time Cohort Headcount	2,882	2,925	3,110	3,239	
Not First Time Cohort Net Tuition	7,302,997	\$ 7,629,419	\$ 7,530,250	\$ 7,458,004	
Fall Net Tuition Per Student	2,534	\$ 2,608	\$ 2,421	\$ 2,303	
Annual Net Tuition Per Student	5,068	\$ 5,217	\$ 4,843	\$ 4,605	
	2014	2015	2016	2017	
New Retained Year 2	64.0%	97	126	169	
New Retained Year 3	77.0%	75	97	130	
New Retained Year 4	83.5%	63	81	108	
New Retained Year 5	47.0%	30	38	51	
# of "Additional Payers"		265	342	458	1,065
		2015 Cohort	2016 Cohort	2017 Cohort	
Estimated Retained Net Tuition Year 2		\$ 506,020	\$ 610,168	\$ 778,267	
Estimated Retained Net Tuition Year 3		391,252	469,733	598,667	
Estimated Retained Net Tuition Year 4		328,652	392,251	497,354	
Estimated Retained Net Tuition Year 5		156,501	184,019	234,862	
Estimated Total Retained Net Tuition		\$ 1,382,425	\$ 1,656,171	\$ 2,109,148	\$ 5,147,744

**\$5.1  
Million**

## NOTE:

These calculations do not:

- account for the differences between resident, non-resident, and international tuition rates.
- account for the breakdown of index levels.
- account for different scholarship levels of returning students.
- account for the expenses of retention programs.



## Part 2

Why do we  
need to focus  
on retention?

# Doom and Gloom???



# National Trends: The Next Recession

## A 'second Great Depression is coming' and recession '99.9% likely in two years'



By **Alex Hudson**, Deputy Editor  
Tuesday 30 Apr 2019 12:02 am

**E**verything sounds great in the global economy right now.

US President Donald Trump presides over 'perhaps the greatest economy in history' (his **own assessment**), UK **government analysis** says 'the [British] economy is growing, unemployment is low and real wages are rising' and China's growth forecast **has just been raised** by the IMF.

## AMERICA ON CUSP OF NEXT GREAT RECESSION

Fed optimistic despite shock trends

**Schiff Gold** - MARCH 26, 2019



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Will the US fall into a recession by the end of 2020? Half of business economists think so.

Martin Crutsinger, The Associated Press

Published 8:52 a.m. ET Feb. 25, 2019 | Updated 1:19 p.m. ET Feb. 25, 2019

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BRIEFING • ECONOMY

## When Is the Next Recession Coming? Here Are 5 Indicators to Watch



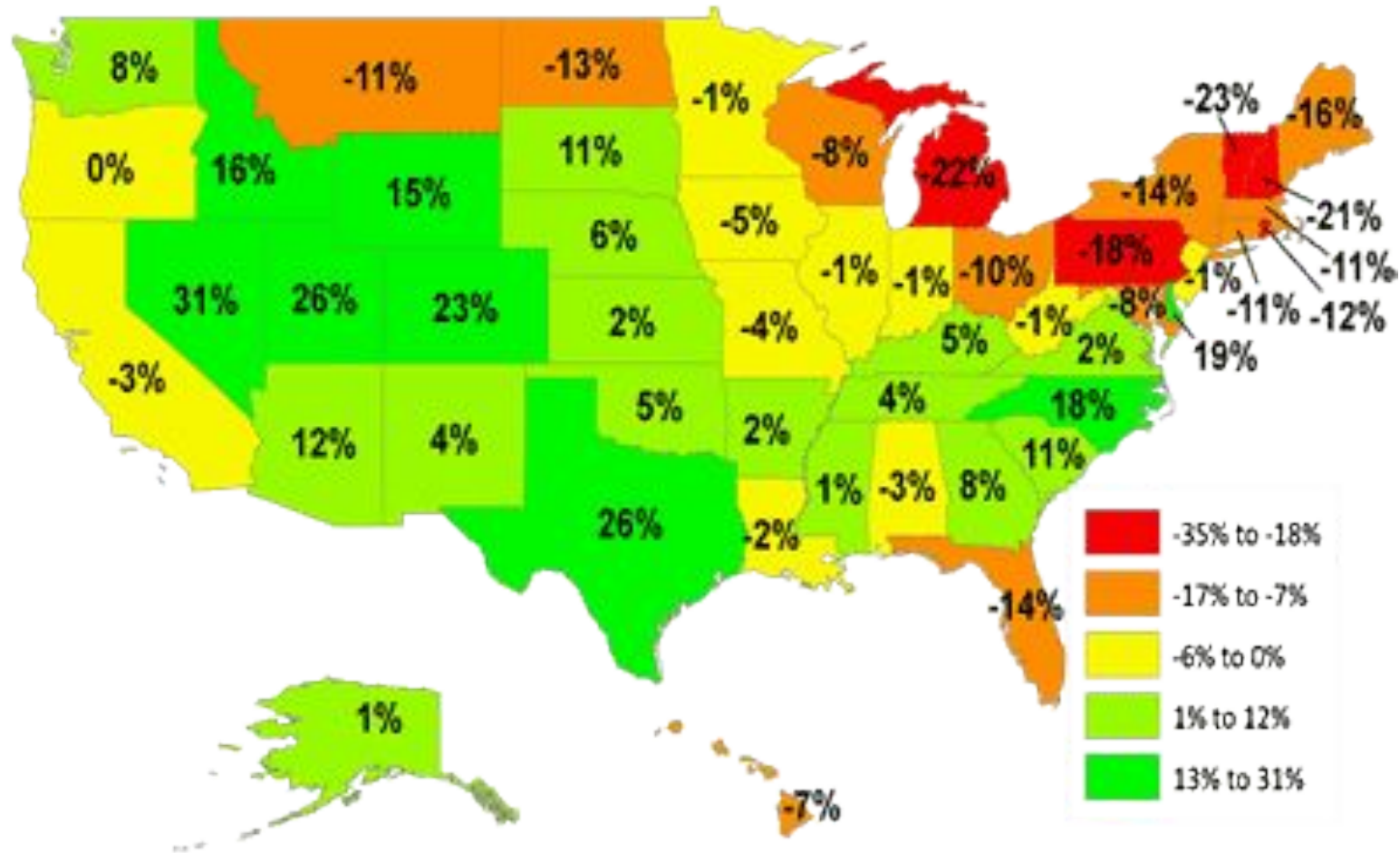
THE ECONOMIC CLUB

THE ECONOMIC CLUB JANUARY 10, 2019

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# National Trends: HS Grads from 2007-21

Percent Change in High School Graduates, 2007-08 to 2020-21

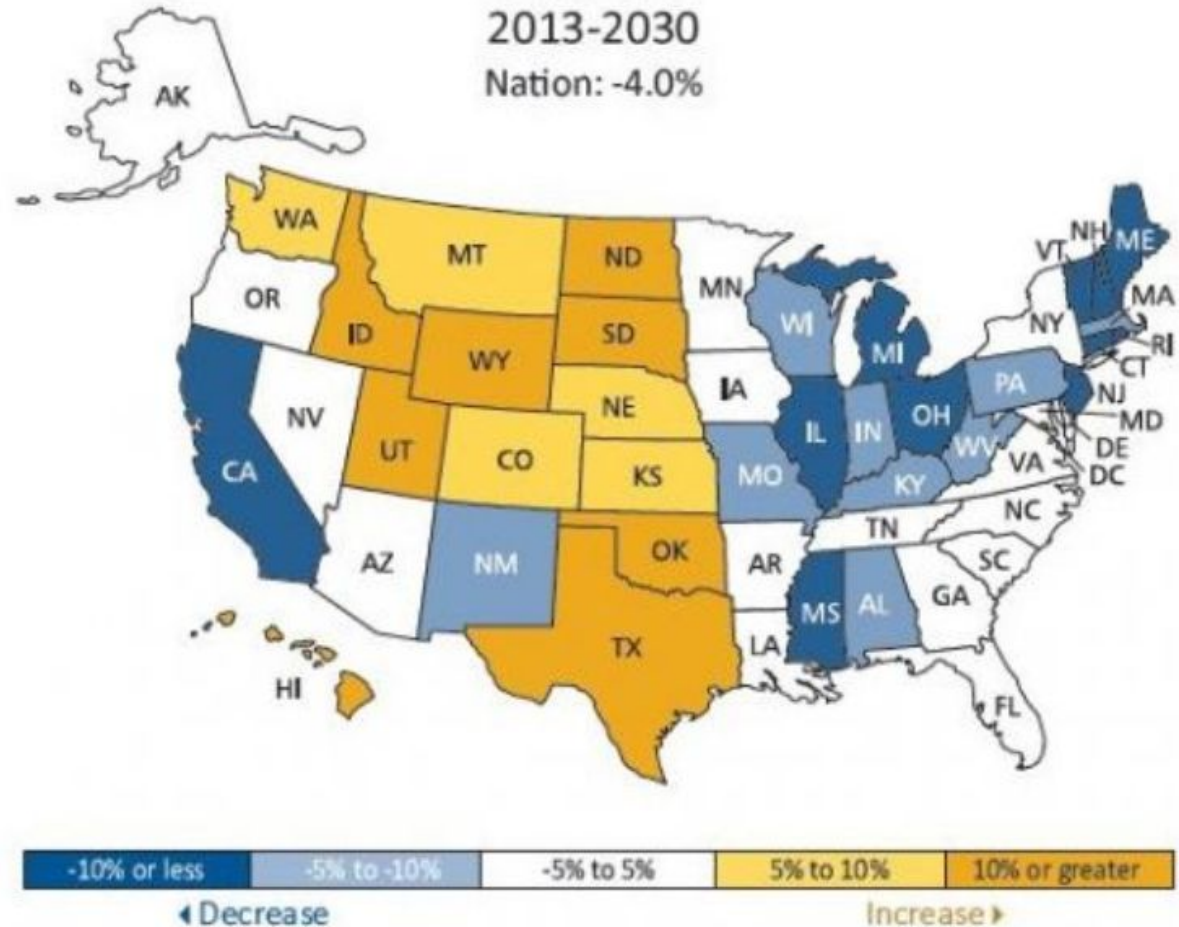
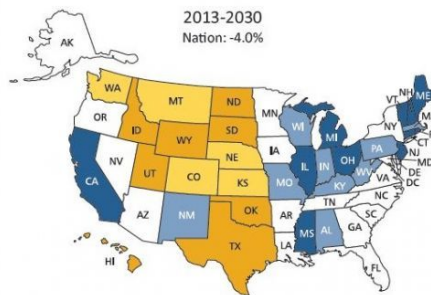
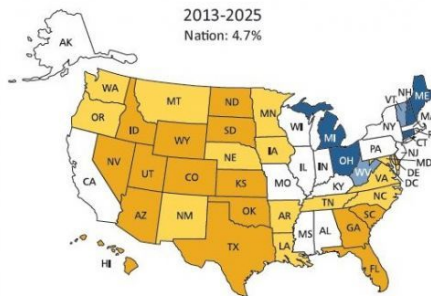
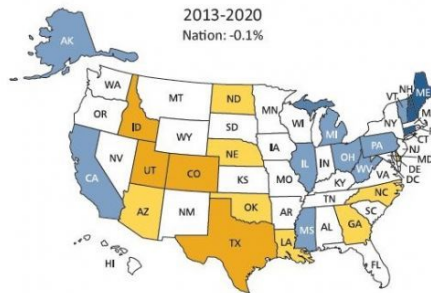


Source: National Center for Education Statistics, Projections of Education Statistics to 2020



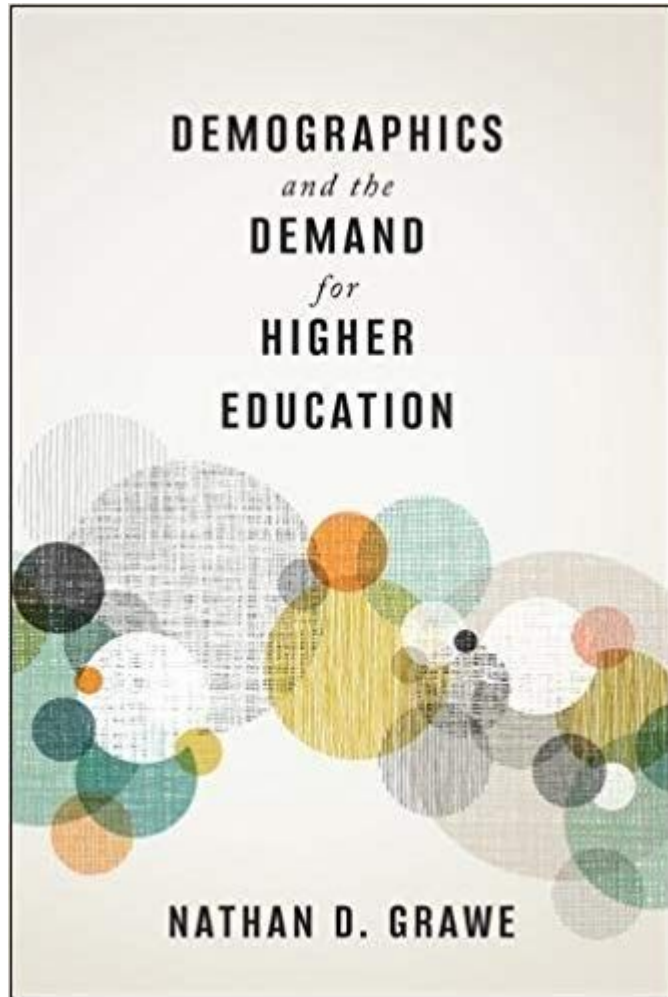
# National Trends: HS Grads from 2013-30

## Percent Change of US High School Graduates from 2013-2030



Source: <https://www.insidehighered.com/news/2016/12/06/high-school-graduates-drop-number-and-be-increasingly-diverse>

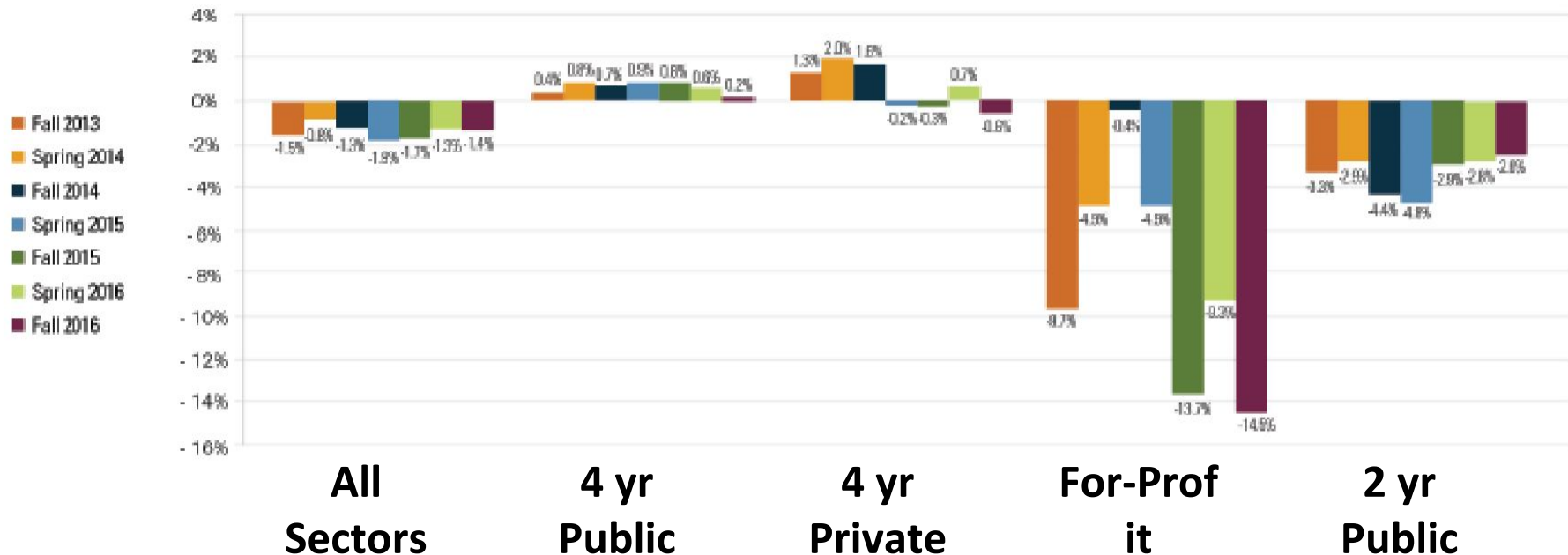
# National Trends (HS Graduates)



Higher education faces a looming demographic storm. Decades-long patterns in fertility, migration, and immigration persistently nudge the country toward the Hispanic Southwest. As a result, the Northeast and Midwest — traditional higher education strongholds — **expect to lose 5% of their college-aged populations between now and the mid-2020's**. Furthermore, and in response to the Great Recession, childbearing has plummeted. **In 2026, when the front edge of this birth dearth reaches college campuses, the number of college-aged students will drop almost 15% in just 5 years.**

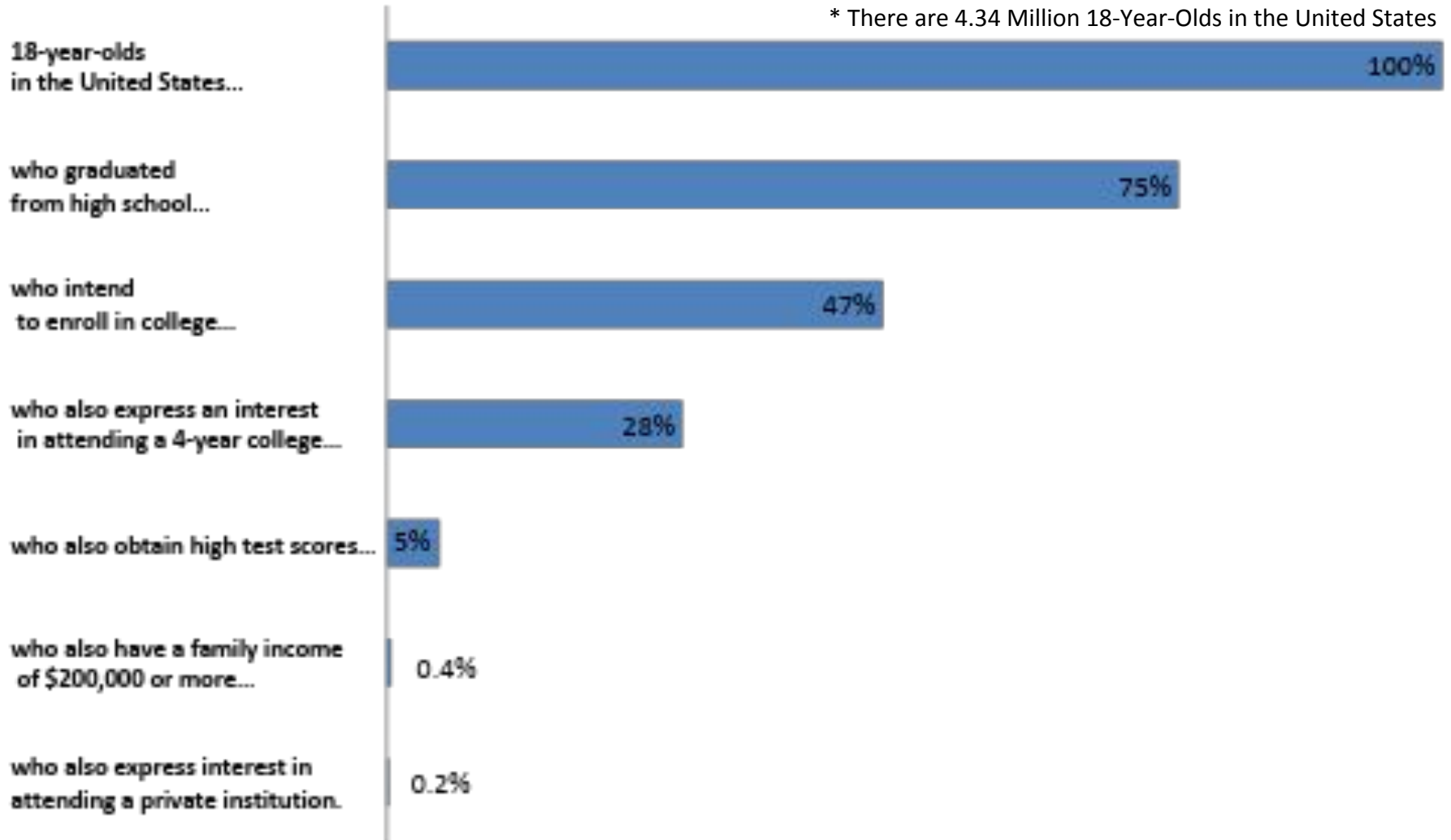
# National Trends (Enrollment)

## Percent Change from Previous Year, Enrollment by Sector



**4 year public schools were the only sector to grow in enrollment (0.2%) in Fall 2016.**

# National Trends (Ability to pay)



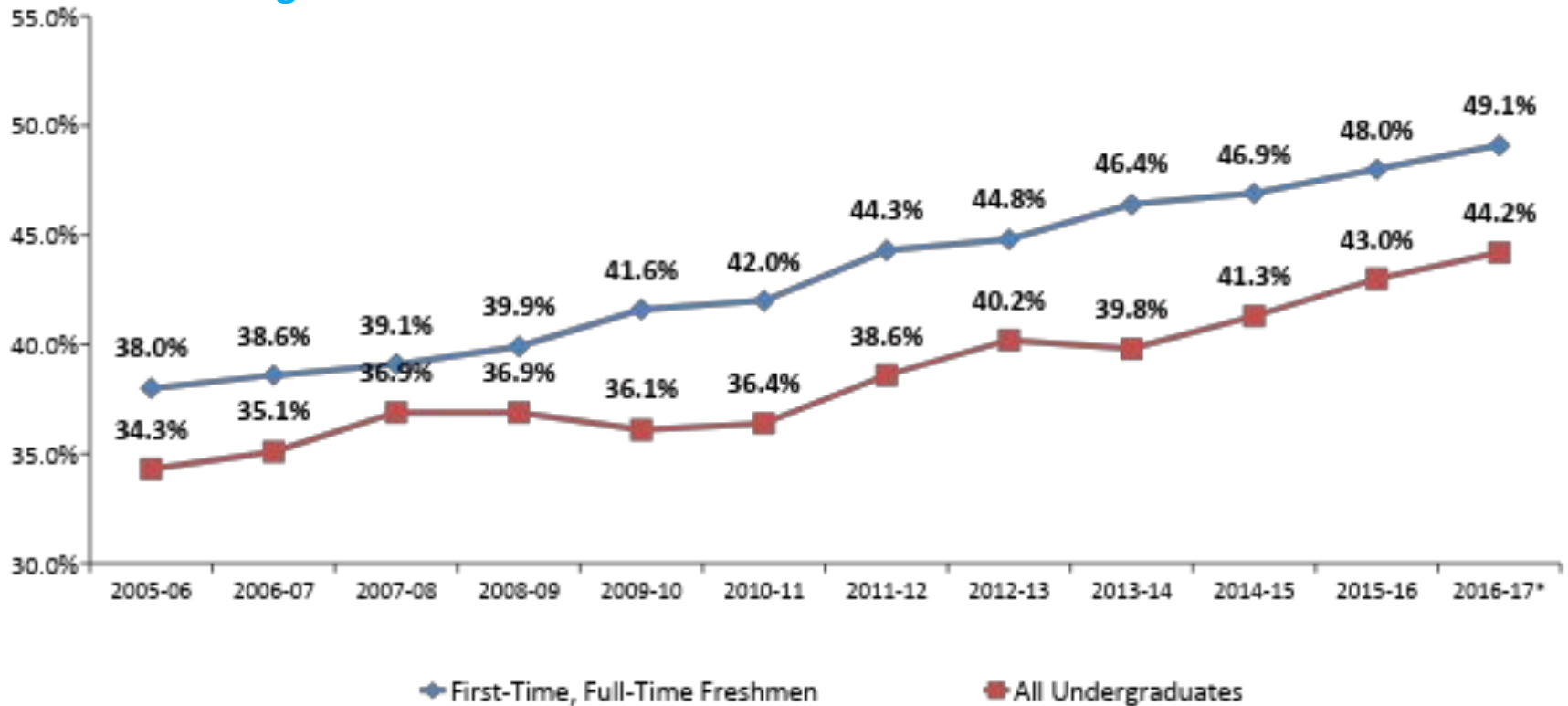
(NACUBO Webinar, May 31, 2017)



# National Trends (Discount rates)

**“Institution” Tuition Discount Rates Reached an All-Time High in 2016-17**

Average Institutional Tuition Discount Rate from 2005-06 to 2016-17



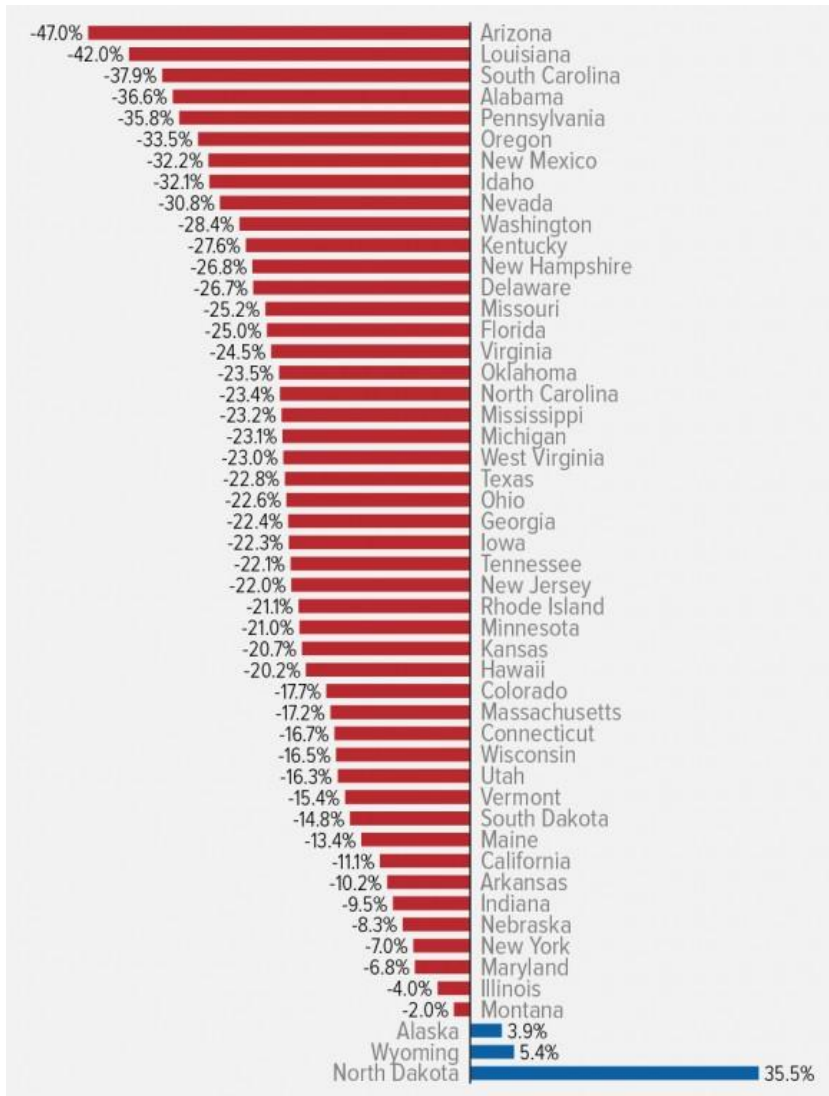
Source: NACUBO Tuition Discounting Study, 2005 to 2016; data are as of the fall of each academic year.

# National Trends (Discount rates)

“Many colleges and universities are increasingly unable to bring in enough revenue to cover their costs. Indeed, the average tuition discount rate was a whopping **49.9% for first-time, full-time freshmen in 2017–18**, according to the National Association of College and University Business Officers (NACUBO). That means that students are paying roughly only half of what colleges and universities say they charge. **A tuition discount rate above 35% puts a college in a danger zone**, particularly when it is heavily dependent on tuition. Many institutions have discount rates far above that now.”

Source: <https://www.forbes.com/sites/michaelhorn/2018/12/13/will-half-of-all-colleges-really-close-in-the-next-decade/#410147d952e5>

# National Trends (Decreased funding)



**Percent change in state spending per student, inflation adjusted, 2008-2015**

47 states have cut funding to higher education in the past 7 years.

Only 3 states have increased funding over the past 7 years.

(\* Center for Budget and Policy Priorities)

# National Trends (Financial woes)



“There are over 4,000 colleges and universities in the United States, but Harvard Business School professor **Clayton Christensen** says that half are bound for bankruptcy in the next few decades.”

# National Trends (Financial woes)

UPDATED: March 29, 2019

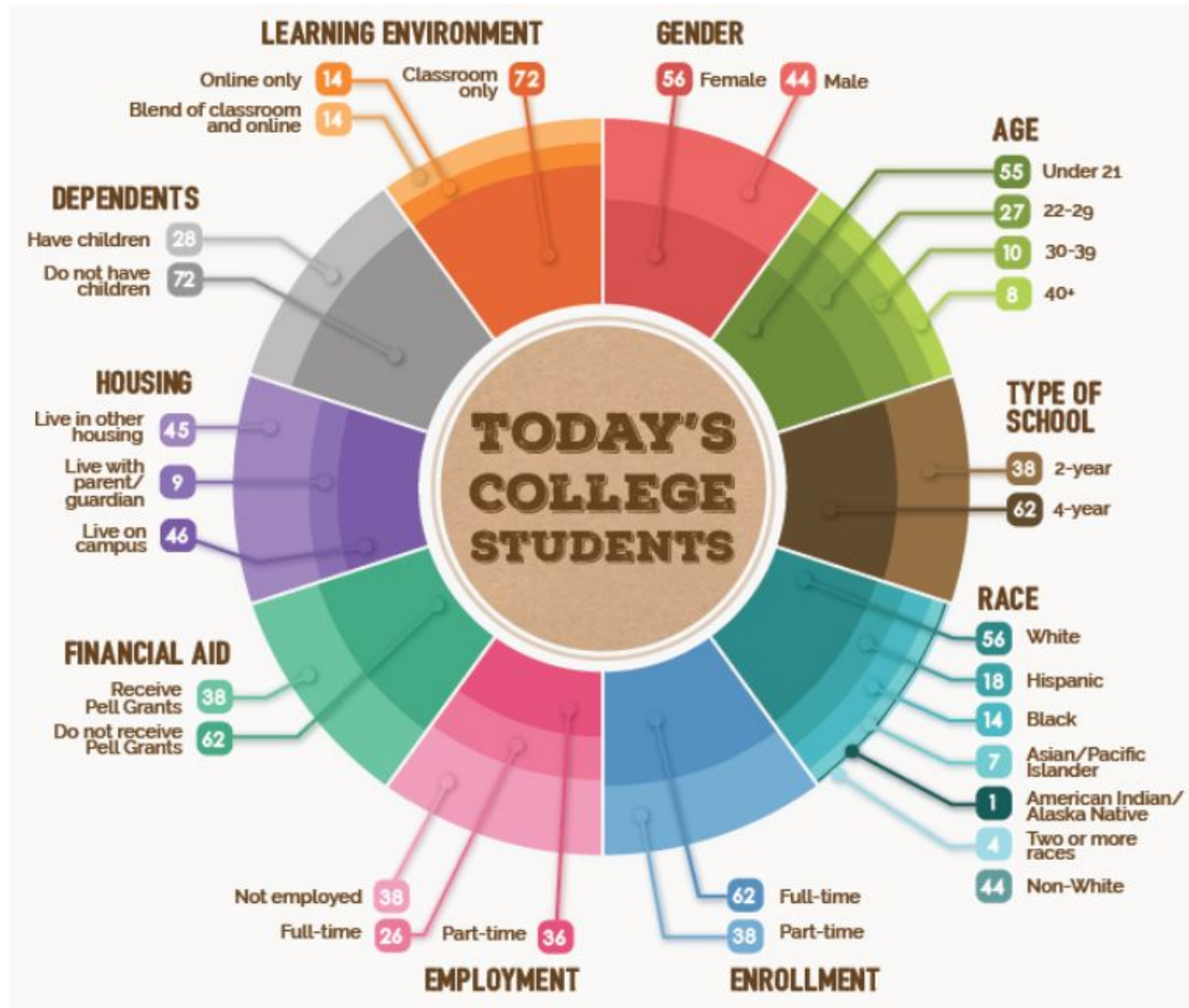
## How many colleges and universities have closed since 2016?

By Hallie Busta

- 50 for-profit colleges that closed, were acquired or consolidated
  - 24 major liberal arts colleges were closed or consolidated
  - ~~36~~ major public colleges were closed or consolidated
- 110 and counting**

Source: <https://www.educationdive.com/news/how-many-colleges-and-universities-have-closed-since-2016/539379/>

# Shifting Student Demographics





# National Trends (Generation Z)

## Forget Millennials: It's All About Gen Z

- Anyone born after 1995

- Described as "conscientious, hard-working and mindful of the future"

- First true digital natives



## What Should Employers Know About Gen Z?

### Giving back comes first.

Gen Z favors companies with corporate social responsibility that aligns with their beliefs and values which consist of bold ideas, creativity and optimism.

### Gen Z is chasing the dream job.

Gen Z is pragmatic and realistic, but they also believe it is possible to achieve their "dream job" and build a career doing what they love.

### Career growth counts, too.

Opportunities for professional development are most essential when attracting Gen Z talent.

# National Trends (Proficiency Gap)

COMPETENCY	% OF EMPLOYERS THAT RATED RECENT GRADS PROFICIENT*	% OF STUDENTS WHO CONSIDERED THEMSELVES PROFICIENT**	HOW FAR APART ARE WE?
Professionalism/Work Ethic	42.50%	89.40%	-46.90%
Oral/Written Communications	41.60%	79.40%	-37.80%
Leadership	33.00%	70.50%	-37.50%
Critical Thinking/Problem Solving	55.80%	79.90%	-24.10%
Career Management	17.30%	40.90%	-23.60%
Global/Intercultural Fluency	20.70%	34.90%	-14.20%
Teamwork/Collaboration	77.00%	85.10%	-8.10%
Digital Technology	65.80%	59.90%	5.90%
Source: Job Outlook 2018 (N=201 employing organizations) and The Class of 2017 Student Survey Report (N=4,213 graduating seniors), National Association of Colleges and Employers			

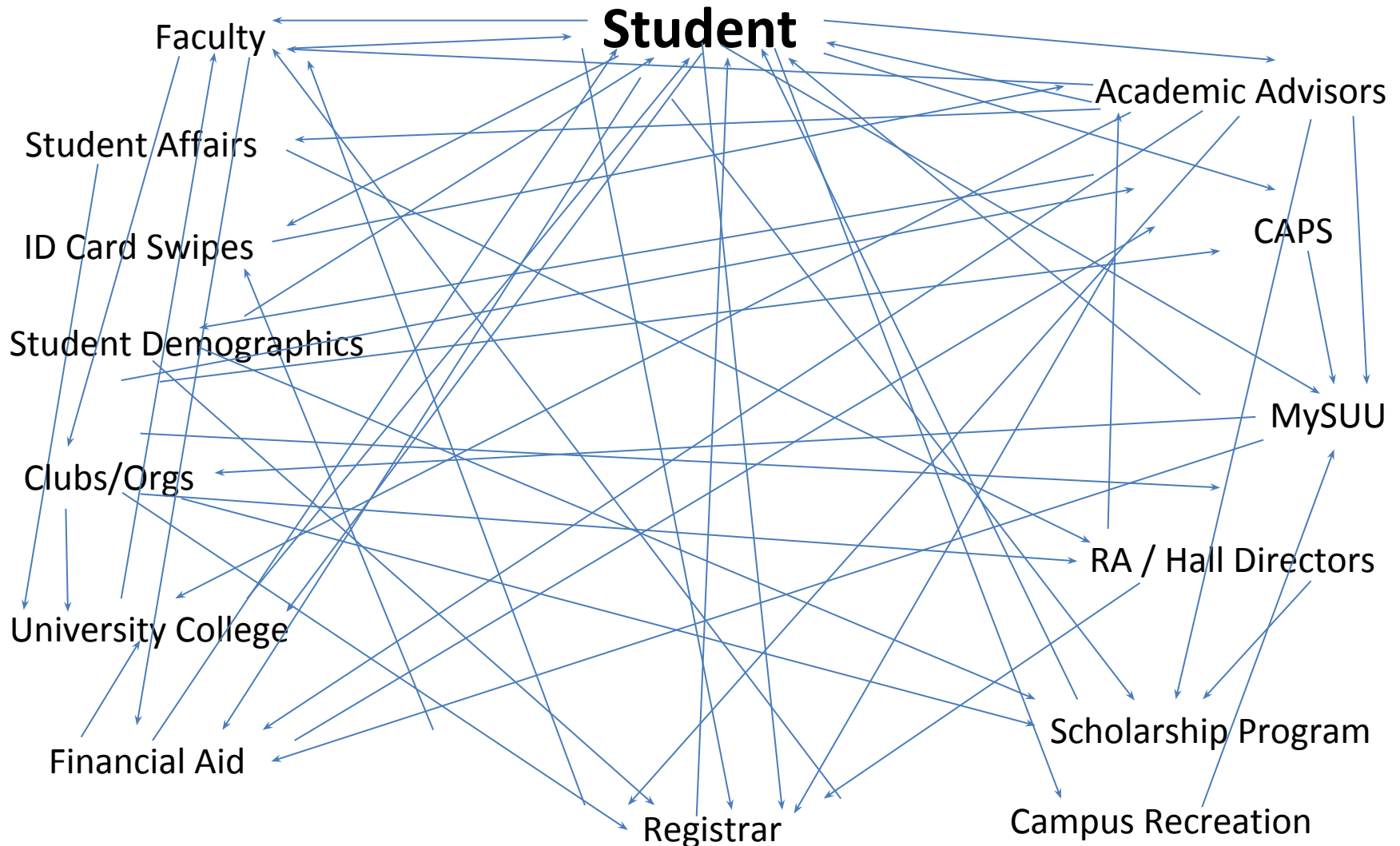


# Stagnant Campus Cultures



Schein (2004) defined culture as “a pattern of shared basic assumptions that a group learned as it solved its problems of external adaptation and integration, that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (p. 17).

# The Student Experience



## Part 3

# Relevant?

Relevant to the organization

# Recruitment & Retention

**“Student enrollments are the lifeblood of colleges and universities.”**

<https://www.luminafoundation.org/files/publications/Hossler.pdf>

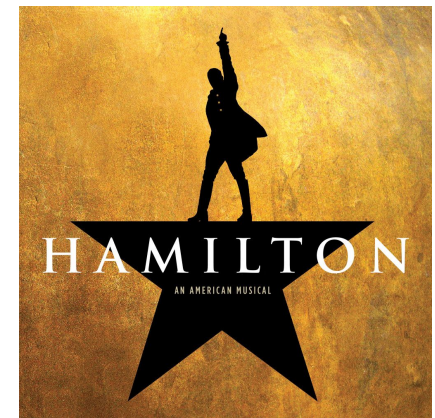
# Relevant to the organization

Make yourself relevant by contributing to the core of the institution/organization. And, what is at the core of every organization? The budget, bottom line, and seeing future trends.



“I wanna be in the room where it happens.”

- Aaron Burr



# Relevant to the students



“Why do I need to meet with my academic advisor when I can just log into Degree Works and figure out what courses I need to take?”

- Jane Doe, student



# Relevant?



## Part 4

# Vice President for a day



# Vice President for a day

## **“Vice President for a Day”**

Western State University, Division of Student Affairs

### DIVISION MISSION STATEMENT

The Division of Student Affairs exists to 1) Support the academic mission of the University; 2) Retain and graduate students; 3) Help students grow, develop, and prepare for great jobs and great lives; 4) Create a safe, inclusive, and supportive campus community; and to 5) Provide outstanding customer service.

### ASSIGNMENT

Due to a recession, low enrollments, and significant budget cuts, your President has assigned each Cabinet member to help balance the budget. You can accomplish this in two ways; by cutting costs and/or generating new revenues. Rather than simply cutting budgets by an equal percentage across the board, your task is to identify the most important departments/units within the division and the ones that you will have to eliminate entirely. Using a process of elimination, start crossing off the units/departments that may not be as central to your mission. Place a star next to the units that are absolutely essential to students, the institution, and your division and help you accomplish the goals of the division and institution.

Academic Advising  
Academic Recovery / Probation Students  
Admissions and Recruiting  
Assessment and Student Affairs Research  
Bookstore  
Budget Office (supporting Student Affairs)  
Campus Recreation / Intramurals  
Campus Safety / Police  
Career Services  
Common Reading Program  
Community Service / Service-Learning  
Commuter Student Services / Off-Campus Students  
Daycare / Preschool  
Development and Fundraising (for Student Affairs)  
Developmental Courses (Math, English, etc.)  
Dining Services  
Disability Support Services  
Events and Conferences (Scheduling)  
First-year Experience  
First-year Seminar Course  
Financial Aid  
Greek Affairs

Health and Wellness (education programs)  
Leadership Development Programs  
Learning Assistance / Tutoring Center  
LGBTQIA+ Services  
Medical Health Center  
Multicultural Affairs  
Non-Traditional and Adult Student Services  
Orientation  
Outdoor Recreation Programs  
Parent and Family Services  
Registrar  
Residence Life and Housing  
Spiritual Life / Campus Ministry  
Student Activities  
Student Conduct (Judicial and Case Management)  
Student Government  
Student Media (Radio, newspaper, etc.)  
Student Union  
Testing Center (Specialized Tests, Certifications)  
TRIO (SSS, ETS, Upward Bound, etc.)  
Veterans Services  
Women's Center

Jared Tippetts, PhD & Eric Kirby, PhD/JD

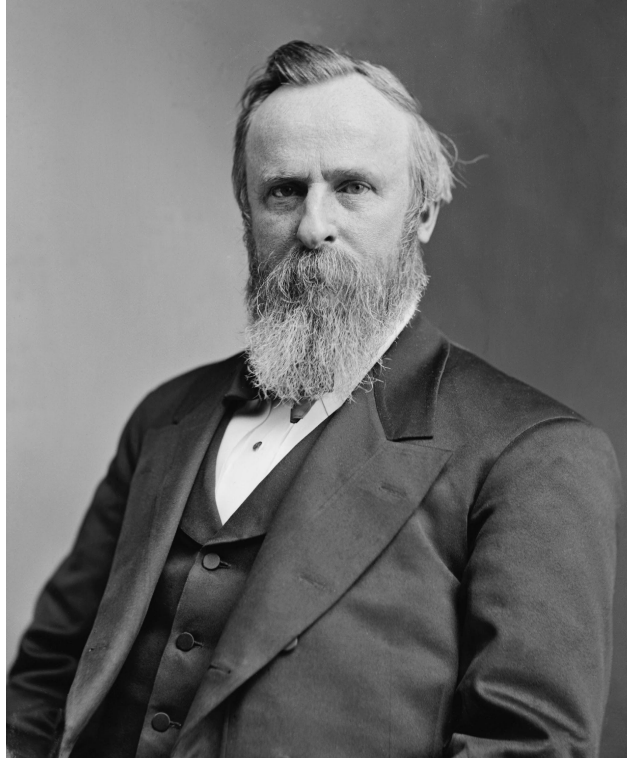
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Using a process of elimination

- Cross off the units and departments that may not be as central to your mission.
- Place a star next to the units that are absolutely essential to students, the institution, and your division.

# Importance of Advising

# Impact of advising on retention



Rutherford B. Hayes  
19th President of the United States  
1877-1881

“A new rule has been established that each student shall choose from among the faculty some one who is to be his advisor and friend in all matters in which assistance is desired and is to be the medium of communication between the student and faculty. This I like very much...”

Rutherford B. Hayes, as a student at Kenyon College,  
in a letter home to his mother in 1840

# Impact of advising on retention

“Good academic advising often provides the best opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them.”

“Regardless of institutional type or the composition of the student body, say Ernest Pascarella and Patrick Terenzini in *How College Affects Students*, solid academic advising has an important impact on student persistence. Students who are the happiest and academically the most successful have developed a solid relationship with an academic advisor.”

“So what works in student retention? The answers rest with four decades of research about student persistence that consistently points to solid academic advising, with advising positioned squarely as the vital link in this retention equation.”

“Conclusions drawn from Joe Cuseo’s “Academic Advisement and Student Retention” build a strong case for the value of academic advising because it “exerts a significant impact on student retention through its positive association with . . . (1) student satisfaction with the college experience, (2) effective educational and career planning and decision making, (3) student utilization of campus support services, (4) student-faculty contact outside the classroom, and (5) student mentoring.”

“In *Student Success in College: Creating Conditions That Matter* (2005), George Kuh makes the point that just as important as the time and effort students put into their coursework is the way institutions support strategies that connect students to the campus environment and high-impact learning experiences. The way to bring all of these elements together is by embedding within them solid academic advising programs.”

“Based on ten years of qualitative research with over 1,600 recent college graduates from 90 institutions across the country, Richard Light, in *Making the Most of College*, underscores the value of academic advising and its positive influence on student retention through his conclusion that “good advising may be the single most underestimated characteristic of a successful college experience” (p. 81).

“Academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising . . . should be viewed as the ‘hub of the wheel’ and not just one of the various isolated services provided for students . . . academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success” (Nutt, 2003).

“One study involving a large number of first year students revealed that students who experienced what they reported as “good quality” advising withdrew at much lower rates than those who experienced poor advising or no advising” (Metzner, 1989).

“Effective retention programs have come to understand that academic advising is the very core of successful institutional efforts to educate and retain students.”

“The cost of recruiting one new student to college approximates the cost of retaining 3-5 already enrolled students.”

“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising” (Kuh, 1997, p. 11).

# Impact of advising on retention

“Good academic advising often provides the best opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them.”

**“So what works in student retention? The answers rest with four decades of research about student persistence that consistently points to solid academic advising, with advising positioned squarely as the vital link in this retention equation.”**

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# Impact of advising on retention

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“So what works in student retention? The answers rest with four decades of research about student persistence that consistently points to solid academic advising with

# Academic Advisors are KEY!

(if it is done right...)

students...academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success” (Nutt, 2003).

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# Typical advising session

The typical advising session:

- Greeting (optional)
- Schedule courses
- The end....

(this is an oversimplification, but you get the point...)

# Advising —————> Coaching

## OLD WAY

### 30 Min Appointment

10 mins – Relationship Building  
20 mins – Course Scheduling

### 1 Hour Appointment

20 mins – Relationship Building  
40 mins – Course Scheduling

## NEW WAY

### 30 Min Appointment

20 mins – Relationship Building  
10 mins – Course Scheduling

### 1 Hour Appointment

40 mins – Relationship Building  
20 mins – Course Scheduling

***“Students don’t care how much you know,  
until they know how much you care.”***

# Advising Coaching

## Steps for an effective coaching session

1. preparation for the advising session
2. welcoming the student
3. building rapport
4. exploring and clarifying the student needs
5. advising the students
6. wrapping up the session
7. following up

Step five (advising the students) entails an additional five-stage 'ADVISE' process:

- (A) **A**ctive listening
- (D) **D**etermining the desire, dream, or problem
- (V) **eV**aluating what has been done so far
- (I) **I**dentifying options
- (S) **S**electing options
- (E) **E**ngaging in and evaluating the plan.

McClellan J., & Moser C. (2011). *A practical approach to advising as coaching*.

# Advising —————> Coaching

## 7 Reasons Why Students Leave SUU

- Financial
- Employment
- Life Outside the Classroom
- Health / Basic Needs
- Involvement / Engagement / Sense of Belonging
- Academic Performance (But usually the real issue was Time Management)
- Major / Career

***“I didn’t know where to go.  
I didn’t know who to talk to.”***

### Why do students leave SUU and how can we help?

“Students don’t care how much you know, until they know how much you care.”

Students need to know that we care for them before they will care to listen to what we have to say. Think about Maslow’s Hierarchy of Needs and how important it is to meet basic needs before we strive to help students meet higher order needs. When meeting with students, before jumping right into answering a their problems, consider asking them some very simple questions about their basic needs. See what you can do to help. Often, you’ll find that a student’s real issues is where we should start when helping them.



- **HEALTH / BASIC NEEDS** (food, water, warmth, rest)
  - a) Questions to ask: How is your health? Are you exercising? Eating well? How are you doing emotionally and mentally? How many hours of sleep are you getting each night?
  - b) What you can do to help:
    - i) Encourage them to take care of themselves, exercise, and strive for 8 hours of sleep
    - ii) If they need food, refer them to the HOPE Pantry in the Community Engagement Center
    - iii) If they are struggling emotionally or mentally, take them to CAPS
- **FINANCIAL**
  - a) Questions to ask: How are things for you financially? Are you able to pay your bills and meet your needs? Do you have any “bills” that you can’t afford to pay? How did you pay for college this semester? How do you plan to pay for school next semester? Have you filed out your FAFSA yet?
  - b) What you can do to help:
    - i) Help them understand the value of taking out small loans to continue their education
    - ii) Have them visit with Colin Ward, in Financial Aid, who can help with SUU’s retention scholarship fund
    - iii) Take Strong, in the Center for Diversity & Inclusion, has access to multicultural scholarships
    - iv) Lynn Brown, in Student Support Services, has access to a couple different scholarship funds for low-income, first generation, non-traditional students, or veterans who are Utah residents in good academic standing
    - v) Mike Tippet, in Non-Traditional Student Services, can help students with childcare costs through the CCAMPSS grant
- **EMPLOYMENT**
  - a) Questions to ask: Do you currently have a job? Do you need help finding a job (or better paying job)? How many hours a week are you currently working? (NOTE: Caution them that working over 20 hours a week may create a challenge to balance school, life, and work.)
  - b) What you can do to help:
    - i) Encourage them to meet with our Career Center staff
    - ii) Introduce them to the “Jobs for T-Birds” website ([www.suu.edu/employment](http://www.suu.edu/employment)) where all student jobs (On-campus and Off-campus) are posted
    - iii) Offer to review their resume as another set of eyes to make sure it is ready to go.

- **LIFE OUTSIDE THE CLASSROOM**
  - a) Questions to ask: Questions to ask: How are you doing balancing everything – class, work, life, homework, involvement? What are the biggest distractions that are competing with your ability to focus on your goals? How are things with your roommates? How are things at home?
  - b) What you can do to help:
    - i) Provide them with personal guidance and encourage them to take things a day at a time
    - ii) If they have psychological needs, walk them to CAPS to set up an appointment
- **INVOLVEMENT / ENGAGEMENT / SENSE OF BELONGING / FIT**
  - a) Questions to ask: You came to SUU with certain expectations about what college would be like, how has your actual experience been compared to what you expected it would be like? Talk to me about your involvement outside of the classroom. What has made you feel at home here at SUU? Have you found a group of friends or individual that you have connected well with here?
  - b) What you can do to help:
    - i) Introduce them to Third Connection (<http://thirdconnection.collegelink.net>) where they can learn about clubs and organizations on campus
    - ii) Coach them through the steps for getting involved. Have this student meet with an ACE or the Student Involvement & Leadership staff.
- **ACADEMIC PERFORMANCE** (Usually the real issue is TIME MANAGEMENT)
  - a) Questions to ask: Talk to me about your current study habits. Are you studying enough to be successful? Do you feel like you are managing your time effectively? Are you taking advantage of your professor’s office hours? How do you like your classes? How do you like your professor?
  - b) What you can do to help:
    - i) Make sure they are aware of academic resources on campus (e.g. Tutoring Center, Writing Center, etc.)
    - ii) Work through a time management / weekly plan with them or send them to Dale Orton in the Tutoring Center and he can help guide students and their schedules.
- **MAJOR / CAREER**
  - a) Questions to ask: How are you feeling about your current choice of major? What are your long term career goals? What is your dream job?
  - b) What you can do to help:
    - i) If the student is unsure about their major, have them meet with Brian Fullerton in the Career Center.

### HOW DO YOU BUILD RELATIONSHIPS AND ESTABLISHING RAPPORT?

- 1) Look them in the eye
- 2) Ask open ended questions
- 3) Listen (be a natural encourager – nod, say “hmm-hmm”, “uh-huh”, “wow”)
- 4) Clarify, summarize, and make sure you understand (Are they Mad, Glad, Sad, or Scared?)
- 5) Offer to help and make referrals

KEY: Do not jump right into solutions. Solving their problem is the last step.

# Advising —————> Coaching

## Why are you a TBIRD?

**T** = Title (What is your name?)

**B** = Bed (Where are you from?)

**I** = Interests / Individual

**R** = Reason for choosing SUU?

**D** = Dreams / Degree



# Putting Students First

We are going to make decisions based on:

1. What is best for students
2. What is best for the university
3. What is best for your unit/program/department
4. If it happens to benefit me, wonderful!

Unfortunately, sometimes, we make decisions based on:

1. What is best for me
2. What is best for my unit/program/department
3. What is best for the university
4. If it happens to benefit students, all the better!

# Advisors? Mentors? Coaches?



“Will you teach me  
how to ride a bike?”

# Retention Strategies

# Reactive vs. Proactive



# Cohorts and Caseloads


**Do you know which students you and  
your office are responsible for?**



Bonnie Boe?  
Donna Doe?  
Frank Foe?  
Harry Hoe?  
Jackie Joe?  
Karen Koe?  
Larry Loe?  
Martha Moe?  
Paula Poe?  
Ralph Roe?  
Sammy Soe?  
Tommy Toe?



# Advisor Dashboard



NAME

T SID

Overview

Details

Courses

Timeline

Notes

Attendance

Career

MAJOR

**Communication**

Bachelor of Science  
Humanities and Social Sciences  
CTLG: 201630

MINOR

**Psychology**

OVERALL CREDITS

90.0

SPRING 2019 CREDITS

18

FT

CAREER GOAL

**Higher Ed Administration**

CLASS STANDING

**Senior**

201720

PERSONALITY

**ENFP**

ACADEMIC STANDING

**Good Standing**

ADMISSION INDEX

111.7

OVERALL GPA

3.79

INSTITUTIONAL GPA

3.80

STUDENT TYPE

**C**

IR GRADUATION

60.4

danger

warning

ok

MAJOR ADVISOR

**Lauren Barker**

Primary

201910

Current Student

Employee (NS)

☐ Student View

ADDITIONAL RESOURCES

TTQ  
Admission Checklist

**Contact Info**  
EMAIL ADDRESS  
CELL PHONE  
LOCAL PHONE  
PERMANENT ADDRESS  
LOCAL ADDRESS

**Demographic Info**  
RESIDENCY  
Resident  
GENDER  
Female  
AGE  
ETHNICITY  
Caucasian

- Contact information
- Shared notes
- Course information
- Retention prediction
- Graduation prediction
- Career goal
- Personality type
- Academic standing
- Assigned advisor
- Attendance at campus events
- Academic record

# Within 24 Hours: Peers and Parents



**SUU** SOUTHERN  
UTAH  
UNIVERSITY

Parent & Family Services

**Peer mentors reach out to students and the Parent Office contacts their families.**

# Scorecards (Homegrown Predictive Analytics Score)

- Demographics (Gender, Age, Race/Ethnicity, etc.)
- High School Data
- Housing (on- or off-campus?)
- Test Scores (ACT, SAT, etc.)
- Athlete?
- Honors program?
- Special population (Veteran, Non-trad?)
- Admissions Index
- Personality Type

***Over 30 different  
data points!***

	Name: _____	SCORE:  
	D.O.B. _____ Major: _____	
	Tavi Group: _____ I / E	
TTQ Notes:		Score Notes:
'Need To Be Needed':		Personalized Visit: Date: Topics:



# Hand-Register Each New Student



# Interest-Based Facebook Groups





# Interest-Based Facebook Groups

 **Avi Anna Holmes** · June 13, 2018

Hey! I'm Karissa Chanthalyxay and this will be my first year at SUU. I graduated from Clearfield High in Clearfield, UT (not the most original for a high school nor the most clever haha...) I like to play most sports, have a love for tennis, I played from my sophomore year of high school to my senior year. Bowling also has a special place in my heart as I'm only average at it 😊 I'm super excited to be a T-bird even though I'd always go to the U of U, I suppose I'll still be wearing red ❤️



  Cyrita Lee, Makayla Richards and 18 others

 Like  Comment

View 3 more comments

 **Jennifer Emma Ganowsky** You play tennis?! Yay! I love playing tennis and played all throughout high school.

Like · Reply · 36w

  Jennifer Emma Ganowsky replied · 6 Replies

WHAT ABOUT COLLEGE  
MAKES YOU THE MOST  
NERVOUS  
COMMENT BELOW

  Ashley Burbank and 2 others






 Like  Comment



 **Zachary Mitchell** Going to a school where I knew everyone knowing nobody



Like · Reply · 32w

 **Bridgette Cenac** I can relate to that! When I started at SUU I was so nervous because I knew absolutely no one. What was so awesome about Thunder U is that I met my friends the first day. SUU is such a welcoming and awesome community. You'll have no problem making friends.


Like · Reply · 32w · Edited




  Cyrita Lee, Tevita Loamanu and 14 others 7 Comments

 Like  Comment



View 5 more comments

 **Maria Pickett** Sweden literally is so beautiful!! Try the strawberries at little shops on the side, and try their strawberry marabou bar because it only comes out in the summer and it's the best!

Like · Reply · 36w

 **Jackie Jones** No way! I want to go to Sweden so bad! I have a friend serving there right now & my cousin went there! I was in Austria, Switzerland, & Germany so kinda by you! 😊 ish...

Like · Reply · 36w

  Jackie Jones replied · 2 Replies



# Faculty Partners (Interest Based)



## Involving Faculty in Fall Welcome Week

# Over the Summer - 38 P.O.C.



## New Student Checklist

Complete these tasks to be prepared for your T-Bird Takeoff.

### Required

- [Secure Housing: On-Campus/Off-Campus](#)
- [Fill out FAFSA: for Pell grants, work-study, and/or loans](#)
- [Accept Financial Aid on mySUU Portal](#)
- [Purchase Textbooks](#)
- [Sign up for Campus Safety Alerts](#)
- [Complete Title IX Training](#) (required to complete prior to the start of school)
- [Complete SUU Online Orientation](#) (required to complete prior to the start of school)
- Join your FYE Facebook Group (this link will be emailed to you from the First-Year office)
- Mark your calendar for [Thunder U](#) 2018.
- Follow us on social media for updated information:
  - [Facebook](#)
  - [Twitter](#)
  - [Instagram](#)
- [Upload a photo and request your Student ID card](#)

### Optional

- [Schedule a personal visit to campus](#)
- [Buy a parking pass and/or obtain a free bike permit](#)
- [Submit your AP courses, Concurrent Enrollment Courses, etc.](#)
- [Sign up for T-Bird Outdoor Connection](#)
- [Take the Math Accuplacer if needed, remote or in person](#)
- [Apply for Disability Accommodations](#)
- [Sign up for a PO box on campus](#)
- [Turn in the FERPA \(information release\) parental request form @](#)
- [Download the SUU App](#)





# Dispelling Myths...

## Orientation / Cedar City: Your Home

Home

Welcome from President Wyatt

Transition

Becoming a Learner

What is an ACE?

This is the Place

Cedar City: Your Home

Why SUU

Academic Resources

Academic Lingo

Academic Expectations

EDGE

Understanding Your Personality

ABC's of SUU

Campus Resources

Student Involvement

How to Get Involved

SUU Traditions



## Cedar City: Your Home

Southern Utah University is located in beautiful, rural town Cedar City, Utah. Here are a few things that make Cedar City unique and a place you will love to call home.

Based off the information in this video you should be able to answer the following questions.

- What is the population of Cedar City?
- How many skyscrapers are there in Cedar?
- Cedar City is also known as \_\_\_\_ City, USA.
- What are some of the unique events Cedar City hosts?
- Is Cedar City a place you can call home?

- Weather
- Traffic
- Population
- Skyscrapers
- Restaurants
- Shopping
- Clubs/Bars

# Welcome Packet



## WELCOME TO THE T-BIRD NATION!

*We can't wait to meet you!*

**“Welcome T-Birds!** On behalf of the administration, faculty, and staff, welcome to Southern Utah University! **We know you have worked hard to meet our admission requirements and we congratulate you on your acceptance.** We are thrilled you are joining our Thunderbird family and can't wait for you to be here in August! In the meantime, please read this welcome packet carefully and make sure you complete all the necessary tasks which have been created to prepare you to be successful in college. As a new student, you are bound to have some questions, which is very normal. **Please lean heavily on your ACE as you transition to SUU.** They are here to help to answer your questions and point you in the right direction. Or, if I can ever be of assistance, please don't hesitate to connect with me directly! We will see you soon!

**Jared N. Tippetts, Ph.D.**  
Vice President for Student Affairs

**“Welcome to T-Bird Nation!** On behalf of Completion and Student Success, we are so excited to have you at Southern Utah University. **Our role is to help you succeed.** To do this, we have provided you with free resources across campus and surrounded you with individuals who care about your success. **Please take advantage of these resources and rely on your Student Success Advisor, your ACE, and the Office of First-Year Experience to help answer your questions.** And as always, my door is open to you. Swing by my office to ask a question or to simply chat about life. Be yourself, make friends, step out of your comfort zone, learn new things, and have fun. Good luck this upcoming year! Amazing things await you!

**Eric M. Kirby, J.D., Ph.D.**  
Asst. Vice President for Student Affairs

**“Welcome to SUU!** We are thrilled you have decided to join the Thunderbird family. My name is Heather Garcia and I oversee the Orientation and First-Year Experience Office. Our mission is to help you feel connected, supported and well-informed during your years here at SUU. **My office is located in The Nest (SUU's Student Help Center) (ST 178) which serves as the one-stop-shop for your questions.** Come visit us if you have questions, need advice, or just need a place to relax. I look forward to seeing you soar at SUU. You are going to do great things, I have no doubt. Welcome to SUU!

**Heather Garcia**  
Coordinator for Orientation and First-Year Experience



## COMPLETE THE NEW STUDENT CHECKLIST

**WHAT IS THE NEW STUDENT CHECKLIST?**  
The New Student Checklist is a list of items incoming students need to complete prior to their arrival on campus. These tasks are broken up into two categories: required and optional. The optional tasks are suggestions that will improve your experience at SUU and help make the transition to college life much easier!

You can find the online student checklist by visiting [suu.edu/fye/checklist](http://suu.edu/fye/checklist)



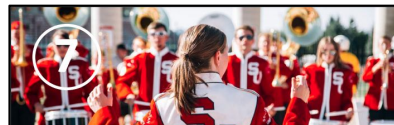
REQUIRED

- Secure housing: On-campus/off-campus ([www.suu.edu/housing](http://www.suu.edu/housing))
- File your FAFSA for Pell grants, work study, and/or loans ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))
- Accept financial aid/scholarships by priority deadline (SUU Portal)
- Purchase textbooks ([www.bookstore.suu.edu](http://www.bookstore.suu.edu))
- Sign up for Campus Safety Alerts (SUU Portal)
- Complete your Online Orientation Modules ([my.suu.edu/orientation](http://my.suu.edu/orientation))
- Complete Sexual Misconduct Title IX Training (SUU Portal)
- Download the "SUU" App (App Store or Google Play Store)



OPTIONAL

- Schedule a Personalized Visit to campus ([suu.edu/fye/visits](http://suu.edu/fye/visits))
- Purchase a parking pass and/or obtain a free bike permit ([suu.edu/parking](http://suu.edu/parking))
- Submit your AP courses and concurrent enrollment courses
- If needed, take the Math Accuplacer remotely or in-person ([suu.edu/testing-center](http://suu.edu/testing-center))
- If needed, apply for disability accommodations ([suu.edu/disability-services](http://suu.edu/disability-services))
- If needed, sign up for a P.O. Box on campus ([suu.edu/postal-services](http://suu.edu/postal-services))
- Turn in the FERPA (Release of Information form) ([suu.edu/register/ferpa](http://suu.edu/register/ferpa))



## SECURE YOUR HOUSING

*Time to find your home away from home!*



### ON-CAMPUS HOUSING

SUU's On-Campus Housing is designed to offer the best college experience possible. Each building is tailored to different students' needs, so you are sure to feel comfortable. Limited spots of On-Campus Housing are provided daily and request about 30 minutes in advance.

For more information about On-Campus Housing, please visit: [www.suu.edu/housing](http://www.suu.edu/housing)

To apply for On-Campus Housing, please visit [www.suu.edu/housing/apply](http://www.suu.edu/housing/apply)



### OFF-CAMPUS HOUSING

Looking to live off-campus and don't know where to start? Visit [www.suu.edu/housing](http://www.suu.edu/housing) Under "Quick Resources" click "Off-Campus Housing Options". Note: All off-campus housing is privately owned and not owned by SUU.

### NEED HELP FINDING HOUSING?

Finding housing doesn't have to be stressful. Your ACE, the Parent and Family Services Office, and the First-Year Experience Office are here to help you. We suggest you apply for On-Campus Housing early and if you are looking for other options, contact us and we can point you in the right direction.

### WHEN CAN I MOVE IN?

If you are living on-campus you will move into your housing during the official on-campus move-in date. If you are living off-campus, you will move into your housing with your landlord to confirm your move-in date. Don't forget that Thunder U activities begin on that same afternoon of on-campus move-in, so plan accordingly.



## APPLY FOR FINANCIAL AID

*Are you worried about how you are going to pay for school?*



### OFFICE OF FINANCIAL AID AND SCHOLARSHIPS

Attending college is an exciting step in life. It can also be expensive. A college education is one of the best investments that a person can make. At SUU, the Office of Financial Aid and Scholarships is committed to assisting all students in finding the best ways to help pay for their education.

According to a recent study, an estimated \$2.9 billion in federal grant funds went unclaimed in 2015.

### WHAT IS FAFSA?

The Free Application for Federal Student Aid (FAFSA) is a form that can be filled out annually by current and prospective college students. In order to receive financial aid at SUU (scholarships, grants, work study, loans, etc) you must fill out FAFSA.

### HOW DO I FILL OUT FAFSA?

It is completely free to fill out FAFSA. You can fill it out at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

### CONTACT FINANCIAL AID AND SCHOLARSHIPS OFFICE

(435) 586-7735

[finaid@suu.edu](mailto:finaid@suu.edu)

### 6 THINGS YOU NEED BEFORE YOU FILL OUT YOUR FAFSA

- 1 Your FSA ID:** An FSA ID is a username and password that you can use to log in to certain U.S. Department of Education websites. Each student, and one parent of each dependent student will need a FSA ID.
- 2 Your Social Security Number:** You can find the number on your Social Security card.
- 3 Your driver's license number:** If you don't have a driver's license, then don't worry about this step.
- 4 Your previous year's tax records.**
- 5 Records of your untaxed income:** The FAFSA asks about untaxed income that may or may not apply to you, but they include things like child support, interest income, and veterans' education benefits.
- 6 Records of your assets (money):** This includes savings and checking account balances, as well as the value of investments such as stocks, bonds, and real estate.



## MARK YOUR CALENDAR FOR THUNDER U

*The official Thunderbird welcome!*

### WHAT IS THUNDER U?

Thunder U is the official Thunderbird welcome! It's a chance for you to meet your fellow Thunderbirds and learn about the university. You'll get to hear from our student leaders and learn about the university. You'll get to hear from our student leaders and learn about the university.

WHAT TO EXPECT

Small groups at Thunder U

Based on your interests on the TCU, you will be placed in a small group with other students who have similar interests. You group's focus will be on your first semester of college.

Small groups at Thunder U

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## A female instructor with long brown hair, wearing a red jacket with white stripes on the sleeves, stands in the aisle of a classroom, gesturing with her hands as she speaks to a group of students. The students are seated at long, light-colored tables arranged in rows. They are looking towards the instructor. The classroom has white walls and a drop ceiling. Some students have water bottles and papers on their desks. The overall atmosphere is that of a formal lecture or presentation.





# Introduce Campus Resources

## SUU CAMPUS RESOURCES AND SERVICES

Updated April 2018

<b>Academic Advising / Student Success Advisors</b>	ST 204	<a href="http://www.suu.edu/advisors">www.suu.edu/advisors</a>
Academic guidance/planning (majors, courses, etc.); holistic support for student growth and success.		
<b>American Language and Culture Center (ALCC)</b>	ST 120	<a href="http://www.suu.edu/alcc">www.suu.edu/alcc</a>
Academic language and culture support for international students; Activities for international and domestic students		
<b>Assistant Coaches for Excellence &amp; Success (ACES)</b>	ST 178	<a href="http://www.suu.edu/aces">www.suu.edu/aces</a>
Peer mentors to each first-year student at SUU; provide students with resources, connections, and helpful tips.		
<b>Bookstore</b>	ST 002	<a href="http://bookstore.suu.edu">bookstore.suu.edu</a>
Purchase textbooks, school supplies, and SUU gear.		
<b>Campus Recreation</b>	PEB	<a href="http://www.suu.edu/campusrecreation">www.suu.edu/campusrecreation</a>
Campus Rec is comprised of Aquatics, Fitness Center, Intramural Sports, Open Rec, and Informal fitness and wellness facilities.		
<b>Canvas Help Desk</b>	BB 303	<a href="http://help.suu.edu/suonline">help.suu.edu/suonline</a>
Guides, tutorials, and support information for Faculty, Staff and Students using Canvas and other instructional technologies.		
<b>Career Center</b>	ST 204	<a href="http://www.suu.edu/careercenter">www.suu.edu/careercenter</a>
Prepares students to launch successful careers by providing career development and job search services.		
<b>Cashier's Office</b>	ST Rotunda	<a href="http://www.suu.edu/cashier">www.suu.edu/cashier</a>
Bill payment, tuition payment plans, fee rates, and refunds.		
<b>Center for Diversity &amp; Inclusion (CDI)</b>	ST 101	<a href="http://www.suu.edu/diversity">www.suu.edu/diversity</a>
Support services, events, & trainings surrounding multicultural, LGBTQ+, undocumented, & other underrepresented students.		
<b>Clubs &amp; Students Organizations</b>	ST 177	<a href="http://www.suu.edu/suusa/clubs">www.suu.edu/suusa/clubs</a>
100+ student clubs and organizations for you to join.		
<b>Computer Labs and Usage</b>		<a href="http://labuse.suu.edu">labuse.suu.edu</a>
Computer lab locations and availability.		
<b>Community Engagement Center / HOPE Food Pantry</b>	417 W. 200 S.	<a href="http://www.suu.edu/community">www.suu.edu/community</a>
Coordinates community service opportunities and hosts the HOPE Food Pantry that is open M-F, 8am-5pm.		
<b>Copy &amp; Post</b>	Library	<a href="http://libguides.suu.edu/copypost">libguides.suu.edu/copypost</a>
Copies, prints, binding, cutting, lamination, and faxing, etc. Buy stamps, money orders, packaging, and rent post office boxes.		
<b>Counseling &amp; Psychological Services (CAPS)</b>	COC	<a href="http://www.suu.edu/caps">www.suu.edu/caps</a>
Offers individual, group, and couples counseling; crisis intervention; career counseling; outreach and consultation.		
<b>Dean of Students and Student Conduct</b>	ST 201	<a href="http://www.suu.edu/deanofstudents">www.suu.edu/deanofstudents</a>
Responds to student concerns and finds solutions; enforces the student code; Encourages responsible citizenship		
<b>Dining Services</b>	ST 111A	<a href="http://www.dineoncampus.com/suu">www.dineoncampus.com/suu</a>
Provides on-campus dining for students & faculty/staff. Includes dining hall, Outtakes, Chick-fil-A, Papa John's, and more.		
<b>Disability Resource Center (DRC)</b>	ST 206G	<a href="http://www.suu.edu/disabilityservices">www.suu.edu/disabilityservices</a>
Provides support and services to students with disabilities.		
<b>EDGE Center</b>	ST 205	<a href="http://www.suu.edu/edge">www.suu.edu/edge</a>
Offers assistance, support, and coaching for students completing SUU's experiential learning graduation requirement.		
<b>Financial Aid &amp; Scholarships</b>	ST 167	<a href="http://www.suu.edu/finaid">www.suu.edu/finaid</a>
Student loans, grants, and scholarship opportunities.		
<b>Health and Wellness Office</b>	ST 175	<a href="http://www.suu.edu/health">www.suu.edu/health</a>
Support & information for all students on all things health & wellness. Stop by ST 175 or call 435-865-8435 for more info.		
<b>Honors Program</b>	LIB 307	<a href="http://www.suu.edu/honors">www.suu.edu/honors</a>
A learning community for exceptionally talented, creative, and academically committed students.		
<b>International Student &amp; Scholar Services</b>	ST 169	<a href="http://www.suu.edu/iss">www.suu.edu/iss</a>
Support services designed to promote the academic and social success of international students and scholars		
<b>Leavitt Center</b>	ST 112	<a href="http://www.suu.edu/leavittcenter">www.suu.edu/leavittcenter</a>
Provides leadership opportunities, experiential learning, civic education, humanitarian service, and public policy research.		
<b>Library</b>	LIB	<a href="http://www.library.suu.edu">www.library.suu.edu</a>
Study/social spaces, professional literature in print and digital formats, portal to deep-Web resources, one-on-one help.		
<b>Lost &amp; Found</b>	LIB 102	<a href="http://library.suu.edu/lostfound">library.suu.edu/lostfound</a>
Provides a lost and found service for property on campus at the Check Out Desk.		
<b>Nest (Student Help Center)</b>	ST 178	<a href="http://www.suu.edu/nye">www.suu.edu/nye</a>
Walk-in help center to aid students with any and all questions. Stop by or call 435-865-8484.		
<b>Non-Traditional Student Services</b>	ST 172	<a href="http://www.suu.edu/nontraditional">www.suu.edu/nontraditional</a>
Assists non-traditional students in their transition into higher education; Provides support for these students while at SUU.		

0:41 / 1:54
CC
Settings
Fullscreen

This is the Place...

17
1
SHARE
SAVE
...

**SUU Orientation**  
 Published on Apr 26, 2017

SUBSCRIBE 76

**Orientation / Campus Resources**

Home  
Welcome from President Wyatt  
Transition  
Becoming a Learner  
What is an ACE?  
This is the Place  
Cedar City: Your Home  
Why SUU  
Academic Resources  
Academic Lingo  
Academic Expectations  
EDGE

**Campus Resources**  
 SUU has numerous resources to help you succeed, inside and outside the classroom.

Jared Tippetts, PhD & Eric Kirby, JD/PhD

Southern Utah University

# The Nest: Chat Feature



## Welcome to the Nest

The Nest is SUU's student help center created to answer any questions you may have, point you in the right direction, give you advice, a place to do homework and relax, and a one-stop-shop for all of your needs.

## Hours of Operation

The Nest is open Monday-Friday 8 am to 5 pm, closed weekends and campus holidays.

## Location

The Nest is located in the Sharwan Smith Student Center, **ST 178**, near the northeast end of the building.

## Contact

Contact the Nest at [aces@suu.edu](mailto:aces@suu.edu) or by using the adjacent form.

## Ask an ACE

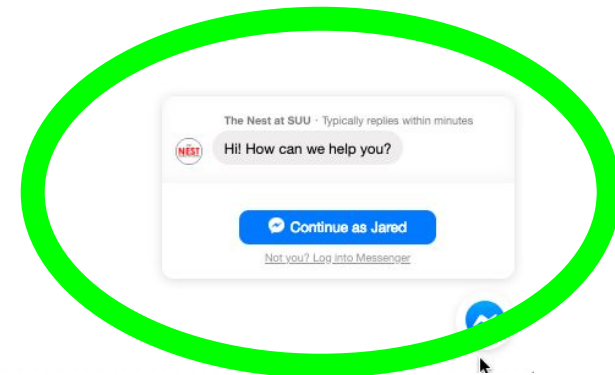
Have any questions? The Nest can help!

Full Name \*  E-mail \*

First Name Last Name ex: myname@example.com

Message \*

Submit





# First Day of Class Programming

The background of the poster features the Southern Utah University mascot, a large eagle wearing a red jersey with "SOUTHERN UTAH" printed on it. The mascot is standing on a grassy field with a crowd of people in the background. The entire poster is framed by a red and black geometric pattern.

**WE HOPE YOUR SEMESTER IS A**

**PIECE OF CAKE**

**1/7/2019 – THE NEST (ST 178)**  
**9 AM – 1 PM**

**FREE CAKE TO CELEBRATE YOUR  
FIRST DAY BACK!**

**FYE** **THE NEST**  
STUDENT HELP CENTER

The background of the poster is a bright yellow surface covered with various donuts, including chocolate-glazed, pink-glazed with sprinkles, and white-glazed with colorful sprinkles.

**“DONUT”  
STRESS**

**YOUR  
FIRST  
DAY**

**FREE DONUTS ON 8/27  
IN THE NEST  
(STUDENT CENTER 178)**

**#FYEA TSUU**

# First 10 Weeks Campaigns



1. Getting Involved
2. Campus Resources
3. Wellness (Physical and Mental health)
4. Time Management and Study Strategies
5. Homesickness
6. Finances
7. Major/Career Choice
8. Why College?
9. Conflict Resolution / Roommate Conflict
10. Registration

# Second Week Enrollment Census

Primary School



High School



University



# Third Week Survey

- How is their financial well-being?
- How is their emotional well-being?
- How is their physical well-being?
- How is their social well-being?
- Do they have a job? If so, how many hours a week are they working?
- How many hours are you studying each week?
- Are they currently attending extracurricular/campus activities?
- Have they joined a club or organization?
- How are things with their roommates? Any conflicts?
- How do they like their classes?
- Do they have any distractions at home that impacts their ability to focus on school?
- Are they homesick?
- Do they feel safe?
- Do they feel like they fit in on campus?
- Have they thought about transferring to another school?
- Are they happy with their current major and career goals?
- Do they feel like their professors care about them as individuals?
- Have they gone to any professor office hours yet?
- Are they happy with the quality of instruction/teaching they are getting?

***Only ask questions that provide 'actionable' data.***



# Third Week Apartment Walks



“Hey! How are you doing? How have the first three weeks of school been? What can we do for you? How are things with your roommates? Have you found a club or organization to join? How are your classes? Have you made some new friends? Have you gone to the Tutoring Center yet? Have you met with your ACE yet?”

# Tasty Talks





# Adulting 101 Seminar

## BASIC 101 ADULTING

WHAT THEY DIDN'T TEACH YOU IN SCHOOL





# Campus Rovers





# Campus Meet-Ups



**CASINO NIGHT**

Friday, September 7  
8 pm - 11 pm  
Student Center

Formal Attire Encouraged  
Prizes will be drawn at the end of the night  
#suucasinonight18

WANT TO ATTEND CASINO NIGHT, BUT UNSURE OF WHO TO GO WITH?

**JOIN US  
AND MAKE IT A PARTY!**

MEET IN THE NEST  
(STUDENT CENTER 178)  
**FRIDAY, SEPT. 7  
AT 7:15 PM**

LEARN HOW TO PLAY  
BLACKJACK, ROULETTE, AND  
MEET OTHER STUDENTS!

WE WILL WALK TO THE EVENT  
TOGETHER STARTING AT 7:50 PM

**FYE** **ACES**



Students are encouraged to meet up in The Nest before an event to make friends and then walk to the big campus event together as a group.

# Early Alerts

## ISSUE AN ALERT



Student



Please select the reason you believe this student needs assistance

Select at least one

Is this alert associated with a specific class?

Optional



Additional Comments

Please enter a comment.

Submit

Cancel



# Midterm Policy

First name / Last name↑	Current Grade	Midterm 1	Last Date of Attendance	Never Attended	
	58.00 (C)	<input type="text" value="C"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	73.00 (A)	<input type="text" value="A"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	54.00 (D+)	<input type="text" value="D+"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	75.00 (A)	<input type="text" value="A"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	74.00 (A)	<input type="text" value="A"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	67.00 (B)	<input type="text" value="B"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	73.00 (A)	<input type="text" value="A"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	72.00 (A-)	<input type="text" value="A-"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	70.00 (B+)	<input type="text" value="B+"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	68.00 (B+)	<input type="text" value="B+"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	62.00 (C+)	<input type="text" value="C+"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	69.00 (B+)	<input type="text" value="B+"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert
	62.00 (C+)	<input type="text" value="C+"/>	<input type="text"/>	<input type="checkbox"/>	Retention Alert

# Visiting High DFW Classes



# Removing Holds

- ▶ Registration hold
  - Code = FB
  - Description = Student Accounts
  - March 22, 2016
  - Prevents students from registering until their account balance is paid in full
  
- ▶ Transcript hold
  - Code = RT
  - Description = Financial hold
  - Official transcripts will not be released until account balance is paid in full

# Report a Student Concern

MAJORS

SCHOLARSHIPS & TUITION

ACADEMICS

SUU

COLLEGE LIFE

VISIT

APPLY

mySUU Portal | Current Students | Faculty & Staff

Alumni | Calendar | Visitors | Giving to SUU | Search

Parent and Family Services

SUU SOUTHERN UTAH UNIVERSITY

Parent & Family Services

Newsletter Sign-Up

Campus Tours

Parent and Family Weekend

Student Orientation

Report a Student Concern

Help Your Student Get Admitted

Alumni

University Calendar

Resources

Connecting with PFS

Supporting Your Student

Visiting Campus

Report a Student Concern

Please note that this system is NOT continuously monitored. If this is an emergency, please dial 911. Also, please do NOT use this form to report Title IX violations. Instead, please use the [Title IX Anonymous Report Form](#). You are always welcome to skip this form and contact our Dean of Students directly at 435-586-7710.

This form is to be used if you have noticed an SUU student that could use some help or attention. The following information will allow SUU to better help students in need (when and where possible). Please be as detailed as possible.

The form asks for information about you as someone filing a report. This information is optional. However, SUU may be unable to fully address reports received from anonymous sources unless sufficient information is furnished to enable our office to follow up in an appropriate and efficient manner. Additionally, pursuant to [FERPA](#) and out of respect for the privacy of our students, please understand that we will NOT provide you with updates, feedback, or an explanation of how the concern was resolved, if at all.

Student Name \*

First Name

Last Name

Concern \*

☐ Academic Advising Recommended

☐ Academic Concerns

☐ Attendance Concerns

☐ Career/Major Counseling Recommended

☐ Challenges Outside The Classroom

☐ Dean of Students (Behavior/Medical)

☐ Engagement/Sense of Belonging

☐ Exam Performance

☐ Financial - Employment Needed

☐ Financial Aid/Scholarship/Emergency Funds

☐ Health/Basic Needs (food, shelter, etc.)

☐ Study Skills/Time Management Assistance Recommended

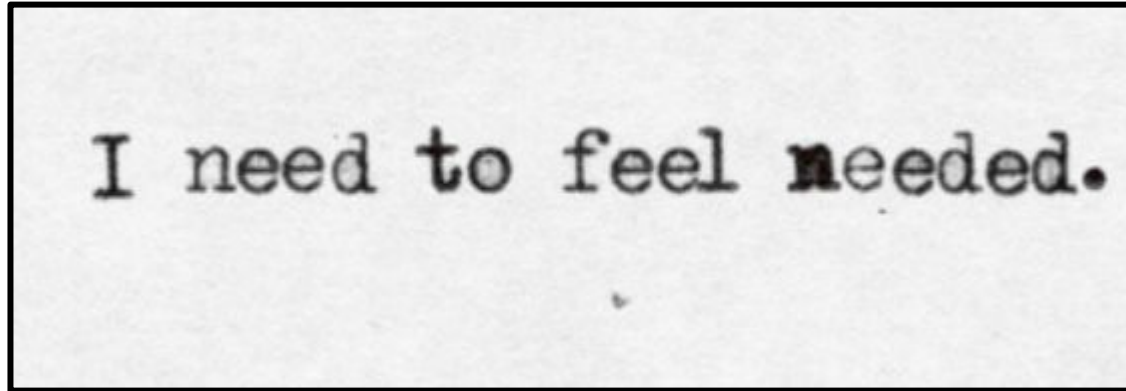
☐ Tutoring Recommended

Comment \*

Please be as detailed as possible.



# ‘Need to be Needed’ Campaign



**Question:** How do we get students who do not want to meet with us or who do not want to get involved to actually meet with us and/or get involved?

**Short answer:** We try to make them feel needed.

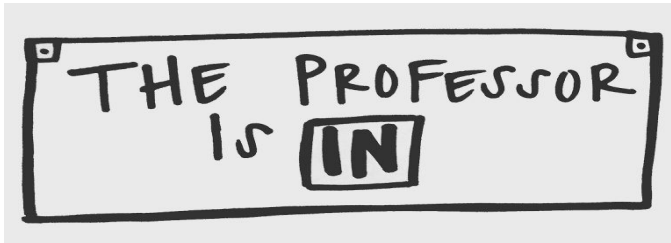
**Long answer:** Feeling important and needed is a fundamental part of who we are as humans. John Dewey stated it this way: "The deepest urge in human nature is the desire to feel important." In *How to Win Friends & Influence People* (which we are all reading), Dale Carnegie wrote, "There is one longing – almost as deep, almost as imperious, as the desire for food or sleep – which is seldom gratified. It is what Freud calls 'the desire to be great.'" Dale Carnegie further dedicates Chapter 6 to discuss the importance of making others feel important/needed. As reported by World Religion News, the Dalai Lama recently stated that he "believes man's biggest need today is the 'need to be needed.'" He says the biggest reason for so much misery in the world is a growing number of people feel they are no longer useful to anyone."



# Tracking 'Meaningful Connections'

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.” — Brené Brown.

# 'Faculty Office Hours' Campaign



## Office Hours

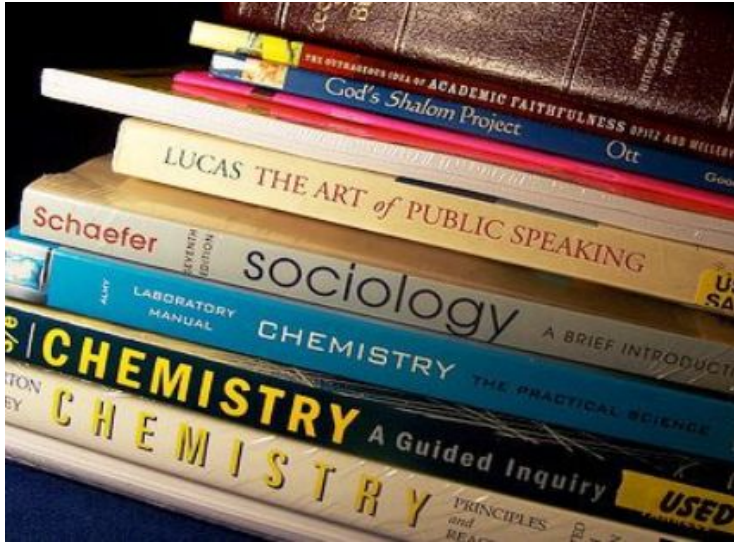
Time set aside for faculty to work on projects, grade, and do research. Please don't bother them.

**OR????**

Time set aside to meet with students.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00					
8:00	CHM 221LB-E01 8:00-10:50am 3-2030	CHM 221LB-E02 8:00-10:50am 3-2030	CHM 221LB-E01 8:00-10:50am 3-2030	CHM 221LB-E02 8:00-10:50am 3-2030	
9:00					
10:00					
11:00					
12:00	CHM 221B-E01 12:00-12:50pm 8-156		CHM 221B-E01 12:00-12:50pm 8-156		
1:00	Office Hours 1:00-2:00pm	Office Hours 1:00-2:00pm	Office Hours 1:00-2:00pm		
2:00					
3:00	CHM 499-E01 3:00-4:15pm 8-156	CHM 499-E010 3:00-4:15pm 8-156	CHM 499-E01 3:00-4:15pm 8-156	CHM 499-E01 3:00-4:15pm 8-156	
4:00					
5:00					

# Retention Grants





# Withdrawal Coordinator


[MAJORS](#) [SCHOLARSHIPS & TUITION](#) [ACADEMICS](#) [SUU](#) [COLLEGE LIFE](#) [VISIT](#) [APPLY](#)

[mySUU Portal](#) | [Current Students](#) | [Faculty & Staff](#) [Alumni](#) | [Calendar](#) | [Visitors](#) | [Giving to SUU](#) | [Search](#)


## Student Connection and Completion

### Student Connection and Completion


The Office of Student Connection and Completion (SCC) works to provide support to students who are finding challenges both in and outside the classroom. Such challenges can include academic performance, attendance concerns, life at home or with peers, etc. This office also supports students who intend to withdraw/defer from the university (temporarily or permanently) to ensure a smooth transition out of the academic term while reviewing withdrawal considerations for students to be aware of. In addition, this office will assist students who are returning to SUU from previously withdrawing/deferring by walking students through a 'Welcome Back' checklist.




**Anu Au**  
*Coordinator of Student Connection and Completion*  
[anutufuga@suu.edu](mailto:anutufuga@suu.edu) ✉  
Office: ST 201  
Phone: [\(435\) 865-8208](tel:(435)865-8208) 📞



**Do you intend to withdraw?**



**Do you intend to return to SUU after previously withdrawing?**



**Would you like additional strategies to succeed academically?**

# Strategic Nudges (Just in time...)



SOUTHERN UTAH UNIVERSITY

### About this Questionnaire

Hello Eric,

This questionnaire is designed to help us get to know you better and best be able to serve your needs. We understand that some of the questions you will answer are sensitive in nature and we will guard your answers appropriately. Only those individuals at SUU with FERPA (Family Educational Rights Privacy Act of 1974) training will have access to your responses, which we will use to help us best provide appropriate services for your specialized needs and help you get registered for classes. Your responses will not be included in your academic record.

Thanks,  
SUU Student Success Advising

⚠ This questionnaire must be filled out by the student, not a parent.

[Continue](#)

### T-Bird Takeoff Queue

Email

What is your preferred email address?

Phone number

What is your preferred phone number?

1. What is the best way to communicate with you?

☐ Text

☐ Email

☐ Phone

2. Where are you from? Where have you lived?

3. Sometimes in-person classes are unavailable. Would you be open to taking an SUU class online while you attend SUU?

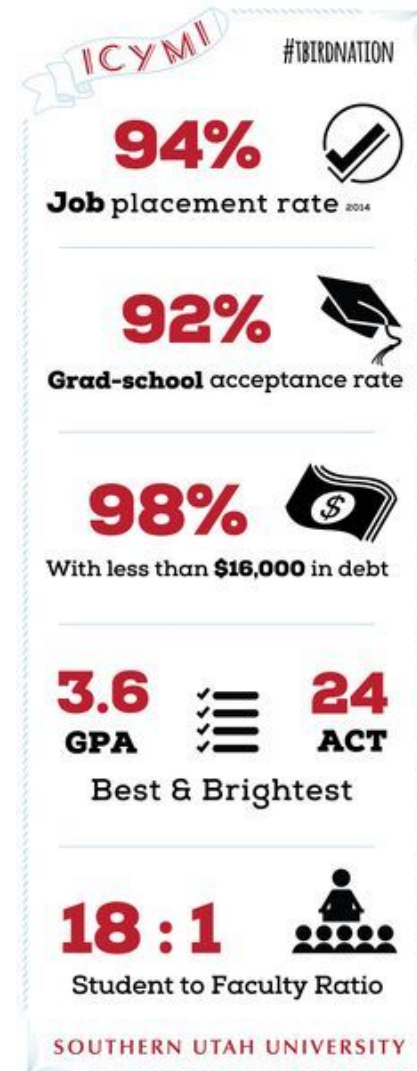
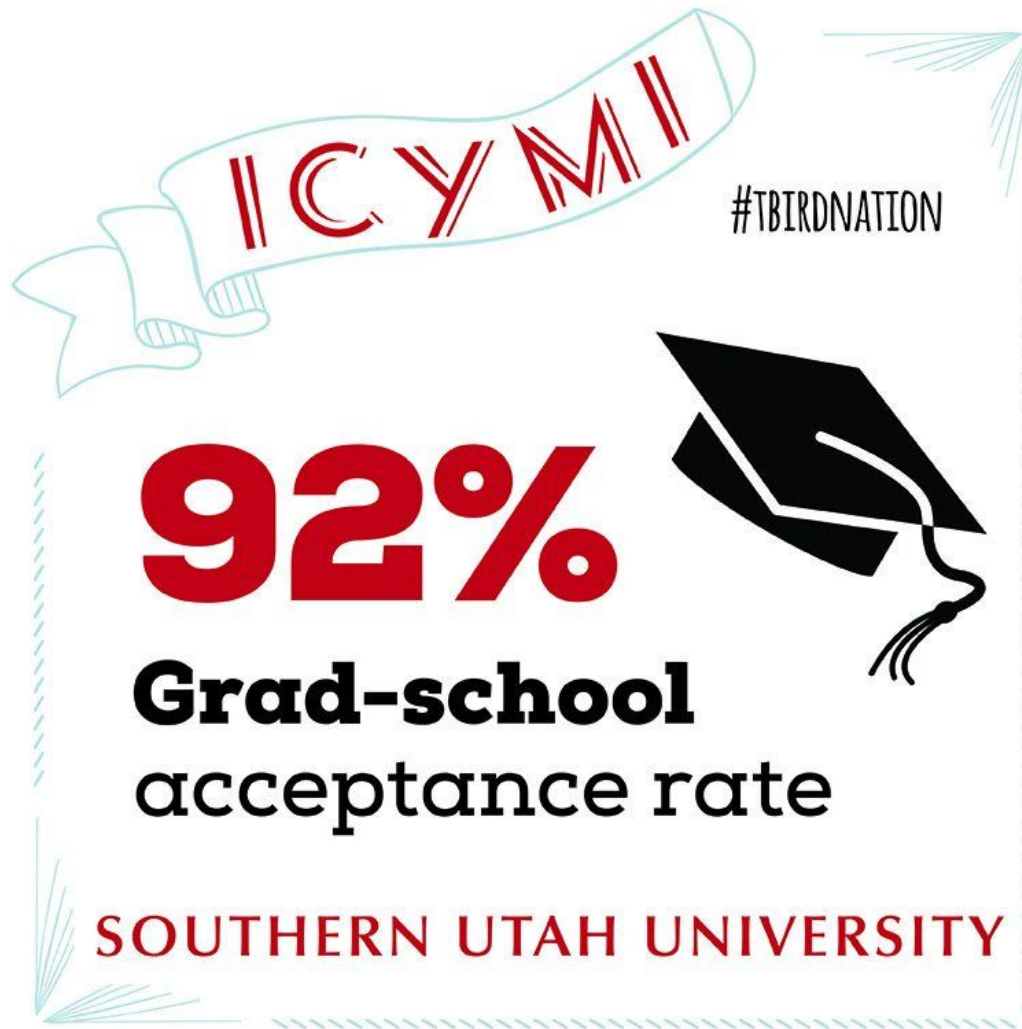
☐ Yes

☐ No





# Recruit Back Campaigns



# 'Comeback Kid' Campaign



## REMOVE YOUR RAC!

### WHAT?

Ensures that first-year students meet with SSA's.

### WHEN?

Must be removed prior to registration.

### HOW?

Schedule an appointment with your SSA.

### WHY?

Register on time to get your preferred courses.

VISIT THE NEST, ST 178, FOR MORE INFORMATION.



**FALL 2017**   
**REGISTRATION**  
**FRESHMAN APRIL 5**  
(0-29 CREDITS)  
**SOPHOMORES APRIL 3**  
(30-59 CREDITS)  
**JUNIORS MARCH 30**  
(60-89 CREDITS)  
**SENIORS MARCH 28**  
(90+ CREDITS)  
#SUUCOMEBACKKID

# RAC Numbers

## REMOVE YOUR RAC

### WHAT?

Students with fewer than 30 credits\* must meet with their SSA

### WHEN?

Must be removed prior to fall registration (March 25th)

### HOW?

Schedule an appointment with your SSA 586-5420

### WHY?

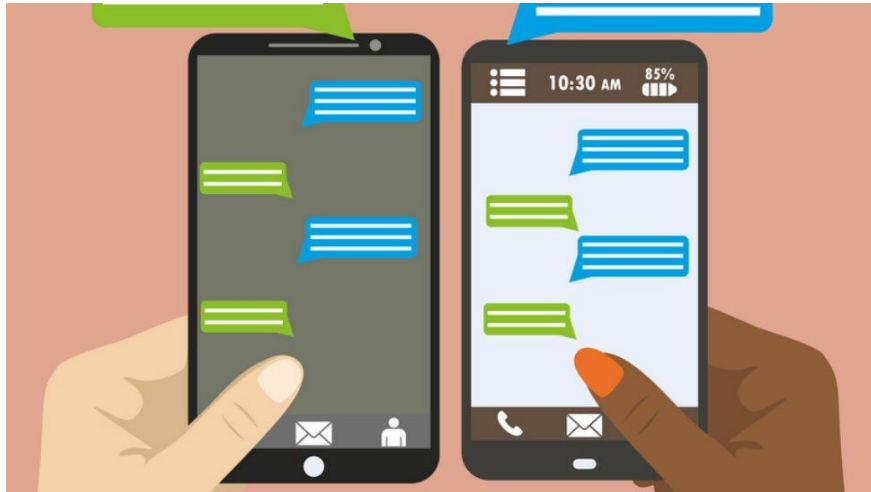
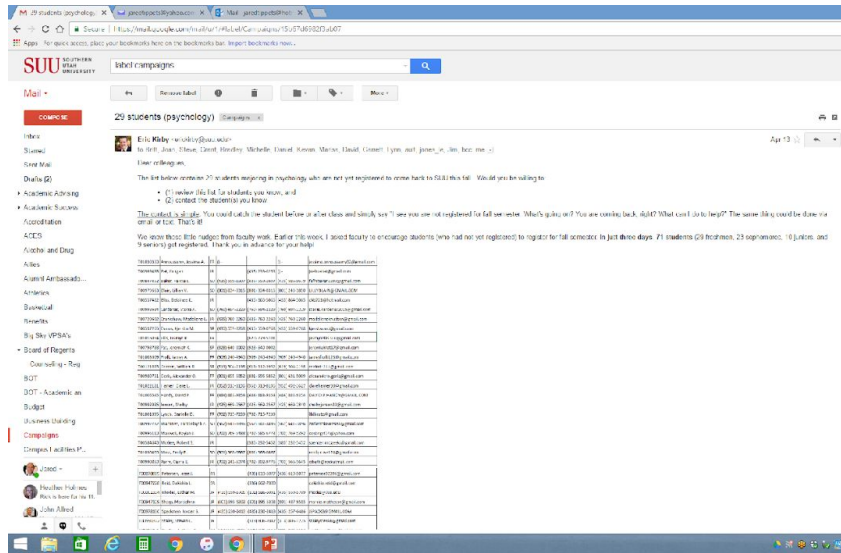
Allows you to register on time to get your preferred courses

\*All undeclared students must remove their RAC regardless of credits

**VISIT THE NEST, ST 178, FOR MORE INFORMATION**

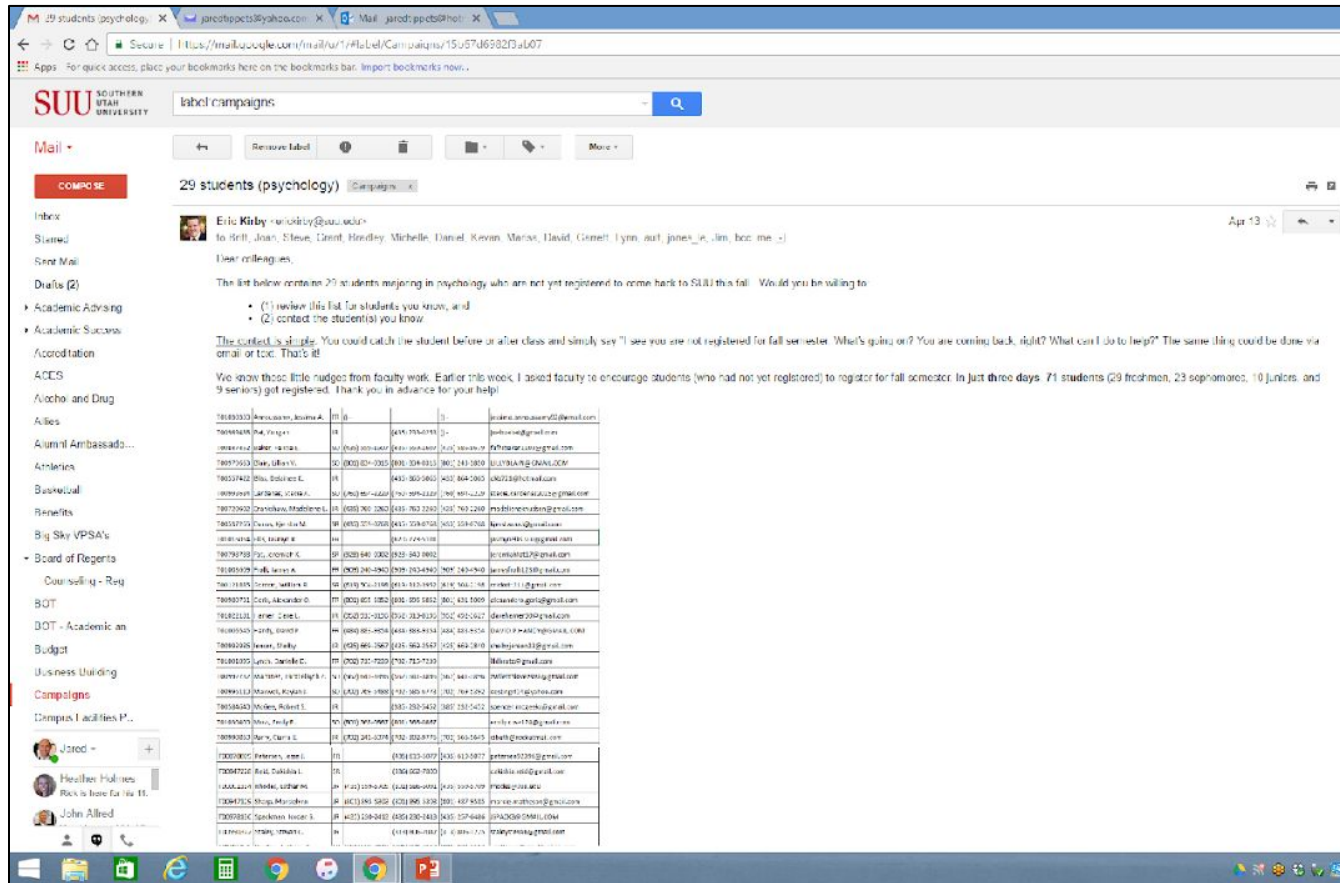


# Registration Blitz





# Faculty Help With Re-registration



Partner with faculty to assist with personal outreach to students to encourage registration.

# ‘Focus on Five’ Campaign

5

# Holiday Programming



## IN CEDAR ON THANKSGIVING?

**YOU ARE NOT ALONE!**

*Join us*


**THURSDAY, NOV. 22<sup>nd</sup>**

**PIE, GAMES, AND THE SHOWING OF THE  
HOLIDAY MOVIE "CHRISTMAS VACATION"**

**THE NEST (ST 178)**

**3:00 - 5:00 PM**






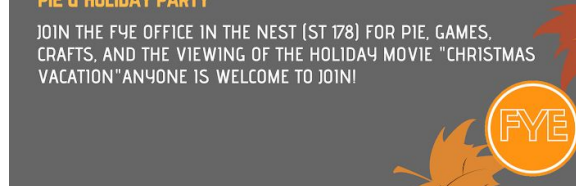
## IN CEDAR ON THANKSGIVING?

**EVENTS ON THURSDAY, NOV. 22**

**GOBBLER 10K, 5K, AND 1 K**  
 Confluence trailhead, 1850 S. Convention Center Drive, St. George  
 (south of the Dixie Center St. George) Cost: 10K: \$28, 5K: \$25, 1K:  
 \$13. Details: Online registration ends Tuesday, Nov. 20. Late  
 registration will be accepted Wednesday during packet pickup at Lin's  
 Marketplace on Sunset Boulevard in St. George from 11 a.m. to 8 p.m.

**WATERCOLOR ART EXHIBIT**  
 Southern Utah Watercolor Society held Monday – Thursday 9:00 am  
 – 9:00 pm & Friday – Saturday 9:00 am – 6:00 pm at the Cedar City  
 Library (303 N 100 E, Cedar City). The Exhibit theme is Abstract, but  
 not limited to just Abstract, painting are all water based. For  
 information call 435-586-6661

**PIE & HOLIDAY PARTY**  
 JOIN THE FYE OFFICE IN THE NEST (ST 178) FOR PIE, GAMES,  
 CRAFTS, AND THE VIEWING OF THE HOLIDAY MOVIE "CHRISTMAS  
 VACATION" ANYONE IS WELCOME TO JOIN!

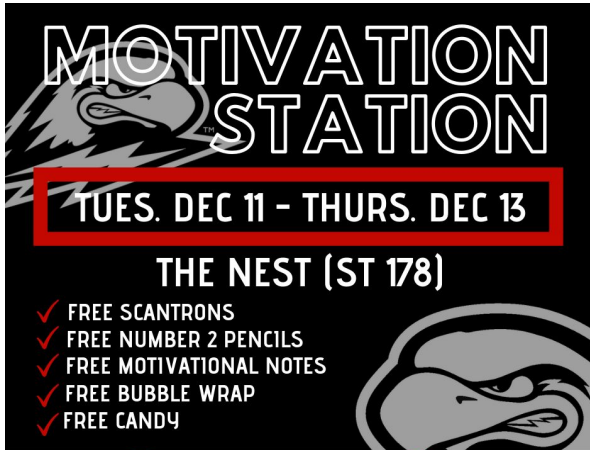





## PARTY ON LABOR DAY *Weekend!*

 <p><b>DOWNTOWN FARMERS MARKET</b>            9 AM - Noon (45 W University            Blvd / Center St.) Admission is            FREE. Buy local fresh food,            music, and other unique            products.</p>	 <p><b>SUU STUDENT TAILGATE</b>            3:30 PM Southeast Stadium            Parking lot. FREE facepaint,            hotdogs, and tailgating games.            first 500 students will receive a            free t-shirt.</p>
 <p><b>IRON COUNTY FAIR</b>            Held at the Iron County Fair            Grounds in Parowan.            Admission is FREE to the fair.            Rodeo, demolition derby,            carnival, car show, live bands.</p>	 <p><b>SUU WHITEOUT HOME FOOTBALL GAME</b>            3:30 PM Southeast Stadium            Parking lot. FREE facepaint,            hotdogs, and tailgating games.            first 500 students will receive a            free t-shirt.</p>
 <p><b>BHR COUNTRY MUSIC FESTIVAL</b>            9:30 AM - 9:30 PM at Brian            Head Resort. (329 S Hwy U-            143, Brian Head) cover charge            is \$10. Live country music,            vendors, and food.</p>	 <p><b>SUU PAINT DANCE</b>            9:30 PM Lower Practice Fields.            College ID Required. SUU            Students Free. Come in a shirt            ready to get paint on.</p>
 <p><b>SUMA: SCULPTOR EXHIBITION</b>            11 AM - 5 PM 13 SOUTH 300            WEST. Admission is FREE and            open to everyone!</p>	 <p><b>SUMMER STAR PARTY</b>            8 PM - 10:30 PM Cedar Breaks            National Monument - Point            Supreme Overlook (21 miles            east of Cedar City) Park fees            apply (7\$) Beginning after            sunset, rangers lead            presentation on a night-sky            topic. Once the skies darken,            you will have the chance to see            the Moon, Jupiter, Saturn, star            clusters, and nebulae through            several large telescopes.</p>
 <p><b>UTAH SHAKESPEARE FESTIVAL GREEN SHOW</b>            7:10 PM 300 West University            Blvd. FREE greenshow on the            lawn of the festival grounds.</p>	
 <p><b>UTAH SHAKESPEARE FESTIVAL SHOW</b>            8:00 PM. 300 West University            Blvd. Student prices at            www.bard.org.</p>	

# Finals Week Motivation

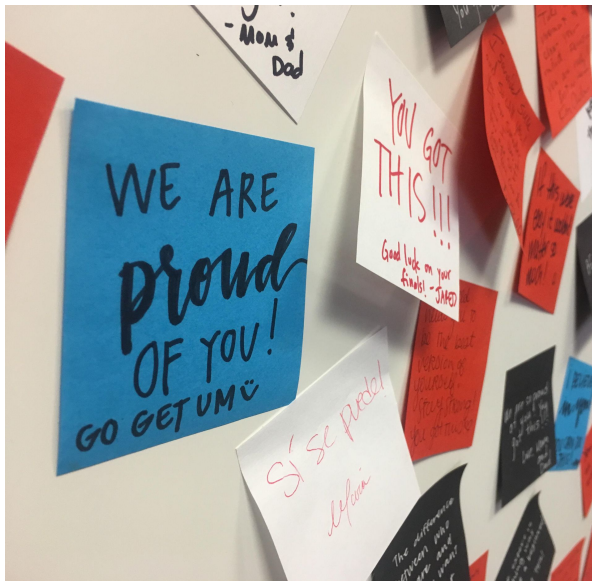


**MOTIVATION STATION**

**TUES. DEC 11 - THURS. DEC 13**

**THE NEST (ST 178)**

- ✓ FREE SCANTRONS
- ✓ FREE NUMBER 2 PENCILS
- ✓ FREE MOTIVATIONAL NOTES
- ✓ FREE BUBBLE WRAP
- ✓ FREE CANDY



**Finals Week**

**MOTIVATION STATION**

**[ TAKE WHAT YOU NEED ]**

POSITIVE MESSAGES WRITTEN  
BY SUU PROFESSORS, STAFF & THE ACES!

‘Motivation Station’: an activity where we (student affairs) invite faculty and staff from across campus to write motivational thoughts on sticky notes. We then invite students to visit the station to read the notes and/or take a few of them to place on their computers, mirrors, or in their books to remind them we are cheering for them. Easy thing to do. Give it a try!



# Conclusion and Results

# Results

- **Goal:** Increase in-person contact SSC's have with their cohort during fall semester, including duplicates (students coming back in).
  - End of finals week fall 2014: 4,431 in-person contacts
  - End of finals week fall 2015: 6,456 in-person contacts
  - End of finals week fall 2016: 7,740 in-person contacts
  - End of finals week fall 2017: 8,246 in-person contacts
  - End of finals week fall 2018: 9,467 in-person contacts

# Results

- **Goal:** Increase the average number of students seen by each SSC.
  - Fall 2014: 4.3 avg. per day per SSC
  - Fall 2015: 5.7 avg. per day per SSC
  - Fall 2016: 7.9 avg. per day per SSC
  - Fall 2017: 8.0 avg. per day per SSC
  - Fall 2018: 7.8 avg. per day per SSC

# Results

- **Goal:** Decrease the percentage of students not showing up to their appointments (no-shows).
  - Fall 2015: 19.77%
  - Spring 2016: 14.76%
  - Fall 2016: 14.21%
  - Spring 2017: 7.12%
  - Fall 2017: 11.8%
  - Spring 2018: 7.46%
  - Fall 2018: 9.6%
  - Spring 2019: 8.96%



# Results

- Increased the average number of students our SSCs met with on a daily basis by 166%.
- Decreased the percentage of students not showing up to their appointments from 19.77% to 14.76%.
- Increased the in-person contact our SSCs had with their students by 45.7%.
- Increased the number of all students (freshmen, sophomores, juniors, and seniors) who came back the following year by 5.03% in 2015 and 6.08% in 2016. (Prior to shifting the advising model, we saw a -2.37% decrease in 2014, a -2.88% decrease in 2013, and -4.0% decrease in 2012).
- Had a 100% increase in the number of multicultural students seeking one-on-one appointments.
- Had a 160% increase in the number of veteran students going to our Veteran's Center to seek support services.

**9 percentage point gains increase in retention rates over the past three years.**

# Some realities



- Humans do not typically like change
- Takes a lot of time
- Very energy-intensive
- Costs money (Get advisor to student ratios smaller)
- Use student peer mentors to support advisors
- Much easier with centralized advising model
- Wasn't always intuitive for our advisors
- Most advisors are not meaningfully evaluated or held accountable
  - No reports; No metrics; No quantifiable expectations

# Have Fun!









# Continue the Conversation




**Jared Tippetts, PhD**  
Vice President for Student Affairs | Higher Education Consultant, Trainer, & Speaker | Millennial & Generation Z Expert  
Cedar City, Utah



 Southern Utah University  
 University of Kentucky  
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 See connections (500+)

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Current Vice President for Student Affairs and experienced higher education trainer, consultant, leader, and keynote speaker. Have spent time in both Academic Affairs and Student Affairs as well as in the private business sector. Skilled in Retention and Completion, Organizational Change Leadership, Stu...

 SUU Intentional Connections

<https://www.linkedin.com/in/jaredtippetts/>




**Eric Kirby, J.D., Ph.D.** • 1st  
Asst. VP for Student Affairs | Attorney | Higher Education Innovator, Consultant, and Speaker | Gen. Z, Peer-Mentoring, and Student Success Expert  
Cedar City, Utah

 Southern Utah University  
 University of Denver  
 See contact info  
 See connections (500+)

[Message](#) [More...](#)

Experienced higher education leader, mentor, and motivator. Practicing attorney of 10+ years. Currently serves as Asst. Vice President for Student Affairs. Significant experience with campus retention, student success and completion, student leadership and development, organizational cha...

 CONNECTED

<https://www.linkedin.com/in/eric-kirby-j-d-ph-d-a0827073/>



**Jared N. Tippetts, PhD**

**Eric M. Kirby, JD/PhD**





# THANK YOU!

For more information, or to continue the conversation, please contact us at [jaredtippets@suu.edu](mailto:jaredtippets@suu.edu) or [erickirby@suu.edu](mailto:erickirby@suu.edu).

**Jared N. Tippetts, PhD**

**Eric M. Kirby, JD/PhD**