FROM FOUNDATIONS TO FUTURES:

Practical Strategies for the Next Era of Student Success

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Kia ora koutou

Tēna koutou katoa
Ko Jared Tippets tōku ingoa
Nō England ōku tupuna
Kei Utah ahau e noho ana
Ko te Ihorua Tauira tāku turanga
No reira
Tena kotou tena koutou tena tatou katoa

About me - My higher education journey

Utah State University

Utah Valley University

University of Missouri

University of Kentucky

Purdue University

Southern Utah University

Thank you! And, congratulations!

Click here to play the video.

“Toto, I’ve a feeling [I’m] not in Kansas anymore…”

The Wizard of Oz (1939)

Today’s journey together

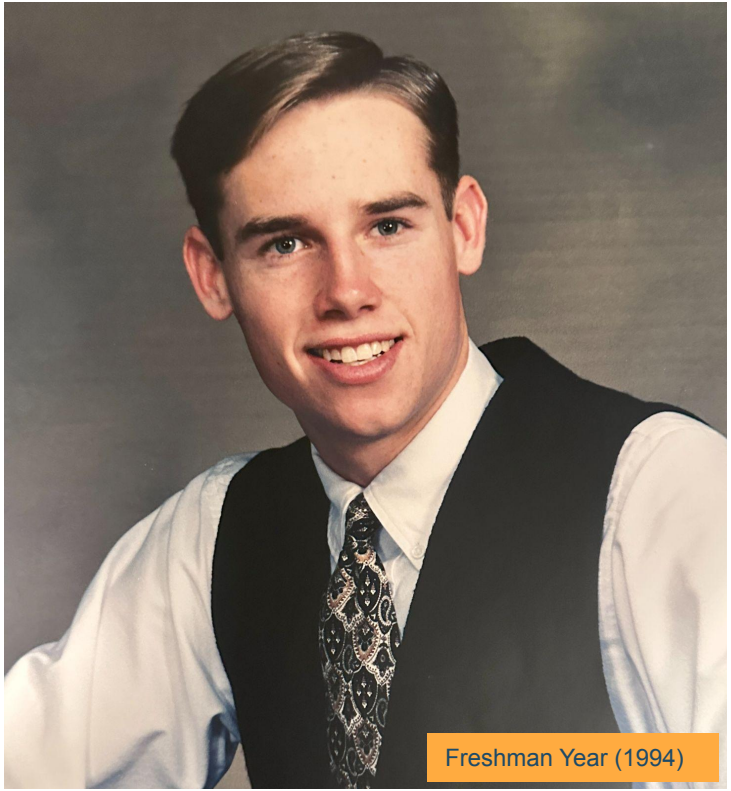
- Looking back - 30 years of innovation
- The current landscape - Challenges & realities
- The future is now!
- The ASCEND Model - Practical strategies
- Call to action and Conclusion

Today's journey together

Part 1:

Looking back - 30 years of innovation

When did this movement begin?



Retention rates?

Persistence rates?

Completion rates?

Graduation rates?

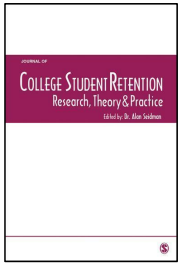
Student success?

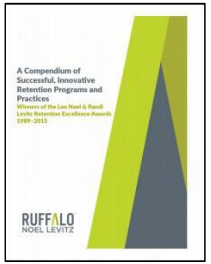
The pioneers of this important work

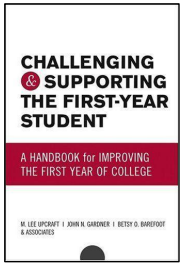
Lisa Armitage	Craig McInnis	Alexander Astin	John McNeely
Hamish Coates	Brendan Mosley	Betsy Bearfoot	Lee Noel
Marcia Devlin	Karen Nelson	Ernest Boyer	Ernest Pascarella
Richard James	Sarah O'Shea	Patricia Cross	Laura Rendón
Ella Kahu	Tom Prebble	George Kuh	Tim Rennick
Sally Kift	Cathy Stone	John Gardner	Charles Schroeder
Kerri-Lee Krause	Stephanie Taylor	Jillian Kinzie	William Spady
Linda Leach	Keithia Wilson	Drew Koch	Patrick Terenzini
Alf Lizzio	Nick Zepke	Randi Levitz	Vincent Tinto

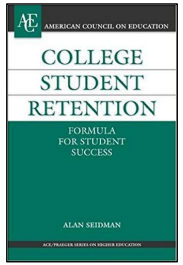
High-impact educational practices

- Common Intellectual Experiences
- Collaborative Assignments
- Writing Intensive Courses
- Diversity/Global Learning
- Undergraduate Research
- Learning Communities
- First-Year Seminars
- Capstone Courses
- Service Learning
- Internships









The ‘eras’ of student success

Era	Approx. Years	Core Focus	Hallmarks / Initiatives
Access Era	1950s-1970s	Who gets in	Expansion; No real focus on persistence; Student activities
Retention Era	1980s-1990s	Who stays	First-Year Experience; Advising reform; Student engagement; Learning communities; Internships; Undergraduate research
Completion Era	2000s-2010s	Who finishes	Accountability; Data; Equity; Early alerts; Developmental education; Meta majors; Common reading experiences
Thriving Era	2015s-Present	Who flourishes	Wellbeing; Belonging; Holistic support; Peer mentoring; Financial wellness; Mental health
Transformation Era	2020s-2030s	Who becomes future-ready	AI; Career integration; Whole-student ecosystems

Part 2:

The current landscape - Challenges & realities

Uncertainty of hitting enrollment goals

New Zealand

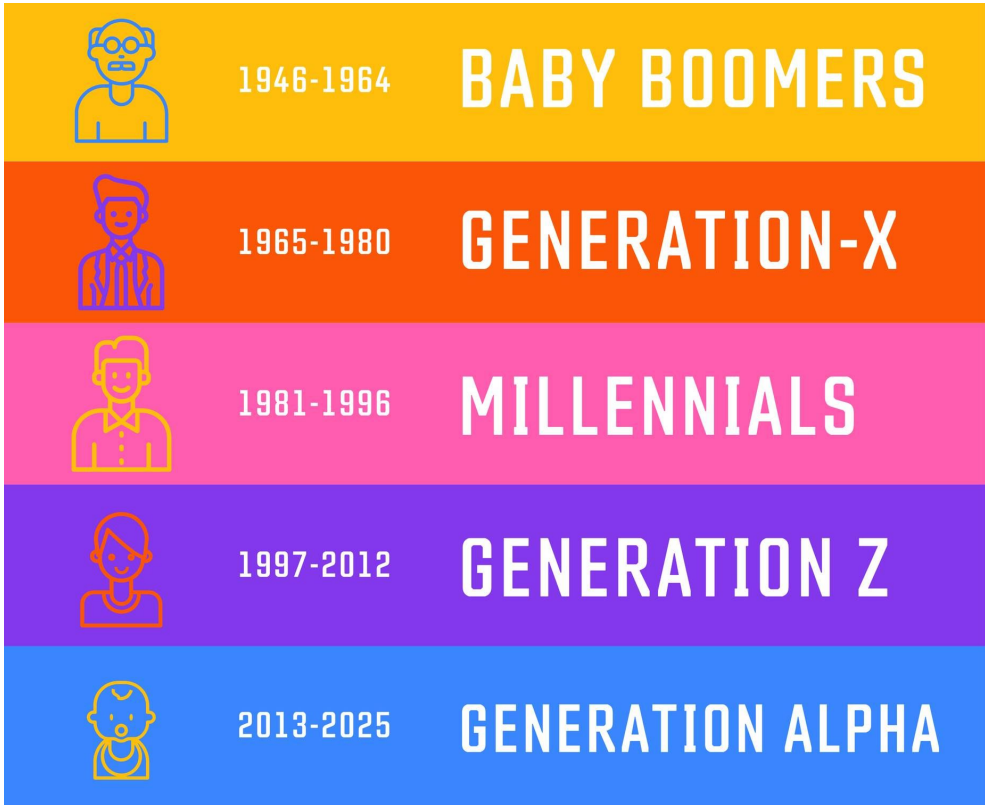
- Tertiary participation per capita has declined over the last decade across most provider types (universities, polytechnics, and wānanga).
- Will face enrollment challenges tied to employment opportunities, international student fluctuations, and long-term per-capita decline.

Australia

- Domestic student growth peaked in 2021, then declined in 2022 and 2023, with domestic total student numbers falling, and commencing domestic undergraduates also decreasing.
- Downturn in domestic demand, linked to cost-of-living pressures, strong labor markets, and demographic shifts.

Hitting enrollment goals will be challenging, messy and cyclical, influenced by economic conditions, migration/international students, policy, and labor-market dynamics.

Evolving student demographics



Gen Z and Gen Alpha are quite different from Millennials, Gen X, and Boomers:

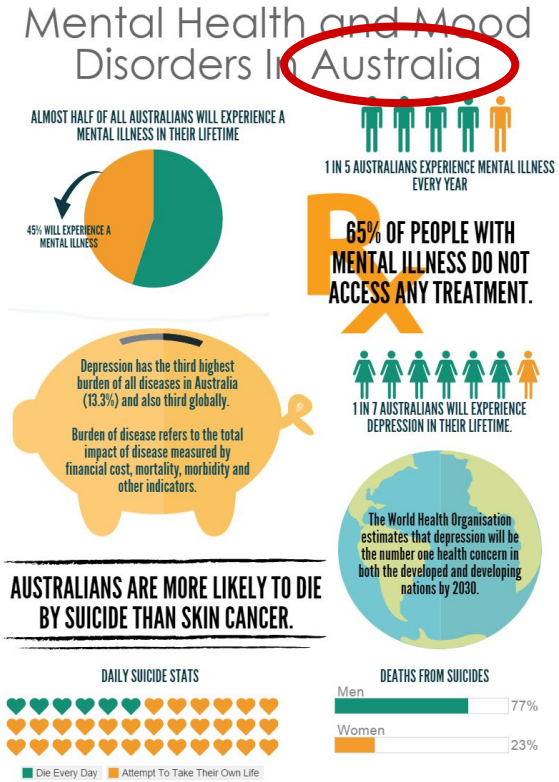
- Response to leadership
- Desired support services
- Preferred teaching methods
- **Preferred learning methods**
- Preferred campus culture
- Approach to gender identity
- Approach to values
- **Approach to help-seeking**
- **Approach to problem-solving**
- **Approach to truth-seeking**
- **Preference for personalization**
- Level of trust in institutions
- **Approach to mental health**
- **Focus on career**
- **Relationship with finances**

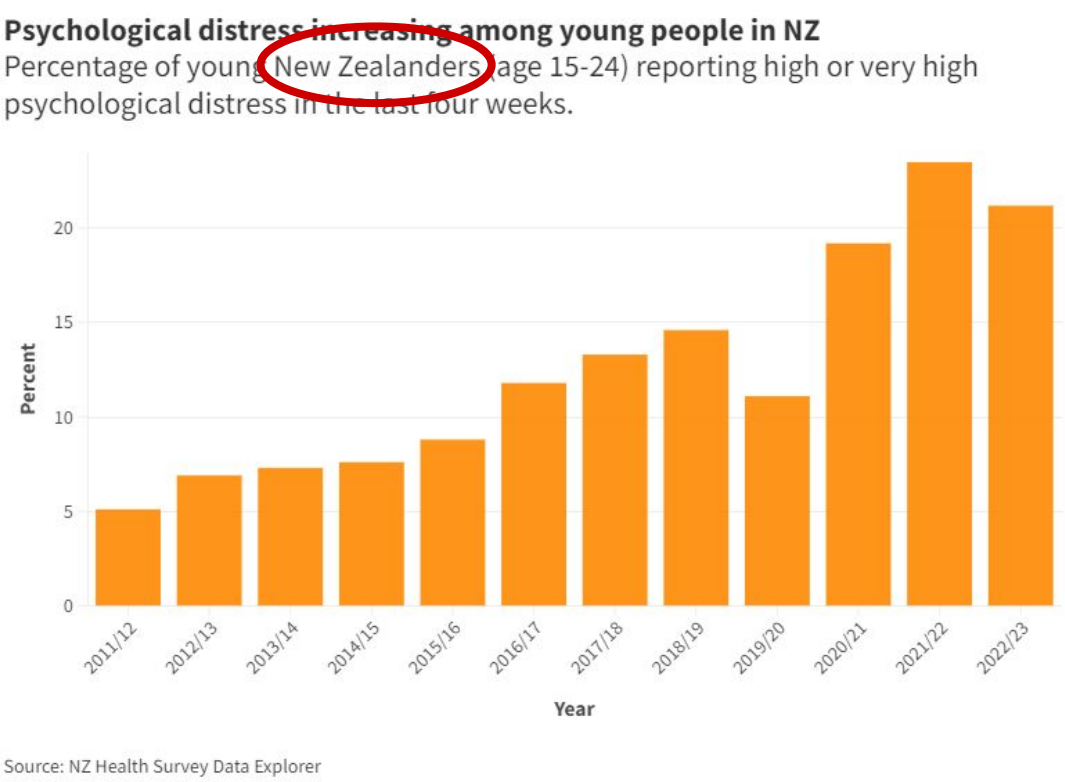
Changing student expectations

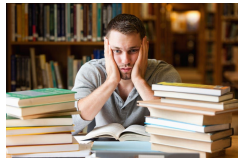
Today's students no longer accept higher education as it has always been delivered. Students expect their educational experience to be:

- Valuable
- Relevant
- Flexible
- Personalized
- Authentic
- Supportive
- Career-connected
- Customized
- Intuitive
- Easy to navigate
- Digital
- Inclusive

Rise in mental health challenges







Trend toward isolation, loneliness, and struggle to make friends

"We have never been more detached from one another, or lonelier. In a world consumed by evermore novel modes of socializing, we have less and less actual society. We live in an accelerating contradiction: ***The more connected we become, the lonelier we are.***"

- Stephen Marche

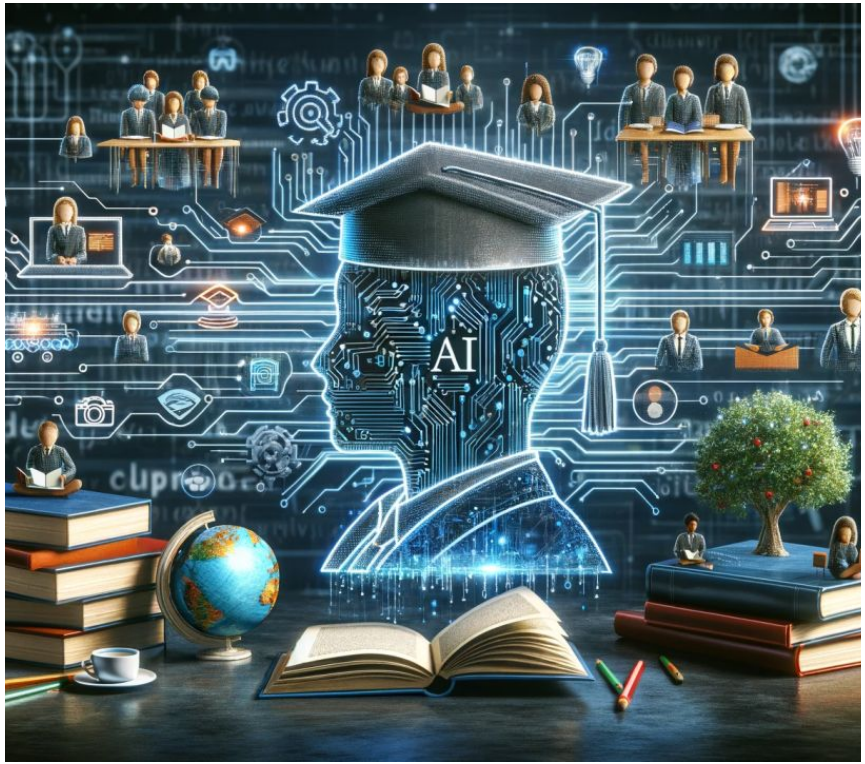
Growing financial insecurity

Rising costs

- Tuition
- Books
- Course materials
- Technology
- Food
- Housing
- Transportation
- Clothing
- Toiletries
- Entertainment

Withdrawing or repositioning of DEI initiatives

Accelerating pace of digital transformation



- **Personalized learning at scale**: adaptive, tailored pathways for every student
- **Proactive student support**: AI nudges, chatbots, and early alerts
- **Smarter operations**: automation of routine tasks, better forecasting
- **Reimagined teaching**: AI-assisted course design, immersive learning tools
- **Career alignment**: curriculum mapped to workforce skills, AI-matched internships
- **Global access & inclusion**: translation, accessibility, and cross-border collaboration
- **Real-time improvement**: learning analytics driving continuous change

Accelerating pace of digital transformation

SHRM Membership Learning Events Resources Community

Employers Want New Grads with AI Experience, Knowledge

February 20, 2024

COLBYNEWS

The No. 1 Skill Employers Want Right Now? AI Literacy

ARTIFICIAL INTELLIGENCE | 7 MIN READ

Forbes

LEADERSHIP > EDUCATION

Educating In The AI Era: The Urgent Need To Redesign Schools

By Linda Darling-Hammond, Contributor. Linda Darling-Hammond is an exp... Follow Author

Published May 30, 2025, 05:20pm EDT, Updated Sep 29, 2025, 10:37am EDT

AI Skills in High Demand From Employers: Survey

Employers are scrambling to find employees with artificial intelligence (AI) qualifications, according to a survey from Amazon Web Services.

MBA Employers Want AI Skills — And They Say Higher Ed Must Step Up

BY: MARC ETHIER ON MAY 03, 2025 | 790 VIEWS

Preparing for a Precarious Future

How AI and Anxiety Will Reshape the Demands of Post-Secondary Learners

DAVID COLETTO

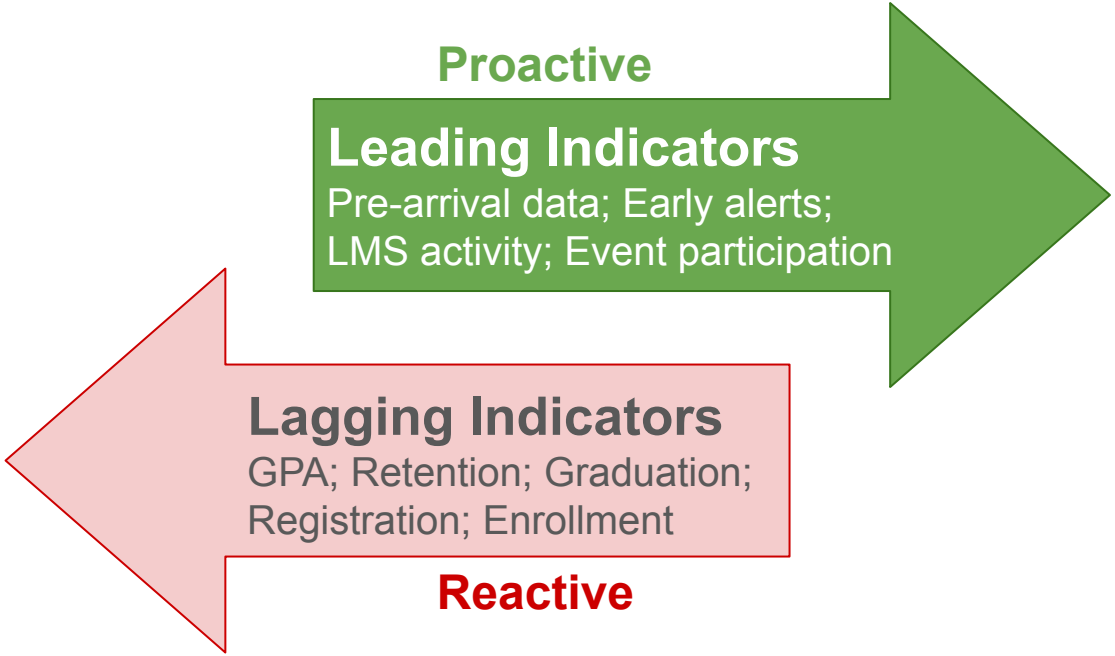
OCT 09, 2025 • PAID

Students don't feel AI-ready and say colleges aren't teaching them. Businesses that hire our students are saying the same thing; they expect colleges and universities to teach students how to use AI.

Heightened accountability and performance metrics

- Governments
- Funding agencies
- Donors
- Students
- Parents
- Employers

Access to ‘proactive’ data to influence outcomes



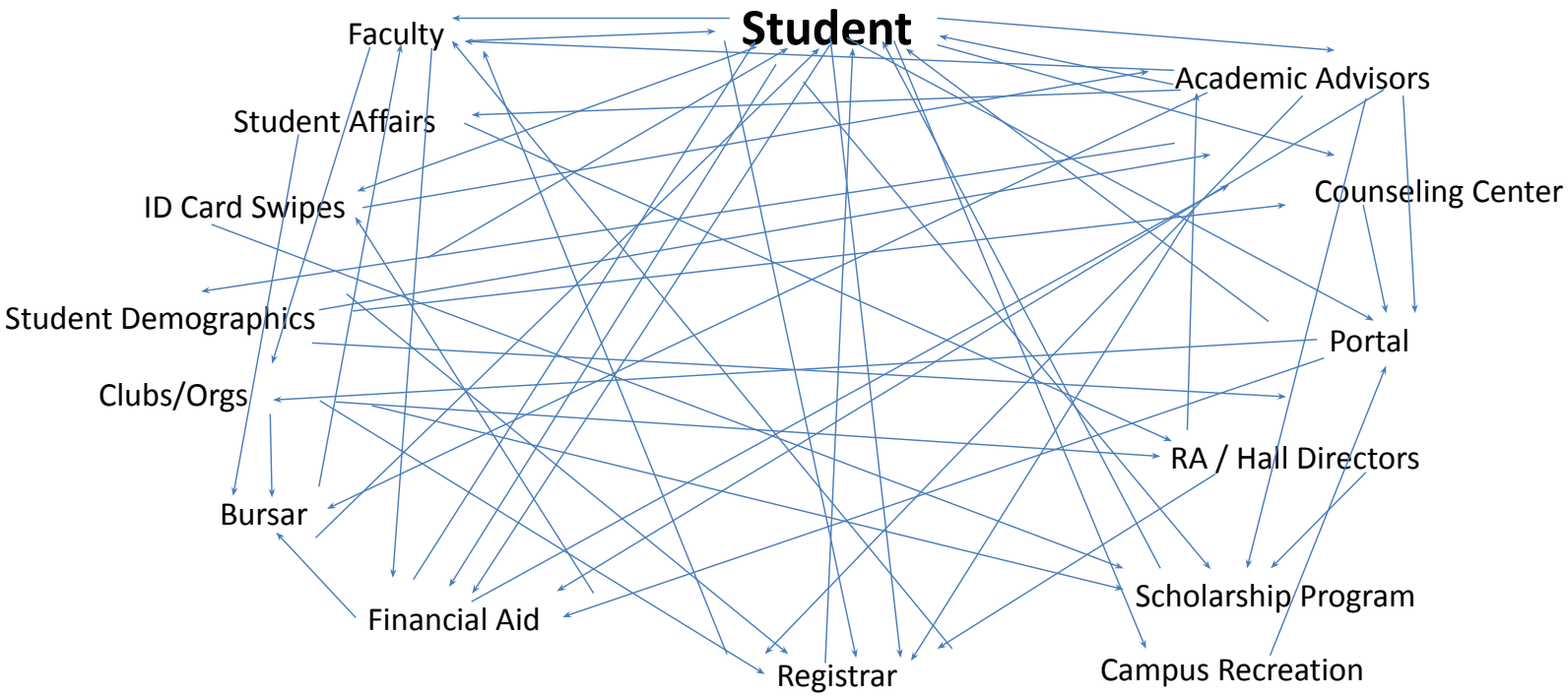
We track plenty of student success data, but most of it is lagging indicator data that tells us what already happened and by the time we see a problem in those numbers, it’s too late to intervene. We need to capture and use leading indicator data while it’s still possible to influence the outcome.

Stagnant culture and resistance to change

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).

Disorganized student experience

"Oh, you actually need need to go to the _____ office."



Designed for Baby Boomers and Gen X

	Boomers / Gen X	Gen Z / Gen Alpha
Cost of College	Affordable tuition; many could work part-time and graduate with little or no debt.	Tuition is high; most need loans; affordability is a top concern.
Access to Information	Knowledge was scarce; professors and libraries were gatekeepers.	Knowledge abundant; internet, YouTube, and AI provide instant answers.
Purpose of College	"Get a degree → get a stable job." College was the default path to success.	College seen as optional; ROI questioned; alternatives (bootcamps, apprenticeships, online learning) compete.
Learning Style	Lecture-heavy, passive, face-to-face instruction.	Active, tech-integrated, personalized, hybrid/online expected.
Technology on Campus	Typewriters → PCs in labs by late Gen X. Internet only in later years.	Smartphones, AI tools, digital textbooks, 24/7 connectivity.
Career Preparation	Career centers optional; internships less common.	Expect internships, hands-on learning, career services, direct employer pipelines.
Timeline	4 uninterrupted years typical; many finished "on time."	Stop-outs, transfers, part-time enrollment common; flexible timelines needed.
Community / Belonging	Stronger in-person ties; social life centered on campus clubs and events.	Desire for community but struggle with loneliness; digital + in-person mix.
Mental Health	Less openly discussed; limited support services.	Major priority; expect counseling, wellness, and proactive support.
Diversity & Inclusion	Less diverse student populations; DEI not a focus.	Highly diverse; expect inclusion, equity, and representation.

Alternative education providers

amazon career choice

LinkedIn /REACH/

CHANNEL YOUR PASSION. BUILD THE FUTURE.

coursera | Meta

Google Career Certificates

Microsoft Leap

IBM APPRENTICESHIP PROGRAM
Professional Skills
IBM

Many large companies are offering their own training and schooling. And, many large companies in the private sector have moved toward skill-based hiring, dropping the bachelor's degree requirement for many positions.

Question of value and Return on investment

“Gen Z has made it clear that career advancement is by far their top reason for pursuing a degree. Years of stories about graduates struggling with debt and underemployment have fueled widespread skepticism about the return on investment (ROI) in higher education.”

EAB (2024). *Six Drivers Shaping the Future of Student Success*. p.6.

Bottom line!

We must retain a higher percentage of the students we enroll!

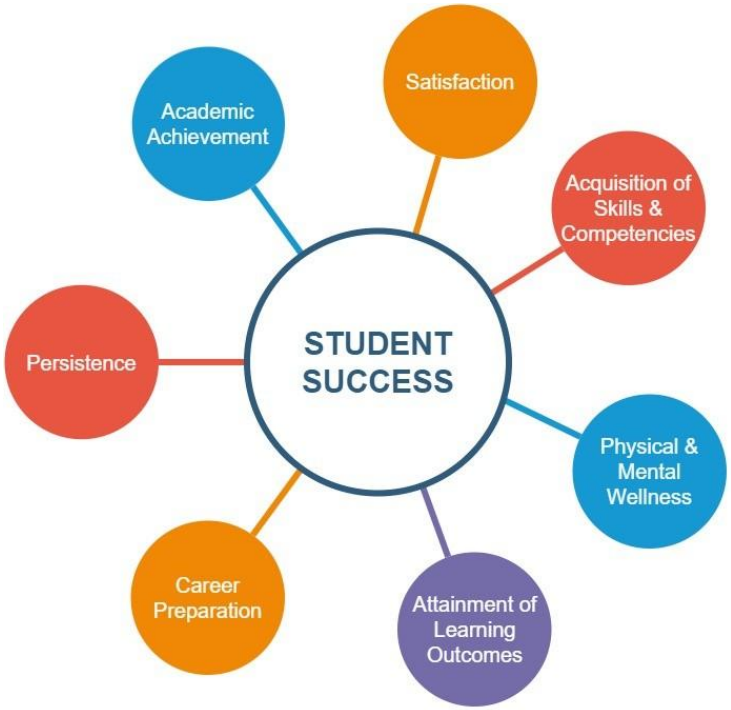
Part 3:

The future is now!

Define “Student Success” on your campuses

Student success is…

Define “Student Success” on your campuses



Modified from York, Gibson, & Rankin (2015) Operationalized Model of Academic Success

“Student success” is the attainment of one success marker in at least three of the following realms in a given semester:

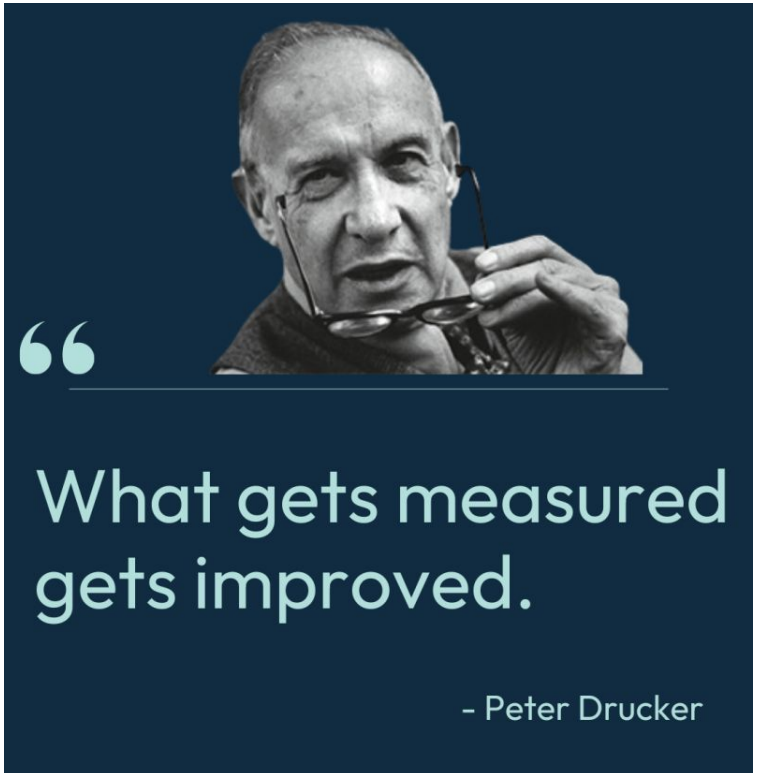
- Satisfaction
- Academic achievement
- Persistence
- Career preparation
- Attainment of learning outcomes
- Physical and/or mental wellness
- Acquisition of skills & competencies

https://ira.okstate.edu/success.html

Measure “student success” efforts regularly

Student Success Realm	Examples of Metrics
Academic Achievement	GPA, Grades, Fellowships, Scholarships
Satisfaction	Survey of Instruction, Survey of Advisement, Satisfaction Surveys
Acquisition of Skills & Competencies	Comprehensive Learner Record (CLR), Certification Tests, Undergraduate Research, Grad College 360 Professional Development program, ITA Exam, Leadership Certificate
Physical and Mental Wellness	Participation in Wellness Programming, Intramural/Club Sports, Gym Swipe-ins
Attainment of Learning Outcomes	Testing for Upper-Level Course Placement, Testing for Admittance/Continuation in Major
Career Preparation	Internship/Co-op, On-Campus Job, Meeting with Career Counselor, Attendance at Hiring Event, Job Attainment Rates
Persistence	Graduation, Retention, Academic Standing https://ira.okstate.edu/success.html

Measure “student success” efforts regularly



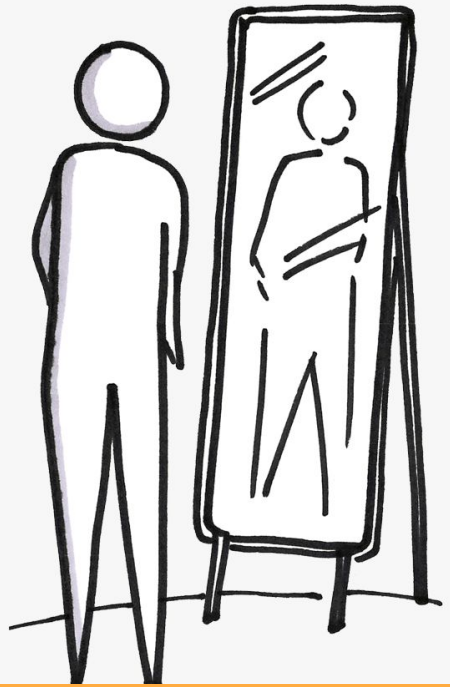
“When performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates.”

Thomas Monson

Institutional and individual accountability

Accountability isn't punishment; it's ownership of our shared mission.

Systems don't change until the people within them do.



"What can I do better?"

Articulate the value and relevance of degree

Individual	Societal
• Increased earnings • Increased economic mobility • Better health outcomes • Reduced stress • Higher levels of reported happiness • Higher job satisfaction • More likely to receive employer-provided health insurance • More likely to do educational activities with their children	• Stronger community • Increased GDP • Increased volunteering • Increased voter participation • Increased tax contributions • Lower unemployment rate • Reduced reliance on public assistance • Reduced healthcare costs • Decreased poverty rate Source: Kem C. Gardner Policy Institute

"College graduates are more likely to engage in civic activities such as voting and volunteering, contributing positively to their communities. Furthermore, higher education is linked to improved health outcomes and lower propensity for engaging in criminal activities, benefiting society at large."

EAB (2024). *Six Drivers Shaping the Future of Student Success*. p.6.

Articulate value and relevance of degree

WHAT

- "Re-recruit" your students
- "Selling" the value of higher ed / Share key data, statistics, brag points
- Communicate the return on investment (ROI)
- Combat the anti-higher ed rhetoric
- Branding your institution as a prestigious and high-quality school

WHEN

- During recruitment process
- Year round on campus
- Week before students return home for breaks

"Institutions must effectively communicate the tangible benefits of higher education, not just in terms of personal growth and societal benefits but also regarding career prospects and earning potential."

EAB (2024). *Six Drivers Shaping the Future of Student Success*. p.1.

HOW

- Banners in campus buildings
- Posters in staff and faculty offices
- Posters in the hallways
- Posters in classrooms
- Social media campaigns
- Asking faculty to talk about the ROI at the beginning of class
- Messaging to Parents (Newsletters, Social Media, etc)
- Communication from the President
- Table tents in the dining hall
- Recruitment materials
- Bathrooms
- Campus student Portal
- Digital signage
- Yard signs

Human-centered design thinking

Human-centered design thinking is a problem-solving approach that prioritizes understanding the needs, wants, and behaviors of people to create a desirable and effective user experience.

“It is impossible to redesign students to fit into a system, but we can re-design a system for students.”

- Joseph South, former Director, Office of Educational Technology at the U.S. Department of Education

Financial accessibility

- The cost of college remains one of the biggest barriers to student success.
- Affordability must be designed into the system; not left to chance.
- Transparent costs, innovative aid models, and flexible pathways will define the future of access.

Integrate wellbeing as a strategic initiative

Wellbeing (mental health, belonging, purpose, physical health, etc.) must **become a central pillar of a university's strategy**; on par with academics, retention, and finances.

Instead of just being "something that Student Affairs does," wellbeing **must be viewed as everyone's responsibility** (faculty, advisors, administrators, and even peers.)

Institutions need to **intentionally designs policies, programs, and a campus culture that promotes wellbeing** as a foundation for student success and learning.

Data-informed, relationship-driven practice

- Predictive analytics and early alerts are just the beginning.
- Transformation happens when data is paired with human connection.

Digital transformation: Using AI in all aspects

“AI Literacy is becoming critical, yet faculty and institutions struggle to adapt. Colleges must urgently prepare students to navigate AI-driven workplaces, while leveraging AI for administrative efficiencies.”

Jeff Selingo (April 2025). *The State of Higher Education*. p.5.

Reframing success: From completion to thriving

🎓 Completion → 💼 Career Readiness → 💡 Purpose → 🤝 Civic Engagement → 🌱 Lifelong Learning → ☀️

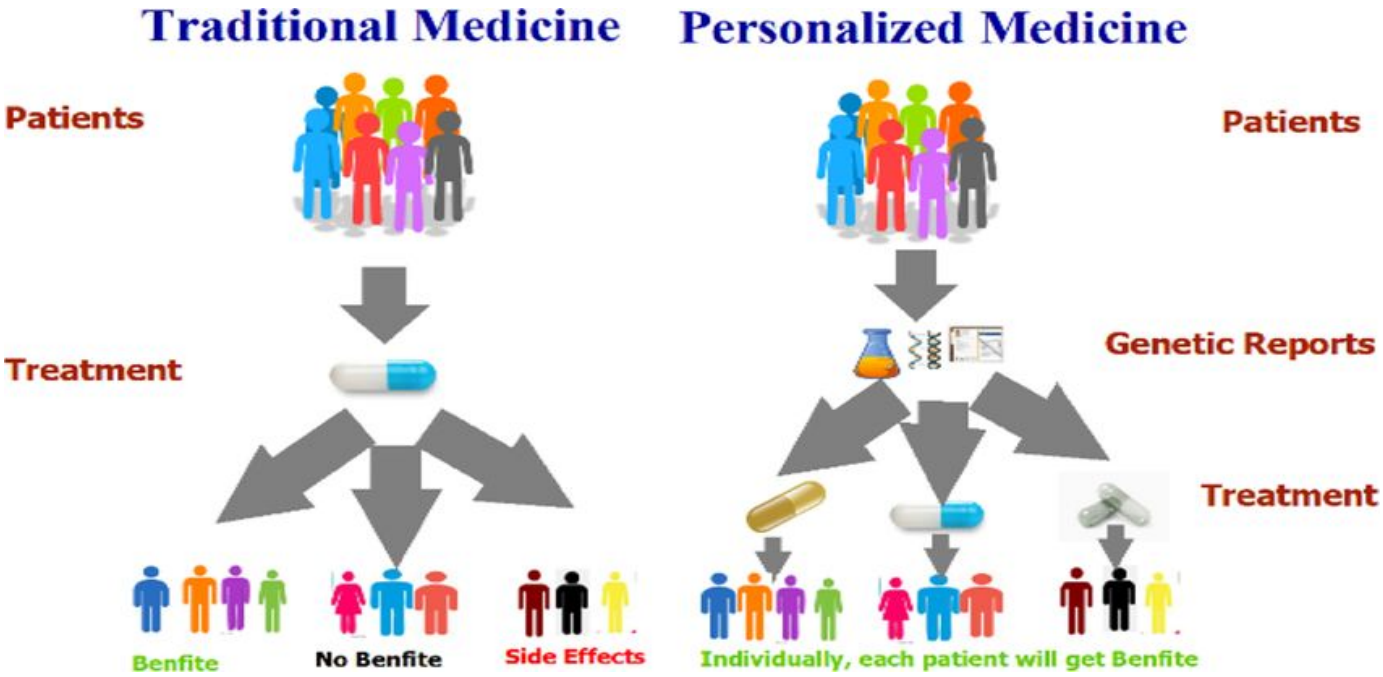
- We have to communicate the value of higher education.
- We must redefine what success is.
- We need to make sure students leave with more than just a degree.

Cultural agility

We must teach students how to thrive in a diverse and global world.

Personalized and tailored approach

Old Way (Current Way?) = One Size Fits All **New Way** = Personalized / Tailored



The most successful schools will be those that…

- Have a **strong institutional culture focused on students** and their success.
- **Improve retention**, since every student who stays is a student colleges don't need to replace.
- Expand on strategies that involve **outreach to students early in their high school years**.
- Develop **academic collaborations with companies** that complement their mission.
- Institute or streamline procedures for **accepting transfer credits and assessing prior-learning credit**, to better accommodate older and returning students. And, whenever feasible, consider their work and life needs too when scheduling courses.
- Quickly respond and **incorporate the waves of AI** that will hit campus. And, schools that have **strong data governance** will be positioned to get the most out of these new tools.
- Create a **'phygital' campus** where students can learn in hybrid learning environments.
- Provide **unique, tailored, and personalized support services**.
- **Prioritize resource allocation** toward the highest-impact areas.
- Align leadership and culture around a **shared, data-driven view** of what drives student success.
- Deliver **timely, personalized communications** that drive student behavior and engagement.
- Carefully determine the number of majors they offer while **making sure the majors are relevant and interesting for students**.

Bottom line!

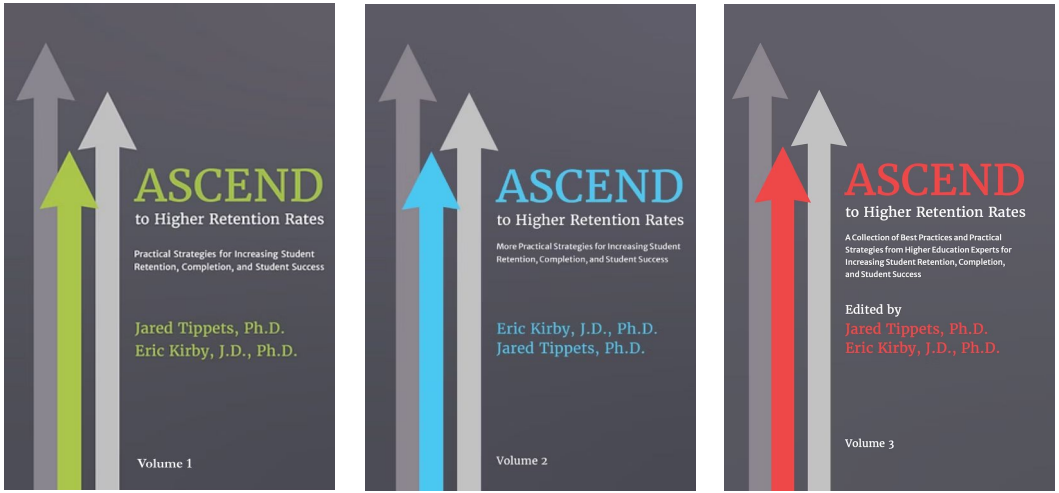
We must retain a higher percentage of the students we enroll!

Part 4:

The ASCEND Model - Practical strategies

The ASCEND Model - Practical strategies

Affordability
Support
Culture
Engagement
Nudges
Data



The ASCEND Model - Practical strategies

Affordability
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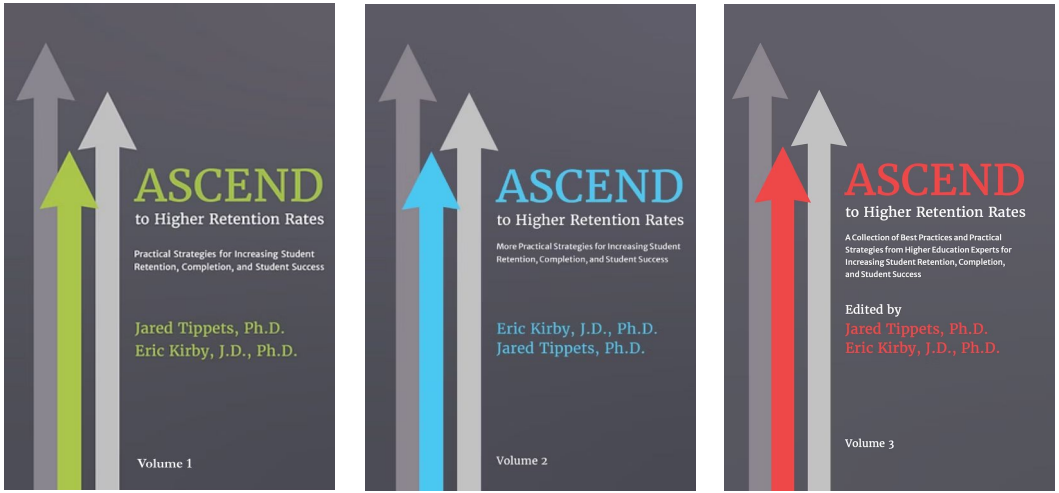
AFFORDABILITY



Teach financial literacy (Online orientation)

Orientation / Understanding Finances

- 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

Orientation / Financial Aid Overview

- Home
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- Academic Lingo
- Academic Expectations

Orientation / FAFSA Completion

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Orientation / Education Pays

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Make scholarships easier to keep

Academic Scholarship Renewal Standards

Centurium

- Cumulative SUU GPA 3.0
- Passing rate of 70% of all attempted SUU credits

Deans'

- Cumulative SUU GPA 3.0
- Passing rate of 70% of all attempted SUU credits

Founders

- Cumulative SUU GPA 3.3
- Passing rate of 70% of all attempted SUU credits

Fellow's

- Cumulative SUU GPA 3.3
- Passing rate of 70% of all attempted SUU credits

President's

- Cumulative SUU GPA 3.5
- Passing rate of 70% of all attempted SUU credits

Governor's Honors Academy

- Cumulative SUU GPA 3.5
- Passing rate of 70% of all attempted SUU credits

Step-down your scholarships

FAQ:

Question: When are step-down scholarships awarded?

Step down awards are issued during the last semester of the student's academic year. This means, if the student is attending classes in summer, their scholarship will be assessed at the end of the summer semester. If the student is not attending in the summer, their scholarship will be assessed at the end of the Spring semester.

How will I be notified of my updated scholarship?

Students will be notified by email regarding their updated scholarship and required next steps.

When must I accept my updated scholarship?

Scholarship acceptance must be accepted by the 1st day of the Fall semester classes.

How many semesters will I have of my updated scholarship?

Students will have the updated scholarship amount for the remainder of the semesters from their original scholarship timeframe.

For example: If a student is awarded an eight (8) semester scholarship upon admission to SUU and is stepped down after their second semester, they would have six (6) remaining semesters on their updated award.

What if I had a unique circumstance come up in the last school year?

Students may utilize the scholarship appeal process if they were subject to extenuating circumstances that were unique and out of their control. The appeal process is not guaranteed, and is subject to the decision of the scholarship appeal committee.

Scholarship appeal form

Can I defer the updated scholarship award?

Yes, you can request a scholarship deferment. Approval subject to committee review.

Online deferment form

Retention or completion grants

SUU Financial Wellness

T-Bird Persistence Funding Application

Welcome to the SUU Retention Fund application!

Recipients of retention awards are required to meet with a Financial Wellness professional during the course of the semester that they receive their funding. **Priority will go to students who have utilized all other sources of financial aid including loans and/or who have experienced circumstances beyond their control.** Retention awards are offered on a one time basis.

Please note that individuals are not eligible to receive T-Bird Persistence funding if they:

- Are an employee of the university (faculty or staff).
- Are **not** degree-seeking.
- Are applying for funding for a semester in which they did not attend.

https://cg.theuia.org/

UNIVERSITY INNOVATION ALLIANCE

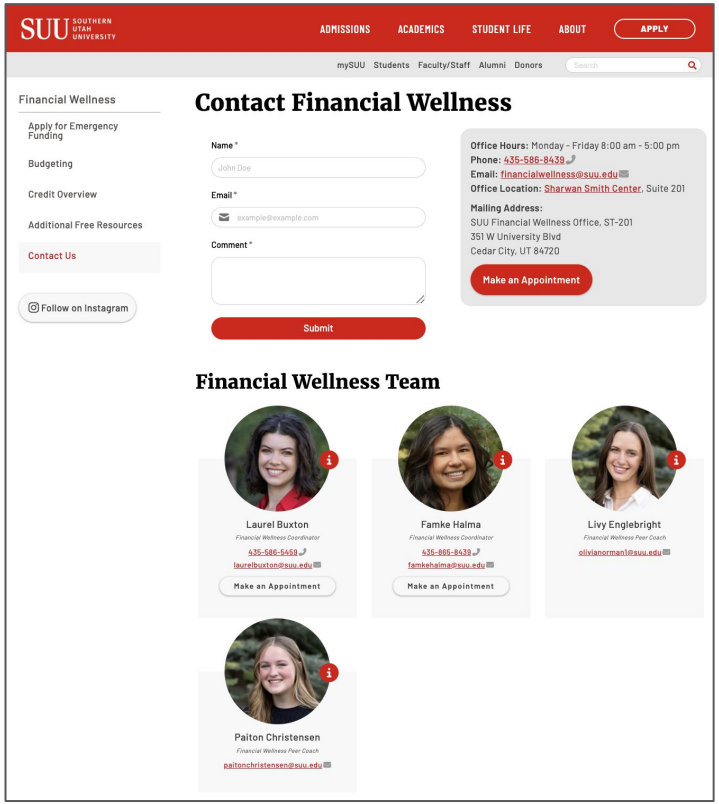
Completion Grants Playbook

Ascendium

BILL & MELINDA GATES foundation

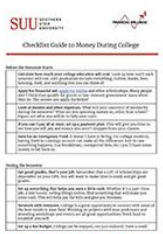
UNIVERSITY INNOVATION ALLIANCE

Financial Wellness office



Financial Handouts

These are Handouts from all of our previous presentations around campus. We have handouts on meal planning, saving money, retirement funds, FAFSA, money psychology, and more! If you want to know what you missed or need a brief refresher on what we discussed, feel free to take a look!



Money During College Checklist

Roth IRA Infographic

Meal Planning 101

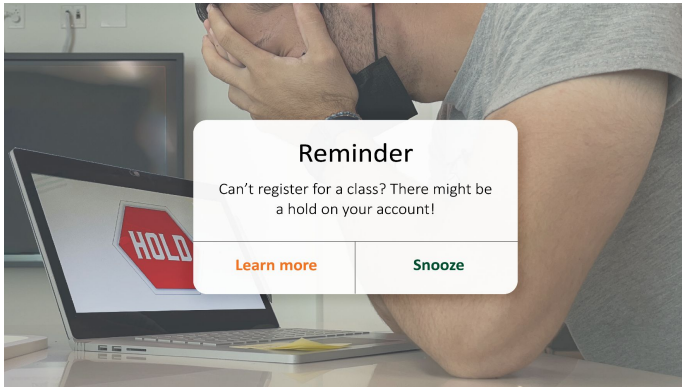
Build Emergency Fund

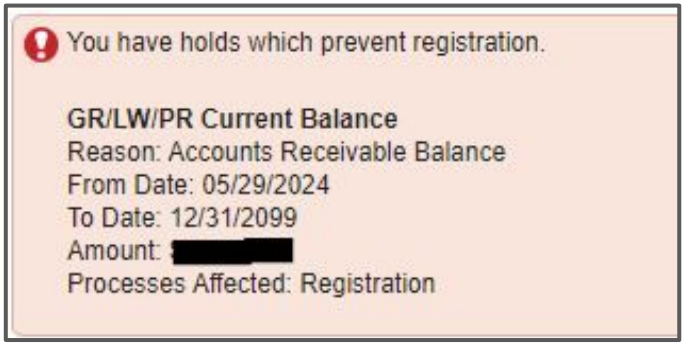
First Credit Card

4 Different Ways to Budget

Eating at Home vs. Eating Out

Eliminate registration ‘holds’





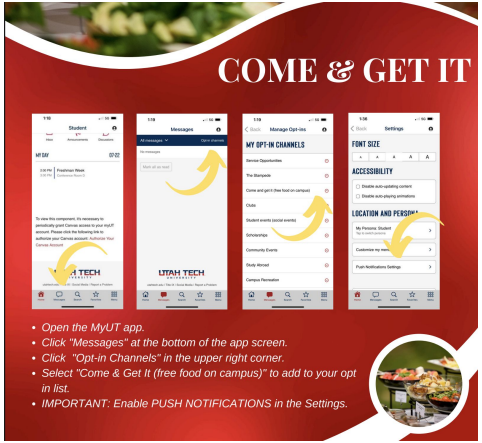
Free Food app / Food rescue

Purdue University Free Food

The place for all campus free food events.

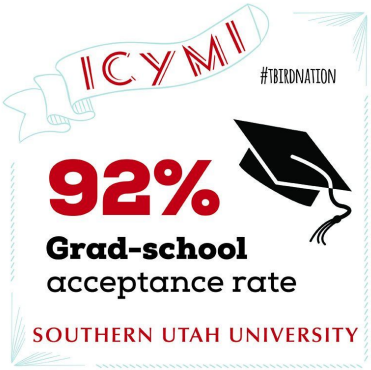
HOPE Pantry | Helping Our People Eat

The Southern Utah University *HOPE Pantry* provides essential food and toiletry items to SUU students, as well as educational opportunities to develop food budgeting, meal planning, and cooking skills. The Pantry also works to raise awareness of food insecurity and food waste, and encourages student engagement in learning and service opportunities to address these issues on our campus and in our community.



Re-recruitment campaigns

#ICYMI - In Case You Missed It

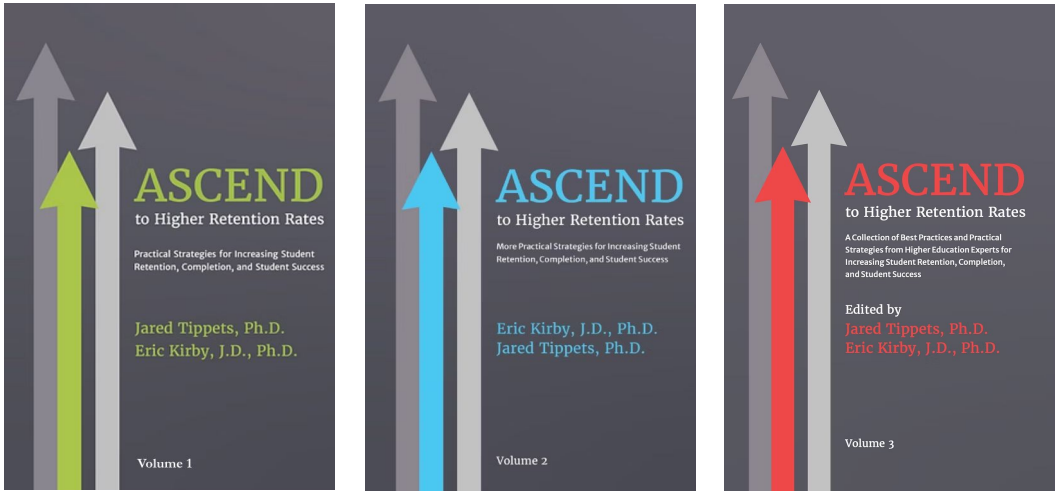


"Retention initiatives designed to manage student enrollment are estimated to be 3-5 times more cost-effective than recruitment efforts, i.e., it takes 3-5 times as much money to recruit a new student than it does to retain an already enrolled student (Noel, Levitz, & Saluri, 1985; Rosenberg & Czepiel, 1983; Tinto, 1975)." Joe Cuseo, Fiscal Benefits of Student Retention and First-Year Retention Initiatives, 2010

The ASCEND Model - Practical strategies

Affordability
Support
Culture
Engagement
Nudges
Data

SUPPORT



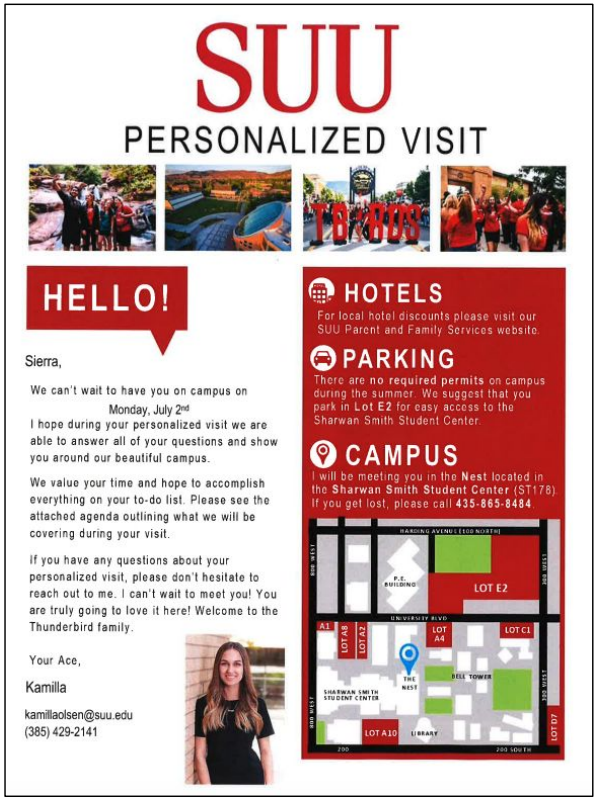
Strong and robust onboarding experience

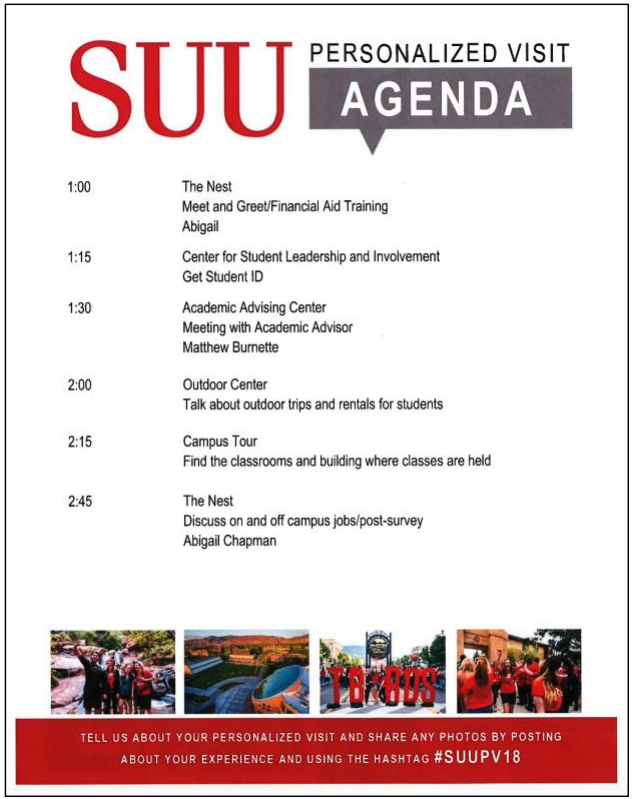
- Honest and accurate marketing materials to incoming students (Dispelling myths about weather, traffic, population, skyscrapers, restaurants, shopping, nightlife, etc.)
- Aggressive messaging about the value and relevance for earning a college degree
- Pre-arrival Questionnaire
- 38 Points of Contact
- Online Orientation
- Face-to-face Orientation / Personalized Visits
- First meeting with Academic Advisor
- NearPeer (Facilitating friendships)
- Thunder U / Fall Orientation / Fall Welcome Week
- Super Start stations
- Big Six (first 6 weeks of programming)
- T-Bird Chit Chats / Speed-friending events
- 3rd Week Survey check-in
- AI Chatbot interactions

Support

- Answer questions
- Help them feel comfortable
- Resolve concerns
- Help them make friends
- Understand fears

Personalized Visits / Personalized Orientation





Possible Tasks

- Campus Tour
- Meet with Financial Wellness
- Meet with Academic Advisor
- Meet with a faculty member
- Disability accommodations
- University Housing tours
- Off-campus housing visits
- Job searching
- Meet with Study Abroad office
- Learn about outdoor opportunities
- Placement tests
- Meet with Veterans Office
- Getting involved on campus
- Get Student ID
- Buy parking pass

Peer mentors for all new students

THE CHRONICLE
of Higher Education

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

Holistic academic advising

"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**."

"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**."

Holistic academic advising

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“So wh… …ely as the vita…

“Concl… …ention throug… …upport service…

“In Stu… institut… …m solid a…

“Based… …of acader… …nce” (p. 81)

“Acade… …t one of the … …ent succes…

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

“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.”

“'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).

Mental health and crisis support

Student Mental Health Resources

If you need immediate help, please contact one of these resources:

SUU Police	National Suicide Lifeline	Free 24/7 support	SUU CAPS
435-586-1911	988 *Or text 838255*	TimelyCare	435-865-8621 *9:00-4:30, M-F*

Mental health is essential for a student's academic success. SUU provides resources, support, and services to address mental health issues at every level of concern. We are committed to helping all Thunderbirds Thrive, whether you are online or on-campus. If you need assistance navigating any of the resources, please contact Counseling and Psychological Services, the Dean of Student's Office, or the Health and Wellness Center.

Please note that some mental health concerns are beyond the scope of what a University Counseling Center can treat. For students needing longer-term care and counseling, we encourage you to seek these services with a provider in the community. SUU has resources to help you arrange long-term care in the community if needed. Students should also be aware that due to the rural location of SUU, not all mental health resources are readily available.

Red

Things have become so difficult that you need help right away.

Yellow

You aren't doing well and need additional support to feel better.

Green

Things are generally okay, but you are starting to struggle.

- On-campus counseling
- Consultations
- Clinical screening
- Crisis and emergency resources
- Online / Virtual therapy
- Mental health apps
- Trained campus police
- Peer support groups
- Suicide hotlines
- Workshops

Parent & Family Services office

Non-clinical case management

The **Student Outreach & Support (SOS) Office** at Southern Utah University provides support, non-clinical interventions, advocacy, and referrals for students experiencing challenges in their personal and academic lives.

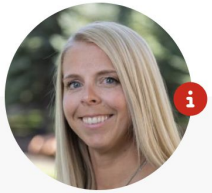
Services We Offer:

- Non-Clinical Case Management
- Support and advocacy for all students
- Collaborative development of action plans for success on campus
- Connection to resources including mental health referrals
- Education and referral for family, health, social, academic, and financial concerns
- Withdrawal, deferment, and return from leave support
- Peer coaching
- Responding to reports of students in distress
- Crisis support, referral, and follow-up

Withdrawal Support office

Withdrawal Considerations

As you consider withdrawing from this semester at Southern Utah University, it is **important to understand that your withdrawal can affect your academic, personal, and financial records and responsibilities**. Please read the following before deciding:



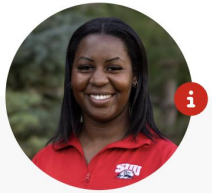
Rachel Brindley

Assistant Director of Student Outreach & Support

435-865-8208

rachelbrindley@suu.edu

Make an Appointment



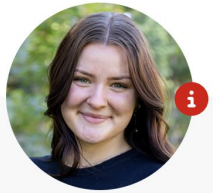
Talaya Logan

Administrative Assistant II, Dean of Students Office

435-865-8584

talayalogan@suu.edu

Make an Appointment



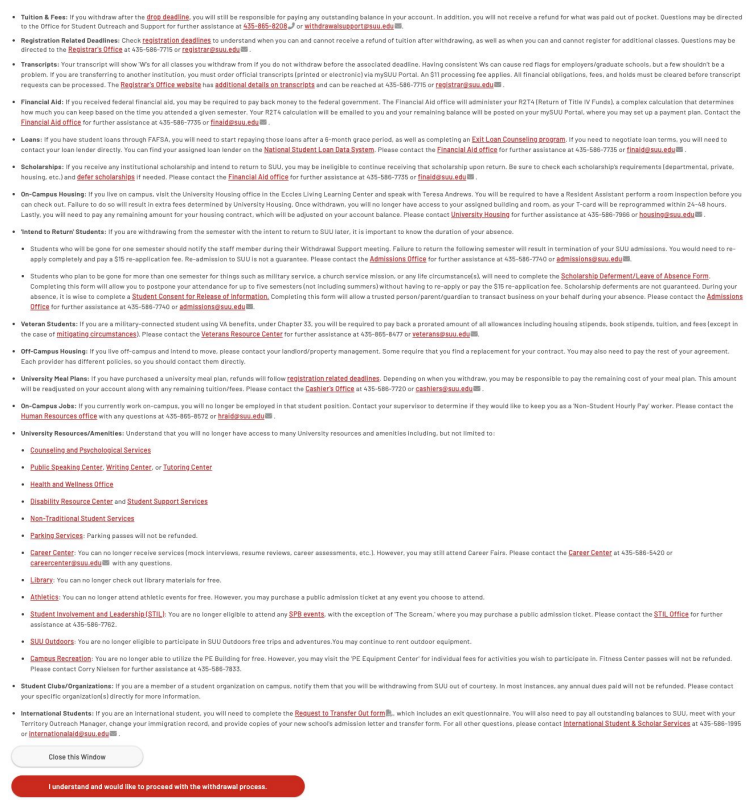
Cassidy Robertson

Withdrawal Support Peer Coach

435-865-8208

withdrawalsupport@suu.ed

Make an Appointment



- **Tuition & Fees:** If you withdraw after the drop deadline, you will still be responsible for paying any outstanding balance in your account. In addition, you will not receive a refund for what was paid out of pocket. Questions may be directed to the Office for Student Outreach and Support for further assistance at 435-865-8208 or withdrawalsupport@suu.edu.
- **Registration Related Deadlines:** Check registration deadlines to understand when you can and cannot receive a refund of tuition after withdrawing, as well as when you can and cannot register for additional classes. Questions may be directed to the Registrar's Office at 435-586-7715 or registrar@suu.edu.
- **Transcripts:** Your transcript will show 'W's for all classes you withdraw from if you do not withdraw before the associated deadline. Having consistent 'W's can cause red flags for employers/graduate schools, but a few shouldn't be a problem. If you are transferring to another institution, you must order official transcripts (printed or electronic) via my.SUU Portal. An $11 processing fee applies. All financial obligations, fees, and holds must be cleared before transcript requests can be processed. The Registrar's Office website has additional details on transcripts and can be reached at 435-586-7715 or registrar@suu.edu.
- **Financial Aid:** If you received federal financial aid, you may be required to pay back money to the federal government. The Financial Aid office will administer your R2T4 (Return of Title IV Funds), a complex calculation that determines how much you can keep based on the time you attended a given semester. Your R2T4 calculation will be emailed to you and your remaining balance will be posted on your my.SUU Portal, where you may set up a payment plan. Contact the Financial Aid office for further assistance at 435-586-7735 or finaid@suu.edu.
- **Loans:** If you have student loans through FAFSA, you will need to start repaying those loans after a 6-month grace period, as well as completing an Exit Loan Counseling program. If you need to negotiate loan terms, you will need to contact your loan lender directly. You can find your assigned loan lender on the National Student Loan Data System. Please contact the Financial Aid office for further assistance at 435-586-7735 or finaid@suu.edu.
- **Scholarships:** If you receive any institutional scholarship and intend to return to SUU, you may be ineligible to continue receiving that scholarship upon return. Be sure to check each scholarship's requirements (departmental, private, housing, etc.) and defer scholarships if needed. Please contact the Financial Aid office for further assistance at 435-586-7735 or finaid@suu.edu.
- **On-Campus Housing:** If you live on campus, visit the University Housing office in the Eccles Living Learning Center and speak with Teresa Andrews. You will be required to have a Resident Assistant perform a room inspection before you can check out. Failure to do so will result in extra fees determined by University Housing. Once withdrawn, you will no longer have access to your assigned building and room, as your T-card will be reprogrammed within 24–48 hours. Lastly, you will need to pay any remaining amount for your housing contract, which will be adjusted on your account balance. Please contact University Housing for further assistance at 435-586-7966 or housing@suu.edu.
- **'Intend to Return' Students:** If you are withdrawing from the semester with the intent to return to SUU later, it is important to know the duration of your absence.
  - Students who will be gone for one semester should notify the staff member during their Withdrawal Support meeting. Failure to return the following semester will result in termination of your SUU admissions. You would need to re-apply completely and pay a $15 re-application fee. Re-admission to SUU is not a guarantee. Please contact the Admissions Office for further assistance at 435-586-7740 or admissions@suu.edu.
  - Students who plan to be gone for more than one semester for things such as military service, a church service mission, or any life circumstance(s), will need to complete the Scholarship Deferment/Leave of Absence Form. Completing this form will allow you to postpone your attendance for up to five semesters (not including summers) without having to re-apply or pay the $15 re-application fee. Scholarship deferments are not guaranteed. During your absence, it is wise to complete a Student Consent for Release of Information. Completing this form will allow a trusted person/parent/guardian to transact business on your behalf during your absence. Please contact the Admissions Office for further assistance at 435-586-7740 or admissions@suu.edu.
- **Veteran Students:** If you are a military-connected student using VA benefits, under Chapter 33, you will be required to pay back a prorated amount of all allowances including housing stipends, book stipends, tuition, and fees (except in the case of mitigating circumstances). Please contact the Veterans Resource Center for further assistance at 435-865-8477 or veterans@suu.edu.
- **Off-Campus Housing:** If you live off-campus and intend to move, please contact your landlord/property management. Some require that you find a replacement for your contract. You may also need to pay the rest of your agreement. Each provider has different policies, so you should contact them directly.
- **University Meal Plans:** If you have purchased a university meal plan, refunds will follow registration related deadlines. Depending on when you withdraw, you may be responsible to pay the remaining cost of your meal plan. This amount will be readjusted on your account along with any remaining tuition/fees. Please contact the Cashier's Office at 435-586-7720 or cashiers@suu.edu.
- **On-Campus Jobs:** If you currently work on-campus, you will no longer be employed in that student position. Contact your supervisor to determine if they would like to keep you as a 'Non-Student Hourly Pay' worker. Please contact the Human Resources office with any questions at 435-865-8572 or hraid@suu.edu.
- **University Resources/Amenities:** Understand that you will no longer have access to many University resources and amenities including, but not limited to:
  - Counseling and Psychological Services
  - Public Speaking Center, Writing Center, or Tutoring Center
  - Health and Wellness Office
  - Disability Resource Center and Student Support Services
  - Non-Traditional Student Services
  - Parking Services: Parking passes will not be refunded.
  - Career Center: You can no longer receive services (mock interviews, resume reviews, career assessments, etc.). However, you may still attend Career Fairs. Please contact the Career Center at 435-586-5420 or careercenter@suu.edu with any questions.
  - Library: You can no longer check out library materials for free.
  - Athletics: You can no longer attend athletic events for free. However, you may purchase a public admission ticket at any event you choose to attend.
  - Student Involvement and Leadership (STIL): You are no longer eligible to attend any SPB events, with the exception of 'The Scream,' where you may purchase a public admission ticket. Please contact the STIL Office for further assistance at 435-586-7762.
  - SUU Outdoors: You are no longer eligible to participate in SUU Outdoors free trips and adventures.You may continue to rent outdoor equipment.
  - Campus Recreation: You are no longer able to utilize the PE Building for free. However, you may visit the 'PE Equipment Center' for individual fees for activities you wish to participate in. Fitness Center passes will not be refunded. Please contact Corry Nielsen for further assistance at 435-586-7833.
- **Student Clubs/Organizations:** If you are a member of a student organization on campus, notify them that you will be withdrawing from SUU out of courtesy. In most instances, any annual dues paid will not be refunded. Please contact your specific organization(s) directly for more information.
- **International Students:** If you are an International student, you will need to complete the Request to Transfer Out form, which includes an exit questionnaire. You will also need to pay all outstanding balances to SUU, meet with your Territory Outreach Manager, change your immigration record, and provide copies of your new school's admission letter and transfer form. For all other questions, please contact International Student & Scholar Services at 435-586-1995 or internationalaid@suu.edu.

Close this Window

I understand and would like to proceed with the withdrawal process.

The Nest: Student Help Center (One Stop Shop)

Early alerts / 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.

Who can submit?

- Faculty
- Staff

- Parents
- Siblings
- Grandparents
- Alumni
- Friends
- Neighbors
- Religious Leaders
- Roommates

“Champion” initiative

What is a Champion?

A “Champion” is an SUU staff member who has an existing personal connection with any student on campus (extended family members, youth from church or community groups, student employees, neighbors, etc.) and participates in our semesterly check-in initiative.

What do Champions have to do?

Champions are invited to check in with their students two times per semester.

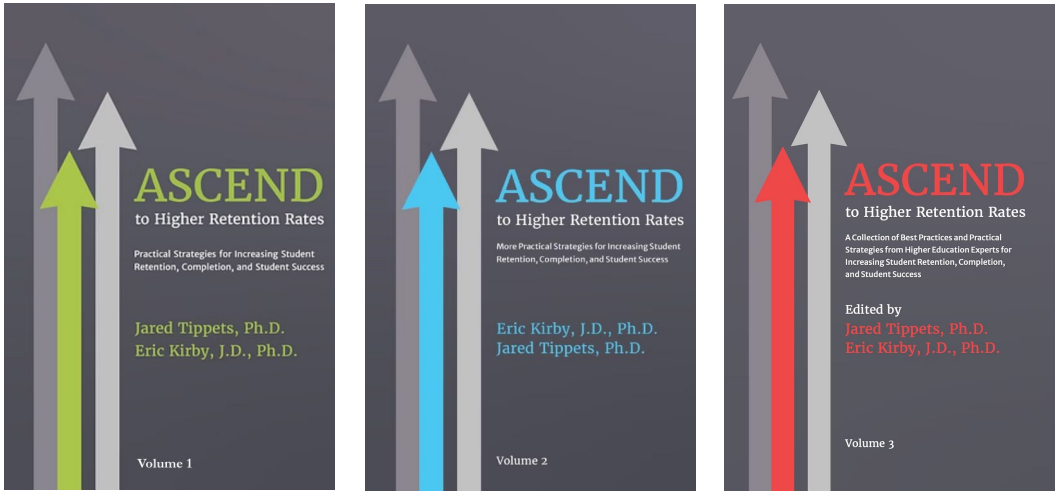
1) The first outreach takes place sometime around the 4th week of each semester. Champions check in, say hi, and see how their students are doing. If the students need any help, the Champion refers the student to the appropriate campus resource.
2) The second outreach takes place during the course registration windows each semester. Champions will receive auto-generated emails from I.T. letting them know which of their students have not yet registered for the next semester. It’s typically a very small subset of the students on their list. Champions are invited to reach out to see if there is anything you can do to support their continued path to graduation.

‘Focus on 5’ campaign

The ASCEND Model - Practical strategies

Affordability
Support
Culture
Engagement
Nudges
Data

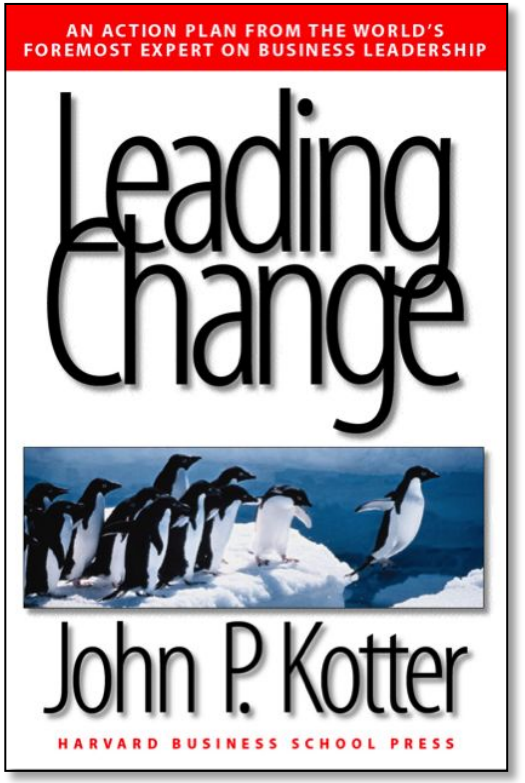
CULTURE



Shifting the culture

John Kotter (1996). *Leading Change*.

1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a vision and a strategy
4. Communicate the change vision
5. Empower broad-based action
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor new approaches in the culture



“That’s not my job”

“A team had four members called **Everybody**, **Somebody**, **Anybody**, and **Nobody**. There was an important job to be done. **Everybody** was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry about that because it was **Everybody’s** job. **Everybody** thought **Anybody** could do it. **Nobody** realized that’s **Everybody’s** job. **Everybody** does it. It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done.”

Chief Retention Officer

designated worrier

[**dez**-ig-neyt-ed **wuhr**-ee-yer]

noun

1. a person who stays up at night worrying about the retention of your students.
2. a person who “owns” retention on your campus.

Student-centered culture

Individually “student-centered”

or

Institutionally “student-centered”

Well-being vs. Retention

Student wellbeing is enhanced when students are holistically supported

Students learn in the context of their lives, and instructors can support student wellbeing by acknowledging non-academic aspects of students' lives, openly discussing wellbeing related topics, and creating a safe classroom environment. Students described a safe classroom environment as one where they did not feel judged for making a mistake or holding a different opinion, and where they could participate in a way that they felt comfortable.

Student wellbeing is supported when students are supported holistically

RECOGNIZING THAT STUDENTS HAVE LIVES OUTSIDE ACADEMICS

- ☐ Engaging in conversation not directly related to the course
- ☐ Reminding students that their marks do not determine their worth
- ☐ **Setting office hours that accommodate students' schedules**
- ☐ **Ensuring that the workload is reasonable**
- ☐ **Reducing cost of course materials**
- ☐ **Clearly communicating grading and assessment policies**
- ☐ **Not requiring proof from students experiencing a crisis**
- ☐ **Offering deadline extensions**
- ☐ **Incorporating flexibility into the grading scheme**
- ☐ **Setting deadlines to encourage work-life balance**

OPENLY DISCUSS WELLBEING-RELATED TOPICS

- ☐ Letting students know about campus resources
- ☐ Asking students how they are doing
- ☐ **Discussing your own mental health and wellbeing**
- ☐ **Checking in with students who appear to be struggling**
- ☐ **Addressing campus issues that affect multiple students**
- ☐ **Sharing general information about mental health and wellbeing with the students**

CREATING A SAFE CLASSROOM ENVIRONMENT

- ☐ Treating student input as valuable
- ☐ Taking breaks as necessary during challenging discussions
- ☐ Respecting student autonomy
- ☐ Asking for volunteers (vs. cold-calling)
- ☐ Acknowledging that university can be scary and intimidating to new students
- ☐ **Establishing a relationship based on trust with the students**
- ☐ **Allowing students space to be wrong, and gently redirecting students as appropriate**
- ☐ **Ensuring that discussions allow space for different perspectives and opinions**
- ☐ **Using inclusive language**
- ☐ **Addressing safety and support early on in the term**
- ☐ **Allowing students to participate in multiple ways, if participation marks are deemed necessary**
- ☐ **Offering trigger warnings when necessary**

HELPING STUDENTS FIND VALUE IN THE SUBJECT MATTER

- ☐ Sharing your passion and enthusiasm for the subject
- ☐ Explaining why a topic is important
- ☐ **Connecting course concepts to the "real world"**
- ☐ **Showing students where to learn more about a topic**
- ☐ **Using hands-on or applied learning**
- ☐ **Allowing students choice in their assignments**
- ☐ **Connecting students to community**

HELPING STUDENTS FIND VALUE IN THE LEARNING PROCESS

- ☐ Hand-writing class notes on the whiteboard
- ☐ Encouraging students to ask questions
- ☐ Asking students questions
- ☐ **Speaking in an engaging tone of voice**
- ☐ **Choosing interesting examples**
- ☐ **Incorporating multi-media**
- ☐ **In-class discussions**
- ☐ **Clicker questions**
- ☐ **In-class practice**
- ☐ **Field trips and attending community events**

STRUCTURING THE COURSE EFFECTIVELY

- ☐ Indicating what is expected on an assignment
- ☐ Ensuring that all information is correct before posting
- ☐ Sharing the exam format
- ☐ Avoid or minimize the weight of group marks
- ☐ Share the grade distribution
- ☐ **Setting all key course dates early**
- ☐ **Providing a detailed course syllabus**
- ☐ **Sharing all course-related information in one place**
- ☐ **Indicating what will be covered on an exam**
- ☐ **Designing assessment questions that allow students to demonstrate learning/understanding**
- ☐ **Allow sufficient time to complete assessments**
- ☐ **Providing practice problems (with solutions)**
- ☐ **Smaller, more frequent assessments, so long as the total volume of work is not increased**
- ☐ **Provide timely & constructive feedback**

DELIVERING THE MATERIAL EFFECTIVELY

- ☐ **Providing lecture outlines**
- ☐ **Using simple language**
- ☐ **Using clear examples**
- ☐ **Explain things from multiple perspectives**
- ☐ **Conveying the material in a clear logical manner**
- ☐ **Provide learning objectives**
- ☐ **Recapping at the end of lecture**
- ☐ **Moving at a pace that is appropriate to the student**
- ☐ **Using active teaching methods**

SUPPORTING LEARNING OUTSIDE THE CLASSROOM

- ☐ Inviting students to attend office hours
- ☐ **Connect students to resources**
- ☐ **Being accessible outside of class**
- ☐ **Suggesting effective study methods for the course**
- ☐ **Soliciting feedback from your students**
- ☐ **Sharing your class notes online**
- ☐ **Incorporate how-to's into the course**
- ☐ **Providing thorough notes**
- ☐ **Offering review sessions**

UBC THE UNIVERSITY OF BRITISH COLUMBIA

https://blogs.ubc.ca/teachingandwellbeing/

Influencer Awards (Finding your key partners)

SUU SOUTHERN UTAH UNIVERSITY

The SUU Division of Student Affairs and Career & Professional Development Center

Influencer Award

is presented to

Thor Thunderbird

in recognition of dedicated service and leadership
for the benefit and influence of the lives of SUU students.

Jared N. Tippets, Ph.D. *Vice President* *for Student Affairs*	*Brandon Street* *Director of Career &* *Professional Development*	*31 August 2031* *Date*

On our Graduation / Exit Survey, we ask:

“Who on campus had the biggest influence on your success during your time on campus?”

Silo-busting formula

Make decisions based on:

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

Unfortunately, sometimes, we make decisions based on:

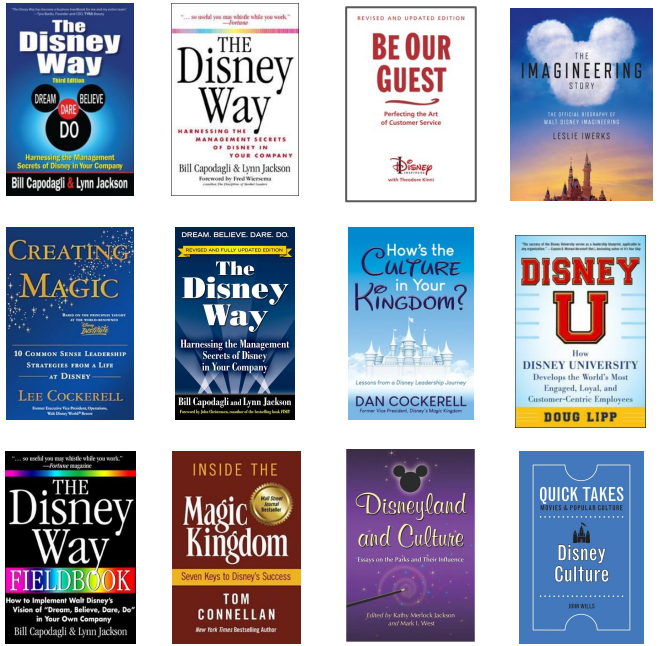
1. What is best for me
2. What is best for my department
3. What is best for the university
4. If it happens to benefit students, then good!

Stand-up / Huddle meetings (Weekly / Monthly)

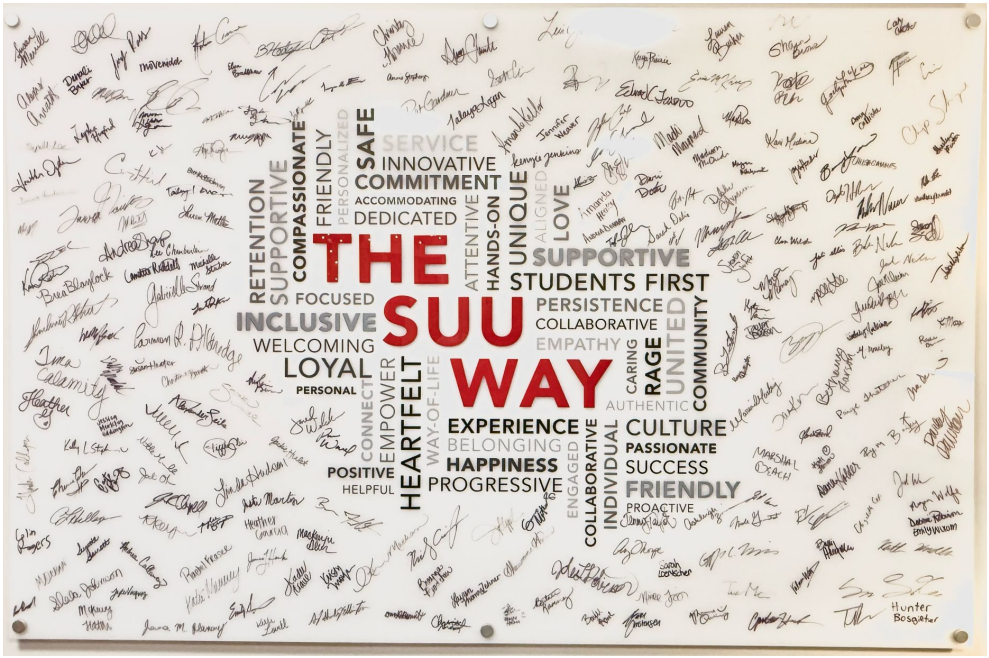
Term	Academic Calendar Week	Week Beginning	Action	Responsibility	Lead Responsibility	Resource	Campaign Tag
Fall	Week 01	8/25/2025	Email incoming students who are missing documentation	Amy Ellington		Veteran Center	
Fall	Week 01	8/25/2025	Intramural Flag Football regestration opens	Campus Recreation		Camp Rec	Friendshipping
Fall	Week 01	8/25/2025	Send "Tutoring Center Open" email/text to students enrolled in courses served by Center. Send tutors to courses to promote.	Tutoring Center			
Fall	Week 02	9/1/2025	Mail congratulation cards to students who graduated in Summer	Veterans Center	Amy Ellington	Veteran Center	
Fall	Week 02	9/1/2025	Reach out to Provost with CA List	Ashleigh Zimmerman	Ashleigh Zi…		DNP/CA/100% Refund
Fall	Week 02	9/1/2025	Final Week of Student Job Expo Campaign, Emails, portal announcment, canvas announcment, on campus advertising (STIL)	Career Center	Bobby Hodge		Student Job Expo
Fall	Week 02	9/1/2025	Temperature Check From Thor - How are you feeling about the start of the term? What area do you need the most support in?	SOS	Heather Call… Janae Hawk		EdSights/Thor
Fall	Week 02	9/1/2025	Friend Focused Newsletter to Parents	Ammon Harris Parent & Family	Jenny Taylor		Friendshipping
Fall	Week 02	9/1/2025	Push job fair: email, social media	Parent & Family	Jenny Taylor	PFS	
Fall	Week 02	9/1/2025	Promote PFS Weekend/Homecoming. Send out RSVP form link	Parent & Family	Jenny Taylor		
Fall	Week 02	9/1/2025	Weekly social media posts of events and important dates.	Parent & Family	Jenny Taylor		
Fall	Week 02	9/1/2025	Campaign to students that didn't come in for a PV in the summer	SSAs Financial Wellness	Kelly Stephens		
Fall	Week 02	9/1/2025	Reminder about last day to add without signature	SSAs	Kelly Stephens		
Fall	Week 02	9/1/2025	Nudge parents of student with balance before DNP	Parent & Family Financial Wellness	Laurel Buxton		DNP/CA/100% Refund
Fall	Week 02	9/1/2025	Begin recruiting for local, state, and national internships	Leavitt Center	Mary Bennett		
Fall	Week 02	9/1/2025	Contact marketing to line up Ace for Tbird Takeover week 1 spring registration	Vanessa Lo'amanu	Vanessa Lo'…		One Semester Closer
Fall	Week 02	9/1/2025	Push job fair in Cohorts	Aces SSAs Academic Coaching			
Fall	Week 03	9/8/2025	Start outreach and assigning Spring Start Students	Ammon Harris Ashleigh Zimmerman Financial Wellness	Ammon Harris		Onboarding
Fall	Week 03	9/8/2025	Push marketing for Career Assessments	Career Center	Bobby Hodge		Career Center Servi…
Fall	Week 03	9/8/2025	Advertise "Open Rec" nights	Campus Recreation	Campus Re…		Friendshipping
Fall	Week 03	9/8/2025	Flag fooball begins- Free Agents still open	Campus Recreation	Campus Re…		Friendshipping
Fall	Week 03	9/8/2025	Intramural Cornhole registration opens	Campus Recreation	Campus Re…		Friendshipping

Create a culture to rally around

THE DISNEY WAY



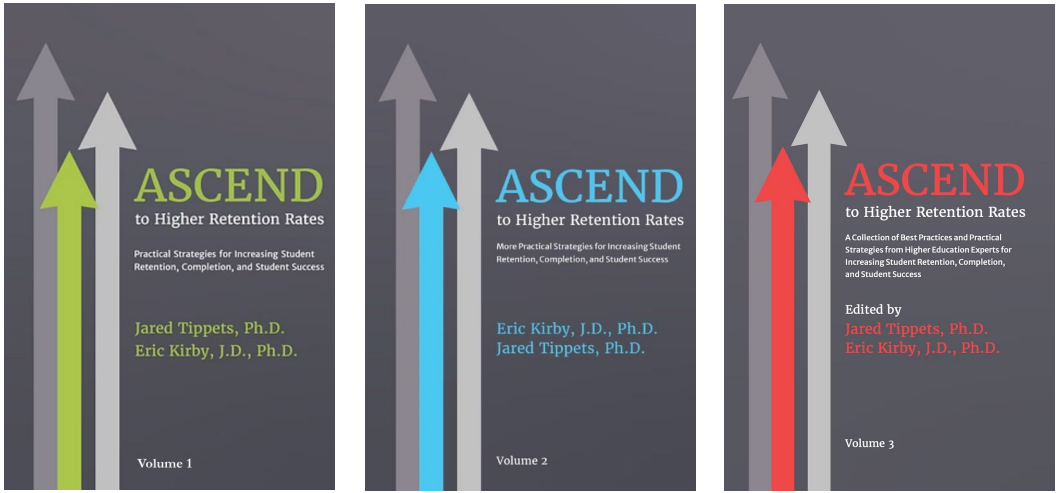
The SUU Way



The ASCEND Model - Practical strategies

Affordability
Support
Culture
Engagement
Nudges
Data

ENGAGEMENT



Campus meetups

Tradition Keeper

50 Things To Do Before You Graduate

Involvement Captains

INVOLVEMENT CAPTAINS

Friendshipping apps

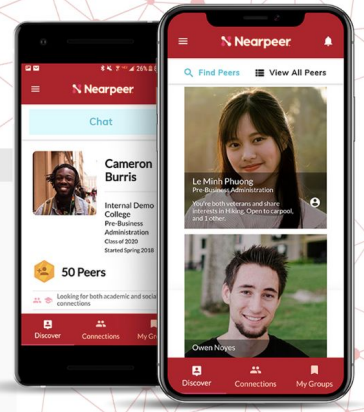
Nearpeer is an app that provides a locked-down online community exclusively for SUU students so they can meet each other, connect, find friends, share similar interests and life experiences, and start talking about college.

ZEEMEE

Nearpeer

Friender

NEARPEER



TOP INTERESTS	TOP PASSIONS	TOP CUSTOM INTERESTS
1. School Spirit	1. Reading	1. Local Hiking & Sightseeing
2. Hiking	2. Listening to Music	2. Game Nights
3. Dogs	3. Travel	3. Farmer's Market
4. Reading	4. Singing	4. Canyon Drives
5. Spending Time with Friends	5. Hiking	5. Festivals
6. Camping	6. Drawing	6. ISO Roommate - On-Campus
7. Dr. Pepper	7. LGBTQIA+ & Allies	7. Sightseeing
8. Listening to Music	8. Spending Time with Friends	8. Brian Head Ski Resort
9. Watching Movies	9. Creative Writing	9. Four Wheeling/Side-by-Side Riding
10. Travel	10. Photography	10. Utah Shakespeare Festival

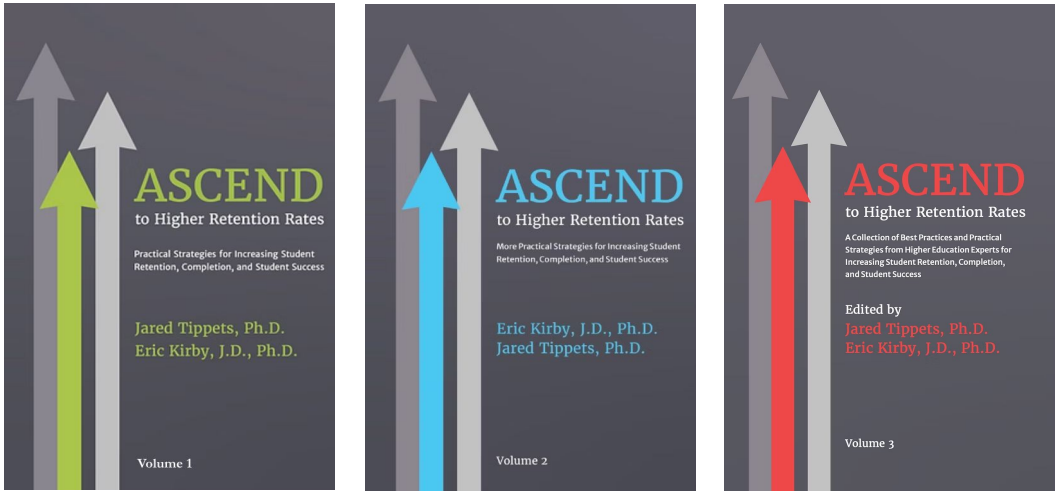
WHAT SUCCESS LOOKS LIKE

12,726	49,635	2,617	33,199
Connections Made	Interests Added	Group Messages Sent	Direct Messages Sent

The ASCEND Model - Practical strategies

Affordability
Support
Culture
Engagement
Nudges
Data

NUDGES



A.I. Chatbots

mainstay

EDSIGHTS

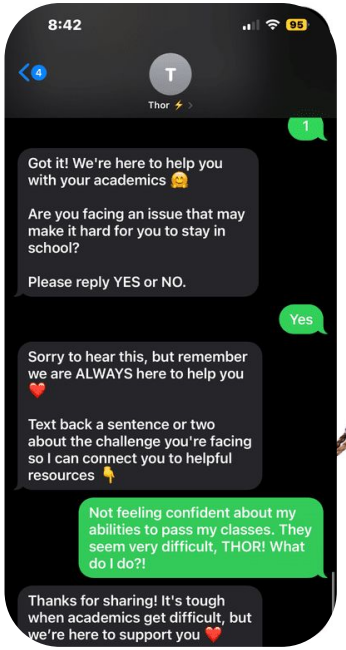
ivy.ai

mongoose

OCELOT®
Now part of Gravyty

modern campus
message™

GeckoEngage



Attention T-bird!
Thor the Thunderbird is coming to you live as a 24/7 SMS chatbot.
Ask him all things SUU, receive answers, support, & resources.
Questions? Reach out to sos@suu.edu

EDSIGHTS

SUU
SOUTHERN UTAH UNIVERSITY

Homegrown texting nudges

My mental health is:
1: Great
2: Starting to go downhill
3: A significant barrier to my success

With each text, automated responses are sent back to the students depending on the number they selected in response to our initial message.

1: "We are so happy to hear this, keep up the good work, and let us know if you need anything!"
2: "Thanks for reaching out, here are some resources that might be helpful" [Link to the CAPS Mental Health Tool Kit]
3: "Thank you for opening up, we will contact you soon with resources that might be helpful."
(The Care Team follow up on these responses)

Make class registration a campus holiday

Faculty and Champion registration nudges

Hello Jared,

These are the students in your class who have not yet registered for the Spring semester and have not applied for graduation. Please reach out to each student to ask if there is anything we can do to help the student register for next semester. If they need assistance, please have them stop by the Nest or set up an appointment with their academic advisor.

Total students:

5

View Details and Download Data

Ambler, Justin
Boyer, Joshua
Ford, Caleb
Neighbor, Jason
Seeley, Sydnee

Email All These Students

Registration email from the President

Hello T-Bird,

I'm reaching out because I noticed you're not yet registered for fall semester. This semester has been a busy one and with finals right around the corner, I understand how fall class registration may have slipped your mind. How can we help you get registered?

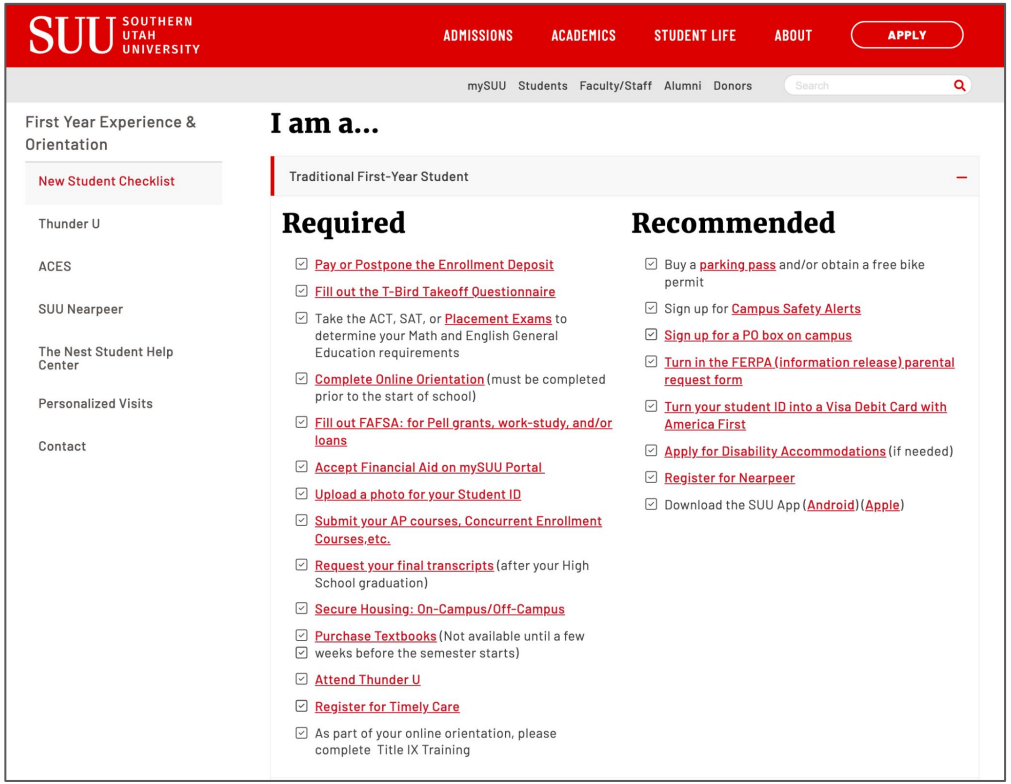
We want you here! You are an integral part of our community. Our campus isn't the same without you. If there is anything we can do to help you get registered, please let me know.

Talk to you soon,

Mindy

SUU **Mindy Benson** | **President**
SOUTHERN UTAH UNIVERSITY

Checklists (Students don't do optional)



- Pre-arrival
- First semester
- Second semester
- Second year
- Third year
- Pre-graduation

Praise the positive

The ASCEND Model - Practical strategies

Affordability
Support
Culture
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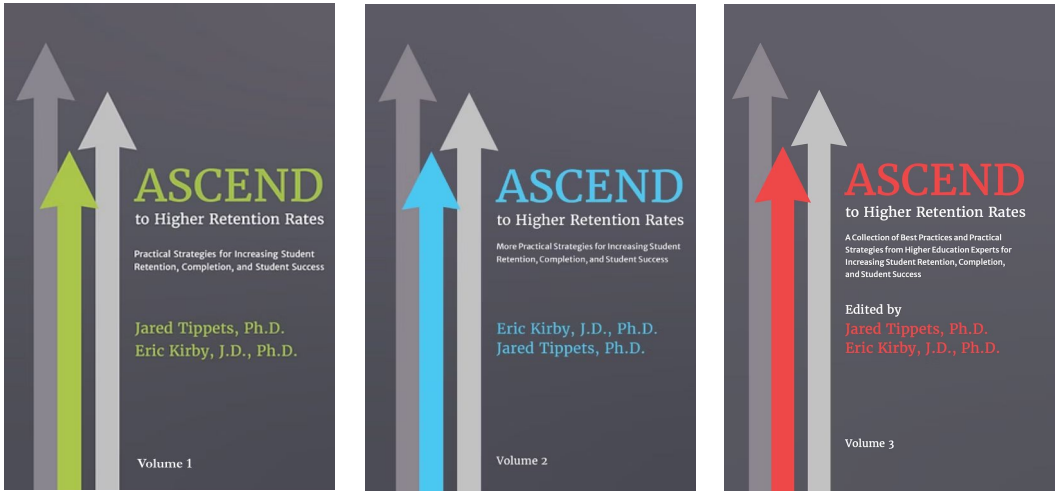
Nudges
Data

DATA



Setting realistic, data-informed goals

Institution	Public/Priv	Religiously Affiliate	In-state Tuition & Fees (2 semests	Out-of-state Tuition & Fees (2 semests	Undergrad Enrollm	Total Enrollme	Acceptance R	2015 IPEDS Retenti	6-year Grad R	Ave. G	Ave. ACT	25th
	Public	No						#REF!	#REF!			
Colorado School of Mines	Public	No	$17,353	$34,828	4,506	6,054	38%	94%	77%	3.71	30	
University of Utah	Public	No	$8,197	$26,022	23794	31,592	81.0%	89%	64%	3.47	24.5	
Truman State University	Public	No	$7,456	$13,680	5853	6,208	79.0%	89%	73%	3.68	27.5	
SUNY College at Geneseo	Public	No	$8,113	$17,963	5583	5,699	73.0%	89%	82%		27	
Christopher Newport University	Public	No	$12,526	$23,824	5051	5,172	60.0%	87%	70%	3.54	25	
St. Mary's College of Maryland	Public	No	$13,895	$28,745	1735	1,708	79.0%	86%	78%	3.22	25	
SUNY Oneonta	Pubic	No	$7,870	$17,720	5850	6,119	49%	86%	72%	3.46	23.5	
Georgia College and State University	Public	No	$9,170	$27,518	6036	6,889	76.0%	86%			25	
Sonoma State University	Public	No	$7,330	$18,490	8654	9,408	77.0%	81%	59%		21.5	
New College of Florida	Public	No	$6,916	$29,944	861	861	61.0%		71%		29	
California State University, Sacramento	Public	No	$6,872	$18,032	27723	30,284	67.0%		58%		20	
Longwood University	Public	No	$11,910	$25,380	4613		7				20.5	
Western Carolina University	Public	No	$6,623	$17,016	8821		40	8			22	
University of Idaho	Public	No	$7,020	$21,024	9116	72	72	80		3.5	23	
University of Montana - Western	Public	No	$4,835	$15,90	1,403	9	Open Admissio	79		3.07		
Eastern Washington University	Public	No	$7,866	$22,0	11300		82.0	78		3.68	20.5	
Boise State University	Public	No	$6,876	$20,3	19,103	2	80%			3.53	23	
Humboldt State University	Pubic	No	$7,195	$18,3	8259		77%		46%	3.32	21	
University of Tennessee-Martin	Public	No	$	$22,2	6435	6	70%	75%	46%	3.62	22.5	
New Mexico Institute of Mining and Technolo	Public	No	$	$19,13	1,617	2,	24%	75%	49%	3.78	26	
Northern Arizona University	Public	No	$10	$23,348	25115	29,0	77.0%	74%	52%	3.2	0	
Clarion University of Pennsylvania	Public	No	$10,	$14,660	5	5,368	96%	73%	49%	3.14	19.5	
University of Montana	Public		$6,1	$23,048		13,044	91.0%	73%	46%	3.44	23.5	
Montana Tech of the University of Montana			$6,53	$19,571	1,920	2,130	89%	73%	36%	3.55	25	
Eastern Connecticut State U	Public	No	$10,01	$22,286	5097	5,261	64.0%	73%	56%	2.86	0	
University of Nort	Public	No	$8,166	$19,752	9430	12,216	89.0%	72%	48%	3.38	22	
Southern Oregon	Public	No	$8,145	$22,365	5421	6,088	95.0%	72%	37%	3.51	22.5	
Austin Peay St		No	$	$22,333	9184	10,099	89.3%	71%	36%	3.13	21.5	
Northwest Miss	Pub	No	$6,767	$11,823	5618	6,593	7	71%	49%	3.38	22.5	
Portland State University	Public		$8,034	$24,009	21980	27,488		71%	42%	3.32	22	
Utah State University	Public		$7,260	$19,760	25259	2	97.	71%	49%	3.61	23.5	
Columbus State University	Public	No	$6,011	$16,585	6937	8	56.0%	71%	29%	3.9	20	
Colorado Mesa University	Public	No	$7,474	$18,072	9,299	9,8	83	70%	37%	3.23	20	
Metropolitan State University of Denver	Public	No	$6,420	$20,057	20,186	20,676		70%	25%	3.36	20.5	
Western State Colorado University	Public	Yes	$8,451		2,414	2,722		69%	43%	3.23	20	
Nevada State College	Public	No	$4,738	$	3,534	3,534		69%	14%	3.16		
University of Colorado - Colorado Springs	Public	No	$7,692	$17	9,970	11,988	92%	68%	44%	3.27	23.5	
University of Colorado - Denver	Public	No	$8,692	$23	18	23,671	6	68%	46%	3.56	32.5	
Southwest Minnesota State University	Public	No	26			7,276	64	68%	49%	not reporte	21.5	
Bemidji State University	Public	No	8			5,081	94%	66%	46%	3.46	21.5	
Shepherd University	Public	No	80	$16,62		3,861	90.0%	66%	48%	3.4	21.5	
Colorado State University - Pueblo	Public	No	82	$21,6		7,563	96%	64%	33%	3.18	20.5	
Southern Utah University	Public	No		$19	8035	8,881	72.0%	64%	47%	3.6	23.5	
University of Science and Arts of Oklahoma	Public	No		$19	873	873	66.0%	63%	40%	3.18	21.5	
Fort Lewis College	Public	No	$7,5	$17,816	3,694	3,707	86%	63%	40%	3.5	21.5	
Utah Valley University	Public	No	$5,	$15,202	33026	33,211	Open Admissions	63%	30%	3.49	0	
Montana State University - Northern	Public	No		$17,408	1,154	1,234	100%	61%	25%	2.79	18.5	
Weber State University	Public	No	$5,321	$14,235	25318	25,955	Open Admissions	60%	38%	3.54	0	
Dixie State University	Public	No	$4,620	$13,206	8503	8,503	Open Admissions	58%	18%		0	
Eastern New Mexico University-Main Campu	Public	No	$4,858	$10,633	4574	5,725	50%	57%	33%	3.19	20	
Lewis-Clark State College	Public	No	$7,224	$18,224	3,633	3,633	99%	57%	21%	3.2	20.5	
Northern New Mexico College	Public	No	$4,367	$12,494	923	923	Open Admissions	55%	4%	Not Reported		
University of North Dakota	Public	No	$7,965	$16,899	11577	14,951	82.0%	54%	53%	3.39	23.5	
Montana State University - Billings	Public	No	$5,808	$17,842	4,030	4,425	Open Admissions	53%	24%	3		
Adams State University	Public	No	$8,574	$19,086	2,110	3,701	64%	53%	29%	3.88	20	
Montana State University - Bozeman	Public	No	$6,849	$22,081	13633	15,236	83.0%	52%	52%	3.57	24.5	
New Mexico Highlands University	Public	No	$4,800	$7,104	2,233	3,499	Open Admissions	52%	18%	2.17	0	
Western New Mexico University	Public	No	$5,704	$13,184	2,468	3,354	Open Admissions	51%	21%	2.79		
Idaho State University	Public	No	$6,784	$20,182	11200	13,078	Open Admissions	32%	30%	3.75	0	

"STRIVE FOR 85%"?

Pre-arrival Questionnaire

1. What is the best way to communicate with you?
2. What is your ideal job upon graduation from college? What are your career goals?
3. If you have taken and passed any AP tests or Concurrent Enrollment classes, please list them here.
4. Are there any subjects that you are nervous about or struggle with?
5. What do you like to do for fun? What are you interested in? What are your hobbies?
6. What is the highest level of education completed by your parent(s)/guardian(s)?
7. I plan to transfer to another college or university before completing a degree at SUU.
8. What are you most excited about as you prepare for your time at SUU?
9. What are you most nervous about as you prepare for SUU?
10. Where do you plan to live?
11. Is there anything going on at home that may be distracting to you while you attend SUU?
12. I have financial problems that are very distracting and may impact my pursuit of higher education.
13. Do you have concerns about managing your mental health while at SUU?
14. Please share any other information that would be helpful for your AcademiC Advisor or Ace to know.

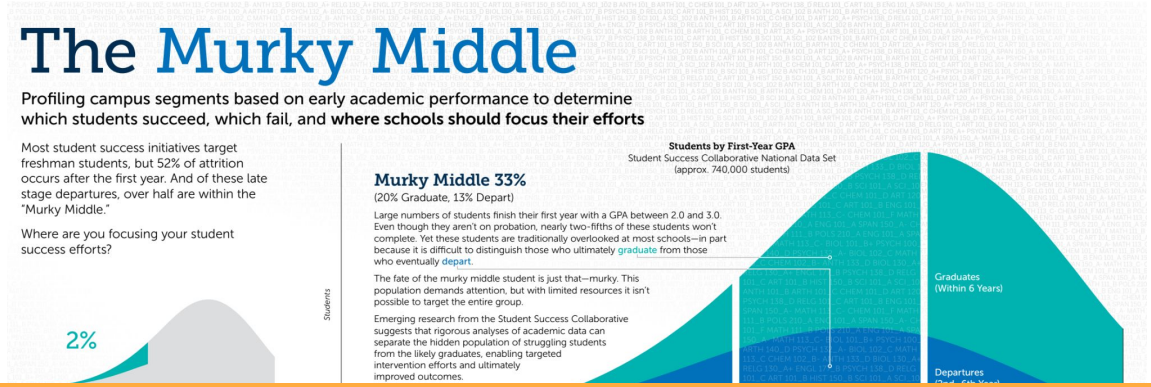
IMPORTANT! Only ask questions that provide ‘actionable’ data.

Third Week Survey

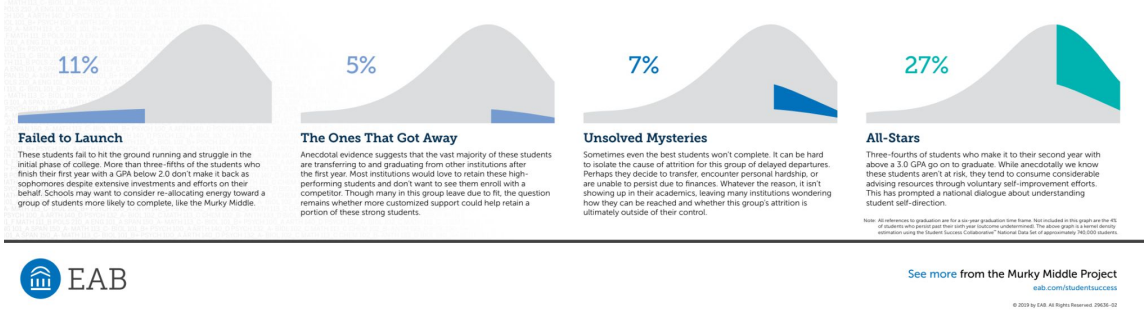
1. How is your financial well-being?
2. How is your emotional well-being?
3. How is your physical well-being?
4. How is your social well-being?
5. Do you have a job? If so, how many hours a week are you working?
6. How many hours are you studying each week?
7. Are you currently attending extracurricular/campus activities?
8. Have you joined a club or organization?
9. How are things with your roommates? Any conflicts?
10. How do you like their classes?
11. Do you have any distractions at home that impacts your ability to focus on school?
12. Are you homesick?
13. Do you feel safe?
14. Do you feel like you fit in on campus?
15. Have you thought about transferring to another school?
16. Are you happy with their current major and career goals?
17. Have you gone to any professor office hours yet?

IMPORTANT! Only ask questions that provide 'actionable' data.

Reflection question



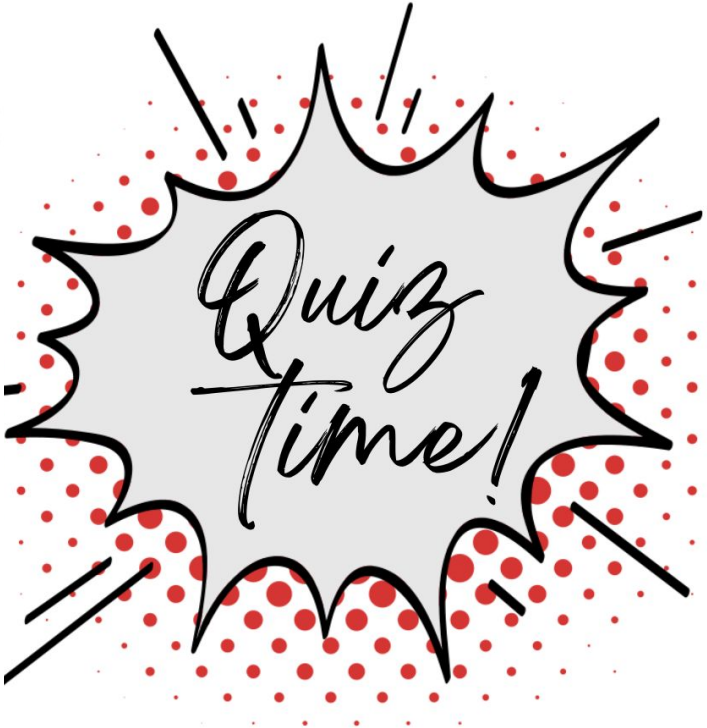
Do you know which students are likely to retain and which are likely to leave?

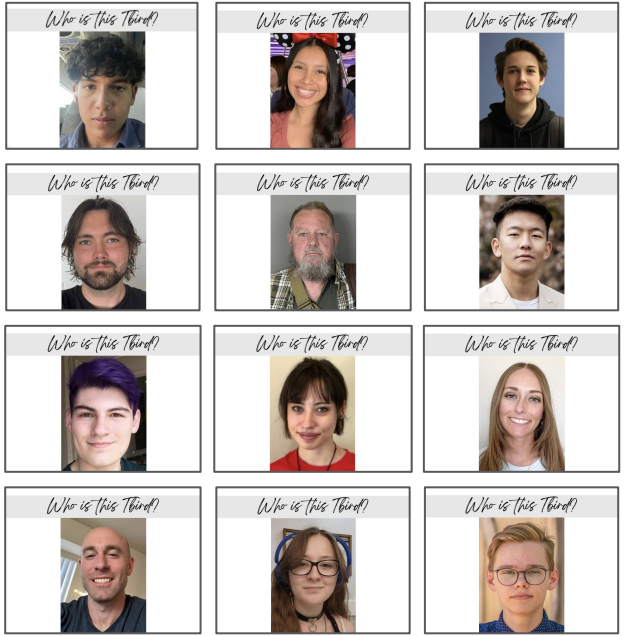


How well do we know our students?

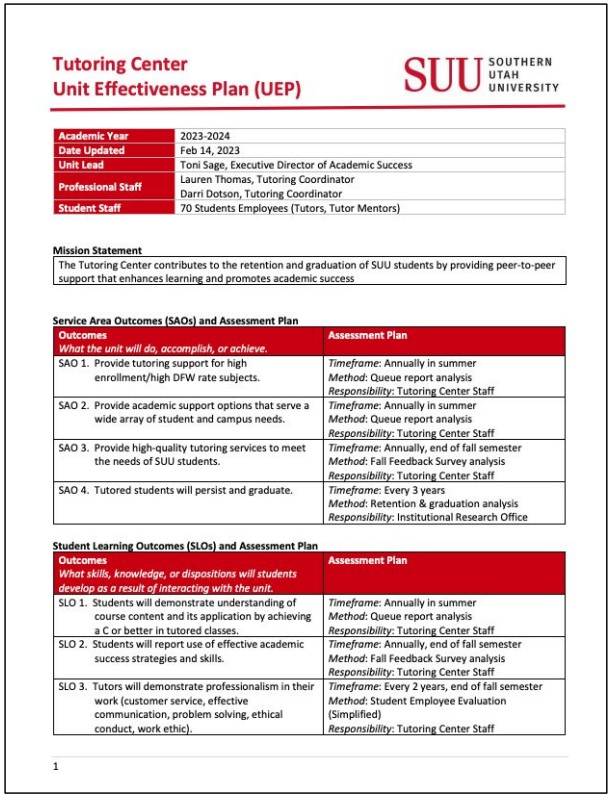
LIST CONSISTS OF:

- Random Sample of 25 students
- Undergraduate
- Face-to-face
- No graduate
- No concurrent enrollment





Unit Effectiveness Plans (UEP)



Tutoring Center
Unit Effectiveness Plan (UEP)

SUU SOUTHERN UTAH UNIVERSITY

Academic Year	2023-2024
Date Updated	Feb 14, 2023
Unit Lead	Toni Sage, Executive Director of Academic Success
Professional Staff	Lauren Thomas, Tutoring Coordinator Darri Dotson, Tutoring Coordinator
Student Staff	70 Students Employees (Tutors, Tutor Mentors)

Mission Statement

The Tutoring Center contributes to the retention and graduation of SUU students by providing peer-to-peer support that enhances learning and promotes academic success

Service Area Outcomes (SAOs) and Assessment Plan

Outcomes *What the unit will do, accomplish, or achieve.*	**Assessment Plan**
SAO 1. Provide tutoring support for high enrollment/high DFW rate subjects.	*Timeframe*: Annually in summer *Method*: Queue report analysis *Responsibility*: Tutoring Center Staff
SAO 2. Provide academic support options that serve a wide array of student and campus needs.	*Timeframe*: Annually in summer *Method*: Queue report analysis *Responsibility*: Tutoring Center Staff
SAO 3. Provide high-quality tutoring services to meet the needs of SUU students.	*Timeframe*: Annually, end of fall semester *Method*: Fall Feedback Survey analysis *Responsibility*: Tutoring Center Staff
SAO 4. Tutored students will persist and graduate.	*Timeframe*: Every 3 years *Method*: Retention & graduation analysis *Responsibility*: Institutional Research Office

Student Learning Outcomes (SLOs) and Assessment Plan

Outcomes *What skills, knowledge, or dispositions will students develop as a result of interacting with the unit.*	**Assessment Plan**
SLO 1. Students will demonstrate understanding of course content and its application by achieving a C or better in tutored classes.	*Timeframe*: Annually in summer *Method*: Queue report analysis *Responsibility*: Tutoring Center Staff
SLO 2. Students will report use of effective academic success strategies and skills.	*Timeframe*: Annually, end of fall semester *Method*: Fall Feedback Survey analysis *Responsibility*: Tutoring Center Staff
SLO 3. Tutors will demonstrate professionalism in their work (customer service, effective communication, problem solving, ethical conduct, work ethic).	*Timeframe*: Every 2 years, end of fall semester *Method*: Student Employee Evaluation (Simplified) *Responsibility*: Tutoring Center Staff

1

- Unit / Office / Program name
- Staffing
- Mission Statement
- Service Area Outcomes (SAOs)
- Student Learning Outcomes (SLOs)
- Metrics / Data
- Contributions to Student Success
- SUU Strategic Plan Alignment
- SUU Student Affairs Mission Alignment
- Opportunities for Fundraising & Development
- History

‘Why do students leave?’ data

7 Reasons Why Students Leave SUU

- Financial challenges
- Employment opportunities
- Life Outside the Classroom
- Health / Basic Needs
- Involvement / Engagement / Sense of Belonging
- Academic Performance (But usually the real issue was Time Management and Motivation)
- Don’t have major that leads to career

> I didn’t know where to go…
> I didn’t know who to talk to.

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

Anonymous student feedback (#MySUUVoice)

Name *

First Name Last Name

Email (optional)

example@example.com

T-number (optional)

Share your Feedback *

Is it alright if we contact you regarding your submission? *

- Yes
- No

Submit

Using data to reach the right students

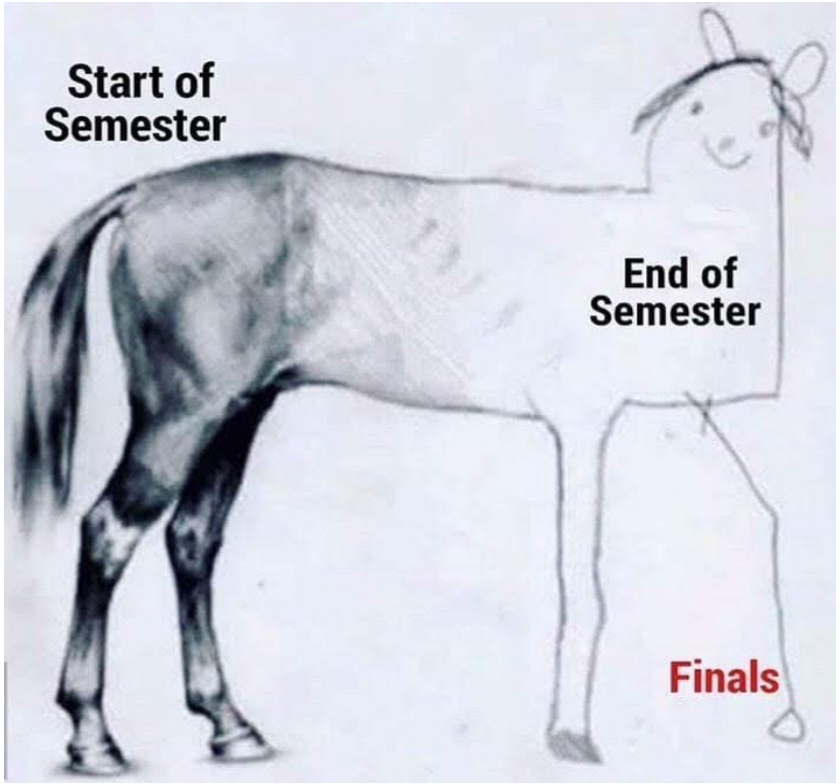
"If Costco and Amazon can get really good at delivering perfect coupons and personalized product recommendations to me, then we can get better at delivering personalized and targeted support services to our students."

Dr. Bernie Savarese
Vice President for Academic Affairs, Research, and Student Success
University of Tennessee System

When do students need us most?

What if we could focus on those students who need us most, when they need us most?

When do students need us most?



What if we could focus on those students who need us most, when they need us most?

Good data & Good people

- Knowing data does not automatically remove University roadblocks
- Knowing data does not automatically make every faculty and staff member effective
- Knowing data does not automatically make every student motivated

We are only as good as the people who do something with the data!

Part 5:
Conclusion

Reflection and Call to action

Join me for a moment of reflection… Thirty years ago, the focus began shifting from who gets in to who stays. Today, we are evolving beyond simply asking who finishes (Completion) to asking who flourishes (Thriving). Our measure of success must move from a single metric (a degree) to ensuring our students are prepared for a lifetime of Career Readiness, Purpose, Civic Engagement, and Lifelong Learning.

Reflection and Call to action

Nothing changes

if

Nothing changes

Reflection and Call to action

"We often spend so much time debating (and complaining) about the challenges and issues we're facing… **There are a lot of think tanks, not as many do tanks…** We have got to really move into doing things, especially the things we know that work. We've all been in this space for decades and the ideas that are surfacing are not necessarily new… I'm tired of talking about it… This stuff has got to get fixed!"

Dr. Dhanfu Elston
Sr. Vice President & Chief of Staff
Complete College America
ASCEND Podcast, Season 1-Episode 50

Reflection and Call to action

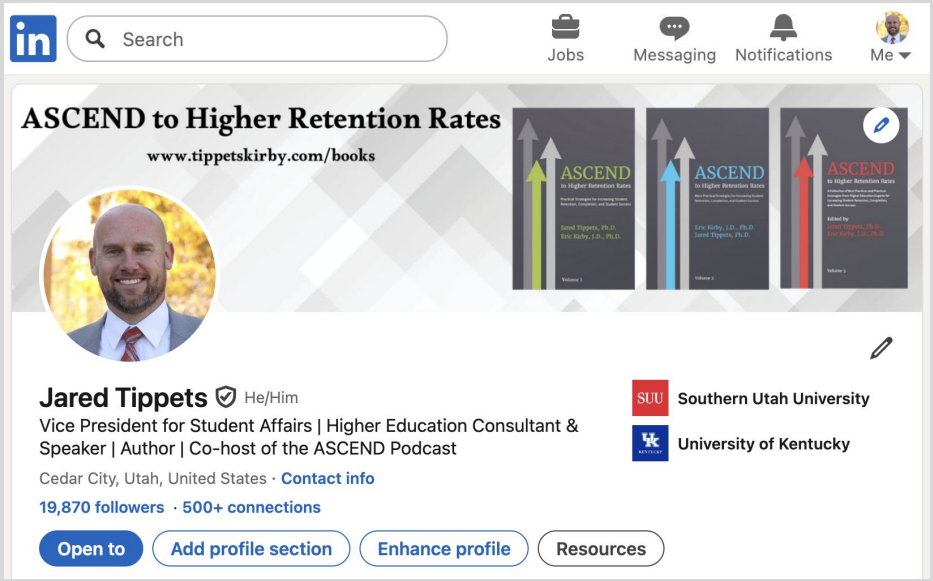
30 Years from now?

- What might student success look like in 2055?
- What will your institution be most proud of in the next 30 years?

1 or 2 Things?

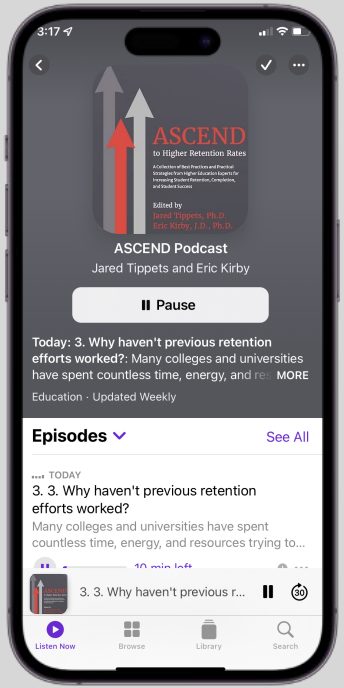
Affordability
Support
Culture
Engagement
Nudges
Data

Connect with me and keep in touch!



Dr. Jared Tippets
Vice President for Student Affairs
Southern Utah University
jaredtippets@suu.edu

ASCEND Podcast



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Thank you! And, congratulations!