The goal of this action strategy is to increase diversity recruitment for Latinx students in Cache Valley.

### Key Performance Indicators
1. New Student Enrollment
2. Enrollment of Access Populations
3. Net Tuition Revenue
4. FY Retention Rate
5. Graduate Rate
6. Term-to-Term Retention for all Students

### Team Members
- Heidi Kesler - Student Achievement Collaborative (Co-Chair)
- Katie North - Admissions (Co-Chair)
- Pam Allcott - Latinx Cultural Center
- Chris Gonzales - Latinx Cultural Center
- Vannessa Howes - Aggie First Scholars
- Nahomi Jimenez - Admissions
- Luis Rodriguez - Inclusion Center
- Michelle Bogdan Holt - Outreach Specialist

### Action Plans
1. **GOMB Diversity Recruitment Initiative:** The committee began meeting in May 2019, with representation from Admissions, Retention, Latinx Cultural Center, Inclusion Center and USU Extension. The pilot is looking specifically at recruitment of Latinx students in Cache Valley at the five local high schools (Mountain Crest, Ridgeline, Logan, Green Canyon and Sky View). The committee has analyzed data to determine cultural barriers, academic preparedness, and students in the academic funnel. Data shows we are enrolling local students at a similar rate as other enrolled students, so the goal is to drive more applications. More details to follow as the pilot is determined and action plans are set.

2. **Diversity Recruitment Initiatives:** New and continued recruitment events for diverse populations both in Logan and in Price. New trigger-based communication with students based on ethnicity, first-generation, etc., which is also available in Spanish. Increased coordination with on-campus groups (Concurrent Enrollment, Orientation, AFS, Inclusion Center, Latinx Cultural Center) so the hand off is seamless. Specific contact made to diverse students from our Diversity Outreach Specialist, walking students through the admission and scholarship process. Partnerships with LIA (Latinos in Action) and HYS (Hispanic Youth Symposium) to bring events to USU. Also increasing diversity recruitment events like True Blue Day Diversity and Local Latinx nights.

3. **Diversity Retention Initiatives:** Aggie First Scholars - concerted effort to make sure diverse students who are also first-generation get connected with AFS at the time of admissions. We believe this will impact yield as well as eventual retention. Diverse students who are not also FGS will be connected to the Inclusion Center, Latinx Cultural Center, and Global Engagement, as well as traditional high-impact practices such as: FYE Course, Advising, Supplemental Instruction, etc. Students from diverse populations often do not take advantage of co- and extracurriculars at the same rate as majority student, therefore, attention will be given to make sure these students are provided opportunities for things such as Study Abroad, Community Engaged Learning, Undergraduate Research, Undergraduate Teaching Fellowships, Honors (as appropriate) and USUSA Leadership.

4. **Diversity Timely Completion Initiatives:** Attention will be given to early indicators related to tracking students who are not making timely progress towards completion. This includes the following initiatives: 15 to Finish, Degree Works, Academic Action, AHRS v. EHRS, and Program Alignment.

### Rationale for Estimated Enrollment Impact
USU has already implemented initiatives that are improving the retention rates of Latinx students. The 1-year rate was 68.92% for the 2016 cohort and 72.84% for the 2018 cohort. We propose a modest increase to 73% for the 2019 cohort.

### Implementation Schedule

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsibility</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOMB diversity recruitment initiative</td>
<td>Pam Allcott, Heidi Kesler, Katie North, Chris Gonzales</td>
<td>05/01/19</td>
</tr>
<tr>
<td>Recruitment trigger-based communication- first-generation students</td>
<td>Vannessa Howes, Ryan Jensen</td>
<td>05/01/20</td>
</tr>
<tr>
<td>Recruitment trigger-based communication- ethnicity</td>
<td>Nahomi Jimenez, Ryan Jensen</td>
<td>05/01/20</td>
</tr>
<tr>
<td>HIS counselor communication-Latinx, AFS, Inclusion Center</td>
<td>Nahomi Jimenez</td>
<td>02/15/19</td>
</tr>
<tr>
<td>Contact admitted students re Latinx, AFS, Inclusion Center</td>
<td>Vannessa Howes, Pam Allcott, Michelle Bogdan Holt</td>
<td>06/15/20</td>
</tr>
<tr>
<td>Communication plan (past registration)</td>
<td>Orientation, Vannessa Howes, Pam Allcott</td>
<td>06/15/20</td>
</tr>
<tr>
<td>Orientation - FGS small groups</td>
<td>Orientation, Vannessa Howes</td>
<td>07/15/20</td>
</tr>
<tr>
<td>AFS, Latinx/1st Mentors Assigned</td>
<td>Vannessa Howes, Pam Allcott</td>
<td>09/15/20</td>
</tr>
<tr>
<td>UNCO intake</td>
<td>SIS</td>
<td>09/15/20</td>
</tr>
<tr>
<td>Targeted retention communication plan</td>
<td>Heidi Kesler, SIS Success Broker</td>
<td>09/20</td>
</tr>
</tbody>
</table>

### Evaluation
Goals and enrollment to be assessed yearly in the local area through the Governor’s Office pilot program. These findings will be expanded to a broader population and territory.
Recruitment strategies to increase number of new students (freshmen, transfers, nontraditional, online) to the Logan Campus. Developing clear structure, goals, and data will allow the Admissions Office to develop important strategies such as 1) working alongside our academic counterparts, 2) solving identity, 3) aligning the statewide system, and 4) developing initiatives to aid in enrollment growth.

Each year, the Admissions Office increases recruitment efforts, which yield about a 1-2% increase each year in first-time students (NF/FG). Transfer students have continually declined despite increased efforts. The goal is to increase 3% for new first-time students in fall 2020, and to hold transfers flat.

Current initiatives include:
1. On-campus events - 14 True Blue Days targeting specific populations (leadership, diversity, academics, underage), football and basketball games, USU Leadership Conference.
2. Campus tours and special tours - 8,700 students/parents on campus tours, 3,200 on special tours.
4. Higher Ed Day and High School Visits - 422 visits to Utah high schools.
5. National/regional college fairs - participate in approx. 30 fairs per year.
7. Marketing efforts including: texting campaigns, mailers, emails, parent communication, phone calling to all admitted students.

Rationale for Estimated Enrollment Impact
The enrollment projections worksheet includes the lift assumptions at the applicant and yield stages of the funnel resulting from the implementation of the new initiatives. These assumptions do not account for the gains associated with the parent communication strategy or the Cache Valley Latinx strategy, as those impacts are accounted for in their respective plans.
Parent Engagement
SEMP Strategy Action Plan

1. New Student Enrollment
2. FY Retention Rate
3. Graduation Rate
4. Term-to-Term Retention

Key Performance Indicators

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsibility</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with purchasing to do an HPP or base source for Campus ESP</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Converse the parent engagement committee</td>
<td>Katie North and Lisa Simmons</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Consult with peer institutions regarding their use of Campus ESP</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Enable prospective student/parent communication plan</td>
<td>Katie North and Ryan Jensen</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Before hands-off between admissions and the SAC</td>
<td>Lisa Simmons, Katie North, Ryan Jensen, Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Implement Parent rights for prospective students</td>
<td>Katie North</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Create a parent track or table at all admissions events</td>
<td>Katie North and Craig Whyte</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Work with IT to implement Campus ESP in the Parent Portal</td>
<td>Lisa Simmons, Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Creation of the Parent Engagement Timeline</td>
<td>Lisa Simmons, Isaiah Jones, Katie North</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Rollout of the parent newsletter</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Discussions of the parent and website</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Hold Parent and Family Weekend</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Parent Orientation sessions</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Hold Spanish Speaking Parent Orientation</td>
<td>Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Hold Parent Orientation Aggie Chocolate Bar</td>
<td>Lisa Simmons, Isaiah Jones</td>
<td>03/01/19</td>
</tr>
<tr>
<td>Send Parent Orientation email to prospects</td>
<td>Isaiah Jones</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Social media parent newsletter</td>
<td>Isaiah Jones</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Support and distribute parent podcasts</td>
<td>Isaiah Jones</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Alumni outreach campaign to parents of alumni</td>
<td>Isaiah Jones</td>
<td>02/03/20</td>
</tr>
<tr>
<td>Distribute parent handouts to minority parents</td>
<td>Isaiah Jones</td>
<td>02/03/20</td>
</tr>
<tr>
<td>Do live with Campus ESP as the parent portal</td>
<td>Isaiah Jones</td>
<td>02/03/20</td>
</tr>
<tr>
<td>Monitor traffic on Campus ESP and evaluate processes and procedures</td>
<td>Lisa Simmons, Isaiah Jones, Katie North</td>
<td>04/01/20</td>
</tr>
</tbody>
</table>

Rationale for Estimated Enrollment Impact

While it is difficult to estimate the impact that parents have on retention and recruitment, we have made some modest estimates based on three-year LOA and AWOL data. If we can decrease the number of students taking leave for reasons we think parents might influence (family, financial, transfer, other), and the number of students who are absent without leave (AWOL) by two percent per year, it will result in 10 students per year being retained. Recruitment efforts are more difficult to estimate, but we have increased parent emails which have a 52% open rate. If we do a 0.5% lift, we would anticipate 18 more freshmen to enroll this fall, with moderate increases in subsequent years.

Parental involvement is key to student success and completion.

Utah State has focused on communicating with students through the application process and their time at USU, but by focusing on students, parents don’t always see or understand what communication is going to their students. Utah State has engaged parents in the admission process and the transition to college through emails, a newsletter, and various events such as A-Day, open houses, Parent Orientation, and Parent and Family Weekend. These initiatives have been limited to proactive parents who reached out to the university by attending an event or signing up for the newsletter. It has been a challenge to collect parent information, and we have been limited by the number of parent emails we collect via the admission process. We propose engaging parents more with USU by creating a parent engagement committee that will oversee a Parent Engagement Timeline to target populations of new and current students via new online content, parent portals, and a new Parent Portal run by the Campus ESP software. Engaging parents in such a way that they feel like they are a part of the Aggie Family will set us apart from other institutions in the state.

Increased Communication with Parents

Parents recognize that their students are in an emerging adult phase of life, and they appreciate communication that allows them to reach out and support their students without overstepping boundaries. The Parent Portal, run via the Campus ESP software, allows for a university to send targeted messages to “communities” of parents. These communities could include parents of students who are in the recruiting pipeline, parents of commuter students, parents of first-generation college students, etc. A parent portal will allow us to send targeted information and will allow parents to connect and communicate back to the university regarding their student’s specific needs. Reaching out to parents will inform them about the intricacies of the university system, but will also require significant manpower to respond to inquiries and facilitate dialogue with parents who are frustrated with the university. As we reach out to parents, we can expect more of them to reach out to us.

Internal Resources and Collaboration (Systematic and Sustainable)

Parent and family engagement is best handled by a breadth of employees with far-reaching knowledge of the university system. The Parent Engagement Timeline will be developed by the parent engagement committee with representation from admissions, parent programs, orientation, student affairs, academics, statewide campuses, and others as needed. This group can identify timely information and brainstorm campus experts who can partner on newsletter and podcast content. In addition to this committee, the Parent and Family Coordinator will provide the “face” of parent and family contact from the university. We have found in speaking with other schools (including Penn State and Oregon), and from our own experiences, that sending an email from a specific person at the university (e.g., a parent coordinator) brings much more engaged responses than sending an email from a generic email address. The parent coordinator position, in collaboration with the parent engagement committee, can assess who can best respond to an inquiry. In discussion with other schools, the parent coordinator who handles inquiries from parents needs to be a mature communicator who can provide diplomatic responses after consulting all stakeholders. As such, we propose the parent engagement committee evaluate the volume of responses since the Parent Portal is implemented, and make recommendations regarding staffing and resources accordingly.

Since there are multiple ways for parents to contact the university, we can expect employees throughout the university will continue to interact with parents. A website for credentialed university employees, created and curated by the parent engagement committee, can provide resources and information to those who support parents as part of their roles.
Utah State University will offer a transferable competency-based education (CBE) Associate of Science in General Studies degree. In accordance with R470, the courses selected for development will assure consistency and reciprocity of core requirements and breadth areas for general education programs in the Utah System of Higher Education, and will map onto the outcomes specified for general education courses in Regents' Policy R-470.3, ensuring full transferability. The proposed AS degree in general studies will support a variety of entry and exit points into the educational system and workforce. Pathway options include professional certificates that articulate towards an Associate of Science degree and are stackable for progress towards a Bachelor of Science degree at any USHE institution.

The USU CBE Pilot will:

- Follow accelerated options within USU’s term based schedule (7-14 weeks).
- Be optimized for non-traditional learners at our Statewide Campuses.
- Be fully online.
- Expect demonstration of student mastery through project-based assessments.
- Provide departments with master courses that are agnostic of an individual faculty member.

Further Explanation

Under direction of the President’s office, Academic and Instructional Services (AIS), working with the Provost’s office, will oversee the program management and online course development by collaboratively working with departments and their selected faculty members. This partnership includes high-level sponsorship, inclusive stakeholder planning teams, and a core team of individuals from academic units, library, departments, faculty, Statewide Campuses, and student support services. Associated departments will select faculty members to participate in teams who will develop courses and assist in degree programming. The primary role of the faculty member is to be a subject matter expert ensuring that course content, activities, and assessments adequately satisfy the academic rigor for the respective field of study. Each course will be developed with a team of instructional and assessment designers, technologists, and faculty members. Once courses are developed, the department will select faculty members to teach each course. CIDI will support faculty members with training on best-practice teaching methods in a competency-based education environment.

- AIS will provide funding for the development of courses.
- AIS will provide initial funding to bridge departments for the first year of instruction.
- AIS will work with departments to select, develop, and train faculty to teach the courses.

Rationale for Estimated Enrollment Impact

Students enrolled in two courses a semester for two years (four semesters). Enrollment projections are based on expected growth given current discussions with potential partners. The projections are conservative.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Initiation Phase</td>
<td>Core Team</td>
<td>01/01/18</td>
<td>05/18</td>
</tr>
<tr>
<td>Program Planning Phase</td>
<td>Core Team</td>
<td>04/01/18</td>
<td>05/18</td>
</tr>
<tr>
<td>Program Execution Phase (11 General Education Courses)</td>
<td>Core Team</td>
<td>05/01/18</td>
<td>08/19</td>
</tr>
<tr>
<td>Program Execution Phase (14 Program Courses)</td>
<td>Core Team</td>
<td>08/01/19</td>
<td>08/20</td>
</tr>
</tbody>
</table>

Team Members

- **Executive Sponsor:** Robert Wagner, VP Academic & Instructional Services
- **Program Manager:** Rene Eborn, SAVP Academic & Instructional Services

Steering Committee - Robert Wagner, Chair
- John Louviere
- Bruce Miller
- Rene Eborn
- Taylor Adams
- Rich Etchberger

Workstream Leads:
- CURRICULUM - Neal Legler
- STUDENT SUCCESS - Taylor Adams (Primary), Mykel Beorchia & Dan Allred
- COMMUNICATION - Anca Matcovschi
- ONLINE/TECHNOLOGY - Kevin Shanley, Tyler Clair & Kevin Reeve
- DATA/BI - John Louviere
- PARTNERSHIPS - Rene Eborn
- STATEWIDE CAMPUSES - Rich Etchberger

Coordination Team (Core)
- CIDI (Center for Innovative Design & Instruction)
  - Neal Legler
  - Amy Carpenter
  - Jennifer Paskett
  - Student workers (3)
- TLT (Teaching Learning Technology)
  - Kevin Reeve
  - Tyler Clair
- UMAC (University Marketing & Communications)
  - Anca Matcovschi

Working Groups/Lead
- Assessment (Faculty, CIDI IDs - Jennifer Paskett, Lead)
- Technology (Kevin Reeve, Neal Legler, Tyler Clair)
- Curriculum Mapping (Faculty, CIDI IDs - Amy Carpenter as Lead)
- Student Support (Registration - Fran Hopkin)
- Financial Aid (Art Young)
- Advising (Taylor Adams)
Implement a Student Money Management Center that will actively promote financial literacy across the USU system, providing one-on-one counseling and coordinating available resources for students and their families.

Key Performance Indicators

1. FY Retention Rate (FTF Cohort)
2. Graduation Rate (FTF Cohort)
3. Term-to-Term Retention for all Students
4. Certificate and Degree Completions

Team Members

• Darrell Harris – Director, Student Money Management Center (SMMC)

Further Explanation

USU is the only major university in Utah without a dedicated money management center for students. Considering financial concerns remain the number one reported reason for dropping out of school nationwide, there is a critical need to provide better support and inform students regarding financial planning, decisions, and resources. Such intentional, strategic support has the potential to strengthen academic success, reduce stress, improve persistence and completion, and increase overall student satisfaction. Services would include one-on-one financial counseling (peer coaching model is recommended), group presentations (including Connections courses), and student loan exit counseling. Underlying topics such as the following will be addressed throughout all center initiatives: budgeting/money management, student loan debt, establishing and using credit, avoiding identity theft, taxes, and savings. The center would connect key resources for students, referring them to other campus and community programs when needed. Strategic outreach to at-risk populations will also be important. Physical location and organizational structure will be crucial to the center’s success. Other comparable universities with successful centers emphasize the need for a highly visible location, as well as the importance of not housing the center within a particular college or program, either physically or organizationally (it must be seen as a university-wide effort). A core of at least three full-time employees is recommended, as well as 6-8 peer coaches, possibly drawn from related programs that require internships. Student positions could begin as volunteers and transition into paid positions and could potentially be partially funded through the Federal Work-study program.

Rationale for Estimated Enrollment Impact

Anticipated volume for the opening year is at least 100 appointments, with an increase to at least 600 within three years. Between class/group presentations and one-on-one coaching, at least 40 students will be retained during the first year, with increases in the future.

Evaluation

It will be important to collect both qualitative and quantitative data to evaluate the center’s success. Statistics for appointments and presentations will be collected, as well as surveys to seek student feedback on services. We will also want to analyze results for the population served, including measuring retention and completion.
Freshmen/Sophomore Experiences
SEMP Strategy Action Plan

Strategy Summary

Connections is already a successful program on measures of retention. We suggest focusing the course on its most impactful elements and then leveraging the instructor and peer mentor relationships developed in Connections to increase those impacts. Our proposal is a hybrid between a first-year experience and a "sophomore surge" (typically done spring-first year) with the aim of reducing our attrition from year one to year two.

Key Performance Indicators

1. FY Retention
2. Term-To-Term Persistence
3. Retention of Access Populations
4. Graduation Rate

Further Explanation

1. Streamline logistics to make the Connections course easier to run on the operational side (AIS) and easier to schedule and teach on the academic side

   Rationale: Logistical complexity is straining our resources and frustrating instructors. We are confident we can get similar impacts with reduced complexity.
   Challenges: None, just some work.
   Cost: None
   Who: Connections Faculty Committee.
   When: Underway, will be completed in time for spring trainings.

2. Refocus curriculum using our guiding philosophy and outcomes

   Rationale: (a) Data indicates that a commitment to our core outcomes yields the highest lift on retention. (b) By focusing on the more academic aspects of the course - think introduction to the university as akin to intro to discipline - we will increase faculty interest and comfort in teaching the course. (c) Teaching things like time management and study skills in the 3-day intensive FYE does not have desired impacts because (1) it is too much time for students who don’t need it (leading to frustration) and (2) it is not nearly enough time for students who do need it. Nor is it "just in time" instruction for those students, so we doubt these parts of the course are doing much to change student behaviors. We want to push that work out to other parts of the curriculum and other resources. (see #4 and #5 below).
   Challenges: None, just some work.
   Cost: None
   Who: Connections Faculty Committee.
   When: Underway, will be completed in time for spring trainings.

3. Mentoring and a sophomore surge

   Important and valuable mentorship relationships (both peer and faculty) are created in Connections. These relationships are an important driver of students' success and retention. There is no substitution for tailoring for each student. We believe we could do more to leverage these relationships with some "just-in-time" conversations at important milestones to nudge at-risk students. Connections instructors and peer mentors are uniquely positioned to do the work of both FYE and a "sophomore surge" (these programs often occur spring freshman year, especially for schools like ours where we lose most students year 1 to year 2). We suggest having mentoring discussions at guided milestones throughout the first year with identified at-risk students (registration, when financial pressures hit, when mental health pressures hit, etc.). Instructors and peer mentors could move students to other resources (see #4 and #5 below).
   Challenges: None, just some work.
   Cost: None
   Who: Connections Faculty Committee.
   When: Underway, will be completed in time for spring trainings.

4. Links to General Education

   If we can identify at-risk students prior to fall term and then with the identified at-risk students we identify prior to spring term, we suggest pushing those students into special sections of corequisite GE courses. These courses would be right-sized and higher touch. We’d identify and train faculty to teach these courses so they are prepared to work effectively with these students.

   We’d then create 4 or 5 credit GE courses where these elements are integrated. This could be done by integrating into the course or by building a set of course modules and then having the instructor guide students into XP of those modules depending on student need.

   Rationale: Student success interventions are more effective when baked into meaningful academic work.
   Challenges: Scheduling.
   Cost: None, other than we’ll shrink some GE courses which will push a bit of student demand to other courses.
   Who: Connections Faculty Committee, selected GE Instructors, Scheduling, Center for Student Analytics.
   When: Pilot for fall 2020.

5. Links to other USU courses (new courses 1020, 1030, 1040)

   We need to clearly define outcomes for these courses as an intentional sequence of courses which would follow from USU 1010 Connections. We would create 7-week versions with variable credit. We would use mentoring interventions (#3) to advise students into these courses, perhaps having struggling students drop courses but then add these for the second half of the term.

   Rationale: Connections cannot be expected to develop all the needed academic skills in students, but it could be used to identify students who would benefit from engaging in courses after Connections. Currently, these courses are arguably under-enrolled, in part because we don’t have any systemic way of identifying and advising students into these courses and because the courses themselves need more clearly articulated outcomes.
   Challenges: Not yet identified.
   Cost: None, though some personnel in AIS will need role assignments adjusted.
   Who: Janet Anderson, Harrison Kleiner, and related academic and AIS teams.
   When: Goal is to define outcomes by end of January and get new courses through by March so as to have them available for fall 2020.

6. Hiring and Training

   Our hiring and training practices continue to improve with the result being that now all Connections instructors have retention lift in their classes. But we want to refine our hiring, having identified that the core faculty attributes are values and a dedication to student mentoring. And our instructor feedback suggests we need to dedicate more time in training to providing faculty with a vocabulary to use with students and helping instructors see the "logic" of the USU 1010 curriculum.

   Rationale: We know that when instructors teach the 1010 curriculum with fidelity and when they demonstrate care and commitment to student success, we increase retention lift.
   Challenges: None, just doing the work.
   Cost: None.
   Who: Connections Faculty Committee.
   When: By March 2020.

Team Members

- Harrison Kleiner - Associate Vice Provost
- Heidi Kesler - Director, Student Retention & Completion
- Lisa Simmons - Director, Student Orientation & Transition Services
- Matthew Sanders - Associate Dean, College of Humanities & Social Sciences
- Jennifer Grewe - Practice Assistant Professor, College of Education & Human Services
- Dennis Kohler - AIS Learning Coordinator
- Janet Anderson - Vice Provost/Associate Vice President
Advising Best Practices
SEMP Strategy Action Plan

Strategy Summary

Academic advising has the highest persistence increase of any other student service offered at USU that has been measured, making it critically important that our advising system optimizes students’ academic advising experiences to achieve their dreams, goals, and potentials.

Key Performance Indicators

1. FY retention Rate (FTF Cohort)
2. Graduation Rate (FTF) Rate
3. Term-to-Term Retention for All Students
4. Certificate of Degree Completions
5. Percentage of Students in a Declared Major at 60 Credits or Less

Team Members

- Janet Anderson – Vice Provost/Associate Vice President
- Mykel Beorchia – Director University & Exploratory Advising
- Tonya Jewell – Academic Advisor, College of Education
- Joe Ward – Dean, College of Humanities & Social Sciences
- Andrea Olding – Academic Advisor, College of Education & Human Services
- Shelly Kotynek – Director of Developmental Mathematics
- Rene Eborn – Special Assistant to the Vice President for Strategic Initiatives
- Larry Smith – Interim Vice President, Statewide Campuses
- Mitchell Colver – Director, Center for Student Analytics
- Rebecca Lawver – Associate Professor, Department of Agricultural Systems Technology & Education
- Greg Wheeler – Director of Developmental Mathematics, Department of Math and Statistics
- Brian Warnick – Associate Dean, College of Agriculture & Applied Sciences
- Larry Smith – Interim Vice President, Statewide Campuses
- Mykel Beorchia – Director University & Exploratory Advising
- Tonya Jewell – Academic Advisor, College of Education & Human Services
- Andrea Olding – Director, Statewide Campuses Academic Advising & Student Success
- Kristian Olsen – Vice President, Blanding Campus
- Rebecca Lawver – Associate Professor, Department of Agricultural Systems Technology & Education
- Greg Wheeler – Director of Developmental Mathematics, Department of Math and Statistics
- Rene Eborn – Special Assistant to the Vice President for Strategic Initiatives

Implementation Schedule

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a Dean Designated Advising Administrator within each college and/or unit.</td>
<td>Academic Deans, Action Planning Committee</td>
<td>06/19</td>
<td>06/20</td>
</tr>
<tr>
<td>Ensure appropriate support and training for advisors providing appropriate support for academic advisors, Appreciative Advising, evaluating appropriate courses, use of advising tools (Appointment Manager, Degree Works, Inspire for Advisors, Argos), assessment and student satisfaction, productivity measures, and holding regular meetings with academic advisors and the advising team.</td>
<td>Action Planning Committee</td>
<td>10/20</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Implement strategies to support advisors, including strategies for wellness.</td>
<td>Shelly Kotynek, Mykel Beorchia, Human Resources</td>
<td>Fall 2019</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Re-evaluate the communication and collaboration model for academic advisors to communicate with campus partners and administration.</td>
<td>Action Planning Committee, Dean Designate, Advising Administrators</td>
<td>Summer 2020</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Develop a supervisor dashboard that tracks advisor productivity, including number of students per caseload (quantities of risk for persistence), student evaluation of advising appointment, etc.</td>
<td>Mitchell Colver</td>
<td>Summer 2019</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Implement supervisor evaluation of advising tools as a routine requirement of academic advising workflow. Appointment Manager, Degree Works, Inspire for Advisors, Argos, etc.</td>
<td>Dean Designate, Advising Administrator</td>
<td>Summer 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Continue the development of grassroots advising communities with opportunities for advisors and staff to engage and have meaningful conversations with students and environments that are identified as increasing persistence and degree completion, specifically for our most vulnerable students.</td>
<td>Mykel Beorchia, Tonya Jewell, Shelly Kotynek</td>
<td>Fall 2019</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Evaluation

1. Persistence, graduation, certificate and degree completions, students in declared major before 60 credits.
2. Advisor engagement at and evaluation of trainings.
3. Advisor use of tools (AM, DW plans, use of IFA, % of caseload served, strategy for reaching students not served).
4. Programming and proactive advising delivered to most vulnerable students.

Further Explanation

To promote student success and improve student persistence, retention, and completion, USU will establish a university-wide advising system that promotes the implementation and sharing of experiences and environments that are identified as increasing persistence and degree completion, specifically for our most vulnerable students.

In the one-to-one advising experience, advisors ask generative open-ended questions to learn about students’ strengths, skills, and abilities. Advisors and students identify educational goals aligned with students’ hopes and dreams for the future, then co-design a plan to make their dreams a reality.

Using Inspire for Advisors, Degree Works, and Argos, academic advisors can target outreach to students providing guidance toward calls to action designed to encourage and support students in achieving their goal of graduating from USU. Advisors proactively reach out to students experiencing difficulty during a semester, students missing important courses, and students who haven’t recently engaged in co-designing a semester-by-semester graduation plan. These practices help students navigate the educational experience while building important relationships with students and USU advisors.

Rationale for Estimated Enrollment Impact

Academic advising has consistently shown a 5.59% lift in persistence. The lift is especially prominent (13.34%) when we serve students who are most vulnerable.
**Provide comprehensive exploration opportunities to help students declare their major in a shorter period and increase persistence, retention, and degree completion.**

**Key Performance Indicators**

1. Percent of Students in a Declared Major at 60 Credits or Less
2. FY Retention (Cohort)
3. Term-To-Term Retention
4. Certificate of Degree Completions

**Team Members**

- Janet Anderson – Vice Provost/Assoc Vice President
- Mykel Beorchia – Director, University and Exploratory Advising
- Stephanie Hamblin – Associate Director, University and Exploratory Advising
- Andrea Olding – Director of Advising and Student Success, Statewide Campuses
- Corey Mikkelsen – Associate Director of Recruitment, Admissions
- Crystal Giordano – Assistant Director, Registrar’s Office
- Dan Holland – Associate Professor, Huntsman School of Business
- Denise Stewardson – Associate Professor, Agricultural Systems Technology and Education
- Damen Crow – Director, Career Services
- Eadric Bressel – Department Head, Kinesiology and Health Sciences
- Kimberleigh Hadfield – Lecturer, Department of Mathematics and Statistics
- Kristian Olsen – Associate Vice President, Blanding Campus
- Larry Smith – Interim Vice President, Statewide Campuses
- Matt Sanders – Associate Dean, College of Humanities and Social Sciences
- Michael Torrens – Director, Analytics, Assessment, and Accreditation
- Mitchell Colver – Director, Center for Student Analytics

**Steps**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsibility</th>
<th>Start Date</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a structure and community around exploring students to increase student sense of belonging &amp; U of A while they are in the process of finding their academic community.</td>
<td>Janet Anderson, Mykel Beorchia, Donna Crow, Stephanie Hamblin</td>
<td>07/19</td>
<td>12/21</td>
</tr>
<tr>
<td>Implement student course-taking pathways for exploring students leading to major declaration.</td>
<td>Action Planning Committee</td>
<td>07/20</td>
<td>07/20</td>
</tr>
<tr>
<td>Adjust advising services based on focus area.</td>
<td>Mykel Beorchia, Stephanie Hamblin, Janet Anderson</td>
<td>07/19</td>
<td>07/20</td>
</tr>
<tr>
<td>Develop a Major Exploration Center in partnership with Exploratory Advising and Career Services.</td>
<td>Janet Anderson, Stephanie Hamblin, Mykel Beorchia, Donna Crow</td>
<td>Summer 2020</td>
<td>12/20</td>
</tr>
</tbody>
</table>

**Further Explanation**

To promote student success and improve student persistence, retention, and completion, USU will establish a university-wide advising system that promotes the implementation and sharing of experiences and environments that are identified as increasing persistence and degree completion, specifically for our most vulnerable students.

In the one-to-one advising experience, advisors ask generative open-ended questions to learn about students' strengths, skills, and abilities. Advisors and students identify educational goals aligned with students' hopes and dreams for the future, then co-design a plan to make their dreams a reality.

Using Inspire for Advisors, Degree Works, and Argos, academic advisors can target outreach to students providing guidance toward calls to action designed to encourage and support students in achieving their goal of graduating from USU. Advisors proactively reach out to students experiencing difficulty during a semester, students missing important courses, and students who haven't recently engaged in co-designing a semester-by-semester graduation plan. These practices help students navigate the educational experience while building important relationships with students and USU advisors.

**Rationale for Estimated Enrollment Impact**

Students who declare a major within their first 30 post-high school credits are 10% more likely to persist. By engaging in an intentional major exploration process in partnership with Exploratory Advising, Career Services, and USU’s colleges, we expect more students to declare majors and persist to graduation.