What began as an effort to understand the impact of the change in LDS missionary age requirements on enrollment at the University of Utah, has become a collaborative endeavor to use data to impact student retention. Under the leadership of Mary Parker, Associate Vice President for Enrollment Management, the initial survey was developed with Assessment, Evaluation and Research following this age change announcement from the LDS Church. The impact to the University of Utah was not as great as anticipated. After analyzing the initial data, it became apparent that this survey had utility beyond addressing this unique circumstance. The data could be used to support retention efforts not only

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### Reasons Students Have Not Registered for Semester Yet

<table>
<thead>
<tr>
<th>Reason</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
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<tbody>
<tr>
<td>Just haven’t yet</td>
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<tr>
<td>Hold on record</td>
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<tr>
<td>Waiting for advisor</td>
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<tr>
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<tr>
<td>Waiting to finish class</td>
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<tr>
<td>Recently registered*</td>
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<td>Class not available*</td>
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<td>Waiting for financial aid</td>
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<td>Waiting for admission to major*</td>
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<td>Waiting for test scores</td>
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<td>Waiting for transcripts</td>
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<td>Don’t know how</td>
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<td>UU sponsored program*</td>
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<td>Other</td>
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</tbody>
</table>

*Population: Students who plan to enroll in semester but have not done so yet
*Response options added starting in Spring 2015.
through planning but through direct outreach to students. From this initial project, the survey has evolved to focus efforts on students who have not registered for classes in the upcoming semester. The survey asks why a student has not registered and if assistance is needed. In analyzing the data, it is clear that many students may not understand the impact to them of delaying registration. The most common reason given for not registering, is that students had just not done so as of the time of the survey. The Office of the Registrar acted upon this finding by implementing a direct mail strategy to prompt students to register earlier. Other common reasons given for not registering were that the student had a hold on their registration, was waiting for assistance from an advisor or was unsure of their work schedule.

The survey has also streamlined the calling campaign, coordinated by the Registrar’s Office under Tim Ebner’s leadership, to students who have not registered. In order to assist students earlier in the process, the survey is now launched prior to the calling campaign and students who respond to the survey no longer receive a generic call as part of the calling campaign. Instead, based on their response, if they indicated that they need assistance they are contacted immediately by the appropriate office. The results of this intervention are being tracked and the survey-outreach process, as any good assessment process, is continually being refined as we learn more collectively. The process that has evolved is a clear example of “closing the loop” on the assessment process by translating data into actions to improve student success. For the AER team, this project is one of the most rewarding projects we support, because we know that the data directly helps students.

Upcoming Events

Coffee Hour

A Close Look at Counseling Center Client Utilization Data
Tuesday, March 28th @
10:00 am in The Den at the A. Ray Olpin University Union

Campus Labs Training
Friday, February 24th @
1:00 pm in room 1009, Marriott Library

For more information on events or to RSVP please email us at: assessment@sa.utah.edu

Strategic Plan Update

By Stacy Ackerlind, Special Assistant to the Vice President for Student Affairs

During fall semester, members of our Student Affairs Team engaged in development of a new strategic plan. Eight separate committees have met and drafted goals and outcomes for the strategic objectives. The new plan utilizes the same framework as the previous plans, which have served the Division well.
# Strategic Planning Committee Members

<table>
<thead>
<tr>
<th>Student Engagement and Support</th>
<th>Student Health and Wellness</th>
<th>Strategic Enrollment Management</th>
<th>Diversity and Inclusion</th>
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<tbody>
<tr>
<td><strong>Tasha M. Myers</strong></td>
<td><strong>Scott McAward</strong></td>
<td><strong>Mary Parker</strong></td>
<td><strong>Debra Daniels</strong></td>
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<tr>
<td>Allison Frost</td>
<td>Lauren Weitzman</td>
<td>Mateo Remsburg</td>
<td>Belinda Otukolo Saltiban</td>
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<tr>
<td>Stan Inman</td>
<td>Kassy Keen</td>
<td>Barb Remsburg</td>
<td>Rachel Jardine</td>
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<tr>
<td>Shauna Lower</td>
<td>Mark Pfitzner</td>
<td>Stan Inman</td>
<td>Kassy Keen</td>
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<tr>
<td>Dean McGovern</td>
<td>Jo Des Roches</td>
<td>Kathryn Coquemont</td>
<td>Jean Oh</td>
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<tr>
<td>Jenni Schreiner</td>
<td>Cheri Jenkins</td>
<td>Debra Daniels</td>
<td>Whit Hollis</td>
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<td>Chuck Weaver</td>
<td>Jean Oh</td>
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<td></td>
<td>Chris Anderson</td>
<td>Brenda Burke</td>
<td>Taz Olsen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kyle Ethelbah</td>
<td>Rachel Aho</td>
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<thead>
<tr>
<th>Staff Excellence</th>
<th>Partnerships</th>
<th>Assessment and Best Practices</th>
<th>Facilities and Resource Management</th>
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<tbody>
<tr>
<td><strong>Perry Hacker</strong></td>
<td><strong>Kari Ellingson</strong></td>
<td><strong>Stacy Ackerlind</strong></td>
<td><strong>Jerry Basford</strong></td>
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<tr>
<td>Marci Healy</td>
<td>Brian Burton</td>
<td>Erica Anderson</td>
<td>Mary Bohlig</td>
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<td>Liz Johnson</td>
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<td>Chuck Masoka</td>
<td>Erica Marken</td>
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<td>Lori McDonald</td>
<td>Kehau Folau</td>
<td>Frank Sitton</td>
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<td>Eric Bloomquist</td>
<td>Branden Dalley</td>
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<td>Vanessa Johnson</td>
</tr>
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</table>
As the Student Affairs Leadership Team (SALT) reviewed the committees’ work, a series of clarifying conversations focused on outcomes has provided insight about the relationship of the strategic objectives and the need for connection and communication throughout these objectives as well as alignment with the University of Utah’s Four Big Goals. Our first priority is to align our efforts with Big Goal One: Student Success. Three clear focal areas have emerged: (1) Student Engagement and Support, (2) Strategic Enrollment Management and (3) Student Health and Wellness. The entire plan is informed by our commitments to: (4) Diversity and Inclusion, (5) Partnerships, (6) Assessment and Best Practices and (7) Facilities and Resource Management. The way the plan is put into practice is through (8) Staff Excellence. Our foundation is our mission and values.
Assessment Liaison Spotlight:

Nomani Satuala, Assistant Director
New Student & Family Programs

As a first-year master’s student in the Educational Leadership & Policy, I was intimidated about Assessment and wanted to embrace my fear of not knowing anything about Assessment, Evaluation, & Research (AER). I took my first training course offered by AER in August 2013 on an introduction to Campus Labs. I can’t remember the exercises they walked us through, but I do remember feeling a lot more comfortable using Campus Labs. Through one of a few trainings, taking a class from Dr. Ackerlind, and becoming more familiar with my role my fear started becoming more of an interest.

A year later, I was hired in a new role within the same office, Center for New Student & Family Programs (NSFP), and was excited to be the AER liaison for our office. The director, Kathryn Coquemont oversees all assessment within the office and we work closely to align our projects to the larger mission of Student Affairs and our institution. I consider myself fortunate to work with Welcome Week programs, New Student Orientations, exceptional Orientation Leaders, Transfer Programs, and assessment projects.

Something that was helpful for our team is that each team member who is over an area within our office, works with me to submit their project to AER. My role is to work with our professional staff to assess the programs they are working with and to help them utilize the data collected. I try and take advantage of the trainings offered and to be familiar with the tools needed to assess these programs. The AER team does a great job at being responsive and providing the critical eye in our projects. We had 18 assessment projects in 2016 and after attending the Assessment Bootcamp we knew that was too much for us and AER to be managing. As a liaison I’ve learned that a survey isn’t the only tool NSFP can utilize to collect data and that assessment isn’t only my responsibility within our office.

NSFP’s biggest assessment project is assessing our New Student Orientations (NSO). We easily have over 6,000 students come through NSOs in an academic year and have many components to these programs. We take pride in being welcoming and inclusive to each incoming class and share our success with our campus partners. Kathryn has done an excellent job at communicating out trends we have found and sharing the data we’ve collected to campus partners. In order to provide the data campus partners are requesting, we collect this from students and parents through a survey and filter the data that is applicable to their areas. The team I work with look critically at the questions we are asking students and we refine how we are collecting this data each year. The data we collect shows us what we are doing well and areas of improvement. NSOs are one of the many programs focused on building community, student transition and retention, and providing the necessary information and resources students need to be successful. Even though we collect data from our NSOs from a survey, another program I work closely with we collect information from a sign-in because a survey wouldn’t be as affective for the purpose of response rates and information I need collected.

My fear of feeling inadequate and my lack of knowledge with AER was dispelled by learning, practical competence, and having supportive teams to lean on.
Introducing Vanessa Johnson

*Student Affairs Assessment, Evaluation & Research*  
*Assessment Analyst*

Hello/Hola. My name is Vanessa Johnson and I am the new assessment analyst within the office of Assessment Evaluation & Research with Student Affairs. I joined the team in early December 2016. I previously spent two years at Oregon State University (OSU) as an assessment coordinator in the office of Student Affairs Research Evaluation & Planning. My work at Oregon State focused on storytelling within Student Affairs using both qualitative and quantitative data analysis and leading, administering, and analyzing OSU’s Campus Inclusivity Survey. I received both my master’s degree in Education Leadership & Policy and bachelor’s degree in International Studies and Spanish from the University of Utah. My professional experiences include work in college preparation advising and education within the K-12 SLC School District, non-profit work in advocacy in Washington, D.C. and also non-profit work supporting refugee resettlement and language acquisition in Salt Lake City. I am passionate about inclusive and welcoming environments and building community among faculty and staff of color. I look forward to the opportunity to get to know and work with the assessment liaisons and support efforts towards inclusivity within Student Affairs and the University community.

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**Block U Photo Assessment**

*By Elizabeth Duszak & Chuck Masoka*

The Office of Assessment, Evaluation and Research and New Student & Family Programs combined efforts this past fall to capture utilization data from the Block U photo event for new students that kicks off the academic year. We looked at this event as a great way pilot our U-Engage system, which is designed to take a deeper look at demographic data of the students who are attending an event, or using a particular service in Student Affairs.
The initial consultation with New Student & Family Programs indicated that they needed a data utilization tool that was mobile, and flexible enough to be used either inside or outside and not be limited to whether or not the collection devices were online.

The event took place on Friday, August 26, 2016. Out of 1059 people who checked in on the devices, 1032 were matched to the student record in the U-Engage program. This initial utilization data capture process was a great learning case for AER. We learned that we needed to consider faculty and staff that might be participating in programs and how to account for them. We also learned that location and flow of traffic are factors in the effectiveness of our data collection strategy. As we continue to work with more offices, we will continue to develop solutions that meet the range of needs.

With increased knowledge of which students our offices are serving, we can start making more informed decisions about how to tailor services to them. Using utilization data can help offices guide targeted marketing and types of programs offered based on such factors as year in school, ethnicity, gender, major and residency status. This data can even help to understand peak times so that offices can be appropriately staffed. AER can help you find a solution that works best for your needs.