

Student Mental Health Innovative Approaches

Student Engagement Work Team Final Report Winter 2023



Work Team Introduction

Engagement is an essential part of health and wellness. According to Kahu (2013), student engagement in higher education is shaped by structural and psychosocial factors. Engagement has three components: affect, cognition, and behavior. Affect includes a sense of belonging, enthusiasm, and interest. Cognition includes deep learning and self-regulation. Behavior refers to time and effort to learn, build friendships, and participate in various university communities. Engaged students will be more aware of the resources available to them and to utilize those resources in times of need.

Executive Summary

Work Team Membership

Co-Chairs

Joe Colangelo, Interim Director, Office of New Student Programs

Will Sherry, Interim Director for Strategic Initiatives, Student Life and Director, Spectrum Center

Susan Pile, Senior Director, University Unions and Auxiliary Services

Ann Hower, Director, Office of New Student Programs (now retired)

Team Members

Allie Harte, Associate Director for the First Year Experience, University Housing

Charlotte Gemperle, LSA Undergraduate Students, Transfer Connections

Devon Vaughn, Student Organization Program Advisor, Center for Campus Involvement

Ed Huebner, Assistant Director, Counseling and Psychological Services

Gizem Yagci, Project Associate Manager for DEI, Student Life

Joslyn Johnson, Assistant Dean of Student Development & Career Initiatives, LSA Opportunity Hub

Kelly Maxwell, Assistant Dean for Undergraduate Education, LSA

Kerri Wakefield, Director, Engineering Advising Center

Laura Schram, Director of Professional Development and Engagement, Rackham

Lisa Shea, Associate Director, Recreational Sports

Leta Bryan, LSA Undergrad, ONSP Information & Referral Assistant

Work Team Charge

Include a problem statement / What was this work team asked to examine?

Currently, “we are requiring students to develop relationships with a variety of university staff members across units and offices in order to be successful in navigating and accessing essential services. If advisors had more intimate knowledge of broad university policies and resources, students may need to spend

less time navigating and accessing essential services and more time utilizing them” (*Knowledge to Succeed Report* pg. 28).

Work Team Objectives

- Provide accessible support to help any student identify and engage with campus resources that meet their needs.
- Develop the knowledge base for staff to make effective campus referrals.
- Develop a process for sharing information and resources with student-facing staff.

Work Team Scope

- Expand Resource Navigator program as an interactive information and referral source that faculty, staff and students recognize and experience as accessible and high quality.
- Develop processes and structures that enhance student, staff, and faculty use of Resource Navigators.
- Develop the training(s) needed to be an effective R(r)esource N(n)avigator.

Assumptions

- Current campus resources provide informed and useful support to students.
- There are many unit/department specific and partnership initiatives already in place to facilitate student engagement.
- Many faculty and staff find it difficult to keep up with changes in resources and to identify the best contact person.
- Several sources of information exist with regard to resources on campus yet students frequently mention difficulty in identifying them and accessing them.
- Our decentralization inhibits the impact and visibility of our resources. Creating a culture of information sharing will be beneficial for our students.
- Coordination and collaboration among efforts already in place will increase students' abilities to navigate and access opportunities.
- Students' identification of their own needs is a critical component of engagement.

Intended Impact of Work Team Charge on Students

- Incoming undergraduate and graduate students experience institutional care and concern through individual outreach as they transition to being part of the campus community.
- Students, staff and faculty recognize the Resource Navigator program as an accessible and accurate centralized information source about UM campus resources.
- The expansion of the Resource Navigator program infrastructure will support faculty, staff and student peer educators in their knowledge of resources and referral strategies to address student needs and interests.

Work Team Timeline

Please include meeting frequency, start/end date

Project Key Milestones	Completion Date
Charge is Approved by Work Team Chairs and Sponsor	1/7/22
First Meeting: Introduction to the Work	1/21/22
Work Team Information Collection and Program Development	2/4/22 - 4/1/22 and 9/1/22 -
Deliverable 1 Complete	5/1/22
Deliverable 2 Complete	1/10/23

Data Review & Collection

What data has your Work Group reviewed to help inform your scope of work and future recommendations?

Has your Work Group created and deployed surveys or used other methods to collect data (individual and/or group interviews)? *

IF YES: For each data collection method (ie, survey, individual and/or group interviews), please share details on:

- objectives/goals for the data collection
- dates data was collected
- how many individuals were asked/invited to participate in the data collection
- how the work group selected which individuals to invite to participate
- number of respondents

Resource Navigators

- Populations outreached, response rate, follow through rate (Susan)
- Partnership development and plans
- Pandemic related assessment data (Will)

Student Referral Process Model

- Presentation Slides (Will)

Resource Navigators

- **Survey objectives/goals**
 - Simple survey w two questions (1) Were students satisfied with the experience? (2) Did they use the information/referral provided?
 - Two weeks following set appointment, as Res Navs provided information (regardless of attendance) from Sessions intake form
 - 100% satisfaction reported

- **Targeted emails**
 - 9/25/22: 4185 second year “unengaged students” (i.e. as identified by SL Research); open 69.72%; 6 appts
 - 10/24/22: 1344 transfer students; open 75.72%, 9 appts
 - 11/2/22: 850 international students; open 78.13%, 21 appts
 - 1/17/23: 655 first-term winter students; 83.30% (Grp 2 w/ link correction), 2 appts
 - 3/7/22: 2701 first term fall/winter students (plans for sp/su & fall registration); 77.75%, 5 appts
- **CMD marketing campaign**
 - 10/9 - 11/7 (table tents, bus signage, Diag signs, digital signs)
 - visits from QR code 155
- **Socials & website content**
 - W23 Res Nav [website expertise articles](#): 2489 total views
 - IG: 7,652 (fall), 6,083 (winter to date 4/11)
 - Twitter: 4,007 (fall), 6,635 (winter to date)

Deliverables | Accomplishments | Work In-Progress

Deliverables	Accomplishments	Work-in Progress	Resources Needed
Resource Navigators: Develop infrastructure to sustainably institutionalize the Resource Navigator program as a key centralized information source for campus to support student success.	Increased staffing within the Campus Information Center (CIC). One FTE and six student employees hired.		
	Developed program process inclusive of initial student outreach through participant sign-up, engagement, and assessment.		
	Develop infrastructure: Set up an accurate and comprehensive information warehouse for use in referrals, including training on system.		

	Select and implement appointment system.		
	Develop knowledge base to make effective campus referrals. Draft online and in-person training for student team. Invite campus collaborators to bi-weekly check-ins for a more in-depth understanding of current services and staffing for “warm referrals.”		
	Fall Marketing campaign implemented	Develop plans for Fall and Winter campaigns	
	Fall 2022 Program launch with emails to various target populations in fall and winter terms	Review target outreach populations and timing to adjust for FY24	
	Added drop-in time slots in April 2023	Develop regular cycle for drop-in option for fall 2023	
	Assessment implemented	Determine why low response to scheduling appointments	
Integrate Resource Navigators a trusted campus resource.	Presentations/Meetings/Outreach: CAPS, CCI, Ginsberg, U-M Advising Council, Parents & Families Virtual Discussion through DoS, SSD, UCC, International Center, Getting Involved Transfer Orientation, Winterfest, ONSP	In person summer Orientation presentations, Bridge, and others.	

	training, ongoing list in Weekly Things To Do email; held Resource Navigator Showcase; IdeaHub tabling		
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Recommendations

It is recommended that our approach to student mental health and well-being continues to include a strategic focus on fostering connections and engagement for new incoming undergraduate and graduate/professional students. It is critical that we center students with the highest needs for resource connections through prioritizing partnerships with programs and initiatives that are in place to support underrepresented students’ thriving on campus. Based on the intentional focus of the Wellbeing Collective on systems, structure, and policy change the following priorities are recommended in the area of Student Engagement:

- **Develop** the Resource Navigators program into a trusted resource by our students, staff, and faculty through increasing visibility, strengthening campus partnerships, and continuing to learn from the data we collect. (Implementation: Campus Information Center(CIC))
- **Enhance** collective skills of our staff to support students in navigating campus resources through integration of new “referral framework” into student-facing staff training.
- **Expand** the existing Welcome to Michigan structured partnerships to strengthen support for students entering in January ("winter admits") and admits at other points of the year to build community and learn about campus and campus resources. This should include a communications audit of information going to incoming students and our processes/tools for communicating. (Implementation: Existing Welcome to Michigan Committee and new Welcome Steering Committee)
- **Re-invent** the First Year Experience model with curricular and co-curricular connections through benchmarking, gathering information on related current initiatives and communications, and developing a set of recommendations based on this learning. (Implementation: New Institutional FYE Team)

Continuity Assessment

Please indicate who, if anyone, on the Work Team would be willing to continue this effort.

Conclusion