

# ANALYSIS & SYNTHESIS

## Team: The Miners

### Problem:

**As students progress in their education, they become disenchanting and disconnected from the university. This is due to seemingly diminishing academic culture of support, loss of connections over time, etc.**

Through the course of their student interviews, The Miners discovered that students travel through the university system and pass through an entrance phase, a decision-making phase and an exit phase. Based on these differing stages in the education process, they found that many students become disconnected from the university, likely for a variety of reasons.

The team then began to investigate the various orientation programs that Utah State has in place. The two most notable programs were SOAR and Connections. The first is a mandatory student orientation and the second is an optional class offered to incoming freshman. Both are aimed at familiarizing students with the systems and resources of the university and bolstering retention rates.



*“Students are made comfortable and given a lot of information when they enter, but it is difficult to tell how much of that remains useful to the student after their freshman year.”*

*- Kenneth*



*“Mentor connections seem to disappear after freshman year. Whether this is a bad thing or not in the student experience, it is still a common theme.”*

*- Taylor*

The team determined that most of the awareness of University support came during Freshman year, with little follow up. Making an analogy to Army bootcamp, they found students bombarded with information in their first year. Orientation was a virtual buffet of help and resources for problems that they did not even know they had yet.



*Our challenge is to get the information to students in a time and manner that they will internalize it, and help the university understand what different types of students expect from these resources.”*  
- Kenneth

The team created a framework to help them come up with solutions to the current problems in orientation programs. This framework would now lead the team toward solution development.

## Student Type      Behaviors, Motives, Inclinations

### SELF-MOTIVATOR

Embraced most of the steps into college and knew how to use the campus resources well

### HAND-HOLDER

Was aware of many of the resources and information offered by the school, but needed personal attention from advisors or other knowledgeable sources to understand procedures & course goals

### PACIFIST

The student who deals with problems as they come, generally less-informed and less connected with university resources and university culture



*“Throughout our interviews, we noted three different types of students - the self-motivator, the hand-holder, and the pacifist. We wanted to know why this is and how the role of certain motivations and the level of motivation affected the access of and attitudes towards university information and resources.”*  
- Erica