

Capstone: BAS/IPS Student Support Site

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Transcript

IPS/BAS 495 Undergraduate Capstone Projects

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Hello, Jessi Boyer here, reporting on the conclusion of my capstone project for MDS-495 in the summer of 2022. My project was to rebuild and relaunch the final four modules of the student support site on Canvas, a lot of which was outdated, and which was not published. It's still not published, but it's a lot closer now.

And the final modules which, in partnership with Alexis, we determined could be split into three modules with the following categories. Module 4: Your Program is all the IPS, newly-named and updated, and linked IPS and BAS resources specific to the program.

Module 5 directly relates to degree-planning, which is a major part of the program right from the very beginning, so that's really important to have easily-accessible and easily-understood by new students.

And Module 6, which is Building Community, which I know the program has done a lot of initiatives behind building community and supporting students socially, as well as in all of the other ways. And we also included some resources for career development and financial wellness.

Essentially, this project was: support students in this very direct, very specific way, and make sure that it's done before the start of the semester, because there's a whole new generation of students, IPS and BAS students, waiting in the wings to start in the fall, and they are all going to need these resources.

The objectives of the project, for myself, was that students come in better-prepared. They feel like they're ready to get started on day one, they have a message of encouragement and support, and they know the culture that they're coming into, which I had the benefit of. That really helped me feel confident, and I would like everybody to start with that feeling.

Another objective is that degree-planning is just easier. I did a lot of digging, and I may be the exception to the rule, but I would love for every student to feel as empowered as I felt in planning their degree, and taking charge over their future trajectory.

So, that was a big priority, and ultimately I just want more people to graduate. I want to make it so that my contribution has an impact. If there is an impact, it's that I get people to walk across the stage. That's my highest and best ideal for this project.

The stakeholders. The key relationship in this whole project has been Alexis. She's facilitated it. She's facilitated my research and becoming familiar with the program for the last several semesters of my college experience, and she has guided the creation of this site.

New students and continuing students, obviously, students coming through their orientation, and continuing students who are either creating, updating, modifying their degree plans, or who know the resources are there and can refer back to them as they're needed.

Particularly career resources, as they start to develop academically. I know from personal experience that new possibilities become open to you, and you start to think of yourself in a new way, to be able to access career opportunities that weren't available to you before.

So, I'd love for that to be a benefit to that set of stakeholders. Their dependents and partners. Obviously, the stronger foundation the student has, the stronger the foundation for the people who rely on them.

And of course, the advisors and student success coaches are going to be-- And instructors, too. I should have put those in on the slide. Are going to be referring the students to these resources, and need to be able to know that they're complete and comprehensive, and easily accessible.

The benefits of this project are that Alexis will have more time to do other things, which is a huge benefit to the program, because she does so much. The resources are delivered with the student perspective in mind.

Obviously, I am a student and have gone through all these processes. I don't need all of these resources, they don't all apply to me, but I have a unique perspective that can help deliver these in a way that makes sense to a student. And even, I've added some resources that weren't there before, some relevant resources that may not have been available without that perspective.

Everything's updated, everything's all-together in one place, and that makes it easier to use and more useful. I completed an H option, which is a partnership with the Honors College that allows me to get Honors credit, toward my Honors requirements, for completing a little extra project in a class.

And my extra project in this case was the video that I created, welcoming students to the program, from the student perspective, again, incorporating emotional intelligence concepts that I learned in Michelle Bennett's course, and giving that a little twist and coming from the student perspective. And giving a little bit of welcoming advice for coming into the program. And that was really fun.

So, in conclusion, my sentiment has been and continues to be: if my impact on the program is that I can get one person across that graduation stage that otherwise wouldn't have made it, I will consider myself absolutely lucky and successful in what I set out to do. And it would be wonderful to think that, in small ways, my work contributes to every student that comes through the program.

I am so incredibly grateful for the support and care from the program, from you, John, and from Alexis and from Michelle. And from Reggie. And everybody. Baker. I've gotten so much out of this, and I feel so fortunate to have gone through this program. So, thank you so much, and thank you for your attention.

END OF TRANSCRIPT.