

2009

University College Annual Report



Sharon Aiken-Wisniewski, PHD

University College Staff

9/15/2009

MEMORANDUM

TO: John Francis, Sr. Associate Vice President for Academic Affairs

FROM: Sharon Aiken-Wisniewski, Asst. Vice President

RE: 2009-10 Annual Report for University College

DATE: September 15, 2010

The document attached to this memo is the University College Annual Report for 2009-10. The Annual Report documents activities of University College, Preprofessional Advising, The Transfer Center, and the Returning to the U Program, for the past year. It also includes the many collaborative activities that University College is involved in, such as University Academic Advising Committee, advisor training and development, and the degree audit system tools. All activities focused on our values of service and support to students, faculty, and staff at the University of Utah.

During the 2009-10 academic year, University College embraced the institutional request for SMART Goals to guide programming and provide a vision for future activities. Below are the three UC goals with activities that contribute to achieving the goal:

- University College will collaborate with campus-wide advising partners to develop tools and activities used by departments and service agencies that enhance and validate advising services to students.
 - Developed student course planning sheet for 2010-11 Undergraduate Bulletin for use with students by advisors during U of U Orientation.
 - Developed the Mandatory Advising Program Manual that incorporates all training information for the program.
- University College will identify new activities for advising that increase contact with students.
 - Implemented a Twitter account to update students on key dates & programs.
 - Provided advising support for the U.S. Sino Pathways Program.
- University College will initiate advising and programming that specifically addresses the needs of underserved populations and will collaborate with campus partners to establish networks for success.
 - Participated in Student Persistence Project which was initiated by Women's Resource Center.
 - Collaborated with the Office of Equity and Diversity to implement the First Scholars Program.

As activities and programs are developed for the future, the SMART goals are a tool for guidance.

Awards, accolades, and publications included:

- The Transfer Center at UC was awarded the NACADA Outstanding Advising Program Award.
- Mayumi Kasai received the NAAHP National Conference scholarship.
- Natalie Murdock and Leslie Park were selected for recognition in the Academic Affairs Institutional Excellence Awards.
- William Jency Brown was awarded the Perlman.
- The staff published six publications that were circulated on a national level.

The staff of University College anticipates 2010-11 to be a very productive year due to program maturation, staff innovation, and campus-wide support of advising efforts that address student engagement and goal attainment.

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STUDENT CONTACTS



Sharon Aiken-Wisniewski

The staff in University College (UC) had over **74,000** contacts with students during 2009-10 academic year. University College uses the ACCESS Database for more accurate recording of student interactions. UC staff record contacts directly into the database for accuracy and timeliness.

Academic Year	Appointments	Quick Helps*	Total
1999-00	16,725	13,378	30,103
2000-01	16,871	15,894	32,765
2001-02	16,836	16,224	33,060
2002-03	15,656	16,870	32,526
2003-04	15,711	23,127	38,838
2004-05	13,869**	29,707	43,576
2005-06	11,283	28,454	39,737
2006-07	9,109	41,736	50,845
2007-08	10,822	47,602	58,424
2008-09	11,785	43,181	54,424
2009-10	12,572	52,147	64,719

* "Quick Help" is any contact not logged on the database system as an appointment except e-mail.

** The activities that comprise this column changed in September 2004 with the installation of Quick Answer Center. Developmental techniques encourage advisors to spend more time with advisees, which appears as a reduction of appointments. Informational issues are handled quickly at the Quick Answer Center leaving more time for complex advising issues during appointments.

2009-10 Student Contact Summary

Appointment and Same Day	12,572
Quick Help (QA Desk, Presentations, Reception)	52,147
E-mail Advising	5,104
Premedical Program	
Advisor Contacts (Individual)	2,412
Office Contacts (Group advising, walk-in, phone)	1,312
Workshops for Scholastic Standards (Warning)	1,278
Total Number of Student Contacts	74,825

*This is a conservative number. Advisors, peer advisors, interns and receptionists may answer a question for a student but not have the time to track it due to excessive student demand.

*UC E-mail messages sent through U of U Directed E-mail and postal correspondence are not part of the above numbers. In 09-10, UC sent **over 49,146** pieces of correspondence to students via e-mail or postal services.

Analysis of Student Contacts

University College gathers detailed information on students when they have scheduled an appointment with an advisor. This self-reported information provides UC with data on the students' class standing, advising needs and major (or intended major).

Class Standing of Students Served

Class	2005-06	2006-07	2007-08	2008-09	2009-10
Freshmen	32%	27%	28%	29%	31%
Sophomores	34%	26%	20%	20%	20%
Juniors	19%	23%	20%	17%	14%
Seniors	10%	13%	13%	12%	10%
2nd Bach (New in 2008-09)				4%	5%
Transfer (New in 2006-07)		6%	10%	11%	13%
Returning to the U (New in 2008-09)				3%	2%
Others*	4%	5%	9%	4%	4%

*Nonmatriculated, not admitted students

Contacts by Type in 2009-10

The mission of University College requires a developmental and informational advising focus. These foci lend themselves to either scheduled appointments that allow the advisor and student time to discuss issues or a short rapid response provided through “Quick Answer.” A Quick Answer advisor is available from 9 to 5 PM every business day in SSB 450. Appointments marked as “same day” are maintained for students who need immediate assistance based on a conversation with a Quick Answer advisor.

Advising Needs - Students seek advisement for many reasons

Type	2005-06	2006-07	2007-08	2008-09	2009-10
General Ed/Graduation Requirements	20%	12%	19%	12%	14%
Academic Program Plan/Registration	21%	40%	36%	29%	31%
Policies and Procedures	6%	8%	7%	7%	8%
Transfer Student Issues	28%	14%	NA	NA	NA
Scholastic Standards	12%	16%	13%	12%	11%

Type	2005-06	2006-07	2007-08	2008-09	2009-10
Professional/Graduate School (New in 2007-08)			12%	17%	15%
Major Exploration	13%	10%	11%	9%	8%
Mandatory Freshmen Priority (New in 2008-09)				11%	11%
Second-Year Advising (New in 2008-09)				3%	3%
Total Contacts	13,869	9,109	10,822	11,785	12,572

Reported Home College

Students are asked to report their major, if appropriate, when checking-in for an appointment. As the chart below indicates, 52% of the students seen in University College report a major interest. These advising issues range from questions on general education to finding the location of the home college advisor to identifying resources that will result in academic success.

*In 2008-09, University College created a partnership with Fine Arts for advising. This partnership has increased the number of Fine Arts students seeking advising in the University College database.

	2006-07	2007-08	2008-09	2009-10
Business	636 (7%)	844 (8%)	787 (7%)	608 (5%)
Engineering	456 (5%)	461 (4%)	458 (4%)	498 (5%)
Science	486 (5%)	576 (5%)	465 (4%)	463 (4%)
Architecture	203 (2%)	252 (2%)	274 (2%)	362 (3%)
Education	155 (2%)	213 (2%)	230 (2%)	149 (1%)
Fine Arts*	380 (4%)	433 (4%)	690 (6%)*	1,106 (9%)
Health	415 (5%)	462 (4%)	410 (3%)	506 (4%)
Humanities	882 (10%)	890 (8%)	1,113 (9%)**	708 (6%)
Nursing	432 (5%)	418 (4%)	497 (4%)	611 (5%)
Pharmacy	152 (2%)	129 (1%)	122 (1%)	129 (1%)
Social. and Behavioral Science	1,097 (12%)	1,179 (11%)	1,179 (9%)	1,090 (9%)

Conclusion

University College continues to provide advising services to many students with different needs. In the developmental advising area, appointments that receive 45 to 60 minutes instead of 30 minutes are continuing to grow. Also, the Quick Answer Center is popular with students and advisors since it is immediate and provides direction. The services of University College continue to be utilized by The U of U community as an academic policy and procedure resource

as well as for administrative functions. More detail is available for each area of this agency within this document.

FRESHMAN ADVISING PROGRAM



Martina Stewart, Leslie Park, Victoria Trujillo

Overview

The Freshman Mandatory Advising Program is a campus-wide effort coordinated by the UAAC Freshman Advising Committee. The goals of the program are to advise and increase the retention of new freshman students. This committee is Co-Chaired by an advisor from an academic department and the Coordinator for the Freshman Advising Program within University College. Although the Mandatory Advising Program requires all first semester freshmen to meet with an academic advisor prior to registering for their second semester by placing a hold on their academic record, we do offer the incentive of early registration for 1000-2999 level courses for students that meet the advising requirement in a timely manner.

Goals for 2009-10	Results
Compile all of the data regarding the freshman advising program into an easy to read format. This will include meeting with Institutional Analysis and Student Systems to make sure that we are receiving information that reflects the transition to a mandatory freshman advising program	<ul style="list-style-type: none">• Created an excel spread sheet to easily compare data across years• With the Freshman Program being merged with the Mandatory Program this will result in an overhaul in the OBIA and assessment information during the 2010-11 academic year
Participate in the fall 2009 Mandatory Advising Kickoff to educate advisors campus-wide about the goals and logistics of the Freshman Advising Program	<ul style="list-style-type: none">• Participated in the Mandatory Advising Kickoff by presenting logistical information and a developmental advising opportunity for campus advisors• Created the Freshman Mandatory Advising section of the Mandatory Advising Manual

Freshman Advising Program Results

- The percentage of new freshmen advised since the program began in 1999 has ranged from 55%-66%. **With the transition to mandatory advising, 81% of students that began at the U in summer or fall 2009 saw their academic advisor by November 20, 2009.**
- Those students that met with an advisor before November 20th were given early registration for spring 2010 courses.

Based on data collected by Institutional Analysis, students who meet with an advisor early and receive priority registration post a higher GPA for their first semester and have a higher fall-to-spring retention rate compared to those students who do not meet with an advisor and receive priority registration (Table 1).

Table 1

Student Group	Mean term GPA Fall 2009	Retention Fall 2009 to Spring 2010
Advised/ Received Priority (2310 students)	3.02	94%
Not Advised/ Did Not Receive Priority (546 students)	2.70	61%

The data also suggest that students who take advantage of priority registration have a higher fall-to-fall retention rate compared to students who do not receive advising and priority registration (Table 2).

Table 2

Student Group: Fall 2005 Cohort	RETENTION			
	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Advised/Received Priority (1562 students)	72.5%	61.5%	64%	52.4%
Not Advised/Did Not Receive Priority (1068 students)	52.6%	43.5%	48.2%	43.8%

Most significantly, graduation rates of those who received priority registration are almost double those who did not receive priority (Table 3).

Table 3

Student Group: Fall 2005 Cohort	GRADUATION AS OF SPRING 2009
Advised/ Received Priority (1562 students)	950
Not Advised/ Did Not Receive Priority (1068 students)	498

Calling Campaign to Unregistered Freshmen, December 2009

As an extension of the Freshman Advising Program and in an effort to reach out to freshmen who have yet to register for their second semester, the Freshman Advising Committee coordinated a calling campaign in December 2009.

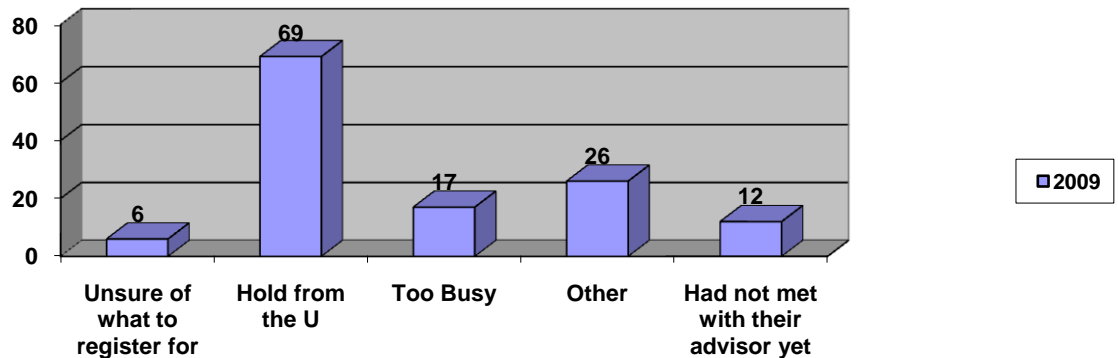
The main goals of the calling campaign are to:

- Provide advising assistance and referrals to students if they were interested in registering for next term
- Inform student that a meeting with their advisor is mandatory in order for them to register for their next semester
- Send students who were planning to take time off an informational guide, *Advice for Students Planning to Take a Leave of Absence*

Calls are made by advisors in University College and in the programs/colleges that advise their own freshmen: Business, Mines, Fine Arts, Science, Engineering, Honors and LEAP. ***The first year we did the Calling Campaign in fall 2001, 881 new freshmen were unregistered as of early December. In fall 2009, 595 students were unregistered as of early December.*** The Calling Campaign in December 2009 resulted in:

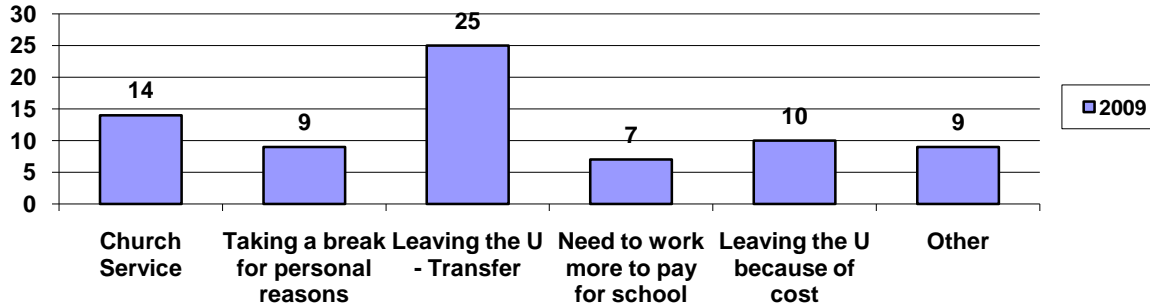
- Advisors speaking to or leaving messages with 381 students
- 80.2% of students advisors spoke with who were thinking of registering actually did go on to register for spring 2010

Most of the unregistered students we spoke with who were thinking of registering had holds and other advising needs which we were able to assist them with (Figure 1).



**Students Thinking of Registering
Figure 1**

For those who had decided not to return, the majority were planning to do church service (Figure 2). These students were mailed the handout on taking a leave of absence with instructions on how to make a smooth reentry to the University.



**Students Not Planning to Return
Figure 2**

By actively reaching out to students in this way, we were able to demonstrate to students that the University cares about their experience and wants to help them succeed.

University College and Freshman Advising

University College Advisors meet with all undeclared freshmen as well as those who are not advised through a specific college or program (LEAP, Honors, Athletics, or the Colleges of Business, Engineering, Fine Arts, Humanities, Mines and Science). With the implementation of mandatory advising in fall 2007, University College saw a significant increase in the numbers of students during the early registration period.

FALL	Number of new freshmen seen by University College	SPRING	Number of new freshmen seen by University College	TOTAL
2009	1252	2010	133	1385
2008	1149	2009	142	1291
2007	1132	2008	156	1288
2006	529	2007	24	553
2005	561	2006	38	599

Goals for 2010-11

- 1. Consolidate the administration of the Freshman, Second Year, and Undeclared Advising Programs into one cohesive Mandatory Advising Program.**
- 2. Acknowledge advisors who are utilizing the “Notes” function in PeopleSoft at the 2010 Mandatory Advising Program Kickoff.**
- 3. Continue to work with the Assistant VP of UGS and OBIA to develop an evaluation strategy that encompasses the entire Mandatory Advising Program as well as the Freshman Advising Program.**

SECOND-YEAR ADVISING PROGRAM



Martina Stewart

Overview and Goals for 2009-10 Goals

The purpose of the Second Year Advising Program is to ensure that second year students meet with an advisor to discuss declaring a major, required courses for graduation and schedule planning, resources that promote student success, and activities to enhance a student's undergraduate experience.

1. *Develop a Mandatory Advising Kickoff program to communicate all phases of Mandatory Advising, including Second Year*
 - The Mandatory Advising Program Fall Kickoff: Coaching Students through a Successful a College Career was held on September 10, 2009. 70 campus advisors attended the event and learned about Second Year Advising and all phases of the Mandatory Advising Program.
2. *Work with Associate Dean and OBIA to develop and collect relevant data on Second Year Students*
 - OBIA developed a list of students from 2008-09 who did not have their hold removed. We looked at different characteristics of these students to see if any patterns emerged that may help us as we communicate with second year students.
3. *Work with committee to review how we communicate with students regarding the Second Year Advising Program*
 - Based on feedback from advisors, we added text to the email sent to second year students to encourage them to let their advisor know WHY they scheduled the appointment.

Highlights and Program Utilization

- Based on feedback from the committee, we discontinued communicating by letter to students, and instead communicated via Umail account.
- Numbers and percentages of students advised this year are comparable to the numbers advised last year.
- Lists of students who received the hold within the College of Humanities were requested and sent to the Assistant Dean.

2009-10 Second Year Numbers

Total Number of Students selected for advising	Number/Percent of students advised as of July 16, 2010	Number/Percent of students advised before March 1, 2010	Number/Percent of students <i>not</i> advised before March 1, 2010 and who had a registration hold placed	Number/Percent of students who still have a registration hold as of July 16, 2010
2,206	1,855 (84%)	1,097 (50%)	1,109 (50%)	351 (16%)

- *Of the total students advised, University College saw 302 (14%) Second Year students as of June 30, 2010. This number is appropriate given we want students to make a connection with their DEPARTMENTAL advisor. UC saw those who were Undecided and either pre-nursing or pre-architecture.*

Goals for 2010-11

1. Consolidate the administration of the Freshman, Second Year, and Undeclared Advising Programs into one cohesive Mandatory Advising Program.
2. Acknowledge advisors who are utilizing the “Notes” function in PeopleSoft at the Mandatory Advising Program Kickoff.
3. Continue to work with the Assistant VP of UGS and OBIA to develop an evaluation strategy that encompasses the entire Mandatory Advising Program as well as Second Year Advising.

UNDECIDED STUDENT PROGRAM



Steve Hadley, Martina Stewart, Sarah Rollo

Overview and Goals for 2009-10

1. *Provide major exploration modules for exploration LEAP classes, and teach two sections of LEAP/UGS 1050 for the 2010 spring semester.*
 - Both parts of this goal were successfully accomplished. We provided major exploration modules to seven sections of LEAP. We also taught two sections of LEAP/UGS 1050, and both sections had full enrollment.
2. *Educate campus advisors regarding the 60- Credit Undeclared hold during an Advising Kickoff workshop.*
 - This goal was successfully completed. The annual Freshmen Advising workshop was changed to include all aspects of mandatory advising. During this workshop we were able to inform and train advisors regarding the 60 Credit Undeclared hold.
3. *Explore how to provide major exploration activities for undecided New Century Scholars prior to enrollment in their first semester at the U of U.*
 - Providing major exploration activities for undecided New Century Scholars prior to enrollment at the U of U is quite limited at this time. The main idea was to provide a section of UGS 1050 for these students. However, due to lack of advisor time and financial resources this is not feasible. One thing we can do is try to invite these students to the Major Exploration EXPO.

Highlights

Major Exploration EXPO

The 5th Annual Major Exploration EXPO took place on September 23, 2009. The event was successful for the 5th year in a row. Here are some of the highlights:

- An estimated 1053 students were able to interact with 91 different academic departments and student support agencies.
- Students were able to gather information about majors, minors, certificates, and/or services that are available to U of U students or potential students.
- 98.5% of students surveyed (N=66) said that they would recommend the EXPO to a friend.
- 84.62% said that they were able to find the information they were looking for, and another 13.85% stated that they were not looking for anything in particular.

Department and student support agency representatives were also satisfied with the event. 52 departments returned evaluation forms. Out of those 52 evaluations 50 departments indicated that they interacted with at least 15 students. 39 of those indicated they interacted with at least 25 students. 13 of those interacted with 50 or more students, and 5 departments indicated that they interacted with at least 100 students.

60 Credit Undeclared Hold

As part of the mandatory advising initiative, undeclared students with 60 or more credits and 2 or more semesters at the U of U received a registration hold. Students could avoid or remove the hold by participating in one of the following activities:

- Initiate major exploration with an advisor in University College
- Enrolling in UGS/LEAP 1050
- Declaring their major
-

In November, 391 students that could potentially receive the hold on February 8, 2010 were emailed to notify them of the possibility of receiving a registration hold. This allowed many students to be proactive and avoid getting the hold on their registration. On February 8, 2010, 197 students received the registration hold on their account. As of July 21, 2010, 143 students have had the hold removed from their record.

Year	Received Notification Email (November)	Received Registration Hold (February)	% Notified That Actually Received Hold	Hold Removed (July)	% Holds Removed (July)
2007-08	608	331	54%	272	82%
2008-09	454	205	45%	160	78%
2009-10	391	197	50%	149	76%

Declare Your Major Campaign

Purpose: the campaign was designed to encourage undeclared students to take action toward exploring or declaring a major and to encourage pre-major students to follow through with declaration of their intended major.

Various methods were used to encourage students to declare their major:

- Lists of seven “Reasons to Declare” were distributed across campus via banners and fliers.
- Students that had earned 60 or more credits and were undeclared received a registration hold until they met with an advisor to initiate exploring majors or declared their major.

Significant Milestones or Program Utilization

Undecided Advising at University College	
Undecided Students advised for 2009-10 year	3625
Students designated as “Major Exploration” for the main purpose of their visit	996
Students designated as “Second Year Advising” for the main purpose of their visit (<i>Students only come to University College for second-year advising if they are undecided.</i>)	332

Goals for 2010-11

- 1. Establish the Major Exploration Center in University College.**
- 2. Provide training at the Mandatory Advising Kickoff program on how department advisors can work with exploratory students.**
- 3. Invite more high school students to attend the Major Exploration EXPO. (With the Major Exploration EXPO moving to March more high school students may be able to attend.)**

UGS 1010: YOUR PATH TO A SUCCESSFUL START AT THE U



Leslie Park

Overview and Goals

This course has been designed as a continuation of The University of Utah Orientation to assist students with academic success. Topics include a review of resources and campus policies, a discussion on how to engage in campus organizations and activities, as well as the U of U classroom, and other tips that will assist in facilitating a rewarding college experience. In addition to understanding this new educational community, students will have more information to assist with negotiating the campus in order to accomplish their academic goals.

Learning Outcomes for UGS 1010

- Understand how to develop relationships with peers, staff and faculty
- Identify resources that will impact your success
- Know how to use technology including CIS, Umail, and DARS
- Know how to compute GPA and estimate your grade
- Know relevant campus deadline

Goals for 2009-10	Results
Further collaboration with campus entities to bring awareness to the UGS 1010 course. Meet with representatives from LEAP, HONORS, CESA, UAAC, and Student Affairs agencies	<ul style="list-style-type: none">• Outreach was done to all of the resources listed• University College Advisors talked about this course during both the Academic College and Student Services Outreach visits during the 2009-10 academic year• Two programs (Woman's Resources Center and the Suder Scholar Program) are requiring their students to participate in this course and other departments are highly suggesting it to many of their incoming freshman participating in the 5% admissions program, including CESA and Athletics

Goals for 2009-10	Results
Continue to partner with Student Recruitment and Orientation to grow the enrollment for this course	<ul style="list-style-type: none"> The Program Coordinator worked extensively with Orientation and Recruitment to promote this course for fall 2010 which has resulted in a projected increased enrollment

Program Utilization and Highlights

Enrollment History:

In order to facilitate classroom learning and networking, each UC 1010 course is limited to 25 students. Table 1 outlines the growth of UC 1010 in terms of sections and students enrolled since its inception in fall 2008.

Table 1

Term	Number of Sections Offered	Total Enrollment
Fall 2008	4	36
Spring 2009	1	7
Fall 2009	6	116
Spring 2010	1	17

Highlights 2009-10:

- Course was changed from UGS 1010 to UC 1010 to reflect the changes within the Undergraduate Studies curriculum.
- In May, the Program Coordinator participated in Orientation Leader Intensive Training to share information about the course.
- Program Coordinator shared information about the course at the UAAC meeting to let campus advisors know about this resource for their new students.
- A one-day initial training was held in May for new and retuning instructors, with a follow up scheduled for August.
- Program Coordinator presented at all freshman and transfer new student orientations to discuss course. This consisted of multiple interactions including:
 - A short presentation to the entire orientation groups.
 - A thirty minute break out session in conjunction with Education Psychology 2600 titled “Tips on Transitioning.” This break out session occurred at all freshman overnight and one day programs.
 - The “Tips on Transitioning” presentation was also presented for parents that participated in the Parent and Family Program that ran concurrent with all overnight orientations during June 2010.

Student Feedback

- “I loved this course. It helped me so much to inform me on what resources there are on campus and help me with anything I need.”
- “[The instructor] was willing to listen to students who needed help in anything and she was willing to be there for students even after class was over.”
- “The instructor helped us to find answers to all the questions we didn’t know. If she didn’t know the answer, she knew where to send us.”
- “The course work was focused on the needs of the students allowing them to get as much out of it as possible.”
- “Assignments that had to be done outside of the classroom – exploring the campus, getting to know your professors, and attending a campus event – made getting used to the university tons easier. Thanks!”
- “This class was very helpful with making my transition to college. I learned a lot about the U. I really liked the teacher and the TA, they were both very helpful and nice.”
- “This was one of my favorite courses because the class was so small. I was able to establish a better relationship with the processor than in my other classes.”

Goals for 2010-11

- 1. Work with OBIA to develop and implement assessment data regarding retention and graduation rates of student enrolled in UC 1010.**
- 2. Work with departments/programs that are requiring students to take UC 1010 to ensure that their goals and objectives are met through our curriculum.**
- 3. Create a more formalized feedback process for instructors that teach the course to review/discuss student course feedback on an individual basis.**

SCHOLASTIC STANDARDS



Jency Brown, Heather Crum

Overview and Goals for 2009-10

University College (UC) administers the University's scholastic standards (SS) policies for undergraduates and provides academic advising and other resources for students on the various levels of academic probation. Goals for 2009 – 2010 included:

- *Further development of an “early warning” program to target new freshmen
- *Updating the on-line Academic Success workshop
- *Implementation of new suspension and academic renewal policies
- *Develop congratulatory e-mail for students who go off probation (OP)

Activities During 2009 - 2010

Early Warning/Intervention Program – The undergraduate Math advisor and the coordinators for Writing 1010 and 2010 were contacted to enlist their cooperation in identifying and contacting new freshman students who were struggling after the first midterm point in their first semester. Instructors from Educational Psychology 2600 and LEAP were also contacted. The math department provided the most input, identifying 160 new freshmen whose midterm grades were below C level. Notations were made in PeopleSoft and math issues were discussed by advisors when many of these students came in for their mandatory freshman advising appointment.

The online Academic Success workshop was updated and revised.

A congratulatory e-mail was sent to students who went OP after spring semester, 2010.

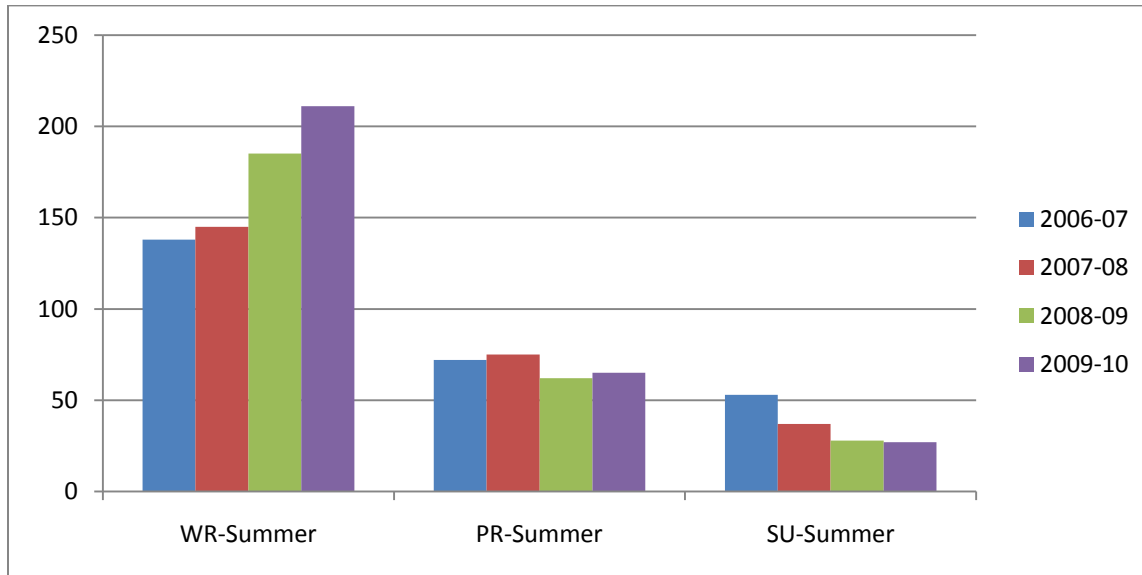
The new suspension/dismissal policy was presented to campus advisors at UAAC meetings and during a lunchtime roundtable program.

A Look at the Data

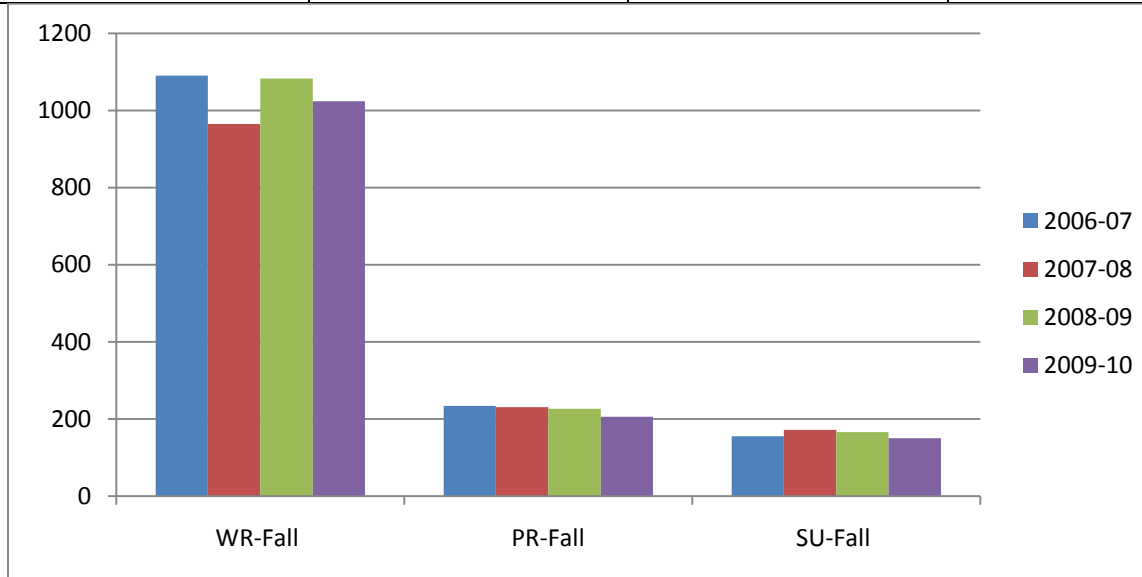
The following data compare the number of students on Warning (WR), Probation (PR), and Suspension (SU) for the last four years. The numbers remain fairly consistent, but the most encouraging statistic is that the suspension numbers have been slowly going downward. Hopefully this indicates that interventions with students at the warning and probation levels have been helping students get back on track.

The true numbers of students at each level of probation are actually somewhat lower than those in the tables, since the data is run shortly after grades are reported and does not allow for grade changes that can impact students' academic standing. This became even more significant

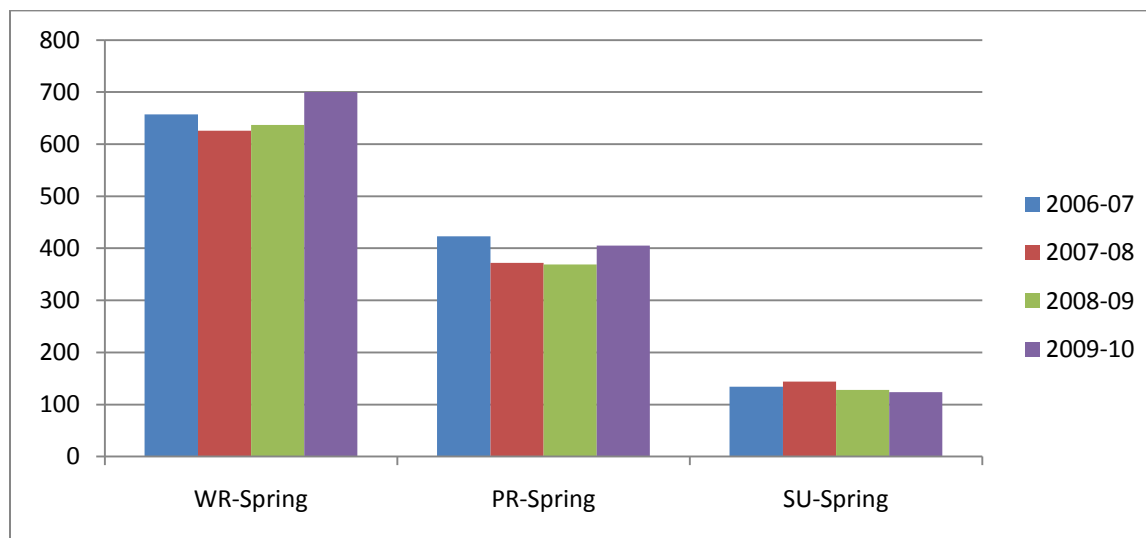
beginning in 2008-09, when the Registrar's office began assigned EU grades to students whose instructors did not report grades by the deadline.



SUMMER	Warning (WR)	Probation (PR)	Suspension (SU)
2006-07	138	72	53
2007-08	145	75	37
2008-09	185	62	28
2009-10	211	65	27



FALL	Warning (WR)	Probation (PR)	Suspension (SU)
2006-07	1090	234	155
2007-08	965	231	172
2008-09	1083	227	166
2009-10	1024	206	150



SPRING	Warning (WR)	Probation (PR)	Suspension (SU)
2006-07	657	423	134
2007-08	626	372	144
2008-09	637	369	128
2009-10	700	405	124

The next table follows the number of new freshmen who go on warning after their first fall semester and what their persistence is during the following years. The Fall 2006 cohort is the first one for which we have a full four years of data and shows that nearly 74% of the new freshmen who struggled their first semester were not around four years later. The Fall 2007 cohort is showing similar numbers. Hopefully programs like mandatory advising and early warning will help these students to remain and be successful.

New Freshmen on Warning

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total New Freshmen	2716	2633	2554	2793
Number on Warning (cum GPA below 2.0) after first term	432 (15.91%)	418 (15.88%)	425 (16.64%)	438 (15.68%)
Did not attend the following spring term	129 (29.86%)	131 (31.34%)	134 (31.53%)	112 (25.57%)
Had second term below 2.0 in spring	179 (41.44%)	176 (42.11%)	164 (38.59%)	185 (42.24%)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Had successful second term	124 (28.70%)	111 (26.56%)	127 (29.88%)	117 (26.71%)
Did not attend the following fall	244 (56.48%)	222 (53.11%)	228 (53.65%)	
On some level of probation after one year	122 (28.24%)	103 (24.64%)	97 (22.82%)	
Did not attend the following second fall	316 (73.15%)	294 (70.33%)		
On some level of probation after second year	29 (6.71%)	33 (7.89%)		
Did not attend the following third fall	319 (73.84%)			
On some level of probation after third year	21 (4.86%)			

Goals for 2010-11

- 1. Explore ways to make the on-line Academic Success Workshop more interactive for students.**
- 2. Follow through with implementation of new suspension/dismissal and academic renewal policies.**
- 3. Prepare and present information on working with SS students for all campus advisors via UAAC roundtable.**
- 4. Work with Department of Mathematics and AOCE to continue and improve Early Warning program for first term freshmen in Math 990 through 1210.**
- 5. Do in-service for UC advisors on ways to make PR appointments more meaningful.**
- 6. Reinstigate process of providing advisors with lists of their PRS students and encourage them to make contact at the time the PRS newsletter is sent.**
- 7. Explore possibility of intervention with Low List students.**

THE TRANSFER CENTER



Terese Pratt, Amanda Hatton

Overview and Goals for 2009-10

Review and update all Transfer Center publications

- We updated the transfer checklist, our most used publication, and reviewed all other publications.

Develop a guide for undecided transfer students

- An 11-page packet of resources for undecided transfer students was completed. We will begin using this guide on advising visits starting this Fall Semester.

Explore the possibility of doing virtual advising with students at Snow College

- Transfer Center advisors are now set to begin doing distance advising with students at Snow College using Wimba, a product offering a virtual classroom environment where students and advisors can “meet.” Snow students will be able to set up Wimba appointments with U of U advisors and will have access to a Wimba station in the Student Advising Center at Snow. We hope to begin this distance advising this Fall Semester

Other Activities

We continued advisor visits to 2-year schools in the state (Salt Lake Community College, Snow College, and Dixie State)

	Advisor Hours	Student Contacts
2009-10	347	1429
2008-09	334	1165
2007-08	336	1159

Collaboration with Departmental Advisors

- We continued to expand our collaboration with departmental advisors this year. More departmental advisors joined us on our visits than ever before and each saw more potential transfer students than in years past:

	Departmental Advisor Hours	Student Contacts
2009-10	173	464
2008-09	128	343

Departments, colleges and programs participating in visits to SLCC include: Nursing, Education, Health, Business, Social and Behavioral Science, Art, Math, Preprofessional advising, Prelaw advising and the Financial Aid Office

Collaboration with the Colleges of Humanities and Social and Behavioral Science to Develop Transfer Plans for Transfer Students with Applied Associates (AAS) Degrees

- We worked with Liz Leckie, Assistant Dean, College of Humanities and Nora Woods, Advising Coordinator for College of Social and Behavioral Science and representatives from the College of Business at SLCC to develop academic plans for SLCC students with AAS degrees to transfer to the U and complete their Bachelor’s degrees.

Transfer Student Advising at the U of U

- We continued to advise transfer students here on the U of U campus.

2009-10	1649 students
2008-09	1293 students

Mailings to Transfer Students

- Emails were sent to newly admitted transfer students at the beginning and middle of each semester. These communications welcomed them to the U, recommended resources and services for transfer students, and reminded them of upcoming registration dates and policy deadlines.

Postcards/Emails Sent:

	2009/10	2008/09	2007/08
Fall Semester	1398	1439	1267
Spring Semester	794	752	708
Summer Semester	229	333	228
TOTAL	2421	2524	2203

Transfer Orientation

- We continue to assist the Office Orientation and Leadership with orientations for transfer students. We advised all undecided transfer student at each comprehensive session during the year. We also assisted in training the orientation leaders during their intensive training.

Transfer Connections Newsletter

- We continued to provide our “Transfer Connections” newsletter each semester to advisors at all 2-year schools in the state. The newsletter helps keep these advisors abreast of information for students interested in transferring to the U.

Goals for 2010-11

- 1. Conduct assessment of Transfer Center activities.**
- 2. Work on ways to use the Graduation Planning System (GPS) with transfer students.**

3. Update the SLCC/U of U Transfer Guide – an advising tool that shows which SLCC programs match up best with U of U majors.

PREPROFESSIONAL PROGRAM ADVISING



John Nilsson, Mayumi Kasai, Sheryl McCallister

Preprofessional Health Advising

The fiscal year 2009-10 included staff changes in this area, with Sheryl McCallister being hired as our new Executive Secretary and Erika Thompson taking a position out of state.

Goals and Results for 2009-10

- For Fall 2010, develop a preprofessional health fair in collaboration with Career Services. **Result:** *After consultation with our premed student groups, we are on track to hold a Premed Conference on October 23, 2010.*
- Create a professional banner identifying our office's location on the outside of Building 44 to increase the amount of walk-in traffic to our hallway and library areas and to ease the identification of our building for first-time visitors. **Result:** *After investigating cost and logistics of a banner, we determined it would be best short term to include pictures of our building from different angles and include them as part of a new map feature on our website. This has enabled first-time visitors to locate us more easily. The banner is still a long term plan in the works.*
- Initiate a standard weekly walk-in advising hour in the Center for Ethnic Student Affairs to increase our availability to students of color. **Result:** *After consultation with the CESA advisors, we determined the best way to serve underrepresented students would be to work with the UUSOM Office of Diversity and Community Outreach. We collaborated with them in offering workshops in the Health Sciences Education Building for students of color.*

Highlights for 2009-10

- Hiring of Sheryl McCallister as the new executive secretary.
- Conducted extensive campaign to educate our applicants on the new electronic letter of recommendation submission services available to them.
- Increased our services to applicants by obtaining detailed reports from UUSOM on the reasons individuals are denied admission.
- Initial development/deployment of new PPA database. We now email daily appointment reminders to decrease our 'missed' appointments, are developing accurate "blast" email lists and capturing our library materials.

Goals for 2010-11

- 1. Host a Premed Conference with comprehensive participation from premed student groups on October 23, 2010. This goal is in line with University College's SMART goal of increasing collaboration with other campus agencies to support students' educational attainments.**
- 2. In order to draw more walk-in traffic to our office and provide accurate information, 1) update the holdings in the office library, and 2) add a feature to the website listing our holdings, complete with online book reviews each month from advisors, staff, and students if possible. This goal is in line with University College's SMART goal of increasing contact with students.**
- 3. Facilitate Health Insurance Portability and Accountability Act (HIPAA) training through HR and publicize to student groups most in need of this service. This is in line with University College's SMART goal of serving the needs of underrepresented students.**
- 4. Research, and deploy if feasible, functionality to "text" from Outlook. This goal is in line with University College's SMART goal of increasing contact with students, and with PPA's general goal to decrease no-show appointments.**

ANNUAL STUDENT CONTACTS

ACADEMIC YEAR	PREPROFESSIONAL HEALTH			
	Indiv. Appts.	Group	Quick Helps	Total
2007-08	1314	1063	2069	4446
2008-09	1747	1209	1952	4908
2009-10	2412	1312	1767	5491

The Preprofessional Office website was accessed at least 14, 891 times during 2009-10.

UNIVERSITY OF UTAH APPLICANTS: MEDICAL ADMISSIONS

<u>Medical</u>	Applicants	Acceptances	% Accepted	% Accepted Nationally
2007-08	246 (205 M 41F)	100 (67M 17F)	41%	44%
	258 (184 M 74F)	109 (69M 40F)	42%	45%
2008-09	268 (217M 50F)	105 (81 M 24F)	39%	44%
	2009-10			

UNIVERSITY OF UTAH APPLICANTS: DENTAL ADMISSIONS

<u>Dental</u>	Applicants	Acceptances	% Accepted	% Accepted Nationally
2007-08	109 (102M 7F)	54 (53M 1F)	53%	45%
	88 (69M 19F)	26 (19M 7F)	30%	39%
2008-09	92 (80 M 12F)	38 (33 M 5F)	41%	40%
	2009-10			

PRELAW ADVISING PROGRAM



Amy Urbanek

The purpose of the Prelaw Advising Program is to assist students with all aspects of their preparation for law school including: Planning programs of study, assessing career goals, and preparing applications for admission to U.S. law schools.

Progress on Goals for 2009-10

1. A Prelaw Facebook page and Twitter account are in the final stages of development
2. An introduction to prelaw class has a projected start date of Spring 2011
3. Collaborating with LGBT Resource Center to encourage interested students to consider law school
4. After a two year absence, the Prelaw Student Society increased their membership by 50% this year, and conducted at least two prelaw events each semester.

2009-10 Highlights

Prelaw Student Society (PLSS)

The Prelaw Student Society (PLSS) was up and running in 2009-10 after a two year absence. Under the guidance of the Prelaw Advising Coordinator, the group coordinated the following activities:

- Held Open Houses each semester to attract new students
- Created and maintained a Facebook Group page
- Recruited at the various tabling opportunities on campus
- Organized various activities including:
 - a panel of representatives from the various LSAT Prep Courses
 - a panel of students who had recently completed the application process to discuss their experience and give advice
 - the opportunity to take a proctored practice LSAT
- Held successful elections for 2010-11 Officers

University College Prelaw Office in Orson Spencer Hall

The Prelaw advising office in Orson Spencer Hall continues to provide a convenient location for prelaw and general advising. Its proximity to the Political Science Department and the Hinckley Institute of Politics, two places that attract large numbers of prelaw students, make it an ideal location for prelaw advising. Students and advisors have expressed appreciation for having prelaw information and materials available in such a convenient location.

Advising Contacts

PRELAW ADVISING ANNUAL STUDENT CONTACT STATISTICS – LAST 3 YEARS

Advising contacts continued to increase this year.

Academic year	Individual contacts	Group	Total
2007-08	296	261	557
2008-09	402	273	675
2009-10	463	268	731

APPLICANTS TO LAW SCHOOL LAST 3 YEARS

The leveling off of applicant numbers after the record highs 2005-06, is consistent with national trends.

Year	Applicants	Acceptances	% Accepted	% Accepted Nationally
2007	331	237	71%	66%
2008	359	248	70%	65%
2009	341	238	70%	67%

NOTES:

Law data derived from ABA/Law Services report.

Law School Fair

The premier prelaw event of the year is the annual Law School Fair in the Union Ballroom each Fall semester. Students have the opportunity meet law school admissions officers from all over the country and collect valuable information.

Year	Number of Schools	Students attending (estm.)
2007	118	500
2008	129	600
2009	127	600

- The number of law schools was slightly down this year due to a competing law fair caravan in the Midwest, but still included 63% of all the ABA Approved schools in the United States.
- The substantial increase in student traffic from previous years might be attributed new advertising methods such as lawn signs and an insert in the Daily Utah Chronicle that were implemented in 2008.
- An Admissions Panel followed the Law School Fair with representatives from 5 law schools discussing the application process and answering students' questions. 60 students attended. Panel member included:
 1. Eric Eden, University of Arizona, James E. Rogers College of Law
 2. Henry Granison, Cornell Law School
 3. Kristine Jackson, University of Colorado Law School
 4. Jeremy Kinsman, New York Law School
 5. Anne Richard, George Washington University Law School

Prelaw Presentations and Event Participation

- Law School Application Workshop—October and April at S.J. Quinney College of Law
- Law School Financial Aid Workshop—October and April at S.J. Quinney College of Law
- Personal Statement workshops
- Prelaw Presentations at Salt Lake Community College
- Prelaw Information sessions at New Student Orientations
- In conjunction with Society of Scientist and Engineers in Law student group, seminars with the Deans of the U of U and BYU Law schools
- Prelaw Student Society Open House

- Presentation for Careers Service's "Getting into Graduate School" program
- Participated in Student Recruitment events: Prelaw Table at Future Student Open Houses, Transfer events, National Merit Scholar Dinner

Goals for 2010-11

1. Explore new ways to use technology to disseminate prelaw information to students (e.g. Wimba, Podcasting, Videocasting).
2. Collaborate with diversity groups on campus to explore ways to encourage students from underrepresented populations to consider law school and connect with prelaw advising.
3. Explore ways to collaborate more closely with departments with large numbers of prelaw students.
4. Collaborate with Alumni Association to develop a list of attorneys willing to speak with students who are exploring law as a career.

PEER ADVISING PROGRAM



Leslie Park

Overview and Goals

Each year current University of Utah students are hired and trained to become Peer Advisors in University College. These Peer Advisors provide informational advising to a variety of students. They interact with perspective freshmen and transfer students, students needing to have their orientation hold removed, first semester freshman as part of the mandatory advising program and all other students that need assistance understanding the general education/bachelor degree requirements as well as class selection. Peer Advisors have become indispensable to University College. Their assistance has allowed full time advisors to focus on the more challenging students that require developmental advising.

GOAL	RESULTS
Hold a half day retreat prior to the beginning of fall 2009 to refresh basic advising information, update on new programs and begin work on developmental advising	<ul style="list-style-type: none">• Training was held to review the basic information but to also develop their advising skills. Topics included: Strong/MBTI activity, resume/cover letter assistance, and role plays
Meet with other Peer Supervisors on campus to explore the possibility of a Peer Advising workshop or conference during the 2010-11 academic year.	<ul style="list-style-type: none">• A meeting was held during spring 2010 with the Psychology Advisor, CESA, and Student Recruitment. A joint activity is planned for fall training in August 2010

Program Utilization and Highlights

Peer Advising Appointments

Over the course of the 2009-10 academic year the **four peer advisors saw approximately 10% of all appointments checked into University College**. Peers are allowed to work a maximum of 17 hours per week and they are often asked to fill in at our Quick Answer or Front Desk when full time staff call in sick, somewhat limiting the number of appointments they are able to see in a week. During the slower advising months of January, February, and March Peer Advisors assist fulltime advisors with projects.

Table 1

Peer Appointments 2009-10

Month	Appts	Percent of UC Appts	Total UC Appts
July	48	4.61%	1042
August	124	8.20%	1513
September	50	8.05%	621
October	170	13.46%	1263
November	187	14.21%	1316
December	137	15.53%	882
January	92	8.80%	1046
February	28	5.05%	555
March	73	8.71%	838
April	123	11.26%	1092
May	124	13.49%	919
June	67	6.65%	1007
Total	1223	10.11%	12094

Other Peer Advising Program Highlights:

- Three Peer Advisors were able to be TAs for the UGS 1010, Your Path to a Successful Start at the U course during fall 2009.
- Two Peer Advisors assisted with data input and analysis for the Early Warning Program
- Peer Advisors were located in two locations across campus. One in the Preprofessional Advising Office and two in the University College Main Office.
- A half day retreat was held during spring semester and prior to fall semester 2009 to refresh the returning peer advisors and further develop their skills.
- Continual training took place each week at peer advisor staff meetings
- Peer Advisors represented University College at numerous campus events including: Plazafest, CESA Orientation, Chicano/a High School Conference, Preview Day, and First Week Panic Free.
- Peer Advisors assisted in the following program areas: Freshman Advising, Orientation, and file maintenance and data input with the Scholastic Standards.
- One Peer Advisor was accepted and participated in the AERA research conference in Denver, Colorado.
- Two Peer Advisors graduated in spring 2010. One is currently applying for full time Academic Advisor positions within the state the other has been accepted into and will attend a PhD program at UC Santa Barbara.
- Peer Advisors are engaged students participating in numerous clubs and organizations on and off campus. All four Peer Advisors spent part of the 2009-10 academic year aboard in the following countries; Mexico, Italy, Nepal and Central America.

Goals for 2010-11

- 1. Provide increased opportunities for Peer Advisors to do outreach/presentations to the campus community.**
- 2. Increase collaboration (training and networking) with other departments that utilize Peer Advisors.**
- 3. Provide leadership opportunities for two returning Peers.**

THE “RETURNING TO THE U” PROGRAM



Sandy McLelland, Josh Tomlin

- The Returning to the U (RTU) program established May 4, 2007
- University of Utah President Michael K. Young introduced the RTU initiative at the 2007 commencement ceremony

Returning to the U Program Mission

This program serves as an entry point for previous University of Utah students who have not graduated but have accumulated a large number of credits and are in good academic standing. University College and department advisors work with students as they develop and complete their path to graduation.

Contacting Students:

- Work with the University Graduation Office to receive names of students who applied for graduation two years ago and did not graduate. These students were contacted by mail with 210 letters sent last year bringing total letters sent out to 1330.

Services offered to Returning to the U students:

- Assistance with readmission – readmit fees will be waived
- Academic advising for degree completion (University College and major departments)
- Assistance with financial aid and scholarships
- Tutoring coupons
- Referrals and strategies for accomplishing degree that relate to each student’s personal life issues (employment, childcare, time management, etc.)

RTU Data

- A total of 542 students have enrolled in the RTU program since its 2007 beginning. 129 of those students enrolled in the program during 2009-10.
- University College had a total of 850 contacts with these students.
- 263 female
- 279 male
- 482 reside in Utah – 60 outside the state of Utah

RTU Student Enrollment During 2009-10

	Students Enrolled	Credit Hours Completed	Graduates
Summer 2009	74	182	3
Fall 2009	135	678.5	12
Spring 2010	117	832	20
Summer 2010	67		

Total graduates since May 2007: 72. Average GPA: 3.01. Of those 72 graduates, 35 were from 2009-10 with an average GPA of 3.09.

Numbers might appear slightly lower than in past years. Our new RTU student group in PeopleSoft allows us to more accurately identify enrollment numbers.

In fall 2008, 103 RTU students were enrolled. We are tracking this focus group to assist with assessment of the RTU program.

2009-10 Program Accomplishments

- Awarded Daniels Opportunity scholarships to RTU students. Awards were \$1,000 fall and spring semester.
- Obtained \$10,000 from Vice President Pershing's Office for RTU scholarships for the 2010-11 academic year.
- Continued communication and resource development, through the RTU Advisory Board, with campus faculty and staff.
- In November 2009, inducted 20 additional students into The University of Utah Upsilon Upsilon Chapter of Alpha Sigma Lambda, a premier nationally recognized honor society for full and part-time non-traditional adult students, established November 2008. Some of these inductees were RTU students.
- Worked with ASUU Non-Traditional Advisory Board to bring to The University of Utah an Institutional Membership into the National Association for Non-Traditional Students in Higher Education (ANTSHE). This will benefit RTU and all other non-traditional students.
- Joshua, RTU Data Analysis, worked with ACS to develop the RTUP student group in PeopleSoft. This will assist us in providing more accurate data of the program.
- Developed a tracking report to follow our fall 2008 RTU focus group of 103 students. This will assist with retention rates.
- Obtained \$2,000 from the UGS Parent Fund to develop a fall and spring RTU reception for graduating RTU students.

Goals for 2010-11

- 1. Work on discovering additional way to communicate RTU Program to the University and local communities.**

2. Search for additional scholarship money for RTU students.
3. Update RTU original brochure.
4. Develop an exit survey for graduating RTU students. This will assist with assessment of the RTU Program. Use the fall 2008 RTU focus group tracking report to also assist with data collection.
5. Provide a reception for RTU graduates each fall and spring semester. The purpose of this ceremony would be to highlight graduating RTU students and provide them the opportunity to honor those individuals who strongly influenced their life as a current student. Funding of \$2,000 already received for 2010-11 from the UGS Parent Fund.

GENERAL EDUCATION / UNIVERSITY GRADUATION REQUIREMENTS ADVISING PROGRAM



Marilyn Hoffman, Amy Urbanek

Overview

Coordination of the General Education/Bachelors Degree advising program at University College (UC) includes several major components:

- Overseeing the One Stop Appeals process for making exceptions to the GE/Bachelor Degree requirements to ensure all student appeals are evaluated in a consistent and fair manner
- Providing UC and campus-wide advisors with accurate and up-to-date information regarding the General Education (GE) and Bachelor Degree requirements
- Working closely with the DARS programmer to assure accuracy of reports and troubleshoot issues for students and advisors
- Working closely with Admissions, Graduation, Undergraduate Studies, and General Education/Bachelor's Degree Requirement area faculty committees to represent advisor and student concerns, identify and address issues, and communicate new requirements and changes to advisors across campus

Goals for 2009-10

1. Expand use of technology for GE petition log-in tracking record – **Completed**. Starting July 1, all appeals will be logged into an O-Drive Excel document available for all UC staff to view.
2. Facilitate data collection by seeking necessary program changes to PeopleSoft exceptions report. **Still in progress**.
3. Work with new DARS Coordinator to address any issues or changes which arise relating to general graduation requirements. **Ongoing as necessary, but need diminished now that DARS Coordinator is on UC staff**.
4. IR requirement:
 - Continue collaboration with IR Committee Chair to monitor, review, and evaluate exception petitions for both U of U and transfer course appeals. **Accomplished**.
 - Start identifying transfer courses for automatic approval from courses which have been approved by petition multiple times. **In progress - not enough data yet**.
5. Continue annual outreach meetings and regular communication with Offices of Admissions, Graduation, and Undergraduate Studies to problem-solve and collaborate on issues affecting advisors and students. **Accomplished. See Highlights for details**.
6. Complete update of General Ed/Bachelor's Degree Archives reference - **Completed**.

Highlights for 2009-10

1. **Ex-Officio Membership on IE and Bachelor's Degree Requirement Committees**

The GE Coordinator and GE Assistant serve as Ex-Officio members of all IE and three Bachelor's degree requirement committees as follows:
Amy Urbanek: Fine Arts, Social/Behavioral Science, Quantitative Intensive, Diversity
Marilyn Hoffman: Physical, Life and Applied Science, Humanities, International Requirement

2. *Collaboration with Transfer and International Admissions*

- Raised issue and facilitated discussion with Admissions regarding coding of appropriate transfer sequence courses for GE requirements. Sequence courses such as General Chemistry 1 and 2 will now both automatically be coded for science GE so students will know immediately that these courses will fulfill requirements.
- Raised issue and facilitated discussion with Admissions regarding GE coding of appropriate transfer AS courses. No transfer courses were automatically being coded for AS, thus students needed advisor review or petitions for these courses. Now easily identifiable AS courses will automatically be assigned AS code on transfer summary.
- U.S. Sino Pathways Program. In preparation for advising USPP students, participated in clarification of curriculum articulation for General Education requirements. See U.S. Sino Pathways section for more details.

3. *Collaboration with Study Abroad and Transfer Admissions*

Worked with Admissions and Study Abroad to clarify process of preapproval of Study Abroad for GE requirements and revision of preapproval form so it is less confusing for students.

4. *Undergraduate Bulletin Editing and Revision*

Collaboration with UC Advisors, Undergraduate Studies, and Orientation Office. Coordinated revisions, editing, proofing for the 2010-11 Undergraduate Bulletin sections on majors, GE and Bachelor's Degree requirements, advising, and DARS.

5. *One Stop Appeals Process*

1) UC Advisors can review transfer GE, CW, upper division DV, QI's and following established guidelines, grant appropriate exceptions at their discretion.

- 772 (86%) of the total 901 exceptions were granted by individual advisors

2) University College Graduation Requirement Appeals Committee

This internal committee reviews two types of courses:

- Transfer course substitution requests which UC Advisors refer to Committee
- All unapproved U of U courses requested to clear GE requirements
- 65 (7%) of the 901 total exceptions granted were by UC Committee
- In 2009-10 we experienced a 23% decrease in the number of appeals submitted to the UC Committee.
- The average approval rate over the last five years is 73%

(See Table 1)

3) Appeals Sent to Area Faculty Chairs for Review

- Petitions referred by internal UC Committee for further review
- Petitions for unapproved U of U courses for Bachelor’s degree requirements
- All petitions for transfer IR courses
- All petitions for lower division transfer DV except articulated SLCC courses
- 66 (7%) of the total 901 exceptions were granted by faculty chairs
- The average approval rate for the last five years is 73%
- In 2009-10 we experienced a 23% increase in the number of petitions submitted to faculty chairs, primarily due to the recent policy change on DV and the new IR requirement - all lower division DV transfer courses except SLCC and all IR transfer course requests require a petition.

(See Table 2)

**TABLE 1
APPEALS SUBMITTED TO UC APPEALS COMMITTEE**

	Submitted	Approved	Denied
2005-06	45	29 (64%)	16
2006-07	58	41 (71%)	17
2007-08	104	75 (72%)	29
2008-09	119	94 (79%)	25
2009-10	93	65 (70%)	28

**TABLE 2
APPEALS SUBMITTED TO COMMITTEE CHAIRS**

	Submitted	Approved	Denied
2005-06	34	27 (79%)	7
2006-07	29	23 (79%)	6
2007-08	73	55 (75%)	18
2008-09	77	55 (71%)	22
2009-10	95	66 (70%)	29

4) General Education/Bachelor’s Degree Requirement Exceptions Report

Efforts continued to assure as much fairness and consistency as possible in granting exceptions, while upholding University policy and the mission of General Education and University Bachelor’s Degree requirements. The goal continues to be to hold or reduce the number of substitutions made, particularly for unapproved U of U courses. Both the total number of exceptions and the number of exceptions made for U of U courses decreased again this year. (See Comparison Summary and Table 3 below).

Comparisons: 2008-09 to 2009-10 and four-year :

- 7% decrease in total exceptions (21% reduction compared to 2006-07)
- 7% decrease for U of U unapproved course exceptions (16% reduction compared to 06-07)
- 7% decrease in transfer course exceptions (17% reduction compared to 06-07)
- 10% decrease in in-state transfer course exceptions(38% reduction compared to 06-07)
- 7% decrease in out-of-state transfer course exceptions (3% reduction compared to 06-07)
- Of the total exceptions granted, 69% were for GE and 31% were for Bachelor's degree Requirements (little change from last year)

**TABLE 3
EXCEPTIONS GRANTED**

	2006-07	2007-08	2008-09	2009-10
Total Exceptions	1139	1051	969	901
U of U Courses	410 (36%)	404 (38%)	317 (33%)	296 (33%)
Transfer Courses	729 (64%)	647 (62%)	652 (67%)	605 (67%)
In-State Schools*	301 (41%)	230 (35%)	208 (32%)	188 (31%)
Out of State Schools*	427 (59%)	417 (65%)	444 (68%)	413 (69%)
General Ed courses		691 (66%)	638 (66%)	624 (69%)
Bachelor's degree courses		360 (34%)	331 (34%)	277 (31%)

* Percent of total transfer course exceptions

Goals for 2010-11

- 1. Facilitate data collection by seeking necessary program changes to PeopleSoft exceptions report. Carry over from 2008-09**
- 2. IR requirement: as more petition data is available, start identifying transfer courses for automatic approval from courses which have been approved by petition multiple times. Carry-over from 2008-09**
- 3. Explore possibility of electronic submission of grad requirement appeals.**
- 4. Continue involvement as needed in USPP curriculum articulation and general graduation requirement advising.**
- 5. Continue annual outreach meetings and regular communication with Offices of Admissions, Graduation, and Undergraduate Studies to problem-solve and collaborate on issues affecting advisors and students.**

NEW STUDENT ORIENTATION AND PROSPECTIVE STUDENT PROGRAMS



Amanda Hatton

Overview and Goals for 2009-10

The New Student Orientation and Prospective Student programs focus on providing effective interactions between advisors and new and prospective students. This involves participation in the following programs/collaborations:

- New Student Orientation (Advising and presentations)
- Undecided Overnight Orientation
- Orientation Leader College Expert Training
- Orientation Leader Intensive Training
- Orientation Dress Rehearsal
- Parent and Family Orientation
- Plazafest/Getting U Started
- Preview Day

2009-10 Goal	Progress
Further refine the advising component of the Undecided Overnight based on advisor and student feedback.	Developed and implemented new advisor module for evening Undecided Overnight activity introducing role of student skills, interests, and abilities in major exploration
Continue to develop resources to be used with undecided transfer students attending orientation	Developed Schedule Planner Worksheet to include in Undergraduate Bulletin focusing on successful first term class selection for undecided students at orientation
Modify the Preview Day presentation to focus more on Major Exploration, rather than only resources.	Collaborated with Career Services to co-present session entitled “Major Exploration Basics” demonstrating process of exploring majors and careers

2009-10 Program Utilization

Undecided students seen by UC advisors at Orientation in 2009-10

Student Population	Student Advising Contacts	Advisor Time (in hours)
First year / freshmen	738	72
Transfer	193	127
Total	931	199

Goals for 2010-11

- 1. Implement new method for directing undecided students at orientation to University College for advising.**
- 2. Determine effectiveness and level of use of Schedule Planner Worksheet, currently on page 13 of the Undergraduate Bulletin.**

UNIVERSITY COLLEGE ASSESSMENT



Steve Hadley

Overview and Goals for 2009-10

- 1) *Implement and evaluate a revised rubric on Decision Making and Critical Thinking.*
 - The rubric on Decision Making and Critical Thinking was revised and implemented in UGS/LEAP 1050 courses.
- 2) *Each focus area in University College will be reevaluating the data used in their particular section of the annual report. Each area will determine if there is additional data that would be helpful to include, as well as determining if any of the current data could be eliminated.*
 - Each focus area in University College reevaluated their section of the annual report. Annual report templates were developed to increase consistency in formatting.

Specific Activities to Highlight

- ❖ *Identified ten new Student Learning Outcomes for assessment.*
- ❖ *Developed a two year plan for assessing Student Learning Outcomes.*

Significant Milestones or Program Utilization

Rubric Assessment on Decision Making and Critical Thinking (Appendix A)

Students in UGS/LEAP 1050 were asked to fill out a Decision Making/Critical Thinking rubric at the beginning of the course and again at the end of the course.

- ❖ Both semesters showed an overall increase in decision making/critical thinking ability at the end of the semester.
- ❖ Furthermore, the rubric showed increases in ability in all the sub-areas of decision making/critical thinking measured by the rubric (i.e. Goals, Assessing Options, Gathering Information, Assessing Outcomes, and Establishing a Plan of Action).

Goals for 2010-11

1. ***Finalize mapping matrix for assessment in University College.***
2. ***Implement an online prescriptive survey.***

3. Identify how 5 Student Learning Outcomes are being measured across the organization through the mapping matrix.
4. Identify Student Learning Outcomes that need measurement tools.
5. Each focus area in University College will assess at least one Student Learning Outcome as it relates to one of their activities.

CAMPUS COORDINATION OF ACADEMIC ADVISING



Sharon Aiken-Wisniewski, Mary Hasak

The University Academic Advising Committee (UAAC) is an organization formed to address the needs and issues for advising undergraduate students at The University of Utah. Committee members include representatives from each academic college as well as Student Affairs and Academic Affairs offices, Athletics, and Center for Ethnic Student Affairs. UAAC is co-chaired by the Associate Dean of University College (permanent co-chair) and a representative from a degree granting college. The committee meets once every month, except July to discuss policy issues, receive updates on campus issues, and reflect upon advising within the institutional mission.

UAAC members engaged in policy and program changes for advising in 2009-10 academic year. Meetings averaged 42 people in attendance with minutes distributed over the UAAC listserv for all interested to read. The following information is a brief review of activities and events that involved UAAC and highlights of monthly meetings.

- UAAC co-sponsored the Fourth Annual U of U Advising Conference in September, which included a keynote address from the President of the National Academic Advising Assn., Dr. Jayne Drake. Participants enjoyed concurrent sessions as well as networking with colleagues. This annual conference resulted from assessment activities and was free to all participants.
- UAAC members continued to collaborate on the implementation of the Graduation Planning System (GPS) and Graduation Guarantee. After the Memo of Understanding was approved by U of U Legal Counsel, four colleges and one department (SBS, Health, Fine Arts, Business, and Elementary Education) completed guidelines and roadmaps in GPS for a Spring 2010 kick-off. Humanities and Engineering are preparing for Spring 2011. Libby Oberg has assumed leadership in assisting departments with guidelines and Richelle Warr and Emily Johnson have trained advisors to use GPS and reviewed all roadmaps before publication.
 - Advising & Marketing in Daily Chronicle and through banners & flyers resulted in over 1000 students accessing the GPS system to develop graduation plans.
 - By June 2010, 63 roadmaps had been published for student use in GPS for degree planning.
 - Advising & Marketing in Daily Chronicle and through banners & flyers resulted in no student participating in Graduation Guarantee for Spring 2010.
- UAAC members and resources participated in the initiation of a Transfer Coordinating Council. Dr. Theresa Martinez, Mateo Remsburg, and Sharon Aiken-Wisniewski engaged all campus partners in a discussion to identify resources for transfer students. Meetings occurred in December and July.
- UAAC offered a Summer Institute on Advising Assessment with 6 people participating.
- UAAC members collaborated with Orientation & Leadership to develop a page in the 2010-11 Undergraduate Bulletin for student schedule planning.

- UAAC supported the following activities with committee members: 4th Annual Advising Conference, Mandatory Advising Program Kick-off, Major EXPO, and UAAC Social as well as sub-committees.
- Presentations were made to advisors from the following programs/activities:
 - Urban Institute for Teacher Education
 - CE – Distance Education & Math Boot camps
 - Advisor/Faculty Center in PeopleSoft DEMO (will be adopted in future)
 - SB 81 by Robert Payne, U of U Legal Counsel
 - Student Abroad Programs
 - Honor’s Early Assurance Program
 - Returning to the U Program
 - Undergraduate Student Experts on Teaching (USET)
- Key points of information from 2009-10 that can be found in the UAAC Minutes include:
 - The Degree Audit Reporting System will become the official degree completion tool for the May 2011 graduation.
 - Math will initiate math prerequisite checking for Fall 2010 registration.
 - Changes to scholastic standards policy that will introduce a “dismissal” to the suspension program and request to reduce number of years for academic renewal.
- In addition to the monthly meeting, Annual Conference, Brown Bags Sessions, PEOPLESOFT & DARS training and webinars, UAAC continued the Advising Social to honor the Perlman Award winner. Attendance was plentiful this year to congratulate Jency Brown.

In May an election was held to identify a new co-chair to replace Mary Hasak. Stephanie Ritrievi (DESB) was elected. Jency Brown will replace Sharon Aiken-Wisniewski from University College. They will start serving as co-chairs at the August 2010 meeting.

These are the UAAC highlights for the 2009-10 academic year. Minutes and documents from monthly meetings are available on the UAAC website for anyone to view (<http://www2.utah.edu/uaac/>). David Eisen writes the monthly meeting minutes and Natalie Murdock provides technical support for the website.

UAAC looks forward to your continued support and welcomes suggestions that you may have to help us strengthen academic advising on campus for 2010-11. UAAC functions through input and networking from the campus community as a tool to foster an effective academic advising program.

DEGREE AUDIT REPORTING SYSTEM AND GRADUATION PLANNING SYSTEM



Richelle Warr

Overview

The Degree Audit Reporting System (DARS) audit is an advising report that matches the student's coursework against the requirements for a degree program and indicates what has been completed, what is in progress, and what remains. The Graduation Planning System (GPS) works in conjunction with DARS to allow students plan for University, Bachelor Degree, and departmental requirements in a semester by semester plan. A coordinator was hired and began work in University College in July 2009 working collaboratively with the Registrar's Office to manage the encoding and maintenance of these two programs.

DARS

As DARS is scheduled to become the official graduation audit beginning Spring 2011, much of the encoding effort this year has been put into improving the accuracy and functionality of the reports. Some of these changes include:

- Restructuring the Physical Life/Applied Science requirement
- Adding "In Progress" courses to the Total and Upper Division hour requirements
- Adding the ability to copy DARS exceptions from one degree program to another

In addition to improved functionality, training for DARS was made more consistent and purposeful. A training manual for entering exceptions was created and distributed to new advisors, and a refresher training for all advisors was held in November. One-on-one training and consultations were also available for new and continuing advisors.

Use of DARS by students and employees increased during 2009-10:

- 290,052 DARS audits were generated, an increase 7% from 2008-09
- 188,739 were generated by students
- 101,313 were generated by advisors and other university employees

GPS

GPS was launched at the 2009 Major Expo, and roadmaps became available for student use in November and more roadmaps have been added throughout the year. Trainings for advisors were conducted in October, February, and March. Advertising in conjunction with Graduation Guarantee took place around registration during both Fall and Spring semesters. As of July 6, 2010:

- 114 roadmaps have been published

- 811 unique users have created 1021 plans

Goals for 2010-11

1. Prepare DARS reports for uses as official Graduation Audit starting Spring 2011.
2. Develop advisor training program for DARS and GPS.
3. Develop assessment methods for DARS and GPS.

CAMPUSWIDE ADVISOR EDUCATION AND DEVELOPMENT



Vickie Morgan

Overview, Goals, and Results for 2009-10

Advisor Education and Development (AED) draws together all advising-specific, campus-wide training and educational development into an integrated curriculum. AED provides advisors with timely training and frequent opportunities to participate in ongoing programs that increase knowledge and skills. AED programming is designed and delivered to support campus-wide advising programs, as well as quality advisor-student interactions that contribute to student success.

Creation of AED Database: A database tracking utilization of events was created.

Materials Development: The Mandatory Advising Program and Advising Basics.

- *Mandatory Advising Program (MAP) Kick-off:* The MAP Kick-off evolved from a Freshman Advising Program event into an overview of the complete MAP program (Freshman, 2nd Year, and Undeclared). The MAP Manual was created as a reference for advisors involved in MAP and was distributed at the kick-off.
- *Advising Basics:* The content and delivery of Advising Basics were enhanced to provide more complete information about University programs and advising structure, utilizing both presentation and reference material.

Advisor Education and Social Justice: Provided through roundtables and UAAC Conference sessions. Topics included the roles and responsibilities of advisors in relation to cultural competency, Critical Race Theory, and veteran students, and a special offering for advisors of the LGBT Safe Zone training.

Faculty Advising: Initiated a discussion with CTLE on to consider ways to provide program information and support to faculty with undergraduate advising responsibilities. Led a focus group to engage faculty advisors about their roles and needs in advising undergraduate students, discussed campus-wide advising programs.

2009-10 Program Utilization

AED Programming and Events: Responded to a reduction in hiring of advisors, as well as an increase in complexity and number of advisees in the 2009-10 academic year by increasing the number of continuing advisor programs and providing a reduced frequency of new advisor trainings.

New Advisor Programming

NEW ADVISOR TRAININGS						
(Programs/Participants)						
PROGRAM	2007-08		2008-09		2009-10	
Advising Basics	*	*	6	45	5	26
PeopleSoft	*	*	11	92	7	42

* Indicates activities prior to coordination of AED or collection of participant numbers.

Continuing Advisor Programming

CONTINUING ADVISOR PROGRAMMING						
(Programs/Participants)						
PROGRAM	2007-08		2008-09		2009-10	
UAAC Advising Conference	1	*	1	117	1	99
MAP Kick-off	†	†	†	†	1	69
UAAC Advisor Roundtables	*	*	8	58*	11	125

* Indicates activities prior to coordination of AED or collection of participant numbers.

† Kick-off events prior to 2009 were coordinated by the Freshman Advising Committee.

SPECIAL EVENTS and ONE TIME PROGRAMMING (Since 2008)			
PROGRAM	Year	Times Offered	Participants
PeopleSoft Advisor Notes	FA 2008	2	73
ASUU Graduation Guarantee	SP 2009	2	81
Refugee Resettlement in Higher Education	SU 2009	1	50
LEAP/Honors Special Presentation for Advisors	SU 2010	1	53

Significant Milestones

- ❖ *Assessment of AED focused on utilization of programming, which had not been collected prior to coordination.*

Goals for 2010-11

- 1. Develop early connection process for the training of new advisors (UC Smart Goal #1).**

2. Continue to utilize events to highlight diverse student populations and issues of social justice (UC Smart Goal #3).
3. Explore ways to use marketing and technology in the publicity, production, and delivery of programs and materials (UC Smart Goal #1 and #2).
4. Continue to develop assessment measures for Advisor Education and Development.

FINE ARTS ADVISING BRIDGE



Elizabeth Abbott, Libby Oberg

Overview and Goals for 2009-10

University College and the College of Fine Arts have two full-time advisors dedicated to integrating general and departmental advising for Fine Arts students. Libby Oberg and Elizabeth Abbott were hired in August of 2008 and cross-trained in order to offer holistic and “one stop” academic advising to Fine Arts students. Many students from each of the six departments in Fine Arts receive advising from these two advisors. Currently, *all* advisees in the departments of Ballet, Modern Dance, and Film and Media Arts meet with one of these advisors.

The University College Fine Arts advisors consistently engage in UC and Fine Arts activities in order to give accurate and up to date information to students.

Fine Arts student contacts via University College have increased by 3% since 2008-09. The collaboration between University College and the College of Fine Arts is showing positive results.

This is the first annual report for the College of Fine Arts/University College partnership.

Specific Activities or Items You Want to Highlight

Utah Advising Orientation Association Conference, May 2009, May 2010

May 2009 Presenters: “Bridged Advising: Closing the Gap Between General and Departmental Advising”

Orientation Presentations: Exploring Academic Options; Fine Arts – 2009

Represent the College of Fine Arts for 200+ entering students

Mountain West Arts Conference April 2010 and April 2009

Scholarship recipients, Attendees

Advising all Film students as of April, 26th, 2010

Significant Milestones or Program Utilization

- ❖ Verified and/or corrected catalog year for all students majoring in Modern Dance and Ballet.
- ❖ Began compiling new data: tracking Fine Arts appointments by major/minor *data beginning March 1, 2010.
- ❖ Freshman calling campaign- outreach for College of Fine Arts students

- ❖ ASUU Graduation Guarantee guidelines in place for five of six Fine Arts departments. GPS Roadmaps developed for four of six departments.

Goals for 2010-11

- 1. Add information to College of Fine Arts advising webpage. Draw students to the page as the starting point for information gathering. Help Fine Arts students understand the structure of: Department > College > University of Utah.**
- 2. Assist the Department of Theatre with process to approve four BFA emphases for transcription.**
- 3. Assist in DARS updates/changes for a smooth transition to DARS as graduation audit for the College of Fine Arts.**

Fine Arts Advising Statistics

Total College of Fine Arts Students Seen at University College

YEAR	2006-07	2007-08	2008-09	2009-10
STUDENTS	380	433	690	1,106
PERCENTAGE	4%	4%	6%	9%

YEAR	2005-06	2004-05	2003-04	2002-03
STUDENTS	547	631	740	788
PERCENTAGE	5%	5%	5%	5%

Total College of Fine Arts Students Seen by College of Fine Arts Advisors: 2009-10

ADVISOR	ELIZABETH ABBOTT	LIBBY OBERG	OTHER UC ADVISORS
STUDENTS	328	188	304
PERCENTAGE	40%	23%	37%

Total University College (non-Fine Arts) Students Seen by College of Fine Arts Advisors: 2009-10

	ELIZABETH ABBOTT	LIBBY OBERG
STUDENTS	294	199

Quick Contacts with Students/Quick Helps by Fine Arts Advisors: 2009-10

	ELIZABETH ABBOTT	LIBBY OBERG	TOTAL
IN PERSON*	230	279	509
TELEPHONE	256	184	440
EMAIL	256	221	493
COMBINED TOTAL			1442

* THE IN PERSON CATEGORY INCLUDES: CLASS VISITS AND OTHER PRESENTATIONS TO STUDENTS AS WELL AS QUICK QUESTIONS IN PERSON.

US-SINO PATHWAY PROGRAM



Marilyn Hoffman

In November 2009 University College was asked to provide advisors to participate in advising activities for this new program whereby the University of Utah is part of a joint agreement within a four-institution consortium (CNAU – Consortium of North American Universities) and Kaplan Educational Centers in eight different cities in China. The consortium is currently comprised of Northeastern University, Baylor, University of Vermont and the U of U. Through this program Chinese students earn three semesters (two in China and one at Northeastern or Vermont) of college credit through Northeastern University in preparation for transfer to one of the four consortium institutions. During November 2009 through the present, for the purpose of advising and enrolling prospective and admitted USPP students, four UC advisors, Amanda Hatton, Terese Pratt, Vickie Morgan, and Marilyn Hoffman, along with Sharon Aiken-Wisniewski, have engaged in collaboration with the above entities along with numerous on-campus agencies, particularly Admissions, International Center, Residential Living, and relevant academic departments and colleges. Main activities included:

1) Advising activities at Kaplan Center sites in China, March 2010.

- Four advisors named above travelled to eight cities in China for 12 days in early March to give presentations and speak individually with prospective and current USPP students and parents, and meet staff of China Kaplan Education Centers.
- Approximately 550 contacts were made in individual advising sessions, presentations to groups, and information fairs.
- Preparation involved developing presentations on the U and education in the U.S., organization of U of U promotional materials, regular communication with consortium schools, and coordination of travel and immunization arrangements.
- This advising trip resulted in 39 eligible students committing to the U of Utah.

2) Advising activities at Northeastern University in Boston, June 2010.

Four advisors named above plus Sharon Aiken-Wisniewski spent two days at Northeastern University giving a mini-orientation, small group advising sessions, establishing relationships with students, and helping our 39 newly admitted USPP students enroll in appropriate fall classes and complete registration for on-campus housing. Preparation included:

- Communication and meetings with Admissions, International Center, Residential Living to coordinate communication with students and ensure proper procedures for housing.
- Collaboration with relevant Departments and Colleges regarding USPP curriculum articulation and development of appropriate fall semester schedule plans for 14 different majors.

- Negotiating arrangements with the Dept of Mathematics for permission codes for class enrollment and to offer a special “Calculus Boot Camp” course to cover missing topics in their USPP Calc 1 and 2 transfer work and prepare USPP students for advanced calculus
- Negotiating special arrangements with the Writing program for enrollment in Writing 2010 sections

Recommendations for Future

Advising activities for this program were highly successful, yielding a higher than expected enrollment of 39 students. While these activities are a natural fit with academic advising and the expertise of University College advisors, the extensive time involved on top of regular advising responsibilities stretched staff resources. There is a continued role for advisors in the USPP program, but a review of the experience with this first year is recommended to determine what is necessary for the long-term success and growth of this program.

ACTIVITIES OF UNIVERSITY COLLEGE STAFF

University College staff participates in numerous committees and organizations, on and off campus in 2009-10. The staff is encouraged to participate and present at national and regional conferences and to seek opportunities that demonstrate the merit of their work. All academic advisors are members of the National Academic Advising Association (NACADA) and Utah Association for Advising and Orientation (UAOA). Listed below are some of the activities pursued by UC staff members outside of their conventional advising and office duties.

Off-campus Organization Membership by Staff

- National Academic Advising Association (NACADA)
- Utah Advising and Orientation Association (UAOA)
- National Association of Student Personnel Administrators (NASPA)
- American Association of College Personnel Administrators (ACPA)
- Association for the Study of Higher Education (ASHE)
- American Educational Research Assn. (AERA)
- National Association of Advisors of Health Professions (NAAHP)
- Western Association of Advisors for the Health Professions (WAAHP)
- Western Association of Prelaw Advisors (WAPLA)
- Association of American Veterinary Medical Colleges (AAVMC)
- American Art Therapy Association (AATA)
- Association for Psychological Type International (APTi)
- National Career Development Association (NCDA)
- Association for Nontraditional Students in Higher Education (ANTSHE)
- Utah Arts Council Change Leaders

Committees/Activities - Off Campus

- NACADA Research Committee - Member
- NACADA Board of Directors
- NACADA 2010 Assessment Institute – Coordinator & Editor of Assessment CD/2nd Edition
- NACADA Advising Transfer Students Commission – Chair
- NACADA Pre-Health Advising Interest Group - Member
- NACADA Prelaw Advising Interest Group - Member
- NASPA Women in Student Affairs Knowledge Community - Scholarship Representative
- NASPA Journal of Student Affairs Research & Practice – Editorial Board Member
- Nontraditional Students in Higher Ed (ANTSHE) – Board of Directors & Membership Officer
- 2010 Utah Advising and Orientation Assn. Conference - Organization Committee Member
- Western Association of Prelaw Advisors (WAPLA) Executive Board & Newsletter Editor; President-Elect
- USHE Articulation Committee
- Board of Regent's Major Meetings – Sept. 2009

- Board of Regent's K-16 Initiative/Sub-committee for Advising and Guidance – Co-chair

Committees/Activities - On Campus (excludes committees within UC)

- 2009 – 2010 UAAC (co-chair for campus-wide committee)
 - Mandatory Advising Program (MAP) Sub-committee Co-chair and member
 - Educational and Development Sub-committee - Chair
 - U of U Annual Advising Conference - Co-chair
 - UAAC Advisor Social Committee - Facilitator & members
 - U of U Advising Assessment Institute – Coordinator & Facilitator
- U.S. Sino Pathways (USPP) UC Advising Team, collaboration with Admissions, International Center, CNAU, and Kaplan Educational Centers in China
- University of Utah Staff Advisory Council (UUSAC) - Member & representative for Academic Affairs; Communication & Selection Committee
- University of Utah Staff Council Sub-Committee for Reviewing Sick Leave Policy - Member
- University Campus Store Advisory Committee - Member
- Undergraduate Council - Member
- President's Commission on the Status of Women – Member of Executive Committee
- Student Commission - Member
- University Apartments Advisory Board - Member
- Financial Aid and Scholarships Committee - Chair
- Retention and Assessment Committee – Chair
- Student Persistence Committee (WRC) - Members
- PeopleSoft Student Portfolio Team - Member
- PeopleSoft Student Administrative Team - Member
- Student Affairs Action Coalition - Member
- University Neighborhood Partners CommUnity Day
- Campaign for Our Community
- LEAP Scholarship Selection – Chair
- OSHER scholarship committee - Member
- Early Admit day for high school seniors sponsored by Admissions Office - Participant
- Ex-Officio Status on Intellectual Exploration Committees (Fine Arts, Humanities, Social and Behavior Science, Science), QI, and International Requirement
- Preview Day Committee - Member
- National Merit Semi-Finalist Dinner
- 2009 Plaza FEST and Panic Free Week - Participant
- 2009 EXPO – Chair and committee members
- Credits & Admissions Committee - Member
- 2009-10 Undergraduate Bulletin Editing Committee
- Athletic Standards Committee - Member
- 2009 Law Fair Coordination Committee
- Family and Consumer Studies Advisory Board
- ASUU Advisory Board member
- Alpha Sigma Lambda Honor Society ASUU Student Committee Advisor
- Alpha Sigma Lambda National Honor Society Upsilon Upsilon Chapter Councilor

- High School University Program Advising Participant
- Advising at U of U Sites in Murray, Sandy and Bountiful
- New-American Academic Network (NAAN) activities - member
- Search Committee chair for Orientation Assistant Director
- Search Committee member for International Center Associate Director
- Search Committee member, International Center Advisor
- Study Abroad Scholarship Committee - Member
- Transfer Coordinating Council – Facilitator & Member

Presentations - Off Campus

- 2009 NACADA National Conference – San Antonio, TX
 - Have You Ever Thought About Pursuing a Doctorate?
 - Training for Success: Using Student Orientation Leaders to Assist in Advising
 - Peer Advising 101: How to Establish a Successful Program
- 2009 American Art Therapy Association – Dallas, TX
 - To Be An Art Therapist: Creating, Defining, Enacting as a New Professional
- 2009 AAUW and AOCE/Defining Your Path Conference - Salt Lake City, UT
 - A Parent's Guide to College Prep
- 2009 - Refugee Services Conference, Salt Lake City, Utah
 - Making a U of U Degree a Reality for Refugees
- 2009 16th National Conference on Students in Transition – Salt Lake City, UT
 - Academic Advising: An Essential and Mandatory Relationship in the Transition Process
 - Returning to College: Adult Learners Head Back to the Classroom
- 2010 NACADA Assessment Institute – Clearwater Beach, FL
 - Plenary Presentation – “The Process of Assessment”
 - Special Topic Session - Developing a Rubric
- 2010 NASPA Annual Conference – Chicago, IL
 - Contributing to the Legacy: Producing Research on Women by Women.
 - Free the Data: The Student Affairs Action Coalition as An Approach to Assessment Teams
- 2010 Annual Conference for Association for Nontraditional Students in Higher Education – Charlotte, NC
 - Advantages and Challenges Nontraditional Students Face on Today's College Campuses: Administrator, Advisor and Student Perspectives
- 2010 redLantern Annual User Conference – Washington, DC
 - Building Steps to Student Success
- 2010 Utah Advising and Orientation Association (UAOA) – Salt Lake City, UT
 - Working With Undecided Students (Networking Session)
- 2010 American Educational Research Association Conference – Denver, CO
 - Scholarly Paper: Describing impact of faculty interaction on women who are deciding to apply to medical school.

Presentations – On Campus

- SuBanco Presentations

- Prelaw Personal Statement workshops
- Law School Application and Financial Aid Workshops
- Premedical/pre dental workshops for admissions, application, leadership, service, and shadowing
- New student orientation presentations for premedical, transfer, and GE
- LEAP Peer Advisor Training: What is the Most Effective way to Direct Your Students to Resources?
- UAAC Related
 - Advising Basics
 - PEOPLESOFT/DARS Training
 - Kick-off for Freshmen Mandatory Advising
 - U of U Fourth Annual Academic Advising Conference – Sept. 2009
 - Assessment Institute for U of U Advisors
 - Roundtable on Scholastic Standards
- Utah College Advising Corp (Advisors) – training on academic policy & procedures
- CESA Peer Mentors and New Staff members – training on General Education issues and how advising works at the U
- Premed application workshop
- Career Services Graduate School panel
- College of Science Day, “Preparing for a Career in Medicine”, two presentations to high school students and parents
- Graduation Guarantee Update Program
- Parent Orientation - Introduction to Academics
- Orientation Leader Intensive Training
- International Student Orientation – Advising and General Education
- Preview Day – presentations and table
 - Choosing a major that works for you
- Course Presentations
 - UGS 1100 – LEAP
 - ED PSYCH 2600
 - ED PSYCH 3960
 - ATMOS 2810

Conferences Attendance/Professional Development/Off-campus

- 2009 NACADA National Conference in San Antonio, TX
- MBTI Training on Counseling to Type with Katherine Rains (2009) in Salt Lake City, UT
- 2009 16th National Conference on Students in Transition in Salt Lake City, UT
- 2009 American Art Therapy Association National Conference in Dallas, TX
- 2010 Myers-Briggs Type Indicator Qualifying Program in Salt Lake City, UT
- 2010 NASPA Annual Conference in Chicago, IL
- 2010 13th Annual Conference for Nontraditional Students in Higher Ed (ANTSHE) in Charlotte, NC
- 2010 Utah Retention & Persistence Symposium
- 2010 WAAHP Regional Conference in Tempe, AZ

- 2010 NAAHP National Meeting in Atlanta
- 2010 Utah Advising and Orientation Conference in Salt Lake City, UT
- 2010 redLantern Annual User Conference in Washington, DC
- 2010 Critical Race Theory Conference in Salt Lake City, UT
- 2010 American Educational Research Assn Conference in Denver, CO
- 2010 Mountain West Conference on the Arts in Salt Lake City, UT
- Utah Division of Arts & Museums – Change Leader Institute 2010
- Touro University of Osteopathic Medicine visit in Henderson, NV, Jun. 2010
- 2010 Navy Medical Educators Tour

Courses Facilitated by University College Staff at U of U

- UGS 1010 – Your Path to College Success
- UGS 1020 – Introduction to Applying to Medical School
- UGS/LEAP 1050 – Major Exploration
- UGS 4750 – Capstone for Leadership Minor
- ELP 6620/7620 – College Student Development Theory

Courses Facilitated by University College Staff at other Institutions

- Art 1010 - Exploring Art, Visual Art and Design – Salt Lake Community College
- Art 1530/2530 - Watercolor, Visual Art and Design – Salt Lake Community College

Conferences Attendance/Professional Development/On-campus

- Eighth Annual Tutoring Forum
- Day of the Dead – Premed event for underserved population students at School of Medicine
- Annual Premed Enrichment program for Women at University of Utah School of Medicine
- Technology Training offered by AOCE and U of U Library System
- Human Resources Workshops on leadership and supervision
- U of U President’s Commission on the Status of Women/Edie Kochenour Memorial Lecture: Women Leaders at the University of Utah
- ASUU Multicultural Awareness and Social Justice Conference
- Safe Zone Training
- MLK lecture with keynote speaker Dr. Robert P. Moses
- CTLE workshops: Sustainability in Teaching; Preparing for first day of Class
- Teaching with Technology Idea Exchange Conference
- Faculty Forums
- Rosco C. Siciliano Forum
- Hinckley Institute of Politics lectures and public events
- Marriott Library Technology Workshops
- AOCE Technology Courses
- Prelaw webinar on legal careers, Michigan State University College of Law
- Webinar for medical school application procedures by The American Medical College Application Services (AMCAS)
- High Road for Human Rights Climate Change Forum
- College of Humanities Lecture Series: Border Crossing

Publications

- Hadley, S. Article for U of U Daily Chronicle on Major EXPO
- Urbanek, A. Western Association of Prelaw Advisors (WAPLA) Quarterly Newsletter
- Hatton, A. & Pratt, T. Transfer Center Newsletter for USHE institutions
- Hatton, A., Homer, S. & Park, L. (2009). Creating bridges between institutions: A Brief look at advisors' roles in transfer student transition. *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/M02/Transfer.htm>
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- Ackerlind, S., Proemmel, E, Aiken-Wisniewski, S., DuBois, M., and Larrabee, M. (2010). Free the data: The student affairs action coalition as an approach to assessment teams. *NetResults: Critical Issues for Student Affairs Practitioners*. Web site: <http://www.naspa.org/membership/mem/pubs/nr/default.cfm?id=1735>

Nomination, Awards, Scholarship, and Certifications Received in 2009-10

- Awarded NACADA "Outstanding Institutional Advising Program" award to the U of U Transfer Center – Terese Pratt and Amanda Hatton accepted award
- Awarded NACADA 2009 Outstanding New Advisor Certificate of Merit – Victoria Trujillo
- Nominated for NACADA "Outstanding Advising Certificate of Merit" recipient in the Primary Advising category – Martina Stewart
- Staff member nominated for and received the 2010 Perlman Award – Jency Brown
- Staff nominated and received for 2010 Academic Affairs Staff Excellence Award – Leslie Park and Natalie Murdock
- Awarded scholarship for registration to the 2010 Mountain West Conference on the Arts 2010 – Libby Oberg & Vickie Morgan
- Awarded scholarship for NAAHP National Conference in Atlanta, GA – Mayumi Kasai
- Staff Completed CPP - Myers-Briggs Type Indicator Certification Program – Richelle Warr and Sarah Rollo
- Staff Participating in Myers-Briggs Type Indicator Master Practitioner Certification Program – Martina Stewart, Vickie Morgan, Steve Hadley, and Sharon Aiken-Wisniewski
- Nominated for Hardee Dissertation of the Year Award (NASPA) by ELP Department – Sharon Aiken-Wisniewski

Other Activities of Note

- Crossroads Urban Center - ongoing goods collection and drop-off
- American Cancer Society - Coordinated Daffodil Days for UC and the Counseling Center




- American Cancer Society – Relay for Life – Team Captain and Fundraiser
- University of Utah Commencement – volunteered
- Utah Food Bank – Volunteer
- Volunteer at the Horizonte Center
- Holiday Service Project – Sub for Santa
- Utah Arts Festival/VSA Art Access – Art Garden Volunteer
- Bennion Center Alumni Network
- March for Babies - participant
- Primary Children’s Medical Center Volunteer
- Proposal Reviewers provided for NASPA, AERA, ASHE, and Students in Transition Conference
- U of U Legislative Advocate
- First Southern Baptist Church of Bountiful, UT - Volunteer
- 2010 AP English Language essay exam grading in Louisville, KY – Grader

Staff Pursuing Degrees

- Leslie Park – Doctoral student in Political Science
- Tony Gonzales – Doctoral student in Educational Leadership & Policy
- Mayumi Kasai - Masters Program in Comparative Literary and Cultural Studies
- Victoria Trujillo – Masters of Public Administration
- Heather Crum – Masters Program in Educational Psychology
- Mandy Kuck – Bachelor’s Degree in International Studies
- Matti Pomeroy - Bachelor’s Degree in Gender Studies
- Josh Tomlin – Bachelor’s Degree in Business
- Jennifer Merino-Moncada – Bachelor’s Degree in Health Promotion/EMS for the Physician’s Assistant program
- Darcy Posselli – Bachelor’s Degree in English and Environment Studies

**APPENDIX A:
DECISION-MAKING / CRITICAL THINKING RUBRIC**

**Decision Making/Critical
Thinking Rubric**

KEY	
	1st Visit
	2nd Visit
	3rd Visit

Name:

ID#:

Date:

Phone:

Email:

GOALS	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Student can communicate a goal	*Questions necessity and purpose of goal; unable to visualize achievability of goal; has little or no involvement in determining goal *Has difficulty pinpointing and writing specifics of goal; goals are vague, general, or unfocused		*Visualized goal; believes goal can be achieved; actively involved in determining goal *Writes focused measurable goals		*Demonstrates belief in achievability of the goal in multifaceted ways; initiates the goal setting process *Goals are written in concise, focused, clear manner; goals relate specifically to the desired process	

	<p>*Has little awareness of a goal's rewards or potential problems; is willing to work toward a goal with assistance</p> <p>*Plans and/or manages deadlines only with assistance</p>	<p>*Recognizes rewards of goal achievement; recognizes potential problems; maintains willingness to continue working toward goal</p> <p>*Sets realistic deadlines</p>	<p>*Identifies and understands rewards to self and/or others; <i>addresses potential problems before they occur</i>; demonstrates an intrinsic desire to successfully accomplish goal</p> <p>*Sets benchmarks for deadlines as well as goal attainment</p>
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Goals continued on next page. . .

GOALS Continued	<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>	
	1	2	3	4	5	6
Student can re-evaluate a goal	<p>*Does not refer to goals previously made</p> <p>*Expresses little awareness of the connection between performance and/or changes in life circumstances, and achievability of goal in its current form; continues with same behaviors even when faced with evidence they are not working</p> <p>*Does not consider new information regarding desirability/achievability of goal</p>		<p>*Refers to goals previously made</p> <p>*Reflects on need to revisit goal when life circumstances change</p> <p>*Reflects on need to revisit goal based on performance</p> <p>*Integrates new information when it emerges regarding desirability/achievability of goal</p>		<p>*Actively seeks out, then integrates, new information regarding desirability/achievability of goal</p> <p>*Mentions criteria or values by which goals should be re-evaluated (e.g. Life circumstances, performance, level of interest)</p>	
	1	2	3	4	5	6

Student can refine a goal	*Gives up completely when faced with setbacks; goal achievement is considered in all or nothing terms	*New information regarding achievability/desirability is actively considered and acted on when it arises	*Continuously seeks out and evaluates new information regarding achievability and/or desirability of goal, makes necessary adjustments, and continues to evaluate the revised goal (feedback loop)
	*Shows reluctance to revisit a goal or consider any changes; continues with same behaviors even when faced with evidence they are not working	*Utilizes feedback from performance to re-evaluate goal and makes appropriate adjustments either by changing behavior or the revising by the goal	*Anticipates necessary adjustments before problems arise
	*Expresses the understanding that a goal in its current form may not be appropriate based on new information and/or circumstances, but is unable to formulate a course of action without assistance	*Demonstrates the ability to research and identify acceptable alternatives when circumstances impact the desirability/achievability of original goal	*Uses benchmarks to evaluate progress and make adjustments

Notes:

Assess Options	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Student can summarize and rank important values	*Identifies none or few values		*Can identify and summarize some values, but still unclear on others		*Clearly identifies and summarizes values	
	*Does not attempt to or fails to rank values according to importance		*Can rank some values according to importance, but still unclear on others		*Can clearly rank values according to importance and reflect upon those values	
	1	2	3	4	5	6
Student can summarize and evaluate important abilities/skills	*Identifies none or few abilities/skills		*Can identify and summarize some abilities/skills, but still unclear on others		*Clearly identifies and summarizes abilities/skills as well as identifies future areas of development	
	*Does not attempt to or fails to evaluate abilities/skills		*Can evaluate some skills/abilities, but still unclear on others		*Can evaluate abilities/skills and identify strengths and weaknesses	
	1	2	3	4	5	6
Student can summarize and rank important interests	*Identifies none or few interests		*Can identify and summarize some interests, but still unclear on others.		*Clearly identifies and summarizes interests	

	*Does not attempt to or fails to rank interests according to importance		*Can rank some interests according to importance, but still unclear on others		*Can clearly rank interests according to importance and reflect upon those interests	
	1	2	3	4	5	6
Student can identify options that are consistent with values	*Identifies none or few options *Difficulty recognizing whether or not options are consistent with values		*Identifies some options *Able to differentiate between consistencies and inconsistencies with values		*Clearly identifies options that are consistent with values *Can evaluate and reflect on options and how they are consistent with values	
	1	2	3	4	5	6
Student can identify options that are consistent with abilities/skills	*Identifies none or few options *Difficulty recognizing whether or not options are consistent with abilities/skills		*Identifies some options *Able to identify strengths in relations to options *Able to identify limitations in relation to options		*Clearly identifies options that are consistent with abilities/skills *Can evaluate and reflect on skills/abilities in relation to options, and identify skill development necessary to pursue options	
	1	2	3	4	5	6
Student can identify options that are consistent with interests	*Identifies none or few options *Difficulty recognizing whether or not options are consistent with interests		*Identifies some options *Able to differentiate between consistencies and inconsistencies with interests		*Clearly identifies options that are consistent with interests *Can evaluate and reflect on options and how they are consistent with interests	

Notes:

Gathering Information	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Student can identify resources to gain information	*Student not aware of resources available		*Student is aware of some resources		Student is aware of multiple resources	
	1	2	3	4	5	6
Student utilizes resources to gain information	*Student is not engaging resources by visiting offices and collecting info		*Student has engaged some resources and gathered some info		*Student has engaged multiple resources and gathered information	
	1	2	3	4	5	6

Student understands how to gather relevant information	*Student is unaware of questions to ask	*Student asks some (1-3) relevant questions.	*Student has prepared a list of relevant questions and asks these questions. Information offers breadth and depth.
	*Student does not record information	*Student records some information	*Student records lots of information

Notes:

Assess Outcomes	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Student can communicate what success is for the options they have defined	*Student cannot articulate the details of success and/or probability of success.		*Student can articulate some of the details of success and/or probability of success for the options they have defined.		*Student can clearly articulate the details of success and probability of success for the options they have defined	
	*Student must gather and evaluate much more information before they can define success and/or probability of success for options.		*Student still needs some further research to gather information about what success is for options.			
	1	2	3	4	5	6
Student can communicate what failure is for each option	*Student cannot articulate the details of failures and/or probability of failure.		*Student can articulate some of the details of failure and/or probability of failures for the options they have defined.		*Student can clearly articulate the details of failure and probability of failure for the options they have defined	
	*Student must gather and evaluate much more information before they can define failure and/or probability of failure for options.		*Student still needs some further research to gather information about what failure is for options.			
	1	2	3	4	5	6
Student can evaluate the connection between identity (values, skills/abilities, interests) and how it is represented in their options	*Student does not understand connection between identity (values, skills/abilities, interests) and how it is represented in their options.		*Student understands how their identity (values, skills/abilities, interests) is represented in their options.		*Student has a clear understanding of how their identity (values, skills/abilities, interests) is represented in their options.	
	*Student needs to spend more time evaluating impact of identity on options.		*Student needs to spend more time evaluating impact of identity on options. Needs to spend more time clarifying how personal identity and options relate to each other.			

	1	2	3	4	5	6
Student can rank options according to desirability	*Student cannot rank their options. They need to return to earlier steps in the decision making process.		*Student has several clear options, but needs to solidify their rankings		*Student can decisively rank options by desirability	
	1	2	3	4	5	6
Student can identify what sacrifices/challenges they will face in to order to get their most desirable option	*Student is not aware of any personal and/or professional sacrifices required to obtain their most desirable option.		*Student has some understanding of the personal and/or professional sacrifices required to obtain their most desired options.		*Student is well informed of personal and/or professional sacrifices required to obtain their most desirable outcome.	

Notes:

Plan of Action	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Student can choose one option over the others	*Student is unaware of options and resources *Student is unaware of questions to ask *Student has not taken initiative or action		*Student is aware of options and/or resources *Student knows what questions to ask *Student has taken some actions exploring and has narrowed to several options *Student can articulate what/why chosen		*Student has made a choice and can articulate why and how chosen *Student has explored options Student has found answers to questions	
	1	2	3	4	5	6
Student can determine timeline, including process/steps and resources necessary to achieve goals	*Student is unaware of process/steps necessary to reach goal *Student is not ready to participate in process *Student is unaware of value of process *Student is unaware of resources available to help them achieve goal		*Student is aware process/steps exist *Student sees value in engaging in process *Student can articulate a couple of steps *Student may/may not be able to determine sequences		*Student is comfortable w/flexibility or change of order if still moving toward goal *Student is able to articulate sequence of steps that are leading to/led to goal	

	*Student is unaware/unwilling/unprepared to consider appropriate timeline for steps to goal		*Student is beginning to place some target dates			
	1	2	3	4	5	6
Student can identify obstacles	*Student anticipates no obstacles		*Student is aware that obstacles exist, but not sure what they will be/hot to deal with them		*Student anticipates specific obstacles *Student can discuss ways to mediate/overcome obstacles	

Notes:

APPENDIX B: UNIVERSITY COLLEGE SMART GOALS

(Updated for Undergraduate Studies Retreat, 8/18/2010)

University College Advising Mission . . .

is to assist new, transfer and transitioning students, through academic advising, to achieve educational goals. We cultivate relationships that empower students to navigate the University of Utah.

University College Advising (UC) functions as a central location for students, staff, and faculty who have questions on academic policy and procedure at the University of Utah. Staff at UC assists with navigating the campus community through the service of academic advising. These values shape the three SMART goals presented below with actions to achieve the goal over a three year period.

- 1) University College will collaborate with campus-wide advising partners to develop tools and activities used by departments and service agencies that enhance and validate advising services to students. Accomplishments and future initiatives include:
 - a. Accomplished since 2008
 - i. Created an archive for GE and Bachelor Degree Requirement course information.
 - ii. College of Fine Arts is using the ACCESS database that colleges to track the number of advising contacts with students.
 - iii. Development and implementations of a “notes” feature in the Advisor Meeting Panel of PEOPLESOFT.
 - iv. Created the Mandatory Advising Manual
 - v. Coordination of advisor development and training through a UC staff member being assigned this responsibility.
 - vi. Shared advising resources with some colleges and/or departments.
 - vii. Implementation of *u.direct* tool from redLantern (Graduation Planning System) to encourage academic planning that focuses on a comprehensive university experience.
 - viii. Initiated contact between University College and the Departments of Writing and Math to encourage faculty to refer students who are struggling academically to University College for advising.
 - ix. Offer Major EXPO in spring to increase student participation.
 - x. Developed for Undergraduate Bulletin through collaboration with campus advisors a Schedule Planner Worksheet for first term students to use.
 - b. Future Initiatives
 - i. Continue to explore through a committee of faculty what resources are needed by faculty to accomplish their advising responsibilities.

- ii. Assist advising community in ways to gather data on student contacts.
 - iii. Identify documentation opportunities & challenges with “notes” function in PeopleSoft for improved training for advising community.
 - iv. Implement Advisor Portal to track students declared in majors.
 - v. Support and promote change to Academic Renewal Policy that reduces period from 10 years to 7 years.
 - vi. Identify ways to use Graduation Planning System with transfer students.
 - vii. Implement u.select tool that will assist transfer students in understanding course articulation before transfer process begins.
- 2) University College will identify new activities for advising that increase contact with students.
- a. Accomplished since 2008
 - i. Designed and implemented UC 1010: Your Path to Success at the U. This is a one-credit course that assists with navigating the institution and connecting to a human resource for future use.
 - ii. Designed and implemented UC 1020: Introduction to Premed Preparation. This is a one-credit course that assists with navigating the process of preparing to apply to medical school.
 - iii. Relocated some UC advisors in spaces used by students such as the Library & OSH to increase visibility and interaction.
 - iv. Participated in the next phase of Mandatory Advising Program (MAP) that requires 2nd year students to interact with University College advisors if they undeclared.
 - v. Provided administrative support for MAP.
 - vi. Explored and implemented TWITTER for interacting with students for educational purposes.
 - vii. Provided advising for International Center and Admissions Office for US Sino Pathways Program.
 - viii. Implemented the Major Exploration Center for undecided students.
 - ix. Collaborated with campus community to form a Transfer Coordinating Council and house comprehensive list of activities for transfer students that occur on and off campus.
 - b. Future Initiatives
 - i. Design and implement UC 1060: Introduction to Prelaw Preparation. This is a one-credit course that assists with navigating the process of preparing to apply to law school.
 - ii. Design and implement UC 1070: Introduction to Predental Admissions Process.
 - iii. Revive the UGS 3000 course through teaching this course at SLCC to assist students with the transition to the U.
 - iv. Achieve approval for UC 1010 to be required of all new freshmen unless enrolled in LEAP, Honors, or Ed Ps 2600.
 - v. Offer Quick Answer Advising in other central campus spaces such as the new Student Life Center.
 - vi. Initiate an Early Warning System based on mid-term grades.

- vii. Coordinate with campus partners in expanding the Exploration Center to accommodate career and major exploration.
 - viii. Increase use of technology for virtual advising appointments using WIMBA.
 - ix. Increase use of FACEBOOK and TWITTER for certain service areas of UC.
- 3) University College will initiate advising and programming that specifically addresses the needs of underserved populations and promotes collaboration with campus partners to establish networks for success.
- a. Accomplished since 2008
 - i. Collaborated with Office of Equity and Diversity and CESA to develop and implement the First Scholars Program for Fall 2010.
 - ii. Collaborated with various campus entities to reach out to underserved populations at two year schools in the state of Utah to encourage transfer to the U of U.
 - iii. Participated in Student Persistence Committee activities (sponsored by Women's Resource Center).
 - iv. Increase interaction between CESA, the School of Medicine Office of Diversity and Community Outreach, the School of Law and the preprofessional advisors to increase collaboration on programming that facilitates access to medical school for underserved populations.
 - v. Assisted students in forming an organization for women interested in dentistry.
 - vi. Continued contact with the staff of CESA and UOS to insure understanding of programs and resources for students.
 - vii. Continued contact with CESA for joint training of peer advisor/mentor staff.
 - viii. Advertised the Returning to the U Program in the community through a letter campaign.
 - ix. Established a chapter of Alpha Sigma Lambda, an honor society for non-traditional students.
 - b. Future Initiatives
 - i. Collaborate with Women's Resource Center on advisement of 5% students to address retention and graduation issues.
 - ii. Hire a Transfer Student Advocate for SLCC that extends the role of an advisor beyond academic policy to other concerns by transfer students. This individual will collaborate with partners at the U of U and SLCC to assist students of color and women with various issues that emerge during the transfer process.
 - iii. Identify grants and tools that will increase service and scholarship resources for adult students.
 - iv. Implement an RTU graduation activity to highlight their success and honor individuals who influenced their educational goal attainment.
 - v. Support and promote campus activities to advisors that increase understanding of diversity and social justice.