

2012-13

University College Annual Report



Written by Staff of University College

Edited by Tammy Mabey

2nd Edition - 9/16/2013

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Overview of Annual Report
801/581-8146~~Main Office SSB 450



Sharon Aiken-Wisniewski

Welcome to the 2012-13 Annual Report!

University College is a central advising unit at the University of Utah that offers services that assist students in accomplishing their academic goals and achieving personal success. Our mission is:

*to assist new, transfer and transitioning students, through academic advising,
to develop and implement individual plans for achieving educational and life
goals.*

UC accomplishes this mission through individual appointments, group advising, courses, technology tools, and the Quick Answer Center.

This report will share with the reader the activities of UC for the 2012-13 year as well as data that address utilization. Some of the highlights for UC during this year included:

- Implementing an online appointment system called Appointment Manager.
- Assisting with rewrite of U of U Policies 6-400, 6-100, and 6-101.
- Implementing an advisor bridge position with the Mathematics Department.
- Increasing number of students who participated in Freshman Mandatory Advising Program (MAP) to receive early registration from previous years.
- Launching a new website called University Major Exploration Center or UMEC.
- Updating publicity materials to match power words campaign and match UGS materials.
- Introducing a new University College course: UC 1060 - Successfully Preparing for Law School.
- Implementing suspension/dismissal policy with appropriate documentation in PEOPLESOFT.
- Expanding the Annual U of U Advising Conference to include advising colleagues from Salt Lake Community College.
- Creating and facilitating a new presentation at U of U Orientation called *Destination: Graduation*.
- Implementing productivity goals to maintain focus on advising students.
- Staff receiving the Perlman Award, Academic Affairs Excellence Award, UAAC New Advising Professional Award and nominations for NACADA Awards.

UC staff had over 80,000 contacts with students, campus partners, and the community. During this year, UC joined the campus community in identifying relevant learning outcomes from AAC&U Liberal Education America's Promise (LEAP) initiative for future measurement. As the 2013-14 academic year opens, the staff is focusing on initiatives that complement updates to campus policies and support the New U Student Experience (NUSE) campaign.

Student Contacts



Sharon Aiken-Wisniewski & Tammy Mabey

The staff in University College (UC) had over **80,000** contacts with students, campus partners, and outside constituencies during 2012-13 academic year. University College uses a Microsoft 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
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
2010-11	13,702	55,760	69,462
2011-12	14,289***	50,672	64,961
2012-13	15,998	57,096	73,094

* "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.

***Appointments increased by 587 and Quick Help decreased by 5,000. The increase in appointments would reduce time for Quick Help and during peak season in Fall 2011, three staff resigned for other positions. Remaining staff focused on appointments to counter this situation.

2012-13 Student Contact Summary

Appointment and Same Day	15,998
Quick Help (QA Desk, Presentations, Reception)	57,096
E-mail Advising	6,361
Workshops for Scholastic Standards (Warning)	1,013
Total Number of Student Contacts	80,468

*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 2012-13, UC sent **183,556** 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).

Table 1 - Class Standing of Students Served

Class	2008-09	2009-10	2010-11	2011-12	2012-13
Freshmen	29%	31%	26%	26%	25%
Sophomores	20%	20%	20%	16%	17%
Juniors	17%	14%	14%	14%	14%
Seniors	12%	10%	12%	12%	14%
2nd Bach (New in 2008-09)	4%	5%	5%	5%	5%
Transfer (New in 2006-07)	11%	13%	15%	20%	18%
Returning to the U (New in 2008-09)	3%	2%	1%	2%	2%
Others*	4%	4%	7%	5%	5%

*Nonmatriculated, non-admitted students and in 2010-11, included 2% for First Scholars Program.

Contacts by Type in 2012-13

The mission of University College requires a developmental focus 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.

Table 2 - Advising Needs - Students seek advisement for many reasons

Type	2008-09	2009-10	2010-11	2011-12	2012-13
General Ed/Graduation Requirements	12%	14%	11%	1,847 (13%)	1,649 (10%)
Academic Program Plan/Registration	29%	31%	32%	5,127 (36%)	6,128 (38%)
Policies and Procedures	7%	8%	7%	1,120 (8%)	1,115 (7%)
Scholastic Standards	12%	11%	11%	1,291 (9%)	1,455 (9%)
Professional/Graduate School (New in 2007-08)	17%	15%	16%	2,147 (15%)	2,424 (15%)
Major Exploration	9%	8%	8%	1,005 (7%)	1,356 (8%)
Mandatory Freshmen Priority	11%	11%	11%	1,414 (10%)	1,377 (9%)
Second-Year Advising (New in 2008-09)	3%	3%	3%	310 (2%)	338 (2%)
Total Contacts	11,785	12,572	13,702	14,289	15,998

Reported Home College

Students are asked to report their major, if appropriate, when checking-in for an appointment. As the chart below indicates, 51% 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.

	2008-09	2009-10	2010-11	2011-12	2012-13
Business	787 (7%)	608 (5%)	758 (6%)	1,009 (7%)	855 (5%)
Engineering	458 (4%)	498 (5%)	547 (4%)	683 (5%)	822 (5%)
Science	465 (4%)	463 (4%)	510 (4%)	599 (4%)	569 (4%)
Architecture	274 (2%)	362 (3%)	255 (2%)	144 (1%)	167 (1%)
Education	230 (2%)	149 (1%)	176 (1%)	170 (1%)	167 (1%)
Fine Arts*	690 (6%)*	1,106 (9%)	1,683 (12%)	1,807 (13%)	2,207 (14%)
Health	410 (3%)	506 (4%)	640 (5%)	705 (5%)	620 (4%)
Humanities	1,113 (9%)**	708 (6%)	679 (5%)	683 (5%)	737 (5%)
Nursing	497 (4%)	611 (5%)	696 (5%)	648 (5%)	622 (4%)
Pharmacy	122 (1%)	129 (1%)	171 (1%)	138 (1%)	113 (1%)
Social and Behavioral Science	1,179 (9%)	1,090 (9%)	1,177 (9%)	1,231 (9%)	1,165 (7%)

Advising Staff Productivity – NEW

During this year, the advising staff pursued a productivity project to understand the average annual appointments for staff based on position. Analyzing data from previous years, an annual metric was established for number of appointment contacts. As the year progressed, advisors received monthly updates and notes were maintained on reasons why productivity might be up and down. The table below provides data from the first year of this project.

Table 3 - Productivity

Position Classification	Estimated Annual # of Appointments for each position classification	Average Number of Appointments Across Staff in this Position Type	Average Estimated # of No Show Appointments	2012-13 Average Total Appointments for each classification
Academic Advisor (Grade D)	1200	938	140	1078
Coordinator (Grade D)	900	737	110	847
Asst. Director (Grade E)	800	829	125	954
UC/Special Projects Staff	300	229	34	263

Conclusion

University College continues to provide advising services to many students with different needs. 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.

Photo right: Sonnaly Khouanphet,
Sharon Aiken-Wisniewski, Jennifer Wozab



Photo above: University College participates
in the U of U Community Engagement Day.

Mandatory Advising Program



Martina Stewart, Jennifer Wozab, Steve Hadley

Overview and Goals for 2012-13

In fall 2007, the University of Utah implemented the Mandatory Advising Program (MAP) to complement the mandatory advising that existed within scholastic standards and the initial transfer point. The MAP points are designed so that all students connect with academic advisors at strategic points in the undergraduate experience. The strategic points of MAP include:

- **Freshman/First Year Advising** during freshmen students' first semester at the University of Utah.
 - **Second Year Advising** for students enrolled fall semester with 2 or 3 prior terms of enrollment and 60 or fewer credit hours.
 - **60 Credit Undeclared Student Advising** for students who have completed at least 60 credit hours and 2 semesters at the University of Utah, who have not yet declared a major or pre-major.
1. Develop Fall MAP Kickoff Event focusing on pedagogy of advising: Advising as Teaching/Learning.
 - Event attended by 65 campus advisors.
 - Event received positive evaluations and generated interest in Advising as Teaching and Learning.
 - Based on interest, follow up roundtable was held in February.
 2. Pilot online scheduling of appointments for First Year MAP students.
 - All MAP appointments with UC advisors can be scheduled on line.
 3. Develop communication pieces for First Year MAP students which build on Advising as Teaching/Learning.
 - MAP video was edited to be shorter and more engaging and concise.
 - MAP IT OUT handout was created to assist with First Year MAP appointments in UC.

Highlights and Program Utilization

1. **Freshman/First Year Advising Program**: Due to a more aggressive and varied communication campaign to First Year students, the percentage who met with an advisor early and received priority registration has gone up from **71%** in Fall 2010 to **79%** in Fall 2012. (Table 1).

a. **Table 1 - Flow of Students**

Year	Selected for Freshman Advising Fall Semester*	Received Early Advising and Priority Registration	Met with Advisor by 12/1	Registered for Spring by 12/13	% Advised and Holds Removed by 1/7	Met with Advisor in UC during Fall semester
2010	3206	71%	84%	77%	93%	1232
2011	3379	78%	89%	85%	94%	1229
2012	3533	79%	90%	83%	94%	1256

*includes students who started summer and fall

Table 1

b. **GPA and Retention Fall to Spring (Table 2):** 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 early and receive priority registration.

Student Group*	Mean term GPA Fall 2012	Retention Fall 2012- Spring 2013
Advised Early/ Received Priority (2663 students/81%)	3.11	93%
Not Advised Early or Not Advised/ Did Not Receive Priority (645students/19%)	2.57	67%

*includes students who started fall only

Table 2

- c. **Retention (Table 3).** The data also suggests that students who take advantage of early advising and priority registration have a higher fall to fall retention rate compared to students who do not receive early advising and priority registration.

Student Group: Fall 2008 Cohort	RETENTION			
	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Advised Early/Received Priority (2073 students)</i>	76%	67%	66%	54%
Not Advised Early or Not Advised/Did Not Receive Priority (523 students)	47%	40%	41%	37%

Table 3 - Retention

- d. **Graduation Rates (Table 4):** Graduation rates of those who were advised early and received priority registration are nearly three times those who did not receive priority.

Student Group: Fall 2007 Cohort	GRADUATION AS OF SPRING 2012
<i>Advised Early/Received Priority (2210 students)</i>	884 (40%)
Not Advised Early or Not Advised/Did Not Receive Priority (435 students)	61 (14%)

Table 4 – Graduation Rates

2. **Second Year Advising Program:** Students enrolled fall semester with 2 or 3 prior terms of enrollment and 60 or fewer credit hours are selected for Second Year Advising.

a. **Table 5 - Flow of Students**

Year	Selected for Second Year Advising	Number/% of students advised before hold placed in March	Number/% of students who received a registration hold	Number/% of students advised as of July	Met with UC Advisor*
2008	2,156	1,149 (53%)	1,007 (47%)	1,796 (83%)	365
2009	2,206	1,097 (50%)	1,109 (50%)	1,855 (84%)	302
2010	2,373	1,129 (48%)	1,244 (52%)	1,981 (83%)	389
2011	2,465	1,079 (44%)	1,386 (56%)	2,064 (84%)	270
2012	2,484	1,226 (49%)	1,258 (51%)	2,121 (85%)	282

* This number is appropriate given we want students to make a connection with their DEPARTMENTAL advisor. UC saw those who were Undecided or Pre-Nursing.

Table 5

3. **60 Credit Undeclared Student Advising Program:** Students who have completed at least 60 credit hours and 2 semesters at the University of Utah and are undeclared are selected for Undeclared Student Advising.

- a. **Table 6 - Flow of Students** The number of students who have been selected for 60 credit hour Undeclared Student Advising has decreased over the past 5 years, which may be a positive outcome of Mandatory First Year and Second Year Advising.

Year	Received Notification Email (November)	Received Registration Hold (February)	% Notified That Actually Received Hold	Holds Removed (July)	% Holds Removed (July)
2007/2008	608	331	54%	272	82%
2008/2009	454	205	45%	160	78%
2009/2010	391	197	50%	149	76%
2010/2011	433	192	44%	157	82%
2011/2012	367	179	49%	137	77%
2012/2013	308	177	57%	135	76%

Table 6

Goals for 2013-14

- ✦ Develop Fall MAP Kickoff Event focusing on Student Development Theory and MAP 2nd Year Advising.
- ✦ Redesign LEAP MAP Advising Module and LEAP Design Your Degree Module to be more interactive and engaging.
- ✦ Pilot assessment of the LEAP Advising Modules.



Photo above: Martina Stewart and Jen Wozab

Undecided Student Program



Steve Hadley and Martina Stewart

Overview and Goals for 2012-13

- Implement the use of Canvas in all UC/LEAP 1050 sections.
 - The UC/LEAP 1050 curriculum has been updated and added to Canvas. Beginning Fall 2013 all sections of UC/LEAP 1050 will use Canvas.
- Train the Major Exploration Center Assistant to take on a larger role in the program planning related to major exploration (i.e. The Major Exploration EXPO, The Declare Your Major Campaign, Mandatory Undeclared Advising, and the Virtual Major Exploration EXPO).
 - The Major Exploration Center Assistant was trained to take on a larger role in the program planning related to major exploration. She was able to coordinate the Declare Your Major Campaign. She has since left University College to pursue another job opportunity. The Major Exploration Center has been reorganized with Co-coordinators and a student assistant. One Coordinator will focus on program planning and the other will focus on curriculum.
- Provide training and case studies to help University College advisors better utilize the STRONG and MBTI with exploratory students.
 - Steve Hadley and Martina Stewart facilitated a workshop on MBTI Type and Communication for the University College staff. The workshop focused on helping staff better understand the MBTI and developing improved communication skills with colleagues and students.

Major Exploration Expo

The 8th Annual Major Exploration EXPO took place on September 26, 2012. The 8th edition of the Major Exploration EXPO was one of the most successful EXPO's. Here are some of the highlights:

- An estimated 1350 students were able to interact with 100 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.
- 96.7% of students surveyed said that they would recommend the EXPO to a friend.
- 95.7% said that they were able to find the information they were looking for or that they were not looking for anything in particular.
- A few comments from students include:
 - "I liked how all of the majors were represented at the fair and that they were all in one location so that you could talk with multiple people about several majors and quickly get the information you were seeking."
 - "I liked the professionalism of every professor/adviser that I had talked to."

- “The signs made navigating the different majors very easy and convenient.”
- “The people at the booths seemed very friendly and very willing to help you with what you wanted to know.”

University College Major Exploration Center (UMEC) Website

The launch of a new website for University College Advising and UMEC has been very successful. The UMEC webpage provides information about majors, minors, certificates, career resources, and more. The UMEC page has been particularly popular.

Table 1 - UMEC Website Analytics

UMEC Website	Number of Unique Visits	Number of Views
Average Per Month	28,438	45,413
Total For Year	341,257	544,956

Significant Milestones or Program Utilization

Table 2 - Undecided Advising at University College

Major Exploration Advising	Students Advised by Year			
	2009-10	2010-11	2011-12	2012-13
Undecided Students Advised	3625	3909	3961	3938
Students designated as “Major Exploration” for the main purpose of their visit	996	1066	1005	1356
Students designated as “Second Year Advising” for the main purpose of their visit (<i>Students only come to University College Advising For Second Year Advising if they are undecided.</i>)	332	441	270	333

** Students were also advised extensively on major exploration in UC/LEAP 1050 (See University College Curriculum section of this report for more details).*

Goals for 2013-14

- ✦ Work on branding and marketing UMEC including revamping the Major Exploration EXPO logo and media in preparation for the 10th anniversary.
- ✦ Improve the website with interactive features, Prezis, workshops, major exploration stories, (video and written text), career stories.
- ✦ Facilitate regular in-service activities that would allow for staff to develop their skills and learn from the expertise we have in the office.
- ✦ Maintain and expand uExplore information sessions.
- ✦ Hire a part-time student assistant that will help us connect with students to brand and market UMEC.



Photos: Major Expo Fall 2012, Sarah Rollo, above; Richelle Warr and Vickie Morgan, right

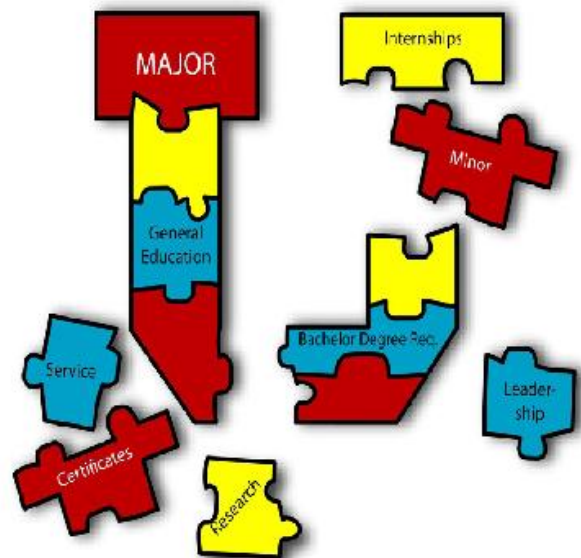


Join us for

The University of Utah's

Major Exploration Expo

September 26, 2012
10 AM — 2 PM
Union Ballroom



Find out about:

Majors ~ Minors ~ Certificates ~ Internships ~ Study Abroad ~ Classes ~ Other experiences the U can offer you!

Come design the best degree for **U!**

To see a list of attendees go to <http://advising.utah.edu/majors/expo.php>
Questions? Contact University College (801) 581-8146



University College Curriculum



Sarah Rollo, Mayumi Kasai, John Nilsson, Amy Urbanek

Overview and Goals for 2012-13

University College Curriculum has been developed to take academic advising into the classroom. Through a variety of courses we have been able to provide in depth information on advising topics that will assist students to achieve their goals. The instructional mission of University College is to actualize academic advising as teaching with a challenging curriculum that engages students for personal discovery and enhances their educational experience.

- Improve/create new and existing marketing material (i.e. brochure, Prezi) to highlight UC courses
 - Collaborated with UC technology team to create a new brochure that advertises curriculum, see addendum 5
- Obtain retention and graduation information for students enrolled in UC courses
 - Collaborated with UC Data Analyst to create reports tracking retention and graduation information for students enrolled in UC courses. Reports will be run at the end of each semester.
- Implement a professional development and training program for UC instructors including a yearly retreat and bi-annual professional development activities
 - Held a yearly retreat in August 2012 that focused on quality course design that allowed instructors to evaluate and reflect on their pedagogy and course materials. Encouraged attendance to CTLE workshops and events. Created an informal instructor discussion session at the end of spring semester which will become a regular event.
- Introduce a new University College course: UC 1060 Successfully Preparing for Law School
 - New course was approved by Curriculum in Undergraduate Studies and was offered for the first semester in Spring 2013. Enrollment numbers were strong so another section will be offered Fall 2013.
- Expand course offerings for UC 1050, UC 1020, and UC 1030 by training new instructors
 - Trained Mayumi Kasai to teach UC 1020 and offered one more course each of UC 1020 and UC 1030
 - Trained Latu Kinikini to teach UC 1050, scheduled to teach one semester in Fall 2013 and Spring 2014, allowing an increase in the total number of sections offered of UC 1050

Courses Taught during 2012-2013

UC 1010: Your Path to A Successful Start at the U (After F'12 For WRC 5% Students Only)

This course has been designed as a continuation of The University of Utah Orientation to assist students with academic success, only offered to WRC 5% students. Topics will 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 make your experience rewarding. In addition to understanding your new educational community, you will have more information that assists you in negotiating the campus to accomplish your academic goals.

UC 1020: Successfully Starting to Prepare for Admissions to Medical School (Addendum 1)

Thinking about becoming a physician? This course is designed for students who are exploring a career as a physician. The primary focus is to explore the career through panels and presentations by practicing physicians as well as a continuous discussion on how to prepare for admission to medical school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1030: Successfully Preparing for Admission to Dental School (Addendum 2)

Thinking about becoming a dentist? This course is designed for students who are exploring a career as a dentist, orthodontist, oral surgeon, or other specialist. The primary focus is to explore the career through panels and presentations by practicing dentists as well as a continuous discussion on how to prepare for admission to dental school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1050: Major Exploration (Addendum 3)

This course is designed for students who have not yet committed to a major, and are motivated to explore themselves and their academic options at the University of Utah. Students will learn about the major/career decision-making process, including self assessment, evaluation of majors and careers, and implementing an action plan.

UC 1060: Successfully Preparing for Law School (Addendum 4)

This course is designed for students who are exploring law school and a career as an attorney. The primary focus is to explore the career through panels and presentations by practicing attorneys, as well as a continuous discussion on how to prepare for admission to law school. Students will learn about law school, career opportunities in law, resources for further exploration, and also reflect on self within the context of law school and a career in law.

Table 1 - Enrollment in University College Courses

University College Course Enrollment	Fall 2012	Spring 2013
UC 1010: Successful Start at the U	50/75 3 sections	N/A
UC 1020: Intro to Pre Medical	39/42 1 section	38/40 1 section
UC 1030: Intro to Pre Dental	29/40 1 section	19/40 1 section
UC 1050: Major Exploration	58/60 3 sections	41/42 3 sections
LEAP 1050: Major Exploration Cross listed in Spring Semester with UC 1050	NA	14/18 3 sections

Goals for 2013-14

- ✦ Work with University College Technology Team to prepare regular reports on graduation and retention data for past students enrolled in University College Courses.
- ✦ Offer a retreat for University College instructors that allows new instructors to gain valuable skills and insights from existing instructors.
- ✦ Expand the number of sections of courses offered and add variety to the days and times that courses are taught.

Addendum 1: UC 1020 Intro to Pre-Medical highlights

Addendum 2: UC 1030 Intro to Pre-Dental highlights

Addendum 3: UC 1050 Major Exploration highlights

Addendum 4: UC 1060 Intro to Pre-Law highlights

Addendum 5: New UC Curriculum brochure



**Photo left: Front desk staff,
Katie Pratt and Lindsey Larsen**

Addendum #1

UC 1020 Prepared by Mayumi Kasai

UC 1020: Introduction to Premed Preparation (Fall semester 2012, 42 students enrolled)
(Spring semester 2013, 37 students enrolled.)

Course Objectives: This course is designed for motivated students who are strongly considering admissions to medical school after graduation. The main objectives are to expand on the traditional education by exploring the lived experience of physicians, the activities that shape medical school applicants, and encouraging students to reflect on who they are as they consider this career.

These objectives will be achieved through the following:

- Provide information on the different options available to students considering this career path.
- Expand networking opportunities with professionals in this area.
- Provide students with vital information for them to make informed decisions that impact their long term goals.

Learning Outcomes:

- Understand how to develop relationships with peers, staff, and faculty that will facilitate your goals
- Identify resources that will impact your understanding of medical school admissions
- Understand different specialties in medicine
- Begin to identify “who you are” and how this impacts your goal as a physician

Our physician guest speakers in fall 2012 included a male obstetrician, a female gynecologist, a female pediatric oncology osteopathic physician, a male Chinese American pediatric psychiatrist, a male African American emergency room pediatrician, and a male family medicine osteopathic physician. We also heard from the Assistant Dean of Admissions in the University of Utah School of Medicine, the Student Affairs Vice President in the University of Utah School of Medicine, and presenters from the Bennion Center, Undergraduate Research Opportunities Program. There were also four medical students (one MD/Ph.D, three 2nd year students) visited the class and shared their experiences.

In Spring 2013, a female gynecologist visited the class in replacement of a male obstetrician and a female gynecologist. In addition, female Hispanic American transplant surgeon and a male internist gave presentations to the class. Fortunately, we were able to have six medical students (one MD/Ph.D, three 4th year, two 2nd year students) who mingled with the class to answer questions from students.

Addendum #2

UC 1030 Prepared by John Nilsson

UC 1030: Introduction to Premed Preparation (Fall semester 2012, 29 students enrolled, Spring 2013 19 students enrolled)

Course Objectives: This course is designed for motivated students who are strongly considering admissions to dental school after graduation. The main objectives are to expand on the traditional education by exploring the lived experience of dentists, the activities that shape dental school applicants, and encouraging students to reflect on who they are as they consider this career.

These objectives will be achieved through the following:

- Provide information on the different options available to students considering this career path.
- Expand networking opportunities with professionals in this area.
- Provide students with vital information for them to make informed decisions that impact their long term goals.

Learning Outcomes:

- Understand how to develop relationships with peers, staff, and faculty that will facilitate your goals
- Identify resources that will impact your understanding of dental school admissions
- Understand different specialties in dentistry
- Begin to identify “who you are” and how this impacts your goal as a dentist

Our guest speakers in Fall 2012 included presenters from the Bennion Center, Undergraduate Research Opportunities Program, Bioscience Undergraduate Research Program, the U of U School of Dentistry Admissions Director, and dental students in the RDEP program, as well as representatives from different areas of general dentistry, periodontics, and oral surgery, as well as academic dentistry.

Our guest speakers in Spring 2013 included the same as Fall 2012 with the addition of two more female dentists than the previous semester.

Addendum #3

UC 1050/LEAP 1050 Prepared by Sarah Rollo

Overview and Goals for 2012-2013

Course Objectives:

- Students begin the process of clarifying their interests, values and skills, and learn how they relate to different majors, careers and opportunities at the University of Utah
- Students understand and utilize sources to gather information about the various academic options available to them at the University of Utah (majors, minors, certificate programs, UROP, NSE, Study Abroad, internships, etc.) and careers
- Students understand the decision making process, and how to develop an action plan for choosing a major and thoughtfully designing their undergraduate experience
- Students understand the relationship between majors and careers

Goals:

- Offer 6 sections of UC/LEAP 1050 for 2012-2013
 - 6 sections were offered
 - Incorporate use of CANVAS in the course
 - ✦ UC 1050 team recently completed development of a CANVAS online course component
 - Instructors work together to refine and improve course materials and teaching strategies
- Instructors recently refined learning outcomes to reflect essential learning outcomes from the LEAP guidelines from AAC&U. Instructors also created new lesson plans and incorporated new learning theories into the course.

Highlights and Program Utilization

LEAP/UC 1050 Major Exploration was originally created in 2007 as a course offering for second semester LEAP students.

- This past year we offered and filled 6 sections of the course, which is open to any University of Utah student as well as LEAP students (see Table 1).

Table 1 – UC 1050 Enrollment (Historical)

Year	Number of Sections	Enrollment
2006-2007	1	14
2007-2008	1	7
2008-2009	2	40
2009-2010	3	60
2010-2011	4	80
2011-2012	5	95
2013-2013	6	113

- Each instructor administers a pre and post course evaluation to measure learning outcomes and if the course objectives have been met.
 - *Students in each course showed growth in decision making in the areas of understanding of self, relationship of self to options, identifying and utilizing resources, and setting goals and creating action plans.*
 - *Table 2 (below) offers an example of responses to one of the questions on the pre/post course assessment:*

Table 2 – Pre/Post Evaluation Responses

Pre-Course Assessment	Post-Course Assessment	Evaluate the connection between your identity (values, skills/abilities, interests) and how it is represented in your academic/career options.
9.09%	0%	I do not understand the connection between my identity (values, skills/abilities, interests) and how it is represented in my academic/career options.
63.64%	28.85%	I have some understanding of the connection between my identity (values, skills/abilities, interests) and my academic/career options, but need to spend more time evaluating the impact of identity on my options.
27.27%	71.15%	I understand how my identity (values, skills/abilities, interests) is represented in my academic/career options.

Goals for 2013-14

- ✦ Offer 10 sections of UC 1050 for 2013-2014.
- ✦ Train 3 new instructors to teach UC 1050 for 2013-2014 in order to achieve the goal of 10 sections offered.
- ✦ Showcase and receive feedback on new strategies for teaching and learning in UC 1050 at an annual conference.
- ✦ Identify and incorporate ways to expand the community created in the course to other major exploration events.

Addendum #4

UC 1060 Prepared by Amy Urbanek

Course Description: Thinking about law school? This course is designed for students who are exploring a career as an attorney. In this class we will explore the career through panels and presentations by practicing attorneys, as well as a continuous discussion on how to prepare for admission to law school. Students will learn about opportunities and resources, and also reflect on self within the context of this career.

Course Objectives: This course is designed for motivated students who are strongly considering admissions to law school after graduation. The main objectives are to expand on the traditional education by exploring the lived experience of attorneys, the activities that shape law school applicants, and encouraging students to reflect on who they are as they consider this career.

These objectives will be achieved through the following:

- Provide information on the options available to students considering this career path.
- Expand networking opportunities with professionals in this area.
- Provide students with vital information to help them make informed decisions that impact their long term goals.


Learning Outcomes:

- Understand how to develop relationships with peers, staff, and faculty that will facilitate your goals.
- Identify resources that will impact your understanding of law school admissions.
- Understand different specialties in law.
- Begin to identify “who you are” and how this impacts your goal of becoming an attorney.


Spring 2013 Guest Speakers included, a male bankruptcy attorney, a female Social Security attorney, an openly gay male City Attorney, a male tax attorney, a female attorney with her own practice, and a male General Counsel for the U of U. We also heard from a panel of law school students, the Associate Dean of Admissions and Financial aid from the U of U law school, the Director of the Hinckley institute of Politics, and a representative from the Bennion Center.

Addendum #5

UC Curriculum Brochure Created by Tammy Mabey and Sarah Rollo



THE UNIVERSITY OF UTAH
University College



curriculum

Advising is Teaching!

University College instructors are academic advisors specially trained to move beyond one-on-one advising to facilitate classes where discussions with like-minded students create communities to promote self-discovery. Whether you want to learn the application process for admission to competitive graduate programs like medical, dental, or law school, or if you want to explore majors, we have courses that will benefit you!

Phone: 801-581-8146
Website: advising.utah.edu
Email: uc@uc.utah.edu

Interested in applying to medical, dental or law school?

Our pre-professional series offers courses which allow students to explore and prepare to apply for medical, dental, or law school admission. The main focus is exploration of the career paths through discussions and presentations by practicing professionals. Students reflect on self within the context of these career paths and receive resources for further exploration.

UC 1020	Introduction to Pre-Med
UC 1030	Introduction to Pre-Dental
UC 1060	Introduction to Pre-Law

Are you exploring majors?

Our major exploration course is designed for motivated students who have not committed to a major. Students learn the major/career decision-making process including self-assessment, evaluation of majors and careers, and implementing an action plan. Students engage in a process of self-discovery by clarifying their interests, values, and skills through in-class discussions and activities, reflective writing, one-on-one advising, and interaction with peers.

UC 1050	Major Exploration
---------	-------------------

- All classes are 1-credit hour which can be applied to total hours for graduation.
- Graded as Credit/No Credit (CR/NC).
- 8-weeks long, held during the first or second half of the semester.

Scholastic Standards



Becki Broadbent, Director of Scholastic Standards
Heather Crum, Assistant Director of Scholastic Standards
Latu Kinikini, Assistant Director of Scholastic Standards

Overview and Goals for 2012-13

- Continue to monitor new Academic Success Workshop in Canvas.
- Explore Early Warning System for use campus-wide
- Follow through with implementation of new suspension/dismissal policy, including presentations to campus-wide advisors at conference and roundtable
- Work with ACS on implementation of new SS standings.
- Update SS information on UC website.
- Develop handout and materials for dismissed students.
- Revise SS timeline to reflect changes in program.

Highlights

- ***Academic Success Workshop***

After a year of using the new format for the Academic Success Workshop, the Scholastic Standards team, discussed how the workshop was functioning. Based on student feedback, we determined that some minor changes would enhance the experience. We decided to change the workbook slightly & shorten the quiz. In the workbook, we adjusted the time audit section to be more focused and not require students to list out each ½ hour increment of time. For the quiz, we reviewed each question to make sure it was clear. Since there are some modules where students self-select one of the topics, we ensured that each question was clearly covered in the workshop modules which are required of every student.

- ***Early Warning System***

During 2012-2013 we identified Early Alert options with their related costs and features. We have developed a preliminary plan for this project moving forward. In the 2013-14 year, we will identify & secure resources for implementation of a product. We plan to find campus partners to help with implementation and continued use. We will educate campus partners regarding the Early Alert software options. Once all involved members are familiar with the products we will be able to make a more informed decision.

- ***Dismissal/Suspension Presentations***

The Scholastic Standards Team presented the new dismissal information in many venues which included the University of Utah Advising Conference (Sept 2012), the UAAC Roundtable (Nov 2012), the College of Business advising center (Nov 2012), the UAAC monthly meeting (Mar 2013). The presentation content included information about the policy as well as the processes these students experience.

- **Scholastic Standards Changes**

Requests for Service were submitted for major changes to the Scholastic Standards which included added standings. This impacted the many reports & processes. We tested these changes throughout November and December. After a few minor hiccups on the beginning of testing, we were able to assess that the changes had been appropriately done. These changes have been used for the Fall 2012 and Spring 2013 process runs.

- **Website update**

During the fall semester, we streamlined the questions & answers area on the Scholastic Standards website. We made the answers shorter and more purposeful. We also added the suspension appeal deadline table to better communicate the deadlines to suspension students.

- **Dismissal materials and process**

Our team refined the process & enhanced the paperwork for suspension & dismissal students. Additionally, we formalized the appeal committee processes and included better communication with Admissions. As part of this process, we receive information about student's transfer work so the committee can consider all factors of a student's return.

- **Revise SS Timeline**

We put the semester timeline into an Excel format which allows for easier updating each semester & communication within the team. We used it for the Spring 2013 processes and, despite a few minor tweaks, we found it to be worthwhile.

A Look at the Data

PROBATION

The following data compare the number of students on Warning (WR), Probation (PR), and Suspension (SU) for the last five years. When compared to total enrollment, the percentages in each category remain fairly consistent. According to the below tables, the numbers for the Fall 2012 Warning and Probation groups are higher. However, when reviewing the numbers and how they compare to the total enrollment, the percentage of students on Warning in Fall went from 4.9% (2010) to 4.7% (2011) to 4.3% (2012). See appendix for full statistics report for 2010-2013. With the addition of new standings, this data will further develop and improve.

(The actual number of students at each level of probation is likely lower than those in the tables, since these data are 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 assigning EU grades to students whose instructors did not report grades by the deadline.)

Table 1. Number of students on Warning, Probation, & Suspension for Summer – 5 yrs

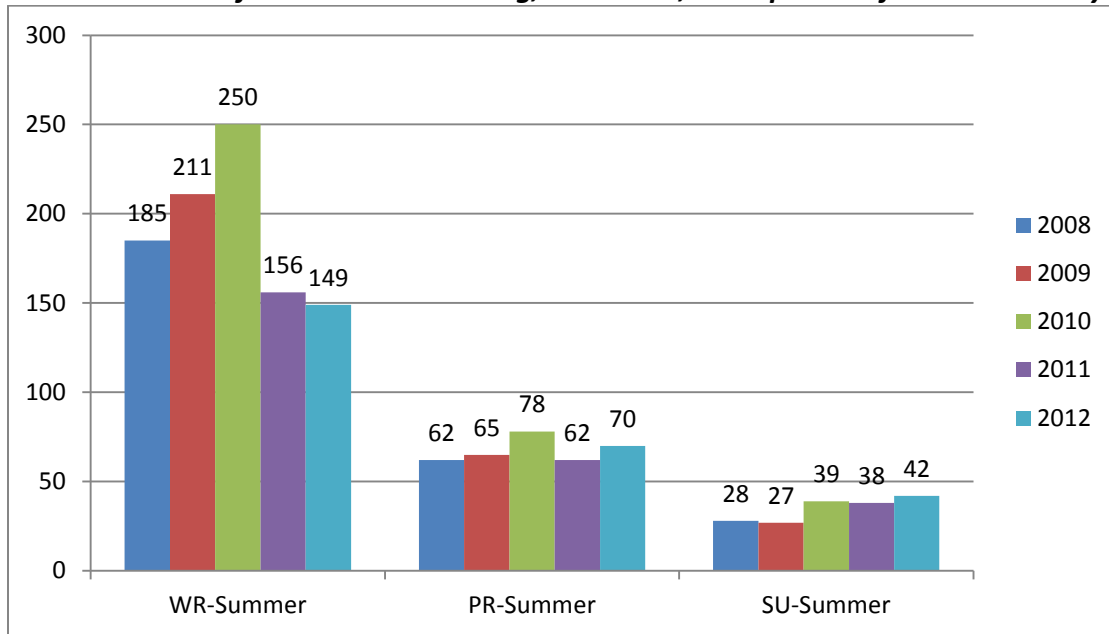
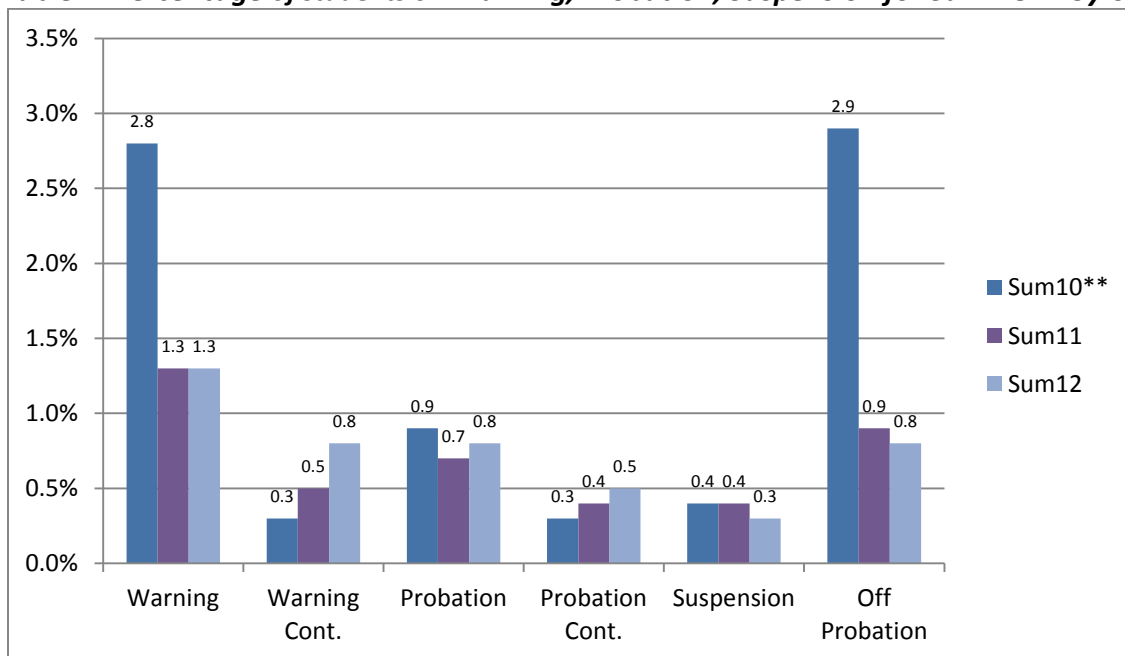


Table 2. Percentage of students on Warning, Probation, Suspension for Summer – 3yrs*



*Percentage data doesn't currently go back as far as the number data. For this reason the percentage data only goes back to the 2010-2011 school year.

**Data reports for marked semesters were generated July 2013. When data is generated after significant time has passed, then the data doesn't exactly reflect what it looked like immediately after the term. This is especially noticeable in the "Off Probation" category.

Table 3. Number of students on Warning, Probation, & Suspension for Fall – 5 yrs

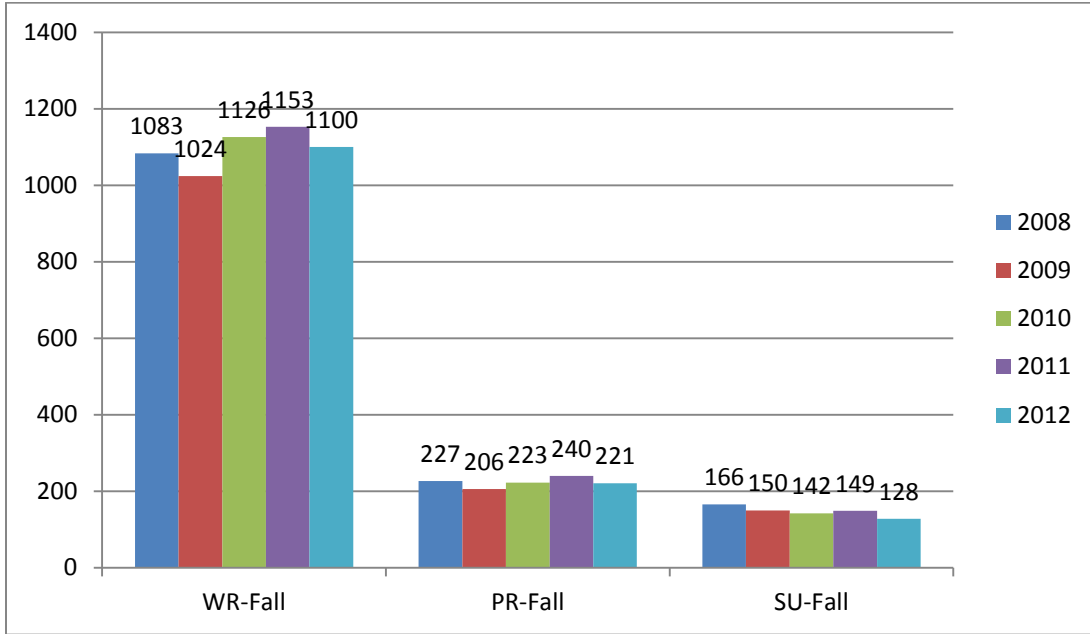
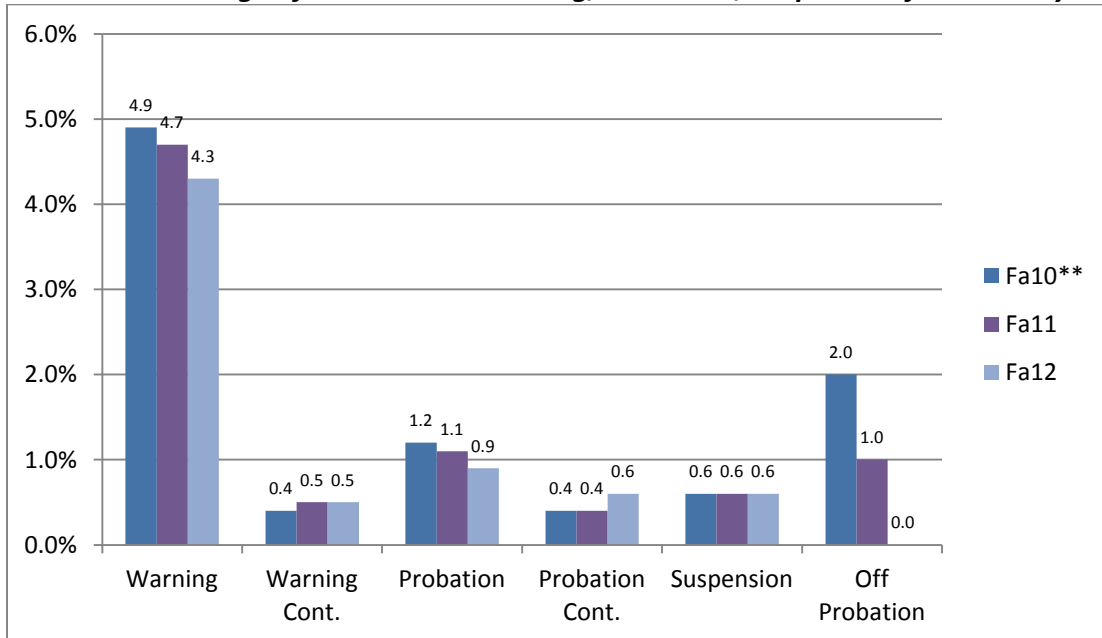


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**Data reports for marked semesters were generated July 2013. When data is generated after significant time has passed, then the data doesn't exactly reflect what it looked like immediately after the term. This is especially noticeable in the "Off Probation" category.

Table 5. Number of students on Warning, Probation, & Suspension for Spring – 5 yrs

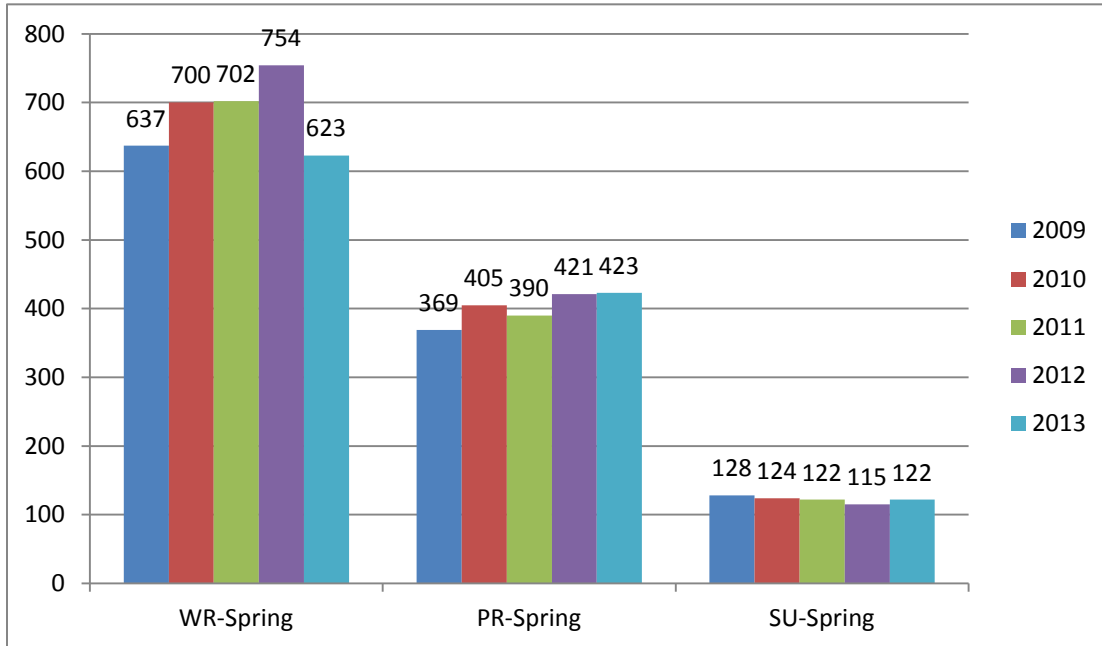
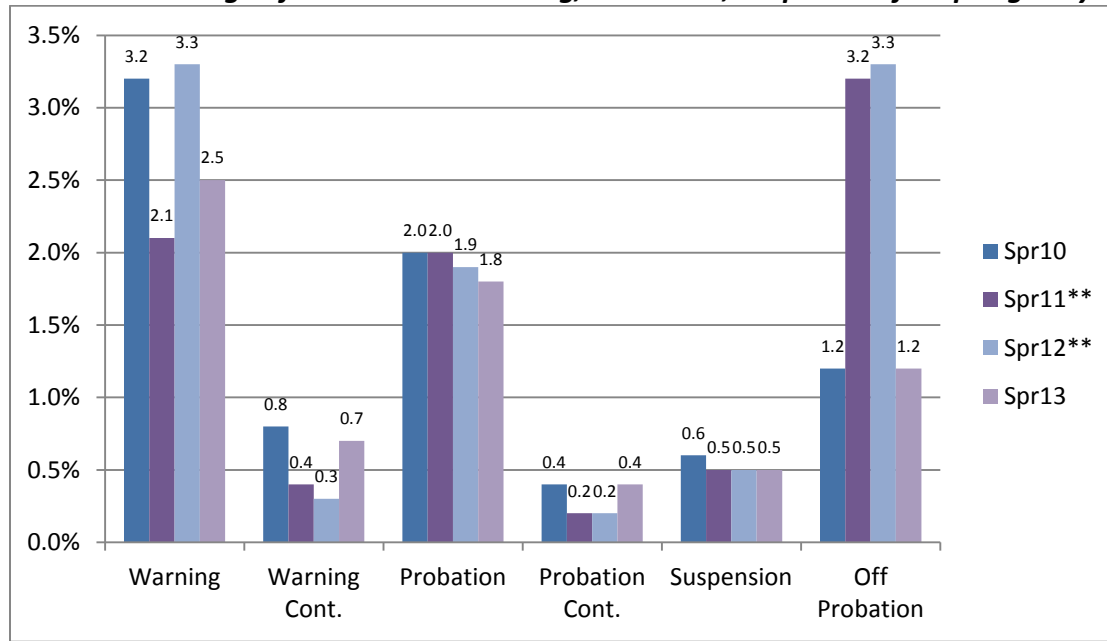


Table 6. Percentage of students on Warning, Probation, Suspension for Spring – 4 yrs*



*Percentage data doesn't currently go back as far as the number data. For this reason the percentage data only goes back to the 2010-2011 school year.

**Data reports for marked semesters were generated July 2013. When data is generated after significant time has passed, then the data doesn't exactly reflect what it looked like immediately after the term. This is especially noticeable in the "Off Probation" category.

DEAN'S LIST

The Dean's list (DL) data for the entire student population shows a significant increase in students who meet the criteria of a 3.5 term GPA on at least 12 graded credit hours. In Fall 2000, there were 15% of total students on the Dean's list. As the table shows, in Fall 2012, 24% of students were recognized for this accomplishment.

Table 7. Number of Student on Dean's List Semester

	Fall			Spring			Summer		
	Total Enroll	# on DL	% of Total	Total Enroll	# on DL	% of Total	Total Enroll	# on DL	% of Total
2009-10	22942	5126	22%	22128	4703	21%	10346	842	8%
2010-11	24151	5453	23%	23488	5336	23%	10989	857	8%
2011-12	25330	5759	23%	24112	5570	23%	10892	524	5%
2012-13	25752	6141	24%	24496	5915	24%	--	--*	--

*The numbers for Summer 2013 will not be available until mid August.

The data for first term freshmen students after fall semester shows little change in the percentage of students going on warning (cum GPA below 2.0) but also shows an increase in the percentage of first term students making the Dean's list.

FRESHMAN & PROBATION

The data for first term freshmen students after fall semester shows little change in the percentage of students going on warning (cum GPA below 2.0) but also shows an increase in the percentage of the first term students making the Dean's list.

Table 8. Profile of First Term Freshmen after Fall Semester

Student Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total New Freshmen	2554	2793	2998	3167	3320
Warning (Cum GPA below 2.0) after first term	423 (16.7%)	438 (15.8%)	472 (15.9%)	490 (15.6%)	503 (15.3%)
Dean's List after first term	659 (26.1%)	692 (25%)	869 (29.3%)	923 (29.9%)	1032 (31.4%)

One group that is of particular interest is the students who have returned from suspension and where they have progressed in their standing. As the table below indicates, since Fall 2012 there have been 22 students who achieved good standing since returning from suspension. Of the 22 students, 6 (8.6%) are on the Dean's list.

This data does not include students who went back to good standing after returning from suspension prior to the new standings. These numbers will continue to increase over the next few years until the majority of returning suspension students are classified as "after suspension" standings. The only students who will not be in this cohort would be those who went back to Good Standing prior to the new standings.

Prior to Fall 2012, all returning suspension students were classified as probation after suspension, dismissed, or good standing (without the after suspension designation). This explains the large difference between the Probation after suspension numbers prior to and after the Fall 2012 standing changes.

Significant Milestones or Program Utilization

- *Made considerable changes to Scholastic Standards functioning in PeopleSoft with the respective reports*
- *Due to new standings, better able to quantitatively view students who have returned from Suspension and their future successes.*
- *Presented information about new dismissal policy & return appeal processes in various forums.*
- *Enhanced suspension & dismissal process for return appeals*

Goals for 2013-14

- ✦ Update Scholastic Standards manual which will include creating lesson plans and desired outcomes for each standing.
- ✦ Update Academic Success Workshop videos & explore other avenues for using them
- ✦ Discuss Early Alert processes and implement in collaboration with appropriate campus resources
- ✦ Assessment of Scholastic Standards interventions specifically the changes made to the Academic Success Workshop.



Photo: Becki Broadbent, Heather Crum and Latu Kinikini

The Transfer Center



Terese Pratt, Natalie Brown

Overview and Goals for 2012-13

Review and Update all Transfer Center Materials and try to collect more flyers and handouts from departments for use during our transfer visits

- Transfer Center Checklists, advisor information sheets for community college advisors and, flyers advertising transfer visit were all reviewed and updated
- Departments and agencies were contacted and many provided us with new materials to distribute to transfer students
- Several departments and agencies (i.e. Atmospheric Sciences, The Urban Institute for Teacher Education; The Family and Consumer Sciences Department; and the Learning Abroad Office) created specialized materials just for transfer students. Some materials were even institution specific - just for SLCC students for example.

Materials targeted specifically to the needs of prospective transfer students send a message to those students that the U is interested in their needs and will welcome them when they transfer. These materials also ensure students are getting up-to-date, targeted information about their future major.

Be part of the initiative to re-design transfer orientation

Transfer Center advisors continue to provide advising for undecided students at transfer orientations and we have been asked to assist with some of the new transfer initiatives being put on by the Office of Orientation and Leadership such as “Transfer Tuesday” programming.

Focus on outreach to SLCC advisors and work on programming to connect U of U advisors with their colleagues at SLCC

- For the first time ever, SLCC advisors were invited to attend the annual UAAC advising conference. **9 advisors from SLCC ended up attending.** Advisors were able to attend presentations filled with information helpful to them in their work with prospective U transfer students, and they had an opportunity to network with their U colleagues. Feedback from advisors attending was extremely positive, and they have requested to attend next year’s conference.
- SLCC advisors were also invited to attend the annual Major Exploration Expo and enjoy lunch with their U of U colleagues. **8 SLCC advisors attended this event** and were able to collect up-dated information on U majors and talk with U advisors about their programs

Other Activities

Staff of the Transfer Center continued to visit 2-year schools in the state (Salt Lake Community College and Snow College)

Table 1 - Transfer Advising Contacts

	Advisor Hours	Student Contacts
2012-2013	440	1613
2011-2012	444	1543
2010-2011	412	1326
2009-2010	337	1429

Increased visits to SLCC - South City Campus

In response to the large number of students in transfer-bound programs at the SLCC South City Campus, we added one additional visit to this campus each month starting in Spring Semester 2013 (for a total of 2 visits per month). Student contact numbers noticeably increased at this campus compared to Spring Semester of the previous year.

Table 2 - South City Campus Advisor Contacts

	Advisor Hours	Student Contacts
Spring Semester 2012-2013	24	77
Spring Semester 2011-2012	16	26

Collaboration with Departments

Staff continued to coordinate departmental advisor visits to SLCC this year. Departments, colleges and programs that participated in these visits include: The College of Nursing, The Urban Institute for Teacher Education, the Colleges of Social and Behavioral Science, the College of Humanities, The College of Fine Arts, The College of Social Work and the School of Architecture and Planning.

Table 3 - U of U Departmental Advisor Contacts at SLCC

	Advisor Hours	Student Contacts
2012-2013	108	131
2011-2012	164	299
2010-2011	132	369
2009-2010	178	464

Transfer Student Advising at the U of U

The staff of the Transfer Center continued to advise many transfer students here on the U of U campus (See Table 4):

Table 4 - Transfer Center Advisor Contacts on U of U Campus

	<u>Student Contacts</u>
2012-2013	1891
2011-2012	1932
2010-2011	1622
2009-2010	1649
2008-2009	1293

Mailings to Transfer Students

Emails were sent to newly admitted transfer students at the beginning and middle of each semester (See Table 5). These communications welcomed the students to the U; recommended resources and services for transfer students; and reminded them of upcoming registration dates.

Table 5 - Emails Sent to Transfer Students

	2012-13	2011-12	2010-11	2009-10
Fall	1900	2092	1510	1398
Spring	887	950	1093	794
Summer	274	275	377	229
TOTAL	3061	3317	2980	2421

Transfer Connections Newsletter

We continued to provide our “Transfer Connections Newsletter” each semester to advisors at all community colleges in the state. The newsletter helps keep these advisors abreast of information about transferring to the U. (see addendum)

Transfer Coordinating Council

We continued to collaborate with the Admissions Office and the Office for Student Equity and Diversity to host 2 Transfer Coordinating Council Meetings (TCC). The TCC is a university-wide group of advisors and student services professionals who meet for lunch and presentations on topics relevant to those working with transfer students. Topics discussed in this year’s meetings included:

- Introduction of a new transfer referral guide
- Scholarships for transfer students
- Best practices highlights – The Urban Institute for Teacher Education
- Review of the new admissions process

84 people from across campus attended these events.

Collaboration with the Office for Student Equity and Diversity (SED)

We expanded our collaboration with SED's diverse transfer student program. During this academic year we assisted SED with:

- The Fall Semester Transfer information session at SLCC,
- The Fall transfer student social at the U of U
- The Spring Semester's fee waiver event at SLCC
- The Transfer Summer Bridge transition program

Transfer Center advisors were also asked to join the new **Diverse Transfer Student Advisory Committee**.

US Sino and Global Pathways Program

Transfer Center staff continued to assist with the Sino Pathways program's monthly events as well as presenting each semester to Global Pathways students about course articulation and evaluation of international transfer credits to meet General Education requirements.

Transfer Advisor Training

Throughout the year Transfer Center advisors participated in many training sessions for advisors on the U campus.

- 4 Advising Basics Programs
- Admission's Office Staff training
- Welcome Center Ambassador training
- Recruiter Training
- Orientation College expert training
- Intensive Orientation Leader training

Another major transfer training project was also completed this year. **The transfer training module for Advising Basics was re-designed and turned into an online training module in Canvas.** A new PowerPoint, audio script and testing regime were created and recording of the new module was completed.

Goals for 2013-2014

- ✦ Develop a Transfer Center insert for the University College brochure.
- ✦ Develop a Transfer Center blog which will be accessed from the Transfer Center website.
- ✦ Analyze student contact data from SLCC to see if we can isolate patterns in contacts with students interested in particular majors. We will then use this information when planning departmental advisor visits to SLCC to improve student contacts and increase efficiency.

Photo right:
Natalie Brown, Terese Pratt



THE U OF U TRANSFER CONNECTION

A Resource for Transfer Advisors at Utah Community Colleges



Fall 2012 Page 1 of 2

Community College Advisors,

Transfer Center advisors at the University of Utah have created this newsletter to provide you with up-to-date information about requirements, programs, and policies at the U that affect your transfer students. We plan to publish this newsletter every fall and spring to keep you current on what is happening here at the U and provide information to you and your transfer students.

“Spring 2013 Admissions Deadlines”

September is the optimal time to apply for Spring Semester. Applying at this time will allow students to be admitted in time to register during early registration when class selection is at its best.

November 1st is the actual admissions deadline for Spring Semester. Any applications turned in after this date will pay a late fee in addition to the \$45.00 application fee and students will miss early registration.

Students must have their admissions file complete by November 28th. Students must have their application filled out, application fee paid and all transcripts must be received by this date to be considered for Spring 2013 admission.



“New Online Application is Here!”

The U has a brand new online application! Check it out at:

<http://admissions.utah.edu/undergraduate/transfer/index.php>

“Major Exploration Expo”

If you have transfer students trying to decide which U of U major is right for them, please encourage them to make a trip to the U of U campus for our Major Exploration EXPO. This is a huge event which will bring together advisors from all U of U majors, minors, and certificates as well as representatives from other programs and agencies. The EXPO will take place on

Wednesday, September 26th

**In the Union Ballroom on the U of U Campus
From 10 to 2**

Don't just refer undecided students to the Expo! Even students who have chosen a major can benefit from attending. All students should be thinking about ways to enhance their college experience and improve their marketability by adding minors/certificates and especially by participating in extra-curricular experiences. Representatives from most U of U extra-curricular programs are also present at the Expo, so this is a great chance for students to find ways to round-out their degree.

Transfer students attending the Expo can park in the visitor parking lot to the east of the Union Building. They can pick up parking validations from the Transfer Center table as they enter the EXPO.

Advisors are welcome too!

APPLIED ASSOCIATES DEGREE TO BACHELORS DEGREE A Guide for Advisors

Amy is a student in the Para-legal program at SLCC. She started this program because she needed some practical job training that was quick and gave her some assurance of a getting a good job when she was finished. She never really liked school when she was younger and hoped to get in and out of a training program quickly. As it turned out she loved her classes! She was a top student and several of her teachers encouraged her to think about going on for a bachelors degree and eventually on to law school. But how could she do this ? The paralegal program offers an AAS degree - "a nontransferable degree", so she'd have to start completely over in school if she pursued a degree. Amy assumed this dream was out of reach for her.

Amy is wrong; a bachelors degree is just as attainable for her as any other student at SLCC!

Does AAS Degree Credit Transfer?

There is a mistaken impression among students (and even some faculty and staff) at the U of U and at SLCC that students pursuing Applied Associates (AAS) Degrees cannot (or should not) transfer on to pursue a Bachelors Degree. The assumption is that these are vocational degrees and therefore the credits are not accepted by the Bachelors Degree granting schools. The terminology used to talk about AS and AA degrees encourages this misconception. These degrees are often called "transferrable degrees" leaving the impression that the more vocationally oriented AAS degrees are not transferrable. This is not true. All institutions in the Utah State System of Higher Education (USHE) must accept transfer credits from all other USHE schools regardless of whether the receiving institution offers similar types of courses or not. This means that 4-year Bachelors degree granting institutions must accept the vocational credits that make up the bulk of an AAS degree.

What Does AAS Degree Credit Count For?

In fact, vocational credits can be very useful to students interested in transferring and completing a Bachelors Degree. These credits will transfer in as elective credits toward the 122 hours needed for the degree. Elective credits come into play when a student has met the General Education, Bachelors Degree and major requirements but does not have the full 122 hours needed to graduate. There are many U of U majors that have relatively few major requirements; students in these majors can be required to complete a large number of elective credits. This is where AAS vocational class credit comes into play: these courses can fill some, or in many cases all, of a student's elective requirements.



THE U OF U TRANSFER CONNECTION

A Resource for Transfer Advisors at Utah Community Colleges



Spring 2013 Page 1 of 2

Community College Advisors,

Transfer Center advisors at the University of Utah have created this newsletter to provide you with up-to-date information about requirements, programs, and policies at the U that affect your transfer students. We plan to publish this news-let-ter every fall and spring to keep you current on what is happening here at the U and provide information to you and your transfer students.

Summer and Fall 2013 Admissions Deadlines

February is the optimal time to apply for Summer and Fall Semesters. Applying at this time will allow students to be admitted in time to register during early registration when class selection is at its best.

March 15th is the actual admissions deadline for Summer and April 1st for Fall 2013. Any applications turned in after these dates will require a late fee in addition to the \$45.00 application fee and students will miss early registration.

At this time, final admission cut-offs for these semesters are set at April 15th for Summer and June 1st for Fall. Students must have their application filled out, application fee paid and all transcripts must be received by the Admissions Office if they want to attend Summer or Fall semester.

Orientations for Summer Semester will begin in March. Fall Orientations will begin in April. For the best class selection students should attend the earliest possible Orientation.



MUSE – My Utah Signature Experience

The University of Utah is committed to offering an exceptional experience for all students, through programs like MUSE. The goal of this new initiative is to provide special individual learning experiences for every student, such as academic and professional internships, study abroad experiences, undergraduate research opportunities, and community involvement opportunities.

By systematically enriching the educational culture of the University of Utah, The MUSE Project builds opportunities for students to have signature learning experiences. MUSE and all of its activities are grounded in the University's educational mission, and its purpose is to foster dynamic learning opportunities and communicate them to students. To achieve this end, MUSE actively collaborates with people and programs focused on serving all three of the University's primary missions: education, research, and community.

What is a signature experience? Signature learning or MUSE experiences are "high impact practices" that cultivate a student's critical thinking skills, creativity, and capacity for vision and leadership. They are mentored educational experiences (in or beyond the classroom) with the potential to be genuinely transformative – a moment in a student's education that has a defining and empowering effect on his or her intellectual growth, professional development, and path in life.

The MUSE website (muse.utah.edu) is a "Portal of Opportunity" connecting students with great learning experiences across campus. Students can look for leadership opportunities or get involved in an innovative project. The U offers opportunities in all fields – just select the interest or discipline and start the search!



New Design Major at the U.

The College of Architecture and Planning will begin offering a Bachelor of Science in Multi-Disciplinary Design beginning in Fall of 2013. This program will bring the best from a multitude of areas such as design, engineering, business, psychology and communications around the common framework of product design. More information at: <http://www.arch.utah.edu/>

Preprofessional Program Advising



John Nilsson, Mayumi Kasai, Sheryl McCallister, Kelsey Sorenson

Preprofessional Health Advising

The fiscal year 2012-13 included some significant changes to our offices, including a new online appointment scheduling system and a successful premed conference. We were also pleased to welcome Kelsey Sorenson to the PPA office as a peer advisor.

Goals and Results for 2012-13

- Conduct a series of surveys of pre-professional students and professional students in order to identify the needs of our varied populations.
 - *Result: We administered a survey at the conclusion of our Premed Conference to assess student satisfaction with the event and ways to improve the experience next year.*
- Host a Premedical Conference in March 2013. Our focus will be on securing the participation of a broader range of osteopathic physicians and schools so that students can make informed application choices.
 - *Result: We hosted a conference on March 23 with 120 students in attendance from the University of Utah and other local colleges in which osteopathic physicians participated.*
- Cross-train another University College advisor in prehealth professions advising.
 - *Result: Amy Urbanek, the prelaw advisor, attended the entirety of both introductory courses to premed and pre dental studies and observed a few appointments.*

Highlights for 2012-13

- Kelsey Sorenson served as our peer advisor for the year, advising first-time visitors to our office on the premedical curriculum and extracurricular activities.
- Our office's collaboration with premed student organizations led to a successful Premed Conference in March 2013, with 120 students in attendance.
- John Nilsson attended the NACADA Administrator's Institute in February 2013 and developed a plan to extend the services of the PPA office to additional categories of preprofessional students.
- Mayumi Kasai attended the WAAHP meeting in May 2013 to learn about the UC-Irvine medical school's admissions policies and to learn about national changes to admissions policies for medical schools.

Overall Data

Table 1 provides information on the types of student contacts and totals for a 4 year. Period.

Table 1 - PPA ANNUAL STUDENT CONTACTS

ACADEMIC YEAR	PREPROFESSIONAL HEALTH			
	Indiv. Appts.	Group	Quick Helps	Total
2009-10	2,412	1,312	2,065	5491
2010-11	2,133	773	2,022	4,971
2011-12	2,319	942	2,188	5,449
2012-13	2,355	918	2,633	5,906

The PPA Office website was accessed **60,678 times during 2012-13. The PPA office sent **72,966** direct emails in 2012-13 to students.

UNIVERSITY OF UTAH APPLICANTS: TOTAL MEDICAL ADMISSIONS

Table 2 reflects all applicants who applied, and all students who were accepted to one or more medical schools; both MD (allopathic) and DO (osteopathic) programs are reflected in this table.

Table 2 – Medical Admissions

MD & DO Medical TOTAL	Applicants	Acceptances	% Accepted	% Accepted Nationally
2009-10	268 (217 M 50F)	105 (81M 24F)	39%	44%
2010-11	282 (218 M 64F)	129 (96M 33F)	46%	42%
2011-12	339 (256M 83F)	136 (106 M 30F)	40%	40%
2012-13	333 (245 M 88 F)	132 (92 M 40 F)	40%	39%

UNIVERSITY OF UTAH APPLICANTS: TOTAL DENTAL ADMISSIONS

Table three reflects applicants who applied, and all students who were accepted to one or more dental schools, who released their data for review.

Table 3 – Dental Admissions

<u>Dental</u>	Applicants	Acceptances	% Accepted	% Accepted Nationally
2009-10	92 (80M 12F)	38 (33M 5F)	41%	40%
2010-11	94 (79 M 15F)	48 (41 M 7F)	51%	41%
2011-12	86 (77 M 9F)	49 (44 M 5F)	57%	41%
2012-13	77 (69 M 8 F)	39 (35 M 4F)	51%	41%

Goals for 2013-14

- ✦ Survey our students on their extracurricular activities and their satisfaction with our office's services.
- ✦ Offer a series of learning styles assessments to assist our students in preparing for the rigor of the science curriculum and the standardized admissions exams.
- ✦ Integrate the new American Association of Medical Colleges Premed Students' Competencies into our Premed Conference in March 2014.

Photo below: Mayumi Kasai, Sheryl McCallister, Anna Chuaqui, John Nilsson, Kelsey Sorenson



Prelaw Advising Program



Amy Urbanek

The Prelaw Advising Program assists students with all aspects of 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 2012-13

- Successfully launched a new Prelaw class, UC 1060, Intro to Prelaw.
- Developed new presentations for prelaw students: Networking, Professionalism and Online Etiquette, and Student Loan/Debt Management.
- Continue assessment efforts with a short online survey.

2012-13 Highlights

Advising Contacts

PRELAW ADVISING ANNUAL STUDENT CONTACT STATISTICS – LAST 3 YEARS

Individual advising contacts were up this year (See Table 1), which was a bit of a surprise considering that applicant numbers have dropped significantly, both nationwide, and at the University of Utah. However, many people are still considering law school, but may not apply in the end, and one applicant may come in for several appointments. Group numbers decreased significantly, but this is mostly likely due to the S.J. Quinney Law School's decision to hold the Law School Financial Aid Workshop once, instead of twice, per year.

Table 1 – Individual Advising Contacts

Academic year	Individual Appointments	Group	Total
2010-2011	396	285	654
2011-2012	320	278	598
2012-2013	376	239	615

APPLICANTS TO LAW SCHOOL LAST 3 YEARS

Applicant numbers were down this year following a trend that was even more pronounced at the national level. Applicant numbers are expected to stabilize in the next couple of years.

Year	Applicants	Acceptances	% Accepted	% Accepted Nationally
2010	367	256	70%	67%
2011	300	206	69%	68%
2012	236	186	79%	76%

NOTES: Data derived from ABA/Law Services report.

Law School Fair

The premier prelaw event of the year is the annual Law School Fair held in the Union Ballroom each October. Students have the opportunity meet law school admissions officers from all over the country and collect valuable information. Attendance has been down the past couple of years, which follows the national trend of sharply declining law school enrollment (Table 2).

Table 2 – Law School Participation

Year	Number of Schools	% of ABA- Approved Schools*	Students attending (estimate)**
2010	134	67%	600
2011	136	68%	500
2012	136	68%	450

*The number of ABA Approved Schools typically changes every year or two. It usually increases as more schools are added, but it can also decrease if a school loses approval.

**estimates are calculated using headcounts of attendees at regular intervals throughout the day.

Law School Admissions Panel Following the Law School Fair

An Admissions Panel followed directly after the Law School Fair, with representatives from 4 diverse law schools discussing the application process, and answering students' questions. 49 students attended. Panelists included:

- Anne Richard—University of Virginia School of Law
- Eric Eden—William S. Boyd School of Law, UNLV
- Jose Roman—Boston College Law School
- Kristine Jackson—University of Colorado School of Law

New Class: UC 1060, Intro to Prelaw

A new course, UC 1060, Intro to Prelaw, was offered for the first time Spring 2013, and will be offered each Fall and Spring semester in the future. Initial enrollment was 23 students, with 22 completing the course. This is a 1 credit hour, half semester course, graded CR/NC. Through lectures, discussion, and guest speakers, students learn about law school preparation, campus opportunities, the application process, and the realities of law school and law as a profession.

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 at S.J. Quinney College of Law
- Facilitated Law School visits from Ohio Northern University C.W. Pettit College of Law, Willamette University College of Law, Baylor Law School, Case Western Reserve University School of Law.
- Prelaw Information sessions at new student orientations
- Student Recruitment tabling events
- WAPLA (Western Association of Prelaw Advisors) Regional Conference Committee
- WAPLA (Western Association of Prelaw Advisors) Regional Conference April 2013, Salt Lake City, Utah
 - Panel Moderator: Recent Law School Graduates Share Their Experiences

Goals for 2013-14

- ✦ Survey Prelaw students on their extracurricular activities and their satisfaction with the Prelaw Advising program's services.
- ✦ Set up a Facebook page and Twitter account as alternate means of disseminating prelaw information.
- ✦ Train Richelle as a back-up Prelaw advisor.
- ✦ Conduct regular prelaw workshops, and experiment with various days, times, and different registration methods, over the course of the year, in order to increase attendance at prelaw events.



**Photo left: Natalie Brown, Amy Urbanek,
Steve Hadley, Jency Brown**

Peer Advising Program



Sarah Rollo

Overview and Goals for 2012-13

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. In addition to advising students the peer advisors assist the entire staff with other projects during the times when there are fewer appointments.

Goals and Results

1. Continue having Peer Advisors involved in program support and facilitate the peers in developing a wide range of transferrable skills. Results:
 - Peers were utilized to present information to all ED PS 2600 courses.
 - Peer advisors assisted with creating marketing materials and educational tutorials for the Graduation Planning System (GPS), and offered support for the General Education Appeal Committee within University College.
2. Implement an exit interview for Peer Advisors as they transition out of the Peer Advising Program in an effort to gain feedback and improve the program. Results:
 - One peer did leave to pursue a position that would add to their professional skill set. An exit interview was created and conducted with this individual. Feedback was implemented and impacted the staff meeting activities.
3. Continue the new system of monthly meetings in order to aid in the development of each peer and to receive feedback on the program. Results:
 - Monthly meetings continued and were used to aid in the development of advising methods and style. Meetings also allowed for a safe space for the director and peer advisor to engage in constructive feedback that resulted in improvement.
4. Create directive training materials that are focused on peer issues and concerns to supplement the University College Advisor Manual. Results:
 - Prior to training three newly hired peer advisors in fall 2012, the director and existing peer advisors created supplements to the general University College advisor manual. Supplements included materials that were specific to peer advisors, such as, appointment guidelines and resources to use with specific types of appointments, detailed office procedures and policies, and an expanded description of the roles of peer advisors.

Program Highlights and Utilization

Training and Development:

- **Trained Three New Peer Advisors:** implemented a training program for three newly hired peer advisors. Training consisted of 2 weeks of intensive training that included discussion on mission statement, peer advisor ethical guidelines, office expectations, advising techniques and practice through case studies and advising scenarios, guest speakers, and observation of full-time advisor's appointments.
- **Staff Meetings:** continual training took place on a weekly basis.
 - Updates to policies and procedures were covered
 - Training on additional opportunities was presented by various guest speakers: Veteran's Services, UROP, MUSE, BLOCK U, TRIO/SSS
 - Site visits to student services resources included: Hinckley Institute, various tutoring centers such as, ASUU Tutoring Center, Math Lab, and the Chemistry Tutoring Center.
- **Spring Retreat held in March of 2013:** this retreat enabled the peers to participate in team building activities as well as learn about new initiatives on campus that entering students could take advantage of. Guest speakers were Ann Darling on behalf of the Block U program and Brian Rasmussen from University Marketing and Communications
- **Monthly meetings:** the system of monthly evaluation and feedback was continued from the previous year. Each peer advisor met with the director and reviewed their progress towards personal and professional goals, offered individual support and development of advising style, and allowed for feedback to be given to the director.

Peer Advising Appointments:

Over the course of the 2012-2013 academic year the **4 advising peer advisors specifically assigned to University College saw approximately 6% of all appointments checked into University College, as outlined in Table 1 on next page.** Peers are allowed to work a maximum of 13 hours per week and they are often asked to fill in at our Quick Answer or Front Desk when a full time staff member calls in sick, somewhat limiting the number of appointments they are able to see in a week. Peers are an invaluable resource to the University College Advising team.

Table 1 – Peer Appointments

Peer Appointments 2012-2013			
Month	Appts	Percent of UC Appts	Total UC Appts
July	195	16%	1249
August	157	8%	1919
September	39	4%	880
October	114	6%	2041
November	80	5%	1669
December	20	3%	786
January	55	4%	1507
February	23	2%	925
March	55	5%	1039
April	89	6%	1557
May	57	5%	1153
June	49	4%	1273
Total	933	6%	15,998

Program Support:

During the months of January through April, when many of the appointments within University College are focused more on developmental advising issues (i.e. Major Exploration and Scholastic Standards), the Peers Advisors assist the full time Advising Coordinators with project support. The following list highlights some of the projects the Peer Advisors have assisted with in the past academic year:

- File maintenance and data input for Scholastic Standards Program
- Graduation Planning System
- Data Input for General Education Appeal Committee
- New Student Orientation Information Tabling
- Major Exploration Expo Support
- Panel participation for Student Success Advocates
- University College front desk reception coverage
- Coverage of the Quick Answer desk
- Assist with creation of assessment materials for UC 1050 Major Exploration
- Participated in testing for UC 1050 online course component

Presentations to student groups:

Peer Advisors have a wealth of knowledge about University policies and procedures and are able to connect this information to their fellow students across campus in a number of different settings. The follow list highlights some of the presentations Peer Advisors gave on behalf of University College.

- ED PSYCH 2600 class visits during fall and spring semester
- New Student Orientation Pre-Med Student Breakout Sessions

Goals for 2013-14

- ✦ Transition leadership of Peer Advising Program to University College Staff Member, Natalie Brown, in order to allow current director to transition to expanding programming and creating community for undecided students.
- ✦ Increase the total amount of appointments seen by peer advisors to improve on 2012-2013 numbers.
- ✦ Continue expanding the peer advisors' skill sets by involving them in various projects to support the mission of University College.

Photo: Peer Advisors & Coordinator - Summer 2013



Jennifer Merino-Moncada, Sarah Rollo (Peer Coordinator), Kelsey Sorenson, Anna Chuaqui (Not pictured: Ariana Golchin, Erin Olschewski)

The Returning to the U Program



Marilyn Hoffman, Coordinator

Tammy Mabey, Data Analyst

2012-2013

The Returning to the U Program was established in 2007 through a Presidential Initiative and is housed in University College. RTU serves as a re-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 these adult learner students to facilitate their degree completion.

Outreach and Connecting with Students:

- RTU Program invitation emails are sent each year to students who applied for graduation two years ago but did not graduate.
- Qualified students who meet with advisors about returning to work on their degree, but are unaware of RTU, are informed of the program and enrolled if interested.

Services to Students:

- Assistance with readmission – in collaboration with the Office of Admission, readmission fees are waived for qualified students
- Academic advising for degree completion (University College and connection with major departments)
- RTU Scholarships – five \$2,000 awards available annually as funding permits
- Assistance with identifying other financial aid resources
- In collaboration with Tutoring Center -coupons for free tutoring hours
- Referrals/strategies for accomplishing a degree tailored to student's personal life issues (employment, family responsibilities, time management, need for distance ed courses, etc.)

RTU Data Summary

- A total of 805 students have completed intake enrollment forms for the RTU Program since the program's inception in 2007.
 - 412 female
 - 393 male
 - 729 reside in Utah
 - 76 reside outside the State of Utah
- 10671.5 total credit hours have been completed by RTU students
- 248 total graduates since May 2007. Average GPA: 3.29.

Top 5 Reasons RTU students left the University of Utah before graduating:

1. Family related issues
2. Left to go to work
3. Financial Difficulties
4. Other
5. Moved

Top 5 majors RTU students indicate they will pursue as they return to the U:

1. Undecided (193)
2. Business (59)
3. Sociology (56)
4. Family and Consumer Studies (56)
5. Communication (56)

Top 5 majors of our RTU graduates:

1. FCS Consumer and Community Studies /Human Development (33)
2. Communication – (25)
3. Economics (27)
4. Sociology (24)
5. Political Science & Psychology (12)

Table 1 - RTU Student Enrollment 2012-2013

Semester	# Enrolled in classes	Credit hours completed	Graduates
Summer 2012	55	363	12
Fall 2012	102	807	17
Spring 2013	90	628	27
Total	247*	1798	56

**Total enrolled includes duplicates, average of 82 individual RTU students enrolled during each of the three semesters*

2012-2013 Program Highlights:

- **RTU scholarships:** five \$2,000 scholarships awarded for the 2013-2014 academic year through annual funding obtained through the Office of the Associate Vice President for Academic Affairs.
- **Daniels Opportunity Scholarships:** administered second year of \$40,000 Daniels Scholarship Grant received for 2011-2013 and submitted final report to the Daniels Foundation. During two-year grant period:
 - A total of 23 awards were made to 19 students (4 students received awards for both years)
 - 12 of the 19 awardees have graduated
 - 5 are continuing toward degree completion; 2 currently not enrolled
 - *Statements of appreciation from two recipients attached*

- **RTU web site enhancements:**
 - added video “Voices of Non-traditional Students” produced by former RTU student assistant Amy Jensen for her MUSE project
 - expanded ASL Honor Society information
 - added RTU scholarship information and link to application
- **RTU data enhancements:**
 - streamlined data reports
 - developed new data process to update active and inactive students
- **RTU Exit Survey:** Reviewed exit survey which was designed and sent in late Spring 2012 to graduating 2011-2012 RTU students. Summary of responses:
 - Survey sent to 59 graduates; 13 responses (22%)
 - 9 F, 4 M; Age range 25-56
 - Top two benefits of RTU Program: advising and scholarships
 - Biggest challenge to finish degree: funding
 - All 13 would recommend RTU program to returning students
 - Suggestions for needed services:
 - More financial aid support
 - Computer literacy workshops
 - More evening classes
 - Nontraditional Student Center
- **Alpha Sigma Lambda National Honor Society:**
 - Spring ceremony for induction of 18 new members into The U of Utah Upsilon Upsilon Chapter of ASL, a nationally recognized honor society for adult learners. *Photo attached.*
 - Since the U chapter’s inception in 2008, 96 members have been inducted.
 - Applied for and received approval from Registrar’s for ASL honor society membership to be noted on the U of U transcript. Collaborated with Graduation Office for all past and new members to receive this transcript notation.
 - Submitted chapter nominee for national ASL scholarship
 - Submitted ASUU budget request, received approval for \$500 for 2013-14
- **ASUU Non-Traditional Student Association:** Participated in the fall Open House during Non- Traditional Student Week.

Goals for 2013-14

- ✦ Review RTU exit survey and data collection to determine what is most useful and necessary for the program.
- ✦ Review current programming and information provided to incoming RTU students to identify further possible enhancements.
- ✦ Renew relationship with ASUU Nontraditional Board and Student Association, with goal of collaborating on services or events for nontraditional students.
- ✦ Investigate ASUU sponsored membership in the National Association for Non-Traditional Students in Higher Education (ANTSHE).

Photo of 2013 Alpha Sigma Lambda inductees



Addendum #1 – Statements from two Daniels Opportunity Scholarship recipients

Statements of appreciation from two Returning to the U students who received the Daniels Opportunity Scholarship for 2012-13

This program and the Daniels Scholarship has been one of, if not the, most important factors in my ability to return to school to complete my Bachelor's Degree after a ten year hiatus. I had during that break often thought what an incredible accomplishment it would be in my life to finish my degree and what opportunities it might provide to me and my son, for our future. Had it not been for my solid determination, the "Return to the U" program, and the Daniels Scholarship, I would not have been able to complete this goal and I am extremely grateful for what Daniels has given to me: a sense of pride and the financial ability to get my degree and all of the possibilities in my career and my life that it represents. Thank you Daniels!

The Daniels Scholarship has been a wonderful blessing that has greatly aided me in completing my education. It was challenging to return to the University of Utah at the age of 53 for several reasons, but the biggest roadblock was paying for the tuition. Our two children have medical problems that require expensive medication. It was courageous of my husband to encourage me to return to school and finish my dream of a Bachelor degree, knowing that there would be a sizable expense for tuition. My education has required many sacrifices by our family, and extra hours of work for my husband. When my advisor encouraged me to apply for the Daniels Scholarship, I could not believe there was financial aid for an older student like me that returned to the U to complete what I started 33 years earlier. The Daniels Scholarship has paid for half of my tuition expenses, and has enabled me to stay in school and attend 3 semesters per year so that I can finish sooner. I am now preparing to graduate with a Bachelor's degree in Geography early in May. Thank you so much for this wonderful scholarship program. I truly don't know if I could have continued to attend full-time until graduation. This scholarship has allowed me to enrich my own life, and will be a blessing to our family.

General Education/University Education Requirements Advising Program


Jency Brown

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

Highlights for 2012-13

1) Exception Report

The Exceptions report is up and running and allows for evaluation/comparison of types of exceptions and appropriateness and consistency of exceptions.

2) 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
Jency Brown : Physical, Life and Applied Science, Humanities, International Requirement, Diversity

3) One Stop Appeals Process

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

- In 2012-13, exceptions decreased from 912 to 849, a 7% decrease (See Table 1 below). This may be due to advisors recognizing more courses that can fulfill requirements without going through the appeal process.

Table 1 - WHO APPROVED THE APPEAL

Approver	2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%
Individual Advisor	593	75%	722	79%	617	73%
UC Committee	136	17%	151	17%	195	23%
Faculty Committee Chairs	66	8%	39	4%	37	4%
Total Approvals	795	100%	912	100%	849	100%

The appeals submitted to the internal UC committee decreased from 231 to 195, or 16% (See Table 2 below). Again, this may be due to better screening by advisors who initially meet with the student, either granting the request without an appeal or explaining why a course does not meet a requirement. Also, a higher percentage of appeals were approved because advisors have enhanced communication for explaining the requirements to students.

Table 2 - APPEALS SUBMITTED TO UC APPEALS COMMITTEE

	Submitted		Approved		Denied	
	#	%	#	%	#	%
2007-08	104	72%	75	72%	29	28%
2008-09	119	79%	94	79%	25	21%
2009-10	93	70%	65	70%	28	30%
2010-11	181	75%	136	75%	45	25%
2011-12	231	65%	151	65%	80	35%
2012-13	195	88%	171	88%	24	12%
Average	153	75%	115	75%	38	25%

The appeals submitted to the faculty committee chairs declined significantly, partly due to less appeals being sent to the IR chair (See Table 3 below).

Table 3 - APPEALS SUBMITTED TO COMMITTEE CHAIRS

	Submitted		Approved		Denied	
	#	%	#	%	#	%
2007-08	73	75%	55	75%	18	25%
2008-09	77	71%	55	71%	22	29%
2009-10	95	69%	66	69%	29	31%
2010-11	101	65%	66	65%	35	35%
2011-12	69	57%	39	57%	30	43%
2012-13	37	81%	30	81%	7	19%
Average	75	71%	51	71%	23	30%

Table 4 indicates that fewer transfer courses were appealed for meeting a general education and/or bachelor's degree requirement. But Table 5 communicates that more courses were reviewed for meeting a bachelor's degree requirement.

Table 4 - EXCEPTIONS GRANTED BASED ON COURSE TYPE

	2009-10		2010-11		2011-12		2012-13	
<i>Total Exceptions</i>	901		795		912		849	
	#	%	#	%	#	%	#	%
U of U Courses	296	33%	224	28%	201	22%	273	32%
Transfer Courses	605	67%	572	72%	711	78%	576	68%

Table 5 - EXCEPTIONS GRANTED BASED ON COMPONENT OF DEGREE

	2009-10		2010-11		2011-12		2012-13	
General Education	624	69%	466	59%	630	69%	447	53%
Bachelor's Degree	277	31%	329	41%	282	31%	402	47%

Goals for 2013-14

- ✦ Participate in discussions with Undergraduate Studies about general education and new programs that impact GE (e.g. Block U)
- ✦ Work with Undergraduate Studies to improve information on their website regarding graduation requirements, course lists, etc.
- ✦ Revamp Advising Basics training materials for GE and Bachelor's Degree Requirements

Photo right:
Heather Crum,
Sharon Aiken-Wisniewski,
Vickie Morgan



New Student Orientation & Prospective Students Program



Shelley Nicholson

Overview and Goals for 2012-13

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)
- Orientation Leader Area Expert Training
- Orientation Leader Intensive Training
- Orientation Dress Rehearsal
- *Destination: Graduation* Presentations
- *Design Your Degree* Presentations
- Parent and Family Orientation
- Swoop Camp: Adventure
- Welcome Week
- Plazafest

Goals from 2012-13

- **Reevaluate the advising component at orientation to improve the services provided to students.**
 - Advising time was increased during this 2013 Summer/Fall Orientation season. Summer 2012 included one hour advising schedules, while this current orientation season had advising schedules of 1.5 hours for first-year sessions and 2.25 hours for transfer sessions. This increase of advising time allowed advisors opportunities for both getting to connect with the students and provide deeper-level advising.
- **Reexamine the transfer program at orientation to see what University College could do differently to enhance students' experiences at this type of program.**
 - Increased advising time enhanced the experiences for transfer students by providing advisors more time to make connections and provide deeper-level advising. In addition, the new *Destination: Graduation* presentation was created to help incoming students understand University structure, degree requirements (academic standards, general education, bachelor's degree requirements, major/minors), Academic Advising at the U. *Destination: Graduation* simplified the format of how academic information is presented to transfer students while allowing it to be comprehensive.

- **Collaborate with the Orientation Office to review Orientation Leader/College Expert training.**
 - The Orientation and Leadership Development Office changed the name of the College Experts – now referred to as Area Experts. The name change evolved from a shift in responsibilities of the orientation leaders. Orientation leaders did not do academic presentations (degree requirements, etc.) this 2013 orientation season, so Intensive Training from University College was reduced in time and scope. However, Area Expert training remained extensive. It was decided that it is important that the three Area Experts still learn the details of general education/bachelor degree requirements, university policies and procedures, appropriate course placement for new students, building appropriate class schedules, and the multitude of University College services.

Highlights from 2012-13:

- **Orientation Leader Area Expert Training:** A total of 11.5 hours were spent during the spring 2013 semester providing in-depth training to University College Area Experts on general education/bachelor degree requirements, schedule planning, the Mandatory Advising Program, the Transfer Center, major exploration, and other services University College provides new and continuing students. The Program Coordinator reviewed and provided feedback on a cumulative portfolio developed by experts for use as a summer resource during orientation programs.
- **Orientation Leader Intensive Training:** Advisors continued to participate in a one week Intensive Training for 36 student orientation leaders. This involved developing and delivering comprehensive training information about: general education/bachelor degree requirements, helpful policies and procedures, appropriate course placement for new students, building appropriate class schedules, and introducing the University College orientation presentations of *Destination: Graduation* and *Design Your Degree*.
- **Orientation Dress Rehearsal:** 12 advisors participated in Orientation Dress Rehearsal provided feedback to Orientation Leaders.
- **Destination: Graduation Presentation:** University College was responsible for creating a new presentation to take the place of the prior *Discussing the Details* presentation. *Discussing the Details* was previously presented to orientation students by orientation leaders. The new *Destination: Graduation* presentation has been presented to new orientation students by advisors from University College. *Destination: Graduation* includes topics such as: University structure, degree requirements (academic standards, general education, bachelor's degree requirements, major/minors), Academic Advising at the U, planning first-semester schedules, BlockU, the Four-Year Plan, and the 125% Rule
- **Design Your Degree Presentation:** The *Design your Degree* presentation is intended to get students thinking about their degree at the University of Utah as more than a major. Options for creating a unique degree and educational experience are presented as well as small group facilitation with Orientation Leaders. Two advisors team up to present the

material using the automated, interactive response system (“clickers”). In all, a total of thirteen presentations were given over the summer 2012 and sixteen during summer 2013.

- **Parent and Family Orientation Programs:** Advisors presented advising-related information at parent and family programs held simultaneously with student orientations.
- **Swoop Camp: Adventure:** Swoop Camp Adventure is a multi-day orientation program to assist new students in building their experiences and identities as a University of Utah student. University College’s participation in these events includes a one-day, condensed version of: Destination: Graduation, Design Your Degree, and advising.
- **Welcome Week:** Welcome Week is a time for new and continuing University of Utah students to get excited about the U and learn about all the opportunities and resources available on campus. The Program Coordinator participated in the planning and execution of University College’s involvement in this event which included walk-in advising during the first week of school.
- **Plazafest:** Annual event for new and continuing students held at the beginning of the school year. The Program Coordinator participated in the planning and execution of University College’s involvement of tabling in this event.

University College sees the majority of orientation students during the summer. To understand a full picture of advising for orientation students, Table 1 includes the number of advising contacts for both academic year and summer.

Table 1 - Students Advised at UC during Orientation

	Year			
	2010-2011	2011-2012	2012-13	Change
Students seen during summer (Typically May-Jul)	620 (2010)	680 (2011)	630 (2012)	-7.4%
Total number of students seen (Jul 1-Jun 30)	674	789	767	-2.7%

Table 1: Undecided Students seen by University College advisors.

Table 2 outlines the total number of advisor hours spent in different capacities during summer orientations. This total only includes presentation time and/or advising time dedicated to orientation efforts and does not reflect preparation or travel time.

Table 2 – UC Time Resource for Orientation

Total University College Participation during Summer Orientations	Hours Spent		
	2011	2012	2013
Pre-health	15.5	15.5	16.5
Pre-law	10.5	6.75	7
Transition programs (students)	7.25	6	0
Tips on Transitioning Breakout (students)*	5.5	0	0
Design your Degree Presentation	24	26	19.5
Destination: Graduation Presentation**	n/a	n/a	22.75
Parent Orientation	17	16	22
Transition programs (parents)***	17	3	0
ADVISING TIME	218	260	454.75
TOTAL	314.75	333.25	542.5

Table 2: Total University College Participation during Summer Orientation

**Presentation discontinued after Fall 2011*

***Presentation developed for Summer and Fall 2013*

****Parents included in many student presentations in 2012*

Goals for 2013-14

- ✦ Collaborate with the Orientation & Leadership Development Office to provide schedule planning opportunities for new students during orientation.
- ✦ Reevaluate the University College *Design Your Degree* and *Destination: Graduation* presentations.

Technology



Rebecca Broadbent, Director of Student Technology Initiative

Jeffrey Dalby, Computer Technician

Tammy Mabey, Data Analyst

Overview and Goals for 2012-13

- Test & finalize the changes to the Scholastic Standards process, reports, and queries.
- Explore other database options as well as possible improvements to current system.
- Complete implementation of online scheduling.
- Streamline Returning to the U data reports by submitting Requests for Service. Monitor, test, and implement new data reports.
- The Computer Technician and Data Analyst will take courses on PHP & SQL to better coordinate the meeting database.

Specific Activities or Items You Want to Highlight

- ***Scholastic Standards Testing***

Requests for Service were submitted for major changes to the Scholastic Standards which included added standings. This impacted the many reports & processes. We tested these changes throughout November and December. After a few minor hiccups on the beginning of testing, we were able to assess that the changes had been appropriately done. These changes have been used for the Fall 2012 and Spring 2013 process runs. A few additional tweaks will need to be done this coming year, but nothing as large scale as the original changes.

- ***Database options***

The Technology Team explored some database possibilities including the features in the online scheduling system, Appointment Manager. We decided to postpone a change until a more thorough discussion of gathered data could be conducted. The tentative plan is implementation in January 2014, but this could be changed based on additional information gathered or discussion of resources.

- ***Online Scheduling Implementation***

After the initial implementation of Skedge.me, we learned that the system was not going to meet our office needs. We discontinued using Skedge.me in mid August 2012. Shortly after we learned of a new system that appeared to have all we were looking for.

In October 2012, the decision was made to move forward and test Appointment Manager as our online scheduling solution. In November 2012, after evaluating the office time constraints, we decided to delay the implementation until early 2013. We decided to install the

Appointment Manager software to our own server for the trial, to save the time and money that would be required to change servers if we decided to subscribe. In February 2013, we began our official trial of Appointment Manager. Once the software was installed and working properly, we took the additional step of making our server a secure server and forcing Appointment Manager to only work with the secure server.

By the middle of February 2013, we began a limited rollout of the software, allowing small, controlled populations of students to schedule their appointments online. We opened up Appointment Manager scheduling to larger student populations in March 2013. We created a new page (advising.utah.edu/scheduling) on our main site to direct students to the appropriate appointment type through explanations at each level. Once the student has selected an appointment type they are taken to the actual scheduling site. By early April, we decided to move forward with Appointment Manager.

Once we decided, the Technology Team worked together to create training materials for our staff. We trained University College staff on the full use of Appointment Manager on April 24th. Up until this point they had only worked with the system through their Outlook platform.

By May 2013, we began using Appointment Manager across all appointment types. There are some appointments types where we request students call in to have their appointment scheduled, but all appointments are made through Appointment Manager even those made by University College's reception staff. From May 1st through June 26, there were **1633** appointments scheduled using the online scheduling program.

- ***Returning to the U Data Reports***

We wrote up a Request for Service (RFS) for a new process to change enrolled students who are in the RTUP student group in PeopleSoft to "active" status and those that are not enrolled are changed to "inactive." We tested and implemented the process in September of 2012. The process runs monthly to maintain accurate status of students in group. The process and report were later modified in November of 2012 to include a total of students at the bottom of each column. It was tested and implemented in November 2012 as well.

A request was also submitted to modify the non-traditional student report to include only active majors. It was then changed to include all majors but to label the active major with a new column with a "Yes" as the indicator. This was submitted November of 2012 and was tested and moved to production at the end of the month November 2012.

- ***Technology training***

The Computer Technician & Data Analyst took PHP 1 and 2 during July and November 2012, respectively. Additionally, they participated in Adobe Creative Suite refresher course, Linux training, and IT Managers monthly meetings.

- **SpiceWorks**

The Computer Technician implemented SpiceWorks as a tool to manage the technology requests. He began a preliminary trial of the tool in January 2013 with a more thorough implementation in April 2013. Since the implementation was not the full year, the numbers in Table 1 do not reflect a full year of technology requests. Additionally, the category types were still being refined and, therefore, the “other” category may be artificially high. We anticipate this “other” number to be smaller in future years. Additionally, Table 2 shows the location of the requests. The Student Services Building and virtual issues were the highest.

Table 1 - Number of technology tickets by type

Ticket Types	# of tickets
Appointment Manager	70
Outlook	31
Desktop PC issues	30
Listserv requests	26
Adobe issues	17
Printers	17
SS Processes	17
NOLIJ	10
Website Changes	10
UC Laptops / Netbooks	8
PeopleSoft	7
Software install request	8
Projector assistance	3
Network	3
Java-related issues	2
Other	87

Table 2 - Project location

Ticket location	# of tickets
Student Services Building	145
Other/Done through Web	181
Library	4
Building 44	16
TOTAL	346

Significant Milestones or Program Utilization

- *Implementation of Appointment Manager in May 2013.*
- *SpiceWorks – Task management system full implementation.*
- *Maintenance of Academic Success Workshop, NOLIJ, Canvas.*

Goals for 2013-14

- ✦ Implementation of Early Alert System.
- ✦ Explore avenues for office data gathering.
- ✦ Evaluate impact of Appointment Manager product.



**Photo: Technology Team
Becki Broadbent, Tammy Mabey, Jeff Dalby**

Addendum: Hash Tags Training Page from Appointment Manager Training

#Hash Tags#

Appointment manager communicates with Outlook using the hash tags in the appointment.

It is important that you **use your unique hash tag** string in the "subject" area of each Outlook appointment. Each appointment needs to be the appropriate length of the appointment time.

Please have approximately **four weeks** of appointments in your calendar. When the office gets busier, it may be necessary to add additional appointments.-

If you need to use a time that is blocked with hash tags, then **please delete** the appointment entirely. It is important to **NOT** change it or move it.

Here's a TIP:

How to copy an Outlook appointment

- 1) Select the appointment.
- 2) Push "Ctrl" + "C" together. This will copy the appointment.
- 3) Click the area on the calendar where you want it to be copied.
- 4) Push "Ctrl" + "V" together. This will paste the appointment.

University College Hashtags

Department	Program	Hashtag
UC Core	Major Exploration	#ME#
UC Core	Classes & Registration	#REG#
UC Core	Policies & Procedures	#PP#
UC Core	DARS/Degree Explanation	#DARS#
UC Core	Professional/Grad School	#PROFGRAD#
UC Core	Orientation-NB	#ORNB#
UC Core	Orientation-TB	#ORTB#
UC Core	Graduation Emergency	#EMER#
UC Core	Mentoring	#MENTOR#
UC Core	Interpretation - Strong	#STRONG#
UC Core	Interpretation - MBTI	#MBTI#
UC Core	Interpretation - BOTH	#INTERP#
Mandatory Advising	MAP 1st Year	#MAP1ST#
Mandatory Advising	MAP 2nd Year	#MAP2ND#
Mandatory Advising	MAP Undeclared	#MAPUND#
Scholastic Standards	Warning	#WARN#
Scholastic Standards	Probation	#PROB#
Scholastic Standards	Suspension	#SUSP
Scholastic Standards	Dismissal	#DISM#
Scholastic Standards	Low List	#LL#
Scholastic Standards	Other	#SSOTHER#

Department	Program	Hashtag
Pre-Professional Office	Pre-Medical	#PPAMED#
Pre-Professional Office	Pre-Dental	#PPADENT#
Pre-Professional Office	Pre-Law	#PPALAW#
Pre-Professional Office	Pre-Podiatry	#PPAPOD#
Pre-Professional Office	Pre-Veterinary	#PPAVET#
Pre-Professional Office	Pre-Physician Asst	#PPAPA#
Pre-Professional Office	Pre-Optometry	#PPAOPT#
Pre-Professional Office	Pre-Chiropractic	#PPACHI#
Fine Arts	Ballet	#FAB#
Fine Arts	Film	#FAFILM#
Fine Arts	Modern Dance	#FAMD#
Fine Arts	Theater	#FATHE#
Fine Arts	Music	#FAMUS#
Fine Arts	Art	#FAART#
Mathematics	Majors	#MMAJOR#
Mathematics	Placement Questions	#MPLACE#
Mathematics	Other	#MOTHER#
Prospective	New Freshman	#FROSH#
Prospective	New Transfer	#XFER#

NOTE: Put **4 WEEKS** of #hashtag# appointments in your calendar.

University College Assessment



Natalie Brown

Overview and Goals for 2012-13

Use the revised prescriptive survey in Fall 2012 & Spring 2013 to collect data.

- The prescriptive survey was not administered in 2012. Instead, the campus-wide advising survey was utilized to provide University College with student feedback on satisfaction, need and student learning.

Implement new plan that was established for 2012-13.

- The plan involved implementing the prescriptive survey and subsequent assessment of the data. To be more strategic about how often and when students are surveyed, it was decided that waiting on the UC prescriptive survey and utilizing the campus-wide survey would be more beneficial.

Incorporate AAC&U Essential Learning Outcomes into UC as appropriate.

- Began conversation with University College at staff retreat in 2012 to review AAC&U outcomes.
- Met with University College leadership team in May 2013 to identify three learning outcomes to focus on for the 2013-2014 academic year: Critical Thinking, Information Literacy, and Problem Solving.

Significant Milestones or Program Utilization

- Coordinator over University College assessment created January 2013.
- Understanding “pre-major” patterns due to changes in PPM 6-101
 - Began work with OBIA to understand “pre-major patterns” to ultimately understand the impact a hold would have for students who are still considered pre-major at three terms of enrollment and 60 credit hours.
 - If the hold were to go in effect for spring 2013, the catch-up would mean seeing approximately 2,549 students and between 300-400 students each semester thereafter.
- Presented data to University College advisors from the 2012 advising survey on Learning Outcomes and student feedback
 - Pulled only responses to advising survey where the last advisor seen was in University College (12% of total responses).
 - Reviewed learning outcome answers: running a DARS, withdrawal info, and understanding student holds.
 - Keyed in on open-ended student responses by class standing to understand student development process.
- Began project to look at the Late Withdrawal appeal process in UC
 - Randomly pulled student information on late withdrawal appeals from fall 2011 to fall 2012 to see if there was a pattern between appeals approved and those denied.
 - Used PeopleSoft data and appeal information

- Next steps include creating a rubric to review personal statements and evaluate the statements.
- Measurement tools for 2012-13
 - Numbers
 - Monthly data set for appointments
 - SS data set
 - RTU data set
 - MAP data set
 - Enrollment in UC courses
 - Statistics on petitions
 - UC data from campus-wide advising survey
 - UC website analytics
 - Measurement tools for evaluation and feedback
 - Evaluation of AS workshop
 - Student feedback for UC curriculum
 - Rubric in UC 1050
 - Prescriptive survey
 - Comments from campus-wide advising survey
- Changes made in UC in 2012-13 based on data from assessment tools.
 - *Increased number of courses offered in UC 1050 and cancelled UC 1010*
 - *Set annual productivity goals to understand how certain positions contribute to UC goals and overall mission.*
 - *The Transfer Center increased the number of visits to SLCC's South City Campus and added more majors to the UC check-in database to gather more accurate information from students regarding their intended majors.*
 - *Prelaw: data from informal surveying and focus groups have shown that students prefer to receive prelaw information via Facebook and Twitter, so an account will be created in the upcoming year to gather feedback. Additionally, workshops developed to focus on financing law school and networking.*
 - *The premed conference modified sessions offered based on student feedback and there were approximately 120 attendees in 2013.*

Goals for 2013-14

- ✦ Continue working with AAC&U Learning Outcomes as appropriate for University College, specifically:
 - Critical Thinking
 - Information Literacy
 - Problem Solving.
- ✦ Continue working with OBIA to understand pre-major patterns and methods to help transition students to full-major status and meet the institutional goal of increasing student completion.
- ✦ Collect data from 2014 campus-wide advising survey to compare 2012/2014 results for University College.

Addendum #1: UC AAC&U Learning Outcomes

University College and AAC&U Outcomes

As part of the larger University goal of identifying and creating a detailed assessment of the New U Student Experience, University College (UC) has reviewed and reflected on the AAC&U Learning Outcomes and areas in which UC contributes. University College has decided to initially focus on three outcomes to assess how/where our office impacts that particular outcome and areas where our efforts could be expanded and improved.

The three outcomes we will be focusing on fall under the larger heading of “Intellectual and Practical Skills”:

- **Critical Thinking**
 - To assess this outcome, evaluators assign points (0=doesn't meet performance, 4=consistently meets or exceeds expectations) to areas of evaluation, which include: explanation of issues; investigation of evidence; influence of context and assumptions; own perspective, hypothesis, or position; and conclusions, implications and consequences.
- **Information Literacy**
 - To assess this outcome, evaluators assign points (0=doesn't meet performance, 4=consistently meets or exceeds expectations) to areas of evaluation, which include: determine the extent of information needed, access the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- **Problem Solving**
 - Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by college students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. To assess this outcome, evaluators assign points (0=doesn't meet performance, 4=consistently meets or exceeds expectations) to areas of evaluation, which include: define problem, identify strategies, generate solutions, select solutions, and evaluate outcomes.

OUTCOME	AREA	What is your area currently doing?	How could we expand our efforts to better meet this outcome?
Critical Thinking	General Education	Working with students to help them prepare appeals for GE exceptions	
	Late W	Students should be using critical thinking skills as they evaluate policy and determine if their situation warrants an exception, as well as when they put together a persuasive statement	Create an in-service to continue training with advisors and create a basic rubric for advisors and students to use.
	Major Exploration	One-on-one advising MAP advising Strong/MBTI	
	MAP	One of our MAP 1st Year Learning Outcomes is "Student builds a class schedule that connects with interests, abilities and personal situation."	Advisors should be asking students questions that encourage them to think critically about themselves as they plan a class schedule which will provide a foundation of success and help them reach their academic goals. This can be incorporated into MAP training.
	Peer Advising	Monthly and weekly meeting include discussions of advising practice and life skills	Incorporate more reading and activities that help peers develop these skills and allow them to have more confidence helping others develop as well
	Preprofessional Advising	In mock interviews we conduct with students, we ask them to frame their answers in certain ways compatible with interviewers' expectations.	Purposefully address critical thinking in our publications and presentations. It is one of the Association of American Medical College's (AAMC) desired competencies for premedical
	Scholastic Standards	The workbooks in the Academic Success workshop require students to identify & think critically about their situation. Suspension appeal paperwork and statements require students to think about their situation and provide insight into what happened.	Create learning objectives for the SS area as a whole Lesson plans for each area w/ learning objectives clearly identified for advisor and student. We would like these objectives to be connected to student development theories and research.
	Transfer Center	During advising visits to SLCC and Snow we encourage critical thinking by presenting options and choices rather than supplying what we think is the correct answer to questions. We help students work through the process of evaluating options and encourage	Develop a rubric to assist students as they are making these decisions. Students could fill them out with the help of the advisor at our table or do it on their own and then use these for future reference when meeting with us.

		<p>frequent visits with us to assist them as they collect evidence, consider and rank options and finally come to a decision. Advising topics requiring critical thinking by students include:</p> <ul style="list-style-type: none"> ◆ Whether to transfer to the U or another school ◆ When to transfer to the U (complete AS degree, Letter of Completion, etc.) ◆ What are their career and life goals ◆ What major (minor) to pursue at the U 	
	UC Curriculum	<p>Discussion questions in class, reflective writing assignments, one-on-one advising appointments that challenge students' thinking and reasoning abilities</p> <p>UC 1050</p> <p>UC 1020 and 1030, we assign students reflection papers where they must sort through their motivations for becoming physicians and dentists and how those motivations interact with the values they have for a future career.</p>	<p>We have included this into our course objectives and made it a large focus in the assignments</p> <p>Continue to grow UC 1050 to be more accessible to more students.</p>

OUTCOME	AREA	What is your area currently doing?	How could we expand our efforts to better meet this outcome?
Information Literacy	DARS/GPS	<p>Using DARS/GPS is an exercise in information literacy. We implement a number of measures to ensure that students know how to access important information through DARS & GPS. We track the use of these tools by students.</p> <p>Through advising, we teach students how to use the information available in DARS & GPS to accomplish specific purposes, such as selecting courses, preparing for admission to competitive programs, and completing graduation requirements.</p>	<p>For a variety of reasons, DARS is more widely utilized than GPS at present. I would like to see more students (and advisors) using GPS, understanding what information is there that could enhance their ability to progress, and understanding the limitations of that information. Doing more with GPS provides another exercise in accessing, evaluating, integrating, and using information.</p>

		We also try to help students understand the limitations of these resources, and the importance of integrating additional information from academic advisors, class schedules, and departmental websites, and other sources to effectively accomplish those purposes.	
	General Education	Training advisors about GE/Bach degree requirements so that they can provide accurate information to students. General education information given at every orientation during "Destination: Graduation" presentation.	
	Major Exploration	UMEC Website Major EXPO One-on-one advising Declare Major campaign	Continue to enhance website Enhance Declare Major campaign "Declare Fair?"
	MAP	One of our MAP 2nd Year Learning Outcomes is "Student understands how to get information about options and resources to enhance their undergraduate experience."	Will test this learning outcome on the 2014 campus-wide advising survey.
	Peer Advising	Peers help students understand what resources are available and how to use appropriate tools. For example, at the Quick Answer desk, peers often help students run and interpret DARS reports.	Possibly some training on how to help students develop this would be beneficial
	Preprofessional Advising	In our office library, we allow students to check out a variety of materials relating to test preparation, school selection, and medical specialty choice. Some sources are more useful than others, and the selection of materials both print and online is sometimes the focus of our advising conversations.	Improve our website to focus on outside information sources. Evaluation of library materials upon return.
	Scholastic	Advisors help students navigate the	We could survey Warning

	Standards	<p>university, connect to resources, learn policies and procedures, etc. One piece of information we intend SS students to use and apply is the availability and services of campus resources followed by the use of said resources as needed.</p> <p>Workshop students must answer questions about the campus resources and time management on the quiz, but there is currently no assessment in place for application of knowledge.</p>	<p>students who then go to good standing after one semester to determine what resources were used during the semester. The intent would be to determine how they were able to move to good standing.</p> <p>We do quantify how many got to Probation and Good Standing after Warning, but not why they moved to a particular standing.</p>
	Transfer Center	<p>We rely heavily on online resources when advising transfer students at SLCC. We take special care to show students these resources and how to use them effectively as they prepare to transfer.</p> <p>All of our printed materials provide links to relevant online resources. Website checklists allow us to personalize recommendations for each student's needs.</p> <p>Encourage new transfers to learn to use educational services at the U's Marriott Library in their first semester. We send them information about how to access these services in the welcome and mid-semester emails we send to new transfers each semester.</p>	<p>Send follow up emails after meeting with students with live links to online resource appropriate for each student's needs.</p>
	UC Curriculum	<p>Research assignments, major info summaries, career info summaries</p> <p>Several assignments that ask them to synthesize that information</p>	<p>Talk even more about how to evaluate that information they gather in class and in one-on-one advising appointments</p>

OUTCOME	AREA	What is your area currently doing?	How could we expand our efforts to better meet this outcome?
Problem Solving	Major Exploration	One-on-one advising UC 1050 MAP Advising	Grow UC 1050
	MAP	If we are seeing MAP second year and undeclared students, they are undecided on a major. Problem solving would then relate to the undecided area and choosing a major.	
	Peer Advising	We talk about ways to help students problem solve in many of the meetings. I also personally work with them in the monthly meetings where they share problems with me. I challenge them to take ownership & think of different perspectives	More training on problem solving strategies & discussion on how to incorporate into an advising practice.
	Preprofessional Advising	In reapplication consultations, the full time advisors typically ask the student to assess the types of shortcomings they sense in their applications. We then assist them in seeing a variety of ways to address those shortcomings to achieve their goals.	Address problem-solving as an explicit area of AAMC-required competencies in our presentations.
	Scholastic Standards	The workbook & suspension paperwork/statements also ask students to identify their problems while also supplying potential solutions.	Add problem solving / decision making to discussion with all students. Prep work with advisors so they are ready to problem-solve with students (case studies?).
	Transfer Center	We help students think about when to apply based on individual circumstances and resources available.	Find a way to follow up with students to see if they need further assistance as they determine solutions to problems they bring up during our advising visits. Possibly see if there is a way to use CRM in Admissions for follow-up.
	UC Curriculum	UC 1050: Choosing a major is like solving a problem—we offer students a logical process (planful decision-making) to use along with encouragement for risk-taking, being open, etc.	Utilize assessment data we are currently gathering to measure if we are effectively teaching skillset.

Campus Coordination of Academic Advising



Shari Lindsey and Sharon Aiken-Wisniewski – Co-Chairs, UAAC

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 a representative of the University College and a representative from a degree granting college. The committee meets once every month, (except one summer month) to discuss policy issues, receive updates on campus issues, and reflect upon advising within the institutional mission.

Meetings averaged 55 people in attendance with minutes distributed over the UAAC listserv and on the UAAC website. David Eisen is the author of the monthly meeting minutes.

2012-13

The following information is a brief review of activities and events that involved UAAC and highlights of monthly meetings:

- UAAC leadership transferred from Jason Barkemeyer (DESB) and Jency Brown (UC) to Shari Lindsey (College of Health) and Sharon Aiken-Wisniewski (UC).
- Lindsey and Aiken-Wisniewski conducted an Executive Leadership Meeting before each monthly UAAC meeting to discuss agenda items, budget, and activities for advisors. Vickie Morgan, Coordinator for Advisor Education and Development joined these meetings due to the strategic significance of her position.
- UAAC organized three sub-committees and one task force to engage advisors in the advising policy and practice. These four sub-groups were:
 - Advisor Awards Sub-committee co-chaired by Martina Stewart and Shari Lindsey.
 - This group of advisors focused on the UAAC Advisor Awards process and encouraged advisors to involve themselves in other campus awards and honors.
 - The UAAC Advisor Awards were expanded to two awards with a process that included a review by individuals outside of academic advising. In May 2013, Bobbi Davis and Jennifer Wozab received these awards at the Annual Advisor Social.
 - Marketing and Public Relations Subcommittee co-chaired by Taunya Dressler and Sharon Aiken-Wisniewski.
 - This group focused on promoting the image of advising at the U of U.
 - The group rewrote the campus-wide advising mission with assistance from Marketing and Communication and began work on a variety of taglines that

academic opportunities and Steve Hadley provided periodic updates.

- Advisor Education and Development Coordinator, Vickie Morgan, updated members on a variety of activities that included the Annual U of U Advising Conference, Roundtables & Brownbags, Advising Basics, Peoplesoft for Advisors Training, and a special series to prepare for the 2013 NACADA Annual Conference in Salt Lake City, UT. Additional information is provided in another section of this Annual Report.

UAAC looks forward to continued support and welcomes suggestions that the campus community may have to strengthen academic advising on campus for 2013-14. UAAC functions through input and networking from the campus community as a tool to foster an effective academic advising program. Should you have any suggestions for programming, roundtables or the function of UAAC, please feel free to contact the current co-chairs of the committee.



Photos: UAAC Advisor's Social

Degree Audit Reporting System & Graduating Planning System



Richelle Warr, Shelley Nicholson

Overview

The Degree Audit Reporting System (DARS) is an advising report that matches student coursework against requirements for a degree program. The report indicates what course work has been completed, what is in progress, and what remains.

The Graduation Planning System (GPS) works in conjunction with DARS, allowing students to plan for university, bachelor degree, and departmental requirements in a semester-by-semester interactive plan.

The Degree Audit and Planning Systems area within University College is staffed by two full-time encoders, who also work directly with the products providing academic advising for undecided students. This cutting edge model, gives encoders thorough knowledge of the products, and helps maximize the effectiveness of these tools for students.

DARS

Improving Interactive Audit Graph Functionality and Accuracy

Following up with one of our goals from 2011-12, to continue efforts to improve the accuracy of DARS, we undertook a project to update estimated hours used in the charts and graphs at the top of each web report. This project entailed a thorough review of 432 programs. In addition to making the charts more useful, this also helped to pave the way as we move forward to prepare DARS for use with NCAA compliance certification.

While reviewing those programs, we also added webtitles to all appropriate fields. Again, this has multiple implications, not only for the graphs on the web reports, but also for improving user experience in GPS, and providing more helpful information on the Graduation Clearance Report used by advisors across campus.

Add Advisor Contact Information to DARS

In another effort to help students make the connection to advising, contact information for advising was added to 461 programs in DARS. This contact information includes:

- Department website
- Building and room number of advising office
- Phone number
- Email address, if generic advising email available (e.g., advising@math.utah.edu)

Develop a Webform for DARS Project Requests

Last year, we developed a database for tracking the projects on which Degree Audit & Planning Systems area invest the bulk of our time. To streamline data collection, and improve the ease with which departments can report problems and request adjustments, we spent some time this year developing a webform for project requests.

Since the database itself is still relatively new, much of the work we've done on this project was evaluating the information we've collected so far, determining what information is essential for us, and what we can reasonably expect departments to supply. The webform itself is in the initial phase of design, and we hope to have it available for use in the coming academic year.

GPS

Improve GPS User Experience by Updating Interface

Our primary goal for GPS this year was to improve user experience with the product. Part of this goal was accomplished early in the year when we upgraded to u.direct 2.1.2. This upgrade included features such as quick help instructions, term-by-term approval, and an updated look and feel.

We also spent a considerable amount of time changing the format of the roadmaps. In the initial rollout of GPS, roadmaps were built using all caps and with long, full sentences for requirement titles. This matched closely what had historically been done in DARS, but it didn't translate well into the new medium. Roadmaps appeared cluttered, and it was difficult to glean important information from a jumble of text. The new format is a significant improvement in the usability of the product.

Implement a New Process for GPS Roadmap Building

Another means of improving the usefulness of GPS, was to change the process of roadmap building. In the past, department advisors were asked to create the plans, which were then reviewed by encoders and published. This process was slow and cumbersome.

This year we changed the process, and building on the work departmental advisors had done in the past, encoders built the roadmaps and then asked for departmental advisors to review the roadmaps for accuracy. This has been a tremendous improvement. As of June 30, 2013, 183 roadmaps for catalog year 13-14 have been published, compared with the previous year when publishing did not even begin until late September.

Another advantage of the new process is the ease with which new departments can be brought on board. It reduces training time for advisors to half what had been necessary in previous years. As a result, 8 departments were brought into GPS this year and all colleges with undergraduate majors are now using GPS.

Make GPS Documentation for Advisors More Accessible

The updates to the software, the new formatting, and the change in the roadmap building process necessitated reevaluating our documentation for GPS. Early in the year, we completely

overhauled our GPS for Advisors training manual. Currently, the training manual is available as a pdf file that can be emailed directly to new advisors. It is also printed and provided at trainings held throughout the year.

Initially, we intended to publish this manual on the GPS website, however, we are reevaluating that benefits of that strategy. Over the course of the last year, similar documentation published for DARS exceptions has been accessed by students, causing some confusion. This year we provided 5 DARS & GPS for Advisors trainings, with a total of 41 attendees. We are exploring other avenues for making this content available to advisors on demand.

Specific Activities and Highlights

CollegeSource Trainings

Shelley Nicholson attended:

- Intermediate Encoder Training - December 2012

Richelle Warr attended, and presented at:

- CollegeSource Users Conference - June 2013

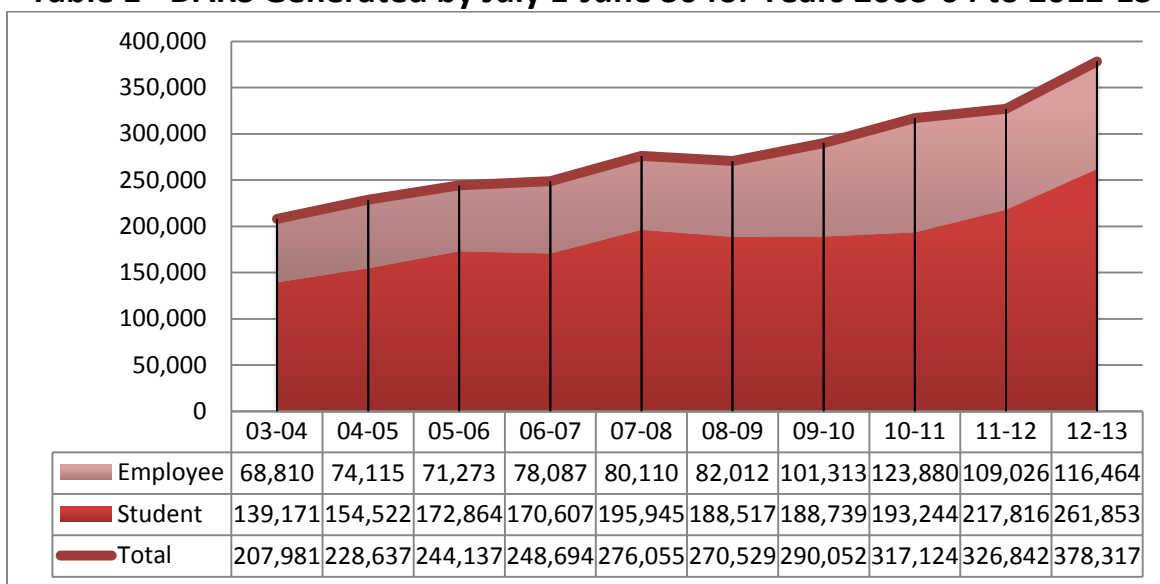
Significant Milestones and Program Utilization

DARS Utilization

Use of DARS by students and employees continued to increase during 2012-13, with the most significant gains being those generated by students. This increase may be a result of increased emphasis on the importance of DARS for tracking progress toward graduation.

The total DARS generated this year (see Table 1) represents not just a significant increase over last year, but an all-time high for DARS use since we began tracking in 1998-99.

Table 1 - DARS Generated by July 1-June 30 for Years 2003-04 to 2012-13



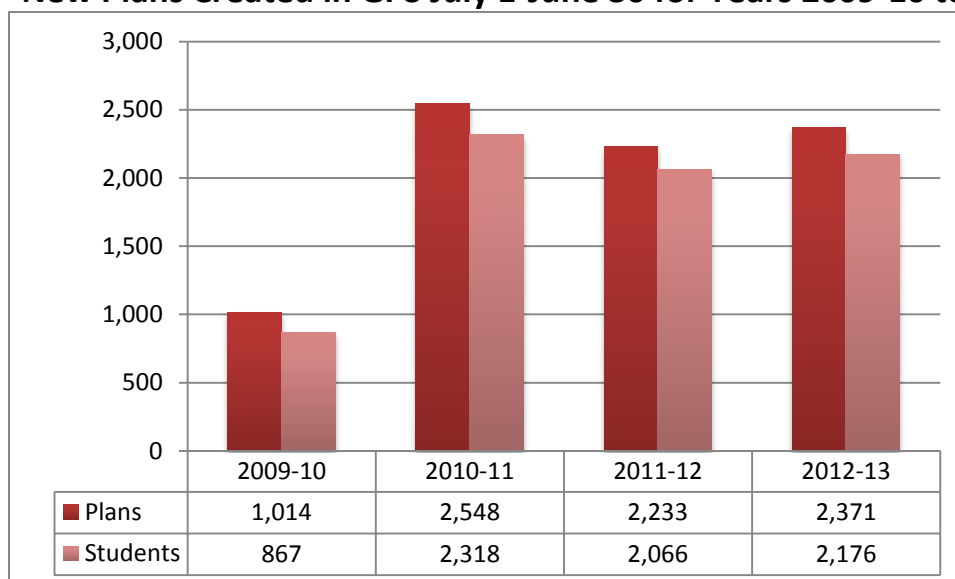
GPS Utilization

Use of GPS continues to grow. As of June 30, 2013:

- The number of majors participating increased from 65 on July 1, 2012 to 79, a 21.5% increase.
- 709 total roadmaps have been published.
- 7,321 unique users created 8,108 plans, a 40.1% increase in total number of students using GPS since July 1, 2012

The number of new users in GPS has grown very slightly since last year, not quite hitting the peak that we reached in 2010-11 (See Table 2).

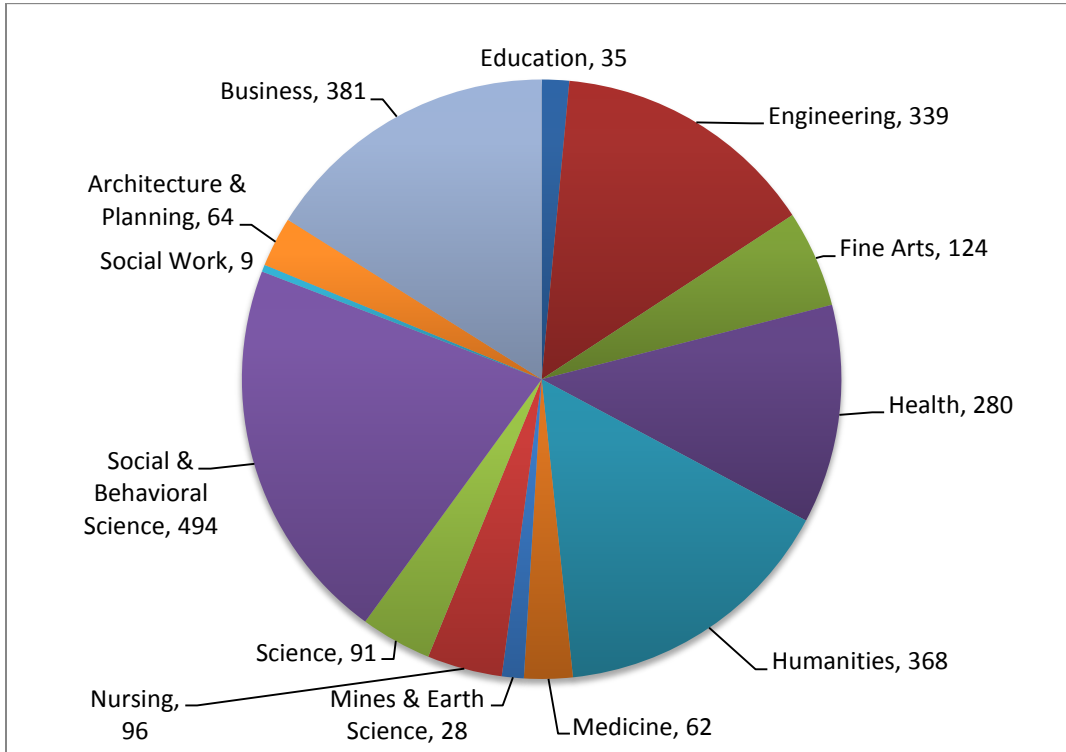
Table 2 - New Plans Created in GPS July 1-June 30 for Years 2009-10 to 2012-13



The numbers above indicate that we've had about 8.6% of our undergraduate population creating new plans, using the Fall 2012 census number of 25,310 enrolled undergraduates for comparison. In the coming year, we plan to focus a great deal of effort into raising awareness of GPS with students and with departments.

Our numbers also indicate that GPS is already being used across colleges. The breakdown represented in Chart 1, indicates that use of GPS is roughly proportional to the number of enrolled majors in those colleges, when compared with data available in the OBIA Common Data Set. However, as might be expected, competitive majors, such as Nursing, Medical Laboratory Science, and Architecture, are somewhat over represented in GPS planning.

Chart 1 - New GPS Plans Created July 1, 2012-June 30, 2013 by College

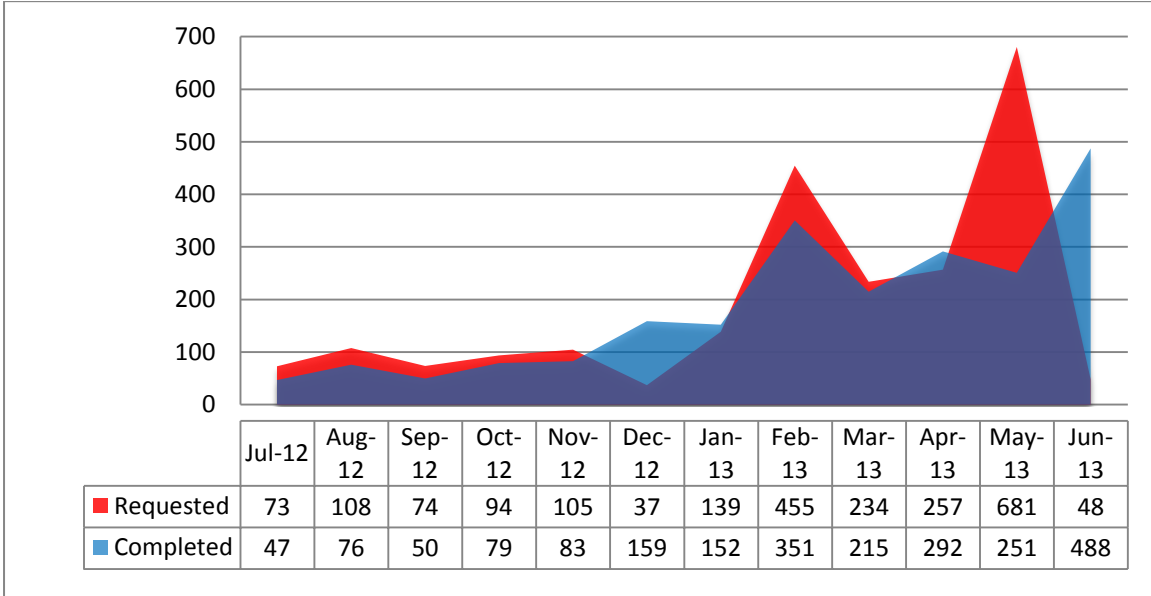


Degree Audit & Planning Systems Productivity

As mentioned above, last year we developed a database for tracking Degree Audit & Planning Systems projects. This has been very useful for keeping on top of projects, as well as being a useful source of information about what kind of work is being done, when, and for whom. From July 1, 2012 to June 30, 2013, there were 2,305 projects initiated either at the request of departments and colleges across campus, or as part of routine maintenance on programs and tables in DARS; in the same span of time 2,243 projects were completed.

With these data, we were also able to get a better sense of the flow of projects through our area. In most months, we received more requests than we were able to complete, except in months where the number of requests dropped below 50. In those months we were able to catch up. We had high peaks of productivity in February and May that corresponded to processing annual curriculum/program change requests and our project to add advising contact information, respectively.

Chart 2 - Degree Audit & Planning Systems Workflow by Month



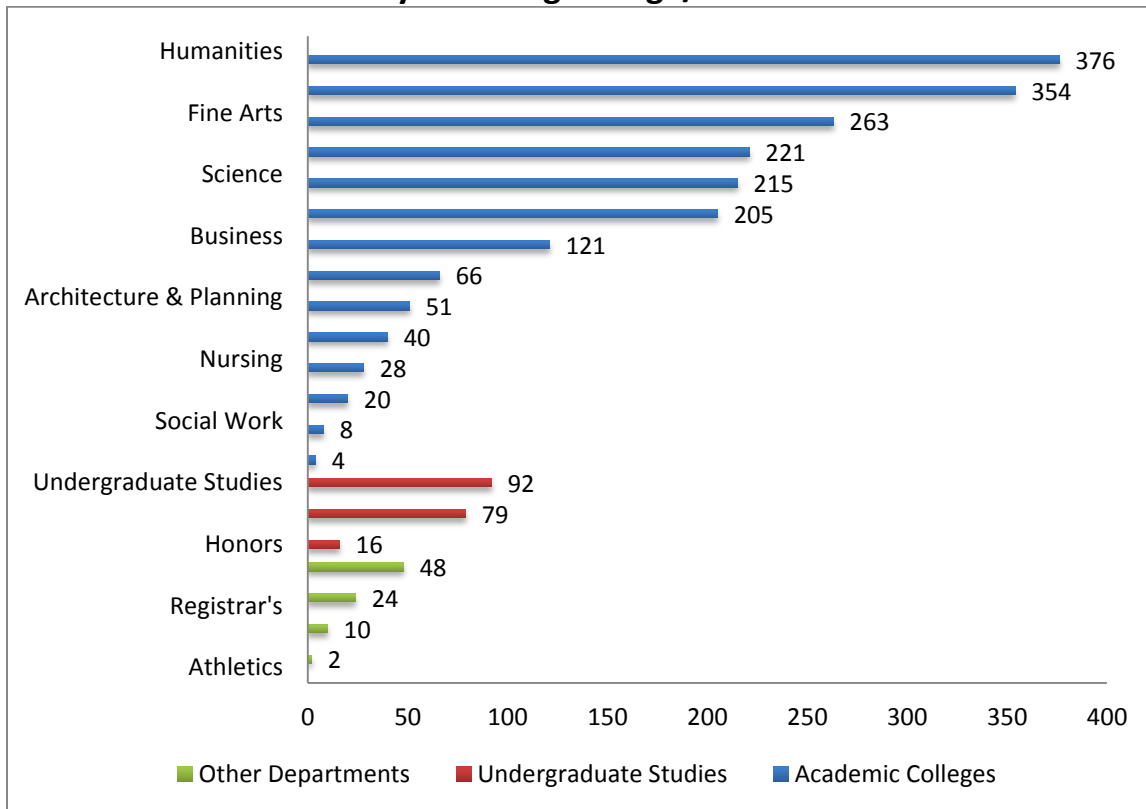
Projects represented in above include:

- Helping departments enter and troubleshoot exceptions
- Updating programs to reflect changes to catalog requirements
- Adding newly approved programs
- Updating state articulation agreements
- Updating estimated hours for graphs and NCAA compliance
- Adding advising contact information
- Changes to condition code processing, as part of the DARS Health Check project
- Changes to duplicate course processing and in progress courses
- Adding new institutions to the transfer articulation tables
- Updating GPS Roadmaps to reflect program changes

Many of the projects are completed relatively quickly, in less than 30 minutes, others may span many days and even weeks. The average time from request to completion, is 15.2 days, with 649 projects being completed on the same day that they were requested, and the mean completed within a week. For the coming year, we’re changing the way we collect our information so that we will have a better understanding of how much time is spent working on each project.

Another way to look at these data, is by the college or department the project originated from (see Chart 3). Primarily, we work with faculty and advisors in Academic Affairs to shape the program requirements and troubleshoot student issues, but we do also work closely with offices in Student Affairs and University Information Technology.

**Chart 3 - DARS & GPS Projects Completed – July 1, 2012-June 30, 2013
by Initiating College/Office**



Goals for 2013-14

- ✦ Integrate advisor training with the PeopleSoft for Advisors training.
- ✦ Improve functionality of Generate Audit for Declared Major(s) interface in CIS by expanding it to include minors and honors degrees.
- ✦ Begin analysis for implementation of u.achieve, the Java version of the DARwin product.

Addendum #1: New GPS Roadmap Format

Roadmap: Modern Dance BFA

Program: Modern Dance
Effective: Fall 2012 (122 Hours) [PDF](#)
[Expand All](#) / [Collapse All](#)

- Year 1 (30 Hours)
 - Fall Semester (14 Hours)
 - Modern Dance - Required Courses (11 Hours)
 - ◆ **DANC 1110** (1 Hour)
Conditioning for Dancers
 - ◆ **DANC 1210** (2 Hours)
Dance Forms
 - ◆ **DANC 1310** (3 Hours)
Technique
 - ◆ **DANC 1710** (1 Hour)
Freshman Seminar
 - ◆ **DANC 1410** (2 Hours)
Beginning Improvisation
 - ◆ **DANC 1330** (2 Hours)
Beg Ballet Technique I
 - General Education - Math (QA) (3 Hours)
 - ◆ **MATH 1030** (3 Hours)
Intro Quant Reasoning
 - ◆ **MATH 1050** (4 Hours)
Coll Alg
 - ◆ **MATH 1060** (3 Hours)
Trig
 - ◆ **MATH 1090** (3 Hours)
Coll Alg Bus/Soc Sci
 - Spring Semester (16 Hours)
 - Modern Dance - Required Courses (10 Hours)
 - ◆ **DANC 1720** (1 Hour)
Intro to Dance Tech
 - ◆ **DANC 1320** (3 Hours)
Technique
 - ◆ **DANC 1111** (1 Hour)

Campus-Wide Advisor Education & Development



Vickie E. Morgan

Overview and Goals for 2012-13

Advisor Education and Development (AED) draws together all advising-specific, campus-wide training and educational development into an integrated curriculum. During 2012-2013, AED has been focused on delivery of information, delivery of programming, and development of a comprehensive assessment plan.

- ***Comprehensive Assessment of Advisor Education and Development***
 - Following the revision of the AED Mission Statement in 2011-2012, AED has developed a comprehensive assessment plan and has identified advisor learning outcomes for 2013-2014. Activities and measures have been identified to assess these learning outcomes.

- ***Identify Three Learning Outcomes for Advisor Education and Development.***
 - Advisors know how to utilize PeopleSoft for advising
 - Advisors are familiar with the UAAC Website
 - Advisors know graduation requirements for Bachelor degrees

- ***Develop One Online Module for the Advising Basics Course***
 - AED has adapted and enhanced presentation content from the Advising Basics training for use in a hybrid-designed online course. Beginning with an introductory module, the online components of the Advising Basics program will phase in content areas over time through use of area-specific modules. In-person components of Advising Basics training will shift to practice applied learning. Hybrid delivery of material is intended to provide new hires in advising with immediate access to informational materials with in-person skill development.

2012-2013 Advisor Education and Development Programming

- ***University of Utah UAAC Conference***

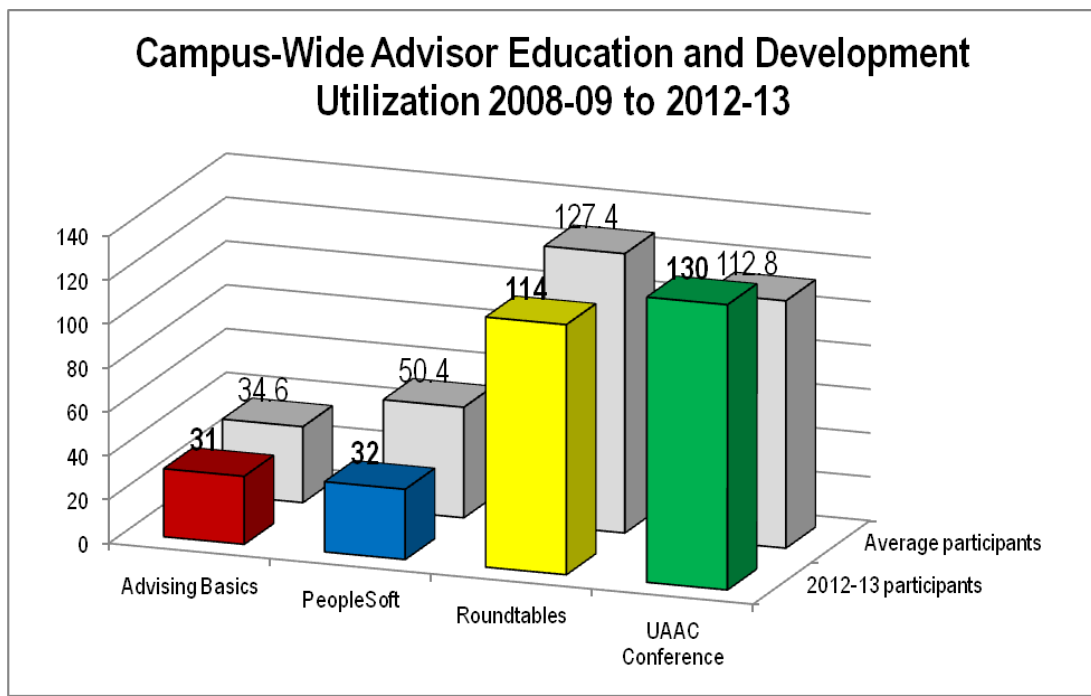
130 advisors and student affairs professionals attended the advising conference. For the first year, Salt Lake Community College advisors were invited to the conference and 10 SLCC advisors attended. The overall quality of the conference was rated Excellent/Good (88%). The top three accomplishments for attendees at the conference included:

 - 93% Networking
 - 83% Learn new information
 - 70.83% Professional development

- **Special programming in service of the upcoming NACADA Conference**
 - In response to overwhelming interest in an ongoing professional development series in the 2012 AED End of Year Survey, AED developed the NACADA Prep Workshop Series. The workshop series was created to support advisors in preparation for the NACADA 2013 Annual Conference, taking place in Salt Lake City, Utah in October, 2013. Three of four NACADA Prep programs have been offered to date with the final program scheduled for September 2013.

Advisor Education and Development Program Utilization

- **AED continues to have strong attendance for both new advisor programs and continuing advisor events.**



Advisor Education and Development Activities of Note

- **Delivery of Information**
 - During 2012-2013 Campus-Wide Advisor Education and Development has embraced the redesign of the University of Utah website. AED utilized university technology to improve usability of UAAC and AED Programming information. AED and UAAC leadership have created an all-inclusive UAAC Events calendar.
- **Support of University of Utah Outreach**
 - AED partnered with the Transfer Center in providing a connection opportunity between academic advisors at the University of Utah and Salt Lake Community College, through

the University of Utah UAAC Conference. Special conference programming created opportunities for dialog between U advisors and advisors from our largest feeder institution in Utah.

- ***NACADA Advising Awards Nomination***
 - Campus-Wide Advisor Education and Development was nominated for the NACADA Outstanding Advising Program award in 2103. An awards nomination package was submitted by Vickie Morgan, on behalf of the program. Support for this nomination came from the Office of Undergraduate Studies, College-level leadership from across campus, academic advisors, and students.
 - Campus-Wide Advisor Education and Development was instrumental in the nomination process of NACADA Outstanding Advising Administrator and NACADA Outstanding Academic Advising-Primary Role. The NACADA Outstanding Academic Advising-Primary Role nominee received a Certificate of Merit for 2013.

- ***Advisor Recognition Reception and Social***
 - In support of the UAAC Advising Awards, the UAAC Advisor Social was redefined to be the UAAC Advisor Recognition Reception and Social. The program showcased nominees for the new UAAC Advising Awards and was the venue for award announcements. As the second year for the Advisor Awards program, a UAAC Advising Awards plaque was produced and was dedicated by Martha Bradley, the Associate Vice President for Academic Affairs and Vickie Morgan, Director of Campus-Wide Advisor Education and Development, with the support of the UAAC co-chairs, Sharon Aiken-Wisniewski and Shari Lindsey.

Goals for 2013-14

- ✦ Utilize online appointment software for Advisor Education and Development reservations, attendance, and program evaluation.
- ✦ Develop new online course modules for New Advisor Training programs.
- ✦ Integrate the delivery of PeopleSoft for Advisors training with delivery of DARS/GPS Training.

Addendum #1 - 2012 University of Utah UAAC Advising Conference Broadside

 <p>Reimagining Advising</p> <p>The 7th Annual UAAC Advising Conference</p>	<p><u>You're Invited!</u></p> <p>Start the 2012-2013 academic year by re-imagining advising! Attend information sessions to help <i>spark creativity</i> in your advising, <i>shape your vision</i> for the success of students, and <i>create connections</i> with advisees and colleagues for building community.</p> <p>Keynote address will be delivered by Dr. Martha Bradley-Evans, Associate Vice President for Academic Affairs.</p> <p>Hear from Ashley Edgette, the University of Utah's own Truman Scholar, who will be speaking on her own amazing college student experience.</p> <p>And find out about the Creative Campus Initiative from Dr. Raymond Tymas-Jones and what it offers to students at the U!</p>																				
<p>Wednesday, September 19, 2012</p> <p>RSVP Online</p>	<p><u>Topics Include:</u></p> <p>Advising as Teaching • Honors Students Engaged in Undergraduate Research • S.P.A.R.K. • Parent Involvement in Higher Education • the New Undergraduate Experience • Utilizing Student Staff • Transfer Connections • Learning Opportunities Abroad • Advising Research</p> <p><i>And many more!</i></p>																				
<p>Complete the conference registration at:</p> <p>http://studentvoice.com/utah/uaacadvisingconferencereg2012</p> <p><i>By Monday, September 10th</i></p>	<p><i>Quick-Glance</i></p> <p><i>UAAC Conference Schedule</i></p> <table border="0"> <tr> <td>8:00-8:30</td> <td>Check-in / Continental breakfast</td> </tr> <tr> <td>8:30-9:00</td> <td>Welcome Plenary: <i>Dr. Raymond Tymas-Jones,</i> <i>Dean, College of Fine Arts & Associate V.P. for the Arts</i></td> </tr> <tr> <td>9:10-10:00</td> <td>Concurrent Sessions 1</td> </tr> <tr> <td>10:10-11:00</td> <td>Concurrent Sessions 2</td> </tr> <tr> <td>11:10-12:00</td> <td>Concurrent Sessions 3</td> </tr> <tr> <td>12:00-12:30</td> <td>Lunch</td> </tr> <tr> <td>12:30-1:00</td> <td>Keynote Presentation: <i>Dr. Martha Bradley-Evans,</i> <i>Dean of Undergraduate Studies & Senior V.P. for Academic Affairs</i></td> </tr> <tr> <td>1:10 - 2:00</td> <td>Interest Groups</td> </tr> <tr> <td>2:10- 3:00</td> <td>Interest Groups</td> </tr> <tr> <td>3:00 -4:00</td> <td>Closing Plenary: <i>Ashley Edgette,</i> <i>University of Utah Student & Truman Scholar</i></td> </tr> </table>	8:00-8:30	Check-in / Continental breakfast	8:30-9:00	Welcome Plenary: <i>Dr. Raymond Tymas-Jones,</i> <i>Dean, College of Fine Arts & Associate V.P. for the Arts</i>	9:10-10:00	Concurrent Sessions 1	10:10-11:00	Concurrent Sessions 2	11:10-12:00	Concurrent Sessions 3	12:00-12:30	Lunch	12:30-1:00	Keynote Presentation: <i>Dr. Martha Bradley-Evans,</i> <i>Dean of Undergraduate Studies & Senior V.P. for Academic Affairs</i>	1:10 - 2:00	Interest Groups	2:10- 3:00	Interest Groups	3:00 -4:00	Closing Plenary: <i>Ashley Edgette,</i> <i>University of Utah Student & Truman Scholar</i>
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3:00 -4:00	Closing Plenary: <i>Ashley Edgette,</i> <i>University of Utah Student & Truman Scholar</i>																				
<p><i>Transportation:</i></p> <p>Directions to the Officers Club: www.map.utah.edu/index.jsp</p> <p>Choose to arrive SUSTAINABLY!</p> <p>Take Trax/Shuttle Up • Walk up By Bike • Carpool with Colleagues & enter a special drawing just for arriving sustainably!</p>																					
<p><i>For more information:</i></p> <p>Contact Vickie Morgan UAAC Conference Co-Chair and Director of Campus-Wide Advisor Education and Development vmorgan@uc.utah.edu</p>																					

Addendum #2 – NACADA Prep Workshop Series flier

Join us! **NACADA Prep Workshop Series**
Preparing University of Utah advisors for the 2013 NACADA Conference!

Putting Together a Perfect Proposal
Thursday, January 24th

Write a Winning Advising Nomination
Thursday, February 14th

Master Professional Networking
Thursday, April 11th

Making the Most of Your Conference
Thursday, September 5th

Watch out for details for each event and how to register. *Seating is limited!*

Attendees of 2 or more NACADA Prep Workshops will be entered in a drawing to win 1 registration to the Annual NACADA Conference Registration, being held in Salt Lake City, Utah in October!
(Valued at over \$400)

37th Annual NACADA Conference
Success Elevated: Greatest Advising on Earth
October 6-9, 2013



U Brought to you by
UAAC Advising Education and Development

Fine Arts/UC Advising Bridge



*Liz Leckie, Assistant Dean for Undergraduate Affairs College of Fine Arts
Kira Jones & Lena May-Fraser, Academic Advisors*

Overview and Goals for 2012-13

The College of Fine Arts/University College advising bridge was created in 2008 in order to offer holistic and “one stop” academic advising to Fine Arts undergraduate students. To initiate the Fine Arts/UC advising bridge two academic advisors were hired. At the end of the 2011-2012 fiscal year, one of the bridge advisors resigned and the other reduced her hours to part time in order to finish her graduate studies. As a result, University College and the College of Fine Arts hired two academic advisors, Kira Jones and Lena May-Fraser, in June and July 2012 respectively. Kira and Lena participated in an intensive training program in July in order to be prepared to meet the advising needs of College of Fine Arts students at the beginning of the 2012-2013 academic year.

The 2012-2013 Fine Arts/UC Bridge goals focused on three primary objectives: 1) to increase advising productivity, 2) to improve communication with CFA students, and 3) to create stronger connections between CFA advisors and campus resources. The main accomplishments the Fine Arts/UC bridge advisors made toward these goals are as follows:

- *Productivity:* Compared to the 2011-2012 academic year, the number of CFA student appointments by CFA bridge advisors increased from 1556 to 1901. This increase represents an increase of 22%.
- *Productivity:* After analyzing the scheduling process for CFA advising, the CFA bridge advisors discovered that students’ needs were not being met because they were not initially referred to the correct academic advisor. To improve the accuracy of student advising referrals, the CFA bridge advisors created a referral guide for both UC and CFA departments. As the result, students were more accurately referred to the CFA bridge advisors. Examples of this improvement include a decrease in the number of appointments for students studying outside of the College of Fine Arts (-73%) and an increase in the number of appointments for undecided students interested in the Fine Arts (74%), as well as students studying in Ballet (38%), Film & Media Arts (31%), and Modern Dance (48%).
- *Communication:* The CFA bridge advisors participated in 219 hours of college programming designed to educate students about the advising resources available to assist them creating their academic plans. This programming included attending recruitment events both on and off campus, departmental auditions, departmental town hall meetings, and CFA student leader meetings. The CFA bridge advisors also attended CFA events, such as ArtsBash; the Distinguished Alumni Assembly; CFA convocation; *Check Your Schedule* days; Fine Arts LEAP classroom visits; and theatre, music and dance performances, art gallery exhibits, and film screenings.

- *Connection:* The CFA bridge advisors created the CFA Sponsored Student Program (SSP) designed to work with the Admissions Office to admit students whose artistic talents contribute to our campus and whose applications demonstrate that they need additional academic support. The CFA SSP requires students to meet with a CFA bridge advisor three times each semester to provide students with the resources and support they need to succeed academically. This program helped to successfully retain 54 percent of the total 2012-2013 CFA Sponsored Student cohort, an increase of 17% and 34% from the 2011-2012 and 2010-2011 cohorts, respectively, when there was no organized program. Of the students who successfully completed the requirements of the CFA Sponsored Student Program, 86% were retained.
- *Connection:* The CFA implemented an *Emerging Leaders Program* to assist undergraduate students in creating and participating in leadership opportunities both on and off campus. The creation of MUSE internship opportunities in the College was one important part of this program. In the 2012-2013 academic year the College received nine CFA MUSE internships.

Advising Activities

Provided the following advising activities for all the units in the College of Fine Arts:

- Prospective and Pre-major Student Advising, Orientation (First Year and Transfer Student) Advising, Policies and Procedures Advising

Table 1 -Percentage of University College Appointments Dedicate to Fine Arts Students

YEAR*	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
STUDENTS	690	1,106	1,683	1,807	2,207
PERCENTAGE	6%	9%	12%	13%	14%

*Each year from 2002-2007, between 4-5% of the students seen at University College were Fine Arts Students. Beginning 2008-2009 with the creation of the Fine Arts/UC advising bridge, the percentage of Fine Arts student appointments has increased consistently.

Table 2 -Fine Arts Student Appointments for Fine Arts/UC Bridge Advisors & UC Advisors

ADVISORS	APPOINTMENTS 2011-2012	APPOINTMENTS 2012-2013
Elizabeth Abbott	891	N/A
Libby Oberg*	665	302
Kira Jones	N/A	813
Lena May-Fraser	N/A	768
Other UC Advisors	250	302
TOTAL	1,807	2,207

*At the beginning of the 2012-2103 fiscal year, Libby Oberg reduced her hours to part-time in order to finish her graduate program. She resigned her position February 27, 2013.

Table 3 – Total Students Advised by FA/UC Bridge Advisors

ADVISORS	STUDENT 2011-12	STUDENTS 2012-13	% INCREASE
FA/UC Bridge Advisors	1,556	2,207	22%

Table 4 - University College (non-Fine Arts) Students Seen by Fine Arts/UC Bridge Advisors

ADVISORS	STUDENT 2011-12	STUDENTS 2012-13	% INCREASE
FA/UC Bridge Advisors	90	24	-73%

Provided specific advising activities for the individual units in the College of Fine Arts:

All general education and departmental advising for the *Departments of Ballet, Film & Media Arts and Modern Dance*

- Freshman Mandatory Advising, Second Year Advising, Graduation Application, Additional Major/Minor Advising

General education and auxiliary departmental advising for the *Department of Theatre and School of Music*

- Freshman Mandatory Advising, Additional Major/Minor Advising, Backup Major Advising

Auxiliary departmental advising for the *Department of Art & Art History*

Table 4 - 2011-2012 Fine Arts Student Appointments for Fine Arts/UC Bridge Advisors

MAJOR & DEGREE TYPE	APPOINTMENTS 2011-2012	APPOINTMENTS 2012-2013	% INCREASE
Art & Art History – BFA or BA	46	60	33%
Ballet – BFA	178	265	38%
Film & Media Arts – BA	878	1146	31%
Modern Dance – BFA	156	231	48%
Music – BMus or BA	99	47	-53%
Theatre – BFA or BA	124	50	-60%
Fine Arts Minor – any	40	12	-70%
Fine Arts - undecided	38	66	74%

Provided academic advising and professional advising leadership in the College of Fine Arts and throughout the University and State

- Trained departmental advisors on the Admissions Appeal process, CFA Sponsored Student Program, and Honors Program.
- Served on University-wide academic advising committees: Mandatory Advising; Major Expo Advertising; and UAAC Sub-Committees Advisor Position and Marketing & Public Relations, and the Graduate Task Force.
- Served on University College committees: Parents & Advising, Block U, as well as University College liaison for the College of Fine Arts.
- Served on CFA college-wide committees: EE Jones Fine Arts House resident selection; CFA/UC Academic Advisor selection; CFA Strategic Planning Goal 2; ArtsForce 2103.
- UAOA presentation: *Academic Advising: The Importance of Understanding the Lives and Careers of America's Arts Graduates.*

Significant Milestones or Program Utilization

- In the last 10 years, the College of Fine Arts' student appointments have increased from an average of 585 student appointments prior to the inception of the Fine Arts/UC Bridge to 2,207 student appointments in 2012-2013. This represents an increase of 277% Fine Arts student appointments by professional academic advisors.

In 2012-2013 the CFA bridge advisors have:

- Improved communication with CFA students by improving the web presence on both the CFA and departmental webpages. They created and held *Check Your Schedule* days each semester to educate students about the importance of verifying the accuracy of their class schedule, as well as answer other advising questions early in the term. The CFA created undergraduate student workshops focused specifically on leadership opportunities, grant writing, and the scholarship process.
- Led the efforts to reinvigorate the CFA student blog, *The Finer Points*. This blog is intended to be a safe space for conversation about all things Fine Arts. Students are encouraged to think beyond the classroom and write about their involvement in arts both on and off campus. In the 2012-2013 academic year, there were a total of 31 blog posts, which focused on various topics (from commercialization of art to the top 10 skills you learn from the arts to how to find an internship to art as a public good). There were 7 student guest bloggers, including 2 MUSE Arts Journalists.
- Attended the Strategic National Arts Alumni Project *3 Million Stories* Conference to gather information about the experiences of arts alumni. Presented this information at the Utah Advising and Orientation Association conference.
- Implemented a stronger relationship between College of Fine Arts and University offices, including Admissions, Honors, Housing and Residential Education, MUSE, Block U, and Orientation
 - Presented New Student Orientation Design Your Degree sessions
 - Led workshops about the skills arts students acquire at Fine Arts House
 - Offered CFA advisor workshop to clarify Fine Arts Honors Student process
 - Offered Admissions counselor training with a focus on linking recruitment, admissions, and advising

Goals for 2012-13

- ✦ Create a plan for a comprehensive Fine Arts/UC Advising Bridge that will create a cohesive advising structure across the academic units in the College of Fine Arts and through the advising process connect students to departmental, college, university, and arts community resources.
- ✦ Increase awareness of the value of an arts degree in our modern workforce through career advising resources, student involvement opportunities, and an awareness campaign.
- ✦ Create college-wide process to update and disseminate curriculum changes accurately and efficiently.



Photo above: Kira Jones and Lena May-Fraser

Mathematics/University College Bridge Advising



Angie Gardiner, Academic Advisor

Peter Trapa, Department Chair, Mathematics

Overview

In July 2012 Angie Gardiner was hired into a new Mathematics Department and University College collaborative staff advising position to provide advising to all current and prospective mathematics majors and minors and to oversee the enforcement of prerequisites in the Mathematics Department, which includes meeting with students with questions about math placement and supervising the Mathematics Department permission code team. The staff advisor is able to make referrals to faculty members as appropriate (for instance, referring honors students to the faculty honors advisor, students interested in research to the Director of Undergraduate Research, and students with questions beyond the advisor's scope of knowledge to faculty members in a particular field) in order to ensure that students receive accurate and appropriate information.

Having a staff advisor in the Mathematics Department who is also part of University College has enhanced undergraduate advising in many ways. Because the Mathematics advisor received initial training with University College she is able to answer many questions regarding general education and bachelor degree requirements, creating more of a "one stop shopping" advising experience for mathematics students. Having a full-time advisor provides more availability for student appointments and drop-in office hours than a part-time faculty advisor could reasonably provide. Weekly staff meetings with University College have provided information on campus resources and programs so that the advisor is able to better refer students to appropriate resources, and are also a way for the Mathematics advisor to keep other University College advisors up to date on math placement and prerequisite enforcement policies, which affect virtually all undergraduate students at the university. Additionally, holding a joint position with University College has facilitated opportunities for networking with other advisors on campus through participation in committees, meetings, and advisor development events, which has created connections that positively impact students.

Highlights

- Met with prospective students referred by the Recruitment Office and Honors College, as well as self-referred transfer students.
- Attended several advisor training and development activities: 2012 UAAC Advisor Conference, Registrar's Summit, MAP Kickoff, workshop on International Student Advising, Edie Kochenour lecture and symposium, Career Services presentation on internships.

- Met with Jason Nelligan in Career Services to have an initial discussion on how to better serve mathematics students. Attended a “meet the career counselors” luncheon for the College of Science.
- Attended recruitment events and information sessions: Science Day at the U, ACCESS panel, Summer Mathematics Program for High School Students panel, Major Expo.
- Served on both departmental and campus-wide committees: 2012 UAAC Conference Committee, Advisor Awards Committee, Ed & Dev committee, Mathematics Undergraduate Scholarships and Awards Committee (chair), Mathematics Undergraduate Committee, Mathematics Department holiday party committee.
- Served as the advisor for undergraduate mathematics student groups: Undergraduate Student Advisor Committee (USAC), Pi Mu Epsilon (PME).
- Worked with Pieter Bowman, System Analyst in the math department, and the member of the Mathematics permission code team to overhaul the permission code request process. Approximately 2,400 requests were processed for Fall 2012, about 1,100 requests were processed for Spring 2013, and over 700 requests were processed for Summer 2013.
- Although this was not a function of the current advisor, and the credit should go to the DARS Healthcheck Team and Registrar’s Registration & Systems Team, it is worth noting the difference in the number of permission codes required for registration once the prerequisite checking system was able to recognize articulated transfer courses. In Fall 2011 there were **1,042** permission codes issued to students who needed a code for no other reason than that the system couldn’t recognize the prerequisite course. For Fall 2012 only **113** codes were given for articulated transfer courses, and only because these courses were not yet posted to the students’ DARS reports. For Spring 2012 there were **758** codes given for no reason other than the system couldn’t recognize an articulated transfer course, and for Spring 2013 only **69** codes were given, again, only because those articulated transfer courses were not yet posted to the students’ DARS reports.

Table 1 - Student helps 2012-2013*

Appointments	Quick Helps
738	1,471

*Numbers are for mid-September through June 30, 2013, and are not completely accurate due to non-uniformity in reporting. For instance, email quick helps were only recorded starting sometime in May. But this table gives a general idea of the number of students seen/helped by the Mathematics Advisor.

**Table 2 - Mathematics Majors/Minors vs Non-majors/minors
(Appointments only, quick helps not included)**

Majors/Minors & Prospective Majors/Minors	Other
470	268

Goals for 2013-14

History:

When this collaborative effort between University College and Mathematics was originally envisioned, the previous Mathematics advisor set out a list of tasks that she had not been able to facilitate due to her dual role. These included:

- Work more closely with Career Services to help create and be more aware of internship/job opportunities for math majors/minors.
- Work with Study Abroad program to create some solid opportunities for our math majors.
- Outreach to high schools, for recruitment and giving out proper information to counselors, etc. regarding the math major.
- Going to advisor trainings, and networking with other advisors to create connections that positively impact students and the department.

Progress:

In the first year of this position, the advisor has begun to create a relationship with Career Services (in particular with Jason Nelligan, the career counselor for mathematics students). While there is still a lot of work to be done in this area, an initial discussion has been had on ways to better serve mathematics students (having the career counselor be present in the mathematics department, presenting an undergraduate colloquium or at a luncheon), and already Jason has passed along information about several job opportunities for mathematics students.

The current advisor is not as concerned about Learning Abroad opportunities as was the previous advisor, so this is not a current priority, but it will be kept in mind for the future.

In the past year the advisor has reached out to high school students at Science Day at the U and through participating in a panel for the Summer Mathematics Program for High School Students, but there is still work to be done in this area.

As shown in the Activities section above, significant progress was made this year in the area of attending advisor trainings and networking. Being a part of University College has provided great opportunities in this area.

Going forward for 2013-14:

There are many areas in which Mathematics advising can be improved, for math majors, non-majors, and for prospective students (both high school and transfer students). Goals for the 2013-2014 academic year include:

- ✦ Continue to work with Career Services to
 - 1) Improve the information available to mathematics majors regarding careers available to those with a mathematics degree.
 - 2) Improve communication to math majors about internships and job opportunities.
 - 3) Increase awareness among mathematics majors about the opportunities and services available through Career Services.
- ✦ Evaluate and price Accuplacer preparation software and determine whether or not this is something the mathematics department (possibly in conjunction with the Testing Center) is interested in offering.
- ✦ Visit SLCC at least twice during the 2013-2014 academic year to provide information to prospective transfer students.

Photo right: Angie Gardiner



***International Student Advising
and
U.S.- Sino Pathways Program (USPP)***



Marilyn Hoffman, Director

2012-2013 USPP Advising Team: Terese Pratt, Martina Stewart, Darcy Posselli

International Student Advising

The Director of International Student Advising serves as a liaison to the International Center and Learning Abroad Program; coordinates international advising activities in University College, such as the USPP Program and advising for International Student Orientation. The Director also collaborates with the International Center to disseminate information and provide professional development workshops to promote advisor awareness of our international student population, develop skills for working with this population, and increase understanding of international student advising issues.

USPP Program

In November 2009 the University of Utah entered into a joint agreement with the Consortium of North American Universities (CNAU) and Kaplan Educational Centers in various cities in China. Through the U.S. Sino-Pathways Program (USPP) Chinese students earn three semesters of college credit through Northeastern University in preparation for transfer to one of the consortium institutions (two semesters in China plus one Summer Bridge semester in the U.S.). Transfer credits were articulated for certain General Education and major requirements or electives. Initial admission to the program was determined by Kaplan. Admission to Summer Bridge and to the individual institutions for completion of the Bachelor's Degree was determined by the Consortium and the individual institutions according to the joint agreement. University College was asked to coordinate and provide advising for prospective, new, and currently enrolled USPP students. This involved travel to China in 2010-2012 to present information on the University and meet with prospective students and parents, advising and programming throughout the first year of enrollment at the U, as well as extensive collaboration with the consortium, Kaplan, and with numerous on-campus agencies, particularly Admissions, International Center, Residential Living, and relevant academic departments and colleges.

In early 2012 the USPP Task Force, along with other University administrators, reviewed the CNAU agreement, resources utilized and available, and enrollment management goals for international student enrollment. It was decided to disengage with the USPP program after 2012-13. Full advising services were provided to the Fall 2012 incoming cohort as usual, and all three cohorts will be tracked for progress toward graduation.

Goals for 2012-13

- Coordinate advising and programming for new 2012 USPP Cohort, following established model.
- Continue to track 2010 and 2011 cohorts through to graduation. *Accomplished. First two graduates from 2010 completed Accounting majors in total of four years.*
- Continue collaboration with International Center to offer fall and spring professional development workshops for advisors on international advising topics. *Accomplished. Workshops on Advising Students from the Middle East and Immigration Basics for Advisors were offered.*
- Continue to serve as UC Liaison to and collaborate with the International Center on troubleshooting international student issues and providing advising and presentations during International Student Orientations. *Ongoing through the year.*
- Seek opportunities to increase experience with international student advising and programs, and serve as information resource to other advisors *Accomplished through workshops mentioned above, readings, consulting with International Center, researching answers to student questions. Presented international student advising information at staff in-service, new advisor and peer advisor trainings.*

International Student Advising Highlights

- ***UAAC Professional Development for Campus Advisors***

To enhance advisor skills, awareness, and knowledge of international student advising issues, workshops with guest speakers were provided for U of U advisors through a University College and International Center collaborative effort:

- *Advising Students from the Middle East*, speakers from College of Social Work and the International Center. 35 advisors attended
- *Immigration Basics for Advisors*: Speakers from the International Center. 23 advisors attended
- ***Additional Collaboration with International Center***
 - International Student Orientation (Welcome Week)
 - Presentations on *Advising, Grad Requirements, and Class Enrollment*
 - Advise undecided major students at orientation
 - Coordinate UC walk-in advising hours for new international students at beginning of each semester
 - Regular communication with I Center to troubleshoot immigration status issues
- ***Participation in Presentations and Committees***
 - CNAU Committee : biweekly CNAU conference calls and listserv through September 2012
 - Presentations each semester on *General Education and Transfer Credit Evaluation* to new Global Pathways transfer students

Significant Program Milestones and Enhancements

- UAAC Professional Development Workshops for Advisors Campus-wide (see *Highlights* above)
- USPP 2010 Cohort (39 admitted)
 - Retention rate 87% after third year at the U
 - First two graduates S'13 in Accounting (graduated in total of 4 years). One student admitted to U of U Masters in Accounting; one has been offered full time employment related to her major in the U.S.
 - Recognized graduates at dinner with Assistant Vice President for Undergraduate Studies
 - Two more expected to graduate in Business Admin and Communication in SU'13
- USPP 2011 Cohort (55 admitted)
 - It is believed that more prescribed individual schedule plans first year aided with transition and student success when compared to 2010 cohort (*See Table 2*):
 - Lower percentage on warning/and higher average GPA at end of first year
 - After second year
 - 93% retention
 - 32 (63% of the retained students) in full/intermediate major status
 - 29 (57% of retained) with GPA 3.0 or higher
 - 6 (12% of retained) with GPA below 2.0
- USPP 2012 Cohort (22 admitted)
 - Changes to admissions requirements: increased GPA from 2.7 minimum to 3.0-3.2 (depending on major) and no late admits. These changes resulted in a stronger and more prepared incoming cohort.
- 22 new USPP students admitted for Fall 2012.
 - After first year: 100% retention, 3.23 Ave GPA , 64% above 3.0, only 9% on Warning (*See Table 2*)

Data on Fall 2010, 2011 and 2012 Cohorts

Data was collected on admission, transfer and U of U academic performance, and majors selected. Of particular note:

- Majors are primarily in School of Business, Colleges of Engineering and Science. See Table 1.
- Retention rate after first year for all cohorts 90% or above
- 2011 and 2012 cohorts had stronger first year GPA than 2010. We believe this is mostly due to the practice adopted after the first year: prescriptive fall class schedule plans, enrollment

in ESL/WRTG 1003 support class, more intrusive advising and increased programming and communication with students. Additionally for 2012, the higher level of admission requirements contributed to a higher level of success.

TABLE 1 - Majors of 2010, 2011 and 2012 Cohorts at Entrance

Cohorts	Business	Engineering/ Computer Science	Science/Math	Other*
2010 (39)	13 (33%)	16 (41%)	6 (15%)	4 (10%)
2011 (55)	29 (53%)	14 (26%)	4 (7%)	8 (15%)
2012 (22)	4 (18%)	8 (36%)	4 (18%)	6 (27%)

*Architecture, Economics, Psychology, Communication, Education, Family Consumer Studies, Early Childhood, Art, English, Environmental Studies, International Studies

TABLE 2 - Academic Performance Comparison

Admit Cohort	Admit GPA	Admits below 3.0	Trans GPA	Placed in ESL	UU Cum First Year	Above 3.0	Below 2.0	Retention after 1st year*	UU Cum end 2nd year	Retention after 2nd year*
F2010 N = 39	3.17	10 (26%)	3.14	4 (10%)	2.55	12(31%)	11(28%)	35 (90%)	2.83	34(87%)
F2011 N = 55	2.86	38(69%)	2.85	26(47%)	2.69	19(35%)	7(13%)	53(96%)	2.86	52(95%)
F2012 N = 22	3.07	8(35%)	N/A	7(30%)	3.23	14(64%)	2(9%)	22(100%)		

*attrition due to: transfer, suspension, out of compliance with visa, student behavior issues

Goals for 2013-14

- ✦ Continue collaboration with International Center to offer fall and spring professional development workshops for advisors on international advising topics.
- ✦ Seek professional development opportunities on campus related to international advising.
- ✦ Continue to track USPP cohorts through to graduation, respond to student questions, problem solve issues as necessary.

Photo right: Sharon Aiken-Wisniewski and Marilyn Hoffman with USPP student graduates

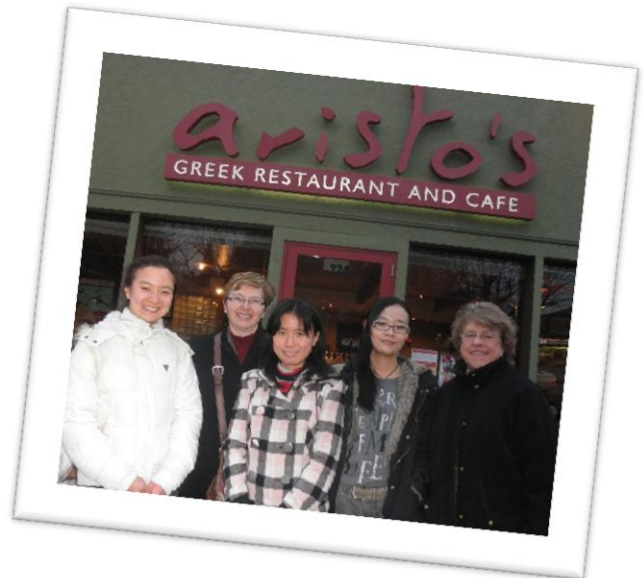


Photo left: First two USPP Graduates, Spring 2013 Commencement

Addendum #1: Program from Middle East advisor workshop

ADVISING STUDENTS FROM THE MIDDLE EAST

December 5, 2012

8:00 AM – 10:30 AM

Panorama East, Union

- 8:00 **Breakfast and question cards**
- 8:30 **Overview of Middle East Sponsored Student Population**
Jessica Schlotfeldt, Coordinator, Sponsored Student Programs
International Center
- 9:00 **Working with Students and Colleagues from the Middle East**
Caren J. Frost, Research Professor
Director, Global Social Work Research
College of Social Work
- 9:45 **Q and A Panel**
Caren Frost, Social Work
Jessica Schlotfeldt, International Center
Chalimar Swain, International Center
Marilyn Hoffman, University College



UAAC WORKSHOP SERIES ON ADVISING INTERNATIONAL STUDENTS

Sponsored by the International Center and University College

Acknowledgments:

The International Center for providing breakfast
Vickie Morgan and Julia Popp, University College, for invitations and reservations

Activities of University College Staff

University College staff participates in numerous committees and organizations, on and off campus in 2012-13. 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

- Western Association of Prelaw Advisors (WAPLA), President and Board of Directors
- Western Association of Prelaw Advisors (WAPLA), Newsletter Editor and Board of Directors
- Prelaw Advisors National Council (PLANC)
- Student Affairs Administrators in Higher Education (NASPA)
- Golden Key International Honour Society
- Western Association of Advisors for the Health Professions (WAAHP)
- National Association of Advisors for the Health Professions (NAAHP)
- National Academic Advising Association (NACADA)
- Utah Advising and Orientation Association (UAOA)
- American Art Therapy Association (AATA)
- Utah Art Therapy Association (UATA)
- Association for the Study of Higher Education (ASHE)
- American Educational Research Assn. (AERA)
- American College Personnel Assn. (ACPA)
- Phi Kappa Phi Honor Society

Committees/Activities - Off Campus

- WAPLA 2013 Conference Committee, Co-chair
- WAPLA 2013 Conference Committee
- Autism Council of Utah, Committee member
- State Articulation Committee
- Attended
- NACADA 2013 National Conference Committee member
- AATA Arts Committee
- Editorial Board for Journal of student Affairs Research and Practice (JSARP)
- NACADA Research Grant - Reviewer

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

- Community Engagement Task Force
- Integrated Service Scholars Committee
- UGS Biomedical Humanities Minor Committee

- Returning to the U Scholarship Committee
- Alpha Sigma Lambda Honor Society, U of U Chapter Councilor
- UAAC Advisor Awards Committee
- Advising at U of U off campus sites
- LEAP Convocation
- LEAP Peer Advisor Luncheon
- LEAP Scholarship Committee
- Women's Resource Center, Scholarship Orientation and Donor Reception
- Bench to Bedside Competition Award Ceremony and Reception
- University of Utah School of Medicine Class Expansion Reception
- Parent Standing Committee
- CESA Transfer Advisory Committee
- UAAC Marketing/PR subcommittee
- Mandatory Advising Program Committee
- Credits and Admissions Committee
- GE/Bach Degree Area Committees
- Undergraduate Bulletin Editing
- Parent Orientation Bulletin
- Campaign for our Community (department representative)
- Orientation Leader training
- Dimensional Modeling: DARS and GPA
- Student Success Advocates Selection Committee
- Trio Director Selection Committee
- Transfer Coordinating Committee
- Advisor for Prelaw Student Society (PLSS)
- Advisor for various Pre-Health organizations on campus
- Advisor for Annual Premed Conference
- UAAC Advisor Position subcommittee
- UAAC Graduation Application Task Force
- Associate Registrar Selection Committee
- UAAC Advisor Education and Development Committee
- Harvesting Best Practices Committee member
- Alumni Association Legislative Advocates
- Undergraduate Advancement Scholarship Committee
- U of U Strategic Enrollment Management - Student Success (Presidential Appointment)
- Undergraduate Council
- Harvesting Best Practices in Undergraduate Education, co-chair
- Student Commission
- Search Committee for Associate Dean for David Eccles School of Business

Presentations - Off Campus

- 2012 NACADA Annual Conference – Nashville, TN
 - Creating a Rubric
 - A Foundational Tool for Empowerment: Incorporating College Student Development Theories Into Advising Practice
 - Transfer Monograph Panel Presentation
- 2012 NODA Annual Conference—Las Vegas, NV
 - Cross-Departmental Partnerships: Orientation and Advising Building a Collaborative Campus
- 2013 NACADA International Conference - Maastricht, NL
 - The “How” of Assessment: Understanding the Components of the Assessment Cycle.
 - The Foundational Element of An Assessment Plan: Creating a Mission Statement.
- 2013 NACADA Regional Conference – Tucson, AZ
 - Writing for NACADA
 - Vocational Degrees to Bachelor’s Degrees
- 2013 Utah Advising and Orientation Conference – Snowbird, UT
 - Law School: To Go or Not To Go
 - Managing the Technology Avalanche with Purposeful Evaluation Strategies
 - Vocational Degrees to Bachelor’s Degrees
- 2013 CollegeSource Users Conference – Charleston, SC
 - Building Better Bridges: Reinforcing DARS at the University of Utah
- 2013 WAPLA Regional Conference—Salt Lake City, UT
 - Panel Moderator: Recent Law School Graduates Share Their Experiences

Presentations – On Campus

- Intro to Premed-H EDU 1750, Health Science LEAP, and College of Health LEAP
- TRIO Anatomy Lab tour and Premed Information Session
- Global Pathways Program, Transfer Credit Evaluation
- Parent and Family Orientation, Planning a Degree at the U
- International Student Orientations: Advising, Graduation Requirements, and Class Enrollment
- Connecting U-High Achieving Day: Advising, Degree Design, Preprofessional Information
- UAAC, NACADA Preparation Workshop, Advisor Awards
- UAAC Advisor Workshop series on advising international students, “Advising Students from the Middle East”, “Immigration Basics for Advisors”
- UAAC Roundtable: Prerequisites
- UAAC Roundtable: A Fresh Look at Scholastic Standards: How to Assist Students in Academic Distress
- CESA Summer Bridge: SLCC to U of U Transfer Expectations
- UAAC Conference
- Utilizing Peer Advisors
- Experience=Decisions: Encouraging Second Year Students to Explore
- A Fresh Look at Scholastic Standards

- New Student Orientations: Destination: Graduation
- New Student Orientations: Design Your Degree
- New Student Orientations: Pre-health Programs
- New Student Orientations: Prelaw
- Orientation Leader Intensive Training: Design Your Degree Review
- Orientation Leader Intensive Training: Destination: Graduation Review
- Orientation Leader Intensive Training: Degree Audit Reports Review
- Orientation Leader Intensive Training: Working With Transfer Students
- MBTI Workshop for Student Success Advocates
- Mandatory Advising Program Fall 2012 Kickoff: Implementing Advising as Learning: Are We On the MAP?
- MAP Roundtable 2013: Continuing to Implement Advising as Teaching and Learning: Where Are You on the MAP?
- LEAP First Year Advising Module
- LEAP Design Your Degree Module
- LEAP Peer Advisor Training: What is the Most Effective way to Direct Your Students to Resources?
- College of Business Advising: How to Help Students in Academic Distress
- Admissions Staff Training – Transfer Center Basics
- Law School Application Workshop
- Personal Statement Workshops

Conferences Attendance/Professional Development/Off-campus

- NACADA Administrator's Institute-Savannah Georgia
- Western Association of Prelaw Advisors Conference (WAPLA), Salt Lake City
- PLANC Board Meeting, Kansas City, MO
- CollegeSource Intermediate Encoder Training – Cincinnati, OH
- Excel I Training, Murray Campus
- MBTI Step II Training
- NACADA Region 10 Conference – Tucson, AZ
- UAOA Annual Conference – Snowbird, UT
- NASPA Region V Board Meeting - Portland, OR
- NACADA National Conference – Nashville, TN
- WAAHP & AAMC Regional Meetings – Orange County, CA
- American Art Therapy Association National Conference – Seattle, WA
- CollegeSource Users Conference – Charleston, SC
- MBTI Optimizing Team Performance Training – San Diego, CA
- Gardner Institute for Creating Effective Partnerships between Academic and Student Affairs (November 2012) – Ashville, NC
- 2013 NACADA International Conference, Maastricht, NL

Courses Facilitated by University College Staff at U of U

- UC 1050 Major Exploration

- UC 1020 Intro to Premed
- UC 1030 Intro to Predental
- UC 1060 Intro to Prelaw
- UC 1010 Your Path for a Successful Start at the U of U
- LDRSP 4750 - Leadership Capstone

Courses Facilitated by University College Staff at other Institutions

- ART 1010: Exploring Art, Visual Art and Design Department, Salt Lake Community College

Conferences Attendance/Professional Development/On-campus

- Registrar's Summit II
- Edie Kochenour Annual Lecture
- International Center event, International Women's Association panel
- MLK Keynote Address: Jesse Jackson
- ESL Luncheon
- UAAC Roundtables
 - Financial Aid
 - Immigration Basics
 - Revolution
 - A Fresh Look at Scholastic Standards
- Phil Gardner Presentation: Creating Campus-wide Internships and Career Readiness Programs
- CTLE: Teaching Students with Disabilities
- CTLE: Fall Faculty Forum: Tilted, Flipped and Technology-Enabled Courses.
- UAAC Education and Development NACADA Prep Series:
 - Preparing a Presentation Proposal
 - Networking
- UAAC Conference
- University of Utah School of Medicine Bi-Annual Premedical Advisor Workshop
- University of Utah School of Medicine Selection Committee Meeting
- Association of Future Female Physician presents Female Physician Panel
- Advising Middle East Students Workshop
- Transfer Council Meetings
- MAP Fall 2012 Kickoff
- MAP Roundtable 2013
- International Studies Open House
- PHP Basic Programming training
- PHP Intermediate Programming training

Publications

- Western Association of Prelaw Advisors (WAPLA) Bi-Annual Newsletter
- NACADA Clearinghouse of Academic Advising Resources - Implications for assessment from 2011 National Survey.
- NASPA Journal About Women in Higher Education - co-author article. Refocusing college

choice: Women's reflections on their postsecondary education choices.

Nomination, Awards, Scholarship, and Certifications Received in 2012-13

- Academic Affairs Staff Excellence Award
- Staff Service Award, 35 Years
- Staff Service Award, 5 Years
- Pearlman Award for Excellence in Student Counseling
- UAAC Outstanding Academic Advising Award for New Academic Advisor 2013
- UAAC Outstanding Academic Advising Award Nomination 2013
- Love of Learning Award from Phi Kappa Phi 2013

Other Activities of Note

- Organized and facilitated 2012 Beacons of Excellence Awards for Harvesting Best Practices Committee
- Scribed for Board of Regent's Sponsored "Majors Meetings"
- Assisted with SLCC Multicultural Transfer Students events sponsored by the Office of Equity and Diversity
- University Scholars/ Block U luncheon
- Community Engagement Day (October. and April)
- Putting You in CommUnity event (Admissions)
- Orientation Dress Rehearsal
- NACADA 2013 Annual Conference Planning Committee member
- Lead Reviewer for Quality Enhancement Plan (QEP) for SACS Accreditation Review at South Piedmont Community College, Polkton, NC.
- External reviewer for Promotion & Tenure file of academic advisor at University of Hawaii
- Reviewer for ELP Graduate Poster Session

Staff Completing Degrees

- Libby Oberg – M.S. in Criminal Justice, Weber State University
- Latu Kinikini – Masters of Education in Educational Leadership & Policy, emphasis in Students Affairs Administration, University of Utah
- Mayumi Kasai – M.A. in Comparative Literary and Cultural Studies, University of Utah

Staff Pursuing Degrees

- Natalie Brown – Doctoral student in Educational Leadership and Policy
- Jennifer Merino-Moncada – Bachelor's Degree in Health Promotion/EMS for the Physician's Assistant program



Photo above: Richelle Warr, Sarah Rollo, Sonnaly Khouanphet, Latu Kinikini



Photo right: Staff retreat to Snowbird Resort

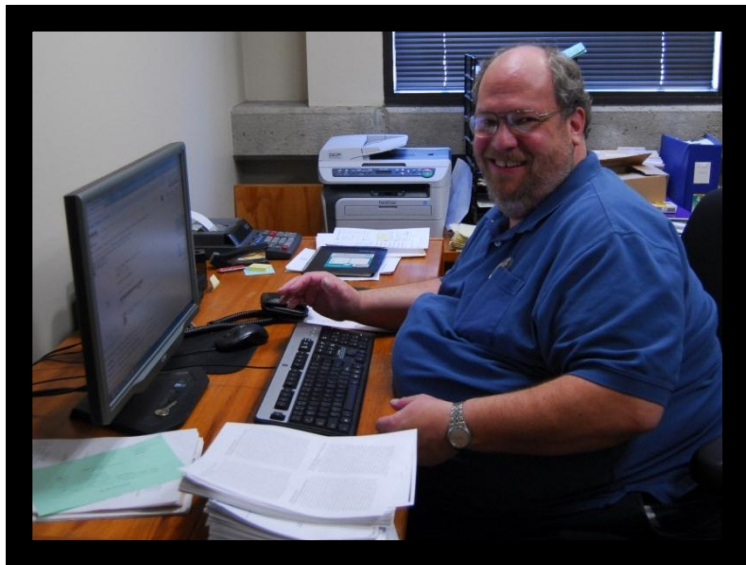


Photo left: David Eisen

Appendix A: University College Staff

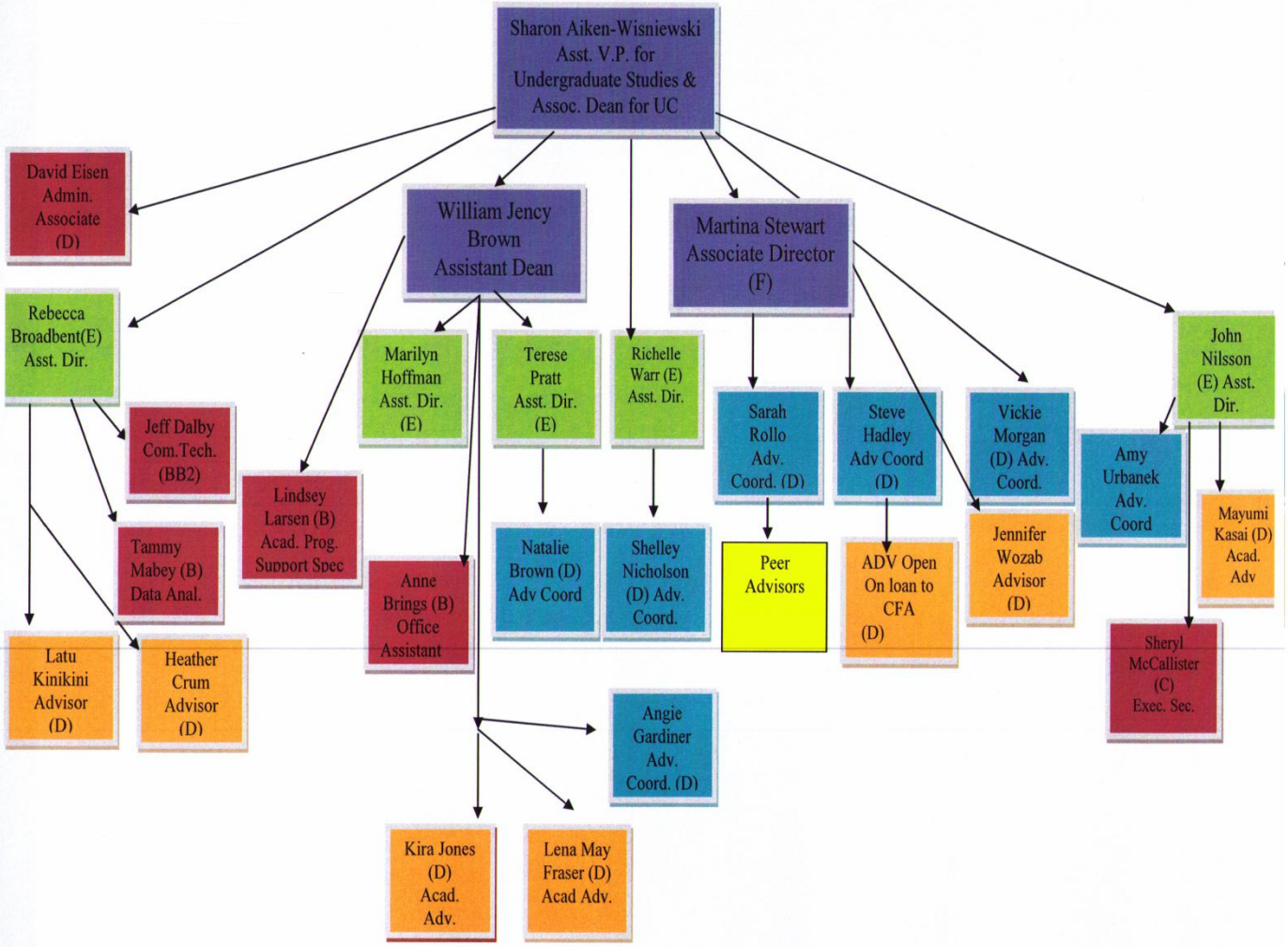


Staff list as of July 18, 2012

UNIVERSITY COLLEGE ADVISING		
Sharon Aiken-Wisniewski , Asst. VP for Academic Affairs/UGS; Associate Dean	581-7787	SSB
Jency Brown , Assistant Dean	581-8526	SSB
Martina Stewart , Associate Director	585-3238	SSB
Terese Pratt , Assistant Director; Academic Advising Coordinator	581-8588	SSB
Natalie Brown , Academic Advising Coordinator	581-4929	SSB
Steve Hadley , Academic Advising Coordinator	581-8335	Library
Marilyn Hoffman , Assistant Director	581-3842	SSB
John Nilsson , Assistant Director	581-5744	Bldg 44
Sarah Rollo , Academic Advising Coordinator	581-4923	SSB
Amy Urbanek , Academic Advising Coordinator	581-8380	OSH
Heather Crum , Academic Advisor	581-7502	SSB
Mayumi Kasai , Academic Advisor	581-5744	Bldg 44
Jennifer Wozab , Academic Advisor	581-8447	SSB
Latu Kinikini , Academic Advisor	581-8429	SSB
Becki Broadbent , Assistant Director	585-9914	SSB
COLLEGE ADVISING – JOINT APPOINTMENT		
Lena May-Fraser , Fine Arts Academic Advisor	585-6974	PAB
Kira Jones , Fine Arts Academic Advisor	585-1042	MCD
Angie Gardiner , Mathematics Academic Advisor	581-6837	JWB
ADVISOR SUPPORT & DEVELOPMENT		
Vickie Morgan , Academic Advising Coordinator	587-5895	SSB
Richelle Warr , Assistant Director	585-7490	Library
Shelley Nicholson , Academic Advising Coordinator	581-4923	Library
STUDENT PEER ADVISORS		
Jennifer Merino-Moncada, Erin Olschewski, Ariana Golchin, Kelsey Sorenson		
SUPPORT STAFF		
David Eisen , Administrative Associate	581-7827	SSB
Jeff Dalby , IT Specialist		SSB
Lindsey Larsen , Reception Area		SSB
Anne Brings , Reception Area		SSB
Sheryl McCallister , Executive Secretary, Pre-professional Advising	581-5744	Bldg 44
Tammy Mabey , Data Analyst		SSB
Julia Popp , Assistant to Coordinator		SSB

Appendix B: University College Organization Chart

Organization Chart for University College (July 2013 – Linear Format)



Appendix C: University College Expectations and Guidelines for Weekly Schedules

Weekly Schedule at University College Presented to Staff on July 26, 2012

As we have grown over the last five years, it becomes apparent that we need to have some guidelines on how to organize the weekly schedule. The guidelines below are an opportunity to suggest a structure that maintains student contact and project completion.

Academic Advising – contact with students & related activities

Academic Advisor on full-time schedule: 30 hours a week
Academic Coordinator (full-time schedule): 25 hours a week
Asst. Director (full-time schedule): 22 hours a week
UC/UGS Special: 10 hours a week

Scheduling should be 3 appts./30 minutes in length then a 30 minutes catch-up. Thus, this is 2 hours of academic advising.

What is included in this area?

- Quick Answer
- Same Day Appts.
- Staff Meeting
- In-services Scheduled by UC
- Advising presentations in classes that have been scheduled by UC (for example LEAP, ED PS 2600)
- One hour meeting per/month between coordinator and advisor
- Two hours of professional development that was not scheduled by UC/month

PREP is Project Time that includes committee meetings (internal and external), assigned projects, and other activities that are not advising with students, faculty, or staff.

Academic Advisor on full-time schedule: 10 hours a week
Academic Coordinator on full-time schedule: 15 hours a week
Asst. Director (full-time schedule): 18 hours a week
UC/UGS Special: 30 hours a week

These are guidelines that will be adjusted on weeks when you have a major project in your area (Freshmen Calling Campaign, EXPO, Law Fair, and so on).

The point of this is to assist you in understanding the expectation so that you know how to balance your schedule and time.

Basic Rule

Advising time is reserved for advising. If you select to be on a committee or participate in other activities, this comes out of PREP time. You might need to attend this activity on a regular advising time which is fine. But the expectation is that you will adjust PREP time for this advising time.

Your Schedule

Due to the vast expansion of UC, it is important that your schedule indicates where you are when you are on UC time. It is assumed that PREP is in your office but if you are going to be at a meeting during PREP make sure it is evident where you will be. Private appointments can be listed as Private in Outlook.