

**TO:** John Francis, Sr. Associate Vice President for Academic Affairs  
**FROM:** Sharon Aiken-Wisniewski, Sr. Associate Dean for University College  
**RE:** 2008-09 Annual Report for University College  
**DATE:** August 1, 2009

The document that accompanies this memo is the University College Annual Report for 2008-09. The Annual Report documents activities of University College, Preprofessional Advising, The Transfer Center, and the Returning to the U Program for the past year. All activities focused on our values of service and support to students, faculty, and staff at The University of Utah.

In 2008, University College had staff members advising students in multiple locations on-campus and off-campus. Academic advisors had offices in Orson Spencer Hall, Marriott Center for Dance, the New Media Wing, and three new offices in the Knowledge Commons of the Marriott Library. These spaces complemented the historical locations in the Student Services Building and Building 44. Information on the locations of advisors is on the University College website (along with maps for students to use in finding these offices).

Also in the 2008-09 academic year, University College embraced the institutional request for SMART Goals to guide programming and provide a vision for future activities. Below are the three goals with activities that contributed to achieving the goal:

- ❑ University College will collaborate with campuswide advising partners to develop tools and activities used by departments and service agencies that enhance and validate advising services to students.
  - Developed and implemented a “notes” feature in the Advisor Meeting Panel of PeopleSoft.
  - Coordinated advisor development and training through one professional staff member and the University Academic Advising Committee (UAAC).
  - Initiated contact between University College and the Writing Program and Department of Mathematics, to encourage faculty to refer students who are struggling to us.
- ❑ University College will identify new activities for advising that increase contact with students.
  - Designed and implemented UGS 1010: Your Path for a Successful Start at the U of U.
  - Designed and implemented UGS 1020: Successfully Starting to Prepare for Admissions to Medical School.
  - Relocated some University College advisors to spaces used by students (such as the Library) to increase visibility and interaction.
- ❑ University College will initiate advising and programming that specifically addresses the needs of underserved populations and collaborate with campus partners to establish networks for success.
  - Assisted students in forming an organization for women interested in dentistry.
  - Advertised the Returning to the U Program in the community.
  - Increased interaction between the School of Medicine Office of Diversity and Community Outreach and the preprofessional advisors, to increase collaboration on programming for access for underserved populations.

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

Other highlights for 2008-09 year include:

- ❑ Returning to the U Program Coordinator assisted in the establishment of a chapter of Alpha Sigma Lambda, an honor society for non-traditional students, and inducted the first members in April 2009.
- ❑ University College administered the last implementation phase of the Mandatory Advising Program with introduction of the second-year advising meeting for over 2,100 students.
- ❑ Staff of University College assisted with implementation plans for the ASUU Graduation Guarantee that included the development of institutional guidelines, periodic updates, testing and training for GPS (Graduation Planning System), and development of website.
- ❑ Collaborated with IR Committee Chair to monitor, review, and evaluate exception appeals for our newest graduation requirement.
- ❑ Hired and trained two advisors for collaboration between University College and the College of Fine Arts.
- ❑ Upgraded two University College advisor positions to Academic Advising Coordinators (one for programming of campuswide advisor development, and one for interaction with new students through Orientation).
- ❑ Assisted with coordination of a series of “Transfer Days” at Salt Lake Community College, for the U of U Colleges of Health, Social and Behavioral Science, and Humanities.
- ❑ Proposed revision to institutional policies for suspension as well as academic renewal.

Also in 2008-09, University College participated in a website branding process for the U that included updating websites that communicate information about University College and its entities. The web coordinator worked with each program coordinator to update all the published information, enhanced the online GPA calculator to calculate a student’s GPA to include + and – grades, and redesigned the Preprofessional Advising website.

Awards and accolades included:

- Mayumi Kasai and Amanda Hatton received scholarships from NACADA.
- David Eisen was selected for recognition in the Academic Affairs Institutional Excellence Awards.
- Leslie Park was nominated for the Perlman; Victoria Trujillo was nominated for the NACADA New Advisor Award; and the Transfer Center was nominated for the NACADA Outstanding Advising Program.
- Marilyn Hoffman was honored at 2009 WAAHP Regional Conference for her contributions to this organization.

The staff of University College anticipates 2009-10 to be a very productive year due to program maturation, staff innovation, and campuswide support for advising efforts that address student engagement and goal attainment.

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## *STUDENT CONTACTS*



*Sharon Aiken-Wisniewski*

The staff in University College (UC) had almost **68,000 contacts** with students during 2008-09 academic year. University College uses the ACCESS Database for more accurate recording of student interactions.

<b>Academic Year</b>	<b>Appointments</b>	<b>Quick Helps*</b>	<b>Total</b>
1998-99	19,305	13,668	32,973
1999-00	16,725	13,378	30,103
2000-01	16,871	15,894	32,765
2001-02	16,836	16,224	33,060
2002-03	15,656	16,870	32,526
2003-04	15,711	23,127	38,838
2004-05	13,869**	29,707	43,576
2005-06	11,283	28,454	39,737
2006-07	9,109	41,736	50,845
2007-08	10,822	47,602	58,424
<b>2008-09</b>	<b>11,785</b>	<b>43,181</b>	<b>54,966</b>

\* "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.

### **2008-09 Student Contact Summary**

<b>Appointment and Same Day</b>	<b>11,785</b>
<b>Quick Help (QA Desk, Presentations, Reception)</b>	<b>43,181</b>
<b>E-mail Advising</b>	<b>6,940</b>
<b>Premedical Program</b>	
Advisor Contacts (Individual)	1,747
Office Contacts (Group advising, walk-in, phone)	3,161
<b>Workshops for Scholastic Standards (Warning)</b>	<b>1,149</b>
<b>Total Number of Student Contacts</b>	<b>67,963</b>

- 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 2008-09, UC sent over **49,420 pieces of correspondence** to students via e-mail or postal services.

## Analysis of Student Contacts

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

### **Class Standing of Students Served**

<u>Class</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Freshmen	30%	32%	27%	28%	29%
Sophomores	31%	34%	26%	20%	20%
Juniors	21%	19%	23%	20%	17%
Seniors	12%	10%	13%	13%	12%
2 <sup>nd</sup> Bach Degree (New in 2008-09)					4%
Transfer (New in 2006-07)			6%	10%	11%
Returning to the U (New in 2008-09)					3%
Others*	6%	4%	5%	9%	4%

\*Nonmatriculated, not admitted, second bachelor's, graduate

### **Contacts by Type in 2008-09**

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

### **Advising Needs - Students seek advisement for many reasons:**

<u>Type</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
General Education/ Graduation Requirements	25%	20%	12%	19%	12%
Academic Program Plan/Registration	22%	21%	40%	36%	29%
Policies and Procedures	8%	6%	8%	7%	7%
Transfer Student Issues	23%	28%	14%	NA	NA
Scholastic Standards	11%	12%	16%	13%	12%
Professional/Graduate School (New in 2007-08)				12%	17%
Major Exploration	11%	13%	10%	11%	9%
Mandatory Freshmen Priority (New in 2008-09)					11%
Second-Year Advising (New in 2008-09)					3%
<b>Total Contacts</b>	<b>15,711</b>	<b>13,869</b>	<b>9,109</b>	<b>10,822</b>	<b>11,785</b>

## **Reported Home College**

Students are asked to report their major, if appropriate, when checking-in for an appointment. As the chart below indicates, 53% 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.

	<b><u>2005-06</u></b>	<b><u>2006-07</u></b>	<b><u>2007-08</u></b>	<b><u>2008-09</u></b>
Business	930 (8%)	636 (7%)	844 (8%)	787 (7%)
Engineering	574 (5%)	456 (5%)	461 (4%)	458 (4%)
Science	711 (6%)	486 (5%)	576 (5%)	465 (4%)
Architecture	197 (2%)	203 (2%)	252 (2%)	274 (2%)
Education	278 (2%)	155 (2%)	213 (2%)	230 (2%)
Fine Arts	547 (5%)	380 (4%)	433 (4%)	690 (6%)*
Health	563 (5%)	415 (5%)	462 (4%)	410 (3%)
Humanities	1,178 (10%)	882 (10%)	890 (8%)	1,113 (9%)**
Nursing	470 (4%)	432 (5%)	418 (4%)	497 (4%)
Pharmacy	147 (1%)	152 (2%)	129 (1%)	122 (1%)
Social and Behavioral Science	1,413 (13%)	1,097 (12%)	1,179 (11%)	1,179 (9%)

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

\*\* In 2008-09, a University College advisor was placed in International Studies for a limited time due to extenuating circumstances.

## **Data for Appointments**

University College had offered the student database to campus entities for tracking in 2008-09. But budget cuts during the year reduced resources to finish this project to meet the needs of department/college advisors.

## **Conclusion**

University College continues to provide advising services to many students with different needs. In the developmental advising area, appointments that receive 45 to 60 minutes instead of 30 minutes are continuing to grow. Also, the Quick Answer Center is popular with students and advisors since it is immediate and provides direction as well as an increase in e-mail advising from last year (increase by 2,090 contacts). 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.

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## **FRESHMAN ADVISING PROGRAM**



*Leslie Park, Victoria Trujillo*

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### **Overview**

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

<b><i>Goals for 2008-09</i></b>	<b><i>Results</i></b>
Pilot a 1-credit-hour transition course for freshmen students : UGS 1010, Your Path to A Successful Start at The University of Utah	During fall 2008 four sections of UGS 1010 were offered and one section during spring 2009 (see UGS 1010 annual report for more detailed information)
Work with Institutional Analysis to update the reports regarding the Freshman Advising Program	We have been getting information from Student Systems on regular intervals and organizing all the data that is received. Once data is analyzed we will be meeting with IA to revise data sets to reflect the changes to mandatory advising
Create a campuswide advisor training program in fall 2008 to create awareness of the Freshman Advising Program and its logistics	In September 2008 a campuswide training was presented to nearly 70 advisors. President Young was the featured speaker.

### **Freshman Advising Program Results**

- The percentage of new freshmen advised since the program began in 1999 has ranged from 55%-66%. With the transition to mandatory advising, 82% of students that began at the U in summer or fall 2008 saw their academic advisor by December 2008.
- Those students that met with an advisor before November 21<sup>st</sup> were given early registration for spring 2009 courses.

Based on data collected by Institutional Analysis in March 2009, students who met with an advisor early (prior to November 21, 2008) and received priority registration posted a higher GPA for their first semester and have a higher fall-to-spring retention rate compared to those students who do not meet with an advisor and receive priority registration (Table 1).

**TABLE 1**

<b>Student Group</b>	<b>Mean Term GPA Fall 2008</b>	<b>Retention Fall 2008-Spring 2009</b>
Advised/ Received Priority (2,074 students)	2.98	93.2%
Not Advised Early/ Did Not Receive Priority (523 students)	2.62	63.3%

The data from the voluntary freshman advising program (1999-2006) also suggest that students who take advantage of priority registration have a higher fall-to-fall retention rate compared to students who do not receive advising and priority registration (Table 2).

**TABLE 2**

<b>Student Group: Fall 2004 Cohort</b>	<b>RETENTION</b>			
	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
<i>Advised/Received Priority (1,623 students)</i>	75.6%	66.2%	64.1%	43.4%
Not Advised/Did Not Receive Priority (893 students)	52.9%	45.9%	48.5%	39.8%

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

**TABLE 3**

<b>Student Group: Fall 2003 Cohort</b>	<b>GRADUATION AS OF SPRING 2008</b>
<i>Advised/Received Priority (1,620 students)</i>	565
Not Advised/Did Not Receive Priority (1,122 students)	206

### Calling Campaign to Unregistered Freshmen, December 2008

As an extension of the Freshman Advising Program and in an effort to reach out to freshmen who have yet to register for their second semester, the Freshman Advising Committee coordinated a calling campaign in December 2008.

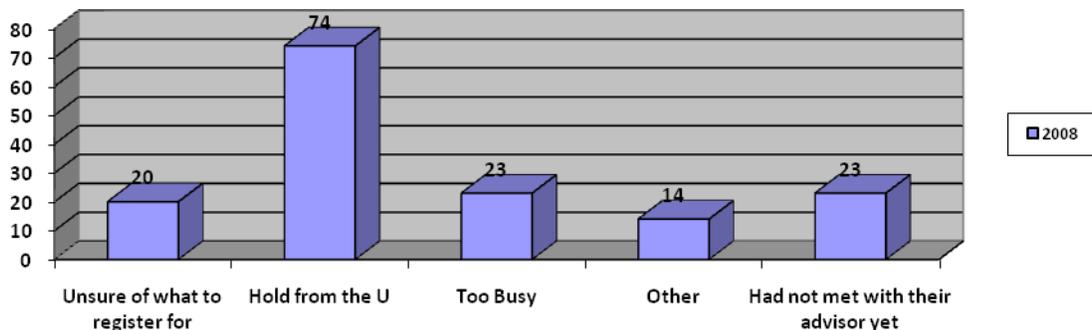
The main goals of the calling campaign are to:

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

Calls are made by advisors in University College and in the programs/colleges that advise their own freshmen: Business, Mines, Fine Arts, Science, Engineering, Honors and LEAP. ***The first year we did the Calling Campaign in fall 2001, 881 new freshmen were unregistered as of early December. In fall 2008, 603 students were unregistered as of early December.*** The Calling Campaign in December 2008 resulted in:

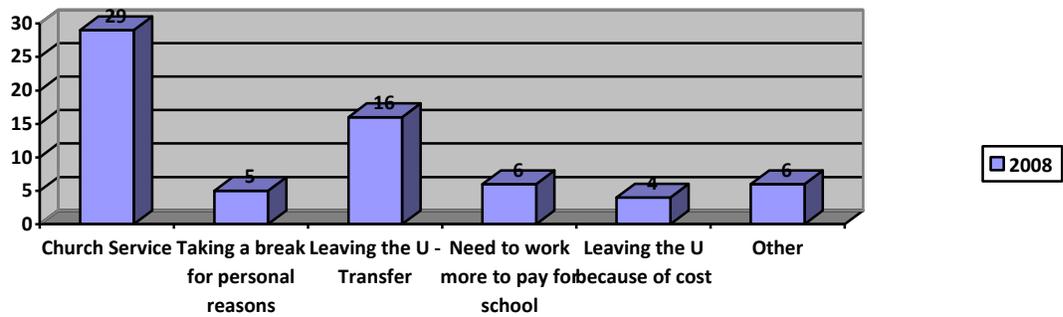
- Advisors speaking to or leaving messages with 391 students
- 63.8% of students advisors spoke with who were thinking of registering actually did go on to register for spring 2009

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



**Students Thinking of Registering**  
**Figure 1**

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



**Students Not Planning to Return**  
**Figure 2**

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

**University College and Freshman Advising**

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

FALL	Number of new freshmen seen by University College	SPRING	Number of new freshmen seen by University College	TOTAL
2008	1,149	2009	142	<b>1,291</b>
2007	1,132	2008	156	<b>1,288</b>
2006	529	2007	24	<b>553</b>
2005	561	2006	38	<b>599</b>

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***Goals for 2009-10***

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- 1. Compile all of the data regarding the freshman advising program into an easy-to-read format. This will include meeting with Institutional Analysis and Student Systems to ensure that we are receiving information that reflects the transition to a mandatory freshman advising program**
- 2. Participate in the fall 2009 Mandatory Advising Kickoff to educate advisors campuswide about the goals and logistics of the Freshman Advising Program**
- 3. Document and tabulate, during fall 2009 calling campaign, which institutions students are transferring to after one semester at the University**

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

  
***Leslie Park***

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### **Overview**

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

### **Learning Outcomes for UGS 1010**

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

### **Projects for 2008-09**

- The UGS 1010 course began in conjunction with the late-admit program, focusing on students who applied to the University of Utah after Aug 1, 2008. Program partners included Student Recruitment, Admissions, Orientation and University College Advising.
- In August 2008, four instructors were selected and a comprehensive training was held to provide them necessary information regarding goals/objectives of the course, learning outcomes, and course content.
- Pilot courses included 4 sections for Fall 2008, 1 section in Spring 2009
- At the start of 2009, it was decided that the program would be expanded for the 2009-10 year, resulting in the program Coordinator advertising for and hiring instructors for the following academic year.
- Program Coordinator oversaw logistics with the scheduling office to ensure availability of the class, and visibility on the course schedule.
- In May, the Program Coordinator participated in Orientation Leader Intensive Training to share information about the course.
- Program Coordinator shared information about the course at the UAAC meeting to let campus advisors know about this resource for their new students.
- A one-day initial training was held in May for 2009-10 instructors, with a follow up scheduled for August.

- Program Coordinator presented at all freshman and transfer new student orientations to discuss course. This consisted of a presentation at each orientation and a 30 minute break out session at all freshman one-day programs and three overnight programs.

### **Student Feedback**

“All of the college fairs that, ordinarily, I would think were dumb. I actually attended and realized their value - thanks to this class.”

“This course taught me so much about the University of Utah and what its goals are for every student, and how it functions as a University. I loved how we were able to tour the Marriot Library and learn more about that facility. The information presented in this course was unbelievable I learned so much and I will continue to use that knowledge to the benefit me.”

“The instructor was very good! She was very knowledgeable about what she taught us. She responded very well to the questions we had about the University of Utah. She expressed a lot of joy and excitement for the course which made it a lot of fun.”

“I thought this was especially valuable to me because I am a non traditional student who has not gone to college in years.”

“This is a great class for incoming freshmen and transfer students. I'm glad I took it!”

“Through this course, I love my school more!”

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### ***Goals for 2009-10***

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1. Further collaboration with campus entities to bring awareness to the UGS 1010 course. Meet with representatives from LEAP, HONORS, CESA, UAAC, and Student Affairs
2. Continue to partner with Student Recruitment and Orientation to grow the enrollment for this course
3. Continue to recruit UGS 1010 faculty from the University community

## SCHOLASTIC STANDARDS



*Jency Brown, Heather Crum*

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

### Progress on 2008-09 Goals

- During the past year, efforts were continued to streamline many SS procedures and also to track the progress of SS students to determine if current policies and programs are working effectively.
- Efforts to contact students earlier after grades are posted via e-mail seem to be encouraging students to take action sooner. Individual advisors continue to approve most suspension appeals, saving time and creating better student/advisor relationships. Other efforts included:
  - Working with the Math and Writing Programs to create an "Early Warning" system for new freshmen in those classes. The Math Department made a mid-semester push to encourage struggling students to meet with their instructors or utilize the Math Tutoring Center. Writing instructors contacted University College with information about students who were doing poorly at the mid-term point. University College then contacted these students with offers for advising and several took advantage of this.
  - A survey was developed for students who have completed the suspension appeal process to get feedback on how that process helped them and what could be done to better help them succeed. Some results of that survey will be shown later in this report.
  - A proposal to revise the policies for first and second suspension and to revise the period for academic renewal was presented to the Student Commission and the Undergraduate Council. It was approved and steps are now being taken to incorporate it as official University Policy.

For the last ten years, the percentage of undergraduate students on all levels of academic probation combined (warning, probation, or suspension) has remained fairly consistent at between 7% and 8%. This population requires a disproportionate amount of advising time which is obviously also time that cannot be devoted to other students. Following are some statistics regarding various populations of students within the Scholastic Standards program.

### A Look at New Freshmen Who Go on Warning

	Fall 2006	Fall 2007
Total New Freshmen	2,716	2,633
# on Warning (cum < 2.0) after first term	432 (15.9%)	418 (15.9%)

	Fall 2006	Fall 2007
Did not attend the following spring term	129 (30%)	131 (31%)
Had second term below 2.0 in spring	179 (41%)	176 (42%)
Had successful second term	124 (29%)	111 (27%)
Did not attend the following fall	244 (57%)	222 (53%)
On some level of probation after 1 year	122 (28%)	103 (25%)

### *Summary*

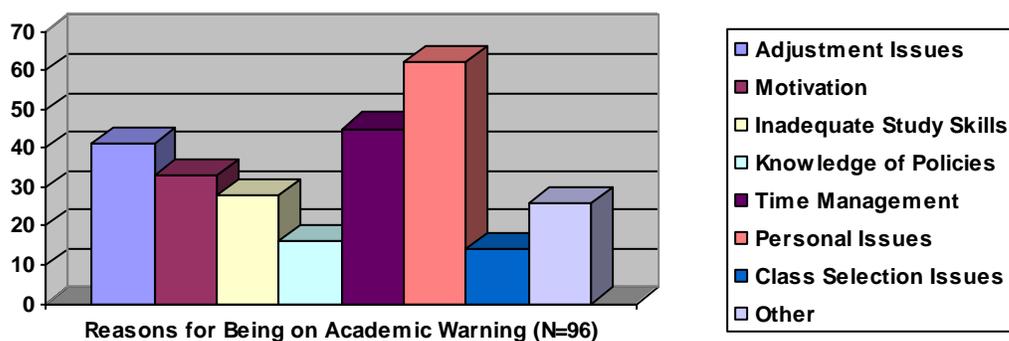
A great many of the new freshmen who struggle during their first semester either do not return for or continue to struggle during their second semester and the numbers get worse after one year.

The average ACT (23) and High School GPA (3.247) of this population is not significantly lower than that of the overall freshman cohort (24 and 3.533). Because registration for Spring Semester happens well before the posting of fall grades, these students are often well into their second semester before any scholastic standards intervention by University College occurs.

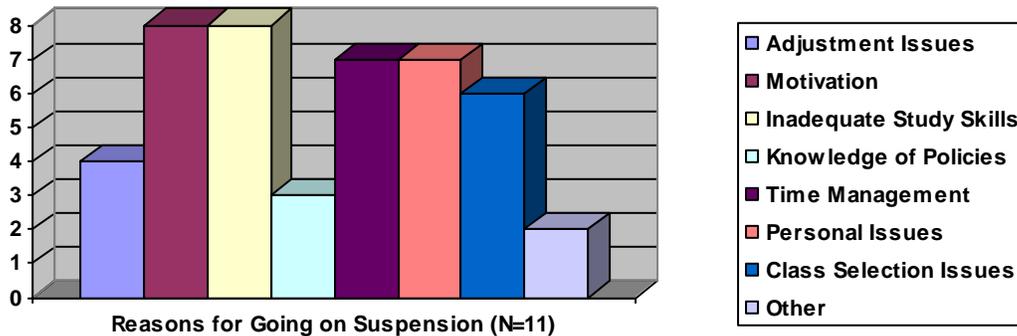
### *A Comparison of Reasons for Academic Difficulty and Resources Used*

Data was collected from two groups of students covered by the Scholastic Standards program during the past year. The first group consisted of students who were placed on academic warning after their cumulative GPA dropped below a 2.0 for the first time and were required to complete an academic success workshop. Data was taken from a sample 96 of the evaluations from these online workshops, completed at the beginning of summer and fall, 2008. The second group were students who had gone through the appeal process and were approved to return from suspension (PRS). These students were asked to complete a survey and a total of 11 responded during spring, 2009.

#### **GROUP 1**



## GROUP 2



The first group (warning) identified personal issues and time management as their most significant barriers to success. The second group (PRS) listed motivation and inadequate study skills, closely followed by personal issues and time management. (See bar graphs above.) Not surprisingly, these students who have struggled academically for a much longer period of time identified more barriers to their success.

The warning group indicated what resources they plan to use in the future based on information presented in the online workshop, while the PRS group identified resources that they actually have found helpful. (See Table 1.)

**TABLE 1**

Campus Resources	Workshop Evaluations (Group 1)	PRS Survey (Group 2)
University College	40 (42%)	8 (72.73%)
Financial Aid	36 (38%)	1 (9.09%)
Departmental Advisor	66 (69%)	6 (54.55%)
Tutoring Services	59 (61%)	2 (18.18%)
Counseling Center	34 (35%)	3 (27.27%)
Career Services	36 (38%)	0 (0.00%)
Student Health Services	14 (15%)	0 (0.00%)
Educational Opportunities Program	10 (10%)	0 (0.00%)
Center for Ethnic Student Affairs	7 (7%)	1 (9.09%)
Women's Resource Center	4 (4%)	0 (0.00%)
Disability Services	4 (4%)	0 (0.00%)
Other	16 (16%)	2 (18.18%)

Finally, the PRS students were asked to evaluate the various elements of the suspension appeal process and the results are shown below (Table 2).

**TABLE 2**

	<b>Personal Statement</b>	<b>Major Advisor Meeting</b>	<b>Goal-Setting Worksheet</b>	<b>Class Schedule Planning</b>	<b>Recommendations Form</b>
Extremely Helpful	45.45% (5)	63.64% (7)	36.36% (4)	27.27% (3)	36.36% (4)
Very Helpful	27.27% (3)	27.27% (3)	36.36% (4)	27.27% (3)	54.55% (6)
Moderately Helpful	18.18% (2)	9.09% (1)	27.27% (3)	36.36% (4)	0.00% (0)
Slightly Helpful	0.00% (0)	0.00% (0)	0.00% (0)	9.09% (1)	0.00% (0)
Not At All Helpful	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	9.09% (1)

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***Goals for 2009-10***

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1. In cooperation with Freshman Mandatory Advising Program, work with Math and Writing Departments to further develop an early warning/intervention program targeting new freshmen in these courses.
2. Explore ways to incorporate LEAP and Ed Psych 2600 into the early warning/intervention program.
3. Finish updating the online Academic Success workshop.
4. Work on implementation of new suspension and academic renewal policies, including advisors training, revision of written and web-based materials, etc.
5. Develop congratulatory e-mail to be sent to all students who go off probation.

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## UNDECIDED STUDENT PROGRAM



Steve Hadley

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### 2008-09 Goals and Outcomes

*Continue to promote and develop the Major Exploration EXPO by inviting specific high school groups to attend the event.*

- Two specific high school groups were invited to attend the 4<sup>th</sup> Annual Major Exploration EXPO.
- One group came from Itineris Early College High School. The other group came from East High School in a college preparation course.
- Between the two groups approximately 100 high school students attended the event.

*Expand LEAP 1050: LEAP into Major Exploration to include students outside of LEAP.*

- A section of LEAP 1050 was added to the fall semester schedule under the name of UGS 1050: Major Exploration.
- This section was open to all students at the University of Utah.
- Enrollment exceeded the 20 student cap.
- LEAP 1050 was also cross listed as UGS 1050 for the spring semester and enrollment was filled to capacity.

*Develop a plan to provide 1-2 in-services per semester regarding major exploration.*

- In-services were provided for both fall and spring semesters.
- During the fall semester advisors learned about methods for combining the Strong Interest Inventory (STRONG) and the Myers Briggs Type Indicator (MBTI).
- The spring semester in-service was an inter-department activity that brought University College advisors, Career Services counselors, and advisors in the College of Social and Behavioral Science together. Advisors from University College were able to learn more about the majors in the College of Social and Behavioral Science, as well as opportunities and careers available to students in those majors.
- We also provided a follow up activity to the STRONG/MBTI in-service at the University College staff retreat during the spring. Advisors were able to practice combining the STRONG and MBTI.

### Statistics for 2008-09

#### **Undecided Advising at University College**

- |  |       |
|--|-------|
| • Undecided Students advised for 2008-09 year                                    | 3,531 |
| • Students designated as “Major Exploration” for the main purpose of their visit | 1,117 |

*\*The majority of students seeing an advisor for “second-year advising” were also there for major exploration.*

## Projects for 2008-09

### 1. **60-Credit Undeclared Hold**

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

- Initiating major exploration with an advisor in University College
- Enrolling in ED PS 2610
- Declaring their major

In November, 454 students that could potentially receive the hold on February 9, 2009 were e-mailed to notify them of the possibility of receiving a registration hold. This allowed many students to be proactive and avoid getting the hold on their registration. On February 9, 2009, 205 students received the registration hold on their account. As of July 16, 2009, 160 students have had the hold removed from their record.

Year	Received Notification e-Mail (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%

### 2. **Major Exploration EXPO**

The Fourth Annual Major Exploration EXPO took place on September 24, 2008. The event was successful for the fourth year in a row. Here are some of the highlights:

- 1,270 students were able to interact with 85 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.
- 100% of students surveyed (N=84) said that they would recommend the EXPO to a friend.
- 85.71% said that they were able to find the information they were looking for, and another 10.71% stated that they were not looking for anything in particular.

Department and student support agency representatives were also satisfied with the event. Three departments indicated that they were able to interact with more than 100 students and most others had interactions with 30 or more students.

### 3. **Declare Your Major Campaign**

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

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

- Lists of seven “Reasons to Declare” were distributed across campus via banners and fliers.
- Students that had earned 60 or more credits and were undeclared received a registration hold until they met with an advisor to initiate exploring majors, enrolled in ED PS 2610, or declared their major.

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### ***Goals for 2009-10***

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- 1. Provide major exploration modules for exploration LEAP classes, and teach two sections of LEAP/UGS 1050 for the 2010 spring semester.**
- 2. Educate campus advisors regarding the 60 Credit Undeclared hold during an Advising Kickoff workshop.**
- 3. Explore how to provide major exploration activities for undecided New Century Scholars prior to enrollment in their first semester at the U of U.**

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## ***NEW STUDENT ORIENTATION AND PROSPECTIVE STUDENT PROGRAMS***



*Amanda Hatton*

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### **2008-09 Goals and Outcomes**

Based on University College's large involvement in Orientation, a new coordinator position began on July 1, 2008 to direct programming for New Student Orientation and Prospective students. Previously, Orientation was part of the Undecided program. Because of this, no goals specific to Orientation were set in the 07-08 year.

### **Statistics for 2008-09**

#### **Fall 2008 Orientation - Student**

<b>Student Population</b>	<b>Student Advising Contacts</b>	<b>Advisor Time (in hours)</b>
Undecided Students (one-on-one advising)	393	134
Pre-Architecture Students (group advising)	52	10

### **Projects for 2008-09**

- **Undecided Overnight Orientation:** Beginning 2008-09, students at the Undecided Overnight Orientation program met with the same advisor during the morning advising activity as they worked with for the previous night's "Degree Puzzler" activity. This facilitated a smoother advising process and began to develop the connection between student and advisor. This was well received by both the students and staff members. 101 students participated in the Overnight program, which is an increase of 22 students from last year.
- **Fall 2008 Orientation Programs (not including Undecided Overnight):** University College Advisors have 3 separate locations (Student Services Building, Marriott Library, Orson Spencer Hall), and for the first time, students were advised in all locations. In an effort to make the advising component of Orientation more consistent, a folder of transfer resources was developed for use as part of required advising for new transfer students.
- **Fall 2008 Parent and Family Orientation Programs:** Three advisors presented advising related information at parent and family programs held alongside student orientations.
- **Orientation Leader College Expert Training:** Coordinator of program spent 1 hour/week for 12 weeks meeting with University College Expert Orientation Leaders providing in-depth training on general education/bachelor degree requirements as well as class scheduling and major exploration resources at the University of Utah. College Experts also learned the

logistics of how University College approaches advising, and what role they play in this. Program Coordinator reviewed and provided feedback on a cumulative portfolio developed by experts for use as a summer resource.

- Orientation Leader Intensive Training: Advisors continued to participate in a 2 week Intensive Training for 22 student orientation leaders. This involved developing and delivering comprehensive training regarding general education/bachelor degree requirements, helpful policies and procedures, appropriate course placement for new students, and building appropriate class schedules.
- Orientation Dress Rehearsal: Eleven advisors participated in Orientation Dress Rehearsal to refresh on what students experience at Orientation and to provide feedback to Orientation Leaders.
- UAOA Presentation: “Training for Success: Using Student Orientation Leaders to assist in Advising.” Presented to approximately 50 advisors from the state of Utah regarding training methods and use of student leaders in Orientation and similar programs. Presentation was also accepted for delivery at NACADA National Conference in October 2009.
- Management of Advisor Scheduling: A small change was made using the “meeting request” feature in Microsoft Outlook which greatly improved communication and scheduling of orientation related advising times. Specifically, each advisor spent less time adding advising times to their calendars, and the program Coordinator was able to accurately track advisor availability as a result of the change.
- Preview Day: Annual event for prospective freshmen and their families hosted by the Office of Orientation and New Student programs. Participated in planning committee, and provided presentations or panel discussions entitled: “Choosing a Major that Works for U,” and “Creating the College Experience: Getting Involved Outside of the Classroom, Making Your Degree Unique, Research Opportunities at the U.” Also provided information table during lunch hour.
- Plazafest: Annual event for new and continuing students sponsored by the office of Orientation and New Student Programs, held at the beginning of the school year. Coordinator of this program participated in planning and participating on the day of the event, representing University College Advising.

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### ***Goals for 2009-10***

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1. Further refine the advising component of the Undecided Overnight based on advisor and student feedback.
2. Continue to develop resources to be used with undecided transfer students attending orientation
3. Modify the Preview Day presentation to focus more on Major Exploration, rather than only resources.
4. Meet with associate dean in September and March to update on orientation programs.

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## **THE TRANSFER CENTER**



*Terese Pratt, Amanda Hatton, Sarah Vigil*

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### **Overview and Goals for 2008-09**

*Prepare a proposal for an "Exploring the U" class to be offered at SLCC*

- This project was put on hold because of budget reductions.

*Begin plans to extend Graduation Guarantee to transfer students*

- Plans are ongoing to extend Graduation Guarantee to transfer students in fall of 2010

*Make changes to postcards and e-mails to increase their effectiveness*

- After analyzing our transfer mailings we have decided that the post cards we sent were not an effective way to reach our new transfer students so we stopped sending these after fall 2008.
- We will continue to send e-mails to all new transfer students but have changed the time we send out the e-mail to increase the likelihood of students reading them.

*Update the Transfer Center Website*

- We completed an update of the entire website this year.

### **Other Activities**

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

#### **Visits to Salt Lake Community College**

	<b>Advisor Hours</b>	<b>Student Contacts</b>
<b>2008-09</b>	<b>334</b>	<b>1,165</b>
<b>2007-08</b>	<b>336</b>	<b>1,159</b>
<b>2006-07</b>	<b>462</b>	<b>1,611</b>

### **Collaboration with Departmental Advisors**

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

Departmental Advisor Hours	Student Contacts
<b>128</b>	<b>343</b>

- This year we tried something new with several U of U colleges. **We helped coordinate a series of “Transfer Days” at SLCC for the U of U Colleges of Health, Social and Behavioral Science and Humanities.** These events began with all departmental advisors from each college giving short presentations on their programs to SLCC academic advisors. The rest of the day was spent seeing students interested in transferring to the U and entering their majors.

**Efforts to Improve Access to the U for Transfer Students of Color**

- We collaborated with The Director for Cultural Diversity at SLCC to **survey SLCC students of color to find out what kinds of orientation activities would be most useful to them.**
- Also in collaboration with SLCC’s Multicultural Center we organized **an Admissions Workshop** which offered students of color information about the application process and connected them to resources to help them in their transition to the U.
- Transfer Center staff participated in planning and putting on a **special orientation for students of color from SLCC.**
- We also have been part of initial plans to offer an admission guarantee program to SLCC students of color.

**Transfer Student Advising at the U of U**

- We continued to advise transfer students here on the U of U campus. We saw **1,293 transfer students in University College and the Transfer Center** in the 2008/2009 year.

**Mailings to Transfer Students**

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

**Postcards/e-Mails Sent**

	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Fall Semester	1,439	1,267	1,716
Spring Semester	752	708	835
Summer Semester	333	228	248
<b>TOTAL</b>	<b>2,524</b>	<b>2,203</b>	<b>2,799</b>

**Transfer Orientation**

- We continue to assist the Office Orientation and Leadership with orientations for transfer students. We advised all undecided transfer student at each comprehensive session during

the year. We also assisted in training the orientation leaders during their intensive training.

### **Transfer Connections Newsletter**

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

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### ***Goals for 2009-10***

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1. Review and update all transfer center publications and resource sheets
2. Develop a guide for undecided transfer students
3. Explore the possibility of doing virtual advising with students at Snow College
4. Work with Office of Budget and Institutional Analysis on data related to the transfer experience

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## **PREPROFESSIONAL PROGRAM ADVISING**



*John Nilsson, Mayumi Kasai, Erika Thompson*

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### **Preprofessional Health Advising**

The fiscal year 2008-09 included staff changes in this area. Erika Thompson joined our team one day a week for cross-training this year, Genevieve Johnson was hired as administrative assistant, and Jenna Freestone joined our office part-time as a peer advisor.

### **Goals and Results for 2008-09**

*Carry out Physician Shadowing Saturday to allow preprofessional students to network with physicians in different specialties and arrange shadowing opportunities.*

- Fulfilled similar objective by discovering and publicizing IHC shadowing program and by introducing physicians as guest speakers in the Intro to Premedical class.

*Redevelop the Application Celebration for the fall, including a more inclusive informational emphasis for those who have not yet applied.*

- Conducted application workshops in the fall and spring open to all students.

*Stage an extracurricular workshop for students interested in volunteer opportunities.*

- Researched, created, and publicized a document with local opportunities in all premedical extracurricular activity areas.

*Hire a peer advisor to give our office a Quick Answer capacity 10-12 hours per week.*

- Hired and trained Jenna Freestone at 19 hours per week.

### **Highlights for 2008-09**

- Concurrent training of Mayumi Kasai with Erika Thompson, University College advisor. This cross-training enabled Mayumi to do one day of general advising each week in the main location of University College and added to Erika's advising skill set by enabling her to advise students who are interested in professional school after graduation.
- Hiring of Genevieve Johnson as the new administrative assistant.
- Hiring of Jenna Freestone as a part-time peer advisor.
- Facilitated the formation of the university's first Predental women's club, PINC (Predental Women Involved in the Community).
- Streamlined letter of recommendation service by moving from a per-school fee to a flat fee, reducing costs to many students and increasing convenience.
- Collaborated with Association of Future Female Physicians to develop a peer mentoring kickoff that matched School of Medicine women with female premedical students (40 people participating).

## ANNUAL STUDENT CONTACTS

ACADEMIC YEAR	PREPROFESSIONAL HEALTH			
	Individual	Group	Quick Helps	Total
2006-07	1,732	1,327	1,449	4,508
2007-08	1,314	1,063	2,069	4,446
2008-09	1,747	1,209	1,952	4,908

The Preprofessional Office website was accessed at least 10,231 times during 2008-09.

### UNIVERSITY OF UTAH APPLICANTS: MEDICAL ADMISSIONS

	Applicants	Acceptances	% Accepted	% Accepted Nationally
<b>2006-07</b>	233 (193 M, 40 F)	101 (84 M, 17 F)	43%	44%
<b>2007-08</b>	246 (205 M, 41 F)	100 (67 M, 33 F)	41%	43%
<b>2008-09</b>	258 (184 M, 70 F)	109 (69 M, 40 F)	42%	41%

### UNIVERSITY OF UTAH APPLICANTS: DENTAL ADMISSIONS

	Applicants	Acceptances	% Accepted	% Accepted Nationally
<b>2006-07</b>	144 (133 M, 11 F)	48 (42 M, 6 F)	33%	45%
<b>2007-08</b>	109 (102 M, 7 F)	54 (53 M, 1 F)	50%	43%
<b>2008-09</b>	88 (69 M, 19 F)	26 (19 M, 7 F)	30%	39%

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### ***Goals for 2009-10***

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- 1.** For the fall of 2010, develop a preprofessional health fair in collaboration with Career Services. This goal is in line with University College's SMART goal of increasing collaboration with other campus agencies to support students' educational attainments.
- 2.** Create a professional banner identifying our office's location on the outside of Building 44 to increase the amount of walk-in traffic to our hallway and library areas and to ease the identification of our building for first-time visitors. This goal is in line with University College's SMART goal of increasing contact with students.
- 3.** Initiate a standard weekly walk-in advising hour in the Center for Ethnic Student Affairs to increase our availability to students of color. This is in line with University College's SMART goal of serving the needs of underrepresented students.

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## **PRELAW ADVISING PROGRAM**



*Amy Urbanek*

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

### **Progress on Goals for 2008-09**

- Conducted prelaw information sessions at each Fall Freshman Orientation
- Completed an extensive update of the University College Prelaw website; greatly expanded the information available to students online, as well as the links to other valuable online resources
- Reestablished the Prelaw Student Society

### **2008-09 Highlights**

#### ***Prelaw Student Society (PLSS)***

The Prelaw Student Society (PLSS) had not been active for nearly two years. This can be an important resource for prelaw students, so a major goal of the Prelaw program was to reestablish the group for the 2009-10 academic year. A successful initial meeting with interested students was held in mid February. Under the guidance of the prelaw advisors, by the end of Spring Semester the students had the group up and running again through the following activities:

- Wrote a constitution and submitted it to ASUU for approval
- Organized and held elections for 2009-10 Officers
- Created a Facebook Group page
- Organized an open house to attract new students

Recruitment activities for Fall Semester are in the planning stages. The expectation is that PLSS will organize at least two prelaw activities or presentations each fall and spring semester.

#### ***University College Prelaw Office in Orson Spencer Hall***

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

## Advising Contacts

### PRELAW ADVISING ANNUAL STUDENT CONTACT STATISTICS – LAST THREE YEARS

Advising contacts increased substantially this year. This is consistent with national trends.

Academic Year	Individual Contacts	Group	Total
2006-07	241	182	570
2007-08	296	261	557
2008-09	402	273	675

### APPLICANTS TO LAW SCHOOL LAST THREE YEARS

Consistent with national trends, applicant numbers for the 2008 entering class remained below the record high number from 2006. Based on the increase in advising contacts this year, we expect to see an increase in applicants for the 2009 entering class when the data is released next spring.

Year	Applicants	Acceptances	% Accepted	% Accepted Nationally
2006	403	281	70%	63%
2007	331	237	71%	66%
2008	359	248	70%	65%

#### NOTES:

Law data derived from ABA/Law Services report.

## Law School Fair

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

- 129 law schools from all across the country participated, 66% of all the ABA-approved schools in the United States.
- Approximately 600 students attended. This was a substantial increase from years past. New

advertising methods, lawn signs and an insert in the Daily Utah Chronicle, appeared to have a positive impact on attendance.

- An Admissions Panel followed the Law School Fair with representatives from 5 law schools discussing the application process and answering students' questions. 55 students attended. Schools represented included:
  - University of Michigan Law School
  - University of Nevada Las Vegas, William S. Boyd School of Law
  - University of Notre Dame Law School
  - University of the Pacific, McGeorge School of Law
  - University of Virginia School of Law

### **Prelaw Presentations and Event Participation**

- Law School Application Workshop—October and April at S.J. Quinney College of Law
- Law School Financial Aid Workshop—October and April at S.J. Quinney College of Law
- Personal Statement workshops
- Prelaw Presentations at Salt Lake Community College
- Prelaw Information sessions at New Student Orientations
- In conjunction with Society of Scientist and Engineers in Law student group, seminars with the Deans of the U of U and BYU Law schools
- Prelaw Student Society Open House
- Presentation for Careers Service's "Getting into Graduate School" program
- Participated in Student Recruitment events: Prelaw Table at Future Student Open Houses, Transfer events, National Merit Scholar Dinner

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### ***Goals for 2009-10***

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1. Explore new ways to use technology to disseminate prelaw information to students (e.g. Facebook and Twitter)
2. Develop UGS 1060, Intro to Prelaw, for the 2010-11 academic year
3. Outreach with CESA, LGBT Center, and other groups to explore ways to encourage students from underrepresented groups to consider law school and connect with prelaw advising
4. Work with Prelaw Student Society to expand their visibility and conduct at least two prelaw events per semester.

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## **PEER ADVISING PROGRAM**



*Leslie Park*

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### Overview

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.

<i>Goals for 2008-09</i>	<i>Results</i>
Collaborate further with CESA peer mentor program beyond initial training	UC Peer Advisors and CESA Peer Mentors did collaborate during training in August 2008. One UC Peer assisted CESA advisors during their specialized orientation program.
Facilitate an internship to allow continuing peer advisors to earn university credit for their work in University College	There were two continuing peer advisors. One did an off campus internship in his major and the other became the Transfer Student Advocate within UC for a semester before graduating and taking a professional advising position at another institution (see Transfer Center Annual Report).
Redesign intensive training to be more interactive and include more technology	The three-week training for the four new peer advisors was much more interactive and technology driven. A guest speaker was brought in to facilitate the training and offer different perspectives on advising.

## Peer Advising Appointments

### Peer Appointments 2008-09

Month	Appointments	Percent	Total UC Appointments
July	52	7%	771
August	46	4%	1,218
September	61	9%	693
October	200	17%	1,151
November	200	14%	1,429
December	152	15%	1,009
January	99	9%	1,115
February	47	8%	624
March	62	9%	726
April	120	11%	1,099
May	93	10%	907
June	47	5%	1,041
Total	1,179	10%	11,785

Over the course of the 2008-09 academic year, **peer advisors saw 10% of all appointments checked into University College**. Peers are allowed to work a maximum of 19 hours per week and they are often asked to fill in at our Quick Answer or Front Desk when others call in sick, somewhat limiting the number of appointments they are able to see in a week.

The year started off with 6 peer advisors in August, two returning peers and 4 new peers beginning training and observation time. By December we were down to 4 peer advisors. The two returning peers were graduating from the U and moved on to new opportunities.

#### Other Peer Advising Program Highlights:

- Peer Advisors were located in three locations across campus. One in the David Eccles School of Business, one in the Preprofessional Advising Office and two in the University College Main Office.
- A three week intensive training was held to do in depth training on advising issue during the month of August.

- Peer Advisors submitted and presented a program to the 2009 UAOA conference in Park City, Utah. All four peer advisors contributed to the program submission, development and presentation entitled, “Navigating Students As Students: A Peer Advisors Perspective”
- Continual training took place each week at peer advisor staff meetings
- Peer Advisors represented University College at numerous campus events including: Plazafest, CESA Orientation, Chicano/a High School Conference, and First Week Panic Free.
- Peer Advisors assisted in the following program areas: Freshman Advising, Orientation, and file maintenance and data input with the Scholastic Standards.

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### ***Goals for 2009-10***

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1. Hold a half-day retreat prior to the beginning of fall 2009 to refresh basic advising information, update on new programs and begin work on developmental advising
2. Meet with other Peer Supervisors on campus to explore the possibility of a Peer Advising workshop or conference during the 2010-2011 academic year.

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## ***THE “RETURNING TO THE U” PROGRAM***



***Sandy McLelland, Josh Tomlin***

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

### ***Returning to the U Program Mission***

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

### ***Contacting students:***

- Work with the University Graduation Office to receive names of students who applied for graduation two years ago and did not graduate. These students were contacted by mail with 180 letters sent last year.
- From the RTU initial query 210 letters were sent this year to prospective students using the Merlin Information System to verify addresses.
- To acquaint community with RTU Program, letters, brochures and posters were sent to local libraries, Workforce Services, Vocational Rehabilitation, and the Veteran’s Administration.

### ***Services offered to Returning to the U students:***

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

### ***RTU Data***

- A total of 414 students have enrolled in the RTU program since its 2007 beginning; 186 of those students enrolled in the program during 2008-09.
- University College had a total of 509 contacts with these students.
- 202 female
- 212 male
- 370 reside in Utah – 44 outside the state of Utah

### **RTU Student Enrollment During 2008-09**

	<b>Students Enrolled</b>	<b>Credit Hours Completed</b>	<b>Graduates</b>
Summer 2008	41	182	3
Fall 2008	103	678.5	10
Spring 2009	117	832	14
Summer 2009	74		

Total graduates since May 2007: 36

*Most RTU students are Undecided when they return. Top majors students indicate they will pursue are:*

Business  
Family and Consumer Studies  
Communication  
Sociology  
Political Science

*Top 5 Reasons for leaving the University of Utah before graduating:*

1. Left to go to work
2. Family-related issues
3. Financial difficulties
4. Moved
5. Poor performance

### **2008-09 Program Accomplishments**

- Increased enrollment of RTU students each semester. Number of graduating RTU student also increasing.
- Continued communication and resource development, through the RTU Advisory Board, with campus faculty and staff.
- Communication to community through sending of introduction letter, and RTU brochures and posters.
- Awarded 10 Daniels Opportunity scholarships to RTU students. Funding obtained from the Daniels Fund. Each recipient enrolled in at least 6 credit hours and received a \$1,000 tuition scholarship fall 2008 and spring 2009 semester.
- University of Utah Upsilon Upsilon Chapter of Alpha Sigma Lambda, a premier nationally recognized honor society for full and part-time non-traditional adult students, established November 2008. First induction ceremony for 12 students, 6 of whom were RTU students, held April 2009.
- RTU program media coverage: interview regarding adult learners and the RTU Program on KUTV Channel 2 TV and KUTV.com.

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### ***Goals for 2009-10***

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- 1. Continue contacting 30 students each month from the initial query list of students and from the graduation lists of students meeting the RTU criteria.**
- 2. Discover additional ways to communicate RTU program to the University and local communities.**
- 3. Search for additional money for RTU scholarships.**
- 4. Collaborate with other University departments and agencies to develop more programs and services for RTU students and other adult learners.**
- 5. Look at retention of RTU students by tracking fall 2008 cohort of 103 students.**

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## **GENERAL EDUCATION / UNIVERSITY GRADUATION REQUIREMENTS ADVISING PROGRAM**



*Marilyn Hoffman*

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

- Overseeing the One Stop Appeals process for making exceptions to the GE / Bachelor's Degree requirements to ensure all student appeals are evaluated in a consistent and fair manner
- Providing UC and campuswide advisors with accurate and up-to-date information regarding the GE and Bachelor's Degree requirements
- Working closely with the Degree Audit Report System (DARS) programmer to assure accuracy of reports and troubleshoot issues for students and advisors
- Working closely with Admissions, Graduation, Undergraduate Studies, and GE / 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

### **Progress on Goals for 2008-09**

#### *International (IR) Requirement*

- Collaborated with IR Committee Chair to monitor, review, and evaluate exception appeals for our newest graduation requirement
- Worked with IR Committee and Study Abroad to clarify the policy on Study Abroad credits for fulfillment of the IR requirement and clearance on DARS
- Continued updates to UC and UAAC advisors as necessary

#### *Outreach with Office of Admissions, Registrar's Office, Graduation Office*

- Annual outreach meetings with above agencies
- Regular communication with Admissions and Graduation to resolve GE issues for students

#### *GE / Bachelor's Degree sections of UC Advisor Manual*

- Completed updates

#### *GE / Bachelor's Degree Archives*

- Update in progress, to be completed by September 1, 2009

#### *GE / Bachelor's Degree course renewals and new course approvals*

- Constantly monitored for potential problems; communicated changes to advisors to facilitate accurate and timely student advising

## Highlights for 2008-09

### ***Ex-Officio Membership on Intellectual Exploration (IE) and Bachelor's Degree Requirement Committees***

The GE Coordinator and GE Assistant serve as ex-officio members of all IE and three Bachelor's Degree requirement committees as follows:

Amy Urbanek:	Fine Arts Social/Behavioral Science Quantitative Intensive Diversity
Marilyn Hoffman:	Physical, Life, and Applied Science Humanities International Requirement

### ***General Education and Bachelor's Degree Requirements***

- ***Quantitatively Intensive (QI) minimum grade requirement:*** following change to require C- minimum grade, collaborated with Undergraduate Studies to finalize QI D- minimum grade sunset policy, published policy, and communicated policy to advisors campuswide. Students who entered the U prior to Fall 2008 are allowed to graduate with a D- through Summer 2013. Manual exceptions will be made in DARS for students who qualify for grandfather policy on D- but who need to run a 2008-09 or beyond DARS.
- ***Diversity Requirement (DV) transfer courses:*** completed detailed review and update of approved list of transfer Diversity courses which are acceptable to meet U of U DV requirement without a formal appeal.
- ***DV transfer course policy change:*** In response to policy change regarding the evaluation of lower-division transfer courses for the Diversity requirement, worked with UC Associate Dean and Diversity Chair to clarify and communicate changes in the appeal process. Lower-division transfer courses not on the approved list now require petition to DV Chair rather than internal UC committee or advisor evaluation.
- ***IR Requirement:*** worked closely with IR Committee to facilitate IR student appeal process, clarify policies governing Study Abroad for fulfillment of IR.
- ***Advisor Training:*** developed new power point slides for Graduation Requirements presentation, adapted and revised UC Advisor manual pages for use in UAAC Advising Basics training

### ***DARS***

- ***Elementary Education Fine Arts requirements:*** assisted Elementary Education advisor with clarifying the listing of special departmental / GE fine arts requirements on DARS, facilitated DARS clearing of requirement for students enrolled in newly approved fine arts courses fall and spring semesters.
- ***QI minimum grade sunset:*** explored options for accurate DARS reporting for students falling under sunset policy, identified and communicated best procedures to advisors
- ***Graduation Planning System (GPS)*** – participated in discussions on implementation of GPS and interface with DARS for Graduation Guarantee

- **Regular communication with DARS administrator** to troubleshoot errors, resolve new issues
- **Interface** among academic departments, UGS, and DARS general education functions as needed

***Undergraduate Bulletin Editing and Revision***

Collaborated with UC Advisors, Undergraduate Studies, and Orientation Office on extensive revisions for the 2009-10 Undergraduate Bulletin:

- Updated, revised and edited sections on GE and Bachelor’s Degree requirements, advising, and DARS
- Reviewed corresponding information in print catalog and incorporated essential items into Undergraduate Bulletin
- Participated in reviewing and proofing all sections of bulletin

**One Stop Appeals Process**

***University College GE Appeals Committee***

This internal committee reviews two types of courses:

- Transfer course substitution requests which UC Advisors refer to Committee
- All unapproved U of U courses requested to clear GE requirements

In 2008-09 we experienced another increase in the number of appeals submitted to the UC Committee. This could be attributed to the number of relatively new advisors in UC deferring exception requests to the Committee, and an increase in the number of international transfer course appeals (10 received in 2008-09 as compared to only 1 in 2007-08). The approval rate also increased, possibly indicating more appropriate advising on the feasibility of a petition. (See Table 1 below.)

**TABLE 1: APPEALS SUBMITTED TO UC GE APPEAL COMMITTEE**

	<b>Submitted</b>	<b>Approved</b>	<b>Denied</b>
2004-05	31	22 (71%)	9
2005-06	45	29 (64%)	16
2006-07	58	41 (71%)	17
2007-08	104	75 (72%)	29
2008-09	119	94 (79%)	25

***Appeals Submitted to Area Committee Chairs***

All appeals for exceptions on IR, unapproved transfer lower-division DV, and all unapproved U of U courses are sent to the Chair of the appropriate committee for review. There was only a small increase in these petitions compared to last year. The large jump in 2007-08 was probably

due to a combination of factors, e.g. new advisors, new IR requirement, and petitions for U of U courses that were pending approval from Undergraduate Council. The approval rate dropped by 4% in 2008-09 largely due to the new lower-division DV petition policy and resulting increase in the number of petitions. (See Table 2.)

**TABLE 2: APPEALS SUBMITTED TO COMMITTEE CHAIRS**

	<b>Submitted</b>	<b>Approved</b>	<b>Denied</b>
2004-05	38	31 (81%)	7
2005-06	34	27 (79%)	7
2006-07	29	23 (79%)	6
2007-08	73	55 (75%)	18
2008-09	77*	55* (71%)	22*

\* 16 petitions were submitted for lower div DV transfer courses, 12 of which were denied. In 2007-08 no lower-division DV petitions were submitted; in 2006-07, 3 were received and 2 denied. 23 petitions were submitted for IR, compared to only 13 in 2007-08

**GE / Bachelor’s Degree Requirement Exceptions Report**

Efforts continued to assure as much fairness and consistency as possible in granting exceptions, while upholding University policy and the mission of GE and Bachelor’s Degree requirements. The goal continues to be to hold or reduce the number of substitutions made, particularly for unapproved U of U courses. The total number of exceptions decreased again this year, but there was a small increase in out-of-state transfer course exceptions. (See Comparison Summary and Tables 3 and 4 below.)

***Summary of Exceptions, Comparisons 2008-09 to 2007-08 and four-year:***

- Of the total exceptions granted, 66% were for GE and 34% were for Bachelor’s Degree Requirements (same as last year)
- Exceptions made for quarter system/RTU students accounted for 4% of total
- 8% decrease in total exceptions (39% reduction since 2005-06)
- 12% decrease in individual advisor-granted exceptions
- 22% decrease in exceptions for U of U unapproved courses (41% reduction since 2005-06)
- 1% increase in exceptions for transfer courses (35% reduction since 2005-06)
- 10% decrease in exceptions for in-state transfer courses (47% reduction since 2005-06)
- 7% increase in exceptions for out-of-state transfer courses (26% reduction since 2005-06)

**TABLE 3: SUBSTITUTIONS GRANTED**

	2005-06	2006-07	2007-08	2008-09
Total Exceptions	1,586	1,139	1,051	969
U of U Courses	533	410	404	317
Transfer Courses	995	729	647	652
In-State Schools	395	301	230	208
Out-of-State Schools	600	427	417	444
GE courses			691	638
Bachelor's Degree courses			360	331
Quarter system/RTU				36
QI Minimum grade D-				11

**TABLE 4: PERCENTAGE BREAKDOWNS OF SUBSTITUTIONS GRANTED**

	2005-06	2006-07	2007-08	2008-09
U of U Courses	33%	36%	38%	33%
Transfer Courses	64%	64%	62%	67%
In-State Schools*	40%	41%	35%	32%
Out-of-State Schools*	60%	59%	65%	68%
GE courses			66%	66%
Bachelor's Degree courses			34%	34%
Quarter System/RTU				4%
QI Minimum Grade D-				1%

\* Percent of total transfer course exceptions

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***Goals for 2009-10***

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1. Expand use of technology for GE petition log-in tracking record – utilize Excel, put on O-drive for greater efficiency, data collection and evaluation, and viewing access for all UC advisors

2. Facilitate data collection by seeking necessary program changes to improve the organization of GE Exceptions data and how it is reported to us through PeopleSoft
3. Work with new DARS Coordinator to address any issues or changes which arise relating to general graduation requirements and interface with GPS
4. IR requirement:
  - Continue collaboration with IR Committee Chair to monitor, review, and evaluate exception petitions for both U of U and transfer course appeals
  - Start identifying transfer courses for automatic approval from courses which have been approved by petition multiple times
5. Continue annual outreach meetings and regular communication with Offices of Admissions, Graduation, and Undergraduate Studies to problem-solve and collaborate on issues affecting advisors and students
6. Complete by Sept 1, 2009 update of GE / Bachelor's Degree Archives - in progress

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## UNIVERSITY COLLEGE ASSESSMENT



Steve Hadley

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### Overview and Goals for 2008-09

For the 2008-09 academic year, the University College Assessment committee outlined the following goals:

<i>Goals for 2008-09</i>	<i>Results</i>
Implement the use of a rubric assessment tool to evaluate student learning outcomes.	University College developed and implemented a rubric evaluating <i>Decision Making</i> . Advisors implemented the use of this rubric beginning in October, 2008. After approximately 3 months we evaluated the effectiveness as well as challenges with the rubric. We then used advisor feedback to clarify and simplify the rubric. Advisors will again begin using the rubric during the Fall 2008 semester. The rubric will also be used with students enrolled in UGS 1050: Major Exploration.
Educate students in areas where prescriptive data indicates they may need more instruction (i.e. understanding the withdrawal policy).	The University College Assessment Committee developed an informational supplement for the personalized notepads used by University College Advisors. The pages of these notepads are regularly handed out to students. The supplement (printed on the back of each notepad page) states, "Remember to view the academic calendar each semester for important dates and deadline: <a href="http://www.sa.utah.edu/regist/calendar/datesDeadlines/deadlines.htm">http://www.sa.utah.edu/regist/calendar/datesDeadlines/deadlines.htm</a> " Additionally, advisors teaching UGS 1010, 1020, and 1050 are educating students in their courses about important policies and deadlines.
Outline a plan for future assessment projects.	University College will continue to implement a prescriptive assessment. We will also continue the implementation of a rubric on Decision Making. Then we will develop additional rubrics for other learning outcomes.

### Prescriptive Assessment

University College administered a prescriptive assessment survey on two separate occasions during the spring 2009 semester. The survey was administered to students speaking with an advisor February 9 - 27, and again to students speaking with an advisor April 6-17. This was done to see if there were any differences between students that spoke with an advisor prior to the summer and fall registration periods and those that spoke to an advisor during the registration periods. Data was collected for an extra week in February because we typically have fewer appointments during that time. Fifty-seven students completed the survey for the February group (FG), and 61 students completed the survey for the April group (AG).

## HIGHLIGHTS OF PRESCRIPTIVE ASSESSMENT FOR SPRING 2009

Question	Response	FG (Feb)	AG (Apr)
What are the primary reasons you are here today?	* I want to check general education *Need help w/my schedule *I am a transfer student *Questions about Returning to U program	19.30% 15.79% 8.77% 12.28%	34.43% 42.62% 19.67% 1.77%
I understand how to build an academic plan for my entire degree.	*Yes *No	88.00% 12.00%	74.58% 25.42%
I know how to declare my major	*Yes *No	84.00% 16.00%	69.49% 30.51%
I understand the course withdrawal policy at the U of U	*Yes *No	84.00% 16.00%	67.80% 32.20%
What is your age?	*25 or younger *26 and older	59.18% 40.82%	79.31% 20.69%
Are you currently a full-time or part-time student?	*Full-time *Part-time	67.35% 32.65%	75.86% 24.14%
Approximately how many hours a week do you work?	*0 hours/week *1-20 hours/week *21-30 hours/week *31-40 hours/week *41 or more	14.29% 40.82% 8.16% 20.41% 16.33%	31.03% 22.42% 24.14% 18.97% 3.45%

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### ***Goals for 2009-10***

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- 1. Implement and evaluate a revised rubric on Decision Making and Critical Thinking.**
- 2. Each focus area in University College will be reevaluating the data used in their particular section of the annual report. Each area will determine if there is additional data that would be helpful to include, as well as determining if any of the current data could be eliminated.**

## ***CAMPUS COORDINATION OF ACADEMIC ADVISING***



*Sharon Aiken-Wisniewski, Mary Hasak*

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

UAAC members engaged in many programmatic changes for advising in the 2008-09 academic year. As the last phase of mandatory advising was implemented (which was the second-year advising), advisors were involved in advising students at many points within the undergraduate experience as well as calling students through campuswide calling campaigns. The following information is a brief review of activities and events that involved UAAC and highlights of monthly meetings.

- UAAC co-sponsored the 4th Annual U of U Advising Conference in September which was titled “Cultivating Our Community Garden: Creating and Sustaining Quality Advising”. This professional development event for the advising community included a keynote address by Dr. Lucille Stoddard, Associate Commissioner for Higher Education in Utah. Concurrent sessions included updates from services agencies, a profile of the American College Student, information on specific student populations, introduction to the Second-year Mandatory Advising program, and training for the “notes” feature in PeopleSoft, as well as opportunities to network with colleagues from across the campus. This annual conference resulted from assessment activities and was free to all participants.
- UAAC members engaged in discussion and/or committee membership for the following campus initiatives:
  - Purposeful and Essential Advising (or Mandatory Advising)
  - Naming and implementation for the Graduation Planning System (GPS)
  - Implementation of the ASUU Graduation Guarantee Program
  - Implementation and training on “notes” feature within the Advisor Panel
  - Major Exploration EXPO
  - Prerequisite Checking
  - Second suspension becoming “Dismissal”
  - Reducing the length of time before Academic Renewal can be used.
- UAAC was able to increase sponsorship of many professional development activities for advising professionals because a full-time position was secured for this purpose. The Campuswide Advisor Training and Development Coordinator position was announced in

summer 2008 and housed in University College. Since this individual is focused on advisor development, many more activities occurred, including the following:

- Advising Basics Workshop opportunities were doubled.
  - PeopleSoft training was offered more often.
  - UAAC Education & Development Brown Bag topics were scheduled in advance with good advertising through a coordinated effort of this sub-committee.
  - Safe Zone Training.
  - A tour of Student Affairs.
  - Co-sponsorship of a panel on “Refugee Resettlement in Higher Education” as part of World Refugee Day in June.
- The UAAC Advising syllabus was a topic at the 3<sup>rd</sup> Annual Advising Conference with implementation in some departments and University College. This is a teaching tool that clearly communicates to students the expectations of the advising relationship.
  - The UAAC Assessment Committee collaborated with the Office of Budget and Institutional Analysis to survey students in March 2009, with over 1,000 students participating. The results will be analyzed and reported to UAAC in 2009-10.
  - UAAC membership supported the 4<sup>th</sup> Annual Major Exploration EXPO in September 2008, which was utilized by over 1,270 students in a four-hour period. Students from the U of U, Salt Lake Community College, and local high schools were able to interact with eighty-five different academic departments and student support agencies. This support continued for the Major Declaration Campaign sponsored by University College in spring 2009. The campus advising community has developed a collaborative approach for encouraging students to identify their major and declare immediately.
  - The monthly UAAC meeting included information and updates on The National Student Exchange Program, NCAA requirements for athletes, requirements for State Residency and in-state tuition, International Leadership Academy, BA Requirement and Buying Language Credit policy, Student Support Services/TRIO, Returning to the U Program, Career Services programs and career fairs, Honors College and advising for prestigious awards, Interdisciplinary Studies, Learning Enhancement Program, Utah Board of Regents Strategic Goals, LEAP, Utah Futures in K-12 environment, and Center for Disability Services.
  - Key points of information from 2008-09 that can be found in the UAAC meeting minutes include:
    - U of U General Catalog, printed version, will be discontinued in fall 2010.
    - Policy: “EU” grade will be recorded on transcript if no other grade is reported.
    - Determining catalog year for a student (by Emily Johnson).
    - MATH 950 is now MATH 990, and Math 1060 will be 3 credits with QA designation.
    - Notifications of QA/QB substitutions from Center for Disability Services will not be sent to major department. It will be recorded on DARS as soon as course is complete by University College.
  - In addition to the monthly meeting, Annual Conference, Brown Bags Sessions, and webinars, UAAC continued the Advising Social to honor the Perlman Award winner. Attendance was plentiful this year with 40 people attending to congratulate Dr. Barry Schultz. Also, the UAAC webpage was updated by Natalie Murdock to communicate information from monthly meetings.

These are the UAAC highlights for the 2008-09 academic year. Minutes and documents from monthly meetings are available on the UAAC website for anyone to view (<http://www2.utah.edu/uaac/>).

We look forward to your continued support and welcome suggestions that you may have to help us strengthen academic advising on campus. UAAC functions, through input and networking from the campus community, as a tool to foster an effective academic advising program.

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## ***CAMPUSWIDE ADVISOR EDUCATION AND DEVELOPMENT***



***Vickie Morgan***

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### ***The Purpose of Campuswide Advisor Education and Development***

The Campuswide Advisor Education and Development program was consolidated within University College in July 2008. Prior to this time, university-wide advisor training and development was managed through a subcommittee of University Academic Advising Committee (UAAC) and a PeopleSoft liaison within University College. Advisor development was organized as an additional duty. As a coordinated program, Advisor Education and Development draws together all advisor-specific campuswide training and educational development into an integrated curriculum with greater frequency of offerings. This provides advisors with more frequent opportunities to participate in initial training and to continue educational development. Programming is designed to increase advisors' knowledge and skill-set when working with undergraduate students, including students advised through the Mandatory Advising and Graduation Guarantee Programs. Coordinated advisor development programming will aid in assessing utilization and quality of offerings, in the interest of supporting quality advising for students.

### ***First-Year Goals for Advisor Education and Development***

1. Establish the Campuswide Advisor Education and Development program administered through a coordinator within University College.
2. Continue to involve the UAAC Advisor Education and Development subcommittee in planning of advisor development, with leadership from the program coordinator.
3. Increase programming to provide greater frequency of trainings and serve more advisors with a smaller interval between hire date and first available training.

### ***Advisor Education and Development Programming and Utilization***

#### ***Advising Basics Training for New Advisors***

Advising Basics provides an introduction to the advising profession at the University of Utah. Presenters provide information on university policy and programs, including information on admissions, registration, student record maintenance, FERPA, general education, transfer student issues, and career exploration.

- Advising Basics Program offerings were increased from three times per year to five times from September 2008 to June 2009, serving 54 attendees.

### ***PeopleSoft for Advisors Training***

The PeopleSoft for Advisors training is an advisor-specific introduction to the University of Utah's academic record database. This program is designed for faculty and professional advisors who will be need to access and make changes to academic records when advising students. Includes explanation of procedures required in PeopleSoft for the Mandatory Advising Program and the Graduation Guarantee Program.

- PeopleSoft for Advisors offerings were increased from three times per year to ten times from July 2008 – June 2009 to meet the technology needs of newly hired and continuing advisors.
- Content expanded to include the newly established Advisor Notes functionality in September 2008.
- Ten PeopleSoft for Advisors trainings were offered, serving 64 attendees from July 2008 to June 2009.
- Provided consultations to 4 individuals and one academic college on use of PeopleSoft for Mandatory Advising

### ***U of U UAAC Advising Conference***

The 3<sup>rd</sup> Annual UAAC Advising Conference commenced education and development programming for the 2008-09 academic year. It provided a forum to discuss University of Utah programs, policy, best practices, and advising theory and models, as well as serves as a networking and connection opportunity for advisors and student affairs professionals working across campus. The Coordinator of the Campuswide Advisor Education and Development program now permanently co-chairs the conference planning committee.

- The UAAC Advising Conference engaged 110 participants from academic advising and student affairs agencies.
- The Keynote Address was delivered by Lucille Stoddard and focused on the K-16 initiative.
- 91% surveyed agreed that the information presented in conference sessions was valuable to their position and career goals (N=69).
- 92% surveyed agreed that their department/college supported their participation in professional development opportunities (N=69).

### ***Special Presentations and Program Updates***

Presentations are designed to provide advising program reviews and policy updates. Topics include Mandatory Advising Program, Graduation Guarantee updates, and as-needed reviews of campuswide or state-wide academic and curriculum policies.

- This year's focus was on Graduation Guarantee program implementation.
- Two Graduation Guarantee Program Updates were held in April, providing information in program implementation to 80 advisors.
- Two PeopleSoft for Mandatory Advising special trainings were held in October, serving 73 attendees.

### ***Advisor Roundtables***

Advisor Roundtables are topic-specific one-time presentations and discussions, usually running 1 – 1 ½ hours in length. The topics are focused on timely issues important to advising students at the University of Utah.

- Seven Advisor Roundtables were held, providing educational development to 122 attendees.

### **Summary**

Since September 2008, a total of 29 Advisor Education and Development events have been offered, with a participant count of 556. The UAAC Education and Development subcommittee is involved in planning of program events. The subcommittee includes advisors representing the majority of colleges at the University of Utah.

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### ***Goals for 2009-10***

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1. Develop and initiate use of a database to compile information regarding participation in education and development events, including trainings and consultations.
2. Develop outcomes assessment measures for Advisor Education and Development programming.
3. Investigate and develop materials, resources, and programs for advisor education and development that support the enhancement of the advisor-student interaction.
4. Explore through a committee of faculty advisors what resources and forums are needed by faculty to accomplish their advising responsibilities.
5. Utilize one to two monthly advisor roundtables to discuss issues of social justice and their connection to increasing access for underserved populations.

## ***ACTIVITIES OF UNIVERSITY COLLEGE STAFF***

University College staff participates in numerous committees and organizations, on and off campus in 2008-09. The staff is encouraged to participate and present at national and regional conferences and to seek opportunities that demonstrate the merit of their work. All academic advisors are members of the National Academic Advising Association (NACADA) and Utah Association for Advising and Orientation (UAOA). Listed below are some of the activities pursued by UC staff members outside of their conventional advising and office duties.

### **Off-campus Organization Membership by Staff**

- National Academic Advising Association (NACADA)
- Utah Advising and Orientation Association (UAOA)
- National Association of Student Personnel Administrators (NASPA)
- American Association of College Personnel Administrators (ACPA)
- Association for the Study of Higher Education (ASHE)
- National Association of Advisors of Health Professions (NAAHP)
- Western Association of Advisors for the Health Professions (WAAHP)
- Western Association of Prelaw Advisors (WAPLA)
- Association of American Veterinary Medical Colleges (AAVMC)
- American Art Therapy Association
- Association for Psychological Type (APT)

### **Committees/Activities - Off Campus**

- NACADA Research Committee Member
- NACADA Board of Directors
- NACADA 2009 Assessment Institute – Coordinator
- NACADA Advising Transfer Students Commission – Chair
- NACADA Pre-Health Advising Interest Group
- NACADA Regional Conference Planning – Reviewed proposals
- Nontraditional Students in Higher Ed (ANTSHE) – Board of Directors and Membership Officer
- 2009 UAOA Conference/Organization Committee
- National Association of Advisors for the Health Professions (NAAHP), Asst. Treasurer, Executive Committee, Finance Committee, Bylaws Review Committee
- Western Association of Prelaw Advisors (WAPLA) Executive Board and Newsletter Editor
- State of Utah WICHE Advisors Committee, University of Utah representative
- USHE Transfer Articulation Committee
- Board of Regent’s Major Meetings – Sept. 2008
- Board of Regent’s K-16 Initiative/Sub-committee for Advising and Guidance – Co-chair

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

- UAAC (co-chair for campuswide committee)

- Assessment Sub-committee - Chair
- Freshmen Advising Sub-committee Co-chair and member
- Educational and Development Sub-committee - Chair
- U of U Annual Advising Conference Co-chair
- UAAC Advisor Social Committee Facilitator and members
- University of Utah Staff Advisory Council (UUSAC) Member
- University Staff Excellence Awards Committee
- University Campus Store Advisory Committee
  - Campus Store Scholarship Committee
- University Studies Committee
- Undergraduate Council
- President's Commission on the Status of Women
- Student Commission
- University Apartments Advisory Board
- Graduation Guarantee Committee
- Financial Aid and Scholarships Committee
- Retention and Assessment Committee
- PeopleSoft Student Portfolio Team
- PeopleSoft Student Administrative Team
- Student Affairs Action Coalition
- University Neighborhood Partners CommUnity Day
- Campaign for Our Community
- LEAP Advisory Committee
- LEAP Scholarship Selection – Chair
- OSHER scholarship committee
- Daniel's Opportunity Fund scholarship committee
- Early Admit day for high school seniors sponsored by Admissions Office
- Ex-Officio Status on Intellectual Exploration Committees (Fine Arts, Humanities, Social and Behavior Science, Science), QI, and International Requirement
- Pre-View Day Committee
- Study Abroad Scholarship Committee
- Plaza FEST and Panic Free Week
- 2009 EXPO – Chair and committee members
- Credits & Admissions Committee
- 2008-09 Undergraduate Bulletin Editing Committee
- Athletic Standards Committee
- 2008 Law Fair Coordination Committee
- National Merit Semi-Finalist Dinner
- Family and Consumer Studies Advisory Board

### **Presentations - Off Campus**

- 2008 NACADA National Conference – Chicago, IL
  - Developing and Implementing an Extraordinary Major Exploration Course
  - Expanding Research in Academic Advising

- Understanding Research in Academic Advising
- Premedical Advising for Women: Making the Preparation Process for Application to Medical School Extraordinary
- Have You Ever Thought About Pursuing a Doctorate?
- From Advocate to Enforcer: Balancing Competing Roles
- Internationalization and how such initiatives impact academic advisors
- Turn on Your Creativity for Extraordinary Advisor Development: Listening Beyond Words
- Returning to the U: an Innovative Program for Adult Learners
- 2009 Utah Advising and Orientation Association (UAOA) – Midway, UT
  - Bridged Advising: Closing the Gap Between General and Departmental Advising
  - Hybrid Advising to the Rescue: Cross-training Advisors
  - Training for Success: Using Student Orientation Leaders to assist in Advising
  - Transfer Articulation: An Essential Element in Quality Advising
  - Navigating Students as Students
  - Understanding the Utah Model for Comprehensive Counseling and Guidance
- 2008 NASPA Regional Conference, Long Beach, CA
  - Premedical Advising for Women: Describing the Process of Deciding to Apply to Medical School
- American Art Therapy Association – Cleveland, OH
  - To Be An Art Therapist: Creating, Defining Enacting
- 2009 NACADA Assessment Institute – Clearwater Beach, FL
  - Faculty Member and Coordinator
  - Plenary Presentation – “The Process of Assessment”
  - Special Topic Session - Developing a Rubric
- Consortium for Student Retention Data Exchange, The University of Oklahoma
  - Webinar: Serving undergraduate transfer students and improving their retention: The transfer center at the University of Utah
- 2009 Utah State Counselors Conference
  - K-16 Alliance and UAOA: Connecting guidance counselors and academic advisors
- 2008 AAUW, Girl Scouts of America, and AOCE/Defining Your Path Conference – “How to Plan for College Attendance”
- 2009 - interview regarding adult learners and the RTU Program on KUTV Channel 2 TV and KUTV.com

### **Presentations – On Campus**

- Su Banco Presentations
- Prelaw Personal Statement workshops
- Law School Application and Financial Aid Workshops
- Premedical/dental workshops for admissions, application, leadership, service, and shadowing
- New student orientation presentations for premedical, transfer, and GE
- UAAC-related
  - Advising Basics
  - PeopleSoft/DARS Training

- Kick-off for Freshmen Mandatory Advising
- U of U Third Annual Academic Advising Conference – Sept. 2007
- NACADA Webinar: Rubrics
- Marriott Library Knowledge Commons Open House
- Utah College Advising Corp (Advisors) – training on academic policy and procedures
- CESA Peer Mentors and New Staff members – training on General Education issues and how advising works at the U
- Office of Diversity and Community Outreach Workshop series (Premedical)
- Premedical application workshop
- Career Services Graduate School panel
- College of Science Day, “Preparing for a Career in Medicine”, two presentations to high school students and parents
- Graduation Guarantee Update Program
- Parent Orientation - Introduction to Academics
- International Student Orientation – Advising and General Education
- Preview Day – presentations and table
  - Making your Degree Unique
  - Choosing a major that works for you
- Course Presentations
  - UGS 1100 (LEAP)
  - ED PS 2600
  - H EDU 2010
  - BIOL 3080
  - PHYS 3111

**Conferences Attendance/Professional Development/Off-campus**

- 2008 NACADA National Conference, Chicago, IL
- 2008 NASPA Regional Conference, Long Beach, CA
- 2008 American Art Therapy Association National Conference, Cleveland, OH
- Myers-Briggs Type Indicator Qualifying Program, Las Vegas, NV
- 2008 Prelaw Advisors National Conference, Las Vegas, NV
- 2009 12<sup>th</sup> Annual Conference for Nontraditional Students in Higher Ed (ANTSHE), Seattle, WA
- 2009 Utah Retention and Persistence Symposium – March 2009
- 2009 WAAHP Regional Conference
- 2009 NAAHP National Board of Directors meeting, Atlanta, GA
- 2009 Utah Advising and Orientation Conference, Midway, UT
- Refugee Resettlement and Higher Education event at SLCC

**Conferences Attendance/Professional Development/On-campus**

- Seventh Annual Tutoring Forum
- Day of the Dead – Premedical event for underserved population students at School of Medicine

- Annual Premedical Enrichment program for Women at University of Utah School of Medicine
- Technology Training offered by AOCE and U of U Library System
- Human Resources Workshops on communication in the workplace
- U of U President's Commission on the Status of Women/Edie Kochenour Memorial Lecture: Self-Empowered Professional Development: Presenting yourself with Confidence
- ASUU Multicultural Awareness and Social Justice Conference
- Safe Zone Training
- MLK lecture with keynote speaker Rigoberta Menchu Tum
- UROP Symposium moderator (Political Science session)
- NACADA Webinar: Career Advising In Action: Try It and Apply It
- CTLE workshops: Group Work Activities in Classroom; Millennial Students
- Rocco C. Siciliano Forum
- Hinckley Institute of Politics lectures and public events

#### **Courses Facilitated by University College Staff at U of U**

- UGS 1010 – Your Path to College Success
- UGS 1020 – Introduction to Applying to Medical School
- UGS/LEAP 1050 – Major Exploration
- UGS 4750 – Capstone for Leadership Minor
- ELP 6560/7560 – College Student Retention

#### **Courses Facilitated by University College Staff at other Institutions**

- Visual Art and Design, Salt Lake Community College

#### **Publications**

- Transfer Center Newsletter for USHE institutions
- Article in ANTSHE newsletter
- Article in NACADA Clearinghouse

#### **Nomination, Awards, Scholarship, and Certifications Received in 2008-09**

- NACADA 2008 Annual Conference Region 10 Scholarship Recipient
- NACADA 2008 Summer Institute Scholarship Recipient
- Staff member nominated for 2009 NACADA Advising Awards
- Program nominated for the 2009 NACADA Advising Awards
- Staff member nominated for the Perlman Award
- Staff nominated for Staff Excellence Award
- Staff recognized and honored at 2009 WAAHP Regional Conference
- Staff member nominated for AERA Division J Dissertation of the Year for 2008
- NASPA Region V and Women in Student Affairs (WISA) Knowledge Community Research Grant
- Staff member inducted into Alpha Sigma Lambda National Honor Society
- Strong Interest Inventory Qualifying Program Certification (GS Consultants)
- Myers-Briggs Type Indicator Qualifying Program Certification (APT International)

- Facilitated creation and first induction for University of Utah Upsilon Upsilon Chapter of Alpha Sigma Lambda

**Other Activities of Note**

- Crossroads Urban Center - ongoing goods collection and drop-off
- American Cancer Society - Coordinated Daffodil Days for UC and the Counseling Center
- American Cancer Society
- University of Utah Commencement – volunteered
- Best Buddies Program – participant
- Utah Food Bank – Day of Service
- Utah Arts Festival Volunteer
- Volunteer at the Horizonte Center
- Kandy Kane Corner
- Bennion Center Alumni Network
- Member of Soroptimist, an international organization of professional women working to improve the lives of women and girls
- Ambassador for International Student Center Ambassador Program
- Primary Children’s Medical Center Volunteer
- Lead QEP Evaluator for Horrey-Georgetown Technical College, SC reaffirmation on-campus visit by Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS).
- Proposal Reviewers provided for NACADA Region Ten Conference, AERA, ASHE, and Students in Transition Conference
- Created publicity poster for Salt Lake County World Refugee Day program events
- Susan G. Komen Race for the Cure participant and fund-raiser
- August 2008 “Project Complete” – Scholarship Regional Demonstration, Jury Panel Evaluation Program, Indianapolis, IN. Also, presented on the RTU program and our ability to find scholarship money for RTU students.