

University College (Org# 00301) - Budget Information for 2014-15 (FY 15)

(Submitted on March 9, 2015 by Sharon A. Aiken-Wisniewski)

Introduction to University College

University College (UC), as an organization, focuses on engaging with U of U undergraduate students and the greater community through the process of academic advising for understanding academic policy and procedures to positively impact retention and goal attainment.

The emerging “**Why**” that powers our organizational energy is:

“Academic advising unpacks the meaning of education to change individual lives
and transform the greater society.”

Specific populations assigned to UC with data provided by OBIA & UC Annual Report:

Populations	Enrollment Data
Undeclared/exploring students	<ul style="list-style-type: none"> • Fall 2014 = 2403 students (OBIA) • UExplore First Time Students Fall 2014 = 1182 • Undecided MAP/60 credits HOLDS = 170 (approximate at writing)
Scholastic Standards students (specifically students on a probationary status who pursuing academic recovery programs)	<ul style="list-style-type: none"> • After Fall 2014, 1268 students on probationary status (WR, PR, SU, DIS) and over 6000 on Dean’s List (Student Systems Report) • After Fall 2014, 456 (15.5%) new freshmen on warning and 171 (10.3%) new transfer on warning (Student Systems Report)
Preprofessional students for understanding of admission to professional school (listed in Peoplesoft at pre-med, pre-dental, pre-law)	<ul style="list-style-type: none"> • Fall 2014 (OBIA) <ul style="list-style-type: none"> ○ Pre-med = 598 ○ Pre-dent = 79 ○ Pre-law = 74 • FY 14 - 2590 individual appts. (Annual Report)
Prospective and newly admitted transfer students	<ul style="list-style-type: none"> • Over 1500 student contracts off-campus in FY 2014 (Annual Report) • New Transfers enrolled FY 15 (OBIA) = 2865
Students seeking policy information on general education and bachelor’s degree requirements	<ul style="list-style-type: none"> • All U of U undergraduate students are referred to University College to address policy and questions concerning general education from point of enrollment to point of graduation (over 25,000 students) • In FY 2014, over 1700 students had appointments for this primary reason (UC Annual Report)

	<ul style="list-style-type: none"> • Over 900 exceptions to GE were processed (Annual Report) • GE is a learning outcome for first year Mandatory Advising Program for all new first year students. In Fall 2014 = 3170 students.
Students who are returning to the university after an extended absence from the formal educational environment.	<ul style="list-style-type: none"> • Almost 300 alumni have completed their degree through this program as FY 14 (Annual Report) • In FY 14, 254 individuals were seen for this reason at UC.

Through individual appointments, classes, group advising, and short contacts, the UC staff listen to student’s questions, offer solutions based on institutional policy, and participate in a rich dialogue that empowers skill development in the areas of critical thinking and decision making for students. In FY 2013-14, UC staff members had over 80,000 contacts with students and also participated in the campus community through committees, facilitating courses, and engaging in partnerships. In FY 2014-15, UC staff are on track to exceed the FY14 productivity by 5%.

Activity Informed by Data

The 2012 & 2014 Campus-wide Academic Advising Surveys showed that 76% of students engaging with University College for their last advising appointment indicated satisfaction. Student described their University College experience in these ways:

“One of the pre med advisors took into account that my wife was also in school, that we hoped to have children soon, and a few other personal variables. It was very helpful to have my advising customized to my situation.”

“Martina (Stewart) took such an interest in me and really helped me plan out my major and plan my classes to get my GPA up so I can get into the major I want.”

“They are very helpful and knowledgeable. They are on your side and really want you to succeed. My advisor remembered me and my story, this was very impressive to me.”

Based on comments from students who were not satisfied with their experience, the themes were technique and time for advising. Thus, University has a goal of increasing the satisfaction rating by 5% in the 2016 Campus-wide Advising Survey through these actions:

- Revamping the initial training to increase training on advising technique.
- Focusing on concepts that address technique with all staff.
 - Appreciative Advising Concept
 - Foster student belonging
 - Case studies that increase understanding of MBTI
- Revisiting staff time for student appointments based on office scheduling and using Appointment Manager in more strategic ways to enhance interactions.

Once these actions are in place, measurement tools beyond the Campus-wide Academic Advising Survey will be used to gauge impact on student satisfaction, learning, and success.

In addition to human contact, University College focuses on and assumes responsibility for informational technology solutions that positively impact the undergraduate student experience. These include

- Degree Audit software called DARS (over 350,000 audits processed in FY 14)
- Degree Planning software called Graduation Planning System (GPS) (every undergraduate major has a plan in GPS)
- Appointment & Activity management through Appointment Manager (Implementation in process for FY 15, See Appendix A)
- Data collection through ACCESS & EXCEL
- Social Media Solutions (Use of Twitter, Facebook, blogs, and LinkedIn to communicate events)

These products complement the human touch services extended to the U of U community from UC.

Additionally, UC takes a leadership role in creating community for campus-wide academic advising to positively impact the undergraduate student experience. Activities include:

- Training and development on information and strategies for advising delivery, which focuses on
 - Annual U of U Advising Conference (95 participants in FY 14)
 - Mandatory Advising Kick-off (Over 100 participants in Sept. 2014)
 - Advising Basics Training for new advisors, and
 - PEOPLESOFT and DARS Training.
- Co-chairing the University Academic Advising Committee (UAAC), which
 - establishing a regular meeting with agenda and speakers, (11 meetings/yr with average attendance at 50 people)
 - updating the UAAC listserv (on average 5 announcements a week),
 - updating the UAAC website & blog, and
- Facilitating student interaction that supports goal attainment, which includes
 - Administration of the mandatory advising program (MAP) for first year freshmen, second year students, and undeclared after 60 credits,
 - Assessment of campus-wide advising,
 - Administration of the Major EXPO, Law Fair, Pre-Medical Conference, and
 - Promoting the Plan to Finish (P2F) campaign.
- Facilitating community for academic advising, which addresses
 - Networking activities,
 - Supporting the annual advising awards, and
 - Encouraging membership in national organizations such as NACADA.

Through the 2012 and 2014 Academic Advising Survey, 72% of students reported satisfaction with campus-wide academic advising. This satisfaction rating is consistent with the Senior Survey. Comments like this describe components that lead to this satisfaction:

“Really, really helpful. I've been to several other colleges/universities, and have never found the help and support that I found here at the University of Utah. The academic advising system is OUTSTANDING because of the outstanding advisor team!! Thank you!!”

A number of themes were highlighted by students who reported dissatisfaction with campus-wide advising. In an effort to increase satisfaction, the following actions were taken:

- Sub-committees were formed in UAAC to address themes in feedback.
- A campus-wide appointment system was purchased to offer ease in scheduling an advising appointment (implementation in progress).
- National speakers on the concepts of “appreciate advising” and “belonging” address advisors in September 2014 and April 2015.

In the 2016 survey, the goal is to increase satisfaction by 3% due to these activities as well as increased financial resources to campus-wide advising from central administration for the Bridge Academic Advising Model and under resourced academic departments.

As a member of Undergraduate Studies, UC contributes to the goals of this unit. These goals are listed below in the budget narrative with current impact from UC.

University College Contributing to Common Good of University of Utah & Greater Community

Academic advising as a field emerged from the teaching mission of a university (Kuhn, 2008). Historically faculty members delivered advising through dialogue and questions to focus on critical thinking, creativity, and decision-making. As higher education institutions grew in scope, expertise in academic disciplines emerged, and faculty positions were framed on the structure of research, teaching, and service, it was critical to maintain institutionally affiliated personnel to offer guidance and support to undergraduates as they pursued knowledge through the structure of an undergraduate education.

Since the mid-1990's, University College has served as a steward for students as well as the greater campus community through the process of academic advising. Here are just a few of the contributions, University College has made in the past year:

- In FY 14, had over 80,000 contacts with students, staff, faculty, and greater community through e-mail, phone calls, quick help walk-in, appointments, workshops, courses, and tabling to offer guidance on campus-wide academic policy, process, and appropriate resources.
- University College provides a Quick Answer service from 9 AM to 5 PM, Mon-Fri to answer quick questions and assist individuals in identifying appropriate resource. Over 50,000 contacts occurred through this method.
- University College is responsible for the Scholastic Standards Program (probation and Dean's List) for the entire campus. Through engagement with IT, Registrar's Office, Admissions Office, and academic colleges & schools, policy is enforced and students are nurtured in achieving their educational goals. After Fall 2014, 1268 students were on probationary status (WR, PR, SU, DIS) and over 6000 on Dean's List (Student Systems Report).
- University College made advisor assignments to Fall 2014 new freshmen (NB) who were undeclared. These 1182 students had the name and contact information of an advisor before arriving on campus, were invited to a social to meet their advisor, met with them for First Year MAP, and received other communication through the UEXPLORE Program. Through this program, the assigned advisor shared the greater campus through targeted communication and programming.
- University College is an unofficial ombudsman location for students who have academic challenges. Students are referred to UC when graduation clearance is denied, a course has insufficient enrollment, and/or an extenuating circumstance has impacted their academic experience. Examples of issues in this category this year include:
 - Graduation clearance denied due to too few credits.
 - Enrollment in a course denied due to pre-requisite checking.
 - Returning student on quarter system needed assistance in negotiating semester catalog.
- University College and Undergraduate Studies provide financial and administrative resources for the University Academic Advising Committee to sustain this effort. These include:
 - Co-chair for UAAC and provide members for other committees.
 - Co-write the Annual Report for UAAC.
 - Support website, listserv, and production of monthly minutes.
 - Administer EXPO and MAP on behalf of UAAC members.

- Financially support all Annual Advising Conference, MAP Kick-off, Advising Basics, Peoplesoft & DARS training, monthly In-service, and Advising Awards.
- University College researched and explored a number of resources for online appointment scheduling for students to connect with advisors. After testing a product for 8 months, UC secured campus level resources for the product and started an implementation of Appointment Manager for on-campus students in September 2014.
- Developed and facilitate a curriculum that offers enhanced advising experiences for students on self-exploration and admission to professional school.
- Since 2002, University College has provided academic advising to students at SLCC. This partnership has provided much collaboration to positively impact these students as they pursue completion of their goals.

The above items briefly outline the contributions made by University College to the campus community. These projects and activities relate to academic advising delivery and support communication of academic policy, process, and resources.

University College staff members participate on a number of campus-wide communities and campus-wide projects. For FY 14 & 15 these include (but are not limited to):

Committees

- Undergraduate Council & General Education Curriculum Council
- Task Force for Transfer Students (SVPAA Committee)
- Task Force on Campus-wide Orientation (SVPAA Committee)
- Strategic Scheduling for Student Success (SVPAA Committee)
- Admissions & Credits Committee (U of U Senate Comm)
- USHE Articulation Committee (Statewide)
- LEAP Policy Advisory Board
- Student Commission

Activities

- Provided Keynote for LEAP Convocation
- Search Committees in Social Work, Biology, Orientation, Equity and Diversity, and Dean of Students Office
- Tabling at events such as Plaza Fest; Red, White, and U Day; and transfer events at SLCC
- Participated in implementation of eCatalog (Aculog)
- Calling campaign by Registrar's Office before each term begins

In addition to contributing the campus community, University College members contribute to their field of academic advising and their community. Examples of these include:

Service to Professional Organizations

- Membership to National Academic Advising Assn. (NACADA) committees and interest groups.

- Facilitate conference presentations at regional and annual meetings to share work at U of U.
- Contribute to NACADA publications.
- Co-editor for NASPA Journal About Women in Higher Education (NJAWHE).
- Participate and promote Complete College America initiatives.
- Participate in planning committee for Utah Advising Assn. (UAA) Annual Conference.
- Lead the Western Assn. of Pre-Law Advisors (WAPLA).
- Mentoring women through NASPA Candid Conversations.
- Served as consultant to EAB on student success and mandatory academic advising.

Service to Community

- Participate in Daffodil Days for American Cancer Society.
- Facilitated MBTI workshop for Student Star Program.
- Organized advising food drive for food box outside of Counseling Center.
- Serve as timer at local swim competition.
- Created activity packs for Huntsman Cancer Institute.

The staff members of University College are active on many fronts. They focus on sharing their understanding of higher education in a variety of ways to produce understanding, access, progression, and goal attainment. Individual students, members of the University of Utah, and the off-campus community benefit from their energy, effort, and expertise.

Budget Narrative

University College is making FY15 a productive year through new programs and initiatives. These include

- Implementation of UExplore Program
 - In Fall 2014, 1182 undecided freshmen were assigned academic advisors as part of the UExplore Program.
- Implementation of Appointment Manager for campus-wide partners.
 - As of the writing of this narrative 70% of the advising community is engaged with implementing this tool.
- Expansion of Preprofessional Advising to include students pursuing physical therapy, physician assistant, and pharmacy.
- Retuning scholastic standards for Academy of Math, Engineering, and Science (AMES).
 - UC staff visited AMES in Fall '14 and Spring '15 to advise students about choices and policy to increase their success.
- Advising more UFutures Students.
- Expanded mandatory advising through collaboration with Honors College to add this to first year in FY 15 and second year will be added in FY 16.

These activities as well as others are presented below within the context of UGS “Big Three Goals,” which contributes to the UC vision for excellence in academic advising.

Goal 1: Every entering student in a learning community or a living and learning community

- University College advises students about options and assists with identifying a good fit in BlockU, LEAP, and Honors.
 - The University College Major Exploration Center offers undecided students the opportunity to participate in a community just for them. Students explore their identity development through the UC 1050 - Major Exploration Course and the accompanying events such as the UExplore Open Houses and the Major Exploration Expo.
 - University College advisors engage with students who are active in learning communities to explain the Mandatory Advising Program (MAP).
 - University College DARS Encoders and advisors are supporting learning communities, such as Honors & BlockU, by enhancing the degree audit, DARS, to meet the needs of students in those communities and engaging in activities to ensure the audit reflects accurately the student experience.
 - University College Major Exploration Center created a community for undeclared students in 2014-15. This program assigns incoming freshman to a specific advisor in University College for guidance through the process of exploring majors and navigating the University of Utah. Students are encouraged to participate in organized learning communities through Undergraduate Studies.
 - The Transfer Center at University College promoted learning community options for transfer students within the LEAP and BLOCKU programs.
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- The Scholastic Standards Program at University College partnered with The Writing Program to understand the experience for students in Writing 1010 to look for

opportunities for future community. These students have a great deal of academic promise and an invitational learning community might be an option for nurturing their academic talents. A partnership with a current learning community is a possibility.

Goal 2: Every student has at least one deeply engaged learning experience—President Pershing’s Presidential Promise

- University College creates and fosters engaged learning experiences. These include:
 - UC Preprofessional Advising Office hosts the annual Premed Conference which is designed to be a transformative, hands-on learning experience where students can match their values and skills with their future goals.
 - UC facilitates a peer advising program that offers 3 to 5 undergraduate students an opportunity to develop their skills in advising through mentoring and then hands-on experience of advising U of U undergraduate students on academic policy.
 - UC advisors have mentored an Innovation Scholar who was creating community for undecided students.
 - UC advisors serve as mentors for the Olene Walker Transition to Adult Living Scholars Program. This includes at least 1 individual contact per month, but usually additional contact is made through email, phone, and group activities.
 - UC advisors serve as advisors for USTART, a student success program through the Women’s Resource Center (WRC).
- UC advises students about activities that address engaged learning based on student’s interests, values, and future goals.
- Through the Mandatory Advising Program (MAP), UC ensures students are engaging with advisors at key points throughout their undergraduate experience. This allows advisors an opportunity to create a relationship with their students and recommend/discuss appropriate engaged learning experiences.
- University College’s curriculum offerings include UC 1050 Major Exploration. This course assists students with the process of understanding self as they explore options for engaged learning on our campus.
- The Transfer Center at University College advises prospective and new transfer students on the importance of identifying interests and engaging with an activity that complements those interests. This includes UROP, Honors, Bennion Center, and MUSE.
- UC advisors take a considerable amount of time working with suspended students to create relationships of trust, clarify goals, help students reflect on themselves and their future plans, facilitate learning about self, help them learn from their past behaviors while focusing on the future.
- The new advising initiative, UExplore from University College, will assist exploring students with finding meaningful experiences across campus that will engage them in the campus community. Engaging in the process of academic advising through UExplore will also aid them in the process of developing a path to navigate the engaged learning experiences that will assist them in major selection and identity development.

Goal 3: Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.

- UC developed and supports the Bridge Academic Advising Program to increase developmental advising across the campus.

- UC coordinates the Mandatory Advising Program to ensure students are interacting with advisors at strategic points to offer introduction and development of individual plans.
- UC collaborates with the campus community to build degree plans that offer direction on completing a degree in a particular period of time.
- UC maintains, advertises, and encourages use of the Graduation Planning System.
- UC Collaborates with academic departments and other campus entities to facilitate Returning to the U Students with degree status evaluation and a plan for timely degree completion. UC supports RTU students through advising and coordination of access to free tutoring, readmission application fee waivers, and scholarships.
- UC invites student success advocates to all advising events, provides UAAC listserv access, and invites them to weekly UC In-service.
- Piloted an early alert program, Support U, to gather information regarding attendance and class performance for students who have recently returned from suspension. This information is then used to assist students or give them positive feedback.
- UC advisors meet with students regarding the Academic Renewal Policy to evaluate how it will impact completion progress as far as time and cumulative grade point average. This policy offers students an opportunity to enhance their academic performance indicators while graduating in a timely manner.

Future Contributions to UGS Goals beyond current activities:

Goal 3: Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.

- Look at more ways to promote P2F with all students in FY 16.
- Look at more ways to engage advising community in P2F in FY 16.
- Support colleges for increasing the number of Bridge Academic Advising positions. It provides a holistic approach to academic advising. (In UGS & College Budget requests.)

University College (UC) – Summary of Functions & Services (7/13/15)

UC Mission: To Assist new, transfer and transitioning students, through academic advising, to develop and implement individual plans for achieving educational and life goals.

The “Why” that drives UC is: Academic Advising unpacks the meaning of education to change individual lives and transform the greater society.

Arguably, University College serves every undergraduate student at the University of Utah in some “way, shape, or form” before they receive their degree. Many of these students are seen in person, because they are in one of the populations assigned to or served by UC (these are outlined below). Others come to UC because UC advisors are accessible and have a wealth of knowledge about resources and contacts at the University. Finally, UC provides training and support for all advisors on campus, so many students are “touched” by advisors who have been “touched” by UC.

Specific UC populations

Undeclared/Exploring Students	(U Explore Program and Major Exploration Center)
Scholastic Standards Students	(Workshops and advising for students on probationary status)
Preprofessional Students	(Targeted advising for pre-med, pre-dent, pre-law, etc)
Prospective and New Transfers	(Targeted advising to assist transitioning to the U)
Returning Students	(Students returning after extended absence)

Other Major UC Services

Gen Ed/Bachelor’s Degree Reqs	(Address questions and policy regarding these requirements)
Advisor Support/Training	(With UAAC, support undergraduate advising across campus)