

2010-11

# University College Annual Report



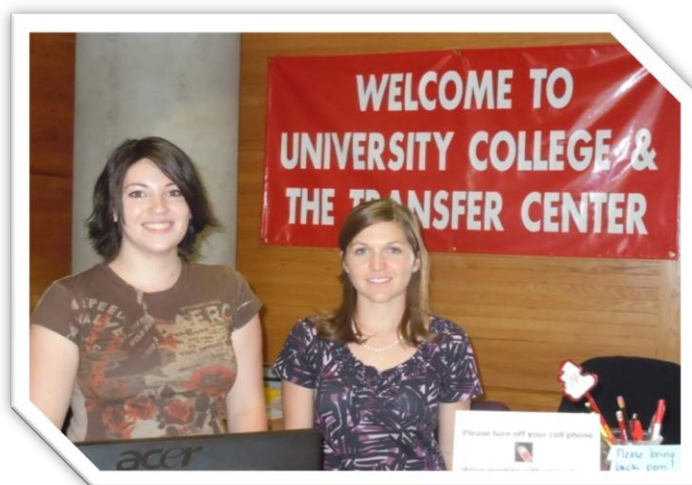
Written By Staff of University College

7/22/2011

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



*Sharon Aiken-Wisniewski*

**Welcome to the 2010-11 Annual Report!**

University College is a central advising unit at the University of Utah. The staff of University College (UC) advise students who are in transition to the U of U as well as within the campus community. Our mission is:

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

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

This report will share with the reader the activities of UC for the 2010-11 year as well as data that address utilization. Some of the highlights for UC this year include:

- Expanding the Major EXPO to a virtual site. Check it out at: <http://www.sa.utah.edu/Advise/home/major-exploration/virtual-major-expo.aspx>
- Applying for and receiving a Daniels Fund Grant for scholarships for students participating in the Returning to the U Program.
- Initiating the Lighthouse Ceremony.
- Adding more departments to the Graduation Planning System (GPS).
- Collaborating with the Registrar's Office to achieve graduation clearance with DARS.
- Collaborating with campus partners in International Center and Admissions Office to welcome the first cohort of students in the U.S. Sino-Pathway Program (USPP).
- Expanding the current UC curriculum with additional enrollment as well as adding a new course UC 1030 - *Successfully Preparing for Admission to Dental School*.
- Developing and facilitating a new presentation for new student Orientation called "Design your Degree" to encourage students to think about their degree in a holistic way.
- Implementing policies changes for the Academic Renewal policy.

And UC staff had over 77,000 contacts with students, campus partners, and the community.

Thank you for reading the 2010-11 Annual Report. UC Contact information is above for readers to use to send questions or feedback.

## STUDENT CONTACTS



Sharon Aiken-Wisniewski

The staff in University College (UC) had over **77,000** contacts with students, campus partners, and outside constituencies during 2010-11 academic year. University College uses a Microsoft Access database for more accurate recording of student interactions. UC staff record contacts directly into the database for accuracy and timeliness.

Academic Year	Appointments	Quick Helps*	Total
2000-01	16,871	15,894	32,765
2001-02	16,836	16,224	33,060
2002-03	15,656	16,870	32,526
2003-04	15,711	23,127	38,838
2004-05	13,869**	29,707	43,576
2005-06	11,283	28,454	39,737
2006-07	9,109	41,736	50,845
2007-08	10,822	47,602	58,424
2008-09	11,785	43,181	54,424
2009-10	12,572	52,147	64,719
<b>2010-11</b>	<b>13,702</b>	<b>55,760</b>	<b>69,462</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.

### 2010-11 Student Contact Summary

Appointment and Same Day	13,702
Quick Help (QA Desk, Presentations, Reception)	55,760
E-mail Advising	6,507
Workshops for Scholastic Standards (Warning)	1,312
<b>Total Number of Student Contacts</b>	<b>77,281</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 2010-11, UC sent **48,862** pieces of correspondence to students via e-mail or postal services.

## Analysis of Student Contacts

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

### Class Standing of Students Served

Class	2006-07	2007-08	2008-09	2009-10	2010-11
Freshmen	27%	28%	29%	31%	26%
Sophomores	26%	20%	20%	20%	20%
Juniors	23%	20%	17%	14%	14%
Seniors	13%	13%	12%	10%	12%
2nd Bach (New in 2008-09)			4%	5%	5%
Transfer (New in 2006-07)	6%	10%	11%	13%	15%
Returning to the U (New in 2008-09)			3%	2%	1%
Others*	5%	9%	4%	4%	7%

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

### Contacts by Type in 2010-11

The mission of University College requires a developmental focus and informational advising focus. These foci lend themselves to either scheduled appointments that allow the advisor and student time to discuss issues or a short rapid response provided through “Quick Answer.” A Quick Answer advisor is available from 9 to 5 PM every business day in SSB 450.

Appointments marked as “same day” are maintained for students who need immediate assistance based on a conversation with a Quick Answer advisor.

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

Type	2006-07	2007-08	2008-09	2009-10	2010-11
General Ed/Graduation Requirements	12%	19%	12%	14%	11%
Academic Program Plan/Registration	40%	36%	29%	31%	32%
Policies and Procedures	8%	7%	7%	8%	7%
Transfer Student Issues	14%	NA	NA	NA	NA
Scholastic Standards	16%	13%	12%	11%	11%
Professional/Graduate School (New in 2007-08)		12%	17%	15%	16%
Major Exploration	10%	11%	9%	8%	8%
Mandatory Freshmen Priority (New in 2008-09)			11%	11%	11%
Second-Year Advising (New in 2008-09)			3%	3%	3%

Type	2006-07	2007-08	2008-09	2009-10	2010-11
Total Contacts	9,109	10,822	11,785	12,572	13,702

### **Reported Home College**

Students are asked to report their major, if appropriate, when checking-in for an appointment. As the chart below indicates, 54% of the students seen in University College report a major interest. These advising issues range from questions on general education to finding the location of the home college advisor to identifying resources that will result in academic success.

\*In 2008-09, University College created a partnership with Fine Arts for advising.

	2007-08	2008-09	2009-10	2010-11
Business	844 (8%)	787 (7%)	608 (5%)	758 (6%)
Engineering	461 (4%)	458 (4%)	498 (5%)	547 (4%)
Science	576 (5%)	465 (4%)	463 (4%)	510 (4%)
Architecture	252 (2%)	274 (2%)	362 (3%)	255 (2%)
Education	213 (2%)	230 (2%)	149 (1%)	176 (1%)
Fine Arts*	433 (4%)	690 (6%)*	1,106 (9%)	1,683 (12%)
Health	462 (4%)	410 (3%)	506 (4%)	640 (5%)
Humanities	890 (8%)	1,113 (9%)**	708 (6%)	679 (5%)
Nursing	418 (4%)	497 (4%)	611 (5%)	696 (5%)
Pharmacy	129 (1%)	122 (1%)	129 (1%)	171 (1%)
Social and Behavioral Science	1,179 (11%)	1,179 (9%)	1,090 (9%)	1177 (9%)

### **Conclusion**

University College continues to provide advising services to many students with different needs. In the developmental advising area, appointments allotted 45 to 60 minutes instead of 30 minutes are continuing to grow. Also, the Quick Answer Center is popular with students, advisors, faculty, and external constituents since it is immediate and provides direction. The services of University College continue to be utilized by the U of U community as an academic policy and procedure resource as well as for administrative functions. More detail is available for each area of this agency within this document.

## **MANDATORY ADVISING PROGRAM**



*Martina Stewart, Victoria Trujillo, Steve Hadley*

### **Overview and Goals for 2010-11**

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

- **Freshman Advising** during freshman students' first semester at the University of Utah
  - **Second Year Advising** for students enrolled fall semester with 2 or 3 prior terms of enrollment and 60 or fewer credit hours
  - **60 Credit Undeclared Student Advising** for students who have completed at least 60 credit hours and 2 semesters at the University of Utah, who have not yet declared a major or pre-major.
1. *Consolidate the administration of the Freshman, Second Year, and Undeclared Advising Programs into one cohesive Mandatory Advising Program.*
    - Last year the individual programs were consolidated into one cohesive program with a unified timeline and coordinated training for advisors at the MAP Kickoff Event.
  2. *Acknowledge advisors who are utilizing the "Notes" function in PeopleSoft at the Mandatory Advising Program Kickoff.*
    - Eight awards were presented by the Assistant Vice President for Undergraduate Studies in the categories of Highest Number of Notes, Highest Percentage of Notes, and Most In-Depth Notes.
  3. *Continue to work with the Assistant VP of Undergraduate Studies and Office of Budget and Institutional Analysis to develop an evaluation strategy that encompasses the entire Mandatory Advising Program.*
    - We have received some data from OBIA, but will need to continue to work on a consistent way to receive needed data about the MAP Program.

## Highlights and Program Utilization

1. **Freshman Advising Program:** The Freshman Advising Program has been in existence since 1999. Between 1999 and 2007 when advising was voluntary, 55-66% of new freshmen met with an advisor and received priority registration for spring. As part of the Mandatory Advising Program, 71% of students met with an advisor early (by November 16) to receive priority registration, and 93% of students were advised by January 7<sup>th</sup> (Table 1).

### a. Flow of Students (Table 1)

Year	Selected for Freshman Advising Fall Semester	Received Early Advising and Priority Registration	Met with Advisor by 12/1	Registered for Spring by 12/13	% Advised and Holds Removed by 1/7	Met with Advisor in UC
2010	3,206*	71%	74%	77%	93%	1,232

\*includes students who started summer and fall 2010

**Table 1**

- b. **GPA and Retention Fall to Spring (Table 2):** Based on data collected by Institutional Analysis, students who meet with an advisor early and receive priority registration post a higher GPA for their first semester and have a higher fall-to-spring retention rate compared to those students who do not meet with an advisor early and receive priority registration.

Student Group	Mean term GPA Fall 2010	Retention Fall 2010- Spring 2011
Advised Early/ Received Priority (2,184 students)*	3.09	94%
Not Advised or Not Advised Early/ Did Not Receive Priority (830 students)*	2.70	75%

\*includes students who started fall only

**Table 2**



- c. **Retention (Table 3).** The data also suggests 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 3**

<b>Student Group: Fall 2006 Cohort</b>	<b>RETENTION</b>			
	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
Advised/Received Priority (1,645 students)	74%	66%	67%	58%
Not Advised/Did Not Receive Priority (1,083 students)	56%	45%	47%	44%

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

**Table 4**

<b>Student Group: Fall 2005 Cohort</b>	<b>GRADUATION AS OF SPRING 2010</b>
Advised/Received Priority (1,562 students)	607
Not Advised/Did Not Receive Priority (1,067 students)	201

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

a. **Flow of Students (Table 5)**

Year	Selected for Second Year Advising	Number/% of students advised before hold placed in March	Number/% of students who received a registration hold	Number/% of students advised as of July	Met with UC Advisor*
2008	2,156	1,149 (53%)	1,007 (47%)	1,796 (83%)	365
2009	2,206	1,097 (50%)	1,109 (50%)	1,855 (84%)	302
2010	2,373	1,129 (48%)	1,244 (52%)	1,981 (83%)	389

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

**Table 5**

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

a. **Flow of Students (Table 6)**. The number of students who have been selected for 60 credit hour Undeclared Student Advising has decreased over the past 4 years, which may be a positive outcome of Mandatory Freshman and Second Year Advising.

Year	Received Notification Email (November)	Received Registration Hold (February)	% Notified That Actually Received Hold	Holds Removed (July)	% Holds Removed (July)
2007/2008	608	331	54%	272	82%
2008/2009	454	205	45%	160	78%
2009/2010	391	197	50%	149	76%
2010/2011	433	192	44%	157	82%

**Table 6**

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### *Goals for 2011-12*

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- Incorporate the Mandatory Advising Program Kickoff into the University of Utah Advising Conference as a way to streamline resources and the number of out-of-office advisor development opportunities in September.
- Evaluate and enhance communication with students regarding the Mandatory Advising Program.
- Create appropriate electronic informational pieces for students to enhance their advising experience.



# **UNDECIDED STUDENT PROGRAM**



*Steve Hadley, Martina Stewart, Sarah Rollo*

## **Overview and Goals for 2010-11**

- Establish the Major Exploration Center in University College.
  - *The University College Major Exploration Center (UMEC) has been established and was promoted on March 8, 2011 at the Major Exploration EXPO. This includes a new website (<http://majors.utah.edu>).*
- Provide training at the Mandatory Advising Kickoff program on how department advisors can work with exploratory students.
  - *This training was developed and facilitated at the Mandatory Advising Kickoff program.*
- Invite more high school students to attend the Major Exploration EXPO. (With the Major Exploration EXPO moving to March more high school students may be able to attend).
  - *High school students were targeted through collaboration with Student Recruitment and by sending an invitation to all of the charter schools in the state of Utah.*

## **Specific Activities and Highlights**

### ***Major Exploration EXPO***

The 6th Annual Major Exploration EXPO took place on March 8, 2011. For the first time the event was held in the spring. The event was successful for the 6<sup>th</sup> year in a row. Here are some of the highlights:

- An estimated 600 students were able to interact with 90 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.
- 95.83% of students surveyed (N=96) said that they would recommend the EXPO to a friend.
- 84.38% said that they were able to find the information they were looking for, and another 8.33% stated that they were not looking for anything in particular.

### ***Virtual Major Exploration EXPO***

Each year we host an event called the Major Exploration EXPO where students can explore the many opportunities available to them. While we still plan to maintain the face-to-face interaction afforded by the Major Exploration EXPO, we also wanted to provide students with a way to interact with advisors/faculty year round. To do this we created the Virtual Major Exploration EXPO.

The Virtual Major Exploration EXPO consists of short film segments of advisors/faculty describing their major and the opportunities that exist within that major.

- 50 video clips were created
- Video clips represent 48 different majors
- One video clip encourages student involvement

- One video clip educates students regarding the Late Withdrawal Policy  
These video clips are posted on the University College Major Exploration Center website (<http://majors.utah.edu>), and will also be made available for departments to post on their own websites.

***Declare Your Major Campaign***

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

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

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

**Significant Milestones or Program Utilization**

- University College has established a website through SkillsOne which will enable students and advisors to utilize the Strong Interest Inventory and the Myers Briggs Type Indicator (MBTI) at a lower cost. This also allows for more accurate scoring on the MBTI as compared to previously used hand-scoring methods.

**Undecided Advising at University College Advising**

	2009-10	2010-11
Undecided Students advised	3,625	3,909
Students designated as “Major Exploration” for the main purpose of their visit	996	1,066
Students designated as “Second Year Advising” for the main purpose of their visit <i>(Students only come to University College Advising For Second Year Advising if they are undecided.)</i>	332	441

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## Goals for 2011-12

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- Integrate the use of University College's new *SkillsOne* website to better utilize the Strong and MBTI when advising undecided students.
- Integrate the use of "clickers" in the UC 1050 class in order increase student participation.
- Continue to develop the Major Exploration Center (UMEC) website (<http://majors.utah.edu>).

### Addendum: EXPO Flyer

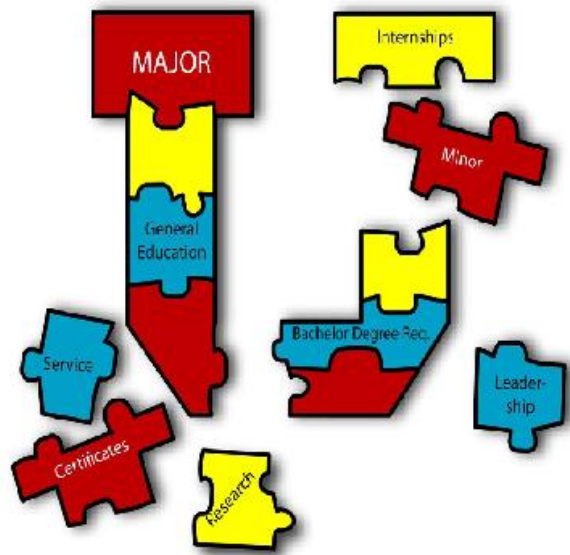


Join us for

The University of Utah's

# Major Exploration Expo

September 28, 2011  
10 AM — 2 PM  
Union Ballroom



Find out about:

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

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

To see a list of attendees to [www.utah.edu/uaac/expo](http://www.utah.edu/uaac/expo)

Questions? Contact University College (801) 581-8146

# UNIVERSITY COLLEGE CURRICULUM



*Leslie Park, Martina Stewart, John Nilsson*

## Overview and Goals for 2010-11

University College Curriculum has been developed to take academic advising into the classroom. Through a variety of courses we have been able to provide in-depth information on advising topics that will assist students to achieve their goals.

This year the major goal for this area was to begin collecting information on all of the courses currently being taught as well as to create a mission statement and goals.

### **Mission Statement**

The instructional mission of University College is to actualize academic advising as teaching with a challenging curriculum that engages students for personal discovery and enhances their educational experience.

### **Goals for University College Curriculum**

The University College Curriculum will:

- Focus on critical analysis and reflection.
- Create an environment that allows for an extended and increased developmental advising relationship.
- Facilitate a student's understanding of a community and how to realize their potential within it.

### **Courses Taught during 2010-2011**

#### UC 1010: Your Path to A Successful Start at the U (Addendum 1)

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

#### UC 1020: Successfully Starting to Prepare for Admissions to Medical School (Addendum 2)

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

#### UC 1030: Successfully Preparing for Admission to Dental School

Thinking about becoming a dentist? This course is designed for students who are exploring a career as a dentist, orthodontist, oral surgeon, or other specialist. The primary focus is to explore



the career through panels and presentations by practicing dentists as well as a continuous discussion on how to prepare for admission to dental school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1050: Major Exploration (Addendum 3)

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

**Enrollment in University College Courses**

<b>University College Course Enrollment</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
UC 1010: Successful Start at the U	141/170 7 sections	27/45 2 sections
UC 1020: Into to Pre Medical	42/40 1 section	NA
UC 1030: Into to Pre Dental	NA	25/40 1 section
UC 1050: Major Exploration	20/20 1 section	44/42 3 sections
LEAP 1050: Major Exploration Cross listed in Spring Semester with UC 1050	NA	16/18 1 section

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***Goals for 2011-12***

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- Create marketing material (i.e. brochure) to highlight UC courses.
- Work with Office of Budget and Institutional Analysis to obtain retention and graduation information for students enrolled in UC courses.
- Ensure all courses utilize online learning management system and transition to the new Canvas system.

Addendum 1, 2, 3: UC 1010, UC 1020, 1050 highlights

## Addendum 1

### UC 1010 Prepared by Leslie Park

#### Learning Outcomes for UC 1010

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

#### Goals for 2010-2011

#### Results

<ul style="list-style-type: none"><li>• Create a more formalized feedback process for instructors that teach the course to review/discuss student course feedback on an individual basis</li></ul>	<ul style="list-style-type: none"><li>• Each instructor received their individual feedback</li><li>• For all instructors that reapplied to teach in the 2011-2012 academic year, their interview consisted in a review of the evaluation and discussion about improvements in future classes</li></ul>
<ul style="list-style-type: none"><li>• Work with departments/programs that are requiring students to take UC 1010 to ensure that their goals and objectives are met through our curriculum</li></ul>	<ul style="list-style-type: none"><li>• Met with all departments and programs throughout spring 2011</li><li>• Will incorporate information about the special programs in the August instructor training to assist with class facilitation</li></ul>
<ul style="list-style-type: none"><li>• Work with OBIA to develop and implement assessment data regarding retention and graduation rates of student enrolled in UC 1010</li></ul>	<ul style="list-style-type: none"><li>• Postponed this to do in the 2011-2012 academic year for all of UC Curriculum</li></ul>

#### Student Feedback

- “A lot of very good information was taught during this course that I have used a lot throughout the semester and will the rest of my time here at the university”
- “The instructor knew what she want talking about and taught me where to go if I need any help”
- “Everything in the class was great. It was all very useful and I learned a lot of resourceful things that if I wouldn’t have taken the class it would’ve taken much longer to figure it out”

### **Enrollment History:**

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

**Table 1**

<b>Term</b>	<b>Number of Sections Offered</b>	<b>Total Enrollment</b>
Fall 2008	4	36
Spring 2009	1	7
Fall 2009	6	116
Spring 2010	1	17
Fall 2010	7	141
Spring 2011	2	27

### **Highlights 2010-2011:**

- During fall 2010, a semester-length course was designed for the First Scholar Program
- In May 2011, the Program Coordinator participated in Orientation Leader Intensive Training to share information about the course.
- Program Coordinator shared information about the course at the UAAC meeting to let campus advisors know about this resource for their new students.
- A one-day initial training was held in May for new and retuning instructors, with a follow-up scheduled for August.
- Program Coordinator presented at all freshman and transfer new student orientations to discuss course. This consisted of multiple interactions including:
  - A short presentation to the entire orientation group
  - A thirty-minute breakout session in conjunction with Education Psychology 2600 titled “Tips on Transitioning.” This breakout session occurred at all freshman overnight and one day programs.
  - The “Tips on Transitioning” presentation was also presented for parents that participated in the Parent and Family Program that ran concurrent with all overnight orientations during June 2010.

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### ***Goals for 2010-2011***

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

## Addendum 2

### UC 1020 Prepared by John Nilsson

UC 1020: Introduction to Premed Preparation (Fall semester 2010, 40 students enrolled)

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

These objectives will be achieved through the following:

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

Learning Outcomes:

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

Our physician guest speakers in Fall 2010 included a male obstetrician, a female gynecologist, a male pulmonologist, a male emergency room pediatrician, and a female radiologist. Two of these were also physicians of color. We also heard from the Dean of Admissions in the University of Utah School of Medicine, the Student Affairs Vice President in the University of Utah School of Medicine, and presenters from the Bennion Center, Undergraduate Research Opportunities Program, and Bioscience Undergraduate Research Program.

## Addendum 3

### UC 1050/LEAP 1050 Prepared by Martina Stewart

#### Overview

#### **Course Objectives:**

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

#### Program Utilization

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

- This past year we offered and filled 4 sections of the course, which is open to any University of Utah student as well as LEAP students.

<b>Year</b>	<b>Number of Sections</b>	<b>Enrollment</b>
<b>2006-2007</b>	<b>1</b>	<b>14</b>
<b>2007-2008</b>	<b>1</b>	<b>7</b>
<b>2008-2009</b>	<b>2</b>	<b>40</b>
<b>2009-2010</b>	<b>3</b>	<b>60</b>
<b>2010-2011</b>	<b>4</b>	<b>80</b>

- Each instructor administers a pre and post course evaluation to measure learning outcomes and if the course objectives have been met.
  - *Students in each course showed growth in decision making in the areas of understanding of self, relationship of self to options, identifying and utilizing resources, and setting goals and creating action plans.*

#### Goals for 2011-2012

- Offer 5-6 sections of UC/LEAP 1050 for 2011-2012
- Incorporate use of CANVAS in the course
- Ensure instructors are utilizing a common assessment tool

# **SCHOLASTIC STANDARDS**



*Jency Brown, Heather Crum*

## **Overview and Goals for 2010-11**

University College (UC) administers the University's scholastic standards (SS) policies for undergraduates and provides academic advising and other resources for students on the various levels of academic probation. Goals for 2010 – 2011 included:

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

## **Activities During 2010 - 2011**

The online Academic Success workshop is in the process of being revised using Prezi, a web-based presentation application, and will be implemented in the new Canvas system that is replacing Blackboard/Web CT.

The new academic renewal (7 year) and suspension (full year) policies have been implemented and the dismissal policy, which goes into effect July 1, 2011, will be implemented for students who are suspended for a second- time after Fall 2011. An in-service for UC staff and a roundtable for campus advisors will be scheduled during the fall to update everyone on the new policy.

The Early Warning intervention program was continued during Fall 2010 and will be continued during Fall 2011 for math courses, from 990 – 1210. It is hoped that new mid-term grade reporting software will be implemented in the future to replace the current manual system.

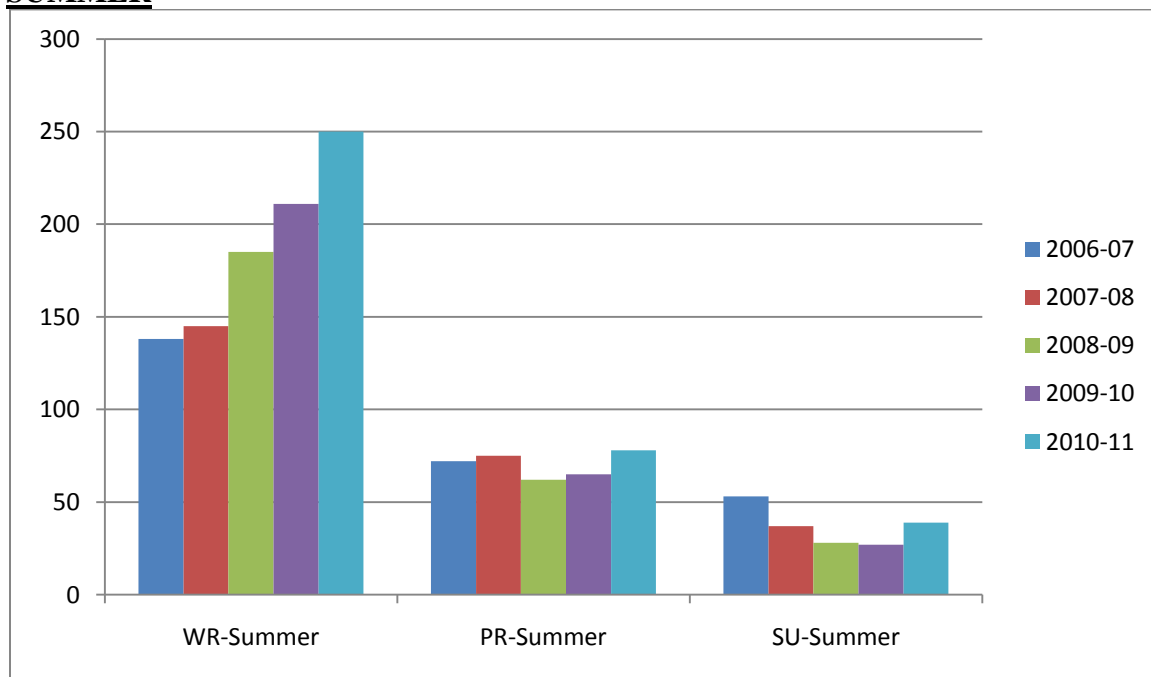
Discussions were held with UC staff regarding PR appointments and advisors were provided with a list of their PRS students. E-mails are being sent to Low List students encouraging them to meet with an advisor if they have questions or need assistance.

**A Look at the Data**

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

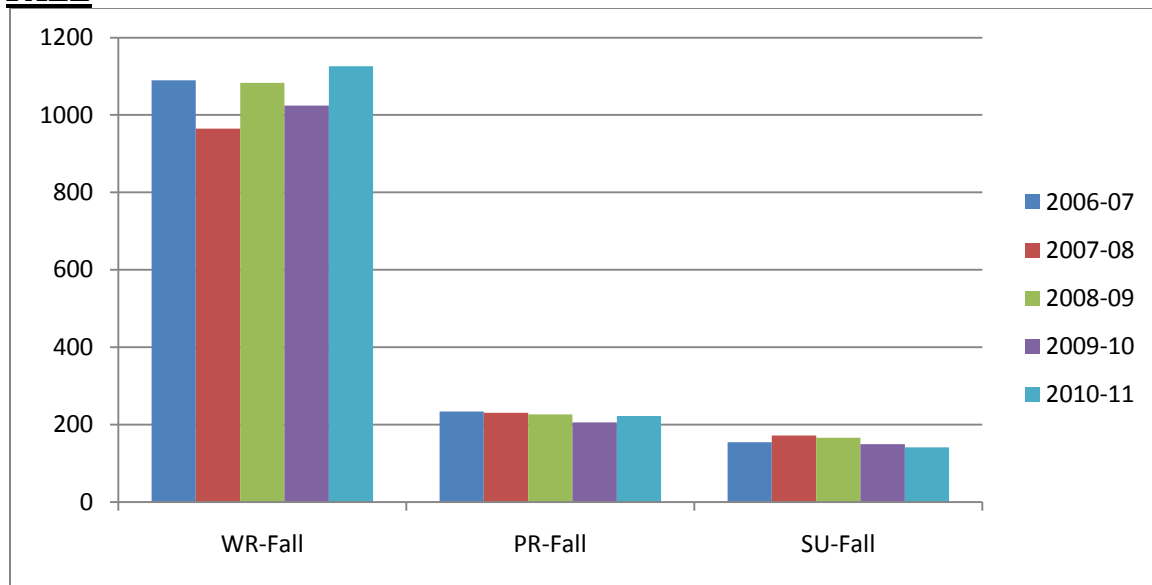
The actual number of students at each level of probation is actually somewhat lower than those in the tables, since these data are run shortly after grades are reported and does not allow for grade changes that can impact students’ academic standing. This became even more significant beginning in 2008-2009, when the Registrar’s office began assigning EU grades to students whose instructors did not report grades by the deadline.

**SUMMER**



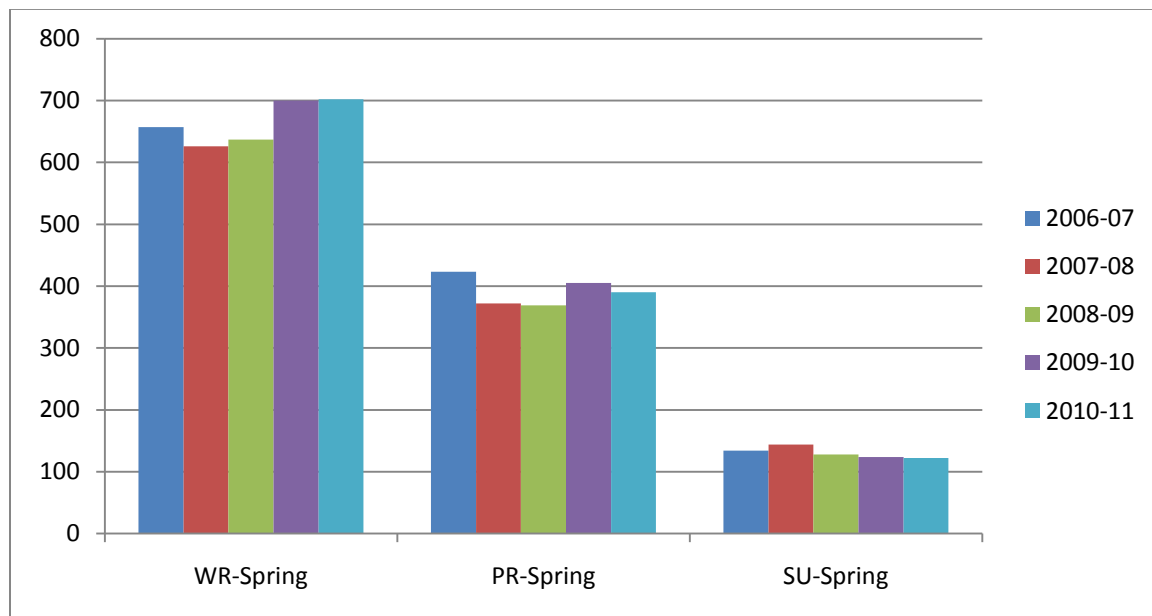
<b>SUMMER</b>	<b>Warning (WR)</b>	<b>Probation (PR)</b>	<b>Suspension (SU)</b>
2006-07	138	72	53
2007-08	145	75	37
2008-09	185	62	28
2009-10	211	65	27
2010-11	250	78	39

**FALL**



<b>FALL</b>	<b>Warning (WR)</b>	<b>Probation (PR)</b>	<b>Suspension (SU)</b>
2006-07	1090	234	155
2007-08	965	231	172
2008-09	1083	227	166
2009-10	1024	206	150
2010-11	1126	223	142

**SPRING**



<b>SPRING</b>	<b>Warning (WR)</b>	<b>Probation (PR)</b>	<b>Suspension (SU)</b>
2006-07	657	423	134
2007-08	626	372	144
2008-09	637	369	128
2009-10	700	405	124
2010-11	702	390	122



The next table follows the number of new freshmen who go on warning after their first fall semester and what their persistence is through their second year. For each year tracked, starting in 2006, over 70% of these students who struggle during their first semester are not attending by the end of the second year following their initial enrollment.

**New Freshmen on Warning**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Total New Freshmen</b>	2716	2633	2554	2793	2998
<b>Number on Warning (cum GPA below 2.0) after first term</b>	432 (15.91%)	406 (15.88%)	423 (16.56%)	404 (14.46%)	475 (15.84%)
<b>Did not attend the following spring term</b>	129 (29.86%)	131 (32.2%)	134 (31.67%)	112 (27.72%)	142 (29.87%)
<b>Had second term below 2.0 in spring</b>	179 (41.44%)	176 (43.3%)	164 (38.77%)	185 (45.79%)	249 (52.4%)
<b>Had successful second term</b>	124 (28.70%)	111 (27.3%)	127 (30.02%)	117 (28.96%)	84 (12.68%)
<b>Did not attend the following fall</b>	244 (56.48%)	222 (54.6%)	228 (53.90%)	256 (63.36%)	
<b>On some level of probation after one year</b>	122 (28.24%)	103 (25.3%)	97 (22.93%)	47 (11.63%)	
<b>Did not attend after the second fall</b>	316 (73.15%)	294 (72.4%)	319 (75.4%)		
<b>On some level of probation after second year</b>	29 (6.71%)	33 (8.1%)	21 (4.96%)		

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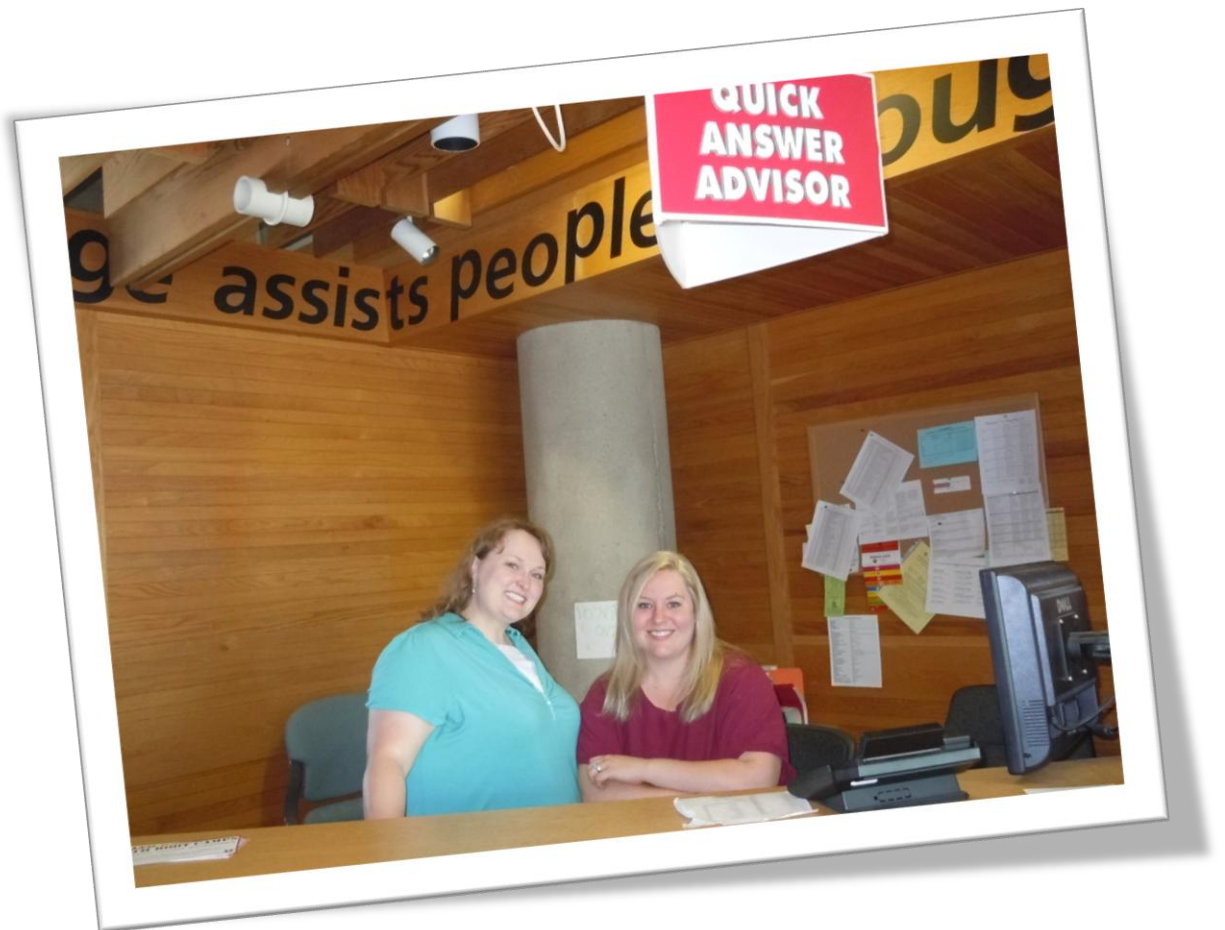
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## *Goals for 2011- 2012*

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- Implement and monitor new “Prezi” Academic Success Workshop in Canvas.
- Follow through with implementation of new suspension/dismissal policy, including presentations to UC staff and campus-wide advisors (UAAC).
- Work with Math department and AOCE to continue and improve Early Warning program for first-term freshmen in Math 990 through 1210.
- Create new interventions to assist PR and PRS students.



# ***THE TRANSFER CENTER***



***Terese Pratt, Natalie Brown***

## **Overview and Goals for 2010-11**

### **Conduct Assessment of Transfer Center Activities**

#### **Online Survey**

An online survey of students who had met with a Transfer Center advisor on one of our visits to Salt Lake Community College (SLCC) was conducted. We surveyed both current SLCC students and students currently at the U of U who had met with a Transfer Center advisor in the past. Overall the responses from students about their experiences with transfer advisors were very positive.

- 86% of students surveyed stated that meeting with a Transfer Center advisor gave them a better understanding of the admissions process.
- 88% of students said that meeting with a Transfer Center advisor made them feel more comfortable about transferring to the U
- 98% said that they would recommend that friends attending SLCC and thinking about transferring to the U of U should speak to a Transfer Center advisor

#### **Transfer Student Tracking Report**

176 randomly chosen transfer students who had met with a Transfer Center advisor during one of our visits from Fall 2006 to Fall 2009 were tracked to see what percentage of students were retained through a third semester. The data from this group was compared with data collected by The Office of Budget and Institutional Analysis (OBIA) for retention of transfer students into their second year.

- 85% of students who worked with a Transfer Center advisor were retained while only 76% of students in the OBIA study stayed in school for a third semester.

### **Promote the Graduation Planning System (GPS) with transfer students**

We now include information about GPS in the email sent out each semester to all newly admitted transfer students.

### **Update the SLCC/U of U Transfer Guide**

This guide is a document that outlines which SLCC programs match up best with U of U majors. This valuable advising tool was completely updated in Fall 2010 and is now used by advisors at both SLCC and the U of U.

## Other Activities

### Contacts

We continued to visit 2-year schools in the state (Salt Lake Community College and Snow College). Table 1 communicates number of hours and student contacts.

**Table 1 - Transfer Advising Contacts**

	Advisor Hours	Student Contacts
2010-2011	412	1,326
2009-2010	347	1,429
2008-2009	334	1,165
2007-2008	336	1,159

Student contacts were down slightly because of a decrease in the advertising of our visits to SLCC. The staff member from the Transfer Center at SLCC who coordinated and advertised our visits left her position in the summer of 2010 and was not replaced until the middle of Spring Semester 2011.

### Collaboration with Departments

We continued to coordinate departmental advisor visits to SLCC this year. Departments, colleges and programs that participated in these visits include: The College of Nursing, The Urban Teaching Institute, The David Eccles School of Business and the Colleges of Health, Social and Behavioral Science, Humanities, Fine Arts and Architecture and Planning.

**Table 2 - U of U Departmental Advisor Contacts at SLCC**

	Advisor Hours	Student Contacts
2010-2011	132	369
2009-2010	173	464
2008-2009	128	343

Again, we believe that the numbers of students meeting with departmental advisors were down somewhat this year because of staffing issues in the SLCC Transfer Center which lead to problems with setting up and advertising departmental advisor visits.

### Updating SLCC Transfer Information Files

For many years, the Transfer Center at SLCC has kept extensive computer files with information about all U of U majors. These files include detailed information about all U of U majors (academic plans, application information, course descriptions etc); information about SLCC programs that match up with U of U majors; and articulation information. Advisors at all SLCC campuses use these files extensively, making copies of the information to give to students. Unfortunately these files had not been updated for some time and students were getting out-of-date information.

- Advisors in the U of U Transfer Center offered to update these files for SLCC.
- The updates were completed in March 2011.
- We can now be sure that SLCC students are receiving up-to-date information about U majors.

- SLCC also agreed to allow The U Transfer Center to keep copies of the updated files, so that now all Transfer Center advisors have access to in-depth transfer information for all U of U majors.

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

We continued to advisor many transfer students here on the U of U campus:

**Table 3 - Transfer Center Advisor Contacts on U of U Campus**

	<b>Student Contacts</b>
<b>2010-2011</b>	<b>1,622</b>
<b>2009-2010</b>	1,649
<b>2008-2009</b>	1,293
<b>2007-2008</b>	1,269

### **Mailings to Transfer Students**

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

**Table 4 - Emails Sent to Transfer Students**

	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>
<b>Fall</b>	<b>1,510</b>	1,398	1,439	1,267
<b>Spring</b>	<b>1,093</b>	794	752	708
<b>Summer</b>	<b>377</b>	229	333	228
<b>TOTAL</b>	<b>2,980</b>	2,421	2,524	2,203

### **Transfer Orientations**

We continue to assist the Office of Orientation and Leadership with orientations for transfer students. We advise all undecided transfer students at each comprehensive transfer orientation during the school year. We also participate in intensive training for orientation leaders.

### **Transfer Connections Newsletter**

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

### **Transfer Visit Contacts Added to UC Database**

For the first time this year, the University College check-in database was programmed so that students who meet with an advisor during a Transfer Center visit can be added to the database. This will streamline our ability to accurately count student contacts and will make it easier to do tracking reports in the future.

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## ***Goals for 2011-12***

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- Expand outreach activities to students at SLCC with Applied Associates Degrees (AAS). We can use the Graduation Planning System (GPS) to develop “transfer plans” for students with AAS degrees and then work with appropriate colleagues at SLCC to promote these plans.
- Increase collaborative efforts with the new Transfer Admissions Counselor in Student Recruitment & High School Services and the new Community College Diversity Student Outreach Coordinator.

Addendum 1 & 2: copies of Fall and Spring Semester Transfer Center Newsletter

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# THE U OF U TRANSFER CONNECTION

A Resource for Transfer Advisors at Utah Community Colleges



## Fall 2010 Page 1 of 2

### *Community College Advisors,*

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

### **Begin Applying for Spring 2011 Now!**

Students wishing to attend the U in Spring 2011 should begin the application process right away.

For best class selection students should be admitted now for Spring so they can meet with their departmental advisor and attend an orientation early to be able to register for classes at the same time as continuing U of U students are registering. For a list of available transfer orientations, students can go to: [www.sa.utah.edu/orientation/transfer/index.htm](http://www.sa.utah.edu/orientation/transfer/index.htm)



### **Undergraduate Bulletin & Student Resource Guide Available Online**

The Undergraduate Bulletin and Student Resource Guide is compiled annually and provides information regarding general education requirements, advising, course planning, registration, campus resources, and more in one convenient location!

Many students will receive a hard copy of the bulletin during orientation, but it is a great source of information for both prospective transfer students and advisors:

[www.ugs.utah.edu/bulletin/](http://www.ugs.utah.edu/bulletin/)

### **New Programs:**

#### **Design Minor (College of Architecture + Planning)**

The students in the Multi-disciplinary Design Minor program learn the processes, techniques and tools of Design in general and are exposed to different specific areas of Design such as architecture, industrial design, interface design, and print media. For more information visit: [www.arch.utah.edu/multi-disciplinary\\_design\\_minor](http://www.arch.utah.edu/multi-disciplinary_design_minor)

#### **Disability Studies Minor (College of Health)**

Disability Studies teaches about disability, not as an individual deficit, but in terms of physical and social barriers that constrain people. For more information visit:

[www.disabilitystudies.utah.edu/](http://www.disabilitystudies.utah.edu/)

#### **Geriatric Nursing Leadership**

The GNL Program is part of the University of Utah Hartford Center of Geriatric Nursing Excellence. This specialty track within the RN - BS program covers current clinical content and leadership/management skills, is offered fully online, and can be completed within four semesters.

For more information visit:

<http://nursing.utah.edu/hartford/GNL/About.html>



#### **Math Prerequisite Enforcement**

The University of Utah is now checking and enforcing prerequisites for ALL mathematics courses (up to the 6000-level). So if students are taking prerequisites at your school, encourage them to send transcripts as soon as grades are posted so they can be placed in the appropriate math class without delay.



# THE U OF U TRANSFER CONNECTION

A Resource for Transfer Advisors at Utah Community Colleges



## Spring 2011 Page 1 of 2

### *Community College Advisors,*

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

### **"Change in the admissions deadline for Fall 2011"**

For the first time ever the U will put into place a hard admissions cutoff. Students should consider the following deadlines if they plan to attend in Fall 2011:

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

*April 1<sup>st</sup> is the actual admissions deadline for Fall Semester. Any applications turned in after this date will pay a late fee in addition to the \$45.00 application fee and students will miss early registration.*

**Students must have their admissions file complete by July 15.** Students must have their application filled out, application fee paid and all transcripts sent by this date to be considered for Fall 2011 admission.

### **"U's Major Exploration Expo Moves to Spring Semester"**

The U will hold its annual Major Exploration Expo on Tuesday, March 8<sup>th</sup> from 10 to 2 in the Olpin Union Ballroom. This event brings together advisors from all U of U majors, minors and certificate programs as well as representatives from other programs and agencies on campus. Transfer students (and advisors) are strongly encouraged to attend this event! Students can park in the visitor parking lot to the east of the Union Building and pick up parking validations at the Transfer Center table at the entrance to the Expo.



### **"Connecting U Days"**

"Connecting U Days" are a new resource open to transfer students who would like to find out more about the U of U. These events offer students the opportunity to find out about services, resources and opportunities on the U of U campus. At Connecting U days students will attend breakout sessions about campus leadership opportunities, financial aid and scholarships, choosing a major and getting involved, and there will also be an information fair advertising even more opportunities and resources for students. Lunch will be provided. The event is free but student must pre-register. They can do this online by going to:

<http://web.utah.edu/newstudents/ConnectingUDays/>





## **PREPROFESSIONAL PROGRAM ADVISING**



*John Nilsson, Mayumi Kasai, Sheryl McCallister*

### **Preprofessional Health Advising**

The fiscal year 2010-11 included some significant upgrades and changes to our offices, including initiating a drive to ‘rebrand’ our office as the less cumbersome “PPA”. We were pleased to have the assistance of Cameron Doane as a peer advisor this year, until he assumed a MUSE internship with Campus Recreation.

### **Goals and Results for 2010-11**

- Host a Premedical Conference with comprehensive participation from premed student groups on October 23, 2010. This goal is in line with University College’s SMART goal of increasing collaboration with other campus agencies to support students’ educational attainments. **Result:** *After consultation with our premedical student groups, we held the Premed Conference on October 23, 2010. We are looking into the option of making this an annual event.*
- In order to draw more walk-in traffic to our office and provide accurate information, 1) update the holdings in the office library, and 2) add a feature to the website listing our holdings, complete with online book reviews each month from advisors, staff, and students if possible. This goal is in line with University College’s SMART goal of increasing contact with students. **Result:** *We have updated, and outlined a procedure for continuing to update and add to our PPA library holdings, which has resulted in increased foot traffic to the office. However, competing resource priorities have kept us from adding the online reviews at this time. We will continue investigating that possibility.*
- Facilitate Health Insurance Portability and Accountability Act (HIPAA) training through Human Resources and publicize to student groups most in need of this service. This is in line with University College’s SMART goal of serving the needs of underrepresented students. **Result:** *We are currently working with University of Utah School Of Medicine (UUSOM) on a possible shadowing program, and that effort may yield more information about accessing HIPAA training.*
- Research, and deploy if feasible, functionality to “text” from Outlook. This goal is in line with University College’s SMART goal of increasing contact with students, and with PPA’s general goal to decrease no-show appointments. **Result:** *We will need to continue working with UC IT Support on this goal; there may be some wider university level solutions on the horizon.*

## Highlights for 2010-11

- Upgrades to PPA office spaces, including new furniture, and new tile/carpeting and painting in offices and common areas to present a more cohesive and professional image.
  - The hallway alcove that the peer advisor uses has been partitioned off with a large bookcase to provide a more discreet, semi-private advising space.
  - The former closet used as a kitchen/breakroom was reconfigured, and a new refrigerator and microwave were purchased, to better serve needs of the staff, including the peer advisor. There is also now space to store food or cold drinks/ice for PPA events.
- Upgrades to PPA office technology include:
  - a new desktop for Executive Secretary
  - a new laptop that our peer advisor will be able to ‘float’ back and forth between the alcove space and the peer workspace in the main office
  - a new netbook that advisors and visitors will be able to take to meetings or presentations, to be paired with:
    - a new digital projector, of sufficient lumens to use in any space on campus
  - a new Xerox Phaser 8860 color printer which uses the new ‘greener’ crayon ink sticks
  - a new document handler/copy machine.
- Cameron Doane served as our peer advisor for the year, advising first-time visitors to our office on the premedical curriculum and extracurricular activities.

## PPA ANNUAL STUDENT CONTACTS

| ACADEMIC YEAR  | PREPROFESSIONAL HEALTH |            |              |              |
|----------------|------------------------|------------|--------------|--------------|
|                | Indiv. Appts.          | Group      | Quick Helps  | Total        |
| 2007-08        | 1,314                  | 1,063      | 2,069        | 4,446        |
| 2008-09        | 1,747                  | 1,209      | 1,952        | 4,908        |
| 2009-10        | 2,412                  | 1,312      | 1,767        | 5491         |
| <b>2010-11</b> | <b>2,133</b>           | <b>773</b> | <b>2,065</b> | <b>4,971</b> |

\*\*The PPA Office website was accessed **19,794** times during 2010-11.

In 2010-11, we broke MD (allopathic) and DO (osteopathic) medical school statistics out for the first time into three categories: students who applied only to MD programs, students who applied only to DO programs, and students who applied to both MD and DO programs.

|         | Appl MD only | Accept MD only | Accept MD only % | Appl DO only | Accept DO only | Accept DO only % | Appl MD & DO | Accept MD & DO | Accept MD or DO % |
|---------|--------------|----------------|------------------|--------------|----------------|------------------|--------------|----------------|-------------------|
| 2010-11 | 172          | 70             | 41%              | 42           | 19             | 45%              | 68           | 40             | <b>59%</b>        |

### UNIVERSITY OF UTAH APPLICANTS: TOTAL MEDICAL ADMISSIONS

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

| <b>MD &amp; DO<br/>Medical<br/>TOTAL</b> | Applicants                | Acceptances               | % Accepted | % Accepted<br>Nationally |
|------------------------------------------|---------------------------|---------------------------|------------|--------------------------|
| 2007-08                                  | <b>246</b><br>(205 M 41F) | <b>100</b><br>(67M 17F)   | 41%        | 44%                      |
| 2008-09                                  | <b>258</b><br>(184 M 74F) | <b>109</b><br>(69M 40F)   | 42%        | 45%                      |
| 2009-10                                  | <b>268</b><br>(217M 50F)  | <b>105</b><br>(81 M 24F)  | 39%        | 44%                      |
| 2010-11                                  | <b>282</b><br>(218 M 64F) | <b>129</b><br>(96 M 33 F) | 46%        | 42%                      |

### UNIVERSITY OF UTAH APPLICANTS: TOTAL DENTAL ADMISSIONS

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

| <u><b>Dental</b></u> | Applicants              | Acceptances            | % Accepted | % Accepted<br>Nationally |
|----------------------|-------------------------|------------------------|------------|--------------------------|
| 2007-08              | <b>109</b><br>(102M 7F) | <b>54</b><br>(53M 1F)  | 53%        | 45%                      |
| 2008-09              | <b>88</b><br>(69M 19F)  | <b>26</b><br>(19M 7F)  | 30%        | 39%                      |
| 2009-10              | <b>92</b><br>(80 M 12F) | <b>38</b><br>(33 M 5F) | 41%        | 40%                      |
| 2010-11              | <b>94</b><br>(79 M 15F) | <b>48</b><br>(41 M 7F) | 51%        | 41%                      |

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## *Goals for 2011-12*

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- Improve online profile. Revamp PPA website and use Facebook page as means of communicating events to our student populations. This goal is in line with University College's SMART goal of increasing contact with students.
- Host a Premedical Conference with comprehensive participation from premedical student groups in March 2012. This goal is in line with University College's SMART goal of increasing collaboration with other campus agencies to support students' educational attainments.
- Conduct a series of surveys of premedical students and medical students in order to identify the needs of our varied populations. This is in line with University College's SMART goal of serving the needs of underrepresented students.



## ***PRELAW ADVISING PROGRAM***



*Amy Urbanek*

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

### ***Progress on Goals for 2010-11***

1. Prelaw Class: An introduction to prelaw class has a projected start of Spring 2012
2. Technology: Experimented with Wimba advising with some Prelaw Student Society (PLSS) members. At this point phone appointments appear to be a better fit for this population. After consultation with our communications director, Facebook and Twitter for Prelaw program are on hold until we see how it works for Preprofessional Advising. We will be looking at other avenues for using technology in the upcoming year.
3. Underrepresented Populations: Collaborating with LGBT Resource Center to encourage interested students to consider law school. Collaborating with Prelaw LEAP class for underrepresented students
4. Collaborating with Departments: Worked with Political Science with their efforts to develop a Legal Studies minor, providing information on majors with the highest number of law school applicants, and what courses prelaw students are interested in. Working with Family and Consumer Studies to highlight their majors for students interested in family law or consumer protection and regulatory work.

### ***2010-11 Highlights***

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

Under the guidance of the Prelaw Advising Coordinator, the group doubled its membership, and coordinated the following activities:

- Held an Open House each semester to attract new students
- Maintained a Facebook Group page
- Recruited at various tabling opportunities on campus
- Organized various activities including:
  - a panel of representatives from the various LSAT Prep Courses in Salt Lake City
  - a panel of current students and professors at the S.J. Quinney College of Law
  - a panel of students who had recently completed the application process to discuss their experience and give advice
  - the opportunity to take proctored practice LSATs
- Held successful elections for 2011-2012 officers

## University College Prelaw Office in Orson Spencer Hall

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

### Advising Contacts

#### **PRELAW ADVISING ANNUAL STUDENT CONTACT STATISTICS – LAST 3 YEARS**

Individual advising contacts were down a bit this year which is consistent with national trends

| <b>Academic year</b> | <b>Individual Appointments</b> | <b>Group</b> | <b>Total</b> |
|----------------------|--------------------------------|--------------|--------------|
| <b>2008-09</b>       | 402                            | 273          | 675          |
| <b>2009-10</b>       | 463                            | 268          | 731          |
| <b>2010-11</b>       | 396                            | 285          | 654          |

#### **APPLICANTS TO LAW SCHOOL LAST 3 YEARS**

Applicant and Acceptance numbers remained fairly consistent. Nationally the number of applicants has trended down this year. Next year's data will reveal if the University of Utah follows that trend.

| <b>Year</b> | <b>Applicants</b> | <b>Acceptances</b> | <b>% Accepted</b> | <b>% Accepted Nationally</b> |
|-------------|-------------------|--------------------|-------------------|------------------------------|
| <b>2008</b> | <b>359</b>        | <b>248</b>         | <b>70%</b>        | <b>65%</b>                   |
| <b>2009</b> | <b>341</b>        | <b>238</b>         | <b>70%</b>        | <b>67%</b>                   |
| <b>2010</b> | <b>367</b>        | <b>256</b>         | <b>70%</b>        | <b>67%</b>                   |

NOTES: 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.

| <b>Year</b> | <b>Number of Schools</b> | <b>% of ABA-Approved Schools*</b> | <b>Students attending (estimate)**</b> |
|-------------|--------------------------|-----------------------------------|----------------------------------------|
| <b>2008</b> | 129                      | 65%                               | 550                                    |
| <b>2009</b> | 127                      | 64%                               | 600                                    |
| <b>2010</b> | 134                      | 67%                               | 600                                    |

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

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

An **Admissions Panel** followed the Law School Fair with representatives from four law schools discussing the application process and answering students' questions. 64 students attended.

Panel members included:

1. Gisele Joachim, Seton Hall University School of Law
2. Jenifer Finney, University of Idaho College of Law
3. Mathiew Le, University of Washington School of Law
4. Pam Bloomquist, Loyola University Chicago School of Law

## *Prelaw Presentations and Event Participation*

- Conference Presentation: Deciding on Law—NACADA Region X—Albuquerque NM
- WAPLA (Western Association of Prelaw Advisors) Regional Conference Planning Committee
- WAPLA designated member on the PLANC (Prelaw National Council) Program committee for 2012 National Conference
- 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
- Facilitated Law School visits from George Washington University Law School, Washburn University School of Law, and University of Idaho College of Law
- Prelaw Presentations at Salt Lake Community College
- Prelaw Information sessions at new student orientations
- Prelaw Student Society meetings and open houses
- Presentation for Careers Services “Getting into Graduate School” program
- Student Recruitment tabling events

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## Goals for 2011-12

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- Initiate Introduction to Prelaw class Spring 2012.
- Conduct focus groups to assess Prelaw Advising Program.
- Strengthen collaboration with campus organizations and programs, particularly, My Utah Student Experience (MUSE), Center for Ethnic Student Affairs (CESA), and the Associated Students of the University of Utah (ASUU) Personal Money Management Center.
- Continue experimenting with technology: Develop short video clips for website, and, in collaboration with new Technology Coordinator, look into developing materials that would make Wimba more useful.





# PEER ADVISING PROGRAM



Leslie Park

## Overview and Goals for 2010-11

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 prospective freshmen and transfer students, students needing to have their orientation hold removed, first semester freshmen (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 challenging situations that require developmental advising.

### GOALS

### RESULTS

|                                                                                                           |                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide increased opportunities for Peer Advisors to do outreach/presentations to the campus community | <ul style="list-style-type: none"><li>• Peers were utilized to present information to all ED PS 2600 courses</li></ul>                                                         |
| 2. Provide leadership opportunities for two returning Peers                                               | <ul style="list-style-type: none"><li>• They designed and presented information on the GPS (Graduation Planning System) to different members of the campus community</li></ul> |
| 3. Increase collaboration (training and networking) with other departments that utilize Peer Advisors     | <ul style="list-style-type: none"><li>• Had a Peer Advisor from the David Eccles School of Business go through intensive training with us</li></ul>                            |

## Program Highlights and Utilization

### Training and Development:

- In August a three-week training took place for new and returning Peer Advisors
  - A total of eight students took place in this training
    - 3 First Scholar Peer Advisors
    - 2 Returning UC Peer Advisors
    - 2 New UC Peer Advisors
    - 1 Peer Advisor for David Eccles School of Business
- Continual training took place each week at peer advisor staff meetings, including:
  - Updates to policies and procedures
  - Training on additional opportunities

### Peer Advising Appointments:

Over the course of the 2010-2011 academic year the **four advising peer advisors specifically assigned to University College saw approximately 10% of all UC appointments, as outlined in Table 1 below**. Peers are allowed to work a maximum of 17 hours per week and they are

often asked to fill in at our Quick Answer or front desk when a full-time staff member calls in sick, somewhat limiting the number of appointments they are able to see in a week. Peers are an invaluable resource to the University College Advising team.

| <b>Peer Appointments 2010-2011</b> |              |                            |                       |
|------------------------------------|--------------|----------------------------|-----------------------|
| <b>Month</b>                       | <b>Appts</b> | <b>Percent of UC Appts</b> | <b>Total UC Appts</b> |
| July                               | 106          | 8%                         | 1,256                 |
| August                             | 144          | 9%                         | 1,555                 |
| September                          | 80           | 10%                        | 772                   |
| October                            | 179          | 15%                        | 1,166                 |
| November                           | 206          | 14%                        | 1,483                 |
| December                           | 148          | 15%                        | 1,005                 |
| January                            | 92           | 8%                         | 1,159                 |
| February                           | 30           | 4%                         | 675                   |
| March                              | 89           | 8%                         | 1,091                 |
| April                              | 121          | 9%                         | 1,346                 |
| May                                | 90           | 9%                         | 973                   |
| June                               | 142          | 12%                        | 1,222                 |
| <b>Total</b>                       | <b>1427</b>  | <b>10.41%</b>              | <b>13,702</b>         |

**Table 1**

**Program Support:**

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

- Data input and analysis for the Early Warning Program
- Development of the Designing Your Degree Presentation
- File maintenance and data input for Scholastic Standards Program
- Revision of the online Academic Success Workshop
- Graduation Planning System
- US-Sino Pathway Student Orientation and Advising

**Presentations to student groups:**

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

- Connecting U Days
- Graduation Planning System
- ED PS 2600 class visits during fall and spring semester
- Center for Ethnic Student Affairs (CESA) high school conferences

**Suder First Scholar Program:**

Three Peer Advisors were cross-trained as University College Peer Advisors and mentors for the 20 students on the Suder First Scholarship. These Peer Advisors met one-on-one with their

assigned students for approximately one-hour every week. In addition to traditional information advising, they discussed things like time management and learning styles with their students.

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### ***Goals for 2011-12***

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- Continue having Peer Advisors involved in presentations on behalf of University College.
- Continue having Peer Advisors involved in program support and facilitate the peers in creating a portfolio to highlight their work.
- Implement an exit interview for Peer Advisors as they transition out of the Peer Advising Program in an effort to gain feedback and improve the program.

**Photo: Peer Advisors in Summer 2011**



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



***Sandy McLelland, Josh Tomlin, Amy Jensen***

The **Returning to the U** initiative was announced at the University of Utah 2007 commencement ceremony. The Returning to the U Program (RTU) was officially established within University College Advising in July 2007.

### **Returning to the U program mission:**

The RTU 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 these adult learner students as they develop and complete their path toward graduation.

#### ***Contacting Students:***

- Work with the University Graduation Office to receive names of students who applied for graduation two years ago but did not graduate. Students are contacted by mail. A total of 150 letters were sent last year bringing total letters mailed during the life of the RTU Program to 1,480.

#### ***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
- Scholarships specifically available for RTU students
- Tutoring coupons
- Referrals/strategies for accomplishing a degree that relates to student’s personal life issues (employment, childcare, time management, etc.)

### **RTU DATA**

- A total of 633 students have enrolled in the RTU Program since its 2007 beginning. Ninety-one of those students enrolled in the program during 2010-2011.
- 307 female
- 326 male
- 567 reside in Utah – 66 outside the state of Utah

## **RTU Student Enrollment 2010-2011:**

|             | <b>Students Enrolled</b> | <b>Credit Hours Completed</b> | <b>Graduates</b> |
|-------------|--------------------------|-------------------------------|------------------|
| Summer 2010 | 62                       | 410                           | 10               |
| Fall 2010   | 113                      | 966                           | 9                |
| Spring 2011 | 114                      | 941                           | 18               |
| Summer 2011 | 78                       |                               |                  |

Total graduates since May 2007: 109. Average GPA: 3.05. Of those 109 graduates, 37 were from 2010-2011 with an average GPA of 3.14.

### **Watching a Cohort**

In the fall 2008 we began tracking the 103 RTU students enrolled in classes that semester to identify patterns of enrollment. From this project, the following observations were made:

- There was a random pattern of attendance
- Students' GPA's were above a B average for each term
- Students continued to graduate
- Needed Spring 2009 data to draw further conclusions

Final results are reported in table below.

|                                | <b>Sum 2009</b> | <b>Fall 2009</b> | <b>Spr 2010</b> | <b>Sum 2010</b> | <b>Fall 2010</b> | <b>Spr 2011</b> |
|--------------------------------|-----------------|------------------|-----------------|-----------------|------------------|-----------------|
| <b>Total Students Enrolled</b> | 31              | 51               | 45              | 17              | 23               | 24              |
| <b>Credits Attempted</b>       | 219             | 475              | 413             | 128             | 182              | 184             |
| <b>Credits Completed</b>       | 178             | 414              | 378             | 125             | 166              | 172             |
| <b>Average Sem. GPA</b>        | 3.63            | 3.30             | 3.29            | 3.52            | 3.29             | 3.19            |
| <b>Graduated</b>               | 1               | 6                | 13              | 5               | 1                | 4               |

### **Top 5 Reasons RTU students provide for leaving the University of Utah before graduating:**

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

### **Top majors RTU students indicate they will pursue as they return to the University of Utah:**

1. Undecided
2. Business
3. Family and Consumer Studies
4. Sociology
5. Communication

### **Top majors our RTU students are actually graduating in:**

1. Family and Consumer Studies – Consumer and Community Studies /Human Development
2. Sociology
3. Communication – Mass and Speech
4. Economics
5. Behavioral Science and Health

### **RTU Lighthouse Ceremony**

In the summer of 2010, the RTU Program applied for and received funds from the University of Utah Parent Fund to hold a visionary reception for RTU graduates. The reception was aptly named *The Lighthouse Ceremony*. The unique event is held to publicly honor Returning to the U graduates for their milestone accomplishments and to provide an opportunity for graduates to thank those who have served as ‘beacons of light’.

Students were asked to reflect on their educational journey and determine those individuals who have made a significant impact on their current educational experience. This could include a family member, a friend, faculty, or a staff member. Honored guests were invited to attend the ceremony, along with the RTU student’s family. A printed program was made available to students and their guests.

In the fall of 2010, nine RTU graduates participated in the Lighthouse ceremony. In the spring of 2011, twelve RTU graduates participated. Not all RTU students that are graduating choose to participate in the ceremony. The ceremony has been considered to be a successful and worthy endeavor that brings light to the otherwise hidden accomplishments of RTU students. Students, guests and faculty/department advisors have extended their appreciation for the Lighthouse Ceremony.

### **2010-2011 Program accomplishments:**

- Awarded five RTU scholarships for the 2010-2011 academic year. The \$10,000 in funding was obtained from Central Administration. Another \$10,000 in funding has been granted for the 2011-2012 academic year.
- Obtained \$40,000 in funding from the Daniels Fund for scholarships. This funding will be used over a 2-year period beginning fall 2011. Nine Daniels Opportunity Scholarships were awarded for the 2011-2012 academic year. One Daniels Opportunity scholarship was awarded for fall 2011 only, as the student will be graduating in December 2011.

- Used the \$2,000 obtained from the University of Utah Parent Fund to sponsor the Lighthouse Ceremony. This fall and spring reception honored graduating RTU students and those individuals who have been influential in their lives as they have journeyed back to the University of Utah to complete their Bachelor Degrees. An additional \$2,000 from the Parent Fund was awarded to the RTU Program for the upcoming 2011-2012 academic year. This money will be used for a scholarship.
- Continued communication and resource development, through the RTU Advisory Board, with campus faculty and staff. In February 2011, sponsored a NACADA Webinar for our campus community. The webinar dealt with non-traditional/adult learner students on our college campuses.
- In November 2010, inducted 22 students and in March 2011 inducted 13 students into The University of Utah Upsilon Upsilon Chapter of Alpha Sigma Lambda, a premier nationally recognized honor society for full-and part-time non-traditional adult learners, established November 2008. Some of these inductees were RTU students.
- Worked with Associated Students of the University of Utah (ASUU) collaborating on events for non-traditional/adult learner students at the University of Utah which include our RTU students. ASUU again sponsors membership in The National Association for Non-Traditional Students in Higher Education (ANTSHE). This will benefit RTU and all other non-traditional students.

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### ***Goals for 2010-11***

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- Continue work on communicating RTU Program to community.
- Develop a close relationship with ASUU to assist with RTU students/events.
- Exit survey for graduating RTU students should be completed summer 2011. Initially send out survey to spring and summer 2011 RTU graduates. Continue process for fall 2011 and spring 2012. Gather this information and use to assess the RTU Program.
- Initial Lighthouse Ceremonies (program to highlight graduating RTU students and provide them the opportunity to honor those individuals who strongly influenced their life as a current student) were a huge success. Continue with this event. UC will continue to support this event. We will look to ASUU to assist with funding.
- Work closely with RTU and Daniel Opportunity Scholarship recipients.
- Continue looking for additional scholarship and program money for the RTU Program.
- Look into the feasibility and design of a peer mentoring program for RTU.

Addendum – Photos from Lighthouse Ceremony and ASL Induction

**Addendum – Photos from Lighthouse and Alpha Sigma Lambda Induction**  
**Alpha Sigma Lambda Induction – Fall & Spring**



**Lighthouse Ceremony – Spring 2011**





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



*Becki Broadbent, Amy Urbanek*

## **Overview**

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

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

## **Goals for 2010-11**

Halfway through the 2010-2011 school year there was a transition of responsibility. At the beginning of the year, Marilyn Hoffman coordinated the General Education area, but in January, Amy Urbanek was given the responsibility to coordinate this area and train Becki Broadbent to assume the leadership by June 2011. The goals were revised to reflect the situation.

1. Trained new advisor to coordinate the General Education area.
2. International Requirement (IR): In conjunction with the IR committee chair, the internal GE Committee assumed decision-making responsibility for transfer IR petitions. This change brought the IR rules closer in line with the other Bachelor's Degree requirements.
3. Exploring the possibility of electronic submission of graduation requirement appeals. We are looking into using NOLIJ for this function.
4. Continued 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.

## Highlights for 2010-11

1. *Transitioned to a new General Education Coordinator and trained new advisor to coordinate.*

2. *Collaboration with International Committee Chair*

- Contacted the International Committee Chair to explore the possibility of a change in the decision-making responsibility to bring it closer in line with the other Bachelor's Degree requirements. Because it was a new requirement, all IR petitions were sent to the IR chair for a decision. We set up and implemented a transition timeline.

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

The GE Coordinator and GE Assistant serve as Ex-Officio members of all IE and three Bachelor's degree requirement committees as follows:

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

4. *One Stop Appeals Process*

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

- In 2010-11, exceptions made went down 106 (from 901 to 795), but the appeals submitted to the internal UC committee doubled from 93 to 181. This could have occurred for many different reasons. We are going to watch these numbers in the future.

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

|                | Submitted  |           | Approved   |           | Denied     |  |
|----------------|------------|-----------|------------|-----------|------------|--|
|                | #          | #         | %          | #         | %          |  |
| 2005-06        | 45         | 29        | 64%        | 16        | 36%        |  |
| 2006-07        | 58         | 41        | 71%        | 17        | 29%        |  |
| 2007-08        | 104        | 75        | 72%        | 29        | 28%        |  |
| 2008-09        | 119        | 94        | 79%        | 25        | 21%        |  |
| 2009-10        | 93         | 65        | 70%        | 28        | 30%        |  |
| 2010-11        | 181        | 136       | 75%        | 45        | 25%        |  |
| <b>Average</b> | <b>100</b> | <b>73</b> | <b>72%</b> | <b>27</b> | <b>28%</b> |  |

**TABLE 2  
APPEALS SUBMITTED TO COMMITTEE CHAIRS**

|                | Submitted |   | Approved  |            | Denied    |            |
|----------------|-----------|---|-----------|------------|-----------|------------|
|                | #         | % | #         | %          | #         | %          |
| 2005-06        | 34        |   | 27        | 79%        | 7         | 21%        |
| 2006-07        | 29        |   | 23        | 79%        | 6         | 21%        |
| 2007-08        | 73        |   | 55        | 75%        | 18        | 25%        |
| 2008-09        | 77        |   | 55        | 71%        | 22        | 29%        |
| 2009-10        | 95        |   | 66        | 69%        | 29        | 31%        |
| 2010-11        | 101       |   | 66        | 65%        | 35        | 35%        |
| <b>Average</b> | <b>68</b> |   | <b>49</b> | <b>73%</b> | <b>20</b> | <b>27%</b> |

**TABLE 3  
WHO APPROVED THE APPEALS**

| Approver                 | 2009-2010 |      | 2010-2011 |      |
|--------------------------|-----------|------|-----------|------|
|                          | #         | %    | #         | %    |
| Individual Advisor       | 770       | 85%  | 593       | 75%  |
| UC Committee             | 65        | 7%   | 136       | 17%  |
| Faculty Committee Chairs | 66        | 7%   | 66        | 8%   |
| Total Approvals          | 901       | 100% | 795       | 100% |

***General Education/Bachelor's Degree Requirement Exceptions Report***

Efforts continued to assure as much fairness and consistency as possible in granting exceptions. The goal continues to be to hold or reduce the number of substitutions made, particularly for unapproved U of U courses. Both the total number of exceptions and the number of exceptions made for U of U courses decreased again this year. (See Comparison Summary and Table 4 below.)

**Comparisons of 2007-08 to 2010-11:**

- In 2010-11, exceptions made went down 106 (from 901 to 795).
- General Education exceptions went down and the Bachelor’s requirements went up. This is likely due to the International (IR) requirement being required for more students as we get closer to the Fall 2013 deadline.
- Since 2007-08, the number have exceptions have reduced by 256 (24% decrease).

**TABLE 4  
EXCEPTIONS GRANTED**

|                           | 2007-08      |     | 2008-09    |     | 2009-10    |     | 2010-11    |     |
|---------------------------|--------------|-----|------------|-----|------------|-----|------------|-----|
| <i>Total Exceptions</i>   | <b>1,051</b> |     | <b>969</b> |     | <b>901</b> |     | <b>795</b> |     |
|                           | #            | %   | #          | %   | #          | %   | #          | %   |
| U of U Courses            | 404          | 38% | 317        | 33% | 296        | 33% | 224        | 28% |
| Transfer Courses          | 647          | 62% | 652        | 67% | 605        | 67% | 572        | 72% |
| General Ed courses        | 691          | 66% | 638        | 66% | 624        | 69% | 466        | 59% |
| Bachelor’s degree courses | 360          | 34% | 331        | 34% | 277        | 31% | 329        | 41% |

**Goals for 2011-12**

- Request changes to the Exception report which will make the data easier to evaluate.
- Develop an electronic submission process for GE appeals.
- Evaluate and revise the data collected and how to communicate it to others.
- Continue annual outreach meetings and regular communication with Offices of Admissions, Graduation, and Undergraduate Studies to problem-solve and collaborate on issues affecting advisors and students.

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



***Natalie Brown***

## **Overview and Goals for 2010-11**

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

- New Student Orientation (advising and presentations)
- Undecided Overnight Orientation
- Orientation Leader College Expert Training
- Orientation Leader Intensive Training
- Orientation Dress Rehearsal
- Parent and Family Orientation
- Connecting U Days
- Plazafest

## **Goals from 2010-11**

***Further refine the advising component of the Undecided Overnight based on advisor and student feedback.***

In 2011, the advising time for the Undecided Overnight was increased from 30 minutes per rotation to 40 minutes per rotation with a lunch break in between rotations three and four where advisors were able to take a small break and recharge for the last two sessions.

***Determine effectiveness and level of use of Schedule Planner Worksheet of the Undergraduate Bulletin.***

During the creation of the 2010-2011 Undergraduate Bulletin, the Schedule Planner Worksheet was being utilized both by advisors and orientation leaders during orientation, so with few adjustments the Schedule Planner continues to be a tool used for incoming students to think about possible first term classes as well as think about other time commitments when creating schedules.

***Modify the Preview Day presentation to focus more on Major Exploration, rather than only resources.***

Connecting U Days replaced Preview Day in 2010-2011. There were four separate events where University College presented at two sessions during each event: High School to College Transition and Major Exploration in conjunction with Career Services. The Major Exploration presentation focused on the process involved in exploring majors and careers in addition to providing resources for students to explore on their own.

### **Specific Activities and Highlights**

- **Undecided Overnight Orientation:** in 2011, 102 students participated and were advised individually by University College advisors.
- **Parent and Family Orientation Programs:** Advisors presented advising related and transition program information at parent and family programs held alongside student orientations.
- **Orientation Leader College Expert Training:** A total of 13 hours were spent during the spring 2011 semester providing in-depth training to University College Orientation Leaders on general education/bachelor degree requirements as well as class scheduling, and major exploration resources at the University of Utah. The Program Coordinator reviewed and provided feedback on a cumulative portfolio developed by experts for use as a summer resource during orientation programs.
- **Orientation Leader Intensive Training:** Advisors continued to participate in a two-week Intensive Training for 32 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:** 16 advisors participated in Orientation Dress Rehearsal to see what students experience at Orientation and to provide feedback to Orientation Leaders. Two advisors also presented the Design your Degree presentation utilizing the automated response system (“clickers”).
- **Connecting U Days:** Four events held over the 2010-2011 year for prospective freshmen and their families. University College provided presentations entitled: “Major Exploration Basics” and “High School to College transition.” University College also provided information during the lunch hour for interested students.
- **Plazafest:** Annual event for new and continuing students held at the beginning of the school year. The program coordinator participated in the planning and execution of University College’s involvement in this event.

**University College sees the majority of orientation students during the summer and therefore to show a full picture of advising for orientation students, we are including the number of advising contacts for both 2010-2011 and Summer 2010.**

**Table 1: Undecided Students seen by advisors in 2010-2011 and Summer 2010**

| <b>2010-2011 Total</b> | <b>Summer 2010 Total</b> |
|------------------------|--------------------------|
| 674                    | 620                      |

### Significant Milestones or Program Utilization

- ❖ *Created a new, interactive presentation entitled: “Design your Degree” for new freshmen at orientation to encourage students to think about their degree in a holistic way.*
- ❖ *Began a more efficient method of tracking University College enrollment in both advising activities and presentations related to prospective student programs.*

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### **Goals for 2011-12**

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- Continue to develop methods of tracking University College involvement with prospective student programs.
- Modify the Design your Degree presentation based on advisor and orientation leader feedback.



# UNIVERSITY COLLEGE ASSESSMENT



Steve Hadley

## **Overview and Goals for 2010-11**

- Finalize mapping matrix for assessment in University College.
  - *The mapping matrix has been developed and is ready for use.*
- Implement an online prescriptive survey.
  - *Prescriptive surveys for both appointments and Quick Answer have been developed and have been implemented since January 2011. Both surveys are still active and gathering information.*
- Identify how 5 Student Learning Outcomes are being measured across the organization through the mapping matrix.
  - *Using the mapping matrix, we identified how 5 Student Learning Outcomes are being measured across the organization.*
- Identify Student Learning Outcomes that need measurement tools.
  - *The mapping matrix has shown us which Student Learning Outcomes are not already being measured or need additional measurement tools.*
- Each focus area in University College will assess at least one Student Learning Outcome as it relates to one of their activities.
  - *Each focus area in University College was instructed to assess at least one Student Learning Outcome.*

## **Specific Activities and Highlights**

1. A prescriptive survey was developed for ongoing data collection. This was done in an effort to receive feedback from a wider variety of students. Data collected in a specified time period tends to reach a similar population of students. By having the prescriptive survey available year-round we are able to reach all student populations that interact with University College.
2. A mapping matrix was developed to identify how various student learning outcomes are achieved through the various focus areas of University College.

## **Significant Milestones or Program Utilization**

- ❖ The prescriptive survey identified some areas that students often do not understand. These include:
  - Understanding the Credit/No Credit (CR/NC) policy
    - 63% of students did not understand the time period in which a student may elect CR/NC
    - 80% of students did not know the deadline for revoking CR/NC (48% did not know that CR/NC could be revoked).
  - Checking for course prerequisites
    - Only 61% of students indicated that they would look in the General Catalog (printed, online, or link from class schedule)



❖ *The mapping matrix has allowed us to identify which student learning outcomes need to be addressed further in University College.*

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***Goals for 2011-12***

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- Revise the online prescriptive survey to make it shorter and thereby increase completion rates.
- Maintain the ongoing online survey and reestablish designated periods for advisors to actively request that students complete the survey.
- Develop measuring tools for items that are removed from the prescriptive survey in the process of shortening the prescriptive survey.

Addendum: Sample of Mapping Matrix

*Photos: Matti and Maria, reception area specialist, who make UC welcoming to students.*



**Addendum: Sample of UC Mapping Matrix**

**PRESCRIPTIVE MAPPING ASSESSMENT**  
**University College Advising**



**Key:** Learning Outcomes Introduced (I), Reviewed (R), Understood or Demonstrated Competency (C),

| FRESHMEN PROGRAM (Martina) | Student Learning Outcomes                          |                                       |                                       |                                                     |                                         | Measurement Tools                                                                | Results and Suggested Changes |
|----------------------------|----------------------------------------------------|---------------------------------------|---------------------------------------|-----------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------|-------------------------------|
|                            | Student can develop an appropriate class schedule. | Student understands the CR/NC policy. | Student can identify their interests. | Student understands the process of decision making. | Student demonstrates critical thinking. |                                                                                  |                               |
| Fresh Advising Appt.       | I,R                                                |                                       | I                                     | I                                                   | I                                       | prescriptive assessment and rubric<br>prescriptive assessment after presentation |                               |
| LEAP Module Presentations  | I,R                                                |                                       | I                                     | I                                                   | I                                       |                                                                                  |                               |
| Spring Follow Up Emails    |                                                    |                                       |                                       |                                                     |                                         |                                                                                  |                               |
| Advertising and Marketing  |                                                    |                                       | I                                     |                                                     |                                         |                                                                                  |                               |
| Early Warning              | I,R                                                | I                                     | I                                     | I                                                   | I                                       |                                                                                  |                               |

| UNDECLARED (Steve) | Student can develop an appropriate class schedule. | Student understands the CR/NC policy. | Student can identify their interests. | Student understands the process of decision making. | Student demonstrates critical thinking. | Measurement Tools | Results and Suggested Changes |
|--------------------|----------------------------------------------------|---------------------------------------|---------------------------------------|-----------------------------------------------------|-----------------------------------------|-------------------|-------------------------------|
|                    |                                                    |                                       |                                       |                                                     |                                         |                   |                               |

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



***Jency Brown, Jason Barkemeyer***

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

UAAC members engaged in policy and program changes for advising in 2010 - 2011 academic year. Meetings averaged 55 people in attendance with minutes distributed over the UAAC listserv for all interested to read. The following information is a brief review of activities and events that involved UAAC and highlights of monthly meetings.

- UAAC co-sponsored the Fifth Annual U of U Advising Conference in September, which included keynote addresses by Liz Leckie and Amy Bergerson from the campus community. Participants enjoyed concurrent sessions as well as networking with colleagues. This annual conference resulted from assessment activities and was free to all participants.
- UAAC members continued to collaborate on the implementation of the Graduation Planning System (GPS) and a breakfast was held for advisors to learn about the program. Libby Oberg has assumed leadership in assisting departments with guidelines and Richelle Warr and Emily Johnson have trained advisors to use GPS and reviewed all roadmaps before publication.
- UAAC supported the following activities with committee members: 5<sup>th</sup> Annual Advising Conference, Mandatory Advising Program Kick-off, Major EXPO and Virtual Major EXPO, Conference on Internationalization and Impact on Undergraduate Education, and UAAC Social.
- UAAC Co-chair, Jency Brown, and Michael Bard, Associate Registrar, held a training/discussion regarding Petitions for Exception to Policy.
- UAAC hosted representatives from the State Board of Regents Commissioner's Office for a presentation on the Regents and New Century Scholarships.
- UAAC members provided feedback to Mathematics regarding implementation of new placement procedures.
- In addition to the monthly meeting, Annual Conference, Brown Bag Sessions, Peoplesoft & DARS training and webinars, UAAC continued the Advising Social to honor this year's Perlman Award winner, Nevon Brusckke from the Department of Art and Art History.

UAAC co-chair Stephanie Ritrievi announced she was leaving the University and in February, a special election was held to replace her. Jason Barkemeyer, advisor from the School of Business, was elected to take her place. Jency Brown and Jason will continue on as co-chairs for the 2011/2012 academic year.

These are the UAAC highlights for the 2010-2011 academic year. Minutes and documents from monthly meetings are available on the UAAC website for anyone to view (<http://www2.utah.edu/uac/>). David Eisen writes the monthly meeting minutes and Natalie Murdock provides technical support for the website.

UAAC looks forward to your continued support and welcomes suggestions that you may have to help us strengthen academic advising on campus for 2011-2012. UAAC functions through input and networking from the campus community as a tool to foster an effective academic advising program.



# **DEGREE AUDIT REPORTING SYSTEM AND GRADUATION PLANNING SYSTEM**



*Richelle Warr, Libby Oberg*

## **Overview**

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

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

## **DARS**

As DARS became the official graduation audit in Spring 2011, much of the encoding effort this year has been to improve the accuracy and functionality of the reports. Some of these changes include:

- Changing the encoding of the Quantitative Intensive (QI) and International (IR) requirements to “grandfather” previous requirement sets for students whose initial enrollment date permits exemption.
- Employing underutilized encoding techniques (such as X-lines, System Condition Codes, and Credit Limits) to automatically handle special circumstances.
- Enhancing the functionality of exceptions by adding new exception types and improving the connection between exceptions and courses to withstand curriculum changes.

As a result of this and other changes made by the Graduation Office, 99.3% of all candidates who applied had been reviewed by June 17. This was a full six weeks earlier than the previous year. All students who graduated in Spring did so with a clear, accurate major DARS. This is also an improvement from the previous year.

### **Students Graduating with a Clear Major Audit**

| <b>Spring<br/>2009</b> | <b>Spring<br/>2010</b> | <b>Spring<br/>2011</b> |
|------------------------|------------------------|------------------------|
| 56%                    | 78%                    | 100%                   |

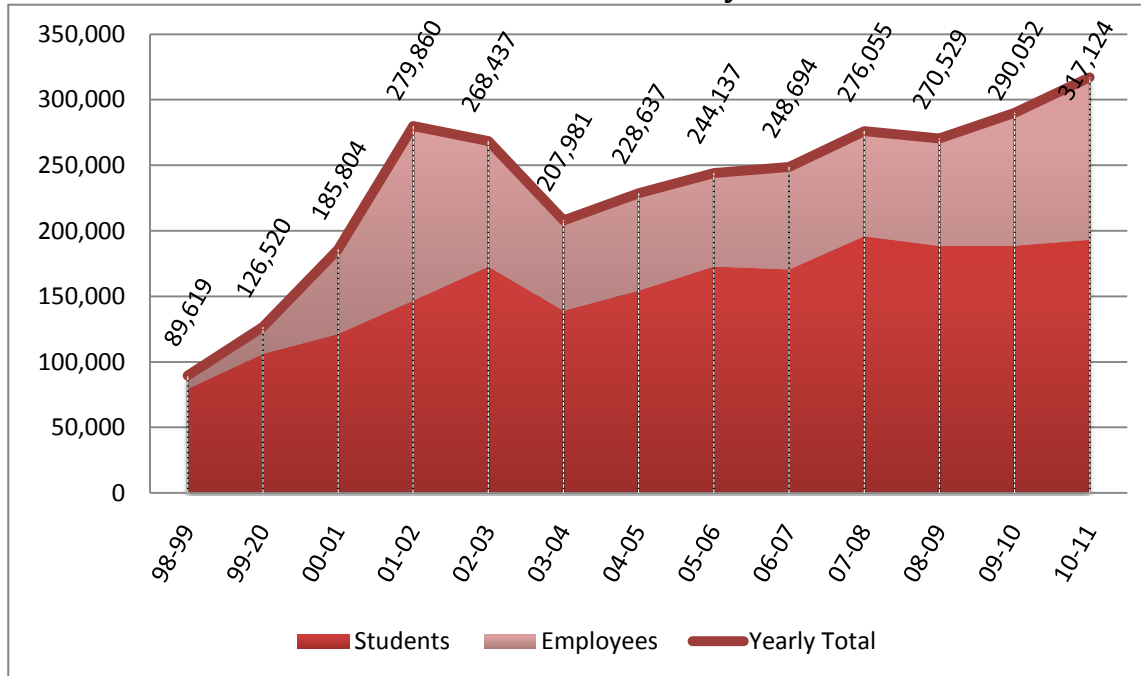
Use of DARS by students and employees continued to increase during 2010-11, with the most significant gains being those generated by university employees. This increase may be a result of departments being required to use DARS for graduation.

## DARS Usage

| DARS Generated | 2009-10 | 2010-11 | Increase | % Increase |
|----------------|---------|---------|----------|------------|
| By Students    | 188,739 | 193,244 | 4,505    | 2.4%       |
| By Employees   | 101,313 | 123,880 | 22,567   | 22.3%      |
| Total          | 290,052 | 317,124 | 27,072   | 9.3%       |

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

## DARS Generated by Year



### ***Training***

We have continued to refine the advisor training process for DARS. When an advisor is granted access to DARS, the advisor is added to the DARS listserv and an email is sent with links to the basic information about DARS maintained on the Undergraduate Studies website. The email also informs advisors that they can request a manual with step-by-step instructions on entering DARS exceptions and that one-on-one training is available if desired. In 2010-11, 27 advisors across campus requested and received one-on-one training.

### **GPS**

#### ***Marketing***

2010-2011 is the second year GPS has been available to students. Marketing efforts were concentrated to notify students of the tool and encourage them to use it. Marketing included: online efforts, paper flyers, newspaper articles, banners, mass email, and communicating with campus-wide academic advisors.

A mass email was sent to freshman and second-year students in March to introduce them to the GPS tool. The email was sent to over 5,000 students; it increased GPS usage within one week by nearly 80%.

### ***Website & Resources***

The GPS website ([www.gps.utah.edu](http://www.gps.utah.edu)) was launched to provide information to students and advisors.

Two peer advisors from University College were assigned as GPS Ambassadors. The GPS Ambassadors created online tutorials for the website and offered in-person information sessions for students. Efforts to provide informative and interesting tutorials are ongoing. In June, University College purchased software to record and edit screen- cast videos. Tutorials developed with this software will be available Fall 2011.

### ***Training***

We have also continued to improve the advisor training for GPS. The format of the training was changed slightly to allow more practice time for roadmap building. The trainings held in November and April were attended by a combined total of 30 advisors.

An additional event, GPS Advisor Breakfast, focused on marketing GPS for advisors was provided in February for 50 advisors across campus.

### ***Data Collection***

In June, a request for service was sent to Student Systems. The goal is to provide automated statistics about student use of GPS.

Use of GPS increased significantly throughout 2010-11. As of June 28, 2011:

- The number of majors participating increased from 34 to 53, a 35% increase.
- 254 total roadmaps have been published
- 2,755 unique users have created 3,430 plans

### **GPS Usage**

|                    | <b>2009-10</b> | <b>2010-11</b> | <b>Increase</b> | <b>% Increase</b> |
|--------------------|----------------|----------------|-----------------|-------------------|
| Roadmaps Published | 114            | 140            | 26              | 23%               |
| Unique Users       | 811            | 1,944          | 1,133           | 140%              |
| Plans              | 1,021          | 2,409          | 1,388           | 136%              |

## **Specific Activities and Highlights**

### **CollegeSource Health Check and Consulting**

In December 2010 representatives from CollegeSource provided a Health Check of our encoding practices. They were also engaged for additional consulting to provide solutions and direction for better utilization of the products.

### **CollegeSource Trainings**

Richelle Warr participated in Intermediate Encoder training in November 2010, and Transfer Articulation training in March 2011.

### **CollegeSource Users 2011 Conference Presentations**

- u.direct Implementation: One Year Later, Emily Johnson & Richelle Warr, University of Utah
- u.direct Users Panel, Emily Johnson & Richelle Warr, University of Utah; Lynn Kubrin, California State University - Northridge

## **Significant Milestones and Program Utilization**

- ❖ DARS became official graduation audit Spring 2011
- ❖ 2,755 students have created plans in GPS
- ❖ 19 additional majors have created roadmaps in GPS

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## **Goals for 2011-12**

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- Improve the accuracy of DARS audits.
- Make DARS exception documentation for new advisors more accessible.
- Develop a means of tracking DARS change requests.
- Expand GPS website with explanatory tools for students.
- Increase student GPS usage by 10%.
- Begin tracking student use statistics for future analysis.

Addendum for Section:        #1 - Agenda from GPS Breakfast  
                                             #2 - GPS flyers





# Graduation Planning System (GPS) Update – Feb. 2, 2011

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8 to 8:30 – Breakfast and Networking

8:30 to 8:40 – Welcome by Sharon Aiken-Wisniewski

- Demo the website
- Graduation Data
- Ownership of degree and undergraduate experience
- The program
  - Richelle & Emily – Discuss the technology
  - Libby – Marketing & PR to students
  - Sharon – The Vision for GPS created by Academic Advising

8:40 to 9:10 – Richelle Warr & Emily Johnson

- Training for the future
- Data on utilization
- The future of GPS From College Source Perspective
- Resources (website & people)
- Awards for use of GPS
- Recognize departments for submission of academic emphasis

9:10 to 9:25 – Libby Oberg

- Marketing & PR to students
  - Website
  - Banners
  - Presentation by GPS Ambassadors from UC
  - Table at EXPO

9:25 to 9:55 – Sharon

- The U of U Academic Advising Vision of GPS
- Address these questions
  - How are you using GPS?
  - How might you use GPS for the future?
  - Website suggestions
  - Recommendations for future enhancements to GPS?
- What has emerged from today's program that you might incorporate into your practice concerning GPS?
- Closing comments & thank you
  - Planning team – Emily Johnson, Richelle Warr, Libby Oberg, David Eisen
  - GPS Ambassadors – Jennifer Merino-Moncada & Darcy Posselli
  - Media Consultant – Natalie Murdock

## Notes

- GPS is a technology solution called *u.direct* and the vendor is College Source.
  - Graduation data was provided by the Office of Budget and Institutional Analysis (OBIA)GPS website: [www.gps.utah.edu](http://www.gps.utah.edu)



*Get on GPS!*

**Get your plan!**



**See your advisor about  
Graduation Planning System  
[www.gps.utah.edu](http://www.gps.utah.edu)**

# **CAMPUSWIDE ADVISOR EDUCATION AND DEVELOPMENT**



*Vickie Morgan*

## **Overview, Goals, and Results for 2010-2011**

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

### **Marketing and Technology:** UAAC Website, Special Programs, Advisor Trainings

- *UAAC Website:* used for calendaring and announcement of trainings and special events and posting of summary materials following Advising Roundtables.
- *Mandatory Advising Program (MAP) Kickoff:* The format of the MAP Kickoff was changed to offer separate sessions for new and continuing advisors. PeopleSoft process and changes were offered in both sections of the presentation. Introduced “clicker” technology to advisors through PeopleSoft updates.
- *PeopleSoft:* Updates to the PeopleSoft manual and PeopleSoft for Advisors training, as a result of October upgrade to the PeopleSoft database.

### **Early Connection Program**

Reviving and expanding the “Advisor Welcome Wagon,” utilizing UAAC co-chair, college liaison, and AED Committee to connect new advisors to campus partners upon first weeks in new position.

### **Advisor Education and Social Justice**

Provided through roundtables and UAAC Conference sessions. Topics included the roles and responsibilities of advisors in relation to cultural competency, 5% Sponsored Students, and LGBT Safe Zone training.

## Program Utilization

- ❖ *Advisor Education and Development experienced an increase in advisor utilization of 34.3% in 2010-2011. New advisor program utilization grew 19.1%. Continuing advisor programming utilization increased 73%.*

| <b>NEW ADVISOR TRAININGS</b>   |                  |    |                  |    |                  |    |
|--------------------------------|------------------|----|------------------|----|------------------|----|
| <b>(Programs/Participants)</b> |                  |    |                  |    |                  |    |
| <b>PROGRAM</b>                 | <b>2008-2009</b> |    | <b>2009-2010</b> |    | <b>2010-2011</b> |    |
| Advising Basics                | 6                | 45 | 5                | 26 | 6                | 38 |
| PeopleSoft                     | 11               | 92 | 7                | 42 | 7                | 43 |

| <b>CONTINUING ADVISOR PROGRAMMING</b> |                  |     |                  |     |                  |     |
|---------------------------------------|------------------|-----|------------------|-----|------------------|-----|
| <b>(Programs/Participants)</b>        |                  |     |                  |     |                  |     |
| <b>PROGRAM</b>                        | <b>2008-2009</b> |     | <b>2009-2010</b> |     | <b>2010-2011</b> |     |
| UAAC Advising Conference              | 1                | 117 | 1                | 99  | 1                | 98  |
| MAP Kick-off                          | †                | †   | 1                | 69  | 1                | 69  |
| UAAC Advisor Roundtables              | 8                | 58  | 11               | 125 | 9                | 219 |

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

| <b>SPECIAL EVENTS and ONE TIME PROGRAMMING (Since 2008)</b> |             |                      |                     |
|-------------------------------------------------------------|-------------|----------------------|---------------------|
| <b>PROGRAM</b>                                              | <b>Year</b> | <b>Times Offered</b> | <b>Participants</b> |
| PeopleSoft Advisor Notes                                    | FA 2008     | 2                    | 73                  |
| ASUU Graduation Guarantee                                   | SP 2009     | 2                    | 81                  |
| Refugee Resettlement in Higher Education                    | SU 2009     | 1                    | 50                  |
| LEAP/Honors Special Presentation for Advisors               | SU 2010     | 1                    | 53                  |
| International Student Breakfast Program                     | SU 2011     | 1                    | 89                  |



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## Goals for 2010-11

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- Continue to utilize events to highlight diverse student populations and issues of social justice. (UC Smart Goal #3)
- Increase use of marketing and technology in the publicity, production, and delivery of programs and materials. (UC Smart Goal #1 and #2)
- Assess advisors' use of training topics and materials following Advising Basics and PeopleSoft for Advisors for evaluating of new advisor training programs. (UC Smart Goal #1)

Addendum: University of Utah Annual Advising Conference Broadside 2010





**UAAC**  
5th Annual  
University of Utah Advising Conference  
**The Stars Among Us**  
September 21, 2010

**Quick-Glance  
Conference Schedule**

|             |                                |
|-------------|--------------------------------|
| 8:00-9:00   | Check-in/continental breakfast |
| 8:30-9:00   | Welcome Address                |
| 9:00 - 9:10 | Break                          |
| 9:10-10:10  | Session 1                      |
| 10:20-11:20 | Session 2                      |
| 11:30-12:30 | Session 3                      |
| 12:30-2:00  | Lunch & Keynote                |
| 2:00-2:10   | Break                          |
| 2:10-3:10   | Session 4                      |
| 3:20-4:00   | Closing Remarks                |

**You're Invited!**

Commence the 2010-2011 academic year with amazing people and programs from your own stellar neighborhood! Attend informative sessions on issues that matter to you as an advisor at the U, find out more about amazing opportunities for students, learn what you need to know about upcoming innovations at the U, and connect with your colleagues from across campus.

*Culturally Relevant Advising as a Tool for Increasing the Engagement of Diverse Students in Higher Education*, keynote address offered by **Dr. Amy Bergerson**, distinguished colleague, Educational Leadership and Policy faculty member, and winner of both the 2008 University of Utah College of Education Teaching Award and the 2007 ASUU Student Choice Award for Outstanding Professor.

**Sessions Include Topics on:**

- Distance Advising for Students and Advisors (Region 10 Winning Presentation!)
- 5-Star Engagement: Advisors Explore Value of Developmental Advising
- Helping Veteran Students Become Stars
- Supporting our Student Stars: The Returning to the U program
- Becoming a Recruitment Star
- Making our Students Our Mission
- Students in Transition: Advising First-Generation and Low-Income Students
- Partnering Together: Advising Students with Disabilities
- Sharing Orbits: Meaningful Connections in our Advising Solar System
- Working with the Whole Student: A Model for Learning and Success

*And many more!*

**Remember to RSVP**

To David Eisen at  
[deisen@uc.utah.edu](mailto:deisen@uc.utah.edu)  
And complete the pre-conference survey by **Monday, September 6th**

**Location & Transportation:**

The conference is being held at The Officer's Club in Fort Douglas.  
[www.map.utah.edu/index.jsp](http://www.map.utah.edu/index.jsp)

**Choose to arrive SUSTAINABLY**

Take Trax/Shuttle Up • Walk up By Bike • Carpool with Colleagues & enter a special drawing just for arriving sustainably!

**For more information:**

Watch for more information on web:  
[www.utah.edu/uaac](http://www.utah.edu/uaac)  
(click on Advising Conference)  
Questions? Contact Vickie Morgan at 587-5897 or [vmorgan@uc.utah.edu](mailto:vmorgan@uc.utah.edu)

## ***FINE ARTS ADVISING BRIDGE***



***Elizabeth Abbott, Libby Oberg***

### ***Overview and Goals for 2010-2011***

The University College/College of Fine Arts advising collaboration was created in 2008 in order to offer holistic and “one stop” academic advising to Fine Arts students. The two advisors are entering their fourth year, and continue to show positive results and increased student interactions.

During the 2010-2011 year, the Fine Arts/UC bridge advisors successfully reached goals established in the 2009-2010 annual report:

1. Contributed to College of Fine Arts advising web page and Department of Film and Media Arts web page.
2. Assisted the Department of Theatre with process to approve four BFA emphases for transcription by working with Department of Theatre chair, faculty, and staff advisor.
3. Updated all Fine Arts DARS for utilization as official graduation audit; entered all DARS exceptions for ballet, modern dance, film, and theatre; result was 100% DARS clearance for all May 2011 Fine Arts graduates.

### ***Advising Activities***

***Provided all general education and departmental advising for three departments: Ballet, Modern Dance, and Film & Media Arts***

- Prospective Student and Orientation Advising
- Freshman Mandatory Advising
- Second Year Mandatory Advising
- Graduation Application
- Additional Major/Minor Advising
- Policies and Procedures Advising

***Provided general education and partial departmental advising for Department of Theatre and School of Music***

- Prospective Student Advising
- Freshman Mandatory Advising
- Additional Major/Minor Advising
- Policies and Procedures Advising

***Provided auxiliary departmental advising for Department of Art & Art History***

- Prospective Student Advising
- Backup Art & Art History Major/Minor Advising
- Policies and Procedures Advising

*Scribed for annual USHE Art, Dance, Music, and Theatre majors meetings to improve transfer articulation between USHE schools*

**Professional Development Activities**

\*\*National Academic Advising Association Region Ten Conference, Feb. 2011  
Presenters: “Spotlight Your Flexibility Through Hybrid Advising”

\*\*Utah Advising Orientation Association Conference, May 2011

\*\*Mountain West Arts Conference, April 2011

\*\*Utah Arts Council Change Leader Conference, November 2010 – Elizabeth Abbott  
Change Leader Certification Project: “Career Resources for Artists”

**Significant Milestones**

- ❖ *Updated all Fine Arts DARS for utilization as official graduation audit resulting in 100% DARS clearance for all May 2011 Fine Arts graduates.*
- ❖ *Improved orientation procedures through utilization of peer advisor and group advising model.*
- ❖ *Assisted in development of new Modern Dance minor*
- ❖ *Two Fine Arts/UC Bridge Advisors substantially increased number of student appointments by 63% in a on- year period.*

**Fine Arts Advising Statistics 2010-2011**

**Percentage of University College Appointments Dedicated to Fine Arts Students**

| YEAR*      | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | <b>2010-2011</b> |
|------------|-----------|-----------|-----------|-----------|------------------|
| STUDENTS   | 380       | 433       | 690       | 1,106     | <b>1,683</b>     |
| PERCENTAGE | 4%        | 4%        | 6%        | 9%        | <b>12%</b>       |

\*Each year from 2002 to 2005, 5% of the students seen at University College were Fine Arts students. Beginning in 2008-2009, the percentage of Fine Arts students seen has increased consistently.

**Fine Arts Student Appointments for Fine Arts/UC Bridge Advisors & UC Advisors:**

| ADVISORS          | APPOINTMENTS<br>2009-2010 | APPOINTMENTS<br>2010-2011 | % INCREASE   |
|-------------------|---------------------------|---------------------------|--------------|
| Elizabeth Abbott  | 518†                      | 659                       | 27.2%        |
| Libby Oberg       | 280†                      | 642                       | 129.3%       |
| Other UC Advisors | 308†                      | 382                       | 24.0%        |
| <b>TOTAL</b>      | <b>1106†</b>              | <b>1683</b>               | <b>52.5%</b> |

† NOTE: Further analysis indicates 2009-10 numbers were higher than previously reported.



**2010-2011 Fine Arts Student Appointments for Fine Arts/UC Bridge Advisors:**

| MAJOR & DEGREE TYPE           | APPOINTMENTS 2010-2011 |
|-------------------------------|------------------------|
| Art & Art History – BFA or BA | 33                     |
| Ballet – BFA                  | 157                    |
| Film & Media Arts – BA        | 745                    |
| Modern Dance – BFA            | 138                    |
| Music – BMus or BA            | 122                    |
| Theatre – BFA or BA           | 103                    |
| Fine Arts Minors – any        | 9                      |
| Fine Arts – undecided         | 38                     |

**University College (non-Fine Arts) Students Seen by Fine Arts/UC Bridge Advisors:**

| ADVISORS         | STUDENTS<br>2009-2010 | STUDENTS<br>2010-2011 | % DECREASE   |
|------------------|-----------------------|-----------------------|--------------|
| Elizabeth Abbott | 294                   | 49                    | 83.3%        |
| Libby Oberg      | 199                   | 78                    | 60.8%        |
| <b>TOTAL</b>     | <b>393</b>            | <b>127</b>            | <b>67.7%</b> |

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***Goals for 2011-2012***

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- Declare each Fine Arts student in the proper emphasis within his/her major.
- Begin developing a Fine Arts advisor manual (patterned after the University College advisor manual).
- Update Fine Arts resource materials for Salt Lake Community College advisors to distribute to prospective transfer students.
- Increase usage of Umail by College of Fine Arts students, and identify strategic communication points for mass emails.



## ***US-SINO PATHWAY PROGRAM***



***Marilyn Hoffman, Coordinator***

*2010-2011 USPP Advising Team: Terese Pratt, Vickie Morgan, Natalie Brown,  
Sharon Aiken-Wisniewski. Joined in 2010: Martina Stewart, Rachel Osterman*

### **Overview**

In November 2009 the University of Utah entered into a joint agreement with the Consortium of North American Universities (CNAU) and Kaplan Educational Centers in various cities in China. Consortium members currently include: Northeastern University, Baylor University, University of Vermont, Marist College, Stevens Institute of Technology, and the U of U. Through this US – Sino Pathway Program (USPP) Chinese students earn three semesters of college credit through Northeastern University in preparation for transfer to one of the consortium institutions (two semesters in China and one Summer Bridge semester at Northeastern or Vermont). Transfer credits are articulated to count for certain General Education and major requirements or electives. Initial admission to the Kaplan Centers is determined by Kaplan. Admission to Summer Bridge and to the individual institutions for completion of the Bachelor's Degree is determined by the Consortium and the individual institution according to institution, Consortium, and Kaplan joint agreements.

University College was asked to coordinate and provide advising for prospective, new, and currently enrolled USPP students. This involves travel to China to present information on the University and meet with prospective students and parents, as well as extensive collaboration with all of the above entities and with numerous on-campus agencies, particularly Admissions, International Center, Residential Living, and relevant academic departments and colleges.

### **Goals for 2010-11**

Because this program was new in 2009-10 and the role of University College for 2010-11 and beyond was yet to be fully determined at the writing of the last annual report, there were no formal goals established for 2010-11. Recommendations were made in last year's annual report to review the first-year experience and examine the resources needed for continued involvement and expansion.

### **USPP Advising Program Highlights**

#### ***Current Students, Fall 2010 Cohort:***

- Welcome at residence halls – greeted students upon arrival in August
- Regular emails and advising contacts with students, reminders of important dates/procedures, specific intervention communications with warning and probation students, connect students with major advisors and other resources.
- In collaboration with pertinent campus agencies and departments, troubleshoot issues as they arise, e.g., adjustment to new environment, out of status, warning/probation, student code policies, withdrawals, etc.

- Collected and evaluated data on academic performance of all students, monitored progress
- Three USPP group meetings during fall and spring semesters:
  - October - Halloween party and presentation on spring class registration, DARS, advising, campus resources.
  - January - Student Survey and focus group meeting to obtain feedback from students on first-semester experience and suggestions for future students.
  - April - Celebration of completion of first year at the U; Career Services presentation on resources for finding jobs/internships; important reminders for class enrollment for summer/fall semesters and I-20 policies.

***Advising Activities – Prospective and New students, Fall 2011 Cohort***

- Advising at Kaplan sites in China, February 2011, two weeks – eight cities, two teams of two UC advisors each. ~950 student/parent contacts by individual appointment and college fair presentations. (195 individual student appointments plus ~750 college fair contacts)
- Coordination of China travel arrangements and necessary documents, collaboration with CNAU members and Kaplan Center staff to develop and deliver presentations and develop itinerary.
- Collaboration with Admissions, Housing, International Center: communication regarding status of admitted students, coordinate and instruct students on completing housing contracts, communicate to students instructions on arrival procedures and International Orientation requirements.
- Collaboration with academic department and college advisors to articulate transfer courses and develop appropriate individual fall schedule plans for each student according to major.
- Collaboration with Mathematics Department, Writing Program, and College of Engineering to obtain necessary course permission codes for fall class enrollment.
- Collaboration with Writing Center and Writing Program to provide spaces for all incoming USPP students in new pilot Intensive Writing Institute (IWI) course to better prepare international students for academic writing at a research university.
- USPP Advising Team trip to Northeastern University in Boston in June to welcome incoming students to the U of U community, provide guidance on graduation requirements, advising resources, and class registration process; assist each student with class enrollment for fall semester and completion of housing contracts.

### ***USPP Advising Team Participation in Presentations, Publications, Committees***

- Utah Board of International Education (UBIE) – Networking session: *Immersed in America: How Do We Give International Students a Holistic Educational Experience?* Terese Pratt, Vickie Morgan, Marilyn Hoffman, Natalie Brown
- UAAC workshop: *The Impact of Internationalization at the U of U on Undergraduate Advising*. Program planning committee and presentation on USPP Program. Marilyn Hoffman.
- NACADA Academic Advising Today, article. June 2011. *Advisors on Location: Expanding Advisors' Role in International Education*. Vickie Morgan, Terese Pratt
- CNAU Committee : biweekly CNAU conference calls and listserv
- U of U Committee for English Writing and Language Support (CEWLS)

### **Significant Program Milestones and Enhancements**

- 72% increase in number of student/parent contacts during 2011 advising trip to China: ~945 prospective parent/student contacts in 2011, compared to ~550 contacts in 2010.
- 54% increase in number of students admitted to the U from 39 in F2009 to 60 in F2010
- USPP Task Force formed to discuss and evaluate the first year experience and plan for 2011 cohort. Task Force comprised of representatives from University College, Admissions, International Center, Residential Living, Orientation, Writing, Math, Business, Engineering, Student Affairs, Academic Affairs.
- Enhancement of Boston advising activities based on 2010 experience and cohort performance:
  - Increased number of advisors and expanded presentations broke students into small groups according to major for class enrollment activities. This resulted in students receiving more extensive information and individual attention for class enrollment.
  - More prescriptive class schedules: provided individual schedule plans for entire class schedule for each student, with specific recommended choices for general education course selections, all students required to enroll in WRTG 2010 or ESL plus new IWI course (see above). This should assure more appropriate class selections, loads, and a stronger preparation for first-semester transition.
  - Streamlined permission code process: obtained permission codes for Math, Writing, and Engineering courses in advance rather than while in Boston or having students add classes later.

### *Data on Fall 2010 and 2011 Cohorts*

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

- Majors are primarily in School of Business and College of Engineering. There was a shift to a larger number of Business majors in 2011. See Table 1.
- Fall 2010 Cohort averaged 3.17 Admit GPA and 2.55 UU Cum GPA after first year. 17 (44%) achieved above 3.0, while 9 (23%) were below 2.0 and on some level of probation after the first year. See Table 2.
- Fall 2010 Cohort late admits had below 3.0 admit and transfer GPA's, and averaged below 2.0 U of U GPA after their first year at the U with 3 of the 5 (60%) ending the year on some level of probation. See Table 2.
- Of the 39 in the Fall 2010 Cohort, only 4 (10%) placed in ESL writing courses as opposed to the intended WRTG 1010-2010.
- Fall 2010 Cohort students performed close to 3.0 or above in Writing, ESL, and Math courses. (Not all students have completed required WRTG or ESL.) See Table 3.
- Fall 2011 Cohort increased by 54% over 2010, with a much lower admit average GPA of 2.80, and 62% below 3.0. ( Note: there will likely be some attrition due to some of these students not meeting summer bridge minimum GPA required for transfer.) See Table 4.
- In the Fall 2011 Cohort, a much higher number (48%) placed into ESL courses rather than WRTG 1010-2010. (The ESL Program has been alerted to this number.)

Performance of late-admit students in the Fall 2010 Cohort raises concerns about the practice of admitting these students who are at risk. The lower admit GPA's of the 2011 Cohort raises serious concerns regarding potential success of these students and their eligibility to enter desired majors. Proposals for increasing minimum requirements and standards for USPP admission to the U will be discussed with the Consortium at the upcoming July CNAU meeting.

**TABLE 1.**  
**Majors of 2010 and 2011 Cohorts**

| <b>Cohorts</b>   | <b>Business</b> | <b>Engineering/<br/>Computer<br/>Science</b> | <b>Science/Math</b> | <b>Other*</b> |
|------------------|-----------------|----------------------------------------------|---------------------|---------------|
| <b>2010 (39)</b> | <b>13 (33%)</b> | <b>16 (41%)</b>                              | <b>6</b>            | <b>4</b>      |
| <b>2011 (60)</b> | <b>32 (53%)</b> | <b>19 (32%)</b>                              | <b>4</b>            | <b>4</b>      |

\*Architecture, Economics, Psychology, Communication, Education

**TABLE 2.**  
**Fall 2010 Student Cohort**  
**Fall 2010-Spring 2011 Academic Performance**

| <b>Admit Group</b>    | <b>Admit GPA</b> | <b>Admits below 3.0</b> | <b>Tran GPA</b> | <b>Placed in ESL</b> | <b>UU Cum 2010-11</b> | <b>Above 3.0</b> | <b>Below 2.0</b> | <b>Warning Status+</b> | <b>Probation Status+</b> |
|-----------------------|------------------|-------------------------|-----------------|----------------------|-----------------------|------------------|------------------|------------------------|--------------------------|
| <b>Total (39)*</b>    | <b>3.17</b>      | <b>10 (26%)</b>         | <b>3.14</b>     | <b>4 (10%)</b>       | <b>2.55</b>           | <b>17</b>        | <b>9</b>         | <b>3</b>               | <b>6</b>                 |
| <b>Regular (34)**</b> | <b>3.22</b>      | <b>7</b>                | <b>3.22</b>     | <b>4</b>             | <b>2.64</b>           | <b>17</b>        | <b>6</b>         | <b>2</b>               | <b>4</b>                 |
| <b>Late (5)**</b>     | <b>2.80</b>      | <b>3</b>                | <b>2.60</b>     | <b>0</b>             | <b>1.97</b>           | <b>0</b>         | <b>3</b>         | <b>1</b>               | <b>2</b>                 |

\*39 entered in Fall 2010, 1 transferred to Purdue after Fall

\*\*Regular Admits = admitted on schedule at spring mid-term grades

Late Admits = Admitted late (1 after final spring term grades, 4 after Summer Bridge)

+ Warning = Cum GPA below 2.0, one semester below 2.0

Probation = Cum below 2.0, two semesters below 2.0

**TABLE 3.**  
**Fall 2010 Cohort, Selected Course Grades**  
**Fall 2010-Spring 2011**

| <b>Course</b>           | <b>Number Completing</b> | <b>Ave Grade</b> |
|-------------------------|--------------------------|------------------|
| <b>WRTG 1010 Repeat</b> | <b>3</b>                 | <b>3.43</b>      |
| <b>WRTG 2010</b>        | <b>21</b>                | <b>2.88</b>      |
| <b>ESL 1040</b>         | <b>4</b>                 | <b>3.43</b>      |
| <b>ESL 1050</b>         | <b>2</b>                 | <b>3.55</b>      |
| <b>Math 2210</b>        | <b>22</b>                | <b>3.03</b>      |

**TABLE 4.**  
**Fall 2011 Cohort**  
**Admissions Data as of July 1, 2011**

| <b>Admit Group</b> | <b>Admit GPA</b> | <b>Admit below 3.0</b> | <b>Placed in ESL</b> |
|--------------------|------------------|------------------------|----------------------|
| <b>60</b>          | <b>2.80</b>      | <b>37 (62%)</b>        | <b>29 (48%)</b>      |

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## ***Goals for 2011-12***

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- Increase programming for 2011 Cohort during their first year at the U: hold required monthly group meetings to provide important information regarding U policies/procedures, reminders of I-20 regulations, helpful resources, and campus involvement options.
- Increase communication with first-year cohort: regular email announcements of campus opportunities, reminders of important deadlines and policies, tips for success.
- Involve selected 2010 cohort students in assisting with 2011 transition during first year
- Collect and assess data on academic performance of 2010 and 2011 cohorts
- Continue contact with 2010 cohort to support and monitor progress toward graduation, troubleshoot problems as needed.
- Identify and utilize sources of professional development in international advising
- Participate in UAAC international advising programming to increase campus community understanding of this area
- Actively participate in planning for 2012 cohort – USPP Task Force, CNAU conference calls, campus collaborations, China Kaplan Center advising tour, advising program in Boston for incoming students in Summer Bridge.

### Addendum to Section:

- #1 - Boston advising program outline
- #2 - Sample schedule plan



## **SECTION ADDENDUM 1**

### **USPP BOSTON ADVISING , JUNE 16-17, 2011**

#### **June 15 – fly to Boston, meet at hotel**

**June 16- Thursday** 135 Shillman Hall (In the building #30 on the campus map)

**4:30-5:30** Set up. Lecture Room with projector.

#### **5:30-8:30 Evening program**

**5:30 pm** – start program with food and presentation to entire group (60).

- Greet students, give packets, food provided

**5:45 pm**

- Welcome and introduction of advisors

**6:00 -8:00 pm**

- Presentation on grad requirements, advising, courseload/U policies, class registration process, housing contract finalization, international orient week, instructions for Friday registration groups.

**8:00-8:30** – take individual photos as students leave

- Each student receives packet with:
  - U Logo folder and pen
  - Admission letter and I-20 transfer form
  - DARS report
  - class schedule plan as recommended by major advisor (with permission codes as needed), incl WRTG course for all students
  - short list of options for GE courses (FF, SF, BF as appropriate for major) and electives including information on ESL supplemental courses
  - Major requirement outline for whole program incl admission requirements
  - UC advisor and major advisor contact info and instructions (Engineering has requested all students check class schedule via email with major advisor, notify advisor if any changes planned).
  - Class schedule planner sheet (day/times of week)
  - Copy of power points
  - UG Bulletin (ship boxes ahead)
  - Instructions from I-Center for arrival in Utah (arrival date 8/13, airport to campus trans, housing check in info, Orientation week – I Center will provide)



**June 17 – Friday – Computer Lab Small Groups, Class registration & finalize housing as needed**

120SL (First Floor of library, Building #59 on the campus map) 30 desktops for students and one instructor workstation.

**9:00-11:00 AM** - first small group (21 Business majors)

Lunch break

**12:30-2:30** - second small group (20) Business and Other majors

Break

**3:00-5:00 PM**- third small group (19 Engineering majors)

**Before June 15:**

- Students would receive welcome email (and at least one reminder) with instructions on June 16-17 schedule, which small group they are in, on signing up for housing contract with the intent that most students would have this finalized before June 16
- Students would receive a link for the Online International Student orientation piece in the process of being developed?
- Permission codes from Math, Engineering, Writing (Marilyn )
- Writing program will give permission codes for a number of 2010 sections, then we will check WR1 grades and adjust in August accordingly.
- Meeting with Engineering and Business advisors completed (Marilyn). Each College of Engineering major advisor will provide a recommended schedule plan for fall semester.
- In consultation with major advisors as needed, Terese will determine fall plans for Arch, Chem, Elem Ed, Pharm, Bio , Econ. Marilyn – Math.
- Information on housing and training on contract (completed)
- Northeastern U Rooms reserved and food for students for 6/17 ordered

6/1/11

## **SECTION ADDENDUM 2**

### **FALL 2011 CLASS PLAN FOR PRE-BIOMEDICAL ENGINEERING Juncheng 00XXXXXX**

Below is your fall schedule plan which is designed specifically for you based on your major interest and the courses you have completed and are enrolled in for summer bridge. This plan will give you a good start at the U with a mixture of major and General Education requirements, and classes to help you with your transition in your first semester at the University.

**You must be enrolled in a minimum 12 credit hours to meet requirements for your I-20 visa status.**

Writing skills are very important for your success at the U.

- All entering USPP students will take **WRTG 1003, an Intensive Writing Institute course** designed for incoming international students to help them better understand writing expectations and enhance academic writing skills. This course has two parts which must be completed – online work before you arrive in Utah and on-campus class sessions (see brochure in packet).
- All students will also enroll in either **WRTG 2010 or an ESL writing course**, depending on the summer bridge writing assessment. If you see an ESL course listed below, before you can enroll in this course you will need to complete an ESL Writing Placement Essay during the August International Student Orientation at the U of U. *You can register for your other classes now, and add that course in August after you arrive.*

| <b>CRN</b> | <b>First Semester</b>             |                             |           |
|------------|-----------------------------------|-----------------------------|-----------|
|            | WRTG 1003                         | Intensive Writing Institute | 2 credits |
|            | MATH 2210 ( <i>sections 1-5</i> ) | Calculus III                | 3 credits |
|            | BIOEN 1101                        | Fundamentals Bioeng 1       | 3 credits |
|            | BIOEN 2000                        | Careers in Bioengineering   | 1 credit  |
|            | CHEM 1215                         | General Chem Lab I          | 1 credit  |
|            | ESL 1040 OR 1050*                 | ESL Writing Course          | 3 credits |
|            | University College 1010           | A Successful Start at the U | 1 credit  |

Total credit hours

14

*\*Your Writing Placement Essay will determine which class you must take*

*Additional electives you could also consider:*

**Educational Psychology 2600 Strategies for Success 3 credits.** Learn different techniques to develop a personalized system of learning. In addition to academic skills (including time-management, note-taking, test-taking), instructors focus on helping students clarify goals and values, increase their skills as critical and active thinkers, and become familiar with the many aspects of University culture and resources.

**ESSF- Exercise Sport Science Fitness** classes. Activity courses in a variety of sports and exercises, offered half semester sessions, one credit hour each.

**Parks Recreation and Tourism (PRT):** 1-2 credits each. PRTL 1266 – Yellowstone Park, PRTL 1256 – Hiking in Arches National Park, or PRTW 1313-Canoe/Camp at Lake Powell National Recreation area. Visit and study about beautiful national park areas in Utah.

*Your Bioengineering Major advisor is:*

Heather Palmer, [heather.j.palmer@utah.edu](mailto:heather.j.palmer@utah.edu), 801-581-8528, 2222640 WEB. You should make an appointment to meet with her soon after you arrive on the U of U campus. **IF YOU MAKE ANY CHANGES TO THIS SCHEDULE, YOU MUST CONTACT YOUR MAJOR ADVISOR.**

*Your University College USPP advisors are:*

Marilyn Hoffman – [mhoffman@uc.utah.edu](mailto:mhoffman@uc.utah.edu)

Natalie Brown – [nbrown@uc.utah.edu](mailto:nbrown@uc.utah.edu)

Terese Pratt – [tpratt@uc.utah.edu](mailto:tpratt@uc.utah.edu)

Martina Stewart – [mstewart@uc.utah.edu](mailto:mstewart@uc.utah.edu)

Sharon Aiken-Wisnewski – [SAiken@uc.utah.edu](mailto:SAiken@uc.utah.edu)

## **ABOUT YOUR MAJOR**

- The Bioengineering major is a **special admission major** and admission is very competitive. It has two parts: Pre-Bioengineering and Full Major status.
- In order to earn a Bachelor of Science degree in Biomedical Engineering, you must be admitted to major status before registering for any upper level Biomedical Engineering classes. **To be considered for admission to major status requires, as a minimum, completion of the Pre-Bioengineering courses with a grade point average of 3.00 or better.**
- You may repeat technical courses only once, and the second grade received will be counted for the requirement.
- Actual admission is based on the composite GPA as calculated on the application form (sample in your packet). Students with composite GPAs of 3.25 or higher will be automatically admitted to major status; students with composite GPAs below 3.25 but above 3.0 will be placed on a wait list and admitted as space permits at the end of the next summer session.
- For all questions regarding the major, please contact the Computer Science major advisor.

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

University College staff participates in numerous committees and organizations, on and off campus in 2010-11. The staff is encouraged to participate and present at national and regional conferences and to seek opportunities that demonstrate the merit of their work. All academic advisors are members of the National Academic Advising Association (NACADA) and Utah Association for Advising and Orientation (UAOA). Listed below are some of the activities pursued by UC staff members outside of their conventional advising and office duties.

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

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

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

- NACADA Research Committee - Member
- NACADA 2010 Assessment Institute – Faculty
- NACADA Pre-Health Advising Interest Group - Member
- NACADA Prelaw Advising Interest Group – Member
- NACADA Transfer Monograph- Content review panel
- NASPA Women in Student Affairs Knowledge Community - Scholarship Representative
- NASPA Journal of Student Affairs Research & Practice – Editorial Board Member
- Nontraditional Students in Higher Education (ANTSHE) – Board of Directors & Membership Officer
- 2010 Utah Advising and Orientation Assn. Conference - Organization Committee Member
- Western Association of Prelaw Advisors (WAPLA) Executive Board & Newsletter Editor; President-Elect
- USHE Articulation Committee
- Board of Regent’s Major Meetings – Sept. 2010
- USPP Advising Tour to China

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

- 2010 -11 UAAC (co-chair for campus-wide committee)
  - Mandatory Advising Program (MAP) Sub-committee Co-chair and member
  - Educational and Development Sub-committee - Chair
  - U of U Annual Advising Conference - Co-chair
  - UAAC Advisor Social Committee - Facilitator & members
- U.S. Sino Pathway (USPP) UC Advising Team, collaboration with Admissions, International Center, CNAU, and Kaplan Educational Centers in China
- University Campus Store Advisory Committee - Member
- Undergraduate Council - Member
- Student Commission - Member
- University Apartments Advisory Board - Member
- Financial Aid and Scholarships Committee - Chair
- Retention and Assessment Committee – Member
- Student Persistence Committee (WRC) - Members
- PeopleSoft Student Portfolio Team - Member
- PeopleSoft Student Administrative Team - Member
- Campaign for Our Community
- LEAP Scholarship Selection - Member
- OSHER scholarship committee - Member
- Ex-Officio Status on Intellectual Exploration Committees (Fine Arts, Humanities, Social and Behavior Science, Science), QI, and International Requirement
- Connecting “U” Committee- Member
- Welcome “U” - Member
- 2010 Plaza FEST - Participant
- 2011 EXPO (Spring) – Chair and committee members
- Credits & Admissions Committee - Member
- 2010-11 Undergraduate Bulletin Editing Committee
- Athletic Standards Committee - Member
- 2010 Law Fair Coordination Committee
- Family and Consumer Studies Advisory Board
- ASUU Advisory Board member
- Alpha Sigma Lambda Honor Society ASUU Student Committee Advisor
- Alpha Sigma Lambda National Honor Society Upsilon Upsilon Chapter Councilor
- Advising at U of U Sites in Murray, Sandy and Bountiful
- Search Committee member for Associate Vice President for Enrollment Management
- Search Committee member for International Center Director
- Search Committee member for CESA Transfer Advisor
- Search Committee Member for the David Eccles School of Business
- CESA Second Year Experience Committee Member
- University of Utah Child Care Task Force Member
- Student Persistence Committee Member (WRC)
- Serving on the Office for Undergraduate Advancement Scholarship Committee
- Student Marketing Steering Committee – member (new U of U Website)
- CEWLS - for English Writing and Language Support – member
- Hobson CRM Advisory Committee

- U of U Legislative Advocate
- Career Services “Getting Into Graduate School” panel

### **Presentations - Off Campus**

- 2010 AAUW and AOCE/Defining Your Path Conference - Salt Lake City, UT
  - A Parent's Guide to College Prep
- WAPLA Conference, Las Vegas, NV; President’s Welcome and conference closing remarks
- 2011 NACADA Assessment Institute – Clearwater Beach, FL
  - Special Topic Session - Developing a Rubric
- 2011 Annual Conference for Association for Nontraditional Students in Higher Education – Kennesaw, GA
- *2011 redLantern Annual User Conference – Indianapolis, IN*
  - u.direct Implementation: One Year Later
  - u.direct Users Panel
- 2011 Utah Advising and Orientation Association (UAOA) – Salt Lake City, UT
  - Keynote: Building Your Brand in Academic Advising
  - Working With Undecided Students, International Students (Networking Session)
  - Moving Forward: Creating Opportunities for the Adult Learner.
  - Advisors Climbing the Technology Mountain in Higher Education”
- 2011 NACADA Region Ten Conference – Albuquerque, NM
  - “Undecided Twenty Somethings: Developmental Approaches and Best Practices.”
  - “Spotlight Your Flexibility Through Hybrid Advising”
  - “Deciding On Law”
- 2010 Utah Division of Arts & Museums Change Leader Conference, Moab, UT  
Expanding Awareness of / Access to Effective Arts Career Resource Tools
- SLCC’s Student Services Institute: presented “Working across generations” and “College Student Development”

### **Presentations – On Campus**

- Utah International Educators Conference, “Immersed in America: How do We Give International Students a Holistic Experience”
- UAAC Advising Conference, “Sharing Orbits: Meaningful Connections in Our Advising Solar System”
- UAAC Roundtable. “Transfer Myths: Common Misperceptions about Advising Transfer Students”
- Hosted NACADA Webinar-February 2, 2011 - *Understanding Adult Learners*
- Prelaw Personal Statement workshops
- Law School Application and Financial Aid Workshops
- Premedical/pre dental workshops for admissions, application, leadership, service, and shadowing
- Honors College End of the Year Reception
- Political Science Day Prelaw Table
- New student orientation presentations for premedical, transfer, and GE
- New student orientation presentation for designing your degree
- Mandatory Advising Program Kick-off, Union Building, University of Utah: “PeopleSoft for Mandatory Advising.”

- U of U 5<sup>th</sup> Annual UAAC Advising Conference, Officer's Club, University of Utah: "5-Star Engagement: Advisors Explore the Value of Developmental Advising,"
- Huntsman Cancer Institute 4<sup>th</sup> Annual Oncology Conference, Huntsman Cancer Institute, University of Utah: "Art as Therapy,"
- Utah International Educator's Conference, Union Building, University of Utah: "Immersed in America,"
- LEAP Peer Advisor Training: What is the Most Effective way to Direct Your Students to Resources?
- UAAC Related
  - Advising Basics
  - PEOPLESOFT/DARS Training
  - Kickoff for Freshmen Mandatory Advising
  - U of U Fifth Annual Academic Advising Conference – Sept. 2010
  - Update for GPS
  - Information session on programs that impact International Students at the U
- College of Science Day, "Preparing for a Career in Medicine", two presentations to high school students and parents
- Parent Orientation - Introduction to Academics
- Orientation Leader Intensive Training
- International Student Orientation – Advising and General Education
- Connecting U – presentations and table
  - Major Exploration Basics
- CAIL Shoshone High School Program, Major Exploration and Decision Making Workshop
- Course Presentations
  - LEAP 1100
  - H EDU 2010
  - ED PS 2600
  - ED PS 3960
  - ETHNIC 2500
  - ELP 6620

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

- 2010 NACADA National Conference in Orlando, FL
- 2010 NASPA Annual Conference in Philadelphia, PA
- 2011 14<sup>th</sup> Annual Conference for Nontraditional Students in Higher Ed (ANTSHE)
- 2011 WAAHP Regional Conference
- 2011 Utah Advising and Orientation Conference in Midway, UT
- redLantern Intermediate Encoding Training, Cincinnati, OH
- 2011 redLantern Annual User Conference in Indianapolis, IN
- 2011 Mountain West Conference on the Arts in Salt Lake City, UT
- Utah Division of Arts & Museums – Change Leader Institute 2010
- MBTI Optimizing Team Performance – San Diego, CA, November 12, 2010
- Strong Interest Inventory Qualifying Program Certification (GS Consultants)
- 2011 WAPLA Prelaw Advisors Regional Conference, Las Vegas, Nevada; Conference Chair
- PLANC fall meeting, Minneapolis, MN

- ACPA, International Student Adjustment, national conference call seminar

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

- UC 1010 – Your Path to College Success
- UC 1020 – Introduction to Applying to Medical School
- UC 1030 – Introduction to Applying to Dental School
- UC/LEAP 1050 – Major Exploration
- LDRSHP 4750 – Capstone for Leadership Minor
- ELP 6620/7620 – College Student Development Theory
- ELP 7960 Applied Statistical Analysis of Survey Data
- PADMN 6550 Non Profit and NGOs – EMPA Hanian Cohort – Graduate Teaching Asst.
- PADMN 6550 Non Profit and NGOs – MPA Program – Service Learning Teaching Asst.
- BALLE 4760: Portfolio Design for Ballet Majors

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

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

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

- Utah International Educators Conference – April 2011
- Technology Training offered by AOCE and U of U Library System
- Human Resources Workshops on leadership and supervision
- U of U President’s Commission on the Status of Women/Edie Kochenour Memorial Lecture:
- ASUU Multicultural Awareness and Social Justice Conference
- Safe Zone Training
- CTLE workshops/CANVAS Training
- Faculty Forums
- Rosco C. Siciliano Forum
- Hinckley Institute of Politics lectures and public events
- AOCE Technology Courses
- Attended the bell hook lecture
- MUSE Inspiring Teaching Conference
- Campus Alert Meeting
- Registrar’s FERPA Workshop
- MBTI Webinar, “The other side of MBTI – Enrichment or sabotage?”
- 2011 Brand U in the Digital Age: Creating a Personal Brand Using Web Technology (Apple/U of U presentation)
- Electronic Document & Records Management, Webinar, April 2011
- NSSE Webinar, March 2011
- Middle East Student Forum, International Center
- MLK Celebration keynote speaker, Dr. Kimberlé Crenshaw

### **Publications**

- Morgan, V., & Pratt, T. (June 2011). Advisors on Location: Expanding advisors’ role in international education. *Academic Advising Today*, Volume 34 Issue 2. Retrieved from [http://www.nacada.ksu.edu/AAT/NW34\\_2.htm#5](http://www.nacada.ksu.edu/AAT/NW34_2.htm#5)
- Amy Urbanek. Western Association of Prelaw Advisors (WAPLA) Quarterly Newsletter
- Steve Hadley. Article for Chronicle on Major EXPO



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

- Staff nominated and received for 2010 Academic Affairs Staff Excellence Award – Steve Hadley
- Staff Participating in Myers-Briggs Type Indicator Master Practitioner Certification Program – Martina Stewart, Vickie Morgan, Steve Hadley, and Sharon Aiken-Wisniewski
- Strong Interest Inventory Qualifying Program Certification – Sarah Rollo
- Utah School Counseling License – Heather Crum

### **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
- University of Utah Commencement – volunteered
- Utah Food Bank – Volunteer
- Meals on Wheels - Volunteer
- Volunteer at the Horizonte Center
- Utah Arts Festival/VSA Art Access – Volunteer
- Utah Arts Festival – Collaborative Artist: Random Acts of Art, Lake Bonneville Coral Reef Project
- Bennion Center Alumni Network
- Proposal Reviewers provided for NASPA, AERA, ASHE
- Student Services Committee Member at Bryant Middle School (2010-2011 school year)
- Attendance Record Mediation Committee at Bryant Middle School (2010-2011 school year)
- British American Drama Academy – Oxford Program (scholarship recipient)
- YMCA Volunteer interpreter
- Japan Tsunami Relief Fundraising events volunteer
- UU Employee Appreciation Day volunteer
- Volunteer: Volunteers of America; Homeless Youth Resource Center & Adult Detoxification Center

### **Staff Completing Degrees**

- Victoria Trujillo – Masters of Public Administration
- Heather Crum – Masters Program in Educational Psychology
- Mandy Kuck – Bachelor’s Degree in International Studies
- Jake Frischknecht – Bachelor’s Degree in International Studies & Asian Studies
- Josh Tomlin – Bachelor’s Degree in Business

### **Staff Pursuing Degrees**

- Leslie Park – Doctoral student in Political Science
- Natalie Brown – Doctoral student in Educational Leadership and Policy
- Mayumi Kasai - Masters Program in Comparative Literary and Cultural Studies
- Rebecca Broadbent - MEd in Instructional Technology.
- Libby Oberg – M.S. in Criminal Justice
- Elizabeth Abbott - Graduate Certificate, Vocology, National Center for Voice and
- Matti Pomeroy - Bachelor’s Degree in Gender Studies

- Jennifer Merino-Moncada – Bachelor’s Degree in Health Promotion/EMS for the Physician’s Assistant program
- Darcy Posselli – Bachelor’s Degree in English and Environment Studies
- Amy Jensen– Bachelor’s Degree in Anthropology and Philosophy



**APPENDIX A:**  
**Staff List as of July 22, 2011**

**UNIVERSITY COLLEGE ADVISING**

|                                                                                           |          |         |
|-------------------------------------------------------------------------------------------|----------|---------|
| <b>Sharon Aiken-Wisniewski</b> , Assistant VP, Undergraduate Studies                      | 581-7787 | SSB     |
| <b>Jency Brown</b> , Assistant Dean/Office Manager/Advisor Training/Scholastic Standards  | 581-8526 | SSB     |
| <b>Martina Stewart</b> , Associate Director/PeopleSoft Liaison/ Mandatory Advising Coord. | 585-3238 | SSB     |
| <b>Terese Pratt</b> , Assistant Director for Transfer Center                              | 581-8588 | SSB     |
| <b>Natalie Brown</b> , Coordinator of Prospective Student Services                        | 581-4929 | SSB     |
| <b>Steve Hadley</b> , Undeclared Student Programs Coordinator                             | 581-8335 | Library |
| <b>Marilyn Hoffman</b> , General Education Advising Coordinator                           | 581-3842 | SSB     |
| <b>Sandy McLelland</b> , Returning to the U Coordinator                                   | 581-7974 | SSB     |
| <b>John Nilsson</b> , Preprofessional Advising Coordinator (Pre- Med)                     | 581-4926 | Bldg 44 |
| <b>Leslie Park</b> , Curriculum & Peer Program Coordinator                                | 581-4923 | SSB     |
| <b>Amy Urbanek</b> , PreProfessional Advising Coordinator (Pre-Law)                       | 581-8380 | OSH     |
| <b>Heather Crum</b> , Advisor & Scholastic Standards Assistant                            | 581-7502 | SSB     |
| <b>Mayumi Kasai</b> , Advisor, Preprofessional Advising Assistant                         | 585-0116 | Bldg 44 |
| <b>Sarah Rollo</b> , Advisor, Undecided Programs Assistant                                | 587-3974 | Library |
| <b>Victoria Trujillo</b> , Advisor, Mandatory Advising Assistant                          | 581-8447 | SSB     |
| <b>Becki Broadbent</b> , Advisor, Coordinator for Technology Initiatives                  | 585-9914 | SSB     |

**COLLEGE ADVISING – JOINT APPOINTMENT**

|                                                |          |     |
|------------------------------------------------|----------|-----|
| <b>Elizabeth Abbott</b> , Fine Arts/UC Advisor | 585-1042 | MCD |
| <b>Libby Oberg</b> , Fine Arts/UC Advisor      | 585-6974 | PAB |

**ADVISOR SUPPORT & DEVELOPMENT**

|                                                                       |          |         |
|-----------------------------------------------------------------------|----------|---------|
| <b>Vickie Morgan</b> , Coordinator of Campus-wide Advisor Development | 587-5895 | SSB     |
| <b>Richelle Warr</b> , DARS Encoder Coordinator                       | 585-7490 | Library |

**STUDENT PEER ADVISORS**

|                                |                        |
|--------------------------------|------------------------|
| <b>Jennifer Merino-Moncada</b> | <b>Rachel Osterman</b> |
| <b>Darcy Posselli</b>          | <b>Amy Steimke</b>     |

**SUPPORT STAFF**

|                                                                         |          |         |
|-------------------------------------------------------------------------|----------|---------|
| <b>David Eisen</b> , Administrative Assistant                           | 581-7827 | SSB     |
| <b>Natalie Murdock</b> , Administrative Computer Specialist             | 585-5348 | SSB     |
| <b>Alex Purvis</b> , Academic Program Support Specialist                | 581-8146 | SSB     |
| <b>Sheryl McAllister</b> , Executive Secretary, Pre-professional Office | 581-5744 | Bldg 44 |
| <b>Mandy Kuck</b> , Office Assistant                                    | 581-4906 | SSB     |
| <b>Josh Tomlin</b> , Data Analyst (RTU and MAP)                         | 585-5348 | SSB     |
| <b>Matti Pomeroy</b> Student Office Assistant                           | 581-8146 | SSB     |
| <b>Amy Jensen</b> , Special Assistant to RTU                            |          |         |

**APPENDIX B:  
UNIVERSITY COLLEGE SMART GOALS & FUTURE VISION**

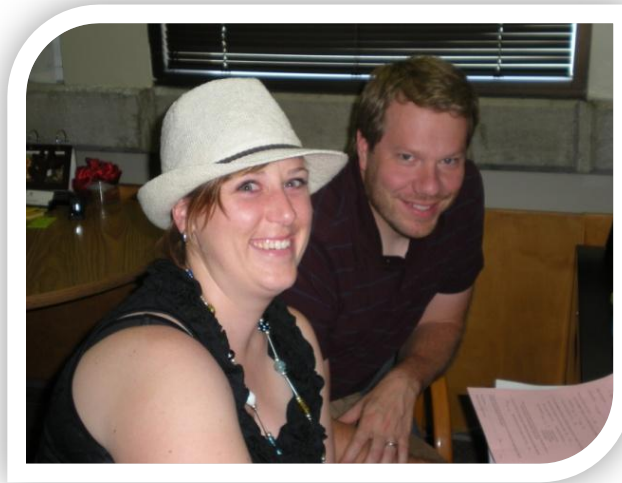
**(Updated for Annual Report on July 22, 2011)**

***University College Advising Mission . . .***

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

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

- 1) University College will collaborate with campus-wide advising partners to develop tools and activities used by departments and service agencies that enhance and validate advising services to students. Accomplishments and future initiatives include:
- 2) University College will identify new activities for advising that increase contact with students.
- 3) University College will initiate advising and programming that specifically addresses the needs of underserved populations and promotes collaboration with campus partners to establish networks for success.



### ***Vision for the future:***

University College envisions a University of Utah experience that encompasses interactions with professional staff through personalizing advising programs that support student success. Advising has a curriculum and pedagogy, which establishes content and delivery.

How vision and mission will be accomplished:

- Supporting the enrollment management plan (specifically retention and graduation completion) by understanding demographics and dynamics of various undergraduate student populations to address academic advising needs.
- Embracing the value of each student being an individual to produce a personalized advising experience that leads to an engaged undergraduate experience.
- Balancing a quality advising experience for students as the opportunities for campus engagement for UC grow.
- Engaging in an active professional development program for all UC staff members to maintain a strong skill base and high staff morale.
- Accepting opportunities to serve on various campus, state, and national committees and organizations.
- Supporting campus-wide advising efforts through leadership and collaboration.
- Embracing the concept that advising is teaching by expanding the UC curriculum to other topics that are appropriate for group advising.
- Focusing on opportunities that engage technology as an effective tool for advising that blends advisors with virtual strategies.
- Maintaining an assessment program that focuses on data to inform practice.
- Marketing UC, campus-wide advising, and advising tools to students for maximum utilization.
- Leading an educational development program for advisors across the campus to initiate and maintain a strong skill base, knowledge relevant to the University of Utah educational structure, and professional network with colleagues, in order to equip advisors to better inform their students.
- Supporting undergrads systematically to prepare them for graduate school in general.
- Adhering to institutional policies, such as human resources, budget, and technology, as UC functions within the U of U organization.
- Adhering to professional standards on advising from Council of Academic Standards (CAS), National Academic Advising Association (NACADA), and Department of Education to facilitate practice that is relevant and ethical.

University College has a strong, professional staff to contribute to the future of academic advising at the University of Utah.