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Overview and Goals for 2015-16

“We pledge to help you graduate with the support of learning communities, mentors and advisors, financial guidance, and deeply engaged learning experiences.”

(The Utah Pledge)

One year ago, I came to the University of Utah to interview for the position of Associate Dean of University College. Part of the interview process was to deliver a presentation to the campus of my “vision” for University College. In preparation, I spent a significant amount of time combing through the previous year’s annual report to get a sense of the role(s) played by University College (UC) in advising, retention, graduation and the larger context of student services at University of Utah.

On paper and in person, I discovered that UC was made up of a team of highly qualified, dedicated academic advisors and staff members deeply committed to student success. They collectively serve a large number of students in Salt Lake City, satellite campuses in Bountiful and Sandy, and the Asia Campus. UC’s impact on advising results from direct student contact with its traditionally defined populations (Exploratory, Pre-Professional, Transfer), advisor training, assessment, and development, and university-wide programs such as advising technologies (DARS and GPS), Scholastic Standing, and administration of the Mandatory Advising Program. UC is a critical element to the “Utah Pledge”.

What I have come to more fully appreciate over the past year is the exceptional quality of UC’s subunits. From early in the recruitment process through to graduation (and sometimes beyond!), UC staff members help students explore and identify areas of academic interest and create plans that will allow them to graduate in a timely fashion. Our initiatives enable students to access advising in a way that maximizes their opportunities to engage in meaningful learning experiences. Further, UC works collaboratively with other UGS and Student Affairs units to promote delivery of a wide range of high-impact practices across campus.
The Annual Report is an opportunity to document the impact of University College on the campus community, as well as to reflect on the past and future evolution of the unit. Just as I used the last Annual Report to gain insights on UC, this year’s report will present the highlights of the past year and outline our goals for the upcoming year for others to use similarly.

Having experienced three leaders in a four-month period, 2015-16 can only be described as a year of change for UC. The emphasis since I came on board last September has been to move towards a functional unit that works collectively to meet the advising needs of our students and the campus advising community, and to support the strategic goals of the institution as they relate to advising. One of the most significant changes during the first year has been the formation of a leadership team that includes the Associate Dean, Assistant Dean, and Associate Director. All decisions regarding University College priorities, organizational structure and reporting lines, assignment of duties, and budget allocations are made jointly to make sure all members of the UC staff are represented and heard. Additional achievements and priorities for the year include:

- Working towards shifting emphases away from functional silos and increased collaboration between program areas
- Create leadership opportunities for Assistant Directors, including budget management
- Social Justice, Diversity and Inclusion Subcommittee planned, carried out and evaluated three-part training module on promoting sense of inclusion, dialogue and understanding for UC staff
- Increased emphasis on health and community
- Participation in university-wide activities, include the “Short on Credits” initiative and the “Major Change Action Team”

This year’s retreat was themed “University College; Reimagine, Reinvigorate, Reunite”. Exercises were designed to team-build, explore and discuss priorities for the upcoming year, and improve communication. One exercise asked participants to identify what various constituencies (students, faculty, staff and advisors) across campus perceive as the functions of University College. General consensus is that there is considerable confusion regarding the scope of our roles and responsibilities, and that a contributing factor might be our name. Almost every working group at the retreat indicated a need to revitalize, restructure, and update the current University College web-presence. Action plans addressing both of these identified priorities are detailed below.

Change is inevitable, and important to the long-term health of any institution. University College (under that or a new name) will continue to play an active role in the design, delivery, assessment and support of academic advising at the University of Utah.
Goals for 2015-16

In direct response to the discussion at this year’s Annual Retreat, Action Teams have been established to:

1. Determine whether the name “University College” adequately represents and communicates what we do and who we are. The “Name Committee” is charged with bringing forward a list of 3-5 alternative names for University College for consideration by leadership. The proposed names should:
   - Reflect the scope of University College roles and responsibilities
   - Promote an understanding of University College’s core functions
The proposed names should not be currently in use by any other unit on campus. Steve Hadley and Terese Pratt will convene and co-chair the committee; the target date for the initial list of presentation of potential names for discussion by full staff is mid-August.

2. Rebuild the UC website from the bottom up. Almost every working group at the retreat indicated a need to revitalize, restructure, and update the current University College web-presence. Accordingly, the “Web Committee” is being created with the following charge:
   - Identify who is currently using the University College web site, and what kinds of information are they most typically looking for when they visit;
   - Create an overall structure for the University College website that integrates the campus-wide art element;
   - Develop a template for use by UC program areas to utilize on their pages in order to increase consistency across the site; and
   - Integrate social media in a manner that promotes the goals of University College.

The proposed timeframe for completion of the overall structure and template is mid-August, with implementation by mid-September. The committee will be co-chaired by Kira Jones and Tammy Mabey.

3. Create a new mission statement that accurately conveys UC’s values and goals. This group will be convened once a decision has been made regarding the name for University College.

4. Increase the retention of academic advisors. Quality advising begins with experienced and well-trained advisors. While there is value in having entry-level advising positions, it is also important to have career development opportunities in order to support professional advancement within UC and campus-wide.
University College Leadership Team

Photo left: Beth Howard

Photo above: John Nilsson

Photo above: Martina Stewart
The staff in University College (UC) had over 63,000 contacts with students, campus partners, and outside constituencies during 2015-16 academic year. University College uses a database for accurate recording of student interactions. UC staff record contacts directly into the database for accuracy and timeliness.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Appointments</th>
<th>Quick Helps*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>9,109</td>
<td>41,736</td>
<td>50,845</td>
</tr>
<tr>
<td>2007-08</td>
<td>10,822</td>
<td>47,602</td>
<td>58,424</td>
</tr>
<tr>
<td>2008-09</td>
<td>11,785</td>
<td>43,181</td>
<td>54,424</td>
</tr>
<tr>
<td>2009-10</td>
<td>12,572</td>
<td>52,147</td>
<td>64,719</td>
</tr>
<tr>
<td>2010-11</td>
<td>13,702</td>
<td>55,760</td>
<td>69,462</td>
</tr>
<tr>
<td>2011-12</td>
<td>14,289</td>
<td>50,672</td>
<td>64,961</td>
</tr>
<tr>
<td>2012-13</td>
<td>15,998</td>
<td>57,096</td>
<td>73,094</td>
</tr>
<tr>
<td>2013-14</td>
<td>15,977</td>
<td>54,286</td>
<td>70,263</td>
</tr>
<tr>
<td>2014-15</td>
<td>17,181</td>
<td>45,265</td>
<td>62,446</td>
</tr>
<tr>
<td>2015-16</td>
<td>15,539</td>
<td>34,260</td>
<td>49,799</td>
</tr>
</tbody>
</table>

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

The overall number of appointments last year was very consistent with the numbers from 2012-13 and 2013-14 but lower than the record-setting number of appointments in 2014-15. The decreased number of Quick Helps is reflective of changes in the recording structure for Bridge advisors rather than a significant decline in utilization of UC services.

**2015-16 Student Contact Summary**

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment and Same Day</td>
<td>15,539</td>
</tr>
<tr>
<td>Quick Help (QA Desk, Presentations, Reception)*</td>
<td>34,260</td>
</tr>
<tr>
<td>E-mail Advising**</td>
<td>12,609</td>
</tr>
<tr>
<td>Workshops for Scholastic Standards (Warning)</td>
<td>857</td>
</tr>
<tr>
<td><strong>Total Number of Student Contacts</strong></td>
<td>63,265</td>
</tr>
</tbody>
</table>

*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 2015-16, UC sent 262,823 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

<table>
<thead>
<tr>
<th>Class</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>3,770 (23.59%)</td>
<td>4,196 (24.42%)</td>
<td>4,310 (27.74%)</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2,965 (18.55%)</td>
<td>3,230 (18.79%)</td>
<td>3,086 (19.86%)</td>
</tr>
<tr>
<td>Juniors</td>
<td>2,449 (15.32%)</td>
<td>2,700 (15.71%)</td>
<td>2,548 (16.40%)</td>
</tr>
<tr>
<td>Seniors</td>
<td>2,136 (13.36%)</td>
<td>2,685 (15.62%)</td>
<td>2,263 (14.56%)</td>
</tr>
<tr>
<td>2nd Bach (New in 2008-09)</td>
<td>773 (4.83%)</td>
<td>785 (4.56%)</td>
<td>773 (4.97%)</td>
</tr>
<tr>
<td>Transfer (New in 2006-07)</td>
<td>2,621 (16.40%)</td>
<td>2,177 (12.67%)</td>
<td>1,429 (9.20%)</td>
</tr>
<tr>
<td>Prospective (1st term)</td>
<td>902 (5.64%)</td>
<td>857 (4.98%)</td>
<td>727 (4.68%)</td>
</tr>
<tr>
<td>Returning to the U (New in 2008-09)</td>
<td>254 (1.58%)</td>
<td>208 (1.21%)</td>
<td>156 (1%)</td>
</tr>
<tr>
<td>Others*</td>
<td>107 (0.66%)</td>
<td>343 (1.99%)</td>
<td>247 (1.59%)</td>
</tr>
</tbody>
</table>

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

Contacts by Type in 2015-16

The mission of University College requires developmental and informational advising approaches. 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 10 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

<table>
<thead>
<tr>
<th>Type</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed/Graduation Requirements</td>
<td>1,701 (10.64%)</td>
<td>1,859 (10.82%)</td>
<td>1,332 (8.57%)</td>
</tr>
<tr>
<td>Academic Program Plan/Registration</td>
<td>6,309 (39.48%)</td>
<td>6,527 (37.98%)</td>
<td>5,710 (36.75%)</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>1,135 (7.10%)</td>
<td>1,211 (7.04%)</td>
<td>1,100 (7.08%)</td>
</tr>
<tr>
<td>Scholastic Standards</td>
<td>1,348 (8.43%)</td>
<td>1,392 (8.10%)</td>
<td>1,383 (8.9%)</td>
</tr>
<tr>
<td>Professional/Graduate School</td>
<td>2,207 (13.81%)</td>
<td>2,186 (12.72%)</td>
<td>2,206 (14.2%)</td>
</tr>
<tr>
<td>Major Exploration</td>
<td>1,528 (9.56%)</td>
<td>2,033 (11.83%)</td>
<td>1,890 (12.16%)</td>
</tr>
<tr>
<td>Mandatory Freshman Priority</td>
<td>1,252 (7.83%)</td>
<td>1,265 (7.63%)</td>
<td>1,310 (8.43%)</td>
</tr>
<tr>
<td>Second-Year Advising</td>
<td>345 (2.15%)</td>
<td>379 (2.20%)</td>
<td>264 (1.70%)</td>
</tr>
<tr>
<td>Mandatory Advising – Undeclared</td>
<td>26 (0.15%)</td>
<td>14 (0.09%)</td>
<td>120 (0.77%)</td>
</tr>
<tr>
<td>Mentoring</td>
<td>210 (1.35%)</td>
<td>303 (1.76%)</td>
<td>120 (0.77%)</td>
</tr>
<tr>
<td>Other*</td>
<td>152 (0.95%)</td>
<td>303 (1.76%)</td>
<td>120 (0.77%)</td>
</tr>
<tr>
<td><strong>Total Contacts</strong></td>
<td>15,977</td>
<td>17,181</td>
<td>15,539</td>
</tr>
</tbody>
</table>

Increasingly, students are coming in to speak with an advisor about either reducing their course-load mid-semester (“Late Withdrawals”) or seeking a retroactive withdrawal (“Petition”) from a previous semester. These appointments may be reflected under multiple categories, including “Academic Plan”, “Policies and Procedures”, “Scholastic Standards” or “Other”. Students disclose circumstances impacting their academic work only after becoming comfortable with an advisor; in the more complex cases multiple follow-up appointments are required.

Requests for Late Withdrawals submitted by University College students are reviewed by a UC committee that includes at least one Bridge advisor. The members of the committee look for evidence of a non-academic emergency that can be tied to the course or courses the student is looking to drop. When a request is denied, the student has the opportunity to appeal the decision to the Associate Dean. If students submit an appeal, there is an expectation that new information will be provided. A total of 168 Late Withdrawal requests were reviewed this year; the most frequently cited reasons were medical or physical health and family emergency. The committee approved 80% of the requests submitted.

Petitions for all students are reviewed by a university-wide committee based in the Registrar’s Office. Before submitting a petition, UC students meet with an academic advisor to discuss documentation and the personal statement. When these are complete, the student meets with the Associate or Assistant Dean, who is responsible for crafting a cover letter of support and submitting the completed Petition. Written appeals are heard by the Student Affairs Appeals Committee.
Last year the Associate Dean met with 42 students regarding petitions (1 Course Deletion, 1 Conversion of Grading Option, 40 Retroactive Withdrawals). Five of the Petitions were held for more documentation. Of the 37 petitions submitted, 31 were approved, 6 denied.

Every Late Withdrawal or Petition request is an opportunity to connect a student to academic advising and campus resources. The need to change a registration after is often a yellow flag of larger issues; the goal is to work with the student to connect them with resources or make adjustments before the issues become insurmountable.

The nature of the Late Withdrawals and Petitions often gives us valuable information on the circumstances faced by our students. Although the overall number of Late Withdrawal requests has dropped from 189 in 2011-2012 to 168 in the most recent AY, the proportion related to mental/behavioral health has increased from 43 (22.7%) to 59 (35.1%). In response to the increased number of both types of requests that listed depression, anxiety or other mental health concerns, UC worked with the Counseling Center to discuss referral practices and increase understanding of how health issues relate to academic performance. The campus-wide advising coordinators held a similar in-service with Counseling Services.

**Reported Home College**

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

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>979 (6.12%)</td>
<td>763 (4.44%)</td>
<td>699 (4.98%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>784 (4.90%)</td>
<td>858 (4.99%)</td>
<td>935 (6.01%)</td>
</tr>
<tr>
<td>Science (includes Physics and Math)</td>
<td>900 (6%)</td>
<td>1,657 (9.64%)</td>
<td>1,460 (9.40%)</td>
</tr>
<tr>
<td>Architecture</td>
<td>117 (0.73%)</td>
<td>96 (0.55%)</td>
<td>105 (0.68%)</td>
</tr>
<tr>
<td>Education</td>
<td>193 (1.20%)</td>
<td>149 (0.86%)</td>
<td>104 (0.67%)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2,367 (14.81%)</td>
<td>2,493 (14.51%)</td>
<td>2,163 (13.9%)</td>
</tr>
<tr>
<td>Health</td>
<td>566 (3.54%)</td>
<td>486 (2.82%)</td>
<td>448 (2.89%)</td>
</tr>
<tr>
<td>Humanities</td>
<td>648 (4.05%)</td>
<td>636 (3.70%)</td>
<td>591 (3.80%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>662 (4.14%)</td>
<td>675 (3.92%)</td>
<td>708 (4.56%)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>66 (0.41%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>1,026 (6.42%)</td>
<td>838 (4.88%)</td>
<td>813 (5.23%)</td>
</tr>
<tr>
<td>Social Work</td>
<td>88 (0.55%)</td>
<td>92 (0.54%)</td>
<td>97 (0.62%)</td>
</tr>
</tbody>
</table>
Partnering with the Campus

In addition to supporting populations assigned to University College, UC has partnered with other campus organizations to assist with advising students who are engaging in unique programming opportunities. These partnerships are:

- UStart through the Women’s Resource Center
- Refugee Education Initiative through Student Affairs
- Veteran’s Students through Office of Admissions due to HB 32
- Veteran’s Services
- UFutures through Office of Financial Aid and Office of Scholarship
- International Orientation through Office of International Student & Scholar Services
- TAL Scholars through Office of Undergraduate Advancement
- BlockU through the Office of Undergraduate Studies
- Presentations for Office of Orientation and Leadership Development
- AMES School/Scholastic Standards through Undergraduate Studies
- University Scholars through Undergraduate Studies
- Participation in the calling campaign to non-registered students
- Contribute to the development and implementation of the Summer “Short on Credits” Initiative

These partnerships encourage students to engage with an academic advisor early and often to support retention and timely completion.

Conclusion

Academic advising at the University of Utah follows a “distributed model”, meaning that academic units are responsible for developing, assessing and overseeing their own advising staff and practices. Over the past few years, the advent of “Bridge” advisors has increased the connections between college-based advising and University College, improving the quality and consistency of advising across campus. UC plays an essential role in the maintenance and delivery of technologies associated with advising and contributes substantively to university-wide training and advisor development opportunities. It can easily be argued that UC is the lynch-pin of advising across the institution, impacting the student experience both directly and indirectly via our extensive collaborations.

University College continues to provide advising services to a significant number of students with a variety of needs, encourages more connections between UC, colleges, and departments through the advisor Bridge positions, and advocates on behalf of campus-wide advising. The sections that follow detail the impact and future goals of the various program areas that constitute University College.
Photos: UC Staff Retreat – Spring 2016
SOCIAL JUSTICE, DIVERSITY AND INCLUSION

Shelley Nicholson, Jen Wozab, and Beth Howard

Overview and Goals for 2015-16

The University College Social Justice, Diversity and Inclusion subcommittee (SJDVINC) was established in response to conversations at the 2015 Annual Retreat. The goals of the committee were to train and educate staff in issues regarding social justice, diversity, and inclusion, as well as to provide staff with opportunities for professional development.

The committee developed a timeline of training activities to start the education process within the entirety of the University College staff, including peer advisors and all support staff. With the support of UC leadership, the training was required of all current and new staff. Fiscal support for the program was provided by Dr. Martha Bradley in Undergraduate Studies.

The training was modeled on the Student Affairs Diversity Committee (SADC) certificate, with modifications to address the needs and goals of the UC staff. The training was envisioned to be in lieu of staff meeting and in-service for the three dates of the modules. The timeline of training considered peak and non-peak advising times so that the office could be closed during the time of the training and have minimal impact to students and other members of the university community while still permitting full staff participation. Throughout the process assessments were conducted to measure where we are as a staff in terms of diversity, social justice, and inclusion.
The SJ DVINC committee proposed that in order to optimize training efforts, it was important to establish a strong foundation of education. The basics principles were to be covered before moving on to more in-depth topics of white privilege, microaggressions, anti-bias training, ally building, and other issues of underrepresented populations. The initial timeline for the training was as follows:

**Timeline:**
- **December:** Module 1: Introduction & Laying the Ground Work  
  - Time: Approximately 4 hours with snack and/or lunch provided  
  - Facilitated by two campus trained facilitators
- **January:** Readings and written reflections to build on Module 1 and prepare for Module 2
- **February:** Module 2: Ally Building and Understanding Dominance  
  - Time: Approximately 4 hours with snack and/or lunch provided  
  - Facilitated by two campus trained facilitators
- **March:** Module 3: Group Dialogue  
  - Time: Approximately 2 hours  
  - Facilitated by two campus trained facilitators
- **April:** Readings and written reflections to build on all three modules and prepare for next training
- **May:** White Privilege Training  
  - Time: Approximately 2 hours  
  - Facilitated by two campus trained facilitators  
  - The week after school ends, or the first two weeks after graduation, and before orientation begins.

SJ DVINC initially included Kelsey Dockendorff, Kira Jones, Mayumi Kasai, Leslie Parks, and Tamara Young; Shelley Nicholson and Jen Wozab served as co-chairs. JoJo Beyene and Karla Motta joined mid-year.

**Highlights**

**Module 1: Identity (December 17, 2015)**
Module was led by Belinda Otukolo Saltiban (Director, Diversity and Inclusion) and Carol MacNicholl (Disability Services). Participants were led through a series of exercises designed to increase awareness of (and appreciation for) the many facets of identity, and how experience can shape how we view the world around us. Responses to a question in the post-training survey asking staff to name their favorite element of the training included the following:
- “Learning about other experiences outside of my perspective”
- “People’s willingness to share, even when it was difficult”
The comments on the survey indicated a high level of satisfaction with the module, but a strong need to explore the topic on a deeper level, particularly as social justice, diversity and inclusion pertain to our roles on campus.

**Module 2: Ally Building (February 18, 2016)**
Module was led by Belinda Otukolo Saltiban and Ella Blanchard (LGBT Resource Center). In anticipation of the module, staff were asked to read a short article (“White Privilege: Unpacking the Invisible Knapsack”, by Peggy McIntosh). Staff were provided with index cards for self-reflection; a “Comment Box” was placed in the work room in order to integrate reflections into future activities. The following prompts were provided to frame the reflections:

- What were your initial thoughts about the article?
- How did you feel after reading this article?
- Have you ever thought about these concepts before?
- Can you think of instances where you have had similar experiences?
- What other examples do you have of how you have experienced privilege (of any kind)?

After the module, staff watched two videos (John Stossell: Blue Eyes/Brown Eyes [http://www.youtube.com/watch?v=nZsOAKGcJl0](http://www.youtube.com/watch?v=nZsOAKGcJl0), and Children stereotyping pictures [http://www.youtube.com/watch?v=MTYn1WRCuoU](http://www.youtube.com/watch?v=MTYn1WRCuoU)) and again used the cards and Comment Box to share experiences or observations of bias in their work with students.

**Module 3: Integration (March 31, 2016)**
Module was led by Belinda Otukolo Saltiban and Rob Davies (Counseling Center). Two models of Racial/Cultural Identity Development were presented and discussed. In the final segment, staff worked in groups to discuss incidents of bias that have occurred on campus in academic settings. This facilitated discussion of what constitutes bias and bias reporting procedures. The Office for Inclusive Excellence provided additional resource lists electronically.
Summary

Brief surveys were distributed after each module. Feedback was integrated into the subsequent modules and supplementary readings/viewings. Overall, feedback was very positive. Although some participants indicated that they didn’t always learn new material, they appreciated the opportunity to discuss these topics in detail with colleagues. There was strong recognition that these discussions are important, and need to be continued. A Brown Bag lunch series centered on Diversity Best Practices has been initiated.

As had been hoped, the SJDVINC provided multiple professional development opportunities. The co-chairs attended the Conference for Diversity Excellence (CODE) to help further their work on the committee. One staff member used participation as part of their teaching re-licensure training and presentations were made at both the University and state-wide advising conferences.

Goals for 2015-16

- Address issues surrounding privilege on a deeper level
- Provide ongoing opportunities for staff to come together to digest contemporary events related to social justice, diversity and inclusion
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:

- **First Year Advising** during freshmen students’ first semester at the University of Utah.
- **Second Year Advising** for students enrolled fall semester with 2 or 3 prior terms of enrollment and 90 or fewer credit hours (was 60 or fewer hours up to fall 2015).
- **60 Credit Undeclared Student Advising** for students who have completed at least 60 credit hours and 2 semesters at the University of Utah, who have not yet declared a major or pre-major.

1. Develop Fall MAP Kickoff event focusing on the CARE Approach in Academic Advising with Dr. Kyle Reyes.
   - Dr. Kyle Reyes, Special Assistant to the President for Inclusion/Chief Diversity Officer/Assistant Professor Secondary Education, Utah Valley University, spoke on his C.A.R.E. Approach (Connection, Authenticity, Relevance, Empathy) in relation to advising
   - Attended by 120 campus advisors/staff
   - All those who attended said they planned to use techniques from the CARE Approach in their advising practice
This was the most highly rated of all Kickoff events we have done and created a strong sense of community among advisors. Evaluation feedback included:
  i. I didn't think there was any way that this year's MAP Kickoff could be better than last year's, but you've proven me wrong! Everything was simply top-notch—awesome work!
  ii. I seriously plan to incorporate as many aspects as I can, so excited. Allowing students to tell their story.
  iii. Dr. Reyes was engaging, knowledgeable, insightful and inspirational.
  iv. So glad I came! Kyle was great, personal, fun, engaging.
  v. Thanks so much! I can't wait to do my first MAP season :).

2. MAP 2nd Year: increase upper credit limit from 60 to 90 credits to include more students in MAP 2nd Year Advising.
   • This change resulted in over 1000 more students being selected for second year advising during the 2015-2016 year.

3. Work with Honors College and UIT to develop a MAP 2nd Year Honors hold/advising point for Honors students.
   • This enhancement lead to 320 Honors students being selected for required Honors advising in addition to advising within their major.

4. Work with MAP Committee to propose a “Registration Day” event for MAP 1st Year students who have met with an advisor and qualify for early registration.
   • The first annual Registration Day Party was held on November 9th from 7 am -12 noon in the Union Computer Lab
   • Theme: “Donut” Feel Good to Register Early
   • Goals
     i. Build excitement around meeting with an academic advisor early to remove the first year MAP hold and receive early registration for spring
     ii. Assist students in getting registered on time and building appropriate class schedules before and during the event
     iii. Involve advisors and departments in interacting with first year MAP students in an engaging way
   • We had food, balloons, a photo booth and prize drawings to create a “party” atmosphere
   • Advisors from across campus, as well as peer advisors from LEAP, UC and various academic departments collaborated to help students get registered
   • 175 students attended the event
1. **First Year Advising Program:**

- 85% percent of new first year students met with an advisor early to receive priority registration for Spring 2016; this is a record number for the MAP program and exceeds last year’s record of 83%
- 68% of eligible students were registered by the 2nd day of the registration cycle compared to 63% of students last year
- By the end of the freshman registration period, 72% of freshmen who were eligible to register actually did register compared to 65% of students last year

### a. Table 1 - Flow of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Selected for Freshman Advising Fall Semester*</th>
<th>Received Early Advising and Priority Registration</th>
<th>Met with Advisor by 12/1</th>
<th>Registered for Spring by Friday of Finals Week</th>
<th>% Advised and Holds Removed by 1/7</th>
<th>Met with Advisor in UC during Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>3,379</td>
<td>78%</td>
<td>89%</td>
<td>85%</td>
<td>94%</td>
<td>1,229</td>
</tr>
<tr>
<td>2012</td>
<td>3,533</td>
<td>79%</td>
<td>90%</td>
<td>83%</td>
<td>94%</td>
<td>1,256</td>
</tr>
<tr>
<td>2013</td>
<td>3,134</td>
<td>81%</td>
<td>87%</td>
<td>83%</td>
<td>95%</td>
<td>1,113</td>
</tr>
<tr>
<td>2014</td>
<td>3,170</td>
<td>83%</td>
<td>89%</td>
<td>85%</td>
<td>94%</td>
<td>1,171**</td>
</tr>
<tr>
<td>2015</td>
<td>3,534</td>
<td>85%</td>
<td>91%</td>
<td>84%</td>
<td>95%</td>
<td>1,236***</td>
</tr>
</tbody>
</table>

*includes students who started summer and fall
**includes 219 students who advisors indicated were part of the UEXPLORE program
*** includes 326 students who advisors indicated were part of the UEXLORE program

*(NOTE: This year we were given new data reports from OBIA for First Year MAP. The data need to be reviewed to ensure they are accurate and consistent with what we have reported in past years. Once the data are verified, we will provide an update to retention and graduation rates for First Year Students.)*
2. **Second Year Advising Program**: Students enrolled fall semester with 2 or 3 prior terms of enrollment and 90 or fewer credit hours are selected for Second Year Advising. (NOTE: starting fall 2015, the upper credit hour limit went from 60 to 90)

a. **Table 2 - Flow of Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Selected for Second Year Advising</th>
<th>Number/% of students advised before hold placed in March</th>
<th>Number/% of students who received a registration hold</th>
<th>Number/% of students advised as of July</th>
<th>Met with UC Advisor*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2,465</td>
<td>1,079 (44%)</td>
<td>1,386 (56%)</td>
<td>2,064 (84%)</td>
<td>270</td>
</tr>
<tr>
<td>2012</td>
<td>2,484</td>
<td>1,226 (49%)</td>
<td>1,258 (51%)</td>
<td>2,121 (85%)</td>
<td>282</td>
</tr>
<tr>
<td>2013</td>
<td>2,404</td>
<td>1,213 (50%)</td>
<td>1,191 (50%)</td>
<td>2,063 (86%)</td>
<td>302</td>
</tr>
<tr>
<td>2014</td>
<td>2,203</td>
<td>1,087 (49%)</td>
<td>1,116 (51%)</td>
<td>1,909 (87%)</td>
<td>320</td>
</tr>
<tr>
<td>2015**</td>
<td>3,366</td>
<td>1,478 (44%)</td>
<td>1,888 (66%)</td>
<td>2,916 (87%)</td>
<td>229</td>
</tr>
</tbody>
</table>

* 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.

**Starting Fall 2015, the upper credit limit went from 60 to 90 credits)

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

a. **Table 3 - Flow of Students.** The number of students who have been selected for 60 credit hour Undeclared Student Advising has decreased since the Mandatory Advising Program began, which may be a positive outcome of Mandatory First Year and Second Year Advising.

<table>
<thead>
<tr>
<th>Year</th>
<th>Received Notification Email (November)</th>
<th>Received Registration Hold (February)</th>
<th>% Notified That Actually Received Hold</th>
<th>Holds Removed (July)</th>
<th>% Holds Removed (July)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/2012</td>
<td>367</td>
<td>179</td>
<td>49%</td>
<td>137</td>
<td>77%</td>
</tr>
<tr>
<td>2012/2013</td>
<td>308</td>
<td>177</td>
<td>57%</td>
<td>135</td>
<td>76%</td>
</tr>
<tr>
<td>2013/2014</td>
<td>346</td>
<td>196</td>
<td>57%</td>
<td>157</td>
<td>80%</td>
</tr>
<tr>
<td>2014/2015</td>
<td>359</td>
<td>207</td>
<td>58%</td>
<td>151</td>
<td>73%</td>
</tr>
<tr>
<td>2015/2016*</td>
<td>247</td>
<td>172</td>
<td>70%</td>
<td>121</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Numbers are lower because beginning Fall 2015, we only emailed those students who were NOT also selected for MAP Second Year Advising.
4. **MAP APP**: This year a web-based application, MAP App, was developed and launched by staff member Julia Vincent. The link to MAP App was included in all communications to MAP selected students. This application asks a series of 5-6 questions and links the student directly to the appointment scheduling page of the correct advisor. This cuts down on incorrectly scheduled appointments, wasted advising resources, and frustration for all parties. In its inaugural year MAP App had over 7,600 uses by students and staff.

**Goals for 2016-17**

- Develop Fall MAP Kickoff event focusing on Strengths Finder.
- Move Registration Day event from Pilot to annual event. Increase attendance from students and advisors across campus.
- Create new marketing/promotional materials for MAP.

*Photo: Martina Stewart and Jen Wozab*
UNDECIDED STUDENT PROGRAM/MAJOR EXPLORATION CENTER

Sarah Rollo, Julia Vincent and Stephanie Begaye

Overview and Goals for 2015-16

The Major Exploration Center was created to house all of the programming, resources for students, and resources for advisors in one centralized unit. The Major Exploration Center assists students in creating a cohort model for incoming undecided/exploring students and creating targeted programming for students to engage in the major exploration process. Programming for students includes the UExplore Advising Initiative, the Major Expo, the Open Houses, social media posts, and email newsletters. In addition, we provide robust assistance to University College advisors in the form of online and print resources for major exploration activities to use with student, quarterly in-service trainings, and detailed reporting system for management of their exploring student caseload assignments.

- Improve the UExplore Advising Initiative by creating reports that will allow University College to select and communicate with students without relying on another office to provide data for us.
• Created Reports through Registrar’s Office and we are now able to select students through the report and we can contact them via personal email address and home address for the introductory postcard students receive at the end of Orientation programs.

• Create a new system for assigning students to an advisor—assign students to the University College advisor they meet with at Orientation rather than based on first letter of last name. This will strengthen advisor and student relationships. Significant technology changes will need to occur and a database created to store the caseload information.

• With the assistance of technology professionals from University College and UIT a database was created, so that staff and students could input a UID# and it would return the student’s assigned advisor which includes a link to the scheduling calendar. The Registrar’s office opened up the capability to assign a specific advisor to a student in PeopleSoft which allows for better reporting to advisors. The Registrar’s office and UIT have assisted in creating the capability to generate reports for holds and a larger report that allows us to track retention, credit hour accumulation and data on declared majors for students in the UExplore group.

• Strengthen relationships with Career Services by having regular planning meetings to create synergy in programming our individual events for students. Create a collaborative environment by encouraging attendance and tabling out our events and the Major Exploration Center will attend and participate in their events.

• There was a staff change in Career Services in August of 2015 and the MEC assisted with training of the new advisor assigned to exploring students. Partnerships have been created with training and selections of assessments for use of career services coaches. The Career Pathways program is on track for a strong partnership with University College—staff will continue to attend and participate in the events and advertise those events to our student population.

• Improve UExplore Open House series by holding the sessions in a larger venue and inviting more departments to participate in each session which will positively impact student attendance.

• Events were moved from the Collegiate room to the West Ballroom and were able to double the amount of departments invited to participate. We saw an overall increase in the numbers of students attending each session for this last year. Detailed numbers and lists of participating departments are below.
• Hire a student assistant to coordinate the marketing efforts for the Major Exploration Center events and increase student access to our events and services.
  
  o A former UC 1050 student and University College peer advisor, Erin Olschewski was hired and this student assisted with marketing efforts for the Open House sessions. Erin utilized social media and started an Instagram page for the Major Exploration Center (@uofuadvising). This platform allows us to have a broader reach to our students and we continue to increase our number of followers daily.

Major Exploration Expo

The 11th Annual Major Exploration EXPO took place on September 30th, 2015. The 11th edition of the Major Exploration EXPO was one of the most successful EXPO’s. Here are some of the highlights:

• An estimated 1450 students were able to interact with over 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.
• 100% of students surveyed said that they would recommend the EXPO to a friend.
• 100% said that they were able to find the information they were looking for or that they were not looking for anything in particular.
• A few comments from students include:
  o “Access to multiple sources of information. I left feeling like I had a good overview of programs I was interested in -- and it gave me the push towards a direction to find out more”
  o “All the majors that the university had to offer [were] there with plenty of helpful information, also that I got to take home [the information] to look at for future references and the treats! Everyone was so encouraging!!! I loved it!!”
  o “I enjoyed that I could talk to a lot of different people who were all experienced in their own field. It was a good opportunity to compare several different majors I’ve been considering because all the information was in one place.”
The third annual series of Open Houses was very successful and saw an increase in student involvement overall for each session due to the location change.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Departments</th>
<th># of Students Attended</th>
</tr>
</thead>
</table>
| **Pathways to Health Professions**              | o Health, Society and Policy  
 o Exercise and Sport Science  
 o Health Promotion and Edu.  
 o Parks, Rec., and Tourism  
 o Medical Laboratory Science  
 o PreProfessional Advising  
 o Nutrition Minor  
 o Pediatric Medical Research | 61                      |
| **From Concept to Product**                     | o Entertainment Arts and Engin.  
 o College of Architecture  
 o Mechanical Engineering  
 o Civil Engineering  
 o Art BFA  
 o Physics  
 o Metallurgical Engineering  
 o Biomedical Engineering  
 o Innovation Scholars  
 o Entrepreneurship Certificate | 50                      |
| **I Think, Therefore I Earn—Careers in Arts and Humanities** | o History  
 o English  
 o Languages  
 o Art History  
 o Theatre  
 o Linguistics  
 o International & Area Studies  
 o Peace and Conflict Studies  
 o Career Services  
 o Hinckley Institute  
 o Political Science | 48                      |
| **Media, Marketing & Money**                    | o Mathematics  
 o Accounting  
 o Finance  
 o Marketing  
 o Information Systems  
 o Communication  
 o Economics  
 o Computer Science  
 o Business Administration | 63                      |
<table>
<thead>
<tr>
<th>2016-2017 Dates</th>
<th>Theme</th>
<th>Departments</th>
</tr>
</thead>
</table>
| OCT 18         | CRIMINOLOGY SCIENCES AND INTELLIGENCE (CSI) | o Sociology  
|                |       | o Anthropology  
|                |       | o Geography  
|                |       | o Psychology  
|                |       | o Pre-Law  
|                |       | o Hinckley Institute  
|                |       | o Social Work |
| NOV 3          | BEYOND THE DESK | o Parks, Recreation and Tourism  
|                |       | o College of Mines  
|                |       | o Civil Engineering  
|                |       | o Architecture – Design  
|                |       | o Biology  
|                |       | o Chemistry  
|                |       | o Environmental & Sustainability Studies  
|                |       | o Film & Media Arts |
| NOV 15         | PATHWAYS TO HEALTH PROFESSIONS | o Health, Society and Policy  
|                |       | o Nutrition  
|                |       | o Kinesiology  
|                |       | o Health Promotion and Education  
|                |       | o Parks, Recreation and Tourism  
|                |       | o Pediatric Medical Research  
|                |       | o Preprofessional Advising  
|                |       | o Medical Laboratory Science  
|                |       | o Human Development & Family Studies  
|                |       | o Anthropology  
|                |       | o Communication |
### University College Major Exploration Center (UMEC) Website

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

#### Table 1 - UMEC Website Analytics

<table>
<thead>
<tr>
<th></th>
<th>Number of Unique Visits</th>
<th>Number of Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMEC Website Aug '15-Jun '16</td>
<td>58,552</td>
<td>42,879</td>
</tr>
<tr>
<td>Average Per Month</td>
<td>58,552</td>
<td>42,879</td>
</tr>
<tr>
<td>Total For Year</td>
<td>702,627</td>
<td>514,551</td>
</tr>
</tbody>
</table>
Significant Milestones or Program Utilization

Table 2 - Undecided Advising at University College

<table>
<thead>
<tr>
<th>Major Exploration Advising</th>
<th>Students Advised by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided Students Advised</td>
<td>3,961</td>
</tr>
<tr>
<td>Students designated as “Major Exploration” for the main purpose of their visit</td>
<td>1,005</td>
</tr>
<tr>
<td>Students designated as “Second Year Advising” for the main purpose of their visit</td>
<td>270</td>
</tr>
</tbody>
</table>

(Students only come to University College Advising For Second Year Advising if they are undecided.)

Goals for 2016-17

- Start a social media campaign on Instagram and Twitter entitled “What’s Your Major Wednesday?” that will educate students on majors across campus by interviewing students currently declared in the major. This would be a weekly effort with posts each Wednesday so that we can increase traffic to our social media so that we can increase the student attendance at the events.
- Strengthen partnerships between the Marriott Library resources and the Major Exploration Center so that we may increase the number of students attending the Open Houses by 20% overall.
- Refresh the major exploration resources the [www.majors.utah.edu](http://www.majors.utah.edu) website and redesign the A-Z list of majors with new images and descriptions.
- Kick-off the year for the exploring students that are a part of the UExplore program by partnering with Orientation for a Welcome Week activity.
- Collaborate with Major Exploration Center and Academic Departments on an event recognizing the achievements of exploring Dean’s List students from Fall 2016 semester.
Addendum #1 – UExplore Advising Initiative Welcome Email

Meet your Academic Advisor: Amy
Welcome to the U! I am your personal Major Exploration advisor and I’m excited to get to know you. We have some great events planned for this first year to help you start deciding on a major. We can’t wait to see you at the Welcome Social so that we can meet and you can meet other students who are exploring majors. See you soon!

Want an appointment with your advisor? Visit http://tinyurl.com/ExplorationWithAmy

What is UExplore?
- UExplore is an academic advising initiative just for Undecided/Exploring students
- Your personal Major Exploration Advisor will assist you with the exploration and decision making process
- Special events designed to help you explore campus majors, minors, and engagement opportunities

Questions? Learn more about the UExplore initiative http://uexplore.utah.edu

2015 UExplore Welcome Social

Print this email for your FREE hot, fresh, mini donuts!

MENU
Meet your advisor + other exploring students
FREE donuts from Art City Donuts

SEPT 1st Tanner Plaza 1:30-3 pm
(between the Union and SS&B)
Major Exploration Takes Work!  
Get Credit for Your Efforts!

UC 1050: Major Exploration is a 1-credit, half-semester long, academic course taught by the advisors in University College. It guides exploring students through exercises and information crucial to making a decision on their major. The course covers how to research major and careers, decision making methods, discussions on values and their impact on major, and the majors offered at the U of U! Two psychological assessments are built into the course: the Myers-Briggs Type Indicator and the Strong Interest Inventory. Ginger Hauschild, a former UC 1050 student, says “[the class] gave me insight into careers I was considering.” Classes are capped at 20 students to ensure discussion in the classroom and individual time with the instructor.

Interested? We thought you might be! Sign up right NOW for our Summer Session!

UC 1050: Major Exploration  
M, W 11:50-12:40  
May 16th- June 22nd  
1 credit hour- graded as CR/NC

Addendum #2 – UExplore Newsletter
Photo left: UExplore Open House 
Fall 2015

Photo right: UExplore Welcome Social
Fall 2015

Photo left: UExplore Major Expo
Fall 2015

Photo above: Julia Vincent, Sarah Rollo 
and Stephanie Begaye
UNIVERSITY COLLEGE CURRICULUM

Steve Hadley

Overview and Goals for 2015-16

University College Curriculum takes academic advising into the classroom through a variety of courses that provide in depth information on advising topics that assist students in achieving their goals. The instructional mission of University College is to actualize academic advising as teaching with a challenging curriculum that engages students for personal discovery and enhances their educational experience.

- Evaluate existing partnerships with campus partners and make adjustments as necessary.
  - The Center for Teaching and Learning Excellence (CTLE) is an amazing partner that provides quality training and development for instructors. Based on positive feedback from instructors that have utilized their services, instructors are encouraged to make time to attend the annual fall and spring faculty forum programs that offer opportunities to learn from experienced faculty on campus. Periodically, all instructors are invited to attend selected workshops at various times during the semester. For example, all instructors were invited to attend a workshop taught by a member of the Theatre department that focused on exploring bias in teaching and learning environments.

- Plan a retreat that allows for time away from campus to engage in team building activities that positively impact teaching pedagogy.
  - The annual curriculum retreat will be held on August 8th in order to kickoff fall semester and will be planned by the new director of curriculum, Steve Hadley

- Introduce a common reading and discussion sessions as part of the professional development of University College instructors.
Regular discussion sessions were planned for after the conclusion of courses and resulted in important discussions that had a positive impact on changes that were made to the courses, such as cancelling the Spring 2nd session UC 1050 class. A common reading was not implemented at this time, but may be implemented in the future at the discretion of the new director.

Courses Taught during 2015-2016

UC 1020: Successfully Starting to Prepare for Admissions to Medical School (Addendum 1)
Thinking about becoming a physician? This course is designed for students who are exploring a career as a physician. The primary focus is to explore the career through panels and presentations by practicing physicians as well as a continuous discussion on how to prepare for admission to medical school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1030: Successfully Preparing for Admission to Dental School (Addendum 2)
Thinking about becoming a dentist? This course is designed for students who are exploring a career as a dentist, orthodontist, oral surgeon, or other specialist. The primary focus is to explore the career through panels and presentations by practicing dentists as well as a continuous discussion on how to prepare for admission to dental school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1050: Major Exploration (Addendum 3)
This course is designed for students who have not yet committed to a major, and are motivated to explore themselves and their academic options at the University of Utah. Students will learn about the major/career decision-making process, including self-assessment, evaluation of majors and careers, and implementing an action plan.

Table 1 - Enrollment in University College Courses

<table>
<thead>
<tr>
<th>University College Course Enrollment</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC 1020: Into to Pre Medical</td>
<td>43/42</td>
<td>31/40</td>
</tr>
<tr>
<td></td>
<td>1 section</td>
<td>1 section</td>
</tr>
<tr>
<td>UC 1030: Into to Pre Dental</td>
<td>18/40</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1 section</td>
<td></td>
</tr>
<tr>
<td>UC 1050: Major Exploration</td>
<td>60/60</td>
<td>62/70</td>
</tr>
<tr>
<td></td>
<td>3 sections</td>
<td>5 sections</td>
</tr>
<tr>
<td>LEAP 1050: Major Exploration</td>
<td>NA</td>
<td>24/30</td>
</tr>
<tr>
<td>Cross listed in Spring Semester with UC 1050</td>
<td></td>
<td>5 sections</td>
</tr>
</tbody>
</table>
Goals for 2016-17

- Assess how well course objectives are being met.
- Plan and facilitate and instructor retreat prior to the start of the Fall 2016 semester

Addendum #1 – UC 1020: Introduction to Premed Preparation

Instructors and Course Enrollments:
- Taught by Shelley Nicholson in Fall 2015 and Spring 2016:
  - 40 students enrolled in fall, 32 students enrolled in spring

Course Objectives: 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.

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 2015 included a female emergency room pediatrician, a male Chinese-American pediatric psychiatrist, a male trauma/general surgeon (Doctor of Osteopathic Medicine), a female anesthesiologist, a male ophthalmologist, and a male Japanese-American physician assistant. We also visiting the Bennion Center, heard from representatives from Major Exploration Center, Undergraduate Research Opportunities Program, and University of Utah MD/Ph.D program. There were also several second year medical students visited the class and shared their experiences.
In Spring 2016, our physician guest speakers included a female emergency room pediatrician, a male Chinese-American pediatric psychiatrist, a male trauma/general surgeon (Doctor of Osteopathic Medicine). We also visiting the Bennion Center, heard from representatives from Major Exploration Center, Undergraduate Research Opportunities Program, and University of Utah MD/Ph.D program. In addition to the several campus agencies who visited the class in fall, we also heard from the Student Wellness Center to discuss time and stress management, and healthy sleep habits. There were also several second year medical students visited the class and shared their experiences.

Addendum #2 – UC 1030: Successfully Preparing for Admission to Dental School

- Taught by Mayumi Kasai in Fall semester 2015, 18 students enrolled

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

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

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

Our guest speakers in fall 2015 included representatives from campus agencies such as the Bennion Community service center, the Major Exploration Center, Undergraduate Research Opportunities Program, and University of Utah School of Dentistry and its students, and University of the Pacific Dental School from San Francisco. There were also several local dentists in various specialties visited the class
Course Objectives:
1) Students demonstrate an understanding of planful decision making and ways to apply this process to life choices.
2) Students engage in a process of self-discovery by clarifying their interests, values, and skills.
3) Students develop information literacy as they investigate academic and career options.
4) Students integrate knowledge of self as they evaluate majors, careers and opportunities at the University of Utah.

Goals:
• Begin training new members of the Major Exploration Center to instruct UC 1050.
  o University College staff members, Julia Vincent and Jason Atherton, were trained during spring 2016 semester and will teach courses in the 2016-17 academic year.
• Gather Feedback from students and instructors on the Canvas course component for UC 1050 and make appropriate changes to increase student involvement
  o Lunch discussion groups were organized to speak about various teaching methods in UC 1050. Ongoing data will be collected from students and instructors will be collected as new members observe and teach the course so that changes can be made in the future.
• Increase the relationships with campus partners for the college presentations by organizing the presentations into themed days that allow students to see a larger representation from the colleges.
  o UC 1050 instructor, Steve Hadley, organized the groups of colleges to present on one day of class, groups are in 3 sets: 1) Business, Social Behavioral Sciences, and Humanities 2) Social Work, Science and College of Health 3) Architecture, Fine Arts, Engineering and Mines & Earth Sciences. Feedback from students and instructors will be utilized to make ongoing improvements to these presentations.
• Dialogue with instructors to learn how the experience differs for students in the first half session versus second half session courses and make any necessary changes to increase student utilization.
  o Based on numbers of students utilizing the second session courses and the experience of the instructors teaching those courses it has been decided that we will discontinue the spring, second session course offering. Traditionally, the enrollment has dipped to below 12 students enrolled with a large percentage of the class being disengaged in the process.
Highlights and Program Utilization

LEAP/UC 1050 Major Exploration was originally created in 2007 as a course offering for second semester LEAP students. This past year we offered 8 sections of the course, which is open to any University of Utah student as well as LEAP students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>2012-2013</td>
<td>6</td>
<td>113</td>
</tr>
<tr>
<td>2013-2014</td>
<td>9</td>
<td>175</td>
</tr>
<tr>
<td>2014-2015</td>
<td>9</td>
<td>171</td>
</tr>
<tr>
<td>2015-2016</td>
<td>8</td>
<td>146</td>
</tr>
</tbody>
</table>

- 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.
  - Here is an example of responses to one of the questions on the pre/post course assessment:

<table>
<thead>
<tr>
<th>Pre-Course Assessment</th>
<th>Post-Course Assessment</th>
<th>Evaluate the connection between your identity (values, skills/abilities, interests) and how it is represented in your academic/career options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>0%</td>
<td>I do not understand the connection between my identity (values, skills/abilities, interests) and how it is represented in my academic/career options.</td>
</tr>
<tr>
<td>76.67%</td>
<td>34.27%</td>
<td>I have some understanding of the connection between my identity (values, skills/abilities, interests) and my academic/career options, but need to spend more time evaluating the impact of identity on my options.</td>
</tr>
<tr>
<td>13.33%</td>
<td>65.73%</td>
<td>I understand how my identity (values, skills/abilities, interests) is represented in my academic/career options.</td>
</tr>
</tbody>
</table>
Goals for 2016-17

- Explore options for creating a summer session of UC 1050 and market the program to appropriate students.
- Evaluate effectiveness of the College Presentations and offer feedback for improvement if necessary.

Photo: Steve Hadley
Goals for 2015-16

1. Update Scholastic Standards manual, both hardcopies and digital, which will include creating measurable outcomes for each standing to provide structural resources for advisors.

2. Assessment of Scholastic Standards advising styles, strategies, techniques, and student experiences through outreach to advisors and students to improve Scholastic Standards training.

3. Creation of a timeline of collaboration meetings with Scholastic Standards stakeholders: Registrar, Concurrent Enrollment, Undergraduate Studies (AMES), Asia Campus, and Admissions, etc.

Highlights

Manual

The Scholastic Standards (S.S.) team began archiving all previous documentation regarding policy and procedures surrounding monitoring academic standings and policies that University College advisors are responsible for. This encompasses guidelines written over ten years ago. We also began consolidating our yearly timeline of processes that are needed in order to manage academic standings and work closely with the registrar’s office. This will be used as a framework for the technology section of our manual.

One area of the manual that has been added was the S.S. team’s use of technology in monitoring academic standings. Two strategic planning meetings were created to review current processing steps in working with the Registrar’s office and pulling student data. We began to evaluate the days we process academic standings (S.S. Workday 1 and 2) and outreach to students on academic probation. This type of ‘big picture’ review has not been done since
the beginning of the implementation of PeopleSoft, therefore, we were able to identify multiple steps that could be changed or removed to help us maintain standings more efficiently and effectively. This will be an independent section in the S.S. manual moving forward.

The development of a consolidated S.S. manual is ongoing. Currently, we have begun to create a layout for our manual and will be developing it further in the next academic year. This will allow us to facilitate S.S. training more clearly and allow UC advisors to have more structure when working with students facing academic difficulty.

**Outcomes**

As a result of our new academic intervention associated with the probation standing, students must complete a two appointment requirement to remove a registration hold placed by the S.S. team. With this intervention placing responsibility campus wide, UC received a lot of questions about what roles major and UC advisors played in the two step process. Due to this challenge, the S.S. team collaborated with a major advisor in the Communication Department who consistently has a large caseload of probationary students to present at our local UAAC conference about the outcomes students should receive by the intervention. The following outcomes were created to help identify the differences between the two meetings and specialty areas.

As a result of the PR Major Advising Meeting step 1, students will:

- Have a clear understanding of specific major requirements, including requirements to declare as a full major
- Be equipped to plan out future semesters by understanding deficient degree requirements and know what major specific courses they can continue to take on their way back to good standing
- Have tangible planning resources such as a detailed major requirement sheet, suggested course schedule for their next semester, and a completed major meeting form
- Set small, attainable goals to get back to good standing

As a result of the PR University College Advising Meeting step 2, students will:

- Identify obstacles or barriers surrounding academic success
- Set appropriate goals for future semesters that address solutions for improvement
- Make informed decisions regarding their current course schedules, graduation requirements, and time management strategies
- Utilize campus resources, such as Tutoring, Writing Center and Counseling
Improvements to Scholastic Standards training

The S.S. team focused on training and relationship-building campus wide throughout the academic year. In an effort to reach department advisors, the S.S. team presented at the Fall UAAC inservice on S.S. policy and procedures. In the Spring, they co-presented at the UAAC conference with a departmental major advisor.

Enrollment has increased in other programs that S.S. monitors, such as AMES. The S.S. team provided two AMES orientation presentations to over 100 students and parents. For the first time since the AMES partnership began, the S.S. team met with all stakeholders from the University of Utah and the AMES high school to discuss changes in the program and upcoming goals. After the Fall 2015 semester, the team advised 25 students at the AMES high school who fell below a 2.5 cumulative GPA.

Another addition to S.S. partnerships was with the advisor at the Asia Campus. The Asia Campus advisor received a training on S.S. policies and procedures and now communicates with UC regularly in assisting students at the satellite campus in South Korea.

With new advisors being welcomed to the university community, the S.S. team trained 8 new bridge and UC advisors on S.S. policy that affect students who are on academic probation. To help further connect the S.S. program, UAAC created a S.S. section on the monthly agenda to update the campus community on upcoming deadlines and data related to S.S. With the increase in awareness, the S.S. team has been working closely with departments in addressing students’ needs more than ever before.

Creation of a timeline of collaboration meetings with Scholastic Standards stakeholders: Registrar, Concurrent Enrollment, Undergraduate Studies (AMES), Asia Campus, and Admissions, etc.

The S.S. team worked on two timelines during the 2015-16 academic year. The first included important deadlines and planned collaboration meeting with campus partners and other programs that falls under scholastic standards policy. Next year, this timeline will be used to begin a historical document of development with each partnership and program.

Another timeline that details S.S. processing procedures and responsibilities that coincide with the Registrar’s office was updated with the Registrars processing team. With including all members from both offices, we now have a thorough understanding of each offices role and expectation. This timeline also allows us to communicate more efficiently throughout the academic year and allows us to improve our process to better serve students.
The following data compare the number of students on Warning (WR), Probation (PR), and Suspension (SU) for the last five years.

These data are run shortly after grades are reported and do 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.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR-Summer</td>
<td>156</td>
<td>149</td>
<td>117</td>
<td>96</td>
<td>117</td>
</tr>
<tr>
<td>PR-Summer</td>
<td>62</td>
<td>70</td>
<td>72</td>
<td>62</td>
<td>58</td>
</tr>
<tr>
<td>SU-Summer</td>
<td>38</td>
<td>42</td>
<td>59</td>
<td>24</td>
<td>31</td>
</tr>
</tbody>
</table>
Table 2 - Number of students on Warning, Probation, & Suspension for Fall – 5 yrs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR-Fall</td>
<td>1153</td>
<td>1100</td>
<td>912</td>
<td>807</td>
<td></td>
</tr>
<tr>
<td>PR-Fall</td>
<td>240</td>
<td>221</td>
<td>178</td>
<td>151</td>
<td>149</td>
</tr>
<tr>
<td>SU-Fall</td>
<td>110</td>
<td>238</td>
<td>122</td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 - Number of students on Warning, Probation, & Suspension for Spring– 5 yrs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR-Spring</td>
<td>754</td>
<td>623</td>
<td>616</td>
<td>473</td>
<td></td>
</tr>
<tr>
<td>PR-Spring</td>
<td>421</td>
<td>423</td>
<td>369</td>
<td>326</td>
<td></td>
</tr>
<tr>
<td>SU-Spring</td>
<td>115</td>
<td>122</td>
<td>100</td>
<td>96</td>
<td>80</td>
</tr>
</tbody>
</table>
DEAN’S LIST
The Dean’s list (DL) data for the entire student population show a significant increase in students who meet the criteria of a 3.5 term GPA on at least 12 graded credit hours. In Fall 2011, there were 23% of total students on the Dean’s list. As the table shows, in Fall 2015, 28% of students were recognized for this accomplishment.

Table 4 - Numbers and Percentages of students on the Dean’s List by term

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enroll</td>
<td># on DL</td>
<td>% of Total</td>
</tr>
<tr>
<td>2011-12</td>
<td>25,330</td>
<td>5,759</td>
<td>23%</td>
</tr>
<tr>
<td>2012-13</td>
<td>25,752</td>
<td>6,141</td>
<td>24%</td>
</tr>
<tr>
<td>2013-14</td>
<td>23,753</td>
<td>6,157</td>
<td>26%</td>
</tr>
<tr>
<td>2014-15</td>
<td>22,655</td>
<td>5,793</td>
<td>26%</td>
</tr>
<tr>
<td>2015-16</td>
<td>23,114</td>
<td>6,394</td>
<td>28%</td>
</tr>
</tbody>
</table>

*The numbers for Summer 2016 will not be available until mid-August.

FRESHMAN & PROBATION
The data for first term freshmen students after fall semester show a decrease in the percentage of students going on warning (cum GPA below 2.0) and an increase in the percentage of first term students making the Dean’s list.

Table 5 - Profile of First Term Freshmen after Fall Semester

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Freshmen</td>
<td>3,167</td>
<td>3,321</td>
<td>2,932</td>
<td>2,980</td>
<td>3,360</td>
</tr>
<tr>
<td>Warning after first term (Cum GPA below 2.0)</td>
<td>490 (15.6%)</td>
<td>502 (15.3%)</td>
<td>425 (14.6%)</td>
<td>456 (15.5%)</td>
<td>427 (12.8%)</td>
</tr>
<tr>
<td>Dean’s List after first term</td>
<td>923 (29.9%)</td>
<td>1,048 (31.9%)</td>
<td>1,014 (34.9%)</td>
<td>986 (33.4%)</td>
<td>1,193 (35.8%)</td>
</tr>
</tbody>
</table>
Significant Milestone or Program Utilization

Suspension Appeal Committee

In order to strengthen our partnership with Admissions Office on our suspension appeals committee, we invited a staff member of the Admissions Office processing team to give a perspective that reflects their office expectations and requirements. This has allowed us to support students through both the appeal and application process in their return to the university. We also created an appeal rubric (see addendum) that gives advisors and students a guide to documenting their readiness to return from suspension or dismissal. This has had a significant impact in the quality of documentation and overall completion of the appeals packet.

Goals for 2016-17

- Continue to update Scholastic Standards manual, both hardcopies and digital, which will include creating measurable outcomes for each standing to provide structural resources for advisors.
- Review and revise communication to students about their standing through PeopleSoft and email communications.
- Collaborate with Major Exploration Center and Academic Departments on an event recognizing the achievements of exploring Dean’s List students from Fall 2016 semester.
- Update S.S. website that explains mission of program, information on policy, and an academic GPA calculator that includes repeated courses.
# Rubric for Academic and Developmental Documentation

This form is to help navigate documentation of academic and developmental change that indicates degrees of readiness for a student to return to the University of Utah from suspension or dismissal.

<table>
<thead>
<tr>
<th>Documentation Type</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transcript from another institution</strong></td>
<td>Change is clear</td>
<td>Shows progress towards change</td>
<td>Shows limited change</td>
</tr>
<tr>
<td>3.0 CUM GPA or higher in transfer work (GE, pre-requisites, major requirements, explorations, etc)</td>
<td>2.6 CUM GPA or higher in transfer work</td>
<td>2.35 CUM GPA and posted associates degree</td>
<td></td>
</tr>
<tr>
<td><strong>Medical or Legal</strong></td>
<td>Letter on letterhead stationery signed and dated verifying ongoing or completed treatment of medical or legal issues related to academic difficulty</td>
<td>Previous documentation of treatment during semesters affected</td>
<td>Situational medical documentation (i.e. car accident, medical emergency, etc)</td>
</tr>
<tr>
<td><strong>Employer, Military, Internship, Religious Service, or Community Service</strong></td>
<td>Letter from supervisor on letterhead addressing success in position and verification of work or service schedule with school responsibilities</td>
<td>Letter verifies employees schedule</td>
<td>Verification of employment</td>
</tr>
<tr>
<td><strong>Certificate, Awards, Assessments, Accuplacer</strong></td>
<td>Appropriate certificate or other documentation of successful completion of programs, classes, workshops, employer training, and/or other experiences</td>
<td>Appropriate assessments that indicate steps towards self-awareness and reflection</td>
<td>Math Accuplacer scores for appropriate placement (depending on academic plan)</td>
</tr>
<tr>
<td>Accomplishment of Goal(s) and/or Life Change</td>
<td>Appropriate documentation of personal and professional goals that a student has accomplished that promotes readiness to return. Examples may include: Marathon, Faculty recommendation letter, Religious Leader letter of support, Talent Performance, Current semester grades/attendance, etc</td>
<td>Activity or accomplishment does show a moderate degree of readiness to return</td>
<td>Activity or accomplishment does not show change or readiness to return</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No documentation</td>
<td>Student must clearly identify why they cannot provide documentation in personal statement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Hit the Ground Running Campaign
Participating in meaningful extra-curricular experiences is just as important for transfers as any other U of U students, yet these students, generally speaking, have less time at the U to take advantage of the many opportunities the campus has to offer.

The “Hit the Ground Running” campaign is an attempt to inform transfer students of the importance of these experiences to their future success and to provide an accelerated timeline for them to follow in accessing these opportunities.

An information sheet (see appendix) was created and distributed at Transfer Orientations and at other transfer tabling events participated in by the Transfer Center. The information sheets were also given to transfer students during individual advising appointments and during Transfer Center advisor visits to SLCC and Snow College.

The information was also posted on the Transfer Center website.

Access U Activities
Transfer Center advisors joined forces with the Center for Ethnic Student Affairs’ transfer advisors in several activities and events for the first cohort of Access U students at SLCC.

- We visited the Access U students’ college success class and gave a presentation on the importance of selecting a major and the value of careful academic planning.
- We brought the Access U students to the U for a tour of the Marriot Library and a social at the CESA offices.
- We participated in second Access U social where we brought the students up to the U for bowling and pizza.
- We did one-on-one advising for Access U students at SLCC to help them select or verify their major and plan their SLCC coursework to effectively meet U of U requirements.
- Some Access U students will begin transitioning to the U as early as Fall 2016, so we created a timeline which laid out the transfer process for these students and for those transferring in the future.
• We participated in a reception at SLCC for prospective Access U students for the 2016-2017 academic year.

**Update the Transfer Center Website**

Many changes, additions, and improvements were made to the Transfer Center website this year:
• The home page was re-organized to make navigation of the site easier.
• A link for students to book appointments with Transfer Center and departmental advisors was added to the site.
• Pages explaining the ins and outs of getting transfer credit to count for U of U requirements and prerequisites were added to site.
• Pages highlighting the *Hit the Ground Running* campaign were also added (details above).

**Other Activities**

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

<table>
<thead>
<tr>
<th></th>
<th>Advisor Hours</th>
<th>Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-2016</strong></td>
<td>418</td>
<td>1,233</td>
</tr>
<tr>
<td><strong>2014-2015</strong></td>
<td>423</td>
<td>1,283</td>
</tr>
<tr>
<td><strong>2013-2014</strong></td>
<td>431</td>
<td>1,517</td>
</tr>
<tr>
<td><strong>2012-2013</strong></td>
<td>440</td>
<td>1,613</td>
</tr>
</tbody>
</table>

Student contact numbers were down a bit from previous years in part because of our enhanced partnership with the Center for Ethnic Student Affairs. CESA now sends a transfer advisor to SLCC to join us each week for one of our visits to the Redwood campus. Because of this, under-represented students and students of color now often meet with the advisor from CESA rather than a Transfer Center advisor.

**Collaboration with Departments and Agencies**

Staff continued to coordinate individual departmental advisor visits to SLCC. Departments, colleges, and programs that joined us on visits include: The Urban Institute for Teacher Education, the College of Social and Behavioral Science, The College of Social Work, the School of Architecture, Math, Physics, Mechanical Engineering, Chemistry, Biology, The College of Humanities, and the Student Success Advocates.
Table 3 - U of U Departmental Advisor Contacts at SLCC

<table>
<thead>
<tr>
<th></th>
<th>Advisor Hours</th>
<th>Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>154</td>
<td>204</td>
</tr>
<tr>
<td>2014-2015</td>
<td>172</td>
<td>241</td>
</tr>
<tr>
<td>2013-2014</td>
<td>180</td>
<td>282</td>
</tr>
<tr>
<td>2012-2013</td>
<td>108</td>
<td>131</td>
</tr>
</tbody>
</table>

We held 3 Major Fairs this year at SLCC this year.

Table 4 - Major Fairs at SLCC

<table>
<thead>
<tr>
<th></th>
<th>Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Majors</td>
<td>32</td>
</tr>
<tr>
<td>Humanities Majors</td>
<td>18</td>
</tr>
<tr>
<td>Social and Behavioral Science Majors</td>
<td>31</td>
</tr>
</tbody>
</table>

Transfer Student Advising at the U of U
The staff of the Transfer Center continued to advise many transfer students here on the U of U campus:

Table 5 - Transfer Center Advisor Contacts on U of U Campus

<table>
<thead>
<tr>
<th></th>
<th>Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>1,429*</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2,177</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1,546</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1,891</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,932</td>
</tr>
</tbody>
</table>

*We believe that problems with the reporting of contacts on the U campus account for the decrease in student contacts in 2015-16.

Mailings to Transfer Students
Emails were sent to newly admitted transfer students at the beginning and middle of each semester (See Table 6). These communications welcomed the students to the U; recommended resources and services for transfer students; and reminded them of upcoming registration dates.

Table 6 - Emails Sent to Transfer Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1,690</td>
<td>1,639</td>
<td>1,830</td>
<td>1,900</td>
</tr>
<tr>
<td>Spring</td>
<td>800</td>
<td>745</td>
<td>749</td>
<td>887</td>
</tr>
<tr>
<td>Summer</td>
<td>269</td>
<td>295</td>
<td>311</td>
<td>274</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,759</td>
<td>2,679</td>
<td>2,890</td>
<td>3,061</td>
</tr>
</tbody>
</table>
Transfer Connections Newsletter
We continued to provide our Transfer Connections Newsletter to advisors at all community colleges and several 4-year schools in the state. The newsletter helps keep these advisors abreast of information about transferring to the U.

Getting Credit Where Credit is Due
The process for getting transfer credits to clear U of U requirements is a complex one. Many different departments and agencies are involved and often students must navigate multi-step processes. In the past the steps for getting transfer credits to fill requirements were not laid out clearly for students. They needed to access multiple websites and contact many different people to accomplish these tasks.
To aid transfer students in these complex processes The Transfer Center created some Getting Credit Where Credit is Due information sheets. Four information sheets were developed (see a sample of one of these in the appendix). These sheets were given to students at transfer orientations and in individual advising appointments. They were also posted on the Transfer Center website.

Collaboration with the Center for Ethnic Student Affairs (CESA)
We continued our collaboration with advisors in CESA’s Diverse Transfer Student Program. During this academic year we participated with CESA on the following events and activities:
- Fall and Spring Semester Transfer information and Fee Waiver events at SLCC
- Weekly advising visits to SLCC campuses
- Advising visits to Snow College Fall and Spring Semester
- Providing advising and support services to Access U Students (see goals section at the start of this report)

Transfer Advisor Training
Throughout the year Transfer Center advisors participated in many training sessions for advisors on the U campus:
- Advising Basics Programs
- Bridge Advisor Training
- Admissions and Welcome Center Staff Trainings

Participation in Activities with The Office of New Student and Family Programs
- The Transfer Center participated in the resource fair at Transfer Orientation Programs this year (261 student contacts).
- The Transfer Center participated in the first ever Welcome Week event exclusively for transfer Students (24 student contacts).
- Transfer Center advisors presented at the Sandy Campus Transfer Student Orientation.
- Transfer Center advisors presented at a Transfer Tuesday event for the Crimson Honor Society (the honors society for transfer students).
Collaboration with the SLCC Advising Center
Transfer Center advisors joined up with advisors from the SLCC Advising Center for the following activities:

- SLCC College and University Fair
- SLCC advisors attended the U of U Major Expo
- A large group of SLCC advisors attended the University of Utah Academic Advising Committee’s (UAAC) annual advising conference.
- U Transfer Center advisors co-presented with SLCC’s First-Year Experience advisors at the UAAC Conference.

Goals for 2016-17

- Increase information-sharing and cross training with advisors in the SLCC Advising Center.
- Complete a tracking study of students who utilize pre-transfer advising offered at SLCC by U Transfer Center advisors to measure retention compared with students who do not use our services.
- Launch the Know Before You Go program as part of our SLCC advising visits to encourage students to use online resources for academic planning before they actually transfer to the U of U.

Photo: Julia Vincent and Terese Pratt
Addendum #1 – Hit the Ground Running Information Sheet

THE TRANSFER CENTER

Hit the Ground Running!

Employers and graduate schools want to see an impressive resume of experiences in addition to good grades in challenging classes.

As a transfer student you will have less time at the U to get involved in activities to build that resume. To achieve your life goals you will need to hit the ground running after your acceptance at the U!

Before Your First Semester
- Meet with your major and minor advisors to find out about resume building resources in their programs.
- Find one club or student group at the U that you want to join—check out ASUU’s Student Group website: http://asuu.utah.edu/find-a-group.
- Zero in on your career goals. Do in-depth career research using online resources:
  - ONet: http://www.onetonline.org/
  - What Can I do with this Major?: http://www.majors.com/majors/majors

During Your 1st Semester
- Register for Career Path on the Career Services website: http://careers.utah.edu/
- Meet with the Career Center counselor for your major.
- Attend at least 1 Job or Graduate School Fair put on by Career Services.
- Attend a Career Services Resume Workshop.
- Get to know at least one of your professors; you will need letters of recommendation!
- Consider a Learning Abroad experience: http://learningabroad.utah.edu/

During Your 2nd Semester
- Find a part-time job or internship: http://careers.utah.edu/students/jobs/off-campus.php
- Attend a Career Services Networking Workshop; this is a vital professional skill.
- Get to know at least one of your professors.
- Participate in at least one service activity. Check out the Reunion Center’s website for ideas: http://bennioncenter.org/
- Update and polish your resume.
- Get involved in research with the help of The Office of Undergraduate Research: http://ous.utah.edu/

During Your Final Semesters
- Attend a Career Services Interviewing Workshop.
- Meet regularly with your career counselor.
- Speak to your professors about letters of recommendation.
- Take on a leadership role in one of your extra-curricular activities.

During Your Final Semesters
- Keep attending Job and Graduate Degree Fairs.
- Know the application processes, requirements, and deadlines for graduate programs of interest to you.
- Keep building your resume with new experiences!

The Transfer Center—450 SSB—801-581-8146—transfer.utah.edu
Getting Credit Where Credit is Due

Transfer Credit and Math Prerequisites

- In most cases, a grade of “C” or higher is required for a class to count as a prerequisite in Math.
- Unless your math class is in progress or recently taken (and has not had time to be posted to your DARS report) completed credits must be posted on your U of U record before they can be evaluated as a prerequisite for a math class. Run a DARS report to see if your class is posted.
- In many cases a transfer student will need a permission code to register for their next math class at the U. To get a permission code go to the Math Department website: www.math.utah.edu and fill out the Permission Code Request Form found there.
- If it has been some time since you took the prerequisite class, is it wise to jump right into the next math class? Consider the following options:
  - Repeat the prerequisite class at the U, so you can be sure to have a solid foundation
  - Review the online lecture videos on the Math Department website to refresh your knowledge: http://www.math.utah.edu/lectures/.
  - Sign up for a Math Boot Camp. These are 1-week review workshops offered right before the start of each semester: http://www.math.utah.edu/grad/bootcamp.html.
  - Take an Accuplacer Placement test at the Testing Center to verify your current math level.

Credit from a Utah School

- After your 1st semester at the U, math classes from Utah schools are automatically recognized as prerequisites.
- Fill out a permission code request to register for a math class your first semester at the U.

Out-of-State Credits

- Once the credit is posted on your U record, you will need to request a permission code from the Math Department: www.math.utah.edu.
- You may need to provide a course description and/or syllabus.

In-Progress Classes

- Fill out the Permission Code Request Form on the math website and explain that your class is still in progress or that you are waiting for a grade to be posted.
- You will need to provide an unofficial transcript.
- You will be given a permission code and can register for your desired class.
- Once your grade is posted for the prerequisite class you must provide a copy of your transcript with the grade to the Math Department or you will be dropped from your class.
- Students dropped from a class will not be allowed to re-register.

Test Credits

- ACT/SAT/AP test scores can be used for math placement but they expire after 2 years.
- ACT/SAT/AP scores will not transfer to the U as part of your transcript.
- Accuplacer Math Placement scores from other institutions will also not transfer as part of your transcript.
- If you want to use a test score not posted on your U record for placement you must request a permission code: www.math.utah.edu.
Overview

The 2015-16 academic year was a very meaningful year for the PreProfessional Advising (PPA) team as the members flourished and accomplished their goals together. Thanks to the hard work and commitment of Assistant Director Shelley Nicholson, the 7th Annual PreMed Conference hosted nearly 200 students from around the state of Utah, in collaboration with Utah Valley University. Amy Urbanek became a key component as she began advising in all Pre-Health tracks, having an already well-established background in Pre-Law Advising. New Office Assistant, Catalina Cardona, joined the PPA team in March and has already made many supportive contributions to the PreProfessional Advising Office.

Goals for 2015-16

- **Implementing new online Letter of Recommendation Service System**

  The PreProfessional Advising team implemented the new online Letter of Recommendation system as planned. Although we experienced some initial challenges, we were able to execute the goal and provide a system in which students documents were properly submitted. Soon after the implementation of this service, however, we discovered that Osteopathic Medical School’s central application service (AACOMAS) offered their own online letter service system. As this service became more established, we realized more and more students were using this new service. Our office has since discontinued the letter service on March 31st, 2016. We now encourage students to use a private online system called Interfolio as a more efficient way to pipeline and submit all application materials.
• **Integrating Pre-Occupational Therapy**
The integration with Pre-Occupational Therapy has been successful. We closely work with the OT advisor, Kelly Brown, and work to ensure that all provided information to students is accurate and up-to-date. As the Occupational Therapy Program continues to restructure, we will continue collaborating with the College of Health throughout the future.

• **Expand student opportunities by offering special topic workshops and information sessions.**
Since Fall 2015, our office has provided students with two Pre-Medical information sessions a month and in Spring 2016, one Pre-Health information session every month. We will continue offering the information sessions throughout the next school year as they have demonstrated a constant high attendance and convenience for students, prospective students, and families seeking a detailed overview of the Pre-Health tracks.

We also offered four Pre-Medical information sessions for Undecided students whom are part of the U Explore program, organized by the Major Exploration Team at University College. Although we had a total of 150 students assigned to three full-time advisors, less than 10 students attended these information sessions. This experience revealed the difficulties of both reaching out to students, and finding a feasible time for them to learn more about the Pre-Medical track.

### Highlights for 2015-16

- **Mayumi Kasai** attended the NACADA National Conference in Las Vegas, and received Outstanding Advisor Award in October 2015.
- She also became the president of Utah Advisor Association (UAA) for 2016-2017 academic year.
- **Catalina Cordona** was hired as our new Office Assistant.
- PPA office collaborated with Utah Valley University for Premed Conference. **Shelley Nicholson** was in charge of overseeing the committee composed of two institutions. About 200 students from all across Utah attended.
- **Amy Urbanek** deepened her knowledge on Osteopathic Medical Schools and other health professional programs by visiting schools and attending a national conference.
- Hired a new peer advisor, **Cari Winger**.
- **Discontinued recommendation letter service** due to less demand in March 2016. Students will use online service called Interfolio with less expensive fees.
Table 1 - PPA ANNUAL STUDENT CONTACTS

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>PREPROFESSIONAL HEALTH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indiv. Appts.</td>
<td>Group</td>
</tr>
<tr>
<td>2012-13</td>
<td>2,355</td>
<td>918</td>
</tr>
<tr>
<td>2013-14</td>
<td>2,298</td>
<td>833</td>
</tr>
<tr>
<td>2014-15</td>
<td>2,712</td>
<td>1,873</td>
</tr>
<tr>
<td>2015-16</td>
<td>2,888</td>
<td>1,854</td>
</tr>
</tbody>
</table>

**The PPA Office website was accessed 76,839 times during 2015-16. The PPA office sent 91,559 direct emails in 2015-16 to students.**

Table 2 - 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.

<table>
<thead>
<tr>
<th>MD &amp; DO Medical TOTAL</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>339 (256M 83F)</td>
<td>136 (106 M 30F)</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>2012-13</td>
<td>333 (245 M 88 F)</td>
<td>132 (92 M 40 F)</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>2013-14</td>
<td>314 (229 M 85 F)</td>
<td>141 (93 M 48 F)</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>2014-15</td>
<td>347 (249 M 98 F)</td>
<td>148 (112 M 36 F)</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>2015-16</td>
<td>320 (195 M 76 F)</td>
<td>135 (97 M 38 F)</td>
<td>42%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Table 3 - 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>86 (77 M 9 F)</td>
<td>49 (44 M 5 F)</td>
<td>57%</td>
<td>41%</td>
</tr>
<tr>
<td>2012-13</td>
<td>77 (69 M 8 F)</td>
<td>39 (35 M 4 F)</td>
<td>51%</td>
<td>41%</td>
</tr>
<tr>
<td>2013-14</td>
<td>53 (48 M 7 F)</td>
<td>28 (25 M 3 F)</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td>2014-15</td>
<td>64 (49 M 15 F)</td>
<td>37 (29 M 8 F)</td>
<td>58%</td>
<td>41%</td>
</tr>
<tr>
<td>2015-16</td>
<td>70 (53 M 17 F)</td>
<td>41 (31 M 10 F)</td>
<td>58.5%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Goals for 2016-17

- Bridge Relationships between Pre-Health students and Health Professionals (including alumni and health professional students) in a more intimate and informal way through various events, such as community service.
- Create a more welcoming, secure and safe environment for advising students physically and virtually.
- Provide students additional access and opportunities to meet with PPA advisors.

Photo: Shelley Nicholson, Catalina Cardona, Cari Winger, Amy Urbanek, Mayumi Kasai
PRELAW ADVISING
Marilyn Hoffman, Coordinator
Amy Urbanek, Prelaw Advisor

Overview
The Prelaw Advising Program assists students with all aspects of preparation for law school including: planning programs of study, connecting to co-curricular experiences, assessing career goals, and preparing applications for admission to U.S. law schools.

Goals for 2015-16
- Continued efforts with Preprofessional Advising integration and collaboration.
- Cross-training and professional development opportunities for PPA advisors.
  - Cross training was conducted and PPA Prehealth advisors attended regional prelaw conference.
- Updated and revised Prelaw web site. Information updated, formatting in progress to conform to new University guidelines.
- Strengthened Prelaw Student Society and supported increased activities. PLSS was much more active this year with monthly meetings, panels, speakers, and presence at law school workshops.
- Continued involvement in prelaw advising professional association leadership, representing the University at regional and national levels. Active in Western Association of Prelaw Advisors and the Prelaw Advisors National Council. Co-chair of WAPLA/SWAPLA joint conference. Prelaw presentations at NACADA and UAA Conferences.

Highlights

ADVISING CONTACTS
- Individual advising appointments and walk-ins: 244
- Group presentations and event contacts: 200
- Monthly email announcements to 600 self-declared prelaw students
PRELAW ADVISING ANNUAL STUDENT CONTACTS
Individual advising contacts were down again this year, which was not a surprise considering that applicant numbers continue to drop at the national and local levels. (See Table 1 for last three years)

Table 1 – Individual and Group Advising Contacts

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Individual Appointments</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>292</td>
<td>215</td>
<td>507</td>
</tr>
<tr>
<td>2014-2015</td>
<td>286</td>
<td>225</td>
<td>511</td>
</tr>
<tr>
<td>2015-2016</td>
<td>244</td>
<td>200</td>
<td>444</td>
</tr>
</tbody>
</table>

U OF U and NATIONAL LAW SCHOOL APPLICANT NUMBERS
University of Utah applicants to law school (U students and alumni) declined again this year following the national trend (See Table 2)

Table 2 – UU and National Applicant Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>U of U Applicants</th>
<th>U of U Accepted</th>
<th>% U of U Accepted</th>
<th>Nat’l Applicants</th>
<th>% Nat’l Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>193</td>
<td>152</td>
<td>79%</td>
<td>59,384</td>
<td>77%</td>
</tr>
<tr>
<td>2014</td>
<td>174</td>
<td>126</td>
<td>72%</td>
<td>55,697</td>
<td>76%</td>
</tr>
<tr>
<td>2015</td>
<td>158</td>
<td>118</td>
<td>75%</td>
<td>54,467</td>
<td>76%</td>
</tr>
</tbody>
</table>

Data derived from ABA/LSAC Law Services reports.

National law school applicant numbers have declined by over 45% in the last decade. The continued downward trend is attributed to a variety of factors. In particular, a normal cyclical downturn that began in 2005-2006 after record highs in the early 2000s, combined with the great recession of 2008-09 which has caused a loss of over 60,000 legal sector jobs compared to the 2007 pre-recession high. Expanding class sizes during the boom years resulted in record numbers of law school graduates competing with experienced attorneys in a shrinking legal market. Law schools began to decrease entering class sizes, and starting with the graduating class of 2014, graduate numbers began to decline along with a strengthening economy, producing a more positive employment outcome. However, the legal market remains unstable and applicant numbers continue on a downward trend. See LSAC graph below.
Law School Fair

The premier prelaw event of the year is the annual Law School Fair held in the Union Ballroom each October. Students have the opportunity meet law school admissions officers from all over the country and collect valuable information. Student attendance has been down the past couple of years (Table 4), which follows the national trend of a sharply declining law school applicant pool. However law schools continue to be impressed with our applicants and the numbers that turn out for the fair.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
<th>% of ABA-Approved Schools*</th>
<th>Students attending (estimate)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>134</td>
<td>67%</td>
<td>400</td>
</tr>
<tr>
<td>2014</td>
<td>133</td>
<td>65%</td>
<td>375</td>
</tr>
<tr>
<td>2015</td>
<td>127</td>
<td>62%</td>
<td>350</td>
</tr>
</tbody>
</table>

*The number of ABA Approved Schools can vary each year due to newly approved schools or revocation of approval. Currently 205 U.S. law schools are ABA accredited.

**estimates are calculated using headcounts of attendees at regular intervals throughout the day.
Law School Admissions Panel Following the Law School Fair

Following the law fair an Admissions Panel with representatives from four diverse law schools discussed the application process and financial aid, and answered students’ questions. 30 students attended. Panelists included:

- Brenda Cortez-Martin, USC Gould School of Law
- Kelli C. Curtis, Case Western Reserve University School of Law
- Adam Almaraz, Sandra Day O’Connor College of Law, Arizona State University
- Iain Davis, University of Denver Sturm College of Law

Prelaw Presentations and Event Participation

- Presentations at NACADA National Conference, Las Vegas:
  - Don’t Leave it up to Chance: Making Sure Your Students Know the Odds When Choosing Law School (Hoffman)
  - Prelaw Basics for All Advisors (Urbanek)
- Presentation at WAPLA-SWAPLA Joint Regional Conference: New Advisor Workshop (Urbanek)
- Presentation at UAA Conference: The Status of the Legal Job Market and What You Should Know for Interested Prelaw Students (Hoffman)
- Prelaw presentation at Red White and U Day, Fall 2015
- Prelaw presentations at New Student Orientation 2016
- Law School Application Workshops: Fall, Spring. S.J. Quinney College of Law
- Law School Financial Aid Workshop: Fall semester at S.J. Quinney College of Law
- Facilitated Law School visits and presentations to students from U Akron School of Law and Willamette Law School

Prelaw Student Society (PLSS)

- Advisors participated in meetings and supported Prelaw Student Society. PLSS students recruited to assist with law fair
- PLSS was very active with regular monthly meetings, attorney guest speakers, law student panel, LSAT Prep panel, and social networking activities.
- PLSS assisted at U of U College of Law diversity outreach event Passageways to the Law and arranged for a student tour of new U of U College of Law building

Prelaw Professional Association Involvement

- Western Association of Prelaw Advisors (WAPLA) Executive Board. President, Marilyn Hoffman. WAPLA Newsletter Editor, Amy Urbanek
- WAPLA Conference Committee Fall 2015. SWAPLA/WAPLA Conference. Conference Co-Chair, Hoffman. Proposal Reviewer and Presenter: Urbanek
- PLANC Board (Prelaw Advisors National Council) and 2016 Conference Committee (Hoffman)
Goals for 2016-17

- Continue work on website to conform to new University guidelines
- Continue work on integration of preprofessional advising by conducting research on prelaw and preprofessional advising structures at peer and other PAC 12 institutions
- Outreach to prospective prelaw students who identified prelaw at admissions

Photo: Marilyn Hoffman, Amy Urbanek
Addendum #1 – Sample of monthly Prelaw Announcements

PRELAW ANNOUNCEMENTS – SEPTEMBER 2015

From Prelaw Advising Coordinator Marilyn Hoffman mhoffman@uc.utah.edu
And Prelaw Advisor, Amy Urbanek, aurbanek@uc.utah.edu
University College Advising, 450 SSB, Phone: 801-581-8146

Online Prelaw Advising Appointment Scheduling for prelaw advisors
http://advising.utah.edu/contact/

Like University of Utah Prelaw Advising on Facebook
https://www.facebook.com/uofuprelawadvising

Law School Application Workshop
Tuesday, September 8, 2015, 5:30 – 7:00 p.m.
University of Utah S.J. Quinney College of Law, 6th Floor Moot Court Room (Rm 6200)
Reyes Aguilar, Associate Dean of Admissions and Aretha Minor, Assistant Director of Admissions

Everything you need to know about applying to law school! Admissions application timeline, LSAT preparation, CAS, personal statements, letters of recommendation, how law schools evaluate the entire application, and more! Gain in depth insight on how admissions committees evaluate your application. Application fee waivers will be available. Plus a drawing for a FREE LSAT Prep Course!
Free and open to all interested students. Come and see the new law school building!
RSVP preferred but not required. http://law.utah.edu/recruitment

Financing Your Legal Education Workshop
Tuesday September 15, 2015, 5:30-7:00 pm.
University of Utah S.J. Quinney College of Law, 4th Floor Room 4603
Reyes Aguilar, Associate Dean of Admissions and Aretha Minor, Assistant Director of Admissions

Topics include the costs of attending law school, types of financial aid available, how to apply for financial aid.
Free and open to anyone interested in applying to law school. Not only should you know about the application and admission process, you also need to know about the costs and how to plan for this investment. RSVP preferred but not required. [http://law.utah.edu/recruitment](http://law.utah.edu/recruitment)

**Women's Perspectives in the Law: Is Law School Right for Me?**

**Wednesday, September 30, 2015. Tour of school 6:15 pm. Keynote speaker at 7:00 pm**

**Room 205, J. Reuben Clark Law School, Brigham Young University**

The Women in Law Committee of the J. Reuben Clark Law Society is co-hosting this event with the J. Reuben Clark Law School at BYU and invites U of U students to attend. Justice Christine Durham of the Utah Supreme Court is the keynote speaker. Justice Durham’s remarks will be followed by a panel discussion with Justice Durham; Catherine Bramble, former prelaw advisor at BYU; Susannah Thomas, attorney with the U.S. Department of the Interior; and Elaine Young, partner at Kirton McConkie. While the primary aim of this event is to encourage more young women to attend law school, all interested students are invited to attend.

Refreshments will be served after the panel discussion and there will be time for students to network with attorneys from the J. Reuben Clark Law Society. Any questions may be sent to Megan Needham [megan.m.needham@gmail.com](mailto:megan.m.needham@gmail.com).

**Major Expo**

**Wednesday, September 30, 2015**

**10:00 am – 2:00 pm. Union Ballroom**

Exploring majors and other opportunities? The Major Exploration EXPO is an event showcasing the tremendous opportunities available to U of U students and prospective students. U of U academic departments will gather in one location to share information about their majors, minors, certificates, and/or services that are available to U of U students or potential students. Free, no registration required. For more information on exploring majors and other major exploration events, please see [http://advising.utah.edu/majors/](http://advising.utah.edu/majors/)

**Coming up in October:**

**Law School Fair**

**Wednesday, October 21, 2015**

**10:00 a.m.-2:00 p.m.in the Union Ballroom**

Don’t miss the big event of the year when representatives from 120+ law schools will fill the Union Ballroom and be available to answer your questions about their schools. This is a great way to find out about schools from all over the country without having to leave town. Make contact with schools in which you are already interested and explore new options. For more information about the fair and to see a list of law schools
that attended last year, go to [http://advising.utah.edu/preprofessional/prelaw/law-school-fair.php](http://advising.utah.edu/preprofessional/prelaw/law-school-fair.php)
The list is quite similar every year, but we will post the 2015 schools the week before the event.

**Law School Admissions Panel**

Wednesday, October 21, 2015. Directly following the fair.

2:00-3:30 p.m. Union Collegiate Room

Several Admissions Deans/Directors from the Law Fair will discuss various aspects of the admissions process and how they, as admission professionals, evaluate applications. There will be a lot of Q & A time, so bring your questions!

**Addendum #2 Photo – Students talk to law school representatives at the annual Law School Fair**
Overview and Goals for 2015-16

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 and bachelor degree requirements as well as class selection. Peer Advisors have become indispensable to University College. Their assistance has allowed full time advisors to focus on the more challenging student appointments that require developmental advising. In addition to advising students, the Peer Advisors assist the UC staff with projects, cover the Quick Answer Advising desk, and participate on UC program committees.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop online training modules for peer advisors.</td>
<td>• The online training module is currently in progress. The training module is being created in conjunction with hiring two new peer advisors in May 2016.</td>
</tr>
<tr>
<td>2. Increase the number of appointments seen by peer advisors.</td>
<td>• We saw no increase in the number of appointments seen by peer advisors this past year. We have been consistent in the past two years at 6%.</td>
</tr>
</tbody>
</table>
Program Highlights and Utilization

Training and Development:

- **Held Weekly Peer Advisor Staff Meeting:**
  - Updates of policies and procedures within UC and campus-wide.
  - Team building and professional development activities.
  - Site visits to student services resources included: Hinckley Institute, ASUU, Women’s Resource Center, the Math Tutoring Center, and Writing Center.

- **Held Monthly Individual Meetings:** the Peer Coordinator met with each Peer Advisor on a monthly basis to review their progress towards personal and professional goals, to offer individual support and development of advising style, and to allow for feedback from Peers’ to the Coordinator.

- **First Year Mandatory Advising for Pre-Nursing students:** To assist with the needs of the office in fall 2015 during Mandatory Advising season, the Peer Advisors specifically advised first year pre-nursing students. The Peer Advisors attended a training session with the College of Nursing, visited the Simulation Lab, and attended information sessions to prepare for these appointments.

Peer Advising Appointments:

During the 2015-2016 academic year, the Peer Advisors specifically assigned to University College saw approximately 6% of all appointments (see Table 1). Peers are allowed to work a maximum of 15 hours per week and they are often asked to fill in at our Quick Answer Desk when a full time staff member calls in sick, somewhat limiting the number of appointments they are able to see in a week. The number of appointments seen by Peer Advisors also fluctuates depending on the number of Peer Advisors on staff (See Table 2). Peers are an invaluable resource to the University College Advising team.
### Table 1 – Peer Advisor Appointments

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>81</td>
<td>6%</td>
<td>155</td>
<td>11%</td>
<td>104</td>
<td>7%</td>
</tr>
<tr>
<td>August</td>
<td>90</td>
<td>5%</td>
<td>180</td>
<td>10%</td>
<td>141</td>
<td>8%</td>
</tr>
<tr>
<td>September</td>
<td>49</td>
<td>5%</td>
<td>71</td>
<td>6%</td>
<td>48</td>
<td>4%</td>
</tr>
<tr>
<td>October</td>
<td>105</td>
<td>7%</td>
<td>108</td>
<td>6%</td>
<td>91</td>
<td>5%</td>
</tr>
<tr>
<td>November</td>
<td>123</td>
<td>8%</td>
<td>110</td>
<td>7%</td>
<td>115</td>
<td>6%</td>
</tr>
<tr>
<td>December</td>
<td>81</td>
<td>7%</td>
<td>94</td>
<td>7%</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>January</td>
<td>63</td>
<td>4%</td>
<td>90</td>
<td>6%</td>
<td>76</td>
<td>6%</td>
</tr>
<tr>
<td>February</td>
<td>17</td>
<td>2%</td>
<td>46</td>
<td>4%</td>
<td>47</td>
<td>5%</td>
</tr>
<tr>
<td>March</td>
<td>60</td>
<td>6%</td>
<td>40</td>
<td>3%</td>
<td>48</td>
<td>5%</td>
</tr>
<tr>
<td>April</td>
<td>141</td>
<td>9%</td>
<td>67</td>
<td>5%</td>
<td>50</td>
<td>4%</td>
</tr>
<tr>
<td>May</td>
<td>113</td>
<td>10%</td>
<td>46</td>
<td>4%</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>June</td>
<td>123</td>
<td>9%</td>
<td>72</td>
<td>5%</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td>Total (Average)</td>
<td>1,046</td>
<td>(7%)</td>
<td>1,079</td>
<td>(6%)</td>
<td>870</td>
<td>(6%)</td>
</tr>
</tbody>
</table>

### Table 2 – Number of Peer Advisors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>August</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>October</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>November</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>December</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>January</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>February</td>
<td>3</td>
<td>1</td>
<td>3*</td>
<td>4</td>
</tr>
<tr>
<td>March</td>
<td>4</td>
<td>4</td>
<td>3*</td>
<td>4</td>
</tr>
<tr>
<td>April</td>
<td>4</td>
<td>4</td>
<td>3*</td>
<td>3</td>
</tr>
<tr>
<td>May</td>
<td>2</td>
<td>4</td>
<td>3*</td>
<td>3</td>
</tr>
<tr>
<td>June</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

* These are the months that one Peer Advisor was working with UC and the Political Science department. The appointment totals for this Peer are not counted towards the totals in Table 1.
Program Support:

During the year, the Peers Advisors assist the full time Advising Coordinators with project support. These are great opportunities to connect with staff, learn more about program areas in UC, and further their professional development. The following list highlights some of the projects the Peer Advisors have assisted with in the past academic year:

- Scholastic Standards – grading Academic Success Workshop
- Scholastic Standards – benchmark project looking at academic standards for all PAC-12 schools and Utah (USHE) schools
- New Student Orientation Information Tabling
- Major Exploration Expo Support
- UExplore and Major Exploration Center Marketing/Advertising Support
- Coverage of the Quick Answer desk
- Updating University College documents
- Participation on the new peer advisor hiring committee

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:

- LEAP class visits
- New Student Orientation Pre-Med Student Breakout Sessions
- Pre-Med Information Sessions
Goals for 2016-17

- Based on feedback from peer advisors at the annual staff retreat, we will work on improving the weekly peer meetings and monthly meetings. We will move away from theme months and focus on information that is relevant to the flow of students during the year. For example, focus on campus resources during the fall semester to support advising first year MAP students.
- Try some alternative advising structures with the peer advisors. They are interested in trying walk-in advising or conducting workshops to help student understand DARS, general education, and GPS.
- Peer advisors will present to LEAP and Ed Psych classes for first year MAP.

Photo: Peer Advisors and Coordinator – Cari Winger, Sidney D. Cushing, Jen Wozab, Xavier Colon, Emerson Pratt
RETURNING TO THE U
Marilyn Hoffman, Director
Tammy Mabey, Administrative Assistant

Overview

The Returning to the U Program was established in 2007 through a Presidential Initiative and is housed in University College. RTU serves as a re-entry point for previous University of Utah students who have not graduated but accumulated a large number of credits and were in good academic standing when they left the U. University College and department advisors work with these adult learner students to facilitate their degree completion.

Connecting with Prospective Students

- Through collaboration with the Graduation Office, RTU Program invitation emails are sent each year to students who applied for graduation two years ago but did not graduate
- Qualified returning students who meet with UC advisors are informed of the program and enrolled if interested
- Major advisors are asked to refer qualified returning students with whom they meet
- RTU brochures are available at our off-campus sites and in key campus locations

Services to Students

- Assistance with readmission: in collaboration with the Office of Admission, readmission fees are waived for qualified students. Students are instructed on admission process.
- Academic advising for transition back to the U, major exploration, resources, and degree completion (University College and connection with major departments)
- RTU packets for students include non-traditional student resources, checklist for readmission, off-campus sites brochure, major/minor sheets, and other helpful information pieces.
- RTU Scholarships – $10,000 awarded annually, funded through Assoc. Vice President of Student Affairs
• Advising assistance with identifying other financial aid resources
• In collaboration with Tutoring Center, ten free tutoring hours per student per semester
• Referrals/strategies for accomplishing a degree tailored to student’s personal life issues: employment, family responsibilities, time management, need for online and flexible schedule courses, financial aid resources, etc.

Goals Met for 2015-16

• Revise and reprint RTU brochure; identify possible new locations for distribution to increase visibility of program. In progress.
• Expand follow-up outreach with RTU students who met with advisor but did not enroll. Contact made with 63 intakes for 2014-15 who did not enroll.
• Participate in U Online Student Support Services team meetings and efforts to support U Online Students. Regular meeting participation through the year.
• Continue attempts to collaborate with new ASUU Nontraditional Student Association Chair. Met with Chair but no further response was received.

RTU Milestones

• A total of 1012 students have received advising and completed intake enrollment forms for the RTU Program since the program’s inception in 2007.
  o 517 female (51%)
  o 495 male
  o 914 reside in Utah
  o 98 reside outside the state of Utah
• 14,445.5 total credit hours have been completed by RTU students
• 355 total graduates since May 2007.
• Over 50% of RTU graduates received degrees from the College of Social and Behavioral Science
• 2015-16: (See Table 1)
  o 90 total enrollments in classes with average GPA of 3.3
  o 34 new graduates
Table 1 - RTU Student Enrollment 2015-2016

<table>
<thead>
<tr>
<th>Semester</th>
<th># Enrolled in classes</th>
<th>Credit hours completed</th>
<th>Average GPA</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2015</td>
<td>29</td>
<td>240</td>
<td>3.55</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>21</td>
<td>156</td>
<td>3.04</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>40</td>
<td>354</td>
<td>3.30</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>90*</td>
<td>750</td>
<td>3.30</td>
<td>34</td>
</tr>
</tbody>
</table>

*Total enrollments for the year, not individuals

Top 5 majors of all RTU graduates

1. FCS Consumer and Community Studies /Human Development (45)
2. Communication – (32)
3. Economics (33)
4. Sociology (31)
5. Psychology (27)

2015-2016 Program Highlights

- **RTU scholarships.** Funded through the Office of the Associate Vice President for Student Affairs.
  - $10,000 in scholarships awarded to 5 students for 2016-2017
  - Statements of appreciation attached below from 2015-16 RTU Scholarship recipients

- **Outreach with Prospective RTU Students**
  - Outreach letters to 233 2012-13 graduation applicants who did not complete
  - Email follow-up contacts to advisees from July 2014-Jan 2016 who met with an advisor regarding RTU but did not enroll. 63 students contacted, 15 responses. 7 planned to readmit in near future; 8 do not plan to enroll at this time due to financial or family responsibilities.

- **Alpha Sigma Lambda National Honor Society**
  - Spring ceremony for induction of 13 new members into the U of Utah Upsilon Upsilon Chapter of ASL, a nationally recognized honor society for adult learners. Guest Speaker Lori McDonald, Dean of Students. 30 members and guests attended. Photo attached.
  - Since the U chapter’s inception in 2008, 149 members have been inducted
  - Submitted two chapter nominees for national ASL scholarship.
  - Submitted ASUU budget request, received $700 for 2015-16
• **Collaboration/participation with other campus organizations**
  o Recognition of SBS RTU grads at college convocation: names sent to SBS advising coordinator each spring.
  o Participation in monthly meetings of U Online Student Support Services Team, representing RTU and adult learner needs.
  o Participation in Women’s Resource Center events: Scholarship Donor Reception, Women’s Enrollment Initiative mixer.
  o Represented UC/RTU at CECE Student Success Committee meeting.

**Goals for 2016-17**

- Revise and reprint RTU brochure or develop new brochure.
- Continue outreach with graduation applicants who did not complete.
- Follow up with advisee contacts 2016-17 who did not enroll.
- Continue participation in U Online Student Support Services Team.

*Photo left: Front desk staff – Josh Henricksen, Ginger Hauschild, Joy Bennett-Scott*
Addendum #1 – Statements from Returning to the U Scholarship recipients

The Returning to U program has been probably the main reason that I went back to school. I dropped out my Junior year in 1999. I always look back to that date with regret, which left me with this huge desire go back and finish my degree. A couple years ago I attended my friend’s graduation from college in New York, I was able to see the sense of accomplishment and pride getting their degree brought. That moment was the true inspiration for me of wanting to do the same. However, I still had so much doubt of going back. Thoughts such as if I was too old, was it too late, or if my credit was even valid anymore. So every now and then I went to the U of U website to look at classes and majors but never acted on anything. One of those times just by chance or luck I ran across the Returning to the U program where it featured stories about nontraditional students going back to school to get their degrees. It also highlighted what the program offers nontraditional students in the form of counseling, resources, and even scholarships.

I then decided to take the first step and step up an appointment with an advisor. They pulled up my DARS sheet and showed me where I stood academically with old credits still valid and the time frame that I could graduate. I was gracefully guided to how to be readmitted and how to register for classes. The returning to the U program staff showed me that graduation was possible for me that it was a very reachable and obtainable goal. They gave me the gentle nudge I needed to Return to the U, without the program is serious doubt that I would have come back. First they showed me I wasn’t an exemption that there have been other students like me that have been successful, it is truly inspiration. Because of the program I have aimed high currently double majoring in Economics/International studies emphasizing in Development and sustainability I will be graduating in the Spring of 2017. I am currently learning French and will be taking an educational trip to Cuba through the University. I have also been the proud recipient of the returning to U scholarship for 2015-2016 and 2016-2017. This honor has given me the motivation to give my all to my academic pursuit because the RTU scholarship not only has helped me financially but really has given me the endorsement that they believe in me, that they see potential in me. That in itself is priceless, simply said without the Returning to U program I would not be here, and with their support I have been able to be successful in my pursuit.

Ricardo, Economics and International Studies
As a 30 year old returning to the University of Utah after nearly 10 years of being absent I was extremely nervous. I didn’t do the best my first go around at the U, and was unsure what to expect. The Returning to the U program was extremely helpful in regards to easing those concerns, and giving me the confidence needed to be successful at completing my bachelor’s degree. The RTU scholarship was another benefit to the program considering how much the cost of education has increased since I last attended University. Overall RTU really gave me the confidence and tools necessary in order to finally complete that elusive bachelors degree”.

Joshua, Entrepreneurship

When I found out that I was going to receive a Returning to the U Scholarship for 2015-2016 I cried. The tears were a mixture of joy, relief and hope. In late 2014 I separated from my husband after surviving 17+ years of domestic violence. I was a single mother with two teenage children and my dream was to create a new, safe, stable and happy life for the three of us. I believed completing my college education was the key to realizing that dream but I had no resources. The Returning to the U Scholarship helped me return to school in the literal sense through the financial resources. It helped keep me there, in a more figurative and personal sense. In the two terms I had the scholarship, our home was foreclosed on, the children and I moved into campus housing, were living off the scholarship/financial aid, I was battling major health issues and representing myself in court for the divorce among other things. Frankly, there were days I felt I couldn't keep going. On those days it helped me to think about the scholarship committee who believed that I had worth and the capacity to succeed. I wanted to honor their belief in me and their financial generosity. I did this by not giving up and doing my best academically which in turn helped to keep me moving forward. I cannot emphasize enough how instrumental the Returning to the U Scholarship has been in helping me to return to school and to succeed.

Amie, Psychology

Without the RTU Program and Scholarship, I would have had to continue putting off my higher education pursuit. Being a non-traditional student, I don’t have as many resources or opportunities available to me compared to a traditional student. I feel like this program is crucial to re-engaging and empowering returning non-traditional students to not only return, but to complete and succeed. Thank you RTU Program.

Lana, Health Promotion and Education
Addendum #2 – Photo of 2016 Alpha Sigma Lambda inductees

Photo above:
Marilyn Hoffman and Lori McDonald with student recipients
Overview

The General Education/Bachelor’s Degree advising program at University College (UC) includes several major components:

- Overseeing the One Stop Appeals process for making exceptions to the GE/Bachelor 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 the General Education Curriculum Committee to represent advisor and student concerns, identify and address issues, and communicate new requirements and changes to advisors across campus
1) **New Members of General Education Exceptions Committee**
Kariann Hibbard, DARS assistant, and Angie Gardiner, UC Bridge Advisor with Mathematics, joined the Committee and lend their expertise with analysis of DARS exceptions and student petitions related to math specifically.

2) **Ex-Officio Membership on General Education Curriculum Committee**
John Nilsson and Jency Brown serve as ex-officio members on the General Education Curriculum Committee that reviews all requests for new and renewal requirement designations for General Education and Bachelor’s Degree Requirements.

3) **One Stop Appeals Process Online**
Students can now submit petitions online to argue for fulfillment of their General Education and Bachelor’s Degree requirements.

4) **Exceptions**
In 2015-16, exceptions increased slightly to 982. An internal UC Exceptions Committee considers requests by students to count U of U coursework towards courses not clearing requirements on their DARS, and in addition to satisfying requirement criteria, mandates documentation of unique personal circumstances in the case of U of U courses being petitioned for credit.

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### EXCEPTIONS GRANTED

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total Exceptions</td>
<td>849</td>
<td>942</td>
<td>913</td>
<td>982</td>
</tr>
<tr>
<td>U of U Courses</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Transfer Courses</td>
<td>576</td>
<td>68%</td>
<td>755</td>
<td>80%</td>
</tr>
<tr>
<td>General Education</td>
<td>447</td>
<td>53%</td>
<td>595</td>
<td>63%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>402</td>
<td>47%</td>
<td>347</td>
<td>37%</td>
</tr>
</tbody>
</table>
Goals for 2016-17

- Initiate conversation on out of state transfer articulation with Admissions
- Streamline DARS exceptions
- Clarify AP, IB, CLEP credit relationships with GE designations
NEW STUDENT ORIENTATION

John Nilsson, Julia Vincent and Shelley Nicholson

Overview

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

- New Student Orientation (advising and presentations)
- Orientation Leader Area Expert Training
- Orientation Leader Intensive Training
- Design Your Degree Presentations
- Schedule Planning for First-Year Undecided Students
- Advisor Participation in Registration Labs
- Parent and Family Orientation

Goals from 2014-15

**Continue and refine collaboration with Bennion Center and Career Services**

- Career Services continues to collaborate with University College on Day 2 of Orientation by engaging exploring students in interactive activities based on the decision-making nexus of interests, abilities, and values used in our Design Your Degree presentation on Day 1.
- Student Success Advocates have replaced the Bennion Center in our Day 2 rotations and assist exploring students in seeing the bigger picture of where their college experience will take them, particularly focusing on high-impact engagement activities.

**Develop online pre-orientation modules for General Education and Major Exploration**

- Under advisement from New Student and Family Programs, pre-orientation modules will not be developed for this year.
Highlights from 2015-16

- **Orientation Leader Area Expert Training:**
  - A total of 10 hours were spent during the spring 2016 semester providing in-depth training to University College Area Experts and other Orientation Leaders on general education/bachelor degree requirements, schedule planning, the Mandatory Advising Program, the Transfer Center, major exploration, and other services University College provides new and continuing students.

- **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 information about: general education/bachelor degree requirements, helpful policies and procedures, appropriate course placement for new students, building appropriate class schedules, and introducing the University College orientation presentation of Design Your Degree.

- **Design Your Degree Presentation:**
  - The Design your Degree presentation is intended to get students thinking about their degree at the University of Utah as more than a major. In addition, degree requirements (academic standards, general education, bachelor’s degree requirements, major/minors), Academic Advising at the U, planning first-semester schedules, and options for creating a unique degree are presented as well as small group facilitation with Orientation Leaders.

- **Parent and Family Orientation Programs:**
  - Advisors presented advising-related information at parent and family programs held alongside student orientations.

- **Orientation Assistant:**
  - Julia Vincent, a major exploration advisor, was asked to assist with the training of Orientation Leaders and the development of a pre-advising schedule planning session on Day 2. Shelley Nicholson, a pre-professional advisor, was asked to assist with the advising of pre-professional students as part of Day 2.

- **Schedule Planning for First-Year Exploring Students:**
  - Shelley Nicholson and Julia Vincent assisted John Nilsson in creating a 30 minute pre-advising schedule planning session which all exploring students will experience on Day 2 of Orientation, in preparation for their advising session with a UC advisor.
• **Advisor Participation in Registration Labs:**
  - University College advisors participated in staffing the registration labs during orientation to assist new students in registering for their first semester classes.

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

**Table 1 - Exploring Students seen by University College advisors.**

<table>
<thead>
<tr>
<th>Students Advised at UC during Orientation</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students seen (July-June)</td>
<td>767</td>
<td>783</td>
<td>939</td>
<td>1089</td>
</tr>
</tbody>
</table>

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

**Table 2 - Total University College Participation during Summer Orientation**

<table>
<thead>
<tr>
<th>Total University College Participation during Summer Orientations</th>
<th>Hours Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Pre-health</td>
<td>16.5</td>
</tr>
<tr>
<td>Pre-law</td>
<td>7</td>
</tr>
<tr>
<td>Design your Degree Presentation</td>
<td>19.5</td>
</tr>
<tr>
<td>Destination: Graduation Presentation*</td>
<td>22.75</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>22</td>
</tr>
<tr>
<td>ADVISING TIME</td>
<td>454.75</td>
</tr>
<tr>
<td>TOTAL</td>
<td>542.5</td>
</tr>
</tbody>
</table>

*Presentation merged with Design Your Degree per Orientation Task Force

**Goals for 2016-17**

- Monitor Orientation experience for achievement of learning outcomes: each student connects with an advisor, has a positive experience, and is able to build an appropriate course schedule for Fall Semester.
Goals for 2015-16

- Build and implement a new and more robust data gathering system for advisors and staff.
- Conduct a survey to evaluate effectiveness of Appointment Manager in University College and to assess other IT needs.
- Continue to expand and implement the online appointment system, Appointment Manager, across campus for Undergraduate Academic Advising.
- Implement a ticketing system for IT workflow for productivity and data gathering.
- Develop an online searchable database for students in the UExplore group to easily find their advisors.

Activities

- **Build and implement a new and more robust data gathering system for advisors and staff.**

  We have partnered with the University Information Technology (UIT) department this year to build and implement a new database. It is much more robust, user friendly, secure, and will assist us in gathering data we collect in assessing our student contacts and our student’s needs in a more efficient way. This system is intended to be a long-term solution for our data-gathering processes. We are happy to say that it is completed, staff has been trained and it was successfully implemented on July 1, 2016.

- **Conduct a survey to evaluate effectiveness of Appointment Manager in University College and to assess other IT needs.**

  The Technology Team conducted a short survey of Appointment Manager users to assess effectiveness and satisfaction with the system. We received 41 responses from our 275 users on three questions:
  1. How often do you use Appointment Manager?
  2. Why do you like Appointment Manager?
  3. What suggestions do you have for improvement?
The vast majority of people used the software on a daily basis (72%) and reported its ease of use as their primary reason for liking it (52%). Conversely, the highest reported suggested improvement encompassed a more intuitive process and interface. The tables below indicate the results.

**Table 1**

<table>
<thead>
<tr>
<th>Frequency of Use</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>72.09%</td>
</tr>
<tr>
<td>Multiple Times Per Week</td>
<td>11.63%</td>
</tr>
<tr>
<td>Weekly</td>
<td>9.30%</td>
</tr>
<tr>
<td>Infrequently</td>
<td>6.98%</td>
</tr>
</tbody>
</table>

**Table 2**

<table>
<thead>
<tr>
<th>Reasons Users Like Appointment Manager</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of Use</td>
<td>52.27%</td>
</tr>
<tr>
<td>Convenience</td>
<td>25.00%</td>
</tr>
<tr>
<td>Tracking Data</td>
<td>22.73%</td>
</tr>
</tbody>
</table>
• **Continue to expand and implement the online appointment system, Appointment Manager, across campus for Undergraduate Academic Advising.**

We have expanded the usage of the online appointment system, Appointment Manager across campus and we currently have 275 active users. Departments added from July 1, 2015 to June 30, 2016 include Asia Campus, Associated Students of the University of Utah (ASUU), the College of Nursing, Medical Laboratory Science, Office of Undergraduate Research, and the Student Success and Empowerment Initiative (SSEI). The online appointment system continues to be a helpful tool in facilitating online appointment scheduling.

• **Implement a ticketing system for IT workflow for productivity and data gathering.**

Beginning in October 2015, we implemented a ticketing system to help track time spent on technology operations in University College. The purpose of this tracking was to locate significant areas for improvement and to improve business processes. We found that Maintenance (31%), Appointment Manager (23%), software (17%), and website updates (13.5%) occupied the majority of time spent. As a category, maintenance was primarily comprised of desktop support and troubleshooting, but also referred to time spent on workstation hardware, networking, phones, printers, and other peripherals. Software included computer...
program installations, email-related issues, and PeopleSoft. Finally, miscellaneous was used for development projects, event support, purchases, training, and facilities-related operations. While the data is by no means comprehensive, it gives us a window into operations to enable future data collection. In FY2017, we will be refining the data gathering process to be more accurate, based on a full calendar year and more specific breakdowns.

Table 4

<table>
<thead>
<tr>
<th>UC TECHNOLOGY TICKETS - 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maintenance</strong></td>
</tr>
<tr>
<td><strong>Software</strong></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
</tr>
<tr>
<td><strong>Appointment Manager</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
<tr>
<td><strong>Database &amp; Annual Report</strong></td>
</tr>
</tbody>
</table>

- **Develop an in-line searchable database for students in the UExplore group to easily find their advisors.**

In an effort to help manage relationships with students in the UExplore program, University College IT partnered with UExplore to deliver a web form which students could use to lookup their assigned advisor. Using PHP, SQL, and HTML on the backend, the UExplore “Find My Advisor” form allows students to enter their uNID to find contact and scheduling information for their advisor. For those without an assigned advisor, the form refers them to our front desk in order to schedule an appointment. This form is also integrated within the MAP App. This form is critical to the mission of University College, as students rely on ease of access to their advisors and personal relationships.
• **Creation and Implementation of “MAP App.”**

In addition to the above projects, the MAP (Mandatory Advising Program) App, a web-based application, was developed by staff member, Julia Vincent. It was implemented for First Year Mandatory Advising for fall 2015 and adapted later to be used for Second-Year Mandatory Advising and Undecided Mandatory Advising. It guides all MAP selected students through a series of 5-6 questions to link them directly to the academic advisor they should be meeting with. This cuts down on frustration for students who are unable to schedule with advisors by delivering them to the scheduling link. It also increases efficiency by always getting the student on the correct advisor’s schedule.

**Table 5**

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Users</td>
<td>7,613</td>
</tr>
<tr>
<td>Total Number of Unique Users</td>
<td>5,499</td>
</tr>
<tr>
<td>Percent of Unique Users to Total Users</td>
<td>72.23%</td>
</tr>
<tr>
<td>Completion Rate*</td>
<td>90.91%</td>
</tr>
</tbody>
</table>

*Users that land on first page and complete through scheduling page

**Significant Milestones**

- Added six new departments and colleges to Appointment Manager between July 2015 to June 2016.
- Installation of fifteen new computers and monitors for staff to rotate out inventory of old technology.
- New thin-clients for student use computers in front reception area added by Student Affairs Network Support.
- Upgrade of office copier/fax to allow scanning of documents.
- Conversion of old Google database system to new robust database solution.
- Maintenance of Academic Success Workshop in Canvas.
- Appointment Manager training videos online.
- Implementation of new phones in all office locations.
- Implemented FERPA compliant systems including Skype for Business Communication System and new database within office.
- Two new laptops were purchased for use in presentations, tabling, off-site advising, and our UC Curriculum classes.
Goals for 2016-17

- Restructure of Scholastic Standards processes and reporting system.
- Redesign University College webpages with a focus on our home page (to be consistent with PR & Marketing across campus for academic advising).
- Move Appointment Manager users to new ADA compliant portal.
- Assist in development and production of a campus-wide advisor online training course in Canvas.
- Expand library of online training videos for documentation of internal processes.
- Digitizing paper-based forms and processes within University College.
- Refine and create a more formal and comprehensive ticketing system for technology analytics.

Photo: Technology Team
Tammy Mabey and Nik Sartain
The purpose of University College Assessment is to facilitate the assessment of advising practices and services. Assessment activities are conducted campus-wide (via the UAAC Assessment Committee), for University College as a whole, and for individual programs within University College. Assessment data is used to identify student needs and improve advising practices and services.

**Goals for 2015-16**

- **Establish a mission and goals for the UAAC Assessment Committee**
  - The UAAC Assessment Committee developed a mission statement to provide guidance as we assess advising at the University of Utah. The mission statement is:
    - “The mission of the UAAC Assessment Committee is to assess the quality of undergraduate advising and communicate results to appropriate parties for ongoing improvement.”

- **Create common surveys that can be used in advising offices campus-wide**
  - Two campus-wide in-services were facilitated by the UAAC Assessment Committee to gather information regarding assessment needs in advising. The information gathered is now being used to guide future assessment projects including common surveys.

- **Engage with each program in University College regarding what they are doing to assess their programs. Provide assistance where it is needed.**
  - Engaged with multiple program areas within University College to develop and implement assessment of their programs.
Campus-Wide Assessment In-Services:

Advisors from across campus were invited to attend a series of two in-services related to advising. We used data gathered from the 2014 Campus-Wide Advising Survey to examine areas for improvement in advising. We developed strategies that could be used to improve in these areas. We also identified future needs of assessment.

In-service #1: Evaluated common concerns expressed by students in the Campus-Wide survey. Topics Discussed included:
- Appointment scheduling difficulties
- Adequate time for advising
- Information on Careers, Internships, Graduate School
- Long term academic planning
- Providing accurate information
- Expectations of an advising appointment for students and advisors
- Personalization of advising
- Advising support and encouragement

In-Service #2: Developed follow up questions to specific questions on the Campus-Wide survey to better understand the results.

Significant Milestone or Program Utilization

- The 2016 Campus-Wide Advising Survey moved to Spring 2017
  - Every two years the Campus-Wide Advising Survey is administered to a sample of approximately 10,000 students. The survey was administered in 2012 and 2014. The survey was posted in 2016 due to conflicts with other campus-wide surveys. In order to avoid over surveying students it was decided to move the Campus-Wide Advising Survey to Spring 2017. This will hopefully yield a better response rate.

Goals for 2016-17

University College Advising Goals
- Administer Campus-Wide Advising Survey, Spring 2017
- Develop assessment tools to measure objectives as defined by the University College mission and vision statements
- Develop assessment models that can be used by other campus advising entities
- Establish a University College Assessment Committee
UAAC Assessment Committee Goals

- Administer Campus-Wide Advising Survey, Spring 2017 and provide an evaluation report at May 2017 UAAC meeting
- Collaborate with the Advisor Position Committee on an Advisor Survey to assess what is working well, advisors needs, why advisors leave or change positions, etc.
- Report at UAAC results from the UAAC In-Services the committee facilitated.

Addendum #1

UAAC In-Service
Assessment Result Summary

TOPICS: APPOINTMENT SCHEDULING AND TIME FOR ADVISING

Examples of survey responses:
"It is difficult to get an appointment that works with the students schedule and often takes over a week to get in to see someone."

"Every time I have had an advising appointment, I am rushed through the appointment. I leave w/o all my questions answered. I feel I am not being listened to."

What might be main factors/root causes for the feedback?
- Appointment times are too short
- Commuter Campus – difficult to find an apt.
- Large case-loads – too few advisors
- Perhaps software (Apt. Manager) wasn’t available in certain departments
- Perhaps advisors are bogged down w/tasks outside of advising

What questions could we ask students to help gain a deeper understanding of the main factors/root causes?
- What are you expectations from an advising apt.?
- What is a reasonable amount of time for an advising apt.?
- When is the best time outside of 8-5 p.m. for an advising apt.?

How this topic can be addressed in advising offices on campus? What can we do now?
- Longer appointments: 45 min.
- Evening appointments
- Phone/Skype appointments
- Increased emphasis on developmental advising
• Create walk-in hours
• Hire more advisors
• Increase advisor salaries to decrease turnover
  o Create an advisor structure
  o More efficient allocation of resources

Does your group have any additional comments or suggestions?
• Hire a Development Director who works for UAAC

TOPICS: CAREERS, INTERNSHIPS, GRADUATE SCHOOL AND LONG TERM PLANNING

Examples of survey responses:

"They don’t tell you what kind of jobs are available in your field and what you have to do to obtain that job. They expect you to do it on your own."

"In my experience, my advisors haven’t been helpful in planning my long term goals. We just discussed the upcoming semester and I would have liked to lay out my plan a bit further."

What might be main factors/root causes for the feedback?
• Connecting w/Career Services
• Arts Force – Networking
• Links to Occupational Outlook Handbook
• Prescriptive vs. Appreciative/Explorative advising
  o Side interests
• Goals more particular to student

What questions could we ask students to help gain a deeper understanding of the main factors/root causes?

• Ask what interests you and what don’t you want to do
• Have you met w/someone in Career Services?
• What path/direction do you see to your future?
• Are you comfortable/confident and scale of enthusiasm in your major?
• Have you been referred to Career Services?
  o Did you go?
  o When did the refer you?
  o Why or why not?
• How competent do you feel to be ____________?
• Summer workshops? Referral
• Diversity office in grad. School
• Grad School Fair. Did you go?
How this topic can be addressed in advising offices on campus? What can we do now?

- Look at Appreciative advising
- Career Services
- Major Exploration
- Allied Fields and Occupations support within field
- Options for internships within the dept.
- Ask faculty about these programs
- Help student construct questions
- Reflect the students answers
- Ask

TOPICS: ACCURATE INFORMATION AND EXPECTATIONS OF AN ADVISING APPOINTMENT

Examples of survey responses:

"I would have liked the advisor to give me accurate and useful information. She didn't give me any valuable information and caused me to make bad class choices."

"I honestly was not aware that I could discuss more than just course work. I really wish I would have been given a general ideas list of available topics to discuss with your advisor."

What might be main factors/root causes for the feedback?

- Lack of awareness
- Either did receive bad info, or did not hear accurately what was said
- Giving answers that an advisor is not sure of
- High turnaround, lot of new advisors
- Decentralized University
  ▪ Advisors training and support
  ▪ Advisor misunderstanding of student
  ▪ Time
  ▪ Anticipating needs
  ▪ Continually changing information
  ▪ Publish "advising topics"
  ▪ Advisors don’t stay in position very long. Increase “staying power” in a position. Make it desirable to stay in one place. Provide career ladder.
What questions could we ask students to help gain a deeper understanding of the main factors/root causes?

- What specific information was inaccurate?
- What department were you advised in?
- What do you think an advising apt. is for?
- What can an academic advisor do for you?
- What is an advisor an expert of?
- Transfer or 1st year or 1st generation, International? (Is there specific groups that are less aware)?
- Is there another format that besides [v] where you could know this information?
- (Do advisors all have the same responsibilities across campus? We don't think all departments are created equal.)
  - Did you receive accurate information?
    - If not, what information was inaccurate?
    - Where were you trying to get information?
    - What were you asking?
  - Advisor questions: Do you know where to get accurate information? Who do you talk to to find information that you don't already know?

How this topic can be addressed in advising offices on campus? What can we do now?

- Creating a generalized handout that all advisors can hand out at MAP’s that show advisor and student expectations concerning advising
- Somehow incorporate what a student can do in the Appointment Manager reminder email or a link for more information on it
- Have lists on doors of advisors of what can and can't be done (specific to each department)
- Use probing questions ... follow-up emails (plan of action)
- Inviting students back and letting them know what else a future appointment could entail (i.e. internships, graduate school, etc.)
  - Knowing who to ask
  - Mentoring across campus
  - QA as a resource
  - Shadowing – both new and old
  - Appointment Manger – email explaining what you can talk to advisor about
  - Website with ILO’s
Does your group have any additional comments or suggestions?

- Advising syllabus

**TOPICS: PERSONALIZATION AND SUPPORT & ENCOURAGEMENT**

Example of survey response:

“I asked whether taking a specific class in place of another would be possible and all she told me was that the class would probably be too hard for me to do well in. She didn’t get to know my situation, she just made a general assessment but the class I was planning to take is one of my strongest subjects.”

“I do not feel like my advisor is on my side. She has a way of making me feel very little and unimportant, and like she will only offer advice or counsel if asked a direct question.”

What might be main factors/root causes for the feedback?

- Walk-in appointments – not enough personal information about student
- Advisor is not a people person/in the wrong profession
- Advisor has not been adequately/appropriately trained
- Person in advising position maybe doesn’t realize they are performing that job
- Not enough time in apt.
- Making assumptions about the student
- Advisor not listening to student – taking adequate time to hear student
- Advisor not asking the right, open ended questions – giving student opportunity to share
- Advisors may be relying on prescriptive advising too much
- Advisors may not be leading the conversation
- What type of advising apt. was this statement in reference to? (MAP?)
- What year is the student in school?
- What is the advisor case load?
- How long was the apt.? 15 min? 1 hour?
- How open and welcoming is the advisor? Compatibility?
- Unclear expectations for advising apt., roles, and interactions
- Students might not understand what advising is (what topics to cover, what questions to ask, what information to provide
- Advisors need to be present and don’t take interruptions
What questions could we ask students to help gain a deeper understanding of the main factors/root causes?

- How long was your apt.?
- Was your apt. scheduled or walk-in? (If scheduled – How long was apt.? How long did you stay?)
- How many times had you met with this advisor?
- What topics were addressed in your meeting?
- What questions did your advisor ask you (what questions do you wish your advisor had asked)?
- What does your advisor do that you find helpful?
- What would have made you feel more supported?
- Format survey questions with an eye to Appreciative Advising
  - Do you feel the advisor gave you their full attention during your apt.?
  - How long was your advising apt. scheduled for? Did the apt. take the whole time?
  - What did you come in to talk about? Did you cover all those?
  - Do you feel a personal connection with your advisor?
    - What did this look like for you or would make you feel a personal connection?
    - What did the advisor do to make the connection?
    - If no connection, what would you like them to do?
  - Do you want realistic perspective or to be encouraged?
  - Does your advisor ask you open ended questions?
  - Do you feel like your advisor is a source of support? Invested in your success?
  - How is your advisor personalizing the apt. now? How could they in the future?

How this topic can be addressed in advising offices on campus? What can we do now?

- Advising case load – Realistic ratios
- Guidance in appropriate/useful open-ended questions and how to use them with students
- Emphasis on collaborative/learning relationships between advisors
- Advisor mentoring program
- More open communication about advising strategies
- Advising Basics – add an in person/technique - Situation/role playing in advisor training
- In-Service – Strategies to over-worked advisors
Overview and Goals for 2015-16

Advisor Development and Collaboration (ADC) combines all advising-specific, campus-wide training and educational development into an integrated curriculum. During 2015-2016, ADC had a transition in leadership and an expansion of duties. Leslie Park accepted a new role as Director of the Student Success Center at Weber State University in November 2015. Juliana Espinosa accepted the Coordinator, Advisor Development and Collaboration position in February 2016. This position has been expanded to include an advising caseload to support major exploration and scholastic standards appointments as well as oversee the Bridge Advisor Program. The number of student appointments increased from seven during July-November 2015 to 109 appointments during February-June 2016. The majority of this year has been focused on delivering Advising Basics and Technology trainings to new advisors, providing monthly inservices, as well as assisting with special events for Advisor Development.

Ongoing Programs

UAAC and Advisor Development and Collaboration have a great deal of overlap. Accordingly, many of the ongoing programs could be included in either section. The UAAC Conference, Annual Awards, and Recognition events can be found in the UAAC section (immediately following this chapter).
Cranium Café Pilot Program:

Juliana Espinosa joined the UOnline Student Support Services team. A committee has been formed to review requests for proposals since the Cranium Café Pilot is due to expire in 2016. UOnline partnered with Departmental and University College Academic Advisors in order to expand services supporting online learners.

Some comments by two Departmental Academic Advisors utilizing Cranium Café:

“*It’s a professional way to connect with students who may otherwise have challenges obtaining advising.*"

“They have the right ideas about where advising will be in the next 5-10 years, but what is not addressed or encoded in their software that our institution thrives on is data."

“I’ve found it to be a high quality alternative for students who are out of the area, ill, or work full-time."

“There is an untouched pro about cranium café and that is the qualitative data that can be pulled from these advisor student virtual meetings….As a manager, I can watch recordings of an advisor and understand who said what, look at how the student is grasping information and also look at best practices with advising.”

Campus-Wide Training and Development:

UC continues to play a central role in providing technical and general training to new university academic advisors. Table 1 summarizes the numbers of participants in each type of training.

Table 1 - Training and Development Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Basics</td>
<td>33</td>
</tr>
<tr>
<td>PeopleSoft Training</td>
<td>52</td>
</tr>
<tr>
<td>UAAC In-Service</td>
<td>203</td>
</tr>
<tr>
<td>UAAC Conference</td>
<td>119</td>
</tr>
<tr>
<td>Appointment Manager Training</td>
<td></td>
</tr>
<tr>
<td>NACADA Webinars</td>
<td></td>
</tr>
</tbody>
</table>

*Advising Basics available in online format May 2014 but not tracked.
**In-Service format used beginning February 2014
***Conference moved to Spring Semester
**** Data reflect number of RSVPs tracked from December 2015-June 2016
Goals for 2016-17

- Migrate Advising Basics and Advising Technologies training into online Canvas format
- Introduce Cranium Café (or the equivalent program selected) and assess its effectiveness for Advisors and Students

Photo right: Juliana Espinosa
UNIVERSITY ACADEMIC ADVISING COMMITTEE (UAAC)

Juliana Espinosa and Beth Howard

Overview

The campus-wide advisor mission statement is:

As educators and problem solvers, we advocate for students as they navigate their personal journey of higher education and attain their academic goals. Through inclusion and connection, we open doors to new opportunities for self-awareness and growth, empowering students to define their roles as citizens within local and global communities.

The University Academic Advising Committee (UAAC) is an organization formed during semester conversion in the late 1990’s 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. Bobbi Davis (College of Behavioral and Social Sciences) and John Nilsson (University College) co-chaired UAAC for the 2015-2016 Academic Year.

UAAC meets monthly to discuss issues pertinent to the academic advising of undergraduate students. In addition to reports from our campus partners and (sub)committees, other members of the campus community are invited to present new information of interest to academic advisors, including policy changes, programs, and new courses. UAAC also maintains an information listserv and coordinates monthly in-services.
Meetings averaged 60 people in attendance with minutes distributed over the UAAC listserv and on the UAAC website (http://advising.utah.edu/uaac/). David Eisen and Taryn Horner shared responsibility for taking monthly meeting minutes; Tammy Mabey and Nik Sartain provided logistical support.

The following information is a brief overview of activities and events that involved UAAC.

**Monthly Meetings:**
- Discussion of the proposed Repeat policy
- During the 2015-16 UAAC meetings, presentations were made on:
  - American Indian Resource Center
  - Learning Abroad
  - Enrollment Management
  - Scholastic Standards
  - Student Success Advocates
  - Updates on new course offering or changes to current offerings
  - New immunization hold process
  - National Student Exchange
  - Women’s Enrollment Initiative
  - Non-traditional Student Group
- UAAC members received periodic updates on Major EXPO, DARS/GPS, and items from Office of Admissions, Office of Financial Aid, Office of Orientation, Registrar’s Office, and Housing and Residential Education (HRE).
- UAAC sponsored a national speaker as part of the MAP Kick-off.
- UAAC has six sub-committees to engage advisors in the advising policy, practice, and recognition. These sub-groups included:
  - Advisor Awards Subcommittee, co-chaired by Shawn Adrian and Bobbi Davis,
  - Marketing and Public Relations Subcommittee, chaired by Taunya Dressler,
  - The Advisor Position Subcommittee, co-chaired by Denise Brenes and Tamara Young.
  - Mandatory Advising Program (MAP), chaired by Martina Stewart,
  - Assessment of Academic Advising, chaired by Steve Hadley.
  - Graduate Advisors Professional Association (GAPA), chaired by Jami Saffioti
  - Appreciative Advising Subcommittee, chaired by Ashley Glenn.
The Marketing and Public Relations Subcommittee introduced a new campus-wide art element and advising taglines last year. These have been integrated into departmental and college websites throughout the year as part of an “online challenge.” The overall objective is to increase the visibility of academic advising through consistent language and use of the art element. With the support of Undergraduate Studies, all incoming students received a high quality sticker (suitable for use on water-bottles or other reusable items) and a magnet listing first year advising related events at New Student Orientation.

The Advising Awards Subcommittee modified the nomination process this year to include nominations from staff, students and faculty. This allowed many more advisors to be recognized for their outstanding work at this year’s end-of-year celebration.

In addition to the subcommittees, UAAC also sponsored several interest and working groups, including:
- Advising as a Career Path Working Group, co-chaired by Michelle Brooks and Juliana Espinosa,
- Supporting U: UAAC Utah Facebook Group, co-chaired by Kera Murphy and Tracie Noyes.

**UAAC In-Service Program:**
A monthly in-service program was held for all advisors and campus partners. The purpose of the in-service meetings is to educate advisors about programs, departments, and resources on campus that impact students. A greater understanding of these programs, departments, and resources will help advisors assist students in achieving their academic and life goals. Average attendance at in-service programs was 48 attendees. This program was expanded for the first time in June 2016 to include in-services during the 2016 summer semester. In-service programs included:

- *Electronic Application for Undergraduate Degrees presented by the Office of the Registrar*
- *Sense of Belonging in Advising presented by the Office of Undergraduate Studies Co-Learning Committee*
- *Institutional Data, Insights & Surprises presented by the Office of Institutional Analysis*

Participation data are included in the Advisor Development and Collaboration section (see previous chapter).

**2016 UAAC Advising Conference:**
The 2016 UAAC Advising Conference was held on Friday, March 11, 2016 with the theme “Advisors’ Stories...What’s Yours?” in the Spencer Fox Eccles Business Building and C. Roland Christensen Center. The keynote speaker was Professor
Sylvia Torti, Dean of the Honors College. The conference had the highest attendance rate with 138 staff members from both University of Utah and Salt Lake Community College participating. An impressive 81% of respondents rated the overall quality of the conference in the top two categories: Above Average (37%) and Great (44%). Members of the planning committee were Denise Brenes (Department of Biology), Jency Brown (University College), Crista Coven (College of Fine Arts), Juliana Espinosa (University College), Loren Finn (College of Health), María Lara (Department of International & Area Studies), Tammy Mabey (University College), and Joy Velarde (Department of Mechanical Engineering). The funding for this conference was provided by University College.

The top three accomplishments/achievements listed on the survey by attendees were:

- Learn New Information
- Networking
- Refresh Existing Knowledge

Some comments from attendees regarding the conference are:

“I have been to every UAAC Conference in the last 5 years, and this year was by far my favorite. It was thoughtful, organized, professional, fun.”

“I found the quality of this conference to be greatly improved from the last one I attended a few years ago.”

“This is the best UAAC Conference to date. I felt so inspired after the conference. It was exactly what I needed to refresh my energy for summer and fall semester.”

“Not impressed with committee’s selection on diversity breakouts, they were underwhelming, and not stimulating.”

“Great to have included SLCC advisors, need more connections with U and SLCC advisors. Please encourage more presentations from SLCC.”

Advisor Socials and Awards Reception:
Academic Advisors and affiliated campus partners had two opportunities to network during 2015-2016. On December 17, 2015 a Star Wars/Meyers Briggs Type Indicator (MBTI) themed Advisor Social was organized by Shawn Adrian (Department of English), Juliana Espinosa (College of Social and Behavioral Science), and Michael Santarosa (Office of the Registrar). All 75 attendees were asked to review a Star Wars themed MBTI chart, write a name tag with their matching character’s name, and participate in quick ice breakers to discuss their MBTI characteristics. The funding for this event was provided by the Office of the Registrar and University College.
The second Advisor Social combined the 2016 UAAC Outstanding Academic Advisor Awards Reception with a networking component. This year, the UAAC Awards Subcommittee received the most Academic Advisor nominations with 59 nominees. On May 10, 2016 in the Sorenson Arts & Education Complex Artworks for Kids Auditorium, 112 attendees participated in an “Afternoon Tea” themed social and bingo ice breaker. Dean Martha Bradley received special recognition for attending. Other award recognition was shared for the NACADA Award recipients, Heidi Bates (College of Pharmacy) and Kelly Brown (Department of Occupational Therapy), UAA Award nominee, Kelly Brown (Department of Occupational Therapy), and two recipients of the 2016 UAAC New Advisor Award and UAAC Advisor Award, Ashley Glenn (International & Area Studies) and Candy Huff (Sociology). The funding for this event was provided by the Office of the Registrar, Spencer Fox Eccles School of Business, and University College.

Goals for 2016-17

- Create a UAAC Advisor Guide as a resource for all Academic Advisors
- Restructure UAAC monthly meetings to incorporate Advisor networking opportunities
- Expand UAAC In-Services into summer 2017

Photos: UAAC Conference - March 2016
Photos: UAAC Advisor’s Social - 2016

Photo above (L to R):
Beth Howard, University College Dean
2016 UAAC Outstanding New Academic Advisor Ashley Glenn
2016 Outstanding Academic Advisor, Candy Huff
Dr. Martha Bradley
Overview & Goals for 2015-16

The Degree Audit Reporting System (DARS) is an advising report that matches student coursework to requirements for a degree program. The report indicates what has been completed, what is in progress, and what remains. The Graduation Planning System (GPS) works in conjunction with DARS to facilitate planning for university, bachelor degree, and departmental requirements in a semester-by-semester, interactive plan.

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

Goal 1 - Investigate enhancements to DARS that would provide a more holistic view of the student record and academic planning

This year was focused on developing an integrated interface. While the underlying tools remain the same, the way students access and use them will undergo a significant change in the near future. There are several benefits to this enhancement, including seamless navigation between audits and planning.

We have moved past investigation to implementation. Roll out of the new interface is currently scheduled for July 2016. This new interface has prompted us to move forward with a rebranding effort, since the two tools will appear to students and advisors to be one. We are developing a marketing campaign to spread the word about these changes early in Fall semester.
In the next year we plan to continue to build upon this foundation, pushing for enhancements including enabling minors, honors, and multiple emphases to be integrated into a major audit report.

**Goal 2** - Develop more descriptive metrics for tracking student use of the Degree Audit & Planning Systems

We have been successful in getting access to a wealth of information about how students are using DARS. We are still working to get more information on how students are using planning features.

**Goal 3** - Continue efforts to improve visibility of GPS on campus through: tabling, workshops, direct email, print ads, and promotional items.

Throughout the year, we have worked to raise awareness about GPS. Our efforts have included heavy collaboration with Major Exploration Center. This included tabling together at events such as Plazafest, Hoopla, and Move-In in Housing and Residential Education. We also participated in the Major Exploration Expo and provided promotional items and handouts at UExplore Open Houses.

With the upcoming integration and rebranding of these tools, we have hired a student assistant to help with assist with testing, training, and marketing.

**Highlights**

**DARS Usage**

Changes in the way we are collecting data, makes comparison to previous years difficult. The data we have for this year, however, is more descriptive and meaningful. For example, from the data sample below we can see that the “View/Delete” DARS page gets more frequent use than we had expected or would encourage. We can also see that usage of “Declared” program DARS by both staff and students are relatively similar (though the path varies), but students use the “What-if” DARS far more frequently than staff do.

**Table 1 – Sessions Initiated by Landing Page July 1, 2015 – June 30, 2016**

<table>
<thead>
<tr>
<th>Landing Page</th>
<th>CIS TAB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>View/Delete Page</td>
<td>845,658*</td>
</tr>
<tr>
<td>Generate Page (What-if)</td>
<td>61,947</td>
</tr>
<tr>
<td>Generate or Declared Programs</td>
<td>27,187</td>
</tr>
<tr>
<td>Student Profile</td>
<td>16,170</td>
</tr>
<tr>
<td>TOTAL</td>
<td>950,962*</td>
</tr>
</tbody>
</table>

*anomalous spike in traffic on this page from Aug 13 – Dec 12, 2015
More robust information gives us better information about how we can target enhancements and trainings to help users take fullest advantage of the tools we provide.

**GPS Usage**

Creation of new plans continued to slightly decline this year. We are still working to get more descriptive data, so we can understand if fewer students are using the tool in general, or if students are just editing existing plans rather than creating new ones.

**Chart 1 - New Plans Created in GPS July 1-June 30, for Years 2013-14 to 2015-16**

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans</td>
<td>1,922</td>
<td>1,302</td>
<td>1,438</td>
</tr>
<tr>
<td>Students</td>
<td>1,704</td>
<td>1,215</td>
<td>1,291</td>
</tr>
</tbody>
</table>

**Degree Audit & Planning Systems Productivity**

Encoding activities that took place in 2015-16 include:
- Updating programs to reflect changes to catalog requirements
- Helping departments enter and troubleshoot exceptions
- Adding newly approved programs
- Updating and maintaining transfer articulation tables
- Updating GPS Roadmaps to reflect program changes
- Supplying data to departments about exceptions

All of the above activities improve the accuracy and usefulness of academic planning tools. This supports and facilitates informed course and major selection, and timely graduation.
Goals for 2016-17

- Launch integrated interface and rebranding campaign.
- Improve functionality of planning resources.
- Begin encoding work to enable holistic audits.

Photo: Richelle Warr and Kariann Hibbard
BRIDGE ADVISING

John Nilsson and Juliana Espinosa

Overview

The bridge advising model is a partnership between a department or college with University College. The goal of this partnership is to support advisors who can address academic policy and process on multiple university levels and assist students from creation to completion of their degree. This is a relational model that promotes connections across the institution and leads to a comprehensive and seamless advising experience, which positively impacts undergraduate students and institutional completion rates.

Currently, there are 11 bridge advisors at the University of Utah:

College of Education: 1
College of Fine Arts: 2
College of Health: 1
College of Humanities: 1
College of Social & Behavioral Science: 2
College of Social Work: 1
Department of Chemistry: 1
Department of Mathematics: 1
Department of Physics: 1

In 2015-16, the following changes were made or proposed to the Bridge Advising Model:

- Two Bridge Advising retreats offered with training topics and team-building activities
- Conversations with College of Business, College of Nursing, and proposed School for Cultural and Social Transformation on adding bridge advisors to their advising units
- The College of Social and Behavioral Science submitted a request for a third Bridge Advisor position
- The College of Fine Arts Bridge Advisor positions was reduced from three to two roles
The Assistant Dean of University College (John Nilsson) is responsible for bridge advisors’ time within University College: participation in staff meetings, inservices, committees, and the Quick Answer desk.

The Coordinator for Advisor Development and Collaboration (Juliana Espinosa) is responsible for bridge advisors’ initial training within University College and their ongoing professional development within UAAC.

**Fall Retreat**

The 2015 Fall Retreat was held on Thursday, November 12th in Spencer Fox Eccles Business Building Room 7110 from 10am-11:30am. This retreat was led by Leslie Park and John Nilsson with Steve Hadley, Academic Advising Coordinator for Advisor Assessment, and Beth Howard, Associate Dean, attending as guests to discuss Strong Interest Inventory, Meyers Briggs Type Indicator, and University College communication. Each Bridge Advisor was asked to email Leslie Park in advance of the retreat with any topics to add to the agenda. During the retreat, we had sections from the two guest speakers above, as well as a round robin activity with new Bridge Advisors sitting in a circle on the inside and returning Bridge Advisors rotating in a circle on the outside. Each rotation lasted a couple minutes and provided an opportunity for introductions and ask questions.

**Spring Retreat**

The 2016 Spring Retreat was held on Wednesday, May 25th in the Sill Center Small Conference Room from 12pm-4pm. This retreat was led by Juliana Espinosa and John Nilsson with Richelle Warr, Director of Degree Audit and Planning Systems, attending as a special guest to lead Meyers Briggs Type Indicator activities. Each Bridge Advisor was asked to complete a pre-retreat survey to submit any topics they would like to discuss as well as what they hope to gain from the retreat. During lunch, John and Juliana provided an overview of the Bridge Advisor Program. Elizabeth Perez, Bridge Advisor for the College of Social Work, led an ice breaker activity. Richelle Warr then led a two hour “Optimizing Team Strengths” activities. John Nilsson also led a General Education, Bachelor Degrees Exceptions and Petitions question & answer session in which Bridge Advisors shared their questions, comments, and concerns. Karla Motta, Bridge Advisor for the College of Education, closed out the retreat with a “Guess Who’s Office” activity. Each Bridge Advisor provided a photo of their office and each person guessed who’s each office was. A post-retreat survey was sent on Friday, June 3rd requesting feedback on this retreat as well as planning for the Fall 2016 retreat. 100% of the respondents rated the overall quality of the spring retreat in the top two categories: “Very Satisfied” (50%) and “Satisfactory” (50%). The top two rated sections were “DARS Exception and Petitions Question & Answer” and “MBTI Optimizing Team Strengths Activities”.

New Bridge Advisors and Transitions

College of Education: Karla Motta joined as a Bridge Advisor in August 2015. She is an alumna of University of Utah and earned a Master of Education in Leadership and Policy.

College of Fine Arts: Brett Runnion left his Bridge Advisor role in December 2015 to accept a new position as Academic Advisor for Developmental Education at Montana State University. Lena May-Fraser left her Bridge Advisor role in January 2016 to accept a new position as Senior Project Manager for LeisureLink, Inc. Jenn McLaurin joined as the newest Bridge Advisor in April 2016. She earned a Master of Science in Higher Education and Student Affairs Administration in 2014 from the State University of New York, Buffalo State.

College of Health: Yordanos (JoJo) Beyene joined as a Bridge Advisor in August 2015. She is an alumna of University of Utah and earned a Master of Education in Leadership and Policy.

College of Science: Natascha (Tascha) Knowlton joined as a Bridge Advisor in August 2015. She is an alumna of University of Utah and earned an Honors Bachelor of Science in Chemistry and Bachelor of Science in Physics.

College of Social and Behavioral Science: Juliana Espinosa joined as a Bridge Advisor in August 2015. She earned a Master of Library and Information Science from San Jose State University in 2012. In February 2016, she accepted a new role as the Coordinator for Advisor Development and Collaboration in University College. Taryn Horner joined as a Bridge Advisor in August 2015. She is a University of Utah alumna, a former Utah Volleyball and Diving letter winner, and earned a Master of Education in Education Foundations with an emphasis in Private School Administration. Ally Holian joined as the newest Bridge Advisor in May 2016. She earned a Master of Arts in Higher Education and Student Affairs Leadership in 2016 from the University of Northern Colorado.

College of Social Work: Elizabeth Perez joined as a Bridge Advisor in January 2016. She is a University of Utah alumna with a Master of Education in Teaching and Learning.
Quick Answer Desk Interactions (Ranged from 11-17 hours per week)

<table>
<thead>
<tr>
<th>Advisor</th>
<th>QA Desk - Email</th>
<th>QA Desk – In-Person</th>
<th>QA Desk - Phone</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angie Gardiner</td>
<td>59</td>
<td>33</td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>Brett Runnion</td>
<td>29</td>
<td>32</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Jojo Beyene</td>
<td>24</td>
<td>14</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Juliana Espinosa</td>
<td>67</td>
<td>54</td>
<td></td>
<td>121</td>
</tr>
<tr>
<td>Karla Motta</td>
<td>27</td>
<td>34</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Kira Jones</td>
<td></td>
<td>32</td>
<td>41</td>
<td>73</td>
</tr>
<tr>
<td>Lena May-Fraser</td>
<td>39</td>
<td>30</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Leslie Park</td>
<td>24</td>
<td>9</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Tamara Young</td>
<td>54</td>
<td>29</td>
<td>31</td>
<td>114</td>
</tr>
<tr>
<td>Taryn Horner</td>
<td></td>
<td>19</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td>Tascha Knowlton</td>
<td></td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Grand Total</td>
<td>54</td>
<td>363</td>
<td>318</td>
<td>735</td>
</tr>
</tbody>
</table>

Bridge Advisors Membership on UC Internal Committees

- General Education Exceptions Committee
- Late Withdrawal Committee
- Fun Committee
- Social Justice, Diversity, and Inclusion Committee

Goals for 2016-17

- Increase membership to a minimum of one Bridge Advisor representative per UC Internal Committee
- Identify priority colleges for Bridge Advisor roles and continue outreach to increase Bridge Advisor Program awareness
Photo above (L to R):
Back row – Jennifer McLaurin, Taryn Horner, Elizabeth Perez
Front Row – Angie Gardiner, Tamara Young, Ally Holian

Photo above (L to R):
Kira Jones, Juliana Espinosa, Karla Motta

Not Pictured – Copeland Johnston, Tascha Knowlton, Jojo Beyene
ACTIVITIES OF UNIVERSITY COLLEGE STAFF

University College staff participated in numerous committees and organizations, both on and off campus in 2015-16. 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 Advising Association (UAA). 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*
- Alpha Sigma Lambda National Honor Society (ASL)
- American Library Association (ALA)
- National Academic Advising Association (NACADA)
- National Association of Advisors for the Health Professions, Inc. (NAAHP)
- National Career Development Association (NCDA)
- Prelaw Advisors National Council (PLANC)
- Utah Career Development Association (UCDA)
- Utah Advising Association (UAA)
- Western Association of Advisors for the Health Professions (WAAHP)
- Western Association of Prelaw Advisors (WAPLA)

*Committees/Activities - Off Campus*
- AMES High School
- CECE Student Success Committee
- Law School Admissions Council Recruitment Committee
- President and Regional Conference Co-chair: Western Association of Prelaw Advisors and Southwest Prelaw Advisors Association joint conference
- Program Sub-Committee, PLANC National Conference
- USHE Transfer and Articulation Committee
- Utah Advising Association Conference Planning Committee
- WAPLA-SWAPLA Joint Regional Conference Program Committee
- Women’s Enrollment Initiative Mixer Reception
Committees/Activities - On Campus (excludes committees within UC)
Alpha Sigma Lambda Honor Society Induction Ceremony, Chapter Councilor
Appreciative Advising Committee
Bringing the U to You
Campus Recruitment Committee
Career Services Career Coach Search Committee
Career Services Engagement Task Force
Career Services Suit Up! Selection Committee
Credits and Admissions Committee
CSBS 2016 Convocation (Reader)
DARS Rebranding Committee
General Education Curriculum Committee
Joint Services Transcript Evaluation, Admissions
Legislative Advocates Committee
LEAP Policy Board
Major Change Action Team
Major Expo 2015
Mandatory Advising Program Committee
New Student and Family Programs College Coordinator Team
Office of Admissions Scholarship Reception Tabling
Office of Health Equity and Inclusion Collaborative Group
Premed Conference, in collaboration with Utah Valley University
PreProfessional Advising Mock Multiple- Mini Interviews
Sandy Campus Advising
Strategic Scheduling for Student Success
Summer Success Initiative
U of U Campus Tree Committee
U Online Student Support Services Team
UAAC Advising Conference Planning Committee
UAAC Advisor Awards Committee
UAAC Advisor Position Subcommittee
UAAC Advisor Social and Awards Planning Committee
UAAC Assessment Subcommittee
UAAC Co-Chair
UAAC Interest Group-Advising as a Career Path Working Group
UAAC PR and Marketing Committee
UExplore Open House
Undergraduate Bulletin editing team
Undergraduate Council
USTART student advising
Wildlife Society at the University of Utah
Presentations - Off Campus
Calvary Baptist Church/University of Utah College Readiness Event
CollegeSource Users Conference 2016, Plan to Finish: Leveraging Technology for Student Success
Granite Technical Institute High School Program
MBTI Introduction to Type for Choose Development
MBTI Introduction to Type for EMC2 Student Star Program
NACADA National Conference, Las Vegas: Don’t Leave it Up to Chance: Make Sure Your Students Know the Odds When Choosing Law School
NACADA National Conference, Las Vegas: Prelaw Basics for All Advisors
SLCC American Chemical Society Club Meeting
SLCC Transfer Day (Tabling for CSBS)
UAA 2016 Annual Conference “Developing Your Professional Competencies Using Your Personal Narrative”
UAA 2016, Powering Up or Powering Down? The Status of the Legal Market
UAA 2016, How We Progress Together: Diversity Training in University College
WAPLA-SWAPLA Joint Regional Conference, Las Vegas: New Advisor Workshop
The Wasatch Health Partnership High School Health Career Fair

Presentations – On Campus
Admissions Office Training
Advising Basics
Alpha Sigma Lambda Nontraditional Student Honor Society induction ceremony
American Heritage High School—Major Exploration Basics
Asian American Student Association Annual Conference- Imagine Your Major
Block U- Families & Health- Major Exploration Presentation
Bridge Advisor Spring 2016 Retreat
Connect2Health Program
DARS & U: The Student Experience, University Information Technology
Design Your Degree: First Year and Transfer Orientations
International Orientations: Advising, Graduation Requirements, Class Registration
International Student Advising Workshops with ISSS
LEAP Class Presentations
MBTI Introduction to Type, Fine Arts Emerging Leaders Council
MBTI Optimizing Team Strengths, Bridge Advisor Retreat
MBTI Type and Teams for Student Success and Empowerment Initiative
Orientation Presentation-General Education and Major Exploration
Orientation Presentations – Preparing for Law School
Orientation Presentations – Preprofessional Advising
Parent Orientations
Premed Application Workshops
Predental Application Workshop
Premed Information Sessions
Red, White and U Day: Major Exploration, Preprofessional-Health, Prelaw
Student Success Advocate Strong Interpretation
Technology Training
Transfer Tuesdays
TRIO presentation: Preprofessional Advising
UAAC 2016 Advising Conference “Bridge Advisor Panel”
UAAC 2016, How We Progress Together: Diversity Training in University College
UAAC Advisor Social & Awards Reception (May 2016)
UAAC Conference: Lost in Translation? Student Stories and Advisor Notes
UAAC Social (December 2015) “Star Wars-MBTI” Workshop
UC 1020 Major Exploration Presentation
UC 1050 CSBS Presentation
UC Retreat 2016 “Communication Styles Activities” Workshop
USHE Chief Academic Officers, Overview of UExplore
USS meets Joe: Degree Planning Technology and the Student Experience
UStart Program
Welcome Center Transfer Visits
Young Women Symposium- Imagine Your Major Presentation

Conferences Attendance/Professional Development/Off-campus
Air Force Health Professions Scholarship Program, San Antonio, TX
American University of Antigua medical school, Antigua, West Indies
CollegeSource Intermediate Encoding Workshop, Cincinnati, OH
CollegeSource Users Conference 2016, San Diego, CA
Institute on Sophomore Student Success, Columbia, SC
Myers- Briggs Type Indicator Certification, Los Angeles, California
NAAHP, Minneapolis, MN
NACADA National Conference-Las Vegas
NACADA Region X – Santa Fe, NM
Prelaw Advisors Conference, Case Western Reserve School of Law, Cleveland
Prelaw Advisors National Conference (PLANC), Chicago, IL
Regional Conference, Las Vegas
Touro University multi-Health Programs, Henderson, NV
USHE 2015 Annual Conference, Sandy, UT
Utah Advising Association (UAA) Conference, Layton, UT
WAAHP, San Diego, CA
Western Association of Prelaw Advisors Conference (WAPLA)-SWAPLA Joint

Courses Facilitated by University College Staff at U of U
UC 1020
UC 1030
UC 1050
Conferences Attendance/Professional Development/On-campus
AAMC Experienced Advisors Webinar
Admissions Tour: University of Utah School of Dentistry
Air Force Health Professions Scholarship Program Information Session
Career Services Open House
C.O.D.E: Conference on Diverse Excellence
CollegeSource Basic Encoding Training Online
CollegeSource Transfer Articulation Encoding Tutorial Online
Dealing with Difficult People Training
Digital Branding & Engagement – edX Course
Diversity/Social Justice Trainings
Dr. Jesse Jode Lecture: LGBT issues in Health Care
Dr. Philip Gardner lecture “Exploring a Model for Developing Professional Competencies for Students in Social Science”
Edie Kochenour Annual Lecture
Emerging Technology Conference (Hosted by the Marriott Library)
Gender and Sexuality Workshop
International Advising Workshop (Fall 2015 and Spring 2016)
LGBT Resource Center Open House
MAP Kickoff 2015
NACADA Webinar “A Narrative Approach to Academic Advising: Helping Narrative and Academic Advising NACADA Webinar
Occupational Therapy Training
Orientation for Orientation workshop
Osteopathic Medical program Admissions Panel
Overview: u.achieve Self-Service – CollegeSource Webinar
Prelaw Advisors Webinar – MSU College of Law, Legal Career Trends
Questions – CollegeSource Webinar
Registrar’s Summit
Ross University Medical and Veterinary Medicine Program Admissions Information Session
Safe and Brave Space Open House
Strengths Finder Training
Think. Create. Code. – edX Course
Transferology 1.4 Release Updates – CollegeSource Webinar
UAAC 2016 Advising Conference
“Students Create Their Stories”
Uniformed Services Medical School Admissions Information Session
University of Utah School of Dentistry Admissions Information Session
University of Utah School of Medicine Admissions Committee Meeting
University of Utah School of Medicine Premed Advisor Workshop
Various Chiropractic School Admissions Information Sessions
WIMU Veterinary Medicine Program Admissions Information Session
Women’s Week Panel on Women’s Reproductive Rights
Publications
Western Association of Prelaw Advisors (WAPLA) Newsletter

Nomination, Awards, Scholarship, and Certifications Received in 2015-16
2016 UAAC Outstanding Academic Advisor Award Nomination
Degree Audit Encoding Certification, CollegeSource
PeopleSoft Advisor Notes 100% Documentation Rate with 100 or More Meetings in MAP or General Categories
Perlman Award Nomination
Strong Interest Inventory Certification, GS Consultants

Other Activities of Note
Autism Council of Utah Committee Member
Civilian Police Review Board Member
County Caucus volunteer
Democratic Party Precinct Chair
KSL.COM Interview – International - Learning Abroad
Participated in American Cancer Society Daffodil Days Fundraiser
Road Home Volunteer
Salt Lake Film Society Volunteer

Staff Completing Degrees
Colby Makahilahila
Riley Greenwood

Staff Pursuing Degrees
Cari Winger
Colby Makahilahila
Emerson Pratt
Ginger Hauschild
Nik Sartain
Sidney Dawson
Tammy Mabey
Xavier Colon
Photo above:
University College Group – Spring 2016
## APPENDIX A: UNIVERSITY COLLEGE STAFF

### UNIVERSITY COLLEGE ADVISING
- Beth Howard, Associate Dean
- John Nilsson, Assistant Dean
- Martina Stewart, Associate Director
- Terese Pratt, Assistant Director; Academic Advising Coordinator
- Marilyn Hoffman, Assistant Director
- Sarah Rollo, Assistant Director
- Amy Urbanek, Academic Advising Coordinator
- Heather Crum, Academic Advisor
- Mayumi Kasai, Assistant Director
- Jennifer Wozab, Academic Advising Coordinator
- Shelley Nicholson, Academic Advisor
- Julia Vincent, Academic Advising Coordinator
- Jason Atherton, Academic Advising Coordinator
- Stephanie Begaye, Academic Advisor
- Jency Brown, Academic Advisor

### COLLEGE ADVISING – JOINT APPOINTMENT
- Kira Jones, Fine Arts Academic Advisor
- Jennifer McLaurin, Fine Arts Academic Advisor
- Angie Gardiner, Mathematics Academic Advisor
- Tamara Young, Physics Academic Advisor
- Copeland Johnston, Humanities Academic Advisor
- Jojo Beyene, Health Academic Advisor
- Ally Holian, College of Social and Behavioral Science Advisor
- Taryn Horner, College of Social and Behavioral Science Advisor
- Natascha Knowlton, Chemistry Advisor
- Karla Motta, College of Education Advisor
- Elizabeth Perez, Social Work Advisor

### ADVISOR SUPPORT & DEVELOPMENT
- Juliana Espinosa, Advising Development and Collaboration Coordinator
- Steve Hadley, Academic Advising Coordinator
- Richelle Warr, Assistant Director
- Kariann Hibbard, Advising Coordinator

### STUDENT PEER ADVISORS
- Cari Winger, Emerson Pratt, Xavier Colon, Sidney Dawson

### SUPPORT STAFF
- David Eisen, Administrative Assistant
- Joy Bennett-Scott, Reception Area
- Ginger Hauschild, Reception Area
- Josh Henricksen, Reception Student Assistant
- Catalina Cardona, Executive Secretary, Pre-professional Advising
- Nik Sartain, Computer Technician
- Tammy Mabey, Administrative Assistant
APPENDIX B:
UNIVERSITY COLLEGE ORGANIZATION CHART

Organization Chart for University College

Updated July 21, 2016