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( Program Update with Interesting Addendums)

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This Annual Report represents the accomplishments of University College during the final year of thirteen years under the leadership of Dr. Sharon Aiken-Wisniewski and is dedicated to her.

Welcome to the 2014-15 Annual Report!

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

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

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

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

This report will share with the reader the activities of UC for the 2014-15 year as well as data that address utilization. Some of the highlights for UC during this year included:

- Increasing priority registration for First Year students to 83% for fall, 2014.
- Assigning undecided First Year students to specific UC advisors for extensive major exploration.
- Expanding the activities of the Major Exploration Center to include a welcome social, monthly newsletter, and an increased schedule of open houses.
- Developing and implementing scholastic standards processes for the Utah Asia campus.
- Implementing major fairs for prospective transfer students at Salt Lake Community College.
- Offering pre-med information sessions twice per month to compliment one-on-one advising.
- Expanding the use of the Appointment Manager on-line scheduling software to over 200 advisors from 15 colleges and departments.
- Preparing for the upgrade from DARwin to U.ACHIEVE.
- Contributing significant time and resources to the revision of the new student orientation program.
- Participating with the University Academic Advising Committee and the Department of Education, Leadership, and Policy to bring two nationally recognized advising leaders, Dr. Jenny Bloom and Dr. Terrell Strayhorn, to campus.
- Continuing to work toward expansion of the Bridge advising program.

UC staff had over 80,000 contacts with students, campus partners, and the community. As the 2015-16 academic year opens, the staff is focusing on initiatives that complement campus policies and support the New U Student Experience (NUSE), UGS Strategic Goals, and the Plan to Finish Initiative.
The staff in University College (UC) had over **80,000** contacts with students, campus partners, and outside constituencies during 2014-15 academic year. University College uses a Microsoft Access database for more accurate recording of student interactions. UC staff record contacts directly into the database for accuracy and timeliness.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Appointments</th>
<th>Quick Helps*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>15,711</td>
<td>23,127</td>
<td>38,838</td>
</tr>
<tr>
<td>2004-05</td>
<td>13,869**</td>
<td>29,707</td>
<td>43,576</td>
</tr>
<tr>
<td>2005-06</td>
<td>11,283</td>
<td>28,454</td>
<td>39,737</td>
</tr>
<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>
</tbody>
</table>

* "Quick Help" is any contact not logged on the database system as an appointment except e-mail.
** The activities that comprise this column changed in September 2004 with the installation of Quick Answer Center. Developmental techniques encourage advisors to spend more time with advisees, which appears as a reduction of appointments. Informational issues are handled quickly at the Quick Answer Center leaving more time for complex advising issues during appointments.
***Appointments increased by 587 and Quick Help decreased by 5,000. The increase in appointments would reduce time for Quick Help and during peak season in Fall 2011, three staff resigned for other positions. Remaining staff focused on appointments to counter this situation.

### 2014-15 Student Contact Summary

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment and Same Day</td>
<td>17,181</td>
</tr>
<tr>
<td>Quick Help (QA Desk, Presentations, Reception)</td>
<td>45,265</td>
</tr>
<tr>
<td>E-mail Advising</td>
<td>12,080</td>
</tr>
<tr>
<td>Workshops for Scholastic Standards (Warning)</td>
<td>978</td>
</tr>
<tr>
<td><strong>Total Number of Student Contacts</strong></td>
<td>80,468</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 2014-15, UC sent **367,922** 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 Standing of Students Served</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>3,971 (25%)</td>
<td>3,770 (23.59%)</td>
<td>4,196 (24.42%)</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2,763 (17%)</td>
<td>2,965 (18.55%)</td>
<td>3,230 (18.79%)</td>
</tr>
<tr>
<td>Juniors</td>
<td>2,181 (14%)</td>
<td>2,449 (15.32%)</td>
<td>2,700 (15.71%)</td>
</tr>
<tr>
<td>Seniors</td>
<td>2,184 (14%)</td>
<td>2,136 (13.36%)</td>
<td>2,685 (15.62%)</td>
</tr>
<tr>
<td>2nd Bach (New in 2008-09)</td>
<td>820 (5%)</td>
<td>773 (4.83%)</td>
<td>785 (4.56%)</td>
</tr>
<tr>
<td>Transfer (New in 2006-07)</td>
<td>2,906 (18%)</td>
<td>2,621 (16.40%)</td>
<td>2,177 (12.67%)</td>
</tr>
<tr>
<td>Prospective (1st term)</td>
<td>902 (5.64%)</td>
<td>254 (1.58%)</td>
<td>208 (1.21%)</td>
</tr>
<tr>
<td>Returning to the U (New in 2008-09)</td>
<td>270 (2%)</td>
<td>254 (1.58%)</td>
<td>208 (1.21%)</td>
</tr>
<tr>
<td>Others*</td>
<td>110 (1%)</td>
<td>107 (0.66%)</td>
<td>343 (1.99%)</td>
</tr>
</tbody>
</table>

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

### Contacts by Type in 2014-15

The mission of University College requires a developmental focus and informational advising focus. These foci lend themselves to either scheduled appointments that allow the advisor and student time to discuss issues or a short rapid response provided through “Quick Answer.” A Quick Answer advisor is available from 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>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed/Graduation Requirements</td>
<td>1,649 (10%)</td>
<td>1,701 (10.64%)</td>
<td>1,859 (10.82%)</td>
</tr>
<tr>
<td>Academic Program Plan/Registration</td>
<td>6,128 (38%)</td>
<td>6,309 (39.48%)</td>
<td>6,527 (37.98%)</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>1,115 (7%)</td>
<td>1,135 (7.10%)</td>
<td>1,211 (7.04%)</td>
</tr>
<tr>
<td>Scholastic Standards</td>
<td>1,455 (9%)</td>
<td>1,348 (8.43%)</td>
<td>1,392 (8.10%)</td>
</tr>
<tr>
<td>Professional/Graduate School (New in 2007-08)</td>
<td>2,424 (15%)</td>
<td>2,207 (13.81%)</td>
<td>2,186 (12.72%)</td>
</tr>
<tr>
<td>Major Exploration</td>
<td>1,356 (8%)</td>
<td>1,528 (9.56%)</td>
<td>2,033**** (11.83%)</td>
</tr>
<tr>
<td>Mandatory Freshman Priority</td>
<td>1,377 (9%)</td>
<td>1,252** (7.83%)</td>
<td>1,265*** (7.63%)</td>
</tr>
<tr>
<td>Second-Year Advising</td>
<td>338 (2%)</td>
<td>345 (2.15%)</td>
<td>379 (2.20%)</td>
</tr>
<tr>
<td>Mandatory Advising – Undeclared</td>
<td></td>
<td></td>
<td>26 (0.15%)</td>
</tr>
<tr>
<td>Other*</td>
<td>152 (0.95%)</td>
<td>303 (1.76%)</td>
<td></td>
</tr>
<tr>
<td>Total Contacts</td>
<td><strong>15,998</strong></td>
<td><strong>15,977</strong></td>
<td><strong>17,181</strong></td>
</tr>
</tbody>
</table>

*Based on engaging with the bridge advisors, new categories were created to accommodate specific appointment reasons and grouped together because of small numbers; **Fall 2013 – Fewer new freshmen; ***Includes MAP 1st Year & UEExplore MAP 1st Year students; ****Includes Major Exploration & UEExplore Major Exploration students.

Reported Home College

Students are asked to report their major, if appropriate, when checking-in for an appointment. As the chart below indicates, 51% of the students seen in University College report a major interest. These advising issues range from questions on general education to finding the location of the home college advisor to identifying resources that will result in academic success.

<table>
<thead>
<tr>
<th>Major</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>855 (5%)</td>
<td>979 (6.12%)</td>
<td>763 (4.44%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>822 (5%)</td>
<td>784 (4.90%)</td>
<td>858 (4.99%)</td>
</tr>
<tr>
<td>Science</td>
<td>569 (4%)</td>
<td>900 (6%)**</td>
<td>1657 (9.64%)**</td>
</tr>
<tr>
<td>Architecture</td>
<td>167 (1%)</td>
<td>117 (0.73%)</td>
<td>96 (0.55%)</td>
</tr>
<tr>
<td>Education</td>
<td>167 (1%)</td>
<td>193 (1.20%)</td>
<td>149 (0.86%)</td>
</tr>
<tr>
<td>Fine Arts*</td>
<td>2,207 (14%)</td>
<td>2,367 (14.81%)</td>
<td>2493 (14.51%)</td>
</tr>
<tr>
<td>Health</td>
<td>620 (4%)</td>
<td>566 (3.54%)</td>
<td>486 (2.82%)</td>
</tr>
<tr>
<td>Humanities</td>
<td>737 (5%)</td>
<td>648 (4.05%)</td>
<td>636 (3.70%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>622 (4%)</td>
<td>662 (4.14%)</td>
<td>675 (3.92%)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>113 (1%)</td>
<td>66 (0.41%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>1,165 (7%)</td>
<td>1,026 (6.42%)</td>
<td>838 (4.88%)</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
<td>88 (0.55%)</td>
</tr>
</tbody>
</table>

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

**Math & Physics included in total.
**Partnering with the Campus**

In addition to supporting populations assigned to University College through the Regulations Library (formerly known as PPM), 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

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

**Conclusion**

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. More detail is available for each area of this agency within this document.
Photos: UC Staff Retreat – Spring 2015

Right: Richelle Warr, Sarah Rollo, Kira Jones, Brett Runnion, David Eisen

Left: Anna Chuaqui, Josh Henricksen, Ginger Hauschild, Kelsey Nicholson, Terese Pratt, Shelley Nicholson

Right: Brett Runnion, Sharon Aiken-Wisniewski
Overview and Goals for 2014-15

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 60 or fewer credit hours.
- **60 Credit Undeclared Student Advising** for students who have completed at least 60 credit hours and 2 semesters at the University of Utah, who have not yet declared a major or pre-major.

- Develop a Fall 2014 MAP Kickoff Event focusing on Appreciative Advising.
  - Dr. Jennifer Bloom gave a dynamic presentation on Appreciative Advising to 100 University of Utah advisors.
  - Dr. Bloom’s evaluations from the morning session were very positive. The MAP Committee administered its own evaluation of the afternoon program, assessing application of Appreciative Advising to MAP.
    - “This was fantastic! As a new advisor, this has been so inspiring to be even better in this role. Thank you!!”
    - All attendees strongly agreed or agreed with this statement: “I intend to use Appreciative Advising techniques in my advising practice.”
- Review email and website in relation to Appreciative Advising theory, and in relation to assigning undeclared students to specific advisors in UC.
  - Changes were made to the website, employing more positive and “disarming” language.
  - Coordinated with the Director of Major Exploration to connect exploring students to their assigned advisor.
- Develop videos for MAP website using funds from the Parent’s Association.
  - Videos have been shot and are due to be completed by the end of summer 2015 semester.
- Research impact of increasing upper credit hour limit for MAP Second Year Program.
  - Over this past year, we estimated how many more students the University would advise if we increased the credit hour limit from 60 to 75 or 90 credits. Based on these studies, we proposed to the campus community that we increase our credit hour limit to 90. This will mean approximately 1200 more students to be spread across all of the colleges. This will allow us to include students who enter with a lot of AP, IB, or transfer or concurrent enrollment credit.
• Explore system to require Honors students to meet with their departmental advisor as well as Honors advisor for MAP 1st and 2nd Year advising.
  o This past year we implemented an additional hold for first year Honors students. These students are now required to meet with their major advisor, as well as with their Honors advisor.

**Highlights**

1. **First Year Advising Program**: Due to a more aggressive and varied communication campaign to First Year students, the percentage who met with an advisor early and received priority registration has gone up from 71% in Fall 2010 to 83% in Fall 2014. (Table 1).

   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>2010</td>
<td>3206</td>
<td>71%</td>
<td>84%</td>
<td>77%</td>
<td>93%</td>
<td>1232</td>
</tr>
<tr>
<td>2011</td>
<td>3379</td>
<td>78%</td>
<td>89%</td>
<td>85%</td>
<td>94%</td>
<td>1229</td>
</tr>
<tr>
<td>2012</td>
<td>3533</td>
<td>79%</td>
<td>90%</td>
<td>83%</td>
<td>94%</td>
<td>1256</td>
</tr>
<tr>
<td>2013</td>
<td>3134</td>
<td>81%</td>
<td>87%</td>
<td>83%</td>
<td>95%</td>
<td>1113</td>
</tr>
<tr>
<td>2014</td>
<td>3170</td>
<td>83%</td>
<td>89%</td>
<td>85%</td>
<td>94%</td>
<td>1171**</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Student Group*</th>
<th>Mean term GPA Fall 2014</th>
<th>Retention Fall 2014- Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised Early/ Received Priority (2734 students/87%)</td>
<td>3.13</td>
<td>94%</td>
</tr>
<tr>
<td>Not Advised Early or Not Advised/ Did Not Receive Priority (413 students/13%)</td>
<td>2.50</td>
<td>64%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group: Fall 2011 Cohort</th>
<th>RETENTION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised Early/Received Priority (2573 students)</td>
<td>79%</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>Not Advised Early or Not Advised/Did Not Receive Priority (575 students)</td>
<td>49%</td>
<td>40%</td>
<td>41%</td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Student Group: Fall 2008 Cohort</th>
<th>GRADUATION AS OF Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised Early/Received Priority (2073 students)</td>
<td>1096 (53%)</td>
</tr>
<tr>
<td>Not Advised Early or Not Advised/Did Not Receive Priority (523 students)</td>
<td>126 (24%)</td>
</tr>
</tbody>
</table>

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

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

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

*a. Table 6 - Flow of Students.* The number of students who have been selected for 60 credit hour Undeclared Student Advising has decreased 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>
</tbody>
</table>

**Goals for 2015-16**

- Develop Fall MAP Kickoff event focusing on the CARE Approach in Academic Advising with Kyle Reyes.
- MAP 2nd Year: increase upper credit limit from 60 to 90 credits to include more students in MAP 2nd Year Advising.
- Work with Honors College and UIT to develop a MAP 2nd Year Honors hold/advising point for Honors students.
- 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.

*Photo: Martina Stewart and Jen Wozab*
**Photo left:**
Fall 2014 MAP Kickoff
Dr. Ruth Watkins

**Photo right:**
Fall 2014 MAP Kickoff
Dr. Jenny Bloom

**Photo left:**
Fall 2014 MAP Kickoff
Advisors – Brandon Bartholomew & Sarah Rollo
Overview and Goals for 2014-15

- Hire an additional advisor to add to the Major Exploration Center team and to assist with the advising for the UExplore Advising Initiative
  - A new advisor, Sean Crouch, was hired and began training at the end of July 2014. Unfortunately, Sean was only able to be with us for one year to do his spouse’s acceptance into a graduate program in the mid-west. In his year with the Major Exploration Center Sean was able to achieve an impressive increase in the number of students attending the Open Houses as well as producing the monthly newsletter which receives positive feedback from students.

- Develop the UExplore Advising Initiative. This would assign all incoming students signed up for an orientation who indicated “undecided” on their admissions application to a specific advisor in University College. Caseload assignments will be communicated to advisors, resources will be provided to advisors to best serve the needs of exploring students, and assessment will begin with this first pilot group of students.
  - The first year of the UExplore program was a success. This first year consisted of building the infrastructure of the program and setting forth advising guidelines.
    - Infrastructure:
      - With the assistance of the UC Technology Team a UExplore student group was created in PeopleSoft so that data can be collected on students in the group.
      - Reports were created to track our students who change from undeclared to declaring a pre or full major and to keep track of how many students in the program have mandatory advising holds.
      - Major Exploration Center websites were updated with the information on which students were assigned to a particular advisor.
      - Specialized appointment types were created in Appointment Manager to be utilized by students in the group.
      - Admissions provided us with the student information of all undeclared freshman admitted for fall 2014 who had paid an enrollment deposit. 1160 students were divided up between 19 full-time UC advising staff members. Students were notified via a postcard sent in the mail and an identical email sent to personal email account. This included a note from the advisors, a picture of the advisor, and an invitation to meet their advisor at the Exploring Student Welcome Social (see Addendum 1 for welcome email example). Students were assigned by first letter of last name and advisors were responsible for all of the students for a least one letter of the alphabet. An internal database was created for advisors and front desk staff to use when students called in for an appointment.
- Advising Guidelines and Training:
  - UExplore advisors will make contact with their students according to the guidelines of the communication plan. Advisors will email students invitations to all Major Exploration Center events to include: Welcome Social, Major Expo, all Open House events. In the email advisors inform students about the event and invite them to connect with the advisor at the event. Advisors also emailed out the monthly newsletter. Students in the UExplore program that remain undeclared during the Mandatory First-Year advising season were also required to meet with their UExplore advisor. Data shows that by the end of fall semester 96% had met with an advisor for the mandatory advising meeting and at the end of spring semester 98% of UExplore students had done so.
    - Staff in-service meetings and regularly held MEC Breakfast Club meetings were utilized to train advising staff on the guidelines of the program and training materials were distributed.

- Organize a Welcome Social to be held during Welcome Week for the new group of UExplore students to attend, meet advisors, meet other exploring students, enjoy food and live music.
  - The Welcome Social was held on September 2, 2014 and was a success. A $500 grant was awarded from the Office of New Student and Family Programming to assist in the cost of food and we were advertised in all of the Welcome Week activities. Students that were part of the UExplore Advising Initiative were sent invitations via postcard sent to their home address as well as a personalized email sent to Umail and personal email accounts. Despite an issue with the original catering service we had arranged we were able to secure catering in a short timeframe through Waffle Love. Students enjoyed a Belgian waffle bar as they mingled with other students and met their advisors for the first time. Students played an educational game that encouraged mingling and talking with advisors about how they chose their majors. Approximately 100 students were in attendance out of 1160 that were invited. The goal for the upcoming year is to increase attendance by another 10%.

- Create a monthly newsletter for exploring students that can be distributed through email and print.
  - With input from the entire Major Exploration Center team, Julia Popp created the design layout for the newsletter, and Sean Crouch wrote the content with the director overseeing article topics and monthly features. A total of 8 editions were published in the 2014-2015 school year (see Addendum 2 for 1st Edition). Newsletters were distributed to students via personalized emails from their assigned UExplore advisors. Data was collected on the Newsletters during our year-end assessment of the UExplore program and those that receive the newsletter are reading it and enjoy the content presented. Students requested more information on internships and career information so we plan to collaborate with Career Services to accommodate those requests.
Mobile Major Exploration Center will be developed and advisors will meet students where they are by renting a golf cart, creating vertical banners, providing appropriate print materials, and answering quick questions regarding major exploration. Social media will be utilized so that students will know where the mobile center will be each week.

- Mobile Major Exploration Center was most utilized in fall semester when the weather was conducive to quick interactions with students. Major Exploration Center staff parked the golf cart in high traffic areas and passed out information regarding our upcoming events such as the Expo, and the Open Houses. It was effective marketing tool to advertise events but it took time away from advising students and it was decided to rethink the mobile strategy and focus on more tabling events across campus or strategic tabling in various locations on campus to reach out to students.

**Major Exploration Expo**

The 10th Annual Major Exploration EXPO took place on September 24th, 2014. The 10th edition of the Major Exploration EXPO was one of the most successful EXPO’s. Here are some of the highlights:

- An estimated 1113 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:
  - “Everyone was really friendly and welcoming which made me feel more comfortable and excited about approaching them to learn more about majors/minors.”
  - “[There] were so many options, and inviting faces! Everyone was more than willing to answer any questions I had, and they were very knowledgeable about their specific area. Very nice people as well.”
  - “What I liked best about the major expo was that I learned about new majors and minors it really made me consider other majors. I was able to see other majors that might interest me.”
  - “I loved the interacting games and the intriguing posters.”
The second annual series of Open Houses was very successful and saw a large increase in student involvement.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Departments</th>
<th># of Students Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology, Sciences and Intelligence</td>
<td>Sociology (Criminology Certificate), Geography (GIS), Anthropology</td>
<td>53</td>
</tr>
<tr>
<td>Biology of Behavior</td>
<td>Psychology, Biology, Multi-Disciplinary Design, Human Factors Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Pathways to Health Professions</td>
<td>Health, Society, &amp; Policy, Parks, Recreation &amp; Tourism, Exercise &amp; Sports Science, Nutrition minor</td>
<td>103</td>
</tr>
<tr>
<td>Big Data</td>
<td>Linguistics Computer Science, Mathematics, and Information Systems</td>
<td>48</td>
</tr>
<tr>
<td>Skills for the 21st Century</td>
<td>Communication, Writing, English, Arts and Technology minor, Entrepreneurship minor</td>
<td>45</td>
</tr>
<tr>
<td>Helping Professions</td>
<td>Human Development and Family Studies, Disability Studies, Social Work, College of Education</td>
<td>32</td>
</tr>
<tr>
<td>Going Global</td>
<td>International Studies, Latin American Studies, Comparative Lit and Culture, TESOL Cert, Middle East Studies, Asian Studies</td>
<td>29</td>
</tr>
<tr>
<td>Public Policy and Advocacy</td>
<td>Ethnic Studies, Campaign Management, Political Science, Sociology</td>
<td>15</td>
</tr>
<tr>
<td>2014-2015 Dates</td>
<td>Theme</td>
<td>Departments</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| OCT. 19         | Pathways To Health Professions    | ▪ Health, Society, and Policy  
▪ Nutrition Minor  
▪ Exercise and Sports Science  
▪ Parks, Recreation, and Tourism  
▪ Pediatric Medical Research  
▪ Medical Laboratory Science  
▪ Preprofessional Advising |
| OCT 26          | From Concept To Product           | ▪ EAE  
▪ Design/Architecture  
▪ Mechanical Engineering  
▪ Civil Engineering  
▪ Cross 3-d Art (Art BFA)  
▪ Physics  
▪ Metallurgical Engineering  
▪ Biomedical Engineering  
▪ Innovation Scholars  
▪ Entrepreneurship Cert. |
| NOV 9           | I Think, Therefore I Earn: Careers In Arts And Humanities | ▪ History  
▪ English  
▪ Languages  
▪ Art History  
▪ Linguistics  
▪ AREA STUDIES  
▪ Peace & Conflict Studies  
▪ Ethnic Studies  
▪ Gender Studies  
▪ International Relations  
▪ Library Science  
▪ Hinckley Institute  
▪ Career Services  
▪ TESOL |
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>
<thead>
<tr>
<th>NOV 16</th>
<th>Media, Marketing, And Money</th>
<th>Mathematics, Accounting, Finance, Info Systems, Communication, Economics, Computer Science, Business Administration, Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEB 8</td>
<td>The Science Of Sustainability, Resources, And Policy</td>
<td>Biology, Chemistry, Physics, Environmental Sustainability, Geology, Geography, Innovation Scholars</td>
</tr>
<tr>
<td>FEB 29</td>
<td>Criminology Sciences And Intelligence (CSI)</td>
<td>Sociology (Criminology Certificate), GIS, Anthropology, Political Science, Psychology, Pre-Law Advising, Social Work (Alcohol and Drug Abuse Treatment Training Certificate)</td>
</tr>
</tbody>
</table>

### Table 1 - UMEC Website Analytics

<table>
<thead>
<tr>
<th>UMEC Website Aug ’14-Jun ’15</th>
<th>Number of Unique Visits</th>
<th>Number of Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Per Month</td>
<td>39,247</td>
<td>33,015</td>
</tr>
<tr>
<td>Total For Year</td>
<td>431,717</td>
<td>649,903</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>3961</td>
</tr>
<tr>
<td>Students designated as “Major Exploration” for the main purpose of their visit</td>
<td>1005</td>
</tr>
<tr>
<td>Students designated as “Second Year Advising” for the main purpose of their visit (Students only come to University College Advising For Second Year Advising if they are undecided.)</td>
<td>270</td>
</tr>
</tbody>
</table>

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

Goals for 2015-16

- Improve the UEExplore 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.
- 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.
- 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.
- Improve UEExplore 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.
- Hire a student assistant to coordinate the marketing efforts for the Major Exploration Center events and increase student access to our events and services.
Addendum #1: UEExplore Advising Initiative Welcome Email

Meet your Academic Advisor: Shelley
Welcome to the UI! 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/ExplorationWithShelley

What is UEExplore?
- UEExplore is a new 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

2014 UEExplore Welcome Social

START HERE

2014 UEExplore Welcome Social

Things you can do before school starts:
- Stop by our website UEExplore.utah.edu
- Look at majors.utah.edu to see what's available.
- Print this email for your free waffle!

SEPT 2nd Tanner Plaza 1-3 pm
(between the Union and SSB)

Are you no longer exploring and have decided on a major? Email UC@uc.utah.edu to be removed from further communications.
Addendum #2: UExplore Newsletter

Welcome to Fall Semester at the U!

BEYOND BOOKS
START YOUR EXPLORATION TODAY

You already know an A will get you noticed. Would you believe leading a team of kids in a Lego robot competition will make you marketable to employers after you graduate? That doing a week of volunteer work in South America can help you get into medical school? Being a student at U of U is about more than what happens in the classroom—it’s a chance to connect to a community, to grow as an individual, to explore new interests, and to have a great time. The University of Utah offers hundreds of opportunities for students to volunteer in the community, to conduct research, to network, to diversify resumes, and to have fun.

And college should be fun. It’s a time to explore interests, to discover untapped potential, to move beyond what you think you know about yourself and find out what you didn’t know—your hidden talents, your uncharted passions.

So when you’re not hitting the books or the pillow, get involved in an organization or activity that allows you to explore and grow. You’re already getting a world-class education. Get a world-class experience, too.

Richelle’s Remarks:

This month is all about getting back into the swing of things. Whether you are starting the semester as a freshman or have been here for awhile there are certainly activities to help you with major exploration. If you’re exploring majors, I’ll hope you’ll check out one of our Open House events during the fall semester. It’s a great way to meet professors and students in fields that pique your interest.

Tip of the Month: O*Net is a great tool to explore majors and careers. Access it through our website at advising.utah.edu

As always feel free to email me or set up a one-on-one appointment through our website!
Student Spotlight

Anthony Minjarez!

Anthony started at the U with a plan to become an architect, but after a stressful summer of portfolio preparation and questions about his career choice, he decided to begin exploring new options. Remembering how much he’d enjoyed his Elementary Chem class, Anthony set up a meeting with his professor, Gregory Owens. Dr. Owens’ advice set Anthony on a new path. “He told me that someone never has just one passion or calling; what your passions are today might be different from what they will be tomorrow.” While still a lover of architecture, Anthony’s decision to explore options landed him in Pharmacy studies, where he’s found success and plans to pursue a graduate degree.

Because Anthony’s exploration process began later in his degree, he now gives the advice he wishes he’d heard at the beginning of his studies: don’t look for the “easy” general education courses. Look for the topics that spark your interest. “You may very well discover, like I did, that your passion is something you didn’t necessarily expect.”

Now in a major that he finds satisfying and exciting, Anthony reminds his fellow students, “Your time as an undergraduate doesn’t limit you to a [single] future. Explore what you are passionate about and you will find a degree, and future, to match.”

Anthony ENDorses

“ASUU (Associated Students of the University of Utah) is a great way to meet people and learn about their process of major exploration.”

Get a step ahead—for free! Make an appointment to meet with a Writing Center tutor, and get a leg up on your writing assignments. The Writing Center advises students on all aspects of the writing process, no matter what the field. From research to revision, the Writing Center can help you avoid hours of frustration. Visit their website to make an appointment.

Earn a Writing Minor To Build a Resume

Across the board, employers are reporting they’re looking for strong writing ability in potential employees. It’s one of the most valuable attributes a person can have in the job market. In a global economy, the capacity to communicate through writing is crucial, and students who can’t write can’t compete. Building your writing skills is one of the best things you can do to set yourself up for success during, and after, your time at the U. Consider getting a writing minor. You’re only 18 credit hours away from giving yourself a leg-up when you head out into the job market!

Innovation Starts Here: How to Be an Innovation Scholar

The Innovation Scholar Program is the starting place for undergrads who want to be inventors, entrepreneurs and creators of the future. During a year-long program, students receive weekly mentoring and teaching from both the executive director and local professionals. Students are trained in the various disciplines involved with early-stage business development, from intellectual property to market analysis and strategy to writing a business plan. While receiving this training, students work in teams to evaluate and develop business opportunities based on real technologies coming out of the labs at the University of Utah. The result is an unparalleled, real-world education in technology entrepreneurship that will create future leaders in the high tech industry.
Photo left: UEExplore Welcome Social – Fall 2014

Photo right: Major Expo - Fall 2014

Photo above: Julia Popp, Sean Crouch and Sarah Rollo
Overview and Goals for 2014-15

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

- Expand the number of sections where growth is necessary and invite new advisors to begin the training process for teaching.
  - Due to the demand for UC 1050 Major Exploration we transitioned one staff member to take on a lead instructor role and to teach at least 3 courses per semester. Due to lack of utilization from students and a low number of students applying to law school the UC 1060 Intro to Successfully Preparing for Law School course has been postponed until applications and interest returns to higher levels.
- Offer a retreat for University College instructors that allows new instructors to gain valuable skills and insights from existing instructors.
  - Designed a retreat focused on writing a teaching philosophy statement using active learning techniques. The retreat also included discussion on how to incorporate active learning strategies into the UC courses. Instructors were able to build rapport while engaging in games that taught teaching philosophy and best practices.
- Hold regular meetings each semester for instructors to discuss teaching strategies, and when possible, utilize CTLE trainings in order to amass a variety of teaching tools and techniques.
  - Regular lunchtime discussions were held at the beginning of each semester and at the end of each semester in order for instructors to discuss classroom experiences and teaching strategies.
- Maximize use of increasingly limited classroom space on campus by offering 1st session and 2nd session courses at the same day and time so that only one room will be needed each semester rather than two different rooms; this will greatly benefit the Scheduling office as they utilize space across campus
  - During fall 2014 and spring 2015 sections were offered at similar times and locations in the 1st session and 2nd sessions, which improved relations with the Scheduling Office.
Courses Taught during 2014-2015

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 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC 1020: Into to Pre Medical</td>
<td>41/42</td>
<td>26/40</td>
</tr>
<tr>
<td></td>
<td>1 section</td>
<td>1 section</td>
</tr>
<tr>
<td>UC 1030: Into to Pre Dental</td>
<td>16/40</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1 section</td>
<td></td>
</tr>
<tr>
<td>UC 1050: Major Exploration</td>
<td>56/60</td>
<td>87/90</td>
</tr>
<tr>
<td></td>
<td>3 sections</td>
<td>6 sections</td>
</tr>
<tr>
<td>LEAP 1050: Major Exploration</td>
<td>NA</td>
<td>27/36</td>
</tr>
<tr>
<td>Cross listed in Spring Semester with UC 1050</td>
<td></td>
<td>6 sections</td>
</tr>
</tbody>
</table>

Goals for 2015-16

✦ Evaluate existing partnerships with campus partners and make adjustments as necessary.
✦ Plan a retreat that allows for time away from campus to engage in team building activities that positively impact teaching pedagogy.
✦ Introduce a common reading and discussion sessions as part of the professional development of University College instructors.

Addendum 1: UC 1020 Intro to Pre-Medical highlights
Addendum 2: UC 1030 Intro to Pre-Dental highlights
Addendum 3: UC 1050 Major Exploration highlights
Addendum 1

UC 1020: Introduction to Premed Preparation

Instructors and Course Enrollments:
• Taught by Mayumi Kasai in Fall semester 2014, 41 students enrolled
• Taught by Shelley Nicholson with assistance of Mayumi Kasai in Spring 2015, 26 students enrolled

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:
  o Provide information on the different options available to students considering this career path.
  o Expand networking opportunities with professionals in this area.
  o 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 2014 included a female emergency room pediatrician, a male Chinese American pediatric psychiatrist, a male Physical Medicine & Rehabilitation osteopathic physician, 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 2015, female Hispanic American transplant surgeon, a female anesthesiologist, a male radiologist, ophthalmologist, and emergency room pediatrician gave presentations to the class aside from several campus agencies who visited the class in fall. Fortunately, we were able to have a couple of 4th year as well 3rd and 2nd year medical students who mingled with the class to answer questions from students.
Addendum 2

UC 1030: Successfully Preparing for Admission to Dental School

- Taught by Steve Hadley in Fall semester 2014, 16 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 2014 included representatives from campus agencies such as Bennion Community service center, Major Exploration Center, Undergraduate Research Opportunities Program, and University of Utah School of Dentistry and its students. There were also several local dentists in various specialties visited the class and shared their experiences.

In Spring 2015, we had to cancel the class due to lack of enrollment. Since then, University College Leadership Team decided that UC 1030 is only offered in fall semester.
Overview and Goals for 2014-2015

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 New Major Exploration Center staff member, Sean Crouch, was trained during fall 2014 semester and taught his first section in spring 2015.
• Gather Feedback from students and instructors on the Canvas course component for UC 1050 and make appropriate changes to increase student involvement
  o Informal lunch discussions 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.
• Incorporate attendance at University events into the course expectations in order to increase students’ familiarity with colleges and departments and to emphasize the importance of taking action as part of the exploration and decision-making process
  o All instructors of UC 1050 were given materials to advertise the UExplore Open House series of exploration events to encourage students taking an active role in making connections with individuals from various departments on campus. Instructors even offered extra credit for students attending the Open Houses.
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 9 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>2006-2007</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>2009-2010</td>
<td>3</td>
<td>60</td>
</tr>
<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>
</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 2015-16

- Begin training new members of the Major Exploration Team to instruct UC 1050.
- Gather feedback from students and instructors on the Canvas course component for UC 1050 and make appropriate changes to increase student involvement.
- 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.
- 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.

Photo - Front desk staff:
Josh Henricksen,
Joy Bennett-Scott,
Ginger Hauschild
Overview and Goals for 2014-15

1. Update Scholastic Standards manual which will include creating lesson plans and desired outcomes for each standing.
2. Evaluate and update the Scholastic Standards training for new employees.
3. Implement UPromise Program using project planning.

Highlights

1: Scholastic Standards manual & outcomes

The Scholastic Standards (S.S.) team updated several components of the manual during this past year. We created a detailed handout that outlines the policies and procedures for advising students on second level probation. We also created a handout for University College advisors that explains the entire suspension appeal process and communicates the procedures that the Scholastic Standards team follows.

Through continuous discussion surrounding standing interventions, the S.S. team further developed the probation standing intervention by creating a process requiring students on second level probation to submit a Major Advisor Meeting Form. Students who go on the probation standing are notified by e-mail of the procedure to get their University College registration hold removed. The Major Advisor Meeting Form is sent as an attachment in this e-mail as well as embedded in the S.S. website. Students must have an appointment with their major advisor and an appointment with their University College advisor before the registration hold is removed. The student is required to ask the major advisor to fill out the form with information about the major and recommendations for the student. The S.S. team has held campus-wide trainings to update current advisors of this new policy to become better prepared when students seek their offices for support. If a student is undecided on a major, they must schedule two appointments in University College to allow time to begin discussing major exploration.

2: Scholastic Standards Training

The Scholastic Standards team did a lot of work updating the S.S. training for new advisors in University College. In the past, the training didn’t have any PowerPoint slides. It consisted of a training outline, assigned readings in the S.S. manual, and discussion with individual advisors. We created five sections in the S.S PowerPoint training: policies, procedures, questions, and
scenarios for discussion. There was a separate presentation created for bridge advisors and advisors that are not doing S.S. advising appointments but allowed them to have a foundational level of knowledge to help answer basic questions about S.S. policies and procedures.

We also changed the format of the training. All S.S. team members and new University College advisors met together for every training session. This allowed for enhanced communication of various perspectives and advising scenarios. There was also a monthly discussion meeting held for several months after the S.S. training sessions had ended. The purpose of these meetings was to discuss scenarios, questions, and concerns that were arising for the new advisors regarding their S.S. advising experiences. We asked three of our new advisors to complete a survey after the training had ended. We received positive feedback from the new training format and content. Furthermore, the monthly discussion meetings were appreciated by other advising staff members which allowed an open forum to address specific needs.

### 3: UPromise Program

The Scholastic Standards team discussed a program idea with the University College Associate Dean in January, 2014. We wanted to create a student cohort starting in Fall 2014 or Fall 2015 as part of our early intervention efforts. The freshmen cohort would be chosen based on incoming students with lower high school GPAs and ACT/SAT scores. We discussed exploring the possibility of partnering with the BlockU program for this cohort. We also reached out to representatives of the Leap program and the Writing Department to discuss possible collaboration. However, the University College Associate Dean, the Scholastic Standards Director, and one of the Scholastic Standards Assistant Directors accepted other positions during 2014-2015. These staff changes in University College and issues with getting campus wide support have postponed this program.

### A Look at the Data

The following data compare the number of students on Warning (WR), Probation (PR), and Suspension (SU) for the last five years. When compared to total enrollment, the percentages in each category remain fairly consistent.

Until Fall 2013, the actual number of students at each level of probation has been somewhat lower than those in the tables, since these data are run shortly after grades are reported and does not allow for grade changes that can impact students’ academic standing. This became even more significant beginning in 2008-2009, when the Registrar’s office began assigning EU grades to students whose instructors did not report grades by the deadline. In an effort to help with the GPA changes which occurred because of repeats, as of Spring 2014, the Scholastic Standards process is done after the EU grades are posted and the repeats are marked. This was decided through a discussion with University College and the Registrar’s Office to better align processes that each office were doing at grading.
Summer

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

![Bar chart for Summer data](chart.png)

Fall

Table 2 - Number of students on Warning, Probation, & Suspension for Fall – 5 yrs

![Bar chart for Fall data](chart.png)
Spring

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

<table>
<thead>
<tr>
<th></th>
<th>WR-Spring</th>
<th>PR-Spring</th>
<th>SU-Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>702</td>
<td>421</td>
<td>122</td>
</tr>
<tr>
<td>2011-12</td>
<td>754</td>
<td>423</td>
<td>115</td>
</tr>
<tr>
<td>2012-13</td>
<td>526</td>
<td>357</td>
<td>122</td>
</tr>
<tr>
<td>2013-14</td>
<td>489</td>
<td>337</td>
<td>100</td>
</tr>
<tr>
<td>2014-15</td>
<td>923</td>
<td>123</td>
<td>96</td>
</tr>
</tbody>
</table>

DEAN’S LIST
The Dean’s list (DL) data for the entire student population shows a significant increase in students who meet the criteria of a 3.5 term GPA on at least 12 graded credit hours. In Fall 2000, there were 15% of total students on the Dean’s list. As the table shows, in Fall 2013, 26% 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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enroll</td>
<td># on DL</td>
<td>% of Total</td>
<td>Total Enroll</td>
<td># on DL</td>
</tr>
<tr>
<td>2011-12</td>
<td>25330</td>
<td>5759</td>
<td>23%</td>
<td>24112</td>
<td>5570</td>
</tr>
<tr>
<td>2012-13</td>
<td>25752</td>
<td>6141</td>
<td>24%</td>
<td>24496</td>
<td>5915</td>
</tr>
<tr>
<td>2013-14</td>
<td>23753</td>
<td>6157</td>
<td>26%</td>
<td>21425</td>
<td>5799</td>
</tr>
<tr>
<td>2014-15</td>
<td>22655</td>
<td>5793</td>
<td>26%</td>
<td>21874</td>
<td>5764</td>
</tr>
</tbody>
</table>

*The numbers for Summer 2015 will not be available until mid-August.
**FRESHMAN & PROBATION**

The data for first term freshmen students after fall semester shows little change in the percentage of students going on warning (cum GPA below 2.0) but also shows an increase in the percentage of 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 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Freshmen</td>
<td>2998</td>
<td>3167</td>
<td>3320</td>
<td>2932</td>
<td>3574</td>
</tr>
<tr>
<td>Warning after first term</td>
<td>472</td>
<td>490</td>
<td>503</td>
<td>427</td>
<td>515</td>
</tr>
<tr>
<td>(Cum GPA below 2.0)</td>
<td>(15.9%)</td>
<td>(15.6%)</td>
<td>(15.3%)</td>
<td>(14.7%)</td>
<td>(14.4%)</td>
</tr>
<tr>
<td>Dean’s List after first term</td>
<td>869</td>
<td>923</td>
<td>1032</td>
<td>958</td>
<td>801</td>
</tr>
<tr>
<td></td>
<td>(29.3%)</td>
<td>(29.9%)</td>
<td>(31.4%)</td>
<td>(32.9%)</td>
<td>(22.4%)</td>
</tr>
</tbody>
</table>

**Significant Milestones**

**University of Utah Asia Campus**

The Scholastic Standards team began monitoring the academic standings of U of U Asia Campus (UAC) students at the end of Fall 2014. The UAC grades are posted at a different time than main campus due to different academic calendars, therefore, we run a report to determine academic standings of all the students at the end of each specific UAC semester. Based on this report, we manually place registration holds on the records of any students with their cumulative GPA below 2.0 and notify them of their academic standings by e-mail. We created a special version of the online Academic Success Workshop on Canvas for any students who go on the academic standing of Warning. We have also been in contact with the academic advisor at the UAC.

**AMES High School**

Due to the timing of the grading at AMES high school vs. the timing of grades posted for the main University of Utah student population, the students at AMES high school were not receiving an appropriate academic standing for U of U coursework in the past. Since 2013, the Scholastic Standards team has been monitoring the academic standings for these students each semester. We run a report to determine academic standings of all the students at the end of each AMES High School semester. Based on this report, we manually place registration holds on the records of any students with their cumulative GPA below 2.0 and notify them of their academic standings by e-mail.

The S.S. team has also participated in several outreach events at AMES High School. We have met with students one on one to discuss their registration holds and their goals, participated in parent events, and led presentations on resources and academic skills for these students. Our partnership with Liz Taylor in Undergraduate Studies has led to a streamline of communication of the S.S. polices and procedures to the AMES program in which she oversees.
Goals for 2015-16

- Update Scholastic Standards manual, both hardcopies and digital, which will include creating measurable outcomes for each standing to provide structural resources for advisors.
- Update Academic Success Workshop to reflect new resources and strategies geared towards academic persistence and success.
- Assessment of Scholastic Standards advising styles, strategies, techniques, and student experiences through outreach to advisors and students to improve Scholastic Standards training.
- Creation of a timeline of collaboration meetings with Scholastic Standards stakeholders: Registrar, Concurrent Enrollment, Undergraduate Studies (AMES), Asia Campus, and Admissions, etc.

*Photo: SS Team - Heather Crum and Jason Atherton*
Overview and Goals for 2014-15

Pilot “Themed” Major Fairs at SLCC
During Fall and Spring Semesters for the past several years, Transfer Center advisors have coordinated departmental advisor visit to SLCC with the goal of connecting future transfer students to the advisors in their U of U major as early as possible. To increase student contacts during these visits and to help students become aware of all possible majors at the U that might be of interest to them, The Transfer Center piloted 2 major fairs at SLCC this year organized around themes: International Majors and Business-Related Majors. Departmental advisors from the following programs came to SLCC to participate:

International Majors Fair
International Studies
Asian Studies
Peace and Conflict Studies
Languages and Literature
Middle Eastern Studies
Latin American Studies
Political Science
Parks, Recreation and Tourism
Linguistics (TESOL)

Business-Related Majors Fair
David Eccles School of Business
Financial Planning (FCS)
Economics
Communications
Parks, Recreation, and Tourism

31 students attended the International Majors Fair while 39 students attended the fair for Business-Related Majors.

Students who attended the fairs commented that they were unaware that so many majors existed related to the various themes. Students interested in business careers, for example, assumed that majoring in the School of Business was their only option. Many students found alternatives to the School of Business that better suited their particular interests, career goals, GPA etc.

Advisors in majors that are less well known to students appreciated the chance to present their programs as options to students who would otherwise not have known about them.

Students and advisors considered the fairs a success and would like to continue them next year.
Improve Transfer Center Website, Blog and Possible App for Transfer Students

• The Transfer Center Blog was launched in Fall 2014 with articles and links for current and future transfer students. Three or four new articles are added each month. Topics covered include:
  o Major exploration resources for current and future transfer students
  o Application deadlines
  o Policies and processes for getting transfer credit to count for U of U requirements
  o Using the Getting Ready Guides
  o Paying your enrollment deposit

• The calendar of visits on the Transfer Center website which once listed only Transfer Center advisor visits to USHE schools has been expanded to include visits being made by transfer advisors in the Center for Ethnic Student Affairs and by Admissions Counselors.

• Creation of an app for transfer students was put on hold in light of possible future use of Transferology and other new technologies that might change the transfer process.

Develop Programming to Highlight Transfer Students on the U of U Campus

In Spring Semester we began the “Transfer Student Spotlight” on the Transfer Center Blog. So far four accomplished transfer students have been highlighted. An article is written for each selected student outlining their majors, career goals, extra-curricular involvement etc. Students also provide information on their transfer experience and offer advice to other current and future transfer students.

Representatives from each student’s college and major were informed that one of their students was being highlighted to help spread the word that we have some amazing transfer students on our campus.

Highlighted students were also given a U of U sweatshirt.

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>Table 1 - Transfer Advising Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Hours</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2011-2012</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 Fine Arts, The College of Social Work, the School of Architecture and Planning, Career Services, The David Eccles School of Business, Math, Physics, Mechanical Engineering, and The College of Humanities.
New departments joining us this year include: Parks, Recreation and Tourism, Family and Consumer Studies, The College of Humanities Interdisciplinary Programs, Linguistics, Communications, and Languages and Literature.

<table>
<thead>
<tr>
<th>Table 2 - U of U Departmental Advisor Contacts at SLCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor Hours</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2011-2012</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>
<thead>
<tr>
<th>Table 3 - Transfer Center Advisor Contacts on U of U Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Contacts</strong></td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
</tbody>
</table>

Mailings to Transfer Students
Emails were sent to newly admitted transfer students at the beginning and middle of each semester (See Table 4). These communications welcomed the students to the U; recommended resources and services for transfer students; and reminded them of upcoming registration dates.

<table>
<thead>
<tr>
<th>Table 4 - Emails Sent to Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014-15</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Transfer Connections Newsletter
We continued to provide our Transfer Connections Newsletter to advisors at all community colleges in the state. The newsletter helps keep these advisors abreast of information about transferring to the U. (see appendix)

Collaboration with the Center for Ethnic Student Affairs (CESA)
We enhanced our collaboration with CESA’s Diverse Transfer Student Program. During this academic year we participated with CESA on the following events and activities:
• The Fall Semester Transfer information session and Fee Waiver at SLCC
• Weekly advising visits to SLCC campuses
• Advising visits to Snow College Fall and Spring Semester
• CESA/University College Advisor social
• U of U/SLCC Multicultural Professionals Social
• Providing advising and support services to Access U Students (see below)

The Access U Program
Transfer Center advisors began working with faculty and staff from the U of U and SLCC to develop a pilot bridge program for under-represented students to begin their higher education experience at SLCC and then transition to the U of U to complete their Bachelors Degree. The Transfer Center is working closely with the Center for Ethnic Student Affairs, and the First-Year Experience Program advisors at SLCC to create programming and services for this group.

Transfer Advisor Training
• A new, very in-depth transfer-advising training module was created to train new U of U advisors for working with transfer students.
• Throughout the year Transfer Center advisors participated in many training sessions for advisors on the U campus:
  o Advising Basics Programs
  o Bridge Advisor Training
  o Admissions and Welcome Center Staff Training

Participation in Activities with Office of New Student and Family Programs
• The Transfer Center created a series of new information sheets explaining the complex processes and policies at work in getting transfer credits to clear University of Utah requirements. These, Getting Credit Where Credit is Due, information sheets are being given to students at Transfer Orientations and are used by University College advisors during their appointments to answer students’ questions about the transferal of their credits.
• Transfer Center advisors presented at the Transfer Tuesdays meetings and published an article in the Transfer newsletter.

Increased Collaboration with the SLCC Advising Center
This year saw an increase in outreach and collaboration between the Transfer Center and the SLCC Advising Center. Transfer Center advisors were invited to participate in SLCC’s Major and Career Fair, their College Fair, and the SLCC Honor Roll Recognition Ceremony. A large group of SLCC advisors attended the University Academic Advising Committee’s Annual Advising Conference on the U of U campus. They even presented at one of the break-out sessions.
Goals for 2015-16

- Initiate the *Hit the Ground Running* campaign to get transfer students involved in high-impact experiences early in their U of U career.
- Work with the Center for Ethnic Student Affairs and SLCC’s First-Year Experience Office to create programming and services for students in the Access U Program.
- Update and enhance the Transfer Center website.

*Photo:*
Kelsey Nicholson, Terese Pratt
Addendum #1: Transfer Center Newsletter Spring 2015

The U of U Transfer Connection
A Resource for Transfer Advisors at Utah Community Colleges

Spring 2015 Page 1 of 2

Community College Advisors,

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

Summer and Fall 2015 Admissions Deadlines

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

March 15th is the actual admissions deadline for Summer and April 1st for Fall 2015. Any applications turned in after these dates will require a late fee in addition to the $45.00 application fee and students will miss early registration.

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

Question or comments about this newsletter? Please email Terese Pratt at tpratt@uc.utah.edu

New Transfer Center Blog

The Transfer Center is pleased to announce the introduction of their new blog. The blog will provide all kinds of transfer-related information for students thinking about coming to the U. Links to great transfer websites can be found there as well as information about resources, events and services that can help students as they prepare to transfer to the U. Please encourage you student to check it out:

http://uofutransfercenter.blogspot.com/

New Honor Society for Transfer Students

Transfer students do not always receive the recognition for academic excellence that they deserve. The Center for New Student and Family Programs is trying to change this by sponsoring the Tau Sigma Honor Society. This is a national honor society that recognizes high achieving transfer students. Students interested in entering the society are required to earn at least a 3.5 GPA on 12 credit hours in their first semester at the U and are asked to attend a series of workshops and events designed just for transfer students. Students can find out more about Tau Sigma by going to http://orientation.utah.edu/transfertau-sigma.php.
U of U Major Exploration Open Houses for Transfer Students

U Explore advisors want to extend an invitation to all transfer students uncertain about their major or minor to attend any or all of the upcoming U Explore Open Houses. These events bring together faculty, advisors, current students and alumni from a variety of U of U majors to meet with exploring students. Programs participating in the upcoming open houses include:

**Skills for the 21st Century – February 2**
- Entrepreneurship Certificate
- Communications
- Arts and Technology Minor
- Writing Program

**Helping Professions – February 9**
- Human Development and Family Studies
- Child Life Specialist Certificate
- Early Childhood Education
- Disability Studies Minor
- Social Work
- College of Education

**Going Global – March 2**
- International Studies
- Latin American Studies
- Comparative Lit and Cultural Studies
- TESOL Certificate
- Middle Eastern Studies
- Asian Studies

**Public Policy and Advocacy – March 9**
- Ethnic Studies
- Campaign Management Certificate
- Political Science
- Sociology

All Open Houses are held in the Collegiate Room in the Olpin Union Building from 12-1:30 PM. At these events students can enjoy free food and a chance to explore some exciting options awaiting them at the University of Utah.

Free parking validations are available for transfer students.

Find out more about these events at:

http://advising.utah.edu/uexplore/uexplore_open_houses.php

**Don’t Pay the Application Fee Twice!**

A common misconception among students transferring to the U is that once they have been accepted as a U student they can choose to attend any semester they want. This is incorrect. When a student applies to the U it is for a particular semester. If the student does not attend during that semester, then their admission is inactivated and they will need to re-apply when they actually decide they want to attend.

Students should plan carefully before turning in their application!
New Enrollment Deposit Requirement

Please remind your students planning to apply to the U in Spring about the new enrollment deposit now required for all new U of U students. As soon as a student knows they have been admitted they should immediately go the Admissions website to pay the $150.00 deposit:
http://admissions.utah.edu/admitted/

This deposit goes toward the student’s first-semester tuition. Students cannot sign up for an orientation and transfer course work will not be posted on a student’s U of U record until this fee is paid.

New and Improved Online Catalog

Last spring the U of U unveiled a new online catalog. The new catalog is much more user friendly than the previous one! Students can now easily access course descriptions, major requirements, and departmental information. Searching the new catalog is much easier than it was in the past. The new catalog can found at:
http://catalog.utah.edu/

Question or comments about this newsletter?
Please email Teresa Pratt at tpratt@uc.utah.edu
Major Exploration Expo
If you have transfer students trying to decide which U of U major is right for them, please encourage them to make a trip to the U of U campus for our Major Exploration EXPO. This is a huge event which will bring together advisors from all U of U majors, minors, and certificates as well as representatives from other programs and agencies. The EXPO will take place on:

Wednesday, September 24th
In the Union Ballroom on the U of U Campus
From 10 to 2

Don’t just refer undecided students to the Expo! Even students who have chosen a major can benefit from attending. All students should be thinking about ways to enhance their college experience and add to their marketability by adding minors/ certificates and especially by participating in extra-curricular experiences. In this competitive world when students graduate they will need to have not only an impressive transcript, but also a stand-out resume of extra-curricular activities. Representatives from most U of U extra-curricular programs are also present at the Expo, so this is a great chance for students to find ways to round-out their degree.

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

Changes in Pre-Professional Advising at the U of U
The Pre-Professional Advising Center (PPA) at the U of U has long specialized in helping undergraduate students interested in going to medical, dental and law school. In the last year, this office has expanded their scope to include advising students interested in a variety of other health care professional schools. The Pre-Professional Advising Center can now help students interested in the following health-care related professional schools:

Medical
Dental
Optometry
Veterinary
Podiatry
Physician Assistant
Physical Therapy
Pharmacy
Chiropractic

The Pre-Professional Advising Center’s website has a wealth of information on each of these educational paths:

http://advising.utah.edu/preprofessional/

Transfer students can also make an appointment to come to the U campus and meet with a PPA advisor by calling 801-581-5744 or going to

http://advising.utah.edu/
Preprofessional Program Advising

Mayumi Kasai, Shelley Nicholson, Amy Urbanek, Sheryl McCallister, Anna Chuaqui, and Riley Greenwood

Preprofessional Health Advising

The academic year 2014-15 included some significant changes to our office, including Mayumi Kasai promoted to the director position as we hired a new advisor, Shelley Nicholson in replacement of Mayumi. Amy Urbanek also is more involved in pre-health advising, and Mayumi and Shelley have trained for Pre-Law advising.

Goals and Results for 2014-15

• Establish Predental Application Scholarship
  Result: Due to the replacement of leadership and hiring and training processes for new advisors, we could not accomplish this goal. However, we reached out to more predental women and had monthly workshops in Fall semester. In addition, we were able to organize a Predental Women’s Day at the University of Utah School of Dentistry which more than 10 female U of U students participated.

• Create an Advisor-Friendly Premed and Predent DARS and Roadmap
  Result: We were able to create Premed DARS report that is more user-friendly. Students and advisors can see their cumulative, science and non-science GPA at the beginning of DARS report when they generate under PreMedicine. The DARS also includes repeated courses as most health professional schools’ centralized application service systems do. We have been receiving good feedback from students. We will continue developing more DARS reports that will help many students and advisors pursuing other medical paths.

• Explore Options for Increasing Student Face-time with Advisors
  Result:
  o Shelley Nicholson successfully oversaw the student committee, and organized the 6th annual Premed Conference. There were 131 students from multiple institutions in UT and ID who attended the conference. Shelley is also taking early morning appointments every day.
  o UC Prelaw advisor, Amy Urbanek, joined the PPA team in September 2014. She has been meeting with Prehealth students up to 50% of her advising time, and became a valuable member of our team. She has been also attending PPA weekly staff meeting, school visits, helping out mock MMI sessions, bi-monthly premed information sessions and Freshman orientation sessions. Amy also takes evening appointments four days a week.
  o Implemented Premed Info Sessions twice a month to serve more students. It has been successfully attended mainly by prospective and post-baccalaureate students.
Other improvements are:
- As the University of Utah School of Medicine adopted a new interview system called Multiple Mini Interviews (MMI), PPA offered three mock MMI interview days in Fall 2014 by collaborating with Career Services.
- Participated in Major Exploration Open House in Fall 2014, and talked to more than 20 students at the event.
- Held the 1st Predental Women Day with a collaboration with UUSD for U of U students.
- Created a Twitter account, and along with Facebook page, posting useful information to students every day.
- Sheryl McCallister, PPA executive secretary, kept both Prelaw and PPA office websites up to date, and implemented the PPA UMarket site, allowing students to make payments for both the premed conference and the PPA online letter service.

**Highlights for 2014-15**

- Mayumi Kasai received the NACADA Outstanding Advisor Award in May 2015.
- Anna Chuaqui, peer advisor, will graduate in Summer 2015 with Political Science, Economics and Spanish majors.
- Hired a new peer advisor, Riley Greenwood in replacement of Anna Chuaqui.
- New recommendation letter service has been implemented in May 2015. With new systems, students can keep track of their letter status and pay fee online 24/7.

**Table 1 - PPA ANNUAL STUDENT CONTACTS**

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>PREPROFESSIONAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indiv. Appts.</td>
</tr>
<tr>
<td>2011-12</td>
<td>2,319</td>
</tr>
<tr>
<td>2012-13</td>
<td>2,355</td>
</tr>
<tr>
<td>2013-14</td>
<td>2,298</td>
</tr>
<tr>
<td>2014-15</td>
<td>2,712</td>
</tr>
</tbody>
</table>

**The PPA Office website was accessed 60,648 times during 2014-15. The PPA office sent 70,772 direct emails in 2014-15 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>2010-11</td>
<td>282</td>
<td>129</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>(218 M 64 F)</td>
<td>(96 M 33 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>339</td>
<td>136</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>(256 M 83 F)</td>
<td>(106 M 30 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>333</td>
<td>132</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>(245 M 88 F)</td>
<td>(92 M 40 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>314</td>
<td>141</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>(229 M 85 F)</td>
<td>(93 M 48 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>347</td>
<td>148</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>(249 M 98 F)</td>
<td>(112 M 36 F)</td>
<td></td>
<td></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>Dental</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>94</td>
<td>48</td>
<td>51%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>(79 M 15 F)</td>
<td>(41 M 7 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>86</td>
<td>49</td>
<td>57%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>(77 M 9 F)</td>
<td>(44 M 5 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>77</td>
<td>39</td>
<td>51%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>(69 M 8 F)</td>
<td>(35 M 4 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>53</td>
<td>28</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>(48 M 7 F)</td>
<td>(25 M 3 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>64</td>
<td>37</td>
<td>58%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>(49 M 15 F)</td>
<td>(29 M 8 F)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals for 2015-16

- Implementing new online Letter of Recommendation Service System
- Integrating Pre-Occupational Therapy
- Expand student opportunities by offering special topic workshops and information sessions.

Photo: Mayumi Kasai, Riley Greenwood, Shelley Nicholson, Sheryl McCallister, Anna Chuaqui
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.

**Progress on Goals for 2014-15**

2014-15 was a transition year in which Amy Urbanek moved from Prelaw Advising Coordinator to Coordinator for Preprofessional Integration and assumed more involvement in prehealth advising. Marilyn Hoffman assumed the role of Prelaw Advising Coordinator. Annual report goals were put on hold and are being re-evaluated.

- Set up a Twitter account as additional means of disseminating prelaw information. *Postponed*
- Forge closer ties and coordination with the PPA office. Revise materials to better match theirs. *In progress. Intro Prelaw handout revised.*
- Develop an interactive workshop for prelaw students to foster networking skills. *Postponed.*
- Survey Prelaw students on their extracurricular activities and their satisfaction with the Prelaw Advising program’s services. *Postponed.*

**2014-15 Highlights**

**ADVISING CONTACTS**

- Individual advising appointments and walk-ins
- Group presentations and event contacts
- Regular email outreach to 630 self-declared prelaw students

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

Individual advising contacts were down slightly this year (See Table 1), which was not a surprise considering that applicant numbers continue to drop at the national and local levels. Group numbers increased slightly.
**Table 1 – Individual Advising Contacts**

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Individual Appointments</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>376</td>
<td>239</td>
<td>615</td>
</tr>
<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>
</tbody>
</table>

**APPLICANTS TO LAW SCHOOL LAST 3 YEARS**

Applicant numbers for University of Utah students and alumni were down again this year (Table 2) following the trend at the national level (Table 3).

**Table 2 – UU Applicant Numbers**

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>236</td>
<td>186</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>2013</td>
<td>193</td>
<td>152</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>2014</td>
<td>174</td>
<td>126</td>
<td>72%</td>
<td>76%</td>
</tr>
</tbody>
</table>

NOTES: Data derived from ABA/LSAC Law Services report.

**Table 3 – National Applicant Trend**

![Graph of national applicant trend]

Source: Law School Admission Council. * Figures for 2013 are projections.

NOTES: Data derived from ABA/Law Services report.
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 loss of 48,000 legal jobs during the recession of 2008-2009 led to a tight job market. Expanding class sizes during the peak years resulted in record numbers of law school graduates competing with experienced attorneys for jobs in a shrinking legal market. As law school classes shrink starting with the graduating class of 2014, the economy absorbs the current excess number of attorneys, and if the economy continues to strengthen, the job market is expected to become favorable. Until then applicant numbers are expected to remain low.

**Law School Fair**

The premier prelaw event of the year is the annual Law School Fair held in the Union Ballroom each October. Students have the opportunity meet law school admissions officers from all over the country and collect valuable information. Attendance has been down the past couple of years (Table 4), which follows the national trend of a sharply declining law school applicant pool and National LSAC Law School Forum attendance.

<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>2012</td>
<td>136</td>
<td>68%</td>
<td>450</td>
</tr>
<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>
</tbody>
</table>

*The number of ABA Approved Schools can change each year with the approval of new schools or revocation of approval. Currently 206 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**

An Admissions Panel followed directly after the Law School Fair, with representatives from 4 diverse law schools discussing the application process and financial aid, and answering students’ questions. 40 students attended. Panelists included:

- Eric Eden, University of Nevada, Las Vegas, William S. Boyd School of Law
- Gisele Joachim, Seton Hall Law School
- Therese Lambert, University of Miami School of Law
- Mathiew Le, University of Washington School of Law
Prelaw Presentations and Event Participation

- Law School Application Workshop—Fall and Spring semesters at S.J. Quinney College of Law
- Law School Financial Aid Workshop—Fall semester at S.J. Quinney College of Law
- Advisors participated in meetings and supported Prelaw Student Society. PLSS students recruited to assist with law fair
- Facilitated Law School visits and presentations to students from Case Western, U Akron, George Washington University, Ohio Northern University.
- Prelaw Information sessions at new student orientations
- Prelaw presentation at Red White and U Day, Fall 2014
- Various University tabling events

Prelaw Professional Association Involvement

- Western Association of Prelaw Advisors (WAPLA). President, Marilyn Hoffman. WAPLA Newsletter Editor, Amy Urbanek
- WAPLA Conference Committee for 2015 Joint SWAPLA/WAPLA Conference
- PLANC (Prelaw Advisors National Council) Board membership and Planning Committee for 2016 National Conference

Goals for 2015-16

- Continue efforts with Preprofessional Advising integration and collaboration. Cross-training and professional development opportunities for PPA advisors.
- Update and revise Prelaw web site
- Strengthen Prelaw Student Society and support increased activities
- Continue involvement in prelaw professional association leadership, representing the University at regional and national levels.

Photo: Marilyn Hoffman, Amy Urbanek
Overview and Goals for 2014-15

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 students that require developmental advising. In addition to advising students, the Peer Advisors assist the entire staff with other projects during the times when there are fewer appointments.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop online training modules for peer advisors.</td>
<td>• This goal is still in progress. The Peer Coordinator attended a workshop at the Utah Advising Association (UAA) on developing online training modules. Using some suggested strategies an outline is in progress. Goal for completion of modules is spring 2016 when we plan to hire and train new Peer Advisors. • The Peer Coordinator will work with the Advisor Education and Development Coordinator to coordinate training modules for both new advising staff and Peer Advisors.</td>
</tr>
<tr>
<td>2. Creating more professional development opportunities through the creation of themes months.</td>
<td>• Starting in spring 2015, a new model for professional development was created. Monthly themes were introduced to more effectively connect to trainings, campus resources, and opportunities for the peers to develop skills, awareness, and personal growth. • An example of a theme month: January 2015 was Health &amp; Wellness month and the activities included touring the new Student Life Center, meeting with the College of Health advisors to learn about health-related majors, visiting the Student Wellness Center, and each peer participated in at least one wellness activity on campus.</td>
</tr>
</tbody>
</table>
3. Increase trainings and involvement in topics around social justice and diversity.

- This is an on-going goal for the peer program. This past year we had group discussions, readings, and department visits with campus resources (i.e. Women’s Resource Center, LGBT Resource Center).
- Starting July 2015, UC has created a Diversity/Inclusion/Social Justice Committee to focus on increasing awareness and trainings for all UC staff, including Peer Advisors.

<table>
<thead>
<tr>
<th>4. Utilize Peer Advisors to assist with UC presentations to LEAP classes in fall 2014</th>
<th>The LEAP presentations were modified to involve the Peer Advisors. Unfortunately, all the dates and times of the presentations conflicted with the Peers’ school schedules. One Peer Advisor did assist with visiting the Pre-Nursing and Business LEAP courses to assist students with scheduling a one-on-one advising appointment with their major advisor.</th>
</tr>
</thead>
</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.
  - Training on additional opportunities was presented by various guest speakers: UROP, MUSE, LEAP, BLOCK U, TRIO/SSS
  - 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 2014 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.
• **Temporary Political Science Departmental Advisor:** One of our Peer Advisors was asked to temporarily step in as the Political Science advisor while the department advisor was on maternity leave. Training and advising included: reviewing major requirements including elective courses and allied hours, advising and removing Mandatory Advising holds, discussing major and career exploration, and declaring students in the major and minor. The Peer Advisor continued to participate in weekly peer meetings and staff development but was not advising students in UC. The months this Peer Advisor was working in the Political Science department is noted with an asterisk on the number of Peer Advisors on staff (See Table 2).

**Peer Advising Appointments:**

During the 2014-2015 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>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>195</td>
<td>16%</td>
<td>81</td>
<td>6%</td>
<td>155</td>
<td>11%</td>
</tr>
<tr>
<td>August</td>
<td>157</td>
<td>8%</td>
<td>90</td>
<td>5%</td>
<td>180</td>
<td>10%</td>
</tr>
<tr>
<td>September</td>
<td>39</td>
<td>4%</td>
<td>49</td>
<td>5%</td>
<td>71</td>
<td>6%</td>
</tr>
<tr>
<td>October</td>
<td>114</td>
<td>6%</td>
<td>105</td>
<td>7%</td>
<td>108</td>
<td>6%</td>
</tr>
<tr>
<td>November</td>
<td>80</td>
<td>5%</td>
<td>123</td>
<td>8%</td>
<td>110</td>
<td>7%</td>
</tr>
<tr>
<td>December</td>
<td>20</td>
<td>3%</td>
<td>81</td>
<td>7%</td>
<td>94</td>
<td>7%</td>
</tr>
<tr>
<td>January</td>
<td>55</td>
<td>4%</td>
<td>63</td>
<td>4%</td>
<td>90</td>
<td>6%</td>
</tr>
<tr>
<td>February</td>
<td>23</td>
<td>2%</td>
<td>17</td>
<td>2%</td>
<td>46</td>
<td>4%</td>
</tr>
<tr>
<td>March</td>
<td>55</td>
<td>5%</td>
<td>60</td>
<td>6%</td>
<td>40</td>
<td>3%</td>
</tr>
<tr>
<td>April</td>
<td>89</td>
<td>6%</td>
<td>141</td>
<td>9%</td>
<td>67</td>
<td>5%</td>
</tr>
<tr>
<td>May</td>
<td>57</td>
<td>5%</td>
<td>113</td>
<td>10%</td>
<td>46</td>
<td>4%</td>
</tr>
<tr>
<td>June</td>
<td>49</td>
<td>4%</td>
<td>123</td>
<td>9%</td>
<td>72</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>933</strong></td>
<td><strong>6%</strong></td>
<td><strong>1046</strong></td>
<td><strong>7%</strong></td>
<td><strong>1079</strong></td>
<td><strong>6%</strong></td>
</tr>
</tbody>
</table>
Table 2 – Number of Peer Advisors

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

- Graduation Planning System Support
- 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 Assistant Dean and Associate Dean Search Committees

**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:

- ED PSYCH 2600 class visits during fall and spring semester
- New Student Orientation Pre-Med Student Breakout Sessions
- Pre-Med Information Sessions
**Goals for 2015-16**

- Complete the online advising training modules in efforts to streamline training and advising materials. This will replace the binders currently used by Peers. Information online will include training modules, the UC advisor manual, links to campus resources and support services, campus policies and procedures, and more. This is an effort to stay up-to-date with our changing and growing campus.

- Increase the total amount of appointments seen by Peer Advisors to improve on 2014-2015 numbers.

*Photo: Peer Advisors and Coordinator – Colby Makahilahila, Riley Greenwood, Jen Wozab, Anna Chuaqui, Quynh Quach*
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.

Outreach and Connecting with 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 distance ed courses, financial aid resources, etc.)
**Goals Met for 2014-15**

- Revise RTU brochure and identify possible new locations for distribution - *Postponed to 2015-16*
- Review and revise RTU web site, new photos and text - *Completed*
- Expand follow-up with RTU students who met with advisor but do not enroll – *Postponed to 2015-16*
- Participate in USHE Adult College Completion Group monthly working group and semi-annual meetings, representing University College and the University of Utah – *Completed. Presented on RTU Program at July 2014 meeting.*
- Continue to pursue contact with ASUU Nontraditional Student Board chair, participate in planned events, investigate sponsored membership in ANTSHE. *Met with ASUU Nontraditional Student Board Chair in fall. Was not contacted after that regarding event participation and collaboration offered.*

**RTU Milestones**

- A total of 948 students have received advising and completed intake enrollment forms for the RTU Program since the program’s inception in 2007.
  - 479 female
  - 469 male
  - 856 reside in Utah
  - 92 reside outside the State of Utah
- 13,696 total credit hours have been completed by RTU students
- 53% of RTU graduates received degrees from the College of Social and Behavioral Science

**Top 5 majors of our RTU graduates**

1. FCS Consumer and Community Studies / Human Development (45)
2. Communication – (30)
3. Economics (30)
4. Sociology (28)
5. Psychology (22)
Table 1 - RTU Student Enrollment 2014-2015

<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 2014</td>
<td>33</td>
<td>215</td>
<td>3.18</td>
<td>9</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>73</td>
<td>573</td>
<td>3.15</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>51</td>
<td>401</td>
<td>3.23</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>157*</td>
<td>1189</td>
<td>3.19</td>
<td>37</td>
</tr>
</tbody>
</table>

*Total enrollments for the year, not individuals

2014-2015 Program Highlights

- RTU scholarships. Funded through the Office of the Associate Vice President for Student Affairs.
  - $10,000 in scholarships awarded for the 2015-2016 academic year
  - Statements of appreciation attached below from two of the 2014-15 RTU Scholarship recipients

- Alpha Sigma Lambda National Honor Society
  - Spring ceremony for induction of 22 new members into the U of Utah Upsilon Upsilon Chapter of ASL, a nationally recognized honor society for adult learners. Guest Speaker Sharon Aiken-Wisniewski, Asst Vice President Academic Affairs. 55 members and guests attended. Photo attached.
  - Since the U chapter’s inception in 2008, 136 members have been inducted
  - Submitted two chapter nominees for national ASL scholarship. Received one of eleven $2500 national awards
  - Submitted ASUU budget request, received $500 for 2015-16

- Participation in USHE Adult College Completion group, part of Complete College Utah.
  - Represented University College and the University of Utah at group meetings to share programs provided at USHE institutions that assist returning adult learners and to discuss additional strategies across institutions to address state-wide goals. Presentation on U of U RTU Program July 29, 2014.

Goals for 2015-16

- Revise and reprint RTU brochure; identify possible new locations for distribution to increase visibility of program
- Expand follow-up outreach with RTU students who met with advisor but did not enroll.
- Participate in U Online Student Support Services team meetings and efforts to support U Online Students
- Continue attempts to collaborate with new ASUU Nontraditional Student Association Chair
Addendum #1: Statements from Returning to the U Scholarship recipients

For years I wanted to return to school and finish my degree but I felt I would never be able to. Two years ago a friend persuaded me to look into the possibility of finishing school and thanks to the Returning to the U program, within two weeks I was registered and enrolled back in school.

Receiving the RTU Scholarship for the year 2014-15 was such an honor and was so helpful in continuing my education at the U. As a single mother, my main concern in returning to school was how I would be able to afford it while still taking care of my children and our home. The scholarship helped ease some of the burden and allowed me to concentrate more on my studies. Since returning to school, I have been able to maintain a 3.94 GPA bringing my overall GPA up to a 3.6.

The past two years have been so amazing. My dream of being a music educator will soon be a reality. I’m very grateful for all of the help I have received to help me achieve it.

Christine, Music Education, Class of 2016

The Returning to the U scholarship program helped me, finally, reach my goal of becoming a teacher. I was able to focus on my classes as well as everything at home instead of worrying about the financial burden of getting my degree. It was a welcomed gift to my pursuit of my dream.

Ruthann, Elementary Education, Class of 2015

Addendum #2: Photo of 2015 Alpha Sigma Lambda inductees

![Image of 2015 Alpha Sigma Lambda Inductees](attachment:image.png)
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 General Education Curriculum Council to represent advisor and student concerns, identify and address issues, and communicate new requirements and changes to advisors across campus

Highlights for 2014-15

1) New Chair of GE Exceptions Committee
John Nilsson, the incoming Assistant Dean for University College, assumed this role this year and added the Assistant DARS Encoder to the committee’s membership to provide a systems perspective to the exceptions process.

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

3) One Stop Appeals Process
UC Advisors can review transfer GE, CW, DV, IR, and QI’s and, following established guidelines, grant appropriate exceptions at their discretion.
4) Exceptions
In 2014-15, exceptions increased slightly to 1205. The largest number of exceptions was for the International Requirement (IR), which is now required of all undergraduate students, effective Fall Semester, 2013. Approximately 50% of IR exceptions were for Learning Abroad programs and many of these were done by the Learning Abroad office. (See Table 1) 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.

Table 1 – EXCEPTIONS/WAIVERS BY REQUIREMENT DESIGNATION

<table>
<thead>
<tr>
<th>Requirement Designation</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts IE</td>
<td>143</td>
</tr>
<tr>
<td>Humanities IE</td>
<td>130</td>
</tr>
<tr>
<td>Physical/Life/Applied Science IE</td>
<td>83</td>
</tr>
<tr>
<td>Social &amp; Behavioral Science IE</td>
<td>47</td>
</tr>
<tr>
<td>American Institutions</td>
<td>23</td>
</tr>
<tr>
<td>Quantitative Reasoning QA</td>
<td>86</td>
</tr>
<tr>
<td>Quantitative Reasoning QB</td>
<td>34</td>
</tr>
<tr>
<td>Writing (WR 2)</td>
<td>41</td>
</tr>
<tr>
<td>Diversity</td>
<td>64</td>
</tr>
<tr>
<td>BA Language (Done by Lang)*</td>
<td>60</td>
</tr>
<tr>
<td>International (UC and Learning Abroad)</td>
<td>393</td>
</tr>
<tr>
<td>Quantitative Intensive</td>
<td>44</td>
</tr>
<tr>
<td>Upper Division Writing</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1205</strong></td>
</tr>
<tr>
<td><strong>Total by UC</strong></td>
<td><strong>913</strong></td>
</tr>
</tbody>
</table>

Table 2 – EXCEPTIONS GRANTED

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Exceptions</td>
<td>795</td>
<td>849</td>
<td>942</td>
<td>913</td>
</tr>
<tr>
<td>U of U Courses</td>
<td>224</td>
<td>273</td>
<td>187</td>
<td>252</td>
</tr>
<tr>
<td>Transfer Courses</td>
<td>572</td>
<td>576</td>
<td>755</td>
<td>661</td>
</tr>
<tr>
<td>General Education</td>
<td>466</td>
<td>447</td>
<td>595</td>
<td>495</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>329</td>
<td>402</td>
<td>347</td>
<td>418</td>
</tr>
</tbody>
</table>
Goals for 2015-16

✦ Streamline the process for granting International Requirement credit for Learning Abroad courses and international coursework.
✦ Initiate a conversation with Admissions on coding Bachelor’s Degree requirements for USHE institutions.

Photo left: John Nilsson

Photo right: David Eisen
New Student Orientation

Overview and Goals for 2014-15
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

- Reevaluate the University College’s Design Your Degree and Destination: Graduation presentations.
  - Design Your Degree now incorporates elements from the former Destination: Graduation in order to accommodate the Office of Orientation’s request that most presenters shorten their face time with students. The Orientation Task Force has recommended to the Senior Vice President for Academic Affairs that a pre-orientation online module contain information on General Education and Major Exploration.
  - To provide a meaningful follow-up to the information presented in Design Your Degree, exploring students now participate in two activities on the morning of Day 2 of Orientation, one an introduction to Career Services, the other to the Bennion Center. These have been well received by the students.

Highlights from 2014-15:

- Orientation Leader Area Expert Training:
  - A total of 10 hours were spent during the spring 2014 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. The Program Coordinator reviewed and provided feedback on a cumulative portfolio developed by experts for use as a summer resource during orientation programs.
• **Orientation Leader Intensive Training:**
  o Advisors continued to participate in a two week Intensive Training for 25 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:**
  o 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:**
  o Advisors presented advising-related information at parent and family programs held alongside student orientations.

• **Orientation Assistant:**
  o Sean Crouch, a major exploration advisor, was asked to assist with the numerous daily/weekly tasks of coordinating advising for orientation. In addition to the daily/weekly tasks, Sean helped the Assistant Dean develop the new Design Your Degree presentation, and developed an advisor schedule to help staff the registration labs to assist students in registration.

• **Schedule Planning for First-Year Exploring Students:**
  o While waiting in the UC conference room for one on one advising to begin, students were given the time to sit and reflect on the information they had been given during their orientation experiences, and start developing their first-semester schedules using the First Semester Schedule Planning page in their Undergraduate Bulletins.

• **Advisor Participation in Registration Labs:**
  o University College advisors participated in staffing the registration labs during orientation to assist new students in registering for their first semester classes. The Orientation & Leadership Development office developed a registration “Help Desk,” which consisted of LEAP peer advisors, advisors from the Honors College, and University College advisors.

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>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students seen (July-June)</td>
<td>789</td>
<td>767</td>
<td>783</td>
<td>939</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>
<thead>
<tr>
<th>Total University College Participation during Summer Orientations</th>
<th>Hours Spent</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-health</td>
<td></td>
<td>15.5</td>
<td>16.5</td>
<td>10.5</td>
<td>17</td>
</tr>
<tr>
<td>Pre-law</td>
<td></td>
<td>6.75</td>
<td>7</td>
<td>5.5</td>
<td>n/a</td>
</tr>
<tr>
<td>Design your Degree Presentation</td>
<td></td>
<td>26</td>
<td>19.5</td>
<td>16.5</td>
<td>13</td>
</tr>
<tr>
<td>Destination: Graduation Presentation*</td>
<td></td>
<td>n/a</td>
<td>22.75</td>
<td>25</td>
<td>n/a</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td></td>
<td>16</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ADVISING TIME</td>
<td></td>
<td>260</td>
<td>454.75</td>
<td>481.25</td>
<td>732</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>333.25</td>
<td>542.5</td>
<td>560.75</td>
<td>784</td>
</tr>
</tbody>
</table>

*Presentation merged with Design Your Degree per Orientation Task Force

Goals for 2015-16

- Continue and refine collaboration with Bennion Center and Career Services
- Develop online pre-orientation modules for General Education and Major Exploration
Overview and Goals for 2014-15

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

Activities

- **Implementation of Early Alert System**
  Through the Early Alert System retention module in Appointment Manager, a pilot was set up for testing. Implementation of this system is pending the completion of testing and the data results.

- **Explore avenues for office data gathering**
  The Technology Team continued to explore database possibilities including the features in the online scheduling system, Appointment Manager. In the interim, our IT Specialist built a new database system via Google. The technology team trained staff and implemented the new system for collecting data. The staff has been pleased with the new database as it is very user friendly and easy to pull data for reports, etc. We do, however, continue to search for a new data gathering system and are looking at building a new one through Microsoft Access. This will be a project for the upcoming year.

- **Evaluate impact of Appointment Manager product.**
  An informal evaluation has been done within the office regarding the impact of Appointment Manager as an online appointment system and it seems to work well for staff. No formal evaluation has been done as of yet but the IT team will be conducting a survey for further assessment.

Significant Milestones or Program Utilization

- **Added several departments and colleges to Appointment Manager between July 2014 and June 2015 including Athletics, School of Business, Office for Equity and Diversity (CESA), College of Engineering, College of Health, College of Mines & Earth Sciences, College of Education, Honors College, College of Science, College of Social Work, and the TRiO Program.**
- **Installation of ten new computers for staff to rotate out inventory of old machines.**
- **Conversion of database from old system to new Google database system.**
- **Maintenance of Academic Success Workshop, NOLIJ, Canvas.**
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.

Photo: Technology Team
Nik Sartain and Tammy Mabey
Overview and Goals for 2014-15

- Administer University College Prescriptive Assessment Survey and compare data to previous years. Utilize Appointment Manager Software to send survey link to all students after they meet with an advisor.
  - University College Prescriptive Assessment Survey was administered. Appointment Manager was used to distribute the survey to students after they completed an appointment with an advisor.
- Continue to Analyze 2014 Campus-Wide U of U Advising Survey. Share results with relevant campus entities. Compare data to other data sets such as the National Survey for Student Engagement (NSSE) and focus groups conducted by the University Academic Advising Committee (UAAC).
  - Results of the 2014 Campus-Wide U of U Advising Survey were analyzed. Results were shared with relevant campus entities and compared to other assessments.
- University College will be focusing on project management in 2014-15. Individual programs areas will set goals and assess those goals.
  - Project management strategies were explore. Individual programs are working on goals and assessment of those goals.

Highlights

Campus-Wide Advising Survey:
The Campus-Wide Advising Survey was analyzed and shared with the campus advising community. Presentations were given on both qualitative and quantitative data at monthly University Academic Advising Committee (UAAC) meetings. Individual college data was isolated and distributed to college coordinators.

Table 1

<table>
<thead>
<tr>
<th>2012 and 2014 Campus-Wide Advising Survey Comparison (mean score on 1-5 scale)</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied are you with your last advising appointment</td>
<td>4.17</td>
<td>4.14</td>
</tr>
<tr>
<td>How satisfied are you with academic advising overall</td>
<td>3.87</td>
<td>3.87</td>
</tr>
<tr>
<td>I believe that advising is important</td>
<td>4.31</td>
<td>4.35</td>
</tr>
</tbody>
</table>
Qualitative Highlights:
“The Advisors are so helpful in navigating your way through requirements and the nuts and bolts of scheduling and being on track for graduation. They genuinely care that you are doing well in classes, and that you are handling stress and other things okay.”

“Don’t get burned out. You really make all the difference for us when we are struggling. We don’t say it enough, but we really appreciate you, more than words can express. Honestly :(

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

UAAC Assessment Committee:
The UAAC Assessment Committee was formed. It is comprised of advisors from various departments across campus. The committee has assessed data from the Campus-Wide Advising Survey and used that data to facilitate a campus-wide in-service on using the data to improve advising across campus.

University College Prescriptive Survey:
The University College Prescriptive Survey was distributed automatically via Appointment Manager. Below are a few highlights.

- 55.90% of appointments were scheduled online
- 88.75% of students agreed or strongly agreed that the online scheduling system was easy to use
- 90.55% of students agreed or strongly agreed that they were satisfied with their most recent appointment
- 92.92% of students agreed or strongly agreed that the advisor was able to answer their questions
- 86.61% of students agreed or strongly agreed that the advisor engaged them in a conversation beyond their reasons for making the appointment

Goals for 2015-16

- Establish a mission and goals for the UAAC Assessment Committee
- Create common surveys that can be used in advising offices campus-wide
- Engage with each program in University College regarding what they are doing to assess their programs. Provide assistance where it is needed.
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. UAAC is co-chaired by a representative of the University College and a representative from a degree granting college. The committee meets regularly to discuss issues pertinent to the academic advising of undergraduate students.

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.

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 is the author of the monthly meeting minutes, and Tammy Mabey assists UAAC with logistical support.

2014-15

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

- UAAC focused on the Plan to Finish (P2F). The completion agenda is greatly enhanced when students plan their academic experience and academic advisors are a key component for sharing this message. Items discussed relevant to P2F were registering for 15 credits in a term; timeline for completion of WR2 (lower division writing) and QA (general education math); policy on number of withdrawals and repeat available to a student; and engaging students in planning with tools such as the Graduation Planning System (GPS).

- During the 2013-14 UAAC meetings, presentations were made on:
  - Learning Success Center (ASUU Tutoring, Supplemental Instruction, ED PS 2600)
  - LEAP Program in Fall 2016
  - BlockU Program in Fall 2016
  - National Student Exchange Opportunities
  - Bootcampus for Chemistry and Math
  - Bennion Center
  - TRIO Program
  - Office of Undergraduate Research
  - Cleary Act from Dean of Students Office
o Capstone Project from Undergraduate Studies
o The Lassonde Institute and future activities
o Career Services such as the UCareer Path database
o Wellness Center
o The U of U Entrepreneur Club
o Updates on new course offering or changes to current offerings

- 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. Dr. Jenny Bloom from University of South Carolina provided a 4 hour workshop in September on Appreciative Advising. Advisors engaged with the topic beyond September by organizing a UAAC sub-committee on Appreciative Advising and then focusing on each phase with tips from our local community.
- UAAC collaborated with a number of U of U Departments to co-sponsor Dr. Terrell Strayhorn from Ohio State University who addressed the campus on the concept of “sense of belonging.” He spent one hour with UAAC members to discuss how this applies in academic advising.
- UAAC has six sub-committees to engage advisors in the advising policy, practice, and recognition. These sub-groups accomplished:
  o Advisor Awards Sub-committee co-chaired by Shari Lindsey and Bobbi Davis.
    ▪ This group of advisors refined the UAAC Advisor Awards process, facilitated the process for 2014-15, and nominated 2013-14 UAAC Award winners for NACADA and Utah Advisor Association Awards for 2014-2015. The NACADA nomination was Mayumi Kasai and the UAA nomination was Jason Barkemeyer. Mayumi Kasai was selected in May as a NACADA 2015 advising award winner.
  o Marketing and Public Relations Subcommittee co-chaired by Taunya Dressler and Sharon Aiken-Wisniewski.
    ▪ This group focused on promoting the image of advising at the U of U.
    ▪ The group worked with Marketing and Communication to hold 1 more focus group for faculty and then began a discussion on what these focus groups were telling us. From this information, the group will begin work on delivering a purposeful message about academic advising.
    ▪ The committee encouraged use of 2 taglines that were adopted for use within the campus community in 2013-14. These are:
      ♦ Academic Advising: Planning with Purpose
      ♦ Academic Advising: Create, Navigate, Educate
An art image for U of U Academic Advising was adopted after working with a marketing specialist. The image was approved by the U of U Marketing and Communication and is available for use this year. Here is the image:

The Advisor Position Subcommittee co-chaired by Jessica Taverna and John Nilsson.
- This group focused on compiling a summary of findings based on data from this campus and others, and will formulate a list of recommendations for what can be done to recognize advisors, assessment, training, etc.

Mandatory Advising Program (MAP) is chaired by Martina Stewart.
- MAP provided regular updates on all elements of mandatory for advisors for the year and leveraged the visit by Dr. Jenny Bloom to focus on the “how” of advising delivery. Also, a new MAP touch point was added for first year Honors students.

Assessment of Academic Advising is chaired by Steve Hadley.
- This sub-committee was new and engaged in reviewing the 2012 & 2014 Campus-wide Advisor Evaluation measures that were provided through a survey sponsored by UAAC and Student Affairs Assessment Office, NSSE data, and Graduating Senior Survey data. Two presentations were made to UAAC members and the committee discussed ways to enhance in additional assessment that will impact advising. Also, other sub-committees are seeing ways to collaborate with this sub-committee for mutual benefit.

Appreciative Advising is co-chaired by Liz Leckie and Leslie Park.
- This sub-committee emerged after the workshop provided by Dr. Jenny Bloom. The members of this group identified ways to keep Appreciative Advising alive by reviewing each of the six phases and asking advisors to share techniques that applied to each. The members developed colorful and elaborate marketing of these efforts.

The Athletics Department sponsored the 2nd Annual Night with The Learnin’ Utes on January 2. Advisors were provided complementary basketball tickets for the University of Southern California game. Thank you to Erik Weierholt and his staff for supporting advising in this way.

UAAC was the venue for a general announcement about a new tool for campus-wide advising called Appointment Manager (AM) that was resourced from U of U Central Administration and University College provided the implementation. This software tool allows students to schedule appointments with advisors through an online option that is available 24/7/365. The implementations started in August 2014 and by June 2015 over 200 advisors from 15 colleges/departments were using the product. One outcome for using AM is a report delivered to the Dean’s Office on number of students seen for certain reasons each month.

In addition to the monthly meetings, UAAC maintains an active listserv for announcements, a web page at http://advising.utah.edu/uaac/, a yearly conference, and supports the Coordinator for Advisor Education and Development by advertising and promoting these events.
• All meetings are open to the public. Find dates, times, and locations for these and other events at http://advising.utah.edu/uaac/

• In June, the members thanked Shari Lindsey and Sharon Aiken-Wisniewski for their service as UAAC co-chairs for the last 3 years. In 2015-16, the new co-chairs will be Bobbi Davis from the College of Social and Behavioral Science and John Nilsson from University College.

**Photos: UAAC Advisor’s Social - 2015**

**Photo left:**
2015 UAAC Outstanding Advisor Kelly Brown (OT) and Outstanding New Advisor Heidi Bates (PHARM)
Addendum #1: Example of Appreciative Advising UAAC Challenge

**DISARM**

**APPRECIATIVE ADVISING**

**2015 UAAC CHALLENGE**

The **DISARM PHASE** is critical to productive relationships with colleagues because it lays the groundwork for dialogue and for exchanges of genuine care and concern for others. The Disarm phase involves four key features that help allay student suspicion and fear; establish rapport, and create a climate that bolsters advisors and advisee productivity:

- Warm welcome
- Safe and comfortable environment
- Appropriate self-disclosure
- Positive non-verbal behavior

*Please share your experiences with us. Send them to lpark@uc.utah.edu.*
Overview

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

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

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

Goals for 2014-15

Complete upgrade from DARwin to u.achieve

The main focus of our activities this year surrounded the upgrade from the COBOL based version of the auditing software, DARwin, to the new Java version, u.achieve. This process began in March 2014 and has involved countless hours of collaboration with University Information Technology (UIT), the Registrar’s Office, and CollegeSource. Over the past year the Degree Audit & Planning Systems team has worked closely with these groups to make sure that we will have a seamless transition when we go live with the new product on July 20, 2015.

Reinvigorate GPS marketing strategy to better connect with the Plan to Finish initiative

This year marketing efforts for GPS were revitalized. The GPS website was enhanced with detailed training videos and step-by-step tutorials, which all carry “Plan to Finish” insignia and language. Additionally, Degree Audit & Planning Systems tabled at Plazafest, Housing & Residential Education Move-In, the Major Exploration Expo, and the Orientation Information Fairs.

Despite these efforts, there has not been a substantial change in the utilization numbers from 2013-14 to 2014-15. In the coming year, we hope to look at new ways of tracking traffic on our GPS sites. We will also begin investigating better integrating GPS into the degree auditing tools, but using a single interface for both. If we are successful, this would allow students and advisors to seamlessly move back and forth between the two systems.
Explore ways to incorporate the Reference Value encoding used for NCAA audits to communicate timely information about degree completion progress to students

Implementation of u.achieve has put all other large scale encoding projects on hold. In the course of the year, a more urgent encoding enhancement has become priority. In Fall 2014, a decision was made by the Undergraduate Council to allow students to be awarded multiple emphases within one major. Currently, the architecture of the Degree Programs in DARS will not support this, but the product does offer this functionality.

As soon as the upgrade to u.achieve is complete, we will begin analysis on a large scale project that would allow this change in policy to be supported by our technology. If we are able to put this in place, this will bring added value to our audit by also enabling other attributes of a degree, such a minors and honors, to be pulled into a single audit. This will streamline audit processing for graduation, allow course reuse across majors and minors to be restricted, and help students and advisors see a more holistic view of the student’s record.

Specific Activities and Highlights

CollegeSource Trainings

- CollegeSource Basic Encoding Training – September 2015

Significant Milestones and Program Utilization

DARS Utilization

Use of DARS by students and employees has continued to decrease slightly over the past two years. Due to a transition in the way data was collected, use of DARS was not tracked consistently from mid-January to the end of February. The total numbers for 2014-15 appear artificially low.

Chart 1 - DARS Generated July 1-June 30, for Years 2010-11 to 2014-15
Looking in greater depth at the monthly data, it is clear that the number of DARS generated is still probably somewhat fewer than the previous year, but not quite as dramatic a jump as it may appear from the overall data.

_Chart 2 - DARS Generated July 1, 2014-June 30, 2015_

*Transition between WebTrends and Google Analytics. Data collection was lost from Jan 14 to Feb 19*

**GPS Utilization**

As mentioned above, marketing efforts for GPS were reinvigorated this year, but we didn’t see that translate into more new plans being created. In fact, we saw significant decreases in both number of new plans being created and number of unique students creating plans.

This certainly seems alarming, but one possible explanation for these data is that students who have created plans in previous years are still using those plans and not creating new plans. Since we only track students who create new plans, we are missing information about continuing users. It is difficult to say how significant an impact that would have on the data.

We have already begun conversations with University Information Technology (UIT) to look at better ways of capturing how students are using this tool. Possibilities for tracking student usage include page views, time spent on individual pages, and how students are accessing the pages (location, browsers, etc.). We hope to have more useful information in the coming year.
On another note, we do continue to see usage across campus. The number of plans created in each college roughly mirrors enrollment in those colleges, based on the Degree Seeking Undergraduate Headcount Enrollment data released by the Office of Budget and Institutional Analysis for the 2014 Autumn Census. It is very clear that students from all majors are interested in planning. This is consistent with patterns from previous years.
**Degree Audit & Planning Systems Productivity**

This year the activities of the Degree Audit and Planning Systems unit have been dominated by the u.achieve implementation. Several hours each week for the last sixteen months have been spent testing and troubleshooting to ensure that there will be no loss of functionality with the new product. However, other projects did not halt during the implementation.

Encoding activities beyond the u.achieve upgrade that took place in 2014-15 include:

- Working with Registrar’s Office to enhance the functionality of exceptions
- Updating programs to reflect changes to catalog requirements
- Helping departments enter and troubleshoot exceptions
- Adding newly approved programs
- Updating state articulation agreements
- Adding new institutions to the transfer articulation tables
- Updating GPS Roadmaps to reflect program changes

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**Goals for 2015-16**

- Investigate enhancements to DARS that would provide a more holistic view of the student record and academic planning
- Develop more descriptive metrics for tracking student use of the Degree Audit & Planning Systems
- Continue efforts to improve visibility of GPS on campus through: tabling, workshops, direct email, print ads, and promotional items.

*Photo: Richelle Warr*
Overview and Goals for 2014-15
Advisor Education and Development (AED) draws together all advising-specific, campus-wide training and educational development into an integrated curriculum. During 2014-2015, AED had a transition in leadership. The majority of this year has been focused on delivering Advising Basics and Technology trainings to new Advisors, monthly inservices, as well as assisting with special events for Advisors Development.

Highlights

2015 UAAC Advising Conference:
The 2015 UAAC Advising Conference was held on March 27, 2015. Approximately 111 people attended the conference in a new location SFEBB. 97.83% of respondents rated the overall quality of the conference as Excellent/Good. The top two accomplishments/achievements for those attending the conference were:
- Networking (93.02%)
- Learn New Information (88.37%)

A few comments from attendees regarding the conference are:
- I thought it was well done, I thought people put a lot of effort into it, and I felt like it made advisors on campus feel a little less alone and made the U feel a little less decentralized.
- Keep it up. networking and support are crucial

Campus Wide In-Service Program:
A monthly in-service program was held each month for all advisors on campus. 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 38 attendees. In-service programs included:
- DARS upgrades
- Women’s Resource Center
- Registrars
- Lassonde Institute
- Office of Undergraduate Research
- Academic Standards
- LEAP/Block U
### Table 1 - Training and Development Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Attendance</th>
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<th></th>
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</thead>
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<td>Advising Basics</td>
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<td>33</td>
<td>31</td>
<td>32*</td>
<td>44</td>
</tr>
<tr>
<td>PeopleSoft Training</td>
<td>43</td>
<td>52</td>
<td>32</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>In-Service</td>
<td>219</td>
<td>203</td>
<td>114</td>
<td>183**</td>
<td>382</td>
</tr>
<tr>
<td>UAAC Conference</td>
<td>98</td>
<td>119</td>
<td>--</td>
<td>95***</td>
<td>111</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

### Special Programs

UAAC was able to partner with the Education, Leadership and Policy Department to welcome Dr. Terrell Strayhorn to campus. 56 Advisors were able to have an interactive discussion with Dr. Strayhorn about his research creating a sense of belonging on the college campus.

### Cranium Café Pilot Program

UOnline has partnered with Cranium Café, an online video conference service meant to enhance online student’s interactions with campus services. AED was able to identify 6 Advisors (2 Transfer Center, 1 PreProfessional, 1 Humanities, 1 Business, 1 Biology) to pilot this program. Once we were able to acquire access to the tool, technology was secured for Advisors to access the program. Training for the Advisors took place over multiple weeks. The pilot is set to launch in July 2015.

### Goals for 2015-16

- Further develop the online Advising Basics videos into a Canvas Course, including moving the manual into the course.
- Pilot Cranium Café and assess its effectiveness for Advisors and Students.
Photos: UAAC Conference – March 2015
**Overview**
The bridge advising model is a partnership between a department and/or college with University College. The goal of this partnership is to produce an advisor 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.

For the 2015-16 academic year, new bridge advisors are being hired by several colleges under a new funding model. These advisors will be participating in training provided by University College.

How does Bridge Advising across University College, Department and/or University College create a seamless experience for students?

- Cross-trained, connected, and informed advisors.
  - University College advisors have a better understanding of bridge disciplines, how to explain these disciplines to students, and are then able to connect students to the bridge advisor.
  - Similar to University College advisors, bridge advisors are experts on general education, bachelor degree requirements, University policies and procedures, and receive continuous and timely updates on these to ensure quality academic advising.
  - Bridge advisors use new and existing advising tools (including PeopleSoft and advisor notes, DARS and GPS). These tools assure that the information that is available to students is accurate. Advisors across the bridge have access to student information in order to better inform academic advising conversations.
  - Weekly in-services educate bridge advisors about resources and programs on campus so that they are better able to refer students.
  - Weekly staff meetings keep bridge advisors updated on changes with the campus system, making them better able to serve the student population.
  - University College provides bridge advisors with opportunities to network with other advisors and departments across Campus enabling bridge advisors to create collaborations that benefit students.
  - Bridge advisors are able to work closely with centers and groups within University College to better serve the students with these needs: the Transfer Center, the RTU program, Scholastic Standards, Major Exploration, etc.
**Highlights for College of Fine Arts based on 2014-15 Goals**

*Provided by: Liz Leckie, College of Fine Arts Assistant Dean for Undergraduate Affairs and Kira Jones, Lena May-Fraser, & Brett Runnion, Bridge Academic Advisors*

- Successfully integrated the Department of Theatre onto the CFA academic advising bridge
  - Met with all of the faculty area heads to understand the unique curriculum, recruitment and retention issues students must navigate
  - Aligned advising tools (DARS, general catalog, and major sheet) with the curriculum
  - Since November, 21 Theatre students have responded to the academic advising survey.
    - When asked if the academic advisor was able to assist me in making progress toward my academic goals:
      - 14 Theatre students responded Strongly Agreed
      - 6 Theatre students responded Agreed
      - 1 student started but did not complete the survey
    - The following responses represent the range of Theatre students comments:
      - Extremely helpful and supportive.
      - The appointment was positive and informative.
      - Efficient and friendly advisor! Very helpful!
      - In the future, every transfer student should have a mandatory meeting with their Advisor and Department Head to discuss what credits will transfer and what they will fulfill before a student registered for classes. I believe my experiences with the U would be more positive if that had been the procedure followed when I was accepted into the program. It has taken me 2 and half years to get most of my transfer credits approved or an explanation for why they were not accepted. I have taken duplicate courses and have missed deadlines for others because of the lack of communication and preparation. I have wasted my time and money and it isn’t until recently that I have felt that anyone cared if I graduated or dropped out. It seems the changes you have begun making are steps in the right direction, but I find them too little, too late.

- Use assessment tools to improve CFA student services
  - Advising satisfaction survey (Fall 2014); graduation survey (pilot Fall 2014, fully implemented Spring 2015); student leadership reflections (Fall 2014 and Spring 2015); orientation survey (Summer 2014)
  - The major findings are as follows:
    - CFA students strongly agree (70.51%) or agree (25.64%) that the academic advisor was able to assist them in making progress toward their academic goals.
    - CFA students agree (96.15%) that the advising appointment was long enough to address their needs.
    - The topics most discussed in CFA academic advising appointments are major/minor requirements (61.25%), course selection/registration (55%); DARS explanation (51.25%); and general education and bachelor degree requirements (40%).
    - These are also the top reasons CFA students are making advising appointments.
    - At orientation, CFA students responded that they were strongly satisfied (61.62%) and satisfied (25.25%) with academic advising for their major.
A strong majority of CFA students felt prepared to register for classes (91.92%). For the students who did not feel prepared to register for classes (8.08%), the most common reason was that they would have liked more personalized time with the advisor. We have addressed this issue with the Office of Orientation.

- Strengthened the connection between curriculum and advising through college-wide processes and forms. Examples include:
  - created college-wide curricular exception form
  - coordinated advising tools DARS, GPS & eCatalog
  - created a CFA certificate declaration form and record-keeping system
  - organized semesterly meetings with Associate Dean for Faculty to discuss potential advising issues in proposed curricular changes

Data for 2014-15

Provided the following advising activities for all the units in the College of Fine Arts:
- Prospective and Pre-major Student Advising, Orientation (First Year and Transfer Student) Advising, Policies and Procedures Advising

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

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>690</td>
<td>1,106</td>
<td>1,683</td>
<td>1,807</td>
<td>2,207</td>
<td>2,368</td>
<td>2,493</td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td>6%</td>
<td>9%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>ADVISORS</th>
<th>APPOINTMENTS 2012-2013</th>
<th>APPOINTMENTS 2013-14</th>
<th>APPOINTMENTS 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Runnion*</td>
<td>N/A</td>
<td>N/A</td>
<td>463</td>
</tr>
<tr>
<td>Kira Jones</td>
<td>813</td>
<td>774</td>
<td>847</td>
</tr>
<tr>
<td>Lena May-Fraser</td>
<td>768</td>
<td>790</td>
<td>897</td>
</tr>
<tr>
<td>Rachel Osterman*</td>
<td>N/A</td>
<td>528</td>
<td>73</td>
</tr>
<tr>
<td>Other UC Advisors</td>
<td>302</td>
<td>276</td>
<td>250</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,185</td>
<td>2,368</td>
<td>2,530</td>
</tr>
</tbody>
</table>

*Rachel Osterman left in August 2014 and Brett Runnion started in October 2014.
Table 3 - Total Students Advised by FA/UC Bridge Advisors

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>FA/UC Bridge</td>
<td>1,556</td>
<td>1,905</td>
<td>2,119</td>
<td>2,280</td>
</tr>
<tr>
<td>Advisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% INCREASE SINCE 2011-2012</td>
<td>22%</td>
<td>36%</td>
<td>46%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/UC Bridge</td>
<td>90</td>
<td>24</td>
<td>27</td>
<td>37</td>
</tr>
<tr>
<td>Advisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- % INCREASE SINCE 2011-2012</td>
<td>-73%</td>
<td>-70%</td>
<td>-58%</td>
<td></td>
</tr>
</tbody>
</table>

Provided specific advising activities for the individual units in the College of Fine Arts:
- All General Education and departmental advising for the Departments of Ballet, Film & Media Arts, Modern Dance, and Theatre
  - Freshman Mandatory Advising, Second Year Advising, Graduation Application, Additional Major/Minor Advising
- General education and auxiliary departmental advising for the School of Music
  - Freshman Mandatory Advising, Additional Major/Minor Advising, Backup Major Advising
- Auxiliary departmental advising for the Department of Art & Art History

Table 5 - Fine Arts Student Appointments for Fine Arts/UC Bridge Advisors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Art History – BFA or BA</td>
<td>60</td>
<td>62</td>
<td>42</td>
</tr>
<tr>
<td>Ballet – BFA</td>
<td>265</td>
<td>299</td>
<td>362</td>
</tr>
<tr>
<td>Film &amp; Media Arts – BA</td>
<td>1146</td>
<td>1271</td>
<td>1187</td>
</tr>
<tr>
<td>Modern Dance – BFA</td>
<td>231</td>
<td>195</td>
<td>206</td>
</tr>
<tr>
<td>Music – BMus or BA</td>
<td>47</td>
<td>39</td>
<td>31</td>
</tr>
<tr>
<td>Theatre – BFA or BA</td>
<td>50</td>
<td>91</td>
<td>330</td>
</tr>
<tr>
<td>Fine Arts Minor – any</td>
<td>12</td>
<td>32</td>
<td>53</td>
</tr>
<tr>
<td>Fine Arts - undecided</td>
<td>66</td>
<td>103</td>
<td>33</td>
</tr>
<tr>
<td>Total FA Student Appointments</td>
<td>1877</td>
<td>2092</td>
<td>2244</td>
</tr>
</tbody>
</table>
**Significant Milestone or Program Utilization**

- Tables 1, 2 and 3 demonstrate a continued increase of Fine Arts student appointments across the UC/CFA Bridge.
- On Table 3, this data demonstrates a 7.6% increase in academic advising appointments from 2013-2014 to 2014-2015. The College of Fine Arts experienced a 2.7% decrease in enrolled undergraduate majors between 2013-14 and 2014-2015. From this, we learn that despite the decline in undergraduate students, the numbers of Fine Arts majors meeting with Bridge academic advisors continues to increase.
- On Table 5, this data demonstrates that students whose departments participate in the Bridge receive advising on a regular and consistent basis. For example, the number of advising appointments in Ballet, Modern Dance, Film & Media Arts, and Theatre show that academic advising is available for each student to meet with an advisor Fall & Spring.
  - In 2014-2015, there were 118 Ballet majors and 362 academic advising appointments; there were 115 Modern Dance majors and 206 academic advising appointments; there were 490 Film & Media Arts majors and 1187 academic advising appointments. (Major numbers supplied by OBIA Enrolled by Major Headcount.)
  - In 2014-2015, there were 225 Theatre majors and 330 academic advising appointments. The increase of Theatre students advised was a result of a strategic plan to provide a seamless transition for students when the Department of Theatre advisor will retire. With the announcement of this retirement, the Bridge advisors began to meet regularly with that advisor to learn about the relevant advising information and assumed responsibilities for meeting with first-year Theatre students.

**Goals for 2015-16**

- Bring Art & Art History onto the CFA academic advising structure
- Strengthen the student data available to assist with data-driven decisions; regularly analyze academic advising and student services data (satisfaction surveys and quantitative data); and fully implement the CFA graduation survey
- Continue to strengthen student leadership opportunities with the creation of a CFA Student Ambassadors program

*Photo: Lena May-Fraser, Brett Runnion, Kira Jones*
**Highlights for College of Science based on 2014-15 Goals**

Provided by Angie Gardiner and Tamara Young, Bridge Advisors, and
Peter Trapa and Carleton DeTar, Department Chairs, Mathematics and Physics and Astronomy

**Goal 1:** Explore coordinated advising (building on the bridge advising model) within the College of Science. The Mathematics advisor, Angie Gardiner served on the Crocker Science Center Design Committee as a representative for advising in the College of Science. An “Advising Hive” will be part of the Crocker Science Center, with the current plan being for each department to have a presence in the Crocker Science Center while maintaining an office within each department. This will help advisors be accessible to students, both those who are exploring majors within the College of Science as well as those who are already declared in a major, while maintaining close ties between advisors and their departments, in particular with the department chairs and faculty and with the department undergraduate committees. This has the potential to lead to significant progress on both retention and time-to-graduation issues in the College.

**Goal 2:** Work with Career Services to better serve College of Science students and to increase awareness of career opportunities for those graduating with science degrees. The Physics and Astronomy advisor, Tamara Young, met with representatives from Career Services in fall and spring semesters. Career Services presented at the Physics and Astronomy Undergraduate Seminar in the fall. Career Services also brought events to the College of Science in the Spring 2015 semester: Science Employer Panel (February 3 in the ASB), Resume & Interviewing with ARUP representatives (April 8 in the ASB), Salary Negotiation workshop (April 15 in the JTB), Chemistry Alumni Panel (April 22 in the TBBC).

**Goal 3:** Outreach to prospective students. The Mathematics and Physics and Astronomy advisors visited Salt Lake Community College fall and spring semesters to provide information to prospective transfer students. They presented in appropriate classes, met with prospective students individually, and met with faculty and advisors from the Math and Physics departments at SLCC. They also tabled at the Science, Mathematics and Engineering Symposium held at SLCC during the spring semester.

**Goal 4:** Update Physics and Astronomy curricular requirements to smooth the degree path for current students. Tamara Young evaluated and updated the requirements for the Physics teaching degree to align with recommendations from the Presidential Task Force to Improve K-12 Teacher Preparation, such that the requirements are both more rigorous and more flexible. These changes were approved by the faculty and implemented for the 2015-2016 catalog year. She also worked with the Physics and Astronomy Curriculum Committee to establish degree requirements for an Astronomy and Astrophysics Emphasis. This emphasis was approved unanimously by the faculty in the Department of Physics and Astronomy, and has received approval from the College of Science Curriculum Committee. Physics and Astronomy expects to implement the program in the Spring of 2016.
## Data for 2014-15

### Table 1 – Student Appointments in Mathematics/Physics and Astronomy

<table>
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<tr>
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<tbody>
<tr>
<td>Angie Gardiner</td>
<td>738</td>
<td>802</td>
<td>784</td>
</tr>
<tr>
<td>Tamara Young</td>
<td>---</td>
<td>163</td>
<td>557</td>
</tr>
</tbody>
</table>

*Numbers for Math are for mid-September through June 30, 2013, and are not entirely accurate. For instance, email quick helps were only recorded starting sometime in May. But this table gives a general idea of the number of students seen/helped by the Mathematics Advisor in 2012-2013.**Numbers for Physics and Astronomy are for mid-February through June 30, 2014.

### Table 2 – Quick Helps in Mathematics/Physics and Astronomy

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<tr>
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<td>4,969</td>
<td>3,800</td>
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<td>Tamara Young</td>
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<td>164</td>
<td>1,319</td>
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</table>

*Numbers for Math are for mid-September through June 30, 2013, and are not entirely accurate. For instance, email quick helps were only recorded starting sometime in May. But this table gives a general idea of the number of students receiving quick helps in Mathematics in 2012-2013.**Numbers for Physics and Astronomy are for mid-February through June 30, 2014.

### Significant Milestones or Program Utilization

- Toward the end of the 2014-2015 academic year, a new bridge advisor was hired for the Department of Chemistry. This will provide more of a “one stop shopping” advising experience for students in the Chemistry department, as bridge advisors are well trained on general education requirements and university policies as well as in department requirements and opportunities.

- Tamara Young and Angie Gardiner presented “What Every Advisor Needs to Know About Advising Potential STEM Students” at the annual UAAC conference.
Goals for 2015-16

✦ Continue efforts to better coordinate advising within the College of Science. We would like advisors to feel connected to the College of Science as well as to their departments. This will become increasingly important as the Crocker Science Center Advising Hive becomes a reality.

✦ Work with departments to remove scheduling obstacles, smoothing the path to a timely graduation for students.

✦ Explore, review, and implement prerequisite enforcement, with the goal of helping students be prepared to succeed in their science courses.

✦ Continue working with Career Services to improve opportunities for students on both college and department levels.

Photo: Angie Gardiner, Tamara Young
Addendum #1: Bridge Advising Information Sheet

Bridge Academic Advisor Model
Information Sheet (May 15, 2014)

What is a Bridge Academic Advisor?

A bridge advisor is a partnership between a department and/or college with University College. The goal is to create a person who can address academic policy and process on multiple levels of the University of Utah for a student to create and complete their degree. The focus emphasizes a relational model that offers connections across the institution to create a seamless undergraduate experience.

What is the goal of Bridge Academic Advising?

The goal is to provide a comprehensive and seamless advising experience, which positively impacts undergraduate students and institutional completion rates.

Why the Connection to University College?

University College creates an environment for academic advisors to network. Through this network, advisors receive continual training, updates, and a space to discuss academic policy, student situations, and best practices. University College expects a Bridge Advisor to participate in the following:

- Attend the weekly UC staff meeting (1 hour)
- Attend the weekly in-service (1 hour)
- Support Quick Answer Advising weekly (1 hour)
- Attend the monthly University Academic Advising Committee meeting (1.5 hr.)

These experiences review information, provide updates, and offer a space to use information on academic policy.

In addition, the college should develop a robust development program as advisors are hired for continued development and understanding of the college & campus.

How is a Bridge Academic Advisor Funded?

Currently this model focuses on a financial collaboration among a Department, College, and University. Funds are administered through University College as the home department for the bridge advisor positions.

The college or department will provide space, technology tools, and training specific to college. University College focuses on hiring, initial training, appointment scheduling tools, and appointment data collection. Ongoing training and external professional development are collaborative among all partners. Advising staff is supported in joining the National Academic Advising Assn. (NACADA).
What are other benefits of the University College affiliation?

In addition to training and policy resources, University College offers the following for Bridge Advisors:

- Appointment Manager – allows students access to schedule an appointment with an advisor 24/7
- Appointment Data – monthly reports are generated to understand how many students are being seen by your advisor
- Entry training for new advisors – campus-wide policies, advising techniques & strategies, Peoplesoft, & DARS

What About Training Beyond Institutional Level to create Understanding of College & Departments?

This is another integral element of the Bridge Advisor positions.

1. It is important to consider who leads advising at the college level in the Bridge Model.
2. It is important that a systematic process exists in the college to make sure that advisors understand the policies, procedures, and/or curriculum of the college, departments and programs.
3. There are multiple college models at the U of U to explore as one considers facilitating this component of Bridge Advising

This key component creates a community for advisors in the college and supports continual training.

Where to Begin?

A dialogue among college partners and university partners that establishes where the college is at in relationship to academic advising is important. It should address:

- Current model used for academic advising
- Model for leadership of advising at college level
- Hiring and retention of academic advisors
- Training and development of academic advisors
- Impact on undergraduate students
- Opportunities for the future.

Further Resources?

Current participants in this model:

- College of Fine Arts – Dean Raymond Tynna-Jones and Asst. Dean Liz Leckie (liz.leckie@utah.edu)
- Mathematics Department – Peter Trapa, Dept. Chair
- Physics and Astronomy Department – Carleton DeTar, Dept. Chair
- University College – A.V.P. Sharon Alken-Wisniewski (saiken@uc.utah.edu)

These are contacts that might offer their experiences with the Bridge Advisor Model.
University College staff participates in numerous committees and organizations, on and off campus in 2014-15. 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**
- National Association of Advisors in the Health Professions (NAAHP)
- National Academic Advising Association (NACADA)
- Western Association of Prelaw Advisors (WAPLA), President and Board of Directors
- Western Association of Prelaw Advisors (WAPLA), Newsletter Editor and Board of Directors
- Prelaw Advisors National Council (PLANC)
- Utah Advising Association (UAA)
- Alpha Sigma Lambda Honor Society, UU Chapter Councilor
- National Career Development Association (NCDA)
- Utah Career Development Association (UCDA)
- Autism Council of Utah

**Committees/Activities - Off Campus**
- AMES High School Scholastic Standards Outreach
- Asia Campus Scholastic Standards Outreach
- Utah STEM Fest Outreach
- SLCC SME Conference Outreach
- Western Association of Prelaw Advisors (WAPLA), 2015 Conference Co-Chair
- Western Association of Prelaw Advisors (WAPLA), 2015 Conference Committee
- Law School Admissions Council Recruitment Calendar Group
- Law School Admissions Council Recruitment Group, Prelaw Document Review Committee
- USHE Adult College Completion Group

**Committees/Activities - On Campus (excludes committees within UC)**
- Credits and Admissions Committee (*ex officio*)
- Orientation Task Force
- General Education Curriculum Committee (*ex officio*)
- UACC Advisor Awards Committee
- UAAC Advising Conference Planning Committee
- UAAC Assessment Committee
- Chemistry Advisor Search Committee
- Biology Advisor Search Committee
- Humanities Advisor Search Committee
Student Affairs Appeals Committee
UAAC Advisor Position Committee
Women’s Education Specialist Search Committee
Military Transfer Credit Evaluation Committee
Student Success Advocates Search Committee
Associate Dean of University College Search Committee
Mandatory Advising Program Committee
UAAC Appreciative Advising Committee
Admissions Outreach Coordinator Search Committee
Office of Equity and Diversity Transfer Advisor Search Committee
Transfer Process Working Group
Block U Advising Liaison
Access U Planning Committee
State Articulation Committee
Comprehensive Retention and Completion Task Force
UU School of Dentistry, Admissions Committee, Ex-officio member/consultant
Returning to the U Scholarship Committee
Women’s Resource Center, Scholarship Orientation and Donor Reception
Advising at U of U off campus sites
U Start Program advising
Undergraduate Bulletin Editing
Coordination of advisor workshops on international student advising
U of U News Break video piece on nontraditional students at the U
U Online Student Support Services Committee

**Presentations - Off Campus**
Program and Event Planning for Academic Advisors, UAA 2015
Advising Students on Academic Probation: Sharing Sizzling Successes and Strategies, UAA 2015
“Hey Mom – What Classes am I Taking?: How to Maximize Parent and Guest Involvement in Advising”, NACADA Regional Conference, Boulder, CO
“Vocational Degree, Bachelors Degree or Both?” – Utah Career Development Conference, Salt Lake City, UT. 2015.
Math and Physics Presentation, American Fork High School Career Day
“Creating and Heating Up Your Advising Statement” – Utah Advising Association (UAA) 2015, St. George, UT.

**Presentations – On Campus**
Parent Orientations
LEAP Class Presentations
UAAC Advisor Conference presentations
UC 1050 College of Science Presentation
UAAC Roundtable: Scholastic Standards
PPA Presentation to High School Counselors at the U of U College of Nursing
Premed Panel during Latino Medical Student Association Conference
PPA Pre Health Presentations during orientations
Prelaw presentations at orientations
Presentations on advising and grad requirements at international student orientations
Premed Info Sessions
MBTI for Student Success Advocates
Advising Basics
Transfer Tuesday
ACCESS Women in Science Advisor Presentation
Red White and U Day, major exploration, prehealth and prelaw presentations
Advising Technology Training

Conferences Attendance/Professional Development/Off-campus
UAA 2015, St. George Utah
NACADA Region 10 2015 Conference Boulder CO
WAAHP 2015, San Diego CA
Utah Career Development Association, Salt Lake City, UT
UWHEN Conference, St. George Utah
PLANC Meetings 2014-15, Philadelphia and New Orleans
CollegeSource Basic Encoding Training, Cincinnati, OH
Excel Level 1 Class
Photoshop Level 1 Class

Courses Facilitated by University College Staff at U of U
UC 1020 – Intro to Premed
UC 1030 – Intro to Predental
UC 1050 – Major Exploration

Conferences Attendance/Professional Development/On-campus
COSA Conference
UAAC Conference
Latino Medical Student Association Conference
Premed Conference
Registrar’s Summit
College of Law Application and Financial Aid Workshops
MUSE event – Sonia Sotomayer
UAAC special event: Terrell Strayhorn, Sense of Belonging

Publications
NACADA Clearinghouse article, *Vocational Degree to Bachelors: A Program to Improve Access to 4-Year Degrees for All Community College Students*
President’s Page, WAPLA Newsletter

Nomination, Awards, Scholarship, and Certifications Received in 2014-15
UAAC Outstanding New Advisor Award nominations
NACADA Advising Award Winner
**Other Activities of Note**
U Futures Scholarship Advisor
Admissions/Welcome Center Director Search Committee

**Staff Completing Degrees**
Julia Vincent, MS Information Systems

**Staff Pursuing Degrees**
Leslie Park, Ph.D Political Science
Tammy Mabey, Bachelor’s Degree – Psychology and Communication (Double Major)

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*Photo:*
Marilyn Hoffman,
Dr. Terrell Strayhorn,
Jency Brown
**Photo left:**
Amy Urbanek, Tammy Nguyen, Jency Brown, John Nilsson, Steve Hadley

**Photo right:**
Shelley Nicholson, Jason Atherton, Julia Vincent, Marilyn Hoffman

**Photo left:**
Members of UC staff at the Spring 2015 retreat
## Appendix A: University College Staff

**Staff list as of June 30, 2015**

### UNIVERSITY COLLEGE ADVISING

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Aiken-Wisniewski</td>
<td>Associate Dean</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Jency Brown</td>
<td>Interim Associate Dean (after 6/30/15)</td>
<td>581-8526</td>
<td>Library/SSB</td>
</tr>
<tr>
<td>John Nilsson</td>
<td>Assistant Dean</td>
<td>581-5744</td>
<td>SSB</td>
</tr>
<tr>
<td>Martina Stewart</td>
<td>Associate Director</td>
<td>585-3238</td>
<td>Library</td>
</tr>
<tr>
<td>Terese Pratt</td>
<td>Assistant Director; Academic Advising Coordinator</td>
<td>581-8588</td>
<td>SSB</td>
</tr>
<tr>
<td>Marilyn Hoffman</td>
<td>Assistant Director</td>
<td>581-3842</td>
<td>SSB</td>
</tr>
<tr>
<td>Sarah Rollo</td>
<td>Academic Advising Coordinator</td>
<td>581-4923</td>
<td>SSB</td>
</tr>
<tr>
<td>Amy Urbanek</td>
<td>Academic Advising Coordinator</td>
<td>581-8380</td>
<td>OSH</td>
</tr>
<tr>
<td>Heather Crum</td>
<td>Academic Advisor</td>
<td>581-7502</td>
<td>SSB</td>
</tr>
<tr>
<td>Mayumi Kasai</td>
<td>Academic Advising Coordinator</td>
<td>581-5744</td>
<td>Bldg 44</td>
</tr>
<tr>
<td>Jennifer Wozab</td>
<td>Academic Advisor</td>
<td>581-8447</td>
<td>Library</td>
</tr>
<tr>
<td>Kelsey Nicholson</td>
<td>Academic Advising Coordinator</td>
<td>587-5895</td>
<td>SSB</td>
</tr>
<tr>
<td>Shelley Nicholson</td>
<td>Academic Advising Coordinator</td>
<td>581-4923</td>
<td>Bldg 44</td>
</tr>
<tr>
<td>Julia Vincent</td>
<td>Academic Advisor</td>
<td>581-4929</td>
<td>SSB</td>
</tr>
<tr>
<td>Jason Atherton</td>
<td>Academic Advising Coordinator</td>
<td>581-8429</td>
<td>SSB</td>
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<tr>
<td>Sean Crouch</td>
<td>Academic Advisor</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Leslie Park</td>
<td>Academic Advising Coordinator</td>
<td>581-8146</td>
<td>SSB</td>
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### COLLEGE ADVISING – JOINT APPOINTMENT

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<th>Name</th>
<th>Title</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Lena May-Fraser</td>
<td>Fine Arts Academic Advisor</td>
<td>585-6974</td>
<td>PAB</td>
</tr>
<tr>
<td>Kira Jones</td>
<td>Fine Arts Academic Advisor</td>
<td>585-1042</td>
<td>MCD</td>
</tr>
<tr>
<td>Brett Runnion</td>
<td>Fine Arts Academic Advisor</td>
<td>585-6126</td>
<td>ART</td>
</tr>
<tr>
<td>Angie Gardiner</td>
<td>Mathematics Academic Advisor</td>
<td>581-6837</td>
<td>LCB</td>
</tr>
<tr>
<td>Tamara Young</td>
<td>Physics Academic Advisor</td>
<td>581-7910</td>
<td>JFB</td>
</tr>
<tr>
<td>Copeland Johnston</td>
<td>Humanities Academic Advisor</td>
<td>581-7754</td>
<td>LNCO</td>
</tr>
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</table>

### ADVISOR SUPPORT & DEVELOPMENT

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>Steve Hadley</td>
<td>Academic Advising Coordinator</td>
<td>581-8335</td>
<td>SSB</td>
</tr>
<tr>
<td>Richelle Warr</td>
<td>Assistant Director</td>
<td>585-7490</td>
<td>SSB</td>
</tr>
<tr>
<td>Tammy Nguyen</td>
<td>Advising Coordinator</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
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### STUDENT PEER ADVISORS

<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Office</th>
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</thead>
<tbody>
<tr>
<td>Anna Chuaqui, Colby Makahilahila, Riley Greenwood, Cari Thorne, Emerson Pratt</td>
<td>Student Peer Advisors</td>
<td>581-8146</td>
<td>Bldg 44 &amp; Library</td>
</tr>
</tbody>
</table>

### SUPPORT STAFF

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<tbody>
<tr>
<td>David Eisen</td>
<td>Administrative Assistant</td>
<td>581-7827</td>
<td>SSB</td>
</tr>
<tr>
<td>Joy Bennett-Scott</td>
<td>Reception Area</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Ginger Hauschild</td>
<td>Reception Area</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Josh Henricksen</td>
<td>Reception Student Assistant</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Sheryl McCallister</td>
<td>Executive Secretary, Pre-professional Advising</td>
<td>581-5744</td>
<td>Bldg 44</td>
</tr>
<tr>
<td>Nik Sartain</td>
<td>Computer Technician</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Grant Smith</td>
<td>Student IT Assistant</td>
<td>581-8146</td>
<td>SSB</td>
</tr>
<tr>
<td>Tammy Mabey</td>
<td>Administrative Assistant</td>
<td>585-5348</td>
<td>SSB</td>
</tr>
</tbody>
</table>
Appendix C:
University College Expectations and Guidelines for Weekly Schedules

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

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

Academic Advising – contact with students & related activities

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

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

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

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

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

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

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

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

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