



Dear Colleagues,

Greetings from the Undergraduate Advising Services staff in the David Eccles School of Business. In this inaugural issue of the *Undergraduate Advising Services Annual Report*, you will find a wealth of information highlighting the many student-focused activities and initiatives our staff has coordinated this year to enhance the educational experience of our students.

As academic advisors and student services professionals, our primary objective is motivated by our collective desire to establish and maintain a student-centered division designed to support our undergraduates “in approaching their education in an organized and meaningful way in order to achieve individualized academic, career, and personal goals” (*Academic Advising in the David Eccles School of Business*, 2012, p.3). As you will find in the pages of this report, our outreach to students extends beyond the traditional, individualized in-house advising session. We encounter students in multiple settings and provide assistance and guidance to our undergraduates as they encounter a variety of issues, options, and possibilities.

I extend a warm thank you to the dedicated professionals in Undergraduate Advising Services who worked tirelessly compiling and organizing the information in this report. Special recognition and congratulations to Anna Adams, who envisioned this project, directed our efforts in bringing the concept to fruition, skillfully crafted the pages, and composed much of the content.

Thank you for reading our first report. I hope you enjoy learning more about the successful ways we have served our students in the 2012-2013 academic year.

Sincerely,

**Cole Holmes**, UAS Director (Outgoing)  
2012-2013

**Jessica Taverna**  
UAS Director  
(Incoming)2013-2014



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## BY THE NUMBERS

8

Full time advisors

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6

Peer advisors

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480

Students in each  
advisor's caseload

\*caseload size varies slightly for each advisor  
\*excludes peer advising numbers

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310

Students seen per week

\*for individual meetings; excludes Quick Answer and phone calls

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5270

Students seen per semester

\*for individual meetings

## Mission Statement

The David Eccles School of Business Undergraduate Advising Services supports students in realizing their academic, career, and personal potential. Advisors partner with students to foster a deeper understanding of their academic program and connect students with experiential opportunities to meet their goals and needs. Advisors promote an environment of respect, professionalism and collaboration, and value each student as an individual.

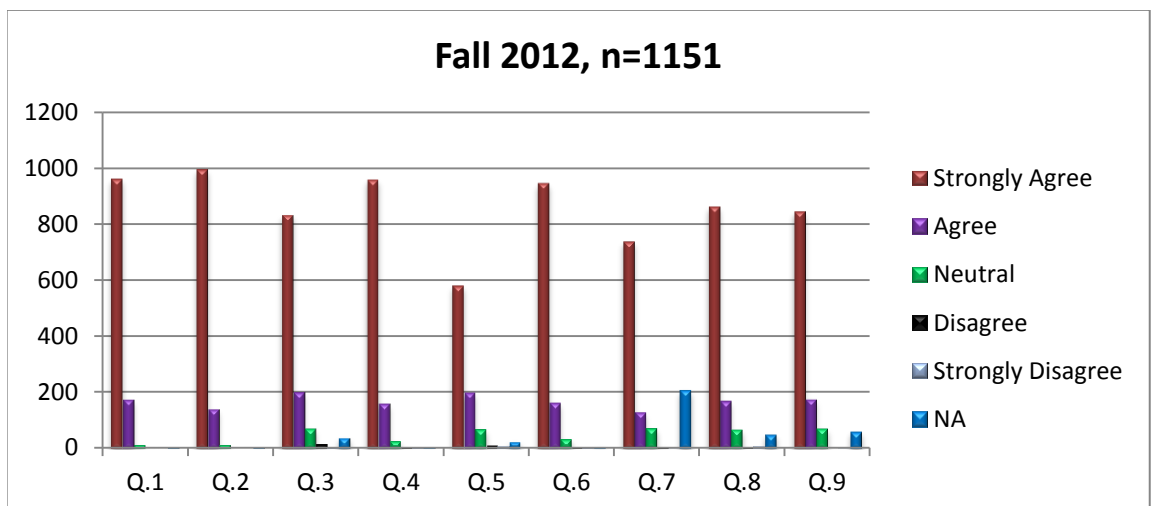
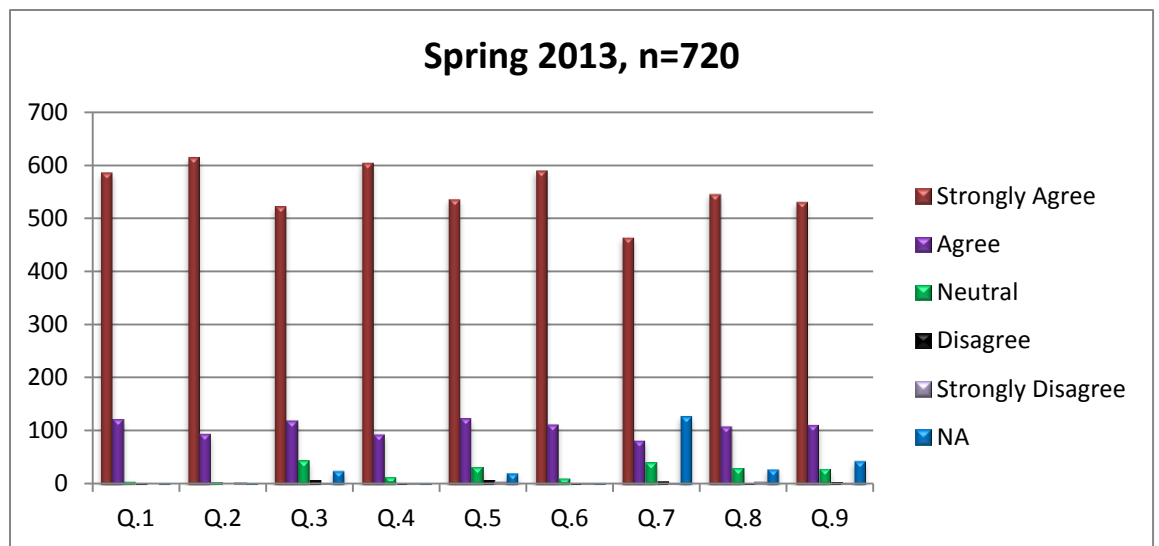
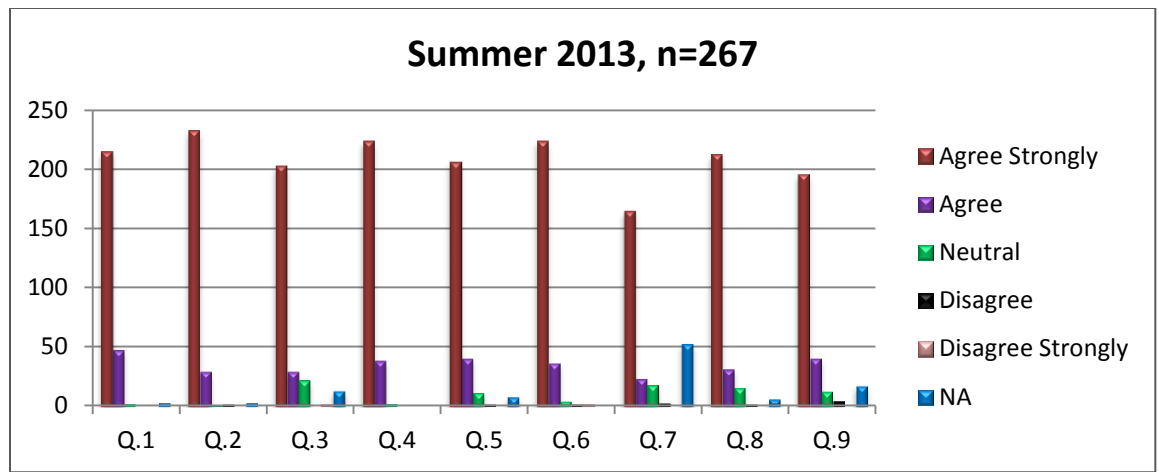
### About Undergraduate Advising Services

The office provides students with the guidance they need to make informed decisions pertaining to their academic tenure at the University of Utah. The office is staffed by an advising director, seven full time academic advising coordinators, one student involvement program manager, six peer advisors, and one academic support specialist.

As each student enters the Business School as a pre business student, he or she is assigned to a specific advisor. Assignment in this manner allows for the student-advisor relationship to develop and encourages a seamless, individualized academic advising experience for students.

## ASSESSMENT

Throughout the past year students have been asked to complete a brief survey following their advising appointments. Survey data is collected in both quantitative and qualitative formats. Through the collection of this information advisors received direct feedback regarding their advising appointments; method and approach are easily adapted based on the student information provided. Gathering data in this way also ensures that advisors are attuned to the needs of various populations and can make adjustments as needed.



## ASSESSMENT SURVEY QUESTIONS

- 1 – is knowledgeable about degree options and university policies and procedures
- 2- gives me accurate information about degree requirements
- 3- helps me connect with campus resources, programs, and services
- 4- listens well and is someone with whom I can talk openly
- 5- is available and maintains convenient office hours
- 6- utilizes our advising time efficiently. Does not rush through my appointment
- 7- responds within two working days to my email and phone messages
- 8- considers my personal needs, abilities, talents, and interests when advising me about courses or programs of study
- 9- teaches me/encourages me to accept responsibility for my academic decisions
- 10- Overall, how would you rate the quality of academic advising you have received from your advisor
- 11- Mark the box that best represents the quality of your relationship with your advisor
- 12- Comments:

**“Connected me with resources I didn’t know were available; very encouraging.”**

~Fall 2012

**“I had never met her before and before I knew it, I was talking about my family and having good conversation. She was extremely knowledgeable and encouraged me to continue my education and who I should contact if I choose to do so.”**

~Fall 2012

**“I am very impressed with the emails I get from her. She is clearly following my course work and is there to offer counsel and congratulations when needed.”**

~Spring 2013

**“Thank you! Made my experience great. Very helpful and precise with instructing me what to do.”**

~Summer 2013

**“It was a very valuable experience to meet, she is helpful and explains the options I have.”**

~Spring 2013



## David Eccles School of Business Admissions

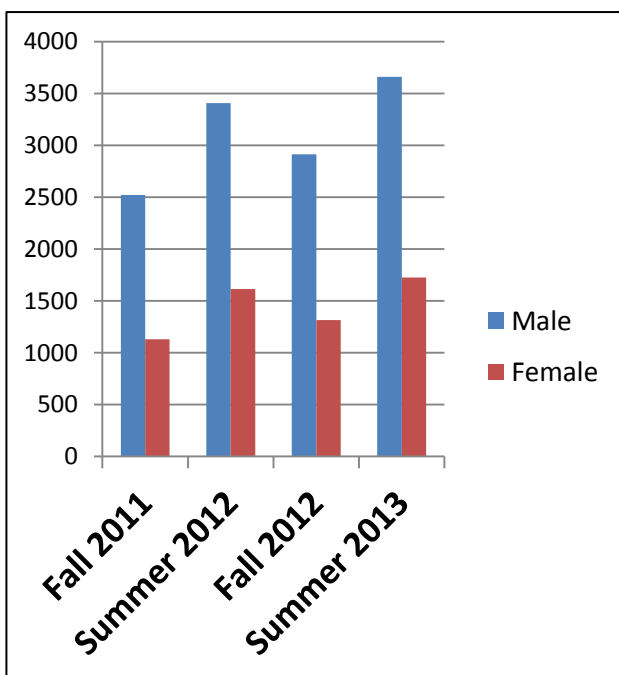
The admission decision process for upper division status in the Business School is executed by full time advisors and the Undergraduate Admissions Committee.

**PAC 12 Proud!**

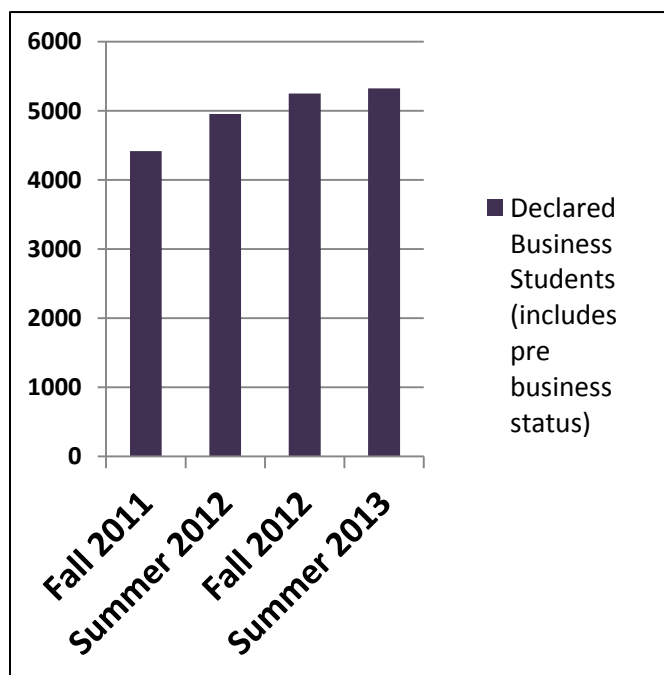


### DECLARED BUSINESS STUDENTS

COMPARISON BY SEX



COMPARISON BY SEMESTER



# STUDENT POPULATIONS BY SEMESTER

	SUMMER 2013	SPRING 2013	FALL 2012
<i>Majors</i>			
Accounting	420	414	415
Business Administration	964	828	804
Entrepreneurship	26	23	21
Finance	158	166	164
Information Systems	142	164	159
Management	80	83	82
Marketing	141	143	100
Operations Management	84	91	56
Pre Business	3386	2883	3514
<b>Totals:</b>	5401 <sup>2</sup>	4795 <sup>2</sup>	5315 <sup>2</sup>
<i>Minors (fall 2012present)</i>			
Business	89	---	---
Entrepreneurship	22	---	---
<b>Totals:</b>	111	---	---
<i>Special Populations<sup>1</sup></i>			
International students	1029	887	992
Student Athletes	33	35	38 (numbers do not include pre business students)
Honors	<i>n/a</i>	296	300
Business Scholars	<i>n/a</i>	56	64
Opportunity Scholars	<i>n/a</i>	53	54

Sources: PeopleSoft, Insight, OBIA (Office of Budget and Institutional Analysis)

1- These totals have already been included in the declared majors section.

2- These totals include all declared students. Data retrieved from OBIA differs slightly such that only enrolled students are reported. According to the OBIA, the total number of business students is 3,651, for the fall 2012 semester solely. OBIA data for spring 2013 and summer 2013 semesters is currently unavailable.

# TRANSFER STUDENT DATA

&

# BUSINESS STUDENT STATISTICS BY ETHNICITY

Transfer Institution	Number of Students (from fall 2012 census)	Top Major pursued*
SLCC	689	Management
LDSBC	100	Accounting
UVU	95	Management
USU	60	Marketing
WSU	56	Management

\*Numbers based on percentage of students due to the variation in major size  
 ^Operations Management calculations not included due to the OBIA reporting  
 ^Number of students report from OBIA only includes the fall 2012 census data

Ethnicity	Summer 2013 (n=5307)	Fall 2012 (n=4144)	Summer 2012 (n=4940)	Fall 2011 (n=3550)
American Indian/Alaska Native	48	38	46	31
Asian	467	338	394	304
Asian/Pacific Islander	5	6	10	6
Asian-Chinese	10	9	11	8
Asian-Korean	4	3	3	0
Asian-Other	4	3	3	4
Asian-Tongan	1	1	2	2
Asian- Vietnamese	1	1	2	4
Black	2	1	4	4
Black/African American	75	61	72	45
Hispanic	3	2	2	2
Hispanic/Latino	433	294	362	221
Hispanic/Central American	1	1	1	2
Hispanic/Mexican/Chicano	2	4	5	4
Hispanic-Other	1	2	3 1(Puerto Rican)	3 1 (Spanish) 1 (Puerto Rican)
Hispanic- South American	1	3	3	6
Native American-Navajo	1	0	0	0
Native Hawaiian/Other Pacific Islander	51	36	39	33
Not specified	712	527	683	326
Other	6	22	22	13
White	3468	2779	3257	2514
Unknown	11	14	15	18

Once a student is admitted to upper division status, he or she is placed into

the Business Administration major. Students wishing to change their major to one of the seven other options must first meet the prerequisites for the major of choice and then submit an application for that major.

A process that has greatly influenced the way in which a business student can register for courses is the University-facilitated prerequisite checking process. Academic departments are given the choice to participate in prerequisite checking. The School of Accounting was the first academic department in the Business School to adopt this process which started in the summer 2012 semester. The remaining Business departments began this process for all courses in the spring 2013 semester.

As a result of this process, advisors monitor and distribute permission codes for their student caseloads; they are able to ensure that students are qualified for courses they register for and thus, encourage academic success through a timely and appropriate progression through the business courses.



**Business Student Welcome Day**

*September 2012*

The total number of upper division applications submitted was 1,144; data was compiled August 20, 2012-July 31, 2013.

### **UPPER DIVISION ADMITTANCE**

Applicants who do not meet the automatic admittance guidelines for upper division status have their applications reviewed by the gray area committee; the committee reviewed 211 applications throughout the year. On average, 19 applications were reviewed per month. It is notable that students are eligible to apply multiple times for upper division status and these numbers do not necessarily account for duplicate applications.

# PROGRAMS WITH UNIQUE ADMITTANCE & ADVISING PROCESSES

## HONORS PROGRAM

Starting in fall 2012, students can pursue an Honors degree in all business majors except for Business Administration.

Changes to the honors curriculum include:

- Fall and spring section of FINAN 3041 offered
- MGT 3681 not offered due to sabbatical of professor



## HONORS PROGRAM

(completed during 2012-2013)

**FINANCE: 2**  
**INFORMATION SYSTEMS: 1**  
**BUSINESS ADMINISTRATION\*:1**

\*(from old curriculum)

**Business Honors Advisor:** Kari Dockendorff

<http://undergrad.business.utah.edu/page/honors-business-program>

## SCHOOL of ACCOUNTING

Academic Advising in the Business School changed slightly this past year when an advisor was hired to specifically advise declared Accounting majors. On occasion, pre accounting students, pre MACC students and other major students requesting Accounting courses meet with the advisor as well.

The School of Accounting is the sole major in the Business School who has a designated advisor for their students. This process affects the advising model such that a pre business student could potentially meet with two different advisors during their tenure in the business school. This differs from other students who are assigned an advisor as a pre business student and stay with that advisor until graduation from the university.

**Accounting Advisor:** Megan Ludlow

[www.business.utah.edu/soa](http://www.business.utah.edu/soa)



## INTERNATIONAL STUDENT EXPERIENCES

To maintain connection with the campus community, each advisor is assigned specific liaison areas. Advisors serve on campus-wide committees and meet regularly with other campus colleagues.



### Study Abroad:

Most business students who study abroad do so through a faculty led program in a different department at the university or through another program via the Center for Learning Abroad.



### Business Scholars:

Designed as a truly experiential and exploratory learning opportunity for high achieving students, the experience is unparalleled by any other offerings through the business school. Site visits are held each semester and include local, national and international companies.



### Global Pathways:

Each semester a new group of Global Pathways students enters the U. Due to the high interest in business majors, advisors lead an introductory presentation to this group three times per year. A total of 155 students were introduced to the business program.



### Exchange Students:

Business advising for exchange students was conducted during the International Center's Welcome Week which occurs the week prior to the start of each semester. Advising meetings were reformatted for spring and summer 2013 semesters to include academic advising held on one day instead of three days.

**LEAP** is designed to engage students in a smaller learning community. The experiential nature of this course makes it a truly unique opportunity for students. Each fall semester students in the business LEAP courses receive specialized advising information pertaining to the business school guidelines for admission into upper division; this class fulfills the freshman mandatory advising meeting requirement.

A total of 179 students were advised in the 3 Business LEAP sections during the fall and spring semesters.



## **RESIDENTIAL BUSINESS COMMUNITIES**

The 2012-2013 academic year marked the first year of the Donna Garff Marriott Honors Residential Scholars Community, which included the Honors Business floor. Eight upper classmen and eight freshmen business students lived on the floor. Events included socials and academic programs. In December, the students met with three of the honors faculty from the business school. In April a Career Services Counselor presented a program about how to use LinkedIn and market your personal brand.

This year marked the first time the First Security House was geared toward undergraduate students instead of international business graduate students. As a result, the house was comprised of business and non-business undergraduate students.

The Residential Assistants for the 2013-2014 academic year have been chosen and have exemplified strong leadership already. Both communities have completed filled with business students.

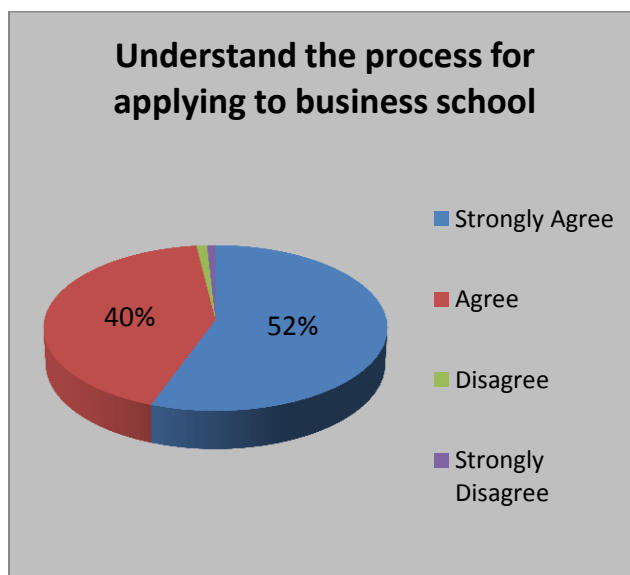


**MAP** (Mandatory Advising Program) has existed at the University for well over a decade and is a program in which the business school has always participated. In this program all of the following populations must meet with an advisor: first term freshman, second year students, and all students applying for graduation. The overarching goal is to ensure students an individualized academic advising experience.

An overwhelming majority of students reported they agreed or strongly agreed that the MAP meetings this year helped them reflect on their academic, career & personal goals.



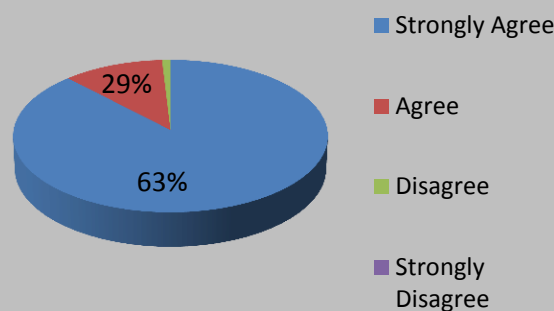
During MAP sessions students were informed of the specific guidelines being used to determine eligibility for entry to upper division status. This is a competitive process and as such, students should know this information as early as possible in the academic careers.



Most pre business students are seen by Business advisors either in an individual appointment, during a business scholars class meeting, or during a LEAP course meeting. In each of these settings students are assisted with course selection and the registration process.

They are taught how to generate a Degree Audit Report (DAR); this is an electronic copy of the degree requirements and is the official tool utilized by the Registrar and Graduation offices to award diplomas.

### Select courses for next semester & how to register



## MAJOR EXPLORATION FAIR



September 2012

Union Ballrooms

Held annually, the fair is a way for students to examine all major and minor options at the university. All business programs are represented typically by faculty and student club members. Total student traffic was approximately 1,352.



During the 2013 academic year the Business School plans to utilize eight separate tables to further individualize a student's Major Expo experience.

## Orientation: **FRESHMEN**

Orientation programs facilitate the transition and integration of students into the college learning environment and are the first point of contact for new and transfer students. Student success and retention has been linked to students getting connected on campus early as well as having positive experiences. Orientation provides a venue to share information about the competitive admission process to full major and upper division status in the School of Business.

During this orientation season there were three separate types of programs to meet the needs of varying student populations:

- 1) **Freshman (two days): NEW**
- 2) **Transfer (one day)**
- 3) **Combination (one day for freshman and transfer)**

**Total Advised= 1,577**

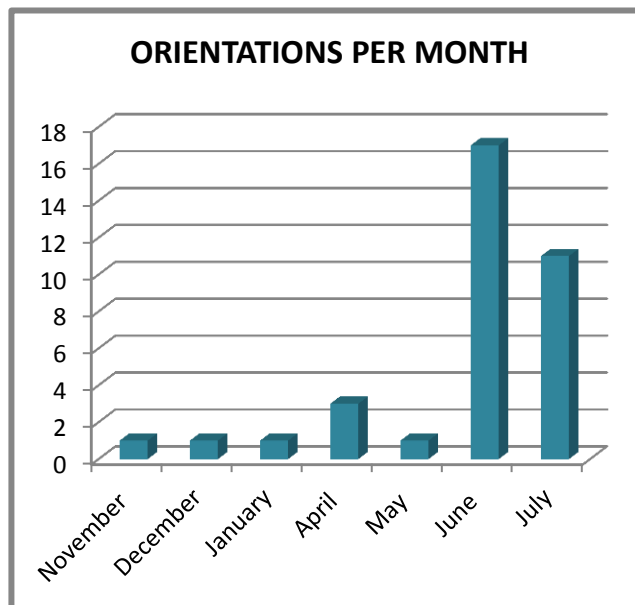
**Total Orientations= 35**

886\* = Freshmen, Day 1 (12 held)  
(guests & students)

320 = Freshmen, Day 2 (12 held)

277 = Transfer (7 held)

94 = Combo (4 held)



## Orientation: **TRANSFER**

Transfer Orientations provided a venue to help students transition to the University of Utah in a required one-day program.

Undergraduate Advising Services presented information about the majors available, business specific student organizations and opportunities, and explained the upper division admission process. Advisors were available to answer individual questions and assist students with registering for classes.

### PROGRAM GOALS FOR FRESHMEN AND TRANSFER ORIENTATION (2013-2014)

**Publicize** Business Minors during freshman day-one presentations to DESB students who are interested in other majors

**Assess** student needs and concerns to create a more robust orientation experience

**Discuss** registration goals for Swoop Camp participants with Orientation office

**Better inform** transfer students of the orientation requirement

**Encourage** transfer students to meet with an advisor prior to orientation

## Incoming Students: **TRANSFER**

Many students elect to start at SLCC for cost savings and the smaller campus environment. Through articulation agreements students are able to complete the entire pre-business curriculum at SLCC and many finish their Associate degree before transferring to the University of Utah, which also completes their general education requirements. Course sequencing guides have been jointly created with the business advisor at SLCC to aid in course selection at SLCC and show progression to the bachelor degree at the U. These guides are distributed by the SLCC and University of Utah business advisors; they are available on the business website at [undergrad.business.utah.edu/page/transfer-course-equivalency](http://undergrad.business.utah.edu/page/transfer-course-equivalency).

Advisors also did one site visit to both LDS Business College and Snow College where students can complete most of the pre-business courses. Many pre-business courses can be completed at other colleges and universities throughout Utah; this information is published on the business website and through the University of Utah Admissions office in the *Getting Ready guides* [admissions.utah.edu/apply/undergraduate/transfer/guides](http://admissions.utah.edu/apply/undergraduate/transfer/guides).

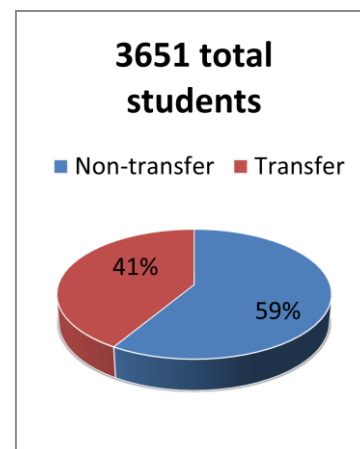
## Incoming Students: **PROSPECTIVE**

In an effort to better service our prospective student population we redesigned the role of the office Administrative Assistant to act as an Academic Program Support Specialist.

In this role, the Support Specialist is knowledgeable about resources on campus and is able to survey previous coursework to gauge how the student might fit into the school. Additionally, the Specialist meets with all students referred to the office from the university's high school recruitment office.

In addition to administrative and prospective student duties, the Support Specialist supports the Student Initiatives Program and its manager. Moving to a full time position, the specialist will conduct assessment of our prospective student population, assist in the production of materials for the prospective student, play an integral role in event management for the office, and support on- and off-campus recruiting events.

Over **40%** of business students transfer from another institution, with the majority coming from Salt Lake Community College.



*\*Numbers retrieved from OBIA for fall 2012 semester*

Business advisors from the U support prospective transfer students from SLCC by advising at the Redwood campus monthly. Many SLCC students start upper division courses their first semester at the U. During the 2012-2013 year advisors met with **190** students at SLCC.

## BRANDING and OUTREACH

As of June 2013, Marketing & Communications worked on rebranding the Undergraduate webpage and publications to greater reflect the core values of the School of Business. As advising is crucial to the undergraduate experience, Undergraduate Advising Services tasked team members to create more intuitive advising mediums for students, staff and faculty. With a focus on intentionally branding our office, we have made efforts such as creating a new logo and direct web address ([business.utah.edu/advising](http://business.utah.edu/advising)) to locate our website and resources. The changes below from April – July 2013 reflect qualitative and anecdotal assessment of students and staff.

### HIGHLIGHTS

#### Majors Page: Offering Greater Access

- Added major information, formerly unavailable online
- Created more intuitive process for finding major specific information and applying
- Reduced environmental impact by providing online resources

#### Call to Action: Creating an Intuitive Layout

- Determined most utilized pages and created higher visibility
- Created user-friendly experience by thematically organizing forms
- Created map feature to assist in locating new SFEBB building

#### New Resources: Providing Greater Access

- Added resource page that links to multiple important campus offices and tools
- Added GPA calculator to assist students in academic planning
- Created and added video tutorials to answering common questions to assist in reducing walk-in traffic

#### General Updates: Supplying Accurate Information

- Updated appropriate links throughout website
- Removed outdated information
- Reorganized and edited transfer student page to better reflect student needs

#### New Print Publications: Providing Necessary Documents

- Created Transfer Course Equivalency Guide to assist new transfer students at orientation
- Created Business Degree Roadmap to ensure a deeper understanding of DESB admission processes
- Updated Minor Degree Checklist

# Website: Google Analytics

(data from April 1, 2013 – June 15, 2013)

*Business.utah.edu/advising*



**12,906 total**  
**7,283 unique**  
Visits to website



**3:52 minutes**  
Average visit duration



**48.6%**  
Percentage of new visits



**29%**  
Bounce rate  
(leave without visiting  
other pages)



1. **Majors (5860)**
  2. **Upper Division Application (3018)**
  3. **Advising (1803)**
  4. **Forms (1556)**
  5. **Minors (1416)**
- Top 5 viewed pages

## Future Goals

In the interest of providing DESB students with the most updated, accurate, and accessible information, there will be a focus on continuing to improve our print and media content.

Our action items for the near future include:

**Adding** transfer course equivalency decisions to website (domestic & international institutions)

**Update** Upper Division Application to reduce confusion regarding admission requirements

**Continue** to develop video tutorials based on student needs

**Create** an electronic degree checklist to enhance proficiency and reduce environmental impact

**Redesign** fact sheets to provide students with major specific courses and opportunities

## EARLY OUTREACH

In fall 2012, UAS piloted an early academic intervention program for pre-business students. The goal of the intervention program is to proactively contact students who are academically at risk in the pre-business courses and provide them with support in preparation for a successful application to upper division. Through this intentional outreach, we hope to decrease the number of students who are denied admission to upper division by assisting them in improving their academic record or, where appropriate, making changes to their academic plans. The project is managed by two UAS advisors and another DESB staff member; however, all UAS advisors, as well as pre-business course faculty, are actively involved on a regular basis.

Project administration requires collecting academic record information on all pre-business students as well as mid-term grade reports from all pre-business courses. Once students have been identified as “at-risk,” they are contacted by their assigned advisor and encouraged to schedule an advising appointment. Topics of these intervention appointments include study habits, academic skills and preparedness, time management, non-academic obligations, and academic goals.

### PROJECT GOALS (2013-2014):

- 1) Develop a comprehensive data management system to track students
- 2) Build connections with resources across the DESB and campus in order to enhance student support
- 3) Assess program success by monitoring students' future performance

**Fall Population = 186 students**

**25% attended an advising appointment**

## PEER ADVISING

Consisting of six part-time trained student peer advisors, the program has rapidly produced high quality results for both students and staff since the inception in early 2012. Fielding in-person inquiries, answering the office phone and scheduling appointments for the advising staff, peer advisors filter each contact to ensure that the students' needs are being met in a timely manner. This filtering process ensures advisor appointments are meaningful and that advisors are available for appointments during peak advising periods.

The peer advisors are also trained to perform basic administrative support for advisors. They have the ability to run a degree audit, advise on remaining business coursework (based on the degree audit), change students to the pre-business major, and administer the add process for students needing permission codes to enter an undergraduate course.

Overall, the peer advising program has become an integral part of the success of the office; they graduate with an enriching experience as an employee of the David Eccles School of Business as well.

# STUDENT INVOLVEMENT

## First Annual Welcome Day:

over **600** students attended

Instituted and achieved accreditation status for clubs and all groups for the 2012-13 academic year.

## Created BLinc:

- ✚ Umbrella hybrid that places students in leadership positions
- ✚ creates community & branding
- ✚ provides assessment for our student involvement community

## Inaugural Clubs Recognition Banquet:

All Business clubs represented

Welcome Day, September 2012  
Emma Eccles Jones Plaza, SFEBB

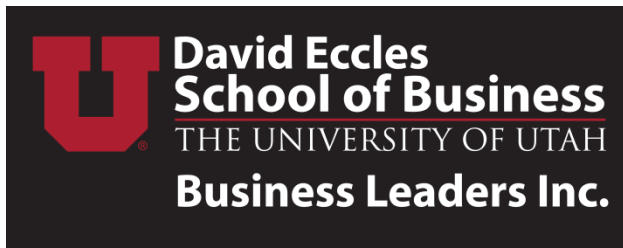


Clubs Recognition Banquet, April 2013  
Guests: Shauna Lake & Mark Koelbel, Channel 2 News



## BUSINESS CLUBS:

### Year in Review



#### **Finance:**

Increased membership by 25%

#### **International Business Club:**

First year of operation; created a sustainable opportunity for international students and students interested in international business

#### **Beta Alpha Psi**

Achieved superior status for 2<sup>nd</sup> year

#### **American Marketing Association:**

Attended the annual AMA conference in New Orleans and competed in a case competition. Orchestrated the annual Networking Night which brings in professionals from the community to socialize with students

#### **Operations Management:**

Increased membership by 20%

#### **Hispanic Business Student Association:**

Increased community service through the SOMOS Gala Scholarship awards night, Caner Awareness Week and by presenting and volunteering for the MECHA and Asian Student American high school conference

#### **Information Systems:**

Fall Orientation Dinner generated an increased membership by 50%



## SITE VISITS

### Local, Fall 2012

**SLC (Clearlink & Cicero)**

**Ogden (Amer Sports)**

**Huntsville (Snow Basin)**

\*Utah map retrieved from [this link](#).



### Regional, Fall 2012

**Seattle, WA**

**(Costco & Microsoft)**

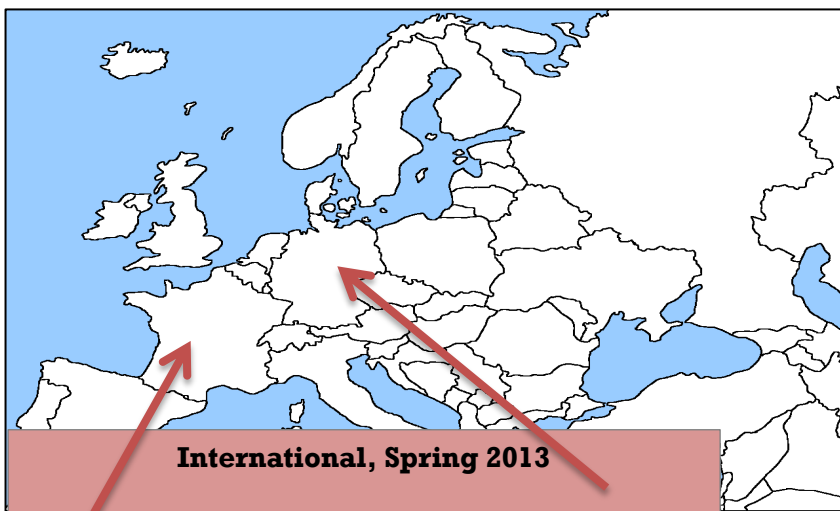
**Los Angeles, CA**

**(Deloitte & Capitol Records)**

**Scottsdale, AZ**

**(Colorado Rockies)**

\*United States map retrieved [here](#).



### International, Spring 2013

**Munich (Amer Sports & BMW Museum)**

**Paris (GrantThornton & Euro Zone)**

## BUSINESS SCHOLARS

In its second year, Business Scholars grew to 64 students, up from 43.

The spring semester saw enrollment in Business Scholars drop slightly to 56 due to religious service missions and two students pursuing pre-med programs.

The first study abroad trip was created for the group and included a six week trip to Paris; seven students were in attendance. Two business faculty members taught FINAN 4550 and MKTG 3011.

### LEADERSHIP TEAM:

**Buzz Welch**, Director

**Bryan Eldredge**, Program Manager

**Kari Dockendorff**, Academic Advising Coordinator

**Lauren Fisher**, Admissions Coordinator

Program Office, SFEBC 1120

<http://undergrad.business.utah.edu/page/business-scholars>

\*Map of Europe retrieved [here](#).

### **COURSE REQUESTS**

Our office employs one part time student employee to work with our office's data needs. One process that requires a large portion of advisor time has been course requests; all non-business students who wish to take a business course are required to submit a request. This group includes master's students taking prerequisites for their programs, business minor students, and other undergraduate majors taking business courses to complete their major or minor requirements.

### **GRADUATION**

There is one graduation ceremony held each May at the university. Graduation candidates from the previous fall, current spring, and upcoming summers are allowed to participate each year. To ensure the planning process runs as smoothly as possible, one member from our office participates in the graduation planning committee. This committee determines the logistics of graduation day, assigns staff and faculty responsibilities for the ceremony, oversees the graduation day events and is available for all other logistical concerns.

### **ADDITIONAL INTERNAL PROCESSES**

In addition to the numerous projects that the advisors coordinate there are other unique processes that are managed by advisors in Undergraduate Advising Services. Some of these processes occur just once or twice yearly and are integral to the overall function of the office.

### **DARS**

Upkeep of the Degree Audit Report System (DARS) is an ongoing process in the office. As part of an advisor's project assignment they work with the campus DAR coordinators to ensure all business DARS are updated to accept transfer coursework, calculate GPA's accurately, and other course changes as needed. An updated DARS is one of the most important ways students can monitor their progress towards graduation.

### **UBAAN**

One representative from the office participates in the Utah Business Academic Advisors Network (UBAAN) committee that meets each semester. The committee is comprised of one representative from the eight Utah public colleges and universities and also includes representatives from LDS Business College, Brigham Young University and the Utah State Board of Regents. The goal of the committee is to create transparency and aid in the ease of transferability of courses.

**SERVICE:**

**Advisors in the advising services office are highly involved in many aspects of campus and also the field of advising. Involvement includes participation, presentation, attendance at campus conferences and trainings, presentations in classes, and advisor development and education trainings (presentation and attendance) facilitated by the University College advising staff.**

**UNIVERSITY OF UTAH**

Utah Advising Association Conference Committee

Orientation (freshman, transfer, international)

UAAC Sub-Committees:

Classification of the Advisor Position

PR and Marketing

Graduation Application Task Force

U of U Data Dictionary Committee

Faculty advisor, UBike

Faculty Mentor, Integrated Service Project

Mandatory Advising Program Steering Committee

**DAVID ECCLES SCHOOL of BUSINESS**

Undergraduate Curriculum Committee

Emergency Preparedness Committee

Undergraduate Admissions Committee

Student Involvement & Club Trainings (Twice Annually)

Associate Dean for Undergraduate Affairs Search committee

Committee for Major Directors (Led by Dean Randall)

**NATIONAL**

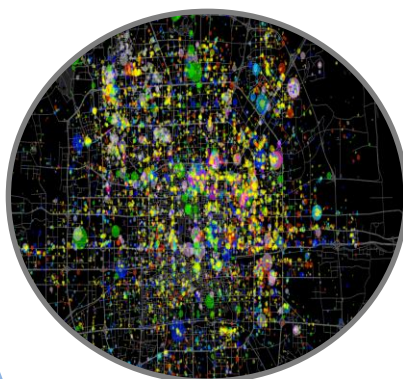
NACADA Advising Business Students Interest Group

NACADA Editorial Board

NACADA Advising Business Students Commission Chair person

# TRAINING AND ADVISOR EDUCATION

**Utilizing business intelligence and data design affords the ability to track student information while simultaneously generating reports that inform decision-making processes.**



**Data Driven  
Decision-making**



**Bench-marking**



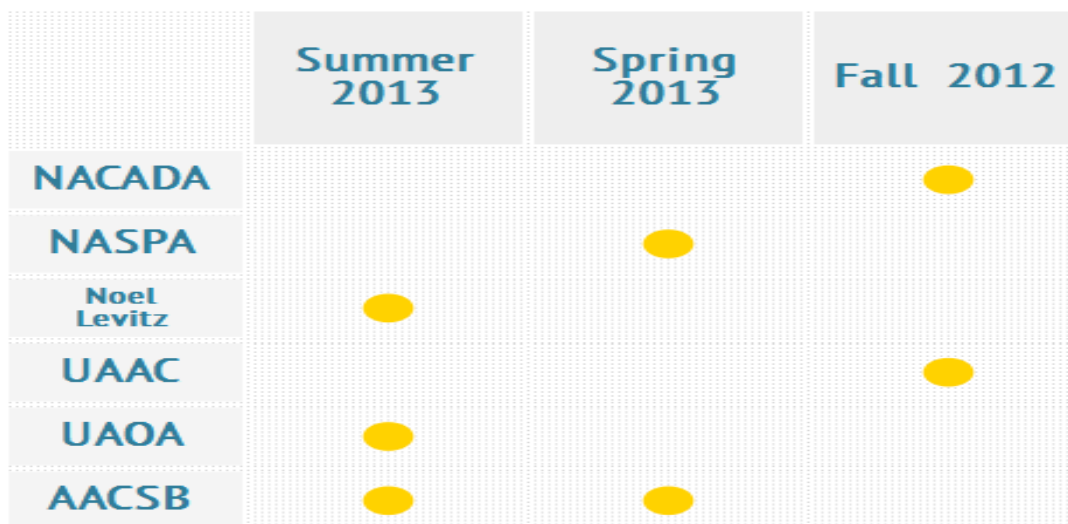
**UAAC  
Education**

**Trainings offered through the University Academic Advising Committee allow business advisors to stay current with campus policies and network with other advisors across campus.**

**Through attendance at conferences and visits to other PAC 12 institutions, advisors gather knowledge about best practices in higher education.**

**QUALITY  
STUDENT  
EXPERIENCE**

## Conference Attendance



*\*Graphic courtesy: [infogr.am/beta/](http://infogr.am/beta/)*

### CONFERENCES and TRAINING

(NACADA) National Academic Advising Association (4 advisors)

(NASPA) Student Affairs in Higher Education (3 advisors)

(UAAC) University Academic Advising committee (7 advisors)

(UAOA) Utah Advising and Orientation Association (4 advisors)

(AACSB) The Association to Advance Collegial Business Schools (1 advisor)

Noel-Levitz National Conference on Student Recruitment, Marketing, and Retention (1 advisor)

Myers-Briggs Type Indicator Certification Program (1 advisor)

### ONCAMPUS PRESENTATIONS:

**UC 1050**– Exploring majors (fall 2012 and spring 2013; 1 each)

**“Advisors as Practitioners and researchers,”** (2012, Barkemeyer, J., Adams, A, Larson, J. & Aiken-Wisniewski, S., UAAC conference).

**LEAP courses** (fall 2012, spring 2013)

**Orientation** (freshman, transfer, international, global pathways; all semesters)

**“From BSEC to BLinc: Creating an Inclusive Student Signature Experience.”** (2013, Gehrke, L, DESB Dean’s Summit).

## PUBLICATIONS

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**“Academic Advising as a Profession: How Advisers in Utah currently view the Occupation.”**

(2013, Adams, A., Barkemeyer, J., Larson, J.) Published in *The Mentor*, online journal.

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(Left to Right): Adams, Aiken-Wisniewski, Larson, Barkemeyer

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**“Be a Part of the Future: Start your Research Group Today.”**

(2013, Barkemeyer, J., Adams, A., Larson, J.) Published in *Academic Advising Today*.

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**“Analyzing Bias in Internal Business Communication.”**

(2013, Holmes, C.E., Canas, K.A., Sondak, H.) Published in *Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises* (3<sup>rd</sup> edition).

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## RECOGNITION

Advisors are acknowledged in various ways for their diligent work on campus and nation-wide. Jason Barkemeyer was nominated for UAAC's Outstanding Wise Advisor on the University of Utah campus. Jason was also awarded the NACADA Region 10 travel scholarship to attend and present at the NACADA region 10 conference in Arizona in May 2013.

Anna Adams, Jason Barkemeyer and research team were awarded a \$5,000 research grant through the NACADA organization to pursue their research study examining advising as an occupation.

Research team and Kari Dockendorff were awarded a Lumina Foundation grant to pursue their study relating to student retention.

Dr. Cole Holmes was awarded the silver medal for the Daniels Fund Leadership in Ethics Award (with K.Canas, G. Rausch, and S. Balagna) by the School of Business, 2012.



Graphic courtesy [www.wordle.net](http://www.wordle.net)

**Director:**

Cole Holmes, Ed.D.

**Program Manager,  
Student Involvement:**

Lauren Gehrke, MEd.

**Academic Advising Coordinators:**

Anna Adams, M.Ed.

Jason Barkemeyer, M.Ed.

Kari Dockendorff, M.Ed.

Tara Hardison, M.S.

Megan Ludlow, M.S.

Ben Repak, MBA

Nicole Rintamaki, MSW



**Peer Advisors:**

Adam Driggs  
Nathan Hymas

Eliza Rasmussen  
Adam Mathis

Justin Stevens  
Mary Ta

Jessica Turcasso  
Margo Vacheva