

# Connected:

## *An Academic Advising Communiqué*



### **Call for Nominations UA Program For Excellence in Undergraduate Academic Advising, Spring 2012**

***Nomination Deadline: 5:00pm, February 10, 2012***

Volume 4, Number 6

February 2012

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Since 2006, the [Excellence in Undergraduate Academic Advising](#) program has been recognizing outstanding advising at the UA. The process for nominating advisors for awards was designed to be congruent with the one used to nominate advisors for national recognition through the [National Academic Advising Association](#) (NACADA) annual awards program, with criteria and deadlines consistent with NACADA's.

Academic advising at the UA has been recognized nationally for the last four consecutive years! Each year, at least one UA award winner went on to be recognized as either a winner or certificate of merit recipient at the annual NACADA Conference.

[Nominating an advisor](#) is simple. Students, as well as faculty and staff, can submit a nomination by writing a short statement that describes why the advisor deserves to be recognized and the characteristics he or she possesses that distinguish him or her as outstanding.

Any faculty or staff member within a college or department who serves as an academic advisor for undergraduate students is eligible. Selection criteria include such characteristics as:

- Demonstration of a respectful, caring attitude towards advisees, faculty, and staff.
- Ability to engage in, promote and support developmental advising.
- Reinforcement of student self-direction.
- Support of student progress toward academic and career goals.
- Active participation in and support of advisor development and training programs.
- Contributions to, or enrichment of, the advising community.
- Recognition of the changing nature of the university, college and student body environments and supportive of students in appropriate ways.
- Sensitive to students' diverse needs, backgrounds and experiences.
- Recognition of campus-wide resources to refer students appropriately to assist them with their academic and career goals and personal needs.
- Willingness to share advising skills and strategies with colleagues.

#### 2011 Award Recipients:

Outstanding Professional Advisor:  
Rebecca Safford, Advising Specialist, Center for Exploratory Students

Outstanding Faculty Advisor:  
Dr. Noble Jackson, Associate Professor of Practice, Veterinary Science and Microbiology

Outstanding Emerging Professional Advisor:  
Tharini Wijeweera, Academic Advisor, Speech, Language, and Hearing Sciences



## In Memoriam: Judy Seger (1932—2011)

The UA advising community remembers a friend and colleague, Judy Seger (1932-2011), who passed away on December 9, 2011. Judy worked as an academic advisor in the Outreach College from 1990 until her retirement in 2007. Like many of her students, Judy returned to school later in life. After receiving her Bachelor's Degree, she went on to earn a Master's in Counseling. Because of her own educational background, she brought a special understanding to her work advising adult students in the Evening Weekend program. Judy was both a mentor and an inspiration to her students. "It's like climbing a mountain," she said. "As you go along, you gain confidence." Judy loved her job and she touched the lives of both students and coworkers.

*"Judy Seger has helped me every inch of the way and she really cares about my academic progress and well being."*

- Shelly Cosby, UA Student

*"Judy Seger was my advisor for a bit during my undergraduate program. She made me feel welcome and appreciated in an environment designed for students half my age. I will always remember her kindness and caring."*

- Sue South, Professor of Practice, UA Office of Instruction and Assessment

*"I first met Judy in the early 1990s and was so fortunate to have worked closely with her on the Evening & Weekend Campus program until her retirement in 2007. Judy was one of a kind - a wonderful person, colleague and friend. She truly cared and worked tirelessly for ALL the students she advised. So many of her students credited their successful degree completion at the university to Judy's never failing support and guidance."*

- Mary Staugaard, Associate Director, Outreach College



*"I will always remember working with Judy. She was one of the founding members of the University Professional Advising Council (UPAC). As testimony to this great work, UPAC continues as a strong and vibrant community today, over two decades later. I know that I join a chorus of others who will cherish their memories of Judy who was one of the kindest, most gentle human beings I have had the pleasure of knowing."*

- Roxie Catts, Director, Advising Resource Center and Coordinator of Undergraduate Academic Advising

### UPAC Info

At the [January UPAC meeting](#), we were informed about **CLAS program updates**: the new Global Studies major, the relatively new General Studies major (with the addition of a Sports and Society theme), and the research-focused Interdisciplinary Studies major. If you have students who are interested in any of these programs, please refer them to the CES website to complete an online information session before they meet with an advisor: [http://ces.arizona.edu/academic\\_degree](http://ces.arizona.edu/academic_degree).

### February UPAC Meeting

Wednesday, February 8, 2012  
8:15—9:45 am  
Career Services Workshop Room,  
SUMC 411

### Agenda

Welcome, College Updates, 8:15-8:30 (UPAC Co-Chairs)  
Alumni Office, 8:30-8:40, Kelly Prust, Director, Membership & Marketing  
Eller International Internships, 8:40-8:50, Gabriella Valdez, Eller Academic Advisor  
Degree Tracker Exceptions, 8:50-9:20, Kathy Godwin, Business Analyst, UITS;  
Sarah Wieland, Principal Enterprise Business Analyst, UITS  
ARC & UAAC Updates, 9:20-9:30, Roxie Catts  
Policy & Practice Items, 9:30-9:45, UPAC Co-Chairs

# Financial Aid Status

**From: Lorrie Hough, Office of Scholarships and Financial Aid**

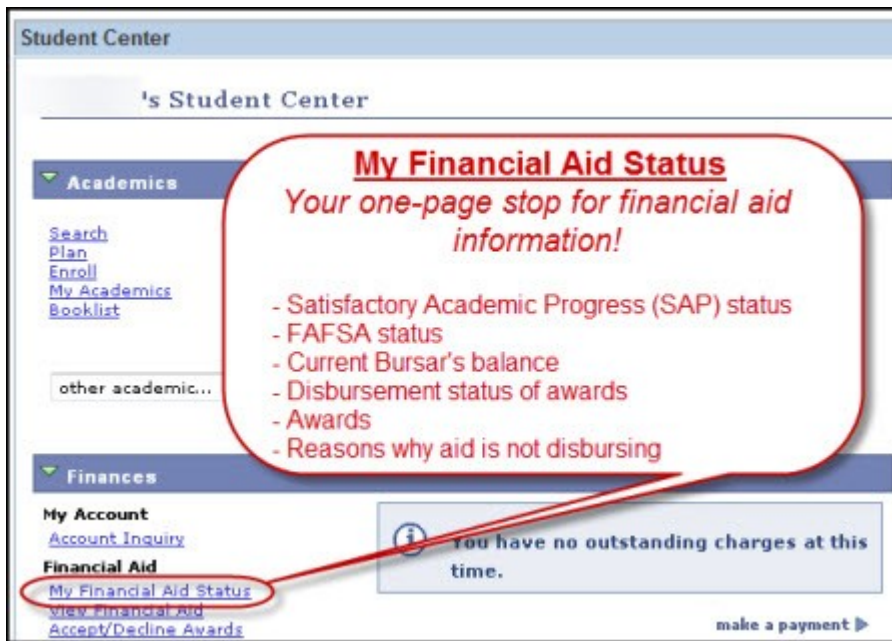
To qualify for federal and institutional financial aid, students must meet federal regulations regarding Satisfactory Academic Progress (SAP). There are three SAP standards: Qualitative, Pace, and Timeframe. To clarify several questions, especially about the Pace standard, Lorrie Hough from the Office of Scholarships and Financial Aid recently sent the following information to advisors. This page can also be found on the ARC website. Be sure to page down to the Financial Aid heading.

<http://advising.arizona.edu/node/993>

1. Students are informed via email about SAP standards they did not meet. The email includes a link to the SAP website so the student can learn about how each standard is defined:

<https://financialaid.arizona.edu/awards/standards>

2. Students can also view their Financial Aid Status on Student Center page of UAccess:



3. The following is an example of a Satisfactory Academic Progress (SAP) Pace calculation. The student did not meet the SAP Pace standards:

<b>Cumulative Earned Units:</b>	Y	29.000	0.00 %	66.69 %	<input checked="" type="checkbox"/>	WARN	45
<b>Two Year GPA:</b>	N	2.128			<input type="checkbox"/>		
<b>SAP Calculation Data</b>							
<b>Current Units Attempted:</b>						<b>Cumulative Units Attempted:</b>	57.000

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Pace is calculated by dividing the Cumulative Earned Units by the Cumulative Units Attempted. From example (above) 29/57 which equals 51% Pace. Student needs 66.7% to meet SAP Pace. This student did not meet Pace because of an all fail (E's) term and then a total withdrawal in another term.

To determine the percentage for this student to meet Pace again, follow the calculation (below):

<u>Completed (Cumulative Earned Units)</u>	<u>Attempted (Cumulative Units Attempted)</u>
29	57 (Pace now 51% from fall 2011 SAP monitoring)
<u>12 (+ Spring 2012 = 100% att/completion rate)</u>	<u>12</u>
41	69 (Pace will be 59% for spring 2012 SAP = Not Meet)
<u>12 (+ Fall 2012 = 100% att/ completion rate)</u>	<u>12</u>
53	81 (Pace will be 65% for fall 2012 SAP = Not Meet)
<u>12 (+ Spring 2013 = 100% att/ completion rate)</u>	<u>12</u>
65	93 (Pace will be 70% for spring 2012 SAP = Meets/OK)

Determining the number of units in which to enroll is important. For example, if this particular student successfully completes 15 units instead of 12 in spring 2012 and fall 2012, he/she could meet the pace standard after Fall with 68% (59/87).

For additional information, see the SAP Website: <https://financialaid.arizona.edu/awards/standards>

The following courses do not count as attempted or completed units in the SAP calculation:

- Correspondence
- Audit
- Credit by exam
- Non-credit remedial



The following courses count as attempted, but do not count as completed units in the SAP calculation:

- Incomplete
- Failed
- Withdrawn
- More than one repeat of any previously passed course

Stay tuned for future working discussions with the Office of Student Financial Aid.

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## Degree Tracker Update

By Kathy Godwin

Degree Tracker is moving forward and the first advisors will go live with a pilot soon! We've had great interactions with advisors in Pre-Business and the College of Agriculture and Life Science during our testing. Their feedback has been extremely helpful as we make changes and improvements. Both groups will go live for their majors in the 2011-2012 catalog in February with "advisor view" only and then students in that group are expected to be able to view their Degree Tracker information later this semester.

In addition to showing the project to advisors during the development stage, we've had an opportunity to present some initial layouts to small groups of students. The student feedback has been extremely positive and helpful.

Thank you to those of you who met with the Business Analysts for Degree Tracker, Heather Jepsen and Kathy Godwin, to discuss sequencing coursework for your major plans. If you're still working on your plans, please send them to us soon. We still have a few more colleges and departments with whom to meet and we look forward to talking with you.

# STU 210 Students Coming Your Way

By Roxie Catts

Recently I had the opportunity to speak about academic advising at the UA to approximately 350 Pima Community College students enrolled in STU 210 Transfer Strategies. For the benefit of those new to the advising community, STU 210 is a 2 unit course PCC students can take their final semester at Pima in preparation for transfer to a four year institution. Fortunately for us, the majority of the STU 210 students plan to transfer to the UA. The course is co-taught by PCC instructors and Paul Miller, Sr. Assistant Director of Transfer Admissions. STU 210 is essentially a semester-long admission and orientation process. By the time students complete the course they will have heard presentations from the entire UA family (campus health, student financial aid, transfer student services, and much more).

The course meets alternatively at the PCC and UA campuses and begins with an expedited admission process which includes an admission decision sometime during February 14-17, in most cases. It should be noted that, like many things, there are plans, and there is life. In a perfect world there would be no lost transcripts, miscommunications, missed deadlines, technological snafus, and so forth. There is a lot for students to manage in an abbreviated time frame, and things can arise that alter the intended timeframe. Some students, by virtue of their status, are unable to take advantage of the expedited admission process (international students, re-admits who left on academic probation/disqualification). Although it is difficult to cover every possible scenario with regards to STU 210 students, what we do know is that they are some of the most knowledgeable and well-prepared transfer students with whom we have the privilege of working. I encourage you to work with them as they simultaneously go through the admission process and prepare for priority registration

**One of the key advantages for STU 210 students is that they have the opportunity, once admitted, to participate in priority registration with our current continuing students.** Once they are admitted and complete the Online Academic Tour (available 2/15), their file will be matriculated, term activated, and an enrollment appointment will be set. The OAT will direct STU 210 students to schedule an appointment with their academic advisor. There will be an advising hold on their account until it is removed by their advisor.

The key advising messages covered during my presentation are:

**Why** students should work with their academic advisor(s) noting the fact they will have more than one advisor if they double major, minor, etc.

**How** to contact their academic advisor and locate other online resources (UA and ARC websites). They are encouraged to identify themselves as STU 210 when scheduling their advising appointments.

Ideally the bulk of STU 210 advising appointments will be completed before the hectic priority registration season. Please let me know if there is anything I can do to support you or your students in the welcoming and transitioning process of STU 210 students.

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## Help Reduce UPAC Listserv Fatigue

Here's some good news. The [Course Announcements](#) section on the ARC website is now alphabetized!

As you may know, all of the course announcements sent to the UPAC listserv are reposted to this one convenient location. Advisors can direct students looking for new courses or open courses to this one location.

We are fortunate that these days there seems to be a steady increase in the number of course announcements posted to the listserv. We'd like to alleviate some of the listserv traffic and notices to your inboxes by trying the following change in how course announcements are managed:

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- \* Course announcements should be sent to [advising@email.arizona.edu](mailto:advising@email.arizona.edu). Course will be posted to front page of ARC website usually right away, but within 24 hours. The email should include
  - Course prefix and number
  - Semester or term when course is offered
  - Days and times when course meets
  - The catalog description of the course
  - Pre-requisites (if applicable)
  - An indication, if applicable, that the course meets a Tier II general education requirement. Tier I's are obvious because of the course numbering system.
  - An indication, if applicable, that the course meets a major or minor requirement.
  
- \* Direct students to the [Course Announcements](#)

Please give us your feedback. We want to make this work for you and your students.

## Student Exceptions Update

By Aubrey Burkland

In early February, you will see an update to Student Exceptions in UAccess Student. This update creates a relationship between courses that are 'Substituted' and 'Excluded' in a Course Directive exception. It is necessary for Degree Tracker to be able to accurately determine which courses students need to take and, in order to do so, if a relationship exists between substituted and excluded courses in exceptions, they must be 'paired' to each other.

The update to student exceptions is a new page advisors will see when creating a Course Directive exception that includes both a 'Substituted' course AND an 'Excluded' course. Once the courses have been entered into the exception and the advisor clicks 'OK', the advisor is then routed to a page that looks like this:

The screenshot shows a web interface titled "Course Replacement Maintenance" with the ID "000065665". Below the title is a "Replacement Pairs" section with a search bar. The main area is titled "Available Courses" and contains two tables: "Substitute" and "Exclude". A "Pair" button is located between the two tables.

Substitute					
	Subject Area	Catalog Nbr	Model Nbr	Group	Seq#
<input type="checkbox"/>	1	ECOL	335		

Pair

Exclude					
	Subject Area	Catalog Nbr	Model Nbr	Group	Seq#
<input type="checkbox"/>	1	GER	301		

On this page, advisors click the check box next to the appropriate courses which go together and then click 'Pair.' This will create a unique Course Replacement Sequence number that identifies these two courses as being substituted and excluded for each other. This is the relationship Degree Tracker needs to accurately predict course sequences for students.

Additional information and training regarding course pairing will come when Degree Tracker goes live.

Additional updates to transfer articulation will be coming in the near future to reduce the need for student exceptions. There will be a demo of these transfer articulation updates at the ARC seminar on February 14, 2012 at 9:00am in SUMC 411.

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## February ARC Seminars

Back by popular demand, the February 14 and February 29 ARC seminars (as well as the January 31 session that many of you attended) are encores from our December 2011 *Beyond Boundaries Symposium*.

### **Satisfaction Guaranteed: Improving the University of Arizona Transfer Rules**

Presenters: Lindsay Wedge; Sarah Wieland

Tuesday, February 14, 2012

9:00 - 10:00 am

SUMC, Room 411 (Career Services)

*This presentation will demonstrate how the UA is newly equipped to manage our transfer course policies and how we will be able to fulfill general education requirements without individual exceptions. Advisors attending this session will learn how transfer credit rules work in UAccess and how AZ Community College coursework can fulfill general education requirements on the Advisement Report and Degree Tracker planner.*

### **Knowing When to Press the Off Switch: Technology and Anxiety in the Academic Setting**

Presenter: Alex Chambers

Thursday, February 23, 2012

9:00 - 10:00 am

SUMC, Room 411 (Career Services)

*Technology's persistence within higher education has resulted in habitual multi-tasking among college and university students. With students reporting an increased amount of anxiety disorders, this notion of multi-tasking increases the challenge to alleviate such disorders. This presentation will showcase strategies for students to balance technology with sound mental health options.*

Save the Date: Wednesday, February 29, 2012, 9:00—10:00 am, SUMC, Room 411 (Career Services) Topic TBA

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## Career Services Spring 2012 Workshops

**By Susan Miller**

We very much appreciate advisors steering students our way for the vast variety of Professional Development Seminars available this semester.

**Job Search for Internships and Jobs:** A timely how to on the most effective strategies for finding a summer job, an internship during college or a career position near graduation. Students will learn a variety of [job search](#) methods.

**Federal Job Search:** Go Gov! The Federal Government can be a rich source of career experience regardless of field of interest or major. Thousands of positions deemed 'mission critical' will need to be filled in the coming years. Students will get the basics of federal employment, opportunities and benefits in this workshop.

**Interviewing For Jobs and Internships:** Students can lose those job interview jitters when they learn what to expect and how to prepare for an interview so that they can answer questions with ease.

**Mastering the Federal Application Process:** Unfortunately, many students are missing out on openings that might be a perfect match for their skills and interests due to lack of awareness about government jobs and how best to navigate the federal applications process. We can help cure this immediately by offering this workshop that features tools to understand and effectively maneuver the federal employment process.

**Planning for Graduate and Professional School Admissions:** This seminar includes information on evaluating schools, testing, applications, personal statements, timelines, references, and admissions interviews.

**Resume and Letter Writing:** This seminar provides information about how to write professional resume and job search letters, focusing on content and format.

Note: If students have questions or concerns about access, wish to request a sign language interpreter or accommodations for a disability, please contact Career Services at 520/621-2588 or email [career@email.arizona.edu](mailto:career@email.arizona.edu).