Academic Outreach and Assistance

Academic Advising Center Workshops ................................................................. 49
“Don’t Cancel That Class” .................................................................................. 50
Career/Educational Planning Systems ................................................................. 51
DISCOVER ............................................................................................................. 51
DISCOVER World of Work Map ............................................................................ 53
UAF Majors ........................................................................................................... 54
Strong Interest Inventory ..................................................................................... 56
Early Warning Program ....................................................................................... 58
Executive Summary ............................................................................................. 58
Calendar with projected Task Dates ................................................................. 59
Freshmen Progress Reports Checklist and Flowchart ....................................... 62
Honors Program .................................................................................................. 63
Non-Returning Student Checklist and Flowchart .............................................. 64
Non-Returning Student Survey .......................................................................... 65
Probation Student Checklist and Flowchart ...................................................... 66
Probation Student Sample Questionnaire ......................................................... 67
Servicemembers Opportunity Colleges (SOC) ................................................. 68
SkillsTutor – Academic Assistance Program .................................................... 69
Student Support Services .................................................................................. 70
UA Scholars ......................................................................................................... 71
General Guidelines ............................................................................................... 71
Example of (CLA) Contact Plan ....................................................................... 72
Academic Advising Center Workshops

**Fall 2007**

**Study Skills 101**

**TIME MANAGEMENT**
Thursday, September 13

**NOTE TAKING**
Thursday, September 20

**HOW TO READ A TEXT BOOK**
Thursday, September 27

**TEST TAKING/LEARNING STYLES**
Thursday, October 4

**MATH ANXIETY**
Thursday, October 11

**University Skills 101**

**CREATING A FOUR YEAR PLAN & UNOFFICIAL DEGREE EVALUATION (Using UAOnline)**
Thursday, November 8, 2007

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**SPRING 2008**

**Study Skills 101**

**TIME MANAGEMENT**
Thursday, January 31

**NOTE TAKING**
Thursday, February 7

**HOW TO READ A TEXT BOOK**
Thursday, February 14

**TEST TAKING/LEARNING STYLES**
Thursday, February 21

**MATH ANXIETY**
Thursday, February 28

**MANAGING STRESS AND TEST ANXIETY**
Tuesday, March 4

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Workshops held in Gruening 409 1:05-1:55 PM
See an up-to-date schedule, including any additions or changes at:
http://www.uaf.edu/advising/student/resources/inyworkshops.html
Don’t Cancel That Class!

An academic advisor from the Academic Advising Center can be a substitute in student classes for faculty who know they may be missing class during the semester. We can provide information concerning:

- Making the Most of the Academic Advising Relationship
- Selecting Majors
- Developing an Educational Plan for your students

A workshop from the Study Skills 101 series or University Skills 201 series workshops could also be presented in your class. Topics include:

- Time Management
- Note Taking Skills
- Test Taking/Learning Styles
- Test Anxiety
- How to Read a Textbook
- Creating a Four-Year Degree Plan
- Unofficial Degree Evaluation (using UAOnline)

Student can contact the Academic Advising Center at 474-6396 or advising@uaf.edu to familiarize themselves of this service. Two weeks notice is preferred. Faculty must include their name, email, phone number, course name and/or number, course time and location, number of students, and topic they would like presented in class that day. Attendance will be taken and returned to the faculty member.
Career/Educational Planning Systems

DISCOVER

Students who are not sure of their major have the opportunity to utilize the ACT DISCOVER program free of charge. UAF has unlimited access but users need a token to log in the first time at www.act.org/discover/. Tokens can be obtained by contacting the Academic Advising Center (474-6396, 509 Gruening, advising@uaf.edu).

You can logon to DISCOVER’s self-assessment inventories and career and educational databases wherever you have internet access! Go to the DISCOVER logon page at http://www.act.org/discover/login, which will automatically send you to the following: screen:

As stated in the message, you will use your “token” in the “User ID” box. Leave the password field blank and click on Submit. You will then be taken to the next screen where you will enter your own information.

Now you can enter DISCOVER at any time with your own “token” and the personal information and password that you provide.

Your token (User ID) is: ______________________________________________________

Your password is ______________________________________________________
Once you are logged into DISCOVER, you will be able to choose to take an interest, abilities, or values inventory. You will also have access to national databases of occupations, majors, and colleges. Tools to assist you with your educational and career planning are included as well as job search information and resources. You can even develop a portfolio that includes your background and courses relating to the majors and occupations you have selected! DISCOVER’s site map is represented below:
DISCOVER World-of-Work Map
UAF Major

Region 1
Computer Science BS
People Work Task
Social Service Career Cluster
Z Personal Services Career Area

Wildlife Biology BS
J. Computer/Information Specialties Career Area
Computer Science BS
Information Technology Specialist +

Region 2
People with Data Work Task
Administration & Sales Career Cluster
A. Employment-Related Services Career Area
Applied Business: Human Resources*
Applied Business Management: Human Resources+
Business Administration: Management & Organizations BBA
Hazardous Human Services: Workforce Development*
B. Marketing & Sales Career Area
Applied Business: Marketing, Tourism*
Applied Business Management: Marketing, Tourism+
Business Administration: Marketing BBA
C. Management Career Area
Applied Business: Administrative Management, Entrepreneurship, Finance,
International Business, Public Management, Tourism*, Applied Business Management:
Finance, General Business, International Business, Office Administration,
Public Management, Tourism+, Business Administration: Finance, General Business,
Management & Organizations BBA, Construction Management*
Economics BBA, Rural Development: Community Development & Economic
Development, Tribal & Local Government Administration BA
Tribal Management+

Region 3
Data Work Task
Administration & Sales Career Cluster
D. Regulation & Protection Career Area
Chemistry: Juristic Chemistry BA
Justice BA

Region 4
Data Work Task
Business Operations Career Cluster
E. Communication & Records Career Area
Applied Business: Computer Applications*
Applied Business Management: Computer Applications+
Health Care Reimbursement+
Medical/Dental Reception+
F. Financial Transactions Career Area
Accounting BBA
Accounting Technician+
Applied Accounting*

Region 5
Technology +
Data with Things Work Task
Business Operations Career Cluster
G. Distribution & Dispatching Career Area
Professional Piloting*

Region 6
Things Work Task
Technical Career Cluster
H. Transport Operation & Related Career Area
Diesel/Heavy Equipment+
Ground Vehicle Maintenance +
I. Agriculture/Forestry & Related Career Area
Fisheries BS
Geography (Environmental Studies) BS
High Latitude Range Management+
Natural Resources Management: Forestry, Plant, Animal, &
Soil Sciences, Resources BS Renewable Resources *
P. Natural Science & Technologies Career Area
Applied Physics: Atmospheric Physics, Computational Physics BS
Chemistry: Biochemistry/Molecular Biology, Environmental
Chemistry BA BS
Earth Science BA
Fisheries BS
General Science BS
Geography (Environmental Studies) BS
Geology BS
High Latitude Range Management+
Interdisciplinary BS
Mathematics BA BS
Natural Resources Management: Forestry BS
Natural Resources Management: Plant, Animal & Soil Sciences BS
Physics BA BS
Renewable Resources*
Developmental Disabilities,
Statistics BS
Wildlife Biology BS

Region 9
Ideas Work Task
Science & Technology Career Cluster
Q. Medical Technologies Career Area

Region 10
Ideas Work Task
Science & Technology Career Cluster
R. Medical Diagnosis & Treatment Career Area
Emergency Services: Emergency Medical Services*
S. Social Science Career Area
Alaska Native Studies: General BA
Anthropology BA BS
Arts & Sciences BAS
Associate of Arts*
Economics BA
Foreign Languages: Language Studies BA
Geography BA
History BA
Interdisciplinary BA BS
Japanese Studies BA
Justice BA
Northern Studies BA
Political Science BA
Psychology BA BS
Sociology BA BS
Yup’ik Language & Culture
Arts Career Cluster
T. Applied Arts (Visual) Career Area
Art: Ceramics, Computer Art, Drawing, Metallurgy,
Native Studio Art, Painting, Printmaking, Sculpture BA BFA
Associate of Arts*
Interdisciplinary BA

Region 11
Ideas with People Work Task
Arts Career Cluster
U. Creative & Performing Arts Career Area
Associate of Arts*
Interdisciplinary BA
Music: Performance BA BM
Theatre: Design/Technical Theatre, Directing, Film, Performance BA
V. Applied Arts (Written & Spoken) Career Area
Alaska Native Studies: Language BA
Associate of Arts*
Communication BA
English BA
Foreign Languages: Second Language BA

Japanese Studies BA
Journalism: Broadcast Journalism, New Media,
News-Editorial, Photojournalism BA
Linguistics BA
Russian Studies BA
Yup’ik Eskimo BA
Yup’ik Language Proficiency ++
Yup’ik Language & Culture BA

Region 12
People Work Task
W. Health Care Career Area
Community Health + *
Dental Assistant + *
Medical Assistant + *
Veterinary Science+
Human Services: Mental Health & Residential Care, Supervision & Management in Human Services
Applied Business: Health Care Management*
Rural Development: Rural Health & Human Services Management BA

X. Education Career Area
Early Childhood Education + *
Special Education: Para-Professional + *
Native Language Education: Athabascan, Inupiaq Eskimo, Central Yup’ik Eskimo++
Elementary Education BA
Foreign Languages: Language Studies BA
Music: Music Education Elementary,
Secondary K-12 BM
Arts & Sciences BAS
Biological Sciences BA BS
Chemistry BA BS
English BA
General Science BS
Mathematics BA BS
Physics BA BS
Wildlife Biology BS
Child Development & Family Studies: Curriculum & Teaching BA

Y. Community Services Career Area
Human Services: Addictions Counseling*
Rural Human Services +
Psychology BA BS
Social Work BA
Emergency Management BEM
Sociology BA BS
Anthropology BA BS
Philosophy BA
Paralegal Studies*
Rural Development: Community Research
Indigenous Knowledge BA
Child Development & Family Studies: Administration, Family Support BA

Human Services: Mental Health & Developmental Disabilities,
Residential Care, Supervision & Management in Human Services*

Certificate: +
Associate Degree: *
Bachelor of Arts Degree: BA
Bachelor of Science Degree: BS
Bachelor of Business Administration: BBA
Bachelor of Technology: BT
Bachelor of Arts and Science: BAS
Bachelor of Music: BM
Bachelor of Fine Arts: BFA
Bachelor of Emergency Management BEM
The *Strong Interest Inventory* (computerized version) is available to any UAF student by following the instructions on the next page. However, students will need to set up an in-person or phone (for rural students only) appointment with the Academic Advising Center to receive their results.

University of Alaska Fairbanks  
Academic Advising Center  
509 Gruening Building  
Phone: (907) 474-6396  
Toll Free: (888) 823-8780  
E-mail: Advising@uaf.edu

The *Strong* reflects today’s constant pattern of change in the world of work. It provides a solid, dependable guide for career change and development. The *Strong* can be used by students exploring majors/careers, individuals interested in career development, or by people considering a job change. The *Strong* provides the most valid, powerful, and up-to-date information to help make informed decisions.
Complete the series of questions which typically takes about 30 minutes. When you have completed the Strong Interest Inventory then make an appointment with an advisor in the Academic Advising Center for a printout and interpretation of your results.

Appointments can be made via our web scheduler: http://www.uaf.edu/advising/appt
Early Warning Program

Executive Summary

Goal: Collect, analyze and substantiate important elements to determine student success at UAF, and to provide faculty and departments with tools to identify, intervene and assist students who may experience academic difficulty.

Issues:
- Lack of current contact information made contacting students to offer assistance difficult.
- Student information (or portions of these areas) was missing from the BANNER system i.e. High School GPA and standardized test scores.
- Freshmen Low Grade Reporting was unreliable. Many freshmen level core courses did not indicate low grades, and there is currently no way to know if faculty members did not submit the reports or if there were no students were earning below a “C” grade.

Findings:
- Freshman Progress Reports when submitted for students, proves to be advantageous to the students’ grades. Courses with low grades had a higher rate of withdrawal, thereby potentially reducing the number of “D” and “F” grades received.
- Indicators of academic difficulty are shown to be standardized test scores, cumulative and semester GPA (for future academic difficulty) and low mid-semester grades.
- There were no significant common reasons given by non-returning first time freshmen for why they left UAF.

Outcomes:
- Standard report(s) for departments to use for their specific majors with needed information for appropriate intervention.
- Guidelines (checklists and flowcharts) for a process to follow for UAF departments.
- Calendar with key contact points and timelines identified.

Recommendation:
- Develop campus-wide infrastructure that provides tools (information and processes) for departments to provide prompt and timely, as well as personal, intervention for UAF students.

Conclusion: Student/faculty connection is critical and needs to be continually emphasized. The personal intervention and assistance offered to students experiencing academic difficulty was appreciated by the students. By developing the connections with students, UAF expresses the desire for student success and involvement in the university system – leading to more positive interaction and persistence.

NOTE: The following pages include suggested dates and methods for using this information for student outreach. Instructions to run BANNER reports can be found in Chapter 8. Training to run reports will be held 10/18/07 and 3/6/08 in Eielson 116.
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**Contact Progress Report recipients with low grades to let them know of their options for classes. Have information on hand about assistance available on campus. Make sure students are aware of Last Day to Withdraw (November 2).**

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**List will show who has not registered for Spring semester, they can be contacted and reminded to register.**
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**Run Dean’s/Chancellor’s Lists**

**Run probation list** (See below)

**Run Non-Returning List, Survey those not continuing.**

**Run Freshmen Progress Reports** (See below)

**S P R I N G B R E A K! - NO CLASSES**

Continue contacting Freshmen with low mid-term grades

Continue contacting Freshmen if needed

* Run list, run unofficial transcripts, and contact students to encourage (and voice concern when necessary) on their choices for spring classes. Have resources on hand for students to get assistance for the spring semester and inform students of department advisors’ office hours for Spring. Encourage students to check in periodically with any questions they may have.

**Check with Admissions for new UA Scholars list to begin contacting**

**Begin to contact students regarding advising for Fall 2008 classes**

* Contact Progress Report recipients with low grades to let them know of their options for classes. Have information on hand about assistance available on campus. Make sure students are aware of Last Day to Withdraw (March 28).
Approximate Quick Reference Time Line - Fall

August:
Prior to start of classes: Run New Admits report – this allows departments to contact students personally and establish a student/advisor relationship.
Run Probation report – check students’ registration for fall semester and contact them with concerns.

September:
Week 3:
Run Non-Returning list – send survey to determine reasons why students did not return.

October:
Week 3 – 4:
Run Freshmen Progress Reports Allow ample time for grade information to be input before running report. Contact those who receive low grades, encourage them to talk with instructors and inform them of the last day to withdraw. Contact those with passing grades to give encouragement and support.

November:
Week 2:
Contact students to remind them to register for spring courses.
Week 3-4:
Run New Admits report for spring semester – begin contacting potential students before the semester break.

December:
Week 2:
Run Non-Returning list – contact students who have not registered for spring and make them aware of advisor availability.

Approximate Quick Reference Time Line - Spring

January:
Week 3:
Run Probation list – check for students who did poorly during the fall semester.
Run Dean’s/Chancellor’s list from Fall semester and congratulate students for a job well done.

Week 4:
Run Non-Returning Student list – send out survey.

February:
Contact Admissions for list of new UA Scholars for fall semester.

March:
Week 1:
Run Freshmen Progress reports – contact students with low grades to let them know their options with classes.

April:
Week 2:
Contact students and remind them to register for fall semester. It is preferable that they do this prior to the end of the spring semester, while faculty advisors are still widely available.

Week 4:
Run New Admit list – contact students who will be new for Fall to welcome them and direct them on how to register for classes

May:
Week 1:
Run Non-Returning Student list – contact those who have not registered for fall semester

Week 4:
Run Probation list once grades have posted from spring semester. Run Dean’s/Chancellor’s list from Spring semester and congratulate students for a job well done.
**Freshmen Progress Reports**

**CHECKLIST**

1. Obtain Freshmen Progress Reports (**SFR2LGR** – see Chapter 8).
2. Identify departmental students to contact (particularly those with low grades).
3. Run advisor copy of unofficial transcript.
   - a. Review transcript for overall progress.
   - b. Compare transcript with signed registration form, if available in department.
4. Compare list of those with low grades to Probation List.
5. Prioritize student contacts list based on:
   - a. Probation students with low grades.
   - b. Students with more than one low grade.
   - c. Students with only one low grade.
   - d. Students with no low grades to encourage continued success
6. Confirm telephone number or email address and contact students.
     - i. Consider dropping/changing course to avoid low grade.
     - ii. Inform student of available labs and tutoring services.
     - iii. Make sure student knows of withdrawal deadline.
   - b. Send information packets as requested by students.
7. Encourage follow-up as requested/appropriate.

**Flowchart**

1. Obtain Freshmen Progress Report → Identify Departmental Students → Run Unofficial Transcript → Determine # with low grades → Compare to Probation List → Prioritize Students → Contact Student & Strategize Solution
2. Probation Students → Two or More low grades → Send information packet if student requests
3. One Low grade → Consider Drop/Change Course(s) → Tutors or Labs → Notify of withdrawal date → Encourage follow-up
Honors Program

UAF Honors Program

The University of Alaska Fairbanks Honors Program offers special opportunities for highly qualified, motivated, and committed students to pursue academic work of a range and depth in accordance with their abilities. Faculty members in the Honors Program are chosen for their skill and commitment as classroom teachers. Honors classes are typically small, offering more opportunity for discussion and individual attention.

The standards for admission are a minimum high school GPA of 3.6 and a minimum composite ACT score of 29 or a minimum cumulative SAT score of 1250 for incoming freshmen. Transfer or non-traditional students with junior class standing are welcome to apply for the Honors Thesis Scholar option, which allows them to complete an Honors thesis, and to graduate in the Program. Unless invited to join, applicants are also required to submit letters of recommendation and write several brief essays.

Students who are not enrolled in the Honors Program may be admitted to Honors classes upon recommendation of their advisor or the class instructor. Students seen during advising who seem gifted in one or more areas and who are interested in taking an enriched class may obtain information about the class at the Honors House on Copper Lane, 474-6612. A list of Honors courses offered in the Fall 2006 and Spring 2007 semesters can be found in the class schedule. Details of class offerings are in the UAF Catalog.

Enrollment in Honors classes is by permission only. Clearance is granted through the Honors Program Office.

Please make sure that students who are enrolled in the Honors Program have seen their Honors advisor to determine which Honors classes they should take before they are enrolled in other UAF courses.

For more information about the program, call Roy Bird, Director, or Kerrie Dufseth, Administrative Assistant, 520 Copper Lane, 474-6612, or write to honors@uaf.edu by email.

Updated 07/07
Non-Returning Students

Checklist

___ 1. Obtain list of non-returning students from previous semester and confirm contact information (SFR2NRS – See Chapter 8 for instructions).
___ a. Mailing address (SOADDRQ).
___ b. Telephone address (SPATELE).

___ 2. Determine degree-seeking status.
___ a. Non-Degree Seeking – send recruitment letter.
___ b. Degree Seeking – identify departmental students.

___ 3. Send out surveys or call and conduct survey for non-returning students.
___ 4. Review returned surveys.
___ 5. Maintain files should campus-wide data review be conducted.

Flowchart
Non-Returning Student Survey

**What are you doing now?**

- Full-time work
- Full-time school
- Looking for work
- Stay at home parent
- Other:

**Other Comments:**

<table>
<thead>
<tr>
<th>Desired major was not offered by this university</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising was inadequate</td>
<td></td>
</tr>
<tr>
<td>Experienced class scheduling conflict</td>
<td></td>
</tr>
<tr>
<td>Could not find housing I liked</td>
<td></td>
</tr>
<tr>
<td>Unhappy with university rules and regulations</td>
<td></td>
</tr>
<tr>
<td>Impersonal attitudes of university faculty or staff</td>
<td></td>
</tr>
<tr>
<td>Dissatisfied with the social life at this university</td>
<td></td>
</tr>
</tbody>
</table>

**Institutional**

- Decided to attend a different college or university
- Family responsibilities/problems
- Wanted a break from college studies
- Wanted to move to (or was transferred to) a new location
- Difficulty with transportation
- Felt alone or isolated
- Health-related problem (family or personal)
- Child care was not available or too costly

**Personal**

- Did not budget money correctly
- Encountered unexpected expenses
- Financial aid received was inadequate
- Applied for financial aid, but did not receive it
- Could not find a part time job at this university

**Financial**

- Accepted a full-time job
- Scheduling conflict between work and classes
- Wanted to get work experience
- My chosen occupation did not require more study

**Work**

- Was suspended or placed on probation
- Inadequate study habits
- Courses were too difficult
- Courses were not challenging
- Unfair grading by instructor
- Dissatisfaction with my grades
- Too many required courses
- Disappointed with the quality of instruction
- Lack of tutors or help

**Academic**

<table>
<thead>
<tr>
<th>Did you have a major?</th>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find resources to help you?</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

If yes, mark which:

- Writing Center
- Math Lab(s)
- Developmental Educ. (DEVE, DEVM, DEVS)
- ASUAF Tutors
- Tutoring from student clubs
- Workshops on study skills (test taking, etc.)
- Extra help from instructor or TA
- Departmental Labs/tutoring
- Academic Advising Center
- Health & Counseling Services
- Student Support Services
- Other

**Is there anything else you would like to share with me that might be helpful to improve the university?**

[Blank space]
Probation Students

Checklist

___ 1. Obtain new Probation List at beginning of semester (SHR2PRB- See Chapter 8 for Instructions).
   ___ a. Identify departmental students.
   ___ b. Print copy or email to designated advisor.

___ 2. Determine current registration status (SFAREGQ).
   ___ a. If registered, run advisor copy of unofficial transcript.
   ___ b. If not registered, contact student and complete survey.

___ 3. Review transcript and confirm probation status.
   ___ a. Check both cumulative GPA and term GPA.
   ___ b. If one or the other is below 2.0, student has been correctly placed on probation.
   ___ c. If incorrectly placed on probation, notify Dean’s office of error.

___ 4. Compare class schedule from transcript to reg. form signed by advisor.
   ___ a. If available, check if student has received any Freshmen Progress Reports for this semester.
   ___ b. Review to determine if the student followed advice given or made changes to schedule.

___ 5. Determine if student is in a responsible or questionable course of study.
   ___ a. Responsible course of study:
      ___ i. Repeating classes student did poorly in?
      ___ ii. Dropping down in difficulty?
      ___ iii. Taking fewer credits?
      ___ o Contact student to check in and give encouragement.
   ___ b. Questionable course of study:
      ___ i. Not retaking classes?
      ___ ii. Continuing on to next level of course after doing poorly?
      ___ iii. No change or an increase in course load?

___ 6. Contact student and offer assistance.
   ___ a. List of computer labs on campus and hours of operation.
   ___ b. Phone numbers and locations of the Writing Center & Math Labs.
   ___ c. Disability Services phone number.
   ___ d. ASUAF tutoring and Student Support Services Program

___ 7. Remind student of last day to withdraw from classes for semester.

___ 8. The Advising Center has a list of late start classes if the student needs to stay at full time status.
   (In this manual and at: http://www.uaf.edu/advising/degree/index.html)

___ 9. Keep track of contacts for records, along with suggestions for student.

___ 10. Maintain files should campus-wide data review be conducted.
Sample Questionnaire for Probation Students

Reasons for Academic Difficulty

Major: ___________________________ Minor: ___________________________
School/College: _______________________________________________________
Class Standing: _______ FR ________ SO ________ JR ________ SR
Housing: _________ On Campus OR _________ Off Campus

Please check all of the reasons from the following list which may indicate why you have had difficulty in classes at UAF:

- My social life conflicted with my studies
- Transportation difficulties
- Medical problems/illness (either personal or within family)
- Conflicts at home
- Residence Life/housing issues
- Classes were too big
- Overwhelmed by amount of reading and/or homework
- Instructor not friendly or helpful
- No connection with anyone at UAF
- Didn’t know what to expect
- Didn’t apply myself
- Didn’t know how to manage time
- Possible learning disability
- Ineffective study habits
- Didn’t know about available help
- Unaware of policies for drop/withdrawal
- Received feedback from instructor after drop date
- Didn’t know I was doing poorly
- Overwhelmed by work responsibilities
- Overwhelmed by family responsibilities

Others (please explain or briefly list):

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Thank you for your feedback
Servicemembers Opportunity Colleges (SOC)

SOC is a system of college curricula designed for soldiers and their adult family member. It provides military students the opportunity to complete a college degree program (A.A., associate of arts or A.A.S., associate of applied science) without suffering a loss of credits because of frequent changes in duty station. SOC curricula are offered by colleges and universities and are accessible to most military installations worldwide.

UAF’s SOC degree programs include:

A.A. General Program

A.A.S. Culinary Arts

A.A.S. Maintenance Technology (concentration in Airframe & Powerplant)

A.A.S. Applied Accounting

Active duty military, National Guard and adult dependents are eligible to participate and there is no membership fee. Once admitted into a UAF degree program, students can receive college credit for their military experience. SOC students can take up to five years to complete their UAF degree. They need to earn at least six credits at UAF with a grade point average of 2.0 or higher.

UAF has a SOC advisor with office hours on the Fairbanks campus, downtown Fairbanks and at Fort Wainwright. For more information, contact Admissions at admissions@uaf.edu or 1-800-478-1823 or (907) 474-7500.
SkillsTutor is a no fee, computerized, self-paced, academic assistance program. It includes lessons and pre and post tests in a variety of subject areas. Students can use this program in many locations including:

Academic Advising Center  
Student Support Services Tutoring Lab  
Tanana Valley Campus  
Moore, Bartlett, Skarland Computer Lab  
Rural Sites upon request  
School of Education

Below are the subject areas covered by SkillsTutor. Please contact the Academic Advising Center at 474-6396 for more information or questions about accessing SkillsTutor.

**Reading Series**  
Brush up on key reading fundamentals with self-paced instruction covering vocabulary, Latin roots, compound words, word usage, and reading comprehension

**Writing Series**  
Boost your writing ability and improve language mechanics. Instruction covers parts of speech, sentence structure, and paragraph organization.

**Language Arts Series**  
Learn and review all fundamental language skills including capitalization, punctuation, parts of speech and verbs. You will develop and reinforce grammar, spelling and language skills.

**Basic and Intermediate Mathematics Series**  
Build a strong foundation in mathematics concepts with step-by-step tutorials; practice lessons; and helpful visual aids in topics like proportion and percents, geometry, statistics and probability.

**Science I and II Series**  
Reinforce key concepts in life science, physical science, earth science, biology, chemistry and physics.

**Algebra I Series**  
Develop an algebraic understanding in equations, inequalities, polynomials, factoring, rational expressions, functions, graphing and systems of equations.

**Information Skills Series**  
Gain an understanding of where and how to access information. Includes real-world examples, visual aids such as charts and maps, and covers reference materials and consumer information.
Student Support Services

The Student Support Service (SSS) Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their degree program.

Services include:
- drop-in tutoring center
- instruction in mathematics skills
- tutorial services
- academic advising and mentoring
- cultural and social engagement
- use of laptop computers, labs, and other technology benefits
- direct financial assistance to qualified Pell Grant recipients
- structured first year program for freshmen

All services are provided free of charge to eligible students. The program is staffed with both professional and certified student tutors. To receive SSS program services, a student must have academic need and meet one of the following criteria:

- Financially limited, according to federal criteria
- A first-generation college student (meaning neither parent has earned a baccalaureate degree)
- A student with a documented physical or learning disability

At UAF, participants must also be enrolled in at least six hours of academic study, and intend to obtain a baccalaureate degree.
UA Scholars

General Guidelines

1. The UA Scholars Award is an $11,000 cash award, to be used at any of the UA campuses, given to students graduating in the top 10% of their high school class. Scholars are selected after the completion of their junior year. It is posted to a Scholar’s account after he or she returns the Reservation Form sent by the UA Scholar Office and applies for admission.

2. The UA Scholars Award is given out in increments of $1,375 per semester until a student earns a degree or up to eight (8) semesters. The UA Scholars Award cannot be used for graduate (600 level) classes.

3. In order for the UA Scholars Award to be released, the Scholar must take at least 12 credits per semester and maintain a 2.5 GPA each semester. If either of these requirements are not met, the UA Scholars Award will not pay out the following semester.

4. UA Scholars must submit the UA Scholar Reservation Form by May 1st and apply for admission to one of the UA campuses by July 1st, otherwise the scholarship is forfeited.

5. UA Scholar Awards can be used by UAF students who choose to participate in National and International Exchange programs. Check with the National Student Exchange Coordinator or the Office of International Programs to coordinate an exchange and make arrangements for having the UA Scholars Award pay out while you are away from campus.

6. The UA Scholars Award can be combined with other scholarships, tuition waivers, awards or grants.

7. For questions concerning the UA Scholars Award, contact Hope Bickmeier in the Office of Admissions (474-6848) or Tamara Hornbuckle, both in Financial Aid (474-7256).

8. If a student moves into the top 10% his or her senior year, he or she is still eligible for the award. The student should contact Hope Bickmeier for additional details.

9. Students can postpone his or her award for two semesters, though all deadlines must still be met immediately following his/her senior year.
Sample Faculty Contact Plan for UA Scholars for College of Liberal Arts

CLA Contact Plan (modified)

Initial contact (February)

Dean’s Office will give you:

- names and contact information for prospective students
- copies of the CLA CD-Rom
- a boiler plate letter

Please adjust the letter as appropriate. High school seniors receive a lot of recruitment material, so you might want your letter to stand out with colored paper, graphics, or whatever else might be appealing. We have intentionally kept the tone informal.

- Personalize the letter: use the student’s name, and sign in ink.
- Include specific departmental information (e.g., departmental brochure).

Second contact

- Follow up with phone call and/or e-mail. CLA will provide phone cards to cover some long distance calls.
- More than one contact is recommended. In addition to pitching your program, here are some suggestions:
  - Engage the student in a conversation about his/her background and interests, both academic and extracurricular.
  - Refer student to other faculty in your department and/or other programs, sports coaches, etc. as appropriate.
  - Connect the prospective UA Scholar with one or two of your majors who are willing to boost your department.
- Invite the student to visit. Make a definite appointment if you can. Tell the scholar coordinator in the Office of Admissions so tour and other activities can be planned.
- Invite student to specific activities, for example:
  - Meetings of your student club
  - Class sessions
  - Departmental lectures/colloquia/films
  - Departmental party or reception (consider co-hosting with other departments)
- Please notify the Dean’s Office of any events/activities so that these can be posted on the calendar at the CLA website.
- Tell student how to find out more about your program (web page, online courses or syllabi, etc.)

Retention

- Make sure that UA Scholars who enroll are immediately connected with an advisor.
- Early on, advisor should set up a regular advising schedule and help student to draft a four-year plan

In addition to these individual departmental contacts, there will be an annual university-wide reception for UA Scholars, to which you will be invited.