2008-2009 Annual Report

Office of Student Recruitment &
High School Services
Office of Student Recruitment and High School Services
Annual Report 2008-2009

Mission Statement

Program Mission -

The office of Student Recruitment and High School Services provides information to future students and others who are critical to the college decision-making process. Our goal is to provide future students with enough information to make an informed college choice. Toward that end, we have developed the following mission statement:

The mission of the Office of Student Recruitment and High School Services is to promote the University of Utah and higher education in a positive, honest, informed, and personalized manner. We strive to recruit a diverse undergraduate student body that reflects the University’s standard of excellence in all disciplines.

Program Objectives:

- Educate future undergraduate students about the opportunities available through higher education and at the University of Utah. Specific target groups include in-state and out-of-state freshmen and transfer students, ethnically diverse students, underrepresented students, academically talented students, non-traditional students, and international students.
- Guide, support, and advocate for future students throughout the inquiry to enrolled process.
- Provide future student groups and their families academically enriching experiences and programs on campus.
- Provide specific programs that inform and cultivate relationships with key constituencies who influence the college decision-making process including but not limited to high school and college counselors, teachers, families, and alumni.
- Provide meaningful experience to our professional staff and student employees for their long-range career and personal development.
- Develop collaborative initiatives with colleges, departments, faculty, alumni, and members of the larger community to enhance the overall recruitment efforts of the University.
2008 – 2009 Highlights

- We began a more active cultivation of Texas for recruitment purposes.

- We adjusted our on campus programming to better serve a wider population of prospective students and added two new open houses.

- In collaboration with the Assistant Vice President for Academic Outreach, the Bennion Center, University Neighborhood Partners, and the Office for Assessment, Evaluation, and Research we developed and initiated a survey to identify outreach and recruitment activities across campus. The results of the survey were then developed into an Outreach and Recruitment Resource Guide that catalogs each of the various programs and efforts and provides at a glance reference charts.

- The first place winner of the Intermountain Junior Science and Humanities Symposium hosted by the Recruitment Office, went on to win first place in her category at the National Symposium.

- We developed a closer working relationship with University Neighborhood Partners by becoming more active partners with the Heartland Youth Center and Partners in the Park.
Service Delivery

Program Objective 1: The Office of Student Recruitment and High School Services works to educate admissible students about the opportunities available at the University of Utah through off campus activities and on campus programs.

Off Campus Activities (ex: school visits, college fairs and invited presentations)

We continued to conduct our off-campus recruitment visits (high school visits, college visits, college and educational fairs, and invited presentations) in Utah, Arizona, California, Colorado, Idaho, Montana, Oregon, Washington, and DC. An addition this year was partnering with an alumni event in the Dallas Texas area and inviting prospective students to participate. We also visited select high schools in the Dallas/Ft. Worth, and Houston areas. However, due to budget cuts, we did cut some of our spring return recruitment visits in Utah, Oregon, and Washington.

We continued our transfer recruitment efforts at the community and junior colleges and visiting at different times of the day. We also collaborated with the Associate Vice President for Academic Outreach and the advisors at Salt Lake Community College to have a transfer day at Salt Lake Community College in the fall and a follow-up day on the U’s campus in the spring.

In addition to the visits made by the Admission Counselors, the six Student Ambassadors made weekly visits to several high schools (Kearns, Granger, Granite, Highland, Hunter, East, and West). The Ambassador Program is set up to work with students from low income, first generation, and underrepresented populations and encourage these students to pursue a higher education and to help these students throughout the search, selection, application, and enrollment process. In addition to the high schools, the ambassadors also added weekly visits to Salt Lake Community College.

On Campus Programs

The Office of Student Recruitment and High School Services host, either by ourselves or in collaboration with other campus departments, a number of different events designed to help prospective students experience campus and learn more about the at the University. Some of these activities target specific segments of students including transfer students, high achieving students, and students from underrepresented populations.

Our Daily Campus Visit Program is open to all prospective students and their families. Our guests attend an information session with an admissions counselor where we discuss admissions, scholarships, and the multiple opportunities available at the U. Prospective students can also take a tour of campus with one of our student assistants and tour the residence halls with one of the student hosts in Housing and Residential Education. We also offer to set up visits with other areas of campus or to arrange for a classroom visit. While most of our visits are for prospective first year and transfer students, we also provide visits
for a variety of different groups including elementary and middle school classes, youth groups, and University donors and other VIP’s.

The U-Night Program provides an opportunity for prospective first-year students who are currently in their senior year of high school to have a more extensive visit experience. In addition to all the activities we offer during our daily visits, U-Night participants eat in the Heritage Center, attend a campus activity during the evening, and stay overnight in the residence halls with a current student.

We offered three Open Houses this year. We had our annual Fall Open House in November and we added a Winter Open House in February and a Spring Open House in April. During the open house students were able to meet with campus representatives and attend workshops on admissions, scholarships and financial aid, getting involved, learning communities, and living on campus. The winter and spring open houses replaced the spring Transfer Day and Junior Day. We opened each of these new events to all ages of students and their families and added workshops and activities that targets specific types of students and specific ages.

During the Honors Days, students, with an index of 120+, and their parents are invited to campus to attend an honors class, eat in Heritage Dining Center, learn about the Honors Program, tour the Honors House and meet with an academic advisor. Honors U-Nights incorporate the same activities as the Honors Days with the addition of an evening activity and overnight stay in the residence halls with current honors students.

The Multicultural Reception was held in November and is designed to provide an additional opportunity for underrepresented students to learn more about the opportunities at the university and to encourage them to attend. We had representatives from various academic departments, colleges, support offices, and student organizations. Workshops were also offered on various topics including admissions, financial aid, scholarships, and a student panel which spoke about what it was like being a student of color at the U.

Program Objective 2: Provide specific programs that inform and cultivate relationships with key constituencies who influence the college decision-making process including but not limited to high school and college counselors, teachers, parents and others.

While we do work with parents and teachers throughout the year, our primary efforts are with the High School and Community/Jr. College counselors. Each fall we host the Utah High School Counselor Conference on campus. This event provides counselors the opportunity to visit campus and get pertinent updates on admissions and financial aid/scholarships, as well as learn more about different offices and colleges on campus. We made a change this year and only held the conference on one day, but we had all sessions recorded and set them up as podcasts so those who did not attend could still get the information.

We also provide online resources through our Counselor Webpage on the Student Recruitment Website. Here we placed links to various resources that counselors can utilize when working with their students. One resource is our online Counselor Handbook, which has a variety of information including phone numbers for a variety of people on campus. We
also post a monthly electronic newsletter that has information about upcoming events, campus updates, and information for the counselors to post for their students.

**Program Objective 3:** Provide an early academic enrichment experience for pre-college student groups and their parents.

The Student Recruitment Office has hosted the **Intermountain Junior Science and Humanities Symposium (IJSHS)** in March for the past several years. This symposium is an opportunity for high school students from Idaho, Montana, Utah, Wyoming, and Nevada to submit a research paper on original research they have been conducting. All the papers are reviewed by faculty and staff at the university to determine who will present in both oral and poster competitions. During the symposium the students are able to tour labs on campus, hear presentations from U researchers, and attend the research presentations. The winner at our Symposium also took first place in her category at Nationals this year. Thus, we have had two national winners in the past three years.

This **High School University Program (HSUP)** is also run out of the Student Recruitment Office. This program provides an opportunity for area high school students to begin taking University of Utah classes while still in high school. Typically students take classes that they are not able to take at their high school.

**Program Objective 4:** Develop collaborative initiatives with colleges, departments, faculty and alumni to enhance our recruitment efforts.

The Office of Student Recruitment works in collaboration with several entities across campus by providing support through data reports, mailing lists, recruitment materials, and financial support.

A new collaborative effort this year was the **Educational Pipeline Survey** that was developed to gather data about what types of outreach and recruitment efforts for future students were being done at the university. This survey was developed in partnership with the Assistant Vice President for Academic Outreach, the Bennion Center, University Neighborhood Partners, and the Office for Assessment, Evaluation, and Research.

Two new efforts were formed in collaboration with University Neighborhood Partners this past year. The first was working with the **Heartland Youth Center** where we had admission counselors going out weekly to talk about going to college to the youth and their parents. Each week the counselors would present some type of activity or assist with tutoring the students. The second effort was participating in all of the **Partners in the Park** events held throughout the summer. We had staff members available to meet with community members to answer questions about the U and assist with each event.

This summer we continued the **My U Decision program** which helps us get a better sense of who would be enrolling in the fall. We mailed out postcards to all incoming first year students who were admitted but had not enrolled or registered for an orientation. The students were directed to a website where they could let us know their plans for the fall. This
information was then forwarded to admissions, orientation, financial aid, and housing so they could get a better sense of what students were or were not coming. Our next steps with this program include embedding the My U Decision response survey within CIS, automating the delivery of responses, and opening it for all new incoming students (transfer and freshmen) for all semesters.

In collaboration with Admissions, University College, and Orientation, we continued the **Late Admission Petition Program (LAPP)** for fall 2009. This program was focused on assisting students, who wanted to apply for fall semester after the August 1 deadline, move through the application to enrollment process in a more informed and streamlined manner. These students were required to meet with an admissions counselor to determine: if the student needed to really start this fall; ensure the student understood everything that needed to be done to get into classes in a timely fashion; ensure the student had funding available to pay for tuition; and assist the student in completing the admission application.
Assessment

**Program Objective 1:** The Office of Student Recruitment and High School Services works to educate admissible students about the opportunities available at the University of Utah through off campus activities, on campus programs, and outgoing communication efforts.

*Off Campus Activities (ex: school visits, college fairs and invited presentations)*

**High school and college visits, Fairs, Presentations, and Receptions/Alumni Events**

Off campus activities include visits by admission counselors to high schools (214), community and Jr. Colleges (30), college and education fairs (46), regional receptions/alumni events (20), and invited presentations (4). Approximately 19,600 people were seen by the admissions counselors through these multiple off campus events. The decrease in our off-campus activities was a result of the mid-year budget cuts we took.

![Off Campus Recruitment Activities Comparison](image)

*On Campus Programs*

During the 2008 – 2009 year we had approximately 3079 (5% increase over last year) prospective students who indicated a start term of spring, summer, or fall 2009 attend at least one of 14 on campus programs.

*Information Sessions*

During the past year we saw an increase over last year in the number of first year and transfer students attending an information session. We had 1315 (37% increase) first-year students attend one of our information sessions. Of this group, 683 indicated a start term of spring, summer, or fall of 2009. There were 288 (47% increase) transfer students who attended an information session with 236 indicating a start term of spring, summer, or fall of 2009. While
we saw more students there was a decrease in the admitted to enrolled yield for first year students (52.2% this year as compared to 54.3% last year). Transfer students had an increase in the admitted to enrolled yield (79.0% this year compared to 76.9% last year). Additionally, we had 83 groups (1884 students) visit campus during 2008-2009 which represents a 15% increase and a 2% decrease respectively.
Key findings from the campus visit evaluations include:

- The most helpful parts of the campus visit are the campus tours (43%), tours of the residence halls and meeting with an admissions counselor (tied at 20%), and departmental visits (17%).
- 91% of the respondents indicated that they have the names and contact information for at least two people that they can contact with questions.
- 88% of the respondents indicated that their visit influenced their decision to attend the university. 21% said they were coming and 75% remained unsure about where they were going to go to college.
- For those who indicated they were planning to attend the university, 33% said they were going to live on campus, 11% said no, and 56% were unsure.
- The biggest finding is that we have very low response rate to the evaluations, less than 1% of the participants.

After reviewing the current assessment, there are a couple of changes that will be made to improve its overall strength. Additionally, we are going to look at alternative ways to administer the assessment since the response rate for the current paper assessment is very low.

**U-Night**

For the U-Night Program, we send out a postcard in August and again in December to all high school seniors we had in our database announcing the dates for each semester. This year we sent out 9,776 fall postcards and 13,012 spring postcards. While this program is open to all seniors, we are limited to the number of students who can participated each night, thus reservations are taken on a first come, first serve basis.
We had 154 prospective students participate in the program, which is a 21% increase over last year. Yet, while our participation numbers increased, the admitted to enrolled yield decreased to 66%.

Key findings from the U-Night evaluations include:

- The most helpful parts of the U-Night visit are the evening activities (36%), the tours of campus (29%), tours of the residence halls (17%), meeting with an admissions counselor (7%), and departmental visits (5%).
- 83% of the respondents indicated that they have the names and contact information for at least two people that they can contact with questions.
- While the meeting of with the admissions counselors ranked 4th in being most helpful, 88% of the respondents agreed or strongly agreed that the admissions counselors provided them with the information they needed.
- 84% of the respondents indicated that their visit influenced their decision to attend the university. 36% said they were coming and 57% remained unsure about where they were going to go to college.
- For those who indicated they were planning to attend the university, 29% said they were going to live on campus, 8% said no, and 63% were unsure.

Overall, the participants are pleased with the format for the U-Night so we will not change the format. However, after reviewing the current assessment, there are a couple of changes that will be made to improve its overall strength.

**Fall Open House**

We mailed out postcards announcing the Fall Open House to all the seniors in our database and we had 206 prospective students attend (14% increase over last year). Of those who attended, a similar percentage (58%) enrolled as compared to last year (57%).
Key findings from the Fall Open House evaluations include:

- 51% students and parents said that the most helpful part of the visit was meeting with presenters, 22% said the workshop sessions, and 18% said tours of campus were the most helpful.
- When asked to indicate their level of agreement with the statement “I have a better understanding of (admissions, financial aid, scholarships, getting involved, and majors/departments), over 80% (and sometimes over 90%) either agreed or strongly agreed. Living on campus had the lowest rating but still had 71% agreeing or strongly agreeing.
- 90% of the respondents agreed or strongly agreed that they had the names and contact information for at least two people that they can contact if they have questions.
- 82% of the respondents indicated that their visit influenced their decision to attend the university. 48% said they were coming and 48% remained unsure about where they were going to go to college.
- A couple people provided written comments about how it would have been nice to have the campus shuttles running up to the residences halls so it did not take so long to walk up and back.
- For those who indicated they were planning to attend the university, 31% said they were going to live on campus, 24% said no, and 45% were unsure.

We will continue to have the same format for future open houses with the table presenters, workshops, and tours. Furthermore, we will explore the possibility of renting shuttles to move people up to housing for the housing tours.
Winter & Spring Open Houses

All the students in the database with email addresses were sent an email invitation to both the Winter (February) and Spring (April) open houses. Postcards were sent to all students who did not have email addresses. This is the first year for both these programs so there is no comparison data.

Key findings from the Winter Open House evaluations include:

- 47% students and parents said that the most helpful part of the visit was meeting with presenters and 33% said the workshop sessions.
• When asked to indicate their level of agreement with the statement “I have a better understanding of (admissions, financial aid, scholarships, getting involved, and majors/departments), over 80% (and sometimes over 90%) either agreed or strongly agreed. Living on campus rating moved up from the fall open house to 83% agreeing or strongly agreeing.

• 86% of the respondents agreed or strongly agreed that they had the names and contact information for at least two people that they can contact if they have questions.

• 65% of the respondents indicated that their visit influenced their decision to attend the university. 79% said they were coming and 21% remained unsure about where they were going to go to college.

• Some of the written feedback included wanting more time for the event so more workshops could be attended. Some of the participants were frustrated that the scholarship deadline had just passed and this event was the first that they were learning of the scholarship process.

• We had a significantly lower attendance (75 for this event compared to over 200 for the fall event).

• For those who indicated they were planning to attend the university, 44% said they were going to live on campus, 31% said no, and 25% were unsure.

Because of the continued positive ratings for the format, we will continue with the format for future open houses with the table presenters and workshops. We believe one reason for the low turnout was due to the event being held in the evening, so future open houses will be on Saturday mornings/early afternoon. While the percentage of respondents indicating that the event influenced their decision to attend the university went down as compared to the fall event, the percentage of those who indicated they were going to attend the university increased. Our belief for this change is that the event occurred later in the year so many more students have made up their mind as to where they plan to attend in the fall. Finally, we will be moving the winter open house to January so it occurs before the Freshmen Scholarship Deadline.

We had a very low response rate to the spring open house evaluations (less than 5). We are not sure why this occurred, but will take steps to increase the return of evaluations next year.

Honors Days
About 3,600 students were invited to participate in the Honors Days program and there were 176 prospective high school seniors that participated in this program with about 65% (114) enrolling at the U. We had slightly less students participate during the year but our yield was up slightly as compared to the year before.
Key findings from the Honors Day evaluations include:

- The most helpful parts of the campus visit are the meetings with faculty/advisors and learning more about their majors (69%), the Honors College information (15%), the class visits (8%), and the tours of campus and housing (7%).
- 93% of the respondents indicated that they have the names and contact information for at least two people that they can contact with questions.
- When asked if they were planning to attend the university 51% said they were coming and 48% remained unsure. 84% of the respondents indicated that they were more likely to attend because of their visit. 12% indicated the visit had no impact on their decision to attend, and 4% indicated they were less likely to attend.

Based on the results, we are going to make sure that we maintain the current visits with the professors and advisors.

**Honors U-Nights**
We invited about 600 students to participate in the Honors U-Night and there were 36 students who participated with about 58.3% (21) of them enrolling.
There was no evaluation data collected during the 08-09 year. However, a specific Honors U-Night evaluation will be created for 09-10 year.

**Program Objective 2:** Provide specific programs that inform and cultivate relationships with key constituencies who influence the college decision-making process including but not limited to high school and college counselors, teachers, parents and others.

**Utah High School Counselor Conference**
We continued to see an increase (3%) in the attendance at this event with 153 people.
Key findings

- Overall, each aspect of the conference had high ratings with 93.26% of the respondents stating the conference met or exceeded their expectations.
- In response to the question about “the strongest parts of this year’s conference”, the following seemed to stand out
  - The admissions, financial aid, and scholarship updates
  - The breakout session format
  - University student participation and perspective
  - Like the idea of being able to watch all sessions as podcasts
- In response to the question about “what improvements would you like to see for next year?”, the following stood out
  - Want to hear from more students; “bring back the student panel”
  - More handouts particularly in admissions, financial aid, scholarships; make sure to have enough handouts
  - Several people mentioned they would like a campus tour

As a result of the feedback, we will maintain most of the format from last year with one adjustment to accommodate a student panel that everyone will be able to attend. We will also look to offer a campus tour at the conclusion of the event and we will encourage all presenters to have handouts and to have an adequate supply. Finally, we will continue to record and podcast sessions.

Program Objective 3: Provide an early academic enrichment experience for pre-college student groups and their parents.

Intermountain Junior Science and Humanities Symposium
This past year we had 104 students attending the symposium with 13 of them being seniors. We had a larger number of overall participants and we had an increase in the number of schools who participated as compared to the year before.
Key findings from the Symposium evaluations include:

- When asked what the students liked best about the symposium, 36% answered the tours. This was followed by the Physics is Fun demo at 19%; the food at 17%; interacting with other people at 16%; and going to the Gateway Mall and Planetarium at 12%. Many also noted that they really enjoyed the presentations.

- The participants were also asked what they would like to see included in the symposium next year. The overwhelming majority cited more tours, with some specifically asking for more interactive tours.

- A handful of participants complained that the schedule was too packed; not enough free time. Another handful complained that there was too much free time.

- Several respondents noted that they would like to have had more of an opportunity to see what this University has to offer them for higher education.

We will continue to have a similar format as to what we had this year. However, next year we will try to repeat the tours at least once so the participants could do four tours instead of only two. This would also use up some of the extra down time we had this year. Additionally, we will seek out lab tours that can be more hands on. We will also try to find time to provide an information session specifically on the University of Utah and perhaps a formal campus tour.

Program Objective 4: Develop collaborative initiatives with colleges, departments, faculty and alumni to enhance our recruitment efforts.

Educational Pipeline Survey
This survey was distributed via email during the fall 2008 semester across multiple departments, offices, and programs as a means to start gathering data about what types of outreach and recruitment efforts for future students were being done at the university.
Key findings
- There are many more outreach and recruitment activities occurring at the university than was originally believed.
- These activities range from pre-kindergarten to community college students and a wide variety of diverse populations.
- The majority of the activities are focused on grades 6-12 and students from underrepresented populations (low income, first generation, students of color).

Utilization of findings
- The data gathered during this assessment has been put together in the form of a resource guide detailing existing outreach and recruitment activities. The purpose of the guide is:
  o To encourage collaboration between existing programs
  o To identify where new programs might fill outreach and recruitment gaps
  o To avoid recreating programs that are currently existing
- Future plans based on this data include:
  o Resending the survey again in fall semester of 2009 to get updates from last year respondents and gather some additional information regarding program funding and development
  o Using the survey data to help in the development of a university wide strategic outreach and recruitment plan particularly for underrepresented students
  o Identify where potential overlap exists and begin thinking about how to more effectively utilize university resources

My U Decision
We mailed out 7,300 postcards to all incoming first year students who were admitted but had not enrolled or registered for an orientation. We had about 3300 responses (about a 44.8%) response rate. Of those who responded, 63.4% indicated they were still planning to attend, 26.2% said they were not planning to attend, 8.1% indicated that they were not attending in the fall but would attend in a future term, and 2.3% were still deciding.

Late Admission Petition Program (LAPP)
The recruitment office saw about 127 LAPP participants. Of those, 60 applied for fall semester with 47 of them enrolling.
Staff

During the 2008-2009 year the following staff changes occurred.
- Nicole Miranda joined the staff as an admissions counselor in July 2008.
- Nereida Oliva joined the staff as our graduate assistant in July of 2008.
- In October 2008, Maryanne Smith retired as the office manager and Marti Frueh was hired as the new office manager.
- Anni Sanchez left to take a full time position at Salt Lake Community College working for their TRIO programs in February 2009.

STUDENT AFFAIRS AWARDS AND RECOGNITIONS

Heather Heinz graduated in May 2009 with her Masters of Education with an Adult Learning Certificate from Westminster College.

Melissa Prentice graduated in August 2008 with a Masters of Library Science from the Graduate School of Library and Information Management at Emporia State University.
# STUDENT AFFAIRS COMMITTEE MEMBERSHIPS

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Browning, Paul</td>
<td>Student Recruitment</td>
<td></td>
</tr>
<tr>
<td>Frueh, Marti</td>
<td>Student Recruitment</td>
<td>UAAC Committee</td>
</tr>
<tr>
<td>Gonzales, Tony</td>
<td>Student Recruitment</td>
<td>Utah Higher Education Consortium</td>
</tr>
<tr>
<td>Gorton, Connie</td>
<td>Student Recruitment</td>
<td>University of Utah Staff Council Fundraising and Scholarship Committee, chair</td>
</tr>
<tr>
<td>Heinz, Heather</td>
<td>Student Recruitment</td>
<td>Preview Day Committee</td>
</tr>
<tr>
<td>Miranda, Nicole</td>
<td>Student Recruitment</td>
<td>Sustainability Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diversity Council</td>
</tr>
<tr>
<td>Prentice, Melissa</td>
<td>Student Recruitment</td>
<td>Sustainability Committee</td>
</tr>
<tr>
<td>Remsburg, Mateo</td>
<td>Student Recruitment</td>
<td>Student Affairs Action Coalition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prospective Students Marketing Steering Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student IT Project and Portfolio Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virtual Doorway Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Affairs Director Meeting Planning Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Pipeline Steering Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Larry H. &amp; Gail Miller Enrichment Scholarship Program, Mentor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utahans for the American Dream Coalition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Senate Diversity Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chicana/o Scholarship Fund Board, Treasurer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Francis A Davis Scholarship Fund Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEAP Advisory Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention and Assessment Committee</td>
</tr>
<tr>
<td>Robbins, Nick</td>
<td>Student Recruitment</td>
<td>Financial Aid and Scholarships Committee</td>
</tr>
<tr>
<td>Smith, Mark</td>
<td>Student Recruitment</td>
<td>UAAC Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer Advisory Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Union Resident’s Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utah Higher Education Consortium</td>
</tr>
</tbody>
</table>
STUDENT AFFAIRS NATIONAL & REGIONAL PRESENTATIONS

NA

STUDENT AFFAIRS PUBLICATIONS

NA