



# Counselor Outreach

Accustomed to Being Handled and Being Tacked Up

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# Handled and Tacked Up?

## Handled

- Approach horses in calm, easy way
- Horses sense fear
- Horses become gentler over time with more interaction from people or more handling
- Never approach a horse from the backside unless you want to get kicked



## Tacked Up

- **Tack** is a piece of equipment or accessory equipped on horses
  - Saddles, stirrups, bridles, halters, reins, bits, harnesses



# History of the Track

- Slow Track- a track wet on both the surface and base.
- Sloppy Track-a track saturated with water; with standing water visible.
- Fast Track- dry, even, resilient surface
- Good Track-a track that is almost fast



# The Partnership Track between Public Education and Higher Education

## Slow Track-10 years ago

- Not student oriented
- Counselor conference at university-only 1 counselor per school would attend
- Approach was “do it this way...no exceptions”
- Money was an issue

## Fast Track-past 8 years

- Realigned how the money flowed from the state
- It's all about the students-**admissions to matriculation**
- Recruitment mindset from the university
- Buy-in & Participation from all the high school counselors
- CTE courses AND General Education courses



## WHAT CHANGED?

- Personalized Counselor Lunch Meetings at High School
- How the \$ flowed

✓ IT'S ALL ABOUT THE STUDENTS-

- All 9,200 of them

One change had years of impact...

- “University personnel became real people”
- “Helped me put a face to the name of the university person.”

- **Annual lunch meetings at the high school**
  - Counselors and concurrent enrollment site reps
    - Administration started attending
- “These meetings allow us to voice concerns on our individual level. All our issues have been addressed.”



## Years 1-4

- “These meetings gave me a voice with the university.”
- “These meetings allow us to address specific concerns or needs for our school”
- “There always seem to be changes from year to year...now we get updates directly from the source.”

# Sample Agenda from Year 1-4

- Introductions of staff at public education and higher education
- Introduce training for online admissions and registration process
- Course changes for coming year (added/dropped)
- Deadlines
- Federal Financial Aid SAP (Student Academic Progress)
- What CE courses should a student enroll in?
- Can you have TOO MUCH CREDIT?
- Counselor Issues & Questions
- Site Rep needs and concerns



## Years 5-8

- “Problems can be identified and ideas for solutions examined.”
- “Counselors work so closely with students that informed counselors are an asset in advising students.”
- “We can serve our students at a much higher level.”

## Sample Agenda topics Year 5-8

- Introduce idea of concurrent enrollment academic adviser
- Introduce partnership with admissions office and Edge Scholarship
- Introduce advising sheets and appointments
- Address specific needs and concerns of the high school
- Advisor assistance in CE program promotion and education via parent/student meetings, class presentations, etc...

## Year 8+

- “Our counselors value having the academic advisers come to our school to work directly with students.”
- “WSU has always been welcoming and accepting of suggestions.”
- “WSU advisers have made adjustments in procedures to help the high school counselors understand and make every process as smooth as possible.”
- “I love our lunch meetings, I am always reminded of policies and procedures.”
- “The General Studies Pathway Guide helps our counselors guide students as they select CE Classes.”

Credits Required for Graduation	General Education Classes	Institutions Offering CE Class							
<b>Composition</b> (6 credits*)	ENGL 1010 (3 credits) Intro to Writing	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	ENGL 2010 (3 credits) Intermediate Writing		WSU	SUU	Snow	DSU	UVU	SLCC	
<b>Quantitative Literacy</b> (3 credits)  <i>Select ONE of these classes</i> <i>See QL Legend, next page</i>	MATH 1030 (3 credits) Quantitative Reasoning (non-science majors)	USU	WSU	SUU	Snow		UVU	SLCC	
	MATH 1040 (3 credits) Statistics	USU		SUU	Snow	DSU	UVU	SLCC	
	MATH 1050 (3-4 credits) College Algebra	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
<b>American Institutions</b> (3 credits)  <i>Select ONE of these classes</i>	IIIST 1700 (3 credits) American Civilization	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	ECON 1740/ECN 1500 (3 credits) Economic History of the U. S.	USU						SLCC	
	POLS 1100 (3 credits) American Government	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
<b>Fine Arts</b>  <i>Select ONE of these classes</i>	ART 1010 (3 credits) Intro to Visual Arts	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	MUSC 1010 (3 credits) Intro to Music	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	THEA 1013 (3 credits) Intro to Theater/Exploring Theater	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
<b>Humanities</b>  <i>Select ONE of these classes</i>	HU/HUM/HUMA 1010/1100/USU 1320 (3 credits) Intro to the Humanities	USU		SUU		DSU	UVU	SLCC	
	ENGL 2200/ ENGL 2230 (3 credits) Intro to Literature /Classics Myths & Folktales (Snow)	USU		SUU	Snow	DSU	UVU		
	COMM/CMST 2110 (3 credits) Interpersonal Communication	USU	WSU		1	1	UVU		
<b>Social &amp; Behavioral Science</b>  <i>Select ONE of these classes</i>	PSY 1010 (3 credits) Intro to Psychology	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	CHF/ECHD/ECS/FHS/HFST 1500 or PSY 1100 (3 credits) Human Development	USU	WSU		Snow	DSU	UVU	SLCC	
<b>Life Science</b>  <i>Select ONE of these classes</i> <i>Underline – lab offered</i>	BIOL 1010 (3 credits) (1015 Lab 1 credit) General Biology	<u>USU</u>		<u>SUU</u>	<u>Snow</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>	
	NUTR/NFS/HLTH 1020 (3 credits) Intro to Nutrition		WSU	SUU		DSU	2	2	
<b>Physical Science</b>  <i>Select ONE of these classes</i> <i>Underline – lab offered</i>	CHEM 1010 (3 credits) (1015 Lab 1 credit) Intro to Chemistry	USU		<u>SUU</u>	<u>Snow</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>	
	CHEM 1110 (3-5 credits) Elementary Chemistry		WSU	<u>SUU</u>	<u>Snow</u>	<u>DSU</u>		<u>2</u>	
	PHYS 1010 (3 credits) (1015 Lab 1 credit) Elementary Physics)	<u>USU</u>	WSU	<u>SUU</u>	<u>Snow</u>	<u>DSU</u>	UVU	SLCC	

**TABLE NOTES:** 1 This class is a Social Science at DSU, an Oral Communication at Snow, a Humanities at other institutions. 2 This class is not a general education course at this institution. Students planning to attend UVU or SLCC should take the other class in the category.

# So how does this relate to being “Handled” and “Tacked UP”

## Horses

- Once they have been accustomed to being Handled they don't see the rope as a threat
- Once they understand the bridle is for guiding they won't fight it and be sore-a simple nudge will give direction
- Once they respect and trust the rider you can ask them to do anything-even endurance rides

## Counselors

- True partnerships emerge and they don't see the university as a threat
- The partnership grows and guidance and direction from university is welcome and desired
- The university welcomes new ideas from the public education partnership
- Once trust is established the partnership isn't limited to “the trail”


# Winners Circle

## Public Education

- Knowledgeable Counselors
- Informed Parents & Students
- Procedures Streamlined
- Serving Students at a Higher Level
- "WSU has my back when I need help."

## Higher Education

- Matriculating Students to New Freshman
- Students are accustomed to university policies
- Students are getting General Education Advisement or directed to program advisement
- Departments use their CE classes as recruitment opportunities



What ideas did you think about that will move  
your program to the fast track?

Higher Education

Public Education



# Contact

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