



ACADEMIC ADVISING CENTER

ANNUAL REPORT

2021 - 2022

Written by the Academic Advising Center Staff
Edited and Designed by Tammy Mabey

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I. OVERVIEW

RE-ENVISIONING OUR IMPACT

The 2021-2022 academic year was marked by changes and new challenges. Last year's Academic Advising Center Annual Report noted the recent (or imminent) departures of Ruth Watkins, Martha Bradley, Ann Darling, and Amy Bergerson, long-time advocates of the work we do to promote student success through advising. We knew from the outset of the academic year that we would be operating with new leadership at the university and Undergraduate Studies levels in addition to the latest challenges brought by the COVID pandemic.

When Dr. T. Chase Hagood joined the university as Senior Associate Vice President for Academic Affairs and Dean of Undergraduate Studies, he brought a student-centered, data-informed approach in close alignment with the values of the AAC. Immediate impacts of his arrival were a revised structure to Undergraduate Studies to facilitate cross-unit collaboration, and a renewed focus on the development and adoption of an advising career progression. Dean Hagood has worked tirelessly, with the support of President Randall and Interim Senior Vice President of Academic Affairs Teasley, to enhance student success through advising. Tangible results of his support include completion of Phase I of the Advising Career Progression, and funding for the addition of four new advising positions within the AAC.

The Academic Advising Center sits in the "Exceptional Education" unit of

Undergraduate Studies, together with Curriculum Management, Exceptional Education (previously known as General Education), MUSE Seminars, and Transfer Student Success. This has brought advisors to new conversations regarding support for transfer students, availability of seats in key university requirements known to promote retention and timely completion, assessment of prior learning, and learning communities.

We continue to be impacted by COVID-19. We began to increase our campus presence in late summer of 2021, offering much of our curriculum and programming in-person during the fall term. Advising continued to be predominantly virtual. In June 2022, new student Orientation was offered in person for the first time in two years. Our goal throughout this period was to continue to use what we've learned during COVID to maintain the elements that increased accessibility and impact of our services.

One entirely new concept to the Academic Advising Center is the integration of Key Performance Indicators, or KPIs. The new framework includes five Big Undergraduate Studies Goals, each with a set of KPIs. These will shape how we document our impact moving forward. This year's Annual Report will include how AAC has contributed to Big Goals 1, 3, 4 and 5 in 2021-22; Big Goal 2 is under development. We will also spotlight achievements that don't tie directly to the big goals but reflect our efforts for the 2021-22 academic year.

II. TEAM OPERATIONS

[Student Contacts](#) | [Technology](#) | [Office Reception & Quick Answer](#)
[Milestone Advising](#) | [Utah Global](#) | [Big Goal 1](#)

The Academic Advising Center has many moving pieces. We engage with a wide variety of constituencies - students, their supporters, members of the advising community, campus partners and others. One team member recently described us as "the university's human Google". This section will focus on the work that is foundational to all of AAC's efforts.

ACHIEVEMENTS

- Updated "MAP APP" to facilitate student connect with the advisor best suited to their unique situation, reducing the need to rebook appointments.
- Piloted use of "Bookings" for appointment management; played central role in campus implementation.
- Fully migrated from Inspire for Advisors to Inspire in CIVITAS.
- Migrated from Student Affairs IT to Undergraduate Studies.



AAC Leadership Team: John Nilsson
Julia Vincent, Beth Howard



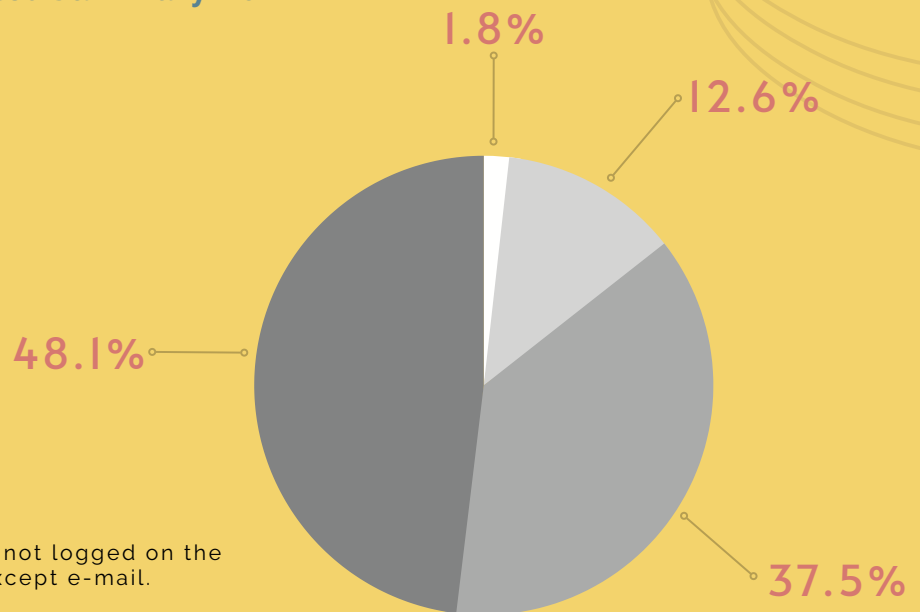
David Eisen

The Academic Advising Center is truly a university resource. Our services are used by students from all colleges and programs, prospective students, and graduates. We track interaction type, primary reason for contact, and demographic information in order to optimize the experience for those seeking our assistance.

The AAC staff had over **133,300** recorded interactions with students, campus partners, and outside constituencies during the 2021-22 academic year. This included **6,576** phone, email and video appointments, more than **25,000** quick help contacts with students, over **4,200** social media interactions and **97,445** recorded email contacts (**19,540** individual emails and **77,905** mass emails). We most efficiently serve students when we utilize a variety of modalities or strategies. General information can be delivered effectively via group emails and social media, whereas information specific to an individual student's record must be done in a FERPA protected environment (uemail, phone, zoom, or in person). The relative frequency of individual contacts is shown below.

Individual Student Contact Summary 2021-22

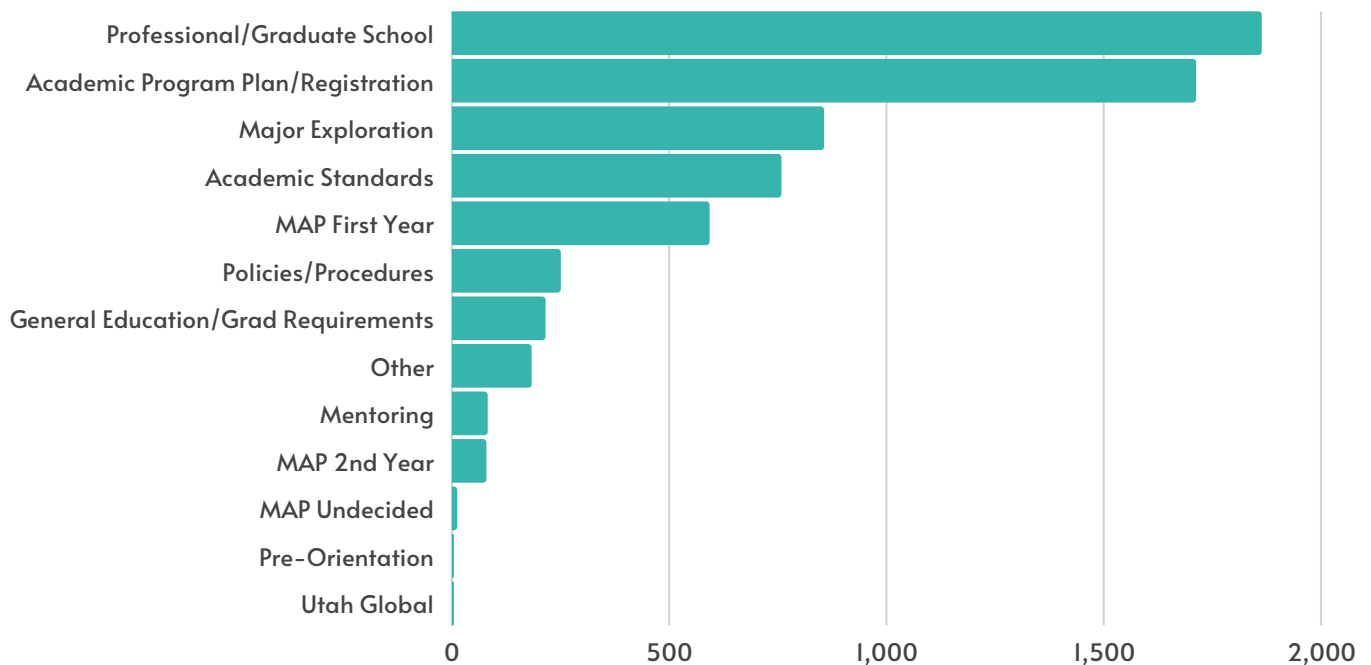
- Quick Helps*
- Email Advising
- Appointments
- Academic Standards Workshop



*"Quick Helps" are any contact not logged on the database as an appointment except e-mail.

"Quick Helps" and email advising continue to be our most frequently utilized modality of advising support. Students (or their supporters) call or email our Reception Team to request assistance. Many questions are answered directly; those requiring more in-depth conversations are referred to our Quick Answer process or scheduled for an appointment. Students appreciate the efficiency and convenience of our support.

Student Contact by Type 2021-22



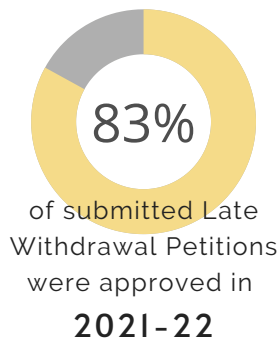
Our top two reasons (see above) for appointments are assistance with academic course planning and registration, and information regarding graduate level professional programs such as pre-health and pre-law. This year the number of preprofessional contacts surpassed appointments for planning and registration. Major exploration, required (MAP) advising, and Academic Standards appointments remain the three next most frequent contact types.

REQUESTS FOR EXCEPTIONS TO POLICY

Students lead complicated lives. When a student registers for a slate of classes, they usually have every expectation that they will be able to complete those classes, and mostly, this is the case. Sometimes, though, life goes sideways and even the best laid plans are no longer feasible. Students are able to make certain types of changes autonomously during the first half of a course, but after the halfway point, changes to the active registration require approval through the college. For exploratory students, and those who are not degree seeking, Undergraduate Studies, via the AAC, serves as the administrative unit.

Students seeking to make changes to their registration either in the second half of the term or after the completion of the term can work with advisors to request an exception to policy. The advisor can guide the student through the "how" of the process while also helping the student identify resources to address short-term issues (financial planning or emergency funds) or strategies (connections with the Center for Disability and Access or the Counseling Center) to lessen the impact of chronic issues in the future.

Late Withdrawal Requests



Within the AAC, requests for course reductions or semester withdrawals are reviewed by a standing committee led by Shelley Nicholson. Committee members in the 2021-2022 AY included Lisa Hutton, Jake McPartlin, and April Vrtis-Curran. In the 2021-22 academic year, a total of **48** Late Withdrawals petitions were submitted, of which **40 (83%)** were approved. No petitions were submitted during the summer, **23** in the fall term, and **25** in the spring. The most commonly cited reason for dropping courses was health.

Petition Results

A total of **42** students met with a designee of the dean to discuss a petition for an exception to policy. Of those, **28** completed all of the petition requirements, with **26** of the petitions ultimately receiving approval (**93%** approval rate). In three of the cases, the student decided not to proceed; the remaining students are still working on their petition materials.



Petitions Initiated 2021-22

Reason	Approved	Denied	Incomplete
Retroactive Withdrawal	26	2	14
Deletion	5	0	0

Health concerns and issues related to COVID continue to be the primary reasons underlying the need to reduce course loads. Only **8** of the initiated petitions were requesting that all courses in the impacted semester be dropped.

TECHNOLOGY



In 2021-22, the Academic Advising Center technology team continued to provide the highest quality support to the AAC staff. We strive to assist the AAC staff with the tools needed to serve students both virtually and in person.

These services and tools include but are not limited to: providing technology support for the University Academic Advising Community (UAAC) at the UAAC Conference in May 2022, onboarding five new staff members within the AAC, performing PeopleSoft testing and process reporting, data compilation and distribution, updates to AAC and UAAC websites, troubleshooting and resolving technology issues or requests, research and deployment of new equipment and/or new software, inventory database monitoring and rotation, phone updates and support for all other technology-based needs within the AAC.

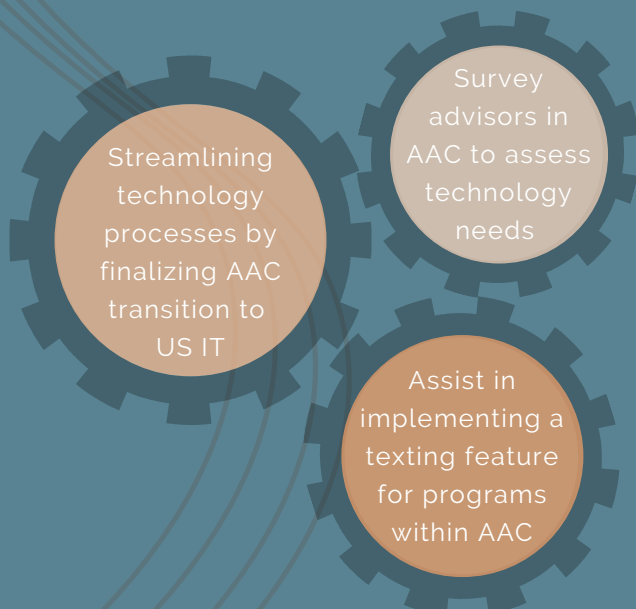
This year, our team collaborated with and transitioned to the Undergraduate Studies technology support staff (US IT) under Robert White. This required a significant change to our technology protocols and several weeks of planning to ensure minimal disruption to services.

The AAC is now completely cloud-based which allows our staff to work from any location successfully. Our current Computer Technician, Joseph Bradford's position has changed to a dual-reporting role which will empower him with additional administrative capabilities to better serve the ever changing needs of the department.

Additionally, Tammy Mabey, the Director of Operations, has served on a campus-wide committee since October 2021 to assist with implementation of Microsoft Bookings as an enterprise level appointment management solution. She played a key role in researching, testing and providing support to all advisors on campus throughout this project.

With this change, we worked with Shellie Eide, from the UIT Web Software Development team to update and expand our MAP APP to include appropriately finding all appointment types within the AAC. This decision-tree model tool, [Advisor Finder](#), has been extremely helpful for students and staff in selecting the correct appointment type and to reduce errors in booking the wrong appointment.

2022-23 GOALS



Tammy Mabey, Robert White, Joseph Bradford

OFFICE RECEPTION + QUICK ANSWER

The Academic Advising Center's reception team assists students and their families as well as faculty and staff that contact AAC in a quick, knowledgeable and friendly manner. We also support the advising staff as they assist students in reaching their academic goals



The AAC reception team returned to the office full time in person for the 2021-22 year but with the ability to work remotely as needed. This allowed us to provide quality, consistent, and reliable customer service to students and staff across campus with no interruption.

To accomplish this, the US IT team migrated the phone system to Microsoft Teams which is a more operative, updated and functional system. This not only allowed us to better assist students, but to train new employees both virtually and in person as well as overseeing our Quick Answer advising services.

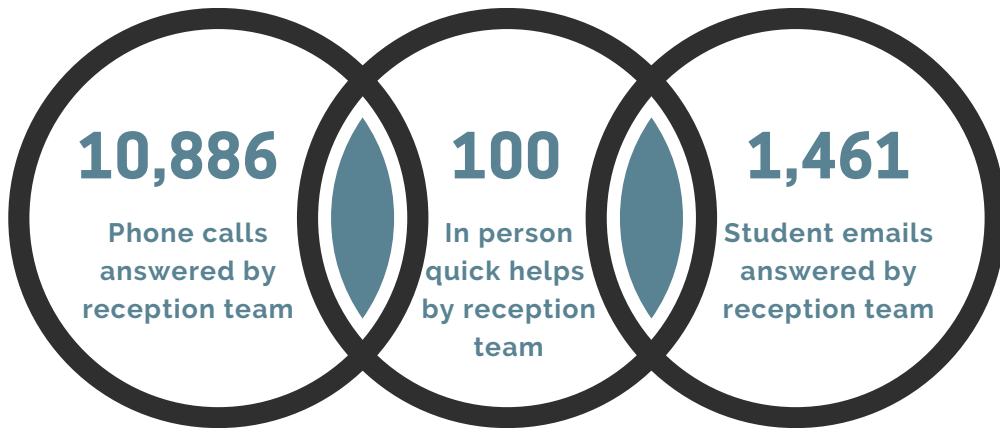
The primary means of contact with constituencies is by phone, with email a distant second (10,886 calls and 1,461 emails; see chart, next page). We are still seeing relatively low numbers of in-person visitors (100), but anticipate an increase in the coming year.

Additional changes this year include promotion of Ruby Pfeiffer to our Reception Team Coordinator, and we are excited to announce that she has recently completed her Master's Degree and has accepted a position as an Advisor I in the College of Engineering. We also hired Cassidy Heacock as our new full-time Office Assistant. She has completed her Associate's Degree and has been accepted to the Social Work program at the University of Utah. We are also pleased to report that she will be stepping into the Reception Team Coordinator role. Elisabeth Petty was hired as our part-time Office Assistant this year. She has helped with student orientation this summer as well as bringing back our employee spotlight project and "Thank U" program within the AAC. She just completed her Bachelor's Degree and has plans to pursue a Master's Degree.

In May 2022, our reception team attended the in-person University Academic Advising Community (UAAC) Conference for their professional development. In addition, our reception team participated in a spring retreat to discuss past, present and future goals and improvements. These opportunities allow our team to better understand academic advising, our role in serving students and staff as well as building team communication, relationships and collaboration.

Our team also assisted in the testing and implementation of Microsoft Bookings within the AAC. Their input was vital to our adoption of a new appointment management system as they provide unique and valuable insight as to the needs of our students as well as our staff. Because of their involvement, our transition to Bookings was seamless and without interruption to students or staff.





2022-23 GOALS



L to R: Elisabeth Petty, Tammy Mabey
Ruby Pfeiffer, Cassidy Heacock



446
Emails answered by QA advisor on call



525
Phone Calls answered by QA advisor on call

MILESTONE ADVISING PROGRAM



MISSION STATEMENT

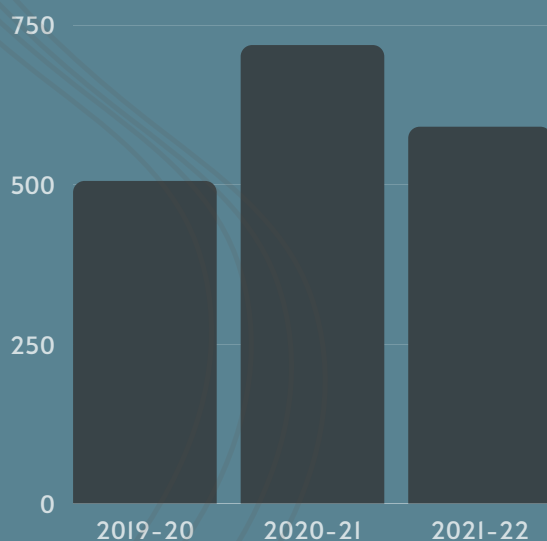
We administer a campus-wide Milestone Advising Program (MAP) that connects students to academic advisors at key points in their undergraduate experience, and ensures that advisors understand program learning outcomes and how to advise students to meet program goals.

We accomplish this through a campus-wide communication plan to students and advisors, on-going trainings for academic advisors, collaboration with a campus-wide Mandatory Advising Committee, and collection and analysis of program data.

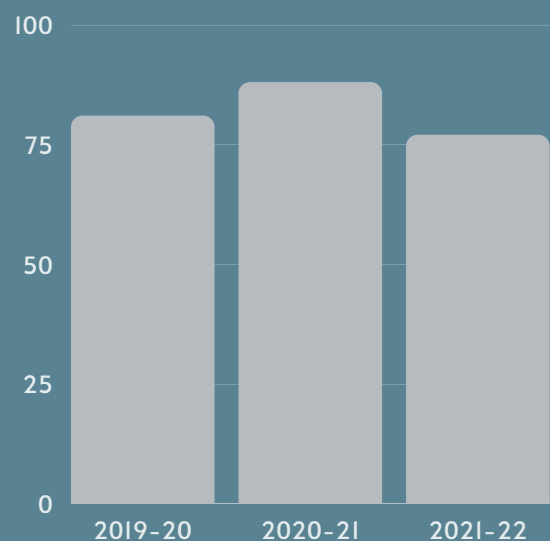
Our outcomes demonstrate that students are advised in an appropriate time frame, that advisors are introduced to new frameworks for advising, that the campus community is informed about the program, and that First Year MAP positively impacts retention and graduation.

The chart below presents the number of MAP appointments delivered by the AAC over the past three years. The vast majority of exploratory students are meeting with a major advisor by the second year.

MAP 1ST YEAR APPOINTMENTS



MAP 2ND YEAR APPOINTMENTS



2021-22 ACADEMIC YEAR

Goal 1: Create relevant training that supports MAP advising campus-wide and program learning outcomes

The MAP program faced a unique challenge last year as the university saw over a thousand more new students the previous academic year. Departments who have strong interest from first-year students or units who had staffing issues struggled to meet the appointment demand. Additionally, a survey was sent through the UAAC listserv. Of the 36 respondents, 89% discuss majors other than those they advise for and 96% wanted more training on Major Exploration. The MAP Committee collaborated with the Major Exploration team to provide two trainings, focused around the theme, "We are all Major Exploration advisors." This was informed with the new major exploration data tool indicating that over 60% of our students will change their major within the first two years. The average attendance at the two sessions was 100.

89%

OF ADVISORS

discuss other majors than those they advise for

96%

OF ADVISORS

would like more training on Major Exploration

MAP Committee Purpose Statement

The MAP Committee is made of members from multiple academic advising departments and programs across campus. Through the experiences of our advisors and students, our purpose is to create, innovate, and lead best practices in first and second-year Milestone advising. We do this by providing annual trainings, policy advocacy, assessment, and support to advisors' campus-wide.

With feedback from the MAP Committee, we also created a new canvas training program for all advisors across campus. This also included training videos on how to best utilize tools like Civitas for creating MAP student groups and tracking retention and persistence indicators.

“

One advisor wrote,





Kudos to the MAP videos and Canvas course. Love the info on admissions checklist hold. So helpful!

”

Goal 2: Provide innovative approaches to responding to large student caseloads for departmental advisors

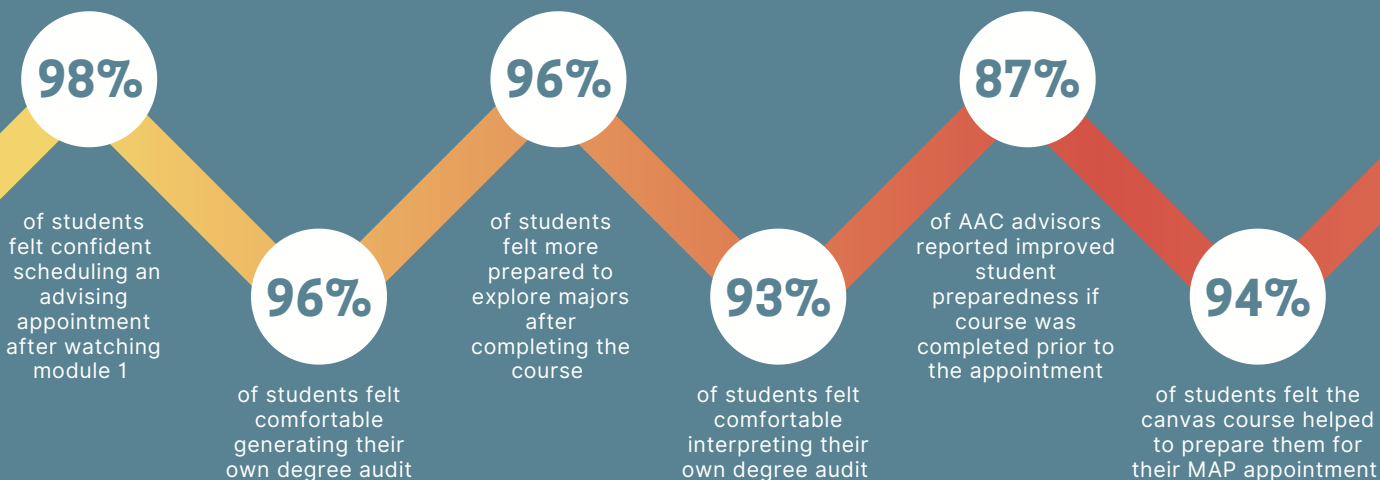
The Director of MAP, Jason Atherton, developed a flipped advising canvas course to pilot in AAC for undecided first-year MAP students.

This pre-advising course facilitated **4 modules**:

 <p>What is MAP and how does it play a role in student success during the first two years at the U?</p>	<p>How to schedule an appointment with an academic advisor to meet the MAP requirement.</p> 
 <p>How to generate and interpret a degree audit with a student's remaining degree requirement.</p>	<p>How to prepare for major exploration your first year and utilize campus resources.</p> 

This course allowed students to complete large portions of the first-year MAP learning outcomes prior to the appointment giving more time to focus on other components relevant to the student. As shown below, feedback on the modules was extremely positive. Of the 655 undecided students eligible for First Year MAP, 203 took the course and 199 of the 203 completed the survey (98% response rate). Utilizing this model, departments could see more students and have more effective use of their time.

Student Data from Course




Furthermore, Jason coordinated a presentation with 3 leading advisors on campus that have utilized innovative approaches to advising large caseloads of students in their respective programs called, "Booked Up and Burned Out: Creative approaches to advising during peak appointment times". This was delivered to over 80 advisors on campus at the UAAC conference as well at the state level UAA conference with overwhelming feedback from members of all higher ed institutions in the state. The programs represented in the presentation are also now included in the MAP training for advisor examples on group and flipped advising models.

In June 2022, Annie Patterson was hired for the Assistant Director, Coordinator of MAP role in AAC. She will be spearheading MAP initiatives that serve first and second-year undecided/exploratory students.


2022-23 PROGRAM GOALS



Design and implement Spring term first and second year MAP Milestones for undecided students to engage in major exploration advising.



Pilot new Penji communication platform for targeted outreach and engagement for MAP 1st year.



Collaborate with underrepresented scholarship groups for a group advising and registration session for MAP 1st year.



MAP Committee: Eric Gardner, Jason Atherton, Madison Abele, Madeline Rossman, Emi Ata'ata, Bethany Perkes, Sidney Cushing



Jason Atherton and Annie Patterson



UTAH GLOBAL: CREATING A CULTURE OF SUCCESS

Entering its third year, The AAC's partnership with Shorelight and the Utah Global Program experienced dramatic change. In August 2021, Jon Murphy was hired by AAC as the first full-time Academic Advisor/Advising Coordinator for Utah Global participants. Bringing over 20 years' experience of classroom teaching and advising of international students, Jon immediately set to work on creating a culture of student empowerment within the program. In close collaboration with Utah Global officials, Jon has collectively and individually advised over 250 students enrolled in the program during the 2021-2022 academic year. Additionally, he conducts weekly workshops, individual advising appointments, online group advising sessions, and strategic outreach to students as well as campus constituencies in an effort to assist and advocate for these students. Since completing a comprehensive AAC training program during his first three months on the job (September through November, 2021) Jon has had over 1000 interactions, led 18 workshops (in person and on Zoom) and conducted individual and group advising sessions for over 500 former, current, and future Utah Global students.

250

STUDENTS

enrolled in the program
in 2021-22

1000+

STUDENT

interactions in 2021-22

The results of these efforts have been tremendous. At the close of the academic year, the matriculation rate (completing program and proceeding to regular student status) for Utah Global Spring 22 eligible students was 98%, and the rate for all Utah Global students to date was 90%. Additionally, the overall GPA of current and matriculated Utah Global students to date has risen to 3.24.

Heading into academic year 2022-2023 Jon is currently focusing on assisting approximately 250 incoming students with course registration, university systems / policies, and best practices for academic success. He continues to reach out to offices, departments, and individual advisors across campus to share with them general information about Utah Global and its students, as well as to strategize as to how to best serve this growing population.

Beginning his second full year in the position, Jon looks forward to increasing his knowledge of the U, while collaborating with Shorelight partners and constituencies across campus to best serve Utah Global students. He is committed to working across to campus to better inform departments and staff regarding the Utah Global Program and its well-qualified participants. He also looks forward to addressing lingering student challenges, including access to courses, utilization of campus resources, and acclimation to American cultural and educational norms.

As part of the annual report, Jon wishes to recognize the efforts of his predecessors, Madeline Rencher and Jake McPartlin, the support he has received from AAC, including Beth Howard and Jason Atherton, the collaborative spirit of colleagues within Utah Global, and all those across campus who help create a welcoming environment and outstanding experience for Utah Global students here at the U.



Jon Murphy

Weekly Workshop Topics

Navigating CIS +
University Offices



Utilizing Campus
Resources



Running and Interpreting
Degree Audit



Major Advising
Appointments



Course Scheduling
and Registration



Academic Skills



UNDERGRADUATE STUDIES GOALS

BIG GOAL 1

LEAD ON ISSUES OF RETENTION, PERSISTENCE, AND COMPLETION

Promoting retention, persistence, and completion is at the heart of academic advising. The AAC provides direct advising to students who are exploring their academic paths, preprofessional (e.g., prehealth and prelaw) students, and those in academic difficulty. We also contribute heavily to onboarding and professional development of advisors campus-wide, increasing the consistency and quality of advising available to all students.



KPI 1

Move First-year retention from **89%** to **94%** within **5** years.

All first-time students are required to meet with an academic advisor prior to registration at Orientation and before registering for classes in their second semester. The learning outcomes for these meetings are tied to practices known to promote retention and timely completion, including the ability to generate and interpret a degree audit, build a class schedule appropriate to interests and goals, and develop an awareness of campus resources. While this advising is required, we provide a "carrot" in that students who engage in advising prior to published deadlines receive priority registration for lower division courses.

ACHIEVEMENTS

- Developed a "Prepare for College" webpage to provide prospective and incoming students with information on major exploration. The website has had 1455 views since it was launched in November 2021. Team members interacted with 6396 individuals at prospective and new student events.
- A survey of the University Academic Advising Community (UAAC) found that 96% of respondents (n=36) wanted training on Major Exploration. Using a "We are all exploratory advisors" theme, AAC trainings to the advising community highlighted integration of exploration into milestone advising and provided department-based advisors with the skills needed to guide students in the navigation of optimal major/minor pathway(s). Average attendance at the two trainings was 100 advisors.
- Integration of Major Maps into Your Degree Pathway presentations at New Student Orientation and onto the Prepare for Orientation website.
- Addition of four new advising positions to support Discovery advising.





2022-23 AAC GOALS

- Expand learning outcomes of required advising meetings to include expected time to degree completion and possible "stop outs".
- Require exploring students to meet with an advisor every semester until the student has identified and declared a major.
- Integration of Major Maps into the Quick Looks Major website (set to begin early Fall 2022).
- The Orientation and Milestone Advising teams will collaborate to create a communication plan from summer orientation into students' first year to connect Orientation and First-Year advising learning outcomes.

KPI 2

Continue the trend of rising six-year completion rate from **67%** to **80%** in **5** years.



ACHIEVEMENTS

- Major exploration was meaningfully integrated into AAC's New Student Orientation. 84% of incoming students who completed the orientation survey (n = 121) indicated they would be taking a class to help them explore interests.
- A university-administered post-orientation survey showed that 98% of students receiving advising from the AAC either agreed or strongly agreed with the statement "I received communications from my college in a timely manner." **This was 6% higher than the average across all colleges.**
- Resumed in-person Mini Major Expo in the Union Plaza, with 581 attendees. Feedback from participants was very positive. One campus partner said, "We were able to connect with a lot of students (both current and prospective!) which felt extremely valuable."
- Developed Major Changing Workshop specifically geared towards the needs of transfer and returning students who are looking to identify and alternative or additional major.
- Major Exploration launched a lamppost banner campaign in Fall 2021, advertising the fully redesigned majors.utah.edu website to students. The 2021-22 school year saw an increase of 266,055 total views and 88,082 unique page views on the majors.utah.edu pages. Overall, the major exploration webpage is responsible for 63% of all AAC views, with 932,912 visits.
- The Transfer website received 45,700 views; the Resume Roundup blog for transfer students had 11,903 hits.

2022-23 AAC GOALS



- The Academic Standards team, in partnership with the Undergraduate Studies Data and Learning Analytics team, created a dashboard that will allow us to now monitor academic standing over time and across a variety of demographics, e.g., race/ethnicity, major, first-generation status, Pell-eligibility, admit type, veteran status, and international status.



KPI 3

Integrate data informed solutions to promote timely interventions and strategic decision making in partnership with the Colleges and Schools.

ACHIEVEMENTS



- Fully transitioned from "Inspire for Advisors" to the newer and more robust CIVITAS platform, "Inspire."
- Over 80 advisors attended the UAAC Conference session titled "Booked Up and Burned Out: Creative Approaches to Advising During Peak Appointment Times." The presentation was also delivered at the annual Utah Advising Association Conference. Based on the positive feedback, Milestone Advising training now integrates examples of group and flipped advising models.



2022-23 AAC GOALS

- The Academic Standards program is developing a comprehensive student communication plan using CIVITAS. This will allow us to interface with students before they fall below university academic standards, and communicate more frequently with those students who are currently falling below the GPA requirements.

KPI 4

Position the U as a prominent student success leader within PAC-12, AAU, and nationally.



The University of Utah already utilizes many of the strategies included in "Proactive Advising: A Playbook for Higher Education Innovators" (from the University Innovation Alliance). To become a national leader, we will need to develop a coordinated, comprehensive plan for advising excellence that can be adopted across campus.



ACHIEVEMENTS

- Development and implementation of Phase I of an Advisor Career Progression that clarifies common advising expectations, qualifications, and professional growth.
- Training that was previously accessible only to AAC and bridge advisors was made available to all new campus advisors through "Advising U." The slate of trainings will be offered quarterly; in the first three rounds total attendance at one or more of the 23 sessions was 247.

2022-23 AAC GOALS

- Develop and implement Phase II of the Advising Career Progression (for advising supervision and management).
- Align proactive advising strategies to facilitate maximum impact, including fully leveraging the capabilities of CIVITAS.
- Launch the Council of Academic Advisors through Undergraduate Council.



III. TEAM DISCOVERY

Major Exploration Program | Transfer Program
Orientation + Outreach | Big Goal 3 | Peer Advising

This academic year was dedicated to strategic growth within Team Discovery to match the changing landscape of Undergraduate Studies and the University of Utah. We had several staff changes including hiring three new full time staff: Nichole Hutchins, April Vrtis-Curran and Caroline Luman. We learned of Terese Pratt's retirement in Fall 2022 and started to plan about how that would impact the transfer student experience at the U.

We aimed to develop sustainable programming that utilized collaboration between our units. The Major Changer workshop for students re-deciding on a major was one example. We have future goals of future collaboration to make a student's first year experience seamless between new student orientation and their Milestone Advising appointments.

7,434

participants who completed the "Academic Advising & Designing Your Degree" Canvas module

Professional Growth

We needed to get creative about staffing as the summer of 2022 rolled around and the U was facing another large incoming class. We took this as an opportunity to develop new skills in our peer advisors. Erica Lampers became an intern using her skills from her Communication degree to help develop presentations and media for new student orientation and preprofessional advising. Sage Blackburn, a recent grad, stepped up to an orientation advising role before her transition to a full time advising role on campus.

Excellence in Advising

Ashley Glenn was recognized as a 2022 Academic and Student Affairs District Excellence Award.

“

Student Quote: Ashley Glenn was absolutely amazing. Took time to answer every questions I had in detail and formed a solid plan that not only gave me a direction to pursue but also a direction I was happy to explore.

”

Assessment

In addition to surveying students on their experience at the 2021 Mini Major Expo held at the Union Plaza, we also surveyed staff to gauge experience at our first event back in person.

“

Feedback from campus partners:

I liked that it felt more intimate than the typical major expo and with it outdoors, it seemed to have more participation at my table.

”

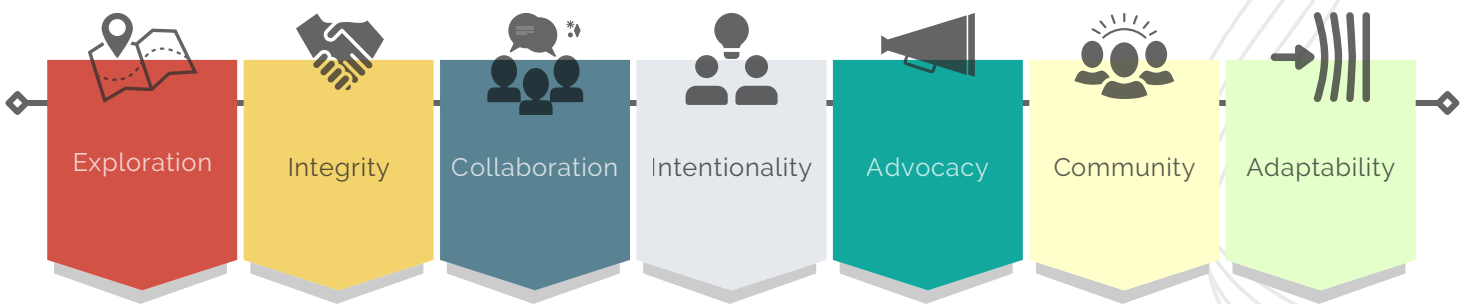
MAJOR EXPLORATION PROGRAM



MEP VISION

We strive for every student on campus to make individual, intentional decisions of major and minor declaration(s); that faculty, campus partners, and all advisors reinforce the importance of exploration and purposeful decision making; and to be known as the primary resource for exploring students at the University of Utah while creating a community of exploration.

MEP VALUES



OVERVIEW

The Major Exploration Program (MEP) focuses on objectively assisting students in the intentional declaration of academic program(s), and like the year before, our efforts in 2021-2022 were driven by our values and vision. In July 2021, we set program goals, and throughout the year executed all of them while continuing to put creating a community of exploration at the forefront of our efforts.

We began the year by welcoming Nichole Hutchins to our team to serve as our staff partner to the Major and Career Exploration Living Learning Community. At the same time, we began collaborating with the Milestone Advising Program (MAP) to implement a theme of exploration into campus-wide in-services for all advisors. Using data from our dashboard, we advocated for the importance of integrating major exploration principles into all first-year MAP appointments, acknowledging that students discuss various major options with departmental advisors and that departmental advisors are interested in receiving training in exploration principles. For undeclared/exploring students, we created a major exploration video module integrated into the MAP-AAC Canvas course.

1,530

Major Exploration Appointments

2,912

Undecided Student Appointments

(increase of 99 from last year)

Our team worked hard to reach students with our events. We successfully transitioned back to in-person events by holding the first Union Plaza Outdoor Mini Major Expo. Our events coordinator collaborated with advising colleagues across campus and considered all details of event health and safety. We received excellent feedback from campus participants and strong attendance and participation from students.

To reach additional students, throughout the year we held our first major exploration info sessions. We served 27 total students across five events featuring three themes: Intro to Major Exploration, Major Changing, and Strong Interest Inventory. We also launched a marketing campaign using Union lamppost banners intended to direct students to our new website resources and events, and to raise visibility for major exploration on campus. Success metrics related to webpage views are listed below.

581

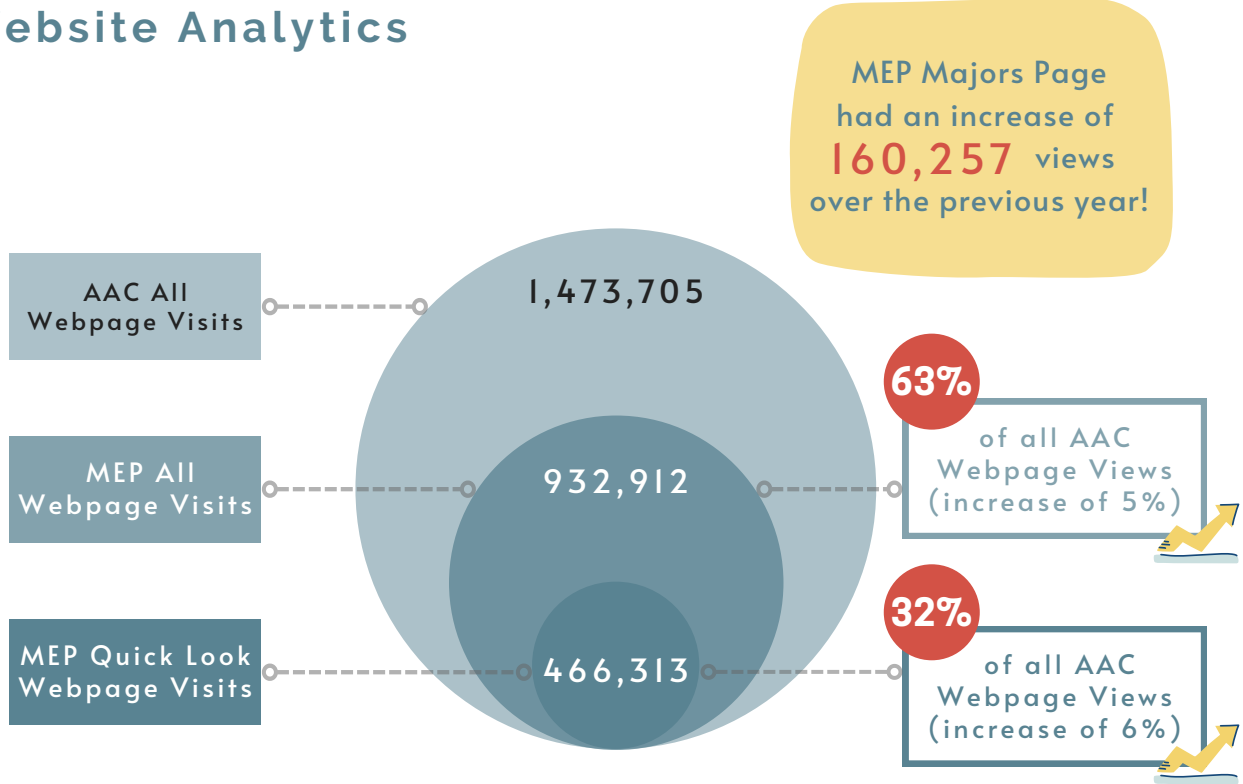
Union Plaza
Mini Major Expo
student attendance

“

Feedback from an advisor:
We were able to connect with a lot of students (both current and prospective!) which felt extremely valuable.

”

Website Analytics



235

UGS 1050 students
Fall 21/Spring 22
(increase of 30)

“

Student Quote from Lisa Hutton's
online section of UGS 1050:

This class was so incredibly well
done and I am so glad I took this
course. I felt very seen and
listened to and I am less scared
about approaching my future.

”

“

One LLC student's favorite part of UGS
1550, co-taught by Stephanie Begaye:

Really finding out who I am and what I
enjoy! The surveys and being
surrounded by people in the same
situations helped me out so much.

”

41

UGS 1550 students
(increase of 27)

100%

Fall to Spring retention
(LLC students in UGS 1550)



MOVING FORWARD

Each of the efforts referenced in our overview, along with continued program efforts, addressed a specific program goal and had an impact on our program's continuous goal of building stronger relationships between major exploration and departmental advisors.

The Major Exploration Program is still driven by the insights from our data dashboard (see [AAC Annual Report 2020-2021 for summary](#)). Next year, we will continue to collaborate with the MAP program as we review the impact that adding more mandatory advising touchpoints for undeclared/exploring students could have, and are

enthusiastic about contributing to developing a framework and learning outcomes.

Our program spent a lot of the past two years building new programming like our virtual information sessions, adapting in-person programming like the Major Expo, and innovating to reinvigorate older resources like our website. Next year, we have plans to create new resources—and continue collaborating on new efforts like described with the MAP program—yet we also intend to focus on refining and polishing our current programming. We've worked hard to establish ourselves, and are excited to make our programming as accessible and successful as possible as we look to the future.

Launch exploring student newsletter

Increase attendance at virtual info sessions

2022-23 GOALS

Scale capacity of UGS 1050 with asynchronous section

Build stronger relationships between major exploration and departmental advisors



Nichole Hutchins, Lisa Hutton, Steph Begaye, Caroline Luman

TRANSFER PROGRAM



In 2021-2022, the Transfer Program continued to provide general advising and resources to U of U transfer students.

The Transfer Program Website

The Transfer Program [website](#) continued to be an important means of delivering information to both prospective and current transfer students during the 2021-2022 academic year.

Improvements/updates were made to the website, including:

- To help attract students to the transfer student involvement blog and to better reflect its purpose, the blog was given a new name: it's now called The Resume Round Up. We think this name makes the purpose of the blog clearer and continues the outdoor theme of the rest of the website.
- The website has always contained a section that provides information specifically for prospective transfer students at Salt Lake Community College (SLCC). In 2021-2022 this section was reorganized to reflect changes to the structure and terminology of SLCC's programs.

190

Resume Round Up
Blog Posts

45,770

Total Page Views

11,903

Resume Round Up
Blog Page Views

Major Exploration

The Transfer Program's focus in 2021-2022 in the area of major exploration has been on major-changers. This seems appropriate as data shows us that:

2/3

of transfer students will
change their major
before graduation

The main project for this year has been developing a workshop for Major Changers. The goal of the workshop was to create materials that would specifically speak to the concerns of major-changers which are very different from those of first-time deciders. New content was created for the workshop that includes discussions of:



Sunk-cost theory
and commitment
bias



Graduate school as
way to "change
your major"



Myths &
misperceptions that
can act as barriers
to change



Major changing as a
way to become a T-
shaped professional

Future goals in this area include adding some of this material to the Transfer Program and Major Exploration Program websites.

Transfer Training

In 2021-2022 the Transfer Program developed new transfer training materials for the Advising U campus-wide training program and provided multiple transfer training sessions to advisors across the U of U campus.

PreProfessional Advising (PPA)

Transfer Program advisors continued providing advising to pre-professional students during the 2021-2022 academic year. They also participated in mock-interviews, information sessions, conferences and other PPA-sponsored events.

Orientation

In 2021-2022 Transfer Program advisors developed presentations for transfer orientations and assisted with creating online resources for students at transfer orientation.

Transfer Program advisors also participated in Q and A sessions and were part of a Transfer Resource Panel at each Fall Semester Transfer Orientation session.

1,048

current and prospective transfer students advised by the AAC in 2021-22

Looking Back

The Transfer Program has been in existence since 2003. During that time advisors in the program have provided services, resources and opportunities for thousands of prospective and current transfer students on the University of Utah campus and at local community colleges. Highlights from these years of programming include:



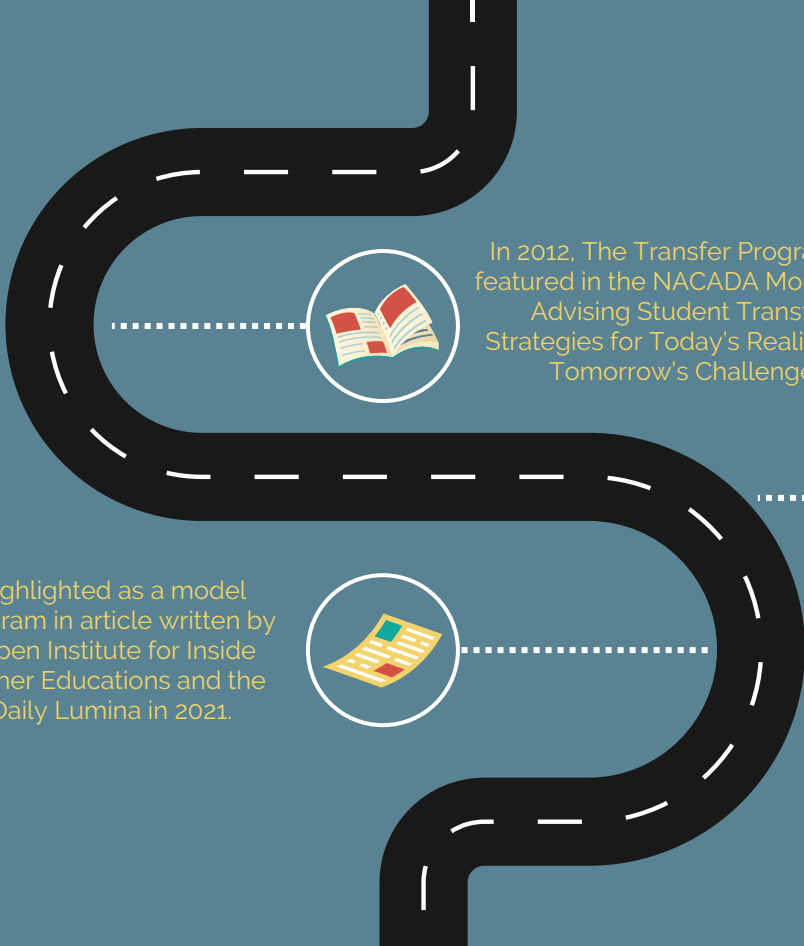
The Transfer Program was awarded the Outstanding Institutional Advising Program of 2009 by the National Academic Advising Association (NACADA).



Tracking reports showed that students who met with Transfer Program advisors before transferring to the U were retained at significantly higher rates than students who did not receive advising.



Over 23,000 prospective transfer students at Salt Lake Community College received in-depth, one-on-one advising from Transfer Program advisors.



In 2012, The Transfer Program was featured in the NACADA Monograph, *Advising Student Transfers: Strategies for Today's Realities and Tomorrow's Challenges*.



When surveyed, 97% of prospective students reported they were more confident about transferring after meeting with a Transfer Program advisor.



Highlighted as a model program in article written by Aspen Institute for *Inside Higher Education* and the *Daily Lumina* in 2021.

The Future

2022-2023 will see some changes in the way transfer programming is coordinated in the Academic Advising Center (AAC). Because of staffing changes, transfer services and resources that were once the sole purview of the Transfer Program will now be coordinated by other AAC teams (i.e. major exploration for transfer students will be coordinated by the Major Exploration Program, transfer training for advisors by Advisor Education and Professional Development, outreach and orientation for transfers by the Orientation and Outreach Team etc.). Under this new organizational model, transfer students will continue to receive the support that they need, but

coordination of these activities and resources will be handled differently than in the past.

Terese Pratt has been a fierce advocate for transfer students since becoming the director of the Transfer Program in 2002. Terese had previously served as an instructor for the University of Utah's ESL Writing Program and an ESL Specialist for the Guadalupe Schools and contributed to or led advising initiatives at the U for New Student Orientation, Undecided Students, and pre-law and pre-health students. Terese has published and presented on her work at the local, state and national level and is looked to as a respected leader in supporting the success of transfer students.

We thank Terese for her years of dedication to advising at the University of Utah, and wish her all the best in her retirement.



Terese Pratt



ORIENTATION + OUTREACH VISION

We aspire to provide high quality advising wherein students will feel encouraged by the thought of what college can be, motivated to begin exploring majors early, and empowered to make informed decisions for their first semester. We hope for each student to start their college journey with both a positive advising experience and a vision of the university as a place of possibility.

OVERVIEW

As we prepared for our second year of orientation, held virtually, we focused on building resources to help students prepare for college, developing learning outcomes to inform our future social media programming, and integrating major exploration into our new student orientation communication plan, shared resources, and approach to advising. Through the 2021 NACADA Annual Conference, our team was able to

present to a global audience how we have integrated cultural wealth model and hermeneutic theories into our approach to advising first-year students. Lastly, in April, we were able to add a third member to our team—April Vrtis-Curran! April has quickly become invaluable with her insights, suggestions, and experience, and our team looks forward to increasing our ability to support prospective/new students!

Highlights: Putting Values into Action

ASSESSMENT: As we grow our digital reach to students, to guide our programming, we developed a vision statement and learning outcomes for social media.

Learning outcomes developed include:

- 1) Promote self-directed major exploration.
- 2) Highlight advising as a varied support network.
- 3) Encourage students to become intentional decision makers'.

Additionally, we implemented a process to track participation and engagement with [@uofuadvising](https://www.instagram.com/uofuadvising) on Instagram. Looking to the future, our team is excited to create additional social media campaigns to join our 'What's Your Major Wednesday' programming.

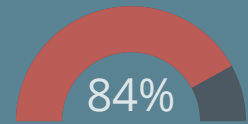


COLLABORATION: This year, we collaborated with the Major Exploration Team to integrate major exploration into the virtual orientation process.

All students participated in a major exploration activity, learned about three ways to begin exploring, and received an exploration worksheet with minors, clubs, learning communities, and classes related to their selected interests.



of students expressed a positive outlook on starting college exploring majors



of students shared they would be taking a class to help explore their interests

PROFESSIONAL GROWTH: Madeline Rencher was recognized as a recipient of the 2021 NACADA Outstanding New Advisor Award.

Ashley Glenn and Madeline Rencher presented 3,843 First Dates: Keeping the Magic Alive during First Year Advising, a presentation which incorporated cultural wealth model and hermeneutic advising theory into communication and advising for first-year students. Their presentation was selected as a NACADA First-Year Students community-sponsored session, with 100+ advisors in attendance. Below are two comments shared by attendees:

“

Very engaging presentation, practical applications to advising, left me feeling energized and encouraged to do my work with students. Very effectively communicated and presented.

”

“

Great integration of theory and practice with a fun theme. Ashley & Madeline were both excellent presenters, very professional yet fun and engaging.

”

OUTREACH

In the past few years, the University of Utah has expanded the number of outreach programs to support students in accessing college; however, there remained no central place for information on admissions, previous credits, financial aid and scholarships, learning communities, major exploration, and more. Students or supporters looking for this information (or campus partners sharing resources) would need to visit several websites to gather this information. We created a [Prepare for College](#) webpage so that prospective students and folks who work with

prospective students would have one resource they could easily share, thus expanding outreach and increasing access to information.

During February-May 2022, our team offered weekly evening Major Exploration sessions for incoming students. Students who attended these sessions were able to explore majors, hear about advising resources, and also for parents and supporters to see potential options. We reached out to fellow campus partners for assistance in advertising these events.



Total views for our Prepare for College webpage created & launched November 2021



Total interactions for presentations & tabling at prospective/new student events

“

The website looks really good! There is a lot of important information that I think students will appreciate. I wish I had this all mapped out when I was prepping for college!

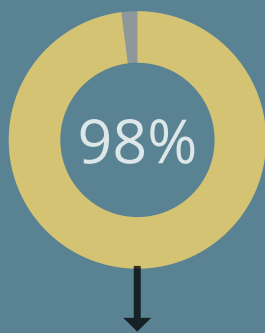
Luis Lopez, Associate Director of First Ascent Scholars

”

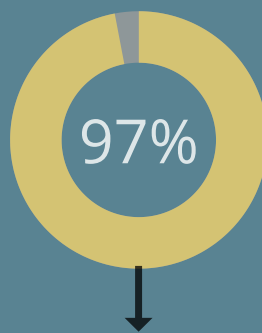
ORIENTATION

A phrase commonly associated with New Student Orientation is “firehose of information”. Knowing that students and supporters are receiving more information than they may be able understand or retain, we developed a process to communicate with newly admitted students before, during, and after orientation. This allowed us to scaffold information and allowed students to build college competencies and confidence in their future success.

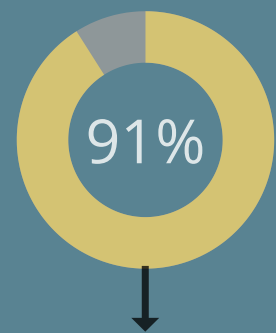
Additionally, all resources and video guides were shared with students through our [Orientation website](#). Offering information outside of the boundaries of an advising conversation allows students to revisit important information; as well, this allows students' families and supporters to share in preparing for their success and supporting them as they begin their journey at the University of Utah.



of students strongly agreed or agreed with the statement: “I received communications from my college in a timely manner”. This response is 6% higher than the college-wide student responses.



of students strongly agreed or agreed with the statement: “I felt welcomed by my academic college”. This response is 1% higher than the college-wide student responses—something we are especially proud of as often students who are undecided feel less of a connection with their college.



of students strongly agreed or agreed with the statement: “my academic college prepared me to complete course registration”. This response is 2% higher than the college-wide student responses.

8,658

views for series of new student video guides

1,066

students advised during New Student Orientations

“

I liked how the advisor connected with us, suggesting ideas for classes and was able to help explain the process of creating a schedule, exploring majors, and even what classes teach about what. I loved how patient the advisors are. They are very welcoming as well and make the whole process less intimidating.

”

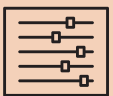
EARLY COLLEGE ADVISING

We provide advising for high school students participating in the early college programs: High School University Program (HSUP) and the Academy for Math, Engineering, and the Sciences (AMES). This year, we continued to provide course registration support for HSUP and offered both virtual and in-person orientation support for new and returning students in AMES.

496
HSUP

216
AMES

GOALS FOR 2022-23



ADJUST virtual advising for new student orientation into an in-person format and expand the emphasis on major exploration.



CREATE one new social media campaign, informed by our newly developed vision and learning outcomes.



COLLABORATE with the Mandatory Advising Program to develop a communication plan that connects learning outcomes from new student orientation with learning outcomes for a student's first year.



April Vrtis-Curran, Ashley Glenn, Madeline Rencher

BIG GOAL 3

EXPAND THE U'S HOLISTIC STUDENT SUCCESS SYSTEMS

Historic models of support for students often rely heavily on the student to initiate connection with support systems or on end of term metrics such as grade point average. This has the double risk of missing students who are not performing to their full potential or only identifying students after they have one or more semesters of low grades. Multiple semesters of underperformance, at the very least, can lead to the need for repeating classes, increasing cost and overall time to degree. Advising impact is directly related to the collaborative relationships we have with other members of the university community. These relationships are essential to the ability of advisors to meaningfully connect students to a network of campus partners.



KPI 1

Move First-year retention from **89%** to **94%** within **5** years.

ACHIEVEMENTS

- Developed and offered a section of the UGS 1050 Major Exploration class specifically for first-generation students in collaboration with TRiO Student Support Services.
- The 2021-2022 Major Exploration LLC (ME LLC) had a 100% Fall to Spring retention rate for the students who took UGS 1550. 41 of 48 students in the LLC were enrolled in the class.



2022-23 AAC GOALS

- Further develop partnerships with offices in Undergraduate Studies and Student Affairs providing academic advising.
- Use CIVITAS Impact to determine relationship between participating in ME LLC and time to declaration of major and degree completion.
- Integrate fully with the Utah Experience as the program develops and becomes more defined.

KPI 2

Continue the trend of rising six-year completion rate from **67%** to **80%** in **5** years (end of AY 26-27) by acting on disaggregated data of all students especially of first-generation, low-income, and minoritized students.



ACHIEVEMENTS

- Mentorship of Olene Walker Scholarship recipients is coordinated and delivered by the AAC. Four advisors met with an average of three students each on a monthly basis to make sure they were fully engaged in their courses and making progress to degree as required in order to receive their monthly stipend. Participants include students who are transitioning to adult living from foster care or those with refugee status.
- The Director of Academic Standards initiated a partnership with the Associate Director of Training in the Counseling Center and an MSW student to develop group counseling and counseling-based support groups that holistically support students by allowing an opportunity to overlap mental health resources and strategies with regard to relevant academic policies and academic planning.

2022-23 AAC GOALS

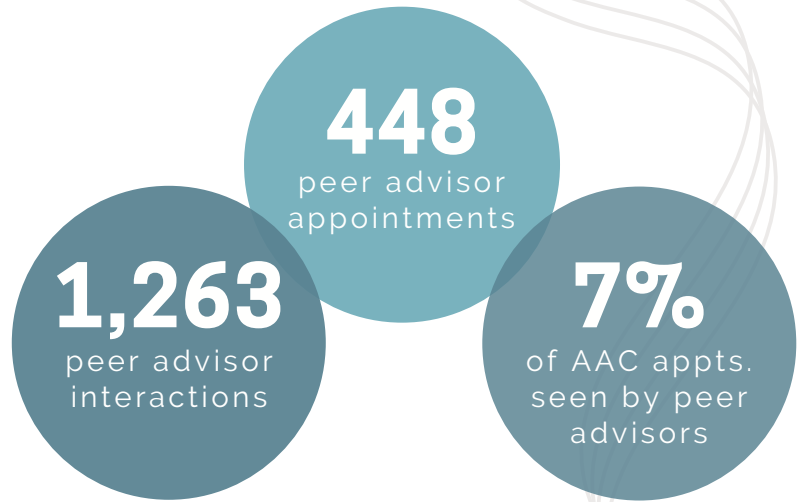
- The Academic Standards team is undergoing a comprehensive review of the academic success workshop required for students on academic warning. The revised workshop will address diversity and social justice inequities and include modernized language, updated academic strategies, and a module created with the Counseling Center. All of these changes work to move the workshop from a punitive model to a holistic, trauma-informed model.



PEER ADVISING



Erica Lampers & Madeline Rencher



The Peer Advisor Program is currently a team of two as we said goodbye to several graduating Peers. This team consists of Erica Lampers as our Peer Advisor alongside her supervisor Madeline Rencher, Peer Program Supervisor. During times of staffing changes and navigating a hybrid working and learning environment, our Peer Advisors have steadily contributed to the success of serving students within AAC.

This summer, Peer Advisor Erica had the opportunity to work alongside Madeline in an internship capacity, focusing on social media. Erica worked to help revitalize the [@uofuppa](#) PreProfessional Advising Instagram account, create and post unique content, and interact with professionals across campus for collaboration opportunities. She created a PPA student spotlight and played a key role in presenting alongside a full-time advisor to more than 3,000 parents and supporters during New Student Orientations for summer 2022.

These opportunities were also alongside traditional Peer Advisor responsibilities including one-to-one student advising, QA desk staffing, and additional projects.



IV. TEAM CAMPUS

[PreProfessional Advising](#) | [Advisor Education + Development](#) | [Bridge Advising](#) | [Big Goal 4](#) | [Academic Standards](#) | [Big Goal 5/AAC KPI](#)

Team Campus delivers specialized advising to students across campus in all majors and supports the campus advising community through ongoing high-quality training and a bridge presence in the academic colleges.

Our theme this year has been increased front-line student service. This year that capacity to deliver was enhanced by the addition of advisors to Academic Standards and PreProfessional Advising, enabling our teams to keep pace with increased enrollment and demand for advising services.



Collaboration

Collective hiring process at the end of the fiscal year, where AS and PPA partnered with MAP and MEP to create a streamlined search that maximized the talent exposure while it minimized duplication of effort.



Excellence in Advising

Two of our team members were formally recognized for their advising excellence this year.



Assessment

Training assessment led to increased variety of professional development opportunities for more experienced advisors across campus as well as more targeted training for our bridge advisors.



Inclusivity

Coordinated and transitioned leadership of the Asia Campus advising group to Randy McCrillis of Asia Campus leadership.



Collaboration

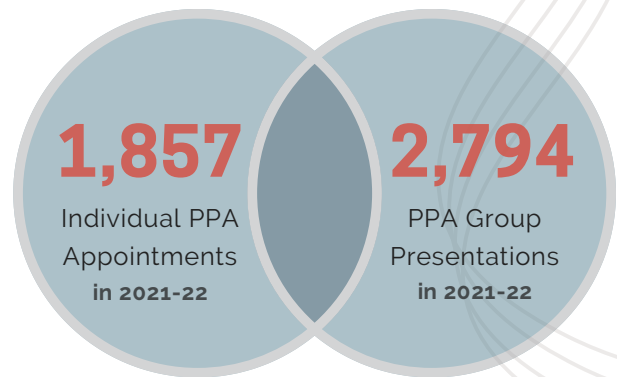
Academic Standards and PreProfessional Advising continued their cross-training relationship through sharing a staff member's appointment availability.

PREPROFESSIONAL ADVISING



The 2021-22 academic year allowed the PreProfessional Advising (PPA) team to grow literally and figuratively. We hired two new team members, Quentin Hodges and Lane Sutton. Shelley Nicholson stepped into the role as Director of PreProfessional Advising, Quentin as Assistant Director of PPA and Lane Sutton joins with Alessandra Zamora as our core academic advisors. Amy Urbanek has valiantly held the line as our only prelaw advisor, and we are currently in the process of training Shelley to also advise for prelaw to support Amy's efforts.

Although PPA was down to just Amy and Shelley for the majority of 2021, we were able to still hold 1,857 individual appointments. As we have begun transitioning to more and more in-person events, our group presentation numbers have skyrocketed (33.5% increase in one year), and PPA was able to provide group presentations to 2,794 students during this past year!



COVID challenged our perceptions of how we can provide excellent advising and service to our students and the university. Coming out on the other side of lockdown, we have also seen that expanding our team has presented us with additional opportunities to challenge the precedents that our office has set for so long. We have not seen students in person since March 2020, so our main office space has remained largely unused, but full of possibility. We will eventually transition into seeing students in person, and this is a great opportunity to adjust our current space. Our expanding team has made for the need for more on-campus advisor

offices, so we are in the planning stages of new construction to our main office to allow us to have our team members who see the most students have more functional space, as well as allow the entire team to have a maintained and functional space for PPA daily operations.

There is great resilience and strength in the adaptability PPA has, and this past 15 months have proved this again and again. We were faced with challenges, worked together as a team to come up with viable solutions, and the end result has been continued success in meeting the needs of students, our team, and our department.

OUR IMPACT

PreProfessional Advising is the centralized information source for prospective, current, and former students of the University of Utah who are pursuing careers in the health professions or law. In order to help our students find the right profession and prepare for the competitive application process and rigors of professional school, PPA advisors use their specialized knowledge of professional school admissions to mentor, support and challenge students, and connect them to resources. We provide an array of services and tools, including one on one advising, classes, workshops, events, and a variety of online materials.

“

Student feedback from Spring 2022 UGS 1020 course:

I went into this class thinking I would learn things I had somewhat of a grasp on, but I was taught much more.

”

“

Student feedback from Spring 2022 UGS 1020 course:

SO GOOD and so eye-opening. I loved the structure and guidance.

”

COVID forced students to utilize online resources in a way never seen before. 2021-22 saw total 95,331 pageviews of the PPA website! Our website is very comprehensive and it is utilized by not just University of Utah students, but advisors on and off campus, and around the nation! Prehealth advisors from two separate universities contacted PPA recently to compliment us on our website, and more impressively, ask permission to utilize the resources our office developed:

95,331

PPA Website pageviews

“

Comment from the University of Missouri-St. Louis:

We are in the process of revamping our Pre-Health website, and let me say that yours sets the bar. It is ABSOLUTELY informative, user-friendly, resourceful, and amazing. Is it okay if we borrow some of your information, particularly the Information Summary document that you have for each profession?

”

“

Comment from Kansas State University:

I came across your website in researching pre-professional advising centers. I have to say that it is incredibly impressive! Congrats to you and Utah on what has been created.

”

Coming out of COVID, our students were able to think about their goals of getting into professional programs with a new set of eyes. It has been easier for students to get patient exposure, shadowing, service to the community, internships, and other critical components to their application, and this has been both a sense of relief and added stress! Students seem to be busier than ever, and they need help developing and refining their plans. PPA is grateful for our appointment structure change from a few years ago in adjusting from 30 to 45 minute appointments, as our advisors and students mutually have a lot to talk with each other about.

Our course enrollment has held steady. UGS 1020: Intro to PreMed/PrePA has historically been our most popular class, and each section fills to capacity every time it's offered. We strive to help as many students as possible, so we have expanded our seat capacity to 45 seats each; 90 seats available for Fall 2022 UGS 1020! This past academic year saw the largest classes yet for both UGS 1030: Intro to PreDental and UGS 1021: Applying to Med School.



Shelley Nicholson, recipient of the 2022 University of Utah Undergraduate Studies Edge Award: Excellence in Leadership

GOALS FOR 2022-23



REVISE

and update the information and design of the most used resource on in our disposal – the information summaries for all eleven prehealth programs we advise.



UPDATE

premed (MD and DO), PA, and dental admissions statistics and use this information to better advise students in professional school selection.



REBUILD

and strengthen relationships post-COVID of University of Utah health and law campus partners, as well as on-campus student support resources.



L to R: Quentin Hodges, Lane Sutton, Shelley Nicholson, Amy Urbanek, Alessandra Zamora

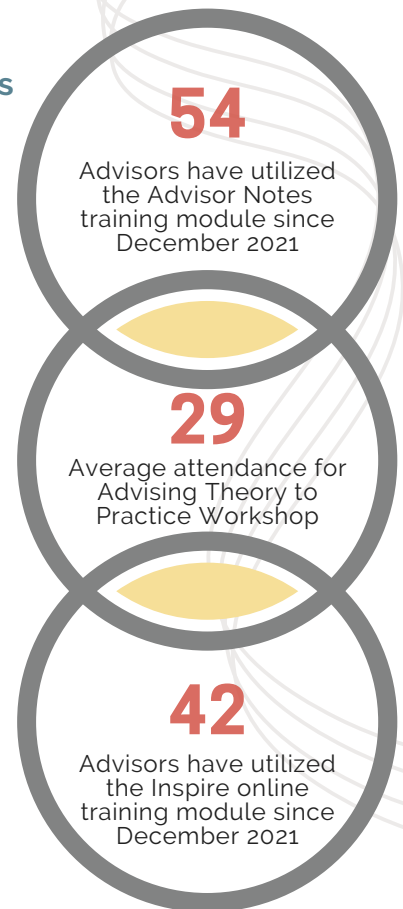


HIGHLIGHTS

Created and Improved Online Training Materials

The Advisor Notes online training module was updated and revised. This training is required for all advisors requesting access to remove Mandatory Advising holds and PeopleSoft Advisor Notes. This training module provides guidelines for recording advisor notes in PeopleSoft. These guidelines include communication with students, content to include (or not include) based on the type of meeting, making referrals, recording sensitive information and behaviors of concern, and mandatory reporting requirements.

An online training module for Inspire was created and published. The training module serves as a supplement to the in-person trainings provided by AAC. The online module for Inspire provides an overview of how to use Inspire. Since the module is available online, advisors may begin to develop a foundational knowledge of the tool prior to their in-person training. The training module was published in December 2021. So far, 42 advisors have utilized the training.



Implemented the Advising Theory to Practice Workshop Series

The Advisor Education and Professional Development program collaborated with the UAAC (University Academic Advising Community) Theory to Practice Committee to implement and facilitate a monthly workshop series focused on academic advising theories and practices. The Advising Theory to Practice Workshop Series had multiple purposes. First, the series provides current advisors with the opportunity to learn, review, and discuss advising theories and best practices resulting in the expansion of an advisor's knowledge and skillset. Second, by repeating the workshop series on a yearly

basis, new advisors can develop a solid foundation in advising theory and practice within their first year of employment. Third, each workshop is facilitated by different advisors. This allows all advisors to benefit from the knowledge and experience of a selection of the best advisors on campus. Finally, those facilitating the workshops benefit from an in-depth study of the topic in preparation for the workshop.

Workshop attendance over the first 5 months of the series ranged from 21 to 45 participants for an average of 29 participants.

Implemented AdvisingU Onboarding Training Program

The AdvisingU Training Program provides training for essential topics useful to advisors from across campus. New advisors start their role on any day of the year. This makes providing timely training for essential topics challenging. Training sessions are offered on a quarterly basis. This allows advisors access to the training within their first few months of employment.

Training sessions are spaced out over the course of a month to better accommodate schedule availability. The program consists of 23 training sessions. Advisors are provided with a description of the training and the expected learning outcomes. Advisors can then work with their supervisor to choose the sessions applicable to their role.



AdvisingU Training Sessions Total Attendance

- AdvisingU training sessions were offered in December 2021, March 2022, and June 2022.
- Over the three rounds of AdvisingU, total attendance for each session ranged from 9 to 31 advisors with total attendance for all sessions equal to 247.

Advisor Notes Training and Security Authorization Form Processing

Advisors must be trained in Advisor Notes policies and procedures before they are able to receive access to Advisor Notes and Mandatory Advising functions (releasing MAP holds) in PeopleSoft. This training is offered online so that advisors may access the training in a timely manner regardless of when they start their position. This training module was updated and revised to provide a better training experience.

The Director of Advisor Education and Professional Development reached out to new advisors to inform them of training requirements. Then new advisors were added to the Canvas course so that they could complete the necessary training.

After verification of completion of the training, Security Authorization Forms were reviewed to ensure the necessary access requests were included. Once the forms were complete, they were signed and sent to Student Systems for processing.



Security Authorization Forms submitted for New Advisors



Steve Hadley

Facilitated Focus Group with New and Current Bridge Advisors

We conducted a focus group with a group of new and current Bridge Advisors to better understand the effectiveness of the training they received. Bridge Advisors were asked about their overall experience as Bridge Advisor, which training sessions were the most or least useful, preferred format for training (asynchronous, Zoom, in-person), scheduling preferences, and how Bridge Advisors could be best utilized. Results of the focus group were shared with the Bridge Advising Coordinator. Some key findings include:



- Bridge Advisors do not have a clear understanding of their role, and many are asked to serve in the role prior to having any context for the advising structure at the U of U. It was recommended to create of formal description of the role and responsibilities.
- The ability to perform General Education Exceptions was suggested as the most advantageous reason to be a Bridge Advisor. As this is one of the primary roles of a Bridge Advisor, training should be more focused on General Education and General Education Exceptions while potentially eliminating training in other areas.
- Most Bridge Advisors did not feel prepared for Quick Answer Advising. Shadowing was too slow to provide effective training. Advisors liked the idea of being assigned to a Quick Answer mentor that they can reach out to with questions until they feel comfortable in the role.

In-Service Training Sessions

Two In-Service training sessions were offered each month. The first focused on topics beneficial to the campus-wide advising community. The second focused on the needs of advisors in the Academic Advising Center as well as Bridge Advisors. Campus-Wide In-Services Attendance ranged from 49-161 advisors. The average attendance was 98. AAC and Bridge Advisor In-Services Attendance ranged from 20-37 advisors. The average attendance was 29.

Advising Toolbox Training Sessions

Advising Toolbox training sessions were introduced this year. They are 15–20-minute sessions focused on a yearly theme. The sessions are offered each month during the University Academic Advising Community (UAAC) meeting. The focus for this year was “The Cultivation of Soft Skills.” Topics included Constructive Conversations, Networking for the Networking Adverse, Conflict resolution at work, and Emotional Intelligence. Attendance at UAAC meetings, and thus the Advising Toolbox sessions, ranged from 88 to 124 advisors. The average attendance was 104.



Campus-wide Inservice
Average Attendance



AAC Inservice
Average Attendance



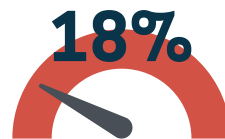
Average Attendance
at UAAC Meetings

BRIDGE ADVISING

Bridge Advising in 2021-22 continues to be focused on developing a corps of highly-trained advisor-generalists within each college at the university. They serve as a one-stop-shop for students in declared majors, who in addition to receiving quality major advising, also have the opportunity to understand general education and general university policies more comprehensively. The only colleges without bridge advisors are Social Work, Transform, and Architecture and we hope that they will be our next conversation partners as we move into the 2022-23 academic year.

Concern about the standards for General Education exceptions and a move on campus towards a new concept of Exceptional Education encouraged us to create a strengthened set of bridge advising expectations including: one year of U of U advising experience, a 2-3 year term of service for bridge advisor, and a twice a year check in with bridge advisors' supervisors on their performance in the role. This revised set of bridge advisor expectations enables us to ensure the continuity and quality of the bridge advising relationship for students, AAC, and partner colleges.

College Liaisons are similar to Bridge Advisors in that they also attend our monthly bridge advisor staff meetings and keep a two-way channel of communication open between their units and AAC. This benefits students directly by quickly informing AAC advisors of program and personnel changes. Unlike Bridge Advisors, College Liaisons do not undergo Bridge Advisor Training and do not make General Education exceptions for transfer courses. This year we expanded the reach of College Liaisons to the Honors College by welcoming Karleton Munn.



Bridge Advisors answered **18%** of our total Quick Answer responses for the year.



L to R: Emily Howsley, Shawn Carlyle, Justin Nistler, Cyri Dixon, John Nilsson, Sara Southwick



BIG GOAL 4

REIMAGINE GENERAL EDUCATION AS EXCEPTIONAL EDUCATION

AAC advisors often talk with students about the value of General Education, especially in the context of using it as a platform for major and career exploration. We also play a central role in training new advisors how to frame conversations with their students around General Education. Transitioning to "Exceptional Education" feels very consistent with the messaging we have historically tried to use.



KPI 1

Move First-year retention from **89%** to **94%** within **5** years.

Students using General Education to support them in identifying a major benefit from access to high quality curricular options when they are most likely to have a positive impact on their persistence.

ACHIEVEMENTS

- Used prior experience with Orientation advising to recommend courses and/or areas where need has historically exceeded supply, and made recommendations where additional capacity would benefit students.
- Contributed to the development of "metered release" of seats in key General Education courses during summer orientation. Anecdotally, this resulted in an increased number of students attending later Orientation sessions having access to seats in writing and math courses. In prior years, seats in writing classes were severely limited by early July.



2022-23 AAC GOALS

- Assess registration patterns of students attending early vs. late Orientations to determine impact of metering seats in writing courses.
- Work with US Assessment Team to accurately predict demand for seats in key courses.

KPI 2

Continue the trend of rising six-year completion rate from **67%** to **80%** in **5** years (end of AY 26-27) by acting on disaggregated data of all students especially of first-generation, low-income, and minoritized students.



General Education designations are reviewed by the General Education Curriculum Committee for ultimate approval by the Undergraduate Council. AAC advisors (including Bridge) are specifically authorized to make exceptions (substitutions, not waivers!) when a course can be shown to meet the learning outcomes of the requirement. This is most common for work completed outside of the university.



ACHIEVEMENTS

- Represented advising at Undergraduate Council and working subgroups related to General Education.
- Advocated for adjustments to new system for evaluating and transcription of transfer work.

2022-23 AAC GOALS

- Revisit authorization and process for reviewing and granting General Education exceptions.



ACADEMIC STANDARDS



The Academic Standards program monitors the academic standing of all undergraduate students and individually advises over 1,200 undergraduate students through collaborative academic interventions that focus on addressing supporting students and their individual goals. The AS team is supporting our students and upholding the Academic Advising Center's core values and mission in the following areas:

Inclusivity

The Academic Standards team is working to reimagine the academic success workshop using a student success, holistic, and trauma-informed lens.

Excellence in Advising

The Academic Standards program is developing a comprehensive student communication plan by utilizing current technologies.

Assessment

Undergraduate Studies Data and Learning Analytics created a dashboard for our team that monitors academic standing over time and across a variety of demographics.

Collaboration

The Academic Standards team is engaging with campus partners to develop holistic resources for supporting students in academic difficulty.

TEAM HIGHLIGHTS

Heather Crum was awarded the University of Utah Academic Advisor of the Month in October 2021.

Anna Bouska was the recipient of the 2022 National Outstanding Advisor Award, presented by NACADA for the Primary Advisor Category.

In June 2022, the AS team grew! We are thrilled to welcome Dijana Trajchevska and Hannah Hill to our team.

ACADEMIC STANDARDS: AT A GLANCE

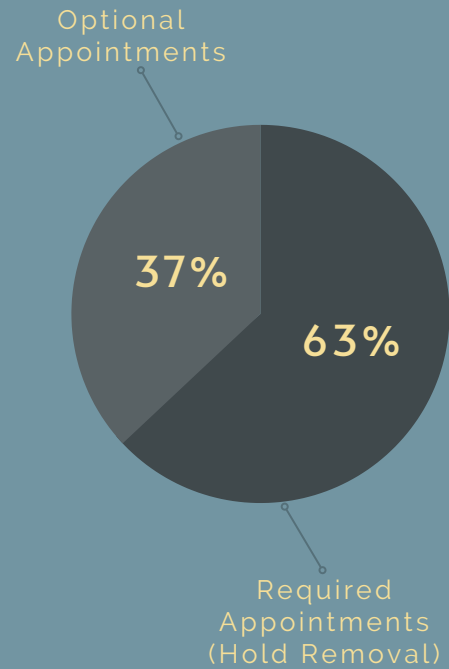
Appointment Ratios

Academic Standards provides appointments to students of all standings; however, our primary focus is on students who are not currently meeting University of Utah GPA requirements and students who are at risk of not meeting the requirements.

Over half of the appointments taken by members of the AS team are initiated by students and do not stem from a registration hold. (See chart to the right.)

These optional & student-initiated appointments may cover:

- Check in and general academic support
- GPA calculations and GPA planning
- Student support resulting in resource referrals, retroactive withdraws, and mandatory reporting
- Readmission process and policies around Academic Standing

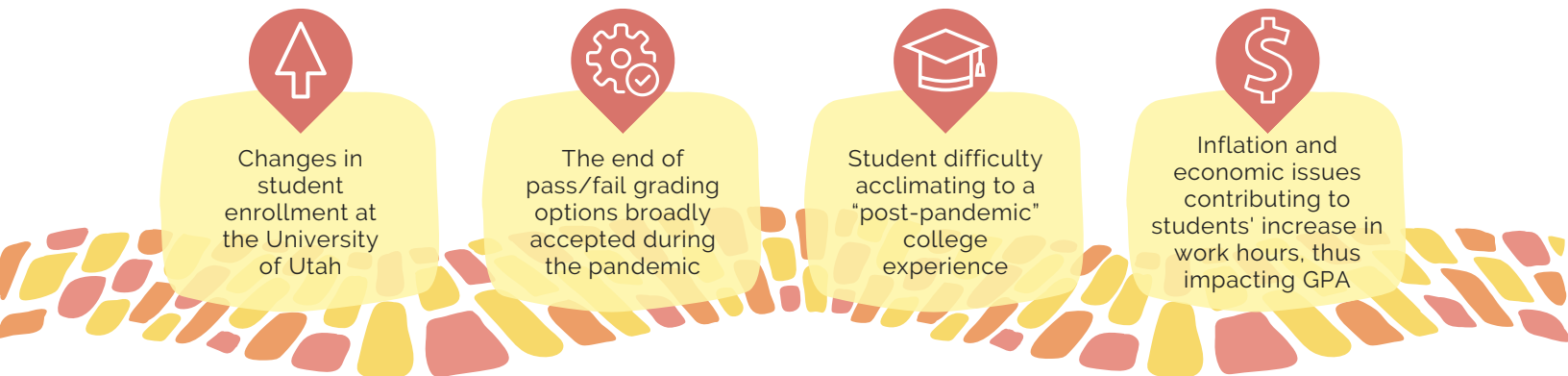


The myriad of student issues that impact academics have grown more complex over the years. Therefore, it is even more imperative to have advisors available to make necessary referrals and provide support to students who have experienced setbacks.

Academic Standards + Enrollment

	Fall 2019	Fall 2020	Fall 2021
Undergraduate Enrollment	23,653	24,864	24,925
Students Below 2.0	1,115	1,082	1,238
Percentage Below 2.0	4.71%	4.35%	4.97%

The raw number (as well as the percentage of undergraduate enrollment) was at a three-year high in Fall 2021. This is likely a result of multiple factors and will be investigated as part of the Academic Standards 2-Year Assessment Plan. Below are possible contributors to the rise in students in academic difficulty:



Last year's 200-student enrollment increase paired with a continued trend of increasing enrollment will greatly impact how we serve students.

During the AY 2021-2022, we had an average of 7-9 advisors taking Academic Standards appointments at any given time.



Students typically experienced an average wait time of 2-3 weeks for Academic Standards appointments.

We plan to expand our services and reduce wait times by training 5 new advisors to cover Academic Standards appointments and improving our communication timeline to students.



Academic Standards team L to R: Anna Bouska, Dijana Trajchevska, Hannah Hill, Heather Crum

BIG GOAL 5

ENHANCE THE TEACHING, LEARNING, RESEARCH, AND INNOVATION ENVIRONMENTS



The work of the AAC integrates teaching, learning, research, and innovation into the practice and delivery of academic advising. We reframed the US KPI somewhat to reflect our achievements. In the past year, AAC opened up our advisor onboarding process to the university community. Trainings have learning objectives developed around the NACADA Core Competencies model. We also provide programming on emerging issues that impact the delivery of advising (e.g., Behavioral Intervention, Critical Race Theory). This has been an important mechanism for promoting a greater level of consistency across campus, which is frequently a significant challenge for institutions with a decentralized model of advising.



AAC KPI

Establish the University of Utah as an innovative leader in the field of advising within Pac-12, AAU, and nationally.

The Academic Advising Center strives to be on the leading edge of academic advising in conceptualization, delivery, and measurement of impact. Our goal is to be the gold standard in advising practice for our University and beyond.

ACHIEVEMENTS



- Presentations at APLU Powered X Publics 2021 Conference (invited) and NACADA 2022 Annual Conference (by proposal) on Advising Career Progression.
- Sponsored session at NACADA 2021 Annual Conference ("3843 First Dates: Keeping the Magic Alive During First-Year Advising", sponsored by the NACADA First-Year Advising Community).
- Resource for ACLU peer institutions (U of Oregon, UC Davis, Texas A & M) on advising structure, onboarding, and expectations.
- The University of Utah has an unparalleled record of recognition for advising excellence by NACADA. For four consecutive years, either the award winner or Certificate of Merit in both experienced and new categories was from the University of Utah, with ten consecutive years of receiving an award or Certificate of Merit winner in one of the two categories.
- Developed a set of best practices in group advising and Canvas utilization for flipped advising model to reduce advisor fatigue and increase access to advising. The practices were presented at campus and state-wide advising conferences.
- Co-led the development of an advising "Theory to Practice" Workshop Series. Workshop attendance over the first five months ranged from 21 to 45 participants (average of 29).



2022-23 AAC GOALS

- Complete Phase II of the Advising Career Progression.
- Expand Advising U to include participation by all advising-related units.

V. EPILOGUE

It has been a year marked by changes in university leadership, organizational and reporting structures, metrics, and modalities. Our world continues to be impacted by COVID-19, although in different ways than previously. We remain predominantly in reaction mode where carefully crafted plans have to be modified in response to events and situations over which we have no control: availability of vaccinations, falling COVID rates, new strains and rising COVID rates, inflation leading to astronomical increases in food, fuel and housing costs.

The AAC team rises to meet every challenge with an innovative and solution-driven approach. They are leaders in advising and are looked to as experts by our colleagues across campus and beyond. The work highlighted in this report is evidence of their impact on the students they serve directly as well as by the advisors who engage with us. Good advisors adapt and respond to whatever situations confront them. Great advisors actively look for opportunities to grow and expand their skill sets. We can always do better. In the upcoming year, our primary focus will be aligning our work to the KPIs and Big Goals set by Undergraduate Studies. Assessment of our impact will be led by Steve Hadley in consultation with the Undergraduate Studies Data and Learning Analytics Team. This is the first of several organizational changes currently under consideration by our leadership team. In preparation for coming changes, we have adapted the AAC organizational chart to mirror the format of Undergraduate Studies.

Exciting work lies ahead. The recent addition of four new advising lines broadens our scope of impact. The development and implementation of the second phase of the advising career progression is in progress, along with the formation of a Council on



Academic Advising to give advising a voice in more campus decisions. We will increasingly look for opportunities to utilize technologies to expand proactive approaches to advising.

The Academic Advising Center strives to be on the leading edge of academic advising in conceptualization, delivery, and measurement of impact. Our goal is to be the gold standard in advising practice for our University and beyond.

VI. APPENDICES

ACTIVITIES OF THE AAC STAFF 2021-22

Our staff demonstrate their commitment to excellence in advising and associated activities on and beyond campus. The staff is encouraged to participate and present at national and regional conferences and to seek opportunities that demonstrate the merit of their work. All academic advisors are members of the National Academic Advising Association (NACADA) and Utah Advising Association (UAA). Listed below are some of the activities pursued by AAC staff members outside of their traditional advising and office responsibilities.

Membership in Professional Organizations

- National Academic Advising Association (NACADA)
- National Alliance of Concurrent Enrollment Partnerships (NACEP)
- National Association of Advisors for the Health Professions (NAAHP)
- National Association of Behavioral Intervention and Threat Assessment (NABITA)
- Western Association of Advisors for the Health Professions (WAAHP)
- Western Association of Prelaw Advisors (WAPLA)
- National Association of Student Personnel Administrators (NASPA)

Committees/Activities - Off Campus

- AMES High School Orientation and Advising Partnership
- APLU Powered x Publics Advising Working Group
- Autism Council of Utah—Council Member
- NACADA Liberal Arts Advising Community—Chair, Ashley Glenn
- NACADA Membership & Recruitment Committee—Region 10 Representative, Ashley Glenn
- NACADA Region 10 Mentorship Program—Mentors, Ashley Glenn and Lisa Hutton
- NACADA Region 10 Writing and Research Committee
- NACADA Transfer Student Steering Committee
- Olene Walker Transition to Adult Living Scholarship Advisors—Madeline Rencher, Jason Atherton, Beth Howard
- Utah Advising Association Governing Board Member—Stephanie Begaye
- Utah Transfer Articulation Committee (UTAC)

Committees/Activities - On Campus (excludes committees within AAC)

- Admissions' Ask Anything—Advising Representatives, Ashley Glenn and Madeline Rencher
- Beacons of Excellence Awards Committee (Co-chair)
- Block U Academic Advisor
- Campus Recruitment Committee—Madeline Rencher and April Vrtis-Curran
- College of Nursing Director of Student Services Search (Co-chair)
- Credits and Admissions Committee
- General Education Curriculum Committee—Advising Representative, Ashley Glenn
- General Education Learning Framework Committee—Member, Ashley Glenn
- Global Leap Curriculum and Program Planning Committee
- Learning Abroad Student Fee Committee
- Milestone Advising Program Committee
- Registrar—Exception to Policy Committee
- Residency Appeals Committee

- Student Affairs Appellate Committee
- Student Behavioral (Conduct) Committee
- UAAC Academic Senate Representative: Lisa Hutton
- UAAC Advisor Advocacy and Promotion Committee—Tammy Mabey
- UAAC Assessment Committee Chair—Anna Bouska
- UAAC Assessment Committee, Mentee—Cyri Dixon
- UAAC Awards Committee—Co-Chairs, Ashley Glenn & Stephanie Begaye
- UAAC Chair—Madeline Rencher
- UAAC Conference Co-Chair—Tricia Cook
- UAAC Executive Committee
- UAAC Mentoring Program—Experienced Mentors, Ashley Glenn & Madeline Rencher
- UAC Salt Lake City Advisor Committee
- USTART Program: Women's Resource Center

Presentations - Invited/Selected

- 2021 IUPUI Assessment Institute: HIP Health: Taking the Pulse of High Impact Practices—Ashley Glenn (Panel Moderator)
- 2021 NACADA Annual Conference: Straight Outta The Middle of Nowhere: Students through a Rural Lens Poster—Cyri Dixon
- 2021 NACADA Annual Conference: What I Learned as a Student... Applied to Liberal Arts Advising—Ashley Glenn
- 2021 NACADA Annual Conference: 3,843 First Dates: Keeping the Magic Alive during First-Year Advising"—Ashley Glenn and Madeline Rencher
- 2021 UAAC, UAA, and NACADA Annual Conferences: I'm Not That Kind of Guy: Reframing Mental Health Services for Male Students (co-presenter Jiabao Gao, University Counseling Center for UAAC, and UAA conferences)—Emily Howsley
- 2022 NACADA Liberal Arts Advising Community Tuesday Talks: The Major Declaration Mindset: Using Planned Happenstance Theory to Re-frame Conversations—Lisa Hutton
- 2022 UAA and UAAC Annual Conferences: Surface Pressure: Moving Mountains Through Emotional Resilience—Emily Howsley
- 2022 UAA and UAAC Conference: Booked up and Burned Out: Creative Approaches to Advising During Peak Appointment Times—Jason Atherton, Ashley Glenn
- 2022 UAA Conference: Advisor of the Year Panel: Discussion on the Future of Advising—Jason Atherton
- 2022 UAAC Conference Presentation: 'Advising 4-1-1: Navigating the Title of 'Expert' on a University Campus'—Madeline Rencher
- 2022 UAAC Conference: This is America and What That Means for Advising—Ashley Glenn

Presentations-On Campus

- Getting Started: Major Exploration Info Session (Lisa Hutton)
- Getting Started: Major Exploration Info Session for Student Athletes (Lisa Hutton)
- Major Changing: Major Exploration Info Session (Terese Pratt)
- Strong Interest Inventory: Major Exploration Info Session (Stephanie Begaye)
- Major Exploration classroom presentation for BlockU, Work, Wellness, and the Great Outdoors (Lisa Hutton)

Conference Attendance/Professional Development/Off-campus

- NACADA Exploratory Conversation: I Don't Know. What Can You Do With a Major In ...?
- National Academic Advising Association (NACADA)—Cincinnati, OH
- National Association of Advisors for the Health Professions (NAAHP)—Denver, CO
- Utah Advising Association (UAA)—Midway, UT

Courses Facilitated by Academic Advising Center Staff at U of U

- PHYS 1980: Undergraduate Seminar II
- UGS 1020: Intro to PreMed/PrePA
- UGS 1021: Applying to Medical School
- UGS 1030: Intro to PreDental
- UGS 1050: Major Exploration
- UGS 1550: Exploring Major & Career Exploration

Publications

- donahoe-rankin, erin, & Glenn, Ashley. (2021). Conversations: career advising for LGBTQ+ students in non-linear career paths. In Craig M. McGill and Jennifer E. Joslin (Eds.), *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students*. Stylus Publishing, LLC.

Staff Completing Degrees

- Health, Society and Policy; Minor in Spanish; Honors Certificate; Pre-Physician Assistant, Bachelor's Degree—MacKenzie Ridley
- Master of Public Administration—Cyri Dixon
- Political Science; Certificate in Criminology & Corrections, Bachelor's Degree—Sage Blackburn
- Speech and Hearing Science, Bachelor's Degree—Elisabeth Petty

Staff Pursuing Degrees

- Communication-Science, Health, Environment, and Risk, Bachelor's Degree—Erica Lampers
- Educational Leadership & Policy, Doctorate—Anna Bouska
- Global Education, Master's Degree—Ruby Pfeiffer
- Professional TESOL Certificate
- Project Management Fundamentals Program—Madeline Rencher
- Social Work, Bachelor's Degree—Cassidy Heacock

2021-22 UAAC Advisor of the Month

- Heather Crum—October 2021
- Jason Atherton—November 2021
- Shelley Nicholson—December 2021

Conference Attendance/Professional Development/On-Campus

- Registrar's Summit—2021
- UAAC Conference—2022

Awards Received in 2021-22

- 2021-22 UAAC Outstanding New Academic Advisor of the Year (AAC nominees)
 - Angelica Dennis—Nominee
 - Elirissa Hui—Recipient
 - Jerry Brockman—Nominee
 - Nichole Hutchins—Nominee/Finalist
 - Sonia Meza—Nominee
- 2021 NACADA Region 10 Award Winner: Excellence in Advising—Primary Advisor: Shelley Nicholson
- 2022 University of Utah Undergraduate Studies Edge Award—Excellence in Leadership: Shelley Nicholson
- 2022 Academic and Student Affairs District Staff Excellence Award—Ashley Glenn
- 2021-22 UAAC Outstanding Experienced Academic Advisor of the Year (AAC Nominees)
 - Jason Atherton—Nominee
 - John Nilsson—Nominee
 - Karleton Munn—Nominee
 - Maddi Olsen—Nominee
 - Madeline Rencher—Nominee
 - Stephanie Begaye—Nominee
 - Shawn Carlyle—Nominee
- 2022 NACADA Outstanding Advising Awards
 - Anna Bouska—Primary Advisor Role, Recipient
 - Cyri Dixon—Outstanding New Advisor, Primary Advisor Role, Recipient



BETH HOWARD

Associate Dean | Academic Advising Center



LEADERSHIP TEAM

BETH HOWARD

JOHN NILSSON

JULIA VINCENT

JASON ATHERTON
Milestone Advising

ANNIE
PATTERSON

SHELLEY NICHOLSON
PreProfessional Advising

LISA HUTTON
Major Exploration Program

AMY URBANEK

QUENTIN
HODGES

STEPHANIE
BEGAYE

NICHOLE
HUTCHINS

CAROLINE
LUMAN

JON MURPHY
Utah Global

LANE SUTTON

ALESSANDRA
ZAMORA

TEAM CAMPUS

ASHLEY GLENN
Orientation + Outreach

TEAM DISCOVERY

DAVID EISEN
Administrative Assistant

HEATHER
CRUM

HANNAH
HILL

DIJANA
TRAJCHEVSKA

MADELINE
RENCHER

APRIL VRTIS-
CURRAN

TAMMY MABEY
Reception Team + IT

STEVE HADLEY
Advisor Education +
Development

TRICIA
COOK

TERESE PRATT
Transfer Program

RUBY PFEIFFER

CASSIDY
HEACOCK

ERICA LAMPERS
Peer Advisor

TBD
Peer Advisor

ELISABETH
PETTY

JOSEPH
BRADFORD

BRIDGE ADVISORS
+ COLLEGE LIAISONS
(listed below)

PROGRAMS AND SUPPORT STAFF

BRIDGE ADVISORS +
COLLEGE LIAISONS

DANIEL PAUL
School of Business

ALI JOHNSON
School of Business

JENN MCLAURIN
College of Fine Arts

ANDREW GRACE
College of Fine Arts

SONIA MEZA
Social + Behavioral Sciences

ANGELICA DENNIS
Social + Behavioral Sciences

SARA HATCH
College of Education

EMILY HOWSLEY
College of Engineering

ELIRISSA HUI
College of Health

KARLETON MUNN
Honors College

JUSTIN NISTLER
College of Humanities

JOSH WARDLE
Medical Laboratory Science

BRENDA WICKS
College of Mines

MARISSA SMITH
College of Nursing

CYRI DIXON
College of Science

LAUREN BUSTAMANTE
College of Science

TBD
College of Social Work