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I. Impacting Student Success through Advising

An Advisor’s perspective:

Advising is challenging work. It requires a real emotional investment in the life journey of another human being. And as soon as you’ve given your heart and mind to that person, you invite another completely different individual into your office to sit down, where you give your heart and mind all over again. Advising is one part counselor, one part friend, one part river guide, one part data analyst—and a dozen other things. It’s not glamorous. If it were, Indiana Jones would have been the pre-archaeology advisor instead of a professor of archaeology. And a lot fewer people would have been hurt in those adventures, because advisors think about all possible outcomes, and then consider the effects on the individual and the community, equally!

Nevertheless, you all come back, day after day, and make an impact on the lives of your students. I hope today has reinvigorated you, and that you leave with something that will help you come back tomorrow and make another difference in a life yet again.

Sean Crouch, AAC Program Coordinator, to attendees of the 2019 UAAC Conference

The Academic Advising Center strives to support student success (persistence and completion) by promoting and delivering outstanding academic advising. This is accomplished through direct contact with students and their supporters, from recruitment through and after graduation, via advisor development and advocacy campus wide, and by engaging in effective collaboration with our campus partners in and outside of Undergraduate Studies.

Many factors contribute to retention and graduation rates, our two most common measures of student success. In reality, it is likely a combination of all of these factors that leads to degree completion. That said, effective advising plays a key role in promoting the behaviors that are most closely linked with student success. Most specifically, early identification and declaration of a major appropriate to the student’s interests, skills, and values, timely outreach when a student is first showing signs of distress, effective utilization of the resources and opportunities available to a student at a R-1 institution, development of an academic plan that responds to changes as a student moves through their education, and a sense of belonging.
The values of the AAC (see graphic below) closely align with the university’s strategic goals, starting and ending with promoting student success to transform lives. In this report, we will highlight some of our activities and achievements over the last year. We will include how we’ve measured our impact, but also narrative from our primary constituencies: our students and our campus partners. This is at the heart of why we do, what we do. This year’s report will have four main sections, each representing one of the broad areas of AAC’s responsibilities. Each of the section summary pages will highlight how our values are reflected by our efforts.

Academic Advising Center Values

**Inclusivity**

AAC strives to promote a welcoming and supportive advising environment campus-wide, and advisors are encouraged to develop to their full potential.

**Excellence in Advising**

AAC will be a leader in coordinating the development and adoption of advising best practices campus-wide.

**Assessments**

All areas of AAC will continuously establish measurable goals related to their support of student success. Further, AAC is committed to appropriate and timely response as needs change.

**Professional Growth**

All AAC staff members will be encouraged to develop and further grow the professional skills essential to the changing needs of higher education in the 21st century.

**Collaboration**

Develop and grow partnerships within AAC functional areas, UGS, and with all campus agencies that support student success.

Impact:

“There are some people who think that advising is all about policies/procedures/ and making course recommendation. It is obviously important to transmit accurate information to students, but let’s face it, we could build an Artificial Intelligence system to take care of those functions. So what is it that makes advisors so important? It is the personal relationships and the sense that individual students matter.”

Kevin Perry, Department Chair, Atmospheric Sciences, speaking about Michelle Brooks’ contributions to advising.
II. Operations

Student Contacts | Technology | Assessment | Office Reception and Quick Answer Desk

This section includes the efforts and activities that most directly impact the student interface with advising, and extend across all AAC functional areas.

Highlights: Putting Values into Action

Inclusivity
An ADA accessible door was installed in SSB 450, reducing a physical barrier to full engagement and creating a more welcoming environment.

Excellence in Advising
In Fall of 2018, we increased advising appointments from 30 to 45 minutes. Appointment availability is carefully tracked to make sure we are maintaining timely access to our services.

Collaboration
AAC participated in the roll-out of a new data analytics platform, Civitas, designed to support student success. This effort involved Student Affairs, OBIA, and all degree granting colleges.

Impact:

“We are also really loving Civitas and would like all of our current staff and the new staff coming in to get trained on it. It has been very useful for us to be able to view students’ grades.”

Mary Chris Finnigan, Director of Academic Services, University of Utah Athletics
Goals and Objectives

The Academic Advising Center serves the university community through advising as well as our participation in campus-wide advisor development, recruitment efforts, and orientation programming. We strive to provide an exceptional advising experience for prospective, current and former students and their supporters.

Data, Trends, and Analysis

The staff in the AAC had over 36,000 recorded appointment contacts with students and more than 122,000 recorded Quick Answer and email contacts with students, campus partners, and outside constituencies during 2018-19 academic year. By providing a variety of different modalities for interacting with students, we can most efficiently serve their advising needs and maximize the availability of advisors for more time-intensive interactions.

One-on-one, 45 minute advising appointments represent roughly one fifth of our advising contacts. More than 60% of our contacts are through group presentations (Orientations, information sessions, programs to campus partners), mass emails, or at our Reception and Quick Answer desk. The remainder of our contacts are electronic, either via emails or our Academic Standards Workshop course.

Student Contact Summary 2018-19

*Quick Help* is any contact not logged on the database system as an appointment except e-mail.

Contacts by Class in 2018-19

Students are asked to self-identify class year and reason for appointment when they check in with our front desk. Over half of the students we see are freshmen, sophomores, or transfers. The most frequently cited reasons for appointments are academic planning and/or registration, PreProfessional advising, and major exploration.

*Other* includes 2nd Baccalaureate, Prospective, Returning to the U, or not disclosed.
The Academic Advising Center handles requests for modifications to registrations that occur outside of the published registration calendar for non-matriculated students and those without a declared major. Requests that pertain to one or more classes that are still in progress are reviewed by the Late Withdrawal Committee, while those that pertain to classes from a prior term are decided by committees coordinated through the Office of the Registrar and Enrollment Management.

### Late Withdrawals and Petitions

The Academic Advising Center handles requests for modifications to registrations that occur outside of the published registration calendar for non-matriculated students and those without a declared major. Requests that pertain to one or more classes that are still in progress are reviewed by the Late Withdrawal Committee, while those that pertain to classes from a prior term are decided by committees coordinated through the Office of the Registrar and Enrollment Management.

### Late Withdrawal Requests—2018-19

<table>
<thead>
<tr>
<th>Term</th>
<th>Submitted</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Spring</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

Of Late Withdrawal Petitions Approved in 2018-19
Students requesting an exception for a prior semester meet with the Associate Dean for a letter of support. In the past year, we have seen a number of students referred by our campus partners, including the Office of the Dean of Students, the Center for Student Wellness, and the Dream Center. We continuously revise our procedures to reduce barriers for our most vulnerable students.

Most commonly, students are requesting a retroactive withdrawal from courses taken in a prior semester, with a change in grading option being the second most frequent request. Health concerns (mental and physical), family issues, and financial burdens account for the vast majority of reasons cited for the request.

Summary & Future Goals

Student success is at the center of what we do. If asked, every member of the AAC staff should be able to say how their role promotes student success. This can include making sure an advisor has a functional computer when giving a guest lecture on Career Exploration at the Utah State Prison or speaking with a distraught student and having them say, “Thank you, I feel better now” at the end of the conversation. We provide a network of support.

In the coming year, we will continue to look at how our structure facilitates a team-oriented approach to student support, and where we could be more effective. We have begun a restructure that will continue to adapt to the changing needs of our students and our community.

In June of this year, Julia Vincent joined the leadership team. This is the first step in a series of changes to come.

“Nice to have someone on campus that can help you with life stuff.”

Student, LLC Focus Group
Technology

The Technology team for the Academic Advising Center supports and maintains all office and staff technology needs. This includes:

- Providing daily IT support for AAC as well as campus-wide advising events, meetings and presentations.
- Supporting and troubleshooting our appointment management system, the AAC database, and relevant Canvas courses.
- Collecting, testing, and organizing data from PeopleSoft and the AAC database for use in reports and analytical measures across the functional areas.
- Assess and develop new technology processes to improve office procedures.
- Researching and purchasing all technology equipment for AAC.

Highlights 2018-19

- Tammy Mabey co-presented with Beth Howard at the NACADA National Conference (October 2018) on supporting students on the Autism Spectrum and attended the NACADA Assessment Institute (January 2019).
- Jason Lyons completed an online Information Systems course as part of his professional development.
- Participated in PeopleSoft Upgrade testing, ensuring that advisors needs were met.
- Implemented new online forms for time-off request, IT equipment reservation requests, and developed a new online asset management database. This reduced paper formed (increasing sustainability), and facilitated full access to processes for staff outside of SSB 450.
The use and consistent improvement of technology within the Academic Advising Center is a vital part in serving students. Our technology team collects, compiles and assesses data to evaluate student impact as well as make positive changes to optimize student success. The hardware, software and processes that we implement and maintain behind the scenes provides advisors and staff the opportunity to best support students.

In addition to supporting technology needs as indicated above, our technology team participates in project and committee work within the Academic Advising Center and the academic advising community on campus.

Goals for 2019-20

- Continue assistance with updating online Policies and Procedures Manual for AAC.
- Train Jason Lyons, our Computer Technician on data reports and processes within AAC.
- Train advisor, Jake McPartlin on data reports and processes within Academic Standards.
- Participate in future conferences and trainings applicable to improving technology within the AAC.
Integrating assessment into each of our program areas allows The Academic Advising Center to continually gauge and respond to emerging needs. By assessing and analyzing measurable learning outcomes, we are able to implement changes for the benefit of students and advisors.

For example, due to student feedback such as “It always felt rushed and impersonal” the AAC changed from 30 minute appointments to 45 minute appointments. Forty-five minute appointments have allowed AAC advisors to take the time needed to address student needs. In the most recent campus-wide advising survey a student wrote:

“As I got further in my degree, I began meeting with my major-specific advisor. I found that this advisor was not as helpful as the general academic advisor. She either didn’t know how to best help me or didn’t have the time to sit down with me and discuss my plans.”

Highlights 2018-19

AAC Assessment Committee Mission Statement

The purpose of the Academic Advising Center (AAC) Assessment committee is to develop and implement office-wide assessment as well as provide guidance for programs areas and services to promote student success thru the evaluation of AAC objectives.

Academic Advising Center Assessment

Over the past two years the Academic Advising Center (AAC) has worked to integrate assessment into each of our program areas.

Campus-Wide Advisor Findings

The AAC is represented on the University Academic Advising Community (UAAC) Assessment Committee by Steve Hadley. The UAAC Assessment Committee has facilitated focus groups to better understand the mission and purpose of UAAC as an organization, administered the Biennial Campus-Wide Student Advising Survey, and educated advisors from across campus on assessment resources and strategies.
Goals for 2019-20

Integration of Assessment

Eleven staff members representing all AAC program areas have attended the NACADA Assessment Institute over the past two years. The institute provided the tools, strategies, and framework for staff members to develop assessment plans for their individual areas.

The Academic Advising Center (AAC) Assessment Committee oversees development and implementation of office-wide assessment, as well as providing guidance for program areas and services to promote student success through the evaluation of AAC objectives. The AAC Assessment Committee consults with individual program areas to develop robust assessment strategies and tools. Results of these assessments are shared in the respective program area pages of the annual report.

The AAC Assessment Committee administrated a survey exploring Advising Expectations for students and advisors. The purpose of this survey was to explore whether or not students shared the same expectations of advisors and themselves. Students were given 15 statements and then asked if the advisor or the student is primarily responsible for each statement. The majority of responses were aligned with advisors’ expectations of themselves and students. Two of the statements resulted in intriguing results. These are shown in the table to the right.

Overall, students were able to identify expectations that align with advisor expectations of themselves and students. However, these expectations are often not demonstrated by students. Now that we know that students can identify these expectations we can explore ways to help student move beyond identifying to knowing, doing, and valuing advising expectations.

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring students to appropriate campus resources</td>
<td>67%</td>
</tr>
<tr>
<td>Understanding the consequences of students’ academic and personal decisions</td>
<td>30%</td>
</tr>
</tbody>
</table>

Provide training opportunities for AAC program areas to develop their mission, vision, and learning outcomes.

Help AAC program areas develop and carry out an assessment plan.

Help at least one program area to implement an assessment based on the learning outcomes they develop.
Our front desk staff is always G.L.A.D. to help!

The Academic Advising Center’s front desk 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.

Student Impact

Our front desk team attached an end-of-meeting survey to student appointments to assess student impact and to improve our service to all who reach out to the Academic Advising Center. Below are quotes from students who interacted with our front desk staff either over the phone or in-person.

“The experience was very positive. The lady I talked to was very polite and nice. She was very nice people.”

“I was running late, and the two people at the Front Desk worked together to check me in quickly to avoid me missing the 15 minute grace period. This was very appreciated, and...they were very nice people.”
## Highlights 2018-19

**Facilitated** thousands of academic advising appointments for students and prospective students at the Academic Advising Center as well as other colleges across campus.

**Answered** thousands of questions regarding university academic policies, procedures, deadlines, general information and resources on campus.

**Assisted** with special projects such as record keeping, organizing mailers, photography, drop-in schedule coordination and any other needs pertaining to their functional areas.

**Gathered** data associated with phone, in-person and email contacts made with students within the Academic Advising Center.

**Served** on hiring, planning and campus-wide committees such as the Parent Association and the Staff Council.

**Developed and implemented** our customer service philosophy: G.L.A.D.: Greet, Listen, Assist, and Direct students appropriately.

**Streamlined and strengthened** FERPA compliance by designing a new document reception log system.

**Surveyed** AAC staff regarding their expectations of front desk reception team. Goals were created and implemented from that survey.

**Three** of our team members are full-time undergraduate or graduate students.

**Hired** two new front desk Office Assistants, Destony Rosas and Regan Lewis to replace Joy Scott (retired) and Josh Henricksen (graduated).

**16,000 Phone Calls & 2,900 In-person Quick Helps** facilitated through our front desk reception and QA in 2018-19.

## Goals for 2019-20

- Update/refresh/redecorate front desk reception area.
- Schedule a front desk retreat to plan future goals and direction of our team.
- Continue to provide appointment shadowing opportunities for front desk staff.
- Dedicate time for each front desk team member to attend or participate in at least one personalized professional development opportunity in addition to regularly attending trainings provided in AAC.
III. AAC Core Advising Programs

**Major Exploration | PreProfessional | Transfer | Peer Advising**

All undergraduate students have access to the services offered by the Academic Advising Center. We are the advisors of record for exploratory students, and partner with our colleagues in the degree granting colleges to advise transfer and preprofessional students. Our curricular offerings in both major exploration and PPA are an important complement to our programming and one-on-one advising. Our Peer Advising Program gives us the opportunity to expand our advising capacity while providing participants valuable work experiences that will benefit them post-graduation.

**Highlights: Putting Values into Action**

**Collaboration**
We successfully implemented a living learning community for exploring students. The program received the “Golden Swoop” Award for their excellence.

**Professional Growth**
We delivered a one day training program for SLCC and U of U academic advisors designed to foster advising connections between the two institutions. Over 100 advisors and student support professionals attended.

**Excellence in Advising**
AAC staff contributed to the development of “major maps”. These are currently being distributed at Orientation at the Major Exploration sessions.

**Impact:**

**UGS 1050 - Major Exploration Student:**

“I think that some of my ways have changed due to taking this class. I’m a lot more positive about the future and what it holds. I’m happier because that stress of wondering how I’ll be able to provide for myself and my eventual family is lighter because I know that this is a possible adventure that I’m undertaking. I enjoy the chance to learn and improve. This class has been a wonderful help to me making that necessary step forward. I look forward to continuing this journey to finding the major that is perfect for me.” – (student, Mid-Term Reflection Assignment in Julia Vincent’s section of UGS 1050)
Major Exploration Program

The Major Exploration Program at the University of Utah aims to assist students in the intentional declaration of an academic program. This is accomplished through advising interactions, teaching, training of advisors and university partners, and timely outreach.

Highlights 2018-19

2018-2019 was the pilot year of our Major & Career Living Learning Community in partnership with the Career and Professional Development Center and Housing & Residential Education.

Here is what one student had to say:

“We got to know our advisors personally which helped a ton. We were able to create deep connections with peers and people we can look up to. It made me more comfortable being here at college.”
The MEP Team enhanced the MEP webpage by developing a visually appealing "Majors Quick Look" page. This page provides information about majors, minors, certificates, career resources, and exploratory classes. The Majors Quick Look page is a very popular tool for researching majors, and is utilized by both current and prospective students.

### Advisory Training—2018-19

Academically Advanced, Developmentally Ill-equipped: Advising Exceptional Students in Decision Making

University Academic Advising Committee Annual Conference and Utah Advising Association Conference

### Major Open Houses

Informal events bringing together academic programs based on a timely theme. Students interact with advisors, faculty and declared students.

**306 Students Attended**

### Major Expo

This is the signature event of the Academic Advising Center. It allows all current and prospective students to connect with every academic program offered at the University of Utah.

**1,081 Students Attended**

### Dean’s Breakfast

This event was to celebrate & congratulate exploratory students for academic success in the 2018 calendar year. Each college was represented and spoke to students about the academic possibilities.

"It was great! I got good information about possibilities and met people that will help me decide my major. A great success!"

### Undecided/Exploring Student Advising at the Academic Advising Center

<table>
<thead>
<tr>
<th>Major Exploration Advising</th>
<th>Students Advised by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
</tr>
<tr>
<td>Undecided Students Advised</td>
<td></td>
</tr>
<tr>
<td>Students designated as &quot;Major Exploration” for the main purpose of their visit</td>
<td>1426</td>
</tr>
<tr>
<td>Students designated as &quot;Second Year Advising” for the main purpose of their visit</td>
<td>167</td>
</tr>
</tbody>
</table>

(Students only come to the Academic Advising Center For Second Year Advising if they are undecided.)
Students were given a tour of the office, engaged with employees from various educational backgrounds, and took the StrengthsFinder assessment. Employees and students were then able to discuss how their strengths helped them in the undergraduate career and now professional career.

“I loved going to Goldman Sachs. It helped me have a great insight into what it’s like to work at a job in a high up company. I loved the experience of going with my friends and being able to listen to the professionals talk and hear more about their backgrounds and what they do. It was so much fun!”

After six months, Housing & Residential Education changed our status from a “Themed Community” to a “Living Learning Community” due to our outstanding work with our Exploration Floor. In May 2019, Juliana Espinosa (AAC) and Megan Randall (CPDC) were awarded the 2018-2019 Golden Swoop Awards for Commitment to Housing & Residential Education Outstanding LLC Partner of the Year.

Goals for 2019-20

Over the next year we will continue on with the pilot of the Major and Career Exploration Living Learning Community. This year will be aimed at assessment and planning growth for future cohorts.

We will engage in a holistic assessment of the UExplore Open Houses series through qualitative and quantitative survey projects.

Continuing education for major exploration is key to the success of our students in getting connected to a degree granting college. We will assess our new Advisor Learning Outcomes with AAC core advisors to seek areas for improvement and measure success.
Mission:
The PreProfessional Advising Office (PPA) 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.

Vision:
The PPA office is committed to providing services that seek to support and foster student success, especially underrepresented students. We strive to empower students to become socially responsible, compassionate healthcare and legal professionals.

“I really felt comfortable asking questions during class. I also walked away from the course feeling like I now have a reference to turn to if more questions come up...the instructor was supportive of all the students.”

UGS 1021 course evaluation, taught by Shelley Nicholson
2018-19 Contacts & Statistics

The outcomes from our 2017-18 goals laid the groundwork for the PPA team’s efforts. We can now reach more students using the new website and newsletters, and offer more appointments as we gained new advisors. We also collaborated with the Office of Associate Vice President for Health Equity and Inclusion (OHEI) to offer multiple networking events for undergraduate PreHealth students.

The PPA Office website was accessed 77,642 times During 2018-19

Table 1: PPA Annual Student Contacts

Table 2: University of Utah Applicants: Total Admissions to MD, DO, Dental & Law Schools

This table reflects all applicants who applied and were accepted to one or more medical, both MD (allopathic) and DO (osteopathic) schools, and for dental and law schools.

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD</td>
<td>283(^2) (184 M 99 F)</td>
<td>99 (63 M 36 F)</td>
<td>34% (-8%)</td>
<td>41% (± 0 %)</td>
</tr>
<tr>
<td>DO</td>
<td>157 (107 M 50 F)</td>
<td>48 (31 M 17 F)</td>
<td>31% (+2%)</td>
<td>35% (± 0 %)</td>
</tr>
<tr>
<td>Dental(^3)</td>
<td>55 (44 M 11 F)</td>
<td>27 (22 M 5 F)</td>
<td>49% (+4%)</td>
<td>54.5%</td>
</tr>
<tr>
<td>Law(^4)</td>
<td>156 (84 M 64 F)</td>
<td>115 (64 M 40 F)</td>
<td>73% (-5%)</td>
<td>70% (-4%)</td>
</tr>
</tbody>
</table>

\(^1\)Sources: Association of American Medical Colleges, American Association of College of Osteopathic Medicine and Journal of Dental Education. \(^2\)A total number of applicants include the number of students who declined to answer their gender. \(^3\)Only include the applicants who released their data for review. \(^4\)2017-18 data, derived from ABA/LSAC Law Services reports.
Increase the number of applicants for professional programs from underserved backgrounds by collaborating with campus partners like TRIO, LEAP, CESA, Housing & Residential Program, and OHEI.

The most significant interaction PPA had this past year was to improve our relationship with LEAP. We visited Health Science and Health Professions LEAP classes and provided activities for these students.

Provide more support to AAC and major advisors through AAC & UAAC in-service and PPA learning outcomes for advisors.

PPA reached out colleges across campus and provided training sessions for new advisors. By doing so, major advisors can provide accurate information to students and know to refer students to us earlier in their university experience.

Assess PPA Advisor performances by creating a post-advising satisfaction survey.

We realized it is crucial for PPA office to have mission and vision statements before creating survey gauging our performance. We created the mission and vision statements so that we will be able to create a survey that measure PPA office performance in the future.

Goals for 2019-20

Revise and update the PPA website to make it easier to navigate, and include additional tools and information that will provide stronger support for students who are not able to visit the office regularly.

Collaborate with learning communities that support underrepresented students, such as Health Science LEAP and Prelaw LEAP, to increase office recognition and help the students understand the services and support we provide.

PreProfessional Advising (PPA) offered a new course UGS 1021 - Medical School: Preparing to Apply in spring 2019. The small class size allowed the instructor to provide 1-on-1 application feedback and mock interview session which will help students be fully prepare and competitive applicants.

“The sheer amount of information about the process of applying was so helpful. It was also amazing to have feedback and direction on the writing of the personal statement and the activities descriptions.”

(Student comment from Course Evaluation)

2018–2019 Goals—Outcome and Analysis

For the UGS 1020’s ten year anniversary, PPA surveyed 400 students who took the course in the last five years. Even though we only had 33 responses, the result showed those who are unsure and not planning to apply to medical schools had a clear reason; “Medicine is not for me.” Expected reasons, such as “lack of role model” or “Conflict with future plans” were not even ranked among the top five reasons. It became clear that those who decided not to pursue medical school education simply lost their interest in medicine rather than giving up becoming a physician due to the challenges they were unable to overcome.

UGS 1020—Introduction to Premed—A 10-Year Survey

UGS 1021—New Course for Medical School Application
The Transfer Program provides a bridge for transfer students from their school to the U of U. Our mission is to assist transfer students in setting and achieving their educational and life goals through comprehensive advising and the creation of transfer-specific resources. We strive to convey to the University community the great value that transfer students bring to our campus and work to ensure that their unique needs and circumstances are represented in decision-making, program development, and resource allocation.

Early, frequent, in-depth advising for Transfer Students leads to:

- Appropriate Major Selection
- A timely plan to finish
- An engaged learning experience at the U
Transfer Program Branding

A new art element was created and used to “brand” the Transfer Program. It was used on T-shirts, flyers, brochures and other materials.

Assessing Transfer Program Learning Outcomes

Understanding the varied and sometimes complicated ways that a student can complete U of U General Education requirements while at Salt Lake Community College is a challenge for many prospective transfer students. Having a clear understanding of their options can save students time, money, and frustration and make them successful and satisfied transfer students once they arrive at the U of U.

In Spring 2019, the Transfer Program conducted a survey to see if students were meeting learning outcomes for our General Education advising of prospective transfer students at SLCC:

- 74% of SLCC students surveyed understood that an AS or AA degree can clear General Education at the U.
- 51% of SLCC students surveyed understood that a Certificate of Completion or Interstate Passport can clear General Education requirements at the U.

Conducting this survey helped us recognize that there are some areas of confusion about the many options for completing Gen Ed at SLCC, particularly with the Certificate of Completion and Interstate Passport. In response to this we have developed an information sheet that we now give to students when discussing this complex topic, so students can have a document to refer to during our advising sessions.

Getting Transfer Students Involved

Transfer students have less time to take advantage of enhanced learning opportunities at the U than students who begin as freshman. They are also more likely to be unaware of the importance of participating in these kinds of experiences. The Hit the Ground Running Program and our Resume-building blog work to address these challenges.
Creating Transfer Pathways for SLCC Students

Transfer Program advisors collaborated with the UGS Transfer Pathways Coordinator to identify U of U majors related to SLCC’s new academic Pathways. Programs were linked based on a variety of different factors and this information was shared with U of U and SLCC advisors to help guide students in their academic planning:

- **Potential for shared or complimentary skill-building**
- **Related or complimentary career potential**
- **Overlapping interest areas**
- **Articulated classes**

**Transfer Training & Professional Development for U of U & SLCC Advisors**

- We provide in-depth transfer training for advisors across the U campus and are creating a transfer advising component for the AAC Advisor Training wiki.
- A monthly newsletter was developed to keep our SLCC advising partners abreast of developments in transfer advising and to make them aware of opportunities and resources for their students.
- Transfer Program advisor, Allie McClaskey, partnered with the Registrar’s Transfer Articulation Team to promote and train advisors at the U and SLCC to use the new transfer advising tool, Transferology.

**Advocating for Transfer Students**

Working directly with students on the front line, Transfer Program advisors have a direct, positive impact on transfer students’ experiences. They also play an important role as advocates and representatives for transfer students behind the scenes, working on development and implementation of policies, requirements and programs, as well as the allotment of resources. They use their intimate knowledge of the needs, aspirations, strengths, and challenges facing transfer students to make sure that this important student population is well-represented on our campus.

- Member of the Transfer Articulation Working Group
- Member of the UOnline Committee
- Member of the Transfer Consolidation Team
- Collaboration with Continuing Education and Community Engagement to identify and highlight flexible programs for non-traditional transfer students
- Collaboration with LEAP, Undergraduate Research Opportunities Program, Learning Abroad, Career and Professional Development Center, and others to identify ways to increase transfer student participation in their programs

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"Transferology is super important to understand and every training on this new platform is helpful."

(Feedback from an advisor attending Transferology training.)

**Goals for 2019-20**

- Survey users of the resume-building blog to determine effective ways to promote/advertise it to transfer students.
- Create printed/web materials with transfer pathway information for SLCC and U of U students and advisors.
- Work with the Mandatory Advising Program (MAP) to explore including transfer students in the MAP program.

**1,407**
Transfer Students Advised in AAC

**2,245**
Emails to New Transfer Students

**816**
Interactions at Transfer Outreach Events
Peer Advising Program

Each year current University of Utah students are hired and trained to become Peer Advisors in the Academic Advising Center. The Learning Outcomes for the Peer Advising program are centered on three main priorities:

1. Provide professional development and growth opportunities to each of the Peer Advisors.

2. Better serve students throughout the university, through the unique lens that Peer Advisors provide in their advising appointments.

3. Peer Advisors provide service to AAC by sharing feedback from their student perspective and by assisting with specialized project assignments that aid the development of core AAC programs.

Peer Advisors have become indispensable to Academic Advising Center. Their assistance has allowed full time advisors to focus on the more challenging student appointments that require developmental advising. In addition to advising students, the Peer Advisors assist the AAC staff with projects, cover the Quick Answer Advising desk, and participate on AAC program committees.

Highlights 2018-19

New Quick Answer Desk Initiative

One of the goals for the year was to partner with CPDC and SSA in creating a Quick Answer Desk (QAD) that would meet students where they are. Peer Advisors were able to participate in this initiative and serve many students.

Peer Advising Appointments

Currently, we have four peers employed at AAC. Peers are allowed to work a maximum of 15 hours per week and they are often asked to fill in at our Quick Answer Desk when a full time staff member is not available. During the year, Peer Advisors had over 500 interactions with students.
1. The first priority of the Peer Advising program centers on the development, growth and benefit to each Peer Advisor. One of the graduating Peer Advisors received full-time employment in his direct field of study. Three Peer Advisors will be participating in summer internships. When asked how the experience as a Peer Advisor has aided their individual growth and development, the Peer Advisors responded with the following:

"Peer Advising has been the catalyst for much of my professional success during my time at the U. The experience I have gained as a Peer Advisor has broadened my horizons and has driven me to be a leader—both on and off-campus."

2. The second priority of the Peer Advising program centers on their service to students. In a recent survey sent to students, here are some of their responses regarding their interactions with our Peer Advisors:

- "It was really helpful to hear the perspective of my advisor when it came to his experience as an undergrad student and his explanation regarding picking up a minor."
- "My advisor was very clear with his explanations and very helpful with helping me figure out what classes I should take for next semester and how to sign up for them."
- "I figured out what classes I should take next and received tips for figuring out which major I should declare. We covered everything that was on my list."

3. The third priority of the Peer Advising program centers on the opportunity for them to aid AAC by providing feedback on initiatives, based on their educational experiences, and by assisting with specialized projects. These are great opportunities to connect with staff, learn more about program areas in AAC, and further their professional development. The following list highlights some of the projects the Peer Advisors have assisted with in the past academic year:

- Major Expo Support
- Marketing/Advertising Support for MAP
- Coverage at Quick Answer Desk
- Updating various Academic Advising Center documents
- Facilitating communication efforts with LEAP Peer Advisors

Goals for 2019-20

- Enhance the development of the Peer Advising team through interactive training sessions from the various academic colleges and departments, leading to increased knowledge that Peer Advisors can share.
- Design new internal Peer Advising structure to enhance professional development opportunities for the Peer Advisors and increase opportunities to enhance AAC programing efforts.

370 Students Advised by Peer Advisors in 2018-19

145 Interactions at the QA desk by Peer Advisors in 2018-19

L to R: MacKenzie Ridley, Jon Diaz, Marissa Armitstead, Xavier Colon
Not pictured: Josh Henricksen, Sage Blackburn, Joe Becker and Abii Johnson
IV. Advisor Support

The Academic Advising Center serves students indirectly through support of advising and promotion of advising best practices campus-wide. As students move through the university, they experience advising delivered by multiple academic areas. Although each college administers their own advising, there are practices and competencies that transcend college boundaries. This section includes functional areas administered by AAC that impact advisors across the institution.

Excellence in Advising

Two of our Bridge Advisors, Elizabeth Perez in the School of Social Work (new advisor) and Tracey Farnsworth in the College of Social and Behavioral Sciences (experienced advisor) received national recognition for their outstanding advising. In addition, Jason Atherton for the Academic Advising Center was named Advisor of the year by both UAAC and the Utah Advising Association.

Professional Growth

A new model for advisor development was proposed. This model aligns well with the NACADA Core Competencies, and will facilitate more effective advisor onboarding as well as continued development.

Inclusivity

We have placed increased attention on food diversity at UAAC events that offer food. Specifically, we make sure that gluten-free and vegan options are available. Efforts were taken to reduce food waste and use sustainable practices whenever possible.

Assessments

UAAC’s Assessment Committee ran focus groups of advisors during Fall 2018. Based on their results, significant changes were made to the structure of the UAAC monthly meetings during the Spring 2019 semester.

Impact—From the UAAC Conference Evaluations:

“Just learned about how to strengthen my skills and how to empower myself through the tools. With this empowerment I hope I will be able to empower the students I see as well.”

“The best UAAC Conference to date! Great job, venue, food, and energy. Thank you so much for all the work to make this happen!”

“Ways to speak to students of privilege in social justice conversations; basic best practices on working with transgender and non-binary students at the U; understanding extroversion bias to reframe activities in my department so introverted students can also benefit.”
Training, Education, and Professional Development

Mission

The Advisor Education and Development Program provides a centralized resource for the knowledge and facilitation of advisor training and development. Established in the most current and relevant theory and the NACADA Core Competencies, the program supports student success and the mission of the University through advising grounded in teaching models and practice. We foster a campus-wide culture of inclusivity, diversity, learning, and professional growth.

UAAC Advising Conference

The 2019 UAAC Advising Conference was held on May 6, 2019. The theme was “Advising Elevated: Empower, Advocate, Energize.” 137 University of Utah advisors and campus partners attended the breakout sessions and the keynote address from Senior Vice President Dan Reed.

Highlights 2018-19

- Evaluated and recommended structural changes to training and development based on national standards.
- Created a mission statement for advisor training and development that focuses campus-wide efforts to grow the field while better serving student needs.
- Developed web-based tools and resources for training and development, making advising knowledge universal and accessible across campus.
Report on the State of Advisor Training and Development

The future of advisor training and education at the U is rooted in national standards, in accordance with the National Academic Advising Association’s Core Competencies, and the premier PAC-12 advisor training programs. An exhaustive evaluation of the current program, and our partner institutions, led to the recommendation for a tiered advisor education program, where each level of professional mastery is recognized as a formal rank by the University, Human Resources, and the advisor’s college, department, or office.

Campus-Wide Training and Development: Wiki

In an effort to make the most current information and advising tools available to advisors across campus, Training and Development created and released a wiki. This living document includes over 37,000 words and 300 web links covering topics important to the daily function of academic advising. It replaces a frequently-outdated paper version, making this handbook accurate, easily accessible, and sustainable.

Goals for 2019-20

- Assess the in-service program, and recommend or enact appropriate changes.
- Develop and publish a new Advising Basics training program for new advisors.
- Begin the process of bringing the training, education, and development program into alignment with the National Academic Advising Association’s Core Competencies.
Bridge Advising

Highlights 2018-19

This year the College of Engineering joined the Bridge Advising program. April Vrtis has made a difference to COE students by being able to assist them with both engineering requirements and General Education and transfer issues, usually resolving them within advising appointments without the need of referral to AAC or other offices.

For the 2018-19 academic year, the Bridge Advisor Retreat was held on May 21, 2019. The focus of the retreat was on creating a statement on the value of bridge advising for students, departments/colleges, and the bridge advisors themselves. Ways of increasing the sense of belonging of bridge advisors to AAC were discussed.

Goals for 2019-20

- Establish bridge advising position in Architecture.
- Encourage colleges to develop college-level advising structures and career ladders.
The University Academic Advising Committee, or UAAC, provides professional development opportunities for campus advisors. New co-chairs began their term of service in January, 2019. They added a vision statement, goals, and learning outcomes to the existing mission statement.

**UAAC Mission**

As educators and problem solvers, we advocate for students as they navigate their personal journey of higher education and attain their academic goals. Through inclusion and connection, we open doors to new opportunities for self-awareness and growth, empowering students to define their roles as citizens within local and global communities.

**Our Vision**

By promoting the UAAC mission to the University of Utah community we will advocate for the profession of academic advising. We will become a stronger advising community through the collaboration of advising units, encouragement of advisor well-being, and inclusive ongoing professional development opportunities.

**Goals**

- Elevate advising across campus by creating and implementing a professional development plan, certificate program, and mentor program.
- Analyze survey data and statistics about student and advisor interactions in order to utilize our impact in positive ways to facilitate institutional recognition of academic advising.
- Promote proactive implementation of technology through relevant platforms to reach broader audiences.
- Encourage community building through inclusive social events and networking opportunities.

**Learning Objectives**

- UAAC members will establish and articulate an effective academic advising growth plan through utilization of professional development and/or community building opportunities.
- UAAC members will understand the importance of advisor well-being and utilize practices that promote energy and dedication within the academic advising profession.
- UAAC members will be able to measure the impact of academic advising in interactions with students and sharing of knowledge and resources in cross departmental collaborations.

**Impact:**

The UAAC Assessment committee ran focus groups of advisors in Fall 2018. Many of the suggestions below have been integrated into our practices and priorities.

- “UAAC could work on developing mentoring, cohorts, more clear structure for onboarding advisors and integrating them into the advising community.”
- “Advisors could benefit from some sort of structure/rating system for In-Services and trainings. Are specific sessions designed for new advisors vs. advanced advisors.”
- “Streaming/recording in-services so people can watch them later if they couldn’t come.”
- “More opportunity for networking and social stuff.”
V. Campus-Wide Advising Initiatives

Orientation and Outreach | Mandatory Advising Program
Academic Standards | General Education

The Academic Advising Center is charged with oversight of a number of initiatives foundational to student success. While they are coordinated through the AAC, they are highly collaborative in nature and rely on effective partnerships with professionals in UGS as well as the degree-granting colleges.

Highlights: Putting Values into Action

Assessments
The Mandatory Advising Program conducted two surveys this year, one of advisors regarding the MAP learning objectives, and one of students.

Collaboration
The director of Academic Standards co-presented with staff from the Office of the Dean of Students and the Office of Equal Opportunity on responding to and reporting student behavioral concerns.

Inclusivity
The topic of this year's MAP fall professional development event was Implicit Bias.

Impact:

“John [Nilsson] gives critical insight on the work that the GE Brain Trust is doing. Specifically, as we work on a more meaningful and more coherent approach to GE, he consistently reminds us of student and advisor experiences in the GE program. He has played an active role on one of the subgroups charged with creating a set of learning outcome rubrics for GE courses that help students develop abilities to collaborate effectively.” Quote from Ann Darling, UGS
Orientation and Outreach programs focus on providing effective interactions between advisors and new students. AAC develops programming for achievement of learning outcomes: each student connects with an advisor, has a positive experience, and is able to identify major exploration resources.

Highlights 2018-19

- New Assistant Director
- Outreach Programming
- Orientation Leader Training
- Academic Advising and Registration Labs
- Academic Exploration Session
- Orientation Presentations
- Transfer Orientation Discussions
Madeline Rencher hired as AAC Orientation & Outreach Assistant Director.

Outreach Programming:
The Academic Advising Center participates in programming and events throughout campus and the community. Examples include collaboration with Admissions for Red, White, and U, Swoop Into The U, and Scholarship Receptions; Marriott Library Hooplaza; AMES/UGS Orientation; middle and high school conferences; Welcome Week tabling; and collaboration with Career and Professional Development Center Career Coaches for Kickin' It.

Orientation Leader Training:
Advisors continued to participate in a two week Intensive Training for over 30 student orientation leaders. This involved developing and delivering comprehensive training information about: academic advising structures at the University of Utah, general education/bachelor degree requirements, Transfer Program, PreProfessional Advising, helpful policies and procedures, appropriate course placement for new students, building appropriate class schedules, and introducing the Your Degree Pathway presentation. During the spring 2019 semester advisors provided in-depth training to AAC Orientation Leaders on major exploration tools and resources.

Academic Exploration Session:
The Academic Exploration Session is intended for undecided students to have the opportunity to begin the process of selecting a major. Four to six AAC academic advisors participate in each session and talk with students about majors, minors, interests, values, skills, career development, and general education courses, and the structure of NSO. Students are able to connect with academic advisors and begin developing plans for afternoon course registration.

Orientation Presentations:
The Your Degree Pathway presentation is intended to get students thinking about their degree at the University of Utah as more than a major. Degree requirements, Academic Advising at the U, planning academic schedules, and options for creating a unique degree are presented as well as interactive activities with Orientation Leaders. AAC advisors presented advising-related information and degree requirements at supporter programs held alongside student orientations.

Transfer Orientation Discussions:
During Transfer Orientations AAC academic advisors set up a table for students during lunch to answer any questions students have regarding the University of Utah. AAC academic advisors engage in conversations regarding academics, college success, opportunities for involvement, and answer general questions for students.

Academic Advising and Registration Labs:
Advisors participated in staffing the academic advising and registration labs during orientation to assist new students in registering for their first semester classes. Advisors led an interactive presentation that covers CIS, My Degree Dashboard, Catalogs, and Schedule Builder.

Goals for 2019-20

- Develop additional collaboration opportunities with campus partners and academic advising units to increase the effectiveness of reaching all student constituencies with Outreach programming.
- Redesign AAC Orientation modules to meet the needs of students, advisors, and campus partners for incoming first year and transfer students.
- Establish a framework for Academic Exploration during Orientation sessions that allows all new students to explore areas of academic interest.

Student Quote:
“The advisors are very helpful in getting you direction and opening up options you didn’t know were available to you.”
Mandatory Advising Program

Our core responsibilities are to administer a campus-wide Mandatory Advising Program (MAP) that connects students to academic advisors at key points in their undergraduate experience, and to ensure that campus 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, ongoing trainings for academic advisors, collaboration with a campus-wide Mandatory Advising Committee, and collection and analysis of program data.

The key points of MAP include:

- First Year Milestone Advising
- Second Year Milestone Advising
- 60 Credit Undeclared Student Advising

Highlights 2018-19

- MAP kickoff on the Caring Educator and Implicit Bias.
- Implemented a comprehensive assessment plan for MAP, beginning with a survey of advisors regarding MAP First Year Learning Outcomes which resulted in a change to allow more flexibility regarding individual advisor and departmental goals.
- Assessed MAP First Year Learning Outcomes at the annual Registration Day Event.
- Partnered with HRE on MAP marketing and communications.
• MAP is an established advising program on our campus, that relates directly to the Utah Pledge by requiring students to interact with advisors: “We pledge to help you graduate with the support of Learning Communities, Mentors and Advisors, A Plan to Finish, and Deeply Engaged Learning Experiences.”

• Because MAP is an established program, one of our challenges is to keep the program vibrant and to ensure our trainings engage both new and experienced advisors. To address this challenge, the MAP Committee has developed and begun to implement a comprehensive assessment plan.

• The first phase of our assessment plan was to survey advisors for their feedback on our MAP First Year Learning Outcomes. Seventy-nine advisors completed the survey in Spring 2018. Based on campus-wide advisor input, we scaled back our campus-wide Learning Outcomes for First Year MAP to allow advisors the flexibility to design 2 learning outcomes specific to their own student populations:

  - Students and advisors at the MAP Registration Day Event

**Advisor comments** on the survey:

“MAP is great and has evolved nicely over the years. I am excited to see what else the MAP team comes up with to help students meet their advising needs each year. Thanks for all you do!”

“I enjoy the touch point with students. By forcing them to meet with an advisor they learn the value of advising and will seek us out without being required.”

Our first phase of evaluating our Student Learning Outcomes for First Year MAP was to pilot an assessment for students at our Fall 2018 Registration Day Event. Preliminary survey data indicates students are meeting program Learning Outcomes. A more comprehensive survey will be sent to students in Fall 2019.
In relation to Second Year MAP, we sent a survey to campus advisors in Spring 2019. Ninety advisors responded. We are evaluating advisor feedback in relation to:

- MAP Second Year Learning Outcomes
- The Registration Day Event
- How to best deliver educational opportunities to advisors who do MAP advising, and
- The possibility of adding MAP advising for Transfer students

Comments included:

"Yes! They helped me create a schedule for next semester and plan for my time at the U. They also provided me with different resources and opportunities that are available."

"Yes, the meeting with my advisor really helped, the ability to read an audit on my academics helps visualize the upcoming years or semester."

84% of advisors support requiring MAP advising for transfer students in their first year.

"YES ABSOLUTELY! This would be SO helpful because so many of our transfer students have complicated situations and struggle adapting to the U. Touching base with them during their first semester will help us stay connected with them, ensure they feel they have a system of support on campus, and ensure they're on an appropriate timeline for graduation."

"This could help ensure that transfer students feel valued and have answers to questions that invariably come up in the beginning of their transition."

Goals for 2019-20

- Move Kickoff to UAAC so we can focus on targeted training for advisors and incorporate aspects relevant to both new and experienced advisors.
  - September: focus on First Year MAP.
  - November: focus on Second Year MAP.
- Start investigating MAP for transfer students.
- Assess MAP First Year LO’s campus wide in Fall 2019.
- Assess MAP Second Year LO’s campus wide in Spring 2020.
- The MAP Committee will continue to evaluate our survey data.

For details on the number of students advised for the Mandatory Advising Program, please see Appendix.

Jon Diaz and Martina Stewart
Academic Standards

The Academic Standards program monitors and advises undergraduate students through collaborative academic interventions that focus on addressing the needs of our students and campus community.

As a result of an Academic Standards advising appointment, students will:

- Identify university policies and procedures related to their academic standing.
- Reflect on individual obstacles that have impacted academic success.
- Explore success strategies based on educational and personal goals.
- Create an action plan by utilizing academic advising and campus support services.
Annual Dean’s List Recognition Breakfast

The Major Exploration and Academic Standards Programs collaborated with 30 college representatives to hold the second annual recognition breakfast for undecided students who were on the Dean’s List for the 2018 calendar year. 85 students attended breakfast networking event. They also received a lapel pin and message from President Ruth Watkins to honor their achievement. This is an increase of 42% from the previous year. In addition, students were able to connect to all academic programs for major exploration with the goal of declaring a major, minor, or certificate program.

Technology and Collaboration

In 2018 the AAC adopted the OnBase record management platform and has implemented this new technology into several programs. This past year, the AS team, UIT, and admissions improved the readmit process, which is a collaborative effort between admissions and AAC, for returning students who stopped out of the university below a 2.0 GPA. We now send individually tailored communications to students about their requirements in order to return to the university and register for classes. This also has improved admissions workflow with their evaluators and allows them to complete their application decision in a faster manner.

Goals for 2019-20

- Update the online Academic Success Workshop to include new resources and update information on policy.
- Deliver three internal AAC trainings focused on best practices on serving students who are below 2.0.
- Create a new online process for departmental advisors to submit the Major Probation Form to enhance our communication and increase sustainability on campus.

A New Approach to Campus Partnerships

In an effort to build stronger relationships with our campus partners, the AS team reached out individually to both academic and student affairs departments that are vital in supporting students who are struggling academically. During the 2018-19 academic year, the AS team delivered 16 group trainings that were personally created for each specific college to address unique departmental needs. The AS team also held 8 partnership meetings with key stakeholders to brainstorm ways of supporting students more effectively. Since the AS team has focused on a campus wide efforts in supporting these students, fewer students are being placed on probation and suspension at the university.

The AS team processed over 250 returning students

Academic Standings Below 2.0

<table>
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<tr>
<td>Suspension</td>
<td>1515</td>
<td>1548</td>
<td>1369</td>
</tr>
</tbody>
</table>

Enrollment:

- 2016-17: 24,458
- 2017-18: 24,841
- 2018-19: 25,181
General Education

Community

General Education (GE) helps students develop:

1. Core competencies in critical thinking, quantitative literacy, and written and oral communication
2. Understand significant issues pertaining to the world and human nature, and
3. Become creative and collaborative problem solvers who have an impact on their communities.

Academic Advising Center helps students understand these requirements and receives petitions from students who fulfill them in alternative ways.

Highlights 2018-19

Planned for transition of coding GE transfer courses from Admissions to Registrar
Presented to new students at Orientation on General Education requirements
New Major Maps created to help students navigate GE and major course selection

General Education Curriculum Committee and Credits and Admissions Committee

AAC Assistant Dean John Nilsson serves as an ex-officio member of the General Education Curriculum Committee that reviews all requests for new and renewal requirement designations for General Education and Bachelor's Degree requirements and the Credits and Admissions Committee that reviews admissions policies including credit awarded for GE from AP, IB, and concurrent enrollment courses.

Advising

AAC advisors (including bridge) explain the purpose and components of GE to new and continuing students in their advising appointments. The General Education Exceptions Committee considers requests by students to count transfer and U of U coursework towards their GE and Bachelor's degree requirements, and in addition to satisfying content criteria, mandates documentation of unique personal circumstances in the case of U of U courses being petitioned for credit.

Goals 2019-20

- Develop workflow with Registrar for articulating transfer courses to GE.
- Develop learning outcomes for GE exceptions process.
VI. Epilogue

Student success is at the center of what we do. If asked, every member of the AAC staff should be able to say how their role promotes student success. This can include making sure an advisor has a functional computer when giving a guest lecture on Major Exploration at the Utah Prison, or a phone conversation with a distraught student and having them say, “Thank you, I feel better now”. We provide a broad network of support services, all relating back to advising.

While the “why” of AAC is promoting student success, the backbone of the “what” we do is providing one-on-one advising complemented by programming and curricular efforts. New technologies can make it easier to identify which students are in most need of our assistance, but those same technologies are not a replacement for our interactions. Students are not always able to physically come to the office to meet with us; we’ve developed new strategies to make effective connections. Phone and electronic appointments, presentations in LEAP and BlockU classes, orientation and outreach presentations all expand our reach. The Major Exploration classes (five sections, enrolled at 94% of capacity) and Preprofessional classes highlighted in the respective sections of this report receive uniformly outstanding student evaluations, and are a critical element of our impact.

Advising is constantly evolving to keep up with the changing needs of our students. Providing ongoing and thoughtful professional growth is key. In the past year, our office has been very involved in the pilot release of Civitas Inspire for Advisors. Of the 24 original participants, 9 (37.5%) were AAC staff members. Just eight months after the conclusion of the pilot, we have 135 authorized users, representing all of the degree granting colleges, several graduate programs, and multiple Student Affairs divisions.

As advising changes, our structure must also be continuously examined to ensure maximum impact. For some time, we had been discussing the need to develop an online AAC Employee Manual. In January, Martina Stewart agreed to take on the challenge and a Wiki-based handbook is expected to go live later this month. We completed a new internal search for a second Associate Director to facilitate grouping of functional areas that promote better cross-team collaboration and efficiency.

In the coming year, we will continue to look at how our structure facilitates a team-oriented approach to student support, and where we need additional adjustments. Integration of assessment at each step will help us institute change where it will have the greatest and most needed impact.

Impact:

“Every student’s journey is so different...Some students come to us very confident in their decision, some agonize over it, and some don’t stress enough.”

Quote by Julia Vincent in the Spring 2019 Continuum article, “Major Decisions”
To say that the academic advisors and staff of the AAC are productive and accomplished is an understatement. Their collective contributions to the university and surrounding community demonstrate their commitment to excellence in and outside of the work environment. A comprehensive list follows, but a few achievements are deserving of special recognition:

- Leadership roles in a variety of national and regional professional organizations, including NACADA
- Presentations at a wide variety of on- and off-campus events, including Utah Women in Higher Education Network Leadership Conference and the 2018 Latinas in Action Annual Conference
- Participation in Search Committees for partner offices across campus
- Of the 48 advisors nominated for “Advisor of the Year”, six were AAC Core advisors, 10 were Bridge Advisors, and 3 were formerly AAC or Bridge advisors

This short sampling underscores the impact of AAC on advising and student success through our role in training and the advising we provide.

Highlights: Putting Values into Action

**Collaboration**

The Team-Building Committee worked with Utah Naloxone and Primary Children’s Hospital to develop a service project preparing naloxone recovery kits and blankets.

**Professional Growth**

Mayumi Kasai completed her term as President of the Utah Advising Association.

**Excellence in Advising**

AAC staff contributed significantly to advising services for our Utah Global and Asia Campus students.
Appendix A:
Activities/Achievements of AAC Staff

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
- Mountain Pacific Association of Colleges & Employers (MPACE)
- National Academic Advising Association (NACADA)
- National Career Development Association (NCDA)
- National Association of Advisors for the Health Professions (NAAHP)
- National Alliance of Concurrent Enrollment Partnerships (NACEP)
- National Association of Student Personnel Administrators (NASPA)
- Utah Career Development Association
- Western Association of Advisors for the Health Professions (WAAHP)
- Western Association of Prelaw Advisors (WAPLA)

Committees/Activities - Off Campus
- Higher Education Representative for the Utah Career Development Association
- WAAHP Conference Planning Committee
- Utah Advising Association Board Member and past president
- Utah System of Higher Education Meta Major Working Group
- Academic Advising representative for Interstate Passport
- AMES High School Orientation and Advising Partnership
- Orlene Walker Transition to Adult Living Scholarship Liaison
- NACADA Mentorship/Mentee program

Committees/Activities - On Campus (excludes committees within AAC)
- Mandatory Advising Program Committee
- UOnline
- Transfer Consolidation Team
- Maria Reyes Scholarship Committee
- UAAC Award Committee
- UAAC Assessment Committee
- Registrar Consideration for Exception to Policy Committee
- Women’s Resource Center U Start—Gender Justice Advising
- Dean of Students Behavioral Intervention Team
- Bennion Center Community Engaged Scholar Advisory Committee

Presentations—Invited/Selected
- 2019 Utah Academic Advising Association—Presentation title: Academically Advanced, Developmentally Ill-Equipped: Advising Exceptional Students in Decision Making—Presenters: Stephanie Begaye and Juliana Espinosa
- Utah Prison Project (men’s and women’s prison facilities)—Presentation Title: You at the U of U—presenters: Juliana Espinoso, Julia Vincent, Terese Pratt
- 2019 Western Association of Advisors for the Health Professions (WAAHP) Conference: Presentation Title: PreMed/PrePA Conference: Two Universities’ Collaborations—Presenters: Shelley Nicholson and Kristen Anderson (UVU)
- Interstate Passport: Train-the-Trainer Workshop for Academic Advisors—Presentation title: The Advisor and Interstate Passport—Presenters: Steve Hadley, Sidney Brown (SLCC), and Jody Owen (South Dakota State University)
- Interstate Passport: Train-the-Trainer Workshop for Academic Advisors—Presentation title: Training Advisors on Interstate Passport—Presenters: Steve Hadley, Jody Owen (South Dakota State University), and Nathaniel Pyle (University of Arkansas Community College-Batesville)
- Interstate Passport: Train-the-Trainer Workshop for Academic Advisors—Presentation title: Where Do You Go from Here? Developing Your Action Plan—Presenters: Steve Hadley, Jody Owen (South Dakota State University), and Blake Hunrick, (Leeward Community College)
- 2019 AMES High School Orientation Presentation to Parents and Students
- Weber State Advising Staff Retreat—Presentation Title: Defining Your Purpose in Advising by Jason Atherton

Presentations – On Campus
- Project Youth—Presentation Title: Major Exploration—Presenters: Madeline Rencher and Juliana Espinosa
- 2019 UAAC Advising Conference—Presentation Title: Academically Advanced, Developmentally Ill-Equipped: Advising Exceptional Students in Decision-Making—Presenters: Julia Vincent, Stephanie Begaye, and Juliana Espinosa
- Transferology UAAC presentation with Office of the Registrar Presenters: Jake McPartlin and Emily Johnson
- CHEM 2000, Preprofessional Presentation
- Health Science LEAP-Preprofessional Presentation
- KINES 2500, Preprofessional Presentation
- Law School Application Workshop
- Law School Financial Aid Workshop
- Admissions Counselor Training on Preprofessional Program, PreHealth and PreLaw
- MECHA Conference Presentation: PreHealth
- PreDental Application Workshop
- PreMed Application Workshops
- Orientation Preprofessional Breakout Sessions-Health, PreLaw
- PreMed Information Sessions
- Red, White and U Day: PreProfessional-Health, Prelaw

Conferences Attendance/Professional Development/Off-campus
- National Association of Advisors for the Health Professions (NAAHP) - Washington D.C.
- Western Association of Advisors for the Health Professions (WAAHP) - Salt Lake City
- Western Association of PreLaw Advisors (WAPLA) - Boise, Idaho
- NACADA Assessment Institute - Albuquerque, New Mexico
- National Academic Advising Association (NACADA) - Phoenix, AZ
- USHE Conference for School Counselors and Administrators - Provo, UT
- National Association of Student Personnel Administrators (NASPA) - Los Angeles, CA
- Utah Advising Association (UAA), St. George

Courses Facilitated by Academic Advising Center Staff at U of U
- UGS 1020: Intro to PreMed
- UGS 1021: Applying to Medical School (new, Spring 2019)
- UGS 1030: Intro to PreDental
- UGS 1050: Major Exploration

Publications
Conferences Attendance/Professional Development

On-campus
- Registrar’s Summit
- Admissions Summit
- UAAC Advising Conference
- Financial Aid and Scholarship Summit
- Staff Partner for Bennion Center Alternative Fall Break
- UAAC In-Service Meetings (monthly)
- Student Success Symposium
- ASUU C.O.D.E. Conference
- Microsoft Excel Training through Professional Education and Continuing Education
- Campus Security Authorities Training
- Gun Safety Campus Training
- PreMed/PrePA Conference
- NaBITA Case Management and Intervention Training—Salt Lake City, UT

Other Activities of Note
- 2019 Real Women Run Spring Campaign Training
- County Democratic Caucus Volunteer
- Democratic Party Neighborhood Precinct Chair

Staff Completing Degrees
- Joshua Henricksen, Master of Social Work
- Allie McClaskey, M.A. in English, Professional Writing
- Abii Johnson, B.S. in Kinesiology

Staff Pursuing Degrees
- Bethany Perkes, Human Development & Family Studies, B.S.
- Tammy Mabey, Master of Science in Gerontology
- Xavier Colon, Communication, B.S.
- Jake McPartlin, Instructional Design and Educational Technology M.Ed

2018-2019 UAAC Advisor of the Month
- Shelley Nicholson (September)
- Jake McPartlin (April)
- Jon Diaz (February)

Awards Received in 2018-19
- Spring 2019 Tom Loveridge Scholarship Recipient $1200 monetary award
- 2018-2019 Golden Swoop Award for Commitment to Housing & Residential Education
- 2018-2019 UAAC Outstanding Experienced Academic Advisor of the Year—Nominee
  - Michelle Brooks—Nominee
  - Juliana Espinosa—Nominee
  - Angela Gardiner—Nominee
  - Jason Atherton—Nominee and Recipient

2018-2019 UAAC Outstanding New Academic Advisor of the Year
- Savannah Manwill—Nominee
- Ally Marrina—Nominee
- Allie McClaskey—Nominee
- Jake McPartlin—Nominee

2018-2019 UAA Outstanding Advisor of The Year — Jason Atherton—Recipient

NACADA Advisor of the Year 2019
- Elizabeth Perez—New
- Tracey Farnsworth—Experienced

AAC Committees
- Advisory Board
- Assessment
- General Education Exceptions
- IT
- Late Withdrawal
- Retreat
- Sustainability
- Suspension
- Team-Building
Appendix B:
Mandatory Advising Program Data

Table 1: MAP First Year Flow of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Selected for Freshman Advising Fall Semester*</th>
<th>Received Early Advising and Priority Registration</th>
<th>Met with Advisor by 12/7</th>
<th>Registered for Spring by Friday of Finals Week</th>
<th>% Advised and Holds Removed by 1/9</th>
<th>Met with Advisor in AAC during Fall semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3,788</td>
<td>82%</td>
<td>92%</td>
<td>84%</td>
<td>95%</td>
<td>818</td>
</tr>
<tr>
<td>2017</td>
<td>4,297</td>
<td>83%</td>
<td>92%</td>
<td>86%</td>
<td>94%</td>
<td>791</td>
</tr>
<tr>
<td>2018</td>
<td>4,427</td>
<td>82%</td>
<td>93%</td>
<td>90%</td>
<td>95%</td>
<td>722</td>
</tr>
</tbody>
</table>

*includes students who started summer and fall.

Table 2: MAP Second Year Flow of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Selected for Second Year Advising</th>
<th>Number/% of students advised before hold placed in March</th>
<th>Number/% of students who received a registration hold</th>
<th>Number/% of students advised as of July</th>
<th>Met with AAC Advisor*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3,524</td>
<td>1,494 (42%)</td>
<td>2,030 (58%)</td>
<td>3,082 (87%)</td>
<td>134</td>
</tr>
<tr>
<td>2017</td>
<td>3,723</td>
<td>1,508 (41%)</td>
<td>2,215 (59%)</td>
<td>3,297 (89%)</td>
<td>98</td>
</tr>
<tr>
<td>2018</td>
<td>3,880</td>
<td>1,498 (39%)</td>
<td>2,382 (61%)</td>
<td>3,412 (88%)</td>
<td>129</td>
</tr>
</tbody>
</table>

* This number is appropriate given we want students to make a connection with their DEPARTMENTAL advisor. AAC saw those who were Undecided.

Table 3: 60 Credit Undeclared Student Advising Program Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Received Notification Email (November)</th>
<th>Received Registration Hold (February)</th>
<th>% Notified That Actually Received Hold</th>
<th>Holds Removed (July)</th>
<th>% Holds Removed (July)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/2017</td>
<td>248</td>
<td>149</td>
<td>60%</td>
<td>109</td>
<td>73%</td>
</tr>
<tr>
<td>2017/2018</td>
<td>223</td>
<td>164</td>
<td>74%</td>
<td>127</td>
<td>77%</td>
</tr>
<tr>
<td>2018/2019</td>
<td>280</td>
<td>163</td>
<td>58%</td>
<td>124</td>
<td>76%</td>
</tr>
</tbody>
</table>