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I. AAC Overview

The Academic Advising Center, formerly known as University College, supports student success through direct delivery of advising, and by providing support for advising campus-wide. We strive to be highly collaborative, engaging with our campus partners to ensure that high quality advising is fully integrated with the full spectrum of student services.

This has been a landmark year for the Academic Advising Center (AAC), marked by efforts to increase our accessibility and visibility to both our students and our campus partners. These will be outlined in the various sections of this report, but a few of the highlights include the following:

- University College renamed Academic Advising Center (formally approved by the Institutional Policy Committee on 2/10/17) to better articulate our responsibilities and promote recognition of our services; mission statement revised,
- Enhance our web presence by restructuring and revising the Academic Advising Center website, including the home page and landing pages of our various programs. This page is one of the most commonly accessed university websites (https://advising.utah.edu/majors/quick-look/index.php),
- Integrate meaningful assessment into all AAC programs and initiatives to better measure the impact of our efforts on the student experience,
- Promote leadership opportunities for advisors campus-wide by revising the governance of UAAC, the University Academic Advising Community, to include an Executive Committee, and
- With our campus partners, participate in the development and delivery of new campus initiatives, including Sophomore Rise and Advance Registration, and acquisition of a new data analytics system (“Civitas”).

The Academic Advising Center is housed within Undergraduate Studies (UGS). Accordingly, the AAC goals need to be consistent with and reinforce those of UGS and the university at large. It is essential that our efforts not only contribute to student success and degree completion, but that we develop mechanisms for meaningful assessment of the impact of our services on achieving those big goals.

To this end, program leaders were asked this year to integrate assessment into their budget requests for both programming and professional development. Assessment of advising at the university (UAAC Assessment Committee), unit, and program levels is essential on multiple levels. Resources, both financial and staffing, are limited. We must be able to demonstrate the impact of those resources on student performance. Second, academic advising has expanded to include programming and services that extend well beyond the traditional one-on-one delivery modality. Delivery of programs such as the Major Expo and participation in Early College programs such as AMES (Academy for Math, Engineering and Science) are time intensive, and reduce the availability of advisors to students. With increasing demands on advisor’s time, we have to be able to clearly demonstrate the value of the programming efforts.

This year’s AAC Annual Report will represent a departure from prior reports in several important ways. First and foremost, it will be organized into broad categories that represent the various ways in which AAC impacts advising at the University of Utah: AAC operations, AAC Core Advising Programs, Advisor Support, and Campus-wide Advising Initiatives. Secondly, each of the sections will be prefaced by a short overview and explanation of common goals and achievements. This will set a foundation for increased collaboration between programs in the upcoming year.

Finally, we will call attention to some of the ways in which the profession of advising has changed in the past through years, both in terms of the expectations and the complexity of services we provide. We will highlight some of the professional achievements of our advisors, and list their contributions to programs led by our non-advising campus partners.
II. AAC Operations

Student Contacts | Technology | Assessment | Front Desk | AAC Committees

The University of Utah utilizes a “distributed” model of advising, in that degree-granting colleges are responsible for advising students enrolled in that administrative unit. The Academic Advising Center serves a dual role in that it provides advising to defined populations of students, and delivers programming and services to advisors outside of the AAC. This section includes the efforts and activities that extend across all AAC program areas.

Collaborations with Campus Partners

As previously noted, many of our student contacts are a result of our collaborations with partner offices across campus. Many of these programs are considered “all-AAC” events, where staff members contribute irrespective of their area of expertise within AAC. Some of the larger contributions include the following:

- Office of New Student and Family Programs
  - Orientation Advising
  - Design Your Degree Presentation (students)
  - Planning Your Degree (parents and family members)

- Admissions and Recruitment
  - Bringing the U to You
  - Red, White and U

- Undergraduate Studies
  - Early College/AMES
  - University Scholars
  - LEAP/BlockU

Highlights

- 51,734 Student Contacts
- Revitalized AAC and UAAC websites
- 2,300 Quick Helps at Reception Desk
- 16,000 Phone Calls answered through Reception
- Average Satisfaction with advising improved from 3.87 in 2014 to 4.15 in 2017 using a 5 point scale
- Social Justice, Diversity and Inclusion created and launched reading and discussion group
STUDENT CONTACTS

2016–2017 Highlights

Goals and Objectives

The Academic Advising Center is often the first point of contact for students or their family members seeking information related to academics. Our goal is to quickly and accurately assess the student’s need, then assist them in making meaningful connection to the appropriate resources.

Data, Trends, and Analysis

The staff in the AAC had over 51,000 recorded contacts with students, campus partners, and outside constituencies during 2016-17 academic year. By providing a variety of different modalities for interacting with student, we can most efficiently serve their advising needs and maximize the availability of advisors for more time-intensive interactions.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Appointments</th>
<th>Quick Helps*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>17,181</td>
<td>45,265</td>
<td>62,446</td>
</tr>
<tr>
<td>2015-16</td>
<td>15,539</td>
<td>34,260</td>
<td>49,799</td>
</tr>
<tr>
<td>2016-17</td>
<td>11,254</td>
<td>34,885</td>
<td>46,139</td>
</tr>
</tbody>
</table>

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

One-on-one, 30 minute advising appointments represent roughly one quarter of our advising contacts. More than 50% of our contacts are through group presentations (Orientations, information sessions, programs to campus partners) or at our Quick Answer desk. The remainder of our contacts are electronic, either via email or a Canvas-based course.

<table>
<thead>
<tr>
<th>2016-17 Student Contact Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment and Same Day</td>
</tr>
<tr>
<td>Quick Help (QA Desk, Presentations, Reception)*</td>
</tr>
<tr>
<td>E-mail Advising**</td>
</tr>
<tr>
<td>Workshops for Academic Standards (Warning)</td>
</tr>
<tr>
<td>Total Number of Student Contacts</td>
</tr>
</tbody>
</table>

*This is a conservative number. Advisors, peer advisors, interns and receptionists may answer a question for a student but not have the time to track it due to excessive student demand. **AAC E-mail messages sent through U of U Directed E-mail and postal correspondence are not part of the above numbers. In 2016-17, AAC sent 262,823 pieces of correspondence to students via e-mail or postal services.

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

Although students frequently meet with an advisor to discuss multiple topics (e.g., Mandatory Advising and Major Exploration), only the primary reason is recorded. In spite of this, we are able to use the patterns in relative frequency of appointment type to guide decisions regarding resource allocation. With the retirement of one of our senior advisors this year, we adjusted the reporting relationship of the line in order to better meet the needs of our pre-health students.

It is not uncommon for a student to request an appointment for course planning, and then disclose that they experiencing circumstances in their personal lives that are negatively impacting their academics. This may come in during a conversation about grades in a prior semester. Advisors in the AAC assist students dealing with non-academic emergencies needing either a reduced course-load mid-semester (“Late Withdrawals”) or a retroactive withdrawal (“Petition”) from a previous semester.

Requests for Late Withdrawals submitted by AAC students are reviewed by an AAC committee that includes at least one Bridge advisor. The members of the committee look for evidence of a non-academic emergency that can be tied to the course or courses the student is looking to drop. When a request is denied, the student has the opportunity to appeal the decision to the Associate Dean. If students submit an appeal, there is an expectation that new information will be provided. A total of 168 Late Withdrawal requests were reviewed this year; the most frequently cited reasons were medical or physical health and family emergency. The committee approved 80% of the requests submitted.
Petitions for “Exceptions to Policy” (e.g., retroactive withdrawal from one or more classes, course deletion, addition of a class after the end of a semester, or reversal of the grading option) are reviewed by a university-wide committee based in the Registrar’s Office. The advising relationship is a central component of the process. We require all students pursuing a Petition to meet first with an academic advisor, since this is likely to be the relationship most likely to continue after conclusion of the petition process. The advisor assists the student with any broader advising needs (major exploration, academic standing, and resource identification), the personal statement, and relevant supporting materials. The student then meets with either the Associate or Assistant Dean who writes a cover letter summarizing the situation and level of support. If the petition is denied, the student has the option of providing additional supporting materials for review by the Student Affairs Appellate Committee.

Last year the 70 students met with either the Associate or Assistant Dean regarding petitions (4 Course Deletion, 1 Conversion of Grading Option, 1 Late Add, and 64 Retroactive Withdrawals). Of the requests for retroactive withdrawals, 13 were for multiple semesters and 23 were for partial terms. The outcomes of the petitions are as follows:

- 1 resolved outside of committee review
- 1 not moved forward due to insufficient supporting materials
- 1 moved for with a letter of non-support (petition denied)
- 10 denied (1 approved on appeal)
- 57 approved by committee

Every Late Withdrawal or Petition request is an opportunity to connect a student to academic advising and campus resources. The need to change a registration after is often a yellow flag of larger issues; the goal is to work with the student to connect them with resources or make adjustments before the issues become insurmountable.

**Summary and Future Goals**

Last year, half of the students making contact with the AAC were affiliated with a degree-granting college. This year, that percentage dropped to 38%, in part due to the changes in the accounting of contacts by bridge advisors. The advising issues discussed run the full gamut from general education options to identification of needed resources.

The relative number of affiliated students assisted roughly correlates to the size of the “home” college, with the exception of College of Nursing students. Nursing pre-majors receive their primary advising from the AAC until they have completed (or are in the process of completing) three nursing pre-requisite courses. We have worked extensively with the College of Nursing to improve the experience of nursing students as they navigate the transition. We will continue to work with the College of Nursing moving forward to improve the student advising experience.

A second point of emphasis in the coming year will be to look critically at how sophomores experience academic advising. We will need to assess degree of alignment to the Sophomore Rise Initiative, with an eye towards forming new and impactful relationships.

Our final goal for the upcoming year is to take advantage of the opportunities Civitas will present to more effectively measure the impact of our contacts with students.
The Technology area of the Academic Advising Center acquires, supports, and maintains all office and staff technology needs. This includes the following:

- Purchasing desktops, laptops, tablets, and technology accessories and updating and replacing these items as needed
- Providing IT set up and troubleshooting support at AAC meetings and presentations
- Supporting and troubleshooting Appointment Manager (AM), the AAC database, and relevant Canvas courses
- Collecting, testing, and organizing data from PeopleSoft, AM, and the AAC database for use in reports and analytical measures across the functional areas.

Future Goals

- Transition to a new online appointment system
- Transition to a new technology ticketing system
- Finalize new Academic Advising Center webpages redesign, Academic Standards processes, and digitizing paper-based forms into OnBase system
2016–2017 Highlights

- Hired new Computer Technician, Allie McClaskey.
- The AAC and University Academic Advising Committee (UAAC) website pages have been revitalized for optimal user experience throughout the 2016-17 academic year. This project has been purposeful in maintaining consistency with the UAAC PR and Marketing campaign across campus for academic advising. Student focus groups were consulted to test usability, functionality, and aesthetics of the new site. This initiative is nearing completion.
- Began the process of digitizing forms within AAC using the OnBase system.
- Academic Standards processes and reports have been made more efficient and as a result have improved data accuracy. This project is almost completed.
- We have upgraded Appointment Manager, the current online appointment system, to the new ADA-compliant format and continue our daily maintenance of onboarding, training and support for new and current users.
- Expanded and increased functionality of new AAC database: additional walk-in screen, adapted to fit the needs of a growing user base.
- Purchased new desktop and laptop workstations to replace obsolete technology. Also purchased new laptops for checkout rotation and implemented a tablet kiosk for check-in use at the AAC library location.
- As part of the campaign to change our office name from University College to the Academic Advising Center, the Technology Working Group communicated with all entities across campus to ensure that all digital instances of the “University College” name were updated.

More than 900 program processes and reports ran by the Technology Team in 2016-17
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.

Future Goals

Academic Advising Center Goals
- Assist individual program areas in the Academic Advising Center with implementing assessment of their program. The Assessment Committee work with at least two program areas to design and implement an assessment tool.
- Develop a series of short prescriptive survey templates that can be administered throughout the year.

UAAC Assessment Committee Goals
- Present data from the 2017 Campus-Wide Advising Survey at the October 2017 campus-wide in-service meeting.
- Present data from the 2017 Advisor Survey.
2016–2017 Goals

Academic Advising Center Goals
  - The Campus-Wide Advising Survey was administered in March 2017.
- Develop assessment tools to measure objectives as defined by the University College mission and vision statements.
  - The Academic Advising Center Assessment Committee is currently working on these assessment tools.
- Develop assessment models that can be used by other campus advising entities.
  - Assessment models were developed. Models were shared advisors in a series of in-service meetings, at the annual UAAC Advising Conference, and at the annual UAA Conference.
- Establish an Academic Advising Center Assessment Committee.
  - An Academic Advising Center Assessment Committee was established. Committee members include: Steve Hadley, Juliana Espinosa, Jen Wozab, Jenn McLaurin, Mayumi Kasai, and Ally Holian. Steve Hadley and Juliana Espinosa are serving as co-chairs of the committee.

UAAC Assessment Committee Goals
- Administer Campus-Wide Advising Survey, Spring 2017 and provide an evaluation report at May 2017 UAAC meeting.
  - The survey was administered in March 2017. An evaluation report will be presented to UAAC at a campus-wide in-service meeting in October 2017.
- Collaborate with the Advisor Position Committee on an Advisor Survey to assess what is working well, advisors needs, why advisors leave or change positions, etc.
  - The UAAC Assessment Committee collaboration with multiple UAAC committees to develop an advisor survey. Survey was administered in May 2017.
- Report at UAAC the results from the UAAC In- Services the committee facilitated.
  - This report was postponed due to work on the Advisor Survey.

2016–2017 Highlights

Campus-Wide Advising Survey
The Campus-Wide Advising Survey showed improvement in key areas of advising satisfaction. Future assessment could try to pinpoint factors that led to improvement.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2014</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied are you with your last advising appointment?</td>
<td>4.17</td>
<td>4.14</td>
<td>4.39</td>
</tr>
<tr>
<td>How satisfied are you with academic advising overall?</td>
<td>3.87</td>
<td>3.87</td>
<td>4.15</td>
</tr>
<tr>
<td>I believe that advising is important?</td>
<td>4.31</td>
<td>4.35</td>
<td>4.39</td>
</tr>
</tbody>
</table>
Front Desk Reception

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.

Future Goals

- Meet with all AAC Programs and Advisors to increase knowledge base and build relationships in order to optimize the student experience as they seek academic advising.
- Improve Reception Area functionality with a welcoming, student-friendly environment.
- Continue seeking opportunities for professional development.
The Front Desk Reception Team is the first contact most Academic Advising Center students and family members encounter when contacting our office. We greet students as they arrive for appointments, answer and triage the wide variety of student questions we receive in the Academic Advising Center, both in person and on the phone, and direct them to the best individuals on campus to assist them with their unique needs. Students are also able to book appointments through our website or by contacting the Front Desk Reception team by phone or in person. The Academic Advising Center is happy to serve students in two Front Desk reception locations: the Student Services Building and in Building 44.

2016–2017 Highlights and Contributions

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

- Answered hundreds of questions pertaining to university academic policies, procedures and deadlines, as well as offered general information regarding other offices and resources on campus.

- Assisted advisors with special projects including, but not limited to: filing, record keeping, organizing mailers, photography, walk-in schedule coordination, fact checking, packet making, and compiling orders.

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

- Spearheaded the design and implementation of new signage for the Student Services Building lobby with our new nomenclature.

- Cleaned out and reorganized the Academic Advising Center’s lobby and workroom in the Student Services Building to make them more functional, productive and welcoming to students and staff.
Committees play a number of important roles within the Academic Advising Center. First and foremost, they provide opportunities for staff members to work together across functional areas. In doing so, they gain important understanding of one another on both personal and professional levels. All advisors (AAC-core and Bridge) and staff members are welcome to join a committee. Committees also provide an opportunity for leadership development.

There is a comprehensive list of campus-side committees with AAC participation listed in the appendix. This section highlights the AAC committees that have been most active over the past year.
Social Justice, Diversity and Inclusion

The Social Justice, Diversity and Inclusion Committee was established in 2015 to facilitate programming centered on developing a more inclusive, comfortable, and welcoming environment within the AAC. This year’s programs included:

**Fall 2016**

**September 22:** Microaggressions/Biases Training

Articles read by AAC staff:
- *Microaggressions in Every Day Life* (Sue et al, 2007)
- *Let’s be critically honest: towards a messier counterstory in critical race theory* (Atwood and López, 2014)

**November 17:** Open Dialogue to address current political/campus climate

**Spring 2017**

**April 27:** Reading and Discussion Groups created and launched

- *Absolutely True Diary of a Part-time Indian*: Sherman Alexie
- *Ebony and Ivy*: Craig Steven Wilder
- *Bad Feminist*: Roxanne Gay
- *The Immortal Life of Henrietta Lacks*: Rebecca Skloot

**SJDVINC Committee** read the book *Having Hard Conversations* by Jennifer Abrams

SJDVINC choose chapter 2 for staff to read

**Team-Building Committee**

The team-building, or “Fun” Committee is charged with programming designed to promote staff morale and help maintain a collegial and supportive work environment.

Gatherings were held every two months in order to recognize staff members with birthdays during that period.

The committee also created “Staff Highlight Boards” to help staff members get to know one another better.

Name Change Committee(s)

A “Name Committee” was established in July of 2016 to research and propose alternatives to the name “University College”. Options were presented at Supervisory Group and staff meetings for discussion and consideration; UC staff (inclusive of Bridge advisors) voted on the options on September 22. “Academic Advising Center” was selected by overwhelming majority, and clearly conveys our overarching role- academic advising.

Four subcommittees were established to facilitate the transition. The groups and their charges are listed below:

**Technology Working Group** - Establish a plan to convert our web presence to the new nomenclature. Identify where other institutional units link to the AAC site; work with representatives of those units to update their sites and links. Research options for email configurations.

**Communication Working Group** - Create a campus-wide plan for introduction to the new rubric, including development of templates for notifying campus partners of the impending changes. Generate a comprehensive list of who needs to be notified, and how the changes might impact our functional relationship. Make recommendations to Supervisory Group on guidelines for interim use of the new vocabulary.

**Mission Statement Working Group** - Review current mission statement, as well as mission statements of other advising units across campus. Develop new statement, present to full staff for feedback. Work with Supervisory Group on development of a vision statement*.

**Resource Working Group** - Inventory existing resources that include former nomenclature. Assign to one of three categories and estimate costs. Categories are:
- Order immediately
- Identify mechanisms to change name(s) on existing resources
- Order under new rubric as supplies get low

Items to consider include letterhead/envelopes, business cards, signage, clothing, pamphlets and brochures.

A soft rollout began in January. Interim language of “Academic Advising Center, formerly known as University College” was used until July 1st. We are in the final stages of transitioning our signage and our printed materials to reflect the new name.
III. AAC Core Advising Programs

The Academic Advising Center provides advising and related support for students who have not yet declared a major (Major Exploration Program), those students interested in pursuing careers in fields that require graduate level study in health or law (PreProfessional Advising), and students transitioning to the university from another post-secondary institution (Transfer Program). In all three cases, individualized, one-on-one advising sessions serve as the cornerstone of our support, supplemented by extensive programming. This section includes programs that provide advising and programming for students with defined interests, experiences or needs.

Highlights

- Overhaul of “Majors A-Z” webpage; page ranks #3 in “hits” of all University of Utah webpages. The new webpage is used as the backdrop on this and all other section header pages.
- Hosted 7th Annual PreMed Conference with 200 students from across the state.
- Acceptance rate of U of U applicants to Law School is 4 percentage points higher than the national average.
- 32% of all one-on-one advising done by the Academic Advising Center is with transfer students.
- Inducted 13 new members into Upsilon Upsilon Chapter of Alpha Sigma Lambda National Honor Society for adult learners.
- Awarded $10,000 in scholarships to “Returning to the U” students.
The Major Exploration Program utilizes a cohort model for incoming undecided/exploring students to offer targeted programming designed to help students explore and decide on majors. Programming includes the UExplore Student Cohort, the Major Expo, the Major Open Houses, social media posts, email newsletters, and a comprehensive website with exploration materials. In addition, we provide robust assistance to Academic Advising Center advisors in the form of online and print resources for major exploration activities to use with students, quarterly in-service trainings, and a detailed reporting system for management of their exploring student caseload assignments.

Future Goals

- Increase partnerships with departments across campus to spread awareness of services to students rethinking majors.
- Increase outreach to high school and early college initiatives in order to encourage early major exploration.
UExplore Advising Cohort

All incoming first-year students who select “undecided” as their major on the Admissions application who attend an Orientation are organized in a cohort model for advising. All AAC advisors have a caseload of exploring students they assist with the exploration process. From Orientation until the day they declare a major, each exploring student has a personal major exploration advisor.

Learning Outcomes:

- Students meet with advisors for mandatory first and second year advising to learn about what majors are offered and choose classes for subsequent semesters
- Students understand how to choose a major after adequate exploration of options and self-reflection on interests, skills, and values
- Students attend events that allow them to connect with departments to assist in information gathering
- Students declare a pre or full major after adequate exploration

UExplore Information:

<table>
<thead>
<tr>
<th>Total # of Students (all years): 3303</th>
<th>Total # Currently Active: 1030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Students Enrolled 2014: 1182</td>
<td>Total # Currently Active 2014: 102</td>
</tr>
<tr>
<td>Total # of Students Enrolled 2015: 1062</td>
<td>Total # Currently Active 2015: 332</td>
</tr>
<tr>
<td>Total # of Students Enrolled 2016: 1059</td>
<td>Total # Currently Active 2016: 596</td>
</tr>
</tbody>
</table>

# OF STUDENTS DECLARED BY MONTH 2014, 2015, & 2016 STUDENTS

Major Exploration Expo

The Major Expo is the signature event of the Academic Advising Center. It allows current and prospective students the opportunity to connect with academic departments to explore majors and get information for several programs all in once convenient location. The 12th Annual Major Exploration EXPO took place on September 28th, 2016. The 12th edition of the Major Exploration EXPO was one of the most successful EXPO’s. Here are some of the highlights:

- An estimated 1250 students were able to interact with over 90 different academic departments and student support agencies.
- Students were able to gather information about majors, minors, certificates, and/or services that are available to U of U students or potential students.
- 95% of students surveyed said that they would recommend the EXPO to a friend.
- Comments from Students:
  - “[I will] encourage other students that are confused, just like myself, to attend and find out information that can help them”
  - “It really helped me, and it was a lot of fun. I know a lot of people who would like it and need help with choosing majors.”
2016–2017 Highlights

Majors Open Houses

Students connect with advisors, students, and professors from various departments related to theme. The fourth annual series of Open Houses was very successful and saw an increase in student involvement overall for each session due to the location change to the Marriott Library.

<table>
<thead>
<tr>
<th>2016-2017 Dates</th>
<th>Theme</th>
<th>ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 18</td>
<td>CRIMINOLOGY SCIENCES AND INTELLIGENCE (CSI)</td>
<td>85</td>
</tr>
<tr>
<td>NOV 3</td>
<td>BEYOND THE DESK</td>
<td>75</td>
</tr>
<tr>
<td>NOV 15</td>
<td>PATHWAYS TO HEALTH PROFESSIONS</td>
<td>85</td>
</tr>
<tr>
<td>FEB 2</td>
<td>BIG DATA</td>
<td>50</td>
</tr>
<tr>
<td>FEB 9</td>
<td>GOING GLOBAL</td>
<td>80</td>
</tr>
<tr>
<td>MAR 2</td>
<td>GOT A MAJOR? DECLARE A MINOR</td>
<td>95</td>
</tr>
</tbody>
</table>

Majors.Utah.Edu

The MEP webpage provides information about majors, minors, certificates, career resources, and an explanation of how to explore and declare majors. The Majors A-Z page is a very popular tool for researching majors. It ranks #3 in overall traffic among ALL University of Utah webpages. It ranks 3rd behind CIS (#1) and Employment (#2).

UMECE Website Analytics

<table>
<thead>
<tr>
<th>MEP Website Jul ’16-Jun ’17</th>
<th>Number of Unique Visits</th>
<th>Number of Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Per Month</td>
<td>59,351</td>
<td>44,692</td>
</tr>
<tr>
<td>Total For Year</td>
<td>712,218</td>
<td>536,307</td>
</tr>
</tbody>
</table>

Social Media

Start a social media campaign on Instagram and Twitter entitled “What’s Your Major Wednesday?” that will educate students on majors across campus by interviewing students currently declared in the major. This would be a weekly effort with posts each Wednesday so that we can increase traffic to our social media so that we can increase the student attendance at the events.

Advising Services

Major exploration advising is performed by 20 professional advisors in the Academic Advising Center; however, much of the advising is performed by the three professional staff members of the Major Exploration Program. The three MEP advisors are responsible for advising the largest number of the incoming UExplore cohort (40%) and they are responsible for all requests for presentations and tabling participation in on and off campus events.

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>2014-15</td>
</tr>
<tr>
<td>Undecided Students Advised</td>
<td>5,432</td>
</tr>
<tr>
<td>Students designated as “Major Exploration” for the main purpose of their visit</td>
<td>2,021</td>
</tr>
<tr>
<td>Students designated as “Second Year Advising” for the main purpose of their visit</td>
<td>(Students only come to the Academic Advising Center For Second Year Advising if they are undecided.)</td>
</tr>
</tbody>
</table>
The 2016-17 academic year was a very meaningful year for the PreProfessional Advising (PPA) team, as the members flourished and accomplished their goals. Thanks to the hard work and commitment of Assistant Director Shelley Nicholson, the 7th Annual PreMed Conference hosted nearly 200 students from around the state of Utah. This event was in collaboration with Utah Valley University PreHealth Advising office. As Marilyn Hoffman retired, Amy Urbanek became the PreLaw Advising coordinator as Mayumi Kasai assists her in PreLaw advising. Both of them also continue to advise all PreHealth tracks. Finally, the PPA office hired a new PreHealth advisor in June in order to better meet the large advising demand.

Future Goals

- Assess more student data using Appointment Manager and Acceptance stats for more professional programs to evaluate PPA performances.
- Create informational document with PPA standards and policies for campus-wide departments.
- Increase PPA marketing and outreach by designing new pamphlets and office wear.
Bridge Relationships between PreHealth students and Health Professionals (including alumni and health professional students) in a more intimate and informal way through various events, such as community service.

In September 2016, PPA office collaborated with the Bennion Community Service Center by recruiting PreHealth and health professional students to participate in Legacy of Lowell service event. PreHealth students participated in this event at Maliheh Free Clinic, one of the volunteer site, and were able to mingle with current medical students of the University of Utah School of Medicine. In November, the PPA office collaborated with Alpha Epsilon Delta PreMed Honor Society for a similar event providing deep cleaning service to the Maliheh Free clinic followed by a Q&A session with medical students.

Create a more welcoming, secure and safe environment for advising students physically and virtually.

In Spring 2017, we built a glass wall in the alcove occupied by the peer advisor, resulting in a quiet and secure space for advising appointments. We also rearranged the front desk to be more open and welcoming to students and visitors. We also made sure at least one advisor is available for a mock interview or application review during the busy professional school application season. We were able to accommodate senior students with appointments.

Provide students additional access and opportunities to meet with PPA advisors

In Fall 2016, we set up Quick Answer (QA) hours every Friday. In addition, we set up a QA desk outside of the Biology building every Wednesday during the fall semester. We were able to answer questions from students who may not have time to come into our PPA office. We also hosted a large number information sessions by various health professional schools in the fall and spring semesters. By sharing information about these events through our mailing list, student attendance has increased.

2016–2017 Contacts and Statistics

The major goal for PPA in the 2016-17 academic year was to be more available to students. Since it took at least two weeks for students to meet our advisors, this decision was to be a high priority. As the table to the right shows, we increased the number of Quick Helps by 2,000 and Group advising (i.e. information sessions) by 100. This number indicates we tried to fill the gap between the difficulty of making one-on-one appointments by being available for students via email, weekly QA desk, and information sessions.

Table 1: PPA Annual Student Contacts

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>PREPROFESSIONAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indiv. Appts.</td>
</tr>
<tr>
<td>2014-15</td>
<td>2,712</td>
</tr>
<tr>
<td>2015-16</td>
<td>2,888</td>
</tr>
<tr>
<td>2016-17</td>
<td>2,751</td>
</tr>
</tbody>
</table>
Table 2: University of Utah Applicants: Total Medical Admissions
This table reflects all applicants who applied, and all students who were accepted to one or more medical schools; both MD (allopathic) and DO (osteopathic) programs are reflected in this table.

<table>
<thead>
<tr>
<th>MD &amp; DO Medical TOTAL</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>347 (249 M 98 F)</td>
<td>148 (112 M 36 F)</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>2015-16</td>
<td>320 (195 M 76 F)</td>
<td>135 (97 M 38 F)</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>2016-17</td>
<td>316 (207 M 109F)</td>
<td>130 (79M 51F)</td>
<td>41%</td>
<td>41%</td>
</tr>
</tbody>
</table>


Table 3: University of Utah Applicants: Total Dental Admissions
This table reflects applicants who applied, and all students who were accepted to one or more dental schools, who released their data for review.

<table>
<thead>
<tr>
<th>Dental</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>55 (48 M 7 F)</td>
<td>28 (25 M 3 F)</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td>2015-16</td>
<td>64 (49 M 15 F)</td>
<td>37 (29 M 8 F)</td>
<td>58%</td>
<td>41%</td>
</tr>
<tr>
<td>2016-17</td>
<td>70 (53 M 17 F)</td>
<td>41 (31 M 10 F)</td>
<td>58.5%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Source: Journal of Dental Education (http://www.jdentaled.org/content/79/5/592/12.expansion.html)

11,423 Student Contacts
In the PPA Office
2016-17
The Prelaw Advising Program assists students with all aspects of preparation for law school including: Planning programs of study, connecting to co-curricular experiences, assessing career goals, and preparing applications for admission to U.S. law schools.

Future Goals

- Complete the integration of Prelaw into Preprofessional Program:
- Further training for Mayumi Kasai and Catalina Cardona
- Office move for Amy Urbanek to Building 44
- Outreach and support for students from underrepresented populations and female students (who are underrepresented in Utah)
- Compile Statistics from the Law School Admissions Council data to establish a baseline for UU student and alumni applicant ethnicity and sex
- Reach out to student organizations that support students from underrepresented groups to get feedback and ideas for supporting them
- Assessment: Develop a short survey to be completed after advising appointments to assess current satisfaction and areas for improvement
This was a year of transition for Prelaw Advising. Marilyn Hoffman retired. Amy Urbanek was displaced from OSH to an office HPER N due to construction, and the prelaw was fully integrated into the Preprofessional Advising Program. The goal of this integration is to improve access and services as prelaw numbers rebound from the historic lows of the past few years.

With Marilyn Hoffman’s retirement March 1, 2017, Amy Urbanek resumed the role of Prelaw Advising Coordinator and primary prelaw advisor.

Prelaw Advising was integrated into the Preprofessional Advising Program. The PPA office took over scheduling of prelaw appointments, and Mayumi Kasai, Director of Preprofessional Advising, is now a second prelaw advisor.

The website redesign is underway, including integrating both Prehealth and Prelaw into the same website.

Prelaw Advising Annual Student Contacts
Prelaw advising contacts were up this year for the first time since 2009. (See table)

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Individual Appointments</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>286</td>
<td>225</td>
<td>511</td>
</tr>
<tr>
<td>2015-2016</td>
<td>244</td>
<td>200</td>
<td>444</td>
</tr>
<tr>
<td>2016-2017</td>
<td>354</td>
<td>232</td>
<td>586</td>
</tr>
</tbody>
</table>

Additional Student Contacts
- Email announcements were sent to 645 self-declared prelaw students several times per semester
- Prelaw Advisors participate in tabling events both on and off campus, assisting an additional 156 current and prospective students this past year

U of U and National Law School Applicant Numbers
Due to a variety of factors, national law school applicant numbers declined dramatically in the last decade, reaching historic lows. The 2016 entering class saw a slight increase nationwide while UU applicant numbers continued to decline. Utah has, historically, lagged a year or two behind national applicant trends, but the increase in prelaw appointments (Table 1) suggests we could see an uptick in applications in the near future.

Table 2: UU and National Applicant Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>U of U Applicants</th>
<th>U of U Accepted</th>
<th>% U of U Accepted</th>
<th>Nat’l Applicants</th>
<th>Nat’l Accepted*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>174</td>
<td>126</td>
<td>72%</td>
<td>55,697</td>
<td>76%</td>
</tr>
<tr>
<td>2015</td>
<td>158</td>
<td>118</td>
<td>76%</td>
<td>54,467</td>
<td>76%</td>
</tr>
<tr>
<td>2016</td>
<td>148</td>
<td>119</td>
<td>80%</td>
<td>56479</td>
<td>76%</td>
</tr>
</tbody>
</table>

*Data derived from ABA/LSAC Law Services reports.

Law School Fair
The premier prelaw event of the year is the annual Law School Fair held in the Union Ballroom each Fall semester. Despite declining law school enrollment, our fair remains a success. Law schools representatives continue to express satisfaction with the attendance, and appreciation for the quality of our students. This year approximately 300 students were able to speak with representatives from 126 law schools from across the country.

Following the law fair, representatives from 4 diverse law schools participated in an Admissions Panel where they discussed the application process, and answered questions for the 36 students who attended.
The University of Utah is a transfer school! Over 40% of our total undergraduate students are transfer students, with approximately 40% of those students coming from our primary transfer partner, Salt Lake Community College (SLCC).

The Transfer Program is committed to helping all transfer students have a smooth transition and providing them with general advising at all stages of their transfer experience.

Future Goals

- Begin work on a thorough assessment of Transfer Program activities and quantitatively measure our impact on the students we serve.
- Create a monthly subscription newsletter with involvement opportunities for busy transfer students.
Early, in-depth transfer advising leads to appropriate major selection and a timely plan to finish.

Transfer U
The Transfer Program is committed to positively impacting the transfer students’ experiences on the University of Utah Campus. We work to:

- Provide general advising to transfer students on the U of U campus
- Make them feel like valued members of the U community
- Promote programs and policies that benefit transfer students
- Coordinate and participate in events and activities for transfer students
- Total AAC Transfer Student Contacts: 2,063

You at the U in Two!
The Transfer Program helps program helps prospective transfer students:

- Explore and select an appropriate University major
- Understand U graduation requirements and select appropriate classes at their home institution to meet those requirements
- Connect with University resources that will help them make a smooth transition to the U.

Know Before You Go
The Transfer Program Website
We are committed to having a robust and information-filled website:

https://advising.utah.edu/transfer/

We are in the process of revamping the website to make it more compelling and easier to navigate.

SLCC Transfer Advising Partnerships
With only 2 transfer advisors at work in the Transfer Program, we need the help of our colleagues at SLCC. With this in mind, we created a Transfer Advising Information Packet that we distributed to 42 advisors in the SLCC Advising Center.

The Transfer Program coordinates several activities in which SLCC advisors participate in U of U advising events that facilitate information-sharing and networking and collaboration between advisors at the two schools.

- The Major Exploration Expo and advisor luncheon
- UAAC Advising Conference
- Bi-annual Transfer Newsletter to USHE Advisors

Swoop Into The U
The Transfer Program collaborated with the Office of Admissions, Undergraduate Studies, and other campus entities to host the first annual Swoop Into The U event. This was a yield event, inviting accepted Transfer Students to experience a day on campus and connect with their Transfer Team.

- 100% of surveyed students rated the Next Steps advising lab as “Outstanding” or “Good”
- 100% of surveyed students responded that they were “more likely to attend the U” after attending this event
- 100% of surveyed students responded that they were “more prepared to transition to the U” after attending this event

Outreach Highlights

- 29 Presentations given to prospective students during Welcome Center’s Transfer Tuesday events
- Over 400 student contacts during New Transfer Student Orientation
- 2781 welcome emails sent to first semester transfer students

Meet them where they are at
Location of Prospective Student Advising:

32% of all 1 on 1 advising done by AAC is with transfer students

552 Transfer Advisor Hours
at USHE Community Colleges
Peer Advising Program

Each year current University of Utah students are hired and trained to become Peer Advisors in Academic Advising Center. These Peer Advisors provide informational advising to a variety of students. They interact with prospective freshmen and transfer students, students needing to have their orientation hold removed, first semester freshmen as part of the Mandatory Advising Program, and all other students that need assistance understanding the general education and bachelor degree requirements as well as class selection. 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.

Future Goals

- Hire and train a new Peer Coordinator and/or revisit the structure of the Peer Advising Program within AAC. The new Coordinator will set goals for the 2017-2018 program.
- Try some alternative advising structures with the peer advisors. They are interested in trying walk-in advising or conducting workshops to help student understand DARS, general education, and Degree Dashboard.
Training and Development

- Held Weekly Peer Advisor Meeting: Trainings/updates on policies and procedures within AAC and campus-wide, and activities focused on team building and professional development.
- Met with peer advisors monthly: the Peer Coordinator met with each Peer Advisor on a monthly basis to review their progress towards personal and professional goals, to offer individual support and development of advising style, and to allow for feedback from Peers’ to the Coordinator.
- Try some alternative advising structures with the peer advisors. They are interested in trying walk-in advising or conducting workshops to help student understand DARS, general education, and GPS.
  - No alternative advising structures occurred this past year but will revisit this goal in 2017-2018 as we look at new ways to advise students in AAC.
- Peer advisors will present to LEAP and Ed Psych classes for first year MAP.
  - No peer advisors were available to present to LEAP. No longer presenting to Ed Psych.

2016–2017 Goals

- Improve the structure of weekly and monthly peer meetings by moving away from theme months and focus on information that is relevant to the flow of students during the year. For example, focus on campus resources during the fall semester to support advising first year MAP students.
  - The training focus for the fall semester was on majors to better support peer advisors during MAP appointments and then training focused on campus resources (Veteran Support Center, Women’s Resource Center) during the Spring semester. Peers felt learning about majors earlier gave them information about parallel plans for pre-nursing and pre-professional students during first year MAP season in the fall.
- Try some alternative advising structures with the peer advisors. They are interested in trying walk-in advising or conducting workshops to help student understand DARS, general education, and GPS.
  - No alternative advising structures occurred this past year but will revisit this goal in 2017-2018 as we look at new ways to advise students in AAC.

2016–2017 Highlights

Peer Advising Appointments

During the 2016-17 academic year, the Peer Advisors specifically assigned to the Academic Advising Center saw approximately 7% of all appointments (see Table). 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 calls in sick, somewhat limiting the number of appointments they are able to see in a week. The number of appointments seen by Peer Advisors also fluctuates depending on the number of Peer Advisors on staff. Currently, we have 4 peers employed at AAC. Peers are an invaluable resource to the AAC team.

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th></th>
<th>2015-16</th>
<th></th>
<th>2016-17</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appts.</td>
<td>1079</td>
<td>6%</td>
<td>870</td>
<td>6%</td>
<td>791</td>
<td>7%</td>
</tr>
</tbody>
</table>

Program Support:

During the year, the Peer Advisors assist the full time Advising Coordinators with project support. These are great opportunities to connect with staff, learn more about program areas in UC, and further their professional development. The following list highlights some of the projects the Peer Advisors have assisted with in the past academic year:

- Mandatory Advising Program Marketing/Advertising Support
- Major Exploration Expo Support
- UEExplore and Major Exploration Center Marketing/Advertising Support
- Coverage of the Quick Answer desk
- Updating the Academic Advising Center documents
Curriculum

Academic Advising Center Curriculum takes academic advising into the classroom through a variety of courses that provide in depth information on advising topics that assist students in achieving their goals. The instructional mission of the Academic Advising Center is to actualize academic advising as teaching with a challenging curriculum that engages students for personal discovery and enhances their educational experience.

Future Goals

- Assess effectiveness of guest speakers in relation to course learning outcomes.
- Add one section of *UGS 1050 for the 2nd session of Fall 2017
- Utilize new waitlist feature to improve the likelihood that students interested in one of the AAC courses are able to successfully register for the course

*Beginning Fall 2017 course abbreviations will change from UC to UGS
Courses Taught During 2016-2017

UC 1020: Successfully Starting to Prepare for Admissions to Medical School

Thinking about becoming a physician? This course is designed for students who are exploring a career as a physician. The primary focus is to explore the career through panels and presentations by practicing physicians as well as a continuous discussion on how to prepare for admission to medical school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1030: Successfully Preparing for Admission to Dental School

Thinking about becoming a dentist? This course is designed for students who are exploring a career as a dentist, orthodontist, oral surgeon, or other specialist. The primary focus is to explore the career through panels and presentations by practicing dentists as well as a continuous discussion on how to prepare for admission to dental school. Students will not only learn about resources but also reflect on self within the context of this career.

UC 1050: Major Exploration

This course is designed for students who have not yet committed to a major, and are motivated to explore themselves and their academic options at the University of Utah. Students will learn about the major/career decision-making process, including self-assessment, evaluation of majors and careers, and implementing an action plan.

Table 1: Enrollment in University College Courses

<table>
<thead>
<tr>
<th>Academic Advising Center Course Enrollment</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC 1020: Into to Pre Medical</td>
<td>40/42</td>
<td>36/40</td>
</tr>
<tr>
<td>UC 1030: Into to Pre Dental</td>
<td>20/40</td>
<td>NA</td>
</tr>
<tr>
<td>UC 1050: Major Exploration</td>
<td>79/80</td>
<td>67/70</td>
</tr>
<tr>
<td>LEAP 1050: Major Exploration</td>
<td>NA</td>
<td>21/30</td>
</tr>
<tr>
<td>(Cross listed in Spring Semester with UC 1050)</td>
<td></td>
<td>5 sections</td>
</tr>
</tbody>
</table>

2016–2017 Goals

Assess how well course objectives are being met.

- Course objectives were assessed through reflective writing assignments and final projects. One of the course objectives for UC 1050 is that students engage in a process of self-discovery by clarifying their interests, values, and skills. Below is an example from the Mid-Term Reflective Writing with regards to this objective.

  - At first, when I entered the class, I didn’t have a clue what I wanted to do. I couldn’t pinpoint interests or so-called “magnetic pulls” to any one field, let alone major. As we began, it surprised me what we started with. Just basic decision making and my personal interests. As I began taking different tests and assessing my personal values and interests, my results were pretty constant and they all correlated with each other. I became more sure and more at peace at what I may want to go into.

Plan and facilitate an instructor retreat prior to the start of the fall 2016 semester

- The annual curriculum retreat was held on August 8th to provide training ahead of the fall 2016 semester.
The Returning to the U Program was established in 2007 through a Presidential Initiative and is housed in the Academic Advising Center. RTU serves as a re-entry point for previous University of Utah students who have not graduated but accumulated a large number of credits and were in good academic standing when they left the U. AAC and department advisors work with these adult learner students to facilitate their degree completion.

The top 5 majors of all RTU graduates are below:

- FCS Consumer and Community Studies / Human Development (45)
- Sociology (36)
- Economics (34)
- Communication (32)
- Psychology (29)

Future Goals

- Continue to work with current RTU students to support their progress toward graduation.
- Improve integration of the various programs available to returning learners.
- Establish/continue effective partnerships with campus entities providing services to returning students (e.g., CECE, Women’s Resource Center).
Services to Students

- Assistance with readmission: in collaboration with the Office of Admission, readmission fees are waived for qualified students. Students are instructed on admission process.
- Academic advising for transition back to the U, major exploration, resources, and degree completion.
- RTU packets for students include non-traditional student resources, checklist for readmission, off-campus sites brochure, major/minor sheets, and other helpful information pieces.
- RTU Scholarships – $10,000 awarded annually, funded through Assoc. Vice President of Student Affairs (5 awarded for 2016-2017)
- Advising assistance with identifying other financial aid resources
- In collaboration with Tutoring Center, ten free tutoring hours per student per semester
- Referrals/strategies for accomplishing a degree tailored to student’s personal life issues: employment, family responsibilities, time management, need for online and flexible schedule courses, financial aid resources, etc.

RTU Milestones

A total of 1056 students have received advising and completed intake enrollment forms for the RTU Program since the program’s inception in 2007.

- 541 female
- 515 male
- 953 reside in Utah
- 103 reside outside the state of Utah
- 15,052.5 total credit hours have been completed by RTU students
- 381 total graduates since May 2007.
- Over 50% of RTU graduates received degrees from the College of Social and Behavioral Science

Collaboration/Participation with Other Campus Organizations

- Recognition of SBS RTU grads at college convocation: names sent to SBS advising coordinator each spring
- Participation in monthly meetings of U Online Student Support Services Team, representing RTU and adult learner needs
- Participation in Women’s Resource Center events: Scholarship Donor Reception, Women’s Enrollment Initiative mixer.
- Represented UC/RTU at CECE Student Success Committee meeting

Alpha Sigma Lambda National Honor Society

- Spring ceremony for induction of 13 new members into the U of Utah Upsilon Upsilon Chapter of ASL, a nationally recognized honor society for adult learners. Guest Speaker Beth Howard, Associate Dean of AAC. Since the U chapter’s inception in 2008, 162 members have been inducted
- Submitted two chapter nominees for national ASL scholarship.
- Submitted ASUU budget request, received $500 for 2016-2017

2016–2017 Highlights

Table 1 - RTU Student Enrollment 2016-17

<table>
<thead>
<tr>
<th>Semester</th>
<th># Enrolled in classes</th>
<th>Credit hours completed</th>
<th>Average GPA</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>29</td>
<td>190</td>
<td>3.44</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>22</td>
<td>179</td>
<td>3.54</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>44</td>
<td>417</td>
<td>3.23</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>95*</td>
<td>786</td>
<td>3.40</td>
<td>26</td>
</tr>
</tbody>
</table>

*Total enrollments for the year, not individuals
IV. Advisor Support

Advisor Support

Each college hires, trains, supervises and sets expectations for their own academic advisors. The AAC leads a number of programs and services available to advisors in all colleges. This section includes initiatives that are coordinated by members of the AAC staff, but serve or engage advisors embedded within the colleges.

Highlights

- 143% increase in advisor attendance at monthly in-service meetings (2015-16 to 2016-17 comparison)
- Social Justice, Diversity and Inclusion sessions at UAAC Annual Conference were the highest attended sessions.
- Bridge advisors developed an advisor shadow activity that will be expanded to include Academic Advising Center core advisors.
- The Degree Audit and the Graduation Planning System were combined in a new tool called My Degree Dashboard. As a result of this combined tool, the number of students using the planning tool more than doubled from 2015 to 2016.
Advisor Development and Collaboration (ADC) combines all advising-specific, campus-wide training and educational development into an integrated curriculum. The majority of this year has been focused on delivering Advising Basics and Technology trainings to new advisors, providing monthly in-services, as well as assisting with special events for Advisor Development.

**Future Goals**

- Clarify with the Office of the Registrar roles and responsibilities for Student Systems and the Academic Advising Center, as the Registrar’s Office impacts campus wide advisor training
- Determine which training materials need to be created for campus wide advisor training
- Move from an operational activity (1 FTE jointly split between AAC and UAAC) to an advising program (additional FTE and allocated budget)
2016–2017 Highlights

Campus-Wide Training and Development

AAC continues to play a central role in providing technical and general training to new university academic advisors. Table 1 summarizes the numbers of participants in each type of training.

UAAC In-Services

This past year, there was a 143% increase in attendance for UAAC Monthly In-Services. These were held from August 2016 and continue until July 2017. In-Service topics ranged from Appreciative Advising & StrengthsFinder, General Education Exceptions, and Understanding & Navigating Title IX. The most attended in-service, with 100 attendees, was “Goodbye DARS! Hello MyDegreeDashboard!” presented by the Advising Technologies team. The average attendance of in-services is 42 participants. The second most attended in-service, with 61 attendees, was “Everything You Ever Wanted to Know About Math and Writing Placement” presented by Angie Gardiner, Karen Marsh, and Lisa Shaw, Academic Advisors from the departments of Mathematics, English Academic Success, and Writing and Rhetoric Studies.

UAAC Advising Conference

The 2017 UAAC Advising Conference was held on March 15th, 2017. The theme for was Cutting Edge: Innovative Practices in Advising and Higher Education and the keynote speaker was Professor Kathy Hajeb, Eccles School of Business. Both Salt Lake Community College and University of Utah Advisors attended sessions that followed four tracks: Advisor Tools, General Advising Topics, Peer Mentor/Advisor Topics, Social Justice, Diversity, and Inclusion. Three new changes to the conference were creating a “spotlight session” that allowed campus partners to present to Academic Advisors, the addition of a tabling session for Advisors to meet with UAAC committee representatives and personal development program areas, and combining the Advisor Awards Ceremony with the conference. There were 124 attendees and 81.8% rated the conference as “great” and “above average” (the two highest values). The highest attended sessions were the three Social Justice, Diversity, and Inclusion sessions:

- Understanding and Owning the Impact of Your Identities in Cultural Relevant Advising
- Advising Queer and Trans Students
- Innovative Practices for Advising-And Learningom- Our Immigrant and Refugee Students

Goals Accomplished in 2016-17 included:

- Migrating Advising Basics and Advising Technologies training into an online Canvas format
- Participating in an RFP process to select a software package for delivering online advising.

Table 1 - Training and Development Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
</tr>
<tr>
<td>Advising Basics</td>
<td>44</td>
</tr>
<tr>
<td>PeopleSoft Training</td>
<td>59</td>
</tr>
<tr>
<td>UAAC In-Service</td>
<td>382</td>
</tr>
<tr>
<td>UAAC Conference</td>
<td>111</td>
</tr>
<tr>
<td>Appointment Manager Training</td>
<td>49</td>
</tr>
<tr>
<td>Advising Technologies Canvas Training</td>
<td>19</td>
</tr>
</tbody>
</table>
The bridge advising model is a partnership between a department or college and Academic Advising Center. This is a relational model that promotes connections across the institution and leads to a comprehensive and seamless advising experience, which positively impacts undergraduate students and institutional completion rates. Currently, there are 14 bridge advisors at the University of Utah, representing all colleges except Architecture, Engineering, Mines, and Nursing.

Future Goals
- Bridge Advisors process GE exceptions for all pre-major and major students in respective college
- Create general Bridge Advisor role expectations and support services
- Identifying one to three additional student support services for Bridge Advisors to handle (ex: Academic Standards, petitions, major exploration)
2016–2017 Highlights

This year we achieved the goal of integrating bridge advisors into AAC operations by having at least one bridge advisor on each AAC committee. Conversations are underway with the College of Mines and the College of Nursing to explore the feasibility of bridge advising relationships. Another proud achievement in the Bridge Advisor Program was 10 out of 14 Bridge Advisors were nominated for the UAAC Outstanding Experienced and New Academic Advisor awards. The two recipients of both awards were Kira Jones and Tascha Knowlton.

Bridge Advisors Membership on AAC Internal Committees

- General Education Exceptions Committee
- Late Withdrawal Committee
- Team-Building Committee
- Social Justice, Diversity, and Inclusion Committee

Bridge Advisors Biannual Retreats

For the 2016-2017 academic year, the Fall 2016 Retreat was held on November 9, 2016 in the Social Work Building. The focus of the retreat was sense of belonging and building community amongst Bridge Advisors. During this retreat, the Bridge Advisor Rotations activity was kicked off. This required Bridge Advisors to shadow each other for three rotation rounds. The intended outcomes were to reflect on their current advising practice, advance their advising practice, and develop stronger professional relationships. The Spring 2017 Retreat was held on May 22, 2017 in the Sutton Building. The focus of this retreat was reflection and connection with the Academic Advising Center staff. The shadow rotation activity was expanded to build relationships and gain perspective of the various AAC roles and responsibilities based on the Bridge Advisor’s program area selection. The intended outcomes were to develop one’s StrengthsFinder talents, reflect on the shadow rotation activity, and create the 2017-2018 annual report goals.

Quick Answer Desk Interactions - 2016-17

<table>
<thead>
<tr>
<th>Bridge Advisor</th>
<th>QA Desk – In-Person</th>
<th>QA Desk – Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamara Young</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Sydney Phillips</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Elizabeth Perez</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td>Karla Motta</td>
<td>36</td>
<td>62</td>
</tr>
<tr>
<td>Jenn McLaurin</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>Kiko Lian</td>
<td>4</td>
<td>63</td>
</tr>
<tr>
<td>Tascha Knowlton</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>Kira Jones</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Copeland Johnston</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Taryn Horner</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>Ally Holan</td>
<td>27</td>
<td>43</td>
</tr>
<tr>
<td>Angie Gardiner</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>Genevieve Dubois</td>
<td>27</td>
<td>44</td>
</tr>
<tr>
<td>Jojo Beyene</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

338 total In-Person and 485 Phone Quick Answer Desk Interactions by Bridge Advisors in 2016-17
The Advising Technologies Team primarily manages My Degree Dashboard, a tool that contains both a degree audit and planning tool. The Degree Audit is an advising report that matches student coursework to requirements for a degree program. The report indicates what has been completed, what is in progress, and what remains. The Planning Tool works in conjunction with the audit to facilitate planning for university, bachelor degree, and departmental requirements in a semester-by-semester, interactive plan.

Future Goals

- Implement markers by February 2018 to ensure that these changes are in place prior to the UIT Moratorium beginning April 2018.
- By the end of 2018-2019 Academic Year, Advisors will be able to create and manage exceptions from the Degree Audit. This will provide a more efficient method for Advisors to facilitate exceptions for their student populations.
- Increase training avenues for advisors
- Improve data tracking and analysis
  - Track DPROG and Requirement changes made in the client
  - Track what-if vs declared audits and separate by staff or student (through the client)
  - Track more specific data regarding plans
- Increase awareness of the planning tool to the campus community
2016–2017 Goals and Objectives

Launch integrated interface and rebranding campaign

- Rebranded DARS to coincide with the upgrade from the Darwin Interactive Degree Audit to the Self-Service audit, provided by the vendor CollegeSource. Upgrade went live in September, 2016.
- The Degree Audit and the Graduation Planning System were combined in a new tool called My Degree Dashboard.
- Because My Degree Dashboard combines the audit tool and planning tool, students have easier access to create an academic “plan”. As a result of this combined tool, the number of students using the planning tool more than doubled from 2015 to 2016.
- Created a comprehensive website for students to learn how to run and read their audit, create a plan, and run an audit with planned courses.

Improve functionality of planning resources

- Met with staff from the Registrar’s Office and the VP of Product Development for CollegeSource in October 2016. As a result, implemented “planning from the audit” and began a 5 year phase-out of “planning from the roadmap”.

Begin encoding work to enable holistic audits

- Held a mini retreat with the Registrar’s Office to review the timeline and what is required to begin working on Markers. Advising Technologies will be primarily responsible for building Degree Programs in a pre-production environment in the Client to decrease the amount of crossover and confusion in the system.
- In April, we began working with UIT to create a DARS copy to assist in the creation Markers.
- Attended the CollegeSource Conference in June to learn more about encoding for markers, turning on exceptions from the audit, and the necessary security changes to enable markers and exceptions from the audit.

2016–2017 Data

Since July 2015, we have used Google Analytics to track degree audit data. When we reviewed data provided by Google Analytics in April, 2017, we noticed a pattern of bad data since our upgrade to My Degree Dashboard in September, 2016. Because of this, we found a way to more accurately and reliably track this data. However, due to the “DARS Delete” process we execute once a semester, we were only able to obtain Degree Audit data since the previous “DARS Delete”. The following data represents the time period from February 10, 2017 to June 28, 2017:

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Advisor/Staff</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Declared</td>
<td>What-If</td>
</tr>
<tr>
<td>Feb ’17*</td>
<td>370</td>
<td>89</td>
</tr>
<tr>
<td>Mar ’17</td>
<td>463</td>
<td>208</td>
</tr>
<tr>
<td>Apr ’17</td>
<td>768</td>
<td>254</td>
</tr>
<tr>
<td>May ’17</td>
<td>452</td>
<td>261</td>
</tr>
<tr>
<td>Jun ’17*</td>
<td>240</td>
<td>271</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2293</td>
<td>1083</td>
</tr>
</tbody>
</table>

The data run for 2015-2016 showed us that 41% of the audits run by students were declared audits. This was concerning as many students do not understand how the curriculum in one catalog year differs from the curriculum in a previous or subsequent catalog year. This data shows us that 82% of the audits run by students between February 10 and June 28, 2017 were declared audits. The new layout for My Degree Dashboard successfully prioritized declared audits over what-if audits.

Learning Outcomes for 2017-18

a. Effectively train advisors on exceptions from the audit using the new system of markers.

b. Implement more efficient methods to provide information regarding upcoming changes and new procedures that impact the campus community.

c. Increase understanding of how advising technologies are used across campus to better support the campus community.

d. Advisors use the planning tool with their students more effectively.
V. Campus-Wide Advising Initiatives

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

Campus-Wide Advising Initiatives

The average student will interact with academic advisors from more than one department of college during their time at the U. Accordingly, it is essential to the student experience that there be some elements of advising that are consistent across all colleges. This section includes initiatives that are coordinated by members of the AAC staff, but are delivered by advisors embedded within the colleges.

Highlights

- Revised orientation module to increase connection between advising and registration for Academic Advising Center students.
- Offered Second Year Advising "URISE" Pilot.
- Processed a record number (1251) of General Education exceptions.
- Academic Standards team selected to present at the national NACADA Conference in Atlanta, Georgia.

41% of students who return to the university after suspension will go back to good standing within one semester.
Orientation and Outreach

New Student Orientation programs focus on providing effective interactions between advisors and new students. AAC monitors Orientation experience for achievement of learning outcomes: each student connects with an advisor, has a positive experience, and is able to build an appropriate course schedule for Fall Semester.

Future Goals

- Assess AAC Orientation programming’s effectiveness at achieving our designated Learning Outcomes
- Redesign AAC Orientation programming to meet the needs of students, advisors, and campus partners
Rayshawn Carr hired as first AAC Orientation & Outreach Coordinator

Orientation Leader Area Expert Training:
A total of 10 hours were spent during the spring 2017 semester providing in-depth training to AAC Area Experts and other Orientation Leaders on general education/bachelor degree requirements, schedule planning, the Mandatory Advising Program, the Transfer Program, major exploration, and other services we provide new and continuing students.

Orientation Leader Intensive Training:
Advisors continued to participate in a two week Intensive Training for 32 student orientation leaders. This involved developing and delivering comprehensive training information about: general education/bachelor degree requirements, helpful policies and procedures, appropriate course placement for new students, building appropriate class schedules, and introducing the Design Your Degree presentation.

Design Your Degree Presentation:
The Design your Degree presentation is intended to get students thinking about their degree at the University of Utah as more than a major. In addition, degree requirements (academic standards, general education, bachelor’s degree requirements, major/minors), Academic Advising at the U, planning first-semester schedules, and options for creating a unique degree are presented as well as small group facilitation with Orientation Leaders.

Parent and Family Orientation Programs:
AAC senior leadership presented advising-related information at parent and family programs held alongside student orientations.

Advisor Participation in Registration Labs:
Advisors participated in staffing the registration labs during orientation to assist new students in registering for their first semester classes. 1059 students were advised by AAC advisors during summer Orientation.

Table 1 - Total AAC Participation during Summer Orientation

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-health</td>
<td>10</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Pre-law</td>
<td>6</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Design your Degree Presentation</td>
<td>16</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ADVISING TIME</td>
<td>481</td>
<td>732</td>
<td>732</td>
</tr>
<tr>
<td>TOTAL</td>
<td>535</td>
<td>774</td>
<td>778</td>
</tr>
</tbody>
</table>
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, on-going 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 Advising
- Second Year Advising
- 60 Credit Undeclared Student Advising

**Future Goals**

- Incorporate “Milestone” language into Mandatory Advising Program marketing and communications to students
- MAP kickoff: Align with UGS Sophomore Rise Program by focusing the kickoff on Second Year Students
- Collaborate with Major Exploration Program to offer Second Year undeclared students a free assessment to assist with developing sense of purpose going into the third year
- Evaluate second year students: what we can learn from students who elect not to participate? Are second year students registering for the third year?
First Year Advising Program

First Year Advising occurs during freshmen students’ first semester at the University of Utah.

- **First Year MAP Learning Outcome:** Student knows what their advisor does and how to contact their advisor
  - 82% percent of new first year students met with an advisor early to receive priority registration for Spring 2017; this is a record number for the MAP program and exceeds last year’s numbers due to a larger incoming class

- **First Year MAP Learning Outcome:** Student builds a class schedule that is consistent with interests, abilities, and personal situation:
  - By the end of the freshman registration period, 68% of freshmen who were eligible to register actually did register. This number is an increase from 65% in 2014.

Second Year Advising Program

Second Year Advising occurs for students enrolled fall semester with 2 or 3 prior terms of enrollment and 90 or fewer credit hours.

- **Second Year MAP Learning Outcome:** Student knows how to connect to their advisor.
  - Given enrollment increases, a record number of students connected with their advisor before the hold was placed in March (See Table 2 below for more information)
  - **Emerging Concern:** with increased advising loads for first and second year MAP, we may be reaching our carrying capacity. Additional resources will be necessary to continue to meet student demand for appointments.

- **Second Year Advising “URISE” Pilot**
  - In an effort to connect to the UGS Sophomore Rise program and help students develop a sense of purpose going into their third year, the MAP and Major Exploration Program (MEP) collaborated on a pilot during spring 2017.
  - 225 undecided second year students were selected to receive an email invitation to meet with an advisor, with an added incentive of a free MBTI, Strong Interest Inventory or Strengths assessment to help develop sense of purpose for the third year
  - 46 Students met with advisor
  - 8 Students took an assessment
  - **Next steps:** We are working with OBIA to gather data on these students in relation to major declaration and retention. In order to help our second year students move forward productively, we need more data and hope to use CIVITAS in future to assist students.

60 Credit Undeclared Student Advising Program

60 Credit Undeclared Student Advising occurs for students who have completed at least 60 credit hours and 2 semesters at the University of Utah, who have not yet declared a major or pre-major.

The number of students who have been selected for 60 credit hour Undeclared Student Advising has decreased since the Mandatory Advising Program began, which may be a positive outcome of Mandatory First Year and Second Year Advising.

### 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>2014/2015</td>
<td>359</td>
<td>207</td>
<td>58%</td>
<td>151</td>
<td>73%</td>
</tr>
<tr>
<td>2015/2016*</td>
<td>247</td>
<td>172</td>
<td>70%</td>
<td>121</td>
<td>70%</td>
</tr>
<tr>
<td>2016/2017</td>
<td>248</td>
<td>149</td>
<td>60%</td>
<td>109</td>
<td>73%</td>
</tr>
</tbody>
</table>

*Numbers are lower because beginning Fall 2015, we only emailed those students who were NOT also selected for MAP Second Year Advising.
2016–2017 Goals

Worked with MAP Committee to develop Fall MAP Kickoff event for advisors and campus partners focusing on Strengths Finder.

- **Record attendance of 124** staff from across campus, including Departmental and AAC Advisors, Student Success Advocates, Registrar’s Office, CESA, TRiO, and other Student Affairs Offices. This created a collaborative and diverse workshop environment.

- **Learning outcomes were met:** 92% of attendees agreed or strongly agreed that they understand their strengths and how strengths apply to their advising practice, to their team environment, and how to make MAP appointments more successful.

- **What we learned:** Strengths Finder is an effective tool to engage advisors and students. Based on the kickoff, a two day training was offered to campus wide advisors to learn more about this tool and how to use it with students. The Academic Advising Center had 8 advisors attend the training on StrengthsFinder.

Move Registration Day event from Pilot to annual event. Increase attendance from students and advisors across campus.

- **Record attendance of 250 students** at the second annual Registration Day Event.

- **Representatives from every college (except Nursing)** attended the event to assist students with registering for classes.

- **75% of eligible students were registered by the 2nd day of the registration cycle compared to 68% of students last year.**

- **What we learned:** Collaboration with other advising units created an event which impacted student behavior in relation to registration.

### 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 12/5</th>
<th>Registered for Spring by Friday of Finals Week</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>2014</td>
<td>3,170</td>
<td>83%</td>
<td>89%</td>
<td>85%</td>
<td>94%</td>
<td>1,171**</td>
<td>872****</td>
</tr>
<tr>
<td>2015</td>
<td>3,534</td>
<td>85%</td>
<td>91%</td>
<td>84%</td>
<td>95%</td>
<td>1,236***</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>3,638</td>
<td>85%</td>
<td>91%</td>
<td>82%</td>
<td>95%</td>
<td>1,236***</td>
<td>872****</td>
</tr>
</tbody>
</table>

*Includes students who started summer and fall
**Includes 219 students who advisors indicated were part of the UEXPLORE program
***Includes 326 students who advisors indicated were part of the UEXPLORE program
****Includes 162 students who advisors indicated were part of the UEXPLORE program; numbers are lower because students seen by Math and Physics Bridge Advisors were not included

### 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 UC Advisor*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2,203</td>
<td>1,087 (49%)</td>
<td>1,116 (51%)</td>
<td>1,909 (87%)</td>
<td>320</td>
</tr>
<tr>
<td>2015**</td>
<td>3,366</td>
<td>1,478 (44%)</td>
<td>1,888 (56%)</td>
<td>2,916 (87%)</td>
<td>229</td>
</tr>
<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>
</tbody>
</table>

*This number is appropriate given we want students to make a connection with their DEPARTMENTAL advisor. AAC saw those who were Undecided or Pre-Nursing. In spring 2016 we did not include students seen by Math and Physics Bridge Advisors.

**Starting Fall 2015, the upper credit limit went from 60 to 90 credits
The Academic Standards program supports the University by monitoring and advising undergraduate students through collaborative academic interventions that focus on addressing the needs of our campus community.

Future Goals

- Continue to update Scholastic Standards manual, both hardcopies and digital, which will include creating measurable outcomes for each standing to provide structural resources for advisors.
- Review and revise the academic success workshop to provide updated information and support resources for students on academic warning.
- Collaborate with UIT and Admissions to integrate workflow software, OnBase, to streamline the suspension reinstatement process.
Website and Communication

The Academic Standards (AS) team has worked closely with UIT to develop a new website to improve the way we communicate the policies and resources our program provides students. The website was organized into four categories: Academic Standings Policy, Calculate your GPA, FAQ, and Resources. The AS team also included a section of who advises students on academic standards which allows students to see who they are meetings with or the option to review their bio prior to scheduling an appointment.

The GPA calculator was created from a model found at University of Southern Maine. The AAC has never had an established GPA calculator that included repeated course calculations. Advisors and students shared with us that having the repeat option would be beneficial in calculating a plan to get back to good standing.

Quotes from university staff and students:

“I found it super easy to use, visually more inviting and appealing, and the repeat course capability will be such a useful tool when advisors and students are working though these calculations together.” – Travis Ciarameilla, Academic Advisor, College of Humanities

“I think this version of the GPA calculator was user friendly and helpful. The website is visually appealing, quick, and easy. I have always used this GPA calculator website and will continue to do so!” Quinn Martz, Student, Dept. of Communication

During the academic year, we also revised our communication to reflect our new name, Academic Standards. This gave the AS team the opportunity to edit language that was confusing to students. We also are in the process of streamlining the way we email students after grades are posted. This will eliminate a manual process that is currently over 18 steps to communicate with students at the end of each term.

Probation Intervention

Through training and collaboration with major departments, our major advisor meeting intervention for students on academic probation has been very successful the past 5 years. In 2012, the major meeting form and process was created to help facilitate conversations for students on probation with their major advisor. A second meeting with an academic standards advisor was also required to review the form and discuss goal setting, time management, and campus resources. Prior to these touchpoints developed by our program, 1.19% of students were falling to suspension from probation. Since the implementation of this process, .8% of students are falling to suspension which is approximately 90 fewer students each year!

Our GPA calculator received 7,187 page views in the month of December 2016!
NACADA Presentation

The AS team was chosen to present at the national NACADA conference in Atlanta, Georgia. The presentation focused on the model AAC advisors use in supporting students’ reinstatement from suspension.

Fall Probation Report—Three Years

![Bar chart showing probation statistics for Fall 2014, 2015, and 2016.]

Profile of First Term Freshmen after Fall Semester

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Freshmen</td>
<td>2,980</td>
<td>3,360</td>
<td>3,636</td>
</tr>
<tr>
<td>Warning after first term (Cum GPA below 2.0)</td>
<td>456</td>
<td>427</td>
<td>437</td>
</tr>
<tr>
<td>Dean’s List after first term</td>
<td>986</td>
<td>1,193</td>
<td>1,482</td>
</tr>
</tbody>
</table>

Numbers and Percentages of Students on the Dean’s List by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enroll</td>
<td># on DL</td>
<td>% of Total</td>
</tr>
<tr>
<td>2014-15</td>
<td>22,655</td>
<td>5,804</td>
<td>26%</td>
</tr>
<tr>
<td>2015-16</td>
<td>23,114</td>
<td>6,394</td>
<td>28%</td>
</tr>
<tr>
<td>2016-17</td>
<td>23,077</td>
<td>6,829</td>
<td>30%</td>
</tr>
</tbody>
</table>
Future Goals

- Automate CW and QI designations for USHE articulated transfer courses
- Move online petition process to OnBase
2016–2017 Highlights

The General Education/Bachelor’s Degree advising program at Academic Advising Center includes several major components:

- Overseeing the One Stop Appeals process for making exceptions to the GE/Bachelor Degree requirements to ensure all student appeals are evaluated in a consistent and fair manner.
- Working closely with the My Degree Dashboard programmers to assure accuracy of reports and to troubleshoot issues for students and advisors.
- Working closely with Admissions, Graduation, Undergraduate Studies, and the General Education Curriculum Committee to represent advisor and student concerns, identify and address issues, and communicate new requirements and changes to advisors Campus-wide.

New Members of General Education Exceptions Committee

Copeland Johnston, Tamara Young, and Christy Hoffman joined our committee to lend their expertise in humanities, physics, and Major Exploration, respectively.

Ex-Officio Membership on General Education Curriculum Committee

John Nilsson and Jency Brown serve as ex-officio members on the General Education Curriculum Committee that reviews all requests for new and renewal requirement designations for General Education and Bachelor’s Degree Requirements.

Exceptions

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.

Exceptions Granted

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Exceptions</td>
<td>982</td>
<td>1251</td>
</tr>
<tr>
<td>AAC Core Advisors</td>
<td>N/A</td>
<td>938</td>
</tr>
<tr>
<td>Bridge Advisors</td>
<td>N/A</td>
<td>313</td>
</tr>
</tbody>
</table>
VI. Summary and Goals
Moving Forward

The Academic Advising Center plays a vital role in promoting the four big goals of the University of Utah. Effective, well-timed comprehensive advising promotes student success in that it guides students as they identify interests, strengths and values. This promotes development of academic plans that help students maximize their educational experience, participate in deeply engaged learning experiences, and graduate in a timely fashion. This has long been integrated into our advising learning outcomes; this year we began the process of embedding assessment of our programs so that we can more directly quantify the impact of advising.

Academic advising continues to grow and evolve as a profession. The AAC contributes to the quality and consistency of advising campus-wide through advisor trainings, development opportunities, and by supporting advising technologies. In the next year, our focus will be on the integration of data analytics, both in terms of helping us learn more about student success factors and in measuring the impact of our practices.

In the coming months, the staff of the AAC will continue developing strategies for meaningful measurement of the impact of our programs and services. This will be accompanied by a critical re-examination of our organization, with the goal of creating a structure for AAC that:

- Facilitates collaboration between functional units with related learning outcomes,
- Promotes understanding of the key functions of the AAC, and
- Enhances clarity with respect to operations, expectations, and communication.

This has been a year of exciting change for the AAC; we will continue to adapt to effectively meet emerging needs. Our priority will remain support of student success through high-impact advising practices, working together with our campus colleagues to ensure that we are promoting the long-term sustainability of the institution.
Appendix A: Activities/Achievements of AAC Staff

The Academic Advising Center staff participates in numerous committees and organizations, on and off campus in 2016-17. 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 conventional advising and office duties.

**Off-campus Organization Membership by Staff**
- National Academic Advising Association – NACADA
- National Association of Advisors for the Health Professions - NAAHP
- Prelaw Advisors National Council (PLANC)
- Society for Human Resource Management – SHRM
- Western Association of Advisors for the Health Professions-WAAHP
- Western Association of Prelaw Advisors – WAPLA

**Committees/Activities - Off Campus**
- Autism Council of Utah Committee Member
- NACADA Advisor Training and Development Commission Steering Committee
- Premed Conference, in collaboration with Utah Valley University
- Utah Advising Association (UAA) Conference Planning Committee
- Utah Transfer Articulation Committee

**Committees/Activities - On Campus (excludes committees within AAC)**
- 2016 Major Exploration Expo
- AAC SJDVINC Reading Group Facilitation
- Advising as a Career Path Working Group (UAAC Interest Group)
- Bennion Center Community Engaged Scholar Advisory Committee
- College of Social and Behavioral Science Bridge Advisor Search Committee
- College of Social and Behavioral Science Convocation volunteer
- Credits and Admissions Committee
- Early College Planning Committee
- General Education Curriculum Council
- Health Equity Collaborative Committee
- Plazafest
- Student Success and Empowerment Coordinator Search Committee
- Suspension and Dismissal Appeals Committee
- Swoop into the U transfer event planning committee
- UOnline Coordinating Committee
- U for Higher Ed Legislative Advocates
UAAC Advising Conference Planning Committee
UAAC Advisor Training and Development Committee
UAAC Assessment Committee
UAAC December Advisor Social Planning Committee
UAAC Executive Committee
UAAC Marketing Committee
UExplore Open Houses
UGS Leadership Retreat
UStart Program Committee: Women’s Resource Center

Presentations - Off Campus
2016 NACADA Annual Conference presentation: Academic Standards Program
“APP”lications For Your Future – Stansbury High School, College, Career and Scholarship Night: Major Exploration workshops
2016 NACADA Annual Conference presentation: Developing Your Professional Competencies Using Your Personal Narrative (Multicultural Concerns Commission Sponsored)
2016 Utah NASPA conference presentation: Developing Your Professional Competencies Using Your Personal Narrative
2017 Utah Advising Association (UAA) Conference presentation: Hooked on Assessment
Access U Class and Yield Event
AMES Orientation
High School Health Professions Fair, Granite Technical Institute
SLCC Dental Hygiene Program: AAS Degree to Bachelors

Presentations – On Campus
AAC In-Service: Bridges of Collaboration: Meet & Greet with Counseling Center
AAC In-Service: For Your Listening Pleasure: Revisionist History Podcast
AAC In-Service: Hooked on Assessment Part 1
AAC In-Service: Hooked on Assessment Part 2
AAC In-Service: The Way We Work: A Day in the Life of YOU!
AASA Conference Presentation: Prehealth
Admissions Counselor Training on Preprofessional Program, Prehealth and Prelaw
AED (Premedical Honor Society) Annual Banquet
CHEM 2000, Preprofessional Presentation
College of Fine Arts Emerging Leaders Council Team Building Activity (joint presentation with Eric Gardner, College of Health)
Health Science LEAP-Preprofessional Presentation
KINES 2500, Preprofessional Presentation
Law School Application Workshop
Law School Financial Aid Workshop
MECHA Conference Presentation: Prehelath
Orientation Preprofessional Breakout Sessions-Health, Prelaw
Predental Application Workshop
Premed Application Workshops
Premed Information Sessions
Red, White and U Day: Preprofessional-Health, Prelaw
TRIO Program Presentation: Prehealth
TRIO Program Presentation: Strong Interest Inventory
UAAC Conference Presentation: My Degree Dashboard
UAAC Conference presentation: Hooked on Assessment
UAAC Inservice Presentation: Training on My Degree Dashboard
Conferences Attendance/Professional Development/Off-campus
2016 NACADA Annual Conference, Atlanta, GA
2016 USHE Conference for School Administration and Counselors
2016 Utah NASPA Conference, Salt Lake City, UT
2017 Utah Advising Association Conference, Logan, UT
Advising Students in Academic Difficulty: Suspension as a Catalyst for Learning and Growth
CollegeSource Annual Conference
NACADA National Conference Presentations
USHE College Access and Completion Retreat
Western Association of Advisors for the Health Professions (WAAHP) Regional Conference, Portland, OR, May 2017

Courses Facilitated by Academic Advising Center Staff at U of U
UGS 1020 - Successfully Preparing for Admissions to Medical School
UGS 1030 - Successfully Preparing for Admission to Dental School
UGS 1050 - Major Exploration

Conferences Attendance/Professional Development/On-campus
2016 MAP Kickoff
2016 Registrar's Summit
2017 AAC Retreat
2017 UAAC Advisor Conference
AAC Retreat Planning Committee
AAC Mission Statement Working Group
AAC SJDVINC Diversity trainings
ADEA AADSAS 2018 Application Preview for Advisors Webinar
Bridge Advisor Fall 2016 Retreat
Bridge Advisor Spring 2017 Retreat
Career Services Academic Advisor Workshops
CASPA Workshop
CollegeSource Basic Encoding Workshop
Fifth Annual Planning Successful Meetings on Campus Conference
International Student Advising Fall Breakfast Workshop
International Student and Scholar Services Information Session
Latinas Who Lunch Networking Group
Learning Abroad Academic Advisor Workshop
MEC Breakfast Clubs
MUSE Lecture: U of U Prison Education Program
NACADA Webinar--Helping Students Clarify Their Dreams: Advising the Foreclosed Student
NACADA Webinar--It's on Us Too: Understanding & Navigating Title IX as an Academic Advisor
Office of the Registrar Waitlist training
OnBase training
PharmCAS Workshop
Prisons and Pencils: The U of U and Prison Education lecture
Professional Development Book Club
Registrars Summit
SJ DVINC Diversity Trainings and Reading Group
Strengths Finder Training
Successful Strengths Coaching course
The Dark Fantastic: Race and the Imagination in Youth Literature, Media, and Culture College of Education lecture
Truth in Tuition Open House
UAAC December Advisor Social
UAAC May Advisor Social
Publications
Western Association of Prelaw Advisors (WAPLA) Newsletter

Nomination, Awards, Scholarship, and Certifications Received in 2016-17
Crimson Transfer Honor Society Recognition Award
National Society of Leadership and Success Honorary Membership
Office of Global Engagement Excellence in Global Education Award
Outstanding Experienced Advisor Award Nominee

Other Activities of Note
Alpha Sigma Lambda Honor Society/Induction Ceremony
County Democratic Caucus Organizer
Democratic Party Neighborhood Precinct Chair

Staff Completing Degrees
Josh Henricksen – Psychology BS

Staff Pursuing Degrees
Allie Mcclaskey – MA in English, Professional Writing
Bethany Perkes – English BA
Cari Winger – Mathematics Teaching BA with Chemistry Teaching minor
Emerson Pratt – Geography BS
Josh Henricksen – Master of Social Work
Sidney Cushing – Social Work BS
Tammy Mabey – Communication BS and Psychology BS
Xavier Colon – Communication BS

2016-2017 UAAC Outstanding Experienced and New Advisor Nominations for AAC Core and Bridge Advisors
Ally Holian
Angie Gardiner
Genevieve Dubois
Heather Crum
Jason Atherton
Jenn McLaurin
JoJo Beyene
Julia Vincent
Kira Jones**
Martina Stewart
Shelley Nicholson
Sydney Phillips
Tamara Young
Taryn Horner
Tascha Knowlton**
Terese Pratt

**Recipients of the 2017 UAAC Outstanding Experienced and Outstanding New Academic Advisor Awards
Appendix B:
Organizational Chart