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# Table of Contents

I. AAC Overview—A Year in Review  
II. AAC Operations  
   A. Student Contacts  
   B. Office Reception and Quick Answer Desk  
   C. Technology  
   D. Assessment  
   E. General Education  
III. AAC Core Advising Programs  
   A. Major Exploration Program  
   B. PreProfessional Advising  
   C. Mandatory Advising Program  
   D. Academic Standards  
   E. Transfer Program  
   F. Peer Advising Program  
   G. Curriculum  
IV. Campus-Wide Advising  
   A. Advisor Training and UAAC  
   B. Bridge Advising Program  
   C. Orientation and Outreach  
V. Summary and Goals Moving Forward  
VI. Appendices  
   A. Activities and Achievements of AAC Staff  
   B. Organization Chart
I. A Year in Review

Most academic advisors will tell anyone who asks that advising has a direct and positive impact on how a student experiences higher education. We increase student awareness of (and engagement in) high impact practices, promote completion through appropriately guided academic planning, support effective major exploration, and encourage early identification of values, interests, and strengths. These are just a few of the ways in which advisors promote student success to transform lives.

Measuring the impact of the advising provided by the Academic Advising Center (AAC) has historically focused on quantitative metrics, such as how many students attended programs or received advising. In some cases, we also measured student satisfaction, but rarely was there an in-depth and direct measurement of specific learning outcomes. This year, directors of six of our functional areas attended a NACADA Assessment Institute. The material covered there has stimulated ongoing discussions on program-specific and measurable learning outcomes, as well as re-consideration of our collective and individual mission and vision statements, and values.

Our annual report will detail our achievements over the last academic year. A few of the highlights are listed below, grouped by broad category of impact. They are discussed in detail throughout the annual report.

Enhance the student experience:

- With the support of a grant from the Parent Fund, our Major Exploration and Academic Standards teams held the first annual Dean’s List event to celebrate Fall 2017 undecided Dean’s List students. Students were invited to a recognition breakfast where they could interact with campus college representatives, facilitating the major decision/declaration process.
- The General Education Exceptions Review process was moved to an electronic format (OnBase). This resulted in increased sustainability via a reduction in paper utilization, an enhanced quality of discussion, and a decreased processing time so students received more timely outcomes.
- Through a collaboration with Continuing Education and Community Engagement (CECE), we piloted a 0.5 FTE position to meet the unique advising needs of students returning to their education after a break.
- The PreLaw and PreHealth programs were fully integrated under the PreProfessional Advising umbrella.
- In the 2017-18 year, we increased the number of opportunities posted on the Transfer Program Blog from one or two per month to 20 or more, and the page-views for the site have gone up from just 7 in April 2017 to over 700 in April 2018.

Develop deeper Campus Partnerships:

- The Director of our PreProfessional Advising program spent three weeks at the University’s Asia Campus, assisting with advising and providing feedback on how we might facilitate advising for UAC students.
In collaboration with the Teaching and Learning Team, we facilitated the transition to the new appointment management system, ConexEd. Well over 600 hours were spent within a three month period testing and improving the system for academic advising across campus. Students will now be able to schedule appointments with staff members in Student as well as Academic Affairs from a common platform.

- Advising Technologies was transferred to the Curriculum “wing” of Undergraduate Studies to better facilitate cross-training and sustainability.
- AAC, Major & Career Exploration LLC, and Housing and Residence Education worked together to develop a Major Exploration Living Learning Community being piloted Fall 2018.

Advance Advising Best Practices on Campus:

- Developed a UAAC Executive Board to promote campus-wide engagement in establishing the priorities, functioning and governance of UAAC.
- Implemented a Civitas-Inspire for Advisor Pilot to facilitate earlier identification of students at risk and provide strategic outreach. Representatives from the AAC, eight colleges and three Student Affairs divisions have been approved to use Civitas.
- The MAP Committee developed a comprehensive assessment plan for the Mandatory Advising Program. In the first phase, campus wide Academic Advisors were surveyed about MAP First Year Learning Outcomes. As a follow-up, learning outcomes will be discussed at the Fall 2018 MAP Kickoff Event.

Promote Inclusive Practices:

- Worked with leadership of the Student Affairs departments located in Student Services Building to create a gender-inclusive bathroom. Now all three of the buildings housing AAC staff (SSB, MLIB, and Building 44) are listed on the Gender-free Bathroom Campus Map.
- Worked with the Dream Center to develop guidelines for advising notes when working with Dreamers.
- AAC staff participated in Reading and Discussion Groups featuring books presenting different perspectives on issues of race, gender and social justice in educational settings. Each of the section summary pages in this report uses the cover of one of the books as a backdrop, and includes a sampling of discussion questions or impressions for each book. For easier identification, these components are highlighted in red. The Learning outcomes of the Reading Groups are presented below:

Learning Outcomes of the Reading Groups: Academic Advising Center staff will increase proficiency in:

- navigating hard conversations
- discussing social justice, diversity, and inclusion in the context of the books they are reading
- applying acquired knowledge to increase cultural humility and sensitivity
- identifying critical key points and apply to student and other workplace interactions

Moving forward, the functional units of the Academic Advising Center will have clearly articulated learning outcomes and an assessment strategy. Not every outcome will be measured every year, but there will be a systematic plan to measure the impact of our efforts. As a unit, we will continue to contribute to the exceptional student experience while supporting the strategic goals of the university: student success, inclusivity, sustainability and engagement.
II. Operations

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

The Academic Advising Center provides direct service to students and their supporters, irrespective of major or enrollment status. We also support technologies essential to advising.

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

Highlights and Collaborations with Campus Partners:

1. Worked with Teaching and Learning Technologies to transition from our previous scheduling system to a new platform with the capacity to manage interactions between students and advisors, Student Affairs personnel, and faculty in both face-to-face and virtual modalities.

2. Restructured reception and Quick Answer management to meet objectives identified in a needs-assessment survey of staff and advisors.

3. A comprehensive analysis of two advising surveys identified areas of excellence as well as need for improvement. In response to the analysis, we have made concrete changes that impact both students and advisors.

4. General Education exceptions have been moved from a paper to an online process.

Impact:

“The value of the GE petitions being imbedded in OnBase was illustrated recently by a petition submitted by a student for an IR credit. The student’s request was unique enough that I forwarded it to the GE Exceptions Committee for discussion as to a decision. The richness of the conversation that ensued on the committee was made possible partly by the ability of the committee to access the full range of student documents available on the platform. In addition the depth of care shown by advisors was remarkable and was facilitated by the OnBase format.”

John Nilsson, Assistant Dean

The book cover shown in the background is “The Immortal Life of Henrietta Lacks”, by Rebecca Skloot. One reader summarizes the impact as follows:

“Reading this book made me much more aware of how my education privileges the way in which I experience health care.”
Student Contacts

2017-18 Highlights

Goals and Objectives

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

Data, Trends, and Analysis

AAC staff had over 38,000 recorded contacts with students, campus partners, and outside constituencies during 2017-18 academic year. This figure does not include Bridge advisor contacts outside of Quick Answer interactions. 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.

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.

Contacts by Class in 2017-18

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 and/or registration, PreProfessional advising, and major exploration.

*Others- Includes 2nd Baccalaureate, Prospective, Returning to the U, or not-disclosed.
Discussion

We strive to create and maintain an office environment that is welcoming to all students and their supporters, and is sensitive to their unique backgrounds, experiences, and needs. Over the last academic year, we have focused on clearing the path to full utilization of advising in two specific areas: those students starting or resuming their education after a substantial break, and those students pursuing a petition for an alteration to their academic record after the completion of a semester.

The “Returning to the U” program was established in 2007 to provide assistance to former University of Utah students who had walked away from the university after applying for graduation, but prior to completing a degree. While this program provided valuable support for many of our adult learners, participation parameters were narrowly defined and often excluded students who might have benefitted from the specialized support and advising. Beginning in September 2017, the program was reframed as the Return to the U (RTU) Program—a cooperative effort between the Academic Advising Center (AAC) and the Office of Continuing Education and Community Engagement (CECE). The primary goal of the program remains the same as it has been since the program started in 2007:

To help students who left the University, or who have some college experience and no degree, return to successfully complete a Bachelor’s degree.

This new relationship allowed for broader participation, inclusive of students who had left an institution other than the U prior to degree completion. Students typically have 50 or more credit hours and have been away from formal academics for three or more years. Many have been out for a decade or more. They are often returning because of employment requirements or because of changes in their personal lives. The collaborative arrangement combined the advising expertise provided by the Academic Advising Center with the outreach capabilities of CECE. With the assistance of the Office of Budget Information and Analysis, CECE initiated an electronic and print campaign during the Fall 2017 semester.

The initial point of contact was an academic advisor with a comprehensive knowledge of the university’s programs and majors; advising appointments were scheduled either through the Academic Advising Center or CECE. In many cases, students were connected with advisors in major(s) for detailed course planning. Students undecided on a major were introduced to the major exploration resources provided by the AAC. They were informed about several “degree completion pathways” that utilize online classes, Sandy Center classes, as well as traditional campus classes to create flexible degree options. During these advising sessions, prospective returnees were introduced to the current admissions process, information on financial aid and scholarships, and a myriad of other resources that they find helpful re-enter the higher education system. In late June, 2018, a Student Success Advocate with the Student Success and Empowerment Initiative was also hired to work with this specific population.

From late September, 2017 through June 30, 2018, Jency Brown, the RTU advisor met with 179 students in addition to fielding dozens of phone calls and e-mail inquiries. Approximately 50% of these students had reenrolled by June 30, most using the readmission fee waiver provided by the RTU advisor. Three students graduated in May, 2018. Over the next three months, we will be evaluating the success of the program to determine future directions.

*Other– This is selected when the reason for the appointment does not fit into any other category.

![Jency Brown](image.png)
A student’s journey to degree completion is often impacted by life events outside of the classroom. While the ideal is for a student to enroll continuously and complete all attempted classes, this is not the reality that all students experience. When a student contacts us in distress, we first attempt to identify campus resources that will allow the student to complete work in progress. If this is not possible, we work with students to reduce their course-load.

Requests for withdrawals from courses in progress submitted by Undecided 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. A total of 89 Late Withdrawal requests were reviewed this year; the most frequently cited reasons were medical or physical health and family emergency. The committee approved 89% of the requests submitted.

The university petition process is for situations that merit an adjustment to a student’s registration after the completion of a semester. Historically, students seeking a petition with the support of the AAC were asked to meet first with an academic advisor, then with the Associate Dean. This requires that a student disclose their situation to two professionals rather than just one, and can in sensitive situations, serve as a deterrent for students to pursue a petition. As a result of short-staffing last fall, we began scheduling petition appointments directly with the Associate Dean. Feedback from students was positive, and we saw no decrease in the approval rate of petitions. In addition, we were better able to accommodate students being referred to the AAC from our campus partners (e.g., Dream Center and the Office of the Dean of Students). We have continued to offer this option moving forward.

Last year, 90 students met with the Associate Dean regarding petitions (77 Retroactive Withdrawals, 4 Course Deletions, 4 Changes in Grading Option, 4 Late Adds, and 1 section change). Of the requests for retroactive withdrawals, 53 were for one or more classes within a single term; 18 petitions asked to keep one or more classes in that semester. The outcomes of the petitions were as follows:

- 72 approved by committee
- 8 denied (1 approved on appeal)
- 9 incomplete
- 1 pending

Summary and Future Goals

The raw numbers presented here underscore the importance of the AAC on the experience of students. We provide advising and related programming in support of recruitment, Orientation, and throughout enrollment. This year we’ve attempted to more purposefully articulate our impact on the student experience. This will be a continued area of emphasis moving forward.

In the last year, we took several steps to facilitate the early and meaningful connection of pre-major students to advising within the degree-granting colleges. The addition of a Bridge Advisor in the College of Nursing last fall greatly reduced the number of pre-nursing students seen in the AAC. The combination of these two factors has resulted a decline in the overall number of appointments and a rare opportunity to offer 45 minute appointments instead of the traditional 30 minute time frame. Our goal is to address the concern expressed by students that “appointments feel rushed” (comment in the student survey on advising) while permitting us to cover more of our stated learning outcomes.

Analysis of historical institutional data through Civitas Illume reinforces the importance of early major identification and declaration on student retention and timely degree completion. As we expand our implementation of Civitas, we will further explore the opportunities of using predictive data analytics and strategic outreach on student retention and degree completion. Our intent is to be able to more directly measure the impact of our various programs, while making sure they are accessible and fully utilized by all students.
Office Reception and Quick Answer Desk

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.

Our front desk staff is always G.L.A.D. to help:

G—Greet
L—Listen
A—Assist
D—Direct and Connect

Future Goals

- Implement our new G.L.A.D. philosophy.
- Implementation of goals created from staff survey of front desk reception area.
- Streamline FERPA communication.
- Assignments to programs and appointment shadowing.
- Continue to seek opportunities for professional development and broadening campus-wide knowledge of student services.
Our Front Desk Reception Area in the Academic Advising Center includes our reception staff as well as our Quick Answer desk. It is the first contact most students and family members encounter as they seek assistance from the AAC. We greet students for appointments, answer questions, assess needs and refer students to a wide variety of campus resources. Students are also able to book appointments via our website or by contacting the Front Desk Reception team by phone or in person at two of our three locations: the Student Services Building and in Building 44.

2017–2018 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, drop-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.
- Served as the main point of contact and intermediary for the campus-wide transition to a new appointment management system, ConexEd.
- Revamped Quick Answer Desk procedures, structure and organization to better serve students.
- Front Desk Manual and procedures updated.
- Assisted in transition to OnBase file management system.
- Surveyed advisors for improvements to front desk reception area to create a better student experience. This prompted the development of our G.L.A.D. philosophy to Greet, Listen, Assist, Direct & Connect students appropriately.
- Josh Henricksen transitioned from an Office Assistant to a Peer Advisor.
- Four of our team-members are full-time undergraduate or graduate students.
The Technology team for the Academic Advising Center supports and maintains all office and staff technology needs. This includes the following:

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

**Future Goals**

- Assist with updating Policies and Procedures Manual for AAC.
- Continue to migrate all paper forms to electronic platform not only for efficiency but also as part of our sustainability efforts within AAC.
- Develop web platforms for department technology resources such as inventory, ticketing, asset management.
- Proposal accepted to present at the NACADA National Conference in fall 2018.
Technology Ticket Allocation 2017-18

The graph to the right displays the allocation of submitted tickets from various technological categories. Each percentage indicates the portion of working hours from 2017-18 spent on a given area.

As indicated, 65% of our time was dedicated to the implementation of a new appointment management system, Cranium Café. This implementation included testing as well as providing significant feedback for improvements. In addition, the AAC technology team assisted with implementation for the entire academic advising community on campus. The next category, Desktop Support, (15%), included hardware and software support, and maintenance of equipment within our three office locations. Data Processes & Analytics at 14%, consisted of running reports and processes as well as data requests and compilation. Lastly, at 6%, our website category comprised updates and maintenance of all Academic Advising Center and University Academic Advising Committee pages.

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

2017-18 Highlights

- Hired a new Computer Technician, Jason Lyons in January 2018. He replaced Allie McClaskey who was hired as an Academic Advisor in the Transfer Program.
- Tammy Mabey attended the EDUCAUSE Conference in November 2017. This conference is specific to higher education and best practices in the use of information technology.
- In collaboration with Teaching and Learning Technologies (TLT), helped to implement a new appointment management system, Cranium Café, for the academic advising community on campus. More than 600 hours were dedicated to assisting with this migration by Allie McClaskey, Jason Lyons and Tammy Mabey.
- Implemented a new online ticketing system for more accurate data of time allocation.
- Finalized redesign of all AAC and PreProfessional Advising webpages to optimize information sharing and user experience.
- Transferred all paper forms to OnBase digital management system as part of our efficiency and sustainability efforts within AAC.
- Completion of update to Academic Standards processes and reports for better efficiency and accuracy of data and communication with students.
- Purchased new technology for staff including but not limited to: three desktops, three laptops, one iPad, monitors, and other various items as part of our technology rotation schedule.

The Technology Team ran more than 1000 program processes and reports for AAC and the U of U campus in 2017-18.
Assessment

Integrating assessment into each of our program areas allows The Academic Advising Center to continually gauge and respond to emerging needs. By assessing and analyzing measurable learning outcomes we are able to implement changes for the benefit of students and advisors.

2018-2019 Goals

Academic Advising Center Goals

- Implement two to three short surveys during the next academic year.
- Consult with the Transfer Program to identify assessment needs and strategies.
- Train advisors on “Developing Advisor Learning Outcomes” at an AAC in-service or at the AAC annual retreat.

UAAC Assessment Committee Goals

- Administer the biennial Campus-Wide advising survey for student feedback.
- Present assessment results at a professional conference.
- Create an assessment resource page for the UAAC Canvas course.

AAC Assessment Committee Mission Statement

The purpose of the Academic Advising Center (AAC) Assessment committee is to develop and implement office-wide assessment as well as provide guidance for programs areas and services to promote student success thru the evaluation of AAC objectives.
2017-2018 Achievements

Academic Advising Center
- Assisted individual program areas in the Academic Advising Center with implementing assessment of their program.
  - In collaboration with the UAAC Assessment Committee the AAC Assessment Committee worked with the Mandatory Advising Program to develop a survey assessing student learning outcomes associated with the program.
- Developed a short prescriptive survey template that can be administered throughout the year.
  - The AAC Assessment committee has developed one template for assessing student and advisor expectations and responsibilities.

2017–2018 Highlights

Campus-Wide Advising Findings
- The Campus-Wide Advising Survey showed improvement in key areas of advising satisfaction (Table 1). This is also illustrated by comments such as:
  "My advisors have all clearly cared about me and my needs when they’ve met with me in person. I’ve appreciated the personal connection."
- Concerns expressed by students included advisor turnover, wait-times for appointments, and availability outside of traditional business hours. Concerns of advisor turnover is illustrated by comments such as:
  "In every department, X, Y, and Z my advisor has been switched at least one time which makes maintaining relationships with them difficult and takes away from our time since I constantly have to reintroduce myself."

Campus-Wide Advisor Findings
- The Campus-Wide advisor survey was sent to 162 advisors (undergraduate and graduate). 114 advisors responded for a 70.4% response rate.
- While overall job satisfaction was reasonably strong, compensation was clearly raised as an area of concern.
  - Advisors commented on disparity between departments in terms of pay schedules, opportunities for advancement, and work-load.
  - 47% of the respondents have considered leaving their current position, and 10% are actively looking for another position.
- The results of the advisor survey showed reasonably strong level of support for ongoing professional development. Although financial support for attendance at national trainings is limited, many opportunities are available on campus.

Campus-Wide Advising Survey Comparison (mean score on 1-5 scale)

<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>
General Education

The General Education/Bachelor's Degree advising program at Academic Advising Center oversees the General Education Appeals process for GE/Bachelor Degree exceptions, monitors the accuracy of Degree Audit reports, and relays new curriculum requirements or changes to the academic advising community across campus.

Future Goals

- Automate CW and QI designations for USHE articulated transfer courses.
- Streamline GE exceptions policy.
2017–2018 Highlights

- Moved the online petition process into OnBase to expedite petition response time.
- Coordinating with Transfer Admissions to better code incoming transfer courses for GE credit.
- This year AAC has taken the lead in Interstate Passport liaison efforts for the University of Utah. Our staff have been instrumental both in developing training materials on the Passport and in expanding the network of schools participating in this initiative to streamline the out-of-state transfer experience for students.

Text of email from student whose petition the committee denied:

“I would like to actually thank you for this decision. Although my initial opinion was that I really already knew everything about diversity, the course, Gender & Minorities through the Lifespan, was a life changer for me. I learned about white privilege, minorities and the judicial system, and many other essential aspects of everyday life today. Just thought that you should know (and that you probably get this type of feedback.) I am sincerely grateful for the decision.”

Ex-Officio Membership on General Education Curriculum Committee

John Nilsson serves as an ex-officio member of the General Education Curriculum Committee that reviews all requests for new and renewal requirement designations for General Education and Bachelor’s Degree Requirements.

New Members of General Education Exceptions Committee

Allie McClaskey and Amanda Karls, both new AAC advisors, joined our committee this year.

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.
III. AAC Core Advising Programs

Major Exploration | PreProfessional | Mandatory Advising | Academic Standards
Transfer | Peer Advising | Curriculum

The Academic Advising Center supports all undergraduate students. We serve as the advisors of record for exploring (undecided) students, transfer students, and to those pursuing careers in medicine and the law. We also offer courses associated with those areas, and administer programs that promote student success through advising and intervention. This section includes functional areas administered by AAC that impact students across the institution, whether exploratory or officially declared with a major in one of the degree granting colleges.

Highlights and Collaborations with Campus Partners:

2. Dean’s List event for Exploring students jointly offered by Major Exploration and Academic Standards, with financial support of a grant from the Parent Fund.

Impact:

“My advisors have all clearly cared about me and my needs when they’ve met with me in person. I’ve appreciated that personal connection.”

Anonymous student response on advising survey

“We learned a lot about advising as teaching, not registration, and that we need to focus on what students are learning…”

Terese Pratt, in response to attending Assessment Institute

Sample discussion questions from *Ebony & Ivy: Race, Slavery, and the Troubled History of America’s Universities*, by Craig Steven Wilder

What are your thoughts on the intertwined relationship between religious beliefs, education, and slavery?

What are some present day examples of identities being viewed as group characteristics rather than as a universal one?
The Major Exploration Program at the University of Utah aims to assist students in the intentional declaration of an academic program. This is accomplished through advising interactions, teaching, training of advisors and university partners, and timely outreach.

In October 2017, the Major Exploration Program transitioned to a new Director, Julia Vincent, who brought a fresh vision. Since then, the MEP team has worked on creating a new mission for the program based on feedback and data, assessing ongoing programs, and developing Advisor Learning Outcomes.

Future Goals
- Create Major Exploration specific Advisor Learning Outcomes and redesign new advisor training and ongoing advisor development based on ALOs.
- Pilot Major & Career Exploration Living Learning Community and assess student learning outcomes and engagement.
- Increase the knowledge of high school counselors about the major exploration process and resources available at the U of U.
2017–2018 Highlights

Programming

Major Open Houses – Informal events bringing together academic programs based on a timely theme. Students interact with advisors, faculty and declared students. In 2017-18 we added Career Panels to two open houses in partnership with the Career and Professional Development Center.

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

- “I liked how informative everyone was at the Major Expo, and how each program had a unique display. I also liked how I was able to learn more about majors I hadn’t really considered before.”
- Over 50% indicated that they would make an advising appointment based on their Major Expo experience.

Kickin’ it with U – Co-hosted a Welcome Week event with the Career and Professional Development Center to welcome undecided students. 15 advisor hours resulted in over 300 quick student contacts.

Advisor Training

Monday Meet Ups – In addition to the training we provide for new AAC and campus advisors, this year we implemented Monday Meet Ups for on-going professional development for AAC advisors. These meetings include guest speakers to provide updated information on majors and programs, as well as activities to enhance advisor skills with major exploration.

Advising Services

Major exploration advising is performed by 16 professional advisors in the Academic Advising Center. Many staff are trained on tools for major exploration such as the Strong Interest Inventory, Strengths Finder, and the Myers Briggs Type Indicator. All requests for major exploration related presentations and on/off campus tabling are overseen by the Director and Assistant Directors.

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>2015-16</td>
</tr>
<tr>
<td>Undecided Students Advised</td>
<td>4,326</td>
</tr>
<tr>
<td>Students designated as “Major Exploration” for the main purpose of their visit</td>
<td>1,890</td>
</tr>
<tr>
<td>Students designated as “Second Year Advising” for the main purpose of their visit</td>
<td>265</td>
</tr>
</tbody>
</table>

(Students only come to the Academic Advising Center For Second Year Advising if they are undecided.)

Majors.Utah.Edu

The MEP Team enhanced the MEP webpage by developing a visually appealing “Majors Quick Look” page. This page provides information about majors, minors, certificates, career resources, and exploratory classes. The Majors Quick Look page is a very popular tool for researching majors, and is utilized by both current and prospective students.
The 2017-18 academic year was a year of growth for the PreProfessional Advising (PPA) team. First, a new advisor, Tam Mai, and a new office assistant, Nick Karls, joined the team at the beginning of the academic year, along with Heather Crum from Academic Standards in AAC on a part-time basis. Second, we fully integrated PreLaw and PreHealth programs under the PPA umbrella, and have communicated this change through a new website, Canvas, and promotional materials. Third, we taught the UGS 1020 and 1030 courses and received an approval to offer a new course UGS 1021 - Medical School: Preparing to Apply in spring 2019. Finally, we successfully organized annual Law School Fair and PreMed/PA Conference.

Future Goals

- Increase the number of applicants for professional programs from underserved backgrounds by collaborating with campus partners like TRIO, LEAP, CESA, Housing & Residential Program, and OHEI.
- Provide more support to AAC and major advisors through AAC & UAAC in-service and PPA learning outcomes for advisors.
- Assess PPA Advisor performances by creating a post-advising satisfaction survey.
Assess more student data using Appointment Manager (AM) and Acceptance Statistics for more professional programs to evaluate PPA performances.

After AAC transitioned its appointment system from AM to Cranium Café, we could no longer obtain the data we originally planned to use. Instead, the Office of Budget and Institutional Analysis was able to provide some data for students who took UGS 1020 (Intro to PreMed) and 1030 (Intro to PreDental), including their majors and acceptance to medical/dental schools. We are in the process of reviewing this data and determining what other information we need to gather in order to improve our service to students.

Create an informational document with PPA standards and policies for campus-wide departments.

We significantly improved how we share information with students and major advisors by creating a new website. Some of the highlights are: 1) combining PreLaw and PreHealth programs in one website, 2) easy signup for newsletters, and 3) quick links to events, social media and making appointments with advisors. In addition to the website, we increased our outreach efforts by providing a weekly quick answer desk at the Marriott Library and walk-in advising at the new Crocker Science Building.

Increase PPA marketing and outreach by designing new pamphlets and office wear.

Developing the new website included new logos for each program area we advise, which now serve as a marketing/branding tool. We created postcard size pamphlets and table-top pop-up banners featuring these images that have been positively received by students and advisors across campus.

2017–2018 Contacts and Statistics

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

Table 1: PPA Annual Student Contacts

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>PreProfessional Health &amp; Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual Appointments</td>
</tr>
<tr>
<td></td>
<td>HLTH</td>
</tr>
<tr>
<td>2015-16</td>
<td>2,888</td>
</tr>
<tr>
<td>2016-17</td>
<td>2,751</td>
</tr>
<tr>
<td>2017-18</td>
<td>2,588</td>
</tr>
</tbody>
</table>
Table 2: University of Utah Applicants: Total Admissions to MD, DO, Dental & Law Schools

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

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>% Accepted</th>
<th>% Accepted Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD</td>
<td>288^2</td>
<td>102</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>(195 M, 91 F)</td>
<td>(65 M, 36 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DO</td>
<td>156</td>
<td>43</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>(110 M, 42 F)</td>
<td>(34 M, 9 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental^3</td>
<td>61</td>
<td>25</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>(45 M, 16 F)</td>
<td>(18 M, 7 F)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law^4</td>
<td>139</td>
<td>108</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>(65 M, 66 F)</td>
<td>(49 M, 53 F)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^1 Sources: Association of American Medical Colleges, American Association of College of Osteopathic Medicine and Journal of Dental Education

^2 A total number of applicants includes the number of students who declined to answer their gender.

^3 Only includes the applicants who released their data for review.

^4 2017-18 data, derived from ABA/LSAC Law Services reports.

12,625 Student Contacts
By the PPA Team 2017-18

The PPA Office website was accessed 75,757 times
During 2017-18

L to R: Heather Crum, Tam Mai, Nick Karls, Mayumi Kasai, Shelley Nicholson, Amy Urbanek
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 Milestone Advising
- Second Year Milestone Advising
- 60 Credit Undeclared Student Advising

Future Goals
- MAP kickoff: Theme: Caring Educator/Implicit Bias.
- Implement a comprehensive assessment plan for MAP, beginning with a survey of advisors regarding MAP First Year Learning Outcomes.
- Work with Institutional Analysis to evaluate second year students: what we can learn from students who elect not to participate? Are second year students registering for the third year?
- Partner with HRE on MAP marketing and communications.
First Year Milestone Advising

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
  
  - 83% percent of new first year students met with an advisor early to receive priority registration for Spring 2018; given enrollment increases, this is a record number for the MAP program

- **First Year MAP Learning Outcome:** Student builds an appropriate class schedule

  Registration Day Event Survey Results

  - A record 255 students and representatives from all Colleges and the Registrar’s Office attended
  
  - 85% of students surveyed were able to register at the event (others had registration holds)
  
  - 49% attended to have an advisor check their schedule
  
  - 46% attended because they needed help with the registration process
  
  - “It was very organized and awesome! Thank you!”

  - **What we learned:** Our numbers and survey results indicate this is an effective event that impacts registration and builds community among students and advisors.

Second Year Milestone Advising

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
  
  - Over time, a smaller percentage of students are meeting with advisors before the hold is placed, although the overall numbers advised are higher due to enrollment increases.

  - **Concerns:**
    
    - With increased advising loads for first and second year MAP, we may be reaching our carrying capacity.
    
    - In addition, it may be that students are not keying in to umail. In response, this year we placed lawn signs on campus to remind students of this advising requirement.

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>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>
<tr>
<td>2017/2018</td>
<td>223</td>
<td>164</td>
<td>74%</td>
<td>127</td>
<td>77%</td>
</tr>
</tbody>
</table>
2017–2018 Goals

Incorporate “Milestone” language into Mandatory Advising Program marketing and communications to students

- “Milestone” language now appears on our website, postcards, and in our email communications to students
- We have also maintained the “Mandatory” language so that students understand that these advising touchpoints are required.

MAP kickoff: Align with UGS Sophomore Rise Program by focusing the kickoff on Second Year Students

- 116 staff from across campus attended, creating a collaborative and diverse workshop environment
- Learning Outcomes were met:
  - 100% of attendees agreed or strongly agreed that they have a better understanding of Sophomore Rise and how it benefits students.
  - 96% of attendees agreed or strongly agreed that they have a better understanding of student data and how it can impact their advising practice.

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

- We were awarded a Parent Fund grant of $2000 to offer first and second year students the Strong Interest Inventory at no cost
- 87 students have met with an advisor and received a referral for the assessment
- Survey Results of those who met with an advisor for an interpretation of the Strong Interest Inventory
  - 81% of students agree or strongly agree that they feel more confident moving forward with exploring and deciding on a major as a result of the interpretation
  - 100% of students agree or strongly agree that their experience with the Strong Interest Inventory and interpretation were positive
- What we learned: The Strong Interest Inventory is an effective tool to give students confidence in moving forward with deciding on a major. This practice necessitates staff receiving training on this tool, as well as utilizing one hour appointments for interpretations.

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>% Advised and Holds Removed by 1/9</th>
<th>Met with Advisor in AAC during Fall semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3,534</td>
<td>85%</td>
<td>91%</td>
<td>84%</td>
<td>95%</td>
<td>1,236</td>
</tr>
<tr>
<td>2016</td>
<td>3,788</td>
<td>82%</td>
<td>92%</td>
<td>84%</td>
<td>95%</td>
<td>818**</td>
</tr>
<tr>
<td>2017</td>
<td>4,297</td>
<td>83%</td>
<td>92%</td>
<td>86%</td>
<td>94%</td>
<td>791</td>
</tr>
</tbody>
</table>

*includes students who started summer and fall.
**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 AAC Advisor*</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2017</td>
<td>3,723</td>
<td>1,508 (41%)</td>
<td>2,215 (59%)</td>
<td>3,297 (89%)</td>
<td>98**</td>
</tr>
</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.
**AAC no longer advises Pre-Nursing students.
Academic Standards

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

Future Goals

- Continue to update Academic Standards manual, both hardcopies and digital, to include measurable outcomes for each standing.
- Revise the academic success workshop, using storyline software, to provide updated information and support resources for students on academic warning.
- Coordinate the second annual Dean’s List Breakfast event with the Major Exploration Program that recognizes the entire 2018 undecided Dean’s List population.
- Implement new liaison role assignments within AS team members and meet with all identified stakeholders once per year.
Dean’s List Recognition Event

The Major Exploration and Academic Standards Programs collaborated with 30 college representatives to hold a recognition breakfast for undecided students who were on the Dean’s List for Fall 2017. 36 Students attended and received a lapel pin to honor their achievement and attended the breakfast networking event. In addition, students were able to connect to all academic programs for major exploration. This event has sparked other colleges to host similar recognition events for their students.

Student Quote:

“I loved the information I was able to gather in such a short period of time. The representatives were very knowledgeable and helpful. I was able to make important decisions off of the information I received. The breakfast was pretty great too.”

New Technology

Beginning in Spring 2018, the AAC partnered with UIT to utilize a workflow software called OnBase. Currently being used by Admissions and the Registrar, the Academic Standards program came on board by streamlining our suspension release process with the Office of Admissions improving our workflow and communication between offices. This ultimately allows students to be processed for readmission faster and easier.

Academic Standards Team Retreat

The AS team held their first annual team retreat that focused on team building and developing general student learning outcomes for the program.

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

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Freshmen</td>
<td>3,360</td>
<td>3,636</td>
<td>4,164</td>
</tr>
<tr>
<td>Warning after first term</td>
<td>427 (12.8%)</td>
<td>437 (12.1%)</td>
<td>534 (13.0%)</td>
</tr>
<tr>
<td>(Cum GPA below 2.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean's List after first term</td>
<td>1,193 (35.8%)</td>
<td>1,482 (41.1%)</td>
<td>1,674 (40.6%)</td>
</tr>
</tbody>
</table>

Profile of First Term Freshmen after Fall Semester

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Transfer</td>
<td>1,736</td>
<td>1,586</td>
<td>1,732</td>
</tr>
<tr>
<td>Warning after first term</td>
<td>166 (9.7%)</td>
<td>169 (9.6%)</td>
<td>150 (8.8%)</td>
</tr>
<tr>
<td>(Cum GPA below 2.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean’s List after first term</td>
<td>521 (30.5%)</td>
<td>512 (29.2%)</td>
<td>486 (28.6%)</td>
</tr>
</tbody>
</table>

Profile of First Term Transfer after Fall Semester
Welcome to our new Academic Standards Team Member, Jake McPartlin!

Over 75% of students returning to the university from suspension will go to Good Standing within three semesters.

Campus Wide Training

The Academic Standards team led two campus wide trainings attended by over 50 campus partners. The AS team presented just before Fall 2017 grades were reported and just after Spring 2018 began. These time periods are when the campus sees the largest number of students who fall on academic probation. Many offices from other areas attended the presentation, such as financial aid, athletics, study abroad, ISSS, and Dean of Students.

Fall Probation Report—Three Years
Transfer Program

The University of Utah is a transfer school! Over 40% of our total undergraduate students are transfer students, with over 40% of those students coming from our primary transfer partner, Salt Lake Community College (SLCC).

The Transfer Program’s mission is to assist transfer students in setting and achieving their educational and life goals through comprehensive advising and the creation of transfer specific resources.

We strive to convey to the University community the great value that transfer students bring to our campus and work to assure that their unique needs and circumstances are represented in decision-making, program development and resource allocation.

Future Goals

- Conduct a survey of advising at Salt Lake Community College measuring achievement of student learning outcomes for our advising there.
- Further enhance and promote our Hit the Ground Running Campaign which encourages transfer students to take advantage of resume-building experiences at the U.
- Increase the awareness of the Transfer Program through branding and redesign of Program materials and resources.
Early, frequent, in-depth advising for transfer students leads to appropriate major-selection, a timely plan to finish and an engaged learning experience at the U.

You at the U in Two: Transfer Advising at SLCC and Snow College

Working with partners in the University community and our colleagues at SLCC and Snow, we work to provide transfer students access to:

- Meaningful major and career exploration
- Efficient academic planning before and after acceptance to the U, targeted to the unique needs and circumstances of each student
- Clear understanding of the transfer process (application, acceptance criteria, articulation of classes, orientation etc.)
- Information about wide and varied engagement and resume-building opportunities.

413 transfer advising hours and 1,180 student contacts at Utah community colleges

Allie McClaskey and Terese Pratt

Transfer U

The Transfer Program is committed to positively impacting transfer students’ undergraduate experience on the U Campus through one-on-one advising, outreach, advocacy and advisor training.

Advising

- Transfer students seen in AAC: 1,930
- Informational emails sent: 2,669

Outreach

- Tabling /Presentations (Orientation, Fairs, EXPO etc.) student contacts—1,043

Advocacy

- Member of the Transfer Success Task Force
- Member of the UOnline Committee
- We collaborate with colleges, departments and agencies to coordinate outreach, assist with articulation, solve transfer problems, and develop transfer-focused programming. This year we have partnered with The Colleges of Science, Humanities and Social and Behavioral Sciences; The School of Computing; The Learning Abroad Office, The Career and Professional Development Center, The Marriott Library, CESA and The Office of Orientation to name just a few.

Transfer Advisor Training

- We have developed an in-depth transfer training module which we share with new advisors across campus.
- We also continually update University Academic Advising Committee (UAAC) members on transfer-advising issues.

413 transfer advising hours and 1,180 student contacts at Utah community colleges

2017–2018 Highlights

Hit the Ground Running

Transfer students have less time to take advantage of enhanced learning opportunities at the U than students who begin as freshman. They are also more likely to be unaware of the importance of participating in these kinds of experiences. The Hit the Ground Running program works to address this:

- “Your resume is as important as your transcript!”-our message to new transfer students.
- Labeling these opportunities as “resume-building” experiences whenever possible in keeping with transfer student’s vocational approach to their education, makes them more likely to participate.
- An accelerated timeline gets them started early.
- The Transfer Program Blog offers up-to-the minute resume-building opportunities carefully curated to appeal to the transfer population.
- A social media campaign, free t-shirts and lots of flyers promote the program.

Transfer Program Assessment

- The Transfer Program Director attended the NACADA Assessment Institute where a multi-year assessment plan was developed for the Program.
- Vision, mission and goal statements were developed.
- Student and advisor learning outcomes were created.
- A survey has been developed to measure success in helping SLCC students master our prospective-transfer-student learning outcomes.
- We will survey SLCC students in Fall 2018 to measure achievement of these outcomes.

Transfer students invited to Red White & U for the 1st time!

Transfer Blog page views increased from 7 in April 2017 to 700 in April 2018!
Peer Advising Program

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

1. Provide professional development and growth opportunities to each of the Peer Advisors.
2. Better serve students throughout the university through the unique lens that Peer Advisors provide in their advising appointments.
3. Peer Advisors provide service to AAC by sharing feedback from their student perspective and by assisting with specialized project assignments that aid the development of core AAC programs.

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

Future Goals

- Enhance the development of the Peer Advising team through interactive training sessions from the various academic colleges and departments.
- Collaborate with Student Success Advocates (SSA) and the Career and Professional Development Center (CPDC) in creating a Quick Answer space at various locations throughout the campus. Peer Advisors would meet once per week with SSA and CPDC colleagues to assist students with advising related questions.
The first priority of the Peer Advising program centers on the development, growth and benefit to each Peer Advisor. Two of the graduating Peer Advisors received full-time employment at the U. Three Peer Advisors participated in summer internships. When asked how the experience as a Peer Advisor has aided their individual growth and development, the Peer Advisors responded with the following:

- **Being a Peer Advisor has helped me realize that I am a part of something bigger. I have learned how to ask questions, take constructive feedback, connect to resources, and work on teams. This has helped me learn how to help others along the way.**
- **Being a Peer Advisor has really helped me develop excellent communication skills. Being able to convey what I’m thinking so that a broad range of people with varied backgrounds understand me will be invaluable in the professional world.**

The second priority of the Peer Advising program centers on their service to students. When asked how their role allowed them to serve other students, the Peer Advisors responded with the following:

- **I can talk to students as a peer and we can talk about struggles, professors, time management, and resources in a different way. I share things I have done to study or resources I have used. We discuss shared experiences or classes we have really enjoyed.**
- **As a student, I feel that I automatically have a connection with the students that I meet with. Having this connection allows students to open up and talk to me in a more comfortable way. I feel that they are more receptive to the advice that I give.**

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

- Major Exploration Expo Support
- UExplore and Major Exploration Center
- Marketing/Advertising Support for MAP
- Coverage of the Quick Answer desk
- Updating various Academic Advising Center documents
- Facilitating communication efforts with LEAP Peer Advisors

### 2017–2018 Priorities

#### Peer Advising Appointments

Peers are allowed to work a maximum of 15 hours per week and they are often asked to fill in at our Quick Answer Desk when a full time staff member is not available. Currently, we have 5 peers employed at AAC.

#### 2017–2018 Highlights

**Training and Development**

Held Weekly Peer Advisor Meeting which included trainings/updates on policies and procedures within AAC and campus-wide. The Peer Advising Coordinator also met monthly with each Peer Advisor individually to provide personalized coaching and guidance.

**Peer Advising Appointments**

Peers are allowed to work a maximum of 15 hours per week and they are often asked to fill in at our Quick Answer Desk when a full time staff member is not available. Currently, we have 5 peers employed at AAC.
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

- Facilitate an instructor retreat to discuss ideas on how to incorporate specific information about majors throughout the course.
- Create an assessment plan for UGS courses.
- Train new instructors to teach UGS 1050.
2017-18 Highlights

Courses Taught During 2017-18

**UGS 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.

**UGS 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.

**UGS 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>
<thead>
<tr>
<th>Table 1: Enrollment in University College Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising Center</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>UGS 1020: Into to Pre Medical</td>
</tr>
<tr>
<td>UGS 1030: Into to Pre Dental</td>
</tr>
<tr>
<td>UGS 1050: Major Exploration</td>
</tr>
<tr>
<td>LEAP 1050: Major Exploration</td>
</tr>
<tr>
<td>(Cross listed in Spring Semester with UC 1050)</td>
</tr>
</tbody>
</table>

2017-18 Goals

**Assess effectiveness of guest speakers in relation to course learning outcomes.**

- Due to a shortage of instructors time was spent teaching extra sections of the course and this goal was not accomplished.

**Add one section of UGS 1050 for the 2nd session of Fall 2017**

- An extra section of UGS 1050 was added for the 2nd session of Fall 2017. The course was successful with full enrollment in the course.

**Utilize the new waitlist feature to improve the likelihood that students interested in one of the AAC courses are able to successfully register for the course.**

- The waitlist feature was implemented. The implementation was successful. All students on the waitlist were eventually able to add the course and it reduced the number of permission codes that instructors needed to provide.

Approximately 300 students enrolled in a UGS course during the 2017-18 school year.
IV. Campus-Wide Advising Initiatives

Advisor Training and UAAC
Bridge Advising Program | Orientation and Outreach

As students move through the university, they experience advising delivered by multiple academic areas. Although each college administers their own advising, there are practices and competencies that transcend college boundaries. This section includes functional areas administered by AAC that impact advisors across the institution.

Highlights and Collaborations with Campus Partners:

1. Development of a series of modules within our learning management system to help Exploratory students prepare for Orientation. During this pilot year, access was given to incoming students who specifically requested information on the included topics.

2. Received approval for an ex officio UAAC Representative to the Academic Senate.

Impact:

“Excellent advising services & preparation course in Canvas—esp. [sic] helpful. THANK YOU!”

A First-Year Orientation Student

Sample discussion questions from *The Absolutely True Diary of a Part-Time Indian*, by Sherman Alexie:

Watch the video at https://www.youtube.com/watch?v=Io9vRH YiFM. Pick an illustration from the book that resonates with you and write a short reflection. Bring it with you to the June group discussion to share.
Advisor Training and UAAC

University Academic Advising Committee (UAAC) is the central coordinating body of advising on campus. UAAC sets the direction for the advising community in terms of training, collaborations with campus partners, and advisor recognition. This year UAAC formalized its relationship with the Academic Senate with the appointment of its first delegate.

Future Goals
- Clarify the mission and vision of UAAC.
- Expand and formalize training and professional development options.
- Examine role of subcommittees and their contribution to the mission of UAAC.
UAAC Committees

The co-chairs of these committees along with the two UAAC Co-Chairs, UAAC Recorder, two Members-at-Large, Academic Senate representative, and Associate Dean of Academic Advising Center constitute the Executive Committee. The Executive Committee sets the direction for UAAC as a whole.

2018 UAAC Advising Conference

The 2018 UAAC Advising Conference was held on March 2018. The theme was Advisors as Superheroes. Rakin Hall, new Director of Admissions at the University of Utah, addressed the conference on the role advisors have in helping students achieve their goals. The keynote speaker was Ruth Watkins, incoming President of the University of Utah. There were 132 attendees.

Goals Accomplished in 2017-18 included:

- Formalized Executive Committee structure.
- Placed an ex-officio representative in the Academic Senate.
- Created Advisor Wiki Handbook for campus wide advisor training.
- Began additional advising position in this program area to support UAAC training and development as well as AAC and bridge training.

"As the Academic Senate considers and approves all new academic programs at the University of Utah, the addition of an ex-officio member from the UAAC will provide key insight from key campus stakeholders - professional academic advisors - who have unique insight into how students navigate their educational paths at the university. I am excited that the senate has approved this opportunity to tap into this important resource and knowledge base at the U."

Thomas Richmond, President, Academic Senate
Bridge Advising

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 17 bridge advisors at the University of Utah, representing all colleges except Architecture and Engineering.

Future Goals

- Establish bridge advising positions in Architecture and Engineering.
- Providing more in depth training to bridge advisors in terms of major exploration.
2017-2018 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. We created bridge advising relationships with the School of Mines and the College of Nursing. Conversations are underway with the School of Architecture and Planning and the College of Engineering to explore the feasibility of bridge advising relationships.

Bridge Advisors Membership on AAC Internal Committees
- General Education Exceptions Committee
- Late Withdrawal Committee
- Team-Building Committee
- Assessment Committee

Bridge Advisors Biannual Retreats
For the 2017-2018 academic year, the Fall 2017 Retreat was held on December 15, 2017. The focus of the retreat was on developing a set of common expectations around what bridge advisors unique responsibilities are in the colleges. The Spring 2018 Retreat was held on May 16, 2018. The focus of this retreat was more intensive training on major exploration and creating the 2018-2019 goals.

338 total In-Person and 485 Phone Quick Answer Desk Interactions by Bridge Advisors in 2017-18
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.
Amanda Karls hired as AAC Orientation & Outreach Coordinator.

Orientation Leader Area Expert Training:
A total of 10 hours were spent during the spring 2018 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, PreProfessional Advising, 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: academic advising structures at the University of Utah, general education/bachelor degree requirements, Transfer Program, helpful policies and procedures, appropriate course placement for new students, building appropriate class schedules, and introducing the Design Your Degree presentation.

Major Exploration Session:
The Major Exploration Session is intended for undecided students to have the opportunity to begin the process of selecting a major. Four to six AAC academic advisors participate in each session and talk with students about majors, minors, interests, values, skills, career development, and general education courses.

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 advisors presented advising-related information and degree information at parent and family programs held alongside student orientations.

Transfer Orientation Discussions:
During Transfer Orientations two—four AAC academic advisors mingle with students during the morning check in to answer any questions students have regarding NSO and the University of Utah. AAC academic advisors also eat lunch with transfer students to engage in conversations regarding academics, college success, opportunities for engagement, and to answer questions for students.

Advisor Participation in Registration Labs:
Advisors participated in staffing the academic advising and registration labs during orientation to assist new students in registering for their first semester classes.
V. Summary and Goals

Moving Forward

This has been a landmark year for advising at the University of Utah, as well as for the Academic Advising Center. The acquisition and early implementation of data analytics tools (CIVITAS Inspire for Advisors, or IFA) enable us to identify and provide outreach to students in a proactive manner, rather than reactive. While Mandatory Advising help us reach students at key milestone periods, it does not allow us to identify students who are struggling while the semester is in progress. We have always relied on students reaching out to college personnel for support; IFA allows us to monitor key behavioral and performance indicators and reach out to struggling students without putting the burden of requesting help on the student.

Information gleaned from two surveys completed in the last year will shape our actions moving forward. While students are generally positive about advising, concerns were raised about the negative impact of frequent transitions to new advisors. One student states:

“In every department, X, Y, and Z my advisor has been switched at least one time which makes maintaining relationships with them difficult and takes away from our time since I constantly have to reintroduce myself.”

This comment is particularly troubling in the context of a stark finding from a survey of campus advisors. Specifically, 47% of the respondents have considered leaving their current position, and 10% are actively looking for another position. We will need to redouble our efforts to more fully and equitably address and serve the needs of our academic advisors. Students feel the impact when their advisors move to other positions; we want to support full growth of the profession as an attractive and long term career path.

Goals for 2018-19:

- Further the work of the Assessment Institute, including:
  - Work collaboratively to develop a master plan for the AAC
  - All program areas develop mission statement, vision and values, student learning outcomes, and advisor outcomes
- With the reconfigured Advisor Development and Assessment area, work to clarify the relationship between AAC and UAAC:
  - Establish campus-wide best practices
  - Re-examine campus advisor training opportunities
- Full implementation of Civitas Inspire for Advisors

Impact:
“The Institute was extremely positive for everyone. Overall I think we took a better understanding of the assessment process and the importance of it in our work. It also allowed us to focus on student LEARNING and how that is our priority in everything we do. Working together for three days allowed us to share ideas, get to know each other better, and have a clear-shared vision of who we are individually in AAC. The largest theme experienced at the institute was collaboration; a collaboration of ideas and interests of what we do, how it impacts students, and each other.”

Summary of the impact of attending the NACADA Assessment Institute

Bad Feminist: Essays by Roxanne Gay

At the end of this section, Gay recounts a story of her white landlord feeling comfortable confiding her racist views of her Korean tenants to her in an “us conspiring against them” moment. She mentions her regret in not using this as an educational moment.

Think of a time when a student (or colleague, or even yourself) confided a racist perspective in an educational setting. Did you use it as an educational moment? If not, what are ways this can be done in the future?

This chapter focuses on the "trickle down misogyny" that female authors encounter, and the excuses people come up with that prevent change from happening.

In what other context do women needing to justify their talents, especially in comparison to their male counterparts?
To say that the academic advisors and staff of the AAC are productive and accomplished is an understatement. Their collective contributions to the university and surrounding community demonstrate their commitment to excellence in and outside of the work environment. A comprehensive list follows, but a few achievements are deserving of special recognition:

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

This sampling underscores the impact of AAC on advising and student success, both through our role in advisor training and in the advising services we provide.
Appendix A:
Activities/Achievements of AAC Staff

The Academic Advising Center staff participated in numerous committees and organizations, on and off campus in 2017-18. 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
- National Career Development Association (NCDA)
- PreLaw Advisors National Council (PLANC)
- Society for Human Resource Management – SHRM
- Utah Advising Association — UAA
- 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
- Bringing the U to You—Chicago, IL, Seattle, WA, Boise, ID
- NACADA Region 10 Conference Planning Committee
- PreMed Conference, in collaboration with Utah Valley University
- USHE Meta Major Working Group
- Utah Transfer Articulation Committee

**Committees/Activities - On Campus (excludes committees within AAC)**
- 2017 Major Exploration Expo
- 2017 Registration Day Event
- AAC SJDVINC Reading Group Facilitation
- ASUU New Year, New You Event
- Behavioral Intervention Team
- Bennion Center Scholar Advisory Committee
- Civitas Steering Committee
- Co-chair of Search Committee for Director of Office of Orientation and Transitions
- College of Social and Behavioral Science Bridge Advisor Search Committee
- Credits and Admissions Committee
- Early College Planning Committee
- General Education Curriculum Council
- Health Equity Collaborative Committee
- Integrated Student Team
- Mandatory Advising Program Committee
- Plazafest
• Return to the U Open House
• Student Behavior Committee
• Student Success and Empowerment Coordinator Search Committee
• Suspension and Dismissal Appeals Committee
• Taco Tuesday for Transfer Student
• Transfer Success Task Force
• Transforming Classrooms Into Inclusive Communities (TCIC)
• U for Higher Ed Legislative Advocates
• UAAC Advising as Learning Interest Group
• UAAC Advising Conference Planning Committee
• UAAC Advisor Awards Committee
• UAAC Advisor Social Planning Committee—The Great UAAC Bake Off
• UAAC Advisor Training and Development Committee
• UAAC Assessment Committee
• UAAC Executive Committee
• UAAC Marketing Committee
• UExplore Open Houses
• UGS Assessment Portfolio Team
• UGS Diversity and Inclusion Portfolio Team
• UGS Leadership Retreat
• UOnline Coordinating Committee
• UStart Program Committee: Women’s Resource Center
• UUSOM Admissions Symposium Planning Committee

Presentations - Off Campus
• Access U Class and Yield Event
• AMES Orientation
• “APP”lications For Your Future – Stansbury High School, College, Career and Scholarship Night: Major Exploration workshops
• High School Health Professions Fair, Granite Technical Institute
• SLCC Dental Hygiene Program: AAS Degree to Bachelors

Presentations – On Campus
• 2018 Latinos In Action Annual Conference “Why Should I Study ——? Designing Your Degree”
• AAC Bridge Advisor Spring 2018 Retreat: Major Exploration Deep Dive
• AAC In-Service: Major Exploration Program Breakfast Club
• AAC In-Service: Photobombastic! Three Photos Team Building Activity
• AASA Conference Presentation: PreHealth
• Admissions Counselor Training on PreProfessional Program, PreHealth and PreLaw
• AED (PreMedical Honor Society) Annual Banquet
• CHEM 2000, PreProfessional Presentation
• Crimson Transfer Honor Society Workshop “ Academic Advising: The Secret to a Successful Transfer”
• Ed Psy 2060 Presentation: Major Exploration: Find a Major That Sticks!
• Health Science LEAP-PreProfessional Presentation
• KINES 2500, PreProfessional Presentation
• Law School Application Workshop
• Law School Financial Aid Workshop
• MECHA Conference Presentation: PreHealth
• MEP Presentation for City Academies 10th Grade Chemistry Class
• Orientation PreProfessional Breakout Sessions-Health, PreLaw
• PPA Presentation for College of Nursing’s Educate the Educator event
• PreDental Application Workshop
• PreMed Application Workshops
• PreMed Information Sessions
• Red, White and U Day: Major Exploration: Find a Major That Sticks!
• Red, White and U Day: PreProfessional-Health, PreLaw
• TRIO Program Presentation: PreHealth
• TRIO Program Presentation: Strong Interest Inventory
• UAAC In-Service Presentation: Academic Standards
• UAAC In-Service Presentation: How to Succeed in Writing a Conference Proposal by Somewhat Trying
• UAAC In-Service Presentation: My Degree Dashboard Updates

Conferences Attendance/Professional Development/Off-campus
• 2017 USHE Conference for School Administration and Counselors, Salt Lake City, UT
• 2018 NACADA Assessment Institute
• 2018 NACADA Region 10 Annual Conference, Midway, UT
• 2018 Utah Women in Higher Education (UWHEN) Leadership Conference
• Advising Students in Academic Difficulty: Suspension as a Catalyst for Learning and Growth
• CollegeSource Annual Conference
• NACADA National Conference Presentations
• Theory and Practice NACADA eTutorial, February 2018
• USHE College Access and Completion Retreat
• Western Association of Advisors for the Health Professions (WAAHP) Regional Conference, Portland, OR, May 2017
• Western Association of Prelaw Advisors (WAPLA) Regional Conference, Phoenix, AZ, March 2018

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
• 2017 AAC Retreat
• 2017 MAP Kickoff
• 2017 Registrar’s Summit
• 2018 AAC Dean’s List Event
• 2018 Admissions Summit
• 2018 Financial Aid and Scholarship Summit
• 2018 UAAC Advising Conference
• AAC Mission Statement Working Group
• AAC Retreat Planning Committee
• ADEA AADSAS 2018 Application Preview for Advisors Webinar
• Bridge Advisor Fall 2017 Retreat
• Bridge Advisor Spring 2018 Retreat
• Career Services Academic Advisor Workshops
• CASPA Workshop
• CollegeSource Basic Encoding Workshop
• CPDC Woke in the Workplace
• Fifth Annual Planning Successful Meetings on Campus Conference
• Inspire for Advisors Training
• International Student Advising Fall Breakfast Workshop
• International Student and Scholar Services Information Session
• Latinas Who Lunch Networking Group
• Learning Abroad Academic Advisor Workshop
• MEP Monday Meet Ups
• Microaggressions Workshop
• 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
SJDVINC Diversity Trainings and Reading Group
Strengths Finder Training
Strengths Lunch and Learn
Storyline Information Session
Successful Strengths Coaching course
Truth in Tuition Open House
UAAC December Advisor Social
Universal Advisor Portal (UAP) Webinars
University of Utah School of Dentistry Admissions Information Session
University of Utah School of Medicine Admissions Committee Meeting
University of Utah School of Medicine Admissions Information Session
Utah Career Development Association Conference
Utah Women in Higher Education (UWHEN) Network U of U Chapter Professional Development Event
Women’s Leadership Summit

Publications
Western Association of PreLaw Advisors (WAPLA) Newsletter

Nomination, Awards, Scholarship, and Certifications Received in 2017-18
Crimson Transfer Honor Society Recognition Award
Office of Global Engagement Excellence in Global Education Award

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

Staff Completing Degrees
Emerson Pratt, Geography, B.S.
Sidney Cushing, Social Work, B.S.
Tammy Mabey, Communication, B.S. and Psychology, B.S.

Staff Pursuing Degrees
Allie McClaskey, M.A. in English, Professional Writing
Bethany Perkes, English, B.A.
Cari Winger, Mathematics Teaching BA with Chemistry Teaching minor
Josh Henricksen, Master of Social Work
Tammy Mabey, Master of Science in Gerontology
Xavier Colon, Communication, B.S.

2017-2018 UAAC Advisor of the Month
Cari Winger (Special Peer Advisor Recognition)
Julia Vincent
Juliana Espinosa

2018 UAAC Outstanding Experienced and New Advisor Finalists and Nominees—AAC Core
Heather Crum
Jason Atherton**
Julia Vincent
Juliana Espinosa**
Martina Stewart
Stephanie Begaye
2018 UAAC Outstanding Experienced and New Advisor Finalists and Nominees—Bridge Advisors

- Ally Marrina
- Anna Johnson
- Elizabeth Perez*
- Jen Wozab**
- Michelle Brooks**
- Stacy Morris
- Sydney Phillips
- Tamara Young
- Taryn Horner
- Tascha Knowlton
- Tracey Farnsworth*

*Recipients of the 2018 UAAC Outstanding Experienced and Outstanding New Academic Advisor Awards
**Finalists of the 2018 UAAC Outstanding Experience and Outstanding New Academic Advisor Awards

2017-2018 UAAC Professional Development Challenge Certificate of Recognition

- Amanda Karls
- Julia Vincent
- Juliana Espinosa