University of Iowa
Academic Advising Center
Vision, Mission, and Program Goals

Vision:

The Academic Advising Center promotes student success through exemplary developmental academic advising focused on student learning and engagement. We aspire to provide advising leadership at the institutional, regional, and national level.

Mission:

The Academic Advising Center strives to help each student make a successful transition to the University, explore their interests and possibilities, develop an appropriate academic plan, and engage in educationally meaningful experiences. We do this through one-on-one advising and by advocating for and developing programs, policies, and procedures that create an environment that supports student success. We aim to create an inclusive environment where all students feel welcome and valued.
Program Goals:

Provide students with academic advising, support, and programming. Educate students on the tools and resources available to them to successfully manage their college experiences. Specifically, advising includes:

- Teaching students how to navigate the University, make informed decisions, and take an active role in planning their educational experiences.
- Guiding students in using tools and resources to understand their interests and abilities, identify academic goals and develop appropriate academic plans.
- Encouraging students to challenge themselves in their growth and development.
- Engaging students in conversation and reflection to understand the purpose and value of their educational experiences.
- Helping students understand that their well-being is related to their success in college.
- Challenging students to cultivate their curiosity.
- Encouraging students to identify and participate in educationally meaningful co-curricular activities.

Promote and contribute to a diverse, inclusive, and equitable campus community. Specifically, advisors:

- Create a welcoming, inclusive, and accessible environment.
- Commit to ongoing learning and development of our staff.
- Advocate for inclusive and equitable practices across campus.

Promote and advocate for institutional programs, policies, requirements, and procedures that enrich the student experience and facilitate student persistence to graduation.
Academic Advising in the AAC is:

- **Caseload-based** - Students are assigned to an AAC advisor based on their major.
- **Mandatory** - Students must be authorized to register by an advisor.
- **Proactive** - Advisors contact students about course planning, academic performance, co-curricular opportunities, campus resources, and more.
- **Teaching-oriented** - Advisors teach students how to plan their academic programs of study, select courses each semester, explore possible majors, and seek information and resources.

The AAC is a resource for any student who is exploring academic programs and seeking information.
Our Work with Students Experiencing Academic Difficulty

Students struggle academically for a variety of reasons. Some students may find it challenging to seek help when they are experiencing academic difficulties, or they may not know where to turn. Our goal is to connect with these students to help them know they are not alone. Advisors listen, offer insight on academic implications, and refer them to appropriate campus resources. We are here to help.

Advising at the Academic Advising Center is proactive. Our vital direct outreach to students ensures they have accurate information from a knowledgeable person who is available to discuss all options.

- **Excelling@Iowa** - Early in the semester advisors play an integral role in the Excelling at Iowa early intervention survey. We are a primary point of contact for students, responding to their concerns and inviting them to meet one-on-one to discuss possible resources.
- **Mid-Semester Reports Outreach** - Advisors contact and review options with students who received mid-term reports. Options may include dropping a course or utilizing academic resources, among others.
- **End-of-Semester Outreach** - After semester grades are posted, advisors contact students whose grades in specific courses may make them ineligible to continue in a course sequence and invite them in for help in adjusting their schedule.
- **Probation Outreach** - After first-semester grades are posted, advisors contact students who are on probation to make sure they are aware of academic support resources available to them. We also ask them about their academic plans and work together to determine steps to improve their academic standing. Students are encouraged to attend a Spring Success Meeting to learn more about what it means to be on academic probation. First year students on academic probation are encouraged to consider enrolling in CSI:1500 College Success Seminar or PSY:1010 Learning About Learning.
Our Work with Students Experiencing Academic Difficulty

Spring Success Meetings are one-time, small-group meetings held at the Academic Advising Center in the first few weeks of the Spring semester. All first-year students in the College of Liberal Arts and Sciences who are on academic probation are invited to attend one of these meetings to learn about what it means to be on academic probation, how to set themselves up for success, and how to use support resources for help. The spirit of the meeting is to encourage students to renew their commitment to their studies, to ensure that their Spring schedule is appropriate and conducive to academic success, and to remind them of the important resources available to help support them.

Prior to the pandemic, Spring Success Meetings were held in person with over a 65% attendance rate. Of students who attended the meeting, over 60% returned in the following fall semester.
The College Success Seminar (CSS) is a 1 s.h. elective class designed to help students define and meet their academic goals. First-year students who have below a 2.2 GPA after their first semester at the UI are invited to take this course in the Spring semester. In this course, they reflect upon previous academic experiences, improve their time management and coping skills, maximize their learning by examining current study habits and trying new strategies, make concrete plans to realize academic goals, and explore campus resources that can help support them. In addition to reflective assignments, each student has a one-hour academic coaching session with their instructor which allows each student to focus on their individual goals. Small class size and individual attention allow each student to get to know the instructor and establish accountability for the goals they develop.

**Student Quotes:**

“I really loved this class. All of the reflections on time management and progress reports really helped me to look at where I was and where I want to go. It just overall helped me a ton to get organized and want to do better in school.”

“This class was extremely helpful to me academically. I was skeptical going into it, but it turned out to be really beneficial. If it wasn’t for this course, I may have been dismissed from Iowa.”

“I felt like my grades were dropping and there was nothing I could do about it. This class taught me to never give up and keep going, there are so many resources here at the University and I took advantage of them to help raise my GPA.”
Strategies for Academic Success (SAS) is designed for students who find themselves struggling during their second year at UI. In this 1 s.h. class, students who face myriad barriers to academic success work together in a group setting to resolve discrepancies between current academic and life behaviors and goals. Working individually with the instructor and in collaboration with classroom peers, each student in SAS walks away from the course with a personally tailored, well-articulated strategy for improved academic outcomes. Assignments include reports on desired academic behaviors (such as visiting instructors’ office hours, time management, and planning for upcoming deadlines) and written reflections on course readings and discussions. Each student meets with the instructor to talk about their struggles and discuss individualized strategies.

Student Quotes:

“I loved the discussions and the realness made it so powerful.”

“This course was very useful because it will help me in the long run with time management and the things that are helpful on campus for me to succeed.”

“I feel like the course taught me how to learn so it did exactly what it intended to do. Being able to come to a class that was basically just an open forum with some guidance from my instructor was really beneficial for both my academics and my social well-being.”

“I feel like it has been an eye-opening experience and I hope to take all these skills that we’ve talked about and continue to apply them in the future.”
# 2021/2022 By the Numbers

## Caseload
- **Primary Advisees**: 6,495
- **Non-Primary Advisees**: 2,620
- **Total Advisees**: 9,115

## Student Count by Academic Interest

<table>
<thead>
<tr>
<th>Group</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Sciences Declared Majors</td>
<td>2433</td>
</tr>
<tr>
<td>Pre-Med, Pre-Dent, Pre-PT, &amp; Pre-PA</td>
<td>1887</td>
</tr>
<tr>
<td>Pre-Business Majors</td>
<td>1308</td>
</tr>
<tr>
<td>Open Majors</td>
<td>622</td>
</tr>
<tr>
<td>Enterprise Leadership &amp; Interdepartmental Studies Majors</td>
<td>534</td>
</tr>
<tr>
<td>Nursing Interest Majors</td>
<td>517</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>422</td>
</tr>
<tr>
<td>College of Education Interest Majors</td>
<td>209</td>
</tr>
<tr>
<td>Non-UI Pre-Health</td>
<td>196</td>
</tr>
<tr>
<td>Certificate</td>
<td>169</td>
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<tr>
<td>Non-Degree</td>
<td>127</td>
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<tr>
<td>Radiation Science and Nuclear Med Interest</td>
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<tr>
<td>College of Medicine Undergraduate Program Majors</td>
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<tr>
<td>Engineering Interest Majors</td>
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<tr>
<td>High School</td>
<td>73</td>
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<tr>
<td>Pre-Pharmacy Majors</td>
<td>71</td>
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<tr>
<td>University College</td>
<td>43</td>
</tr>
<tr>
<td>Public Health Interest Majors</td>
<td>33</td>
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</tbody>
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## Traffic Numbers
- 28,532 Total Appointments, with 8,340 different visitors
- Fall Registration = 275 students/day
- Spring Registration = 215 students/day
- More than 25,000 follow up emails
Outreach & Programming

136 Fall Success Meetings

Presentations via Zoom on topics including:

AMCAS - applying to medical school
MCAT Panel
Nursing Interest
Open Majors
Pre-Health 101
Pre-Law
PTCAS - applying to physical therapy school
Therapeutic Recreation

Courses in the AAC

For the academic year 2021-2022 we offered:

CSI:1020  Academic Seminar I - 3 sections
CSI:1021  Academic Seminar II - 3 sections
CSI:1100  College Transition Seminar - 23 sections
CSI:1150  College Transition Workshop - 48 sections
CSI:1500  College Success Seminar - 8 sections
CSI:1550  Strategies for Academic Success - 2 sections
CSI:2100  Transfer Transition - 1 section
AAC Committees

Advising Students who identify as LGBTQ+
AAC Website Committee
AAC Social Events and Recognition Committee for Anti-Racist Advising (CARA)
Communication Committee
Data Group
Open Majors Committee
Orientation Advising Committee
Pomerantz Committee
Pre-Health Subcommittee of CARA
Retreat Committee
Social Class/First Gen Committee
Social Media Committee
Staff Development Committee
Study Skills Committee
Training Committee
Student Advisory Board

The Academic Advising Center (AAC) Student Advisory Board (SAB) was created to expand avenues for incorporating student voices into decision making at the AAC. Board members provide insight from a student perspective; discuss matters related to diversity, equity, and inclusion; and share student experiences with academic advising at the University. The SAB started with a pilot in Spring of 2021 and completed their first academic year of service to the Center in Spring 2022. The AAC SAB supports the Center’s mission in three ways:

1. Consulting – provide feedback and offer suggestions to improve the delivery of services to students  
2. Outreach – consider ways to enhance communication from the AAC to the students we serve  
3. Innovation – contribute new ideas toward the growth of the AAC

The SAB created content for AAC social media and conceived of and produced the SAB newsletter, The Advisees. This newsletter offers Academic Advisor profiles, timely academic resources and tips, and opportunities for student professional development and engagement on campus and in the community.
Campus Collaborations

Advising Council
Associate Deans and Directors
Autism Spectrum Disorder Committee
Basic Needs Committee
CLAS – UP Course Planning and Monthly Meetings
Early Intervention Team
Diversity, Equity, and Inclusion Charter Committee
Diversity, Equity, and Inclusion Success Collaborative
Excelling@Iowa Leadership Committee
First-Generation Task Force
Functional Lead of MAUI Advising
General Education Curriculum Committee
International Student Advisory Committee
International Student Recruitment Committee
Liaisons to Offices, Departments and Colleges
Orientation Advising Planning
Provost’s Enrollment Management Committee
Student Success Team
Success@Iowa Steering Committee
UI Advise
Well-Being and Mental Health Collaborative
Who We Serve

First-year students with a declared major in the College of Liberal Arts and Sciences (CLAS)

CLAS students with the goal of earning undergraduate admission into the Colleges of Education, Engineering, Medicine, Nursing, Pharmacy, Public Health, Business

Open majors

Pre-professional students (e.g. Pre-Med, Pre-Law)

Economics, Enterprise Leadership, and Interdepartmental Studies majors through graduation

All MAUI Advising users

2021-2022 Staffing

1 Director
3 Senior Associate Directors
1 Associate Director
33 Academic Advisors/Senior Advisors
3 Administrative Staff
8 Work-Study students

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