

Academic Advising Center Annual Report 2022-2023



IOWA

Academic Advising Center

Vision, Mission, and 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.

DIVERSITY, EQUITY, AND INCLUSION STATEMENT

As a result of our 2018 review of our Vision, Mission, Goals, and Student Learning Outcomes, the AAC decided to elaborate on our program goal to “promote and contribute to a diverse, inclusive, and equitable campus community” by creating a Diversity, Equity, and Inclusion statement for the Advising Center. A small group of advisors and administrators collaborated to craft a statement that focused on the commitments we make as an office to operationalize this program goal. This statement will serve as a touchstone for our annual goals related to diversity, equity, and inclusion, ensuring that the statement is not just words, but a set of principles and commitments that continually guides our collective work.

The Academic Advising Center (AAC) is dedicated to integrating diversity, equity, and inclusion (DEI) in all aspects of our work. We acknowledge that the AAC, the University, and higher education as a whole, are steeped in cultures and systems designed to reinforce the oppression and inequity of multiple historically and currently marginalized populations, and we acknowledge our institution’s role in perpetuating systemic inequality on our campus and in our office. We are aware of intersecting identities that encompass all aspects of human difference, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, [dis]ability, military/veteran status, political perspective, and associational preferences. The AAC strives to support the myriad identities of our students and to advance equitable institutional policies and practices and commits to the following ongoing institutional and organizational efforts:

Acknowledging Power Dynamics of Individuals, Systems, and Information

- Recognizing the power dynamic between advisors and students
- Acknowledge power dynamics in the workplace among administrative staff, advisors, directors, and students
- Examine how our policies and best practices perpetuate inequities
- Attend to inequity in policies and practices and advocate to remove barriers
- Listen to and support student voices

Acknowledging Bias and Valuing Individual Experience

- Acknowledge we all have bias
- Recognize implicit bias in the advising relationship
- Recognize implicit bias in the workplace and university
- Value the individual and intersecting identities of students
- Support students through one-on-one advising while acknowledging there is no single student experience

Striving for Individual and Structural Inclusivity

- Adopt and practice holistic and inclusive advising
- Foster an inclusive environment
- Reflect a commitment to DEI initiatives in our physical spaces by creating a welcoming, inclusive, and accessible environment
- Reflect a commitment to DEI initiatives by setting a framework of expectations for our office culture

Fostering Ongoing Professional and Staff Development

- Support a growth mindset, providing resources and opportunities for staff to continuously learn about the identities and lived realities of students and colleagues
- Integrate DEI into all aspects of training and staff development, encouraging ongoing participation in University DEI education [programs](#) for all staff
- Support a professional philosophy that pushes back against the status quo and aims to reduce institutional oppression

Creating Organizational Responsibility and Accountability

- Hire and retain diverse staff
- Develop a unit-level DEI data profile to support a DEI action plan
- Develop a Diversity, Equity, and Inclusion Leadership Team to set goals and create an accountability plan for those goals
- Provide financial support for professional development opportunities
- Develop a DEI plan for the director team

Who We Serve

- Every first-year student with a declared major in the College of Liberal Arts and Sciences (CLAS)
- Every Open major
- Every Pre-professional student (e.g. Pre-Med, Pre-Law)
- Economics, Enterprise Leadership, and Interdepartmental Studies majors through graduation
- Every CLAS student with the goal of earning undergraduate admission into the Business, Engineering, Medicine, Nursing, Pharmacy, Public Health
- Every student admitted to the College of Education prior to admission to the Teacher Education Program (TEP)
- All MAUI Advising users

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, cocurricular 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.



2022/2023 By the Numbers

Academic Advising Center Caseload

Primary Advisees	6,808
Non-Primary Advisees	2,565
Total Advisees	9,373

Student Count by Academic Interest

Group	Student Count
College of Liberal Arts & Sciences Declared Majors	3117
Pre-Med, Pre-Dent, Pre-PT, & Pre-PA	2556
Pre-Business Majors	1581
Open Majors	635
Enterprise Leadership & Interdepartmental Studies Majors	629
Pre-Law	557
Nursing Interest Majors	542
Non-UI Pre-Health	266
College of Education Interest Majors	193
Certificate	148
Radiation Science and Nuclear Med Interest	116
Engineering Interest Majors	114
College of Medicine Undergraduate Program Majors	110
High School	96
Non-Degree	93
Pre-Pharmacy Majors	70
Public Health Interest Majors	42
University College	37

Student Traffic Numbers:

Orientation Advising Appointments 4,355
Total Office Visits 33,674
Fall Success Meetings- 196 meetings with 1,947 students attending.

Advising Cycle

Each academic year follows the same basic pattern.

ORIENTATION REGISTRATION ADVISING

Orientation registration advising typically takes place from late May through mid-July. Prior to every orientation registration meeting, advisors use MAUI Advising and MyUI to review student records and to communicate relevant course suggestions. Advisors meet with students individually on Zoom to discuss requirements, help them build and choose schedules, and register for classes.

END OF SEMESTER

Students meet with academic advisors to discuss end-of-semester preparation. Advisors follow up with students to address lingering questions and concerns.

REGISTRATION AUTHORIZATION

Students and advisors continue conversations initiated at planning appointments. At this mandatory meeting, academic advisors authorize students to register for the next semester. Alongside students, advisors also evaluate students' chosen courses, reviewing schedule preferences saved in the student's Schedule Builder. The advisor explains the registration process, notes the assigned registration date, and addresses any registration restrictions. This meeting also provides an opportunity to provide referrals, answer questions, and adjust plans.

Summer Orientation

IN BETWEEN SEMESTERS

With the exception of university holidays, advisors are available to meet with students in person or remotely between semesters. During this time, advisors communicate with students regarding their previous semester outcomes and how these may affect long-term planning.

While the semester follows a general pattern, proactive and teaching-oriented advising means tailoring the advising timeline to individual student situations. Advisors welcome students at any point in the year to address individual academic concerns. During the academic semester, we encourage students to meet in person whenever possible, but remote advising is available during all university breaks (fall, winter, spring, summer).

EARLY SEMESTER SCHEDULE CHANGES

In Weeks 1 and 2, students see advisors by appointment or during drop-in times to discuss schedule changes and academic plans in one-on-one meetings.

During this period each fall, first-year students new to Iowa attend Fall Success Meetings. In these group meetings, advisors address topics such as how to approach the first semester, how Iowa's advising structure works, and how to take full advantage of advising and other university resources.

PLANNING

Planning appointments take place during weeks 3-10 (September/October in fall and February/March in spring). During these 30-minute, one-on-one meetings, advisors ask students to reflect on progress in their courses. Advisors and students discuss the social and academic transition to college and campus resources, as related to students' academic goals. Together they explore immediate and long-term academic plans and review possible courses for future semesters. Using tools like the Degree Audit, Sample Plans, and MyPlans, advisors review academic program requirements and opportunities.

DROP DEADLINE

By appointment or on a drop-in basis, students discuss schedule changes and learn about the academic implications of those adjustments. The drop deadline refers to the last day to drop a semester-length course or withdraw entire registration without approval from the college dean.

Spring Semester

Fall Semester

Winter Session

Outreach, Programming, and Courses



Planning Your Degree Sessions held during On Iowa

Session: Attendance

Allied Health: 93

Comm Lit: 241

Education: 62

Fine Arts: 136

Humanities/World Language: 60

Math Sciences: 380

Natural Sciences: 415

Nursing Interest: 187

Open: 247

Pre-Business: 600

Pre-Health Professions: 509

Social Sciences: 529

Presentations:

AMCAS- applying to medical school

Exploring Majors Workshop

Nursing Interest Information Session

Pre-Health 101

Pre-Law Information Session

Pre-Law Personal Statement Workshop

Prepping for LSAT

PTCAS- applying to physical therapy school

Courses we offered:

CSI:1020 Academic Seminar I – 3 sections

CSI:1021 Academic Seminar II – 3 sections

CSI:1100 College Transition Seminar – 21 sections

CSI:1150 College Transition Workshop – 30 sections

CSI:1500 College Success Seminar – 8 sections

CSI:1550 Strategies for Academic Success – 1 section

CSI:2100 Transfer Transition – 1 section

CSI:2150 Open Minded – 3 sections

CSI:2150 *Open Minded* ***A Curiosity Fueled Approach to Choosing Your Major***

In Fall 2022, the AAC launched a new course, *Open Minded: A Curiosity Fueled Approach to Choosing Your Major* (CSI:2150). Members of the AAC's Open Major Committee collaborated on course content under the leadership of Liz Caldwell Ph.D., chair of the Open Major Committee. Open Minded is designed for students who are exploring and/or changing their majors. The course provides a supportive academic space where students can unearth some of the beliefs and assumptions that led them to their initial goals, learning about and using resources to help them carve out exciting new paths. Students examine their values, interests, strengths, and goals through various self-reflective methods and processes. The course emphasizes careful reading and critical thinking; assesses transferrable skills gained through academics and experience; and highlights the importance of managing uncertainty and cultivating curiosity.

Students say:

"A lot of the small group work and discussions helped me build confidence about what I am doing now and what I plan to do."

"I think the class was helpful in changing how I look at problems. It provided me with good resources and tips for what to do. [The material] gave me interesting things to think about."

"The online resources were very helpful! I never would've known about them, without this class. It helped me find my interests and paired them with majors."

"I liked the assignments because it made me explore different careers and majors that I could potentially want to do. I also liked how the beginning was focused on ourselves as a person and our traits and interests."

"Discussions were helpful because I found it comforting to know a lot of people are in the same spot as me."

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



Campus Collaborations

Advising Council

Associate Deans and Directors

Basic Needs Committee

CLAS – UP Course Planning and Monthly Meetings

Diversity, Equity, and Inclusion Charter Committee

Diversity, Equity, and Inclusion Success
Collaborative

Early Intervention Team

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 Strategic Enrollment Management
Coordination Team

Student Success Team

Success@Iowa Steering Committee

UI Advise

Well-Being and Mental Health Collaborative



Staff / Office Information

2022-2023 Staffing

1 Director

3 Senior Associate Directors

1 Associate Director

36 Academic Advisors/Senior Advisors

3 Administrative Staff

8 Work-Study students

10 Student Advisory Board Members

All advising staff members have a Master's Degree or PhD.

Office Information:

Academic Advising Center

100 Pomerantz Center, Room C210

Iowa City, Iowa 52242

319-353-5700

advisingcenter.uiowa.edu

