

Excellence in Academic Advising Assessment and Scholarship of Advising Committee Report

Section 1: Executive Summary

The committee found that Utah Valley University (UVU) does not have an ongoing, evidence-based, and comprehensive assessment plan. (01, 04, 12) The data currently being collected is not being compiled in a centralized location, rather it is siloed into department and program levels. When new data tools are introduced at the institution, advisors are required to use them without being given the support necessary to fully utilize the capabilities and integrate them into advising processes. (03, 05, 08, 09, 12, 15, 16, 17, 20) Currently, the institution has a handful of data points to determine an advisor's effectiveness, however, not all advising centers are connecting the evaluation tools. (13, 14) Accurate advising assessment should include student feedback, colleague feedback, interaction with department, interaction with supervisors, scholarly activity, service, leadership, etc. (07, 08, 12) The committee found that across the board, other Utah institutions of higher learning (not including UVU) have graduate level tuition reimbursement assistance for their employees. (02) There is limited scholarly activity being done by advisors and little support from the institution. (11) The committee unanimously agrees that if assessment and scholarship were built into a career path/rank advancement program, this would increase advisor continuity/retention which would in turn positively impact student success and retention. (06, 10, 15, 21, 22) It would also lead to increased advisor involvement, better advising practices, and stronger relationships between advisors and faculty and advisors and students. We'd like to recognize the hard work of the following members of our committee:

Section 2: Assessment and Scholarship of Advising Committee

Name	Title	Committee Role
Monica Ferreyra	Director of Academic Advising, College of Science	Committee Chair
Sara L. Moore	Academic Counselor, First-Year Advising Center	Committee Co-Chair, Assessment Subcommittee Chair
Alisha Wall	Academic Counselor, First-Year Advising Center	Member
Bobby Hughes	Academic Advisor II, College of Science	Member, Master's Degree Subcommittee Chair
Brianna Larson	Graduate Studies Academic Advisor, School of Education	Member
Carrie Peterson	Academic Advisor I, College of Health and Public Service	Member
Clinton Martinez	Academic Advisor, Woodbury School of Business	Member
Dana Walker	Pre-health Counselor, University College	Member
Elizabeth Nield	Academic Advisor,	Member

	Multicultural Student Services	
Kristy Giles	Academic Advisor I, School of the Arts	Member
Laurie Toro	Director of Faculty Development	Member
Melissa Eiche	Pre-health Counselor, Pre-Professional	Member, Scholarship Subcommittee Chair
Sarah Lindsey	Academic Advisor II, College of Humanities and Social Science	Member, Rank Advancement Subcommittee Chair
Shane Gunn	Academic Counselor, First-Year Advising Center	Member
Shaunna Requilman	Director of Academic Advising and Student Success, School of Education	Member, Scholarship Subcommittee Chair

Section 3: Narrative on Findings

Systematic Assessment – Part A: Multi-dimensional

The committee found there to be minimal evidence for consistent and structured assessment of academic advising at the institutional level. (01, 08, 12, 14) There is evidence of evaluating advising at the department or program level, but the only consistent element across areas is the student experience surveys. The “consistency” of these surveys is a loose term, as the frequency of survey discussion feedback within a team, ranges from biyearly, to monthly, to anytime there is a negative comment. (14) The 2022 faculty/staff survey findings report that 27% and 51% of the respondents, respectively, did not agree (“never”) and “occasionally agree” that the institution engages in on-going, evidenced-based assessment plans that encompass a multimethod approach including both direct (academic skills) and indirect (perception) measures. (08) In the June 2022 Advising Assessment Survey, the advising directors unanimously agreed (to some level) that they consider their advisors to be assessed through a multimethod approach including both direct (skills) and indirect (perception) measures. Without a clear, consistent, and structured assessment plan, advisors and directors seem to disagree on if they are being assessed on a multi-dimensional approach. (14) The institution clearly states the student and advisor responsibilities, found at <https://www.uvu.edu/advising/>, which involve a holistic and multimethod advising approach. The institution needs to have an on-going, evidence-based assessment plan to support the holistic advising approach. (12)

The survey findings also report that 38% and 40% of the respondents, respectively, did not agree (“never”) and “occasionally agree” that the institution engages in on-going, evidenced-based assessment plans that are specific at the unit level and are tied to the overall assessment plan related to academic advising. In almost all cases, the survey suggests that most respondents did not agree (“never”) and/or “occasionally agree” that the institution engages in on-going, evidenced-based assessment plans that are specifically designed for their unit or department, driven by clearly stated learning outcomes, identifies evidence of critical thinking skills, and

informs budgetary decisions. This reiterates that the institution does not have a clear assessment plan and therefore, the planning has been falling on the individual departments and programs to initiate it. (14) For example, the First-year Advising Center has an assessment committee that manages assessment and data directives and questions for the center. (04, 08, 12) In the June survey, the advising directors (responsible for different areas) each stated monitoring and using different assessments, further proving the inconsistency. (14)

A large barrier is the transparency of institutional academic advising data and the lack of a cohesive assessment plan that individual departments and programs could coordinate with. Some departments use resources such as from Civitas, advisor appointment data, employee evaluation rubrics, and the student performance metrics (SPM) database. (14) These efforts have helped to establish a start to systematic assessment, but do not represent a comprehensive approach to Systematic Assessment. There is a clear need to consolidate, organize and disseminate data that exists through various reports and systems at the institution, to Academic Advisors and those in related positions. The data system should include easy and equitable access, consistent updates, and relevant and timely reports. From an advisor's standpoint, the institution has a lack of compiled data as can be seen at <https://www.uvu.edu/advising/university/assessment.html>. (01, 05, 08, 12, 16, 17) The PBA Request Report explains that the existing reporting infrastructure is based on conceptual models that are over twenty years old and we need to explore modernizing this architecture and find better ways to increase the value of our existing information assets through blending the data and preparing ourselves for the volume, velocity, and variety of big data and "internet of things" reporting. (16) Unfortunately, this request (along with other data support and training requests) did not get funded. (17) There is evidence of data analysis being sent to executive level employees, but this is not typically shared with lower-level advisors. (13, 14) Advisors spend many hours manipulating current systems for predictive analytics, improved engagement, and student outreach. (08, 12, 14) A system that interconnects with other campus systems would be more accurate and would minimize time spent deciphering a narrative from the data to create relevant goals. (12, 16) The data comparison across departments would be feasible and valid. Some improvement suggestions are the following: including access to pre-entry student academic performance information, selection for student progress in gateway courses, greater demographic data customization, basic financial aid information (submitted FAFSA year, scholarship submissions, status), and increased customization for student outreach. (03, 05, 09, 12)

In addition to having accurate and ample data, there is a need for advisors to be trained in interpreting and understanding the data available. (05, 12, 14, 15, 16) The UVU Advisement Council created the Advisement Assessment Task Force (AATF) in late 2011 to initiate the assessment of advising at the institution. (01) Their conclusions and future directions were to focus on 1) further interpretation of the data, 2) identify areas of improvement and define specific measurement and goals, and 3) establish an on-going assessment plan. Based on the committee's research, most of these directions were not completed. Only the AATF report and student opinion surveys (six total, from Fall 2013 to Fall 2016) are available on the Office of

University Advising, Assessment website, found at <https://www.uvu.edu/advising/university/assessment.html>. (01)

To assess the advising processes more accurately at the institution we need to have advisor data training in place with consistent review and updates. The aim of this training and all associated training workshops should be to assist advisors in understanding and analyzing the data and creating relevant goals and best practices based on the metrics. Advisors need to be provided the tools, resources, and data to support their student caseloads and to allow for improved outreach and engagement. (08, 12, 15, 16)

Systematic Assessment – Part B: Overall Use of Data

The 2022 faculty/staff survey findings report that 86% of the respondents agree (“often”) that the institution provides advisor access to student data. (05) When asked the extent that the institution provides support to advisors in use of data to inform their practice, the percentage decreased to 70%. The committee concludes that this is because of the many data systems that advisors are required to use, such as Illume, Inspire – Civitas, Qualtrics, Tableau (Student Persistence Metrics), Power BI (Persistence Predictions and Advising Appointments), Que Reporting, Banner, Wolverine Track, Advisor Voice, and personal excel sheets. (14, 16, 20) From personal experience of committee members (and stated by some advising directors), hours of their time are spent manipulating these systems to work with other systems to inform their practice. (12, 14) There are few advisor data system workshops throughout the year to “support” and teach advisors. (08, 12)

The institution collects and stores (within the Admissions department) pre-entry student academic performance information, however, most of this data is not shared with academic advisors. (12) The basic data that is shared is the student’s attended high school name, high school GPA, and SAT/ACT scores for the English and Math placement calculations. It would be helpful for academic advisors to access the full transcript (to check for concurrent enrollment and/or AP courses that could count for credit), and any other retention/completion predictors. We would like a more direct process for those students who had an Individualized Education Program to the institution’s Office of Accessibility Services. (05)

The survey findings report that 70% of the respondents agree (“often”) and 22% “occasionally agree” that the institution supports advisors’ use of student data to include student academic performance from matriculation through completion of credential. This was a positive conclusion found from the findings. The committee was not surprised by the findings stating that 26% and 40%, respectively, of respondents concluded that the institution “never” and “occasionally” supported advisors’ use of student data to include achievement of learning outcomes. It is unclear how the learning outcomes are assessed, how this data would benefit advisors based on their time constraints, and at what point this should be the faculty’s responsibility. (14) The general conclusion is that the institution does well supporting advisors’ use of student data to include matriculation performance, gateway course performance, student major selection/change, student performance in curriculum maps, and student demographic data. The committee has some data improvement suggestions, including access to pre-entry student

academic performance information, selection for student progress in gateway courses, greater demographic data customization, basic financial aid information (submitted FAFSA year, scholarship submissions, status), and increased customization for student outreach. (03, 05, 09, 12) For example, data columns in Inspire/Illume that could be filtered by if a student has taken a major-specific gateway course. It would also be helpful in Wolverine Track to have gateway courses emphasized in some way for a quick visual reference, such as bold, asterisk, etc.

It should be noted that the Institutional Research department does a significant amount of research and data prediction found at <https://uvu.edu/ir/>. However, the data provided on this website is rarely discussed with academic advisors and only a cursory overview of how to access data is provided to advising directors. Time is also a limiting factor as most advisors and directors do not have the opportunity to explore the Institutional Research department site to find data specific to individual schools due to high caseload numbers and other job responsibilities. Much of the potential advising data found here is not easily accessible and difficult to process and implement in day to day advising practices with students. (12, 15, 16)

Systematic Assessment – Part C: Advisors Use of Data

The current data systems used across the institution vary from Illume, Inspire – Civitas, Qualtrics, Tableau (Student Persistence Metrics), Power BI (Persistence Predictions and Advising Appointments), Que Reporting, Banner, Wolverine Track, Advisor Voice, and personal excel sheets. (14, 16, 20) As previously mentioned, there is a clear need to consolidate, organize and disseminate data that exists through various reports and systems. Deciphering a narrative from the data to create relevant goals has been a reported challenge. (12, 16)

The required “new advisor training” for new hires, addresses how to use some of these data systems, however, the training needs to be closely monitored for updates. There are occasional trainings and workshops for the data systems though often advisors must be proactive and seek them out rather than being required to complete them. (12, 20) It appears a lot of the trainings are put on at a department or program level and not campus wide. Currently, most advisors have learned how to use the data to engage with students on a basic level but not necessarily how to fully analyze the data and produce a relevant goal. (05, 12, 15)

Some of these systems, Tableau – Student Performance Metrics (SPM), for example has a significant amount of data errors. (12) The lack of reliability has produced a barrier with advisors trusting and using the data. It is imperative that the institution is generating accurate data for assessment and predictive analytic purposes. (12, 16)

Currently, advisors are required to be certified yearly in different competency areas. Training for the data systems at the institution could be added to this standing certification requirement. We recommend that the Advisement Training and Assessment Manager be responsible for the implementation of a timely and updated data system training program in coordination with the individuals responsible for the data systems. Advisors will be provided the tools, resources, and data to support their student caseloads to allow for improved outreach and engagement. (08,

12, 15, 16, 20) We also propose creating a small committee with campus-wide representatives to initiate an incentive program for staff when they develop and/or implement new and innovative advising practices. (06) The committee will define the parameters, stipulations, and what the incentive program will involve. The purpose will be to motivate staff to be proactive and creative in their advising practices while utilizing the assessment data to enhance student retention. (12, 15)

The 2022 faculty/staff survey findings clearly show that the institution is struggling to engage in ongoing, evidence-based assessment plans that inform budgetary decisions. (04) 47% and 26%, respectively, of respondent's state that the institution "never" and "occasionally" engages in ongoing, evidence-based assessment plans that inform equitable budgetary decisions. As an example, the last Planning, Budget, and Assessment (PBA) request included three developer support positions to redefine a data governance strategy, provide training, and be available for reporting and analytics. It also included a request for eleven additional counselors/advisors in various colleges/schools and a peer advising program to improve student retention and completion. (16) None of these requests were approved in the PBA final allocations. (17) The committee recommends the institution provide an explanation of priority for this decision and recommends a reevaluation based on the evidence provided in this document.

The committee found that simple and accessible guides should be created for academic advisors to steer individual, unit level, and institutional goal setting towards development and improvement. The advising guides and curricula will provide counseling reminders on when and what discussions with students should take place to increase student satisfaction by discussing career options for majors, linking career interests with majors, and career interest options. (05, 07) Furthermore, assessment data usage should guide our continuous improvement and evaluation process for future student counseling meetings. (12, 20) We suggest adding the advising guide as part of the yearly advisor certification structure to help create a campus culture that supports the need for consistent assessment of advising.

In addition, we suggest a financial advisor be available to rotate between advising centers to answer questions, specifically, the First Year Advising Center, since the first-year students are often the most unclear regarding this topic. (05, 07, 09, 12)

Ultimately, the institutional advising assessment plan, as based on the mission statement, vision and values, should lead individual departments and programs to create their own learning outcomes and measurements that feed up into the advising goals at the institutional level. This would allow each advising unit to create agreed upon measurements that are relevant to their specific academic department or program, but also support the assessment needs at the institutional level as well. While this will require a high amount of effort, implementing this task would help to create a campus culture that supports advisors and the need for consistent assessment of advising. (01, 08, 12, 14, 20)

Scholarly Inquiry – Part A: Assessment as Tools to inform Rank Advancement

We have adapted the following information from the University of Hawaii at Mānoa college system. (10) It is evident that through UVU's current assessment process, we can articulate a similar approach that faculty utilize in their own rank advancement. We propose this rank advancement process as it allows academic advisors to remain in advisement the same way faculty remain in the classroom. It also leaves the opportunity open to those who wish to pursue it but does not require all advisors to do so. Advisors are actively involved in the three categories of Professional Activities, Scholarly Activities, and Service. Through assessing the different criteria in each category, advisors will be able to demonstrate their advancement in knowledge, skills, and competencies in these areas.

We believe the implementation of such a career pathway would promote a higher level of advisor retention, thus strongly impacting the overall university mission of student success: retention and completion rates as well as the support students have come to value from their academic advisors. (06, 11, 15, 21, 22)

For Professional Academic Advisors

Faculty members at a major university are generally expected to remain productive in three distinct but interrelated categories of activities: teaching, research, and service. This tripartite model, taken in a literal and traditional sense, is most suitable for instructional faculty. In contrast to this are academic advisors whose role is distinctively complementary to that of instructional faculty, and whose role is to effectively support the academic mission of the institution.

As members of the academic community, academic advisors engage in a myriad of activities designed to provide support to students, to faculty, and to other client groups both within the institution and in the community-at-large. Academic advisors have the common goal of providing a support system that is prerequisite to academic, and/or community stability and success, as well as effectiveness and efficiency of operation for the institution. Some academic advisor activities are not consistent across colleges and departments due to the complexity, the number, and the variety of locations and assignments.

Scope of Responsibility

The responsibilities of academic advisors generally involve three distinct categories of activities which can be perceived as parallel to the tripartite model characterizing instructional faculty workload. The categories are: 1) professional activities; 2) research/scholarly activities; and 3) service activities. Each of the three categories of responsibility is briefly defined in this document, and each includes examples of academic advisor endeavors within each category. These descriptions are to be viewed as guidelines only, and not as minimum qualifications for rank advancement.

Activities and functions of academic advisors may include but are not limited to those included in the list of examples in each category. Neither is the academic advisor expected to engage in every activity/function listed in each category. However, academic advisors are expected to demonstrate proficiency in each of the three categories.

- I. **Professional Activities** (Administration, Program Development, Direct Client Service) (15, 21, 22) Academic advisors engage in a variety of activities focused on providing support for academic success as well as for facilitating the overall mission of the university or the unit to which they are assigned. Support activities encompass a broad spectrum ranging from administrative duties to sensitive and efficient response to changing client need to program development and delivery of direct client services.
 - A. Administration (Directors)
 - Participating in the development, interpretation, revision, and implementation of policies and procedures governing a program/activity
 - Planning, ordering, and securing resources for use in support of programs/services
 - Administering, supervising, and/or coordinating programs or services
 - Performing general administration (writing correspondence, keeping records, preparing budgets, etc.)
 - B. Program Development
 - Identify and assess client group need in a systematic manner and respond appropriately in program planning and management
 - Program monitoring and evaluation for ensuring that the original stated need is met and that ongoing needs are addressed
 - Making arrangements for, coordinating, and/or supervising participation in activities, programs
 - Developing and improving techniques, procedures, and materials
 - Participating in the development and/or revision of program informational literature
 - C. Direct Client Service
 - Providing individual or group counseling/advising/consultation/support
 - Conducting informational or developmental workshops and seminars
 - Advising on opportunities for and impact of internships, practical, research, work experiences
 - Providing feedback/evaluation/assessment of participant performance in programs, seminars, counseling, advising, etc.
 - Designing and implementing teaching/advising strategies based on selected goals, learning theory, and characteristics of learner/participant
 - Developing effective research tools, learning aids, teaching materials, simulations, etc. to be used in teaching/presentations/workshops/research
 - Providing specialized services (e.g., employment information, career guidance, graduate school preparation, research and internship opportunities, etc.)
 - Providing verbal and written support in related endeavors, including assigned academic and research projects

- Guest presentations in academic classes

II. **Scholarly Activities** (Research/Evaluation, Professional Development) (11, 12, 13, 15, 22)

Academic advisors utilize data analytics, research, and evaluation to ensure that programs and services are relevant and that they are meeting student, institutional and client needs. As needs change, this function allows a sensitive response and provides the basis for modification and change. In addition, academic advisors keep current with developments in the field of specialization, improve and enhance skills and techniques, and continuously expand basic knowledge in order to better serve students, the institution, and the community.

A. Data Analytics

- Utilizing reports generated through data reporting/tools to inform decision making regarding enrollment management, persistence prediction, completion rates, and other relevant student success efforts
- Engaging in data informed outreach efforts to address and improve student persistence and retention
- Intentionally providing opportunities for individual engagement with each student in the caseload
- Ongoing engagement with students regarding timely registration, early alert, newly admitted and/or nearly completed,
- Determining needs and interests of targeted service groups through formal assessment methods

B. Research/Evaluation

- Presenting at conferences
- Evaluating success, effectiveness, user satisfaction, utilization of program or service through formal evaluation methods
- Conducting formal inquiry into a topic through accepted means (reviewing literature, generating hypotheses, collecting, analyzing, and interpreting data)
- Planning, presenting, and/or editing written/oral reports of results of research/evaluation
- Presentation of materials for publication in relevant journals, books, monographs, etc.
- Applying for and receiving fellowships, grants, and/or awards for research/evaluation purposes
- Presenting papers or poster sessions at a professional conference, colloquium, seminar
- Conducting research or other studies in field of specialization
- Creating documents/tools, maintaining facilities/equipment that assist in research being conducted by others
- Engage in professional activities that enhance research visibility and prominence of the unit/institution

C. Professional Development

- Achieve and maintain full advisor certification status
- Being selected and participating in UV Self for mentoring and leadership skills
- Being selected and making presentations, participating in a panel or discussion group at a professional conference/seminar
- Engaging in formal study, workshops, meetings, seminars and conferences in order to improve professional competence
- Studying for/completing requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved
- Remaining current with literature and professional associations relevant to area of expertise (e.g., professional society membership, contributions to professional activities)

III. **Service** (University, Professional, Community) (15, 21, 22)

Service refers to a very broad spectrum of activities which is a significant portion of the academic advisor role. Service activities include those that have to do with the internal organization of the institution itself; those activities having to do with the professional bodies which provide the academic advisor with professional identity and status; and activities which normally occur outside the institution itself and are related to the faculty member's professional expertise and/or responsibilities.

A. University Service

- Serving as a member or chair of a departmental, campus-wide, or system-wide committee
- Working on staff governance bodies, committees (e.g., Professional Association of Campus Employees (PACE), Advisor Forum, etc.)
- Serving as a mentor to colleagues, staff, students
- Responding to both formal and informal requests for documentation of relevant data, proposals, reviews, reports
- Serving as a member of review/evaluation panel/committee
- Acting as special project leader or coordinator
- Organizing/presenting conferences/workshops for advisor development
- Providing expertise, consultation and collaboration with other university professionals

B. Professional Service

- Organizing, chairing, or co-chairing a conference or conference session (UVU Advising, UAA, NACADA, NASPA, etc.)
- Responding to requests to conduct workshops, seminars, and presentations in area of expertise
- Consulting and advising with professional colleagues
- Working to provide options/opportunities for advisor development which also enhances the mission of the University

C. Community Service

- Providing uncompensated consultation to the community-at-large and to government agencies in area of expertise
- Speaking, making presentations to public groups, bodies
- Serving on advisory boards, committees as related to area of expertise
- Conducting conferences and workshops on campus for the benefit of the community-at-large
- Providing assistance to federal, state, or county agencies in area of expertise
- Providing service to volunteer organizations in area of expertise
- Engaging with and building relationships with community partners to provide resources and opportunities for students

Scholarly Inquiry – Part B: Scholarship in Advising

A survey of advising offices across campus revealed that there is little scholarly work being conducted by advisors, with the exception of the First-Year Advising Center, where support for these activities is regularly implemented. (11)

- Advisors from all nine campus advising units have attended conferences.
 - Upon their return, seven of these units expect their advisors to report on impactful insights gathered from the presentations they attended.
- During weekly or monthly staff meetings, five units set aside time for scholarly conversations on advising related strategies and current topics. They also take advantage of professional development opportunities individually and collectively, attending webinars and training.
- Two units and the advising director team set aside time for book and literature reviews in their staff meetings.
- One unit requires its advisors to set scholarly goals each year as part of their performance reviews.
- Of the 200+ advisors and advising directors across the university, Two advising directors reported acquiring grants related to advising and Six advisors/directors have conducted advising-related research. Two advising directors have published advising articles.

Advising directors reported that heavy advising loads and lack of incentive limit their advisors' determination to pursue scholarly activities. (06, 15) Findings suggest if the institution could secure funding to offset the heavy advising loads and include scholarly activities in a career path/rank advancement program we would see an increase in scholarly participation.

Scholarly Inquiry – Part C: Master's Degrees

The institution does not offer graduate level tuition reimbursement. The committee explored the graduate level tuition reimbursement policies of other major Utah state institutions of higher learning. (02, 15) Each sub-committee member was assigned a specific school to research, reported their findings, and the following information was compiled to get a comparison between other schools' policies and those of Utah Valley University. Some of the listed schools

below will only reimburse graduate level degrees if courses are completed at their school. The following schools were surveyed:

- 1) Brigham Young University
- 2) University of Utah
- 3) Weber State
- 4) Southern Utah University
- 5) Dixie State
- 6) Salt Lake Community College
- 7) Utah State University

The committee found that across the board, other Utah institutions of higher learning have graduate level tuition reimbursement assistance for their employees. It is recommended that the institution implement a graduate level tuition reimbursement program to bring it up to par with

School Name	Reimbursement	Minimum Employment Req'd for Eligibility	Time Commitment	Book Assistance	Reimbursement for Same School Only
BYU	100%	NA	1 year after last class	No	No
UofU	50%	6 months	No	No	Yes
Weber	100% for 6 credit hours per semester	6 months	No	Discount	Yes
SUU	100% for 9 credit hours per semester	NA	No	No	Yes
USU	50%	3 months	No	No	Yes
Dixie	100%	NA	No	No	Yes
SLCC	Up to 2k per year	1 year	1 year after last class	No	No

other Utah institutions. (02, 15, 21)

Section 4: Recommendations for Action

1. **Comprehensive Data System:** Develop a comprehensive system for the use of gathering, analyzing, disseminating, and utilizing data related to advising. **High Priority – High effort**
Evidence: 01, 04, 05, 08, 09, 12, 16, 17, 20
2. **Rank Advancement:** The implementation of rank advancement and incentives for professional academic advisors. **High Priority – High effort**
Evidence: 06, 10, 11, 15, 21, 22
3. **Tuition Reimbursement:** Review tuition reimbursement policies and create a graduate level tuition reimbursement program to bring the institution up to par with other Utah institutions. **High Priority – Medium effort**
Evidence: 02, 21
4. **Academic Advising Assessment:** Create a consistent and structured assessment of academic advising at the institutional level that encompasses a multimethod approach including both direct (academic skills) and indirect (perception) measures. This will be

linked to a newly developed on-going, evidence-based assessment plan. **High Priority – Medium effort**

Evidence: 01, 04, 08, 12

5. **Data System Program:** Develop and implement a timely and updated data system training program. It is recommended that the Advisement Training and Assessment Manager be responsible for the program. In addition, we propose creating a small committee with university-wide representatives to initiate an incentive program for staff when they develop and/or implement new and innovative advising practices. The committee will define the parameters, stipulations, and what the incentive program will involve.

Medium Priority – Medium effort

Evidence: 01, 05, 08, 09, 12, 15, 16, 17, 20

6. **Advising Guides:** Create simple and accessible guides for academic advising to steer individual, unit level, and institutional goal setting towards development and improvement. **Medium Priority – High effort**

Evidence: 05, 07, 08, 09, 12

7. **Adjust Caseloads for Scholarly Activities:** Lower advising caseloads to allow advisors more time to pursue scholarly activities. **Low Priority – Medium effort**

Evidence: 11

8. **Scholarly Opportunities:** Provide regular opportunities for scholarly inquiries, discussions, collaborations, and presentations. **Low Priority – Low effort**

Evidence: 11, 15

Section 5: Sources of Evidence

Doc #	Title	Author	URL
01	Office of University Advising, Assessment Website	Utah Valley University	https://www.uvu.edu/advising/university/assessment.html
02	Tuition Reimbursement Policies	Bobby Hughes	https://uvu.app.box.com/file/953579404604
03	Banner Dashboard Example	NACADA/UVU	https://uvu.app.box.com/file/953580367551
04	Informs Budget	NACADA/UVU	https://uvu.app.box.com/file/953580522581
05	Lack of Data Support	NACADA/UVU	https://uvu.app.box.com/file/953580711969
06	Lack of Reward	NACADA/UVU	https://uvu.app.box.com/file/953578448081
07	Student Interests	NACADA/UVU	https://uvu.app.box.com/file/953578719164
08	Use of Data	NACADA/UVU	https://uvu.app.box.com/file/953577660163
09	Why Students Stop Out (slide 7)	NACADA/UVU	https://uvu.app.box.com/file/953580058456

10	Appendix B Supplemental Guidelines	University of Hawaii College System	https://uvu.app.box.com/file/955267103136
11	Conferences Research Scholarship in Advising	Various	https://uvu.app.box.com/file/955868041810
12	First-year Advising Center Meeting, Assessment Feedback	UVU First-year Advising Center employees	https://uvu.app.box.com/file/966678716661
13	Civitas Usage Update	Kari Gary	https://uvu.app.box.com/file/968595499210
14	Advisor Assessment Survey	Sara L. Moore	https://uvu.app.box.com/file/970322710228
15	Retaining Academic Advisors Article	Dr. Sue Ohrablo	https://uvu.app.box.com/file/970575374922
16	PBA Request Report (see checkmark noted sections)	Various	https://uvu.app.box.com/file/970602571199
17	PBA Final Allocations	Various	https://uvu.app.box.com/file/970599612294
Additional Evidence			
<u>Doc #</u>	<u>Title</u>	<u>Author</u>	<u>URL</u>
20	Technology Enabled Advising KPI working document	Technology Enabled Committee	https://uvu.app.box.com/s/umf4jwlv064xpyqovcnpclu47b76tf/file/965551877717
21	Professional Advisor Credentials, Career Ladders, and Salaries	Advisor Selection and Development Committee	https://uvu.app.box.com/s/umf4jwlv064xpyqovcnpclu47b76tf/file/949774440165
22	Professional Advancement KPI's	Advisor Selection and Development Committee	https://uvu.app.box.com/s/umf4jwlv064xpyqovcnpclu47b76tf/file/961931422359