

Excellence in Academic Advising Collaboration and Communication Condition Report

Section 1: Executive Summary

Evidence collected by the committee shows a campus wide communication plan between leadership, advisors, faculty, and department chairs would improve effectiveness and foster goodwill. An overall understanding and appreciation for advising would build credibility within the advising community. Communication via technology should be streamlined to improve ease of access and accurate distribution of information. Evidence also shows that increased collaboration with campus partners would be beneficial to advisors and their student's success. Collaboration is key to improve relationships and build trust between leadership and advising.

Section 2: Collaboration and Communication Condition Committee

Name	Title	Committee Role
Alison Jensen	Assistant Director – First Year Advising Center	Member
Amanda Burton	Associate Director – Financial Aid	Member
Amanda Kimball	Academic Counselor – First Year Advising Center	Co-Chair
Dona Barlow	Assistant Registrar	Member
Emma Edholm	Student Employee	Member
Kathy Hafen	Academic Advisor I – College of Health and Public Service	Member
Kim Wright	Academic Advisor II – Woodbury School of Business	Member
Leslie Hudson	Academic Advisor II – School of Education	Member
Polly Clauson	Director, Academic Advising – Woodbury School of Business	Chair
Rachel Shelton	Academic Advisor I – Woodbury School of Business	Member
Robert Lyman	Academic Counselor – First Year Advising Center	Member
Tonya Taylor	Coordinator – Admissions	Member

Section 3: Narrative on General Situation and Findings of Collaboration and Communication Committee

Effective academic advising requires coordination and collaborative partnerships among all units across campus. These partnerships foster ongoing communication and promote resource sharing. A collaboratively developed strategic communication plan, inclusive of all institutional stakeholders,

involves frequent and intentional exchanges of information and ideas, is routinely reviewed and updated, and advances a shared aspirational vision for academic advising across all units. (Source 2).

UVU's advising philosophy is to have a proactive, data-informed, technology-enhanced, caseload advising approach where advisors work to facilitate holistic student development and success while providing students an equal, consistent, and quality experience. UVU advisors are professionally engaged in the teaching and learning process focused on student success and completion. Advisors partner with students; serving as advocates, counselors, teachers, and mentors to assist them in their individual goals. In collaboration with the campus community, advisors apply a personalized, seamless, and intentional approach, through proactive, data-informed, and technology-enhanced practices. UVU academic advising's objective is to increase student retention and completion by providing professional and personalized student guidance, ensuring that all students have a current personalized success plan, developing self-reliant students, and identifying and reducing student barriers. (Source 2 and 35).

Indicators of Success by Objective

- Professional and Personalized Student Guidance
 - Student Contacts (Queue data)
 - Student Satisfaction/Perceptions (After-appointment survey)
 - Advisor Availability (Wait times, scheduler availability)
 - Completed Referrals
 - Civitas Campaigns (Total campaigns, responses to campaigns)
- Personalized Success Plan for Every Student
 - Wolverine Track Plan (DegreeWorks data)
 - Personal Student Information (Plan checklist)
- Student Self-Reliance
 - Student Information-Gathering Behavior (Website Traffic, Civitas data)
 - Student Ability to Utilize Systems (After-appointment survey, focus groups)
- Identify and Reduce Barriers Faced by Students
 - Catalog Accuracy (Degree templates)
 - Unbundling (Overrides, holds, etc.)
 - Curriculum Navigation (After-appointment surveys, focus groups)
 - Campus Program (Reports of advisor experiences)
 - Utilize Barrier Report System (Barrier submission counts)

UVU students describe UVU advisors as being caring, supportive, giving peace of mind, efficient with appointment time, kind, friendly, and good listeners. They are available, accessible, and easy to schedule an appointment with. Advisors are seen as service-oriented, helping students succeed through support and fostering diversity, having common goals, and having caring and engaging directors. Advising is a space where students learn how to advocate for themselves, ask effective questions, make informed decisions, confidently navigate the higher education system, foster independence, demonstrate self-efficacy, and understand systems like Wolverine Track and the registration system. (Sources 2 and 21).

Overall Advising Collaboration and Communication:

The results of evidence collected show that overall communication and collaboration for UVU Advising has areas that need improvement. Evidence was collected voluntarily from other departments. Not all responded. It would be helpful to also include more information from Academic Standards and Concurrent Enrollment.

Advising and Leadership/Administration – Current modes of communication utilized includes but are not limited to Advisement Forum emails, ALC meetings, Advisement Forum meetings, President’s State of the University, PACE weekly updates, UVAnnounce email, and Talk with Tuminez. Information from the top-down states that advising is important. Advising lacks the leadership transparency and technology capabilities to move in a positive direction at a desired pace. Ensuring that the information shared by administration and leadership does not only come when change or rectification is needed and would improve morale. Advising directors should be connecting frequently to create unity. Each advisement area is doing something different with comprehensive plans, especially regarding stakeholders and decision-makers. For example, budgets can create a disjointed conversations between advisors, administrators, deans, and departments. Advisors, directors, and assistant directors need to have similar reporting lines, educational requirements, titles, duties, salary ranges, etc. Desire for a formal career ladder is suggested with appropriate compensation increases. Items that would increase collaboration and communication would be hard deadlines for processes involving students and access to preferred student emails/phone numbers instead of only being able to utilize UVU email addresses. Nuancing the balance between belonging in academic affairs and student affairs needs to be recognized and given extra support. Improved communication from student affairs would be helpful. (Source 16, 20, 31, 33, 35).

Advising Culture – Advising culture has an influence on turnover rates. High advisor turnover rates create a lack of trust with students. During 2020, advisor turnover rate was at 21.57% while UVU exempt staff turnover rate was at 10.79% (approximately double). During 2021, advisor turnover dropped to 14.81% and UVU exempt staff to 12.20%. (Source 44). Across campus, an improved sense of consistency is needed. Each department/area has differences but advising basics should be the same to improve things so that students are at ease reaching out to advisors. Major programs and exclusive advising programs should reflect common student goals and create collaboration to improve respect. More unity is needed among advising departments. Circumstances like advising for areas not trained in enforces this lack of unity. The differences between the First-Year Advising Counselors and Department Advisors need to be addressed (i.e., hours of operation, work-from-home, technology capabilities, etc.) (Source 30). Collaboration is key here to help fix fractured relationships and build trust. Some fear retaliation for honest opinions to leadership (Source 20). Language utilized from advisors to students needs have an added measure of respect and safety, even when encouraging students to be responsible for their own level of engagement and taking ownership of the advising process. Advisors should not be expected to hold students accountable but to empower and be proactive in outreach. Advisors experiencing low morale can affect the culture within advising units and overall advising. (Source 21, 31, 33).

Advising and the Campus Community – Improved training on the specifics of different departments on campus is needed. Regular meetings through Teams between advisors by inviting other advising areas to share would help. Overall, advising needs to meet more often as a community to share updates. Advisor Forum should be a place for advising units to share and give updates. Advising newsletters or townhalls should be instituted to communicate changes, issues, build unity, etc. A communication structure where employees outside of advising can update and communicate effectively with advising could help. Some information is shared with the First-Year Advising Center and not with other advising departments (Source 34). Consistency with processes and procedures of the First-Year Advising Center and Advising Departments (and vice versa) would improve the student experience during the transition forward. For example, some areas offer much more in-person appointments than others. Each unit has unique timelines and strategies behind what is offered and times of availability.

Students are receiving different approaches and capabilities based on which advising unit they are being serviced. Instituting the practice of recording meetings on Teams and sharing for those who were not present to receive the information would improve communication and collaboration. Teams channels with campus partners (with a designated set of specialists to answer questions) should be created. Advising departments need to be meeting with the First-Year Advising Center and the Career Development Center once a month to discuss details and share ideas. Consistent, detailed notes are required in Banner, but little consistency exists. When communicating about a student across campus, it should be understood to include UVID. (Source 20).

Student Experience/Expectations for Advising – Bolstering a holistic sense of resilience, motivation, compassion, and advocacy would create a strong support system. This comes through recognizing successes and celebrating achievements, and being knowledgeable of campus resources, majors, programs, creating a well-balanced semester, class descriptions, class difficulty levels, classes that are “fun”, Wolverine Track planning, degree planning, career paths, career opportunities, scholarship, graduate school options, transfer credit, and professor suggestions. Advisor response to students in a timely manner with accurate, clear information is imperative. Coordinated data/email communication needed across campus to help student not receive too many emails, create gaps of information, or give too much overlap in information. More social media presence would bolster the student experience. Consistency in information offered when an advisor is out of office/not available would be helpful (Source 32). Empowering students to find another advisor if the primary advisor is not a good fit could bolster student success. Students would enjoy more opportunities to informally socialize with advisors. Specific outreach campaigns to students like non-traditional and first-generation are being requested. (Source 21 and 31).

Technology Capabilities:

The results of evidence collected show that consistent technology utilized across campus is needed for effective advising practices. Current technology used by some but not all advising areas includes but is not limited to live chat, Banner, Advisor Dashboard, Wolverine Track, Canvas, Civitas, texting (for some areas, not all), email, Microsoft Teams, phone, websites, digital signage, physical posters, Facebook, Instagram, and newsletters. The IT department relies upon the advising community to relay information on technology changes to students. Therefore, advisors should be prioritized for training to pass information along in a timely manner. The following technology areas were brought to the forefront of the conversation for consideration:

Texting – A campus-wide texting platform is needed for all advising areas as well as other areas on campus that are student process/student resource facing. Current implementation of the Mongoose platform will begin in June 2022.

Microsoft Teams – Most have found that utilizing Teams is effective. Channels within department and advising prove beneficial. There are some hesitations when it comes to student use, as many times an “online” advising appointment has the potential to not work or to be confusing to use for the student (especially prospective students).

Civitas – Civitas has different utilization and capabilities across campus. Advisors are limited in how the information can support students as intended.

Websites – Website updates happen inconsistently and per department/area, not for overall advising needs. At times, links to online sources are broken/not active. If updates are not given to all stakeholders, links can be updated without advisor knowledge. Contact information for advisors should be near the top of the page so you do not need to scroll to access it. An “Advisor Tab” should exist at the top in the same area of each landing page to create consistency. Lack of consistency can create a high chance of inaccurate information. Searchable items on the website may only be accessible to students who have a foundational knowledge of the resource, such as advising. Examples of effective website layouts were the First-Year Advising Center, the School of the Arts, and the Registrar’s Office. The School of Education may be an example of a landing page with too much information that does not have an ease of navigation. Overall, sites that required scrolling were less effective. (Source 12, 43, 45-53).

Technology Platforms Do Not Share Data – Technology systems do not speak to each other, requiring manual processes and lack of information about a student. Multiple notes are made for the same student, so you are unable to view the totality of the student unless entering several different platforms. It is suggested that UVU invest in a campus-wide CRM to streamline. A comprehensive list of all programs utilized by all advising units would prove helpful to gain exposure to the potential needs of each area. Overall, multiple, manual data entries create room for error and loss of credibility with the student. (Source 20)

Inaccurate Reporting – Reports and data are often inaccurate. Multiple system use with only manual entry enhances this. Outreach based off these reports may be affecting credibility with students. Because of this, the way the data is used to inform decision-making is inconsistent. (Source 20)

Campus Partners:

The results of evidence collected (Sources 3, 4, 6-9, 13-15, 17-19, 25-29) shows that increased collaboration with campus partners would be beneficial. Two areas were highlighted in the data.

Campus Collaboration – Advisement should train advisors frequently on campus offerings and resources since they are typically one of the first interactions a student will have. Being able to refer a student to a campus resource with a personal name and email address/phone number of someone within a resource is powerful for the student. Areas on campus that may desire to have increased communication and collaboration with advising are UVU Ambassadors, Concurrent Enrollment, Career Development Center, Alumni Relations, International Student Services, Transfer Credit, Internships, Financial Aid and Scholarships, Prospective Students, Admissions, Office of Accessibility, and more. Physical location/proximity to other resources on campus can be a barrier for students. However, having a student reach out to a campus partner instead of having an advisor reach out on their behalf is ideal. Being sure of the correct point of contact is crucial for student success (i.e., Registrar vs. Residency vs. Graduation vs. Admission, etc.). If there is a vacancy in your advising team, be sure to have a clear point of contact in the interim. A meeting with Admissions after each admissions cycle to discuss areas of improvement would be beneficial. Stronger pathways for internal communication must be intentionally done on a regular basis. This would improve elements such as cultural training to better serve international students, accurate and timely financial aid and scholarship information, and residency details that streamline processes and enhance understanding of policy. (Source 1 and 15).

Campus Resources/Awareness – Many campus partners have a strong presence on the UVU website, but students do not know what the resource is or if they qualify (i.e., Multicultural Student Services, LGBTQIA+ Services, Interfaith, Latino Initiative, First-Generation Student Success Center,

Student/Peer Mentors, etc.) (Source 21 and 32). Advisors can act as an introductory point to this information. Advisor meetings should involve colleges/schools and campus partners to create information sharing. (Source 31).

Incoming Freshmen – Regarding incoming Freshmen, there should be greater visibility and transparency with Admissions, Concurrent Enrollment, and Prospective Students (Source 1). Leadership needs to establish connections with school districts within UVU's service region to help students begin their advising journey with the First-Year Advising Center before they graduate from high school through means such as a district or high school newsletter, etc. School district communication/school counselor liaisons for incoming freshmen from the service region would be beneficial. Concurrent Enrollment students should be part of the larger conversations and be planned for more intentionally. Advisors should know what Admission Recruiting is telling these prospective students and the timeline that information is being shared. Including advisors as key participants for committee in Admission and Retention objectives would be beneficial. (Source 1).

Transfer Students – Regarding Transfer Students, a greater understanding of UBHE collaboration on agreements is needed. Involvement with monthly/semesterly meetings with other universities in UBHE for transfer agreements would create insight for advisors. It is important for advisors to also understand the policies and procedures surrounding transfer credit. Messaging regarding transfer credit should be transparent about the role that advisors play in the process, that we are unable to do much past looking at an unofficial transcript while the credits are being evaluated to set student expectation. (Source 24, 41, 42).

Advising and Faculty/Department Chairs:

The results of evidence collected shows that a communication structure between advisors, faculty, and department chairs must improve to move advising in a positive direction. More collaboration regarding curriculum proved helpful.

Collaboration – An overall understanding and appreciation of advising needs to be fostered so credibility of advising increases not only for students but for faculty as well. This could also assist in decreased faculty response times to staff and students. Potentially a communication platform or expectation could be instituted to increase ease of collaboration. Faculty should be working with department advisors regularly. Title changes to reiterate purpose/importance may be beneficial. Advising reporting lines that exists within departments, colleges, and schools need to be included more, especially with budgeting and representation to the larger campus community. If a student goes first to a faculty member or department chair for advisement purposes, they should be redirected to an advisor for greater insight for the path toward graduation. Proximity to faculty may be a factor. The School of Education has proximity between advising and faculty and it shows in the overall positive communication that exists therein.

Curriculum – Advisors need more transparency to be kept in the loop for curriculum and program updates/changes. Having advisor representatives on curriculum committees would be beneficial. The curriculum office has added advisor input already and found it to be very beneficial. Advisors can comment on submitted curriculum. The comments are reviewed, and the faculty are required to address each comment. Emails are sent to the advisors whenever a course or program is submitted to curriculum. The curriculum department is working toward ensuring faculty have contacted advisors when degree maps, credit ratios, or pre-requisite questions arise. Advisor input to curriculum

cannot be made mandatory. Overall, curriculum is a faculty matter and suggestions are the only way to be involved. Increased transparency in this process would be helpful. Portfolio and matriculation changes should be communicated with advising before students. Curriculum is requesting there be more advisor support for degree mapping and utilizing the catalog to see changes made. The departments really want to increase the number of advisors reviewing the curriculum before it is passed. (Source 5).

Results/Averages of the Committee Response for Each KPI Area

KPIs for Collaboratively Developed (Partnerships)

To what degree does the institution foster collaboration related to academic advising that demonstrates:

- 1.1●an intentionally crafted structure of communication that is inclusive, well documented, and well understood? **Medium-Low**
- 1.2●commitment from top-level administration? **Medium-Low**
- 1.3●shared resources across all units? **Medium-Low**
- 1.4●equitable and inclusive partnerships/grants both from within and outside the institution?

Medium

- 1.5●faculty and primary role advisors working together? **N/A**
- 1.6●equitable and inclusive collaboration with primary sending institutions? **Medium**
- 1.7●equitable and inclusive collaboration with internal sending units? **Medium**
- 1.8●equitable and inclusive collaboration with institutions to which the students transfer?

Medium

- 1.9●equitable and inclusive partnership between student affairs and academic affairs? **Medium-High**

High

- 1.10●equitable and inclusive collaboration with area K-12 systems? **Medium-Low**
- 1.11●equitable and inclusive interaction with students and student organizations? **Medium-Low**
- 1.12●equitable and inclusive collaboration with employers and others in surrounding communities? **Medium**

KPIs for Well Communicated and Understood (Involvement of Stakeholders)

To what degree does the institution have a comprehensive advising communication plan that:

- 2.1●involves all academic advising stakeholders (faculty, students, and staff)? **Medium-Low**
- 2.2●is inclusive, intentional, timely, and relevant for key stakeholders (i.e., curricular changes)?

Medium-Low

- 2.3●is well understood by all advising stakeholders? **Medium-Low**
- 2.4●is systematically reviewed and refined (strategies and tactics)? **Medium-Low**
- 2.5●fosters inclusive, collaborative relationships between advisors and students? **Medium**
- 2.6●fosters inclusive, collaborative relationships across units? **Medium**
- 2.7●incorporates a clear, equitable, inclusive, and accessible communication system (mobile apps, messaging/email, web sites, print, LMS) listservs, Blackboard, etc. **Medium-Low**

Section 4: Recommendations for Action

Prioritized in descending order; 1 equaling highest priority and 18 being lowest priority. The bullet points below highlight actions that can be accomplished within a 6-month timeframe, creating points of easy implementation to move the process forward.

#1. Advisor Consistency: Advisors, Directors, and Assistant Directors should have similar reporting lines, educational requirements, titles, duties, and salary ranges across all advising areas. All areas of advising need to have Assistant Directors. For example, Advisor II's and first-year counselors are both at a grade 39 but are paid quite differently (Source 33).

#2. Website: Ensure website consistency by replacing outdated information and broken links. Ensure websites have contact information at the top of the page so scrolling is not necessary and are mobile-friendly. (Source 12, 23)

- These actions can be complete in a six-month time frame.

#3. Advisor Collaboration with Other Advisor: Advisor Forum should be a place for all advising units to share successes and give updates. Overall, advising needs to meet more often as a community. Advising townhalls and newsletter should be instituted. Regular meetings for advisors (not in an area) to join team/area meetings and share knowledge and updates (not just to leadership). A standard of consistent, detailed notes required in Banner for appointments and outreach should be instituted (Source 40, 20).

- Advisor Forum to incorporate advising units sharing successes and giving updates.

#4. Advisor Morale: Acknowledgement that advisor morale affects advisor turnover which directly affects student trust. Concrete paths toward improved advisor morale. Prioritize advisor health and wellness. Creating space in schedules for exercise, meditation, outdoor time, collaboration with other teams and across campus. Ability to have scheduled breaks on the calendar. Enforcing that the time is not used for emails, etc. Ensure each department/area has access to unique needs while maintaining advising basics. Differences between the First-Year Advising Center and Advising Departments need to be addressed (hours of operation, work-from-home capability, technology access such as texting capabilities and access to Illume, etc.) (Source 30). Improved transition communication and collaboration needed for students leaving the First-Year Advising Center to Advising Departments (and vice versa). (Source 20)

- Formal breaks placed on individual calendars to facilitate health and wellness.

#5. System Utilization: Transparency of Digital Transformation process, especially regarding the platforms utilized in advising that do not talk/share data with each other (requiring multiple input points and manual entry for holistic view of student experience). Data-informed advising requires access to trustworthy data. Multiple system with manual entry necessary enhances the distrust. Decisions made from data could be not viewing the entire need. Possible campus-wide CRM (such as Slate or Salesforce) for ease of use and student improvement.

#6. Advisor Collaboration with UVU Students: Email communication overall strategic plan is in the process of being created via the student communication taskforce, so students do not receive too many emails, create gaps of information, or give too much overlap in information. Utilize preferred emails instead of UVU emails for student outreach and communication. Specific outreach campaigns for nontraditional student populations like first-generation, adult learners, etc. Physical location/proximity to resources on campus, such as advising, can be a barrier for students. Utilization of existing website landing page (Sources 36, 37, 38, and 39) that could answer the questions related to "Where do I go for ___?" that provides clear answers for who to talk with on campus to decrease student pass-along. If there is a vacancy in your advising team, be sure to have a clear point of contact in the interim.

#7. Advisor Collaboration with Leadership: UVU should visibly demonstrate institutional commitment for advising by providing appropriate and ongoing allocation of resources (fiscal, human, and physical) to

support institution-wide advising practices and continuous improvement of advising. For decision making purposes, consideration to be inclusive of advisors (all or representatives from each office) when implementing advising policies or implementing changes that directly affect advisors and advising practices must be considered. At times, policy or advising practices have been implemented without the sincere consideration or input of the advisors only to discover that the new practice can cause either more problems or a different set of problems than the original practice. Leadership transparency is a must. At times, what is said by administration is not what is done, creating a lack of trust. Communication from leadership/administration needs to happen not only when change or rectification is needed.

- Increased outreach from all levels of leadership not based around needed change or rectification.

#8. Advisor Career Advancement: Access to master's degree training, professional development, and certification opportunities that build resumes and create the need for a career ladder/compensation hierarchy. An Advisor Career Ladder will improve our ability to retain our excellent advising staff by providing the opportunity for individuals who have a passion for their work to increase their title and pay and be recognized for their expertise and commitment to students, to UVU, and to the field of academic advising. There is no incentive and no avenue for advancement in the professional field at UVU. The implementation of a career ladder would provide mechanisms for formal recognition of and reward for advising excellence. (Source 20)

#9. Curriculum: Advisor representatives are needed on curriculum committees. Curriculum, program, portfolio, and matriculation updates/changes need to include advisors and update advisors before students have access to the information. Increase utilization of curriculum feedback by advisors.

- Curriculum requested feedback sent to all advising units instead of just individual colleges/schools/etc.

#10. Advisor Collaboration with Campus Partners: Hard deadlines for processes involving students so communication and collaboration can be clear/expected. (Remove the moving target across campus). Frequent/recurring advisor training on campus offerings and resources to service students. Increase likelihood of having a name and email to reach out to for a resource, giving a personal touch/higher likelihood of utilization. More information, collaboration, communication, and transparency to advising from academic affairs and student affairs. Recurring and consistent transparency into why communication options are set up the way they are across campus. For example, the utilization of the service desk is more efficient than directing students into a voicemail that is potentially underserved in a department. Semesterly updates from Enrollment Management, Financial Aid, etc. Not just once a year.

- Monthly forums with a campus partner to offer insight and increase collaboration.

#11. Advising Collaboration with Faculty/Department Chairs: Regular advisor/faculty/department chair meetings for shared knowledge and increased trust. Students that approach faculty/department chairs for advising should be directed to advisement for greater insight for the path toward graduation

#12. Illume/Civitas: A more robust access to the Illume platform for advisors is needed. Streamline Civitas and have further trainings to explain use/terms. Have frequent forums for feedback for Civitas performance/needs. Ensure Civitas has consistent accessibility, utilization, and purpose across advising units.

#13. Advisor Collaboration with Concurrent Enrollment: Concurrent Enrollment students should be a part of the larger conversations and planned for more intentionally by advisors. (Source 1).

#14. First-Year Advising Center Presence in High Schools: Leadership connections to school districts within UVU's service region to help students begin their advising journey with the First-Year Advising Center before high school graduation. School district/school counselor liaisons for incoming freshmen for UVU's service region.

#15. Advisor Collaboration with Admissions Recruiting: Advisors need transparency with Admission Recruiting to know what prospective students are learning, the timelines being shared, the deadlines being emphasized. (Source 1, 11).

#16. Texting: A campus-wide texting platform is needed for all advising areas as well as other areas on campus that are student processing/student resource facing.

- Implementation of Mongoose begins June 2022.

#17. Microsoft Teams: Institute the practice of recording meetings on Teams and sharing for those who were not present to receive the information would improve communication and collaboration. Create Microsoft Teams channels with campus partners with a designated set of specialists to answer questions. Also, within departments for internal communication. Mass voicemail capabilities through Microsoft Teams. Ensure Teams is updated and upgraded in a timely manner to enhance performance.

- Create Teams channels with campus partners and advising with designated specialist as points of contact.
- Create Teams channels within advising departments for improved communication.

#18. Social Media: Consistent social media presence for each advising area.

#19. Budgeting: Inclusion/transparency in budgeting discussions. Bolstered advising presence within departments, colleges, and schools especially regarding budgeting and representation to the larger campus community.

#20. Advisor Collaboration with Transfer Students: UBHE collaboration on transfer agreements. Monthly/semesterly meetings with other UBHE universities for insight. Train advisors to understand the policies and procedures surrounding transfer credit. Transparency to student about an advisor's role in the transfer credit process.

- Advisor training on transfer credit and how they fit into the overall process.

Section 5: Sources of Evidence

Doc #	Title	Author	BOX URL
1	Admissions	Tonya Taylor	https://uvu.box.com/s/ee6jyq2b8f4zz19515fj3f8htycv6mz2
2	Advising Strategic Plan	UVU Advising	https://uvu.box.com/s/dd7yvtvgkkyo5394edxjacw5vf28o6s
3	College of Science	Kathy Hafen	https://uvu.box.com/s/feljdjv44z852jker6wh3m84lrkti6x1

4	Communication and Collaboration Evidence with Tabs	Kim Wright	https://uvu.box.com/s/gnnd3vr0k2p8vh2tri2pefcaldiy9j2k
5	Curriculum	Sabine Berlin	https://uvu.box.com/s/6h03alhwmwopkuq5iaioqpacb1xy66jm
6	Financial Aid-Scholarship-Counselors	Dona Barlow	https://uvu.box.com/s/iyzgr1d7cbiy4fmio00q7e9nx7t7d5nu
7	First Year Experience	Kathy Hafen	https://uvu.box.com/s/nzxjt08j049opze73v5jfhfmv58zm01k
8	International Student Services	Kathy Hafen	https://uvu.box.com/s/pdrvsjelzh165tnojnkpt3v98dd3z2yf
9	IT Service Desk	Dona Barlow	https://uvu.box.com/s/x5oynsr3t8pnpmd76d1gdjllqom6pkuh
10	KPI Brainstorm Session 4.20.22	Amanda Kimball	https://uvu.box.com/s/pep203comn0rno8lcov08fx5jzppd7zb
11	Learning EAA Committee	Leslie Hudson	https://uvu.box.com/s/7mj9pw2g24wyw70tcx1jw6oo2leq50yb
12	Link to UVU Advising Areas for Website Comparison	Amanda Kimball	https://uvu.box.com/s/016izev7imlha5gzt1l1vd5rukza239s
13	Money Success Center	Madelin Pepper	https://uvu.box.com/s/wklsg7bgcadbvq746dez95c9zxuocdzb
14	Ombudsman	Amanda Burton	https://uvu.box.com/s/g4aewknret2u4fktei7g5l9yad8zkf7s
15	Registrar's Office	Dona Barlow	https://uvu.box.com/s/qdd8fyxjnxoylh3whrbrkk15xu6x6rdz
16	SA-AA Collaboration per Michelle Kearns	Michelle Kearns	https://uvu.box.com/s/9b016fqowccwu2qzjvdua7ylnd2stfej
17	School of Arts	Andrea Callaway	https://uvu.box.com/s/rnvuvtjjqagl3z0j9mg50j69dt9rr717
18	School of Education	Leslie Hudson	https://uvu.box.com/s/l1f5y40lle918e559xf8dvo6m6d93il
19	SLSS	Kim Wright	https://uvu.box.com/s/g55xmww30kxtq2p9hv16lpax05s0tnwc
20	Staff and Faculty	N/A	https://uvu.box.com/s/ol80zcf48c0htznsopl8glp7ux11awc

	Survey Results		
21	Student Survey Results	N/A	https://uvu.box.com/s/6xhkvcvvhbthqzrec6kmkbyd109r46pkz
22	Subcommittee #2 - Evidence	Robert Lyman	https://uvu.box.com/s/bp1teg2spzsq624rzzs4964di5mlips9
23	Technology EAA Committee-CHPS	Shallece Nuttall	https://uvu.box.com/s/b0xq9598qixzf2y6n5r0xr36ius2vrre
24	Transfer Credit	Dona Barlow	https://uvu.box.com/s/36adesjppd9ij8yn5ji1v0jk9do3c5xr
25	TRIO	Kim Wright	https://uvu.box.com/s/ly9igwi93i68pxoufonzr7v7ho9hmfbc
26	UVUSA	Rachel Shelton	https://uvu.box.com/shared/static/pi6ppt2cdnrxbwru6eegcg43ig7vgq0c.xlsx
27	Veteran Success Center	Rachel Shelton	https://uvu.box.com/s/nvixjbf3570ytv9h5rncghiqgl39zved
28	Women's Success Center	Dona Barlow	https://uvu.box.com/s/b8yl7lzpjuyf6npenje7d2qc2cqun3gi
29	Woodbury School of Business	Polly Clauson	https://uvu.box.com/s/14r2v4m45f7lm4etjbgle0akv2mree2w
30	EAA Organization Committee		https://uvu.app.box.com/file/959524178375
31	UVU IR Data	UVU IR	https://www.uvu.edu/ir/research/index.html
32	Advising Autoreply Examples	Amanda Kimball	https://uvu.box.com/s/x60c18cn9vbm3pcvzww250jm1vfkz3uo
33	EAA Advisor Selection and Development Committee		https://uvu.app.box.com/folder/154079157705?s=fqltbyl42m83mv6hct6gz1kq95veytls
34	FAC Info vs. WSB Info	Amanda Kimball	https://uvu.box.com/s/7h3qz155ejy41pd5n61i4o1bslwos1t6
35	Vision 2030	UVU	https://uvu.box.com/s/979zh4b3jroi1d1rh6zd3g9lfa6dxor6
36	OTL	UVU	https://www.uvu.edu/otl/students/campus_resources.html
37	FYESR	UVU	https://www.uvu.edu/success/resources.html
38	DOS	UVU	https://www.uvu.edu/reportandsupport/resources.html
39	CARES	UVU	https://www.uvu.edu/studentcare/
40	Advising Note	Elaine Lewis	https://uvu.box.com/s/onbhpk9kxsu2u7agldayp3t1b85ba6go

	Guidelines		
41	UBAAN	Polly	https://uvu.box.com/s/cj5cxwn1yxbr41n9xe84nizwoshgs8no
42	USHE	Polly	https://ushe.edu/utah-transfer-guide/
43	EAB Audit	EAB	https://uvu.box.com/s/035c98r23vm5kpe0p8xima3f3kptezox
44	Advisor Turnover Rate vs. Exempt UVU Turnover Rate	Amy Smith	https://uvu.box.com/s/qbsbjdlzcto7fabncs7dmf66e7v36sl5
45	WSB EAB-User Experience Audit	UVU	https://uvu.box.com/s/4mnumyy07caimpjc6et0m1hknzb3xjpx
46	UCAC EAB-User Experience Audit	UVU	https://uvu.box.com/s/1zkr1b4woworfhm5wh111ffi3rw1w0xn
47	FAC EAB-User Experience Audit	UVU	https://uvu.box.com/s/brywvg7ntkghj5fgrim9ilia0hcsnfoi
48	COS EAB-User Experience Audit	UVU	https://uvu.box.com/s/rjshjd5oyf01b4hj64mz0oitjg8efvs
49	CET EAB-User Experience Audit	UVU	https://uvu.box.com/s/7xh2awdz8hslv54i2zkxq8zd44eixg7d
50	CHSS EAB-User Experience Audit	UVU	https://uvu.box.com/s/w1kqgqwbe5jcgblk7zu6y6m7povvic4f
51	CHPS EAB-User Experience Audit	UVU	https://uvu.box.com/s/uk8pib22hyp4qlrq1dznh6mjhbppj5f
52	SOA EAB-User	UVU	https://uvu.box.com/s/qgmz18snmg8zsvwasp9rfvxpkc5xylsj

	Experience Audit		
53	SOE EAB-User Experience Audit	UVU	https://uvu.box.com/s/amddm5trl8swc13v1j49c0852am9nzq5