

Excellence in Academic Advising Institutional Commitment to Advising Committee

Section 1: Executive Summary

The committee found that Utah Valley University has a vision and mission statement developed by a team of directors and other institutional leaders in collaboration at a NACADA Institute in 2018. The committee finds this vision and mission statement has not been used to guide the academic advising experience for students institutionally, make decisions on clear training and development, create an assessment plan, or make funding decisions for the institution. Only a limited number of colleges or advising units have clear vision and mission statements that have been developed using the institutional vision and mission statement. Only one team (First Year Advising) has clearly developed student learning outcomes. This report will provide evidence for our proposed recommendations to move the institution forward.

Section 2: Commitment of Institutional Advising Committee

Name	Title	Email	Committee Role
Charlie Nutt	NACADA Consultant	cnutt@ksu.edu	Chair
Colton Simons	Director of Advising- Concurrent Enrollment	Colton.simons@uvu.edu	Co-Chair
Marilyn Riddle	Academic Advisor- Aviation	riddlemr@uvu.edu	Member
Natalie Shelley	Academic Advisor- Communication	Natalie.Shelley@uvu.edu	Member
Krystal Yorgason	Academic Advisor- Exercise Science	krystal@uvu.edu	Member
Brooke Henderson	Student- First Year Advising	10911543@uvu.edu	Member
Lucy Watson	Supervisor- First-Year Advising	Lucy.Watson@uvu.edu	Member
Brianne Malone	Academic Advisor- Pre- Health	Brianne.Malone@uvu.edu	Member
Kirsten Paustenbaugh	Academic Advisor- College of Science	kirstenp@uvu.edu	Member
Jennie Olson	Academic Advisor- Emergency Services	Jennie.Olson@uvu.edu	Member
Sheila Jacklin	Academic Advisor- School of Education	Sheila.Jacklin@uvu.edu	Member
Gae Robinson	Academic Advisor- Communication	Leslie.Robinson@uvu.edu	Member
Kyrsi Zamora	Academic Advisor- First Year Advising	Kzamora@uvu.edu	Member
Chris Case	Assistant Registrar	Chris.Case@uvu.edu	Member

Section 3: Narrative on Findings

At the beginning of this process, the group agreed that UVU did not have a mission of advising. Upon learning that an advising mission did exist, it was unanimous that it needed to be updated. The committee discussed various sections of the advising mission and determined deficiencies in the following areas: commitment to teaching and learning, connections to strategic goals, informing the student experience, and inspiring continual assessment of advising practices. Based on the collective experiences of committee members, it was assumed that advisors, students, and other university staff members were generally unaware that the mission and vision of academic advising exist and, therefore, are unable to uphold it and build upon it.

Faculty, staff, and student survey responses confirmed that the mission of academic advising had not been publicized, reviewed, edited, or changed. UVU's general advising mission was created in 2008 when Utah Valley State College transitioned to Utah Valley University. The statement was then referenced in one document in 2011. It was again updated in 2018 but was not widely distributed. Since then, the advising mission has not been featured on web pages, shared with departments, or used in onboarding new advisors. The lack of evidence further indicated that the statement had not been updated to reflect current university initiatives, specifically Vision 2030.

Committee members focused on specific KPIs to examine individual advising units and their connections more thoroughly. As the committee worked to gather evidence from other departments, it became apparent that nearly all advising teams lacked their own mission of advising. Since most advising units were unaware of the university's mission in general, they could not use it to inform their own mission, vision, goals, and student-learning outcomes.

Research indicated that UVU's existing advising mission and objectives maintain a solid commitment to justice, equity, diversity, and inclusion, though this specific language is not reflected in the statement. Advisors are empowered to be mentors, advocates, counselors, and teachers as they provide equitable experiences for all students. This is a significant focus for the university, and these standards are maintained for all departments on campus. This is the only item that directly informed the type of experience students should be having during their advising appointments. While advising units are committed to aiding students in their academic journey, this is not explicitly listed in the existing mission and vision statements.

Findings support the continuing need for continuity in advising across campus. There is no intentional action plan for advisors to follow, objectives to reach, or metrics to gauge performance. Implementing a mission will unify individual advising units, create consistency in advising across campus, and better inform students of the experience they are entitled to have at Utah Valley University.

Section 4: Recommendations

These recommendations must be focused on as the highest priority for the institutional work as they must be completed in order to insure that all other EAA Committee Recommendations are guided by clear institutional vision, mission, and outcomes.

1. The university should establish an Academic Advising Committee representing all colleges and be chaired by the Senior Director for Academic Advising to focus on the following recommendations. While the committee might include the Advising Directors from the Colleges, it should include front-line advisors from across the institution. **(High Priority)**. (1, 2, 4).
2. The university must develop a clear vision and mission statement for academic advising that considers the new structure for academic advising and clearly guides the focus of academic advising across all colleges. **(High Priority)**. The Academic Advising Committee should lead this development, but it should get broad input from the academic advising community on its drafts. **Committee suggests that teaching and learning and a stronger focus on student success and the student experience be clear in a new vision and mission.** (1)
3. The university must develop institutional-wide student-learning outcomes in conjunction with academic advising. Advisor outcomes should also be developed to ensure the university meets the vision and mission for academic advising **(High Priority)**. Colleges or Advising Units might add additional college or unit student-learning outcomes and advisor outcomes specific to the college or unit, but the university outcomes will be a focus for all colleges and units to assess. (4)
4. Each College or Advising Unit must develop their own academic advising vision and mission statement that connects clearly to the university advising vision and mission statement **(Medium – only because this cannot be done until the University Vision and Mission Statement have been finalized)**. (6)
5. Each College or Advising Unit must develop student learning outcomes and advisor outcomes that would be assessed along with the university outcomes **(Medium – only because this cannot be done until the University Vision and Mission Statements and Outcomes comes have been finalized)**. (6)

Section 5: Sources of Evidence

The most apparent source of evidence for this condition is the lack of a publicized mission of advising. Survey results indicated a lack of awareness of a mission. Research identified few advising units with their own mission and vision—specifically on a website or printed publication. As this information is not present, our evidence is condensed to the following links and statements, verifying the lack of documentation.

1. Existing vision (provided from original statement document)
 - a. The advising philosophy at UVU is to have a proactive, data-driven, technology-enhanced, caseload advising approach where advisors take ownership of holistic

student development and overall student success while providing students an equal, consistent, and quality experience.

2. Existing mission (provided from original statement document)
 - a. Advisors at Utah Valley University are professionals engaged in a 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 pursuit of individual, academic, and professional goals. In collaboration with the campus community, advisors apply a personalized, seamless, and intentional approach, through proactive, data-driven, and technology-enhanced practices.
3. Assessed and Reviewed for Relevance
 - a. The following documents serve as evidence for how often the advising vision and mission are assessed and updated. As mentioned previously, these documents were created in 2011 and 2018, respectively. Advising is briefly highlighted in UVU’s Vision 2030.
 - i. https://www.uvu.edu/president/docs/acuem_final.pdf
 - ii. <https://www.uvu.edu/visitors/history.html>
 - iii. [Vision 2030](#)
4. Support the development, review, and revision of student learning outcomes to ensure equitable advising experience for all students.
 - a. The links below reference various documents at UVU that connect specifically to diversity, equity, and inclusion. The university is extremely mindful of these initiatives and works to ensure students are having exceptional advising experiences, through the lens of DEI.
 - i. <https://www.uvu.edu/upe/planning/institutional.html>
 - ii. https://www.uvu.edu/aqa/essential_learning_outcomes/index.html
 - iii. <https://www.uvu.edu/aqa/studentlearning.html>
 - iv. <https://www.uvu.edu/inclusion/plan/>
5. Connect to program reviews for academic advising (assessment of student learning and development)
 - a. The majority of UVU’s academic departments do not maintain student-learning outcomes. The link below references a brief report from Institutional Research that discusses KPIs connected to academic advising.
 - i. https://uvu.edu/ir/docs/key_performance_indicators/academic_programs/academic_program_review_guide_06-12-20.pdf
 - ii. [Student Expectations](#)
6. Commitment Committee KPI B Unit Participation

College/School	Mission Statement	Available on Web	SLOS
Woobury School of Business	Yes, Advising Syllabus	Internal Only	Student Expectations

Engineering and Technology	Yes, Advising Syllabus	Internal Only	Student Expectations
Health and Public Service	No	No	No
College of Science	No	No	No
University Studies	Yes, Advising Syllabus	No	No
Humanities and Social Science	Yes, Advising Syllabus	No	No
School of the Arts	Yes, Advising Syllabus	No	No
School of Education	Yes, Advising Syllabus	No	No
First-Year Advising Center	Yes, Advising Syllabus	Yes	Yes

7. Mission Connection to Advising Programs

- a. The following pieces of evidence link advising to UVU's overarching mission and vision for the university. As with other forms of evidence, there is little information that establishes the direct connection from the university's broad mission, to advising, and to individual advising units.
 - i. <https://www.uvu.edu/advising/#about>
 - ii. <https://www.uvu.edu/advising/university/index.html>