



2021-2022
ANNUAL REPORT

Jayhawk Academic Advising

advising.ku.edu

Jayhawk Academic Advising empowers all students to take ownership of their education by providing personalized, comprehensive academic advising in a supportive environment.

KU Academic Success
academicsuccess.ku.edu

Jayhawk Academic Advising is the advising home for KU students, offering drop-in and appointment-based advising for undergraduate and select graduate students.

Throughout this report we will reference data from the Undergraduate Advising Center which provided most context for this annual report period.



BY THE NUMBERS

We ensure high quality academic advising through:

- Providing accurate and timely resources, materials and information.
- Providing a holistic, seamless student experience from the point of admission through graduation.
- Connecting students to academic advising early in their KU career with a proactive advising approach.
- Increasing student access to personalized support for all students, regardless of major.
- Mentoring students as they explore and clarify their values and their educational, career and life goals.
- Collaborating with students as they make meaning of their experiences, work to actualize their academic interests, and implement their educational plans.
- Providing a team of highly competent academic advisors through:
 - Coordinating staffing, onboarding, and training resulting in consistent, efficient practice.
 - Incorporating inclusive and socially just practices.
 - Providing career ladders, competitive salaries, and increased retention of student success professionals.

3,105
Advised Students

10.5
FTE

10,600
Appointments
Created

4,485
Drop-in Advising
Sessions

OUR SERVICES

Increasing our availability and array of services

Upon returning to in-person work in late spring of 2021, the Undergraduate Advising Center made the intentional decision to continue to provide students maximum choice of services and when and how they wanted to receive those services. Shifting from a Pre-COVID model that was predominantly schedule-based and in-person, and in which you could only utilize drop-in advising for a narrowed set of subjects, the 2021-22 UAC allowed students to meet with an advisor:

- with or without an appointment
- on any subject
- either in-person or virtual
- across the week



The service statistics for the Fall 2021 when compared to Fall 2019 show the results of this shift.

	Fall 2019	Fall 2021
Scheduled appointments	67%	53%
Drop-in appointments	33%	47%
In-person appointments	Nearly all	31%
Virtual appointments	(no mechanism for tracking)	69%

Our prior model assumed that some services need 30 minutes, while others need 60, and that some services can be handled in a drop-in, but others require an appointment. We learned however that:

- Student needs are not severable or predictable.
- All advising interactions are opportunities for the advisor to extend the service beyond whatever brought the student in.
- Advising is not always top-of-mind for students. We need to be ready to capitalize on the opportunity when it is.
- At the same time, many interactions do not take 60 (or even 30) minutes. We get a lot of capacity back when we offer more flexible services.

Our inclusive service approach also yielded a significant number of non-UAC students using our drop-in advising services. As a sampling, between January 18 and April 15, 30% of students supported in UAC drop-ins were non-UAC-assigned students. This reinforces the idea that not all advising needs are major-specific.

30%

of students supported in
UAC drop-ins were non-
UAC-assigned students

Availability of same-day service varies widely across advising units. When a student is turned away, they may miss a deadline, not connect with their assigned unit, or form a negative opinion about advising. We found in an overwhelming majority of cases, a UAC advisor able to help and meet the student's advising need. Moreover, advisors have the expertise to know when they can assist and when they need to refer to that student's assigned advising unit.

Increasing our drop-in availability has required our advisors to cover drop-in shifts and schedule-based appointments in a given day. We have also moved away from dedicating times of the advising calendar year to particular activities, such as offering only drop-ins for the first week of the semester, dedicated weeks two and three for satisfactory academic progress and academic standing action plans, and transfer orientation advising during dedicated days in April, June, and July, to a model of offering all services concurrently. Examples include:

- Through strategic and data-informed staffing, students have both drop-in and scheduled appointment options in the first week of class.
- We offer drop-in advising to current KU students during the advising afternoons of new student orientation.
- We help students to complete their required action plans for financial aid appeal or academic standing on a drop-in or scheduled basis.
- We now support transfer onboarding and enrollment throughout the academic year and summer.

EXPLORATORY PATHWAYS

Developed by the UAC in AY 2017-2018, the Exploratory Pathways program continues to grow. The inaugural Fall 2018 Pathways cohort consisted of 351 students. In Fall 2021, 447 new freshmen started at KU in one of the six Exploratory Pathways.

Pathways partnered with Admissions to provide tabling, group information sessions, and individual meeting opportunities throughout the fall and spring. Our sessions regularly had over 25 students in attendance plus their parents and guests. Often, we received immediate feedback regarding our approach to major and interest exploration, and it was overwhelmingly positive and enthusiastic. The individualized advising as well as the approach to schedule building with our curriculum guides seemed to be the key takeaways for folks which is amazing.

We connected with prospective Jayhawks during 20 events held throughout the academic year including Junior Days, Jayhawk Days (Senior Days), each Leadership Symposium, and Destination KU. Additionally, we offered bi-weekly Summerfield drop-ins for students and their families during high-traffic recruitment periods.

Though shifts in staffing impacted our ability to provide the full menu of Pathways features, one area that was not only maintained but enhanced was our virtual presence. Intentional social media content was designed by our Communications Coordinator to tell the story of exploration in bite sized pieces students could better consume. We've highlighted resources, courses, staff and student experiences in major decision making, and the ongoing commitment of the UAC to be the home for academic exploration. Additionally, we migrated our explore.ku.edu website to Sunflower and used this opportunity to streamline our messaging and services with a renewed focus on prospective students and first-year resources.



PRE-PROFESSIONAL ADVISING

Following the Fall 2019 semester, the UAC began sending “Alert” messages to students not on track to be admitted to undergraduate professional school programs. These messages reminded the students of admission standards and encouraged them to take advantage of academic resources or academic advising services to discuss other potential paths to achieve their academic and career goals.

Wanting to test the efficacy of these alerts, the UAC decided to send alerts to only half of the 202 Pre-Business students eligible to receive the alert for not currently meeting the 2.5 KU GPA required for admission to the School of Business. While it is early to assess these two groups, Fall 2019 data suggest that students are taking action.

- Approximately 2/3 of the students in the Fall 2019 cohort have since been admitted to the undergraduate professional school program they were pursuing or declared a different major.
 - 24% were admitted to their professional school
 - 42% declared another major
 - 34% still have their pre-professional code

681

of Alert Messages
to Students 21-22

2/3

Portion of F19 test-cohort
admitted after advising
intervention

Students who updated their majors to a program outside of the one they were pursuing when they received the Alert went on to find a wide variety of academic homes.

- A total of 169 different major combinations were represented.
- Students declared majors in fields both traditionally closely related to and not traditionally closely related to their first interest area.

TRANSFER STUDENTS

Prospective Transfer Students

Academic Advising partnered with Admissions and Academic Success to launch a refreshed onboarding and orientation experience. We were tasked with supporting the advising community's participation. This includes identifying their initial staffing models, using of JayhawkGPS for scheduling, HQ (both for enrollment support and meeting assistance), and providing training and updates as needed.

Current Transfer Students

Of the original Undergraduate Advising Center's 3,105 advisees, 711 students are transfer students. 478 students engaged with us (67.2%). Overall, 520 Transfer students were served during this reporting period.



CONDITIONAL ADMIT STUDENTS

Pilot program

In spring 2021, the UAC in partnership with Academic Programs and Experiential Learning developed a pilot program for conditionally admitted students consisting of two dedicated sections of UNIV 101. Thirty-four students were enrolled across two sections taught by their assigned UAC advisor. The goals for the UNIV 101 pilot course were:

- Increased and consistent interaction between student and advisor.
- Decreased barriers to student access of university resources.
- Increased student understanding of administrative systems.
- To build trust and connection between student and advisor.
- Achievement of goals through an intrusive advising approach.



Improved retention

- Retention of pilot students to second semester was 94.1% (32 of 34)
- Non-pilot conditional admit group: 83.5%
- Overall KU freshmen: 93.2%

Improved GPA

- First semester GPA of pilot students was 2.23
- Non-pilot was 2.04

In the spring semester, the strength of the advisor-student relationship established in that fall UNIV course continued to pay dividends. The students in this pilot scheduled appointments and complied with College requirements with greater frequency than the UAC population at-large.

The advisor contributed to Academic Programs and Experiential Learning's new iteration of an Enhanced Academic Skills and Support UNIV 101 for less academically prepared students for Fall 2022 by sharing insights, feedback, and lesson plans for the redesigned course.

TRAINING & PARTNERSHIPS

Training and professional development

Jayhawk Academic Advising continues to demonstrate its focus on ongoing training and professional development for its staff. During the reporting period, the UAC engaged in three full-day DEIB-focused trainings, looking at how to do impactful work at the individual, team, and institutional levels. In the AY 2021-22 the UAC also began to devote space in every staff meeting for that week's director of the day to lead an equity discussion on a topic/reading of their choosing.

We have also continued to use staff meeting as a training space.

Trainings were led by campus partners on the topics of:

- Major and career paths in Geography
- PathwaysU
- Updates and new offerings in the Design program
- Registrar's processes and FERPA
- Transfer admissions processes
- Health Education Resource Office
- School of Nursing
- TRIO
- Occupational Therapy at the KU Med Center
- The School of Journalism's new B.S.J. degree requirements
- Financial Aid and Satisfactory Academic Progress
- SAPEC and Emily Taylor Center



Collaboration with campus partners

Academic Advising continues to play a large role in the logistics and execution of orientation with our partners, Orientation and Transition Programs. Advising staff hold a role in:

- Training coordination and preparation for the KU advising community.
- Providing on-going informational support through the creation and revision of the Orientation Notebook in OneNote and Teams.
- Scheduling support through the creation of daily orientation rosters for all advising units.
- Enrollment support through Advising “Headquarters,” a central resource for enrollment permissions, questions, and troubleshooting.
- Staffing the advising help room throughout the orientation day for students and guests.
- Presenting as part of the orientation day program.
- Student traffic management, tracking arrivals and departures from advising locations through the creation of Microsoft Teams.
- Enrollment capacity advisement to advising units through enrollment tracking and projections.

Staffing changes within International Affairs led to the UAC offering greater support and coaching in 2021-2022, as the UAC helped new International Affairs colleagues to consider existing and new service delivery models and approaches.

The UAC training program continues to offer itself as a resource to the larger advising and campus community. During this reporting period, staff from TRIO, Academic Success, and the Honors program attended trainings facilitated by UAC staff.

The UAC provided instructors for LDST 301 and UNIV 101, further supporting first-year students in making a successful transition to the university.

UAC staff members contribute noteworthy service to the greater campus community as part of their memberships to various Academic Success committees, broader university groups, affinity councils, Staff Senate, and SCRT.



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