

Progress Report of the Academic Advising Task Force

May 10, 2001

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Background: 1997 - 2000

The last several years have been a period of growing demand for improvements in the academic services available to undergraduates at the University of Arizona. In reaffirming its commitment to undergraduate education, the University initiated a curricular evaluation which led to a number of programmatic changes, including the creation of a new General Education curriculum and a renewed look at the development and assessment of undergraduate writing skills.

Through all of this, it became increasingly apparent that one aspect of undergraduate education was not receiving sufficient attention—undergraduate academic advising. The critical point came with the distribution by Mike Gottfredson, then Vice President for Undergraduate Education, of his white paper, "Student Retention: A Culture of Responsibility." (September 1998, [URL Updated: June, 2010](#)). While only a small portion of this document is related to academic advising, it nonetheless initiated a chain of discussions in a variety of sectors of the campus community. Formal reports highlighting the problems with advising and proposing potential solutions to those problems were prepared by Associated Students of the University of Arizona (ASUA), the University Professional Advising Council (UPAC) and an ad hoc group of Academic Deans. Toward the end of the spring 2000 semester, the Undergraduate Council recommended that a Task Force be convened with the charge of improving academic advising. At the request of the provost, interim Vice President for Undergraduate Education Randall Richardson officially formed the Academic Advising Task Force (AATF) late in the fall 2000 semester, with co-chairs Roxie Catts (advisor), George Gehrels (faculty), and Ben Graff (ASUA President).

Academic Advising Task Force: December 11, 2000 to May 2001

The initial meeting of the AATF was held December 11, 2000, including multiple representatives from the student body, faculty, professional advisors, academic and student support units, and university administration. (The full list of members is included as an appendix.) Vice President Richardson addressed the group at this first meeting to personally communicate its charge. The full charge statement is attached as an appendix, but it is clear that a major theme for the AATF is to examine how improvements in academic advising can influence "student success," including but not restricted to student retention and persistence.

In order to deal with the rather extensive nature of the AATF charge, the Task Force made several critical decisions. First, it formed a number of subcommittees. Each subcommittee focused on one or two of the specific charge items. [\[1\]](#) (b) Retention and Undecided Students; (c) Transfer Students; (d) Specialized Advising (e.g., pre-health, pre-law); (e) the Inter-relationship of Academic Advising & Counseling; (f) Technology and Academic Advising. Individual Task Force members chose to participate in one or more of these subcommittees, and selected campus experts were invited to participate as ex officio members. The full AATF met once every three weeks, with the subcommittees meeting during the intermediate weeks. The subcommittee chairs also met on a regular basis to coordinate their parallel efforts and avoid duplication of effort. The Appendix contains the interim report of each subcommittee.

Second, the Task Force separated its work into two broad phases. Phase One, covering the spring and summer of 2001, would be devoted to determining the current state of academic advising on campus and identifying the strengths and weaknesses of the current academic advising system. This phase would examine what advising structures and practices are in place in the various colleges and units across campus and how well they seem to function to support student success. Phase Two, commencing at the start of the fall 2001 semester, would focus on defining a vision for academic advising at the University of Arizona and a list of actionable items designed to bring this vision into reality.

Summary of Concerns Uncovered in the Subcommittee Reports

In the course of working on their respective charges, the subcommittees have identified areas of concern that should be examined further, and as appropriate, solutions should be developed to address these concerns. The following represents a partial compilation of these concerns.

At the close of the spring semester, the AATF does not have sufficient background information to permit prioritization of the concerns identified, nor in most cases to confidently propose solutions. As additional data are obtained and Phase II of the process develops, we anticipate that some of the items listed will be viewed as urgent needs, while others may in fact no longer be recognized as serious concerns. The list presented below, then, is best considered preliminary and subject to modification.

Clarification of Rights, Roles and Responsibilities

- There is significant uncertainty and confusion regarding the similarities and differences among the roles of advisor, academic advisor, faculty advisor, professional advisor, counselor, mentor, and others. The campus has great need of a clear, agreed-upon definition of these roles, most notably academic advising, and a set of job descriptions for academic advisors, both faculty and professional.

Provision of Advising-Related Training

- In order to ensure that all advisors use correct and consistent information, and are able to perform their responsibilities well, academic advisors need to be adequately trained. Currently, no thorough or universal program of training is in place on campus.
- A system needs to be developed to provide advisors with appropriate training in the availability and use of technical resources.

Communication Among Advisors, Students and the Campus

- No accessible, complete, accurate, and up-to-date list of campus advisors exists. Such a list would be invaluable for enhancing the flow of information in a timely fashion among and to advisors.
- The university does not have a concise, well-organized web presence with respect to academic advising (including central access to information for students or an on-line "handbook" aimed at faculty and professional Advisors). The web is not interconnected in an effective way that would allow for updating in one part of the UA web to automatically update related information in other parts of the web. This leads to the UA web having contradictory information online.
- There is no system through which advisors can communicate with each other. UPAC serves some needs of professional advisors, but no structure exists for faculty advisors, or to connect faculty advisors with professional advisors.
- No resources are presently available to support UPAC, or to help develop advising resources on the web.
- We have not been able to identify any formal lines of communication (or policies) established between academic advising and academic counseling except in a few cases.
- There is no mechanism or process to access and utilize general information that advisors learn that is relevant to University and college policies and decisions.
- It is unclear how much or how often academic advisors refer students to various counseling services, and what kind of feedback they would like to have from the academic counselors.
- There does not seem to be a comprehensive list of the identified counseling areas for special populations that is readily available for academic advisors.
- Academic advisors may not be aware of the services that a student is receiving from a counselor, or what services are available from the different centers.

Delivery Models, Staffing, and Resources

- A thorough compilation of information concerning the differences in approaches to advising used between and within colleges is not currently available. Without this, no systematic assessment of best practices can be completed, and no recommendations can be made with respect to the delivery of academic advising campus wide or in specific units.
- In a number of departments or units, only a single advisor is available to serve more than 1000 students (including those in Art, Psychology, and University College). While an appropriate student-advisor ratio has not yet been determined, this number is unquestionably viewed as excessive. As a first step, the campus must determine appropriate target values for these ratios, recognizing that such ratios may depend upon the nature of the unit and mode by which advising is delivered.
- The university presents the message to incoming students that being undecided about a major is an appropriate status for many, but the university is unable to adequately provide services to the many students who accept the message.

- No mechanism for advisors to input information into COSMOS exists.
- There is no central person or office that looks after campus-wide advising issues (at least not in a proactive manner).
- There is no centralized facility or office that students can go to for advising issues. This does not presuppose that academic advising in general should necessarily follow the centralized model. Rather, an advising office in a physically convenient location might serve to refer students to the appropriate unit or college academic advising office, and answer some general questions on the spot. This could eliminate one source of much student confusion and frustration.
- The UA information system does not track who a student has seen for advising and when such contacts occurred. While advisors may each keep a record of student contacts, this information is often difficult or impossible to access and share.
- Advisors give little to no information to instructors that might assist them in helping individual students.
- While some advisors have up-to-date computers to quickly access Internet advising resources and to support appropriate software programs, some colleges/departments do not have the resources to provide adequately-configured computer to faculty and professional advisors in a timely manner.
- Customized systems and software programs do not exist, or are not widely used, that permit advisors to communicate with their students, schedule appointments, track students, monitor student progress, and document/report advising interactions in a consistent manner campus-wide.
- The Pre-Health Professions Program is viewed by many of its constituents as under-staffed and under-funded for its mission. The program is located within the Office of Academic Services (OAS) but is designed to serve students in all colleges, including those outside of those served by OAS. Further, the Pre-Health Professions advisor must handle general education advising for OAS in addition to the Pre-Health Professions responsibilities. These arrangements should be carefully assessed to determine whether they represent the most efficient ones possible given current resources, and whether new resources are warranted.

Data Needs

- While some data on student experiences with academic advising exist, the information is not detailed enough to provide a clear picture of what we do well and what we do poorly. Better data are needed, either from surveys, focus groups, or both.
- Relatively little data exists on the views of freshmen and transfer students toward advising during orientation or during the critical period encompassing the transition to university academic life.
- Little or no data exist on the perceptions and perspectives of advisors, including issues related to freshmen and transfer students.
- There is insufficient information regarding the applicability of course work to prospective out-of-state transfer students.

Emergent Actionable Items

Although the plan upon which the AATF is working does not call for the Task Force to reach conclusions or propose solutions until the fall and winter of 2001, several measures have emerged as requiring immediate attention. In order to understand how academic advising is delivered throughout the University, the AATF agreed that a clear and precise definition of academic advising was itself a necessary first step. The Task Force reached consensus on a definition and will use this definition as a foundation for the remainder of its work. The definition is found in the interim report of the first subcommittee (see Appendix).

It also became clear that insufficient information exists about the process of advising. Some colleges and units collect their own data to assess advising, but the results may not be comparable across units. What information does exist has been obtained from students at mid-career (immediately following the administration of the Upper Division Writing Proficiency Exam)-a single point in time and likely not the most appropriate time to survey student opinion. Worse still, there has been no uniform survey of advisors or administrators upon which to assess their attitudes, performance, or satisfaction. Therefore, the AATF decided to initiate a series of surveys and focus

groups to gauge the perspectives of students, advisors and administrators. Some of these activities will be one-time occurrences, while others may ultimately be proposed as repeatable instruments for ongoing assessment.

Two additional areas have been identified where improvements can be launched prior to the Task Force's completion of its charge. The first is to provide direct input to the COSMOS Advisory Committee in areas which are relevant to academic advising. The Task Force has already proposed this action. The second is to construct a comprehensive on-line advising handbook, with portions designed for direct benefit to students seeking information, and other portions devoted to the needs of academic advisors. Several subcommittees have uncovered excellent examples on the web sites of other universities that can serve as models for the construction of our own site.

Schedule for completion of charge Summer - Fall 2001

The Task Force has collected great deal of information while preparing this report. This information deals with the current state of advising at the University of Arizona and the delivery of advising services at other institutions. We recognize that additional work is required in order to make recommendations to the University on how advising services can be strengthened, thereby completing our initial charge. What follows is the overall schedule of activities covering Summer and Fall 2001, culminating in a final report of the AATF that incorporates a set of actionable recommendations.

One major hurdle facing the Task Force is to complete the process of surveying key campus populations on the topic of academic advising, including professional and faculty advisors, administrators, and students. In each case, the survey instrument must be finalized, disseminated to the relevant groups, compiled and analyzed. We anticipate that the survey of advisors will be completed during the spring and early summer semesters, that for administrators during the summer, and finally the student version early next fall semester. A separate advisory group was assembled to assist in developing and administering these surveys, including Elena Berman and Teri Nelson of Assessment and Enrollment Research.

Based upon the findings of the surveys and the information already gathered, the Task Force will develop a comprehensive plan of actionable proposals to resolve the problems uncovered and create strong and effective academic advising services at the University of Arizona. The plan will include but is not limited to:

1. A recommendation for a structure or set of structures for the delivery system of academic advising to University of Arizona undergraduate students, both within and across colleges.
2. The development of a Code of Responsibility that clearly defines areas of responsibility for good academic advising on the part of all stake holders, including students, advisors, faculty, counselors, and administrators.
3. A statement indicating the quantity and quality of academic advising services that should be guaranteed.
4. A recommendation that a more formal status be given to academic advisors within the domain of undergraduate education. Organizations such as UPAC (University Professional Advising Council) currently exist, but are not part of the University's organizational structure. Formalizing the relationship between advisors and other academic structures (such as the Undergraduate Council and the Office of Undergraduate Education) would permit advisors to be involved proactively rather than reactively in university decision making regarding academic policy, practice and procedure. Key ingredients in formalizing the status of academic advising include the creation of a Code of Ethics for academic advisors, an enumeration of the primary qualifications for being an academic advisor, the appropriate level and form of training required or recommended for all advisors, the range of appropriate compensation, and availability of opportunities for professional development and support.

[1] These include the Subcommittees on (a) Advising Definitions and Current Delivery Models;

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Appendix B

Academic Advising Task Force Charge Statement

The overarching goal of the Academic Advising Task Force is to improve student success. With the goal of student success as a focus, the task force will consider the following issues related to academic advising and provide a preliminary report to Randall Richardson, Interim Vice President of Undergraduate Education, at the end of the 2001 spring semester. A final white paper on academic advising along with actionable recommendations/items is due at the end of fall semester 2001.

1. Define academic advising. Determine what resources are currently allocated to academic advising. Review how the institution interfaces with academic advisors. Identify examples of best practices regardless of structure in and outside the UA. Needed both to define expectations and more easily reward outstanding performance.
2. Examine the role of academic advising in student retention. What is the current relationship? What should/could it be? The University loses about 23% of the freshman class at the end of its first year, at significant cost to the individuals and the institution.
3. Evaluate how academic advising works with the significant population of undecided students and how that affects the integration of new students into the UA community. Consider that recruitment and new student class sizes will increase.
4. Evaluate how academic advising works with the significant population of transfer students and how that affects the integration of transfer students into the UA community.
5. Review the current practices for serving students requiring specialized advising (i.e. pre-health, pre-law).
6. Determine how we can more effectively integrate the services provided by professional, faculty, and peer advisors.
7. Evaluate current advising models and delivery systems (i.e. centralized, decentralized, dual, etc.) In this context, consider the role of OAS from a university-wide perspective.
8. Identify how academic advising inter-relates with academic counseling provided for special populations (i.e. DRC, SALT, student athletes).
9. Identify and propose uses of technology in advising.

The task force should focus on available data and minimize surveying. Further, it should look beyond student satisfaction to student responsibility, recognizing that the institution cannot be all things to all people.

Appendix C

Subcommittee on Advising Definitions and Current Delivery Models

Charge

Define academic advising. Determine what resources are currently allocated to academic advising. Review how the institution interfaces with academic advisors. Identify examples of best practices, regardless of structure, inside and outside the UA. Needed both to define expectations and to more easily reward outstanding performance.

Determine how we can most effectively integrate the services provided by professional, faculty and peer advisors.

Evaluate current advising models and delivery systems (i.e. centralized, decentralized, dual, etc.). In this context, consider the role of OAS from a university-wide perspective.

Committee Members

Sarah Becker (Student), Roxie Catts (Department of Microbiology and Cellular Biology), Sandy Garber, Chair (College of Education), Ben Graff (Student), R. Scott Johnson (Office of Academic Services), Joe Lindley (Freshmen Year Center), Paul Melendez (Eller College of Business and Public Administration), Jim Shockey (College of Social and Behavioral Sciences), Karen Weaver-Sommers (Department of Psychology), Tricia Williams (Student)

Background

This subcommittee began its task by breaking the charge into manageable pieces, and proceeded by interviewing college representatives about resources and advising models. After meeting with several colleges, we re-assessed our task and decided that we should begin with the advising definition. We completed a web search of 17 peer institutions, specifically searching for information on academic advising that was linked to their individual home page. We read the University of Arizona's correspondence on academic advising, focusing particularly on communications between ASUA, University Professional Advising Council (UPAC), and the Office of Undergraduate Education. Other sources of information we accessed were the NACADA web site (a national organization of academic advisors), the definition of advising used in the Office of Academic Services (OAS), and the publication *Academic Advising: A Comprehensive Handbook*. We printed much of this information, distributed it to the group, and began to write the definition. After much work, the subcommittee submitted a draft definition to the full Task Force on March 22. Several further iterations followed, leading to the formal acceptance of a definition of academic advising on May 1st, 2001.

Academic Advising Definition

Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities. Although many individuals on campus, including academic advisors, may assist the student in making decisions and accomplishing goals, **the academic advisor is granted formal authority by an academic unit (college, school, department) to approve the student's academic program of study and assist the student in progressing toward the appropriate degree.** Effective academic advising also helps the student utilize the extensive network of academic support services available on campus, and empowers the student to realize the full undergraduate experience at the University of Arizona. To achieve this end requires the ongoing involvement of the student, one or more academic advisors, and the institution. Each of these has unique roles and responsibilities.

The provision of distinguished educational programs and support services is central to the mission of the University of Arizona. Essential to this objective is the availability and delivery of quality academic advising that enhances the undergraduate experience for all students at the University. Regarding academic advising, the University's role is to:

- foster a campus community that promotes student success,
- provide the resources and professional development necessary for exemplary academic advising,
- seek input from advisors and students when considering and implementing policy and curricular changes, and recognize the value of excellence in academic advising,

Academic advisors provide academic assistance and individualized attention to promote each student's success at the University of Arizona. An academic advisor can share knowledge, experience and insight that is beneficial to the student. The advisor's role is to help the student evaluate and realize educational and career options. This requires the advisor to:

- approve the student's academic program of study,
- provide accurate and consistent information,
- clarify program requirements, policies and procedures,
- assist the student in identifying appropriate institutional resources,
- facilitate relationships between the student and other individuals on campus who may provide assistance, and
- uphold the academic standards of the institution.

A key tenet of academic advising is that each student is responsible for his or her own decisions. Academic advisors exist because students require information and assistance to navigate the University system and to make appropriate decisions. The student's role is to explore academic, career and personal goals. This requires the student to:

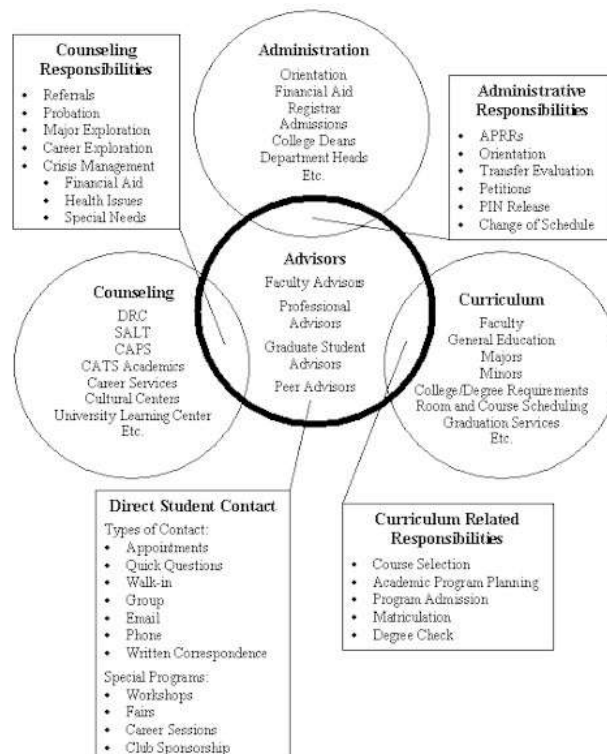
- seek advising from appropriate advisors at appropriate times,
- learn academic program requirements,
- utilize available resources, including those that are web-based, to monitor academic progress, and
- take responsibility for actions and decisions that affect academic progress.

Additional Subcommittee Efforts

Early on in this process, the subcommittee took on the task of developing an interview survey to gather information on: 1) current resources related to advising (financial, human, time, space); 2) methods of interfacing between advisors and the institution; 3) best practices; and 4) advising models and systems. Over time, the problem of insufficient data on current campus activities regarding academic advising was taken up by the full Task Force. At present, efforts are being planned to survey administrators (as initiated in this subcommittee) as well as students and advisors.

We note that in the process of researching peer institutions, several examples were found of Academic Advising Manuals that could be accessed by students or other constituencies from their respective university home pages. One of the best examples of this resource is the Michigan State University Advisor's Manual. We encouraged the Task Force to seriously consider recommending that the University develop and maintain an Advisor's Manual that is similar to MSU's.

Academic Advising as a Collaborative Relationship



Appendix D

Subcommittee on Retention and Undecided Students

Subcommittee Members:

Sarah Becker (Student), Elena Berman (Enrollment and Assessment Research), Anne De Luca (Office of Admission and New Student Enrollment), Lisa Kreamer (Department of Art), Joe Lindley (Freshmen Year Center), Ray Quintero (Student), John Schwarz (Department of Political Science), Jim Shockey (College of Social and Behavioral Sciences, Lynne Tronsdal Chair (University College), Tricia Williams (Student)

Charge Statements:

(#2) Examine the role of academic advising in student retention. What is the current relationship? What should/could it be? The University loses about 23% of the freshman class at the end of its first year, at significant cost to the individuals and the institution.

(#3) Evaluate how academic advising works with the significant population of undecided students and how that affects the integration of new students into the UA community. Consider that recruitment and new student class sizes will increase.

A. Student Retention and Academic Advising

Student retention has become an issue of particular concern at the University of Arizona (UA), especially with respect to students in their first year on campus. It received public attention recently following publication of the U.S. News and World Report *2001 College Guide*, which concluded that the UA maintained a retention rate that was lower than nearly all comparable institutions (77%, relative to the lowest reported rate of 72%). In a report released several years earlier (*Student Retention: Toward a Culture of Responsibility*, September 1998), the University of Arizona identified two sets of factors as primary contributors to students leaving the university prior to graduation: poor academic preparation and a low level of social and academic connection to the campus.

While these conclusions were based on data collected from "leavers" and "stayers" at the UA, they are completely consistent with the conclusions reached in the national literature on retention and persistence (Cabrera, et al., 1993; Comarow, 2000; Elkins, et al., 2000; Tinto, 1993, 1999). Numerous theoretical frameworks have been proposed in this literature, any of which could be used to guide our task of relating academic advising to student retention. We selected a study by De Luca (1998) to provide our focus, in part because it subsumes many of the frameworks proposed by others, and because it conceives of the environment as containing multiple levels of influence (e.g., individuals, classrooms, institutions). **Specifically, student retention is determined by the interactions among four components** (De Luca, 1998):

- a) student characteristics,
- b) institutional characteristics,
- c) academic good practices, and
- d) student service good practices.

Academic advising is rarely proposed as a major theoretical cause of student retention, yet it is clear that advising may have a significant relationship to each of the factors mentioned in DeLuca's framework. In some cases, academic advising is impacted by the proposed components. For example, the UA advising community cannot influence the lack of academic preparation evident in many incoming students, but it must be prepared to deal with the accompanying problems experienced both by students and the institution. Nor is it likely that advisors can directly alter the relevant characteristics of the institution or significantly impact the way students and faculty interact in the classroom, although they must work within the context defined by the institution and its constituent parts.

Still, it is conceivable that advising can have a more direct influence on retention. Academic advisors can serve as a critical connection between students and the campus community-including its faculty, its culture, its academic rules, and the resources available for students to use. What is needed is a more precise understanding of the ways in which advising can impact or mediate the central components of student retention (as noted above). Based on a comprehensive analysis, De Luca (1998) arrived at a list of 'good practices' related to academic advising.

1. There should be collaboration between faculty and academic professionals.
2. Students should work with the same advisor throughout their careers.
3. Advising should be available at non-traditional times and in non-traditional formats.

4. Students should receive clear and consistent communication regarding the expectations for their success.
5. Advising staff should have backgrounds and experiences similar to those they advise.

This list should be viewed as a starting point for our local analysis. As this Task Force completes its local environmental scan of academic advising, the relevance of the list of good practices should be carefully considered. Should the approach described here be adopted, the list of good practices would be revised, keeping in mind the definition of advising adopted by the Task Force. Each of the identified practices would then be analyzed for its relationship to the four factors related to student retention (i.e, student and institutional characteristics, and good practices in academics and student services).

B. Undecided Students and Academic Advising

Who Are the Undecided Students?

Gordon (1995, p. x) defines an undecided student as one who is "unwilling, unable, or unready to make educational or vocational decisions." Most obviously this includes those who have yet to declare a major, and who are designated at the University of Arizona as having "No Major Selected" or NMS. Their numbers are significant, with over 3300 listed as NMS in the fall semester of 2000.

As critical as this population may be in terms of its size and behavior, the true number of undecided students is likely to be much higher. Gordon's definition does not equate "undecided" with "undeclared." Many students may in reality be undecided about their intended major, but for one reason or another have officially declared a major. Others may be quite certain about their intentions, but be left without a major due to failure to meet entrance requirements defined by that major or college, or reluctance to make an official commitment until it is absolutely necessary.

In discussing these issues, the subcommittee recognizes that students are labeled undecided for a variety of reasons, and are currently in many different situations, making it unreasonable to speak as if all undecided students are alike. To account for such differences, the subcommittee attempted to categorize the various types of undecided students specific to our campus context. The subcommittee developed the following list:

1. NMS within University College
2. NMS in another academic college
3. Students listed as Pre-Education, Pre-Nursing & Pre-Pharmacy
4. Students with a declared major but intend to change
5. Students with a declared major that have unrealistic expectations of obtaining upper-division standing
6. Excluded students (those who have been denied entry into the college or major of their choice)
7. Students who declare a major prematurely because of general education constraints
8. Undeclared but know direction and waiting to meet minimum qualifications
9. Undeclared but know direction and are waiting until they are required to commit.

In order to assess the validity of this initial classification, the subcommittee reviewed a different classification scheme in the published literature on undecided students. The categories suggested by Gordon (1998) are:

1. Very decided (feel good about themselves; make good decisions; believe they have control over their lives)
2. Somewhat decided (some doubts, and lower levels of self-clarity)
3. Unstable decided (lack confidence in performance; high goal instability; ambivalence over choices; do not believe in seeking advice when a decision is made)
4. Tentatively undecided (high self-esteem; perceive no barriers to achieving their goals; confident decisions will be made when the time is right)
5. Developmentally undecided (dealing with normal developmental tasks related to major and career choice; need more information about themselves and career options; may be competent in multiple areas)
6. Seriously undecided (low vocational identity, self-clarity, and self-esteem; limited occupational knowledge; looking for perfect choice of major)

7. Chronically indecisive (excessive anxiety; distressed and unclear about career options; dependent on others' assistance and approval when making decisions)

Both schemes share a set of common dimensions: whether or not the student has selected a major, and the degree of certainty in this decision. Gordon's classification follows directly from the perspective of developmental advising, which was not factored into our locally-based classification. The committee has not as yet discussed the possible advantages in attempting to reconcile the two schemes.

What is being done to help undecided students?

The overwhelming majority of those identified as No Major Selected reside in University College, and the bulk of those are freshmen. As a result, two of the primary locations for providing support and assistance to undecided students are administratively housed within that college: the Freshmen Year Center and the Advising Center for Exploratory Students (A.C.E.S.). The latter is perhaps most critical, given its mission statement:

"A.C.E.S. provides peer and professional advising for the major exploration process to all UofA students who are undecided or unsure about their major."

The following information was provided for the Academic Advising Task Force by Diana Wilson, Coordinator of A.C.E.S..

Organization and Structure:

The Advising Center for Exploratory Students is currently comprised of one full-time Coordinator, 12 peer advisors and one graduate student in Higher Education who is working at A.C.E.S. for her internship (5 hours/week). It is currently housed within the Freshman Year Center, although it serves all students who are unsure or undecided about their major.

Two peers serve as Peer Coordinators (approx. 10-12 hours/week) and assist with training, office duties, staff meetings and student outreach. The Peer Advisors work 5 hours per week. They receive 2 units of LRC 393 credit in the fall and \$6.00/hour pay in the spring semester. Prior to the 2000-2001 school year, peer advisors received internship credit both in the fall and spring.

Peer Advisors also serve as mentors in the spring semester (Peer Encouragement Program-PEP) to students on academic probation in University College. They meet with each student, one-on-one, weekly throughout the semester to provide support, encouragement, major exploration and appropriate referrals for tutoring and academic counseling. Nineteen students were served in spring 2000 and 25 are currently being served in spring 2001.

A.C.E.S. is responsible for coordinating the annual Meet Your Major Fair, held in September or October, and invites all academic departments to a four-hour event where advisors and department representatives are available to answer students' questions and provide information in an open and relaxed environment.

Number of Students Served:

In fiscal year 1999-2000

907 student appointments were seen for major exploration
1033 students heard presentations or attended workshops about major exploration
1000 approximately attended the Meet Your Major Fair in September
500+ phone calls were made to undecided students in University College
129 students attended Pizza with a Professional

June 2000-December 2000

640 student appointments or contracts were seen for major exploration
1000 approximately attended the Meet Your Major Fair in September, with a second fair in March
460 outreach phone calls were made to undecided students in University College

What institutional messages present problems for the Undecided student and those charged with their advising?

Currently, institutional messages to students concerning being declared vs undecided are:

- for many students it is beneficial to be undecided about a major; in fact, the University maintains a college in which students can remain officially undecided for up to two years (a 56 unit deadline is enforced for declaring a major).
- we have a general education program that was meant to be flexible enough to handle late decisions about a major.

The reality around those issues is:

- there is only one advisor for every 1000 known undecided students, which makes it nearly impossible to provide the kind of service required for proper major exploration.
- with language, math and science requirements now tied to a major, it is actually more difficult to be undecided and fulfill general education requirements than before 1998 when the new general education was adopted.
- University College has no dean representation at budget and academic decision policy occasions.

Another issue that needs to be addressed is the training necessary to be an effective advisor for an undecided student whether the student is officially undeclared or in one of the earlier described categories of 'undecidedness'. It is hoped that the results of the advisor survey will reveal the current level of service as well as the desired level of service for all students whenever they experience indecision regarding their educational goals.

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Appendix E

Subcommittee on Transfer Student Advising

Committee Members:

Tom Willard (Undergraduate Education), Bill Fee (Transfer Curriculum and Articulation), Matt Mars (Eller College of Business and Public Administration), Julie Newman (Office of Academic Services), Karen Weaver-Sommers (Department of Psychology), Bill Matter (Agriculture and Life Sciences), Bryan Tinlin (Curriculum and Registration), Laura Kenbeek (Student), Alyssa Forceheimes (Student) and Ann Huber, Chair (Transfer Center)

Charge Statement:

Evaluate how academic advising works with the significant population of transfer students and how that affects the integration of transfer students into the UA community.

The subcommittee divided into two components: to evaluate academic advising with respect to transfer students at the UA, and

to determine how advising influences the integration of transfer students into campus life

Issues and concerns raised early in the discussions included:

- How to define the transfer student?
- How to define student success?
- What constitutes "integration" into the university community?
- Does good academic advising equate with academic success?
- Does academic success equate with good academic advising?
- Does the profile for the transfer student who graduates, provide the roadmap to determine a prescription for academic success of transfer students?

Our first step was to collect information from peer institutions to learn more about what they are doing. Although information was collected, discussing and synthesizing this information was put on hold to accomplish the following: 1) define "transfer student", 2) provide questions for the advising surveys being developed by the AATF, 3) develop interview questions for our academic colleagues to determine how transfer students access advising on the campus, and 4) conduct the interviews.

First, for the purposes of the committee we defined a transfer student as:

"Anyone who has, or anticipates having, transfer credit, regardless of when the credit is taken (e.g. during high school or after high school graduation). This includes new students prior to enrolling, continuing students, swirling students and returning students."

This was presented to the Advising Task Force, which recommended that we also address the following: consideration of the transfer student as well as the transfer of credit; transferability vs. applicability of credit; accuracy of transcript evaluations; reintegration of students returning from a Study Abroad experience, in particular the process of applying credit toward their degree; and finally applying transfer credit toward more than one UA degree (as students change majors).

After reconsideration we determined that, for the purposes of this subcommittee we should actually not redefine transfer student, rather address the processes surrounding those students who have or anticipate having, transfer credit, regardless of when the credit is taken. This should include new students prior to enrolling (both freshmen and transfer students, as defined by the Arizona Board of Regents), continuing students and returning students.

Second, time was spent developing and reconstructing questions for the advisor's survey.

Third, the sub-committee developed a set of questions to ask various colleges and departments to determine how students with transfer credit access advising at the UA. A web search for each college and an "interview" of colleagues ensued. The type of information we hoped to capture includes:

- When does a student with transfer credit see a UA advisor, and is that connection being made at the "appropriate" time?

- Are those UA advisors who work with students with transfer credit the first UA advising contact of prospective UA students? If not, should they be?
- What role does the Office of Admissions play, and at what point in the student's academic advising process?
- Can students enter a specific program or major directly as a transfer student, and is there a separate application process?
- Are in-state transfer students treated differently than out-of-state transfer students regarding access to advisors and/or programs?
- What visibility do the colleges have with the Arizona community colleges and their students?
- Is Orientation the best time to begin work with the student with transfer credit?
- Can we identify the principal contact for students with transfer credit interested in specific academic areas?

The information collected provided some insight regarding the mechanics of how advising occurs/can occur on campus for transfer students and/or students with transfer credit. Additionally, we know that some colleges /departments prefer to see students earlier in the transfer process than others. What is not addressed is how students with transfer credit are actually utilizing the advising community on campus, and at what stage of the transfer process are they being used. Further, our interviews could not address the level of student satisfaction with advising at the UA, or how the process contributes to student integration into the campus community. Student focus groups and a survey should help us better understand these issues.

Since academic advising is decentralized institutionally, each division has its own model regarding advisor access for students. Among the most important advising models, by college, are centralized, decentralized, faculty, full-time professional, and combinations of the aforementioned. Regardless of the model, it seems that access to advising for transfer students is generally the same as continuing students.

Further, where as we might assume that many "traditional" freshmen have their first UA advising experience at Orientation (this could be confirmed in the student survey), students with transfer credit access advising in several different ways, and at several different points throughout the transfer process.

The integration of students into the campus community can only be explored through student feedback. Our sub-committee would like to learn from them:

- When in the transfer process did the student begin speaking with a UA advisor?
- Who was their first UA advising contact?
- Was the UA web site useful in:
 - determining how to access advising;
 - answering specific advising questions;
 - understanding the various advising resources;
 - determining how and when to access the various institutional advising resources?
- How long did it take to contact an advisor?
- Was the information received clear and consistent?
- How long did it take to have adjustments made to the SAPR?
- Did the adjustments to the SAPR make sense?
- How easy was it to apply transfer credit to a new program of study?
- What is the transfer student satisfaction level with their advising prior to their first semester at the UA?
- Do Arizona residents perceive that the New Statewide Transfer Model works?
- How well informed are students with transfer credit about who to contact regarding specific academic issues?

Additional concerns that we would like to continue to address during the spring and fall terms include:

- Evaluate the processes of transferring credit from: study abroad experiences, Advanced Placement exams, International Baccalaureate exams and CLEP exams.
- Establish more effective advertising/marketing strategies to highlight UA's presence in Arizona community colleges.
- Collect all available relevant data that exists regarding transfer student's experiences/satisfaction.
- Determine how DARS (DA and TA) and COSMOS will facilitate the smooth transfer of credit and credit evaluation processes for transfer and native students.
- Determine how transfer students most effectively "integrate" into the campus community. What elements are needed, in the Orientation process and/or through individual academic units, for this "integration" to occur?
- Collect substantive data via focus groups and a survey to determine student utilization of, attitudes toward and satisfaction with academic advising.
- Determine the best time for student with transfer credit to see an advisor, and recommend how to communicate that to students.
- Evaluate best practices from peer institutions regarding the academic advising of transfer students.

The committee supports a student survey that addresses much of the same information being collected from the advising community. This is the best way to determine if student and advisor assumptions regarding the effectiveness and access of advising coincide. Along with this, it is important to have New Student Orientation, college/department orientations and general information campus visits defined. There seems to be confusion regarding these activities and if they are part of a survey, it is important that the student understands the distinctions between these terms.

We have posed more questions than answers. The student survey and focus groups will facilitate our ability to better understand how advising works from the student perspective, and how that assists their transition into the University of Arizona community.

Appendix F

Subcommittee For Specialized Advising: Pre-Health And Pre-Law

Charge

Review the current practices for serving students requiring specialized advising (pre-health, pre-law).

Committee members

Roxie Catts (Molecular and Cellular Biology), Jan Decker, Chair (Veterinary Science and Microbiology), R. Scott Johnson (Office of Academic Services), Gale Manke (College of Nursing), Tricia Williams (Pre-Law student)

The subcommittee thanks Nancy Stiller, Pre-Health Advisor, and Verlaine Walker, Pre-Law Advisor, for providing information about their current services.

Why Pre-Health Professions and Pre-Law Advising?

The committee limited its focus from the beginning to pre-health professions and pre-law advising. Specialized advising services for students identifying themselves as pre-health professions and pre-law:

- involve both academic advising and career counseling,
- serve students in multiple but not all majors and in multiple colleges, and
- serve students before, throughout, and beyond their undergraduate years.

In these respects, the advising required is different from that which is provided by individual units or for limited periods (i.e., the Freshman Year Center).

Pre-Health Advising

Mission Statement

The pre-health program's mission statement is presented on the web site <http://w3fp.arizona.edu/prehlth>, as follows: The mission of the Pre-health Professions Advising Office is to provide advising services to students, alumni, and prospective students preparing for a career in the health professions.

Students interested specifically in medicine, including physician assistant programs, dentistry, optometry, podiatry, or osteopathic medicine are encouraged to use the following services of the Pre-health Professions Program:

- academic advising, including assistance with course selection and choosing a major/minor,
- a resource room containing information about health related careers, professional school programs, and admissions criteria,
- career counseling, including assistance determining academic and career options, and
- a centralized disbursement service for letters of recommendation.

Students interested in health education, medical technology, nursing, pharmacy, or physiology are welcome to use the Pre-Health Professions Advising Office's resource room and career counseling services. These students should contact the College of Public Health, the School of Health Professions, the College of Nursing, or the College of Pharmacy for academic advising.

Program Structure

The Pre-Health Professions Program is housed in the Office of Academic Services (OAS), 347 Modern Languages Building, part of University College. The program is staffed with one Pre-health Professions Advisor (classified staff, pay grade 24 of 42 pay grades, university title: pre-professional advisor) and an administrative assistant (pay grade 21) shared with the Pre-Law program. The facility includes two offices and a resource room for students.

Program Overview

Students who specify one of the career options listed in the mission statement above can declare any major in which they have an interest. They work with their major advisor on course selection in their major. The Pre-Health Professions advisor provides professional school preparation advising to all these students, regardless of major.

Those whose major is in one of the four colleges served by OAS (Science, Social and Behavioral Sciences, Humanities, and University College) receive both general education advising and professional school preparation

advising from the Pre-Health Professions advisor. Students whose major is not in one of these colleges receive general education advising from their college.

Specific responsibilities of the Pre-Health Advisor

- Provide one-on-one professional school preparation advising and career counseling.
- Plan and present workshops and programs on application procedures and health careers, including, for example, a general information session, a two hour workshop on professional school applications, and a full day Health Professions Fair involving approximately forty professional schools from around the country.
- Coordinate the mailing of confidential recommendation letters for about 300 students per year.
- Recruit, train and supervise pre-health peer advisors.
- Develop pre-health professions literature (brochure) and web site.
- Coordinate Pre-health professions Advisory Committee (10 faculty and staff members).
- Make presentations at University recruitment and orientation programs.
- Advise students served by OAS on general education requirements.
- Audit Senior degree Checks, evaluate transcripts, advise students with petitions.
- Serve at the OAS Quick Question Counter for three hours/week.
- Prepare yearly statistical reports on professional school admission.

Number of Students Participating in the Pre-Health Professions Program

- The University of Arizona Admissions office reports that about 20% of the entering class each year express an interest in the health professions.
- On average, the Pre-Health Professions Advisor meets with 20 students per week in one-on-one advising appointments, responds to 10-15 student email advising questions per day, and answers about 5-10 student telephone questions per day.
- About 25 students attend each Pre-Health Professions general Information Sessions held every other week throughout the semester.
- About 100 students attend each Summer Orientation Pre-Health Professions presentation.
- About 300 students per academic year apply to health professional schools and use the letter of recommendation service.
- The Pre-Health Professions advisor also responds regularly to prospective student's questions about professional school admissions and academic requirements.

Comments Received From Other Units

Gale Manke polled several other units regarding their relationship with the Pre-Health Professions Program (responses attached). Respondents expressed satisfaction with the services provided by the Pre-Health Professions Program for their students or prospective students, even though they view the program as under-staffed and under-funded for its mission. Respondents also questioned the location in OAS of a program designed to serve students in Colleges outside of those served by OAS and the requirement for the Pre-Health Professions advisor to handle general education advising for OAS.

Pre-Law Advising

Mission Statement

The mission of the Pre-Law Program is to assist and support students, prospective students, and alumni interested in attending law school from the beginning exploration of their options through the law school admission process.

Program Structure

The Pre-Law Program is housed in the Office of Academic Services (OAS), 347 Modern Languages Building, part of University College. The program is staffed with 0.5 FTE Pre-Law Advisor and an administrative assistant shared with the Pre-Health Professions Program. The facility includes two offices and a resource room for students.

Pre-Law Advisor Responsibilities

- Provide law school admission criteria.
- Advise on academic curriculum.
- Obtain and disseminate up-to-date materials and information.
- Complete the Dean's recommendation forms.
- Train and monitor the peer advisors.
- Coordinate the Pre-Law Advisory Council (PLAC).
- Supervise the annual Law Fair.
- Represent UA to the Western Association of Pre-Law Advisors (WAPLA)s
- Advise Phi Alpha delta (PAD), a pre-law student organization.
- Explore options in law-related careers.

The delivery system for advising is half-hour appointments, walk-ins for quick questions/concerns (10-15 minutes), phone calls, and email.

Activities Within the Pre-Law program

The pre-law program encompasses many activities which support our UA students through their undergraduate studies and strengthens their candidacy for law school.

- The pre-Law Advisory Council (PLAC). PLAC is comprised of faculty and staff who have either attended law school, teach law-related courses, and/or are connected to a law school. These members are willing to share their expertise and experience by meeting with and mentoring our pre-law students.
- Peer advisors. These students are usually juniors and seniors who participate in the pre-law program, maintain a high GPA, have leadership roles on campus, and relate well to their peers. They volunteer and average of three hours each week to the program in the Pre-Law Resource Room and, when needed, speak at orientations and other campus recruiting activities.
- Pre-Law Resource Room. This room, housed within OAS, provides hands-on information for our pre-lawyers. Law school catalogs, LSAT/LSDAS information and registration booklets, handouts on pre-law and campus activities, peer advisors, reference materials, and a computer with Internet access are some of the resources available in this room.
- Listserv and web site. The pre-Law Program has a listserv which is open to anyone interested in receiving news and updates about law school admissions. A web site is also accessible which provides links to all available law schools along with other pertinent information: <http://w3.arizona.edu/~prelaw/>. The webmaster is a pre-law student who volunteers his time to the program.
- Law Fair. This is an annual event sponsored by Phi Alpha Delta (the pre-law fraternity) and OAS. For the past 16 years, representatives from law schools across the country have come to our campus on a designated day to provide information about their schools to our students. Over 100 law schools participated in this student-run event last year; over 350 of our students attended.

Statistics

According to the registrar's statistics, there are approximately 1180 students who have declared an interest in pre-law. This number, however, is not constant as students change their minds about pursuing a law career as they go through their undergraduate programs.

The Law School Admission Council (LSAC) provides pre-Law Advisor Action Reports annually based on the previous year's law school applications. The 1998-99 LSAC reports lists the following data for UA students:

Total number in LSDAS system	467
Total number of applicants	349
Total number of applications to law school	1889

Average applications per applicant	5.41
Number accepted to one or more law schools	266
Average number of admissions per applicant	2.29

LSAC also includes an Applicant Report and a Law School Report which are confidential documents and contain information only on those applicants (50-60%) who have agreed to release their individually identifiable information to their pre-law advisor.

At this time the statistics of the OAS do not reflect an accurate number for pre-law advising. However, the advisor and the Director of Systems Support from the First year Center are working on developing a computer program that will allow the pre-professions programs to track students throughout their undergraduate careers.

Summary and Suggestions for Enrichment of Specialized Advising

The subcommittee continues to work on finding comparable data from peer institutions, and to develop a set of recommendations based on its findings.

Appendix G

Subcommittee on the Inter-relationship of Academic Advising & Academic Counseling

Charge Statement:

Identify how academic advising inter-relates with academic counseling provided for special populations (i.e.. DRC, Multi-cultural Centers, SALT, Student-Athletes, International, and Honors)

Sub-Committee Members:

Kathleen Gabriel, Chair (CATS Academics), Socorro Carrizosa Vasques (Chicano/Hispano Affairs), David Corsi (Disability Resource Center), Adele Kelch (Office of Curriculum and Registration), Linda Clay (SALT), Dale LaFleur (International Student Affairs), Nancy Frazier (University Learning Center), Travis Scheffler (Eller College of Business and Public Administration)

Academic advising and academic counseling overlap in several areas; however, while many academic advisors also conduct counseling activities in addition to academic advising, academic counselors do not have signature authority and do not sign off on academic advising documents. Yet, academic counselors may contribute to retention by supporting academic advisors and helping educate individual students on how to navigate through the University of Arizona. The various ways that academic counselors inter-relate with advisors include (but are not limited to) the following activities:

- assist students in connecting to the academic community (i.e. identify and connect academic advisors for general education requirements with advisors for major, participate with faculty-student interaction)
- assist students in finding and/or establishing smaller populations with whom they can interact (i.e. have special orientations, provide study areas, learning workshops, tutoring services, host community building activities)
- assist students in finding resources to enhance their educational experience that are specific to individual needs (i.e. dorm or housing issues, money concerns, life skills, time management)
- provide students with referrals to academic as well as specialized services (i.e. Counseling And Psychological Services, University Learning Center, Freshmen Year Center, Cultural Centers, TRIO, faculty advisors, tutoring, career services)
- assist students in identifying their strengths and weakness (i.e. balancing academic schedule, examining difference among various majors, referrals to workshops on study strategies)
- assume advocate roles for individual students and special populations to ensure that their needs are being addressed (i.e. represent student voice at a special committee or Task Force, direct intervention when appropriate)
- provide students with information about specific requirements unique to their special population (i.e. NCAA requirements for student-athletes, immigration requirements for international sponsored students)
- clarify policies and procedures that students can use to their advantage (assistance with additional explanation on how to use SAPR's, GRO's, withdrawals, add/drop, services for individuals with a disability).

Academic counseling services are provided by several different centers on campus for targeted populations. They include the following:

1. African American Student Affairs
2. Asian Pacific American Cultural/Resource Center
3. C.A.T.S. Academic Services for Student-Athletes
4. Chicanco-Hispano Student Affairs
5. Department of Multi-Cultural Program and Services
6. Disability Resource Center

7. Honors College
8. International Student Programs and Services
9. Native American Student Affairs
10. Strategic Alternative Learning Techniques (SALT)--fee based

In addition to the centers for targeted populations, there are three centers that serve the general student body. They include the following:

1. Advising Center for Exploratory Students (ACES)
2. Freshmen Year Center (FYC)
3. University Learning Center

Currently, we have not been able to identify any formal lines of communication (or policies) established between academic advising and academic counseling except in a few cases. Also, it is unclear how much or how often academic advisors refer students to such services, and what kind of feedback they would like to have from the academic counselors. In addition, there does not seem to be a comprehensive list of the identified counseling areas for special populations that is readily available for academic advisors. Thus, academic advisors may not be aware of the services that the a student is receiving from a counselor, or what services are available from the different centers.

Appendix H

Subcommittee on Technology and Academic Advising

Objectives:

The primary objectives of this subcommittee are to (1) evaluate how technology is currently used by advisors on campus, and (2) identify and develop ways that technology can be used to better serve the needs of advisors in the future.

Subcommittee members:

Brett Bendickson (CCIT), Liz Bustamante (Office of the Registrar), George Gehrels, Chair (Department of Geosciences), Ben Graff (ASUA), Patti King (Office of the Registrar), Deb Kruse (Freshman Year Center), Lisa Kreamer (Department of Art), Celeste Pardee (Office of the Registrar), Ray Quintero (ASUA), Stacey Sakaguchi (Business and Public Administration), Bryan Tinlin (Office of the Registrar)

Main activities and products:

Committee efforts have focused on five main activities, each of which is described in the following sections:

- Compilation of a list of the various ways that technology is currently used by academic advisors on campus.
- Compilation of a list of ways that technology could be used to better support advisors in the future.
- Development of a survey to investigate the nature of data base systems that have been developed within departments/colleges to support advising.
- Development of additional advising resources on the web, with links from the UA home page.
- Establish a "Committee to Aid in the Development of Advising Functionality within COSMOS Technology".

Plans for continued work:

The subcommittee recognizes a clear need to continue to develop technology resources for advisors. It is not yet clear whether this should be done through this subcommittee or through the COSMOS advisory committee. Following are three identified needs for future work:

- Evaluate advisor needs for hardware and software, and support for maintenance.
- Evaluate how technology training should be provided to advisors.
- Recommendation that any central advising group established on campus should be able to deal with technology issues.

Technology Currently Used in Advising

- SIS (Student Information System) - the primary database that stores student data; access granted to UA employees only on an as needed basis; the Office of Curriculum & Registration produces and distributes reports each term using SIS data; additional reports may be requested by submitting a request to Mary Salgado (Curr. & Reg., Admin 313; Fax 621-3665; or msalgado@u.arizona.edu)
- UIS (University Information System: SIS data downloaded to UIS nightly; UIS has restricted access; once access is granted, depts. can write queries to extract desired data)
- UAInfo (UA Information system) - the main UA web site provides a wide variety of information and links to other UA-related web sites.
- Student Link - web based system for students, requires login and PIN (personal identification number) to access information including:
 - Academic Program Requirements Report (APRR)
 - Academic Progress Report (SAPR)
 - Academic Year (from SAPR)
 - Attempted Units (from Class Schedule)
 - Books (same as Booklist)
 - Career Category (from Academic Profile)
 - Catalog Year (from SAPR)
 - Charges - Applied (from Account Balance)
 - Class Date/Time (from Class Schedule)
 - Class Locations (from Class Schedule)

- ▢ Class Schedule (from Class Schedule)
- ▢ Class Standing (from Academic Profile)
- ▢ Classes - Registered for (from Class Schedule)
- ▢ College (from Academic Profile)
- ▢ Credit Hours (same as Units Earned)
- ▢ Classification - Current (from Academic Profile)
- ▢ Degree Candidacy Term (from Cumulative Profile)
- ▢ Degree Major (from SAPR)
- ▢ Degree Minor (from SAPR)
- ▢ Degree - Pursuing (from SAPR)
- ▢ Degrees Received (from Cumulative Profile)
- ▢ Directory Information (Privacy Restrictions)
- ▢ Education Tax Credit (from Tax Information)
- ▢ Financial Aid Description (from Financial Information/Financial Aid)
- ▢ Financial Aid Offered (from Financial Information/Financial Aid)
- ▢ Financial Aid Total (from Financial Information/Financial Aid)
- ▢ GPA - Cumulative (from Cumulative Profile & Grades)
- ▢ GPA - Semester (from Grades)
- ▢ Grade Point Average - Cumulative (from Cumulative Profile & Grades)
- ▢ Grade Point Average - Semester (from Grades)
- ▢ Graduation - Summary of credits earned (from SAPR)
- ▢ Graduation - Credit requirements (from SAPR)
- ▢ Information Release Setting (Privacy Restrictions)
- ▢ IRS Form 1098-T (from Tax Information)
- ▢ IRS Form W-9S (from Tax Information)
- ▢ Major (from Academic Profile)
- ▢ Map of Class Locations (from Class Schedule)
- ▢ On Course (from SAPR)
- ▢ Payments - Made (from Account Balance)
- ▢ Personal Information - Restricting (from Privacy Restrictions)
- ▢ Phonebook (same as Electronic Directory)
- ▢ Placement Exams
- ▢ Program Requirements (APRR)
- ▢ Progress Report (SAPR)
- ▢ Quality Points - Semester (from Grades)
- ▢ Quality Units - Semester (from Grades)
- ▢ Registered Classes (from Class Schedule)
- ▢ Residency Status (from Academic Profile)
- ▢ Schedule (from Class Schedule)
- ▢ Semester GPA (from Grades)
- ▢ Student Academic Progress Report (SAPR)
- ▢ Student Rights and Responsibilities (from Privacy Restrictions)
- ▢ Tax Payer Relief Act (from Tax Information)
- ▢ Textbooks - Estimated Cost (from Booklist)
- ▢ Textbooks - Required (from Booklist)
- ▢ Transfer Units - Cumulative (from Cumulative Profile)
- ▢ UDWPE
- ▢ Units - Cumulative Quality Points (from Cumulative Profile)
- ▢ Units - Cumulative Transfer (from Cumulative Profile)
- ▢ Units - Cumulative U of A Quality (from Cumulative Profile)
- ▢ Units Attempted - Semester (from Grades)
- ▢ Units Earned - Cumulative (from Cumulative Profile)
- ▢ Units Earned - Semester (from Grades)
- ▢ Units Required (from SAPR)
- ▢ Web Registration

- Advisor Link - a web-based system for faculty and professional advisors; requires login and password to access individual and/or bulk SAPRs for students' primary and secondary degree programs, what-if SAPRs, and SAPRs linked to online Schedule of Classes. Access to most information available in Student Link, select reports and important links to web information for advisors will be added to Advisor Link soon.
- On Course - computerized degree audit system that produces APRRs and SAPRs:
 - APRRs (Academic Program Requirements Reports) - outlines the degree requirements for each undergraduate major and/or catalog available at the UA
 - SAPRs (Student Academic Progress Reports) - reflects the courses a student has taken that satisfy degree requirements, courses/requirements yet to be fulfilled to complete degree requirements, and additional courses that have not been applied toward the degree program
 - What-if SAPRs enable a student to "shop" for a major by auditing course work the student has completed against the requirements for any undergraduate major/catalog offered at the UA
 - SAPRs linked to online Schedule of Classes - enables students and advisors to identify which outstanding courses are offered in the current or future semester
- UA Catalog - the UA's official source of academic information including: Academic Calendar, Academic Policies, College Information, Course Descriptions, Department Information, Faculty Members, General Education & Foundations, Major/Degree Requirements (APRRs), Minor Requirements.
- Schedule of Classes - web-based information for semester course offerings; courses may be queried by semester, department, specific course and/or available sections only.
- Course Query Wizard - locates available, required classes that mesh with a student's schedule. Does the work of finding a course that meets only at certain times and creates a list of classes that don't conflict with classes a student for which a student is already registered.
- Web Registration - web-based application that enables students to drop and/or add classes within allowable registration timeframes; this is not a planning tool. Access via Student Link for students who do not have holds that would prevent them from registering for classes.
- RSVP (Registration System Via Phone) - enables students to drop and/or add classes within allowable registration timeframes via the telephone, obtain grade information, account balance information and pay fees. Access restricted to students with SIDs & PINs who do not have holds that would prevent them from registering for classes.
- UA Phonebook - web-based access to search the University of Arizona's phonebook directory for UA students, faculty & staff information. Students may withhold all or portions of their directory information. Advanced search capability allows users to search by first name, last name, nickname, email address, office phone number, and/or department.
- CAS (Course Applicability System) - provides information on courses, course equivalencies, and program requirements at a CAS institution to anyone who accesses a CAS website. For students who become a "CAS Member," CAS provides information on how their specific coursework will transfer and apply towards a degree at a CAS institution.
 - Course Equivalency Guides (online) - enables students to determine if courses offered at AZ community colleges have direct equivalents at the UA, and, if not, whether the course would be given general elective credit or departmental elective credit, or is not transferable to the UA. This system does not provide information about the applicability of this course to specific degree requirements at the UA.
 - Transfer Guides (online) - enables AZ community college students who are planning to transfer to the UA to identify those courses appropriate to the academic program they plan to pursue at the UA.
- Faculty Research & Scholarship Database - search by name or topic to identify faculty expertise. Query results include name, title, departmental affiliation, contact information, research activities, international experience and languages.
- Shadow systems - systems used to supplement university level systems, automated and/or manual, and used to track or maintain data on students, programs, etc. (e.g., BPA's appointment scheduler/advising notes system)
- Career Services - online information available to students, faculty and advisors includes:
 - A Six Step Approach to Career Planning

- ▢ Campus Interviewing Program (see Transitions Program)
- ▢ Candidate Referrals (educators)
- ▢ Resume Referrals (non-educators)
- ▢ Career/Academic Plan, Developing a
- ▢ Career Counseling
- ▢ Career-Related Experience
- ▢ Career Resources on the Web
- ▢ Career Search
- ▢ Career Fairs
- ▢ Career Discovery Days
- ▢ Career Information Center (CIC)
- ▢ Company Information List
- ▢ Salary Information on the Web
- ▢ Labor Market Information
- ▢ CatTraks
- ▢ Connections: Career-Related Experience
- ▢ Employer Web Sites
- ▢ Interview Information
- ▢ Interviewing Skills Guidelines
- ▢ Job Search (Self-Directed)
- ▢ Recruiting News
- ▢ Resume Checks
- ▢ Resume Referrals (non-educators)
- ▢ Candidate Referrals (educators)
- ▢ Resume and Letter Writing
- ▢ Self Directed Career Planning
- ▢ Self Directed Job Search Strategies and Resources
- ▢ Strong Interest Inventory
- ▢ Students with Disabilities, Services for
- ▢ UA Alumni Career Connections
- ▢ What Can I Do With This Major/Degree?
- ▢ Workshops
- Online student surveys

How Technology Might be Used to Improve Advising in the Future

- Online interactive forms with electronic signature and routing capability - application for degree candidacy, transfer credit appeal, change in academic program (college, major, option, minor, catalog), GRO, change of registration/schedule (drop/adds), etc
- Ability to create plan for course completion based on student's outstanding requirements - combines information from SAPR and schedule of classes to create a degree completion plan.
- Automated notifications to students with links to online, interactive forms, etc. - e.g., register for UDWPE, declare a major, etc.
- Full capabilities of the CAS (see CAS description above)
- Online appointment scheduling for any advisor on campus
- Online advisor notations with capability to share within specified groups (include preadmission info)
- Pre-registration schedule planner w/memory
- Web request for broader variety of unique reports - e.g., identify students in major with GPA of 3.5 as candidates for departmental scholarships
- Advanced registration controls - restrict registration in course to students who have met pre-identified criteria
- Curricular projections for coming semesters for long-range planning - e.g., number of students in major who need to complete a specified course in the major
- Database to relate student to advisor(s) - provide information about which advisor(s) a student should be seeing for specific areas of the students academic program. E.g., general education advisor info, major advisor info, minor advisor info, etc.

- Link events to students - e.g., students has reached an identified threshold and must declare a major
- online preregistration booklist
- web registration ability to notify a student when s/he is attempting to register for a duplicate course (i.e., a course that is not repeatable for credit)
- advising portals - need more information to determine how this could support advising

Summary of Advising Technology Survey Results

On February 22, 2001, members of UPAC, CCASA, UA Network Administrators and the UA Courses listserves were sent the following survey:

Other than university-wide resources such as UAInfo, the online catalog, SIS and SAPRs/APRRs, do you or anyone else in your unit use a manual or computerized record keeping system related to advising?

If so, please tell us about the system, the benefits of using the system, and what software and hardware are required. If you use more than one record keeping system, please provide information for each system.

Your response:

Which of the following best describes your role in advising?

I am a professional advisor

I am a faculty advisor

I provide administrative support to professional and/or faculty advisors

I provide technical support to professional and/or faculty advisors

Other, please explain briefly:"

A total of 65 responses were received: 25 faculty advisors, 21 professional advisors, 9 people who provide administrative support to advisors, 4 people who provide technical support to advisors, 1 graduate student advisor, 1 associate dean, 1 assistant dean, 1 athletic director, 1 assistant director, and 1 disability specialist. The respondents represent 32 departments in 10 colleges, and 8 units that provide either advising services or support advising on campus.

The most common response to the survey was that advisors need the ability to query student data in order to be able to create customized reports in a timely manner. Forty-five respondents indicated that they are currently keeping databases to track student data. The majority of the respondents maintaining these databases are manually extracting data from SIS and keying it into the database they maintain. Data specifically noted includes:

- § academic status
- admissions & matriculation data
- advanced standing status
- awards
- classifications
- degree expected terms
- GPAs
- honors
- majors and second majors roster for primary and secondary degrees
- minors and second minors roster for primary and secondary degrees
- new student recruitment data
- number of years to complete degree
- residency status
- student addresses
- student email addresses
- student telephone numbers
- undecided students roster (for recruiting purposes)
- units completed

The reasons cited for requiring the ability to query the data noted above include the ability to:

- identify students who meet scholarship criteria
- create statistical reports

- track alumni data
- track course substitution petitions
- relate/match students to advisors
- project course offerings
- report undergraduate student assessment
- create retention statistics
- track students who are now inactive in a major/minor

Less often mentioned, but still ranking high as advising tools were the following:

- Online advising appointment scheduler with ability to document activities and interactions with students: appointment date, type of interaction (in-office visit, email or phone contact), name, details (notes, follow-up activities, recommendations to students, actions taken, contact info).
- Online notations that can be shared inter- and intradepartmentally with appropriate people
- Data that can be merged with a variety of documents such as reminders, notifications, etc.
- Course schedule planner with memory
- Online advisors' manual
- Ability to track student participation in clubs and honorary groups

Systems currently in use to track student data for advising-related purposes:

- ESIS - College of Engineering system provides web-based access to canned queries; SQL database uses data extracted from UIS.
- Web advising report system - Freshman Year Center
- Web appointment scheduler and advising notations system - Eller College
- Web bulletin board to publicize scholarship opportunities, speakers, events, etc. - Women's Studies

Software currently in use to query student data:

- Access
- Brio Query
- Excel
- FileMaker Pro (Mac)
- Panorama (Mac)
- SQL

Conclusions based on Survey Results

It is apparent that while there is a great deal of valuable data available in the current Student Information System (SIS), advisors are not able to readily extract data to create reports, identify students who may qualify for scholarship opportunities, and merge data with other documents/systems for the purpose of communicating with current and former students. Informing the advising community that SIS data are available in UIS, providing training to enable advisors to query UIS data, and providing information about the ability to request SIS reports from the Office of Curriculum & Registration are just a few of the areas that should be addressed immediately in order to maximize the usefulness of existing SIS/UIS data for advisors.

Survey responses also clearly indicate that advisors feel an advisor scheduling and notations system that would be available to all advisors on campus would be advantageous. Members of the Technology Subcommittee attended a demonstration of Eller College's advisor scheduling and notations system and also discussed a similar system currently in development in the Freshman Year Center. Additional investigation of similar systems should be conducted on a larger scale to evaluate the features of various systems and, ultimately, to make a recommendation to implement an advisor scheduling and notations system at the UA.

Finally, while the preliminary work done by the Technology Subcommittee is a good beginning in understanding the technological needs of advisors and how COSMOS might be developed to help support advising, there is still much work to be done in this area over the next two years. The Technology Subcommittee and members of the

COSMOS-SSS Implementation Team are working together to create an advising committee that will be charged with enhancing communication between advisors on campus and COSMOS members, and aiding in the development of advising functionality within COSMOS. It is anticipated that the committee will begin work early this summer.

Development of Additional Advising Resources on the Web

Brett Bendickson has recently initiated a program to enhance the advising resources available on the UA web system. The overall plan is to develop a central site where students, faculty, advisors, and visitors can find basic information about advising on campus. This site would have links to many other sites, including "Student Link" and "Advisor Link". Student Link already has a tremendous amount of information that can be used in academic advising. Brett is attempting to develop many of the same resources in Advisor Link, and to also provide advisors with much of the information that is currently accessed by advisors through SIS/UIS. The latter would only be available through restricted access. Critical to the success of this program is the availability of support to develop and maintain this information resource.

Establish a "Committee to Aid in the Development of Advising Functionality within COSMOS Technology"

The Technology Subcommittee of the Academic Advising Task Force proposes that a committee be established to enhance communication between advisors on campus and the COSMOS Implementation Team. The main objective of the committee would be to ensure that there is a sufficient level of advising functionality designed into the new system to provide academic advisors with the information they need for their various advising activities. Expectations of the committee would be guided by the availability of resources. Because of the development schedule for COSMOS, this committee should be established and functional by the end of Spring Semester, 2001.

We suggest that this committee consist largely of academic advisors, and that these advisors represent all of the main colleges and advising models on campus. The committee would have two co-chairs, one familiar with technical aspects of COSMOS and one familiar with the needs of advisors. Advisors for specific student groups (e.g., athletes) and advising support personnel (e.g., counselors) would preferably be at the subcommittee level.

The role and function of this committee were presented to advisors on campus during two open meetings on 3 May, 2001 (at 10:30-11:30 AM and 3:30-4:30 PM in CESL 102). Together with Judy Mobasseri and Mike Alcorn of COSMOS, we:

- Provided an update on the COSMOS Advisor Module,
- Described the main activities and objectives of the COSMOS advising committee, and
- Encouraged advisors to volunteer to serve on the committee.

Advisors interested in serving on the committee were asked to express their willingness to serve to their Dean, who would make a recommendation to our subcommittee. Final selection will be made by the AATF Technology Subcommittee with input from both the AATF and the COSMOS Implementation Team.

Preferred representation, by college, would be as follows:

- (1) Advising Center for Exploratory Students (ACES)
- (2) Agriculture and Life Sciences
- (3) Architecture, Planning and Landscape Architecture, Nursing, and Pharmacy
- (4) Arizona International College
- (5) Business and Public Administration
- (6) Education
- (7) Engineering and Mines (1 advising coordinator, 1 faculty advisor)
- (8) Family and Consumer Resources
- (9) Fine Arts (1 advising coordinator, 1 faculty advisor)
- (10) Freshman Year Center
- (11) Health Professions and Public Health
- (12) Honors College
- (13) Humanities
- (14) Science (1 professional advisor, 1 faculty advisor)
- (15) Social and Behavioral Sciences (1 professional advisor, 1 graduate student advisor, 1 faculty advisor)
- (16) University College

- (17) University South Campus
- (18) Extended University - Evening & Weekend Programs
- (19) Admissions Transfer Center

Total committee members = 24 (but note that most work would be conducted in smaller subcommittees or working groups).