

UNDERGRADUATE ACADEMIC ADVISING TASK FORCE REPORT – IMPLEMENTATION PLAN

January 2011

Initiative	Actions To Date	Assigned To	Timeline and Resources	Status
Communication				
<p>Establish New Undergraduate Academic Advising Council (UAAC), sponsored by AVCUE, using template of ABA structure as model.</p> <p><u>Rationale:</u> Enhanced communication will be facilitated by creating a group that meets regularly to exchange information, discuss a broad range of issues affecting academic advising, provide opportunities for professional development, share best practices, and solve problems, and includes all academic advisors and key affiliates across the continuum of student academic advising services.</p>	<p>Develop statement of purpose. Develop membership and affiliates roster, meeting schedule. Establish committee structure and charges: Committee on Committees (seated), Agenda Committee (seated), Training & Professional Development Committee (in recruitment), Electronic Information Committee (in recruitment), Website/Roster Committee (in recruitment). Provide committee orientation (met with Committee on Committees and Agenda Committees to explain responsibilities and need for collaboration with AVCUE/AASC. Develop proposed annual schedule – Agenda Committee has prepared a draft including topics recommended by the UAAC at its first meeting. Establish a Steering Committee.</p>	<p>AASC/AVCUE Staff</p>	<p>Full Schedule for AY 2010-11 in place; agenda and meeting logistics the responsibility of AA Steering Committee, AVCUE office and Agenda Committee. Requires continued oversight and collaboration with AASC/AVCUE Staff.</p>	<p>Completed. First meeting held on 11/02/10, and scheduled 1st Tuesdays at 8-930a monthly thereafter for the academic year (or as modified by AVCUE). Agendas will track to Council’s purpose and should not be so crowded as to preclude real discussion within the group and between the group and invited speakers. Registrar, CEP, AES are key partners; Council should consider allocating time at each meeting to hear from at least one of these partners.</p>
<p>Launch a UAAC website. <u>Rationale:</u> A central repository of information provides members easy access and develops a sense of community. Roster of members is essential for maintaining updated membership and visibility. Also, committee charges and membership allow focus and feedback.</p>	<p>UAAC website established, complete with Roster, Meeting dates/Agendas, Committee charges and membership, and Resources tabs. Affiliated units solicited for representatives 11/30/10.</p>	<p>AASC/AVCUE Staff in collaboration with Website/Roster Committee</p>	<p>Fall Quarter 2010. Ongoing maintenance requires some staff time.</p>	<p>Completed. New Website/Roster Committee will assist AASC/AVCUE staff with administration and maintenance. Need to populate Resources section with tools, information that would be useful for UAAC members. Consider addition of other features such as News/Updates in future.</p>

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<p>Create a One-Stop Virtual Center for Academic Advising to provide students with a centralized outline with links to other advising sites at UCSD.</p> <p><u>Rationale:</u> Students are unsure about where to start to get their basic academic advising questions answered. A single site listing basic academic advising categories like majors, transfer admission planner, graduation, academic success, GEs, academic policies, etc., which link to related resources in the colleges, TritonLink, etc. is an effective tool used by many other universities to provide advising assistance.</p>	<p>Research other university sites for suitable templates. Encourage a sub-committee of the UAAC Electronic Information Committee to develop this for current and potential UCSD students. Solicit student input. Develop a mock-up site for review.</p>	<p>UAAC Committee on Electronic Information under oversight of AVCUE Staff.</p>	<p>Fall Quarter 2011. Requires programming staff time.</p>	<p>In Process. Preliminary discussions with key affiliates and advisors suggest this would be useful. Aspects of various other sites, SDSU and Colorado State in particular, could be adapted to UCSD. Met with technical support staff to discuss feasibility. A significant discussion centered on the question of whether this approach would work well given the need to provide different content for prospective and current students. The primary concern is that some functionality in TritonLink, DARS, etc. is not available (appropriately so) to prospective students. This issue is not insurmountable and thus should be further explored more fully within the Electronic Information Committee and with pertinent stakeholders. It would be particularly important to include the student perspective in any overhaul.</p>
<p>Make 4 yr plans/GE Information (by college) available for both prospective and current students.</p> <p><u>Rationale:</u> Currently, 4 yr plans are only available through college web sites to current students. This information is critical to both prospective and current students as they explore available UCSD majors and plan academic careers.</p>	<p>Discuss with Academic Business Administrators the importance of developing and posting plans. Develop a mock up of a possible approach that provides some guidance without being so detailed that maintenance due to curricular changes is burdensome.</p>	<p>UAAC Electronic Information Committee under oversight of AVCUE Staff.</p>	<p>Fall Quarter 2011. Requires departmental staff time to develop content and programming staff time.</p>	<p>Pending. College advisors are very supportive. Students confirm that they consider major academic plans when making SIR decisions and after enrollment. Some academic departments are resistant to providing these plans. Further review of benefit/feasibility issues should occur within the UAAC Electronic Information Committee in conjunction with key content providers.</p>
<p>Develop Undeclared-Areas of Interest codes.</p> <p><u>Rationale:</u> Entering students unable to decide on a specific major could explore general areas of interest while allowing students to take the proper prerequisites for a group of majors. Goal is to reduce changes in majors and improve enrollment planning for service courses. Could result in workload reduction for</p>	<p>Discuss concept with Registrar and IT staff.</p>	<p>UAAC Electronic Information Committee under oversight of AVCUE/AASC and in partnership with Registrar.</p>	<p>Unknown.</p>	<p>Pending. Further review of concept with UAAC and campus community is needed. Undeclared-Areas of Interest codes are used successfully at University of Arizona and Colorado State and may serve as templates for development at UCSD.</p>

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advising staff and help students find a major they're interested in at an earlier stage in their academic career.				
Technology				
<i>Expand the use of the Virtual Advising Center (VAC).</i> <u>Rationale:</u> The VAC provides the opportunity for students and advisors to communicate at a time that's convenient for them and provides a record of student-advisor communications.	Discuss need with academic departments and programs. Discuss implementation with College IT Director.	AVCUE Staff	Programming time for upfront expansion and ongoing maintenance.	In Process. Pilot program with academic departments has been successful and rollout is underway with a few departments at a time. College advisors have been instrumental in providing appropriate training to departmental colleagues. The Council of Provosts has provided some funds to assist with expansion. The SVCAA should consider an infusion of one-time staff resources to speed implementation campus wide.
<i>Expand the development and use of the Instructional Management System (IMS).</i> <u>Rationale:</u> Class scheduling and other curriculum management functions are labor intensive. Automating would free up staff resources that could be devoted to other departmental needs.	Promote the adoption of the IMS across academic departments.	SVCAA Application Development Group.	Ongoing. Programming staff time.	In Process. The SVCAA AD Group and Economics have partnered to market the IMS application to other departments, ensure system adoption, and provide training. Plan is to bring on departments as they show interest. SVCAA has committed funds to ensure modifications that would allow multiple departments to use the system, and is willing to cost share with departments if additional enhancements are required.
Training/Development				
<i>Professionalize advising staff.</i> <u>Rationale:</u> Advising should be recognized as a set of skills and knowledge that is respected as a professional career goal.	Review UCR academic advisor series for applicability at UCSD. Explore growth opportunities for advising corps.	AVCUE Staff/SVCAA HR/ Training & Development Committee.	Ongoing.	Pending. Review of UCR series completed; SVCAA HR has determined UCR's academic advisor series is local to UCR. UCSD is considering adopting the UCB Compass classification system which includes new student academic advisor titles which could incorporate skills/knowledge of UCR Academic Advisor series. A move in this direction would reinforce the sense of fraternity that appears to be lacking within this administrative group. The Training &

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				Development Committee should be tasked to explore, both internally and with professional associations like NACADA and NASPA, developmental activities: Organizing a speaker series on various topics of interest to advisors; panels that tackle issues (e.g., non-traditional students' needs); webinars (in lieu of conference travel) like the recent one on psychological disabilities; mentor programs, etc., are ideas that have been discussed.
<p><i>Invest in Academic Advisors Training Certificate Program (AATCP).</i> <u>Rationale:</u> Ongoing opportunities for advising staff to develop and expand their skill-set and knowledge base will serve the campus and our students well.</p>	Discuss with program developers and Staff Education & Development what is required to make this program available again.	AASC/Training & Professional Development Committee.	Spring 2011. Requires commitment of UAAC volunteers to develop and teach courses.	Pending. This certificate program was developed by college advisors over a 2 year period to provide an opportunity to upgrade skills of advisors and has been welcomed by both college and departmental advisors. The program has not yet been fully implemented because: a) there is an insufficient number of instructors to teach, and b) not all courses have been developed. Constrained resources will continue to be an issue so creative approaches are needed (e.g., train-the-trainer or team teaching). Issue is a top priority and should be referred to UAAC Training & Professional Development Committee, working in partnership with original developers and Staff Education as consultants.
<p><i>Develop a Web-Based Tutorial on "Tools for Academic Advising."</i> <u>Rationale:</u> This is a relatively inexpensive way to provide advisors with a basic overview of available resources they need to access to be able to do their jobs effectively.</p>	Discuss feasibility with Staff Education & Development.	AASC/Training & Professional Development Committee.	Spring 2011. Staff Education & Development staff time to present content appropriately and a modest vendor fee related to creating the application.	Pending. A variety of factors including staff turnover, disparate staffing levels, and staff with responsibilities other than advising, contribute to some advisors not being aware of or experts on available resources, particularly those in ISIS, DARS, and VAC. Staff Education is excited about working together on this assignment. Issue is a high priority and should be referred to Training & Professional Development Committee to create a subcommittee to meet with Staff Ed and develop next steps.

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Workload Best Practices				
<p><i>Survey Student Academic Advising Inquiry to all UC campus Undergraduate Advisor Administrators.</i></p> <p><u>Rationale:</u> Constrained financial and human resources require a hard look at how advising services are delivered. Other UC campuses have similar challenges and may have developed useful solutions.</p>	Request made 8/24/10.	AASC.		<p>Completed. Received input from UCD, UCI, UCLA, UCR, UCSB, and UCSC. It was instructive to learn that each campus faces similar challenges. Some best practices were identified and should be explored further for applicability at UCSD: For example, UCLA depends heavily on student help-- Academic mentors (grad students) deal with GE program planning, choosing a major, and preparing for graduate/professional schools and trained peer counselors deal with questions about policies, deadlines, petitions/forms, referrals, etc. freeing advisors to focus on graduation requirements, academic probation, complex program planning, and other difficult issues. They have been able to reduce staff costs by one third. And, UC Davis reports that student surveys suggest that the value of web pages for advising information is diminishing as students' use of smart phones and social media increases. All survey responses are stored on the AAIT Sharepoint Site.</p>

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<p><i>Survey advisors on the best ways to streamline the advising workload.</i> <u>Rationale:</u> Define obstacles and explore best practices in use.</p>	<p>Develop and administer survey to current advisors in colleges and departments.</p>	<p>AASC.</p>	<p>October 2010</p>	<p>Completed. Survey administered and results posted on the UAAC Website. In addition to training and communication issues addressed above, survey responses highlighted some important issues that require additional follow up by UAAC.</p>
<p>Curriculum</p>				
<p><i>Streamline general education and major requirements.</i> <u>Rationale:</u> Curriculum offerings put pressure on the advising function and thus should be considered as other improvements are made.</p>	<p>AVCUE to discuss with Vice Chairs, Deans, Provosts, etc.</p>	<p>AVCUE.</p>	<p>Ongoing.</p>	<p>Ongoing. The SVCAA and AVCUE should continue to encourage academic departments to consider certain curricular reforms that would cut petitions and paperwork, make it easier for students to graduate on time, and allow them to follow their developing interests as individual intellectual development dictates.</p>