REPORT OF THE UNDERGRADUATE ACADEMIC ADVISING TASK FORCE

February 5, 2010

The Undergraduate Academic Advising Task Force was charged by Senior Vice Chancellor for Academic Affairs Paul Drake on November, 13, 2009 with:

1. Identifying best advising practices on this and other campuses that we might promulgate;
2. Looking for ways to coordinate, streamline, and even consolidate the advising efforts of the departments, programs, and colleges;
3. Investigating ways that technology can be used to create efficiencies in the service of undergraduate advising; and
4. Proposing non-essential services that may be discontinued without increasing the time to degree for students.

The Task Force was co-chaired by Susan Smith (Provost of Muir College) and Sarah Schneewind (History Vice-Chair for Undergraduate Education) and included Dana Brehm (Manager, Student and Instructional Services, Division of Biological Sciences), Mirasol Española (Dean of Academic Advising, Revelle College), Shannon Goodison (Student Affairs Officer, Department of Sociology), Clare Harrington (Assistant Dean of Academic Advising, Eleanor Roosevelt College), Nieves Rankin (MSO, Department of Economics), and two student representatives appointed by the Associated Students, Andrew Ang and Tammy Wang (both Revelle College). Staff assistance was provided by Bobb Barile (Director for Staff/HR, Academic Affairs).

The Task Force met almost weekly from December 2, 2009, to January 28, 2010. Task Force members also met with or sought advice by email from undergraduate department/program/division advisors, department MSOs, college advisors, divisional Assistant Deans, the Vice-Chairs for Undergraduate Education, University Registrar Bill Haid, Director of Admissions Mae Brown, Provosts' Information Technology Support Group (PITSG) Director Jonathan Whitman, the Associated Students and the student councils of each college, advisors in the International Center and Career Services Center, and the Academic Integrity Coordinator.

I. INTRODUCTION

UCSD is a large University with complex requirements for graduation. Its world-class faculty relies on experienced, professional academic advisors as partners in steering students efficiently through degree programs while helping them develop their intellectual interests in preparation for success in a wide variety of careers in a changing world. Moreover, as a public university, UCSD's mission includes educating first-generation college students from disadvantaged backgrounds. To admit such students but not supply the advice and support they need to succeed is to make a mockery of that mission.

Academic advisors, as they are currently organized in departments, programs, and divisions and in the colleges, are doing a good job at UCSD under difficult conditions. Recent Committee on Educational Policy (CEP) reviews of both colleges and departments reported that advisors are doing an excellent job but are stretched to the limit.

Academic Advising accounts for a small percentage of the University's budget, especially when we consider the amount of work advisors do and how critical they are to student success and faculty productivity. Undergraduate-related staff in the academic units, not all of whom are full-time advisors, occupy 73.3 positions, according to data from Academic Affairs. The average salary is about $44,000, for a salary total of about $3,200,000 (See Appendix A). There are approximately 45 positions in the six colleges' advising offices; again, not all are full-time advisors, since some provide staff support for interdisciplinary majors and minors, honors programs, and the like. These positions serve some 22,000 undergraduates. The average salary is about $49,000 for a salary total of about $2,240,000. (These figures may be a little high, since both departments and colleges have already cut positions recently.) The total of $5,440,000 amounts to 2% of the annual budget of Academic Affairs and a miniscule percentage of the University's budget as a whole.

The Task Force looked hard, but saw no possible significant reductions in advising staff under current conditions. Nor is there any advantage, fiscal or otherwise, in combining college and departmental advising into one central office; in consolidating departmental advising at the divisional level; or in consolidating college advising under one Dean. We found – to our surprise – no fiscally significant redundancies and no fat: advising units are already stripped down and many are operating at well over recommended student to advisor ratios. Further cuts in academic advising would make it harder for students to graduate on time or at all.

The *White Paper—Options for Administrative Reorganization in Academic Affairs* (January 31, 2010) sets a goal of a 10% savings on advising costs. Our proposals to improve efficiency through the use of technology, to improve communication, to cut red tape, and to streamline curriculum would meet or exceed that goal, while improving education at UCSD. To prevent serious gaps in service to students and faculty (which the *White Paper* warn against), these proposals must *first* be implemented; then the reduced workload can then be reassessed unit by unit; finally, it may turn out that staff can be cut or allowed to shrink by attrition within existing units. To cut staff *before* implementing the linked changes we propose would be to cut blindly, and actually to undercut efficiency.

This report will explain the jobs advisors do, and then discuss a number of best practices – some common across the nation, others identified in meetings with staff and faculty at UCSD – that will reduce the workload of the advising staff while shortening average time-to-degree, and producing happier and more successful alumnae/i who, as California voters and as donors, may be inclined and able to support UCSD. Good advisors, working with good faculty, result in satisfied students. Moreover, good advisors will be needed to meet the challenges presented by increasing numbers of out-

of-state students (who are likely to be mostly foreign) and transfer students, and by other burgeoning special populations within the student body.

II. SUMMARY OF RECOMMENDATIONS

We oppose restructuring of academic advising at UCSD. Instead, we recommend:

A. Improved use of technology

Efficiency can be heightened and costs cut in several areas, but only if the University takes responsibility for centrally funding modernization and cutting through the conflicts over who will pay that have held up the implementation of efficient practices already standard in other universities. Automation will not *replace* face-to-face advising, which students value highly, but will make advising more efficient and effective. Automation of both advising as such and other tasks that advisors do will enable advisors to easily share information, easily answer straightforward student questions, conveniently manage all aspects of course planning, and otherwise reduce or eliminate of time-consuming, machine-friendly tasks. We recommend specifically:

1. The University immediately expand the Virtual Advising Center (VAC) to all academic departments and programs, with appropriate training for all users.
2. The University should arrange to immediately replace paper files with a single e-file for every student.
3. The Registrar should implement electronic grade submission (in process; testing scheduled for this summer).
4. The University should develop and extend to all departments the pilot programs being developed in CSE and Economics to automate class scheduling and the many other routine aspects of course management. Each department should then adopt the automated course management system, and Academic Affairs should pay for all departmental advisors to be trained in its use, at the start and at regular intervals.
5. The Bookstore should send on-line order forms to faculty directly, and should order desk copies for faculty to pick up.

B. Improved communication

1. Every unit, from the University to each division, department, program, and college should immediately review and if necessary improve websites for student information.
2. Academic Affairs should set a standard date by which all websites are updated for the coming year.
3. Academic Affairs should carry out the recommendations of the Task Force on Electronic Literacy.
4. Academic Affairs should strengthen the Organization of Department and Program Advisors (ODAPA), assuring it regular meetings with required participation by all departments.
5. Academic Affairs should immediately create a small steering committee with representatives from the departments/programs/divisions and the colleges to meet regularly to address shared issues: most immediately, transfer students.

6. Advisors in departments and colleges should schedule regular communications with units with overlapping concerns, including the International Office and the Career Services Center.
7. Department advisors should notify each college whenever they make changes to their programs that may affect whether general education classes will serve as pre-requisites or requirements.
8. Departments should consider holding separate annual orientation programs for transfer students.
9. College advisors should send students to departments for precise and up-to-date information on their major/minor requirements.

C. Improved training of academic advisors

1. Academic Affairs should institute and pay for regular, standard, required training for advisors in both departments and colleges.
2. The University should support the Academic Advisors Training Certificate Program (AATCP).

D. Reduced Bureaucratic Paperwork

1. The Academic Senate should permit departments and colleges to make final decisions on student petitions, under clear and consistent guidelines provided by CEP.
2. The Academic Senate should give departments the final authority on 199 and Special Studies petitions, and repeats of courses 3 or more times.
3. All petitions should be handled on-line.
4. The Academic Senate should reconsider CEP's authority over the content of new courses and catalogue changes, while instructing CEP to enforce uniform deadlines for such changes to minimize advisor and student confusion.

E. Curriculum Streamlining

1. Each department should consider reducing number of units required for each major.
2. Each department should consider simplifying major requirements, e.g., by reducing the number of specializations within majors and alternative majors within disciplines.
3. The six colleges should consider making the number of General Education distribution (breadth) requirements – not core courses – more consistent across the colleges, and should align them with pre-major requirements as far as possible.

III. WHAT DO ADVISORS DO?

A. Importance of advising to student success and satisfaction

The success of individual students and of the University as a whole rests on good academic advisors. Advisors' many functions provide essential links in a large research

university where student culture does not promote communication between students and teachers.

Academic advisors are very important to student success and happiness. As reported in *InsideHigherEd.com* ("Cut Student Services? Think Again," July 29, 2009), a new study has confirmed what Patrick Callan, President of the National Center for Public Policy and Higher Education, and Gwendolyn Dungy, Executive Director of Student Affairs Administrators in Higher Education, said was already well-known. Students, especially first-generation college students and racial minorities, need good advice and support to persist and graduate. The study, co-conducted by the head of the Cornell Higher Education Research Institute, Ronald Ehrenberg, showed that "all else being equal, 'an increase in student services expenditures of $500 per student, on average, would increase an institution's six-year graduation rate by 0.7 percentage points'." Cutbacks in the area of academic advising and support are counter-productive, as they increase time-to-graduation and drop-out rates, especially among the kinds of students the University of California is proud to educate.

The Task Force learned that face-to-face advising is critical. Students are grateful for meetings with advisors, both staff and faculty. Technology can usefully supplement face-to-face advising but cannot replace it. Students often come in not knowing how to frame their questions: it takes time, sometimes as many as 20 questions, one departmental advisor reported, to get to the real problem. Some academic planning difficulties are most quickly and effectively solved in face-to-face meetings, because the advisor can get a clear grasp of the problem in the conversation, answer the question directly or phone the person who can propose a solution, and thus work through the stages of solving the problem with the student in half an hour, rather than dragging it out over days through emails with the multiple misunderstandings that email correspondence is prone to generate.

Costs to the University drop overall when we prevent, instead of having to clean up after, academic problems, especially the most serious and time-consuming problems. Academic advisors can recognize students in crisis, and contact the appropriate campus office to initiate and monitor intervention. A student who meets with a human being and bursts into tears when asked "How are your classes going?" may get help that will facilitate successful completion of the quarter's courses and the college career. A computer cannot see tears. The more faceless UCSD becomes, the lower will be students' rates of timely graduation, professional success, and alumnae/i loyalty. The rising numbers of special populations, including transfer students, international students, and students with mental health issues, make it even more necessary that students are advised by live, human professionals. And efficiency and long-term fiscal health surely require effectiveness at least as much as they require immediate cost-cutting.

B. The Landscape of Advising at UCSD

Academic advising at UCSD follows from the unique structure of undergraduate education here in which, in addition to their major(s) and minor(s), students belong to one

of the six colleges, each with its own general education requirements. Advisors in Academic Affairs are a varied group who are housed in colleges, departments, programs, and divisions (Biological Sciences, Engineering). (Related advising also occurs in the Career Services Center (professional school, graduate school, and career advising) and the International Center (OAP and EAP), which are both under Student Affairs.) Further, "Advisors," especially in the departments, do many tasks besides advising. College and departmental/program/division advisors' tasks differ; and tasks vary across departments.

C. Academic Advising Responsibilities in the Departments, Programs, and Divisions

Core functions

Student Affairs units in departments, programs, and divisions (Biological Sciences and to some degree Engineering) are the point of contact for undergraduates. Their mission is to help plan courses of study that will educate highly competent and sought-after graduates who are nimble and creative thinkers. Department academic advisors:

(1) provide the full range of services to students, faculty, and staff (usually referred to as "departmental student affairs services") in support of the academic mission;

(2) assume responsibility for advising vis-à-vis academic enrichment, career- and graduate and professional school-planning, international education, and research opportunities for students, thereby facilitating and encouraging their professional, academic, and personal success;

(3) support the recruitment and retention of a qualified and diverse student body.

Within most departments, one unit is responsible for advising its majors and minors, for student affairs, enrollment, curriculum management, instructional services, counseling (to a degree), and working on a day-to-day basis with faculty.

Except in the divisions of Engineering and Biology, most department advisors work much more with upper-classmen than freshmen, and they work most of all with transfer students. In face-to-face meetings (by appointment and/or on walk-in basis), by phone, and by email, advisors work with majors, minors, prospective majors and minors, and students merely enrolling in a departments' courses. Matters covered include major and minor requirements, double majors, changing majors, enrolling in and withdrawing from particular courses, arranging for 199's, credit in the major or minor for courses taken elsewhere (including EAP and OAP), grade change requests, misunderstandings with instructors, degree audits for major and minor requirements, graduation-related problems, graduate and professional school preparation, and career planning. Advisors help students with their major and minor course plans, maintain student files, and process their petitions for Incompletes and exceptions to Academic Senate regulations.

Advising students is only part of most department advisors' jobs, however; some report that advising represents less than half of what they do. The quarterly scheduling of classes (Fall, Winter, Spring, and two Summer sessions) is a major, time-consuming

responsibility. In support of faculty, advisors distribute, collect, and verify quarterly grade sheets, order textbooks , order and distribute desk copies, duplicate syllabi, exams, etc., liaison with CAPE, and administer departmental student evaluations. In some departments, they schedule and even hire TAs.

Department advisors believe strongly that face-to-face advising of students and curriculum management, including course-scheduling, TA assignments, and the like, are linked. Advisors who manage curriculum know the courses offered, so they can advise students on them, but they also learn from talking to students what courses are needed when in department planning. Close working relationships with faculty are important to both scheduling and course management. *For a detailed list of department advisors' tasks, see Appendix B.*

Organization

Most department advisors are classified as Student Affairs Officers: SAOII, SAOI, Assistant SAO, or Administrative Assistant (some intake advisors). A few large departments (e.g., Engineering, Economics, Chem/Biochem, Psychology) and the Division of Biological Sciences have a Student Affairs Manager (variously classified as Administrative Coordinator- Supervisor, Senior Administrative Analyst- Supervisor, SAO II- Supervisor, or SAO III-Supervisor) who functions as a kind of lead advisor and may be responsible for teaching assignments (making sure all courses are staffed), managing graduate funds, and working with Academic Personnel to hire lecturers, in addition to their oversight of the undergraduate and in some cases graduate programs (see Appendix A). Some but not all use student workers for intake, book ordering, and so on; faculty are involved in advising to varying degrees. And the graduate and undergraduate programs are often linked: department advisors schedule graduate as well as undergraduate courses, and work with TAs.

Particular issues presented by transfer students

In the words of one advisor in Economics, transfer students, by contrast with students who come as freshmen, require "an individualized, in-depth approach to advising resulting in more frequent and lengthy interactions." Why?

- Transfer students have a shorter time to graduation and require more precise advice. They come for advising often, even many times in the same quarter, to be sure they are on track, which is good, but it takes staff time and effort, because each comes in at a different stage of preparation and completed prerequisites; few fit neatly in a standard two-year major plan.
- Transfer students' expectations and understanding of college education have been already formed in a variety of institutions, and they must re-learn how the institution works. In first meetings, advisors must ask about individual academic histories and explain how departments and the campus work.
- Transfers have sometimes been misinformed about which transferring courses will count towards their majors and are frustrated to find that they cannot progress

as quickly as they had anticipated. Much coursework from other institutions is not covered by articulation agreements and must be evaluated for major credit on a case-by-case basis by department advisors and faculty. Verifying course prerequisites is slow if a community college transcript has not yet been posted. Care is needed so that students do not take advanced courses without basic knowledge.

- Many transfers do not complete all lower division requirements (general education) before transferring, yet expect their transfer agreement (TAG, IGETC) to clear them from all lower division courses.
- Community college students are often still completing prerequisites at their institution when enrolling for their first quarter. It takes time to ascertain that students have adequate proof of enrollment at their institution.
- Students who are working full time and/or are responsible for family often have trouble scheduling classes, which can lead to many visits to department and college advisors and increase time-to-graduation.
- Some transfers are poorly prepared and do not do well in the upper-division core courses, causing delays in time to graduation and additional advising work.

For these reasons, working with a varied transfer student population necessitates an individualized, in-depth approach to advising that results in more frequent and lengthy interactions with transfer students than with those who enter as freshmen. As the number of transfer students increases, advisors will need more time and resources for them.

There are also problems outside advisors' control that stand in the way of advising transfer students effectively. Neither departments nor colleges can give the best advice to transfers before August 15, because Admissions gets their community college transcripts and grades only on July 15 and does not post them until August 15. Advisors naturally want to have an accurate picture (about what prerequisites have been completed, among other things) before advising students on course selection, and students can be remarkably vague in reporting what they have taken and what grades they have earned. Advisors are puzzled about why the process takes so long; this is a matter that needs to be addressed.

D. Academic advising responsibilities in the colleges

Core functions

Whereas department advisors are specialists in the majors, college advisors are specialists in the different general education requirements of their colleges. College advisors are also generalists whose educational mission is to provide developmental advising to students from new student orientation through graduation. They advise and assist students to explore a wide range of academic interests, goals, and academic opportunities while they earn their degrees. They are also responsible for assuring that students comply with all University, department, and college regulations and policies. The college advising offices are the place on campus where a student can discuss the overall

picture of his/her degree and all requirements related to it. Often the first point of contact, they serve as a hub for students from which appropriate referrals are made and followed, and they are responsible for students' final degree certification.

From 2000, when the colleges launched the Academic Advising Contact System to track contacts with students, to Fall 2009, the six colleges logged almost 596,000 entries representing 66,990 individual students. On average, 55.6% of UCSD students have used college advising at least to some extent each quarter. (See Appendix C, p. 6.)

College advisors consult with students in scheduled appointments and walk-in sessions, by phone and email, and over the Virtual Advising Center (VAC). They advise students on general education requirements and other University- and state-mandated standards such as minimum progress to degree, the Basic Writing requirement, and the American Cultural Diversity requirement; choosing and changing majors, minors, and double majors; short- and long-term "big picture" educational planning; quarter-by-quarter course selection; fitting in study abroad and exchange programs; selecting electives; transferring course work; professional and career goals; part-time status; minimum and maximum unit requirements; the impact of academic decisions on financial aid; and coping with academic difficulty. They assist special populations (e.g., first generation college students, underrepresented students, transfer students, veterans, and others) in the transition to university life. They monitor grades and disqualify students who do not meet minimum academic standards. They monitor, counsel and refer students on academic probation. College advisors review and forward to the Provost the many student petitions for exceptions to Academic Senate regulations that originate in the departments, process the paperwork, and forward them to CEP. They can identify students of concern (students at risk of harming themselves or others), refer them to appropriate services inside and outside the college, including Counseling and Psychological Services (CAPS), and follow up to coordinate services. This wide-ranging mission means that there is some overlap, not only with the departments, but also with the Career Services Center, the International Office, the Office of Students with Disabilities, and other units. The Task Force recommends that college advisors schedule regular, perhaps annual, meetings with those staffs to clarify issues such as the special legal needs of foreign students.

Four of the six colleges house interdisciplinary majors and/or minors: Critical Gender Studies major and minor, Environmental Studies minor, and Film Studies minor at Muir; Third World Studies major and minor, African-American studies minor, and Public Service minor at Marshall; Health Care/Social Issues and Law and Society minors at Warren; and Human Rights and International Migration Studies minors at Eleanor Roosevelt (ERC). Thus, some college advisors, for some percentage of their time, have curriculum management and related responsibilities like those of department advisors, as well as doing advising for those programs.

Colleges work intensively with freshmen in their new student orientation programs, provide them with four-year plans that include their proposed majors, and advise them on course selection for the first year, navigating a new educational environment. The

colleges also run orientation programs for new transfer students, who may still have general education requirements to fulfill. Because the colleges are responsible for final degree audits and insuring that students meet all graduation requirements, seniors account for the most contacts with college advisors (37.9%), who come with urgent questions about University, department, and college requirements. While college advisors will discuss majors with their students, the Task Force urges that for precise major requirements, they should send students to the department in question, to avoid both needless overlap and the frustrations attendant on second-best information.

Organization

College advising offices are fairly consistently organized. Each is headed by a Dean of Academic Advising (MSPA) and staffed by an Assistant Dean (SAOIII--Supervisor); a varying number of advisors classified as SAOII, SAOI, Assistant SAOI, or Administrative Assistant (typically the intake advisor); and some student workers. *For a detailed list of college advisors' tasks, see Appendix C.*

VI. WORKLOAD AND QUALITY OF ADVISING

A. Workload Issues

Professional standards

What is the ideal workload for an academic advisor? Experts on academic advising suggest a full-time advisor should work with about 300 students, with variation based on electronic resources, group advising, and other institutional factors. Assuming that 300:1 ratio, the Director of Educational Practices at ACT, Wes Habley, writes,

- "Advisors who work primarily with students who have more extensive advising needs should have fewer advisees… On many campuses those students are undecided, underprepared, adult, disabled, minority, and/or first generation.
- "Advisors who work with students in complex academic programs that include rigorous institutional requirements and/or state and accrediting agency requirements should have fewer advisees.
- "Advisors who work with students in transition (first-year, transferring in or out) should have fewer advisees.
- "Advisors who work with students in academic difficulty should have fewer advisees.
- "Advisors who work with international students should have fewer advisees.
- "Advisors (full-time) who are assigned other tasks necessary for the operation of the advising program should have fewer advisees."

(Wes Habley, Director, Office of Educational Practices, ACT, Inc., "Advisor Load." 2004. Retrieved January 10, 2010, http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/advisorload.htm).

What is the national reality? A 2004 national survey collected data on the mean number of advisees assigned to each full-time equivalent advisor. The mean number of advisees assigned to full-time advisors was 375:1 in two-year public colleges, 121:1 in two-year private colleges, 285:1 in four-year public colleges, and 153:1 in four-year private colleges.

Data on reported student contact with full-time advisors can also be used to gain a better understanding of advisor load. In the Sixth survey, the average number of student contacts per full-time advisors during an academic term was 2.5 (two-year public colleges), 2.2 (two-year private colleges), 2.4 (four-year public colleges), and 3.3 (four-year private colleges). Similarly, the most recent normative report from ACT's Survey of Academic Advising (a student evaluation) indicates that the mean number of contacts between an advisee and a full-time advisor is 2.68. (See http://www.nacada.ksu.edu/Clearinghouse/advisingIssues/advisorload.htm)

Workload at UCSD

At UCSD, the advisor load for college academic advisors increased from approximately 751:1 to 827:1 from Fall 2004 to Fall 2009, with rising enrollments. Each college advisor has about 500 students more than the recommended target advisor load (See Appendix C, p. 16). Departmental advisors take up some of the slack; but certainly it would be dangerous to push the ratios any higher.

Academic Affairs data show that the number of department advisors per major averages 300:1. But department advisors advise not only majors but students who are only taking courses in their department (though less intensively), and departmental advisors also do many other tasks.

B. Quality of Advising in Relation to Work Load

Several recent CEP reviews of colleges and departments (Economics, Philosophy, Structural Engineering, Sociology, Muir and Revelle Colleges) reported that advisors are doing an excellent job. (Unfortunately, only ten CEP reviews of colleges and departments since 2004-5 have addressed advising directly; advising should be a standard review category.) This is especially impressive because the same reviews note that resources are stretched.

The 2005-6 review of Biological Sciences concluded, "Students were for the most part happy with the level of advising and thought that the requirements for the various majors are made clear. Transfer between majors has been made an easy process. There is also a close interaction between Division advising and the College advising. The Biological Sciences Student Association, a student-run body which is sponsored by the Dean's office and clearly has faculty oversight and involvement, provides an excellent level of support for Biology students. The Academic Advising Center is well advertised and appears to be very accessible to the students. A '99 opportunities' web site was quoted by the students as being very helpful." But the report continues with a call for more services: " … While the students that use the advising seem extremely happy with the service and

results, a large fraction of students only self-advise. This can cause problems. Thus more attention and resources should be given to making sure all students get proper advising. Incoming transfer students need pre-advising so they get proper courses for their first quarter. Degree checks should be done for all students in a timely manner, and at least a year before graduation. The web site should be carefully maintained." With the staff stretched so thin, increased services obviously require more, not fewer resources, to maintain the quality of education in UCSD's largest division.

Similarly, the 2007-8 CEP review of Muir College notes, "Although they appear to manage their responsibilities successfully, the student/advisor ratio of 600:1 puts staff members under severe time pressures that prevent them from helping students in the way that they would like, and it is obvious to us that funds must be found to increase the number of College advisors." The report of the CEP subcommittee that reviewed the Revelle GE requirements in 2006-2007 says: "Revelle has an advising staff of nine to serve a student population of about 3700. It is impressive that they seem to be very effective when they might be overtaxed. According to the staff, with an excellent 'open hours' communication model for students needing personal attention, and online advising, the process functions smoothly. Special attention is focused on communication with parents, even beyond 'Parent Orientation'. Our interview with Academic Affairs staff left the impression of a concerned and experienced staff, who approach their enormous workload philosophically."

Not only CEP reviewers and students, but also faculty members, approve of UCSD's Academic Advisors. William Griswold, the Vice-Chair for Undergraduate Education in Computer Science and Engineering, writes: "We view academic advising to be vitally important, especially with regard to the selection and scheduling of courses in our majors. Specifically, the choice and ordering of courses is critical to CSE students' success at UCSD and then beyond in their careers. Our advisors are able to assess a student's level of accomplishment and ability, and then, when combined with her career interests, guide her successfully through our program. Our program has three levels of entry, further complicated by transfer students who get varying levels of training in the community colleges. In addition, our majors provide important choices with regard to career interests, whether it be graduate school or a career targeted at an industry sector. A related consideration is industry internships, which are vital to our students' education. Our staff are skilled at working an internship into the student's schedule, balancing adequate advance preparation of the student against the opportunities presented by particular internship opportunities. I and my fellow faculty are continually astonished by the sophistication of the major advising our staff are able to offer, and are grateful for their indispensable contributions to the success of our department and our students."

Staff currently designated as advisors account for a small 2% of Academic Affairs' annual core budget of $253,000,000 (excluding the libraries and extramural funding sources) and a minute percentage of the University's budget overall. For departments, likewise, advisors' salaries are a small percentage of total expenses. Many departments and colleges have already cut advising and are making do with fewer staff positions. To cut advising staff further would be counter-productive.

As student fees rise and the University seeks to attract more students from out of state, student satisfaction will become more critical to attracting to best students. If students have even less access to timely, quality advising than they do now, the University's reputation for being supportive to students will worsen. The potential for income from affluent students who could choose to go elsewhere will weaken, and we will end up with less satisfied alumnae/i who will be less inclined to support the University. As the 2007-8 CEP review of Muir College concluded: "Ways must also be found to increase the number of Advising staff, which is seriously overburdened and currently unable to reach the number of students who could gain significant benefit from advising but who do not now seek it out; we believe that advising is a particularly important College function." Because the six colleges have roughly the same ratio of students to advisors, this mandate applies to all of them.

V. SHOULD ADVISING AT UCSD BE RESTRUCTURED?

At UCSD, we have a "decentralized dual model": advising services are provided by staff in both the colleges and the academic departments. Academic advisors in a student's college guide him/her on general education issues, University requirements, and academic procedures; advisors in the departments advise on majors and minors. Both department and college advisors monitor and approve the student's graduation plan. In contrast, a "centralized" model consists of one administrative unit housing a director and all advising staff members.

A. One-Stop Shopping?

The Task Force strongly promotes centralizing processes, not people.

One student member of the Task Force, Andrew Ang, initially said it would be more convenient to have all advising in one location, and a few students agreed: they are not always sure whom to ask about particular matters. But when Andrew solicited opinions about advising at a meeting of the Associated Students, he found general opinion to be that "Consolidating all the advising offices into one would be ineffective and would be strongly opposed." At some of the six college council meetings, students worriedly asked about rumors that the University plans to centralize advising, which they would oppose it. They value the individual attention and continuity they experience under the present system, understaffed as it is (this came up especially in relation to college advising, but several students also spoke highly of departmental advisors in this regard). They fear that centralized advising would de-personalize advising, make it less accessible, and involve longer wait times for appointments and longer lines for walk-ins. They appreciate having college advisors close at hand in their residential communities. Students fear, further, that centrally located staff who advise on six sets of general education requirements and the requirements of multiple majors would be less expert and more likely to make troublesome and time-consuming errors. They are probably right. Better communication, and universalization of the VAC, are better solutions than centralizing advisors.

From an organizational standpoint, we see no advantage, fiscal or otherwise, to centralization. Reorganizing, retraining, and rehousing 100+ advisors in one location would be expensive. More to the point, our dual system of advising follows logically from UCSD's idiosyncratic structure of undergraduate education, and importing an advising system from a different context does not make sense. At UCSD, college and department advisors have distinct responsibilities and areas of expertise. We found (to our surprise) no significant redundancies in what department and college advisors do, although there is room for improvement in communication and coordination between them, as we later recommend.

The colleges are a distinguishing feature of UCSD that received strong support externally in the recent WASC report. To take advising out of the colleges would cut at the heart of what makes them most distinctive and effective: their integrated structure that places academic advisors in close proximity to staff in student affairs, residential life, psychological counseling, and the writing/core programs, staff who share responsibility for the educational development of a common set of students. Close staff relations, together with the ease of establishing continuing relationships that advising in the small-scale college community makes possible are invaluable in coordinating help for students whose academic problems are intertwined with personal difficulties, and in identifying and managing the growing numbers of students of concern. Departmental autonomy, too, is fundamental to the University, and removing advising staff with their varied tasks makes no sense; especially if, as we hope, faculty become more involved with substantive advising where possible.

Some faculty we spoke with proposed that departments take on all college advising; others that the colleges take on all major advising. Such proposals presume that there is redundancy across college and department advising. There is not. We hope that our report will clarify for faculty the responsibilities of the two sets of advisors. Many of the arguments against centralized advising apply to these proposals also. The current division of labor makes sense. It can be improved, and costs can simultaneously be cut by centralizing processes – making available better tools such as the VAC and an automated course management system – and improving efficiency. The changes we propose will preserve and enhance the benefits of the specialization of advising in within the dual system best suited to UCSD's size and organization.

B. Advising by Division?

The Task Force studied the possibility of moving advising from the departments to the divisional level. Biological Sciences does it this way, successfully. The theory behind this approach is that some management positions – those who oversee advisors – could be eliminated. This might be possible in the Jacobs School, which has five student affairs directors for six departments and which already has a divisional advising office responsible for outreach, recruitment, and student programs such as TIES (Teams in Engineering Service) to which department staff could be moved. Also, there are strong

similarities and interdisciplinary activity across the different Engineering majors, as there is in the several Biology majors, so advising by specialists in individual majors may be less critical than in other divisions.

But the divisional advising approach would probably not achieve significant savings elsewhere. Indeed, the Assistant Dean of Physical Sciences told the Task Force that economies of scale are already achieved in her division within large departments such as Math and Chemistry/Biochemistry: further consolidation would save little or nothing. The Assistant Dean of Social Sciences was more inclined to look at curriculum streamlining as a means to make advising more efficient. One-size-fits-all solutions are completely unnecessary and possibly harmful.

In fact, most departments' advising staffs do not even include "managers." Generally, even staff members who supervise other advisors (handling their HR needs, for instance) spend most of their time in face-to-face advising and other student-related and department-specific tasks that have to be done by someone, no matter how people were shuffled around. Potential savings from consolidating "managers" at the divisional (or central) level would have to be evaluated carefully and weighed against the disadvantages of losing specialist expertise and familiarity with department faculty that comes with being housed in a particular department and of dividing advisors from department chairs and other faculty. The departments in Arts and Humanities, Social Sciences, and Physical Sciences tend to be more distinct in subject matter and curriculum than either Biology or Engineering, requiring more specialist knowledge. In any event, advising accounts for such a small per cent of these departments' budgets that any savings would most likely be slight and could be achieved by other methods.

We recommend that any future staff re-allocation should *follow* changes such as increased automation and curriculum streamlining aimed at better and more efficient education, not *precede* or even determine them. After other changes have been made, workload and staffing needs can be reassessed.

C. Consolidation within the Colleges?

The advising unit in each college is led by a Dean of Advising, who manages a staff of professional advisors and support staff. The Deans represent their colleges and students, and work with many offices campus-wide recommending development of programs, policies, and procedures that affect academic advising and students' academic planning. The Deans insure compliance with the academic policies of the college, academic departments, the Academic Senate, the Office of the President, and the Board of Regents. They are the principal information source for and consultant to the provost regarding students subject to academic disqualification and students of concern (from an academic standpoint), petitions requiring college approval, Academic Senate regulations, enrollment management, implementation of the college's general education requirements (including writing and core programs), and staffing issues in their units.

Could significant savings be achieved by replacing the six college deans with a single dean (a "super-dean," as it were) responsible for higher level functions in all six colleges?

This looks promising, at first glance. The question comes down to which of the deans' responsibilities it would be logical – and possible – for a "super-dean" to take on for all six colleges, which responsibilities would have to remain at the college level, and under whose direction.

It would not be possible for a "super-dean" to do everything for all six colleges that the deans do currently. Many of the current deans' functions would either fall by the wayside or have to be reassigned to other staff. If a "super-dean" were to take on all the higher level functions that the deans now perform, he or she would become the colleges' principal liaison with other campus units such as Admissions (including the complex issues regarding transfer student agreements as they apply to six colleges' different GE requirements) and the Registrar. He/she would represent the colleges on all the campus-wide and Council of Provost (COP) committees on which *different* deans now serve, including the Admissions and Enrollment Services Committee, the Registration Coordination Committee, the Academic Advising and Certificate Program Committee, the Student Systems Advisory Committee, the COP Technology Committee, the COP Data Group, all CEP departmental review committees, and others. He/she would be college advising's principal liaison with and consultant to PITSG (the Provosts' IT Support Group); the principal contact person for departments and programs with respect to changes in their major and minor requirements, course additions, deletions, and changes, and applicability of courses towards individual college GEs. He/she would be responsible for identifying, reviewing, contacting, counseling, and consulting with each provost about students who are not meeting minimum academic standards and are subject to disqualification – within a brief window of time at the end of each quarter. He/she would be the principal contact in the college regarding students of concern and for parents, especially parents of students in difficulty. Working with tight deadlines, he/she would review all student petitions for exceptions to Academic Senate regulations, discuss them with the relevant departments if necessary and with each provost, who has the final say, and submit them to CEP. He/she would organize advising's participation in six colleges' Admit Day and freshmen and transfer orientation programs. He/she would be responsible for all staffing decisions in the colleges—hiring, evaluating performance, merit and reclassification issues, and the like. Many of his/her functions would require detailed knowledge of six colleges' general education requirements and experience with how they have been implemented in the past.

Moreover, a "super-dean" doing all this would have to hold incessant meetings to keep all college advising units well-informed and running effectively. Separate weekly meetings with each provost and with an Assistant or Associate Dean of Advising in each college would alone take 12 hours, or a day and a half, per week, setting aside necessary periodic meetings with each college's advising staff and COP.

Since a "super-dean" could not really take on everything that the six deans now do, many tasks would necessarily devolve on the Assistant Dean in each college. Other tasks are necessarily local to each college in their nature: day-to-day supervision and mentoring of the advising staff; dealing with problem students and coordinating with Student Affairs, CAPS, and other college units around students of concern, especially in emergencies.

The Assistant Dean would probably have to be reclassified upward or at last be paid more in recognition of his/her increased responsibilities which in some respects would approach those of the current deans.

Further, as in the departments, advising deans are not solely "managers." They are advisors, too. Depending on the time of year, they spend a quarter or even half of their time in face-to-face meetings with individual students. If they were removed, each college would have to hire at least part of an additional advisor (SAOI or II), if the student-to-advisor ratio, which is already double the recommended level in the colleges, were not to worsen further. Taking into account these costs – that a "super-dean" in charge of all six colleges would command a higher salary than any of the current deans; that he/she might require at least a part-time administrative assistant; and that the Assistant Deans might need to be reclassified upward – the savings in a "super-dean model" would be modest at best. Moreover, a "super-dean model" would hurt communication across the University (already an area of concern in advising), and cut effectiveness, outweighing any hypothetical modest financial advantage. We recommend that efficiencies be implemented *first*, and changes in the structure of college advising be re-considered *after* their effect has been felt.

D. Can Faculty Be More Involved? A Mixed Picture

The White Paper on Options for Administrative Reorganization in Academic Affairs suggests that "Another potential option would be to transfer that part of the advising function that is *uniquely specific to an academic department* to faculty within that department, serving to strengthen the relationship between faculty and students." In small American colleges, and even in smaller departments within large universities, this kind of work is done mainly by faculty members. At UCSD, this would be impossible to mandate universally.

It is patently absurd to propose that generally higher-paid faculty take time away from the teaching, research, and University service that only they can do to advise each of hundreds of students enrolled in their majors and courses. Nor is it efficient to make faculty responsible for mastering and implementing logistics of student progress towards degree, course management, etc., that even many full-time advisors scramble to keep on top of. This would raise faculty resentment even in small departments, and there are divided opinions about its desirability, even supposing we had the faculty/student ratio to make it feasible: which we do not. Academic advisors are professionals who know all the complexities of UC graduation requirements; faculty generally do not. Academic advisors, and the advisors at Career Services, may well have more information, and more up-to-date information, on graduate and professional school requirements and on careers outside the academy. This is true not only in the high ivory tower of the Arts and Humanities, but even in the sciences. As the *White Paper* grants, "Decreasing services to faculty while at the same time increasing their responsibilities may be inadvisable, especially in light of the fact that faculty themselves will also be subject to furloughs, with no planned reduction in instructional workload."

We take it, therefore, that what the *White Paper* proposes is that faculty play a larger role in advising "*uniquely specific to an academic department*." We heard this from some faculty as well. One Vice-Chair for Undergraduate Education wrote, "In my ~3 years here in [this department], in terms of our undergraduate program I can't think of a problem that concerns me more than the need for faculty advising." This Vice-Chair praised the contributions of department advisors, then went on, "Our students and our department would gain on many fronts if we had early and formal advising, even if done in a group setting for practical reasons. Students would likely make better pedagogical choices if they signed up for courses after some interaction with the faculty. They would be less likely to procrastinate on required courses. Not only would the students benefit from the direction/encouragement of good advising, but also our department would also face less stress caused by the need to adapt to the last-minute 'crush' in some classes." One CEP review – of the Human Development Program in 2004-5 – stressed that "Students need access to advising from faculty, in addition to the enthusiastic staff advising they get. This is critical for knowing career options and how best to prepare for them."

Faculty should, and do, advise students on which specific courses fit best with their interests, on how those interests and courses might work into career considerations, and on substantive intellectual and professional matters. A critical element of advising that some departments do well is talking with students over the whole course of their time at UCSD about the larger meaning of their education, what the various requirements accomplish, and how to think out and find their own interests and strengths, beyond what they were good at in high school or what their parents want them to do. But this is a minor part of what department and college advisors do, as shown above, so that improved communication between faculty and students would not dramatically cut the workload and thus the staffing requirements of the advising staffs.

Budget implications aside, however, departmental and college advisors should do more to encourage students to speak with faculty about these things. Advisors should be ready, not only to help a student think about what it is about Biology or History that he likes and where that might take him, but also to send him to talk with a particular faculty member about whether his intellectual interests really do line up with that major. Staff should steer students to faculty more often, and faculty should take responsibility for talking seriously with majors and prospective majors, not just about particular courses but also about individual interests and career possibilities. To do so is to counter the pernicious and widespread reluctance on the part of students to attend the office hours held weekly for their benefit. Most faculty members are happy to speak with students interested in their fields. Student resistance to talking to the world-class faculty for whose wisdom they are paying, and on whose letters they rely for admittance to graduate and professional school and other opportunities, is striking, alarming, and a source of regret. Even group meetings, when held, are not always well attended.

The most willing faculty member struggles against this UCSD habit in vain. In one Vice-Chair's view, "UC admits deep into the pool of college qualified, despite protestations to the contrary. The neediest students… are not quite like what many faculty wish our students to be. They may be resistant to advice, depend upon the student grapevine,

perhaps pick up part of a message (so that they interpret 'be realistic in your course load' to mean 'put off as long as possible anything you can')… but the neediest one will need many reminders and then, probably, a lot of socialization before she trusts her advisor. To her, the faculty may be the enemy, or someone to be tricked or humored. I don't blame the students; and I do not think that they are concentrated in any one socio-economic group." The same Vice-Chair pointed out further that "across the campus there is a disjunction between what the faculty expertise is, when they are hired in large part for the contributions they are expected to make toward world-class scholarship, and what our students and their parents think is a career path in difficult economic times… Students need help that some wonderful scholars are not really prepared to offer." For these students, regular contact with professional advisors may be the best kind of advising. The culture of distance between faculty and students can only be dealt with piecemeal, with faculty who wish to do more taking the initiative, and students ultimately responsible for their own success in making contacts that will aid them. At present, meetings with faculty, even in groups, will mainly reach motivated students who are likely to seek advice anyway. Faculty advising, unsupported by staff academic advisors, would be a complete disaster at UCSD.

VI. ISSUES AND OPPORTUNITIES

We oppose radical restructuring as a money-saving strategy. But advising processes can be improved. Implementation of efficiencies-through-technology, better communication, and other changes that are overdue in any case would open up the possibility of consolidating positions within departments and colleges, potentially saving the 10% that was the *White Paper*'s goal and at the same time improving advising services and even undergraduate education itself.

A. Automation

Automation -- a Panacea? Considerations

Automation seems a temptingly easy way to increase efficiency and cut costs. For instance, the Task Force discussed whether the major templates (four-year plans) could be interlinked with an individual student's DARS (Degree Audit Report System) audit, allowing him or her to see a prediction of graduation time if he switched majors or took a particular constellation of courses; to view scheduling options or alternative courses that would fulfill a requirement; or link directly with answers to Frequently Asked Questions about the particular course and its place in the major. But the Task Force decided against recommending the development of such a tool. Delivering advice electronically requires a great deal of programming and testing time, labor, and money. Once in place, electronic resources must be monitored to be sure they are giving correct results, and protocols must be developed, implemented and overseen to monitor transactions (such as changes to major requirements) that affect the database. For instance, the Degree Audit Reports are already automated, and while useful, they do not work perfectly: results must be rechecked by hand. Overall, without regular testing and updates, and without regular, effective staff training, electronic advising services may do more harm than good.

Lacking common sense and the flexibility of a human mind, a machine may propose an impossible course of action based on a slight error in programming, in fixed information (what requirements are, for instance) or in variable information (an individual student's proposed classes, for instance). The cost of automation is great; and the potential for error is great.

Furthermore, there are limits to the utility of electronic advising, given the many purposes served by face-to-face communication. Advising does not only provide information; it helps students figure out, through discussion, the best path for them individually and guides decisions on that basis. Advisors spot trouble before it becomes crisis, and they put a human face on a large university: many students value the stable relationship they have with their advisors. Machines cannot replace advisors, but can serve them.

Automation and the Campus's Fiscal Structure

Potentially useful technological solutions to some problems have been held up by a limited and balkanized fiscal system at UCSD and by budget limitations. For example, PITSG (the Provosts' IT Support Group) currently maintains about sixty applications serving critical college business functions, including advising. Colleges are continually finding ways to innovate technology to save money; however, PITSG, with only one primary programmer, has neither the money nor the staff to follow through on innovations, let alone extending applications to other campus units. ACT, too, is strapped. Its inability to provide more centralized campus services forces individual units to create additional processes and applications to serve their core needs, resulting in the wasteful duplication and confusing non-standardization of new tools.

Creating a consortium of departments/colleges that have common needs (e.g. data services, web services, etc.) and the ACT resources to meet those needs would provide widespread efficiencies across the campus and help impoverished departments meet core needs. A better campus infrastructure could serve the needs of all. Units should continue to pilot new projects as they think of them, try them out, and test them in cooperation and consultation with other units; but if they are successful, the University should pick them up and make them generally available. With this improved infrastructure, the University should then:

1. Extend Use of the Virtual Advising Center (VAC) to all academic departments

There is a general consensus (!) among advisors and students that the Virtual Advising Center (VAC) should be extended to all academic departments, following the pilot program currently underway with Biology. The VAC, developed for and funded by the six colleges, serves as an Undergraduate Staff/Student Portal (a tool recommended by the Process Redesign Team, formed in January 2009 of MSO's, Assistant Deans, and Academic Affairs staff, to study streamlining processes through policy change and automation). Students ask and advisors respond to questions via secure login through the VAC, which keeps a record of all communications. Advisors can also log the results of

face-to-face meetings. The Task Force also approves of a student suggestion that each student's VAC record include her 4-year plan, so that she and every advisor can see and work on it.

The VAC saves advisors time and improves service in numerous ways. At the most basic level, when a student requests advice through the VAC, his PID number comes up automatically, saving a round of email asking for it. It cuts down on duplicate work by advisors, who know what students have already been told, and whether they are just trying to get around a previous, unwelcome answer, because the student's whole advising record comes up when he consults another advisor. If a student is confused, an advisor can see why and clarify, perhaps by consulting with an advisor whom the student consulted earlier. Students love the VAC – although they also stress that it does not replace face-to-face advising for every purpose – because they can pose questions at any time and get them answered, typically within 24 hours, without waiting in line, on the phone, or for an appointment.

The VAC should be available to all academic departments and programs, as the central repository for the exchange of information to facilitate student advising. Some departments have needlessly created their own internal tracking systems, but most still communicate with students and with college advisors by phone or by emails. This is inefficient, necessitates time-consuming email exchanges and rounds of telephone tag between advisors, and weakens continuity and consistency in academic advising. Investment by the University in programming and hardware to assure that ALL academic advisors can use the portal would pay off in increased efficiency and accuracy, save advisor time, increase student satisfaction, and perhaps even decrease time-to-degree. PITSG's director, Jonathan Whitman, reports that the basic cost of extending VAC to all departments would be modest, and agrees with the Task Force that the University should pay for it and train department advisors in its use, including Family Educational Rights and Privacy Act (FERPA) issues.

2. Change to a Single E-file for Every Student

It is simply incredible that UCSD, a university that has been such an innovator in new technologies, still maintains student files on paper in both the colleges and departments, sometimes multiple departments. Paper files should be eliminated in favor of a single e-file that would be accessible on-line to the student's college and major department(s). This would eliminate many hours spent by advisors on both sides in retrieving, filing, xeroxing (when information needs to be sent to another unit, for example), and archiving. A new file would not have to be created (and filed and…) every time a student added or changed a major or minor. Further, advising would be more efficient and effective because everyone would be working from and on the same information.

3. Adopt Electronic Grades (E-Grades)

Another amazing lag. Faculty should submit final course grades electronically, as has been standard in other universities for years (e.g., SMU, Pitt, Boston College, Johns

Hopkins, Harvard, University of Pennsylvania, New Mexico State University, University of Wisconsin-Madison, USC, Carnegie Mellon, Columbia, University of Akron, George Mason, and even UCLA). Collectively, advisors currently have to distribute, collect, review, photocopy, and submit to the Registrar hundreds of paper grade sheets every quarter. E-grading saves paperwork and staff time. The good news is that the Registrar has begun this process, and testing will begin soon. E-grading should be immediately funded and implemented for long-term cost savings and efficiency.

4. Develop and implement an instructional management system (IMS) for course scheduling and other curriculum management functions

Academic advisors told us repeatedly how much of their time is spent on course management tasks such as the quarterly scheduling of courses, textbook ordering, and the like. They work collaboratively with faculty to manage the curriculum and handle all administrative processes associated with course management. Currently, instructional management is achieved through a multitude of centralized, departmental, automated, and manual systems, even for one task, such as the creation of the Schedule of classes. Basic data (quarter, course number, etc.) must be entered into each separate system: an incredible waste of time.

We considered some partial solutions to the course management problem, including:

Scheduling of Classes: We solicited opinions about whether room scheduling could be done by the Registrar's office or at the divisional level. No clear consensus was reached on this "big beast" of a problem. This task requires a lot of advisors' time, but it also relies on their knowledge of the requirements of individual courses, and on their understanding of which courses within a department cannot conflict with others, and which faculty members teach best at which times of the week and day. Departmental advisors know the faculty and curricular needs best. Even at many universities that have gone electronic in other ways, scheduling is still primarily done by departments (e.g., Pitt, Boston College, Johns Hopkins, University of Pennsylvania, Harvard, USC, University of Wisconsin-Madison, the University of Minnesota, UCLA, Carnegie Mellon, Columbia).

Textbook ordering: In some departments polled, ordering textbooks takes 40-60% of one advising assistant's time. At the University of Wisconsin-Madison, faculty post their book lists on a university-based website for students and the bookstore, which orders the books. In other universities (e.g. SMU, Pitt, Boston College, Johns Hopkins, Harvard, University of Pennsylvania, Columbia, University of North Carolina), faculty order their books from the bookstore using an electronic form, and the bookstore takes charge of ordering desk copies as well. Our bookstore should be performing this task.

Syllabuses and other course computing needs: Some department advisors copy syllabuses, exams, and other course materials; in other departments faculty do this themselves. All departments should ask and enable faculty to submit copy requests on-line to Imprints and have the materials delivered. Further, comprehensive faculty use of

WebCT could save money and time by dramatically reducing the copying of class assignments, reading guides, etc.

Language placement exams: Some advisors in area studies programs spend a lot of time administering and even grading initial language placement exams. On-line exams are available and should be adopted.

It is totally inefficient and a waste of money, however, to deal with the above functions piecemeal. The campus must find a campus-wide solution to streamline the burden of course management experienced by both faculty and staff. *This is essential.* We support the Process Redesign Team's recommendation to create a web based portal that would integrate all aspects of course management. This portal would enhance advisors' communication with faculty and students, offload mindless tasks onto machines, which are good at them, and enable advisors to conduct the more substantive advising and value-added programs more suited to humans. The portal would house a staff portal and a faculty portal, and would serve as the central relational repository for teaching preferences, course scheduling, textbook adoption, computing requests (CINFO), TA assignments, TA evaluations, WebCT, courses.ucsd.edu, and an electronic grade system.

Currently, the departments of CSE and Economics have internal systems under development. The fact that departments are devoting their own scarce resources to accomplish this objective shows that this is a high priority. As mentioned, the IMS platform can integrate the many existing fragmented systems. We recommend the immediate consolidation of departmental development efforts into a single effort to create a campus-wide solution. Academic Affairs should take the lead and manage this effort with programming provided by the departments, ACMS or ACT.

B. Communication

Advising works pretty well at UCSD, but everyone agrees that communication on advising matters could be improved, saving time and improving service. Better communication would come from both relatively easy steps that take full advantage of electronic technology and -- perhaps a greater challenge to initiate and sustain – more frequent and regular meetings.

Communication with students

Communicating with students is at the heart of advising. It is challenging at UCSD because we are big and complicated and because we have many different kinds of students, with different needs. Freshmen and transfers, ESL and foreign students, first-generation college students and veterans: all have different academic and personal needs. Accurate on-line information and contact with advisors are both necessary to identify and respond to those needs. We have to work hard and on many fronts at once to manage our varied student body, six-college system, and demanding majors. Clear communication

with students reduces the time, and sometimes the number of advisors, it takes to get questions answered and resolve problems.

Better electronic communication

One program advisor, when asked what would save money in advising, immediately said, "The students reading information," such as the directions for language exams posted all over her door, or the detailed yet clear instructions on major requirements on her website. Some students will always insist on getting answers from a live person, perhaps because this generation has been shepherded through so much by parents and teachers: if that is why, their attitude must be considered in plans for the future. Our meetings with students made clear that they appreciate both the VAC and face-to-face advising, and also want good, clear, easy-to-find information available on-line. (They were *not* interested in using Twitter or Facebook for advising.)

If students can easily find basic information and get answers to straightforward questions on the web, they will phone, e-mail, and visit advisors about such questions less often, leaving more advisors more time to discuss substantive issues and complex problems. For our students' timely graduation, success, and loyalty, we need improved websites and electronic tools.

At high-tech UCSD, many web pages are updated only irregularly and are poorly designed, requiring too many clicks, giving either too little information or too much. For advising, we first need a central web page accessible from the University's home page, entitled "Whom to Ask about Your Academic Program" with interactive FAQs and links from a short description of GE requirements, major requirements, and career advice to pages listing links to the pertinent department, program, and college sites. (A good model is the new Language Web site, with all of its links highlighted on one page.) Then, each unit should immediately review its entire website for clarity. (Students have suggested that every unit list precise and accurate phone numbers and email addresses; that departments use a standard template, and that every department post a four-year plan.) Finally, the information must be kept up-to-date. This will require permanent planned staff time and planned staff training. Academic Affairs should annually designate a date by which units submit new website data for the upcoming academic year. (Later changes could still be made piecemeal.) The electronic face of the University is, in fact, so important that a faculty and staff work group should be convened to renovate entirely the portions of it relating to academic matters; but training and scheduled updates are key.

Clearer websites will help, but it is also our job to teach the students to use electronic information properly. The UCSD Senate-Administration Advisory Group for Information Literacy report suggests ways to make students more capable, early on, better preparing them for the electronic world we live in and save advising time and trouble.

Communicating with transfer students

Department and college advisors both pointed to communication with incoming transfer students as a special problem. Many new transfers, they report, simply do not read. As a result, advisors in both groups feel that they have to devote an inordinate amount of time to answering their questions individually. Some transfer students, on the other hand, complain that information about college and department requirements is hard to find on the web (see above).

We recommend that departments and colleges immediately start working together to agree upon a consistent strategy to communicate with incoming transfers about expectations and procedures and to explain who is responsible for advising them for what purpose. We recommend further that the departments create orientation programs for new transfer majors if they don't have these already; colleges hold orientations for transfers, but advising new transfers about their majors is the departments' responsibility. Economics reached many of its new transfers at once in its first orientation program for them, held this past summer and offering an overview of major requirements and an introduction to both University and department resources. The result, according to advisors, was many fewer individual visits, phone calls, and emails to advisors than in the past. Department orientations for transfers would save time overall for department advisors and also clarify to new transfers that departments, not colleges, should advise on majors, reducing the possibility of their getting conflicting advice. The University's new policy, effective 2010, of admitting transfer students only in the Fall, will make this recommendation easier to implement.

Communication among departments/programs/divisions

Our conversations with department advisors indicate that they do not always communicate well with each other, leading to time spent sorting out avoidable confusions. Changes made within one department affect other departments: for instance, changes in Math course scheduling, numbering, prerequisites, etc., may affect Physics majors; changes in Biology may affect Psychology majors; changes in whether AP credit or International Baccalaureate credit is accepted by one department may affect others, In each such case, the active department should talk to the other affected departments. The college Deans of Advising proposed that CEP could usefully ask, on departments' requests for changes, whether they have checked the impact on other majors, and CEP should set a fixed date by which all such changes must have been approved.

To address these issues, and for purposes of sharing technological knowledge and improving collegiality (in itself an efficiency factor), we recommend that department advisors meet with each other on an ongoing basis. University and department administrators should support a strengthened Organization of Department and Program Advisors (ODAPA), whose mission is to "promote shared ideas and develop creative solutions to pertinent undergraduate advising issues at UCSD." Without adequate support, according to some informants, ODAPA's level of activity and effectiveness has ebbed and flowed from year to year depending on its changing leadership. An active ODAPA, under strong leadership and with institutional support, could play a major role in moving the campus forward on initiatives such as the Integrated Course Management

System recommended above, training and professional development, coordinated transfer student orientations, increased collaboration with the colleges, and other initiatives to improve academic advising. ODAPA could also ensure better communication, desired by some department advisors with units such as the Registrar's office and the Office of Students with Disabilities.

Communication among all units where advising takes place.

We recommend that steps be taken, formally or informally, to increase communication and collaboration between advisors in the departments/programs/divisions on the one hand and the colleges on the other. All the advisors with whom we spoke are committed to promoting the success of UCSD students. They should be working together with mutual respect for the students' sake, with the sense that they share a mission and are part of a larger whole. Yet we come away with the persistent sense that not all in each camp understand or appreciate what their counterparts do.

Improved, ongoing communication between college and department advisors would help clarify their respective roles with respect to major advising, about which there is some uncertainty on the part of advisors, faculty, and students. Department and college advising jurisdictions meet in the borderland of general education requirements that may – or may not -- serve as lower-division requirements for the major and prerequisites for upper division classes, and in students' individual four-year plans. Department and career advisors on the one hand, and college advisors on the other, may give conflicting advice about W and P/NP options, which may protect GPA at the expense of a weaker transcript overall. Academic advisors may suggest that a foreign student withdraw from a class to protect his GPA, without realizing that a W could result in his deportation where an F would not, because privacy concerns make them reluctant to share information with the International Office. Better communication is required across all units that do advising or set policy or procedure that affects it. Where communication is working, it prevents errors: as for instance, in the Registrar's including college Deans of Advising in its work groups.

We recommend as a starting point that AVCUE Barbara Sawrey immediately convene a small steering committee of advisors from the colleges on the one hand and departments on the other, including leaders such AVCUE Sawrey, a provost, and a Vice-Chair for Undergraduate Education. This group should meet at least monthly to address communication problems and common issues, and should develop a workable strategy for ongoing communication (e.g., might an hour of the weekly college deans' meeting might be devoted to updates by and discussion with a department representative?). The issues raised in this Task Force report can serve as their initial agenda, and we propose that new transfer advising be high on the list.

One way to help students and cut advising costs at the same time is to catch the most serious (and time-consuming) problems before they escalate. Academic advisors, as we have said, can recognize students in crisis in meetings ostensibly on other topics and contact the appropriate campus office to initiate intervention. We recommend, too, that

the Registrar develop, and faculty help implement, early-alert systems to identify students in academic trouble early and get them help before they become students in crisis (requiring a large input of advising labor). Possibilities include required midterm grade reporting for large gateway courses and required reporting of all students who fail the midterm or are failing at midterm time in any course; the latter is done at other universities (e.g. Pitt, Boston College, Johns Hopkins). (On-line grading system makes this easier.) Students failing more than one midterm could then be called in by their college advisors for early intervention: even if all that is needed is a good talking-to.

C. Training and Professionalism

Best advising practice is to support a professional advising staff with regular training, with merit raises when finances permit, and with the best electronic tools available so that their time is spent on tasks that only humans can do well, instead of on tasks that computers can do faster. Just as a secure and experienced faculty is the best intellectual force for broad and deep undergraduate education, a secure and experienced advising staff is the best force for the timely graduation of satisfied students poised for successful careers.

Department and college advisors all agree that at UCSD, training is seriously lacking for advising staff, while turnover, especially in the departments, is high. Inadequate training leads to inefficiency and less than excellent service. As an example, ISIS training has not been offered for at least a year, maybe longer—new advisors just have to figure it out on their own or may not even know that this resource existed. We lack standard guidelines for training new department and college advisors. That means that even when good systems are in place, they are not used efficiently or effectively once the original developers have moved on. Especially as more and more information is handled electronically (DARS, VAC, etc.), training is of the essence.

The University should recognize and contribute to a movement already underway to professionalize academic advising with certification. The Academic Advisors Training Certificate Program (AATCP) offered training modules in 2009- 2010 on such topics as Technology in Academic Advising; Legal and Ethical Issues in Academic Advising; Helping Assisting Students Experiencing Emotional and Behavioral Difficulties. The University will save money in the long run and improve advising by investing in the personnel already in place by supporting certification and steady career advancement for advisors.

E. Reducing Bureaucratic Paperwork

Every informant with an opinion on the subject, and those were many, believes that CEP's current level of oversight of academic regulations – to the extent of reviewing individual student requests to late add a class or extend an Incomplete – is unnecessary and responsible for an enormous waste of staff time and for great frustration among faculty, staff, students, and parents. According to one department Chair, "The bulk of the

student affairs officer's time is spent with CEP and OGS rules and regulations. Whether it's forms, course approvals, room scheduling, graduate student funding or the like, staff is servicing CEP and OGS, not the department nor student." Another Chair wrote, "It is normal for there to be supra-departmental oversight for changes to major/minor requirements and such matters, but not for adds and drops, incompletes and withdrawals, and small changes to catalogue copy."

The petition process

When one advisor described the CEP's oversight of petitions as "a nightmare," she was only expressing, rather mildly, a consensus with no dissenters. CEP insists on reviewing petitions for the following exceptions to Academic Senate regulations: late adds and drops (without a W) and grade changes, retroactive adds, drops, and grade changes, and extensions of Incompletes. Under current CEP policy (2008 CEP Guidelines for Petitions), these petitions must be reviewed first by the department. If the department denies the petition, it goes no further. If the department approves it, it goes for review to the student's college provost. If the provost denies the petition, it again stops there, but a paper copy is forwarded to CEP. If the provost approves it, it goes on to CEP for final review and a decision. Some petitions, such as graduation with less than minimum units and grades of Pass/No Pass in excess of 25%, originate in the college.

The required levels of review in the processing of these petitions consumes hours and hours for advisors in both departments and colleges. For department advisors, each petition requires the following:

a. Intake of the petition and relevant material.
b. Database entry
c. Copying
d. Routing/Tracking
e. Explanation to faculty
f. Getting faculty member's and Chair's signatures
g. Filing
h. Updates in DARS/ISIS
i. Mailing/routing
j. Emailing
k. Printing

If the petition is approved, the college Dean of Advising then starts the process again. He or she receives the petition and supporting material (this may require an appointment); checks to be sure that the petition is correctly filled out and the correct documentation is there (returning it to the student and/or department if not); checks for compliance with CEP guidelines; enters the data into electronic records; and goes over the issue with the provost. If the provost approves it, he or she prepares a memo summarizing the issue, required by CEP for each petition it sees, has everything xeroxed and filed, sends the material over to CEP by hand, and then waits for CEP to respond.

The wait is often long. CEP holds students to a strict schedule, even in the case of problems that are not their fault (e.g., an error by an instructor or TA). CEP guidelines duly state that "Students deserve a timely response to their petitions," but CEP takes as

long as two or three months, or in some egregious cases many more, to rule on a petition. Such delays, as well as occasionally lost paperwork and misreading of the petition, cost advisors still more time: anxious students return repeatedly to find out what's happening and make contingency plans (in anticipation that CEP might not approve a late add, for example). CEP oversight of petitions often means lots of paperwork, phone calls, time spent walking documents from office to office, frustrated students, and angry parents.

Moreover, the process is unfair: if CEP's purpose is to insure that academic regulations are being properly and consistently followed, it should review all petitions. Instead, CEP seems to distrust their faculty colleagues in the departments and colleges only when they say "Yes" to a student; when they say "No," CEP assumes they are doing the right thing. If a department or college were to violate regulations or guidelines by denying a petition improperly, CEP would never even know.

Micromanagement and academic freedom figured alongside timeliness as problems in the WASC review committee's comments on CEP (pp. 31-2): "The team recommends that the institution reassess the roles and responsibilities of the CEP, to consider its authority in disciplinary and curriculum-based decision-making, and the efficiency of its timelines for decision-making. For example, at most institutions of UCSD's caliber, new courses and catalogue changes would not require approval beyond the department level, a practice that seems at best intrusive and at worst an impingement of academic freedom. The team suggests some means for programs to provide feedback to the CEP on its own operation, and that the CEP establish clear written guidelines for programs relative to process, potential action items and implementation steps."

To cut to the chase: to process all petitions submitted to them, college advisors estimate that approximately 15 hours per week, per college, are required of a designed advisor who coordinates the petitions, the Dean of Advising, and the Provost collectively, at an approximate cost of $410 weekly or $123,000 annually for the six colleges. (That amount does not include money spent on copies or on staff time and expenses in the departments.) Yet, in a CEP review of the petition process earlier this year, it turned out that CEP upheld the decision of the college provosts over 80% of the time. If petitions could be approved or denied by the college provost and not have to go to CEP, advisors estimate that half that $123,000 cost could be saved.

Accordingly, we recommend that:

- The Academic Senate should permit departments and colleges to make final decisions on student petitions based on CEP guidelines. The Deans of Advising should provide CEP with yearly statistics and/or random selection of petitions for verification of policy enforcement.
- The final authority on 199 and Special Studies petitions and repeats of courses three or more times should be the department.
- The entire petition process should be put on-line, saving staff time and trees.

F. Suspension of "Value-Added" Activities?

Department advisors work with student organizations, produce newsletters, communicate with alumnae/i, and participate in events such as Admit Day. College advisors do likewise, and also work on occasional events such as college anniversaries. Since money is short, each department and college will have to balance cost in staff time against the benefits of such activities, bearing in mind the potential benefits of providing services and building relationships that will lead to more satisfied students and more grateful alumni/ae.

G. Unfunded Mandates -- OSD

An increasingly onerous burden for department advisors is the requirement that they proctor special examinations for students who are registered with the Office of Students with Disabilities (OSD) and who require additional time or special conditions (quiet room, etc.) to take exams. In large departments, there are now up to 50 such students in each exam cycle, which means many work-hours proctoring exams under conditions that do not, in any case, comply with the law, because there are not enough classrooms for that. OSD itself handles only students who have special technological needs. The recent and continuing increase in students with learning, physical, and psychological disabilities, as medicine and technology blessedly empower everyone to learn, means that the University will have to provide the resources to allow OSD create a central testing facility and take on the responsibility of proctoring special exams for students.

IX. STREAMLINING CURRICULUM

This Task Force was not charged with examining the curriculum. But the impact of curriculum on advising kept coming up, generating substantive discussions about what undergraduate education is and should be. As a result, we urge that the University could usefully 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 their individual intellectual development dictates. The mission of University-level undergraduate education is not merely to produce professionals, but to educate the whole person and especially the whole intellect of each student.

As Assistant Dean of Jacobs School of Engineering Steve Ross put it, advising time can be cut by "curriculum streamlining," both of the diversity of college requirements and of the heavy load of major requirements: two sets of requirements that advisors have to match up for each student. Each requirement demands advising time, as students must work out programs based on the relations of courses to one another (pre-requisites, labs and lectures, etc.) and weekly and quarterly schedules. When requirements are straightforward, programs are easy to devise and follow, and advising can be quick. Each complication potentially lengthens time-to-degree, lengthens advising time, and generates petitions as students try to get around requirements. Each petition takes between 15 minutes and 45 minutes of staff time, and between 5 and 15 minutes of faculty time. The

question for the faculty of each college, department, division, and program at UCSD is whether their programs can be simplified without watering down a UCSD education, or whether streamlining would in fact improve the quality of a UCSD education.

Further, the University is facing a situation in which faculty will probably be lost and not replaced for some time. In majors that require many and very specific courses, the loss of particular faculty may mean repeated revisions of major requirements, which will complicate student planning and advisor tasks. Flexibility is a good thing, when possible.

A. The Majors

At present, majors at UCSD must include at least 12 upper-division courses (48 units). In fact, many majors require up to 60 credits, and some into the 90s. Some of these high numbers, in Engineering, are required by accreditation requirements. But in most cases there are no such external factors. We recommend that CEP encourage departments to rethink their requirements from the bottom, up, with the aim of discarding those that have accrued over time but are not truly necessary. A goal might be around 12 upper-division courses, properly prepared for with, again, a carefully pruned set of lower-division requirements. Sleek majors with fewer requirements give students more opportunity to pursue interests and explore a wider array of courses outside his or her major department, consistent with the ideals of a liberal arts education; and those who wish to take more in the major, may. But slimmer majors also make planning the four-year course of study easier, and increase the likelihood of graduating on time. Additionally, Director of Admissions Mae Brown agreed that from an Admissions standpoint, reducing the number courses required for majors could attract students to UCSD, particularly as parents hope their children will finish on time.

We recommend further that departments seriously consider simplifying the structure of their major requirements. Every additional, unnecessarily particularized major requirement means that students, advisors and faculty must spend time figuring out how students can meet it and fit it into their quarter by quarter schedules so that they can graduate on time. Each complication also has the potential to generate petitions for substitutions and exceptions. A single petition of this kind may take between 15 minutes and 45 minutes of staff time plus between 5 and 15 minutes of faculty time. It can also be argued that by limiting students' freedom of choice and subjecting them to too many specific requirements, we deny them the opportunity to learn responsibility and to develop intellectual autonomy and maturity.

Departments with several sub-majors and/or majors with required concentrations built into them should consider eliminating or reducing these if they are not truly justified academically. At present, UCSD has 28 departments and 17 programs, but 130 majors. These add considerably to advising time, as advisors work with students to figure out how to fulfill these requirements. Departments and programs (One department advisor commented, "When times were good, we did a lot of things just because we could.") Sub-major requirements complicate students' efforts to juggle their schedules and limit their ability to follow their developing interests. The courses that make up tracks within

majors, or very specific majors within disciplines, to accommodate particular interests can be suggested without being required.

Every prerequisite has the potential to take up advising time as these drive students into advisors' offices to negotiate alternatives, appeal to be exempted, and the like. We recommend that departments evaluate their pre-requisites and keep only those that are truly necessary.

B. The Colleges

Each college has its own character, which students praise as giving UCSD a touch of that "liberal arts college feel." That is based in part on varying general education requirements, which should certainly be preserved. Nonetheless setting aside the college core courses (Revelle Humanities, DOC, MMW, Law and Society, and CAT), we recommend that the colleges consider bringing the *number* of their distribution (or breadth) requirements into closer alignment with each other, and further that they work with departments to make them as congruent as possible with departmental prerequisites.

X. CONCLUSION

At the 50-year mark, UCSD faculty and staff should have the confidence to do what we think is right within undergraduate education. We need not follow the educational programs of other institutions; we can lead them. Adding to the need for accessible, high quality academic advising in the years to come are some of the trends in student populations that we are seeing now and that will only accelerate.

UC policy dictates that in the future we will be accepting a higher proportion of transfer students relative to freshmen, a trend that has already begun. Transfer students need more advice than those who enter as freshmen. UC also plans to begin admitting more students from out of state; paying higher fees, they will expect good service. To attract them, UCSD will need to maintain and even enhance a reputation for offering strong support services once they get here.

Moreover, Director of Admissions Mae Brown predicts that a high proportion of out-of-state students will be foreign students, many of them transfers from California community colleges. This is a matter of great concern. It means that more new students than previously are those who have not fully adjusted to American educational expectations and who write and speak English imperfectly. They also have legal strictures on their programs, and any change of address, major, or any other matter must be reported to the Department of Homeland Security. These students present special challenges, not only to the faculty who teach them, but also to academic advisors.

UCSD's goal of recruiting more students from underrepresented minorities is an excellent and necessary one. The more we succeed, the more first generation college students we will have. Those who need academic support deserve the best individualized advising services that the University can provide.

UCSD also has more students with mental health issues. Medication and therapies now allow more adolescents to succeed in high school and come to the University. Away from home, their mental disorders can complicate their academic progress and bring them to advisors' offices with academic problems that are inextricably wrapped up with their personal issues. We want them to succeed, and moreover, some, if unidentified, may harm themselves or others. They require trained advisors who work with them face-to-face.

The *White Paper on Options for Administrative Reorganization in Academic Affairs* points to student advising as an "obvious" target in a program of consolidating "decentralized support functions." Having studied the subject pretty hard for some weeks, we disagree. *Centralize processes, not people.* The money that it would take to reorganize, retrain, and rehouse advisors across campus will be much better spent on expanding the VAC to all departments (an inexpensive fix), supporting the development of an Integrated Course Management System (already in progress in Economics and CSE), adopting e-grades (scheduled for testing this summer), and moving to student e-files and away from paper: in other words, bringing advising at UCSD into the 21st century. Technological improvements, better communication and coordination, cutting red tape, professionalization of advising, and curricular streamlining will improve efficiency as well as effectiveness. Later, units can re-evaluate their separate staffing needs, while preserving the strengths of our current dual advising system.

APPENDIX B: RESPONSIBILITIES OF DEPARTMENT/PROGRAM/DIVISIONAL ACADEMIC ADVISORS

Tier One Basic Core services performed on demand and in real time

- Responding to registration and enrollment questions on a daily basis
- Prerequisite questions, overrides and faculty approval
- Responding to scheduling requests for makeup sections, review sessions, TA office hours, overflow rooms, etc. Liaison with campus scheduling/registrar's office.
- Responding to Change of Major requests; communication to students
- Minor advising
- Double major advising
- Advising/counseling appointments (usually one-half hour) - includes academic or educational planning, (e.g., long-term planning), personal counseling (e.g., students in academic difficulty), general career counseling, short term planning (scheduling), decision making.
- Walk-in advising (10-15 minute sessions).
- On-demand resolution of graduation related problems for seniors.
- Student referrals to other resources on campus, such as, Career Services Center, Financial Aid, Student Business Services, CAPS (Counseling and Psychological Services), OASIS (Office of Academic Support and Instructional Services), OSD (Office for Students with Disabilities), and the colleges.
- Meetings, such as advising staff meetings, which include analysis and quality review of services.
- Impromptu meetings to discuss unexpected or urgent issues or problems.
- Intake advising including screening, information giving, basic advising, referrals.
- Helping students with articulation agreements and other lobby resources.
- Recording, documenting, creating student files.
- Responding to student questions via the Virtual Advising Center, departmental "question" emails, and phone.

Tier Two- Necessary services and projects which constantly are performed but which must fit into "spare" time or "paper work"

- Administering and monitoring Transfer Student Program
- Administering and monitoring of student groups and clubs
- Preliminary degree audit reviews and degree audit updates.
- Commencement lists and graduation status maintenance.
- Petitions, which require different tasks to process and oversee double major, major exceptions, departmental minors, waiver of residency, and overloads.
- Academic senate exceptions, which require detailed analysis and review as well as heavy collaboration between the departments, colleges, and the Committee on Educational Policy.
- Advising and paperwork for readmission of students including students who were previously academically disqualified limited status, and second baccalaureates.
- Withdrawal from courses
- Administering and monitoring Honors Programs (e.g., departmental Freshman Honors Programs, Seniors Honors Program).
- Approving Students for Exchange Programs as they relate to the use of course toward the major (e.g., Dartmouth Exchange Program, Spelman Morehouse Program).
- Providing miscellaneous assistance to Financial Services
- Informing students about Scholarships

- Providing letters of recommendation

Tier Three- Necessary services and projects which are performed periodically or cyclically

- Quarterly scheduling of classes (fall, winter, spring, summer session x2)
- Quarterly scheduling of seminars (Freshman, Senior)
- Coordination of all summer session activities (recruitment of instructors, graduate teaching fellows, hiring, scheduling, TA's)
- Coordination of textbook orders from faculty
- Work with publishers for desk copies for faculty and TA/tutors
- Coordinate and approve concurrent enrollment (fall, winter, spring)
- Coordinate, distribute, collect and verify grade sheets (fall, winter, spring, summer session x2)
- Coordinate change of grade requests; work with faculty, students, staff
- Coordinate Incomplete process; work with faculty, students, staff
- Work with faculty/instructors and Risk Management on liability issues
- Serve as CAPE liaison
- Serve as OSD liaison and schedule for alternate exams
- Independent Research (199) advising, processing
- Academic Internship Program (AIP) advising, petition
- Transfer Student Workshops
- Study abroad advising, approval, petition
- Coordination with campus articulation officer and community colleges
- Update ASSIST with up to date information
- Serve on Undergraduate Program Review committee and assist with any implementation of changes to major/program.
- Communication with EAP Reciprocity students regarding enrollment, prerequisites, etc.
- Departmental outreach: Admit Days (NFRS and TRAN), Scholars Day, Alumni Day, Regional Receptions, and Transition Forums (hosted by Admissions for Community Colleges).
- Miscellaneous workshops (i.e., undergraduate research, TA/tutor, summer research, professional school, study abroad, etc.)
- Review and maintenance of e-DDA applications and retractions.
- Subject to Disqualification and Academic Probation Processes including academically disqualified students which involves screening, reviewing, mailings, filing, tracking, monitoring, and readmission of students.
- Review of students on financial aid probation, athletes, and veterans (VA benefits).
- Creation and maintenance of forms and publications for departmental and campus wide distribution as well as -Four Year Plans, Academic Handbook, Major Sheets, Honors, Admit Inserts, Prospective Student brochure, and various flyers, information sheets and brochures, as well as forms.
- Review and coordination of college catalog copy
- Final and preliminary degree checks and degree audits
- Freshman Orientation
- Transfer Student Orientation (quarterly).
- Coordination with Office of Admissions and maintenance of various admissions-related tasks
- Coordination with Registrar and implementation of registrar-related tasks and policies, including representation on campus wide work groups.
- Coordination with the Committee on Educational Policy and implementation/reporting.

- Creation and maintenance of information on World Wide Web.

Tier Four -Other activities and commitments

- ODAPA-department/program advisors meetings and workgroups.
- Creation and routing of course approvals
- Maintain library of desk copies, etc.
- Department-wide meetings and tasks.
- Campus-wide meetings and tasks
- Assist with College Commencements by recruiting faculty and identifying students receiving awards.
- Recruitment activities.
- ISIS Approximation and Subject Matter Expert consultation
- DARS (degree audit) updating, consultation and training.
- Computer and systems maintenance consultation for various departmental units.
- Staff support and monitoring for such ventures as departmental Education Committees
- Diversity Initiatives.
- New Student Gateway (Orientation and advising system for new students).
- Transfer Friday Sessions (in collaboration with the Admissions Office for Transfer Students)

Management of Academic Advising and Instructional Support

- General Description: Divisions/Departments/Programs vary as to the level of staffing and management in regards to Academic Advising. Some areas manage a staff of professional advisors and support personnel who provide a complex, comprehensive Academic Advising and Instructional Program to students and faculty. In addition, the Directors/Managers represent their areas and its students and works with a wide development of programs, policies, and procedures that affect academic advising, instruction and student's academic planning.
- Directors/Managers:
    - Serve as key contact for data analysis, review and collection
    - Serve as key contact for space/facilities issues (office, TA/tutor, lab)
    - Responsible for budget expenditure for office and instruction
    - Yearly teaching assignments; work with faculty; sabbatical (work with AP)
    - Yearly enrollment trends and projections
    - Unit 18 recruitment, evaluation, hiring (work with AP)
    - Collectively and individually administer and enforce campus-wide academic policies relative to undergraduate education, from orientation to graduation;
    - Serve as resource personnel to a wide range of campus committees, departments, and offices and represents the needs and requirements of undergraduate students;
    - Coordinate with other units/departments within the divisions/department, the six colleges, campus-wide, and UC-wide regarding regulations and policies.
    - Recommend guidelines and policy changes as appropriate;
    - Recommend the development/deletion of programs, policies and procedures that affect academic advising and students' academic planning
    - Serve as advisors to their Divisional Deans, Assistant Deans and MSO/DBO
    - Serve on departmental-wide and campus-wide committees, task forces, and workgroups. Examples:

        - Academic Advising Training and Certificate Program
        - E-course approval committee
        - Petition workgroup
        - Transfer Student Academic Issues workgroup

- The Management of Academic Advising and Instruction requires global knowledge of new/revised policies at the UC San Diego Campus as well as the ability to implement the fine details in each division/department/program.

Miscellaneous services provided by a minority of Departments/Programs

- Language placement exams (programs in Chinese, Japanese studies)
- Assistant to Chair
- PPS (Payroll/Personnel system) entry for TA's, students, career employees
- Timekeeping
- Commencement ceremonies; participation and coordination with faculty
- Management of departmental evaluations for associate in, lecturers, etc.

Miscellaneous services provided by Divisions (Biological Sciences, Jacobs School of Engineering)

- TA/tutor allocation, recruitment, selection, payment/credit, evaluation, union issues, etc.
- Special Programs- Administering and monitoring of departmental internship program; work closely with development and biotechnology companies (Bio), Jacobs/Regents Scholars (Engineering)
- Internship Program (BISP 197- BIO), Teams in Engineering Services (TIES-Engineering)
- New Instructor handbook and orientation workshop
- URM (Under Represented Minority) recruitment
- Personnel- recruitment, evaluation, discipline, etc
- Impacted majors: advising students, monitoring exceptional admit process, working with IT group on data requirements, etc.
- Commencement ceremonies; participation and coordination with faculty

Appendix B

UCSD

ACADEMIC ADVISING IN THE SIX COLLEGES

Submitted by the Deans of Academic Advising

ACADEMIC ADVISING IN THE SIX COLLEGES

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ACADEMIC ADVISING IN THE SIX COLLEGES

OVERVIEW

This report describes the present academic advising services and staffing patterns in the College Academic Advising Offices. The scope of advising services is given to provide an understanding of the tasks and responsibilities that are required to provide advising to students. Information regarding national advising standards is provided to give a perspective on advisor to student ratios.

UC SAN DIEGO ACADEMIC ADVISING ORGANIZATIONAL MODEL

At UC San Diego, we have a *decentralized dual model*, where advising services are provided by staff in the colleges as well as academic departments. Students have two advisors to guide them through their degree program: an academic advisor in their assigned college for general education issues, university requirements, and academic procedures; and a department advisor for the major. Undecided students are served at the college until they declare a major, at which time they acquire a department advisor. Both advisors monitor and approve the student's graduation plan (Pardee; in Gordon & Habley, 2000, pg. 192).

In contrast, a *centralized* organizational structure consists of an administrative unit, usually an advising center, with a director and an advising staff housed in one location. (Pardee; in Gordon & Habley, 2000, pg. 192).

CORE FUNCTIONS OF COLLEGE ACADEMIC ADVISING

College Academic Advising Offices serve as the central hub for students from which appropriate referrals are made and consistent follow up is maintained. It is often the first point of contact. The college advising offices serve as the only place on campus where a student can discuss the overall "picture" of his/her degree and all requirements related to it.

The Colleges provide developmental academic advising to undergraduate students from orientation through graduation. Whereas, in prescriptive advising, a student sees an advisor for a solution or an advisor typically answers specific questions but does not address more comprehensive academic concerns. Developmental advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person's own life stage of development. It "is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but . . . they are essentially teaching functions as well." (NACADA Website).

- Advise and assist all students in exploring a wide range of academic interests and goals including exploration of academic opportunities while earning their degree assuring they are meeting college, departmental, and university regulations and policies.
- Function as the vehicle for certification of degrees for general education, major, and university requirements, including functioning as the Office for Resolution of problems for students who did not meet requirements.
- Monitor and disqualify students for failure to meet minimum academic standards (including basic writing, minimum progress and minimum GPA).
- Interpret, monitor, and enforce student compliance with academic regulations and standards as well as state mandated initiatives (maximum units, minimum progress, and academic status).

- Assist special populations (e.g., students in academic difficulty, transfer student populations, first generation college students, low-income, and underrepresented students, veterans, athletes, honors students, undeclared majors or are changing majors.) in the transition and acclimation to college and university academic life.

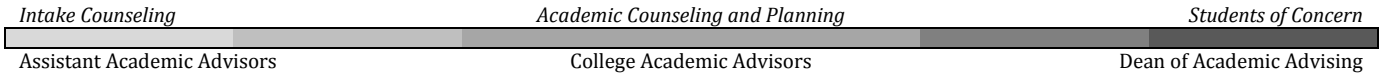
- Identify "students of concern" when working individually with students and refer to the appropriate services and provide follow up assistance where needed, including initiating Counseling and Psychological Services (CAPS) release forms to provide a coordination of services and support.

BACKGROUND

Academic advising services may be thought of as occurring on a continuum. However, when analyzing services in terms of what must be provided to students and what must be considered in order to meet their needs as their numbers increase, it is helpful to understand services in terms of tiers. Then, not only can essential and core advising tasks be clearly delineated, but the broad range of other services that are provided by the college advising offices can be perceived to some degree. These tiers are an artificial separation, but valuable in analysis; nonetheless, we would note that even these are only a partial listing of advising-related services.

The tiers reflect those services provided by academic and intake advisors and do not include Deans' and Assistant Deans' responsibilities, such as management, supervision, performance appraisals, and a wide variety of meetings, committee work, or other university service. They also do not reflect other non-advising activities performed by support staff.

Some form of academic advising is provided at every level by the entire college advising unit, from Assistant Academic Counselors to the Dean of Academic Advising:



TIERS OF ACADEMIC ADVISING SERVICES AND ACTIVITIES

Tier One - Basic Core services performed on demand and in real time

- Advising/counseling appointments (usually one-half hour) - includes academic or educational planning (e.g., long-term planning), personal counseling (e.g., students in academic difficulty), general career counseling, short term planning (scheduling), decision making.
- Walk-in advising (10-15 minute sessions).
- On-demand resolution of graduation related problems for seniors.
- Student referrals to other resources on campus, such as, Career Services Center, Financial Aid, Student Business Services, CAPS (Counseling and Psychological Services), OASIS (Office of Academic Support and Instructional Services), OSD (Office for Students with Disabilities), and the academic departments.
- Meetings, such as advising staff meetings, which include analysis and quality review of services.
- Impromptu meetings to discuss unexpected or urgent issues or problems.
- Intake advising including screening, information giving, basic advising, referrals.
- Helping students with articulation agreements and other lobby resources.
- Recording, documenting student files.
- Responding to student questions via the Virtual Advising Center.

Tier Two - Necessary services and projects which constantly are performed but which must fit into "spare" time or "paper work"

- Preliminary degree audit reviews and degree audit updates.
- Commencement lists and graduation status maintenance.
- Petitions, which require different tasks to process and oversee double major, GE (general education) exceptions, departmental minors, special minors, waiver of residency, part-time study, and overloads.
- Academic Senate exceptions, which require detailed analysis and review as well as heavy collaboration between the departments, colleges, and the Committee on Educational Policy.
- Readmission of students including students who were previously academically disqualified, limited status, and second baccalaureates.
- Withdrawals.
- Incoming and Outgoing Inter-College Transfers (ICT).
- Individualized Studies Majors.
- Monitoring Entry Level Writing Requirement (ELWR) and English as a Second Language (ESL).
- Administering and monitoring Honors Programs (e.g., college Freshman Honors Programs, Sophomore Honors Project).
- Administering and monitoring Exchange Programs (e.g., Dartmouth Exchange Program, Spelman Morehouse Program).
- Providing miscellaneous assistance to Financial Services (e.g., duration appeals, high unit majors).
- Informing students about Scholarships (Truman, Goldwater, Churchill, etc.).
- Providing letters of recommendation.
- OASIS Learning Communities.

Tier Three - Necessary services and projects which are performed periodically or cyclically

- Final and preliminary degree checks and degree audits.
- Freshman Orientation (approximately five sessions per college, per academic year).
- Transfer Student Orientation (quarterly).
- EAP Reciprocity Orientation.
- Orientation Leader selection and training.
- College outreach: Admit Days (NFRS and TRAN), Family Day, Alumni Day, Regional Receptions, Transition Forums (hosted by Admissions for Community Colleges), and Scholars Day.
- Summer Bridge/OASIS projects.
- Freshman curriculum planning workshops (e.g., outreach in the residence halls).
- Miscellaneous workshops (i.e., focus groups, academic probation, and undecided majors' workshops).
- Maintenance and coordination of e-DDA applications and retractions.
- Development, enhancement, and implementation of the e-DDA Wizard.
- Subject to Disqualification and Academic Probation Processes including academically disqualified students which involves screening, reviewing, mailings, filing, tracking, monitoring, and readmission of students.
- Review of students on financial aid probation, athletes, and veterans (VA benefits).
- Monitoring and tracking maximum units.
- Creation and maintenance of forms and publications for college and campus wide distribution as well as publication on the Web: Curriculum Guides, Four-Year Plans, Academic Handbook, GE Sheets, Honors, Admit Inserts, Prospective Student brochure, and various flyers, information sheets and brochures, as well as forms.
- Review and coordination of college catalog copy.
- Advising prospective and current students in the following minors: African American Studies, Public Service, International Migration Studies, and Human Rights.
- Coordination with Office of Admissions and maintenance of various admissions-related tasks.
- Coordination with Registrar and implementation of registrar-related tasks and policies, including representation on campus wide work groups.
- Coordination with the Committee on Educational Policy and implementation/ reporting.
- Committee on Educational Policy Academic Program Reviews.
- Maintenance of advising information on World Wide Web.

Tier Four - Other activities and commitments

- College-wide meetings and tasks.
- Campus-wide meetings and tasks; search committees.
- Assist with College Commencements.
- Recruitment activities.
- Counselors Forum.
- SAWDES – Six College Advisory Workgroup on Distance Enrollment Services.
- ISIS Approximation and Subject Matter Expert consultation.
- DARS (degree audit) and Extract consultation and training.
- Evaluator (survey program).
- Computer and systems maintenance consultation for various college units.
- Advisory function to college-based writing programs.
- Staff support and monitoring for such ventures as scholarship committee.
- Diversity Initiatives.
- New Student Gateway (Orientation and advising system for new students).
- Transfer Friday Sessions (in collaboration with the Admissions Office for Transfer Students)

Management of Academic Advising

General Description: Each of the six College Deans of Academic Advising manages a staff of professional advisors and support personnel who provide a complex, comprehensive Academic Advising Program to students of the College from initial academic orientation and enrollment to final degree audit and certification. In addition, the Deans represent their college and its students and work with a wide range of offices campus-wide recommending development of programs, policies, and procedures that affect academic advising and student's academic planning. The Deans ensure compliance with the academic policies of the College, academic departments, and Academic Senate, as well as those policies from the Office of the President and The Board of Regents.

- The Six College Deans of Academic Advising:
    - Collectively and individually administer and enforce campus-wide academic policies relative to undergraduate education, from orientation to graduation;
    - Oversee students in academic difficulty and disqualification from the University and set conditions for students seeking readmission.
    - Oversee integration of transfer students into the College program; interpret and enforce Transfer Admission Guarantee (TAG), Inter-segmental General Education Transfer Curriculum (IGETC), Four Year Plans, and other state legislature mandated programs;
    - Serve as a key college staff member working with students of concern working closely with Dean of Student Affairs, Resident Dean, and CAPS, as appropriate.
    - Serve as resource personnel to a wide range of campus committees, departments, and offices and represent the needs and requirements of undergraduate students;
    - Coordinate with other units/departments within the college, the six colleges, campus-wide, and UC-wide, regarding regulations and policies. Examples provided under "Campus-Wide Collaborations" section. Also see Appendix A;
    - Recommend guidelines and policy changes as appropriate;
    - Recommend the development/deletion of programs, policies and procedures that affect academic advising and students' academic planning;
    - Serve as advisors to their College Provost;
    - Serve on college-wide and campus-wide committees, task forces, and workgroups. Examples:
        - Academic Advising Training and Certificate Program
        - Registration Coordination Committee
        - Student Systems Advisory Committee
        - Council of Provosts-Data Group
        - Council of Provosts Technology Committee
        - CEP Review Committees
- Supervise and mentor professional and support staff; oversee hiring and dismissals, staff development, reclassifications, performance evaluations, and merit increases;

- Monitor and manage staff workload to accommodate college and campus-wide advising responsibilities;

- The Management of Academic Advising Requires global knowledge of new/revised policies at the UC San Diego Campus as well as the ability to implement the fine details at each college. Collectively, the Deans of Academic Advising:
    - Manage consistent and equitable enforcement across all colleges of campus and UC academic regulations and standards;
    - Develop policies in conjunction with COP and other offices, such as, those on enrollment management, inter-college transfers, disqualifications, yield activities (i.e., Admit Information Sessions), family day;
    - Provide leadership to and collaborate with academic and student services departments regarding the needs of the undergraduate program: e.g., enrollment management, coordination of advising efforts, course scheduling issues, new student academic orientation, etc.;
    - Serve as a resource for consultation regarding academic issues related to the undergraduate population to entities such as Admissions and Outreach, Registrar, Financial Aid, Office for Students with Disabilities (OSD), Athletics Department, Summer Session, International Student Office, Programs Abroad Office, etc.

ACADEMIC ADVISOR LOADS

National Statistics (http://www.nacada.ksu.edu/Clearinghouse/advisingIssues/advisorload.htm)
In the most recent survey (the Sixth national survey) published in 2004 as a NACADA monograph, data were collected on the mean number of advisees assigned to each full-time equivalent advisor. The survey showed that the mean number of advisees assigned to full-time advisors at 375/1 in two-year public colleges, 121/1 in two-year private colleges, **285/1** in four-year public colleges, and 153/1 in four-year private colleges. It should also be noted that to some these figures may seem low but we must realize that many full-time advisors work in advising programs that provide services to students with specialized advising needs (e.g. undecided students, underprepared students, adult students, honors students, and/or students with disabilities). Data on reported student contact with full-time advisors can also be used to gain a better understanding of advisor load. In the Sixth survey, the average number of student contacts per full-time advisors during an academic term was 2.5 (two-year public colleges), 2.2 (two-year private colleges), **2.4** (four-year public colleges), and 3.3 (four-year private colleges). As corroboration for these contact data, the most recent normative report from ACT's Survey of Academic Advising (a student evaluation) indicates that the mean number of contacts between an advisee and a full-time advisor is 2.68.

Recommended Reasonable Loads for Academic Advisors (http://www.nacada.ksu.edu/Clearinghouse/advisingIssues/advisorload.htm)
Many 'experts' in the field of academic advising suggest that a target advisor load for full-time advisors should be about **300/1** and the target advisor load for full-time instructional staff should be about 20/1. Usually, the 'experts' immediately qualify these recommendations suggesting that many institutional factors should be considered in determining a reasonable advisor load.

At UC San Diego, the advisor load for college academic advisors increased from approximately 751/1 to **827/1** from Fall 2004 to **Fall 2009**. On the other hand, the number of academic counselors remained about the same. We are currently 527 students above the recommended target advisor load (see Appendix B).

STUDENT CONTACTS - FALL 2004 TO FALL 2009

The Academic Advising Contact System is the main method for keeping statistics on our contacts with students. Warren College was the first college to start using the system in September 2000; Muir was the most recent, entering in November 2003.

Earl Warren College	September 2000
Thurgood Marshall College	November 2000
Eleanor Roosevelt College	January 2001
Revelle College	January 2002
Sixth College	February 2002
Muir College	November 2003

Since its inception, the Six Colleges have logged almost 596,000 entries into the Contact System. 66,990 students (distinct contacts) have used the system; only eight students in the entire system have over 100 contacts. The highest record for any given student is 130 contacts.

Since Fall 2004, the Six Colleges logged 393,153 entries into the Contact System. On average, 55.6% (range = 48.7% - 60.0%) of our student population took advantage of academic advising each quarter (See Appendices C and D).

Note that these numbers do not count the thousands of advising questions that we answer during orientation sessions, academic advising workshops, or other special events and programs where academic advising staff is present. Nor do these numbers include answers or advice given in the lobby, email and phone advising, or group advising sessions.

Academic Levels

We work with students across the academic levels:

Seniors 37.9% (1)
Juniors 18.5% (2)
Unclassified Students* 16.3% (3)
Freshmen 14.6% (4)
Sophomores 12.7% (5)

**Students are listed as "unclassified" prior to enrollment. These students are incoming NFRS/TRAN students (NFRS/TRAN)*

Academic Contacts

While it's difficult to categorize academic advising session into just one area (since students end up addressing several different issues in an academic advising session), the contacts are categorized by the following areas, as initially designated by either the student or the academic counselor. These statistics do not include the number of daily phone calls, students with "quick questions" for the intake counselor, and in some cases, referrals to other units/departments. Students see Academic Advising Staff for a variety of reasons, from orientation to academic advising.

Academic Advising 57.1%
Includes academic advising and planning with regards to the general education curriculum, degree audit reviews, course selection and planning, major selection, grades, appointments with specific academic counselors, minors, petitions for exceptions to the general education curriculum or deadlines, part-time petitions, readmission, general education exceptions, study abroad, forms (e.g., financial aid, VA forms, etc), questions about transfer coursework.

Academic Standing 11.4%
Includes counseling students their academic standing (probation/subject to disqualification).

Counselor Notes 10.4%
Includes counselor comments, course recommendations, or may be counselor initiated.

Miscellaneous/General 10.2%
Session may include questions regarding technology, personal situations, withdrawals, or unknown.

Orientation Questions 6.4%

Graduation 3.7%
Includes graduation preparation and planning, forms, deficiency notices, & commencement.

ICT (Inter-College Transfer) 0.8%
Questions regarding transferring of colleges.

SPECIAL POPULATIONS

College Academic Advisors are trained to identify and work with students from special populations in collaboration with other units/departments on campus. These include, but are not limited to:

- **First Generation College Students (FGCS)**
  - First-generation students -- students who are the first in their families to attend a postsecondary institution -- are an increasingly significant force in higher education. These "new students" to higher education often face unique challenges in their quest for a degree; conflicting obligations, false expectations, and lack of preparation or support are among the factors that may hinder their success (Hsiao, 1992).

- **International Students**
  - The adjustment to the university environment is significant for International Students as they enter the University with language and cultural differences. In addition, they are often from an educational system that is completely different from the educational system here in the United States (Psi Chi, 2005). We work with the International Student Office to orient and assist/advise students who are on F-1 student visas short term (EAPR – Educational Abroad Program Reciprocity) or long term (matriculating towards completion of a degree).

- **Non-Traditional Students**
  - Non-traditional students often have additional 'adult' responsibilities outside of school, which may include employment and/or a family. These life priorities and responsibilities often impact their ability to focus on their academics.

- **Students in Academic Difficulty**
  - Students end up in academic difficulty (academic probation, subject to disqualification, and ultimately academic disqualification) for a variety of reasons. These students may be underprepared for their declared major, may be in the wrong major, may have transitional/maturity issues, or personal issues (e.g., illness, relationship issues). The Colleges notify students in academic difficulty of their academic standing and provide additional monitoring or counseling until they return to good academic standing. In some cases, students are academically disqualified from the University; they are provided options and are guided towards making informed decisions.

- **Undeclared/Undecided Students**
  - Colleges provide students options and guidance towards making an informed decision for the appropriate major.
  - Approximately 21% of the admitted students enter as undeclared majors. These students need extra guidance in selecting courses that will apply to a variety majors, and may need additional counseling/referrals towards the selection of the appropriate major.
  - Some students enter the university under a particular major but wish to select and change to a different major for a variety of reasons. In some cases, this in contrary to their parents' expectations.

- **Students in Crisis / Students of Concern**
  - Students in crisis/students of concern often come to our attention through academic advising sessions or grade review. In many cases, we work closely with College Student Affairs or Residence Life Staff to assist students who are depressed, lost, overly anxious or isolated.

- **Transfer Students**
  - Colleges provide orientation and initial advisement for incoming transfer students. These students face transitional issues similar to new freshmen (e.g., transition from the college semester system to the university quarter system, new environment, new procedures, rules, and regulations). Some new transfer students end up in academic difficulty after they discover they are underprepared for the major in which they declared.

- **Veterans / Students utilizing Veteran's Benefits**
  - There has been an increase in the number of Veterans returning to school after transitioning out of the military. Veterans often use their GI Bill or other veteran's benefits, which require extra planning and assistance from academic counselors. VA paperwork must be completed quarterly to receive benefits; incorrect and incomplete information or late submission of this paperwork could result in the delay of funding for students. In some cases, students rely solely on this funding for life expenses (e.g., rent, food) as well as registration fees.

- **Students with Disabilities**
  - In recent years, there has been an increase in students with disabilities. Learning, physical, and psychological disabilities may impact a student's success in the classroom and at the University. These students often need extra counseling to apply for reasonable accommodations and to select the appropriate major.

- **Athletes**
  - Coming in as a freshman or transfer, the athlete student requires additional advising time, given NCAA's eligibility requirements and the student's adherence to them. The advising staff that has been assigned to work with the Athletic Department coordinator is in close contact with those individuals in regard to regulations in general, training schedules, and student needs. The athlete scholar is many times admitted late into the system and takes additional time and care to appropriately transition to the University.

CAMPUS WIDE COLLABORATIONS

Campus wide collaborations are required for college academic advising staffs to provide consistent and accurate academic advising services to students.

- Academic Affairs
  - Council of Provosts (COP)
    - e.g., Discussion and development of consistent policy among the six colleges.
  - Committee on Educational Policy (CEP)
    - e.g., Submission of and consultation regarding student requests for exceptions to campus academic policies.
    - Department reviews of major and minor programs.
  - Academic Departments / ODAPA
    - e.g., Enrollment meetings to plan for NFRS/TRAN enrollment
    - e.g., Virtual Advising Center (Pilot with Division of Biological Sciences and soon the Economics Department).
    - e.g., Collaborate with departments regarding specific students for petitions, graduation, or other issues.
  - Office for Students with Disabilities (OSD)
    - e.g., Coordination of accommodations for OSD-registered students and special cases concerning students of concern.
  - DARS (Degree Audit Reporting System) – Originally funding and completely populated by the Colleges. Initial training for majors and GE requirements were provided by College staff.
  - Math Placement Office
    - e.g., Coordination of Math Placement Exam (MPE) for NFRS. Ongoing consultation to maintain consistency among the six colleges in advising students about calculus-related enrollment options.
  - Summer Session
    - e.g., Discussion of policies and procedures relevant to specific Summer Session deadlines.
  - Basic Writing
    - e.g., Quarterly tracking and disqualification of students regarding ELWR enforcement.

- Student Affairs
  - College Academic Advising Staff identify and monitor students of concern within the College (and sometimes across other colleges). They work closely with Student Affairs and Residence Life Staffs to assist these students as well as others who may be impacted by these students of concern.

- Counseling and Psychological Services (CAPS)
  - Consult with Psychologists regarding students of concern. There may be an exchange of information via student-signed release form for coordination of treatment/discussion of academic concerns.
  - College advising offices, either through individual interactions or review of students in academic difficulty are often the first to identify a student of concern and refer to CAPS.
  - Coordinate with Psychologists to participate in college-wide activities, such as orientation and Summer Bridge.

- With Other Units
  - Campus Counsel
    - College Academic Advising Deans consult with Campus Counsel on a regular basis for student matters as well as the legality of documents (such as academic notices).
  - Admissions / Registrar's Office
    - College Academic Advising Deans consult with the Admissions and Registrar's office concerning the admission of new students, transcript evaluations (for new and continuing students), and enrollment of all students.
    - Bi-weekly updates regarding projected and actual numbers of admitted students for enrollment-planning purposes.
  - Financial Aid
    - Frequent consultation regarding students on Financial Aid Probation (the colleges sign off on FA required forms) as well as college participation on Satisfactory Academic Progress committee.
  - OASIS
    - Participation in Summer Bridge curriculum; coordination of college-based OASIS Learning Community (OLC) meetings fall, winter and spring quarters.

- With Other University of California Campuses
  - UCUAAC (University of California Undergraduate Academic Advising Council)

CHALLENGES AND RECOMMENDATIONS

- **A trend in the decrease in NFRS, increase in TRAN**
  - Challenges: This trend will shift how we orient, advise, and enroll these students.
  - Recommendations:
    - An increase in TRAN enrollment will require increased collaboration between the Colleges, Departments, and other entities on campus.
      - The Colleges and the Departments will need to improve communication since many TRAN will transition directly into upper division courses upon their arrival and will need academic advising from both entities to ensure timely graduation.
      - Maintain good communication with the Registrar's Office *as well as* the Departments in planning for TRAN enrollment.
      - Continue to invite the Departments to the mid-winter planning meeting (for the upcoming fall quarter).

- **Communication between Departments and Colleges**
  - Challenges:
    - Campus growth, frequent turnover.

- Recent Accomplishments:
  - The Staff Portal is available to department advisors in the annual update/creation of four year plans.
  - The Virtual Advising Center is now available to advisors in Biological Sciences as a pilot program. This successful venture will now include advisors in Economics. This has helped to streamline academic advising for students between the Colleges and Biological Sciences (for starters).
- Recommendations:
  - Will need an increase in resources for PITSG to support further expansion of this pilot program.
  - Increase communication between colleges/departments through ODAPA.
    - Requires leadership from the departments. ODAPA needs to organize and take some responsibility for communication between departments and the Colleges. ODAPA and the Colleges should prioritized issues and have sub-groups/committees work on solutions. Right now, the main hurdle/complaint from the colleges and departments is the overwhelming workload and lack of time.
  - Increase communication between departments through technology.
    - Staff Portal

- **Training for Academic Advisors**
  - Challenges:
    - Furloughs, shortage of time and resources in both the Colleges and Departments Decreased resources prevent advisors in Colleges and Departments from meeting frequently to share new information and ideas.
  - Recommendations:
    - Mandate regular and common training/orientation at least once/quarter for new college and department advisors. 1-2 day training should be taught jointly by the Colleges and ODAPA.
      - Academic Advising Training should be offered regularly to new (and seasoned?) academic advisors, similar to the new employee and benefits orientations.
      - Staff Development or Human Resources could coordinate logistics for these orientations.
      - A committee consisting of academic advisors from the colleges and departments could design and teach the curriculum of basic information/knowledge required for academic advisors.
        - Training to include technology (ISIS, Blink, TritonLink, etc.) and resources on campus relevant to academic advising for undergraduate students.
        - By including representatives from both the colleges and the departments, we could teach/explain the differences, similarities, and collaborative efforts in how we provide academic advising services to undergraduate students.
    - Ask Vice Chancellor for Academic Affairs to mandate one day quarterly retreat for Academic Advisors. Academic Advisors could receive updates from Admissions, Registrars, and other important entities on campus. Selected workshops/training would be provided for professional development.

- **Paperwork! Petitions to CEP**
  - In Fall 2008, CEP Guidelines were revised. New guidelines require more CEP involvement, which created another layer of approval. The College has become a conduit for petitions, since CEP now makes the final decision.
    - Challenges: Increase in resources to process petitions. If we were to quantify the amount of time (and convert it to $$$) it takes to process petitions in a week. Would the University allow any other department/unit to WASTE so much money? Let's guestimate…at the College:
      - ~$20.00/hour – Counselor x ~12 hours/week = $240 (reviews petitions, gathers documentation, contacts department for incomplete documentation, records

information in log, etc).
- ~$40.00/hour – Dean x ~2 hours/week = $80 (reviews petitions with counselor, verifies completeness and develops recommendations for approval/disapproval.
- ~$60.00/hour – Provost x ~1.5 hours/week = $90 (reviews petitions with dean
- That's approximately $410/week (conservatively estimating the amount of hours it takes to process petitions).
- That's $20,500/annually (counting only 50 weeks a year).
- Six colleges = $123,000/annually.
- That does NOT include the paper we use to copy every single piece of documentation required by CEP!

▪ Recommendations
- Provost should be final authority on CEP petitions and Deans should provide yearly statistics and/or random selection of petitions for verification of policy enforcement. This model is used for accreditation purposes and would work for this type of petitions.
- Eliminate extra layer of approval required for petitions. Provost / Department Chair should have final decision, which could be based on CEP guidelines.
- If CEP is THAT concerned about petitions being approved "willy nilly" they could randomly audit petitions.
- Annual update/meeting to review guidelines in case any issues arose over the past year.
- No longer require college review of 199 and special studies petitions, part time status, repeats of 3 or more times.

- **UCSD Academic Advising Structure**
  - Challenges:
    - Some students aren't clear on where to go for academic advising, even though it is described at new student orientation.
  - Recommendations:
    - Website describing academic advising system at UCSD. Could include a simple/clear chart on where to go for certain questions.

- **Currently Reduced Resources limit outreach to students in academic difficulty**
  - Challenges:
    - We have been unable to continue to provide "Added Values" such as Academic Success Workshops, given our current reduced resources and furloughs.
  - Recommendations:
    - Need resources (staff) to continue providing outreach to students who need it the most.

- **Petitions Visiting Students for Summer Session**
  - Challenges:
    - One of the six colleges works with the Summer Session Office to review/approve/process petitions for visiting students. This has increased the workload during the summer.
    - We do not have clear information on guidelines for petitions for all summer session students (both UCSD-matriculating and visiting students).
    - One of the most frequent petitions concerns the refund policy for which we do not have authority.
  - Recommendations:
    - Summer Session Office to work directly with CEP for visiting students

- **Monitoring of Entry Level Writing Requirement**
  - Challenges:
    - Duplication of tracking (six colleges and ELWR). Each of the Six Colleges is monitoring its students for the Entry Level Writing Requirement (ELWR). We have a Basic Writing Office that *should* be monitoring this. Everything has to go through that office anyway—initial testing (AWPE), notification of placement to the colleges, and completion of the requirement if student had to complete SDCC courses.
    - Recordkeeping done by the Basic Writing has been inaccurate in the past. Double checking of information by the College Advising Staffs is time consuming. For example, ****
  - Recommendations:
    - Eliminate Exit Exam for completion of ELWR and align with other UC campuses.
    - ELWR should be monitored by the Basic Writing Office.
    - Could be streamlined so only one office (Basic Writing Office) maintains records, then notifies Colleges of students who should be disqualified for not meeting ELWR.
    - Basic Writing Office should continue to notify students if they have met the ELWR.

- **Double Majors.**
  - Challenges
    - The work involved for double majors can be a waste of time as many students end up dropping their second major.
    - Long term planning and academic advising required for double majors so students can graduate in a timely manner.
  - Recommendations:
    - Eliminate option to double major or declare college Individual studies majors
    - Stop proliferation of specialized majors which are not really needed at the undergraduate level and requires specialized advising and additional administrative tasks (e.g., finish-in-four)

- **Minors**
  - Challenges
    - The work involved for minors can be a waste of time as many students declare a minor early on and end up deciding to drop the minor later in their academic career.
    - Long term planning and academic advising required for minors so students can graduate in a timely manner.
  - Recommendations:
    - Delete the ability to pursue a minor
    - Proliferation of minors that accommodate few students, require an advisor. Minors are not needed for graduation. Students often declare a minor even before declaring a major.

- **Minimum Progress**
  - Challenges:
    - Lack of staff time to enforce a policy/requirement that has no perceived threat (unless Financial Aid is involved).
  - Recommendations:
    - This should be automated/monitored by the Registrar's Office

- **ICT (Inter-College Transfers)**
  - Challenges:
    - The challenge for some colleges is that students want to ICT out of the college to which they are admitted.
    - A great deal of time is spent with students explaining the eligibility requirements for ICT-ing to another college. Unfortunately, many are NOT eligible to do so or end up not following through.

- Recommendations:
  - Delete the option to ICT, except for special/extenuating circumstances, discussed among the deans of academic advising.
    - Also requires discussion/collaboration with the Office of Admissions so that option isn't publicized among new students.

- **Other Administrative Challenges**
  - *Catalog Revisions:*
    - Challenges: Some catalog revisions in recent years have been implemented "last minute". This has been problematic with academic advising. Students are advised based on current catalog information; last minute changes could delay their graduation. In some cases, it has caused problems for brand new students who were advised to take courses (based on current catalog information), only to find out that they would not receive credit for that course after last minute changes to the catalog.
    - Recommendations: Set early deadline for implementation dates and catalog revisions for course/policy changes.
  - *Course approvals:*
    - Challenges: Students could be more accurately advised if approved course approvals (e.g., course additions/changes/deletions) were communicated all constituents. For example, CEP could create a checklist/distribution list to notify all departments/colleges of changes to courses (in case course changes impact their curriculum/course offerings).

- **Technology (JONATHAN)**
  - Challenges:
    - PITSG currently maintains about sixty applications serving critical college business functions. With only one primary programmer we are unable to provide any new development or fulfill college requests for new applications. Colleges are continually finding ways to innovate technology to save resources however we are unable to fulfill their requests due to lack of resources. Maintenance and operation of these applications and trying to maintain status quo is the best that we can accomplish.
    - ACT is too resource strapped to provide centralized campus services forcing the campus to create additional processes and applications to serve their core needs. This compounds the problem. Creating a consortium of departments/colleges that have common needs (e.g. data services, web services, etc.) and the ACT resources to meet those needs would provide widespread efficiencies across the campus and help resource strapped departments to meet core needs. A better campus infrastructure serves the needs of all.
  - Accomplishments:
    - Currently collaborating with IT staff in Division of Biological Services
    - Currently provides courtesy programming to Math Placement Office, since they are closely linked to College Academic Advising
  - Recommendations:
    - Look at existing campus systems (e.g., AES Hershey (sp?) document imaging system has an e-form component, which is currently not in use).
    - Digitize some of the paper processes. (E-forms initiative that died should be revived).
    - PITSG would need more staff to provide technology services to departments
    - Provide campus-wide resources to make the VAC/Portal available to departments in order to increase communication between students and both College and Departmental advisors.
    - Recommend looking at needs of the departments with regards to their computer resources. How are programming needs currently being met by ACT?

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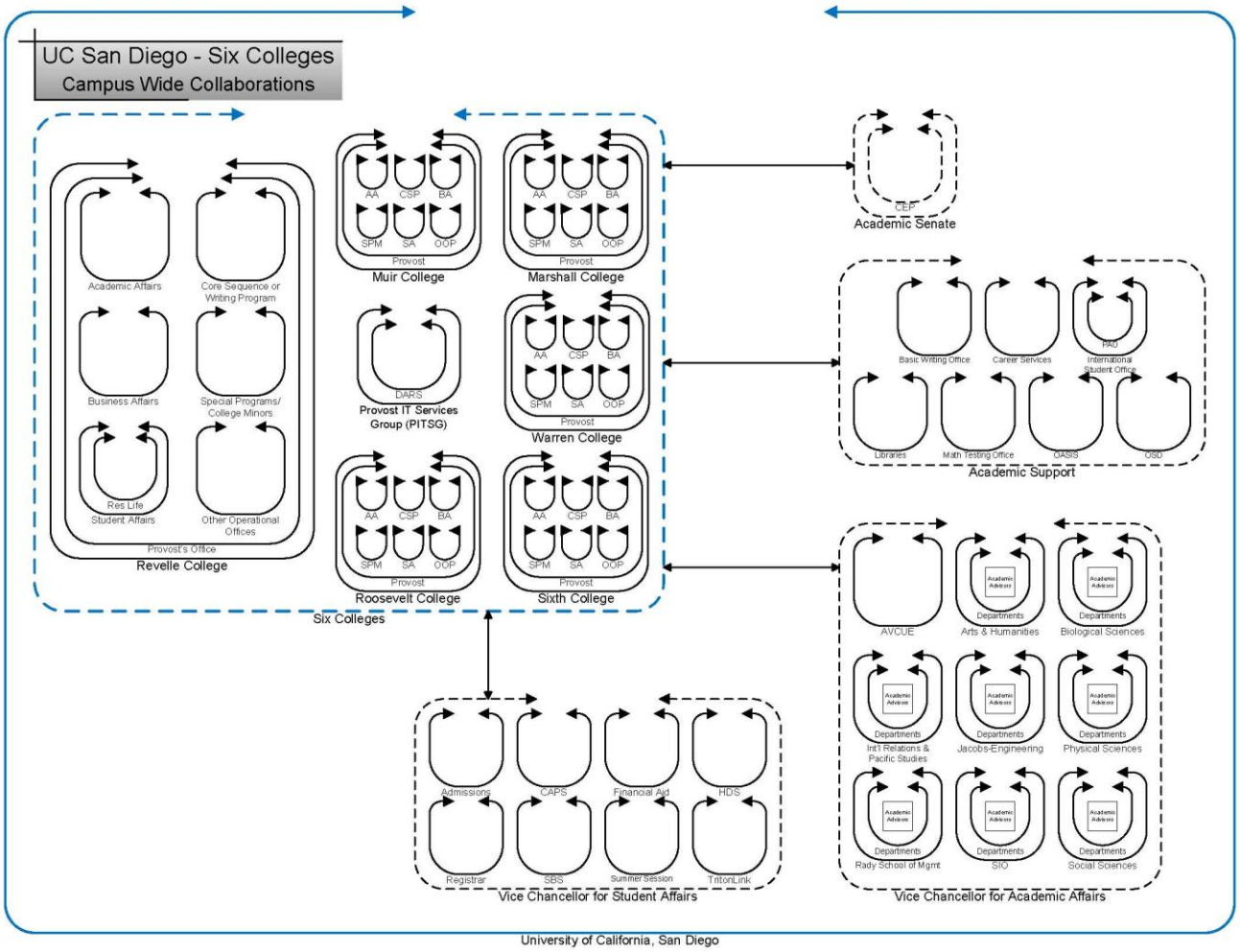
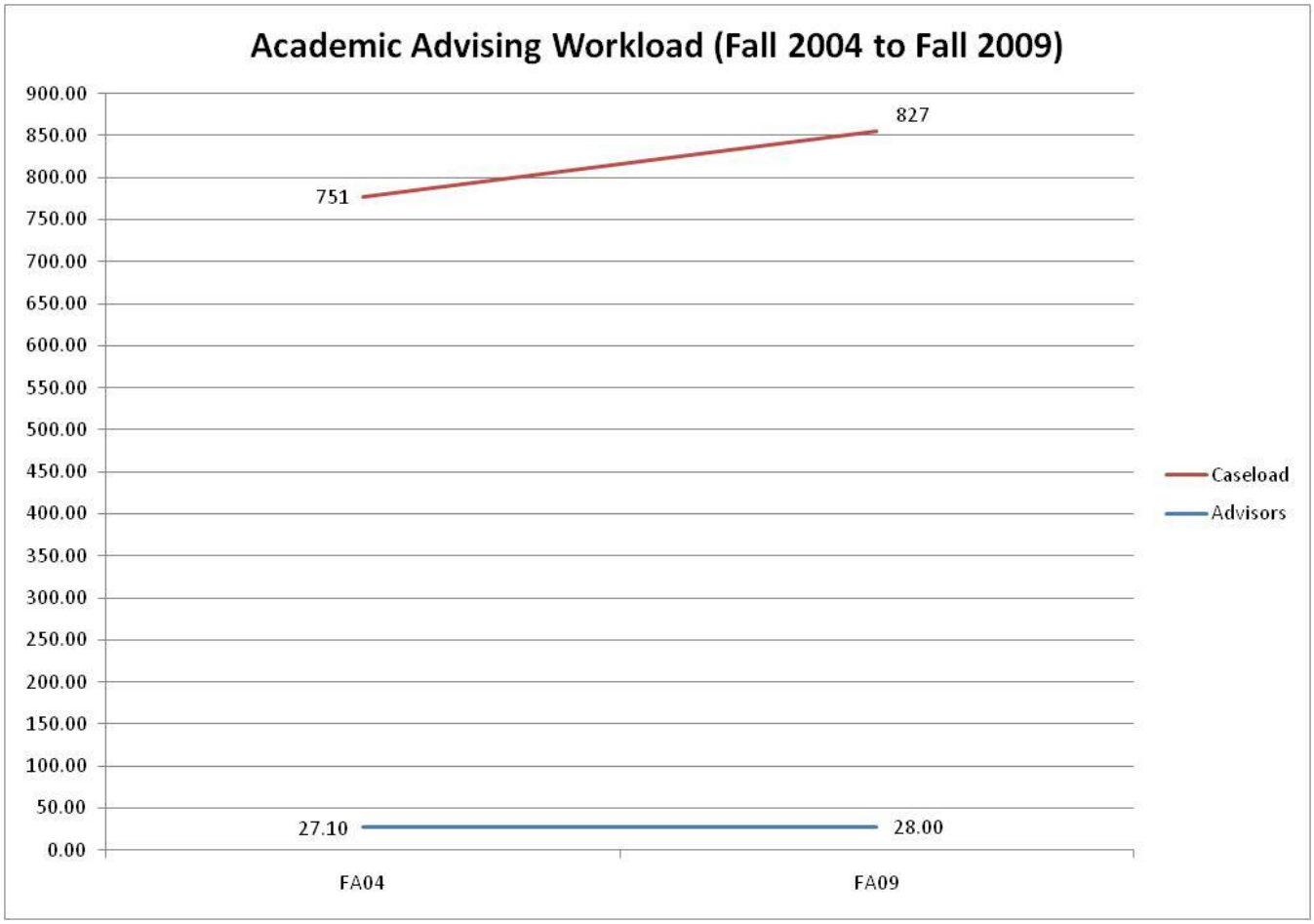
Psi Chi (2005). http://www.psichi.org/pubs/articles/article_472.aspx

NACADA Website on Developmental Advising
http://www.nacada.ksu.edu/clearinghouse/Advisingissues/dev_adv.htm

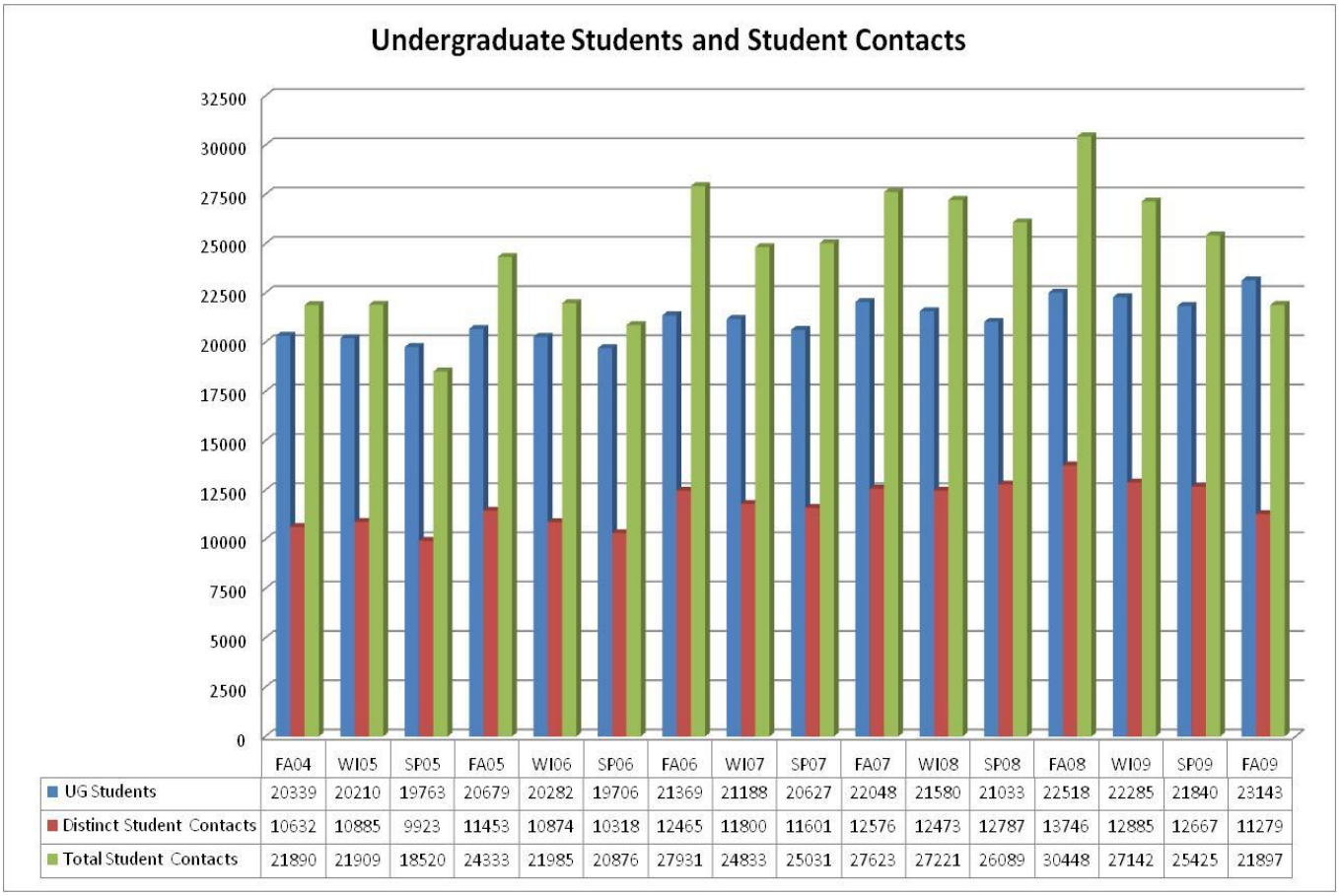
Appendix A: Campus Wide Collaborations



Appendix B: Academic Advising Workload (Fall 2004 to Fall 2009)

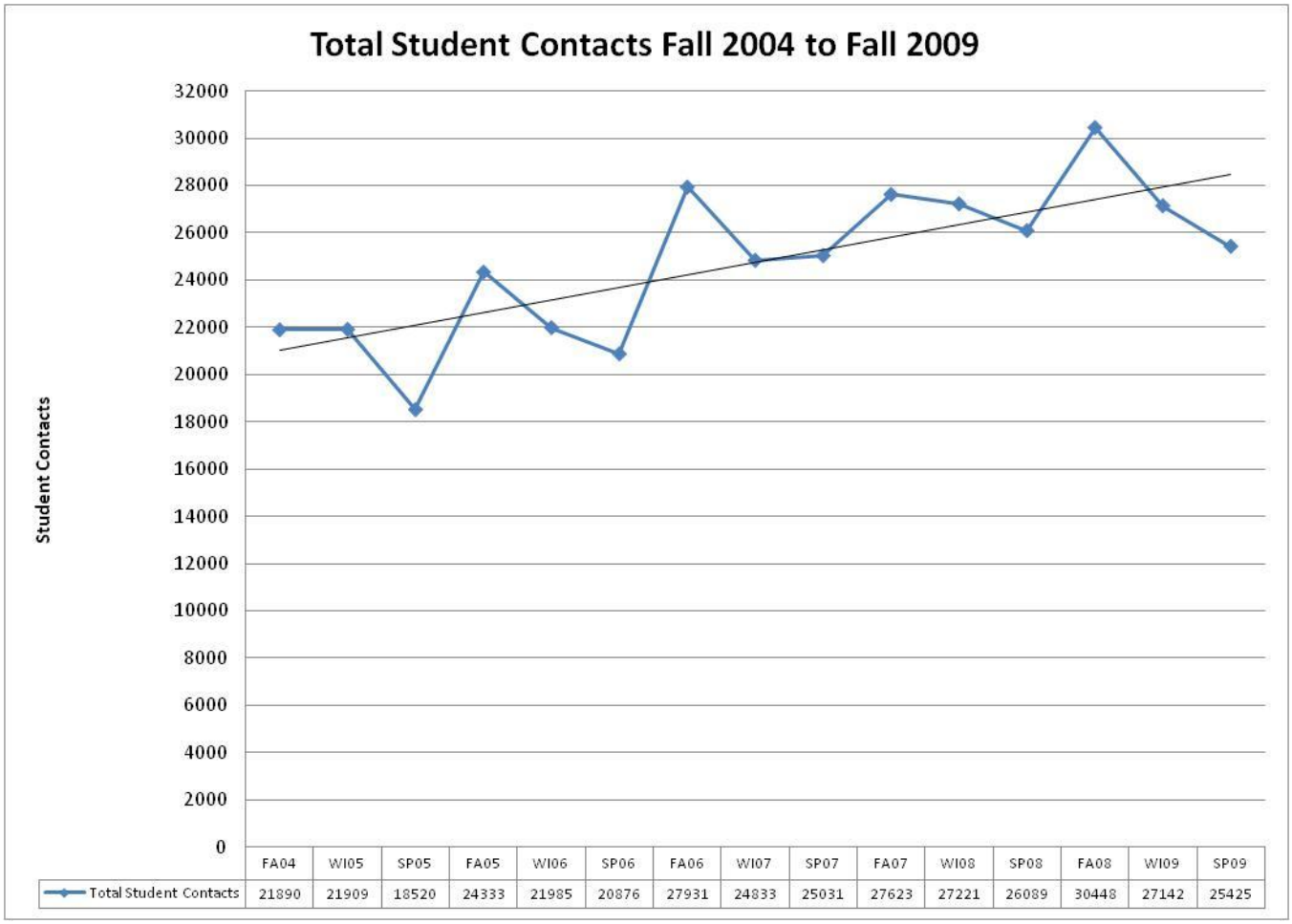


Appendix C: Undergraduate Students and Student Contacts



	FA04	WI05	SP05	FA05	WI06	SP06	FA06	WI07	SP07	FA07	WI08	SP08	FA08	WI09	SP09	FA09
UG Students	20339	20210	19763	20679	20282	19706	21369	21188	20627	22048	21580	21033	22518	22285	21840	23143
Distinct Student Contacts	10632	10885	9923	11453	10874	10318	12465	11800	11601	12576	12473	12787	13746	12885	12667	11279
Total Student Contacts	21890	21909	18520	24333	21985	20876	27931	24833	25031	27623	27221	26089	30448	27142	25425	21897

Appendix D: Total Student Contacts Fall 2004 to Fall 2009



FTE / Salary Costs for Student Affairs Staff

	UG FTE	UG Staff Salary	Grad FTE	Grad Staff Salary
Arts & Humanities	**15.1**	**599,876**	**10.0**	**476,360**
Basic Writing Program	0.7	27,860	0.0	0
CAESAR	0.7	26,410	0.0	0
History	2.3	97,801	1.5	73,230
Literature	4.6	179,495	2.4	100,065
Music	1.5	60,469	1.2	58,896
Philosophy	1.2	51,583	1.0	56,606
Science Studies	0.1	3,052	0.1	3,052
Theatre & Dance	1.0	45,446	0.9	53,635
Visual Arts	3.0	107,760	3.0	130,876
Jacobs School of Engineering	**15.0**	**680,106**	**13.2**	**636,529**
Bioengineering	2.8	122,014	1.9	90,622
CSE	2.4	122,373	2.5	126,604
Dean - Engineering	4.5	196,956	0.5	32,500
ECE	2.5	110,658	4.5	204,390
MAE	1.1	50,755	2.6	120,542
Nanoengineering	0.8	36,015	0.2	9,795
Structural Engineering	1.0	41,335	1.0	52,076
Natural Sciences	**20.0**	**895,775**	**11.8**	**531,598**
Biology	8.0	333,861	4.2	191,086
Chem/Biochem	3.3	156,432	3.7	163,156
Dean - Physical Sciences	0.5	36,750	0.0	0
Environmental Systems	0.7	30,526	0.0	0
Math	2.6	122,500	1.9	87,556
Math Placement & Testing	0.6	28,621	0.0	0
Physics	3.7	154,487	2.1	89,800
Science & Math Initiative	0.7	32,598	0.0	0
Social Sciences	**23.3**	**1,024,883**	**16.0**	**713,410**
Anthropology	0.8	37,264	0.8	32,000
Cognitive Science	1.4	54,008	0.9	45,885
Communication	1.9	84,700	1.0	47,817
Economics	4.0	177,306	2.2	100,958
Education Studies	1.1	46,387	4.1	188,108
Ethnic Studies	0.9	40,117	0.9	40,977
Human Development Program	2.1	82,870	0.0	0
International Studies Program	1.9	71,473	0.0	0
Language Program	1.5	68,261	0.4	17,555
Linguistics	0.7	28,159	0.7	29,039
Muir Intd/Cont Iss/Crit Gen Std	0.0	0	1.0	35,257
Political Science	2.2	101,666	1.6	65,440
Psychology	2.5	114,639	1.1	50,750
Sociology	1.5	59,624	1.5	59,624
USP	1.0	58,409	0.0	0
Grand Total	**73.3**	**3,200,640**	**50.9**	**2,357,897**

Functional Breakdown of Student Affairs Staff

	UG Affairs	Grad Affairs	Dept Mgmt	State Fund Admin	Staff HR / Payroll	Acad Personnel	Faculty Asst	Pre/Post-Award Admin	ER / Comm / Development	IT	Instr Support - Tech	Chair / Exec Asst	Resrch Support - Tech	Other
Arts & Humanities	**15.1**	**10.0**	**1.2**	**0.6**	**0.4**	**0.3**	**0.3**	**0.1**	**0.6**	**0.4**	**0.1**	**0.3**	**0.0**	**0.3**
Basic Writing Program	0.7	0.0	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
CAESAR	0.7	0.0	0.8	0.2	0.1	0.3	0.0	0.1	0.5	0.2	0.1	0.0	0.0	0.1
History	2.3	1.5	0.0	0.1	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Literature	4.6	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	1.5	1.2	0.0	0.0	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Philosophy	1.2	1.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.3	0.0	0.1
Science Studies	0.1	0.1	0.3	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Theatre & Dance	1.0	0.9	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Visual Arts	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Jacobs School of Engineering	**15.0**	**13.2**	**0.5**	**0.2**	**0.0**	**0.1**	**0.4**	**0.5**	**0.2**	**0.1**	**0.0**	**0.0**	**0.0**	**0.0**
Bioengineering	2.8	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CSE	2.4	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Dean - Engineering	4.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ECE	2.5	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MAE	1.1	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nanoengineering	0.8	0.2	0.5	0.2	0.0	0.1	0.4	0.5	0.1	0.1	0.0	0.0	0.0	0.0
Structural Engineering	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Natural Sciences	**20.0**	**11.8**	**0.2**	**0.4**	**0.4**	**0.0**	**0.0**	**0.4**	**0.4**	**0.3**	**0.0**	**0.0**	**0.0**	**0.1**
Biology	8.0	4.2	0.1	0.4	0.0	0.0	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.1
Chem/Biochem	3.3	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dean - Physical Sciences	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0
Environmental Systems	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Math	2.6	1.9	0.0	0.0	0.4	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.1
Math Placement & Testing	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	3.7	2.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Science & Math Initiative	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Sciences	**23.3**	**16.0**	**2.6**	**1.4**	**1.0**	**1.3**	**1.0**	**0.6**	**0.4**	**0.4**	**0.5**	**0.3**	**0.1**	**0.5**
Anthropology	0.8	0.8	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Cognitive Science	1.4	0.9	0.7	0.2	0.1	0.1	0.1	0.3	0.0	0.0	0.0	0.1	0.0	0.0
Communication	1.9	1.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economics	4.0	2.2	0.3	0.0	0.2	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Education Studies	1.1	4.1	0.3	0.3	0.0	0.1	0.3	0.0	0.0	0.1	0.0	0.0	0.0	0.1
Ethnic Studies	0.9	0.9	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0
Human Development Program	2.1	0.0	0.3	0.2	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.1
International Studies Program	1.9	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Language Program	1.5	0.4	0.4	0.0	0.5	0.1	0.1	0.0	0.1	0.0	0.5	0.0	0.1	0.0
Linguistics	0.7	0.7	0.4	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Muir Intd/Cont Iss/Crit Gen Std	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political Science	2.2	1.6	0.3	0.3	0.2	0.7	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.0
Psychology	2.5	1.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Sociology	1.5	1.5	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USP	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Grand Total	**73.3**	**50.9**	**4.5**	**2.5**	**1.8**	**1.7**	**1.7**	**1.5**	**1.4**	**1.1**	**0.6**	**0.5**	**0.1**	**0.9**