

**1. What are the greatest challenges you experience with accommodating the needs of today's college students as you work to create an effective advising environment?**

<p><b>UC Davis</b> Patricia Turner paturner@ucdavis.edu</p>	<p>*We have learned from recent undergraduate program reviews that students do not give favorable ratings to academic advising in surveys. As a result, we are planning a comprehensive review of the issue to determine the source of the dissatisfaction, although we are aware of some of the challenges. *It appears that the value of web pages for advising information is diminishing. Students have turned to smart phones for information, which requires reformatting of web information into smaller chunks of information. *Our HR has insisted that the entry-level advising position be classified as an administrative assistant, which has resulted in many advisors having little or no experience as college students. This leaves students to devalue the advice provided. *We are aware that some of the dissatisfaction with an advisor results when a student is provided advice that is correct, but not what she/he wanted to hear. This appears to be an increasing problem. *We fear that recent budget cuts and the associated staff layoffs have already led to a decline in advisor availability, something that we plan to assess.</p>
<p><b>UC Irvine</b> Sharon Salinger salinger@uci.edu</p>	<p>Our school system makes a coherent advising process complicated primarily because such a high percentage of students migrate out of biological sciences and engineering. Advisors are well equipped to help students with their course of study as long as they don't stray.</p>
<p><b>UC Los Angeles</b> Penny Hein-Unruh &amp; Corey Hollis (phone call)</p>	<p>*Budget cuts are threatening the availability of courses so beginning to worry about progress to degree. *The increase in non-resident students, all of whom are paying top dollar, requires a focus on customer service. Again, budget cuts mean we must do away with some services so finding the right balance is a challenge. *More parental involvement is putting a strain on limited resources. More calls going directly to the Chancellor.</p>
<p><b>UC Riverside</b> David Fairris david.fairris@ucr.edu</p>	<p>Numbers. Pure and simple. In Psych, for example, we have over 750 advisees/advisor. NACADA recommends 350/1 as best practice. Our emerging strategic plan embraces the hope of moving aggressively towards best practice numbers.</p>
<p><b>UC Riverside - CNAS</b> Barbara Wallace barbra.wallace@ucr.edu</p>	<p>Insufficient personnel to handle the workload. CNAS has approx. 5000 undergrads and only 6.5 FTE devoted to advising including both major advisor and college advising duties such as articulations and graduation certifications. The plan for our center was to have a student to advisor ratio of no more than 400:1 (National Academic Advising Association caseload recommendation) but we lost 5 advisor FTE in last year's budget cuts as well as one administrative assistant.</p>
<p><b>UC Santa Barbara</b> Mary Nisbet mnisbet@lsc.ucsb.edu</p>	<p>*Identifying appropriate media (we now email all our notifications to students precisely at the time when students now prefer to text!). *Our college advising office has no control over the advising that is done in departments. We work very hard to communicate with department advisers but since the advisers in departments are often inexperienced (about 30% of departmental advisers have been in post for less than 2 years) and since they are often made responsible in their departments for non-advising tasks, it is a constant challenge to ensure that they are appropriately trained and that they understand their role vis-a-vis the college's.</p>
<p><b>UC Santa Cruz</b> Stacey Sketo-Rosener ssketo@ucsc.edu</p>	<p>Many of the greatest challenges currently are related to difficult budget situations -- students often experience longer wait times to see advisers, and advisers' ability to follow up with students is affected by staff cuts in other units. In addition, cuts to department budgets have affected class capacity so that advisers must spend more time helping students access classes.</p>

**2. What is the most helpful recent change you have made or the most effective part of your advising system?**

<p><b>UC Davis</b> Patricia Turner paturner@ucdavis.edu</p>	<p>Improvements have been made in our summer orientation program for entering freshmen and transfer students, providing them with better connections with advising resources.</p>
<p><b>UC Irvine</b> Sharon Salinger salinger@uci.edu</p>	<p>Paperless system</p>
<p><b>UC Los Angeles</b> Penny Hein-Unruh &amp; Corey Hollis (phone call)</p>	<p>*Recently instituted a program that used a group of about 18 PhD students to help with advising; led to a reduction in staff costs of about a third. *To cut down on no-shows for advising appointments have gone to a same-day appointment system that requires students to come into the office in person to make an appointment for the same day. All counselors are UNavailable from 9-1030a each Friday.</p>
<p><b>UC Riverside</b> David Fairris david.fairris@ucr.edu</p>	<p>We created a new job category/title (Professional Academic Advisor) and increased the educational requirements, expectations, and pay for advisors. We invited the President of NACADA in to consult and issue recommendations.</p>
<p><b>UC Riverside - CNAS</b> Barbara Wallace barbra.wallace@ucr.edu</p>	<p>Advising hiring practices; required, standardized training; centralized of advising services; and assessment of advising. Now using the Academic Advisor classification series which is more definitive than the SAO series, clearly stating advising position purposes and expectations. Require Professional Academic Advisory Certification Course to help define and communicate advisor expectations and professional development opportunities on and off campus. This course raised the "professionalism" of our advisors. Centralizing advising helped in the CNAS college since now the advisors only have one voice communicating expectations, training on standards, and then evaluating them for ability to meet those standards. Assessment (see Question #4)</p>
<p><b>UC Santa Barbara</b> Mary Nisbet mnisbet@lsc.ucsb.edu</p>	<p>The most effective part of our advising system is the advisers in my office. They are extremely professional and experienced (we have centuries of experience among them) and very diligent and student centered.</p>
<p><b>UC Santa Cruz</b> Stacey Sketo-Rosener ssketo@ucsc.edu</p>	<p>*The most significant was a staff reorganization in Colleges Advising (the generalists in our advising system work within our ten residential colleges). By moving some of the administrative work typically done in each college (and some of the staff FTE) to a newly created "Colleges Advising Support Team," we hope to improve efficiency and consistency by streamlining key processes, and improve effectiveness by allowing advising staff in our colleges to more fully focus on developmental advising instead of administrative tasks. The reorganization will also improve coordination among the ten college advising offices. *Another recent and effective change was the re-design and simplification of the process through which students declare a major -- our prior process had become cumbersome for both students and advisers. *We have made gradual changes over the past five years in improving campus-wide communication and coordination among advising offices -- the office of the Vice Provost and Dean of Undergraduate Education functions as a central coordination point for these efforts. We gather the entire advising community at key times during the year (prior to summer orientation, at the time frosh SIR data is available, etc.) and coordinate an annual "Advising Forum" to ensure advisers have consistent information and a common understanding. The annual forum has become an important avenue for advisers to ensure students are getting consistent information, and is a way that we have been able to affordably provide a professional development opportunity for advisers whose units often do not have funds for travel to NACADA or other professional conferences (information from last year's Advising Forum is available at <a href="http://advising.ucsc.edu/staff/forum/index.html">http://advising.ucsc.edu/staff/forum/index.html</a>).</p>

**3. Do you have a centralized Advising Center, such that all students needing academic advising contact one**

<p><b>UC Davis</b> Patricia Turner paturner@ucdavis.edu</p>	<p>No, we do not have such a centralized advising center. This has been considered in the past, but has been rejected as being unworkable in our campus environment.</p>
<p><b>UC Irvine</b> Sharon Salinge salinge@uci.edu</p>	<p>We do not have a centralized system. A faculty task force recommended that freshmen arrive to a central advising office but the push back from the schools created such intense heat we backed off.</p>
<p><b>UC Los Angeles</b> Penny Hein-Unruh &amp; Corey Hollis (phone call)</p>	<p>*Hybrid: central (GE, special programs)/dept (majors) system. Schools have their own counselors. *There is a College Academic Counseling (CAC) center that houses a group of full time advisors centrally to serve the Honors Program, Academic Advancement, Student Athletes. Also have a virtual advising chatroom manned by counseling assistants. Also have an email manned by peer counselors (other undergrads). *Workload differentiation: FT counselors address degree requirements to graduation, academic probation issues, program planning (eg double majors) Academic mentors (grad students) deal with GE program planning (one set of std GEs across campus, though schools could require more or fewer courses to fulfill reqt), choosing a major, and preparing for graduate/professional schools. Peer counselors deal with questions about policies, deadlines, petitions/forms, referrals</p>
<p><b>UC Riverside</b> David Fairris david.fairris@ucr.edu</p>	<p>We do in the CNAS college but not in the College of Humanities, Arts, and Social Sciences. The centralized structure allows for some efficiencies, but faculty complain about not being part of advising. The establishment of a centralized structure is new, and once faculty and students see the merits of a division of labor and specialization (staff advisors know breadth requirements, faculty advisors know the best graduate schools, for example), I think the system will prove to be both efficient and effective. We have toyed with the idea of a central structure for CNAS and Engineering students who are likely to "swirl" into CHASS. These students get poor advising, therefore leaving us in large numbers, or swirling to CHASS as Juniors (say), with no major direction and thus graduating in 6-8 years if they are lucky. I've instituted various measures over the years (as have the associate deans in the colleges-who are responsible for advising) to improve the situation, but much more could be done.</p>
<p><b>UC Riverside - CNAS</b> Barbara Wallace barbra.wallace@ucr.edu</p>	<p>Students may access our advisors in person, by telephone or email and can make appointments online.</p>
<p><b>UC Santa Barbara</b> Mary Nisbet mnisbet@lsc.ucsb.edu</p>	<p>Our college advising office is the nearest thing to an Advising Center and it works very well.</p>
<p><b>UC Santa Cruz</b> Stacey Sketo-Rosener ssketo@ucsc.edu</p>	<p>No, we do not have a centralized center, and this is not something that is being seriously considered for our campus at this time.</p>

**a. Does that Center sometimes have to refer students to other offices for special needs?**

<b>UC Los Angeles</b>	Lots of referrals to departments, CAPS, OSD, etc.
<b>UC Riverside</b>	Counseling, career, etc. The center in CNAS is for academic advising only.
<b>UC Riverside - CNAS</b>	The Registrar's Office, Counseling Center, Student Special Services, Career Center, Financial Aid, etc. The CNAS college center is only responsible for helping the student understand policies, regulations and degree requirements. Faculty assist students with graduate school prep and upper division elective choices.
<b>UC Santa Barbara</b>	We refer students to departments (for information about progress towards major) and of course to the Student Affairs agencies such as Counseling or Educational Opportunities Program (for first-generation or low income students).

**b. If you do not have a centralized advising center, is there a central office or web site that is a one-stop shop to guide students to the correct offices?**

<b>UC Davis</b>	The undergraduate dean's offices, of which we have four, tend to serve as both central offices and web sites to guide students. They are described as such to students in summer orientation. There is generally good communication and interaction among these offices, so that students are referred across colleges when that is appropriate.
<b>UC Irvine</b>	No. The closet we come is our undecided office that serves freshmen who do not declare a major.
<b>UC Los Angeles</b>	The CAC serves the role of inter-dept liaison (central offices, schools, depts.). Campuswide committee deals with petitions. Crisis/Consultation and Response Team meets weekly to deal with students in economic crisis. Also liaison with Bruin Resource Center to deal with special populations (emancipated minors, vets, AB540, student-parents).
<b>UC Riverside</b>	Student Affairs has worked on this a bit, and I think made significant headway. Many academic advisors post this information for students on the web.
<b>UC Riverside - CNAS</b>	We meet with the students in person during freshman orientation and transfer student enrollment. During that time we inform students about our advising center and advising expectations by giving students an advising "syllabus". All of our recruitment materials have the UAAC location, contact info, and website address.
<b>UC Santa Barbara</b>	Our web site is the portal. It was established about 10 years ago when there really were very few on-line resources. We are now undertaking a major revamp to reflect the fact that many of the resources we provided are now available elsewhere.
<b>UC Santa Cruz</b>	We have a website that is used as a "clearinghouse" for advising information, at <a href="http://advising.ucsc.edu/student/index.html">http://advising.ucsc.edu/student/index.html</a> . We are in the process of changing this site entirely so that it will better serve students' needs and make it easier to locate information. The new site will be presented as an "Advising Road Map," and will be designed to focus students toward advising and academic planning goals and objectives on a year-by-year basis.

**4. How do you know whether your advising system is working? Do you solicit student feedback (and how), or do you rely on institutional completion rate data?**

<p><b>UC Davis</b> Patricia Turner paturner@ucdavis.edu</p>	<p>We have used the UCUES student surveys to solicit student feedback on advising. In preparing self-study reports as part of the undergraduate program reviews, faculty were asked to review and comment on the results of these surveys by their students. It was through this process that it was discovered that dissatisfaction with advising was commonplace.</p>
<p><b>UC Irvine</b> Sharon Salinger salinger@uci.edu</p>	<p>We use UCUES and the program review process to track advising quality. These indicators suggest that we have a very mixed record.</p>
<p><b>UC Los Angeles</b> Penny Hein-Unruh &amp; Corey Hollis (phone call)</p>	<p>Do look at UCUES time to degree info. Uses a paper survey with students who come in for appts. Also uses Enrollment Mgmt Committee as forum to discuss high impact courses.</p>
<p><b>UC Riverside</b> David Fairris david.fairris@ucr.edu</p>	<p>In CHASS, when I was Associate Dean, we instituted an automatic survey email to students immediately following an advising appointment. It didn't ask "were you happy..." because many times a truly responsible advisor is dispensing unhappy news. It asks about whether students got their questions answered in a timely and considerate manner, etc. CNAS has now adopted a similar practice. The Associate Deans compile results by advisor and then use these (along with many other evaluative criteria) for performance appraisal.</p>
<p><b>UC Riverside - CNAS</b> Barbara Wallace barbra.wallace@ucr.edu</p>	<p>We have a quick survey emailed to students after each visit. Concerns routed to supervisors for evaluation and resolution. This provides good training material to apply the theory they learned in PAACC. Good survey results are routed to advisors and supervisors to build morale. We also have a more comprehensive survey given to students with the professor and TA evaluations they must fill out to get early access to grades online (40% response rate). Our assessment is given out at the end of every Spring term.</p>
<p><b>UC Santa Barbara</b> Mary Nisbet mnisbet@lsc.ucsb.edu</p>	<p>We rely on completion rates and don't collect student feedback. I also hear from professors, parents and from students themselves if they are not happy.</p>
<p><b>UC Santa Cruz</b> Stacey Sketo-Rosener ssketo@ucsc.edu</p>	<p>Individual college and department advising units often solicit student feedback, typically at the time of graduation. In last year's budget process, a campus-wide faculty and staff "Work Group on Undergraduate Advising" was formed to study our advising system and make recommendations for changes. The work group consulted broadly with faculty, staff, and students.</p>

**5. Feel free to share any other information you feel would be helpful to us.**

<b>UC Davis</b> Patricia Turner paturner@ucdavis.edu	Before we embark on a review of advising similar to what you have done, we would appreciate hearing what you and others have found to be best practices.
<b>UC Los Angeles</b> Penny Hein-Unruh & Corey Hollis (phone call)	It's an ongoing battle to do more with less. Needs of special populations growing.
<b>UC Riverside</b> David Fairris david.fairris@ucr.edu	The President of NACADA will come out for the cost of transportation and room and board for a consult. Having academic advisors who view themselves as "professionals" and attend NACADA conferences, etc. makes a big difference. We budget for academic advisors to periodically attend NACADA conferences and require that all academic advisors coming back from a NACADA conference present on what they learned or what they presented at the conference.