

Connected:

An Academic Advising Communiqué



Volume 3, Number 5

June 2011

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A Time to Reflect

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Before New Student Orientation is fully underway we would like to take a moment to reflect on several accomplishments made in academic advising this past year. The Academic Advising Task Force II submitted their final report last November to Vice Provost Gail Burd who then met with the University Academic Advising Council (UAAC) to discuss the report and work towards implementation of the recommendations. She also arranged for time on the meeting agendas of the Deans Council and Team Provost so we could present a summary of the report to key administrators. The recommendations regarding advisor compensation and a campus-wide assessment plan for our overall advising structure generated strong interest and discussion by President Shelton, Provost Hay and others. Following is an update on several of the task force recommendations.

Advisor Compensation: Base Salary

A team lead by Human Resources was assembled by January to work on the recommendation calling for elevating the base salary for academic advisors. Through this process, which involved a complicated landscape and limited resources, the starting salary for all academic advisors was raised from \$29,000 to \$35,000. Although resource limitations did not allow a correlated adjustment of all advisor salaries to the new base salary, all individuals within the academic advisor classification (Academic Advisor; Academic Advisor, Sr. and Academic Advising Coordinator) received a salary adjustment. Individuals who do academic advising but have different job titles were not a part of the salary adjustment.

In addition, all academic advisors were moved from classified staff to appointed professionals. A significant number of academic advisors were already appointed professionals so moving all advisors to professional appointments added some consistency to the classification scheme. From a practical standpoint, newly appointed advisors now begin accruing vacation time at the highest rate rather than waiting for a five year period to reach 22 days of vacation per year as opposed to 12 for a new employee. There is also the option of enrolling in either the Arizona State Retirement System or one of the optional retirement plans. These two added benefits to an already outstanding benefits package align us with the regional job market.

Communication to the advising community about compensation was not as we had hoped. We know, from recent conversations, that some advisors do not know how the adjustment came about. Others are concerned that they are more vulnerable to termination of employment because they are appointed annually. Understandably, in these difficult economic times, individuals feel a level of uncertainty. It has been clear that the salary adjustment and professional appointment for all advisors is the result of a *strong* commitment to academic advising by President Shelton, Provost Hay and Vice Provost Burd. This shared commitment is testimony to their belief that academic advising is a critical component of student success.



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A Time to Reflect, Continued

Assessment of Advising Structure and Programs

The advising task force put forward several recommendations regarding the assessment of student learning outcomes specific to the orientation process for new students. A set of common messages was recommended last year for college meetings at New Student Orientation (NSO), and again this year colleges are asked to especially include general academic advising information on day one.

Essentially, after attending NSO all students should know *how* to find an academic advisor and *why* it's important to regularly meet with an advisor. Two questions about accessing academic advising are included in the NSO survey. A follow-up survey for all new students is planned for this next academic year. These surveys are part of a broader assessment plan designed to help us understand areas of strength and opportunities for improvement in the overall structure of academic advising.

Assessment strategies planned for next academic year include developing the Academic Advising Program Review calendar and ensuring that academic advising is included in all department-level Academic Program Reviews.

Program Guides

As you know, Degree Tracker is currently under development. We anticipate that this tool will provide key fundamental academic progress information to students and advisors and allow advising appointments to be less prescriptive and more developmental in nature. Until Degree Tracker is fully implemented, the AATF recommended that a standard set of user-friendly documents be created for each degree program and cataloged on the ARC website. These documents called, Program Guides, are intended to complement the official program requirements detailed in the UA catalog and available through UAccess. They are intended especially for new students who can quickly compare degree programs and determine at least one way (not the only way) to progress through to graduation.

The full set of 2010-2011 Program Guides are now on the ARC website. The 2011-2012 guides are being updated and all will include the new SUN numbering system to assist with in-state transfer.

Future Initiatives

This next academic year will include further implementation of the task force recommendations especially as they pertain to the development of a fully integrated campus-wide assessment plan of the UA advising structure. We have a strong, college-based advising structure now, and the assessment plan is intended to determine how we can build upon current successes to make an even stronger and more vibrant advising system. In addition to assessment strategies, we will be looking at the central advising note system, advising caseloads, how students access advising, awarding excellence in advising, and the interface between advising and technology. A full copy of the AATF II Final Report and a summary of the recommendations are available at the ARC website (URL).

Please contact us with your questions, concerns, and ideas. Thank you!

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What is the SUN System?

The Shared Unique Number (SUN) System is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona’s public community colleges and three state universities.

SUN Course Numbers

A SUN is a combined three-letter and four-digit course number that represents a single course with equivalency among all institutions.

For example, the SUN for Financial Accounting is ACC 2201. Each institution has its own course numbers, but the SUN course number shows the common course number.

Implementation Schedule

The 2010 legislation which mandated a shared course numbering system defined the pool of courses as “Arizona General Education Curriculum (AGEC) and “major preparation” courses. The SUN system is being implemented in phases, the initial phase includes the AGEC and major courses which are directly equivalent to all three Arizona universities and which are offered by three to ten community college districts. Subsequent phases are planned with more courses added to the SUN system.

Visit the SUN website to learn more: <http://www.azsunsystem.com/>

Adapted from the Academic Program Articulation Steering committee handout.



AZ Transfer Updates

A few new features have been added to AZ Transfer website (<http://www.aztransfer.com>) Select the Advisors portal and look at the “Exam Equivalency Guide” to find equivalencies for Advanced Placement, College Level Examination Program, DANTES Subject Standardized Tests and International Baccalaureate. The last link “Other Tools” reveals a variety of interesting links including the “Reverse CEG”. In the near future, the new Tier I course numbers will appear in the Course Equivalency Guide (CEG) as well.

AZ Community College Courses with new equivalencies as of Fall, 2011

Until such time that the new Tier I course numbers appear in the CEG, the Office of Transfer Curriculum and Articulation provided the following table listing the course equivalencies for some of the Tier I courses.

SCHOOL	CC COURSE	COURSE TITLE	NEW UA EQUIVA- LENCY	FORMER UA GEN ED COURSE
AWC	ENV 101	Environmental Science	SWES170A1	NATS101
AWC	ENV 230	Found of Env Science	SWES170A1	NATS101
AWC	GPH 213	Intro to Climate Science	ATMO170A1	NATS101
AWC	NTR 201	Nutrition	N_SC 170C1	
AWC	PHI 201	Comparative World Religions	RELI160D2	TRAD104
AWC	SPA 263	Intro Hispanic Film/Culture	MAS 150C1	INDV103
CAC	AGS 104	Agricultural Environmental Science	SWES170A1	NATS101
CAC	AST 101	Survey of Astronomy	ASTR170B1	NATS102
CAC	BIO 100	Biology Concepts	ECOL170C2	NATS104
CAC	ENV 101	Environmental Science	SWES170A1	NATS101
CAC	GEO 101	Intro to Cult & Hist Geog	GEOG150B1	INDV102
CAC	PHI 112	World Religions	RELI160D2	TRAD104
COCO	BIO 100	Biology Concepts	ECOL170C2	NATS104
COCO	ENV 113	Global Environmental Issues	GEN 170A1	NATS101
COCO	ENV 299	Environmental Studies Work- shop	SWES170A1	NATS101
COCO	REL 201	Comparative Religions	RELI160D2	TRAD104
COCONINO	POS 233	Global Environmental Politics	POL 160D2	INDV103
DINE	PUH 141	Nutrition for Health	N_SC170C1	NATS101
EAC	AST 101	Intro to Astronomy	ASTR170B1	NATS102
EAC	AST 103	Intro to Astronomy	ASTR170B1	NATS102
EAC	HCE 156	Science for Allied Health	ECOL170C2	NATS104
MCCCD	AHU 245	Arabic Culture & Islam	NES 160A1	INDV103
MCCCD	ARH 240	Art/Arch Islamic World to 1800	NEW 160A3	TRAD101
MCCCD	HUM 105AE	Cult Persp: Mid-Eastern Ideas	NEW 160A2	TRAD101
MCCCD	HUM 240	Islamic Ideas & Values	NES 150C1	TRAD101
MCCCD	REL 215	Intro to the Qu'ran	NES 160A1	TRAD101
MCCCD	PHS 120		GEOS170A1 + (1) GEOS DEC	E
MOH	BIO 100	Biology Concepts	ECOL170C2	NATS104

MOH	ENV 101	Environmental Science	SWES170A1	NATS101
MOH	HUM 150	Intro to Humanities I – Prehistory	HIST160B2	TRAD102
MOH	HUM 151	Intro to Humanities II – Renai	HIST150CA	TRAD103
MOHAVE	GHY 213	Intro to Climate Studies	ATMO170A1	NATS101
NPC	BIO 100	Biology Concepts	ECOL170C2	NATS104
NPC	GEO 111	Physical Geography	GEOG170A1	NATS101
PCC	AST 101IN	Solar System	ASTR170B1	NATS102
PCC	BIO 100IN	Biology Concepts	ECOL170C2	NATS104
PCC	BIO 105IN	Environmental Biology	SWES170A1	NATS101
PCC	BIO 108IN	Plants, People & Culture	PLS 170C1	NATS104
PCC	BIO 121IN	Current Issues Human Bio	ANTH170C1	NATS104
PCC	GEO 103	Cultural Geography	GEOG150B1	INDV102
PCC	HUM 131	Mythology	CLAS160D2	TRAD104
PCC	SSE/FSN 154	Nutrition	N_SC170C1	NATS104
YAV	PHY 100	Intro to Astronomy	ASTR170B1	NATS102
YAVAPAI	REL 201	Comparative Religions	RELI160D2	TRAD104

Gen Ed Conversion updated 4/26/2011

New PCC and UA Transfer Pathways

Pima Community College (PCC) and The University of Arizona (UA) have signed an agreement to provide articulated degree pathways. This new Transfer Admissions Pathways agreement is an associate to bachelor degree transfer program for students in specific majors. This agreement allows students to begin their studies at Pima and transfer to the UA or UA South as a junior with the same status as a student who started at the UA as a freshman.

PCC students are able to choose from a selection of Transfer Pathways. For an up-to-date list of PCC to UA Pathways, go to admissions.arizona.edu/transfer/pathways

Advantages

- Multiple pathways, lots of flexibility
- Evening/Weekend, Online, Classroom courses
- Streamlining the process and completion of a bachelor’s degree. PCC credits transfer towards UA bachelor’s degree
- Students may enroll in PCC and UA classes at the same time
- Students receive targeted advising from PCC and UA advisors
- Students have access to libraries, computer labs and tutoring resources at PCC and UA
- Students qualifying for financial aid may be able to cover expenses at both institutions

Next Steps

All UA Student Advisors will receive training and information on the new degree pathways at an advisor training meeting in early September.