

Connected:

An Academic Advising Communiqué



Volume 4, Number 8

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Change Management, Technology, and Advising: Imagining the Possibilities

By: Shelley McGrath and Sarah Wieland

What exactly is change management? It is a structured approach to shifting/transitioning individuals, teams, and organizations from a current state to a desired future state. It is an organizational process aimed at helping employees to accept and embrace changes in their current business environment (http://en.wikipedia.org/wiki/Change_management).

Given the extensive changes that advisors have had to walk through as UAccess Student was implemented, there was no doubt a level of fatigue in the advising community as we adopted a new system that has created more work for a group that is already enduring heavy workloads. We have also heard from some advisors that it does not feel like more work, but that the system is not intuitive. Words like “change” and “transformation” may not resonate in a positive way for some, while for others change is accepted as a constant and even embraced. Some even embrace change very early on and are often called “early adopters.” “Adopters” are described as those who have adopted a new product, process, or policy with a relatively high

level of acceptance and contentment. There is no question that whether or not you embrace change, it is uncomfortable for everyone, since it could threaten our security, push on outside that which is familiar, raise trust issues, and/or lower morale and commitment to our jobs. This is the painful part of the process.

On the other hand, when managed well, change has a minimal negative impact on organizations and achieves high adoption levels in a relatively short period of time, thus reducing the painful phase of the process. It is important to note that those who are implementing organizational change feel the pain too. They have the difficult task of managing change while sharing similar emotions with you. The graph on page 2 outlines the “adoption curve.” You’ll notice that the only difference is that those implementing the change are experiencing the highs and lows before the adopters but the curve is the same.

In order for organizational change to be successful, the following must occur:

- * Acknowledgement that change is uncomfortable
- * Acknowledgement of dissatisfaction with a product, policy, or practice
- * High level of communication and inclusion in decision-making
- * Positive energy that is focused on solving problems, no merely complaining about them
- * Achieving a shared vision
- * Taking appropriate risks
- * High level of support, trust, and accountability

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Taking the Show on the Road. A group of enthusiastic Wildcats attended Transfer Day at Chandler Gilbert Community College on Thursday, March 22nd.

**Academic Advisor
In-Service
and
Year-End Celebration**

May 9, 2012

1:00 – 4:30

Tucson-Catalina Rooms

The in-service is scheduled 1:00 – 3:15 and will feature:

Things you need to know.

Things you want to know.

Things you should know.

Things you wish someone had told you.

details are being finalized and will be posted to the UPAC listserv

The Year-End Celebration is scheduled 3:15 – 4:30

Among good company and cheer we will recognize

The 2011-2012 Outstanding Academic Advisors and Finalists

Refreshments will be served

Please RSVP your attendance to advising@email.arizona.edu

*This event is sponsored by the Advising Resource Center
and the University Professional Advising Council*

UA@PCC to Increase Baccalaureate Attainment in Pima County

By: Mary Venezia, Project Manager, UA Office of Admissions

The University of Arizona will be launching a new collaboration with Pima Community College that will enhance baccalaureate attainment in Pima County.

The University of Arizona at Pima Community College (UA@PCC) will begin this fall with approximately 100 students in the pilot program. In response to the academic preparedness of Pima County high school graduates for university admission, the UA is collaborating with Pima Community College to create a structured, cohort-based, pathway for Pima County high school graduates who do not meet university academic criteria but show great promise and commitment to baccalaureate attainment.

University administration acknowledges that less than 50% of Arizona high school graduates are eligible for admission to Arizona universities, with preparation in Pima County being less.

Last fall, the incoming freshmen class had an average high school GPA of 3.41

and SAT scores above 1110 (excluding the writing component, which is not used for UA admission purposes). The competitive nature and preparedness of prospective students at our university has improved. However, we know the value and responsibility to serve students in our own backyard, Pima County, has increased.

The UA@PCC is designed for students with strong ambition to attend the university but who have not met the academic qualifications to ensure their success in their first two years towards bachelor degree attainment. We collaborated with PCC to design a program to support the academic success of students at PCC while offering them services specific to the UA. These services will enhance involvement and transferability once UA@PCC cohort requirements have been completed.

Students will follow one of three academic cohorts: Liberal Arts, Science, and Business. Through these cohorts, students will earn an associate's degree

and an AGEC.

Students from Pima County, who have applied for admission to the University of Arizona, may be eligible for the program after comprehensive review. In the pilot year, the program is able to offer admission to a small number of students. Therefore, it is not an advertised opportunity to prospective students. University representatives have met with Pima County high school counselors and community representatives to share information about the program.

We are confident this collaboration will broaden baccalaureate attainment opportunities for students in our county, which is our ultimate goal, and we look forward to launching the program this fall.

If you have questions about this program, please contact Mary Venezia, Project Manager, Office of Admissions venezia@email.arizona.edu or 621-8796.

THINK TANK Offers Support to Students at all Points in the Semester

By: Lindsey Gant and Ryan Sermon

The following highlights our services to help your students to be successful for the remainder of this semester!

- * Have your students take a look at our calendar to find which courses are supported when and where. We have drop-in tutoring for Math 100-129, Introductory Biology, Chemistry and Physics, Writing for all subjects, and Spanish. [think-tank.arizona.edu/calendar](http://thinktank.arizona.edu/calendar)
- * Students can also be referred if they are having trouble with managing their time, taking adequate notes, or preparing for an upcoming exam. Our Academic Skills Tutors have drop-in hours on Monday, Tuesday and Wednesday from 3pm to 6pm. These undergraduates are trained to work with students one-on-one to help them develop better study skills. [think-tank.arizona.edu/college-survival/academic-skills-tutoring](http://thinktank.arizona.edu/college-survival/academic-skills-tutoring)
- * Academic Skills Workshops are another great way to get students to learn more about the study strategies and time management tips to help them to be successful. A complete schedule is available on our website in the calendar. thinktank.arizona.edu/calendar
- * Supplemental Instruction is a program that targets difficult courses with weekly study sessions to help students learn the material through collaborative learning techniques. Typically students, who participate in SI regularly, receive a half to one full letter grade higher than students in the same courses who did not attend. Check our websites for courses and session times. thinktank.arizona.edu/supplemental-instruction/schedule



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Think Tank *Continued from Page 3*

For those students on the go, we have developed several online resources to deliver what they need to their smartphone, tablet or laptop.

- * **onesixtyeight**, our digital publication, has now been published in both Fall 2011 and Spring 2012. We are very excited to be able to give students helpful hints and strategies for academic and social issues that they face as college students. Fall 2011 Link: bluetoad.com/publication/?i=79138
Spring 2012 Link: bluetoad.com/publication/?i=98288
- * YouTube videos created by our undergraduate Academic Skills Tutors are packed with useful and insightful information with an engaging and comical delivery. www.youtube.com/uathinktank
- * Our website's resources page offers an extensive list of handouts and links to other sites so students can get help outside the hours of the THINK TANK. We have included subject-specific support as well as material on how to organize your semester or your week to be more productive! thinktank.arizona.edu/information/resources
- * For even easier access to all of our great services, our calendar of services can be "pinned" to your smartphone or tablet homepage. tt.arizona.edu

This is not an exhaustive list of our services but we wanted to highlight those which might be most helpful for students at the midpoint of the semester. We encourage you to refer students whenever they begin to struggle however; we realize that students will not always seek out resources until they are already feeling overwhelmed. At whatever point you see the student "not getting it," we would love to see them. Our student staff can help to point them in the right direction as to the services that may be most helpful to them.

If you have any questions about our services, or would like more information about THINK TANK please call Lindsey Gant at 520-626-6921. Have a great rest of the semester!

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New Math Courses, Fall 2012

By Tina S. Moore, Coordinator, Math Readiness Testing/Placement

Math 122A/B:

Beginning in the Fall 2012 semester, the Math Department is changing our Calculus I with Applications course, Math 124, to a 2 course sequence that can be finished in one semester:

Math 122A and 122B.

The content of Math 122A and 122B combined

will be the same as the current Math 124 course

Math 122A, Functions for Calculus, is a 1 unit course that will run from August 20, 2012 through September 12.

There will be a final exam on Friday, September 7, 2012. The placement requirements for Math 122A are exactly the same as Math 122B: PCAL/PPCL 75%, UA Math 120R, UA Math 111+112, or appropriate recent transfer credit. A grade of C or higher is required in all prerequisite courses, unless the student has

an appropriate math placement test score.

Students who complete Math 122A with a grade of C or higher will then be eligible to continue on to Math 122B, First Semester Calculus, which begins September 13, 2012

and runs through the end of the semester. Math 122B is a 4 unit course.

Students who do not complete Math 122A with a grade of C or higher will be administratively

switched out of Math 122B and into a Math 120R class that will begin on September 13.

Students who are in this situation, but have already completed Math 120R will be required

to meet with a math advisor between September 10 and September 13 to determine the

appropriate course to add.

The textbook for Math 122A will be provided online for free. Students should NOT purchase a textbook for Math 122A or 122B until on or after September 10, 2012.

Students interested in taking calculus in the Fall should register for both Math 122A and 122B.

Math 122A will need to be added to the student's schedule first.

For the Fall 2012 semester, Math 124 will only be available to those students who wish to GRO the course. If a student is interested in adding Math 124 for GRO in the Fall semester, he or she should come to Room 108 in the Math Building during normal business hours (M-F, 8 am – 5 pm) to register.

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New Math Courses *Continued from Page 4*

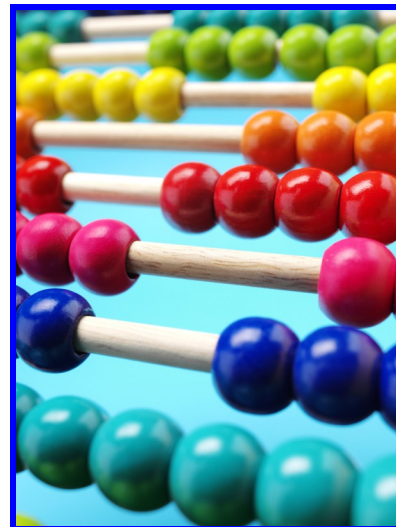
Math 116:

Eller has changed their "Math" requirements from UA Math 115A+115B+MGMT 276 to UA Math 116 (Calculus Concepts for Business) + MGMT 276 + BNAD 277. Math 116 is similar to Math 113, Elements of Calculus, but focuses on business applications.

The placement for Math 116 is the same as Math 115A: Math 109C or 112 prerequisite (or sufficient math placement test score PCAL/PPCL 65%, CALG/MCLG/PCLG 88%) AND MIS 111. ABE 120 is a substitute for MIS 111 for non-Eller students.

Trigonometry is a sine of the times.

— author unknown



NACADA Region 10 Update

**By: R Scott Johnson, Director, Academic Advising and Student Services, SBS
Chair, 2013 NACADA Region 10 Conference**

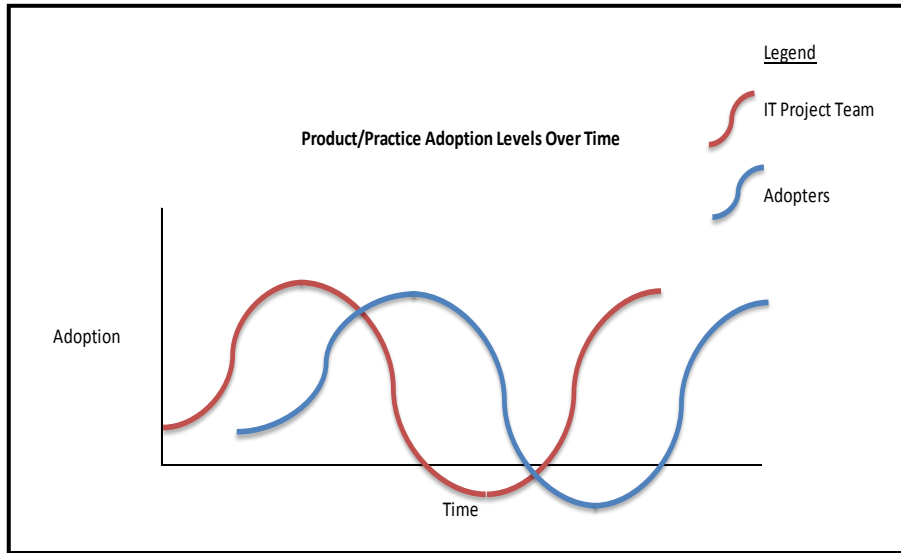
Leap day, February 29, brought nearly 200 academic advisors from five Rocky Mountain states (Arizona, Colorado, New Mexico, Utah, and Wyoming) to cold, wet, windy Provo, Utah for "Advising on the Rocks," the 2012 NACADA Region 10 Conference. The conference provided a great opportunity for advisors to network, highlight best practices, and yes, share pain (New systems, anyone?) The University of Arizona was well represented among the presenters by Bess Ecelbarger, Allison Ewing-Cooper, Meredith Parker, and Sara Yerger (who did two presentations solo!)



As Arizona Representative to the Region 10 Steering Committee, I am pleased to announce that the 2013 regional conference will be held in Tucson sometime next spring. Planning for the conference will begin in earnest soon. For those of you looking to attend, or perhaps present, at your first NACADA conference, this will be a prime occasion. There will also be volunteer opportunities aplenty. If you are interested in helping with the conference planning or at the event itself, please let me know at rsjohnso@email.arizona.edu.

UPAC Meeting: Wed April 11, 8:15 am-9:45 am, SUMC 411 (Career Services)

- 8:15-8:20 - Welcome, Announcements, UPAC Co-Chairs**
- 8:20-8:50 - Admissions/Next Steps, Dolores Machado, Sr. Coordinator, Next Steps**
- 8:50-9:20 - SAS 100AX/MATH 100AX, Jeff Orgera, Assistant VP, Student Affairs, Michelle Woodward, Math Training Coordinator**
- 9:20-9:35 - Policy and Practice Items, UPAC Co-Chairs**
- 9:35-9:45 - ARC Updates, Roxie Catts, Director ARC and Coordinator, Undergraduate Academic Advising**



In the IT environment, we have moved into a phase of re-inventing the student information system now that the system is stable and we can assess what is really possible in terms of technology as a useful tool for students and advisors. While UAccess was implemented under a “vanilla” model, we now have over a year of experience working with the system and can better assess areas that are in need of improvement. For example, exceptions entry has proven more challenging than anticipated and we can treat this as an area for possible system improvement in the future. At the very least, we found that we could reduce the number of exceptions that advisors enter by making it possible to take in-state general education course equivalencies and have them directly articulate with our general education curriculum. This will certainly reduce the advising workload.

- Working together, the AA Team, the Degree Tracker team, the advising community, and high level administrators are making significant strides:
- The Enterprise Applications group is working closely with the advising community and other campus stakeholders to identify top-priority modifications to the course catalog, schedule of classes search engine, course exceptions, and other important functions that allow the campus community to conduct business efficiently;

- The AA team has modified the system to reduce the number of exceptions that advisors have to enter in the system by making in-state general education equivalents directly articulate with UA general education equivalents;
- The Degree Tracker (DT) team is developing a product, The Smart Planner, to reduce advising time spent with students telling them what classes to take, thus freeing up your time to engage students in developmental activities;
- Members of the Degree Tracker team, the Degree Tracker Executive Steering Committee, and advising staff and administrators are working toward a shared vision for advising in the wake of new technologies and technological changes;
- Members of the DT and AA teams are evaluating data that will allow them to consult with colleges, advising leaders, and advisors to identify trends where a high number of the same substitutions are made for certain classes, and find solutions that might include adding these courses to the Advisement Report or other solutions that work best for the customer;

- To form a structured and effective change management plan including:
 - * Developing a shared vision: To transform advising to one that sets the nationwide standard of excellence in advising
 - * Acknowledge advisors’ concerns and fears
 - * Gain support and engagement at the highest administrative level
 - * Provide advisors with all the tools necessary to achieve standards of excellence and job satisfaction
 - * Support, educate, and inspire the advising community
 - * Be sensitive to the demands placed on advisors (and be aware of their busy time periods)
 - * Honor the unique advising culture in every college

As we continue to make technological improvements, we thank you for your patience. We ask that you join us in moving forward toward continuous improvement of the technologies that support advising and students and strive for an even greater goal: Work together to transform advising toward work that is consistently fulfilling, purposeful, effective, and productive. We know that you enjoy your work, are deeply passionate about it, and we strive to support you.