

Academic Advising Program Review (AAPR)

Self-Study

April 2016

Office of Academic Affairs

Despite the centrality of academic advising to any retention initiative, there are almost as many reasons for students leaving school as there are students. Retention should be an institution-wide mission, with quality academic advising as one of the major identifiers to be associated with a positive outcome. –Eric White



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UNIVERSITY OF ARIZONA and OUR UNDERGRADUATE STUDENTS

The University of Arizona Background and Strengths

The University of Arizona (UA) is a large, public research university with 3,150 faculty and over 43,000 students. Approximately 33,700 of the students are undergraduates with 38% underrepresented groups (includes two or more races and Asians). UA is a land grant and a space grant institution with two medical schools and colleges of agriculture and life sciences; architecture, planning, and landscape architecture; education; engineering; fine arts; humanities; law; letters, arts, and science; management; medicine-Phoenix; medicine-Tucson; nursing; optical sciences; pharmacy; public health; science; and social and behavioral sciences. There are also the Graduate College, Honors College, UA Online, and UA South. The most popular majors for incoming freshmen are: business, physiology, psychology, and biology; 36% of the freshmen declared STEM majors.

The UA was ranked in 2014 by NSF as 19th among public research universities for research expenditures. Eleven of our graduate programs are ranked in the top ten by US News and World Report. In addition, UA is a member of the Association of American Universities (AAU). As noted by the Princeton Guide to Colleges, “sciences are unquestionably the school’s forte”, and one of our strengths in undergraduate science and engineering education is the quality of the experiences students receive in undergraduate research and engineering projects. The number of students involved in undergraduate research ranges from 55-100%, depending on the major, and many students continue in research for a year or more. Furthermore, last year the university formed the Office of Student Engagement, which is designed to give every undergraduate an opportunity to have a significant engagement experience outside the traditional classroom, and the approved engagement activities are noted on the students’ transcripts.

Undergraduate Demographics

Providing undergraduate students access to achieve a bachelor’s degree is a very important mission of the University of Arizona. Diversity is very high among the graduate and undergraduate students at UA, placing UA top for diversity among all the public AAU

Fall 2015 Enrollment Highlights	
Total Enrollment	43,088
Undergraduate	33,732
Total FTE (21 st day)	34,700
New Transfer	2,085
Ethnic Diversity	45.6%
Ethnic Diversity (AZ Residents)	50.7%
International	5.4%
Full Time	78.7%
Age 25+	26.8%
From Pima Community College	37.4%
New Freshmen	8,037
Female	52.3%
Age 25+	0.3%
AZ Resident	54.5%
Ethnic Diversity	40.6%
Ethnic Diversity (AZ Residents)	48.2%
International Students	6.3%
Educational Excellence	
FTFT Mean SAT	1121
FTFT Mean ACT	24.6
FTFT Mean H.S. GPA	3.38
National Scholars	182
Honors	13.1%

institutions and 2nd among all AAU institutions. The undergraduate population of 33,732 is 38% ethnically and racially diverse and the fall 2015 incoming freshmen class of 8,100 students was composed of 40% ethnically and racially diverse students. Also, in fall 2015, 2,085 transfer students were admitted, and 47% were from underrepresented populations

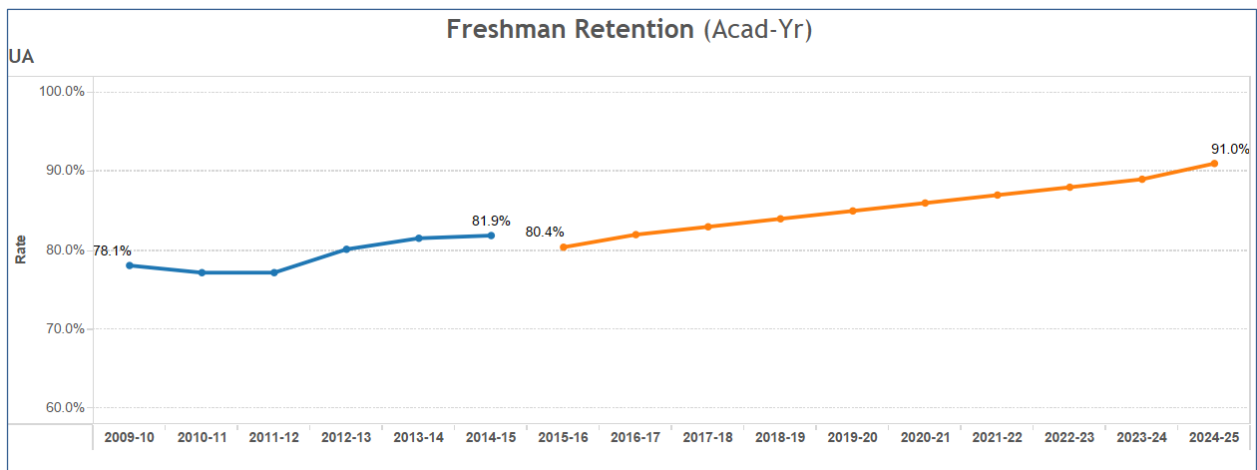
Preparation for College

While our research and graduate program profiles are comparable to many of our AAU peers, our mission to provide broad access to undergraduates creates challenges with regard to the students' college readiness. Data on our students indicate that we are recruiting students with a broad range of college preparation including about 13.1% of first time, full-time, freshmen admitted to the honors college and many others from under-resourced populations. The undergraduate population is composed of 30% first-generation and 29% Pell-eligible. The fall 2015 incoming freshmen class had an average SAT score of 1121 and GPA of 3.38. The number of transfer students admitted to UA in fall 2015 was 2085. Of those, 780 (37%) were students from Pima Community College of which 349 (45%) completed AA degrees and 325 (42%) completed the AGEC. The remaining 106 students from Pima did not complete either the AA or AGEC.

Undergraduate Goals and Metrics Set by the Arizona Board of Regents

The Arizona Board of Regents (ABOR) 2025 institutional goals outlining retention and time to graduation can be positively influenced by a strong, well-trained advising cadre. The UA advising community is in a good position from which to strengthen and elevate academic advising at the UA.

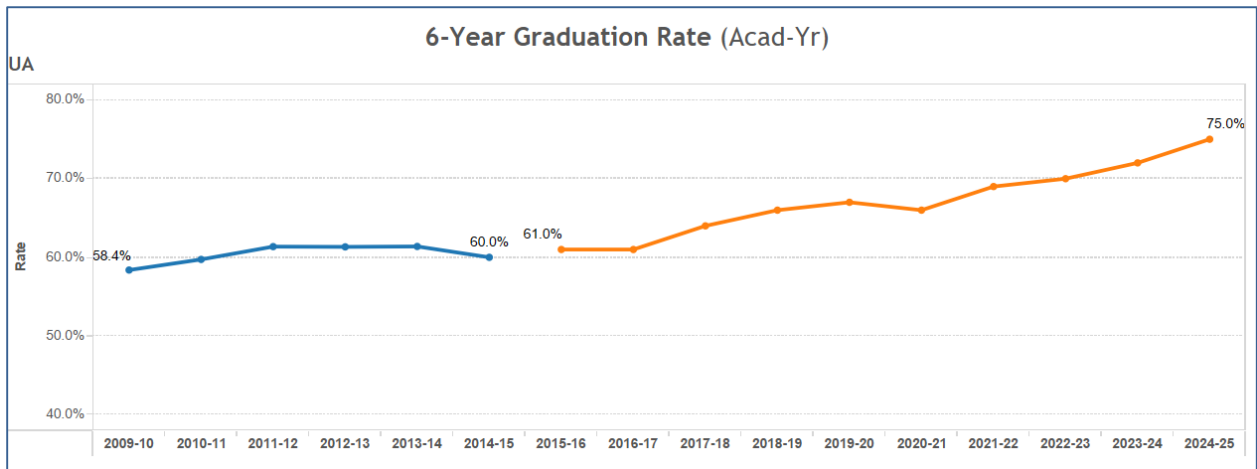
The plan calls for a retention rate of 91 percent in 2024-2025, up from 81.9 percent in 2014-2015 (see figure below). According to ABOR, a strong freshman retention rate is necessary to attain an improved 6-year graduation rate. Students who return for the sophomore year have a higher probability of graduating. To improve retention, enhanced advising tools and student services are crucial in supporting students during key transition points throughout the freshman year and to assist students who may be at financial or academic risk.



The Office of Student Affairs works closely with the Office of Academic Affairs to develop and support programs and interventions for student success and retention. For example, Student Affairs supports New Start and Summer Bridge programs for students who need extra support for the transition to college. Student Affairs also supports the Think Tank tutoring center and several scholarship and support programs for first generation and underrepresented students. One such program is the Arizona Assurance Scholars.

In addition there is a strong collaboration between Student Affairs and Academic Affairs on the development and implementation of new analytical tools, notably several from Civitas Learning, which are designed to assist with student retention and success.

The ABOR metrics also call for a six-year graduation rate of 75 percent in 2024-2025, compared with the 60 percent in 2014-2015 (see figure below). ABOR charged Arizona’s public universities with allocating limited resources effectively while still maintaining and increasing productivity through retention and graduation rates. The six-year graduation rate is a federally required metric and is one of several measures to monitor and improve productivity through degrees awarded (ABOR).



UA Tuition, Fees, and Financial Aid for Undergraduates

The approved UA tuition and mandatory fees for 2016-2017 for new freshmen and new transfer students is \$11,769 (3.2% increase) for residents and \$34,967 (7.2% increase) for non-residents. Most current undergraduates are in the guaranteed tuition plan and will not receive an increase. In 2007-2008, before the 2008 recession, the undergraduate charge for tuition and mandatory fees was \$5,048 for residents and \$16,282 for non-residents. Since the 2008 recession, UA has lost approximately 41% of our state funding. For resident students, the tuition and mandatory fees fall between the median and average of our identified peer institutions. Also for resident UA undergraduates, 18% receive no gift aid, 53% receive some gift aid (less than tuition), and 29% receive gift aid greater than or equal to tuition. The average cost of attendance for undergraduate resident students is \$21,900, but after financial and gift aid the net cost of attendance is \$13,484. The average debt at graduation for all UA undergraduate students is \$11,886 while the national average for 4-

year public institutions is \$15,740 and for private/non-profit institutions it is \$20,758 (source of data ABOR Business and Finance Committee presentation March 31, 2016).

The significant increase in tuition and fees results in more complicated lives for our students who increasingly work more hours and may need to reduce their course load. More parents are acutely focused on their student's success and increasingly insert themselves into the advising process. These factors simply add complexity to an advisor's caseload.

Academic Advising and Student Success

The persistence of students in college, reflected in the institution's retention rate, is known to be impacted by multiple variables including institutional fit, finances, level of maturity, grit, and academic history, to name a few. Based on interviews of over 1600 college graduates, in his book *Making the Most of College*, Richard Light concluded that "good advising may be the single most underestimated characteristic of a successful college experience" (p. 81).

Academic advising is the only structured activity that is required of all students and therefore it should be considered a central piece of the retention puzzle. Since all students must interact with an academic advisor, it is the opportunity (and obligation) of the institution to ensure advising services are reflective of institutional goals for student success and persistence (Nutt).

Knowing that new students enter the college transition experience at varying levels of academic and social development and decisions about staying are made within the first few weeks, it is imperative that a thoughtful, even intrusive, advising plan be in place that unifies the freshman feel of campus. Noel Levitz stated (1985):

It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus (p. 17).

Academic advising is strengthened and most effective when advisors have knowledge and training in two key areas impacting student persistence – financial aid and career advising. Students will more likely persist if they are following a declared program of study, have general career goals in mind and they are able to pay for their education. Advisors who understand the interrelationship between critical resources and who cultivate working relationships with colleagues in key student service units are able to more effectively serve as a trusted 'go to' person especially in the eyes of a new student. If we think of academic advisors as cultural navigators who teach new students the traditions, the practices, and the expectations of the campus, then they will begin to develop their sense of belonging which positively impacts persistence (Strayhorn, 2014). The key is to identify and adequately resource the factors of influence which we can control.

Introduction to the Academic Advising at UA

The University of Arizona (UA) adopted a college-based advising structure in 2001 after a comprehensive study conducted by an academic advising task force that was convened by the Office of the Provost (<http://www.gened.arizona.edu/content/academic-advising-task-force>). The UA, like many institutions, has shifted from a faculty-only advising system to one that is staffed largely by professional academic advisors, and the co-location of advisors within the colleges and departments creates the environment where faculty and advisors can collaborate and consult on important student and curricular matters. Many colleges list faculty and advisor collegiality as one of the top three strengths of their advising services.

The college-based advising structure has been reviewed on two other occasions. After a campus-wide academic advising program review in 2008 that culminated with an external review by the National Academic Advising Association (NACADA), the college-based advising model was again confirmed as the most appropriate structure given the size and complexity of UA. A second advising task force convened by the Vice Provost of Academic Affairs in 2010 considered a number of advising-related issues and reaffirmed the college-based advising model in its final report. The full report can be found at the following link: <http://advising.arizona.edu/sites/default/files/AATF%20II%20Final%20Report%20November%201%202010.pdf>

Each college has organized the delivery of advising services to support the diverse needs of their students, and they are guided by an advising mission that all undergraduate students have access to a knowledgeable and supportive academic advisor. (See the full mission statement at <http://advising.arizona.edu/content/mission-statement>.) Whether the college has a centralized or decentralized advising structure, the shared goal among *all* colleges is to provide students with academic advising that fosters a successful and engaging undergraduate experience.

Advisors are supervised by personnel in the colleges. The central administration has no direct oversight of advising but provides structure for coordination and communication.

The college-based academic advising structure is calibrated and managed through the College Academic Associate Deans Council (CAAC) and the University Academic Advising Council (UAAC), the college advising directors. Both groups are interested in academic policy and services impacting undergraduate students and their meetings routinely include campus partners and stakeholders. While advising may be organized differently across colleges together they function much like a federated organization with respect to academic advising.

The college-based advising model is supported in part by the Advising Resource Center, or ARC, (<http://advising.arizona.edu>) which is affiliated with the Office of Academic Affairs in the Office of the Provost. The ARC connects new and transitioning students to the appropriate academic advisor and provides support to the advising community.

The timing of this AAPR is appropriate given the many changes on campus and, specifically within advising, the changes since the most recent academic advising program review in 2008. Perhaps the most significant changes are the new student information system, UAccess (an Oracle PeopleSoft application) and the loss of 41% state funding since the 2008 recession which was followed by an increase in tuition and fees. In addition, the UAccess system requires an above-average technical competency in order to perform basic advising tasks. Very few faculty advisors have taken the time necessary for mandatory training in the new system which for many has shifted their roles exclusively to faculty mentor. Furthermore, new analytical tools from Civitas Learning that have recently been piloted on campus, may present additional challenges as advisors, faculty, staff, administrators, and students learn how to use them and include them into the daily activities of advising. These issues have a direct impact on the advising environment.

For this self-study, we collected data on students and advisors and advising practices (<http://www.academicaffairs.arizona.edu/sites/default/files/aapr-baseline-data.pdf>). We asked colleges to provide a short summary of the advising structures and practices in their college and departments, and we surveyed the advisors and undergraduates about their experiences at UA. The college self-study reports and the student and advisor surveys indicate there are many good and great advising practices in various departments and colleges across campus. For example, there is evidence in the central data indicating the improvement in the retention of first-time full-time freshmen coincides with the colleges developing a transition program for probationary students (<2.0 GPA), thus preventing the disqualification of a significant number of freshmen. The AAPR data also helps to identify gaps in service and areas requiring further study to strengthen academic advising.

In summary, this Advising Academic Program Review comes at an important time to understand the strengths and challenges of advising at UA and to gather recommendations that will help us support the academic success of our students.

History and Current Structure of Advising at UA

Prior to 2001, advising at UA was separated into two structures: a central advising office that advised students on general education and foundation classes, and decentralized offices at the departments and colleges to advise on the requirements for majors. In 2001, the Academic Advising Task Force developed thirty-six recommendations to improve advising which included the elimination of the central advising office and the establishment of a campus-wide, college-based advising structure. The report can be found at <http://www.gened.arizona.edu/sites/default/files/A%20Report%20of%20Findings%20and%20Recommendations.pdf>.

Colleges were free to determine how they would implement their advising program under guidelines which included a recommended student-advisor ratio of 400:1 for declared and 300:1 for no major declared and 25:1 for faculty advisors. Forty-two new professional advising positions in addition to those from the former central advising office were distributed to the colleges based on student census data. Other recommendations to

elevate advising services for undergraduate students included the creation of the University Academic Advising Council (college advising directors) and the establishment of the Advising Resource Center with resources to develop and maintain a central advising website (referred to as the Common Place in the final report), support a campus-wide advisor recognition program, and provide professional development programming for advisors including travel grants.

In spring of 2008, there was a campus-wide academic advising program review which culminated with three representatives from the National Academic Advising Association (NACADA) visiting campus and interviewing advisors, associate deans and college advising directors. Their report noted:

- A decentralized advising system is necessary “given the size and complexity of the University”.
- A major concern that must be addressed is the turnover of advisors. We heard from many advisors that the lack of a career ladder for advisors and low salaries are primarily responsible for the high turnover rate.

Response: Following the 2010 Advising Task Force, advisors received increased salaries, advancement opportunities through a new advising classification system, and conversion to appointed personnel (mentioned below).

- A great deal of consensus exists on the following topics:
 - The University Academic Advising Council (UAAC) and the University Professional Advising Council (UPAC) are viewed as very helpful structures for communication among the advising community.
 - The Advising Resource Center is seen as an invaluable resource for advisors.
 - All agree that the budget constraints, inconsistent communication, and lack of class availability are major concerns and need immediate attention.

Response: The budget constraints have not changed, but the ARC has increased and improved communications among advisors (see page 21).

In 2010, another task force was created to review several advising issues including compensation and classification of advisors. An outcome of this task force was to raise the base starting pay for all professional advisors on campus to \$35,000. All advisors were brought up to this base salary and all other advisors already at the base salary received a raise of \$1,000. In addition, the titles for professional advisors were reviewed and a career ladder was established with the classifications of Advisor, Senior Advisor, and Advising Coordinator. With few exceptions, all advisors were reclassified with the new titles. Furthermore, all advisors were converted to appointed personnel. Given the decentralized nature of advising, this task force was not able to unify the pay for advising and there were still discrepancies in pay for equivalent work. Advisor salaries are still variable across campus, and remain extremely low for many advisors. In some colleges, however, the

starting pay for advisors has been set to \$44,500. In addition, Pima Community College compensates advisors significantly more than UA. For what we expect of advisors and the important role advisors play in student retention and graduation, the low salaries pose a major problem. This plus the discrepancy in pay across colleges causes significant turnover among advisors. Low salaries and lack of advancement are key concerns reported on the advisor survey and a top challenge for most colleges.

The University of Arizona has a mixed structure of professional advisors and faculty advisors, with some colleges using primarily professional advisors and others using a blend of faculty and professional advisors. In colleges that use faculty advisors, they are usually given responsibility over the major requirements and career advice, and professional advisors review the general education requirements and academic policies. In general, the advising function of faculty advisors is not compensated with additional pay, but rather may be a required component of the teaching load.

Two committees of advisors meet regularly: UAAC (University Academic Advising Council), with a representative from each college, and UPAC (University Professional Advisors Council), which meets monthly. Advisors are also represented by Roxie Catts, Director of the Advising Resource Center, on the Undergraduate Council (UGC). Ms. Catts coordinates UAAC meetings and brings advising issues or problems identified by advisors to UGC and back to UAAC from UGC. In addition, Ms. Catts reports to the Senior Vice Provost for Academic Affairs, giving advising concerns a direct voice to the central administration.

Summary of College Reports for the Self-Study

The college associate deans/advising directors were asked to provide a brief summary of the advising organization, advisor appraisals, training, strengths, challenges, and future plans. Below is a brief summary from each college. The complete reports appear in Appendix A.

College of Agriculture and Life Sciences (CALs)

Strengths

- Relationship between the CALs Career and Academic Services (CAS) staff and the department-level advisors is collaborative and mutually beneficial –serves students well.
- “CALs leadership values the effectiveness of academic advising and student services associated with student success. In 2015 the college raised the minimum salary of academic advisors to \$42,000 (bachelors obtained) and \$44,500 (master’s obtained).” Advisor turnover is minimal.
- Retention programs and services are strongly encouraged and supported at the college level.

Challenges

- The department level advisor who is the undergraduate advisor but also has a myriad of other responsibilities that makes time for developmental advising difficult.

These responsibilities include: graduate student advising and coordination, room and course scheduling functions for all classes, curriculum update entries via UAccess, data entry, analytic reporting and teaching roles.

- Faculty advisors do not receive additional compensation for advising responsibilities.

Future Plans

- A centralized advising structure would be ideal so all departments could have professional academic advisors.
- Nearly all departments offer a success course or colloquia. The CAS advisors are teaching a new learning strategies course for freshmen. Course is capped at 50; would like to scale up so all CALS students take this course taught by CALS academic advisors.

Other

- Cultivating personal relationships with students is a key goal for CALS.
- CAS has an open door policy and staff meets individually with students for up to one hour

College of Architecture, Planning & Landscape Architecture (CAPLA)

Strengths

- Advisor is a licensed architect and 1984 alum of CAPLA; knows curriculum first hand
- Advisors are accessible
- Small college comradery

Challenges

- Heavy recruitment load falls on a very small advising staff.

Future Plans

- Creating a CAPLA Ambassadors program to work with advisors at recruitment events

Other

- Advising for a 5 year professional program has unique challenges:
- 25% additional tuition cost of the fifth year and the differential tuition added to all five years of the program.
- Most UA scholarships cover 4 years of study; students often need to secure outside financing for the 5th year.
- UAccess is designed for the typical 4 year program – Analytics cannot be utilized

College of Education

Strengths

- Students typically work with the same advisor from new student orientation through commencement.
- Advising staff has a collaborative and cohesive relationship with faculty. Faculty consult with advising team about student issues, curricular updates.
- Advising team (Student Services) collaborates closely with Dean's office participating in various community service events (Tucson Festival of Books, homecoming, charitable drives).

Challenges

- Diversity of advising team
- Student-advisor ratio

Future Plans

- Engagement Coordinator will be hired soon.
- Advising staff has returned to having two coordinators (not a new hire, reassignment of responsibilities).
- Office supervisor position to be reclassified to accommodate increased responsibilities.

Eller Undergraduate Programs

Strengths

- Central advising model staffed by dedicated, passionate staff interested in student success.
- Unified, supportive leadership team.
- Utilization and implementation of technology as tool for academic planning, programming and evaluation tool.

Challenges

- Student-Advisor ratio (Marketing and Finance majors have competitive selection process)
- Advisor retention and compensation

Future Plans

- Plan (hope) to hire two additional advisors so each upper-division major has a dedicated (assigned) advisor.

Other

- Strong team environment with a focus on creating the “Eller Experience” for students. Advisors collaborate with career coaches to prepare students for life after graduation.

College of Engineering

Strengths

- Advisors are knowledgeable, adaptable, highly committed to advising mission and work well as a team.

Challenges

- Maintaining ARRs; there is a high level of frustration with ARRs.
- College policies are not trivial; some stem from accreditation-related policies, advisor training takes time

Future Plans

- Nothing planned at this time

Other

- “Our advisors must engage in very sensitive and difficult conversations with students who are expressing recrimination, defeat and humiliation. Our advisors have become quite adept at offering renewed hope, self-confidence and sense of purpose, even when the final determination is having to walk away from a degree in engineering. Our advisors help support, re-enforce and build their students’ resilience and persistence.”

College of Fine Arts

Strengths

- Advising team is accessible to students
- One-stop shopping for majors/minors/general education course work
- Well-versed in university and college policies and procedures

Challenges

- Advisors have historically gravitated to other units on/off campus to benefit financially and seek upward mobility.

Future Plans

- Streamlining processes, incorporating advisor notes, degree planning and tracking and access to advisor feedback. Re-evaluate CFA orientation format and explore adding student peer advisors. Professional development opportunities for advisors.

Honors College

Strengths

- The lower student-advisor ratio allows for very individualized advising, frequent appointments, and extensive follow-up as students move through the often lengthy major exploration process.
- Advising for NMS honors students within Honors allows for close collaboration with the honors engagement team.
- The ability to work solely with the honors population allows the academic advisor to focus on the needs of our high-achieving students.

Challenges

- Limited opportunities for advisor to shadow other advisors; participates in ARC and UPAC training opportunities.

Future Plans

- Recently the advising structure was revised and staff were reclassified to draw a clear distinction between honors academic and engagement services.

College of Humanities

Strengths

- Superb advising
- Continuity in staff

- Scholarly community – professional and faculty advisors teach and learn from each other.

Challenges

- No career ladder
- Some faculty mentors may not have advising taken into consideration for promotion
- Balancing advising, recruitment and retention demands. In the spring semester especially there is a heavy recruitment commitment that often involves weekends or being out of the office for at least a half day. A dedicated recruiter would be ideal.

Future Plans

- “Proactive” retention programming; co-teaching with interested faculty academic success course for new students.
- Explore options for better recruitment strategies so advisors can focus on advising and retention.
- Research emerging technologies (text messaging, IM, Skype)

Colleges of Letters, Arts, and Science (CLAS)

For context, the College of Letters, Arts, and Science is a super structure of the Colleges of Fine Arts, Humanities, Science, and Social and Behavioral Sciences and provides advice to students that are undecided in any college. The advisors in this unit also advise students in two interdisciplinary undergraduate degrees (degrees with courses and faculty that cross colleges): the Bachelor of General Studies and the major in Global Studies. These programs are administered by two executive committees. Pre-Health professions and pre-law advising is also provided to students of any major. The Associate Dean of the College of Humanities has the oversight responsibility for the CLAS advisors.

Strengths

- Advisors are versatile and can handle any academic or student question/circumstance/issue.
- Commitment to holistic advising
- Collegiality among advising team members
- Availability to all students.

Challenges

- The student-advisor ratio is difficult to manage with probationary students, general studies, as example, require multiple appointments, customized degree programs that must be entered in UAccess student populations.
- Advisor retention.
- Office space is a limiting factor.

Future Plans

- Nothing currently planned.

College of Nursing

Strengths

- Flexibility and versatility
- Close working relationships between faculty and advising team.
- Orientation to student care – 3/5 students will not be admitted; advisors

Challenges

- Admissions processing is a significant administrative burden for advisors; in addition to advising pre-nursing majors they evaluate transfer course work, manage the application process, coordinate interviews, and on-board students.
- Concerned about compassion fatigue given the stressors of working with competitive admissions. Significant amount of time spent building parallel plans.
- UAccess data do not accurately reflect advisor workload since a significant amount of time is spent with students who will not be admitted.

Future Plans

- Proposal for additional advisor in Tucson is under review. Staffing in Phoenix is also needed but funding and approval are not available at this time.

Physiology Undergraduate Program (located in College of Medicine)

Strengths

- Consistency of message and policy – advisors have longevity with department and train new advisors to adhere to the same policies.
- Use team approach when difficult advising cases arise.
- Advising team and front office staff provide a welcoming and informative environment; front office staff is knowledgeable and resourceful and offer triage assistance to students.

Challenges

- Large student population and high student-advisor ratio

Future Plans

- Need funding to hire two additional staff; one more academic advisor and one success specialist.
- Want to create a Physiology Advising and Student Engagement Center; have 1300 square feet of space; need funds for development/remodel.

Mel & Enid Zuckerman College of Public Health

Strengths

- Developing student autonomy – ensure information on website is available so students can easily find answers to basic questions without relying on seeing an advisor.
- Accessibility of advisors – advisors have walk-in hours every day of the week with staggered hours.

- Never settling – never let old ways of doing things, old ideas, or old versions of documents take hold.

Challenges

- Student-advisor ratio (> 600) which means they have to limit advising appointments to 15 minutes.

Future Plans

- Launching a BS online program in public health which will result in hiring a new team member.

College of Science

Strengths

- Strong collaboration and team approach, share best practices,
- Student advocates, strive for consistency and fairness in practice and policy; advocate for policy change when appropriate
- Adaptable, not satisfied with the status quo

Challenges

- Compensation; inconsistent across the college; some departments can supplement base line salary, others cannot
- Advisor retention/turnover
- Inconsistencies of what constitutes advisor senior level classification

Future Plans

- Working to bring consistency in practice and quality of advising across the departments with better accountability and oversight of the positions by the college
- Recently hired an advisor to work with faculty in astronomy and physics

College of Social and Behavioral Sciences

Strengths

- Advising team strikes a balance between new and experienced advisors.
- Better opportunity for intellectual engagement with advisors and faculty.
- New leadership and restructured advising team is well poised to embrace new campus initiatives.

Challenges

- Unevenness in academic advising practices across academic units.

Future Plans

- Given the large-scale structural changes of 2014-2015 (embedding departments in advisors where there were none previously), there are no plans for further changes.
- Will continue to monitor caseload and department load (number of majors one advisor serves).

UA Online

Strengths

- Innovative use of technology
- Customer service mindset
- Investment in low student-advisor ratios gives advisor opportunity to spend time with each individual student

Challenges

- Navigating campus processes built for main campus students
- Reporting structure
- Building infrastructure for orientation, onboarding, freshmen experience, developmental education, etc.

Future Plans

- None planned

UA South

Strengths

- Innovative, unique advising structure and positions
- Strong community college relationships
- Comprehensive advising and student services model

Challenges

- Most systems and processes at the UA are not conducive to a location or campus based advising model or a true 2 + 2 degree program design. (Advisor assignment, degree search/smart planner, reporting models, transfer pathways, etc.)
- Co-location of advisor at community college campus can provide technological challenges, for example, that can hamper productivity.
- Main campus barriers to distance programming for student resources exist but improving with the launch of UA Online.
- Changing main campus rules and using UA South courses towards main campus degree requirements involves constant communication, clarification and is difficult when advisor is responsible for 20 degree programs.

Future Plans

- None planned. Monitoring expanding responsibilities and opportunities in UA Online, Mesa, and Yuma to maintain a student-advisor ratio low enough to allow for continued excellent student service.

Advising Resource Center

The Advising Resource Center (ARC) was created through several recommendations of a campus-wide advising task force (<http://www.gened.arizona.edu/content/academic-advising-task-force>) and opened in April 2002. The ARC has a two-part mission: 1) to help

students connect to academic advising and support services and 2) to provide support to the advising community. The office reports to the Senior Vice Provost of Academic Affairs and is staffed by a full-time director and an advising specialist (.75 FTE).

The advising website (<http://advising.arizona.edu/>) is a primary service of the ARC and includes an up-to-date directory of all of the academic advisors and links to a plethora of information for students and advisors.

The ARC is essentially a virtual office with the bulk of contacts from students and parents arriving by telephone or email. A number of contacts from parents are referred to the ARC from the President and Provost Offices; the ARC director functions as a de facto advising mediator.

The ARC provides support to the advising community by organizing symposiums, seminars, and training to representing the interests of advisors/students at faculty groups (Undergraduate Council) or short-term, project-specific working groups. The ARC staff strives to facilitate communication; we are often asked to solicit feedback from the advising community and report back to interested parties or to share a policy/program update.

ARC Website Monthly Traffic in 2015	
Month	Total Pageviews
January	22,543
February	15,427
March	23,613
April	26,381
May	18,196
June	15,849
July	19,094
August	29,057
September	19,502
October	32,069
November	24,374
December	18,794
TOTAL	264,930

Referral to Academic Advising

Calls to the ARC can range from something as simple as an individual asking for the telephone number of his or her advisor to a frustrated parent wanting to report a ‘problem with advising’. The nature and frequency of calls by parents to the ARC have become more complex. More freshmen are emotionally stressed and challenged by the transition to college which generates more contacts from concerned parents who most often are in need of information and a better understanding of their student’s options. Each call is unique and welcomed.

To make appropriate referrals, we must have a working understanding of each colleges’ advising structure. Beyond understanding the college structure, we employ the highest level of diplomatic skill and, at times, manage the caller’s expectations. The response to a prospective student or parent calling for an advisor during the peak of priority registration requires a more nuanced response than providing basic contact information. We understand the importance of first impressions, the power of facilitating communication, and the necessity for quality/warm handoffs. We know what we don’t know, but we know where to get accurate information in a timely manner.

The position of the director requires recognition, respect, and appreciation for college diversity. We embrace diversity as an institution and the college-based advising reflects that principal. This said, the ARC must also maintain an institutional perspective and be committed to creating an equitable, transparent environment for students. With almost any academic policy (declaring a major, filing a petition, and so on), the process or procedure will look a little different in each college. It is most often a case of “some do and some don’t” with each college determining what works best. The ARC’s role is about taking responsibility for knowing the landscape and guiding students and parents accordingly.

Support for Advising

Support to the advising community includes organizing the UAAC meetings, sponsoring professional development and training activities, coordinating an awards program, and representing the interests of advisors and students with various campus groups.

University Academic Advising Council (UAAC) is comprised of the college advising directors (functional title) and ASUA representatives. The ARC director organizes the bi-monthly meetings which are focused on academic policy, implementation, and anything affecting undergraduate students. The group is consulted by numerous campus partners and their meetings routinely include guests from various campus groups. (See Appendix B for the agenda and notes for the January 25, 2016 meeting.)

Professional Development and Training

The ARC organizes professional development seminars, workshops, advising symposiums and webinars for academic advisors, which are also open to colleagues from Student Affairs. Most advisor training is provided through the colleges; however, the ARC sponsors training which involves topics such as utilizing UAccess Analytics for proactive/intrusive advising strategies. Following is a list of ARC Seminars held in fall 2015:

- Speed Dating Event: Academic & support services for students
- Career Services and Engagement Initiatives, by Mary Frances Kuper
- Appreciative Advising, Dr. Tom Dickson, College of Nursing
- Analytics for Academic Advisors, Sarah Wieland, UA South
- Office of Student Engagement: Join the discussion on the connections with advising and engagement
- Topics: Title IX, FERPA (in practice), legal/ethical issues
- International Students Recruitment and Retention, Dr. Rachel Beech

ARC Seminars planned for 2016-2017 will include the following topics:

- Compassion Fatigue
- QPR (Question, Persuade, Refer) Suicide Prevention Training
- Conflict Management
- Micro-Aggressions
- Annual Speed Dating event with Student and Business Affairs
- UAccess Analytics

New Advisor Orientation

Since the inaugural class in August 2012, 118 new advisors including faculty, CATS Academics and others have attended New Advisor Orientation, a half-day orientation program for new advisors that is presented by a team of campus advising experts. The Advisor Training Team was established in 2012 and also helps organize other advising training and professional development in addition to New Advisor Orientation. Following is the September 2015 New Advisor Orientation program:

Academic Advising at UA (8:15 – 8:30)

**Roxie Catts, Director and Nicole Gonzalez, Advising Specialist
Advising Resource Center, Office of the Provost**

How did we get to where we are today? This introduction includes an overview of academic advising at the UA. The role of the Advising Resource Center (ARC), ARC website, and professional resources will be reviewed.

Life Cycle of a Student (8:30 – 9:15)

Sarah Wieland, Assistant Dean, Student Services, UA South

From prospective student to University of Arizona graduate, follow a student through what it takes to successfully get started and what a student's record will look like at each stage of the process.

Advisor Notes and Resources (9:15 – 9:45)

Candace Barnard, Academic Advisor, Department of Communication, College of Social and Behavioral Sciences

This section will help advisors know the various online resources available for them and conclude with general tips for thriving in the academic advising field.

Communication and Interpersonal Skills (10:00 – 10:30)

Christy Ball, Senior Academic Advisor, Department of Psychology, College of Science

Our roles as Academic Advisors are to serve all students: prospective, transfer, current, declared and undeclared etc. Each department and college has different rules and it is our job to help students navigate their way through the UA experience. This session focuses on how we as advisors do this. The advising relationship can make a large impact on a student's experience here at the UA. Each of us is unique, just like our students, therefore how we all relate and establish relationships with students will be different. There are some fundamental elements to include when establishing an Advising relationship and building rapport. We will discuss non-verbal communication, displaying empathy, active listening, clarifying and the use of open-ended questions. Finally, authenticity and integrity will be discussed and how these characteristics relate when working with students.

Transfer Credit (10:30 – 11:15)**Nikki Pikaard, Program Coordinator, Office of the Registrar**

This session will include a look at the AZ Transfer website specifically the Course Equivalency pages and an overview of the course and test credit policies and how both get processed in UAccess. Finally, we will discuss “Good to Know” items such as; model, group and sequence numbers, model statuses, requirement designators, exceptions and transfer credit summaries.

General Education and Foundations (11:15 – 11:45)**Leticia Soto Delgadillo, Executive Director, Academic Advising Center
Colleges of Letters, Arts, and Science**

Everything you need to know about the UA General Education requirements including where to find answers to your questions. This session will clarify the major-to-career relationship, and get the context we need to help students understand the role of a major, minor, general education, and electives in their UA experience. Also featured in this session is an overview of the Honors General Education option.

Communication

The ARC uses many communication networks to facilitate the ebb and flow of information between advisors, students, Student Affairs and business services colleagues, parents, and at times other institutions. Effective communication is an ongoing challenge and several strategies can be used to promote the same message. The ARC website, a monthly Advising News publication, articles for PAWS parents magazine, and routine postings to the UPAC email distribution list, are some of the tools used to ‘get the word out’. (See Appendix C for samples of Advising News and a PAWS article.)

Recognition Program

The ARC organizes an annual, campus-wide advisor awards program that recognizes excellence in advising. Three advisors (faculty, emerging professional and professional) are recognized at a campus-wide celebration and awarded a monetary gift and plaque. See page 39 for a list of awardees.

Travel Grants

Twice a year the ARC solicits applications from new advisors for travel grants, typically used to attend either a national or regional NACADA conference. While the number of grants awarded has been reduced, approximately one-third of the ARC’s annual budget is used for travel grants (~\$7,000).

The overall strengths and challenges of ARC are summarized below.

Strengths

- Referral and general advising services for new students, students in transition, and parents.

- Support to the advising community through professional development, training, newsletters, awards program, and travel grants.
- Communication with the advising community and the campus at large.

Challenges

- Effectively representing the interests of academic advising.
- Playing a de facto advising mediator role is challenging due to misunderstandings that the ARC is *in charge* of advising rather than working *in support* of advising.

Plans to Improve Student and Advisor Retention

The advising environment has changed significantly since the ARC was created in 2002, and a modest adjustment in staffing would facilitate a pilot program designed to broaden the scope of general, triage advising for new and continuing students facing transitioning issues. The calls received in the ARC from new students and their parents often go well beyond providing accurate referral information. The frequency of these contacts increases with the peak advising periods; precisely when it is the most difficult to get in to see an advisor and when these students need the most help.

This past fall, the ARC participated in a retention initiative targeting all new freshmen. Students with questions on any topic could send an email to sos@email.arizona.edu and they would be guaranteed a rapid response by a team of campus experts. One person monitored the incoming messages and forwarded them to the appropriate team member for response. Sixty-two percent of the 251 email inquiries were directly related to advising and registration—how to register, how to change majors, when to register, how to find academic advisors. All of the other inquiries could have been easily handled by an academic advisor (assuming availability). Access to timely advising services is the greatest unmet need, particularly during priority registration and especially for first year students who are acclimating to the UA culture.

Advising Facilitator Proposal

The Advising Facilitator Proposal is designed as a pilot program to address this gap in general (basic) advising services. In this proposal, the Advising Facilitators will provide triage and/or bridge advising services to help students get to the appropriate academic advisor(s) or student service(s).

The Advising Facilitator (AF) will provide a high-level of necessarily persistent, appropriately intrusive and holistic assistance to new, freshmen, and transfer students, who:

- have completed less than 60 units of UA credit,
- who need/want to change majors,
- are having transitioning issues, or
- need assistance not readily available elsewhere

Operating from an institutional perspective, the AF will be motivated by student success (broadly defined), retention outcomes, and time-to-degree completion. The AF will be a

data-driven, empathic listener who, rather than providing routine advising services, offers an array of triage and/or bridge advising services to help students get to the appropriate academic advisor(s) or student service(s). The AF will facilitate and promote the advising enterprise and student success by solving crises and helping students understand why it is in their best interests to meet with their advisor and topics they should discuss. He or she will follow-up when appropriate.

Working closely with college advising teams and faculty, the AF will proactively reach out to students who may struggle in their preferred college or who are displaying behaviors that indicate they are at risk of not succeeding.

The AF will be affiliated with the Office of the Provost and report to the ARC Director. The AF position could be one 1.0 FTE or two .5 FTE and funded for a two-year pilot period in partnership with the Office of Student Affairs and Enrollment Management.

The AF is a new position that will evolve. For example, it may be determined that some participation in advisor training and development activities supports the institutional retention goals. Composing news articles for student and family publications or promoting advising in marketing initiatives are other examples of potential activities of the AF. The primary work of the AF, however, will to work directly with students in support of student persistence and improved retention.

Advisor Certificate Program Proposal

The Advisor Certificate Program proposal is designed to promote standards of excellence in academic advising and to retain outstanding academic advisors. In addition to the institutional cost, advisor turnover and the loss of seasoned capabilities is a disservice to students.

Advisor Certificate Program: Standards of Excellence

The goal of the Advisor Certificate Program is to promote excellence in advising *and* to recognize and reward advisors who consistently achieve outstanding performance. The following recommendations would guide the development and implementation of this program:

- Senior Vice Provost of Academic Affairs appoints a working group to draft standards of excellence, eligibility requirements and program management recommendations. Standards should be clearly defined and include quantitative and qualitative assessment strategies.
- Achievement mechanisms will need to be scaled for both experienced and emerging professional advisors. Professional development is career-spanning, and there should be a path for all advisors to participate in the Advisor Certificate Program. The working group should also draft a path of recognition with adjustments to allow for depth of experience and for accomplished faculty advisors.

- The working group will draft remuneration recommendations for achievement of each standard/level, including how the program will be managed through a partnership with the advisor's supervisor and the Standards Committee.
- Once the Advisor Certificate Program is properly vetted by all stakeholders including Human Resources, an implementation team will guide the concept from its working group foundation to the establishment of the Standards Committee. A source of funding will also be sought for this program (see remarks under Final Observations and Recommendations on page 40).
- The working group and standards committee will include current advisors, students, faculty, associate deans, and advising coordinators. Both groups will submit their reports to the Senior Vice Provost for Academic Affairs.

Standards of Excellence Examples

- Proactive and intentional communications to prospective, newly-admitted, and newly-oriented students. Ability to tell students what they need to know before they ask.
- Advising Syllabi presented to all new students and available online (ARC advisor directory, UAccess Student, and Degree Search).
- Mandatory follow-up re-orientation for all new students, freshmen and transfer.
- Consistent use of the central note system.
- Use UAccess Analytics to pull reports on students who have not registered and reach out to each to find out why and how we might be of assistance.
- Proactive use of Academic Agreements for students on academic probation.
- Proactive use of Civitas Learning student success programs (as they are implemented).

The best possible outcomes of the Advisor Certificate Program will be a stronger advising cadre that will positively influence student success, retention, and graduation.

Summary of the Advisor Survey

A twenty-two question survey was sent to all faculty and professional advisors (see appendix D). This survey asked specific questions about the tasks performed by advisors, asked their opinions on different issues, and gave advisors opportunities to express their opinion to several open ended questions. The survey was sent to 122 professional advisors and 37 faculty advisors at UA. The survey from 112 individuals included:

- 76% professional advisors
- 16 % faculty advisors
- 8% advising administrators

The highest degree attained was a masters' degree (63%), bachelor degree (28%), or Ph.D. (9%). Advisors participate in new student orientation (90%), commencement (82%), recruitment activities (70%), departmental/college curriculum committees (60%),

curriculum updates to the catalog, advisement reports, Degree Search, and Smart Planner (60%), mandatory follow-up to transfer orientation (46%), mandatory follow-up to freshmen orientation (43%), and teach a success course (32%) among the many activities that are part of normal advising and many other additional tasks not specifically related to advising. Some of the non-advising tasks include processing admissions, coordinating probation reports, coordinating general petitions, coordinating the college ambassador program, maintaining websites and social media communications, career and graduate school counseling, running a peer mentoring/advising program, collecting data for accreditation, serving on transfer articulation committees, compiling reports and enrollment tracking and management, developing brochures and recruitment materials, helping students with study abroad decisions and internship selections, serving as an advisor for a student club, and serving on task force or other advisor committees. Not all advisors participate in this long list of other activities, but this list highlights the extra roles that many advisors want to do or are asked/expected to do by their supervisors or department heads/associate deans. Many advisors noted their interest in participating in these activities, but report that these additional roles takes away important time that they feel should be devoted to the principle job of advising students.

From the advisor survey we find that 91% use UAccess Analytics to inform their work and 77% generate reports for department administrators. Eighty-one percent of advisors responding complete degree checks, and 66% use registration holds for mandatory advising. When asked what other technologies and systems advisors use, the responses included Desire2Learn (D2L) learning management system, Hobsons (prospective students system), FileMaker Pro, Qualtrics, and Excel to track accreditation check sheets.

Fifty-five percent of the advisors report spending 15-20 hours a week in one-on-one advising, and they report getting many email messages from students on specific advising issues. Priority registration is a crazy time for advisors, and 80% of the advisors report spending 20 or more hours a week in one-on-one advising and many additional hours responding to email questions and other duties assigned to them. Most students think of changing their major during priority registration. While 56% of the advisors report that students do not need to attend an information session to change their major, 44% of the students cannot change their major without attending one of these sessions. Some of the information sessions are available online (60%), and thus 73% of the undergraduates can change their major during priority registration. Fifty-six percent of the advisors report using an online scheduler for making appointments with students; this tool has become increasingly important since many advising offices have lost all staff-level administrative support. Some offices use undergraduate workers in this role, but this has not always been effective.

Advisors were asked in what way(s) does the Advising Resource Center (ARC) support you as an advisor. Several advisors indicated that they did not make use of the ARC resources, while most of the advisors indicate that the website, newsletter, travel grants, events and training are very helpful. Seventy-two respondents attended New Advisor Orientation

offered by the Advising Resource Center and 73% indicate that they attend UPAC meetings, but only about a quarter of the advisors report attending a NACADA meeting. The NACADA meetings are valuable for professional development and provide opportunities to learn about innovations in advising approaches and practices at other universities and colleges. It is unfortunate that more advisors have not been able to attend one of these professional meetings.

Two open ended questions (#20 and #22) on the survey provide rich information about the professional lives of our advisors. Many advisors report that they love their job and love working for UA. At the same time, some of the same individuals report dissatisfaction with the low salaries, absence of raises, absence of administrative support, and a lack of appreciation for what they do for the university and our students. One person stated “Being ‘greatly appreciated’ by my department without additional salary is getting really old”.

One of the advisors took the time in the survey to provide details on several specific challenges that have been added to the workload of advisors (see Advisor Survey question #22 in Appendix D). The advisor suggests that there should be a review of current advisor responsibilities including business processes and ever-growing recruitment activities, permission numbers, curricular updates, Degree Search, degree audits, house-numbered courses, registration issues, front desk help at the financial aid office, and unintended impacts on advising from the new Responsibility Centered Management (RCM) budget model.

For many advisors, the advising load is too high to provide appropriate service to the undergraduates (see table on page 37). The recommended maximum advising load is 400 students to each advisor and 300 to 1 for student with undeclared majors. For faculty advisors, the ratio is 25 to 1. Many advisors exceed this load. One advisor noted that “students with the best memories of their college experience (thus leading to dedicated alumni) note that they had a close relationship with their advisor”. Also, advisors have a critical role to play in retaining and graduating our students; they need to be given enough time to work one-on-one with all their advisees. Electronic tools (see below) can help both advisors and students, but these tools are not a substitute for the personal advice that is so critical for student success.

Student Surveys on Academic Advising

A number of survey instruments are used to evaluate student satisfaction with the quality of academic advising.

A student advising survey is automatically emailed to students after advisors enter a note into the central note system. These survey data indicate an overall strong satisfaction with academic advising with the exception of the time it takes to secure an appointment with an academic advisor.

The 2015 National Survey of Student Engagement (NSSE) snapshot also shows that seniors at the UA rank the quality of interactions with academic advisors 15% higher than our AAU peers. (The NSSE 2015 Snapshot can be found in Appendix E.)

Summary of the Student Survey Administered for this Program Review

A stratified random sample of 7000 undergraduate students received a twenty-three question survey administered from March 1 – 11, 2016 (see Appendix F). Four hundred thirty six students responded to the survey (6% response rate) and indicated their class standing as:

- 21% Freshmen
- 21% Sophomore
- 26% Junior
- 32% Senior

One hundred twenty (29%) of the students surveyed are pursuing a double major or second degree and 78 students (19%) transferred to UA from another institution. When asked how many times they changed their major, 59% said never, 25% once, 9% twice and 7% three or more times. Twenty-seven percent of the students responding are Hispanic or Latino.

When asked how many times they met with their academic advisor, 66% report at least once/semester, 25% indicate meeting two or more times, and 10% reported they do not meet with their advisor at all. One student reported that the reason she did not meet with her advisor was because she handled everything by email. A few responded they didn't know who their advisors are or they did not find their advisors helpful or well-informed. One student wrote, "I do not know how to contact them, or what they will do for me if I were to try and contact them".

Sixty-seven percent responded they can schedule an appointment with their advisor within one week's time. The majority of students (79%) said their advisors answers their questions and clarifies policy and procedures when they need assistance. The remaining, 16%, reported their advisor 'sometimes' is helpful in this way and 5% said no, their advisor does not answer their questions.

When asked to rank the topics discussed with their advisor, the top six responses were:

- Classes to register for each semester (88%)
- Class schedule/plan to graduation (88%)
- Use of Advisement Report (degree audit) (34%)
- Transfer Credit Evaluation (courses completed) (31%)
- Internships (27%)
- Transfer Credit Evaluation (pre-approval) (27%)

Forty-five percent of students responding plan to attend graduate or professional school, 43% plan to get a job, and 12% plan to take a gap year before attending graduate or professional school. Less than half (45%) of the students have discussed their post-

graduation plans with their academic advisor. Fifty-four (54%) said their advisor had not provided them with suggestions about preparing for post-graduation plans although seventy-three (75%) responding said their advisor made them aware of experiential education opportunities such as internships, research positions and other engagement options, and 89% reported learning of these opportunities via a student listserv posting from their advisor.

When asked to provide an overall rating of their academic advisor's performance:

- Outstanding (33%)
- Very Helpful (36%)
- Adequate (22%)
- Inadequate (9%)

While the majority (81%) said they would recommend their advisor to another student, 69% do not anticipate contacting their advisor after they graduate from the UA. The open-ended responses to the question, "Is there anything you would like to tell us about your advisor or advising experiences that have not been covered in this survey" were split between favorable (n=40) and unfavorable remarks (n=30).

Effective, Student-Centered Advising Practices

There are numerous effective and student-centered practices in advising that are highlighted in the college self-study reports and referenced in the student and advisor surveys. The following spotlights a few of these best practices.

- Students are allowed to declare the major during priority registration. Seventy-three percent of advisors indicated students can declare during priority registration.
- Programs that offer 'triage' registration advising during priority registration if students aren't able to declare major at that time.
- Programs requiring mandatory information sessions either increase the number of face-to-face offerings during high demand times or programs that have created an online version of the mandatory information sessions that students can watch at their convenience.
- Investment in creating a low student-advisor ratio permitting a more intrusive, strategic and proactive advising services.
- Advisor training at the college level is comprehensive and impressive. One college has created a box account with all advisor training materials for new advisors and updated policy information for all advisors in the college.
- The location of advisors within departments and college advising offices produces an environment for collegiality and consultation between faculty and advising staff.
- Student paraprofessionals complete a modified advisor training process and assist with orientations, Freshmen Follow-up and priority registration advising.
- Co-location and funding of an advisor within a community college. Provides for smooth transfer to university and reduces transfer shock.

A benefit to scaling up established best practices is the timeline to implementation does not need to include extensive development time, and new programming can be informed by program experiences and data.

Advising and Student Retention

Freshmen retention is measured for first-time, full-time, freshmen from the start of their first fall semester to the 21st day of the fall the following year. Freshmen who earn a grade point average (GPA) below 2.0 during their first fall semester are given a second semester on probation during the spring semester during which the students are expected to raise their GPA. However, the student may be disqualified after the second semester if his or her GPA falls below 2.0, but will likely be retained at the university on probation if he or she has a B-deficit below 18 units (# of units required to raise GPA to 2.0).

- Between fall 2012 and fall 2015 the average percent on freshmen placed on probation is about 15% while in the previous 4 years (2008-2011) the average was 18%.
- The percent on probation has gone down 3% points since fall 2012. This represents 210 students (of a class of 7000) that are not at risk of being disqualified.

In 2012-2013, the colleges agreed to retain freshmen on academic probation for a third semester providing the B deficit is below a college-determined cap. In fall 2012 a process was agreed upon where colleges coordinate an administrative transfer of freshmen students on academic probation to the College of Letters, Arts and Science (CLAS). Students must have an 18 unit or less B deficit or be retained by exception or special circumstances.

This college partnership has created a more seamless process for students and has provided them with the opportunity to find success in a new academic program. Prior to spring 2013, students who were disqualified from their colleges (not the university) most often did not take the steps necessary to gain admission into another college. This initiative is one example of collaboration that bridges services between the college-based advising structure at the UA. The outcome is a more transparent and supportive environment for students on academic probation and a key factor in the gains reflected in the improved retention of freshmen since AY 2012-2013.

It has been challenging to get accurate data for several aspects of this self-study. The reports in UAccess Analytics provide data that we know does not answer the question. Our plan following this review is to work closely with personnel in University Analytics and Institutional Research (UAIR) to develop reports we can use.

Advising and Technology

Academic advisors complete several hours of mandatory training, online and in person, in order to access and use the student information system effectively. UAccess Student is where advisors work with individual student records and perform the following tasks:

- enter course exceptions (transfer, AP, IB, credit)
- generate individual student advisement reports

- place advising holds and lift unit caps
- enroll students in department/college controlled courses
- process degree audits

Advisors also use UAccess Analytics for generating reports on student groups they are advising. All advisors must be able to generate reports including, but not limited to:

- lists of majors/minors
- earned units (not available in UAccess Student)
- the number of W's a student has accumulated (not available in UAccess Student)
- whether a student is eligible for GRO
- probation reports
- whether student should be filing for their degree audit
- whether student has filed for their degree audit

Eighty-one percent of the advisor survey respondents indicate using UAccess Analytics to inform their work. An increasing number of advisors have built a customized dashboard, and some use automated notifications to send reports on student groups they are monitoring.

Training in UAccess Student and UAccess Analytics is time consuming, and understanding how to leverage the data to inform an advisor's work also takes time and experience in the position. Training in UAccess is one key reason why it requires at least one year to fully train an academic advisor.

Additional Systems and Technology Used by Advisors

- An increase in advising by email was reported by a number of respondents in the advisor survey. Students have complicated class and work schedules and some policy/process questions can be handled efficiently by email. Some students reported on the student survey that the reason they don't meet more often with their advisor is because they handle many things by email.
- Advisors use all types of social media to message students; Facebook and Twitter are the most popular.
- Almost all advisors maintain an email distribution list of students in their major and routinely send reminders about dates/deadlines, internship/research opportunities, department-level scholarships, etc. Some students responding to the AAPR student survey mentioned these communications and said they were informative and helpful.
- Skype is used as a means of offering more personable and authentic communication with students. In addition, the UA recently purchased Adobe Connect which provides virtual meeting spaces especially useful for distance learners.
- Several colleges are using text messaging systems to reach out to students for special events and appointment reminders.

UAccess System Enhancements

Three system enhancements intended to help advisors and students have been developed within the past several years: Advisor Notes, Academic Agreements, and Smart Planner. These tools are available in UAccess Student and Analytics. Usage reports indicate an uneven adoption of these tools by advisors.

Advisor Notes

The good news is that advisors use a note system to record the critical content of their advising meetings with students. Unfortunately, there is not one note system used by all advisors even though there is a central note system in UAccess Student that has been customized for UA's specific advising needs. A growing number of colleges and advisors use the central note system as do colleagues in Graduation Services and CATS Academics (student athlete advising). Sixty-eight percent of survey respondents indicated they 'routinely' use the central note system. There is a modification planned to build an exchange that will upload the notes daily from other note systems that are used such as the Eller Student Management System (ESMS) used in Eller College of Management. The absence of 100% participation in the use of the central note system puts the institution and our students at a disadvantage especially when dealing with difficult issues. The note system allows advisors across campus to review advice given to students. A table of UAccess Advisor Note Usage is shown below.

- Overall there has been an increase in the use of the central note system to record student/advisor interactions in UAccess.
- A bridge to upload notes from the note system used in Eller is under development. The intention is the exchange will be compatible with other note systems used at even the department level.
- The increase in Social and Behavioral Sciences (SBS) and decline in Humanities are explained by the move of the English Department to SBS.

UAccess Advisor Note Usage				
College	Count 7/1/12- 6/30/13	Count 7/1/13- 6/30/14	Count 7/1/14- 6/30/15	Total 7/1/12- 6/30/15
CATS Academics	253	126	27	406
CLAS Academic Advising Center	10418	8859	10857	30134
College of Agriculture and Life Sciences	2219	3287	4338	9844
College of Architecture/Landscape Arch	2	68	207	277
College of Education	1517	2006	2568	6091
College of Engineering	1361	1898	1337	4596
College of Fine Arts	9	19	4	32
College of Humanities	2403	2243	1288	5934
College of Nursing	267	513	667	1447
College of Pharmacy	164	160	146	470
College of Public Health	484	69	499	1052

College of Science	8782	11186	11724	31692
College of Social & Behavioral Sciences	11334	13789	16665	41788
Eller College of Management	61	118	35	214
Graduation Services	483	435	390	1308
Honors College	1263	221	84	1568
OTHER	3	5	39	47
Outreach College	0	1	0	1
Physiology (College of Medicine)	2986	3559	3482	10027
UA South	1224	1525	2578	5327
Total	45233	50087	56935	152255

Academic Agreements

A campus-wide retention task force convened in 2011 identified probation contracts as a best practice for working with probationary students. The task force recommended an electronic version of the probation contracts be developed in UAccess. The new contracts were renamed Academic Agreements and became available in 2013. The agreements can include default or customized stipulations the students must meet to avoid disqualification (e.g. mandatory advising meetings, limited enrollment, minimum grades, reduction of B deficit).

It is important that all students on academic probation are provided the same basic information about their probation status, their B deficit, and a reminder of academic support resources.

UAccess Academic Agreements Fall 2013 – 2015								
Term	# on Probation	# of Agreements	% Prob w/ AGR	# Advisor Created	# Accepted by Student	% Student Accepted	# Accepted By Advisor	% Advisor Accepted
Fall 2013	2566	1177	45.86%	215	753	63.98%	254	21.58%
Spring 2014	3188	1362	42.72%	535	710	52.13%	569	41.78%
Fall 2014	2745	991	36.10%	194	591	59.64%	225	22.70%
Spring 2015	3454	1031	29.85%	328	509	49.37%	341	33.07%
Fall 2015	2665	790	29.64%	200	459	58.10%	229	28.99%

The majority of survey respondents (67%) rely on the default values established by their colleges and do not customize the agreements for individual students, and 40% customize the stipulations individual students must meet. It is also entirely possible that advisors use other mechanisms to reach out to probationary students and discuss the student's probationary status during advising meetings.

The Retention Task Force (2010) identified academic probation contracts as a best practice. These contracts were used by many colleges to stipulate requirements students must meet

while on academic probation (limited enrollment, mandatory advising meetings, tutoring, etc.)

Academic Agreements were created in UAccess to provide all students on academic probation with consistent and critical information: calculation of the A/B deficit, SAP standards if on federally funded financial and a list of academic resources available to help improve academic standing. Colleges have created minimum default values such as stipulating the B deficit must be reduced to remain on academic probation. Academic advisors can place additional, individual stipulations on academic agreements such as requiring mandatory advising meetings. Advisors can also create academic agreements for students who have a major GPA less than 2.0.

After the probation report is processed at the end of the fall and spring semesters, there is an agreed period of time where advisors can create or customize academic agreements. An Academic Agreement service indicator is placed on the record of each student on academic probation and an email is sent to them notifying them of the agreement that is available in UAccess Student. They are encouraged to meet with their academic advisor to review the academic agreement.

Academic Agreements were launched after the spring 2013 probation report. A report in Analytics indicates the number of students on probation who view their agreement in UAccess and tracks a variety of data points as summarized in the table above.

There are a number of possible reasons a more robust use of agreements has not yet been realized. These may include:

- The roll out of academic agreements was less than optimal; they were not embraced by some colleges; there was a lack of purposeful communication to advisors about their value; and staffing changes in college leadership.
- In some areas the student-advisor ratio prevents advisors from taking a proactive approach with academic agreements.
- Until December 2015, the lack of reporting capability in UAccess Analytics has made it impossible to do reporting on and instead view only individual student agreements. The new report indicates whether the student has viewed the agreement, when and whether they accepted (acknowledged) it electronically.

Now that reporting features are available and the time-saving benefits of academic agreements can be appreciated, advisors should be more likely use them.

Smart Planner

The advising task force in 2010 recommended the development of consistently- formatted, sample-four-year plans for each undergraduate program. The Advising Resource Center created a template, and all undergraduate programs provided sample four-year plans that were posted on the ARC website and updated annually until the development and implementation of the Degree Search website located at <http://degreesearch.arizona.edu/>.

The Degree Search website now provides the plans, transfer equivalencies for AZ community colleges, and career information.

Smart Planner, a degree mapping tool, was developed as a next step to the Degree Search project. Smart Planner populates the degree plan, or map, with individual student data from the UAccess student advisement report (degree audit) which shows courses completed and remaining. Based on these data, Smart Planner predicts the next set of courses the student should register for in subsequent semesters.

Since the launch of Smart Planner in spring 2013, the tool has not gained wide adoption by advisors or students; however, the initial feedback from students was extremely positive. Only ten percent of advisors responding to the AAPR survey report using Smart Planner in advising meetings.

UAccess Smart Planner Usage by Advisors

It appears that advisor usage of Smart Planner has declined overall from AY 2013-2014 to AY 2014-2015, while the Colleges of Nursing, Public Health, and Science, and Public Health revealed increases in usage.

Advisor Usage of Smart Planner							
College	AY2012-2013		AY2013-2014		AY2014-2015		Change **
	Usage	Advisors	Usage	Advisors	Usage	Advisors	
College of Ag & Life Science	129	24	865	24	114	24	-
Col Arch Plan & Land Arch	4	2	0	2	0	2	=
Eller College of Management	0	14	264	14	26	14	-
College of Education	16	5	339	5	9	5	-
College of Engineering	0	17	906	17	197	17	-
College of Fine Arts	47	7	11	7	11	7	=
College of Humanities + CLAS	0	26	140	26	50	26	-
College of Medicine	0	4	30	4	14	4	-
College of Nursing	0	1	5	1	13	1	+
College of Public Health	0	4	0	4	38	4	+
College of Soc & Behavior Sci	0	26	166	26	56	26	-
College of Science	0	16	444	16	520	16	+
UA South	10	10	184	10	86	10	+
Total	206	156	3354	156	1134	156	-
*Percentage derived from instances of use **Between 2013-2014 and 2014-2015 years							

Student Usage of Smart Planner							
College	AY2012-2013		AY2013-2014		AY2014-2015		Change **
	Usage	Enrollment	Usage	Enrollment	Usage	Enrollment	
College of Ag & Life Science	21	3023	1179	3049	1189	3024	=

Col Arch Plan & Land Arch	1	440	129	423	97	442	-
Eller College of Management	2	5418	2496	5477	2111	5705	-
College of Education	0	938	323	976	259	899	-
College of Engineering	8	2446	837	2535	932	2746	+
College of Fine Arts	10	1390	10	1306	389	1235	+
College of Humanities + CLAS	21	4166	1660	3670	1459	3508	-
College of Medicine	3	1710	648	1838	618	1861	-
College of Nursing	4	525	191	623	197	639	=
College of Public Health	6	761	321	855	365	919	+
College of Soc & Behavior Sci	30	5279	1721	6263	1787	6463	+
College of Science	41	6674	2718	6981	2406	7100	-
UA South	1	272	3	271	6	284	-
Total	145	33042	12652	34267	11815	34825	-
*Percentage derived from instances of use							

Student Usage

The same trend is occurring with student usage with an overall decline from AY 2013-2014 to AY 2014-2015. Student usage increased with the Colleges of Engineering, Fine Arts, Public Health, and Social and Behavioral Sciences. There seems to be no relationship between increased student usage and advisor usage however, since the College of Public Health is the only college where both populations increased their usage. There could be a relationship between decreased usage, but that is not clear given these data.

Challenges for effective degree mapping *may* stem from:

- inaccurate data provided by unit,
- complicated transfer articulation of courses,
- incorrect/incomplete course data in UAccess, and
- students may not use Smart Planner because his or her advisor does not use it or has not shown him or her the program.

Several discovery meetings on Smart Planner usage are scheduled with a representative sample of advisors and a summary of the findings will be available to the AAPR review committee.

Other tools are in development or early implementation (software products from Civitas Learning) that may play important roles for undergraduate retention and graduation. Some of these tools may be appropriate for advisor use. The institution needs to be sure that future tools provide value-added to student retention/graduation, and potential extra workload placed on advisors needs to be balanced with the other, non-advising, responsibilities assigned to advisors. One value-added improvement due by June 2016 is a redesigned and vastly improved academic catalog that will contain information about policies, programs, study abroad, student engagement, etc.

Student-Advisor Ratio

The advising task force in 2001 recommended a student-professional advisor ratio of 400:1 for declared and 300:1 for undeclared majors. The student-faculty advisor ratio is 25:1. The ratio has not been updated for over 20 years and advisors' workload has expanded arguably well beyond what is considered an advisor's primary responsibility – working directly with students. As budgets have been decreased due to state budget cuts and the pressure to increase enrollment intensifies, advisors today find they have considerable administrative and recruiting responsibilities that did not exist even five years ago.

The student-advisor ratio includes primary majors, second majors/degrees, minors and pre-majors. These data points available in UAccess do not include advising prospective transfer students and other students who may be on leave but continue to seek guidance from his or her UA academic advisor.

Some minor programs are very prescriptive, straightforward, and require little interaction with an academic advisor. Other minor programs have competitive admission processes and require numerous interactions with the academic advisor. The workload for advisors who oversee some of these minors is as significant as working with a major advisee.

As noted in the summary of the advisor survey, there are several additional tasks that advisors do, but which take time away from working directly with students:

- Robust recruitment schedules, especially for small colleges, are a burden often requiring the sacrifice of personal time on weekends and evenings. One dean included this comment in the self-study report:
“In addition, our college advisors are constantly challenged by the obvious imperative of providing services for existing students in a timely manner, while maintaining a robust recruitment schedule. The workload simply cannot be met without substantial additional night and weekend work.”
- Event planning for numerous activities throughout the year (orientations upon admission to the program of study, commencement, and award programs) take time away from the primary advising tasks.
- Processing admissions applications for incoming freshmen/transfer and/or for programs with competitive admissions/advanced standing may also fall on advisors. These responsibilities extend beyond advising students on becoming a competitive applicant or orienting students who have recently been admitted. These tasks involve administrative functions such as preparing (receiving/assembling/distributing) materials for the selection committee, scheduling interviews, arranging room assignments, and preparing and sending communications to applicants regarding admission decisions.
- Course scheduling and curricular updates are important, complicated, and have deadlines that coincide with priority registration in the fall semester when student demand for advising appointments is at its peak.

A report was created for this AAPR to provide as a starting point for a more complete evaluation of the appropriate student to advisor ratio in the context of advisor responsibilities. A report in UAccess Analytics provides the student-advisor ratio for each advisor for all programs (primary, secondary, minor, and pre-major).

Further study is needed for the appropriate student-advisor ratio for the most vulnerable population of students at risk of stopping out; students who have not selected a major and students on academic probation. The recommended ratio for No Major Selected is currently 300:1, and there has been no recommendation made on what is the appropriate ratio for working with students who are on academic probation.

Student to Advisor Ratio									
College/Unit	Students					Advisors			Ratio
	Total	Majors	2nd Major	Minor	Pre-Major	Professional	Faculty	Total	Student : Advisor (Professional)
Agriculture and Life Sciences	5346	3978	62	744	562	14.5	8	22.5	369:1
Architecture Planning and Landscape Architecture	470	318	0	11	141	2		2	235:1
Education	1402	634	0	393	375	5		5	280:1
Eller College of Management	8440	2799	163	1870	3608	14		14	602:1
Engineering	2896	2642	0	254	0	13	3	16	223:1
Fine Arts	1594	1260	42	292	0	4	3	7	399:1
Humanities	4743	1452	438	2853*	0	3	6	15	1581:1
Letters, Arts, and Science	3146	2955	38	153	0	9.5		11	331:1
Medicine Tucson	1911	510	0	64	1337	4		4	478:1
Nursing	672	219	0	0	453	2		2	336:1
Public Health	1055	329	0	0	726	3		4	352:1
Science	11485	7009	687	2656	1133	20	5	25	575:1
Social and Behavioral Sciences	8767	6052	543	1961	211	16	1	17	548:1
UA South	424	424	0	0	0	9		9	47:1

This data needs further analysis and confirmation for accuracy from UAccess Analytics. Data gathered April 2016.
**includes approximately 2000 Spanish minors.*

Approximately 30% students change their major during the first semester and these students require more time in one-on-one advising.

Advisor Retention

Raising the advisor base salary in 2011 from \$29,000 to \$35,000 has resulted in a more competitive applicant pool according to college advising directors, but in other colleges, there remains significant turnover among the professional advising staff. High turnover of advisors in one particular college prompted the dean of that college to increase the base

salaries for advisors with graduate degrees to \$44,500. At least one college created an internal pay scale that aligns remuneration to educational level for professional advisors. As one advisor stated on the survey, “Many advisors quickly realize that to ‘move up’ often means ‘moving out’ of advising” or presumably moving to another college that pays more. Several college self-study reports indicate that advisor compensation and lack of career ladder are two causes for turnover. Turnover in advising staff advisors is one of the top challenges colleges face with respect to advising services. The non-advising related responsibilities of advisors and the heavy recruitment commitments are two additional challenges reported by colleges.

Since the inaugural New Advisor Orientation class in September 2012, attendance indicates that two colleges, CLAS and Science, have experienced the most significant advisor turnover, with the advisors securing promotional opportunities elsewhere.

College/Unit Salary Ranges	Minimum	Maximum
Agriculture and Life Sciences	\$ 42,000.00	\$ 54,837.00
Architecture Planning and Landscape Architecture	\$ 43,000.00	\$ 43,000.00
Education	\$ 43,000.00	\$ 53,000.00
Eller College of Management	\$ 35,000.00	\$ 52,070.00
Engineering	\$ 37,000.00	\$ 62,800.00
Fine Arts	\$ 35,516.00	\$ 46,000.00
Honors College	\$ 36,000.00	\$ 36,000.00
Humanities	\$ 45,000.00	\$ 45,000.00
Letters, Arts, and Science	\$ 35,000.00	\$ 47,014.00
Medicine Tucson	\$ 38,000.00	\$ 47,336.00
Nursing	\$ 40,000.00	\$ 40,000.00
Public Health	\$ 36,000.00	\$ 40,000.00
Science	\$ 35,000.00	\$ 67,693.00
Social and Behavioral Sciences	\$ 36,500.00	\$ 45,000.00
UA Online	\$ 38,500.00	\$ 46,000.00
UA South	\$ 35,000.00	\$ 50,003.00
Average Minimum - Maximum	\$ 38,157.25	\$ 48,484.56
Mean \$43,320.91 Median \$41,328.03		

The average advisor salary at UA calculates to \$43,320, which is below the national median salary of \$45,074 (reported by the Chronicle of Higher Education in 2016, at <http://chronicle.com/article/What-Higher-Education/236012>). While the appointed professional academic advisor job series indicates three tiers of titles with varying pay ranges (<http://hr.arizona.edu/managers-supervisors/recruitment-hiring/appointed-professional-academic-advisor-job-series>), most advisors are at the lower end of that scale (based on the median advisor salary of \$41,328).

Advisor Awards

Several faculty and professional advisors have been recognized at the national level by NACADA for demonstrating excellence in advising, administration, leadership or other accomplishments. They are listed in the table below.

NACADA Award Recipients		
Year	Advisor	Award Category
2010	Celia O'Brien	Outstanding New Advisor
2010	Martha P.L. Whitaker	Outstanding Advising – Faculty Academic Advising
2008	Arezu Corella	Outstanding Advising
2008	Paul Blowers	Outstanding Advising – Faculty Academic Advising

The following faculty and professional advisors have been selected to receive university awards for excellence in academic advising. The recipients of these awards were nominated by colleagues, supervisors, and students.

Awards for Outstanding Faculty Advisors		
Year	Advisor	College or Department
2015	Dr. Albrecht Classen	College of Humanities
2014	Dr. Yadira Berigan	College of Humanities
2013	Dr. Thomas Fleming	College of Science
2011	Dr. Noble Jackson	Department of Veterinary Science & Microbiology
2010	Dr. Martha Whitaker	Department of Hydrology & Water Resources
2009	Dr. Paul Blowers	Department of Chemical & Environmental Engineering
2008	Dr. Jeffrey Warburton	School of Theatre Arts
2006	Dr. William Velez	Department of Mathematics
2006	Dr. William Grimes	Department of Biochemistry & Molecular Biophysics

Awards for Outstanding Professional Advisors		
Year	Advisor	College or Department
2015	Kate Johansen	College of Agriculture and Life Sciences
2015	Josephine Gin Morgan	College of Letters, Arts, and Science
2014	Renée Schafer Horton	School of Journalism
2013	Allison Ewing-Cooper	School of Family and Consumer Sciences
2012	Alan Beaudrie	Mel & Enid Zuckerman College of Public Health
2011	Rebecca Safford	Center for Exploratory Students
2010	Jennifer Cubeta	Department of Molecular & Cellular Biology
2009	Arezu Corella	Department of Psychology
2008	Bridgette Radcliffe	Department of English
2007	Judy Roman	College of Social and Behavioral Sciences
2006	Pat Murray	Department of Computer Science
2006	Diana Wilson	University College

Awards for Outstanding Emerging Professional Advisors		
Year	Advisor	College or Department
2014	Sara Yerger	College of Education
2013	Marisa Lester	Department of Molecular and Cellular Biology
2012	Renée Schafer Horton	School of Journalism
2011	Tharini Wijeweera	Department of Speech, Language and Hearing Sciences
2010	Celia O'Brien	Department of Psychology
2009	Sarah Wieland	College of Nursing
2008	Christy Winkleman	Department of Psychology
2007	Sylvia Romero	College of Social and Behavioral Sciences
2006	Debbie Marlow	College of Engineering
2006	Rebecca Mitchell	Department of Computer Science

Summary

It is difficult to make statements that include all and always when referring to college business practices or the implementation of campus-wide policy. While all colleges adhere to university-wide policy, the level to which they exhibit flexibility in the interpretation of policy is where differences in practice can arise. These differences in practice can be confusing to students, especially those navigating from one college to another.

It can be tempting to make broad, general statements about the state of advising based on limited data or on one or two examples of less than optimal advising experiences. The data from several evaluation instruments show overall favorable ratings of advising services at the UA. Yet, the infrequent call to the President or Provost's Office reporting 'bad advising' may leave one with the mistaken impression that advising is broken. There is compelling evidence to indicate otherwise. Even advisors that receive some complaints from students, have both strong supporting comments and a few negative statements in the Advising Survey sent to students after an advising appointment.

Perhaps a more accurate description of advising is that it is outstanding *and* inconsistent. Best practices do not necessarily have a clear path to scaling up and spreading to other colleges. Gaps in service are not widespread, but they exist, and the AAPR provides the data and catalyst to identify where to focus resources. In some cases further investigation and data are required before the way forward can be determined.

Based on the self-study reports, the general strengths and challenges of college advising services are summarized below.

Strengths of Advising

- Collegiality and collaboration between faculty and advisors; intellectual engagement between advisor and academic unit.
- Highly dedicated advising teams, cross-trained, innovative, adaptable and student-centered.

Challenges for Advising

- Expansion of job responsibilities; heavy recruitment and event planning/administrative responsibilities
- Advisor retention, lack of career advancement
- Low salaries for the workload and the importance advising plays in student retention and graduation
- Accurate central data

Final Observations and Recommendations

- While there is strong respect for college culture, we need to provide more comprehensive services for students who fall between majors or have special problems. The Advising Facilitator proposed earlier could help these students.
- Students find they can declare a major during priority registration in some programs but not in others. Some programs require a mandatory information session before declaring a major and others do not. We should provide a solution for all students during the time most students change their majors (priority registration).
- Central administration is challenged by “what to do” about the few advisors who are not consistently doing a good job. Advising incidents create a drag on the reputation of the advising community.
- Advising should be much more intentional and bold in its messaging and do a better job of promoting the importance of the advising relationship at New Student Orientation. Academic advising as a whole needs a branding and marketing initiative.
- Freshmen who have declared a major are at some level exploratory students. The majority of new students are exploring and we need to provide them with a much better understanding of what an academic advisor is and why they are important to get to know. An advising syllabi template and an advising brochure should be developed and tailored for each college advising program, and it should be distributed at New Student Orientation and recruiting events.
- Reduce student-advisor ratio with the expectation that certain retention initiatives are done by our own campus experts – academic advisors – as opposed to outsourcing this arguably critical service.
- Advisors, faculty, and student peers can help undergraduates be better learners through a new program to start this fall. Using the principles in “Make it Stick” by Brown et al. (2014) peer advocates, faculty, and advisors through success courses will offer sessions for undergraduates to teach them how to be better learners.

- Request additional resources to reduce the student-advisor ratio, to raise the base salaries for advisors, to cover the cost of the Advising Certificate program, to pay for part of the Advisor Facilitator, and to increase travel funds for professional development opportunities to NACADA.

The University of Arizona values the role of academic advisors and the important role they have with student success and persistence. The University has directed significant resources towards building a robust college-based advising structure. This Academic Advising Program Review illuminates areas of strength and opportunities for improvement. Further investigation of areas noted in this report will be required to move forward.

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