

The Roadmap for Advising Reform

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Coordination in the Academic Advising System

- Where are we going?
- Why are we doing this?
- Who is involved?
- How will we get there?

Where are we going?

- Clearly articulated functions and responsibilities of the components of the system.
- Training and development for everyone in the system.
- Effective governance committed to continuous improvement.
- Assessment of system effectiveness based on student outcomes.

WHY?

- To insure that our students effectively develop meaningful academic goals,
- develop plans for achieving them,
- and achieve them (at UCSC).

Why now?

- Repeated advice
 - WASC 1984
 - WASC 1994
 - WASC 2004
- Administrative and faculty view
 - Too many people are doing “advising”
 - Too much inaccurate information
 - Too much bureaucracy for the students

Retention and Graduation Measures

- 1997 Cohort (2082)
 - 4 year graduation: 42.2%
 - 6 year graduation: 65.5%
 - First to second year retention: 85%
 - Retained to third year: 73.3%
- UC Benchmarks
 - 4 year graduation: 44%
 - 6 year graduation: 78%
 - First to second year retention: 92%

Frosh enrollees only. planning.ucsc.edu/irps - Student domain

Improvement in 4 year graduation rates

- 1997 Cohort (2082)
 - 4 year graduation: 42.2%
 - 6 year graduation: 65.5%
 - First to second year retention: 85%
 - Retained to third year: 73.3%
- 1999 Cohort (2350)
 - 4 year graduation: 49%
 - 6 year graduation: ??%
 - First to second year retention: 86%
 - Retained to third year: 76%

UCSB Benchmark

- 1997 UCSC Cohort

- 4 year graduation: 42.2%
- 6 year graduation: 65.5%
- First to second year retention: 85%

- 1997 UCSB Cohort

- 4 year graduation: 45%
- 6 year graduation: 73%
- First to second year retention: 88%

UCSB Improvement

- 1997 UCSB Cohort

- 4 year graduation: 45%
- 6 year graduation: 73%
- First to second year retention: 88%

- 1999 UCSB Cohort

- 4 year graduation: 55%
- 6 year graduation: ??%
- First to second year retention: 91%

Conclusions

- We have a first to second year retention problem.
- The six year graduation rate performance is related to that.
- Momentum under selectivity may help.
- Attention needed to “undecided” students.

Who is involved?

- The students
 - How do they learn what they have to do?
 - How do they learn what they can do?
- The faculty
 - Their role in designing programs.
 - Their role in setting curriculum.
 - Their role in mentoring students.
- The staff advising system

Who's in the staff advising system?

- “Career”-based
 - Orientation to the institution.
 - Supervision of career progress.
 - Support for undecided students.
- College advisors
- Program-based
 - Orientation to the program.
 - Supervision of program progress.
 - Support for affiliated students.
- Department advisors

Populations and Goals

- EOP Advisors
- STARS
- EAP
- Career Center
- Honors
- Resource Centers
- Learning support

Infrastructure

- Admissions
- Registrar
- Financial Aid

What is advising?

- Developmental function
 - Assist students in developing their goals
 - Assist students in developing plans
- Informational function
 - Assist students in understanding their obligations and opportunities
- Supervisory function
 - Progress
 - Completion

Conclusions so far...

- Understanding why we have so many “advisors”.
- Appreciation for how the various missions interact with each other.
- Clear goal (student success).

Big to-do list:

- Figure out how the components can work together more effectively.
- Develop effective ways of blending faculty and staff effort.
- Develop students' abilities to navigate their own course.
- Diagnose the causes of low retention and graduation.

How do we get there?

- Training and development for advisors.
- Effective ways of identifying issues.
- Efficient ways of resolving them.
- Improve how we distribute information
 - for students
 - for advisors
- Open a dialogue with faculty

The Roadmap

- Prepare for the trip
 - Advising coordinator
 - System support
 - Clarify the mission
 - Steering committee
 - Take the first steps
 - First year orientation and advising
 - Rethink program affiliation
 - Keep working together
- Progress so far
 - ✓ Sharon Van Kirk
 - ✓ Tchad Sanger
 - Mission discussions
 - Grow the structure
 - College taskgroup
 - The major declaration process

Is this a “paradigm shift”?

Maybe, maybe not.

A reframing:

Puts a familiar thing into a new perspective,

Draws your attention to different things.

Advising is like teaching:

Our focus is on student learning

Teach them to fish

Communicate strategically:

What's relevant to them right now?

Is the information sound (authoritative)?

How much information is enough (or too much)?

Repack your bags

Don't forget to bring along...

Motivation from helping students succeed

Record of team work

Willingness to take the right amount of ownership

Consider letting go of ...

When will we get there?

- Maybe we're already there.
- Never finished, but always improving.
- How can we set a sustainable pace?



When did it happen?

- An external review team submitted a retention report which prodded the campus into rethinking advising.
- 1979

Who said it and when?

- A near consensus exists in favor of greater coordination and organization of campus-wide advising endeavors.
- 1994 WASC Self-Study.

When did it happen?

- New academic standing regulations took effect as part of efforts to reduce the time to complete degrees.
- 1985-86.

When did it happen?

- A campus advising symposium brought together staff from all areas of the campus to discuss and solve problematic issues relating to advising. The steering committee synthesized the recommendations into a report on advising which was addressed to the [VPDUE].
- Spring 1992.

Who said it when?

- Academic advising at UCSC needs and deserves serious attention. While many competent and committed people are involved, academic advising suffers from a lack of coordination, consistency, definition of areas of responsibility, technical support, and reputation among the students. Something needs to be done.
- WASC Visiting Team, 1994.