MEMORANDUM

TO: Academic Deans
FROM: Gary Sandefur, Interim Provost
SUBJECT: UAPC Recommendations on Academic Advising

September 5, 2001

Last winter the University Academic Planning Council reviewed the status of undergraduate academic advising and adopted several resolutions as listed below. These resolutions will be reported to the Faculty Senate in the UAPC’s annual report at the October meeting. Also attached is a previous memo on this topic to Paul Barrows, which includes the report of the Council on Academic Advising. I am sending you this information so that you are prepared should questions arise as a consequence of the discussion of this topic at the Faculty Senate meeting.

Excerpted from the UAPC Annual Report:

Resolved: the UAPC recommends continued support for the 1994 advising initiatives – that every entering student be assigned an advisor and that new students be expected to seek advising at least three times in their first year.

Resolved: the UAPC recommends to deans that academic advising be included as an issue addressed in regular program review and in the development of new academic programs (majors and certificates). This recommendation may require the revision of individual school/college guidelines for program review and guidelines for new program approval.

Resolved: the UAPC recommends that the students’ advisor name be restored to EASI, or that some equivalent functionality be made available to students so that they can easily identify their advisor. The UAPC recommends to the ISIS Campus Coordination Committee and the Production Management Committee that they work with the Council on Academic Advising and appropriate campus offices to ensure this implementation.

Resolved: the UAPC recommends that the Council on Academic Advising work with the Registrar’s Office and other appropriate units to establish clear and workable procedures for ensuring that students’ academic information is entered into ISIS in a timely and appropriate manner. This is a necessary step if students and advisors are to retrieve this information.

Attachment

xc: Paul Barrows (w/attachment) Kay Simmons
Bob Skloot
Eden Inoway-Ronnie
Monty Nielsen
Tom Johnson
Anne Studden
Martha Casey
Jocelyn Milner

Office of the Provost and Vice Chancellor for Academic Affairs

Bascom Hall University of Wisconsin–Madison 600/262-1304 500 Lincoln Drive Madison, Wisconsin 53706-1380

FAX: 608/265-3324
MEMORANDUM

To: Paul Barrows, Chair, ISIS Executive Committee and Vice-Chancellor for Student Affairs

From: Gary D. Sandefur, Chair of the UAPC and Interim Provost

Subject: UAPC recommendations on Availability of Student Information to Support Advising

At their January 18th meeting, the University Academic Planning Council (UAPC) received a report from the Council on Academic Advising (CAA) in response to questions posed by the UAPC in the spring of 2000. The UAPC asked the CAA to review the status of the 1994 Chancellor’s initiatives on advising and comment on these policies, specifically assignment of every student to an academic advisor and the expectation that new students seek advising three times in their first year. A copy of the report is attached. In summary, all of our schools, colleges, and campus advising units meet the spirit of these advising initiatives. In addition, the CAA has undertaken several projects to improve undergraduate advising. The UAPC endorsed continued support for the 1994 advising initiatives.

After receiving the report of the CAA and having a follow-up discussion, the UAPC passed the following two resolutions. Action on these items is needed to continue to improve advising campus-wide:

- the UAPC recommends that the students’ advisor name be restored to EASI, or that some equivalent functionality be made available to students, so that they can easily identify their advisor. The UAPC recommends to the ISIS Executive Committee and the ISIS Campus Coordination Committee that they work with the Council on Academic Advising and appropriate campus offices to ensure this implementation.

- the UAPC recommends that the Council on Academic Advising work with the Registrar’s Office and other appropriate units to establish clear and workable procedures for ensuring that students’ academic information is entered into ISIS in a timely and appropriate manner. This is a necessary step if students and advisors are to retrieve this information.

In your roles as both chair of the ISIS Executive Committee and Vice-Chancellor for Student Affairs, I request that you give consideration and support to the timely implementation of these UAPC recommendations.

Attachment

Office of the Provost and Vice Chancellor for Academic Affairs

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706-1380
608/262-1304 FAX: 608/263-3324
December 20, 2000

MEMORANDUM

TO: Provost John D. Wiley

FROM: Kay Simmons, Chair of the Council on Academic Advising

SUBJECT: UAPC's request for information on the status of the Chancellor's 1994 undergraduate advising initiatives

This memo is in response to your June 6, 2000 request for an update on the status of the Chancellor's 1994 undergraduate advising initiatives. These initiatives included the establishment of the Cross-College Advising Service and the Council on Academic Advising. They also included a renewed commitment on the part of the campus to improve undergraduate advising by assigning each first year student to a specific advisor and by expecting that students will seek advising at least three times in the first year.

Assignment of First Year Students to Advisors and Frequency of Advising Contacts

On the attached table (Attachment A) you will find brief descriptions of the procedures for assigning first year students to advisors in each school or college. All schools and colleges advise students at SOAR that they should, at a minimum, see their advisor each semester during their first year. In some cases, registration holds are placed on students' records until they meet with their advisor or attend a group advising session.

To insure that students know who their advisor is, the school/college student academic affairs offices provide advisor assignment information to students using several different approaches (please see details in Attachment A). Education, CALS, Nursing and several other units give each student the name of his/her advisor at SOAR. LSAC and CCAS are sometimes able to give students the name of their advisor at SOAR. However, in some cases students must be given an instruction sheet with information on how to contact the appropriate office at the start of the semester to find out the name of their advisor. Advisors in these offices make efforts to contact their advisees, usually via email, early in the first semester, if students' email addresses are available.

DISCUSSION

Findings from Sweet Survey: It is the understanding of the Council on Academic Advising that the UAPC's request for this update stems in part from results from the Undergraduate Student
Satisfaction Surveys conducted by Professor James Sweet. In comparison with students' overall satisfaction with their education at UW-Madison, advising student satisfaction results are much lower. The results from the Student Satisfaction Survey are somewhat puzzling because while students report feeling dissatisfied with advising overall, they express more satisfaction about separate components of advising. The Council is working with Professor Sweet to add several questions to the undergraduate survey to better understand what students mean when they refer to academic advising. With a better sense of what constitutes effective academic advising for students, the Council will be better equipped to address areas needing additional attention.

Development of advising evaluation efforts: The Council's assessment task force continues to focus on fostering usage of evaluation instruments for advising. Over the past several years, a number of advising units, both independently and in collaboration with an Associated Students of Madison initiative, have surveyed students served by their units. Results from these surveys have been used to change services and procedures. Some surveys have indicated high student satisfaction with advising interactions and services.

Registration advising: One area of concern clearly shared by students and advisors is the "crunch period" that occurs before and during the registration periods in November and April. With over 5700 new freshmen alone - and many other students waiting until just prior to their registration period to meet with an advisor - student demand during these "crunch periods" creates less than ideal advising situations and leaves both students and advisors frustrated. Members of the Council on Academic Advising are aware of this problem and have identified various strategies aimed at encouraging student meetings with advisors prior to the registration period. For example, in order to better meet students' academic advising needs before the crunch, some units offer group advising sessions at times and in locations that are more convenient (e.g., in residence halls and during evening hours). Clearly, however, advising needs exceed current advising resources during these times of the school year.

INNOVATIONS

Degree Audit as an advising tool: One positive development that most surely has improved the accuracy of advising on campus over the last five years is the increasing number of advisors and students who use DARS (Degree Audit Report System). DARS has become an indispensable tool for helping students understand their degree programs and procedures for fulfilling the requirements.

Personal and electronic networks: Because students seek academic advising in numerous places, advisors recognize the need to work together and communicate changes in policies and practices that will affect students. Advances in technology, such as ISIS, are intended to improve the advising community's ability to share information. However, along with these advances, the advising community has had to contend with technological problems in the implementation of ISIS; many of which compound problems and discourage ISIS usage. A further explanation of ISIS complexities are listed at the end of this report.

In contrast to ISIS problems, some of the electronic networks that have been effective or show
promise include the Advisor-link listserv and other web-based advising tools. Using the Advisor-link listserv, the campus advising community has been able to share information, such as course cancellations and policy changes that affect all undergraduate students. The listserv presently includes over 270 individuals.

Web-based tools being explored have included the development of Navigator and "My UW Madison". The latter tool is a web-based portal aimed at providing students access to a wide range of information. The portal construction allows the student access to information about his/her advisor, degree program, and other information relative to the student’s personal academic program.

Professional Development for Advisors: The Council on Academic Advising has provided leadership and sponsored several professional development workshops for faculty and academic staff advisors. In addition, the Council has supported the development of a web-based advising manual intended to help faculty and staff advisors improve the services they provide to students. This tool compliments the Advising Toolkit found on the UW home page which leads advisors and students to critical sources of information (e.g. quick links to the Timetable and courses fulfilling general education requirements.)

**CHALLENGES**

The introduction of ISIS has:

a) reduced access to information necessary for effective academic advising. While some of the changes in technology have been of benefit to both students and advisors, there continue to be critical areas of concern in the implementation of the Integrated Student Information System (ISIS). Information that advisors have relied upon in doing their work is oftentimes difficult to access or unavailable, necessitating more time in resolving problems. For example, advisors continue to have difficulty determining Advanced Placement credits or transfer credits which are not reflected on transcripts or DARS reports. Additionally, in the midst of the transition to ISIS, electronic tools designed for helping students identify their advisor have been eliminated. As a result of this feature being eliminated, students are no longer able to pull up the name of their advisor using the EASI terminals. It is not clear to the advising community when this decision was made or what plans are underway to replace this feature.

b) highlighted the gaps in communication between the individual advising units, the Office of the Registrar and the Office of Admissions. Communication channels between offices that require collaboration are not clearly defined and as a result, decisions are made which adversely affect advising processes. An example of this is changes in procedures, such as in the process for entering the name of the advisor when a student's program changes. The Council intends to work closely with the Office of the Registrar, the Office of Admissions and other relevant units to address this issue.
The opportunity to provide the University Academic Planning Council with this update on the 1994 undergraduate advising initiatives is very much appreciated. Council representatives will be available at an upcoming UAPC meeting and are prepared to clarify points made in this letter and answer any remaining questions.

cc: Assistant Vice Chancellor Martha Casey
    Members of the Council on Academic Advising
# Academic Advising of First Year Students at UW Madison

Prepared by Members of the Council on Academic Advising  
December 1, 2000

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<tr>
<th>Structure/Assignment of First Year Students to Advisors</th>
<th>Expectations Regarding Contact Between First Year Students and Advisors</th>
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| **CALS**  
Learning Community/Faculty Advisor in Department Model: Students are assigned to a faculty member in a department according to area(s) of interest. They receive a sheet of paper at SOAR with their advisor's name and contact information. A small number of students who are not certain which department they intend to join receive advising from staff in the Office of Academic Student Affairs. | All departments in CALS require advising. Most place holds on students' registration until they see their advisor. Other departments have other methods to ensure that students see their advisors prior to registration. |
| **Business**  
The School of Business provides academic advising to all pre-business and business undergraduates. Scheduled appointments are made during the semester. At SOAR, all incoming students who indicate intent to major in a Business degree program are assigned to an academic advisor. | There is no mandatory advising requirement for students, however, it is recommended that students schedule individual advising appointments on a regular basis. |
| **Cross College Advising Service**  
CCAS serves all incoming undecided undergraduates as well as continuing students who decide to change their intended major or who are not admitted to a limited enrollment program. Students are individually assigned to specific CCAS advisors, usually the CCAS advisor they meet with at SOAR. During busy periods, students can see any CCAS advisor if they are unable to schedule an appointment with their assigned advisor. | CCAS requires freshmen to attend a mandatory Freshman Orientation Session during Welcome Week as well as a mandatory pre-registration group advising session in early November. CCAS expects students to schedule individual advising appointments on a regular basis, but these are not mandatory. CCAS holds numerous evening group advising sessions in residence halls during the registration period, and the CCAS Exploration Center sponsors career-oriented workshops throughout the year. |
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<td><strong>Education</strong></td>
<td>Pre-Education students (includes SoE students, students in other S/C's, and off-campus students) are advised by staff in Education Academic Services. Students are assigned to specific advisor based on last name. Students mainly seen in individual appointments. &quot;Same day advising&quot; (individual appointments scheduled early in the day for that same day) available on Wednesdays, first week of classes, and for 2-3 weeks during registration. Students are assigned to faculty/staff advisor when admitted to a program.</td>
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<td><strong>Engineering</strong></td>
<td>Pre-Engineering Office (PEO) staff advise all first year students in group-advising sessions. When students are admitted to a department (usually after the first year), they are assigned a faculty advisor.</td>
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<td><strong>Human Ecology</strong></td>
<td>Advisors in the Office of Student Academic Affairs see all first year students, with the exception of students in Apparel Design. Apparel Design students are assigned to a faculty advisor. In their second year, students are assigned to a faculty advisor. If a student is not eligible to declare a particular major, they may stay with an advisor in SAA until they are eligible or select other major.</td>
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<td>Institute for Environmental Studies</td>
<td>Structure/Assignment of First Year Students to Advisors</td>
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<td>Participating IES certificate students are not assigned to specific advisors. However, both prospective and continuing certificate students are encouraged to seek out the advice of the IES under-graduate certificate program faculty and staff advisor. Twelve faculty and one academic staff member provide advising for about 300 students. Faculty members see students during weekly office hours and by appointment. Advising is also available in the IES Academic Programs Office on a drop-in basis, Monday-Thursday.</td>
<td>Early advising is recommended but not required. An open advising session is held each semester just prior to registration in order to answer questions about enrollment, upcoming classes, course requirements, etc.</td>
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<td>L&amp;S Advising Center</td>
<td>LSAC serves mainly undergraduates who intend to major within L&amp;S. Students are assigned to LSAC at SOAR and, within a few days, by LSAC to one of our 30-plus advisors whose academic field corresponds to interests expressed by the students. (Because each year a few of LSAC's faculty advisors cannot be identified before late August, a corresponding number of LSAC advisees cannot be assigned a named advisor until then.) Advising is by individual appointment, &quot;pre-professional&quot; workshops, and a Freshman Orientation held just before classes begin each Fall term. Approximately 350 first year students in L&amp;S are assigned to an advisor in the Honors or the Academic Advancement Program.</td>
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<td>Medical School Health Professions Programs</td>
<td>Structure/Assignment of First Year Students to Advisors</td>
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<td>All students are assigned to a program advisor. Students may meet with advisors throughout the year by scheduling an appointment, or may contact them by e-mail or telephone. Prospective students may also schedule appointments by calling the respective program office. The Medical School Health Professions Programs Admissions &amp; Student Services Office provides additional advising and assistance with application and registration problems.</td>
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<td>There is no mandatory advising. Students are encouraged to meet with advisors each semester before registration.</td>
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<td>Nursing</td>
<td>All pre- and nursing students (except RNs) see Joan Ellis, the undergraduate advisor in the Office of Academic Affairs. Drop-in advising is available in the mornings and scheduled appointments take place in the afternoons. RN students may schedule an appointment mornings or afternoons to see Sharon Nellis. All students may also contact their advisor by telephone or email.</td>
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<td>No mandatory advising prior to registration, however, students are encouraged to contact their advisor at least once per semester.</td>
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<td>Pharmacy</td>
<td>Students work with particular advisors depending on their program and year. For pre-School of Pharmacy students, there is a designated advisor, who advises the students at SOAR and during the students’ first and second years. There is a designated advisor for each year of the Doctor of Pharmacy program and a separate advisor for B.S.-Pharmacology &amp; Toxicology students. Faculty members are not assigned advisees but do informal advising and career counseling.</td>
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<td>The pre-School of Pharmacy advisor expects students to schedule individual advising appointments for career and academic advising at least once per semester in preparation for registration. Additional apppts. are scheduled by students as needed. First-year students are asked to telephone the advisor with a progress report after their first set of midterm exams. The advisor serves as advisor to the Pre-School of Pharmacy Club, which meets several times per semester and has educational (e.g., information on admission requirements/procedures and careers), social, and service activities. The advisor maintains a mailing list of all students, sending e-mail messages about program requirements, club meetings, and reminders to schedule advising appts. First-year students with a midterm grade below C are sent an e-mail message encouraging them to see the advisor. Students are sent personal invitations (parents are also invited) to the School of Pharmacy Open House, a day-long informational program about careers, admission requirements, curricula, financial aid, and student life.</td>
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