

July 31, 1978

To: George E. Matthews, Vice Provost WB
From: William Bezdak, Chairman,
Senate Committee on Academic & Career Advising

REPORT: COMMITTEE ON ACADEMIC AND CAREER ADVISING, 1977-78

SUMMARY:

1. Past Committee Work
2. Recruitment of New Director of Undergraduate Advising
3. Implementation of New Advising System
4. Computer Audit
5. Future Goals

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Attachments: Questionnaire for Chief Academic Advisors

cc: J. Colburn, R. Kevert, C. Krumpoch, M. Pierson, M. Pigot,
A. Pogany, R. Scott

1. Past Committee Work

The years 1974-75 and 1975-76 were the first two years for the newly formed Senate Committee on Academic and Career Advising. In that time the Committee prepared a plan for a new unified advising system. Central to this new plan were two points:

- 1) That each student would be required to file a "Program Plan" -- a record of courses taken and courses to be taken in the future;
- 2) That a Program Plan should be filed at four different times, and that there should be an audit in order to notify students who failed to file.

The new advising system was approved by the Senate in Winter, 1976.

Last year (1976-77), the Committee requested that all departments and their advising units submit forms and procedures to be used in implementing the new advising system. By studying their forms, the Committee was able to agree on general standards for the use of advising forms. Each department was then advised if there were any inadequacies in its form. Two standard advising forms were prepared by the Committee and distributed as examples which met all key requirements for an effective advising form.

2. Recruitment of New Director of Undergraduate Advising

Most of the Fall term 1977 was devoted to this task. Ann Pogany was the academic representative on the Search Committee which was conducted under the direction of Dean Pierson.

3. Implementation of New Advising Program

Beginning in the Winter term 1978, with the appointment of Jean Colburn as the new Director of Undergraduate Advising, the Committee agreed that its primary goal would be a follow-up with each advising unit to see how effectively the new advising program was being implemented. To this end we began individual interviews with the Chief Advisor in each advising unit. As of this report, seven Chief Advisors have appeared before the Committee. Jean Colburn has prepared summary statements of each interview. In addition, we will follow up these interviews with a questionnaire which is appended.

Analysis of the reports and the questionnaire should give the Committee an accurate and full picture of the overall state of the advising system as it undergoes local adaptations in response to the idiosyncrasies of individuals and departments.

4. Computer Audit

The computer program for monitoring the extent of advising coverage throughout the university was to have been completed by Fall, 1977. As of this writing, the computer program has not yet been written. Jean Colburn, the new director of undergraduate advising, is taking steps to see that the program is completed without further delay.

The Committee agreed that the computer audit should be in operation for two years before the new advising system can be evaluated. In particular, the Committee will need the information supplied by the audit before it can effectively assess the need (or lack of need) for penalties to be exacted against students who do not fill out their program plans.

5. Future Goals

Interviewing Chief Advisors will carry into the Fall, 1979. This will be a good way to introduce new members of the Committee to the problems of advising, and the role of the Committee in meeting these problems. The information supplied by the interviews and questionnaire should supply the basis for an initial assessment of the new advising program. This assessment will be followed up by an audit examining the extent of advising throughout the university. This will begin as soon as the computer program is in operation. At present this does not seem likely before Winter, 1979 at earliest; hence, the earliest that the Committee would have sufficient audit information to report to the Senate would be Winter, 1981.

While the Committee agreed that its primary goal should be to monitor the implementation of the new advising system, it also agreed that, as soon as possible, it should address the task of upgrading the quality of advising. Anticipating that problems in this regard may be similarly encountered by the Committee on Teaching and Learning, it was suggested that in searching for ways to upgrade the quality of undergraduate advising, this Committee might work well in conjunction with the Committee on Teaching and Learning.

YOUR NAME

DATE

TITLE AND RANK

DEPARTMENT

SPACE IS PROVIDED AFTER EACH QUESTION FOR ANY COMMENTS YOU MAY WISH TO MAKE

- + + + + + + + + + +
1. How long have you been Chief Advisor? One Year or less. 1
Two years 2
Three years 3
Four years. 4
Five years. 5
Six or more years 6
2. How did you become Chief Advisor? Volunteered 1
Was appointed by Chair. 2
It was my turn in a system
of rotation 3
Other - (Please explain). 4
3. Does your term as Chief Advisor have a definite termination date? . . No. . . 1
Yes . . . 2
4. During the past academic year (1977-78) how much total time in department meet-
ings was devoted to advising?
None. 1
Less than 10 minutes. 2
10 minutes but less
than 1/2 hour 3
1/2 hour but less than
one hour. 4
1 hour to 2 hours 5
More than 2 hours 6

5. During the past academic year (1977-78) how much total time have you spent talking with your department chairperson about advising (procedures, problems, goals, etc.)?

Not in last academic year . . . 1
Less than 10 minutes 2
10 minutes but less than 1/2 hour 3
1/2 hr. but less than 1 hr. 4
1 hour to 2 hours 5
More than 2 hours 6

6. Is there a standing committee for advising in your department? . . . No. . . 1
Yes . . . 2

7. IF "NO": Do you think a standing committee on advising would be a good idea in your department? No. . . 1
Yes . . . 2

8. Do you have standard recording forms that are used for all advising in your department? No. . . 1
Yes . . . 2

9. Do you have material prepared by the department on advising that you distribute to all your majors? No. . . 1
Yes . . . 2

10. Does the Chief Advisor in your department receive any special recognition or compensation? No. . . 1
Yes . . . 2

11. IF "YES": Is this in the form of salary? No. . . 1
Yes . . 2
12. As a reduced class load? No. . . 1
Yes . . 2
13. Other (Please explain). No. . . 1
Yes . . 2

14. On a scale from 1 to 7, how much importance does your department attach to advising? (1 = very little importance; 7 = very much importance) _____

15. Who is responsible for seeing that someone from your department is present at orientations for new students? . . . Chairperson 1
Chief Advisor 2
Other 3
(Who?)

16. About how many students did you advise personally in the last academic year (1977-78)?
- 0 to 20 1
 - 21 to 40. 2
 - 41 to 60. 3
 - 61 to 80. 4
 - 81 to 100 5
 - over 100. 6

17. During the academic year 1977-78, how long did a typical advising session with a student last?
- Less than 10 minutes.
 - 10 minutes, less than 20.
 - 20 minutes, less than 30.
 - 30 minutes, less than 40.
 - 40 minutes or more.

29. Who in your department does most of the advising? (CHOOSE ONE ANSWER)

- Chief Advisor 1
- Chief Advisor and a few
other faculty 2
- Almost all faculty share
equally 3
- All faculty share equally . . 4
- Other 5

30. On a scale from 1 to 7, evaluate your own advising abilities (1 = one of the best at Oakland; 7 = in need of much improvement) _____

31. On the same scale, evaluate the typical level of advising in your department as a whole? _____

32. Does your department have any formal policy for assigning each of your majors to an advisor?
No. . . . 1
Yes 2

33. Do you send letters to all your majors informing them of advising procedures in your department?
No. . . . 1
Yes 2

34. In your opinion, what is the main reason that more students do not see an advisor in your department?
Times are inconvenient. . . . 1
Place is inconvenient 2
Value of advising is not
understood. 3
Other 4

35. What kinds of policies, procedures, or practices would, in your opinion, get more students in to see advisors?

36-42. For each of the advising areas listed below, indicate how likely it is that students who have not seen an advisor will make errors in planning for graduation.

| | <u>VERY LIKELY TO
MAKE AN ERROR</u> | <u>SOMEWHAT LIKELY
TO MAKE AN ERROR</u> | <u>UNLIKELY TO
MAKE AN ERROR</u> |
|-----------------------------------|---|---|--------------------------------------|
| 36. General Education Req. | 3 | 2 | 1 |
| 37. Total hours requirement | 3 | 2 | 1 |
| 38. Major Requirement | 3 | 2 | 1 |
| 39. English Composition Req. | 3 | 2 | 1 |
| 40. Upper Division Req. | 3 | 2 | 1 |
| 41. Corequisites or Prerequisites | 3 | 2 | 1 |
| 42. Other (Please explain) | 3 | 2 | 1 |

43. Does your department have a Program Planning Form which all majors are required to complete? No . . . 1
Yes . . . 2

44-46. IF "YES": Which of the following have you done to see that all majors receive your Program Planning Form.

| | <u>No</u> | <u>Yes</u> |
|--------------------------------------|-----------|------------|
| 44. Mailing | 1 | 2 |
| 45. Pass out in classes | 1 | 2 |
| 46. Other (Please explain) | 1 | 2 |

47. Has your department prepared a "Guide" that helps your majors in the selection of their courses? No . . . 1
Yes . . . 2

48-50. IF "YES": How is the guide distributed?

| | <u>No</u> | <u>Yes</u> |
|--------------------------------------|-----------|------------|
| 48. Mailing | 1 | 2 |
| 49. Pass out in classes | 1 | 2 |
| 50. Other (Please explain) | 1 | 2 |

51. In the new advising system, there are three checkpoints at which the student is required to file a Program Plan. Rate each of the three checkpoints below in terms of its value to your department's advising efforts.

| <u>CHECKPOINT</u> | <u>VALUE</u> | | |
|------------------------------------|--------------------|------------------------|------------------------|
| | <u>Very Useful</u> | <u>Somewhat Useful</u> | <u>Not Very Useful</u> |
| First Plan (by 48 credits) | 3 | 2 | 1 |
| Major Plan (by 80 credits) | 3 | 2 | 1 |
| Final Advising Audit (108 credits) | 3 | 2 | 1 |

52. Some Chief Advisors we have talked with have told us that the biggest problem in their department is to get students to see an advisor or, at the very least, to return a completed Program Plan Form. What would you think of making one week each term "Advising Week," giving campus-wide publicity to this idea, and doing everything possible to get students in to see an advisor during that week.

Very good idea 1
 Good idea 2
 Neutral 3
 Bad idea 4
 Very bad idea 5

53. Please explain your answer to the above question.

54. Did you attend the Advising Conference in Meadowbrook Hall that was held at the end of the Spring term, 1977? No . . . 1
Yes . . . 2

55. IF "YES": What aspects of that conference would you like to see repeated or expanded in another conference?

56. Please use the remaining space for any comments you might have with regard to advising.