

**House Finance Subcommittee Questions**  
**Compiled by Michelle Rizk, University of Alaska**  
**3/8/14**

Below is the additional information requested at the University of Alaska subcommittee meeting on Advising.

**University of Alaska**

The UA system supports academic advising throughout the university primarily through initiatives such as helping fund the NACADA Regional Advising Conference last spring in Anchorage and through technological innovations such as Degree Works. In fact, it is through the use of technology - such as Degree Works throughout the system and MapWorks at the UAA campus that allows more students be helped and advised in their efforts at attaining their degrees and certificates.

**UAA**

UAA recognizes the important impact orientation and academic advising can have on the persistence and completion rates of our degree-seeking students. In FY14, UAA piloted mandatory orientation and advising for first time degree seeking students, students with less than a 2.5 high school GPA, Alaska Performance Scholars recipients, and UA Scholars recipients. Additionally, all Civil Engineering majors and pre-majors are required to meet with an academic advisor each semester.

In FY15, UAA intends to require new student orientation for all first-time degree-seeking students and require all first-year and sophomore students to meet with an academic advisor during the academic year. This will capture over 53% of all UAA degree-seeking students. Finally, in FY16, it is expected that UAA will require academic advising for 100% of our degree-seeking students. This measured approach is necessary to allow for the reallocation of resources, hiring and training of additional academic advisors, reworking of business processes, and the development of centralized electronic advising records.

UAA employs 24 individuals who work full-time as professional advisors (main campus only).

- Advising and Testing Center - 5 (Exploratory majors, A.A. degree seeking students and general assistance to all first year students)
- College of Arts and Sciences - 6 (CAS Majors)
- College of Business & Public Policy - 3 (CBPP Majors)
- College of Education – 2 (Education majors)
- College of Health – 5 (All College of Health majors)
- Community and Technical College – 2 (All CTC majors)
- College of Engineering - 1 (Freshman Engineering majors)

**UAF**

At UAF, academic advising is defined as reciprocal interactions between a student and academic advisor that equip the student to develop a relevant educational plan based on the student's

interests, academic progress, and needs.

Academic advising is mandatory for all formally admitted, degree-seeking undergraduates. Professional academic advisors can be most easily counted since academic advising is listed in their job title or listed as one of their essential job duties. For instance, financial aid advisors, career counselors, and admissions counselors would not be counted as academic advisors.

For UAF there are approximately 64 professional advisors (including rural student services staff who advise students as well as their other duties).

While many faculty do advise students, there are a number who do not (research faculty and some tri-partite faculty). For the tri-partite faculty that do advise students, it is often a very small fraction of their workloads.

Specific to the FY15 UAF College of Rural and Community Development (CRCD) Advising Request.

The increment is intended to complete the request for increased student success through local advising and mentoring, and student service at the point of need. This translates directly into recruitment and retention of students as well as revenue enhancement. If the Bristol Bay and Kuskokwim Campuses are required to reallocate internally, funding would have to come from critical academic programming needs. Many current positions are grant funded so a state appropriation for advisors is of top priority. Student caseloads are heavy in each location and it is critical for advisors to be located at the campuses in order to be culturally responsible and meet student needs, as part of CRCD's Mission & Vision.

Many of the KuC students are first-generation and need remedial help to work at college level. As distance education efforts result in higher numbers of distance students, there is a critical need to advise and support students in other communities. With software such as Degree Works, we find that some of our far flung students have many college credits (one has 204 credits; you need 120 for a bachelor's degree) with no degree to show for it. Advising efforts will help retain students and help move them toward completion.

This increment for advisors will add 1 position at each location and for example at KuC will include services like placement testing, advising and career exploration for distance students and students located in KuC.

## **UAS**

Number of Advisors (most have additional responsibilities):

- Student Resource Center - 3, but all have other duties, e.g., Orientation, student employee supervision, APS/UA Scholar communications. The advising components of those positions probably add up to 2 full-time equivalent (FTE).
- Arts and Sciences - 2 part-time staff who coordinate faculty advising
- School of Management - 1
- School of Education - 1, but 50% of job is recruiting
- Career Ed - 2, with other duties
- Ketchikan - 2 with other duties

- Sitka - 2 with other duties

Advising is mandatory for new students and students on probation.

UAS's FY15 requests are for 1 Disability Services position and 1 First Year Experience position. They currently have 0.5 full-time equivalent (FTE) dedicated to Disability Services. The other half of that position is focused on counseling services. The growth in students seeking helping has been dramatic:

- In 2009 we had 26 students seeking accommodations.
- In fall of 2013 (alone) we had 121 students seeking accommodations.

Without the additional funding for another position they will continue to struggle to provide adequate service (Federally mandated by the American Disabilities Act).

Without additional funding for the First Year Experience position, they will continue to cobble together elements of a First Year program largely by reassigning people to 'other duty as assigned'.