UNIVERSITY
OF
CALIFORNIA

Advising Strategies to Support Timely Graduation

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INTRODUCTION

The University of California (UC) seeks to enable all students to complete their undergraduate degrees in a timely fashion and to ensure that their education prepares them to be the next generation of leaders for California, the nation, and the world. UC already has some of the highest graduation rates in the country. Four-year graduation rates for freshmen have risen significantly over the past 15 years — from 46 percent for the 1997 entering cohort to 62 percent for the 2010 cohort. The most recent six-year graduation rate is 84 percent. In addition, time-to-degree has steadily improved over time with freshman entrants taking four years plus one quarter to graduate. Similar gains can be found with transfer entrants whose average two-year graduation rate has increased from 37 percent for the 1997 entering cohort to 55 percent for the 2012 cohort. The most recent four-year graduation rate for transfers (2010 entering cohort) is 87 percent.

Despite UC's record of success, more can be done to improve graduation rates and time-to-degree for undergraduate students. Graduation rates at UC tend to be lower for socioeconomically disadvantaged students (especially African-American and Chicano/Latino males) and for students from first-generation families. While there is little gap in six-year graduation rates for Pell Grant recipients compared to non-Pell students, the four-year graduation rate for Pell students entering as freshmen remains lower than the rates for non-Pell students.

UC campuses and the Office of the President are engaging in a variety of efforts to identify what factors foster student success and support timely graduation. These efforts include rethinking course delivery models, evaluating major coursework requirements, expanding use of summer session courses, and leveraging student support programs. As part of the recent state budget agreement, President Napolitano and Governor Brown agreed to expand a series of programmatic innovations already underway or under development on UC campuses to help campuses improve student success and use resources as efficiently as possible. This includes providing advisors with information that will be useful in their efforts to guide undergraduates as to how they can stay on track for graduation within four years if they are native freshmen, two years if they are transfer students, or three years if they are native freshmen on a three-year pathway.

OVERVIEW OF ADVISING

"Academic Advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community."

—National Academic Advising Association (NACADA), *Concept of Advising*

Advisors play a critical role in helping students stay on track to graduation and overcome obstacles that can prevent them from succeeding in their selected majors and graduating on time. UC campuses currently provide a range of academic advising and counseling services to support student success and timely graduation. These advising services are typically spread across multiple units on campus, including advising centers, academic and residential colleges, academic departments, student services offices, Educational Opportunity Programs (EOP), Disability Resource Centers, and affinity groups. Advisors may be professional staff, faculty members, or student peers. Students receive support from this network of advisors in selecting courses, choosing majors, understanding graduation requirements, and transitioning to university life. An overview of how advising is organized on each undergraduate UC campus is provided in Appendix A.

Quality advising goes beyond helping students to understand degree requirements and develop academic plans; it also involves helping students integrate the various curricular and co-curricular aspects of their educational experience into a meaningful whole to achieve their academic, career, and life goals (Smith & Allen, 2006). Advisors support the advancement of students' goals and academic, professional, and personal development by encouraging students to take advantage of co-curricular and other educational opportunities available at UC, such as undergraduate research activities, learning communities, student leadership and organizations, and internships. This often requires advisors to collaborate closely with Career Services, Education Abroad, and other units to connect students with these educational opportunities.

Advisors also support students by helping them access campus resources designed to address their needs, such as financial aid or mental health resources that assist UC students in managing extenuating circumstances and unexpected crises that may impact their lives. By facilitating access to appropriate support resources, advisors play a critical role in helping students overcome potential barriers to success and stay on track to graduating from UC in a timely manner.

RECOMMENDATIONS

The recommended strategies presented here reflect a sample of existing practices and new plans for improving advising services that support timely graduation of UC students. This is not a comprehensive list of advising services offered by every campus, but rather highlights some programmatic strategies, technology and tools, and organizational improvement strategies identified by the National Academic Advising Association (NACADA), UC campuses, and the Office of the President in recent discussions about advising programs and services that support student success and timely graduation.

Programmatic Strategies

Improving first-year retention and performance is the first step to raising graduation rates and improving time-to-degree. UC research has shown that performance in the first year is critical – undergraduate students who go on academic probation in their first year are less likely to graduate. Advising plays an important role in helping new undergraduate students positively transition to their UC academic careers and persist in college. Research on student retention has consistently demonstrated that contact with advisors has a positive influence on student persistence, including for students with a lower likelihood of completing a degree, such as first-generation students and students from educationally disadvantaged backgrounds (Swecker, Fifolt & Searby, 2013; King & Kerr, 2005).

UC campuses use summer bridge programs or credit-bearing orientation courses to introduce students to advising services early and provide students a productive jump-start and smooth transition on campus. Other campuses are using mandatory cumulative progress and course plan reviews to ensure that students are taking full academic loads and don't fall behind early in their studies. In addition to the first year, advisors also guide students at other critical transition points in their UC academic careers, such as choosing or changing majors. All of these programmatic strategies require students to receive early and frequent access to advisors and appropriate guidance.

ORIENTATION PROGRAM AND COURSES

Providing students with early opportunities to meet with advisors through orientation programs and courses can help prepare them to successfully navigate their university career and graduate on time.

Summer Programs. All UC campuses offer Summer Bridge, Summer Edge, or other summer programs to help freshman or transfer students by orienting them to campus services, such as advising services, and preparing them for campus life. For example, UCLA's College Summer Institute program allows students to get a head start on transitioning from high school to college. Students take two courses, selecting from a number of selected General Education, preparatory and writing courses reserved for incoming freshmen, and can also enroll in an optional "How to Succeed at UCLA" seminar (University Studies 10 or 20). Students also have access to tutoring and counseling during the summer institute. Helping students transition makes it easier to do well when fall quarter starts and enables students to make connections with other new students that can help with persistence and resilience in college. http://orientation.ucla.edu/csi.htm

UC Riverside's Highlander Early Start Academy (formerly Summer Bridge) is a 7-week summer program for entering freshmen. In the program students earn 9 units toward their undergraduate degree by taking the English or Math academy as well as fulfill a graduation requirement with a World History course. The program includes academic advising (2 advising sessions during the 7 week program) done in collaboration with the College of Natural and Agricultural Sciences (CNAS), the College of Humanities, Arts, and Social Sciences (CHASS), and the Bourns College of Engineering (BCOE). Students also participate in the Early Start Seminar which covers material to help students achieve and prepare for academic and personal success at the University. At the conclusion of the program, students are funneled into their college's learning community program for the academic year. All HESA participants receive a $750.00 scholarship that is applied to program fees. Students are eligible for an additional $750.00 scholarship during their first year if they enroll in at least 15 units each quarter and maintain a GPA of 2.5 or better. Completing 15 units each quarter puts students on track to graduate in four years. http://earlystart.ucr.edu/

Parent Orientation. More than a decade ago, UC Irvine's academic counselors determined that student success is affected by parents' understanding of what students are experiencing in college. To this end, the Parent Academic Overview was created, which is presented to all parents attending the Student Parent Orientation Programs (SPOP) each summer. This presentation provides tips on how parents can support (not control) their student and the expectations of UC Irvine. The presentation also encourages parents to listen very carefully to their student's concerns about possibly changing majors, reducing their work hours, or any other support they may need to be successful at UC Irvine. http://sites.uci.edu/uciparents/2015/03/10/2014-spop-pdfs/

Courses. All UC campuses offer new students courses focused on facilitating their transition to and success at UC. UC Santa Cruz has been teaching a First Year Experience course for several years, using a text developed by faculty at UC Santa Barbara. However, its offerings have been relatively limited. This 2015-16 year it is being taught in two additional colleges and during UC Santa Cruz's three Summer Academies – for freshman, transfer, and international students. This 2-credit "Navigating the Research University" course explores first year issues and success strategies, ways to engage in the institution's academic life, and guides students in clarifying educational goals, including deciding on a major, and devising a plan for success. http://advising.ucsc.edu/roadmap/first/FirstYearCourseFlyer.pdf

Similarly, UC Merced offers Introduction to Undergraduate Studies courses and UCLA offers a University Studies 10 or 20: "How to Succeed at UCLA" courses to help facilitate the transition from high school or community college to UC. These courses are designed for new students and focus on topics related to navigating campus life, strategies for effective learning, and research on the first-year experience of college students. UCLA's University Studies 20 course is specifically designed for international students and includes an examination of research on the transition of international students to college in the United States as well as adjustment to life in the United States. http://www.uei.ucla.edu/universitystudiescourses.htm

UC Riverside's College of Natural and Agricultural Sciences (CNAS) Freshman Scholars Learning Community (FSLC) program has existed in its current form since 2007. The goals of the program are to create "smallness" within "largeness" by creating small cohorts of 24 students or less who share common course curriculum requirements and mathematics placement. These cohorts are enrolled in the same lectures, discussions, and laboratory sections throughout the entire first year which ensures "on track" registration and builds a social support structure for new freshmen. In addition CNAS FSLC participants get enhanced academic advising by participating in a first quarter, two-unit, academic advising course, NASC 93—where they meet one hour per week with a ladder-rank, CNAS faculty member to provide mentorship and discuss career goals and one hour per week with a professional academic advisor to discuss study skills, course planning and degree requirements, and campus resources. http://cnasscholars.ucr.edu/

ENCOURAGING FULL ACADEMIC LOADS

Encouraging students to take full academic loads can help them stay on track to timely graduation.

Academic Progress Requirement. Many UC campuses have or are in the process of developing minimum cumulative or normal academic progress requirements for undergraduate students. UCLA, for example, promotes enforcement of expected cumulative progress by requiring

students to take at least 13 units per quarter. Registration is held and undergraduate students must see an advisor if they do not meet unit targets designed to reach 180 units in 12 quarters (http://www.ugeducation.ucla.edu/counseling/exp-cum-prog.html). UC Santa Barbara implemented a Minimum Cumulative Progress requirement in fall 1998 that requires students to take an average of 15 units per quarter and notifies undergraduates electronically if they are not in compliance. At UC Santa Barbara, students who get close to 180 units or are planning a double major must provide a plan on how they intend to graduate. This plan is then approved by an advisor. http://www.duels.ucsb.edu/advising/planning/mcp

The Schools within UC Irvine have the authority to define "Normal Academic Progress" in each major; defining specifically which courses for the major must be passed by a specific term. For example, in the Biological Sciences, general chemistry and the first year biology sequence must be passed by the end of the summer after the first year in order to remain in the major. If this is not the case, academic advisors begin to help the student work toward a major that will be more successful for them. Identifying this lack of progress early and redirecting students has improved the retention and time-to-degree significantly on the UC Irvine campus. http://senate.uci.edu/uci-academic-senate-manual/part-ii-regulations-of-the-irvine-division/chapter-i-section-3-scholarship-regulations/regulation-a385-normal-progress-requirement-undergraduate/

Course Plan Review. At UC Riverside all departments are required to provide four-year course plans to incoming freshmen. Since 2006, students in UC Riverside's College of Natural and Agricultural Sciences (CNAS) are also required to submit quarterly course plans for review by their academic advisor to ensure proper registration and timely progress to degree. All CNAS students must have advisor approval of their proposed course plan prior to getting access to the registration system for the next term. During this review academic advisors check for academic progress, appropriateness of plan to meet declared degree requirements, and academic workload.

Fifteen to Finish. Results of the recent University of Hawai'i "15-to-Finish" program found that as students unit loads increased to 15 or more units per term, their academic performance improved as well. UC's Office of the President sponsored a graduate student research project to determine if that is true for undergraduates across the UC system. This UC research found evidence that taking more units is associated with positive academic outcomes, even after controlling for academic preparation and demographic factors. Advising students to take full academic loads, regardless of academic preparation level, has the potential to improve student success and time-to-degree.

MAJOR TRANSITION ADVISING

Ensuring smooth transitions when students are selecting and changing majors can improve students' time to degree and success.

Undecided/Undeclared. Several campuses offer advising programs to assist students without a declared major in fostering a successful transition to UC and creating informed decisions about their education and career goals. All undeclared students at UC Davis are required to meet with an academic advisor. An advising hold is placed on the student's record; if the student does not meet with an advisor by the appropriate deadline the student will not be able to make changes to his or her class schedule until the hold is removed (http://www.ls.ucdavis.edu/advising/undeclaredstudents.html). Students are also required to select a major by the end of their fifth quarter. This new UC Davis policy is based on campus research that shows that students who had not selected a major by this point are more likely to take longer than four years to graduate.

At UC Irvine the Undecided/Undeclared Advising Program assists new freshman and lower-division transfer students without a declared major in fostering a successful transition to the campus and creating informed decisions about their educational goals. The College of Humanities, Arts, and Social Sciences (CHASS) Undeclared Program at UC Riverside supports and challenges students to successfully transition into a major field of study that is consistent with their aptitudes, values, and goals. The goal is to assist students as they explore the variety of disciplines offered within the College; to encourage students to invest in their personal development by utilizing campus resources; and to inform students about institutional policies to assure their success. A team of professional academic advisors is available to partner with students to assess academic goals, to select appropriate courses for meeting these goals, to develop decision-making skills, and provide information on majors, minors and campus resources. http://chassstudentaffairs.ucr.edu/undeclared_program/index.html

Changing Majors. UC Riverside's College of Natural and Agricultural Sciences (CNAS) offers "Transition Advising" services to help students navigate the process of changing from STEM to non-STEM majors. Students who transition to non-STEM majors are often likely to leave the campus before degree completion in an appropriate, non-STEM major. The CNAS Transition Advisors work with students who are changing majors to create a transition plan to efficiently move forward with a new major, including options for continued academic success and an outline of appropriate next steps. Students also receive support from Transition Peer Mentors who have made the successful transition from STEM to non-STEM majors. http://cnasstudent.ucr.edu/transitionadvising.html

UC Irvine is engaging in an effort to determine common advising goals across the 13 advising units to ensure smooth change of majors and improve time to degree. Student advising at UC Irvine currently takes place in 13 separate academic units, including one unit for undeclared freshmen housed in the Division of Undergraduate Education. In a spring 2014 student survey, one bottleneck students identified is the advising around potential change of major decisions. Over 50 percent of UC Irvine students change majors, and a recent study showed that students who change majors do take longer to graduate. Of those who began UC Irvine as freshmen in 2006 and graduated by 2012, 83 percent of those who graduated from their initial "school" finished within four years, but only 68 percent of those who graduated from a different "school" graduated within four years. Seventy-two percent of those who entered as Undecided graduated within four years. Assisting students who change majors to do so in an efficient manner can help improve time-to-degree for these students. To ensure that students have an accurate plan for entering a new major, the UC Irvine Council on Educational Policy (CEP) requires that each School have their change of major requirements approved and published on the Registrar's website.

INCREASING STUDENT-ADVISOR CONTACT

Transitioning to college or to a new institution requires that students have appropriate connections to resources, tools, and campus experts to enhance success. Increasing opportunities for students to interact with and receiving guidance from advisors early in their careers can improve student persistence, success, and time-to-degree.

Mandatory Advising. Schools and academic colleges on several UC campuses, such as the School of Engineering at UC Merced, have mandated that first-year students meet with an academic advisor to explore academic and career goals and develop course plans for the academic year (http://engr-advising.ucmerced.edu/registration/firstyear). The Mandatory Advising for Incoming Students effort at UC Davis seeks to ensure that all students are connected early in their academic career to tools for success. This effort involves two components: (1) operationalizing processes and structures that allow for a minimum of one mandatory advisor meeting for incoming students, and (2) an advising curriculum that ensures significant connections and resources are being introduced consistently to all students. Currently three of four undergraduate academic colleges have moved to mandatory advising with Letters & Science (the largest college at Davis) adopting a mandatory framework for the 2015-2016 academic year. Currently, all first-year and incoming transfer students are included in the program population with colleges looking at expansion to all years (sophomore, junior, senior). http://www.ls.ucdavis.edu/advising/mandatoryadvising.html; http://basc.ucdavis.edu/faqs/mandatoryadvising.html; http://engineering.ucdavis.edu/undergraduate/annual-advising-holds/

UC Merced also recently established an academic advising "Jump Start" program, in which students are required to participate in academic planning sessions to jump start their third year. These advising sessions are intended to help keep students on track for timely graduation, but also improve course planning in the schools. http://ssha-advising.ucmerced.edu/jumpstart3; http://ns-advising.ucmerced.edu/jumpstart3; http://engr-advising.ucmerced.edu/jumpstart3; http://learning.ucmerced.edu/academic-advising/resources/jump-start-your-3rd-year

Cohort Advising. UC Berkeley's College of Letters and Sciences, which serves 75 percent of all Berkeley undergraduate students, has an initiative to improve the advising experience for its entering students by moving their College advising services to a cohort model. Beginning in summer 2014, all entering students were assigned a personal advisor with whom they had an opportunity to meet during Cal Student Orientation. By assigning students to a specific advisor with responsibility for maintaining close contact with the student's progress, the College intends to create a student focus on academic progress leading to improved graduation outcomes and time-to-degree.

Advising in Residence Halls.   Many UC campus offer advising services located in or near students' residential communities to increase opportunities for students to take advantage of advising. For example, UC Santa Barbara's College of Letters and Sciences is offering interactive academic advising workshops as part of a new "Pizza and Knowledge" series. These events engage large groups of students in residence halls and use role-playing activities to explore academic planning and effective use of academic support services. http://www.duels.ucsb.edu/advising/pizza

UCLA is taking academic advising out of the administrative offices and bringing it to the residence halls where the vast majority of first and second year and new transfer students live. The campus has initiated a satellite office on the Hill in DeNeve Hall where approximately 20 hours of College Academic Mentoring (CAM) are available in the afternoons and evenings from 2:00 to 8:00 p.m. This makes advising more accessible and available by providing an alternative location and additional times that are more convenient to students in the residence halls.

At UC Santa Cruz each residential college has an academic advising team that can provide support in transitioning to the university, understanding university requirements and policies, exploring academic interests, and supporting your academic success. These college advisors, who handle all advising outside of the major, have been located at the residential colleges since

the founding of the UC Santa Cruz campus. http://advising.ucsc.edu/about/colleges-advising/index.html

Peer Advisors. All UC campuses have students who serve as peer mentors and advisors who can help to bridge the gap between students and professional staff advisors. For example, the Peer Academic Advising (PAA) program at UC Irvine provides student-to-student academic counseling based not only on academic, but also personal experiences of students. Peer academic advisors at UC Irvine are juniors and seniors who rigorously train in academic counseling before beginning work as peer academic advisors. Their training prepares them to manage issues related to academic counseling and enables them to obtain a wide knowledge of campus resources available to students, such as the Career Center, Office of Disability Services, Financial Aid, Housing, and the Learning and the Academic Resource Center (LARC). The information they provide students comes from their personal experience as successful UC Irvine undergraduates, as well as from their intensive training. The peer academic advisors assist students at all new student orientations. During the academic year, the peer academic advisors maintain regular office hours in various academic units. They assist students in selecting courses to best fit their college and career paths, planning quarterly programs of study, learning about the various majors and minors, obtaining information about the campus's resources and opportunities, and simply adjusting to life as UC Irvine undergraduates. http://www.due.uci.edu/paap/

At UC Merced, the Peer Academic Advising program is designed to help raise student awareness about academic requirements, learning support services, campus resources, and important dates and deadlines. The program also provides pre-professional leadership development and advising experience to students. The peer academic advisors work closely with professional staff across campus to ensure that students have a successful and fulfilling experience while attending UC Merced. http://learning.ucmerced.edu/academic-advising/contact/peer-academic-advisors

Technology and Tools

With growing enrollment, it becomes important to leverage tools and technology to support advisors and provide students direct access to advising information. An important limitation of the academic advising process, identified by several UC campuses, is that advisors generally learn about a student's issues at the end of a term after the student has failed one or more courses. Often this is too late to intervene in the most beneficial way and leads to increased time-to-degree or dropping out. UC campuses are exploring ways that data analytics and technology might provide assistance to advisors in predicting and responding to barriers to

student success early to keep students on time to degree completion. Innovations in technology are also allowing advising support to be targeted and customized to directly meet the needs of individual students in easily accessible formats, some of which are available 24 hours a day.

IDENTIFYING ADVISING INTERVENTIONS EARLY

Leveraging data analytics and technology can help advisors to predict and respond early to barriers to student success and timely graduation.

Degree Audit System. Every UC campus is using a degree audit system to improve graduation rates and time-to-degree through more efficient assessment of student progress and more timely advising interventions (see Table 1 below). By flagging requirement issues early, these systems can make it easier for advisors to identify and reach out to students with graduation and major requirement deficiencies earlier and more often. In addition to the advisor-facing component, these degree audit systems also offer a student-facing component, which allows students to track their own degree progress. Keeping these systems up-to-date is critical if they are to be used most effectively by advisors and students.

Table 1. University of California E-Advising Systems for Degree Audits

Campus	Degree Audit System	Website
Berkeley	Degree Audit Reporting System (DARS); PeopleSoft Campus Solution System (Fall 2016)	http://registrar.berkeley.edu/staff_resources/academic_records_transcripts/dars.html
Davis	Online Advising Student Information System (OASIS); Ellucian DegreeWorks (Fall 2016)	http://academicadvising.ucdavis.edu/technology/index.html; http://www.ellucian.com/Software/Ellucian-Degree-Works/
Irvine	Ellucian DegreeWorks	https://www.reg.uci.edu/faculty-staff/tools.html; http://www.ellucian.com/Software/Ellucian-Degree-Works
UCLA	UCLA Degree Audit	http://my.ucla.edu/
Merced	MyAudit	http://registrar.ucmerced.edu/myaudit
Riverside	Ellucian DegreeWorks	http://registrar.ucr.edu/registrar/guide-to-graduation/degree-audit.aspx; http://www.ellucian.com/Software/Ellucian-Degree-Works
San Diego	College Source Degree Audit Reporting System (DARS)	http://blink.ucsd.edu/instructors/academic-info/degree-audits/
Santa Barbara	Gaucho On-Line Data (GOLD)	https://my.sa.ucsb.edu/gold/login.aspx
Santa Cruz	PeopleSoft Academic Information System	http://registrar.ucsc.edu/faqs/staff/understanding-the-aar.pdf

Data Analytics and Early Alert Systems. UC Santa Cruz is piloting the "Student Success Collaborative (SSC) Campus" platform developed by the Education Advisory Board (EAB) in 2015-16. SSC Campus uses data from the student information system and other sources to flag students who might be at risk of not graduating. SSC Campus also includes functionality for early alert, making it relatively easy for faculty teaching selected "high-stakes" courses to report on students who are at risk of not passing their classes. This feedback can happen early in the term and can be initiated by advisors, who can easily request feedback on targeted groups of students (e.g., students on academic probation).

At UC San Diego, a Cognos-based analysis of many years of student course-taking data has led to a computer model that can highlight to an academic advisor when a student may not be on track for timely degree completion in their chosen major (e.g., the student hasn't completed

the calculus sequence at the appropriate point for an engineering major). This pilot program, which commenced in fall 2015, allows for one-on-one and technological intervention earlier than might otherwise happen to keep students progressing toward their degree. In 2013, the undergraduate colleges at UC San Diego began to send out an "Intervention Survey" to new transfers and new freshmen who had a 2.0 – 2.3 GPA after their first quarter. The survey asks questions about potential areas of difficulty: study habits, time management, interest in major/required courses, potential health issues -- and provides resources based on responses. This allows some early interventions to students who might not otherwise seek out advising but who could be struggling in their major or course load.

Early Assist is a cohort-based advising program at UC Riverside requiring regular check-ins for students identified as at-risk of non-completion. In its current form Early Assist provides support for entering freshmen who have placed into UC Riverside's Intermediate Algebra Workshop. The program follows students through their first year of math course work through calculus at the University and provides them with support services including workshops given by Academic Resource Center (ARC) staff and advisors and faculty members specific to their college, as well as biweekly meetings with peer educators. http://arc.ucr.edu/cohort/cnas-early/index.html

These early alert systems and other data analytics efforts that support student success and timely graduation are being explored in more depth by all UC undergraduate campuses as part of the state budget framework agreement and a systemwide summit scheduled for January 2016 on *Data Analytics for Institutional and Student Success* at UC Berkeley. http://vcue.berkeley.edu/UC-predictive-analytics-conference

LEVERAGING TECHNOLOGY TO REACH STUDENTS

Reaching students through the technologies and social media platforms they use can increase the likelihood that they will seek guidance from an advisor and access the information they need to stay on track to graduation.

Virtual Advising. Some campuses are using online or email-based advising systems to increase engagement with students. For example, UC San Diego developed a Virtual Advising Center (VAC) – a secure site where students can submit advising questions online 24 hours a day. The questions are read and answered within 48 hours by either a college advisor or departmental major advisor. The VAC provides a record for the advisors of all inquiries submitted by students as well as notes entered by advisors after in-person meetings, allowing both sets of advisors to stay in touch with each other and view their interactions with the students. The VAC began 10

years ago as an effort of the UC San Diego undergraduate colleges. By 2014 the VAC included all academic departments and programs.

Social Media. UC Santa Barbara's College of Letters and Science Academic Advising office uses a Facebook page (https://www.facebook.com/AskJoeGaucho) and Instagram feed (https://www.instagram.com/askjoegaucho/) to advertise workshops, motivational tips, and other advising resources that support student success. UCLA is examining how the campus might leverage technology to serve more students better. Students are being surveyed to find out what kinds of technology and social media they use, as well as what they would prefer to use to get information. UCLA already created a College Academic Counseling (CAC) Facebook page (https://www.facebook.com/UCLACAC/), which has been relatively successful, and is looking to see whether other formats would be equally or more effective, such as Twitter or Instagram. In addition the campus is planning a media campaign aimed at encouraging students to engage in their academic careers so that they can get the most out of their time at UCLA and graduate well prepared for the next chapter in their lives. Students' college experiences can include more than just classes (e.g., research, leadership, study abroad, civic engagement, entrepreneurship), but students must be intentional in order to accomplish what they need to do in a timely manner.

Online Degree Maps. A degree map is a powerful communication tool for advisors to help students through class selection and sequencing for their chosen major. Degree maps provide term-by-term sequences of courses, including general education and major requirements, needed to complete the degree in four years or less. This helps students think long term and understand how degree requirements can be translated into a term-by-term registration plan. UCLA developed a website where students can access three- and four-year degree maps for 33 undergraduate majors and a template for creating their own custom degree map (http://www.ugeducation.ucla.edu/degreepath/majors/). UC San Diego developed an "Academic Plans" website where students can access four-year degree maps for all undergraduate majors and three-year degree maps for 23 majors (http://plans.ucsd.edu). In accordance with the recent state budget framework agreement, each UC undergraduate campus will develop three-year degree maps for 10 out of its top 15 majors (3 out of the top 5 for Merced) by March 1, 2016. These three-year degree maps will be shared with campus advisors as a tool to guide undergraduates as to how they can stay on track for graduation within three years if they are interested in pursuing a three-year degree pathway.

Adaptive Learning Technology. Several campuses are using adaptive learning technology to help students master challenging coursework, by tailoring instruction to individual needs, which helps them stay on track for graduation. As part of the state budget agreement, three UC

campuses – UC Davis, UC Santa Barbara, and UC Santa Cruz – are piloting the expanded use of adaptive learning technology on their campuses. The results of this pilot will help inform advisors of how this technology might help increase the number of students who succeed in difficult courses and persist to degree completion and timely graduation.

Organizational Improvement Strategies

A lack of coordination of advising services can inadvertently lead to inefficiencies and conflicting guidance that can delay a student's progress to degree. It is critical for undergraduates to receive consistent guidance and high quality advising support on UC campuses. Improving the coordination of advising services and professional development of advisors can be critical to support that goal. In addition, it is important for campuses to assess advising efforts and analyze relevant data to identify those strategies that are most effective in supporting student success and timely graduation.

IMPROVING COORDINATION OF SERVICES

Creating an organizational culture and infrastructure that enables collaboration and coordination of advisors across the campus facilitates more efficient and consistent responses to students.

Advising Coordinator Role. The UC Santa Cruz advising structure includes a position devoted to coordination of campuswide academic advising, the Assistant Vice Provost for Undergraduate Advising. The AVP reports to the Vice Provost and Dean for Undergraduate Education and works with staff advisors in the colleges and academic departments, central offices (e.g., Registrar, Admissions, and Financial Aid), and academic and student support units (e.g., Career Center, EOP, and STARS) to coordinate and improve processes related to advising, and to identify and address issues important to undergraduate student progress at UC Santa Cruz. The AVP also supervises the Office of Campus Advising Coordination, which includes a position focusing mainly on leadership of College Advising (Colleges Advising Coordinator), a Data and Process Analyst, and a Coordinator of Undergraduate Honors and Research Opportunities.

At UC Davis the Office of Academic Advising is housed within the Office of the Associate Vice Provost and Dean for Undergraduate Education and serves to continuously improve the academic advising experience for undergraduate students through coordinated campus-wide communication, strategic planning, assessment, technology planning, and professional development. The Director of Academic Advising works with ongoing advising committees, college and senate leadership, administration, student leadership, the advising community, and the Division of Student Affairs, to align advising outcomes, initiatives, and investments across

divergent systems and structures throughout campus in partnership with broader institutional outcomes. http://academicadvising.ucdavis.edu/

Advising Council or Committee. Multiple UC campuses have established advising councils or committees to help coordinate advising services across the campus. For example, for over 30 years, the UC Irvine Committee of Academic Counselors, comprised of all academic counselors in all of the Schools, is dedicated to fostering effective communication and coordination among each of UC Irvine's schools. The committee meets once per month to discuss changes in academic policy, academic advising issues, the training of advisors, and to exchange information. The centralized offices and services of the campus present updates to the group on a regular basis. The Directors of each of the advising offices also meet once per month. This group of Directors also has a quarterly meeting with the Dean of Undergraduate Education and all of the Associate Deans in the Schools (named the Undergraduate Council). Any proposed changes in academic policies or procedures are discussed at these meetings.

In 2010, UC San Diego formed an Undergraduate Academic Advising Council (UAAC) convened by the Dean of Undergraduate Education. The UAAC facilitates enhanced communication and collaboration by meeting regularly to exchange information, discuss a broad range of issues affecting academic advising, provide opportunities for professional development, share best practices, and solve problems. The Council includes all academic advisors and key affiliates across the continuum of student academic advising services (e.g., tutorial and supplemental instruction, study abroad). The UAAC has a robust committee system, staffed by members, to determine meeting agendas, manage information flow, and set priorities. http://academicaffairs.ucsd.edu/ug-ed/uaac/index.html

UC Berkeley's Advising Council Executive Committee and the Advising Council are representative leadership bodies formed in 2012 to better coordinate advising across the Berkeley campus and improve the student experience of advising. Led by the Vice Chancellor for Undergraduate Education, these groups meet regularly to provide the strategic direction and campus-level vision for advising. The Council, which includes a cross section of both curricular and co-curricular advising leadership, works together to identify opportunities for improvement and collaboration, and monitors the student experience of advising. The Council has been effective at identifying strategies for improving front-line advising programs and services and creating a more integrated, responsive and learning-centered approach to advising across campus. The Advising Council maintains a central website and regular newsletter for coordinated communication with all advisors across campus. The website provides news and updates, professional development resources, articles on current topics and trends, and profiles of our high performers. These resources have been critical for bringing our advising

community together and supporting a high performance culture.
http://advisingmatters.berkeley.edu/

Integrating Services. As a result of a Chancellor-charged Task Force in spring 2015, UC Berkeley is integrating the main academic advising processes provided in the College and Major advising offices with the student-athlete specific advising and support that's provided through the Athletic Study Center. This integration is intended to improve the advising provided by both organizations and refocus it on student-athlete academic progress, particularly toward improved graduation rates and time-to-degree. Implementation started at the beginning of 2015-16, with a target of full integration during spring 2016.

Case Management System. Some campuses are implementing common case management systems to help advisors share information, interact with students, and manage their advising caseloads more efficiently. UC Santa Cruz, for example, is piloting a case management system, the "Student Success Collaborative (SSC) Campus" platform developed by the Education Advisory Board (EAB), to help link advising staff spread across multiple units on campus, including each of 10 residential colleges, academic departments, Educational Opportunity Programs, Financial Aid, Residential Life and the Disability Resource Center. Coordinating the actions of this network of advisors more effectively will allow for faster and more consistent responses to students.

PROFESSIONALIZATION OF ADVISING STAFF

Providing training and professional development opportunities for advisors signals the importance of the profession and providing quality academic advising services to students. Specialized training can also help provide advisors with the knowledge and tools they need to better support students' timely progress to a degree.

Training. Several UC campuses provide professional training programs and resources for advisors. UC Berkeley launched its first comprehensive advisor training and professional development program for advisors in 2014, basing this program on the five essential knowledge areas defined by the National Academic Advising Association (NACADA) for advisor professional development. This program was recognized by NACADA in 2015 with an award for outstanding institutional advising program. Berkeley articulated macro-level learning outcomes for advising, advising core competencies and clear guidelines for advisor performance which have informed the design and delivery of the program. Thirty-one distinct workshops have been provided to advisors as part of this program in the first two years alone, providing broad and deep exposure to the essential conceptual foundations of advising, institution specific policy and procedure, relational skills, student systems, and strategies for self-assessment of the advising practice.

Two levels of certification are available which verify competency.
http://advisingmatters.berkeley.edu/advising-resources/training-development/advancing-practice

Berkeley is also in the initial stages of developing a comprehensive onboarding program for new advisors to ensure consistent training for all incoming advising professionals. An assessment track is currently offered as a specialization and additional specialized curricular tracks are also planned for the future. Among the pertinent original programs Berkeley has developed for advisors on the issue of timely graduation are workshops on academic planning, using social media and techno-advising to extend advisor availability, satisfactory academic progress regulations, strategies for supporting EOP, transfer and other special and potentially at risk student populations, ethics and FERPA training, and advising strategies for managing withdrawal and readmission. Each workshop contained case studies and advising strategies that enhance advisors ability to support transition, persistence, engagement and timely completion of degree requirements.

UC Davis created an Academic Advising Certificate Program to ensure all academic advisors on campus – from advisors housed in colleges and departments to specialized advisors in student affairs and peer advisors – have a sufficient competency level for working with students from diverse backgrounds and experiences. This is a new advising certificate program for UC Davis is based upon the five advisor competency areas identified by the National Academic Advising Association (NACADA). Advising Certificate Level 1 was launched in fall 2015; Level 2 will be launched in fall 2016 and Level 3 in fall 2017. At the conclusion of the Level 1 program, certified advisors should be able to: communicate effectively with UC Davis' diverse student populations and be sensitive to the individual challenges and uniqueness of each student; identify the appropriate campus resource provider to contact to resolve student issues and/or where to refer students to particular services; and use campus technological systems to advise students, update and maintain student records, access and analyze student data.
http://sdps.ucdavis.edu/certificates/academic_advisor.html

UC San Diego's Undergraduate Academic Advising Council published a Student Advisor Handbook and runs training and professional development workshops during the summer for advisors. The summer 2015 Workshop Series included sessions on advisor tools for study abroad, using webinars in advising, the Degree Audit Reporting System (DARS), an overview of the Sexual Assault Resource Center and how to support students affected by relationship violence, and emerging trends in student development theory and advising.
https://academicaffairs.ucsd.edu/_files/ug-ed/uaac/Summer2015TrainingWorkshopSchedule.pdf

Professional Conferences. UC Berkeley's Advising Council sponsors a new travel grants program that supports advisor participation in professional conferences. Advisor participation in NACADA regional and national conferences have increased as a result and NACADA membership on the Berkeley campus has increased markedly in recent years. In addition to this program, a yearly advising conference, supported by Berkeley's Division of Student Affairs, referred to as *Stay Day* brings the campus's academic and student affairs professionals together for workshops, roundtables, poster sessions, student panels, and interactive learning to better support and enhance the Berkeley student experience. Hundreds of Berkeley student service professionals participate in this event annually. http://sa.berkeley.edu/stayday

UC Davis held its first campus Academic Advising Conference on May 26, 2015. Themed "Cultivating Collaboration: Seeds for Sustainable Success," the conference was dedicated to fostering collaborations among those who advise students on campus to create and share new ways to support student success. Breakout sessions addressed critical issues from advising special student groups, such as international students and student-athletes, to responding to distressed students, and working with peer advisors and advising with a social justice perspective. http://academicadvising.ucdavis.edu/conferences/2015-advising-conference/index.html

The *UC Undergraduate Academic Advising Conference* has been held annually since 1980, with a few exceptions during years of budget constraints. The conference is hosted by each UC campus on a rotating schedule. The conference is designed to bring together academic advisors from across the UC system to learn from one another and share best practices for advising. UC Santa Barbara is hosting the next conference on May 2-4, 2016. http://www.duels.ucsb.edu/ucaac

The *California Collaborative Academic Advising Conference* held its inaugural annual conference on October 20-12, 2015 at CSU Dominguez Hills. The conference brings together academic advisors and educators from the California Community Colleges, the California State University, and the University of California to help create a transparent system that allows students to move seamlessly through California's higher education system, optimizing progress to degree completion, and eliminating the achievement gap. http://ca-advising.squarespace.com

In January 2015, the Office of the President sponsored a systemwide convening of faculty, advisors, and administrators from the University's nine undergraduate campuses and the Office of the President to share key research findings, programs, and initiatives that support timely graduation, particularly for underrepresented minorities and Pell Grant recipients. Many of the

most promising strategies and programs identified during this program are now being piloted across multiple campuses.

EVALUATING SERVICES FOR IMPROVEMENT

Assessing advising programs and services can help campuses determine what is working well, areas in need of improvement, and how to best allocate resources for student success. It is important that campuses establish clear measures and early indicators of whether the advising services they provide students are making a difference that will later show up in graduation rates and time-to-degree.

Assessment and Evaluation Tools. Assessment and evaluation is vital to the achievement of the goals of advising programs for ''without ongoing assessment it is not possible to determine with any certainty that the advising program is accomplishing its stated mission'' (Habley, 2005, ¶6).

Various UC campuses are using student surveys and other assessment tools to evaluate and improve advising services on their campuses. For example, UC Berkeley's Advising Council has worked with the Office of Planning and Analysis to evaluate advising on a regular basis. Since 2013, Berkeley used the wildcard module of the UC Undergraduate Experience Survey (UCUES) to obtain specific information about advising, which is now disseminated to all Deans and Directors and is used for planning and decision making by the Advising Council (http://opa.berkeley.edu/surveys/uc-undergraduate-experience-survey-ucues). The campus's formal review of academic programs also includes tools for evaluating both graduate and undergraduate advising programs and evaluation of advising is now standard practice in all program reviews.

UC Berkeley also has a well-developed support system for assessment of advising programs and services at the local level. As part of the Advising Council initiative, a group of advisors and analysts created a *Guide to Program Effectiveness*, based on extensive advising best practices, interviews, and professional standards (http://advisingmatters.berkeley.edu/working-groups/program-effectiveness). In addition, the Advising Fellows Program was launched in 2014 and offers participants an opportunity to acquire the necessary skills to begin assessment in their home units. The program is structured around monthly meetings consisting of introductory framework discussion, workshops facilitated by campus assessment forerunners, and development of individual projects. This program has supported the identification of learning outcomes and assessment strategies for many of Berkeley's key advising units. https://teaching.berkeley.edu/advising-council-fellows-program

In fall 2013, a group of UC Merced advisors representing the School of Engineering, School of Natural Sciences, School of Social Sciences, Humanities, and Arts, and the Bright Success Center began to meet with the campus coordinator for assessment for the purposes of developing a plan to create and assess student outcomes of academic advising. As a first step in that process, the advisors – with input from their colleagues – developed a mission for undergraduate academic advising at UC Merced:

> *UC Merced undergraduate academic advising, in collaboration the campus community, promotes student success by empowering students to become self-directed learners and decision-makers. In an environment that is welcoming, inclusive and supportive, we provide quality academic advising and related services to help students develop sound educational plans and to take full advantage of their university experience.*

Based on this mission statement, goals for academic advising, a set of intended outcomes of academic advising for all UC Merced undergraduates, and specific actions advisors would take to facilitate achievement of those outcomes was also developed.

System-Driven Analysis. UC Santa Barbara has developed a system that combines information about student success, course registration, and the use of student services (e.g., academic tutoring services) in order to produce analyses that integrate data in new ways for the campus, and that will inform resource allocation by giving a better sense of which resources are most helpful for student success and timely graduation.

CONCLUSION

Research consistently indicates that academic advising can play a role in student persistence and graduation (Hull & Klepfer, 2012; Pascarella & Terenzini, 2005, p. 404). The programmatic strategies, technology and tools, and organizational improvement strategies presented in this report reflect a sample of advising best practices and innovations identified by the National Academic Advising Association (NACADA), UC campuses, and the Office of the President. As UC campuses engage in efforts to improve student success and time-to-degree, it is important that they identify advising strategies that will help their campus's unique population of undergraduate students stay on track for graduation.

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APPENDIX A. UC CAMPUS ADVISING OVERVIEW

BERKELEY

UC Berkeley advising is organized around student cohorts and student needs. College-level academic advisors are the first point of contact for new freshman and transfer students. They hand-off to departmental and program academic advisors for more specialized advice around the student's major program(s), while still staying involved on more general issues. Specialized advisors in the Disabled Student Center, the Transfer and Re-entry Student Center, and other units assist with cohort-specific advising throughout the student's time here. Career Center advisors, Tang Health Center counselors and advisors, and other groups provide specialized services. Although a lot of coordination is needed, this organization allows students to get a number of different advising modalities as needed, while still having a coherent academic advising core. http://advisingmatters.berkeley.edu/

DAVIS

Academic advising at UC Davis is an extension of the teaching and learning mission of the university that engages students as active and responsible partners. In collaboration with academic advisors, students develop actionable plans to realize their educational, career, and life goals. As a result of academic advising, students will be able to: know, access, and use appropriate resources, tools, and strategies to navigate the complexity of the University; develop academic and professional relationships appropriate for active and intentional participation in a vibrant community of learning and scholarship; and, use self-reflective practices to inform decisions about educational, career, and life goals as these connect to personal skills, interests, and abilities.

Academic advising for undergraduates at UC Davis is delivered through four academic colleges housing over 100 undergraduate majors. Faculty and staff advisors in the colleges and departments provide advising in conjunction with advising services offered through residence life, the student academic success center, the internship and career center, student health and counseling services, the student community center (SCC), among others. Campus-wide advising organizational and coordination efforts are managed by the Office of Academic Advising housed in the Office of the Vice Provost and Dean for Undergraduate Education. http://academicadvising.ucdavis.edu/

IRVINE

Academic advising at UC Irvine is housed in the individual academic schools and programs. Each Academic advising unit is overseen by an Associate Dean who works closely with the Director of Advising for that unit. For students that enter UC Irvine as undeclared, advising is handled in the same fashion, but located with the Division of Undergraduate Education. The Dean of the Division of Undergraduate Education convenes all the Associated Deans and Directors in a monthly meeting (as the Undergraduate Council), described in more detail below.

The UC Irvine Committee of Academic Counselors, which is comprised of all academic counselors in all of the Schools, meets once a month to discuss changes in academic policy, academic advising issues, the training of advisors, and to exchange information. The centralized offices/services of the campus present updates to the group on a regular basis. The Directors of each of the advising offices also meet once a month. This group of Directors also has a monthly meeting with the Dean of Undergraduate Education and all of the Associate Deans in the Schools (named the Undergraduate Council). Any proposed changes in academic policies/procedures are discussed at these meetings. http://www.due.uci.edu/advising.html

LOS ANGELES

Advising at UCLA is handled within each school or college: the College of Letters and Science; Henry Samueli School of Engineering and Applied Science (HSSEAS); School of Theater, Film and Television (TFT); School of Nursing (SON); and the School of Arts and Architecture (SOAA).

HSSEAS and TFT advising units counsel students on all requirements, including major and minor requirements. HSSEAS also utilizes faculty advisors to work with students on career choices and graduate school planning. Nursing students work with SON advisors in their freshman and sophomore years, and then work with faculty for their remaining requirements and professional goals.

SOAA and College advising units counsel students on school and college degree requirements, while advisors in the departments handle major and minor requirements. General advising in the College is further separated into four smaller units which handle advising for specific and sometimes overlapping populations: Athletics, Honors Programs, the Academic Advancement Program (AAP), and College Academic Counseling (CAC), which handles all students not in any of the other three programs and the majority of undergraduate students at UCLA and in the College. http://www.ugeducation.ucla.edu/counseling/index.html

MERCED

Undergraduate academic advising at UC Merced is organized according to students' intended majors. Undeclared students are advised in the Calvin E. Bright Success Center (BSC); students who have declared majors are advised in the schools: School of Engineering; School of Natural Sciences; School of Social Sciences, Humanities, and Arts. The School of Natural Sciences also provides focused pre-health advising and the BSC provides pre-law advising. Each unit has a lead advisor who coordinates the work assignments, training, and evaluation of the other advisors.

Academic advising for first-year students at UC Merced is done by professional advisors, or by peer advisors, or a combination of the two, depending on the school of enrollment (including the BSC). The School of Engineering assigns first-year students to a professional advisor and the students are required to meet with that advisor. The BSC also requires first-year students to meet with a professional advisor. As of spring 2014, all sophomore students are required to participate in the JumpStart (Your Third Year) advising program (described below in more detail). http://advising.ucmerced.edu/

RIVERSIDE

Academic advising at UC Riverside is focused on student retention and timely graduation. Academic advisors also work with students to maximize the value of their college experience and to help them prepare for graduate school or careers following graduation. Advising is organized by the four undergraduate colleges. Three of the colleges provide academic advising through a centralized structure. One of the colleges has a mixed system, centralized for special populations (such as undeclared and pre-business students) and departmental for declared majors. Transition advisors work in two of the colleges to ease movement across colleges for students who are not succeeding in their declared majors.

Academic advisors are supervised by student affairs managers and associate deans in the colleges. Academic advisors are required to have baccalaureate or higher level degrees.   They also must complete a professional academic advisor training program. All incoming first-year students received four-year course plans, and all incoming transfer students receive two-year course plans. Students can revise these course plans in conversations with advisors. The engineering college has developed a dynamic course planning tool that empowers students to engage in "what-if" scenarios in each case reorganizing schedules to minimize time to degree. This system is now being scaled to other colleges. The campus is currently developing predictive analytics as an aid to identifying students who are off track for timely graduation or at-risk of non-completion. https://www.ucr.edu/academics/academic_advising.html

SAN DIEGO

Academic advising at UC San Diego follows from the unique structure of undergraduate education in which, in addition to their major(s) and minor(s), students belong to one of the six colleges, each with its own general education requirements. Advisors in Academic Affairs are a varied group who are housed in colleges, departments, programs, and divisions (Biological Sciences, Engineering). Related advising also occurs in the Career Services Center (professional school, graduate school, and career advising) and the International Center (OAP and EAP), which are both under Student Affairs. https://students.ucsd.edu/academics/advising/

SANTA BARBARA

Undergraduate advising at UC Santa Barbara represents a partnership between the colleges and their respective academic departments. Students are expected to meet regularly with advisors both within their academic college and within the academic department of their chosen program in order to maintain awareness of relevant requirements, review academic progress, receive information on relevant programs and opportunities, and seek assistance when facing obstacles to success.

Advising at UC Santa Barbara starts at the student's academic college. The college advisors have knowledge of the full breadth of requirements expected of all students pursuing majors in each college, but focus their advising efforts on general education, overall progress, and program planning. The college also handles petitions for exceptions to most campus policies including late drops, study load, and many others. Each college also has its own specialized programs to provide advising for students considering certain pathways post-graduation, including Health Sciences Advising, Pre-law Advising, and others. This advising is handled by peer advisors, staff advisors, and Associate Deans employed by the college, as appropriate to the individual case.

Once students have selected a program of interest or are declared for a major, they are additionally directed to the related department for major/minor specific advising. In the departments, the students receive more focused advising related specifically to their program of choice, including course selection, special department programs, petitions of major specific course work or requirements, and potential careers and internship opportunities related to their major. This advising is handled by a department staff and/or faculty undergraduate advisor, as appropriate to the individual department. http://www.duels.ucsb.edu/advising

SANTA CRUZ

The primary purpose of undergraduate academic advising is to assist students in clarifying their educational goals and in developing academic plans to achieve them at UC Santa Cruz. As part of the educational mission of the university, the academic advising program should enable students to become self-directed learners and responsible decision-makers and encourage them to take advantage of available educational opportunities both within the formal curriculum and beyond it.

UC Santa Cruz's academic advising system is structured most closely to a "dual" advising system. All undergraduates have two academic advisors: one in their residential college (all colleges are inter-disciplinary, so students in any college can major in any discipline), and one in their major. Students are affiliated with their college advisor from their entry to UC Santa Cruz through graduation, and with their major advisor from the time they solidify their major choice until the time of graduation. Neither college nor major advisors are concentrated into a single office; major advisors work either in a department office (for Arts, Humanities and Social Sciences majors) or in a central divisional office (for Engineering or Physical and Biological Sciences majors); college advisors work in one of the ten residential college advising offices.

In addition to their academic advisors, students may receive advising-related support from a number of other units focused on the needs of specific student subpopulations, including the Educational Opportunity Program (EOP), Services for Transfer and Re-Entry Students (STARS), the Career Center, the International Education Office, the Disability Resource Center, Learning Support Services, the Office of Undergraduate Research, etc. Work is underway in an Advising Task Force to assess this current model and make recommendations that will improve outcomes, efficiencies, and structure. http://advising.ucsc.edu/

APPENDIX B. UC CAMPUS CONTACTS

For more information about the advising strategies highlighted in this report, please contact:

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Santa Barbara	**Carl Gutierrez-Jones**, Interim Dean of Undergraduate Education Phone: (805)893-3006 Email: carlgj@ltsc.ucsb.edu
Santa Cruz	**Jaye Padgett**, Faculty Advisor to the Campus Provost/EVC for Student Success Phone: (831) 459-3157 Email: padgett@ucsc.edu
Office of the President	**Kimberly Peterson**, Manager of Academic Planning Analysis Phone: (510)987-9418 Email: Kimberly.peterson@ucop.edu

More information about advising on each of UC's undergraduate campuses:

Berkeley   advisingmatters.berkeley.edu

Davis   academicadvising.ucdavis.edu

Irvine   www.due.uci.edu/advising.html

Los Angeles   www.ugeducation.ucla.edu/counseling/index.html

Merced   advising.ucmerced.edu

Riverside   www.ucr.edu/academics/academic_advising.html

San Diego   students.ucsd.edu/academics/advising

Santa Barbara   www.duels.ucsb.edu/advising

Santa Cruz   advising.ucsc.edu

UNIVERSITY OF CALIFORNIA