

Appendix A: Academic Advising Task Force II

Charge Statement

The University of Arizona

January 2010

Overview

The Academic Advising Task Force (AATF) released a final report in April 2002 putting forward 36 recommendations to strengthen and improve academic advising services. A number of significant improvements resulted, including the addition of 42 professional academic advisors to the college advising staffs, the establishment of college advising offices where none existed prior, and the creation of the Advising Resource Center. These modifications to advising services were made possible by a student-supported tuition increase approved in Spring 2001.

Based on data gathered from faculty, advisors and students, the AATF recommended, and the institution adopted, a decentralized, college-based academic advising structure. There is no plan to change the overall advising structure. Many agree that academic advising has progressed significantly during the past decade, and evidence from senior surveys and other data consistently point to a favorable impression of academic advising by students. With that said, the task force should be alert to inconsistencies students may experience in terms of access and quality of advising services.

The purpose for this advising task force is to evaluate several broad areas described below. Over the course of the spring and fall 2010 semesters the advising task force will put forward recommendations that address these areas with the overarching goal of improving and strengthening academic advising. The work should be collaborative and transparent with opportunities for feedback and input from the broad campus community by participation on working groups (to be established), student and advisor surveys, focus groups, and other data gathering mechanisms determined useful to the task force. Existing institutional data should also be considered in the review process (ex. data from the Office of Institutional Research & Planning Support, various college and institutional student surveys, a review of peer institutions to be made available to the group, etc). A console for file management/sharing and a listserv will be created to facilitate the work of the task force.

I. Assessment

The focus of this charge will be to develop recommendations for assessment of academic advising programs (as opposed to people). What are the minimum interactions students experience with academic advising from the time of matriculation to graduation?

- Develop and recommend the key elements of a data-driven campus-wide assessment program beginning with a review and possible update of the institutional academic advising mission statement.

- Recommend student learning outcomes that would assess academic advising programs from an institutional perspective. *Ex:* After attending New Student Orientation students understand how to find their academic advisor and why they should. Include mechanisms for evaluating the learning outcomes.
- Review the Academic Advising Program Review (AAPR) conducted in 2007-2008 and make recommendations for an on-going review process. College self-assessments, a campus-wide survey, and a final report for an external review committee are available from the AAPR in 2007-08. In addition, the task force may collect additional data through surveys, focus groups, review of peer institutions, and so forth.

II. Resources and Institutional Support for Academic Advising

The AATF will investigate the following topics and put forward recommendations that either maintain current practices or provides suggestions for improvement/new initiatives.

- Advising Case Load: Includes examination of the current advisor/advisee case loads to determine if they are appropriate and where efficiencies might be introduced. Determine where the current recommended advising case load is being met. (400/1 for declared majors and 300/1 for undeclared majors) (Note: college census data for Fall 2001 – Fall 2009 are available.)
- Advisor Compensation and Career Ladder: Identify current issues, review peer and local institutions, and draft a plan to address this area. What are the standard expectations for the types of knowledge, tasks, and assignments of an academic advisor? What other tasks or projects are done by advisors? How should the service by advisors be evaluated and compensated?
- The Advising Resource Center: Evaluate the current services and programs and make recommendations for future direction.
- Communication: Evaluate communication practices and the interface between academic advising and students, among advisors, professional colleagues in Student Affairs, faculty, and administrative units. Explore ways in which new technologies (e-alert, e-advising, etc.) may be exploited to enhance communication with students. The task force will want to collaborate with the various MOSAIC groups.
- Best Practices: Identify advising program best practices and efficiencies and propose a plan for effective dissemination to the advising community

III. Barriers to Access and Timely Progress to Graduation

Academic advisors and advising administrators are in an optimal position to provide valuable insight into factors that negatively impact students' timely degree completion. The task force will gather information and provide recommendations on the following:

- The factors that result in students' inability to progress beyond the pre-major status or progress to graduation in a timely fashion (> 4 years).
- Evaluate the process students experience in changing their major, especially during priority advising periods, and explore solutions that may introduce efficiencies and alleviate any bottlenecks.
- What barriers to entry are experienced by transfer students? What actions can and should be taken to facilitate their smooth transition to the UA?

This charge is complex, and other campus working groups will be invited to provide information and recommendations to the Office of Academic Affairs as well.

Appendix B: Student Satisfaction with Academic Advising Appointment

From: <http://advisor.web.arizona.edu/survey2/admin/index.php>

Survey sent to student by email after academic advising appointment and advisor enters note into Advising Note System (ANS),

Responses: **15058** of **94936** (15.86%) for **All Colleges - All Advisors**

Average responses (5 is "Strongly Agree", 1 is "Strongly Disagree"):

I accomplished what I went to academic advising to do. **4.68**

I am satisfied with my academic advisor's attempt to understand my academic interests and concerns **4.70**

I feel confident in the information and advice I received from my academic advisor. **4.70**

Appendix C: AAPR Templates for Centralized and Mixed Model

College Advising Structures

Academic Advising Program Review (AAPR)

College/Unit Assessment Template

Centralized Advising Structure

Architecture, Education, Eller, Honors, Nursing

Pharmacy, Public Health, PSIO, UC

General

1. Describe the college advising structure and how academic advising is delivered to undergraduate students including how the structure is communicated to students (ex. New Student Orientation program, website, brochures, new student welcome events, and so forth.) How effective are the communication strategies overall?
2. Describe how the advising structure meets the needs of undergraduate students including descriptions of specialized services and college programs (ex. college-level orientation/welcome programs for new students, success courses, retention strategies, and so forth)
3. How does your college respond to staffing needs during peak advising periods (priority registration, start of the semester, and new student orientation)? Describe strategies your college employs during these spikes in advising needs and how successful are they.
4. Describe ways the college obtains student feedback on the advising structure and academic advisor performance.
5. Describe the situation of your college regarding the recommended advising ratios* and if your college is able to generally meet them. If not, why not?
6. Describe the ways advisors in your college interact with students as they move along the continuum outlined below:

**Recruitment/Orientation/Retention/Advising Interactions/Administrative Matters/Degree
Certification/Commencement/Alumni**

7. Is your college involved in supporting a college-level student government or student advisory group? If yes, is there a connection between that and information or feedback to advisors? Please describe.
8. Complete the attached spreadsheet listing the advising contacts in your college.
9. Describe the physical space for advising in your college. Is the college able to provide the recommended private office space for all academic advisors?
10. Are advisors in the central office represented on a curriculum committee, asked to participate in departmental APRs, or involved in some way with the academic affairs of the college?
11. How is advising information communicated to the faculty in the college?

Accessibility and Quality of Advising Services and Structure

1. How do students know about advising office hours and/or how to schedule an individual appointment with an advisor? Where are the office hours posted?
2. How do students schedule appointments with their advisor? Check all that apply:

Telephone advising office and speak with a support staff member to help determine type of appointment needed (individual, quick counter, etc.)

On-Line appointment scheduling system

E-mail the advisor for an appointment

Other

3. Do advisors use the Advisor Note System (ANS)? If not, why not?
4. On average, how many college and general petitions does your college receive during the fall and spring semesters? If available, give data for the past five years for both types of petitions.

Advisor Training, Development, and Compensation

1. Describe administrative and technological staff available to support the advising office.
2. Describe the training process for new and continuing advisors.
3. Are there resources that are dedicated to advisor professional development in your college? Is there funding available to support advisors to attend national and regional conferences? Describe any other professional development opportunities available for academic advisors.
4. How are academic advisor performance evaluations carried out? Who conducts the evaluation? Is student feedback included in the review? What follow-up is there on the evaluation, and does the evaluation play any role in merit raises for faculty members and/or professional advisors?
5. Describe other methods your college employs to provide training, development, and compensation for academic advisors?
6. Describe the level (low, medium or a real problem) of turnover in academic advising positions in your college. If turnover is an issue, describe factors that contribute to the turnover. What does your college do with the salary savings that result from a vacancy in an advising position?

Summary Statements

1. Describe the strengths of the advising structure within your college.
2. Describe the present challenges for academic advising in your college.
3. Describe future college advising initiatives or goals of the advising program.

*** Recommended Advising Ratios**

<u>Advisor Type</u>	<u>Approximate # of Advisees</u>
Professional Major Declared	400
Professional Major Undeclared	300
Faculty	25
Professional Specialized Advising (Pre-Health)	1000
Professional General Education and Foundation	750

Academic Advising Program Review (AAPR)

College/Unit Assessment Template

Mixed Model

CALS, CoS, ENG, Fine Arts, HUMS, SBS, UA South

General

1. Describe the college advising structure and how academic advising is delivered to undergraduate students including how the structure is communicated to students (ex. New Student Orientation program, website, brochures, new student welcome events, etc.). Which communication strategies are most effective and why? How effective are the communication strategies overall?
2. Describe how the advising structure meets the needs of undergraduate students including descriptions of specialized services and college programs (ex. college-level orientation/welcome programs for new students, success courses, retention strategies, and so forth.)
3. Do department-level advisors assist students, and sign-off on degree checks for all degree requirements (major, general education, foundations), or do they advise only to the major requirements?
4. How does your college respond to staffing needs during peak advising periods (priority registration, start of the semester, and new student orientation)? Describe strategies your college employs during these spikes in advising needs.
5. Describe ways the college obtains student feedback on the advising structure and academic advisor performance.
6. Describe the situation of your college regarding the recommended advising ratios* and if your college is able to generally meet the recommended ratios. If not, why not?
7. Describe the ways in which the college advising structure interacts with students as they move along the continuum outlined below:

**Recruitment/Orientation/Retention/Advising Interactions/Administrative
Matters/Degree Certification/Commencement/Alumni**

8. Is your college involved in supporting a college-level student government or student advisory group? If yes, is there a connection between that and information or feedback to advisors? Please describe.
9. Are advisors in the central advising office involved in some way with the academic affairs of the college or individual departments?
10. Complete the attached spreadsheet listing the advising contacts in your college.
11. Describe the physical space for advising in your college. Is the college able to provide the recommended private office space for all academic advisors?
12. Are college-wide academic advising meetings scheduled? How well attended are they?
13. What methods are used to communicate advising information to departments?

Accessibility and Quality of Advising Services and Structure

1. How do students know about advising office hours and/or how to schedule an individual appointment with an advisor? Where are the office hours posted?
2. How do students schedule appointments with their advisor? Check all that apply:
 - _____ Telephone advising office and speak with a support staff member to help determine type of appointment needed (individual, quick counter, etc.)
 - _____ On-Line appointment scheduling system
 - _____ E-mail the advisor for an appointment
 - _____ Other
3. Do advisors use the Advisor Note System (ANS)? If not, why not?

4. On average, how many college and general petitions does your college receive during the fall and spring semesters? If available, give data for the past five years.

Advisor Training, Development, and Compensation

1. Describe administrative and technological staff available to support the advising office.
2. Describe the training process for new and continuing advisors.
3. Are there resources that are dedicated to advisor professional development in your college? Is there funding available to support advisors to attend national and regional conferences? Describe any other professional development opportunities available for academic advisors.
4. How are academic advisor performance evaluations carried out? Who conducts the evaluation? Is student feedback included in the review? What follow-up is there on the evaluation, and does the evaluation play any role in merit raises for faculty members and/or professional advisors?
5. Describe other methods your college employs to provide training, development, and compensation for academic advisors?
6. Describe the level of turnover in academic advising positions in your college. If turnover is an issue, describe factors that contribute to the turnover. What does your college do with the salary savings that result from a vacancy in an advising position?

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Appendix D: Student Learning Outcomes

1.) FIND/IDENTIFY/UTILIZE ADVISING:

Student Learning Outcome	Timeline/Date to be achieved	How to measure?
Students know how to differentiate an academic advisor for other support professionals on campus, know how to schedule appointments with their academic advisor and utilize advising services appropriately to meet graduation goal.	-After Orientation (New Student and Transfer) -Continuous through major changes	-NSO and Transfer orientation evaluation -Student Surveys -Advisor Notes (student comments) -Focus Groups -Interviews

2.) POLICY/DEADLINES:

Students are aware of important policies and deadlines and understand how to <u>access</u> the information (e.g. calendars, catalog, and academic advising services).	-After Orientation (New Student and Transfer) -Continuous through major changes	-NSO and Transfer orientation evaluation -Student Surveys -# of Website Hits -Focus Groups -Interviews
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3.) PLAN- REGISTER/DECLARE/GRADUATE:

Students <u>know</u> how to prepare for advising session (SAPR and questions ready) mechanisms and timeframe for declaring their major, timeline to file degree audit, and how to prepare for post graduation plans (graduate school, employment, internships, life goals, etc).	-After Orientation (New Student and Transfer) -Continuous through major changes	-NSO and Transfer orientation evaluation -Student Surveys -Focus Groups -Interviews -# of students not registered after priority registration who indicate they intend to continue (Retention program telephone contact)
Students understand the registration process (know how and when to register), and GPA requirements for degree plan (cumulative, major, minor).	-After first semester -Continuous through college career	-Student Surveys -Advisor Notes (student comments) -Focus Groups -Interviews -# of students not registered after priority registration

4.) RESOURCES:

Students will become familiar with campus resources to include but not limited to UA website, Financial Aid, Bursar's Office, Career Services, Tutoring Services.	-After Orientation (New Student and Transfer) -Continuous throughout college career.	-NSO and Transfer orientation evaluation -Student Surveys -Advisor Notes (student comments) -Focus Groups -Interviews
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Appendix E: Common Messages for NSO College Meetings

1. Descriptions of the college's majors, minors, and other programs
2. Academic Advising Structure
 - Who is your academic advisor and how are they differentiated from all other academic professionals?
 - How do you find academic advisor(s)? Advising Resource Center (ARC)
 - Information about university-wide policies, procedures, resources
 - Advisor contact information (in case of changing major or adding a second major or a minor)
 - Student and Advisor responsibilities
 - Why it's important to meet regularly with your advisor
 - How to schedule an advising appointment
 - How to prepare for your advising appointment
3. Structure of university degree programs
 - Total number of units to graduate, units in major, minor, if required.
 - Foundation requirements (Freshman composition, Math, Second Language)
 - General Education – Tier 1 and 2
4. Sample Academic Schedule for Fall Semester
 - Total number of units v. number of classes
 - Transfer/AP credits
 - Math, English, and Second Language placements
5. Academic policies
 - Where to learn about academic policies
 - Grades
 - Attendance
 - Academic integrity (code of academic integrity)
 - Dropping classes/withdrawing and deadlines
 - Class standing/classification

Appendix F: Pilot Assessment Project: Common College Messages NSO Summer 2010

The purpose of the Pilot Assessment Project was to determine “best practices” for colleges to follow to provide information to incoming students during summer orientation.

In spring 2010, in consultation with UAAC and UPAC, the AATF II developed five “common messages” to be included in every college meeting presented to incoming students during New Student Orientation. Those messages are:

2. Descriptions of the college's majors, minors, and other programs
2. Structure of university academic advising (college based)
6. Structure of university degree programs
7. Sample academic schedule for fall semester
8. Relevant academic policies

A checklist, including these five messages with expanded descriptions and ideas for presenting each message, was distributed to the colleges through the UAAC representatives. Then, an assessment process was developed and communicated to the colleges. The assessment process was as follows:

Both staff members from the Advising Resource Center (ARC) attended most college meetings during summer 2010. They used a rubric to assess the content and process of the college meeting. The rubric implemented a three-item rating scale to assess whether or not, and to what extent, each college message was included in the meeting: 3 = Message is very clearly emphasized; 2 = Message was included but could use more emphasis, and 1 = Message was not included. Comments were also included on the rubric (i.e., use of PowerPoint, other media such as video, more than one presenter, presenter interacted with audience, etc).

Findings

- Overall, the college meeting presenters did an excellent job developing effective, interesting, and interactive college meetings;
- Most college meetings included several opportunities for students to introduce themselves to one another and the presenters as well as a facilitative environment in which to ask questions;
- Each college meeting presenter used a range of delivery methods including PowerPoint presentations and handouts for each participant;
- All five common messages were included in most meetings, but Message #2 - Structure of university academic advising (college based) - was not presented in some meetings. Because many students do change or add majors and minors, students should leave the college meeting with some awareness of how to contact advisors in other programs and colleges. Including Message #2 might facilitate that awareness.

Appendix G: Sample 4 Year Plans, Requirement Checklists and Transfer Guides

Four Year Plan

BACHELOR OF SCIENCE IN MOLECULAR AND CELLULAR BIOLOGY

Sample four-year plan #1:

For the calculus-ready student preferring to start with one laboratory science course the first semester.

FIRST YEAR

MATH 124 or 125 (Calc I)....3-5

English 101 or 109H.....3

CHEM 151.....4

Tier One or 2nd lang.....3-4

Total: 13-16

SECOND YEAR

CHEM 241a.....3

CHEM 243a.....1

MCB 181R.....3

MCB 181L.....1

Tier One (two courses).....6

Total: 14

THIRD YEAR

PHYS 102/181 OR 131.....4

MCB 305 (Cell & Dev. Bio.)4

Tier Two.....3

Upper Div. Free Elective.....3

Total: 14

FOURTH YEAR

MCB Lab course or thesis.....3-4

MCB Core Elective.....3

Tier Two.....3

Upper Div. Free Elective.....6

Total: 15-16

English 102.....3

CHEM 152.....4

ECOL 182R.....3

ECOL 182L.....1

MATH 1293

Total: 14

CHEM 241b.....3

CHEM 243b.....1

MCB 304 (Mol. Genetics)....5

Tier One.....3

Free Elective.....3

Total: 15

PHYS 103/182 or 132.....4

MCB 460 (Biochem.).....3

Tier Two.....3

Upper Div. Free Elective.....6

Total: 16

MCB writing course or thesis3-4

MCB 300-499.....3

Upper Div. Free Electives.....3

Free Electives.....6

Total: 15-16

120 units required; 42 units must be upper division

Updated on 8/5/2009 by J. Cubeta

Degree Check Sheet

BACHELOR OF SCIENCE DEGREE IN MOLECULAR AND CELLULAR BIOLOGY

GENERAL EDUCATION REQUIREMENTS

English Composition

Eng 01/103H/107.....3 ___

Eng 102/ 104H/108.....3 ___

Note: The English Composition requirement can also be fulfilled by completing ENGL 109H (3 units).

Second Language

2nd semester proficiency by credit or exam required. ___

Mathematics

Requirement satisfied by MCB foundation courses.

Tier One

Traditions and Cultures Individuals & Societies (2 courses) (2 courses)

TRAD3 ___ INDV3 ___

TRAD3 ___ INDV3 ___

Tier Two

Arts (3 units)

_____ 3 ___

Individuals and Societies (1 course)

_____ 3 ___

Humanities (1 course)

_____ 3 ___

Natural Sciences (NATS) requirement satisfied by MCB major course work.

GRCENW (Gender/Race/Class/Ethnicity/Non Western)

One undergraduate course must be taken from the GRCENW list; certain Tier One and Tier Two courses can also be used to meet this requirement ... 3 ___

MCB FOUNDATION COURSES

Chemistry (General & Organic Chemistry, with labs)

CHEM 151 (F, S, SS).....4 ___

CHEM 152 (F, S, SS).....4 ___

CHEM 241a & 243a (F, S, SS)*.....3 ___ 1 ___

CHEM 241b & 243b (F, S, SS)*.....3 ___ 1 ___

* Calculated into major GPA

Mathematics (Calculus I and Calculus II)

MATH 125 or 124 (F, S, SS).....3-5 ___

MATH 129 (F, S, SS).....3 ___

Physics (Introductory Physics)

PHYS 102 & 181 (F, S, SS).....3 ___ 1 ___

and PHYS 103/182 (F, S, SS)3 ___ 1 ___

OR PHYS 141, 143, & 241.....4 ___ 2 ___ 4 ___

MCB MAJOR (32 Units Minimum)

Core Requirements (20 units)

MCB 181R Introductory Biology I (F, S, SS)3 ___

& MCB 181L Introductory Biology I Lab (fall only).....1 ___

OR

MCB 184 Intro. Bio I: The Secrets of Life.....4 ___

ECOL 182R Introductory Biology II (F, S).....3 ___

ECOL 182L Introductory Biology II Lab (spring only)....1 ___

MCB 304 Molecular Genetics (spring only).....5 ___

MCB 305 Cell & Developmental Biology (fall only)....4 ___

BIOC 460** Biochemistry (F, S, SS).....3 ___

** The combination of BIOC 462a and BIOC 462b is an approved option.

Core Elective, Lab, Writing-Emphasis, & Elective Requirements (12 Units Minimum)

Beyond the Core Requirements, students must take a minimum of 12 additional MCB upper division units.

MCB Upper Division Elective Courses (MCB 300-499):

Students must complete each of the following requirements as part of their MCB Upper Division Elective Courses by taking at least one approved course for each requirement:

Core Elective Requirement: _____

Approved courses: MCB 407, 409, 416a, 421b*, 433, 437*, 440, 448a, 450*, 453, 455*, 467, 470*, BIOC 462b, MIC 403R, MIC 420, MIC 452, PL P 428R*, PSIO 480*

Lab Course Requirement: _____

Approved courses: MCB 416a, 422*, 473*, 421b*, 492, 499, 499H, 498H (I)*

Writing-Emphasis Requirement _____

Approved courses: MCB 404, 414, 422, 437*, 450*, 455*, 470*, 473*, 498, 498H (II), PL P 428R**

**Upper division MCB courses that have been approved to fulfill multiple requirements may be used to fulfill up to two requirements per course.*

UNIVERSITY REQUIREMENTS: 120 total units ☺ 42 upper div. units ☺ 2.000+ cum GPA ☺ 2.000+ major GPA ☺

MCWA complete ___ 30+ total units at UA ___ Final 18 of 30 units complete ___ <60 correspondence/UA exam units ___ 18+ MCB units at UA ___

The University of Arizona
Pima Community College
Transfer Guide for 2008-2009

Bachelor of Science in Environmental Science (*it's a BES degree vs. BS*)
College of Agriculture and Life Sciences

This transfer guide is recommended for students attending classes at Pima Community College and preparing to transfer to The University of Arizona for the above listed major. Refer to [The UA General Catalog](#) or contact the [College of Agriculture and Life Sciences](#) (621-3616) for additional information.

A maximum of 64 credits of community college course work may be applied to a bachelor's degree program at The University of Arizona. Consult your advisor regarding course selection.

ARIZONA GENERAL EDUCATION CURRICULUM (AGEC) – 35 credits ([AGEC course lists](#) – note that second language and major requirement courses may also fulfill AGECE requirements – see your Pima advisor)

Any AGECE (i.e. AGECE A, AGECE B or AGECE S) will fulfill the UA general education requirements (Tier I and II). The recommended AGECE for this degree is the AGECE-S.

Freshman Composition: 6 credits

Mathematics: 3 credits

(MAT 220 will fulfill this requirement)

Biological and Physical Sciences: 8 credits

(CHM 151IN & 152IN will fulfill this requirement)

Humanities and Fine Arts: 6 credits

Social and Behavioral Sciences: 6 credits

(ECN 200 or 201 will fulfill 3 credits of this requirement)

Other Requirement Options: 6 credits

(CHM 235IN & PHY 121IN will fulfill this requirement)

NOTE: If you will not be completing the AGECE see the "[Acceptance of Transfer Course Work to meet UA General Education Requirements.](#)"

SECOND LANGUAGE -- This requirement may be met by demonstrating proficiency in a single second language at the second semester level. Refer to [Examination Policies](#) in [The UA General Catalog](#) for additional information on ways in which proficiency may be demonstrated. Coursework through the **second semester (numbered 102)** is available at Pima Community College in the following languages:

ARB (Arabic)
(Italian)
(Russian)

CHI (Chinese)

JPN (Japanese)

SLG (Sign Language)

FRE (French)

KOR (Korean)

SPA (Spanish)

GER (German)

LAT (Latin)

YAQ (Yaqui)

GRK (Greek)

POR (Portuguese)

ITA

RUS

MAJOR REQUIREMENTS -- The following courses are available at Pima Community College for application to the major:

- BIO 181IN
- BIO 205IN
- BUS 205 *or* PSY 230
- CHM 151IN *or* 151/151LB
- CHM 152IN *or* 152/152LB
- CHM 235IN *or* 235/235LB
- ECN 200 *or* 201
- MAT 167
- MAT 220
- PHY 121IN *or* 121/121LB

Biology focus

- BIO 105IN
- BIO 182IN
- CHM 236IN *or* 236/236LB
- ENV 105 major advisor would recommend both courses BIO 105IN and ENV 105

Chemistry focus

- MAT 231

Microbiology focus

- CHM 236IN *or* 236/236LB
- BIO 105IN
- ENV 105 major advisor would recommend both courses BIO 105IN and ENV 105

Remote Sensing and Geospatial Analysis focus

- No additional courses available at Pima

Science and Technology focus

- ENG 210
- ENG 218
- MAT 231
- MAT 241
- MAT 262

Science and Policy focus

- POS 201

Soil Science focus

- GLG 101IN

Sustainable Land/Water Management focus

- No additional courses available at Pima

Notes: A total of 120 credits are required for this degree, including a minimum of approximately 35 credits in the major, of which at least 42 must be upper-division, and 30 taken in residence at the UA. A minor is not required for this program.

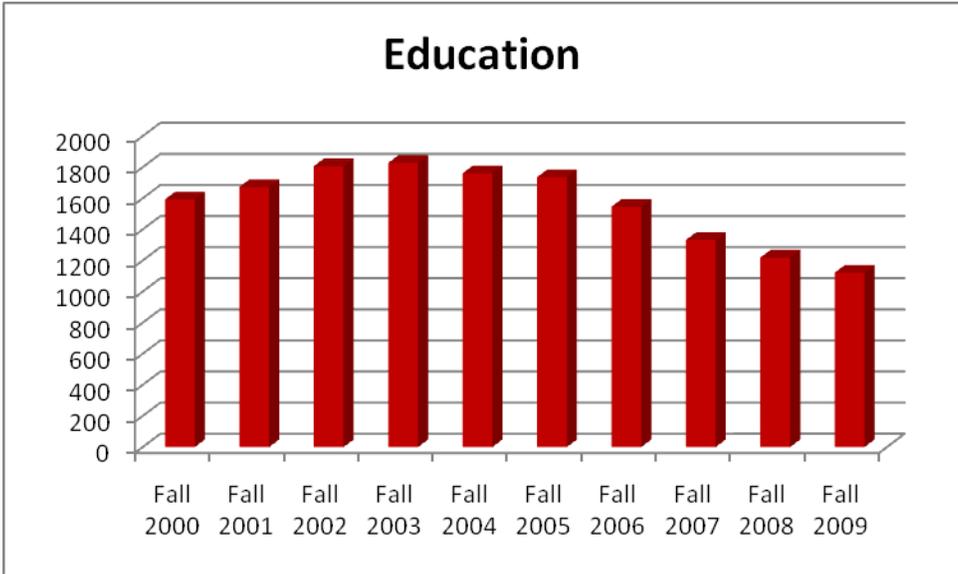
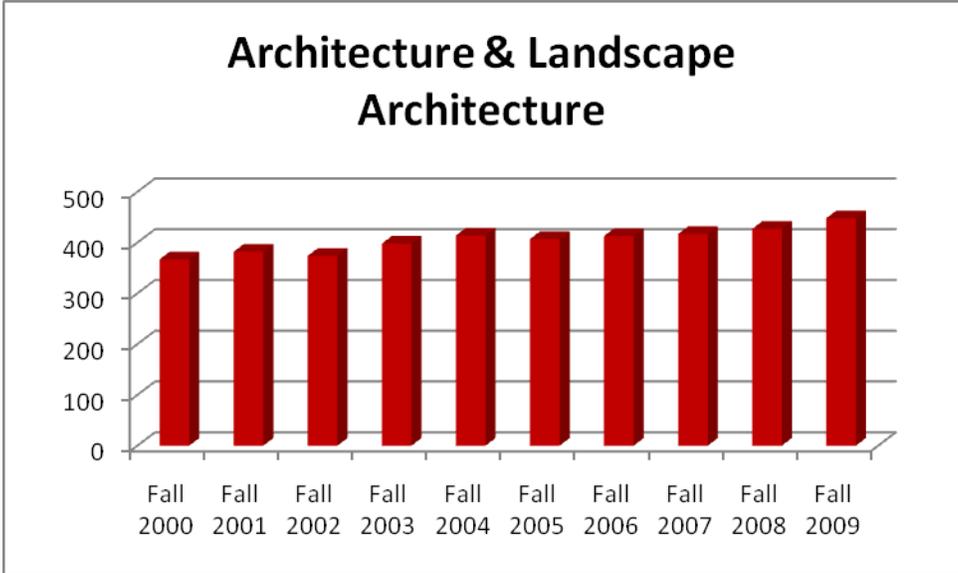
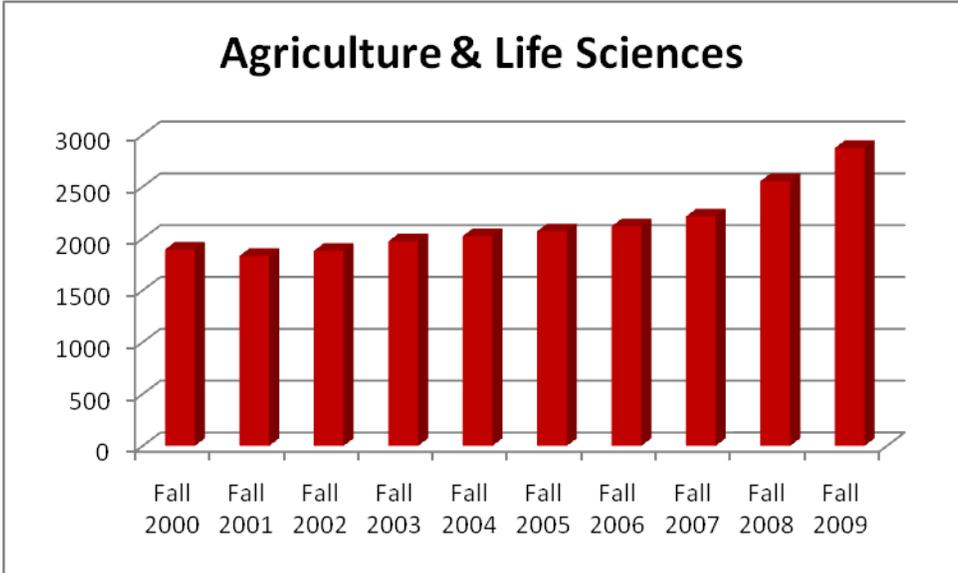
PLEASE NOTE: STUDENTS ARE STRONGLY ENCOURAGED TO COMPLETE STU 210, "TRANSFER STRATEGIES" This course offers UA campus visits; meetings with UA staff members who represent the Offices of Admissions, Financial Aid, The Center for Transfer Students and other University resources; and consultation for evaluating transfer timing. This course transfers to the UA as elective credit. See a P.C.C. counselor/advisor about enrolling in STU 210.

Are you certain about your choice of major, or are you still considering your options? If you are not sure, you are encouraged to enroll in **STU 107, "University Transfer Preparation"** to help with your major decision and to plan your path to successful completion of a bachelor's degree.

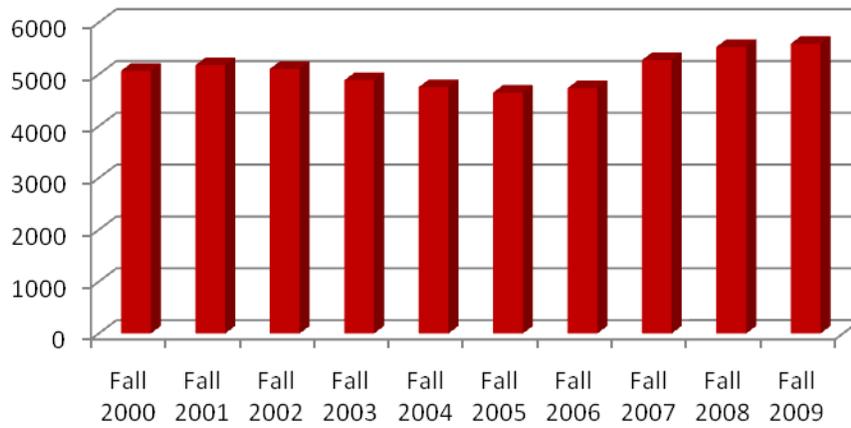
You can find contact information for all advisors at The University of Arizona, as well as other resource information, at the [Advising Resource Center](#).

Appendix H: College Census Data 2000-2009

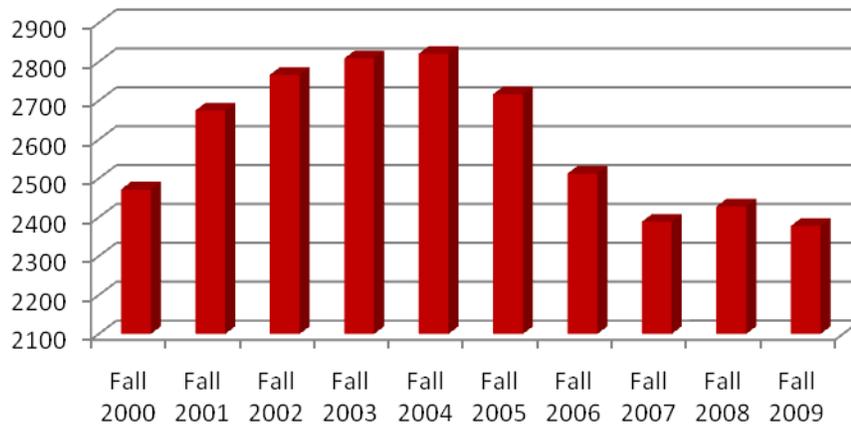
Enrollment Trends By College for Undergraduate Majors Fall, 2000-2009



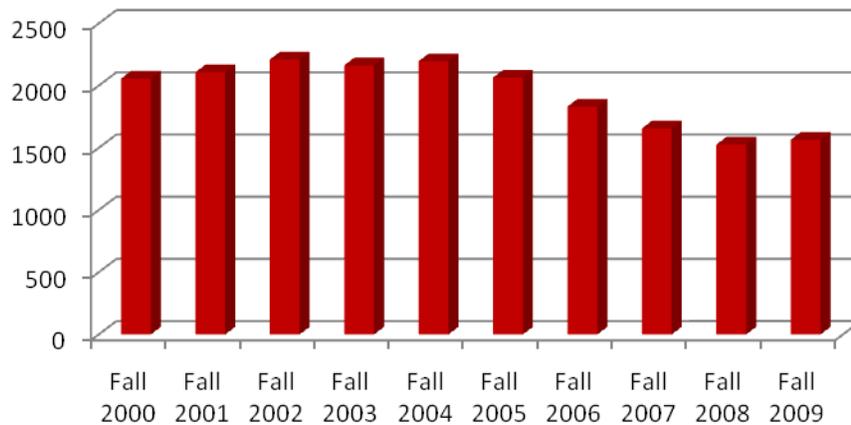
Eller College of Management



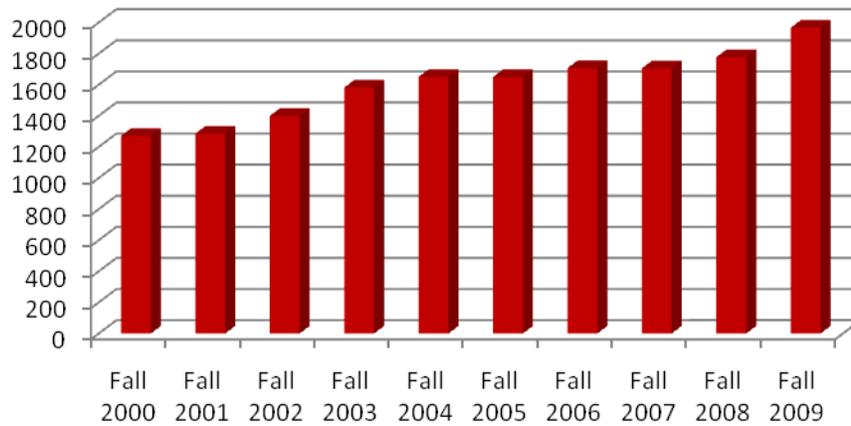
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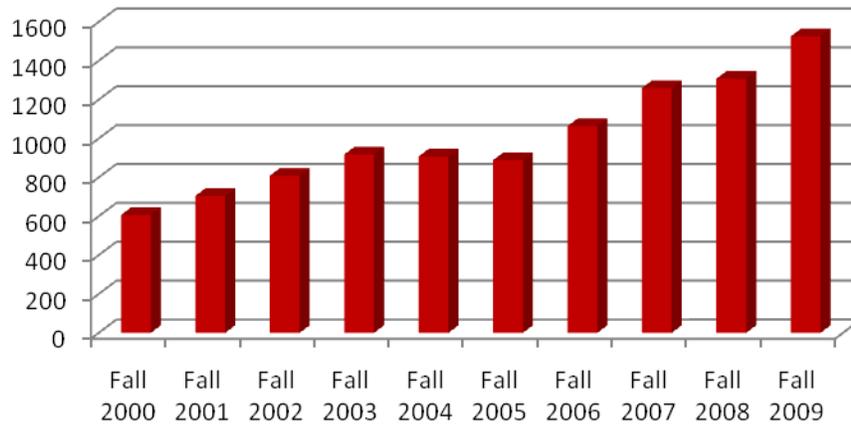
Fine Arts



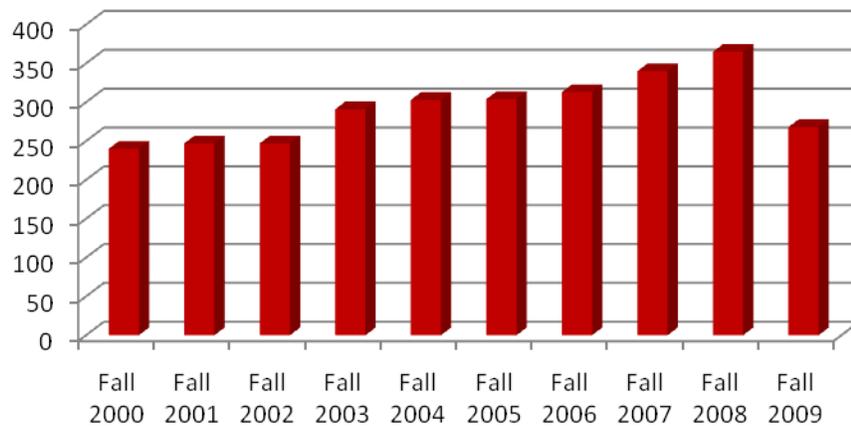
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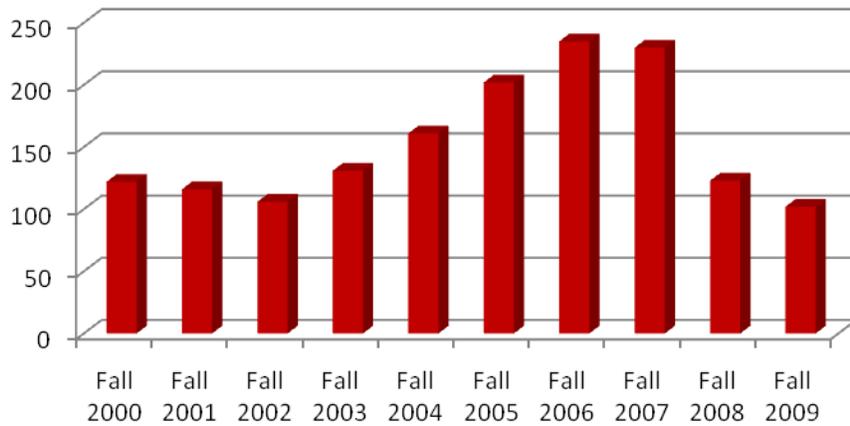
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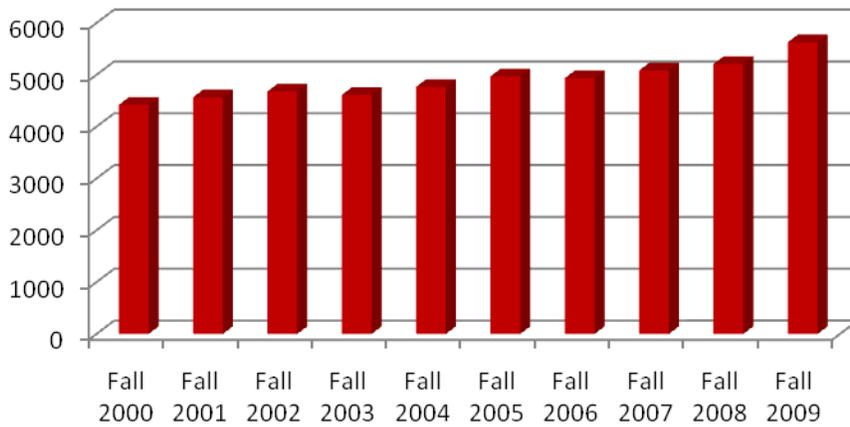
Nursing



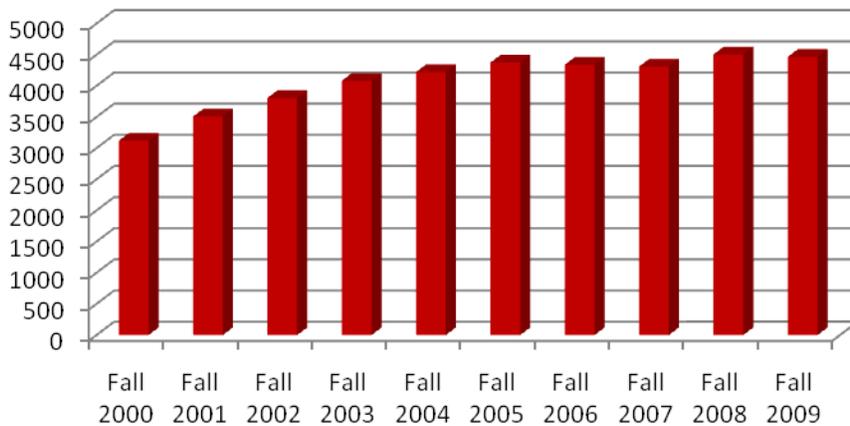
Public Health



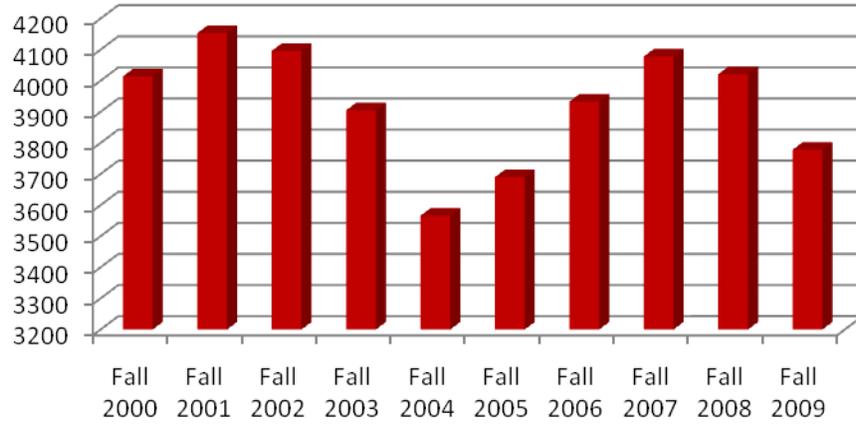
Science



Social & Behavioral Sciences



University College



Appendix I: Change in Work Environment and Responsibilities of Academic Advisors 2000-2010

In the ten years since the report of the first Academic Advising Task Force, the professional obligations of many academic advisors have changed. While the primary role of providing academic planning and counsel to students has not changed, advisors have increasingly become responsible for issues like enrollment management, recruitment, retention, and the delivery of success courses. This redefinition of advisor responsibilities has led to a broader required skill set that is expected of candidates when hiring new advisors.

Like others across the University, advisors have had to adapt to technological and systemic changes. As students' primary points of contact regarding the accuracy of their academic records and degree audits, advisors are expected to be quick masters of new systems. They also are often the recipients of student frustration with systemic changes. As the student population has become more techno-savvy advisors have responded with the adoption of alternative delivery methods (e.g. blogging).

While the budgetary cutbacks of recent years has not significantly affected the number of academic advisors, those with office assistance have lost it and therefore have had to assume greater (and time consuming) responsibility for day-to-day tasks (front desk coverage, filing). This has resulted in a reduction in time available for direct student contact.

Appendix J: Advising Caseload Data

Advisor to student ratios account for one part of the work load issue. UAccess presents challenges to advisors that require additional time. Budget cuts have resulted in the loss of office staff in many units. Ratios do not take into account # of minors advised nor # of prospective students advised

TABLE 1 provides caseload data for each college/center. Colleges/Centers with very high caseloads include Architecture, CES, Eller, Humanities, and Medicine.

TABLE 2 provides caseload data for some of the most highly subscribed majors to demonstrate that analyzing college caseload data does not provide a full picture of the caseload problem.

TABLE 1: Advisor to Student Ratios by College, 2009

College/Center	Total # of Majors (students) - unduplicated	Total # of Professional Advisors ¹	Advisor : Student Ratio
Agriculture & Life Sciences	2874	11	1:261
Architecture & Landscape Architecture	448	1	1:448
Center for Exploratory Students (including IDS)	4028	9 ²	1:447
Education	1122	3	1:374
Eller College of Management	5230	10	1:523
Engineering	2378	10	1:238
Fine Arts	1566	5	1:313
Humanities	1967	3	1:655
Medicine (undergraduate physiology)	1526	3	1:509
Nursing	268	1	1:268
Public Health	138	1	1:138
Science	5630	17	1:331
Social & Behavioral Science	4830	12	1:402
UA South	174	4	1:44 ³

1. Does not include Directors/College Advising Coordinators except Architecture and Public Health
2. Does not include pre-health and pre-law advisors; they meet mostly with declared majors.
3. Most students seen by UA South advisors are prospective students

TABLE 2: Advisor to Student Ratios by Majors with Very High Ratios – Fall 2009

Major	Total # of Majors (students)	Total # of Professional Advisors	Advisor : Student Ratio
Nutritional Science	508	1	1:508
Pre-Business	3373	5	1:675
Pre-Nursing	651	1	1:651
Pre-Pharmacy	537	1	1:537
Psychology	2045	4	1:511
Political Science	901	2	1:450

Appendix K: Pima Community College Advisor Position Posting

Job Title: Student Services Advisor - Multiple positions

Closing Date/Time: Thu. 05/06/10 11:59 PM Mountain Time

Salary: \$47,187.00 Annually

Job Type: Exempt General Funding

Location: Multiple Campus Locations - Staff, Arizona

Department: DC: Student Development

The Student Services Advisor is responsible for all aspects of academic advising within a comprehensive and integrated Student Services Center model. This includes offering services in a variety of formats; applying current and innovative techniques, strategies, and technologies; developing and implementing training for Center staff; interpreting and applying complex and technical information; collaborating with peers throughout the College to maintain consistent practices; and remaining current with best practices in the field. But the position is called Student Services Advisor, and sounds very much like what advisors do here at UA.

Duties and Responsibilities:

- * Conduct academic advising to include:
 - * four-year transfer information
 - * programs for degrees
 - * certificates
 - * course selection
 - * College services
- * Develop student educational plans
- * Lead for developing and implementing training, learning modules, and activities to ensure consistent district-wide advising and student services by Student Services Center staff and faculty
 - * Provide technical information and interpretation of policies, procedures, federal, and state laws and regulations to students, staff, faculty, administrators, and the general public to ensure compliance
 - * Research, interpret, analyze, update, and maintain a variety of confidential student information and records to identify issues and discrepancies, and make recommendations for appropriate action based on findings
 - * Conduct student transactions by utilizing the College student information system
 - * Monitor and evaluate student and academic services operations and processes, measure quality of service, recommend improvements and modifications, and prepare related reports
 - * Develop and conduct new student orientation, workshops, and training programs in a variety of modalities including in-person and online
 - * Collect and analyze a variety of information and statistics relating to Student Services; summarize findings, prepare reports, and make recommendations

- * Collaborate with Student Services advisors and Student Services coordinators at other campuses and the District Office to provide and improve services to students

- * Assist in developing, planning, and implementing Student Services goals and objectives; recommend procedural improvements for service delivery

- * Prepare for and participate in a variety of College and community committees, workshops, meetings, training sessions, task forces, and conferences

- * Serve as the campus Student Services point of contact for updating the Student Services section of the Employee Intranet

Job Requirements:

- * Bachelor's degree

- * One year of experience in student and/or academic services

OR

- * Candidates who possess similar minimum objective qualifications should describe in detail the education and work experience you regard as establishing the equivalency.

SUCCESSFUL CANDIDATE WILL HAVE THE FOLLOWING KNOWLEDGE, SKILLS, AND ABILITIES:

- * Student services and programs relevant to a higher education setting

- * Standard operations and processes associated with student and academic services

- * Principles of leadership and staff training

- * Principles of academic development

- * Interpret and apply national and local laws, policies, procedures, and regulations related to academic services

- * Computers and applicable software applications

- * Principles of confidential records management and superior customer service

- * Principles of higher education administration

- * Clear, concise oral and written communication

- * Identify, analyze, and solve problems

Directions for Applying and Other Important Information:

To assure that your application will be considered, you are required to:

- * Verify the application is complete and that _NO FIELDS_ have been skipped

- * Do not use "see resume" in place of completing a field with your

information

- * Account for and describe all gaps in employment
- * Attach only the following documents (Items not requested below cannot be considered as part of your application):
 - * A letter of interest, not to exceed two pages, that describes your knowledge, skills, abilities, and experience related to the duties and responsibilities of the position, as well as the strengths you would bring to this assignment
 - * *Note: see the "Add Attachment(s)" section of the online application near the bottom, right of the screen
 - * Classified Staff opportunities: _ If available at time of application, _attach unofficial copies of transcripts (legible front and back) for all post-secondary degrees cited in your application. If selected to move forward to interview, official transcripts must be received in Human Resources prior to a final interview

If you experience any difficulties with the attachments, please call 1.888.neo.gov1 extension 201 (1.888.636.4681 ext. 201) for technical assistance.

**Classified Staff opportunities include exempt, non-exempt and all temporary, non-faculty opportunities

Human Resources contact: Brenda.Demic@pima.edu

Appendix L: Arizona State University Advisor Position Posting

College/Division

University College/School of Letters and Sciences

Scope of Search

Open to Public

Grant Funded Position

This is not a grant funded position and is not contingent on future grant funding.

Posted Rate of Pay

\$40,000 - \$43,000 per year; DOE

Duties and Responsibilities

Provide academic advising and referral to university services to current and prospective students in the School of Letters and Sciences at the Downtown Phoenix campus and with ASU Online students to ensure student success. Works with minimal supervision to address student issues, provide guidance and ensure compliance with university policies and procedures; uses initiative to identify opportunities for program improvements specific to both the Downtown Phoenix campus and ASU Online, including marketing, recruitment and retention; assists with academic advising policy and/or program development; acts as liaison with the community, students, faculty and staff to coordinate resources and facilitate student development; consults with staff, students and others to provide technical advice, problem solving assistance, and answers to questions regarding program goals and policy interpretation; resolves advising related problems through written and verbal correspondence; provides support to transfer students, including the evaluation of transfer credits; provides supplemental career advising and promotes meaningful career exploration via interaction with appropriate career and counseling services; coordinates with advisors from other colleges at both the Downtown Phoenix campus and ASU Online to maintain knowledge of all majors offered. The primary job location is the Downtown Phoenix campus, though some travel to the other ASU campuses may be required.

DAYS AND SCHEDULE: Monday-Friday 8:00AM-5:00PM, to include occasional weekend/evening hours.

Minimum Qualifications

Bachelor's degree in Counseling or closely related field AND two (2) years previous experience in one or more of the following: advising, student recruitment/retention, related student services, teaching in an institution of higher education; OR, Any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved.

Desired Qualifications

Master's degree in a related field. Demonstrated knowledge of: student development concepts; career development theory; advising practices and principles; ASU curriculum requirements. Experience: in working with students from diverse populations; using ASU student information systems; using PeopleSoft; OARS; MS Office applications (Le. Word, Excel, Outlook and PowerPoint); in academic advising at ASU; working with online student populations; problem-solving skills.

Department Statement/Gen Info

The School of Letters and Sciences provides students across ASU with the knowledge and skills to comprehend and effectively engage the changing world of the 21st century at local, national and global levels. The school offers graduate and undergraduate degree programs that prepare students for a rapidly changing marketplace, as well as foundational instruction in humanities, social sciences, mathematics, sciences and professional fields. The School of Letters and Sciences is guided by the principles of student success, strategic partnerships within the university and the community, and interdisciplinary inquiry. Theory, creativity and applied learning are integrated as students build entrepreneurial opportunities both inside the university and in their communities. In addition, the school

serves the citizens of Arizona by offering a variety of outreach programs that engage people in cultural events and lifelong learning.

Background Check Statement

ASU conducts pre-employment screening for all positions which includes a criminal background check, verification of work history, academic credentials, licenses, and certifications.

Standard Statement

Arizona State University is a new model for American higher education, an unprecedented combination of academic excellence, entrepreneurial energy and broad access. This New American University is a single, unified institution comprising four differentiated campuses positively impacting the economic, social, cultural and environmental health of the communities it serves. Its research is inspired by real world application blurring the boundaries that traditionally separate academic disciplines. ASU serves more than 67,000 students in metropolitan Phoenix, Arizona, the nation's fifth largest city. ASU champions intellectual and cultural diversity, and welcomes students from all fifty states and more than one hundred nations across the globe.

Arizona State University is an Equal Opportunity/Affirmative Action employer.

Close Date

September 10, 2010

Instructions to Apply

Application deadline is 11:59pm Arizona time on the day indicated.

Complete the required information and attach a single document, which includes: a cover letter, resume, and the names, addresses and phone numbers of three professional references. Resume should include all employment in month/year format (e.g., 6/88 to 8/94), job title, job duties and name of employer for each position. Resume should clearly illustrate how prior knowledge and experience meets the Minimum and Desired qualifications of this position.

REQUESTED MATERIAL MUST BE IN ONE ATTACHMENT.

Only electronic applications are accepted for this position. If you need assistance applying for this job, please contact our customer service center at 480-965-2701.

ASU does not pay candidates for travel expenses associated with interviewing, unless otherwise indicated by the department at the time of call for interview.

Appendix M:

UA Academic Advisor Follow-up Salary Study (May 2010)

Job Title	Grade	Grade Midpoint	# of Inc	FTE of Inc	Average Annualized Salary	Average Salary as a % of the Midpoint	Median Salary	Actual Low Salary	Actual High Salary
Academic Advisor	33	\$35,552	29	28.1	\$34,264	96.38%	\$32,524	\$29,443	\$48,350
Academic Advisor, Senior	41	\$38,443	32	31.7	\$39,476	102.69%	\$38,727	\$34,000	\$46,217
Academic Advsiior, Pre-Professional Programs	42	\$41,668	1	1	\$45,150	108.36%	\$45,150	\$45,150	\$45,150
Academic Advising Coordinator	52	\$52,720	2	2	\$63,327	120.12%	\$63,327	\$52,720	\$73,934
Specialist, Advising	n/a	n/a	12	11.5	\$35,375	n/a	\$35,000	\$33,000	\$40,200

Notes:

Includes employees
with a .5 FTE or above

Data collected from the Employee Profile section
in UAccess Analytics

Appendix N:

Proposal for UA Step Progression Program for Academic Advisors

Original Draft: June 28, 2006

The purpose of the UA Step Progression Program for Academic Advisors is to recognize and reward longevity, skill development, and dedication among the professional work force in the academic advising community at The University of Arizona. A strong and well-developed professional academic advising work force is congruent with the University's mission to improve retention and persistence to undergraduate graduation rates.

Under the University's current classification scheme, the only avenue for an advisor to advance professionally, or at least monetarily, is by changing positions or leaving the institution, often for a higher paying advising position at another institution. All of the recently-hired academic advisor positions have been hired at the minimum salary in the classification, while many advisors who have remained in a position for many years have not reached the midpoint of the classification. While reclassifications within current positions occur from time to time, generally speaking, there is no professional or monetary advantage to remaining in an advising position for any length of time. However, there are only two classifications for the vast majority of advisors. Therefore, an Academic Advisor, Senior currently has no opportunity for reclassification or career advancement within advising. Yet academic advisors' level of responsibilities as well as the complexity of institutional systems, policies, and procedures are steadily increasing.

Academic advising as an emerging profession has changed significantly at the University during the past decade. The Academic Advising Task Force (AATF) and Advising Implementation Team (AIT) created nearly 40 new entry-level academic advising positions on campus over the past four years. This significant addition to the advising work force has provided an increase in the availability of individual student appointments with academic advisors as well as special programming initiatives, particularly with regard to college retention programs. Since these first advisors were hired in 2002 we have seen a considerable amount of turn over in these new positions, thus causing the institution loss of time in human capital as well as loss of monetary resources necessary to train a new advisor. Equally important is the cost to students in consistency, comfort level, and trust when there is advisor turn over. With employee turn over, the potential for errors increases, morale decreases, and the availability of individual student advising appointment decreases during the year-long training process. Money that could be spent on salary step increases to retain experienced advisors is instead being spent on training new advisors, many of whom do not stay long at the University due the lack of salary incentives.

Over the past two decades the academic advising profession has developed into a highly trained, professional community which plays a critical role in undergraduate students' lives. Nearly all of the professional academic advisors hold advanced degrees in student development, educational leadership, higher education, etc. They practice developmental advising involving a holistic view of each individual student. They do much more than check boxes until graduation. Countless graduating students tell advisors that they couldn't have done it without their help and guidance.

For the institution, advisors have come to be relied upon for a broadening array of responsibilities extending well beyond the traditional role of an academic advisor. They are increasingly involved in recruitment, retention, and development activities. They perform skillfully and professionally in these added areas, and quite simply, they should be recognized and compensated for their instrumental role within the institution.

A Signal that UA Values Excellence in Academic Advising

The UA Step Progression Program for Academic Advisors (see attached examples) would be a clear indication that the institution values the expertise which comes with longevity in a professional position as well as the dedication of individuals who have chosen academic advising as their lifelong careers. The program would involve an advisor presenting a proposal that clearly states what specific development, service, and/or special project would be completed over a period of time. The guidelines for the advisor's proposal would be developed by a team of professional advisors and faculty members who would consult with the appropriate representative from Human Resources. If the advisor's proposal were approved and the actions by the advisor met the goals and objectives of the proposal, then a permanent monetary increase would result in the advisor's annual salary.

For the purposes of this proposal, a permanent salary increase of \$600 - \$1200 annually with successful completion of a step is recommended. Yet to be determined are how many steps to include in each of the current job classifications. Furthermore, the criteria for this proposal and the approval process would need to be clearly articulated and vetted through all appropriate channels including Human Resources. An advisory group would administer the program's final approval for a salary step requires a unanimous decision of the advisory group and support from the Office of the Provost for Instruction.

Although faculty advisors would not necessarily follow the UA Step Progression Program for Academic Advisors, special and significant attention should be given to develop programming that is realistic and appropriate for faculty advisors to attain. The responsibilities of a faculty advisor should be factored into Promotion and Tenure considerations and annual performance appraisals, especially involving merit monies.

The institution has an opportunity to implement a creative and progressive compensation program that will reward longevity and professional development in the academic advising community and signal concrete reward mechanisms for faculty advisors. A number of related professions, including high school guidance counselors, colleagues at Arizona community colleges, etc. currently have various types of career progression programs in place that could, and should, be used as models from which to build the UA Step Progression Program. (See examples of Pima Community College's Staff Step Progression program.)

Funding for the UA Step Progression Program for Academic Advisors could, at least initially, be piloted through salary savings that occur throughout the year due to staff turn over. Since salary savings are unpredictable, further exploration needs to be done to find a continuous revenue stream to support the UA Step Progression Program.

Fundamentals of the UA Step Progression Program for Academic Advisors

An academic advisor would be eligible to pursue the Step Progression Program after three criteria are met:

- 1.) Completion of one full year in an academic advising position
- 2.) Earning a satisfactory performance appraisal
- 3.) Support from the advisor's supervisor

To begin the Step Progression Program, an advisor would, in consultation with his/her supervisor, create a plan of activities to be completed. These activities would reflect effort made above standard performance and would not detract from normal responsibilities. The planned activities would generally be in the areas of Professional Development, Service to the Community, and Program Development (see examples below). Although all categories are available to all advisors, new professionals could take more advantage of Professional Development and Service to the Community, while seasoned professionals could take more advantage of Service to the Community and Program Development. Once activities are completed, the supervisor and advisor would review the plan for completion and pass on to appropriate human resources and payroll personnel.

Please note: The areas below include examples of activities within the area, but advisors are not limited to the activities stated below.

Professional Development

- Completion of a formal training program (i.e. Masters program related to academic advising or student services, Academic Advising Certificate Program).
- Completion of X number of designated training or update sessions offered through UPAC In-Service or ARC Seminars, or other approved development activities.
- Attendance at a national or regional conference.
- Successful completion of course work pertaining to student development or student services.

Service to the Community

- Develop and present training seminar to UA advising community. Proposal must include learning outcomes, program outline, handouts, reference materials, etc.
- Present at a professional state, regional, or national academic advising conference, preferably one sponsored by NACADA or the state academic advising association.
- Significant role in planning a professional conference.
- Active participation on one of the UAAC subcommittees: Development, Assessment, or Recognition.
- Serve in a visible leadership role within the advising community (i.e. UPAC Co-Chair, etc.)

Program Development

- Develop a program that addresses first year student development, retention, senior experience, or other department or campus issues.
- Study a process particular to academic advising and recommend an alternative that will save time, money, or other identifiable resources, or provide enhanced services to students.
- Develop advisor training modules.

Appendix O: Bottleneck Courses

Bottleneck Courses: Obstacles to Progressing to Degree Completion

(October 25, 2010 Version)

Problem Statement: Many bottleneck problems are due to, (a) departments other than department offering the course require in the major, but the offering departments restrict registration to their own students, or (b) the course is required in the major, but is also a Tier I or Tier II course and is open to all students.

PSIO 201 and 202 Human Anatomy and Physiology I and II

Required for the following majors:

- Physiology
- Pre-Pharmacy
- Public Health
- Pre-Nursing
- Nutritional Science

Problem:

- Seat availability
- Sequencing (202 not available in Fall; 201 not available in Spring)
- Many students take equivalent courses at PCC (BIO 201 and 202), but must first pass PCC Biology test (placement test) - -- causes financial burden for many students

ENGL 307 Business Writing, ENGL 308 Technical Writing

Required for the following majors:

- Public Health (307 or 308)
- Nutritional Science (308 or AED 422)
- Retailing and Consumer Science (307 or 308)
- Systems and Industrial Engineering (308)

Problem:

- Seat Availability (often only open to graduating seniors)

NATS 104 Nutrition, Food, and You

Required for the following majors:

- Pre-Nursing
- Public Health

Problem:

- Seat Availability – NATS 104 Nutrition, Food, and You is a Tier I course that is open to all students. Although the course is required for the above two majors, they do not have preference to register)

COMM 119 Public Speaking

Required for the following majors:

- Public Health
- Natural Resources
- Communication (course is one of several choices to fulfill requirements, but Communication majors have priority over other majors to register for course)

Problem:

- Seat Availability - many students take equivalent course at PCC

MATH 160 Basic Statistics, PSYC 230 Psychological Measurement and Statistics, SOC 274 Social Statistics

Required for the following majors:

- Anthropology (B.S.)
- Geography and Regional Development
- Pre-Nursing
- Nutritional Science
- Speech, Language, and Hearing Sciences
- Family Studies and Human Development (PSYC 230 or SOC 274)
- Retailing and Consumer Science (PSYC 230 or SOC 274)
- Psychology major and minor (PSYC 230)
- Sociology (SOC 274)

Problem:

MATH 160 is now offered only as correspondence – causes financial burden for many students; other non-math statistics courses (PSYC 230, SOC 274) might fulfill requirement, but seats are reserved for students in those majors; students taking PSYC 230 or SOC 274 must take pre-requisite PSYC 101 (INDV 101 Structure of Mind and Behavior) or SOC 274 respectively.

MATH 263 Introduction to Statistics and Biostatistics - fulfills statistics requirement for some of the above majors, but is a considerably more difficult option than MATH 160, PSYC 230, or SOC 274

Many students choose to fulfill their statistics requirement at PCC – causes financial burden for many students

ECON 200 Basic Economics Issues

Required for the following majors:

- All Eller Majors and General Business Minor
- Retailing and Consumer Science
- Natural Resources
- Economics – BA in SBS
- Agribusiness Economics and Management

Problem:

Seat Availability - ECON 200 is a Tier II course that is open to all students. Although the course is required for the above majors, they do not have preference to register

Many students take ECON 200 equivalent at PCC – causes financial burden for many students

ACCT 200 Introduction to Financial Accounting, ACCT 210 Introduction to Managerial Accounting

Required for the following majors:

- All Eller Majors and General Business Minor
- Retailing and Consumer Science (RCS)
- Public Management and Policy
- Agribusiness Economics and Management (ACCT 200)

Problem:

Seat availability –, preference given to Eller majors
RCS Majors – course is required for admission to the professional major, but it is difficult to enroll in during the student's first two years
Many students take ACCT course at Pima – causes financial burden for many students

POL 201 US and Arizona Constitution

Required for the following majors:

- All College of Education majors

Problem:

POL 201 is offered only by correspondence - causes financial burden for many students

FSHD 117 Lifespan Human Development

Required for the following majors:

Family Studies and Human Development Major and Minor
Pre-Nursing

Problem:

Seat availability

BNAD 301 Global and Financial Economics and Strategies, BNAD 302 Human Side of Organization, BNAD 303 Application of Marketing Concepts and Tools in Business and Society, BNAD 304 Survey of Finance

Required for the following majors:

Retailing and Consumer Science
Geography and Regional Development (301, 302, 303)
General Business Minor

Problem:

Seat availability especially for RCS and GEOG Majors
Students can only enroll in these courses during Winter or Summer sessions - causes financial burden for many students.

Other obstacles to degree completion

Education majors require general survey course in American history – a TRAD 103 and an INDV 103 meet that requirement, but offered number of sections is very limited. Only one section of the courses that would meet the American history requirement is offered per Fall and Spring semesters.

Education majors require five science courses – UAccess does not allow enrollment for a third TI NATS.

Economics – B.A. requires ECON 361 and ECON 332 which have seat availability problems for these majors.

Public Management and Policy – the following required courses are only offered once per year – PA 330, PA 405, PA 410, PA 470, PA 480.

Pre-Nursing major requires CHEM 101A and CHEM 101B – not offered off-sequence so students changing major to pre-nursing during the Fall must wait until the following Fall to begin Chemistry.

T AR 145 can be bottleneck for Theatre Arts majors because it's a pre-requisite for many T AR courses.

Mining Engineering major requires GEOS 251, GEOS 304, CE 304 lab, CE 214, CE 218 which have course availability issues for Mining Engineering majors

Engineering Management requires COMM 312, SOC 326, PSYC 375 – preference given to those majors.

Mammalogy and Ornithology courses recently both moved to Fall semester only creating scheduling problems for Natural Resources, Wildlife, and Fisheries programs.

MATH 105 and PHIL 110 fulfill Math requirement for most B.A. programs, but course availability problems mean that many of those students cannot fulfill the math requirement until their senior year. Many students choose to fulfill their math requirement at PCC – causes financial burden for many students.

English 101 and 102 – Courses have limited number of sections offered off sequence so students admitted for spring semester often cannot get into ENGL 101; students needing to repeat ENGL 101 cannot get into it in the Spring

