Simple needs analysis:

Your role
I am an advisor in...
☐ a college-wide advising unit
☐ a department
☐ a co-curricular program (career center, etc.)
☐ a co-curricular program (career center, etc.)
☐ I am not an advisor

Simple needs analysis:

Your assessment experience
☐ I have extensive assessment experience.
☐ I am doing assessment, but still learning about it.
☐ I am an assessment newbie.
1. The Big Picture

**Evaluation & Assessment**

*They involve...*
- making our expectations explicit and public
- setting appropriate standards and quality
- systematically gathering, analyzing, interpreting, and utilizing evidence to inform/transform/improve X

*Ways to...*
- examine our assumptions
- focus our collective attention to important programmatic issues
- demonstrate value and merit of a program

Throughout the panel, please think about the following:

What is the first thing you can do to initiate or facilitate assessment/evaluation in your advising program when you get back?

An ongoing systematic info-gathering process aimed at understanding, informing, & improving X

**Why focus on outcomes?**

Input (resources, qualified advisors, $$$, etc.)

Output (What is delivered, e.g., workshops, outreach)

Outcomes (What students got out of the program)

Ultimately, what matters most in education is NOT what is taught or provide, but what is LEARNED
WASC 2013 Accreditation Standards

CFR 2.11: Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students’ personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. (p. 14)

Assessment & Evaluation Trends in Advising

- 17 years!
- Two types of outcomes:
  - delivery & process (what you do)
  - student learning & development (what students gain)

NACADA: Advising curriculum

Council for the Advancement of Standards in Higher Education (12 area standards)

NASPA: Professional competency Areas for Student Affairs Practitioners (10 areas)

2. Challenges

Common Perceptions
(Watanabe, Norris, & Gonzalez-Lloret, 2009)

- No use and follow-through
- Fear for misuse by external forces
- Lack of understanding, knowledge, expertise
- Lack of time, overburdened
- No relevance, reports just collect dust
- Lack of willingness
- No institutional support, funding, help

Evaluation! Assessment!
Responding to concerns and making assessment useful (action-driven!)

- Action oriented
  - Action-based planning (intended use leads the design)
- Responsiveness & relevance
  - Context-relevant use & purpose, credible to local purpose
- Educational & transformative
  - Learn by participating
- Iterative
  - Evaluation pursued iteratively as a process
- Manageable & feasible
  - Consider available time and resources

3. Key Principle

"Intended Use for Intended Users" from the beginning to the end!
(Patton, 1997, 2008)

Rather NOT engage in assessment and evaluation, if results are NOT USED!

Assessment System & Support

- Assessment system
  - Academic Program Review (academic advising)
  - Co-curricular > Curricular advising units
- Assessment support
  - Center for Teaching and Learning
  - Office of Planning and Analysis

4. Berkeley Context
Advising Council Initiative

- Vision WG
  - Create shared vision of advising

- Program Effectiveness
  - Develop assessment protocol & resources, and build capacity.

- Advisor Development WG
  - Develop advisor professional development program

http://teaching.berkeley.edu/advising-units-0

Advising Council Fellows Program: Assessment & Evaluation

- Revised Guide
- Change agents
- More local tools & examples
- Elevate Assessment and Evaluation Culture & Practices

Advising Council Fellows Program: Assessment and Evaluation

- 8 Fellows + 10 co-facilitators

http://teaching.berkeley.edu/advising-council-fellows-program

Panelists

- Noam (Fall Program for Freshmen)
  - “From Anecdote to Data: The Benefits of Measuring Student Sentiments and Program Effectiveness”

- Susan & Lauren (College of Env Design)
  - “A case Study: College of Environmental Design”

- Elizabeth (Office of Planning & Analysis)
  - “Macro-Level Assessment”

Throughout the panel, please think about the following:

What is the first thing you can do to initiate or facilitate assessment/evaluation in your advising program when you get back?

Panel Questions

1. If you have no experience, how do you get started with assessment/evaluation?

2. What tools or technology do you use to aid your assessment/evaluation efforts?

3. How do you get advisors to get interested in macro-level data?
ANY QUESTIONS?

Yukiko Watanabe: yukikow@berkeley.edu
Susan Hagstrom: hagstrom@berkeley.edu
Noam Manor: noam@berkeley.edu
Elizabeth Wilcox: ewilcox@berkeley.edu
Lauren Worrell: worrell@berkeley.edu
From Anecdote to Data: The Process of Measuring Student Sentiments and Program Effectiveness

Noam Manor
Fall Program for Freshmen
UC Berkeley

2007 Survey: Do you feel that you chose the correct level of math?

2008 Survey: Did you attend the Math Lab? How often? Was it helpful?

Graph and timeline showing changes over time.
From Anecdote to Data: The Process of Measuring Student Sentiments and Program Effectiveness

Noam Manor
Fall Program for Freshmen
UC Berkeley
Introduction

Fall Program for Freshmen (FPF)

The Students
- Admitted to Berkeley for the Spring Semester
- Take FPF courses that fulfill Cal graduation requirements
- 700 students, small classes, supportive community

The Staff
- Faculty and Career Advisor
- Course and Career Advisor
- Site with formal training

Me
- 10 years at Cal, Student GS
- Lecturer, Staff
- At FPF: program assistant, academic advisor, assistant director
The Students

- Admitted to Berkeley for the Spring Semester
- Take FPF courses that fulfill Cal graduation requirements
- 700 students, small classes, supportive community
Introduction

Fall Program for Freshmen (FPF)

The Students
- Admitted to Berkeley for the Spring Semester
- Take FPF courses that fulfill Cal graduation requirements
- 700 students, small classes, supportive community

The Staff
- Small, 13-person advising team

Me
- 50 years as Cal Student, CE, Lecturer, Staff
- As FPF program assistant, academic advisor, assistant director
The Staff

- Small staff
- Everyone with advising background
- No one with formal training in assessment or evaluation
Me

• 10 years at Cal: Student, GSI, Lecturer, Staff
• At FPF: program assistant; academic advisor; assistant director
Example

The FPF Math Lab

The Math Lab
- Instructor-led and TA-led
- Meets daily
- Helps students with topics covered in class
- Opportunity to work together and form study groups
- Direct result of program evaluation

Analysis
- Use multiple methods
- Surveys
- Grade and enrollment trends
- Interviews with students
- Gain a panoramic view

Outcome
- Reflection after belief is linked to specific supports and achievements
- Participation in math education and assessments
- Math Lab Lessons
  - Collaboration in mathematics
  - Strategies that promote learning
  - Culminating activities and the impact on students
The Math Lab

- Instructor- and TA-led
- Meets daily
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- Opportunity to work together and form study groups
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Analysis

- Use multiple methods
- Surveys
- Grade and enrollment trends
- Interviews with students
- Gain a panoramic view
FPF Math Lab Timeline

- **2007**: Survey: 25% felt they didn't choose the correct level of math at FPF
- **2008**: Math Lab introduced
- **2008**: Average GPA in math courses increases by nearly 8%
- **2008**: Survey: Specific questions about the Math Lab: how many students attended and how often.
- **2008**: Survey: 13% felt they didn't choose the correct level of math, down from 25% in 2007
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Math Lab introduced

2008
Average GPA in math courses increases by nearly 8%

2008
Survey: 13% felt they didn't choose the correct level of math, down from 25% in 2007

2010
Survey: Specific questions about the Math Lab: how many students attended and how often.
Math Lab Lessons

- Evaluation is a continuous effort that builds upon itself
- Be careful about conclusions: Correlation does not imply causation
2007 Survey:
Do you feel that you chose the correct level of math?

2008 Survey:
- Did you attend the Math Lab?
- How often?
- Was it helpful?
2008 Survey:
• Did you attend the Math Lab?
• How often?
• Was it helpful?
2010 Survey:
• How did you hear about the Math Lab?
• Did you have to wait too long to get help?
• Would it be helpful if FPF offered review sessions on topics such as trigonometry, related rates, optimization, integration techniques, etc.?
2007 Survey: Do you feel that you chose the correct level of math?

2008 Survey:
• Did you attend the Math Lab?
• How often?
• Was it helpful?
% of Respondents who Felt They Chose the Correct Level of Math
Outcome

Evaluation efforts helped us make a direct impact on student sentiments and achievements.
The Effects of Math Choice on Student Sentiments

- 86% chose the correct level of math
- 70% did not choose the correct level of math
- 95% feel academically prepared for next semester
- 82% would recommend FPF to other students
Tips

- Don't rely on external information to solve problems.
- Focus solely on why that solution might work.
- Ensure you convey your message in a way that makes sense.
- Don't try to make a complex issue simple.
- Work hard, and you may be surprised.

Contact
sara@details.com
• Don't rely on anecdotal information to make decisions
• Keep records in a way that allows future analysis
• Measure only issues you can do something about
• Keep an open mind: you may be surprised
Present Your Findings

- Data can help you convince your sponsors
- Customize your summaries to your audience
2012
AT A GLANCE

710 Students
Average GPA: 3.40
99.4% achieved the required GPA to matriculate at UC Berkeley
All FPF students were guaranteed on-campus housing

Student Survey Highlights
Would you recommend FPF to future spring-admitted students?

Most Helpful Academic Support Resource
Office Hours were rated as the most helpful academic support resource, followed by student study groups.

Need for Course Enrollment System
The number one reason that students sought help from FPF advisors was changing their course schedules, which is transactional in nature. A self-service online enrollment system would allow FPF advisors to focus on more beneficial aspects of advising.

The Fall Program for Freshmen (FPF) allows L&S spring-admitted students to begin their education in the fall semester and fulfill UC Berkeley requirements prior to spring matriculation.

50 Instructors
25 Disciplines: Anthropology; Asian American Studies; Astronomy; Classics; College Writing; Earth and Planetary Science; English; Environmental Science, Policy, and Management; Ethnic Studies; Gender & Women’s Studies; Geography; History; History of Art; Integrative Biology; International & Area Studies; Math, Middle Eastern Studies; Molecular and Cell Biology; Music; Philosophy; Political Science; Psychology; Rhetoric; Sociology; Statistics.

Instructor Survey Highlights
Would you recommend FPF to other instructors?

90% were either satisfied or very satisfied with submitting final course grades online via bSpace instead of the old paper rosters.
95% were either satisfied or very satisfied with general administrative support from FPF staff.

"It's a great transition between high school and the huge Berkeley campus. I loved the tight-knit community, the resources, closeness to instructors, and the fact that classes were all relatively in the same area. I feel bad for Berkeley students that will never experience anything like FPF." — FPF Student, Fall 2012

"This was an excellent experience from beginning to end. The students were superb (among the best I've ever worked with) and the staff was organized, efficient, and kind." — FPF Instructor, Fall 2012

http://extension.berkeley.edu/lfpp/lfpp@umex.berkeley.edu 510-643-0779
Contact

noam@berkeley.edu
From Anecdote to Data: The Process of Measuring Student Sentiments and Program Effectiveness

Noam Manor
Fall Program for Freshmen
UC Berkeley

2007 Survey: Do you feel that you chose the correct level of math?

2008 Survey: Did you attend the Math Lab? How often? Was it helpful?

2008 Survey: Overall, would you recommend the Math Lab to your classmates?

2008 Survey: How satisfied are you with your math course grade this quarter?
The Fall Program for Freshmen (FPF) allows L&S spring-admitted students to begin their education in the fall semester and fulfill UC Berkeley requirements prior to spring matriculation.

2012
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<table>
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The number one reason that students sought help from FPF advisors was changing their course schedules, which is transactional in nature. A self-service online enrollment system would allow FPF advisors to focus on more beneficial aspects of advising.

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</thead>
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<td>90%</td>
<td></td>
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95% were either satisfied or very satisfied with general administrative support from FPF staff.

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“This was an excellent experience from beginning to end. The students were superb (among the best I’ve ever worked with) and the staff was organized, efficient, and kind.” - FPF Instructor, Fall 2012

http://fpf.berkeley.edu | fpf@berkeley.edu | 510-643-0379
The College of Environmental Design
CED
Lauren Worrell
CED Office of Undergraduate Advising
Advisor
College Evaluator

Susan Hagstrom
CED Office of Undergraduate Advising
Director of Student Services
Who we are

- 550-600 Undergraduate Students
- 5 Majors
- 1 Director of Student Services
- 3 Advisors
- 1 Advising Intern

What we do

- Prospective student advising, outreach, yeild
- Transfer admissions review
- Orientation and transition programming
- Academic and career advising
- Student group mentoring
Assessment Culture

Table 7: Undergraduate Headcount CED by Major, 1997-2009

Source: UCB Office of Planning and Analysis

Smarter than the average bear
Institutional Data

Use What Already Exists!

Question: Who are CED undergraduates?

"CED Student Snapshot" - made up entirely of existing data
Interviews
Start Simple!

Ask the right people the right questions.

Question: what is going on with our admissions and enrollment numbers?

Student Headcount by Major

[Bar chart showing student headcount by major from 2002-03 to 2012-13]
Institutional Data

Use What Already Exists!

Question: Who are CED undergraduates?

"CED Student Snapshot" - made up entirely of existing data
## 2010 Undergraduate Snapshot

**Majors, Currently Enrolled**

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Percent of Total CED Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>923</td>
<td>82.8%</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>36</td>
<td>5.8%</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>60</td>
<td>5.5%</td>
</tr>
<tr>
<td>Individual Majors</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Education Abroad Program</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,103</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: BAP Statistical Report, May 10, 2010

### Ethnic Distribution, FL 09

<table>
<thead>
<tr>
<th>All Undergrads</th>
<th>CED Undergrads</th>
<th>American Indian</th>
<th>Asian/Pacific Islander</th>
<th>Chinese</th>
<th>Japanese</th>
<th>Korean</th>
<th>Filipino</th>
<th>Pacific Islander</th>
<th>South Asian</th>
<th>Vietnamese</th>
<th>Other Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Chicano</th>
<th>Latino</th>
<th>White</th>
<th>No Ethnic Data</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>255,300</td>
<td>609,000</td>
<td>129</td>
<td>8.6%</td>
<td>5,183</td>
<td>246</td>
<td>1,304</td>
<td>837</td>
<td>65</td>
<td>1,065</td>
<td>834</td>
<td>620</td>
<td>923</td>
<td>2190</td>
<td>857</td>
<td>7783</td>
<td>857</td>
<td>1560</td>
<td>1401</td>
</tr>
<tr>
<td>100.0%</td>
<td>100.0%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>20.6%</td>
<td>1.6%</td>
<td>4.7%</td>
<td>3.3%</td>
<td>0.3%</td>
<td>4.2%</td>
<td>3.3%</td>
<td>2.4%</td>
<td>3.6%</td>
<td>3.4%</td>
<td>30.8%</td>
<td>3.4%</td>
<td>20.5%</td>
<td>6.1%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

### Time to Degree 2008-09

Since 1993 (the first year of data available on Cal Poly), CED undergraduate time-to-degree has decreased slightly from over eight semesters for freshmen admits and over four semesters for transfer admits. As CED does not admit students in the spring semester, spring admits identified here likely entered CED via change of college.

<table>
<thead>
<tr>
<th>Admit Type</th>
<th>Number of Students</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Spring Admits</td>
<td>16</td>
<td>7.39</td>
</tr>
<tr>
<td>Transfer Fall Admits</td>
<td>49</td>
<td>3.98</td>
</tr>
<tr>
<td>Transfer Spring Admits</td>
<td>2</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Source: Cal Poly, May 25, 2010

### Career and Graduate School Plans

Note CED students' decreased interest in graduate school and increased interest in internships and volunteer work over academic career. Note higher level of unemployment among CED students compared to overall in second chart.

### Anticipated primary activity within one year of graduation

<table>
<thead>
<tr>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>CED</strong></td>
<td><strong>Overall</strong></td>
</tr>
<tr>
<td>Employed Full Time</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>Taking a Year Off</td>
<td>21%</td>
<td>7%</td>
</tr>
<tr>
<td>Internship/ Volunteer</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: UCB Career Center, 2009-10, Enrolled Student Surveys: Sophomores & Juniors (SP 10); Seniors (FL 09)

### Actual primary activity within one year of graduation

<table>
<thead>
<tr>
<th>Activity</th>
<th>CED</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full Time</td>
<td>24%</td>
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</tr>
<tr>
<td>Graduate School</td>
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<td>15%</td>
</tr>
<tr>
<td>Taking a Year Off</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Internship/ Volunteer</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>54%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Source: Career Destinations Survey, 2009
Senior Exit Survey
Question: What do students think about their educational and personal experience in CED?

- Enrichment
- Mental health
- Diversity/Inclusion
- Career
- Advising
- Curriculum
Career
Senior Survey: Stumbled on data

Looked at Career Center data

Led to new question: How can we help our students with career preparation?
Table 9: CED 2010 Senior Exit Survey

Q12: Have you received any job offers?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>(6.8%)</td>
<td>(93.2%)</td>
</tr>
</tbody>
</table>

Source: CED 2010 Senior Exit Survey, March - May 2010

Table 8: 2009 Career Destinations Survey: Actual primary activity within one year of graduation, CED vs. all UCB undergraduates

<table>
<thead>
<tr>
<th>Activity</th>
<th>CED</th>
<th>All</th>
</tr>
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<tbody>
<tr>
<td>Employed Full Time</td>
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<tr>
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<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Taking a Year Off</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Internship/Volunteer</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Self-employed</td>
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<td>1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>54%</td>
<td>36%</td>
</tr>
<tr>
<td>Other Endeavors</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: UCB Career Center
Intervention: Professional Development Workshop Series

Follow up with Survey:
- Asking deeper questions
- Asking about behaviors as well as outcomes
Intervention: In-House Career Center Counselor

Senior Exit Survey follow-up questions about appointments
Enlisted the help of the Career Center to ask questions in their survey specific to CED students about Career Behaviors

Track trends in our Survey and the Career Center Survey
Mental Health
Senior Exit Survey - comments section

Observations

Led to new question: what’s going on with stress, anxiety, and depression in CED?
Tried to make our Survey match UCUES (institutional data)

Compared to campus (UCUES and CPS data)
During my time in CED, feeling depressed, stressed, or upset has been an obstacle to my school work or academic success.
Involved Deans, Chairs, Managers

Interventions:

- In-House CPS Counselor
- Making Time for Health (Health Promotion)
- Rest Stop (by Students)
Re-formatted Senior exit Survey to match UCUES Scale

Interventions vs. Culture Shift

Added questions to measure the impact of interventions
Tips - Lessons Learned Over Time

- Track trends
- Collaborate
- Use a variety of tools
- Borrow from other assessment tools
- Consider larger context: Compare with other Institutions
Tips - Lessons Learned Over Time

- Use consistent scale
- Ask simple yet powerful questions
- Mine existing institutional data
- Know how you are going to use your data before you collect it
- On going (and growing) process
The College of Environmental Design
CED
Moving Forward
Planning for the Future of Undergraduate Advising in the College of Environmental Design

Connecting ideas, people, resources, and opportunities

Submitted by Undergraduate Services Manager Susan Hagstrom
June 2010 (revised July 30, 2010)
Acknowledgements

Jennifer Wolch, Dean of the College of Environmental Design
C. Greig Crysler, Associate Dean for Undergraduate Studies, College of Environmental Design
CED Undergraduate Advisers: Pat Ramirez, Mary Anne Clark, Avisha Chugani, Lisa Thomas
Elizabeth Wilcox, UCB Office of Planning and Analysis
Gregg Thomson, Office of Student Research
Pam Ziehe, UCB Office of Undergraduate Admissions
Marianne Callum, UCB Career Center
Mark Estes Photography

All student quotes taken from the 2010 CED Senior Exit Survey
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Introduction

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. Academic advising engages students beyond their own worldviews, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.

-National Academic Advising Association (NACADA)

TODAY in the College of Environmental Design (CED), we have an unprecedented opportunity to build an advising program of the highest caliber for our undergraduates. With new leadership from Jennifer Wolch, a dean deeply committed to undergraduate education; a campus wide directive to consolidate and streamline advising services; increased accountability expected by the public and the University administration; and recent hires of professional advisers who have brought fresh ideas and a broad perspective, we are poised to realize a new vision for advising. As we move forward into the coming year, we are dedicated to working in concert with college faculty and leadership to

**Attract** top applicants,

**Connect** students with outstanding and diverse resources that match their goals and aspirations, and

**Produce** graduates that are highly sought after, not only because of the strength of their classroom experience but because of the rich and varied extracurricular experiences they have engaged in.

The mission of the CED Office of Undergraduate Advising is to help our students graduate in a timely way with an excellent education and experience at Berkeley. We are guided by and support the college’s mission and goals and, with CED’s faculty, help students develop into global citizens who engage in the wider world around them.

We assist the college in producing graduates with the highest quality education and preparation for the professional and research realm. We help students craft a coherent educational plan based on an assessment of their abilities, aspirations, interests, and values. We facilitate their use of varied sources of information to set goals, reach decisions, and achieve educational success.

In addition, we connect students with the pedagogical philosophy and learning goals of the college. We are eager to collaborate with faculty on the college’s undergraduate student learning initiatives and can design advising programs to support these goals.

This document highlights
- Current advising challenges and opportunities
- Efforts made to address these challenges
- New initiatives for the coming years
- Resources needed to enact these initiatives
Challenges and Opportunities

Student comments in the 2010 CED Senior Exit Survey indicate that many aspects of advising are going well.

“A smaller college means more attention and respect from staff in the advising office. By no means did CED hold my hand and give me good grades, but the small college means the staff and faculty knew who I was, gave thoughtful advice, and truly cared about its students.”

“College advisors were always very helpful and easy to talk to.”

“The staff made my experience in CED with encouraging advice and sympathy, yet still pushing me to try new classes or experience new things (study abroad, jobs, internships).”

Based on our observations, assessment, and initial efforts of the past year, five primary areas have emerged as requiring focused attention.

1. Attraction of High Quality Applicants

In contrast to the undergraduate application rate for the university as a whole, CED’s freshmen applicant pool has decreased in recent years and CED has not met its admission target of qualified freshmen admits (see Table 1).

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Apps</th>
<th>Admits</th>
<th>SIRs</th>
<th>Census</th>
<th>Transfers</th>
<th>Apps</th>
<th>Admits</th>
<th>SIRs</th>
<th>Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 09 Targets</td>
<td>N/A</td>
<td>345</td>
<td>N/A</td>
<td>130</td>
<td>FL 09 Targets</td>
<td>N/A</td>
<td>68</td>
<td>N/A</td>
<td>60</td>
</tr>
<tr>
<td>FL 09 Actuals</td>
<td>1117</td>
<td>234</td>
<td>109</td>
<td>104</td>
<td>FL 09 Actuals</td>
<td>318</td>
<td>72</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>FL 10 Targets</td>
<td>N/A</td>
<td>247</td>
<td>N/A</td>
<td>110</td>
<td>FL 10 Targets</td>
<td>N/A</td>
<td>76</td>
<td>N/A</td>
<td>60</td>
</tr>
<tr>
<td>FL 10 Actuals</td>
<td>1031</td>
<td>221</td>
<td>105</td>
<td>TBA</td>
<td>FL 10 Actuals</td>
<td>341</td>
<td>79</td>
<td>66</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Note: SIR (Statement of Intent to Register) and Census (enrollment) targets are projections based on the previous year’s yield. The only real target is the Admit target.

In 2009, while the campus goal was to admit 345 freshmen to CED, only 234 students met the Admission, Enrollment, and Preparatory Education (AEPE) committee’s criteria for a “read score” of 3 or better and were offered admission. In 2010, even fewer students (221) met these criteria.

Compounding this problem is a low rate of acceptance of admissions offers. In 2009 for example, CED’s fall freshmen desired enrollment level was 130 while actual enrollment was 104.

Source: UCB Office of Undergraduate Admissions
While the freshmen admission numbers for landscape architecture and urban studies have been somewhat variable over the past five years (see Admission to Enrollment data in appendix), freshmen application and admission to the architecture major has been on a fairly steady decline.

Table 4: Architecture Major Application to Enrollment: Freshmen

<table>
<thead>
<tr>
<th></th>
<th>Apps</th>
<th>Admits</th>
<th>App/Adm %</th>
<th>SIRs</th>
<th>Adm/Sir %</th>
<th>Census</th>
<th>Adm/Enroll %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 06</td>
<td>1047</td>
<td>262</td>
<td>25%</td>
<td>126</td>
<td>48%</td>
<td>121</td>
<td>46%</td>
</tr>
<tr>
<td>Fall 07</td>
<td>1117</td>
<td>281</td>
<td>25%</td>
<td>141</td>
<td>50%</td>
<td>140</td>
<td>50%</td>
</tr>
<tr>
<td>Fall 08</td>
<td>1137</td>
<td>247</td>
<td>22%</td>
<td>91</td>
<td>37%</td>
<td>88</td>
<td>36%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>977</td>
<td>213</td>
<td>22%</td>
<td>100</td>
<td>47%</td>
<td>96</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 10</td>
<td>890</td>
<td>187</td>
<td>21%</td>
<td>92</td>
<td>49%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UCB Office of Undergraduate Admissions

Misperceptions of the architecture major: Informal consultation with the Office of Undergraduate Admissions, as well as conversations with admitted students have revealed their lack of accurate information about the Berkeley architecture major. The college can do a better job of defining and promoting all of the undergraduate programs.

On a more positive note, the transfer applicant pool increased slightly from 323 in 2008 to 341 in 2009, particularly in urban studies and possibly in response to enhanced transfer outreach efforts and articulation agreements (see Table 5). We have achieved a healthy SIR (Statement of Intent to Register) rate of 66 this year, compared to 59 last year. There is no consistent decline in architecture transfer applicants as there is at the freshmen level.
Table 5: CED Undergraduate Application to Enrollment: Transfers

<table>
<thead>
<tr>
<th>FL 06</th>
<th>FL 07</th>
<th>FL 08</th>
<th>FL 09</th>
<th>FL 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apps</td>
<td>231</td>
<td>317</td>
<td>323</td>
<td>318</td>
</tr>
<tr>
<td>Admits</td>
<td>65</td>
<td>71</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>SIRs</td>
<td>59</td>
<td>53</td>
<td>62</td>
<td>57</td>
</tr>
<tr>
<td>Census</td>
<td>58</td>
<td>53</td>
<td>61</td>
<td>56</td>
</tr>
</tbody>
</table>

Source: UCB Office of Undergraduate Admissions

CED Undergraduate Enrollment levels: Over the past 12 years (1997-98 through 2008-09), CED’s undergraduate enrollment has increased at a slower rate, 3%, than the 15% enrollment growth campus wide (see Table 6).

Table 6: Undergraduate Headcount All UCB Schools and Colleges vs. CED, 1997-2009

Source: UCB Office of Planning and Analysis
Enrollment in the architecture major dropped 9% over this period, while landscape architecture grew by 66% and urban studies by 5700% (see Table 7). This may be due in part to change of college/major upon arrival at UC Berkeley. By this time next year, we expect to have data on change of college/major rates.

We are seeking clarification from the CED Undergraduate Affairs Committee about the desired enrollment levels in each major and in the college as a whole. This will give better direction to our outreach efforts.

Table 7: Undergraduate Headcount CED by Major, 1997-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Architecture</th>
<th>Urban Studies</th>
<th>Landscape Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>625</td>
<td>58</td>
<td>625</td>
</tr>
<tr>
<td>1998-99</td>
<td>645</td>
<td>25</td>
<td>645</td>
</tr>
<tr>
<td>1999-00</td>
<td>598</td>
<td>42</td>
<td>598</td>
</tr>
<tr>
<td>2000-01</td>
<td>544</td>
<td>97</td>
<td>544</td>
</tr>
<tr>
<td>2001-02</td>
<td>58</td>
<td>25</td>
<td>58</td>
</tr>
<tr>
<td>2002-03</td>
<td>42</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>2003-04</td>
<td>544</td>
<td>25</td>
<td>544</td>
</tr>
<tr>
<td>2004-05</td>
<td>645</td>
<td>25</td>
<td>645</td>
</tr>
<tr>
<td>2005-06</td>
<td>598</td>
<td>42</td>
<td>598</td>
</tr>
<tr>
<td>2006-07</td>
<td>544</td>
<td>25</td>
<td>544</td>
</tr>
<tr>
<td>2007-08</td>
<td>645</td>
<td>25</td>
<td>645</td>
</tr>
<tr>
<td>2008-09</td>
<td>598</td>
<td>42</td>
<td>598</td>
</tr>
</tbody>
</table>

Source: UCB Office of Planning and Analysis

2. Preparation of New CED Undergraduates

Prior to 2009-10, no consistent evaluation of community college coursework was completed for transfer students by advising staff at the time of entry, leading to poor academic planning and multiple problems at the time of intended graduation. Major campus systems designed to assist with the transition to Berkeley were not fully utilized by CED.

Articulation agreements with community college students were dwindling, which led to a limited transfer applicant pool and the admission of some transfer students who had not completed approved lower division prerequisites.

3. Engagement and Enrichment

*Enrichment:* Results of the 2010 CED senior exit survey indicated a strong desire for help finding internships, study abroad, and enrichment opportunities. Similarly, surveys from the Career Center confirm that compared to undergraduates as a whole, CED students have a higher than average interest in internships (see extended Career Center data in appendix).

“We need a stronger network with the professional world for a better view of practical applications of the CED education.”

“It would be helpful to have more Alumni and graduate students speak about their experiences and their developments in the field. Also, it would be helpful to highlight the Mentor program and the internship opportunities around Bay Area from which students could gain more technical skills and gain more experiences.”
In recent years, advising has been delivered primarily in one-on-one appointments and has focused on academic requirements and course selection, perhaps due to staffing constraints. Few resources were deployed towards encouraging academic enrichment activities. A noteworthy exception is landscape architecture’s professional development course for undergraduates (LA 160).

In order to produce graduates of the highest caliber, CED’s advising program can encourage and facilitate participation in activities beyond the basic course requirements, which will not only enhance the learning environment but create a greater sense of community among students. We believe that encouraging intellectual collaboration is the work not only of faculty but of our advising staff as well.

**Engagement in the CED curriculum and community:** Addressing another aspect of engagement, graduating seniors pointed to a lack of clarity of the college’s curriculum and learning goals.

> “The program was totally different from what I and many of my colleagues (those who decided not to be architects) expected it to be. Maybe a detailed explanation about the program (especially how studios are taught) should be explicitly provided to incoming freshmen.”

> “A workshop on the pedagogy of the CED [is needed], so that debates about curriculum that go on between faculty could be transparent and help students understand what is at stake in the content of their education.”

> “Let [students] know right away that a lot of what they learn is conceptual and not directly applicable towards job opportunities.”

With guidance from Dean Wolch, Associate Dean Greig Crysler, faculty, and the Undergraduate Affairs Committee, advisers can help teach students about the value and meaning of the CED education.

Students also described a desire for college-supported community activities.

> “We need more social/community enriching events. Seeing ‘Graduate Student Happy Hour’ flyers not only makes me want to have something similar for undergrads, but I feel unwelcome to ‘graduate’ events. Which shouldn’t be the case at all. We are all students of architecture, if anything these social events would be strengthened by having both parties attend.”

> “I think it would be really nice if CED can provide some social or workshop where undergraduate students and graduate students can get to know each other.”

> “Get CED students to interact with each other outside of class and school work. Promote friend making. Maybe some fun after school/weekend events: music, dancing, movies.”

**4. Transitions: Beyond CED**

CED participates in the Career Center’s job fair each year. As outlined in Table 8 below and in the Career Center data provided in the appendix, more CED students were seeking employment and fewer CED students indicated that they would be attended graduate school when compared to all Berkeley Students. We believe advising can make a difference in this area. Advisers can help bridge academic choices with more effective career planning and preparation for graduate school. We are committed to helping our students transition to successful post-baccalaureate endeavors.

> “I love the college and am glad I majored in what I did, but I don’t feel quite prepared for real life/graduate school.”
Moving Forward: Planning for the Future of Undergraduate Advising in the College of Environmental Design

Table 8: 2009 Career Destinations Survey: Actual primary activity within one year of graduation, CED vs. all UCB undergraduates

<table>
<thead>
<tr>
<th></th>
<th>CED</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full Time</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Taking a Year Off</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Internship/Volunteer</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>54%</td>
<td>36%</td>
</tr>
<tr>
<td>Other Endeavors</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: UCB Career Center

Table 9: CED 2010 Senior Exit Survey

Q12: Have you received any job offers?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
<td>193 (93.2%)</td>
</tr>
</tbody>
</table>

Source: CED 2010 Senior Exit Survey, March - May 2010

5. Advising Infrastructure and Foundation

Perhaps due in part to high turnover of advising staff in the architecture office, foundational procedures and policies have been inconsistent and advising errors common. Until recently, information on the advising website was out-of-date or missing entirely. CED did not fully participate in some campus wide advising technology systems and did not keep others current and accurate.

Undergraduate advising as a whole and architecture advising in particular had no measures of success, goals, statistics on exceptions granted, or consistent monitoring of progress towards the degree. There appears to have been no data on admissions, enrollment, or the CED student profile kept on record in the advising office.

Staffing levels have been insufficient in the architecture department and existing staff were not fully trained. The recent retirement of a long-term adviser and the employment of temporary advisers last year compounded this issue. While advisers in the three departments currently work well together as a team, advising systems and procedures vary. Duplicate paper student files are kept in the architecture office and in the urban studies and landscape architecture departments.
There remains no systematic method of identifying students who are not making progress towards the degree. We do not have an effective way of communicating with our students electronically, resulting in a flood of email to students that go unread.

It is clear from the 2009 University of California Undergraduate Experience (UCUES) survey that advising in the College of Environmental Design can improve, particularly for architecture majors. Our Senior Exit Survey leads us to believe that satisfaction with advising has improved over the past year but that there is room for improvement.

Table 10: UCUES 2009 Satisfaction with College Advising CED vs. All Students

<table>
<thead>
<tr>
<th>Satisfied - Very Satisfied</th>
<th>44%</th>
<th>39%</th>
<th>33%</th>
<th>75%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat Dissatisfied - Somewhat Satisfied</td>
<td>47%</td>
<td>43%</td>
<td>45%</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>Very Dissatisfied - Dissatisfied</td>
<td>9%</td>
<td>18%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: UCB Office of Student Research

See full UCUES data in appendix for satisfaction levels with departmental/major advising.

Our Efforts to Date

During the 2009-10 academic year, progress was made in each of the challenge areas noted above.

1. Attraction

We developed a website for prospective students and emphasized outreach to the transfer student population. Monthly information sessions for prospective transfer students drew up to 60 students per session. All existing articulation requests from community colleges were addressed and the ASSIST database for transfer students was enhanced with detailed information about admissions and degree requirements.

Advising staff attended numerous community college and outreach events to increase the visibility of the college. In the spring of 2010, we piloted a program to call each newly admitted freshman and transfer student to make a personal connection, answer questions, and encourage the student to accept admission to CED. Over 30 students, faculty, and staff participated in these phone banking efforts.
Transfer applications were up slightly this year, perhaps in response to the increased efforts made. According to Evelyn Madariaga in the Office of Undergraduate Admissions, our transfer SIR rate this spring is “strong and robust, even higher than the College of Engineering and the College of Chemistry.”

2. Preparation
Beginning in 2009, incoming students were required to provide official transcripts to the advising office during the summer so that the evaluation of transfer work could be initiated prior to registration for the fall semester.

An emphasis on new student orientation (CalSO) increased participation by 14.9% (frosh) and 11.7% (transfers) in 2009. A Newly Admitted Students website was developed to aid with the transition to CED.

This year for the first time, we are requiring students to complete and submit a course selection worksheet in advance of CalSO to support effective planning and decision-making among new undergraduates.

3. Engagement and Enrichment
In 2009-10, advisers offered study abroad workshops, encouraged participation in leadership activities through Cal Corps and Campus Life and Leadership, and strengthened relationships with enrichment programs throughout campus. We encouraged students to seek internships and research opportunities, enroll in advanced studio and graduate courses, and participate in the CED mentorship program. We fully the Dean’s proposals for enhanced undergraduate academic opportunities (e.g., research apprenticeships, a CED research symposium, and an all-school review of student work).

We worked hard to inspire more student involvement in workshops and outreach and orientation events. New and continuing students have responded positively to learning from their peers.

4. Transitions: Beyond CED
The advising team increased our own knowledge of what top employers and graduate schools are seeking and worked to convey that information to our advisees. In 2009 we launched a highly successful undergraduate professional development program and created career and graduate school resources for students on topics such as licensure, portfolio development, LEED accreditation, and preparing for graduate school. Graduating seniors commented positively on these offerings:

“I really thought the grad school panel was thoughtful and important to attend. I wish I had done it as a junior though.”

“The career panel was very helpful. I liked how people from different sectors, government and private, explained to us the real logistics of applying for jobs in terms of timing and skills they were looking for.”

“What the school really needs is MORE of these.”

“CED offers a variety of programs that help students find out what they really want to do (minor in city planning, landscaping, sustainable design and structural engineering). But my experience tells me that many do not know about them early enough to plan ahead. I wish I knew about those programs in detail during CalSO, so I could have planned since freshmen year.”

There is a lot more we can do in this area with the assistance of advising interns, graduate work-study students, and additional advisers who have career counseling experience. Possible activities for 2010-11 include firm tours, mentorship networking events, support for attendance at professional conferences, and alumni panels highlighting the diversity of careers possible with a CED degree.
5. Advising Infrastructure and Foundation

A noteworthy achievement in this area was the hire of professional advisers Avisha Chugani and Lisa Thomas. Both came to CED with significant prior experience in advising, admissions, and career counseling. Their many contributions have been immensely appreciated by staff and students alike.

Additional efforts to build the infrastructure of advising include clarifying and simplifying advising procedures, updating the CED advising website, providing training opportunities for both graduate and undergraduate advisers (e.g., financial aid, Disabled Students Program, working with international students), and coordinating efforts with CED Peer Advisers and student group leaders.

We worked closely with the Office of the Registrar and the major departments to revise the online Degree Audit (DARS) to remove errors and obsolete information and to include new major requirements, created an architecture major handbook, and updated degree information on the CED website.

CED Office of Undergraduate Advising has recently been selected as the pilot college for MyBerkeley, the new student portal currently under development. We believe this new tool will help us address our significant student email communication problems.

In addition to the above, we saw improvements in graduating senior satisfaction with advising in all areas assessed (see survey results in appendix).

“I had become accustomed to counselors being only moderately helpful, but Susan and Avisha have been shockingly nice and helpful. I feel very lucky to have counselors who clearly care a lot about the job they do and the people they advise.”

“My first 2.5 years as an undergraduate I had very poor experiences with counselors - even situations where I was advised to take incorrect classes. [The current advisers] are awesome - they are always there for me and are full of positivity and excellent advice.”

What’s Next? New Initiatives for 2010 and Beyond

To solidify and expand efforts begun over the past year, several major initiatives are planned for 2010-11 with an emphasis on the challenge areas of Attraction of High Quality Applicants and Advising Infrastructure and Foundation.

Consolidation of Undergraduate Advising Services

Through June 2010, CED undergraduates are assigned to an adviser in their major department, with certain functions provided college-wide (i.e., transfer evaluation, degree certification, monitoring of progress and academic status). The manager of undergraduate services and the transfer/graduation adviser who provide these college-wide services are currently housed in the architecture department.

In alignment with campus efforts to streamline operations and improve advising, as of July 1, 2010 CED undergraduate advising will be further consolidated and report to the dean’s office. The college will hire a new adviser to specialize in urban studies and landscape architecture. This hire will enable us to increase outreach efforts to prospective high school and community college students and to enhance career and graduate school programming.

We strongly recommend that a second full-time architecture major adviser be hired to more adequately address the needs of the 550 architecture majors.
We are confident that consolidating advising services will encourage increased exploration and change of major during the first year, better ensuring a good academic “fit” for students. We are thrilled about current efforts to develop a dedicated student-friendly advising space within Wurster Hall.

Development of CED Admissions Ambassador Program
Increasing the visibility of the undergraduate programs will be a major emphasis in the coming year. With the goals of engaging current students in outreach to prospective students and employing our limited advising resources as effectively as possible, we are excited about launching this new program.

Modeled on existing programs in the Office of Undergraduate Admissions and throughout campus, student volunteers will assist with outreach to high schools and community colleges and will enable us to showcase the college in ways that are most relevant and attractive to prospective students. We anticipate that the CED Admissions Ambassadors will continue the phone banking yield efforts piloted this spring and will develop videos, student blogs, and other engaging outreach materials.

Publication of Professionally Designed Outreach Materials
Each undergraduate college at Berkeley has a flyer or brochure for use at events such as college fairs, information sessions, and community college counselor conferences. Having a simple but attractive flyer will allow us to expand our reach throughout the state, without requiring our in-person presence. This downloadable flyer will be targeted to high school and community college students and their counselors and will highlight our outstanding undergraduate programs and the diverse accomplishments of our graduates.

Enhancement of CED Advising Website
We will continue efforts to update and improve information on the CED advising website for current undergraduates. Additional content will include study abroad, research, and internship information; career and graduate school resources; and frequently asked questions. We also plan to include photos, video, and student blogs, with particular emphases on building the undergraduate community and attracting prospective students.

Commitment to Undergraduate Diversity Activities and Programs
CED is home to the highest percentage of low-income, first generation college undergraduates at Berkeley (UCB Office of Student Research, 2009 data). We also enroll a higher than average percentage of underrepresented minority students (UCB Office of Planning and Analysis, 2008 data).

Advising plays a critical and active role in the college’s commitment to promoting inclusion, social justice, and equity within the environmental design disciplines. As such, we will continue our admissions outreach efforts to diverse communities, seek articulation agreements with community colleges throughout the state, support and mentor existing CED groups for students of color (e.g., CASA, BEDSA), and encourage student participation in organizations for professionals of color. We will develop resources that promote equity and inclusion through our website, events, and communications. With leadership from External Relations and the CED Alumni of Color organization, we will help the college establish competitive scholarships to enable students to attend national conferences for professionals of color. We will connect students with professional development activities hosted by the CED Alumni of Color group.

The CED Office of Undergraduate Advising will continue to develop strong relationships with campus departments and programs that support equity and inclusion at Cal: Student Life Advising Services (SLAS), Transfer Re-Entry and Student Parent program (TRSP), Center for Student Leadership, Gender Equity Center, Transfer Alliance, Multicultural Center, McNair Post-Baccalaureate Achievement Program, Academic Achievement Programs, and the Professional Development Program.
Development of Electronic Advising Files and Database

CED is the only undergraduate college that still relies exclusively on paper files. This outdated system impedes data collection efforts and makes collaboration among advisers more difficult. Several colleges and academic departments have systems that CED could clone and adapt, if IT support were available within CED. We support Asst Dean Patty Mead’s recommendation to hire an IT staff member who has Access and SQL experience. Utilizing an in-house database and/or electronic files would also help bridge the gap to Kuali Student, the campus wide student system that will be implemented over the next several years. We are very pleased to have been selected as the pilot college for Berkeley’s new student portal. Roll-out is scheduled for September 2010.

Assessment and Improvement of Services

Utilizing existing data sources (e.g., UCUES, the CED Senior Exit Survey, and information from the Office of Planning and Analysis and the Office of Undergraduate Admissions), we will continue to assess and improve advising services to help the college meet its goals for undergraduates. We are looking forward to hiring a graduate work-study student to assist us with survey and data analysis. We plan to engage in regular evaluation, using the Council for the Advancement of Standards in Higher Education (CAS) as an assessment tool. Yearly attendance at the National Academic Advising Association (NACADA) and the UC-system wide advising conference will help advisers stay current with best practices in the field. The availability of adviser “mini-grants” will promote solution-based approaches to some of our more challenging undergraduate issues.

Growth of CED Undergraduate Community

We strongly support the creation of an Office of Undergraduate Advising that includes space for student groups and workshops. A physical location dedicated to advising and to undergraduates will enhance our efforts to build connections among students.

Several events planned for the upcoming year are intended to develop our undergraduate community in ways that reflect the values of the college: a “green certified” ice cream social, a dean’s welcome to undergrads in the fall, and monthly pizza “happy hours.” The advising team also has ideas for college wide service-learning projects that could be hosted in collaboration with Cal Corps.

We will continue seeking student and faculty involvement in Cal Day, orientations, panel discussions, and yield events. Proposed for the coming year is a dean’s reception for parents of new admits on Cal Day, to include participation from parents of current students and alumni. We also plan to continue the popular children’s activity initiated this past Cal Day.

According to Gregg Thomson, Director of the Office of Student Research, CED serves a higher percentage of first-generation, low income students than any other college (see Undergraduate Snapshot in appendix). Within a few years, we would like to develop a mentorship program for this population of underrepresented students, similar to the campus’ Biology Scholars Program.
Resources Required

We are deeply appreciative of the inspiring vision, strong support and on-going encouragement advising receives from the dean’s office and look forward to collaborating on the initiatives outlined above.

We are united in our commitment to helping the college attract the strongest applicants, connect students with experiences that broaden and enrich their education, and produce graduates who are highly sought after by employers and graduate schools.

To pursue this year’s initiatives, we will need the following resources (see Summary of Proposed Initiatives below and the Proposed Organizational Chart in the appendix for more detailed information):

- An experienced and professional advising staff that meets the needs of the 650 students in the college. This includes the immediate hire of an adviser to specialize in urban studies and landscape architecture who will assist with outreach and career programming and the eventual hire of a second full-time architecture adviser.
- A yearly budget that supports college outreach efforts, student community and enrichment activities, and the professional development of advising staff.
- An Office of Undergraduate Advising to house private advising offices and student space.
- IT support to develop a student database and/or electronic student files and enhance the undergraduate web presence.
- Continued commitment for advising from the college dean.

We believe the initiatives outlined in this report will enhance the quality of student life in the college, help students obtain a successful academic experience, encourage the attainment of broad and deep educational experiences, and prepare students for meaningful careers in the field of their choice.

Summary of Proposed Initiatives

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Proposed Initiatives</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Attraction of viable candidates</td>
<td>CED Admissions Ambassador Program</td>
<td>FL 10</td>
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<td></td>
<td>Professionally-designed flyer</td>
<td>SP 11</td>
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<td></td>
<td>Increased outreach to high school and community college students and their counselors</td>
<td>Hire of US/LA adviser FL 10</td>
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<tr>
<td></td>
<td>Enhancement of prospective student website (photos, video, student blogs, profiles)</td>
<td>SU 11, if IT staffing levels allow</td>
</tr>
<tr>
<td>Diversity Activities and Programs</td>
<td>Targeted outreach and yield activities. Active collaboration with UCB recruitment efforts, CED Alumni of Color, and related student groups on outreach activities</td>
<td>FL 10</td>
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<tr>
<td></td>
<td>Articulation agreements with community colleges in central and southern CA that enroll high numbers of students of color</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Mentorship and professional development activities with CED Alumni of Color</td>
<td>FL 10</td>
</tr>
<tr>
<td></td>
<td>Competitive endowed scholarships for CED students to attend conferences for professionals of color</td>
<td>SP 11</td>
</tr>
</tbody>
</table>
- Enrichment and on-line resources. Database of internships, community organizations, research, and other opportunities. SP 11
- Student groups. Support and mentor existing student groups (CASA, BEDSA). Encourage development of student chapter of NOMA at Cal FL 10

### Challenge | Proposed Initiatives | Timeline
---|---|---
**Advising Infrastructure and Foundation** | Consolidation of advising services | SU 10
| Creation of centralized Office of Undergraduate Advising | FL 10
| Adequate staffing levels | FL 2010
| Development of electronic student files and student database | 2011 if IT staffing levels allow
| Enhancement of web-based resources for continuing students (photos, career and enrichment resources) | SU 11, if IT staffing levels allow
| Identification and tracking of advising benchmarks | FL 10
| Assessment and Improvement of Services | FL 10

In addition to the above initiatives, we foresee the following **ongoing operational needs:**

### On-Going Operational Costs

| Overhead | Office expenses, assuming five advisers
Undergraduate workstudy (reception, advising assistance)
Unforseen expenses and opportunities |
|---|---|
| Yearly Undergraduate Programming | Cal Day
CalSO
Welcome Week
CED Peer Advising Program
Monthly undergraduate “pizza happy hours” |
Conclusion

We are excited about current efforts to enhance advising and the undergraduate student experience in the College of Environmental Design. We whole-heartedly champion these new directions and appreciate the on-going commitment and support from the dean’s office. Beginning this year with the consolidation of advising services, increased outreach efforts, and the long-needed addition of advising FTE, we anticipate making significant progress in the focus areas identified in this report.

We look forward to a year of innovation, engagement, and creativity and to helping students connect with the opportunities and excellence of the CED education.

Appendix

CED Undergraduate Snapshot
Summary of Advising Services
Office of Undergraduate Advising Proposed Organizational Chart
Office of Undergraduate Advising Space Requirements
2010 CED Senior Exit Survey
CED Undergraduate Admission to Enrollment
Longitudinal Data on CED Undergraduate Majors, Ethnicity, Gender, Enrollment
University of California Student Experience (UCUES), CED Data
Career Center Surveys, CED and Overall Campus Response Comparisons
BLENDING STRATEGIES:
USING MACRO-LEVEL ANALYSIS TO FACILITATE LOCAL ASSESSMENT

Elizabeth Wilcox
Institutional Research Analyst
Office of Planning and Analysis
University of California, Berkeley
Local vs. Macro-level Assessment

**Local Assessment**
- Developed by and for advisors and local stakeholders

**Tools**
- ✓ flexible and
- ✓ directly controlled

**Results**
- ✓ immediately useful
- ✓ relevant
- ✓ have potential for immediate impact on quality of programs

◆ Regular assessment may be harder to sustain

**Macro-Level Assessment**
- Developed by specialists for external stakeholders

**Tools**
- ✓ centrally developed
- ✓ institutionally administered
- ✓ less flexible
- ✓ designed to provide broad information
- ✓ and high level analysis

**Results**
- ✓ useful for long-range planning
- ✓ research purposes
- ✓ results may not lead to action

◆ Regular assessment is easier to sustain and often institutionalized

Data must be contextualized
BLENDING STRATEGIES

*What kind of information does macro-level assessment yield?*

*How can it best support local assessment?*

Use macro-level findings to help guide local assessment efforts
Understanding Relationships

Faculty are key partners

Where is faculty involvement working?

Where might bridges be built?

How might best practices be shared among departments?

Observation: Positive correlation between satisfaction with faculty and departmental (staff) advising
Benchmarking & Comparative Analysis

Advising Roles
Preference for major advising?
Peers?
Bridging major and college advising?
What kind of advising role is working best?

Size
How is service best administered and coordinated in a large decentralized college?

Organizational Complexity
How do divisional differences affect ratings?

• Question: What relationship does unit size, organizational complexity and advising role play in satisfaction?
Experiencing Key Components

If size is not the issue, what other qualities do these programs have in common?

What are the elements of effective advising programs?

• Observation: Program size and resourcing are not the only elements influencing overall satisfaction
Holistic Evaluations

Advising is attached to other indicators of quality

- Improving access to faculty
- Connecting with research opportunities
- Connecting with enrichment programs

• Observation: Relationship between advising and other key features of the academic experience
Introduction

The attached spreadsheet provides the 2012 University of California Undergraduate Experience Survey (UCUES) satisfaction ratings for upper division students by College, L&S Division and department. Satisfaction ratings are ranked (most to least satisfied) to help identify trends and areas for additional consideration.

Executive Summary

Satisfaction with College advising was highest in the small Colleges with centralized advising and lower in L&S where the student populations are larger, advising responsibilities are complex and the structure of advising is mixed. By L&S Division, satisfaction is higher in the Arts & Humanities, Social Science and Undergraduate Division and lower in the L&S Administered Degree Programs, the Biological Science.

The range and complexity of advising roles and responsibilities is also different for each College. For example, College advisors in the College of Natural Resources are responsible for 11 majors, in Environmental Design for 4 majors, in Chemistry for 3 majors, and at the Haas School for 1 major as compared to Letters & Science where College advisors advise for 57 majors and advising responsibilities are shared/coordinated with a dispersed group of major advisors.

Results by L&S Division – Satisfaction with College Advising

Within the College of Letters & Science Divisions, survey respondents were most satisfied with College advising in the Arts & Humanities, Social Science and Undergraduate Division. They were less satisfied with College advising in the “Other L&S Administered Degree Programs.” the Biological Science Division and for
SUMMARY

What questions do you have that could be supported by macro-level tools?

Where can you access survey, research, analytical experts?

How can macro-level observations support local assessment strategies?

How can these be best blended for the richest assessment?

The Future: Standard Metrics
Thank you!