

# UNDERGRADUATE ADVISING AT UW-MADISON

Academic Planning and Analysis – Office of the Provost

---

## SUMMARY

---

The possibility of using Madison Initiative funding to improve academic advising prompted this analysis. We explore benchmarks for advising loads, timeliness of academic advisor assignments, the advisor assignment process, and student satisfaction with advising.

Our findings include:

1. UW-Madison undergraduates are less satisfied with many aspects of their academic advising compared to undergraduates at peer institutions.
2. Satisfaction with academic advising decreases between the first year and senior year at both UW-Madison and at peer institutions.
3. There are many advising “roles” at UW-Madison. Undergraduates often have multiple assigned advisors with different roles.
4. The longstanding goal of getting all new undergraduates assigned to academic advisors in a timely manner has not been completely achieved.
5. Although most undergraduates have assigned academic advisors, the processes for maintaining, changing, and monitoring these assignments have weak points and are not functioning as well as they should.
6. Some advisors only have one assigned advisee and others have over 1,000. Advising loads vary considerably by school/college, department, and by whether the advisor is faculty or academic staff.

In addition, the results of this analysis raise other questions that cannot be addressed using student records as they are currently structured. In the *Recommended Next Steps* section at the end of this analysis, we identify questions that need to be answered in order to improve our advising and increase student satisfaction.

## INTRODUCTION

---

In spring 2009, UW-Madison Chancellor Biddy Martin introduced the Madison Initiative for Undergraduates. This initiative will generate dollars from a new tuition surcharge to fund need-based financial aid, increase the number of faculty in certain areas and (in addition to other elements) “improve critical student services, including academic advising”<sup>1</sup>.

In order to evaluate any Madison Initiative impact on academic advising, it will be important to have benchmark metrics that predate the start of the initiative. This analysis uses information from student records and recent student surveys to explore possible benchmarks about advisor assignments and advising loads.

## BACKGROUND

---

Concern about the provision of academic advising services at UW-Madison has existed for more than twenty years. A *Future Directions* report<sup>2</sup> identified academic advising as a student service needing improvement in 1989. In 1993, the Committee on Academic Advising (CAA) was formed and charged by the provost with improving academic advising through inter-college cooperation.

Later in 1993, the CAA issued a report that proposed several changes to the way academic advising occurred on the UW-Madison campus. The main report recommended:

1. Creating a Cross-College Advising Service (CCAS) with expectations of “developmental advising”, advising across schools and colleges, and advising at times and in places convenient for students.
2. Continuing meetings of the CAA with faculty and staff representatives from all schools and colleges.
3. An expectation that every new student will be assigned a specific academic advisor.
4. An expectation that undergraduates seek academic advising regularly.

These recommendations were reported to the Faculty Senate and have guided the academic advising community ever since.

## ANALYTIC APPROACH

In this analysis, we use our administrative student record system<sup>3</sup> (ISIS) to examine several metrics related to academic advising. We use student records because ISIS is the official database for recording student/advisor assignments and because ISIS feeds advisor assignments to the Student Center, students' official source of advisor assignments.

Using student record information does not directly address the issue of quality as it relates to academic advising. However, we can use student records to examine metrics that are *related* to quality. These related issues are those that have been of ongoing interest, including:

- timeliness of academic advising assignments.
- accuracy of academic advising assignments.
- number of advisors per student.
- number of students per advisor.
- types of employees used as academic advisors.

We supplement the information from student records with student responses from the National Survey of Student Engagement (NSSE) as well as information provided by individuals in the UW-Madison advising community.

## CURRENT STATUS OF ACADEMIC ADVISING

### Are UW-Madison undergraduates satisfied with their academic advising? Has their satisfaction changed over time?

Despite improvements to academic advising services, results from the 2008 administration of the *National Survey of Student Engagement* (NSSE) suggest that we have more work to do. UW-Madison undergraduates continue to be significantly less satisfied with many aspects of their academic advising experience compared to undergraduates at peer institutions.

UW-Madison seniors are generally less satisfied than first-year students suggesting that their advising experiences become less satisfying as they progress through UW-Madison (Table 1). In general, this is also true for undergraduates at peer institutions.

Specifically, compared to undergraduates at peer institutions, UW-Madison undergraduates:

- give lower ratings to the quality of their academic advising (both overall and college/department specific).
- report receiving less of their academic advising from advisors (and report more from family/friends and "other" sources).
- are less likely to agree that the information they receive from academic advisors is "accurate and up-to-date" (seniors).

A positive difference is that UW-Madison undergraduates are less likely to agree that they have to "run around from one place to another to get information".

**Table 1**  
**National Survey of Student Engagement (NSSE)**  
**2008 Comparison to AAU Peers**

	% First-Years		% Seniors	
	UW	Peer	UW	Peer
Quality of academic advising is good/excellent:				
• Institutional	<b>69</b>	76	<b>61</b>	65
• College/department	<b>61</b>	69	<b>52</b>	61
Received most advising in past year from:				
• Advisors	<b>46</b>	55	<b>44</b>	51
• Non advisor instructors	<b>9</b>	9	<b>14</b>	16
• Family/friends	<b>23</b>	21	<b>9</b>	11
• Other (course cat., etc.)	<b>23</b>	15	<b>33</b>	22
Advisor is available (agree/strongly agree)	<b>84</b>	87	83	83
Information from advisors is accurate and up-to-date (agree/strongly agree)	88	89	<b>80</b>	83
Students have to run around to get information/approvals (agree/strongly agree)	<b>62</b>	67	<b>61</b>	71

\*Numbers in **bold** show where the difference between the UW-Madison percentage and the peer percentage is statistically significant at the 0.05 level. Peer data includes responses from the public AAU institutions that participated in the AAUDE NSSE consortium questions in the year specified.

UW-Madison has administered the NSSE survey instrument four times since 2001 (Table 2). Comparing seniors' responses over time shows that they report improvement to the quality of institutional advising and they report much less need to "run around to get information" than they did in 2001. On the other hand, the source of seniors' advising has not changed over time. Responses to other questions about advisor availability, about information being up-to-date and about college/department advising demonstrate mixed responses.

**Table 2**  
**National Survey of Student Engagement (NSSE)**  
**Comparison of UW-Madison Seniors**

	Percentage of Seniors			
	2001	2004	2006	2008
Quality of academic advising is good/excellent:				
• Institutional	55	58	57	61
• College/department	45	56	56	52
Received most advising in past year from:				
• Advisors	NA	44	43	44
• Non advisor instructors		17	17	14
• Family/friends		9	8	9
• Other (course cat., etc.)		31	32	33
Advisor is available (agree/strongly agree)	77	84	87	83
Information from advisors is accurate and up-to-date (agree/strongly agree)	78	83	84	80
Students have to run around to get information/approvals (agree/strongly agree)	75	68	65	61

## ROLES AND NUMBER OF UNDERGRADUATE ADVISORS

**What are the roles of advisors who advise undergraduates? What roles of advisors are most common? How many undergraduates have multiple advisors?**

The type of advising provided by advisors depends on their advising "role(s)" – labels for various categories of advisors. The label "academic" is for advisors who advise students on course selection, degree requirements, and career planning related to their major or intended major. Other labels identify advisors who help students meet the requirements of co-curricular programs in which they participate. These roles are defined by the programs that create them and the role labels are implemented in the

student information system (ISIS) by the Registrar's Office. There is no governance or administrative oversight of the use of roles and the definition of them.

In this section, we use student records to determine the number of students with assigned advisors (all roles) as well as the distribution of number of advisors per student (Table 3). When students see their advising assignments in the Student Center they see advisors in all roles. Obviously we are concerned about students who have no assigned advisor. But we are also interested in understanding how many students have multiple advisors. On one hand, having multiple advisors may give students a variety of perspectives about the same issue. On the other hand, having multiple advisors increases the chance of students receiving conflicting information about factual matters and adds to advisor workloads.

In spring 2009, there were 27,264 enrolled undergraduates. Among them, they had 31,432 advisor assignments (1.2 advisor roles per undergraduate). The vast majority of advisor assignments are for academic roles. Pre-business advisors (9%), Letters and Science Honors advisors (5%), and Athletic advisors (3%) are the other advisor roles that are assigned to at least two percent of enrolled undergraduates.

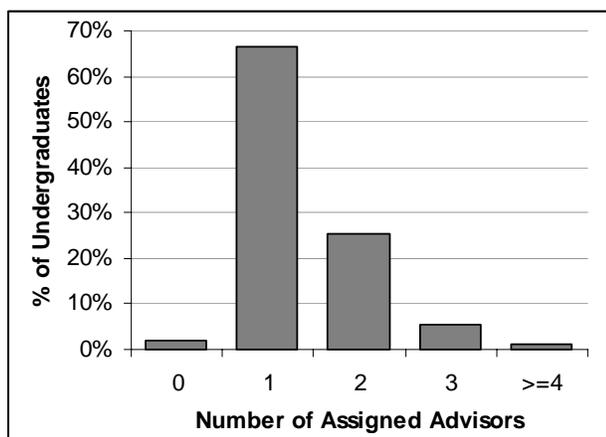
**Table 3**  
**Roles of Advisors Assigned to Undergraduates**  
**Spring 2009**

Advisor Role	%
Academic	92.7
Pre-business	9.2
Honors – Letters and Science	5.2
Athletics	2.5
Academic Advancement Program	1.2
Faculty Mentor – Human Ecology	1.0
Center for Educational Opportunity	0.8
Pathways	0.6
Honors – Nursing	0.1
No assigned advisor of any type	2.0
Total Undergraduates	27,264

Two-thirds (66%) of spring 2009 undergraduates had one advisor assigned to them (Chart 4). One quarter (25%) had two advisors assigned and five percent (5%) had three advisors. Slightly more than 1% of undergraduates had four or more assigned advisors (ranging from 4 to 8 advisors<sup>4</sup>).

**The remaining 2% of undergraduates (550 students) had no advisor assigned at any point during the spring term.**

**Chart 4  
Distribution of Advisors per Undergraduate  
Spring 2009**



Subsequent sections of this analysis are restricted to advisors with academic or pre-business roles. The term “academic” is used to describe both these roles.

## **UNDERGRADUATE ACADEMIC ADVISOR ASSIGNMENTS**

**Do all new undergraduates have an assigned academic advisor? Are advising assignments being made in a timely manner? Do all continuing undergraduates have assigned academic advisors.**

### **New Undergraduates.....**

The timely assignment of academic advisors is necessary for effective advising. Here, we evaluate the timeliness of academic advisor assignments for new students (new freshmen and new transfers) in fall 2008 by tracking the amount of time between entry to UW-Madison and the recording of the first academic advisor assignment.

By the end of their first term, four out of 5 (80%) new students have an assigned academic advisor. This percentage ranges from 77% to 100% depending on the school/college (Table 5).

An additional 19% of new undergraduates have their first academic advising assignment recorded sometime during their second term. This means that almost 1 in 5 new students go through the course enrollment period for their second term without an assigned advisor (possibly longer, if their advisor was initially assigned after their second semester’s course enrollment period).

By May 2009, almost 1% of undergraduates who were new in fall 2008 still had never had an academic advisor assigned to them.

**Table 5  
Academic Advisor Assignments for New  
Undergraduates in Fall 2008**

	Row % by First Term with Assigned Academic Advisor				Total New Ugrad
	Fall 2008	Spring 2009	Fall 2009	No Advisor	
ALS	84.6	14.2	0.0	1.1	466
BUS	100.0	0.0	0.0	0.0	8
EDU	83.1	10.5	2.2	3.5	373
ENG	91.1	8.4	0.1	0.4	944
SoHE	88.5	11.5	0.0	0.0	96
L&S	77.1	22.1	0.1	0.7	4,952
SMPH	84.4	6.3	9.4	0.0	32
NUR	92.2	4.3	0.0	3.6	141
Total	80.3	18.5	0.2	0.9	7,012

### **All Undergraduates.....**

In addition to examining the timeliness of academic advising assignments for new students, we are also interested in a point-in-time snap-shot. In spring 2009 we find that 98% of enrolled undergraduates had an assigned academic advisor during the spring 2009 term (Table 6).

An additional 1.4% of spring 2009 undergraduates have an advisor assignment that starts after the end of the spring 2009 term (in either summer or fall 2009). Less than 1% of undergraduates (169 students) enrolled in spring 2009 have not had an academic advisor assigned since the start of the term.

Although the number of undergraduates without an assigned academic advisor at the end of a spring semester might be considered low, 40% (66 students) of the undergraduates without an assigned academic advisor are seniors.

**Table 6  
Academic Advisor Assignments for All  
Undergraduates in Spring 2009**

	Assigned Spring 2009	Assigned Summer/Fall 2009	No Advisor Assigned	Total Ugrad
ALS	98.9	0.7	0.5	2,362
BUS	100.0	0.0	0.0	1,406
EDU	92.6	5.3	2.1	1,749
ENG	99.6	0.1	0.3	3,115
SoHE	99.6	0.6	0.0	1,109
L&S	98.3	1.1	0.6	16,609
SMPH	92.6	6.4	1.1	189
NUR	89.0	0.3	0.7	712
Total	98.0	1.4	0.6	27,264

## ADVISING LOADS

**Do UW-Madison undergraduates have equal access to advisors? What categories of employees are used as academic advisors? Do these categories vary by school/college?**

A frequently-mentioned benchmark related to academic advising is “advisor load”, a term referring to the number of students assigned to a given advisor. The National Academic Advising Association<sup>5</sup> (NACADA) is the professional organization of college and university academic advisors. Its recommendations for advising loads are that universities have “sufficient personnel to meet student needs without unreasonable delay”.

Research on advising load is limited to the National Surveys on Academic Advising conducted by ACT, most recently in 2004. Based on that survey, the average advising load at public four-year institutions was 285:1 for full-time advisors and 38:1 for faculty advisors<sup>6</sup>.

In spring 2009, there were 27,264 undergraduates with a total of 34,901 advising assignments. The number of undergraduates assigned to any one advisor ranged from 1 to 1,123. In order to examine the issue of advising loads, we divided undergraduates into quintiles based on the number of other undergraduates assigned their same advisor (Table 7).

The lowest quintile is the 20% of undergraduates who share their academic advisor(s) with the fewest other undergraduates. The advisors of these students have between 1 and 38 advisees each for an overall ratio of 12 undergraduates for every advisor. This one-fifth of undergraduates is advised by 606 different advisors.

In contrast, the highest quintile is the 20% of undergraduates who share their academic advisor with the most other undergraduates. This one-fifth of undergraduates is advised by just 8 individuals with an average advising load of 873 undergraduates per advisor<sup>7</sup>.

**Table 7  
Undergraduates per Academic Advisor  
Spring 2009**

	Undergrads		Advisors	Ratio
	#	%		
Quintile 1 1-38 per advisor	6,996	20	606	12:1
Quintile 2 39-210 per advisor	6,932	20	81	86:1
Quintile 3 226-344 per advisor	7,008	20	26	270:1
Quintile 4 348-652 per advisor	7,012	20	15	468:1
Quintile 5 700-1123 per advisor	6,983	20	8	873:1
Total	34,901	100	736	47:1

Another way to examine advising load is to compare advising loads among academic advisors based on their appointment category (faculty, academic staff, etc.). To examine this, we join student records to personnel records to determine each academic advisor’s appointment category and then calculate the undergraduate to advisor ratio for each category (Table 8).

At UW-Madison in spring 2009, almost 75% of academic advisors had faculty appointments and 24% had academic staff appointments. The remaining academic advisors had limited, classified and graduate student appointments. The average advising load of faculty academic advisors is 15 undergraduates per advisor. The average advising load of academic staff advisors is 156 undergraduates per advisor. The rather large difference between the average (156) and median (51) number of advises for academic staff advisors shows that the average is being driven up by a few advisors with extremely high advising loads.

**Table 8**  
**Undergraduates per Academic Advisor**  
**By Advisor Appointment Category**  
**Spring 2009**

	Number of...		Students : Advisor		
	Students	Advisors	Avg.	Med.	Max.
Faculty	7,143	520	15	11	164
Acad. Staff	22,151	171	156	51	1,123
Limited	2	1	---	---	---
Classified	125	5	25	29	43
Grad. Stud.	358	3	119	125	162
Total	29,779	700	50	13	1,123

School/college differences are evident (Table 9). For example, 100% of advisors in the School of Business have academic staff appointments whereas 11% of academic advisors in the College of Agriculture and Life Sciences have academic staff appointments. The College of Letters and Science is the only school/college using academic advisors who have appointments other than faculty or academic staff.

**Table 9**  
**Advisor Appointment Categories**  
**by School/College in Spring 2009**

Appointing School/Coll.	Percentage by Appoint. Category			
	Faculty	Acad. Staff	Other	Total
ALS	89	11	0	188
BUS	0	100	0	5
EDU	69	31	0	52
ENG	85	15	0	117
SoHE	33	66	0	6
L&S	69	28	3	257
SMPH	58	42	0	40
NUR	43	57	0	7
Other	47	53	0	17
Total	74	24	2	700

## ADVISOR ASSIGNMENT PROBLEMS

**Are students reassigned to advisors in a timely manner when their advisor leaves? Are our advisor reassignment processes working?**

Related to the issue of timely assignment of academic advisors for new students is the issue of maintaining academic advisor assignments for continuing students. Because students are informed of their academic advising assignments via the Student Center which relies on ISIS for its academic advisor information, it is imperative that academic advising assignment data be up-to-date.

Based on student records, it is possible to identify several student and advisor transition points that result in problems with advisor assignments. These include:

- when students change majors.
- when advisors leave employment at UW-Madison or change positions within UW-Madison.
- when students stop out and later return to UW-Madison.

Each of these issues is explored in more detail below.

### When students change majors.....

When students change majors the former advisor assignments need to be removed and new ones need to be added. Individual schools and colleges have the responsibility for implementing a process to do this for their students. The Registrar's Office has the ultimate responsibility for managing student records and helping maintain the accuracy of advisor data but is not responsible for the actual academic advisor assignment process (and has no role in the maintenance of other advisor roles).

Two specific change-of-major problems are evident. One case is students who are advised by a school, college or department as "pre-majors" but do not get admitted to that major and who do not have another major declared. In these cases, student records reveal cases where former advising assignments are deleted but there is not a new assignment to replace it with. In these cases, students will not have any advisor assigned until they either seek out advising from CCAS or declare another major.

A second case is students whose former advisors do not get deleted when they change majors (as opposed to adding additional majors). Examining student records reveals cases where students have advisor assignments that are at odds with their currently declared majors. Examining these records individually in greater detail shows that many of these students had a formerly-declared major in that

area but have since undeclared it. This leads us to suspect that some of their academic advising assignments should have been deleted. Detecting these possible miss-assignments is difficult because advisors often legitimately have advisees in different majors and in different schools or colleges.

**When Advisors Leave.....**

When advisors leave UW-Madison it is important that the students who used to be assigned to them are reassigned to new advisors as quickly as possible. Examining student records shows clear problems in this area as well as difficulty in making this determination due to how appointments are structured.

The product of joining ISIS student records to advisor personnel records revealed cases where the appointments of academic advisors had been terminated (generally due to retirement). Until we investigated these specific cases in detail, we expected to find that these former employees who are still assigned as advisors to currently enrolled students would have left UW-Madison recently (Table 10).

The reality is that a much longer time has generally elapsed since these advisors left employment. The average length of time is 595 days -- more than 18 months<sup>8</sup>.

**Table 10  
Undergraduate Advising Miss-assignments  
Spring 2009**

Advisor Role	Students	Advisors	Average days since termination date
Academic	195	36	595
CEO (prev. TRIO)	101	3	243
Honors-SoN	2	1	108
Total	298	38	576

In addition to the undergraduates shown in Table 10 whose advisors have clearly left UW-Madison, many other undergraduates are assigned to advisors who have fixed term appointments - meaning that the evaluation of whether the advisor is still employed depends on when the evaluation is made. For example, we can see student advisor assignments for advisors who had a contract from September to May. It may be that these advisors will have another contract the following fall but there is no appointment record yet to confirm that. In these cases, we would not want to delete all these advising assignments only to reenter them again in the fall. However, if this

employee has indeed left UW-Madison, it will be several months before this becomes apparent.

There are additional problems related to timeliness of advisor reassignments that are known but not shown specifically here. The information shown in Table 10 became obvious when student records were joined to personnel records and we could not find active appointments for some advisors. However, a related problem occurs when an employee leaves a UW-Madison position under which they were acting as an advisor for another UW-Madison position where they are not an advisor. In these cases, the employee still has an employment record at UW-Madison and the miss-assignment is much harder to systematically identify. In the course of this analysis we became aware of these cases only through interviews with the employees involved and not through any systematic method of identification.

**When Students “Stop Out”.....**

Many of the currently enrolled students who are still assigned to advisors who are no longer employed have had gaps in their UW-Madison enrollment. There are too many of these students to be coincidental. Indeed, upon further investigation, we find evidence that this stop-out behavior is not always accounted for in school/college advisor reassignment processes.

When advisors leave employment, we can usually see evidence that most of that advisor’s advisees have been reassigned to other advisors. However, often not all assignments are changed. Further investigation reveals that, in these cases, most of these advisors left UW-Madison during the term that the student was not enrolled. By inference, the advisor reassignment process was implemented only for students who were enrolled during the term that the reassignment was done. When these formerly stopped-out students later return to UW-Madison they remain assigned to an advisor who has not been employed for a period of time. Furthermore, because that advisor’s department has already conducted its advisor reassignment process it is unlikely that the department will review that same process again. An automated process to find unassigned students will also not find such students because they do have an advisor record (even though it is not accurate).

These findings about problems with student and/or advisor transition points indicate processes to implement and to target for improvement. They also suggest areas that are logical areas to monitor and audit in the future.

## RECOMMENDED NEXT STEPS

---

The Madison Initiative may make funds available for improving academic advising. But what exactly needs improvement and towards what goal should funds be directed?

This analysis offers several quantitative metrics as possible benchmarks. We provide information about what *is*, but do not propose what *should be*. We recommend that the Council on Academic Advising (CAA), and the Vice Provost for Teaching and Learning familiarize themselves with the information in this analysis and take up the following questions that emerge from it so that UW-Madison undergraduates have the best possible advising experiences.

### 1. **Advising Standards**

Is it still a reasonable expectation that all undergraduates have an assigned academic advisor? What is a reasonable expectation of timeliness for advising assignments?

### 2. **Advising Loads**

What are acceptable advising loads at UW-Madison? Should they vary by school/college? By major? By type of student advised? By category of employee doing the advising?

### 3. **Advisor Assignment Process**

Who should manage the advisor assignment process? Who should monitor the process? What needs to happen to make the advisor assignment process smoother and more efficient?

### 4. **Source of Advising Information**

How do we interpret the fact that UW-Madison students rely on “other” (non advisor) sources of information more than students at peer institutions? Does it matter that UW-Madison seniors rely more heavily than freshmen on these sources? Do these sources complement in-person advising or are they a valued substitute?

### 5. **Value of Advising Roles**

What is the impact on students of having multiple advisors and/or advisors with different roles? Are they confused about their advisors’ roles? Should advisors be aware of other advisors assigned to their advisees?

### 6. **Governance and Administration**

How can the work of the CAA be disseminated more broadly to the UW-Madison community? Should the CAA connect to formal governance by reporting to a governance committee? Who is ultimately responsible for academic advising issues at the institutional level?

## NOTES

---

Unless otherwise noted, data reported is “as of” May 5, 2009.

Once undergraduates graduate from UW-Madison their advisor records are deleted from ISIS. Deleting advisor records serves an operational purpose however, it also means that longitudinal data are lost and that we cannot retrieve advisor information once the term is over and degrees are posted.

Tables 1 and 2 are summarized results from UW-Madison’s administration of the National Survey of Student Engagement (NSSE). For complete information about the survey, including survey administration, response rates, weighting of the results, source of peer data, and results of other questions, see the Academic Planning and Analysis website at [www.apa.wisc.edu](http://www.apa.wisc.edu). Select “institutional performance and surveys” tab then “student surveys”. Contact Margaret Harrigan in APA for questions about the NSSE.

Table 3 and Chart 4 include all undergraduates in spring 2009 and all roles of advisors assigned to these undergraduates.

Table 5 includes fall 2008 new freshmen and new transfers assigned to advisors with roles of “academic” and/or “pre-business”. The school/college listed is the student’s “primary academic group” (ISIS terminology).

Table 6 includes spring 2009 undergraduates assigned to advisors with roles of “academic” and/or “pre-business”. The school/college listed is the student’s “primary academic group” (ISIS terminology).

Table 7 includes undergraduates with an assigned academic advisor (advising roles of “academic” and/or “pre-business”). Students are counted once per assigned academic advisor (27,264 undergraduates with 34,901 academic advising assignments). Students are divided into quintiles based on the number of students assigned to each advisor.

Tables 8 and 9 include undergraduates with an assigned academic advisor (advising roles of “academic” and/or “pre-business”). Advisors with multiple appointment types (for example, faculty with limited appointments or academic staff with concurrent graduate student appointments) are shown in only one appointment category based on the hierarchical order of appointments as listed in the table. Students with multiple academic advisors are counted once within each advisor employment category. Neither advisors without active personnel appointments as of May 5, 2009 nor students assigned to these advisors are included. In Table 9, employees are shown by school/college based on their “major department” which is the department that administers an employee’s appointment, benefits and payroll. All employees, regardless of the number of appointments only have one “major department” which makes use of this department easy for analytical use. The “Other” category represents cases where an advisor’s major department is outside of a school/college that

enrolls undergraduates such as the Division of Continuing Studies and the Nelson Institute.

For Table 10, undergraduates with multiple advisors are counted one within each advisor role category. Advisors with multiple roles are counted once within each role.

Many thanks to the following individuals who were interviewed and provided information, advice, and suggestions for this analysis:

Catherine Farry-Thorn	Political Science
Jeff Hamm	School of Education
Sara Hinkel	L&S Student Academic Affairs
Annette McDaniel	Division of Continuing Studies
Mo Noonan-Bischof	Provost’s Office
Becky Ryan	Cross College Advising Service
Mary Schey	Undergraduate Admissions
Steve Schroeder	School of Business
Jim Steele	Registrar’s Office
Tim Walsh	Cross College Advising Service

---

<sup>1</sup> See <http://madisoninitiative.wisc.edu/>

<sup>2</sup> See text of former Chancellor David Ward’s address to the Faculty Senate on March 7, 1994.

<sup>3</sup> Data reported in this analysis is from the following InfoAccess data views: Frozen\_Enrollment\_Demo, Stdnt\_Advisor\_Multiterm, Stdnt\_Multiterm, ID\_Crosswalk\_Madison, Ua\_All\_Aps\_Gen

<sup>4</sup> The one undergraduate with 8 assigned advisors has five academic advisors (one for each of her four majors plus and advisor for a certificate), a Pathways advisor, an AAP advisor and an L&S Honors advisor.

<sup>5</sup> See <http://www.nacada.ksu.edu/>

<sup>6</sup> Habley, W.R (2004). Advisor Load. Retrieved on 6/2/2009 from the NACADA *Clearinghouse of Academic Advising Resources* web site at <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/advisorload.htm>

<sup>7</sup> These eight individuals include four (of 5 total) advisors in the School of Business as well as four advisors in the following College of Letters and Science departments: Communication Arts, Political Science, Economics, and History.

<sup>8</sup> At least one currently enrolled undergraduate is still assigned to a faculty advisor who left in 2000 (more than nine years before the date of this analysis).