

University of California, Santa Cruz
Undergraduate Advising: Student Learning Objectives

Year One:

1. Students will understand how the UCSC advising system is organized and learn how to access advising and academic support services. Within the advising relationship, students will understand their responsibilities for taking action and making decisions related to their academic plans.
2. Students will develop an understanding of how to use the campus's Academic Information System.
3. Students will identify admission requirements, initial placement information, and first year courses for potential majors. In pursuing first year courses, students will both develop the academic foundational skills important to potential majors and assess their interest in and ability to succeed in the program.
4. Students will make progress toward clarifying their educational goals as related to the choice of a major, and will propose a major (or confirm a proposed major) by the end of their first year.
5. Students will learn to develop an academic plan that includes classes to meet degree requirements and that meets the university's time to degree policies, and that takes into account prerequisite and course sequencing issues.
6. Students will develop appropriate university level conduct.

Year Two:

1. Early in the academic year, students will assess their progress toward their intended major(s) in terms of both necessary courses and their skills and abilities. Students will be formally declared in a major by the deadline in the last quarter of their second year.
2. Students will use the student portal to assess their progress in completing their general education requirements.
3. Students will research the connections between their potential and/or intended major and potential careers, and will begin to engage in career preparation activities.
4. Students will research and plan for educational opportunities both within the formal curriculum and beyond it (EAP, internships, research opportunities, etc.).

Year Three:

1. Students will evaluate their academic plan to ensure that they are on track toward a timely graduation.
2. Students will make meaningful connections with faculty in their major and identify faculty mentors.
3. Students will further clarify and be able to articulate their educational goals, and will determine ways in which to individualize their formal education to meet those goals. (This might include the addition of a concentration or sub-field of interest, a pattern of courses to supplement the major, or the intentional use of elective credit to build skills.)
4. Students will participate in enrichment activities relevant to their interests and goals.
5. Students will research and prepare for senior year requirements and opportunities such as senior exit requirement options, scholarship and award opportunities, etc.
6. Students will identify potential graduate school and/or career opportunities and learn how to prepare for those opportunities.

Year Four:

1. Early in their final year, students will review, confirm, and plan for the completion of their graduation requirements.
2. Early in their final year, students will schedule and then take the steps necessary for successful entry into graduate programs or the job search process (including taking necessary exams, filing graduate school applications, requesting letters of recommendation, attending career fairs, etc.).
3. Students will learn to confidently present their experience, skills, and achievements to potential employers and/or graduate school selection committees.
5. Students will learn the necessary administrative processes involved in leaving UCSC and confirming the status of their degree.
6. Students will learn and consider the ways in which they can stay connected to UC Santa Cruz after earning their degree, such as through campus involvement and/or mentoring future undergraduates, membership in the Alumni Association, etc.

Update: Campuswide Advising Roadmap Presentation

Intent and Origin of Roadmap

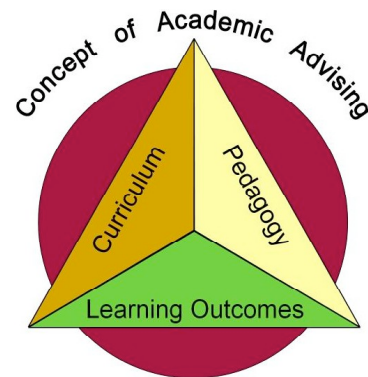
- Consistency in advising/programming
- Clarity of expectations for students
- Contributes to higher retention
- Recommended by Work Group on Undergraduate Advising, 2009
- Supports “Advising as teaching”

NACADA Literature

- Curriculum**- the WHAT of advising
- Pedagogy**- the HOW of advising
- Learning Outcomes**- what students expected to know, to do, and value as a result of advising

“Developmental Advising”-

- Theoretically based (cognitive, developmental, psychosocial)
- Holistic approach to working with students
- Beyond information giving information and signing forms
- Involves collaboration and goal setting in the advising process



NACADA Endorsed Framework for Advising Curriculum:

- Assists students with clarification of values and goals.
- Helps students have a better understanding of the nature/purpose of higher edu.
- Provides accurate info. about options, requirements, policies, and procedures.
- Assists students with planning an edu. program consistent with interests/abilities.
- Help to continually monitor and evaluate educational progress.
- Integrates resources of the institution to meet individual educational needs and aspirations.

Learning Objectives:

- What should students learn through advising?
- What should advisees learn how to do?
- What information should they be able to articulate?; and
- What skills should they be able to demonstrate?

Roadmap Examples:

- Washington University: <http://college.artsci.wustl.edu/advising-roadmap-0>
- University of Minnesota: <http://www.d.umn.edu/roadmap/>
- University of Hawaii: http://www.advising.hawaii.edu/artsci/pages/resources/misc/timeline_graduation.asp

Next Steps:

- Goal to launch with class of 2014
- Success will rely on consistent expectation for student usage
- Feedback is encouraged!

This power point presentation and associated materials will be available at:

<http://advising.ucsc.edu/staff/forum/index.html>

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