Making Connections: Advising and Student Success

Jaye Padgett - Winter Advising Forum
February 13, 2014
5 for 2015 – Campus Provost/Executive Vice Chancellor Galloway has developed a set of five initiatives, targeted for completion by 2015, which focus on supporting student success:

- Increase retention rates for Undergraduate Students;
- Enhance academic pathways to allow students to graduate in four years or less;
- Prepare the campus to achieve Hispanic Serving Institution status (HSI);
- Financial Stability;
- Increase Non-Resident Student enrollment.
Great reading: Report of last year’s Undergraduate Student Success Team!

UNDERGRADUATE STUDENT SUCCESS: BUILDING ON THE PAST, CHANGING THE FUTURE

REPORT OF THE UNDERGRADUATE STUDENT SUCCESS TEAM
UNIVERSITY OF CALIFORNIA, SANTA CRUZ
MAY 24, 2013
My position:

Faculty Assistant to the EVC
(Retention & Time to Degree)

2-3 year term

“...charged with identifying and shepherding campus-wide reforms to improve retention, graduation, and time to degree while maintaining or improving equity and the quality of undergraduate education.”

i) provide sustained attention on student success
ii) help the many units that affect student success to coordinate, communicate.
Why am I in front of you?

Relate some current facts about student success at UCSC.

Air some initial ideas.

Invite your thoughts and participation.
Year 1 to Year 2 retention rates by 1st year GPA range and proportional to the size of student population in each GPA range.
1C. Graduation term for fall 2006 entering freshmen

- Berkeley
- Davis
- Irvine
- Los Angeles
- Merced
- Riverside
- San Diego
- Santa Barbara
- Santa Cruz

1/17/2014  DRAFT  7
1D. Graduation term for fall 2006 entering transfers
1E. Few entering freshmen stay beyond 6 years

Freshmen 2003 cohort

- % enrolled, beginning of 7th year
- Received degree in 7th year

Percent of entering cohort

- Berkeley
- Davis
- Irvine
- Los Angeles
- Riverside
- San Diego
- Santa Barbara
- Santa Cruz
2A. Fall 2006 freshmen who left original campus without a degree:
Status upon last enrolled term at original campus

Berkeley

Davis

Irvine

Los Angeles

Merced

Riverside

San Diego

Santa Barbara

Santa Cruz

1/17/2014
2E. Some students graduate outside the UC system

Fall 2000 entering freshmen who leave and graduate from other colleges within 6 years

Percent of entering cohort

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percent</th>
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<tbody>
<tr>
<td>LA</td>
<td>0.9%</td>
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<tr>
<td>BK</td>
<td>1.3%</td>
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<tr>
<td>DV</td>
<td>2.2%</td>
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<tr>
<td>SD</td>
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<tr>
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<tr>
<td>SB</td>
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<td>RV</td>
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<tr>
<td>SC</td>
<td>5.3%</td>
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<tr>
<td>SW</td>
<td>2.8%</td>
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3A. Of freshmen entrants, STEM & multiple-majors have slightly more UC units at graduation
3B. Of transfer entrants, STEM & multiple-major have more UC units at graduation
Some things that might make us feel better.  
(From Julian’s Fernald’s report to last year’s USS Team)  

“Using a statistical model based on national data... our graduation rates are somewhat better than the rates of other four year institutions that enroll similar students to ours.”  

“Graduation rate gaps by race/ethnicity and by gender at UCSC have been narrowing, and the race/ethnicity gaps tend to be smaller at UC Santa Cruz than at most other UC campuses.”  

“In recent years about seven to eight percent of freshmen entry cohorts graduated within six years from a four year institution other than UC Santa Cruz.”
What are we going to do?

A Student Success Steering Committee has been formed.

Includes the Advising Coordinator, a college preceptor, and a major/divisional academic advisor.

Its main job: triage and oversee the *implementation* of the many good ideas already on the table.
Major recommendations of the USS Team related to advising and advisors

Implement an early warning system [e.g., 3rd week of quarter] to notify students when they are in danger of failing in enough time to take corrective action.

[Then what?]
Major recommendations of the USS Team related to advising and advisors

Identify [early] students who will not be able to meet the qualification requirements for the intended majors.

Create a program to aggressively engage those students in career and major exploration to ensure they will be prepared for, and enthusiastic about, an alternate major before their major declaration deadline.
Major recommendations of the USS Team related to advising and advisors

Expand upper-division to lower-division peer mentoring.
Major recommendations of the USS Team related to advising and advisors

Provide resources for the implementation of systems that identify and monitor the most critical factors to student success, and gather data as well as provide regular feedback to stakeholders.
Predictive analytics

Suppose we could mine the wealth of data we already have in our records in order to better locate critical predictive milestones and use them to identify at-risk students.

Example:

Getting a ‘C’ in certain courses, though passing, might predict a low likelihood of success in the major.

A student who gets a ‘C’ in that course might think she’s doing fine.

We might want to know about all those courses and have systems of intervention in place.
Suppose we could identify students in trouble in the 3rd week of the quarter.

Source:

Education Advisory Board
Student Success Collaborative
Or help students pick a major they can succeed in.
Other ideas...
Major maps (Georgia State)
Integrate some of academic and career advising?
Your ideas...?

I’d be happy to come to other advising meetings, or talk to any of you individually.

Please get in touch!

    padgett@ucsc.edu