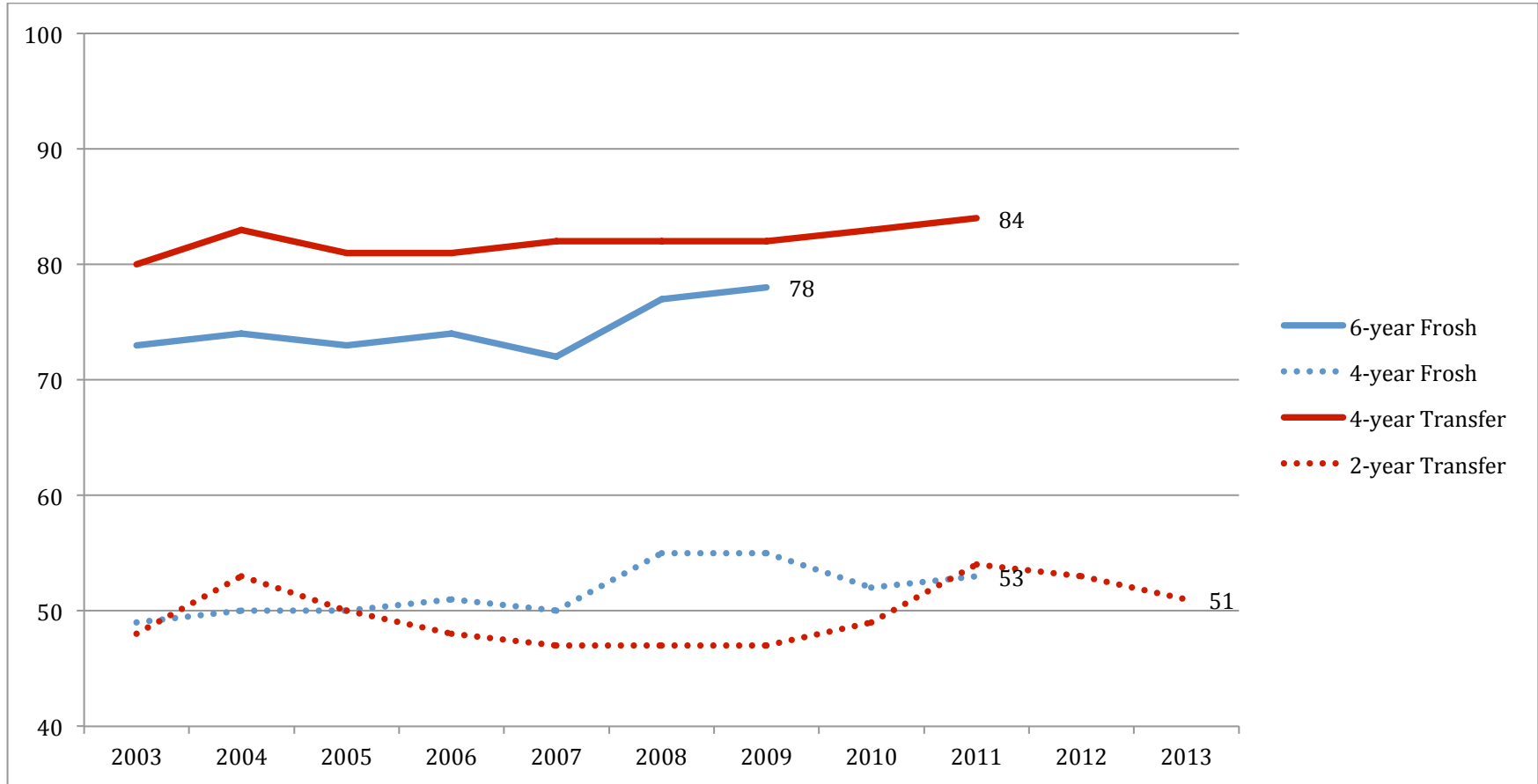


# The Central Role of Advisers in Student Success

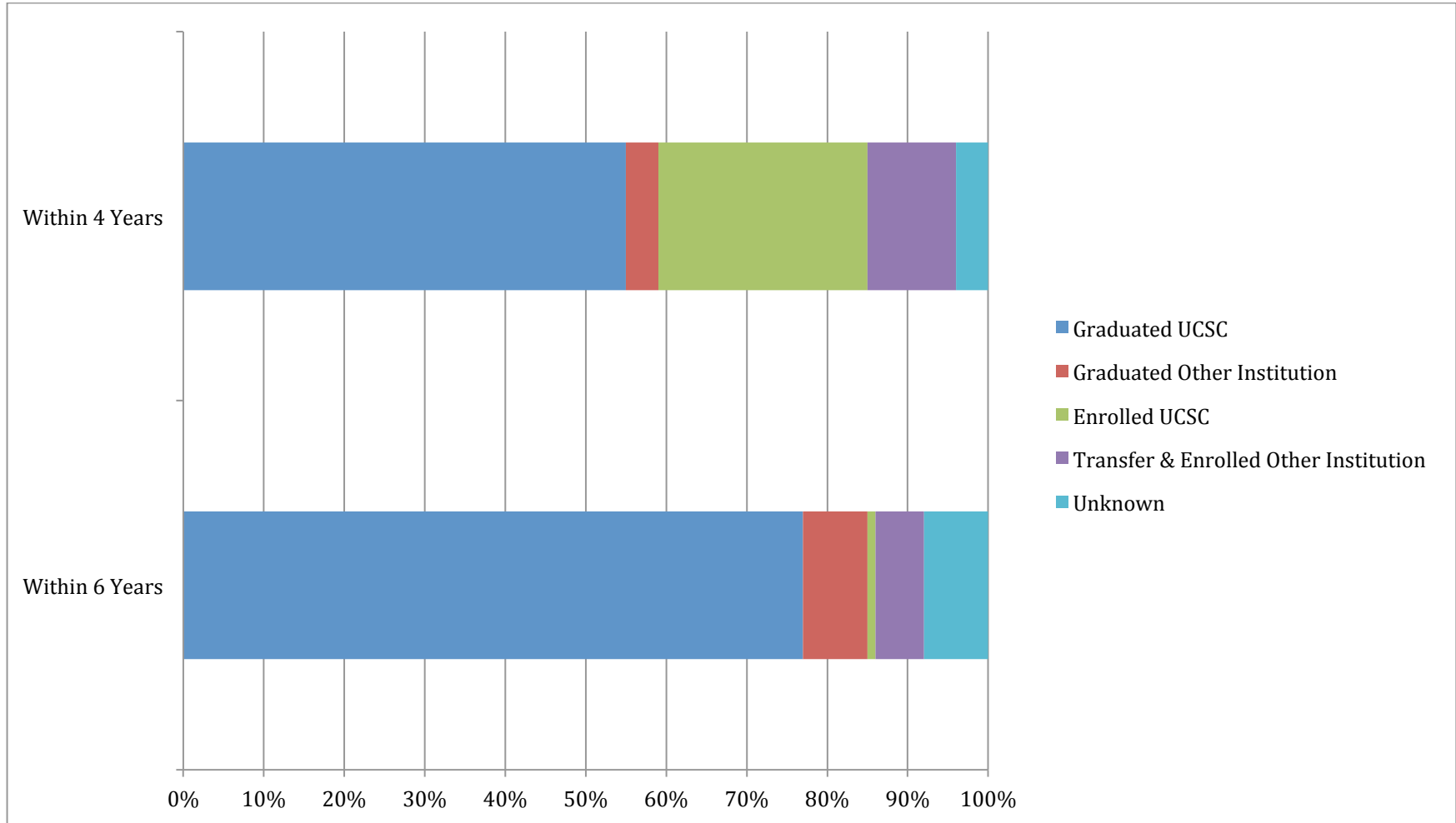


Winter Advising Forum - 2016

# Graduation Rates for UCSC Frosh and Transfer Student Cohorts, 2003-13

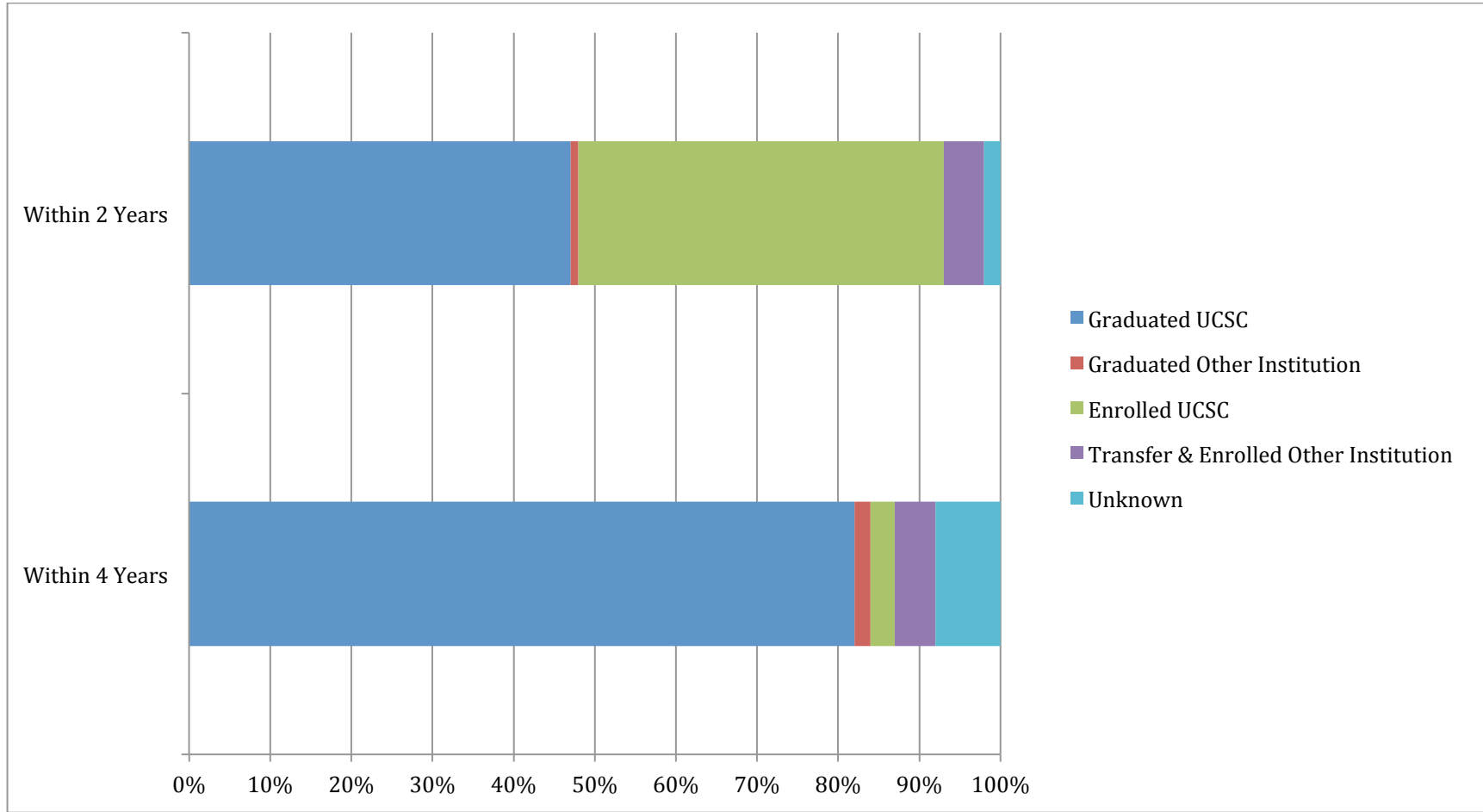


# Enrollment and Graduation at UCSC and Other Institutions, 2008 Frosh Cohort

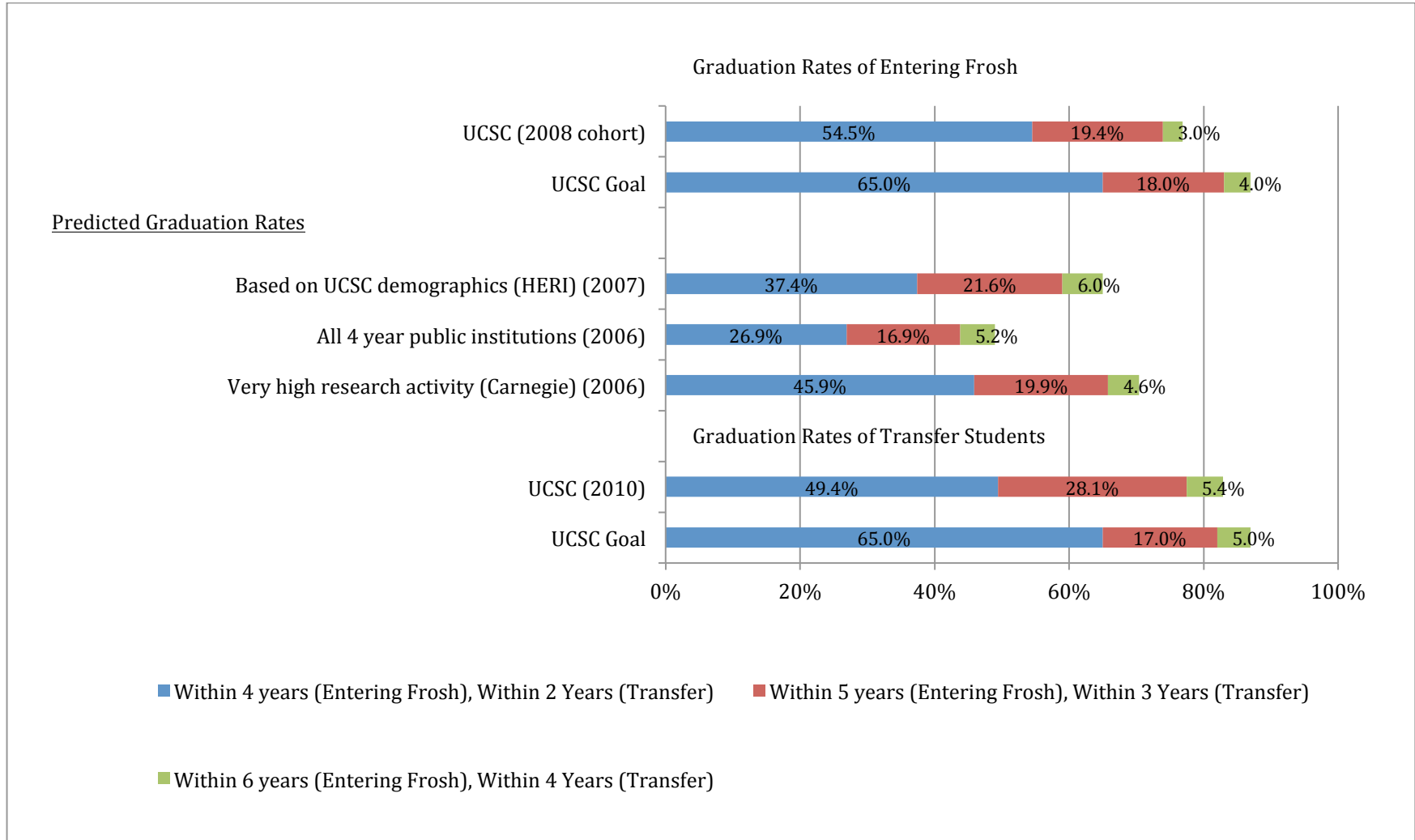


Source: Student Achievement Measure

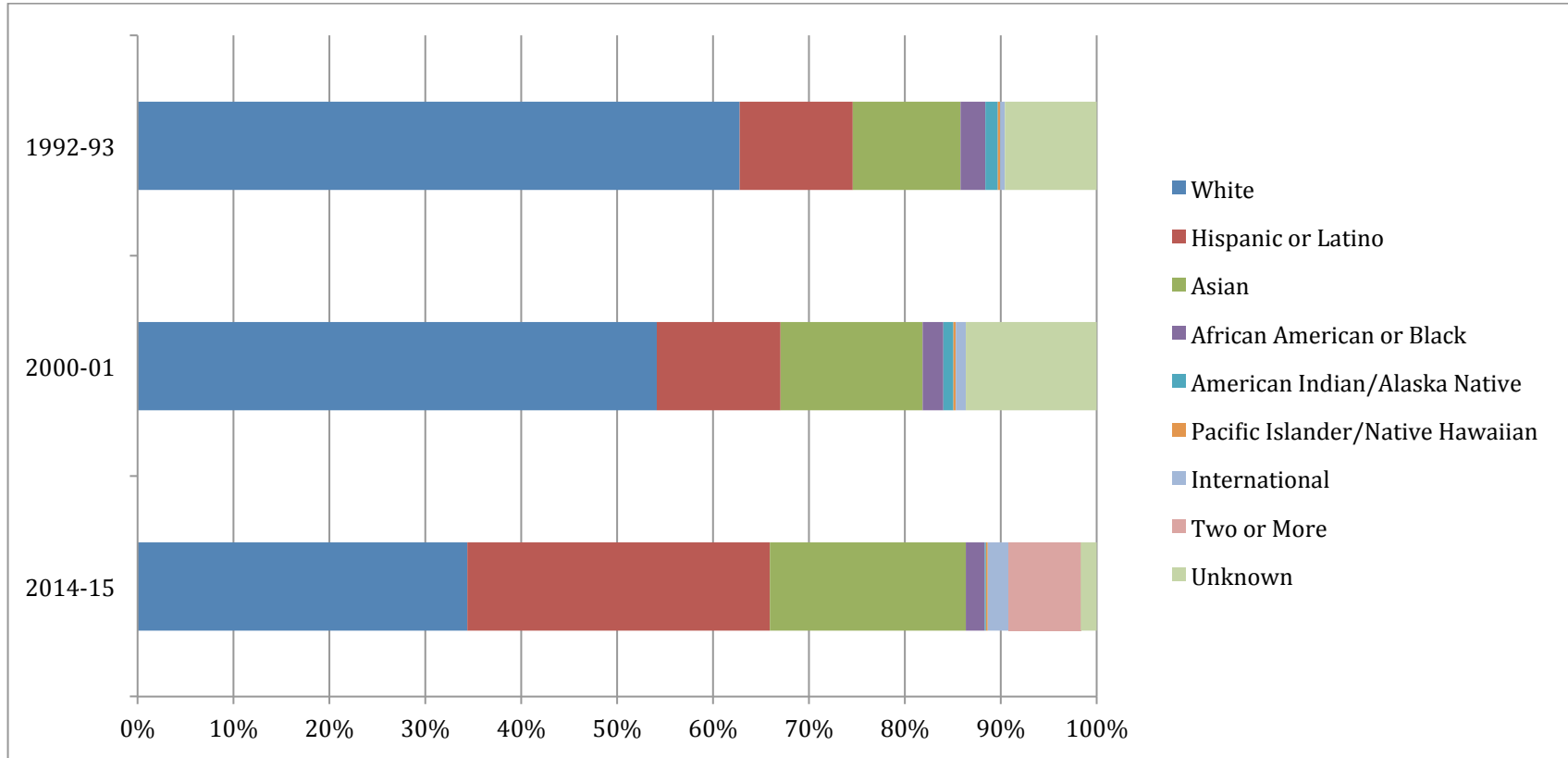
# Enrollment and Graduation at UCSC and Other Institutions, 2008 Transfer Cohort



# UCSC Graduation Rates in Relation to Other Institutions and UCSC Goals



# Change over Time in Undergraduate Student Race/Ethnicity



## Gaps in UCSC Graduation Rates for Underrepresented Minority, Low-Income, and First Generation Students (3-year averages)

Frosh	4-year graduation rate	Gap	6-year graduation rate	Gap
African American	47.8%	-11.0	66.4%	-10.0
Latino	42.4%	-16.4	70.9%	-5.5
White	58.8%		76.5%	
Pell Grant	47.5%	-10.4	75.7%	0.3
Non-Pell Grant	57.9%		75.5%	
First Generation	47.3%	-10.3	72.6%	-5.0
Non-First Generation	57.6%		77.6%	

Transfer	2-year graduation rate	Gap	4-year graduation rate	Gap
African American	56.0%	0.0	84.9%	1.0
Latino	46.3%	-9.7	81.1%	-2.9
White	56.0%		83.9%	
Pell Grant	48.1%	-9.5	81.5%	-2.9
Non-Pell Grant	57.6%		84.4%	
First Generation	50.3%	-7.1	81.9%	-1.3
Non-First Generation	57.4%		83.2%	

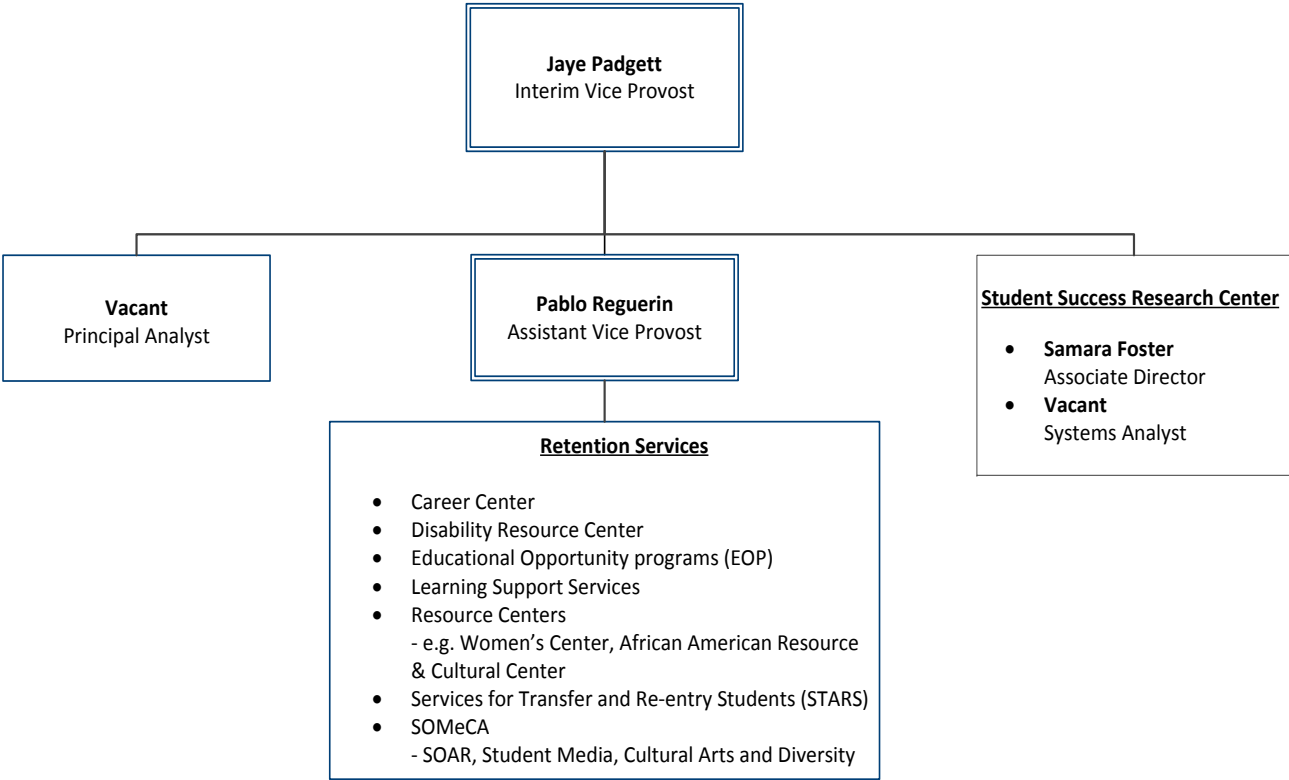
**News...**



## **News...**

A re-organization Fall 2015 created a Division of Student Success.

# UC SANTA CRUZ: STUDENT SUCCESS DIVISION



This Division partners with Undergraduate Education and Campus Life to achieve student success goals.

## **The central role of advising in student success...**

- Task force on advising
- Some student success news especially for advisers
- Invitation to collaborate on research

# **Task Force on Advising**

## **Task Force on Advising**

Dave Belanger

Jenny Brown

Manel Camps

Kyle Eischen

Richard Hughey

Galen Jarvinen

Christina Navarro

Christina Ortega

Jaye Padgett

Pablo Reguerin

Peggy Rose

Stephanie Sawyer

Stacey Sketo-Rosener

Beth Thompson

Monique Vairo

## **Task Force on Advising**

Meeting all 2015-16 academic year

Recommendations to EVC

## **Task Force on Advising**

What are our goals for advising?

What are the roles of different advisers?

College	Career Center
Major	Financial Aid
EOP	Resource Centers
STARS	DRC...

Faculty advising

Peer advising

## **Task Force on Advising**

How do we ensure the best coordination among advisers?

(SSC Campus relevant here)



## **Task Force on Advising**

How do we ensure that advising is as consistent as possible?

Opportunities for coordination

Adviser training and development

Self-advising resources

## **Task Force on Advising**

How do we find “bandwidth” for the most meaningful adviser-student interactions?

Possibilities to deal with more transactional and repetitive needs:

Group advising

Peer advisers

Self advising resources

# **Task Force on Advising**

Adviser workload

## **Task Force on Advising**

Training, development and advancement opportunities for advisers

Put advisers in best position to be student success partners

**News relevant especially to advisers...**

## **Career Advice Network system**

Links current students to alumni for mock interviews, resumé feedback, and career advice.

(Partnership between Alumni Relations and Career Center)

# A look at the UC Santa Cruz Career Advice Network

**361** Advisors

**722** Advisees

**35** Consultations

Advisees can request three types of consultations from Advisors:



Career Conversations



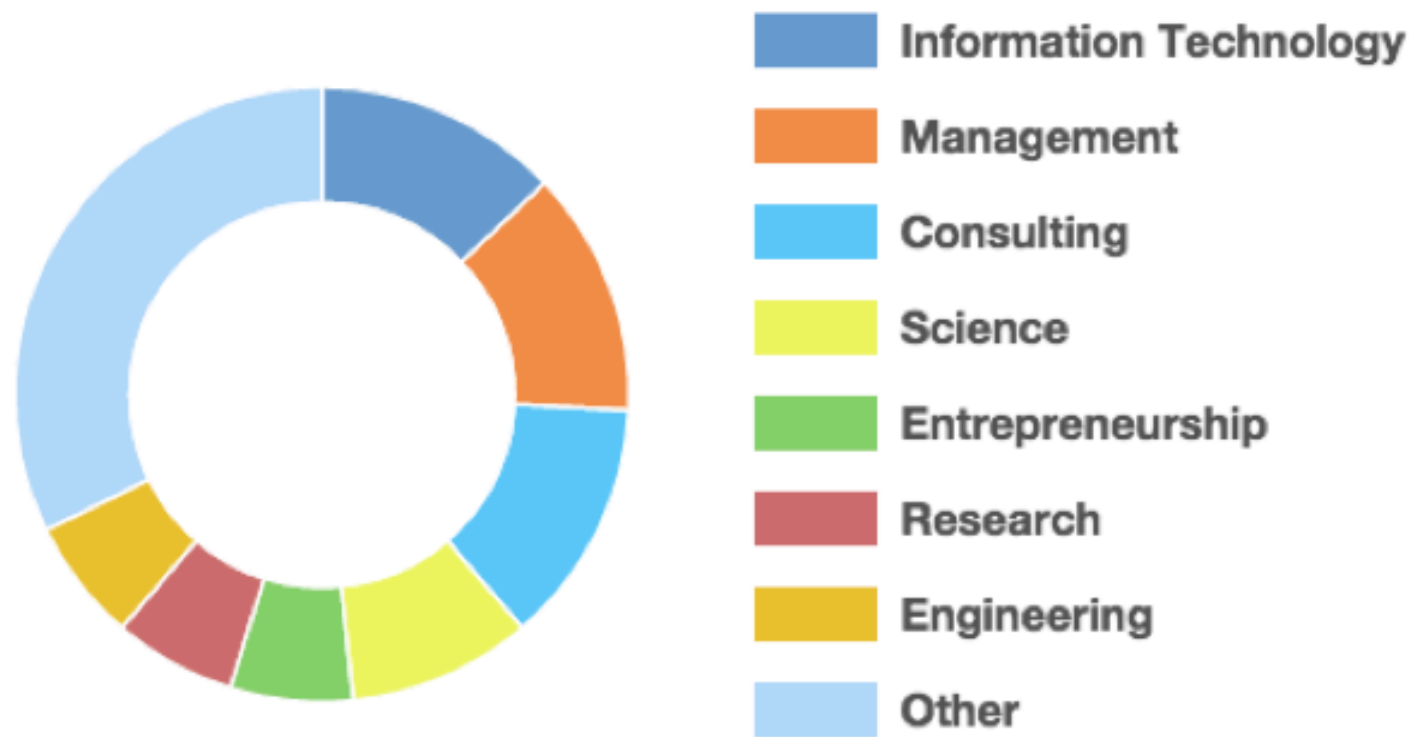
Resume Critiques



Mock Interviews



## UC Santa Cruz consultations by function:



## **ALEKS-PPL**

Math 2: Developmental math

Problems with developmental math:

- High failure rates
- Students who place there more likely to leave STEM
- Disproportionately underprivileged students
- Hurts time to degree
- Stigmatizing and isolating
- Not targeted to a person's specific gaps

## **ALEKS-PPL**

We are piloting ALEKS-PPL

Adaptive learning platform

Placement

Allows students to continue working and place *higher*

Studying the outcomes

## **ALEKS-PPL**

Incoming frosh (2015-16) used ALEKS-PPL to get an initial placement into our math sequence.

Anywhere from Math 2 to Math 19B.

They could then work within ALEKS-PPL to redress their gaps and *re-place* into a higher math course.

## **ALEKS-PPL**

Of the 957 students who reassessed, 818 – 85% – succeeded in placing into a higher math course.

Especially encouraging is the effect on enrollment in Math 2.

More than 800 in 2014-15

This year: closer to 400

We are only beginning to evaluate how these students did.

Important implications for advising.

## **SSC Campus**

Enterprise system

SSC campus includes functionality for

- Advisers, e.g.
  - Case management
  - Advisor notes
  - Alerts
  - Messaging (email or text)
  - Appointment management

## **SSC Campus**

Enterprise system

SSC campus includes functionality for

- Students, e.g.
  - Advisor appointments
  - Tutor appointments
  - Alerts

## SSC Campus

Enterprise system

SSC campus includes functionality for

- Department faculty and staff, e.g.
  - Major-specific information on
    - Graduation rates
    - Time to degree
    - Major migration
    - Course bottlenecks
  - Early alert interventions in challenging courses



## SSC Campus

Enterprise system

SSC campus includes functionality for

- Administrators, e.g.
  - Campus-wide information on
    - Graduation rates
    - Time to degree
    - Major migration
    - Course bottlenecks

## **SSC Campus**

Will go live in a pilot stage... some day

- Porter
  - Kresge
  - Crown
  - Merrill
- 
- PBSci
  - EOP
  - STARS
  - Learning Support Services

# Student Success Research Center

# SSC Campus



Contact: Sam Foster, SSRC Associate Director, [ssfoster@ucsc.edu](mailto:ssfoster@ucsc.edu), 459-5451  
Division of Student Success, <https://studentsuccess.ucsc.edu>

## What is SSC Campus?

The Student Success Collaborative Campus (SSC Campus) is a web-based tool to help coordinate advising, tutoring, and other student success services on the UCSC campus.

- Campus-wide Case Management
- Early Alert
- Communications Tools for Outreach & Interventions
- Predictive Analytics & Student Risk Data
- Reporting & Evaluation Tools

## SSC Campus for Advisers

- Create & Share Electronic Appointment Reports & Notes
- Student Profile Page with Complete Student History, Risk Data, & Other Resources
- Advanced Searches & List Creation
- Appointment Scheduling
- Swipe Card Kiosks for Appointment Check-in & Tracking
- Cross-Campus Referral System
- Issue Alerts
- Multi-modal Communications Tools
- Outreach Campaigns with Goal Tracking
- Reporting Tools
- Analytics Tools Enable Targeted Advising
- Analysis & Evaluation Support through the SSRC

## SSC Campus Pilot

- UCSC is currently conducting an early phase of a campus pilot of SSC Campus that only includes advisers in PBSci, Crown, Kresge, Merrill, and Porter Colleges, EOP, and STARS.
- The first phase of the pilot only includes the electronic advising notes and reports functionality.
- Additional functionalities and groups will be added to the pilot in stages.
- For pilot updates, see the Student Success website: <https://studentsuccess.ucsc.edu/ssccampus>.

For information, contact  
Samara Foster

[ssfoster@ucsc.edu](mailto:ssfoster@ucsc.edu)

## **Research...**

There is a lot of research going on that is relevant to advising and student success.

Much of it is about “non-cognitive” factors that affect success.

## **Framing of academic probation**

(Courtesy of Brandon Balzer-Carr)

Researchers were concerned that their university's academic probation letter was stigma-inducing.

Revised letter:

Probation described as a process, not a label indicating who one is  
e.g., "you are entering the process of probation"  
**not** "you are on probation"

## **Framing of academic probation**

Revised letter:

Acknowledged contextual factors that lead people to get on probation

- stress at home

- health issues

Highlighted that other students get on (and off) probation

## **Framing of academic probation**

The idea here is that a less stigmatizing letter would encourage people to persevere, seek support, and get past this hurdle.

## Framing of academic probation

	Old letter	New letter
% students still on probation at first follow up:	74%	57%
% students who had stopped out a year later:	52%	21%



## **Framing of academic probation**

Provost Langhout and Preceptor Radoff of Oakes are partnering with Psychology Professor Rebecca Covarrubias to try this out.

**Thanks!**