

ACADEMIC ADVISING IN-SERVICE

June 19, 2018

Congratulations on a successful conclusion
to the 2017-18 academic year!

UC SANTA CRUZ

ADVISER IN-SERVICE: WHY?

- Third annual in-service training for college and department advisers
- Move toward more intentional and consistent training and development for academic advisers – ATF recommendation
- New initiatives and dynamic processes
- Shared goals and collaborations
- Sponsored by Office of Campus Advising Coordination

NACADA'S ADVISER TRAINING FRAMEWORK

- **Conceptual** (*the student and the institution, student development theory, student needs as related to the institution, role of advising at the institution*)
- **Informational** (*facts and knowledge of the institution and programs we must know to guide advisees; laws, policies, procedures, resources*)
- **Relational** (*establishing rapport with students, interpersonal communication skills, advising vs. counseling and interviewing etc.*)
- **Technology** (*relevant tools for advisers, any technology that relates to procedures for students, degree audits, calendars, reports, data systems, online resources, etc.*)
- **Personal** (*personal understanding, maintenance, and development. Self knowledge, values clarification, self assessment, regulation and growth.)*

ADVISER IN-SERVICE: WHY THE FOCUS ON THE THIRD YEAR?

- Last year focused on first and second years: in-service and fall community meeting
- Big year for transfer admission; allows us to focus on both students who started as frosh and transfers

THIRD YEAR LEARNING OBJECTIVES

- Check progress to graduation
- Connections with faculty
- Articulate goals, individualize education
- Enrichment activities
- Prepare for senior year experiences
- Learn to prepare for careers or graduate school

NEW ADVISERS?

- Your name
- Position
- College or Department
- How long in new position?

THUMBS UP!

- Find a partner
- Wait until I say go; you'll have 30 seconds
- 1 point for each "pin" – keep track of your points
- The goal is to get as many points as possible in 30 seconds

THUMBS UP!

- Who got the most points?
- How did you do it?

ACADEMIC ADVISING SYLLABUS

BETH THOMPSON
STACEY SKETO-ROSENER

ADVISING IS TEACHING

If advising is teaching, what do advisers teach?

- how to find/create the logic of one's education;
- how to view pieces of curriculum as parts of a whole;
- how to base educational choices on a developing sense of self;
- how to enhance learning experiences by relating them to previous knowledge.

(Paraphrased from Lowenstein, "If Advising is Teaching, What Do Advisors Teach?" NACADA Journal, Vol 25, Fall 2005)

ADVISING IS TEACHING

- NACADA Concept of Academic Advising
 - Curriculum: what we teach/ what students learn
 - Pedagogy: how we teach it
 - Learning objectives: how we know students have learned it
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- NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web Site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>

ADVISING MISSION

- Assist students to clarify educational goals
- Develop academic plans to achieve those goals
- Enable students to be self-directed learners, responsible decision makers
- Take advantage of educational opportunities

ADVISING GOALS

- Provide opportunities to clarify goals; assess strengths and challenges
- Provide accurate and relevant information
- Inform students of institutional requirements and interpret policies and procedures
- Monitor progress toward completion of plans

ADVISING IS TEACHING

Learning objectives:

the basis for academic advising assessment

AN ADVISING SYLLABUS CAN...

- Make clear that advising is tied to the educational mission of the university
- Clarify expectations / student learning objectives for students
- Establish consistency on campus re: expectations for the advising relationship
- Let students know what they can expect from advisers

A DRAFT SYLLABUS FOR UCSC ADVISING

Beth Thompson

Lead Academic Preceptor, Merrill College

GROUPS

Be sure your group has both college and department/
major advisers.

TIME FOR A BREAK!

CHANGE IN EGT PROCESS

STACEY SKETO-ROSENER

CHANGE IN EGT PROCESS

- Historically, EGT (expected graduation term) in AIS set to 7 quarters for transfers, 13 for frosh.
- This year: 6 quarters for transfers, 12 for frosh
- Currently reviewing how to set sophomores and will notice the advising community. Will need to be adjusted after transfer credit is posted.

CHANGE IN EGT PROCESS

- EGT is in the Student Advising Summary: Degree tab
- Important it's correct; besides monitoring and messaging, can affect financial aid.
- Depts – be sure students know they need to request an adjustment if plan goes beyond EGT.
- Colleges can adjust EGT (within 15 quarters); PTEE is at their discretion but may be needed for financial aid.
- Regulations/ policies have not changed – students can still extend to 9 quarters (transfers) or 15 (frosh)

UC ADVISING CONFERENCE

- 2019: SANTA CRUZ HOSTS!
- NEED A FEW MORE COMMITTEE MEMBERS: PRIZES AND REGISTRATION COMMITTEES – EMAIL UCAAC@UCSC.EDU
- CALL FOR EVENT-DAY VOLUNTEERS WILL GO OUT AS TIME NEARS

TIME FOR LUNCH!

ADVISING OUR TRANSFER CLASS

Richard Hughey
Stacey Sketo-Rosener
Sean Malone

CHANGES TO TRANSFER ADMISSION

- 2:1 goal
- Offering alternate majors (about 300)
- Increase in total numbers
- Changes to major distribution: some majors more affected than others (Math, History, Psychology, Film, Philosophy, Earth Sciences, Anthropology, Economics, Legal Studies, Sociology)

CHANGES TO TRANSFER ADMISSION

So.... now what?

- Campus efforts to support curricular capacity
- Advising efforts to support prerequisite entry
- Going forward:
 - What to expect in the future?
 - Is this the “new normal”?

ADVISING A NEW GROUP OF TRANSFERS: SOPHOMORES

- Meeting all admission requirements (including major prep) except credits
- Will be messaged to declare in second quarter (since transfer credit unlikely to be posted in time for more accuracy)
- Sophomores are not required to take core; all will have satisfied C
- Written and presentation materials may need to be revised for this population; reports may need to be revised

ADVISING A NEW GROUP OF TRANSFERS: STUDENTS WHO CHOSE ALTERNATE MAJORS

- Self-exploration: goals, values, skills, interests
- Career exploration: where can the new major take them?
- How confident are they in their new direction, and how can we help?

ADVISING A NEW GROUP OF TRANSFERS: STUDENTS WHO CHOSE ALTERNATE MAJORS

- “Please note that if you accept our offer of admission into a new major, you will not be able to pursue your initial major after transfer.”
- If want a different major from what’s listed in AIS, refer to the department adviser for the major they want.
- Departments with admissions screening requirements may allow students who were not admitted in their major to declare if meeting the major qualification criteria by the deadline in their second quarter.
- Colleges should not release undeclared holds for those transfers who are not eligible to declare by the deadline in winter unless they have specific support from the department in which the student wants to declare.

STRATEGIES FOR WORKING WITH TRANSFER STUDENTS PURSUING SECOND CHOICE MAJORS

Sean Malone

INTRODUCTION

- Sean Malone, Advising Programs Coordinator

GOAL FOR TODAY

GROUPS

- Please form groups of 4-5 advisers. Each group should include:
 - At least one college adviser
 - Major advisers from at least two different divisions
 - At least one person you haven't met or don't know very well
- Each group will be located at one of the post-its around the room

GROUPS

What unique needs, challenges, and strengths do transfer students bring?

GROUPS

Drawing on your own experiences and information from this in-service, what strategies do you use when working with a student who is unsure of or changing majors?

(It may be helpful to think about what specific questions you may ask a student, and what circumstances are framing that conversation)

GROUPS

What are some of the challenges that you anticipate in working with transfer students who were admitted to UCSC on the condition of changing their intended major?

What are some strategies or approaches that will help you meet those challenges?

GROUPS

What kind of outreach or messaging to transfer students pursuing their second choice major may be helpful?

GROUPS

As a group, pick 3-4 responses or ideas shared in your small group that you'd like to share with everyone – write those down on your post-it!

GROUPS

Let's share/ review!

TRANSFER CREDIT: AN OVERVIEW

THANK YOU!