

# 2019 Academic Advising In Service Training

June 18th & 19th

*Hosted by the Office of Campus  
Advising Coordination*

The background features a large, dark blue arrow pointing to the right, which is set against a light blue background. Below the blue arrow, there is a horizontal orange bar. The overall design is modern and geometric.

**Why we're here**

**Why we're focusing on the 4th year**



# Focus on Advising

- **NACADA's Concept of Advising**
  - **Advising as a Teaching and Learning Activity**
  - **Curriculum, Pedagogy, Learning Objectives**
- **Fourth year SLO's**

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>



# Focus on Policy

- **Changes to senior residence**
- **Changes to 180 credit requirement**
- **Clarification on catalog rights related to DC**
- **Review of how we communicate with students in the senior year about policies**



# Focus on the Future

- **Estimated by 2030 CA will be short ~1.1 million educated workers\***
- **UC has been asked to increase degree production**
- **UCSC has potential to support this:**
  - **Increase graduation rates**
  - **Improve time to degree**
  - **Increase transfer enrollment**

\* Public Policy Institute of California: retrieved June 16, 2019 from

<https://www.pplic.org/publication/will-california-run-out-of-college-graduates/>



# Focus on UC and UCSC

- Where we're at with retention and graduation:  
<https://www.universityofcalifornia.edu/infocenter/ug-outcomes>
- CEP actively looking at major declaration & time to degree
- Variations by proposed and declared majors
- Frosh without proposed majors at the time of entry have particularly low graduation rates when compared with predicted rates



# **How advising can support retention**

- **Connect students with high-impact educational activities**
- **Help students identify majors and make progress**
- **Make positive and supportive connections with students**
- **Identify and advocate for changes to support student progress**



# TODAY

- **Advising Strategies**
- **Senior residence policy changes**
- **180 credit requirement changes**
- **Clarification of catalog rights related to DC**
- **Campus-wide Academic Advising Syllabus**



**Text UCSCADV to 22333**

**Or go to**

**<https://pollev.com/ucscadv>**

Do you work in college or major advising?

**A. College Advising**

**B. Department/ Major Advising**

**C. Neither; I work in an office related to advising**

**D. Neither; I'm here because you served lunch**

# Introductions- new staff!

*(if you are new since this time last year or  
new to your role)*

# 2

## Advising Strategies



**“..developmental and prescriptive advising approaches should not be seen as separate and mutually exclusive. In fact, prescriptive advising serves as the sturdy platform from which developmental advising approaches take wing.”**

***-Academic Advising Approaches (2013)***



## **A closer look at three advising strategies:**

- Appreciative advising
- Self-authorship theory
- Advising as coaching



## **Individual review of assigned strategy:**

- Appreciative advising (#1 and #2)
- Self-authorship theory (#3 and #4)
- Advising as coaching (#5 and #6)



**In your groups please take the first few minutes to identify what you consider to be the top 3 characteristics of your assigned strategy before moving to the student case study.**





## 4th Year Student Case Study

After reaching out to seniors to remind them to apply to graduate, Jason schedules a 30-minute appointment with you (reason: Academic Planning). While preparing for the appointment, you do a graduation check and see that Jason is on track to complete all university, graduation, and major requirements in spring quarter. When Jason arrives for his appointment, he shares that he has not applied to graduate because he is not ready and does not know what he wants to do after college. He asks you about minors. How would you counsel this student using the assigned advising strategy for your group?

# Which strategy are you most drawn to?

- A. Appreciative advising
- B. Self-authorship theory
- C. Advising as coaching

# 3

## Policy Changes: Senior Residence



## **What's the difference between policy and regulation?**

**Policy:** a definite course of action adopted for the sake of expediency, facility, etc.

**Regulation:** a law, rule, or other order prescribed by authority, especially to regulate conduct.

At UC Santa Cruz, academic regulations are set by the Academic Senate and appear in the Academic Senate Manual (<https://senate.ucsc.edu/manual/index.html>).

Policies may be set by other offices and must be consistent with Senate Regulations.



## **Senate regulation 10.1.3: Senior Residence** **(prior)**

A. Except as otherwise provided in this section and SR 614, candidates for the Bachelor's degree must have been registered students at the University of California, Santa Cruz, for at least three quarters. Of the final 45 credit hours completed by a candidate for the Bachelor's degree, 35 credit hours must be regular courses of instruction offered by the University of California, Santa Cruz, (including during the summer session) and taken as a registered student at the University of California, Santa Cruz. The right to waive the provisions of this requirement is vested with the provost of the student's college or the provost's designee.



## Senate regulation 10.1.3: Senior Residence (new)

A. Except as otherwise provided in this section and SR 614, candidates for the Bachelor's degree must have been registered students at the University of California, Santa Cruz, for at least three quarters. Of the final 45 credit hours completed by a candidate for the Bachelor's degree, 35 credit hours must be regular courses of instruction offered by the University of California, Santa Cruz, (including during the summer session) and taken as a registered student at the University of California, Santa Cruz. The right to waive the provisions of this requirement is vested with the ~~provost of the student's college or the provost's designee~~ **Committee on Courses of Instruction, as per SCB 10.1 and SCB 13.16.5.**



## **Central offices plan for implementation**

### **Registrar's and Admissions Office:**

- **Will “max” credits automatically at the time of graduation - details are being worked out, but will likely be for students who have earned 170 credits with the last 35 taken at UC Santa Cruz**
- **If a student is still not meeting requirements, graduation will be denied and student will be referred to the college**



## **Senate regulation 10.1.3 D: Senior Residence (prior)**

1. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or courses offered by the UC Natural Reserve System (NRS) California Ecology and Conservation Field program may meet the residence requirement in accordance with the following provisions:





## Senate regulation 10.1.3 D: Senior Residence (new)

1. ~~Except when Divisional Regulations provide otherwise, A student in the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or courses offered by the UC Natural Reserve System (NRS) California Ecology and Conservation Field program~~ **one or more off-campus study programs approved by the Division or the Academic Senate (listed on the website of the Committee on Educational Policy)** may meet the residence requirement in accordance with the following provisions:



## **Senate regulation 10.1.3 D: Senior Residence (prior)**

1. A student who completes the graduation requirements while in the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or the UC Natural Reserve System (NRS) California Ecology and Conservation Field program, may satisfy the requirements stated in paragraph (A) in the final 45 ... units preceding the student's entrance into the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or the UC Natural Reserve System (NRS) California Ecology and Conservation Field program.



## Senate regulation 10.1.3 D: Senior Residence (new)

1. A student who completes the graduation requirements while in ~~the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or the UC Natural Reserve System (NRS) California Ecology and Conservation Field~~ **one or more approved off-campus study programs**, may satisfy the requirements stated in paragraph (A) in the final 45 ... units preceding the student's entrance into the ~~Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or the UC Natural Reserve System (NRS) California Ecology and Conservation Field~~ **approved off-campus study program(s).**



## **Senate regulation 10.1.3 D: Senior Residence (prior)**

2. Subject to the prior approval of the department concerned, a student who is enrolled in the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or the UC Natural Reserve System(NRS) California Ecology and Conservation Field program, may satisfy the residence requirement by earning 35 of the final 90 units, including the final 12 (or 8 semester) units, in residence in the college or school of the University of California in which the degree is taken.



## Senate regulation 10.1.3 D: Senior Residence (new)

2. Subject to the prior approval of the department concerned, a student who is enrolled in ~~the Education Abroad Program; the UC Washington, D.C. Program; the UC Center in Sacramento Program; or the UC Natural Reserve System (NRS) California Ecology and Conservation Field~~ **one or more approved off-campus study programs**, may satisfy the residence requirement by earning 35 ...of the final 90 units, including the final ~~12~~ **10** units, in residence ~~in the college or school of the University of California in which the degree is taken~~ **at UC Santa Cruz.**

**(awaiting approval from the assembly - stay tuned and be sure to check back on this!)**



## **Policy related to senior residence**

A student who takes courses outside UCSC, e.g. at community college, may choose at the time of graduation to have only some of the credits completed outside counted toward the 180-credit graduation requirement in order to meet the residency requirement. Subject credit will still be given for lower division courses and courses at other campuses of the University of California that are not counted toward the graduation requirement. This will not require a petition, and the credit will be reduced by the Registrar's Office, in consultation with department or college advisors, or the Admissions Office, as needed.



# **College & Department responsibilities**

## **College:**

- Detailed knowledge of the regulation and related policies
- Ability to evaluate a student's plan to determine if it will meet the residence requirement
- Check for residence requirement when signing off on EAP and other relevant forms and when doing graduation checks; inform the student of how the regulation will apply
- Include in any presentations, etc. that include an overview of graduation requirements



# **College & Department responsibilities**

## **Department:**

- **Working knowledge of the regulation and related policies**
- **Consider the regulation and related policies when discussing the possibility of students taking major/minor classes elsewhere in their senior year**
- **Refer to and/or consult with the college if you are unsure**





## **Central offices plan for implementation**

### **Office of Campus Advising Coordination:**

- **Will add policy language to “Senior Checklist” and “Transfer Student” email messages**
- **Will include a blurb about senior residence periodically in advising newsletter**
- **Will message students in fall about this and other policy changes**
- **Considering other targeted messaging**
- **Available for consultation/ questions about the regulation and policy**

# TAKE A BREAK!

*( back in 10 please )*

# Is this student meeting senior residence?

- Began as a frosh with no transfer credit
- Enrolled at UC Santa Cruz for 9 quarters, earned 135 credits here
- Then went on EAP and earned 50 credits; completed graduation requirements while on EAP

- A. Yes, the student is meeting senior residence
- B. No, they are not meeting senior residence
- C. No fair! It's a trick question

(Answer: A)

# Is this student meeting senior residence?

- Began as a transfer student with 90 credits from community college
  - Enrolled at UC Santa Cruz for 6 quarters, earned 85 credits here
  - Then moved home and took 16 credits, including final general education requirements, at UC Merced
- 
- A. Yes, the student is meeting senior residence
  - B. No, they are not meeting senior residence
  - C. No fair! It's a trick question


(Answer: C)

# Policy Change- 180 credits



- Through academic year 2018-19 students could petition CCI to waive up to two credits towards the 180 needed for graduation.
- Effective fall 2019, students must reach 180 credits to graduate. CCI petition process is no longer an option. 179.5 credits will no longer be rounded up to 180.
- Advisers should work with students in developing academic plans to reach 180 credits, as petition process no longer an option. Students may have the option to take classes away from UCSC, but also keep in mind senior residency when helping students identify their options.
- Questions? Concerns?

# Policy Clarification- Catalog Rights & DC



“Effective for all undergraduates who entered in fall quarter 1993 or after, students may follow the degree requirements from either the UCSC General Catalog published at the time of entering UCSC or subsequent catalog(s). Students need not follow a catalog in its entirety, but may elect to follow different catalog years for their college requirements, university and general education requirements, the requirements of their major(s), and the requirements of any minor(s)”

*Remember- the Disciplinary Communication requirement is unique in that it is a General Education requirement, and part of every major.*

Catalog Rights refers to *requirements* rather than courses.

# Policy Clarification- Catalog Rights



Here's the policy clarification:

- Although General Education requirements are determined by catalog year, the specific courses that satisfy a particular GE requirement can change from year to year. The Registrar's Office annually publishes an updated list of courses that satisfy each GE requirement (except Disciplinary Communication). *Since the GE status of a course may change, to fulfill a GE requirement, a student must take the course in a year in which its GE status is recognized.*
- The courses that satisfy the Disciplinary Communication GE requirement for each major are published in each year's General Catalog. *Students should consult the General Catalog for the year in which they plan to take their DC course(s) to find out the courses that are needed.*

# Policy Clarification- Catalog Rights



A few examples of this have come up in relation to the DC requirement for a few majors.

Remember- Catalog Rights refers to *requirements* rather than courses.

Old GEs vs new GEs

Think of examples of non-DC GE requirements.



# 4

## Campus-wide Academic Advising Syllabus

# What is the Purpose of an Advising Syllabus



## *Advising relationship:*

- Tool to outline the advising relationship/experience for advisees
- In line with experience in courses; sets accurate expectations
- Navigation between curricular and co-curricular issues (prof/life skills)

## *Institutional commitment:*

- Advising as essential to the educational mission of our institutions
- Encourages commitment to advising philosophy; defines our work
- Catalyst for exploring the role of advising on our campuses

*(Cress et al., 2001, Higbee, 2002, Pascarella & Terenzini, 1991; Tonya McKenna Trabant, NACADA, 2006)*

# Traditional Components of an Advising Syllabus



1. Relevant to the campus, office or advising philosophy
2. Adhere to the course syllabus guidelines used by campus faculty.
3. Include a 3-5 sentence definition of advising and/or the advising mission
4. Clear contact information
5. A set of student expectations and/or responsibilities
6. A corresponding list of responsibilities and/or expectations for advisors.
7. Expected outcomes of advising.
8. Tools, resources, and/or recommendations for students, or blank line for advisors to personalize the syllabus with a recommendation.



## Examples

- Southwestern
- Arizona State
- College: Cowell
- Department: Physics
- Draft of UCSC



## Small Group Discussion

### *Feedback:*

- Any suggestions for changes?
- Use of the word “syllabus” (on more than one doc)- does that work? Professional standards
- Format- folder with handouts, print on outside?

### *Using an advising syllabus:*

- Would you use this? How? If not, why not?
- How might a college/dept. Advising syllabus pair with a campus wide version?



## Next Steps

- **Incorporate feedback from this group**
- **Finalize draft**
- **Go to print!**
- **Distribute in fall**
- **Re-evaluate effectiveness**
- **Questions?**

# 2019 Academic Advising In Service Training

Day 2: Wed. June 19th

*Hosted by the Office of Campus  
Advising Coordination*



# TODAY

- **Title IX presentation- your role as an adviser**
- **Policy Changes and Updates with case study**
- **Outreach/Advising to Support Grads**
- **Brief Syllabus Recap and What to Expect in Advising**



1

**Your Role as an Advisor**

**Laura Young-Hincks**

**Response Team Coordinator;  
Title IX Office**

# 2

## POLICY CHANGES

### GE substitutions



## **Senate regulation 10.2.3.3: (prior)**

Petitions for the granting of an exception to the general education requirements must be recommended by the student's provost and reviewed for approval by the Committee on Courses of Instruction.



## Senate regulation 10.2.3.3: (fall 2019)

~~Petitions for the granting of an exception~~ **Exceptions** to the general education requirements ~~must be recommended by the student's provost and reviewed for approval~~ **may be granted** by the Committee on Courses of Instruction.

*Note: new process not yet established but will be communicated before fall.*

3

## POLICY CHANGES

**Add By Petition Deadline**



## **Senate regulation 6.1.5: (prior)**

Students may not add courses after the end of the third week of instruction.



## **Senate regulation 6.1.5: (fall 2019)**

Students may not add courses after the end of the third week of instruction **except by a petition approved by the instructor and the course sponsoring unit until the end of the ninth week of instruction. Approval of the provost of the college or the provost's designee must be obtained if required by SCR 6.1.2.**

*Note: Financial Aid has a census deadline that aligns with the end of the third week, so students who rely on aid should get enrolled in their required course load by the regular deadline to maintain their aid status.*

# 4

## POLICY CHANGES

**Minimum Progress**





## **Financial Aid Satisfactory Academic Progress Policy**

**GPA:** Students must maintain a cumulative 2.0 UCSC GPA. SAP is measured at the end of each academic year.

**Pace:** You are expected to pass a minimum of 12 credits if full time, and 80% of credits attempted if enrolled in the Part-Time Program.

**Time to degree:** Requirements must be completed within a maximum time frame. Full-time students are expected to complete their degree in 4 years. Entering frosh have up to 15 quarters of aid eligibility to complete a degree. Transfer & summer credits may reduce quarters of eligibility.



## **Senate regulation 6.2.2.1: Minimum Progress (prior)**

For undergraduate students entering UCSC fall 2001 and after:

Undergraduate students are required to make Minimum Progress toward their degree by maintaining total earned credits equal to or greater than the cumulative total of (a) 36 credits for each academic year of full-time enrollment, (b) 12 credits for each additional quarter of full-time enrollment, and (c) four-fifths of the credits attempted in part-time enrollment. Credit transferred from other institutions upon enrollment at UCSC is not included in Minimum Progress calculations.



## Senate regulation 6.2.2.1: Minimum Progress (fall 2019)

Undergraduate students are required to make Minimum Progress toward their degree by maintaining total earned credits equal to or greater than the cumulative total of (a) ~~36 credits for each~~ **35 credits for the first** academic year of full-time enrollment, (b) ~~12 credits for each additional quarter~~ **72 credits for the first two academic years** of full-time enrollment, (c) **36 credits for each additional year of full time enrollment** and (d) four-fifths of the credits attempted in part-time enrollment. Credit transferred from other institutions upon enrollment at UCSC is not included in Minimum Progress calculations.



## **Senate regulation 6.2.2.1: Minimum Progress**

Satisfaction of Minimum Progress is assessed at least once each year. Continued registration of a student who does not satisfy the Minimum Progress requirement is at the discretion of the faculty of the student's college or their agents and is subject to such conditions as they may impose.

*This part of the regulation was not changed.*



## Current processes

- Students are notified in winter quarters if they are not meeting the academic senate MP regulation; meet with colleges and may be required to attend summer to catch up.
- Financial aid notifies students after spring; they may submit an appeal and many are required to complete a detailed plan with their college.



## Upcoming processes

- Consultation with FASO re: possibilities for streamlining
- Working with FASO to streamline processes for detailed plans.
- A bright spot is that the new regulation will likely cut in half the number of first year frosh who receive a notification at the end of their first year and need to appeal for aid.

# 5

## Student Case Study

Putting it all together



# Student Case Study

Brandon schedules an appointment at the end of the third week of spring quarter to discuss his graduation plan. To prepare, you do a graduation check - he's completed:

- 150 credits (all completed at UCSC)
- All major requirements with the exception of one lower division class
- All GEs except the SR

He's enrolled in 15 credits in the current quarter, and those credits include the SR GE but not his final major class.

When he arrives, he shares that he needs to move home to the LA area in June to care for a family member, and doesn't know whether he'll be able to return.

Keeping in mind the policies we've discussed, how would you advise him?

1. Departments
2. Colleges



# 6

## LINE UP!

**College, Major, College, Major,  
College, Major, etc. etc.**



## **Meet the person next to you**

- **Name**
- **Position**
- **Most interesting or enjoyable part of your job**

# TAKE A BREAK!

*( back in 10 please )*

# 7

## Outreach & Advising to Support Graduation **Review & discussion**



## Senior Checklist: Are you ready to graduate?

- example of email outreach- letter
- Timing and frequency of outreach- every quarter once a student reaches senior standing (135 cumulative credits)
- Recent changes- inclusion of apply to graduate vs commencement language, Senior residency and EAP, needed requirements in red text to stand out, clearer contact info for college and major advisers for follow-up



## Expected Graduation Term outreach

- example of email outreach
- Students who entered as frosh have max of 15 quarters enrollment, with EGT set to 12; transfers have 9 quarters, with EGT set to 6
- Academic approval to extend enrollment vs. financial aid eligibility
  - Financial aid often requires Petition to Extend Enrollment form



## **Applying to graduate vs. commencement**

- **Distinction between the two is often confusing for students.**
- **Messaging from college programs office to sign up for commencement (usually late January/February)**
- **Good practice to explain and remind students at times of grad checks, or other advising meetings during senior year.**
- **What is your experience in talking with students about this?**



## **Supporting students as they near graduation**

- **What hopes, dreams, fears, anxieties, and challenges are students sharing with advisers around graduation?**
- **How might you support students in these conversations? Get specific- what advising strategies or tools may be helpful, what questions would you ask?**
- **It may be helpful to draw on the advising strategies covered yesterday- appreciative advising, self-authorship theory, and advising as coaching.**





## Supporting students as they near graduation

- “Even though I’m graduating, I feel behind. My friends all have professors lined up for letters of rec or job references, and I don’t. I’m not sure even where to begin in applying for jobs or thinking about what comes next, and it seems like the only question people ask me lately is ‘What are you doing after graduation?’”



## Supporting students as they near graduation

- “I’m the first in my family to graduate college, and will be the first to attend grad school. I know my family is proud of me, but the idea of starting graduate school is scary- it feels like starting all over from scratch again.”



## Supporting students as they near graduation

- **“My family expects me to move home after graduation, but if I can make it work, I want to stay in the Santa Cruz area. I don’t have a job lined up here, but keep applying, and have an interview next week. I really don’t know how to have this conversation with my family. It feels overwhelming and I keep avoiding it, and I’m trying to just focus on finishing my classes.”**

# 8

## Final Thoughts



# Advising Syllabus Initial Feedback

## Feedback for this Draft:

- Business cards slots inside
- Pare down text
- More pictures/infographic (Sammy)
- More emphasis on clarifying college/dept.
- Title: Advising Guide, Advising Roadmap
- Add URL's (Slug Success)
- Include more transfer student elements
- More lines for contact info.
- Add when to see an advisor?
- Assess via student focus group

## For Further Consideration:

- Canvas use for advising- e.g. flipped classroom model, checking for understanding of Student Learning Outcomes etc.
- Targeted outreach/campaigns in Slug Success for specific things.
- To be discussed further!



# What's Coming Up?

- **NEW General Catalog- test version live Friday! (2-3 wks. live)**
- **Advising Council: plan to be active by fall**
- **Summer Orientation- Course 1 sent! Course 2 July 3rd; Virtual Advising Week July 22nd-Aug. 2nd**
- **Pre-Orientation Info Session tentative: 7/16**
- **“Third Class Review” for Department Advisers tentative 7/19**
- **Call for 3rd cohort of Advising Certificate Program “Advising the Students of Today”**
- **AIS 9.2- online forms/workflow- conversations have begun**
- **BIG THANKS to all of you!**



**THANKS FOR JOINING US!**  
**Happy Summer!**