Academic Advising In Service
Focus on the First Year
June 20, 2017

Hosted by the Office of Campus Advising Coordination

Introductions- new staff!

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

TODAY

- **Introductions (new staff)**
- **Advising is Teaching**
- **Triple Take**
- **Team Building Activity**
- **SSERC Research and Application**
- **Major Declaration**
- **Major Qualification Activity**
- **Slug Success Campaign Functionality**

Oh, and TRIVIA!

Text **UCSC**ADV to 22333

Or go to

https://pollev.com/**ucsc**adv

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ADVISING IS TEACHING

Curriculum, pedagogy and student learning outcomes

ADVISING IS TEACHING

- Intentional process
- Ties to institutional mission
- Supports common goals in a decentralized structure

ADVISING IS TEACHING

- Curriculum
- Pedagogy
- Student Learning Outcomes

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 CURRICULUM

- What we teach; what students learn
- Similar to standards for public education (K-12)

K-12 MATH CURRICULUM

<u>Kindergarten geometry example:</u>

• **Identify and describe shapes.**

• **Analyze, compare, create, and compose shapes.'**

<u>High School geometry example:</u>

• **Understand and apply theorems about circles.**

• **Find arc lengths and area of sectors of circles.**

ADVISING CURRICULUM

If advising is teaching, what do advisors 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)

PEDAGOGY

The art, science, or profession of teaching.

(Merriam-Webster)

PEDAGOGY

In K-12: Active learning, inquiry-based instruction, jigsaw classroom, etc.

In Academic Advising: Group advising, individual advising, sequenced email communication, online presentations, appreciative advising, intrusive advising, etc.

LEARNING OUTCOMES

- Measurable standards
- Basis for assessment of effectiveness

LEARNING OUTCOMES

Kindergarten Geometry Example:

- **Students will correctly identify a square, triangle, and circle by the end of the year.**

Academic Advising Example:

- **Students will update or confirm their proposed major by the end of their first year.**

UCSC ADVISING LEARNING OUTCOMES

YEAR ONE:

1. Understand how advising is organized; learn to access advising and support services.
2. Understand how to use MyUCSC/ AIS.
3. Identify qualification reqts, placement info & first year courses for potential majors.
4. Make progress in clarifying educational goals.
5. Learn to develop an academic plan.
6. Develop university level conduct.

UCSC ADVISING LEARNING OUTCOMES

How does your work support students in reaching these outcomes?

What type of intentional and sequenced interactions with students do you pursue to help students reach these goals?

How can you assess whether the work you're doing toward these goals is effective?

NEXT STEPS: CAMPUS ADVISING

- Map learning outcomes to advising offices, more specific times
- Utilize learning outcomes in assessment of our effectiveness
- Develop an advising syllabus (in progress)

LEARN MORE!

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

When should you NOT put any rows in Program/Plan?

a) If the student has applied for graduation

b) If the student is not active

ANSWER: e

c) If the student is past their EGT

d) All of the above

e) a & b

BONUS: What should you do instead?

If applied to graduate, email registrar@ucsc.edu to request a new row. If not active, wait until the student has readmitted, or applied to graduate.

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TRIPLE TAKE

Review and clarification

TRIPLE TAKE- POLICY

- **Senate reg: 9.1.8 F12- Intent of policy:**
    - *Support student progress/grad by identifying new major path and/or path to a degree; and identify one primary point of contact*
- **Undeclared/intended major: focus = identify a successful path**
    - Approvals: extenuating circumstances
- **Declared: focus = earning a degree**
    - Approvals: if alternative option (take elsewhere, alternative class)- go that route, if no alternative to complete a degree- often approved

TRIPLE TAKE- POLICY

- Courses not in single major plan (or for dual major plans): typically not approved
- Denials: additional repeats must not be the sole factor that prevents a student from earning a degree.

TRIPLE TAKE- PROCESS

- **Process:** student > college > dept. > college > student
- **Timing:** deadline for the student, 2 wk. turn around expected of the department (sometime this year)
- **College role:** primary point of contact to manage the process, issue final approval or denial, work with students exploring alternate majors
- **Department role:** help assess likelihood of success in current major, consult with program faculty, identify alternate pathways within the dept(s) where appropriate

TRIPLE TAKE- PROCESS

What has been working well?

- **<u>Making referrals:</u>** Provide some context about policy before sending students to another office
- **<u>Communication:</u>** Checking in with each other on tricky cases
- ???????

What improvements can we make?

Which one of these is NOT a reason why a permission number would not work?

A) It was already used successfully (by another student, or by this student but then dropped)
B) **The student is using a browser that does not support AIS**
C) It is for a different class/lab than the one the student is trying
D) It is not set up to override the item that the student needs it for
E) It is expired
F) It was generated in AIS but wasn't saved

ANSWER: B

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TEAM BUILDING ACTIVITY

College and Department Teambuilding Activity

TAKE A BREAK!

(back in 10 please)

Turbo 8!

- Look at your name tag- find the corresponding theme on the wall to find your team.
- Brief introductions: where you work, how long have you been in your role/on campus?
- Get ready for a series of questions- each group has <u>2 minutes</u> for <u>all</u> their members to answer each question.
- Be brief- and be mindful of the time you take to respond.

Why did you get into advising?

In your mind, what are the key factors that make for a successful team?

How would you describe your job to someone who has no idea what academic advising is?

How would you describe the key similarities between college and major advising?

What is most rewarding about working with students?

What is most challenging thing about working with students?

How would you describe the key differences between college and major advising?

What's the first thing that comes to mind when thinking about how to improve college and department collaborations?

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A CLOSER LOOK AT YR. 1

Brandon Balzer Carr, Student Success Evaluation and Research Center (SSERC)

SSERC RESEARCH- CONSIDERATIONS FOR YEAR 1

What is the SSERC?

- Houses Slug Success
- Use research to support student success
- Born out of projects with LSS and Summer Academy
- Community psychology/PAR/partnership model
- Currently support LCFF+ funded projects
- DRC, Slug Support, others
- Fact sheets, talks, community

Giselle Laiduc

- Fixed versus growth messages
- Growth messaging on MSI sign-ups
- 455 BIOL20A students, ethnically diverse
  - Women
    - Control - 47% sign-up
    - Growth - 64% sign-up
  - Men
    - No effect

SSERC RESEARCH- CONSIDERATIONS FOR YEAR 1

Ibette Valle

- Family Roles and Independence among first-gen students
- Interviews with 31 first-gen students
- Family roles
  - Emotional support (58%), sibling caretaker (36%), translator (42%), financial support (26%), physical support (36%), advice giver (13%)
  - At least one (81%)
- Independence
  - Hard versus soft independence

SSERC RESEARCH- CONSIDERATIONS FOR YEAR 1

Brandon Balzer Carr - Queer Slugs

- Callenges for LGBTQ UCSC students
- Interviews with 40 students and ethnography at Cantu Center
- First year is a pivotal moment for LGBTQ students
- Navigating identity exploration on campus and family reactions at home
- LGBTQ students of color bridge two different worlds

WOOHOO!
IT'S LUNCH TIME!

(room 210 across the courtyard, back at 1pm please)

Under what circumstances should a student have both a proposed major and a declared major in Program/Plan?

A) If they declared, but would like to propose a second major

B) Never- students should not be proposed and declared in two majors

C) When they declare a major, there is a 24hr. laps in AIS before the proposed major drops off.

ANSWER: B

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MAJOR DECLARATION

Review and clarification

MAJOR DECLARATION

Process should be guided by these principles:

- Should be student-friendly and not require students to do things that are not useful

- Programs have flexibility in type of academic planning required in most cases

- More scrutiny should be required when it's possible student will exceed EGT

MAJOR DECLARATION

Single majors that can clearly be completed by EGT:

- Student submits "Petition for Major Declaration" to dept/major adviser
- Adviser approves if student meets MQ reqts and can clearly complete degree by EGT
- Adviser enters plan in AIS
- Form stays at department as documentation

MAJOR DECLARATION

For single majors that can be completed by EGT, these are at discretion of department:

- May use academic planning form or any other form
- May choose to do qtr x qtr plan a different time
- Dept may require academic planning form if want student to see college adviser for GE or EGT

MAJOR DECLARATION

Double major, major/minor, plans that exceed EGT:

- Student must use academic planning form to complete one plan that shows both programs
- Both dept advisers must approve
- If major/ minor, should go to major first
- If exceeds EGT, must go to college

MAJOR DECLARATION

Double counting:

- Communication between departments is key - confirm number of UD credits required for each major

- Course directives must be entered in AIS to ensure AAR is correct

MAJOR DECLARATION

Dear _____,

Samuel Slug (5555555) has finalized his creative writing major and history minor declaration; I've attached a PDF scan of his Petition for Major/Minor Declaration and UCSC Academic Planning Form to this email for your review. Please let me know if you see any problems with his proposed plan of study.

Samuel would like to apply LIT 141B and 141C to both his creative writing major and history minor requirements. Is this ok by you? The history minor is 25 upper-division units (minimum). My understanding is that the creative writing major is 50 upper-division units. Per Academic Senate Regulation 10.4.7, Samuel is allowed to double count up to 10 upper-division credits/2 upper-division courses.

I've gone ahead and entered course directives in Spencer's AAR for these courses so you'll want to do the same so that these courses appears in both his major and minor plans. Please let me know if you have any questions or concerns. Thanks in advance for your reply!

Sincerely,

MAJOR DECLARATION

Entering plans in AIS:

Plan sequence determines plan order on the transcript. Must be alphabetical in the following order:

- First: Degree (B.A., then B.M., then B.S.)
- Second: Major/s (A-Z)
- Third: Minor/s (A-Z)
- Fourth: College

MAJOR DECLARATION

Entering plans in AIS:

- A student cannot have both a declared and proposed major in AIS. At the time of declaration, proposed majors should be removed.
- A minor should not be entered until after the major is entered.

MAJOR DECLARATION

All of this information is on the advising site!: https://advising.ucsc.edu/advisers/policies-proc/declaration/index.html

Or, go to advising.ucsc.edu, scroll to the bottom right, choose "Policies and Procedures" in "Info for Advisers"

MAJOR DECLARATION

Improvements coming soon:

- Advising Process Work Group identified the academic planning form as a top priority for improvement. A group will be developing a new campus process to plan and share info about a student's plan through Slug Success.

MAJOR DECLARATION

Improvements coming soon:

● For the fall 2017 incoming class, the EGT will be set to four years for frosh, and two years for transfers - it will no longer be set to the 13th/ 7th quarter.

MAJOR DECLARATION

Improvements coming soon:

- Fall 2017 frosh are receiving emails requesting they update their proposed major online if their plans have changed.
- A reminder: either a college or major adviser can change a proposed major.
- BUT: college advisers should never change a proposed major for transfer students.

Put these in the correct order for sequence numbering:
Oakes College, MCD BIO BS, CHEM BS, EDU Minor, LALS BA

A) OAKES, CHEM BS, EDU, MCD Bio BS, LALS BA
B) LALS BA, CHEM BS, MCD BIO BS, EDU, OAKES
C) MCD BIO BS, CHEM BS, OAKES, LALS BA, EDU

ANSWER: LALS, CHEM BS, MCD BS, EDU, OAKES

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MAJOR QUALIFICATION

Presentation and Activity

MAJOR QUALIFICATION

Helping our first-year students understand major qualification

TAKE A BREAK!

(back in 10 please)

Which of the following WOULD NOT result in a requisite error message during enrollment?

A.   Hasn't taken all pre-req courses
B.   Doesn't have "Other Credit" entered for the pre-req courses
C.   Isn't enrolling in the co-requisite course
D.   Isn't able to enroll in the co-requisite without going over the unit requirement
E.   Isn't in the right major
F.   **Failed the course on an earlier attempt**
G.   The major effective date is after the quarter begins
H.   Isn't in the right college
I.   Doesn't have the right placement scores

ANSWER: F

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SLUG SUCCESS

Using Campaign Functionality to Support First Year Students

CAMPAIGN FUNCTIONALITY

- **Slug Success Implementation Update**
- **What are "Campaigns" in Slug Success?**
- **Nuts & Bolts of Campaigns**
- **Resources and Tips**
- **Examples of Campaigns Already Done**
- **Campaigns to Support First Year Students**
- **Q & A**
- **Upcoming Slug Success Trainings**

CAMPAIGN FUNCTIONALITY

All Campaigns › Frosh outreach campaign Summer 2017

Details For Appointment Campaign

Define Campaign: Complete › Edit

Student Select: Complete › Edit

Staff Select: In Progress › Edit

Message Details: Incomplete

Confirm & Send: Incomplete

Cancel Campaign   Continue Where I Left Off

CAMPAIGN FUNCTIONALITY

CAMPAIGN FUNCTIONALITY

CAMPAIGN FUNCTIONALITY

Watch Lists

Actions ▾		NAME	# OF STUDENTS	New Watch List
Rename				
Delete		Subject to Disqual Winter 2017	60	
Upload Watch List		Spring Start 2017	20	
☑		Frosh SAMPLE ONLY list	0	
☐		Barred / WDBar after Fall 2016	15	
☐		Academic Probation Winter 2017	52	

CAMPAIGN FUNCTIONALITY

CAMPAIGN FUNCTIONALITY

UCSC
SLUG SUCCESS

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Select a Watch List	Upload	Choose a Column	Complete

Upload File to Watch List

Please upload a .csv file containing a column of student IDs

Choose File | no file selected

Click to upload the file

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Additional Modes ▼

CAMPAIGN FUNCTIONALITY

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Select a Watch List   Upload   Choose a Column   Complete

Upload File to Watch List

You've uploaded Frosh_Admission_list_5-22-17.csv Choose a column to import as Student ID:

| ✓ | Save |

SID
Campus Email
Other Email
Preferred Phone
Gender
Admit Type
Pre-UCSC GPA
Housing
Plan
Subplan
Scholars Program
EOP
Last School
FERPA Non-Release
Parent/Spouse Release
Counselor Release
Student Orgs Release
Ethnicity
First Language
First Generation
Visa Group - Granted
Visa Group - Applied
Domestic/International (Current)
Admissions ELWR
Entry Level Writing Requirement
Analytical Writing Placement Exam
AP English
AP English Date Loaded

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Additional Modes ▾

Define Campaign › Review Students › **Add Staff** › Compose Message › Confirm & Send

Kresge Frosh Outreach SAMPLE

Add Advisors To Campaign

☐ Include Appointment Availabilities ?

ID	NAME	AVAILABLE TIMES
☑	**Kalin McGraw**	Mon-Fri 8:00am-11:30am (June 19, 2017 - July 3, 2017)

< Back

Save and Exit   **Continue**

CAMPAIGN FUNCTIONALITY

CAMPAIGN FUNCTIONALITY

Merge Tags:?   {$student_first_name}   {$student_last_name}   {$schedule_link}
Inserts the student's first name   Inserts the student's last name   Inserts a link to schedule the appointment

Please choose the time that works best for you.

Preview Email   Preview Landing Page

Andrew, Schedule An Advising Appointment

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Please Schedule Your Advising Appointment.

Hello Andrew:

We'd like to schedule an appointment with you to go over your goals, and set some action items for your first year.

Please click the following link, select a time that works with your schedule, and click Save. You will receive an email confirming the appointment time and details.

Schedule an Appointment

You can also copy and paste this address into your web browser.
https://ucsc.campus.eab.com/a/123456

Thank you - we're so excited to meet you!

< Back   Save and Exit   Continue

CAMPAIGN FUNCTIONALITY

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Define Campaign › Review Students › Add Staff › Compose Message › **Confirm & Send**

Kresge Frosh Outreach SAMPLE

Confirm & Send

Campaign Type: Advising	**Start Date:** 06/19/2017	**End Date:** 07/03/2017
Reason: Coll: Academic Planning	**Appt Length:** 15 minutes	**Slots Per Time:** 1
Appt Location: Kresge College Advising Office	**Appt Limit:** 1	**Reminders:** ☑ **E-mail** ☐ **SMS**

Subject {$student_first_name}, Schedule an Advising Appointment

Email Preview View   **Invitees:** View All (23)   **Included Advisors** View All (1)

< Back

Save and Exit   **Send**

CAMPAIGN FUNCTIONALITY

2017 Summer Quarter Campaigns

Appointment Campaigns

☐ All Appointment Campaigns

NAME	STATS
Frosh outreach campaign Summer 2017 ADVISING [unsent] 06/19/2017 - 07/03/2017	Resume Delete
Kresge Academic Standing Outreach Spr... ADVISING [Expired] 04/03/2017 - 04/21/2017	● Appts. Made (53%) ● Reports Created (90%) ● Attend. Rate (49%)
Kresge Academic Standing Outreach Win... ADVISING [Expired] 01/05/2017 - 01/31/2017	● Appts. Made (59%) ● Reports Created (71%) ● Attend. Rate (42%)

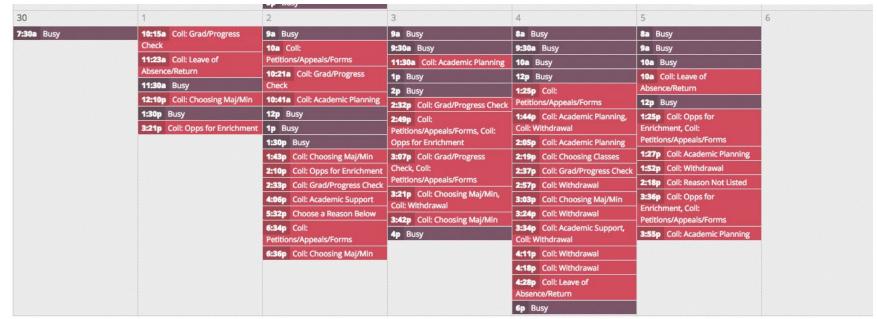### UNIVERSITY OF CALIFORNIA SANTA CRUZ

Actions

I want to create a new...

The currently selected term is not active. Progress report campaigns can only be created while in an active term.

The current term's begin date is 06-26-2017 and the end date is 09-01-2017.

Appointment Campaign

CAMPAIGN FUNCTIONALITY

CAMPAIGN FUNCTIONALITY

- **Slug Success Implementation Update**
- **What are "Campaigns" in Slug Success?**
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- **Resources and Tips**
- **Examples of Campaigns Already Done**
- **Campaigns to Support First Year Students**
- **Q & A**
- **Upcoming Slug Success Trainings**

CAMPAIGN FUNCTIONALITY - MORE INFO

SSERC Website

Sam Foster, SSERC Managing Director, ssfoster@ucsc.edu

Amy Hyler-Essig, Systems Analyst, SSERC, amerob@ucsc.edu

♡ CREDITS

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- Presentation template by **SlidesCarnival**
- Photographs by **Startup Stock Photos**

THANKS FOR JOINING US!

QUESTIONS?