Overall Advising Priorities for 2018-2019

1) Improve First-Time Freshmen first year academic success and overall retention to the sophomore year.

2) Improve our framework, structures, and processes that support major choice – Exploration, Affirmation, Validation.

3) Clearly articulate and implement an advising ownership model as well as clear coordination paths both within colleges and to other campus resources.

4) Leverage data to inform college and University work to identify and solve high priority retention and graduation challenges.
Institute Objectives

- To gain knowledge of the structures and policies governing major change, in particular among our freshmen and sophomore population
- To develop a greater understanding of how to assist students to find a major that best reflects their interests, skills, values, and career goals
- To learn to more effectively document advising sessions with students who are part of our shared university advising community
I. Rules of the Road

General Principles and Guidelines for Transitional Advising
Our Advising Ecosystem: College Advising Centers
How Our Freshmen Begin
DECLARED ≠ DECIDED
Our Advising Ecosystem: Major Changes Between Colleges, 2010-2016

Source: EAB Institutional Reports
Proactive Advising and Guided Major Change

- Measuring Progress:
  - Pre-Majors: Major Specific Criteria
  - Majors: Lower Division Requirements
  - EAB Success Markers
Building a Student-Centered Transitional Advising System

Three Phases of Guided Major Change
1) Separation: Leaving a Major
2) Liminality: Being Between Majors
3) Incorporation: Entering a New Major
Separation: Leaving a Major

- Why might students leave a major?
- Key advising considerations:
  - Skills, interests, and values
  - Eligibility and viability
- Is there a viable new major in the college?
- If not, referral to appropriate Center
Liminality: Being Between Majors

- How should we assist students with no clear direction?
  - Too few options
  - Too many options
- Evolving Role of the UAAC
  - General Education and “Major-Exploration Courses”
  - Normalizing “Undeclared”
  - Owning “Undeclared”
Incorporation: Entering a New Major

- How should we affirm a student’s new major choice?
  - Confirmation of skills, interests, and values
  - Explanation of major expectations and requirements
  - Development of Degree Plan
Our Advising Ecosystem: College Advising Centers
A System of Interconnected Centers
What the major change process looks like will vary based upon where students are in their academic career.
Any incoming student can change to any major, pre-major, or Undeclared.

UAAC will continue to coordinate processing these changes.

Stay tuned for further details of Summer 2019 Orientation.
0 - 15 Units: First Semester Freshman

- Any advisor may submit an ARS for any student to change to any major, pre-major, or Undeclared
15-30 Units:
Second Semester Freshman

- Once grades have posted, ARS must be submitted by the RECEIVING college
- UAAC submits for students wishing to become Undeclared
Exploration

Validation

Affirmation

0-30

30-60

60-90

90-120
30-45 Units: First Semester Sophomore

- Students at this phase may still change majors, but should be in the process of narrowing down their focus
This may be a time for difficult conversations with students struggling to meet MSCs or to pass key lower division major requirements.
Finding New Paths
Finding New Paths

- Historically Common Pathways
- Student Knowledge of Majors
  - Knowledge about Majors and Careers
  - Sources of Student Knowledge
- Developing Knowledge of Continually Changing Curriculum and Majors
Activity: Major Mapping
II. Redirection
Helping Students Find Their Way to a Major and Career
Major Advising with Careers in Mind

“All students need career advising, even those who are decided on an academic major” (Gordon, 2006, p. 5)

“…helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering” (Gordon, 2006, p. 12).
A lifelong process
  - We are always learning and growing

Involves continuous reflection and self-awareness

Requires seeking information and experiences

Requires processing experiences to make sense of them

Requires making informed decisions based on the information you’ve learning about yourself and the world of work
Major and Career Development Process
Activity

VALUES
Major and Career Advising Framework

Gordon’s (2006) 3-I Process:

- Inquire
- Inform
- Integrate
“The inquire phase involves identifying students’ academic and career concerns, clarifying their needs, and making appropriate responses to help them move to the information-collecting phase.”

Inquire

- How and why did you decide on this major?
- What course have you enjoyed in the past?
- How did you decide to change your major?
- What do you like/dislike about your previous major?
- Have you taken any courses in this major before?
- Have you had any experience in the field?
- Do you know anyone/have you talked to anyone in the field?
Inquire

- What do you see yourself doing in the future (regardless of your major)?
- What kinds of environment do you like being in?
- What kinds of topics do you enjoy learning about? Think back to your GE’s or high school classes. Any subjects you really liked and really disliked? Make sure to listen to the reasons why they liked these subjects. It can’t be about the teacher’s style. Ask them to think about the content of the course and how they felt about it.
“Three areas where students need to gather ... information are (1) their personal attributes, such as their likes and dislikes; (2) educational information, such as how academic decisions (e.g., major, coursework) relate to possible career directions and the acquisition of marketable skills; and (3) the type of occupational information that is pertinent to their academic situation and career goals.”

Gordon, (2006, p. 63)
“In the integrate phase, advisors and students determine what additional assistance is needed to help students organize and make meaningful connections between the information sources they have collected. The term *integrate* is used in this context to mean coordinating or blending all the student knows into a functioning or unified whole.”

Gordon, (2006, p. 63)
Considerations

- Is the student ready to make a decision? (has the student done enough self-exploration and career research to decide)
- Is the student motivated to commit to a field or are they just looking to get out of their current major?
- What factors outside of the student are impacting their decision?
  - Family, Friends, Society, Economy, and Employment Opportunities
- The less ready the student is, the more help they need.
Advisors partner with students for advising process
Advisors recognize issues, attitudes and behaviors which warrant referrals
- Indecisiveness
- Lack of progress (frequent withdrawals, inferior grades)
- Avoidance, depression
- Low self-efficacy, outcomes expectancy, decision certainty
Advisors know campus resources
Advisors track and follow-up

Academic Advisor’s Role in Major and Career Decision Making
Redirection

- Student Belonging: Avoiding the Advisor Shuffle
- Assessing Interests, Skills, and Values
- Major Redirection and Career Objectives
Capturing Student Information In Our Shared Advising System

The Importance of Effective EAB Advisor Summary Reports

Alex Martinez, Academic Advisor, UAAC
Steve Asipyan, Academic Advisor, AL
Evelyn Espinoza, Interim Director, AL
• Brief and concise summary associated with an advising exchange/interaction
• Academic concern(s)
• Advisor recommendation or advice
• Action/Next Steps
• Include relevant related advising documents (grad check, academic plan, etc.)
• Referrals

Helpful Tips to consider when writing an Advising Summary Report

- Describe, don’t evaluate.
- When in doubt, leave it out.
- The Advising Summary Report should be academic related and avoid including personal potentially sensitive content, including:
  - Medical/Mental Health concerns
  - Legal Problems
  - Relationship problems
  - Family concerns
  - Conflicts with specific instructors

Questions to consider when writing an Advising Summary Report

- Is this something the student would want other people to know?
- Is this something another advisor would need to know? Why?
- Is this something that is within my scope of practice to say? (I.e. Do I have the necessary training, and is this something related to my area of professional expertise?)
- Are the details in my report based on fact?

DO

Briefly summarize what was discussed as it relates to the student’s academic success.

- Sensitive & Personal Information:
  Student disclosed personal situation that is having an impact on her academic success.

- Referrals:
  Referred student to Student Support Service on campus.

- Judgements:
  Student is considering whether his current major is a good fit. I helped him consider options.

- Student Instructions:
  Encouraged student to take retake ENGL 1010 next semester.

- Attachments:
  Attached important documents discussed.

DON’T

Summarize everything that was discussed.

- Sensitive & Personal Information:
  Parents are going through a divorce. I suspect depression.

- Referrals:
  Referred student to CAPS.

- Judgements:
  I doubt student’s ability to succeed in this major. Student is not motivated to succeed in classes this semester.

- Student Instructors:
  Student is upset because the instructor did not allow her to turn in late assignments.

- Attachments:
  Do not attach emails with sensitive/private content.

Help Future Advisors Help the Student

- Consider including information that helps the student and helps other colleagues understand the student or the advice you provided.
- Be factual and objective.
- Include a list of courses you advised the student to take along with alternatives (if possible).
- Facilitate the relationship with the student to make “hand off” process align with the student’s goals and needs.
- Explain possible consequences if advice is not adhered to.
- Include referrals of a non-sensitive nature (tutoring center, career center, etc.).
- Include referral of a sensitive nature, with limited details (referred students to campus resources).
Does your Report Help the Student?

Examples:

• “Student has fulfilled block D requirement, but is taking CLS 1500 because she is considering a minor in that program. Student understands that this will count as a free elective if she does not pursue the minor after all.”

• “Discussed consequences of not meeting PACE and how it will affect 4 year graduation goal.”

• “Showed student how to use degree planner to explore courses for Block D that align with professional interest (POLS, CHDV, or WGSS).”

• “Reminded student to submit SPAN AP scores for Block C2; recommended that the student avoid taking a class in this section for now.”

• “Discussed importance of C- or better in ENGL 1010; repeating course will cause delay in advancing to major sequence.”
Students is considering switching to COMM. She wants to be a social justice journalist, but expressed concern about limited career prospects. Outlined MSC requirements for COMM and introduced the idea of exploring social justice related minors by navigating e-catalog. Asked the student to review career pathways sheets and consider speaking with Prof. Tony Cox before she makes a decision (email and office hours provided).

Recommend that the student enroll in COMM 1200 because it will help her progress in both programs and bring a list of proposed schedule to her next meeting.
Team Exercise:
Read each advising report and decide which statements, if any, are helpful to the student and future advisors. Rewrite the advising report using only the helpful statements and include any additional information that you think might be useful.

Remember:
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- Are the details in my report based on fact?
- Does the student require a referral?
- Does the student need to change their major?
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Discussion