

UCSC Undergraduate Academic Advising

Undergraduate Academic Advising Mission:

The primary purpose of undergraduate academic advising is to assist students in clarifying their educational goals and in developing academic plans to achieve them at UCSC. As part of the educational mission of the university, the academic advising program should enable students to become self-directed learners and responsible decision-makers and encourage them to take advantage of available educational opportunities both within the formal curriculum and beyond it.

Goals

The ultimate responsibility for making decisions about educational plans and life goals rests with individual students. The university should assist them by:

1. Providing opportunities to clarify their career and life goals and assess their academic strengths and challenges.
2. Providing accurate and relevant information about academic programs and other educational experiences available to them.
3. Informing them of institutional requirements and interpreting institutional policies and procedures relevant to their success.
4. Monitoring their progress toward completion of their academic plans and compliance with institutional expectations of academic standing and progress.

Undergraduate Academic Advising Structure:

I. Colleges Advising (generalists; “career-based”)

- A. Orientation to the university (orientation, first year advising)
- B. Pre-major advising: choosing, qualifying for, and declaring major by end of sophomore year
- C. Supervision of academic career-based (campus-wide) requirements:
 1. Advising on general education and university requirements
 2. Advising on credit and grading requirements
- D. Enforcement of Academic Senate policies governing:
 1. Academic standing and disqualification (includes probationary counseling / supervision)
 2. Academic progress and time-to-degree (minimum progress, maximum enrollment terms and credits, extension of enrollment)
 3. Withdrawal from the university, leave of absence, and readmission
 4. Withdrawal from a class; enrollment in more than or less than a standard course load; repetition of courses, etc.
- E. Advising re: general experiential learning and academic enhancement opportunities: Education Abroad, Internships, Research Opportunities, Exchange Programs, etc.

Colleges Advising works closely with others at the colleges, including the Provost (supervises college advising staff; determines academic directions for the college, including delivery of university-wide writing requirements through the core course; academic integrity enforcement; development of first-year honors programs, etc.), and student life staff (residential life and student programming).

II. Department/ Major/ Program Advising (major; “program-based”)

- A. Orientation to the program (major or minor)
- B. Qualification for and declaration of the major
- C. Supervision of and advising on program-based (major) requirements; progress through the major; course sequencing and access
- D. Advising re: experiential learning related to the major: Education Abroad, Internships, Research Opportunities, Exchange Programs, etc.
- E. Faculty advising and mentoring

Staff Department Advisers work closely with department faculty on a broad range of issues related to advising (may include curricular planning, managing course enrollments, etc.).

III. Advising Leadership

- A. Coordinator of Academic Advising (Division of Undergraduate Education): Focuses on campus-wide advising issues
- B. Associate Registrar for Advising, Records, and Enrollment (Registrar’s Office): Focuses on electronic and other student records processes

IV. Others In or Related to Academic Advising

- A. EOP
- B. STARS
- C. Career Center
- D. Programs Abroad
- E. Learning Support Services
- F. Honors and Awards
- G. Disability Resource Center
- H. Counseling and Psychological Services

Undergraduate Academic Advising: Student Learning Objectives

Year One:

1. Students will understand how the UCSC advising system is organized and learn how to access advising and academic support services. Within the advising relationship, students will understand their responsibilities for taking action and making decisions related to their academic plans.
2. Students will develop an understanding of how to use the campus's Academic Information System.
3. Students will identify admission requirements, initial placement information, and first year courses for potential majors. In pursuing first year courses, students will both develop the academic foundational skills important to potential majors and assess their interest in and ability to succeed in the program.
4. Students will make progress toward clarifying their educational goals as related to the choice of a major, and will propose a major (or confirm a proposed major) by the end of their first year.
5. Students will learn to develop an academic plan that includes classes to meet degree requirements and that meets the university's time to degree policies, and that takes into account prerequisite and course sequencing issues.
6. Students will develop appropriate university level conduct.

Year Two:

1. Early in the academic year, students will assess their progress toward their intended major(s) in terms of both necessary courses and their skills and abilities. Students will be formally declared in a major by the deadline in the last quarter of their second year.
2. Students will use the student portal to assess their progress in completing their general education requirements.
3. Students will research the connections between their potential and/or intended major and potential careers, and will begin to engage in career preparation activities.
4. Students will research and plan for educational opportunities both within the formal curriculum and beyond it (EAP, internships, research opportunities, etc.).

Year Three:

1. Students will evaluate their academic plan to ensure that they are on track toward a timely graduation.
2. Students will make meaningful connections with faculty in their major and identify faculty mentors.
3. Students will further clarify and be able to articulate their educational goals, and will determine ways in which to individualize their formal education to meet those goals. (This might include the addition of a concentration or sub-field of interest, a pattern of courses to supplement the major, or the intentional use of elective credit to build skills.)
4. Students will participate in enrichment activities relevant to their interests and goals.
5. Students will research and prepare for senior year requirements and opportunities such as senior exit requirement options, scholarship and award opportunities, etc.
6. Students will identify potential graduate school and/or career opportunities and learn how to prepare for those opportunities.

Year Four:

1. Early in their final year, students will review, confirm, and plan for the completion of their graduation requirements.
2. Early in their final year, students will schedule and then take the steps necessary for successful entry into graduate programs or the job search process (including taking necessary exams, filing graduate school applications, requesting letters of recommendation, attending career fairs, etc.).
3. Students will learn to confidently present their experience, skills, and achievements to potential employers and/or graduate school selection committees.
4. Students will learn the necessary administrative processes involved in leaving UCSC and confirming the status of their degree.
5. Students will learn and consider the ways in which they can stay connected to UC Santa Cruz after earning their degrees, such as through campus involvement and/or mentoring future undergraduates, membership in the Alumni Association, etc.

Undergraduate Academic Advising: Delivery Methods

Although many of the advising contacts at UCSC are student-initiated, academic advising is an intentional process aimed at helping students meet specific objectives, and at supporting their academic success and progress to graduation. To meet these goals, advising offices outreach to students at key times to provide information and resources.

The list below briefly outlines adviser-initiated contacts that students who enter UCSC as frosh will commonly receive. In addition, all advising offices provide opportunities for individual advising on a drop-in basis or by appointment at the student's request; wait time to see an adviser varies based on the unit.

Approximate Time:	Content:	Delivery Methods:
<i>FIRST YEAR</i>		
May/June (shortly after SIR)	Initial advising information: choosing and enrolling in classes, how to access advising, university requirements and policies, etc.	Distributed online, via email, and occasionally via mail for fall incoming class (Colleges and Departments)
July	Initial advising information: choosing and enrolling in classes, how to access advising, university requirements and policies, etc.	Group and individual advising at Summer Orientation (Colleges and Departments)
September	Academic policies, procedures, and opportunities. Graduation requirements, scholarship (standing and progress) requirements. Resources for academic success. Major overview and qualification, first year classes.	Group Advising: Fall Welcome Week Orientations (Colleges and Departments)
Sometime first year	All first year students are expected to meet with a college adviser at least once during the year to discuss their goals and plans.	Individual advising (Colleges)
November	Fall mid-quarter advising outreach and events: preparation for winter enrollment, including placement exams if necessary, research about possible majors. First year writing requirements.	Varies by college, and may include emails to freshman class, presentations in college core courses, group advising events (Colleges)
December	Academic standing notifications (for students who fall below good standing based on grades). <i>Listed only once, but repeats each term.</i>	Email notifications (Undergraduate Education/ Colleges)
January	Outreach to probationary students. Some are required to meet with adviser regularly throughout the term to discuss progress and success strategies. <i>Listed only once, but repeats each term.</i>	Email outreach followed by individual advising (Colleges)
February	First year advising messages: choosing and preparing for a major.	Email outreach (Colleges) often followed by individual advising (Colleges and Departments)
February	Winter mid-quarter advising outreach: preparation for spring enrollment, including placement exams if necessary, research about possible majors.	Varies by college, and may include emails to freshman class, group advising events (Colleges)
April	Message re: completion of C1/C2 writing requirements by beginning of seventh term.	Email outreach (Colleges)
May	First year advising messages: undeclared students are asked to confirm proposed (intended) major.	Email outreach (Colleges) often followed by individual advising (Colleges and Departments)

SECOND YEAR		
Fall and winter terms	Outreach to undeclared sophomores: policy for major declaration, resources for deciding on a major.	Email outreach (Colleges) often followed by individual advising (Colleges and Departments)
February	Message to students below minimum progress. Students with significant deficits are required to meet with an adviser to discuss ways to improve progress.	Email outreach, followed by individual advising for some students (Colleges)
Spring, at latest	Declaration of major. Typically requires group or individual advising session with department/major adviser, and devising of quarter-by-quarter academic plan. Some departments require meeting with faculty.	Student-initiated in terms of when the student comes in, but required of all students (Departments)
April	Message re: completion of writing requirements by beginning of seventh term.	Email outreach, followed by individual advising session for some students (Colleges)
May	Outreach to undeclared students, with notification of enrollment hold if past major declaration deadline.	Email outreach followed by required individual and/or group advising (Colleges and Departments)
THIRD YEAR		
Variable	Once declared in a major, students typically receive regular communications from department/ major advisers about upcoming events, opportunities in the major, etc. This varies widely by department, since each major has different opportunities and timelines. Listed only once, but typically continues until graduation.	Email and other electronic outreach, followed by individual advising for some students (Departments)
FOURTH YEAR		
Variable	Most departments encourage students to see an adviser before or during the senior year to verify plans for completing graduation requirements.	Typically included in e-newsletters and other electronic communications (Departments)
October	“No Surprises Grad Check” message. Outlines remaining general education and credit requirements, explains limits on time to degree.	Email outreach, followed by individual advising for some students (Colleges)
February	Messages about upcoming graduation ceremonies and procedures. Encouragement to check graduation requirements if have not done so.	Email outreach (Colleges)

Students who enroll beyond the fourth year receive quarterly messages about limits on the time to degree allowable; some will be required to submit quarter-by-quarter academic plans after meeting with advisers.

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