Conditions of Excellence in Academic Advising

- Aspirational standards for colleges and universities to evaluate and improve academic advising
- Acknowledge the key role that advising plays in promoting student learning, success, and completion
- Recognizes the complexity of higher education requiring the need to examine advising through multiple lenses
- Serve as benchmarks for institutions to guide reflective self-study and strategic assessment of academic advising
Creating Conditions of Excellence in Academic Advising

• What is excellence in academic advising?
• How are we performing in relation to these conditions of excellence?
• Where can we make forward progress as a campus?
The Nine Conditions of Excellence

- Institutional Commitment
- Learning
- Improvement and the Scholarship of Advising

  - Organization
  - Equity, Inclusion, and Diversity
  - Advisor Selection and Development

  - Collaboration and Communication
  - Student Purpose and Pathways
  - Technology Enabled Advising
Institutional Commitment
Learning
Equity, Inclusion & Diversity

- **Inclusion**: Organization does not benefit from the creativity and innovation that diversity offers. Morale is low as employees don’t feel they are trusted or fair.
- **Winning**: Employees don’t do their best work or leave the organization.
- **Diversity**: Includes individuals, equity, social discrimination, colour, race, origin, gender, discrimination, human rights, disability, Indigenous, ancestry, individual, employment, social, justice, colour, perspective, impact, respect, inference, impact, impact, impact.

(EAA logo)
Advisor Selection & Development
Improvement & the Scholarship of Advising
Collaboration & Communication
Organization
Student Purpose & Pathways
Technology Enabled Advising
Moving beyond student behavior...

Foundation of a Learning Approach for Advising Students: Using the Right Technology

Data: Did the student register on time? Is the student making progress towards intended degree?

- **Tool**: Early Alert Systems
- **Tools**: LMS & E-Portfolios

Data: Can the student describe how academic and career plans related to personal values and goals?

Data: Can the student show how academic and career plans are related? Are the student’s plans grounded in evidence?

Data: Can the student effectively use the necessary technology to create and implements plans in practice?

- **Tool**: LMS & E-Portfolios
- **Tools**: LMS & E-Portfolios

Steele, G.E. 2016
2017-2018 PROJECTS/SUCCESSES

- Peer Advisor Training
- UCDAAC Symposium
- 1QCRT
- Orientation Online Advising Modules
- Revamped Advising at Orientation
- Transfer Student Experience Videos
- AP/SD Online Resource for Students
ORIENTATION

4.2 Academic Advisors
Academic advisors provide guidance, academic resources, services, and advice for students. Find out more about their role here.

2.1 Degree Requirements
What does it take to earn your UC Davis degree? We have the answers.

Important Links:
- Academic and Advising Expectations
- College of Agricultural and Environmental Sciences
- College of Letters and Science
- College of Engineering
- College of Environmental Sciences

UC Davis General Catalog: Degree Requirements
- https://catalog.ucdavis.edu/Catalog/jaculty/graduate-education
- https://www.ucdavis.edu/advisors
CERTIFICATE LEVEL ONE RECIPIENTS
(‘Next Level’ Participants Highlighted)

Alexander, Robin G
Alexander, Rodney D
Alvarenga, Cindy E
Anthony Lopez, Tess
Applegate, Angelina F
Arcement, Samantha Lynn
Benjamini, Leora Ann
Burgal, Julie
Chaidez, Karen Moreno
Cheney, Sharla Ryan
Coulter, Natasha B
Creveling, Catherine E
Diesslin, Tracy J
Fales, Sarah M
Farias, Evelyn
Ferguson, Benjamin T
Friedrich, Leanna Marie
Gibson, Eveline Louise
Graening, Letia C
Halliwell, Christina Leann
Halpert, Jennifer E
Hancock, Jillian R
Hanou, Miranda L
Hatfield Rogai, Holly
Haws, Wendy A
Hensley, Judge Robert
Herrod, Caroline A
Hinshaw, Jenna R
Jenkins, Stacie M
Kincaid, Glyns A
Kisting, Pamela M
Knight, Shawn M
Krezo, Snjezana J
Lamanna, Leo G.
Le Gall-scoville, Cloe-mai
Lee, Panhoia
Litt, Shadaya K
Louis, Cydney Nicole
Lowrey, Amy Lynn
Ly, Hnuhli Holly
Martinez, Alma
Mcgilvray, Julie L
Mcnullen, Kimberly I
Mendoza, Lauren Lirio
Mirsahzadeh, Lili
Myers, Stephanie X
Normile, Emily C
Okolo, Jeminat O
Olivier, Barbara
Palmer, Stephanie K
Parpama, Katherine J
Pham, Thao T
Pretell, Pamela
Pyon, Joann
Rabaud, Nicole Elizabeth
Ronco, Lisa Ann
Salgado, Elia E
Sanchez, Eric
Shickman, Kathryn J
Smalley, Justin Patrick
Smarkel, Reina Gonzalez
Svensson, Alexandra M
Tape, Selina Catherine
Teixeira, Annalisa Brielle Corioso
Telles, Daniela D
Torres, Jessica
Uhlinger, Nicole M
Van Zandt, Kelly
Whaley, Melissa M
Willard, Joseph
Woods, Lauren K
Worrell, Lauren K
Yang, Elizabeth M
Zedonis, Adam J
Zuniga, Lorenzo
FIRST YEAR COORDINATORS

Communication Project
2018 ACADEMIC PEER ADVISOR TRAINING

Six Online Canvas Modules + One In-Person Training Day (6hrs)

- Campus Compliance (Module 1)
- Role & Scope of the Academic Peer Advisor (Module 2)
- Supporting UC Davis Students (Module 3)
- Campus Resources (Module 4)
- Advising Tools (Module 5)
- Anatomy of an Undergraduate Degree (Module 6)
- September 14, 2018 In-Person Training (Module 7)
2018 ACADEMIC PEER ADVISOR TRAINING

Peer advisor preparedness following training components
“Offer an inviting/welcoming setting for students, don’t be afraid to ask for help, and try to connect with students.”

“Students have complex backgrounds -- it's not just classes and schedules and prerequisites; there are many resources on campus for multiple different situations to help students; peer advisors are super important because they are relatable to the students!”

“Understanding different and various forms of privilege someone can have, knowing how to help a student with their troubling concerns (i.e. OSSJA as a resource), and the best way to interact with students in advising sessions (i.e. active listening, non-verbal positive cues etc).”

“Asking open ended questions, remembering my privilege, to be mindful of distressed students.”
2018 ACADEMIC PEER ADVISOR TRAINING

MOVING FORWARD

• Examine feedback and critiques to improve training for next year.
• Consider what worked well and what did not from the instructor/implementation perspective.
• Peer Training Leads & Advising Directors will together determine changes.
• Potentially incorporate experts from the Center for Educational Effectiveness (CEE).
2019 UCDAAC SYMPOSIUM

February 7, 2019 | 8:30am-1:00pm | UC Davis Conference Center

- Pre-symposium breakfast
- Catered lunch
- Facilitated discussion sessions
- Symposium format
- Seeking facilitator volunteers...
2019 UCDAAC SYMPOSIUM

- Facilitator volunteers!
- Opportunity to train with Robb Davis.
- Facilitate in pairs.
- Required lunchtime facilitator meeting schedule:
  - **November 5** | 12:00pm-1:00pm (w/ Brett & Nicole)
  - **November 14** | 12:00pm-1:30pm (w/ Robb)
  - **December 12** | 12pm-1:30pm (w/ Robb)
- Contact Nicole if you are interested: nwood@ucdavis.edu
RECOGNIZING EXCELLENCE

2018 NACADA Awards
2018 NACADA GLOBAL AWARD RECIPIENTS

Outstanding Advisor – Primary Role: Jordan Dade
Outstanding Advisor – Faculty Role: Louie Yang
Outstanding New Advisor – Faculty Role: Amber Boydstun
Outstanding Advising Administrator Certificate of Merit: Sue Ebeler
2018 NACADA REGION 9 AWARD RECIPIENTS

Excellence in Advising, Advising Administrator: Susan Ebeler
Excellence in Advising, Advisor Primary Role: Jordan Dade
Excellence in Advising, Advisor Primary Role Certificate of Merit: Joe Lee
Excellence in Advising, Faculty Advisor: Louie Yang
Excellence in Advising, Advising Equity Champion: Katherine Parpana
2018
UC DAVIS
ACADEMIC ADVISING AWARDS
PRESENTATION