2016 Fall Welcome
A Day of Kindness
Office of Student Support and Judicial Affairs

Donald Dudley, Director
3200 Dutton Hall
djdudley@ucdavis.edu
Increase in Academic Misconduct Cases

2015-16 1049 reported cases

Wall Street Journal article June 2016

UC Davis Academic Senate

Modified Code at end of June 2016

Further review during 2016-17 year
UC Davis Code of Academic Conduct

History

Shared responsibility
• Students
• Faculty
• Administration

Your Role as an Advisor
UC Davis Code of Academic Conduct

Your Role as an Advisor

- Understanding the Code
- Helping faculty
- Advising students
- Consulting with OSSJA
David Garrison, EdD – Project Manager

http://mydegree.ucdavis.edu

Contact us at mydegree@ucdavis.edu

Photo Credit: Chris Nicolini/UC Davis
Goal of My Degree

To implement an online degree audit system that helps students move through their academic career intentionally, make informed choices about course selection, and formulate and follow an academic plan.

Photo Credit: Martin Wong/UC Davis
Objectives of My Degree:

- Increase student understanding of degree requirements and progress.
- Reduce the amount of time required of advisors to explain the mechanics of degree requirements.
- Minimize academic planning errors.
- Accelerate the degree certification process.
- Promote exception logging throughout students’ academic careers.
What we did

• My Degree went live on 9/9/2016, as planned.
• We transcribed over 1000 iterations of majors and minors over four catalogs going back to the 2010-2011 academic year.
• We met with every available major adviser to review transcribed degree requirements.
• Undergraduate catalog requirements going back to Fall 2010 are available for every major.
What we found

UC Davis Degree requirements are complicated!
Square peg, round hole?

UC Davis Degree Requirements

My Degree
Square peg, round hole?

Not so fast…

UC Davis Degree Requirements

My Degree
Functionality of My Degree

Degree audits feature dynamic feedback based upon the students’ academic situation:

**Entry-Level Writing Classes**

- **Entry-Level Writing Requirement (ELWR)**
  - **Still Needed:** Entry-Level Writing Requirement Website (http://elw.ucdavis.edu/)
  - You must satisfy the Entry-Level Writing Requirement in order to receive credit for either English Composition or GE Writing classes. Furthermore, if you do not satisfy the ELWR within before the deadline given to you by International & Academic English Support you will be in danger of disenrollment from the university.

- **College Writing**
  - **Still Needed:** 1 Class in WLD 057

**English Composition (GE)**

- Courses may only fulfill English Composition credit if completed after satisfaction of the Entry-Level Writing Requirement. WARNING: UWP 18 and 19 do not satisfy the prerequisite for upper division composition courses.

**ELWR Not Satisfied**
## Functionality of My Degree

Degree audits automatically apply student coursework:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 of the last 45 units completed before graduation taken in residence at UC Davis</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>NOTE: the unit totals in the block headers may include excess transfer work. Refer to the 180 unit check block to verify completion of 180 units.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You meet the minimum overall GPA requirement.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Entry-Level Writing Requirement</td>
<td>✔️</td>
<td>Entry-Level Writing Req</td>
</tr>
<tr>
<td>American History &amp; Institutions</td>
<td>✔️</td>
<td>American History &amp; Inst</td>
</tr>
<tr>
<td>Failed to graduate</td>
<td>✔️</td>
<td>Graduation Term</td>
</tr>
<tr>
<td>GENERAL EDUCATION REQUIREMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Req - Topical Breadth Component</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>General Education Req - Core Literacies Component</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>English Composition (GE)</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Requirement for AB Majors</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Major in Economics</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Major in International Relations</td>
<td></td>
<td>Still Needed: See Major in International Relations, AB section</td>
</tr>
<tr>
<td>Major in Japanese</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Upper Division Requirement</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>180 unit degree check</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
Functionality of My Degree

Complicated degree requirements, such as GE, are populated automatically:

<table>
<thead>
<tr>
<th>General Education Req - Topical Breadth Component</th>
<th>Catalog Year: 2012-2013</th>
<th>Units Required:</th>
<th>Units Applied: 48.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must complete a minimum of 52 units of GE credit.</td>
<td>Still Needed:</td>
<td>52 credits are required. You currently have 46.5 units, you still need 4.0 more credits.</td>
<td></td>
</tr>
<tr>
<td>Class Search Tool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (GE Attribute AH)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS 018</td>
<td>Intro Caribbean Studies</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>JPN 103</td>
<td>Modern Lit In Engli</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>JPN 134</td>
<td>Rdas Hum: Trad Cult</td>
<td>A-</td>
<td>4</td>
</tr>
<tr>
<td>PHI 001</td>
<td>Intro To Philos</td>
<td>C-</td>
<td>4</td>
</tr>
<tr>
<td>RST 010</td>
<td>Ethics Issues</td>
<td>B-</td>
<td>2</td>
</tr>
<tr>
<td>Science and Engineering (GE Attribute SE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 002A</td>
<td>General Chem</td>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>GEL 003</td>
<td>History Of Life</td>
<td>A-</td>
<td>3</td>
</tr>
<tr>
<td>GEL 017</td>
<td>Earthquakes</td>
<td>B+</td>
<td>2</td>
</tr>
<tr>
<td>MAT 017A</td>
<td>Calculus for BioSci</td>
<td>D-</td>
<td>4</td>
</tr>
<tr>
<td>NUT 010</td>
<td>Discov Concepts</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (GE Attribute SS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 002</td>
<td>Cultural Anthro</td>
<td>B</td>
<td>4.5</td>
</tr>
<tr>
<td>Satisfied by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMN 143</td>
<td>ANTH3 - Socia/Cultural Anthropology - CHABOT COLL</td>
<td>A-</td>
<td>4</td>
</tr>
<tr>
<td>SOC 001</td>
<td>Intro Sociology</td>
<td>B-</td>
<td>5</td>
</tr>
</tbody>
</table>
My Degree Timeline

Timeline:

September 2016 – My Degree went live for advisors
October 2016 – Plans (student planner) goes live
January 2017 – My Degree goes live for students
December 2016 – New DLM goes live for testing
Winter/Spring/Summer 2017 – Pilot My Degree for certifying graduation requirements.
Fall 2017 – My Degree used to certify completion of degree requirements for undergraduates.
My Degree Enhancements

Enhancements that are in development:

– A new Degree List Manager (DLM) to interface with My Degree.

– Reports to assist student tracking and exceptions monitoring.

– A tool that will allow advisors to change student catalog years to direct the My Degree audits.

– We are working with the Schedule Builder team to push academic plan suggestions to the suggested course list.
Training classes are available

My Degree: Onboarding, Exceptions and Plans

– Sign up through the UC Learning Center (http://lms.ucdavis.edu)

– Course code DAC-SIS081

Photo Credit: http://lawr.ucdavis.edu
Thank you!

Contact us at mydegree@ucdavis.edu

Photo Credit: Chris Nicolini/UC Davis
ACADEMIC ADVISING MENTORING PROGRAM

MENTORS & MENTEES

- Develop Professionally
- Identify Career Goals
- Build a Larger Campus Network
- Identify Strengths and Opportunities for Growth

Amplify Your Career!

Watch for applications in spring quarter!

UC DAVIS
UNDERGRADUATE EDUCATION
PEER ADVISING

**Academic Peer Advisor Certificate:**
- Continuing education for current UCD Academic Peer Advisors who have successfully completed their home department training

**Goals:**
- Supplemental training/development to better advise UCD students
- Transferable skills to apply to any career path

**Participation:**
- E-mail peercertificate@gmail.com to express interest
- Participate in 6 approved workshops and write a reflection paper

**Questions & Information:**
- peercertificate@gmail.com
- Academic Advising website
Coffee Talks in Fall Quarter
- October 19th: NACADA Annual Conference Debrief
- November 30th: TBA
- December: Self-Care through Crafting!

Upcoming Workshops
Level One Certificate Core Workshops
- Check Academic Advising Website
Level One Certificate Electives Workshops
- Fall: Foundations of Career Advising (FULL)
- Winter: Assessment in Advising (Feb 16th)
- Spring: In the works!

Other Workshops
- Getting to Our Story: Advisors of Color (Nov 16th)
- My Degree Onboarding (Oct-Dec)

Contact Kelli and Perry with ideas for other topics:
kmsholer@ucdavis.edu & prgee@ucdavis.edu
Level One in ongoing sustainable mode

- Nuts and Bolts
- DDAR
- Distressed and Distressing Students
- Utilizing Advising Technology
- Quarterly elective offerings beginning in Fall 2016
The UC Davis Academic Advisor Certificate Level Two empowers advisors to develop skills and build knowledge resulting in meaningful contributions to student success and the advising profession.

“Prerequisites”
• Complete Level One
• Attend a Level Two Certificate Workshop (coming in 2017)

Structure
• Rooted in Conceptual, Informational, Relational, Technological & Personal competencies
• Know – Do – Demonstrate
• Examples will be given, but also open to creativity of advisor/situation

Contact Kate to get involved with Cert II planning: creveling@ucdavis.edu
# UC Davis Academic Advisor Certification
## Level Two (Examples)

<table>
<thead>
<tr>
<th>Area</th>
<th>KNOW Level II Advisor responsibilities, topics or themes</th>
<th>DO Measurable actions</th>
<th>DEMONSTRATE Understanding by contributing to student success and the advising profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual</td>
<td>Importance of cultural dynamics and advising ethics</td>
<td>Join DDAR planning group or Social Justice Interest group</td>
<td>Facilitate a DDAR workshop session or lead a SJIG meeting article discussion</td>
</tr>
<tr>
<td>Informational</td>
<td>How to navigate institutional barriers to assist student success</td>
<td>Research and formulate presentation on topic</td>
<td>Deliver the presentation in public forum, e.g., conference breakout, coffee talk, etc</td>
</tr>
<tr>
<td>Relational</td>
<td>How to incorporate a diverse range of communication strategies based on individual student need</td>
<td>Attend Undocu-Ally or Vet-Ally training</td>
<td>Utilize techniques/communication strategies at student-specific population training in advising practice and reflect on effectiveness with supervisor</td>
</tr>
<tr>
<td>Technological</td>
<td>Effectively engage students through technology</td>
<td>Learn best use of social media in higher education through article, webinar, etc</td>
<td>Create a Snapchat/Instagram/Social media account for your major/students and actively engage them through social media</td>
</tr>
<tr>
<td>Personal</td>
<td>Personal advising philosophy</td>
<td>Write 1-2 page personal advising philosophy statement</td>
<td>Share statement with supervisor/department</td>
</tr>
</tbody>
</table>
2016 ATPD SURVEY

goo.gl/gdIPka
UCDAAC 2017

- Save the date!
- Modified format for 2017
- Call for volunteers
- Theme TBA
- Preference to proposals with theme focus
MAJORS FAIR 2017

• Save the Date!
• Call for volunteers
• Department/Major representation
Map-A-Palooza

Participants:
- 60 participants from across campus
  - CA&ES – 8 participants
  - CBS/BASC – 5 participants
  - COE – 18 participants
  - L&S – 17 participants
  - Other – 12 participants

Goals for participants:
- gain understanding of broader context of academic advising assessment at UC Davis;
- be able to identify potential alignment between individual / unit-based academic advising activities and broader objectives.
Map-A-Palooza

Topics & activities

- Brief history of the formation of ATF
- Presentation of aspirational principles
- Participants listed advising activities, then categorized them based on aspirational principles (+ “fallouts”)
Aspirational Principles

We believe that students deserve

Informational Guidance
to access and use appropriate resources, tools, and strategies to navigate the complexity of the University.
Aspirational Principles

We believe that students deserve

Intellectual Mentorship

so that students can actively and intentionally participate in a vibrant community of learning and scholarship.
Aspirational Principles

We believe that students deserve Developmental Relationships that encourage student reflection, agency, responsibility, and self-advocacy.
Map-A-Palooza results

**Principle:** Informational Guidance

<table>
<thead>
<tr>
<th>Common Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops/Events/Trainings</td>
</tr>
<tr>
<td>Referrals/Campus Resources</td>
</tr>
<tr>
<td>Data/Policy</td>
</tr>
<tr>
<td>Advising/Planning</td>
</tr>
</tbody>
</table>

UC DAVIS

UNDERGRADUATE EDUCATION
Map-A-Palooza results

**Principle:** Intellectual Mentorship

<table>
<thead>
<tr>
<th>Common Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions/Engagement</td>
</tr>
<tr>
<td>Workshops/Events</td>
</tr>
<tr>
<td>Programs/Resources</td>
</tr>
</tbody>
</table>
Map-A-Palooza results

**Principle:** Developmental Relationships

<table>
<thead>
<tr>
<th>Common Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Relationships</td>
</tr>
<tr>
<td>Other Relationships</td>
</tr>
</tbody>
</table>
Map-A-Palooza results

“Fall-Outs”

<table>
<thead>
<tr>
<th>Common Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Processes</td>
</tr>
<tr>
<td>Training &amp; Development</td>
</tr>
</tbody>
</table>
Principles to practice

- Principle
- Outcome
- Indicator
- Data
AN EXAMPLE:

Principle: Informational Guidance

Outcome: intentional, autonomous, and on-going use of advising tools

Indicator: Use of OASIS: current degree plan

Data: OASIS reports
UPDATES FROM THE EXECUTIVE DIRECTOR

• CA Collaborative Advising Conference 10/24-10/25
• AMAS April Report
• Probation interventions
• Enhanced internal communication/partnerships
• 1st Year Coordinators in each College
2016 UC DAVIS ACADEMIC ADVISING AWARDS

Outstanding Campus Collaborators
Outstanding Peer Advisor
Outstanding Advising Administrator
Outstanding New Advisor
Outstanding Innovative Advisor
Outstanding Staff Advisor