Student Mentoring for Academic Success

Susan E. Ebeler
Associate Dean, Undergraduate Academic Programs
Professor, Viticulture and Enology

UC Davis
College of Agricultural and Environmental Sciences
How do you define student success?
About UC Davis and CA&ES

2018 Enrollment

Campus: 30,718 undergraduates
CA&ES: 7,543 undergraduates (~25% of total)
Ten Year Student Enrollment By Division

Academic Terms: 2009-10 to 2018-10

- Agricultural Sciences
- Environmental Sciences
- Human Sciences
- CA&ES College wide
- Grand Total

All data reflective of October 2018 Census
CA&ES Majors

Agricultural Sciences

Human and Social Sciences

Environmental Sciences

## 2018 Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>CA&amp;ES</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Transfer</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>CA Resident</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>International</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>National</td>
<td>4.6%</td>
<td>3%</td>
</tr>
<tr>
<td>Male</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Female</td>
<td>69%</td>
<td>61%</td>
</tr>
<tr>
<td>First Generation</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>URM (African American, American Indian, Chicanx/Latinx)</td>
<td>31%</td>
<td>26%</td>
</tr>
</tbody>
</table>
Defining Student Success

Grade Point Averages for Incoming and Current CA&ES Students 2014 - 2017

CA&ES Student GPA 2014 - 2018

- Incoming Freshman Class GPA
- Incoming Transfer Class GPA
- CA&ES UC Cumulative GPA

Grade Point Averages for Incoming and Current CA&ES Students 2014 - 2017
Defining Student Success

1 Year Persistence
Percentage of students enrolled after 1 year (2016 Cohort)
CA&ES: 89.8%
Campus: 90.7%

Time To Degree
Average number of quarters to complete (2015 Cohort)

<table>
<thead>
<tr>
<th></th>
<th>CA&amp;ES</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>12.3 Quarters</td>
<td>12.3 Quarters</td>
</tr>
<tr>
<td>Transfer</td>
<td>7.1 Quarters</td>
<td>6.7 Quarters</td>
</tr>
</tbody>
</table>

Graduation Rates

<table>
<thead>
<tr>
<th>Period</th>
<th>CA&amp;ES</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Year</td>
<td>63.2%</td>
<td>63.1%</td>
</tr>
<tr>
<td>6 Year</td>
<td>86.7%</td>
<td>85.2%</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Year</td>
<td>48.5%</td>
<td>55.3%</td>
</tr>
<tr>
<td>4 Year</td>
<td>90.0%</td>
<td>87.8%</td>
</tr>
</tbody>
</table>
Defining Student Success

**Belonging**

How much do you expect you will fit in at UC Davis when you arrive on campus in the fall?

\[ \bar{X} = 2.91 \text{ (1 = not at all; 5 = an extreme amount)} \]

**Engagement**

How many times do you plan to attend office hours this quarter?

\[ \geq 3 \text{ times } 60\% \text{ of students} \]

How many times did you attend office hours this quarter?

\[ \geq 3 \text{ times } 6\% \text{ of students} \]
Defining Student Success

Closing the Achievement Gap
Supporting Student Success

Holistic Advising in CA&ES

Wilcox, 2016, NACADA, An end to checklist thinking: Learning-Centered Advising in Practice
Supporting Student Success

Holistic Advising in CA&ES

• 350:1 Student: Advisor ratios
• 97% of all students met with an advisor (2017-18)
• 60% of all appointments were repeat visits (2017-18)
• Partnerships with Dean’s office, major advisors, faculty master advisors, CAO’s

“I'm very grateful I came in to talk to you and the stress has gone away. You were incredibly helpful in steering me in the right direction. Thank you very much for your help.”
Supporting Student Success

Holistic Advising in CA&ES

Innovative Programming and Building Community

• Workshops and Webinars—Exploratory, International, Academic Probation, Healthy Cooking
• Slice of Advising, Study Breaks, Coffee with the Dean, Ask Me Anything with the Assoc Dean
• Student Leadership Development
• Aggie Ambassadors
• Service Learning Opportunities

“Not only did I discover a diverse group of people and beliefs, I gained a sense of community within CA&ES, implementing the values of agricultural, environmental, and human sciences in a quarter was a refreshing and fulfilling experiences as a student and as a person.”
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Career Discovery Groups in CA&ES*

• Explore career and major choices
• Graduate student mentor
• Significant increase in retention for URM students (56% to 73%); 0.16 increase in GPA
• Significant increase in confidence in exploring majors, careers, and graduate/professional school opportunities

*Partnership with Internship and Career Center

https://caes.ucdavis.edu/students/cdg
Supporting Student Success

- New pilot in 2019
- Career Discovery Group Participation
- One-on-one advising
- Leadership development workshops
- Service learning
- Community building events

https://caes.ucdavis.edu/students/aggie-jumpstart
Supporting Student Success

Growth Mindset Pilot* in the Classroom at UC Davis Showing Positive Effects on Course Grades

Growth mindset is the belief that intelligence can be developed through hard work, use of effective strategies, and help from others when needed.

https://mindsetscholarsnetwork.org/learning-mindsets/growth-mindset/

*www.perts.net
Supporting Student Success

UC Davis Belonging Project

- Many students feel like they don’t belong when they start university
- Leads to lower academic outcomes, less engagement, higher dropout
- Particularly for Under Represented students

Yeager et al., PNAS, 2016
Supporting Student Success

UC Davis Belonging Project

Goals
• Help students better understand social and emotional struggles they will face
• Normalize these struggles
• Help students gain skills to overcome their feelings of social and academic isolation

Yeager et al., PNAS, 2016
Supporting Student Success

UC Davis Belonging Project

Initial pilot showing positive impacts on first year GPA and percentage of students in good standing

Yeager et al., PNAS, 2016
www.perts.net
Supporting Student Success

Campus Programs

• Pre-matriculation support programs (summer bridge programs for first year and transfer students)
• Post-matriculation supports such as co-classes, tutoring supports, etc.
Supporting Student Success

Summary

• Advising
• Curricular support programs (CDG)
• Psychosocial supports
Supporting Student Success

Discussion
Practical Tips for Department Chairs