



UC DAVIS
COLLEGE OF AGRICULTURAL
AND ENVIRONMENTAL SCIENCES

END OF YEAR REPORT

2018 - 2019

UNDERGRADUATE ACADEMIC
PROGRAMS

Executive Summary

During the 2018-19 academic year, the CA&ES Undergraduate Academic Program (UAP) staff initiated a cycle of assessment and evaluation of our unit-wide programs, projects, and activities. Our goal was to review, assess, and evaluate our programs in the context of our UAP mission and stated student learning outcomes and to identify areas for future improvements in our student support services. Key themes emerging from this first year in our initial assessment process included the following:

Holistic Student Support

We partnered closely with department major advisors to support the advising needs of all CA&ES students. Students appreciate the holistic support that we provide and through student feedback and assessment, we obtained rich information on common student questions/concerns and some of the factors that affect student academic success. Each advisor takes the time to get to know the students' identities, experiences, and personal situations to best advise on how to succeed academically.

- With no formal advising mandated, 97% of all CA&ES students met with an advisor.¹
- 60% of all advising appointments college-wide were repeat appointments (i.e., a student having two or more appointments during the year). In the Dean's office, nearly half of all appointments were repeat appointments.
- "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." –Student feedback
- Questions about GE requirements and about the Academic Probation/Subject to Dismissal process were the most common questions received through our caesadvising email account.
- For students on academic probation, challenges with time management were most commonly cited as the main contributing factor that affected their grades.

Innovative Programs: Workshops, Webinar, Events

In addition to traditional one-on-one advising appointments, UAP offered webinars, workshops for exploratory and international students, and informal events. These activities met multiple student learning outcomes, and they provided students with informational guidance on academic planning, as well as opportunities to discuss, analyze, evaluate and apply this information to their own individual goals. Significant numbers of students participated in these events in 2018-19 and participation in these activities often resulted in follow-up advising appointments.

- Over 500 total students participated in academic probation webinars at the end of fall quarter and winter quarter 2019. Relative to previous years, this is the highest number of students on academic probation who were advised within the first few weeks of the quarter.
- 167 and 182 students participated in required workshops for Exploratory and International students, respectively; 82-87% of students who attend one of these workshops have a follow-up one-on-one meeting with an advisor.
- Over 650 students attended our Study Break and Slice of Advising informal advising activities; depending on the quarter; ~20-40% of Slice of Advising attendees make a follow-up one-on-one appointment with a UAP academic advisor.

Student Engagement

We support students from recruitment to graduation. A key component of many of our activities and programs is that they provide valuable peer-to-peer interactions and in many cases are student-directed (e.g., Aggie Ambassadors; service learning activities; peer advising). These experiential learning

¹ Advising appointment numbers are based on 2017-18 data, the most recent year with complete appointment reporting information at the time of compiling this report. The percentage students seen in advising appointments is calculated from the number of advising appointments with unique student ID's downloaded from OASIS and the number of students in the college reported by BIA.

opportunities support the development of students' leadership skills and they connect students to college research, educational, and public engagement opportunities. Student feedback and reflections from selected activities affirmed our holistic support philosophies and encapsulate our UAP mission.

- 91 Aggie Ambassadors gained leadership skills and participated in college outreach activities for current and prospective students and college stakeholders.
- 67 Students participated across seven different service learning events.
- Common leadership skills learned and practiced by students included networking, public speaking, framing positions and responsibilities, decision making and problem solving, and conflict management.
- "After attending this service trip, it completely opened my way of seeing the world to an even greater open mind..."—Service trip participant, Student Feedback
- "...not only did I discover a diverse group of people and beliefs, I gained a sense of community within CAES. Implementing the values of agriculture, environmental, and human sciences in a quarter was a refreshing and fulfilling experience as a student and as a person."—Service trip participant, Student Feedback

Community

Integral to all of our programming, including our workshops, are opportunities for students to engage and build community with peers, staff, faculty, and administrators across the college. In addition, unique programs addressing food insecurity (Healthy Cooking Workshop) and financial literacy (Personal Finance Workshop) were offered and helped students build connections with the Departments of Nutrition, Food Science and Technology, and Agricultural and Resource Economics. Student feedback from our workshops and programs supports their effectiveness in building community and feeling connected to the college.

- "[For me] highlights were eating the food and meeting new people." "The faculty were so nice."—Healthy Cooking Workshop, Student Feedback
- "Now I know where to find more information and I don't feel so isolated..."—Webinar participant, Student Feedback
- Talking with other international students increased my feelings of belonging in the College. (Workshop participants, Likert scale average response: 3.52/4.0)
- Meeting the advisors helped me feel connected to the College. (Workshop participants, Likert Scale average response: 3.67/4.0)

The process of assessing, evaluating, and reporting program outcomes, has strengthened accountability for the UAP team and provided opportunities for us to reflect on our successes and challenges and to identify ways that our programs can be improved. As a result of these activities in 2018-19, we have also engaged in a process to develop additional ways to effectively and creatively assess our programs in the future.

We are proud to present these reports as a snapshot of the multitude of ways that UAP staff support students.

CA&ES Undergraduate Academic Programs
September 2019



Hyperlinked Table of Contents

Executive Summary	2
CA&ES Student Learning Outcomes	5
Advising Boldly: Holistic Advising, Leadership, Engagement, and Outreach Work in the College of Agricultural and Environmental Sciences (CA&ES) at UC Davis	6
Academic Probation Webinars	11
Advising Appointments and Events.....	19
Aggie Ambassador Program	31
CA&ES Advising Email: caesadvising@ucdavis.edu	37
Exploratory/Undeclared Workshops.....	42
Field Day	47
First Year and Transfer Orientation.....	50
First Year Seminar (FYS): This is My Story: Storytelling for Academic and Personal Success.....	57
International Academic Advising Workshops	61
Life Skills Programs	65
Office Hours with the Associate Dean.....	70
Peer Advising Program	74
Quarterly Service Trips	78
Slice of Advising.....	88
Study Breaks.....	91
State Future Farmers of America (FFA) Conference	94
Subject to Disqualification (SD).....	98
Undergraduate Awards	104
World Ag Expo 2019	108

COLLEGE OF AGRICULTURAL & ENVIRONMENTAL SCIENCES

STUDENT LEARNING OUTCOMES

1 STUDENTS WILL CREATE AN INTEGRATED COURSE OF STUDY IN ALIGNMENT WITH THEIR ACADEMIC, PROFESSIONAL, AND PERSONAL GOALS

- a** Understand academic requirements and policies
- b** Participate in academic, professional, and/or co-curricular activities that align with educational goals
- c** Monitor individual progress with appropriate campus technology
- d** Develop academic plans with advisors

2 STUDENTS WILL CULTIVATE RELATIONSHIPS WITH FACULTY, STAFF ADVISORS, AND PEERS THAT ENHANCE THEIR EDUCATIONAL EXPERIENCE

- a** Identify and participate in co-curricular experiences discussed when meeting with faculty, staff, or peers
- b** Utilize appropriate advising resources based upon advisor recommendations

3 STUDENTS WILL IMPROVE THEIR LOCAL AREA, CAMPUS, HOME REGION, AND/OR GLOBAL COMMUNITIES

- a** Cultivate leadership skills
- b** Engage in community development and service
- c** Attend events that will expand own knowledge and experience of worldviews
- d** Understand self as part of a larger community

4 STUDENTS WILL ANALYZE THEIR SKILLS AND ABILITIES NECESSARY TO ACHIEVE THEIR GOALS

- a** Assess strengths and abilities to identify appropriate major in alignment with goals
- b** Carry-out advisor recommendations
- c** Intentional reflection on own personal development



Advising Boldly: Holistic Advising, Leadership, Engagement, and Outreach Work in the College of Agricultural and Environmental Sciences (CA&ES) at UC Davis

Prepared by: Donna Vivar

Overview

Aligned with Chancellor May's campus strategic plan "to go boldly" with creativity and intellect to make this campus and this world a better place, the College of Agricultural and Environmental Sciences Undergraduate Academic Programs (UAP) aims to be the gold star of student services by looking at national trends and new bodies of research to implement innovative forward thinking advising strategies and initiatives. In a time and place where change is a constant, we are rethinking traditional advising models to include and serve "untraditional" student populations.

Hand in hand with the goal of diversifying the student population to match the demographics of California, advising, in a general sense, plays a crucial role in retaining a more diverse student body. Higher education institutions must prepare students for a more skill based, unstable workforce. Our CA&ES academic programs already know that the best way to solve problems is through an interdisciplinary approach. Advising and student services in CA&ES also follows the idea of attacking problems from a multifaceted perspective. UAP's innovative approaches expand what traditional academic advising looks like and creates opportunities for students to learn and engage in different ways. A part of this is to look at advising from a learning centered lens.



Advising is no longer just a service campus provides, but it has integrated into the academic fabric of our college where students not only listen, remember, and understand, but are engaged in a process with their advisor where they discuss, discover, create, and put into practice what they are learning about themselves and the world around them (Wilcox, 2016).

UAP in CA&ES has been transformed in the last five years, marked by the onboarding of the Associate Dean of UAP, Sue Ebeler in May 2014, to not only provide student learning centered advising approaches, but also opportunities to engage current and prospective students in holistic ways. This

includes one-on-one holistic advising appointments, leadership opportunities, outreach, and public service.

Within a shared leadership framework, that includes an Outreach Coordinator, Student Leadership Coordinator, Student Engagement Coordinator, Academic Program Analyst, and UAP Assistant as well as 10 Academic Advisors, we provide comprehensive programs to students from pre-matriculation to post-graduation. The following vision, mission, and values drive our work.

UAP Vision, Mission, Values

Vision

We will be leaders in the creation of a community of support that engages and empowers all students to succeed academically and beyond.

Mission

UAP invests in students holistically from recruitment to graduation with strategic outreach, thoughtful advising, and innovative programming experiences. We support and challenge students to develop meaningful connections and build community while empowering them to achieve their educational goals. UAP uses inclusive and collaborative approaches to immerse students in the college's mission to understand agricultural, environmental, and social sustainability through research, education, and public engagement opportunities.

Note: UAP also works with all academic advisors embedded in all departments throughout the college. Therefore, we found it important to also develop a specific academic advising mission for CA&ES:

CA&ES College-wide Advising Mission

Academic advising in the College of Agricultural and Environmental Sciences (CA&ES) facilitates a network of support connecting students with faculty, staff, and peer advisors. Students and advisors have a shared responsibility to develop partnerships where students are mentored in their academic exploration and pursuit of goals by advisors who provide guidance and knowledge. We provide undergraduates support in decision-making from their time as a prospective student through graduation.

Values

Diversity: We recognize that our student population has varied backgrounds, academic interests, and post-graduation goals. We seek to empower each student to uniquely contribute to our college and university.

Innovation: Excellence in student learning and research motivates staff and faculty to continually challenge and reevaluate existing student success practices. We understand that student services should be dynamic and individualized, in order to best serve our student population.

Respect: We are committed to creating an inclusive environment, so students feel comfortable asking questions and engaging in dialogue.

Integrity: We provide students with intentional, accurate advising and meaningful skill-building leadership and engagement opportunities. Students are expected to synthesize information, reflect on experiences, and think critically to make educated decisions.

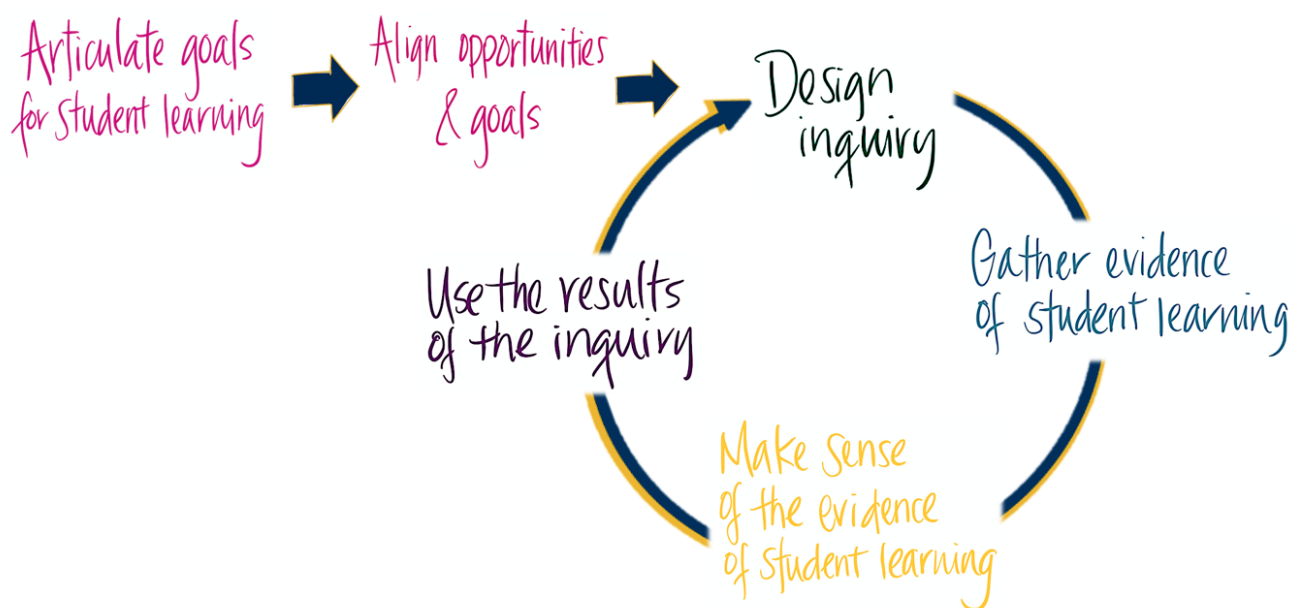
Awareness: We interact in a way which we are aware of students' academic, mental, and physical health. By maintaining campus partnerships, we direct students to available resources to meet varying needs.

We know when we are moving towards our vision and living out our mission and values through assessing our unit-level student learning outcomes.

Assessment and Program Evaluation

Our current assessment and program evaluation plan reflects the shared leadership culture we have established within UAP. Each member of the team is responsible for assessing and evaluating the specific programs, projects, and activities for which individuals and/or small workgroups lead on an annual basis.

These specific reports include a description, goals, connection to unit-level student learning outcomes, demographics, various measures, limitations and challenges, and future recommendations. These elements show our ability to review the work we have done, determine whether we achieved the goals that were set, show how we achieved those goals (or not), and consider ways in which we can improve. This is in alignment with the Assessment Cycle outlined by Undergraduate Education at UC Davis (Student Learning Outcomes, Office of Undergraduate Education, assessment.ucdavis.edu).



UAP Student Learning Outcomes

As a unit, UAP has created Student Learning Outcomes for students in our college. These are referenced throughout this report. View them [here](#).

With 2018-2019 being year one of reporting, we asked individual UAP staff to focus on one program, project, or activity for which to report. Based on this sample of the comprehensive programs we provide CA&ES undergraduates, this is how each program maps to various learning outcomes:

Student Learning Outcome #1: Students will create an integrated course of study in alignment with their academic, professional, and personal goal

- Academic Probation Webinars
- Advising Appointments and Events
- Aggie Ambassador Program
- CA&ES Advising Email
- Exploratory/Undeclared Workshops

- First Year Seminar
- International Academic Advising Workshops
- Office Hours with Associate Dean
- Orientation
- Peer Advising Program
- Service Trips
- Slice of Advising
- State Future Farmers of America (FFA) Conference
- Undergraduate Awards
- World Ag Expo

Student Learning Outcome #2: Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience

- Academic Probation Webinars
- Advising Appointments and Events
- CA&ES Advising Email
- Exploratory/Undeclared Workshops
- First Year Seminar
- International Academic Advising Workshops
- Life Skills Workshops
- Office Hours with Associate Dean
- Orientation
- Peer Advising Program
- Service Trips
- Slice of Advising
- Subject to Dismissal Process
- World Ag Expo

Student Learning Outcome #3: Students will improve their local area, campus, home region, and/or global communities

- Aggie Ambassador Program
- International Academic Advising Workshops
- Life Skills Workshops
- Office Hours with Associate Dean
- Peer Advising Program
- Service Trips
- State Future Farmers of America (FFA) Conference
- Undergraduate Awards
- World Ag Expo

Student Learning Outcome #4: Students will analyze their skills and abilities necessary to achieve their goals

- Academic Probation Webinars
- Advising Appointments and Events
- Aggie Ambassador Program
- Exploratory/Undeclared Workshops
- International Academic Advising Workshops
- Life Skills Workshops
- Office Hours with Associate Dean
- Peer Advising Program
- Service Trips
- Slice of Advising
- Subject to Dismissal Process
- Field Day

Next Steps

Though there are many aspects of our work not specifically documented here, the process of putting this report together has been a fruitful endeavor for our team. It has strengthened accountability, thoughtful reflection, and the motivation for continual improvement.

From the onset of putting this report together, we have since implemented a four-year assessment and program evaluation cycle for which the entire team has been assigned to four smaller groups. Each group represents one of the four learning outcomes and is responsible for implementing assessment practices for a selected group of activities that map to that specific outcome. Within the four-year cycle, a different learning outcome and list of activities will be the focus for that year.

The goal is to develop a sustainable and strategic assessment plan and better embed it within the framework and structure of our unit. Upcoming conversations include a focus on answering:

- What are the various measurement tools and data we want to develop and collect (or stop collecting) in relation to our learning outcomes and program goals?
- What role do we each play in the assessment and program evaluation process?
- How do we communicate the impact of our work with various stakeholders?

The intentionality behind our work demonstrates the dedication we have towards continual improvement. This ultimately impacts retention, four-year graduation rates and most importantly - actively engaging with students to support them in reaching their unique and individual goals.



Academic Probation Webinars

Prepared by: Lili Byenes

“Many people are here to help us succeed!”

–Webinar Participant Feedback

Overview

At the end of each academic term (Fall, Winter, Spring) the Office of the University Registrar provides reports to the Dean's offices of students who are not meeting the university expectations for good academic standing. Students that are in the category of academic probation are encouraged to seek academic advising in order to support their return to good academic standing. Historically, students have received communication from the Dean's Office regarding their academic standing and provided advising options and campus resources. The data within this report refers to the End of Term (EOT) for Fall 2018 and Winter 2019 only.

Prior to offering these webinars students were messaged about their academic standing and were directed to meet with major advisors until the Dean's Office was able to meet with them after meeting with SD students. Sometimes this was into the third week of the quarter at which point advising is reactionary and not proactive to support the student. By creating multiple opportunities for students to attend a webinar and offering them as early as the first week of the quarter, students were able to receive information on academic policy and ask questions live during the webinar from advisors. Currently the webinars provide a resource to students who are in academic probation; in-person advising following the webinar is encouraged. All student's files are noted for their attendance.

Student Learning Outcomes

In alignment with the following [SLOs](#): 1a, 2b, 4abc

Webinar Goals

(The following goals were not created prior to launching these webinars)

1. Provide academic advising in a timelier manner to students that have entered the academic probation process.
2. Create group advising opportunities in webinar format to deliver academic policy on academic probation. “Normalize” the experience of the academic probation process to decrease stigma of academic difficulty and encourage students to seek in-person advising
3. Create learning outcomes for the webinar to assess knowledge pre- and post-webinar.
4. Track in-person advising appointments for those that are in academic probation status as how it related to webinar attendance.

Learning outcomes listed within the webinar are:

- You will be able to define academic probation and good standing.
- You will start an action plan or build on what you have already been doing to support you.
- You will be able to identify campus resources and strategies that can help you return to good academic standing.

Webinars were offered multiple times each quarter. Each webinar was slightly modified to the specifics of the quarter and appropriate deadlines were mentioned.

EOT Fall 2018

Date	Time	Day	Attendees
4-Jan	12:10-1:00pm	FRI	71
30-Jan	5:10-6:00pm	WED	96
21-Feb	12:10-1:00pm	THU	65
5-Mar	12:10-1:00pm	WED (in person)	35
TOTAL			267

EOT Winter 2019

Date	Time	Day	Attendees
3-Apr	12:10-1:00pm	WED	42
4-Apr	5:10-6:00pm	THU	54
11-Apr	5:10-6:00pm	THU	56
1-May	12:10-1:00pm	WED	44
14-May	12:10-1:00pm	TUE	58
TOTAL			254

Students were asked the following poll questions during the webinar. These polls were live and results were shared anonymously to viewers. Some viewers shared they were unable to participate. This may have been a result of popup blockers or other technology limitations. Some students, although very few, called into the webinar instead of watching the webinar from a computer or smart device. As facilitators we did our best to share information verbally that was on slides or on the screen to create an inclusive learning environment.

Poll Data: End of Term (EOT) Fall 2018 and Winter 2019

- There was not pre-test data for all webinars
- March 5th was in in-person worksop and the only one with pre-test data
- Other polls took place but in Kahoot, where no records were saved from polling format
- Students were allowed to choose more than one option in the following poll questions – see details in charts below
 - Poll question: What was the main contributing factor that affected your grades?
 - Poll question: Choose one thing you plan to explore or do differently? Next Steps

Question 1: In order to be in good academic standing for minimum progress, a student must:

Answer: (b) maintain an average of at least 12 units in all full time quarters

Term	Date	Format	Attendees	Respondents	Correct	Incorrect	% Correct	% Incorrect
EOT Fall 18	5-Mar-18	Pre-test	35	32	26	6	81.3%	18.8%
EOT Fall 18	4-Jan-19	Post Test	71	63	63	0	100.0%	0.0%
EOT Fall 18	30-Jan-19	Post Test	96	74	71	3	95.9%	4.1%
EOT Fall 18	21-Feb-19	Post Test	65	40	40	0	100.0%	0.0%
EOT Fall 18	5-Mar-19	Post Test	35	35	35	0	100.0%	0.0%
EOT Winter 19	3-Apr-19	Post Test	42	26	26	0	100.0%	0.0%
EOT Winter 19	4-Apr-19	Post Test	54	44	44	0	100.0%	0.0%
EOT Winter 19	11-Apr-19	Post Test	56	47	47	0	100.0%	0.0%
EOT Winter 19	1-May-19	Post Test	44	36	36	0	100.0%	0.0%
EOT Winter 19	14-May-19	Post Test	58	39	39	0	100.0%	0.0%

Question 2: A student is on academic probation on the basis of GPA when the quarter and/or cumulative UC grade point average (GPA) is:

Answer: (b) below 2.00 but above 1.50

Term	Date	Format	Attendees	Respondents	Correct	Incorrect	% Correct	% Incorrect
EOT Fall 18	5-Mar-18	Pre-test	35	32	18	14	56.3%	43.8%
EOT Fall 18	4-Jan-19	Post Test	71	63	61	2	96.8%	3.2%
EOT Fall 18	30-Jan-19	Post Test	96	72	71	1	98.6%	1.4%
EOT Fall 18	21-Feb-19	Post Test	65	41	33	8	80.5%	19.5%
EOT Fall 18	5-Mar-19	Post Test	35	35	33	2	94.3%	5.7%
EOT Winter 19	3-Apr-19	Post Test	42	26	26	0	100.0%	0.0%
EOT Winter 19	4-Apr-19	Post Test	54	42	41	1	97.6%	2.4%
EOT Winter 19	11-Apr-19	Post Test	56	45	44	1	97.8%	2.2%
EOT Winter 19	1-May-19	Post Test	44	37	34	3	91.9%	8.1%
EOT Winter 19	14-May-19	Post Test	58	36	36	0	100.0%	0.0%

Question 3: What was the main contributing factor that affected your grades?

Term	Date	Att.	Respondents	Family		Work		Class Schedule		Illness/ Health		Extracurricular Activities		Time Management		Other	
EOT Fall 18	4-Jan	71	63	14	22%	11	17%	9	14%	24	38%	7	11%	34	54%	15	24%
EOT Fall 18	30-Jan	96	78	14	18%	12	15%	21	27%	16	21%	8	10%	39	50%	26	33%
EOT Fall 18	21-Feb	65	42	11	26%	5	12%	16	38%	10	24%	9	21%	26	62%	12	29%
EOT Fall 18	5-Mar	35	no data														
EOT Winter 19	3-Apr-19	42	32	9	28%	7	22%	12	38%	6	19%	4	13%	20	63%	8	25%
EOT Winter 19	4-Apr-19	54	43	10	23%	6	14%	6	14%	11	26%	6	14%	23	53%	12	28%
EOT Winter 19	11-Apr-19	56	47	13	28%	6	13%	12	26%	16	34%	5	11%	29	62%	14	30%
EOT Winter 19	1-May-19	44	38	10	26%	3	8%	9	24%	16	42%	6	16%	15	39%	9	24%
EOT Winter 19	14-May-19	58	44	17	39%	16	36%	9	20%	10	23%	4	9%	25	57%	16	36%
Total		521	387	98	26%	66	17%	94	25%	109	28%	49	13%	211	55%	112	29%

Highlighted values were the highest response from participants.

Question 4: Choose one thing you plan to explore or do differently (next steps):

Term	Date	Att.	Resp.	Work on improving Learning Strategies		Utilize study groups &/ or tutoring (Student Academic Success Center)		Balance school with: work, social life, or family commitments		Talk to someone (family, counselor, advisor) for support		Office Hours with Professors or TAs		Seek advising about course selection		Build community	
EOT Fall 18	4-Jan	71	62	12	19%	14	23%	17	27%	9	15%	7	11%	3	5%	0	0%
EOT Fall 18	30-Jan	96	67	8	12%	24	36%	14	21%	15	22%	8	12%	4	6%	2	3%
EOT Fall 18	21-Feb	65	40	17	43%	14	35%	22	55%	16	40%	19	48%	12	30%	9	23%
EOT Fall 18	5-Mar	35	no data														
EOT Winter 19	3-Apr-19	42	32	13	41%	7	22%	13	41%	10	31%	20	63%	9	28%	4	13%
EOT Winter 19	4-Apr-19	54	41	14	34%	13	32%	12	29%	10	24%	21	51%	11	27%	6	15%
EOT Winter 19	11-Apr-19	56	44	22	50%	19	43%	22	50%	14	32%	22	50%	10	23%	9	20%
EOT Winter 19	1-May-19	44	38	18	47%	16	42%	15	39%	12	32%	16	42%	10	26%	5	13%
EOT Winter 19	14-May-19	58	43	17	40%	13	30%	21	49%	19	44%	15	35%	8	19%	4	9%
Total		521	367	121	36%	120	33%	136	39%	105	30%	128	39%	67	21%	39	12%

Highlighted values were the highest responses from participants.

Student Feedback on March 5 (In person workshop): Name one thing you gained from this workshop

- The importance of setting a goal and getting help when you need it.
- Resources - some mentioned: learning strategies, Dean's Office, tutoring, office hours, Success Coaching
 - I am aware of more resources
 - There are many resources at my disposal
 - Use the resources!
 - Talk to the Dean's Office
- Talk to your family when you are stressed and use school resources
- I keep looking for help, but I think I've been going to the wrong people. Thank you! I felt hopeless, but this made me feel a little better.
- That consecutive requirements not met accounts for a different status than a single quarter.
- The new info about minimum progress; learned MP is 12 units per quarter
- Many people are here to help us succeed! 😊
- I learned that there was a branch called The office of Education and Enrichment Services
- I know where to find more information and I don't feel so isolated in my situation
- New knowledge on what academic probation is and what I need to do next
- Met the advising crew

Other comments not date specific from webinars:

- Edited: I only have \$16 to my name what can I do.
- I enjoyed that I was able to select a time that works for me. I'm also completely embarrassed by this so it's great I didn't have to show my face.
- Thank you for doing this! It was very informative.
- this is great! very helpful and detailed! thank you~

From polls above – “What was the main contributing factor that affected your grades?” in the OTHER category some student shared the following for more specifics:

- Mental illness
- Relationships
- Commuting

Appointment tracking for students on Academic Probation:

This data was compiled by Hong Dao.

EOT Fall 2018 - BOX link to Fall 2018 AP

Tracking: <https://ucdavis.box.com/s/onoa4sjplhd0difcabxkqwotc2tuq4ci>

There are 451 students who were on the probation report.

- 10 out of 451 students are actually in good standing. Late grade submission, grade change request, or Retroactive Withdrawal approved
- 267 attended webinar/workshop, but one student attended webinar on 1/4 and 1/30 so 266 students total.
 - 71 students attended on 1/4
 - 1 student is from BASC

- 96 students attended 1/30
- 65 students attended 2/21
- 35 students attended 3/5
- 69 students met with Dean's Office advisor. 18 of these students also attended webinar
- 46 students met with major advisor only, did not meet with Dean's Office advisor
- 67 students (highlighted in red) did not seek any advising during Winter 2019 as of today 3/7/19
- 11 students (highlighted in yellow) met with peer advisor, OEOES, Athletic advisor, etc on campus that is not major advisor or Dean's Office advisor

EOT Winter 2019 - BOX link to Winter 2019 AP Tracking:

<https://ucdavis.box.com/s/g50npptmlg51g4jrgsmol2jr1yekyn4h>

There are 502 students who were on the probation report.

- 25 out of 502 students are actually in good standing due to late grade submission or grade change request
 - 1 student actually in good standing and changed to International Relations (L&S) on 4/10/19. This student is not part of the 25 students in good standing.
- 254 attended webinar/workshop. One student attended even though they are in good standing (late grade change came in)
 - 42 students attended on 4/3
 - 54 students attended on 4/4
 - 56 students attended on 4/11
 - 44 students attended on 5/1
 - 58 students attended on 5/14
- 90 students met with Dean's Office advisor. 14 of these students also attended webinar
- 58 students met with major advisor only, did not meet with Dean's Office advisor
- 82 students (highlighted in red) did not seek any advising or attend webinar during Spring 2019 as of today 5/23/19
- 6 students (highlighted in yellow) met with peer advisor or Athletic advisor that is not major advisor or Dean's Office advisor

Limitations/Challenges:

- We lost all the “pre- test” polling data due to inexperience with the polling tools and a delay in reviewing the Zoom data collected for all past webinars.
- We were unable to save data for some of the “poll” questions during the in-person workshop because of using Kahoot as a live polling tool which does not save entries.
- The in-person workshop did not *feel* the same for the facilitators in both the energy in facilitation and interaction with the participants. We discussed that for in-person workshops more time would need to be spent in creating trust among the participants to have a similar type of engagement in person.
- A different space would be ideal for the facilitation of the webinars. Currently this is being done in staff's offices which has temperature, lighting and space challenges.
- Academic Advisor, Hong Dao, had to individually review each student's OASIS to check if the student had been in for an advising appointment. This is time consuming and also there are no assurances of the appointment system record keeping or note entry from outside offices. It is possible that more students did access advising appointments.
- As with any webinar learning environment we do not know to what level the student was attentive. Some students indicated they were attending because they thought it was mandatory

or it would get them back into good academic standing. Student's reasons or interest for attendance were not assessed.

Goals and considerations for 2019-2020

- Collect pre- and post-poll questions appropriately to assess learning outcomes of academic policy.
- Compare all webinars of same quarter (ex. F18 vs F19) responses for most common challenges and next steps to consider future webinars or advertising of campus services to students in the academic probation process.
- Create a standard post-webinar survey for webinar improvements and assess other points of interest.
- Evaluate goals for webinars in order to create a philosophy on the Q&A segment of the webinar – are we answering questions like an advising appointment, are we encouraging students to come in for advising only, or some combination of the two approaches?
- How do we incorporate major advisors &/or major specific data?
- Consider adding an intentional 1 minute for feedback during the webinar or add a poll like the “in person” workshop

Advising Appointments and Events

Prepared by Jennifer Jackson

*"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."*

—Student Feedback

CA&ES Advising Appointments

Academic advising appointments within the UC Davis College of Agricultural and Environmental Sciences (CA&ES) can occur in various offices across campus with major advisors, or in the CA&ES Dean's Office with Dean's Office advisors. Events included in this report are put on by the CA&ES Dean's Office with the intent of connecting with students outside of a formal 1:1 advising appointment, but still with advising topics being discussed. The events included in the data are Slice of Advising and Study Breaks. Slice of Advising is an event in which Undergraduate Academic Programs (UAP) aims to connect with students in a more informal setting, attract students who do not come into the Dean's Office to interact with us, and answer questions. The Study Break at the end of each quarter sets out to provide students a break from finals studying, while providing them with support from staff as well as food to help them get through Finals week, while visiting Mrak Hall and seeing the Dean's Office space if they have not before.

Connection back to Student Learning Outcomes

Students who attend academic advising appointments and events put on by the CA&ES Dean's Office are actively connecting to the following Student Learning Outcomes set by our office [here](#): 1acd, 2ab, 4abc

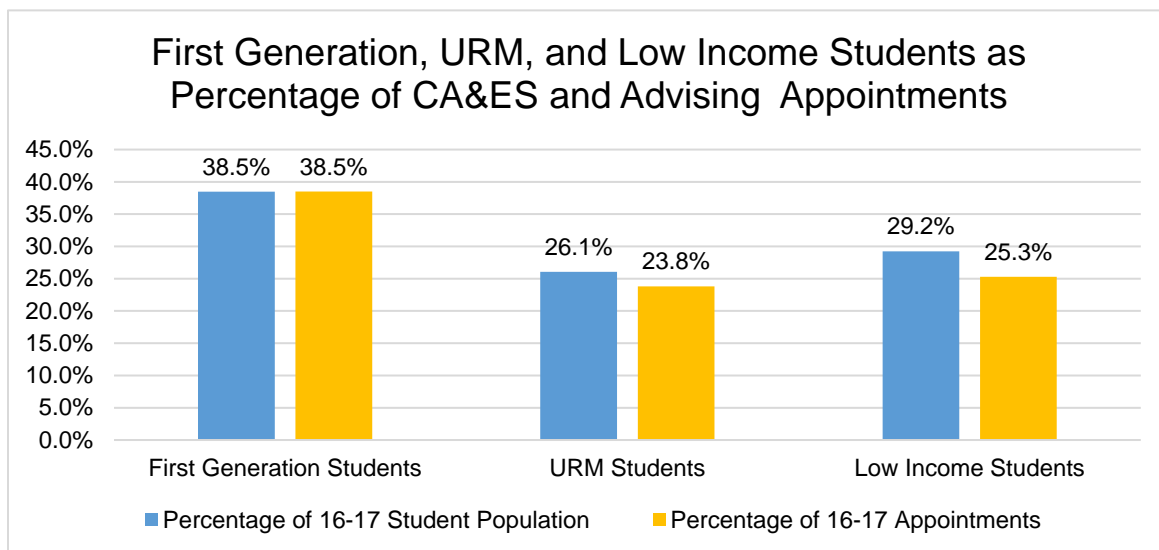
Demographics

All students in the UC Davis College of Agricultural & Environmental Sciences have advising and event services available to them. Additionally, students in other colleges at UC Davis (Letters and Science, Engineering, and Biological Sciences), prospective students, currently inactive students seeking readmission, and past students of UC Davis seek advising and meet with advisors.

We examined the population of students that had one-on-one advising appointments with our college in 2016-17 to look for any patterns in student populations that are traditionally underserved and their appointment histories. We found that students in the 3 key demographic areas we looked into (First Generation Students, Underrepresented Minority Students, and Low Income Students) made advising appointments in proportions very close to the proportion of the college population overall. This data is exclusive to active students and includes appointment data only, not any events data.

This analysis has not been repeated for 2017-18 based on the lack of disparity in the percentages represented. We will repeat this analysis in 2018-19 to check that the percentages have not diverged.

	Percentage of Student Population	Percentage of Dean's Office Advising Appointments
First Generation Students	38.5%	38.5%
URM Students	26.1%	23.8%
Low Income Students	29.2%	25.3%



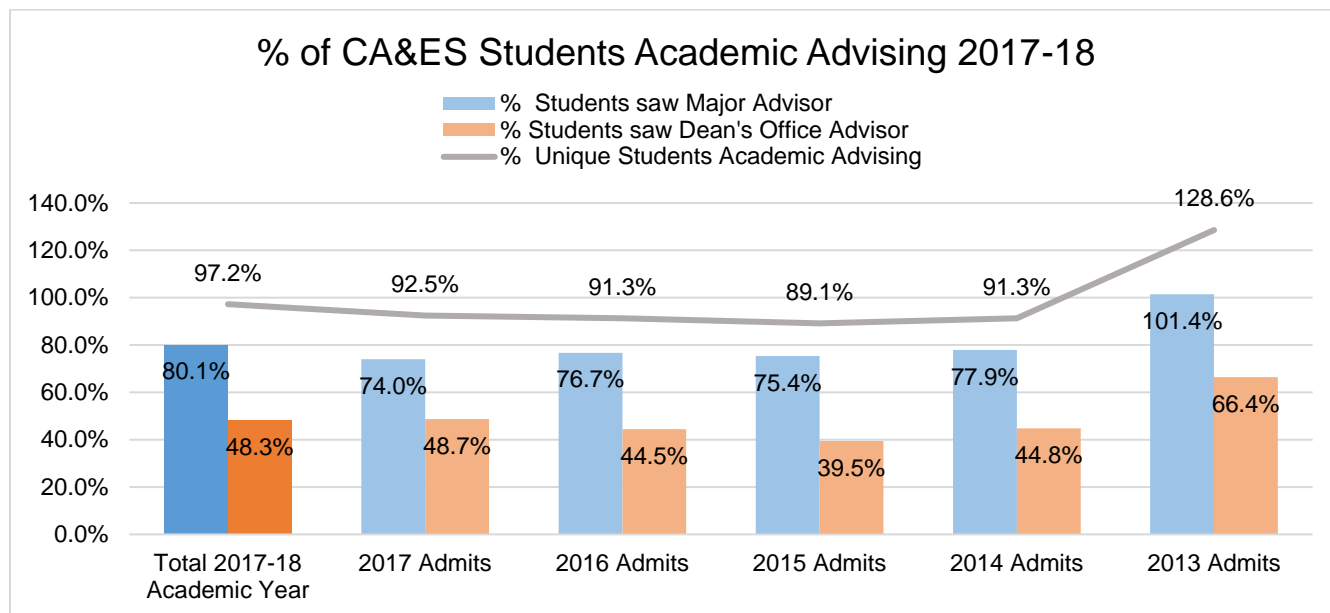
Assessment Measures and Reports

Appointment reports were pulled from the common campus advising appointment scheduling system, OASIS (Online Advising Student Information System). The Dean's Office appointments are pulled in a cumulative report, and each major has to run their own report in OASIS and provide to Dean's Office for tracking after the end of the academic year. Academic year is defined as July 1 – June 30 of the following year. I used these raw reports to analyze the following points.

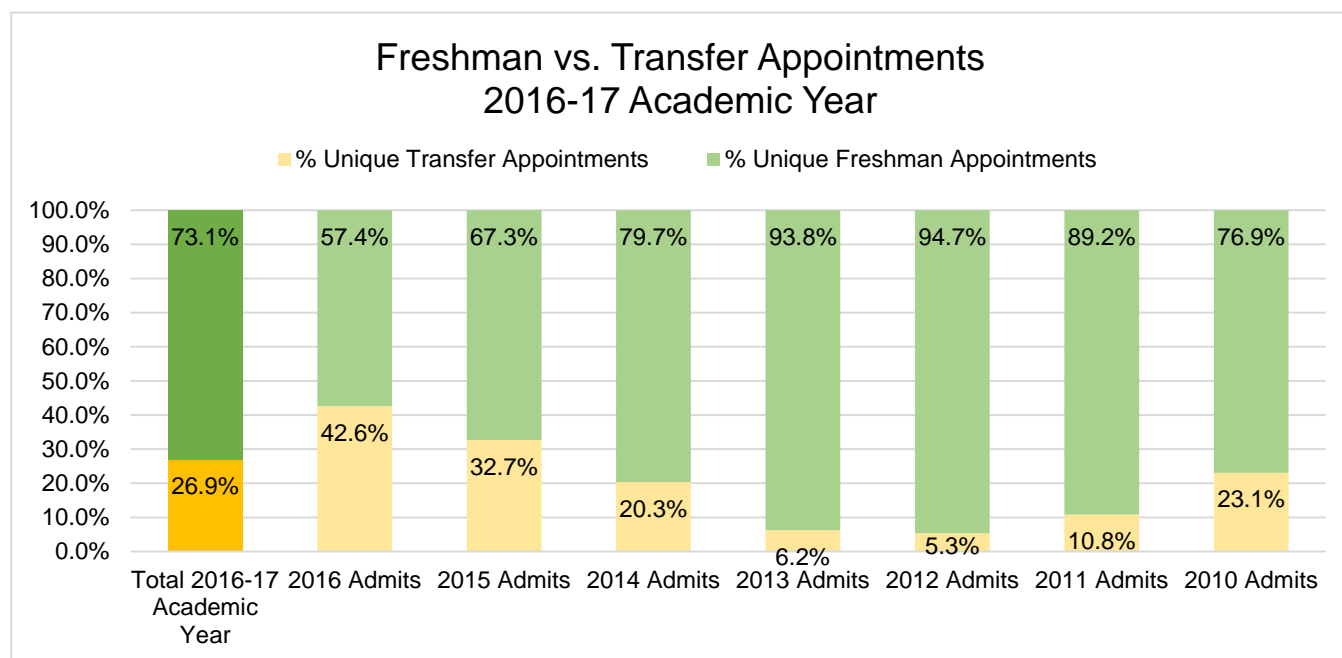
Notes about the cleaning of the raw data: Peer advisor appointments removed. Inserted student majors and admit terms via vlookup. Removed any of Mandy Hanou (Marine and Coastal Science major advisor, cross-college major) appointments with students not enrolled in CA&ES. Manually removed current CA&ES grad students included in major advisor appointment reports.

- The CA&ES Dean's Office is mindful of what percentage of our overall student enrollment receives academic advising, either through advising appointments in the Dean's Office or advising appointments with major advisors. We examined the total percentage of our enrolled students for the 2017-18 academic year, as well as the percentage of each year's admitted class that received advising.

Students who entered UC Davis in 2014 would be the traditional freshman class expecting to graduate in 4 years at the end of the 2017-18 academic year. The percentage of the 2013 admitted class that received academic advising remained enrolled edges over the 100% mark for a few potential reasons. 2013 admitted students could have taken one or a few extra quarters, including summer sessions, and then graduated at any point during the 17-18 academic year, or this group could and does include students that were admitted in 2013 but had a break in their academic career at UC Davis (mandatory via dismissal or voluntary due to personal circumstances). It is possible that students who were not currently actively enrolled attended an appointment to talk about readmission or options after withdrawal or dismissal.

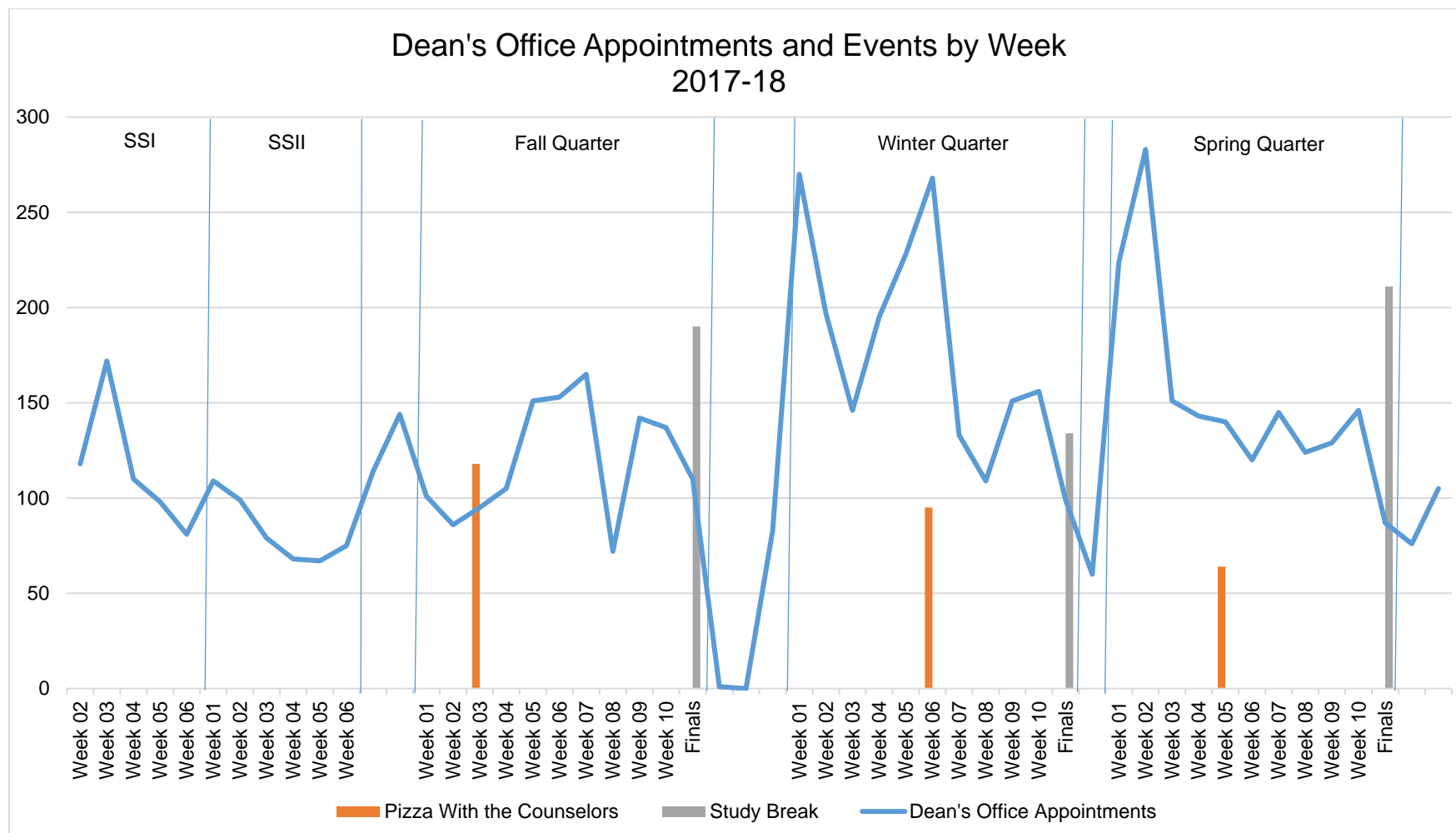


- The overall ratio of Freshman to Transfer appointments in 2016-17 was 73:27 (far left bar on graph below). When looking at students who entered CA&ES in 2016 and came in for an appointment during their first academic year, the ratio was 57:43. The overall Freshman to Transfer ratio for the entering populations was 76:24, indicating that first-year Transfer students meet with advisors at a higher rate than Transfer students after their first year, as well as at a higher rate than first-year Freshmen from the 2016 incoming class.



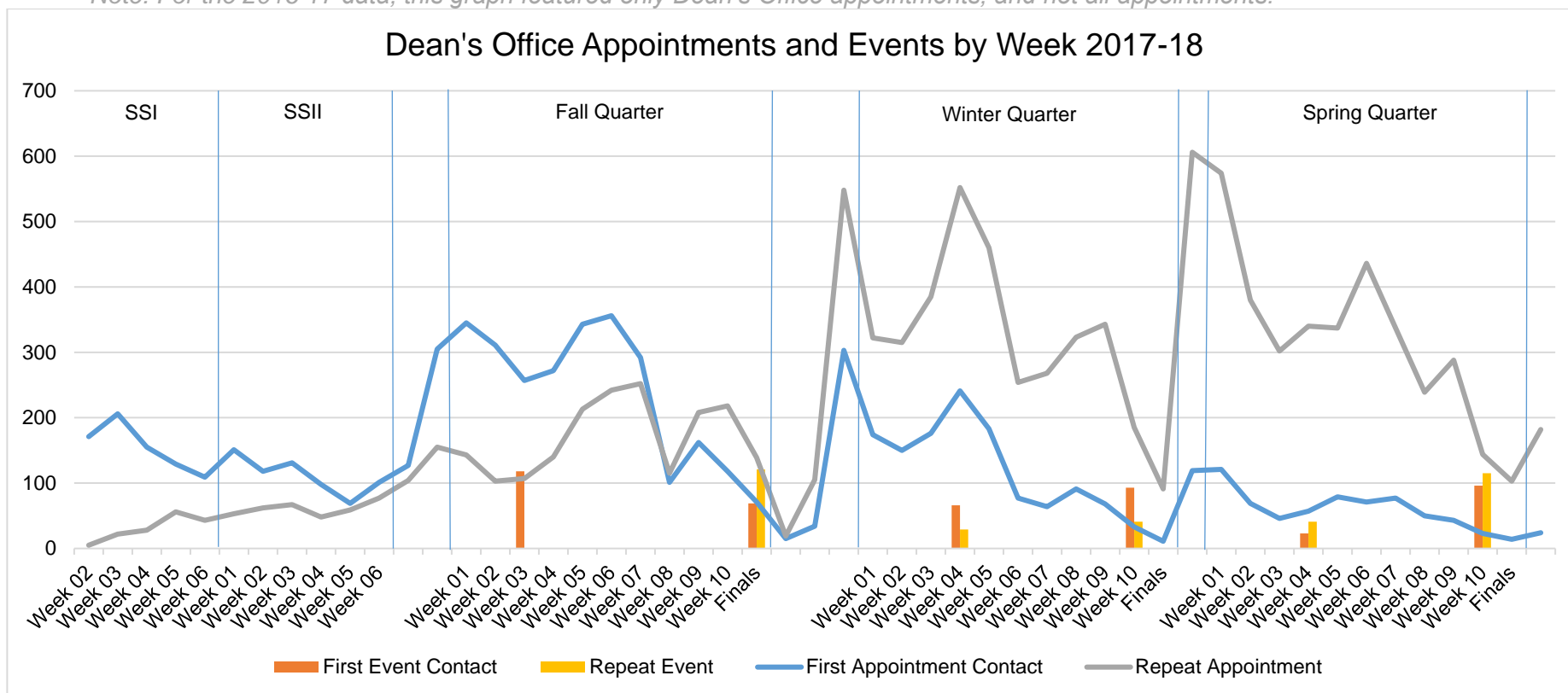
- Levels of demand for appointments fluctuate throughout the academic year and remain at consistent levels throughout Summer Sessions 1 and 2. I tracked the number of Dean's Office appointments held during each week of the year, and related those weeks to quarter timelines. There are a few variations of the following timeline graph. Three graphs below.

1) Dean's Office Appointments and Events by Week

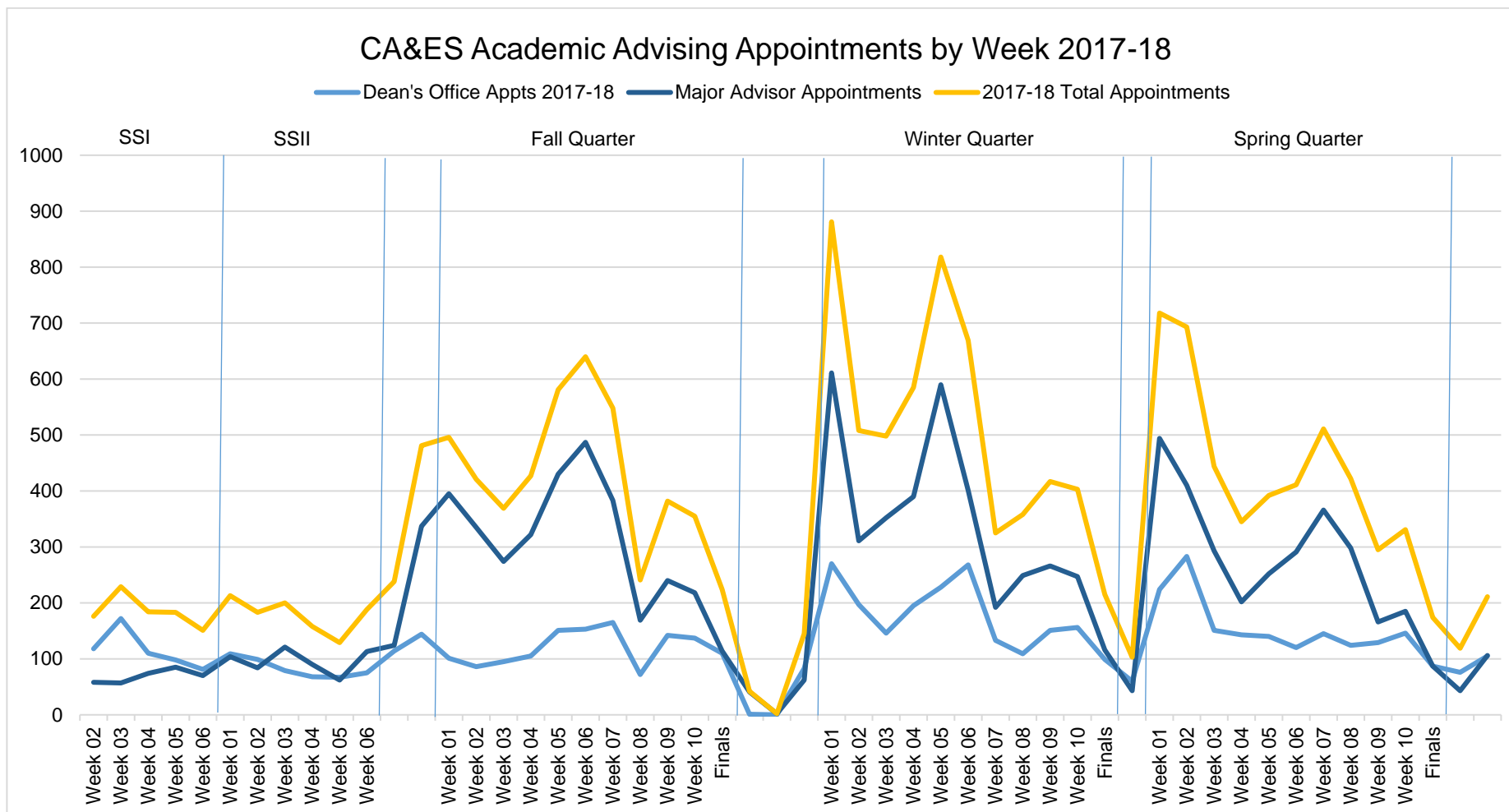


2) Appointments and Events by Week – tracking first contacts versus repeated contacts with students

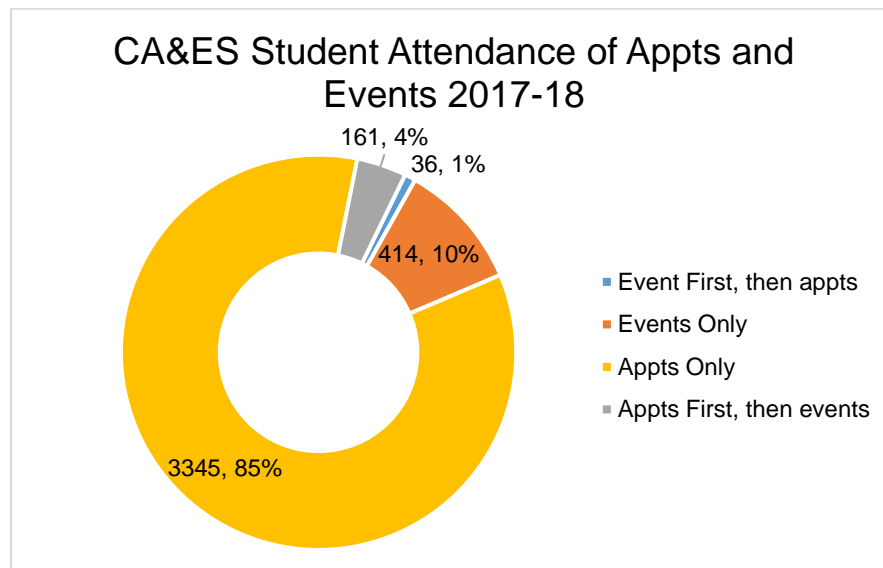
Note: For the 2016-17 data, this graph featured only Dean's Office appointments, and not all appointments.



3) Aggregate advising appointments: CA&ES Academic Advising appointments by week, with Dean's Office, Major Advisor appointments, and total appointments noted

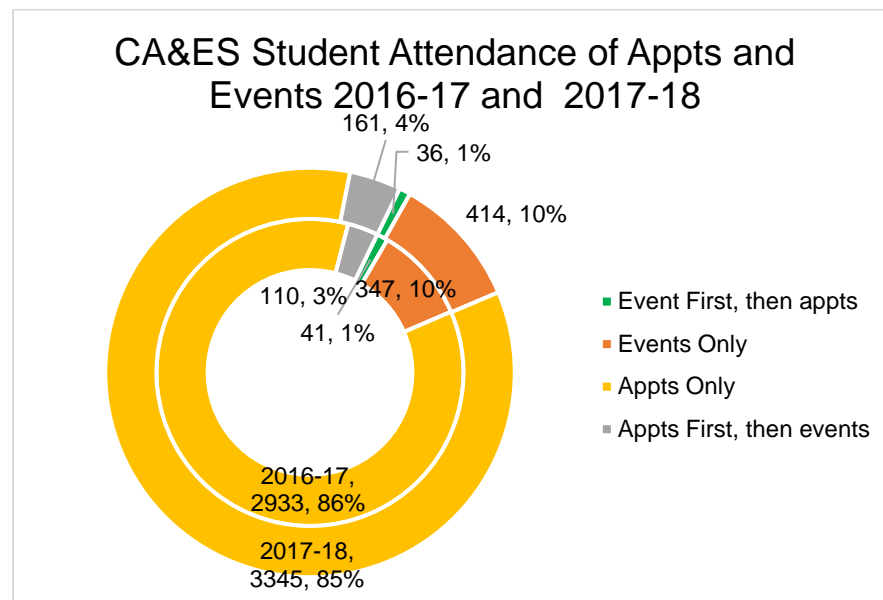


- How do students hear about our office? How do individual students prefer to interact with our staff and get their questions answered? We tracked how students interact with our office: appointments only, events only, event first then appointment(s), or an appointment first and then event(s). While the majority of our students only interact with the Dean's Office staff in appointments, there was a population of 414 students that only saw our staff at events during the 2017-18 academic year.

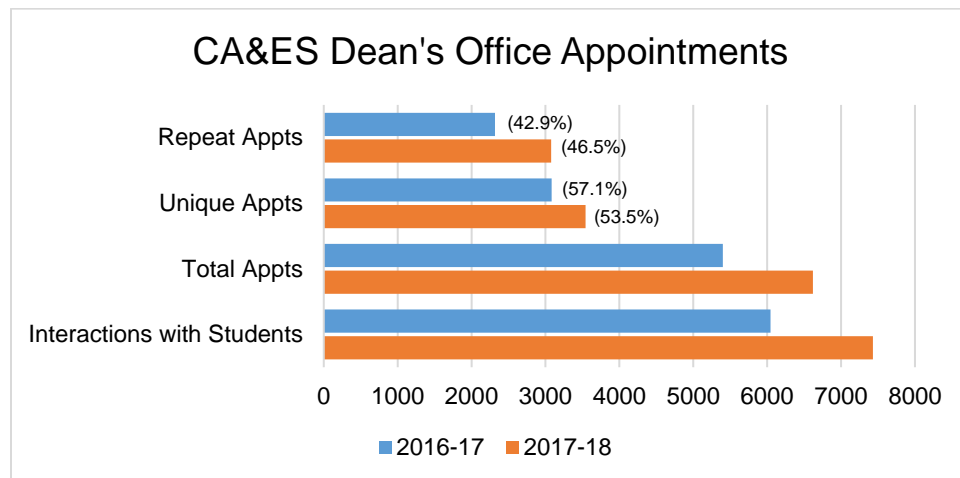


Some of this data had been examined for the 2016-17 academic year as well, so we compared the 2 years of data:

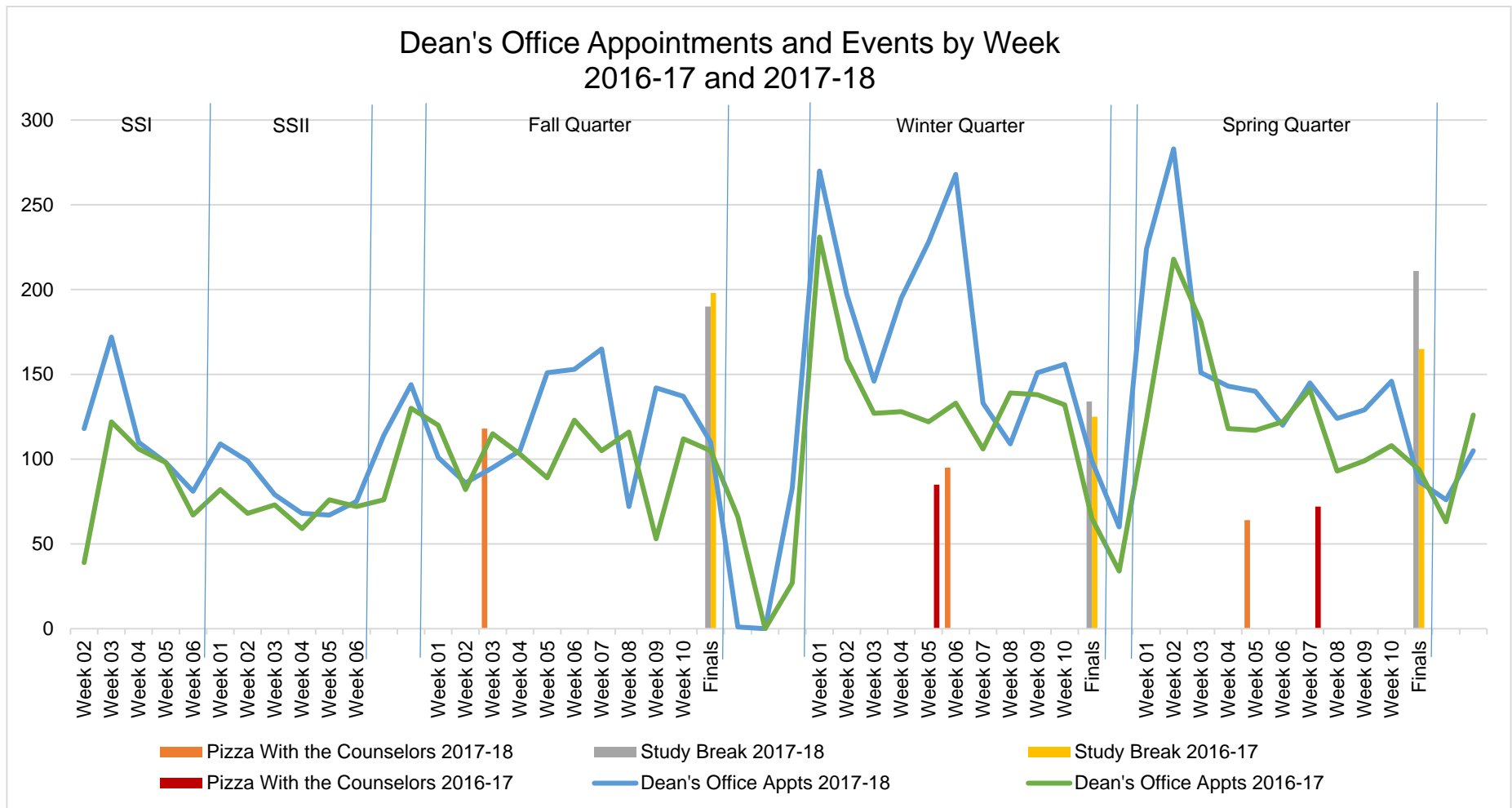
- The numbers and percentages of how students came into contact with our office in terms of Appointments only, Events only, Event then appointment(s), Appointment then event(s). Results were notably similar year over year.



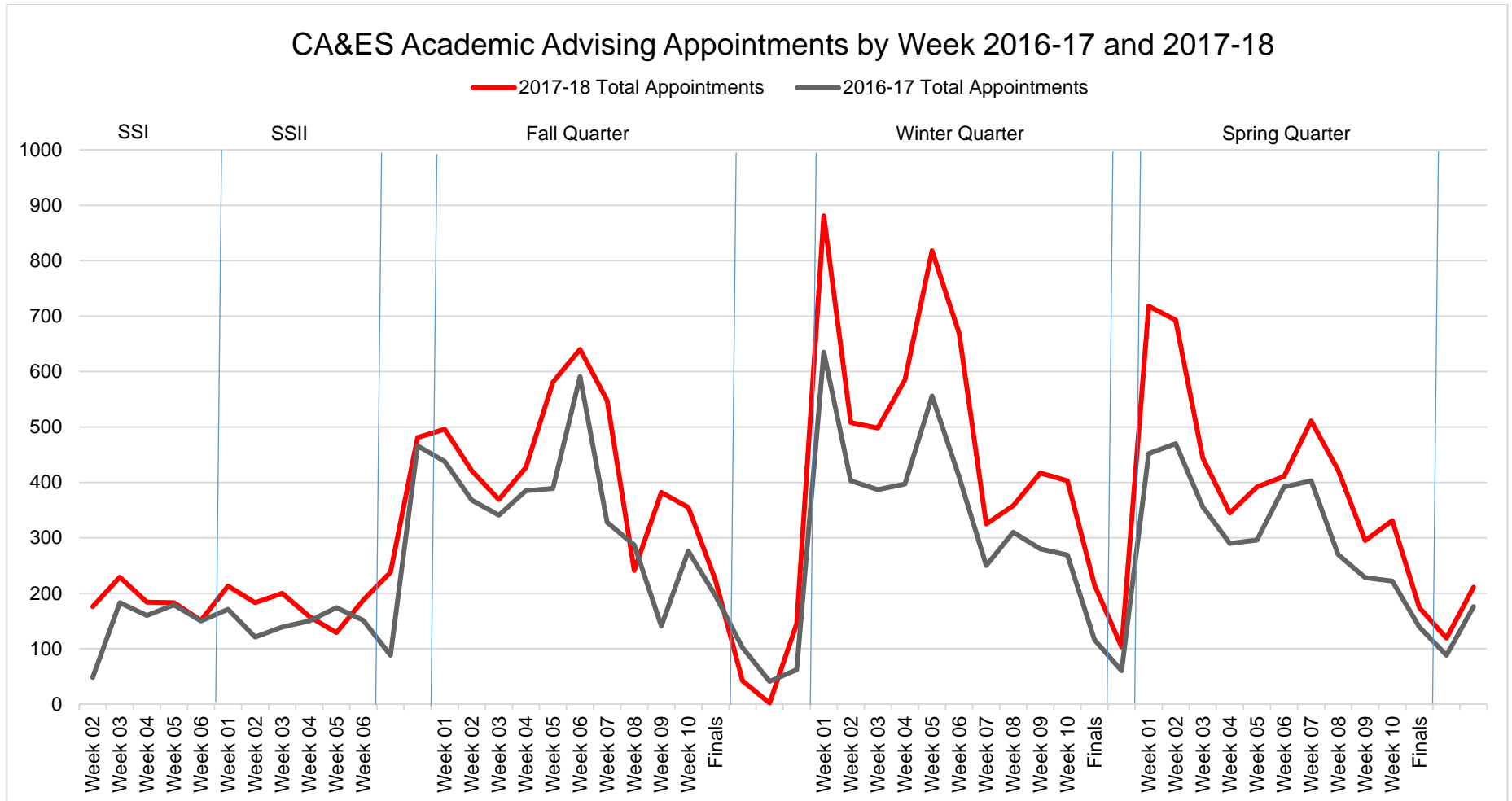
- We also evaluated whether students were attending only one appointment or coming for repeat appointments. Within the Dean's Office, 46% of advising appointments were repeat appointments; college-wide 60% of appointments were repeat appointments (data only for Dean's office appointments shown below). Below, the "Interactions with Students" is the total number of student appointments and event attendees.



- Year over year comparison of Dean's Office appointments and events by week. The increases in appointment numbers here are true, because the Dean's Office was consistent and well versed in using OASIS to report academic advising appointments throughout both academic years of 2016-17 and 2017-18. The only discrepancy between the compared years is that the Fall Pizza with the Counselors/ Slice of Advising (name changed) event in 2016-17 did not have a functional recording of SIDs for student attendees. See bar graph above for total appointment comparison, and line graph below for appointments only comparison.



- Year over year comparison of all CA&ES Academic Advising Appointments. The increase here in total appointments will be affected by the increase in major advisor usage of OASIS from 2016-17 to 2017-18.



Assessment Conclusions

Some of the year over year increases in appointment numbers that include major advising appointments can be attributed to a few major advisors not utilizing the OASIS appointment system during the 2016-17 academic year, either at all or they began partway through the year. By taking a look at the 2018-19 data as the second academic year with full major advisor appointment reporting participation, we will be better able to see the year over year growth of our student interactions.

Program Limitations and Challenges

Challenges in tracking Academic Advising Appointments and Event attendance:

- ❑ Not all CA&ES major advisors have been utilizing OASIS in 100% of their appointments – all major advisors followed the OASIS suggestion for the first time this year (2018-19), so their usage should improve with more time and practice.
- ❑ Tracking of workshops provided by CA&ES Dean's Office are not uniformly recorded: International Advising Appointments and Workshops (mandatory to remove a registration hold for International students) are all recorded as individual custom appointments in OASIS. Meanwhile, Undeclared Exploratory Student Workshops are recorded as past appointments, all reflecting the same day and time as the scheduled workshop. Moving forward, the staff advisors leading the International and Undeclared Exploratory workshops have agreed to proceed with recording workshop attendance as past appointments that accurately reflect the day and time planned for the workshops.
- ❑ Data is imperfect, because within my role in CA&ES, I only have access to CA&ES student data. Any appointments with students who are enrolled in one of the other three colleges at UC Davis at the point when I run reports are excluded – even if they were enrolled CA&ES students when they attended an appointment or event with us, or switched colleges into CA&ES after the report was run. Data including major, matriculation quarter and year, and FR or TR entry status are not available to me for students not enrolled in CA&ES at the time of running reports.
- ❑ Currently there is not a system in place for students to evaluate their advising appointment or CA&ES Dean's Office event experience and provide feedback. As we look to expand and improve our assessment of appointments beyond tracking of numbers, we may want to consider an assessment filled out by students, even if only a subset of the population that our staff interfaces with.

Recommendations/Goals for moving forward

- ❑ Recommend universal OASIS usage across all major advisors to record appointments in a uniform way to create a cleaner data set for year over year tracking and comparisons
- ❑ Recommend uniform tracking of workshop attendance that our office would like to include in appointment data – right now this includes only International Student Workshops and Exploratory/Undeclared Student Workshops. Once we decide as a unit what we would like to include in our counts, we can continue with more accurate counts and assessments of percentages of the college enrolled students that we are serving.
- ❑ Utilize the data looking at how many students either attend events first before scheduling appointments, or only attend events to interact with the CA&ES Dean's Office. I would recommend having a Dean's Office table at the exit of Slice of Advising so that students can use our staff to schedule a follow-up appointment about what they had discussed in the group during the event – I think this would increase the number of follow-up appointments that are scheduled, and push a number of students who attend

events only into the category of students who attend events first and then come into the Dean's Office for events.

- ☐ Utilize the rough tracking of number of students seeking drop-in advising appointments that were turned away while Loreen worked in our office, since she tracked numbers of students turned away each day once drop-in advising filled. Using that data and the past appointment history, we should be able to predict need on a week by week basis, and be able to more accurately plan drop-in coverage based on past trends.

Aggie Ambassador Program

Prepared by Corrine Hawes

"I love Aggie Ambassadors because I always feel welcome there. Everyone is friendly and wants to get to know you. The events are fun and help me build skills."

—Aggie Ambassador Student Feedback

Overview

Aggie Ambassadors is an organization sponsored by the College of Agricultural and Environmental Sciences that focuses on outreach, community, and leadership. Aggie Ambassadors participate by volunteering for a number of outreach events including tabling, panels, and interactive activities that promote both UC Davis and the College of Agricultural and Environmental Sciences to high school and community college students. Aggie Ambassadors develop their leadership skills by engaging in leadership development workshops and putting these skills to practice at the various events both on and off campus. By connecting students across a number of disciplines, Aggie Ambassadors brings speakers in to the classroom and creates spaces for students to engage in discussion on a number of areas within the college which helps to build community among the members.

Aggie Ambassador Objectives:

- Promote a greater awareness of the opportunities and challenges in the agricultural, environmental, and human sciences
- Promote leadership development for undergraduates in the College of Agricultural and Environmental Sciences
- Connect undergraduate students in the college to provide a sense of community
- Serve as student ambassadors of UC Davis and the College of Agricultural and Environmental Sciences to the community

Student Learning Outcomes

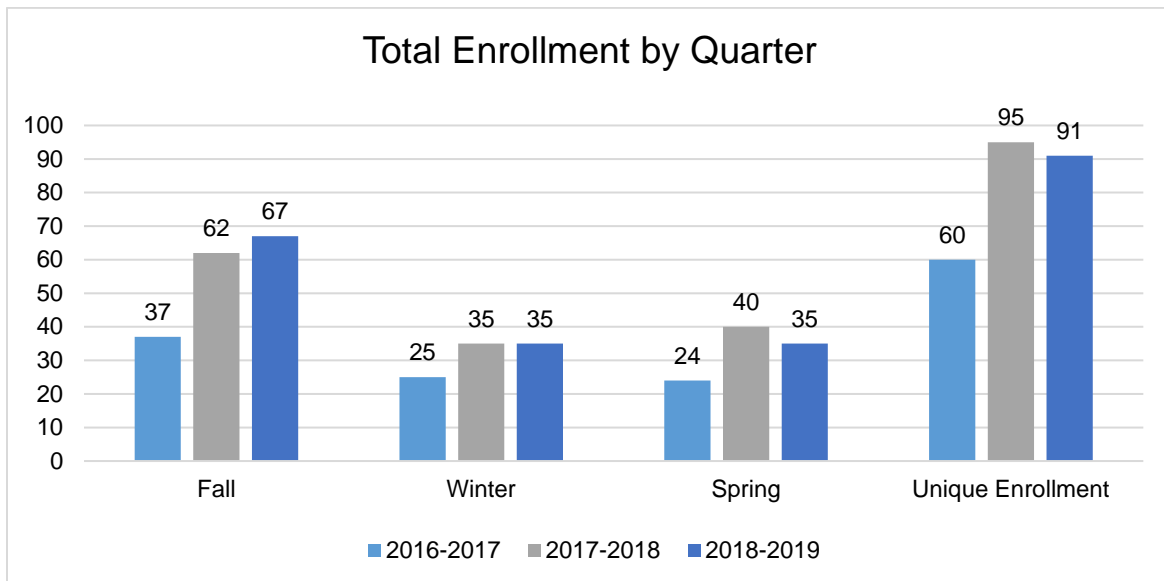
Connection to Undergraduate Academic Programs' Student Learning Outcomes [here](#)

As a result of participating in Aggie Ambassadors, students will be able to

- Participate in academic, professional, and co-curricular activities that align with their educational goals
- Cultivate leadership skills
- Engage in community development and service
- Attend events that will expand their knowledge and experience of world views
- Understand self as part of a larger community
- Assess strengths and abilities to identify appropriate major in alignment with goals
- Intentionally reflection on own personal development
- Improve their local area, campus, home region, and/or global communities
- Analyze their skills and abilities necessary to achieve their goals

Overall Demographics

The following chart provides a snap shot of how many students enrolled each quarter over the past three years and how many unique students have participated. The numbers dramatically increased from 2016-2017 and have remained steady over the past year.



Quarter Retention - Percentage of students who enrolled for more than one quarter

2016-2017	2017-2018	2018-2019
35%	42.7%	51.6%

Total Enrollment Demographics by Class Standing

Year	Fall	Winter	Spring
First Year	21	10	12
Sophomore	13	3	7
Junior	26	15	7
Senior	7	7	9
Total Number of Students	67	35	35

Aggie Ambassadors has served as a great program for entering students into the university (first year and transfer). Fall Quarter is always the most popular quarter for enrollment as it tapers off throughout the year. There have been efforts in retaining members from quarter to quarter but also from year to year. Retaining members provides students with an opportunity to build deeper connections with each other. Outreach events tend to run smoother when more experienced members participate as well.

Total Enrollment Demographics by Major

A strong effort has been made to increase the diversity of majors in Aggie Ambassadors throughout the past few years. In order to best represent the college at outreach events, Aggie Ambassadors strives to recruit students from all majors within the college. The programming has intentionally shifted to include more diverse speakers and broader topics that all students can relate to. Below is the breakdown of students in the 2018-2019 academic year.

Major	Fall	Winter	Spring
ABI	4	3	3
AEE	3	1	3
ANM	1	0	0
ANS	8	5	7
BIS	1	1	0
BIT	1	1	0
CDM	0	1	0
CMN	0	2	2
CNU	2	1	1
CRD	1	0	0
ECN	7	2	2
EMR	1	0	1
EPP	1	0	1
ESM	1	1	1
ETX	1	1	0
EXP	3	2	3
FSC	0	0	1
GDB	1	0	0
HDE	4	2	2
IAD	2	3	2
MGE	18	6	1
NPB	0	0	1
NSC	1	0	1
PHI	1	0	0
PLT	2	0	1
SAF	0	0	1
SED	0	1	0
USS	1	0	0
WFC	2	2	1
TOTAL	67	35	35

- **22 of the 28 majors represented throughout year of Aggie Ambassadors in 2018-2019 which is an increase from 2016-2017 when 16 out of the 29 majors were represented throughout the year.**

Class Meetings

Every quarter Aggie Ambassadors can elect to enroll in AED 98/198 to receive between one to two units for the organization. The Student Leadership Program Coordinator works with the Officer Team to plan out each quarter to provide a mix of faculty speakers, industry professionals, leadership workshops, and facility tours. The class meetings serve a number of purposes including providing leadership development, allowing students to intentionally reflect on their skills and abilities, to build community, and to learn about UC Davis and the College of Agricultural and Environmental Sciences. Below are the various speakers and topics covered throughout the 2018-2019 academic year. Noted below, the program has tried to offer a variety of speakers, leadership topics, activities, and facility tours to engage as many members as possible.

*Please note: Many class meetings were cancelled in fall due to the Camp Fire smoke.

Speakers		
Dr. Dave Campbell Dr. Susan Ebeler	Associate Dean, Social and Human Sciences Associate Dean, Undergraduate Academic Programs	Fall 2018
Dr. Anita Oberbauer Dr. Ron Tjeerdema	Associate Dean, Agricultural Sciences Associate Dean, Environmental Sciences	
Dr. Patrick Brown	Department of Plant Sciences	Winter 2019
Aggie Food Compass		Winter 2019
Patrick Cunningham	Student, UC Davis Vet School	Spring 2019

Career Panels		
Fall 2018	Winter 2019	Spring 2019
Vania Pick, Examiner, Farm Credit Association	Lynn Fowler, Senior Career Advisor, Internship and Career Center	Dr. Gregory Abreu, USDA Inspector
Max Ramaswami, Associate Manager, Farm Credit Association	Dr. Gail Patricelli, Professor and Researcher, Department of Evolution and Ecology	Rich Engel, Executive Director of Cal Aggie Alumni Association
Kyle Urban, Alumni Relations Specialist, UC Davis Alumni Relations	Claudia Germehausen, Senior Research Manager, HM Clause	Michael Ackley-Grady, FARMS Leadership Coordinator, Center for Land-Based Learning
David Tilley, Senior Planner, City of West Sacramento	Dr. Claudio Sorrentino, Senior Toxicologist, Department of Toxic Substances Control	Karin Young, Putah Creek Council
Dr. Leslie Woods, Pathologist, California Animal Health Lab	Mark Martinez, Vice President of Public Policy, California Strawberry Commission	

Leadership Topics		
Fall 2018	Winter 2019	Spring 2019
Networking	Stress and Time Management	Financial Management
Framing positions and responsibilities	Public Speaking	Values
Outreach and Tabling		Decision Making and Problem Solving
		Conflict Management

Field Trips		
Fall 2018	Winter 2019	Spring 2019
Cancelled: Due to Smoke Closure	Western Center	Student Farm

Events

In addition to the class meetings, Aggie Ambassadors requires the students enrolled to volunteer at events throughout the quarter. These events could be outreach/recruitment events, high school visits, leadership workshops, CAES/UC Davis sponsored events. The purpose is for students to learn to identify and articulate their leadership skills in the classroom then put these skills into practice or see how these skills are put to practice by professionals at the various events. Students earn between one to three points per event. Depending on the amount of units a student is enrolled in, they must earn either four or eight points throughout the quarter. Below are the different events Aggie Ambassadors participated in which are color coded by the type of event it is.

Aggie Ambassador Events		
Fall 2018	Winter 2019	Spring 2019
Solano Sectional Contest: Opening and Closing Contest	State Ag Ambassador Conference	Decision UC Davis: Freshmen
College Celebration	Internship and Career Center Engineering Fair	Mitchell Senior Elementary College and Careers Exploration Day
Slice of Advising	CAES Personal Finance Workshop	Internship and Career Center Fair
Internship and Career Center Fair	Slice of Advising	Coffee with the Dean
Windsor High School Visit	Center for Leadership Learning Undergraduate Conference	CAES Student Scholarship Event
Collegiate Agriculture Leadership Conference	World Ag Expo	Waggoner Elementary Farm Day
National FFA Convention	CAES sponsored UC Davis Basketball Game	Slice of Advising
Ceres High School: College Night Event	Merrill F. West High School Ag Awareness Day	Transfer Decision Day
Colusa High School College Fair	Recruitment Workshop	Charley Hess Memorial Service
Yolo County Sectional Contest	Discover UC Davis	State FFA Conference
STEM Transfer Day	Budgeting Workshop	Escape Room Leadership Workshop
Interviewing Workshop	Internship and Career Center Fair	Time Management Workshop
Career Discovery Group Panel	FFA Field Day	Leadership Styles Workshop
Watsonville FFA Visit	CAES Service Trip	CAES Service Project Arboretum Plant Sale
Public Speaking Workshop	Cesar Chavez Youth Leadership Conference	CAES Service Project Nino's Community Garden
Student Success Workshop	Ag Day at the Capitol	
Coffee with the Dean	Leadership Philosophy Workshop	
	Networking for Introverts	
17 Events Total 2 Major Events 4 Off Campus 4 Leadership Development 7 On Campus	18 Events Total 2 Major Events 4 Off Campus 6 Leadership Development 6 On Campus	15 Events Total 1 Major Event 3 Off Campus 4 Leadership Development 7 On Campus

On Campus

Off Campus

Major Event

Leadership Development

Community

The Officer Team plans various socials throughout the year to engage members outside of the classroom to promote a sense of community and provide a more casual environment for students to interact. This year the socials included the Dixon Corn Maze, Salsa Night at the Graduate, Farmer's Market Social, "Drive In" Movie, Bowling, Yolo berry Social. Most socials were "no host" and other socials cost approximately \$285.00 throughout the year.

Feedback from Students

Students are invited to fill out surveys at the end of each meeting to evaluate the meeting and what they learned. Students each quarter are also asked to fill out an additional survey at the end of the quarter.

End of Quarter Overall Results

Students were asked to rate the following statements on a likert scale ranging from one to four. One being strongly disagree and four being strongly agree below are the average for the each statement over the course of the three quarters of the academic year. N=100 responses

Being involved in Aggie Ambassadors is a valuable way to spend my time.	3.73
There are many opportunities to become involved with the Aggie Ambassador organization.	3.86
I understand the rewards and benefits of being involved with the Aggie Ambassadors.	3.76
People are friendly and I feel welcome at Aggie Ambassador meetings and events.	3.74
I thought the Tuesday class schedule flowed.	3.64
The structure of the class adhered to different learning styles.	3.62
As a result of my participation in the Aggie Ambassadors, I feel more confident in my leadership abilities.	3.55
I was able to meet new people as a result of participating in Aggie Ambassadors	3.76

Program Limitations

While retention over the academic year seems to be holding steady or improving, it is still a struggle to maintain students from one academic year to the next. There is a large amount of first year students who participate from year to year but often times they do not return. There is also a larger population of transfer students in the fall that do not return the next quarter. Assessment of leadership and student learning has been a challenge.

Recommendations for future

Students reported that they would most like to see more teambuilding activities in the classroom as well as discussion or information on issues in the agriculture, human sciences, and environment. They also reported that they would like to learn more about the Internship and Career Center.

CA&ES Advising Email: caesadvising@ucdavis.edu

Prepared by Greg Anderson

"Just thank you. Thank you, for being supportive and for being caring about my success here at UC Davis."

—Student feedback

Organization Description and Purpose

The CAES Advising email (caesadvising@ucdavis.edu) functions as an initial contact point between the College of Agricultural & Environmental Sciences Undergraduate Academic Programs Office and the undergraduates that we serve. The goal of the email address is to meet students where they are – students are able to reach out to our office at any time, from any place, and receive a response within 1-2 business days. The email inbox is often a starting point for a students' relationship with our office; it may be the first time they have gotten in touch with our office and, if expected help is received, can result in students continuing to look to our office for support in the future.

Unlike many departments, it is a practice that the responder of the CAES Advising email will save the response email as a PDF and upload it to OASIS. This adds additional workload for the responder on the email listserv, but this is useful for a number of reasons:

- Advisors receiving correspondence in the future will be able to view what type of advice the student has received in the past
- A record is created of the student's attempts to access support resources on campus. This can be helpful in periods like SD where advisors want to know if students are finding support to further their academic success.

Connection To Student Learning Outcomes

Effective use of the caesadvising@ucdavis.edu email will mean that students will be able to meet Student Learning Outcomes [here](#): 1acd

- Understand academic requirements and policies
- Monitor individual progress with appropriate campus technology
- Develop academic plans with advisors
- Cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience
- Utilize appropriate advising resources based upon advisor recommendations

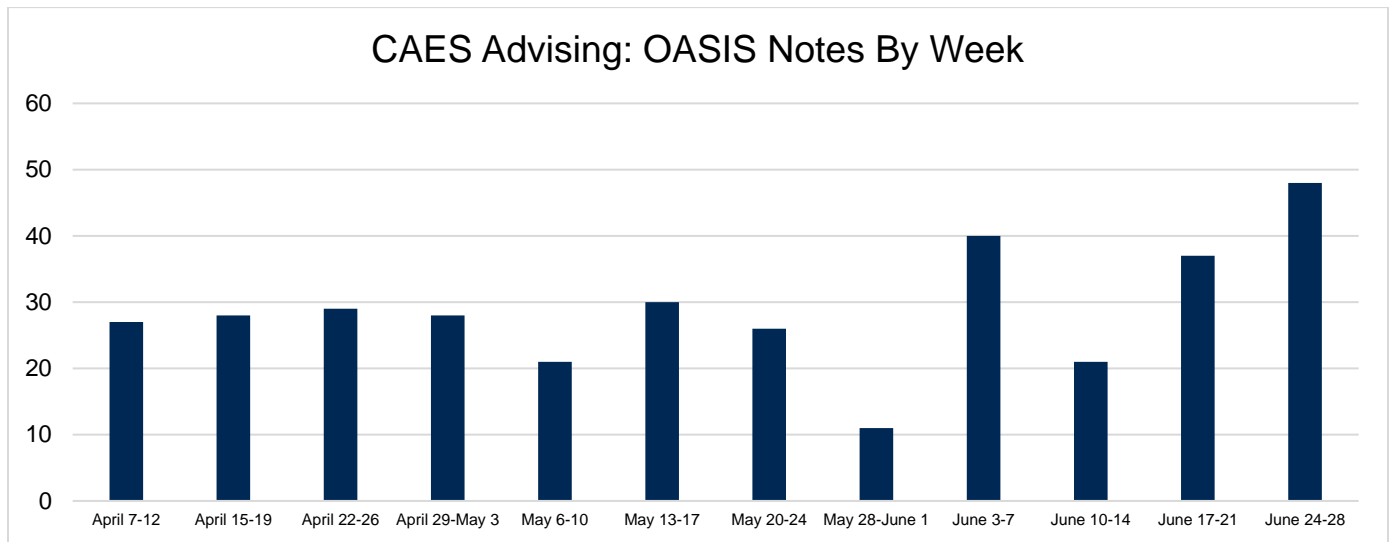
Overall Demographics

The data below comes from the OASIS notes that I have made since starting in my role that involve CAES Advising emails (April 8, 2019 – June 28, 2019). Notable takeaways are that our largest majors, Managerial Economics and Animal Science, are overrepresented in their contact with CAES Advising and Human Development is slightly underrepresented. However, it is still a fairly small sample size, so a year's worth of data would be more helpful to look at after 2019-2020.

Major	OASIS Notes	% Of Total	% Of Total
Agricultural and Environmental Education (AE, BS)	2	0.57%	1.39%
Animal Biology (AE, BS)	16	4.53%	4.66%
Animal Science (AE, BS)	69	19.55%	17.06%
Animal Science and Management (AE, BS)	9	2.55%	0.98%
Atmospheric Science (AE, BS)	0	0.00%	0.27%
Biotechnology (AE, BS)	8	2.27%	2.34%
Clinical Nutrition (AE, BS)	13	3.68%	5.03%
Community and Regional Development (AE, BS)	3	0.85%	1.67%
Ecological Management and Restoration (AE, BS)	1	0.28%	0.36%
Entomology (AE, BS)	2	0.57%	0.46%
Environmental Horticulture and Urban Forestry (AE, BS)	0	0.00%	0.42%
Environmental Policy Analysis and Planning (AE, BS)	10	2.83%	2.85%
Environmental Science and Management (AE, BS)	20	5.67%	5.92%
Environmental Toxicology (AE, BS)	1	0.28%	1.26%
Fiber & Polymer Science	0	0.00%	0.05%
Food Science (AE, BS)	11	3.12%	3.12%
Global Disease Biology (AE, BS)	11	3.12%	4.54%
Human Development (AE, BS)	18	5.10%	8.50%
Hydrology (AE, BS)	0	0.00%	0.20%
International Agricultural Development (AE, BS)	1	0.28%	0.69%
Landscape Architecture	0	0.00%	0.85%
Managerial Economics (AE, BS)	89	25.21%	19.72%
Marine and Coastal Science (AE, BS)	0	0.00%	0.29%
Nutrition Science (AE, BS)	11	3.12%	3.48%
Plant Sciences (AE, BS)	4	1.13%	1.34%
Pre-Landscape Architecture (AE, BS)	4	1.13%	0.76%
Sustainable Agriculture and Food Systems (AE, BS)	6	1.70%	1.31%
Sustainable Environmental Design (AE, BS)	5	1.42%	1.29%
Textiles & Clothing	1	0.28%	0.42%
Viticulture and Enology (AE, BS)	3	0.85%	1.20%
Wildlife, Fish, and Conservation Biology (AE, BS)	14	3.97%	3.52%
Undeclared/Exploratory Program (AE, 000000)	11	3.12%	4.02%
Other College	10	2.83%	0.00%
Total	353		

Assessment Measures

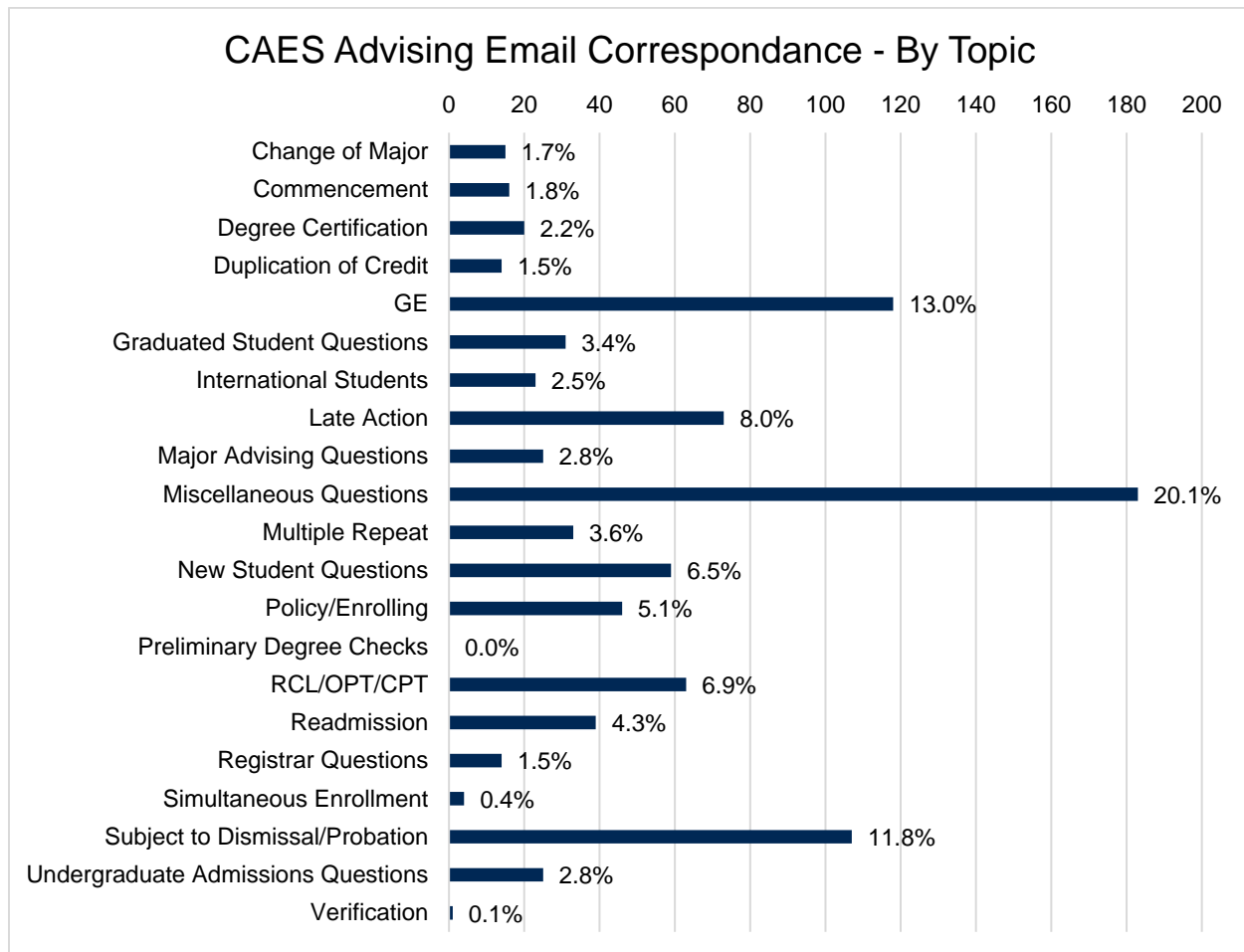
Student email traffic stayed fairly consistent for the first half of the quarter, with slight ebbs during Weeks 6 and 9, and a substantial increase during Week 10. There was an expected decrease during Finals Week, with a substantial increase after graduation and the start of Summer Session I. It is also possible that traffic was higher during Week 2 (April 7-12) as Loreen and I were both responding to emails that week and this data is only based off of my OASIS notes.



Many of the emails that come through CAES Advising aren't just specific student advising questions that require advising responses. Examples of frequent emails that don't warrant OASIS notes are below:

- Students saying 'thank you' to an advising email
- Communication with other staff regarding UC Davis students
- Job postings for CA&ES-related jobs
- Questions from high school/CC students considering applying to UC Davis
- Campus emails soliciting info distribution to students (new courses, center events, club advertisements, etc.)

The following chart is an analysis of *all* emails in each of the CAES Advising subfolders by topic, including student questions, but also including a number of other emails as noted above.



Miscellaneous Questions is clearly the most used folder, but also has the most emails not related to individual student advising. GE questions are second most frequent, often students wondering the equivalent of UC Davis classes that they can take at a community college or ensuring that a UCD course that they have registered for will fulfill a specific GE requirement (e.g. ACGH or College English Composition). SD/Probation is the third most used folder topic, with slightly more students asking about late drops than grade mode changes.

Program Limitations & Challenges

- I wanted to develop a report of follow-up from students who have emailed CAES Advising including the following data:
 - If this was the student's first contact with our office
 - If students came to advising afterwards
 - If students sent follow up emails to CAES Advising
 - If student accessed other resources on campus

Unfortunately, I was unable to find a method to do this on OASIS other than opening every students' OASIS page and recording the data. OASIS does not have a customizable report option to search for this information. This would become particularly unwieldy after an entire year of emails. This data would also be more useful over the course of a year since students don't always follow-up for additional advising within a single quarter.

- Communication over email can have a 'coldness' or lack of human connection. This means that some questions should be directed to having students come for in-person advising, even when an answer is available.

Recommendations

- Improve Inbox filing system to better match variety of email topics received, especially analyzing consistent themes within "Miscellaneous Questions".
- Use delineator such as 'CAESAdvising' at the start of OASIS notes for ease of reviewing OASIS reports going forward. I have already begun doing so since the draft version of this report and the final version.
- Determine if there are specific 'program objectives' for the CAES Advising email, such as follow up appointments or emails.
 - For example, a follow up appointment with an advisor may demonstrate that advising emails effectively helped cultivate a relationship between UAP and the students, but a lack of an appointment post-email could also potentially demonstrate that the student felt their questions/concerns were adequately addressed without the need for an additional appointment.

Exploratory/Undeclared Workshops

Prepared by Hong Dao

"Thank you for your help. I know I am making the best major choice for myself. I feel very comfortable with all the advisors in the college and they are all so nice."

—Student Feedback

Overview

Each academic year, the CA&ES welcomes approximately 200 incoming undeclared/exploratory students. One of the biggest challenges that undeclared/exploratory students face is choosing a major. UC Davis offers over 100 majors and picking the "perfect" major may seem overwhelming at times. There was no programming in place for CA&ES Exploratory Students. During the 2016-2017 academic year, the CA&ES created an exploratory advising workshop and piloted the program, inviting all undeclared/exploratory students to attend. Students who attended the exploratory advising workshop shared that the workshop was very helpful and effective. Some direct quotes from students based on the workshop: "There are a lot of new resources I wasn't aware of," "It helped me learn about different majors that fit with me," and "It was beneficial for students who are undecided or want to switch majors."

Based on feedback from participants and the great outcome of the pilot program, CA&ES Dean's Office decided that the exploratory advising workshop will be required for all new incoming undeclared/exploratory students starting in 2017-2018 academic year. During the 2018-2019 academic year, our office decided to host two Exploratory/Undeclared Advising Workshops to break down the information content and provide students more time to reflect on their goals and interests. The Workshop #1 is required for all undeclared/exploratory students and the Workshop #2 is optional if students want additional support and resources in choosing a major. We highly recommended that the students attend Workshop #2. All first-year exploratory/undeclared students are required to attend the advising workshop in their first year at UCD. Each workshop is facilitated by UAP staff members and each workshop lasts 1 hour. The activities and discussion of the workshop build a sense of community and connectedness to CA&ES, encourage self-reflection and help students identify their strengths and interests, identify possible majors, and create an action plan to help them narrow and/or choose a major. Students are asked to fill out an evaluation before they leave the workshop. Five open-ended questions are asked for Workshop #1 and 5 open-ended questions and 1 scale question are asked for Workshop #2. The feedback on the evaluation helps our office refine the workshops to best support the student's needs.

As exploratory advising is mandatory, an advising hold is placed on their registration for Pass 1 of Spring Quarter for all first year exploratory/undeclared students. Once the last exploratory/undeclared advising workshop passes, students who have not attended a workshop are sent an email stating that they must make an individual appointment with UAP to meet the mandatory advising requirement in order to release the hold. UAP provides multiple exploratory/undeclared advising workshops in the Fall and Winter Quarter to maximize students' attendance. Students receive an email with a Google Doc link prompting registration for a workshop. Students selected their preferred dates/times for the workshop and receive a confirmation email from UAP advisor. On the day of the workshop, students sign-in to note their attendance. After every workshop, the attendance is recorded on a master tracking document and in OASIS and the advising hold is released. Students will receive a follow up email after they have attended Workshop #1. The follow-up email encourage the students to attend Workshop #2 and let them know that our office is here to support them. Students are informed in the email that their advising hold is removed.

Workshop Goals

1. Consider the relationship between your personal interests and possible majors

2. Identify some possible majors
3. Understand tools and resources to help choose a major
4. Learn the change of major declaration process

Connection to Student Learning Outcomes

Student Learning Outcomes [here](#): 1abd, 2b, 4ac

Overall Information

After attending the Exploratory Workshop, more than 87% of students have a follow-up advising appointment (see data in table below). Approximately 1/3 declare a major in their first year, with the majority being CA&ES majors. We will continue to track academic standing for these students to ensure that they have academic support from our office. Our goal will be to continue to see a drop in students in academic difficulty while they are in the Exploratory Program.

2018-2019 Academic Year	#	%
Total Undeclared Students	179	100%
Students attended a workshop	167	93.30%
Students met with advisor before workshop	78	46.71%
Students met with advisor after workshop	146	87.43%
Students who met with advisor after who had not before workshop	68	40.72%
Students who declared a major as of 6/4/19	60	33.52%
Declared Major in CA&ES	41	68%
Declared Major in CBS	5	8.33%
Declared Major in COE	0	0%
Declared Major in L&S	14	23.33%
Number of students on Academic Probation after Fall	18	10.06%
Number of students on Subject to Dismissal after Fall	14	7.82%
Number of students that are Inactive* after Fall	7	3.91%
Number of students on Academic Probation after Winter	11	6.15%
Number of students on Subject to Dismissal after Winter	16	8.94%
Number of students that are Inactive* after Winter	8	4.47%

*Inactive = Students not enrolled at UC Davis because they cancelled, withdrew, or were dismissed from the university.

NOTES: We had 12 exploratory/undeclared students who did not attend the Exploratory/Undeclared Advising Workshop in the Fall 2018 or Winter 2019 quarter. Of the 12 Exploratory students, 2 students decided not to attend UC Davis after submitting their Statement of Intent to Register (SIR), 2 students cancelled their enrollment for Winter 2019 quarter, 1 student withdrew from campus during Winter 2019, and 1 student was dismissed, and 1 student declared major in L&S. There were 5 Exploratory students who were currently enrolled in Winter 2019 that needed to attend an advising appointment to release their hold. Holds for all 5 students had been removed.

CA&ES Declared Majors

Majors	# of Students
AABI	1
AAEE	1
AANM	1
AANS	7
ACNU	2
ACRD	1
AEMR	1
AEPP	2
AESM	2
AGDB	3
AHDE	1
AMGE	8
APLA	6
APLS	1
ASAF	1
ASED	1
AWFCB	2
TOTAL	41

CBS Declared Majors

Majors	# of Students
BBIS	2
BBMB	1
BGGN	1
BNPB	1
TOTAL	5

L&S Declared Majors

Majors	# of Students
LAHI	1
LANT and LCGS	1
LCGS	4
LCMN	1
LCOM	1
LDES	1
LIRE	1
LPOL	2
LPSC	1
LSTA	1
TOTAL	14

Workshops

Fall 2018

Student Participation in Each Workshop:

Workshop #1	# of Students
Week 2-Monday, October 8, 2018 from 10:30 to 11:30am	27
Week 2-Wednesday, October 10, 2018 from 2:00 to 3:00pm	29
Week 3-Tuesday, October 16, 2018 from 1:30 to 2:30pm	26
Week 3-Thursday, October 18, 2018 from 1:30 to 2:30pm	15
Week 4-Monday, October 22, 2018 from 10:00 to 11:00am	8
Week 4-Thursday, October 25, 2018 from 11:00am to noon	20
TOTAL	125
Workshop #2	# of Students
Week 5-Tuesday, October 30, 2018 from 9:00 to 10:00am	4
Week 5-Wednesday, October 31, 2018 from 2:00 to 3:00pm	5
TOTAL	9

NOTE: All of Workshops #1 occurred before Pass 1 for Winter 2019 registration. This was intentional so students can make an appointment with their intended major advisor so the students can learn more about the major program and get advising on Winter course selection.

Evaluation Summary

120 students filled out the evaluation summary during Fall 2018

- 58 students found the the major card sort tool helpful and were able to identify possible majors to explore
- 7 students found the workshop helpful in understanding know how their interests and strength connect with selection of a major
- 7 students indicated that the workshop could be longer or shorter (depending on their experiences)
- 4 students felt the information in the workshop was repetitive because they are in Career Discovery Groups (CDG).
- 7 students felt good about being undeclared. They had the ability to talk to other undeclared students and know that other students are in the same situation and do not feel behind.
- When asked “what other information or guidance do you need in order to declare a major”:
 - 9 students stated they need to make an appointment to talk an advisor (Dean’s Office Advisor or Major Advisor)
 - 33 students would like to know the action steps to declare majors, including what classes/requirements to take for their intended major
 - 32 students need more time to exploration major, classes, and career.

Limitations/Challenges

Exploratory international students had to go to 2 workshops to remove each hold and some international students were confused. Attendance for Workshop #2 was very low because it was not required. Therefore, staff members did not follow the PowerPoint presentation and did more 1:1 advising.

Winter 2019

Student Participation in Each Workshop:

Workshop #1	# of Students
Week 4-Tuesday, January 29, 2019 from 2:00 to 3:00pm	11
Week 4-Thursday, January 31, 2019 from 9:00 to 10:00am	11
Week 5-Monday, February 4, 2019 from 11:00am to noon	7
Week 5-Wednesday. February 6, 2019 from 3:00 to 4:00pm	13
TOTAL	42
Workshop #2	# of Students
Week 6- Monday, February 11 from 10:00 to 11:00am	0
Week 6-Wednesday, February 13, 2019 from 2:00 to 3:00pm	2
TOTAL	2

NOTE: All of Workshops #1 were before Pass 1 for Spring 2019 registration. This was intentional so students can make an appointment with their intended major advisor so the students can learn more about the major program and get advising on Spring course selection.

Evaluation Summary

41 students filled out the evaluation summary during Winter 2019

- 32 students found the workshop helpful, especially the major card sort tool and were able to identify possible majors to explore
- One student indicated they did not learn anything because they had completed major card sort previously and got the same results during the workshop
- 6 students indicated the workshop helped them understand and reflect on their interest/strengths
- 2 students felt they were not behind/alone
- When asked “what other information or guidance do you need in order to declare a major,” 10 students stated they need to make an appointment to talk with their intended major advisor.
- 5 students would like to know the action steps to declare majors, including what classes/requirements to take for their intended major

Limitations/Challenges

Exploratory international students had to go to 2 workshops to remove each hold and some international students were confused. Attendance for Workshop #2 was very low because it was not required. Therefore, staff members did not follow the PowerPoint presentation and did more 1:1 advising.

Goals for 2019-2020

- Combine content from Workshop #1 and Workshop #2 to make only one required workshop
 - Will have students complete Major Card Sort prior to workshop
 - Will discuss individual interests and strengths
 - Go over resources and how to declare a major
- Work with Brad to do separate workshop for students who are Exploratory and International

Field Day

Prepared by Garth Herbert

"It was great to learn about working with others [...] and facilitating an important event."

—Student Field Day Coordinator Feedback

Program Description

Field Days are events held at colleges, high schools and universities across California. High school students from various FFA and 4-H chapters from across California come together to compete in one or more of 25 agriculture-based challenges, ranging from Forestry, to Dairy Cattle Judging, to Job Interview. Based on how the students do in these challenges they may be able to go on to the CA State competitions, and then from there to the national competitions. Davis hosts the largest of these Field Days in California. Students here at UC Davis run and coordinate each of the 25 contests we offer. The UC Davis students also participate in a class that UAP facilitates. This class both teaches the students how to run large scale events, as well as how to be leaders and managers of the large number of volunteers that help on Field Day. UAP also supports with general logistics and purchasing. An example of contest we run here at Davis is Poultry Judging. The visiting high school students take tests and judge/grade poultry carcasses to show expertise regarding poultry and the process of turning poultry into the food we eat. You can see several students participating in this contest below.



For more information on Field Day and each contest, please refer to the website here:

<https://caes.ucdavis.edu/news/events/field-day>

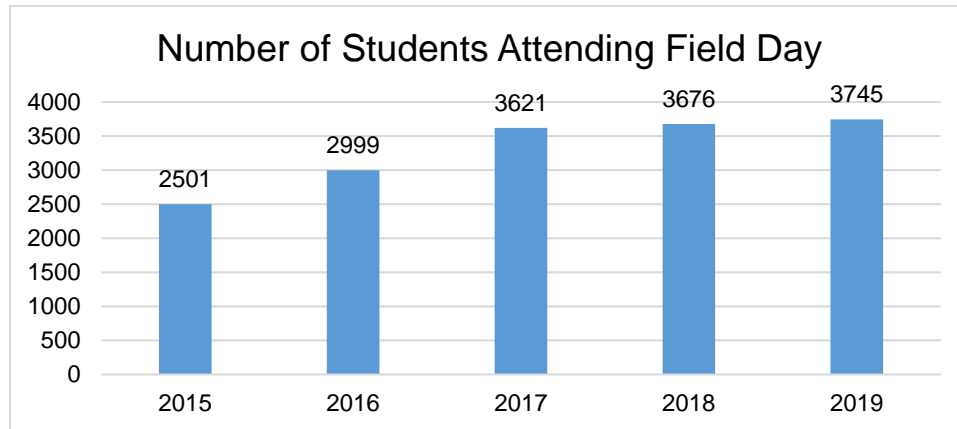
Connection back to Student Learning Outcomes

Students who participate in and coordinate Field Day are actively connecting to the following Student Learning Outcomes set by our office here: 1b, 2a, 3abcd, 4c

Demographics Field Day 2019

- 3745 student contestants
- Approximately 300 teachers and guest staff
- Total guests are around 4000 from all around California

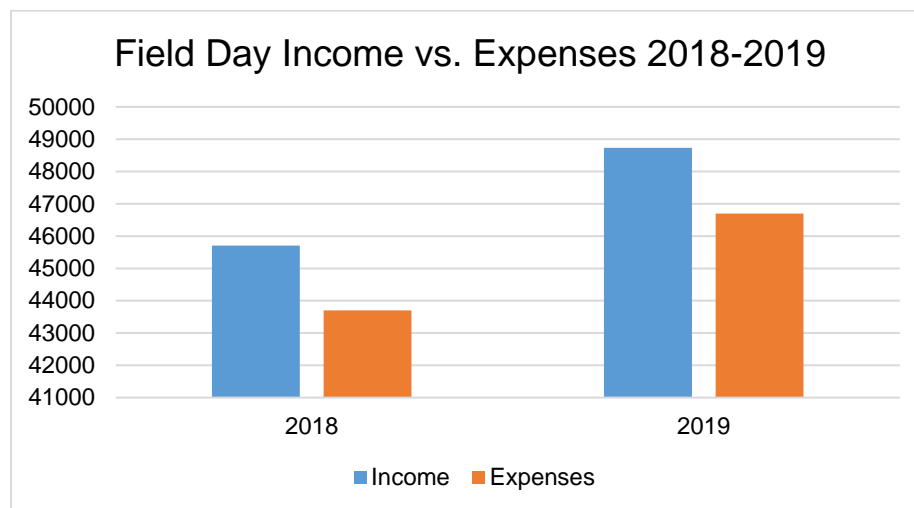
Number of Students each year:



Cost Analysis

2019 Field Day Estimated and Actual Income, Expenses, and Profit

	Estimated	Actual
TOTAL INCOME	\$47,123.00	\$48,732.00
TOTAL EXPENSES	\$50,155.00	\$46,696.40
TOTAL PROFIT	-\$3,032.00	\$2,035.60



This year, we spent approximately 4,000 less than estimated, resulting in Field Day generating a small profit which will be used towards next year's budget.

Time Resources Spent Analysis

From January to March, UAP staff and the Student Events Assistant together spent approximately 300 hours outside of work preparing for Field Day. Important note, if we were to run Field Day a second time, the extra hours amount would be lower.

Program Limitations and Challenges

- We are limited in our facility space on campus. Every year, the number of students that attend Field Day has increased, but our capacity to hold these students has not grown. We are starting to hear complaints from both attendees and facility managers that the rooms are too full, and the cramped conditions are making the experience less comfortable for the visiting students. It also makes it difficult for the student coordinators and volunteers to effectively communicate with the attendees.
- Another challenge is getting student coordinators to feel invested in Field Day and the Field Day class. There were times when I felt that to some students, Field Day was just an inconvenient class they needed units from. Some students truly did care (usually the ones who had done UC Davis Field Day in high school). For others, the apathy was palpable.
- Logistics is always a challenge for an event like this. Making sure everyone is fed. Finding enough judges and volunteers. Securing the right amount of rooms for everyone. All of these things are potential limiting factors when it comes to an event of this magnitude.
- We currently don't have a method of getting feedback directly from the FFA students.

Recommendations/Goals Moving Forward

- Place limits on more contests, so the facilities don't become over capacity
- I'm not sure how exactly to get the student coordinators more invested in Field Day. I know a few steps that will be necessary to achieve this goal.
 - We should set up the role of Field Day Contest Coordinator as an honor and as a privilege. We need to convince the students that it's not just another part of another class.
 - We should find a way to keep Field Day students involved after they leave campus. Some kind of Field Day Alumni Association? We would have mixers and meet and greets for current and previous coordinators to meet Ag-industry professionals.
- Write down clear process documents so anyone can assist with the logistical aspects of Field Day, so it doesn't necessarily have to all be on one or two people.
- Integrate post-contest surveys into each contest. It would give something for students to do while they wait for awards.

First Year and Transfer Orientation

Prepared by Alina Bara

"Thank you for providing me the opportunity to attend orientation. It allowed me to see the campus for the first time and meet so many helpful people."

—Student Feedback

(Financial support to participate in Orientation provided by CA&ES)

Overview

Every summer, the newly admitted UCD undergraduate students participate in the Orientation program. Orientation is an opportunity to learn how to navigate campus and academic resources, by interacting with students, staff, and faculty from diverse backgrounds, who share strategies for academic and personal success. Students are advised on specific major/college academic requirements; various campus resources; and they are encouraged to participate in community building activities.

In 2018, our college welcomed approximately 1700 new Aggies, by hosting two large freshmen groups in July, and five transfer groups in August. Students were greeted by our Associate Dean, Sue Ebeler or UAP Director, Donna Vivar, alongside college advisors, during the College Overview presentation. All students met with their specific major advisors to learn about AP/IB, placement exams, major specific requirements, General Education, course load and unit requirements, before registering for fall classes.

In addition to covering specific academic information, the advising sessions also included community building activities such as: interactive pop quiz presentations; get to know your neighbor or staff activities; student/faculty panels discussing life on campus and various campus resources; facility tours; show and tell programs; UCD trivia; Four Corners about different campus locations; resources Bingo, and much more. Orientation is not a single unit event- it required close collaboration between the CA&ES Deans' Office, department advisors, Orientation office and other campus entities. Through emails, college meetings and lunch-and-learns, we communicated, trained and worked closely together, to ensure a successful and meaningful orientation program, while incoming students experienced a seamless transition into our college.

Goals:

- Welcome new students and introduce them to college/campus resources and college specific requirements
- Connect students with college and academic advising services and programs
- Support students in building community with each other

Student Learning Outcomes:

Orientation connects back to the following Student Learning Outcomes [here](#): 1ad, 2ab

Overall Demographic Information

Major Code	CAES First Year Attendance					Total
	F1*	F2*	F4	F5	F10 Ext	
AABI	0	0	36	65	2	103
AAEE	0	0	14	7	0	21
AANM	0	0	8	6	1	15
AANS	0	0	109	112	5	226
AATM	0	0	1	2	0	3
ABIT	0	0	8	11	1	20
ACNU	0	0	12	7	0	19
ACRD	0	0	2	2	0	4
AEHF	0	0	3	3	0	6
AEMR	0	0	1	1	0	2
AENT	0	0	2	1	1	4
AEPP	0	0	21	12	0	33
AESM	0	0	35	31	2	68
AETX	0	0	8	7	0	15
AEXP	1	1	52	61	7	122
AFSC	0	0	11	7	1	19
AGDB	0	0	16	10	0	26
AHDE	0	0	17	24	1	42
AHYD	0	0	0	2	0	2
AIAD	0	0	1	1	0	2
AMCS	0	0	2	0	0	2
AMGE	0	0	61	45	1	107
ANSC	0	0	26	16	0	42
APLA	0	0	2	3	0	5
APLT	0	0	1	6	0	7
ASAF	0	0	4	2	0	6
ASED	0	0	3	5	0	8
AVEN	0	0	4	1	0	5
AWFC	0	0	4	12	1	17
Total	1	1	465	462	43	972

Major Code	CAES Transfer Attendance						Total
	T1 8/8/18	T2 8/9/18	T3 8/10/18	T4 8/13/18	T5 8/14/18	T6 8/15/18	
AABI	7	6	5	7	0	7	32
AAEE	2	0	2	4	0	3	11
AANM	1	3	0	1	0	0	5
AANS	18	18	21	22	0	14	93
AATM	0	2	0	1	0	0	3
ABIT	4	4	2	3	0	3	16
ACNU	7	10	7	12	0	10	46
ACRD	5	5	2	2	0	0	14
AEHF	1	1	1	1	0	1	5
AEMR	1	0	1	1	0	0	3
AENT	1	1	1	1	0	0	4
AEPP	1	3	4	3	0	4	15
AESM	7	7	6	7	0	8	35
AETX	3	2	0	1	0	2	8
AEXP	0	2	0	0	0	0	2
AFSC	3	3	4	0	0	6	16
AGDB	14	12	10	6	0	7	49
AHDE	14	12	13	9	0	14	62
AHYD	1	1	0	1	0	1	4
AIAD	1	0	1	1	0	0	3
AMCS	0	0	1	0	0	1	2
AMGE	36	34	33	34	0	31	168
ANSC	5	5	4	9	0	5	28
APLA	3	3	2	3	0	4	15
APLT	1	1	3	1	0	2	8
ASAF	2	2	2	4	0	4	14
ASED	2	1	3	3	0	2	11
AVEN	0	3	1	3	0	0	7
AWFC	5	1	3	4	0	4	17
Total	145	142	132	144	0	133	696

- Total students attending Freshman and Transfer orientation is 1668 (972 Freshman and 696 Transfer). (An additional 124 student attended International and National Orientation. Enrollment at Fall Census was 2020 students. Therefore 88% of incoming Freshmen and Transfer students attended a summer orientation program).

College Presentation and AEXP Advising Session

Goals

- Introduce students to college resources, advising structure, and opportunities for involvement.
- Build campus community amongst CA&ES students.
- Discuss advising structure college/campus wide.

Assessment Measures and Reports

The below surveys were carried out by the Orientation Office, for each college in particular.

Overall, how would you evaluate the amount of time spent during on campus Orientation with your academic advisors – including the College presentation?

	Not enough time spent on academic requirements	Appropriate amount of time spent on academic requirements	Too much time spent on academic requirements	n
First-Year Student	31%	66%	3%	499
Transfer Student	33%	64%	3%	258
INTL & NAT Student	22%	74%	3%	58
Aggregate	29%	68%	3%	815

As a result of my time spent in my Advising Session, I felt prepared to register for Fall classes during Orientation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	28%	55%	14%	3%	503
Transfer Student	43%	42%	10%	4%	259
Aggregate	36%	49%	12%	4%	762

As a result of my time spent in my Advising Session, I feel informed about the opportunities available to me within my major.

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	27%	64%	7%	2%	502
Transfer Student	45%	45%	9%	2%	258
INTL & NAT Student	49%	51%	0%	0%	59
Aggregate	40%	53%	5%	1%	819

As a result of my time spent in my Advising Session, I feel comfortable utilizing advising in the future.

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	38%	57%	5%	0%	502
Transfer Student	59%	33%	7%	1%	259
INTL & NAT Student	53%	47%	0%	0%	59
Aggregate	50%	46%	4%	1%	820

The academic advisor(s) answered my questions

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Family	41%	53%	5%	1%	499
Transfer Family	59%	37%	3%	0%	258
INTL & NAT Family	58%	41%	2%	0%	59
Aggregate	52%	43%	4%	1%	816

The advisor(s) helped me understand degree requirements

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	26%	64%	8%	1%	503
Transfer Student	46%	45%	7%	2%	259
INTL & NAT Student	53%	42%	5%	0%	59
Aggregate	42%	51%	7%	1%	821

The advisor(s) helped me understand campus and college policies and procedures

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	20%	78%	1%	0%	503
Transfer Student	41%	51%	5%	3%	259
INTL & NAT Student	51%	46%	3%	0%	59
Aggregate	37%	58%	3%	1%	821

The advisor(s) encouraged me to connect with faculty, staff, and/or other students

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	54%	45%	2%	0%	502
Transfer Student	67%	32%	1%	0%	259
INTL & NAT Student	64%	34%	2%	0%	59
Aggregate	62%	37%	1%	0%	820

Course Scheduling

Goals

Students will successfully register for fall courses and understand college/university requirements and how first quarter schedule reflects these.

Assessment Measures and Reports

The advisor(s) assisted me with registration.

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	44%	48%	6%	1%	502
Transfer Student	64%	32%	3%	1%	258
Aggregate	54%	40%	4%	1%	760

After my advising session, I feel prepared for fall quarter

	Strongly Agree	Agree	Disagree	Strongly Disagree	n
First-Year Student	22%	63%	13%	2%	501
Transfer Student	41%	43%	15%	2%	259
INTL & NAT Student	37%	59%	3%	0%	59
Aggregate	33%	55%	11%	1%	819

Students attending orientation learned about the wide variety of student activities and services at UC Davis and had many opportunities to ask questions as well as learn about the campus culture and student life.

Overall, the majority of CA&ES students were satisfied with the amount of time spent during orientation with their academic advisors. As a result of their time spent in various major/ college advising sessions, students felt prepared to register for fall classes during Orientation; felt informed about the opportunities available to them within their major and felt comfortable utilizing advising in the future.

Cost Analysis

Similar with previous years, our college offered to pay orientation registration fees and travel expenses for students who indicated they cannot attend orientation due to “financial hardship” on their orientation application. Our office reached out to those students and helped make travel arrangements, then this information was communicated to the orientation office.

Last year (summer 2018) our office financially helped five Freshman students and two transfer students. The total amount spent on travel expenses and orientation registration fees was \$ 1,991.14.

Program Limitations and Challenges

- Many changes were added to the summer 2018 program: from OLs not presenting GE or University requirements; not looking-up transcripts, placement scores, or AP/IB scores; and not checking students’ schedules, to new major advising locations, and additional major advising time added to the second day of orientation. This required adapting many processes and in many cases trouble-shooting had to occur on-site/in real time as unexpected challenges occurred.
- The logistics for the summer 2018 orientation were more challenging than in previous years, because advisors were given the opportunity to meet with students at their desired locations. This required extra communication between the UAP liaison (Alina Bara) and major advisors, as we needed to ensure that reserved rooms were large enough to accommodate all incoming students. Once a room was reserved UAP staff needed to confirm the reservation with the Orientation office, and immediately follow-up with major advisors if any changes needed to be made.
- Significant CA&ES Dean’s Office staff hours/resources are required for coordinating logistics and for preparation and presentation of various college presentations.

Event Name	Event offerings	Time commitment	# of Staff attending	Total Staff hours per event
College Welcome Presentation (FR)	4 sessions	1 hour per session	3 UAP Staff (2 Staff plus Associate Dean or Advising Director)	12
College Welcome Presentation (TR)	5 sessions	1 hour per session	3 UAP Staff (2 Staff plus Associate Dean or Advising Director)	15
Meet and Greet (FR)	2 sessions	1.5 hours per session	8 UAP Staff (6 Staff plus Associate Dean and Advising Director)	24
Course Registration (FR)	2 sessions	2 hours per session	10 UAP Staff (9 Staff plus Advising Director)	40
AEXP Major Advising Session (FR)	2 sessions	2.5 hours per session	10 UAP Staff (9 Staff plus Advising Director)	50
Additional AEXP Major Advising Session (FR)	2 sessions	1 hour per session	3 UAP Staff	6
Total Staff Hours dedicated to Orientation Presentations				147

Recommendations/Goals for moving forward

With Orientation going to a 5-day in person model (online during summer) we need to think about more hands-on, community building opportunities for incoming students.

Some Potential Ideas

- Scavenger hunt in Davis
- Davis bike tours, alongside current students (need to look into liability issues)
- Breakfast/lunch – mingling with current students, faculty and staff
- We partner with community organizations that are in need of volunteers, and students work in small groups or as a whole group in a variety of locations.

Provide students with a well thought and in-depth survey for our office to better asses students' overall Orientation experience, including information on:

- The orientation program for our college
- Students' understanding of academic information covered during orientation
- Students' feeling of belonging

First Year Seminar (FYS): This is My Story: Storytelling for Academic and Personal Success

Prepared by Leslie Charlton

*"Everyone has been so non-judgmental so I really feel like I've had a safe space."
—FYS Student Feedback*

Program Goals

In December 2018, a new First Year Seminar (FYS) was created and proposed by Leslie Charlton and Sue Ebeler who served as the Instructor of Record. The seminar, entitled "This is My Story: Storytelling for Academic and Personal Success," provided students with an opportunity to reflect on their challenges and successes throughout their first year at UC Davis through a variety of storytelling methods. It also provided students a means of building community with other UC Davis students and staff.

Growth Mindset theory² served as the theoretical foundation for the course. Students were encouraged to approach their experiences – their "stories" – from the perspective that their learning process and personal growth is dynamic and not static. *The Storytelling Project* from Barnard College curriculum served as the storytelling framework. This project uses storytelling as a means of dissecting issues of race and racism³, and consists of four types of stories:

- **Stock: Stories told by the dominant group**; celebrated through ritual, media, monuments. These are the stories that society deems important.
- **Concealed: Concealed stories coexist alongside stock stories**, yet remain in the shadows, hidden from public view. They tend to be circulated and retold by marginalized people so that they are remembered and transmitted to future generations.
- **Resistance: Stories that challenge stock stories; they are historical and contemporary** accounts of how people have fought for inclusion.
- **Counter: New stories constructed to challenge stock stories**, build on resistance stories and work for change. They evoke continuing critique and resistance to stock stories and enable new possibilities for inclusive communities.

WHY STORYTELLING? THE FRAMEWORK

STORYTELLING PROJECT, BARNARD COLLEGE, 2008



² Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY, US: Random House

³ Bell, L.A., Roberts, R.A., Irani, K., & Murphy, B. (2008). *The storytelling project curriculum: Learning about race and racism through storytelling and the Arts*. Unpublished curriculum. Barnard College, Columbia University, New York.

Ultimately, the purpose of the seminar was to encourage students to reframe their stories of academic and personal success and challenges. Students were also free to counter more traditional definitions of academic success and create their own definitions that reflected their personal values and experiences. The learning goals for the seminar, as outlined on the syllabus, were as follows:

By the end of the course, students will:

- Reflect on values, goals, decisions and actions throughout their first year.
- Identify and utilize strategies and resources that promote academic success and personal growth.
- Reframe stories to create a vision for their personal and professional future.
- Build a sense of community through personal reflection activities and poster presentations.

Overall Demographic Information

The seminar was open to all students at UC Davis; twelve students completed the course. Roughly three-fourths of enrolled students were from the College of Letters and Sciences; the remaining students were from the College of Agricultural and Environmental Sciences.

Year	College	Major
FR	CAES	Managerial Economics
FR	L&S	Undeclared
SR	CAES	Environmental Policy Analysis and Planning
FR	L&S	English
SO	CAES	Managerial Economics
SO	L&S	Cognitive Science
SO	L&S	Computer Science
FR	L&S	Undeclared
JR	L&S	Computer Science
SR	L&S	Computer Science
SO	L&S	Undeclared
SO	L&S	Theatre and Dance

Connection to Student Learning Outcomes

The course assignments and in-class activities were connected to the Undergraduate Academic Programs Student Learning Outcomes that focused specifically on relationship building and self-reflection. When asked what they hoped to accomplish by the end of the quarter, students indicated “balance,” “to understand my purpose,” and “growth.”

Week 1 – Introductions; Why Storytelling? I Am Statements

Week 2 – Storytelling Activities; Instructions for My First Year Story Project

Week 3 – My First Year Story Project and Presentations Due

Week 4 – My Playlist, My Life; Meaningful Work Statement assigned

Week 5 – Strengths and Values

Week 6 – Meaningful Work Statement assignment/presentation; Final project assigned

Week 7 – Guest Speaker, Dr. Annalisa Teixeira, OEOES, “Naming Your Purpose”

Week 8 – Final Project: Time Capsule and Story

Week 9 – Final Project Review

Week 10 – Final Project Presentations

Overall, the First Year Seminar connected to the following Student Learning Outcomes listed [here](#): 1 and 2
Learning Outcome 1:

- Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience
 - Identify and participate in co-curricular experiences discussed when meeting with faculty, staff, or peers
 - Utilize appropriate advising resources based upon advisor recommendations

An activity that connects to the above-mentioned learning outcome was the first in-class activity, **Storytelling: Overcoming a Challenge**. This activity introduced students to the storytelling process. Students wrote about a challenge – how they faced and overcame it as well as the lesson/s learned from the experience. Students were then asked to share their stories with others in the class. This first activity served as the foundation for establishing trust and allowed for transparency and authenticity.

One of the first graded projects was the **My First Year Story Presentation Project** that students constructed during the third week of class. The Project asked students to reflect on personal and academic milestones within their first (or previous) year in college. Students created posters that contained a timeline, six word memoir, and highlighted the campus resources that they used during the year.

Learning Outcome 2:

- Students will analyze their skills and abilities necessary to achieve their goals.
 - Assess strengths and values to identify appropriate major in alignment with goals.
 - Intentionally reflect on personal development.

An example of a project in which students intentionally reflected on their values, purpose, and personal development was the **Meaningful Work Statement**. For this assignment, students were provided an opportunity to think about their future work. Through a series of activities, students chose the values that were most salient to them. They developed a statement indicating how they want to serve others through meaningful work.

Sample Meaningful Work statements from this quarter:

Because I am interested in farming/agriculture I will use my public speaking and presenting skills to talk to business owners and advocate for equal pay and better working conditions.

Because I have an interest in mental health, I will use my counseling skills to help people in emotional crisis so that they feel content with their life.

The Final Project: My Year in Review: Time Capsule and Story

Students described (in writing) three to five meaningful moments during the 2018-19 academic year that were related to their sense of purpose and values. They were then required to think of items that they would place in a time capsule that were representative of these moments. Those moments included academic, personal, and professional triumphs and setbacks. In addition, students were required to do a deep dive on one artifact and tell a story about its meaning and significance.

Assessment Measures and Reports

Instructors distributed a mid-quarter survey that asked students to comment on what was working well in this class and what was not working well. Students were also asked what they would like to see changed or added.

Students reported that they enjoyed the format of the class and the ability to reflect, share and learn from others. Sample comments:

In this class the relaxation, being able to speak about myself and what has been going on in my life so far has been working well and I really appreciate it.

I like the meditation and the assignments.

Everyone has been so non-judgmental so I really feel like I've had a safe space.

The spacing of assignments and the reflection that comes with them.

Students indicated that there was often not enough time to share with others. Another student commented that the course required a lot of work for a one-unit course.

Program Limitations and Challenges:

- Time frame: 50 minutes once per week was challenging in terms of providing weekly opportunities for students to share and reflect.

Recommendations/Goals for Moving Forward:

- Provide more intentional connection of students to additional campus resources (e.g., Internship and Career Center).
- Provide additional connection to other storytellers: Spoken word artists, etc. for the purpose of further explicating the various means of storytelling and exploring identity development.
- Offer the seminar twice per week if possible.
- Distribute a final course evaluation, separate from the standard First Year Seminar Evaluation, in order to better assess student learning.
- If possible, work with FYS or College of Agricultural and Environmental Sciences (CA&ES) academic departments to offer a separate section for CA&ES students.

International Academic Advising Workshops

Prepared by Brad Horton

*"I loved the GPS metaphor [that was used in the workshop]! – Advisors are the GPS on your phone, guiding you to your goals effectively based on where you want to go and where you are."
–International Advising Workshop Participant, Student Feedback*

Summary

All first-year CA&ES international students are required to attend advising in their first quarter at UCD. In CA&ES, we built this advising structure targeted to International Academic Advising Workshops (IAAW) and all international students must attend during the Fall quarter. Facilitated by UAP academic advisors, each workshop lasts 1 hour and includes activities and discussion aimed at (1) building a sense of community and connectedness to CA&ES, (2) encouraging self-reflection, (3) creating an action plan to achieve goals and (4) understanding advising resources and how to utilize advising. Each session is limited to no more than 35 students.

Because advising is required, all first-year international students (except those in UC Education Abroad reciprocity programs or limited level students) have an advising hold placed on their registration effective the start of Pass 2 registration for the Winter quarter. Once the last IAAW passes, students who have not attended a workshop are sent an email stating that they must make an individual appointment with UAP to meet the mandatory advising requirement.

UAP provides multiple IAAWs in the Fall quarter to maximize students' attendance. Students receive an email with a Google Doc link prompting registration for an IAAW. Students select their preferred dates/times for the IAAW and receive a confirmation email from the International Academic Advisor. On the day of the IAAW, students sign-in to note their attendance. After every IAAW, attendance is recorded on both a master list of first-year international students and in OASIS and the advising hold is released.

The Fall 2018 quarter saw adjustments to the traditional IAAW structure worth noting: 1) Managerial Economics and UAP partnered to create two IAAWs specifically targeted to Managerial Economics students; one of these workshops was cancelled as a result of 2) the campus closure during Fall 2018. The 2 week closure required an extension of the hold release timeline and resulted in cancelling one IAAW and rescheduling 2 others for later in the quarter.

IAAW Student Learning Outcomes

Students attending IAAWs are connected to UAP identified outcomes (in parenthesis) through IAAW goals. Through active IAAW participation, students will:

1. Understand the need for advising partnerships/support (3d)
2. Identify where and how to use academic advising in CA&ES (2b)
3. Reflect on what self-advocacy, responsibility and accountability means to them (4c)
4. Formulate strategies for asking for help (1d)

International Advising Workshops meet the Student Learning Outcomes [here](#): 1d, 2b, 3d, 4c

Assessment Measures

Attendance data is tracked through an IAAW master list and appointment data are evaluated individually through OASIS. Notes on appointment data: peer advisor appointments are removed from both major and UAP advising appointment data below. Major advising appointments for AEXP students were noted as both UAP and major advising.

Attended an IAAW	#	%
Total International Students	201	100
Students attended a workshop	182	90.5
Students met with UAP advisor before workshop	39	21.4
Students met with major advising before workshop	89	48.9
Students met with major or UAP advisor before workshop	98	53.8
Students met with UAP advisor after workshop	82	45.1
Students met with major advising after workshop	132	72.5
Students met with major or UAP advisor after workshop	149	81.9
Students who met with major or UAP advisor after workshop who had not before workshop (n=84)	67	79.8
Number Academic Probation after Fall (only for Minimum Progress*)	26 (12)	14.3 (6.6)
Number Subject to Dismissal after Fall	6	3.3
Number Inactive after Fall	0	0
Number Academic Probation after Winter (only for Minimum Progress*)	24 (14)	13.2 (7.7)
Number Subject to Dismissal after Winter	9	4.9
Number Inactive after Winter	5	2.7

Did not attend IAAW	#	%
Total International Students	201	100
Students who did not attend a workshop	19	9.5
Number Academic Probation after Fall (only for Minimum Progress*)	4 (1)	21.1 (5.2)
Number Subject to Dismissal after Fall	5	26.3
Number Inactive after Fall	1	5.2
Number Academic Probation after Winter (only for Minimum Progress*)	5 (3)	26.3 (15.8)
Number Subject to Dismissal after Winter	5	26.3
Number Inactive after Winter	2	10.5

All First Year International Students	#	%
Total International Students	201	100
Number Academic Probation after Fall (only for Minimum Progress*)	30 (13)	14.9 (6.5)
Number Subject to Dismissal after Fall	11	5.5
Number Inactive after Fall	1	0.5
Number Academic Probation after Winter (only for Minimum Progress*)	29 (17)	14.4 (8.5)
Number Subject to Dismissal after Winter	14	7.0
Number Inactive after Winter	7	3.5

* Minimum progress. Per UCD Division of the Academic Senate (A552.B), a full-time, regular undergraduate student shall be required to maintain an average of at least 12 units passed per quarter over all quarters of enrollment. Minimum progress shall be defined as an average of 12 units passed per quarter calculated at the end of every quarter. The average shall be calculated based on the number of quarters in which the student was enrolled full-time during that period.

Evaluation

Built into the timing at the end of the workshop, students complete an evaluation. This paper evaluation includes questions regarding how students engage with advisors within CA&ES, open-ended questions about seeking advising, and attitude questions about building partnerships and community. A random sample of 23 respondents yielded the following:

- Students had challenges identifying specific advising types, often misidentifying the difference between major, Dean's Office, and peer advising, achieving a 0.52/1 and 0.65/1 on coded responses to questions regarding which advising service they should utilize.
- Students were better able to identify active participation in an advising appointment, achieving a 2.17/3 on coded responses regarding active participation behaviors.
- To the open-ended question "What are at least two strategies or resources from this workshop that you will use to get help?" the most common answers were: major advising (N=7/23), make an advising appointment (N=9/23), and ask someone for help (N=5/23)
- To the open-ended question "How do you make an appointment?" the most common answers were: the online appointment system (N= 16) and drop-ins (N= 8)
- On a 4-pt Likert scale, students rated the following statements:
 - Talking with other international students increased my feelings of belonging in the College. (average response: 3.52/4.0, n=23)
 - Meeting the advisors helped me feel connected to the College. (average response: 3.67/4.0, n=23)
 - This workshop helped me understand what responsibility, accountability, and self-advocacy mean to me. (average response = 3.52/4.0, n=23)

Assessment and Evaluation Conclusions

- Students attending IAAWs in 2018 had a lower instance of SD and AP at the end of Fall 2018 quarter than those who did not, 29.8% lower in the Fall and 34.5% in the Winter. YES!!!
- Students who attended IAAWs engaged more with both major and UAP advisors after attending the IAAW – 98 met with an advisor before the workshop and 149 met with an advisor after. This was even greater for for students who had not attended either major or UAP advising prior to attending the IAAW – of the 84 students who met with no advisor, 67 (79.8%) met with an advisor after the workshop.
- The IAAW presentation and facilitators need to be more clear about advising types and how students may access them

Cost/Resource Analysis

- Preparation time for International Academic Advising Workgroup
- 2 academic advisors facilitating each of 7 IAAWs = 14 hours
- Time to manage logistics including setting and releasing holds, reserving location, setting up/monitoring/communicating registration, approximately 12-18 hours.

Program Limitations and Challenges

- The workshops were only offered in the Fall quarter during the 2018-19 academic year. Students change into CA&ES from other colleges after fall. There is no guarantee of advising upon changing majors for international students since each College implements international student mandatory advising differently.

- IAAWs are offered throughout the Fall quarter. Students are at various points of adjusting to UC Davis both academically and personally through the 2 month window the IAAWs are offered. Facilitators need to be nimble and adaptive to the audience as such, which can present a challenge.
- IAAWs are a curricular extension of both Summer Start and INO goals, however, we do not provide additional engagement specifically targeted for international students after the fall quarter.

Recommendations/Goals for Moving Forward

- Expand major-specific IAAWs. Particularly for high enrollment majors for international students such as Managerial Economics and Animal Sciences, having these workshops delivers more specific advising for international students in these majors and models campus partnerships in supporting students.
- Combine IAAW and Exploratory/Undeclared workshops for international students. This will reduce confusion regarding holds and streamline important content for students.
- Evaluation. Clarifying, simplifying and conducting evaluations on Qualtrics/Google docs will create cogent data and streamline processing for more real-time feedback. There is also an opportunity to complete a post-workshop follow up evaluation/assessment.
- Continue to offer IAAWs toward the middle of the Fall quarter. This provides students time to acclimate to UCD, receive initial academic (grade) results from coursework, and to formulate questions as they prepare for Winter quarter registration.

Life Skills Programs

Prepared by Hong Dao

*"Thank you so much for providing us with this experience...
 I'll definitely keep so much of what I learned to heart."*

—Healthy Cooking Student Participant Feedback

Summary

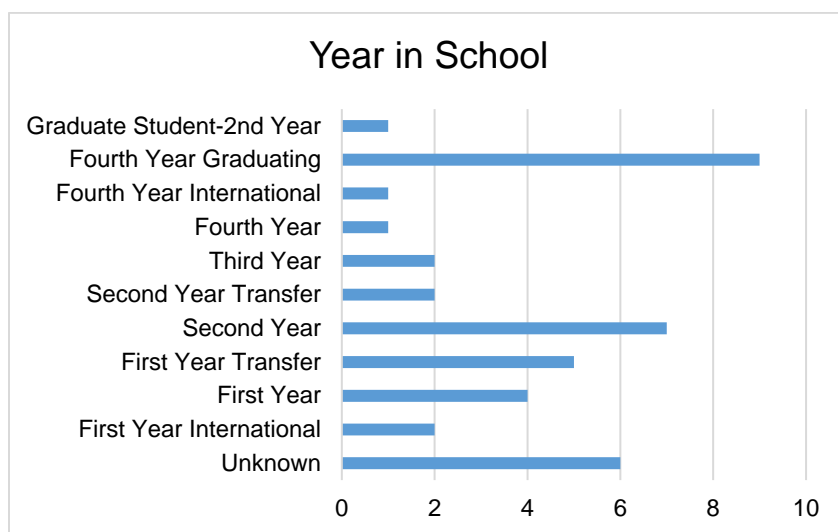
The Life Skills workgroup was created in the 2017-2018 academic year during a UAP Strategic Planning Retreat. There are many programs on the UC Davis Campus to support first and fourth year students, but not much programming to support second and third year students. The mission of this workgroup is to identify student's needs, and create or enhance existing programming to support the students' transitions during their time at UC Davis. UAP staff members have identified a few transition points and/or life skills that a student may encounter during their college experience such as cooking, budgeting, and taking care of a pet. Even though we wanted to target second and third year students, any CA&ES students could attend the event/workshop. For the 2018-2019 academic year, the UAP Dean's Office and major advisors collaborated to host a workshop each quarter.

Connection to Undergraduate Academic Programs' Student Learning Outcomes

The Life Skills Programs meet the Student Learning Outcomes [here](#): 2ab, 3c, 4bc

Overall Demographic Information

Major	# of students
Animal Science	1
Clinical Nutrition	11
Communication	2
Community and Regional Development	1
Design	1
Ecological Management and Restoration	1
Economics	1
Environmental Sciences and Management	2
Exercise Biology	1
Exploratory/Undeclared	1
Food Science	2
Global Disease Biology	1
Horticulture and Agronomy	1
Human Development	1
International Agricultural Development	1
Landscape Architecture	2
Managerial Economics	5
Nutrition Science	2
Plant Science	1
Sustainable Agriculture and Food Systems	1
Wildlife, Fish, and Conservation Biology	1
TOTAL	40



- *Unknown = Students did not provide or provided incorrect Student ID Number so unable to check year in school
- There were 11 out of 40 students who were second and third year students that attend the workshops in 2018-2019 academic year. This contributes to 27.50% of the total attendance.

Overview of Workshops

Fall 2018

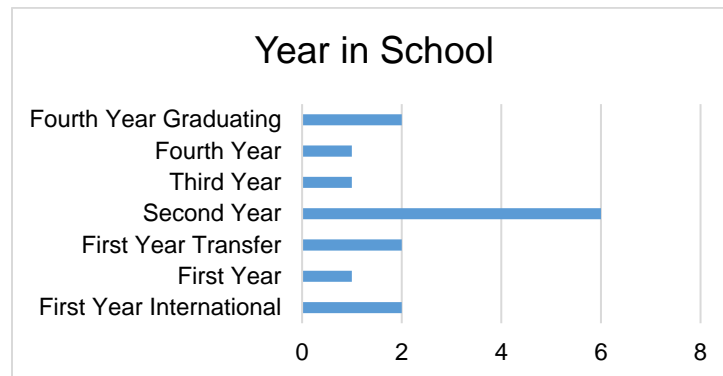
Event: Healthy Cooking 101 Workshop

Goals: (1) Learn about nutrition and food preparation strategies for college life, (2) create a tasty, well-balanced meal, (3) interact with faculty and staff in an informal setting, and (4) access a guide to campus and community resources

Staff Involvement: Hong Dao (UAP Staff Advisor), Joan Frank (Assistant Program Director in the Department of Nutrition), Holly Ly (Food Science major advisor), Stephanie Myers (Nutrition major advisor), Rachel Scherr (Professor in Department of Nutrition), Francene Steinberg (Chair and Master Advisor in the Department of Nutrition), Natalie Pang (Graduate Student in the Department of Nutrition)

Student Participation:

Major	# of Students
Animal Science	1
Clinical Nutrition	7
Environmental Science Management	1
International Agricultural Development	1
Landscape Architecture	1
Nutrition Science	2
Plant Science	1
Sustainable Agriculture and Food Systems	1
TOTAL	15



Summary of Pre and Post Surveys

- All 15 students indicated on their pre-survey that they wanted to learn something new such as fun and easy recipe, food prep skills and strategies, and healthy cooking information.
- 6 out of the 15 students learned new healthy food recipes. This contributes to 40% of the total attendance.
- 5 out of the 15 students indicated they learned how to prepare foods, including knife techniques. This contributes to 33.33% of the total attendance.
- 4 out of the 15 students indicated meeting new people was a highlight from the event. This contributes to 26.66% of the total attendance.
- Student feedback: "A highlight were the goodie bags. Also the faculty were so nice." ; "[For me] highlights were eating the food and meeting new people."; [I learned] new healthy recipes, met new friends and great and friendly staff."

Limitations/Challenges

There were only 30 spaces available for the workshop due to space capacity. We asked the department advisors to advertise the event by emailing their list serv. There were 58 students who signed up but we contacted only 30 students to attend the event. As we got closer to the event, students was unable to attend due to class schedule, being sick, midterms, etc. If we host this workshop again in the future, we can create a waitlist so students can be added as others cancel or we will take the first 30 students who show up.

Winter 2019

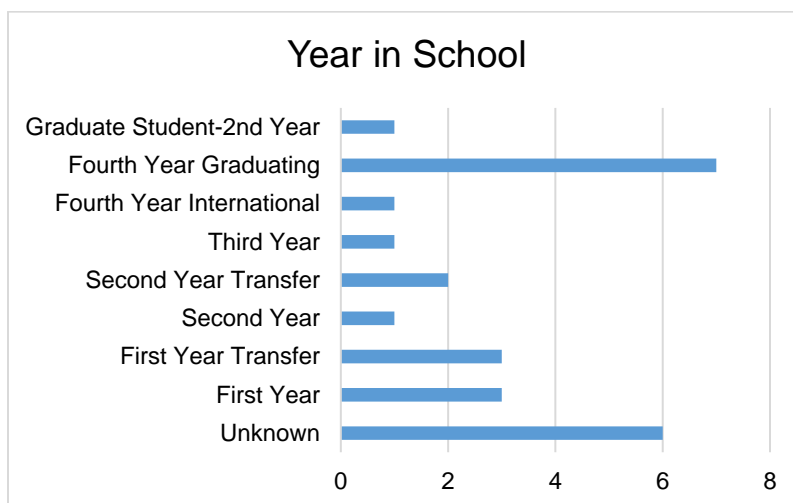
Event: Personal Finance Workshop

Goals: Students learn about FICO, retirement, investment, and insurance

Staff Involvement: Ruby Bal (UAP Staff Advisor), Hong Dao (UAP Staff Advisor), Jennifer Jackson (UAP Staff Advisor), Garth Herbert (UAP Staff Advisor), Heather Rose (Associate Professor in the School of Education)

Student Participation:

Major	# of students
Clinical Nutrition	4
Communication	2
Community and Regional Development	1
Design	1
Ecological Management and Restoration	1
Economics	1
Environmental Sciences and Management	1
Exercise Biology	1
Exploratory/Undeclared	1
Food Science	2
Global Disease Biology	1
Horticulture and Agronomy	1
Human Development	1
Landscape Architecture	1
Managerial Economics	5
Wildlife, Fish, and Conservation Biology	1
TOTAL	25



Summary of Pre and Post Surveys

- Only 15 of the 25 students filled out the post-surveys. They indicated the following as their highlight from the workshop:
 - 10 out of 25 students learned about retirement plans (401K and Roth IRA), investments, and insurance. This contributes to 40% of the total attendance.
 - 3 out of the 25 students learned about credit cards and credit bills. This contributes to 12% of the total attendance
 - 2 out of the 25 students mentioned that the presenter provided great advice. This contributes to 8% of the total attendance

Limitations/Challenges

We asked the department advisors to advertise the event by emailing their list serves. Students shared that too much information was covered in a short period of time. In addition, in person feedback from students and staff indicated that they wanted more interactive pieces and/or focus on budget for their needs now.

Spring 2019

Event: Pets Workshop

Goals: Students learn how to take care of animals and animal nutrition

Staff Involvement: Hong Dao (UAP Staff Advisor) and Animal Science Staff Members

This event was scheduled for May 29, 2019 but was cancelled due to scheduling issues. We plan to offer this workshop in 2019.

Goals for 2019-2020

- Rename from Transition to Life Skills Workshop
- Host the Pets Workshop next year (Fall Quarter 2019, during Weeks 5-6)
- Personal Finance Workshop (Winter 2020)
 - Ruby Bal and Professor Heather Rose to work on the content
- Conduct mini Focus Groups with current students to see what life skills are in demand
- Better marketing strategies

Office Hours with the Associate Dean

Prepared by Susan Ebeler, Associate Dean for Undergraduate Academic Programs (UAP)

"I am emailing you just to thank you for being such a supportive staff here at UC Davis. In a campus with tons of students it can be hard and overwhelming for students like myself to find support."

—Student Feedback

Background:

During the academic year, the Associate Dean for Undergraduate Academic Programs in CA&ES is available for 'Office Hours' to meet informally with students in each major at a location in the department that is readily accessible to the students. The major advisors help to advertise the event. An academic advisor from the Dean's Office attends with the Associate Dean, as well as major advisors, and faculty master advisors, when possible.

The format is informal and students can ask any questions that are of interest to them. Questions and discussion topics in 2018-19 are outlined below.

Goals:

To provide an opportunity for students to interact and engage with peers and departmental and college faculty and staff.

To provide a venue for students to ask questions and raise concerns with departmental and college leadership. To increase students' awareness and understanding of departmental, college, and campus goals and initiatives.

Student Learning Outcomes

Office Hours with the Associate Dean meet Student Learning Outcomes [here](#): 1ab, 2, 3cd, 4bc

Majors participating in 2018-19 (27 total):

Animal Biology, Atmospheric Science, Biotechnology, Clinical Nutrition, Community and Regional Development, Ecological Management and Restoration, Entomology, Environmental Horticulture and Urban Forestry, Environmental Policy Analysis and Planning, Environmental Science and Management, Environmental Toxicology, Fiber and Polymer Science, Food Science, Global Disease Biology, Human Development, Hydrology, International Agricultural Development, Landscape Architecture, Managerial Economics, Marine and Coastal Sciences, Nutrition, Plant Sciences, Sustainable Agriculture and Food Systems, Sustainable Environmental Design, Textiles and Clothing, Viticulture and Enology, Wildlife Fish and Conservation Biology

- 61 students attended during the year
- 23 faculty and staff attended during the year, in addition to the Associate Dean

Note: Student attendance is not tracked, other than counting number of attendees and noting first names, major, and academic year of each attendee.

Summary of Student Comments and Questions During the Office Hours:

The following is a summary of topics of discussion and questions that came up during the year, categorized by some general themes.

Theme: Resources

- Students shared and discussed resources they have used: Health Professions Advising workshops, transfer/reentry center, Student Community Center programs, Latinx Center, tutoring at Latinx Center, etc.
- Students asked about how to get involved—Other students attending, faculty, and staff shared information on resources available e.g., Center for Student Involvement, Internship and Career Centers, Retention Centers
- Faculty office hours
- Students stated that they would like tutoring for classes past Intro Chem & Bio

Theme: Co-curricular/extracurricular activities

- Questions about how to find research labs
- Questions about balancing activities/experiences and GPA
- How to publish as an undergraduate?
- How to find internships (Dietetics)
- Post-graduation plans—how to make connections for jobs/internships
- Questions about preparing and planning for graduate school
- Questions about gap year—how to plan, decisions about continuing to grad school or do an internship or do a Gap Year

Theme: Concerns

- Housing for transfer students—lack of available housing in the community after admitted in May

Theme: Advising Support

- How to access OASIS, student portals, degree certification/audit information (students in at least two majors had questions about this)
- Questions about meeting with Track advisor, how to identify and coordinate meeting with advisors
- Scholarship information
- Pre-requisite questions
- Questions about careers in major
- Questions about GE checks
- Course replacements and course availability
- Excess units
- Study Abroad (noted by students in at least two majors)
- AP credits
- Switching majors
- What is role of Faculty advisors and Master Advisors
- Honors program questions

Theme: General Comments

- Questions about major/college/campus growth (noted by students in at least two majors)
- Strategies for attracting students to majors: Suggestion--Give presentations in dorms
- Share Career Discovery Group (CDG) posters with others in college
- How to keep curriculum current and relevant to current technology and state of discipline

Theme: Suggestions/Recommendations

- Students would like a research fair with faculty in the college

- Students would like more community building activities/events with first year and upper class/continuing students
- Have professors share their stories more with students
- Would like more networking opportunities with other students in other majors
- More ways to connect with faculty—informally
- Offer more student organized workshops to assist with some general trainings (e.g., software training like CAD, R, etc.)
- Program Review process—students would like to hear the feedback/recommendations from the reviews

Theme: Positive feedback

- Reorganization of curriculum in at least two of the majors has been appreciated by students (noted by students in at least two majors)
- Students appreciate strong faculty involvement/engagement/approachability in CA&ES majors (noted by students in at least two majors)

Connections to Program Goals and UAP Student Learning Outcomes

During the office hours students are actively engaged with each other and with faculty and staff. Students are providing constructive feedback for enhancing their educational experience and they are able to obtain general information about resources and opportunities that are available to them. Based on the questions and feedback obtained during the Office Hours and the active participation by faculty and staff, the overall program goals are being met. Linkages to our UAP Learning Outcomes are summarized below.

Student Learning Outcome #1a, b: Students will create an integrated course of study in alignment with their academic, professional, and personal goals—Understand academic requirements and policies; Participate in academic, professional, and/or co-curricular activities that align with educational goals

During the Office Hours, students are able to ask questions and obtain information related to this learning outcome. The questions/comments in the themes related to Resources, Co- and Extra-curricular activities, and Advising are consistent with this learning outcome. By attending the Office Hours, students are also meeting this outcome.

Student Learning Outcome #2: Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience.

Through their attendance and engagement during Office Hours, students are cultivating relationships with faculty, staff advisors, and peers. Many of the questions and comments during the Office Hours arise from students interacting with each other, asking questions, and providing advice to each other based on their own experiences. In many cases, the students we meet during Office Hours are subsequently invited to be participants in college panel discussions or other college activities.

Student Learning Outcome #3c, d: Students will improve their local area, campus, home region, and/or global communities—Attend events that will expand own knowledge and experience of world views; Understand self as part of a larger community

Peer to peer interactions in the Office Hours help students to gain a broader world view. Students ask questions and demonstrate an interest in general issues facing the college and campus as noted in the themes related to General Comments, Suggestions/Recommendations, and Positive Feedback.

Student Learning Outcome #4b,c: Students will analyze their skills and abilities necessary to achieve their goals—Carry out advisor recommendations; Intentionally reflect on personal development

Based on their own experiences and reflections, students provide valuable feedback to college and departmental leadership on programmatic, curricular, college, and campus goals, initiatives and activities. During the Office Hours, students also ask questions and seek information on programs and activities that will help them achieve their individual goals.

Costs

Some departments provide snacks, drinks, pizza.
Faculty and staff time is the main resource need/cost.

Opportunities for Improvement of the Office Hours Programming

Enhance student attendance and participation

- Evaluate scheduling to determine if there are better times during the day for holding the office hours (in 2018-19, most Office Hours were 4-5pm).
- Evaluate advertising/marketing approach. Currently major advisors send out information. Should any invitations come from Assoc. Dean?

Peer Advising Program

Prepared by Honora Knopp

"Being both a student and peer adviser for the CAES Dean's Office, I have been so lucky to see first hand how amazing and caring all the unique advisers and supporting staff members are. The space brings comfort and positivity for all. The advising provided takes the whole student into consideration, grades are important but I have been taught that is not the only priority. I encourage every student to check in at least once because it will change your perspective on college and sometimes life. That's a promise."

—Peer Advisor Feedback

Summary of Program

Undergraduate Academic Programs currently has six Undergraduate Academic Peer Advisors that share responsibilities with two professional staff members in managing the College of Agricultural and Environmental Sciences Deans Office Front Desk Reception Space. Our Peer Advisors come from a variety of majors within our college and bring unique goals and skill sets to assist our students through academic planning and resource referral. Guided by Baxter Magolda's Theory of Self-Authorship and the Undergraduate Academic Programs Student Learning Outcomes, our program has opportunities for students to work closely with professional staff to create their own employment experience and continue to develop relationships, academic and non-academic expertise and personal goal setting. Peer Advisors experience weekly staff meetings, 1:1 coaching meeting, goal setting, academic information training and formal/informal performance coaching throughout the year. Our Peer Advisors also serve as consultants on projects, committees, and processes that our UAP staff manage in order to provide insight on potential impact on the student populations. Over the last few years our Peer Advisors have also been recognized through the Campus Advising Awards Program as Outstanding Peer Advisors and we have continued as a college to also recognize our Peer Advisors accomplishments through the Harry and Eleanor Walker Advising Awards.

Goals Of Program

- To facilitate a welcoming and inclusive space for our students and college community
- To provide opportunities to serve as a resource and provide academic advising for undergraduate students within CA&ES
- To develop and cultivate a skill set of active listening, academic advising, and resource referral through confidential avenues
- To provide front line student and visitor services in and outside of our office space
- To promote and support the University and Colleges' Advising Mission and Values
- To provide thoughtful employment opportunities for students in CA&ES

Connection to Student Learning Outcomes

This program aligns with the following Student Learning Outcomes and indicators [here](#): 1ac, 2a, 3abcd, 4c

Student Learning Outcome 1:

Students will create an intergrated course of study in alignment with their academic professional and personal goals

- 1a) Understand academic requirements and policies
- 1c) Monitor individual progress with appropriate campus technology

Peer Advisors are trained on an anatomy of a degree and office practices and procedures when managing academic policies. Our peer advisors utilize and test appropriate campus technology and provide feedback on the functionality from a student's perspective. They utilize appropriate campus technology for navigating drop

in appointments, resource referral and degree requirements. Further exploration of the application of this Student Learning Outcome as it relates to the position needs to be assessed.

Student Learning Outcome 2:

Students will cultivate relationships with faculty staff advisors and peers that enhance their educational experience

- 2a) Identify and participate in co-curricular experiences discussed when meeting with faculty staff or peers

Peer Advisors work side by side with staff advisors and faculty to advise students on their choice of major and curriculum of study. Throughout their employment Peer Advisors continue their training on requirements and opportunities that students have within their choice of major. Often times Peer Advisors will cultivate relationships with these integral partners of academic affairs and communicate and share tips and strategies for how to network within the major, connect with internships and careers, and share success tips and personal experiences to enhance a student's capacity in identifying and enhancing their educational experiences.

Student Learning Outcome 3:

Students will improve their local area, campus, home region and/or global communities

- 3a) Cultivate leadership skills
- 3b) Engage in community development and service
- 3c) Attend events that will expand own knowledge and experiences of world views
- 3d) Understand self as part of a larger community

Peer Advisors receive an online and in person training sponsored through Undergraduate Education. Throughout the year, through performance coaching and mentoring relationships with professional advisors, peer advisors gain experiences in engaging in college wide community events such as webinars, orientation, service-learning opportunities, career days, slice of advising, ice cream social and many more. Additionally, this is an area that can be continued to grow on behalf of the betterment of our peer advising program. Most peer advisors hold student organization board & community service leadership positions within clubs and organizations on and off campus. The breadth of interests and expertise that our peer advisors bring from such relationships enhances their knowledge and information sharing as they engage with their peers and our college community. Most peer advisors anecdotally share high satisfaction of the experience, community and transferable knowledge and skills that they acquire as peer advisors within our college. Most peer advisors return for an additional year or stay with respective departments, due to their sense of belonging and opportunities to continue to develop professional skills until they graduate.

Student Learning Outcome 4:

Students will analyze their skills and abilities necessary to achieve their goals

- 4c) Intentional reflection on own personal development

Undergraduate Academic Programs created ongoing opportunities for peer advisors through 1:1 mentoring, personal self-reflection exercises, staff meetings and interactions with all professional staff in order to reflect on their own personal and professional development. Furthermore, workshops and trainings connect our peer advisor team with members of the Internship and Career Center, Aggie Ambassadors, UAP Student Recruitment and Student Leadership staff, and college Faculty. Peer advisors are provided opportunities for intentional reflection on their individual career and personal goals, and values, and they receive training on diversity and implicit bias as well as opportunities to explore their own major and career goals.

Demographics

College Wide Demographics (2018-19 Academic Year):

- 24 New Peer Advisors
- 23 Returning Peer Advisors

Departments with Peer Advisors

Managerial Economics	Sustainable Agriculture Food Systems	Viticulture and Enology
Biotechnology	Undergraduate Academic Programs	Wildlife Fish and Conservation Biology
Clinical Nutrition	Environmental Science and Management	Human Development
Global Disease Biology	Community Regional Development	Animal Science
Nutrition Science	Environmental Policy Analysis and Planning	Animal Biology
Plant Sciences	Pre-Landscape Architecture	Sustainable Environmental Design
	Food Science and Technology	Environmental Toxicology

Highlights and Accomplishments

- The Undergraduate Academic Programs Peer Advisor Team located in the College of Agricultural & Environmental Sciences Deans Office completed 1,293 Drop in Peer Advising Appointments during the AY 18-19. Approximately 17% of the CA&ES undergraduate students met with a peer advisor in 2018-19 (1,232 unique advising appointments from July 12018 to June 30, 2019) (1306 total appointments from July 1, 2018 to June 30, 2019).
- Drop in Advising Appointments included advising on General Education, Campus Resources, and Class Schedules

Appointment Data:

<https://ucdavis.app.box.com/file/313660870282>

College Wide Peer Roster:

<https://ucdavis.box.com/s/volgiofhwldhk5bp7q9o3bt79pio4b7>

- College Wide End of Year Celebration: This celebration was created by the college-wide peer advising workgroup to commemorate the successes of our peer advisors throughout the academic year and recognize our graduating seniors. This celebration is highly attended and all department advisors participate in sharing accolades of their peer advisors and the peer advising program. Photos of the celebration from the past two years can be found here:
AY 17-18: <https://ucdavis.box.com/s/bov9363j501iexqvovdxqgpbjxozveh1>
AY 18-19: <https://ucdavis.box.com/s/qoasceckppga6k2kqg2qg4pembw7q81y>

Program Limitations and Challenges

The peer advising program is designed with flexibility and adaptability within our college. Respectfully, a more thoughtful intention and assessment could be done to evaluate needs and services. Furthermore, departments often have peer advisors work in spaces with multiple operational needs that require dependence on their peer advisors to perform a variety of functions including: advising, administrative office tasks and other projects as assigned.

Continued capacity and leadership to lead initiatives to streamline the training for supervisors of peer advisors is needed. Often for many of our staff advisors this is their first experience supervising and leading student staff. Supervisor training is critical for development of sustainable and equitable practices and guidelines to build, lead, assess and motivate a team. Additionally, we encourage continued conversation and exploration with key stake holders (e.g., current peer advisors, unit CAO's, unit staff advisors) to further consult on ways that we can streamline our college's practices and support student and professional staff in partnership while maintaining individual unit needs.

Future Considerations, Goals, and Recommendations

- How do we collect information on the quantity of peer advising Contacts College wide?
- Suggestion of measuring experience of the peer advising team through end of the year survey sent to all departments
- Continue to implement student development theory, philosophy and values within development of the peer advising program
- Continue to create spaces for partnership and feedback with peer advisors and department advisors on the direction of the college peer advising program
- Develop training/professional development opportunities to support peers in building holistic advising relationships with students visiting our office
- Incorporate peer advisors into workshops and presentations where they can speak dually to the roles of the Dean's Office and the experience of a student at UC Davis

Quarterly Service Trips

Prepared by Shannon Funke and Khurshid Iranpur, Student Coordinators

"I was very delighted to learn about so many topics such as food insecurity, diversity/privilege in the education system, and sustainability. More so that I get to be involved with my college on a service trip to put my newfound skills into practice."

—Service Trip Participant Student Feedback

Program Overview and Goals

In December 2016, at a UAP Strategic Planning Retreat, a variety of student support focus areas were identified by the professional staff. As an outcome of the retreat, a leadership focused workgroup was created to look at current and existing leadership opportunities within the CA&ES Dean's Office and across the college and to identify gaps to implement new programming. Community service was identified as an area to explore so Undergraduate Academic Programs (UAP) started to sponsor quarterly service trips which were organized by professional staff and marketed to undergraduate students. The goals of these trips included

- 1) To educate students on issues within agricultural, environmental, and human sciences
- 2) To inform students about various non-profit organizations in the area and the work they do
- 3) To build relationships with UAP staff and major advisors outside of the office
- 4) To build a sense of community for students within the college

Additionally, the Student Leadership Program Coordinator implemented the inaugural CA&ES Spring Break Service Trip in 2018 which took a small group of students to the California Central Coast to participate in various community service projects throughout their Spring Break week. Students applied and were selected by a recruitment committee (including the Student Leadership Program Coordinator and two Student Service Coordinators). The group of students met weekly during the Winter Quarter to learn more about each other and to explore social justice issues including food insecurity and sustainable living. During the spring break week, the group participated in projects with Dorothy's Kitchen, Bureau of Land Management, and the Agriculture & Land Based Training Association.

For the 2018-2019 academic year, two students were hired as Student Service Coordinators for four to six hours a week to coordinate the quarterly service trips and the spring break service trip. Quarterly service projects were increased to twice a quarter. Service Coordinators were hired during the summer so this allowed for a more extensive recruitment process for the spring break trip, and in-person interviews were implemented in addition to the written application.

Program Goals and Connection to Student Learning Outcomes

Quarterly Service Trips

- Provide opportunity for current students to connect and engage with UAP staff outside of the Dean's Office
- Raise awareness about issues within ag, environmental, and human sciences
- Build connections with various agencies in the community

Student Learning Outcomes

Students will improve their local area, campus, home region, and/or global community

- Engage in community development and service
- Attend events that will expand own knowledge and experience of world views
- Understand self as part of a larger community

Spring Break Service Trip

- Promote community building with students in the college

- Raise awareness about different issues within ag, environmental, and human sciences
- Participate in the community service projects to provide assistance to the community

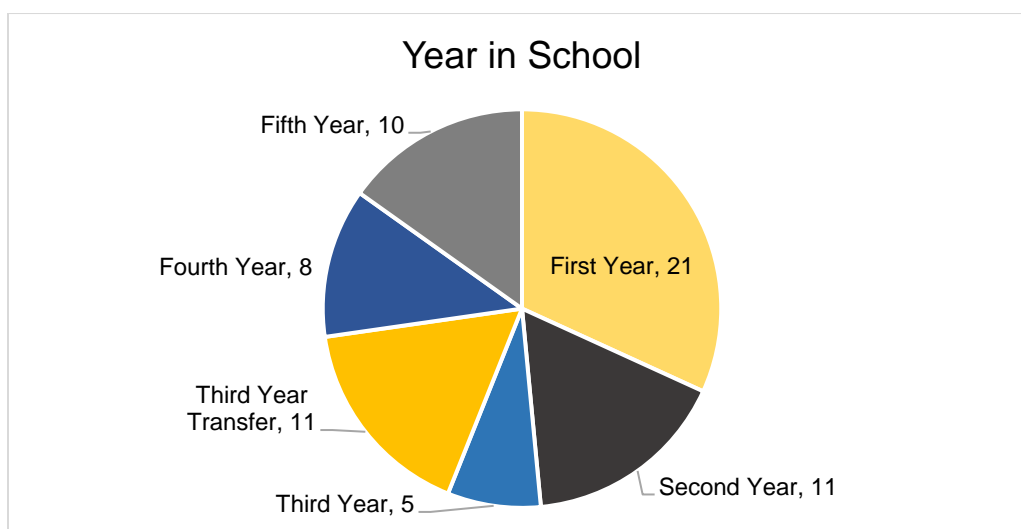
Student Learning Outcomes

The Quarterly Service Trips meet Student Learning Outcomes [here](#):

- Participate in academic, professional, and/or co-curricular activities that align with educational goals
- Cultivate leadership skills
- Engage in community development and service
- Attend events that will expand own knowledge and experience of world views
- Understand self as part of a larger community
- Intentionally reflect on personal development

Overall Demographic Information of Participants in Service Activities in 2018-19

Major	# of Students
Animal Biology	3
Animal Science	13
Biotechnology	2
Clinical Nutrition	7
Communication	2
Economics	1
Environmental Policy Analysis and Planning	2
Environmental Science and Management	5
Food Science	1
Managerial Economics	7
Nutrition Science	3
Plant Science	6
Sustainable Agriculture and Food Systems	2
Sustainable Environmental Design	2
Undeclared	6
Wildlife, Fish, and Conservation Biology	1
Total:	67



*1 student did not give their student ID on their survey, so we were unable to look up their year in school.

Overall Expenses for all Service Activities (2018-19 Academic year):

Category	Cost
Food	\$867.91
Fleet Services	\$1,572.37
Housing	\$2,648.10
Total:	\$5,088.38
Average cost per student:	\$75.94/student

Overview of Projects

Fall 2018- 12/1/2018

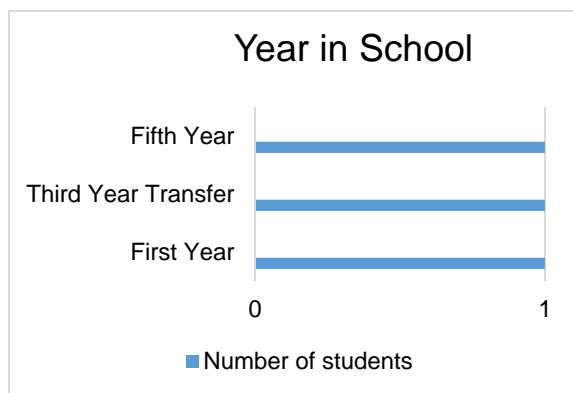
Agency: Food Recovery Network

Responsibilities: Collecting leftover food from the Davis Farmer's Market and distributing it to low income graduate students at the Solano Apartments.

Staff Involvement: None.

Student Participation:

Major	# of Students
Animal Science	1
Managerial Economics	1
Nutrition Science	1
Total:	3



Limitations: The announcement of the service trip was sent out too early, therefore a number of the students cancelled last minute. There were initially 6 total students who were interested in the project. However, two had to cancel because they signed up so far in advance that they forgot. One student could not find the meeting place for the group so she went home. Another student was supposed to meet up with us at the Farmer's Market, but we never saw him. The takeaway of this trip was to be clearer about where we are going to meet in the future and to not send out sign ups so far in advance.

Summary of Pre and Post Surveys

- Students were glad to see that the campus offers opportunities to help people within their own community, not just far away countries.
- Student found it applicable to her career goal as a Registered Dietician.

Expenses:

Category	Cost
Fleet Services	\$80.21
Total:	\$80.21
Average cost per student:	\$26.73

Fall 2018- 10/3/2018

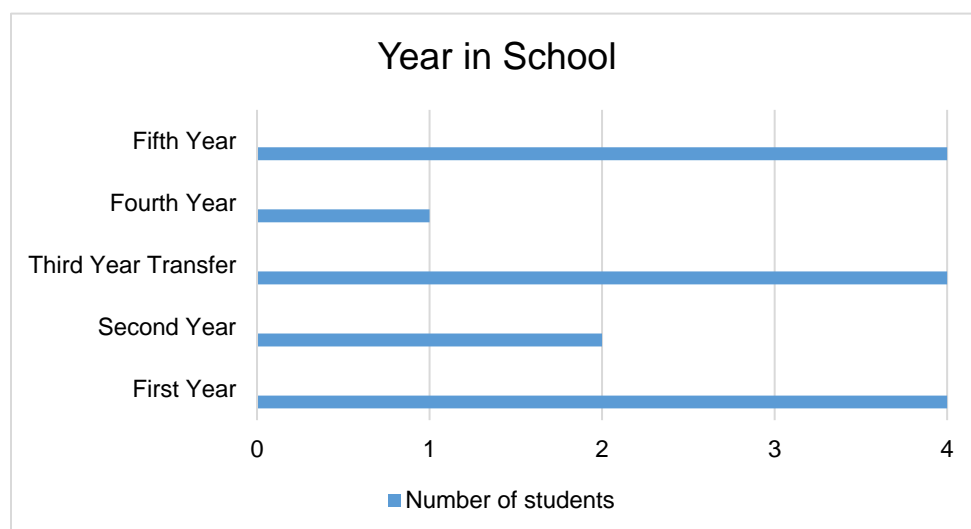
Agency: Soil Born Farms

Responsibilities: Students planted garlic and weeded fields at Soil Born Farms.

Staff Involvement: Corrine Hawes and Hong Dao

Student Involvement:

Major	# of Students
Animal Science	2
Biotechnology	1
Clinical Nutrition	2
Economics	2
Environmental Science and Management	2
Managerial Economics	2
Nutrition Science	2
Plant Science	2
Total:	15



Summary of Pre and Post surveys

- Students appreciated farmers and their source of food more after learning where it comes from
- Students learned about teamwork
- Students enjoyed getting the opportunity to do field work because some want to pursue it as a career

Expenses:

Category	Cost
Food (box lunches/snacks)	\$361.49
Fleet Services	\$243.37
Total:	\$604.86
Average cost per student:	\$40.32/student

Winter 2019- 2/6/2019

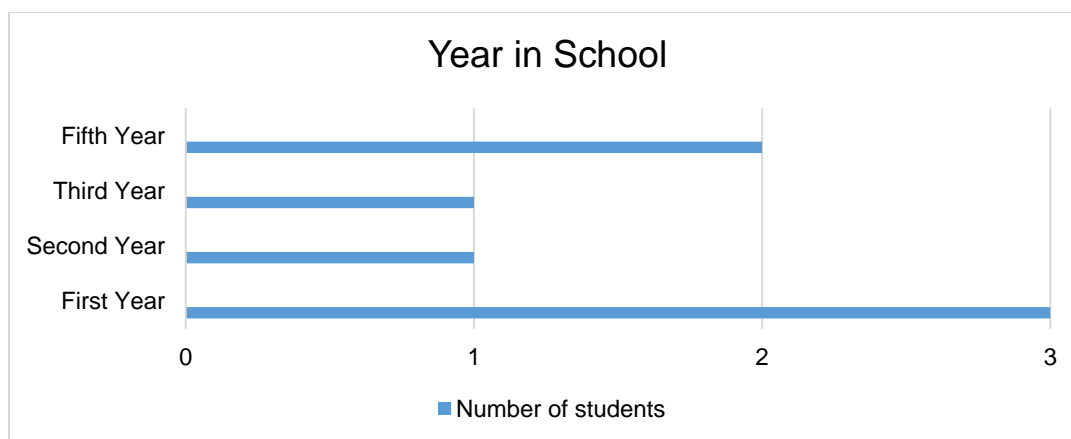
Agency: Sacramento Family Services and Food Bank

Responsibilities: Sorting non-perishable food items into care packages for senior citizens.

Staff Involvement: Alina Bara, Donna Vivar, Lacle Brooks, and Garth Herbert

Student Involvement:

Major	# of students
Animal Science	3
Economics	1
Managerial Economics	2
Undeclared	1
Total:	7



Limitations: Hosting a service project on a school day is difficult because students have trouble making time in their schedules.

Summary of Pre and Post surveys

- Students appreciated getting involved and learning about volunteer opportunities
- Students enjoyed making connections that can help them with future careers
- Student liked making connections with advisors about future plans

Expenses:

Category	Cost
Food (box lunches?)	\$39.90
Total:	\$39.90
Average cost per student:	\$5.70/student

Winter 2019- 3/8/19

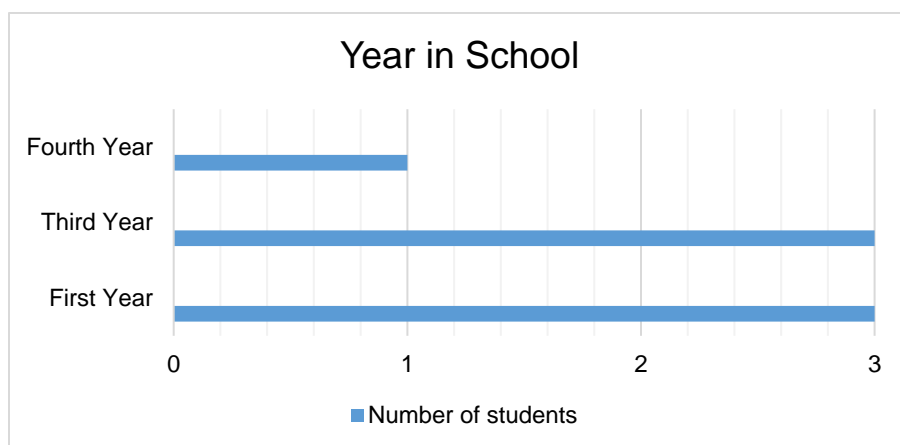
Agency: Niño's Community Garden

Responsibilities: Moved woodchips to create a pathway, toured the community garden, learned about composting, and picked vegetables.

Staff Involvement: Brad Horton

Student Participation:

Major	# of students
Animal Biology	1
Clinical Nutrition	1
Environmental Science and Management	1
Managerial Economics	1
Plant Science	1
Undeclared	1
Wildlife, Fish, and Conservation Biology	1
Total:	7



Limitations: Hosting a service project on a school day is difficult because students have trouble making time in their schedules.

Summary of Pre and Post surveys

- Students gained a stronger understanding of where their food comes from
- Students learned about recycling and composting

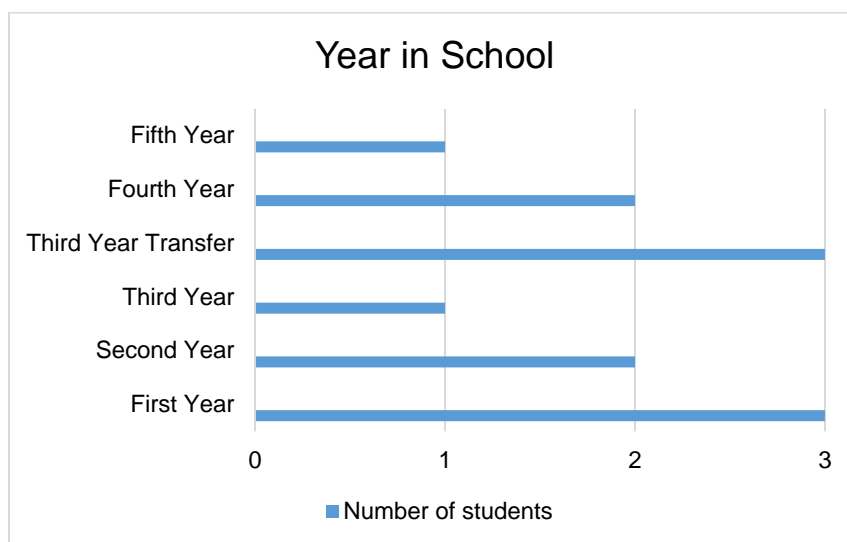
Expenses:

Category	Cost
Food (box lunches)	\$17.96
Fleet Services	\$160.82
Total:	\$178.78
Average cost per student:	\$25.54/student

Spring Break Trip (3/24/19 - 3/29/19)

Staff involvement: Corrine Hawes

Major	# of Students
Animal Biology	1
Animal Science	1
Biotechnology	1
Clinical Nutrition	1
Environmental Policy Analysis and Planning	2
Environmental Science and Management	1
Sustainable Agriculture and Food Systems	2
Sustainable Environmental Design	2
Undeclared	1
Total:	12



Overview of Spring Break Trip Projects

Day 1:

1. Agency: Christopher Ranch

Summary of Project: Toured processing and packing of Christopher Ranch garlic. Went through the whole process, starting with weighing and sorting the garlic all the way to roasting and packaging. We then met with Jason Christopher, the grandson of the original owner and the operations manager to ask questions about the company and their operations.

2. Agency: Elkhorn Slough

Summary of Project: Performed restoration work for the Elkhorn Slough Land Trust. We removed old plastic tubes from oak tree saplings and installed cages to protect them from deer. We also learned about Land Trusts and the many job opportunities that they have to offer.

Day 2:

1. Agency: Return of the Natives

Summary of Project: Met at the BLM Central Coast Field office to learn about their work and job

opportunities and legless lizards. Then we restored native chaparrals in Fort Ord to help bring back the native species. Finally, we drove around Fort Ord, enjoying the land, wild flowers and goats.

Day 3:

1. Agency: Gathering for Women

Summary of Project: We started off the morning learning about the history and the mission of Gathering for Women. We then split up into groups to perform various tasks. We worked in the kitchen preparing and serving lunch, the closet sorting clothes and hygiene products and swept leaves outside. We then enjoyed lunch with the women who use Gathering for Women's services.

2. Agency: Boys and Girls Club

Summary of Project: We toured the facility and learned about the inner workings and the mission of the Boys and Girls Club organization. We split up into groups to work with the children. We helped out in the gym, recreation, arts and crafts, technology, science, learning and teen center.

Day 4:

1. Agency: Monterey Bay Aquarium

Summary of Project: We explored the Monterey Bay Aquarium learning about the marine animals and the aquariums work with sustainability and conservation.

2. Agency: Salinas Valley Medical Clinic- Diabetes and Endocrine Center

Summary of Project: We toured the office and sat down with one of their Registered Dietitians and Diabetes Educator to learn about the clinics work with the community, healthy eating and diabetes.

Limitations:

- Getting everyone out of the hostel in the morning was sometimes challenging.
- Traffic can be bad when going to service projects.
- Make sure to clarify the destination before departure.
- The aquarium could have been more educational for our group. Try to make sure every project has some sort of presentation from the organization about their work.

Expenses:

Category	Cost
Food	\$488.46
Fleet Services	\$967.86
Housing	\$2,648.10
Total:	\$4,104.32
Average cost per student:	\$342.02/student

Reflections:

- "I want to thank UC Davis and the College of Agricultural and Environmental Sciences for allowing this to happen. I hope this program could continue for years to come so students could learn and have fun as I have" – Third Year Transfer Student (Animal Biology)
- "By the end of the trip a couple of us were referring to the hostel we were staying at as 'home' and grieving over how short the trip felt. After attending this service trip, it completely opened my way of seeing the world to an even greater open mind and helped me realize I enjoy service work so I

definitely see myself joining a service organization after graduating that has me helping those in need.”
– Third Year Transfer Student (Sustainable Environmental Design)

- “The presentations or the workshops we did in groups helped a lot to make connections or start brainstorming about what we should think about while we are serving the community. Some of the students asked brilliant questions to the company representatives, or workers there that really showed strong academic background” – Second Year Student (Food Science)
- “I am grateful to have been part of such an opportunity where not only did I discover a diverse group of people and beliefs, I gained a sense of community within CAES. Implementing the values of agriculture, environmental, and human sciences in a quarter was a refreshing and fulfilling experience as a student and as a person” – Second Year Student (Environmental Science and Management)

Spring 2019: 4/27/19

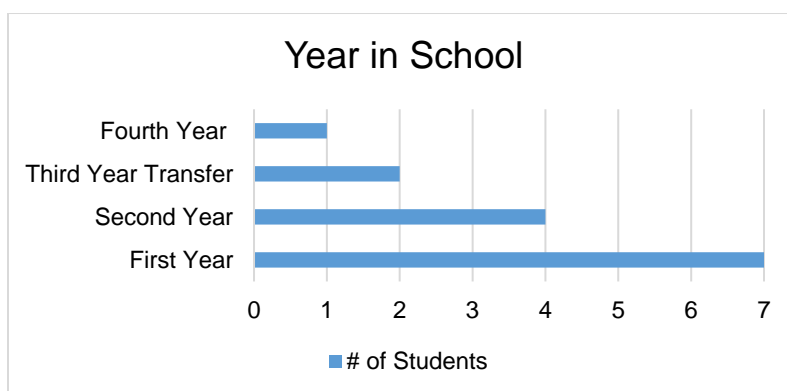
Agency: Arboretum Plant Sale

Responsibilities: Helped customers to their car with plants, directed traffic, counted number of customers, and greeted the customers.

Staff Involvement: Garth Herbert, Susan Ebeler, Alina Bara, Tracy Diesslin, Donna Vivar

Student Participation:

Major	# of students
Animal Biology	1
Animal Science	2
Clinical Nutrition	3
Economics	1
Environmental Science and Management	1
Food Science	1
Plant Science	3
Undeclared	3
Total:	14



Limitations: Even though the event had 22 signups, only 9 people checked in with a CA&ES staff member. An additional 6 students emailed Co and told her that they attended. Because of the miscommunication, we were not able to get an accurate headcount on the participants of the service trip. In addition to miscommunication, because the Arboretum Plant sale was such a massive operation, it was difficult to touch bases and meet up with the participants before the service trip.

Expenses: None.

Spring 2019- 5/18/19

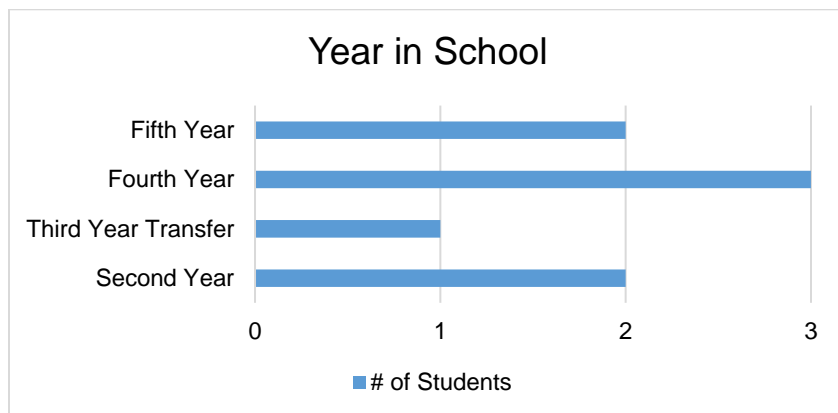
Agency: Portuguese Park

Responsibilities: Helped mulch over 100 trees, refill the sand box, and pick up trash in the park and along the adjoining canal parkway.

Staff Involvements: Lili Bynes

Student Participation:

Major	# of students
Animal Science	4
Communication	2
Economics	1
Managerial Economics	1
Total:	8



Limitations: Advertising to more students within the College of Agricultural and Environmental Sciences.

Summary of Pre and Post surveys

- Students enjoyed working with a diverse group of people for a common goal.
- Students enjoyed helping the community and being outdoors.

Expenses:

Category	Cost
Fleet Services	\$80.21
Total:	\$80.21
Average cost per student:	\$10.02/student

Recommendations and Goals

Although we were able to double our service projects from last year to this year, we still looking into ways to better market the opportunities for students. We were able to recruit Aggie Ambassadors to fill any open spots this year but would like to brainstorm additional ways to recruit students who have not been previously incorporated into any of our existing programs. After two years of visiting the Monterey/Salinas area for our spring break service trip, the student service coordinators will use the beginning of fall to peruse other options as host sites for the 2019-2020 academic year. We aim to continue to offer a wide array of options for service experiences to touch on the different divisions of the college.

Slice of Advising

Prepared by Tracy Diesslin

"Thank you so much for taking the time out to talk to me [...] I really appreciate it. You were really understanding and explained everything very clearly and helped a lot. I really appreciate your time, help, and understanding."

—Student Feedback



Program Overview

A Slice of Advising is one of the quarterly events hosted by the CA&ES Dean's office. The event was established in 2016 as one of the ways students can get to know the Dean's Office advising staff, build community and get their questions answered. Advisors and advisees sit together over pizza in a centrally located, student-centered space. During the two hour event, advisors strive to increase their approachability, while also answering any advising questions students have.

Undergraduate Academic Programs Mission

Slice of Advising supports the mission of CA&ES Undergraduate Academic Programs (UAP) by recognizing that relationship building is important in supporting student success. Building a community of support of peers and advisors is established in an engaging way. The conversations students have with the Dean's Office advisors provides an opportunity for students to see the advisors as approachable and helpful. For students who have not come to the Dean's Office for an advising appointment, this event can be a way to empower students to come in for advising.



Goal: Meet students in their space and provide food.

Student Learning Outcomes

Slice of Advising meets the following Student Learning Outcomes [here](#): 1a, 2b, 4a?,

Goal

- Connect with students.
- Attract students who have never come to our office.
- Answer student questions.

A SLICE OF ADVISING	2016-17	2017-18	2018-19
Total Students	157	277	308
Fall 2018		118	166
Winter 2019	85	95	88
Spring 2019	72	64	54
Unique Students	144	243	282

- **F'18**: 22 majors were represented
- **W'19**: 19 majors were represented
- **S'19**: 14 majors were represented

Attendees by Major

Fall 2018	
AANS	42
AMGE	22
Other*	14
AGDB	10
AEXP	10
AESM	9
AABI	6
AHDE	6
APLT	6
ABIT	5
ACNU	4
AAEE	3
AEPP	3
AWFC	3
AANM	2
APLA	2
ANSC	2
ASAF	2
GABG	1
AEHF	1
AETX	1
AFPS	1
AMCS	1
Total	166

Winter 2019	
AANS	17
Other*	16
ABIT	8
AESM	6
AGDB	6
AEPP	5
AMGE	5
AEXP	5
AABI	3
AETX	3
ACNU	2
AFSC	2
AHDE	2
APLT	2
ACRD	1
ANSC	1
ASAF	1
ATXC	1
AWFC	1
BEEB	1
Total	85

Spring 2019	
Other	14
AANS	10
AESM	5
AEPP	3
AWFC	3
ACRD	2
AETX	2
AABI	2
AGDB	2
AMGE	2
APLT	2
ASAF	2
AEXP	2
AEMR	1
ANSC	1
Total	53

Goals

- Students will schedule an appointment with a Dean's Office advisor after the event.
- Attract students who have never come to our office

Dean's Office Advisor Appointment After Slice of Advising	2018-2019 (any QTR after)	Fall 2018	Winter 2019	Spring 2019
Fall 2018 Attendees	38.55%	19.8%	20%	16%
Winter 2019 Attendees	31.8%	n/a	15.9%	23.8%
Spring 2019 Attendees	18.51%	n/a	n/a	18.51%

Slice of advising is usually held mid-quarter and approximately 16-20% of attendees meet with an advisor in the following weeks of the same quarter. Overall, approximately 19-39% of students who attend Slice of Advising make a follow-up appointment with a Dean's Office Advisor at least once during the academic year.

Program Limitations and Challenges

While the total student attendance for the event has nearly doubled since 2016-2017, the number of students who attend the event decreases significantly throughout the year. Fall attendance is the highest, and nearly 54% of all attendees for the 2018-2019 academic year attended the first quarter. 22 majors across the college were represented at the first event this year, 19 at the second, and 4 majors in spring 2019.

Recommendations and Goals

- Provide information about upcoming events/dates/deadlines
 - Decrease formality and increase our approachability
1. **Implement creative ways to share information about upcoming college and university events and deadline.**
 - Post this information on a projector screen and/ or easel board.
 - Provide a handout with pertinent information.
 - Incorporate some kind of game to add some fun to the event for students.

Study Breaks

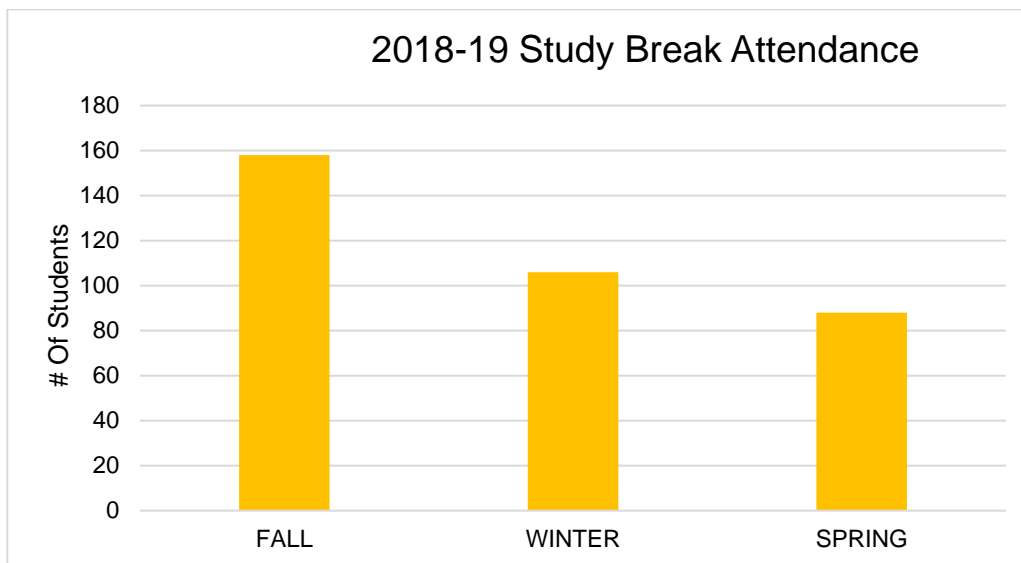
Prepared by Vien Cantorna

“College of Agricultural & Environmental Sciences has so many amazing events but I always look forward to Study Break! It’s a geat time to stock up on snacks, catch up with friends, meet amazing staff, and best of all get a break from studying. It’s the best, I never miss it!”
– Student Feedback

Program and Goals

Study Breaks occur each quarter during Finals Week. During Study Breaks, we provide students with a break from studying, a variety of snacks and beverages, and scantrons to help students get through their finals. These events also give students an opportunity to meet with UAP staff and form connections. Study Breaks welcome students to the Dean’s Office so they are familiar with where we are located, they also demonstrate that we support and care about the students during what can be a challenging and stressful time for them.

Demographics



Fall 2018	
CA&ES Majors	Count
Ag & Environ Education (AAEE)	6
Animal Biology (AABI)	10
Animal Science & Mgmt(AANM)	1
Animal Science (AANS)	26
Biotechnology (ABIT)	7
Clinical Nutrition (ACNU)	9
Comm & Reg Develop (ACRD)	4
Computer Science (LCSI)	2
Economics (LECN)	1
English (LENL)	2
Env Policy Analy & Plan (AEPP)	5
Env Sci & Management (AESM)	6
Environmental Tox (AETX)	2
Fiber & Polymer Sci (AFPS)	1
Food Science (AFSC)	5
Global Disease Biology (AGDB)	5
Human Development (AHDE)	8
Intern'l Agri Developmt (AIAD)	5
Managerial Economics (AMGE)	9
Marine &Coastal Sci (AMCS)	1
Nutrition Science (ANSC)	5
Plant Sciences (APLT)	3
Pre-Landscape Architec (APLA)	2
Sustain Ag&Food Sys (ASAF)	1
Sustainable EnvDesign (ASED)	3
Undeclare/Explor Prgm (AEXP)	8
WildlifeFish&Cons Bio (AWFC)	8
Total	145

Non-CA&ES Majors	Count
Biological Sciences (BBIS)	1
Biomedical Engineering (EBIM)	1
Cell Biology (BCBI)	1
Chicana/O Studies (LCHI)	1
Cognitive Science (LCGS)	1
Communication (LCMN)	2
Horticulture & Agron (GHAG)	1
Pharmac Chemistry (LPMC)	1
Statistics (LSTA)	1
Undec -Social Sciences (LUSS)	2
University Extension (UVEX)	1
Total	13

Grand Total 158

Winter 2019	
CA&ES Majors	Count
Ag & Environ Education (AAEE)	1
Animal Biology (AABI)	6
Animal Science & Mgmt (AANM)	1
Animal Science (AANS)	26
Biotechnology (ABIT)	6
Clinical Nutrition (ACNU)	3
Env Hort & UrbanForestry (AEHF)	1
Env Policy Analy & Plan (AEPP)	4
Env Sci & Management (AESM)	5
Environmental Toxicology (AETX)	1
Food Science (AFSC)	4
Global Disease Biology (AGDB)	1
Horticulture & Agronomy (GHAG)	1
Human Development (AHDE)	3
Intern'l Agri Developmt (AIAD)	1
Managerial Economics (AMGE)	8
Nutrition Science (ANSC)	1
Plant Sciences (APLT)	2
Pre-Landscape Architec (APLA)	2
Sustainable Env Design (ASED)	1
Undeclared/Explor Prgm (AEXP)	2
Viticulture & Enology (AVEN)	1
WildlifeFish&Conserv Bio (AWFC)	9
Total	90

Non-CA&ES Majors	Count
Animal Biology (GABG)	1
Biochem & Mol Biology (BBMB)	1
Biological Sciences (BBIS)	2
Cell Biology (BCBI)	1
Chemistry (LCHE)	1
Cognitive Science (LCGS)	1
Computer Science (LCSI)	1
Ecology (GECL)	1
Economics (LECN)	2
Electrical Engineering (EEEL)	2
Evolution, Ecol & Biodiv (BEEB)	1
Music (LMUS)	1
Statistics (LSTA)	1
Total	16

Grand Total 106

Spring 2019	
CA&ES Majors	Count
Animal Biology (AABI)	5
Animal Science (AANS)	17
Biotechnology (ABIT)	4
Clinical Nutrition (ACNU)	6
Env PolicyAnaly &Plan (AEPP)	2
EnvSci & Mgmt(AESM)	5
Environmental Tox (AETX)	1
Food Science (AFSC)	2
Genetics & Genomics (BGGN)	1
Global Disease Bio (AGDB)	1
Human Development (AHDE)	2
Man Economics (AMGE)	8
Nutrition Science (ANSC)	2
Sustain Ag&Food Sys (ASAF)	1
Textiles & Clothing (ATXC)	1
Viticulture & Enology (AVEN)	1
WildlifeFish&ConsBio (AWFC)	6
Total	65

Non-CA&ES Majors	Count
Applied Mathematics (LAMA)	1
Biochem & Mol Bio (BBMB)	1
Cell Biology (BCBI)	1
Chemistry (LCHE)	1
Computer Eng (ECOM)	1
Economics (LECN)	2
English (LENL)	1
Mathematics (LMAT)	1
Mechanical Eng (EMEC)	1
Music (LMUS)	1
Neurobio Phys& Be (BNPB)	3
Pharm Chemistry (LPMC)	2
Plant Biology (BPLB)	1
Statistics (LSTA)	1
Theatre and Dance (LTAD)	2
Undec-Social Sci (LUSS)	2
Total	22

Grand Total 87

Program Limitations and Challenges

Time and Date of Event

- Event is always held on a Tuesday during Finals week from 10a-1p
- The date and timing of the event could affect turn out due to whether or not students have finals on that date or during that time.

Being more sustainable in the types of snacks, swag and beverages we are giving out

- We have had mentions from students that for the College of Agriculture, we were not being very conscious of being sustainable because we were providing plastic water bottles
 - For the past 2 quarters, we eliminated plastic water bottles
 - Snacks and swag are provided as 'grab and go' and we also no longer give out little plastic goodie bags filled with the snacks and swag.

Recommendations/Goals

We can survey students post event through emails soliciting feedback or possibly having students share thoughts on a poster in the lobby before and after attendance.

- Find out what we can improve on
- Find out how we can get more students to attend

State Future Farmers of America (FFA) Conference

Prepared by Joe Lee

"My experience facilitating a workshop for State FFA taught me a lot about group development and dynamics. From working with the other facilitators to observing how the high school students worked together, it showed me more how groups function in different environments. What I enjoyed the most about the conference was being able to connect with these students at the CAES UC Davis booth and update them with information they never knew about UC Davis. Because of the way we talked to these prospective students, we ended up with many future Aggies!"

—Student Feedback

Description and Purpose

The annual California FFA State Convention highlights the broad scope of what we're able to accomplish as a unit in Undergraduate Academic Programs. As the college ranked #1 in the United States for agricultural sciences and forestry (<https://www.topuniversities.com/subject-rankings/2019>), our connection with California FFA allows us to maintain a relationship with the largest agriculture-related interest group for high school students in the United States. The State FFA Convention is an annual event that traditionally occurs around the 3rd week in April. This convention was held in Fresno up until 2018 when it moved to Anaheim. Roughly 8,000 high school and middle school students attended State Convention in 2019 and attendance is expected to increase in the coming years. In 2021, the State Convention will be hosted in Sacramento, CA in mid-March (<https://www.calaged.org/stateconvention>). California FFA has announced intentions to alternate every two years between Northern California and Southern California in the coming years.

Involvement with State Convention has incorporated members of the advising and student outreach staff within our unit. Our Student Leadership Coordinator works with Aggie Ambassador Officers to facilitate leadership workshops facilitated by current CA&ES students for State FFA conference attendees. In addition to the workshops, our Outreach Coordinator and one of our academic advisors also provide support in the coordination and planning of a career show booth that conference attendees can visit over two days of the conference. One inherent benefit to having involvement of multiple UAP members is the ability to develop relationships with prospective students that are cultivated prior to their arrival on campus and carried out throughout their time at UC Davis. The finals of the state Agriscience Fair also take place during State FFA Conference and our unit has supported Dr. Lynn Martindale in the School of Education by providing an interview judge for the final day of in-person judging. Logistically, our involvement may look different when the conference is held in Sacramento. When the conference is hosted in Anaheim, the travel component is more coordinated than it would be if held in Sacramento. For Anaheim, our involvement lasts five days (Wednesday through Sunday). The UAP staff drive down day 1 with all the booth and workshop materials. Day 2 is used for set-up, while days 3-4 are when the workshops take place, the booth is operated, and the Agriscience Fair judging takes place. We drive home on Day 5. Our undergraduate students fly down to Anaheim during the evening of Day 2 and fly back on Day 4.

Participation Goals

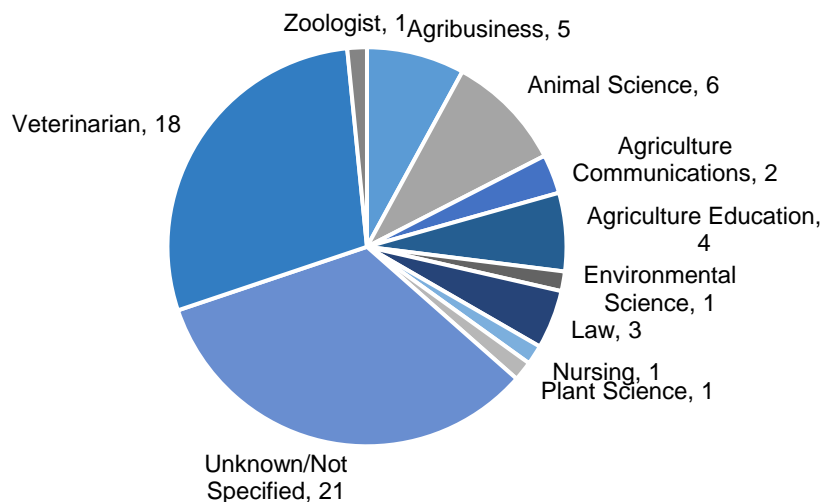
- Recruit prospective students from throughout the state to UC Davis CA&ES programs and majors
- Create and facilitate educational workshops for State FFA participants. These workshops serve a dual purpose: (1) a learning experience for the conference attendees and (2) an opportunity for our Aggie Ambassador students to demonstrate leadership and public speaking skills
- Staff a college booth that highlights and showcases the value and meaning of CA&ES and Undergraduate Academic Programs
- Build and maintain relationships with teachers, administrators, and industry partners

Connection to Undergraduate Academic Programs' Student Learning Outcomes

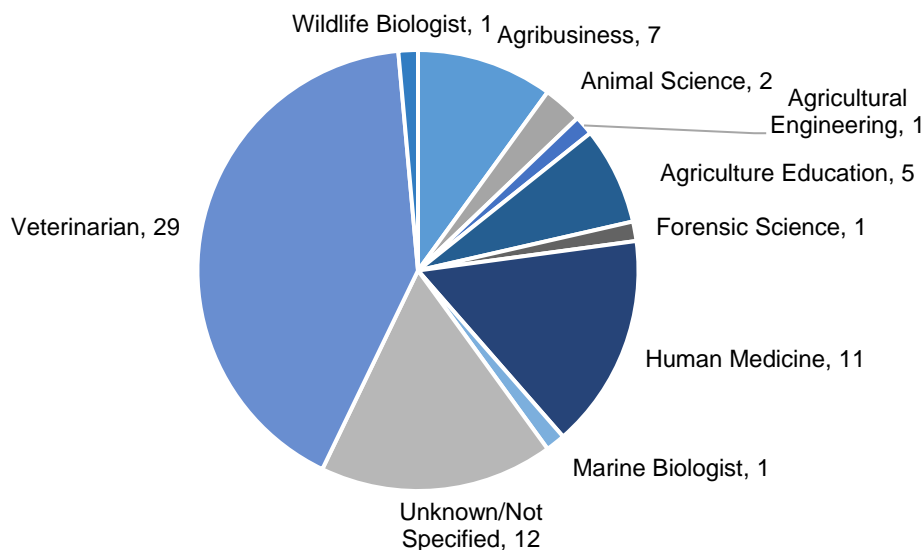
The State FFA Conference meets the following Student Learning Outcomes [here](#): 1b, 3a, 3d

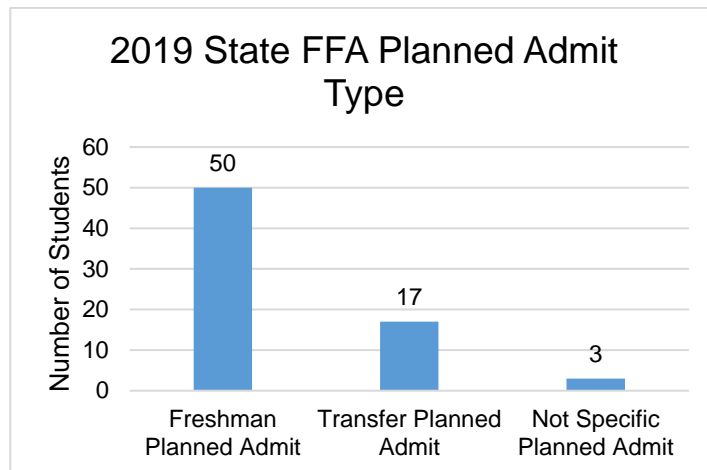
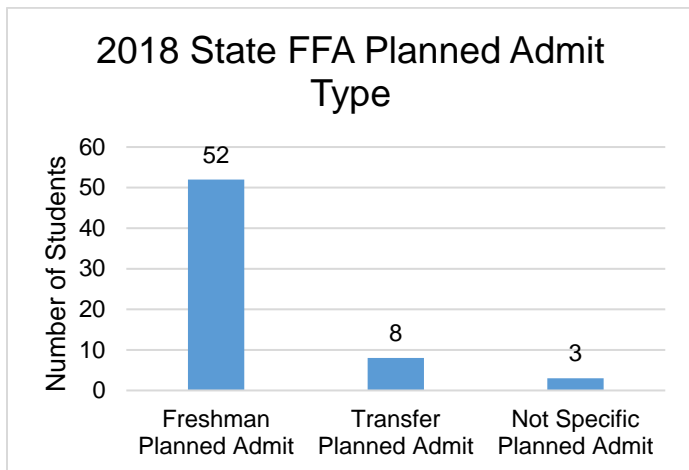
Survey Data from Career Show Booth

2018 State FFA Major/Career Interests



2019 State FFA Major/Career Interests





Cost Analysis

Please reference the [budget spreadsheet](#) found on box for tracked expenses.

One of the challenges associated with cost of participation in Southern California is the varied costs associated with airline travel for students. In 2019, we saw an increase of \$1,832.35 for flights of the 18 students from UC Davis who facilitated the workshops and provided support at the college booth (i.e., ~\$100 per student).

In future years we have anticipated the costs will vary as the location changes and we have factored a couple of cost-saving measures into the budget:

- *Northern California* - with the scheduled change in location to Sacramento, we anticipate our costs decreasing significantly. We would not have the costs associated with airline travel and the meal budget would decrease substantially given the proximity to Davis and the campus policies limiting meal purchases for individuals not staying overnight.
- *Southern California* - moving forward, we can get a chartered bus to transport our students. In 2019, given the additional travel time needed for driving to Anaheim compared to flying, we opted to purchase airline travel for our students. Based upon initial quotes and airfare, the chartered bus option was not a significant cost-saving measure. When we went to book airfare for students, the cost was higher than what we viewed when we originally looked at airfare prices. Given the unsteady nature of airfare prices, we plan to opt for a charter bus for 2020. We believe that the charter bus will help save money on travel based upon quotes received compared to airfare.

Future Plans

As we consider moving forward with involvement in State FFA Convention, there are a variety of areas that can be considered. Our goal is to continue our multi-faceted approach with this opportunity: providing a meaningful opportunity for prospective students to engage with UC Davis, for our current students to further develop their own skills and abilities, and for UAP staff to develop and/or maintain relationships with teachers, administrators, and industry partners. In June 2019, California FFA staff (Charles Parker and Matt Patton) and CA&ES leadership (Helene Dillard, Anita Oberbauer, and Sue Ebeler) to discuss options for more UC Davis involvement when the convention is held in Sacramento. The meeting in June 2019 began the discussion of how CA&ES could be involved when the conference is held more locally. Initial ideas included possible tours campus or university facilities or spaces and tours with industry partners in the Sacramento Region.

Workshops:

Our student leadership coordinator has been in conversation with California FFA staff who develop the convention schedule and program in order to add additional workshop offerings from UC Davis students. We noticed a disparity between the relatively small number of workshop offerings from UC Davis compared to other institutions like Cal Poly SLO, CSU Chico, and CSU Fresno. Additional workshops from UC Davis will help address that inequity. More importantly, additional workshops will provide more opportunities for UC Davis student participation and leadership development.

Financial:

We touched on some of the financial plans in the Cost Analysis section and will summarize them here. Reserving a chartered bus will help bring costs down and due to the size of the bus, it provides additional space for students to attend as we increase the number of workshops we offer. During the years that State Convention is held in Sacramento, costs will be considerably less than what has been seen with trips to Southern California. Airfare to Anaheim in 2019 totaled \$7046.45, a cost that would not be incurred in 2021 and 2022.

Involvement in Sacramento:

During the meeting with CA&ES leadership in June 2019, we began conversations of what increased involvement with State Convention might look like. This could include highlights and showcasing of UC Davis managed facilities and research spaces, increased faculty involvement, and partnership with other area community colleges and universities.

Future Challenges

The timing of State Convention upon moving to Sacramento will be a concern. For 2021, State Convention is scheduled to begin at the end of UC Davis Finals Week and extend into UC Davis's Spring Break Week. UAP staff have identified that time period as a busy time with student leadership activities, Yield activities, and preparation for Academic Probation and Subject to Dismissal activities that occur at the same time.

Subject to Disqualification (SD)

Prepared by Julie Zech

“Just wanted to say a quick than you for caring and being an amazing support system. I am grateful to have gotten the opportunity to have met you. Thank you for being someone I feel comfortable talking to, someone I respect, and someone I trust – in short, thanks for being you! I really appreciate your thoughtfulness and just wanted to let you know you’ve made a positive impact in my life.”

—Student feedback

Summary

After the conclusion of every academic quarter (Fall, Winter and Spring), the Office of the Registrar runs their “end of term” reports to determine if students have met academic standards (GPA and minimum progress). Any student who is determined to be “Subject to Dismissal (SD)” based on either GPA or minimum progress regulations is required to meet with an advisor in the Dean’s Office.

<https://registrar.ucdavis.edu/records/transcripts/academic-standing>

Students who are SD will meet one-on-one with an advisor to talk about any personal or academic challenges they have had over the previous quarter/s. The advisor holistically reviews the student’s academic record in order to make appropriate recommendations and referrals.

Based on the holistic review, the student will be either continued to the following quarter on a contract or academically dismissed. Students who are dismissed and have extenuating circumstances may appeal the decision to the Undergraduate Academic Programs Appeal team (UAP Academic Advisors, UAP Director and Associate Dean for Undergraduate Academic Programs).

Students who appeal their dismissal decision are required to complete a questionnaire within 2 days of their appointment and submit to their advisor. Each advisor brings the questionnaire and relevant information to the appeals meeting for review. The advisor presents the students’ case to all other advisors, the UAP Director and the Associate Dean. The appeals team decides whether to uphold the dismissal or overturn the decision. All students who appeal receive information about their next steps as well as individualized recommendations and referrals.

The SD process after spring quarter differs slightly from other academic terms. All students who are determined SD after spring quarter will be continued through the summer session term. Based on a holistic review of a student’s record, some students are continued through Fall quarter and placed on a Fall “continuation contract”. The Dean’s Office will require some students to meet specific expectations during summer session. A student will be dismissed at the end of summer session if they do not meet their summer expectations.

All students who are dismissed will receive a readmission contract that will outline the steps they needs to take in order to return to UC Davis in the future. The Dean’s Office advisors emphasize the importance of the advising partnership with the students while they are dismissed.

This report summarizes information from review of students for dismissals effective in the 2018-19 academic year.

UAP Student Learning Outcomes

Subject to Disqualification appointments meet the following Student Learning Outcomes [here](#): 2, 4abc

Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience

- During Subject to Disqualification appointments, staff advisors strive to create a genuine relationship with students to help identify contributing factors to their challenges with academics. Advisors ask students to realistically assess their academic goals while considering their mental and physical health. Advisors will take this information in to account in order to make appropriate recommendations and referrals in order to enhance each student's educational experience.
- Staff advisors work with students to determine how to best cultivate meaningful relationships with their faculty. Advisors offer tips and strategies for working effectively with faculty to support their academics.

Students will analyze their skills and abilities necessary to achieve their goals

- During Subject to Dismissal appointments, staff advisors work with students to assess their strengths and abilities to work toward their educational goals. Advisors provide referrals to resources on campus to better equip the student with the necessary skills to be successful.
- Advisors ask students to reflect on their academic experiences as well as their future goals. Advisors will create an individualized plan alongside the student to help the student reach their goals for academic success.

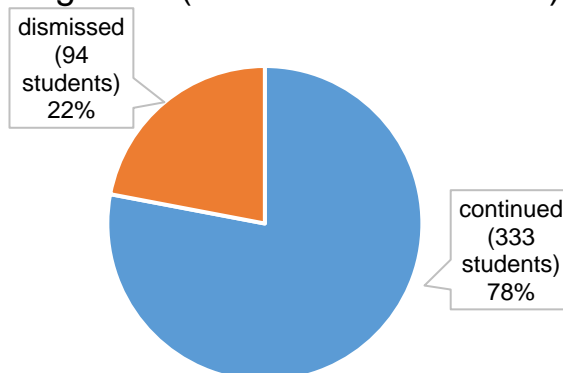
Dismissals Effective Fall 2018 (based on Spring 2018 End-of-Term grades)

There were **427 total students** who were subject to disqualification at the end of spring 2018 for GPA and/or MP reasons. Academic advisors (**8 total**) in UAP met with these students between the dates of June 27- July 26. Each advisor was expected to meet with **48 students during this time**. In subject to disqualification cycles following spring quarter, most students are either “continued” to fall quarter on a contract or placed on a contract for summer, also known as a “contract for reinstatement”. Students who do not meet their “contract for reinstatement” by the end of summer session II are dismissed. Approximately 22% (94 students) accepted the dismissal effective end of Fall quarter 2018.

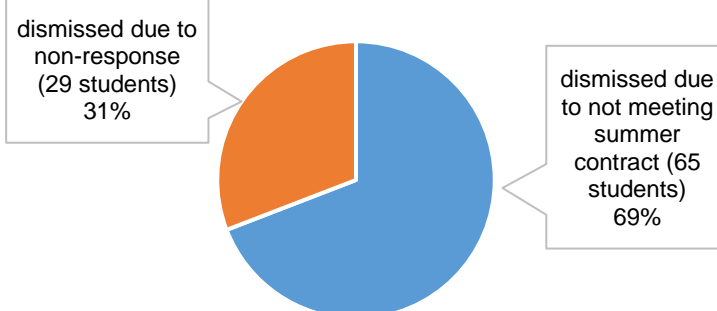
If a student does not meet with an advisor while “Subject to Disqualification”, they are considered a “nonresponder” and are subsequently dismissed. Out of the **94 total dismissed students noted above, 29 (31%) were non-responders**. As noted above, students dismissed after the Spring 2018 cycle were considered “dismissed effective Fall 2018”

Of all students identified as subject to disqualification (SD), 16 submitted an appeal, of which 50% were approved. When determining whether to approve an appeal and continue a student (i.e., overturn a dismissal decision), we take into account a variety of extenuating circumstances that may have impacted the student’s academic progress (e.g., unexpected family circumstances, personal physical and mental health challenges, etc.). In responding to the students’ appeal, we identify and recognize the student’s strengths and provide holistic referrals to appropriate campus resources that can support their success (e.g., counseling services, tutoring, career advising, etc.).

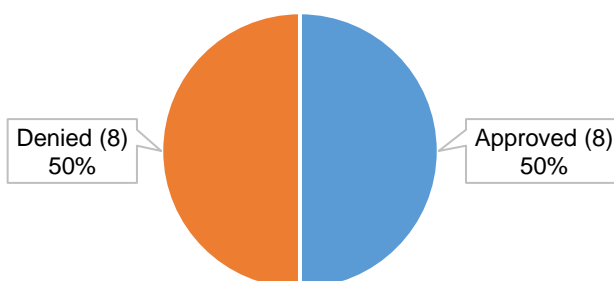
Spring 2018 (427 total SD students)



Students Dismissed effective Fall 2018 (94 students)



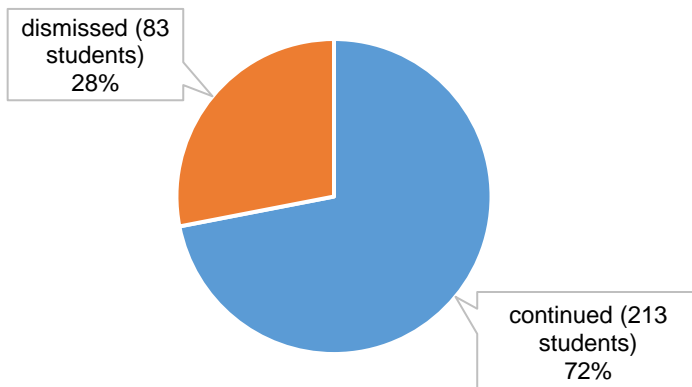
Spring 2018 Appeals (16 total appeals)



Dismissals Effective Winter 2019 (based on Fall 2018 End-of-Term grades)

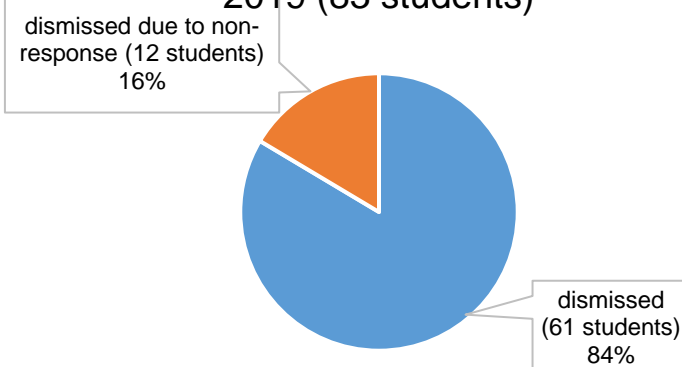
After fall quarter 2018, there were **296 total students** who were subject to dismissal for GPA or MP reasons. Academic advisors (**8 total**) in UAP met with these students between the dates of January 4 to January 16. Each advisor was expected to meet with **45 students** during this time. 28% (83) of these students were dismissed based on a holistic review of their record as described above.

Fall 2018 (296 total SD students)

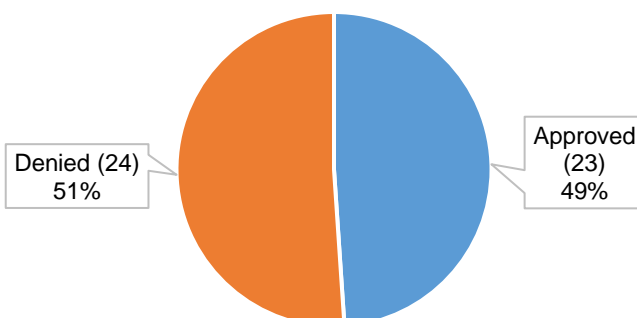


If a student does not meet with an advisor while “Subject to Dismissal”, they are considered a “nonresponder” and are subsequently dismissed. Out of the **83 total dismissed students**, identified above, **12 (16%) were non-responders**. Students dismissed after the Fall 2018 cycle are considered “dismissed effective Winter 2019”

Students Dismissed effective Winter 2019 (83 students)



Fall 2018 Appeals (47 total appeals)



Appeals—Of all students who were Subject to Dismissal, 47 appealed the decision and 49% of these appeals were approved (i.e., the dismissal decision was overturned). As noted above, extenuating circumstances are considered when determining whether to overturn an appeal.

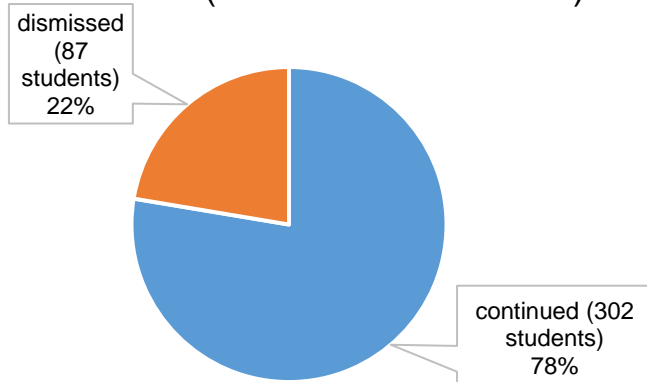
Dismissals Effective Spring 2019 (based on Winter 2019 End-of-Term grades)

There were **389 total students** who were subject to dismissal. Academic advisors (**8 total**) in UAP met with these students between the dates of April 2 to April 15. Advisors were each expected to meet with **54 students during this time**.

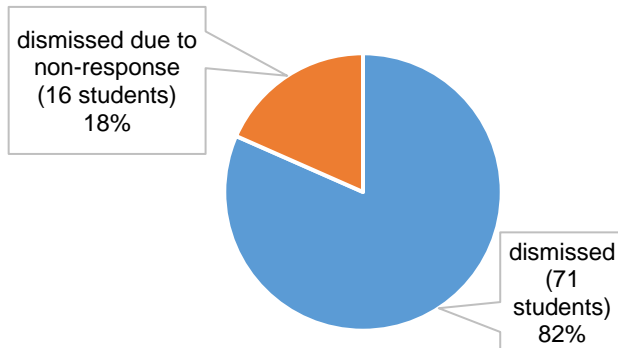
If a student does not meet with an advisor while “Subject to Disqualification”, they are considered a “nonresponder” and are subsequently dismissed. Out of the **87 total dismissed students identified above, 16 (18%) were non-responders**. Students dismissed after the Winter 2019 cycle are considered “dismissed effective Spring 2019”

Of all students who were Subject to Dismissal, 49 appealed the decision and 59% of these appeals were approved (i.e., the dismissal decision was overturned). As noted above, extenuating circumstances are considered when determining whether to overturn an appeal.

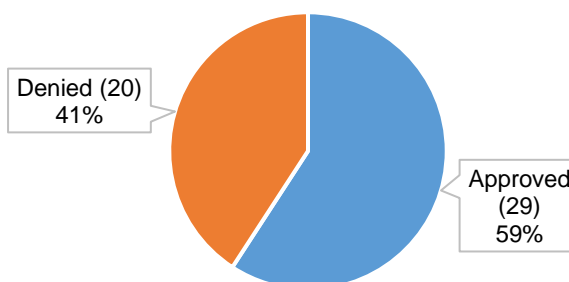
Winter 2019 (389 total SD students)



Students Dismissed effective Spring 2019 (87 students)



Winter 2019 Appeals (49 total appeals)



Summary/Outcomes

The Dean's Office meets with many students who are Subject to Disqualification. Each advisor spends one-on-one time with each student in academic difficulty in order to learn more about that student's story and how they came to be on SD. Advisors form a partnership with the student, and while advisors uphold academic policy, they are able to provide tailored plans for success. There are challenges and limitations of this process, especially including how students are tracked before and after being SD.

Challenges/Limitations

There are limited number of reports that our "Subject to Disqualification" system through OASIS can complete. Because of this, it is challenging to track how the SD students do in future quarters. In order to track students, this must be done manually by reviewing each record.

Every quarter there are students who are dismissed due to non-response. It would be ideal if there was a way to ensure that all students who are SD respond and meet with our office. This would eliminate the dismissal of students for non-response reasons. Our office does send multiple reminder emails and we attempt to call the students who have not responded or made an appointment.

Appeals are reviewed on a case by case basis, and the Appeals Committee has created an extremely equitable review process. That being said, student appeals can vary in how well the student is able to describe their extenuating circumstances and advocate for themselves.

Future Recommendations

Currently, we do not track the outcomes after students are dismissed. In the future, it would be ideal to track how many students are readmitted and how long it takes the student to successfully readmit. We also do not track the progress of students who are continued to future quarters. Currently, there is not an automated process that can help us do this.

In the future, it would be ideal to have a more robust section on our college website with videos to explain the SD process, including the appeals process.

Undergraduate Awards

Prepared by Alina Bara

"I will always be grateful for you being there and for being a cheerleader on my path to success."

—Student Feedback

Each year, during the Spring Commencement ceremony, our college honors several undergraduate students who have demonstrated exceptional accomplishments in the areas of academic excellence, distinctive leadership and community or public service. The awards include the College Medal for scholastic excellence, the Mary Regan Meyer Prize for serving humanity, the Charles Hess Community Service Award for outstanding public or community service and the Dean's Circle Award for outstanding academics and community service.

The Student Actions and Commencement Awards Committee (SACA) is a standing committee of the CA&ES Faculty Academic Senate and is comprised of 7 faculty members, two undergraduate students and one staff member from the CA&ES Dean's Office. The SACA responsibilities include the "Review of candidate applications of undergraduate college/university medals and various other college awards" (CA&ES Bylaws 12. C.).

In 2018, the committee held an introductory meeting in Fall quarter to review the committee's charges, review the previous year's annual report and to meet new committee members. Subsequent committee meetings were devoted to reviewing and ranking applications for various awards (i.e., Provost's Undergraduate Fellowship, Travel Awards, College and University Medal, Hess and Mary Regan Meyer). The committee members met in person on multiple occasions, and also communicated and review applications by email and shared files in Box.

One of the goals of the committee was to increase awareness about these prestigious awards. In order to ensure a solid number of applications for the 2018-2019 commencement awards, Alina Bara sent personalized invitations to students identified as possible award recipients on two occasions. In collaboration with the CA&ES Communications team, an "Awards Flyer" was created and posted on social media and advising locations in various departments.

In addition, in an effort to have a seamless and more efficient awards application cycle, Alina worked closely with the college IT team to create a website for students to upload their application along with supporting materials. A "CAES Awards Email Inbox" was also created, to improve awards specific communication between students/recommenders and CA&ES Dean's Office.

The committee believes that due to providing access to the awards application in online format (on the CA&ES college website) and increased marketing efforts, more students were aware of this opportunity than in any other previous years. This resulted in receiving a record number of awards applications (19 Medal and 83 Hess/Meyer out of which 13/37 were reviewed and ranked by the committee).

Goals

Discover and honor students who have demonstrated exceptional accomplishments in the areas of academic excellence, distinctive leadership and community or public service.

Student Learning Outcomes

The Undergraduate Awards meet the following Student Learning Outcomes [here](#): 1b, 3abcdOverall Demographic Information for College Medal/ Dean's Circle Awards

College Medal and Dean's Circle Awards: In CA&ES the top four graduating students receive the recognition with the College medal and Dean's Circle Awards. The College Medal is the highest campus honor awarded to a graduating senior in recognition of superior scholarship and achievement. The college medalist is also eligible for the University Medal determined by the Campus Academic Senate from across the four undergraduate colleges. The remaining top three students receive the Dean's Circle Award.

Invitations were sent out to 39 students with 3.95 to 4.00 GPA. The invited students represented the majors listed below:

Invitations sent to students in these majors	# of Students
Animal Biology	1
Animal Science	10
Biotechnology	2
Clinical Nutrition	2
Environmental Toxicology	1
Environmental Horticulture & Urban Forestry	1
Environmental Policy Analysis and Planning	2
Environmental Science & Management	2
Food Science	2
Global Disease Biology	3
Human Development	3
Landscape and Architecture	1
Managerial Economics	5
Plant Sciences	4
Total:	39

Out of 39 invitations, we received 19 applications to be reviewed and ranked.

Applications received for College Medal/Dean's Circle Awards	# of Students
Animal Science	4
Biotechnology	2
Clinical Nutrition	2
Environmental Toxicology	1
Global Disease Biology	1
Human Development	2
Managerial Economics	4
Plant Sciences	2
Sustainable Agriculture and Food Systems	1
Total:	19

The 2018-19 CA&ES College Medal and Dean's Circle Awardees were as follows:

College Medal and Dean's Circle Awards	
College Medal	Major
Agrawal, Anika	Environmental Toxicology
Dean's Circle Awards	Major
Dumas, Evan	Biotechnology
Munoz, Ariel	Global Disease Biology
Hissey, Erin	Animal Science

Overall Demographic Information for Hess/ Mary Regan Meyer Award's

The **Hess** award recognizes and encourages students to become involved in public/community service activities while in college and aims to help students develop an attitude of wanting to share with others in need. Two students are selected for the award.

The **Mary Regan Meyer** Prize is awarded to two outstanding graduates in the College who best meet the following criteria: Interested to embark on post-baccalaureate graduate or professional level education and has broad intellectual interest as indicated in both course work and activities on-and off-campus.

Invitations were sent out to 361 students with 3.60 to 4.00 GPA. The invited students represented all majors in CA&ES.

In 2019, 83 applications were received. After screening to remove incomplete applications or those that did not meet GPA minimum requirements, 37 applications were reviewed by the full committee.

Applications reviewed for Hess/Meyer	# of Students
Animal Biology	1
Animal Science	4
Atmospheric Science	1
Biotechnology	1
Clinical Nutrition	3
Community and Regional Development	2
Entomology	1
Environmental Toxicology	1
Environmental Horticulture & Urban Forestry	1
Environmental Science & Management	2
Global Disease Biology	2
Human Development	6
International Ag. Development	1
Managerial Economics	4
Nutrition Science	3
Plant Sciences	1
Sustainable Agriculture and Food Systems	2
Sustainable Environmental Design	1
Total:	37

The 2018-19 Hess/Mary Regan Meyer Awardees are as follows:

Hess/Mary Regan Meyer Awards	
The Charles Hess Community Services Award	Major
Castillo, Karina	Clinical Nutrition
Licina, Matthew	Sustainable Agriculture and Food Systems
The Mary Regan Meyer Award	Major
Finney, Nicole	Global Disease Biology
Nguyen, Ngoc Nga Thi (Emily)	Human Development

Overall,

this year we received a record number of applications due to increased marketing strategies such as personalized invitations sent to students identified as possible award recipients; informational flyer shared on multiple platforms; and a newly created website for students to upload their application materials.

Academic Year	College Medal/ Dean's Circle Applications	Hess/ Meyer Award Applications
2016-17	9	15
2016-18	12	21
2016-19	19	37 *
		*83 applications received in 2018-19

Cost Analysis

Award	Plaque	Prize \$ Amount
College Medal	Medal And Plaque	\$2,000
The Charles Hess Community Service Award	Plaque/ Male	\$2,500
	Plaque/Female	\$2,500
The Mary Regan Meyer Award	Plaque/ Awardee 1	\$1,000
	Plaque/Awardee 2	\$1,000
Dean's Circle Awards	Plaque/ Awardee 1	\$1,000
	Plaque/Awardee 2	\$1,000
	Plaque/ Awardee 3	\$1,000
Total \$ amount awarded		\$12,000

Program Limitations and Challenges

The marketing, collection, and review of applications is labor intensive on the administrative side as the email inbox needs to be continuously monitored for inquiries and receipt of application materials. Also, processing and preparing the review packets for the SACA committee members takes about 15-25 hours.

Since the commencement ceremony will look different next year, we need to think about alternative ways of celebrating our college awardees – possibly hosting an Awards Celebration gathering (similar with the Walker Award) or having the awardees recognized during departmental celebrations.

Recommendations for Moving Forward

Due to very large number of CA&ES awards applications received in 2018-19, the SACA committee members will work together to implement a more efficient reviewing process, as this time around reviewing and ranking fifty-six applications was time consuming for each committee member.

World Ag Expo 2019

Prepared by Ruby Bal

"Coming into college with zero experience in agriculture, the World Ag Expo helped me gain a better perspective of the Ag Industry and how large really it is...[I was able] to attend one seminar on the conservation of agriculture which helped me realize my passion for sustainable agriculture. I also loved being able to represent UC Davis in the heart of Central California and meeting alumni as well as potential future Aggies!"

--World Ag Expo Participant, Student Feedback



Overview

World Ag Expo (WAE) is an outdoor agricultural exposition featuring over 1,450 exhibitors and more than 100,000 attendees each year. It is held in early/mid February at the International Agri-Center in Tulare, California. Attendees include prospective students, prospective student families, employers and industry stakeholders, faculty, alumni, and community members.

UC Davis is represented by various entities within the College of Agricultural and Environmental Sciences including faculty, staff, and undergraduate and graduate students.

Student Learning Outcomes

Our participation in World Ag Expo meets the following Student Learning Outcomes [here](#): 1a, 2abc, 3a

Goals

By attending **World Ag Expo**, we provide:

1. Current students the opportunity to engage in interpersonal and networking skills
2. Current and prospective students the opportunity to learn more about the field of agriculture, learn more about opportunities outside of the classroom, and gain exposure to different career options.

Demographics

- 48 prospective student forms were collected
 - Prior to WAE, 360 total prospective students were emailed about CA&ES presence at WAE
 - 188 high school students
 - 158 transfer students
 - 14 undisclosed status
- 250 alumni email invitation interactions, 80 alumni interactions total during WAE, 40 alumni attended Alumni Reception
- 15-20 new employer contacts gained by Internship and Career Center
- Social Media Interactions:

Facebook		
Post Name/Type	Reach*	Impressions**
"See you at WAE..."	2,765	3,768
"Celebrating with UC Davis alum..."	1,164	1,513
"Dean Dillard is visiting..."	1,812	1,812
"Dean Dillard and the Aggie..."	876	1,203
Photo Album of WAE Photo Booth	1,794	2,380
Post about WAE Photo Album	1,079	1,422
TOTAL	9,062	12,098

Instagram		
Post Name/Type	Reach*	Impressions**
"See you at WAE..."	1,136	1,804
"Celebrating with UC Davis alum..."	886	1,346
"Dean Dillard is visiting..."	864	1,229
"Dean Dillard and the Aggie..."	783	1,179
TOTAL	3,669	5,558

Twitter		
Post Name/Type	Reach*	Engagement***
"See you at WAE..."	1,746	1
"Celebrating with UC Davis alum..."	927	11
"Dean Dillard is visiting..."	487	6
"Dean Dillard and the Aggie..."	543	10
Reply to tweet from @KernFARMS & @MaryCLBL	72	36
TOTAL	3,775	64

LinkedIn		
Post Name/Type	Impressions**	Engagement***
"See you at WAE..."	337	4%
TOTAL	337	4%

*Reach is the number of people who had your post enter their screen

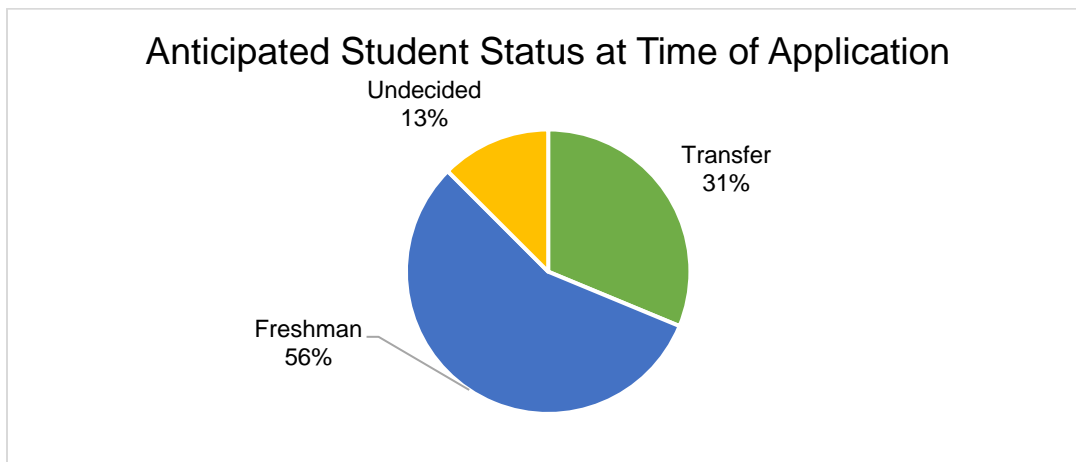
**Impressions is the number of times your post entered a person's screen

***Engagement is the total number of times a user has engaged with a tweet (e.g. retweets, clicks, likes, and more.)

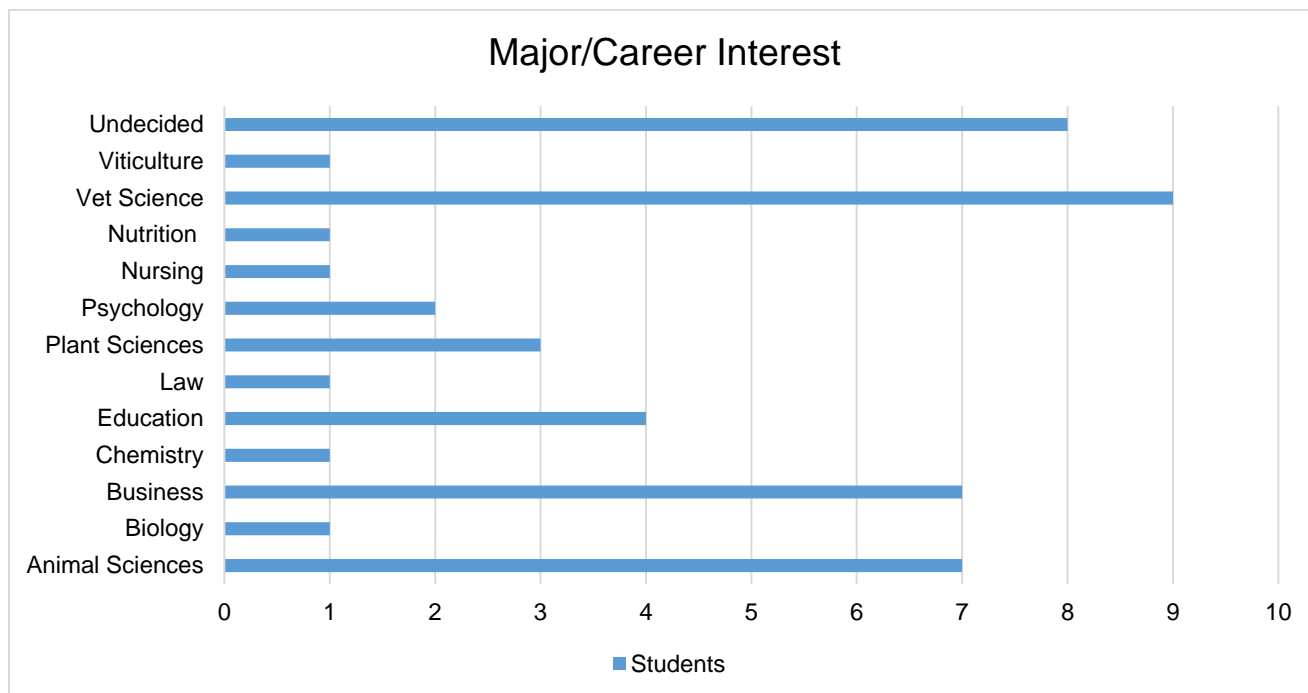
- Publications and swag handed out
 - 830 Pens
 - 790 Cow bells
 - 780 Lanyards
 - 642 Water bottles
 - 569 Pennants
 - 500 Carabineers
 - 500 Hats
 - 419 Pencils
 - 400 Tattoos
 - 374 Majors brochures
 - 316 UAP brochures
 - 300 Gunrock admissions cards
 - 125 Freshman admissions view books
 - 119 Alumni pins
 - 81 Alumni ribbons
 - 81 CA&ES stickers
 - 74 Teacher bags
 - 28 Outlook magazines
 - 16 Graduate programs handout
- CA&ES booth attendance
 - 26 Aggie Ambassadors across various majors
 - 2 Administrators
 - 2 Faculty from Animal Science department
 - 9 Staff across CA&ES departments

Prospective Student Data

During WAE we interacted with hundreds of prospective students; 48 of these students filled out an interest form requesting more information about CA&ES majors. The majority of these students anticipated enrolling as Freshmen.



These students had a range of major/career interests with the most frequently expressed interests being Vet Science/Animal Science, Business, and Undecided:



Limitations and Challenges

- It is challenging to recruit current CA&ES students to attend WAE in advance given the time of year and conflicts with academic classes. Most students do not have their Winter quarter solidified until late in Fall Quarter, so we are typically recruiting students during the end of Fall and early Winter.
- It can be difficult to coordinate outreach and leadership training times that work for a majority of students attending WAE due to the timeline of this event and being on a quarter system.
- We currently are not assessing whether our current student participants meet the student learning outcomes identified for WAE.
- We currently are not assessing whether prospective students are learning more about the academic fields of agriculture, experiential learning opportunities outside of the classroom, or different career options that are available to students in CA&ES undergraduate programs.
- This is a “college-wide” engagement event so there are many different goals and populations we are serving within one booth which makes it difficult to have a streamlined and cohesive strategy for the outcomes of the event.

2020 Recommendations

- Incorporate Outreach training into Aggie Ambassador class in the Fall. This lets us rely on a core group of returning Ambassadors who are already trained.
- Create measures of assessment for the outlined student learning outcomes that address what current students and prospective students are getting out of their interaction/experience with WAE.
- Outline college-wide goals so we can approach the three days with more intentionality and have a clear idea of how this event supports our goals.
- Incorporate budget tracking.