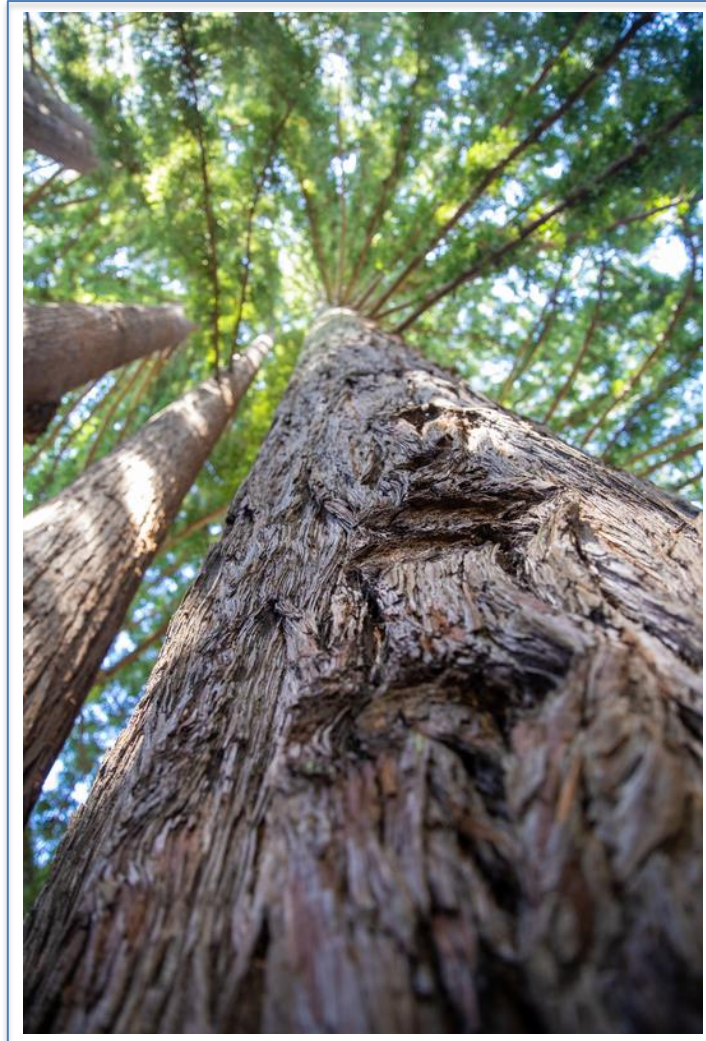


Undergraduate Academic Advising Council University of California, Santa Cruz



Annual Report, 2020-2021

Submitted by Stacey Sketo-Rosener, AVP for Undergraduate Advising
on behalf of the 2020-2021 Undergraduate Academic Advising Council



Office of Campus
Advising Coordination

Division of Undergraduate Education
University of California, Santa Cruz

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Council Membership, 2020-2021

Name	Department, position	Role on Council
Dan Barnhart	Rachel Carson College Academic Advisor	Council of College Advisors and Preceptors representative
Adrienne Bergenfeld	Assistant Director, International Student Services	Division of Global Engagement representative
Denise Booth	Asst. Registrar, Curriculum Management	Registrar's Office representative
Amy Bruinooge	Asst. Dean, Humanities Division	Interim Humanities Advising representative
Annika Duquet	Undergraduate	Student representative
Kyle Eischen	Asst. Dean, Social Sciences Division	Asst. Deans representative, and interim Social Sciences Advising representative
Ben Fisher	Mathematics Undergraduate Advisor	Coalition of Department Advisors representative
Richard Hughey	Vice Provost and Dean of Undergraduate Education	VPDUE
Aaron Jones	Interim Director of EOP	Division of Student Affairs and Success representative
Carl Lamborg	Associate Professor of Ocean Sciences	CEP representative
Veronica Lopez-Duran	Asst. Director for Programs Advising, Campus Advising Coordination	Standing member
Rexton Lynn	Lead Advisor, Physical and Biological Sciences	Standing member
Danielle Mello	Associate Director of Advising, Campus Advising Coordination	Standing member
Matt O'Hara	Stevenson Provost; Professor and Chair of History	Council of Provosts representative
Andrea Peeters	Director of Undergraduate Advising, Baskin School of Engineering	Standing member
Moon Rinaldo	Lead Advisor, Arts Division	Standing member
Dmitrius Rodriguez	Undergraduate	Student representative
Sarah Shane-Vasquez	Lead Academic Preceptor, Kresge College	Council of Academic Preceptors representative
Stacey Sketo-Rosener	AVP for Undergraduate Advising, Campus Advising Coordination	Convenor, Standing member
Fiona Weigant	Education Department Manager	Department Managers representative
Jim Whitehead	Associate Dean for Undergraduate Affairs, Baskin School of Engineering, and Professor of Computational Media	Faculty representative

Council Overview

UCSC's first Undergraduate Academic Advising Council began meeting in fall of 2020. Charged by the Vice Provost and Dean of Undergraduate Education after being recommended in internal and external reviews of undergraduate academic advising, the council includes broad representation across divisions as well as representatives at several levels of the institution. The council met monthly over the course of the 2020-2021 academic year.

This annual report includes an overview of the state of academic advising at UC Santa Cruz, and includes background for the Council's plans for the 2021-2022 academic year:

- To review and revise the [UCSC Academic Advising's Mission, Goals, and Student Learning Outcomes](#),
- To clarify roles and responsibilities within the campus-wide advising community,
- To begin exploration of the [UC Administrative Management Professional's \(AMP\) recommendations](#) and [a recent communication from the Coalition of Department Advisors \(CODA\)](#), and how these issues impact the effectiveness of our work, and
- To continue developing campus-wide training resources, with the goal of releasing a manual for use in the 2022-2023 academic year.

The report also includes rationale for the council's recommendations:

- That the campus ensure adequate support for the development, maintenance, and training associated with central technology resources, including degree audit, transfer credit articulation and posting, student communication functionality, and academic planning.
- That campus-wide technology that affects the student experience (such as MyUCSC, EAB Navigate/ Slug Success, and any degree audit or academic planning platforms that may be acquired) be developed and implemented in a coordinated way with each other, instead of as entirely separate initiatives.
- That all academic advising offices work with divisional and department/ college staff to assess both the accessibility and effectiveness of the advising modalities they offer as they return from completely remote work in 2021-2022, and
- That the Registrar's Office and Office of Campus Advising Coordination continue work in consolidating publications to provide a one-stop resource for information about academic programs and planning for students, and that their work be supported in whatever way is possible.

More information about each of these recommendations is included at the end of this report, beginning on page 13.

Council Charge

The Undergraduate Academic Advising Council improves academic advising at UC Santa Cruz to support a positive student experience, improved retention and graduation, and the elimination of achievement gaps. The Council shall report annually to the advising community and campus leaders. Overarching goals for the Council include:

- Establishing and promoting a common definition, vision, and expectations of what academic advising is, and the roles advisors should play in supporting student achievement
- Addressing barriers to effective academic advising and student academic progress
- Coordinating among academic advising offices, systems, and student support services
- Advancing academic advising as a profession that directly contributes to the university's teaching and learning mission through a culture of continuous improvement and data-based decision-making

The council’s overarching goals are to provide vision, develop shared values and priorities, and support continuous improvement within academic advising, so that students are supported to succeed. Much of its inaugural year was spent learning about academic advising’s mission, important initiatives, strengths, and challenges facing advising on our campus. Four subcommittees, composed of both Council members and others who provided relevant expertise, were established to provide opportunities for more focused efforts.

Council Subcommittees

Training and development

- Identify and implement ways to ensure consistent onboarding, training, and development for college and program advisors
- Identify ways to ensure that others whose work closely aligns with academic advising are trained in appropriate areas
- Develop a comprehensive “handbook” or other resource for academic advisors to promote consistent understanding of programs, policy, and procedures

Operations, procedures, and technology

- After evaluation and consultation as needed with stakeholders and key campus leaders, institute revisions to advising operations and processes that add value, address compliance, and create efficiencies
- Prioritize areas of focus based on potential impact on students, advisors, and potential to improve retention and graduation rates
- Escalate those issues beyond the subcommittee’s scope to the larger Council, which may escalate to appropriate individuals and/ or bodies

Roles and responsibilities

- Map the student advising experience as they enter, move through, and graduate from UCSC, and clarify roles and responsibilities for college and major advising, student success and support staff, and other relevant offices at each touch point of the student experience
- Consider the current deployment of advising professionals to support the optimal student experience

Assessment

- Establish an assessment plan for academic advising at UC Santa Cruz, focused not just on student satisfaction but on the attainment of student learning outcomes
- Promote the assessment of advising effectiveness at the campus, unit, and individual practitioner level

Subcommittee membership is listed in the appendix.

The State of Advising at UC Santa Cruz

UCSC's decentralized undergraduate academic advising system has two primary functional areas at its core: College Advising, which focuses on transition to the university and support for "academic career based" success requirements (including general education, choosing and preparing for a major, probationary supervision, and time-to-degree requirements), and Major / Minor Advising, which focuses on support for "academic program based" success requirements (including major qualification, major and minor requirements, connection to faculty, and engagement opportunities within the discipline). Our campus' 41 college and major / minor advising offices work collaboratively with many student support offices (such as EOP, STARS, International Student Services) and campus infrastructure (including Admissions, Office of the Registrar, Financial Aid and Scholarships, etc.). Several years ago, the Office of Campus Advising Coordination was established within the Division of Undergraduate Education to provide coordination, leadership, and support.

New and continuing efforts, achievements, and challenges

The 2020-2021 academic year saw efforts to improve online processes as well as a coordinated effort within the academic advising community to improve the way in which we support students in choosing, qualifying for, and declaring a major in which they will succeed. A year of remote teaching, learning, and advising magnified the technological difficulties that advisors have struggled with for many years, and although several improvements were made, there is much left to be done. Although several of the developments mentioned in this section are related to technology and process improvement, it is important to note that transactional processes are not at the heart of academic advising. These challenges are important to address, however, because only when we can decrease the amount of time our advisors are spending on transactional work can they focus on the developmental and transformational work that will allow academic advising to positively contribute to campus retention and graduation goals.

Online process improvements included a shift to Docusign technology to support the request for medical information (for withdrawal purposes) and the change of college process. In addition to Docusign, the campus acquired a new platform that allows for building forms and procedures into MyUCSC called "GT Eforms." The functionality has potential for improving the student experience with the many advising procedures they are currently pursuing over email and with fillable PDFs, but has been difficult to implement for several reasons, including routing through the many-to-many relationship of college and major/ minor advising offices. Efforts are underway, supported by staff at ITS, to use this new technology for several advising related processes including the declaration of major process.

As an interim measure until the campus improves resources for students' academic planning, a [universal academic planning form](#) using Google sheets and drive was implemented across all 31 major/ minor advising offices to provide shared access between the student and their advisors to support graduation planning. Following this effort, the process for students to request an extension beyond four years was tied to the academic planning process and standardized across all colleges, supported by a quarter-count calculator developed by several advising staff. [Utilization of the EAB Navigate \(Slug Success\) system](#) by advising offices has increased, but has not yet reached full adoption as recommended by recent advising reviews.

Staff from the Office of Campus Advising Coordination led a team of advisors to adopt new processes to implement [CEP's 2019 policy on major declaration and deadlines](#), which was intended to improve the timeliness of students' major declaration and decrease the number of students who are undeclared past their deadline ([according to our internal dashboards](#), students undeclared in the first quarter of their junior year graduate at lower rates than those who declare on time). The implementation of this policy increased workload for several advising offices that are already short-staffed; however, these efforts and the related advising processes that were paired with the policy resulted in a 27% decrease in enrollment holds placed due to undeclared status in spring 2021, as compared with spring of 2020. Several follow-up efforts will be undertaken in the coming year to continue improving students' ability to declare a major in which they will succeed.

Lead Advising Positions

Rexton Lynn

Lead Advisor, Physical and Biological Sciences

Andrea Peeters,

Director of Undergraduate Advising, Engineering

Moon Rinaldo

Lead Advisor, Arts

Molly Segale

Lead Advisor, Social Sciences

A central recommendation of the [2018 Advising Task Force report](#), later supported by an [external NACADA review](#), was the development of "lead advisor" positions in each of the five academic disciplinary divisions. Partial funding was provided in 2019 for these positions, designed to improve coordination and training for advisors in order to improve consistency in the advising process for students. Three divisions (Baskin School of Engineering, Physical and Biological Sciences, and Arts) have fully implemented these positions; one (Social Sciences) has just filled this position following the retirement of the previous incumbent, and one (Humanities) is still pending. The partial funding model made full implementation of these important positions a challenge, and we are getting closer to full implementation. The central position related to these divisionally located positions (Assistant Director for Programs Advising within the Office of Campus Advising Coordination) has been staffed for two years and has made great improvements in campus-wide communication and coordination of advising efforts.

The 2020-2021 academic year saw the [fourth cohort of academic advisors](#) completing UCSC's advising certificate program: [Advising the Students of Today](#). With the recently completed program, more than half of the college and major/ minor advisors have completed the program. Recent conversations with EOP and the HSI Initiatives team will result in the incorporation of their recent e-course on understanding microaggressions, formerly known as the Multicultural Advising Conference, as part of one module in the program.

New and continuing challenges to the effectiveness of academic advising on our campus include our ongoing challenges with technology, a distributed instead of strategic and centralized approach to advisor training, and our distributed online presence which results in a lack of clear definitive information about policies, procedures, and resources for students and for

advisors. Each of these are addressed in the “next steps and recommendations” section at the end of this document.

Reflections on a year of remote advising; thoughts on returning to in-person

A year and a half of remote advising during the pandemic has been an enormous challenge for the advising community, and has also resulted in some improvements. Prior to our quick move to remote advising in March of 2020, many of our advising offices had only provided in-person advising and student programming events. The advising community quickly learned how to advise over Zoom, sharing information and expertise with each other about how to best utilize waiting rooms and screen shares to reach advising goals. Rachel Carson College began utilizing Zoom to provide “success team advising,” inviting additional success resources to advising appointments as needed (for example, a financial aid advisor might join an advising session to share relevant information needed for a student to make academic decisions); the MCD Biology Office led the way in creating a Canvas advising course to orient their incoming transfer students remotely; and Kresge College [implemented a flipped advising model](#) for their meetings with students who were below good academic standing. These are just a few examples of the way our advisors identified new ways to serve students.

The total number of academic advising appointments logged in our EAB Navigate (Slug Success) system [decreased during 2020-2021 from the previous academic year](#).¹ However, anecdotal information indicates that advising offices saw an enormous increase in email traffic as well as an increase in drop-in Zoom advising (which is less likely to be captured in Slug Success). Several offices also made use of gchat and group platforms such as Discord, and communicated basic information with students through the new universal Academic Planning Form.

The advising community also saw increased participation in group advising presentations and workshops, including presentations by the Office of Campus Advising Coordination’s [team of Academic Success Coaches](#), who provided over 30 remote presentations/ programs per quarter in 2020-2021 on topics such as time management, overcoming procrastination, and apply to graduation workshops. The colleges offered colleges-wide “sophomore-readiness” workshops in May to engage the 2020 entering class in planning for fall 2021 and beyond, recognizing that this class may face particular challenges in the fall.

We are grateful to campus leadership for the approval of the Office of Campus Advising Coordination’s application for CARES Act and CRRSAA funding to support hiring peer advisors in college and major advising offices. Through this funding, 20 different offices received funding to hire a total of 44 peer advisors. Peer advisors can be effective supplements to advising programs staffed by professional advisors, and have provided important additional support for our undergraduates during the time of remote instruction.

As the campus solidifies its plans for a return to in-person teaching, learning, and working, the advising community has learned much in 2020-2021 that can be leveraged in considering the

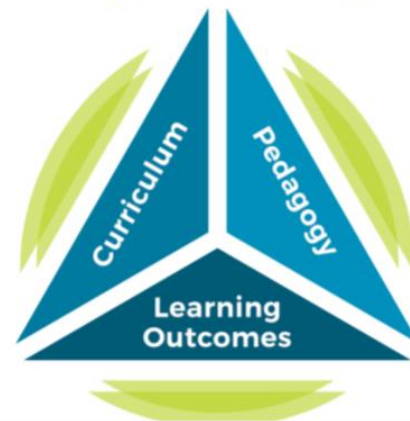
¹ All colleges utilize EAB Navigate/ Slug Success for advising appointments and notes, while this is not the case for major/ minor advising. So, while we cannot report definitively on these numbers, the attached data does seem to indicate a decrease in appointments from 2019-2020.

future state of academic advising at UC Santa Cruz. Students will very likely continue to expect remote as well as in-person advising, and it will be important to ensure that we are offering adequate opportunities for students to engage in both. Colleges Advising recently adopted a set of [standards and principles guiding the return to in-person advising](#), one element of which is to assess the effectiveness and accessibility of academic advising offered through remote and in-person modalities. The Advising Council suggests that all academic divisions work with department managers and advisors to assess both the accessibility and effectiveness of the advising modalities they are offering. The colleges are working on developing a post-appointment “chaser survey” designed to collect information about both student satisfaction and assessment of learning outcomes, as well as the effectiveness of service delivery in terms of in-person and remote advising interactions. To support advising offices in a successful return to campus that leverages what we learned during remote advising, several council members have developed a document to share best pilot practices.

Council Actions in 2020-2021

Gathering a broad, representative group of staff, faculty, and students to focus on improvement of academic advising required that we first ensure that when we talk about “academic advising” we are talking about the same thing. As a field that has developed and become increasingly professionalized over the last 40 years, academic advising is often misunderstood to be a function of simply informing students of their graduation requirements and helping them develop their course schedules. Over the last 15 years, UCSC’s academic advising community has increasingly embraced the [Concept of Academic Advising developed by NACADA: the Global Community for Academic Advising](#). Embracing such a concept supports academic advising’s role as a teaching and learning activity, consistent with UCSC’s educational mission and student success goals. The Council began the year by learning about the Concept of Academic Advising, UCSC academic advising’s [mission, goals, and student learning objectives](#), as well as the current configuration of academic advising functions on our campus.

Advising as
a teaching and learning activity



NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx>

Several intensive reviews of advising at UCSC have been completed over the last few years, including the 2018 Advising Task Force, a 2019 external review of advising within the Division of Undergraduate Education by NACADA, and a Workgroup to review Colleges Advising. Dozens of recommendations were made through these reviews, many of which were consistent across the different reviews. Members of the council were clear from the beginning that our goal was not to do another comprehensive review to come up with similar recommendations, but instead to make progress on recommendations that had already been made. The council did, however, take time to learn about the environment in which advising takes place on our campus, and toward that end heard from several partners. Presentations to the council this year included:

- Registrar’s Office: Desired improvements to the Academic Advisement Report
- Major Declaration Work Group: Efforts to implement CEP’s 2019 Policy on Major Declaration and Deadlines, and recommendations for future actions
- Consolidating Publications Group: Efforts to consolidate the General Catalog, Navigator, Advising Website, Registrar’s Website, and Schedule of Classes into an easy-to-navigate student facing “Academic Guide”
- EOP Director: Report on the Hidden Curriculum in higher education and at UCSC
- Associate Director of Advising: Proposal to develop a mandatory first year advising program at UCSC

Besides these formal presentations, we received valuable recommendations from AMP to focus our efforts on exploring issues including student:advisor ratios, workload, and advisor compensation.

Several efforts were launched and will be continued in the next year by our [subcommittees](#).

The Training and Development subcommittee, led by Kresge College Lead Academic Preceptor Sarah Shane-Vasquez, aims to develop campus-wide training resources for onboarding college and major/ minor advisors to improve the consistency of information provided to students. Over the last several years, a robust set of colleges-wide training resources have been developed, but such efforts have not been possible in major/ minor advising until recently. The training and development subcommittee has been centralizing and updating business process guides that will be made available to all academic advisors (both college and major/minor) and that will ultimately be developed into a campus-wide handbook. This handbook will coordinate with student-facing consolidated publications that are being developed by staff in the Office of Campus Advising Coordination and the Registrar's Office. To this point, they have completed 13 business process guides, with more in development.

In addition, they refined work that had already been done on 3 online training videos, and have begun working on completing scripts and slides for 3 additional modules. While the business process guides mentioned above focus on the "nuts and bolts" of policy and procedure related to advising (such as how to process a student withdrawal or how to determine whether a student can use a course toward the requirements of two majors), the videos focus on concepts such as developmental advising approaches and effective communication skills, and were originally developed to onboard new advisors consistently even when time was limited for in-person training. Like the business process guides, they will be incorporated into a campus-wide training resource. Once the training resource is completed, the council will recommend that this training be mandatory for all new academic advisors, and that it be supplemented by any unit-specific training as necessary.

As noted above and as expressed in all of the recent advising reviews done on our campus, procedures and technology are enormous challenges, and the workload associated with those challenges keep our advising staff focused on transactional advising instead of the transformational advising which could have an impact on our campus retention and graduation goals. The report provided by our 2019 external NACADA reviewers included that, "It is evident that UCSC does not have a reliable Degree Audit system for advisors or students to monitor degree progress for all graduation requirements. It was also clear that nothing is available to allow students to monitor both college and major graduation requirements. It is nearly unheard of in 2019 that any institution would be relying on manual processes for monitoring degree progress." One of their recommendations was, "UCSC needs to improve technology resources to support an effective academic advising program. Doing so will allow advisors to have more time to have meaningful conversations with students."

The Operations, Procedures, and Technology Subcommittee, co-led by Physical and Biological Sciences Lead Advisor Rexton Lynn and Rachel Carson College Academic Advisor Dan Barnhart, took stock this year of the many efforts currently underway to have positive impact on our students, and participated in several efforts including the recent degree-audit health check done by an outside consultant, meetings with ITS to identify improvements to the AAR, and campus efforts to identify solutions to the challenges our campus faces in supporting transfer student enrollment due to transfer credit articulation and posting. Their recommendations for areas of improvement in the near future are included in the "next steps and recommendations" section, and include improvements to the AAR (degree audit), transfer credit, increasing

development and implementation of forms processing (GTEforms) through AIS, and alignment of campus development goals related to AIS and EAB Navigate (Slug Success).

Our assessment subcommittee, led by Assistant Director for Programs Advising Verónica López-Durán, has focused its efforts this year on both learning concepts related to assessing the effectiveness of academic advising and on assessing the outcomes of the major declaration working group's efforts. Two members of the subcommittee were funded by the Office of Campus Advising Coordination to attend ACPA's Student Affairs Assessment Institute, and they will identify ways in the coming academic year to share what they learned. [A presentation](#) was shared at this year's annual [UCSC Advising Forum](#) sharing results of the evaluation of the major declaration working group's efforts.

Our roles and responsibilities subcommittee began meeting later in the year, and will pursue specific actions in 2021-2022, as detailed in the "next steps and recommendations" section.

Besides the work that was done by the Advising Council, several ad hoc and formal committees within the advising community completed very important work this year. Although it would be impossible to identify all of them, we have listed several of these groups in the appendix. The Council is grateful to the many advising staff who have worked to make impactful and positive changes to the student experience in the last year - and acknowledges that such changes are difficult given our financial constraints and challenges related to staff capacity. The Council notes that any investment in academic advising represents an investment in long term efforts to meet key campus and UC wide goals.

Advising Council Next Steps and Recommendations

Several actions are planned for 2021–22 through advising offices and the Office of Campus Advising Coordination, including the building of the major declaration process into AIS utilizing GT Eforms, a pilot first year advising program, and a review and possible revision of the [Advising Clusters](#) to better support students who enter the university undecided on a major. In addition to these efforts, which the council supports, the council will be focusing on the following issues in the coming year:

1. The council plans to review and revise the [UCSC Academic Advising's Mission, Goals, and Student Learning Outcomes](#). These guiding statements were developed several years ago with broad input from the advising community. It is important to regularly assess the mission, goals, and SLOs and update them as needed to ensure they are effective and are serving students well.
2. The council will work to clarify roles and responsibilities within the campus-wide advising community. The roles and responsibilities subcommittee will be taking the lead on this work, which will include understanding the work of advisors in relation to the advising mission, the student learning outcomes, and to other work like enrollment, scheduling, and data entry. Mapping the student advising experience and clarifying “who does what” among college and major advising, Campus Advising Coordination, central offices like Admissions and Registrar’s, and student success offices may lead to fewer instances of duplication of efforts and ensure that we are able to provide transformational (and not just transactional) academic advising for more of our students. This roles clarification work will include a review of the role of peer advisors.
3. Guided by the work in #1 and #2 above and responding to [AMP's recommendations](#) and [a recent communication from CODA](#), the council plans to explore how our advising structures, staffing levels and advisor retention challenges, and student to advisor ratios impact the effectiveness of our work in relation to our mission. This will likely require an effort of more than one year.
4. The council and the Office of Campus Advising Coordination will continue developing campus-wide training resources, with the goal of releasing a manual for use in the 2022-2023 academic year.

In addition to the work above, the council believes the following are important issues that affect the ability of academic advising offices to provide the type of developmental and transformational advising that is tied to student persistence and timely graduation. We offer the following recommendations, which are beyond the purview of the council:

1. The council recommends the campus ensure adequate support for the development and continuous maintenance as well as training associated with central technology resources, including degree audit, transfer credit articulation and posting, student communication functionality, and academic planning. Ensuring that all students can easily access and understand their degree requirements is key to supporting their academic progress and to moving advising from transactional to transformational work. This and the following recommendation are consistent with [several priorities communicated to campus leadership over the last several years](#) by UCSC’s Administrative Management Professionals (AMP). Two specific examples are priority number 2 in the [2019](#) and [2020](#) AMP memos referring to Increased Collaboration Around New Online Campus Systems and Communication, respectively.

2. The council recommends that campus-wide technology that affects the student experience (such as MyUCSC, EAB Navigate/ Slug Success, and any degree audit or academic planning platforms that may be acquired) be developed and implemented in a coordinated way with each other, instead of as entirely separate initiatives. An uncoordinated approach to the systems that students use to evaluate their progress to degree will not serve students well.
3. The council recommends that all academic advising offices work with divisional and department or college staff to assess both the accessibility and effectiveness of the advising modalities they are offering as they return from completely remote work in the 2021-2022 academic year. Centering the student experience means paying attention to advising modalities both within and across advising offices in order to ensure that our approach is coordinated and effective.
4. The council recommends that the Registrar's Office and Office of Campus Advising Coordination continue work in consolidating publications to provide a one-stop resource for information about academic programs and planning for students. We recommend this work be supported in whatever way is possible to ensure they can complete this important effort and maintain and update this resource on an ongoing basis.

The UCSC Undergraduate Academic Advising Council appreciates the increased attention to advising and student success by campus leadership, and applauds the many creative and committed professional advisors on our campus. We welcome thoughts and suggestions from campus partners, which may be shared by contacting Assistant Vice Provost for Undergraduate Advising Stacey Sketo-Rosener at ssketo@ucsc.edu or 831-459-2206.

Appendix: Efforts within the advising community that produced improvements indicated in this report:

Development of Universal Academic Planning Form:

Veronica Lopez-Duran, Office of Campus Advising Coordination
 Juan Morales-Rocha, Art and Design: Games and Playable Media
 Moon Rinaldo, Theater Arts Department and Lead Advisor, Arts Division
 Tony Soottinanchai, Office of Campus Advising Coordination
 Gwyn Vandevere, Linguistics Department
 Carrie Walker, Psychology Department

Major Declaration Implementation Working Group:

Brenna Candelaria, MCD Biology
 Cassie Isaacson, Merrill College
 Verónica López-Durán, Office of Campus Advising Coordination
 Rexton Lynn, Chemistry Department and Lead Advisor, Physical and Biological Sciences
 Sean Malone, Office of Campus Advising Coordination
 Juan Morales-Rocha, Art and Design: Games and Playable Media
 Andrea Peeters, Baskin School of Engineering
 Stacey Sketo-Rosener, Office of Campus Advising Coordination
 Monique Vairo, Baskin School of Engineering
 Holly Williams, Colleges Nine and Ten

Revised process to request an extension of enrollment, including quarter-count calculator:

Danielle Mello, Office of Campus Advising Coordination
 Danny Rodriguez, Oakes College
 Winnie Tang, Crown and Merrill Colleges

Council Subcommittees:

Training and Development subcommittee:

Sarah Shane Vasquez, Kresge College (Subcommittee Lead)
 Erica Bellis,* Office of Campus Advising Coordination
 Alejandra Guzman Llamas*, Merrill College
 Marla Hesselink,* Chemistry Department
 Danielle Mello, Office of Campus Advising Coordination
 Moon Rinaldo, Arts Division
 Audrey Vosseler,* History of Art and Visual Culture Department
**Subcommittee members, not on the advising council*

Operations, Procedures, and Technology subcommittee:

Dan Barnhart, Rachel Carson College (Subcommittee Co-Lead)
 Rexton Lynn, Physical and Biological Sciences (Subcommittee Co-Lead)
 Denise Booth, Registrar's Office
 Ben Fisher, Mathematics Department
 Tony Soottinanchai,* Office of Campus Advising Coordination

Jim Whitehead, Baskin School of Engineering

**Subcommittee members, not on the advising council*

Roles and Responsibilities subcommittee:

Stacey Sketo-Rosener, Office of Campus Advising Coordination (Subcommittee Lead)

Adrienne Bergenfeld, International Student Services

Kristyn Crouse,* Film and Digital Media Department

Carrie Häber,* Physical and Biological Sciences Division

Aaron Jones, Educational Opportunities Program

Verónica López-Durán, Office of Campus Advising Coordination

Ursula Oberg,* Latin American and Latino Studies Department

Lauren Reed,* Rachel Carson College

Fiona Weigant, Education Department

**Subcommittee members, not on the advising council*

Assessment subcommittee:

Verónica López-Durán, Office of Campus Advising Coordination (Subcommittee Lead)

Brenna Candelaria,* MCD Biology Department

Aaron Jones, Educational Opportunity Programs

Carl Lamborg, Ocean Sciences, Committee on Educational Policy

Teresa McCaffrey,* Educational Partnership Center

Andrea Peeters, Baskin School of Engineering

Dmitrius Rodriguez, Undergraduate Student Representative

Stacey Sketo-Rosener, Office of Campus Advising Coordination

Holly Williams,* Colleges Nine and Ten

**Subcommittee members, not on the advising council*

Information about the good work of several others in and beyond the advising community can be found on the [2021 UCSC Advising Forum page](#), including presentations from our [Innovations and Initiatives Showcase](#) and recipients of the [2021 Advising Community Recognitions](#).