2022 - 2023

ANNUAL REPORT

UNDERGRADUATE ACADEMIC ADVISING COUNCIL

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Submitted by Stacey Sketo-Rosener, AVP for Undergraduate Advising
on behalf of the 2022-2023 Undergraduate Academic Advising Council

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OVERVIEW OF THE COUNCIL

UCSC's Undergraduate Academic Advising Council is charged by the Vice Provost and Dean of Undergraduate Education and Global Engagement as follows:

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-influenced 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. Four subcommittees of the Council, composed of both Council members and others who provide relevant expertise, provide opportunities for more focused efforts.

The council met monthly over the course of the 2022-2023 academic year. This annual report includes an overview of progress, improvements, and challenges related to academic advising at UC Santa Cruz, and describes the Council's plans and recommendations for the 2023-24 academic year.

A great strength of our advising system at UC Santa Cruz is in the many advising professionals who approach their work with a genuine desire to partner with students to identify and pursue their own paths to graduation. The academic advising community is filled with collaborative and hard-working professionals committed to the success of their students, and who are strong advocates of continuous improvement on our campus. New and continuing challenges within, or related to, academic advising are many.

This year's council has focused on those that might have the greatest impact on our ability to move to a transformational advising experience for students, and away from an academic advising experience primarily defined by transactions such as enrollment, checking requirements, or reviewing forms. Some of the solutions to these challenges are underway, and we appreciate the attention of campus leadership to these issues.

THE COUNCIL INCLUDES BROAD REPRESENTATION ACROSS DIVISIONS AS WELL AS REPRESENTATIVES AT SEVERAL LEVELS OF THE INSTITUTION. THE 2022-2023 ADVISING COUNCIL INCLUDED THE FOLLOWING INDIVIDUALS:

- Sue Carter, Rachel Carson College Provost; Associate Professor of Physics, representative of the Council of Provosts
- Kyle Eischen, Asst. Dean, Division of Social Sciences, representative for Asst. Deans
- May Gapusan (spring), Undergraduate Representative
- Alma Heckman (fall), Associate Professor of History and Acting Jewish Studies Undergraduate Program Director, representative for the Committee on Educational Policy
- Xavier Hilton, Cowell College Academic Advisor and representative for the Council of College Advisors and Preceptors/ Colleges Advising
- Richard Hughey, Vice Provost and Dean of Undergraduate Education
- Ken Kletzer (winter and spring), Professor of Economics, representative for the Committee on Educational Policy
- Shauntay Larkins, Director of Student Achievement, representing Humanities advising
- Verónica López-Durán, Assistant Director for Programs Advising, Office of Campus Advising Coordination
- Rexton Lynn, Lead Advisor, representing Physical and Biological Sciences advising
- Danielle Mello, Associate Director of Advising, Office of Campus Advising Coordination
- Chris Paradies, Degree Audit Project Manager
- Andi Peeters, Baskin Engineering Director of Advising, representing Baskin Engineering advising
- Moon Rinaldo, Lead Advisor, representing Arts Division advising
- Molly Segale, Lead Advisor, representing Social Sciences advising
- Sarah Shane-Vasquez, Lead Academic Preceptor, Kresge and Porter Colleges, representing the Council of Academic Preceptors / Colleges Advising
- Stacey Sketo-Rosener, AVP for Undergraduate Advising (convenor)
- Lisa Swaim, Director of Global Programming, representative of the Division of Global Engagement
- Winnie Tang, Assistant Director for Strategic Advising Initiatives, Office of Campus Advising Coordination
- Phyllis Treige, Chief Experience Officer, ITS
- Fiona Weigant, Writing Program Manager and representative for Department Managers
- Emily White, Executive Director, Career Success and representative for the Division of Student Affairs and Success
- Ebonée Williams, Assoc. Vice Chancellor for Student Success and Equity, representative of the Division of Student Affairs and Success
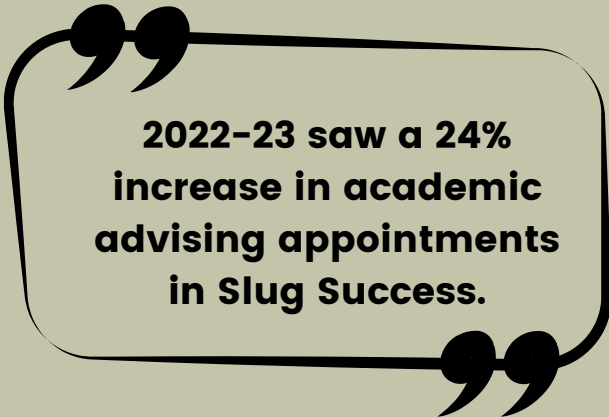
The 2022-23 Council included four subcommittees:
- Training and Development
- Assessment
- Roles and Responsibilities
- First year Advising

We appreciate the many staff who served on Advising Council subcommittees this year.

ACADEMIC ADVISING AT UCSC

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).

> **2022–23 saw a 24% increase in academic advising appointments in Slug Success.**

Our campus currently includes nine college [1] and 33 major / minor advising offices, ultimately reporting up through six divisions. The academic advisors in these offices work collaboratively with many student support offices (such as Career Success, EOP, STARS, Global Learning, and International Student Services) and campus infrastructure (including Admissions, Office of the Registrar, and Financial Aid and Scholarships). Several years ago, the Office of Campus Advising Coordination was established within the Division of Undergraduate Education to provide leadership, coordination, and support.

Over the course of the 2022-23 academic year, 47,482 academic advising student appointments, an increase of 24% over last year's 38,243, were scheduled and/or reported on through the Slug Success system, UCSC's campus-level system for appointment scheduling and advising notes. This increase may in part be due to increased use of Slug Success for reporting academic advising appointments. Most commonly reported "reasons" for advising appointments in the last year were "Academic planning/ guidance" (15,833 appointments); "Enrollment" (5,782 appointments); "Forms/petitions/appeals" (4,823 appointments); "Graduation/ progress check" (4,235 appointments); and "Academic difficulty" or "Academic standing" (4,102 appointments). These align with the most common appointment reasons in 2021-22.

As the MyUCSC degree progress report is improved and fully functioning (expected in the coming year), we hope to see the number of appointments focused on graduation requirements decrease. We are happy that, once again, the top reason for students to see an advisor aligns more with a developmental approach than a strictly transactional approach. Several of the top reasons for students meeting with an advisor are still focused on transactions (enrollment, forms); however, we know that those appointments may also include elements of developmental or transformational advising, even if the appointment was necessitated by the need for a transaction. Our hope is that as the use of the form and workflow capability of MyUCSC/AIS (GT eForms and other tools automating business processes) expands within advising, academic advisors' ability to focus on transformational instead of transactional advising will also increase.

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[1] Although there are ten colleges, College Nine and John R. Lewis Colleges share an advising office that serves the students of both colleges. The remaining pairs have two locations overseen by a single Lead Academic Preceptor, discussed in the Staffing/Human Resources section of this report.

ACTIVITIES AND ACHIEVEMENTS IN 2022-23

The Council's focus in 2022-23 included several longer-term efforts to transform academic advising on our campus from a largely transactional activity focused on tasks such as checking requirements and enrollment support to a transformational activity aligned with the educational mission of UC Santa Cruz. Advising as a teaching and learning activity, instead of a prescriptive or transactional advising approach, can best support our undergraduates as well as the campus's goals of increased retention and graduation. Students' experiences and needs have changed over the course of the pandemic, and our advising approaches must respond to those changes.

The Council heard several presentations from campus partners and had several internal discussions this year, including:

- A presentation by Institutional Research and Policy Studies(IRAPS) showing a new dashboard that will allow us to view and analyze UC Undergraduate Engagement Survey (UCUES) responses related to advising;
- A review and discussion of the Boyer Commission's updated report that was released in fall 2022: The Equity- Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities;
- A report on the campus-level technologies that support advisors' ability to do their work, including the work of the Degree Audit Improvement Initiative and new functionalities being deployed through EAB Navigate (Slug Success);
- Discussion of students below good standing and how they are supported at UCSC, including a presentation about CSU Fullerton's new approach using identity-safe messaging;
- Development of consultation plans for the revision of UCSC's Student Learning Outcomes for academic advising, following the revision of our mission in 2022;
- A discussion of first year advising and its relationship to timely major declaration;
- A review and discussion of student to advisor ratios at UC Santa Cruz; and
- A report about the forthcoming "one-stop" website for undergraduate academic information at UCSC, that's being developed through a collaboration between the Office Of Campus Advising Coordination, the Office of the Registrar, and ITS: UCSC's Academic Guide.

Recognizing that the quality of academic advising for our undergraduates is affected by several factors, we offer perspectives on the following topics that were areas of focus in the 2022-23 academic year:

- Staffing/ Human Resources
- Measuring our Effectiveness
- Improvement of Tools and Resources for Students and Advisors
- Initiatives to Support Student Success

STAFFING/ HUMAN RESOURCES

Our students' ability to benefit from academic advising relies on advisors' being accessible, coordinated, and well trained. Organizational structure and leadership, student to advisor ratios, advisor retention, advisor succession planning, and advisor training and development are all important elements to providing a consistent and high quality advising experience for our students.

ORGANIZATIONAL STRUCTURE AND LEADERSHIP

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. 2022-23 was the first full year in which we saw this model fully staffed. The divisional lead advisor group is regularly convened by the Office of Campus Advising Coordination, and has become an important way to both disseminate information to major advising offices and to escalate concerns from individual advising offices. Along with the central position focused on major advising (Assistant Director for Programs Advising within the Office of Campus Advising Coordination), this model is providing an improved structure to support training as well as communication between major advising, college advising, advising-adjacent support offices, and divisional and campus leadership.

The colleges have now fully adopted the shared preceptor model with a transition to the model for Oakes and Rachel Carson Colleges. This brings 100% of college advising offices to this organizational model, the goal of which is to increase consistency in the student experience by decreasing the number of supervisors and increasing the number of staff who are primarily focused on advising, and by creating a smaller and more nimble leadership team in colleges advising.

Within the Office of Campus Advising Coordination, a new team has been built to support a proactive and data-informed approach to student academic advising initiatives. The new Strategic Advising Initiatives Team is led by an Assistant Director for Strategic Advising Initiatives and Assessment, and has focused on several proactive outreach efforts as well as the development of a degree completion program, currently called Degrees When Due.

ADVISOR RETENTION & STUDENT TO ADVISOR RATIOS

Last year's Council indicated in their annual report that they would discuss and problem-solve around the retention of academic advisors (salary, staffing, etc.), to ensure our students are able to build a longitudinal relationship with an advisor as they progress to graduation. Although it may be too early to tell, we are hopeful that the campus's recent focus on increasing salaries for non-represented employees will make a positive difference in this regard, since to hire and retain experienced advisors will require that they be able to make a living wage and build a life in Santa Cruz County. To significantly improve advisor retention, however, it will be important to focus not just on increasing salaries, but to ensure workloads are manageable so advisors can find satisfaction and a sense of accomplishment in the work they do. Improving advisor retention will only be possible through continued investment in more advising staff and improvements in advising technologies. The measurement of student to advisor ratios is one way to track workload and accessibility of advising for our students.

Understanding that there are particular challenges to accurately identifying and then improving student to advisor ratios on our campus, a special subcommittee of the Advising Council submitted a report detailing their Exploration of Student to Advisor Ratios at UC Santa Cruz. It is clear from the subcommittee's research that we are not the only campus that struggles with how to measure ratios; nonetheless, it is important we identify a campus-wide measurement standard so we can track whether we are making progress.

The updated Boyer report released in 2022, *The Equity- Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities,*[2] recommends that universities aim for a 250:1 student to professional advisor ratio, and the Council's strong recommendation is that we aim to reach this ratio on our campus in the coming years. To support this goal, the Council recommends identifying a common measure for student to advisor ratios at UC Santa Cruz, and that improvement of ratios based on this standard be tracked over time. More information about these recommendations can be found in the special subcommittee report.

Consistent with the special subcommittee report, the Council also recommends exploring organizational change that would lead to greater clarity for both students and advisors, and that would ultimately support student success. We would like to explore establishing a "primary academic advisor" for each undergraduate student on our campus, with the college advisor serving as primary for first year, undeclared, and students transitioning between majors; with the major advisor serving as primary for declared single major or major/minor students; and with one major advisor serving as primary for students declared in double majors. Students could still be referred, and could still approach, secondary advisors with questions, but primary advisors would be the ones responsible for monitoring a student's progress and proactively reaching out to students. This exploration would require an examination of advisor duties in colleges and major advising offices, as well as recently established first year advising efforts in the sciences and engineering, and how all of these efforts would align toward student success. A change like this might ultimately require more resources, but may lead to our efforts having greater impact on student persistence, graduation, and success.

Amy Raedeke, Undergraduate Advisor for the Education Department

Renee Russo, Crown College Academic Advisor

Our 2019 NACADA external review of advising in Undergraduate Education recommended (p. 12) that we create an advisor reward and recognition program, as part of an overall approach to retaining advisors and professionalizing academic advising. Our campus has long supported "advising community recognitions," and this year we awarded the first ever "Outstanding Advisor" and "Outstanding New Advisor" awards on our campus, with criteria consistent with what is required for NACADA's regional and global awards.

Renee Russo, Crown College Academic Advisor, was named "Outstanding New Advisor," and Amy Raedeke, Undergraduate Advisor for the Education Department, was named "Outstanding Advisor." Both will receive a $1000 professional development award that can be utilized to attend a professional conference or other advising-related development opportunity of their choosing.

The pandemic has taken an extreme toll on our students, and their need for support is higher than it has ever been. As the campus focuses on improvement in our graduation rates and on the realization of our 2030 goals, it will be important to continue to invest in our academic advising workforce.

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[2] Boyer Commission (2022) The Equity- Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities, The Boyer 2030 Commission, The Association for Undergraduate Education at Research Universities (UERU)

ADVISOR TRAINING AND DEVELOPMENT

Advisor training continues to be a challenge for our campus. Having academic advisors working in over 40 different offices on campus, with many of those advisors working in single-advisor offices, results in a highly distributed training environment instead of a more strategic approach. The 2019 NACADA review of UE Advising included a recommendation that the campus develop an "Advisor Handbook." While the Council supports this approach, members also recognize that given the complexities of advisor training on our campus it will be important not just to develop a handbook, but a more comprehensive training and development program.

Training and Development Subcommittee
- Chair - Molly Segale
- Chelsea Hamnes
- Marla Hesselink
- Shauntay Larkins
- Thao Mai
- Danielle Mello
- Moon Rinaldo
- Audrey Vosseler

The Council's Training and Development subcommittee worked throughout the 2022-23 academic year to build central, consistent resources for training new academic advisors. Progress in this area included the development of a shared drive, "Advisor Training Resources and Development," which organizes materials as they are developed to round out a complete training and development program. This drive, which has been made available to college and major advisors, lead academic preceptors, divisional lead advisors, and department managers, includes newly developed campus-wide checklists for onboarding and offboarding college and major advisors, along with a nearly complete list of business process documents that will ultimately be included in the training of new college and major advisors. This is the first set of campus-level procedure training documents that have been developed for academic advisors, and will improve consistency in the student experience by supporting the importance of students receiving the same information regardless of the advisor with whom they speak. In the coming year, the Training and Development Subcommittee charge will change, to the development of a multi-year plan to establish an advisor training and development program. The program will include a focus on conceptual and relational training topics as opposed to only informational ones, which will make our training and development focus more consistent with NACADA's core competencies model. The Office of Campus Advising Coordination will continue work on developing new business process documents consistent with the information in this document.

Several development opportunities were made available to academic advisors this year, including the annual All-Hands Informational Meeting, and Pre-Virtual-Advising-Days Info Session sponsored by the Office of Campus Advising Coordination. Quarterly CODA/CCAP meetings this year included presentations and discussions including a training on "Tips for Advocating with and for Trans Students", a presentation about the new "Gender Recognition Lived Name Policy," a training on "Using Virtru and Privacy Regulations," and a report from the University Innovation Alliance about "The Future of Advising." The sixth cohort of undergraduate academic advisors completed UCSC's advising certificate program, "Advising the Students of Today." The Multicultural Advising Conference training, developed as part of the HSI (Hispanic- Serving Institution) Maximizing Achievement Through Preparedness and Advising grant, has been incorporated into the UC Learning Center making it available to all academic advisors, and is now incorporated into the certificate program.

This year also saw the return to an in-person UCSC Advising Forum, which was well attended and provided an opportunity not just for professional development, but for increased networking and community building among advisors.

Several advising and student support offices participated in the <u>Innovations and Initiatives Showcase</u>, which was developed during the pandemic as a remote poster session, and was held in person for the first time this year. Our campus was well represented at state, regional, and national conferences as well, including the <u>2022 NACADA National Conference</u> in Portland, Oregon; the <u>2023 NACADA Region 9 Conference</u> in Las Vegas, Nevada; and the <u>2023 UC Advising Conference</u> hosted by UC Irvine.

MEASURING OUR EFFECTIVENESS

Assessment of academic advising is a growth opportunity on our campus, and we are slowly building expertise in this area. This is of the utmost importance to ensure that our efforts are effective and contributing both to individual students' success, and to meeting campus goals.

ASSESSMENT

In summer 2022, we invited a NACADA consultant and faculty member at the <u>NACADA Assessment Institute</u> to provide training for lead preceptors, divisional lead advisors, and key staff from the Office of Campus Advising Coordination, among others, in the assessment of academic advising. The training was designed in part to build a culture of assessment within the advising community, and provided a strong foundation to begin our revision of student learning outcomes for advising, which are generally considered to be the foundation of meaningful assessment.

Our colleagues in Institutional Research, Assessment, and Policy Studies visited the Advising Council this year to <u>provide an overview of the new dashboards</u> they will be making available to review outcomes of the UCUES survey related to advising. These will be a key resource for the Advising Council and campus community when they are available.

The Assessment Subcommittee of the council is currently working on an assessment plan for a portion of the advising-related learning outcomes for our frosh and transfer orientations. This work is still in progress, and will use both direct and indirect evidence to identify areas of success and those needing improvement.

Assessment Subcommittee
- **Chair - Winnie Tang**
- **Brenna Candelaria**
- **Verónica López-Durán**
- **Carmen Robinson**

STUDENT LEARNING OUTCOMES FOR ACADEMIC ADVISING

Following the successful revision of our <u>campus mission and goals for academic advising</u> in 2022, we began the consultation and revision process for our Student Learning Outcomes (SLOs) for academic advising. The Council sees a revised set of SLOs as an important tool in better defining the work of academic advising at UC Santa Cruz, as well as a tool through which we can more clearly define roles and responsibilities within the academic advising community.

A survey of academic advisors distributed in the Council's first year indicated that the roles of college and major advisors did not have widespread agreement or understanding, even by the people doing the work. This is not surprising given our organizational structure; with supervision of

academic advising offices being highly decentralized across six different divisions, aligning our mission, goals, and SLOs becomes a key element of ensuring that roles and responsibilities are clearly understood, so we can ensure our students benefit from consistent and high quality advising We have begun the revision process of SLOs and anticipate finalizing new SLOs in the fall 2023 quarter, after which our Roles and Responsibilities subcommittee will complete their work "mapping" the student experience to SLOs and to advising offices.

Roles and Responsibilities Subcommittee
- **Co-Chair - Andrea Peeters**
- **Co-Chair - Stacey Sketo-Rosener**
- **Peter Blackman**
- **Carrie Häber**
- **Verónica López-Durán**
- **Lisa Swaim**

IMPROVEMENT OF TOOLS AND RESOURCES FOR STUDENTS AND ADVISORS

Conversations this year surrounding the development and improvement of technological tools and informational resources all led back to a consistent theme: the need for unifying and centralizing tools by ensuring that systems work together and talk with each other. This is important to our students' ability to accurately track their progress and identify resources to support their success, and to our advisors' ability to easily tap into information they need to partner with students as they make important academic decisions.

DEGREE PROGRESS REPORT & TRANSFER ARTICULATION RULES

Last year's Council recommended that the campus, "continue to make technological improvements in undergraduate advising a priority by continuing the work that has been started to improve our degree audit, to improve articulation and posting of transfer credit, and to move more advising processes to GT eForms." The campus has taken very effective steps in this direction through the efforts of the team focused on the degree audit initiative which has made great progress this year, and the related progress in building transfer credit rules through Admissions. This important initiative will have a transformative effect on advising, since providing every student with a functioning degree audit report they can access 24/7 will allow academic advisors to focus on guiding students in the development and achievement of their goals, instead of on checking requirements. And as one council member indicated, making degree requirements and their progress toward them consistently visible to students will "unhide a part of the hidden curriculum," so that even those students who are less comfortable approaching an advisor will be able to keep track of their progress and understand the range of course options to meet requirements. The team is making progress faster than expected, and we are well positioned to be able to communicate to every incoming frosh and transfer student in fall 2024 that their degree audit is the primary means of keeping track of their progress. Already, students are accessing their DPRs through MyUCSC which makes it critical that these are accurate and maintained by all stakeholders and offices across campus.

One publication that the Advising Council reviewed this year, Tyton Partner's 2022 Driving Toward a Degree: Closing Outcome Gaps through Student Supports[3] (pp. 18-19), indicates that implementation of advising technologies such as a degree audit can have significant impact on narrowing outcome gaps, **but only when implemented at scale.**

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[3] Driving Toward a Degree: Closing Outcome Gaps Through Student Supports," by Gates Bryant, Catherine Shaw, and Ria Bharadwaj (Tyton Partners and Bay View Analytics, 2022)

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The Advising Council therefore supports the expectation that all offices with responsibility for maintaining some aspect of the degree audit (Admissions, Registrar, college, and major programs) will regularly maintain the accuracy of this important resource. The DPR team has provided units with this set of resources and information on how to prepare for a smooth implementation.

NEW MYUCSC FUNCTIONALITY: GT EFORMS AND COMGEN MESSAGING

Gideon Tayler (GT) eForms functionality allows us to build approvals, workflow, and automatic messaging into MyUCSC: a student can make a request within their MyUCSC portal, and that request can be routed to a UCSC employee with AIS access for approval and appropriate email responses. In 2022-23 we saw full implementation of AIS GT eForms in the declaration of major process. Besides simplifying the process for students and advisors, completing this process in MyUCSC will allow us for the first time to understand how many students on our campus are approved to pursue their major of choice, since the approvals and denials become reportable data. Once reports are developed, we hope to use this data to better understand the connection between major preparation, major declaration, and persistence and graduation, and determine ways in which academic advisors can better support students in choosing and qualifying for a major. This information may also be useful to key stakeholders as they consider program improvements in support of timely major declaration.

Petitions for Declaration of Major, Spring 2022 to July 7, 2023: **Total petitions submitted: 9527**
- Of these, as of August 2023:
- 522 (5%) were withdrawn
- 812 (9%) were pending
- 827 (9%) were denied
- 7366 (77%) were completed/declared

The majority of "pending" petitions are undeclared students requesting to add a major (618/812; 76%).
- The vast majority of these (408/618; 66%) reached their deadline in spring and were given conditions to be met in spring, summer, or fall
- Another 75 (12%) are undeclared students at or beyond their deadline, pending but without conditions and
- Another 100 (16%) are undeclared students who have not yet reached their deadline, but who filed a petition which is pending

The remaining pending petitions (194/812; 24%) are for students already declared in a major
- The majority of these (122/194; 63%) are students requesting to add a minor
- Forty one of these (21%) are students requesting to add another major
- Thirty one of these (16%) are requesting to change a major or concentration.

In addition to utilizing GT eForms, 2022-23 was the first year we implemented advising messaging in MyUCSC through ComGen. Exploration of moving additional messaging to ComGen should be a next step in the implementation of advising technology. This will require the development of expertise and staff time in support of these efforts and partnership with ITS.

ONE-STOP ACADEMIC INFORMATION/ "UCSC ACADEMIC GUIDE"

Related to the work to improve the degree audit, progress was made in the development of the UCSC Academic Guide, which will be a clearer online resource for students to understand academic and enrollment information. The Office of the Registrar and Campus Advising Coordination have partnered to consolidate several resources, including The Navigator, the Schedule of Classes, the General Catalog, much of the Advising Website, and much of the Registrar's Website.

A content writer has completed a good deal of the initial writing for the new site, and ITS has committed significant assistance in the next steps in the development of this resource. We anticipate publication sometime in 2023-24, when our campus moves to WordPress as the primary web tool.

An important element of this work is the <u>development of standards for local academic advising sites</u>. Because of our distributed approach to website publication at UC Santa Cruz, similar but often conflicting information may be published on different websites. As we further develop central resources, it will be important for all offices that publish information about academic programs, requirements, policies, and procedures to link to sources of authoritative information instead of re-stating information on their own sites. The Academic Guide team is well into the consultation process to develop these standards, and we anticipate finalizing them shortly after the Academic Guide is published.

INITIATIVES TO SUPPORT STUDENT SUCCESS

There are many areas in which we can focus to have the greatest impact. Three areas with the most potential for academic advising to make a positive difference for our students are first year advising, major selection and declaration, and supporting students in academic difficulty.

FIRST YEAR ADVISING

Last year's advising council determined that first year advising (FYA) was an area that deserved significant attention in 2022-23, and thus established a subcommittee to focus on this. Students' experiences with advising in the first year can have a great impact on their level of engagement with academic programs and timely major declaration, which has been a strong focus of our efforts in recent years. Since new efforts within major advising offices are focusing on the first year, coordination of these new efforts with those of the colleges, who have historically focused on the first year through their "generalist" advising responsibilities, will be important.

First Year Advising Subcommittee
- Chair - Winnie Tang
- Adrian Campos Arenas
- Xavier Hilton
- Rexton Lynn
- Danielle Mello
- Rosa Plaza
- Solange Ramirez
- Fiona Weigant
- Maya Woolfe

This year's first year advising subcommittee began by documenting the many efforts and initiatives at UCSC that focus on the first (frosh) year. The subcommittee found that, while there are many local efforts to support first year students through advising at UCSC, there is not an agreed-upon definition of the goals of these efforts. <u>The subcommittee's report</u> includes a goal that we develop and adopt "an agreed upon, publicly available definition of what can be considered first year academic advising, including establishing shared learning outcomes for an FYA curriculum consistent across all units, which can then be assessed cyclically." This goal is included as a goal for the Council in the coming year.

Many institutions committed to student success require advising for students in their first year, and there seems to be a general consensus on our campus that this would benefit our students. The <u>2019 NACADA report</u> suggested that exploratory students on our campus seem to get lost easily, and recommended that all incoming frosh be assigned to a specific college advisor (not a team).

We know from the first year advising subcommittee's report that, without having mandatory first year advising, advisors in the colleges met with approximately 50% of the fall 2022 frosh class over the course of their first year. Doubling that percentage would require either additional resources or a significant reduction in other duties to instead prioritize meeting with all frosh each year. This would be a valuable possibility to explore, and could be an effect of the type of <u>organizational change the special subcommittee on advising ratios</u> recommended be explored.

MAJOR QUALIFICATION AND DECLARATION

Moving the major declaration process into MyUCSC was one piece of a larger effort to support students in qualifying and declaring a major, prompted by the implementation of CEP's 2019 policy on major declaration and deadlines. These at-scale efforts have resulted in a significant decrease in the number of students who experience a hold on their enrollment due to having reached their major declaration deadline without having declared, with the greatest impact thus far being on students receiving multiple holds (more than one quarter). Next steps in these efforts will need to center those students who have reached their deadline, with particular attention to:

- Elevating the student voice and experiences with major declaration
- Developing early interventions and awareness of major/career connections, with particular attention to students not proposed in a major and therefore not affiliated with any academic program
- Standardizing the approach to removal of undeclared major holds across colleges
- Understanding varied appeals processes across major advising offices and the ways in which these interface with the major declaration deadline

The Office of Campus Advising Coordination and the Orientation Office recently partnered to acquire an online assessment tool that can be utilized by students who are exploring majors. A contract with MyMajors to customize their tool to align with UCSC's majors has recently been approved through Procurement, and we are working with their team to develop the parameters for its use with our students. This tool should be available in the fall quarter, and will be a valuable resource as advisors work with students exploring majors.

SUPPORTING STUDENTS BELOW GOOD STANDING

This year's Advising Council read and discussed an article detailing how CSU Fullerton pivoted from using the word "probation" when identifying students whose GPA falls below 2.0. Their change was prompted by a desire to disentangle academic difficulty from the language used in law enforcement and the criminal justice system, especially knowing that some communities may be more strongly affected. Dr. Elizabeth Boretz, who spoke to the UCSC advising community in spring 2022, initiated this change at CSUF with the publication of a white paper[4] submitted to their academic senate. Since this time, several institutions have made this change to the language they use to identify students below good standing - the Advising Council is strongly in support of making this change on our campus.

At UCSC, each quarter between 5–7% of our undergraduates fall below good academic standing. The colleges notify them and are responsible for probationary supervision of those students. In 2022-23, the colleges further streamlined the process of "academic standing review," which is the process of reviewing students who fall subject to disqualification for possible barment or for conditions. As part of this process, a pilot was undertaken at Cowell and Stevenson Colleges to incorporate information from major advisors into the review process. A toolkit is under development in the colleges to standardize the approach to advising students below good standing, to ensure that all are provided with the support they need to return to good standing.

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[4] Boretz, E., Gunn, K., and LaPietra, D. (2021). Toward a Racially and Culturally Sensitive Renaming of "Academic Probation." https://bit.ly/3DhKSpQ

NEXT YEAR'S COUNCIL GOALS AND AREAS OF FOCUS

The Council will be focusing on the following goals in the 2023-24 academic year:

A. Following up on the successful revision of the mission and goals for academic advising at UC Santa Cruz, the Council will complete its review and revision of the academic advising student learning outcomes, which will form the basis for assessing our effectiveness on an ongoing basis.

B. With the aim to institutionalize, formalize, centralize, and professionalize training and development for advisors, Advising Council members and the Office of Campus Advising Coordination will develop a long term plan, and continue to make progress on a comprehensive training and onboarding program for academic advisors. The program will be consistent with NACADA's core competencies model, incorporating not just informational training, but opportunities to build conceptual and relational competencies as well.

C. The Council will consult broadly to explore the recommendations made in this Exploration of Student to Advisor Ratios at UC Santa Cruz, and will issue an official staffing recommendation based on what we learn.

D. The Council will focus on the coordination of academic advising in the first (frosh) year, and will develop and adopt "an agreed upon, publicly available definition of what can be considered first year academic advising, including establishing shared learning outcomes for an FYA curriculum consistent across all units, which can then be assessed cyclically" (from the First Year Academic Advising Subcommittee report). With new advising programs focusing on the first year in both the Physical and Biological Sciences and in Baskin Engineering, it will be important for the colleges and major advising offices to build a strong collaborative approach to ensure that students have a consistent and seamless experience with academic advising. This work will be aided by the "mapping" of the student advising experience to SLOs.

E. The Advising Council found CSU Fullerton's removal of language associated with law enforcement from the description of academic difficulty compelling. In the coming year, we will submit a proposal to CEP recommending that our Academic Senate take a similar approach, removing the language of "academic probation" from our senate regulations that define academic standing.

F. With the upcoming publication of the UC Santa Cruz Academic Guide, the Advising Council will focus on website consistency and messaging to support undergraduate degree progress across academic advising offices.

COUNCIL RECOMMENDATION

The following is outside the purview of the Council, but has a strong effect on students' experience with academic advising. The Advising Council strongly recommends the following to campus leadership to improve the student experience and ensure students benefit from academic advising:

A. Continue to make technological improvements in undergraduate advising a priority by continuing the improvement of our Degree Progress Report (DPR) and articulation and posting of transfer credit. The Council recommends full adoption and timely maintenance of degree progress reports by all major, minor, and college advising offices by summer 2024 so we can, for the fall 2024 incoming class, direct them to the DPR as the definitive source of information about their degree requirements. We recommend the development of training on the DPR, which should be required for all academic advisors.

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. In the coming year, we look forward to reviewing and aligning our efforts with the recently released 2023 UC Santa Cruz Strategic Plan.

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.

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Many thanks to Jennifer Gallacher, Summer Session Assistant Director, for her work on the design of our annual report.