

## Advising Leadership Team

Monday, April 11, 2022

### Goals for AY 2021-22

- Adopt Advising Process, Procedures, and Policies to Post-COVID-19 Needs & Practices

### Agenda [target action]

- Advising – Update from Statewide – L. Vega [informational]
  - email discussions on private offices for academic advisors /role of remote advising / hybrid model
  - ADTs CC, CSU, UC issues: [www.calstate.edu/impact-of-the-csu/student-success/AB-928/Pages/default.aspx](http://www.calstate.edu/impact-of-the-csu/student-success/AB-928/Pages/default.aspx)
- Academic Senate Advising Issues – Update – L. Vega [informational]
  - RES 212220 Formation of General Studies Review Committee – [approved/ Contract mandated]
  - RES 212226 General Studies Review Committee Implementation [1<sup>st</sup> reading]
  - RES 212228 Re-Entry Students Policy [1<sup>st</sup> reading /3-year grace, if in good standing] -reducing barriers/gaps
- GWAR changes – Policy –see memo below [informational]
- Academic Advising Policy Updates— <https://www.csub.edu/senate/standing-committees> [informational]
- GI 2025 Equity Goals & Priorities– Ongoing Updates [informational]
  - GI2025 <https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/Documents/gi-2025-equity-goals-and-priorities-2021-22.pdf>
- Advising Task Force (ATF) Updates – ongoing spring 2022 -- Y. Morones [informational]
- Professional Development -Mental Health First-Aid Certification – May 18-19, 8 hour workshop [updates]
- Schools Administrative Assessment Review—Schools’ Status Reports [Actionable]

### Parking Lot

- Administrative Unit Assessment for ALT – Mission, Goals, & Measurable Objectives [WSCUC requirement]
  - Demonstration from AARC [informational]
  - Ideas [https://docs.google.com/document/d/1NTLqGrKndxvzfY72iwLhZAPSt\\_OORmET/edit](https://docs.google.com/document/d/1NTLqGrKndxvzfY72iwLhZAPSt_OORmET/edit) [actionable]
  - Draft for instrument (2/28/2022) Revisions/ Suggestions needed [actionable]
- Restructuring advising models, EAB (RunnerConnect) workshop Jan. 13, 2022 [Task Force Relevant]  
*carried over from last meeting* <https://drive.google.com/file/d/1dH1P-h178SVCrxhNjWL7W8Zu8n2B6SBE/view>
- Meta Majors discussion [IRPA data]
- Double major data presentation—When is 2<sup>nd</sup> major declared?
- Mental Health Training Collaborative – M. Medina Cruz/I. Pesco
- Governing Document – L. Vega
- School-Based Faculty-Professional Advisor Balance
- Elect 1000 problem: (Evaluators; Degree Audit; Advisors; Grad Check)
- GWAR Exam Times and Computer lab
- Change of Major/Minor
- WSCUC Recommendation and Special Visit Preparation – B. Street
  - Recommendation 3: *Ensure consistency, effectiveness, and quality of academic support services, including advising, tutoring, supplemental instruction, and course scheduling, to enhance student success for all students. (CFRs 2.12, 2.13) The Commission appreciated learning about the launch of the Council for Faculty Advising, additional staff for tutoring and supplemental instruction, and other changes in this area.*
  - Spring 2023 Special Visit: *Academic support services: Data on students served, disaggregated by demographic variables; organizational charts, staffing ratios, and resource allocations to service units; evidence of effectiveness of academic support services*
- WSCUC Special Visit Preparation –
  - Advising data collection strategy
  - Advising organizational chart
  - Document advising ratios
  - Document resource allocations for advising
  - ???? Collect evidence of advising effectiveness

### Logged Record

Date	Issue/ Stakeholder	Resolution	Item Status		
			Pending	Open	Closed
2022.04.11	Class modalities for fall 2022	Completed per Schools ADs			X
2022.03.28	Administrative-unit assessments	Relegated to Schools		X	
2022.02.14	Professional development funds	In process	X		
2022.01.31	Virtual Professional Development Plan for Advisors	Student Success Network Webinars During COVID-19			X
2022.01.31	Digital mapper options	Contract with EAB system	X		
2021.10.25	Academic Petitions Processes and Advisors' Roles	Forms are being edited.	X		
2021.10.11	Stretch Program Changes	Stretch students will be enrolled as a block schedule.			X
2021.09.27	Academic Support Services	Ongoing WSCCU implementations of consistency, effectiveness & quality of advising and tutoring services.		X	
2021.09.27	Program Plan Mapper.	Academic operations has a synchronization strategic plan in place.			x
2021.09.13	Notes in RunnerConnect Policy Referral	Sent to Provost (9/22/21) see p. 5)		X	
2021.08.30	Duan Jackson's, CO, Advising Visits	Cancelled due to GI2025			X
2021.08.30	Guided Registration: English Place.	Wrong English Placements Corrected Manually			X
2021.06.21	Freshmen Housing Requirement for Fall 2021	Website has information and a place to ask questions. There is an online form.			X
2021.06.21	GE Area F in the Academic Requirements page	It is now in the academic requirements page.			X
2021.08.16	Implications of the 2021-2022 catalog release date	Anticipating future catalogs delivered on time	X		
2021.08.16	Enrollment, Cancellations, Holds	Information on holds can be requested from Dr. Cantrell	X		

2021.08.16	Fall Sports – Enrollment – M. Medina Cruz	Placeholder courses and Runner Connect notes communication			X
2020.05.17	Catalog time gaps; policy recommendations to the Provost; Institutional priorities; collaboration with Faculty Advisors		X		
2020.12.14	Transfer Students (no concentrations)- Barriers		X		
2020.11.30	Catalog Rights Guide		X		
2020.11.02	Adding 2 <sup>nd</sup> /3 <sup>rd</sup> Major/Minor	Collecting data	X		
2020.10.19	Advising Calendar	On the table	X		
2020.10.19	Advising Holds' Releases T. Boone	Fall 2020; plans for future	X		
2020.10.05	Special population early enroll.	By law / GI25/ Lrn. Comm	X		
2021.02.08	Inside Track visit	Done / Follow up		X	
2020.11.16	Admission, Registration, Advising			X	
2020.11.16	Final Transcript Evaluations			X	
2021.06.21	2 <sup>nd</sup> Degree Students Enroll/advice	B. Perlado, enroll. Realigned			X
2021.06.21	CSUB 1029 - clarifications	GE re-alignment/ done			X
2021.06.21	Department Chair Signature on Add/Drop Form	AdobeSign routes to chair			X
2021.04.12	GI 2025 Professional Staff advisor	It was agreed 1 person would be elected			X
2021.04.12	Instructional modalities	Annotation in PeopleSoft			X
2021.03.22	Disqualified Students admitted after last day to add [Appeal of disqualification]/ Petition for re-admission]	Appeals must be submitted 2 weeks prior to classes beginning.			X
2021.03.08	Admissions, Registration, Advising flow	Workflows have been shared.			X
2021.03.08	Students and Faculty relying on Degree Progress Report (DPR) to calculate units	Issue fixed in degree audit.			X
2021.03.08	Grad Check 90-unit eligibility	Keep it at 84 units.			X
2021.02.22	Junior/Senior Graduation checks				
2021.01.27	Degree Audit Q2S Change	List of students sent.			X
2020.12.08/9	Inside Track Mental Health	emotional support, tactical empathy, Suicidology / self-care			X
2020.11.02	Reserved Courses (Block Scheduling/ Honors)	Developed process and communication flow			X

2020.10.05	Immunization Holds J. Allred	Instructions provided			X
2020.10.05	B1/B2/B3, L. Gubkin/L. Zuzarte	Fixed in Peoplesoft			X
2020.10.05	Advising listserv/SSN – K. Z-L	1-way messages only			X
2020.09.21	Athletic units & ADT – B. Mendiola	Title IX req's/existing rules			X
2020.09.21	Time Conflict Issue- L. Zuzarte	Conflict overrides			X

## Appendix C

- Administrative Unit Assessment for ALT – Mission, Goals, & Measurable Objectives [WSCUC requirement]
  - Draft for instrument (2/14/2022) Revisions/ Suggestions needed [actionable]

Strategy 3 – Develop and Enhance Advising 1.3.1 through 1.3.5 <[Link](#)>

### Advising Leadership Team

The Advising Leadership Team is a coordinating body that makes referrals to the Provost Council to improve advising at the university. It coordinates implementation for effective and consistent advising by professional staff in alignment with department and school needs; oversees student advising activities that, “Strengthen and Inspire Student Success and Lifelong Learning,” [University Strategic Plan Goal 1]; provides academic and support services in the advising process that will lead to degree completion and student success, through academic integration of GE, major requirements, and removal of barriers when possible; coordinates and initiates referrals to liaison services such as disabilities, financial aid, counseling, and other services as needed; and serves as first-responders to emergent issues like the pandemic, academic holds, academic calendar discrepancies, and ongoing technology issues that impact degree audits and time to degree. [<https://www.csub.edu/academicprograms/advising-leadership-team>]

### Assessment

*Composition:* The Advising Leadership Team (ALT) is composed of the Schools’ associate deans, professional advisor-lead representatives for each school that rotate yearly, and student services and athletic-advising representatives.

*Mission statement* (see above) included *purpose, beneficiaries, functions, alignment, and distinctiveness.*

**Outcome 1** Advising touchpoints counts will be documented by type (academic hold, class level, percent of students in group served) [consistency across schools]

**Outcome 2** Advising sessions will be rated by students to produce indexes of satisfaction, advising effectiveness, and recommendations [quality measures]

**Outcome 3** Advising tracking for feedback of GE completion, liaison referrals, and chokepoints

To be put in Qualtrics

**O1:** Major? \_\_\_\_\_

**O1:** Class level? Are you?  New student,  Freshman,  Sophomore,  Junior,  Senior

**O1:** Advising session topic (check all that apply)  academic hold,  General education,  major requirements,  Career,  Probation,  Other (specify? \_\_\_\_\_)

**O2:** Advising session met your expectations (check one)  well,  somewhat well,  not well

**O2:** Advising session has increased my confidence in knowing course work requirements?  Yes,  No

**O3:** Advising issues you wished you had received more information. \_\_\_\_\_ .

**California State University, Bakersfield**  
**Administrative Unit Assessment and Review**

### Overview

At its February 14, 2020 meeting, the WASC Senior College and University Commission (WSCUC) reaffirmed the accreditation of CSU Bakersfield. As part of this action, WSCUC instructed CSU Bakersfield to “establish the process of regular assessment of administrative units, including external reviews where appropriate, to engage in continuous improvement and ensure effectiveness (CFR 4.1).”

### Vision

By Fall 2022, CSUB will employ a deliberate set of quality-assurance processes in administrative (non-academic) areas. These processes include collecting, analyzing, and interpreting data; tracking results over time; using comparative data from external sources; and improving structures, services, and processes.

### Values

- Excellence: Assessment is used to achieve the mission of the university, namely advancing the intellectual and personal development of its students.
- Meaningful: Assessment measures what matters to our institution and our stakeholders.
- Continuous: Assessment is on-going and iterative, not episodic.
- Self-Reflective: Assessment entails honest self-reflection on the achievement of one’s goals.
- Multi-modal: Assessment utilizes multiple measures and multiple sources of information.
- Actionable: Assessment results are utilized to improve structures, services, and processes.
- Participatory: Assessment involves widespread participation of faculty, staff, and students.

### Objectives

By the end of Fall 2021, CSU Bakersfield will develop a plan for the regular assessment of administrative units and document this plan in Taskstream, the campus Assessment Management System (AMS).

1. All units will develop mission statements and align their missions to the university vision, mission, and values.
2. All units will identify goals and outcomes for their units and align those goals and outcomes to the university strategic plan.

By the end of Spring 2022, CSU Bakersfield will implement its plans for the regular assessment of administrative units.

1. All units will identify two measures per outcome.
2. All units will develop a schedule for assessing all outcomes within a five-year period.
3. All units will identify a process for “closing the loop” on their assessment findings, which should be documented yearly.
4. All units will develop an external review process.

*Sylvia A. Alva, Ph.D.*

**Executive Vice Chancellor**

CSU Office of the Chancellor

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[www.calstate.edu](http://www.calstate.edu)

March 24, 2022

**MEMORANDUM**

TO: CSU Presidents

FROM: Sylvia A. Alva, Ph.D.   
Executive Vice Chancellor

SUBJECT: Upcoming revisions to the CSU Policy on the Graduation Writing Assessment Requirement (GWAR) (formerly Executive Order 665)

Executive Order 665, published in 1987, established requirements for California State University students to demonstrate writing proficiency at the undergraduate and graduate levels. The Graduation Writing Assessment Requirement (GWAR), an element of that policy, has since been satisfied by CSU undergraduate students most typically via the completion of a designated upper-division course or in-person examination. Although only a few CSU campuses required the in-person exam, due to the pandemic the GWAR was suspended for *all* students through spring 2022. This pause has provided an opportunity to reconsider the place of GWAR in the CSU.

In a February 23, 2021, memo, Academic and Student Affairs committed to a process in fall 2021 to evaluate the future use of the GWAR. A group composed of writing faculty, administrators and a student representative were asked to review the GWAR in light of discussions regarding potential hardships and inequities brought about by high stakes testing and administrative barriers related to the requirement. Among its recommendations, this group highlighted that:

- If GWAR is to be continued as a CSU requirement, then the CSU needs to consider ending high stakes testing as a means of meeting the GWAR, ending the GWAR for graduate degrees, and aligning the assessment of student learning with other WSCUC core competencies.

The teaching and assessment of writing within the CSU system has evolved considerably over the past four decades since the GWAR was established. Most notably, in 2013 the CSU's regional accrediting body, WSCUC, included writing as one of the core competencies for which campuses are required to ensure students have achieved proficiency as part of the institutional review process for

**CSU Campuses**

Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

accreditation. This has provided campuses with the necessary impetus and support to require that writing skills be developed and assessed on an ongoing basis for all students. (*Note: the other WSCUC core competencies are oral communication, quantitative reasoning, information literacy and critical thinking.*)

At the same time, the relevance and necessity of the GVAR has come into question. Other than the GVAR, the CSU does not require an additional, systemwide demonstration of competence in any other WSCUC core competency; instead, assessment is managed at the campus level. Moreover, the differential approach to GVAR across the CSU's 23 campuses has raised concerns about its alignment with the CSU's ongoing efforts and significant progress in removing administrative barriers, eliminating high stakes testing and retaining and supporting students of all backgrounds toward timely degree completion.

Based on these considerations, as well as the advisory group's recommendations, the systemwide CSU policy requiring completion of at least one designated 3-unit upper-division writing course to satisfy GVAR has been updated to apply to baccalaureate students *only*, beginning with students with a catalog year of fall 2023 and beyond. Additionally, the use of a stand-alone examination may no longer be used to demonstrate competence in writing under the GVAR; however, writing exams are still allowed under the CSU policy on [Credit for Prior Learning](#). Each campus will continue to have the autonomy to develop an approach to writing instruction and assessment that aligns with their WSCUC-required commitment to continuous improvement throughout a student's educational program on their campus.

If you have questions regarding this policy update, please contact Dr. Alison Wrynn, associate vice chancellor, Academic Programs, Innovations and Faculty Development, at [awrynn@calstate.edu](mailto:awrynn@calstate.edu).

SAA/aw

c: Steve Relyea, Acting Chancellor  
Robert Keith Collins, Chair, Academic Senate, California State University  
Isaac Alferos, President, California State Student Association  
Alison M. Wrynn, Associate Vice Chancellor, Academic Programs, Innovations and Faculty Development  
Nathan Evans, Associate Vice Chancellor and Chief of Staff, Academic and Student Affairs  
Provosts and Vice Presidents for Academic Affairs  
Vice Presidents for Student Affairs  
AVPs for Academic Programs and Deans of Undergraduate Studies  
Graduate Deans