

**Advising Leadership Team**  
Monday, November 2, 2020

**Goals for AY 2020-21**

- WSCUC Special Visit Preparation
  - ↘Advising data collection strategy
  - ↘Advising organizational chart
  - ↘Inside Track Visit
  - Document advising ratios
  - Document resource allocations for advising
  - Collect evidence of advising effectiveness
- Develop ALT Governing Document, on hold
- Establish Virtual Professional Development Plan for Advisors
  - Assisting Students' Mental Health Needs – InsideTrack proposal

**Agenda**

- Advising Calendar Change – L. Vega
- InsideTrack – December Workshops Planning
- Advising – Update from Statewide Meeting – L. Vega
  - a. Final transcript evaluations – J. Cornelison
  - b. Students adding a second/third major or minor – Janine Cornelison
  - c. Mental Health Training Collaborative – M. Medina Cruz
  - d. Freshmen English placement/stretch Program [EO 1100 stretch Courses] requirement for Categories 3, 4 (Eng 950, 1100, 1109 year-long sequence) – L. Vega/ K. Flachmann
  - e. Catalog Rights Guide- L. Zuzarte
- WSCUC Updates – B. Street
- Logged Items

**Parking Lot**

- Reserved Courses (Block Scheduling/Honors) – L. Gubkin
- Governing Document – L. Vega
- Program Plan Mapper – L. Zuzarte
- Meta Majors discussion
- School-Based Faculty-Professional Advisor Balance
- Elect 1000 problem: (Evaluators; Degree Audit; Advisors; Grad Check)
- GEAR Exam Times and Computer lab
- Change of Major/Minor
- Department Chair Signature on Add/Drop Form
- WSCUC Recommendation and Special Visit Preparation – B. Street
  - a. 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.*
  - b. 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*

➤ **In Completion**

WSCUC Special Visit Preparation

- ▼ Advising data collection strategy
- ▼ Advising organizational chart
- ▼ Inside Track Visit
- Document advising ratios
- Document resource allocations for advising
- Collect evidence of advising effectiveness

**Logged Record**

Date	Issue/ Stakeholder	Resolution	Item Status		
			Pending	Open	Closed
2020.10.19	Advising Calendar	On the table			
2020.10.19	Advising Holds' Releases T. Boone	Fall 2020; plans for future	X		
2020.10.05	Immunization Holds J. Allred	Instructions provided			X
2020.10.05	Special population early enroll.	By law / GI25/ Lrn. Comm	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 unts & ADT – B. Mendiola	Title IX req's/existing rules			X
2020.09.21	Time Conflict Issue- L. Zuzarte	Conflict overrides			X

# INSIDE TRACK

## Coaching Skills Workshops

Broaden, Deepen, and Strengthen Student Engagement

<https://docs.google.com/document/d/1jZwb19UDBZIT4rnR4zRjL9c6oZQ8GLJIT1ltau0tlo0/edit#>

### ALT Choices for December Workshops

Choose up to 8 hours of the following workshops--what the Chancellor's Office has paid

- 1) Sessions 1-5 are 2 hours each; each workshop accommodates up to 25 participants
- 2) Session 6 can be up to 6.5 hours, depending on the number of issues pick--25 participants
- 3) Select workshop sessions that are good for our team so that cumulative time is 8 hours; this means eliminating some workshops, or if Session 6 is chosen, selecting subtopics
- 4) Select dates and times for workshops first week in December
- 5) Preregister ALT members for each workshops chosen
- 6) Complete session selections and preregistrations by October 31<sup>st</sup>

<p><b>Session 1: Values and Engagement</b></p> <p>The more you understand your student's values and aspirations, the greater your ability to build their motivation while also building student self-awareness. When students put their values into action an enormous amount of motivational energy is unlocked.</p> <ul style="list-style-type: none"><li>• Practice a simple approach for understanding values in order to increase engagement.</li><li>• Develop an engagement practice through grounding, matching, and shifting.</li><li>• Deepen engagement through understanding using a variety of question types.</li></ul>	<p>Date: _____ Time: _____</p> <p>Registered Participants:</p>
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<ul style="list-style-type: none"> <li>• Employ template to bookend student interactions to foster more connective meetings.</li> </ul>	
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<p><b>Session 2: Proactive Assessment and Prioritization</b></p> <p>How do you evaluate student situations and prioritize discussion topics to impact long term success? Build your skill at asking questions to clarify the student situation across a holistic set of focus areas.</p> <p>Participants will prioritize the areas that lead to student struggles and develop questions for each area. Then we will prioritize the top four focus areas, and practice assessing them.</p>	<p>Date: _____ Time: _____</p> <p>Registered Participants:</p>
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<p><b>Session 3: Strategy for Problems without Solutions</b></p> <p>You know how to instruct a student on what to do. But how do you develop a plan with a student when there is no clear path? When the topic is highly individualized, development is needed.</p> <p>Learn GROW, a four step model to develop student-led solutions to their challenges and aspirations, as well as ensuring follow through. This works for challenges with managing time, health, finances, and anything which is too complicated to give advice or direction.</p>	<p>Date: _____ Time: _____</p> <p>Registered Participants:</p>
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## **Session 4: Tactical Empathy**

Building bridges and negotiating difficult conversations through the use of mirroring, labeling, "no" oriented questions, and taking the opposition's side. Participants will have a strategy for creating agreement.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Registered Participants:

## **Session 5: Compassion Fatigue and Self Care**

Those who support students may experience Compassion Fatigue in their work. We will discuss the impact on individuals and organizations that serve in a helping role, explore some ways to approach self-care, and develop individual personal plans to address stress or fatigue.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Registered Participants:

## **Session 6: Basic Emergency Coaching**

- How to build a relationship with the student and gain their trust
- Identify the student's most immediate needs and any safety risks
- Provide referrals to available institution and local community resources, including licensed professionals, as needed
- Collaborate with campus administrators and local authorities to mitigate safety risks, as necessary
- Create a plan of action for moving forward

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Registered Participants:

- Serve as a student advocate throughout the duration of the crisis
- Follow up to make sure the student is safe, supported, and able to access available resources (wrap around support)
- Importance of always working in tandem with their Title IX coordinator (for interpersonal violence)

Trainings may include the following:

- Suicidology
- Interpersonal Violence (Importance of always working in tandem with their Title IX coordinator)
- Emotional Support (stress, anxiety, anger, frustration)
- Referral and connection to services
- Poverty Informed Basic Needs
- Natural Disaster Support (including Covid-19)
- Building Compassionate Holistic Assessment Skills