

ADVISING LEADERSHIP TEAM MEETING

Wednesday, April 10, 2019

BPA Conference Room

3:30 pm – 5:00 pm

Present:

Jennifer McCune, Lisa Zuzarte, Mark Evans, Tanya Boone-Holladay, Todd McBride, Vikash Lakhani, Yvette Morones, Belen Mendiola, Kristina LaGue, (invited for presentation) Marta Ruiz – Admin Support

Absent: Lori Paris, Liora Gubkin, Dena Freeman-Patton, Aaron Hegde

Action Items:

- J. McCune will check with M. Brown as deadline approaches to make sure T-9 holds are on track.
- M. Evans – Send the two studies the Economics Department has done on retention to V. Harper
- Y. Morones – Send data from Google Docs query to SSE students to V. Lakhani
- Bring ideas for Midterm Progress Reports to the next meeting.

Meeting Notes:

- GE Petitions Work Flow discussion tabled until 4/24/19.
- Advisor Professional Development will be addressed at the next meeting.

Teacher Recruitment

- K. LaGue – There is no undergraduate Education major, making it difficult to identify those students interested in teaching, regardless of their major. A resource free and very effective teacher recruitment strategy to identify students with an interest/possible interest in teaching is being set up.
 - A link, *Interested in Teaching?* will likely be added onto the *Student Center* page under *Important Links*.
 - This will capture students with a (possible) interest in teaching and identify which level they are interested in teaching: Elementary, Middle School, High School, or Special Education.
 - The link will be available to students so they can self-select.
 - Working to also add the link onto the advisor view screen so advisors can inquire and select.
 - This information will go into a data base and IT will set up a query to access that information.
 - The Credential office will then contact the interested students with information.
- M. Evans – Inquired about a waiver program for immediate credentials without requiring the CCET.
 - Want to catch students interested in teaching early enough so they are able to complete waiver programs, so they do not have to take the CCET.
- K. LaGue - There are currently five single subject matter waiver programs – English, Math, Art, Spanish, and History/Social Science.
 - Liberal Studies in committee for approval to be added – will know by June 2019
 - There is currently a teacher shortage in Kern County that gets worse every year with more and more teaching without credentials, especially in areas where students are most underprivileged
 - Implementing measures to help students learn how they can become a teacher – Future Teacher Club, General Orientation, and more.
 - There are also four residency pathways where students' credentials are paid for – signs around campus (\$15,000 to complete their fifth year)
 - Credentials are cleared at the school district during their first two years of teaching.
 - Requirements for teaching –
 - Must pass the CBEST

- Pass the CCET or Complete a subject matter waiver program
 - Multiple Subject or Special Education also requires passing the RICA (Reading Instruction Competency Assessment)
- K. LaGue – Pathways for four foundational classes
 - Path 1 – take as an undergraduate and count toward elective units toward the degree
 - Path 2 – take during post bach. and count toward teaching salary credit
 - Important to make this choice clear in the catalog, orientation, everywhere possible.
 - The student should be advised of this choice up front.
- J. McCune – Paper applications are going away. They will be done online now.

Advisor Professional Development

- J. McCune – L. Gubkin is out and will address this update at the next meeting
 - It will pertain to an additional piece of the diversity training

Holds Placement

- J. McCune – The T-9 holds will be placed on October 1, 2019, per Marcus Brown.
 - This is two weeks before advising officially starts, per calendar, on October 14, 2019.
 - J. McCune will check with M. Brown as deadline approaches to make sure this is still on track.
- New Holds Proposal will go into effect in Fall 2019 for Spring 2020 registration.
- New Immunization Requirements – will address at the next meeting.

Retention Initiative

- V. Lakhani – Goal is to quickly increase rates for graduation and there are also concerns about low retention rates. The hope is by increasing first-year retention rates we will be able to increase graduation rates.
 - Discussing retention initiatives for Fall 2018 students to be done in a short time with quick effort – a pilot program for a first-year retention effort to see if the further allocation of resources is warranted.
 - V. Harper will allocate funds to hire four graduate students, one from each school, to help intervene with students who are currently attending but do not register for next fall. Graduate students are funded for 20 hours per week for the next two months – until the end of this term.
 - Registration begins on April 22, 2019, for continuing students and once a week has passed, the graduate students will be able to intervene with those students who have not yet registered for classes. V. Lakhani will run the list of students who have yet to register.
 - Graduate students will encourage students to sign up for classes early to avoid registration lag
 - Graduate students will identify students, connect the student with an advisor, and research solutions for rectifiable issues.
 - Graduate students will go through training together with the advisors.
 - There will be a prepared spreadsheet ready for graduate students so they can keep a record of dates of registration – this will help identify if this measure is making a difference in students registering for classes by seeing how many registered and at what points they registered last year and this year.
- V. Lakhani will be the lead on supervising the graduate students and working with the advisors
 - Placing one graduate student in each school will be beneficial
 - Asked for recommendations of graduate students who would be interested in working 20 hours a week until the end of this term.
- V. Lakhani – Also considering long term proposals if this is effective -
 - Long term - where graduate students would assist advisors and serve as peer coaches, helping with students who have gotten an F or a D.
 - Further long term – graduate students would assist with mid-term progress reports

- Long term solutions will also be addressed within each school over the summer and will largely be faculty focused.
 - Graduation Initiative Task Force is creating a subgroup for academic engagement that will be focused on faculty engagement in the classroom and high impact practices
- Team Member Concerns
 - T. Boone-Holladay – Think outside advising for different ways to address retention
 - Currently addressing retention issues with advising and block schedules.
 - DFW rates are an issue, not enough Statistics classes
 - Idea 1 - An extensive tutoring center with collaborative learning space that is centrally located.
 - Idea 2 – Case managers/social workers who can provide intensive advising.
 - M. Evans – Economics faculty has done two studies on retention and found a wide variety of compelling, different, and overwhelming reasons students leave school.
 - Beneficial to send these studies to V. Harper
 - M. Evans – short-term courses may become the norm rather than seeking long-term solutions.
- Y. Morones – sends out a Google Docs query to SSE students to see if they need to open more classes
 - Done by sending a link to Google Docs to non-CSUB email addresses
 - There was a 75% response rate which is much better than the response rate from phone calls
 - Y. Morones will send data to V. Lakhani
- Y. Morones – polling students in First Year Seminar sections
 - Many are not returning due to work, family, homesickness for non-local students, switching to a community college - Everyone has a compelling reason.
 - Some may qualify for a retroactive withdrawal, making it easier to come back and not be on probation

Midterm Progress Reports

- J. McCune – V. Harper will start the midterm progress reports again in Fall 2019
 - There will be a Midterm Progress Report Campaign.
 - AARC has done the midterm progress report interventions in the past.
 - This was a prescribed program based on how many reports the student received at the end of the midterm progress report cycle – instructors identify students as “at risk” (check a “yes” or “no” box) – some teachers include grade, notes, and absences.
 - 1 – email information – tutoring schedule and list of resources on campus.
 - 2 – phone call offering an appointment to meet with an advisor to discuss what is going on.
 - 3 or more – phone call telling them they need to make an appointment to come in and see an advisor.
 - This program was labor intensive and less effective due to the extension given for response times. Instant feedback would be better, want to avoid delays in letting students know.
 - The response rate from faculty is 25% - 30% for the above program.
 - Want a response rate of 50% - 60%
 - V. Harper would like to get the conversation started around having a 50% - 60% response rate.
 - The team suggested offering a party/luncheon for the school with the highest response rate (a prize faculty will value) as an incentive to increase the response rate.
 - What are advisors able to do if the response rate is 50% - 60%? This will be labor intensive.
 - What is feasible, what is realistic, what will provide the most bang for the buck?
- J. McCune – recommended the following to Provost Zorn
 - GradesFirst can email students immediately so they can receive instant feedback.
 - Concern that faculty do not filter themselves very well. Still recommends instant feedback for students and then have students see professors about their grade(s).

- The goal is to reach the student and make a difference.
 - How can an advisor intervene to help the student?
 - M. Evans – Recommend that students see a tutor. Do we have sufficient resources for this?
 - V. Lakhani – Graduate students working on Retention Initiative can help with this.
- J. McCune – speak to your advisors and get ideas to present to help with midterm progress reports. What can schools realistically commit to? Timing is an issue due to late midterms, so responses are delayed and extended due to wanting to provide valid feedback.
- M. Evans – To avoid faculty delays due to late midterms, the professor can assign a short assignment early in the course can serve as an early indicator.
- J. McCune – bring ideas/feedback to the next meeting. We will touch base in two weeks and begin developing a plan in a month.
 - V. Harper – “In an ideal situation, what do we want advisors to do? What can we expect them to do with midterm progress reports when they start coming in?”

Academic Plans

- L. Zuzarte – can send a list of all currently active plans to be used as a resource
 - Would like to see a column showing which school.
 - Will send to the whole SSN network.

Academic Roadmaps

- L. Zuzarte – Displayed the Roadmaps website.
 - Many have come in and there are some are still pending for 18/20.
 - Site is not live yet as still waiting on some curriculum to come through and doing edits.
 - Roadmaps will vary based on catalog year due to changing programs requirements.
 - Students will select a dropdown menu based on a catalog to admit year and will be taken to correct roadmaps.
 - Y. Morones – Updated draft of Roadmaps sent to department chairs.
 - The advisors develop them so they will need to look at them and there may still be some changes.
 - There was a committee on campus to develop what Roadmaps would look like and items on there were done a specific way - careful about how some of the documents were listed so they match what is on the GE Office sheet (e.g. GE A3 Critical Thinking should match on both)
 - Want to make changes to revert back to the way it was previously so it is consistent.
 - L. Zuzarte – they plan to clean those up. They will revert to some of the original setups.
- M. Evans – What is the status of freezing the requirements until the new catalog comes out?
 - L. Zuzarte - The resolution was approved for the annual catalog.
 - Created a timeline of important deadlines – need to get to our office by December 1 for the following year. Will be annually rather than every two years.
 - The timeline will be published soon, the first catalog will be in Fall 2020.
 - This is a collaborative effort due to constant changes.

Graduation Application Process

- J. McCune – V. Harper committed to cutting the time for grad checks in half.
 - They have no additional resources.
 - The degree audit doesn't work.
 - The catalog is not right.
 - We do not have outlines.

- The online application will go live on May 1st.
- T. McBride – Will evaluators do signed outlines instead of relying on the catalog?
 - J. McCune - Evaluators recreate an outline based off degree requirements in the catalog (not always correct)
 - Cannot use a degree audit to graduate a student.
 - If we had a signed outline (by the approved entity), then we would just have to hand calculate major GPA. Most schools do not calculate this.
 - Until we can use the degree audit to graduate the student, a signed outline would greatly increase the speed of the graduation application process.
 - The biggest challenge is the bigger schools. Work with all ASCs and Chairs to figure out how we can do this.
 - Quick answer – it would be very helpful if we can get signed outlines and will be accepted.
 - B. Mendiola – With OnBase we will be able to image outlines, be able to make changes, and house them there where evaluators will have access to them. They will have the most updated outlines for everyone.
 - All faculty and advisors will have access to OnBase.
 - Only as good as the outlines that are in OnBase.
 - L. Zuzarte – this is difficult with constant revisions to the catalog.
 - T. Boone-Holladay – The two largest schools can come back in two weeks with a plan on how we can do this, looking at a maximum of two years.
- T. Boone-Holladay - What is the mechanism for ASC's, Dpet Chairs and Advisors to know that students have applied to graduate?
 - We can either give her access to the query to pull it herself or we can send her the query. Preference is to give the people who need it access to the query.
 - M. Evans – advisors, at one point, left out of the loop that student has applied to graduate.
- T. Boone-Holladay – Idea from when she was the Chair of Psychology
 - Barbara knew who had applied for graduation and would pull the transcripts.
 - Then a student would generate an outline.
 - Then, as Chair, I would check it and sign it.
 - This could continue to work with more student assistants if there was funding for them.
- J. McCune – Online Graduation Application – student can push 5 buttons to apply for graduation.
 - A step-by-step guide will be provided.
 - They do not pick the catalog they are using.
 - Only students who are eligible can apply.
 - Check-list item to pay \$70.00 in order to get a diploma and transcript.

Adjourned: 5:04 pm