

ADVISING LEADERSHIP TEAM MEETING

Wednesday, April 24, 2019

BPA Conference Room

3:30 pm – 5:00 pm

Present:

Jennifer McCune, Lisa Zuzarte, Lori Paris, Liora Gubkin, Tanya Boone-Holladay, Todd McBride, Yvette Morones, Belen Mendiola, Kim Flachmann, (invited for presentation) Marta Ruiz – Admin Support

Absent: Mark Evans, Vikash Lakhani, Dena Freeman-Patton, Aaron Hegde

Action Items:

- J. McCune will check with Debra Jackson about defining an appeal process for English and Math during the regular academic school year and also for Early Start.
- J. McCune will ask Debra Jackson about sending something out to the CSUB community to let them know Jacob Whitaker, is the new staff member assigned to Early Start.

Meeting Notes:

Graduation Application Process

- J. McCune states after May 1st, paper applications are no more.
- J. McCune - Once a student has reached 90 units, they will get an email letting them know that they MAY be eligible for graduation. This email will go out on May 1st it will be for Spring 2020 or Summer 2020, this is only for graduation applications.
 - Fall 2020 is not in there because we do not want them to start applying for it yet.
 - Fall 2019 is technically closed but there is a way for us to flip that switch for that student is the advisor calls the Admissions and Records office and let us know the student is eligible for graduation.
- J. McCune went over the online process for students to submit their graduation application;
 - Once the student has applied, he/she will receive an email confirmation letting them know the application was received and instructions on how to pay online.
 - A service indicator will be added to the account, it does not prevent them from registration, it just prevents them from ordering diplomas, in the email, they will also be able to update their own diploma name and diploma address. This will also be in the confirmation email.
- J. McCune – We have outsourced all of the diploma printing and mailing.
- J. McCune -All communication will be in commgen, students will receive these letters in their email and their message center. She is working on getting access for the advisors to be able to view the commgen letters that go out to students, hopefully this can be done by next week, until then just have the students pull up the letter for you so you can view it, if the student is double major both majors will appear for them.
- T. Boone-Holladay – Met with chairs and ASC's in SSE, questions are:
 - If they are doing outlines when will they need to be submitted and to whom?
 - A lot of concern about the workload.
 - Are there requirements that you want? If the ASC generates it, is it okay if the ASC signs it or does it need a chair signature?
 - J. McCune – Request having a memo from the department chair indicating who they designate as appropriate to do that. Send this memo to Jennifer McCune.
 - J. McCune – We are trying to identify the teams in Admissions and Records. Our goal is to identify four evaluators who will work with grads moving forward. Each department will have its own contact.
 - J. McCune – We are no longer required to put major GPA on the transcript.

Outline for Grad Check

- T. Boone-Holladay – At the DCLC Kathy mentioned there are three (3) options, two were mentioned.
 1. Provide an outline and that means the grad check process will go faster.
 2. If you know your degree requirements are right, they can use that.
 3. You can just let us do it the way it is being done now, which will take longer.
 - If a department says we know that our degree requirements are not quite right, how quickly do the departments need to provide the outline?
 - J. McCune – This is some of the information that is on the graduation application update, we have a query to see who has applied under the new system and will give access to whomever you identify in your school that will be creating those outlines.
 - T. McBride – Asks if departments know that the degree outline is not quite right, why don't they just fix it?
 - L. Zuzarte – We have begun to clean up and fix the curriculum with the schools, not so much for BPA but others are working on them.
 - T. McBride – The questions in on the department side not necessarily on Academic Programs.

Stretch English – Kim Flachmann

- Chancellor's Office sends us categories of students that are based on a smarter balance test score from 11th grade. February, March or April, they take a smarter balance test in Math and English and it is based on this test plus their GPA, this score goes the Chancellor's Office, they run them through a formula and puts out these categories. GPA and the smarter balance test are called the multi-measures.
- The smarter balance test score is also the score that tells them if the students are conditionally ready for English. If they are conditionally ready for English, they can take 12th-grade Expository Reading/Writing Curriculum, if they get a C or better, they are automatically in freshman composition. The smarter balance test is used for multiple reasons and moves the students forward.
- Students even conditionally ready can jump over what used to be developmental and get into freshman composition by taking ERWC in 12th grade and getting a C or higher.
- Our scores locally in Kern County, in 2003, 9% of our students on the smarter balance (it was then EAP) test were ready or conditionally ready for college English, last year, 2018, 52% of our students were ready or conditionally ready for college English, a lot of this is the ERWC course. Our numbers in 1109 are going up our numbers of Stretch are going down, this is exactly what we want.
 - Category 1 are honor students, they are ready to write.
 - Category 2 goes straight into 1109.
 - Category 3 and 4 are in Early Start, they all go to ENGLISH 1100 AND 1109 Stretch. They go into 1109 with a companion like supplemental instruction, English 950 is a Critical Reading Lab that goes with 1100 Reading and Writing. This is the same thing as English 1109 stretched out to a year. It is the same course multiplied by 2, starting at a lower place, they end up at the same place in both courses. Both have required MyWritingLab and required Tutoring.
- Early Start is two weeks, 100 hours a day four days a week, 800 minutes a week. The title and focus of our course is Reading for College Success.
- We no longer have the English literature GVAR course.
- L. Gubkin- Question 1-Students that are conditionally ready, are they placed in 2 or 3?
 - K. Flachmann- they have to resolve that with ERWC, or they are placed in 3 if it is not resolved. Before their transcripts come.
- L. Gubkin- Question 2-When they come to us before their transcripts come is category 3 conditionally ready?
 - They are 2C, 2 Conditional, you should be planning them in 1109.
- L. Gubkin- Last year we had language of directed self-placement that came from the Provost office. It was in sent to all the advisors, Dr. Flachmann states the English department does not support it.
- J. McCune will check with Debra Jackson about an appeal process for English and Math during the regular academic school year and also for Early Start.

- J. McCune will ask Debra Jackson about sending something out to the CSUB community to let them know Jacob Whitaker, is the new staff member assigned to Early Start.
- K. Flachmann- States she does get passionate about things that she knows are right. She is not going to refuse appeals, she will be very fair and if she feels the student does belong in a specific class, she will support the student.

Scheduling-

- K. Flachmann – She scheduled full English courses, only has 15 Stretches, which is amazing. Block scheduling interferes with full scheduling. V. Harper said if we take the 2nd half of the stretch, the 1109 and we move them around to fit the block schedule in the Spring?
- L. Gubkin -Because there are 40+ in 1109 students, for the Stretch people we do them last, the instructor will follow the sections and the cohort. The instructors agreed to move, they just need to know when their sections are, and they will move with their cohort.
- K. Flachmann- Is trying for the first time, she made every two sections are the same instructor, so that if students leave a section, or we need to collapse sections, she still has an instructor with a cohort, and we can combine those classes.
- T. Boone-Holladay – There is a subgroup in Block Scheduling working to figure out how to do block scheduling with 100% of our students. Maybe working with Dr. Flachmann, we can make it work in a way that works best for the students. We are looking at partial blocking, we have subgroup working on that, moving forward we will keep English in our minds and potentially call you in.
- B. Mendiola – Asks for clarification on flexibility, can students change in the section but keep same instructor?
 - K. Flachmann – If you can find a common time, keep them together and put anywhere you want. If you are sharing a section, and everyone can not attend the same section you can move them around individually, it is not ideal, but it can be done. Maybe we can have a “catch-all” section.

Advisor Professional Development

- L. Gubkin – World View and Diversity training. It could be a Summer Professional training, in addition to Mike Lee from Humboldt. it’s called Building Bridges, I thought of this for consideration, in July “Why We Should Talk About World View and Identify Reflection,” in August “Worldview Engagement and Exploring Bias.” Wants to know if advisors would be interested. Advisors are interested in this.
- B. Mendiola suggests there should be stickers or something showing the advisors have been trained in different areas.
- J. McCune will be seeing Mike Lee at a meeting in Pomona, hopefully she has a specific date for his attendance.

GE Petitions Work Flow

- Y. Morones has an original petition from a student who took the GVAR before getting to Junior status. Petition form that was signed by V. Harper, it came back from Academic Operations stamped DONE, but she doesn’t know what it means.
- L. Paris states she can only process Substitutions in her office, Waivers should come from his office, Academic Programs.
 - Moving forward V. Harper owns GVAR and will oversee the GVAR committee. L. Paris oversees the GVAR courses that are GE specified, but any type of decision should be coming from V. Harper, GVAR stuff should go to V. Harper, which will then go to the GVAR committee which will then come back to him for signature.
- GVAR used to belong to the Provost, it was housed in the Provost office, somehow it ended up in the GE office, he is in the middle of deciding if it will stay in Academic Programs or the Provost office.
 - Substitutions should get to the GE office only from the Advisors, or faculty advisors’ students can’t bring them in themselves.

- Once Lori approves it, GE's student assistants hand delivers it to Diane Wiggins, from there Diane will send it to Admissions and Records for imaging. A letter/email will be generated from GE office saying it has been approved, this will be sent to the student and cc the advisor.
- If it is not approved, a letter/email will be generated saying it is not approved and it will be filed in the GE office. This will be sent to the student and cc the advisor.
- Lori Paris, Yvette Morones, Belen Mendiola, Liza Zuzarte will have a sidebar conversation about workflow.
- L. Paris would like to come up with cohesive language for this letter/email.
- This item will be moved to the parking lot when you are ready to report back someone sends J. McCune an agenda item.
- Next Meeting May 8, 2019

Moved to Parking Lot

- Midterm Progress Report
- Advising Framework

Adjourned: 5:05 pm