

## ADVISING LEADERSHIP TEAM MEETING NOTES

Monday, May 3, 2021

Zoom Meeting 2:00 pm - 3:30 pm

**Present:** Luis Vega (Chair), Karen Ziegler-Lopez, Liora Gubkin, Janine Cornelison, Seung Bach, Karlo Lopez, Anayeli Gomez-Navarro, Lisa Zuzarte, Deisy Mascarinas (Admin Support).

**Absent:** Ilaria Pesco, Melisa Medina-Cruz, Belen Mendiola

**Guest:** Debra Jackson

### Action Items:

- The summer ALT meeting series will be sent out. Meetings will be held once a month, unless an emergency meeting needs to be scheduled.
- L. Zuzarte will follow up with the Registrar office regarding the F requirement in the degree audit.

**Meeting began at 2:02 p.m.**

### Advising – Update from Statewide Meeting

- L. Vega shared a document that was presented in CSU Fullerton titled “*Toward a Racially and Culturally Sensitive Renaming of Academic Probation.*” The document states that “*National data, alongside the current cultural climate and the findings of a recent CSUF undergraduate researcher’s inquiry, suggest that the use of the phrase “Academic Probation” is perhaps antiquated for the CSUF Mission and Values. The authors present an argument in favor of adopting “Academic Notice” as alternative nomenclature to describe the standing of students with Grade Point Average below 2.0.*” The document has been presented to the state and people have been very receptive about changing the term, but it may take time.
- Discussions are taking place at the Chancellor’s Office to coalesce academic advising processes with graduation initiative goals and objectives. They would like more feedback, and they are going to have meetings throughout the state with advisors. They will not be meeting with CSUB because *InsideTrack* has already met with us and they have our report. They will be meeting with the other 19 campuses who did not have a visit from *InsideTrack*.
- During the statewide meeting, they discussed that the CSU will need to establish protocols for Prior Learning-experience (PLE), how to -assess it (PLA), and how to -credit it (PLC). The community college has something in place and Title 5 changes will require CSU align these imperatives as well. Changes in the federal law are in motion to get students out faster by giving them credit for prior life experience. Faculty have to come up with a way to assess and provide credit for life experience that involves prior learning.

### ALT Charge Outlined by Provost Harper to Associate Deans

Debra Jackson shared a *Powerpoint* presentation with the group based around where the ALT is, and the recent conversations about the direction and purpose of the group. The Provost recently said that “*the ALT is a coordinating body that makes referrals, but does not set policy, to the Provost Council to improve advising at the University.*” D. Jackson also shared recommendations from WSCUC, *InsideTrack*, and CSU Advising Survey Analysis and Recommendations, to help guide the ALT.

- The third recommendation from WSCUC was “*ensure consistency, effectiveness, and quality of academic support services, including advising, tutoring, supplemental instruction, and course scheduling, to enhance student success for all students.*”
- *InsideTrack* made the following recommendations: “*define a strategic advising plan, break down silos to foster intra- and inter- departmental trust, identify needs and deliver professional learning for professional staff advisors and faculty advisors, and enlist change management support.*”
- CSU Advising Survey Analysis and Recommendations provided the following: “*consistent advising experiences for students, use of technology to enhance student support and advising efforts, and more advancement and development opportunities for advisors.*”

D. Jackson also shared a preview of what is to come regarding the WSCUC special visit in Spring 2023. They have asked for the following: Data on students served, disaggregated by demographic variables, organizational charts, staffing ratios, and resource allocations to service units, and evidence of effectiveness of academic support

services. Over the past year, Brian Street has been collecting this information and compiling it into a report, which D. Jackson will be releasing in the next week. This report will offer an inventory of what the state of advising is at CSUB, in terms of how many students are being served by each advising center, how advising is organized and structured, what the staffing ratios have looked like over time, how resources are allocated, and what we are doing regarding evaluating the effectiveness of academic advising. This report is helpful in thinking about what are we doing now, so that we can see where we want to get to, and what changes need to be made to help us get to where we want to go. The group shared their thoughts:

- How do we solve the day-to-day things that are not working, but simultaneously still thinking about the bigger picture and where we are trying to get to? Are the obstacles that are happening, symptoms of a larger issue that need to be addressed or are they smaller problems that need to be resolved? We can try to figure out that balance.
- It was mentioned that every tool the advisors use is “*broken*.” Last year a department identified 64 students that were placed in the wrong English categories that they corrected. Sometimes it was because they did not submit their dual enrollment transcript, but there were others who had issues related to their ERWC course that was not picked up. There are problems with the degree audit that have been going on for many years. The catalog release date being delayed has implications on the advisors work and what it does to the students. It is hard for some to see the bigger picture, when things are not working properly.
- There is a lot of clean up that is taking place in every administrative department. We often cannot solve co-occurring issues, as there are domino effects and this slows the process, exacerbated by staff shortages. There were no workflows 10-15 years ago, and we are trying to correct things from the past and to put proper workflows in place.
- There is a multi-layered disfunction, and there is not an easy solution. Having honest conversations and sharing information about the things that are creating barriers is important to try and root out how we can make changes that can fix multiple problems at once, rather than piecemeal.
- We've had a lot of leadership turnover in the past five years, which makes it really difficult to do the sustained work to make things work right. We hope that we have more consistent leadership, so that the changes can begin to get rooted in place and not just get started, and then falter and then have to get started again.
- Advisors get blamed for a lot of the issues that students face with the systems not being accurate. Advisors are the front people with the students. When surveys are done about what is (or is not) going right, students will say advisors told them the wrong information, but it is not the advisors' fault as they advise from incomplete degree audits, outdated roadmaps, and catalog copies that are not timely—all outside the advisers' control. Advisors can only work with what they have.
- The ALT would like clarification as to whether the ALT is a problem-solving body or just referral coordinating body. D. Jackson shared her perspective and said that the Provost did not say it was a problem-solving body, he said coordinating body that makes policy referrals. Some things may be in the particular purview of the Associate Deans to solve, but sometimes it is not, it needs to be a referral out and somebody else fixes the issue.
- Although we have a decentralized advising system, advising teams are going to find things that are going to be a common issue. We should really be prioritizing these issues and making referrals to the appropriate bodies. Some issues can be handled in the department level, but some issues will need to be addressed in the ALT meetings.
- When issues are identified, the group will also need to figure out whether the issue should go to the Academic Senate, the Provost Council, the Administrative Barriers Committee, or within individual Associate Deans or School Deans.

### **Implications of the 2021-2022 catalog release date**

Advisors shared their concerns about the catalog release date being pushed back, and how it affects the way they advise students. The group discussed the issue.

- The Arts and Humanities (A&H) school allows an advisor to attend the curriculum committee meetings, just to observe and be aware of any major changes to the catalog. This helped A&H advisors provide their returning students with more accurate information about the courses they should take. It was suggested that this should be a rule across all the different schools.
- Due to other campus priority needs, one being the fall schedule build, it pushed back everything else. L. Zuzarte and her team created better workflows processes and approval revision forms to capture all the

details to make sure that what people see is accurate. Moving forward, these changes will hopefully make things better in the long run.

- L. Zuzarte just received the list of plans for the returning students and mentioned she would look at the roadmaps for those catalog copies. The list will not be helpful for some advisors, because there is an additional leading issue, which is that every new transfer student is put on the new catalog by admissions. If advisors have to go through and decipher every catalog the students should be on, that will lead to many changes of catalog requests that they will have to submit to the admissions office. If the catalog can't be published earlier, maybe we need to consider pushing out the registration date for incoming transfers. This may require changing the calendar again, and it may be too late for that.
- When a transfer student applies, the first task is the admit term, then it goes through an evaluation process, who decides what catalog requirement term that transfer student qualifies for and when? This may be something that the ALT can take to Ben Perlado and Jennifer McCune.
- There was a suggestion to request the Senate to revise the calendar to push back the transfer student registration for later than our catalog date. A&H has advising appointments for incoming transfer students, and they are not as impacted as the other schools. NSME is going to begin advising transfer students next week because there are so many students, and they are short-staffed. Advisors agreed that hiring more advisors would help them, and that they would keep the registration date as is.
- The catalog publishing date is set to release on May 24, 2021.

### **GE Area F in the Academic Requirements page**

The degree audit is not showing the F requirement for General Education. If faculty advise transfer students, and the advisor is going to advise off of the degree audit, they may assume the student is done with their general education, but they are not because they will need the F requirement. The Registrar Office cannot make the F requirement show up in the degree audit, because they have to wait until the catalog is published. L. Zuzarte will follow up with the Registrar office regarding this matter.

### **CSUB 1029**

Advisors would like to know when the CSUB 1029 courses are going to be published. The decision was made that the CSUB 1029 courses would be spread out through all the departments but that created issues in coordinating the section numbers, with 17 people building separate sections. What also overlapped, was a message from the Provost that updated repopulation plans for the fall and called for bringing more face-to-face classes for incoming students. L. Gubkin has a list of the CSUB 1029 courses that she will share with the group. The list includes the 56 sections, what the restrictions are, and who they are reserved for.

**Meeting ended at 3:33 p.m.**