

ADVISING LEADERSHIP TEAM MEETING

Monday, July 20, 2020

Zoom Meeting 2:00 pm - 3:30 pm

Present: Luis Vega (Chair), Elaine Correa, Tanya Boone-Holladay, Adriana Sixtos, Christina Hernandez, Gilverto Herrera, Ilaria Pesco, Liora Gubkin, Lisa Zuzarte, Andrew Dickenson, Seung Bach, Yolanda Moreno, Deisy Mascarinas (Admin Support).

Absent: Todd McBride, Melissa Medina Cruz

Guests: Kristin Gurrola, Valari Kirkbride, Brian Street

Action Items:

- Discuss Freshman English placements for our next meeting.
- ALT advisors will either debrief the next incoming representative or join the meeting alongside the new advisor representative.

Meeting Began at 2:00 p.m.

L. Vega greeted the committee and introduced everyone to Kristin Gurrola from InsideTrack. He shared a brief description of what InsideTrack does, their mission statement, and the plans for a virtual assessment. The overview is intertwined with some of the work that we are doing including the governing document for this committee and the WSCUC assessment.

Overview of InsideTrack and assessment advising project

K. Gurrola introduced herself and shared that she has been working with InsideTrack for 13 years. Since 2001, InsideTrack has been partnering with colleges and universities to create adaptive student success solutions that generate measurable results. They began as a coaching organization and providing direct coaching services to students through partnerships with institutions. Over the years, they have shifted to working on consultation, design, assessment, training, development, and provide support for institutions with the efforts and work that is done for students, including advising. They look at advising practices and provide consultation. They recently became a non-profit organization and they are a part of the Strada Education Network, which is an organization of a variety of affiliates.

- The project they will be working with us on is about coming alongside with an advising perspective and being able to uncover what the strengths are or where the opportunities are for growth and provide that information to us all.
- The advising assessment overview is a focused engagement through which InsideTrack produces a targeted and comprehensive plan for achieving your program's goals. The goal is to focus on academic advising and looking at the program as a whole. They will do the assessment through interviews, focus groups, observations, reviewing materials, and look at any information that will be helpful to understand the current state of advising and where its headed for the future.
- The assessment will be structured around a virtual visit. Everything will be managed over zoom and typically it lasts for about 3-4 days. It will be done by K. Gurrola and an assessment specialist. After the visit, in about 10-12 weeks they will have a report ready to share. A big bulk of the report is actionable recommendations that are very specific. After the visit, they will continue to stay in contact and share information as they start to frame out what those recommendations are and share insights about the visit.
- The Chancellor's Office is funding this project, but a future long-term partnership would be funded by the University. The reports are not shared with the Chancellor's Office.
- What kind of recommendations are found in this report? Some examples shared were case management, caseloads, setting clear outcomes that you want for advising and effectively communicating those, management structure, systems and technology, process, data and analysis and how that informs advising.
- The assessment will not be standardized across the schools, as the numbers of students are different for each school.

WSCUC updates

B. Street has completed the organizational chart for Advising and will be sending it out to the group. He has been collecting data from different schools and particular groups based on staff and ratios as well as data on students served. He is working over a 3-year period, as of last term, and will be sharing this information with the group. He will reach out to the Associate Deans for the allocation of funding associated with Advising.

The WSCUC group is looking for how the campus is identifying consistency and quality, and in this case specifically with Advising. One way they are looking for this is through feedback of satisfaction type surveys. He will be working with IRPA in respects to campus-wide surveys and possibly within each school or campus groups. The goal is to collect the data during fall and work through any of the issues during the Spring, in which he will really need the support from this group for feedback.

Governing Document- AARC and Enrollment Management Representation

D. Jackson requested for the group to consider having D. Romero (AARC Coordinator) as a member in this group. L. Vega met with D. Jackson and some of the reasons as to why she thinks it would be good to have D. Romero in this group is because her duties crisscross multiple schools and disciplines. She is in charge of the undeclared majors, which is approximately 250 students per year, as well as students who are on probation and jeopardy, which is approximately 700-1100 students from different schools. They also advise honor students, who also have multiple disciplines. There may be updates that we may benefit from AARC, such as the reinstatement manual update for students who were on probation or disqualified for Spring 2020, and she deals with these students.

- The committee would like to hold off on voting on this and take some time to process the information.
- Should we not also include International and CAMP? At this point, we are only looking at AARC, but L. Vega has a table he will share with the group of all of the different groups that can be involved, and this is the purpose for the governing document with policy.
- It was suggested that committee membership proposals should come to ALT by position, such as a “representative of AARC” as opposed to an actual person. Also, we should keep in mind to not make the committee so large that it makes it impossible for everyone to attend or have all the voices at the table.

B3 Requirement for Transfer Students

L. Gubkin shared with the group that currently the way the academic’s requirements page is set up, incoming transfer students cannot tell from that whether or not they have fulfilled their B3 requirement.

- L. Zuzarte has been working on this issue because B3 is embedded in B1. Last year, L. Zuzarte met with GECCo and wanted to get a better understanding about B1, B3 and how it was approved during the Q2S. Currently, the way courses are built for impacted courses, it is going to be a monumental task to change the way the schedule and the components the way they are built in the units. In the degree audits for transfer students, it does not identify if they have not met the B3 component. L. Zuzarte has addressed this issue with D. Jackson and A. Gebauer to have a campus discussion about this. A. Gebauer response is that this is not just a Q2S conversion issue, and he requested to work together to find a solution. What happened in the Q2S when all the courses were approved, no courses were approved as part of the B3 component as individual courses to then attach in the degree audit. L. Zuzarte has communicated with the Registrar office (Jennifer, Veronica, and Tommy) about working together with them on this issue. She will keep the group informed.

Advising Updates

Statewide Advising Meetings Summary: Advising veterans. Please note that the VA housing allowance varies by campus and of concern if veteran students are enrolled on multiple campuses. Fund dispensation is \$2300 (LA), \$4300 (SF), \$900 (online). With COVID-19 and everything online, veteran students stand to only be awarded \$900. This was waived spring 2020, with fall requiring at least 1 course be in-person to be classified non-online and be given full allowance. VA will revisit the law in December 2020, but the 1-course in-person rule expected to be extended. **Statewide survey on student advising.** Almost complete and awaiting results, with the focus on structures and processes. Accessibility issues. The issue of alternative instruction delivery has raised issues with respect to carrying web-cameras in campus bookstores, ADA compliance, online security issues with programs used, copyright issues, recording of class materials, nature of office hours, examinations, and ethics. Clear definitions of these issues need to be in courses’ syllabi. **Classification and Qualification Standards** are now being negotiated in the new contract for *Student Services Professionals* through the union and feedback will be solicited on revisions. **Summer (First Year) Melt**, or HS students contemplating Gap year, incurs costs students may not realize, including implications for financial aid, dis-enrollment, re-applying, consequences are unforeseen

by many students. It is important to inform students of these issues. Some CSU campuses more worried about these issues (Northern California). Lastly, the **Statewide Student Aid Commission has a survey** that desegregates data for COVID-19 survey results of students' well-being, academic plans, and expectations of relevance to our advising team, <https://www.csac.ca.gov/survey2020>.

Holds

G. Herrera shared with the group that they recently had a meeting with the AV campus representative, Lea Antone, and one of the concerns are the holds that will be coming up for the Spring 2021 semester. When these holds are assigned, one of the questions is if these holds are displaced evenly for each semester? After a year of these holds being placed, there is a discrepancy in load from fall to spring. The feedback has been to maybe revisit when these holds are placed for certain groups. For example, Juniors get these holds placed in the Fall semester for Spring 2021, and it really does increase the workload for one side and for others not as much. Maybe, those in charge can revisit when the holds are placed or maybe due to Covid 19, we can post-pone these holds being placed.

- L. Vega will have a conversation with D. Jackson who is handling GI 2025.

Update from M. Medina Cruz "Assisting Students' Mental Health Needs"

A Dickenson received an update from M. Medina Cruz, who contacted the Kern Behavioral Health and Recovery Services. They gave her some information in terms of the training they do, including mental health certified training, which can be an all-day event. Depending on the type of training the group wants, they can let us know how much time is needed for the training. There is a cost associated with this training and it would be a virtual training.

- L. Vega will speak to some people in-house who see the students and are aware of the issues that our students are facing.

Professional Development Funds- Virtual Professional Development Plan for Advisors

Provost Harper has allowed \$5k for professional development for the team, for advisors. L. Vega would like feedback from the group in terms of how to use these funds and will send out a survey to the group.

New Catalog Live: Updates

L. Zuzarte - The online catalog has been published as of last week. The archived catalogs are now available on our website. We have transitioned to fully online catalog and it is easier for us to make changes immediately. She posted a guide when you click on the archived catalogs link. You will have to download the catalog, as it is in pdf format. At the last ALT meeting, C. Hernandez requested about archived catalogs earlier than 2013-2015 and she will be working on making those available in pdf format. Moving forward, we are improving our process and forms are being published. Now that we finalize details of the catalogs, we will finalize the roadmaps and in a few weeks, we should be able to make the roadmaps available.

How to videos on Advising accessible through our website

L. Vega pointed out that the student's voice may be too soft-spoken in some parts, but otherwise they were good, short, and on target. There may be one more thing that he may request for General Education, which filter queries by GE requirements.

Meeting ended at 3:34 p.m.