

ADVISING LEADERSHIP TEAM MEETING MINUTES

Tuesday, September 8, 2020

Zoom Meeting 2:00 pm - 3:30 pm

Present: Luis Vega (Chair), Tanya Boone-Holladay, Janine Cornelison, Belen Mendiola, Karen Ziegler-Lopez, Liora Gubkin, Todd McBride, Lisa Zuzarte, Melissa Medina Cruz, Seung Bach, Anayeli Gomez-Navarro, Ilaria Pesco, Deisy Mascarinas (Admin Support).

Absent:

Guests: Debra Jackson, Denise Romero, Brian Street

Action Items:

Meeting began at 2:02 p.m.

Dr. Vega welcomed everyone. He shared some updates with the group regarding items that are in the completion stage, such as, advising data collection strategy for the WSCUC visit and the advising organizational chart. The advising organizational chart can be found in the Advising Leadership Team website:

<https://www.csub.edu/academicprograms/AdvisingLeadershipTeam/Advising-Organizational-Chart/index.html>

The group can view the chart and offer feedback. L. Vega sent the group the second draft of the governing document and would like to hear feedback. He mentioned that the governing document would remain in a state of flux until after the visit and report from *InsideTrack*. He also updated the group about how there are currently no funds for professional development.

Probation Processes and Procedures

D. Jackson and D. Romero shared workflow diagrams for probation students and Academic Reinstatement Manual (ARM) students.

Academic Probation Process: The process has not changed, the only difference is that we are now offering online probation workshops, which were not offered before. In any given term, if a student has a cumulative overall GPA below a 2.0, the Office of the Registrar is alerted when they run the end of term grade report. It is through this process that the student is placed on academic probation. The AARC then notifies the student that they have been placed on probation and told they will have a hold put on their account, preventing them from registering for classes next term. For the hold to be released, the student must participate in the academic probation workshop. This allows the student to complete the steps required for the academic jeopardy program, extending academic probation one term to avoid academic disqualification. The probation students are alerted every time the AARC will be offering a workshop. Face-to-face workshops are now offered through zoom, incorporating additional pre-pandemic on-line elements. Each semester AARC adds each student that has a probation hold into the online workshop on Blackboard. The students can then access the course and they can do the course at any time during the term. Once the student completes the course, they will need to take a quiz that if they pass, it will alert the AARC to release their hold. The workshops are being offered through zoom and asynchronously through Blackboard if the student is not available for zoom scheduled times.

Academic Reinstatement Manual Process: This process applies only for the spring 2020 term. During the spring 2020 term, our campus agreed to not disqualify any student on probation who earned less than a 2.0 grade point average because of covid-19. This alters our process slightly but only for this particular population affected in this particular term. After this semester, this should not affect us anymore. To distinguish the students, who were saved through this process from those who actually improved their GPA, we created the *academic reinstatement manual* (ARM) designation that appears on their transcript. The Office of the Registrar, at the end of the term process grades and would have put students on academic disqualification, but then reinstated them and updated their standing as ARM. We then notify those students that their disqualification was overturned, and they would be allowed to continue, with AARC removing their probation hold so they could register for classes. Some of those students took summer classes, but most of them did not. At the end of the term that they registered, whether it is this past summer or fall, what happens to these students greatly depends on what happens to their GPA. If their GPA is at a 2.0 or above, they will be placed in good standing, but if it is below a 2.0 for that term, they will be disqualified and dropped from their courses and then we will notify them how to petition for reinstatement. For

students who were enrolled in the summer, this process already happened for them, with a few students being dropped from fall courses because they earned less than a 2.0 during their summer courses. A workflow diagram was presented to ALT, and it is attached in the last page. Some key points:

- Academic probation and manually reinstated students must meet the 2.0 GPA for the term and until they get back to good standing, they can then go back to meeting the GPA requirement for their grade level.
- There were 385 total ARM students and their holds have been released. 38 of the 385 students attended summer classes. Out of the 38 students that returned for summer, 15 students were disqualified because they did not meet the 2.0 GPA requirement for the summer term. We now have 218 ARM students attending the fall term.
- D. Romero will post the workflow diagrams to the student success network.
- If students received ARM at the end of Spring 20 and do not attend for 1 academic year (2 semesters) or longer, they will need to reapply to the University. They will not need to submit a petition for reinstatement because they have already been reinstated.
- ARM does not apply to graduate students.
- Automated process to remove probation holds by ARMs student finalized and process one week before term started.

InsideTrack Visit and Virtual Professional Development Schedule

L. Vega shared with the group that after the visitation from *InsideTrack*, they will be giving us one professional development training for free. He shared a professional development sample schedule from *InsideTrack*. They can provide up to 50 academic advisors with a virtual 1-day professional development training which will be split in two cohorts of 25. They can run this over two 4-hour training sessions or four 2-hour training sessions. They will also be providing training sessions for faculty. We have 42 professional advisors, so everyone will be covered. The group suggested that the training should be done the first week of December, as October and November are busy months with advising and different initiatives. Fridays may not be a good day for the training because some advisors work a 9/80 schedule. L. Vega will work with Kristin Gurrola (*InsideTrack*) and provide some dates for the group to select from.

- Advisors suggested to have content for the training that is tailored to what they see during the visit. Most of the advisors have a master's degree in educational counseling that covers a lot of the content that was in the sample schedule. D. Jackson requested that when the advisors meet with *InsideTrack* during the sessions, to mention that the professional development training they suggested was remedial for where they are in terms of their skill set.

Governing Document

L. Vega shared the second draft of the governing document and asked for feedback from the group.

- T. Boone-Holladay- When the ALT was formed, they received a charge from the Provost (not Dr. Harper). The ALT has changed so much since it was created and the scope according to the governing document and what we are all experiencing has changed. She requested input from either the Provost or from D. Jackson, as she may have a sense of what the Provost's intention is.
- D. Jackson- mentioned that she could only share a few thoughts about what she thinks our current Provost's view of what the Advising Leadership Team (ALT) is. Part of the work of the ALT is in some ways a substitute for the fact that we have a decentralized model and because of that we do not have an advising director. Most other CSU campuses has a single advising director that would be able to address a lot of the questions that come up in the ALT. The advising director would be able to receive information about problems and also push out solutions from that central office. Part of the work of the ALT is to be able to address problems that would normally go to a single director. Her understanding is that the role of the ALT is to make sure that all of the advising centers are working on the same page, that there is a coordinated and consistent effort around advising, so that everybody has the same information, and everybody is following the same workflows. The workflow coordination may be a challenge to being decentralized, but she believes that is the number one role of the ALT.
- T. Boone-Holladay- Is there a chance that the outcome of the *InsideTrack* evaluation and assessment is a centralized or more centralized model than what we currently have? If that is the case, then she thinks we should put off creating this document until after we have a report.

- D. Jackson- Cannot say whether that it an outcome or not an outcome of what that process is. It is a great opportunity for our campus. It is serendipitous given what the WSCUC visiting team said to us at the end of our visit last year, as they said we need to improve academic support services and get clearer about what the advising structure is. We need to do more work to try to evenly distribute the workload by paying attention to advisor/student ratios, and resource allocations for the different centers. We ultimately need to make sure that no matter what the students major is, they must get a similar advising service and not be dependent on what major they chose. The *InsideTrack* visit is not a direct result of our WSCUC visit, but we can use it as an opportunity to move our campus forward on that WSCUC recommendation. To answer T. Boone-Holladay's question more directly, a more centralized model is what we must look forward to at the end of this process, it was not something that was mentioned as a goal of this process.
- S. Bach- After reading the document, the charge does not reflect what D. Jackson just pointed out. It talks about implementing policies and procedures and he does not know what it is that the ALT can do based on the composition of this group. If you look at the table with members and their responsibilities, it lists "*engage on policy-and decision-making*" process. Are we a policy making body? There may be many factors compounded and he is still unclear about the charge of this group. Also, you do not want to cross-over to too many entities on campus.
- L. Vega- Everyone will be impacted by policy and the voices of the professional advisors should be there, that is why you see policy mentioned in the document from a consultation perspective. If they are going to be affected, we should hear what they have to say. From how the Senate works, faculty can go to them and have their say and that is the perspective that was done for the document. If the group can suggest how participatory, shared governance in this body, to the degree that it is possible, can be done, he is happy to accommodate that. L. Vega has suggested to come up with a committee within the group to help with the governing document. He agrees with T. Boone-Holladay that maybe this document can be put on hold, but we haven't established completely that *InsideTrack* is going to dictate policy for us. They are going to be informational and provide next steps but ultimately again it will be us. The Provost has charge us with a governing document, and left some parameters for us, and L. Vega used the minutes from December to draft the governing document as envisioned for this body to be. We can consult with the Provost again and with D. Jackson. L. Vega asked the statewide advising group, how many of them have guiding principles or a charge, and 3 people responded but he has yet to receive something from them. Another issue is that many Universities have a separate entity for advising centers and that costs money.
- L. Gubkin- When D. Jackson said many institutions have a director and we are trying to do the director work with a committee of 15+, that does not seem like a great model. Some of the members that have been in the group for a long time know that we were doing some policy and got very strongly reprimanded about not being a policy making body. She is also hearing that it is incredibly important that the people who are impacted by policy have a voice and are part of the consultation process. The analogy about the Senate is interesting because the Senate is a policy making body, but her understanding is that we are not. How we are navigating that, is another big question for her. In her opinion, the time when it has functioned best is the analogy that she sees is how university counsel functions, different representatives sit at the table, people can bring issues up and that can get discussed, people can get referred out, and it can get addressed. She believes that is the best function it serves at this point.
- T. Boone-Holladay- Looked up minutes from December in which the Provost's states "*this is a very robust, policy-making, coordinating body.*" It seems like he wants us to be a policy-making body with a policy-making focus. Maybe we need to look back at what he said in conjunction with the governing document.
- B. Mendiola- We have to have policy and procedures reviewed and assessed in every department not just in advising. Maybe that could be the change in the language, instead of "*implementing*" but reassessing or evaluating policy just like every committee and department should be doing on campus, so that we can stop bottleneaking and simplify the advising outcomes. We should take out "*implementing*" and replace the word with a different action word.
- D. Jackson- The Provost that slapped down the policy making efforts of this body was a different Provost than the one we currently have. That was the Provost who had initiated the ALT, but the difference in the view of the role of the ALT might reflect a difference in the Provost's sense of what this body ought to be.
- T. Boone-Holladay- There was a consultant that was hired locally to look at the ALT and she thinks that person/people did say that the ALT should be a policy-making body.
- D. Jackson- The document with the recommendations from the last review might be good for the group to look at.

- T. Boone-Holladay- V. Harper mentioned in the minutes from December that “*this group with the executive over-seeing it should be doing this*” Who is the executive? Is it the Provost, D. Jackson, or L. Vega? Another thing that matters in this discussion, is the intersection with professional staff advising and faculty advising and when you start talking about policy that governs faculty then you are in the Senate world and that changes everything in terms of making policy. It creates a lot more constituents and consultation. This raises a concern in terms of being efficient.
- D. Jackson- When V. Harper said that during the December meeting, he was taking on both roles as Interim Provost and AVP of Academic Affairs. She will look into this. In thinking about the relationship between this body and the Academic Support and Student Services (AS&SS) sub-committee, advising is one of the most important academic support services. Where is this group in conversation with AS&SS? That is a good question.

Faculty advising group collaboration

The group discussed the item around the faculty advising group.

- T. Boone-Holladay- There is a rumor afoot that there is a group of Faculty who wants to have a faculty advising, something parallel to this group. How would the two groups work together?
- D. Jackson- Can speak to the faculty group. This came up with V. Harper and there was a lot of conversation in ALT last year and the need for faculty advisors to get similar professional development opportunities as staff advisors were asking for, so they too could be better advisors. In many ways, professional advisors understand a lot about advising that perhaps the faculty are not notified about because often they are not in the Student Success Network, getting the announcements, for example. One of V. Harper’s goals was to create a faculty advising group that started right before covid-19 and it fell off his radar. She brought it back to his attention in part because of *InsideTrack* coming and the need for them to meet with faculty as well as professional advisors. He then asked D. Jackson to fill out the rest of that team and she started pushing out requests to the department Chairs to volunteer to make sure that every school was represented in that team. There were no faculty volunteers from BPA or NSME in the original team and only 1 for AH and 6 from SSE. The group is now rounded out with representatives from every school, she doesn’t know what the next step is, but she is passing the list to Dr. Harper to initiate that group.
- T. Boone-Holladay- In order for us to decide what we are doing and understand our charge as the ALT in the professional advisor role, we need to know what the other group is doing and there needs to be some coordination.
- B. Mendiola- She is a part of the AS&SS group whom she thinks we should coordinate with as well. There are so many groups on campus that are trying to do the same things, so it is important to review everyone’s mission before we complete our own.
- S. Bach- If we have so many different groups with faculty, ALT and other groups carrying on the same mission, who is going to be the governing body coordinating this? Are we going to create another executive committee governing all of these advising leadership initiatives? We are then dealing with another coordination problem.
- D. Jackson- That is true. Again, this is the challenge of decentralized advising is that it requires incredible coordination among so many different groups of people and that is a little harder when you don’t have a pyramid structure.
- S. Bach- Decentralization does not necessarily mean everybody doing the same thing. You have to trust the end body making the best decision for their end unit. From the top, you can see different practices, different decisions, unless you can allow them to make their own decisions for their end body, you cannot decentralize.
- L. Vega- will reach out to the Faculty group and the Senate group and see what they have in mind. We can work on what the next steps are. Whatever feedback or guiding principles he gets from the other schools, he will bring back to the group as well.

WSCUC Updates

B. Street shared with the group that the organizational chart is complete and staff ratio is complete. All he is waiting for is Extended Education and probational students staff ratios. All the schools and special populations are done. He would like to start acquiring data for the students served. He has budget data from last year and the resource allocations he got from each of the Associate Deans. He will be reaching out to get the data for the previous 2-years, so we have a timeline associated with that. He will be working with Kris Krishnan and the

advising centers coordinators concerning the satisfaction surveys that have already been done or are being done. If it is available, he would like to obtain any training material, scripts, any sort of communication either in person or virtually with students or a set script for those communications. He is hoping to have this by the end of this week.

- B. Mendiola- will we have a unified satisfaction survey for everyone to complete?
- B. Street- That would be nice. In part that is the goal and it is in his purview, but right now it is just to see where we are at. We can implement surveys and start collecting the data before the next visit.
- J. Cornelison- AH does a satisfaction survey. She can send the questions and results to B. Street.
- D. Jackson- If AH has a survey that really works, it can be adopted for everyone else to use.

Impact of having hybrid courses back to back with online courses

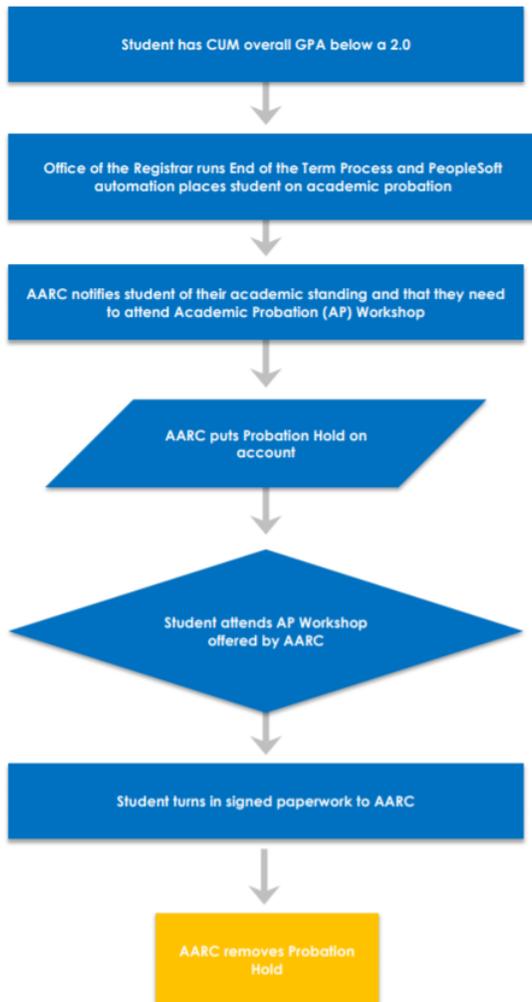
Ilaria Pesco shared with the group that there is an issue with students having face-to-face classes with a 10-minute break in between their online lecture. Right now, the problem is many of our students are being dropped off or ride the bus for their classes. Per public health, they cannot stay in the lab. The Provost suggested she brings this issue up to the ALT. Some students are taking their courses outside, but that will be difficult getting into the winter months. Are there some options to push these classes a little bit later so students have an opportunity to get home?

- T. Boone-Holladay- Are you asking for the advisors to help students get classes that are not back to back? That is all this body can do. If it is about time blocks, that will have to go to the Senate.
- I. Pesco- what we are hearing from students is that lab and lecture are automatically scheduled with a 10-minute difference.
- D. Jackson- I don't think there is anything we can do with the time blocks at this point. It is a good thing to notice and information that T. McBride, for example, needs to be aware of to talk to the instructors about so when they are building the schedule, they do not do that to students. This is not something we could anticipate for the fall schedule, because when we built the fall schedule, we were going to be fully face-to-face. It is something we can be cognizant of when we build the spring schedule, which we are doing right now.
- T. Boone-Holladay- would like to point out that this is not an advising question, and this is not the right place for this question.
- D. Jackson- It is an advising question not in terms of the scheduling of the courses, but for academic advisors to be aware that when they are helping the students build their schedule, that they pay attention to not put a lab and lecture back to back.
- T. Boone-Holladay- we do not know which of those classes we would request to be virtual. There is a piece of this that is advising but some of it is just a scheduling question that needs to either go to the Chairs, Deans, or the Associate Deans.
- L. Zuzarte- We really reduced the number of students coming to campus for the face-to-face portion by staggering their on-campus attendance.
- I. Pesco- We know of at least 25 students. Her worry is that these are 25 students, and who are willing to reach out to them. They are being told to go outside and do their work on a bench, and that is not a good solution heading into the winter months. They have encouraged the students to reach out to the Associate Deans.
- B. Mendiola- Are not classes already built that way? Advisors may not have a choice to select a different lab, as they are built that way. It sounds like it is more of a scheduling issue with department Chairs than it is with advising.

Meeting ended at 3:35 p.m.

AARC Workflow

WORKFLOW FOR STUDENTS ON ACADEMIC PROBATION



WORKFLOW FOR STUDENTS ON ACADEMIC REINSTATEMENT MANUAL (ARM)

NOTE: ONLY APPLIES FOR SPRING 2020 TERM

