

ADVISING LEADERSHIP TEAM MEETING NOTES

Monday, June 20, 2022

Zoom Meeting 2:30 pm - 3:30 pm

Present: Luis Vega, Lisa Zuzarte, Karlo Lopez, Glenda Guizar, Melisa Medina Cruz, Deanne Perez-Granados, Yvette Morones, Gabriela Ochoa Vega, Ilaria Pesco, Christina Ramirez, Deisy Mascarinas (Admin Support)

Absent: Liora Gubkin, Seung Bach

Guest: Julie Ford, Emily Poole Callahan

Meeting began at 2:30 p.m.

CSU Fully Online Presentation

- J. Ford from the Chancellor's Office shared that CSU Fully Online is not a perfect program because all campuses run on their respective catalogs.
- Enrollment for fully online courses begins on June 1; however, not all courses are made available. Although GE Area courses are made available early on, it is not until the CSU campus is ready to make its major courses available that all the courses for that term will open for enrollment on the fully online system.
- To be eligible to enroll in fully online courses the student must have 12 units completed in residence, hold a 2.0 or higher GPA, have paid the tuition for term of enrollment at their university or have financial aid that will be used to pay the term's tuition.
- The program is meant for students to take one class per semester; however, campuses have the authority to decide and approve the enrollment of a student in more than one fully online course.
- Despite CSU Fully Online, being promoted as program that allows students to take a free course at another CSU, the course itself is not free as students are still paying tuition based on the number of units, they are enrolled in. Therefore, if a part-time student enrolls in a course in CSU Fully Online those course units may result in them becoming a full-time student and having to pay full-time tuition.
- J. Ford also shared the differences between CSU Fully Online and Cal State Online. One major difference is that Cal State Online hosts those online approved programs. Additionally, unlike CSU Fully Online that only offers fall and spring courses; Cal State Online also offers summer courses.
- L. Zuzarte shared that Sonya Gaitan is the point of contact for issues involving CSU Fully Online at CSUB.
- J. Ford mentioned that students are usually denied from enrolling in a course because of not meeting the prerequisites.
- Students should check with their university whether the course they are taking is articulated to ensure that they receive credit.
- L. Vega asked whether a student could only take up to 24 units through CSU Fully Online—which is the case for extended university courses, which J. Ford shared that there was no limit, however, the program was intended to allow students to take one course per semester.
- Courses taken through CSU Fully Online automatically transfer, so there is no need to request transcripts. However, if a student is applying for graduate school, they must submit transcripts for all the schools they took courses at.
- With respect to the concern raised about CSU Fully Online Course Credits being counted as transfer credits; J. Ford shared that they were not classified as transfer credits despite them being transferred from one CSU to another.
- J. Ford warned that doing poorly in a CSU Fully Online course could jeopardize a student's academic standing—leading to probation or academic disqualification, if a student's grades were not in good standing at their campus of residence, with appeal and petitions processes being impacted.

Transfer Students Covid-holds

- E. Callahan shared that all incoming and transfer students are having a Covid-19 hold placed on their accounts. Students must meet the CSUB policy of proof of vaccination or submit an exemption form to be able to register for fall classes.
- The group expressed their concern with students not receiving communication because of there being a delay in the activation of incoming and transfer students' emails.

Advising Task Force (ATF) Updates – ongoing Spring 2022

- Y. Morones shared that the Advising Task Force continues to meet over the summer as they draft their recommendations. She requested feedback on the proposal to have an Advising Director. Questions emerged on the lines of accountability given associate deans within each school oversee their academic advising centers. The associate deans were not in favor, but I. Pesco suggested that roles and responsibilities could be drafted to assign accountability if the new advising models allow it.

Meeting ended at 3:39 p.m.