

ADVISING LEADERSHIP TEAM MEETING NOTES

Monday, November 2, 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, Melissa Medina Cruz, Seung Bach, Anayeli Gomez-Navarro, Ilaria Pesco, Deisy Mascarinas (Admin Support).

Absent: Lisa Zuzarte

Action Items:

- L. Vega will share a memorandum about CA Promise with the group.
- L. Vega will reach out to Ben Perlado to discuss final transcript evaluations and invite the Admissions and Records team to our next meeting to discuss their workflow.
- L. Vega will look into collecting data on double/triple major students on campus and depending on those numbers then we could escalate it to the next level.
- I. Pesco will reach out to Janet Millar to discuss the mental health first aid training possibilities.
- L. Vega asked the advisors to send him the list of workshops they chose for the *InsideTrack* training.

Meeting began at 2:01 p.m.

L. Vega shared a document with the group concerning CR-NC changes grade guidance from the Chancellor's Office for fall 2020, given current pandemic conditions. T. Boone shared that last term the Provost sent information around deadlines, and that we can ask if the same would be done for this term. L. Vega stated he would seek more information.

Updates- Statewide Meetings

A survey was completed by all of the advising people throughout the state in spring 2020 that covers the advising ratios and other details about processes. The analysis of the survey is being done at the Chancellor's Office and it is almost complete, and they plan to share the information with us. L. Vega will share the survey analysis and have a discussion with the group about it. L. Vega is hoping the state survey, the *InsideTrack* report, and reaching out to other campuses throughout the state will help the group come up with ideas on how to move forward with our advising processes and procedures. An additional issue that was discussed in the statewide meeting was around CA Promise law (SB 412; unfunded) by Senator Glazer who sought to time of degree shortened for students who have low income, high school located in a community with underrepresented college attendance, free or reduced lunch at 66% or more, first generation, and ADT students that went to a community college and participated in the 2-year program. There is a report done every year and it shows that we can improve our numbers. The statistics are not well kept and there is a push to get the numbers up and to have accurate numbers throughout the CSU campuses. The Chancellor's Office also discussed their concerns around retention. They will be holding monthly meetings and once they get back on track, they will get back to doing meetings every 2 weeks.

- In relation to CA Promise, transfer students can only sign a pledge if they have a confirmed ADT and the advisors will not know about the students ADT until around November. They are not able to complete pledges with transfer students until they have the ADT information. It may be a timeline issue with the community colleges.
- Students have 2 semesters from when they begin attending CSUB, to sign up for the CA Promise degree pledge.

InsideTrack - December Workshops Planning

L. Vega received information from 2 schools concerning the *InsideTrack* workshops. Kristin Gurrola from *InsideTrack* has been informed that the workshops are in place, and they are able to prepare. Depending on the advisors' choices for the workshops, L. Vega will negotiate with *InsideTrack* in terms of the workshops that can be dropped. L. Vega would like to know how many people we could get per workshop.

Advising Calendar Change

L. Vega asked why the calendar was set up so that the registration and advising is scheduled for the same day.

- In general, advisors prefer to advise students at the same time they register them for classes. Transfer students have a lot of pre-requisite errors or they are trying to navigate a system that has a lot of closed classes and try to find alternative options. Advisors have to prepare each students' advising documents ahead so that they are able to advise them.
- We need to push for the degree audit to be accurate.

Final Transcript Evaluations

One of the reasons why advisors have to advise when registration has already opened up is because they have to override a lot. An example from our fall admits, is when a student who was enrolled in the Spring 2020 with B1 courses and needed to enroll in upper division here at CSUB, the pre-requisite is that you have to have all of your lower division in area B done before you can enroll in upper division B. Our system does not read what our students are currently taking at Bakersfield College, it just says RD (report delayed). Because the system does not read that information, the advisors must override it. There was an instance with a student who had their final transcript in OnBase by July. The student registered in August and the transcripts should have been evaluated and inputted in the system, but they were not. The student had to contact their advisor to have them override, so the student is able to get into courses that they need. This kind of situation happens regularly, and the student should be able to enroll without having errors appear.

- L. Vega shared with the group that through the work he has been doing with the graduate students, a lot of the transcripts that are coming sit there because they do not have enough people to process them, with COVID partly to blame. The admissions office also has peaks when they are receiving many transcripts, and everything is delayed. Imaging the transcripts can take some time as well.
- OnBase had a workflow where once the transcript was uploaded, it would automatically get placed into an evaluators cue, and they were notified that there were new transcripts in their cue. That was a process that was going to happen with OnBase and if it were to be implemented, it could possibly help.
- One evaluator created a shared excel sheet that the advisors have access to. Every time the advisors encounter transcripts that have been sitting there or any other transcript issues, advisors go into the shared document and enter the students' information. They also let the evaluator know when there are new transcripts waiting to be reviewed. It is time consuming for the advisors to have to alert the evaluators every time something is added in the excel document.
- This issue may be with Admissions. Advisors would like to know the process of the transcript evaluations.

Students adding a second/third major or minor

There are students who get to the point where they are about to graduate, and they decide they do not want to leave so they add a second major, or they will add another minor. Students are allowed to do this, but advisors are asking if it is possible to start a policy that states that students should not be allowed to add majors/minors within a certain time frame closer to graduation.

- A policy of this kind can impact athletes who are given an additional year and adding a major/minor is the only option they have in order to keep participating and stay in scholarship. Are there policies like this in any other campuses?
- If students are told that they have to graduate then continue with their studies as a post-grad, this may change their financial aid.
- CSU Long Beach has a policy in place and students are not allowed to declare a second major/minor after completing 90 units. There are policies for athletes or other students who are allowed to continue with a second major. It is just a matter of doing the paperwork and having a plan in place with parameters that have to be met.
- This may be a policy decision that needs to be made by the Senate and other committees. The ALT may need to send a memo to the Senate Chair to put this issue on their radar and note that there are other campuses who already have policies in place.
- There is concern that if this results in a petition process that requires review by an advisor it becomes a workload issue for the advisors.
- There may be a concern that some students are taking class space from other students as we are growing closer to impaction and/or they are declaring late and could be delaying "on-time graduation." The group does not want to suggest that a double-major is a problem.

Mental Health Training Collaborative

M. Medina Cruz has been in communication with *Kern Behavioral Health & Recovery Services* <https://www.kernbhhs.org/mhfirstaid>. She would like to hear from the group and if there is still interest in receiving mental health first aid certification training through this service. She will continue to follow up with this center to obtain more information, including costs.

- I. Pesco will reach out to Janet Millar, who has a grant through the Chancellor's Office and may be able to use grant money to fund the training. There may be a possibility that we can do the mental health first aid training in conjunction with student services. J. Millar also does mental health first aid training that our advisors and others can be trained in. Her program may not have a cost and it is a CSU training.
- I. Pesco shared that there will be a basic needs ambassadors training on the 3rd week of November in correspondence with hunger awareness week. It may fall on a Friday and if schools would like to have a training specifically for their school, they can do that as well.

Freshmen English placement/stretch Program [EO 1100 stretch Courses] requirement for Categories 3, 4 (Eng 950, 1100, 1109 year-long sequence)

The English department has created a process for students who are placed in the second class in the English stretch program. Students are notified that they will get placed in the second class in the stretch sequence and if they do not want to do that, they are instructed to reach out to Dr. Flachmann. J. McCune is block enrolling the students.

- During the summer it was an issue that some students were not being placed in the correct English course placement. Some students have AP scores that have not been entered or have participated in the dual enrollment program. Advisors have to keep track of this information and it is challenging.
- L. Gubkin suggested that it is sufficient that for the next year, Associate Deans remind the Composition department that advanced placement and dual enrollment impacts how students are placed, and if they are reaching out to advisors, just to let her know.
- Similarly, if a student does not take the Math course where they were placed, the Math placement in their account gets deleted. Advisors are not able to tell what Math placement the students placed into. They must go back to check Math scores.
- Why do placements clear after a year? Admissions may be able to explain to us about this process in our next meeting.

Logged Record

For the advising calendar and holds that were addressed earlier for Juniors and Seniors, is there a way for us to compare outcomes or data we can refer to? The group may want to ask that these holds be selectively applied.

- It may depend on the major, and some data may need to come from the faculty. Some students did not seek advising because they are not adapting well to online learning and decided to take a semester off. Some students are adapting well, and because they may be juggling a lot, online learning may be better for them. The numbers may be due to the online format or advising versus not advising.
- K. Ziegler-Lopez suggested that maybe the advisors and I. Pesco can come together and work on a strategic plan to present to the ALT around permanent changes to the calendar.

Meeting ended at 3:21 p.m.