

**University Academic Advising Executive Council**  
**Minutes**  
**May 6, 2016**

Advisors Learning Outcomes matrix

- Could this document be used to build a training from? Which pieces?
  - professional development-some components kept in-such as student development, resiliency, etc.
  - knowing our advisees.
    - Relationship with advisee and advisor.
    - Advisor resources and response.
  - University, Government Regulations, and University Responsibility.
  - Learning outcomes—objectives where students should be when graduating. Possible switch of verbiage on matrix as an objects/learning outcomes to make it a stronger document rather than a professional development statement.
- ACADA has core competencies that break out rubric style from basic to advance level. It may be a possible resource and NACADA also has a manual.
- Assessment method weighs heavily on Annual Review – do we go after this?
  - Person doing Annual Review not knowing about advising – is this something this committee wants to tackle?
  - Possible solution: set of core competencies given to chair or designee to have for Annual Review.

Advisor core competencies Draft document- Discussion about, and what could be changed/added/removed:

- Core advising responsibilities originated from workload survey
- Bullet 1:
  - Is a broad category, not specific, not necessarily training.
  - General expectations of every advisor.
  - Do we put that in the training as a module by itself?
- Updated advising sheets? Should be using the advising sheet of the catalog showing the four year plan.
- Move students and course selections to bottom of list.
- Six advisor responsibilities written in outcomes language from the Academic Advising Mission statement. Are advisors doing these six things? Examples of “how you know.” Overlaps of six things and job descriptions.
- Items advisors are expected to do--if not expected of every person who advises, it shouldn't be on list. Fundamental items that everyone would be expected to do as an advisor at WSU.
- Technology implied but can be more implicit. Expectation of how technology plays into advising.
  - Advisor utilization of the tools available like myWSU, Blackboard, etc.

- Make sure that everybody can do it.
- Bullet #4: Advisement Reports – monitor for accuracy, submit necessary corrections and/or taking corrective action.
- Present new orientations for department or as assigned, but not core advising duty. If statement is broadened, it will encompass Alive! as well as bridge others as well.
  - Language change: Support student orientation for departments and units instead of present.
  - Would every advisor be made to do some presentation or assist student orientation to the department and advising policies?
  - Possible language change geared to broaden statement to encompass ALIVE! and WOW?
- Teach students to understand higher education goals and connections.
- #6- important helping students in making course selections but to find courses they don't know about that are supplemental to degree selection.
- # 3- check update to degree requirements, monitor degree completions and enter exceptions as needed.
- Match 10<sup>th</sup> day and 30<sup>th</sup> day- not all advisors need to do, but some are specifically asked, matching files to what is in myWSU- double check advisee list.
- Remove paper files? Only thing stopping is the advising form. Global campus is completely paper-free.
- Question: myWSU notes added as a training piece one day?
- Doing training as a cultural change, added technology but not utilizing it, and not showing all how to use.
- Retention of student files is an issue. My Planner in place a year from now. Students starting a year from now are fully electronic.
- Advising notes-how does this reflect the technologies that are coming online.

Liaison contacts are still needed for the initial three groups:

- Don't have to chair but help facilitate and bring back information to UUAEC.
- Want all advisors to feel able to participate.
- The goal of being on the subcommittee is not to change the outcome, the goal is to help move the changes forward.
- Implementation committees- deciding how they will move forward, productive process. Taking names and decide later names/numbers etc.
- Planning the training – Jon Walter
- Delivery of training – Terese King
- Assessment of training – Sam Gizerian
- Once a structure is in place, it will be easier to present and get funded.

A meeting ago it was suggested to provide a printed catalog to freshman. For 4,000 copies it would be \$18,000.00 and for 8,000 at \$200,000. Asked for a timeline and something could be in hand for Alive!

## Suggestions:

Online catalog can be printed as a PDF.

Can we add to the jump drive with a link to the cougar success website? Amanda was going to look into this.

## Meta Majors

- Different way of looking at cross training advisors, and on- and off-ramping students.
- Areas- could be 5 or 6 different meta majors where advisors know the information inside within the first couple of years.
- Georgia State had a huge success and retention with meta majors.
- Would be an opportunity to balance advising loads more with meta-majors. We want to retain students and do what's best, but create something to get rid of the backlog and have a path.
- Students will have the option but not happening in the fall. Something to keep in the forefront because of the significance to the university.
- Rhode Island- constructed with students who declared a major or selected a "Rhode-way."

## Meta majors – continued

It is a topic that Erica Austin is excited about and was hoping to see in a more developed format.

- Meta majors is a different way of looking at cross training for advisors. It is similar to what they do in Science within the science core.
  - Concern: the importance to change advisors when students change majors. Students would meet with the advisor who knows the major the most.
- Meta majors would be up front the first two years as students are changing their minds in the first couple years regarding their majors.
- An advisor in Liberal Arts could advise for the core courses in many majors as many of them are the same in the first two years.
- Students may choose to do this or not.
- It would be a part of the culture change of training.
- Community Colleges have done this for a long time and with success.
- It would also help students not to take unnecessary courses in the first two years.
- We could have some prescribe courses that could be taken in the beginning.
  - Problem: Some departments have classes students are unable to take unless they are assigned to an advisor in that area.

This isn't happening by fall but keep in the forefront because of the significance to the university regarding retention.

Meeting adjourned at 2:21 p.m.

**University Academic Advising Executive Committee  
Meeting Minutes  
Meeting Date: May 6, 2016**

**ATTENDANCE**

<b>NAME</b>	<b>TITLE</b>	<b>ORGANIZATION</b>	<b>PRESENT</b>
<b><u>Committee Members</u></b>			
Canty, June	Associate Vice Chancellor	Academic Affairs WSU Vancouver	No
Inlow, Alana (?)	Academic Coordinator	CAHNRS Academic Programs	No
Dixon, Brian	Assistant Vice President	Student Financial Services	Yes
Elstad, Catherine	Associate Dean	Honors College	No
Fisher, Valorie	Academic Coordinator	Animal Sciences	Yes (called in)
Gizerian, Samantha	Clinical Assistant Professor	Integrative Physiology & Neuro	Yes
Hermanson, Fran	Executive Director	Institutional Research	No
McMahon, Colleen	Assistant Director, University Affairs	ASWSU	No
King, Terese	Director	ASCC	Yes
Lessmann, Jeremy	Clinical Assistant Professor	Chemistry	Yes
Meiers, Mysti	Academic Coordinator/Advisor	WSU Tri-cities	No
McAteer', Kathleen	Assistant Vice Chancellor	WSU Tri-cities	No
Morgan, Amanda	Associate Director	New Student Programs	Yes
O'Donnell, Debbie	Director	Global Campus	Yes
	Director	Admissions	No
Poch, Susan	Assistant Vice Provost	Office Undergraduate Education	Yes
Pomerenk, Julia	University Registrar	Registrar	Yes
Schneider, John	Associate Dean	College of Engineering	Yes
Scourey, Joy	Senior Associate Director	Student Financial Services	No
Skinner, Matt	Chief Enterprise Systems Officer	Office of President	No
Stout, Sara	Director of Student Services	Program in Communication	Yes
Vandevord, Rebecca	Assoc. Dir & Dir E learning	Global Campus (Online)	No
Wack, Mary	Vice Provost for Undergrad Education	Office Undergraduate Education	No
Yocum, Darren M	Executive Director	Enterprise Systems	No
<b><u>Guests</u></b>			
Schwab, Nicholas	Associate Director of Student Affairs	ASWSU	No
Walter, Jon	Associate Director	ASCC	Yes

**MEETING LOCATION**

Meeting Location: CUE 512

AMS: Tri-cities  
Vancouver