

University Academic Advising Executive Council
Minutes
November 2, 2018

1. Updates

- “Fall 2018_Registration Nudge” – Centralized Campaign sent from ASCC on 11/19/18, the Monday of Thanksgiving week. Run students who haven’t registered for next semester and either have holds or have no holds.
 - No-holds : provide a video that shows how to use the shopping cart and register for classes.
 - With holds: We will then refer to their specific details and divide out separately based on the type of hold: if it’s only an advising hold, refer them to their advisor.
 - Considered doing the campaign centrally, or based on individual campus location. Sent out to other campuses for consideration.
- UAAEC Memo to Chairs/Supervisors regarding the Advisor Evaluation checklist- along with supporting documents.
 - Feedback or edits on Memo- supervisors of advisors are aware of UAAEC and efforts made through years to get more consistency across campus. Does the memo need more of an introduction to UAAEC? Maybe include a link to UAAEC web page?
 - Concern: it’s meant to be comprehensive, but each advisor doesn’t have to have all these things.
 - “Guide and directive” to follow, not end-all-be-all.
 - Suggestion-move the last paragraph to the top-“this is an effort to consistently provide guidance for advisors across system. This is a guideline to transition to the new review process.”
 - Associate deans have reviewed the checklist, but not department chairs. Most advisors report to directly to their department chair, with some exceptions.
 - Suggestion: Include the advisor evaluation checklist on HRS website with a section for evaluating annual reviews.

2. Advisor Consultant Group (ACG) Report – Ruth Ryan

- Advising Survey update-818 responses so far, looking for email to go out to students. Pullman majority responses out of arts and sciences. Distribution of responses is pretty close to distribution of student population so it is a close representation. Planning to close the survey on Nov. 15 if we get enough responses.
- Other-Alive! Program getting rid of green sheets. Short courses or late start courses. We talked about different colleges and areas where instructors will allow students to start after first week. Not feasible for instructors, table idea.
- Use SSC to target students who aren’t registered full time.
- Enrollment debrief with provost- it is difficult to have international students who arrive late to get full time by week two, knowing that departments or individual instructors won’t let them in at a certain point. No solutions discussed, but the issue was addressed.
- Some instructors are willing to put them in if they’ve been attending classes, they just were not enrolled during the time.

3. Transfer Information/Issues – Waylon Safranski attended the Washington Intercollege Relations Commission meeting among four year and two-year schools on Oct. 11-12.
- Reverse transfer-some schools have notifications if a student is illegible. Maybe get campaign in place to identify students who are 2/3 of the way to degree but don't have as associates. They could then use WSU credits to go back to finish their associate's at a community college.
 - Restrictive subject areas in transfer-academic credit for prior learning, look at portfolio based course to assess work and life experience in formal education.
 - If student has it on a transcript, we don't accept it. Credit for prior learning, we don't take it in transfer unless it's part of direct transfer degree.
 - Community colleges sometimes have trouble transcribing that information, if it's a P grade we can assume it is not a course, source of something else.
 - Dual credit workshop- get in front of running start high school counselors, and all dual credit stake holders. Help students understand ramifications for taking college credit in high school and what it means when they get here.
 - Cant omit, can't pick and choose. Help them understand repeat process: can't repeat an earned grade of C or higher.
 - Bigger picture-academic affairs committee looking at academic regulations. Education abroad grades don't count toward WSU GPA so they want to be more specific in clarification.
 - 34 repeat policy-do a little more detail of what that means. Advisors always ask, transfer grade comes in and replaces C or below at WSU.
 - Rule 114 D – transfer grades and WSU grades are above 2.0. no combined GPA on transcript that is posted.
 - Be more specific-WSU GPA is made up of only WSU courses.
 - Look at what other schools across state do so we can stay clear and reputable.
 - Nov 15-transfer panel as part of advisor learning program, good opportunity for advisors to provide their input on dealing with transfer issues.
 - Provide evidence based policies for standard level exams of 4 or higher.
 - Currently only award for higher level exams of 5.
 - Guest users cant use transfer tools without ID number.
 - Working with other campuses and want to try to create more advising pathway sheets, having umbrella memorandum of understanding of what our certification requirements are.

4. Advisor Learning Program Report – Sara A.

- Preparing for guest Speaker Victor Saad's visit November 6.
- Transfer panel-recognize voices from other campuses on November 15
- Webinar from NCDCA
- Advisor Burnout and Compassion Fatigue training hosted November 29 with California colleague.
- Mid-year report for December meeting on attendance and by unit.

5. UAAEC Goals

- Consistency/Clarity on use of Advising Listserv vs. Advising 411 site
- Consistent use/required use of Advising Tools (e.g., MyWSU Advising notes, What-If report, Academic requirements, Catalog-8 semester plans, SSC appt. scheduling, SSC campaigns)
 - Explore features in People Soft to determine potential enhancements of current tools and available features not currently in use (e.g. 4 year planner).
- Evaluate Service Indicators to potentially reduce registration barriers for students.

6. MyWSU Advising Tools (discussion)

- What do advisors like to use as tools? Hoping to find out from both the advisor and student perspective. Decision we need to make on updates, what do we want students to see, and what do students and advisors need to use?
- How do we see what advisors are using across campuses and individual colleges?
 - A survey went out last year on technology that advisors use through NCDCA. Look at survey from last spring, Ackerson has for action.
- 4 year plan in myWSU is from individual department's website. Planner isn't interactive, so students can't do anything with it.
- Academic requirements vs graduation plan.
- Found out drop and drag capabilities in mywsu using new fluid interface tools that are now available.
- Compare info of what students say they want to do, vs what they should do at junior level.
- What classes we need, these are classes all senior history majors need-could drive what class section could be. Capability to do so now, just not doing it yet.
 - Department administrators could be useful to have info, so they don't have to create more sections to accommodate all students.
 - Academic requirements important to understand they should look on their own, let them know if exception need to be .
- Not always clear sequence of courses-explain requirements needed to fulfill, but use planner to plan the sequence and order of courses.
 - Considered making a Hybrid of them since now it's not interactive, just displaying a list of courses.
 - Students search catalogue, and put it in planner.

- Articulate info upfront, exceptions at the end.
- Do you want 4 yr degree plan to make standard for what student should do?
 - 4 yr plans are all over the place across departments
 - A class is selected, it would show if it's a pre-requisite
- Student's perspective – academic progress tracking report is helpful but it doesn't explain what courses actually fulfill requirements so when wordage is "needs to fulfill thought reasoning at upper division" it is unclear what courses would apply to that specific criteria.
- Make plan to lead them to graduation, validate if pre-req or post req
- Technology piece shows a display so it looks readable to a student because having 150 classes to choose from can be overwhelming.
 - They see the first 10, but they don't see the other lab sections. More options available outside of the offered 10.
 - Mobile friendly-make it easy on the eyes to see there are more options
- Consistent message from departments and all areas
 - Advisors say they are not being listened to. They are being told to do things, but are not part of the conversation or decision making process. It's important to be transparent about who is on the committee so they know who to go to for representation
 - Advisors had no training on what fluid would look like and spent Alive! showing students how to do things they were unfamiliar with themselves
 - An on-going problem is the lack of access to the student side of things so advisors can be familiar with the process from their point of view.
- General rule-students have hard enough time to register for classes-refine tools students are using now is a good first step
 - Consistent training program for students to teach them how to do things
 - Ucore, mywsu, schedules
 - Schedules of classes in mywsu is real time, better than schedules.wsu.edu which displays information but is very misleading: in regards to restricted courses-good for sections and reenrollment status but to get to info about restricted courses requires lots of mouse clicks
- If the 4 year degree plan doesn't work, should it be taken down?
- Does planner have all functions of academic progress report?
 - Look at a Hybrid of academic progress report and planner and let advisors test it to see what else they want it to do for them.
- One of the founding goals is the clarity and consistency of message-thinking of how decisions are made "frustrating for advisors-not listen to" we gather feedback, decision making in the room-but advising committee won't do it if they don't hear it from provost or president-don't make me write a memo to tell advisors to use advising notes
- It should be evaluation issue-end product that is produced
- From advisor standpoint, want to be able to see the students' individual planner and be able to confirm with the student that it looks good and will work. Advisors would feel better knowing they could check on what the student has built.

- Advisors don't want to be blamed if students don't get cleared for graduation, build it into advising practice
- Getting students mentors, OCs, and the right group of students involved to be more knowledgeable using it and trying to teach incoming new students.
- What-if report still helpful has been found to be still helpful and we have seen that after being told how to use it that students are using it on their own.
- We see way too many students with negative ideas of advising because they are just dismissed once they change majors.
 - Not what we should be sending out to students
 - Retain to the system not the major
 - What-if report to show them what would work if they pursue a different path
- Formulate groups and sub committees to work on pilot planner

Next Meeting: December 7, 2018; 12:30 – 2:00 p.m.

Spring Meetings:

- January 18, 2019; 12:30 – 2:00 p.m.
- February 15, 2019; 12:30 – 2:00 p.m.
- March 22, 2019; 12:30 – 2:00 p.m.
- April 19, 2019; 12:30 – 2:00 p.m.
- May 17, 2019; 12:30 – 2:00 p.m.

Meeting Date: 11/2/2018

ATTENDANCE

NAME	TITLE	ORGANIZATION	PRESENT
<u>Committee Members</u>			
Ackerson, Sara	ACADA President	ASCC	Yes
Bond, Robin	Clinical Associate Professor	Honors	No
Canty, June	Associate Vice Chancellor	Academic Affairs WSU Vancouver	No
Dixon, Brian	Assistant Vice President	Student Financial Services	No
Fillinger, Bailey	Staff Assistant	ASWSU	Yes
Gizerian, Samantha	Clinical Assistant Professor	Integrative Physiology & Neuro	Yes
King, Terese	Director	ASCC	Yes
Lessmann, Jeremy	Clinical Assistant Professor	Chemistry	Yes
McAteer, Kathleen	Assistant Vice Chancellor	WSU Tri-cities	No
Morgan, Amanda	Associate Director	New Student Programs	Yes
O'Donnell, Debbie	Director	Global Campus	Yes
Pressley, Shelley	Associate Dean,	Voilland	Yes
Ryan, Ruth	Associate Director	ASCC	Yes
Safranski, Waylon	Assistant Director	Transfer Resource Center	Yes
Scourey, Joy	Senior Associate Director	Student Financial Services	Yes
Stout, Sara	Director of Student Services	Program in Communication	No

Wack, Mary	Vice Provost for Undergrad Education	Office Undergraduate Education	No
Walter, Jon	Admin Planning Specialist	Institutional Research	No
Wehrung, Nancy	Senior Associate Director	Admissions	Yes
Yocum, Darren M	Executive Director	Enterprise Systems	Yes
Zimmerman, Matt	Registrar	Registrar's Office	Yes