

**University Academic Advising Executive Council (UAAEC)**  
**Minutes**  
**April 19, 2019**

**Reports**

1. UAAEC Working Groups
  - Training Program for Students (teaching academic tools)-Hoping to get basic information covered: how to add classes to shopping cart, check holds, etc. Using Butch's account to make videos so students will see a view they are used to. Hoping to distribute videos as wide as possible.
  - University wide adoption of MyWSU Advising Notes-template started for advising notes, talking about best practices and training for advisors across campus. Hoping to get advising directors and department chairs onboard for university wide buy in and adoption.
  - MyWSU Academic Planner Pilot- Meeting May 24 with Central Washington University to see how their platform works. Hoping to find a way to make planner we currently have more beneficial to students and staff. Enterprise Systems admits the cosmetic side of the Academic Planner not good, but we have done a lot of work ahead of Central Washington, who is just now doing a degree audit, while ours is already built. The CS test is still down but there is a plan to show the Academic Planner we to the subcommittee in May.
- STUDENT SUCCESS COUNCIL
  - Faculty Senate Chair Elect Greg Crouch is passionate about addressing barriers to student success such as service indicators/holds students now experience. Greg wanted to re-examine why the repeat rule is in place and the history behind it. It may have come at a time when there were more impacted classes. If a department has the ability to allow students to retake a class 3 or 4 times, why can't that be a policy decision by the department instead of a university-wide rule that limits everyone? Not allowing a student to repeat a class more than once forces students to go to a community college, when some of them want to complete their work here. We don't want to take seats away from other students needing the course, but maybe there could be a separate wait list for students re-taking the course more than 2 times.
  - The 3<sup>rd</sup> time a student wants to repeat a class, registration overrides have to go to the Registrar's Office for processing. There is nothing in regulation that says it has to come to the RO, it's just the way we have always practiced/processed the 3<sup>rd</sup> repeat. If the institution keeps the repeat number at two, departments could enroll students for third or fourth time, and avoid the bureaucratic step of going to the Registrar's Office. If we make a change to the academic regulation, it would require approval of faculty senate, but it could be done without faculty senate approval if it goes through the individual college/department.
  - Many offices that use service indicators (i.e. holds) need to automate these holds. Currently, many offices lift holds manually, often done by one person; if that person is unavailable the students have to wait.
  - There is already a working group taking up the issue of a tuition payment plan.

- ES-service indicator holds- automated financial holds are based on student balance. The hold goes off automatically if payment is posted. Every night credit history report is run, and they are removed automatically. This could be increased to run every 30 minutes, and the process itself takes 20 minutes.
  - Repeat rule doesn't always match other institution's policies for transfer students. The challenge that we face is some institutions allow students to repeat a course more than once but WSU doesn't. There are scholarship ramifications of this, and we review on case by case basis.
2. Advisor Learning Program Search Update
    - Application timeline closed last week and the search committee will be meeting next week. The applicant pool was released and there are some good applicants. Over half the applicants told us they learned of the position through the posting on higheredjobs.com. which provides a broader applicant pool. Hope to have someone starting before academic year starts in the Fall. Terese King is leading the search with a committee of Colette Casavant, Anna Chow, Harrison Hughes, Mariella Lora, Chrisi Kincaid and Bill Stahley.
  3. Advisor Consultant Group (ACG) Report
    - New business curriculum is out; training sessions will be held with interested advisors
    - Discussion of Rule 53
    - 411 site-training with ACG this summer
    - Student satisfaction survey-nothing ready to share yet; more information coming in the summer;
  4. TRANSFER UPDATES
    - Get academic units aware of transfer communication. The next step is for departments to be proactive updating external websites. It's important to check that emails listed are current and course requirements stated are accurate.
    - There are a number of areas where the website could be more transparent with a few small updates. Departments need to get on their web pages to make changes and maintain the webpages as changes occur down the road.
    - Evaluate things that we do exceptions for to try to automate them and make them more transparent.
  5. Academic Regulation 53 & 56/Faculty Senate (see attached)
    - Faculty Senate met on April 11 and passed the proposed change to AR 53 & 56, removing the University minimum requirement of a 2.0 GPA and 24 credits; effective 2020.
    - As a result of this change, all Departments will need to state their major or departmental GPA and credit hour requirements in their section of the catalog. Additionally, departments will need to provide any additional revisions to the admission to the major requirements and requirements to remain in the major.
    - To meet the Fall 2020 implementation deadline all Departments must submit a Major Curricular Change Form by October 1, 2019 for Faculty Senate review and approval.
    - Advisors in Vancouver seemed surprised by this change and were unaware of the proposal. Over the past few months, the proposal was presented and discussed in ACG, UAAEC, Academic Affairs Committee, Associate Dean's meetings, Dean's Meeting/Provost Council, and Faculty Senate meetings.

- Tri-Cities haven't heard from their faculty senate about it.
- Since WSU is one system that is geographically located, all campuses will have the same requirements.
- Each department now has to state what their requirements are and getting this information to the faculty senate for catalog revisions.
- The new policy is a shift in our thoughts and practice and we need to develop language around releasing students if they don't maintain requirements.
- The early adopters of this plan are those who will admit first year students to their major. Those that are starting now are eager to get rid of certification, other groups can take longer to figure it out and learn from those who are working on it now.
- It will be important to develop terminology to go along with the process: a directed pathway for freshmen, an onramp pathway for transfer students, the process of switching majors, and the process of getting accepted back into a major.
- Neuroscience (Samantha) shared they will lose a lot of students from the major because they won't reach the certification threshold. Now, they will self-select to be released.
- It is critical that we create onramps for students changing majors. We know the undergraduate population is very migrant in first couple years with lots of students changing majors. Students need to know as they move into the next major where they currently stand.
- Financial aid: Some scholarships require students to be in a major and take the scholarship away from the student if they aren't.
- Reminder that there is a probation period for students who fall below the stated milestones so a student won't be released from the major immediately. They will have two semesters before it would take effect.
- Major curricular change form, deadline is Oct. 1. for items that will appear in the fall 2020 catalog. Early adopters are moving fast, and will submit new criteria before August.
- Need to ensure that dual-credit students are on the right path, or have unintended consequences. Hoping to be transparent about our processes to avoid students who are juniors but are still four years away from their career path.

## Updates/Discussion

- Exploring WSU Tri-Cities Advising/Registration Model
  - Students register for 1 year/2 semesters of courses at one time; registration takes place in the spring for the upcoming Fall and Spring terms; This is the 3<sup>rd</sup> year Tri-Cities has been doing this type of two-term enrollment.
  - Enrolling students for one full year, results in one primary advising time and then follow up meetings to address other needs beyond course scheduling.
  - The new advising/registration model was developed based on feedback from students on a campus wide satisfaction survey. Students indicated concerns around advising and scheduling and the need to insure availability of courses in future semesters.
  - The new model solves concerns surrounding scheduling efficiencies.
  - Since implementing the new model, retention (2017-2018) increased by 6 percent which is a significant difference. From the advising standpoint, it made the starting point of the new term very smooth. There is no more lines out the door beginning the Spring term since students are already in a set schedule; they had addressed their concern in October of the previous term.
  - The new advising/registration model didn't lower the amount of advising work, just spread it to different parts of the year.

- The model allowed advisors more time to be intentional with students.
    - i. Establishing events that are career focused.
    - ii. Have conversations about changing their major.
  - The advising/registration teams start planning for next year in August. By September, we set a schedule for next year.
  - This allows for pulling together less classes, but the classes offered tend to have more time conflicts. This issue could be resolved sooner with a new plan to work through the summer, instead of during the fall semester.
  - It's important to work with Financial Aid because enrolling in classes that early can impact when loans go out.
  - A confirmation email is sent out to students in the Spring about the process; If a student doesn't adjust their schedule from the time they enroll in April into October of the next academic year, a series of 5 emails is sent out. The student must confirm enrollment for the upcoming Spring or they will be dropped from the courses to help financial aid and reduce phantom enrollments.
  - Still require students to go through an advising session their first semester to remind them of crucial information. Takes focus away from course scheduling, to have other important conversations with students.
  - Students can plan things out much further in advance, which is helpful with an older student population that has to plan for family and work schedules. For them, adjustments and plans can be made earlier.
  - Started implementing ghost sessions of classes and only open a limited number of seats. They have also set capacities lower, so it's easier to let in those last 2 students.
  - One challenge with this model has been getting buy-in from faculty to put together whole year schedule at same time was difficult but it's getting better.
  - More engaged with faculty and schedulers.
  - From resource management, they like to be able to forecast further how many students or instructors they'll need.
  - Failing prerequisite in the fall, will result in being dropped in spring.
  - Have to set permissions for fall and spring. As fall grades are posted, look at pre-requisite classes and evaluate. If they drop the class, permission is overridden.
- EAB – Student Success Collaborative Site Visit (May 8, 2019)
    - 11:15 a.m. – 12:30 p.m. “Introduction to Navigate Analytics”; GCAD 218-220
 An invitation will be sent on Outlook to UAAEC members, advising directors, etc. to provide feedback regarding adoption of some of these methods. Attendees can also join via Zoom.
- Meeting Preference for 2019-2020 Academic Year  
Fridays work for most members and in we like the 12:30-2:00 p.m. meeting time.
  - Final meeting: May 17, 2019; 12:30 – 2:00 p.m. – This meeting may be canceled depending on the number of agenda items.

Meeting Date: 4/19/2019

**ATTENDANCE**

NAME	TITLE	ORGANIZATION	PRESENT
<b><u>Committee Members</u></b>			
Bond, Robin	Clinical Associate Professor	Honors	Yes
Canty, June	Associate Vice Chancellor	Academic Affairs WSU Vancouver	Yes
Dixon, Brian	Assistant Vice President	Student Financial Services	Yes
Fillinger, Bailey	Staff Assistant	ASWSU	No
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
Meiers, Mysti	Senior Academic Advisor	WSU Tri-Cities	Yes
Morgan, Amanda	Associate Director	New Student Programs	Yes
O'Donnell, Debbie	Director	Global Campus	No
Pressley, Shelley	Associate Dean,	VCEA	No
Ryan, Ruth	Associate Director	ASCC	Yes
Safranski, Waylon	Assistant Director	Transfer Resource Center	Yes
Scourey, Joy	Senior Associate Director	Student Financial Services	No
Stout, Sara	Director of Student Services	Program in Communication	Yes
Wack, Mary	Vice Provost for Undergrad Education	Office Undergraduate Education	No
Walter, Jon	Admin Planning Specialist	Institutional Research	Yes
Wehrung, Nancy	Senior Associate Director	Admissions	No
Yocum, Darren M	Executive Director	Enterprise Systems	Yes
Zimmerman, Matt	Registrar	Registrar's Office	Yes

## Carson College of Business

### The Next Carson Cougar

#### WHO'S IN? WHO'S OUT? WHEN?

##### Fall 2019

New Requirements	Old/Current Requirements
Incoming freshmen direct from HS	Incoming transfer students with 30+ credits Current certified & uncertified WSU students

##### Fall 2020

New Requirements	Old/Current Requirements
Incoming freshmen direct from HS Incoming transfer students	Current students who certify by Summer 2020

#### WHAT'S NEW?

##### 1. Smaller class size in Core Business classes (Pullman sections capped at 70 student)

- Allows for active learning in the classroom; less lecture/memorization (discussions, case studies, simulations, team-based activities & presentations, etc.)
- We are attempting to change student culture in business & set clear expectations (mandatory class attendance, everyone participates in class discussions, pre-class assignments so students must come to class prepared, etc.)

##### 2. New Certification Requirements:

- **WHY:** Employers recruit interns as early as the sophomore year. Students need to be ready. Setting major/career goals in the freshman year will enable students to be more focused when they begin their internship search in the sophomore year.
- **WHY:** Earlier certification and educating students about business and employer expectations will help them make an informed decisions about their major.
- **Students transferring in an AA through Running Start:** Most will be advised to take BA 100, HBM 101, BA 102 to gain a business foundation and professional/career expectations.

#### Minimum Requirements for Certification into BA & HBM majors:

The requirements listed below will be applied to all new freshmen entering WSU in Fall 2019. To apply for certification, students must complete the following minimum requirements [Effective for students who certify in Fall 2020 and beyond]

1. Completion of the following courses with a grade of C or higher:



- a. **BA 100** (3 cr) Introduction to Business (Prereq: MATH 103, 106, 140, 171, 201, 202, or ALEKS score of 40% or higher).
  - b. **HBM 101** (1 cr) Professional Development (Prereq: None)
  - c. **BA 102** (1 cr) Exploring Careers in Business (Prereq: B A 100; MATH 201, 202, or concurrent enrollment)
  - d. **Math 201**, 106, 220, or **ALEKS** score of 80%+
  - e. **Econ 101** Microeconomics OR **Econ 102** Macroeconomics (3 cr)
2. Certification application essay (collected in BA 102)
  3. Cumulative GPA of 2.50 or higher and not on academic probation
  4. Completion of at least 27 credit hours
  5. Completion of Carson Career Amplifier Program (CCAP) Year 1

**Selection of Applicants:** Application Essay submitted in BA 102, certification course grades, and Cumulative GPA, will be considerations for admission. Based on a composite score of these factors, students will be ranked and certified based on the number of spots available.

### 3. **New Business Requirements:**

- Year 1:
  - BA 100 Intro to Business (3 cr)
  - HBM 101 Professional & Career Development for the Business World (1 cr)
  - BA 102 Exploring Careers in Business (1 cr)
  - Career Amplifier Program Year 1
- Year 2 (Prereq: Certified in Business):
  - BA 201 Ethical Business Decisions & Values (1 cr)
  - BA 202 Effective Teams: Leading & Supporting Roles (1 cr)
  - BA 203 Managing Change & Innovation (1 cr)
  - BA 204 Data Analysis & Strategic Decision-Making (1 cr)
  - BA 205 Spreadsheets & Data Collection (1 cr)
  - BA 206 Data Visualization (1 cr)
  - Career Amplifier Program Year 2

### 4. **Carson Career Amplifier Program** (co-curricular requirements focused on career development)

- Each year, students complete activities from a menu of options designed to strengthen four competency areas:
  - Career Management
  - Communication
  - Leadership
  - Professionalism
- Activities are structured to promote growth and development in each competency. These will vary at each campus.

### **Business Requirement during Years 1 and 2**

<u>Semester 1 (15-16 cr)</u>	<u>Semester 2 (14-15 cr)</u>
BA 100 (3 cr)	HBM 101 (1 cr)

<p>ENGL 101/105 [WRTG] or HIST 105 [ROOT] (3 cr)  ECONS 101 or 102 [SSCI] (3 cr)  Math 103, 201, or 202 (3 cr)  Biological Sci [BSCI] or Physical Sci [PSCI] or  SCIENCE 101 [SCI] (3-4)  CCAP Semester 1 Requirements</p>	<p>BA 102 (1 cr)  HIST 105 [ROOT] or ENGL 101/105 [WRTG] (3 cr)  ECONS 102 or 101 [SSCI] (3 cr)  Math 201 or 202 [QUAN] (3 cr)  Physical Sci [PSCI] or Biological Sci [BSCI] or  SCIENCE 102 [SCI] (4-3 cr)  CCAP Semester 2 Requirements  <i>Apply for Certification during BA 102</i></p>
<p><u>Semester 3 (15-16 cr)</u>  BA 201, 202, and 203, or BA 211 (3 cr)  Math 202 (if not yet completed) or MgtOp 215  (3-4 cr)  ACCTG 230 (3 cr)  MIS 250 (3 cr)  UCORE [HUM] (3 cr.)  CCAP Semester 3 Requirements</p>	<p><u>Semester 4 (15-16 cr)</u>  BA 204, 205, and 206, or BA 212 (3 cr)  ACCTG 231 (3 cr)  MgtOp 215 (if not yet completed) or B LAW 210  (3 cr)  Social Science or Humanities Elective (3 cr)  COM 102, H D 205, or MKTG 279 [COMM] (3-4 cr)  CCAP Semester 4 Requirements</p>

**Rule 53 (effective Fall 2020) will replace existing Rules 53 and 56**

## **53. ADMISSION TO THE MAJOR**

The undergraduate major is the in-depth field of study leading to the degree and includes a set of core courses that has been approved by the academic unit offering the major, as well as by the college and the Faculty Senate. The major represents approximately one third (40) of the credit hours required for the undergraduate degree, though some majors require a higher percentage of the total credit hours. While most majors lead to a degree that shares the same name, some majors lead to a degree with a broader title (e.g., an Accounting major leads to the Bachelor of Arts in Business Administration).

### **Admission to the Major:**

Major Requirements: Students can be admitted to a major upon enrollment if they satisfy the requirements set by the academic department. Students who are uncertain of their major, exploring majors, or not ready to declare a major will enroll as a Deciding/Exploring student. Exploring/Deciding students will declare a major before reaching 60 credits.

Academic units will provide students with a specific pathway to the degree that outlines major requirements (for example, grade point average, completion of specific courses) that students must achieve in order to be admitted and maintain eligibility for the major and degree.

Consult the catalog for specific major requirements.

### **Loss of Eligibility and Re-Entry to the Major:**

University Requirements: A student in any major whose GPA falls below 2.0 is academically deficient under Rules 38 or 39 and may be released by the academic department.

A student is eligible to re-enter the major when the cumulative and major grade point averages are at or above the minimum level required by the university; additional departmental requirements for the major may also need to be met. Requirements for maintaining eligibility and completing the major will be those stated in the *WSU Catalog* at the time of re-entry into the major.

Departmental Requirements: A student who falls below the *minimum departmental requirements* for maintaining eligibility in the major, as approved by Faculty Senate and published in the *WSU Catalog*, may be released by the department after two semesters of falling below that minimum. The department must notify the student at the end of the first semester and establish conditions in writing that must be met the following semester of enrollment. If conditions are not met at the end of the following semester, documentation must be provided to the Academic Success and Career Center along with the request to release the student from the major.

A student may be eligible to re-enter into the same major when minimum departmental requirements are met. Contact department for information and options for meeting minimum departmental requirements for achieving and maintaining eligibility. Requirements for maintaining eligibility and completing the major will be those stated in the *WSU Catalog* at the time of re-entry into the major.

