

University Academic Advising Executive Council (UAAEC)  
12/19/2022

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<b>Carrie Ben-Yisrael</b>	<b>Jeremy Lessmann</b>	Nikolai Sublett (ASWSU)	<b>Terese King (Chair)</b>
<b>Christine Horne</b>	Jon Walter/ <b>Nathan Lindsted</b>	Robin Bond	<b>Thabiti Lewis</b>

\*Bolted=Present for Meeting

## Agenda/Notes

- Advisor Consultant Group (ACG) Report – Stacey Smith-Colon, Chair

### Dec/Nov Updates:

- last meeting included attendance by the VP of enrollment management, Saichi Oba. Discussed the importance of continuing to work together to make transitions as seamless as possible for students. Also discussed the use of SLATE throughout enrollment management and the how this platform may benefit the work advisors do with students. It was suggested that advising directors have access to Slate to learn about its potential functionality.
  - Pullman advisors continue to talk about decoupling model for NCO. Alecia H. is heading this working group.
  - Several advising searches underway.
  - WSU ACADA elections were held. Heather Reyes is President and will be attending ACG moving forward to share association business.
- Review of WSU Advising Model – Adopted in 2018 (*see attached*)
    - Should we continue applying this model or discontinue it (Pullman Campus only)?
    - One concern raised was that the model isn't posted anywhere for students to know it is in place on the Pullman campus. This may trip up some students (first gen).
    - Advisors report they are seeing many students still coming in to speak with their advisor, even if they do not have an advising hold blocking registration on their MyWSU account.
    - Some advisors are concerned that the students who do not come in to speak to advisors end up missing some important information. This could impact students, especially first gen, students with marginalized populations or financial aid.
    - Many advisors believe that just because students say they are doing "well" does not mean they are okay. Some sort of touch base for those students who may not be required to meet with their advisor is ideal. It is a best practice. A advising/registration hold insures this connection is made at least once a semester.
  - Question – What data do we have to support the effects of this model? Are students retained/graduate at the same rate as students with an advising/registration hold? The data needed to answer this question is not all located in the same place, so this can lead to challenges with collecting the data/information needed to answer the question. Everyone in the advising community will need to use the same vehicle so that we can run analysis in the future.

- When advisors say they want every student to come in and see them, they don't always have the time and availability to do so, because they have such high caseloads. What does that balance look like. This needs to be addressed.
- Regardless of the model, Pullman campus advisors are reaching out to all their students, whether they have a hold or not, to invite them to make an appointment to connect or use drop-in hours.
  
- Academic Advising Student Satisfaction Survey (*see attached*)
  - 1958 students completed the survey.
  - Suggestions on designing future surveys:
    - students struggled to identify what college they are part of. Students know their major/minor but don't always know the org. structure (e.g., college) the major fits into. If the student didn't know their college, they wouldn't get a pick list of advisors to select their advisor.
    - Survey questions should focus on the core responsibilities of advising. Asking students to comment on areas that fall outside advisor's core responsibilities (e.g. conversations on mental health, physical health, financial aid) can lead students to believe their advisor should have knowledge in these areas and be able to assist.
  - Overall, when asked how well advising meets student's needs at WSU, the average rating was a 3.4 out of 5 (highly effective/meets needs).
  - When asked about conversations advisors had with students regarding finding a job after graduation, the majority of students (79%) reported not having this type of conversations with their advisor;
  - When asked if students had talked to their advisor about their mental or physical health, 80% of students reported not having this type of conversation with their advisor.
  - When asked how the students would like to meet with an advisor, the preferred mode was having the flexibility to meet both online and in person throughout the term; Students indicated a preference to meet in person vs. online if given the choice. Also, students appreciate having drop-in advising available.
  - Results of the survey were distributed to individual advisors in May – 2022 and shared with advising leadership by college and campus.
  
- The Role of an Academic Advisor
  - Core Advising Responsibilities (*see attached*)
  - Academic Advising – WSU Catalog – 2022 (*see attached*)

We will look at this at the January meeting. Want to see what Deans, Chairs, Directors and advisors think the core responsibilities of an advisor are and how to promote a common set of responsibilities to students.

**Spring Semester UAAEC Meetings:**

- January 23, 2023; 11:00 a.m. – 12:00 p.m.
- February 20, 2023; 11:00 a.m. – 12:00 p.m.
- March 20, 2023; 11:00 a.m. – 12:00 p.m.
- April 17, 2023; 11:00 a.m. – 12:00 p.m.
- May 15, 2023; 11:00 a.m. – 12:00 p.m.