

October 1, 2019 – Chair Meeting Notes

**Present:** Stacey Anderson, Kiki Patsch, Ivona Grzegorzczuk, Catherine Burriss, Hilda Ocampo, Liz King, Cindy Wyels, Jason Isaacs, Dennis Downey, Frank Barajas, Antonio Jimenez-Jimenez, Greg Wood, Sean Kelly, Andrea Grove, Nancy Mazingo, Beatrice de Oca, Geri-Lyn Himebaugh, Lynette Landry, Emily Gaston, Stephanie Chavez, Alex Padilla, Amanda Sanchez, Alison Potter, Chanda Cunningham-Spence, Vandana Kohli, Stephanie Guerrero, Richard Yao, Mary Adler, Jose Alamillo

**Absent:** Sonsoles de Lacalle, Christina Smith, Michael Soltys

Meeting minutes approval postponed

**Dr. Yao**

Thank you for your time - AA has a lot on plate right now

Advising, DASS, any other issues related to DSA - one overarching goal of supporting student success

- Split model of advising (common across country)
  - Gen Ed advising model; upper-division moves more into faculty advising component
    - Actual execution problematic (Gen-ed advising not mutually exclusive to major advising)
    - Course sequencing/pre-requisites
    - A lot of variance from programs with faculty engagement - chemistry has mandatory advising model; other programs do more targeted outreach; sociology does probationary workshops
    - Some programs collaborating/others not; hard to have smooth transition into upper-division
- Utilization data for Academic Advising last 3 years (shared w/ group)
  - Advising center making steady progress; last year only saw 42% of FTE \*does not account for faculty advising (how many programs doing advising with first-time full-time cohort?)
  - Please let us know so we can get better data for first year utilization
  - Preliminary data shows students seen in Advising do better with retention and GPA
  - Peer advisors show most gains in terms of retention; trying to dig into data
- A lot of concerns about quality of academic advising - hear that misadvising is happening; mostly about pre-requisite concerns and sequencing of courses
  - Mixed messaging from advising - need to learn more about specific issues that you are having; met with business faculty to hear specifics and was helpful
  - Please reach out to our folks directly as you hear of issues/what students are being told; find out context
- Moving forward: team-based advising model
  - A&S has 6 advisors devoted to specific areas (3 STEM/pre-nursing; 3 social sciences/humanities)
  - Open to discussion on how these are broken up
  - Very excited about this, will hopefully provide better content expertise with advisors bc focusing on smaller number of majors; hope this will improve communication between faculty and advisors
  - Q: do you have advisors that have stem degrees? Part of problem
    - Y: would have to look, I don't believe you need stem degree to do curricular advising, takes investment into training; advising should be informed by faculty; you know your programs better than we do; what I'm hoping (can do this by program or how you want to navigate) is that advisors can attend some faculty

- meetings to address specific concerns; advisors can also provide context that isn't often discussed; you will know which advisors you can call directly
- One of biggest complaints we get is surrounding curricular changes (advising not always up to date with changes); please communicate changes directly to advisors
  - Q (C. Burriss): team-based model sounds great, seems issue of accessibility - larger majors harder time getting to meet w/ advisor
  - Y: also shifting peer advisor model to fit with this
  - \*if you feel as though you have it covered from day one to graduation, please continue to do so and we can support however we need to
- Intellectual mentoring v. transactional interactions - prefer that faculty navigate intellectual mentoring in terms of career path, research, internships, etc.
  - We want to provide support with transactional pieces - registration holds, etc.
  - Q (Nancy): don't think you can separate in many cases, a lot of times choice of PhD program depends on courses they take; course substitutions within major up to faculty because we have subject matter expertise
    - Y: I get that, we want to help with administrative portion
- Use of data to help - trying to make sure mission of DSA is aligned with your mission
  - Area we have most work to do is 4-yr graduation rate, CO ran regression model for what you would need to hit goal
- Yao: find out what advising said specifically (context), systemic issue of campus, we cannot control whether they drop ; more on registrar's office - should think about whether more restrictions should be added before students are able to do so (must meet with advisor first, etc.)
  - Catherine B: glitches in enrollment system
  - Yao: big fan of block scheduling all 15 units (know not everyone is); how do we create blocks? Bigger question in terms of scheduling and registrar entering blocks manually
  - B. de Oca: tracking enrollment after orientation and shocked to see few students actually enrolling during session; anecdotally heard it was too chaotic of an environment and not enough time to enroll
  - Splitting up into numerous rooms made difficult (orientation); logistical hurdles
    - Yao: thank you, heard also, addressing with orientation team
- Strongest predictor of students who drop out before completing degree requirements - students with 2 or more DFW - question of whether engaging with programs can keep them in school?
  - DFW - earn D, F or withdrawal
  - Ivona G.: asked by advising to identify students failing in course, we used to do this and was helpful
    - Yao: would love to work together if programs are willing to work with advisors on identifying students who are at risk, again back to collaboration
- Significant gains this year on average unit load; making progress getting students at 15 units; really want to work with you all to tailor advising needs to each program
- BCSSE - been collecting data for last ten years and haven't done anything with it; can be helpful on how to guide discussions with students
- Looking at mandatory advising; not sure what this will look like yet; requires more conversation

#### Questions?

- Antonio: Study abroad? What would answer be?
  - Yao: not sure yet
- Mary: are we continuing outreach to undeclared and probationary students?
  - Yao: yes, undeclared and pre-nursing are 2 groups with highest rates of DFW in first semester
  - Yao: moving forward trying to facilitate direct dialogue with chairs; advising situated in Campus Life with STEP; going to be scheduling meetings w/ you, Toni, Ernesto

- \*Ernesto best starting point of contact but please feel free to include me if you like
- Nancy: reinforce issue with transfer and freshman orientation; would be nice to fund departments for faculty to come in; especially need faculty there for transfer students; need more time/opportunity to interact with students and help with enrolling
  - Yao: orientation big collaboration across DSA and enrollment management

## Jump into DASS

- There is an appeals process! If you feel accommodations are unreasonable
  - Appeal reasons: imminent safety/danger, alteration of fundamental course requirements, undue administrative burden
  - Dennis: safety/danger problem never imminent until actual
    - Yao: these set by ADA ; also hard to define “undue administrative burden”
- \*please be aware of the power differential; not many students comfortable with potentially upsetting their faculty
- Inclusive excellence - we use this term often but tend to ignore students with disabilities as part of it
- Audio recordings hot topic - concern of faculty w/ potential misuse of recordings
  - Legit concerns; tell you how we are addressing from DASS perspective
  - Student agreement that clearly outlines purpose of recording, uses, storage, etc. - any misuse of recording will be navigated thru student conduct and can lead to suspension/expulsion
  - \*ability to stop recording during class discussion of sensitive topics to not disrupt flow of dialogue and inhibit student anxieties of participating
    - Mary: not supposed to identify students and they are the ones recording
- Yao: what is specific student need related to audio recording? Do they actually need it?
  - Problem with recordings just for note-taking purposes - has been increased trend in use of audio recordings as note-taking
  - Data points from fall as of 9/27 - numbers on notetaking accommodations (800 approved; 594 sections)
  - Historically been difficult to find, train and retain note-takers; shift to NTE biggest reason was need to come into compliance; Compliance issue is institutional issue
- Kohli: expressed concerns about quality of notes
  - Can we differentiate between students who require audio versus notes?
- Some faculty trying this; still seeking feedback - possession of recording seems to be most important; one option is faculty are ones recording and they upload to NTE; students has no possession
  - Need to ask students for those who require possession, can they give recordings back? Need to work out
  - IG: can we do this on Canvas?
- Importance of being in compliance
  - Dennis: We never tried training notetakers before; doesn't mean it didn't work
  - Mary A.: when I was in Dean's office, I worked with DASS to hold in-person notetaking training; this was successful, hadn't been done before
    - \*please provide information about how NTE software/process works
- Kohli: hearing in Chai Chats – faculty confusion with “packet” they receive from DASS; faculty receiving laundry list of accommodation rather than specific approved accommodations; they are concerned maybe student doesn't know what accommodation is needed

- Yao: automatic through AIMS database; list you get is approved accommodations based on students' needs due to specific disability (DASS determines what accommodations) ; please honor DASS expertise in determining student need
- Geri-Lyn: students meet with DASS much earlier than they actually have the class
- Yao: moving more towards case management model in areas, especially in DASS
- Chanda: challenge for staff with getting exams to faculty after they are gone – causes stress for staff, faculty don't want to come back to campus and need to grade exams
  - Yao: ways to talk with DASS about making the process smoother
- Kiki: question about therapy dogs/emotional support animals; issues with labs
  - Yao: service animals do not require accommodations through DASS; only emotional support does
  - Ivona: problem is emotional support animals not trained; disruptive in class
- Yao: want to improve communication between DSA and AA in general; trying to get direct measures of student learning outcomes in our programs
- Mental health and emotional health campus responsibility; not just CAPS; case management model is key

Any coordinated efforts surrounding events of past weekend?

Somis shooting centralizing reports through CARE Team; outreach being coordinated

Please make sure your computers all have the red folder - requirement