

## AAC Meeting Minutes: August 19<sup>th</sup>, 2021

In attendance: Jazmyn Thomas, Jess Ray, Janet Tulley, Amelia Noel-Elkins, Wendi Whitman, Clint Smith, Derrek Drenckpohl, Lana Cunningham, Sarah Roth, Mindy Kinney, Soemer Simmons

- I. Chair's remarks
- II. Secretary/Treasurer Report
  - a. Approval of minutes
    - i. Motion by Clint, second by Mindy.
- III. Old Business
  - a. Work From Home Policy
    - i. Leaving this on the agenda to revisit as needed.
- IV. New Business
  - a. AAC Fall Meeting Times – Jazmyn
    - i. Transfer Days on Thursdays (October 14 and 28) conflict with AAC meetings. Due to schedule constraints, the council ultimately decided to adjust the schedule to hold a meeting on Friday, October 15, and cancel the October 28 meeting.
    - ii. The Bone Student Center is not available on Fridays, so that's why Transfer Days moved to Thursdays. Is that just for this fall? Some concern about transfer students' availability on Thursdays.
  - b. Advising Mission Statement – Jazmyn
    - i. Can be emailed to the listserv for review, especially since there are a lot of new advisors.
    - ii. Soemer has paper copies that could be mailed to new advisors, but she would need a list of new advisors.
      1. Mentoring & Connections counts 18 new/moved advisors since January 2021. Sarah will send their list to Wendi to see if it matches her information.
    - iii. Advisor auto-assign should be updated as of this morning. Wendi will work with Gordy to reconcile for Transfer Days.
  - c. Student Accounts Holds – Clint
    - i. Payment due date is Friday afternoon, and the hold goes on Monday morning. This is particularly a barrier for late admits, an increasing number of students.

- ii. We previously worked with Student Accounts to adjust the minimum threshold for past due, so advisors should be seeing fewer students with the block now. Continuing to have conversations about increasing the threshold to \$1,500. The block goes on when the due date is past. The system doesn't take into account if that student was just admitted and registered yesterday.
- iii. However, this is a frustrating experience for students to have as one of their first interactions with the University. The 8/13 due date is primarily the issue. The reminder is sent in July, but students who register for the first time between the reminder going out and the due date are caught. Those students haven't received any communication about their bill and how to pay it.
- iv. Advisors are giving examples to Amelia and Christy West in Student Accounts so they could view specifics.
- v. Summer grades were posted later than in some years so departments were removing students from classes because they didn't meet the prerequisites and then students had a block on Monday when they went to register for something else.
- vi. Readmit process happening late conflicts with grades in the Registrar's Office. Tight time frame this year based on how the calendar fell.
- vii. GI Bill- another automation process. Can get it removed if they contact Student Accounts.
- viii. Could be valuable to bring Christy West from Student Accounts to an AAC meeting.
- ix. Student Accounts said in the future they will not be applying registration blocks after August and January due dates and will wait until after 10<sup>th</sup> day.

d. Enrollment Dates & Class Standing – Derrek

- i. We've discussed this previously. Bringing it up to see if there are any other ideas for students, for example, who don't meet the 30 hour mark and have a registration date a week later.
- ii. MAT 102 and 104 do count as hours towards class standing, which is helpful to students.
- iii. Is the definition of class standing in the Catalog? Yes, it appears to be Catalog copy so it would need to go through University Curriculum Committee, an Academic Senate subcommittee.
- iv. Does the definition of class standing also connect to Financial Aid?
- v. What would be a better cut-off? Would adjusting it cause other issues?

- vi. Advisors also see issues when students try to register for upper-level classes with 60 or 90 hour requirements and the students don't meet those hour requirements.
- vii. Significant problem in persistence committee- students' number of credit hours don't match their years. Some students are running out of money to go to school, so anything we can do to help students stay in classes, and not drop them would be helpful. Some advisors said they are also seeing more transfer students whose credit hours don't match their prior years in school.
- viii. Seeing more students register for 5 classes with the plan to drop 1. It seems staying in 15 hours a semester is not as common as it used to be.
- ix. Students are told 12 hours is full-time, and it is, but they don't understand that only taking 12 hours doesn't equate to their class standing.
- x. Some fail a class and that puts them behind. To repeat a class they failed, they need to take 2 more classes to catch up.
- xi. Confusion between how many classes they're taking and how many credit hours they're taking. Students may think they're taking 5 classes, that's enough, but those classes may only add up to 9 credit hours. How and when do we teach them this distinction?
- xii. Updates soon to Dashboard that show clearly this is a student who is in their 3<sup>rd</sup> year but only has sophomore standing. Then advisors can do some targeted outreach to students saying credit hours don't match years in school/standing.
- xiii. Help students understand the math and how it breaks down, 120 total hours, 30 hours total in the year  $x 4 = 120$ . Some advisors used to use a pie chart at Preview to help break it down. Advisors explain students want to be at 30 by the end of freshman year, including summer. However, some students think they're going to do a lot of summer classes and then don't.
- xiv. Very different system than in high school. They were given a schedule then that should meet all their requirements.
- xv. Repeating courses can be beneficial to the student's GPA, but can put them behind in regards to hours.
- xvi. In the future, AAC should discuss the 3<sup>rd</sup> enrollment repeat policy. Inconsistencies across campus. It can cost the student a lot of money to keep taking the same class and not pass it.
- xvii. Some students may be repeating courses they already have credit for through transfer/dual/AP credit.

## V. Campus Solutions/Registration

- a. A lot of people have heard of the Dashboard, but aren't using it, and a lot of time and effort has gone into the tool. Dean of Students is using the Dashboard. Do academic advisors need training on it? There are a lot of various programs for advisors to keep up on and use.
- b. If advisors found issues with the Dashboard previously, they should try again.
  - i. Dashboard problems with log-in dates and the sort function have been fixed. EDA is very responsive in regards to making adjustments/tweaks.
- c. Some advisors say if they are looking for something specific, they go look in the Dashboard. But for information they use regularly, they go to CS for it.
- d. A few advisors have started to use the Dashboard more regularly.
- e. In general, we need a broader adoption of technology available to advisors. This is a pretty significant training issue, currently- some people may be reluctant to learn new things, while others don't even know what's out there.
  - i. Can AAC Tech and PDT partner on a training?
- f. Chairs will start using the Dashboard. If a chair gets a phone call from a parent, they can log into the Dashboard and easily find important, relevant information.
- g. Some advisors just need a reminder about the Dashboard- it's something that we could open at the start of the day and leave up.
- h. What role does AAC play in regards to technology/tools?
- i. A lot of new hires or staff who have a new role within the advising community, so a training could work well. This is a time of transition as we return to campus, get into a new routine, and utilize new/different strategies.
- j. COVID should have indicated the need for electronic files and communication, and we want to capitalize on lessons learned. Advisors believe it works well when we hear from colleagues, saying specifically this is how they use this tool, and how it works well for them.
- k. CS advising notes are so helpful for students, and they keep advisors on the same page, but unfortunately some advisors are still not using it.
  - i. Is it a minority of advisors not using CS advising notes? Anecdotally, we think more often than not, there are not CS advising notes for students.
  - ii. Do department chairs know who is using CS advising notes?
- l. It does take time to write notes in CS, or upload documents- some advisors think it takes more time, and others think it takes less.
- m. Do we necessarily need a signature/confirmation from each student? If the information is documented in CS advising notes and the students have access to it, is that enough? It may not be necessary, but some advisors want that confirmation email/student signature available if a student says, "You didn't tell me that."
- n. It's often hard for students to find advising notes in Fluid; the system can be difficult for them to navigate.

- o. We can't upload everything into CS, so if there's an issue, advisors may want the persistence committee, Registrar's Office, etc. to reach out to the advisor for more context that we weren't able to include in CS. However, oftentimes just having brief advising notes available solves the problem.

## VI. Committee Updates

- a. Assessment
  - i. Did not meet.
- b. Technology
  - i. Did not meet.
  - ii. It seems more students are using their personal emails as opposed to their ISU emails. What changed and how can we address this?
  - iii. Currently, we can't find a campus-wide policy that says students have to use their ISU email. But it can be risky to send academic information to a personal email address. If the personal email address is listed in their Student Center, it's less risky, but is still not recommended.
  - iv. Students can forward their ISU email to their private account, and then their replies come from the private address. It's harder for an advisor to know who the email is from when it comes from a private address as opposed to an ISU email.
  - v. Advisors are safe to use the students' ISU email only. Even if students designate their personal email as preferred, there is still an expectation that they check their ISU email.
- c. Teacher Education
  - i. Planning an update for September 22 (tentatively). The PBA Workshop is now online; students will not need to go in person.
- d. PDT
  - i. PDT wanted AAC to consider paying the keynote speaker at advisor events. There are restrictions and specific processes for internal and external speakers. Soemer can communicate with PDT about the options for speaker fees.
- e. Mentoring & Connections
  - i. Trying to track new advisor hires and internal moves. The committee is working on pairing new advisors with advisor mentors. Discussing if/how to have a large lunch event and if people feel comfortable with that at this time.
- f. AAC Awards
  - i. End of Fall Advisor Day, 3-4pm, Alumni Center. The award recipient, their supervisor, and their personal support network. Have supervisor or

someone they designate to introduce them. Some food and drinks will be provided.

VII. Student Representative Report

- a. Supposed to be two student representatives, one a SGA representative, and one has traditionally been a University College Peer Advisor. However, the student could be outside UC. Perhaps a student ambassador from one of our departments?
  - i. Try to get this decided before our next meeting.

VIII. Other Business?

IX. Next meeting – September 2<sup>nd</sup> @ 10 AM

Submitted by:  
Sarah Roth  
August 23, 2021