



Faculty Advising Subcommittee
Coastal Bend College
Alice-214
10:00 AM – 12 NOON
April 25, 2014
Meeting Minutes

Meeting of the Dedicated Faculty Advising Subcommittee. Meeting was called to order by co-chair Katy Gifford.

Attendees: Katy Gifford, Co-chair; Bobbie Hill; Dee Dee Arismendez; Josie Schuenemann
Absent: Karyn Mills, Co-chair; Angelica Smithwick; Marissa Garcia

The meeting was opened with a brief report on the Achieving the Dream meeting with the coaches. Coaches said the advising model looks good and will need to be reviewed, updated, and tweaked from year to year to ensure it remains effective for our school.

There was also a brief reminder that the subcommittee needs to keep suggestions based on data and related to the faculty advising model, not additional, general items that members feel should be addressed by the school.

The review of faculty surveys was continued from our last meeting.

A lack of communication seemed to come up several times in faculty survey responses. A proposed suggestion was that sign-in sheets need to be checked so that people who are not at trainings can have the information hand-delivered to them. It seems to be an assumption that if people miss the trainings, they will find out the information somehow; but there needs to be more accountability with that. Those who miss trainings should be given the information or directed to in it such a way that they understand they are responsible for the information covered in training and not exempt from the information simply because they were not present.

A question was raised about who the dual credit advisors would be. Katy informed the committee that that information is still being worked out and will be disseminated as soon as possible.

The following training ideas were suggested based on responses to faculty surveys:

- Financial Aid training: give specific tips/tricks for navigating website.
- Counseling: how should these issues be handled when they come up in the course of faculty advising?
- FERPA training: What falls under FERPA (specifically related to advising)? Who do we contact about FERPA issues?
 - o Additional request: could we put FERPA status somewhere in ZogoTech (that way advisors will know at a glance if information can be shared with parents).



Another suggestion for easier advising and communication is to consolidate information in the website (in other words, make the website a little more user friendly)—this way people without a lot of detailed training can find answers to simple questions pertaining to financial aid, etc. Also, a glossary of forms page could be very helpful.

Faculty need to know who to contact if the quarterly grades are not available for a student. Who should they contact? How should that be handled?

- Information about quarterly grades needs to be passed along to adjuncts as well. Even though they are not directly advising students, the advisors depend on their grades being input in a timely fashion.
- Adjuncts/part-time employees/ and Student Development Specialists need to be included in basic advising training so they know what to expect. (A mentor program was suggested where each full-time instructor/staff member has an adjunct/part-time staff member that they pass information along to—this will help ensure everyone is getting the information and no one is falling through the cracks.)

It was suggested that having an automated system that sends an email (or text) to a student with a D or F and their advisor would make things much more efficient and time effective. Once quarterly grades are input, students with a D or F would receive an email (and/or call or text) telling them to see their advisor (by a certain deadline) and advisors would get an email informing them of students who are having difficulties.

- Powercall was a suggested program that is in use in Alice.
- Mass texting systems (like emergency alert systems) were also suggested (but we are uncertain of how that would work).

Another major problem seen throughout many of the faculty responses was that students are not responding to their faculty advisors.

- Text messaging has been suggested as an option (students respond best to this form of communication).
- Utilizing work studies to deliver notes (to come see advisor) to students in class was also suggested.
- Individual faculty members can send Blackboard reminders about drop dates, registration, visiting faculty members, etc. Blackboard reminders will only send communication to students actually in that class, but it should help to keep the information in front of the students.
- Another suggestion was to set up advising Blackboard shells (like classes, but with advisees instead of students). This would allow advisors to post and/or send out announcements, information related to deadlines, graduation, majors, job opportunities, etc.
- It is very important to keep the advising lists consistent from semester to semester. Some students do stop coming for a semester, but they need to be put back on the list with the same advisor when they return (if possible). Also, we do need to advise people we know, but there needs to be a set limit. Too many students for one advisor means that no one gets the quality advising they need.



Another problem raised in the faculty responses was that there is insufficient time to report quarterly grades. Two suggestions were made:

- Committee suggestion: If faculty cannot keep up with grading for reporting purposes, maybe they should cut back on assignments or consider getting work studies to help with grading.
- Faculty response suggestion: The school could cut back to three reporting periods instead of four. This could make it easier for advisors to catch students with problems right after midterm (instead of trying to do so before midterms).

Faculty responses indicated that another problem was the lack of documentation in ZogoTech. Students may be advised by others on campus, but an advisor does not know what advise was given or who did the advising. Suggestions and discussion points follow:

- More ZogoTech training for EVERYONE (not just faculty). If other people advise/register students who are not their advisees, it should be documented.
- Better definitions for how advising and registration work together. Does the advisor ABSOLUTELY need to do both, or can a student go to someone else for advising and/or registration?
 - o If a student has an advising hold placed on their account, they must see their advisor to make sure they're on track for the next semester.
 - o Once a student has seen their advisor, the hold will be removed and the student can register however they would like (online, with an advisor or with the SDS, etc.).
 - o The advisor should document in ZogoTech what courses they suggested (so others helping with registration can check that when helping student register).
- It may also be helpful to include justification for schedule arrangements in ZogoTech (for example: a student may take a class they don't necessarily "need" in order to reach 12 hours for financial aid or athletics purposes.) Explanations of this in ZogoTech may help relieve some confusion if multiple people will be involved in advising/registering students.

The importance of the student handbook for advising needs to be emphasized for both faculty advising and for the student's successful completion of a degree. It should include a checklist for starting out, and then one for each semester. The handbook should be a one-source stop for information and should be thoroughly updated annually.

Finally, there was a concern raised that encompass all aspects of the *CBC Smart Start*—it is vital to ensure that students enrolled in internet courses know how to log in to classes.

- Whoever registers students for an internet class needs to show the students how to log in (it may be good to train dual credit facilitators so they know how to help).
- Include online course instructor name and contact information on the student's schedule when student registers (so the student will know where to get help).

Next meeting is not yet scheduled due to finals and grade deadlines approaching. Tentative dates were suggested for the end of May. Some members had prior appointments and needed to leave early, so the meeting was adjourned early since there would no longer be a majority present to vote. At 11:40 AM, Bobbie moved that the meeting be adjourned and Dee Dee seconded the motion. There was no discussion and the meeting was adjourned.