

Advising and Counseling Council (ACC)

January 22-24, 2014

Bellingham Technical College

MEETING NOTES

Welcome by Dr. Patricia McKeown

Jane Lowe-Webster introduced Dr. McKeown, President of BTC. BTC is focused on completion, and aligned with the measurements/momentum points of the Student Achievement Initiative (SAI). Enrollment is above allowance, but decreased from last year. To address both of these, BTC has a new strategic enrollment plan, including a Customer Relationship Management (CRM) software system.

ITV attendance: Grays Harbor, Centralia, Wenatchee, Everett, (no Clark), Seattle Central, Yakima Valley

Professional Development: DSS and Accessibility Services

Mary Gerard, WAPED President 2013-14, Accessibility Resources, BTC

(*Ask for copy of PPT)

Topics: Disability Law Overview, Models of Disability, AHEAD Guidance, Ways of Connecting, Snapshot of BTC DSS students, Tips & Techniques (handout), Case Study, Questions

- Disability Law Overview: Section 504 of Rehabilitation Act of 1973; Americans with Disabilities Act (1990), pay attention to the *spirit* of the law
- Disability = Diversity
- How it feels to be a DS Professional (Sometimes): Swamp Rat in a Cesspool of Ambiguity
- Medical Model of Disability: student is the “problem”, and is passive, to be managed by a professional who acts on their behalf; learned helplessness; “Disabled people as passive receivers of services aimed at cure or management.”
- Social Model of Disability: Structures within society are the “problem”; students are integral part of finding solutions and changing perceptions; focus on students’ strengths and on accessibility; “Disabled people as active fighters for equally working in partnership with allies.” Student learns to self-advocate, particularly with instructors.
- BTC supports the social model rather than the medical model!
- AHEAD Documentation Guidance (2012): influenced by ADA of 2008: ADA interpreted “broadly and inclusively”; acceptable sources of documentation (all equal): student’s self-report, observation & interaction, information from external/third parties (diagnosticians)—less restrictive; importance of faculty relationships with this
- Intersectionality of Identities: disability is only small part of student’s identity; holistic advising requires looking at entire student, with all identities
- Partnering with students: listen to them, recognize student as “knower” (documentation doesn’t say who they are), honoring student perspectives (changed name from DSS to Accessibility Resources (AR))
- AR has a Student Leadership Team; produced video and hosted 300 people for premiere
- Mattering and Marginality (Schlossberg, 1989): if student doesn’t feel like they matter (noticed, needed, appreciated, someone cares), they will feel marginalized.
- Challenge & Support (Sanford): students need a balanced amount of challenge and support in order to grow
- Disability Identity Development (Gibson, 2006):
--Passive awareness (taught to deny disability; co-dependency) → realization (anger; why me)
→ acceptance (advocacy and activism)

- Top presenting disabilities at BTC (for students working with AR): mental disorders, dyslexia/learning disability, ADD/ADHD
- State updates:
 - Emerging Technologies (green HO)
 - Letter of Concern from WAPED to President of WSSSC asking for “equal, effective, and meaningful access to the benefits of technology”; WSSSC has formed task force and will respond by end of Spring 2014
 - Governor’s Task Force—to improve access for postsecondary education for students with disabilities (access from HS to college)—29 members statewide; first report submitted to legislature December 2013
- Parting thoughts:
 - Encouraging self-authorship through advising and counseling; student as “knower”
 - Baxter-Magolda, 2006

Reports

WSSSC (Wendy Samitore, liaison)

- What they will cover Feb 6-7 at Winter WSSSC meeting
- Accreditation: financial audit issue (we hadn’t been doing it as a system very well); putting something together at SB financial office—17 of the CTCs in this as of now
- Best practices for accreditation
- CTC Link—will hear from the FirstLink college (Tacoma and Spokane); DATA will be gone
- Spring conference—breakout sessions should be available on website soon (*Include website link here)
- Financial literacy best practices
- Model code of conduct—should be ready to go public soon with this state code of conduct
- Competency based education—it’s coming; colleges at different places with this
- Improving access for students with disabilities
- VetCorps positions—50 in Washington state; few campuses expressed currently having any VetCorps on their campus; previously weren’t able to select person but now WWCC was able to select the person—much more successful; if interested, campuses should express interest
- Prior Learning Assessment (PLA)
- Question from ACC member: salary freeze for last 5 years for exempt; is this on the radar? It’s a serious morale issue. Edward responded that faculty is the highest priority right now.
 - Pierce HR did an evaluation of each exempt person’s job description and met with median salary range for that position
 - Inequity is that exempt is the only body (classified, faculty) w/o a structure in place
 - Takes value out of individual’s experience and qualifications

SBCTC (Edward Esparza, Policy Associate)

- Legislative session currently going on
- Military Resident tuition; SB5318; SB in favor; passed last year but hung up in House due to lobbying by UW
- SB 5969: Academic credit for military training; requires institutions to have policy for awarding credit for military training (many already do this)

- HB ESHV1817: Dream Act; provides more affordable college route for immigrant students; passed House 71-23; scheduled for Senate this year; however, Senator Bailey won't hear b/c military resident bill didn't go through
- Dual credit HB2285; SB likes but has concerns; AP/IB; could morph into statewide acceptance policy; we do this a lot already, worry about the "mandate" language that could happen
- Two positions open at State Board:
 - Director of Student Services (vacated by Michelle Andreas)—seeking leadership to student services at the state level, work with WSSSC, legislature (*shared HO with job descriptions)
 - Director of Transfer Education (Michelle did this also, now divided into two positions)—transfer prep for bachelor's degrees, agreements, BAS degrees; BAS degrees on the increase across the CTC system; fastest growing are IT-related; plan to implement BAS teacher ed programs (paraeducator, not elementary education)
- Important that student voice is represented on various council/commission needs; Edward/SB relies on us to give them those students
- MSSDC Student of Color Conference in April—highly recommends to attend; also Faculty/Staff of Color Conference in Fall—will be in Vancouver this year

Policy & Practice Updates

Pathways to Completion funded by the Bill & Melinda Gates Foundation

The Seattle Community College District (North, South, and Central campuses) presented an advising classroom model for developmental math courses. The goal of the Pathways to Completion grant is to increase progression, retention, and completion rates for developmental math students through mandatory orientation, proactive advising, and accelerated math pathways. This presentation focused on the proactive advising part of the grant. The colleges have implemented advising directly in the developmental math classes, and are working with faculty to provide advising services, support, and educational planning to developmental math students. The presenters discussed what has worked well and how they have addressed challenges throughout the tenure of the grant.

Interactions with Advising & Counseling & Financial Aid

Wendy Samitore, VP Student Services, Walla Walla CC

What Wendy has seen from her perspective:

- Difficulty finding experienced FA directors
- WWCC Completion Coaches did research with all students who left; main reasons were system navigation and FA needs
- WWCC received Aspen funds on students; money runs out 3/18/14
- We place a lot of blame on FA but we don't have systems in place to support them
- Have added 3 staff positions and training/collegiality culture
- Funding Triage (using the Aspen funds) starting with staff who had some expertise in FA: 4 staff; 1 was expert; 3 had enough knowledge to help students based on story and FA process/issue; first day had 45 students, retained all 45; gave all advisors view access to FAM; start 3 weeks prior to quarter starting; meetings Tue & Thur; include other fund sources so can give money through those before Aspen funds (such as Veterans, Workforce, etc); student belongs to advisor who brings them for retention; first year 92% retention, included navigation assistance; now have 96% retention; don't have to have deep knowledge of FA; staff are communicating

and in the know so don't have to refer student (and then lose student when they don't follow up on referral); completion coaches paid for themselves with the students who were retained

- Showed award amount of what it would take to fund a student
- Foundation is going to cover Aspen money after it goes away because they have seen the retention and success of the students
- Designed to be emergent fund; student must complete financial plan to fund their education
- Don't currently have literacy plan in place; WSSSC looking at SALT—Wendy will find out more at meeting in February and get back
- Kristi and Funding Triage team has been given Foundation money to manage
- How students know about Funding Triage: FA refers to them, classroom push, faculty champions

What have other ACC members noticed:

- Lower Columbia (Chad) has incorporated something similar into orientation; do orientation sign ups at testing, send to Financial Aid who will do preliminary check for FAFSA, then advising contacts them about next steps
- Spokane—Recruit Back campaign; student ambassadors call students on financial aid probation list—very scripted; partner with counseling office for students who need educational plan; decrease from 58 to 11 students dropped
- Whatcom—everyone needs to know a little about FA (FA 101); Emergency Funding Scholarship; funds come from a variety of sources
- Edmonds—collaboration with FA, Disability, Veterans, Counseling, Advising—how can we impact retention all the way to completion; 50 students on FA termination, otherwise would have been dismissed, Counseling Resource Center took intake; unique is connection to pedagogy/curriculum for working with them—strengths-based, students agreed to several steps—opt in, intake with Cheryl, attend 3 hour Back on Track session, advising mid-quarter; early alert and grade checks; started with 50, 30 opted in—some barriers too great, needed to take care of some things first; 24 made it to Back on Track
- If we are going to make these initiatives/interventions work, the college needs to provide resources

Reports

- **WAAC** (Kathy, Whatcom CC) – Changed recently; membership dropped; promoting as professional development for advisors; last meeting at Whatcom – 22 people; demoed Smart Advisor; College Fish, pros & cons for transfer students; in Winter, didn't find college to host so will meet at WSSSC conference in Spring; last executive meeting, attendance disappointing; really would like to get advisors involved; trying to have 4 meetings/year, working to make it relevant to advisors
- **Running Start** (Anne Molenda, SPSCC) - The spring meeting will be April 18th at SPSCC . The meeting in the fall was focused on a lot of review of current practices, discussion around eligibility and CTC Link impacts. There is a lot of chatter going around about “reverse Running Start” where students take the courses at their high school. There is also a lot of talk about dual

credit programs in general and where we are overlapping and maybe should consolidate to give students more streamlined options. SCCC (Todd Haak) shared difference between College in HS and RS in HS. Many campuses reported increase in headcount, but some not up necessarily in FTE (some are though).

- **Adult HSC** (Anne Molenda, SPSCC) - Transition to the new GED has taken place. Students must now take the new test if they have never tested before or if they did not complete all sections of the old GED. Registration and payment all happens online. HS21 is being implemented on many campuses. It is different from the traditional high school completion program in that it allows for a competency based approach instead of just taking courses to satisfy missing credit. The big thing is that the student has to be 21 or older. This does not work for recent high school drop outs under the age of 21. If students don't have credit card, other campuses have been creative: bookstore voucher, pay at Testing Center, etc.
- **WCTCCA** (Margaret Vlahos, Secretary, Whatcom CC) – Will be meeting at WSSSC; this organization focused on professional development and networking for college counselors; offer 6 CEUs for mental health counselors for approximately \$30 (may be up to \$180 elsewhere); want to offer quarterly webinars; normally meet at North Bend CC-central location and cheap; website on newsletter: www.wctcca.com
- **ICRC** (Agnes Steward, Pierce) – two major items: AA Elementary Ed off the books b/c too many universities have unique requirements; only 3 credits of PE activity max b/c majority of BIs will only accept 3 credits of PE activity; health sciences removed from Natural World
- Others

Tools of the Trade: Working with Career/Technical Students: BTC's Enhanced Advising & More
(Meagan Bryson & Jane Lowe-Webster, Bellingham Technical College)

Background:

- BTC is an Achieving the Dream school. Identified early needed an advising initiative.
- Wait list programs; 84% retention in programs, started with faculty advisor in cohort model
- Saw admissions increase and more pre-requisites in several programs, also more students needing developmental coursework before starting program; retention for these students was 53%--clearly needed to put some attention on this
- Created Career Services in 2005; embedded model in the program (not come to her office) and decided to take same approach with advising; have Career and Academic Advisors (not separated) which is needed at a technical college; training has involved bringing Tammy from WOIS to campus—Tammy is free and enjoys coming to the campuses ☺

BTC's Enhanced Advising Model

- Exploring Careers happens FIRST, before applying for admission
--Career exploration, career counseling, Academic & Career Advising, program info sessions, campus tours, and web resources (WOIS)
--Advisors very active on campus, faculty relationships crucial for this model
- Admissions Process Resources: future student advising sessions, admissions info (in person & online)

- Advisor Assignments: students assigned to advisor during placement testing or when transfer in scores/transcripts; advisor transitions to program faculty once they enter technical program
- Resources during Enrollment: advisor & counselor classroom visits, CSI (career inventory taken at time of mandatory orientation) follow up via email, embedded workshops, connections with gen ed and program faculty, lunch with advisor, Student Lingo success online workshops (study skills, time management, career services) (www.studentlingo.com): advisors also available for grads job search

Discussion Points:

- Students must be program-ready (not in dev ed) to start program
- Model works there for programs to be full-time cohort model, evidenced by high retention
- Students with prior convictions: healthcare and education are obvious, but BTC sees a lot of other technical fields that may disqualify a student with prior conviction; auto checks driving record; transportation has major concerns related to terrorism; difference between access to education and access to work/job; BTC has conviction section on Career Services website & Conviction History Template; faculty can put background check as program prerequisite

Staffing Models for Advising and Counseling

The link to the survey can be located here: <https://docs.google.com/forms/d/1QRPVTu-S3NlK-eBj7dveWJ6SfZnpvRqnPjz1aJqfeE/viewform>

The group went through the draft of the survey, providing feedback to ACC executive officers. The officers will revise the survey and send it out, hopefully later in Winter quarter or early Spring.

Business Meeting & Parking Lot

- Fall minutes will be sent out on list serve for approval (Anne sent them out on 1/23)
- Add Historian officer to ACC? Someone who could track our history/development. Could hire someone to back track, then might not need it moving forward (could fold into existing Secretary or Member-at-Large responsibilities); could ask former member with long history (Lance?); Officers will think about how to develop this
- CTC Link updates? First Link Tacoma and Spokane are waiting to go dual; they are waiting with great excitement; April dual system will be available
--Can CTC Link be a big item for Fall meeting?
- Workplan 2013-14: making progress; met goals to collaborate with one other commission (WAPED this meeting) and having ITV available
- Spring meeting: Friday, May 2nd 9am-12pm; possible topic of placement reciprocity—need additional clarification; Jess will send out scenarios to list serve—Edward will identify content expert to hopefully attend Spring meeting