

# ACN Meeting Minutes: May 16, 2017

**Members present:** J. Balogh, S. Bednar, M. Camacho, R. Carr, N. Claas, S. Conway, G. Cooper-Sperber, J. Cummins, T. Current, C. Daly, J. DeRoche, A. Dierks, G. Dorantes, J. Dorosz, C. Faurote, M. Fero, M. Garamoni, S. Glaser, J. Hack, J. Hardy, N. Heinen, K. Hildebrandt, B. Hinshaw, T. Jeske, T. Jones, S. Kaempfer, T. Kelly, J. Klumpp, M. Knasinski, S. Lake, A. Lopez, J. Maisells, A. Maldonado, K. Masshardt, M. Moore-Geissler, B. Mueller, O. Navarro, B. O'Lena, C. Parks, S. Perkins Simmons, R. Reece, A. Riehle, A. Rintelman, A. Sadowsky, M. Sanabria, A. Schaffner, T. Smith, L. Stark, S. Terry, D. Van Kerkvoorde, A. Vansistine, J. Walker, G. Wallander, B. Williams, A. Willis, C. Wolf

**Total:** 56

## Mind Set and Student Success: Rebecca Reece and Colin Daly

- Reece and Daly came to ACN to talk about an initiative involving “mindset” to help newly admitted students.
- Reece noted that there are two types of mindsets: growth and fixed. She referred to a picture on the powerpoint (see ACN website) showing the differences between them.
- People with a growth mindset have the belief that the brain can grow and change, and they feel that with enough hard work, they can overcome obstacles; they have the attitude that “failure is an opportunity to grow.”
- People with a fixed mindset feel like they don’t have the ability to succeed. For example, they might feel like they are terrible at math, and therefore they will never be able to develop skills in that area and do well. They have the attitude that “failure is the limit of my abilities.”
- The idea of focusing on mindset stemmed from a work group working on a probation project. They were trying to see what they could do to reduce first year probation. They then focused on what could be done with students even before the first semester to prevent probation.
- Why focus on mindset? Reece talked about how it fits with theories of marginalization and mattering.
- Mindset can also take into account theories around normalization. The more students understand what failure looks like and that failure is not “out of the norm,” the more they can see that they can experience failure, recover, and succeed.
- The initiative has several goals:
  - They want to reduce “summer melt”; during the admission process or after orientation, students may feel like they won’t belong here and may drop classes.
  - They want to boost students’ confidence between orientation and coming to campus and let them know that they can succeed here.
  - They want to cultivate a sense of community before students arrive.
  - They want to combat the achievement gap. The more that all students believe they can achieve success, the more UWM can close that gap.

- A working group was formed to work on this initiative. The group had members from advising, housing, Registrar, Admissions, Institutional Effectiveness, International Education, faculty, and students.
- They tried to make sure they had a lot of areas of campus represented to think about the problem together.
- They chose to deliver the information via video.
- They wanted the videos to be student-driven. They didn't want it to seem as if UWM was marketing itself to students. Rather, they wanted to show real student stories created by students for new students – to show these students that they belong here.
- They had film students produce the videos.
- The goal is that students would view the videos after orientation.
- They are in the process of launching an orientation website to engage students after orientation.
- The videos will be hosted on Student Success Center website throughout the year.
- If students are struggling during the first year, they can be referred to the videos.
- They will also post the videos on youtube to track viewership.
- SSC will ask students on the PRIDE survey in fall if they have watched the videos.
- Two film students, Emily and Ian, worked with film faculty to produce the videos as an independent study. The working group gave them some ideas in terms of messaging and left it to them to produce.
- Emily noted that the working group gave them some overarching themes. Collectively they thought of four different ideas for four different videos. They wanted to have four different personalities for the videos to touch different students. They wanted the videos to be focused around students and feature students.
- Each video is 60 to 90 seconds.
- Ian described a “highlights” reel of all four videos:
  - The first video Ian said was created as a kind of satire of old instructional videos from 50s and 60s; it's meant to be a funny and light look at finances.
  - In the second video, they took pairs of strangers and had them just get to know each other in real time – to show how people generally get to know each other – how a new student could make friends on campus.
  - The third video is about academics and features interviews with students and problems they had with academics and how they overcame them.
- The last one addresses campus support – where students can find support on campus.
- The videos will be live before orientation and be on the orientation website.
- Reece noted that the most powerful piece was the one where they brought together strangers. It ends with powerful statement from one student about spending more time getting to know each other.
- They are working on having closed captioning added
- If you have any questions or concerns, email Colin Daly at [daly@uwm.edu](mailto:daly@uwm.edu) or email Rebecca Reece at [rlolsen@uwm.edu](mailto:rlolsen@uwm.edu)
- You can see the videos online here: <http://uwm.edu/studentsuccess/struggling/>

- There is a phase two of this project. The group is investigating where to go from here – they want to create a main web source of resources – someplace that students, faculty, and staff can go when a student is struggling.

## SSC Campus Updates: Angela Sadowsky and Brennan O’Lena

- Angie and Brennan just wanted to give some updates and say thanks for the patience people have shown and the hard work people have done over the past year.
- There will be refresher training on using the SSC on May 23 from 11 a.m. to 12 p.m. and on May 24 from 1 to 2 p.m. in the NWQ first floor lab. They will have SWAT team members there to help work with people one-on-one, and they can do demos on the projectors. This will be an opportunity to work out any kinks and get new people online.
- SSC has expanded to add campus support offices. The training sessions will be an opportunity to talk through some of the issues that may arise when adding these offices.
- With the coordinator care network now up, the biggest piece that will change is the referral system. They will be rolling out the referral system soon.
- By clicking on the fourth icon on the gold bar on the left side of the SSC home page, a user can reach “cases” and will be able to issue referrals to different offices.
- They want to slowly expand the referral options based on need and use.
- In terms of campaigns, Angie noted that schools and colleges are doing their own campaigns, and the campus as a whole will continue to do project return with students registering late. The stop-out campaign will also be done across campus. They also are currently talking about doing a downward-trending GPA campaign to reach those students before they hit probation.
- As people conduct different campaigns, be sure to share those with the SWAT team, so the team can have a catalog of the different campaigns. They want to share best practices and resources across campus.

## Office of Central Advising Updates: Bill Hebert

- Hebert wanted to give an overview of where the office is in terms of changes, etc.
- The official name for his office is the Office of Central Advising (not Centralized)
- The main office will be located in Mitchell Hall room 173.
- John Dorosz will be coming on as assistant director.
- AOC is going to continue to function in the same role. It’s just that the terminology/name will now be OCA (Office of Central Advising). Also, the advisors in Bolton (formerly under the cultural centers) will now report to OCA. The Roberta Hernandez Center will operate the same, but advisors will be with OCA in terms of training, reporting etc.
- They will be hiring 5 new academic advisors housed in Mitchell.
- Under the advising central umbrella, OCA will work with a liaison from each of the schools and colleges. OCA will be assigned the undecided students.

- For now, they don't want to disrupt student assignments for this fall. For the current year, it will be business as usual.
- The only change is that current juniors in Bolton Hall will be handed off to Letters and Sciences advisors. Bolton advisors will be keeping freshmen, sophomores, and seniors to ease the transition.
- In the future, any student at 56 credits will be handed back to the school and college.
- They are working on their own transfer policies and writing them as they go along.
- In the centralized model, they want to be sure all advisors have strong communication lines and are connected in training, monthly meetings, best practices, etc.
- Once the metamajors are rolled out, they will have advisors working with students in the metamajors pathways.
- They are currently are working on how to best serve students identified as multiethnic students.
- They also want to make sure that a student has some connection to an advisor in a school or college as they are exploring a major in that school or college.
- Safe spaces are not changing; they are incredibly crucial to campus.
- RHC will be doing the same thing [it has done in the past] with the same reporting lines.
- As of July 1, advisors in Bolton will report to Hebert's office. They won't disrupt the work that they do.
- There will be new signage going up in Mitchell Hall. They will not change major signage in Bolton; they will just add small signs to the office doors.
- Hebert then took questions from the audience.
- **Question:** In the first year, to support the phasing in, you noted the freshmen and sophomores stay and the juniors do not. What happens next year?
- Answer: That will be determined by data – some advisors may need to see more, some may need to see less students. However, they will continue to pass off students to schools and colleges once the students reach junior standing.
- **Question:** Will there be any change as to how students are assigned on front end? Will they be assigned to advisors on your staff the same way they always have?
- Answer: The students that would have been assigned to AOC will be assigned to those advisors. Hebert is going to gathering data over the year and look at numbers to determine assignments.
- Hebert noted that he also wanted to take a look at what's taking place outside of traditional academic services. He also plans to gather feedback from advisors and students. He would like to have a town hall type meeting with students to gather feedback.
- **Question:** What would the connectivity be between your office and school and college offices?
- Answer: We have lots of ideas in the works, but it starts with the liaison. We would like to have an advisor from each school and college act as a liaison. We would also like standardized training and on-boarding.
- He noted that it is critical for OCA advisors to keep track of changes made by schools and colleges.

- New advisors may also be helping some schools and colleges with advising.
- Once liaisons are established, he would like them to attend OCA staff meetings.
- **Question:** Are there other areas coming into your center – the Women’s Resource Center, MAVRC, Black Cultural Center?
- Answer: Student Support Services will join OCA, but that’s it.
- **Question:** For students who are designated now as AOC upon being admitted, what will they look that moving forward? Will there be any decision regarding that?
- Hebert said that they don’t want to disrupt that admission process this year. Whatever is going on in house, however it’s coded, will be the same for fall. The only thing that is changing is the terminology. Instead of being AOC, it’s going to be OCA. In terms of admissions, it’s business and usual.
- **Comment from audience:** You’ve been mentioning the liaison. The Enhancing Advising Committee would love to talk about those liaisons with you and how they might work. Commenter followed with a question. **Question:** I know I worked with students in the past who hadn’t yet been released because they hadn’t yet met math or English GERs. Will they be released by junior year if they haven’t met those?
- Answer: No, only a small group of students who haven’t yet met GPA requirements or finished math and English are released, but that is happening less and less.
- **Question:** Is there talk about having a central location? This seems to be a “central” office in two different buildings.
- Answer: At most places/universities [with a central office], “central” is a concept and not a physical location
- There is a lot at play when discussing the creation of a physical location. There are faculty at play, schools and colleges at play, advising is at play. There is no talk of putting folks in central place until after budget issues are resolved.
- Hebert noted that they are definitely not moving out of Bolton, and they will be downsizing from 4 to 3 suites in Mitchell. They don’t want to move anyone or make them change where they are.
- **Question:** Since we will have the Office of Central Advising name on doors, what happens to confused student who is maybe not sure where to go for advising? “Central advising” might make students think that this is an office for all campus advising. What kind of messaging would be given to that student?
- Answer: That’s where the conversations with schools and college liaisons come in to play in terms of messaging. The outgoing student government president will also be sending out a blast, and there is going to be lots of messaging at NSOs from schools and colleges.
- If that student happens to be underrepresented and not connected to Bolton advisors, there will be appropriate messaging and an ability to opt in to see an advisor in Central Advising. There is going to be an opt-in process students can access to see another advisor.
- Hebert added wanted to note again that they are not changing anything in Bolton, just changing the name; for now, they are not disrupting how students are assigned. They will be looking at data to possibly make changes for next year.

- **Question:** How will the new five advisors be assigned?
- Answer: That depends on the data. We may have 4 in Bolton and 1 working with schools and colleges, or we may have advisors for a few of the metamajors. If the data dictates that a school or college needs that help, we may give them help.
- **Question:** I've heard that there was a final draft of an org chart on the Provost's desk. Is it there still?
- Answer: He's pretty happy with the org chart, so you should be seeing that this week.
- **Comment from audience:** You have an extraordinary task ahead of you. We recognize that and support you.
- Hebert noted that it is very complex, and he appreciates the support.

## Advisor of the Year: Nikki Claas

- Nikki Claas, chair of the ACN Awards committee, noted that two advisors were nominated for the Academic Advisor of the Year award. The committee members wanted to recognize all nominees as well as the award winner.
- Awards committee member Gabriella Dorantes shared some comments about nominee **Deona Mickens**: "Deona is a hard-working and dedicated UWM College of Letters and Science--African American Student Academic Services Advisor. Her tenacious work ethic is evident in all that she does as she works with students and encourages them to fulfill their dreams."
- Dorantes noted that one student experiencing a difficult situation shared this about Deona: "She encouraged me not to give up. She had faith in me when I didn't have faith in myself. I remember receiving an email from her that brought tears to my eyes the first day of classes. Her exact words: 'Good morning, Jasmine! I wanted to send warm wishes this Spring and let you know I believe in you!! You got this!!' Deona truly goes above and beyond for her scholars."
- Dorantes noted that another student wrote: "If it were not for Deona, I would not have considered studying abroad...improving my grades, or even consider going to graduate school. She has motivated me to put aside my self-doubt and develop into someone amazing."
- Dorantes noted that Deona will be receiving a certificate of appreciation from ACN.
- Claas then introduced Brian Williams, another committee member. Williams announced that the winner of the award was **Angela Sadowsky**. He shared some comments made about the award winner by her nominators and students.
- Williams noted, that in nominating Angie Sadowsky, Senior Advisor in the School of Information Studies, her nominators highlighted Angie's dedication to the profession of student services, leadership in campus initiatives such as Enhancing Advising and the Student Success Collaborative, and her commitment to the university as reasons that Angie is a uniquely qualified candidate to receive the ACN Advisor of the Year Award.

- Williams noted that one nominator said, “Angie is an extraordinary colleague and I feel fortunate to have her on campus. She is a great resource for SOIS students and UWM in general. Angie inspires me to be a better advisor on a daily basis.”
- Williams noted that Sam Goerke, a senior in the School of Information Studies, summed up Angie’s contributions to students well: “I remember the exact moment I decided to attend this University. It was at the tail end of a college exploration road trip and our last stop was UWM. The first person I had contact with at UWM was Angie, and it was in her office, after hearing about the program and the SOIS department, that I decided this would be a good place for me. While convincing a high school student to attend their university is common for advisors, this was just the beginning of all the support and guidance I would receive from Angie.
- Goerke went on to note: “Angie Sadowsky has had a profound impact on my life and of those of my peers. She has had a personal influence on my academic and professional life in the most positive ways. She had always been someone who I have never doubted had my best interests at heart, and had the knowledge and skills to help me obtain those goals.”
- Williams then presented a plaque to Angie Sadowsky.
- Sadowsky thanked her nominators and ACN. She noted, “I am so glad that I stumbled into academic advising. I had an internship at SOIS, and I’m so glad they let me stay.” She also thanked her colleagues for allowing her to get out of the office and help in other ways on campus.

## General Announcements

**ACN Elections:** Jen Balogh, an advisor for the graduate programs in Lubar, was elected secretary of ACN, replacing Monica Camacho. Chris Pahl, an advisor for the undergraduate programs in Lubar, was elected the public relations coordinator, replacing Gary Cooper-Sperber. Their terms run for two years.

**Enhancing Advising Committee** (Angie Sadowsky): EAC group is focusing more on sharing best practices among advising offices rather than just reporting out, Sadowsky noted.

**Center for International Education** (Sue Conway): Study Abroad programs for Winterim are now posted. If you have students thinking about them, direct them to the Study Abroad website.

**Registrar** (Brian Hinshaw): The Registrar is working on standardizing the academic advising report on PAWS. Hinshaw and Kristin Hildebrandt will meet with advising offices over the summer to discuss the changes.

**PASS:** The Summer tutoring schedule is posted. PASS will offer summer tutoring in many subjects, but not as many as in fall and spring. Online tutoring will be available as well.

**Graduate School** (Chris Parks): Parks brought fliers advertising the graduate school’s open house. They will be sending an email to current students. They are going to continue the policy

of waiving the application fee for people who attend the open house. For people getting close to applying, it's particularly beneficial to attend. The open house will be in November.

**Testing Center** (Sarah Perkins): The office will be sending letters regarding Panthermath Prep to any incoming student who tested between 0 and 10 on the math placement test. The letter suggests that they take the Panthermath Prep course and re-test. Panthermath Prep is now all online and uses the ALEKS system. The cost to take the course is \$25.

The office will also send letters to student who placed into pre-college math courses but scored an 18 on the ACT. The letter will let these students know that, based on their ACT score, they can take Math 103. If the student doesn't need Math 103 for his/her major, the student will be directed to try the Panthermath Prep course and re-test.

This summer, the math department is piloting a program for students who enroll in the Panthermath Prep course. They are allowing the students to re-take the math placement test in ALEKS. Students will have the option of re-taking a proctored test on ALEKS with the math department in the EMS building or coming to the Testing Center to take the paper-based exam.

(As of the May ACN meeting), the letters have not gone out yet. They are finalizing how the sign-on service works for ALEKS. The Testing Center will send a sample letter to advisors, so advisors can see what the students will be seeing.

**Question:** Is it possible to waive the Panthermath Prep fee? **Answer:** The fee is not UWM's fee; it's an ALEKS fee. Students are actually registering directly in ALEKS. Therefore, UWM doesn't have the ability to waive it.

#### **Re-testing:**

Students still need to wait 25 days between paper-based testing if they are not doing the Panthermath Prep.

If students re-take the placement test on ALEKS at the end of Panthermath Prep, they can only do that test one time; they can't keep re-testing on ALEKS. They can, however, come in and do the paper test for a third test. (Essentially, they took the test once and scored low. They then did the Panthermath Prep course and took the test on ALEKS. If they still didn't like their score, they could come to the Testing Center to re-take the regular placement test. )

The ALEKS system is not being used as a placement test for all students; it's only used for students in Panthermath Prep who are re-taking at the end of the course.

If students re-test and score lower, they are allowed to use their higher placement for enrollment purposes.

If a student has re-taken a test and placed higher, the Center will reach out to the student's advisor to let them know.

**Question:** Students can't take math 92 in fall since it isn't offered until spring. Could students be re-testing all fall to see if they can test higher? **Answer:** The Testing Center and math department would rather have them re-test in summer, so they can get into a higher math course in fall. They want to encourage undecided students to test higher earlier, so they can get into the math needed for major sooner.

**Question:** Are they having a proctored ALEKS test in fall? No. It's only offered in summer. That could change in fall if the math department decides to do it; that depends on the results of the summer pilot program.

**Next Meeting:** Tuesday, September 19, 8:30-10 a.m., Union 191.