BAY ADVISOR BULLETIN

YOUR SOURCE FOR ALL THINGS BAY ADVISOR

Staff Home ▾

| Students | Appointments | My Availability | Appointment Queues | Appointment Requests |

Assigned Students

List Type: Assigned Students ▾   **Term:** Winter InterSession 2... ▾   **Relationship Type:** All Relationship Types ▾

Actions ▾

^^^ The new drop-down menus to assist with student lists and active term selection

Asilomar?

YES to Asilomar!
YES to an advising RETREAT!
Whenever that may be…
Originally scheduled for Feb 17 & 18 due to the Omicron variant of COVID we are looking at moving the in-person retreat to later in the semester and at time of publication, the date is unknown, but could be late April through early June. This retreat, whenever it happens, is needed. We as an advising community, to better serve our students, to align with our four new advising goals (see previous edition), and to work through all the changes we have faced over the past two+ years, need to come together, enjoy nature, and relax. The keynote speaker, becky martinez, is a fantastic woman who will help us get to know ourselves and each other so that we can center ourselves while focusing on the students we all serve. Please plan on being there.
We want this event to focus on the retreat/relax/reenergize aspect. It is not an information overload conference, but truly a chance to enjoy each other's company, talk through the future of advising at East Bay, have some S'mores and re-energize ourselves. Leading up to the retreat we are discussing the possibility of scheduling a few advising conversations & trainings during the semester, as well as ongoing advising conversations & trainings over the summer following the retreat. Please keep an eye out for those too. Enjoy the semester and know there is a bright future for East Bay Advising.

New Caseload Dashboard & Dropdowns

We, as a campus advising community, are evolving with our advising platform and it is evolving with us. As more and more students get assigned to advisors and build relationships with you, our knowledge of how to best meet our students grow and we will be able to improve our equity gaps. One of the newest features for Bay Advisor is designed to assist the advisors with their assigned student caseloads. Clicking on the new "Dashboard" icon on the menu bar will open a series of informational widgets all based on the students who are assigned to you. They are there to help inform you of what is happening with your students and assist with contacting those who might need to be congratulated or need a nudge to complete a task such as enrolling in the next semester. If you do not have students assigned to you in Bay Advisor, no information will show.
The first widget is the My Students wheel which shows how many of your assigned students you have met with over the past 90 days. You know your students best and who needs to be met with and how often. This is a tool to help you manage that flow.
The second widget is the student activity feed, and probably my favorite widget. This will show you a chronological order of all the interactions your assigned students have that are captured within the Bay Advisor platform. If one of your students goes for tutoring, you will see it. If one of your students has an appointment with a different advisor, it will show. If one of your students has a progress report returned, or an academic alert issued on them, it will show here. And lastly if any students are added to your caseload, they will show here as well so you can welcome them to your services.
The third widget is the My Appointment Summaries Pending box where any outstanding, unsubmitted appointment summaries will be displayed to help you submit notes/comments on your appointments. Last fall there were over 10,000 appointments with accompanied appointment summaries, but there was also over 3,000 appointments where no record was entered. This is our biggest area of growth as an advising community.
The fourth widget is the My Appointment Campaigns quick view. If you have launched any appointment campaigns, the quick stats of each campaign will show here in this widgets box.
The fifth widget is the My Students Enrolled widget. This will pull which of your students are enrolled for the current term and in the hamburger menu (three lines in a box) you can select future terms, a statistic that will hopefully help us with retention and troubleshooting any enrollment issues of our students come April.
The last widget is the My Upcoming Appointments display. Similar to the appointments tab, this will show you who you are meeting with in the coming days.
The last update is a change to how your main page lists can show. There is no change to the default, which shows all the students who are assigned to you and are enrolled for the current term. Pictured above, you will now see three drop down menus at the top of your default student list, one for saved student lists, one for the active term and one for relationship types. You can now select and change those three options to help you manage your caseload better and see differences between the different terms, or if you have different relationship types with students, the separate lists. Utilizing the student lists feature will assist this new feature more. If you want to know more about how to create student lists in the system, please contact bill.irwin@csueastbay.edu.

IN THIS ISSUE

THE PROGRESS REPORT

Semester by Semester Data Highlights

Advising appointment numbers for Fall 2021 held proportionately steady to the student population. The numbers of appointments dropped but compared to Fall 21 head count the number of appointments was proportionately steady. In total there were 10,210 advising appointments, serving 6,305 distinct students in which the student attended, and an appointment summary was filed in Bay Advisor. If appointments summaries were filed for all appointments, the number would grow to roughly 14,000. This is our biggest area of growth from an advising standpoint, filing appointment summaries. This is also one of the biggest complaints from advisors.


Appointment Summaries
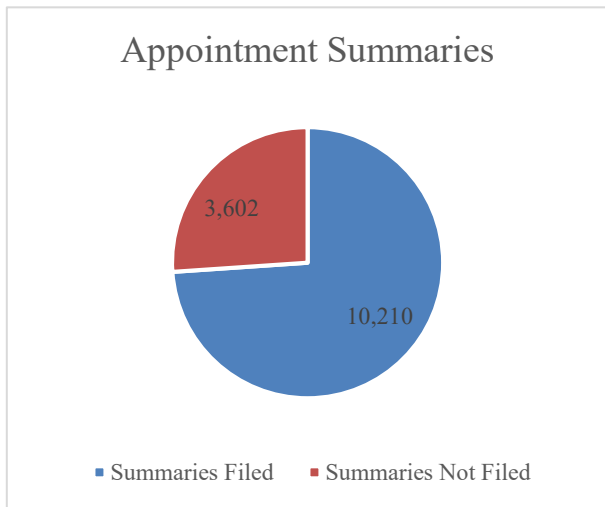
^^^ **Appointment Summaries Filed and Unfiled.**

One continued bright spot of the pandemic and sustained virtual advising is the no-show rate. Pre-pandemic there were well over 1,000 no-shows per term. Fall 2020 we only recorded 591 no-shows and then this past Fall 2021 there were 629. A welcome change and data to show the commitment of our advisors in meeting the students where they are during this pandemic.

The Fall 2021 Progress Report campaign began on 9/16 and ended on 10/17. There were 19,781 evaluations consolidated and sent out by advisors on behalf of 3,497 students for the selected student populations. We saw a positive response rate by faculty of 60% (10,211 returned reports) and an "at risk" rate of 19% (2,014 returned reports marking the student in question as "at risk" for failing the course). The "at-risk" marked reports were for a total of 1,233 students, of which 237 students had 3 or more "at-risk" reports filed. The number one "at-risk" reason marked was missing assignments. The advising community ended up hosting 4,534 advising appointments for 2,311 unique students based on the progress report responses. The 914 of the 1,233 students (74%) with at least one class marked as "at-risk" met with an advisor after the launch of the Progress Report Campaign. Thank you, faculty, for your responses and concern for our students.

Academic Alerts and Cases are the other form of early alert for our campus. Progress reports can be seen as our advisors reaching out
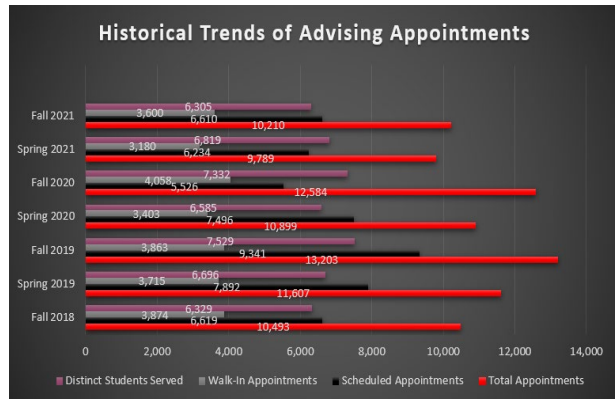
<<< **Historical Trends of Advising Appointments**

to faculty for information on specific students, where academic alerts and cases are created when faculty reach out about a specific student to our advisors. This program launched in fall of 2019, and with the ongoing pandemic has continued to be a valuable tool for faculty in getting students assistance. This fall, we had 591 academic alerts issued for 358 students by 72 different faculty members. All alerts become cases which our advisors work to close with the student. All cases were closed during the Fall semester with an average of 18 days from open to close.

Communication to students has also changed and evolved due to the pandemic and Bay Advisor usage. This past fall there were over 157,000 emails sent to students through Bay Advisor, not counting any automated appointment reminders, or Appointment Campaigns. Also, there were over 47,000 text messages sent to students as well. The usage of sending text messages to students to meet them where they are at (on their phones) has grown almost exponentially. Fall 2020 was the first full semester with advisors having this ability and we recorded just over 17,000 text messages. Spring 21 had just over 25,000 text messages and this fall was over 47,000 messages sent by advisors. Many advisors report that it is a lot easier to get ahold of students this way, to follow up with them after an appointment, or to get them to look at a detailed email and respond. The other and more directed form of communication out of Bay Advisor is Appointment Campaigns. These are a way to select and target a specific population of students and invite them to an advising appointment for a specific service/reason. The usage of appointment campaigns by advisors has continued to grow through the pandemic and through the introduction of the Personal Availability Link (PAL). There was a 67% increase in usage of Appointment Campaigns from Fall 2020 to Fall 2021 as well as an increase in appointments derived from the campaigns. The best part for student success is when analyzed over the year, students who attended an appointment derived from an appointment campaign persisted at a rate of 4.1% higher than those who were invited but did not attend an appointment.

New Academic Alert Option

Academic Alerts have been up and running for five semesters now. Each semester the number of Academic Alerts issued by faculty has increased. This past fall there were 591 alerts issued for 358 students. There are 6 potential alert reasons for faculty to choose from. Each alert when selected creates a case in Bay Advisor which then gets assigned to an advisor, typically a Pioneer Success Coach. The most common alert selected from faculty has been "Missing Assignments", typically accounting for almost half of all Academic Alerts, in each of the past five semesters. When the "Missing Assignments" alert is selected and then assigned to an advisor, typically the first question the advisor asks the student is "can the missing work be made up?" The student often times does not know if they can or cannot turn things in late, so they must go ask their faculty member and find out. This takes time. Precious time that could be used to either make up the work, or create a plan to succeed without the work and grade, or to plan to withdraw from the course. Because of this the decision was made to change the alert reason name to include if the work CAN or can NOT be made up. There are now two different alert reasons for missed assignments for faculty to select from. **"Missing Assignments CAN Be Made Up"** and **"Missing Assignments can NOT Be Made Up."** This is all to help save time for the student, so they can get back on track quicker. There is no judgement on if work can or can not be made up. Some classes and faculty allow for it, and others do not. It is not an advisor's role to say if the work should or should not be made up, that is on the faculty, their teaching philosophy and the type of work that is being turned in. The role of Bay Advisor is to help facilitate meetings and the dissemination of information to those who need to know.

REMINDER

Start of the Spring Semester To Do's:

✓ **Update your availability**
If you use Bay Advisor to allow students to schedule appointments with you, you will need to update/edit your availability by going through your availability tab.

✓ **Experience the New**
There have been a lot of changes to your Bay Advisor recently, please explore them and as always if you have questions or concerns contact Bill.

✓ **Prep for Progress Reports**
Progress Report Campaign will launch on or about **Feb 15** and end **March 20**.

✓ **Update Student Assignments**
If you or your department have student assignments in Bay Advisor, please work with Bill Irwin or your ASC to update any relationship assignments needed for the upcoming semester.

✓ **Update your own Student Lists**
Student lists, formerly known as watch lists, are local to your own Bay Advisor. They are a good way to separate student assignments, especially for messaging, and should be updated each term.

✓ **Decide what Campaigns you will run this term and when**
Appointment Campaigns should be planned out in advance. For more details look at the EAB Campaign Ideas by reading further in this Bulletin.

✓ **Relax, you have time, it's a long semester**
Be sure to make some time for yourself. You did a great job in Fall 2021, time to do it again 😊

5 Common Email Mistakes – And How to Correct Them
By Meacie Fairfax, EAB

1. Sending a non-personalized message

Personalization today goes beyond just the use of a student's first name. It is a way to build rapport, establish a connection with our students, and be identity-conscious—the latter of which is of considerable concern when reaching out to a minoritized students. Black, Latinx, first-gen, LGBTQ+, and international students are often wary of communicating or responding to an unknown person from an office they have yet to visit. To make your communications truly personal, be upfront about why you are reaching out and how you can help this student overcome whatever challenge(s) they may be facing.

Do this instead
Use a student's name and preferred pronouns if known, introduce yourself, and note the reason for your outreach

2. Sending a message from someone unknown

When it comes to sensitive matters such as academic grades, basic needs insecurity, and mental health, students are naturally cautious about who they engage with to get support or guidance, if they do at all. Be thoughtful and cautious when deciding who should be on the "from" line of these emails. An NSSE survey found that students across all racial groups trust their advisors most, followed by faculty. When seeking to provide support, ensure these individuals are doing the outreach where possible.

Do this instead
Send a message from someone the student has been introduced to, or better yet, someone they trust

3. Making students feel singled out

Although *you* know that you just emailed dozens of students to meet with you to discuss their course grades, your students may think they're the only one. Many students on the receiving end of those emails already feel isolated in their academic troubles and may see your email as further confirmation that they don't belong on your campus. You may not know it, but your email at that moment adds to the other microaggressions and invalidations they have received to date. To combat this, you must provide your students with a perspective of what are common challenges students face, the ways they can turn it around, and that, in fact, a majority do. Your students will thank you.

Do this instead
Normalize the challenges students face by providing anecdotal or quantitative evidence that they are not alone

4. Using deficit-oriented language

No one likes to hear what they can't do—but we are definitely all ears when it comes what we *can* do. Students are no different. By using asset-based language you prioritize a students' aspirations, strength, and potential over unjust stigma narratives. You are saying to students that they can achieve success within your institution as you provide them resources and tools to do so. That sense of hope, resiliency, and empowerment can then erode their lack of belonging and give historically excluded students greater agency to continue creating change in themselves.

Do this instead
Use asset-based language that empowers students and acknowledges the institution's role in addressing or furthering inequities

5. Not accounting for student perspectives and feedback

The days of using one message across numerous groups of students are over. To ensure your diverse student body is receptive to the messages you send, get continual feedback. Your student communication strategy should be an iterative process—especially as the impact of the message will be felt differently across student groups. This is a step you should expect to execute several times throughout an academic year.

Do this instead
Engage student leaders, student employees, or student focus groups to understand what works and what doesn't

Practice good email hygiene

As you evolve your email communications, keep these foundational strategies in mind:
Keep it concise
Students—and quite frankly all of us—skim messages. The time you get with students is precious and you must get to the point. Write no more than 5-6 sentences, remove jargon, and clearly state the benefit students will derive from the interaction.
Provide a clear next step
Before you send over your next email provide an easy link to a resource or a tool to schedule an appointment. Make it as easy as possible for students to opt-in and take the requested next step.

Q: Faculty or Staff Advisor? A: Both

The history of "Academic Advising" is an interesting one and has gone through pendulum swings over the years. In the beginning, when most universities were primarily white institutions and most students had generational knowledge of higher education, advising was done completely by faculty mentorship. As higher Ed. evolved, student populations evolved, and faculty demands evolved, staff advising emerged as the way of the future. Faculty advising never disappeared, but on many campuses across the country, staff advising allowed for faculty to focus or be focused elsewhere. This brings us to where we are today; in the midst of a pandemic, a crazy economy, the "college aged" population shrinking, and the student experience and student expectations changing. This begs the question; how will Academic Advising respond and evolve to the current needs of our students? We here at East Bay as an institution with our advising evolution are in a good place to adjust, show our agility and meet the students where they are with what they need.

Advising today is more than just course selection, especially for the students at East Bay. We need to serve the whole student by providing mentoring, managing and learning higher education's vernacular, working through CSU policy, degree plans and course schedules, course and elective selection, course content advice, internships, career guidance, and next steps after graduation. Yes, graduation is the goal, but is only one step in the path of the lifelong learner we want to develop. No singular person can do this for students. It needs to be a team effort. In pulling from EAB's research, one school, Texas Wesleyan, shifted their advising model and split responsibilities between staff advisors and faculty advisors and both were assigned to the student from the start. Staff advisors covered course schedules, forms & paperwork, degree plans, and holistic care where the faculty advisor covered academic mentoring, course content advice, career, graduate school and internships. This equitable advising split helped produce a 4% increase in retention. At East Bay this type of split is already occurring is some colleges with some departments and is working well. It takes both parties, staff advisor and faculty advisor to come together and decide how they can best meet their student needs. We can use the pandemic, and all it has thrown at each of us, to help reshape our advising efforts to our students. Over the next several months there will be opportunities to have these types of conversations both at the campus wide level and at your local department level. As we continue our advising evolution, we need to keep in mind the student, their needs, and how we can effectively use all of the resources and people available to them to enable student success for years to come.

61 Campaign Ideas
Target Your Advising Efforts Across the Year

A targeted advising campaign is an effort of focused, proactive outreach to a population of students in need of a specific intervention or action. Over the past year, academic advisors in the Student Success Collaborative have used the SSC platform to conduct a wide range of campaigns—seeing impressive results with students. Below is a list of 61 campaign ideas from advisors across the country.

STUDENT POPULATIONS

Immediate Performance Concern
These students are currently failing courses, missing milestones, or struggling to remain academically eligible. They are at-risk in the most traditional sense and unlikely to persist without immediate support.

Future Performance Concern
Although these students appear to be performing adequately, SSC data suggests that they are likely to struggle or encounter roadblocks in future terms. Intervening with these students now will help prevent trouble down the road.

Program Choice Concern
These students are enrolled in a major that is a poor fit for them based on their academic performance, or remain undeclared past the recommended credit threshold. A proactive advising conversation could help put these students back on the right path.

Progress Concern
Students in this population might be performing well academically, but are making slower than recommended progress to graduation, potentially adding cost or reducing their likelihood of completing at all. This population includes students who have stopped out, or whose credit accumulation has slowed.

Student Experience Concern
Students in this population are high performing, but may benefit from an encouraging message or engagement opportunity like a scholarship or internship to deepen their relationship with the institution and get more out of the college experience.

ADVISOR ACTIONS

Inform
Support or connect with resources
Persuade to change major or help choose major
Re-enroll
Remove barriers
Connect with opportunity

	Start of Term
1	Entering freshman students who are high risk based on their pre-enrollment data
2	Students struggling in a specific course required for their major (identified through early alerts)
3	Seniors with GPAs below 1.5
4	Undeclared students on probation who have not attended a major exploration or career advising session
5	Sophomores and juniors on academic probation from the previous term
6	Engineering students in the "Murky Middle" for their concentration (e.g. GPA 2.5 to 3.0)
7	Pre-Nursing students in the "Murky Middle" for admission into the program (e.g. GPA 3.2 to 3.5)
8	Freshman students who have missed the grade threshold for one or more Success Marker courses
9	Students within 0.2 points of the GPA requirement for their program
10	Students recently admitted to the School of Business who are close to academic probation
11	Undeclared students who are uninformed about policies and which courses to select
12	Students who are on track to declare an intended major but have registration holds
13	Pre-majors that are at risk of not meeting selective admissions requirements
14	Pre-health students at risk of not making it into upper division
15	Students who will be repeating Success Marker courses for their major in the upcoming term
16	Students who have not registered for a course required by their major
17	High performing biology students who have not applied for labs

	Registration
18	Students who have not created or submitted a degree plan
19	Students interested in health careers, but likely to not meet pre-health requirements
20	Undeclared junior transfer students
21	Undecided students who are nearing the credit threshold required by the university to declare a major
22	Students in need of a degree planning session to graduate on time
23	Students not on track to complete required courses in time to graduate
24	Sophomores or juniors in need of summer credits to graduate in four years
25	Students in their sixth year who have not yet applied for graduation
26	Seniors with excessive credits
27	Students close to graduating that may need additional assistance

Let's Get Started!
Fill in a few targeted campaigns to try this year. For a step-by-step guide, recommended campaigns to try first, and additional resources to conduct your campaigns, visit eab.com/ssccampaignideas

Start of Term   Registration   End of Term

	End of Term
28	Students with low credit completion ratios for the term (e.g. less than 75%)
29	First-time probation students eligible for an academic recovery program
30	Student athletes on academic probation for the first time
31	Moderate or high risk students who were not advised during the term
32	Freshmen whose first-term GPA was lower than their adjusted high school GPA
33	Stop outs that could return and graduate easily
34	Pre-nursing or pre-med stop outs who could pursue an alternative health-related program
35	"Keep it up" campaign (e.g. students who improved their GPAs or earned a 4.0 for the term)
36	High performing students not enrolled for the next term

	Anytime
37	Students who are high risk in a challenging or selective major
38	Students in the advisor's cohort who are high risk in their major
39	Students pursuing a selective program who are below the GPA required for admittance
40	Students in a specific major who are in need of supplemental instruction but haven't received it
41	Students eligible for an academic support program or one-on-one mentoring
42	Students at risk of losing a scholarship with specific requirements
43	Students at risk of losing their financial aid
44	Full-time working students unable to attend advising sessions
45	Seniors (120+ credits) in need of mentors
46	Students in need of a "persuasive" nudge to attend tutoring (e.g. direct outreach from the Director of Tutoring)
47	Declared sophomores in the "Murky Middle" (e.g. GPA 2.0 to 3.0)
48	Honors students whose cumulative GPA has dropped below 3.0
49	STEM students who have never been advised or contacted
50	Students with downward trending GPAs
51	Students in GPA bands (e.g. 2.2 to 2.5) with major graduation rates lower than the university average
52	Undeclared students above a certain credit threshold
53	Students pursuing graduate study who may not be eligible for graduate programs
54	High achieving students that may transfer to another institution
55	Potential recruits for the honors program
56	High-performing students for recruitment to a particular major
57	Students eligible for a scholarship or special program
58	Students eligible for a co-curricular minor (e.g. business students who have completed IT coursework)
59	Business students eligible for summer internships
60	Students who are strong candidates for graduate study
61	Students eligible for study abroad programs (e.g. study abroad office can reach out to grow programs)

EAB | Student Success Collaborative™

Log in to SSC to start your campaigns today