

UPAC Agenda & Notes
December 13, 2017
Marley 230
9:00-10:15

9:00 am to 9:15 am: **Fostering Success Program** - Tom Murray, *Director of New Student Experiences*, and Danielle Carillo, *Coordinator, Fostering Success*

- New Coordinator for Fostering Success, Danielle Carrillo
- Financial programs through OSFA - Foster Care to Success Tuition waiver, and Educational Training Voucher
- There are a lot of other non-financial barriers that foster youth face in earning their degree
 - 70% of foster youth have goal of college degree, 3% earn one
- The goal of Fostering Success is to help students around all these other barriers they may face in achieving their educational goals
- Aside from FA, fostering success helps with other barriers faced related to housing and family, not just former foster youth, but homeless students and students who were made their own guardians before the age of 18. Fostering success has expanded the scope of what they're doing beyond foster youth.
- Soft opening this semester, starting to reach out to students to get them engaged with the office, there are currently 2 peer mentors to help connect students to resources on campus
- Currently working with incoming students, but will work with students at any level
- Identifying students is hard, because information is not collected by university. Only collected by FAFSA and that can only be used for financial aid purposes
- Working with enrollment management on adding questions to UA app when students apply
- In the meantime, advisors are an important point of referral for students who disclose challenges related to foster system or housing insecurity
- Want to make sure students are empowered to seek out resources. Important for students to self-refer and get connected to staff and peer advisors and resources
- Fostering success provides educational/social programming and navigational assistance (navigating the UA system)
- Danielle's role is to work with students to navigate the financial aid process, since the process is very long and complicated with the amount of paperwork needed
- Priority registration will also be offered for these students, given their life circumstances that will make enrollment challenging. Currently the program is figuring out how students will qualify for priority registration, once they have that they will send information out so we know what those requirements will be
- Faculty/staff section of website includes a barriers referral form. Use this to let fostering success program know about the barriers we see students experiencing, so they can advocate to university about needs of this group

9:15 am to 9:30 am: **Advisor Safety with UAPD** - Sergeant Cindy Spasoff and Crime Prevention Officers Rene Hernandez and George Eppley

- Advisor safety during closure
- Police on campus even during closure
- Report anything that seems out of place. Greater community knows about university closure, so people do come to campus looking for bikes, etc. to take
- Live safe app - download for UA campus
- Pay attention to surroundings when walking
- What do we do when a student is disruptive in our office?
 - Use purple envelope tool, or other office code to indicate if there is a problem so someone else can call police
 - Identify students beforehand, have someone else sit in, let someone know your concerns
 - Have a plan, rearrange office space so you are near door
- From office phone, 911 goes to UAPD dispatch
- If something is troubling you/making you uncomfortable, that is an emergency, and 911 is a resource. Don't feel like you can't call UAPD if you're concerned about something, even if you think it is a small concern
- Wellness check process:
 - Close enough to campus, UAPD will go
 - If TPD doesn't go for a student further away, UAPD will get involved and make sure TBD checks it out
 - Call UAPD first, and they will direct you to best place to help
- Police have interpretation service so students who speak other languages can get the help they need and can definitely call UAPD

9:30 am to 10:00 am: **Directed Self-Placement for English** - Erin Whittig, *Transfer and Placement Coordinator, Writing Program*

- New process for Directed Self-Placement for English
- Pre-2018 - 90% placed based on HS GPA and SAT/ACT scores (critical reading or english). This has been happening since 2009-2010
 - Students without standardized tests had to complete writing placement task with writing placement office - About 5-10% of students
 - Students reported exams or dual enrollment prior to orientation or at orientation
 - 10-12% of freshmen are usually exempt from foundations writing through dual enrollment
- Reasons for change
 - SAT changes in 2016
 - Fall 2016 research showed SAT had little statistical significance in students' success in first-semester courses. GPA is more statistically significant than SAT scores in student's success in 1st year courses
 - There was little to no student agency or involvement in placement decisions. Based on numbers, not what students can do
 - Transfer process lengthy and confusing, and was different from freshmen

- There will now be one tool, one message in next steps for all students
- FWE - Foundations Writing Evaluation is a series of questions and/or tasks to help determine which, if any, first year composition courses students need to take - every student does this except international students
- The Qualtrics survey pulls info from UAccess to personalize the experience for students
- The Process
 - Next steps center directs students to the writing program landing page
 - Every student sees the exact same message
 - Students can begin FWE based on their admit term - can only complete if they are admitted for upcoming term
 - The tool utilizes information already stored in UAccess as well as student responses to questions to determine whether (and which) coursework is needed.
 - Students who need Foundations Writing courses are routed to the Directed Self-Placement portion of the tool.
- Directed Self-Placement
 - Students are choosing their course, not being placed
 - Students participate in a self-assessment questionnaire, which asks them questions about their experiences with writing. They are also given questions/prompts, and will have some writing to do
 - Once they complete their self-assessment and prompts, they will be given their writing options and recommendations, and they can choose their course
 - Placement should update right after students complete their writing placement online

See powerpoint for more great information. Erin is happy to talk with advisors and colleges about this process if there are more questions. Send questions and feedback her way.

Tina Schuster Moore also provided quick updates about math placement changes, and will be back in the spring for a longer presentation at UPAC.

- Math department is changing placement process - Switching math placement test
- One test instead of 2 tests - all tests will be proctored either in person or through examity
- Math department has found that students have been cheating on unproctored placement tests
- Math will also be bringing back SAT/ACT to inform math placement
- Students with high SAT/ACT scores will not need to take the placement test
- Next steps center will change messaging - and that messaging should be ready to go in March sometime for Fall admits
- Tina will be working on updates to guides for majors and colleges
- Tina will be happy to come to all colleges and meet with advisors to go over rules and changes
- What does Tina need from us? Departments who use math placement test scores for entry into one of their courses will need to make contact with math department to make sure course information is updated correctly based on new math placement
- Departments need to do this in January for course modification process

10:00 am to 10:15 am: **Advising Updates** - Roxie Catts, *Director, Advising Resource Center*

- Second Start Updates:
 - 138 students admitted for spring who are eligible for second start. Avg GPA 1.85
 - 83% coming back to a new program, so should probably need at least 30 UA units
- Can get report on UAccess Analytics through the advisor dashboard. If you need help with report, let Roxie know
- ARC website is new
- A/B deficit calculator has a new name: Calculate your new target GPA
- New launch of website working on bugs, let ARC know of any issues you see
- Career and advising - how do we integrate career convo into advising convo?
- If interested in working with a small ad hoc group in the spring to brainstorm this connection between advising and career resources - let Roxie know if you want to be involved

Sarah Kyte - Research Analyst, Integrated Advising Analytics

- All advisors were sent an email containing a survey through Qualtrics
 - Take 10 minutes to take the short survey about all the different ways you support students, the tools you use to do that, and how you feel overall about advising at UA
- Confidentially will be protected, nothing shared in survey will go outside of Sarah to protect your honest opinions
- In the spring, Sarah will share data from the survey research about what was learned and what we can do to move forward with improving our advising community
- skyte@email.arizona.edu
- Sarah is happy to hear thoughts and feedback anytime about advising