



***Division of Student Affairs
Enrollment Management Services***

**Academic Advising Programs Annual Report
2013-2014**

Kim DuFour, Director

Mission Statement

The mission of Academic Advising Programs (AAP) at California State University, Chico is:

to provide an integrated array of effective academic advising services as well as resources and planning tools for students. This integrated program will assist undergraduate and certain postgraduate students to make a successful transition to, and establish their place in, University life; to take responsibility for learning how to set academic, career, and personal goals, and the strategies for achieving them; and to graduate in a timely manner, successfully meeting all requirements. Integral to our mission is providing our staff with the training needed to adapt readily to the changing environment of our University workplace and the advising profession.

The unit's primary activities (academic advising, orientation, and National Student Exchange) are established in order to fulfill this mission, which is central to the University's Strategic Priority #1: "Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom."

Department Accomplishments

- AAP reached an all-time high in number of students seen for one-on-one advising and students seen in workshop settings
 - 8914 students had one on one advising sessions
 - 2781 students attended an advising workshop
- AAP worked with campus staff to identify, design, and implement innovative technologies in AAP programs that will serve all students
 - Developed a new online Academic Status Committee program
 - Continued working with the Registrar's Office to implement the Smart Planner within PeopleSoft
 - Secured funding from the Chancellor's Office to purchase the e-advising system Agile Grad/Agile Advisor by Hobsons
- Participated in Early Start Fall 2014
 - Aligned Summer Orientation program to identify students who need to register for Early Start
 - Assisted with messaging strategies
 - Coordinated the appeal process for non-compliant Early Start students

- Produced Advisors' Bulletin at least three times per semester
- Produced training documents for pathway coordinators, new faculty trainings, and CELT presentations
- Produced a new faculty directory
- Provided ongoing data to Council of Academic Deans on completion of General Education requirements and course availability for freshman and transfer students
- Implemented mandatory advising for all undeclared students
- Examined best practices for MAPs and Technical Reviews with regard to the annual catalog cycle
- Implemented monthly training program for campus professional advisors
- Expanded outreach to students living in the Residence Halls
- Hired two ASC positions
- Reclassified Academic Advisor SSP II to Lead Academic Advising Coordinator SSP III
- Continued to provide orientation programs to new students at under-represented partnership schools
- Established a one-unit UNIV 389 course for advising interns
- Ensured that all staff had opportunities for professional development
- Restored Major Exploration workshops in collaboration with the Career Center
- Continue to provide Mandatory Advising for the following populations
 - All NCAA Athletics
 - Foster Youth
 - Undeclared
- Continued to build on collaborations between AAP and other offices/programs
 - Chico Student Success Center
 - Athletics
 - Education Talent Search
 - Career Center
 - Cross Cultural Leadership Center
 - First Year Experience Program
 - Educational Opportunity Program
 - Foster Youth
- Continued to support opportunities for communication and collaboration between CSU Advising Directors
- Continued to be an active participant on the Behavioral Assessment Team
- AAP staff serve on Faculty Senate, Educational Policies and Programs Committee, Curriculum Advisory Board, Graduation Initiative Committee, First Year Experience Committee, Bell Memorial Union Programming Committee
- Continued to work with and track the Super Senior population
- In partnership with Continuing Education created an Online Orientation specifically for Online students
- Collaborated with Admissions to provide an orientation for Butte College Cross Enrollment students
- Developed an online system for SB 1440 Students
- Advising and Orientation participated in other campus programs
 - Wildcat Welcome
 - Choose Chico
 - Preview Day
 - Leadcat
 - Transfer-mation
- Extension of orientation activities into first academic year for Freshman

- Use of advising and orientation staff at Wildcat Welcome to facilitate departmental meetings and to staff information tables
- Facilitated “registration help” workshops to assist freshmen students in selecting and registering for spring classes
- Peer advisors and advising interns collaborated on “Advise-a-thon” event to help second semester freshmen register for sophomore year classes
- Summer Orientation (SUMO) continued to be a quality program, serving 3471 new students and 2226 guests in 2013
 - Implemented more intentional messaging at Summer Orientation regarding timely graduation and University expectations of students
 - Produced morning welcome video featuring students discussing expectations both inside and outside the classroom
 - Redesigned orientation program/schedule to include Chico State Values
 - Provided each freshmen student with a “Class of” t-shirt to help set early expectations around graduating in four years
 - Provided additional support for transfer students
 - Implemented spring orientation for new transfer students – added faculty mentor component this year
 - Produced new video highlighting transfer students
 - Provided each transfer student with a t-shirt at summer orientation
 - Additional orientation support for under-represented groups
 - Initiation of Spanish Language Orientation
 - Increased student leadership focus with peer advisor team
 - Implemented use of Strength Finder to help students focus on leadership traits
 - Student leadership team presented at regional & national orientation conferences
 - Provided scholarships to outstanding student leaders
 - Updated/extended orientation programming
 - Added Student Life and Leadership Talk to morning introduction
 - Added Chico Experience skit to transfer program
 - Added two new parent workshops in parent portion of program
 - College Drinking: CADEC
 - From Involvement to Employment: Career Center & Student Life & Leadership
 - Added “When I graduate...” photo booth to program conclusion to promote timely graduation
 - Ongoing Assessment of orientation
 - Collected and reported orientation attendance data
 - Administered parent & student surveys at each orientation session
 - Administered Student Voice retrospective assessment of orientation 6-8 weeks into the semester

Diversity Plans and Accomplishments

Mandatory Advising Populations & Partnerships

- Provided topical advising workshops, e.g., GE, academic probation/disqualification, utilizing Degree Progress Report, course selection and registration strategies, for both the general student population, and also to specific populations of students in partnership with various offices/services on campus (EOP, CCLC, CSSC, SSS, REACH, NCAA Athletics, Housing, FYE)
- Held mandatory “Back on Track” workshops for all first-year students who end their first semester with a GPA in DQ range
- Required mandatory advising for NCAA Athletes, Foster Youth, EOP Paraprofessionals & Interns, REACH Academic Mentors

Orientation Programs

- Provided orientation fee waivers or fee reductions to under-represented student groups (Admission Application Fee Waiver Students, EOP Summer Bridge, EOP Regular Admits, SSS students, Veterans)
- Partnered with EOP, CSSC & REACH to provide one full-day Summer Orientation session as part of EOP Summer Bridge
- Partnered with SSS to provide one full-day Summer Orientation session as part of FOCUS
- Partnered with CSSC & MEP to offer a distance Express Orientation in the Coachella Valley
- Expanded Spanish Language Parent Orientation Program
- Implemented an official Spring Orientation Program for new transfer students

Professional Development & Staff Training

- Campus Wide Support & Involvement
 - Served as mentors for EOP Summer Bridge Program
 - Served as mentors for CCLC Diversity Summits
 - Employees participate in either the Diversity Academic or Diversity Certificate Program (ongoing goal)

Department Liaisons

- Increased support and assistance to campus partners through liaison relationships: CSSC, Foster Youth, REACH, UHFS, SSS, CAREER CENTER, EOP, ARC, NCAA ATHLETICS

Changes in Policies and Procedures

- Established a new procedure for SB 1440 students. These students are now required to complete an online module and meet with their faculty advisor.
- Developed a new procedure for undeclared students. Freshman undeclared students are required to attend a workshop that is presented in conjunction with the Career Center. Sophomore, Junior, and Senior undeclared students are required to meet with an Academic Advisor.
- Developed and implemented a new online system for disqualified students who wish to be reinstated.
- Continued to develop procedures with the Curriculum Advisory Board regarding General Education; including how the new general education program is communicated and followed.

Resources Summary

Budget Summary Overview

AAP budget allocations were 12% less in 2013-2014 than in 2010-2011. For the second year in a row, AAP received a one-time allocation of CERF funds which allowed an increase in the number of hours student interns worked by 25%. In both 2012-2013 and 2013-2014, AAP was able to advise 50% more students because of the additional interns and professional staff who met with a larger number of students than in previous years. Additional funding for new staff or more student interns is needed in order for the AAP office to sustain the same level of service.

Fiscal Year Budget Summary					
Fiscal Year	Staff Salaries	Student Intern Salaries	Work Study	OE Actual	Total Expenditures
2010-2011	\$408,430	\$23,900	\$25,000	\$28,350	\$485,680
2011-2012	\$401,500	\$25,420	\$24,900	\$19,300	\$471,120
2012-2013	\$348,000	\$27,800	\$22,100	\$31,000	\$428,900
2013-2014	\$364,250	\$30,000	\$25,000	\$18,615	\$437,865

OE Additions: Actions and Consequences

The majority of AAP's base operating expense allocation (OE) is used to support and hire Advising Interns. These student interns staff the front desk, answer phone calls, and meet with students who have non-complex issues. Academic Advising drop-in hours were increased compared to past years. For the last two years we received an additional \$10,000 in CERF dollars to allow us to double the number of interns from 6 to 12 students. We have seen a significant increase in student contact with the additional dollars and were able to stabilize the number of hours that staff and interns were available to see students one-on-one. The majority of our workshops are held in the late afternoon and early evenings allowing our professional staff to see more students.

Academic Advising Drop-in Hours															
Term	SU 2009	FA 2009	SP 2010	SU 2010	FA 2010	SP 2011	SU 2011	FA 2011	SP 2012	SU 2012	FA 2012	SP 2013	SU 2013	FA 2013	SP 2014
Hours per week	22	22	25	28	28	28	28	28	28	30	30	30	30	30	30
Students Seen	1009	2199	2284	628	2109	2576	695	2450	3282	724	3683	4398	698	4164	4052

Drop-in and Appointment Hours

In 2009-2010 we began offering a limited number of appointment hours and expanded this practice, to the extent possible, in 2010-2011. The number of appointment hours available varied based on staff resources. On average, during 2011-2012, we offered 4-6 appointment hours (8-12 individual appointments) each week, typically in the early morning (8-9am) and late afternoon (3-4 pm). These appointments were offered in addition to the drop-in hours sessions and are reflected in the chart above.

In 2012-2013, AAP changed the drop-in/appointments to 6 hours of advising per-day: 4 hours drop-in and 2 hours appointment. Due to the increased demand for advising in 2013-2014, we changed to drop-in advising only in order to maximize the number of students seen. With the implementation of the new Agile Advisor system, we will explore the option of providing appointment based advising.

Staffing

- For the past six years we have not been funded at a level sufficient to fill a fulltime staff position which became vacant June 23, 2008 when the then Assoc. Director, Lorraine Smith, assumed duties as Interim Director upon the retirement of the then-Director, Spence Bolich. When Lorraine Smith retired in 2012, she was replaced by the current Director, Kim DuFour. Kim DuFour was replaced by a .75 SSPII position. These actions resulted in a net loss of 1.25 advising positions.
- With the retirement of Linda Biggs in December 2010, we lost a fulltime ASA II position. This position was strategically not filled in order to absorb salary increases resulting from reclassifications. The primary job duties for this position, e.g., providing support for National Student Exchange, processing absence notifications, withdrawals from the University, petitions for reinstatement, and travel requests, have been assumed by our ASC I Office Coordinator.
- In 2013, we added an ASC I Office Coordinator to support Orientation programs year round; this position is funded through Orientation.

Facilities and Equipment

In 2012, AAP switched office space with the Office of the Registrar. While the Academic Evaluators remained with the Registrar's Office the net loss in actual office space was over 50%. We have constantly reworked our space to accommodate the needs of Advising and Orientation. During peak times of year our space is not adequate to house all the services that we provide.

Highlighted Accomplishments and Program Evaluation for Past Year

2013-2014 Goal	CSU, Chico Strategic Priorities
<p>Work with campus staff to identify and design innovative technologies in AAP programs that will serve all students. Include revising Academic Status Committee process, initial implementation of a Smart Planner and selection of an e-Advising and retention tool.</p>	<p>#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom.</p> <p>#2: Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.</p> <p>#3: Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both inside and outside of the classroom.</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Redesigned the Academic Status Process making it entirely online for faculty, staff and students • Worked with the Registrar's office on the implementation of the Smart Planner; currently working on providing Major Academic Plan (MAP) information • Purchased e-advising software with funding from the Chancellor's Office; requested additional funding for year two implementation <p>Status: Meet and ongoing</p>	

2013-2014 Goal	CSU, Chico Strategic Priorities
<p>Develop additional training and support programs for faculty advising. Provide significantly more outreach, training and support for faculty advisors to enhance advising and retention efforts campus-wide. Explore a Faculty Fellows Program or Faculty in Residence Program to connect faculty advisors to AAP and assist them in their effectiveness with students.</p>	<p>#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom</p> <p>#2: Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Monthly Advisors Bulletins • Training documents for Pathway Coordinators • Faculty Advising Directory • New Faculty Trainings • Presentations at CELT • Participation on the Chairs Task Group on Campus Advising • Complete redesign of Faculty Advising Page on Academic Advising web site <p>Status: Met and ongoing, additional funding needed to take Faculty Advising Program to the next level</p>	
<p>Support the Chancellor's Office Graduation Initiative and campus AIM for 4 campaign, and resulting academic advising initiatives.</p>	<p>#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom.</p> <p>#5: Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Provided ongoing data to Council of Academic Deans on completion of General Education Requirements for current students • Provided ongoing data to Council of Academic Deans on course availability for new freshman and transfer students • Created program to support SB 1440 students • Continued to monitor and oversee the Super Senior process • Implemented a more intentional message at Summer Orientation regarding timely graduation and University expectations of students <p>Status: Met and Ongoing</p>	
<p>Support the campus initiatives for under-represented minority success in working with populations that may not currently be served by existing campus programs. Identify transfer students who may be at risk and develop a plan for intervention.</p>	<p>#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom</p>
<p>Actions:</p> <p>AAP has made significant progress in increasing academic advising services to programs that serve under-represented minorities:</p> <ul style="list-style-type: none"> • Added paraprofessional training for REACH Program and implemented workshops for all REACH students • Academic Advising component included in Summer Bridge Program • Mandatory Advising and registration support for PATH Scholars • General Education and Advising presentations for MEP Program • Secured Student Learning Fee dollars to pilot a new program for under-represented minorities not currently served by other campus program <p>Status: Met and Ongoing</p>	

Ongoing Assessment Efforts

Statistics on Program Utilization

The total number of students seen for advising appointments and workshops in 2013-14 represents a significant increase over the number seen during the prior six years (10-50% increase). The significant increase over the last two years was due to increased workshop participation and an increase in the number of advising interns available to meet with students.

Academic Advising Student Contacts			
Academic Year	Individual Advising Appointments	Workshop Participants	Total Advising Contacts
2007-2008	8304	n/a	8304
2008-2009	5371	350	6036
2009-2010	5492	964	6197
2010-2011	5313	836	5899
2011-2012	6427	1620	7606
2012-2013	8805	1733	10,538
2013-2014	8914	2781	11,695

2013-2014 Academic Advising Student Contacts Detail			
Term	Individual Advising Appointments	Workshop Participants	Total Advising Contacts
Summer 2013	698	125	823
Fall 2013	4164	1543	5707
Spring 2014	4052	1113	5165
TOTAL	8914	2781	11,695

AAP has seen an increase in the number of phone and email contacts over the past couple of years. There is currently no process to track phone contacts. The following data table reflects activity (responses to individual student inquiries) from the Chico Advisor email (chicoadvisor@csuchico.edu) and AAP bulk e-mails. The new advising system, AgileGrad/AgileAdvisor, will allow us to effectively capture data regarding our increasing number of phone and e-mail contacts with students.

Chico Advisor and Bulk E-Mails Sent			
Academic Year	Chico Advisor	Bulk-E-mails	Total E-Mails
2009-2010	595	11,523	12,118
2010-2011	973	13,830	14,803
2011-2012	1091	19,782	20,873
2012-2013	1555	13,233	14,778
2013-2014	1739	14,133	15,872

AAP continues to increase the number of workshops offered as a way to expand our services to students without increasing staffing levels.

Workshop Participation	
Workshop Title	Number of Participants
University 101	153
Spring Advising and Registration	240
Back on Track	317
Disqualification – What’s Next	125
AIM 4 Four	470
Major Exploration	110
NCAA Athletes (twice a year)	624
Associate for Transfer	16
EOP, SSS, Reach Peer Advisors	50
Foster Youth – PATH SCHOLARS	30
REACH Students	100
MCG Leadership Seminar	30
UHFS – Advise-A-Thon	195
UHFS – Pathway Presentation	40
UHFS – RA Programming	40
Butte College Cross Enrollment	66
CAU 1+3 Korean Students	40
New International Student Orientation	125
College of Business – Twists and Turns of AP	10
TOTAL	2781

In Fiscal Year 2013-14 the Summer Orientation Program attracted over 93% of current freshman and 82% of transfer students. Students unable to attend orientation on campus had the option of an Online Orientation.

New Student Orientations	
Program	Number of Participants
Summer Orientation 2013	5697
Mini-Orientation	19
Spring Transfer Orientation	374
Online Orientation	763
Wildcat Welcome Department Meetings – Estimated	2000

The number of disqualified students dropped to an all-time low of 278. We believe this can be attributed, in part, to early intervention with “Back on Track” workshops for students near the disqualification range.

Academic Disqualifications Processed	
Year	Disqualifications
2008	554
2009	450
2010	438
2011	344
2012	319
2013	278

AAP has also seen a drop in the number of students appealing for reinstatement. In addition, fewer students are being denied reinstatement; we believe this is due, in part, to our “Disqualification, What’s Next” workshops.

Appeals for Reinstatement Processed								
Appeal Term	Total Appeals	Reinstated		Transfer Only	Conditional Reinstatement		Deny	% Deny
		Clear	On AP		Total	# met		
Spring 2008	93	2	43	1	22		25	27%
Fall 2008	131	2	59	3	22		45	34%
Total 2008	224	4	102	4	44		70	31%
Spring 2009	101	2	31	3	33		32	32%
Fall 2009	148	4	74	3	27		40	27%
Total 2009	249	6	105	6	60		72	29%
Spring 2010	88	2	19	2	43		22	25%
Fall 2010	86	2	35	2	22		25	29%
Total 2010	176	4	54	4	65		47	27%
Spring 2011	73	0	14	2	33	20	22	30%
Fall 2011	93	2	22	2	42	32	25	27%
Total 2011	166	2	36	4	75	52	47	28%
Spring 2012	85	2	19	5	40	25	19	22%
Fall 2012	112	0	31	2	48	29	31	28%
Total 2012	197	2	50	7	88	54	50	25%
Spring 2013	79	2	22	9	31	18	15	19%
Fall 2013	85	1	31	4	37	29	12	14%
Total 2013	164	3	53	13	68	47	27	16%
Spring 2014	61	0	22	0	27	21	12	20%
Fall 2014	47	0	15	2	24	TDB	6	13%
Total 2014	108	0	37	2	51	14	18	17%

A significant trend is the increase in the number of *conditional* reinstatements. Academic Status Committees (ASC) are more often making the choice to reinstate students *only on the condition that they meet specific requirements prior to reinstatement*. For example, an ASC may require the conditionally reinstated student to complete all work in progress with a 3.0 GPA and no grade lower than a “C.” Once the student provides verification of having met these conditions, the student is reinstated and eligible to enroll in the following term. We are now also tracking the number of conditional reinstates who meet the conditions for reinstatement.

Conditional Reinstatement Trend				
Year	# Students Reinstated in CS or AP	# Students Conditionally Reinstated	Total # of Reinstatements to CSU, Chico	% of Conditional Reinstatements
2008	106	44	150	29%
2009	111	60	171	35%
2010	58	65	123	53%
2011	38	75	113	66%
2012	52	88	140	63%
2013	56	68	124	54%
2014	37	51	88	57%

National Student Exchange continues to provide exchange opportunities for many students each year, with over 25 states and 36 institutions represented.

National Student Exchange (NSE) Participation									
	Students			States Represented*			Institutions Represented*		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total	Outgoing	Incoming	Total
2008-2009	31	25	56	21	16	30	25	17	41
2009-2010	18	27	45	13	17	24	15	21	35
2010-2011	22	17	39	15	12	24	17	13	29
2011-2012	12	27	39	12	17	21	12	23	31
2012-2013	22	26	48	14	12	22	17	16	30
2013-2014	20	36	56	13	17	25	13	25	36

* Total number of individual states and institutions represented by outgoing and incoming NSE students

Student Learning Outcomes Measures and Most Critical Performance Indicators

Undeclared Outreach

In spring 2010, AAP began a campaign to provide mandatory advising to undeclared students with the intent of helping students choose a major in a timely manner and decrease time to degree. March was “Declare a Major Month” in order to help students be prepared for declaring their major and registering for fall 2014 classes. A mandatory advising hold was placed on sophomores, juniors and seniors requiring them to meet **one-on-one** with an Advisor in AAP prior to spring break (March 17).

Freshmen were sent an e-mail informing them that a hold had been placed on their account. This population was required to attend a mandatory “Major Exploration” workshop hosted by Academic Advising and the Career Center. The purpose of the workshop was to expose students to both offices and inform them of the services provided by each. In addition, students were encouraged to begin their major/career exploration and were shown resources and websites used by Academic Advising and the Career Center to assist them in their intentional exploration. This workshop stressed the fact that declaring a major is not a quick decision; it requires time, effort, planning, and active participation and it is important to begin the process early in order to graduate in four years.

Intervention Effectiveness with Undeclared Students															
	Spr 12 pre	Spr 12 post	% change	Fall 12 pre	Fall 12 post	% change	Spr 13 Pre	Spr 13 Post	% change	Fall 13 Pre	Fall 13 post	% change	Spr 14 Pre	Spr 14 Post	% change
FR	469	445	-5%	580	596	+2%	368	336	-9%	467	415	-11.1%	276	226	-18%
SO	182	111	-39%	223	168	-25%	283	127	-55%	229	167	-27.0%	223	89	-60%
JR	66	45	-32%	68	33	-51%	44	17	-61%	31	11	-65.0%	43	18	-58%
SR	9	3	-67%	11	6	-45%	6	3	-50%	3	4	+33.3%	3	1	-66%
TOTAL	726	604	-17%	882	803	-9%	701	483	-31%	730	597	-18.2%	542	334	-38%

Advising Workshops

AAP continued to increase services by offering group advising sessions targeting populations of students who would normally have dropped-in for individual advising appointments. Although a number of students who attended workshops subsequently sought one-on-one advising, their advising sessions were shorter and more productive than they would have been without the students' prior workshop experience.

Less quantifiable, but equally important, AAP once again observed that a group delivery mode allowed advisors to discuss sensitive issues more candidly, e.g., behaviors and choices which negatively impact academic success. Similarly, students in the workshops were able to learn from others' experiences and questions. Although we developed the workshops in order to compensate for a reduction in staff resources (budget constraints), the workshop model has proven to be a valuable and effective delivery mode for specific types of information and for specific populations of students. Ideally, we would be able to offer a combination of group and individual interventions in support of student success.

Workshop Assessment

AAP began electronic assessment of our workshop offerings in 2009. After attending a workshop, students are emailed invitations to complete a brief survey which they submit anonymously online. Data is collected on the Advising & Registration, Disqualified- What's Next, Back on Track-Academic Success, Major Exploration and Orientation (non-SUMO) workshops. The responses to workshops continues to be positive and indicates that we are addressing the specific objectives defined for each workshop. Specifically, assessment of our intervention (Back on Track and Disqualified - What's Next) workshops indicate that students are rating the experience very positively. Overall, response rates are relatively low but not abnormal based on feedback from Institutional Research. We anticipate increased response rates as we migrate to Hobsons communication software Radius.

Outcomes Assessment – Back On Track (BOT) Workshops – At-Risk First-Year-Student Intervention

At the end of each spring semester, AAP reviews the academic standing of the first-year-students who were identified as "at-risk" based on their fall grades (GPA in disqualification range). Then, at census of the following fall semester, AAP reviews one-year persistence. In the past, this cohort received one-on-one intervention. For the past five years they were instead required to attend a "Back on Track" (BOT) workshop. AAP continues to find that outcomes for at-risk Transfer Students are quite positive when compared with the pre-intervention control group (Fall 2005 Cohort).

BOT Effectiveness with At-Risk Transfer Students									
	Fall 2005 Cohort N = 178 no intervention	Fall 2006 Cohort N = 273 intervention	Fall 2007 Cohort N = 226 intervention	Fall 2008 Cohort N = 173 BOT workshop	Fall 2009 Cohort N = 180 BOT workshop	Fall 2010 Cohort N = 148 BOT workshop	Fall 2011 Cohort N = 156 BOT workshop	Fall 2012 Cohort N = 126 BOT workshop	Fall 2013 Cohort N = 146 BOT workshop
Disqualified	52%	30%	35%	28%	28%	21%	26%	14%	24%
Clear Standing	16%	26%	30%	30%	32%	34%	30%	47%	33%
Withdrew or Not Enrolled Spring	Not available	12%	18%	19%	15%	19%	19%	19%	18%
One-Year Persistence	32%	55%	46%	53%	60%	60%	63%	69%	Pending

The outcomes for first-time freshmen are generally not as positive as those for transfers –over one-third of freshmen who end their fall semester in disqualification range (GPA<1.50) are academically disqualified at the end of spring, and only about 15% reach clear standing (GPA≥2.00). Whereas over almost 70% of the at-risk transfer students persist one year, half of at-risk freshmen do so (though persistence outcomes are improving for this group the past couple of years). Unfortunately, we do not have data for any pre-intervention cohorts of freshmen with which to compare our intervention outcomes.

FTF with a Fall GPA in DQ range (0.00 – 1.49)								
	Fall 2006 Cohort N = 317	Fall 2007 Cohort N = 274	Fall 2008 Cohort N = 315 BOT workshop	Fall 2009 Cohort N = 241 BOT workshop	Fall 2010 Cohort N = 133 BOT workshop	Fall 2011 Cohort N = 227 BOT workshop	Fall 2012 Cohort N = 265 BOT workshop	Fall 2013 Cohort N = 186 BOT workshop
Disqualified	39%	38%	34%	39%	40%	33%	28%	34%
Clear Standing	9%	10%	10%	11%	11%	20%	26%	17%
Withdrew or Not Enrolled Spring	15%	23%	24%	12%	22%	19%	21%	25%
One-Year Persistence	26%	37%	44%	48%	39%	51%	52%	Pending

Given that many at-risk freshmen are unable to recover academically, we looked for a correlation between first-semester GPA and academic standing and one-year persistence. Initially our plan was to put our limited resources where they may have the most potential benefit. Though there was the predictable trend toward a lower fall GPA leading to a less successful spring semester, the relationship between fall GPA and an individual student’s performance in the spring was not definitive enough to feel comfortable withholding intervention from any group of at-risk students.

AAP continues to separate freshmen into two groups based on GPA. Different messages are sent to each group. Both groups were required to attend a Back on Track (BOT) workshop, but those with a fall GPA < 1.00 were given information about success rates for students in this GPA range and were urged to consider options including taking a Planned Educational Leave or attending a community college.

FTF with a Fall GPA < 1.00								
	Fall 2006 Cohort N = 190	Fall 2007 Cohort N = 192	Fall 2008 Cohort N = 163 BOT workshop	Fall 2009 Cohort N = 108 BOT workshop	Fall 2010 Cohort N = 71 BOT workshop	Fall 2011 Cohort N = 113 BOT workshop	Fall 2012 Cohort N = 123 BOT workshop	Fall 2013 Cohort N = 98 BOT workshop
Disqualified	42%	44%	43%	47%	49%	43%	37%	37%
Clear Standing	3%	4%	4%	4%	0%	11%	15%	6%
Withdrew or Not Enrolled Spring	22%	36%	31%	20%	24%	28%	30%	37%
One-Year Persistence	19%	23%	30%	32%	30%	35%	39%	Pending

FTF with a Fall GPA 1.00 – 1.49								
	Fall 2006 Cohort N = 127	Fall 2007 Cohort N = 164	Fall 2008 Cohort N = 152 BOT workshop	Fall 2009 Cohort N = 133 BOT workshop	Fall 2010 Cohort N = 62 BOT workshop	Fall 2011 Cohort N = 114 BOT workshop	Fall 2012 Cohort N = 142 BOT workshop	Fall 2013 Cohort N = 88 BOT workshop
Disqualified	33%	30%	24%	32%	29%	24%	20%	31%
Clear Standing	17%	18%	16%	17%	23%	30%	39%	29%
Withdrew or Not Enrolled Spring	4%	8%	16%	4%	16%	11%	13%	11%
One-Year Persistence	36%	54%	59%	60%	50%	67%	63%	Pending

AAP will continue to monitor outcomes for these groups and will continue to assess the effectiveness of the workshop delivery mode.

Though the workshop model is an effective *supplement* to one-on-one advising, it should not be considered a sufficient *replacement* for the type of service provided by one-on-one student contact. Based both on a consideration of the effective use of our staff resources and on our ongoing assessment of student learning outcomes, AAP plans to continue our utilization of workshops for specific student populations in 2014-2015.

Super Seniors

AAP continues to work with the population of Super Seniors (students who have completed 140+ units college credit); below is a table of the five years of work with Super Seniors and their process toward graduation. Over 99% of enrolled Super Seniors have graduated or are on track for graduation within the next two semesters.

Super Seniors – Progress towards Graduation						
Cohort Term*	Total	Graduated	Graduation Contract	No Graduation Application	Incomplete Graduation Application	Complete Graduation Application
Fall 2009	708	660	3 (0 enrolled)	31 (0 enrolled)	0	44 (0 enrolled)
Spring 2010	487	457	1 (0 enrolled)	15 (0 enrolled)	0	14 (0 enrolled)
Fall 2010	348	322	2 (0 enrolled)	6 (0 enrolled)	0	18 (0 enrolled)
Spring 2011	419	396	1 (0 enrolled)	6 (0enrolled)	0	18 (0 enrolled)
Fall 2011	298	278	0	5 (0 enrolled)	0	15 (0 enrolled)
Spring 2012	460	433	0	1 (0 enrolled)	1	20 (0 enrolled)
Fall 2012	289	273	0	1 (0 enrolled)	0	15 (0 enrolled)
Spring 2013	472	392	0	14 (6 enrolled)	3	63 (18 enrolled)
Fall 2013	275	189	1 enrolled	13 (6 enrolled)	2	70 (32 enrolled)
Spring 2014	402	225	6 (5 enrolled)	19 (13 enrolled)	2	150 (106 enrolled)
Total	4158	3595	14 (6 enrolled)	108 (25 enrolled)	8	427 (156 enrolled)

*indicates term student *entered* as a Super Senior (140+ units complete)

Accomplishments with Super Seniors:

- Developed more efficient (automated) ways to track and assess our intervention efforts. This process has been in place for over a year and is working fairly well.
- Developed service indicators that identify to faculty and staff various categories of Super Seniors. This service indicator also provides a message to the student regarding his or her status. For students who are out of compliance (no graduation application submitted), a hard hold is placed on their account and they must meet with Academic Advising.
- Continued to require students to submit an application for graduation, or, if expected graduation date is more than two terms out, require submission of an academic plan approved by major advisor(s.) The student is then placed on a Graduation Contract.
- Continued to use Presidential Authority to Confer degrees on those who would meet requirements regardless of expected graduation term.
- Continued to administer the process by which students can appeal degree conferral and/or request permission to pursue additional academic programs, e.g., second major. This process involves the Dean of Undergraduate Education and the Dean to which college the student's appeal has been directed.
- Continued to work closely with the Financial Aid Office to align Super Senior process and FA Max Unit Appeal review and process.
- The Graduation Coordinator in Academic Evaluations continues to communicate via email with students to encourage filing for graduation:

- 75-89 units complete – alert students to apply for graduation one year in advance of their anticipated graduation date
- 90-109 units complete – remind students to file for graduation one year in advance of their anticipated graduation date
- 110+ units complete (excluding ECC, NURS, and SWRK majors who received the 90-109 unit version instead) – instruct students that they must now plan the remainder of their academic program, and must apply to graduate a year from now or before; or, if it is not possible to complete their academic program within that timeframe, they must consult with their advisor(s) to create a semester-by-semester plan (“Graduation Contract”) to complete their degree

As AAP moves forward in the process of facilitating graduation and defining related policy, the University still needs to address several important issues; it is our goal to take an active role in this process.

- Foremost, we need actual policy to guide our processes.
- It is critical that policy and expectations be communicated to the campus community; we have to work toward changing our campus culture.
- AAP will need to establish more efficient/sensitive methods to identify Super Seniors. Currently, we use a criterion of 140+ units complete and then use discretion for high-unit majors. There is currently no way to implement an identification process that would take into account EPPC guidelines such as “20% of units required for degree,” and to exclude AP and military credit, or to limit to 90 the units transferred from a four-year institution.

Analysis: Elevating Academic Advising Programs to the “Next Level”

Actions needed to move AAP to the “next level” include:

- Additional resources need to be dedicated to providing additional advising on campus. Based on the number listed above AAP is serving 50% more students with 12% fewer dollars.
- Assess the Summer Orientation Program to ensure resources are fully utilized throughout the year, i.e. SUMO staff to conduct registration workshops, table at information fairs.
- Provide professional development opportunities for all AAP staff, including state- and national-level conferences.
- Explore the size and structure of the Bilingual Parent Program within SUMO, currently the program is heavily subsidized by the general parent program and decision needs to be made how the program can continue on an annual basis.
- Provide significantly more outreach, training and support for faculty advisors to enhance advising and retention efforts campus-wide; need additional faculty or staff to complete this goal.
- Provide additional and/or dedicated advising to International Students. International Students come to campus with additional needs and often must follow other policies and procedures. The University intends to increase the number of International Students, therefore an additional academic advisor is needed to provide dedicated academic advising support to this student population.
- Engage in assessment efforts to identify student and institutional characteristics that affect student success and persistence at CSU, Chico.
- Provide follow-up interventions for specific populations of students, e.g. those at-risk first-year students who attend a “Back on Track” workshop.
- Maintain and enhance our various Advising Workshops, but also increase the availability of drop-in and appointment hours to adequately meet student need.
- Continue our efforts to increase the number of Advising Interns and enhance their ongoing training and professional development.

Academic Advising Programs Goals for 2014-2015

As always, the ability to meet or make progress toward our 2014-2015 goals will be largely dependent upon staff resources, financial support, and the University's changing priorities.

2014-2015 Goal	CSU, Chico Strategic Priorities
Examine structure and shape of Orientation Programs. Ensure that we are providing orientation services throughout the year to our new students. Examine how resources can be used more efficiently by cross training SUMO leaders to provide advising support during peak time of the year. Explore additional space and staffing to support Orientation Programs.	#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom.
Complete the initial implementation of AgileGrad/AgileAdvisor and Smart Planner. Work to ensure these new software programs are available to professional and faculty advisors as tools in implementing timely graduation for students.	#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom. #5: Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.
Continue to expand support services for faculty advising. Explore a Faculty Fellows Program or Faculty in Residence Program to connect faculty advisors to AAP and assist them in their effectiveness with students. Additional funding must be available to reach this goal.	#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom. #2: Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development. #5: Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.
Expand services to under-represented minorities and International Students. Explore the possibility providing mandatory advising to these populations if additional staffing becomes available.	#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom.
Continue to support Chancellor's Office initiatives regarding time to degree.	#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom. #5: Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.
Create opportunities for professional staff development.	#2: Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.