

Academic Advising Programs Annual Report 2014-2015

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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.

AAP'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 continues to serve a high number of students:
 - 8,653 students attended one-on-one advising sessions
 - 2,985 students attended advising workshops
- AAP continues to work with campus staff to identify, design, and implement innovative technologies in campus advising settings to serve all students.
 - AgileGrad (funded by the Chancellor's Office) has successfully been implemented in AAP, Business Advising, Evaluations, and the Office of International Education.
 - AAP implemented a new Event Wizard Program for workshop sign-ups, tracking (of what?), and assessment.
 - An online Academic Status Committee program has been rolled out within all colleges and departments to help facilitate the reinstatement process.
 - AAP continues to work with the Office of the Registrar to implement the Smart Planner within PeopleSoft.
 - AAP worked with Information Technologies (IT) to upgrade the Online Learning Experience (OLLE) to include the ability of multiple lectures and track a student's progress in AgileGrad.
- Early Start Program:

- Summer Orientation (SUMO) program aligned to identify students who needed to register for Early Start.
- Collaborated on best messaging strategies.
- Coordinated the appeal process for non-compliant Early Start students.
- Produced the Advisors' Bulletin at least three times per semester.
- Technical Reviews & Major Academic Plans (MAPS):
 - Updated all Major Academic Plans for all majors.
 - Assisted Degree Audit Program (DGAP) analysts with initial set up of majors in Smart Planner.
- Hired, trained, and supervised 17 student interns.
- Expanded training for paraprofessional's campus wide (i.e. Raising Educational Achievement in Collaborative Hubs (REACH), Educational Opportunity Program (EOP), University Housing and Food Services, (UHFS), and Resident Advisors (RA)).
- Produced training documents (for what?) for pathway coordinators, new faculty orientation, and CELT presentations.
- AAP Website:
 - Developed an advising page for [Associate Degree for Transfer](#) (AST/AAT).
 - Kept the AAP website updated in a timely manner.
- Maintained an up-to-date AAP online faculty directory.
- Routinely provided data to the Council of Academic Deans (CAD) on completion of General Education requirements and course availability for freshman and transfer students with the goal of enhancing graduation rates.
- Continued to conduct mandatory advising for all undeclared students.
- Conducted monthly training program for campus professional advisors updating them on changes to campus academic policies and procedures.
- Continued outreach to students living in the Residence Halls.
- Hired two SSP II staff: one permanent (resignation) and the second a temporary position funded by a CSU Action Research Grant.
- Supported underserved student populations in Southern California through an Express Orientation in the Coachella Valley and an information session in Inglewood, CA.
- Professional staff taught a one-unit UNIV 389 course for advising interns.
- Ensured all AAP staff had opportunities to participate in professional development.
- Conducted Major Exploration workshops in collaboration with the Career Center.
- Continued to provide mandatory advising for the following populations:
 - All NCAA athletics
 - Foster Youth
 - Undeclared
 - REACH students
- Continued to build on collaborations between AAP and other offices/programs:
 - Chico Student Success Center
 - Athletics
 - Accessibility Resource Center
 - Education Talent Search
 - Career Center
 - Cross Cultural Leadership Center
 - First Year Experience Program

- Educational Opportunity Program
- Foster Youth
- Associated Students
- Attended two conferences for CSU Advising Directors to communicate ongoing programs and initiatives.
- Active participant on the Behavioral Assessment Team.
- AAP staff served on the following Committees:
 - Faculty Senate
 - Educational Policies and Programs Committee
 - Curriculum Advisory Board
 - Graduation Initiative Committee
 - First Year Experience Committee
 - Enrollment Management Advisory Committee
 - Bell Memorial Union Programming Committee
 - E-Portfolio Committee
 - University Scholarship Committee
 - Student Academic Senate
 - Student Affairs Diversity Committee
 - Student Affairs Professional Development Committee
 - Various campus hiring committees
- Continued to work with and track the Super Senior population.
- In partnership with Regional and Continuing Education (RCE), updated Online Orientation.
- Provided orientation for Butte College Cross-Enrollment students.
- Continued to advise, track, and monitor SB 1440 Students. Worked with IT to develop a Communication, Reporting & Analysis (CRA) report to track SB 1440 cohorts when these students change majors or graduate.
- AAP and SUMO participated in other campus programs/events:
 - Wildcat Welcome, Choose Chico, Chico Preview Day, Leadcat, and Transformation
- Provided extension of SUMO activities into first academic year for freshmen:
 - Use of AAP and SUMO staff at Wildcat Welcome to facilitate departmental meetings and to staff information tables.
 - Facilitated “registration help” workshops to assist freshmen in selecting and registering for spring classes.
 - Peer advisors and advising interns collaborated on “Advise-a-thon,” an event geared towards helping second-semester freshmen register for sophomore year classes.
- SUMO served 3,754 new students and 2,670 guests in 2014:
 - Expanded Spanish language orientation program to serve 108 students and 183 parents/guests:
 - Devoted one day of orientation to an exclusively Spanish language parent/guest program.
 - Extended outreach to Spanish language students via a postcard mailing.
 - Provided reduced orientation rate to Spanish language parents/guests to encourage attendance.
 - Fine-tuned the parent/guest program and created clearer messaging regarding expectations for parent participation.
 - Revamped organization of and messaging on orientation registration website to make it clearer that parents/guests attend a separate program from students.
 - Redesigned the printed orientation schedule to make it more apparent that parent/guest program is a separate but concurrent program.
 - Added a new workshop entitled “Paying for College” to parent/guest program featuring Financial Aid/Student Financial Services.

- Worked with Information Technology Support Services (ITSS) on technical updates:
 - Updated and reconfigured orientation registration website in order to be able to communicate with students who had registered but not yet paid for orientation.
 - Worked with programmer to identify student groups such as Reach, Athletes, and AB1440 within Chico State system in order to better communicate with students during orientation check-in.
 - Collaborated with programmer to correctly identify students with remedial math and English issues in order to provide them with the proper advice and documentation at check-in.
 - Worked to get CRA reports updated in order to communicate with students regarding their ELM/EPT status (freshmen) and conditional admission status (transfers) prior to their attending an orientation session.
 - Recorded a new *temporary* on-line orientation option for students unable to attend an in-person session to replace an antiquated on-line orientation.
 - Also collaborated on recording an on-line orientation with RCE for students in on-line programs.
- Implemented school spirit campaign with the slogan “Paws-itively A Wildcat” to foster connection with Chico State and Wildcat pride among new students:
 - Created t-shirts with slogan for student leaders to wear during orientation.
 - Student leaders created and performed a “Wildcat” school cheer at beginning of orientation sessions.
 - Provided freshmen with a “Class of 2019” t-shirt that included the slogan.
 - Produced a short video which featured student peer advisors sharing college advice on how to be a successful Wildcat that was played at the conclusion of each session.
 - Created a large cardboard stand-up of Willy the Wildcat for the stage.
- Continued to expand support for the successful transition of transfer students via orientation and welcome events:
 - Provided two spring orientation sessions for 141 new transfer students, one in November for regularly admitted students, and one in January for conditional admits.
 - Provided staffing and support for “Transfer-mation” welcome event during Wildcat Welcome.
 - Updated and expanded programming for transfer students attending SUMO by creating a new highly interactive “Your Chico Experience” program to expose students to student services and to provide transition advice. The program featured speakers from the Student Learning Center, Career Center, Academic Advising, Student Life and Leadership, Study Abroad, Financial Aid, Student Financial Services, as well as a faculty representative.
- Expanded leadership development efforts with 30-member peer advisor team.
 - Implemented use of the “Four Agreements” during training class to help students develop their leadership skills.
 - Ten student leaders participated in regional NODA Orientation conference in Fresno.
 - Two student co-directors attended student leadership training at the national NODA Orientation conference in Orlando, Florida.
 - Provided over \$7,000 in Orientation Endowment scholarships to outstanding student leaders.
- Continued assessment of orientation programs for use in program improvement:
 - Collected and reported orientation attendance data and provided weekly reports to Enrollment Management Services (EMS), University Housing (UHFS), and Office of Admissions.
 - Administered student and parent/guest program satisfaction surveys at each orientation session and compiled results in order to improve and asses program.

- Administered Student Voice survey to all new students eight weeks into fall semester and compiled results. This retrospective survey asks students to reflect on their orientation and transition experiences.
- Collaborated on Wildcat Welcome events:
 - Tours for international students at international orientation.
 - Coordinated mandatory department meetings for all incoming students.
 - Presented at LeadCat leadership training for new students.
 - Assisted with outreach and coordination of faculty mentoring event.
 - Staffed information tables for new students during Wildcat Welcome Week.

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 specific populations of students in partnership with various offices/services on campus (EOP, Cross-Cultural Leadership Center (CCLC), Chico Student Success Center (CSSC), Student Support Services (SSS), REACH, NCAA Athletics, UHFS, and First Year Experience (FYE)).
- Held mandatory “Back on Track” workshops for all first-year students who ended their first semester with a GPA in the disqualified (DQ) range.
- Required mandatory advising for NCAA Athletes, Foster Youth, EOP Paraprofessionals and Interns, REACH Academic Mentors, and all REACH students.

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, and Veterans).
- Partnered with EOP, CSSC and REACH to provide one full-day SUMO session as part of EOP Summer Bridge.
- Partnered with CSSC and MESA Engineering Program (MEP) to offer a distance Express Orientation in the Coachella Valley.
- Expanded Spanish Language Parent Orientation Program to a full-day dedicated program.
- Continue to offer Spring Orientation Program for new transfer students.
- Partnered with Admissions to provide pre-orientation advising to new students coming from Morningside and Inglewood high schools in Southern California.

Professional Development & Staff Training

- Campus Wide Support and Involvement:
 - Presented at the Latina Youth Conference.
 - Representation on the Professionals of Color (and Allies) Coalition.
 - Presented Academic Expectation Workshops to all Summer Bridge participants.
 - Representation on Professional Development Committee (PDC).
 - Several AAP employees have participated in the Diversity Academic or Diversity Certificate Program (ongoing goal).

Department Liaisons

- AAP continues to support and assist campus partners through liaison relationships: CSSC, Foster Youth, REACH, UHFS, SSS, Career Center, EOP, Accessibility Resource Center (ARC), and NCAA ATHLETICS

Achieving Academic Connectedness through Education (AACE)

- An outreach program for first generation and underrepresented minorities not in formal support programs – see additional program details in this report.

Changes in Policies and Procedures

- AAP developed a system to track SB 1440 Associate Degrees for Transfer students through a CRA job that tracks cohorts and identifies when majors have changed or when students have graduated.
- Implemented a new online system for disqualified (DQ) students who wish to be reinstated.
- AAP developed a procedure outlining Writing Intensive and Capstone Waivers that has been approved by the Dean of Undergraduate Education. This document will help facilitate graduation for students who only need this requirement.
- AAP continued to develop procedures with the Curriculum Advisory Board regarding General Education; including how the new general education program is communicated and followed.
- Developed business practices for specific activities in AgileGrad and created “How-To” e-mails for training purposes.
- Developed a new procedure for AAP On-line learning modules.

Resources Summary

Budget Summary Overview

For the fourth year in a row, AAP received a one-time allocation of funds which allowed an increase in the number of hours student interns could be hired. Since 2012-2013, AAP has been able to advise 50% more students because of the additional one-time allocation. With enrollment continuing to increase, the number of students served will continue to increase. Additional base funding for new staff or more student interns is needed in order for AAP to serve these increasing numbers. AAP will have to substantially cut back services if no additional allocation is provided.

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
2014-2015	\$373,910	\$28,430	\$32,000	\$32,780	\$476,720

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. AAP drop-in hours have increased compared to past years. For the last two years, AAP received an additional 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																		
	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP
Hours per week	22	22	25	28			28			30			30			30		
Students Seen	5492			5313			6427			8805			8914			8653		
Students Seen Per Semester	1009	2199	2284	628	2109	2576	695	2450	3282	724	3683	4398	698	4164	4052	596	4122	3935

Staffing

- For the past six years, AAP has not been funded at a level sufficient to fill a full-time 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 SSP II position. These actions resulted in a net loss of 1.25 advising positions.
- For AY 2015-16, AAP has been given one-time funding from the Chancellor's Office for a SSP II Advisor to work on year two to three retention. The funding provided (\$76,500) is enough to fund the position for 18 months.
- With the retirement of Linda Biggs in Dec. 2010, AAP lost a full-time 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 the AAP ASC I Office Coordinator.
- In 2013, AAP added a SUMO ASC I Office Coordinator to provide year-round support for the Orientation programs; this position is funded through the SUMO budget.

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%. The AAP space has been constantly reworked to accommodate the needs of Advising and Orientation. During peak times of year, the AAP space is cannot house all the services being provided. AAP now has professional advisors providing confidential advising in cubicles which is not appropriate due to the lack of privacy. A solution could be to look at moving Orientation Programs to its own dedicated office space or by creating more floor to ceiling offices in AAP's current space.

Highlighted Accomplishments and Program Evaluation for Past Year

2014-2015 Goal	CSU, Chico Strategic Priorities
<p>Examine the structure and shape of Orientation Programs. Ensure that we providing Orientation services throughout the year to our new students. Examine how resources can be used more effectively by cross training SUMO leaders to provide advising support during peak time of year. Explore additional space and staffing to support Orientation Programs.</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> <ul style="list-style-type: none"> Provided workshops for second semester freshman to bridge their transition Offered two spring orientations for transfers We utilized peer advisors in advising outreach in the residence halls and various campus events We continue to look for adequate space to run Orientation programs <p>Status: Met and ongoing</p>	
<p>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 made available to reach this goal.</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>#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"> 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>Complete the initial implementation of AgileGrad 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.</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>#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>#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"> Implemented Agile/Grad in Academic Advising Program, Business Advising office, Evaluations Office , Office of International Education. Worked with Hobsons to modify the system to meet the needs of our campus Secured funding to send to Staff members to Hobsons University, one is presenting at the conference Need to secure resource to roll out the program to all faculty. Continued to receive funding from Chancellors office to pay for the product <p>Status: Met and Ongoing</p>	

Highlighted Accomplishments and Program Evaluation for Past Year

2014-2015 Goal	CSU, Chico Strategic Priorities
Expand services to under-represented minorities and International Students. Explore the possibility of 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
<p>Actions: AAP has made significant progress in increasing academic advising services to programs that serve under-represented minorities:</p> <ul style="list-style-type: none"> Implemented the AACE program, funding was provided for students interns through Student Learning Fee dollars, staff with AAP increase work load to accomplish program Provided 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>International Students – AAP continues to provide service to international students though no extra staff has become available, this is still needed in order to provide mandatory advising to this population.</p> <p>Status: Met and Ongoing</p>	
Continue to support the 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.
<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 Provided outreach efforts to underrepresented students in supported by other campus programs such as EOP and CSSC or REACH Provide support SB 1440 students Continued to monitor and oversee the Super Senior process Continue to implemented a more intentional message at Summer Orientation regarding timely graduation and University expectations of student <p>Status: Met and Ongoing</p>	
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.
<p>Actions:</p> <ul style="list-style-type: none"> All of our professional staff except one that attended at least one off campus professional development conference All of our staff except one attended PAUSE <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 2014-15 represents a significant increase over the number seen during the prior six years (10-50% increase). The significant increase over the last three 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
2014-2015	8653	2985	11,638

2014-2015 Academic Advising Student Contacts Detail			
Term	Individual Advising Appointments	Workshop Participants	Total Advising Contacts
Summer 2014	596	566	1162
Fall 2014	4122	1570	5692
Spring 2015	3935	849	4784
TOTAL	8653	2985	11638

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. We are working with Communication Services to upgrade our call processing and call tracking capabilities. The following data table reflects activity (responses to individual student inquiries) from the Chico Advisor email (chicoadvisor@csuchico.edu) and AAP bulk e-mails. AgileGrad, the new advising system, will allow us to effectively capture data regarding our increasing number of phone advising appointments and e-mail contacts with students. That data will be available next year.

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
2014-2015	1491	21,217	22,708

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

Workshop Participation	
Workshop Title	Number of Participants
University 101	158
Spring Advising and Registration	208
Back on Track	358
Disqualification – What’s Next	111
AIM 4 Four	159
Major Exploration	127
NCAA Athletes (twice a year)	574
Associate for Transfer	33
EOP, SSS, Reach Peer Advisors	75
Foster Youth – PATH SCHOLARS	20
REACH Students	400
UHFS – Advise-A-Thon	32
UHFS – Pathway Presentation	47
UHFS – RA Programming	80
Butte College Cross Enrollment	43
Leadcat	150
New International Student Orientation	300
College of Business – Twists and Turns of AP	15
AACE Kick Off	36
AACE Advising and Registration	40
Coachella Express Orientation	19
TOTAL	2,985

In 2014-15, SUMO attracted almost 90% of current freshman and 80% 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 2014	3754
Mini-Orientation	60
Spring Transfer Orientation	141
Wildcat Welcome Department Meetings – Estimated	2000

The number of disqualified students has stay at near record low of 287. 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
2014	287

AAP has seen a drop in the number of students appealing for reinstatement. In addition, fewer students are being denied reinstatement. This is likely, in part, to AAP’s “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 (7)	6	13%
Total 2014	108	0	37	2	51	14	18	17%
Spring 2015	42	0	10	3	24	19	4	10%
Fall 2015	52	1	24	2	17	4	7	13%
Total 2015	94	1	34	5	41	23	11	12%

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, the ASC committee requires a 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. AAP is now tracking the number of conditional reinstates who meet these 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%
2015	34	41	75	54%

National Student Exchange continues to provide exchange opportunities for students each year, with over 27 institutions represented.

National Student Exchange (NSE) Participation						
	Students			Institutions Represented		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total
2013-2014	19	36	55	13	27	40
2014-2015	23	21	44	14	17	31
2015-2016	11	26	37	9	18	27

Student Learning Outcomes Measures and Most Critical Performance Indicators

Undeclared Outreach

In spring 2014, 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. In spring 2015, AAP continued this campaign. Undeclared freshmen were required to attend a mandatory “Major Exploration” workshop hosted by AAP and the Career Center. Freshmen were sent an e-mail on Feb. 20, 2015 advising them to attend a workshop or a hold would be placed on their account. 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 AAP and the Career Center to assist them in intentional exploration. This workshop stressed the fact that declaring a major is not a quick decision; it requires time, effort, planning, active participation, and the importance of beginning the process early in order to graduate in four years. Since March is “Declare a Major Month,” the workshops were held at the beginning of March to help students be prepared to register for fall 2015 classes and for declaring their major.

In addition, undeclared sophomores and juniors were e-mailed a request to meet **one-on-one** with an Advisor in AAP prior to spring break to discuss their individual situation and where they were in the exploration process. The goal was to provide students with assistance and information that would help them to declare a major.

Lastly, an attempt was made by one of AAP’s Professional Advisors to contact each of the seniors to inform them that they either needed to come in and meet with an advisor or to declare their major. Two out of the five students declared their major. The other three students didn’t respond to the e-mail or phone calls. However, it appears that one student couldn’t declare his major because he is a business student who needs Accounting 202 prior to declaring, another student appears to be waiting to see if he was accepted into the Nursing program, and the last student is a spring 2015 transfer student who seems to be majoring in Sociology but just hasn’t declared. Holds remain on the three undeclared seniors.

The outreach efforts made a significant impact on the reduction of undeclared students at each class level.

Intervention Effectiveness with Undeclared Students									
	2012-2013			2013-2014			2014-2015		
	Fall 12 pre	Sp 13 Post	% change	Fall 13 Pre	Sp 14 Post	% change	Fall 14 Pre	Sp 15 post	% change
FR	580	336	42%	467	226	52%	404	238	41%
SO	223	127	43%	229	89	61%	143	76	47%
JR	68	17	75%	31	18	42%	27	17	37%
SR	11	3	73%	3	1	67%	2	3	-50%
TOTAL	882	483	45%	730	334	54%	576	334	42%

Advising Workshops

AAP continues 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 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 2006. 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 continue to be positive and indicate 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 students are rating the experience very positively. Overall, response rates are relatively low but typical based on Institutional Research feedback. We anticipate increased response rates now that we have a new Event Wizard.

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).

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	Fall 2014 Cohort N = 133 BOT workshop
Disqualified	52%	30%	35%	28%	28%	21%	26%	14%	24%	27%
Clear Standing	16%	26%	30%	30%	32%	34%	30%	47%	33%	44%
W/D or N/E Spring	Not available	12%	18%	19%	15%	19%	19%	19%	18%	17%
One-Year Persistence	32%	55%	46%	53%	60%	60%	63%	69%	71%	Pending

The outcomes for first-time freshmen are generally not as positive as those for transfers. 37% of freshmen who end their fall semester in disqualification range (GPA<1.50) are academically disqualified at the end of spring, and only about 14% reach clear standing (GPA≥2.00). Whereas, 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.

Summary of 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	Fall 2014 Cohort N = 347 BOT workshop
Disqualified	39%	38%	34%	39%	40%	33%	28%	34%	37%
Clear Standing	9%	10%	10%	11%	11%	20%	26%	17%	14%
W/D or N/E Spring	15%	23%	24%	12%	22%	19%	21%	25%	20%
One-Year Persistence	26%	37%	44%	48%	39%	51%	52%	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 would 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. This year we did see a jump in the percentage of first-time freshman who started their first semester below a 1.00 GPA and the number of these students who were disqualified. We believe this is due to a larger freshman class admitted at a lower index.

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	Fall 2014 Cohort N = 198 BOT workshop
Disqualified	42%	44%	43%	47%	49%	43%	37%	37%	42%
Clear Standing	3%	4%	4%	4%	0%	11%	15%	6%	6%
W/D or N/E Spring	22%	36%	31%	20%	24%	28%	30%	37%	28%
One-Year Persistence	19%	23%	30%	32%	30%	35%	39%	40%	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	Fall 2014 Cohort N = 149 BOT workshop
Disqualified	33%	30%	24%	32%	29%	24%	20%	31%	31%
Clear Standing	17%	18%	16%	17%	23%	30%	39%	29%	25%
W/D or N/E Spring	4%	8%	16%	4%	16%	11%	13%	11%	9%
One-Year Persistence	36%	54%	59%	60%	50%	67%	63%	65%	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 2015-2016.

Achieving Academic Connectedness through Education (AACE)

Mission Statement:

The purpose of the Achieving Academic Connectedness through Education (AACE) Initiative was to assist first-generation, underrepresented minorities and low-income students with maximizing their time at CSU, Chico. AACE provides students with the information and resources needed to be successful on- and off-campus. AACE has developed a communication plan to assist students with study skills workshops, policies and procedures, essential deadlines, and cultural events. AACE will continue to create, connect, and assist in the achievement of first generation, underrepresented minorities, and low-income students at CSU, Chico.

Background of AACE Initiative:

AAP submitted a Student Learning Fee Proposal in the spring of 2014 to hire an Access and Equity Intern. AAP began to work with Institutional Research to gather data to investigate the population of first-generation and underrepresented minorities attending CSU, Chico. With the assistance of Institutional Research, AAP was able to collect precise numbers of enrolled first-generation students who had not been admitted into a formal student support group. Once we received the official roster of unserved students, AAP began to collaborate with several campus departments on offering outreach events. It was during this initial collaboration that the initiative was given the name Achieving Academic Connectedness through Education (AACE). AACE funding almost doubled for 2015-2016 (\$17,000) allowing for the hire of two interns.

Data:

In fall 2014, 1,107 first-generation college students were admitted to CSU, Chico who were not formally supported by support programs such as EOP, CSSC, REACH, MEP, FYE, and SSS. Of the 1,107 students, 688 were students of color and 545 were underrepresented minorities (URMs).

2014-2015 AACE Demographics (First-Generation)				
	Fall 2014 Applicants	Fall 2014 Admits	Enrolled	AACE Qualified
Black/African American*	1048	502	94	48
American Indian/Alaskan*	93	71	13	8
Asian/Pacific Islander*	1780	1314	167	70
Hispanic/Latino (any race)*	9785	6181	1140	489
Two or More Ethnicities/Race*	1221	916	167	73
Unknown/Other	736	561	133	7
White/Non-Hispanic	6830	5703	1234	412
TOTAL	21493	15248	2948	1107
*Students of Color Total	13927	8984	1581	688

AACE Events:

AACE Kick Off Collaboration with: CCLC	9/4/14	Provided an opportunity for AACE students to connect to peers and resources to maximize their academic experience and success. Discussed the experiences and trends that students may encounter as students of color and or first generation on a predominantly white campus.
Spring Semester Success Workshop Collaboration with: Academic Advising	10/15-16/14	Our goal was to prepare students for spring registration. We wanted students to have a better understanding of: graduation requirements, general education, pathways minors, exploring majors and registration tips and resources. Providing an opportunity for students to connect to peers and resources to maximize their academic experience and success.
Registration Workshop Collaboration with: Academic Advising	10/30/14	Prepared students for Spring Registration and guided students on navigating: Student Center, Degree Progress Report, Wildcat Scheduler, and adding/dropping classes. Provided students an opportunity to ask an advisor questions pertaining to their academic progress. Assisted students in registering for spring semester courses at the time of their scheduled appointment.
AACE Friendsgiving Collaboration with: CCLC	11/19/14	Connected students to a fun and laid back atmosphere at the Cross Cultural Leadership Center. Provided students with snacks and beverages. Participated in a few ice breaker activities and finally allowed students to connect with one another and share personal experiences of their first semester of college.
FAFSA Renewal Workshop Collaboration with: Fin Aid & Scholarship	2/9/15	Provide students a FAFSA Renewal Workshop in which students were able to renew their 2015-2016 FAFSA application with the assistance of a financial aid advisor. The purpose of the workshop was to allow students to ask specific questions pertaining to their FA packet directly to a FA advisor in hopes to avoid delays to their financial aid.
Latina Retreat- Field School Collaboration with: Recreation Department	4/17-19/15	Partnered with the Recreation Department at Chico State to provide a Latina Retreat to a group of freshmen, first generation, low-income students who are not in a formal support group on campus. The goal of the retreat was to have these young girls connect with Latina professionals and older classmen leaders. We connected students with other Latina students who are experiencing similar situations and barriers at Chico State and to inform students that they are not alone. During our weekend in the Presidio of San Francisco we build a family that we were able to carry and bring back to Chico State.

Super Seniors

AAP continues to work with the Super Seniors (students who have completed 140+ units college credit) population. Below is a table of the past six years working 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	631	3 (1 enrolled)	30 (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)	4 (0 enrolled)	0	18 (0 enrolled)
Fall 2011	298	280	0	4 (0 enrolled)	0	14 (1 enrolled)
Spring 2012	460	435	0	5 (0 enrolled)	1	19 (0 enrolled)
Fall 2012	289	272	0	0 (0 enrolled)	0	17 (0 enrolled)
Spring 2013	472	422	1	8 (1 enrolled)	0	41 (3 enrolled)
Fall 2013	275	246	1 enrolled	7 (1 enrolled)	0	21 (3 enrolled)
Spring 2014	402	366	3 (3 enrolled)	5 (2 enrolled)	0	28 (7 enrolled)
Fall 2014	265	217	3 (1 enrolled)	7 (4 enrolled)	0	38 (19 enrolled)
Spring 2015	402	267	5 (5 enrolled)	18 (8 enrolled)	10	102 (72 enrolled)
Total	4825	4311	20 (11enrolled)	109 (16 enrolled)	11	374 (105 enrolled)

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

Accomplishments with Super Seniors

- Developed automated methods of tracking and assessing our intervention efforts. This efficient process has been in place for two years and is working well.
- Continued to use 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 an Advisor.
- 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 their major advisor. 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 of the college the student's appeal has been directed.
- Continued to work closely with the Financial Aid (FA) 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 AAP’s goal to take an active role in this process:

- Foremost, we need an 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 the 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:

- Resources need to be allocated for additional advising on campus. Based on the numbers listed in this report, AAP has continued to serve more students with no increase in resources.
- The Summer Orientation Program needs to assess its fee structure and space allocation since both are inadequate and continue to affect the quality of the program.
- AAP needs to assess the classification of the Academic Advisors since the positions have changed over the last ten years due to the complexity of requirements and the nature of the situations they are asked to handle.
- Provide professional development opportunities, including state and national level conferences, for all AAP staff.
- Examine the three years of data on the Spanish Language Orientation, which has grown in popularity and size, to determine funding needs for continuing the program.
- Provide significantly more outreach, training, and support for faculty advisors in an effort to enhance campus-wide advising and retention efforts; need additional faculty and/or staff to complete this goal.
- Provide additional and/or dedicated advising for International students. International students come to campus with additional needs and often must follow different policies and procedures than the main student population. If the University’s plan is to increase International student enrollments, 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.
- Continue to 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 while increasing the availability of drop-in and appointment hours to adequately meet student need.
- Continue efforts to increase the number of Advising Interns and enhance their ongoing training and professional development.

Academic Advising Programs Goals for 2015-2016

As always, the ability to meet or make progress toward our 2015-2016 goals will be largely dependent upon staff resources, financial support, and the University's changing priorities.

2015-2016 Goal	CSU, Chico Strategic Priorities
Examine structure and shape of Orientation Programs. Secure fee increase for Summer Orientation 2016. Explore additional space and staffing to support Orientation Programs. Explore options for Online Orientation. Secure institutional support for Spanish language orientation.	#1: Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom.
Follow through with implementation of AgileGrad and Smart Planner to the entire campus. Work to ensure these new software programs are available to professional and faculty advisors as tools in implementing timely graduation for students. Help train students to utilize Smart Planner to its fullest potential and explore utilizing AgileGrad Appointment component.	#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 Academic Advising Programs 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 Underrepresented 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.
2015-2016 Goal	CSU, Chico Strategic Priorities
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.
Analysis of Academic Advisor job classifications and 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.