ACADEMIC ADVISING

California State University, Chico
Division of Student Affairs

2017-2018 Annual Report

I. Department 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 by 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.

Department Goals

- Continue extending departmental outreach and support for under-served and at risk student populations not being served by formal support programs.
  (CSU Chico Strategic Priority 1, 4, 5, 8; Division of Student Affairs Goals 1, 2)

- Leverage new TargetX (CRM system) to enhance departmental data collection, informational outreach to students and campus partners, and assess student and departmental learning outcomes.
  (CSU Chico Strategic Priority 1, 3, 8; Division of Student Affairs Goals 3)

- Engage campus and system wide partners in conversations surrounding student support, advising pedagogy, and develop institutional specific strategies surrounding student success, persistence, and retention.
  (CSU Chico Strategic Priority 1, 2, 4, 5. 8; Division of Student Affairs Goals 1 & 3)

(Last reviewed 7/1/2018)

II. Department Accomplishments

Accomplishment Overview
Notable accomplishments achieved by Academic Advising Programs in 2017-18 include (but are not limited to):

- Developed, partnered, and successfully implemented updated advising materials and departmental practices that reflect alignment with EO 1110 and EM 17-009;
- Revised and expanded outreach efforts to probationary student populations via the CSU Chancellor's Office funded 2nd – 3rd Year Persistence Project (Action Research Project);
- Increased targeted outreach and intrusive advising for First Generation student populations not currently in support programs, California Promise participants, Undeclared student populations, and G.I. 2025 student cohorts;
- Actively participated on the standing WASC committee and completed departmental CAS Assessment;
- Reclassified, hired, and realigned staffing organization into key positions. Organizational realignment has broadened targeted outreach efforts, continued the imbedding of advising within Orientation and New Student Programs, heightened collaborative efforts in preparations for TargetX migration, and instilled growth within the AAP intern program.

Departmental Alignment with EO 1110 and EM 17-009

Throughout the 2017-2018 academic year, the AAP Director and the Senior Advising Coordinator of Operations and Outreach have closely worked in collaboration with the Curriculum Advisory Board (CAB), the Office of the Registrar, the Office of Admissions, and multiple other on campus entities to ensure effective development, communication, and campus-wide transparency regarding the alignment of EO 1110 and EM 17-009 with student graduation requirements.

- Revised General Education Planning Sheet and other AAP marketing materials;
- Collaborated with the Office of the Registrar to develop mass communication making students aware of new writing requirements;
- Held extensive training sessions with AAP student interns, professional staff, and Summer Orientation peer advisors regarding new Math and Writing Placement requirements.

Shifting Advising Pedagogy and Practices

The 2017-2018 year has continued to illustrate an emerging shift in the campus culture. AAP staff have closely monitored thematic behaviors and trends based on assessment feedback and the campus climate in order to ensure advising pedagogy and practices remain in alignment with developmental advising theory and student needs.

- Embedded an advisor to serve on the standing CARE team as a liaison for students identified as needing additional services or assistance particularly when interfacing with faculty;
- Proactive long term intervention practices in relation to G.I. 2025 and outreach to all students regarding graduation requirements and timelines;
- Enhanced e-advising service usage and communication regarding institutional policy changes, providing information for distance learners, and collecting assessment data.

Interdepartmental Staffing Organization

With the onset of multiple initiatives brought forth by the Chancellor's Office, Enrollment Management Services division, and Graduation Initiatives, AAP has undergone significant restructuring of staffing roles to ensure alignment with these institutional initiatives.

- Transitioned coordination of the intern program from one advisor to two co-coordinators to ensure adequate student growth and professional development;
- Re-organized leadership oversight based on job description, classification, and project allocations;

- Additional liaison roles and partnerships with department colleges, faculty, and outreach programs such as CSSC, EOP (Summer Bridge Program), EOP, SSS, TRIO, PATH Scholars, etc.

Diversity **Efforts**

AAP is committed to ensuring all undergraduate students are cognizant of how advising can support their education at CSU, Chico. During the spring 2018 semester, an AAP staff member was reclassified into the Educational Equity Initiatives Coordinator role. The purpose of this role is to develop and coordinate effective practices to assist under-served students. This includes targeted coordination and communication with under-served populations such as First Generation College Students, Underrepresented Minority Males, and students transitioning from freshman to sophomore status who are on Academic Probation for the first time in their collegiate career. AAP continues to develop and revise departmental programs by analyzing available assessment and institutional data to reduce achievement gaps. AAP prioritizes the use of student centered support systems to increase retention/graduation rates of our under-served student populations.

AAP's 2016-17 Diversity Goals Met:

Staffing
- Reclassification of an SSP II advisor into the SSP III classified Educational Equity Initiatives Coordinator position;
- Provided opportunities for professional staff to participate in the Diversity Academy and Diversity Certificate Programs;
- Supported two professional staff members to attend the National Academic Advising Association (NACADA) regional conference;
- Embedded best practices for inclusive language and accessible working space into intern and professional training;
- Sent professional staff member to Chancellor's Office sponsored conference *I Can Help Wellbeing Ambassador Training*.

Embedded Advising
- Piloted enhanced intrusive advising outreach to Undeclared, Probationary, and Super Senior cohort populations;
- Continued delivery of Spanish language leaflets and provided bilingual staff presence during both presentations and registration workshops at Summer Orientation;
- Instruction of UNIV 101 by professional advisor;
- Ongoing participation of two professional advisors with the Men of Chico Initiative, which included advising presentations on registration and University policy/procedure;
- Collaborated with First Year Experience and Orientation & New Student Programs to secure reserved seats for U-Courses. Provided an opportunity to meet with students prior to the start of their orientation day to allow for a priority registration in those U-Courses;
- Extended outreach and college specific faculty training to augment relationships between faculty and the Faculty Advising Coordinator.

First Generation Outreach
- Collaborated with Office of Diversity, First Generation Faculty and Staff (131 members throughout campus), and First Generation Student Organization on various outreach efforts;

- Ongoing email dissemination outlining helpful strategies, deadlines, and advising resources;
- Participated in ongoing campus initiatives such as First Generation Welcome, First Generation Symposium, Warm Clothes Giveaway, Professional Clothes Drive and Presentation, etc.;
- Continued support and mentorship through the facilitation of registration workshops and First Generation Graduation Celebration;
- Participated in the First Generation Professional Clothing Drive to support and educate students on professionalism and professional attire;

III. Changes in Policies and Procedures

Executive Order 1110
In an effort to be in alignment with EO 1110, Academic Advising Programs coordinated the Student Services Implementation team. This team has met monthly since October 2017 and included members from both Academic and Student Affairs. This implementation team served as means to fully understand the EO and overcome the complexities of implementation. Specific sub-groups were formed from the larger meeting, including but not limited to, Reserved Seats and Advising Practices. Via the implementation and sub-group teams, Academic Advising facilitated the reserved seats process for orientation participants, and created and modified advising practices to best meet the needs of incoming freshmen students. Additional activities included:
- Training with faculty and staff regarding EO 1110 and advising practices. The most notable example was the AAP hosted: "Preparing for Our New Students" meeting for which 75+ campus personnel attended;
- Coordination with APSS to reserve seats in specific area B1/B2 and A4 courses;
- Collaboration with the Department of Mathematics and Statistics and the Department of English to ensure appropriate seat reservation.

Writing Requirements (EM 17- 009)
With the approval of EM 17-009 (Writing Across the Curriculum Program and Graduation Writing Assessment Requirement) AAP provided extensive feedback regarding implementation and communication planning via occasional visits to the University Writing Committee meetings. This involvement included:
- Collaborated with the Office of the Registrar, language adjustments were made in new and continuing student's degree progress reports to reflect the curriculum changes;
- Distributed an intentional communication plan to ensure consistent messaging amongst faculty and staff advisors (including campus announcements, visits to Chair's Council, Academic Senate, and quarterly advising meetings);
- Facilitated extensive training with Orientation and New Student Programs paraprofessional peer advisors to ensure accurate description of the curriculum was shared with new students.

Operational Changes (General Education Planning Sheet)
Due to extensive changes both in curriculum and language in relation to the university writing requirement (EM 17-009) and Executive Order 1110, AAP used this time as an opportunity to re-design the General Education Planning Sheet. This sheet is a tool utilized by AAP advisors to visually represent GE and Graduation requirements. AAP sought assistance by Creative Media Technology and created a more modernized design of the planning sheet to best serve our current student population.

2016-2017 GE Planning Sheet

2017-2018 GE Planning Sheet

IV. Resources Summary

Resource Allocation

Personnel

- Base Allocation (Salaries) $584,838
- Work Study $27,000

Operations

- OE $42,000
- G.I. 2025 Funds (Interns) *Base* $28,000
- Rollover from E-Advising Funds $15,429.21
- Rollover from Chancellor's Office Funding $26,042.54
- Allocation for CSUEU Bonus $6,325*
- Funds from VPSA (Construction Costs) $17,670*

Human Resources

August 2017: Secured funding to move temporary SSP III Targeted Graduation Initiative Coordinator position to permanent status.

January 2017: Hired 6 new interns to complement our 6 continuing paraprofessional Academic Advising Intern Staff. As the minimum wage continues to increase, it becomes more difficult to hire enough staff to meet departmental traffic demands.

February 2018: Secured funding to move two SSP II Academic Advisor positions from temporary status to probationary.

February 2018: Hired Senior Advising Coordinator of Operations and Outreach position. This position was previously classified as an SSP III position, but was reclassified upon posting to a temporary SSP IV position.

March 2018: Reclassified Senior Advising Coordinator for Student Success Initiatives position from a 0.8 SSP III position to a full-time SSP IV position.

March 2018: Reclassified Educational Equity Initiatives Coordinator from an SSP II to a temporary SSP III position.

Facilities/Equipment

Facilities

In fall 2017, AAP was allotted additional funding through the Vice President of Student Affairs Office to construct three additional offices within the existing AAP office space. Construction began in November and concluded in mid-December. The new office spaces currently house professional staff members who were previously housed in temporary cubicles. The added space has provided an improvement in work functionality and overall quality of advising for said staff members (i.e. the ability to minimize interruptions and provide confidential spaces for sensitive student conversations).

With the addition of these offices, AAP is also working towards redesigning the new space to reflect its student-centered nature and evaluate office safety protocol. The redesign includes the addition of pictures of the Chico campus, vinyl to the walls, and reorganizing the lobby area to be more accessible during high traffic times for all students. Two professional staff members have taken the charge of collaborating with University Police Department in order to create an action plan for high risk safety situations that could potentially arise in AAP (specifically an active shooter situation). A preliminary walkthrough by Lieutenant Corrine Beck proved that while there weren't immediate safety concerns, developing an action plan for both was a necessary step based on departmental access to the campus and public. Planning and development of this plan are currently in progress.

Equipment

AAP utilized the office reconstruction as an opportunity to really evaluate equipment needs and accessibility. While the majority of the equipment was repurposed into the new space or donated to other areas in need, AAP was able to purchase new chairs for visitors and staff, as well as a standing station for a professional staff person. AAP intentionally purchased chairs that were armless and rolling in order to ensure easy access, instant reconfiguration of the space (if needed during sessions with multiple individuals present), and mindfulness of all body types.

V. Program Assessment of Past Year:

2016-2017 Program Objectives

The ability to meet or make progress toward our ongoing goals and learning objectives continues to be largely dependent upon staff resources, financial support, and the University's changing priorities.

- Continue to cultivate a high quality advising culture and coordinated advising efforts (campus-wide) through the University Advisory Council.
    - o Embed departmental and college relationships with campus advising practices.
    - o Grow partnership with departments to increase outreach of intern recruitment and training.
    - **Status: Ongoing**

- Implementation of e-advising tools that provide campus wide support (i.e. training, logistical coordination, record keeping, etc.) for the purpose of evaluating communication and embedding cross-departmental transparency.
    - **Status: Ongoing**

- Development of "early alert" systems within advising practices to proactively support non-supported first generation student populations and other targeted "at risk" populations.
    - o Target X (CRM) system in spring 2018.
    - o Piloting BlackBoard Predict system throughout the 2017-18 academic year.
    - **Status: Met, Ongoing**

- Increase outreach efforts to first generation and other targeted "at risk" student populations to develop comprehensive data analysis practices for proactive interventions.
    - o Facilitate sections of University 101 in conjunction with First Year Experience.
    - o Evaluate, refine, and continue efforts towards Graduation Initiative 2025.
    - o Define learning outcomes and practices in relation to cross enrollment relationships with partnering educational institutions (i.e. Yuba City College).
    - **Status: Met, Ongoing**

- Define department and University roles, responsibilities, and goals in the facilitation of a timely graduation for students who have made a four year (for first time freshmen) or two year (for first time transfer students) pledge in relation to California Promise.
    - o Align action plan in accordance to University and State policy.
    - **Status: Met, Ongoing**

Demographic Reporting

Drop-In Advising, Classroom Presentation and Advising Workshop Student Contacts
- Total advising appointments   7,838
    - o Individual Students Advised   4,797

- o   Average Appointment Duration 24 minutes
- Workshop Participants 3,025
- Workshops Collaborations/Facilitation 132
- Classroom Presentations 30

E-Advising Correspondence

- Individual Email Responses (Chico Advisor) 1,754
- Bulk Emails 53,291[1]
- Wildcat Welcome Department Meetings 2,000*estimate

Top 10 Appointment Reasons

- Course Selection and Planning and Planning
- General Education
- Major/Minor Exploration
- Academic Probation/Disqualification
- Other: Explain Below2
- Graduation
- Change/Declare Major
- Withdrawal from the University
- Course Selection and Planning
- Mandatory Advising

3833, 2504, 1001, 930, 760, 750, 660, 461, 422, 303

Service Usage Summary

Population Specific Outreach and Intervention

- **Orientation and New Student Programs Involvement**

In spring 2018, AAP hired the Senior Advising Coordinator for Operations and Outreach, an SSP IV position. This role includes oversight of professional staff, department operational functions, and embedded responsibilities specifically related to advising within Orientation and New Student Programs. While Orientation and New Student Programs moved from Academic Advising Programs to Student Life and Leadership in spring of 2016, there is a continued need for a heavy advisory presence throughout the development and implementation process of our new student programs. The Senior Advising Coordinator for Operations and Outreach currently fulfills this need through the facilitation of:

- o   Co-instruction of Advising relative content within the UNIV 389, a 16 week training course for Summer Orientation Peer Advisors;

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[1] Does not include reminder emails sent. Exponential increase between 16-17 Annual Report and 17-18 Annual Report is due to the increased outreach as a direct result of the Educational Equity Initiatives Coordinator and increased First Generation student population outreach.

o Serving on the initial Online Orientation planning committee and providing content and feedback regarding design of program;
o Determining appropriate academic advising content to meet the needs of incoming student populations and serve within the context of a Hispanic Serving Institution;
o Coordinating the reserved seats process in collaboration with all academic departments and Academic Publications and Scheduling Services (APSS) within the Office of the Registrar.

In spring 2016, Orientation and New Student Programs transitioned structurally and physically to Student Life and Leadership. While the program is no longer housed within Academic Advising Programs, AAP still provides extensive support and collaborative relationships with both the Summer Orientation and Transfer Orientation Programs. This includes outreach and workshops for first generation student populations, advising presentations and effective practices for guests and undeclared student populations, and physically helping students enroll in coursework during the registration workshops. Over approximately 23 offered orientations sessions, Academic Advisors serve more than 6,500 orientation attendees.

Summer Orientation Advising	
July of 2017	
Workshop	# of Participants/Registrants
First Generation Informational Outreach	292
Parent Presentation	1309
Undeclared Student Registration	100* (estimate)
Registration Advising	1600* (estimate)

June of 2018	
Workshop	# of Participants/Registrants
First Generation Informational Outreach	724
Parent Presentation	1298
Undeclared Student Registration	98
Registration Advising	2027

Academic Advising also collaborates with Orientation and New Student Programs to offer a spring orientation for transfer students. This includes an overview of graduation requirements, course selection strategies, and an opportunity for priority registration.

Transfer Orientation Workshop Breakdown	
Fall 2017	
Workshop	# of Participants/Registrants
Registration Advising	350

- **Undeclared Outreach**

Academic Advising Programs continues to provide mandatory advising to our undeclared students with the intent of timely major declaration and degree completion. Spring 2018 strategies for outreach included:
- Email and phone campaigns encouraging undeclared students to declare their intended major
- Mandatory advising holds placed on undeclared Sophomores, Juniors, and Seniors

- Fall 2018 registration holds on Juniors and Seniors
- Undeclared freshmen outreach occurred this spring term as we continue our collaboration with the Career Center.

UNDECLARED WORKSHOP INTERVENTION RESULTS				
	Fall 17 Pre-Intervention UNDC Students	Spring 18 Post-Intervention UNDC Students	# of students who declared as a result of intervention	% of students who declared as a result of intervention
FR	336	181	155	46.1%
SO	92	43	49	53.3%
JR	10	6	4	40.0%
SR	3	2	1	33.3%
Total	441	232	209	47.4%

	Fall 16 Pre-Intervention UNDC Students	Spring 17 Post-Intervention UNDC Students	# of students who declared as a result of intervention	% of students who declared as a result of intervention
FR	342	205	137	40.06%
SO	126	58	68	53.97%
JR	15	3	12	80.00%
SR	2	0	2	100.00%
Total	485	266	219	45.15%

	Fall 15 Pre-Intervention UNDC Students	Spring 16 Post-Intervention UNDC Students	# of students who declared as a result of intervention	% of students who declared as a result of intervention
FR	378	181	197	52.12%
SO	118	73	45	38.14%
JR	27	14	13	48.15%
SR	2	0	2	100.00%
Total	525	268	257	48.95%

Over the past 5 years, AAP has seen a steady decrease in the number of total undeclared students. In spring 2012, there were 726 undeclared students; in spring 2018 there were 338 undeclared students. This correlation may be attributed to require advising at the freshman level.

As a means to test scheduled advising appointments with cohort specific populations, AAP piloted appointment based advising sessions with the undeclared student populations in spring 2018. Cohorts of 25+ students were assigned to specific professional advisors and were required to meet with said advisor for mandatory advising. Professional advisors sent emails to their designated cohorts making students aware of the registration hold that had been put on their account and encouraging students to either make an appointment with the advisor or declare a major. While the overall intervention was successful, the main shortfall that came with this pilot was that the appointment times in which advisors were available to meet were not conducive to student schedules.

- **Probationary Population**

For over the past 5 years, AAP has tracked and provided targeted outreach to students on Academic Probation (AP) (GPA below a 2.0). All probationary students receive an email which includes student success tips and an invitation to meet with an advisor from the AAP Office.

	Total UGRD Student Population	Total UGRD Students on AP	% of UGRD Students on AP
Fall 2012	15287	1376	9.00%
Spring 2013	14349	985	6.86%
Fall 2013	15265	1469	9.62%
Spring 2014	14771	1087	7.36%
Fall 2014	16051	1676	10.44%
Spring 2015	15154	1168	7.71%
Fall 2015	16096	1403	8.72%
Spring 2016	15487	1025	6.62%
Fall 2016	16432	1363	8.29%
Spring 2017	15817	1047	6.62%
Fall 2017	16650	1544	9.27%
Spring 2018	15873	1056	6.65%

The Back-on-Track intervention workshops include mandatory attendance for all first time freshman (FTF) and first time transfers (FTT) student who had been placed on academic probation after their first semester at CSU Chico. Students must attend a 90-minute Back-on-Track Student Success Workshop where the key objective is to ensure students have a clear understanding of academic probation and disqualification. This workshop provides the student strategies that they can use to be academically successful in subsequent semesters.

BACK ON TRACK				
First-Time Freshmen				
	Fall 2016 Cohort N=520	Percentage	Fall 2017 Cohort N=530	Percentage
Disqualified	139	26.73%	120	22.64%
Academic Probation	136	26.15%	164	30.94%
Clear Standing	166	31.92%	161	30.38%
Not Enrolled	79	15.19%	85	16.04%

BACK ON TRACK				
First-Time Transfer				
	Fall 2016 Cohort N=169	Percentage	Fall 2017 Cohort N=164	Percentage
Disqualified	46	27.22%	26	15.85%
Academic Probation	14	8.28%	44	26.83%
Clear Standing	69	40.83%	61	37.20%

Not Enrolled		40	23.67%	33	20.12%

Fall 2016-2017 Cohort persistence for First-Time Freshmen: 59.71%
Fall 2016-2017 Cohort persistence for First-Time Transfer: 56.46%

Based on the Fall 2017 Cohort, AAP found:
- 85.5% attended the required Back-on-Track Workshop and/or came to Academic Advising for a one-on-one advising session;
- The majority of the students that attended a Back-on-Track Workshop and/or came to Academic Advising persisted to the following semester.

- **2nd to 3rd Year Persistence Action Research Project**

Ideas of expanding probationary outreach was underway for spring 2018 implementation and thus called for a re-design of the ARP. ARP originally was designed around a cohort model but instead of meeting with students individually, four workshops were facilitated in the beginning of the fall 2017 term resulting in 37 attendees.

AAP probationary outreach was extended in spring 2018. After several semesters "piloting" sophomore probationary outreach via the "Action Research Project", AAP implemented two larger probationary outreach campaigns entitled Stay on Track and Finish on Track.

Stay On Track

Stay on Track (SOT) targeted students with 30-59 units who never attended a Back on Track workshop. These students were given a registration hold and were required to attend a Stay on Track 60 minute workshop. Workshop content was extremely similar to content shared in the BOT workshop due to the fact this was the student's first exposure to the probationary intervention. Content included defining academic probation, disqualification, navigation of resources (i.e. GPA calculator and unofficial transcript) and overview of successful study strategies.

STAY ON TRACK		
Total Student Outreach	Met with Advisor	Did Not Meet with Advisor
180	158	22

STAY ON TRACK		
Students Who Met with Advising		
	Spring 2018 Cohort N=158	Percentage
Disqualified	29	18.35%
Academic Probation*	84	53.16%
Clear Standing	45	28.48%

STAY ON TRACK		
Students Who Did Not Meet with Advising		
	Spring 2018 Cohort N=22	Percentage
Disqualified	9	40.91%

Academic Probation*	11	50.00%
Clear Standing	2	9.09%

Finish On Track

Finish on Track (FOT) targeted students who had completed 60-89 units, had a Chico GPA below a 2.00 and never attended a Stay on Track workshop but could have attended a Back on Track workshop. These students were required to meet with a professional advisor to discuss academic strategies (i.e. course scheduling and study habits) in an attempt to avoid disqualification and improve academic standing. Students were give a registration hold on their account that required them to meet with an academic advisor before the hold could be removed.

FINISH ON TRACK		
Total Student Outreach	Met with Advisor	Did Not Meet with Advisor
144	139	5

FINISH ON TRACK		
Students Who Met with Advising		
	Spring 2018 Cohort N=139	Percentage
Disqualified	21	15.11%
Academic Probation*	65	46.76%
Clear Standing	53	38.13%

| FINISH ON TRACK		
Students Who Did Not Meet with Advising		
	Spring 2018 Cohort N=5	Percentage
Disqualified	3	60.00%
Academic Probation*	1	20.00%
Clear Standing	1	20.00%

- **Super Seniors**

Beginning in 2010, Academic Advising Programs began outreach to students identified as "super seniors" (student exceeding 140 units completed). Through intrusive outreach and advising to this population the number of super seniors has steadily declined.

Super Senior Population
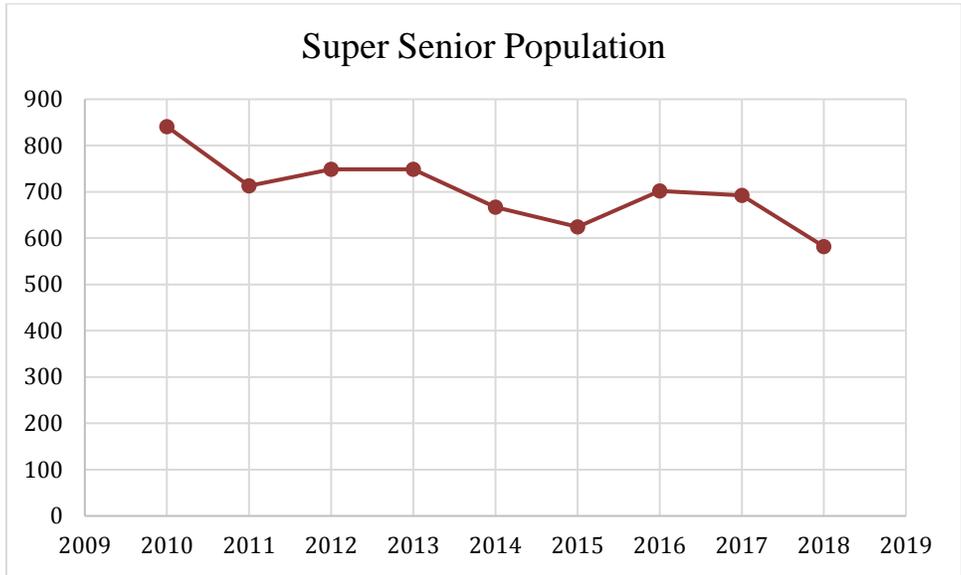
In the 2017-18 Academic Year, with the goal of requiring this population to apply to graduate, AAP continued the new outreach strategies created in spring 2017. The strategy includes:

- Registration holds requiring one-on-one advising from an Academic Advisor to discuss their circumstances;
- Requiring students to complete either a graduation application or a graduation contract outlining their remaining coursework and proposed graduation term.

2017-2018

- On Graduation Contract
- No or Incomplete Graduation Application
- Completed Graduation Application
- Graduated
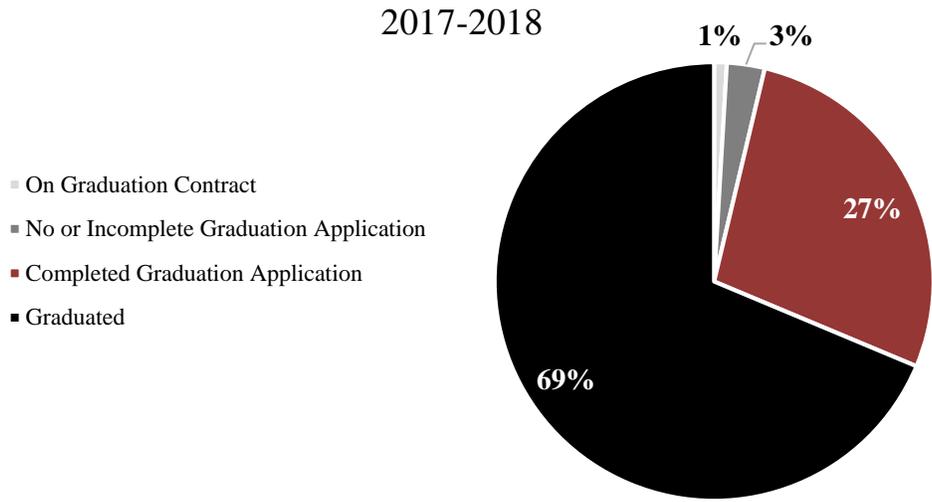
- **Academic Disqualification**

  Students whose GPA falls into academic disqualification range are reviewed by professional advising staff. Students whose performance has recently improved or with extenuating circumstances are placed on various contracts for continued support and monitoring. The remaining total illustrates the total number of undergraduate students disqualified at the end of the spring 2018 term.

Academic Disqualifications Processed	
Year	**Disqualifications**
2012	307

2013	278
2014	287
2015	397
2016	289
2017	292

- **Reinstatement Appeals**

  Disqualified students are eligible to appeal for reinstatement to the University one year (two complete semesters) following their disqualification. AAP college liaisons coordinate the Academic Standing Committee with appropriate college representatives to determine student's eligibility to re-enroll.

Reinstatement Appeals				
Appeal Term	**Total # Appeals**	**# Denied**	**# Reinstated**	**%Reinstated**
Fall 2012	113	31	82	72.57%
Spring 2013	79	15	64	81.01%
Fall 2013	85	12	73	85.88%
Spring 2014	61	12	49	80.33%
Fall 2014	47	6	41	87.23%
Spring 2015	42	4	38	90.48%
Fall 2015	52	7	45	86.54%
Spring 2016	47	5	42	89.36%
Fall 2016	53	17	36	67.92%
Spring 2017	55	13	42	76.36%
Fall 2017	65	10	55	84.62%
Spring 2018	52	12	40	76.92%

- **Semester Withdrawals**

  During the final three weeks of instruction, AAP manages the process for students requesting to withdraw from all courses. Students requesting to withdraw are required to provide documentation of serious and compelling circumstances and meet with an advisor in-person or via telephone. These students are provided extensive advice regarding applicable policies and procedures.

Semester Withdrawals	
Term	**Withdrawals Final Three Weeks of Instruction**
Fall 2012	20
Spring 2013	10
Fall 2013	24
Spring 2014	17
Fall 2014	56
Spring 2015	35
Fall 2015	36
Spring 2016	35
Fall 2016	31
Spring 2017	57

Fall 2017	50
Spring 2018	40

Total Withdrawals for fall 2017: 238 students
Total Withdrawals for spring 2018: 239 students

Students initiating a full semester withdrawal (after census) must meet with an Academic Advisor to discuss circumstances of withdrawal, review the e-advising tools to determine academic progression, and to develop strategies in alignment with the students' needs and goals.

- **National Student Exchange Participation**

AAP continues to coordinate the National Student Exchange Program, providing students the opportunity to participate in a domestic exchange program with more than 20 institutions represented.

National Student Exchange (NSE) Participation					
	Students			**Institutions Represented**	
	Outgoing	**Incoming**	**Total**	**Outgoing**	**Incoming**	**Total**
2012-2013	22	26	**48**	17	16	**33**
2013-2014	20	36	**56**	13	25	**38**
2014-2015	23	21	**44**	14	17	**31**
2015-2016	11	26	**37**	9	18	**27**
2016-2017	7	25	**32**	5	17	**22**
2017-2018	10	21	**31**	9	17	**26**

Student Assessment of Satisfaction

This marks the third year of AAP's individual advising assessment satisfaction survey. Students who visited AAP (in person, at the front desk, in an individual session and via phone) were sent email messages within two weeks of visiting the office inviting them to complete a satisfaction survey. Additionally, students exiting an individual advising session from a private office or paraprofessional advising cubicle were invited to complete the survey via an iPad station. Since the initial implementation of the individual advising assessment satisfaction survey, AAP has seen a significant increase in student response. This growth in response rates has contributed significantly to AAP's programmatic development and ensuring that student voice remains at the core of AAP's mission.

Individual Student Assessment Survey	
Academic Year	**Total Respondents**
Fall 2015 - Spring 2016	198
Fall 2016 - Spring 2017	280
Fall 2017 - Spring 2018	528

Individual Survey Responses
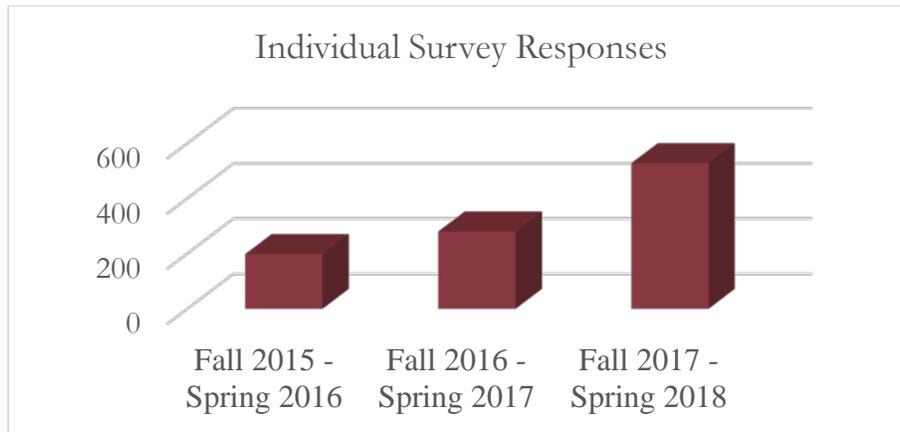
Individual Advising Session Satisfaction Survey Results

- *I am so thankful to have come and seen an advisor today. The advisor I saw was the most helpful and accommodating to my needs. Thank you so much for helping me through this process!*
- *I found it really helpful and I will recommend academic advising to friend if they need help*
- *My advisor was of tremendous help to me and made me feel confident looking forward. I'm struggling in school but he didn't make me feel like I shouldn't be in school and he made me optimistic that I could fix my situation. If it wasn't for him I probably would have made major mistakes.*
- *I love that Chico State has a place that I can always go to for advice. It makes me feel so cared for. This school is very special.*

VI. Analysis

Service Usage

The 2017-2018 academic year marked a year of growth, reimagining, and transition for Academic Advising Programs. Advising outreach has grown into a variety of collaborative workshops with departments, faculty, and support programs, targeted interventions with Undeclared, Super Senior, and academically at risk student populations, and offering services within a wide range of platforms and arenas. In order to better meet departmental goals and student needs, AAP realigned staffing and reimagined staple programs such as Undeclared Advising, the Action Research Project, California Promise, and G.I. 2025 Initiative based intervention.

Implementation of the Stay on Track and Finish on Track programs allowed for AAP to implement intrusive and developmental advisory practices. While persistence data for these cohorts will not be determined until next year, the initial implementation of these programs revealed several trends. These trends included an unawareness of the policy for academic disqualification, lack of understanding of the repeat with forgiveness policy, and uncertainty of academic strategies to reach clear standing. Through these interventions, AAP also discovered that many of the students who were struggling were transfer and/or newly reinstated students.

Overall service usage data indicated an increase in students seeking advising via email (i.e. through Chico Advisor), an increase in students reinstated to the University, and overall positive progression within our Undeclared and Super Senior populations in terms of declaring a major and applying for graduation due to interventions. While data for programs within their preliminary year of implementation (i.e. Stay on Track, Finish on Track, California Promise, etc.) are still being

analyzed, overall trends based on intrusive one-on-one advising have given AAP an invaluable insight into the needs of these populations.

E-Advising
While the delay in implementation of TargetX resulted in a delay in several AAP e-advising goals, service usage data indicated an increase in e-advising communication over the past academic year. Through the distribution of bulk e-mails regarding departmental initiatives, advisors found that having e-mail correspondence or phone appointments was more conducive to student schedules. TargetX will allow for more accurate tracking of these electronic advising sessions, as well as the ability to understand which method of communication are most effective when distributing critical information regarding academic status, departmental initiatives, and helpful strategies geared towards academic progress.

Over the past year the Faculty Advising Coordinator has worked to strengthen the relationship between AAP and campus colleges/partners. This includes hosting trainings for a variety of different majors (including Pre-Nursing, Multicultural Gender Studies, Art and Art History, etc.) to train faculty on how to use e-advising tools, such as the SMART Planner, Degree Progress Report (DPR), and Major Academic Plan's (MAP's).

Additionally, AAP collaborated with the Department of Regional & Continuing Education to update and distribute online orientation videos regarding graduation requirements and course registration for online degree seeking students. Videos included updated information on math and writing requirements, and modifications for distance learners in terms of upper division pathway coursework. AAP continues to explore how to leverage these multimodal mediums with departmental workshops (such as "Back on Track" and "Disqualified? What's Next?") to best support distance learners and students who are unable to attend an in-person workshop.

University Advising Pedagogy
While the nature of advising is continuously evolving on the Chico State campus, this past academic year has illustrated critical shifts in advising pedagogy that are either currently taking shape or must be addressed. AAP continues to see an increase in students undergoing challenges with their mental health or overall well-being. Advising sessions often become counselling sessions, especially with our probationary and/or disqualified student populations. AAP has continued to work closely with the Counselling and Wellness Center to ensure an emotional intelligence advising approach is being made when helping our students. This past year, AAP also committed an advisor as point-person to attend CARE meetings, manage referred student cases as established by the CARE team, and advocate as an intermediary with faculty on behalf of CARE. The Faculty Advising Coordinator both assisted students with contacting faculty during the withdrawal process, and accepted referrals from faculty members who were concerned about a student's wellbeing.

However, the fact still remains that AAP advisors are not properly equipped with the skillsets needed to best support students in crisis. The 2017-18 academic year showed an increase in disqualifications and student withdrawals. Additional outreach to targeted probationary student populations through the Stay on Track and Finish on Track program highlighted that many students within Academic Probation and Disqualification range have been undergoing serious personal, financial, and mental calamities. The mandatory advising sessions with these students often became their first intervention that led to multiple referrals to other departments in order to help these students tackle challenges external to academics.

This shift in student culture illustrates a need for centralized advisory collaborations and direction. In 2016-17 Annual Report, Academic Advising Programs expressed the need for a University Advisory Council (or alternative consulting group like the Quarterly Faculty & Staff Advisors group) to define agreements and ensure alignment of advising pedagogy across campus departments. As the complexities of advising and student needs continue to intertwine, it is now apparent that there is a need for not only a collaborative entity to ensure transparency of departmental advising practices, but also a singular entity to oversee and ensure the direction of these practices.

VII. Program Objectives for Next Academic Year

- Define departmental and University roles in the alignment of centralized advising pedagogy and decision making across departments.
  - Embed practices of emotional intelligence and developmental advising to incorporate a culture of caring as part of student success.

- Establish a reinstatement workshop for newly reinstated students to help them re-acclimate to University and graduation requirements, helpful registration strategies, and information on degree progress.

- Fully transition departmental operations and e-advising outreach to TargetX system.
  - Leverage TargetX to increase accuracy of departmental data collection and evaluation.
  - Utilize e-mailing system to create visually appealing and student centered mass departmental communication for the campus community.

- Continue defining first generation and "at risk" student populations not being served by formal support programs and integrate intrusive advising strategies to improve student persistence and graduation rates.
  - Gather further data on probationary outreach and programming effectiveness.
  - Revise current interventions with super seniors to include long term campus wide initiatives focused on graduation retention and timelines.
  - Continue to develop and implement California Promise program for first-time freshmen and transfer students.

- Integrate long-term goals and increase outreach efforts within current departmental and campus wide initiatives including California Promise, Super Seniors, Undeclared student advising, and Probationary student advising.
  - Facilitate program for a four-year (first time freshmen) graduation timeline in relation to California Promise.
  - Analyze persistence and refine program for a two-year (first time transfer) graduation pledge participants in relation to California Promise.
  - Continue collaborative efforts with campus departments to outreach to graduating seniors and super seniors on a campus wide level to ensure continued progress towards Graduation Initiative 2025 benchmarks.