California State University, Chico
Division of Student Affairs
2018-2019 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 in making 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

- Define departmental and University roles in the alignment of centralized advising pedagogy and decision making across departments. *(CSU Chico Strategic Priority 1, 2, 4, 5. 8; Division of Student Affairs Goals 1 & 3)*

- 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. *(CSU Chico Strategic Priority 1, 2, 4, 5. 8; Division of Student Affairs Goals 1 & 3)*

- Fully transition departmental operations and e-advising outreach to TargetX system. *(CSU Chico Strategic Priority 1, 3, 8; Division of Student Affairs Goals 3)*

- Continue defining the 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. *(CSU Chico Strategic Priority 1, 4, 5, 8; Division of Student Affairs Goals 1, 2)*

- 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. *(CSU Chico Strategic Priority 1, 2, 4, 5. 8; Division of Student Affairs Goals 1 & 3)*

II.   Department Accomplishments

Notable accomplishments achieved in 2018-19 include but are not limited to:
- Successful migration from AgileGrad to TargetX/Salesforce Systems. AAP is continuously working with the Salesforce team to implement system updates based on departmental needs;
- Department hosted the CSU Advising Directors' meeting on November 8th
- Academic Probation workshop series (Back on Track) was enhanced to make contact with many more students while also redesigning the curriculum to serve attendees better.
- Assisted in the implementation of Smart Planner as a campus wide tool for students by integrating systems within mandatory Advising Workshops and developing marketing strategies for students.
- Supported professional development opportunities for personnel to attend(see Diversity efforts) and present at regional conferences:
  - Presentations:
    - Title: "A Holistic Approach to Probationary Interventions & Persistence"
      Presenters: Pablo Soto & Jasmany Garcia
      Conference: WSCUC- Academic Resource Conference
    - Title: "Role of Academic Advising in the CSU Graduation Initiative 2025"
      Presenter: Kaitlyn Baumgartner Lee
      Conferences: National Academic Advising Association (NACADA);
                California Collaborative Advising and Counseling

Highlights of Three Notable Accomplishments
- **Cross-Departmental Collaborative Initiatives**

Early in the 2018-2019 academic year, leadership within AAP shifted extensively with the title change of the AAP Director to the Assistant Vice President for University Advisement while also serving in the capacity of Interim Registrar. While the University conducted a national search for a new Registrar the singular leadership role allowed for AAP and the Office of the Registrar personnel to work more collaboratively to address administrative barriers and instill common advising pedagogy. Accomplishments included:
  - Transitioning the unit-cap to 18 units for all students.
  - Amended registration time periods in the Academic Calendar

o Included Registrar's Office personnel in campus hosted CSU system wide advising directors meeting to collaboratively discuss advising practices, institutional barriers, and collective strategizing for future initiatives.

- **Department Utilization and Cross Campus Collaboration/Implementation of TargetX (Salesforce) Constituency Relationship Management Solution (CRM)**

Academic Advising Programs fully transitioned to TargetX CRM in September 2018. Not only has this transition allowed AAP to replace the antiquated Hobson's advising note taking system, it has allowed staff to leverage capabilities including:

    o Increased accuracy of departmental data collection and evaluation
    o Creation of visually appealing and student centered departmental email communications
    o Report functionality including cross-departmental advising visits
    o Retention event and workshop planning, marketing, and evaluating

With the implementation of TargetX, AAP was able to decommission two homegrown systems that were no longer being technologically supported by the campus. Staff members in AAP serve on the TargetX Governance Committee to provide input, expertise, campus wide trainings, and new implementations. Staff also take part in monthly TargetX User's Group meetings to streamline and collaborate on all retention based communications.

- **Academic Probation Outreach**

The longstanding Academic Probation workshop series had previously only targeted First Time students on Academic Probation following the fall term. As a result, a large number of students failed to receive valuable information regarding Academic Probation and in particular strategies for how to avoid disqualification. Additionally a multi-year pilot program on second year persistence supported the need for an enhanced and revamped model. In particular the curriculum was outdated and needed revisions to better serve our growing diverse student population. Changes included:

    o Curriculum redesign using counseling techniques to assist students through sensitive issues that led to or are a result of Academic Probation.
    o Academic Probation criteria was broadened to include all students on Academic Probation, under 90 units completed, who had never received an intervention workshop from Academic Advising.
    o Affinity groups were introduced to the workshop to build a community and prevent a sense of isolation among AP students.
    o Administered a student experience survey to identify population needs.

Diversity Efforts

AAP is committed to providing developmental opportunities and leadership roles that contribute to the ongoing support of the student body. During the 18-19 academic year, AAP not only provided professional development opportunities to staff members by encouraging participation in a variety of advising conferences but also hired and reclassified staff members intentionally to support the institutional goals towards diversity and as a Hispanic Serving Institution (HSI). Conferences and personnel adjustments included:

- Sending staff members to the National Academic Advising Association (NACADA) annual conference, 2019 Advising Collaborative, WSCUC Academic Resource Conference, and the Middle Leadership Academy, National Student Exchange Placement Conference, Alliance of

Hispanic Serving Institute Educators (AHSIE) Conference, National Association of Student Personnel Administrators (NASPA), DreamForce (Salesforce/TargetX).

III.   Changes to Policies and Procedures

Operational Procedures with TargetX
In September 2018, AAP transitioned from Hobson's AgileGrad Operating Systems to TargetX/Salesforce. This transition involved training of the continuing and new intern cohorts, creative problem solving and implementation of front desk operations and procedures to accommodate new sign in and text notification features, and assessment/revision of the student pre-screening process. AAP staff is currently piloting this new process and assessing the effectiveness given the needs of the Chico State student body. To date, this new process has proven to be an enhanced service to students and a more effective tool for record keeping and student tracking.

Administrative Withdrawals
At the beginning of the 2018/2019 Academic Year, the Administrative Withdrawals process was adjusted in two ways. First and foremost, rather than submissions and reviews being made on paper, the process turned into an electronic process via email. The second change was to include the Dean of Students into the revision and approval process. These changes have decreased the timeline to the response received by students, which allows students more time to develop a plan depending on the decision of the committee.

Disqualification Notifications
In June of 2019 Academic Disqualification notifications transitioned from a paper process to an electronic process. The reason for this was to align with the institution's commitment to using email as a primary source of communication.

IV.   Resource Summary

Resource Allocation
- **Personnel**
  - Base Allocations (Salaries) $661,211
  - Work Study $27,000

- **Operations**
  - Operational Expenditures (OE) $42,000
  - G.I. 2025 Funds (Interns) *Base* $28,000
  - Rollover Funds from E-Advising $4,079
  - Rollover Funds from Chancellor's Office $26,042.54

Human Resources
- **June 2018**: Title change from Director of Academic Advising Programs to Assistant Vice-President for University Advisement.

- **October 2018 thru March 2019**: Assistant VP for University Advisement served as Interim Registrar for the duration of a national search, hiring, and the transition of new University Registrar.

- **October 2018**: Secured funding to hire a SSP IA Emergency Hire Academic Advisor to provide additional staffing during the Interim Registrar tenure.

- **January 2019**: Hired six new interns to complement our seven continuing paraprofessional Academic Advising Staff.

- **February 2019:** Secured funding to hire an Emergency Hire SSP IB Smart Planner Implementation Academic Advisor.

- **April 2019:** Secured GI 2025 funding for an additional advisor, hiring a SSP IB First Year Transition Academic Advisor to support the implementation of Smart Planner.

- **May 2019**: Hired a SSP IV Senior Coordinator for Strategic Initiatives position. This position was vacated in February.

- **June 2019**: Hired a SSP IB Academic Advisor to backfill a SSP II position vacated in April.

- **June 2019**: Hired an ASC I Office Coordinator position. This critical position was vacated in April.

Facilities and Equipment
Mobile Advising Cart (MAC)
In fall 2018, AAP piloted the Mobile Advising Cart (MAC) as a means of extending advisory outreach and department marketing. Since the initial pilot, AAP has utilized the MAC during on-campus events such as Choose Chico, Chico Preview, and the Art's Department Mandatory Advising day. The goal is to continue to use the cart as a mobile touchpoint for advising students on the go. AAP plans to collaborate with departments and Student Life and Leadership to develop a more concrete pop up tabling schedule for Fall 2019.

Office privacy
To ensure adequate privacy during student one-on-one advising sessions, AAP installed updated panel partitions for three advising cubicles, created a secondary(more confidential) waiting space and the office supply area.

V. Program Assessment of 18-19

Program Objectives
- 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.
  - **Status: Met, Ongoing**

- 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.
  - **Status: Ongoing**

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

  Status: Met

- Continue defining the 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 the California Promise program for first-time freshmen and transfer students.

  Status: Ongoing

- 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 the 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.

  Status: Met

Ongoing Assessment Efforts

Demographic Reporting

Academic Year (AY) July 1 – June 30	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20
Advising Appointments					
Total Advising Appointments	8,262	8,552	7,838	8,918	
Average appointment time	24 min	25 min	24 min	21 min	
Average wait time for appointment	-	-	-	17 min	
E-Advising Correspondence					
Individual (Chico Advisor & Target X)	1,551	1,597	1,754	2,270	
Bulk	13,129	16,917	53,291	14,616**	
Student Satisfaction Assessments					

Student Assessments Received	198	280	512	136 **	
Workshop/Presentation Participants					
Total Contacts Made	9,495	3,346**	9,204	8,727	
Athletic Advising Registration Workshop	3,294 (Annual Report did not disaggregate information)	3,346 (Annual Report did not disaggregate information)	358	368	
Academic Disqualification Workshop			-	42	
Academic Probation Workshop			297	682	
Undeclared Workshop			209*	32	
Classroom Advising Presentation			900*	637	
Advising and Registration Workshop			-	60 *	
University Housing Registration Workshop			-	150 *	
College of Business Registration Workshop			-	310	
EOP (UNIV 101) Registration Workshops			-	153	
REACH Registration Workshop			-	103	
SUMO 1st Gen Welcomes	6,201***	-	1,016	312***	352***
SUMO Registration Advising			3,627***	3,529***	
SUMO Parent Workshops			2,607***	2,237***	
SUMO Undeclared Advising			198***	112***	
Miscellaneous Outreach					
Reinstatement Appeals Reviewed	99	98	117	100	
Withdrawals	71	88	90	117	
Super Senior	-	-	65	159	
National Student Exchange	37	32	31	33	
Absence Notifications (CARE)	-	-	-	57	
In Class Attendance Checks (CARE)	-	-	-	15	
EOP Peer Mentor Training	-	-	15	16	

*   Numbers are estimated attendance
**   Numbers are incomplete due to partially missing data
*** Numbers represent outreach that occurred in summer (June/July numbers were combined)
-   No data available

Service Usage Summary
- Student Satisfaction Assessments
  - Student Learning Objectives
    - Students will be able to provide feedback regarding their experience with Academic Advising as it relates to the support they received at the front desk or during a one on one session with advisor/intern.
  - Assessment Data
    - Front Desk Experience:

- 92.5% of survey respondents (N=134) Strongly Agreed or Somewhat Agreed with the statement: "The front desk staff effectively assisted me and was informed about services and policies."
- 90.9% of survey respondents (N=133) Strongly Agreed or Somewhat Agreed with the statement: "The front desk staff made me feel welcome and comfortable."
- 92.5% of survey respondents (N=134) Strongly Agreed or Somewhat Agreed with the statement: "I felt confident that the staff at the front desk assisted me in the best way possible."
- 81.1% of survey respondents (N=134) Strongly Agreed or Somewhat Agreed with the statement: "The amount of time I had to wait to see an advisor was reasonable."
  - Advising Experience
    - 95.7% of survey respondents (N=117) Strongly Agreed or Somewhat Agreed with the statement: "The advisor made an effort to understand my needs."
    - 92.2% of survey respondents (N=115) Strongly Agreed or Somewhat Agreed with the statement: "The advisor showed concern about my academic progress."
    - 88.8% of survey respondents (N=117) Strongly Agreed or Somewhat Agreed with the statement: "The advisor showed concern about me as a person."
    - 94% of survey respondents (N=117) Strongly Agreed or Somewhat Agreed with the statement: "The advisor listened attentively to me."
    - 93.2% of survey respondents (N=117) Strongly Agreed or Somewhat Agreed with the statement: "The advisor communicated effectively with me."

- o Outcomes/Analysis
  - Data and comments from the Academic Advising Survey are evaluated each semester by AAP leadership and shared with staff via one on one meetings and at department retreats. This information is critical in the shaping of new processes and procedures within AAP regarding our mission of providing effective student services.

- Summer Orienation Parent/Family Workshops
  - o Student Learning Objectives
    - Parents and/or guardians will receive support and/or guidance towards their students major/minor exploration, navigation of General Education, course selection and registration, GPA improvement, and/or University Policies/Procedures.
  - o Assessment Data

- Participant satisfaction data collected via Orienation consistently identifies the parent and guest workshop as one of the highest rated sessions.
  - o Outcome/Analysis
    - The purpose of these workshops is to supply parents/guests who attend Summer Orientation with parallel messaging to that of what is received by students. The experience at Summer Orientation is just as important to parents/guests as it is to the student, and therefore, we want parents/guests to receive valuable information. In years past, parent/guests were encouraged to ask questions during the presentation. While these questions weren't discouraged this year, we did reformat the presentation to include a Q & A portion at the end of the workshop. This resulted in parents retaining more of the information during the presentation due to fewer interruptions.
- Academic Disqualification Outreach
  - o Student Learning Objectives:
    - Students will understand the factors that led to their disqualification status.
    - Students will understand the reinstatement process.
    - Students will be able to develop a plan to be reinstated to Chico State
  - o Assessment Data
    - None Available
  - o Outcomes/Analysis:
    - Historically, outreach to students who have been academically disqualified was facilitated via in person/large group workshops. However, this year, an attempt was made to facilitate fewer in person workshops and add some online workshops. The reasoning for this was to accommodate students who had left Chico for the summer as well as our online students. Once planning for this outreach had been finalized, we discovered that there was too much student information being disclosed using the online platform we intended to use. We decided to no longer offer this online service and strictly offered in-person workshops, which had a negative effect on our overall attendance. We still see the value in our online offerings and will be moving forward with this plan in future cycles, however not before being able to offer students added privacy.

- Reinstatement Appeals
  - o Student Learning Objectives:
    - Students, upon the decision of the Academic Status Committee, will learn whether they have been readmitted into the University.
      - If readmitted, students will understand the remaining graduation requirements and will receive support to complete those requirements.
      - If not readmitted, students will learn of actions needed to be taken to be reinstated during a later application term.
  - o Assessment Data
    - None Available
  - o Outcomes/Analysis

- As a direct result of our Academic Disqualification workshops, we are seeing that there is a growing number of appeals submitted and a slight growth in the rate of which students are being readmitted. Students are using the information they receive at our Disqualification workshops, using the resources available to them in our Academic Advising department, and returning to Chico State to attain a degree.

Reinstatement Appeals				
Appeal Term	Total # Appeals	# Denied	# Reinstated	%Reinstated
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%
Fall 2018	37	11	26	70.27%
Spring 2019	63	8	55	87.30%

- Semester Withdrawals
  - Student Learning Objectives:
    - Students will learn how to navigate the University Procedure in order to properly withdraw from the semester.
  - Assessment Data
    - None Available
  - Outcomes/Analysis

Semester Withdrawals	
Term	Withdrawals Final Three Weeks of Instruction
Fall 2014	56
Spring 2015	35
Fall 2015	36
Spring 2016	35
Fall 2016	31
Spring 2017	57
Fall 2017	50
Spring 2018	40
Fall 2018	64
Spring 2019	53

- National Student Exchange
  - Student Learning Objectives:
    - Students will learn about the opportunity to make progress towards degree completion while taking part in a domestic exchange program

- o Assessment Data
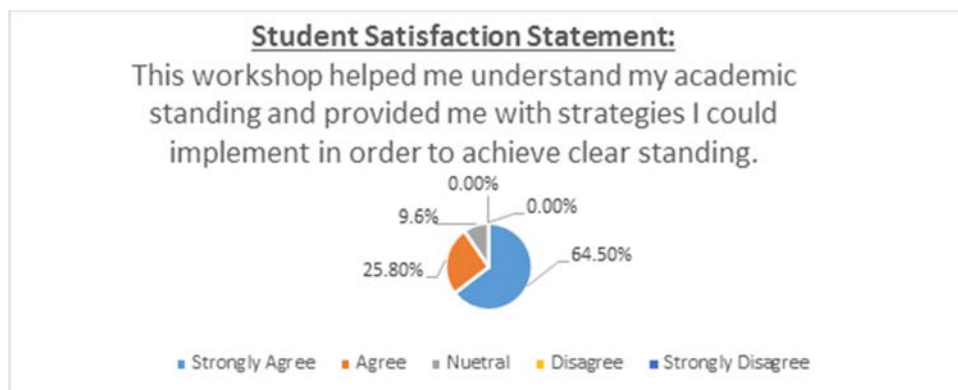 - ▪ None Available
- o Outcomes/Analysis

National Student Exchange (NSE) Participation						
	Students			Institutions Represented		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total
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
2018-2019	5	28	33	5	20	25

- • EOP Peer Mentor Training
  - o Student Learning Objectives:
    - ▪ Peer Mentors will receive information regarding major/minor exploration, navigation of General Education, course selection, GPA improvement, and University Policies/Procedures to support EOP students.
  - o Assessment Data
    - ▪ None Available
  - o Outcomes/Analysis
    - ▪ The purpose of these ongoing trainings is to assure that our campus partners who offer their students the opportunity to meet with peer mentors are producing peer mentors who have the proper training to provide high level advising and information.

- • Campus Assessment Response and Education (CARE) Team
  - o Student Learning Objectives:
    - ▪ Students will receive high touch support to meet serious and compelling mental or physical ailments, which will affect their academic progress at Chico State.
    - ▪ The Academic Advising Programs CARE representative will provide on-going guidance and support to students as needed
  - o Assessment Data
    - ▪ None Available
  - o Outcomes/Analysis
    - ▪ Students discussed at CARE that needed additional support were contacted by the AAP representative, and appropriate follow-up was conducted as necessary. The AAP representative collaborated with the students, faculty, and other campus colleagues to address the needs of the student and connected the student with specific individuals.
- • Super Senior Outreach
  - o Student Learning Objectives:
    - ▪ Students will apply for graduation or complete a graduation contract
    - ▪ Student will learn the remaining graduation requirements.
  - o Assessment Data

- - Year over year the total number of super senior cohorts has incrementally decreased
  - o Outcomes/Analysis
    - Through the use of email campaigns, registration holds, and mandatory advising, we have consistently been able to achieve the desired outcome of reducing CSU, Chico's Super Senior population as well as minimize time to graduation for those that do reach Super Senior status. As of the start of the Fall 19/Spring 20 academic school year, this student population will be contacted to by Graduation Advising.

- Registration Related Outreach
  - o Student Learning Objectives
    - Students will receive support and/or guidance towards major/minor exploration, navigation of General Education, course selection and registration, GPA improvement, and/or University Policies/Procedures.
  - o Assessment Data
    - Not Applicable
  - o Outcomes/Analysis
    - Throughout the year, with particular emphasis prior to registration cycles, Academic Advising proactively collaborated with campus partners to assure student are well equipped to navigate online resources and register into courses that will move them toward degree completion. Campus collaboration includes the following: Summer Orientation Registration Advising, Classroom Advising Presentations, Athletic Advising, Advising Registration Workshops, University Housing, College of Business, and Support Program Presentations (EOP, Trio-SSS, and REACH).

- Academic Probation Outreach
  - o Student Learning Objectives:
    - Students will understand the difference between Academic Probation and Academic Disqualification.
    - Students will understand how to reach Clear Standing.
    - Students will understand University Policy and Procedure to help improve their GPA (i.e., Repeat With Forgiveness)
  - o Assessment Data:
    - Students received an email survey immediately following the workshop to better assess their understanding of the Student Learning Objectives. See a summary of the results below:
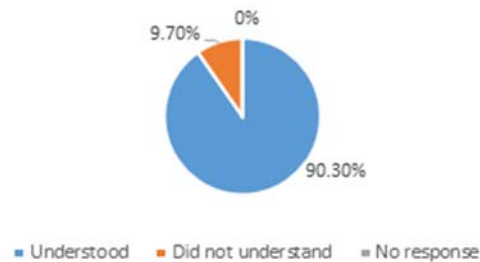

Student Satisfaction Statement:
This workshop helped me understand my academic standing and provided me with strategies I could implement in order to achieve clear standing.

0.00%
0.00%
9.6%
25.80%
64.50%

■ Strongly Agree ■ Agree ■ Nuetral ■ Disagree ■ Strongly Disagree

SLO: Understand the difference between Academic Probation and Academic Disqualification

SLO: Understand how to reach Clear Standing

6.50%   0%
93.50%

■ Understood ■ Did not understand ■ No Response
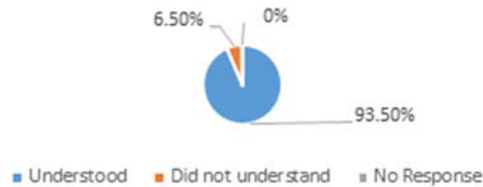
SLO: Understand Universtiy Policy/Procedure to help improve GPA (i.e. Repeat With Forgiveness)

9.70%   0%
90.30%

■ Understood ■ Did not understand ■ No response

- o Outcomes/Analysis
  - ▪ Due to the redesign of our Academic Probation Outreach, we were able to provide support to a significantly larger population size than we have historically outreached to by approximately 40%. Also, based on assessment results, the redesign of the curriculum resulted in a greater understanding of student learning objectives and student satisfaction.

- Summer Orientation 1st Generation Welcomes
  - o Student Learning Objectives
    - ▪ Students will be made aware of services available to them to support their academic pursuits at Chico State.
    - ▪ Students will begin to build community with other students at Chico State
    - ▪ Students will be allowed access to reserved seats in U-Courses or Connections courses.
  - o Outcomes/Analysis:
    - ▪ These welcomes are in their third year running consecutively, and no major changes have been made. Academic Advising continues to work with Summer Orientation, Student Life and Leadership (SLL), Office of the Registrar, and with First Year Experience (FYE) to offer reserved seats within courses that contain embedded support to First Generation Students who are not part of a formal support program. This year we were able to assist FYE and SLL in filling nearly 650 seats.

- Summer Orienation Undeclared Advising

- o Student Learning Objectives
    - Student will be exposed and receive support to the major and minors that CSU Chico offers.
    - Exploring with intent by taking introductory major courses that double count for General Education is encouraged.
    - AAP is discussed as a resource for undeclared students and how to access information regarding major departments.
  - o Assessment Data
    - Orienation satisfaction survey identifys positive satisfaction with "major advisement"
  - o Outcomes/Analysis
    - Students who attend SUMO Undeclared Advising presentations are students who have been admitted and attending Summer Orientation as an Undeclared Student. The purpose of the presentation is to front load the messaging that they will continue well into the semester regarding major/minor exploration, evaluating their selection of a particular program plan, and developing a strategy to efficiently come to a decision.

- Undeclared Student Outreach
  - o Student Learning Objectives:
    - Students will learn about strategies and resources available to them to explore possible majors.
    - Students will learn to identify factors to consider when selecting a major.
    - Students will understand that there is not always a direct correlation between major and career.

  - o Outcomes/Analysis
    - As a result of a mandatory hold placed on their account, students would attend workshops in the Spring semester. At these workshops, students are encouraged to visit the major department that they find interesting regardless of the career outcome. If the student does not have an idea what to major in it is highly recommended, they make an appointment with a Career Advisor to partake in a career survey that might assist in the declaration process. The students are recommended to establish a partnership with both Academic Advising and the Career Center.

Invited to Workshop	Signed Up for Workshop	% of Undeclared	Attended Workshop	% of students who both signed up and attended	Completed assessment	% who attended & completed the assessment
217*	60	27.6%	31	51.7%	30	96.8%
*328 Total undeclared students across all class levels						

VI.   Analysis

The Academic School Year of 2018/2019 presented a number of obstacles and opportunities. However, Academic Advising Programs encountered each situation head on, and this is best exemplified by this student experience:

> *I often feel overwhelmed with the amount of running around I've had to do to get my transcripts in order and meet financial aid requirements. I feel like every time I turn in a form or show proof of something; I leave with a whole new list of things to do and new people to talk with. I get really tired of telling and re-telling my story. When I come into academic advising, everything is different. I have worked mostly with Jason. He knows me, and he cares how I'm doing. Each time I come in, he pulls up my records and checks in with me as to what steps I've taken. During this visit, I told him that I was overwhelmed with trying to manage my classes, disability, and my medical issues. He was so sympathetic and talked with me until I had a step by step plan of how to get through the giant list of things I need to do. I still have so many things to take care of, but now I have a plan, an I feel like I have some control of my academic life. Also, I've had a couple of mix ups with ARC and not gotten the proper services (This is really rare. Most of the time, they are awesome.) Jason gave me a suggestion of how to avoid that happening again and suggested that I meet with my ARC counselor to get a plan in place for the next semester. I moved from feeling like a victim to feeling like a student who has a great deal of options for support. That was a weight lifted off of my shoulders that I hadn't even realized I was carrying until I started talking with Jason. I left the office with hope, and now I'm looking forward to finishing my courses and graduating next year.*

VII.   Program Objectives for Next Academic Year

Academic Advising Programs understands that there is always room to enhancement, and as we consider these areas of growth, we hope to prioritize the following goals:
- Continue development and support of campus-wide advisement community.
- Expand Information dissemination and campus wide implementation of Salesforce Technology tools and other e-tools related to advising.
- Increased usage of quality assessment and tracking to further inform support services offerings.