



## **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. 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**

Academic Advising Programs will assist undergraduate 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; to graduate in a timely manner by successfully meeting all requirements. (*University Strategic Goals 1,2, & 3; Enduring Commitments: 2,3,4; Student Affairs Goals:1-5*). For the Academic year 2019-20 goals, see section V. Program Objectives.

## **II. Departmental Accomplishments**

Notable accomplishments for Academic Year 2019-20 include but are not limited to:

- Successfully increased professional staff advisors across divisions
- Zero AAP staff members exercised the use of PAL
- Collectively maintained initiative momentum on student success priorities connected to Graduation Initiative 2025 (Highlight #1)
- Multiple advisors participated in campus-wide initiatives to support student success
- Launched Chico State 360 advising (& support program) expansion (Highlight #2)
- Invested significant time in supporting Summer Orientation's transition to a virtually delivered advising centric program
- Fulfilled SLF Award – Improving Retention for Students on Probation
- Developed, organized and facilitated trainings for the advising community; Authored training support resources and guidance documents
- Trained Faculty Advisors on best practices for effective use of major advising sessions for Summer Orientation
- Partnered with NCAA athletics to re-imagine/re-design athletic advising workshop outreach
- Collaborated with the Office of International Education & Global Engagement to establish a biannual workshop series for incoming international students
- CARES Act Distribution Taskforce leadership and support
- Successfully transitioned to full virtual support without service interruption (Highlight 3)

### **Highlights of Three Notable Accomplishments**

- *Collective Sustainability for Student Success*  
For the second consecutive academic year, AAP personnel supported unit mission and institutional priorities while leadership temporarily served as the Interim AVP for Enrollment Management. Examples include, but are not limited to: co-teaching UNIV 198: Student Success Strategies course, development and launch of Health & Human Services Major Showcase, and securing funding for

advisor professional development. This alignment allowed for expedited action described in subsequent sections of this report aligning with AY 2019-20 GI 2025 goals:

- Continue to support and track effective interventions to reduce time to degree for all students.
  - Effectively use campus data to understand and improve student retention, engagement, and equitable academic success.
  - Improve advising practices to maximize coordination and the assurance that each student experiences meaningful "touchpoints" at critical milestones.
- *Chico State 360 Initiative– Academic Advising Expansion*  
Officially launched project at the 2nd Annual Tipping Point Student Success Summit. This multipronged initiative focuses on enhancing the campus advising experience, including increasing access and use of Chico State 360 (engagement system), a focus on data informed decision making, and ongoing investment aimed toward high-quality, coordinated advisement. Over the past academic year, new positions have been added to build on a successful team model bridging across Student and Academic Affairs. While the University Advisement Training Coordinator did not begin in the position until early spring, approximately one third of faculty advisors have been trained as well as all undergraduate professional advisors in Academic Affairs. In parallel, training materials to support users have been developed, and regular meetings are held with the newly formed College Advising & Retention Specialist positions.
  - *Successfully Transitioned to Full Virtual Support: Keeping Equity at the Forefront*  
Proactive use of technology innovations has afforded Academic Advising Programs the ability to ensure students experienced no disruption of service as the institution closed its brick and mortar advising spaces. To ensure service delivery continuity, all phone lines, web, and social media platforms were immediately amended with access to zoom/online advising appointments, increasing three-fold in the first two weeks. The department pivoted to maintain support for the greater advising community by:
    - Enacted attendance and engagement checks
    - Provided zoom trainings for personnel in 7 units across two divisions.
    - Hosted Campus Advising Collaborative meetings via Zoom. Attendance tripled for March 24th session, and subsequent attendance has never dropped below 100 attendees.
    - Professional development: Created opportunities for advisors to participate in the NACADA Theory and Practice of Advising eTutorial courses. Encouraged increased participation in free webinars focused on the needs of vulnerable populations.
    - Re-imagined all interventions and advising outreach activities.

### **Diversity Efforts**

Professional and paraprofessional staff engaged in a variety of activities supporting institutional priorities of diversity, equity, and inclusion. Responding to the inherent challenges of COVID required a quick shift to online learning, department personnel successfully advocated for the removal of equity barriers including but not limited to: awarding CARES Act funds to recently withdrawn students, advocating for temporary suspension of Academic Disqualification and temporary removal of low-balance (\$50>) holds to support robust registration. These examples disproportionately impact our historically underrepresented and underserved student populations. Similarly, efforts described below are intentionally designed to address existing inequities and highlight a multi-layered approach:

## Curriculum & Instruction

- Facilitated the instruction of Women of Color in Leadership (MCGS 145) course for the STAR Center's Women of Excellence academic retention program.
- Assisted in curriculum development for the Faculty Learning Community on 1st Generation students.

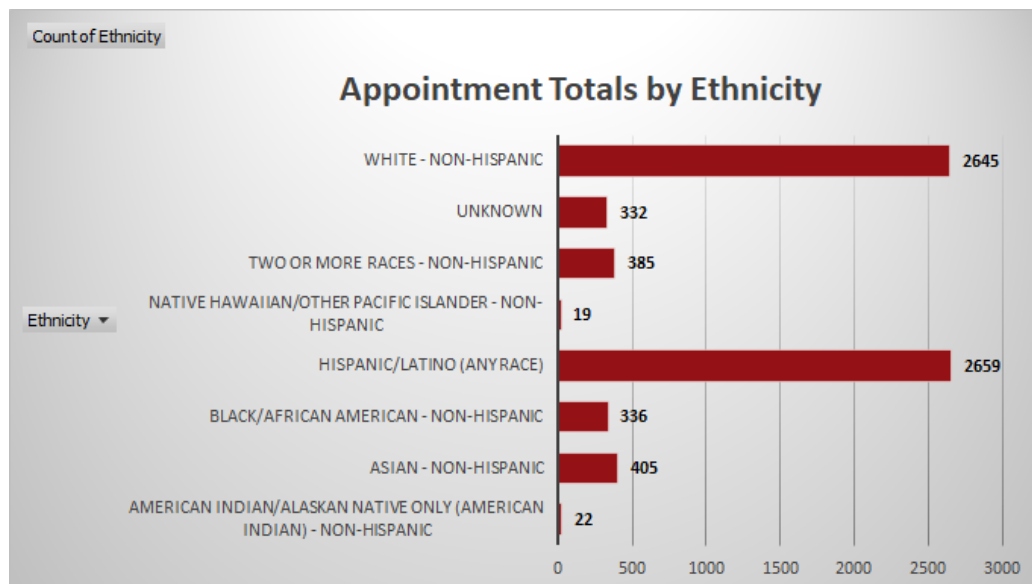
## Outreach & Engagement activities

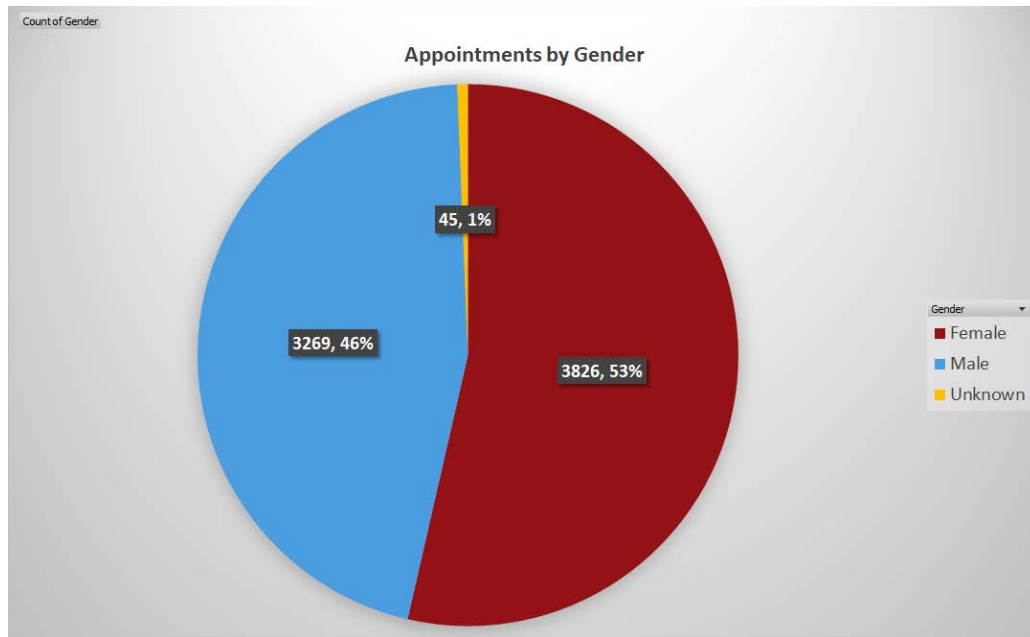
- Advisors provided presentations, facilitated workshops, and disseminated consistent, timely, and critical student success resources for:
  - Incoming 1st Generation students who were not part of a formal support program
  - Men of Chico, Women of Excellence, and the 1st Gen & Proud student organization
  - Held regular meetings with the Women of Excellence, a program of the STAR Center
- Participated in multiple events for historically underserved populations, including Wildcat Welcome and 1st Generation- Dinner & A Story.
- Paraprofessional staff facilitated calling campaign to 1st Generation Students to help improve persistence between Spring 2020 and Fall 2020.
- Beyond standard advising role responsibilities, professional staff served as advisors for Women of Excellence, 1st Generation & Proud, and Just Unity Sisters student organizations, Student Advisory Board on Campus Climate.

## Facilitating an environment that recognizes research and professional development

- Advisors engaged in professional development opportunities related to equity and diversity. These trainings, webinars, and workshops were completed through AAC&U, NASPA, the CSU Chancellor's Office, NACADA, the DREAM Collective, The Education Trust, the CSU Student Success Network, etc.

Results of these efforts correlated with increased service usage of historically underrepresented student populations:





### III. Changes in Policies and Procedures

- In response to COVID-19, the university temporarily approved amendments to the following policies & procedures: Academic Disqualification (suspended spring 2020), Grading policy, add/drop, and withdrawal process.
- Changes in the procedure were made to administer “attendance checks” via faculty referral. Historically this process was only enacted on behalf of the CARE Team. With the addition of College Advising & Retention Specialists, faculty referred students for resolution with challenges they could not directly address.
  - Attendance Check referrals (300+)
    1. 54.4% were engaged in at least one course
    2. 46.6% not engaged/required follow up advising
    3. 12 students referred to the CARE team
  - College based referrals: attempt to reach these students, contact rate of ~50%.
- Adapted PeopleSoft Advisor roles campus-wide, ensuring common access and efficiency to support students
- Partnered with Human Resources to develop common position titles, descriptions with associated classifications of advisors

### IV. Resources Summary

#### Resource Allocation:

- |   |           |
|---|-----------|
| • Base Allocations (Salaries)   | \$707,642 |
| • Work Study<br>(includes additional allocation)  | \$36,000  |
| • GI 2025 Funding Allocation<br>(one time – 18 month - Project Management for Salesforce Rollout) | \$122,375 |
| • GI 2025 Funding Allocation<br>(one time – 18 month - Professional Development)                  | \$10,000  |
| • Student Learning Fee  | \$16,000  |

## Operations:

- |  |          |
|--|----------|
| • Operational Expenditures (OE)                        | \$42,000 |
| • G.I. 2025 Funds (Interns) Base                       | \$28,000 |
| • Rollover Funds from CO - E-Advising Agile Grad Funds | \$4,079  |
| • Rollover Funds from CO - Persistence Funds           | \$26,043 |

## Human Resources:

- Hired two SSP III's, reclassified one SSP II to SSP III
- Hired five interns
- 18 month Interim Associate Director and SSP I for CS360 Rollout

## Facilities/Equipment:

- Mobile Advising Cart (MAC) is a means of extending advisory outreach and department marketing. AAP has utilized the MAC during on-campus events such as Choose Chico, Chico Preview Day, and the Art Department's Mandatory Advising Day. The goal is to continue to use the cart as a mobile touchpoint for advising students on the go.

## V. Program Assessment for 2019-2020

### 2019-20 Program Objectives

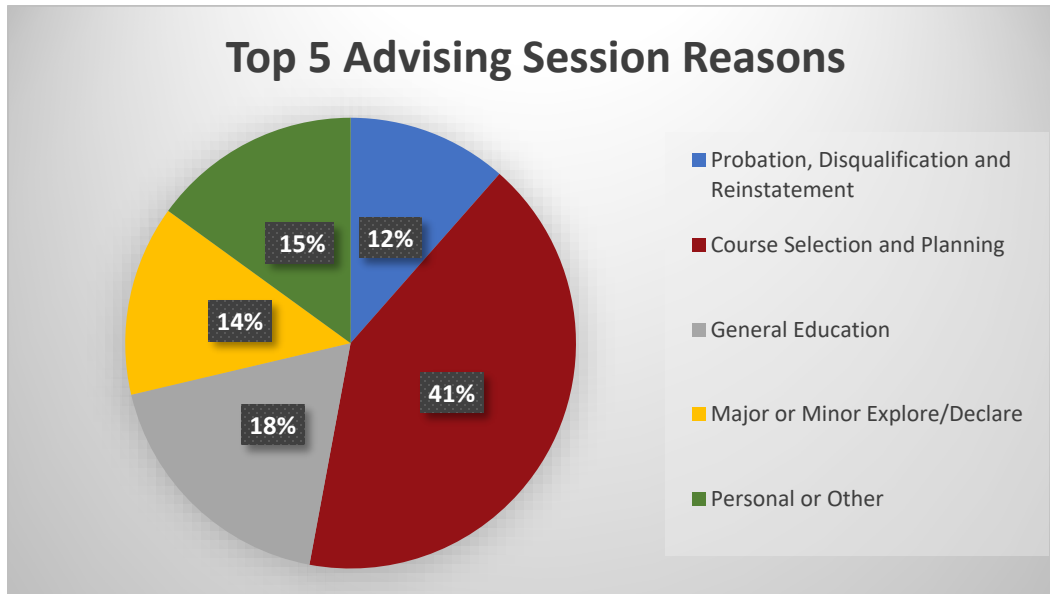
- Continue development and support of campus-wide advisement community.
  - **Met, In Progress:** Significant progress was made in the development of a campus-wide advising community via the onboarding of the University Advising Training Coordinator and the launch of the [Chico State 360 Faculty Advising Expansion](#). Additionally, our Spring and Early Summer [Campus Advising Collaborative](#) meetings reached record attendance with 162 campus advisors in attendance. In 2020-21 we will continue this focus by continuing to offer high quality training and collaboration opportunities for both faculty and staff advisors.
- Expand information dissemination and campus wide implementation of Salesforce Technology tools and other e-tools related to advising.
  - **Met, In Progress:** To date, the University Advising Training Coordinator has trained 1/3 of the faculty major advisors and assisted in onboarding the Honors Department into Chico State 360. Given the added difficulties provided by the on-campus closure due to COVID-19, this objective will continue into 2020-21 as we bring on 200+ additional faculty advisors, the general education pathway coordinators and multiple student affairs advising offices including Early Outreach and Support Programs and the Chico Student Success Center
- Increased usage of quality assessment and tracking to inform support services offerings further.
  - **Met, In Progress:** Quality assessments for our Back on Track, Advising & Registration, and Athletic Advising Workshops were developed and administered. The Student Satisfaction Assessment was automatically delivered to students the day following their advising session. 2020-21 will see further development of assessments for our workshops as well as assessments for our online virtual efforts given the COVID-19 learning environment.

## Ongoing Assessment Efforts

### Demographic Reporting & Service Usage Summary:

Data before Academic Year 2018/19 available in the [2018/19 Annual Report](#), split in reporting due to implementation of Chico State 360.

<b>Academic Advising Appointments</b>		
	Academic Year 18/19	Academic Year 19/20
Total Advising Appointments	8,918	7,253
Average Appointment Time	21 min	25 min
Average Wait Time for Drop-In Appts.	17 min	19 min



<b>E-Advising Correspondence</b>		
	Academic Year 18/19	Academic Year 19/20
Individual Emails via Chico Advisor	2,270	3,015
Bulk Emails via Chico State 360	14,616*	41,524

\* Numbers are incomplete due to partially missing data

<b>Workshop/Presentation Participants</b>		
	Academic Year 18/19	Academic Year 19/20
Probationary, Disqualification & Reinstatement Workshops	724	625**
Undeclared Major Exploration Workshops	32	Cancelled Due to COVID-19 Closure
Advising & Registration Workshops <i>Athletic Advising, Continuing First Year Students</i>	428	491
College & Program Outreach Workshops <i>College of Business, University Housing, EOP, REACH, Classroom Presentations</i>	1,353	787

\*\* Due to temporary policy changes, disqualification process and workshops were suspended in Spring 20

<b>Summer Orientation Participation</b>		
	Summer 2019	Summer 2020
First Generation Student Welcome	312	352
Registration Room Advising Assistance	3,529	3,518
Parent Workshops	2,237	N/A*
Undeclared Advising	112	157
Dedicated Advising Staff Hours	-	270.5 hours

\*Due to COVID, Summer Orientation 2020 was fully online and parent participation numbers were not tracked.

<b>Spring Orientation Participation</b>		
	Spring 2019	Spring 2020
Each Spring Orientation AAP assists Orientation and New Student Programming. Typical involvement includes:	342 attendees	482 attendees
<ul style="list-style-type: none"> <li>• Morning Check In Help</li> <li>• Graduation Requirements Presentation</li> <li>• Check in of Faculty Advisors</li> <li>• Faculty Advising Back-up</li> <li>• Information Tabling</li> <li>• Registration Room Advising</li> </ul>		

<b>Reinstatement Appeal Decisions</b>				
Appeal Term	Total Appeals	Denied	Reinstated	% Reinstated
Fall 2018	37	11	26	70.27%
Spring 2019	63	8	55	87.30%
Fall 2019	36	5	31	86.11%
Spring 2020	40	8	32	80.00%

<b>Campus Training Activities</b>	
	Attendees
Chico State 360 Faculty Advisor Training (46 sessions)	121
Chico State 360 Honors Department Training	4
EOP Interns and Para-Pro Advising Training (5 sessions)	12
Health & Human Services Majors Event	41
SSS Professional and Intern Advisors – General Advising	5
Summer Orientation Faculty Advisor Training	56

<b>Full Semester Withdrawals</b>		
Term	Total Withdrawals	Withdrawals in Final Three Weeks of Instruction
Fall 2018	266	67
Spring 2019	293	53
Fall 2019	270	34

Spring 2020	232	32
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<b>Campus Assessment Response &amp; Education (CARE) Team</b>		
	Academic Year 18/19	Academic Year 19/20
Absence Notifications	57	56
In-Class Attendance Checks	15	309

\* Spring 2020 Attendance Checks completed by CARE, Academic Advising Programs and College Advising & Retention Specialists

## Assessment of Satisfaction, Quality, and Student Learning Outcomes

### Back on Track Workshop Assessment

- 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)
- Assessment Data
  - Students received an email survey immediately following the workshop to better assess their understanding of the Student Learning Objectives. 66 students completed the survey.
  - Questions to determine understanding of SLOs:
    1. If you receive a grade of C- or lower in a specific course and then retake that same course, what policy will have the greatest positive impact on your GPA?
      - a. 95% of respondents answered correctly
    2. What does a Planned Educational Leave (PEL) allow you to do?
      - a. 97% of respondents answered correctly
    3. Which department would you go to in order to file a Planned Educational Leave or submit a Repeat with Forgiveness form?
      - a. 45% of respondents answered correctly
    4. What is the minimum GPA you need to have in order to achieve clear standing?
      - a. 92% of respondents answered correctly
    5. Which three factors are taken into consideration when deciding if a student will be disqualified?
      - a. 45% of respondents answered correctly
  - Questions to determine student perception of understanding:
    1. Because of this workshop, I now understand what my GPA Variance is and its effect on my ability to reach clear standing.
      - a. 95% of respondents selected Strongly Agree or Agree
    2. Because of this workshop, I learned strategies I could implement in order to achieve clear standing.
      - a. 88% of respondents selected Strongly Agree or Agree
- Outcome/Analysis



- Survey data reflects that following attendance at the Back on Track workshops; students meet SLO 1 & 2. Based on incorrect responses to Question 3 and Question 5, more development of the workshop needs to occur around SLO 3.
- Responses to the open text question, “Do you have any feedback for Academic Advising Programs” indicate high levels of student satisfaction:

*“The workshop was very clear and helpful when it came to explaining what AP is and how to achieve the correct steps to continue your education.”*

*“Yes! I am lucky Chico State cares about its students and helping us succeed.”*

*“This workshop helped a lot for me. It gave me a little bit of reassurance. I've always been a 4.0 student, and I have never struggled this much. The workshop helped me create a reasonable path for me to take here at my future years in Chico.”*

### Advising and Registration Workshop Assessment

- 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.
- Assessment Data
  - Students received an email survey immediately following the workshop to better assess their understanding of the Student Learning Objective. 34 students completed the survey.
  - Questions to determine understanding of SLOs:
    1. 74% of respondents answered correctly when asked where to seek GE Advising
    2. 50% of respondents answered correctly when asked which GE Foundation courses are required in their first year
    3. 56% of respondents answered correctly when asked where can you find the Course Catalog and the Class Schedule
    4. 71% of respondents answered correctly when asked to define the Online Course Catalog
    5. 50% of respondents answered correctly when asked to define the Online Class Scheduled
    6. 79% of respondents answered correctly when asked to define the Wildcat Scheduler
    7. 71% of respondents answered correctly when asked to define the Degree Progress Report
    8. 65% of respondents answered correctly when asked about W3 and W4 Writing Requirements
    9. 100% of respondents answered correctly when asked about USD and GC Courses
- Outcome/Analysis
  - Survey data reflects that following attendance at an Advising and Registration Workshop most students understand where to receive guidance for general education, resources for course selection and planning, resources for registration, and graduation requirements, however, there is room for improvement in both the workshop and the survey to better convey and confirm understanding of all aspects of the SLO.
  - Responses to the open text question asking for “feedback as it related to the student’s experience at this workshop” indicate high levels of student satisfaction:

*“Very helpful, kind, and informative. I would absolutely recommend this to anyone who has any questions about registration or academic planning.”*

*“Good information and provided a good tip about the wildcat scheduler that I didn’t know.”*

*“I really enjoyed the workshop and learned a lot of new information.”*

## Student Satisfaction Assessment

- 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 Assessment
    1. “The front desk staff effectively assisted me and was informed about services and policies.”
      - a. 92.9% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=324
    2. “The front desk staff made me feel welcome and comfortable.”
      - a. 91.6% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=323
    3. “I felt confident that the staff at the front desk assisted me in the best way possible.”
      - a. 93.5% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=324
    4. “The amount of time I had to wait to see an advisor was reasonable.”
      - a. 84.3% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=324
  - Advising Experience Assessment
    1. “The advisor made an effort to understand my needs.”
      - a. 95.8% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=285
    2. “The advisor showed concern about my academic progress.”
      - a. 90.1% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=282
    3. “The advisor showed concern about me as a person.”
      - a. 90.1% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=284
    4. “The advisor listened attentively to me.”
      - a. 95.7% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=284
    5. “The advisor communicated effectively with me.”
      - a. 95.1% of survey respondents Strongly Agreed or Somewhat Agreed
      - b. N=285
- Outcomes/Analysis
  - The response rates to Student Satisfaction Assessment doubled and nearly tripled in comparison to the response rates from the 2018/19 Academic Year. This is due in large part to the automation of the survey being sent out the day after a student sought advising rather

than the survey being sent weekly or bi-weekly. Now that the campus is operating remotely, further survey development needs to be addressed in order to assess our online/virtual services.

## **VI. Analysis**

***“WE ARE LISTENING, LEARNING, AND EXPERIENCING, THE BARRIERS OUR STUDENTS FACE DAILY ON OUR CAMPUS.”***

Academic year 2019-20 once again presented unique challenges never before faced by institutional personnel. Yet leveraging lessons learned from the 2018 Paradise Campfire, Academic Advising Programs continued to build momentum, fostering an environment centered on teamwork and innovation. While much has been accomplished, persistent barriers to student success remain and require institutional buy-in and commitment. Continued focus on equitable support for traditionally underserved populations is made possible by facilitating a culture of active inquiry, continuous improvement, and data-informed decision-making. Investments in high impact technology innovations continue to be essential to support student recruitment, retention, and, ultimately, personnel (advisor) sustainability.

## **VII. Program Objectives for Next Academic Year**

Academic Advising Programs personnel at all levels are aware of current and future obstacles facing CSU, Chico, and Higher Education broadly. In order to meet anticipated enrollment cliffs and support institutional viability, the following program objectives have been established:

- Prioritize advisor continuity and sustainability in order to support student advising demand
- Continue to enact institutional and system priorities including Graduation Initiative 2025 and Chico State 360
- Increase understanding of student advising experience by continuing to assess effort especially those most aligned with a virtual support modality
- Prioritize and align training resources for (faculty, staff, paraprofessional) advisors to support timely, high quality advisement