



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 and 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 2020-21 goals, see section V. Program Objectives.

II. Departmental Accomplishments

Notable accomplishments for Academic Year 2020-21 include but are not limited to:

- Successfully met evolving advising needs of students in a 100% virtual environment with continual improvement to the online services with reduced staffing
- Developed, implemented, and trained appropriate staff to launch CS 360- LiveChat in Fall 2020
- Continued support of New Student Orientation Programs, including participation in faculty advisor training, registration room help, parent workshops, Math and English placement support, and Spanish Orientation
- Successfully transitioned advising intern training to all virtual; expanded program to include interns from Athletics, College of Agriculture, and the College of Behavioral & Social Sciences
- Responded to student communication trends by increasing social media presence and creating a social media outreach calendar
- Supported Curriculum Advisory Board and Academic Affairs in revision of the General Education program, including creation of a new GE Planning Sheet
- Collaborated with Registrar's Office to streamline the process for students withdrawing in the final 3 weeks of the semester
- Provided amended professional development opportunities to Advising community via NASPA's Certified Peer Educator Training program, CSU Analytics Certificate Program, NACADA's Meaningful dialogues series, & AASCU's Campus Integration Analysis
- Successfully acquired external base and one-time funding to support student success initiatives and increase paraprofessional employment opportunities (& subsidize operational costs) in the colleges

Highlights of Three Notable Accomplishments

- Academic Advising Programs continues to seek additional resources in order to not reduce direct service support to students and subsidize base allocation through external funding sources. Funding sources included the annual Student Learning Fee Award (\$31,800), The University Foundation Governer's Award (\$6,000), CSU - Academic Success and Inclusive Excellence Award (\$30,000) and Equity, Diversity & Inclusion Strategic funding (\$60,000 base) to support college advising intern expansion.

- In light of Covid-19, Academic Advising maintained similar levels of contact with students throughout the entire year, made possible through shared understanding of covid impacts necessitating adjustments to scale remote support and scope. Evidence seen by implementing calling campaigns as part of outreach efforts, standardized and increased social media presence, and launched LiveChat support as well as developed an online Drop-In advising queue system.
- Legacy Academic Advising Intern Program was overhauled and UNIV 389 Internship course curriculum revitalized incorporating NASPA's Certified Peer Educator Training program. Modeling our professional advisor model, Academic Advising Intern Program was expanded through a centrally coordinated recruitment and training program with the subsequent placement in select colleges and support programs. Enhanced partnership across units and departments has resulted in greater creativity, cohesion and ultimately a higher quality advising experience. Participating areas: College of Agriculture, College of Behavioral and Social Sciences, and the STAR Center.

Diversity Efforts

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
- Consulted the Honors Program in their goal of redeveloping curriculum to be more equity-minded

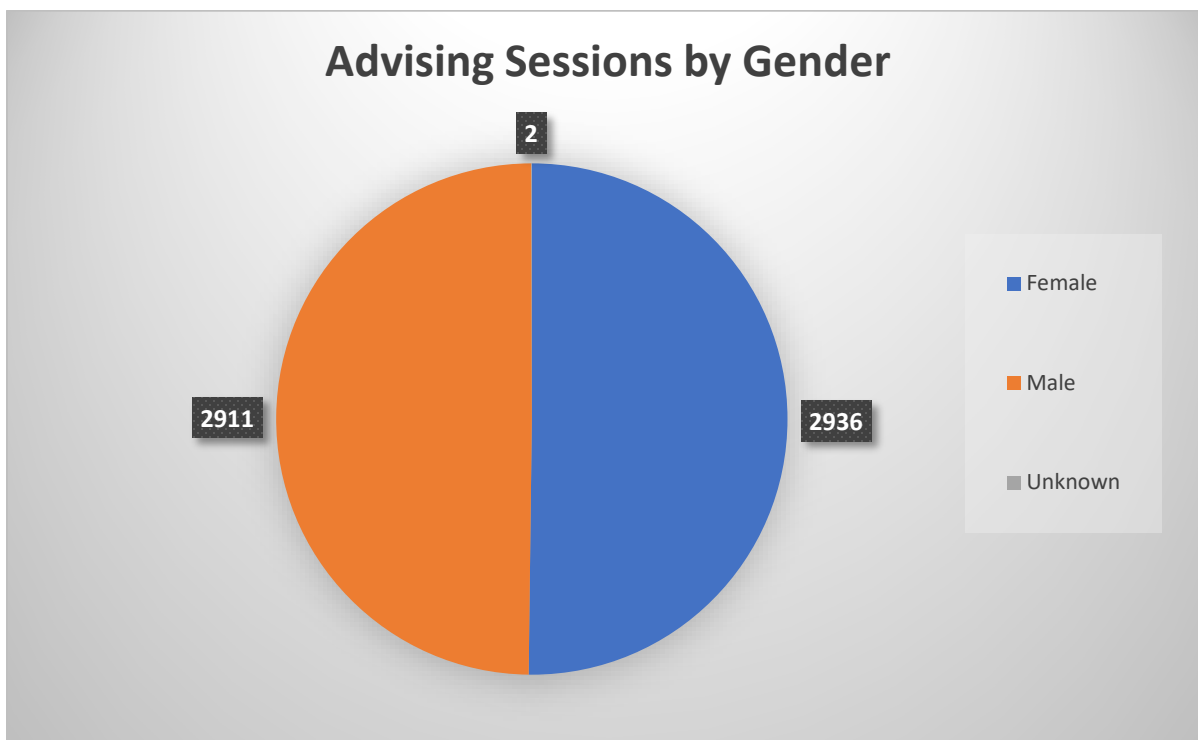
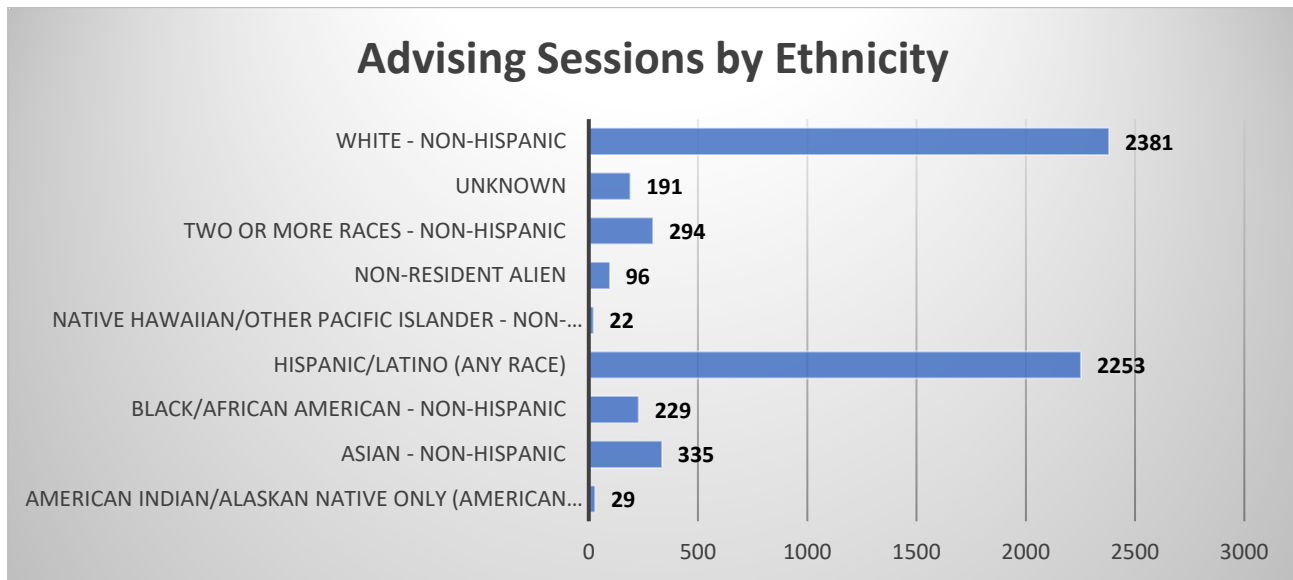
Equity Minded & Data Informed Student Success Analytics

- Analyzed institutional data to determine points of departure, resulting in the development of and written proposal (HEERF request) for a retention program for Black/African-American students
- Launched Student Success Analytics project to institutionalize standard service indicator verbiage in an effort to remove barriers

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
- Advisors as mentors: Beyond standard advising role responsibilities, professional staff served as advisors for Women of Excellence, 1st Generation & Proud, and Just Unity Sisters student organizations

Through use of Chico State 360 (Targetx/Salesforce) unit is now able to learn more about demographics of who is accessing the department to inform strategic outreach and interventions.



III. Changes in Policies and Procedures

- Partnered with ITSS to convert the Appeal to Exceed Maximum Repeats and Exception for Course Repeats Forms to Adobe Sign; allowing advisors, students, faculty advisors and the Office of the Registrar to complete the process virtually
- Collaborated with the Office of the Registrar and Academic Affairs to support the continuation of the policy from Spring 2020 to suspend the Academic Disqualification process for Spring 2021
- Improved the process for initiating and completing student withdrawals in the final three weeks of the semester by creating an online workflow

IV. Resources Summary

Resource Allocation:

- Base Allocations (Salaries) \$ 786,304
- Work Study \$ 56,000
(includes additional allocation)

Operations:

- Operational Expenditures (OE) \$ 33,600
- G.I. 2025 Funds Base - Interns \$ 28,000
- Rollover Funds from CO - E-Advising Agile Grad Funds \$ 4,079
- Rollover Funds from CO - Persistence Funds \$ 26,043
- Rollover GI 2025 Funding Allocation - Professional Development \$ 7,914

Funding from Proposals:

- Student Learning Fee – Interns \$ 14,270
- Student Learning Fee – Marketing Materials \$ 2,614
- EDI Funds – Interns (6 month allocation) \$ 30,000
- EDI Funds – Salesforce Licenses \$ 8,600
- Equity, Diversity & Inclusion Strategic Funds - Wildcats PASS \$30,000

Human Resources:

- Retired: SSP III
- Resigned*: SSP IB
- 18-month Interim Associate Director – position extended to 11/30/21
- 18-month temporary SSP IB – position made permanent*

Facilities/Equipment:

- Cubicle walls were purchased to complete the renovation that was started in 2019.
- All professional and paraprofessional staff were equipped with technology and ergonomic support to seamlessly transition to virtual service.

V. Program Assessment for 2020-2021

2020-21 Program Objectives

- Prioritize advisor continuity and sustainability in order to support student advising demand

- **Met, In Progress:** Demand for advising over the course of 2020/2021 academic year did not decrease although some of the reporting might indicate this (see section V -subsection Academic Advising Appointments). The methods by which we interfaced with students was simply adjusted to accommodate students' needs during the pandemic. This was reflected in the implementation of LiveChat, calling campaign engagement, text nudges and transition from primarily virtual appointment based advising to predominately virtual drop-in advising. In order to support demand but also prioritize advisor wellbeing, continuity and sustainability, we compartmentalized responsibilities among advisors and distributed access to these services throughout the day.
- Continue to enact institutional and system priorities, including Graduation Initiative 2025 and Chico State 360
 - **Met, In Progress:** Academic Advising Programs continues to identify and remove administrative barriers that result in lower graduation rates and achievement gaps. Additionally, Academic Advising continues to focus on outreach efforts with a focus on supporting students at-risk of Academic Probation or Disqualification either through direct outreach on behalf of our department or through cross campus collaborations (e.g. STAR Center, FYE, ARC, etc.).
- Increase understanding of student advising experience by continuing to assess effort, especially those most aligned with a virtual support modality
 - **Met, In Progress:** The Student Satisfaction Assessment was automatically delivered and continues to be delivered to students the day following their advising session. For more detailed information regarding the results of the assessment, please refer to Section V under the subsection titled “Assessment of Satisfaction, Quality, and Student Learning Outcome”.
- Prioritize and align training resources for (faculty, staff, paraprofessional) advisors to support timely, high-quality advisement
 - **Met, In Progress:** The Chico State 360 Advising Expansion project continued to prove successful reaching 252 faculty advisors (77%) trained in the system. A total of 73 training sessions were offered in 2020/2021 which encompassed faculty advisors as well as staff advisors from Adelante, PATH Scholars, MESA, Tribal Relations, Honors and many more. Additionally, AAP led the training efforts for the Office of the Registrar's launch of HighPoint's Advisor and Student Center.

Ongoing Assessment Efforts

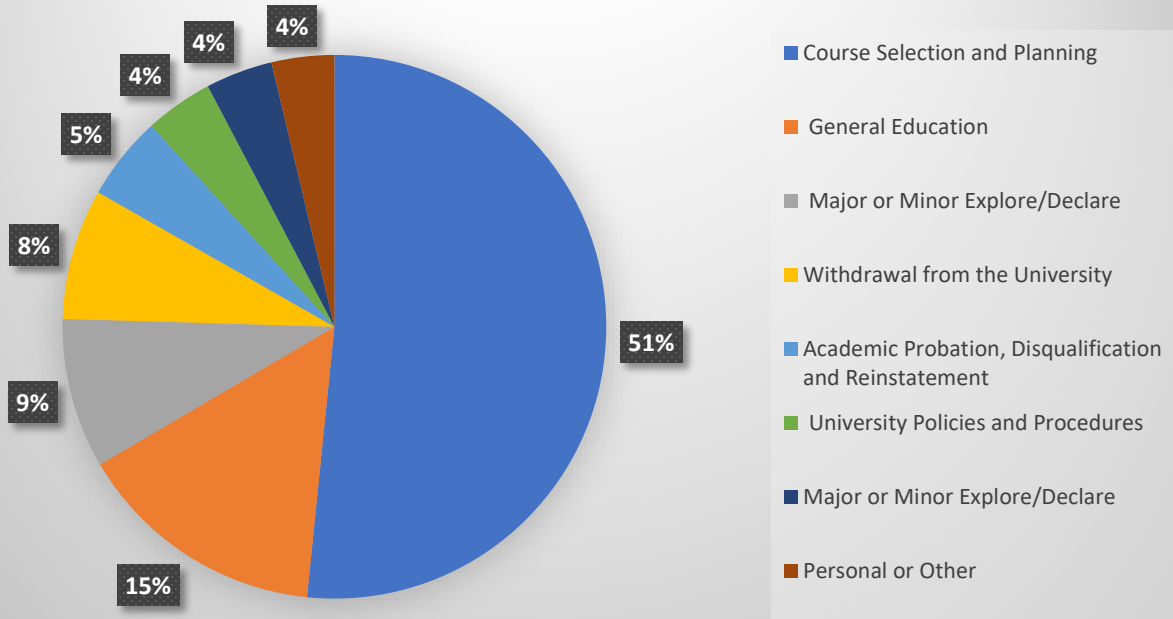
Demographic Reporting & Service Usage Summary:

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

Academic Advising Appointments			
	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21
Total Advising Appointments	8,918	7,253	5,855
Average Appointment Time	21 min	25 min	N/A*
Average Wait Time for Drop-In Appts.	17 min	19 min	N/A*

*Zoom waiting rooms were utilized for virtual advising sessions, appointment time, and wait time data not available.

Top Advising Session Reasons



Workshop/Presentation Participants

	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21
Probationary, Disqualification & Reinstatement Workshops	724	625**	287**
Undeclared Major Exploration Workshops	32	Cancelled Due to COVID-19 Closure	N/A***
Advising & Registration Workshops <i>Athletic Advising, Continuing First Year Students</i>	428	491	326****
College & Program Outreach Workshops <i>College of Business, University Housing, EOP, REACH, Classroom Presentations</i>	1,353	787	Cancelled Due to COVID-19 Virtual Environment

** Due to temporary policy changes, disqualification process and workshops were suspended in Spring 20 and Spring 21

***Undeclared outreach was accomplished via calling campaigns and individual advising sessions rather than the workshop model due to the virtual environment.

****Athletic Advising workshops canceled due to COVID-19's cancellation of recruitment

E-Advising Correspondence			
	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21
Individual Emails via Chico Advisor	2,270	3,015	3,136
Bulk Emails via Chico State 360	14,616*	41,524	54,657

* Numbers are incomplete due to partially missing data

Reinstatement Appeal Decisions				
Appeal Term	Total Appeals	Denied	Reinstated	% Reinstated
Spring 2019	63	8	55	87.30%
Fall 2019	36	5	31	86.11%
Spring 2020	40	8	32	80.00%
Fall 2020	33	5	28	84.84%
Spring 2021	32	1	31	96.87%
Fall 2021	34	1	33	97.05%

Campus Training Activities		Attendees
Chico State 360 Faculty Advisor Training (73 sessions)		137
Chico State 360 Staff Advisor Training <i>BSAS, ARC, Adelante, CSSC, EOP, PATH, Graduate Studies, MESA, STAR Center, Tribal Relations, SSS</i>		36
Chico State 360 Intern/Paraprofessional Advisor Training <i>AAP, STAR Center, Athletics, Agriculture, Behavioral and Social Sciences, SSS</i>		13

Full Semester Withdrawals		
Term	Total Withdrawals	Withdrawals in Final Three Weeks of Instruction
Spring 2019	293	53
Fall 2019	270	34
Spring 2020	232	32
Fall 2020	362	99
Spring 2021	179	25

Campus Assessment Response & Education (CARE) Team			
	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21
Absence Notifications	57	56	29
In-Class Attendance Checks	15	309	25

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

Assessment of Satisfaction, Quality, and Student Learning Outcomes

Student Satisfaction Assessment

- Student Learning Objectives
 - Students will be able to provide feedback regarding their experience with Academic Advising related to the support they received at the front desk or during a one-on-one session with advisor/intern.
- Assessment Data
 - Advising Experience Assessment
 1. “The advisor made an effort to understand my needs.”
 - a. 96% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=109
 2. “The advisor showed concern about my academic progress.”
 - a. 94% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=109
 3. “The advisor showed concern about me as a person.”
 - a. 94% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=109
 4. “The advisor listened attentively to me.”
 - a. 97% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=109
 5. “The advisor communicated effectively with me.”
 - a. 96% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=109
 - Outcomes/Analysis
 - Due to the move to virtual advising, the student satisfaction assessment was revised to exclude questions regarding the student’s front desk expansion. The revision took place in the fall 2020 semester with the daily automated survey resuming in late December. Student responses remain very positive and show an understanding of support provided by Academic Advising.

VI. Analysis

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

- Academic year 2020-21* further presented opportunities for learning and growth on all levels. Technology innovation and data access have afforded greater insight into student behavior, needs and service usage. While traditional modes of professional development were unavailable AAP personnel (at all levels) prioritized opportunities to increase knowledge and awareness of emergent trends in student success, pedagogy and theoretical models of holistic support. Teamwork within Academic Advising Programs and across the greater advising community became increasingly critical as backfilling positions has substantially lagged departures. Moving forward, enacting a coordinated care approach through formalization of student success team model will be essential to providing a more seamless student lifecycle experience.

* It should be noted activities described in this annual report are representative of the unit and not intended to be comprehensive of all advising activities across the institution.

VII. Program Objectives for Academic Year 2021-2022

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:

- Build and implement a hybrid virtual and in-person advising model using what we learned through COVID-19 to support students both returning to campus and those choosing to remain virtual.
- Develop formalized training program to support new staff and faculty advisors on the campus' advising structure and e-advising tools
- Create a standardized assessment of advising outreach and student contact and develop an outreach life cycle application.
- Leverage CSU Student Success Analytics project to remove administrative barriers by institutionalizing standard service indicator language and continue project to convert forms and processes requiring wet signatures to AdobeSign including but not limited to Administrative Withdrawals and Academic Renewals.