



California State University **Chico**
**Academic Advising
Programs**

Annual Report 2021-2022

I. Department Mission Statement

Academic Advising Programs (AAP) at California State University, Chico, aims to provide an integrated array of effective academic advising services, 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 establishing their place in, University life; taking 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 2022-23 goals, see section V. Program Objectives.

II. Departmental Accomplishments

Notable accomplishments for Academic Year 2021-22 include but are not limited to:

- Successfully developed a hybrid advising model to continue to serve student needs both in person and in a virtual environment
- Developed and implemented a cross-divisional **Wildcat Planning & Advising for Student Success (PASS)** program that encompassed both professional staff development and student success
- Developed and implemented a successful **advertising campaign** prior to continuing student registration
- Implemented New Advisor Training for SSP IB Advisor cohort across divisions in multiple departments
- Assigned all undeclared students a specific advisor within their Student Center to provide clarity and support
- Continued to expand the **College Advising Intern program**, including recruitment, collaborative training, and on-boarding
- Intern supervision staff participated in the NACADA eTutorial for Peer Advising Programs
- Supported professional development of both AAP Advisors and Advisors across divisions through in-person conference attendance and multiple webinar development events
- 85% of major advisors have been trained on CS360 (297/350). Thirteen college advisor trainings offered and 20 non-major specific sessions offered (Academic Advising Programs, Graduation Advising, Undergraduate Education, Educational Opportunity Program, Student Support Services, Study Abroad, Student Transition and Retention Center, and Chico Stem Connections Collaborative)
- Multiple staff members served as co-leads and members Graduation Initiative/ Advancing Equity-Action and Inquiry Teams.
- Sought and received additional resources so as not to reduce direct service support to students and subsidized base allocation through external funding sources. Funding sources included the annual Student Learning Fee Award (\$42,000)

Highlights of Three Notable Accomplishments

- The **Wildcat Planning & Advising for Student Success (PASS)** was a grant-funded outreach program aligned with system-wide priorities for academic advising outlined in the [GI 2025 Focus on Advising Briefing](#) Document. The objectives of the program were to 1) develop a greater utilization of E-Advising Tools; 2) increase the percentage of students receiving one-on-one advising in the first academic year; 3) decrease the percentage of students seeking last-minute advising when registration appointments open for the second term registration, thereby reducing wait times for all students and decreasing advisor fatigue; and 4) provide professional development for staff designing, overseeing, and supervising the outreach. The program served 948 students, all of whom were First Time Freshman (FTF) or First Time Transfer Students (UDT). In Fall 2020, 67.1% of FTF and 67.2% of UDT had advising sessions. This was increased to 69.1% of FTF and 73.4% of UDT in the Fall of 2021.
- Due to continuing student registration, October and April present the largest influx of student traffic in Academic Advising Programs, which historically has resulted in longer wait times for students to receive advising. Concerted efforts have always been made to bring students in earlier by putting up posters, calling, and emailing, but these efforts have never produced optimal results. In March 2022, AAP launched a new strategy, including purchasing and implementing **advertising campaigns** through YouTube, Google, Instagram, and Facebook. This advertising campaign increased traffic in the four weeks prior to registration compared to the previous year, even more, notable given that undergraduate enrollment is down by more than 2000 students.
- The centrally coordinated recruitment and training for the Academic Advising Intern Program expanded its partnership by increasing the number of new hires from 10 in 20/21 to 27 in 21/22. This also involved including additional colleges and student services departments in the **Academic & College Advising Intern Program**, from 4 departments 20/21 to 9 departments in 21/22. Additionally, this cohort (along with continuing AAP interns) participated in a semester-long UNIV 389 Internship course as a continuation of their initial training. Learning from previous iterations, interns were placed in their departments prior to the start of training, leading to more connection with their home department. After interns had completed their new-intern training and been deployed to their respective departments, all intern supervisors were surveyed for satisfaction of program and areas for future improvement. Participating areas: College of Agriculture, College of Behavioral and Social Sciences, College of Communication and Education, College of Engineering, Computer Science and Construction Management, College of Humanities and Fine Arts, College of Natural Sciences, STAR Center, and Student Support Services.

Diversity Efforts

Curriculum & Instruction

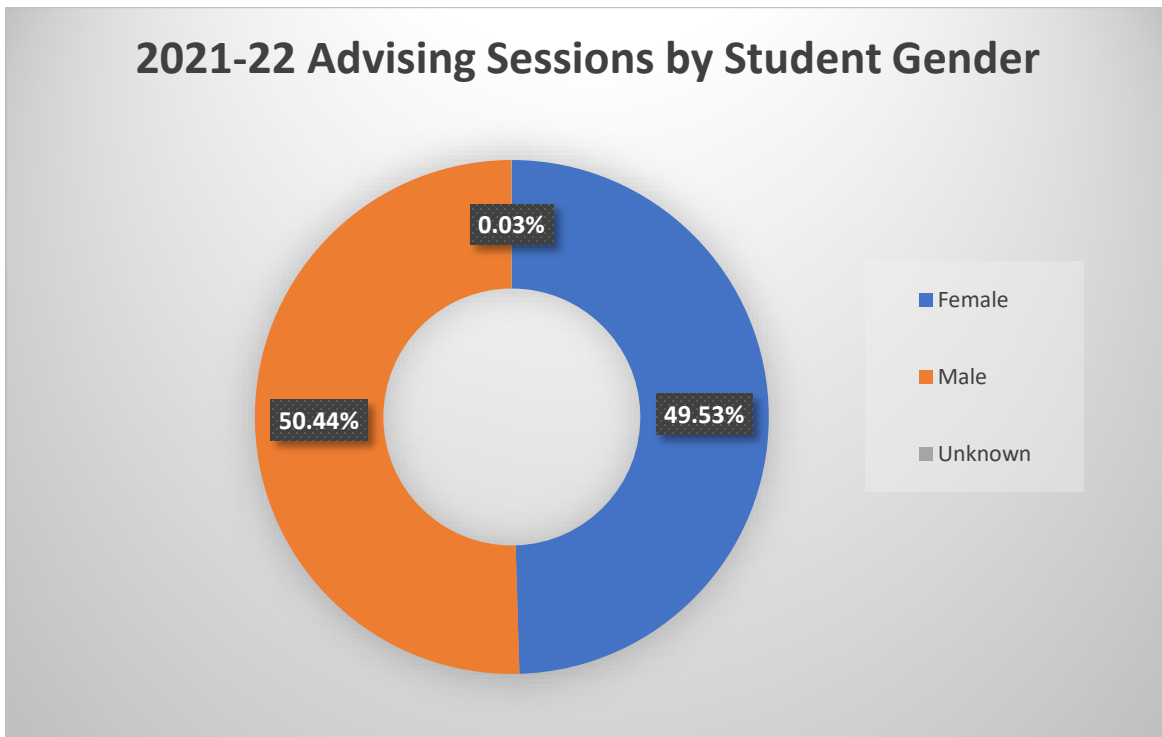
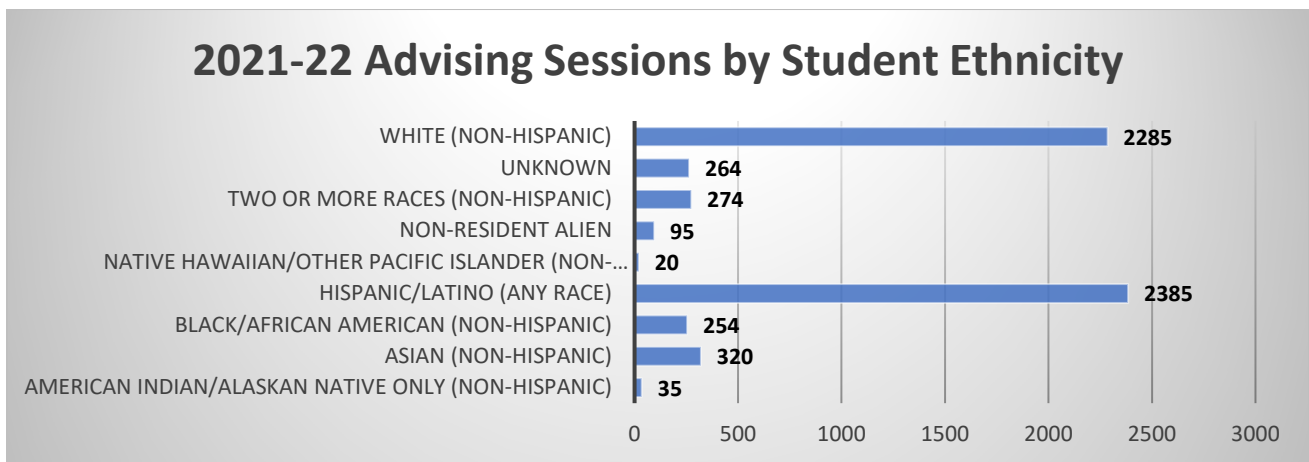
- In consultation with the Advancing Equity Project, Academic Advising Programs assisted in developing a training curriculum to inform Advisors of best practices related to advising 1st year students. Informed by a series of 10 [student learning outcomes](#), a concerted effort was made to focus the curriculum on overcoming barriers disproportionately affecting students from underrepresented backgrounds.

Equity Minded & Data Informed Student Success Analytics

- In consultation with the Advancing Equity Project, Academic Advising Programs assisted in developing a baseline definition of peer mentoring that was informed by a Higher Education Institutional Portion Funding (HEERF) analysis. This definition will be used in campus-wide efforts to assist with aligning and expanding this high impact practice.

Outreach & Engagement activities

- With the support of the Black Faculty Staff Association, Academic Advising Programs assisted with the development and implementation of a Black Peer Mentor Program.
- 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.



III. Changes in Policies and Procedures

- Adjusted intern recruitment timeline to accommodate new hires' earlier onboarding timeline.
- Adjusted outreach model to make the most of our virtual platforms by offering webinar style presentations that could accommodate 300+ students at a time.
- Assigned an advisor to undeclared students in PeopleSoft and developed procedures to keep this information up-to-date and accurate

IV. Resources Summary

Resource Allocation:

- Base Allocations (Salaries) \$ 699,902
- Work Study \$ 49,600
(includes additional allocation)

Operations:

- Operational Expenditures (OE) \$ 42,000
- Rollover Funds from CO - E-Advising Agile Grad Funds \$ 4,079
- Rollover Funds from CO - Persistence Funds \$ 26,043

Funding from Proposals:

Necessary outside funding in order to provide minimal advising services.

- Student Learning Fee – Interns \$ 31,800
- Student Learning Fee – Marketing Materials \$ 2,615
- EDI Funds – College Advising Interns \$ 60,000

Human Resources:

- Resigned: SSP II
- Resigned: SSP III
- Admin II reclassified to Admin III, title change to Assistant Vice President of Student Success Initiatives & University Advising
- 18-month Interim Associate Director – position made permanent
- Filled: two vacant SSP IBs
- Developed long-term telework schedule for one advisor, while implementing flexible telework environment other staff members

V. Program Assessment for 2021-2022

Program Objectives for Academic Year 2021-2022

Academic Advising Programs personnel are aware of current and future obstacles facing CSU, Chico, and Higher Education. To meet anticipated enrollment cliffs and support institutional viability, the following program objectives were established:

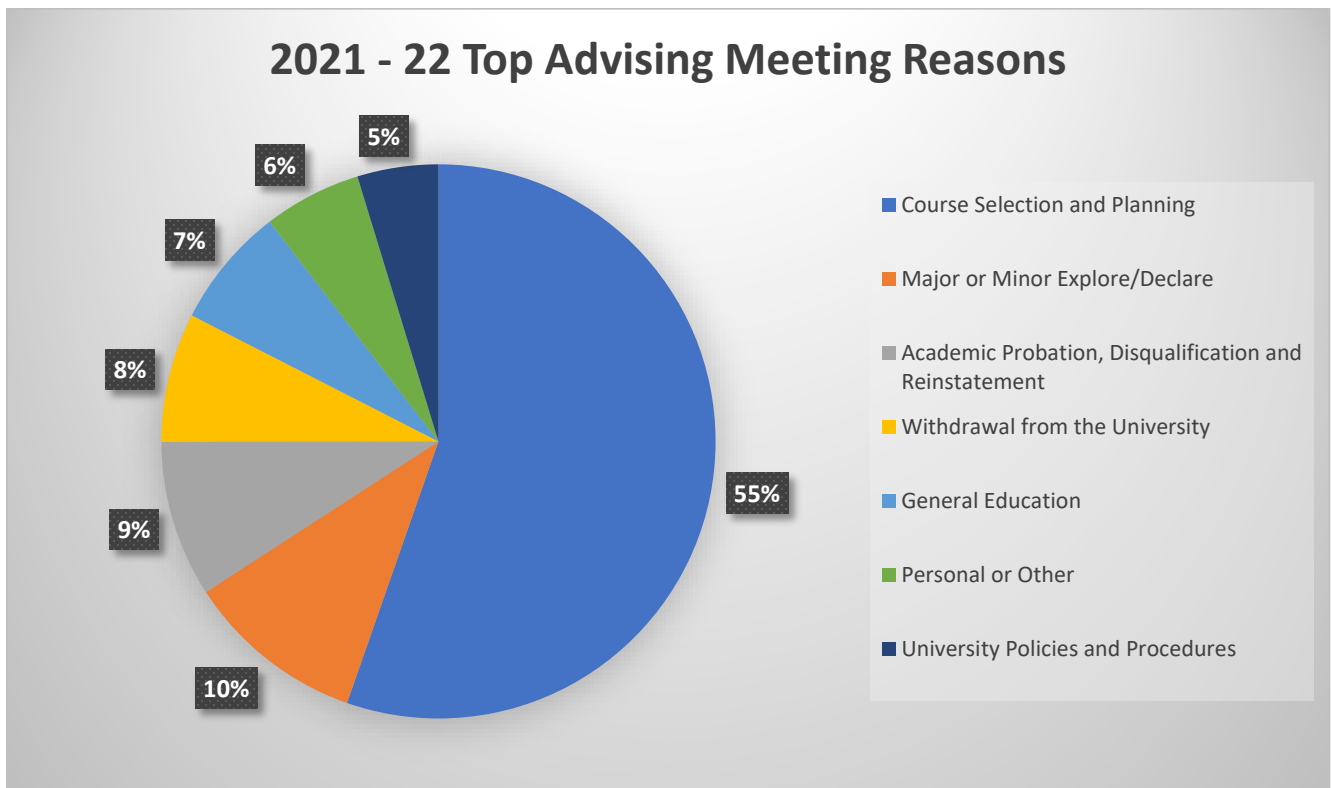
- Build and implement a hybrid virtual and in-person advising model using what we learned through COVID-19 to support students both returning to campus and those choosing to remain virtual.
Met: Academic Advising Programs created a hybrid model in the Fall 21 semester that allowed students to choose to come to the office for advising or remain virtual physically. There was no difference in services offered virtually versus those provided in person. In the Spring 22 semester, more in-person opportunities were presented to students as the ratio of in-person classes continued to trend towards majority in-person instruction.
- Develop a formalized training program to support new staff and faculty advisors on the campus' advising structure and e-advising tools
Met, In Progress: Training was offered in fall 2021 and broadcast to all members of the campus advising community (faculty and staff). The training was a two-part series focusing on the Chico State advising model, graduation requirements, e-advising tools, and academic policies and procedures. A more in-depth and expansive seven-week training covering the same content was developed and deployed in spring 2022 with a target audience of new SSP IB college/academic advisors and the CSC² Professional Development and Transfer Coordinators.
- Create a standardized assessment of advising outreach and student contact and develop an outreach life cycle application.
In Progress: The needs of AAP's outreach continuously shifted due to institutional changes in policy (i.e., grade changes and discontinuation of disqualification) before and during the 2021/2022 AY. GI 2025 allocated funding to engage in outreach projects that are not usually part of the department's repertoire. Due to these changes and additional charges, the department focused time and attention on meeting those needs instead of developing an assessment for outreach projects that would soon change or be discontinued altogether.
- Leverage the CSU Student Success Analytics project to remove administrative barriers by institutionalizing standard service indicator language and continue the project to convert forms and processes requiring wet signatures to Adobe Sign, including but not limited to Administrative Withdrawals and Academic Renewals.
Met, In Progress: The charge of institutionalizing standard service indicator language was elevated to appropriate administrators. This was, in turn, submitted to Academic Senate, where a resolution was proposed and passed. Moving into AY 2022/2023, problematic language will no longer be used in our services indicator language. Additionally, all forms that have historically received a wet signature from AAP have been transitioned to Adobe Sign.

Ongoing Assessment Efforts

Demographic Reporting & Service Usage Summary:

Data before Academic Year 2018/19 is 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	Academic Year 21/22
Total Appointments	8,918	7,253	5,855	6,059



Workshop Participants				
	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21	Academic Year 21/22
Probationary, Disqualification & Reinstatement Workshops	724	625*	287*	1210
Undeclared Major Exploration Workshops	32	N/A*	N/A*	4
Advising & Registration Workshops <i>Athletes & Continuing First-Year Students</i>	428	491	326*	620

*Academic Year 19/20 and 20/21 workshop details available in [2020-2021 Annual Report \(PDF\)](#)

E-Advising Correspondence				
	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21	Academic Year 21/22
Individual Emails via Chico Advisor	2,270	3,015	3,136	1,577
Bulk Emails via Chico State 360	14,616	41,524	54,657	64,880

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%
Spring 2022	26	6	20	76.92%
Fall 2022	18	3	15	83.33%

Campus Training Activities	
	Attendees
Chico State 360 Faculty Advisor Training	As needed
New Advisor Training (2 -part series)	October 4th & October 11th
Major Advising Best Practices for Spring Orientation	November 17 th
Academic Advising Intern and College Academic Advising Intern Training	January 5th-21 st
New Advisor Training (7 -week series)	February 21st-April 14 th
Student Learning Outcomes for First-Year Advising Experiences and Major Advising Best Practices for Summer Orientation	June 6th

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
Fall 2021	335	45
Spring 2022	241	41

Campus Assessment Response & Education (CARE) Team

	Academic Year 18/19	Academic Year 19/20	Academic Year 20/21	Academic Year 21/22
Absence Notifications	57	56	29	41
In-Class Attendance Checks	15	309	25	12

* 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 from the Individual Advising Session 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. 97% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=150
 2. “The advisor showed concern about my academic progress.”
 - a. 87% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=150
 3. “The advisor showed concern about me as a person.”
 - a. 93% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=150
 4. “The advisor listened attentively to me.”
 - a. 99% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=150
 5. “The advisor communicated effectively with me.”
 - a. 97% of survey respondents Strongly Agreed or Somewhat Agreed
 - b. N=150
- Outcomes/Analysis
 - The number of responses to the Individual Advising Session Assessment sent to all students following their advising sessions increased by roughly 37% from Academic Year 20/21 to 21/22. Student satisfaction following academic advising sessions remains high.

VI. Analysis

Academic year 2021-22 signaled increased focus on scaled strategic planning, implementation and prioritized process improvements, leveraged by emergent high-Impact Practices both internally (to the department) and externally. Professional staff took on greater campus-wide leadership roles within the student success and advising community. High student satisfaction results highlight ongoing commitment to micro practices which facilitate an equitable high-quality advising experience. Institutionalization of leadership positions in AAP afforded unit stability centered on ensuring a continued positive work environment for advisors and thus a student-centered customer service experience. Personnel capacity continues to be top of mind as Student Affairs departments/ programs (Student Affairs) and Colleges (Academic Affairs) seek greater onboarding and professional development support from Academic Advising Programs. It is also to be acknowledge expectations to coordinate and enact strategic initiatives related to Advancing Equity and enrollment continuum necessitate iterative organizational structure analysis.

- * Activities described in this annual report are representative of the unit and not intended to be comprehensive of all University Advising, Advancing Equity & associated Student Success activities across the division or institution.

VII. Program Objectives for Academic Year 2022-2023

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

- In conjunction with the anticipated Executive Memorandum regarding the discontinuation of the term “academic probation,” Academic Advising Programs plans to implement culturally sensitive verbiage throughout all department service indicators. Additionally, a new template designed as the result of the Analytics Certificate Program in Spring 2021 will be used to increase student comprehension of department messaging.
- Re envision the work started in Academic Year 2021-22 to create a standardized assessment of advising outreach and student contact and develop an outreach and assessment life cycle application.
- Building on work initiated in the Advancing Equity Project of 2021-22, Academic Advising Programs will develop a new advising model for our Undeclared student population utilizing a holistic, student-centered, Success Team model.
- Successfully recruit and hire vacant AA/S and SSP III positions while continuing the onboarding and development of two new SSP IB professionals, build team cohesiveness with new staff and within flexible work environment.