



California State University, Chico
Division of Student Affairs

2015-2016 Annual Report

I. Department Mission Statement

The mission of Academic Advising Programs (AAP) at California State University, Chico is to provide an integrated array of effective academic advising services as well as resources and planning tools for students. This integrated program will assist undergraduate and certain postgraduate students to make a successful transition to, and establish their place in, University life; to take responsibility for learning how to set academic, career, and personal goals, and the strategies for achieving them; and to graduate in a timely manner by successfully meeting all requirements. Integral to our mission is providing our staff with the training needed to adapt readily to the changing environment of our University workplace and the advising profession.

Department Goals

- Increase **department profile** to the campus community. Identify platforms to engage stakeholders to holistically consider the nature of advising in the context of being a Hispanic Serving Institution (HSI) and meeting the needs of traditionally underserved populations. *(CSU Chico Strategic Priority 1, 2, 7, & 8; Division of Student Affairs Goal 1 & 3)*
- Examine programmatic and staff responsibilities (oversight) relative to aspects of **Orientation Programs** including: Summer Orientation, Spanish Language Program, Spring Orientation and Express Orientation (on-the-road). *(CSU Chico Strategic Priority 1, 2, & 8; Division of Student Affairs Goal 1, 2, & 3)*
- Analyze department **organizational structure**, particularly academic advisor roles and classifications. *(CSU Chico Strategic Priority 2; Division of Student Affairs Goal 1, 2, & 3)*
- Support **CSU Chancellor's Office initiatives** of time to degree through continuation of e-advising tools, Associate Degree for Transfer, and Action Research retention projects. *(CSU Chico Strategic Priority 1, 2, 3, & 5; Division of Student Affairs Goal 1 & 2)*

(Last reviewed 7/1/2016)

II. Department Accomplishments

- Acquired Student Success funding from the CSU, Chancellor's Office to expand support for **faculty advising** and expand outreach to **first generation** and **underrepresented minority** students that are not in formal support programs.

(CSU Chico Strategic Priority 1, 2, 5, & 8; Division of Student Affairs Goal 1 & 3)

Our **Faculty Advising** Coordinator position is dedicated to enhancing support for and quality of faculty advising. Through consultation and collaboration, the coordinator develops resources for faculty who advise students and provides training on advising pedagogy, curriculum, and e-advising tools.

The **first generation and underrepresented minority** outreach advisor serves as the primary contact dedicated to supporting specialized advising for underrepresented populations not currently served by existing campus support programs such as Educational Opportunity Program (EOP), Student Support Services (TRIO-SSS), Chico Student Success Center (CSSC)/ Raising Educational Achievement in Collaborative Hubs (REACH), Mesa's Engineering Program (MEP) and Foster Youth (PATH Scholars). Working in conjunction with AAP staff and key campus stakeholders, the advisor uses data analytics to determine, predict, and outreach to those deemed "at-risk."

- Expanded Implementation of **e-advising software** (AgileGrad) to departments outside of Student Affairs.

(CSU Chico Strategic Priority 1, 3, & 5; Division of Student Affairs Goal 1 & 3)

Since original funding date (May 2014), the implementation of AgileGrad has expanded significantly. A designated staff member in the central advising office continues to market/launch/promote AgileGrad campus wide through consultation, training, and ongoing assistance for departments within Academic Affairs and Student Affairs.

Full implementation of the tool has been reached in the following departments:

- AAP (central advising office)
 - Office of Admissions
 - Office of the Registrar
 - College of Business Advising
 - Office of International Education (International Admissions, Advising, Study Abroad)
 - Liberal Studies Advising
 - Mathematics & Statistics Department
- Secured space for the realignment of Orientation Programs (Summer Orientation) to Student Life & Leadership (SLL) in BMU 220.

(CSU Chico Strategic Priority 1, 2, & 8; Division of Student Affairs Goal 1, 2, & 3)

Following careful consideration, Orientation Programs was structurally and physically moved under Student Life and Leadership. AAP has continued to provide substantial support to all advising related orientation activities, including co-teaching the spring semester training course and providing a heavy staff presence during daily summer orientation sessions. Additionally,

while still in AAP, Orientation submitted and was awarded a \$20,000 Student Learning Fee proposal to assist in purchasing a robust online orientation system.

- Maintain a robust internship program employing 10-20 undergraduate and graduate paraprofessional advisors who provide one-on-one advising and outreach on behalf of the department.
(CSU Chico Strategic Priority 1, 2, & 8; Division of Student Affairs Goal 1, 2, & 3)
- Instituted an individual advising assessment to all students who met one-on-one with an advisor during the 2015-16 academic year.
(CSU Chico Strategic Priority 1, 3, & 5; Division of Student Affairs Goal 1, 2, & 3)
- Hired a diverse array of professional advisors, filling all vacant recruitments within the department.
(CSU Chico Strategic Priority 1, 2, & 8; Division of Student Affairs Goal 1, 2, & 3)

Diversity Efforts

AAP is committed to ensuring all undergraduate students are aware of how advising can support their education at CSU, Chico. Valuing the diverse needs of our students, AAP continues to reach beyond the department in an effort to increase student knowledge of AAP services. Increasing support to traditionally underserved populations is a priority for AAP as evidenced through targeted advising interventions, outreach in the residence halls, classroom presentations, and a multitude of workshop offerings.

AAP's ongoing diversity goals include:

Staffing

- Hire a diverse array of paraprofessional and professional staff
 - Three of the four new professional advisors are bilingual.
- Ensure staff on hiring committees participate in unconscious bias training.
- Provide opportunity for all professional staff members to participate in either the diversity certificate program or the diversity academy.
- All paraprofessionals participate in an 80-hour comprehensive training with an emphasis on diversity and social justice. Additionally, all student staff participate in the annual Diversity training offered through Student Employment.

Space

- Continue to assess and make necessary accommodations to ensure physical space within the department provides an equitable experience for students, faculty, and staff.

Partnerships

- Examine how HSI enrollment status informs the work in advising and expand support for traditionally underserved populations
- Create opportunities for advising staff to participate campus wide in activities and events which support the diverse needs of students, faculty and staff.
- Continue to support and assist campus partners through liaison relationships: All Academic Colleges, CSSC, REACH, PATH Scholars, University Housing & Food Service, TRIO-SSS, Career Center, EOP, Accessibility Resource Center (ARC), National Collegiate Athletic

Association (NCAA) athletes, Upward Bound, Education Talent Search (ETS), and First Year Experience (FYE).

Orientation

- Continue to expand Spanish Language offerings in all avenues of advising related orientation activities.
 - Provide personnel and relative curriculum (Spanish translation) for the Spanish Language Parent Program offered through Summer Orientation
 - Explore enhancing “on-the road” express orientations to include a parent component in Spanish.

III. Changes in Policies and Procedures

- Participated in the revision of Executive Memorandum (EM) 10-018: General Repeat and Repeat with Forgiveness campus wide policy.
- Created new procedure for students to seek approval for exceeding the maximum repeat limit, in coordination with the Office of the Registrar.
- Complete structural redesign of AAP common Bay drive files and document storage system.
- Developed procedure to communicate with students via AgileGrad to allow advising partners across campus to view the communications.

IV. Resources Summary:

Resource Allocations 2015-2016

Base Allocation	\$406,164
Work Study	\$28,780
Student Learning Fee (student assistant salaries)	\$17,000*
CSU SII Initiative Allocation (E-Advising funds)	\$35,000*
CSU Research Funding (18 month temp position)	\$76,500*
One-time Allocation	\$2,800*
High Impact Practice Project	\$2,500*

Total Allocations \$568,744

Professional Staff Salaries	\$404,678
Student Assistant/Interns Salaries	
Work Study	\$28,780
Student Learning Fee	\$17,000
Operating Expenses	\$30,737
Operating Expenses	\$33,159

Total Operating Expenses \$514,354

**One-time allocation funding*

Human Resources

There were significant staffing changes during the 2015-16 academic year, which is uncharacteristic for the AAP office.

- August 2015
 - Two SSP II's hired to backfill vacant positions
- November 2015
 - Office coordinator accepted promotional opportunity in another division
- December 2015
 - Director retired
 - Interim director hired
 - A new SSP III faculty advising coordinator hired
- January 2016
 - A new SSP II academic advisor focused on first generation and underrepresented minority students hired
 - Current SSP II academic advisor temporarily promoted into SSP III role to back-fill position vacated by staff hired as interim director
 - Office coordinator hired
 - Ten new paraprofessional interns hired
- March 2016
 - Orientation Programs transitioned from AAP to Student Life and Leadership (SLL), resulting in the loss of a SSP III academic advisor
- June 2016
 - SSP II advisor hired

Facilities/Equipment

Space Issues:

- In 2012, AAP switched office space with the Office of the Registrar. While the academic evaluators remained with the Office of the Registrar, the net loss in actual office space was over 50%.
- Highly sensitive and confidential advising sessions are currently being held in cubicles. Two professional staff are housed in cubicles. For a second year, AAP has requested funding to create appropriate private office space to accommodate needs.

V. Program Assessment of Past Year:

Program Objectives

The following addresses the progress on program objectives established in the 2014-2015 Annual Report. As always, the ability to meet or make progress toward our 2014-2015 goals has been largely dependent upon staff resources, financial support, and the University's changing priorities.

- Orientation Programs:
(*CSU Chico Strategic Priority 1, 2, & 8; Division of Student Affairs Goal 1, 2, & 3*)
 - Awarded a Student Learning Fee to assist in purchasing a robust online orientation system.
 - Supported transition of Orientation Programs to SLL.

- Explored opportunity for program fee increase for 2016 summer orientation.

Status: Met, will be discontinued (collaboration to continue)

- AgileGrad and Smart Planner expanded implementation across campus:
(*CSU Chico Strategic Priority 1 & 5; Division of Student Affairs Goal 2*)
 - Expanded AgileGrad implementation to Liberal Studies advising and Math advising.
 - Currently working on implementing in Social Science, Psychology, Nutrition, and Agriculture.
 - In conjunction with the Degree Audit Programming Office, tested newly programmed majors.

Status: Met, Ongoing

- Continue to expand support services for faculty advising:
(*CSU Chico Strategic Priority 1, 2, & 5; Division of Student Affairs Goal 1 & 3*)
 - Secured funding and hired new SSP III faculty advising coordinator to identify best practices and facilitate trainings for faculty advisors.

Status: Met, Ongoing

- Expand services to underrepresented minorities and international students:
(*CSU Chico Strategic Priority 1; Division of Student Affairs Goal 1, 2, & 3*)
 - Established and hired new SSP II first generation academic advisor to collaborate with campus diversity partners. Position will support underrepresented minorities through strategic programming and outreach.

Status: Met, Ongoing

- Continue to support Chancellor’s Office initiatives regarding time to degree:
(*CSU Chico Strategic Priority 1 & 5; Division of Student Affairs Goal 3*)
 - Increased outreach efforts to undeclared, probationary, and super senior student populations via mandatory workshops and advising. Additional support provided through advising email campaigns and classroom visits.

Status: Met, Ongoing

- Analysis of academic advisor job classifications:
(*CSU Chico Strategic Priority 2; Division of Student Affairs Goal 1*)
 - With the creation of new population focused advising positions, some advancement opportunities have been created. Ongoing efforts are desperately needed to reclassify existing positions, provide in class pay increases, and expand professional development opportunities.

Status: Ongoing

Demographic Reporting

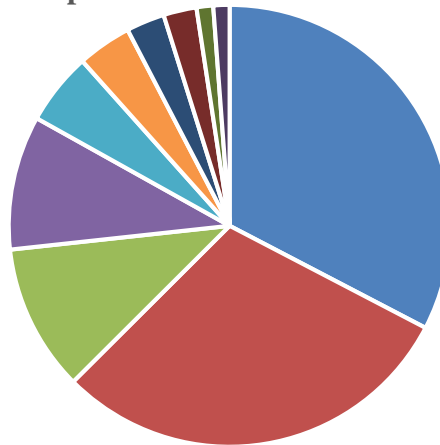
- AAP student contacts
 - Total advising appointments 8,262
- Outreach
 - Workshop/presentations participants 3,294

- e-Advising Correspondence
 - Individual email responses (Chico Advisor) 1,551
 - Bulk emails 13,129

- New Student Orientations
 - Summer Orientation
 - Students 3,750
 - Parents/Guests 2,451
 - Spring Orientation 222
 - Express Orientation 37
 - Wildcat Welcome department meetings 1,850 **estimate*

Service Usage Summary

Top Ten Visit Reasons



- Course Selection and Planning (3163)
- General Education (2895)
- Explore and Declare Major/Minor (1042)
- Academic Probation (951)
- Graduation (513)
- Withdrawal from the University (385)
- Course Transfer Credit (272)
- Personal (235)
- Class Overrides (118)
- Reinstatement to the University (115)

• **Appointment Types** (note: students able to choose multiple selections)

- Individual students advised 5,520
- Average appointment duration 24 minutes
- Total appointment duration 3,431 hours

• **Reinstatement Appeals**

Over the past four years, the percentage of students reinstated has averaged over 82%. We believe this is partly due to our disqualification workshop-DQ: What's Next.

Appeal Term	Total # Appeals	# Denied	# Reinstated	% Reinstated
Fall 2015	52	7	45	86.5%
Spring 2016	47	5	42	89.4%
Total 2016	99	12	87	87.9 %

- **Academic Disqualification**

Students eligible for academic disqualification are reviewed by professional advising staff. Students whose performance has improved are placed on various contracts for continued support and monitoring. The remaining total illustrates the total number of undergraduate students dismissed by year.

Academic Disqualifications Processed	
Year	Disqualifications
2013	278
2014	287
2015	397

- **Semester Withdrawals**

Undergraduate students requesting to withdraw from all courses in a given semester are required to meet with an advisor in-person or via telephone. These students are provided extensive advice regarding applicable policies and procedures. **During the last three weeks of the regular semester,** students requesting full semester withdrawals must have documented serious and compelling circumstances. These students are evaluated on a case-by-case basis by professional staff only.

Term	Withdrawals during the last three weeks of the term	Total Semester Withdrawals
Fall 2015	36	246
Spring 2016	35	245

- **National Student Exchange Participation**

National Student Exchange (NSE) Participation						
	Students			Institutions Represented		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total
2013-2014	19	36	55	13	27	40
2014-2015	23	21	44	14	17	31
2015-2016	11	26	37	9	18	27

Student Assessment of Satisfaction, Quality and Student Learning Outcomes

- **Individual Advising Session Satisfaction Survey Results**

In fall 2015, AAP began assessing individual advising sessions. Students were sent email messages within a week of visiting the office and invited to complete a satisfaction survey.

- 95.9% of respondents felt optimistic, somewhat optimistic or neutral about meeting with an advisor.
- 91.8% of respondents strongly agreed, somewhat agreed, or were neutral about their overall satisfaction with a recent experience in the advising office.
- Comments from respondents included:

- *“Great experience! I was welcomed and helped right away. Thank you for the excellent customer service”*
- *“My advising experience was very positive, all my questions were answered with clarity!”*
- *“The advisor was very friendly and clear. He even walked me to the next office I needed to visit.”*

- **Undeclared Outreach**

- AAP continues to outreach to undeclared students with the intent to encourage timely degree completion. Specific interventions are targeted to each class level:
 - Freshmen required to attend a mandatory workshop.
 - Sophomores and juniors emailed and telephoned to meet individually with an advisor.
 - Seniors contacted individually by professional staff.

Outreach efforts made a significant impact on the reduction of undeclared students per class level.

Undeclared Intervention Results			
	Fall 15 - Pre-Intervention UNDC Students	Spring 16- Post-Intervention UNDC Students	% of students who declared as a result of intervention
FR	378	181	52.1%
SO	118	73	38.1%
JR	27	14	37.0%
SR	2	0	100%
Total	525	268	49.0%

- **Probationary Population**

Since 2005, AAP has reviewed academic standing of all first-year students identified as “at-risk” based on fall semester grades. In previous years, students within the disqualification range were required to attend a Back-on-Track (BOT) workshop. However, in fall 2015 the procedure changed slightly to require all first-time students (freshmen and transfers) on academic probation at the end of the fall term (regardless of disqualification range) to attend a workshop. Academic standing at the end of the spring 2016 term differed slightly between freshmen and transfers.

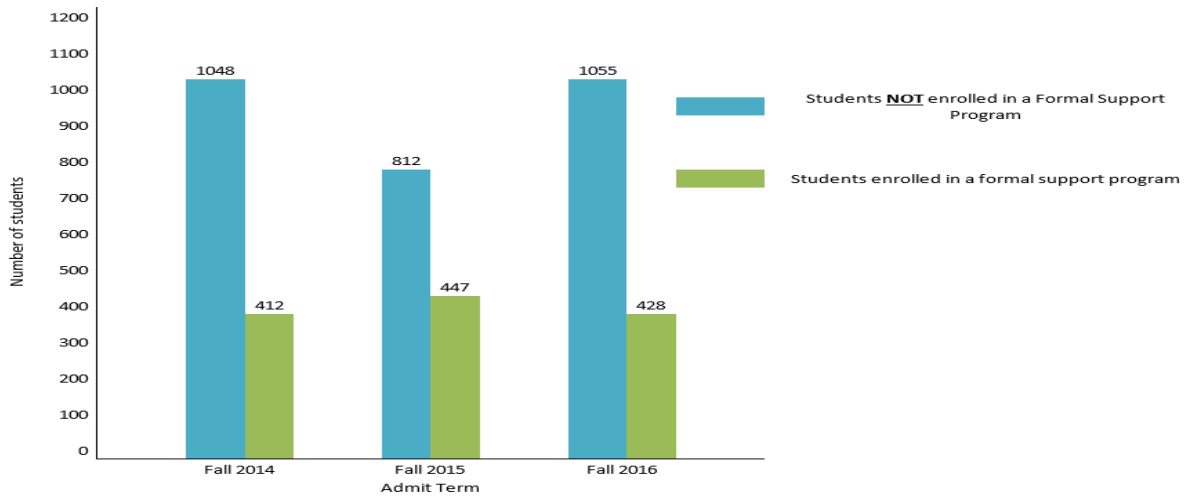
- **First-Time Freshmen**
 - 17.7% were placed on academic probation at the end of the fall 2015 term and were required to attend a 60-minute BOT workshop that included information on academic planning, time management and student success services.
 - 30% of workshop attendees reached clear standing at the end of the spring 2016 term.
 - 32% of workshop attendees remained on academic probation.
 - 13% of workshop attendees were not enrolled or withdrew in spring 2016.
 - 24.3% of workshop attendees were disqualified at the end of spring 2016.
- **First-Time Transfers**
 - 12.2% were placed on academic probation at the end of the fall 2015 term and were required to attend a 60-minute BOT workshop that included information on academic planning, time management and student success services.

- 34.8% of workshop attendees reached clear standing at the end of the spring 2016 term.
- 28.8% of workshop attendees remained on academic probation.
- 10.6% of workshop attendees were not enrolled or withdrew in spring 2016.
- 25.8% of workshop attendees were disqualified at the end of spring 2016.

- **Traditionally Underserved Students --ACE (Achieving Academic Connectedness through Education)**

By acquiring the student learning fee award, the ACE initiative impacted student learning in four different ways.

1. Successfully acquired two CRA jobs that identify students who are deemed low income, first generation, and/or underrepresented minority students. The reports indicate students within support programs as well as those not in support programs.



2. Provided this population with crucial information for student success in the form of email blasts and workshops.
3. Organized team building activities to promote building a sense of community.
4. Initiative demonstrated the need for further outreach and support necessary for this population. A fulltime professional Academic Advisor was hired to continue outreach on a larger and more consistent scale for Low Income, First Generation, and/or Underrepresented Minorities not in a formal support program.

Future plans include concentrated outreach. With strategic touch points throughout the year, students will be able to not only have support but also be knowledgeable about institutional policies, procedures, and deadlines.

- Welcome students at Summer Orientation.
- Offer a 6-week First-Year Experience course.
- Provide registration workshops.
- Conduct mandatory advising in the fall and spring semester.

- **Super Senior Outreach**

AAP continues to work with the Super Seniors (students who have completed 140+ units college credit) population. Specific interventions are targeted by unit completion:

- 75-89 units complete – email notification encouraging students to apply to graduate one year in advance of anticipated graduation date.
- 90-109 units complete – follow-up email notification to file for graduation one year in advance of their anticipated graduation date.
- 110+ units complete – instruct students that they must plan the remainder of their academic program, and apply to graduate a year from now or before; or, if it is not possible to complete their academic program within that timeframe, they must consult with their advisor(s) to create a semester-by-semester plan (“Graduation Contract”) to complete their degree.
- 140+ units complete - monitor progress toward degree completion of each semester.

Highlighted accomplishments of the Super Senior Outreach include:

- Administering the process by which students can appeal degree conferral and/or request permission to pursue additional academic programs, e.g., second major. This process involves the dean of Undergraduate Education and the dean of the college the student’s appeal has been directed.
- Work closely with the Financial Aid & Scholarship Office to align Super Senior process and FA Max Unit Appeal review and process.

Current Super Senior Statistics as of June 2016	
Super Senior Cohort Total Since Spring 2011	3930
Super Seniors Graduated Since Spring 2009	3419
Super Seniors Who Have Not Graduated and are Not Enrolled	253
Super Seniors Still Enrolled and Persisting	260

VI. Analysis

Human Resources

AAP has not been funded at a level sufficient to fill a full-time staff position which became vacant in the summer of 2008 when the then associate director assumed duties as interim director upon the retirement of the director at the time. Additionally, with the recent realignment of Orientation Programs to SLL, AAP lost a percentage of an SSP III academic advisor position. The department continues to feel the effects of these staffing reductions.

With the increasingly complex nature of academic advising, classifications of advisors must continue to be re-analyzed. In-range progressions must be explored as new advisors and veterans with over 10 years of experience receive the same salary, yet veterans have significantly higher level responsibilities as compared to their new counterparts.

Ongoing professional development opportunities must be restored in order for AAP staff to continue providing an exemplary level of service while remaining up-to-date on cutting edge trends in the advising field. Lack of funding has led to the non-renewal of professional association memberships.

Additionally, limited resources have created an inability to provide professional development in the form of regional and national conferences to staff beyond their initial year of hire.

Service Usage

AAP is committed to the ongoing assessment of all advising (one-on-one and group workshop) activities. Client (student) feedback is essential for enhancing campus wide advising and retention efforts with the ultimate goal of increasing progress toward degree and timely graduation. Future directions of data analysis and data driven decision making will inform resource allocation decisions relative to how we continue to support our constituents.

Proven effective measures for improving student success such as workshop delivery for probationary and undeclared populations will continue, with the hope of enhancing future offerings based on resources. The hope is to strategically maintain and enhance our various advising workshops while increasing the availability of drop-in and appointment hours to adequately serve our increasingly diverse student population.

Over the past five years the department has seen a surge in requests for tailored programming and support from academic and student services departments. Although the liaison relationships have been very beneficial for the departments served, a more sustainable long term plan must be developed. In an effort to be more proactive, AAP plans to further engage the campus community through developing quarterly advising meetings for advisors as well as explore the creation of a university wide advising council (workgroup).

E-Advising

While great strides have been made with the implementation of AgileGrad, AAP sees the need for increased technological resources. Although one-time funds from the Chancellor's Office have provided a launching point, the funds do not account for the significant amount of functional and technical staff resources necessary to maintain these tools. E-Advising needs to be expanded to appropriately document phone, email advising interactions and better serve distance students. While AgileGrad has been fully adopted as a tracking mechanism for in person appointments, its expanded use through other forms of advising is necessary to provide background information and follow up advising opportunities. This involves implementing an Early Alert System as well as a CRM with a student life cycle component.

VII. Program Objectives for Next Academic Year

- Increase department profile to the campus community.
 - Identify platforms to engage stakeholders to holistically consider the nature of advising in the context of being a Hispanic Serving Institution (meeting the needs of traditionally underserved populations).
- Examine programmatic and staff responsibilities relative to aspects of Orientation Programs including:
 - Summer Orientation
 - Spanish Language Program
 - Express Orientations (on-the-road)

- Analyze department organizational structure
 - Reclassification of advisors working on advanced projects and with highly sensitive and campus wide initiatives
 - Examine all academic advisor roles
- Support CSU Chancellor's Office initiatives of time to degree through:
 - Continued implementation of e-advising tools such as AgileGrad and Smart Planner
 - Expansion of Associate Degree for Transfer mandatory advising and tracking
 - Action Research retention projects
- Interdepartmental processes coordination including analyzing, creating business process guides, and streamlining student communications for the following processes:
 - Early Start
 - Super Seniors
 - Associate Degree for Transfer
 - Reinstatement procedures
 - Academic disqualification
 - Probationary notification