



ACADEMIC ADVISING

California State University, Chico
Division of Student Affairs

2016-2017 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

- Continue aligning **departmental operations and partnerships** to support student success. Identify departmental successes and shortcomings through participation in WASC Essay committees and CAS Assessment.
(*CSU Chico Strategic Priority 1, 3, 5; Division of Student Affairs Goals 1 & 2*)
- Enhance **accessibility and informational outreach** by translating department website and supplemental resource based materials into multiple languages.
(*CSU Chico Strategic Priority 1, 3, 4, 5, & 8; Division of Student Affairs Goals 2 & 3*)
- Continue to define **roles** within the advising community and facilitate a culture of cross-departmental coordination and quality advising pedagogy.
(*CSU Chico Strategic Priority 2, 3, 4, 6 & 8; Division of Student Affairs Goals 2 & 3*)

(Last reviewed 7/1/2017)

II. Department Accomplishments

Accomplishment Overview

Notable accomplishments achieved by Academic Advising Programs in 2016-17 include (but are not limited to):

- Increased targeted outreach and retention efforts to First Generation students not in a formal student support program;

- Expanded outreach and support to faculty advisors through providing developmental training on e-advising tools, Orientation, and effective advising practices;
- Continued CSU Chancellor's Office funded 2nd-3rd Year Persistence Project (Action Research Project);
- Developed, partnered, and piloted multiple activities in alignment with Graduation Initiative 2025, including: Graduate Now: Go Anywhere campaign, intrusive mandatory advising (GOALS initiative, seniors approaching graduation, interdepartmental policy implementation).

Targeted Outreach and Retention

In spring 2016, AAP secured funding to hire an Academic Advisor (SSP II) whose primary role is focused on expanding departmental outreach to First Generation (and underrepresented minority) students not currently served by an existing campus support program (EOP, TRIO-SSS, CSSC, MEP). Through on-going collaboration and guidance from existing targeted support programs over the past year AAP expanded outreach and support services.:

- Implemented the Summer Orientation Meet and Greet
- Offered a 1 unit UNIV 389 course with intentional learning outcomes that included providing resources for self-identified First Generation students transitioning to college life;
- Enhanced collaborative advising in the Cross-Cultural Leadership Center, University Housing, and targeted advising and registration workshops;
- Participated in the GOALS (Graduating of Achieving Leaders) Initiative (underrepresented minority male outreach program) as a means of mentorship and community development.

Faculty Advising

Through AAP's Faculty Coordinator (SSP III) we piloted the following programs with the intent to create cross-departmental collaborations and instill common advising practices amongst the CSU, Chico advising community:

- Major Showcase
- New Faculty Welcome
- Friday Forum for 1st Year Faculty Members
- Advising Boot Camp (group and individual)
- Faculty Advisor Collaboration and Training (FACT)
- Quarterly Faculty Advising Meetings
- Major Faculty Advisor Directory

Second-Year Persistence (Action Research Project)

To address a program objective as outlined in the 2015-16 Annual Report to support CSU Chancellor's Office initiative of time to degree completion, AAP continued facilitation of the second year persistence project. The purpose of this program was to a) create a predictive model to better target students "at risk" of not persisting and b) to design intervention strategies for deployment.

- Fall 2014 - Academic Advising Programs received \$76,500 from the Chancellor's Office for an Action Research Project regarding second to third year retention.
- August 2015 - A temporary academic advisor (SSP II) position was created to facilitate and implement intervention. Model creation of the program was lead under the direction of statistics faculty member Robin Donatello.
- Spring 2017 – Full model implementation. Initial model projection and revisions are currently in progress.

Diversity Efforts

AAP is committed to ensuring all undergraduate students are cognizant of how advising can support their education at CSU, Chico. Embedded advisors in key locations across campus continue to further support traditionally underserved populations as evidenced through targeted advising interventions, outreach in the residence halls, classroom presentations, and a multitude of workshop offerings. Valuing the diverse needs of our students, the unit continues to explore avenues for increasing student awareness of departmental services. Additionally efforts continue to be made to ensure student success remains at the core.

AAP's 2016-17 Diversity Goals Met:

Staffing

- Continue to advocate for permanent base funding to support existing initiatives (including G.I. 2025 and second year persistence project);
- Expanded cross-departmental training for new student interns with the College of Agriculture;
 - This includes diversity training through the Office of Diversity and Inclusion.
- Provided opportunities for professional staff to participate in the Diversity Academy and Diversity Certificate Programs;
- Encouraged professional development through staff attendance at the National Academic Advising Association (NACADA) regional conference;
- Embedded best practices for inclusive language and accessible working space into intern and professional training.

Partnerships

- Enhanced First Generation on campus collaborative partnerships to Student Life and Leadership, Fraternity and Sorority Affairs, University Housing, La Raza Student Union, Chico State Faculty and Staff First Generation Association, First Generation Student Organization, First Year Experience, among others;
- Collaborated with Chico Student Success Center (CSSC) in providing registration guidance to students in the Coachella Valley who would otherwise not be able to attend Summer Orientation due to financial restrictions.

Orientation

- Facilitated the reserved seats process in coordination with all academic departments and Academic Publications and Scheduling Services (APSS) within the Office of the Registrar;
- Co-instructed the spring semester peer advisor HCSV 389 training course;
- Participated on the Orientation Advisory Council;
- Organized and facilitated Express Orientation sessions in both the fall and spring;
- Dedicated a heavy staff presence during daily summer orientation sessions, including bilingual advisors during Spanish Orientation sessions.

In spring 2017, AAP engaged in an extensive overhaul of orientation marketing materials. In collaboration with CMT, AAP created a four-page leaflet showcasing services and clarifying the dual advising system. With the expansion of Spanish Language offerings in all avenues of advising, AAP provides personnel and relative curriculum (Spanish translation) for the Spanish Language Parent Program offered through Summer Orientation.



III. Changes in Policies and Procedures

CSU Graduation Initiative (G.I.) 2025

In response to the system wide call for action to impact graduation rates, CSU, Chico has implemented several advising specific practices. Policy and procedural changes established as a result of the initiative included:

- Identified students nearing degree completion that had yet to apply for graduation;
- Placed a negative service indicator on the student record requiring mandatory advising;
- Collaborated with the Office of the Registrar to identify possible substitutions and waivers to expedite requirement completion;
- Waived graduation application fee for students eligible to apply.

IV. Resources Summary

Resource Allocation

Personnel

• Base Allocation (Salaries)	\$426,194
• Work Study	\$27,000
• G.I. 2025 Funds (12-month temp position)	\$46,296*
• Rollover from Chancellor's Office Funding	\$32,895.91

Operations

• OE	\$42,000
• G.I. 2025 Funds (Extend Hours)	\$15,000*
• G.I. 2025 Funds (Technology)	\$5,000*
• G.I. 2025 Funds (Grad N' Go)	\$10,000*
• Rollover from E-Advising Funds	\$20,840.02
• Allocation from Enrollment Management	\$10,642.00*
• Management Salary Savings Rollover	\$8,880.00*
• Funds from VPSA for Updated Technology	\$6,816.00*
• Funds from VPSA to build office walls (G.I. 2025 Funds)	\$99,554.00*

**One-time allocation funding*

Human Resources

September 2016: 12-month temporary reclassification of an SSP II to an SSP III funded through GI 2025.

November 2016: Permanent reclassification of an SSP II to an SSP III funded through E-Advising Funds.

January 2017: Hired 7 new interns to complement our 8 continuing paraprofessional Academic Advising Intern Staff. This was a significant decrease compared to the 21 student staff in January 2016. As minimum wage continues to increase and the AAP budget remains stagnant, the internship program continues to become less sustainable.

February 2017: Hired a temporary 12-month SSP II funded through GI 2025

February 2017: Hired a temporary 12-month SSP II funded through CO in 2015.

June 2017: Permanent Director of Academic Advising Programs named following National search.

Facilities/Equipment

Facilities

In order for staff to effectively manage evolving roles and responsibilities, the need for a more functional workspace is critical. Currently three professional staff members advise students in cubicles. As evident with the increased number of withdrawals in spring 2017, students often meet with advisors to discuss personal and sensitive topics that require privacy and discretion. With financial support from the Division of Student Affairs three additional offices spaces will be constructed in fall 2017.

Equipment

Using one-time G.I. 2025 Funds (Technology), AAP purchased two iPads to create an in-office Assessment Station. Institutional Research compiles assessment results, which Academic Advising uses to ensure students receive accurate, high quality, and effective advising. AAP purchased standing stations for some staff members in order to sustain a healthy work environment.

V. Program Assessment of Past Year:

2015-2016 Program Objectives

The ability to meet or make progress toward our ongoing goals and learning objectives continues to be largely dependent upon staff resources, financial support, and the University's changing priorities.

- Increased department profile to the campus community.
 - Rebranded AAP logo and physical space to ensure campus inclusivity and define department identity.
 - Assessed advising outcomes of first generation students, not within formal support programs, consistent with expectations of Hispanic Serving Institutions (HSI).

Status: Met, Ongoing

- Examined programmatic and staff responsibilities relative to AAP and Orientation & New Student Programs (ONSP).
 - Established AAP liaison to partner with ONSP to develop peer advisor curriculum and coordinate Spanish Orientation sessions.
 - Embedded AAP staff in a new Meet and Greet component of orientation.
 - Division of Express Orientation responsibilities is ongoing.

Status: Met, Ongoing

- Analyzed department organizational structure.
 - Secured reclassification of multiple staff advisors to align with responsibilities regarding advanced, highly sensitive projects and campus wide initiatives.

Status: Met

- Supported CSU Chancellor's Office time to degree initiatives.
 - Continued campus wide expansion and implementation of E-Advising products including AgileGrad and Smart Planner.
 - In response to the new California Promise initiative, Associate Degree for Transfer advising and tracking has been expanded to include time to degree.
 - The 2nd to 3rd year Action Research Project continues with data illustrating that advising intervention results in higher GPA and persistence rate.

Status: Met, Ongoing

- Coordinated interdepartmental processes.
 - Created Business Process Guides (BPG's) detailing most internal processes and associated communications.

Status: Met, Ongoing

Demographic Reporting

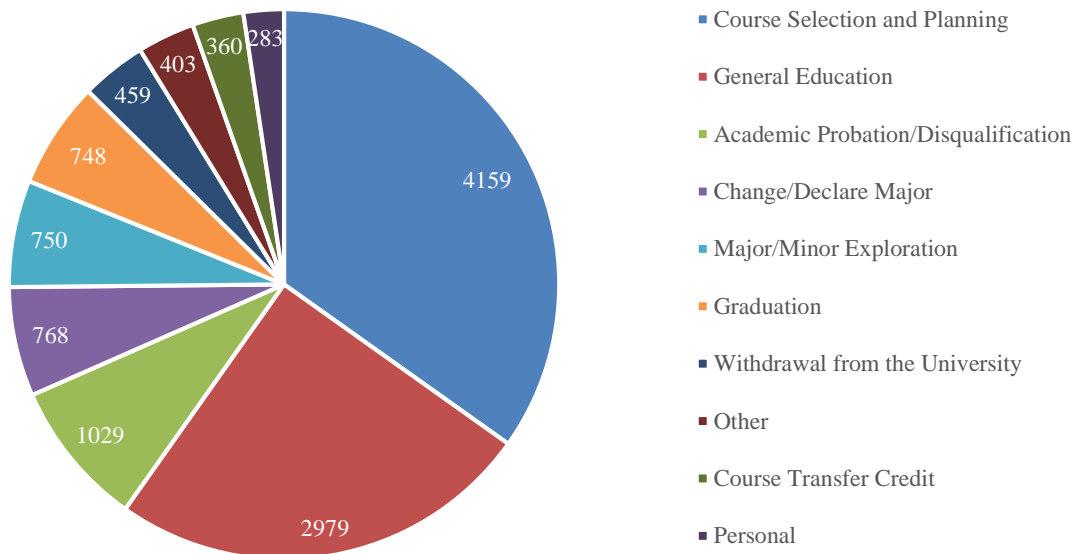
Drop-In Advising, Classroom Presentation and Advising Workshop Student Contacts

- Total advising appointments 8,552
 - Individual Students Advised 5,291
 - Average Appointment Duration 25 minutes
- Workshop/Presentations Participants 3,346

E-Advising Correspondence

- Individual Email Responses (Chico Advisor) 1,597
- Bulk Emails 16,917
- Wildcat Welcome Department Meetings 1,900 *estimate

Top Ten Appointment Reasons



Service Usage Summary

Population Specific Outreach and Intervention

- **First Generation Student Outreach**

In an effort to outreach to a wide breadth of the first generation student population, AAP created and implemented a variety of academically focused workshops including (but not limited to): First Year Transition Course (UNIV 389), Academic Success Workshops, Registration Check

Workshops, Cross-Departmental Advising, and embedded mentorship and presentations within the GOALS Initiative (targeting underrepresented minority males).

First Generation Student Outreach				
Fall 2016	Workshop	Outreach*	Attendance	Percentage
	Registration Checks (3 Sessions)	2,775	51	1.83%
	Registration Workshop (Integrated with BOT)	890	190	21.35%
Spring 2017	Workshop	Outreach*	Attendance	Percentage
	Academic Advising Workshop (11 Sessions)	404	106	26.98%
	GOALS - Academic Success Workshop (2 Sessions)	367	23	6.27%
	GOALS - Identity/Community Development (2 Sessions)	2,914	44	1.50%
	GOALS - Community Building Event (1 Session)	62	23	37.10%

*Target populations determined based on attribute criteria (i.e. first time freshmen).

• **Undeclared Outreach**

AAP continues to provide mandatory advising to undeclared students with the intent of timely major declaration and degree completion. Spring 2017 strategies for outreach included:

- Email and phone campaigns encouraging undeclared students to meet with an advisor;
- Mandatory advising holds for undeclared juniors and seniors;
- Continued collaboration with the Career Center to facilitate Major Exploration Workshops. Future plans include a campus wide Major Exploration Fair.

Undeclared Workshop Intervention Results			
	Fall 14 Pre-Intervention UNDC Students	Spring 15 Post-Intervention UNDC Students	% of students who declared as a result of intervention
FR	404	238	41.0%
SO	143	76	46.8%
JR	27	17	37.0%
SR	2	2	0%
Total	576	333	42.1%
	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	48.1%
SR	2	0	100%
Total	525	268	49.4%
	Fall 16 Pre-Intervention UNDC Students	Spring 17 Post-Intervention UNDC Students	% of students who declared as a result of intervention
FR	342	205	40.0%
SO	126	58	53.9%
JR	15	3	80.0%
SR	2	0	100%
Total	485	266	45.1%

- **2nd to 3rd Year Persistence Action Research Project**

In support of Chancellor's Office time to degree initiatives, Spring 2017 marked AAP's third cohort of interventions (spring 2016, fall 2016 and spring 2017).

	Spring 2016 Cohort N = 39	Fall 2016 Cohort N = 32	Spring 2017 N=27
Disqualified	25%	0%	35%
Academic Probation	38%	56%	42%
Clear Standing	37%	44%	21%
Withdrew	0%	0%	0%

The data illustrates that students who met with an advisor were more informed about academic probation, disqualification and university withdrawal procedures. This institutional knowledge allowed them to make informed decisions regarding their persistence. Students that met with an advisor were more likely to reach clear standing at the end of the semester of intervention.

- **Graduation Initiative 2025 (GI 2025) Outreach**

In the 2016-17 academic year, AAP was allocated approximately \$142,000 from GI 2025 funding to implement graduation specific programming. The funding was used to hire additional paraprofessional and professional staff to cover the anticipated increase in student traffic and to create and implement department specific programs. AAP successfully:

- Implemented graduation specific programming (i.e. Grad-N-Go!);
- Increased communication and incentivized prospective graduating seniors to determine their graduation term (students were identified as potentially graduating during the spring 17, summer 17 or fall 17 terms).

Graduate Now: Go Anywhere Campaign!

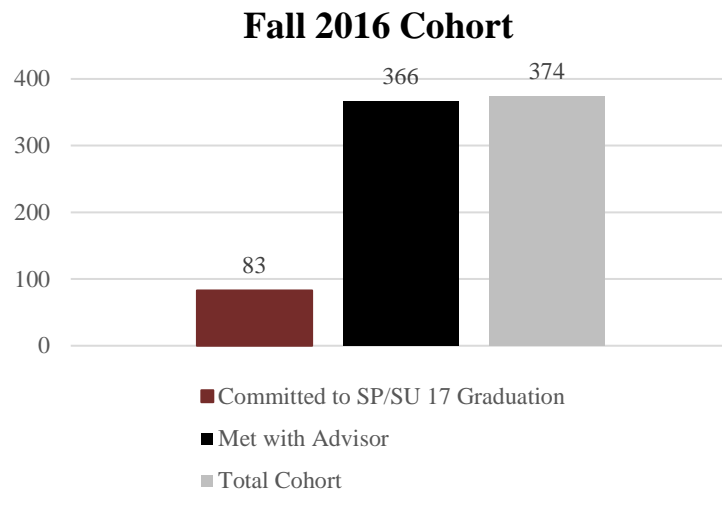
- o Grad-N-Go was created to incentivize and spread information to the general student body (specifically juniors and seniors) about how to prepare for graduation. It was a collaborative effort between the Career Center, Academic Advising Programs, Student Life and Leadership, and the Evaluations Office within the Office of the Registrar. The initial Grad-N-Go ideology consisted of having a “pop-up” tent/table that would rotate to different areas around campus in order to broaden outreach efforts.

Month	February	March	April	May	TOTAL
Student Outreach	28	131	156	50	365

While the initial assessment of the program was inconclusive, student feedback illuminated that those students who did visit the Grad-N-Go table felt more prepared to apply for graduation.

Graduation Communication Campaign

- o In October 2016, the Office of the Registrar identified the initial short-term G.I. 2025 student cohort of 374 students who could potentially apply for graduation within one or two academic semesters. AAP’s portion of the cohort consisted of 212 students with the communication campaign including:
 - o Continuous email campaigns to identified cohort;
 - o Placement of service indicators;
 - o One-on-one advising to discuss timely graduation



- o In late spring 2017, AAP received initial data for the second identified cohort of students in order to continue similar analysis and intervention efforts.
- o Success of intervention and student appreciation suggests the need for a long-term adjustment to advising/evaluation communication outreach practices. Early observations warranting further investigation include prerequisite sequence, insufficient seat/section offerings, and other non-student responsible variables.

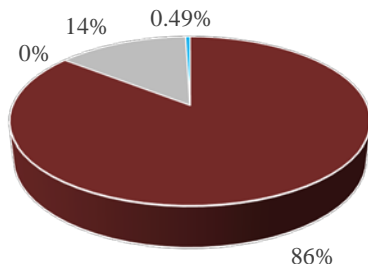
• Super Seniors

In February 2017 outreach to student populations identified as “super seniors” (students exceeding 140 units) increased over past terms outreach:

- All currently enrolled super seniors received registration holds that required one-on-one advising from an Academic Advisor to discuss their circumstances;
- Students were required to complete either a graduation application, or a graduation contract outlining their remaining coursework proposed graduation term.

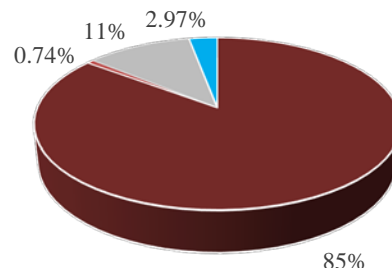
Super Senior Population	
Spring 2017 Cohort	406
Fall 2016 and Prior Cohorts	269
TOTAL	675

Spring 2017 Cohort (406)



- Complete Graduation Application on File (348)
- Incomplete Graduation Application on File (0)
- No Graduation Application on File (56)
- Graduation Contract Complete (2)

Fall 2016 and Prior Cohorts (269)



- Complete Graduation Application on File (229)
- Incomplete Graduation Application on File (2)
- No Graduation Application on File (30)
- Graduation Contract Complete (8)

• **Probationary Population**

AAP continues to provide advising to students on Academic Probation (AP) (GPA below a 2.0). All probationary students receive an email including student success tips and an invitation to drop in for academic advising.

	Total UGRD Student Population	Total UGRD Students on AP	% of UGRD Students on AP
Fall 2012	15,287	1,376	9.00%
Spring 2013	14,349	985	6.86%
Fall 2013	15,265	1,469	9.62%
Spring 2014	14,771	1,087	7.36%
Fall 2014	16,051	1,676	10.44%
Spring 2015	15,154	1,168	7.70%
Fall 2015	16,096	1,403	8.72%
Spring 2016	15,487	1,025	6.62%
Fall 2016	16,432	1,363	8.29%
Spring 2017	15,817	1,047	6.62%

In fall 2015, AAP revised the Back-on-Track intervention to include mandatory attendance for all first time freshmen (FTF) and first time transfer (FTT) students placed on Academic Probation. All first time students on Academic Probation were required to attend a 90-minute Back on Track Student Success Workshop. Based on the fall 2016 Cohort, AAP found that:

- 86% attended the required Back- on-Track Workshop and/or came to Academic Advising for one-on-one advising.
- The majority of students that attended the Back-on-Track Workshop persisted to the following semester.

First-Time Freshmen				
	Fall 2015 Cohort N = 478	PERCENTAGE	Fall 2016 Cohort N=520	PERCENTAGE
Disqualified	116	24.2%	139	26.7%
Academic Probation	157	32.8%	136	26.1%
Clear Standing	143	29.9%	166	31.9%
Not Enrolled	62	12.9%	79	15.2%

First-Time Transfer				
	Fall 2015 Cohort N = 198	PERCENTAGE	Fall 2016 Cohort N=169	PERCENTAGE
Disqualified	51	25.7%	46	27.2%
Academic Probation	57	28.7%	14	8.2%
Clear Standing	69	34.8%	69	40.8%
Not Enrolled	21	10.6%	40	23.6%

Fall 2015-2016 Cohort persistence rate: 61.0%
Fall 2016-2017 Cohort persistence rate: Still pending

- **Academic Disqualification**

Students whose GPA falls into academic disqualification range are reviewed by professional advising staff. Students whose performance has recently improved or with extenuating circumstances are placed on various contracts for continued support and monitoring. The remaining total illustrates the total number of undergraduate students disqualified following the spring term.

Academic Disqualifications Processed	
Year	Disqualifications
2012	307
2013	278
2014	287
2015	397
2016	289

- **Reinstatement Appeals**

Disqualified students are eligible to appeal for reinstatement to the University one year (two complete semesters) following their disqualification. AAP coordinates the Academic Standing Committees to decide determine student's eligibility to re-enroll.

Appeal Term	Total # Appeals	# Denied	# Reinstated	% Reinstated
Fall 2012	113	31	82	72.57%
Spring 2013	79	15	64	81.01%

Fall 2013	85	12	73	85.88%
Spring 2014	61	12	49	80.32%
Fall 2014	47	6	41	87.23%
Spring 2015	42	4	38	90.48%
Fall 2015	52	7	45	86.53%
Spring 2016	47	5	42	89.36%
Fall 2016	53	17	36	67.9 %
Spring 2017	55	13	42	76.3 %

- **Semester Withdrawals**

During the final three weeks of instruction, AAP manages the process for students requesting to withdraw from all courses. Students requesting to withdraw are required to provide documentation of serious and compelling circumstances and meet with an advisor in-person or via telephone. These students are provided extensive advice regarding applicable policies and procedures.

Term	Withdrawals Final Three Weeks of Instruction
Fall 2012	20
Spring 2013	10
Fall 2013	24
Spring 2014	17
Fall 2014	56
Spring 2015	35
Fall 2015	36
Spring 2016	35
Fall 2016	31
Spring 2017	57

- **National Student Exchange Participation**

AAP continues to coordinate the National Student Exchange Program, providing students the opportunity to participate in a domestic exchange program with more than 20 institutions represented.

National Student Exchange (NSE) Participation						
	Students			Institutions Represented		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total
2012-2013	22	26	48	17	16	30
2013-2014	20	36	56	13	25	36
2014-2015	23	21	44	14	17	31
2015-2016	11	26	37	9	18	27
2016-2017	7	25	32	5	17	22

Student Assessment of Satisfaction

Individual Advising Session Satisfaction Survey Results

This marks the second year of our individual advising assessment satisfaction survey. Students were sent email messages within a week of visiting the office and invited to complete a satisfaction survey.

- AAP response rate increased from 198 respondents in 2015-16 to 280 respondents in 2016-17, a 40% increase in participation.
- 96.1 % of respondents strongly agreed, somewhat agreed or were neutral about their overall satisfaction with a recent experience in the academic advising programs office.
- 93.4% of respondents felt optimistic, somewhat optimistic or neutral about meeting with an advisor.

Student Feedback:

“Academic Advising was a truly great experience...Thank you for their excellent work. I couldn’t have hoped for a better experience. “

“Thanks Chico State advising for the excellent service and caring attitude.”

“They were friendly, helpful and made me feel confident.”

“Great advisor. Really understood my goals as a student.”

VI. Analysis

Human Resources

As the nature of advising shifts based on the needs of the growing student population and University mandates, further investigation of effective advising practices is needed. As Academic Advising Programs moves forward with cross-departmental collaborations, interfacing with new technological platforms, and piloting programs geared toward student retention, persistence, and timely graduation, it is imperative that the department is able to secure permanent base funding to maintain professional and student staff positions in order to maintain effective, high quality advising.

Over the last three years AAP has received one time funding to expand outreach and interventions to our diverse student population via professional and paraprofessional staff. Without permanent funding to support these efforts, and the rise in minimum wage, maintenance of our paraprofessional program will not be sustainable.

Service Usage

AAP is committed to gathering comparative and detailed analytical data (both quantitatively and qualitatively via assessments) in order to improve programs and services based on the needs of the student population. Service usage data reflects current efforts made towards targeted populations (i.e. super seniors; students within academic probation/disqualification range; 2nd/3rd year student persistence). Mandatory one-on-one advising, developmental workshops, and personalized outreach have resulted in an increase in graduating super seniors, a decrease in potentially disqualified students, and higher persistence rates for students within a sophomore/junior standing.

Trends by Population

As the University establishes its role and responsibility as a Hispanic Serving Institution (HSI), it is clear we need to focus our efforts on providing support for these student populations. AAP is diligently working towards further data collection in order to effectively provide student support for *all* of our URM and first generation students not currently in a support program.

During the analysis of our AP/DQ student populations, it was discovered that of the total number of students who were placed on Academic Probation, 63.8% were students who had identified themselves as an underrepresented minority student. Of the total number of students placed on academic probation at the end of the fall 2016 semester, 41% were identified Latino students. Similarly, of the total number of students who were academically disqualified, 36.7% had identified themselves as part of an underrepresented minority student population.

At the conclusion of the spring 2017 semester, AAP data regarding students who withdrew from the semester within the final three weeks of instruction exponentially increased by over 60% compared to the spring 2016 semester. The vast majority of full semester withdrawals initiated during the last three weeks of instruction by (or on behalf of) students' in crisis. This infers the critical need to further explore enhancing campus partnerships to provide more holistic support for these students.

E-Advising

In the coming year AAP will transition to a new CRM (TargetX), as well as implement BlackBoard Predict and Zoom (for distance advising). AAP will use what has been learned through the implementation of AgileGrad to best onboard these new e-advising tools. Due to the unknown time investment of these technologies, AAP will continue to assess the impact of such implementation on staffing resources. Additional analysis for campus wide trainings, workshops, and staffing is needed to ensure a smooth transition that will not hinder student success or day-to-day departmental operations.

University Advising Council

Over the past year AAP has dedicated time to analyze the campus-advising infrastructure. As our campus culture and academic requirements shift, we continue to see an ever-growing need for holistic developmental advising within student support systems.

With our campus offering a diverse array of advisors (i.e. financial aid, admissions, academic, faculty, graduation, college/program (college of business, MESA Engineering Program) and population specific CSSC& REACH, TRIO-SSS, EOP), it is clear why students are confused when asked: "who is your advisor?" With the emergence of Student Success Centers, there is a greater need to collaborate and institutionalize a mutually understandable advising philosophy. Students deserve clarity as to which advisor to turn to in a time of need. Confusion amongst students and campus faculty and staff results in students' receiving conflicting messages and subsequently being passed from advisor to advisor. Clear parameters need to be set in order to support student success.

In an effort to bring define shared agreements and ensure alignment, AAP will collaborate with partnering departments and colleges to formalize the University Advising Council. The primary function of this Council will be to engage relevant stakeholders (in the advising community) through developing and defining a campus wide vision for advising through establishment of short and long-term priorities. Additionally, the opportunity to share effective advising practices and promote a high quality advising culture will be supported through the continuation of quarterly faculty and staff advisor workgroups.

VII. Program Objectives for Next Academic Year

- Continue to cultivate a high quality advising culture and coordinated advising efforts (campus-wide) through the University Advisory Council.
 - Embed departmental and college relationships with campus advising practices.

- Grow partnership with departments to increase outreach of intern recruitment and training.
- Implementation of e-advising tools that provide campus wide support (i.e. training, logistical coordination, record keeping, etc.) for the purpose of evaluating communication and embedding cross-departmental transparency.
- Development of “early alert” systems within advising practices to proactively support non-supported first generation student populations and other targeted “at risk” populations.
 - Target X (CRM) system in spring 2018.
 - Piloting BlackBoard Predict system throughout the 2017-18 academic year.
- Increase outreach efforts to first generation and other targeted “at risk” student populations to develop comprehensive data analysis practices for proactive interventions.
 - Facilitate sections of University 101 in conjunction with First Year Experience.
 - Evaluate, refine, and continue efforts towards Graduation Initiative 2025.
 - Define learning outcomes and practices in relation to cross enrollment relationships with partnering educational institutions (i.e. Yuba City College).
- Define department and University roles, responsibilities, and goals in the facilitation of a timely graduation for students who have made a four year (for first time freshmen) or two year (for first time transfer students) pledge in relation to California Promise.
 - Align action plan in accordance to University and State policy.