



NACADA Academic Advising Program Review

California State University, Chico

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Executive Summary

California State University, Chico (Chico State) engaged NACADA: The Global Community for Academic Advising to perform a program review of academic advising on October 16 and 17, 2023. Dr. Joanne Damming and Dr. Kathleen Shea Smith met with campus community members to develop an understanding of the strengths and challenges facing the institution's academic advising program. The following report is grounded in NACADA's Nine Conditions of Excellence of Academic Advising and practical frameworks for effective advising. It reflects a robust review of the materials provided by institutional representatives and observations drawn from a full agenda of on-campus meetings with campus constituents. The executive summary highlights overarching strengths, challenges, and recommendations before delving into the detailed report.

Overall Strengths

The leadership and advisors at Chico State have worked diligently to enhance advising for all students and staff. The review provided evidence of the following primary strengths organized by the nine conditions of excellence that serve as the framework for this report.

Institutional Commitment

- It is evident that the leadership at Chico State is committed to improving students' advising experiences as demonstrated by several initiatives implemented in recent years, including but not limited to the 2019 Advising Expansion, adoption of the Chico State 360 Platform, the Intern Program, the CARS model, and hiring professional advisors.

Learning

- Several students talked about their positive advising experiences. They complimented the relational skills of the advisors with whom they met. One student said it this way, "You can talk to your advisor about anything." Another student described, "Chico State has a great sense of community; faculty are willing to accommodate."

Equity, Inclusion, and Diversity

- Two positions serve as dedicated professionals working to provide data informed academic and cultural support for underrepresented and first-generation students at Chico State.

Advisor Selection and Development

- The Campus Advising Collaborative offers regularly scheduled meetings that provide a forum for information-sharing across units. The stated purpose of the Collaborative is to provide faculty and staff advisors opportunities "to discuss advising pedagogy, student success strategies, and identify professional development opportunities." The Campus Advising Collaborative is recognized at Chico State as the forum where advisors come together face-to-face to exchange information and receive critical campus updates.

Improvement and Scholarship of Advising

- A strong culture of assessment exists within the Academic Advising Programs office. Data is actively sorted, shared, and utilized to better understand advising practices and anticipate potential issues. Many innovative strategies, including the HELP Team initiative, have resulted from emergent themes and issues uncovered within the assessment data.

Collaboration and Communication

- Chico State is an exemplar of collaboration and campus partnerships throughout the institution. Advisors are extremely supportive of colleagues on their team and will “do what it takes” to help one another.

Organization

- The Intern Program is an exemplar, and the associated training and professional development provided to interns is notable.

Student Purpose and Pathways

- A strong faculty advising culture supports a connection to career and graduate school options beyond graduation.

Technology Enabled Advising

- Chico State has made a significant financial investment in state-of-the-art technology to support advising.

Overall Challenges

Additional attention to the nine conditions of excellence will serve to continue to improve academic advising and create a consistent and positive experience for all students. The review provided evidence of the following primary challenges and areas for additional consideration and improvement. These are organized by the nine conditions of excellence that serve as the framework for this report.

Institutional Commitment

- There is not an identified and articulated vision, mission, and goals for academic advising. The student learning outcomes that were recently reviewed need to be articulated and promoted across the institution.

Learning

- Advising and the student experience is inconsistent from college to college. One student explained it this way, “Every college does it differently.”

Equity, Inclusion, and Diversity

- The distance student population is ripe for growth and could enhance enrollment at Chico State, but the opportunity exists to provide greater training and alignment of responsibilities and expectations of existing professionals to adequately support distance learners. There is a perceived lack of support services for online advisees. The specialized services to address the unique needs of this student population are limited and add additional pressure on academic advisors who support these students.

Advisor Selection and Development

- Primary role advisors at Chico State perceive their only opportunities for advancement require that they vacate their positions and move to new roles both within and outside of the institution, where higher salaries are reported. Many advisors prefer to grow in their current positions. Recent resignations of primary role advisors have left positions vacant. A reported “hiring chill” makes it difficult to fill these vacancies and results in additional strain on the academic advisors who remain in the department.

Improvement and Scholarship of Advising

- Due to high ratios and limited time and energy, it is challenging for advisors to prioritize professional development and scholarly engagement.

Collaboration and Communication

- The vision of having CARS in all the academic colleges is commendable, however, there are different perceptions of their roles across academic disciplines. Since the initial roll-out of the CARS, their work, autonomy, and expectations for them are not consistent across the colleges. Some colleges have advisors doing excessive “duties as assigned.” that take them away from their work with students. As noted by one interviewee, “CARS have become the catch-all for all jobs.”

Organization

- The intention at Chico State is to have a mixed-model of academic advising employing primary role advisors with faculty serving as advising mentors, but the organizational structure is not in place for a strong and comprehensive mixed-model. Currently, Chico State has a three-tiered model for advising: Academic Advisors, College/Major Advisors, and Graduation Advisors. This structure needs additional evaluation because currently students can use the Student Success Centers for major and/or general education advising, Academic Advisors for general education (although several Academic Advisors reported that they are not permitted to advise for general education), major exploration, and/or academic standing, and Graduation Advisors as needed. While there may be value in this flexibility, it confuses students and does not work for effective advising in practice. The structure has created a fragmented advising experience for students and distinct but overlapping roles for academic advisors that are not efficient.

Student Purpose and Pathways

- Navigating curricular pathways can be problematic when students are changing majors or considering minors and certificate options.

Technology Enabled Advising

- Roll-out of new software like the Degree Planner System has not been collaborative, and the result is end-user confusion, frustration, and difficulty.

Highest Priority Recommendations

Given the strengths and areas for improvement at Chico State, the following is an overview of our highest priority recommendations.

- Implement an Academic Advising Council that serves as a clearinghouse for all academic advising decisions and provides a uniform advising experience connected to Chico State's mission statement and strategic planning goals. This Council would promote the importance, scope, model, and campus-wide responsibility for academic advising. It is recommended that the Assistant Vice President for Student Success Initiatives and University Advising chair the Council and provide oversight and leadership.
- Develop and institutionalize vision, mission, and goal statements for academic advising through a collaborative effort of the newly formed Academic Advising Council at Chico State.
- Address the current three-tiered advising model by implementing a consistent and institution-wide mixed model of academic advising. It would be beneficial to review the reporting structure of advising that is housed within Student Affairs. Strengthening the model may begin with changing the reporting structure of the Assistant Vice President for Student Success Initiatives and University Advising. This would facilitate implementing a true culture of a shared model for advising with primary role advisors in each college and faculty serving in the role of faculty advising mentors.
- Maintain the original roles and responsibilities of the College Advising and Retention Specialists (CARS). Currently, the roles, responsibilities, and other duties of the CARS are not consistent across all colleges. This is a concern when establishing a uniform advising experience for all students. The job description of the CARS needs to be revisited and implemented consistently in all academic colleges.
- Create a sustainable strategic communication plan for advising that documents the flow of information between and among all departments and advisors. Information and changes to policy and curriculum need to be communicated to all those who need to know. As one component of the strategic communication plan, increase the frequency of the Campus Advising Collaborative meetings to monthly or bimonthly to improve internal communication.
- Address the advisor staffing issues at Chico State. Some college primary role advisors report having very high student- to-advisor ratios (as high as 1200:1) that cause short and rushed appointments without the time to develop student relationships, provide holistic advising practices, and engage in professional development.
- Create a DEI working group within the Campus Advising Collaborative to create intentional programming to address the needs of specific student populations, close equity gaps, and create awareness for policies/practices that may work against the under-represented and first-generation populations at Chico State.

- Utilize the existing advising intern training program as a foundation for developing an appropriately scoped and scaled professional development training program for all primary role and faculty advisors. Require that all academic advising professionals participate in this comprehensive onboarding and professional development program.
- Create a working group comprised of leadership and representatives from academic advising, the Office of the Registrar, and Information Technology to address planning, training, and implementation for all academic advising technology tools. This working group could serve to strengthen the relationship and trust among advising, IT, and the Office of the Registrar. As one interviewee said, “IT must be a strategic trusted partner. IT can empower them [Student Affairs and Academic Affairs].”

Introduction

On October 16 and 17, 2023, two Consultants from NACADA: The Global Community for Academic Advising (NACADA) visited California State University, Chico (Chico State), to conduct an in-depth academic advising program review. The team consisted of Dr. Joanne Damminger from Wilmington University and Dr. Kathleen Shea Smith from the University of Oklahoma. The consulting team met with stakeholders from across campus over two days to gain an in-depth understanding of Chico State’s advising program structure, processes, and practices. These groups consisted of the President’s Cabinet, Primary Role advisors, Student Success Initiatives and University Advising Leadership Team, the Provost’s Leadership Team, the Assistant Vice President for Student Success Initiatives and University Advising, Human Resources, the HELP Team, Support Program Advisors, College Deans and Associate Deans, Academic and Student Affairs Budget/Operations Leadership, Advising Interns, the Chairs Council, Faculty Partners and Champions, Enrollment Management Leadership, Division of IT Partners, and the Division of Student Affairs: Student Support, Engagement, and Retention Partners, all of whom are invested in creating a richer academic advising experience. A schedule detailing the colleagues and offices that participated in the visit, as well as a visit overview, are included in this report (see Appendices A and B).

Prior to conducting the review, the consulting team held a virtual conference with Dr. Kaitlyn Baumgartner Lee, Assistant Vice President for Student Success Initiatives & University Advising, who then shared documents that provided an overview of Chico State’s existing work to enhance academic advising, policies, processes, and practices related to advising. The detailed discussion and documents helped the consulting team learn more about the culture, structure, and policies that govern the academic advising program at Chico State. It was important for the consultants to understand the dynamics given the current environment and the impact it has on advising, technology, staffing structure, and other resources.

Framework for Consultants’ Visit

It is important to clarify the consultants’ perspective on academic advising as a preface to our observations and recommendations. NACADA has endorsed several pillars that address the philosophy and practice of academic advising: the NACADA Concept of Academic Advising, NACADA Statement of Core Values, the NACADA Academic Advising Core Competencies, and the Nine Conditions of Excellence in Academic Advising (EAA). Links to each of these documents may be found on [NACADA’s website](#).

Advising programs that employ promising practices will reflect the theoretical foundations of advising contained in these documents. To frame the context of this academic advising program review, the following points address major assumptions about successful academic advising:

Academic advising is best viewed as a form of teaching and is integral to the success of the teaching and

learning mission of higher education institutions. As Marc Lowenstein (2005) observes, “an excellent advisor does the same thing for the student’s entire curriculum that the excellent teacher does for one course.” Advisors teach students to value the learning process, to apply decision-making strategies, to put the college experience into perspective, to set priorities and evaluate events, to develop thinking and learning skills, and to make informed choices.

The NACADA Concept of Academic Advising identifies three essential components of advising: curriculum (what advising deals with), pedagogy (how advising delivers the curriculum), and student learning outcomes (the result of academic advising). These student learning outcomes are based upon what we want students to know, to do, and to value and appreciate as a result of the academic advising process.

The [Nine Conditions of Excellence in Academic Advising](#) framework was created through a partnership with the [John N. Gardner Institute for Excellence in Undergraduate Education](#) and NACADA. These conditions acknowledge the role of academic advising in promoting student learning, success, and completion, as well as the complexity of higher education and organizational change. They are specifically designed to serve as measures for improving practices, processes, and institutional culture surrounding academic advising in an evidence-based manner that supports broad campus change.

The consultants have chosen to situate the findings and recommendations of this report within the framework of the Nine Conditions of Excellence for Academic Advising, including strengths, areas for improvement, and recommendations to consider for enhancing academic advising at Chico State.

Strengths, Challenges, and Recommendations Organized by Nine Conditions of Excellence

The findings of this review are organized into strengths, challenges, and recommendations integrated within the Nine Conditions of Excellence.

1. Institutional Commitment

Explanation of Condition

Institutions recognize that academic advising is integral to the student’s educational experience and the institution’s teaching and learning mission. This commitment begins with an institutional academic advising mission statement that is informed by the values and beliefs of the institution and dedicated to an inclusive and equitable student learning centered approach. Both widely understood and articulated in institutional documents, this statement informs practice as well as the administration, organization, delivery, and assessment of academic advising.

Strengths

- It is evident that the leadership at Chico State is committed to improving students’ advising experiences as demonstrated by several initiatives implemented in recent years, including but not limited to the 2019 Advising Expansion, adoption of the Chico State 360 Platform, the Intern Program, the CARS model, and hiring professional advisors.
- Leadership at Chico State recognizes the relationship/connection between effective advising and student retention, persistence, and timely degree completion. The leaders understand and support appropriate changes to create and ensure a supportive environment for students to thrive. One of

the first meetings on day one of the consultants' visit was with the President and their cabinet, and there is no stronger evidence of support for academic advising than leadership's interest in this program review and its benefits.

- Staff at the University are dedicated to student success.
- Despite the challenging environment the pandemic has created for students and staff, Chico State has found ways to creatively address student needs. As the University has moved into the endemic, they have continued to provide flexible services to meet the varying needs of students. Staff are to be commended for their flexibility and adaptability in this ever-changing environment.

Challenges

The consultants identified areas for improvement that may support Chico State's ability to fully accomplish its academic advising goals for student success (i.e., persistence, retention, and completion).

- An academic advising council or committee does not exist to serve as a clearinghouse for all advising decisions. This council is designed to provide a uniform advising definition that is connected to the mission statement and strategic planning goals of the college and is critical to defining the importance, scope, model for advising, and the campus-wide responsibility for academic advising services. Current models identified by leaders and staff included mixed- model, case management, centralized, decentralized advising through the Academic Advising Programs office, and the use of faculty, College Advising & Retention Specialists (CARS), and professional academic advisors.
- There is not a clearly identified and articulated vision, mission, and goals for academic advising. The student learning outcomes were recently reviewed but need to be articulated and promoted across the institution. Some interviewees knew they existed, some were unsure, and others were sure advising outcomes did not exist.
- There have been some leadership changes at Chico State. Currently, the AVP for Student Success Initiatives & University Advising is seen as the primary person leading advising by most; however, some interviewees were not clear as to who leads academic advising. Everyone at the University must be very clear about the leadership for advising. Lack of clear ownership of advising could produce unclear expectations, communication, and accountability for advisors.

Recommendations

- Implement an Academic Advising Council that would provide a uniform advising definition that is connected to the mission statement and strategic planning goals of Chico State and would promote the importance, scope, and model for advising and the campus-wide responsibility for academic advising services.
- The role of the AVP for Student Success Initiatives & University Advising needs to be clarified and promoted across the institution so that the leadership for academic advising is clearly identifiable.
- Create Vision, Mission, and Goal Statements for advising, incorporating student learning outcomes that were recently created. It is important to have one consistent mission statement for advising.

Currently, there is no mission statement for academic advising. Writing the mission and goals, as well as reviewing the outcomes, could be coordinated by the newly formed Academic Advising Council, and it could be the role of the Council to promote the statements across Chico State.

- Once a complete model for advising is established, the vision and practical application of the new model must be understood by leadership, faculty, and all advising constituents at Chico State. To be truly institutionalized, there must be a shared understanding of what advising is (such as advising is teaching), what it is not (it is not registration or just course selection), and how it can benefit students and their success, retention, and completion.
- It will be important to better inform all Chico State constituencies about advising and let them share in strategic planning for how it can be better promoted and embedded in the tapestry of support systems for students. In this way, all advisors, faculty, CARS, professional, and distance learning, as well as administrators, will share in the vision for advising. The Advising Council could be instrumental in accomplishing this work and creating a culture that supports advising at Chico State.

2. Learning

Explanation of Condition

Excellent advising programs have curricula, pedagogies, and student learning outcomes for academic advising explicitly articulated throughout a student's educational experience. These outcomes are aligned with the institution's academic mission and goals and are systematically assessed and refined based upon documented assessment results. Institutions ensure that academic advisors are knowledgeable about the institution's expected learning outcomes, curriculum, pedagogy, and the student learning process. This commitment to learning is widely understood and articulated in institutional documents and informs practice as well as the administration, organization, delivery, and assessment of academic advising. Most importantly, institutions ensure equity in the academic advising experience for all students.

Strength

- Several students talked about their positive advising experiences. They complemented the relational skills of the advisors with whom they met. One student said it this way, "You can talk to your advisor about anything." Another student described, "Chico State has a great sense of community; faculty are willing to accommodate."

Challenges

- There is resistance in some colleges to move to the primary role advising model with faculty serving as faculty mentors.
- Some students do not know where to go for advising and there are many places where advising takes place. There is not a clear model that is consistent in all colleges.
- Advising and the student experience is inconsistent from college to college. One student explained it this way, "Every college does it differently."
- Student Orientation and Pre-Orientation need to be revisited.

Recommendations

- Although Chico State worked diligently to move to a mixed model for advising with the Advising Expansion in 2019 that aligned with the CSU's Graduation Initiative 2025, there is a need to revisit the processes associated with an efficient mixed model. Currently, Chico State has several competing models in place interfering with the efficiency of any one model.
- Clearly define and establish a mixed model of academic advising comprised of primary role advisors in all academic colleges with faculty serving as faculty mentors.
- Revisit Student Learning Outcomes (SLOs) and create Process Delivery Outcomes (PDOs). To make the change in academic advising that Chico State is anticipating, it is recommended that SLOs and PDOs be established and vetted throughout the advising community. The SLOs should articulate what students are expected to know (cognitive learning), do (behavioral learning), and value (affective learning) as a result of their involvement in the academic advising experience. It is also recommended that Chico State develop a clear set of expectations and outcomes for advisors. PDOs are statements that articulate the expectations regarding how academic advising is delivered and what information should be delivered during the academic advising experience. In a proactive advising approach, the designing and implementation of these outcomes are crucial to the success of the advising program.

3. Advisor Selection and Development

Explanation of Condition

Institutions employ effective and equitable selection, professional development, and appropriate recognition and reward practices for all advisors and advising administrators. Institutions and/or units establish clear expectations and requirements for all advisors as well as systems for formative and summative feedback to advisors to provide consistency for students and support program sustainability. Ongoing professional development programs reflect the institutional commitment to learning.

Professional development also ensures that all academic advisors are current in advising skills and knowledge and that advisors, through their advising practice, reflect the core values and competencies for excellent academic advising.

Strengths

- The Academic Advising Programs (AAP) office serves as a campus advising hub at Chico State and advises for the general education (GE) program, undeclared students, and students on academic notice. The University Advising leadership team directs a comprehensive onboard training program for interns, professional development initiatives, and assessment practices.
- University Advising, led by the Assistant Vice President for Student Success Initiatives and University Advising, oversees the Academic Advising Programs office and a team of professionals and paraprofessionals (interns) who serve the campus academic advising community at Chico State. This leadership role is valued across campus, and the team is perceived as academic advising experts and advocates by constituents at all levels of the institution.
- A common advising training program has been developed that includes 11 Modules and covers critical advising topics ranging from the history of academic advising to understanding academic performance policies to specific advising approaches. This training program has been designed

specifically for para-professional advising interns.

- The Campus Advising Collaborative offers regularly scheduled meetings that provide a forum for information sharing across units. The stated purpose of the Collaborative is to provide faculty and staff advisors opportunities “to discuss advising pedagogy, student success strategies, and identify professional development opportunities.” The Campus Advising Collaborative is recognized at Chico State as the forum where advisors come together face- to-face to exchange information and receive critical campus updates.
- The Internship Program is an exemplar for other institutions. The training provided to interns is comprehensive and reflects the multi-dimensional competencies of academic advising.

Challenges

- An intern training program has been developed by the Academic Advising Program office; however, a professional advisor training program is needed. Departmental advisors described their training experiences as “hit or miss” and primarily consisted of shadowing other advisors and reading a binder of materials. Due to concerns over an incomplete knowledge base, advisors have found it necessary to create an organic open advising culture where they keep doors open and advise in cubicles to allow other advisors to correct them if they overhear incorrect information being reported. This lack of training undermines advisors’ professional confidence and conflicts with FERPA privacy policies.
- Despite the strong presence of the Academic Advising Programs (AAP) office, a significant group of faculty advisors are not connected to this central advising hub and have not benefitted from the team’s expertise and training opportunities. One example of this disconnect is that the CARS position descriptions include training faculty/major advisors on the Chico State 360 platform as a primary job role. Although this is considered a critical element for campus advising continuity, faculty advisor system use remains a challenge. For example, 278 faculty advisors were invited to attend trainings, but data from a 2021 report showed that there was no evidence of advising notes for 2558 students, many of whom were identified as underrepresented minority and first-generation students.
- Due to the absence of a career ladder, primary role advisors reported inconsistencies regarding titles, salaries, and promotion criteria. This variability threatens the stability of the advising program at Chico State and contributes to low morale and high advisor turnover.
- Primary role advisors at Chico State perceive their only opportunities for advancement require that they vacate their positions and move to new roles both within and outside of the institution, where higher salaries are reported. Many advisors prefer to grow in their current positions. Recent resignations of primary role advisors have left positions vacant. A reported “hiring chill” makes it difficult to fill these vacancies and results in additional strain on the academic advisors who remain in the department.
- Although one-time grant funds have been allotted for professional development, many primary role advisors reported that their schedules do not allow them to engage in professional development opportunities or attend conferences.
- Chico State needs to address advisor staffing issues. Some colleges report having very high student-to- advisor ratios (as high as 1200:1) that cause short and rushed appointments without the time to

develop professional student relationships and provide effective advising practices.

Recommendations

- Offer the existing advising training program, used to train interns, to all primary role and faculty advisors. Require that all academic advising professionals participate in this comprehensive onboarding and professional development program.
- Design a CSU systemwide Advising Career Ladder where primary role advisors are promoted based on agreed-upon criteria (i.e., time in service, annual evaluation feedback, professional engagement, graduate education, etc.). It is important that advising stakeholders from all levels are included at various points throughout the development process and potentially parallel the promotion and tenure process for faculty.
- Increase the frequency of the Campus Advising Collaborative meetings to monthly or bimonthly. It is recommended that these meetings serve as the primary communication pipeline to inform all advisors of curriculum and other changes in a timely and accurate fashion. All meeting content needs to be recorded as meeting minutes and disseminated to the community and archived.
- University Advising leadership takes a proactive role in curating a timely, meaningful agenda. It is encouraged that leadership assesses the advising community for topics of interest and advisors' professional development needs. The opportunity exists to design agendas that highlight greater alignment with the NACADA Core Competencies, such as privacy issues, confidentiality, advising approaches, and timely topics within the field.

4. Improvement and the Scholarship of Advising

Explanation of Condition

Institutions are committed to systematic assessment and evaluation to sustain continuous improvement and equitable achievement of learning outcomes. Institutions recognize the complexity of the educational process and embrace its theoretical underpinnings. As a result, institutions develop evidence-based plans for continuous assessment of both advisors and advising programs. Members of the academic advising community are expected to be both critical consumers of and contributors to scholarly literature, including the effects that advising can have on students and the role of advising in higher education.

Strengths

- The scholarship of advising is consistently reflected across the broad scope of advising at Chico State and directly reflects NACADA's Pillars of Academic Advising. Specific examples include University Advising's Common Training content that includes best practices for advising and scholarly citations as well as direct links to NACADA training and development resources.
- A strong culture of assessment exists in University Advising and the Academic Advising Programs office. Data is actively sorted, shared, and utilized to better understand advising practices and anticipate potential issues. Many innovative strategies, including the HELP Team initiative, have resulted from emergent themes and issues uncovered within the assessment data.
- The institution partnered with NACADA to conduct a full assessment of academic advising utilizing

the NACADA Outcomes of Academic Advising Student and Faculty/Staff surveys.

- The Academic Advising Programs office is committed to understanding individual student perceptions and has embedded the completion of a survey within the advising experience. Immediately following their appointment, students are asked to complete demographic information, share how they learned about the office, their reasons for the visit, and rate their overall experiences.
- In addition, the overall well-being of academic advisors at Chico State has been assessed utilizing the Maslach Burnout inventory to better understand advisors' work lives.

Challenges

- The data captured in the large-scale NACADA assessment initiatives were limited based on the timing of the student survey instrument and did not capture a representative sample of the student population (only 424 out of 11,975 were completed).
- Due to high ratios and limited time and energy, it is challenging for advisors to prioritize professional development and scholarly engagement.
- A commitment to understanding advisor well-being cannot replace the need to confront the systemic issues that result in advisor burnout. The high advisor ratios, the challenges associated with the three-tiered model, the perceived inability of advisors to participate in professional development, and the limited opportunities for promotion are contributing to frustration levels and need to be addressed.
- Physical space and resources need to be reviewed as advisors are advising in cubicles, compromising the confidentiality of advising appointments.

Recommendations

- Consider relaunching the NACADA survey to capture a more representative sample of the student and advisor populations.
- Continue to encourage scholarly engagement through shared readings, webinar viewings, and other professional development programming to ensure that advisors are provided with opportunities and time to participate in scholarly activities.
- Remain committed to both understanding and addressing the stress points for advisors.

5. Collaboration and Communication

Explanation of Condition

Effective academic advising requires coordination and inclusive collaborative partnerships among stakeholders across campus. These partnerships foster ongoing communication, promote artifact and resource sharing, and support creative solutions for the success of all students. A collaboratively developed strategic communication plan involves frequent and intentional exchanges of information and ideas, is routinely reviewed, and updated, and advances a shared aspirational vision for academic advising as integral to teaching and learning.

Strengths

- Chico State is an exemplar of collaboration and campus partnerships throughout the institution. Advisors are extremely supportive of colleagues on their team and will “do what it takes” to help one another.
- The Campus Advising Collaborative that brings together all constituencies involved in advising allows for campus-wide face-to-face interaction and discussion of advising topics.
- Advisors appreciate the push for collaboration that is demonstrated in the “Collaborative.”

Challenges

- The vision of having CARS in all academic colleges is commendable; however, there are different perceptions of their roles across academic disciplines. Since the initial rollout of the CARS, the work, autonomy, and expectations for them have not been consistent across the colleges. Some colleges have advisors doing excessive “duties as assigned” that take them away from their work with students. As noted by one interviewee, “CARS have become the catch-all for all jobs.”
- Interviewees perceive there is a lack of communication between academic affairs and student affairs, and advisors may not be consulted before final decisions are made.
- A communication plan was not discussed other than the information that is shared in the Campus Advising Collaboratives. Information and curricular changes need to have a communication pipeline so that changes approved by the curriculum committee are quickly passed to all those who need to know. As noted by one interviewee, “We have a given number of advisors and we do the ping-pong thing.” Additionally, they explained that since only certain advisors’ (faculty, graduation, etc.) roles are permitted to approve curricular substitutions, students may have to see numerous people for what they need, and students complain that different advisors tell them different things to do.

Recommendations

- Create a sustainable strategic communication plan for advising that documents the flow of information between and among all departments and advisors. Information and changes to policy and curriculum need to be communicated to all those who need to know.
- As one component of the strategic communication plan, increase the frequency of the Campus Advising Collaborative meetings to monthly or bimonthly to improve internal communication. It is recommended that these meetings serve as a pipeline to inform all advisors of curriculum and other changes in a timely and accurate fashion. All meeting content needs to be recorded as meeting minutes, archived, and disseminated to the community.
- Recommend that advisors and faculty create intentional touchpoints in order to collaborate and gain knowledge from one another. Advisors should have the opportunity to attend instructional college meetings and events to glean information specific to their assigned program areas and anticipate the impact of decisions on advising. A CARS and/or an advising representative should have a presence in program area department meetings.

- Communicate the role of the CARS to all leadership and address issues that are inconsistent with the original vision for CARS.

6. Organization

Explanation of Condition

Excellent advising programs are intentionally structured across the institution to meet the institutional academic mission, goals, and intended learning outcomes. The organization of academic advising must have leadership, appropriate resources, and a systematic approach to continuous assessment and improvement. The organizational structure supports equity in the academic advising experience as well as the roles of all academic advisors, regardless of title.

Strengths

- The organization currently consists of academic advising administrators, faculty advisors, primary-role advisors, including college and major advisors, graduation advisors, and paraprofessionals. The College Advising Retention Specialist (CARS) model has great potential to support student success and has resulted in respect for the specialists.
- The leadership of Chico State has worked diligently to improve the advising experience for all students, and some progress has been realized.
- The Intern Program is an exemplar, and the associated training and professional development provided to interns is notable.
- College Success Centers are a major asset to each college.

Challenges

- The intention at Chico State is to have a mixed model of academic advising with primary role advisors and faculty serving as advising mentors, but the organizational structure is not in place for a strong and comprehensive mixed model. Currently, Chico State has a three-tiered model for advising. The current model includes Graduation Advisors, College/Major Advisors, and Academic Advisors. This structure needs additional evaluation because although theoretically, students can present to the Student Success Centers to be advised for major and/or general education, they can see Academic Advisors for general education, major exploration, and/or academic standing, and they can be referred to the Graduation Advisor if the need arises, this causes confusion among students and advisors. Although this may be seen positively, it does not work as a model for effective advising in practice. This has created a fragmented advising experience for students and distinct but overlapping roles for academic advisors that are not efficient.
- Large caseloads in some colleges interfere with establishing individual relationships with advisees.
- CARS lack the clerical support they need, and when they are called upon to complete clerical functions, their advising work suffers.
- The reported ratio of some primary role advisors to students is too large in many colleges and interferes with advisors' abilities to establish individual relationships with students to provide the developmental advising that benefits most students.

- In speaking with many primary role advisors, they expressed that their voices, opinions, and needs are not heard. They feel they are looked down upon by faculty because they do not have a terminal degree.
- The Student Success Centers are beneficial in each college, but they are all titled differently, which may confuse students. If they serve a similar purpose, consistency would be advantageous so students can easily recognize them for the support they offer.
- There is no Recognition and Rewards Program for academic advising.

Recommendations

- Address the current three-tiered advising model by implementing a consistent and institution-wide mixed model of academic advising. It would be beneficial to review the reporting structure of advising that is housed within Student Affairs. Strengthening the model may begin with changing the reporting structure of the Assistant Vice President for Student Success Initiatives and University Advising. This would facilitate implementing a true culture of a mixed model for advising with primary role advisors in each college and faculty serving in the role of faculty advising mentors.
- Primary role advisors, who are housed in the academic colleges, would provide academic advising to all students in the majors, and potentially prospective students, associated with that college. This would require assessing and rebalancing advisor-to-student ratios to provide individualized advising and support. Although the leadership indicated that there is no moratorium limiting primary role advisors at Chico State to advise solely on General Education or Major requirements, several advisors mentioned these limitations. Even if the pre-2019 model in which college and major advisors could not advise on general education lingers in the minds of long serving staff, faculty and units, who may be unaware of role evolution, this is cause for concern and clarification. Additional training to clarify roles and relationships would be beneficial.
- Reducing advisor-to-student ratios increases the ability to meet the student's individual needs. Given the high number of first-generation and underrepresented minority students at Chico State, it would be beneficial to strive for approximately one advisor for every 250 advisees.
- Faculty would serve as faculty mentors and assist students with career planning about employment related to the major and possible employers in the area. This is currently the model that appears to work very well in the College of Business, where faculty do not advise students outside of mentorship roles (Report provided to consultants titled, "College of Business Advising Structure 2023/2024, p. 1). During the two days of interviews, numerous interviewees mentioned the College of Business model as optimal for all colleges at Chico State.
- CARS should maintain the roles and responsibilities for which they were hired. Currently, the roles, responsibilities, and other duties of the CARS are not consistent across all colleges. This is a concern when establishing a consistent advising experience for all students. The job description of the CARS needs to be revisited and implemented consistently in all academic colleges.
- Replace the title of Graduation Advisor with Graduation Specialist. The title of Graduation Advisor reflects the three-tiered system and is confusing for students. The Graduation Specialists should continue to report to the Registrar. Most of the work of the Graduation Specialists is administrative

unless there is a problem, at which time the Graduation Specialist interacts with, or on behalf of, the student.

- Establish a consistent name and promotion for all Student Success Centers.
- Create a strategic plan to guide the future of advising and necessary changes to accomplish the vision for academic advising at Chico State. A strategic plan will then drive related decision-making and avoid irrelevant decisions and too many initiatives in a short period of time. Advisors need to trust that there is a strategic plan for advising and anticipate any changes to responsibilities and oversight.

7. Student Purpose and Pathways

Explanation of Condition

Effective academic advising provides learning spaces for all students to engage in critical thinking and to define their own purpose, goals, and curricular pathways through exploration to achieve learning outcomes. Students' plans must be coherent, enrich their programs of study, and equitably support their educational goals, career, and life aspirations. Partners and key stakeholders collaboratively and closely examine all student transitions and develop policies and practices to overcome barriers and optimize learning and success.

Strengths

- Undeclared Advising and Major Exploration offers support and assistance to students who are exploring majors and career options. There is a dedicated primary role advisor who supports students who are making academic decisions and advising interns who provide additional support.
- The Undeclared Advising and Major Exploration program encourages students to create their own customized academic program by combining major, minor, and certificate options. Students are encouraged to explore academic disciplines through the intentional selection of General Education courses.
- Career exploration is encouraged, and advisors and advising interns support undecided students in creating academic pathways that connect to their occupational goals.
- A strong faculty advising culture supports a stronger connection to career and graduate school options beyond graduation.
- The existing advising intern training program includes a module on major selection, major changes, using the "What If" degree planning report, advising students who are undeclared including how to support "faux declared students."

Challenge

- Navigating curricular pathways can be problematic when students are changing majors or considering minors and certificate options.

Recommendation

- Include major and career exploration discussions and training within intentional Campus Advising

Collaborative programming. Although there is dedicated support for undecided students at Chico State, it is important to keep in mind that students may experience indecision at different points throughout their college career and can benefit from this specialized support from their academic advisor.

8. Equity, Inclusion, and Diversity

Explanation of Condition

Excellent academic advising demonstrates a commitment to the values and culture of inclusivity and social justice beyond merely equality of opportunity. Excellence calls for individual and institutional conversations that promote understanding, respect, and honor diverse perspectives, ideas, and identities. Academic advising policies and practices reflect a commitment to equity, inclusion, and diversity and, in turn, a commitment to universal design principles for learning.

Strengths

- Members of the Chico State advising community share a commitment to providing all students from varying backgrounds and experiences with the necessary tools to be successful.
- Two positions serve as dedicated professionals who work to provide data informed academic and cultural support for underrepresented and first-generation students at Chico State.
- In September 2022, for the first time, each college dean was asked to submit a detailed Equity and Retention Plan to improve the year-one-to-year-two retention of students who came in with majors in their colleges. A template provided specific metrics and targets for each college.
- The HELP teams have been established to meet the unique needs of diverse student populations at Chico State. Comprised of academic and career advisors, financial aid professionals, and support program representatives, this approach offers a safety net for students who are experiencing unique challenges. This team approach has been designed to remove referral “pinging” and open lines of communication between support service professionals to strengthen holistic support.
- A strong team of Support Program Advisors includes such programs as Early Outreach and Support Programs (EOP, TRIO-SSS, PATH-Scholars, Dream Center), International Education & Global Engagement (ISSS, Study Abroad), academic college (REACH, MESA) and grant funded programs (CSC^2), Tribal, and VETS services. These professionals work closely with vulnerable and underrepresented populations to provide academic and social support.

Challenges

- Due to the large caseloads, advisors are unable to provide the individualized attention they believe is necessary to support students. They shared that students “are needing more, they are experiencing higher levels of anxiety and frustration, and there are more tears” brought into their advising sessions.
- Data from the Enrollment at-a-Glance Dashboard showed that the number of underrepresented minority (38.1%) and first-generation students (49.91) comprise a significant portion of the student population at Chico State. These populations have been shown to persist and retain at lower rates.

- The population of distance learners is growing at Chico State, yet the specialized services to address the unique needs of this student population are absent and add additional pressure on academic advisors who support these students.
- The team of support program advisors (IEGE, EOP, TRIO, PATH, Dream, CSC, REACH, ISSS, Tribal, MESA, and VETS) expressed their commitment to providing holistic support to students, however, this group of professionals raised concerns that they felt pressured to administer academic advising support without adequate training.
- Academic advisors are positioned to identify critical campus issues that may impede the success of vulnerable student populations. Despite an expressed commitment to DEI at Chico State, there is an absence of a formal initiative to examine issues of diversity, equity, and inclusion specific to academic advising. A formal commitment is needed among campus leadership to address the needs of specific student populations. Work to close institutional performance gaps and create awareness for policies/practices that may work against marginalized populations is a primary focus of the Graduation Initiative 2025 - Advancing Equity Project.

Recommendations

- Increase staffing to address the reported high advisor-to-student ratio and meet the goals for developmental and proactive advising at Chico State.
- Create dedicated services for distance students at Chico State to alleviate the pressure on the academic advisors in the departments with high numbers of distance learners.
- Expand training content on issues of DEI within the common training for academic advisors.
- Include all support program staff (IEGE, EOP, TRIO, PATH, Dream, CSC, REACH, ISSS, Tribal, MESA, and VETS) in a mandatory onboard training program for Chico State professionals who provide student support services. Continue to engage these professionals as active members of the Campus Advising Collaborative for ongoing professional support. The Campus Advising Collaborative also provides opportunities for these professionals to network and share their expertise and knowledge.
- Create a DEI working group within the Campus Advising Collaborative to create intentional programming to address the needs of specific student populations, close equity gaps, and create awareness for policies/practices that may work against the under-represented and first-generation populations at Chico State.

9. Technology Enabled Advising

Explanation of Condition

Excellent academic advising incorporates appropriate and accessible technology to complement, support, and enhance advising practice to facilitate learning success for all students. This requires institutions to include academic advisors in the selection, delivery, and assessment of advising technologies. Institutions must provide ongoing training in the use and potential applicability of dynamic tools as a means to strengthen advising management, practice, student learning, and culture.

Strengths

- Chico implemented Chico State 360 software for accurate note storage for all advising sessions.
- Chico has made a significant financial investment in state-of-the-art technology to support advising.
- IT is a willing strategic partner in support of advising.

Challenges

- Some of the technology tools used for advising are slow to load and access.
- Advisors are expected to use numerous advising screens to comprehensively meet the needs of advisees.
- Roll-out of new software like the Degree Planner System has not been collaborative and the result is end-user confusion, frustration, and difficulty.
- Although in 2020, 260 faculty were offered training on Chico State 360, in the AA Expansion Report of 2021, up to 28% of college students still did not have any notes from advising sessions.
- The HELP Team initiative is reliant upon the effective use of Chico State 360 notes to identify and provide needed support to students who are at-risk and vulnerable for not completing.
- Some new technologies have been rolled out before sufficient discussion and training. In the words of one interviewee, “It is critical to train before adopting.”

Recommendations

- According to IT discussions, technology tools are available that load quickly and reduce the number of required screens for advising, but they are not being utilized or there is a lack of training and accountability to use them effectively. It is recommended that more discussions take place between advising and IT to bridge this gap. As resolutions are created, it is advisable to avoid too many changes at the same time to help overcome resistance and prevent burnout among primary role and faculty advisors.
- Create a working group comprised of leadership and representatives from academic advising, the Office of the Registrar, and Information Technology to address planning, training, and implementation for all academic advising technology tools. This working group could serve to strengthen the relationship and trust among advising, IT, and the Office of the Registrar. As one interviewee said, “IT must be a strategic trusted partner. IT can empower them [Student Affairs and Academic Affairs]”
- To fully implement and benefit from available advising technology, faculty, and all advisors must be held accountable to learn, understand, and use technology tools that enhance effective advising and create a consistent experience for advisees.
- Prior to implementing new technologies, ensure sufficient, timely, and comprehensive discussion and training.

Conclusion

In conclusion, the NACADA consultants were proud to partner with Chico State for this academic advising review. Throughout the visit, it was evident that the institution is already moving in a positive direction. The advising community at Chico State is deeply committed to the success of their students and is valued at every level of administrative leadership. This report can be used as a living document to support the institution in its strategic planning efforts. Leadership at Chico State is in a strong position to continue its efforts to greatly impact the institution's student success goals. As always, NACADA is available to serve as a resource partner as steps are taken to explore and implement the recommendations provided in this report.

Appendix A
Consultant Meeting Agenda



Academic Advising Program
400 West First Street
Chico, CA 95929-0725
Office: 530-898-5712
Fax: 530-898-4790
chicoadvisor@csuchico.edu

NACADA Site Visit Agenda

Day 1 Colusa Hall (October 16th) Colusa 100 A & Kendall 103

- | | | |
|------------------------------------|--|----------------|
| 8:00-8:25 a.m. | Walk from Hotel Diamond to Colusa 100 A <ul style="list-style-type: none">• Jenn Duggan - Assistant Dean, College of Business | |
| 8:30-9:30 a.m.
100 A | Campus Advising Executive Leadership Review Organizers: <ul style="list-style-type: none">• Dr. Kate McCarthy - Vice Provost for Undergraduate Education and Academic Success• Dr. Kaitlyn Baumgartner Lee - Assistant Vice President for Student Success Initiatives & University Advising | Colusa |
| 9:30-9:40 a.m. | Walk from Colusa 100 A to Kendall Hall 103 <ul style="list-style-type: none">• Jaime Nelson - College Advising & Retention Specialist, College of Natural Sciences | |
| 9:40-10:10 a.m.
Hall 103 | President's Cabinet <ul style="list-style-type: none">• Dr. Steve Perez - President• Dr. Terence Lau - Interim Provost and Vice President for Academic Affairs• Dr. Isaac Brundage - Vice President of Student Affairs• Dr. Monique Sendze - Vice President for Information Technology and Chief Information Officer• Ahmad Boura - Vice President of University Advancement• Jamie Clyde - Interim Vice President for Business and Finance• Dr. Seema Sehrawat - Chief of Staff• Dr. Joseph Morales - Chief Diversity Officer | Kendall |
| 10:10-10:25 a.m. | Walk from Kendall Hall 103 to Colusa 100A <ul style="list-style-type: none">• Jen McKee – Developmental Math Coordinator | |
| 10:30-11:30 a.m. | Primary Role Advisors <i>First Session</i>
100 A <ul style="list-style-type: none">• Academic Advisors• College & Major Advisors• Graduation Advisors | Colusa |

11:45 a.m.-12:15 p.m. 100 A	Student Success Initiatives & University Advising Leadership	Colusa
	<ul style="list-style-type: none"> • Pablo Soto - Interim Associate Director, Initiatives & Operations, Academic Advising Programs • Kylee Sharp - Interim Associate Director, Professional Development & Assessment, Student Success Initiatives & University Advising • Terese Howell - Administrative Analyst Specialist, Student Success Initiatives & University Advising 	
12:15-12:45 p.m. 100 A	Lunch for Consultants (delivered)	Colusa
1:00-1:45 p.m. 100 A	Chico State Students – Lunch provided	Colusa
2:00-2:40 p.m. 100 A	Provost’s Leadership Team (include Zoom)	Colusa
	<ul style="list-style-type: none"> • Kate McCarthy - Vice Provost for Undergraduate Education and Academic Success • Ellie Ertle - Associate Vice Provost for Undergraduate Education and Academic Success • Sharon Barrios - Dean, Graduate Studies • Susan Roll - Associate Dean, Graduate Studies • Jen Gruber - Associate Vice President, International Education and Global Engagement • Mahalley Allen - Vice Provost, Faculty Affairs and Success • Clare Van Ness - Interim Dean, Professional & Continuing Education • Jennifer Mays - Executive Director, Budget and Academic Resources • Jodi Shepard - Interim Dean, Meriam Library • Marianne Paiva - Provost’s Faculty Fellow 	
2:45-3:30 p.m. 100 A	AVP for SSI & UA Indirect Reports (Academic Affairs)	Colusa
	<ul style="list-style-type: none"> • Denise Crosswhite - College Advising Retention Specialist, College of Agriculture • Ashley Person - College Advising Retention Specialist, College of Behavioral and Social Sciences • Art Cox - Director of ECC Success Center, College of Engineering, Computer Science, and Construction Management • Jenn Duggan - Assistant Dean, College of Business • Jaime Nelson - College Advising & Retention Specialist, College of Natural Sciences • Shawna Lucas - College Advising & Retention Specialist, College of Humanities and Fine Arts • Shawn Brackett - College Advising Retention Specialist, College of Communication and Education • Jen McKee – Developmental Math Coordinator 	
3:45-4:05 p.m. 100 A	Human Resources	Colusa
	<ul style="list-style-type: none"> • Kristen Curtis - Manager, Human Resources Service Center • Cynthia Phillips - Classification & Compensation Analyst 	

4:15-5:15 p.m. 100 A	Primary Role Advisors <i>Second Session</i> <ul style="list-style-type: none"> • Academic Advisors • College & Major Advisors • Graduation Advisors 	Colusa
5:15-5:45 p.m. 100 A	Consultants Debrief	Colusa
6:00-7:00 p.m. Steakhouse	Dinner with Campus Review Organizers	5th Street

Day 2 (SSC 490 and SSC 206)

8:00-8:25 a.m.	Walk from Hotel Diamond to Student Services Center 490 <ul style="list-style-type: none"> • Denise Crosswhite - College Advising Retention Specialist, College of Agriculture 	
8:30-9:15 a.m.	HELP Team <ul style="list-style-type: none"> • Danielle Anderson, Financial Aid & Scholarship • Kiley Logsdon, Graduation Advising • Ashley Person, College of Behavioral & Social Sciences • Kelly Engle, Career Center & Student Employment • Cecilia Santillan-Robles, Early Outreach & Support Programs • Kylee Sharp, Academic Advising Programs 	SSC 490
9:30-10:25 a.m.	Support Program Advisors (Estimate 21) <ul style="list-style-type: none"> • Early Outreach & Support Programs: <ul style="list-style-type: none"> ○ Educational Opportunity Program ○ TRIO SSS ○ PATH Scholars ○ Dream • International Education & Global Engagement <ul style="list-style-type: none"> ○ Study Abroad and Exchange ○ International Student and Scholar Services • Chico Stem Collaborative Connections (CSC²) • Veterans Education & Transition Services • REACH Student Success Center 	SSC 490
10:30-11:00 a.m.	College Deans & Associate Deans <ul style="list-style-type: none"> • Tracy Butts - Dean HFA • Joe Alexander - Associate Dean HFA • David Hassenzahl - Dean NSC/Interim Dean AGR • Kevin Patton - Associate Dean NSC • Ryan Patten - Interim Dean BSS • Matt Thomas - Interim Associate Dean BSS • Angela Trethewey - Dean CME • Greg Watkins - Interim Dean ECC • David Alexander - Associate Dean ECC • Suzanne Zivnuska - Interim Dean BUS • Arash Negahban - Interim Associate Dean BUS 	SSC 490

11:15-11:45 a.m.	<p>Academic & Student Affairs Budget/Operations Leadership SSC 490</p> <ul style="list-style-type: none"> • Jennifer Mays - Executive Director of Budget and Academic Resources • Holly Ferguson - Executive Assistant to the Provost • Barbara Johnson - Interim Executive Director of Division Budget and Operations • Toni Darden - Executive Assistant to the Vice President for Student Affairs • Brandi Aranguren – Coordinator of Special Initiatives, Undergraduate Education and Academic Success
12:00-12:30 p.m.	<p>Lunch for Consultants (delivered) SSC 490</p>
12:45-1:30 p.m.	<p>Paraprofessional Advising Interns – Lunch provided SSC 206</p>
1:45-2:30 p.m.	<p>Chairs Council, Faculty partners + Champions (include Zoom) SSC 206</p> <ul style="list-style-type: none"> • Mahalley Allen - Vice Provost, Faculty Affairs and Success • Zach Justus - Director of Faculty Development • Jason Nice - Director, Honors Program • Chairs Council Members • Sue Peterson, Director of First Year Experience • Thomas Villa - BUS Faculty/Executive Director Seufferlein Sales Program
2:45-3:30 p.m.	<p>Enrollment Management Leadership SSC 206</p> <ul style="list-style-type: none"> • Serge Desir - Interim Associate Vice President, Enrollment Management • Chong Yang - Director of Enrollment Management Data Analytics and Operations • Jeff Logsdon - Interim Director, Office of Admissions • Cameron Kelly - Associate Director, Office of Admissions • Kentiner David - Director, Financial Aid & Scholarship Office • Elizabeth Alaniz - Associate Director, Financial Aid & Scholarship Office • Jennifer Mauldin - Associate Director, Financial Aid & Scholarship Office • Charlene Armitage - Interim University Registrar, Office of the Registrar • Michelle Holmes - Assistant Director, Office of the Registrar • Rich Carillo - Assistant Director, Office of the Registrar • Sean McGowan - Director, Enrollment Management Strategic Communications & Marketing
3:30-4:15 p.m.	<p>Division of IT Partners (include Zoom) SSC 206</p> <ul style="list-style-type: none"> • Dr. Monique Sendze – Vice President for Information Technology and Chief Information Officer • Scott Kodai - Senior Director, Enterprise Applications • Wendy Bentley - Information Technology Consultant, Project and Change Management Office • Zoe DiMercurio - Information Technology Consultant, Enterprise Applications • Todd McGregor - Salesforce Lead • Tricia Douthit - Senior Director, Institutional Research and Strategic Analytics • Jeremy Olguin - Director, Technology Equity and Inclusion & Web Services
4:30-5:00 p.m.	<p>Division of Student Affairs SSC 206</p> <p>Student Support, Engagement & Retention Partners</p> <ul style="list-style-type: none"> • Dr. Cirilo Cortez – AVP, Student Engagement & Retention Programs • Juanita Mottley – AVP, Student Support Programs • Anita Barker – Executive Director Intercollegiate Athletics • Holly Hunt - Director, Accessibility Resource Center • Francisca (Ines) Duenas - Clinical Director, WellCat Counseling Center • Sawyer McAvoy - Advocate/Administrator, WellCat Safe Place

- Dr. Maleta Wilson - Director, Student Rights and Responsibilities
- Dawn Frank - Director, Student Learning Center, Student Transition and Retention Center, Cross Cultural Leadership Center
- Dr. Shawn Ryan - Interim Director, New Student Orientation & Transition Programs
- Cecilia Santillan-Robles - Director, Early Outreach and Support Programs
- Vikki Bass - Associate Director, Educational Opportunity Program
- Megan Odom – Executive Director, Career Center & Student Employment Office
- Joel Ramirez - Director TRIO SSS
- Joe Picard - Director, Basic Needs Project
- Kendall Ross - Director, Recreational Sports; Interim Director, Student Life and Leadership

5:15-5:45 p.m.

Consultants Debrief

5:45-6:15 p.m.

Debrief with Program Review Planning Committee

Appendix B

Timeline for Systemic Change

Systemic Change

Efforts to improve academic advising may require systemic change. It is beneficial to include a brief discussion of systemic change as a construct. Jenlink (1998) recommends the following principles for a successful change initiative:

- Creation of an overall image for the ideal system;
- Continuous engagement of knowledgeable and committed stakeholders;
- Recognition that all parts of the system are connected;
- The importance of careful planning for implementation; and
- The need for the system to commit resources for evaluation.

Any type of systemic change takes time and, of course, those involved want to know “how much time.” According to Eccles (1994), “Timely strategic change is not the same as the fastest change but is the ability to implement a change effectively and expeditiously. It requires a talent for combining carefulness with speed.” He argues the most effective change occurs when the organization:

- Employs reflective, information-based, analysis;
- Gathers comprehensive data;
- Debates before deciding;
- Embraces innovation and action;
- Creates a culture that is united and change-oriented; and
- Has an understanding of the twin needs for speed and care (p.261-262).

Systemic Change Timeline

Systemic change walks the fine line between effectiveness and speed in the change process. The following "Impact and Time to Change Chart" provides a visual representation of the potential change process based on the primary recommendations as a result of the review outlined in the Executive Summary. The chart serves as a suggestion because the actual time and prioritization of change must match the culture of each institution.

	Immediate Change	6- to 12-Month Change	1-2 Years to Change
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<p>High Impact</p>	<ul style="list-style-type: none"> • Implement an Academic Advising Council that serves as a clearinghouse for all academic advising decisions and provides a uniform advising experience that is connected to a mission statement and strategic planning goals for Chico State. This Council would promote the importance, scope, model, and campus-wide responsibility for academic advising. It is recommended that the Assistant Vice President for Student Success Initiatives and University Advising chair the Council and provide oversight and leadership. • Develop and institutionalize vision, mission, and goal statements for academic advising through a collaborative effort of the newly formed Academic Advising Council at Chico State. 	<ul style="list-style-type: none"> • Utilize the existing Advising Training Program designed for Interns as a foundation for a professional development training program for all primary role and faculty advisors. Require that all academic advising professionals participate in this comprehensive onboarding and professional development program. • Create a sustainable strategic communication plan for advising that documents the flow of information between and among all departments and advisors. Information and changes to policy and curriculum needs to be communicated to all those who need to know. As one component of the strategic communication plan, increase the frequency of the Campus Advising Collaborative meetings to monthly or bimonthly to improve internal communication. • Address the advisor staffing issues at Chico 	<ul style="list-style-type: none"> • Create a DEI working group within the Campus Advising Collaborative to create intentional programming to address the needs of specific student populations, close equity gaps, and create awareness for policies/practices that may work against the under-represented and first-generation populations at Chico State. • Create a working group comprised of leadership and representatives from academic advising, the Office of the Registrar, and Information Technology to address planning, training, and implementation for all academic advising technology tools. This working group could serve to strengthen the relationship and trust among advising, IT, and
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<ul style="list-style-type: none"> • Address the current three-tiered advising model by implementing a consistent and institution-wide mixed model of academic advising. It would be beneficial to review the reporting structure of advising that is housed within Student Affairs. Strengthening the model may begin with changing the reporting structure of the Assistant Vice President for Student Success Initiatives and University Advising. This would facilitate implementing a true culture of a shared model for advising with primary role advisors in each college and faculty serving in the role of faculty advising mentors. • Maintain the original roles and responsibilities of the College Advising and Retention Specialists (CARS). Currently, the roles, responsibilities, and other duties of the CARS are not consistent across all colleges. This is a concern when establishing a uniform advising experience for all students. The job description of the CARS needs to be revisited and implemented consistently in all academic colleges. 	<p>State. Some colleges have very high student-to-advisor ratios (as high as 1200:1) that cause short and rushed appointments without the time to develop student relationships, provide holistic advising practices, and engage in professional development.</p>	<p>the Office of the Registrar.</p>
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Appendix C

Nine Conditions of Excellence in Academic Advising

Institutional Commitment

Institutions recognize that academic advising is a shared responsibility integral to the students' educational experience and the institution's teaching and learning mission. This commitment begins with an institutional academic advising mission statement that is informed by the values and beliefs of the institution. Both widely understood and articulated in institutional documents, this statement informs practice as well as the administration, organization, delivery, and assessment of academic advising.

Learning

Institutions assure that academic advisors are knowledgeable about the institution's expected learning outcomes, curriculum, pedagogy, and the student learning process. Excellent advising programs also establish curriculum, pedagogy, and student learning and developmental outcomes for academic advising throughout a student's educational experience. Academic advising outcomes are aligned with the institution's curriculum, academic advising mission, and goals. These outcomes are systematically assessed, and refinements are made based upon documented assessment results.

Equity, Inclusion, and Diversity

Excellent academic advising demonstrates a commitment to the values and culture of inclusivity and social justice. It encourages individual and institutional conversations that promote understanding, respect, and honor diverse perspectives, ideas, and identities. Academic advising policies and practices reflect a commitment to equity, inclusion, and diversity.

Advisor Selection and Development

Institutions employ effective selection practices, professional development, and appropriate recognition and rewards for all advisors and advising administrators. Institutions and/or units establish clear expectations and requirements for advisors as well as systems for formative and summative feedback to advisors. Establishing position/role requirements for primary role advisors and processes for selecting, hiring, salary scales, and retaining quality academic advisors provide consistency for students and supports program sustainability. Ongoing professional development programs ensure that those in the academic advising community are current in advising skills and knowledge and that advising practice reflects the core values and competencies for excellent academic advising.

Improvement and the Scholarship of Advising

Institutions committed to systematic assessment and evaluation recognize the complexity of the educational process and its theoretical underpinnings. They operate under the principles of

ongoing, evidence-based plans for assessment of both advisors and advising programs. Members of the academic advising community are both critical consumers of, and contributors to, scholarly literature, including the effects that advising can have on students and the role of advising in higher education.

Collaboration and Communication

Effective academic advising requires coordination and collaborative partnerships among all units across campus. These partnerships foster ongoing communication and promote resource sharing. A collaboratively developed strategic communication plan, inclusive of all institutional stakeholders, involves frequent and intentional exchanges of information and ideas, is routinely reviewed and updated, and advances a shared aspirational vision for academic advising across all units.

Organization

Excellent advising programs are intentionally organized across the institution to meet the institutional academic mission, goals, and intended outcomes. The organization of academic advising must have structured leadership, appropriate resources, and a systematic approach to continuous assessment and improvement. The organizational structure supports the roles of all academic advisors, regardless of title.

Student Purpose and Pathways

Effective academic advising directs students to explore and define their own purpose, goals, and curricular pathways to achieve learning and developmental outcomes. Curricular plans must be coherent, enrich students' programs of study, and support their educational goals, career and life aspirations. Partners and key stakeholders collaboratively and closely examine all student transitions and develop policies and practices to overcome barriers and optimize learning and success.

Technology Enabled Advising

Excellent academic advising incorporates appropriate technology to complement, support, and enhance advising practice. This requires institutions to include academic advisors in the selection, delivery, and assessment of advising technologies. Institutions must provide on-going training in the use and potential applicability of dynamic tools as a means to strengthen advising practice and culture.

Appendix D Resources

General

Council for the Advancement of Standards in Higher Education (CAS Standards)

- Academic Advising Programs.

<http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Drake, J. K., Jordan, P., & Miller, M. A. (2013). Academic advising approaches: Strategies that teach students to make the most of college. Somerset: Wiley.

Ford, S.S. (2007). The essential steps for developing the content of an effective advisor training and development program. Retrieved from

<http://www.nacada.ksu.edu/clearinghouse/advisingissues/AdvTrng-Steps.htm>

Advisor Training and Development

Givans Voller, J. (2012). Advisor training and development: Why it matters and how to get started. Retrieved from

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