

California State University, Chico



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Division of Student Affairs

*Annual Report*

2013-2015



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September 15, 2015

## Vice President for Student Affairs

### **INTRODUCTION**

As I begin my tenth year as Vice President for Student Affairs at CSU, Chico and reflect on my time here, I continue to value the privilege of working with a (now renewed) leadership team that continues movement towards realizing the Strategic Plan and the Master Plan of CSU, Chico. Continued budgetary cautions notwithstanding, I am impressed that we continue to make progress in this regard. The following represents a review of the past year and the Division of Student Affairs' role in the progress of the campus that serves to highlight the achievements within and across the divisions of the university.

I continue to marvel at our student body with their impressive accomplishments and the Wildcat spirit they embody represent their value of learning and leading that is, not coincidentally, representative of our quality faculty and staff that provide them with the opportunities to apply their learning and reflect on same - all characteristic of the high performing university that Chico State represents. I continue to muse that they did not get here on their own and the important, though changing, role of parents, peers and employers influence and enrich the work all in the campus community whose commitment to student success is demonstrated each and every day by the quality of instruction and support for the students both on and off campus. This "Chico Experience" that we introduce students to beginning with summer orientation and greeting them during the greatly enhanced Welcome Week impresses and informs their time on campus and matures with their experience as alumni. The zeal with which our students and alumni embrace the "Chico Experience" and the recognition of its impact is something with which we can all take pride.

Given the recent absence of budget cuts providing campuses with some pause, we continue to be cautiously optimistic and carefully begin growing new connections and pathways towards realizing the campus master plan. Being mindful of the campus motto that greets those entering Kendall Hall, "*Today Decides Tomorrow*", I am certain that the campus will continue the impressive forward momentum that we enjoy and the role of the Division of Student Affairs in shaping our collective futures. I remain appreciative of your support of the many important student services programs provided by the division and the talented staff as we move the students towards their success each and every day.

Your continued visibility, along with that of colleague vice presidents, helps to model the "Chico Experience" as students take notice that the senior leadership of the campus takes time on weekends and evenings to participate in the Lead Cat program, cheer the Wildcats to victory in Athletics competitions and provide support for leadership programs and recognition throughout the year. Such outward commitment to student affairs is important to the staff that is working to deliver state of the art student services and remains the envy of many of my colleagues throughout the CSU system.

Of course it goes without saying that your absence during much of the Spring '15 semester and your planned retirement in July '16 certainly weighed heavily on the campus and I certainly wish you the best in retirement!

The following brief summary of the accomplishments of the Division of Student Affairs highlights some important accomplishments and how these help to fulfill CSU, Chico's mission, values, strategic direction and to meet the expectations of the many constituencies we serve.

## *Challenges & Opportunities*

I believe that it is fair to say that the Division of Student Affairs has experienced considerable change these past couple of years and each change provides both challenges and opportunities.

To the extent that we can lessen the staff reaction to change as that of "crises", and provide adequate direction and support that leads to hope rather than hopelessness, then we are able to maximize changes and continue to realize the many important goals before us. I believe that the continued work by managers in the division, along with the important cross divisional collaboration, all helped to keep staff moving to deliver top-notch services to our students.

The budget challenges of the past, while not as vexing as budget reductions, continued to present as a concern of the members of the division as the reality that unfilled vacancies were more likely than not going to remain unfilled. With some new initiatives (i.e., Safe Place, Dream Students, Off Campus Student Services) needing to be staffed, the replacement of eliminated or unfilled positions is much slower than many would like to see. Nonetheless, staff remains more committed than ever in their quest to provide essential and quality services to students.

The most significant example of such change these past couple of years has been the integration of the Enrollment Services areas (Enrollment Management, Admissions, Registrar, Veteran Programs, Advising and Orientation) into the greater Division of Student Affairs. While a welcome change on all accounts and representing a return to the division after a 20 year hiatus, the redistribution of some real and human resources have been, at times, challenging as exemplified by the retirement of the long term Associate Director of Admissions recruitment and the subsequent retirement of the Director of Admissions.

The incorporation of the TRIO programs was an important step towards creating coherence with respect to outreach to first generation, academically disadvantaged students, and was incorporated into the programs led by Chela Patterson.

The paradigm shift articulated in the last report with Student Activities being renamed Student Life and Leadership continues to develop and evolve and the recent relocation of student activities, Greek Life, and Leadership programs into the BMU with the Associated Students in the remodeled second floor of the BMU is realizing a “one stop” approach to student leadership development.

Recruiting staff from out of the area continues to be challenging with the cost of living in Chico coupled with the flat budgetary environment in the State of California. Some searches failed the first time around, including important positions such as the Director of Admissions. While we have become more intentional in “growing our own” in terms of continuity planning given the large number of staff retirements anticipated over the next several years, the opportunities for new positions remain a rarity. That said, we have been successful in recruiting both internal candidates (Safe Place) and external, out of area candidates (Director of Admissions).

Even with the above staffing challenges the staff in the Division of Student Affairs have been largely responsive to the changes and recognize vacancies may create opportunities to apply for different positions within the division or elsewhere on campus. Some staff have, in effect changed their positions within or outside of the division by successfully interviewing for other positions.

The Division of Student Affairs continues to provide direct leadership in the area of diversity and inclusion and with the ongoing support of colleague vice presidents, authorized the creation of a position to create the momentum and to make the case for the campus to be officially recognized as a Hispanic Serving Institution (HSI). While the campus student body has reached the 25% point of Hispanic attending students, such recognition by the Federal Government will enable the campus to qualify for additional resources in the form of grants and other aid.

This work with the Office of Diversity and Inclusion and the University Diversity Council represents a transitional synergy that is being implemented between Student Affairs, Office of the President, Academic Affairs and Business and Finance.

The ongoing town/gown challenges presented with the density of 80% of students living within 2 miles of the campus and the need to help them become ‘good neighbors’ as well as the need to help them work with some difficulty landlord situations led to the development and recruitment of a half-time Director of Off Campus Student Services. The incumbent, Dan Herbert, has decades experience in property management, has been a leader in the City of Chico (city council, mayor), alumnus and has been an involved supporter of the campus. Early indications are that he has been very effective in diffusing some difficulty lease situations and Greek problems in terms of possible disruption in the neighborhoods. I’m looking forward to the many contributions that this important position can make for students, the campus and the city of Chico.

Having successfully served as one of two CSU campuses selected for the Title IX audit, different assignments have resulted. Safe Place, the name of the program for the Sexual Assault Advocate, has been transferred from the University Police Department to the Health and Wellness Center and a successful recruitment has kept this important service intact.

Also resultant from the Title IX audit was the necessity to transfer the Title IX Officer responsibilities from the Associate Vice President for Student Affairs to the Human Resources operation in Business and Finance. Similarly, with the new investigative requirements, two investigator positions were added to Student Judicial Affairs.

Finally, the Wildcat Card was transferred to IT, along with the staff members from Enrollment Services and Financial Aid in order to provide ongoing support for PeopleSoft enhancements to the Student module of CMS.

Other challenges the Division of Student Affairs face throughout the various programs include (list is representative, not exhaustive):

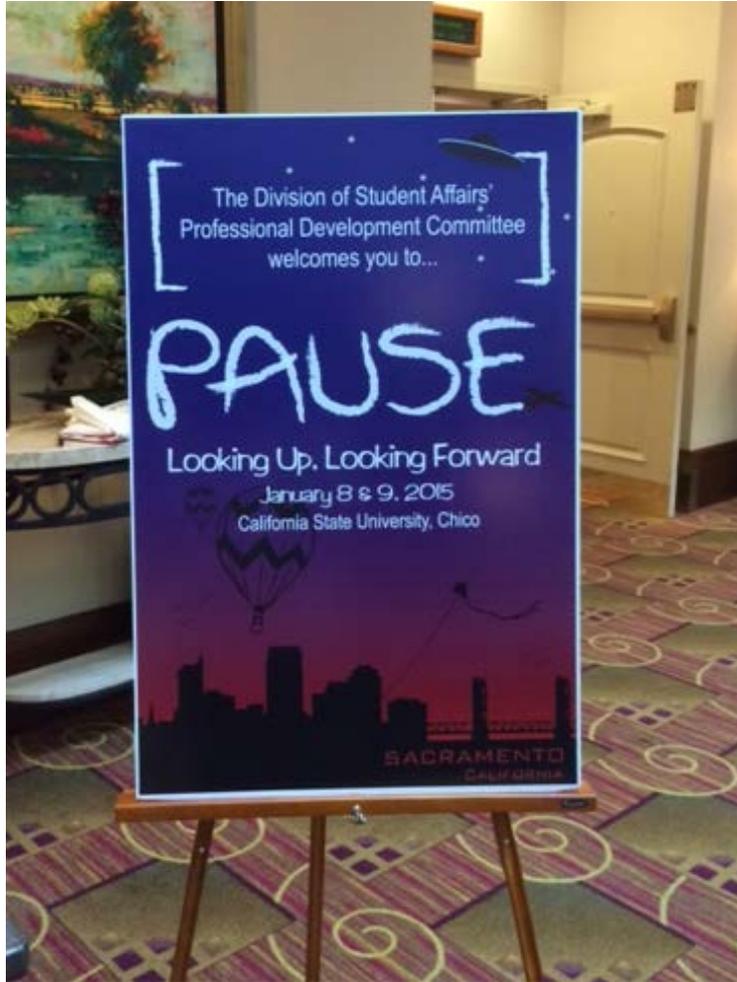
- Continued and significant increase in the technology related challenges accommodating students with disabilities while balancing the technology driven curriculum desired by the faculty. The two needs are generally in conflict and create a significant vulnerability for the institution if we aren't on the same page – and staff continues to work on these issues.
- Adjusting to two different Provosts and working to sustain important continuity has proved to be both challenging and rewarding as new possibilities emerge each time.
- The continued and full integration of CADEC and Counseling with the Health Center and the full Wellness model continues to develop as staff works together. The addition of Safe Place will add additional opportunities and synergies.
- Keeping staff morale as positive as possible is difficult, especially with the recent memorandum sent by senate to the Chancellor's Office and the associated survey regarding campus climate. While many of the members of the division do not agree with the amount of attention being given the senate in this regard, some of the issues (reclass, IRP, hiring salaries) do resonate with them and remains something we all need to work on.
- Athletics finds it challenging to be at the top of the conference for several years in a row without the infusion of additional monies to fund the extra travel involved in NCAA playoffs/championships. While not the worst problem to have, this underscores the notion of high achievement despite difficult and challenging budgets. Improvements to the Baseball stadium and softball fields have been positive and more improvements of athletic facilities are on the horizon.
- Funding for different diversity efforts, let alone sustaining what has become expected remains a challenge.

- Keeping financial aid awards as full and accurate as possible, especially in light of the continual changes in federal regulations and the changes in the CSU in terms of cost of attendance, tuition increases and anticipated changes to the SUG.
- Greek life continues to challenge the campus, though the challenges in the direction of recruiting better members, increasing their community service and becoming more self-governed. Progress is slow, but moving in the right direction
- A vacancy in the Director of Dining Services will be challenging and the announced retirement of the Director of University Housing and Food Services has created a very important vacancy to be filled.

Partnerships with other divisions including considerable changes to location of services (Enrollment Services, Wildcat Card, Technology staff, Safe Place, Title IX, TRIO as examples) exemplifies that the managers and, by extension, their staff, understand the importance of aligning work with the Strategic Plan, but also model the One University model as synergies with programs and staff across all aspects of the university drives success for the students.



Division of Student Affairs: PAUSE 2015 (Embassy Suites, Sacramento)



### ***Leadership of the Vice President for Student Affairs***

The leadership I provide for the division translates to campus-wide leadership and enables alignment between individuals' values and the values, goals and strategic plan of Chico State. The following are some examples of my leadership in this regard and many of these are repeated from prior reports and serves, I believe, as an indication that the Division of Student Affairs is committed to serving one university:

- Cabinet officers continue to be invited to Division of Student Affairs events such as Meet and Greet, Holiday Parties, PAUSE, Managers Retreats and the End of Year Celebration as this models the importance of teamwork and cross divisional collaboration. The opportunity for staff to hear this message from other executives on campus reinforces the message, direction and values of the goal of "one university".
- With Enrollment Management staff in place, I have begun the important conversations with Deans regarding enrollment management in terms of programs to grow, programs to maintain, and diversifying the students.

- I continue to co-chair the Freshman Year Experience group with the Dean of Undergraduate Studies.
- I served as the Chair of the Search Committee for the Chief of University Police Department.
- PAUSE and Managers Retreats are opportunities to reinforce and focus the values/goals of the institution while also providing some much-needed morale boosting for all involved.
- My work on Diversity recruitment and retention of students, faculty and staff are reflected in the development of the pools of candidates and hires (i.e., Residential Life, Greek Life, CCLC) in the division at all levels. I have articulated the value of diversity since before I stepped foot on this campus and believe that my work thus far models that importance for the rest of the division and university community.
- The success of Chico grads with the NASPA Undergraduate Fellows program has enjoyed 100% placement of students into graduate programs with graduate assistantships helping to fund their studies.
- The Housing Programming Board continues to win recognition in their professional association and Chico once again was one of the top campuses in terms of money raised during our Up till Dawn event for St. Jude's Hospital.
- Staff in Student Affairs contributed significantly to the Early Start and Graduation Initiatives of the Chancellor's Office and work in partnership with Academic Affairs on First Year Experience, particularly with respect to the Faculty in Residence and EOP first year programs.
- Staff and managers in the Division of Student Affairs partner across divisional lines and in the community in the following ways (*list is representative, not complete*): Serve as faculty in residence, orientation program presenters, Academic Integrity Council, Flu clinics with nursing students, WellCat fitness program with Kinesiology, sponsor Health and Community Services interns, Nutrition Interns, development of MOU with Enloe Medical Center and Butte County Behavioral Health, Counseling interns from School of Social Work and Psychology, GE design and implementation committee, wellness forums with faculty, membership in the Graduation Initiative, Early Start, Internship Work Group with faculty/deans, Business career fair, engineering, education career fairs, internship/career workshops in classrooms, Alumni presentations, member of Parents Organization, staff development committee, strategic enrollment planning task force, English Stretch model for summer bridge, President's Diversity Council, FYE, Foster Youth, Veterans Affairs, Graduate Fellowship Program, University Scholarship Committee, UPE and UPD partnerships for athletic events, FMS partnerships for athletic facilities and all other facilities utilized by Student Affairs, Admissions/recruitment for EOP and athletes, Pep Band with HFA, work with Advancement in Athletics and for the 125<sup>th</sup> Anniversary, ALCI, UTAC committee, IT advisory committee, Enrollment Management Committee, VEST, CMS support, IRES, Behavioral Assessment Team, Faculty Mentor Program, Freshman Safe Start, minor and major capital projects in housing, Ag Community, Honors thematic housing, ATI Instructional Materials Accessibility Team, Assistive Technology Center, Emergency

Preparedness, UPD, presentations on performance evaluations for HR, CAVE, AS Board of Directors, Child Development Lab, and CCLC.

I trust this list, while not exhaustive, is certainly more than representative of the intentional work throughout the division to collaborate, inform and lead in areas where the division possesses expertise.



### ***Goals For 2015/2016***

Based on many of the changes and challenges listed above, my goals for the 2015-2016 year include:

- Continue to improve the diversity of the student body through strategic enrollment management
- Continue to improve diversity of staff hiring
- Appoint staff member to facilitate the campus HSI application process
- Continue to improve the Town/Gown relationships and develop the off campus services available to students/landlords
- Continue to develop and refine the Student Activities reorganization to the Student Life and Leadership Program

- Continue to manage the challenges of budget reductions and continue to reorganize student services to meet the needs of today's students
- Continue work at the CSU system level to influence policy development
- Continue to create synergies with other divisions across the campus
- Facilitate, along with the provost, the study of the Chico Experience and for WASC.

### ***Choosing and Charting the Future of CSU, Chico***

In addition to the work and accomplishments listed above, I find that influencing the future of Chico cannot be accomplished inside the university alone and thus am involved in the community and the greater CSU community as highlighted below:

#### ***In the California State University:***

- Served as VPSA member of Task Force for Creating a Sustainable Financial Model for the CSU
- Along with two other VPSA's, drafted and presented position paper regarding Vice Chancellor for Student Affairs to Chancellor White
- Served as past chair of the CSU Vice President for Student Affairs Council
- Serve as the VPSA on the Chancellor's Financial Aid Advisory Committee
- Serve as a VPSA member of the CMS Executive Committee
- Serve as VPSA member of the CMS Student Services Work Group
- Hosted the CSU Drug and Alcohol Conference in 2012/2013
- Served as resource and panelist on three Emergency Preparedness conferences

#### ***On the CSU, Chico campus:***

- Welcoming attendees for many of the Diversity Receptions
- Welcoming students/parents to the majority of Summer Orientation programs where I am able to help set the tone/expectations for new students
- Work with Academic Affairs on College enrollments, WASC and HSI preparation
- Work on the master planning committee

#### ***Town/Gown:***

- Member of the Chico Rotary Club
- Member of City of Chico Town and Gown Committee
- Member of Advisory Board for Chief of Police
- Member of Chico Chamber of Commerce
- Monthly meetings with Chiefs of Police (Chico and UPD)



Division of Student Affairs End of Year Staff Picnic at One-Mile in Bidwell Park, Chico

## *Summary*

### *Intentionality; Leveraging; Synergy;*

These concepts and terms appear in this report once again as I firmly believe that intentionally creating our course and future by leveraging the many quality human and real resources abundant on and off the campus will establish the many synergies necessary today to realize such a future.

We can choose to wait for the state legislature to realize the Master Plan is still viable and find ways to meaningfully support and fund the plan. Or we can intentionally create our future.

I prefer to be intentional.

Regarding the campus strategic plan, it is clear to me that the majority of the work of the Division of Student Affairs directly supports the first priority: student success.

With developing the whole person being the prima facie reason for student services, staff and programs continue to both meet the needs of students and support the instruction occurring in the classrooms. One of the primary contributions of Student Affairs staff is to impart skills, strategies and lessons that contribute to the maturation and development of the student toward becoming a fully functioning member of society.

The important priorities for this coming year are many, and if we focus our intentionality on them, great strides will be made in the following areas:

1. Re center the conversation campus-wide regarding climate and get the campus moving again in a forward direction by encouraging the majority of the campus stakeholders who believe the campus is a good place to be and to work to have their voices heard over the voices of dissent.

2. Submit the documentation necessary to qualify as an HSI campus, assuming the campus meets the minimum qualifications.
3. Continue to prepare the campus for becoming a truly Hispanic Serving institution rather than an Hispanic attending university.
4. Continue to prepare for WASC
5. Continue to keep the budget moving forward and able to fund new initiatives.
6. Prepare for the transition of the next president for CSU, Chico

Of course the continued prudent use of resources continues to challenge the division, particularly given the past and now anticipated budget reductions.

The Division of Student Affairs fully embraces the Strategic and Master Plans of the campus and fully intends to play a critical role in realizing the success of the plans.

On a personal level, I remain excited and committed to Chico's future (the campus and the city) and am eager to help move the campus in the direction of the master plan.



Staff of the Division of Student Affairs Participating in a Professional Development Committee Program in the new Wildcat Leadership Center

## *Division of Student Affairs*

### Departmental Annual Report 2014-15 Accomplishments

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#### ***Departmental Accomplishments***

The many departments and programs within the Division of Student Affairs have accomplished a great deal and highlights appear below. This list is intended to highlight the breadth and depth of their accomplishments and is not an exhaustive list, though one can't help but be impressed by all that is accomplished by the professional and dedicated staff in the Division of Student Affairs.

#### **Academic Advising**

**Academic Advising** - served 8,653 students for one-on-one advising sessions and 2,985 students attended advising workshops.

**Summer Orientation** - served 3,750 new students and 2,451 guests in 2015:

Expanded Spanish language orientation program to serve 108 students and 183 parents/guests:

Devoted one day of orientation to an exclusively Spanish language parent/guest program.

Extended outreach to Spanish language students via a postcard mailing.

Provided reduced orientation rate to Spanish language parents/guests to encourage attendance.

Academic Advising Programs (AAP) continues to work with campus staff to identify, design, and implement innovative technologies in campus advising settings to serve all students:

AgileGrad (funded by the Chancellor's Office), implementing Smart Planner within PeopleSoft, Online Learning Experience, Event Wizard Program for workshop sign-ups, tracking, and assessment.

An online Academic Status Committee program has been rolled out within all colleges and departments to help facilitate the reinstatement process.

#### **Admissions**

Achieved 2014-2015 enrollment targets. Resident full-time equivalent student (FTES) target was 14,563, which represented a moderate 1.39% increase over the 2013-14 resident student target, or an increase of 200 resident FTES, equivalent to approximately 188 headcount.

Increased diversity of applicant, admit, and enroll cohorts to all-time highs. The percentage of applicants, admits, and likely enrollees who identified as students of color (SOC) again reached historic highs. As of July 1, 2015, 66.4% of fall 2015 FTF applicants identified as SOC, comprising 61% of those admitted and 59.8% of those who submitted an intent-to-enroll. Transfer SOC represented 50% of applicants, 46.8% of admit, and 41% of intent-to-enrolls. SOC represent 62.6% of applicants, 57.7% of admits, and 52.5% of likely enrollees. Final data will be available at census. In the five-year period between fall 2010 and fall 2015, the percent of enrolled SOC increased for both FTF (59.8% from 38%) and Transfers (41% from 28.5%).

The number of domestic undergraduate applications processed by Admissions staff continues to increase. Five-year growth: FTF increased 7,071 or 48% and Transfers increased 2,712 or 41%.

Hosted the CSU Professional Development Conference (PDC) in August 2014. Over three days, 130 outreach professionals from 21 CSU campuses, along with staff from the Chancellor's Office, participated in 20 different workshops, teambuilding activities, and exploration of the campus and surrounding Chico community.

### **Accessibility Resource Center**

Accessibility Resource Center announced the creation of the Office of Accessible Technology and Services (OATS). This is only the second CSU office dedicated to accessible materials and technology and the Accessible Technology Initiative.

The Alternative Media division of Accessibility Resource Center will now be charged with furthering the campuses Accessible Technology Initiative (ATI) goals and objectives.

The OATS will continue to manage all requests from students to convert instructional materials into alternate formats, as well as, provide students with assessment and training on the use of assistive technology. New activities for OATS will include oversight of the Assistive Technology Center (ATC), supporting faculty and staff with the creation of accessible documents, assist IRES and the Procurement office with the purchase and testing of software for accessibility, and supporting web services with accessibility issues.

For a second year ARC provided Academic Coaching services to advisor-selected students with behavioral health issues that impact their academic success. According to the Association of Higher Education and Disability, persistence and graduation rates for students with disabilities are below that of students without disabilities. The reasons for low persistence and graduation rates are due to poor transition into the academic community, lack of connection with the campus community, and a lack of services specifically designed to prepare students with disabilities with life skills necessary for success. University life is a time for transition, growth, and development for the

knowledge, skills, and attitudes essential for academic success, intellectual growth, living independently, and developing interpersonal relationships, and emotional well-being. This transition is particularly challenging for students with mental health issues and traditional accommodations do not adequately meet their needs. This year, Academic Coaching served 30 students with 5 coaches. Pre and Post Assessment results show that students in the program increased average units completed from 8.3 to 10.2, and GPA from 2.04 to 2.24. *This project was also accepted, used for research and defended as a Thesis Project!*

Campus climate issues remain a priority for ARC and our work to improve campus climate is essential to improve access and a welcoming community for students with disabilities, as well as strengthen all students' skills to live and work with people from diverse backgrounds. ARC continues to exert considerable effort to reach various campus constituents.

### **Associated Students**

The Wildcat Leadership Center (WLC) was completed and made fully functional. Over a year of input and design resulted in a total remodel of 10,000 square feet on the second floor of the Bell Memorial Union (space previously occupied by the Wildcat Bookstore). An open, more fluid environment was created to encourage collaboration, inclusivity, and multi-functionality. The new WLC is home to Government Affairs (officers, councils, committees) and Student Life and Leadership and also includes the Wildcat Leadership Institute, Freshman Leadership Opportunity and Greek Life. The goal of creating a more inclusive and vibrant atmosphere that draws in students has been realized. Students have taken ownership of the space and have creatively used it to make connections and foster an overall sense of engagement and belonging.

In support of divestment from fossil fuels, the Associated Students withdrew all current AS investments held in the AS RAC Endowment Account from the University Foundation Endowment and deposited those funds in an AS directed Local Agency Investment Fund (LAIF). In May 2015 those funds were placed in a suitable, socially responsible investment vehicle with Pershing Investment Group. Over the course of the year, the AS President and students from the *Chico State Students for Divestment* group wrote a proposal and made a presentation to the University Foundation Board of Governors requesting that it follow suit. The Board of Governors voted in the affirmative.

The three AS funding councils and committees allocated \$152,429 to support student programming/projects in addition to disbursing \$32,338.98 of revenue sharing funds to 108 designated student organizations \$63,722 of revenue sharing funds is earmarked (via student vote) for 202 student organizations for 2015-16 with the Gender & Sexuality Equity Center receiving the highest allocation of funds (\$1,992).

### **Intercollegiate Athletics**

**Men's Basketball 100th Celebration.** Throughout the 2014-2015 men's basketball season Chico State Athletics recognized the centennial year of the sport of men's basketball at our institution. The celebration included the acknowledgment of "100 Players for 100 Years" recognizing men throughout the decades that represented Chico State both on and off the court with excellence.

**Men's Soccer 50th Anniversary Celebration.** During the first weekend of May, Chico State's men's soccer program celebrated 50 years of tradition. The weekend included a golf outing, 7-Aside tournament and alumni brunch. The weekend culminated with a celebration for over 125 former Wildcat soccer players and their guests honored the heritage of the program.

**Increased Licensing Revenue.** Nearly three years after unveiling the new Athletic Wildcat logo, the department realized a significant increase in royalties. Through the first quarter of 2015, revenue from royalties has increased by 300% over the same time period last year.

### **Chico Career Center**

**Local Job Fair.** Partnered with Butte College to put on the inaugural Local Job Fair for both Chico State and Butte College students to find part time, internship and career positions in the local area. Secured grant funding from the Butte College Pathways initiative to cover the cost of the event. Forty employers and over 650 students and alumni attend. Of the 40 employers, several were on-campus departments hiring for student assistants. The event benefited students, alumni and the local community.

**First Destination Survey Data.** Working hard to provide the University with meaningful placement data. Collected an approximate 30% response rate from the 13/14 graduates (this is more than double the response rate over prior year). This data is becoming more and more relevant with the creation of the college scorecard, increased pressure for departments to fundraise and increased attention on placement rates. Continuing to follow systems developed last year to collect data and in the process of working with Institutional Research to store data so it is readily accessible for faculty and staff.

**Career Center Volunteer Team.** Developed, recruited, trained and organized the first Career Center Volunteer Team resulting in 33 student volunteers to assist at events. This project was two-fold, one to help staff events and secondly to provide a confidence-building platform for student volunteers who are nervous about getting involved in career services.

### **Early Outreach Support Programs**

#### **Educational Opportunity Program**

**Foster Youth** - Developed a more streamlined process for offering Tier I (generalized) and Tier II (more in-depth) services to target populations - Services to students dramatically

increased this year, serving approximately 85 students. Tier I students receive low-touch services based on their need. This student might attend a workshop offered through the program or meet with the program coordinator one time to request help in regards to a specific need. Last year, PATH Scholars served 58 Tier I students. Tier II services involve a higher level of service. For example, the student is required to meet with the program coordinator at least three times per semester, attend one workshop and one program event or social gathering per semester. Last year, PATH Scholars served 27 Tier II students.

Coordinated a PATH Scholars Student Panel during National Foster Care Month (May) – Five student participants shared their unique experiences in the foster care system with the campus community, in an effort to increase awareness of this population, reduce social stigma and celebrate their many successes. This PATH Scholars leadership/community engagement event was recorded by CSU, Chico Center for Regional & Continuing Education and can be viewed with the following link:

<http://rcemedia.csuchico.edu/Mediasite/Play/9599972f94334a8abc10ba7fee1126601d>.

Developed a stronger sense of community among participating students on campus – Student participation is growing and students are voicing that this program has provided social/emotional support, positive opportunities to meet new people and assistance with seeking out campus and community resources. Students are benefiting by participating in monthly social gatherings, educational workshops, advocacy opportunities and cultural activities/events. Student participated in the Diversity Summit in October 2014 in collaboration with the Cross Cultural Leadership Center. Some activities have been offered during winter break, spring break and summer. It is common for PATH Scholar students to stay in Chico because they often lack social or family supports.

### **Student Learning Center**

The number of students, visits, and first day of appointment sign-ups all went up the year. This increase demonstrated students' appreciation for the free learning assistance resources offered by the SLC, but it also strained the resources of the budget, the center space, and the staff.

The SLC successfully collaborated with the CCLC to offer drop-in math and writing tutoring in the BMU during the evenings (6:00 – 9:00 pm) Monday through Wednesday of Dead Week and Finals Week. The goal was to provide outreach and access to tutoring for students of color and/or low-income first-generation students who might not otherwise visit the Student Learning Center or take advantage of campus learning resources.

As the first day of appointment sign-ups has become increasingly popular and the lines and wait times longer, it has been more difficult for students with disabilities to sign up for tutoring. In the past we had prioritized getting students registered with the ARC off the waitlist, but in fall 2014 early sign-ups for ARC students was scheduled the first Friday afternoon of the semester. ARC staff was on hand to verify that the students were registered with ARC. Students who were able to come in to schedule appointments early appreciated the efforts on their behalf. The number of early sign-ups in the spring was 42% higher than fall semester.

### **Educational Talent Search**

Mesa, College Preparation and STEM curriculum – the MESA Advisor team includes 4 credentialed math, science and/or English teachers. The MESA Advisors are assisted by academic mentors who are CSU Chico students majoring in STEM (Science, Technology, Engineering and Math) fields. Advisors and mentors assist students in grade specific STEM curriculum.

STEM Academy (112 students) – in collaboration with the CSU, Chico student organization Latinos in Technical Careers and the Foor Foundation, 6<sup>th</sup>- 9<sup>th</sup> grade students experienced hands on, interactive workshops presented to motivate them to attend college and pursue a STEM career. Students attended workshops where they built rockets, bridges, lasers, learned about the Quadcopter and had fun with science making gas. MESA Prelims Day (96 students) – in collaboration with the CSU, Chico MESA Engineering Program, students competed in the following competitions: bridges, mousetrap cars, gliders, prosthetic arms, model science (heart and GI tract), and speeches. Over 60 volunteers from the campus and community served as judges.

MESA Regionals held at CSU, Chico (37 students) – students that placed 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> at MESA Day Prelims, attended MESA Regionals to compete against students from across Northern California. CSU, Chico hosted the event and had overwhelmingly positive evaluation comments.

### **Student Support Services**

Financial Literacy Coach – This year, SSS hired its first financial literacy coach using salary savings. The position was built into the SSS grant renewal budget to sustain the position. The new coach designed new workshops and piloted advising forms and techniques while serving cohorts 2013 (sophomores), 2014 (current freshmen), and 2015 (incoming freshmen admitted summer 2015). The pilot points to overwhelming success; 24% of incoming 2015 freshmen switched to a more affordable housing option after only one 30 minute financial literacy coaching session via phone and a follow-up e-mail. 100% of incoming freshmen in cohort 2015 received coaching and created a preliminary plan to meet their unmet need *before* starting school in the fall. This position was funded using the salary savings created by the vacant project director position (July-August 2014), and was worked into the budget of the new grant to continue to fund this position moving forward.

New “Coaching” Approach to Student Advising – Beginning in May of 2015, the project piloted the new grant proposal’s research-driven approach to providing high quality individualized approaches to student advising and counseling (e.g. coaching). The pilot cohort was comprised of newly admitted freshmen who will start at Chico in fall of 2015. This coaching approach is informed by research deemed acceptable by the US Department of Education and the Institute for Education Sciences’ (IES) What Works Clearinghouse (WWC). The research guiding this new approach can be found at: [https://ed.stanford.edu/sites/default/files/bettinger\\_baker\\_030711.pdf](https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf).

In accordance with this new coaching model, the project created new tools to support incoming freshmen and transfer students in the selection of housing, majors, Early Start options, orientation dates, fall courses, and more. Mandatory phone coaching sessions were required and used to create baseline needs assessments for each new freshman student in cohort 2015.

### **North State TRiO Community Pipeline**

Beginning in fall 2014, the project collaborated with Butte Community College to create a "TRiO Community Pipeline" between Butte Community College and CSU, Chico. In January of 2015, the project piloted the grant's new approach to the Student Transfer Enrichment Program (STEP), offering an individualized half-day orientation the week before the spring semester of 2015. Two students participated in the pilot and, based upon their positive feedback and strong academic performance their first semester (both above a 2.5), the project will fully implement the new STEP model beginning August of 2015.

Beginning in spring 2015, the project broadened the scope of the TRiO Community Pipeline by increasing collaboration with CSU, Chico pre-college TRiO programs and community college SSS programs operating in the North State. As a result of this collaboration, 55% of the project's freshmen 2015 cohort was referred from TRiO pre-college programs, and 100% of the incoming transfer student applicants were referred by TRiO programs in the North State, including Butte Community College, Yuba Community College, and Lake Tahoe Community College.

### **Upward Bound**

Implemented the Online Tutoring Program at Lindhurst High School. In an attempt to manage high travel costs and still connect with students on a weekly basis (as required by federal grant regulations), alternative means were sought that would still produce quality results. Lindhurst High School is the farthest partner school. With the support of school administration, an online tutoring approach was created and proved to be even more successful than traditional face-to-face contact. A Upward Bound classroom was established at the school equipped with iPads and laptops. Using Skype (online video chat program) and Twiddla (online white board), tutors connected virtually with students in the classroom and at home to offer hands-on tutoring and guidance on a weekly basis. The benefits of this new format included:

- An increase in use of technology for academic purposes by students
- Less interruption of class time, since many students were tutored at home
- Greater access to technology because students were allowed to check out laptops and iPads to use at home
- An estimated savings of \$10,000 in tutor travel (one academic year)
- Increased presence of Upward Bound at the school
- Greater sense of community with students using the UB classroom during lunch and afterschool.

- More support for Upward Bound students as they had access to free printing, calculators, school supplies, snacks.

50<sup>th</sup> Anniversary of CSU, Chico Upward Bound Project – CSU, Chico was extremely proud to celebrate such a milestone, as there are only a handful of programs throughout the country that share it’s longevity. Thousands of underrepresented students from throughout the North State have taken advantage of program services and pursued higher education. On September 19, 2015 CSU, Chico hosted a 50<sup>th</sup> Anniversary Gala in the Bell Memorial Union Auditorium to connect with hundreds of former participants and raise funds for the program’s scholarship endowment. The event highlighted the program’s growth, having expanded from one grant that initially served 50 youth to four grants that now offer services to 325 participants from 18 partnership high schools.

Developed an iBook That Focuses on College Preparation – After years of searching for the ideal textbook that would incorporate every piece of relevant college preparation information, the program developed an iBook that allowed to do just that. The iBook titled, “A Guide Towards Higher Education for First Generation Students” provides detailed college preparation information with text and embedded videos and PowerPoint presentations. The book is designed specifically for the six-week summer program format but still allows students to review the material throughout their senior year. The chapter titles include:

- Chapter 1 – *Understanding College Admission Requirements*
- Chapter 2 – *Exploring and Selecting a Major*
- Chapter 3 – *Understanding How to Pay For College*
- Chapter 4 – *Developing a 5 Year Graduation or Transfer Plan*

### **Financial Aid**

Applications processed: FAFSA: 31,620, Cal Dream: 132

Students who received aid: 12,732

Students seen at window: 17,193

Student advising appointments: Filled: 3624

Appeals Processed:

- Exceptional Circumstances: 294
- Dependency: 87
- Maximum Unit: 105
- Satisfactory Academic Progress (SAP): 225

Total Aid Disbursed: \$188,365,729.70

### **Student Records/Registrar**

#### **Academic Evaluations (EVAL)**

Graduated over 3,341 students in spring 2014, fall 2014 and spring 2015 using PeopleSoft Degree Audit automated process.

#### **Academic Publications and Scheduling Services (APSS)**

Ad Astra Platinum Analytics, successfully received a full snapshot report and an analysis of our class schedule with predictive enrollment data. Worked with campus partners for more efficient and collaborative scheduling of campus facilities. Implemented new Directory Maintenance Application. Improved Exam scheduling process (now imports into Ad Astra). Created a suite of class schedule audit jobs in CRA for academic departments to use to monitor their schedule build and changes

#### **Degree Audit Programming (DGAP)**

Smart Planner Presented the Smart Planner at the CSU Board of Trustees meeting and at the Student Affairs First Friday event. Completed programming of the pilot majors, as well as all of majors and minors for Colleges of BSS, BADM, CME. Integrated the Smart Planner with Wildcat Scheduler – students can send their planned courses to Wildcat Scheduler, select and send their preferred schedule to their Shopping Cart for enrollment. Programmed the Degree Audit for Credential students. Rewrote the process to download transfer credit rules from ASSIST into PeopleSoft

#### **Student Records and Registration (SRO)**

Collaborated and implemented the Wildcat Action Center for sending critical and actionable messages to students through the University Portal. Implemented substantial changes to NSC Enrollment Reporting to comply with federal regulations Planned Education Leave process was streamlined leveraging. ImageNow functionality to communicate with students. Implemented and communicated changes in PeopleSoft regarding the use of preferred names on class and grade rosters, as well as Blackboard Learn. Posted the Records Retention schedule to the REGS website in order to comply with the Information Security audit findings. Collaborated and tested the new RCE demand payment modification in PeopleSoft.

#### **Veterans Affairs (VETS)**

Administered over \$7 million in benefits to over 600 students. Hosted the 5th annual Veterans Regional Conference. Provided support for the campus annual Welcome Reception for veterans. Facilitated Veterans Summer Orientation and Veterans Graduation Ceremony. Veterans Educational Support Team (VEST) collaborated with multiple service providers on and off campus to foster student veteran success.

#### **Articulation**

Completed all CourseMatch and AB 386 articulation agreements and uploaded them to the Transfer Evaluation System (TES) for system-wide visibility

### **Student Health Services**

Reaccredited by Accreditation Association for Ambulatory Health Care (AAAHC): In October 2014 a two day accreditation survey with Dr. Dennis Schultz from AAAHC was held. The entire Student Health Center was surveyed looking at patient care, policies and procedures, QMI studies, health education, pharmacy, laboratory, x-ray, infection prevention and safety, health information management and governance. The Student Health Center was not only awarded a 3 year reaccreditation but achieved a perfect score.

Medical Director: Presented at the 2015 American College Health Association, on *Trauma Informed Campus*. Presented "The Mind Body Connection: Treating Depression with Physical Activity-The Wellcat Fit Experience" at the UC Irvine Student Wellness Conference on Building Health Communities.

By invitation of Dr. Timothy White, represented CSU on the statewide CalMHSA Strategic Planning Steering Committee.

Training: One employee completed the Diversity Certificate program in the spring of 2015. In May 2015, Stonewall Alliance provided Transgender Sensitivity training to the entire SHC staff. Two SHC nurses attended the "Working with Transgender Clients" during transgender week in March 2015. One CLS completed the Advanced User training from Orchard Harvest in April. Pharmacist in Charge obtained certification in travel health and immunization in accordance with the new law SB-493.

**Counseling - Reaccredited by the International Association of Counseling Services (IACS).** In fall 2014 materials were submitted to IACS for a "paper review" of CWC's services. The center will undergo a field visit in four years (2018-2019).

**UMatter - Expansion of outreach and peer education programs.** The campus response to the U Matter outreach program has been tremendous. Since the program started in 2012, thousands of staff, faculty and students have been reached through public relations campaigns, events, and trainings.

CalMHSA Student Health Initiative grant ended in June, 2014, it was clear that this program was effective in reducing the stigma associated with mental illness, and the campus was open to more programming. With new support from the VPSA, we were able to hire three graduate students to develop programs, plan events, and build a social media presence. In fall of 2014 the program recruited its first crop of U Matter interns who took the message of positive mental health "to the streets."

U Matter is now housed in Brice House, and 10 interns are on deck to provide suicide awareness training and positive mental health education to the Chico State campus.

Assisted in the rollout of the CSU Red Folder and developed outreach programming for staff and faculty. One of Chancellor Tim White's first directives was for CSU mental health professionals to develop a resource for staff and faculty that would assist them in identifying students in distress and giving them a distinct protocol for referring students to appropriate resources. A CWC counselor participated in the conversations to help develop this resource.

The Red Folder, modeled after a similar resource available to UC staff and faculty, was distributed to all Chico State staff and faculty in the fall of 2014. CWC staff developed a companion in-person training, "Helping Distressed Students" that was presented to multiple departments on campus. In spring 2015 an electronic copy of the Red Folder was pushed to all campus PC-based computers. In-person training will continue to be offered by CWC in the hopes of identifying more students who may not have the strength to refer

themselves to counseling.

### **CADEC**

Awarded \$10,000 seed money grant by the Stacie Matthewson Foundation – Transforming Youth Recovery to establish a Collegiate Recovery Center at CSU Chico

Eighteen completed, with eight more in progress, National College Health Improvement Program (NCHIP) Task Force Studies involving at least nine different campus departments and one community under the NCHIP Improvement Model for Change (PDSA – Plan-Do-Study-Act).

Creation and implementation of “Students Seeking Recovery” weekly support group for students wanting a confidential, non-judgmental setting in which to explore substance misuse and recovery options. Weekly group co-facilitated throughout the 2014-2015 academic year by Program Director – a Licensed Advanced Drug/Alcohol Counselor and two peer educators employed and trained by CADEC who are living in recovery

### **Student Judicial Affairs**

Participation in State audit, 2013-2015. In late fall 2013 it was announced that CSU, Chico was one of four state universities (along with Cal Berkeley, UCLA, and San Diego State) selected for review by the State Auditor of California for its Title IX practices. For the remainder of 2013-2014, the Title IX Coordinator and SJA staff, as well as members of the Title IX Oversight Team, participated in an intensive review of all practices relating to Title IX, including campus wide prevention efforts, staff training activities, general awareness activities, protocols for referring incidents, and all policies and procedures for filing and resolving student complaints, including formal investigations, remediation, and discipline. In spring 2014 the auditors reviewed SJA cases occurring during the preceding five years, and interviewed SJA staff serving as Investigators.

In June 2014 the California State Auditor released its report, including findings and recommendations, pertaining to how the universities responded to incidents of sexual harassment and violence. CSU, Chico was asked to provide an initial response to the findings and recommendations within 30 days of the report’s release. CSU, Chico was then required to submit subsequent status reports, indicating compliance and/or completion of audit recommendations, at six months and one year intervals after the release of the audit report. SJA staff provided extensive support to the Title IX Coordinator during the summer of 2014 to develop the initial audit response, and throughout the past year have updated many internal practices, as well as public information materials and resources for Complainants, to comply with the Audit recommendations (refer to Section III for more detail).

Staff Transitions and Expansion. The State audit, which heavily impacted workload throughout 2013-2015, underscored the need for additional staffing. During this time period, SJA saw an increase in reported Title IX incidents, which was attributed to the efforts of the new Safe Place Advocate, as well as increasing awareness about the complaint process and reporting expectations for campus employees. This increase had an

impact on a program that had already seen significant changes and transitions since 2012: The Director and Associate Director were designated as Title IX Deputies in 2012, in addition to their existing responsibilities for addressing student grievances, academic integrity issues, and other student conduct violations. In 2012, two University Housing and Food Service (UHFS) staff transitioned to SJA and now report to the SJA Director. As a result, SJA has had a much more direct role in adjudicating residential violations of Title 5, Section 42301, Student Code of Conduct. This has strengthened the partnership between SJA and UHFS, but has also required more oversight for personnel and resources.

In August 2014, SJA moved to the Student Services Center in order to accommodate the expansion of the Diversity Office. The move also provided SJA space to accommodate an additional staff member. SJA was able to secure funding to fill two positions following the retirement of the Associate Director in September. A search resulted in two new Student Conduct Administrators/Investigators joining the staff in January 2015.

Hearing Officer Recruitment and Training: Solicited nominees and successfully recruited two new Hearing Officers (five total). Conducted a training for Hearing Officers in March 2015 with support from President's Office, VPSA staff and General Counsel.

### **Student Life and Leadership**

Developed and Implemented the Pipeline Through College Program

Hired a coordinator to run the Pipeline Program

Created a dynamic and engaging space in the Wildcat Leadership Center

#### **Student Organizations, Leadership Education (SOLE)**

Recognized the achievements of student organizations. Held first STAR awards in spring, where 7 different parts of student organizations were celebrated.

Continued growth of Club Recognition each semester. During the fall recognition event there were over 230 student leaders in attendance. Students are receiving leadership best practices, sexual assault awareness, and access to club resources.

Orgsync now Wildcat sync: hired a graduate student who specializes in Wildcat Sync. He is able to offer Wildcat Sync workshops, create websites, and train others on how to use the program. A partnership with Summer Orientation has allowed us to grow users.

#### **Cross Cultural Leadership Center**

Re-envisioned, designed and implemented a new employee infrastructure to increase capacity to provide regular support services to Latino/Black/African American, and Asian student populations as well as increasing the ally development and cross-cultural education opportunities.

Based on student focused qualitative and quantitative research, implemented Beyond Obstacles Leadership Development (B.O.L.D) programs that is a weekly opportunity to provide traditionally marginalized students with an opportunity to build a support network of peers and mentors, grow in their leadership capacity and enhance their understanding of diversity and multiculturalism.

Designed and implemented first ILEAD leadership retreat focusing on creating movements of change that incorporated all new innovative programmatic elements that the CCLC has never used.

**Fraternity and Sorority Affair** - Increase in recruitment across all 3 councils.

F.A.N.T.A.S.T.I.C.S. Community Service Event – In the spring, the Multicultural Greek Council implemented their F.A.N.T.A.S.T.I.C.S. Program, a collaborative community service effort between the campus, 3 Greek Councils, Boys and Girls Club, and the greater community. This 5-week program involved students volunteering at one of the three Boys and Girls Club Sites (Oroville, Chico, and Paradise) in order to make creative items reflecting each sites assigned Higher Education Institution (Cal Poly San Luis Obispo, Chico State, and UCLA). In late April, all three sites convened at the Chico Boys and Girls club to engage in a series of team building and competitive activities. This program sought to unify the campus community, local businesses, and leaders within the greater Chico community. The final event was an outstanding success. Over 50 youth from the three Boys and Girls Club Sites showed up sporting their spirit and presented phenomenal acts of camaraderie, creativity, and an increased passion to achieve a higher education.

Women's Conference – This collaborative event with a faculty member from the Management Department and the PanHellenic Council brought together over 100 young women to discuss the societal pressures that are placed on them and created tangible ways to balance these challenges with positive acts during everyday life. Participants were not only able to share their experiences and connect with their peers, but also had the opportunities to connect with women and resources within the Chico community.

**Recreational Sports** - Increase in overall camp participants: changing the enrollment structure did not impact the numbers in a negative way.

Sport Club Athlete grade point average: 9 teams out of 17 are 3.0 above or higher for cumulative GPA's

Began long-term planning for an Astro-turf field on campus.

## **University Housing**

### **UHFS Program Review**

Both internal and external program review processes were successfully completed and submitted to the Division of Student Affairs in preparation for a department leadership transition NLT December 2015 and to fulfill requirements associated with WASC Re-Accreditation [2019].

### **Faculty Mentor Program**

Initially, in partnership with the First-Year Experience Program, the Dean for Undergraduate Studies, and the Vice President for Student Affairs - UHFS successfully piloted a Faculty Mentor program with seven (7) teaching faculty in 2006-07. Since the first year, the Faculty Mentor Program has grown in numbers and reputation and now

includes non-teaching colleagues from a variety of campus partner programs. The Faculty Mentor program encourages engaged and intentional faculty/staff-student interaction within the residence halls.

### **IPTV System**

Successful launch of "IPTV" - wireless internet-based television system for residence hall students [Comcast/Xfinity-On-Campus]. CSU, Chico is the first campus in the western United States - in partnership with Comcast - to launch this type of system. Only fourteen [14] US-based colleges/universities are currently affiliated with Comcast to provide this type of service. The contract includes 100+ channels, on-demand features, and ability to upgrade channels. In addition, Comcast, installed two fiber connections to support their streaming service which doubled the campus' bandwidth capacity and led to decommissioning the "microwave" service to University Village. This \$500,000 capital improvement [fiber installation] made by Comcast not only benefited UHFS but the entire campus.

### **Special Program: Office of the Vice President for Student Affairs**

#### **Hungry Wildcat Food Pantry**

The Office of the Vice President for Student Affairs established the Hungry Wildcat Food Pantry in October 2013 to provide non-perishable food to currently enrolled undergraduate and graduate students facing food insecurity. The program is overseen by staff in the Vice President's office and relies on volunteers to support its mission. To date the program has been supported by generous campus and community donations together with multiple campus food drives. The campus community, alumni, student athletes, fraternity and sorority members, and nursing students to name a few, have all contributed to stock the shelves.

There is a direct correlation between food insecurity and a student's academic performance and student success. Over two hundred grateful, humble and deserving students have been served. In Fall 2015, a partnership with the Center for Healthy Communities provided student interns to provide regular hours to the pantry and assist with enrolling students in Cal Fresh to aid with their long term food needs. Another partnership has been established with the Organic Vegetable Project to provide students with fresh organic vegetables from the University Farm. The Associated Students has also joined in the mission and established the first "Wildcat's Can" annual food drive during Wildcat Welcome with the goal of building the Wildcat logo out of cans.

Chico State participated in the California State University Chancellor's Office [commissioned a study](#) to better understand housing and food needs among students enrolled in the system's 23 campuses. The Chancellor has earmarked \$100,000 to study this serious and growing need.

"The number of students who experience food insecurity is largely undocumented and unknown," according to the announcement. "In addition, the number of homeless

students is under-reported because many students are either unaware of the status designation or are unwilling to identify themselves as homeless.”



The Wildcat Logo constructed of cans collected during the AS “Wildcats Can” Drive

The “Wildcats Can” spirit embodied in this type of support to students from students, faculty, staff and community members speaks volumes to the core values of the CSU, Chico campus and the Division of Student Affairs.

***Wildcats Can!***