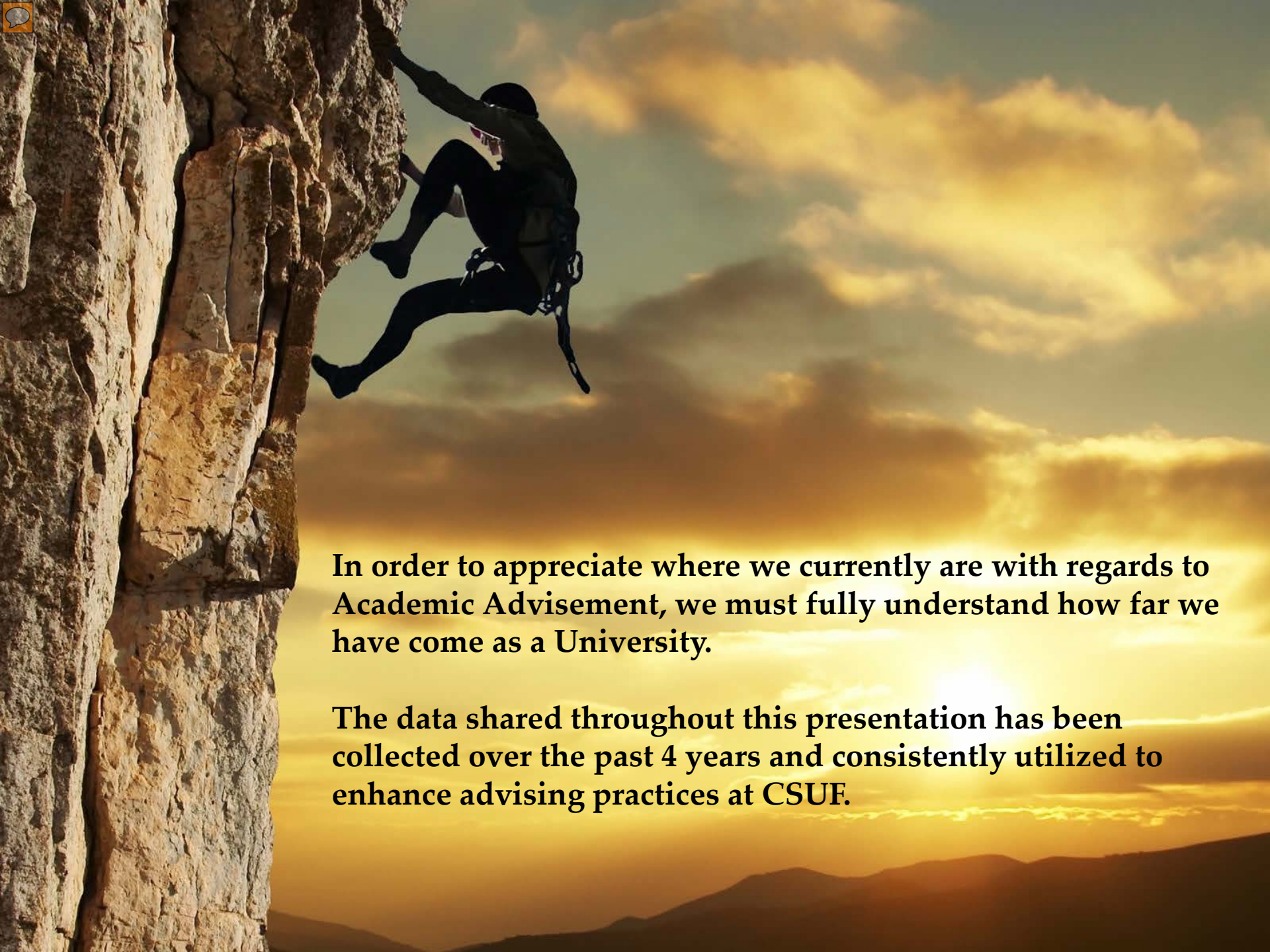




Campus Advising The Academic Advisement Center

California State University, Fullerton

Dr. Bridget Driscoll
Director, Academic Advisement
August 20, 2012



In order to appreciate where we currently are with regards to Academic Advisement, we must fully understand how far we have come as a University.

The data shared throughout this presentation has been collected over the past 4 years and consistently utilized to enhance advising practices at CSUF.

2008-2009

Academic Advisement Certificate in Excellence Program (AACE)



The program brings together advisors, faculty and staff members from across the campus that are dedicated to increasing their knowledge of best practices commonly used in academic advisement, and becoming proficient with University policies as they pertain to student success.

In an effort to progress as a University, and create a campus culture where consistency and quality are the guiding foundations for academic advisement, the Academic Advisement Certificate in Excellence Program was developed by the Academic Advisement Center through grant funding. The training content was established based on the results of an Advisors Needs Assessment.

Purpose:

- To create knowledge based support and training for advisors

By creating a campus-wide shared responsibility of accurate and consistent advising, students at California State University, Fullerton optimize their academic experience while progressing to degree in a timely manner.



Eleven Commandments of Higher Education

When advisors came together campus-wide in 2008-09 we established common ground rules to move forward and advance advising practices at CSUF advocating that:

A Student...

1. Is The most important person in any post-secondary institution.
2. Is not an interruption of our work— rather the purpose of it
3. Is Not dependent on us— we are dependent on them.
4. Does us a favor when they call
5. Is a person who brings us their educational needs—it is our job to meet those needs.
6. Is part of our process—not an outsider.
7. Is the person who makes it possible to pay our salary.
8. Is not someone to argue or match wits with.
9. Is deserving of the most courteous and attentive treatment we can give him/her.
10. Is not a cold statistic — s/he is a person with feelings like your own.

Is the lifeblood of every educational institution.

2009-2010

Increasing Quality, Consistency, & Clarity in Advising Practices



Academic Advisement Certificate In Excellence Implementation: An online, academic advisement training curriculum was developed, hosted within a community on Blackboard, and created by faculty and staff team members from Academic Advisement. Upon completion of the requirements, participants earned the Academic Advisement Certificate in Excellence. (N=195 Participants)

Learning Objectives:

Upon completion of the Academic Advisement Certificate in Excellence Program participants will:

- Create an atmosphere of support and provide expert advisement information to students
- Promote decision making and independent thinking by assisting students in their exploration of personal, academic and career goals.
- Help students become highly intentional about the forms of learning and accomplishment that the degree should represent
- Discover the importance of an integrated GE & Major advisement model
- Demonstrate proficiency, and be able to apply, University policies and procedures relating to academic advisement (UPS 300.015, UPS 300.016, UPS 300.017, UPS 300.018)
- Implement suggested practices based on key research that demonstrates the connection between academic advising and student persistence
- Successfully navigate and use articulation resources to assist students with transfer credit within the entire California higher education system (UC, CSU, CC).
- Employ a “problem centered approach” in advising practices – Engage students with complex issues, questions, and problems where there are real consequences at stake – thus preparing students both for the challenges of a dynamic world and for the responsibilities of citizenship.

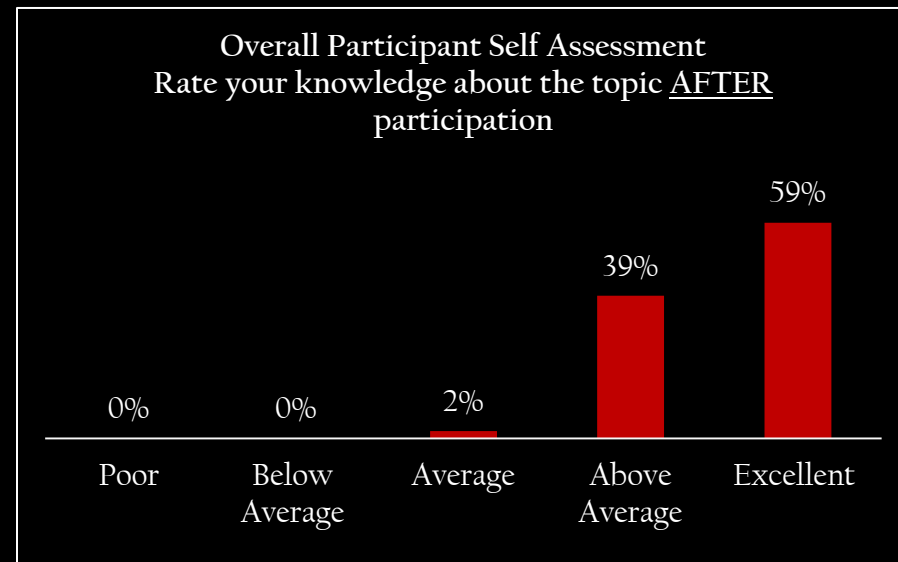
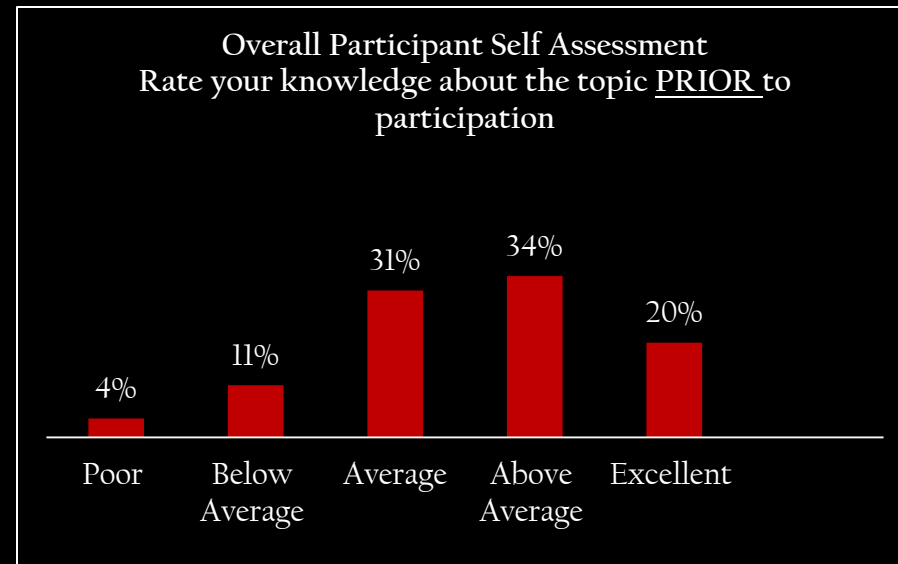
AAACE Requirements

| Title | Approx Length of Tutorial | Results |
|---|---------------------------|---|
| Grade Forgiveness Policy Interactive Tutorial | 8 Minutes | <u>100%</u> of the participants demonstrated an understanding that “undergraduate students may repeat, and replace the grades of courses for which a C- or below was earned |
| W and WU Policy Interactive Tutorial | 7 Minutes | <u>97%</u> of the participants demonstrated an understanding that a WU is calculated as a failing grade in the student’s GPA. |
| Incomplete Policy Interactive Tutorial | 5 Minutes | <u>100%</u> of the participants demonstrated an understanding that a Statement of Completion Form MUST be completed and signed by the faculty member and student. |
| General Education Interactive Tutorial | 23 Minutes | <u>100%</u> of participants understand that an environment of shared responsibility between the student and advisor should be promoted. |
| Academic Probation Tutorial | 30 Minutes | <u>100%</u> of participants rated the overall quality of the tutorial as Above Average/Excellent. |
| Assist.org Articulation Tutorial | 2 Minutes | <u>95%</u> of participants demonstrated proficiency in the use of Assist.org |
| Titan Degree Audit Tutorial | 8 Minutes | <u>100%</u> of the participants demonstrated an understanding of the procedures advisors and students may take to rectify any discrepancies found on the Titan Degree Audit. |
| One NACADA Webinar | 1 Hour | Participants acknowledged the value of the NACADA webinars, but rated the CSUF presentations as more time effective. |
| Total time spent participating in the Interactive Tutorials and Certificate Program | Less than 3 Hours | “The tutorials were great! Very informative and presented in a timely fashion” <i>Faculty</i> |
| The everlasting impact you will have on student’s academic success by promoting independent thinking and facilitating | PRICELESS | |

AACE OUTCOMES & PARTICIPANT FEEDBACK

“I really REALLY enjoyed this presentation. Cultural awareness and sensitivity is so important on college campuses. Especially when working directly with a wide variety of students, it is important to learn and grow as a person and be as aware and educated as possible. It is great to have a resource like this! I will remember this presentation when working with students and I will be incorporating what I learned today in my everyday interactions with students! Thank you!”

“I think the most valuable information were the statements prompting students to be their own advocates, structure their own education and empowering them to seek an intentional education. Those thoughts will follow them through their college career and I will apply them to my advising.”



The Academic Advisement Certificate in Excellence Program received exceptional reviews from faculty and staff participants as well as National Recognition by the Association of American Colleges & Universities who presented participants a Letter of Commendation.

“This advising training program is a call to change the ways we collaborate with faculty and recognize them for their work with students. An important goal of AAC&U's participation is to foster faculty responsibility for the totality of undergraduate education and to do so in ways that allow for transparent assessment of important learning outcomes. We are thrilled to endorse this endeavor that CSU, Fullerton is implementing.”

Debra Humphreys, AAC & U



*Association
of American
Colleges and
Universities*



Breaking Away From the Checklist Mentality

“In a society as diverse as the United States, there can be no “one-size-fits-all” design for learning that serves all students and all areas of study.” LEAP Report



It has changed the way we advise on campus – what used to be checklist mentality has now evolved in some departments and the AAC to educate students on their entire degree through the use of the Titan Degree Audit and directed discussions about the value and importance of a Liberal Education.

III. DISCIPLINARY LEARNING (27 units minimum)

A. Mathematics and Natural Science (12 units minimum)

1. Mathematics (3 units minimum)

Prerequisite: Satisfy (ELM) Requirement
Mathematics 125(5), 150A(4)¹



¹Need prerequisite of MATH125, calculus in high school, or passing score on MQE
see back side for guidelines in selecting Math course



vs.

“ To succeed in a chaotic environment, graduates will need to be intellectually resilient, cross-culturally and scientifically literate, technologically adept and fully prepared for a future of continuous cross disciplinary learning.” LEAP Report 2007 **BE PREAPRED**

Addressing the question “why do I need to take this class?” from admission through graduation

Prior to 2009



Orientation

VS.

2009 to Current



- 2 Hour Lecture
- 300+ Student Participants
- No Interaction
- Checklist of degree requirements
- Not major specific

“General Education seems like a waste of time!”

- 30 minute interactive discussion
- General Education advisement by College
- Introduction to a Liberal Education
- Major specific General Education requirements
- Interactive Orientations:
 - ECS: Integrated Advisement with GE and Faculty Advisors, Faculty led laboratory tours, and course registration within ECS computer labs
 - UNDECLARED: Peer led activities, student to advisor ratio of 15:1, and TDA interactive and creative activity

GOALS:

- Avoid Unnecessary Courses
- Create an Intentional Education
- Establish a more conducive learning environment for our FTF

“Thank you for taking us outside to learn! After my advising session, I understand my TDA, I had a chance to make some friends and exchange emails, and I am looking forward to taking General Education courses because they might help me discover my major!”

Integrating Academic Advisement into Course Curriculum

Recognized by NACADA as a Best Practice (2010)



Good advising requires applying effective teaching techniques to the individual advising context



Research shows that advising is a form of teaching and similar methodologies can be effectively applied. By integrating the content of advising into a course, we are not shifting or adding to what WE already do as developmental advisors, we are simply changing the medium in which we interact and deliver advisement information to students.



Advising provides teaching and learning opportunities similar to those found in the classroom

Integrating Advising Into the Course Curriculum:

In an effort to decrease graduation deferrals and time towards degree by increasing student's ability to interpret and analyze the Titan Degree Audit (TDA), an interactive presentation was delivered by the students' "team" of advisors, both Major and GE. The success of the program is attributed to the fact that students are required to complete a grade weighted assignment prior to meeting with their advisors, followed by an in-class presentation on their entire degree requirements. However, this is only made possible through faculty's commitment to academic advisement and their willingness to incorporate this vital information into the course curriculum. Although this was recognized as a Best Practice, it is not intended, nor is it appropriate to be integrated into all courses.

Key Elements

- **Grade Weighted Homework Assignment**
- **Titan Degree Audit**
- **Interactive**
- **Solution Centered**
- **Preventative**
- **Major Specific**

Outcomes:

- **Decrease Graduation Deferrals**
- **Decrease Time to Degree**
- **Promote an Intentional Education**
- **Retention of Knowledge**

Current Courses

- KNES 202
- HESC 220
- NURS 302
- NURS 302 (Distance)
- KNES 342
- KNES 495
- UNIV 100
- HONR

Integrated Advising Student Learning Objectives:

Upon completion of activity and course presentation students will:

- Clearly interpret the Degree Audit
- Effectively utilize their Audit to track degree progress and plan for graduation
- Demonstrate an understanding of their degree requirements through quantitative assessment and course examinations
- Make informed decisions about their course choices based on individual preferences, future opportunities, and requirements
- **Become their own advocates, structure their own education and be more confident in their course decisions**
- **Earn a more intentional education**



Integrated Advising Assessment Results

Since the implementation of this Best Practice in 2009, Integrated Advisement has successfully supported over 5,490 students.

Quantitative & Qualitative Data

- Student's ability to **interpret** their **TDA** above average-excellent went from **40%** Prior to this activity to **92%** following the presentation
- **97%** of students reported their level of **confidence** in making decisions about course selection **increased** after the presentation
- **99%** of students reported their knowledge about graduation requirements has increased as a result of the presentation
- **94%** of students demonstrated their understanding of the Upper Division General Education requirements by articulating the minimum number of units required (9)
- **99%** of students accurately identified the minimum GPA required to Graduate (2.0)

Student Feedback:

“Great presentation and assignment, EVERY student should be given the opportunity to review their TDA in class with the help of an advisor. She taught the entire class what we need to know to graduate!”

“Thank you! I was seriously confused before this presentation and now I cannot wait to apply the information I just learned to my academic plan.”

“The fact that an advisor came to my class and taught me what I needed to know for graduation was excellent, I finally understand ALL aspects of my degree!”

“As a new student, I had never been to the advising center because I honestly did not know what to ask, however, after the advisor made me feel so comfortable asking questions in the group setting, I now know where to go when I need help. Thank you.”





Advances in the Major Exploration Program for Undeclared Students

- Undeclared students can Degree Shop by generating a “What If” TDA which allows them to view how their completed coursework can apply to any major
- Online, Interest based, Major Cardsort
 - Approximately 300 students complete this annually
 - Upon completion of the Major Cardsort students are sent an email with a list of majors based on their interests
 - The distillation of the number of major options facilitates a more focused exploration
 - Students are provided the location for the majors they selected so they can further explore with their faculty member
- “Prepare to Declare” Online Video Commercial
 - This online video tutorial educates undeclared students on the Major Exploration process and steps they must take to declare
 - Students are REQUIRED to visit their “New” Major Department as well as the Academic Advisement Center PRIOR to submitting the “Change of Objective” form in Admissions and Records
 - The online tutorial is sent to approximately 1,500 students each semester
- Undeclared, Non-Enrolled Outreach
 - Each semester non-enrolled undeclared students are contacted by an Academic Advisor
 - Data is collected as to the many reasons students choose not to enroll
 - The advisor facilitates registration for those that do
 - Academic plans are provided for students who wish to Stop Out so that degree progress continues
 - Approximately 60% of students were retained (2009-10, 10-11)
- UPS 300.002 Violators – 60+ Units
 - Undeclared students with 60+ units earned are required to meet with an Academic Advisor and declare their major
 - Each semester approximately 60-80 students are supported (Prior to the Major Exploration advances, the number of Undeclared students with 60+ units was 150+ = 50% decrease)
 - 100% of students declare after meeting with an Academic Advisor
- Undeclared Orientation
 - Special Interest Groups – Business & Marketing, Science & Technology, Health Professions
- Undeclared Students are Invited to Schedule an Appointment – Exploring, Declaring & Probation
- Major Declaration Activity Sheet - Informed decision making
 - This activity requires students to identify Major Core Requirements, articulate their reason for choosing the major, and Major Electives



Approximately 1,500-1,800
 Current Academic Standing
 N=1,609
 93% Good Academic Standing
 7% Academic Probation
 UPS 300.002 - 60+ Units



Annual Major Exploration BBQ & Pool Party

- Over 450 Student Participants
- Nearly 40 Faculty and Staff Participants
- 38 Students Declared Their Major at the Event
- 152 Students Initiated the Process
- 100% Of Faculty indicated they will attend next year
- 100% of Students indicated they would recommend this event to a friend and that it should be offered on an annual basis.

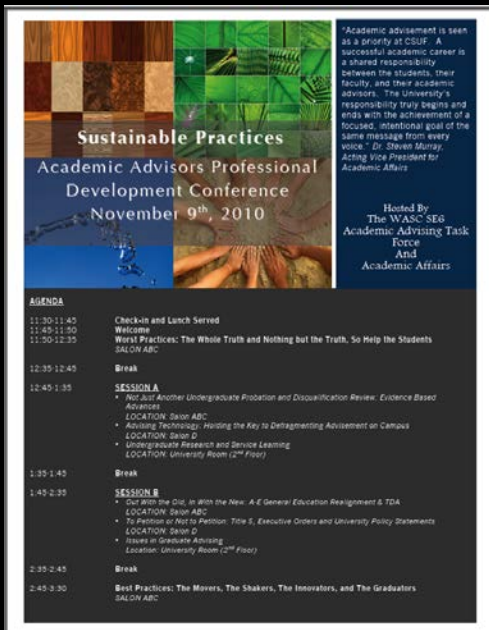
Student Feedback:

“I completed the Major Cardsort online, which helped me narrow down my choices and make this decision more manageable. When I came today I had an idea of what majors I was interested in, but this event gave me a chance to meet with advisors and ask all of my questions at once.”

“The conversation I had with an advisor really helped put things in perspective. After learning about the major requirements and talking about how the courses fit my interests, I am ready to declare.”



2010-2011 Sustainable Practices



Purpose:

Based on the campus dedication to enhancing advisement, the WASC SE6, Academic Advising Task Force, in collaboration with the AAC took action. Over 200 faculty and staff members campus-wide responded to a needs assessment survey aimed to capture current advisement practices and training resources commonly used at CSUF, as well as, areas in which advisors would like to increase their knowledge. The information gathered through this assessment was the guiding principle behind the event and a prerequisite as we collaboratively commit to making meaningful advances in academic advising at California State University, Fullerton.

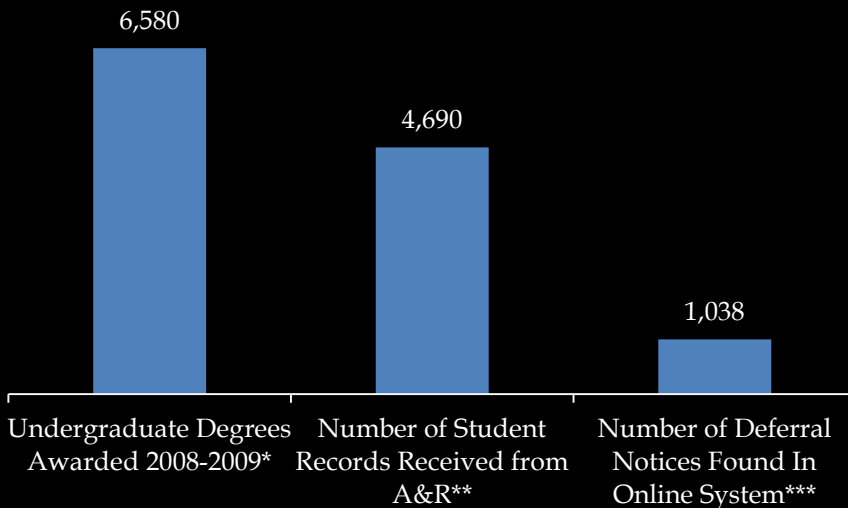
Advances, Student and Faculty Support Programs, and Initiatives

- Graduation Deferral Study
- Celebrating Our Seniors
- Evaluating the Quality of Advising Programs
- General Education Realignment & the TDA

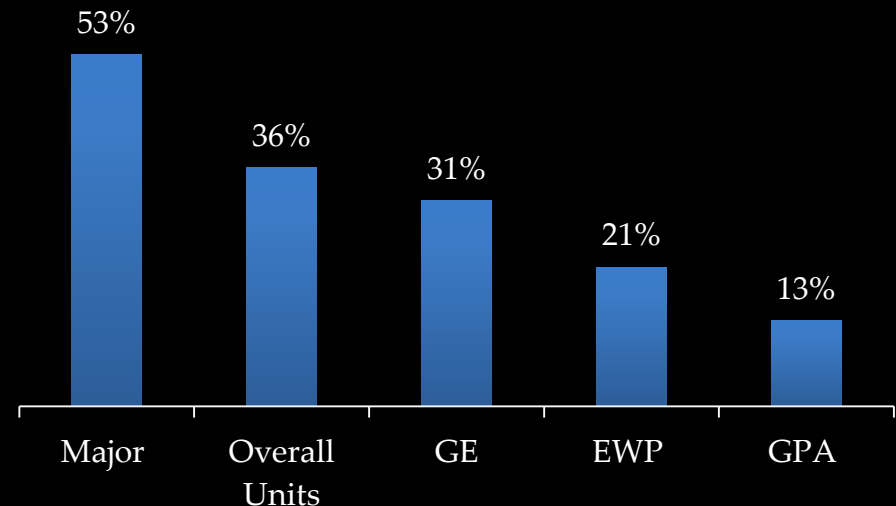
Academic Advisement Grad Deferral Study

In 2010 Academic Advisement conducted a Campus Wide Graduation Deferral Study. Admissions and Records provided a sample set containing over 4,690 May 2009 undergraduate candidate records. After investigation, data revealed 1,038 students were unable to successfully graduate and received a graduation deferral notice from CSUF. Nearly 22% of the sample set received graduation deferral notices indicating a deficiency in requirements and did not graduate on their intended date (May 2009). Results collected through the Campus Wide AAC deferral study mirror those collected in a similar study conducted within the College of Humanities and Social Sciences in 2006. Primary causes for graduation deferrals (in rank order); major deficiencies, < 120 units earned, general education deficiencies, and < 2.0 GPA.

AAC Campus-wide Grad Deferral Study



Leading Causes of Graduation Deferrals



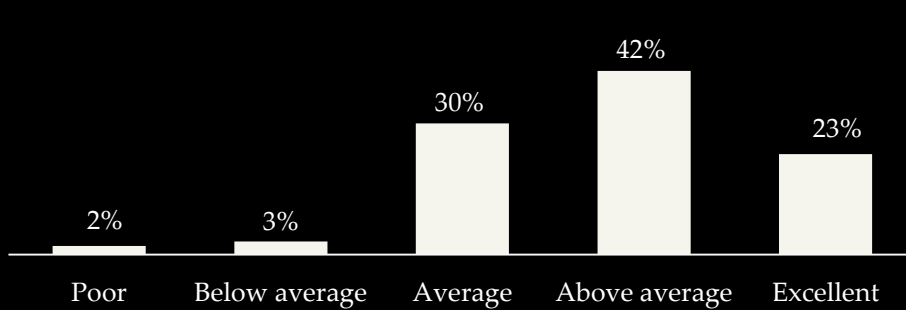
Academic Advisement contacted the deferred students and despite the popular belief that students were aware, many were not. During advising sessions, some students actually reported they were pulled from job interviews because potential employers knew they had been deferred even before they did. Each Grad Deferral is more than a number - This impacts the university, the particular college, the students, the community, and alumni relations.

Celebrating Our Seniors: Live Grad Check

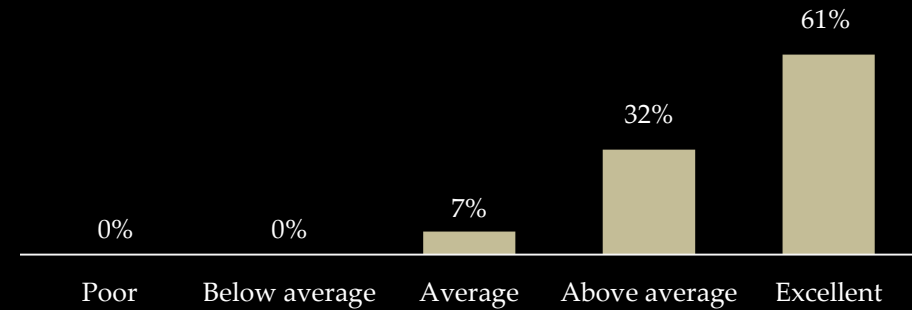
In an effort to prevent graduation deferrals, ensure completion of degree requirements, and educate candidates on the significance of earning a liberal education, Academic Advisement developed an interactive presentation specifically designed for senior standing students.

- The sessions were intentionally arranged within the first two weeks of the semesters which allowed students the opportunity to make adjustments to their schedule based on the information from the presentation.
- The presentation highlighted the primary contributors to graduation deferral notices and educated students on the many solutions to prevent such deficiencies.
- Collaborated with the College of H&SS to invite students and create an intentional program
- 15% of participants prevented a deferral and the postponement of graduation
- 7% took a preventative approach and extended their grad date – still avoiding a deferral
- In addition, students were asked to describe the transferable skills they have gained through the General Education Curriculum at CSUF: EX “I have learned to communicate effectively (written and orally). Also, I have learned a great deal about the sciences, as well as, history of the United States and the world. I am prepared to participate in variety of conversation topics, and I have truly gained insight that has helped shape me as a civic minded person I am today.” *Student*

Please rate your ability to interpret your TDA prior to this session:



Please rate your ability to interpret your TDA after this session:



98% demonstrated their understanding of the total units required to graduate (120)



84% rated the level of helpfulness provided during this presentation as Above Average/Excellent.

In 2010-2011 the Department conducted a review of the Academic Advisement Center Programs based on student feedback.

| Above Average/Excellent | Please rate the Overall Quality, Helpfulness and Relevance of the Program , Presentation, Event, or Tutorial (SCALE: Poor, Below Average, Average, Above Average, Excellent) |
|-------------------------|---|
| 89% | April Advising Month: Major Exploration Interactive Workshops (N=75) |
| 96% | Collaborating for Student Success: Advisor Training Opportunities (FDC, PSYC, Irvine Campus, Special Populations) (N=193) |
| 100% | Celebrating Our Seniors: Live Grad Check Review – Sociology (N=48) |
| 91% | Celebrating Our Seniors: Live Grad Check Review - Honors Program (N=75) |
| 84% | Celebrating Our Seniors: Live Grad Check Review - HSS (N=123) |
| 85% | Finish in Four student satisfaction survey (N=333) |
| 68% | Finish in Four Fall Registration Workshops – Fall 2010 (N=650) |
| 91% | Finish in Four Spring Registration Workshops – Spring 2011 (N=600) |
| 90% | October Advising Month: Honors Program Advising (N=60) |
| 95% | October Advising Month: Second Semester Freshmen Registration Workshops (N=150) |
| 91% | First Time Transfer Online Video Podcast (N=300) |
| 93% | Greek 101: Academic Planning (N=200) |
| 68% | Online FTF Probation Tutorial (N=634) |
| 94% | January Interactive Workshop and Presentation (N=634) |
| 91% | Spring 2011 Small Group Probation Advising (N=615) |
| 83% | Online Research Based Student Success Tutorial (N=320) |
| 95% | Student Supported Residence Hall Advising Program (N=175) |
| 95% | Integrated Advisement into the Course Curriculum (KNES 202, HESC 220, KNES 342, NURS 302) (N=450) |
| 94% | Mandatory advising sessions for Undeclared students with >60 units (100% Compliance) (N=62) |
| 95% | Transfer Registration Workshops (N=250) |
| 100% | Welcome to CSUF Day: Major Exploration Presentation for Undeclared Students and their parents (N=60) |
| 100% | Major Exploration Pool Party and BBQ for students, faculty, and staff (N=450) |

RESULTS AND ADVISOR REQUESTED ACTION ITEMS

From the 2010-2011 Academic Advisors Professional Development Conference

TDA – The Official Advising Tool Used Campus-Wide

- Establish a universal note taking system on the TDA
- Increase accuracy, transparency, and accountability of shared academic information between students, advisors, and evaluators
- Remove duplicate units from TDA
- Complete the Grad Check Process PRIOR to students' final semester

Following the conference – participants had the opportunity to provide feedback in an open forum and request action items which would become a priority for the upcoming year.

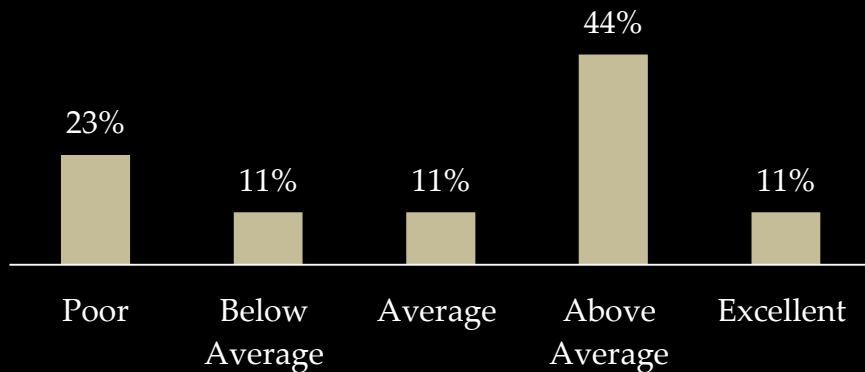


Creating a Seamless Transition

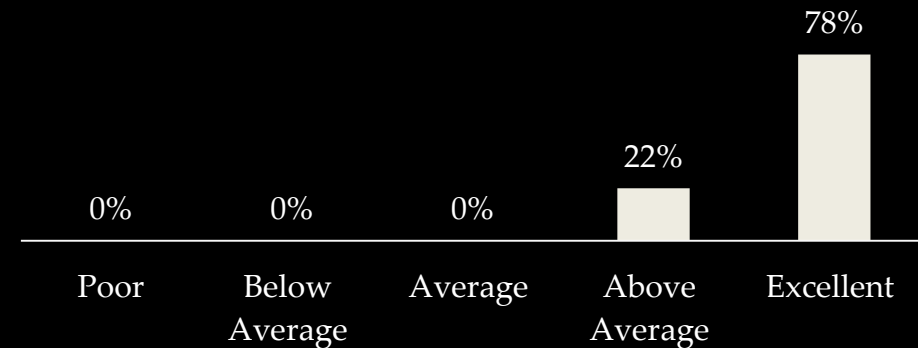
The General Education Realignment

In an effort to educate advisors across campus to help ensure accurate and consistent advisement is provided to students, Academic Advisement collaborated with the Faculty Development Center to host interactive informational sessions reviewing the General Education Realignment and New TDA. In addition to the sessions hosted in the FDC, an identical presentation was conducted for advisors at the Irvine Campus, Psychology Department, College of NSM, and special populations advisors. These informational sessions illustrated the simplicity of the A-E and Z General Education pattern currently utilized at the majority of California Community Colleges and CSUs. The new alphanumeric system will create a more seamless articulation process when transferring coursework taken at a California Community College (CCC) to CSUF. Since the majority of CSUF students transfer from a CCC, they are already familiar and proficient with the A-E General Education pattern. The primary objectives of these interactive informational sessions was to demonstrate the simplicity of the realignment and inform advisors that although the layout is different, the General Education curriculum has remained the same (51 units total, 9 units residence, 9 units upper division, same course offerings, and identical unit allocation between disciplines).

Your level of understanding about the GE Realignment **PRIOR** to this presentation



Your level of understanding about the GE Realignment **AFTER** this presentation



Campus-wide Faculty Training Results

2011-2012

Celebrating Our Successes and Continuing the Progress



The poster features a scenic background of trees and a sunset. The text on the poster includes the conference title, theme, date, location, and a detailed agenda.

Hosted By
Academic Advisement
&
The Academic
Advising Professional
Development
Committee

CSUF

8:00am – 1:00pm
Fullerton Marriott

**Academic Advisors Professional
Development Conference**
*Illuminating the Path Toward Degree
and Celebrating Our Successes Along
the Way*
December 7th, 2011

AGENDA

8:00-8:30 Check-in and Continental Breakfast

8:30-8:40 Welcome & Special Recognition of Guests and Monarchs
Dr. Edgar Trotter, Acting Associate Vice President, Academic Affairs

8:40-9:00 We've Come Along Way Baby!: The Proof is in the Data

9:00-9:10 Break

9:10-10:10 **SESSION A**
Mission Possible: Create, Develop, Innovate and Design the Future of Advising

10:10-10:20 Break

10:20-11:20 **SESSION B**

- World Case Scenarios: Survival Series for Advisors
- All Probation Policies are NOT Created Equal: Undergraduate and Graduate Probation and Disqualification Scenarios Reviewed
- Graduate Student Support, Resources, and Opportunities

11:30-1:00 Mission Accomplished: Literally (LUNCH)

- The New Titan Advisors Network
- Advising Notes
- Probation & Disqualification Results
- Grad Check Process
- TDA Correction Process
- Advanced Placement Query
- Community College Counselors Collaborating with Academic Advisement for Student Success

*Faculty and Staff advisors came together to create a unified CSUF Advising Mission.
The FIRST of its kind!*

“CSUF is committed to academic advising that is accessible, accurate, timely, and provides transparent information as a shared responsibility where the advisor and student are equally invested in academic excellence and steady progress toward graduation.”



Titan Advisors Network

CALIFORNIA STATE UNIVERSITY, FULLERTON
Academic Advisement Center

Titan Advisors Network



[Training Material](#)



[Academic Advisement Center Wait Time](#)



[Advisors Directory](#)



[Innovation, Ideas & Suggestions](#)



[CSUF Official Titan Course Audit](#)

Welcome to the Titan Advisors Network.

California State University, Fullerton's Academic Advising Mission:

'CSUF is committed to academic advising that is accessible, accurate, timely, and provides transparent information as a shared responsibility where the advisor and student are equally invested in academic excellence and steady progress toward graduation.'

This site will allow you to easily access important advising related documents, connect to your advising colleagues, and link to current training materials so you are able to best support students and facilitate graduation.

Below you will find an *Innovations, Ideas & Suggestions* icon. Click on this to give feedback. Your suggestions, concerns, and ideas are valued. As you navigate through this site, please feel free to share your feedback to enhance the quality of the Titan Advisors Network.

Fullerton Account Settings Sign Out

Go to old portal | Set default portal Give feedback or report problems



Titan Online



Student Email



TITANIUM



TITANIUM Faculty



Blackboard Faculty



Library



Email Employee



Employee Training Center



My Calendar



Titan Apps



Titan Apps Employee



Web Meetings



TitanCard Deposit



Parking Services



lynda.com Online Training



Course Smart Online Textbooks



WebCams



Computer Labs Availability



Parking Structure Availability



Academic Advising Student



Academic Advising Advisor



Show Less



The Progress Made is Direct Result of Collaboration

California State University, Fullerton Account Settings Sign Out

Julia Cappelli

HOME

Go to old portal | Set default portal Give feedback or report problems

| | | | | | |
|---|--|--|--|--|---|
|  Titan Online |  Student Email |  TITANIum |  TITANIum Faculty |  Blackboard Faculty |  Library |
|  Email Employee |  Employee Training Center |  My Calendar |  Titan Apps |  Titan Apps Employee |  Web Meetings |
|  TitanCard Deposit |  Parking Services |  lynda.com Online Training |  CourseSmart Online Books |  WebCams |  Computer Labs Availability |
|  Parking Structure Availability |  Academic Advising Student |  Academic Advising Advisor | | | |

Show Less

Create a Note

Major Department

Create a note

NOTES

Shared Academic Information Directly on the TDA

Email Student Private Note

Cancel Save Note

Notes History

- 05/16/2012 01:41 PM - Rommel Hidalgo
Private Note
private note
- 05/16/2012 01:41 PM - Rommel Hidalgo
test
- 05/15/2012 02:27 PM - Rommel Hidalgo
Private note
- 05/15/2012 01:43 PM - Rommel Hidalgo
Test
- 05/15/2012 09:42 AM - Rommel Hidalgo
test
- 05/15/2012 12:00 AM - Ernestine Hood
Private Note

Titan Degree Audit

CWID: 805724440 [Refresh TDA](#) [Printer friendly](#)

Student Information

PREPARED: 05/15/12 - 13:53 805724440
 Lyv, Eric Sir ANTICIP GRAD DATE: 08/03/12
 PROGRAM CODE: BA BAIS CATALOG YEAR: SP2008

BACHELOR OF ARTS
 BUSINESS ADMIN (INFORMATION SYSTEMS)

*****AT LEAST ONE REQUIREMENT HAS NOT BEEN SATISFIED*****

>>>IMPORTANT INFORMATION<<<
 Regarding Final Evaluation and/or Grad Checkout Status

****FINAL EVALUATION STATUS: COMPLETE**
 (For Transfer Students Only)
 A review of the units that you earned from other colleges, universities, or the Advanced Placement Tests has been completed.

****DEGREE CHECKOUT STATUS: CANDIDATE**

New/Realigned General Education Information

NEW/REALIGNED GENERAL EDUCATION INFORMATION
 To see how General Education Categories I-V are now represented by Areas A-E, please go to:
http://distance-ed.fullerton.edu/bbpresentations/Academic_Advisement/New_GE_TDA_intro/player.html
 All GE requirements remain exactly the same and no classes have been removed.

AT&T 10:13 AM 100%

Advising Wait Time

apps.fullerton.edu/Advising

Academic Advisement Center

0 minutes

Advising Wait Time

Last Update

Jun 1 2012 10:00AM



AAC Annual Average Wait Time - 25 Minutes

Improving the Grad Check Process

Prior to 2011

August

Student Applies for Graduation

(May Candidacy)

May

Student Walks at Commencement

July-August

Grad Deferrals Sent
TOO LATE

NOW Students are Notified 4-6 Months Sooner!!

August

Student Applies for Grad Check

January -April

Pre-Audit Deferral Notices
TIME FOR ACTION

May

Student Walks at Commencement

Enroll in Summer Courses and Complete the degree (if needed)

Academic Advisement

Prepares students with the knowledge required to make informed decisions about their education.



Academic Advisement Center

Sharing in the Responsibility with Students
University Hall 123B

- 6 Month Advisor Training Curriculum with Syllabus
 - Title 5, UPS, Executive Orders
 - Research and Presentations
 - Case Studies and Constant Feedback
- Preventative Approach
- Developmental and Appreciative Advising
- General Education & Graduation Specialists
- Finish in Four Scholars Program
- FTF Probation Tracking
- Internal Database of Advising Notes
- ONE STOP SHOP FOR SOLVING ACADEMIC CHALLENGES

99% of students
would recommend
the AAC to a friend!



Measurable Student Learning Objectives

- **97% of students who participated in one-on-one advising in the Academic Advisement Center completed an online evaluation (N=11,092)**
 - **99%** of students stated they would recommend the Academic Advisement Center to other students
 - **96%** of students responded with an Above Average/Excellent rating of their advisor's ability to help solve problems
 - **92%** of students demonstrated proficiency in their understanding of the minimum units required to graduate (addressing one of the primary causes of deferral)
 - **96%** of students answered with Above Average to Excellent when asked to rate the level of respect they received from our staff.

What do our valued students have to say?

"I was frustrated when I arrived because of the long wait time, but now that I am leaving the Academic Advisement Center with a clear understanding of my graduation requirements and ALL of the options I have for completing them, I can see the value and it was worth the wait - The Advisors in the AAC are Amazing! Thank you."

"The Advisor in the AAC answered all of the questions I presented to them with a high level of understanding. The advisor was kind and understanding towards my hardships with my department. I will recommend fellow students to come to the academic advisement center."

Failure is not fatal, but failure to change could be.” *John Wooden*

Individual
Advisement
Sessions
N= 11,435

Phone
Support
N=9,083

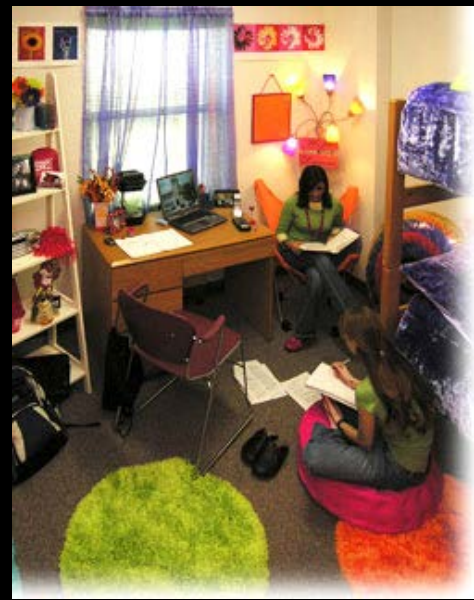


Online Advising
Sessions
N=1,676

Interactive
Presentations,
Workshops,
Integrated Advising
N=13,856

TOTAL = 36,050

A Tour of the True Academic Advisement Center at Cal State Fullerton



First Time Freshmen (FTF) on Academic Probation Points of Contact Description



Fall 2009 (Pilot Program) Four Points of Contact

Fall 2010 and Fall 2011 Four Points of Contact

1. Online Probation Tutorial
2. January Probation Workshop
3. Academic Contract
4. April/May Student Success Workshop and Meeting with Advisor

1. January Probation Workshop
2. Online Probation Tutorial
3. Part I of Strengths Based Academic Contract
4. Small Group Advising
5. Part II of Strengths Based Academic Contract
6. Complete online Student Success Tutorial
7. Visit one current instructor during office hours and complete Instructor Contact Form

With reflection following the Fall 2009 Pilot Program experience and in review of current research on probation students, the Four Points of Contact utilized in Academic Advisement's programming were expanded to provide a greater amount of resources for the students. In one research study, Molina and Abelman (2000) found that the more intrusive the advising intervention, the greater the impact on the GPAs of students on probation. In another study, students who attended three to four meetings with their advisor had the opportunity for more in-depth advisement and in turn increased their GPA at a higher rate than students who attended one or two meetings with their advisor (Vander Schee, 2007). With this in mind, we expanded the program and, in essence, provided 7 total points of contact for the student. For example, our Point #1 for the revised Fall 2010 program includes both Points #1, #2, and part of Point #3 from the Pilot Program. We were pleased to see that despite adding additional requirements for our students, our program participation rate in multiple interventions increased significantly between the 2009 and 2010 programs.

First Time Freshmen (FTF) on Academic Probation Participation Data



| Term | Total FTF | Total FTF Prob.* | Percent of FTF on Prob. | Total Number of FTF on Probation who attended January Probation Workshops | Percent of FTF on Probation who attended January Probation Workshops | Total FTF on Probation Supported Through at least one Probation Intervention | Percent of Students Participating in 1 or More Probation Intervention Strategies | Percent of Students Participating in 2 or More Probation Intervention Strategies | Percent of Students Participating in 3 or More Probation Intervention Strategies | Percent of Students Participating in 4 Probation Intervention Strategies |
|------------------|--------------|------------------|-------------------------|---|--|--|--|--|--|--|
| Fall 2011 | 4,195 | 717 | 17% | 665 | 93% | 665 | 93% | 90% | 62% | 46% |
| Fall 2010 | 3,912 | 692 | 18% | 634 | 92% | 636 | 92% | 89% | 65% | 50% |
| Fall 2009 | 4,065 | 698 | 17% | 538 | 77% | 671 | 96% | 73% | 44% | 34% |
| Fall 2008 | 4,697 | 988 | 21% | 660 | 67% | N/A | N/A | N/A | N/A | N/A |
| Fall 2007 | 4,154 | 1,016 | 25% | 617 | 61% | N/A | N/A | N/A | N/A | N/A |
| Fall 2006 | 3,851 | 1,002 | 26% | 667 | 67% | N/A | N/A | N/A | N/A | N/A |
| Fall 2005 | 3,943 | 958 | 24% | 624 | 65% | N/A | N/A | N/A | N/A | N/A |

FTF: Probation and Disqualification



40%

Good Standing

40%

Good Standing

11%

Fall **2010** Cohort

92% participation
(mailed letter, email, text and phone call)

1. Strengths based Student Success Contract Part I
2. Video Tutorial
3. January Workshop
4. Small Group Advising (8-10 Students)
5. Strengths based Student Success Contract Part II
6. Online Student Success Workshop
7. Required meeting with Faculty

Fall **2011** Cohort

96% participation
(mailed letter, email, text and phone call)

1. Strengths Based Student Success Contract Part I
2. Video Tutorial
3. January Workshop
4. Small Group Advising (8-10 Students)
5. Strengths based Student Success Contract Part II
6. Online Student Success Workshop
7. Required meeting with Faculty

29%

Good Standing

Fall **2009** Cohort

76% participation
(mailed letter)

1. Video Tutorial
2. January Workshop
3. Small Group Advising
4. In-person Student Success Workshop

Fall **2008** cohort

1. January Workshop

56% Participation

3%

27%

Disqualified

27%

Disqualified

24%

Disqualified

Disqualification Cut in Half!

| Academic Term | Total UG Population | Number of UD DQ | Percentage |
|--------------------|---------------------|-----------------|--------------|
| Spring 2007 | 27,848 | 1,069 | 3.84% |
| Spring 2008 | 28,736 | 1,002 | 3.49% |
| Spring 2009 | 29,787 | 1,339 | 4.50% |
| Spring 2010 | 27,747 | 770 | 2.78% |
| Spring 2011 | 29,603 | 681 | 2.30% |
| Spring 2012 | 29,449 | 610 | 2.07% |



GOALS:

- Prevent students from taking unnecessary and costly courses
- Avoid Deferrals
- Create systematic efficiencies
- Improve the accuracy of advisement
- Facilitate Graduation

TDA Corrections take valuable time AWAY from Advising.

THE TDA MUST BE ACCURATE

Over 1,600 TDA's Corrected

Advanced Placement Query

- FTF register for courses PRIOR to AP Exam Score reporting
- AP Query – Generates a list of FTF enrolled in a course for which AP Credit was earned EX: ENGL 101 – AP English Literature (4)
- Students dropped from courses by Records
- Students are sent an email from Academic Advisement - followed by a phone call to discuss possible course options and ensure Full Time status is regained
- For 2 years, **100%** of students have regained Full Time standing and over **280** unnecessary courses have been avoided!
- Approximate student savings **\$230,958**

This Band-Aid approach is necessary for student success, but takes valuable time AWAY from Advising.



Counselors Collaborating for Student Success Conference

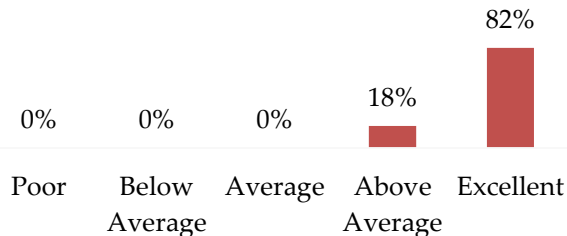
In an effort to facilitate a seamless transition for students transferring to CSUF and forge close relationships with fellow counselors and advisors at our local community colleges, Academic Advisement hosted the Fourth Annual Counselors Collaborating for Student Success Conference on November 8, 2011, at the Fullerton Marriott. This vital conference has continually provided counselors, advisors, and faculty a forum to mutually discuss important issues facing transfer students and solution centered approaches to overcome presented challenges. Knowledge gained from past conferences has positively impacted the vision of advising at CSUF and led to continual support of new transfer students.

Participant Learning Outcomes:

After participating in the Counselors Collaborating for Student Success Conference, counselors are able to:

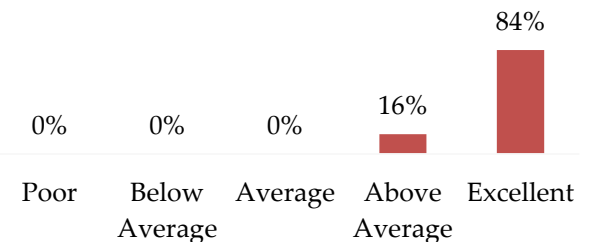
- Describe challenges experienced by students as they transfer between institutions and create positive solutions
- Articulate the most up-to-date CSUF admissions information to both students, faculty, and staff at their community college
- Illustrate General Education and major opportunities for new transfer students to CSUF through interaction with various CSUF faculty and staff members
- Demonstrate comprehension of student academic success at CSUF (procedures relating to Probation and Disqualification)
- Identify vital on-campus resources available at CSUF and communicate this information to their current community college students
- Interpret CSUF policies presented in Titan Degree Audit case studies

Overall Content: *How appropriate was the content for this group?*



100% of participants indicated Academic Advisement should continue to host this Conference on an Annual Basis

Conference Organization: *How well was the conference organized?*



Facilitating Graduation and Closing the Achievement Gap

- FTF Academic Probation
 - 11% Increase in students regaining Good Standing (2010 & 2011 Cohorts)
 - 3% Decrease in DQ
- TDA Corrections
 - Streamline TDA Correction process between Academic Advisement, Evaluations, and the Grad Unit
 - Over 1,600 TDAs corrected
- Integrated Advising
 - Over 5,490 students supported
- Advanced Placement Query
 - Prevented 280 Unnecessary Courses For FTF 2011 & 2012
 - Approximate student savings **\$230,958**
- Undeclared Students
 - Through intentional support, students are declaring earlier

While supporting our valued students, Academic Advisement has remained committed to supporting the dedicated Team of Advisors and student advocates...

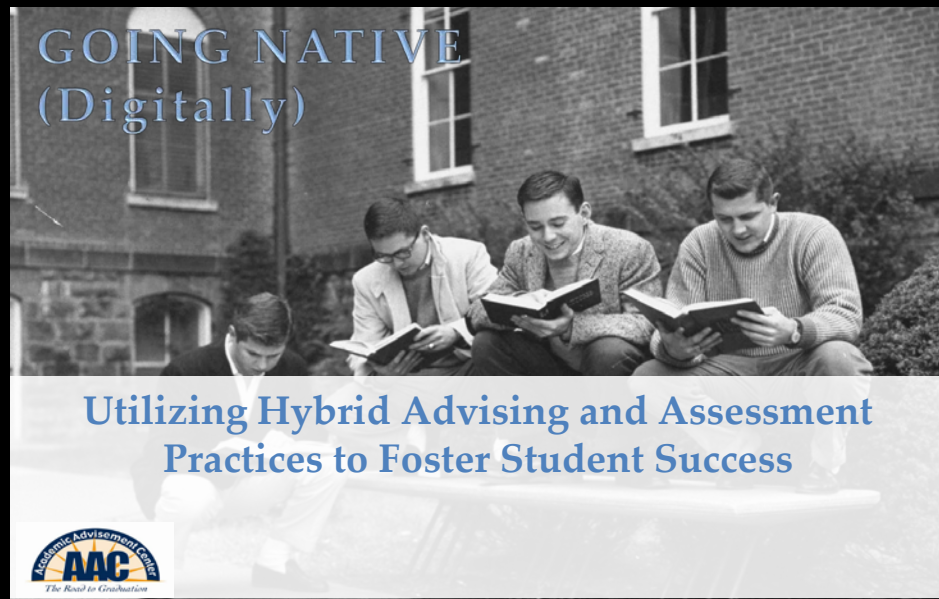
Advising as a Team Sport: *Collaboration Using Online Technology to Simplify, Streamline, and Improve Advisor Training*

Abstract: While there is always a sense of urgency when hiring team members, we cannot simply train advisors to meet immediate needs. Instead, we can develop student advocates who combine policy driven information and current teaching strategies with their ability to critically think and problem solve; thus positively impacting the success of our scholars. This interactive presentation will reveal the methods CSU Fullerton's Academic Advisement utilizes to implement a comprehensive four-week training program to improve the consistency and quality of advisement by integrating online technology, authentic assessment and consistent feedback. Participants will receive a sample syllabus including tips for developing a web-based advisor training course adapted to their department needs.



Going Native (Digitally): Utilizing Hybrid Advising and Assessment Practices to Foster Student Success

Abstract: Academic advising is undeniably a field where practitioners seek to make personal connections with students. Most, if not all, advising offices concentrate the majority of their advising practices in-office, one-on-one advising sessions with students. In the past, technology has been seen as a threat to this method by potentially eliminating this hands-on, personalized method. However, incoming students to our universities increasingly expect the use of technology to be present in all student services, including advising. Therefore, how can we as advisors continue to reach our students on a personal level while simultaneously meeting their technological needs? This presentation will address this important question by introducing advisors to current uses of technology in the field of advising and outlining specific steps taken by the presenters to incorporate technology in their advising and assessment practices at CSUF.



**GOING NATIVE
(Digitally)**

Utilizing Hybrid Advising and Assessment Practices to Foster Student Success

AAC
The Road to Graduation

It Takes a Village to Graduate a Student: Creating an inclusive online faculty and staff community for student success

Abstract: Is your inbox inundated with emails containing memos, amended executive orders, and advisement questions? Do you feel there is a lack of time and money to effectively train new advisors? The department of Academic Advisement at California State University, Fullerton tackled this challenge through the development of a dynamic online advisor training program for faculty and staff. Learn the systematic approach that has led to the creation of a campus culture where consistency and quality are the guiding foundations for advisement. This presentation will reveal the user friendly online community dedicated to providing the relevant up-to-date information to advisors, while utilizing various technological methods of delivery that actively engage the audience. Assessment data and user feedback will be reviewed to support program validity and effectiveness of the community. Participants will be provided exclusive access to the online community.



CSUF Academic Advisement

It Takes a Village to Graduate a Student

Creating an inclusive online faculty and staff advisement community for student success

NACADA Region 9 – March 2010
CSUF Academic Advisement

Are They Failing, or Are We Failing Them: A Shared Responsibility Supporting First time Freshmen on Probation.

Abstract: We recognize that while the institution is part of the solution, it is also part of the problem. With increased admission standards and higher tuition, students are working harder to enter University life. Now it's up to us as advisors, to help keep them here. National research indicates First Time Freshmen on academic probation are at greater risk of not persisting to degree. This presentation will address the importance of providing multiple interventions and increasing academic support for this at-risk population. Participants will review data, successes and challenges from the Academic Success Program offered by Academic Advisement at CSUF. The Academic Success Program provides First Time Freshmen on academic probation continual academic support throughout their first year, and based on data, has proven to increase retention by nearly 10%.



ARE THEY FAILING, OR ARE WE FAILING THEM?

SHARING IN THE RESPONSIBILITY BY SUPPORTING FIRST TIME FRESHMEN ON ACADEMIC PROBATION THROUGH MULTIPLE INTERVENTION METHODS



ACADA – National Conference 2011
CSUF Academic Advisement

Advising Beyond the Cube: Innovative Advisement Practices

Abstract: What do residence halls, student recreation centers, hospital buildings, television broadcasting studios, lecture halls, and an outdoor campus coffee shop have in common? They have each successfully hosted academic advisement sessions for over 2,000 students at California State University, Fullerton. This presentation will explore non-conventional avenues that have allowed the University to advise and support thousands of students beyond the walls of the Academic Advisement Center. Assessment data, along with, student, faculty, and administrator feedback will be reviewed to support the concept that intentional learning and quality advisement can be effectively integrated into students' course curriculum, daily life, and recreation. Participants will be provided with clear student learning objectives and a hard copy of the in class advisement assignment which can easily be tailored to fit the needs of any institution for immediate implementation



Advising Beyond the Cube

Innovative Advisement Practices



CALIFORNIA STATE UNIVERSITY FULLERTON NACADA Region 9 – March 2010
CSUF Academic Advisement

In 2007, as a campus we committed to “establishing and supporting an all-university community of advisors, and implementing a professional development system for them.” *Institutional Proposal*

Result:

- In 2011: 82% of conference participants indicated they felt CSUF had established an advising COMMUNITY
 - However, only approximately 50% of the identified 422 Academic Advisors Campus-wide participate in training opportunities, advising conferences, and student advising events.
 - Out of the 422 academic advisors, approximately 45 are under the Student Services Professional (SSP) classification residing in both Academic Affairs and Student Affairs.
- Future Goal
 - Continue to reach out and capture those who choose not to participate, thus reducing fragmentation and creating an even and consistent advising experience for each CSUF Student



Next Steps

- Continue to Collaborate!
- Increase TDA Accuracy – Duplicate Units MUST be Removed
- Implement and Utilize the Advising Notes System (Anticipated release date Fall 2012)
 - Provide Shared Academic Information between Students, Advisors and Evaluators on the TDA
- Utilize the advising grids to develop intentional advising programs and measurable outcomes
- Implement Strategic Measures to Ensure Student Learning Objectives and Advisor Learning Objectives are Met
- Based on annual feedback collected over the past 3 years – Institutionalize the Academic Advisors Certificate in Excellence Program (AAACE).