

*Miscellaneous Documents
Regarding Academic Advisement
in Support of the Academic
Affairs/Academic Retreat*

August 20, 2012





12th Annual Academic Affairs /Academic Senate Retreat

“Academic Advisement: How Do We Improve Campus Practices?”

Monday, August 20, 2012

8:00 AM – 5:00 PM

SGMH-1502

NOTE MEETING LOCATION

8:00 AM Continental Breakfast

8:30 AM Welcome Remarks

Mildred García, President

Berenecea Johnson Eanes, Vice President for Student Affairs

John W. (Jack) Bedell, Chair, Academic Senate

Steve Murray, Acting Provost-Vice President for Academic Affairs

9:00 AM “Next Generation Advising”

Christine Enyeart, Research Director

The Education Advisory Board – Washington, D.C.

11:00 AM BREAK

11:15 AM “Campus Advising: A Review Based on the WASC Process”

Ed Trotter, Acting Associate Vice President for Undergraduate Programs

12:10 PM Model: Department Advising Sean Walker Biological Science-NSM

12:20 PM Model: College Advising Triseinge Black MCBE

12:30 Noon WORKING LUNCH

combined **“Campus Advising Technologies - Update”**

12:45 PM Amir Dabirian, Vice President of Information Technology & CIO

1:15 PM “Campus Advising: The Student Perspective”

Student Panel

2:00 PM “Campus Advising: A View from Student Affairs”

Berenecea Johnson Eanes, Vice President for Student Affairs

Kandy Mink Salas, Associate Vice President for Student Affairs

2:30 PM BREAK

2:45 PM “Campus Advising: The Academic Advisement Center”

Bridget Driscoll, Director – Academic Advisement Center

College, Department Advising Actions

3:15 PM Breakout Sessions

- to 4:15 PM ➤ Strengths of Campus Advisement: What is Working Well?
- Weaknesses of Campus Advisement Practices: What Needs to be Changed?
- What Technological Improvements Can Advance the Effectiveness of Campus Advisement Practices?
- What is our vision of academic advising at CSUF?
- How should advising be assessed?

4:15 PM Reports from Breakout Sessions

4:50 PM Closing Comments

5:00 PM Wine and Cheese





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Linda K. Johnsrud
University of Hawaii

VICE CHAIR
James Donahue
Graduate Theological Union

Christopher T. Cross
Public Member

Anna DiStefano
Fielding Graduate University

Jackie Donath
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Fresno Pacific University

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Schools Commission Representative

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Chapman University

Michael Jackson
University of Southern California

Roberts Jones
Public Member

Barbara Karlin
Golden Gate University

Margaret Kasimatis
Loyola Marymount University

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Mills College

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University of California, Riverside

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Azusa Pacific University

Paul Zingg
California State University, Chico

PRESIDENT
Ralph A. Wolff

July 3, 2012

Mildred Garcia
President
California State University, Fullerton
P.O. Box 34080
Fullerton, CA 92834-9480

Dear President Garcia:

At its meeting June 13-15, 2012 the Commission considered the report of the Educational Effectiveness Review (EER) team that conducted the visit to California State University, Fullerton (CSUF) March 7-9, 2012. The Commission also had access to the Educational Effectiveness Review report prepared by CSUF prior to the visit, the institution's May 21, 2012 response to the visiting team report, and the documents relating to the Capacity and Preparatory Review (CPR) visit conducted in spring 2010. The Commission appreciated the opportunity to discuss the review with you, Provost Steve Murray, Accreditation Liaison Officer Ed Trotter, Vice President Silas Abrego, and Senate Chair Jack Bedell. Your comments were helpful.

CSUF's Institutional Proposal outlined three themes for this comprehensive review: (1) campus-wide planning, (2) student learning and its assessment, and (3) promoting student engagement and success. The Commission was pleased to recognize the University's strong commitment to pursuing these thematic goals over the entire comprehensive review, as outlined in the original 2007 proposal. The visiting team report observed that CSUF's self-review was "fruitful in developing its understanding and systems in service of student learning."

In addition, the Commission's action letter of July 8, 2010 highlighted two major issues for special attention during the interval between the CPR and EER visits: (1) institutional planning and resource management and (2) assessment of student learning and success. The Commission was pleased to learn that by the time of the EER visit, progress had been made in both areas. For example, institutional planning and resource management have not only been sustained but carried forward, particularly in the planned hiring of new faculty despite the constrictions of state funding. Gains have also been achieved in processes for the assessment of student learning and success, as in the coordination of learning outcomes at multiple levels of specificity that helps "guide instruction and assessment efforts and also help[s] to identify areas for improvement in teaching and learning." The Commission also noted the initiatives in place to support student success and engagement, such as those sustained in the Academic Advising Center and the "Finish in Four" program.

The University is to be commended especially for the thoroughness and candor of its EER self-review. As noted by the visiting team, “the EER report text, its exhibits, and its appendices demonstrate rigorous inquiry supported by data and evidence. The visiting team found the report to accurately portray and analyze both the accomplishments of CSUF during the period of review and its agenda for continuous improvement.”

The Commission endorsed the four recommendations of the EER team, which included the following areas: (1) strategic planning; (2) assessment of student learning, including general education; (3) the application of assessment findings to improve educational effectiveness in off-campus and distance learning and planning related to possible expansion; and (4) unevenness in academic advising.

The Commission expects the University to give special consideration to the following areas:

Engaging with the integrated strategic plan. As highlighted in the team report, the University’s culture is “highly participative and inclusive, and the planning process has been consistent with that cultural norm.” This strength will take on added importance given the fundamental changes in senior leadership over the coming months and the continuing pressures from the state budget crisis. With the plan now in place, considerable work remains. These include setting priorities, establishing metrics and indicators of quality, achieving consistency across extant planning documents, and aligning the plan with budgetary allocations. Given the current economic challenges to the California State University (CSU) system, the Commission expects senior leadership to give priority to finalizing and following a plan that is fully developed, dynamic and yet attentive to the institutional culture. This engagement will be especially important with respect to the CSU Online initiative and CSUF’s plans for growth on the Irvine campus, both of which would benefit from disaggregated data from the assessment of their effectiveness. (CFRs 1.3, 4.1-4.3, 4.7 and 4.8)

Assessing and improving student learning. The University has made progress with the assessment of student learning, including establishing new institution-wide outcomes. As the team noted in its report, “By articulating institution-wide learning outcomes, the institution has improved its capacity to develop and evaluate student learning assessments and to make use of results for improved student outcomes.” Progress was demonstrated as well in the effective use of Program Performance Reviews (PPRs), the development and initial assessment of metrics in writing competency, and the sustained support for a variety of quality assurance processes, especially in Student Affairs. Significant work remains, however, in many areas, including: (1) the alignment of learning outcomes at all levels; (2) the further development of comprehensive annual assessment reports and PPRs; (3) creation of a mechanism for tracking improvements in student learning, pedagogy, and sharing best practices in assessment; and (4) continued coordination, monitoring and support for institution-wide assessment. (CFRs 1.2, 2.3-2.7, 4.4, 4.6-4.8)

Advancing student advising and improving graduation rates. The University has grappled with problematic student advisement procedures and performance since this issue was self-identified in the University’s 2007 Institutional Proposal, and the Commission has recognized

CSUF's diligent work over the last five years to improve advising and reduce lingering student dissatisfaction with these services. The Commission noted with concern indications of continuing challenges in advisement, especially in general education but also at the department level. Unevenness in the effectiveness of, and support for, student advisement remains, and the team recommended that CSUF should "analyze academic advising in the colleges for best practices, create closer connections between colleges and the Academic Advisement Center, and provide more adequate staff and resources" at all levels. The Commission expects CSUF to address this recommendation as a high priority, noting that such initiatives could also improve undergraduate graduation and retention rates, which have been relatively unchanged over the last several entering cohorts. (CFRs 2.6, 2.12-2.14)

Addressing ongoing state funding challenges. While in no way a reflection on either CSUF's Educational Effectiveness Review or the University's leadership, the Commission noted continued declines in the financial resources provided by the State of California. Clearly, the state budget will have both short- and long-term impacts on the California State University campuses. The Commission was especially concerned about the potential consequences of funding reductions on educational programs and student learning, and the ability of the CSU campuses to sustain academic quality. Although the Commission recognized CSUF's many strategic efforts "to smooth the transition to lower budgets and to transform what would have been unanticipated shocks to student, faculty, and staff," the University is advised to continue managing these reductions in such a way that educational effectiveness remains a priority, and to report on the ways in which it is addressing this challenge in its next interaction with WASC. (CFRs 3.5, 4.1-4.3)

Given the above, the Commission acted to:

1. Receive the Educational Effectiveness Review report and reaffirm the accreditation of California State University, Fullerton.
2. Schedule the University's next comprehensive review with the off-site review in spring 2019 and the visit tentatively scheduled for fall 2019.
3. Request an Interim Report in spring 2015 on the issues cited in the EER report: (1) strategic planning, especially as it relates to setting priorities, metrics and milestones and the allocation of limited resources; (2) assessment of student learning across the University, including data gathered and analyzed for determining the effectiveness and the future role of off-campus and distance education; (3) student advising, especially as it relates to improving graduation and retention rates; and (4) updates on budgets and financial plans in view of declining state funding. Progress should be demonstrated, as defined above.

In taking this action to reaffirm accreditation, the Commission confirms that California State University, Fullerton has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the three-stage review conducted under the Standards of Accreditation. Between this action and the time of the next

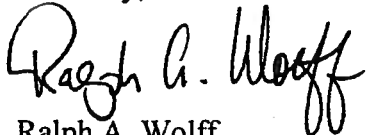
review, the institution is expected to continue its progress, particularly with respect to educational effectiveness and student learning.

In accordance with Commission policy, a copy of this letter will be sent to Chancellor Charles Reed and the chair of the CSU Board of Trustees in one week.

In keeping with WASC policy adopted in November 2011, this letter and the underlying team report also will be posted on the WASC website in approximately one week. If you wish to post a response to the letter and/or team report on your own website, WASC will also post a link to that response on its website. Any link that you wish to provide should be forwarded to the attention of Teri Cannon so that it may be included on the WASC website. As noted in the Commission policy, team reports and action letters are foundational for institutional accountability and improvement. Institutions are expected to disseminate these documents throughout the institution for the purposes of promoting ongoing engagement and improvement and encouraging internal communications about specific issues identified in team reports and action letters.

Finally, the Commission wishes to express its appreciation for the extensive work that the University undertook in preparing for and supporting this accreditation review. WASC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your continued support of our process. Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Ralph A. Wolff
President

RW/kb

cc: Linda Johnsrud, Commission Chair
Ed Trotter, ALO
Bob Linscheid, Board Chair
Charles Reed, CSU Chancellor
Members of the EER team
WASC Liaisons: Barbara Gross Davis/Keith Bell

*Final Report of the WASC
Student Engagement and Success
Task Force SE-6*



Final Report-WASC STUDENT ENGAGEMENT and SUCCESS

TASK FORCE-SE-6

May 17, 2011

The Task Force Charge and recommended actions are listed in Attachment 1. The Task Force met monthly from March, 2010 to the present time, except for summer months during which time data were collected on costs of advising on campus. The composition of the Task Force is shown in Attachment 2. Listed below are the activities and findings of the Task Force since it was formed. The Task Force has addressed all of the items in the Charge and completed its work on May 17, 2011.

1. Quantifying Graduation Deferral Data

A 2006 study conducted by the College of Humanities and Social Sciences (HSS) on 376 graduation deferrals indicated that 49% were due to deficiencies in the major, 41% were due to insufficient units for the degree, 23% were due to missing GE requirements, 12% were due to GPA deficiency, 11% were due to not meeting the English Writing Proficiency (EWP) requirement, and 6% were due to not meeting upper division unit requirements (some had multiple reasons so the total exceeds 100%). These main reasons for graduation deferral have now been confirmed in a campus wide study conducted by the Academic Advisement Center (AAC), where results very closely mirrored the findings in HSS. The AAC survey analyzed all 4,690 graduation deferrals on campus in 2010. All of these graduation deferral issues can be improved with better advisement practices.

2. Current Advisement Practices

The advisement practices for Colleges and Centers on campus were identified. Practices vary considerably and include some or all components of faculty advisors, professional advisors, centralized advisement centers, and advisement integrated within courses of the major. The Task Force has now gathered information on advisement practices at 19 other universities around the country via the Council of Colleges of Arts and Sciences (CCAS) and we discovered that a similarly variable mixture of practices was quite common. The data from these campuses are summarized in Attachment 3.

3. Current Costs of Advisement

The annual costs of all advisement activities on campus that could be identified were quantified and the estimate is approximately \$6.1 million per year, shown in Attachment 4.

We believe that this information will be useful to compare current versus potential costs of a recommended model for best advisement practices from the Task Force. Note that this holistic view of advisement goes beyond academic advisement to include any advisement that helps a student move closer to graduation. Attachment 4 breaks down the cost by area for further analysis and comparisons.

4. Titan Degree Audit (TDA) Improvements

A number of TDA improvements were reported by Task Force members including an email notification system to newly admitted transfer students to let them know that their transcript evaluation is completed and that acceptable units have been added to their TDA's; an adaptation of the TDA to the revised GE numbering system starting with incoming freshmen in 2011 to be consistent with the other CSU campuses and community colleges. The universally identified need of implementing an interactive degree audit component to the current TDA has been more elusive and may not be possible within existing CMS modules. TDA's will provide

users with a graphic representation of a degree progress report in requirement categories, and by individual requirements in text form, and was reported to be targeted for July 1, 2011. A new system proposed to replace the paper/email exception forms was rejected by a TDA working group because it required too many screens and was more difficult to use than the current practices. After CMS 9.0 upgrade has been put into Production, A&R will explore the possibility of creating a campus modification that will allow automated graduate deferral data. Also, AAC Director and SE-6 Task Force member, Dr. Bridget Driscoll, was a presenter at a CSU-wide webinar on Degree Audit Best Practices, shown in Attachment 5. CSU Northridge seems to have a system (MAPS-My Academic Planner) that we would like to emulate.

5. Conference on Development of Best Advisement Practices

The Task Force and Academic Affairs hosted a campus-wide data-driven conference on Best Advisement Practices on November 9th, 2010. Prior to the conference, an on-line needs assessment survey was conducted to identify the main topics of concern to the advisors on campus. Over 200 responses were received and defined the outline of sessions for the conference designed to address concerns and to highlight best practices in effect on campus. The results of this needs assessment survey are summarized in Attachment 6. The conference invitation and agenda are shown in Attachment 7.

The conference had 134 attendees and was extremely well received and appreciated, and it generated a number of concrete suggestions and action items to improve advisement practices. Results from the conference are summarized in Attachment 8.

6. Best Practices Advisement Model

After discussion of what we learned at the conference, evaluation of practices on campus, and comparison to practices on other campuses around the country, the group agreed that the best practices advisement model has four principal components to optimize student success. All four components are needed to achieve the goal of best advisement practices. The Task Force recommends that the costs of implementing this model should be estimated and compared to current costs of academic advisement, shown in Attachment 4.

1. Faculty advisors are needed for the major and careers within a discipline and faculty advisors need to be properly trained and vetted as knowledgeable.
2. Professional full time advisors should be residing within each College.
3. Incorporate within the first course taken within a major, a strong integrated component of student education on availability and use of advising tools, complete with assessments.
4. Keep centralized, campus-wide, professional advisement centers, as deemed to be required (e.g. Academic Advisement Center, Career Center, etc.).

7. Steps to Create a Professional Advisement Development Committee

The Task Force was directed to focus professional development efforts on academic advising but will remain inclusive of advising conducted via Student Affairs. Faculty seem most in need of this development activity while Student Affairs professionals are well versed in the required advisement knowledge. The proposed composition is:

AVP Undergraduate Programs (1)

Academic Advising Center (1)
Honors Program (1)
Graduate Studies Office (1)
Student Affairs (1)
Faculty Development Center (1)
College Representatives (7- associate dean or designee)

Key personnel with more advanced advisement knowledge required to service special populations and/or with strong operational knowledge in specialized areas (such as IT and A&R) should be resources available to the committee but are not essential to the primary purpose of the committee.

8. The Task Force provided areas for funding to achieve the best practices model for advisement.

These are :

1-2 Conferences per year with CSUF and invited external speakers
Development and maintenance of on-line training programs via the AAC and the FDC
Institutionalization of the AAC's successful Academic Advising Certificate in Excellence (AACE) on-line advisor certification program
Provision of assigned time for faculty who do significant amounts of advising
Training classes on academic advising for undergraduate and graduate advisors

9. Graduate studies

A graduate studies subcommittee lead by Dr. Katherine Powers, Director for Graduate Studies, provided recommendations for future efforts in that area as follows:

- a. Develop a TDA for graduate students using the study plans as templates
- b. Devise plans for training of new and continuing graduate student faculty advisors
- c. Provide training for office staff that assist the graduate student faculty advisors
- d. Determine if a query can be developed to determine maintenance of a 3.0 or better g.p.a.

10. Other Recommendations

The Task Force recommends that the campus develop means for better communications with the advisement community to facilitate shared information and to avoid duplication of effort. List-serves, websites or use of the learning management system are examples of how this might be achieved.

The Task Force recommends that the campus employ a holistic view towards advisement for all populations as part of its efforts on accelerating rates of graduation.

*Estimated University-Wide
Expenditures for Academic
Advising*

*(Adapted from the data developed by the WASC
Student Engagement Task Force SE-6)*



Attachment 4 (Adapted from SE-6 Data)

Advisement Costs at CSUF	
Department	2009-2010
College, or	Estimated
Unit	Costs
Colleges	\$ 3,158,864
Arts	\$ 186,000
Business	\$ 1,086,191
Communications	\$ 318,206
Education	\$ 443,076
Engineering & Computer Science	\$ 286,250
Health & Human Development	\$ 297,461
Humanities & Social Sciences	\$ 279,300
Natural Sciences & Mathematics	\$ 262,380
Special Populations (Academic Affairs)	\$ 1,895,884
University Honors	\$ 201,893
AAC - UG GE	\$ 233,188
Pres Scholars	\$ 31,500
Irvine Campus	\$ 104,592
Freshman Prgms	\$ 295,000
Health Professions	\$ 115,669
CCT	\$ 342,042
Graduate Programs	\$ 104,000
Outreach (A&R)	\$ 256,000
A&R, TDA Unit, IT	\$ 212,000
Asst Deans	\$ 118,547
Student Affairs	\$ 925,456
Disabled Student Services	\$ 81,472
New Student Orientation	\$ 16,660
University Learning Center	\$ 49,866
Women's Center	\$ 33,977
Judicial Affairs	\$ 3,986
International Education	\$ 76,961
Student Academic Services/EOP, ILE	\$ 228,982
Guardian Scholars	\$ 27,774
Athletic Academic Services	\$ 136,504
Career Center	\$ 269,274
TOTAL	\$ 6,098,751

*Academic Advising Curricula for
Colleges, Irvine Campus, and
Special Populations*

*(Developed by the Academic Advisers Professional
Development Committee)*



The College of the Arts

Art – Music – Theater & Dance

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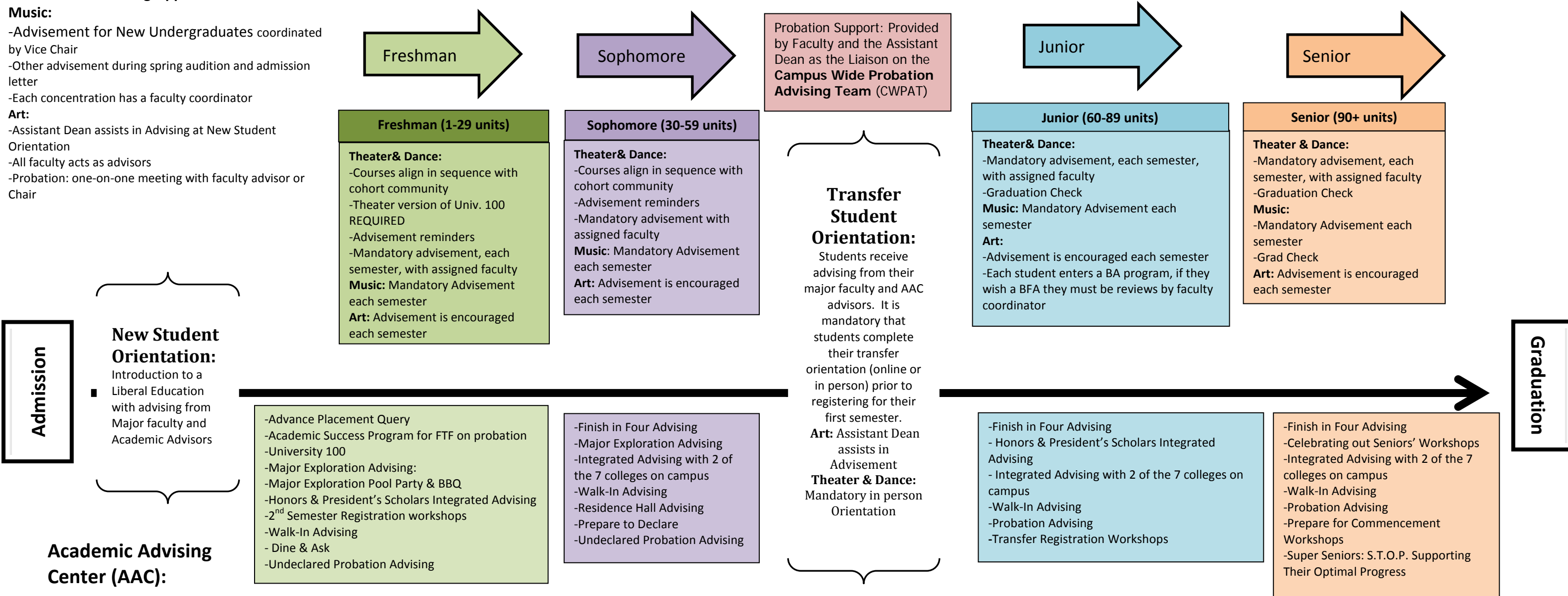
ADDITIONAL Advising Opportunities

Music:

- Advisement for New Undergraduates coordinated by Vice Chair
- Other advisement during spring audition and admission letter
- Each concentration has a faculty coordinator

Art:

- Assistant Dean assists in Advising at New Student Orientation
- All faculty acts as advisors
- Probation: one-on-one meeting with faculty advisor or Chair



ADDITIONAL Advising Opportunities: AAC

- Disqualification Advising Appointments
- Undeclared Advising Appointments
- Non-enrolled student outreach
- Deferred Student Contact & Academic Plan Review
- Academic Success Program for first time freshman on probation (January workshop, March group meeting, online tutorial, and faculty support)
- When necessary, students are referred to appropriate campus resources that will help ensure academic success and allow for an additional level of support.
- The advising methodology utilized in the AAC is developmental rather than prescriptive. Not only are the General Education and Graduation requirements reviewed, but students also discuss future opportunities during each advisement session.

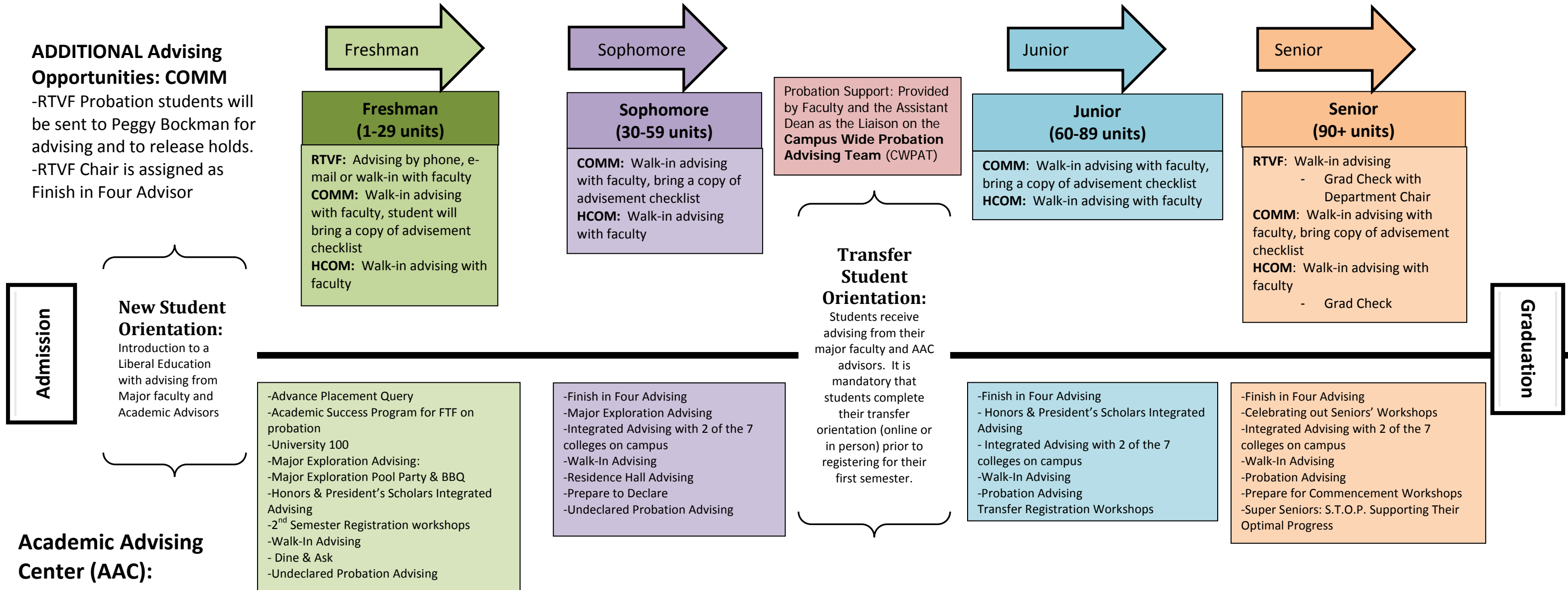
Most programs offered by the AAC were designed and implemented through collaboration with faculty and staff advisors campus wide. For further information please contact Dr. Bridget Driscoll, Director of Academic Advising Center. Bdriscoll@fullerton.edu.

This Advising Grid is not intended for distribution as it is in **DRAFT** format. The grid provides a comprehensive view of students’ advising experience from Major Advisors, special populations advisors, and Academic Advisement. This information will be utilized over this upcoming academic year to enhance the advising support in areas where limited opportunities exist.

Advising Opportunities from Admission to Graduation for Scholars in
The College of Communication (COMM)

Communications (COMM) – Radio, Television & Film (RTVF) – Human Communications (HCOM)

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Advising Opportunities from Admission to Graduation for Scholars of The College of Engineering and Computer Science (ECS)

Undeclared Engineering (EGUN) – Computer Engineering (EGCP) – Mechanical Engineering (EGME) – Electrical Engineering (EGEE) – Civil Engineering (EGCE) – Computer Science (CPSC)

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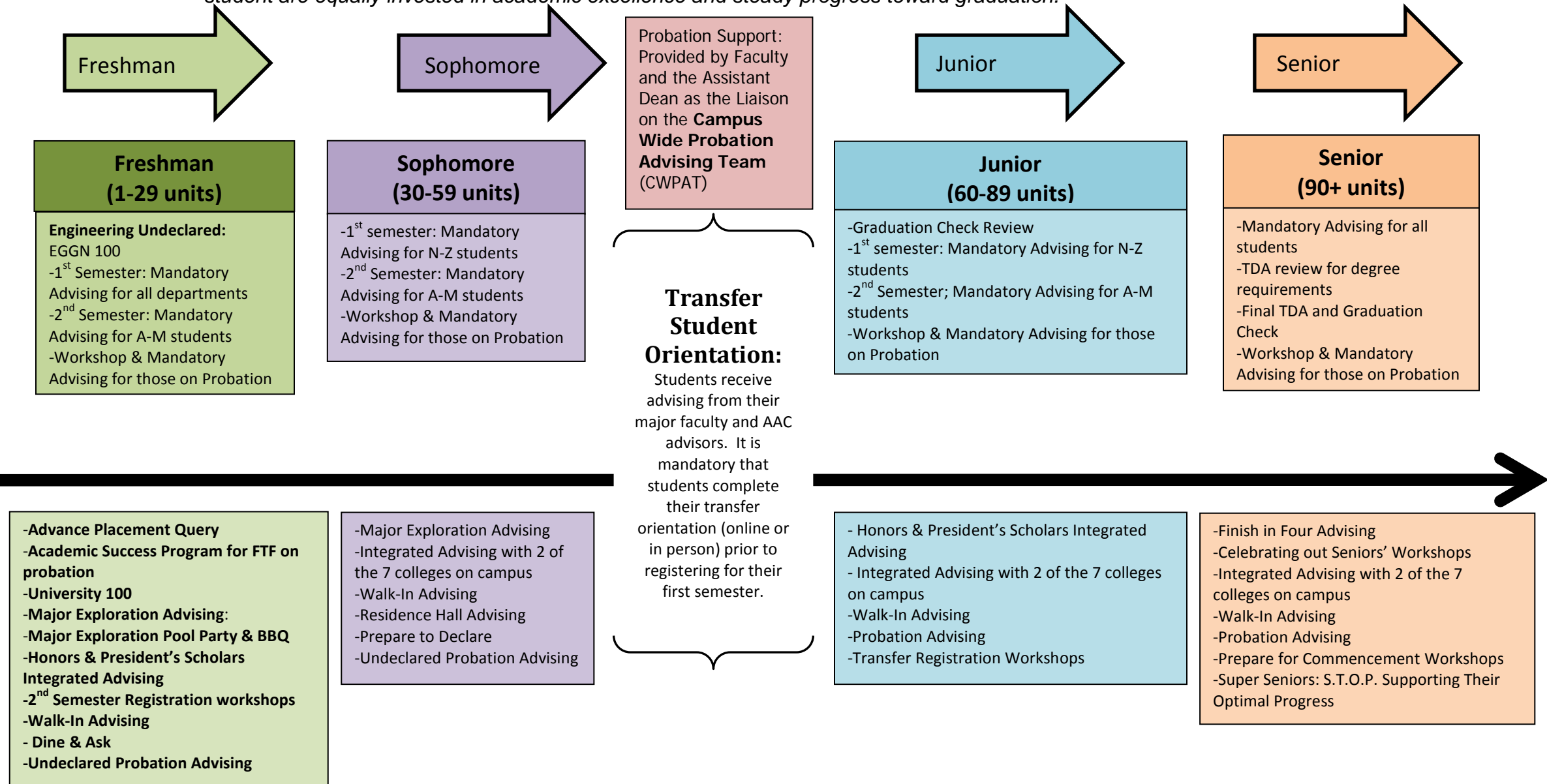
ADDITIONAL Advising Opportunities: ECS
 -Meet with advisors to remove holds
 -Advanced integrated introduction to a Liberal Education and lab tours
 -Probation advising

Admission

New Student Orientation:
 -Introduction to Liberal Education
 -Guided Lab tour by Engineering Faculty
 -Integrated Major and GE advising
 -Present GE curriculum with College Faculty
 -Class Registration in ECS labs

Academic Advising Center (AAC):

ADDITIONAL Advising Opportunities: AAC
 -Disqualification Advising Appointments
 -Undeclared Advising Appointments
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Graduation

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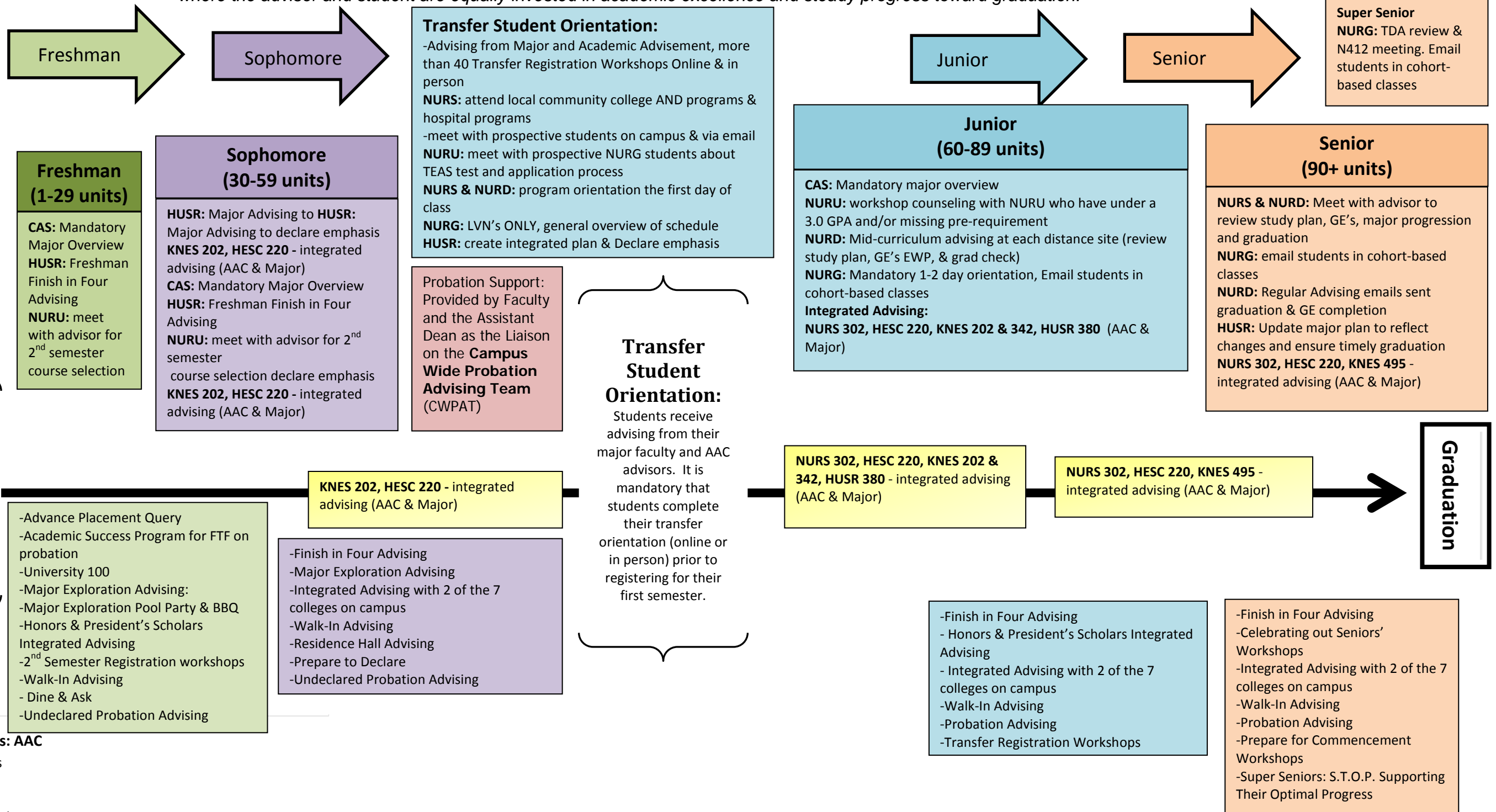
The College of Health and Human Development (HHD)

Child and Adolescent Studies (CAS) – Kinesiology (KNES) – Health Science (HESC) – Human Services (HUSR) – Nursing (NURS) – Distance Nursing (NURD) – Generic Nursing (NURG) – Undeclared Nursing (NURU)

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ADDITIONAL Advising Opportunities: HHD

- Probation:**
 HESC: meet with an advisor to remove holds
 NURS: must meet with an advisor
 NURD: must have a phone appointment with advisor
 NURU: must meet with Dr. Lewis
- Study Plans:**
 KNES: assignment turned in and reviewed by major advisor. Students create an academic plan for graduation in KNES 202 and 342
 HESC: assignment turned in and reviewed by major advisor
 NURS: review study plan with major advisor
 NURS: 2 in class presentations
 NURD: 2 in class presentations
 HUSR: study plan created & updated to include GE each semester



ADDITIONAL Advising Opportunities: AAC

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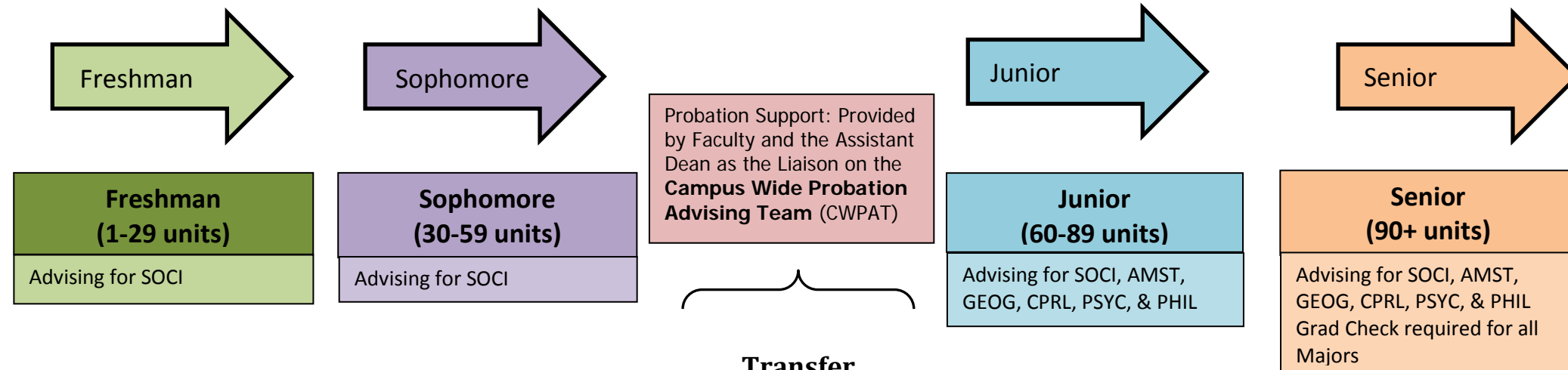
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The College of Humanities and Social Sciences (HSS)

Afro-Ethnic Studies (AFRO) – American Studies (AMST) – Anthropology (ANTH) – Asian American Studies (ASAM) – Chicana and Chicano Studies (CHIC) – Comparative Literature (CPLT) – Comparative Religion (CPRL) – Criminal Justice (CRJU) – English (ENGL) – Environmental Studies (ENST) – European Studies (ES) – Geography (GEOG) – Gerontology (GERO) – History (HIST) – Latin American Studies (LAS) – Liberal Studies (LBST) – Linguistics (LING) – Modern Language and Literature (MLL) – Philosophy (PHIL) – Political Science (POSC) – Public Administration (PBAD) – Psychology (PSYC) – Sociology (SOCL) – Women Studies (WMST)

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ADDITIONAL Advising Opportunities: HSS
Probation Advising for AFRO, AMST, ANTH, ASAM, CHIC, CPLT, CPRL, CRJU, ENGL, ENST, ES, GEOG, GERO, HIST, LAS, LBST, LING, MLL, PHIL, POSC, PBAD, PSYC, SOCI, WMST
Study Plan Advising for AMST, AFRO, CHIC, GEOG, HIST, CPRL, SOCI, LBST, WMST, LING & PHIL
Concentration Advising for GERO, ENGL, CPRL, SOCI, LBST, WMST, LING & PHIL



Admission

New Student Orientation:
 Introduction to a Liberal Education with advising from Major faculty and Academic Advisors

- Advance Placement Query
- Academic Success Program for FTF on probation
- University 100
- Major Exploration Advising:
- Major Exploration Pool Party & BBQ
- Honors & President’s Scholars Integrated Advising
- 2nd Semester Registration workshops
- Walk-In Advising
- Dine & Ask
- Undeclared Probation Advising

Academic Advising Center (AAC):

ADDITIONAL Advising Opportunities: AAC

- Disqualification Advising Appointments
- Undeclared Advising Appointments
- Non-enrolled student outreach
- Deferred Student Contact & Academic Plan Review
- Academic Success Program for first time freshman on probation (January workshop, March group meeting, online tutorial, and faculty support)
- When necessary, students are referred to appropriate campus resources that will help ensure academic success and allow for an additional level of support.
- The advising methodology utilized in the AAC is developmental rather than prescriptive. Not only are the General Education and Graduation requirements reviewed, but students also discuss future opportunities during each advisement session.

Transfer Student Orientation:
 Students receive advising from their major faculty and AAC advisors. It is mandatory that students complete their transfer orientation (online or in person) prior to registering for their first semester.

- Finish in Four Advising
- Major Exploration Advising
- Integrated Advising with 2 of the 7 colleges on campus
- Walk-In Advising
- Residence Hall Advising
- Prepare to Declare
- Undeclared Probation Advising

- Finish in Four Advising
- Honors & President’s Scholars Integrated Advising
- Integrated Advising with 2 of the 7 colleges on campus
- Walk-In Advising
- Probation Advising
- Transfer Registration Workshops

Celebrating Our Seniors’ Workshops:
 Live Grad Check Review with SOCI Faculty Advisors and the AAC

- Finish in Four Advising
- Celebrating our Seniors’ Workshops
- Integrated Advising with 2 of the 7 colleges on campus
- Walk-In Advising
- Probation Advising
- Prepare for Commencement Workshops
- Super Seniors: S.T.O.P. Supporting Their Optimal Progress

Graduation

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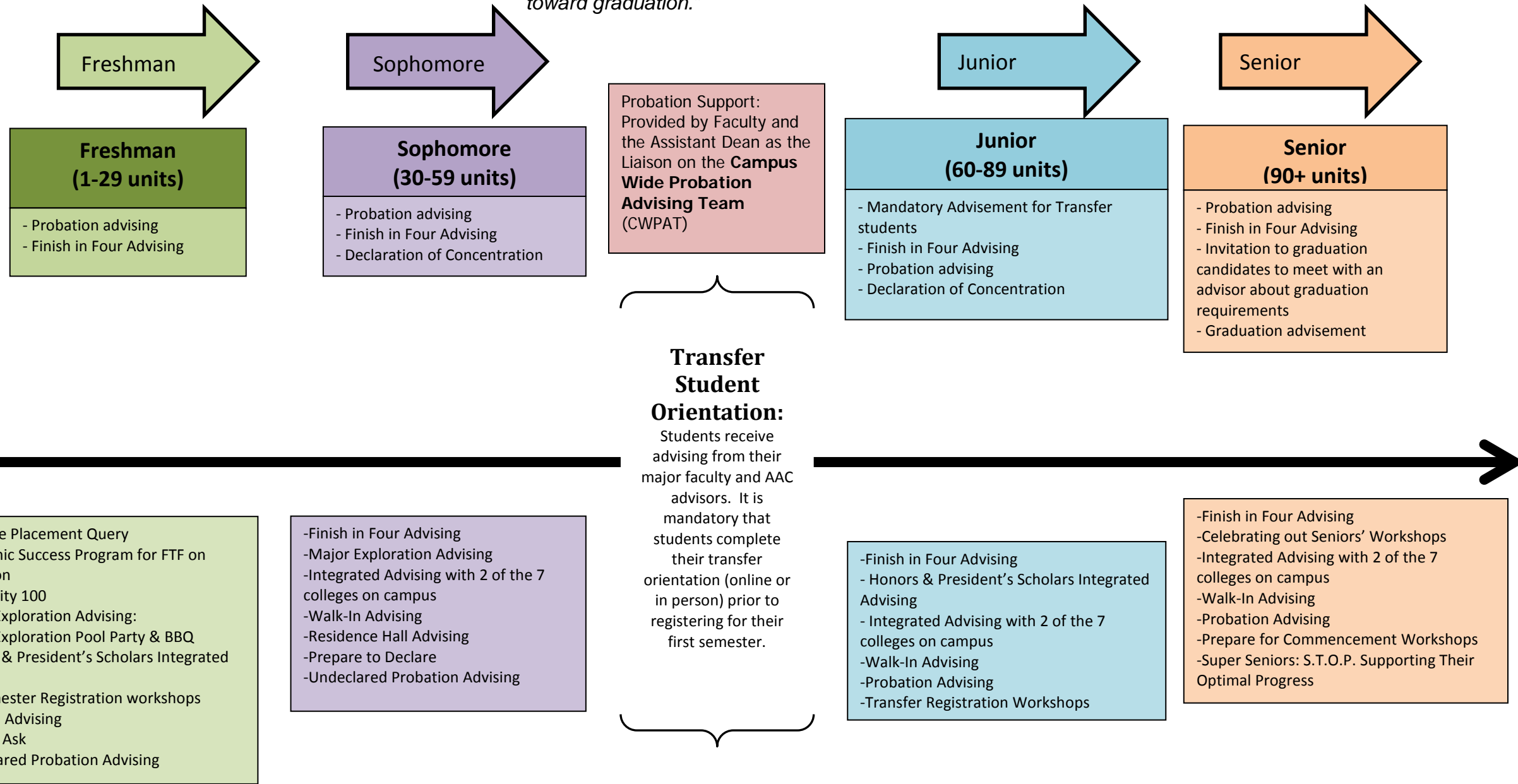
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Mihaylo College of Business and Economics (MCBE)

“CSUF is committed to academic advising which 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.”

ADDITIONAL Advising Opportunities: MCBE

- Probation:** mandatory in person advising or completion of the online probation tutorial
- Study plan:** Mandatory for Finish in Four
- Declaration of Concentration:** online or in person walk-in
- Grad Check:** optional
- Career Path Advisors:** assist students with specific questions related to their field and in elective selections for their concentrations.
- Advising Business Honors students:** emails about selected courses are sent according to current program and cohort requirements each semester
- Mandatory Business Honors Orientation
- Mandatory Business Honors Orientation



ADDITIONAL Advising Opportunities: AAC

- Disqualification Advising Appointments
- Undeclared Advising Appointments
- Non-enrolled student outreach
- Deferred Student Contact & Academic Plan Review
- Academic Success Program for first time freshman on probation (January workshop, March group meeting, online tutorial, and faculty support)
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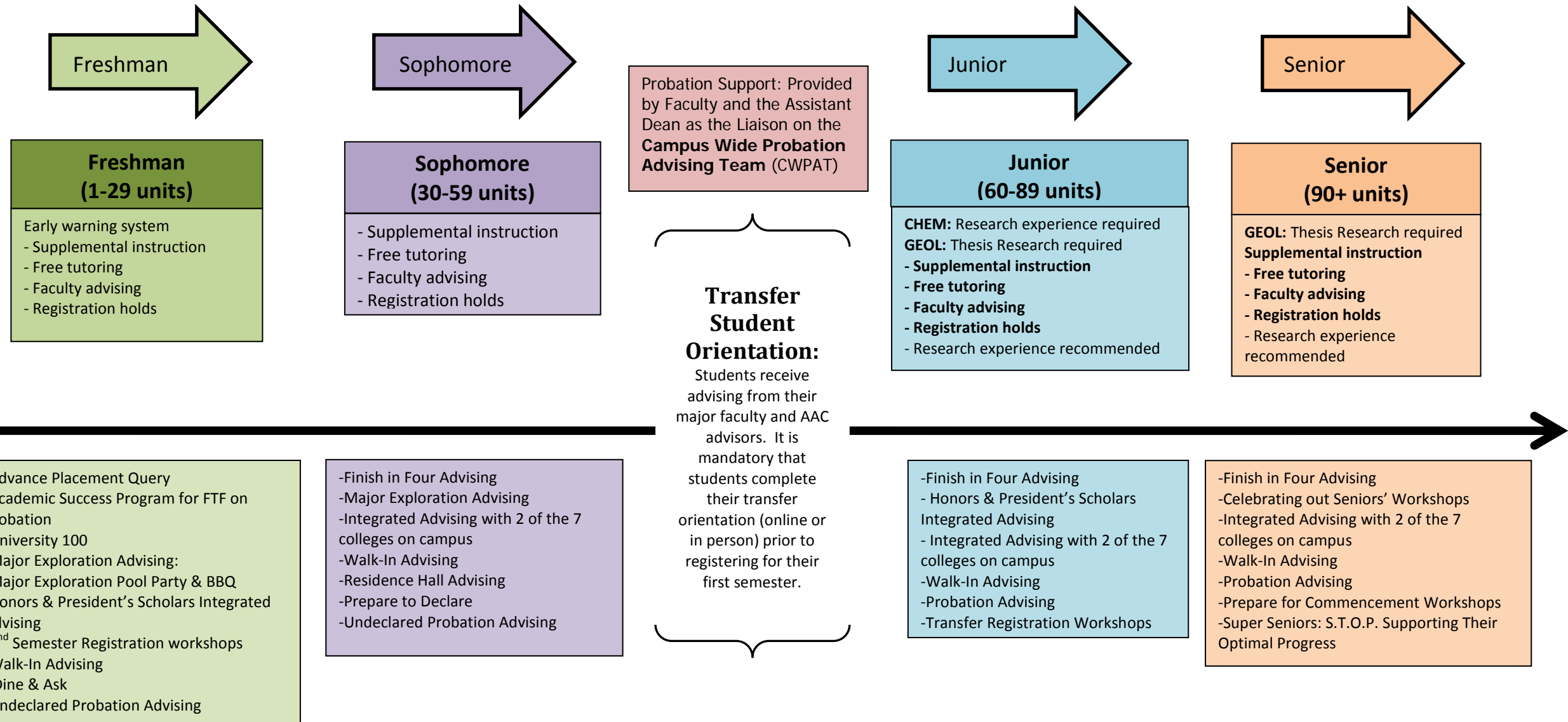
The College of Natural Science and Mathematics (NSM)

Biology (BIOL) – Chemistry (CHEM) – Geology (GEOL) – Mathematics (MATH) – Physics (PHYS)

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ADDITIONAL Advising Opportunities: NSM

- Grant funded transfer services coordinator
- Peer advisors
- STEM events
- Lab tours
- Probation: addressed by the Associate Dean, registration hold, online instruction, and study plan



Academic Advising Center (AAC):

ADDITIONAL Advising Opportunities: AAC

- Disqualification Advising Appointments
- Undeclared Advising Appointments
- Non-enrolled student outreach
- Deferred Student Contact & Academic Plan Review
- Academic Success Program for first time freshman on probation (January workshop, March group meeting, online tutorial, and faculty support)
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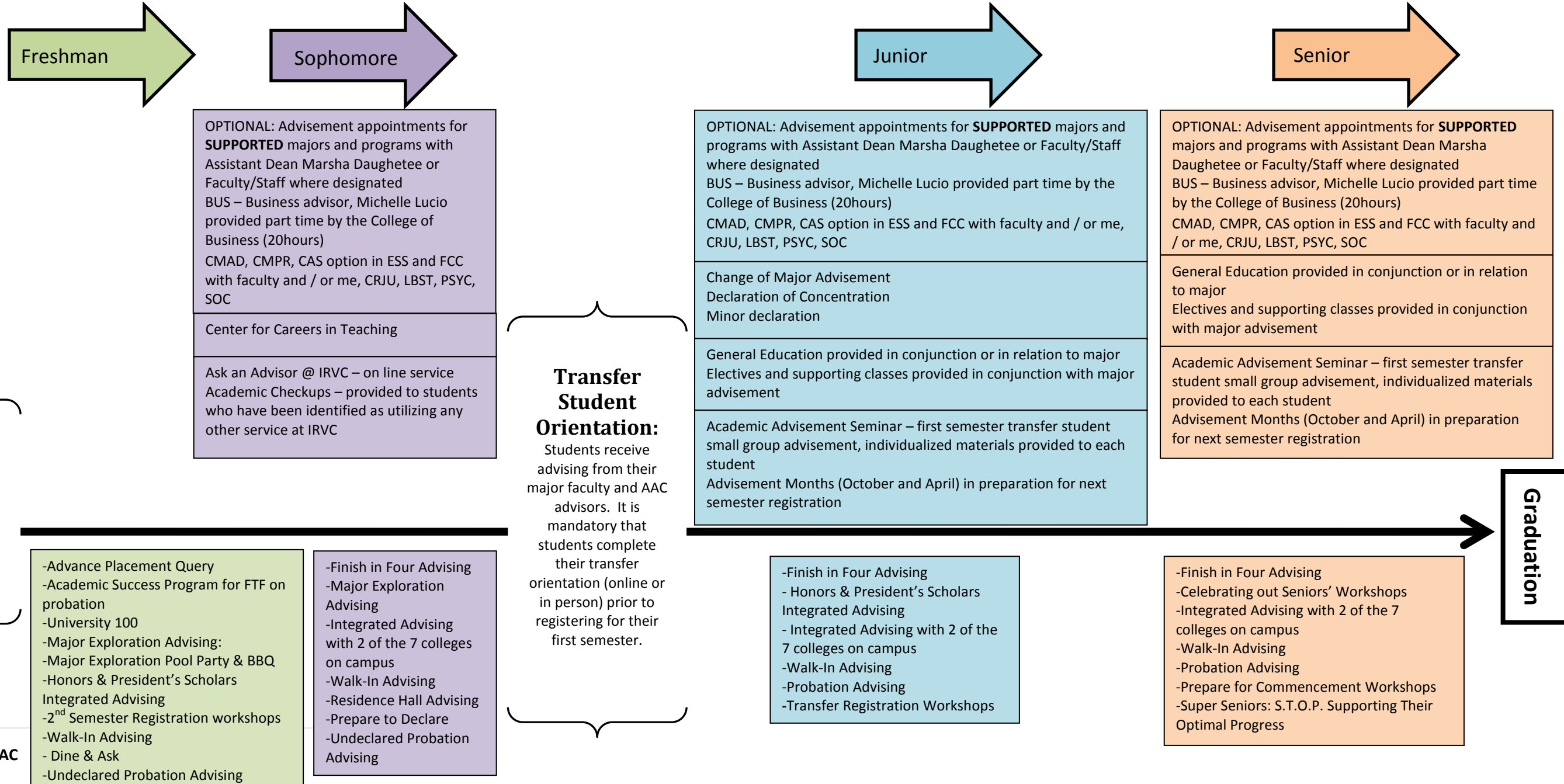
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Irvine Campus

Communications: Advertising (CMAD) – Communications: Public Relations (CMPR) – Child and Adolescent Studies (CAS) – Criminal Justice (CRJU) – Liberal Studies (LBST) – Psychology (PSYC) – Sociology (SOCI)

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ADDITIONAL Advising Opportunities: AAC

- Disqualification Advising Appointments
- Undeclared Advising Appointments
- Non-enrolled student outreach
- Deferred Student Contact & Academic Plan Review
- Academic Success Program for first time freshman on probation (January workshop, March group meeting, online tutorial, and faculty support)
- When necessary, students are referred to appropriate campus resources that will help ensure academic success and allow for an additional level of support.

-The advising methodology utilized in the AAC is developmental rather than prescriptive. Not only are the General Education and Graduation requirements reviewed, but students also discuss future opportunities during each advisement session.

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Special Population Advising

In addition to the support students receive from their faculty and academic advisors, students in specialized populations are provided an additional level of support to help ensure program criteria are successfully met.

(EX: Athletic Academic Services ensure Student Athletes comply with NCAA academic guidelines).

Athletic Academic Services (AAS) – Center for Careers in Teaching (CCT) – Educational Opportunity Program (EOP) – Freshman Programs (FP) – Guardian Scholars – Health Professions (HP) – University Honors and President’s Scholars Program

ADDITIONAL Advising for AAS

Probation: students must complete the AAC Probation Tutorial, they must also meet with a major advisor and an AAS advisor to review institutional and NCAA guidelines

Study Plan: semester study plans created and reviewed by advisor

Graduation Check: additional review

Other: AAS Advisors make referrals as needed to support resources on campus

ADDITIONAL Advising for Honors and Presidents Scholars

Honors Probation: Mandatory advising below 3.0 GPA

Presidents Probation: Mandatory advising below 3.5 GPA

ADDITIONAL Advising for EOP

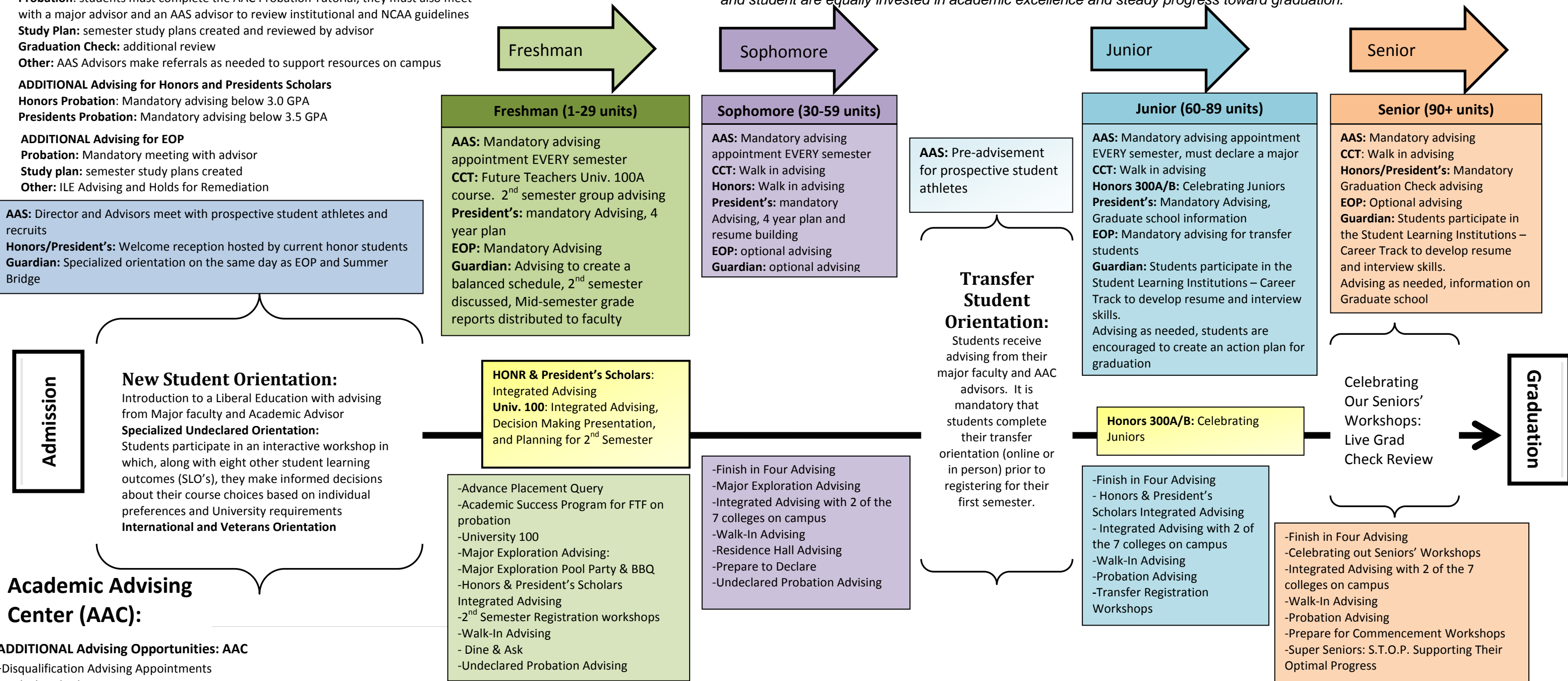
Probation: Mandatory meeting with advisor

Study plan: semester study plans created

Other: ILE Advising and Holds for Remediation

AAS: Director and Advisors meet with prospective student athletes and recruits
Honors/President’s: Welcome reception hosted by current honor students
Guardian: Specialized orientation on the same day as EOP and Summer Bridge

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Freshman

Sophomore

Junior

Senior

Freshman (1-29 units)
AAS: Mandatory advising appointment EVERY semester
CCT: Future Teachers Univ. 100A course. 2nd semester group advising
President’s: mandatory Advising, 4 year plan
EOP: Mandatory Advising
Guardian: Advising to create a balanced schedule, 2nd semester discussed, Mid-semester grade reports distributed to faculty

Sophomore (30-59 units)
AAS: Mandatory advising appointment EVERY semester
CCT: Walk in advising
Honors: Walk in advising
President’s: mandatory Advising, 4 year plan and resume building
EOP: optional advising
Guardian: optional advising

AAS: Pre-advisement for prospective student athletes

Transfer Student Orientation:
 Students receive advising from their major faculty and AAC advisors. It is mandatory that students complete their transfer orientation (online or in person) prior to registering for their first semester.

Junior (60-89 units)
AAS: Mandatory advising appointment EVERY semester, must declare a major
CCT: Walk in advising
Honors 300A/B: Celebrating Juniors
President’s: Mandatory Advising, Graduate school information
EOP: Mandatory advising for transfer students
Guardian: Students participate in the Student Learning Institutions – Career Track to develop resume and interview skills. Advising as needed, students are encouraged to create an action plan for graduation

Senior (90+ units)
AAS: Mandatory advising
CCT: Walk in advising
Honors/President’s: Mandatory Graduation Check advising
EOP: Optional advising
Guardian: Students participate in the Student Learning Institutions – Career Track to develop resume and interview skills. Advising as needed, information on Graduate school

HONR & President’s Scholars: Integrated Advising
Univ. 100: Integrated Advising, Decision Making Presentation, and Planning for 2nd Semester

-Advance Placement Query
 -Academic Success Program for FTF on probation
 -University 100
 -Major Exploration Advising:
 -Major Exploration Pool Party & BBQ
 -Honors & President’s Scholars Integrated Advising
 -2nd Semester Registration workshops
 -Walk-In Advising
 -Dine & Ask
 -Undeclared Probation Advising

-Finish in Four Advising
 -Major Exploration Advising
 -Integrated Advising with 2 of the 7 colleges on campus
 -Walk-In Advising
 -Residence Hall Advising
 -Prepare to Declare
 -Undeclared Probation Advising

Honors 300A/B: Celebrating Juniors

-Finish in Four Advising
 -Honors & President’s Scholars Integrated Advising
 -Integrated Advising with 2 of the 7 colleges on campus
 -Walk-In Advising
 -Probation Advising
 -Transfer Registration Workshops

Celebrating Our Seniors’ Workshops: Live Grad Check Review

-Finish in Four Advising
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 -Prepare for Commencement Workshops
 -Super Seniors: S.T.O.P. Supporting Their Optimal Progress

Admission

New Student Orientation: Introduction to a Liberal Education with advising from Major faculty and Academic Advisor
Specialized Undeclared Orientation: Students participate in an interactive workshop in which, along with eight other student learning outcomes (SLO’s), they make informed decisions about their course choices based on individual preferences and University requirements
International and Veterans Orientation

Academic Advising Center (AAC):

ADDITIONAL Advising Opportunities: AAC

- Disqualification Advising Appointments
- Undeclared Advising Appointments
- Non-enrolled student outreach
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Graduation

University Policy Statement

300.002

Academic Advising Policy





UNIVERSITY POLICY STATEMENT

UPS 300.002

ACADEMIC ADVISING POLICY

Advisement is a process by which the University helps each enrolled student realize her/his potential. It includes the programs and services found in a variety of offices and centers, such as academic department offices, student academic services, the Academic Advisement Center, the Career Planning and Placement Center, the Learning Center, and so forth. This policy refers specifically to academic advisement services, including the following:

- ✓ Providing assistance in selecting a major or college of interest.
- ✓ Providing recommendations for course sequence and choice of electives for the major.
- ✓ Providing information about general education and graduation requirements.
- ✓ Providing information about career options and the value of a particular degree major.
- ✓ Providing assistance with registration and course scheduling.

I. UNIVERSITY RESPONSIBILITIES

- A. From resource allocation to service delivery, advisement is a campus-wide responsibility. The faculty, administration, and staff of the University share in the responsibility to provide accurate and effective advisement to students.
- B. The University shall maintain a University Academic Advisement Center under the direction of the Director, Academic Advisement Center, which will provide, for both faculty advisors and undergraduate students, advice on University-wide requirements and procedures as well as referral to appropriate services.
- C. The Director, Academic Advisement Center, in cooperation with the Office of Admissions and Records, shall provide periodic updated information on academic policies and procedures pertaining to undergraduates including, but not limited to, rules and policies related to the General Education Program, graduation requirements, petition processes, and grading policies.
- D. The University shall provide students with timely evaluation of academic work accomplished prior to attendance at California State University, Fullerton and timely evaluation of degree requirements prior to student's anticipated graduation date.
- E. The University shall provide students with timely notice of academic probation status.

II. COLLEGE AND DEPARTMENT RESPONSIBILITIES

- A. The responsibility for ensuring the availability of academic advisement rests with each college dean.
- B. For undergraduate students, each college dean, in consultation with the college faculty and the Director, Academic Advisement Center, shall select an advisement configuration in accordance with this document and consistent with student needs and program characteristics of the college. For graduate students, each program or department shall appoint a faculty member to serve as the graduate program adviser who coordinates advising for graduate students in the department.
- C. Each college dean shall be responsible for providing the resources and faculty incentives necessary for the maintenance of an effective and efficient advisement network.
- D. Student advisement (examples include meeting individually with students to provide information about course requirements and student progress, career guidance, and working with students on independent projects of student and faculty interest) is part of the regular workload of every full-time faculty member. Deans and/or department chairs may, however, recognize differential advising responsibilities by appropriate assignment of duties.
- E. Departments shall provide information about their major(s)/programs to students in an explicit way, such as a brochure, website, a student handbook, and/or a checklist of major/degree requirements.
- F. Each college shall set in place a system or process for timely advisement of students on probation.
- G. For undergraduate students, each college shall coordinate efforts with the Academic Advisement Center for advising students on probation. There shall be a Probation Advisement Team with representatives appointed by the dean from each college. The Probation Advisement Team shall be responsible for establishing consistent guidelines for probation advising. For graduate students, each college shall coordinate efforts with the Office of Graduate Studies.

III. STUDENT RESPONSIBILITIES

- A. Students have responsibility to familiarize themselves with departmental and university requirements and take advantage of opportunities for academic advisement provided by the various University offices and programs.
- B. In order to ensure that all students receive the opportunity of appropriate advising, every student enrolled at California State University, Fullerton should declare a major as soon as possible after admission to the University. In any event a major shall be declared prior to the completion of 60 semester units of coursework.
- C. All students should confer with an advisor on a regular basis. Specifically,
 - 1. All first time freshmen must receive academic advisement prior to registration for their first semester. This requirement shall be satisfied by attending New Student Orientation. Exceptions may be granted with sufficient documentation of hardship. This requirement is in addition to any college or department mandatory advising.

2. All incoming transfer students must complete a student orientation session prior to registration for their first semester. This requirement shall be satisfied by attending Transfer Student Orientation or by completing the Online Transfer Overview. This requirement may be suspended when it would preclude significant numbers of students from registering during Titan I due to a substantive disruption in the regular admissions cycle. This requirement is in addition to any college or departmental mandatory advising.
 3. Continuing students should have, at a minimum, an annual conference with an advisor.
 4. Graduate students should receive advisement as soon as possible upon admission.
- D. Students on academic probation must confer with an advisor prior to registration.

EFFECTIVE DATE: March 9, 2011
Supersedes: UPS 300.002 dated 5-4-07
and ASD 10-171

Source: Student Academic Life Committee

Academic Advising Breakout
Session Assignments

August 20, 2012





12th Annual Academic Affairs /Academic Senate Retreat

“Academic Advisement: How Do We Improve Campus Practices?”

Monday, August 20, 2012

8:30 AM – 5:00 PM

Student Panel Participants

Timothy Alexander Theater Major	Guardian Scholar
Dikran Arabian Communications Major ASI Leader	EOP Student
Megan Martinez Double Major: Child and Adolescent Development / Sociology	ASI Leader
Samuel Morales Political Science Major	ASI Leader
Derek Smith Business Major	ASI Leader
Tammy Vu Biological Science Major	Student Employee
DeAndra’e Woods Kinesiology Major	Student Athlete

TOPICS and BREAKOUT SESSIONS 3:15 – 4:15 PM

Ground rules for break-out groups:

1) Disregard rank/status	2) Everyone participates, no one dominates
3) Only one person speaks at a time	4) Be an active listener and keep an open mind

TOPIC #1

Strengths of Campus Advisement: What Is Working Well?

LOCATION: SGMH-1303

What are the strengths of our current advising programs? How are best practices shared across divisions, colleges, and departments? How do we scale up high impact advising practices used in small programs? What metrics indicate that we are doing advising well?

Facilitators: Matz/Bruschke

TOPIC #2

Weaknesses of Campus Advisement Practices: What Needs to be Changed?

LOCATION: SGMH-1307

What are the current weaknesses of our advising programs? What are systemic problems that need immediate action? What actions do we take to strengthen our academic advising program? How can we integrate advising for major coursework, careers, and general education? What metrics indicate that we are doing advising poorly?

Facilitators: Pasternak/Alcantara

TOPIC #3

What Technological Improvements Can Advance the Effectiveness of Campus Advisement Practices?

LOCATION: SGMH-1308

How can technology improve accessibility to quality advising? Are there changes to the titan degree audit that could make advising easier? How large of a role should 'data-mining' applications and/or degree monitoring systems play at CSUF?

Facilitators: Guerin/Dabirian

TOPIC #4

What is our vision of academic advising at CSUF?

LOCATION: SGMH-1313

Do we see academic advising as an integral part of the educational experience at CSUF? What are the goals of academic advising at CSUF? How do we encourage students to think critically about their educational experience and their role as a student? How are the advising activities across divisions going to be coordinated?

Facilitators: Stambough/Jarnagin

TOPIC #5

How should advising be assessed?

LOCATION: SGMH-1502

How do we develop student-learning outcomes for advising? How should student satisfaction with advising be measured? Where do the resources come for assessment of advising? What is the role for faculty, administrators, and staff in assessment of advising?

Facilitators: Walker/Driscoll