

Social and Behavioral Sciences Advising Services

19-20 New SSI Annual Report SSP III

University Division:: Academic Affairs

Name of person Responsible for overseeing SSI project/activities:: Deborah Parsons

Email Address:: parsons@csusb.edu

Title:: Assistant Dean, College of Social and Behavioral Sciences

Funding Type: Recurring funding

Extension:: 77364

Total SSI amount allocated this year:: 80,290

Total SSI amount expended this year:: 80,290

Number of unique students served (July1-Winter Quarter): 594

SSI Program/Project Overview :

Mission

The Professional Advisor is committed to enhancing Social and Behavioral Students' ability to pursue their academic goals through advisement as a compliment to faculty and peer advising. The Professional Advisor is also committed to increasing graduation and retention using best practices in advising.

Vision

The Professional Advisor will be a full resource for all Social and Behavioral Sciences Students, providing ongoing quarterly advisement and referral to the college and other campus services based on student need. The Professional Advisor will be available year round to students on and off campus.

Goal 1: Timely Graduation

Outcome 1.1: Student will understand degree requirements and demonstrate the ability to read and understand their PAWS report.

Outcome 1.2: Students will make appropriate course selection and sequencing decisions

Goal 2: Knowledge of University Policies, Procedures, and Resources

Outcome 2.1: Student will demonstrate an understanding of University academic policies and procedures, including add/drop, academic integrity, academic probation, remediation, and graduation check.

Outcome 2.2: Student will demonstrate an awareness of various campus resources

Goal 3: Integration of Self-efficacy, Academic Program Pathway, and Career Goals

Outcome 3.1: Students will articulate personal, educational, and/or career goals

Outcome 3.2 Student will assess, articulate, and acknowledge personal skills and abilities to help determine area of interest to assist in choosing major.

SSI-Funded Activities :

Goal 1: Timely Graduation

Outcome 1.1: Student will understand degree requirements and demonstrate the ability to read and understand their PAWS report.

1. One-on-one advising with Professional Advisor:

1. Advisor will teach students how to read and interpret PAWS report
2. Advisor will assist student in picking out courses that satisfy General Education and Major requirements
3. Advisor will refer students to other college and campus resources to assist in internship or graduate school options

Outcome 1.2: Students will make appropriate course selection and sequencing decisions

1. Working with the Professional Advisor, students will work to identify any challenges such as GPA, family, or work obligation that may impact successful academic progress
2. Professional Advisor will help students learn how to balance course loads and personal responsibilities based on student's situation

Goal 2: Knowledge of University Policies, Procedures and Resources

Outcome 2.1: Students will demonstrate an understanding of the University academic policies and procedures; including add/drop, academic integrity, academic probation, remediation, and graduation check.

1. With one-on-one advising, the Professional advisor will teach SBS students how to navigate through University policies and procedures
2. Professional Advisor will walk students through the process of different university procedures including but not limited to how to add/drop courses, add/drop major or minors, file grade forgiveness, and file graduation checks
3. Professional Advisor will help SBS students fill out and sign University forms such as Satisfactory Academic Progress Plans, 4 Year Pledge Program plans, and ROTC program plans.

Outcome 2.2: Students will demonstrate an awareness of various campus resources

1. With one-on-one advising, the Professional Advisor will assist students with referrals to various resources both on campus and within the College of Social and Behavioral Sciences based on the needs expressed by the student.

Goal 3: Integration of Self-Efficacy, Academic Program Pathway, and Career Goals

Outcome 3.1 Students will articulate personal, educational, and/or career goals

1. Professional Advisor will help SBS student with major selection and referral to campus resources

Outcome 3.2 Student will assess, articulate, and acknowledge personal skills and abilities to help determine area of interest to assist in choosing major.

1. Professional Advisor will help SBS students explore personal skills and abilities to help determine area of interest to assist in choosing major

Progress Toward Outcomes/Cumulative Findings::

From July 2019 through March 2020, the Professional Advisor has met with 877 students for advising. Out of these appointments, 594 were unique meaning 32% (n=283) of appointments were with students who had an additional appointment. This number does not include students talked to during SSI events, University Open House and Transfer events, or email and phone inquiries.

During the Spring 2019 term, the University moved to an advising caseload model. Within this the model, the Professional Advisor has a caseload of students in Crime Analysis, Geography, Environmental Studies, Sociology, and Social Work. The case load total during the Winter 2020 term totaled 1,102 students across the 5 majors. This case load model has helped the professional advisor reach out to all the students in one caseload during a given term. It has also allowed for gaining more in-depth knowledge for the majors in the case load. With the number of students on the caseload and number of unique students seen, 54% of the students were met with during in person meetings.

During the Fall and Winter terms, the Professional Advisor worked heavily in using advising campaigns through the EAB Navigate system. Campaigns focused on the 2014, -16, and -18 cohort tracking to make sure these students were on track for a 2-, 4-, or 6- year graduation. The Professional Advisor also help email campaigns to email students with Grad Checks on file for Fall 2019, Winter 2020, and Spring 2020 terms to help students plan for the remaining courses they needed for graduation.

Recommendations for Continuous Improvement Efforts :

Moving to a case load model has greatly helped with workload issues that stemmed from not having a formal caseload and students not being consistent in the advisor they met with. Moving forward, the Professional Advisor is working with other campus advising units to help the college move forward in a more united advising plan.

Having a unified advising plan will help with planning for campaigns, communication with the advising caseload, and a unified goal of working towards GI 2025.

Resources for Continuous Improvement Efforts:

Continued, consistent, and timely communication between Undergraduate Studies and the Professional Advisors is still needed. Directives are usually given at the last minuet or changes are made without the input from Professional Advisors which makes projects that are currently being worked on get pushed back to work on whatever new project needs to be finished. With increased and timely communication, the Professional Advisor will be able to manage and organize the workload needed to make sure the advising outcomes are still being met.

Challenges:

The College of Social and Behavioral Sciences is one of the largest colleges on campus in terms of students. While the college now has five full-time Professional Advisors, some of those position are temporary and are not guaranteed to continue. A long term plan has not been disseminated on how the current advising model will continue to be sustained. Having five Advisors in the college has helped immensely with the number of students being seen by professional staff but there are still peak advising times where some students have to wait longer for an appointment with an advisor. This is especially hard given the other responsibilities of the position, in addition to advising students; such as supervision of the Mentor Advising Center and training of the new Professional Advisors, helping with Quarter to Semester Conversion efforts, and finally, conducting the various advising campaigns required by the university (e.g., Super-seniors) to aid in the Graduation Initiative 2025 efforts. Time management strategies and team work have continued to prove very helpful maximize time dedicated to student academic advising.

Another challenge for this past academic year was having to move all advising online. During the campus closure in the Fall term due to power outages and the closure of campus at the end of the Winter 2020 term because of COVID-19, the Professional Advisor had to quickly adapt all advising for the college into an online format. While most things were able to be easily adapted online, there was a significant workload increase during this time to make everything remotely accessible which cut down on some appointment times.

Budget Summary:

Attached Files

[SSI Annual Report Budget Summary 19-20 SSPIII.xlsx](#)

Check-in/Utilization Data:

Attached Files

[SSPIII Appointments.xlsx](#)

Feedback on Reporting:

Providing Department: Social and Behavioral Sciences Advising Services

19-20 SSI Annual Report Mentor Advising Center

University Division:: Academic Affairs

Name of person Responsible for overseeing SSI project/activities:: Deborah Parsons

Email Address:: parsons@csusb.edu

Title:: Assistant Dean, College of Social and Behavioral Sciences

Funding Type: Recurring funding

Extension:: 77364

Total SSI amount allocated this year:: 16,800

Total SSI amount expended this year:: 16,800

Number of unique students served (July1-Winter Quarter): 1,075

SSI Program/Project Overview :

The Mentor Advising Center (MAC) is committed to enhancing Social and Behavioral Sciences students' ability to pursue their academic goals through advisement and mentorship. The MAC is currently serving in the majors of Criminal Justice, Economics, History, Political Science, Social Sciences, and Sociology. Mentor Advisors assist in the development of individual plans toward graduation.

The overarching goal of the MAC is student success, student retention, and increased graduation rates. Our focus for the 2019-2020 year is:

Goal 1. Student utilization of the MAC

Outcome 1.1: Increase number of unique students to the MAC

Outcome 1.2: Provide ongoing support to returning MAC advisees

Goal 2. Increase department utilization of the MAC.

Outcome 2.2: Increase department referrals to the MAC

Goal 3. Provide professional development and in-service learning of our Mentor Advisors to increase student success of students seen in the MAC

Outcome 3.1: Increase knowledge of College and University resources and policies

SSI-Funded Activities :

Goal 1. Student utilization of the MAC

Outcome 1.1: Increase number of unique students to the MAC

Place advising holds strategically by major and according to class standing (freshman, sophomore, junior)

Disseminate marketing/public relations materials to bring awareness of the MAC services

Attend on campus events to increase awareness of MAC services to students

Outcome 1.2: Provide ongoing support to returning MAC advisees

Place advising holds strategically by major and according to class standing (freshman, sophomore, junior) to provide ongoing student support.

Run Queries on students based on these criteria, and send a personal invitation of continuing student support from the MAC.

Disseminate marketing/public relations materials to bring awareness of the MAC services

Goal 2. Increase department utilization of the MAC

Outcome 2.2: Increase department referrals to the MAC

Bring awareness to the Chairs and faculty of the college of the MAC success in meeting the advising needs of their students

Attend Department meetings to highlight services of the MAC

Goal 3. Provide professional development and in-service learning of our Mentor Advisors to increase student success of students seen in the MAC

Outcome 3.1: Increase knowledge of College and University resources and policies

Peer Advisors attend University wide training at the beginning of the Fall term to go over campus policies, procedures

Hold weekly training meetings/workshops about careers, graduate programs, different advising models, Financial Aid, and other resources available to students.

Cross training Mentor Advisors in all majors advised

Provide training on curricular changes for Quarter to Semester changes

Progress Toward Outcomes/Cumulative Findings::

Goal 1. Student utilization of the MAC

Fall 2019 data, showed that 44% (n=230) of students who completed the online evaluation are coming in for repeat visits to the MAC versus 56% (n=290) of students who are visiting the MAC for the first time. These percentages dropped from Fall 2018 where 52% (n=262) of students were returning to the MAC for advising. The assumption can be made that because the college now houses five professional advisors, the numbers between the number of students seen in the MAC and the number of students seen by the professional advisors will start to even out allowing the MAC to begin to offer more than schedule planning with students in the future. Fall quarter continues to currently be the biggest group of new students coming in for advising which coincides with new students being admitted for the Fall quarter. We had 600 students sign into the MAC for Fall 2019 versus 685 student sign-ins during the Fall 2018 quarter.

Goal 2. Increase department utilization of the MAC

The MAC continues to see six out of the nine majors in the College of Social and Behavioral Sciences. We continue to be hindered by space and cannot see all majors within the college. Students are still heavily referred to the MAC by department offices and is known as the 'go-to' place for advising within the majors that are advised within the Center. The MAC continues to also work closely with departments to foster partnership with faculty members who also do advising with our students. We are continuing to work towards the goal of eventually seeing all majors within one space.

Goal 3. Develop professional development and in-service learning of our Mentor Advisors to increase student success of students seen in the MAC

We have continued to develop a more formal curriculum for our Mentor Advisors to help with both personal and professional development throughout the academic year. During Fall 2019 term, during weekly meetings, the Mentor Advisors were cross trained by the Professional Advisors for the College on the majors served in the MAC, taught different advising models to utilize in their sessions with students, and we continued training on Quarter to Semester materials. Winter 2020 quarter focused on more on campus resources and continued training on Quarter to Semester curriculum as it became available.

Additionally, the Peer Advisors started to utilize the EAB Navigate platform on a regular basis with the development of a Peer Advising Care unit and agreement across the campus for what permissions would be allowed for Peer Advisors.

In addition to the weekly meetings, all new Mentor Advisors were required to attend the University Peer Advisor and Peer Mentor training hosted by Undergraduate Studies and facilitated by Professional Advisors across the Campus before the start of the Fall 2019 term.

Recommendations for Continuous Improvement Efforts: :

The MAC continues its efforts in serving students within the College of Social and Behavioral Sciences and will continue to outreach to incoming students as well as continuing students. Starting during Summer Orientations, the MAC advertises the services offered to students on a quarterly basis. Flyers posted throughout the College every quarter let students know the MAC is available. The MAC's goal of increasing unique and returning student utilization is an ongoing goal.

We employed the use of an online evaluation at the start of Fall 2015 instead of using paper cards to receive student feedback. We have also changed the feedback questions to encompass data that will help the MAC improve in servicing students and being able to change and grow with the diverse student population. We had an 82% completion rate from July 1, 2019-March 24th, 2020 with a continuing goal of 100% completion. This completion rate is up from 72% in the 18-19 academic year.

Resources for Continuous Improvement Efforts:

The MAC still needs to be updated in terms of equipment and space. The space has not changed since the implementation of the center in 2010. We have been able to rearrange some things but having updated equipment and workstations will help with improving the number of students that are able to be seen during a given term.

Challenges:

Our number one challenge continues to be space. While our numbers have not grown significantly, we are unable to expand any more than we have in terms of both numbers of students being served and the number of majors we can house within the MAC. Additionally, our space has not been updated in quite some time and we want to look at options of updating the MAC in some manner to keep up with other centers on campus. We also continue to look at possible online and virtual advising in the future to help with space and location issues.

Budget Summary:

Attached Files

 [SSI Annual Report Budget Summary 19-20 MAC.xlsx](#)

Check-in/Utilization Data:

Attached Files

 [MAC Complete Sign-In Data.xlsx](#)

Feedback on Reporting:

Providing Department: Social and Behavioral Sciences Advising Services