SSI Annual Report

Response ID:32 Data

1. Page One

Dept./Program/Project Name:

College of Social and Behavioral Sciences Advising

University Division:

Academic Affairs

Person Responsible for Overseeing SSI Project/Activities:

Name : Dr. Deborah Parsons
Title : Assistant Dean, College of Social and Behavioral Sciences
Email Address : parsons@csusb.edu
Extension : 77364

Person Preparing Report (if different than above):

Name : Jessica Davis
Title : Senior Professional Advisor, College of Social and Behavioral Sciences
Email Address : jessica.davis@csusb.edu
Extension : 77190

2.

Total SSI amount allocated this year:

$92,863.44

Total SSI amount expended thus far:

$69,647.59

Number of unique students served (July 1 - Winter Quarter):

428

3. (untitled)

SSI Program/Project Overview: In 750 words or less, describe the overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc.

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.

4. (untitled)

Alignment to ILOs: To which of the following Institutional Learning Outcomes (ILOs) do you feel as though your SSI-funded project aligns? (Check all that apply.) Details regarding the ILOs can be found on Office of Academic Programs website.

Breadth of Knowledge
Depth of Knowledge
Ways of Reasoning and Inquiry
Creativity and Innovation
Integrative Learning
Engagement in the Campus, Local, and Global Communities
Diversity and Inclusion

5. (untitled)

SSI-Funded Activities: Please list and describe the activities undertaken through winter quarter with your SSI allocation. This section should address only those activities occurring this fiscal year.

Goal 1: Timely Graduation
Outcome 1.1: Student will understand degree requirements and demonstrate the ability to read and understand their PAWS report.
a. One-on-one advising with Professional Advisor:
a. Advisor will teach students how to read and interpret PAWS report
b. Advisor will assist student in picking out courses that satisfy General Education and Major requirements
c. 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
a. 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
b. 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.
a. With one-on-one advising, the Professional advisor will teach SBS students how to navigate through University policies and procedures
b. 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
c. 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
a. 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
a. 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.
a. Professional Advisor will help SBS student explore personal skills and abilities to help determine area of interest to assist in choosing major

6. (untitled)

Progress Towards Outcomes/Cumulative Findings: Describe the progress you have made toward your original SSI goals and outcomes though winter quarter. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.

From July 2018 through March 2019, the Professional Advisor has met with 510 students for advising. Out of these appointments, 428 were unique meaning there was a small number of students who had repeat appointments during the mentioned time frames. This number does not include students talked to during SSI events, University Open House and Transfer events, or email and phone inquiries.

Additionally, the Professional Advisor held numerous workshops during the Fall 2018 and Winter 2019 terms to help with Quarter to Semester Advising. Thirteen workshops were held during the Fall 2018 term with two for Anthropology, three for History, and 8 for Sociology. During the Winter 2019 term, 12 workshops were held including six for Criminal Justice, four for Sociology, and two for History. Total engagement for all the workshops totaled 160 students.

During the Fall and Winter terms, the Professional Advisor worked heavily with the History and Sociology Departments to target advising for students designated as Quarter Completers. In addition to the workshops, individual appointments were held between the Professional Advisor and Faculty Advisors to help student create MyCap Plans and establish projected graduation dates. For Fall quarter, workshops were voluntary and blanket emails were sent to all potential quarter completers. During Winter quarter, targeted emails were sent to students who had not had their Quarter to Semester advising. For the History Department, 108 student received targets emails and 163 Sociology students also received targeted emails encouraging them to come in for advising or they would receive a registration hold. Of all the student targeted, only six students did not receive advising during the Winter term giving us a 97% completion rate for the advising campaign.

7. (untitled)

Recommendations for Continual Improvement/Action Plan: Based on the analysis of your assessment results, what actionable steps can be taken to make improvements? How can you improve students' achievement of the SLO or your office's performance in terms of operations? What is your expected timeline?

Having targeted campaigns for Quarter to Semester Advising has been extremely beneficial in helping students create MyCap plans to help them towards graduation. The MyCap plans are not without some form of error as we do not know when courses will be scheduled or if they fit within a student's personal schedule but they have been beneficial in our communications with departments of when courses will be needed.

Resources for Continual Improvement/Action Plan: What additional resources, if any, are needed to bring the above continual improvements to fruition?

8. (untitled)

Challenges: If applicable, please list any significant challenges encountered that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. Please also indicate if you need assistance in addressing these 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 three full-time Professional Advisors, the heavy student case load is prohibitive and challenging, making closer advisor/advisee relationships difficult. Certainly, having peer advisors and professional advisors extends the ability of faculty to reach every student, however, there is a limit to how many students will receive one-on-one counseling. The recommended case load per advisor ranges from 230 to 600 (NACADA) depending on university size, our case load is closer to 2,200 students each. Having three 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, training faculty and staff on the new SSC Campus program (as a super-user), 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 continues to be the location of the professional advisors and peer advisors. Two of the Professional Advisors and the Mentor Advising Center are located outside of the Social and Behavioral Science Building while one Professional Advisor and the Peer Advising Center (PSYC/HD) are located in the SBS building. Splitting advisors between locations has slightly increased the amount of bounce back from office to office that students have experienced rather than having everyone in one central location Our location in the Faculty Office Building also requires that students have to go out of the building and many have expressed frustration at trying to find our location. Space is a concern throughout the campus; therefore, we continue to overcome these challenges by better signs, flyers, maps, and tabling events.

9. Budget Summary with Alignment to Outcomes and Activities

Budget Summary: Please account for all expenditures of SSI funds for this project using the SSI Annual Report Budget Summary Template. (The template can be found at http://ssi.csusb.edu/assessment.) Upload your completed summary here.

Copy_of_SSI_Annual_Report_Budget_Summary_18-19_SSPIII_(002).xlsx

10. (untitled)

Check-in/Usage Report: Please upload any check-in or usage data you have for students who have engaged with your project/program since July 1 through the end of winter quarter. Uploads should be in Excel and include, at minimum, students' CoyoteIDs; password-protected SPSS files may be submitted via email to Institutional_Research@csusb.edu. Additional information such as date(s) of visit(s)/interaction(s) and students' names would also be helpful. (The Office of Institutional Research is working to establish an overall assessment of SSI; to do this, we need your help in collecting and sharing students' engagement with and usage of SSI-funded projects and programs.)

SSP_III_Data.xlsx

11. Thank You!

New Send Email

Apr 10, 2019 12:15:55 Success: Email Sent to: parsons@csusb.edu,jessica.davis@csusb.edu

Student Success Initiative Annual Report

Budget Summary with Alignment to Outcomes and Activities

Please save your completed summary using the following format: SSI_Budget_Year_Unit/Dept Name. You will be asked to upload this completed form as part of the online submission process.

Project Name: College of Social & Behavioral Sciences Advising   Year: 2018-2019

University Dvision: Academic Affairs   "Other" Project Name:

Name and Title of Person Responsible for SSI/VTI Project: Deborah Parsons, Assistant Dean

Expenditure Description	Outcome(s) Supported	Supported Activities	EO 1060 Category (All VTI projects should be coded Expanded Technologies.)	Amount
SSP III Salary and Benefits (July-March)	Students will understand degree requirements and demonstrate the ability to read and understand the PAWS report. Sudents will make appropriate course selections and sequencing decisions. Students will demonstrate and undersrtanding of University academic policies and procedures including add/drop, academic integrity, academic probation, remediation, and grad check. Students will demonstrate an awareness of various campus resource. Students will articulate personal educational, and/or	One-on-one advising, degree roadmap exploration, referrals to other College and University resources	Advising & Retention	$ 69,647.58
SSP III Salary and Benefits (April-June)	Students will understand degree requirements and demonstrate the ability to read and understand the PAWS report. Sudents will make appropriate course selections and sequencing decisions. Students will demonstrate and undersrtanding of University academic policies and procedures including add/drop, academic integrity, academic probation, remediation, and grad check. Students will demonstrate an awareness of various campus resource. Students will articulate personal educational, and/or career goals. Students will assess, articulate, and acknowledge personal skills and areas of interest	One-on-one advising, degree roadmap exploration, referrals to other College and University resources	Advising & Retention	$ 23,215.86
			GRAND TOTAL	$ 92,863.44