

**California State University Channel Islands**  
**Annual Report - Academic Advising**  
**2005/2006 Academic Year**

The following report highlights services, activities and assessment the staff in the Advising Center have implemented or maintained for the Academic Year 2005/2006.

**Staffing and Staff Professional Development:**

The Advising Program at Channel Islands is under the direction of Sue Saunders. Sue currently supervises seven full-time staff members and provides employment for approximately five student assistants. The Advising Center Director has also provided the supervision and training for approximately one graduate intern per semester. Despite rapid growth, no new staff members were added to the Advising Center during the academic year, a request was made for a full-time academic advisor, but due to budget restraints, the advisor position for academic year 2005/2006 was not funded.

Staff Development has been encouraged and fostered in several ways. An annual retreat provided formalized training and staff team building exercises as well as an opportunity for all staff members to identify goals and objectives for the upcoming academic year. Throughout the year, professional development of staff has been stressed. Academic advisors have attended professional conferences sponsored by the National Academic Advising Association. In addition, support staff has attended training seminars to enhance their supervisory and computer skills. Staff attended disability accommodation training such as web accessibility to ensure that Advising is compliant with disability regulations.

Numerous opportunities are presented to staff to engage in campus activities and shared governance. The Advising Center Director has served on many task forces for the WASC accreditation process. The Director served on numerous committees this year such as Web committee, Marketing committee, Orientation Committee, GE Committee, CMS Steering Committee, and Enrollment Management and Student Success Committee. The director regularly attends Academic Council and many of the Faculty Senate meetings. This past year, the Director served on a president appointed task force that made recommendations for a coordinated First Year and Second Year Experience. Campus wide involvement is further evident as staff members from the Advising Center have served on various committees such as Admissions Appeals Board, Phase II Student Housing Committee, President's Council, EAP committee, Liberal Studies Advisory, Human Resources Activity Committee and the Commencement Planning Committee.

**Student Activity/Assessment**

The Advising Center provided walk-in and scheduled appointments for approximately **4,000 students** (up from 3,435 Academic Year 04/05). In addition, the center facilitated 32 pre-advising workshops with approximately **500 students** attending **fall 2005 (up from 309 fall 04)**. Approximately 230 new transfer students attended advising workshops for the **spring 2006** semester) The Advising Center staff facilitated 22 freshman advising workshops during

fall 2005 Island View Orientation. Approximately **390 students** were advised through four separate advising sessions during Island View Orientation.

The staff in the Advising Center monitors and tracks all students that visit the center. Advisors record each student contact and maintain counselor notes regarding each advising session. Advisors in the Advising Center regularly assess advising activities including one-on-one advising sessions, registration sessions and workshops. Over **800 Surveys**, regarding one-on-one appointments, obtained during the 05/06 academic year indicate 95% strongly agree that their overall impression of the Advising Center to be positive.

In addition to on-going assessment, a goal was established to design an assessment instrument to measure advising program effectiveness. Advisors are currently refining an assessment instrument that will evaluate the advising process and student learning outcomes. This past year, Dr. Harley Baker has worked closely with the director to modify and improve the assessment instrument.

### **Advising Program Accomplishments:**

The advising center has consistently provided CI students with high quality academic services. The following services and publications have been provided by the advising center:

- Improvements were made to freshman advising by adding 3 separate contacts during freshman orientation (evening schedule build assistance, morning check of schedule and registration assistance in the Technology lab)
- The Director of Academic Advising presented a workshop titled “Light the Way, Engage Students in the Advising Process Early” at a combined Region 8 & 9 NACADA Conference in March 2006
- As a recognition of the “BEST IN REGION” honor, the workshop will be highlighted at the National Conference in Indianapolis, Indiana this coming Fall
- Computerized Tracking System – In addition to monitoring each student contact to the Advising Center, advisors maintain counselor notes regarding each student counseling session. Monitoring of counseling sessions provides accurate documentation and fosters continuity of services
- Maintain student files for all students that receive services from the Advising Center – provides documentation for all advising visits
- Updated and created new articulation agreements through Assist.Org and Advanced Placement charts through the efforts of Articulation
- Provided mandatory advisement for probationary students including one-on-one counseling sessions and probation workshops. Mandatory advising for probation was approved by Faculty Senate and was implemented fall 2005. Advisors met individually with 239 students on academic probation. In addition, 12 students attended a probation workshop during summer 2005 and 24 students attended a probation workshop in spring 2006.
- Communication to students – **a proactive approach to advising** has been maintained by the staff in the Advising Center. The following methods were utilized this past academic year.
  - Postcard mailing inviting students to utilize services of the advising center during less hectic times

- Letters sent to probation students encouraging participation in workshops and personal one-on-one advising sessions
- Letters sent to seniors encouraging preliminary graduation evaluation appointments
- Follow-up phone calls to admitted students encouraging workshop attendance
- Published short articles in campus newspaper and utilized global email to remind students of graduation appointments
- Provided preliminary graduation evaluations “Grad Paks” for 600 degree candidates
- Zero-Base Budget – Academic Advising was selected as the first Academic Affairs program to undergo “Zero Base Budgeting” – This process included a full program review that identified goals and objectives, cost of the program, evidence of the value to the institution and alternative actions. Academic Advising, the University Math and Writing Center, Articulation and the newly proposed FYE/SYE programs were reviewed. Extensive research was performed to compare CI’s advising program both nationally and at the CSU level.

### **Academic Advising: Marketing and Communication**

Written and electronic advising materials were updated for fall 06 new and continuing students which include the following: The Advising Center Brochure, The University Math and Writing Center Brochure; Pre-Advising Guides; Island Compass (28 page guide for freshman and transfer students); Key Steps to Graduation Brochure; Fall 06 major, minor, general education and preliminary graduation audit forms. The Advising Center coordinated the printing and distribution of the Directed Self-Placement Brochure to incoming freshmen. The Advising Center web site and display case outside the Advising Center was updated regularly to inform students about faculty advisor availability and advising activities.

### **Advising Center/Faculty Advising:**

The professional advisors facilitated a two week major/minor workshop to review Fall 06 changes to curriculum with faculty chairs and program advisors. This annual event not only assists the advisors to create accurate advising materials for students, but allows advisors an opportunity to connect with the advisors and chairs of each discipline.

### **First Year Experience:**

University 100 was offered for the second year during fall 2006. The Director of Academic Advising coordinated this program along with Scott Frisch. CSUCI offered six sections of University 100, Freshman Student Success Seminar. Two advisors from Academic Advising, the Director of Academic Advising, two Student Affairs Administrators and one faculty members taught the course. Approximately 175 freshmen enrolled in the course. An advising project was incorporated into the course that required students to meet with advisors to set goals and map out a degree plan.

This past year, the director served on a President appointed task force with a charge to generate a plan for a more coordinated first year and second year experience program. A

recommendation was made by the task force to place this program under Academic Advising. To date, this program has not been funded.

**Advising Center challenges for 2006/2007:**

With the anticipation of increased enrollment at CSUCI, a concern for the Advising Center is to maintain current quality student-centered services. Without the addition of new positions, some services may have to be eliminated. In addition, shorter appointments may be implemented as a means to open up more advising appointments.

It is the hope of the Center to not eliminate services, but to continue to improve and create new student centered services that meet the needs of our students. The advising model that we have created is an outstanding model. Research indicates that quality advising is key to student success and retention. The Advising Center staff will continue to look for innovative ways to improve services that will maximize student satisfaction.

**California State University Channel Islands  
Annual Report – University Math and Writing Center  
2005/2006 Academic Year**

**Staffing:**

In addition to directing the activities in the Advising Center, Sue Saunders currently oversees the supervision of the University Math and Writing Center Coordinators. A restructure of an ASC I position provided an opportunity for the Math and Writing Center to hire one half-time ASA I and to appoint one-full time ASA I to the Advising Center. With the addition of two student assistants, the Center was able to maintain full staff coverage of a shared reception area and centralized computerized check-in process.

The Math Center has been under the coordination of Roger Roybal. Roger was given six hours of release time to coordinate the day to day operations of the Math Center. Roger supervised approximately 16-18 math tutors.

The University Writing Center has been under the coordination of a full-time Writing Center Coordinator. Kathleen Klompfen served as the Coordinator on a one year temporary faculty contract. She hired, trained and supervised approximately ten writing consultants each semester. A recommendation was made to change the appointment to a full-time 12 month MPP position for the 2006/2007 Academic Year.

**Writing Center Accomplishments:**

The Math Center and Writing Center continue to share space with a common check-in point separating Math from Writing. This centralized check-in area facilitated better tracking of student participation to the Center. Four rooms across from the Center's reception area provided private and group tutoring. The group tutoring rooms provided quieter space with fewer distractions for tutors especially when activity was high in the shared space.

One goal identified for the Academic Year 2005/2006 was to increase student awareness of the services offered and to increase student participation at the University Math and Writing Center. Both centers saw a remarkable increase in student activity from the 2004/2005 academic year. In addition, improved tracking techniques were implemented to accurately reflect actual activity to the center.

In addition to Math and Writing tutoring, other disciplines such as Spanish and the Sciences offered tutoring services through the Center. Tutors utilized the private tutoring rooms across from the main Writing Center reception area.

**The University Writing Center:  
ACTIVITY/ASSESSMENT**

**FALL 2005:**

- Estimated # of contacts: Total contacts for the semester was **1140** including in-class tutoring, **512 tutoring sessions in the center** for the semester
- The weeks of highest utilization in the center were weeks **10** (98.4%) and **12** (123%)
- Evaluations:
  - A total of **206** surveys were completed.
  - Strengths of the center are in the following areas:
    - ✓ **Giving clear feedback** about the topics that students come in to discuss (98% positive response).
    - ✓ **tutors have given students their full attention** (93% positive response)
    - ✓ **Students would recommend tutor to others** (98% positive response)
  - Students seemed to think that the computer check-in system worked fine (75% positive response).

The computerized check-in utilized this academic year experienced technical difficulties, so consequently, the Coordinators of the Center are working with Bill Wolfe to implement a new tracking system. An implementation goal has been set for the Academic Year 2006-2007.

**SPRING 2006:**

- Estimated # of contacts: Total contacts for the semester is **1767** including in-class tutoring, **717 tutoring sessions** in the center for the semester, 1050 in class
- The weeks of highest utilization in the center were weeks **13** (164%) and **12** (154%)
  - The weeks of lowest utilization in the center were weeks **2** (72%) and **finals week** (22%)
  - The average utilization for the term was **92%**. –This is an increase in utilization for spring term over fall of 24%. This can be attributed to a few factors:
    - An increase in in-class tutoring
    - Better record keeping—although all records were kept manually in spring term, it was done consistently

Evaluations:

- A total of **221** surveys were completed.
  - Our strengths in the center are in the following areas:
    - **tutors have given students their full attention** (86% positive response)
    - **Giving clear feedback** about the topics that students come in to discuss (79% positive response).
    - **students would recommend tutor to others** (70% positive response)
  - Students were positive about the reception they received at the front desk (76% positive response).
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Since the spring 06 surveys showed a lower satisfaction with tutoring services, the Coordinator believes the lower numbers could be attributed to the following:

- The need for more training for tutors
- The tutors may be more confident about resisting the urge to make students happy (as opposed to giving them the help that is most appropriate)

A goal has been targeted for 06/07 to increase tutoring training.

### **Writing Center Accomplishments:**

- Screened and hired undergraduate tutors
- Sent tutors to all freshman English classes, all University 100 classes, and all interdisciplinary classes that responded to an invitation
- Revised and submitted a proposal for a tutoring course
- Established a weekly report mechanism to keep Director of Academic Advising informed of Writing Center activities and student visitation to the Center
- Conducted CBEST workshop (promoted and facilitated workshop for prospective credential students)
- The Coordinator of the Writing Center participated in the 12<sup>th</sup> Grade Experience Workshop (Collaborative effort to improve the writing skills at local high schools).
- Addressed chairs and various faculty members to raise awareness of the Writing Center
- Improved training and communication by having initial training meetings, guest speakers representing writing across the disciplines, and participation in the Writing Program “norming” for its team grading.
- Assumed some of the leadership duties in implementing assessment for the GVAR requirement
- Coordinated and provided finals week tutoring in the library
- The Writing Center coordinator team taught a section of English 102
- Planned and implemented the first annual open house for the Math and Writing Center
- Planned and implemented a tutor appreciation event

### **The University Math Center**

#### **ACTIVITY/ASSESSMENT**

- Satisfaction survey – Although tutors were inconsistent in gathering satisfaction surveys – surveys collected showed high satisfaction with tutoring and services offered at the Center.
- Of the 94 surveys collected spring 2006, over 92% of those surveyed agreed or strongly agreed with the statements, “The Math Tutor showed me ways to figure out certain concepts on my own” and “The Math Tutor focused on my individual needs and the demands of my assignment.”
- A combination of manual and computerized tracking of center activity was utilized during the 2005-2006 academic year. A goal has been established to implement a new computerized check-in system during the 2006/2007 academic year

- During Spring Semester, the Math Tutoring Center had approximately 930 individual visits from students, and 866 visits in Fall Semester.

### **Math Center Accomplishments:**

- Screened and hired undergraduate tutors
- Increased visibility of the Tutoring Center
  - In collaboration with the University Writing Center, provided an innovative way to increase activity to the Center. During the Fall Semester any student who met with a tutor was entered into a drawing for a prize. Promotion of the Center included a drawing for iPods plus numerous gift certificates to local restaurants and businesses.
  - Tutors went into math classes at the beginning of each semester to inform students about the availability of the Math Tutoring Center.
  - Arranged with the math faculty to give extra credit to those students who visited the Math Tutoring Center. This provided extra incentive to learn about the center and the services it offers.
- Collaborated with the Coordinator of the Writing Center to plan and offer the first annual open house and tutor appreciation event
- Many of the math tutors attended math conferences to present research, exchange ideas, and learn new math methods.

### **University Math and Writing Center challenges for 2006/2007:**

Great progress was made in increasing awareness of the center. However, each year the Writing Center and Math Center have been under new coordination. Although goals have been identified, new coordination each year produces different goals and priorities for the Center. In order for the center to progress over the long-term, consistent leadership is needed. In addition, separate space for each center would also create a positive learning environment.

Both centers have targeted goals to improve student training not only in the beginning of the semester, but need to offer consistent guidance and supervision throughout the semester. In addition, both centers will target a goal to improve the image of the Center.

In addition, the center has plans to expand the spectrum of subjects the Tutoring Center offers. With funding support, the center hopes to offer more subjects tutoring during the 2006/2007 academic year.