

CSU CHANNEL ISLANDS STRATEGIC INITIATIVES | NON-FUNDED WORK

Division of Student Affairs

Mandatory Academic Advising Pilot for TRiO Student Support Services, Educational Opportunity Program (EOP), and Promoting Achievement Through Hope (PATH) Fall 2019 Cohorts

Strategic Initiatives and Actions

Student Success

- 2.1 Increase academic support for students in the first-year.

Project Summary

With academic preparation and advising serving as a focal point of GI 2025 and the University Strategic Initiatives, the Divisions of Academic Affairs and Student Affairs have sought out innovative ways to maximize resources among staffing to increase academic advising offerings to the CSUCI student population. These methods include: mandatory peer-advising for incoming TRiO, EOP, and PATH cohorts, as well as an increased presence and integration of peer and professional advising staff throughout DSA spaces to increase exposure and access to advising services.

During the 2018-19 AY, Academic Advising piloted a program in which TRiO and EOP personnel were trained in academic advising and able to offer academic advising to incoming cohorts. This provided a more holistic means of direct support to these cohorts, as well as decreasing the demand on our centralized Academic Advisors by ‘freeing-up’ their time to serve additional students. With the success of this ‘train the trainer’ approach, Academic and Student Affairs would like to explore an expansion of this pilot program by requiring academic advising for all first-time, full-time students for select DSA cohorts, which will include the incoming cohorts for TRiO Student Support Services (SSS), Educational Opportunity Program (EOP), and Promoting Achievement Through Hope (PATH). This model is a collaborative effort between the DSA, Academic Advising, and the Registrar, and will require advising sessions (within the DSA programs) for the first two years of their enrollment in one of the designated DSA cohort programs. The mandatory advising sessions will be enforced through a registration hold. This proposal is seeking to provide the structural support necessary for this type of high level, intrusive advising model through the use of Peer Advisors (which is an expansion of the model currently being utilized in the Academic Advising Center). The DSA Peer Advisors would complete an extensive training offered by Academic Advising and then be directly overseen by the existing DSA personnel within the designated cohort programs. In addition, the Peer Advisors will assist the professional staff by providing peer mentorship, workshops, and facilitating targeted retention outreach efforts throughout the semester (e.g., during registration period, working with Registrar to identify current students who have not yet enrolled and providing proactive outreach to facilitate registration; reminders about FAFSA and verification deadlines to ensure protection from disenrollment; etc.). Satisfaction data collected by the Academic Advising Center indicates that students who receive services from the Peer Advisors are satisfied with their interactions (Fall 2018: 99% of students surveyed agreed or strongly agreed on the questions inquiring about whether their peer advisor was helpful and knowledgeable).

Baseline Data

With respect to the mandatory peer advising cohorts, the DSA has prioritized these cohort-based programs due to their explicit focus on student success for first-generation and traditionally underrepresented student groups. While the initial data points from the Fall 2018 semester are promising (TRiO Mentees: 93.7 v. 87.6% 1-term retention; PATH: 95% v. 87.6%; EOP FTFT 92.2% v. 91.4%), none of these comparisons were statistically significant. However, with the emphasis on academic advising within GI2025 and CSUCI's Strategic Initiatives, we are hopeful this mandatory advising and peer advising model will show more significant gains in student outcomes. We will gather data from this incoming cohort to examine the effectiveness of this pilot advising model, with the goal of permanent funding contingent on the data and evaluation of the program.

Goals

The primary goal will be to increase 1-year retention rates for the incoming Fall cohorts for EOP, TRiO, and PATH programs.

- EOP 2019 FTFT Cohort: The 1-year retention data for the Fall 2016 cohort (n=53) was 85% v. 79.6% for non-EOP students, and the Fall 2017 (n=56) 1-year retention rate was 76.7% v. 77.9% for non-EOP students. The 1-year retention rate for the 2018 cohort (n=58) is not available at this time as students are still in the process of registering for the fall semester. For the 2019 incoming cohort, the initial 1-year retention target is 90%.
- TRiO 2019 Cohort: The 1-year retention data for the Fall 2016 FTFT cohort (n=13) was 92.3% v. 79.8% for non-TRiO students, and the Fall 2017 FTFT cohort (n=14) 1-year retention rate was 92.8% v. 77.6% for non-TRiO students. The 1-year retention rate for the 2018 FTFT cohort (n=11) is not available at this time. For the 2019 incoming FTFT cohort, the initial 1-year retention goal is 95%.
- PATH 2019 Cohort: PATH is a relatively new program and has had very few FTFT served (Fall 2016 had 2 students and Fall 2017 had 3 students). With an anticipated growth in FTFT served in Fall 2019, the 1-year retention goal for this incoming cohort is 90%.
- Moving forward, there is potential work with Career Readiness that also include internships with this population of students moving forward.

Project Status

Planning stage.

Key Leaders and Divisions

Lead Division	Division of Student Affairs
Collaborating Division	Academic Affairs, University Advancement
Action Champions	VP Yao
Action Project Leads	Charles Osiris
Action Collaborators	Ernesto Guerrero/Ginger Reyes/ Amanda Carpenter