University Advising Retention

2021-22 ANNUAL REPORT

CAL POLY
University Advising/Retention
ACADEMIC AFFAIRS

UNIVERSITY ADVISING RETENTION TEAM PRIORITIES

1. Leverage Advising to close the graduation gap for Black, Hispanic/Latinx, Native American, First-Generation and Pell-eligible students

2. Eliminate/reduce barriers to retention and graduation, focusing on those caused by and bias inherent in, academic policies/procedures

3. Provide time-sensitive and holistic support via outreach to students detaching from Cal Poly (at risk of discontinuing) on behalf of academic advising centers

01. COORDINATED AND DELIVERED TIME SENSITIVE OUTREACH TO STUDENTS

INFORMAL TIME OFF

Students submitting forms indicating their plans to take one or two terms off

- Assist **705** unique students through **809** submissions each with personalized emails and/or phone calls
- Each student screened for a number of potential hurdles to re-enrollment, solutions for which are included in outreach messages

LEAVE OF ABSENCE

Students submitting requests for, or scheduled to return from, formal leave extending up to two years

- Contacted **121** students scheduled to return from Leave of Absence
- Screened, followed-through with, and ensured **427** students requesting LOA forms maximized their leave options and avoided possible hurdles to re-enrollment
- Managed approval process for **301** LOA requests

DEPARTURE

Students submitting University Departure forms declaring intent to permanently leave Cal Poly

- Emailed and/or called **386** students submitting University Departure forms

ACTIVE NOT ENROLLED

Students in "Active" status, but enrolled in zero units after first-round registration and/or after term census date

- Sent check-in emails to **2,541** students
- Called **956** students
  - This number includes outreach to **288** continuing Black, Hispanic/Latinx and Native American and/or First-Generation students between first and second round fall registration
- Engaged in reciprocal email or phone conversations with **255** students as a result of outreach efforts
- Piloted text message as part of ANE outreach after first round registration for Spring 2022

3+ YEAR CP SCHOLARS

Transfer and Continuing Cal Poly Scholars in and beyond year three

- **1,259** interactions with CP Scholars
- **106** AP appointments
- Developed shared tracking tool to identify proactive outreach opportunities for Cal Poly Scholars based on program advising requirements
- Emailed all Scholars in fall term to introduce retention specialist, remind as appropriate for required AP advising and encourage advising for those entering year three with <2.5 GPA and <90 CP units completed

STUDENTS OF CONCERN

Participated in all college SOC meetings, ensuring link between Dean of Students and University Advising's retention team and wrap around support for students in difficult circumstances

RED DEGREE PROGRESS REPORTS (DPR)

Refined Academic Advising and Evaluations' collaboration to graduate more students through staggered distribution of graduating students by cohort, with unmet requirements starting one term prior to graduation date

Added quarterly Red DPR post-batch-degree posting to facilitate college outreach to students denied graduation

INCREASING CAPACITY TO SUPPORT STUDENTS

Through training and committee participation, UA Retention continues to strengthen inter and intra personal growth and advocacy

- Training for all new student and professional staff includes Mental Health First Aid
- Retention team participated in Sustaining Through Trauma workshop
- Retention specialists participated in national, professional development events
  - NASPA National Conferences on Student Success (two attendees)
  - National Conference on Race and Ethnicity in Higher Education (one presenter)
- Members of retention team are active participants on:
  - Drug/Alcohol Taskforce
  - Basic Needs Taskforce
  - Transfer Advisory Board
  - Transfer Onboarding Committee

> "I just wanted to thank you again for reaching out again. I really appreciated it. I just want to say that I am here now and plan to continue pursuing my academic goals. Thanks again for everything.
>
> - CSM Student

02. COMPILED, ANALYZED AND PROVIDED DATA TO CAMPUS LEADERSHIP AND ADVISING COMMUNITY

INTERVENTION EFFICACY & POLICY ANALYSIS

Used data to determine effectiveness of advising interventions and equitable outcomes of advising policies and practices:

- Second tier of APDQ report revealing opportunities for improving support for students on AP and DQ status and for resolving inequities experienced by students for whom we are striving to close graduation gaps – findings presented to Collaborative Advising for Student Success committee
- Demographics of students on APDQ after one, two and three quarters, CSM
- APDQ analysis to inform future interventions, CENG
- GPA changes for TASP participants
- Pre and post-MEP STAR program participation
  - Collaborated with Engineering Student Services MEP Team to deliver outcome report after a full-year intensive advising scholarship program called MEP STAR

ANNUAL REPORTING

Analyzed current state of policies and procedures, using both quantitative and qualitative data, in order to track trends and identify concerns to address

- 2021-2022 Dismissed, Discontinued, Departure Analysis
- 2021-2022 Active Not Enrolled and Informal Time Off

DATA ACCESS FOR TARGETED ADVISING

Provided one-time and quarterly data to advising-related entities aimed at increasing graduation rates and closing equity gaps

- Students below full-time following transfer registration, Transfer Onboarding Group
- APDQ lists with number of quarters on AP, Transfer Center
- Data points related to status of transfers at Cal Poly, Transfer Center
- Demographics of students with/without 1Stop advising interactions, OCOB & CLA
- AP trends - demographics, major/year breakdowns, percent ANE following AP, quarterly, OCOB & CLA
- Provide support utilizing dashboards to identify students in need of specific courses for proactive outreach and enrollment management, CLA & OCOB
- Former student athletes and academic trends in this population, CLA
- CP Scholars who were on AP, CLA
- Red DPR Post-Batch senior project analysis, CLA
- Concentration-level enrollment numbers, OCOB
- 1Stop trends - topics discussed by concentration, OCOB
- Demographics of students who accessed advising, by student count and interaction type, CSM

- Number of students currently ANE or taking ITO/LOA, CSM
- 1Stop interaction trends (demographics, numbers, referrals, topics, etc.), CENG
- MEP Student data and academic trends (pre- and post- MEP STAR Program), CENG
- AdobeSign Form trends (course subs and withdrawals), CENG

DATA-INFORMED INTERVENTIONS, CAMPUS IMPROVEMENT AND USE OF DATA TOWARD CLOSING GRADUATION GAPS

Participate in college and campus-wide discussions to provide retention lens and inform advising and university practices and policies

CLA and OCOB proactive advising outreach model: Piloted model across two colleges to engage second-year students without college advising history and who were most likely to benefit from academic support

External NACADA assessment team: Met with team to provide data-based, retention perspective in review of Cal Poly academic advising

Teaching & Learning to Live and Work in a Diverse World WSCUC Campus Review Committee: Retention specialist served on committee charged with reviewing existing and potential opportunities to scaffold co-curricular DEI learning from a student, staff, and faculty lens

MEP Review and Program Changes: Applied findings from program review (20- '21AY) to pilot proactive advising and scholarship program to engage at risk second year students in the CENG Multicultural Engineering Program

Academic Programs and Planning DEI Dataset Development: Retention specialists partnered with Director of Academic Assessment and Associate Deans to verify fields and to include identified retention risk factors in quarterly DEI BI Publisher report provided to colleges; ensured inclusion of identified graduation indicators and informing campus data use policy to allow for retention-team, student-level data access

IPEDS Reporting: Advocated for the use of preferred race/ethnicity categories in tandem with federal categories to increase the visibility of graduation equity gaps

CSU Success Analytics Certificate program: Team member participating with colleagues across divisions, involving campus-wide data project Integration & Utilization of Co-Curricular ("non-cognitive") Data for Student Success

03. IDENTIFIED BARRIERS, STRATEGIZED AND RECOMMENDED OR IMPLEMENTED PROACTIVE MEASURES/INTERVENTIONS

Students most in need of flexibility limited by LOA policies and procedures

- Advocated for the elimination of maximum number of requests a student can submit while maintaining maximum of six LOA terms total allowing for more flexible time-off options (enacted)
- Advocated for use of Informal Time Off and Leave of Absence in tandem to provide students with the maximum time off to address personal, academic and family needs (enacted)
- Developed on-line resources to provide students with more clarity around process of taking time off
  - Met with CSU Long Beach Registrar to learn about their LOA process and to review workshop they offer
  - Graduate Assistant developed draft workshop and instructional videos to be launched Fall 2022

Students taking needed time off unintentionally incur fees and grades of F/WU for non-attendance

- Integrated screening of ITO submissions for enrollment (including block scheduling) in terms indicated for absence, contacted students with instructions. Called when time-sensitive and if "mental health" or "campus climate" are selected as reasons for absence.

Students are denied graduation following expected completion term, some, without realizing it

- Provided college advising centers with three quarterly lists of students scheduled to graduate and one post-batch degree posting list for outreach purposes

Cal Poly's Change of Major policy is implemented inconsistently across departments despite campus policy

- Ensured Change of Major coordinators follow through with student inquiries in a timely fashion and address requirements which are out of line with academic policy

Students facing challenges may encounter inflexibility, outdated expectations and even frustration from faculty and staff

- Provide individual student advocacy to ease access to a variety of accommodations in extenuating circumstances and amid crisis
- Cultivated relationships with registrar/admissions/student accounts/counseling services/DOS/financial aid/extended education and others to clarify roles, deepen knowledge of resources available to students and increase collaboration for the benefit of students

Withdrawal policy is confusing, inconsistently applied and students provided varying levels of follow up support

- Team member serving on Withdrawal Working Group
- Revising website with explanatory graphics and clarifying language

Cal Poly SAP thresholds and process are unnecessarily strict and confusing to students

- Advocated for changes to the Financial Aid Satisfactory Academic Progress process
- Collaborated with Financial Aid team to develop streamlined process for students and advisors (changes will be implemented 2022-2023 academic year)
- Advocated for Cal Poly Financial Aid to adopt Federal SAP threshold reducing percent of required units earned per academic year from 75% to 67%, reducing the number of students failing to meet the units-earned SAP requirement from 367 students in a '20-'21 AY to 89 in the '21-'22 AY

Students in crisis, transitioning to time off/self-care are unable to access essential counseling support due to CP interpretation of continuity of care as outlined in Executive Order 1053 as well as liability concerns

- Advocated for changes to the Counseling Services policies around continuity of care for students who have completed a term withdrawal

Students who are discontinued for non-attendance, including those struggling academically, must reapply to Cal Poly and pay a $70 fee

- Worked with Cal Poly Admissions to eliminate fee for returning applicants, easing the process of continuing one's degree

Quarter to Semester conversion scheduled to be in effect Fall 2025, poses significant barriers to retention and graduation of students

- Retention team met with researcher Stefanie Fischer, to review findings presented in her co-authored paper, Semesters or Quarters? The Effect of the Academic Calendar on Postsecondary Student Outcomes

04. BUILT CAPACITY AROUND DIVERSITY, EQUITY, AND INCLUSION

University Advising DEI Action Planning: Lead sub goal committee in development of campus wide training and professional development for advisors

- Engaged with Office of University Diversity and Inclusion to develop plan which accounts for preexisting and planned campus-wide efforts

Student Diversity and Belonging: Met with SDAB leadership to identify shared priorities and future partnership opportunities

Inclusive Hiring: Participated in multiple SDAB and CP Scholars hiring committees to identify retention focused candidates

Professional Development: Two team members attended NASPA National Conferences for Student Success and National Conference on Race & Ethnicity in Higher Education to learn from peer institutions and experts, ways of implementing institutional change and increasing educational equity on our home campus

Conference Presentation: One team member presented research on Multiracial student categorization at the National Conference on Race and Ethnicity in Higher Education, gaining the attention of the CSU Chancellor's Office and opening the conversation around CSU reporting conventions

Individual Morning Learning: Spent one hour, bi-weekly, exploring DEI articles, best practices and reports, discussed as a team

I also wanted to thank you for being the single most helpful person to me on campus ever since I got here. It means a lot to me that you guided me through, admittedly, one of the toughest decisions I have ever faced as of yet and did so while always making it clear to me that I was in control of my decision. Even if it is your job, thank you for helping me and doing so splendidly.

- First Time Freshman, OCOB, Departure Form

"Thank you so much for reaching out! It means so much to me and getting this email honestly helped me remember that I still have extra support where I least expect it!"

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California Polytechnic State University
San Luis Obispo