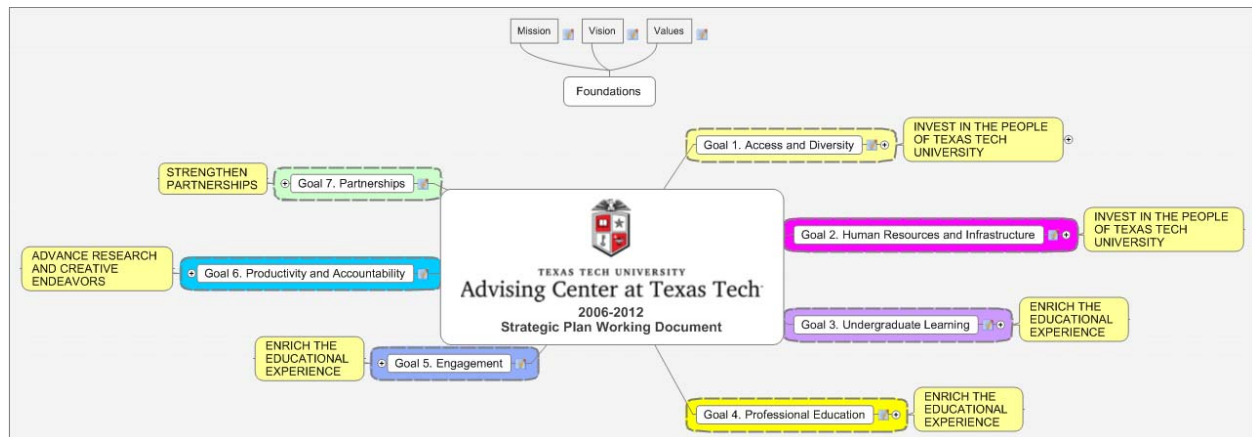


2006-12 TTU Advising Center Strategic Plan



Mission

The Advising Center at Texas Tech engages, equips, and encourages each student to explore and excel in the university environment.

Vision

The Texas Tech University Advising Center will represent the academic institution's commitment to each student attaining his or her full potential. We will guide students to forge specific and tangible paths in order to achieve their educational goals. The University Advising Center aspires to the highest standards of retention-based academic advising and measures its contribution through students' successful transitions and persistence to a timely graduation.

The University Advising Center will:

1. be recognized as the premier source of advice for current, incoming, and prospective students and their families seeking answers to academic questions with valuable referrals to appropriate resources;
2. through the advising process, prepare students to be leaders and decision makers, articulate and principled, innovative and confident, and able to think critically with sound reasoning ability;
3. Be a research-intensive entity where strategic and tactical decisions are based on professional best-practices, current and projected realities; and with timely assessments.

Values

The Texas Tech University Advising Center is committed to the values of:

- academic advising;
- access to higher education;
- mutual respect;
- cooperation and communication;
- creativity and innovation;
- community service and leadership;
- academic and intellectual freedom;
- pursuit of excellence;

- public accountability; and
- diversity

We aspire to the highest standards in retention-based academic advising, including:

- one-to-one connections;
- personal ownership of educational goals;
- thoughtful academic planning and course selection;
- scheduling and registration assistance;
- efficient and effective technological applications;
- deliberate outreach and student preparation; and
- research & ongoing quality improvement














Goal 1. Access and Diversity

TTU: Recruit, retain, and graduate a larger, more academically prepared and more diverse student body.

Academic Operations & Services: To identify, recruit, and enroll a student body that meets the enrollment goals of the University.

TTUAC: Provide academic advising outreach and transition programs to facilitate student recruitment and persistence, especially with historically under- represented and under-prepared populations.

TTU Strategic Priority #1 & University-wide Benchmarks

- INVEST IN THE PEOPLE OF TEXAS TECH UNIVERSITY
- Recruit:  Contribute to the increase of FGC students enrolled by FY11
-   Contribute to the institutional increase of weighted semester credit hours by 6% by FY11
See also: [Encourage current students to enroll in 30 credit hours or more per year, where appropriate.](#)
-   Contribute to the institutional increase of Black student enrollment by 10% by FY08
-   Contribute to the institutional increase of Hispanic student enrollment by 10% by 08
- Retain
-   Achieve 85% freshmen to sophomore retention rate by FY08
See also: [Retain: Outreach](#)
-   35% graduate in 4 years and 53% by FY11 & FY08 (respectively)
See also: [Retain: Outreach](#)
- Require each assigned student to participate in deliberate process to select a best-fit academic major (DISCOVERY! Advising)
- Consistently and regularly communicate high expectations and next steps in the process to assigned students
- Track and measure retention and timely matriculation of assigned population relative to involvement in advising opportunities
-   Contribute to the awarding of 200 Doctorates annually by encouraging and facilitating staff in the pursuit of a terminal degree.
- See also: [Encourage and coordinate student engagement with undergraduate research opportunities as a portal](#)

[to continuing education, Include relevant data on opportunities and benefits of further education in advising interactions as appropriate](#)

Objective 1.1. Recruit: Outreach

Strategy 1.1.1. Represent the academic institution to potential students and their families through participation in on- and off- campus recruiting, outreach, and service events, and one-to-one appointments.

Assessment 1.1.1.A. Number of events completed.

Assessment 1.1.1.B. Number of events partially supported with marketing collateral or other resources.

Assessment 1.1.1.C. Number of events declined due to inadequate resources.

Assessment 1.1.1.D. Number of people receiving advising information.

Assessment 1.1.1.E. Log visits with prospective students in TTU recruitment system

Assessment 1.1.1.F. Percentage of prospective students seen when referred by Visitors Center and/or walk-ins.

Assessment 1.1.1.G. Analyze contacts with and visits of prospective students to future TTU enrollment statistics.

Strategy 1.1.2. Communicate academic advice and advisor's personal availability to answer concerns of potential students and their families via appropriate marketing strategies and media.

Assessment 1.1.2.A. Research compiled to better understand the various audiences

Benchmark 1.1.2.A.a. FY07: Include creation of report and metrics documentation on current communications media, messages, academic concerns, and intended audiences.

Benchmark 1.1.2.A.b. FY08: Identify low-hanging fruit and incorporate recommendations into report

Assessment 1.1.2.B. Maintain list of TTU recruiting/marketing messages by audience.

Assessment 1.1.2.C. Maintain list of academic concerns faced by potential students and their families.

Benchmark 1.1.2.C.a. FY07: Complete brainstorming list with TTUAC Advisors

Benchmark 1.1.2.C.b. FY08: Survey TTU Recruiters, Advisors, and Administrators to expand list of concerns.

Benchmark 1.1.2.C.c. FY09: Survey TTU students to expand list of concerns.

Benchmark 1.1.2.C.d. FY10: Conduct focus groups (in partnership with TTU Recruiting) with potential students and families of diverse populations to refine and expand list of concerns.

Benchmark 1.1.2.C.e. FY11: Publish findings of research on differing perceptions of academic concerns held by potential students and family members and university personnel

Assessment 1.1.2.D. Pursue advice on appropriate marketing and media from TTU Recruiting, TTU Marketing, higher education and adolescent culture experts, and scholarly works.

Benchmark 1.1.2.D.a. FY07: Utilize Noel-Levitz forecasts.

Benchmark 1.1.2.D.b. Engage TTU Recruiting and TTU Marketing Knowledge

Benchmark 1.1.2.D.c. FY08: Identify higher education & adolescent culture experts

Benchmark 1.1.2.D.d. FY09: Begin and/or partner with TTU Recruiting to undertake review of scholarly work on marketing and media with adolescents, focusing on academic matters where possible.

Assessment 1.1.2.E. Review & consider best practices from industry leaders

Benchmark 1.1.2.E.a. FY07: Identify industry leaders in adolescent marketing

Benchmark 1.1.2.E.b. FY08: Review marketing media and collect best practices.

Assessment 1.1.2.F. Collect student input on effective media and communications

Benchmark 1.1.2.F.a. FY07: Provide online feedback mechanism for gathering information on value of online content

Benchmark 1.1.2.F.b. FY08: Analyze impact and costs of suggestions provided by students and advisors.

Benchmark 1.1.2.F.c. FY09: Survey TTU students to gather more input on effective communication strategies.

Benchmark 1.1.2.F.d. FY10: Conduct focus groups (in partnership with TTU Marketing) with current students and families to receive broader input on effective marketing strategies.

Strategy 1.1.3. Aggressively participate in improved processes and technology to define and identify student populations by group/status.

Assessment 1.1.3.A. FGC Students

Benchmark 1.1.3.A.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.A.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.B. Probation Students

Benchmark 1.1.3.B.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.B.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.C. Student Athletes

Benchmark 1.1.3.C.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.C.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.D. Undeclared Students

Benchmark 1.1.3.D.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.D.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.E. Undecided Students with Declared Majors

Benchmark 1.1.3.E.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.E.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.F. Students Pursuing Graduate School

Benchmark 1.1.3.F.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.F.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.G. Ethnic Minorities

Benchmark 1.1.3.G.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.G.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.H. Low Socioeconomic Status

Benchmark 1.1.3.H.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.H.b. FY08: Compile and publish metrics for complete undergraduate population

Assessment 1.1.3.I. Academically Under-prepared

Benchmark 1.1.3.I.a. FY07: Online publication of identification processes and actual metrics for assigned ASUD/PLAW population.

Benchmark 1.1.3.I.b. FY08: Compile and publish metrics for complete undergraduate population

Objective 1.2. Recruit: Transition

Strategy 1.2.1. Include relevant data on opportunities and benefits of further education in advising interactions as appropriate

Strategy 1.2.2. Encourage and coordinate student engagement with undergraduate research opportunities as a portal to continuing education

Objective 1.3. Retain: Outreach

Strategy 1.3.1. Conduct electronic and print media campaigns to promote services and programs, including TechAnnounce, brochures, flyers, and fact sheets

See also: [Communicate academic advice and advisor's personal availability to answer concerns of potential students and their families via appropriate marketing strategies and media.](#)

Strategy 1.3.2. Provide informational meetings and presentations to target audiences as requested and required by communications plan

Assessment 1.3.2.A. Number and type of meetings and presentations.

Assessment 1.3.2.B. Analyze events by subsequent student retention

Strategy 1.3.3. Identify measures of academic preparedness among populations of current students and target these students with program content to develop academic preparedness.

Strategy 1.3.4. Develop and promote strategies for early identification and intervention with freshmen students.

Review records to identify and assist students retaking classes but failing to petition for grade replacement.

- CSI
- Early-alert
- Mid-term grade checks
- Referrals

Strategy 1.3.5. Involve students' families in the academic support process through education and ongoing stimulation

- Media Campaigns
- Parent Presentations at Student Events

Strategy 1.3.6. Create, maintain, and distribute the highest caliber of online and print information

High caliber =

- | | |
|--|---|
| <ul style="list-style-type: none">• engaging• current | <ul style="list-style-type: none">• accessible• accurate |
|--|---|

Assessment 1.3.6.A. Number of people receiving information per campaign/venue/information portal

Assessment 1.3.6.B. Response rates per campaign/venue/information portal

Objective 1.4. Retain: Transition

Strategy 1.4.1. Encourage current students to enroll in 30 credit hours or more per year, where appropriate.

Assessment 1.4.1.A. Number of students called each semester

Assessment 1.4.1.B. Credit hours added per student contacted each semester

 Benchmark 1.4.1.B.a. 5% of students contacted will increase SCH

Strategy 1.4.2. Conduct electronic and print media campaigns to promote services and programs, including TechAnnounce

Assessment 1.4.2.A. Number and type of campaigns

Strategy 1.4.3. Develop, maintain, and utilize specialized advising protocols for student cohorts by need.

- | | |
|--|--|
| <ul style="list-style-type: none">• Prospective Students• 0-29 earned hours• 30-44 earned hours• 45-59 earned hours• 60+ earned hours• PEGASUS Scholars | <ul style="list-style-type: none">• PEGASUS Mentors• Prelaw Undeclared Students• Undeclared Students• Prelaw Declared Students• Probationary Students• Athletes |
|--|--|

- Declared Students Questioning Major Selection
- Other Cohorts as Identified

Assessment 1.4.3.A. Ratio of protocols developed: cohort groups identified

Assessment 1.4.3.B. Protocols incorporated into advisor professional development plan/training

Assessment 1.4.3.C. Protocols incorporated into advisor documentation system for appropriate analysis and assessment of student progress

Strategy 1.4.4. Provide programs and services for students and families, including PEGASUS, New Student Orientation FGC sessions, and outreach events, DISCOVERY! and the TTU Prelaw Program

Assessment 1.4.4.A. Number of mentee: mentor match-ups

Assessment 1.4.4.B. Number and type of PEGASUS POWER-Up workshops

Assessment 1.4.4.C. Number and type of PEGASUS participants, including Scholars, Mentors, and non- Scholars

Assessment 1.4.4.D. Dollars dedicated to FGC scholarships/financial support programs

Assessment 1.4.4.E. Number of attendees at events, including PEGASUS POWER-Up workshops, New Student Orientation FGC sessions, and outreach activities

Assessment 1.4.4.F. Number and type of events

Assessment 1.4.4.G. Number of participants in programs and services

Strategy 1.4.5. Provide Noel-Levitz College Student Inventory (CSI)-based advising

Assessment 1.4.5.A. Number of CSI administrations

Strategy 1.4.6. Incorporate transition issues advising in practice, including:

- Seeking involvement in undergraduate research
- Learning how to be accountable in an “anonymous environment”
- Moving from being a dependent to independent to interdependent learner
- Learning to be accountable to self
- Learning to manage information overload

Strategy 1.4.7. Act as a clearinghouse for student referrals to university support resources

Assessment 1.4.7.A. Number of referrals made per each resource

Assessment 1.4.7.B. Number of referrals completed per each resource

Strategy 1.4.8. Analyze student retention by contributing events/contacts

Assessment 1.4.8.A. Completion of annual report on "Supporting Retention at Texas Tech University"

Goal 2. Human Resources and Infrastructure

Recruit, retain, encourage and equip an increasingly qualified staff to provide excellent services and creatively improve offerings.

Objective 2.1. Financial: Secure and manage fiscal resources to fulfill departmental charge, advisor responsibilities, and program initiatives

Strategy 2.1.1. Utilize strategic and budgetary planning to project and secure necessary resources for advising responsibilities in a timely manner

Assessment 2.1.1.A. Annual strategic assessments for advising completed by October 1 of the subsequent academic year.

Benchmark 2.1.1.A.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.1.B. Annual strategic planning revisions for advising completed by January prior to the effective academic year

Benchmark 2.1.1.B.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.1.C. Proposed advising/training/staffing planning calendar submitted to department Director by December 15 each year.

Benchmark 2.1.1.C.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.1.D. Proposed departmental budget submitted to department Director by January 1 each year.

Benchmark 2.1.1.D.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.1.E. Revised advising/training/staffing planning calendar and final departmental budget proposal submitted to Division by February 1 each year.

Benchmark 2.1.1.E.a. # of Days Ahead (+) or Behind (-) Timeline

Strategy 2.1.2. Utilize strategic and budgetary planning to project and secure necessary resources for program initiatives in a timely manner

Assessment 2.1.2.A. Annual strategic assessments for programs completed by October 1 of the subsequent academic year.

Benchmark 2.1.2.A.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.2.B. Annual strategic planning revisions for programs completed by January prior to the effective academic year

Benchmark 2.1.2.B.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.2.C. Proposed program calendars submitted to department Director by December 15 each year.

Benchmark 2.1.2.C.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.2.D. Proposed program budgets submitted to department Director by January 1 each year.

Benchmark 2.1.2.D.a. # of Days Ahead (+) or Behind (-) Timeline

Assessment 2.1.2.E. Revised program calendars and final program budget proposals submitted to Division by February 1 each year.

Benchmark 2.1.2.E.a. # of Days Ahead (+) or Behind (-) Timeline

Strategy 2.1.3. Apply for local, state, and federal grants as appropriate per direction given by TTU Office of Institutional Development

Assessment 2.1.3.A. Number of dollars secured per program

Assessment 2.1.3.B. Percentage of each program funded by grant monies

Strategy 2.1.4. Write special initiative proposals to secure additional funding beyond the approved budget, including from Division of Academic Operations & Services and TTU

Assessment 2.1.4.A. Number of dollars gained to complete special initiatives

Assessment 2.1.4.B. Percentage of each special initiative budget funded by approved monies (outside of approved departmental and program budgets)

Strategy 2.1.5. Utilize quarterly assessments of expenditures, staffing levels, and growth projections to knowledgeably update and/or submit requests for personnel, operating capital, technology, and necessary real estate

Assessment 2.1.5.A. Expenditures analyzed and reported on a quarterly basis by program, initiative, and purchase type

Assessment 2.1.5.B. Staffing levels analyzed and reported on a quarterly basis

Assessment 2.1.5.C. Student progress analyzed and reported on a quarterly basis

Assessment 2.1.5.D. Technology (software & hardware) analyzed and reported on a quarterly basis

Assessment 2.1.5.E. Real estate (office space) analyzed and reported on a quarterly basis

Objective 2.2. Human Resources (Recruit): Identify, recruit, hire, and appropriately compensate a qualified staff

Strategy 2.2.1. Engage a diverse pool of candidates so as to secure an advising team whose characteristics closely approximates state demographics and/or anticipates demographic trends in enrollment

 *Assessment 2.2.1.A. Number of position advertisements in media directed at underrepresented populations*

 *Assessment 2.2.1.B. Include student/state/staff profiles in annual departmental report*

Strategy 2.2.2. Utilize staff professional development feedback, research and trends on student enrollment, and experts' standards for excellence in professional advising to remain current in understanding of "qualified" staff

Assessment 2.2.2.A. Feedback collected from professional development sessions

Benchmark 2.2.2.A.a. FY08: Create Professional Development Plan for all staff

Benchmark 2.2.2.A.b. FY08: Assess initial staff expectations for support of professional development for current staff and subsequent new hires

Benchmark 2.2.2.A.c. FY09: Begin annual assessment of staff satisfaction with departmental and institutional support of professional development

Benchmark 2.2.2.A.d. FY11: Revise professional development programs using feedback

Benchmark 2.2.2.A.e. FY12: Publish findings and continuously improve

Assessment 2.2.2.B. Research on student needs is collected and included in revisions of job descriptions, responsibilities, etc.

Benchmark 2.2.2.B.a. Summary of student needs is compiled from research annually prior to October 1

Benchmark 2.2.2.B.b. Position handbooks are updated annually prior to November 1 to be implemented at February performance evaluation cycle

Assessment 2.2.2.C. Current professional standards included in all staff job descriptions and performance evaluations

See also: [Position handbooks are updated annually prior to November 1 to be implemented at February performance evaluation cycle](#)

Strategy 2.2.3. Knowledgeably advocate for adequate staff compensation as appropriate

Assessment 2.2.3.A. Compile valid national, regional, and local data on staff compensation (by position) to determine levels of adequacy and to maximize the benefits of pay increases with current and new personnel

Benchmark 2.2.3.A.a. Comparative staff compensation study completed annually prior to November 1



Benchmark 2.2.3.A.b. New benefits-eligible staff 3 year retention rate at 75% or better

Objective 2.3. Human Resources (Retain): Maintain number and quality of departmental staff.

Strategy 2.3.1. Evaluate staff performance, including position functions



Assessment 2.3.1.A. Ratings from performance evaluations

Benchmark 2.3.1.A.a. 100% of staff meet or exceed expectations as reported by annual performance evaluations



Assessment 2.3.1.B. Merit pay increases awarded with respect given to annual performance evaluations



Benchmark 2.3.1.B.a. Staff turnover rate below 15% for ACTT staff positions

Priority: 1

Strategy 2.3.2. consider alternative staffing solutions for routine responsibilities to allow for better utilization of professionals

Strategy 2.3.3. Promote staff advancement

Assessment 2.3.3.A. Award merit pay increases to motivate quality of staff performance as allowed by funding

Strategy 2.3.4. Use program and departmental evaluations to assess and initiate changes for anticipated program growth



Assessment 2.3.4.A. Number of new positions created

Strategy 2.3.5. Seek additional funding to create new positions as necessitated to maintain healthy workloads and facilitate program expansion

Assessment 2.3.5.A. Healthy workload

Benchmark 2.3.5.A.a. Exit Interviews

Benchmark 2.3.5.A.b. Performance Evaluations

Benchmark 2.3.5.A.c. Departmental Evaluation

 *Assessment 2.3.5.B. Amount of funding secured for new positions*

Strategy 2.3.6. Support staff members to take academic courses for professional development, including degrees and certificates

 *Assessment 2.3.6.A. Number of staff enrolled in academic courses for professional development, including degrees and certificates*

Strategy 2.3.7. Require a minimum of 1 information technology training session

 *Assessment 2.3.7.A. Number of information technology trainings completed*

Strategy 2.3.8. Require a minimum of 1 Quality Service & Professional Development workshop

 *Assessment 2.3.8.A. Number of Quality Service & Professional Development workshops completed*

Strategy 2.3.9. Require attendance at a minimum of 1 professional conference as allowed by funding

 *Assessment 2.3.9.A. Number of professional conferences attended*

Strategy 2.3.10. Require advisors to submit proposals to and present at local, state, and national levels as allowed by funding

 *Assessment 2.3.10.A. Ratio of proposals submitted: invitations extended: presentations given*

Strategy 2.3.11. Provide training for staff, including communication skills development, academic advising resource awareness, DiSC, Desired Results, and team-building

 *Assessment 2.3.11.A. Number and type of ACTT-provided trainings*

Strategy 2.3.12. Create customized professional development plan for each staff member

Assessment 2.3.12.A. Number of identified areas for improvement listed on annual performance review completed

Objective 2.4. Human Resources (Retain): Maintain a supportive work environment for departmental staff

Strategy 2.4.1. Review and update departmental policies and procedures

Assessment 2.4.1.A. specifically time and reporting for exempt employees

Assessment 2.4.1.B. 1 update to ACTT Program Calendar document per month

Assessment 2.4.1.C. 1 ACTT Staff Manual

Assessment 2.4.1.D. 1:1 ratio of Position Manuals: positions

Strategy 2.4.2. Create departmental training process for new hires

Assessment 2.4.2.A. Week one - uniform for all departmental employees

Assessment 2.4.2.B. Cross-train employees to support one another's work functions as needed

Assessment 2.4.2.C. Week two - specific to function/role

Assessment 2.4.2.D. 1:1 ratio of Quality Service & Professional Development workshops completed: staff

Assessment 2.4.2.E. 100% of staff complete required training sessions, including EEO

Strategy 2.4.3. Provide opportunities for modified work schedules

 *Assessment 2.4.3.A. 40-hour work week for all positions*

Strategy 2.4.4. Maintain the number of social activities among staff (JT)

 *Assessment 2.4.4.A. Number of social activities among staff (JT)*

Strategy 2.4.5. Continual Improvement: Implement selected recommendations from Desired Results Survey

 *Assessment 2.4.5.A. Number of Desired Results Survey recommendations implemented*

Strategy 2.4.6. Continual Improvement: Evaluate and adjust job descriptions to ensure balanced workload during performance evaluation review process

Strategy 2.4.7. Continual Improvement: Create opportunities to constructively critique and brainstorm improvements

Assessment 2.4.7.A. quarterly update and review of departmental goals/assessments - half day retreat

Strategy 2.4.8. Improve the physical environment, including purchasing and using air purifiers, wireless mice and ergonomic keyboards, and furniture

Strategy 2.4.9. Provide confidential meeting space, including conference room

 **Strategy 2.4.10. Maintain stable staffing pattern**

Assessment 2.4.10.A. 0% turnover rate within a 2-year cycle for staff

Assessment 2.4.10.B. Number of staff at ACTT for 2 years or more

Strategy 2.4.11. Promote feedback between employees and directors

Strategy 2.4.12. Conduct meetings, including weekly supervisory 1:1's, WAM, monthly Staff Meetings, and project team meetings as appropriate

 *Assessment 2.4.12.A. Number and type of meetings conducted*

Objective 2.5. Facilities: Maximize use of facilities

See also: [Utilize quarterly assessments of expenditures, staffing levels, and growth projections to knowledgeably update and/or submit requests for personnel, operating capital, technology, and necessary real estate](#)


Strategy 2.5.1. Consult with senior administrative staff

Strategy 2.5.2. Consult with architects and facilities management experts

Assessment 2.5.2.A. Ratio of consultations to projects completed

Strategy 2.5.3. Submit proposals for expansion to provide appropriate square footage for services to students, including floor plans

Assessment 2.5.3.A. Ratio of proposals submitted to projects completed

 **Strategy 2.5.4. Contribute to an overall increase in the use of classrooms by 2 hours each week by holding program meetings and instructional workshops in reserved classrooms**

Assessment 2.5.4.A. Sum of classroom utilization hours by program

Objective 2.6. Technology: Maximize use and effectiveness of electronic applications and hardware.

Strategy 2.6.1. Increase staff utilization of technology.

Assessment 2.6.1.A. Partner with Texas Tech IT resources to provide training for staff

Assessment 2.6.1.B. Assess AXIS functionality and develop improvements as appropriate

Benchmark 2.6.1.B.a. Improved ratings on user feedback as functionality is improved

Assessment 2.6.1.C. Utilize the web site to make advising materials more accessible

Benchmark 2.6.1.C.a. Number of materials posted on web site

Assessment 2.6.1.D. Require 100% use of AXIS for academic advising file system

Benchmark 2.6.1.D.a. FY08: Provide desktop scanners for all advisors

Assessment 2.6.1.E. Organize information technology media.

- | | |
|--|--|
| <ul style="list-style-type: none">• Organize according to industry standard• Develop naming and organization standard for files, reports, and software• Centralize control of software resources | <ul style="list-style-type: none">• Catalogue software disks, including MS Office and MS Project• Percentage of media organized and cataloged• Obtain auditing/security logging of TechShare |
|--|--|

Assessment 2.6.1.F. Cross-train all departmental advisors to effectively utilize mobile technology for out-of-office events, as appropriate.

Benchmark 2.6.1.F.a. Percentage of advisors cross-trained

Assessment 2.6.1.G. Provide and maintain current hardware and software resources

Benchmark 2.6.1.G.a. Annual decrease in lifecycle of hardware to a maximum age of four years.

Benchmark 2.6.1.G.b. Annual increase in percentage of software packages deployed at the latest (most current) version

Strategy 2.6.2. Develop and maintain engaging and current web site as primary source for advising information and communication between advisors, students, and families.

Assessment 2.6.2.A. Advisors: Develop & Maintain Advisor Web site

- Advisors: Post Advisors' Training Manual
- Advisors: Update Advisor Referral Site List
- Advisors: Update Student Resource Guide

Assessment 2.6.2.B. Create standardized development procedures, including schedule for updates

Assessment 2.6.2.C. Track and analyze student usage of ACTT web site

Benchmark 2.6.2.C.a. Number of unique hits on web sites

Assessment 2.6.2.D. Students: Promote technology as an official means of communication

Benchmark 2.6.2.D.a. Number of email contacts documented in AXIS

Assessment 2.6.2.E. Students, Families, & Advisors: Update web sites to make advising materials more accessible

Benchmark 2.6.2.E.a. Number of materials posted on web sites

Assessment 2.6.2.F. Students: Encourage exploration of student-used web applications, including Facebook and MySpace

Assessment 2.6.2.G. Students: Provide Advance Registration Checklist (ARC)

Benchmark 2.6.2.G.a. Number of ARC submissions

Assessment 2.6.2.H. All/Multiple Audiences: Host threaded discussion forum on academic advising, First Generation College, and First Year Experience issues

Strategy 2.6.3. Students: Procure and maintain hardware and software at ACTT Student Computer Lab

Assessment 2.6.3.A. Age and quantity of hardware

Assessment 2.6.3.B. Ratio of needed replacements: replacements

Assessment 2.6.3.C. Number of students using Student Computer Lab

Goal 3. Undergraduate Learning

Advocate and pursue excellence in advising throughout the university as University Advising Center, beginning with assigned undeclared student population.

- University Strategic Priority #2: ENRICH THE EDUCATIONAL EXPERIENCE

Objective 3.1. Teaching: Utilize protocols within the educational timeline based on achieving desired student learning outcomes

Strategy 3.1.1. Document use of protocols

Assessment 3.1.1.A. 1:1 ratio of protocols: cohorts

Strategy 3.1.2. Document accomplishment of desired learning outcomes

Assessment 3.1.2.A. Assessment: Online through documentation

Benchmark 3.1.2.A.a. FY07: Clarify protocols and learning objectives (from syllabi) per timeline.

Benchmark 3.1.2.A.b. FY08: Technology application developed to measure learning objectives

Benchmark 3.1.2.A.c. FY09: Utilization and ongoing promotion of technology

Benchmark 3.1.2.A.d. FY10: Analysis and improvement of protocols and learning objectives

Benchmark 3.1.2.A.e. FY11: Presentation of progress

Benchmark 3.1.2.A.f. FY12: Submission for publication of analysis

Strategy 3.1.3. Engage in continual improvement of advising processes through internal and external research, implementation of best practices.

Assessment 3.1.3.A. 1:1 ratio of advising sessions: QuACKs

Strategy 3.1.4. Establish and maintain reasonable student: advisor ratios in advising populations and workshops.

Assessment 3.1.4.A. 325:1 ratio of student: advisor

Assessment 3.1.4.B. 2:1 ratio of students: 1-hour workshops

Assessment 3.1.4.C. 1:1 ratio of advising sessions: Quality Assurance Checks (QuACKs)

Assessment 3.1.4.D. 1:1 ratio of advising appointment requests: appointments

Objective 3.2. Teaching: Coordinate programs to maximize use of resources and impact

Objective 3.3. Teaching: Serve as the University Advising Center and information resource.

Strategy 3.3.1. Provide accurate core curriculum information on all academic majors

Strategy 3.3.2. Advise the student or parent regardless of major

Assessment 3.3.2.A. Number of non-ACTT students advised

Strategy 3.3.3. Prioritize major exploration process over simply selecting a major

Strategy 3.3.4. Strengthen networks and partnerships with other TTU advising offices

Assessment 3.3.4.A. Provide general campus information as requested

Assessment 3.3.4.B. Number of general information requests

Strategy 3.3.5. Provide an updated Resource Guide for students

Assessment 3.3.5.A. Number of updates to Resource Guide for students

Objective 3.4. Teaching: Utilize technology and advising protocols to facilitate scheduling of student classes.

Strategy 3.4.1. Maintain ACTT Advance Registration Checklist (ARC) (IT, Advisors)

Assessment 3.4.1.A. Number and type of ARC updates

Strategy 3.4.2. Use protocols for scheduling events, including Advance Registration, Open Registration, Add/Drop, and New Student Orientation (NSO)

Assessment 3.4.2.A. Ratio of protocols: scheduling events (AD, ET)

Strategy 3.4.3. Promote use of ARC for Advance Registration

Assessment 3.4.3.A. Percentage of students advised by last day of Advance Registration

Assessment 3.4.3.B. Percentage of students advised by 1 week after last day of Advance Registration

Strategy 3.4.4. Respond to ARC submissions within 3 business days

Assessment 3.4.4.A. Number and type of ARC submissions responded to in 3 business days (IT, AD)

Strategy 3.4.5. Check ARC submission responses for Quality Assurance

Assessment 3.4.5.A. 1:1 ratio of scheduling contacts: QuACks, including ARC submissions and Orientation Plug-In contacts (IT, AD)

Strategy 3.4.6. Require use of Orientation Plug-In for NSO

Strategy 3.4.7. Check Orientation Plug-In contacts for Quality Assurance

Objective 3.5. Provide an impartial framework for students when selecting academic majors.

Strategy 3.5.1. Teach students a decision-making process, including the Ladder of Inference

Strategy 3.5.2. Assist students to apply a holistic approach when considering academic majors, including values, skills, interests, and abilities

Strategy 3.5.3. Facilitate translation of individual screening results into academic major choice(s), including DISCOVERY! Academic Major and Career Catalyst Program

Strategy 3.5.4. Direct students to explore academic options

Strategy 3.5.5. Guide students to make informed decisions on academic major

Assessment 3.5.5.A. Number of non-ACTT students advised

Assessment 3.5.5.B. Number of DISCOVERY! participants

Objective 3.6. Teaching: Work with students to take ownership of and maximize educational experience.

Strategy 3.6.1. Coach students to become their own best advisor, including assisting students to develop strategies to attain educational goals while avoiding jumping to conclusions

Strategy 3.6.2. Incorporate decision-making skill development in advising practice, including Bono's Thinking Hats and McKeachie's model

Strategy 3.6.3. Integrate applied critical thinking development in advising practice

Strategy 3.6.4. Include transition issues in advising practice

Strategy 3.6.5. Incorporate time and event management skill development in advising practice

Strategy 3.6.6. Encourage involvement in undergraduate research

Strategy 3.6.7. Serve as a resource and referral agent

Assessment 3.6.7.A. Number and type of referrals documented in AXIS

Strategy 3.6.8. Conduct electronic and print media campaigns to promote services and programs, including Seasons of the Semester emails, TechAnnounce, Advance Registration phone and postcard campaigns

Assessment 3.6.8.A. Number and type of campaigns

Strategy 3.6.9. Educate students about short- and long-term goal-setting skills

Strategy 3.6.10. Work with students to develop an Educational Plan by implementing results learned from assessments

Strategy 3.6.11. Work with students and families to learn the role of academic advising

Strategy 3.6.12. Empower students to use provided technology resources, including TTU portal site, TechSIS Web for Students, ACTT web site, and ACTT Advance Registration Checklist (ARC)

Objective 3.7. Teaching: Utilize NSO as first opportunity to establish advising as teaching with students

Strategy 3.7.1. Advising as Teaching for NSO with ASUD/PLAW

Assessment 3.7.1.A. FY07: Establish learning objectives for ASUD/PLAW NSO

Assessment 3.7.1.B. FY08: Assess NSO learning objectives progress and improve process

Strategy 3.7.2. Coordinate New Student Orientation for the College of Arts & Sciences

Assessment 3.7.2.A. FY07: Advising Guides and Logistics Coordination and Parents Meeting

Assessment 3.7.2.B. FY08: Retreat for CAS Advisors with Protocols and Learning Objectives

Assessment 3.7.2.C. FY09: Assess NSO learning objectives for CAS advising

Strategy 3.7.3. Utilize Advising as Teaching Strategies and Successes with University Community

Assessment 3.7.3.A. FY10: Retreat for University Advisors on Learning Objectives for NSO

Assessment 3.7.3.B. FY11: Assess NSO learning objectives for University advising.

Objective 3.8. Teaching: Deliver continually-improving, higher-quality, retention-based academic advising services.

Strategy 3.8.1. Increase/Improve Promotion/Marketing

Assessment 3.8.1.A. Number of updates to Student Resource Guide on web site

Assessment 3.8.1.B. Marketing cost per student

Assessment 3.8.1.C. Number of students participating in DISCOVERY!, PEGASUS, and TTU Prelaw

Assessment 3.8.1.D. Number of student contacts

Assessment 3.8.1.E. Number of updates to marketing materials and presentations promoting programs

Objective 3.9. Learning

Strategy 3.9.1. Articulate learning objectives and strategies for each component group within targeted student populations

Assessment 3.9.1.A. Action Plans created and utilized for each student in a particular cohort of students

Strategy 3.9.2. Track student progress via involvement of population by semester

Assessment 3.9.2.A. ??% involved

Assessment 3.9.2.B. ?? advised by ?? date.

Assessment 3.9.2.C. Accomplishment of learning objectives by student populations per semester.

Goal 4. Professional Education

Encourage graduate and professional education opportunities to current students.

- ENRICH THE EDUCATIONAL EXPERIENCE

Objective 4.1. Increase funding for graduate student assistantships

Strategy 4.1.1. Develop and propose graduate student assistantship program in academic advising

Strategy 4.1.2. Secure funding to support the program

Objective 4.2. Increase articles published by graduate students

Strategy 4.2.1. Encourage and celebrate publications by McNair Scholars

Assessment 4.2.1.A. Number of publications

Strategy 4.2.2. Co-author publications with graduate assistants in program described above

Assessment 4.2.2.A. Number of publications

Objective 4.3. Increase presentations at conferences by graduate students

Strategy 4.3.1. Encourage, document, and communicate presentations by McNair Scholars at conferences

Assessment 4.3.1.A. Number of McNair Scholar Presentations

Assessment 4.3.1.B. Number of McNair Scholars

Objective 4.4. Identify and promote points of introduction for graduate school exploration

3+3, 150 programs.

Majors/Careers requiring graduate credentials

Objective 4.5. Utilize existing venues/portals to more aggressively communicate opportunities for undergraduate research

- | | |
|--|--|
| <ul style="list-style-type: none">● NSO● Online | <ul style="list-style-type: none">● In Advising Appointments● Assess progress through documentation |
|--|--|

Objective 4.6. Identify target audiences for communications on successful transitions to graduate school

Strategy 4.6.1. Prelaw content moves here.

Strategy 4.6.2. University Studies

Strategy 4.6.3. FY07: Protocol Review and Expansion ... Integration with Action Plan

Objective 4.7. Encourage Undergraduate Research

Strategy 4.7.1. Connect students to McNair, HHMI, JAMP, UGR ... exploration/exposure

Objective 4.8. Support and encourage professional development for all advisors

Strategy 4.8.1. Provide advisor training according to charge from the university

Assessment 4.8.1.A. Percentage of academic advisors assessed for professional development

Benchmark 4.8.1.A.a. FY08: All ACTT advisors initially assessed

Benchmark 4.8.1.A.b. FY09: All CAS advisors initially assessed (in addition to new advisors in groups already engaged)

Benchmark 4.8.1.A.c. FY10: All VPA, HS, ARCH advisors initially assessed (in addition to new advisors in groups already engaged)

Benchmark 4.8.1.A.d. FY11: All COBA, MCOM advisors initially assessed (in addition to new advisors in groups already engaged)

Benchmark 4.8.1.A.e. FY12: All ENG, AG, EDUC, ODE advisors initially assessed (in addition to new advisors in groups already engaged)

Assessment 4.8.1.B. Percentage of academic advisors progressing in professional development plan as assessed

Benchmark 4.8.1.B.a. Annual increase in percentage of advisors trained

Benchmark 4.8.1.B.b. Annual increase in overall competency levels of advisors being trained

Strategy 4.8.2. Advocate, coordinate, and provide updated advising resources for advisors

Assessment 4.8.2.A. TTU Advisor Directory Updated & Published

Benchmark 4.8.2.A.a. FY08: Compiled and securely published online

Benchmark 4.8.2.A.b. FY09: Begin online updates

Benchmark 4.8.2.A.c. FY10: Monitor usage

Assessment 4.8.2.B. Percentage of TTU advisors with membership and involvement in NACADA

Benchmark 4.8.2.B.a. FY08: TTU advisor list/NACADA membership analyzed

Benchmark 4.8.2.B.b. FY09: Submitted proposal for institutional funding of NACADA memberships for all TTU advisors

Benchmark 4.8.2.B.c. FY10: Increase in TTU authored/co-authored NACADA Journal publications

Benchmark 4.8.2.B.d. FY11: Increase in TTU-led presentations in NACADA Region 7 Conference

Benchmark 4.8.2.B.e. FY12: Submitted proposal for institutional funding of bi-annual NACADA conference participation for all TTU advisors

Benchmark 4.8.2.B.f. FY12: Increase in TTU-led presentations in NACADA National/International Conference

Benchmark 4.8.2.B.g. FY12: Increase in TTU participation in NACADA Institutes

Benchmark 4.8.2.B.h. FY12: Increase in TTU advisors engaged in and/or having achieved Certificate in Academic Advising (currently offered as Cert or Master's degree, online through NACADA and KSU partnership)

Goal 5. Engagement

Provide an academic home and a sense of community for students and their families.

- TTU Strategic Priority: ENRICH THE EDUCATIONAL EXPERIENCE

Objective 5.1. Increase TTU scholarly and educational outreach opportunities for the general public by 10% by FY11

Objective 5.2. Increase the overall student enrollment in service-learning courses by 15% by FY11

Strategy 5.2.1. Include and Highlight Service Learning in course recommendation progress where appropriate.

Strategy 5.2.2. Serve as a student advocate and liaison to Service Learning staff in TLTC

Objective 5.3. Serve as The University Advising Center and information resource.

Strategy 5.3.1. fy07: brand University Advising Center as "The Answer Place"

Assessment 5.3.1.A. Use of brand image in portable displays for events

Assessment 5.3.1.B. Use of brand image in permanent office space

Assessment 5.3.1.C. track usage of branded paper handouts by audience and message

Assessment 5.3.1.D. track usage of branded electronic media by audience and message

Strategy 5.3.2. fy08: review usage of collateral and identify opportunities to expand marketing

Assessment 5.3.2.A. use focus groups to gauge communication of messages

Assessment 5.3.2.B. online web metrics

Assessment 5.3.2.C. articulate marketing strategies and available budget/resources

Strategy 5.3.3. fy10: begin cyclical (3yr) refreshing of marketing imagery & collateral to reach target populations through appropriate media

Strategy 5.3.4. Provide general campus information as requested

Assessment 5.3.4.A. Number of contacts, including requests for advising information, general information and non-caseload appointments

Assessment 5.3.4.B. Conduct electronic and print media campaigns to inform of advising events and information, including TechAnnounce and hallway marker board announcements

Benchmark 5.3.4.B.a. Number of electronic and print media campaigns

Assessment 5.3.4.C. Provide accurate core curriculum information on all academic majors

Assessment 5.3.4.D. Provide educational literature library (JT)

Benchmark 5.3.4.D.a. fy07: inventory & recommendations for improvement

Benchmark 5.3.4.D.b. fy08: recommendations implemented

Benchmark 5.3.4.D.c. fy09: make content parallel with web site content and consider additional expansion

Benchmark 5.3.4.D.d. fy10: ongoing review & maintenance

Objective 5.4. Provide an academic home.

Strategy 5.4.1. Conduct student survey for student recommendations (AD, Advisors)

Assessment 5.4.1.A. Implement selected student recommendations

Benchmark 5.4.1.A.a. Student survey results

Benchmark 5.4.1.A.b. Number and type of recommendations

Strategy 5.4.2. Create an inclusive office environment, including multicultural art pieces, TTU tradition and pride elements, and seasonal decorations (JT)

Strategy 5.4.3. Provide cultural/diversity sensitivity training for staff

Assessment 5.4.3.A. Percentage of staff trained

Benchmark 5.4.3.A.a. 100% staff complete cultural diversity sensitivity training

Objective 5.5. Foster a sense of community.

Strategy 5.5.1. Provide ACTT Student Study Area and Lounge

Assessment 5.5.1.A. Provide educational literature library (JT)

Assessment 5.5.1.B. Provide candy basket for students (JT)

Assessment 5.5.1.C. Provide cognitively-stimulating manipulatives

Assessment 5.5.1.D. Provide full-time assessment advisor to accommodate TTU community members

Assessment 5.5.1.E. Provide welcoming presence in office suite (JT)

Strategy 5.5.2. Provide ACTT Student Computer Lab

Assessment 5.5.2.A. Number of computers

Benchmark 5.5.2.A.a. fy07: working hardware, consistent software, group policy, wallpaper, connect to TechDrive.

Benchmark 5.5.2.A.b. fy08: printer with fee recapture, technology included in capital replacement plan, proposal complete for hallway lab.

Benchmark 5.5.2.A.c. 7 computers in ACTT Student Computer Lab by FY08

Benchmark 5.5.2.A.d. fy09: hallway lab moving forward

Assessment 5.5.2.B. Number of students using computers

Benchmark 5.5.2.B.a. Track student computer usage, beginning in FY09

Objective 5.6. Provide convenient advisor access to students

Strategy 5.6.1. Online scheduling

Strategy 5.6.2. Chat Advising

Strategy 5.6.3. Online review of advising records

Strategy 5.6.4. Office Hours

Strategy 5.6.5. Remote Locations

Assessment 5.6.5.A. fy10

Strategy 5.6.6. Workshop Locations

Strategy 5.6.7. 1 full-time assessment advisor to accommodate TTU community members

Objective 5.7. Track exit reasons and analyze metrics

Objective 5.8. Increase number of TTU students participating in Study Abroad programs by 25% by FY11 🚩

Strategy 5.8.1. fy07: provide referrals from advising 1:1 appointments

Strategy 5.8.2. Include Study Abroad in advising protocols as appropriate

Assessment 5.8.2.A. fy08: identify timeline for recommendation and include in advising protocols

Strategy 5.8.3. include Study Abroad in electronic content

Assessment 5.8.3.A. fy09: include, as appropriate, in online content

Assessment 5.8.3.B. track click through

Goal 6. Productivity and Accountability

Measure program costs/benefits and implement changes based on student learning outcomes.

TTU Strategic Priority: ADVANCE RESEARCH AND CREATIVE ENDEAVORS

Objective 6.1. Conduct Internal Assessments on Student Success via Academic Advising

Strategy 6.1.1. Pre-Test of Student Knowledge and Efficacy

Strategy 6.1.2. Post-Test of Student Knowledge and Efficacy

Strategy 6.1.3. Ongoing Real-time Documentation of Learning Outcome Progress

Assessment 6.1.3.A. Improve AXIS to document learning outcomes in FY08

Assessment 6.1.3.B. Revisit CAS standards, advising syllabi, and determine appropriate metrics for each learning outcome desired.

Strategy 6.1.4. Conduct a Cost/Benefit Analysis of varying approaches to supporting student achievement of desired learning outcomes.

Strategy 6.1.5. Collect, compile, and report data on student populations, including assigned and non-assigned caseload

Objective 6.2. Acknowledge, Document, and Celebrate staff responsibilities, methods, and successes

Strategy 6.2.1. Establish position handbook with calendar of recurring responsibilities

Assessment 6.2.1.A. 1:1 ratio of reports requested: reports produced on or before deadlines

Strategy 6.2.2. Maintenance of position handbook for each individual as a core responsibility in PDQ.

Strategy 6.2.3. Staff submit weekly reports of advising progress and highlights

Strategy 6.2.4. Weekly reports are compiled into monthly summaries for use in the bi-annual performance review process.

Objective 6.3. Articulate, Monitor, and Recognize Program Purposes, Goals, Methodologies, Resources, and Successes throughout the year

Strategy 6.3.1. Establish and maintain program handbooks with program planning calendar of recurring responsibilities

Assessment 6.3.1.A. 1:1 ratio of reports requested: reports produced on or before deadlines

Strategy 6.3.2. Review strategic plan for department and program implications on a monthly basis.

Strategy 6.3.3. Collect, compile, and report data on programs, including participants, events, and results

Assessment 6.3.3.A. Number, type, and frequency of reports (AD, MDP, IT)

Assessment 6.3.3.B. Submit reports to best or meet deadlines

Objective 6.4. Investigate and report best advising practices.

Strategy 6.4.1. Conduct FGC literature review, including web-based and print media

Assessment 6.4.1.A. Percentage of FGC Literature review completed (RS)

Strategy 6.4.2. Subscribe to appropriate distribution lists, including NACADA Commissions and Interest Groups, ACADV, Noel-Levitz, and First Year Experience

Assessment 6.4.2.A. Number and type of distribution lists

Strategy 6.4.3. Assess how the current best practices could be applied to departmental and university advising programs and services

Assessment 6.4.3.A. Present information collected on best advising practices to ACTT advising staff

Benchmark 6.4.3.A.a. Staff presentation topics and recurring calendar created in FY08

Objective 6.5. Lead the continual improvement of Texas Tech University Advising practices through formal program evaluations.

Strategy 6.5.1. Budget and plan for a formal program evaluation of the ACTT department every three years.

Strategy 6.5.2. Establish a respected and valuable process for formal review of advising programs.

Strategy 6.5.3. Publish results of formal program reviews.

Strategy 6.5.4. Advocate use of established process for formal review of all TTU advising programs on a five year cycle by the TTU Office of the Provost.

Objective 6.6. Measure student satisfaction vs. student progress and publish results

Strategy 6.6.1. National surveys

Strategy 6.6.2. Regional surveys

Strategy 6.6.3. Local surveys

Strategy 6.6.4. departmental surveys

Objective 6.7. Financial (Accountability): Provide services and programs based on available resources.

See also: [Financial: Secure and manage fiscal resources to fulfill departmental charge, advisor responsibilities, and program initiatives](#)

Strategy 6.7.1. Report weekly to Director on budget status

Assessment 6.7.1.A. Ratio of monthly budget updates: budgets

Assessment 6.7.1.B. Ratio of weekly budget status report to director: work weeks

Strategy 6.7.2. Pay invoices within 5 business days

Assessment 6.7.2.A. Ratio of invoices paid within 5 business days: total number of invoices

Strategy 6.7.3. Reconcile TTU ledgers and ACTT ledgers on monthly basis within 5 business days of issuance of ledgers

Assessment 6.7.3.A. Ratio of ACTT ledgers reconciled with TTU ledgers within 5 business days: months

Strategy 6.7.4. Reconcile ACTT side of account errors within 5 business days of receiving notice

Assessment 6.7.4.A. Ratio of ACTT-side account errors reconciled within 5 business days: number of account errors

Strategy 6.7.5. Secure supervisor approval for spending before spending occurs

Assessment 6.7.5.A. Ratio of supervisor approvals: expenditures

Strategy 6.7.6. Submit travel- and procurement-related receipts within 3 business days of expenditure

Strategy 6.7.7. Create protocols, including travel, program spending, and accounts payable/receivable

Assessment 6.7.7.A. Ratio of protocols needed: protocols created

Strategy 6.7.8. Use correct budget and code for spending

Strategy 6.7.9. Eliminate account overdraft notifications

Assessment 6.7.9.A. Number of account overdrafts

Goal 7. Partnerships

Build and leverage strategic partnerships to better engage, empower, equip, and encourage students, beginning with other TTU resources.

TTU Strategic Priority: STRENGTHEN PARTNERSHIPS

Objective 7.1. Increase the number of collaborative academic, research, and service partnerships among areas within the university by FY11

Strategy 7.1.1. Liaise with Office of Parent Relations to communicate academic matters effectively and consistently with parents of current students.

Assessment 7.1.1.A. Submit academic content to Parent Relations newsletters

Benchmark 7.1.1.A.a. Content submitted to every newsletter beginning in FY08

Benchmark 7.1.1.A.b. Sub-populations of parents identified and delivered more specifically to parents by target audience/issue.

Assessment 7.1.1.B. Develop and maintain advising web site content for parents of current students.

Benchmark 7.1.1.B.a. Parent Signup for newsletters included on current site in FY08

Benchmark 7.1.1.B.b. Site redesigned in FY08

Benchmark 7.1.1.B.c. Sub-populations of parents identified and content delivered more specifically by target audience/issue by FY10

Benchmark 7.1.1.B.d. Parent site contributors identified and trained to contribute to blog content by FY11

Strategy 7.1.2. Build and maintain a relationship with the Student Counseling Center so as to refer students effectively at the student's point of need.

Assessment 7.1.2.A. Meet with Student Counseling Center to identify points of opportunity and improvement annually.

Benchmark 7.1.2.A.a. Initial meeting with Student Counseling Center in FY07

Assessment 7.1.2.B. Track and analyze student referrals and ensure appropriate follow-up action.

Assessment 7.1.2.C. Exchange relevant literature and content (print and online) as appropriate and necessary.

Benchmark 7.1.2.C.a. Include referral in DISCOVERY! Academic Physical content (print and online) in FY07

Strategy 7.1.3. Build and maintain a relationship with the University Career Services so as to refer students effectively at the student's point of need.

Assessment 7.1.3.A. Meet with University Career Services to identify points of opportunity and improvement annually.

Benchmark 7.1.3.A.a. Initial meeting with University Career Services in FY07

Assessment 7.1.3.B. Track and analyze student referrals and ensure appropriate follow-up action.

Assessment 7.1.3.C. Exchange relevant literature and content (print and online) as appropriate and necessary.

Benchmark 7.1.3.C.a. Include referral in DISCOVERY! Academic Physical content (print and online) in FY07

Strategy 7.1.4. Build and maintain a relationship with the Programs for Academic Student Success so as to refer students effectively at the student's point of need.

Assessment 7.1.4.A. Meet with Programs for Academic Student Success to identify points of opportunity and improvement annually.

Benchmark 7.1.4.A.a. Initial meeting with Programs for Academic Student Success in FY08

Assessment 7.1.4.B. Track and analyze student referrals and ensure appropriate follow-up action.

Assessment 7.1.4.C. Exchange relevant literature and content (print and online) as appropriate and necessary.

Benchmark 7.1.4.C.a. Include referral in DISCOVERY! Academic Physical content (print and online) in FY07

Strategy 7.1.5. Build and maintain a relationship with the Colleges' and Departments' Advising Offices so as to serve and refer students effectively at the student's point of need.

Assessment 7.1.5.A. Meet with the advising offices of each College (and Department as appropriate) to identify points of opportunity and improvement annually.

Benchmark 7.1.5.A.a. Initial meeting with Business Administration Advisors in FY07

Benchmark 7.1.5.A.b. Initial meeting with Arts & Sciences Advisors in FY08

Benchmark 7.1.5.A.c. Initial meeting with Human Sciences Advisors in FY08

Benchmark 7.1.5.A.d. Initial meeting with Mass Communication Advisors in FY08

Benchmark 7.1.5.A.e. Initial meeting with Architecture Advisors in FY08

Benchmark 7.1.5.A.f. Initial Meeting with Education Advisors in FY08

Benchmark 7.1.5.A.g. Initial Meeting with Engineering Advisors in FY08

Benchmark 7.1.5.A.h. Initial meeting with Visual & Performing Arts Advisors in FY08

Benchmark 7.1.5.A.i. Initial meeting with Outreach and Distance Education Advisors in FY08

Benchmark 7.1.5.A.j. Initial meeting with Agricultural Sciences and Natural Resources Advisors in FY08

Assessment 7.1.5.B. Track and analyze student referrals and ensure appropriate follow-up action.

Benchmark 7.1.5.B.a. Update all university advisor contact information prior to New Student Orientation in January, April, May, and June.

Assessment 7.1.5.C. Exchange relevant literature and content (print and online) as appropriate and necessary.

Assessment 7.1.5.D. Gain input on development of web content and other technology resources that the University Advising Center can provide that would benefit the entire university advising community.

Benchmark 7.1.5.D.a. Design and Pilot Web Content Survey in FY08

Benchmark 7.1.5.D.b. Deploy Web Content/Technology Survey in FY09

Benchmark 7.1.5.D.c. Publish findings online and in quarterly TTU Advisors newsletter

Assessment 7.1.5.E. Publish quarterly TTU Advisors newsletter

Benchmark 7.1.5.E.a. Design Newsletter in FY08

Benchmark 7.1.5.E.b. Gain input on standing columns, seasonal columns, and feature articles from all TTU advisors beginning in FY08

Benchmark 7.1.5.E.c. Identify advisory board and secure standing columns from contributors in FY08

Benchmark 7.1.5.E.d. Develop online version of newsletter content to be included in TTU Advisors website in FY10

Assessment 7.1.5.F. Actively participate in the TTU RUMP Group

Strategy 7.1.6. Build and maintain a relationship with the Programs for First Year Raider Experience and First Year Success Programs so as to refer students effectively at the student's point of need.

Assessment 7.1.6.A. Meet with First Year Raider Experience and First Year Success programs to identify points of opportunity and improvement annually.

Benchmark 7.1.6.A.a. Establish role as a stakeholder in the First Year Success program in FY07

Benchmark 7.1.6.A.b. Initial meeting with First Year Raider Experience in FY08

Assessment 7.1.6.B. Track and analyze student referrals and ensure appropriate follow-up action.

Assessment 7.1.6.C. Exchange relevant literature and content (print and online) as appropriate and necessary.

Assessment 7.1.6.D. Design and procure advertisements for academic (specifically advising) related content in appropriate FYRE and FYS venues

Benchmark 7.1.6.D.a. Create and purchase ads in FYRE Student Planners in FY07

Benchmark 7.1.6.D.b. Procure and maintain a bulletin board space with current content in the freshman residence halls in FY08

Strategy 7.1.7. Advisors will exchange information and ideas by networking with advising colleagues

Assessment 7.1.7.A. Number of outbound referrals made

Assessment 7.1.7.B. Number of outbound referrals completed

Assessment 7.1.7.C. Advising Center advisor participation in a variety of organizations and networking opportunities with advising colleagues.

Benchmark 7.1.7.C.a. Identification of existing opportunities for networking and social interaction in FY07.

Benchmark 7.1.7.C.b. Assessing needs and planning appropriately to create adequate opportunities for networking and social interaction with advising colleagues in FY08.

Assessment 7.1.7.D. Advising Colleague participation in networking events provided

Assessment 7.1.7.E. Advisor use of Advising Web site

Assessment 7.1.7.F. Continual development of advising knowledge base with source information cited.

Benchmark 7.1.7.F.a. Knowledgebase created and deployed in FY07

Benchmark 7.1.7.F.b. Advising Center staff trained to use knowledgebase in FY08

Benchmark 7.1.7.F.c. System improved to facilitate use beyond Advising Center Staff in FY09

Benchmark 7.1.7.F.d. Knowledgebase system piloted beyond Advising Center staff in FY10

Benchmark 7.1.7.F.e. Knowledgebase system deployed throughout TTU in FY11

Benchmark 7.1.7.F.f. Process documented and article submitted for publication in FY12

Benchmark 7.1.7.F.g. Knowledgebase system piloted to TTU System advisors in FY12

Strategy 7.1.8. Partner with on- and off-campus organizations, including McNair Scholars Program, Upward Bound, Residence Life, Raiders Rojos, South Plains Tech Prep, and Lubbock High School First Generation College Club

Assessment 7.1.8.A. Number and type of partnerships

Strategy 7.1.9. Provide input to Institutional Research and Information Management on valuable reports and assessments for advisors and advising programs throughout TTU.

Assessment 7.1.9.A. Survey advisors annually on IRIM reports used for advising purposes, beginning in FY08

Objective 7.2. Increase the partnerships with post-secondary institutions by FY11

Strategy 7.2.1. Provide presentations for high school and community college counselors in partnership with TTU Office of Admissions and College and Department Advising Offices.

Assessment 7.2.1.A. Number and type of requests for presentations

Benchmark 7.2.1.A.a. Meet annually with appropriate individuals in Office of Admissions to estimate needs and opportunities for coming fiscal year.

Assessment 7.2.1.B. Number and type of events participated in

Benchmark 7.2.1.B.a. Develop and update annually the DISCOVERY! and Advising presentation content for High School Counselors and Community College Counselors, beginning in FY07.

Assessment 7.2.1.C. Number and type of participants

Benchmark 7.2.1.C.a. Annually analyze resource allocation and utilization of presentations with various student populations to calculate benefit of participation in these events.

Objective 7.3. Meet or exceed annual State Employee Charitable Campaign goals by FY11

Strategy 7.3.1. Internally advocate and espouse a culture of giving through bi-annual staff service events benefiting worthy charities whose work aligns with the efforts of the University Advising Center

Strategy 7.3.2. Sell Blue Books and Scantrons to students from the Advising Center front desk and donate all proceeds to charities whose work aligns with the efforts of the University Advising Center