

**ANNUAL ASSESSMENT REPORT  
AND  
STRATEGIC PLANNING UPDATE  
Year: 2003**

**Area or Unit Name:** ADVISING CENTER AT TEXAS TECH

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### Section 1. Goals and Accomplishments

**Goal 1:** Access and Diversity: Create and implement a retention-based advising system.

- Annual student:advisor ratio for undecided, undeclared, and uncertain students decreased by 21% compared to FY02 ratio
- Fall semester student: advisor ratio for undecided, undeclared, and uncertain students decreased by 6.27% for fall 2003 compared to fall 2002
- Increased percentage of students advised during Advance Registration period by 15%
- Recipient of \$50,000 grant from Texas Higher Education Coordinating Board
- Recipient of \$16,000 grant from WorkSource
- PEGASUS stipend students retained at 11% higher rate compared to average entering freshman students
- PEGASUS stipend students fall 2002 average GPA was a 2.624
- Increased attendance at Compass for Campus seminar by 43 students

**Goal 2:** Institutional Advancement and Accountability: Research the impact of undergraduate advising and integrate results.

- 3 new university reports initiated by Seats Available List

**Goal 3:** Engagement: Provide academic advising outreach to Texas Tech, Lubbock communities, the state, and the region.

- 19.93 % increase in number of student contacts
- 8 mentors provided to Upward Bound first generation college students
- 23 presentations delivered at New Student Orientation to first generation college students, parents, and families
- 6 workshops provided to first generation college students
- Provided 20 \$500 stipends to first generation college students
- Advise 5 of 9 TTU colleges' undecided population
- Initiated marketing campaign to notify university population of advance registration
- Provided 2,750 students with Student Advising Guide
- 17 Residence Life staff trained

**Goal 4:** Human Resources and Infrastructure: Maintain a qualified staff and supportive work environment.

- 3 proposals accepted by the National Academic Advising Association (NACADA) for the 2003 International Conference
- 1 proposal selected to be sponsored by the NACADA Multicultural Concerns commission
- Enhanced communication and management structure
- Hired 1.5 additional advising staff
- Hired 8 peer mentors

**Goal 5:** Technology: Maximize electronic applications for advising.

- Initiated successful ACTTSIS information management system pilot program with

## College of Architecture

- 3 additional TTU colleges awaiting opportunity to implement ACTTSIS-information management system
- Website use expanded by creation of an online Schedule Approval Website (SAW) process accessible by students 24/7
- Developed and implemented the Advising Forum
- Increased use of Outlook to better utilize task list, journal entries, meeting requests feature, and calendar for planning work done as well as how time utilized.
- ACTTSIS information management system was made more user friendly by expanding fields, enhancing aesthetics "looks" and developing additional functionality.
- Successfully implemented a pilot program for the ACTTSID information management system in collaboration with the College of Architecture academic advising staff to decrease their dependence on hardcopy student advising files, reduce their resources spent on paper goods for student files, and to enhance the availability and accessibility of student advising information to all Architecture advisors and students.

**Goal 6:** Tradition and Pride: Provide an Academic Home for assigned populations.

- Purchased 6 study carrels
- Identified 3 additional computers for student use
- Increased number of advising appointments available to all students
- ½-time academic advisor hired to focus on advising first generation college student population
- Provided FGC students with 8 FGC undergraduate and graduate student peer mentors
- Dedicated percentage of advisor time to first generation college students

**Section 2. Universal Quantitative Data**

**There are no Universal Quantitative Data for this area/unit.**

**ADVISING CENTER AT TEXAS TECH**

**Area/Unit Specific Information**

**Section 3a. Quantitative Information**

There is No Area Specific Data in Calendar Year Section.

There is No Area Specific Data in Fall Section.

Fiscal Year	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<b>Access &amp; Diversity</b>						
<p>Student:Advisor Ratios 1:250 for Undecided, Undeclared, &amp; Uncertain students 1:100 for At Risk students  % Decreased Student Advisor Ratio</p>					1:750 1:100	1:635 1:258  6.27
<p>Staff 2 In-take Assessment staff at reception desk Assign advising caseloads alpha by student last name –not to exceed 40%/advisor</p>					1.5 33.33	1 31.25
<p>Students 1:1 ratio for advising population: Retention Protocol 3 face-to-face Student/Advisor Contacts/annually 500 students will Use Resource List 500 students will use DISCOVERY! 1:1 ratio for Advising Protocols:Implementation of protocols % of students advised by last day of Advance Registration % of students advised by 1 week after last day of Advance Registration %of increase in PEGASUS students retention # of PEGASUS students earning a 4.0 GPA # of PEGASUS students earning a 3.8 GPA # of students Compass for Campus time/event management program workshop present to # of PEGASUS students presented with \$500 stipend # of student contacts % of increase in contacts</p>					6:6 3 1,023 3000+ 5:5 68  4 2 35,796	6:6 3 n/a stats down n/a stats down 5:5 68 75 11 2 2 43 20 44,703 19.93
<b>Advancement/Accountability</b>						
<p>Research/Results 1:1 ratio for Annual/Quarterly Reports requested:reports produced 3 meetings annually with TTU participants in Advising Retention Research Project 1 annual meeting w/UT-Arlington participants in First Year Research project 1 annual meeting w/ Dr. Mike Stratil (author of CSI) concerning Advising Retention Research Project 1 meeting annually w/Noel-Levitz representative concerning CSI 1 meeting annually w/TTU depts. involved in promoting undergraduate research opportunities 1:1 ratio of annual reports by ACTT including report parameters, deadlines, &amp; data resources</p>					17:17 3 2 3 1 3 7	40:40 delete delete delete 2 2 11
<b>Engagement</b>						
<p>Outreach Links w/high school counselors, families; 2-yr. col. advisors; community minority organizations</p>					12	53

3 newsletters annually @ acad. advising to community members  
 Present at 4 conferences  
 Make 3 presentations annually at Parent Associations  
 3 presentations annually to secondary schools &/or 2-yr. colleges  
 # presentation made to FGC students, parents and families as part of Closing the Gaps initiative

					0	0
					6	4
					0	0
					1	0
						23

**Human Resources**

**Training**  
 3 updates annually to advisor training  
 1:1 ratio for staff needing professional development:staff receiving prof. devel.  
 2 trainings annually for supervisors & staff from Quality Service  
 1 training annually on communication &/or perform. evaluations for staff

					10	3
					9:9	10:10
					4	2
					3	8

**Staff**  
 0% turnover rate in 2-yr. period for all staff positions  
 1:1 ratio admin. staff need training on perform. evaluations:admin. staff receiving training  
 40/hr work week for exempt employees & accomplishing tasks/serving student caseloads  
 1:1 ratio of staff:perf. evaluation completion at 6 month and annual intervals  
 Additional Advising Staff hired

					56	60
					2:2	0:0
					55	43
					9:9	10:10
						1.5

**Technology**

**Improve/Expand**  
 Improve/expand website capabilities to increase use by students & advisors (by # of hits)  
 Decrease number of student hard-copy files (paper files) to zero  
 1:1 ratio for staff:PDA's  
 Increase # of reports available via AXIS

					141,627	Yes
					293	0
					5:5	6:4
					12	Yes

**Tradition & Pride**

**Academic Home**  
 1:1 ratio for elements to make academic home for ASUDs:elements provided at ACTT  
 1:1 ratio of confidential advising spaces:# of advising spaces in ACTT  
 1:1 ratio of items making office atmosphere non-intimidating to 1st-yr students:elements @ ACTT  
 1:1 ratio of wall art obtained and displayed representative of 5 cultures

					5:4	1:1
					9:0	1:10
					20:17	1:1
					5:5	5:5

### Section 3b. Qualitative Information.

- Goal 1: Access and Diversity: Create and implement a retention-based advising system.
- The WorkSource grant in the amount of \$16,000 was awarded to ACTT by the South Plains region to create and implement a first generation college student peer mentoring program to impact the retention of first-year first generation college students
- The Texas Higher Education Coordinating Board grant in the amount of \$50,000 was awarded to ACTT to create and implement a recruiting and retention program for entering First Generation College students to impact their first-year transition to college increasing the retention of this group of students
- 68% of student population advised by last day of Advance Registration period and 75% advised by one week after last day of Advance Registration
- Retention of PEGASUS stipend students 11% higher than average entering freshman students despite having an average SAT score 51 points lower than the average entering freshman student
- At-Risk student:advisor ratio increased by 88 students per advisor due to ACTT new charge as first generation college first-year transition advising office
- Annual and semester student:advisor ratios decreasing due to a decrease in the number of senior, juniors, and sophomores in the undecided, undeclared, and uncertain population. Current tracking does not allow for analysis, but numbers indicate that the number of 2nd and 3rd semester freshmen are decreasing as well. This leads ACTT to believe that more freshmen are DISCOVERing their major during their first year.
- 2 of the 20 PEGASUS stipend students earned a 4.0 GPA (note that these are students starting at an average of 51 points less on the SAT than the average first-year TTU student)
- 2 additional PEGASUS stipend students made the Dean's List with a 3.80 and a 3.57 GPA (note that these are students starting at an average of 51 points less on the SAT than the average first-year TTU student)
- PEGASUS students who actively participated for the full year almost universally praised the program and credited it with aiding their transition to Texas Tech
- Compass for Campus time/event management program workshop was presented to 20 PEGASUS stipend students and 9 McNair scholars in fall and an additional 14 McNair scholars in the summer
- Goal 2: Institutional Advancement and Accountability: Research the impact of undergraduate advising and integrate results.
- ACTT Seats Available list used to initiated the development of a Backlog of Courses report
- ACTT Seats Available list used as report to determine allocation of budget resources for increasing courses and course sections for entering freshmen students
- ACTT Seats Available list initiated research to develop report(s) to more efficiently and effectively project course needs for current and incoming student populations
- Goal 3: Engagement: Provide academic advising outreach to Texas Tech, Lubbock communities, the state, and the region.
- PEGASUS Mentor program provided 8 undergraduate and graduate FGC student peer mentors for 21 Upward Bound Trio program students during summer 2003
- 23 presentations (2 presentations/orientation) were delivered during June, July, and August of 2003 to entering First Generation College students, their parents, and their families as part of TTU and the State of Texas' Closing the Gaps initiative.
- 6 workshops were provided by the PEGASUS program for FGC entering freshmen to educate and provide them with assistance in their transition to college – topics included event management, setting life and educational priorities, academic resources, money management, financial aid, scholarship applications, student activities and involvement
- PEGASUS program provided 20 first generation college students with a \$500.00/year (\$250.00/semester) stipend on a contract basis to 20 FGC students evidencing \$0.00 in family financial contribution
- 5 of the 9 colleges (colleges of Architecture, Arts and Sciences, Education, Honors, Visual and Performing Arts ) on the TTU campus direct their undecided student populations to declare ASUD as their major making ACTT their advising home
- As the University-wide advising center; initiated a marketing campaign to notify all TTU students of advance registration periods; weekly announcement beginning 5 weeks prior to first day of registration and running through the advance registration period – 7 weeks).
- Awarded funding from College of Arts and Sciences to provide 2,750 entering freshmen with a hardcopy version of the Student Advising Guide at New Student Orientation (Arts and Science majors only)
- Collaborated with Residence Life to train 17 of their staff as academic advising mentors to

assist students in the residence halls through their first-year transition to college

- Goal 4: Human Resources and Infrastructure: Maintain a qualified staff and supportive work environment.
- 3 of 3 proposals submitted were accepted by the National Academic Advising Association (NACADA) for presentation at the 2003 International Conference held in October 2-5, 2003 in Dallas, Texas (the national conference averages over 2000 members in attendance)
- 1 of the 3 proposals, First Generation College Students Find a Home, was selected as one of a possible six presentations to be sponsored by the Multicultural Concerns commission
- Provided multiple enhancements to office communication and management structure by collaborating with the office of Quality Service and Professional Development to provide Executive coaching sessions with a QSPD representative, ergonomic chairs and adjustable keyboard trays; upright reference stands; and glare resistant computer screens
- Goal 5: Technology: Maximize electronic applications for advising.
- 3 additional colleges on campus are aware of the successful pilot program with the College of Architecture and are eagerly awaiting the opportunity to implement the ACTTIS Information Management System for their advising programs – ACTT is awaiting university approval to proceed
- Schedule Approval Website (SAW) was developed and implemented as an online step-by-step process to assist students to identify course selections to identify course selections ; and to provide documentation of advising session
- Developed and implemented the ACTT Forum; offers a centralized, online, monitored arena (includes private arenas for faculty and advisors) for the discussion of academic advising issues designed to facilitate communication between students (current and prospective), parents (current and prospective), advisors, faculty, and staff
- Goal 6: Tradition and Pride: Provide an academic home for assigned populations.
- Purchased 6 student study carrels for reception area; 1 of the 6 is wheelchair accessible and all carrels will have side panels for increased confidentiality
- Provided 3 additional computers for student use in reception area (1 computer per study carrel) by reassessing and restructuring office advising process logistics
- By increasing the resources available to students online a decrease in hardcopy resources was evidenced and afforded the restructuring needed to provide a 4th full-time academic advising position thereby increasing the number of appointments available to all students
- Dedicated a specific percentage of each advisors' time to advising first generation college students (1 full-time advisor devotes 50% of time to FGCs; ½-time advisor devotes 100% of time to FGCs; 3 full-time advisors devote 25% of time to FGCs)

## Section 4. Strategic Planning Update.

**Goal :** Goal 1: Access and Diversity: Create and implement a retention-based advising system.

- Change critical success factor for advising ratio to read: undecided, uncertain, and undeclared advising ratio of 250:1
- Change critical success factor for advising ratio to read: at-risk advising ratio of 100:1
- Delete critical success factor for Two-Intake assessment staff
- Change critical success factor for peer mentors to read: student:peer mentor ratio of 2:1 for PEGASUS program stipend students
- Change critical success factor for Compass for Campus (C4C) to read: 100% of PEGASUS program stipend students and new McNair Scholars students will attend C4C seminar in the first month of semester
- Specific revisions to improve student outcomes must be included
- Items from Section 2 - changes, improvements, additions to strategic plan in bullet format
- Add success factor for student contacts to Section 3a under Goal 1 to read: # of student contacts
- Add success factor for % increase in student contacts to Section 3a under Goal 1 to read: % of increase in contacts
- Change success factor for student:advisor ratio in Section 3a under Goal 1 to read: 250:1 for undecided, undeclared, and uncertain students
- Change success factor for student:advisor ratio in Section 3a under Goal 1 to read: 100:1 for At-risk students

**Goal :** Goal 2: Institutional Advancement and Accountability: Research the impact of undergraduate advising and integrate results.

- Delete critical success factor: meet three times per year about Advising Retention Research Project with participating TTU advising centers
- Delete critical success factor: meet annually about first year research coordination with UT-Arlington
- Delete critical success factor: meet once per semester with Dr. Mike Stratil, author of CSI
- Specific revisions to improve student outcomes must be included
- Specific revisions to improve student outcomes must be included
- Items from Section 3 - changes, improvements, additions to strategic plan in bullet format

**Goal :** Goal 3: Engagement: Provide academic advising outreach to Texas Tech, Lubbock communities, the state, and the region.

- Propose how will update strategic plan – only include new or revised information. These changes may address changes to any of the goals
- Include specific revisions to improve student outcomes
- Items from Section 2 - changes, improvements, additions to strategic plan in bullet format
- Items from Section 3 - changes, improvements, additions to strategic plan in bullet format

**Goal :** Goal 4: Human Resources and Infrastructure: Maintain a qualified staff and supportive work environment.

- Change critical success factor for stabilize staff to read: stabilize staff at rate of 0% turnover in each position for 2 year period
- Delete critical success factor: five pieces of wall art representing five different cultures
- Include specific revisions to improve student outcomes
- Items from Section 2 - changes, improvements, additions to strategic plan in bullet format
- Items from Section 3 - changes, improvements, additions to strategic plan in bullet format

**Goal :** Goal 5: Technology: Maximize electronic applications for advising.

- Change critical success factor to read: improve office staff time management by utilizing Aligning Goals training via Plan Plus software with 100% of staff
- Include specific revisions to improve student outcomes
- Items from Section 2 - changes, improvements, additions to strategic plan in bullet format
- Items from Section 2 - changes, improvements, additions to strategic plan in bullet format

**Goal :** Goal 6: Tradition and Pride: Provide an academic home for assigned populations.

- Delete critical success factor: confidential spaces for advising
- Add critical success factor: post Safe Zone signs in all staff offices
- Change critical success factor: (what creates an inviting, non-intimidating environment and how do we measure our success)
- Change critical success factor: (what creates an academic home and how do we measure our success)
- Change critical success factor for confidential spaces to read: construct floor to ceiling walls and add doors for each advisor's office space
- Include specific revisions to improve student outcomes
- Items from Section 2 - changes, improvements, additions to strategic plan in bullet format

### **Commentary:**

During the past fiscal year ACTT implemented unique resources to provide a scheduling model of advising to students while seeking to incorporate as many aspects of a retention-based advising model as possible. Best Practices in Advising research consistently iterates face-to-face contact with students as the most effective recruitment and retention tool for graduating all student populations. However, advising is moving away from face-to-face contact with students in order to accommodate available funding resources. This is in direct opposition not only with academic advising research, but with TTU's own research stating students rate personal attention as very important yet rate TTU very low in providing personal attention (Enrollment Management Plan 2002-2006, Chapter 2, page 23). As advisors are forced to implement online advising services to accommodate increasing numbers of students (while budgets and staff decrease), they are also forced to decrease the availability of face-to-face contact with students thereby increasing the likelihood of decreasing retention rates and increasing attrition. ACTT is striving to combat this phenomenon by applying for grants to provide outside funding. A challenge presented by applying for grant funding is that many of the grants have stipulations requiring face-to-face contact with students. Thus, ACTT continues to face a paradox in providing retention-based advising services designed to not only effectively retain, but to efficiently graduate students.

### **Implementation Plan:**

A WorkSource grant in the amount of \$16,000.00 funds the hourly wages and benefits for the PEGASUS FGC Mentor program. The timeframe of the WorkSource grant spans two fiscal years beginning in June of 2003 (FY03) and ending in May 2004 (FY04). The first generation college students hired as mentors are paid at \$9.00/hour as stipulated by the grant. Eight mentors were hired for FY03 and 20 mentors were hired for FY04. Improvements to programs for first generation college students (i.e. PEGASUS program) are dependent on proposals being written, accepted, and ACTT being awarded funding from Starbuck's grant, Texas Higher Education Coordinating Board grant, Student Support Services (SSS) grant, and any other grants for which ACTT programs are eligible to apply and receive. ACTT was awarded funding to construct confidential advising space for all advisors in 79 Holden Hall. ACTT wrote and submitted a proposal in November 2002 requesting funds to construct walls to enclose advising office space to create individual, confidential offices to replace the current cubicle-style work spaces. The TTU Capital Improvement Plan program awarded the funds in November 2004 to be used in FY04. Proposal to hire a 2nd ½-time advising position is dependent on the receipt of monies from the Texas Higher Education Coordinating Board grant. If the monies are awarded in December 2003 (grant stipulates funds must be used by June 30, 2004) then a 2nd ½-time advising position to focus on FGC student advising will allow for a reduction in the student:advisor ratio for the At-risk student population while creating the possibility of merging the two ½-time positions into a single full-time position in September 2004 provided funding in the amount of \$50,000.00 for the PEGASUS program is again awarded by the state.