

**ANNUAL ASSESSMENT REPORT  
AND  
STRATEGIC PLANNING UPDATE  
Year: 2005**

**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.

- Decreased the student:advisor ratio for undecided, uncertain, undeclared students by 32.27% over FY04 numbers.
- 2004-2005 PEGASUS Scholars were retained at a rate of 10.4% higher than the 1st-year, freshman TTU FGC population and 8.9% higher than the 1st-year, freshman TTU population as a whole.
- 2004-2005 PEGASUS Scholar average GPA of 3.1
- 65% of 2004-2005 PEGASUS Scholars 3.0+ GPA
- Increased PEGASUS Mentor outreach hours from 2,000 to over 4,500 hours
- PEGASUS staff and mentors made 36 presentations in FGC students and families

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

- TTU campus-wide Prelaw Program instituted in January, 2005. Conducted research on W and F from Register

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

- PEGASUS Summer Partnerships continued to provide FGC Mentors for Upward Bound Bridge students and the Lubbock-area Boys & Girls Clubs
- Over 16,000 student contacts made throughout the 2004-2005 semester, including over 1,000 phone and email contacts made with prospective FGC students and families prior to New Student Orientation.
- Staffed information tables in two locations for Destination Imagination state-wide competition hosted by TTU

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

- Hired an academic advisor to coordinate the TTU Prelaw Program.
- Provided 8 training updates for academic advisors
- Provided 5 trainings focusing on improving communication skills of staff
- Created a productivity environment

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

- Implemented version 2.0 of AXIS in August, 2005
- 3 staff positions received new computers
- Purchased 2 LCD projectors
- All staff who make presentation received used or new laptop

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

- Provided six computers for student computer lab
- Provided doors for five confidential advising spaces

**Goal 7:** University Advising Center: Academic Advising Center and Information Resource to the University Community

- ACTT coordinated 16 New Student Orientations
- Increased number of contacts by 230,662 or 46%, through e-mail campaigns and TechAnnounce
- Created a University-wide marketing plan and flowchart for the GOT Contract

**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

<i>Calendar Year</i>	2000	2001	2002	2003	2004	2005

There is No Area Specific Data in Fall Section.

<b>Fiscal Year</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Access &amp; Diversity</b>						
Student:Advisor Ratios 250:1 for undecided, uncertain, & undeclared			750:1	638:1	443.1	300:1
100:1 for At-risk population			100:1	258:1	211.3:1	195:1
<b>Staff</b>						
2 In-take Assess.			1.5	1	1	delete
Create FGC advisor position w/ student:advisor ratio of 250:1		NA	NA	NA	NA	187:1
Assigned caseloads not to exceed 40% per advisor			33.33	31.25	25.04	30.10
<b>Students</b>						
1 face-to-face advising session/student during NSO...		NA	NA	NA	NA	1,143
1 face-to-face advising session/student during first 10 wks/semester		NA	NA	NA	NA	Unknown
1 advising session per student during Advance Registration by SAW, email, phone, in person		NA	NA	NA	NA	79%
1 Quality Assurance Check (QuACK):student registering during NSO		NA	NA	NA	NA	100%
1 Quality Assurance Check (QuACK):student registering during Advance Registration		NA	NA	NA	NA	100%
1 Quality Assurance Check (QuACK):student registering during Open Registration		NA	NA	NA	NA	100%
1 Quality Assurance Check (QuACK) student registering during Add/Drop wk/fall, spring,summer session		NA	NA	NA	NA	100%
1:1 ratio for advising protocols:implementation of protocols			5:5	5:5	5:5	5:5
Increase annually the % of students advised by last day of Advance Registration			68	68	79.7	60.7
Increase annually the % students advised by 1 week after last day of Advance Registration				75	80	71.3
Increase annually % PEGASUS students retained year 1 to year 2				11	5.7	4.7
Increase annually the # PEGASUS students earning a 4.000 GPA				2	4	2
Present 2 sessions annually on FranklinCovey 7 Habits...College Students		NA	NA	NA	NA	1
Increase annually # of students attending FC 7 Habits...College students workshop		NA	NA	NA	NA	44
90% PEGASUS scholars complete contract and earn scholarship checks		NA	NA	NA	NA	82.5
<b>Advancement/Accountability</b>						
<b>Research/Results</b>						
1:1 ratio of Annual/Quarterly Reports requested:reports produced		NA	17:17	40:40	32:32	12:12
1 meeting annually w/TTU depts. promoting undergraduate research		NA	3	2	delete	delete
1:1 ratio of annual reports produced:report protocols (formats)		NA	NA	NA	NA	4:4
Annually review and update report protocols		NA	NA	NA	NA	100%
<b>Engagement</b>						
<b>Outreach</b>						
Annually increase # of contacts w/high school counselors...		NA	12	53	2,744	754
3 newsletters annually about acad. advising...		NA	0	0	5	0
Make 4 presentations annually @ professional conferences		NA	6	4	7	3

Make 30 presentations annually to FGC students, parents, & families—part of Closing Gaps Initiative		NA	NA	23	44	36
<b>Human Resources</b>						
<b>Training</b>						
3 updates annually to advisor training materials		NA	10	3	2	8
1:1 ratio for staff needing prof. develop:staff receiving prof. devel.		NA	9:9	10:10	10:10	10:10
2 QSPD trainings annually for supervisors and staff		NA	4	2	4	3
1 training annually on communication for staff		NA	3	8	4	5
1:1 ratio admin staff needing mgmt/evaluation training:admin staff receiving training		NA	NA	NA	NA	4:4
<b>Staff</b>						
0% turnover rate in 2-yr. cycle for all staff positions		NA	56	60	76	80
40/hr workweek for exempt staff during registration seasons		NA	55	43	44	45
1:1 ratio of staff positions:performance evals completed at 6 months and annual intervals		NA	9:9	10:10	10:9	10:10
100% staff positions funded by line item state accounts		NA	NA	NA	NA	8.75
<b>Technology</b>						
<b>Improve/Expand</b>						
Track use of ACTT online resources by # of hits to ACTT website		NA	141,627	Yes	Unknown	Unknown
Increase # of reports available via AXIS		NA	12	Yes	4	0
<b>Tradition &amp; Pride</b>						
<b>Academic Home</b>						
1:1 ratio for elements creating academic home for students:elements provided		NA	5:4	1:1	Unknown	1:1
1:1 ratio of confidential advising spaces:# of advising spaces at ACTT		NA	9:0	1:10	7:7	7:7
1:1 ratio of wall art obtained & displayed representative of 5 cultures		NA	5:5	5:5	Unknown	5:0
<b>University Advising Center</b>						
<b>Academic Advising Center</b>						
1:1 ratio CAS NSOs:NSOs coordinated by ACTT		NA	NA	15:15	15:15	16:16
1:1 ratio of freshman NSOs:assistance provided to IS 1100 during freshman NSO		NA	NA	NA	NA	12:12
<b>Info. Resource</b>						
# of customer contacts		NA	NA	NA	289,348	421,784

### Section 3b. Qualitative Information.

- Goal 1: Access and Diversity: Create and implement a retention-based advising system.
- • FY05 saw a decrease in the student:advisor ratio for undecided, uncertain, undeclared students by 32.27% over FY04 numbers. The actual ratio decreased from 443:1 in FY04 to 300:1 in FY05. At the current rate of decrease, ACTT should meet its goal of 250:1 by FY06 reporting with the addition of a seventh full-time academic advising position in addition to the director and associate director positions.
- •The At-Risk population student:advisor ratio decreased by 7.58% from FY04 to FY05. The actual numbers decreased from 211 students in FY04 to 195 students in FY05.
- •ACTT deleted the CSF for 2 In-take Assessment staff for the front desk in favor of having created a full-time advisor position for these duties. Therefore, this CSF will be deleted from the Assessment Report in the FY06 version.
- •The position of an FGC advisor was created and the caseload is being established. As this position will provide support advising to all FGC students at TTU, establishing an ACTT caseload is dependent upon the numbers of TTU FGC students seeking services provided by ACTT. This number could be as many as 25% of the total TTU undergraduate student body or as few as the FGC students in the ACTT assigned caseload. The number tracked for FY05 was 187:1 and included FGC Mentors, FGC Scholars, ACTT assigned caseload FGC students, and a few TTU FGC students not in the ACTT assigned caseload.
- • Assigned advisor caseloads increased by 5.6% due to starting the FY05 with two advising positions vacant. These two positions were not filled until November which impacted the advising populations for fall 2004 by increasing the number of students for which each advisor was responsible during the fall semester. The FY06 should see a reduction in the actual advising population numbers and thus the % of students per advisor.
- •ACTT advised 1,143 students face-to-face, although in group sessions as well as 1:1, during the FY05 NSOs. This is possible due to the process ACTT created, implemented, and continues to develop that instructs students in the NSO advising and registration processes using the hands-on, multimedia computer labs in the TTU main library and the Teaching, Learning, Technology Center (TLTC). This procedure allows ACTT to explain the process in a group setting and then answer students' questions 1:1 while other students are choosing courses and registering for their sections.
- •The CSF to track the number of face-to-face advising meetings per semester during the first 10 weeks of each semester was ambitious in the sense that our contacts report was not accurately set up to track this number as originally planned. Our system tracks contacts by phone, email, walk-in, appointment, etc. However, we did not anticipate the overlap in Advance registration appointments and the first 10 weeks of the semester appts. As these two categories overlapped and our system was not designed to separate the two during the overlapping weeks, this number is not an accurate assessment as intended. This will be corrected in the FY06 report.
- •ACTT has four CSFs referring to different times of the year that ACTT staff check our advising sessions with students for quality. ACTT calls this process the Quality Assurance Checks or QuACKs for short. This process allows ACTT advisors to review one another's work for accuracy, check documentation for completeness, and notify students immediately should further advice be needed or changes warranted. All four of the CSFs were 100% complete, meeting the goal set for FY05.
- •FY05 decreased from 80% to 71.3% the number of students advised by last day of Advance (AR) Registration and one week after last day AR. This was due to reduced number of advisors fall 2004 with two advising positions vacant. Also, the three advisors for the fall 2004 term were new with ACTT and adjusting to positions. Two vacant positions were hired in November, both in trainings during peak advising for AR. Numbers for spring 2005 increased over fall 2004, but newness of the positions and the responsibilities played a role in overall numbers for year. FY06 should see a return to higher numbers in both of these areas.
- •In 2004-2005 PEGASUS received \$50,000 in grant funding from the Texas Higher Education Coordinating Board for FGC scholarships and program support. The first grant was in the amount of \$25,000 and delivered 9 months late. The second grant was again in the amount of \$25,000 with a cycle that ran through May 2006. These two grants provided \$35,500 in scholarships for first-year, FGC students at Texas Tech University.
- •2004-2005 marked the third year of PEGASUS' grant-based partnership with South Plains Tech Prep. PEGASUS received renewal of \$16,000 in grant funding from South Plains Tech Prep for the PEGASUS Peer Mentor Program. These Mentors have dramatically altered the effectiveness and direction of the program and have been the highest-rated component in participant surveys; higher than scholarship money.
- •2004-2005 PEGASUS Scholars were retained at a rate 10.4% higher than the first year TTU FGC population and 8.9% higher than the first year TTU population as a whole. The reported 2003-2004 percentage difference between PEGASUS student retention and First Time in College (FTC) TTU FGC student retention was +5.7% (or 83.0% compared to 77.3%). The 2004-2005 percentage difference between PEGASUS student retention and FTC, TTU FGC student retention was +10.4% (or 92.5% compared to 82.1%). These statistics are based on

TTU Data Warehouse reports in comparison with internal research on PEGASUS participants.

- •While 2 PEGASUS Scholars earned a 4.00 GPA for their first year, the 2004-2005 PEGASUS Scholar GPA was 3.1 while 65% of 2004-2005 PEGASUS Scholars earned a 3.000 or better GPA as detailed below: •2 PEGASUS students earned a 4.00 GPA •11 PEGASUS students earned a 3.5 to 3.99 GPA •13 PEGASUS students earned a 3.0 to 3.49 GPA
- •ACTT reallocated funds for fulltime advising position specialize FGC issues student:advisor ratio 250:1 as Assistant Coordinator and FGC Peer Mentor supervisor. Peer Mentor program > (increased) documentation,accountability, efficiency of services. New position supports Mentors > time mentoring,outreaching,and interacting with FGC students. Mentor activity > from 2,000 hours to over 4,500 hours. New position is Advisor for FGC ASUD students 50% and time program duties. > scholarships from \$500 to \$1,000. Students receiving scholarships > from 20 to 40. > partnerships-outreach activities,more effective seminar and workshop curriculum,and raised institutional profile.
- •The current student:advisor ratio for this position is 195:1 and can be broken down in this manner: •90 ASUD and PLAW FGCs assigned •30 PEGASUS Scholars •40 PEGASUS Mentors •35 PEGASUS non-Scholar participants •82.5% (or 33 of 40) of the 2004-2005 PEGASUS Scholars received their scholarship for both Fall 2004 and Spring 2005 •87.5% (or 35 of 40) earned their Fall 2004 portion •90% (or 36 of 40) earned their Spring 2005 portion
- Goal: Institutional Advancement and Accountability: Research the impact of undergraduate advising and integrate results.
- •ACTT continued to produce annual and quarterly reports. A few of the types of reports produced include, but are not limited to, the annual assessment report, Seats Availability List, annual PEGASUS report, annual and quarterly Board of Regents reports, advance registration reports, new student orientation reports, and the Assessment Advising and Academic Advising (4-A)report.
- •ACTT resurrected the CSF for meeting annually with TTU departments concerning undergraduate research due to the creation and continued support of an office for Undergraduate Research at TTU. ACTT will continue to support and advise students to participate in undergraduate research as an enhancement to their academic success and future application to graduate-level study.
- •The SILO Workshop series was researched and created for implementation in fall 2005. This is a series of workshops to assist students with the process of becoming successful undergraduate students with the intention of becoming successful law school applicants. The series informs students of the process ahead, demystifies myths from inaccurate information gathering, focuses attention to goals by each year of undergraduate study, and assists students to achieve these goals.
- •The TTU Prelaw Program researched and developed a Prelaw DISCOVERY! Program. The program follows the same workbook strategy as the ACTT DISCOVERY! Program, but identifies unique aspects of prelaw students such as describing the difference in practicing and non-practicing professions for individuals earning a law degree. This workshop is slated for implementation in fall 2005.
- •The TTU Prelaw Program created a series of four specialty workshops targeted at the components of: •writing a personal statement for law school application •preparing for the LSAT exam •the law school application process •ways to finance law school education
- •The TTU Prelaw Program researched and scheduled a special program called an LSAT Mini-Mock for TTU prelaw students. The Mini-Mock will take place in December, 2005 for prelaw sophomores, juniors, and seniors intending to take the LSAT. The program offers student the opportunity to take individual sections of the LSAT in a realistic, timed environment to experience this process before actually taking the nationally-normed exam. This experience will be a first for TTU prelaw students via the undergraduate prelaw program.
- •The research conducted on skills sets needing development for prelaw students has begun to see networking between the TTU prelaw program and TTU academic departments. This is evidenced by recent requests for information concerning courses that fit the profile for developing the skills prelaw students need to be successful undergraduates as well as successful law school students. The skill sets most needing development are: •Writing and speaking with comprehension and clarity •Understanding social institutions and human nature •Thinking creatively and analytically
- •TTU academic departments are beginning to request input from the TTU Prelaw Program to discuss the nature of the skill sets needed and how courses in their departments can best be marketed to prelaw students to increase the options students have for fulfilling not only degree requirements, but for enhancing their education and academic abilities as a whole.
- •ACTT researched a new design for the DISCOVERY! Program to be implemented for fall 2005. The new design teaches students a decision-making process based on the Ladder of Inference model of decision-making. Research led to the conclusion that this model of decision-making would be more effective with students and provides a head start as it is used in the professional world as well. Students participating in the ACTT DISCOVERY! Program will be able to practice using this model for several years prior to being asked to learn this or a similar program in their chosen professional field. This should assist our students to be better prepared upon graduation.
- •The DISCOVERY! model of decision-making includes a component that focuses on identifying and defining values. Students will learn the impact values have on the level of long-term

satisfaction when making educational and life decisions. The decision-making model is then applied to choosing a best-fit major. Students will also begin to identify possible career paths for further research with an ACTT academic advisor and other career path resources at TTU. ACTT expects a marked improvement in the attendance and learning outcomes of the FY06 DISCOVERY! program.

- •To our knowledge ACTT is the only advising unit that is researching the students of Ws and Fs.
- •Continued comprehensive literature review on FGC.
- Goal 3: Engagement: Provide academic advising outreach to Texas Tech, Lubbock communities, the state, and the region.
- •Contacts with high schools counselors, prospective students and families, and two-year college advisors saw a decrease in numbers from 2,744 in FY04 to 754 in FY05. ACTT attributes the decrease to a focus toward on-campus outreach versus off-campus events from previous years.
- •ACTT is moving to an electronic format for newsletters and separating newsletters for each program versus producing a single news letter for all programs. The newsletters will be produced electronically only and will no longer be mailed to students or parents thereby saving on resources for the office. FY06 expects to see a return to higher numbers for producing program newsletters to keep students, parents, families, and advising professionals informed of the progress of ACTT program development and promotion of ACTT hosted events.
- •ACTT made three presentations at a national conference in October, 2004 in Cincinnati, Ohio. The conference was the National Academic Advising Association (NACADA) National Conference. The presentations submitted, accepted, and presented were: •AXIS as a paperless, student file documentation system. Presented by Ryan Scheckel, Academic Advisor. •First Generation College student program presented by Matthew Niziol and Deb Conrad, both are academic advisors. •Assessment of Advising Program presented by DaNay Phelps, Associate Director.
- •ACTT staffed a table at the Destination Imagination state-wide competition hosted by TTU. This state-wide event hosted students from elementary, junior-high and high schools around the state. This event provided ACTT the opportunity to showcase TTU and ACTT programs to recruit students to TTU. This was a weekend event and ACTT chose to staff tables at two locations to better reach students, parents, families, teachers, and counselors attending the event.
- •PEGASUS Summer Partnerships continued to provide FGC Mentors for Upward Bound Bridge students and the Lubbock-area Boys & Girls Clubs
- •Over 16,000 student contacts made throughout the 2004-2005 semester, including over 1,000 phone and email contacts made with prospective FGC students and families prior to New Student Orientation.
- •PEGASUS staff and mentors made 30 presentations annually to FGC students, parents, and families as part of the State of Texas' Closing the Gaps Initiative •2004-2005 presentations: 36 •South Plains Tech Prep Career Expo •Closing the Gaps Coalition Education Summit •Texas Tech "Classics Day" •12 Texas Tech New Student Orientations •2 Texas Tech "University Days" •Raiders Rojos Back to School Fiesta •South Plains College "College Awareness Day" •South Plains College Spanish Fair •PEGASUS "FGC Welcome Event" •15 PEGASUS Workshops
- Goal 4: Human Resources and Infrastructure: Maintain a qualified staff and supportive work environment.
- •ACTT provided a variety of training updates to TTU campus advisors throughout FY05. The primary eight were:
- „XGraduate-on-Time contract and process. ACTT facilitated three meetings (one in the fall and two in the spring) for Vice-Provost Brink to update TTU academic advisors concerning this vital issue for entering freshman students. „XFAMILY Educational Rights and Privacy Act ;V ACTT invited the TTU academic advisors from campus to participate in the training with ACTT staff.
- „XNew policies in May, 2005. ACTT coordinated a meeting for campus undergraduate academic advisors to meet with Vice-Provost Brink to learn about new policies being instituted with the 2005-2006 catalog. „XAllied Health Sciences Advising update in August, 2005. ACTT coordinated a meeting for ACTT and TTU campus academic advisors to meet with admissions and advising representatives from the TTUHSC Allied Health Sciences programs to facilitate partnerships and networking among advisors to promote success of TTU students expressing in interest in one or more of these professional programs.
- „XNew policies in May, 2005. ACTT coordinated a meeting for campus undergraduate academic advisors to meet with Vice-Provost Brink to learn about new policies being instituted with the 2005-2006 catalog. „XAllied Health Sciences Advising update in August, 2005. ACTT coordinated a meeting for ACTT and TTU campus academic advisors to meet with admissions and advising representatives from the TTUHSC Allied Health Sciences programs to facilitate partnerships and networking among advisors to promote success of TTU students expressing in interest in one or more of these professional programs.
- •Trainings required of ACTT staff: •All new staff attended the New Employee Orientation trainings outlined by TTU OP. •Managing/supervisory staff attended identified QSPD trainings for managers/supervisors as directed by the ACTT director. All other ACTT staff attended the

trainings identified by the ACTT director for FY05.

- •ACTT staff trainings related to improving communication skills of staff/advising •ACTT Proposal SOP – Wayne Perrin presented a new format for all ACTT staff to use when writing proposals. The purpose of an ACTT SOP for proposals is to assist staff to communicate the necessary information concerning ideas for improving ACTT programs and to ensure all pieces of information needed to carry idea forward for approval are given.
- „XStacy Moore ;V presented information concerning how to improve communication between academic advisors and students presenting emotional or psychological issues beyond the scope of academic advising. This presentation was designed to inform academic advisors on legalities of reporting issues that fall outside the confidentiality clause of academic advising. This workshop also informed advisors of the proper process for informing the student and outside entities of the need for intervention.
- „XFamily Education Rights and Privacy Act ;V Marie Alford from Admissions presented information concerning FERPA and academic advising. This was to promote appropriate communication between advisors, students, and parents. This also allowed advisors to better understand who to refer parents to when the advisor cannot answer the questions being asked by parties other than the student involved.
- „XDISC ;V Otto Ratheal. New ACTT staff took the DISC. Otto Ratheal from Quality Service and Professional Development presented the mechanics and purpose of DISC and how this information is to be utilized to improve communication between staff members. This seemed to create some like groups within the office. „XDesired Results with Otto Ratheal. All staff took the ACTT Desired Results survey. Otto Ratheal from QSPD facilitated the survey and the initial reporting of the results. Otto recommended further meetings within the ACTT staff to facilitate setting goals to achieve the Desired Results outcomes noted in Otto;is report.
- •The ACTT director has attended the following trainings between September 2004 and August 2005: •QSPD 4 Roles of Leadership – August 17, 24, and 31, 2005
- •The ACTT associate director has attended the following trainings between September 2004 and August 2005: •QSPD Manager Orientation – March 2005 •QSPD Conduct & Discipline for Managers/Supervisors – April 2005 •QSPD 4 Roles of Leadership (day 1) – August 2005
- •Staff turnover rate is technically at 80% which is an increase of 4% over the previous FY04 year. In reality, the turnover rate is 40% (a decrease of 36%) as there are 10 total positions at ACTT and six staff members have been employed with ACTT for 2 years or more.
- •Four of the six staff employed at 2 years or more changed positions September 1, 2004 within ACTT which is technically a position turnover and thus figures into the 80%. The four technical position turnovers are: Ryan Scheckel has been with ACTT for 3 years and moved from the Senior Counselor position coordinating advising events to the Lead Counselor position coordinating the FGC program beginning September 1, 2004. Deb Conrad has been employed with ACTT for 2 years now, but changed from the coordinator position to a lead counselor position coordinating advising events beginning September 1, 2004.
- „XMatthew Niziol has been employed with ACTT f or 2 years, but changed from coordinating the FGC program to coordinating research and grant writing on September 1, 2004. „XJane Truett has been employed with ACTT for 5 years. ACTT collapsed two positions (front desk assessment coordinator and a senior counselor advisor for parent programs) into a single senior counselor position coordinating intake assessment. Jane changed from a Senior counselor coordinating parent programs to a Senior Counselor coordinating front-desk student Assessment position on September 1, 2004.
- •The Director position has remained constant for the past 6 years. The Associate director position has remained constant for the past 15 years. ACTT posted and hired a new academic advisor position to coordinate the TTU Prelaw program. The position was hired in November, 2004 and has been in place for 11 months. The advisor hired for the position has focused on setting program goals, developing a performance oriented workshop series to assist students in understanding the processes involved in becoming a successful law school applicant.
- „XACTT posted and hired the coordinator position fall 2004. „XACTT posted and hired a new advising position to coordinate the PEGASUS Mentor program fall 2004. This position has been filled and in place for 11 months.
- •ACTT staff worked an average of 45 hours/week during registration seasons in FY05. The fall of 2004 saw several weeks of 48 hours or more during advance registration. Adjusted work schedules were utilized to assist in balancing the work load. The spring 2005 semester saw a return to 40-hour/week work loads during registration seasons. The summer new student orientation schedule had advisors working an average of 42 hours/week producing the average of 45-hour/week work loads for the year. With a full complement of staff for FY06, ACTT anticipates the work load during registrations will meet the CSF stipulated.
- •ACTT employs ten staff and all ten staff received performance evaluations at the appropriate 6-month and annual intervals thereby meeting the CSF stipulated.
- Goal 5: Technology: Maximize electronic applications for advising.
- •ACTT does not possess PDAs for all advising staff. The need for PDAs for all staff has been significantly reduced in recent years. The two PDAs the office does posses are in the hands of academic advising staff.
- •ACTT does have four cell phones. One is permanently in the hands of the associate director to

ensure she is available to all staff as needed 24/7. The remaining three office cell phones are checked out to staff when leaving the office and who need to remain available to the ACTT office while not physically in the office. The types of events at which these phones are utilized include, but are not limited to: •University Day •New Student Orientation •Workshops for ACTT programs •Trainings attended by staff •Travel, conferences, and campus meetings attended by staff

- •AXIS – the functionality of AXIS was improved greatly with the implementation of version 2.0. However, the improvements to the program were primarily on the backside of the program to improve the overall functionality for advisors in the office so that the program runs more effectively and efficiently for advisors. FY06 should see an improvement in the reporting structure and the thus the actual number and appearance reports available through the AXIS program.
- •The CSF requiring all ACTT staff computers to have Aligning Goals Plan Plus software was added for FY05; therefore, there are no statistics for this CSF prior to FY05. Eight of the ten staff positions at ACTT have this software program installed and working on their computers for MS Outlook. As reported, eight of the ten positions are actively utilizing this software for improving the efficiency and effectiveness of setting professional and program goals, determining priority of projects and assignments, and time/event management.
- •The ACTT staff position computers that do not have the Plan Plus software are: •The Lead Advisor: Coordinator of Advising Events •The Senior Counselor: Front Desk student assessment and coordinator for parent programs
- •ACTT purchased no new computers to replace non-functioning or obsolete equipment for staff. The positions receiving a new computer or other computer hardware such as new drives include: •The Associate Director in September, 2004
- •ACTT purchased two LCD projectors to accommodate the growing number of workshops being provided to TTU students by the DISCOVERY! program, the TTU Prelaw program, and the TTU FGC program. This purchase allowed ACTT staff to present workshops more effectively and efficiently (being able to present two types of workshops on the same date/time or back-to-back) making workshops more convenient for students and thus increasing attendance numbers. This purchase also led to deleting the need to borrowing equipment from other departments in the Division of Enrollment Management and negatively impacting other departments scheduling needs for equipment usage.
- •ACTT purchased three laptops to accommodate the growing need of program coordinators to have access to ACTT program information during: •Workshops for DISCOVERY!, FGC, and TTU Prelaw programs to offer more appealing and engaging programs to students •New Student Orientation for utilizing web-based appointment programs, accessing academic information in remote locations, and to ensure a more smooth process for our new students •University Day for marketing programs to prospective students, parents, families, and counselors from high schools and community colleges •Community Recruiting events such as Fiesta in August •Travel/attendance to/at professional meetings and conferences
- •ACTT was able to acquire two laptops from TTU departments that intended to surplus the equipment. This ensured that all program coordinators needing access to laptop equipment have access and do not need to schedule events based on a lack of equipment to meet the programming needs.
- •ACTT switched the Career Development software program to three upgraded computers made available to the student lab in the lobby area of the office.
- Goal 6: Tradition and Pride: Provide an academic home for assigned populations.
- •Elements creating an academic home include the ACTT Student Computer Lab. ACTT rotated six used computers from staff positions to the student computer lab located in the lobby area of the office. These computers were in good condition and were taken from staff positions receiving new or upgraded equipment. ACTT continues to provide puzzles, word games, and other intellectually stimulating manipulatives for students to indulge their minds while visiting with friends in the ACTT student study and conversation area.
- •ACTT does have seven advising spaces and all continue to be confidential since the renovation project of summer 2004 and the addition of doors for each space installed on all seven spaces in the fall of 2004.
- •The CSF of posting of the “Safe Zone” signs was deleted for the FY05 assessment. The reconstruction of the ACTT offices was the primary cause for the “Safe Zone” postings to be taken down. ACTT is establishing parameters for decorating offices and walls. The postings have not been reposted to date for 9 of the 10 staff positions at ACTT. The postings will be reinitiated when the parameters for office and wall decorations are completed and drafted into the ACTT Employee Manual.
- Goal 7: University Advising Center: Academic Advising Center and Information Resource to the University Community
- •ACTT coordinates New Student Orientation for the College of Arts and Sciences and has for the past 12 years. In FY05, ACTT coordinated sixteen New Student Orientations for freshmen and transfer students. ACTT also sits on the University Orientation Committee at the express request of the College of Arts and Sciences in order to best represent the interests of the college in the university’s planning of New Student Orientation.
- •ACTT assists the IS 1100: Freshman Seminar program by promoting the program to entering freshmen during registration periods for the fall term. ACTT encourages all of the entering

freshmen in its assigned caseload to take the course during their first fall term at TTU.

- •The total number of ACTT contacts increased by 230,662 over FY04. The FY04 total was 191,122 contacts. FY05 saw a total count of 421,784. This is a 220.69% increase from FY04 to FY05. Two of the reasons for the increase were phone and email campaigns conducted to reach out to all TTU students. ACTT conducted a phone campaign to FGC students during summer 2004 New Student Orientation to promote and encourage student and family member attendance not only at TTU and NSO, but at the PEGASUS information sessions during NSO as well. Other campaigns included TechANNOUNCEs to all TTU students concerning DISCOVERY! Program workshops, PEGASUS workshops, and TTU Prelaw Program workshops.
- •ACTT developed a marketing strategy and plan for the University's Graduate-On-Time Contract initiative. Several pieces of the strategy were implemented by the university to promote the GOT Contract to the student population. One such piece was the creation and publication of a GOT Contract ad in the student campus newspaper during advance registration in the spring 2005 semester. Another aspect of the strategy was a flow chart designed to assist advisors, students, and staff to better understand the contract process.
- •ACTT recommended a couple of changes to the student catalog as well as provided copy for several university programs previously not promoted in the catalog. One of the changes recommended was for pre-professional programs to be moved from one of the ten colleges to their own section in the front part of the catalog. A second change recommended was for the McNair Scholars, the PEGASUS, the DISCOVERY!, and the TTU Prelaw Program blurbs to be rewritten and placed in different sections of the catalog. ACTT recommended copy changes to the GOT Contract and to sections in the catalog discussing academic advising and the advisor and student responsibilities to the advising relationship.

## Section 4. Strategic Planning Update.

### Goal : Strategic Planning Update

- ACTT has revised the Strategic Plan for FY06 in order to better focus program development and the effective and efficient use of office and division resources. The more noticeable changes include: edits to the Mission Statement, the Vision Statement, and the values. the arrangement of the goals into priority order for program development. the addition of two goals: Goal 7 and Goal 8.
- Mission Statement: the mission statement was edited to focus program development on retention-based academic advising versus an academic advising and scheduling system. The edited version reads: The Advising Center at Texas Tech (ACTT) provides retention-based academic advising in a nurturing environment that supports diverse populations of undergraduate students through a variety of college transitions.
- Vision Statement: the vision statement was edited to focus program development on becoming a national and institutional leader in academic advising versus "... will be a leader in undergraduate academic advising and scheduling...". The complete edited vision statement reads: The Advising Center at Texas Tech (ACTT) will be a national and institutional leader in retention-based academic advising, aspiring to the highest standards in: Academic Advising Academic Support Services Scheduling Outreach Research Technological Applications
- Values: The values were edited to make a distinction between academic advising versus advising. The edited list reads: Academic Advising Service Access Diversity Community Outreach Research Technology

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

- ACTT proposes to delete the previous goal 1. ACTT has created and implemented a retention-based advising system. Therefore, the previous goal is no longer adequate to state the focus of the department. Instead, ACTT will look to improve the existing retention-based advising system. This necessitated a change in the CSFs, objectives, strategies, and assessments as well. The edited version of Goal 1 will read as follows for FY06:
- Goal 1: Advising Services: Improve existing retention-based advising system. Critical Success Factors •Student:advisor ratio of 250:1 for assigned caseload of ASUD and PLAW students •Student:advisor ratio of 50:1 for probation/suspension students •1 face-to-face advising session/currently enrolled student during each New Student Orientation and during first 10 weeks of each long semester •1 advising session:currently enrolled student during Advance Registration whether face-to-face, by phone, or by email •1:1 ratio for advising protocols:advising protocols used •1:1 ratio advising sessions:Quality Assurance Checks (QuACks)
- •80% of assigned caseload advised by the last day of Advance Registration •90% of assigned caseload advised by 1 week after the last day of Advance Registration •90% of PEGASUS Scholars completing PEGASUS contracts and earning scholarships •Increase the percentage of PEGASUS students retained from year 1 to year 2 •Increase the number of 1st-year PEGASUS students earning at least a 3.0 GPA •Increase the number of students participating in the PEGASUS Program
- Objectives: Objective 1.1: Improve existing retention-based advising system. Strategies: •Increase the number of full-time Advising staff and Assessment Advising staff to provide role models for diverse student populations •Update and use protocols for each student population in alignment with advising ratio •Increase program marketing, participation, and presentations •Model decision-making process during interactions with students •Provide workshops pertinent to FGC students •Make adjustments to programs based on participant evaluations
- Assessments: •Number of students participating in DISCOVERY!, PEGASUS, and TTU Prelaw •Number of presentations of each program •Number of student contacts •Marketing cost per student •Number of updates to Student Resource Guide on website •Number of updates to marketing materials and presentations promoting programs •Number of national advising practices integrated into the programs •Evaluation of workshops through student completed forms
- Objective 1.2: Provide and promote resources for assigned caseload. Strategies: •Encourage use of the TTU Referral Sites for Advisors •Encourage use of the TTU Student Resource Guide •Encourage active involvement in the DISCOVERY!, PEGASUS and TTU Prelaw Programs •Make resources available on the ACTT website •Advise students to use a calendar and plan through daily and semester planning sheets •Provide resources for Undecided Majors •Provide resources for the transition from high school to college •Provide resources for probation and suspension students •Provide program information via personal contact, brochures, and presentations
- Assessments: •Student:advisor ratio •Number of hits on the ACTT website •Number

of requests for program information •Number of DISCOVERY!, PEGASUS and TTU Prelaw program participants •Number of resources •Percentage of students retained

- Objective 1.3: Provide and promote resources for non-assigned caseloads. Strategies: •Present two sessions annually on Franklin-Covey 7 Habits for Highly Effective College Students and increase number of students attending/receiving this resource •Encourage use of the TTU Referral Sites for Advisors •Encourage use of the TTU Student Resource Guide •Encourage active involvement in the First Time in College (FTC), DISCOVERY!, PEGASUS, and TTU Prelaw Program •Provide resources for the transition from high school to college •Provide resources for probation and suspension students •Provide resources to transfer feeder schools
- Assessments: •Number of Visitors Center appointments •Number of DISCOVERY!, PEGASUS and TTU Prelaw program participants •Number of resources

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

- ACTT proposes to move the goal focused on Research to be Goal 4 with additional changes explained under that goal. •ACTT further proposes to focus on the further development of ACTT as The University Advising Center and primary resource for accurate information related to academic advising. •Again, the above proposed change necessitates changes to the CSFs, objectives, strategies, and assessments for goal 2. The new Goal 2 would be stated as follows:
- Goal 2: University Advising Center: Serve as The University Advising Center and an Information Resource to the University Community. Critical Success Factors •1:1 ratio of New Student Orientations for the College of Arts and Sciences: NSOs coordinated by ACTT •1:1 ratio of Seats Available Projection reports: requests •1 update to curriculum for advisor training
- Objectives: Objective 2.1: Serve as the Advising Coordinator for the University. Strategies: •Coordinate New Student Orientation for the College of Arts & Sciences •Recommend student enrollment in IS 1100, Freshman Seminar •Provide advisor training according to charge from the university •Update a directory of all TTU undergraduate academic advisors •Update a global distribution list of all TTU undergraduate academic advisors •Provide report projecting class space needs for Core Curriculum classes according to charge from the Office of the Provost •Provide updated resource list for advisors
- Assessments: •Number of New Student Orientations •Number of Seats Available Projection reports •Number of advisor training workshops •Number of advisors trained •Number of training requests •Number of updates
- Objective 2.2: Serve as the University Advising Center and information resource. Strategies: •Provide accurate core curriculum information on all academic majors •Advise the student or parent regardless of major •Prioritize major exploration process over simply selecting a major •Strengthen networks and partnerships with other TTU advising offices •Provide an updated resource list for students •Provide general campus information as requested Assessments: •Number of non-ACTT students advised •Number of updates to resource list for students •Number of general information requests
- Objective 2.3: Provide an impartial framework for students when selecting academic majors. Strategies: •Teach students a decision-making process, including the Ladder of Inference •Assist students to apply a holistic approach when considering academic majors •Facilitate translation of individual screening results into academic major choice(s), including DISCOVERY! Academic Major and Career Catalyst Program •Direct students to explore academic options •Guide students to make informed decisions on academic major Assessments: •Number of DISCOVERY! participants •Number of non-ACTT students advised

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

- While the goal itself will remain the same, ACTT does propose significant changes to the CSFs, objectives, strategies, and assessments for goal 3 including the addition of an objective 3.3. •Goal 3 revisions will read as follows: Critical Success Factors •50 PEGASUS presentations annually •25 TTU Prelaw Program presentations annually •30 DISCOVERY! presentations annually •30 PEGASUS campaigns annually •22 DISCOVERY! campaigns annually •15 TTU Prelaw Program campaigns annually •1:1 ratio of presentation proposals submitted:accepted
- Objectives: Objective 3.1: Provide presentations for high school and community college counselors. Strategies: •Coordinate presentations with TTU Office of Admissions •Participate in Summer Showcase •Provide information to the TTU Office of Admissions •Solicit requests for presentations Assessments: •Number and type of participants •Number and type of requests for presentations •Number and type of presentations
- Objective 3.2: Conduct DISCOVERY!, PEGASUS, and Prelaw outreach. Strategies: •Identify target audiences •Maintain contact lists •Conduct electronic and print media

campaigns to promote services and programs •Provide informational meetings and presentations Assessments: •Number of target audiences •Number and type of campaigns •Number and type of meetings and presentations •Number and type of contacts •Number of print and electronic documents

- Objective 3.3: Present at professional conferences. Strategies: •Submit proposals •Create presentations •Create materials Assessments: •Ratio of proposals submitted:accepted •Number of staff presenting •Number of participants

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

- Propose the current Goal 4 be edited and moved to Goal 6 with further edits to be outlined in the new Goal 6. •Propose the current Goal 2 be edited and moved to become new Goal 4. •The new Goal 4 will speak to program enhancement and accountability versus institutional advancement and accountability . This goal will continue to speak to producing research and reports on undergraduate advising and integrating findings. •The edits to this goal include significant edits to the CSFs, objectives, strategies, and assessments including a reduction from three objectives to two. The new Goal 4 will read:
- Goal 4: Program Enhancement and Accountability: Research and report on undergraduate advising and integrate findings. Critical Success Factors •1:1 ratio of research plans:ACTT student populations •1:1 ratio of reports requested:reports produced on or before deadlines •1:1 ratio of reports produced:report protocols
- Objectives: Objective 4.1: Investigate and report best advising practices. Strategies: •Conduct literature review, including web based and print media •Attend national, regional, and/or state conferences •Subscribe to appropriate distribution lists, specifically NACADA Commissions and Interest Groups •Assess how the current best practices could be applied to ACTT •Present information collected on best advising practices to ACTT advising staff each semester Assessments: •Number of publications reviewed •Number of best practices assessed •Number of best practices presented •Number of conferences attended •Number of staff represented
- Objective 4.2: Conduct and report internal research. Strategies: •Identify key research areas related to ACTT student populations •Create a written research plan for ACTT populations, including reporting calendar •Internal research as standing agenda item in meetings, including weekly 1:1s and WAM! •Conduct research on assigned caseload •Conduct research on non-assigned caseload •Track the number and nature of contacts •Report research findings Assessments: •Number, type, and frequency of reports •Number of research plans

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

- Propose the current Goal 5 be moved to Goal 7. Further changes to the technology goal will be listed under the new Goal 7 proposed in this plan. •The proposed new Goal 5 will be the Academic Enrichment goal speaking to providing an academic home for students. The 2004-2005 Strategic Plan has this as Goal 6 and stated as Tradition and Pride. ACTT felt that the true purpose of providing an academic home and sense of community for our students is to enrich their academic experience at TTU versus focusing on tradition and pride alone. •The proposed edits involve a reduction from three CSFs to two while the objectives will remain at three. However, there are significant wording changes to the CSFs, objectives, strategies, and assessments. The proposed Goal 5 will read:
- Goal 5. Academic Enrichment: Provide an academic home and a sense of community. Critical Success Factors •1 student survey process completed •100% of staff attending cultural/diversity sensitivity training
- Objectives: Objective 5.1: Provide an academic home. Strategies: •Conduct a student survey •Implement selected student recommendations •Purchase and display decorations •Provide annual cultural/diversity sensitivity training for ACTT staff Assessments: •Student Survey results •Number and type of decorations •Percentage of staff trained
- Objective 5.2: Foster a sense of community. Strategies: •Provide cognitively stimulating manipulatives •Provide ACTT Student Computer Lab •Provide educational literature library •Provide inclusive holiday decorations Assessments: •Number of manipulatives •Number of computers •Number of students using computers
- Objective 5.3: Expand square footage of facilities. Strategies: •Consult with senior administrative staff •Consult with architects and facilities management experts •Submit proposals including floor plans for expanding square footage Assessment: •Number of proposals submitted

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

- As mentioned earlier, the current Goal 6 is now proposed to be Goal 5 with additional changes outlined above. •The proposed Goal 6, also mentioned earlier, is

the previous Goal 4 with additional changes proposed in this section. •The proposed Goal 6 will focus on the ACTT's human resources and infrastructure with an emphasis on recruiting and retaining qualified staff while providing a supportive work environment versus maintaining a qualified staff and supportive work environment. •The proposed changes include significant edits to the CSFs, objectives, strategies, and assessments including a reduction of CSFs from nine to four and an increase in objectives from three to four along with edits to the actual wording. The proposed Goal 6 reads:

- Objectives: Objective 6.1: Increase number and quality of ACTT staff. Strategies: •Identify, recruit and hire staff members to reflect state demographics •Seek additional funding to create new positions •Award merit pay increases to motivate quality of staff performance as allowed by funding •Evaluate staff performance Assessments: •Number of position advertisements in media directed at underrepresented populations •Amount of funding acquired for new positions •Number of new positions created •Ratings from performance evaluations
- Objective 6.2: Require professional development. Strategies: •Support staff members to take academic courses to earn a degree or for professional development •Require a minimum of one information technology training per year •Require a minimum of one Quality Service and Professional Development workshop per year •Require attendance at a minimum of one professional conference per year as allowed by funding •Require advisors to submit proposals to and present at the local, state, and national levels every other year as allowed by funding •Provide training for staff
- Assessments: •Number of identified areas for improvement listed on annual performance review completed •Number of information technology trainings completed per year •Number of Quality Service and Professional Development workshops completed per year •Number of professional conferences attended per year •Number of ACTT provided trainings •Number of staff enrolled in academic courses to earn degrees •Ratio of proposals submitted:presentations
- Objective 6.3: Improve supportive work environment. Strategies: •Promote feedback between employees and directors •Implement selected recommendations from ACTT Desired Results Survey •Evaluate and adjust job descriptions to ensure balanced workload during performance evaluation review process •Encourage staff longevity •Provide opportunities for Modified Work Schedules •Increase the number of social activities among staff •Improve the physical environment, including purchasing and using air purifiers, wireless mice and ergonomic keyboards, and furniture •Provide confidential meeting space, including conference room
- Assessments: •40-hour work week for all positions •Number of staff at ACTT for 2 years or more •Number of social activities among staff •Number of Desired Results Survey recommendations implemented
- Objective 6.4: Conduct Program Development. Strategies: •Train staff on intentional program development •Evaluate programs for areas of opportunity •Implement best practices research recommendations •Create program literature to document, inform, and promote •Update program itemized budgets and make accessible as appropriate, including ACTT Operating, DISCOVERY!, PEGASUS, and TTU Prelaw Program Assessments: •Number of staff trained •Number of best practices implemented •Number of pieces of literature created •Ratio of monthly budget updates:budgets

**Goal :** Goal 7: Propose the addition of a Goal 7 to focus on Technology.

- •As mentioned earlier, the current Goal 5 is now proposed to be Goal 7 with additional changes outlined in this section. •The proposed Goal 7 retains the same wording for the actual goal statement and the CSFs. Both have been repeated here for clarity since the goal's position in the Strategic Plan has been moved. •The most significant changes are in the objectives, strategies, and assessments. The proposed Goal 7 reads:
- Goal 7. Technology: Maximize electronic applications and hardware. Critical Success Factors •Track use of ACTT online resources by reporting hits to website •Increase the number of reports available via AXIS
- Objectives: Objective 7.1: Increase staff utilization of technology. Strategies: •Utilize the website to make advising materials more accessible •Increase use of planning software •Increase functionality of AXIS and Plug-ins •Increase use of hardware •Establish procedure and complete Imaging Project 2006 Assessments: •Number of materials posted on website •Percentage of Imaging Project 2006 completed
- Objective 7.2: Encourage student use of technology. Strategies: •Promote technology as an official means of communication •Encourage use of TTU email address •Update Schedule Approval Website (SAW) •Upgrade hardware at ACTT Student Computer Lab Assessments: •Number of SAW submissions •Number of upgrades to Student Computer Lab •Number of students using Student Computer Lab •Number of email contacts documented in AXIS
- Objective 7.3: Improve and expand ACTT website. Strategies: •Update ACTT Website to match new TTU template as well as new program information •Update Student Resource Guide •Update Advisor Referral Site List •Develop a formula to

track unique student usage of ACTT website •Develop website as primary source for advising information and communication between advisors, students, and families •Post Advisors' Training Manual •Develop Advisor Website •Host threaded discussion forum on academic advising, First Generation College, and First Year Experience issues •Create standardized development procedures, including schedule for updates Assessments: •Number and type of updates •Number of unique hits

**Goal :** Goal 8: ACTT proposes the addition of a Goal 8 to focus attention on the financial accountability of the office.

- This goal is in the ACTT Operational Plan, but ACTT sees a need to have this accountability stated in the Strategic Plan and kept in the forefront of our endeavors for program development. •The function of this goal will be to keep the office focused on the available resources to provide services and programs within the boundaries of those resources and still attain our goals for developing programs designed to provide retention-based academic advising in a nurturing environment. •The proposed Goal 8 has six CSFs and 2 objectives with appropriate strategies and assessments. The proposed goal reads:
- Goal 8. Financial Accountability: Provide services and programs based on available resources. Critical Success Factors •1:1 ratio of weekly budget status report to Director:work weeks •1:1 ratio of invoices paid within 5 business days:total number of invoices •1:1 ratio of ACTT ledgers reconciled with TTU ledgers within 5 business days:months •1:1 ratio of ACTT-side account errors reconciled within 5 business days:number of account errors •1:1 ratio of supervisor approvals:expenditures •0 account overdrafts
- Objectives: Objective 8.1: Manage budgets effectively. Strategies: •Report weekly to Director on budget status •Pay invoices within 5 business days •Reconcile TTU ledgers and ACTT ledgers on monthly basis within 5 business days of issuance of ledgers •Reconcile ACTT side of account errors within 5 business days of receiving notice •Secure supervisor approval for spending before spending occurs •Submit travel- and procurement-related receipts within 3 business days of expenditure •Create protocols, including travel, program spending, and accounts payable/receivable •Use correct budget and code for spending •Eliminate account overdraft notifications
- •Ratio of weekly budget status report to director:work weeks •Ratio of invoices paid within 5 business days:total number of invoices •Ratio of ACTT ledgers reconciled with TTU ledgers within 5 business days:months •Ratio of ACTT-side account errors reconciled within 5 business days:number of account errors •Ratio of protocols needed:protocols created •Ratio of supervisor approvals:expenditures •Number of account overdrafts
- Objective 8.2: Seek additional funding for services and programs. Strategies: •Apply for local, state, and federal grants •Write proposals for additional funding, including from Division of Enrollment Management and TTU •Write proposals for grant partnerships on and off campus •Work with TTU Development •Collaborate with university staff to provide services and programs Assessments: •Number of proposals written •Number of non-ACTT staff hours contributed

### Commentary:

ACTT is striving toward being a national leader in academic advising. The progress toward this goal is evidenced by the 1:1 ratio of proposals submitted:proposals accepted by national level professional advising conferences. ACTT programs focus on the cutting edge of advising methods, process, and theories and the presentations on these programs are well received at conferences as evidenced by the full-house attendance at both pre-conference workshop and concurrent session presentations. ACTT is making progress toward being a leader in campus academic advising as evidenced by the continued and frequent requests for ACTT resources by students, advisors, and administrators as well as the continued leadership provided to coordinate New Student Orientation for one of the ten colleges on campus. ACTT receives requests for resources such as the Student Resource Guide, the Advisor Resource Guide, the Undergraduate Academic Advisor directory (mail stop and online formats), the Projection Report for Seats Available for NSO, student scheduling worksheets, 2-year plans, and the ACTT electronic documentation system known as AXIS. These are just few of the more commonly requested resources updated and maintained by ACTT staff. The strides made in reducing the student:advisor ratios has made a difference by building the connection and increasing the communication between students and ACTT advisors. The increase in numbers of contacts shows that more and more students, parents, families, staff, and other customers are coming to know ACTT as an accurate source of academic advising information and therefore utilize the services provided by this office. The increase in first generation college students shows that these students are coming to realize the services provided by ACTT to meet the unique needs of this population. The continued support from the Closing of the Gaps initiative and the university show the progress the PEGASUS program is making in reaching out to FGC students and assisting them to be successful at the university. The students' success is evidenced by the increase in the overall 3.100 cumulative GPA of the PEGASUS participants especially when compared to the university at large. ACTT will continue to provide services for retention-based academic advising the support of the TTU Graduate-On-Time initiative by promoting the GOT Contract not only to students and parents, but to academic advisors and university staff while looking for ways to assist advisors to integrate the contract into advising procedures and promote the contract to all new freshmen during university events such as New

Student Orientation, the first eight weeks of the semester, and advance registration in the fall and spring. ACTT strives to not only be a resource to their assigned caseload of students, but to continue to be a leader in academic advising for all TTU students.

### **Implementation Plan:**

ACTT strives to identify resources for improving retention-based advising services to students while promoting students awareness of and active progress toward graduating-on-time. ACTT has identified one advising position to research grant opportunities to support ACTT student programs and research the data needed to write for the grants identified. This includes grants to serve first generation college students, entering freshmen, at-risk populations, undecided majors, prelaw majors and programs, and others that might be integrated into the ACTT strategic plan mission, vision, and goals. ACTT is the recipient of \$15,000.00 in local monies earmarked from Tuition Deregulation and targeted for the development of the TTU Prelaw Program. ACTT plans to expand the program by offering programs such as LSAT Mini-mocks for juniors and seniors intending to take the LSAT. Other expansion ideas for FY06 include a student mentoring program and the development of a faculty mentoring program. ACTT plans to work toward partnering with TTU academic departments to offer courses with the instruction methods and curriculum designed to challenge prelaw students academically to enhance their success in the classroom and lead to successful law school admissions. ACTT will again propose a partnership with the College of Arts and Sciences to join forces to provide outcome oriented materials to entering students during New Student Orientations. ACTT will propose a budget close to \$6700.00 for the materials used to provide accurate, effective, and interactive resources to students at each orientation. ACTT will continue to support academic advising uniformity campus-wide by editing pertinent sections of the TTU undergraduate sections of the student catalog, promote the Graduate-On-Time contract, update advisor resource materials online, and develop the advisor website available through the ACTT website. ACTT will not only hold to the highest standards, but will set standards for retention-based advising and outcomes oriented processes all advisors and student can use for the achievement of educational goals.