

**ANNUAL ASSESSMENT REPORT  
AND  
STRATEGIC PLANNING UPDATE  
Year: 2007**

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

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### Section 1. Goals and Accomplishments

**Goal 1:** Access & Diversity: Provide academic advising outreach and transition programs to facilitate student recruitment and persistence (retention), especially with historically under-represented and under-prepared populations.

- Recruit (Outreach): Represented 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.
- Recruit (Outreach): Communicated academic advice and advisors' personal availability to answer concerns of potential students and their families via appropriate marketing strategies and media.  
**FY07 Benchmarks:**
  - Analyzed communications media, messages, academic concerns, and intended audiences.
  - Used advisor brainstorming session to develop initial list of academic concerns faced by potential students and their families.
  - Sought marketing advice from experts, including utilization of Noel-Levitz student forecasts.
  - Laid foundation for reviewing industry best practices by identifying leaders in adolescent marketing.
- Recruit (Outreach): Aggressively participated in improving processes and technology to define and identify student populations by group/status.  
**FY07 Benchmarks:**
  - Identified processes and actual metrics for determining FGC, Probation, Athletes, Undeclared, Undecided (Declared Exploratory), Students Pursuing Graduate School, Minorities, Low Socioeconomic Status, and Academically Under-Prepared students within the assigned ASUD/PLAW population.
  - Failed to complete online publication of these identification process and definition of the metrics.
- Recruit (Transition): Included relevant data on opportunities and benefits of further education in advising interactions as appropriate.
- Recruit (Transition): Encouraged and coordinated student engagement with undergraduate research opportunities as a portal to continuing education.
- Retain (Outreach): Conducted electronic and print media campaigns to promote services and programs, including TechAnnounce, brochures, flyers, and fact sheets.
- Retain (Outreach): Provided informational meetings and presentations to target audiences as requested and required by communications plan.
- Retain (Outreach): Identified measures of academic preparedness among populations of current students and targeted these students with program content to develop academic preparedness.
- Retain (Outreach): Developed and promoted strategies for early identification and intervention with freshmen students.
- Retain (Outreach): Involved students' families in the academic support process through education and ongoing stimulation.
- Retain (Outreach): Created, maintained, and distributed the highest caliber of online and print information.
- Retain (Transition): Encouraged current students to enroll in 30 credit hours or more

per year, where appropriate..

**FY07 Benchmarks:**

- Goal: 5% of students contacted will increase SCH.
  - Actual: 85% of students contacted increased SCH.
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- Retain (Transition): Conducted electronic and print media campaigns to promote services and programs, including TechAnnounce.
  - Retain (Transition): Developed, maintained, and utilized specialized advising protocols for student cohorts by need:
    - Prospective Students
    - 0-29 earned hours
    - 30-44 earned hours
    - 45-59 earned hours
    - 60+ earned hours
    - PEGASUS Participants
    - PEGASUS Mentors
    - Undeclared Students
    - Prelaw Undeclared Students
    - Prelaw Declared Students
    - Probationary Students
    - Student Athletes
    - Declared Students Questioning Major Selection
  - Retain (Transition): Provided programs and services for students and families, including PEGASUS, New Student Orientation FGC sessions, and outreach events, DISCOVERY! and the TTU Prelaw Program.
  - Retain (Transition): Utilized Noel-Levitz College Student Inventory (CSI)-based for early identification of incoming students' barriers to successful transitions.
  - Retain (Transition): Incorporated 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
  - Retain (Transition): Acted as a clearinghouse for student referrals to university support resources.
  - Retain (Transition): Analyzed student retention by contributing events/contacts.
- Goal 2:** Human Resources & Infrastructure: Recruit, retain, encourage and equip an increasingly qualified staff to provide excellent services and creatively improve offerings.
- Financial: Utilized strategic and budgetary planning to project and secure necessary resources for advising responsibilities in a timely manner.
  - Financial: Utilized strategic and budgetary planning to project and secure necessary resources for program initiatives in a timely manner.
  - Financial: Applied for local, state, and federal grants as appropriate per direction given by TTU Office of Institutional Development.
  - Financial: Wrote special initiative proposals to secure additional funding beyond the approved budget, including from Division of Academic Operations & Services and TTU
  - Financial: Utilized 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.
  - Human Resources (Recruit): Engaged 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.
  - Human Resources (Recruit): Utilized 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.
  - Human Resources (Recruit): Knowledgeably advocated for adequate staff compensation as appropriate.
  - Human Resources (Retain): Evaluated staff performance, including position functions.

- Human Resources (Retain): Considered alternative staffing solutions for routine responsibilities to allow for better utilization of professionals.
- Human Resources (Retain): Promoted staff advancement.
- Human Resources (Retain): Used program and departmental evaluations to assess and initiate changes for anticipated program growth.
- Human Resources (Retain): Sought additional funding to create new positions as necessitated to maintain healthy workloads and facilitate program expansion.
- Human Resources (Retain): Supported staff members to take academic courses for professional development, including degrees and certificates.
- Human Resources (Retain): Required a minimum of one information technology training session, one QSPD workshop, one professional conference (as allowed by funding), proposals for presentations at local, state, and national conferences, and team-building trainings, including communication skills development, awareness of academic advising resources, self-awareness, personality profiles, and interpersonal skills.
- Human Resources (Retain): Reviewed and updated departmental policies and procedures, especially those with regard for departmental training processes, opportunities for modified work schedules, supportive and engaging social activities, continual improvement, and the physical office environment.
- Human Resources (Retain): Promoted communication within the ACTT Team, particularly between staff and leadership team, via weekly supervisory one-to-one appointments, Weekly Advisor Meeting, monthly staff meetings, and project-oriented team meetings as appropriate.
- Facilities: Submitted proposals for expansion and improvement of ACTT facilities, in consultation with senior administrative staff, architects, and facilities management experts.
- Facilities: Contributed to an overall increase in the use of classrooms by two hours each week by holding program meetings and instructional workshops in reserved classroom spaces.
- Technology: Provided web site as primary source for advising information and communications hub for advisors, students, and families.
- Technology: Procured and maintained hardware and software in ACTT 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.

- Teaching: Utilized protocols within the educational timeline to achieve desired student learning outcomes, and to document assessment of student learning.  
**FY07 Benchmarks:**
  - Clarified protocols and learning objectives (from advising syllabi) per student action plan timeline.
- Teaching: Served as the University Advising Center and information resource by providing accurate core curriculum information on all majors, advising students/families regardless of major, prioritizing major exploration processes over simply selecting a major, strengthening networks and partnerships with other TTU advising offices, and providing an updated resource guide for students.
- Teaching: Utilized technology and advising protocols to facilitate scheduling of classes.
- Teaching: Validated quality of student instruction delivered with a personal Quality Assurance Check of every documented advising appointment.
- Teaching: Provided an impartial framework for exploratory students when determining their "best-fit" majors.
- Teaching: Taught students a decision-making process, assisted in the application of a holistic approach when considering majors, facilitated translation of individual screening results into academic major choices, directed students to explore possibilities fully, and guided students to make informed decisions on academic majors.
- Teaching: Worked with students to take ownership of and maximize their own educational experience by becoming their own best academic advisor, articulating educational goals and action plans, thinking critically with regard to options, constraints, and opportunities, managing time, and utilizing available resources.
- Teaching: Utilized NSO as the first opportunity to establish advising as teaching with students.  
**FY07 Benchmarks:**
  - Established learning objectives for ASUD/PLAW NSO.
  - Provided advising guides and logistics coordination for CAS NSO sessions,

including CAS Parents' Meeting.

- Learning: Articulated learning objectives and strategies for each component group within targeted student populations, facilitated student self-assessment of academic progress, and tracked student progress via involvement of population by semester.

**Goal 4:** Professional Education: Encourage graduate and professional education opportunities to current students.

- Professional Education: Increased funding for graduate student assistantships.
- Professional Education: Set foundation for research, publication, and presentations conducted by graduate students, thus contributing to an institutional increase of publications and presentations by this population.
- Professional Education: Identified and promoted points of introduction for graduate school exploration and likely transitional needs.
- Professional Education: Utilized existing venues/ portals to more aggressively communicate opportunities for undergraduate research experiences.
- Professional Education: Identified target audiences for communications on successful transitions to graduate school, including TTU Prelaw Program participants, students pursuing a Bachelor of General Studies or Bachelor of University Studies degree.
- Professional Education: Supported and encouraged professional development for all TTU advisors by providing training where appropriate, advocating, coordinating, and providing advising resources for advisors, and supporting involvement in professional organizations for academic advisors.

**Goal 5:** Engagement: Provide an academic home and a sense of community for students and their families.

- Outreach: Increased TTU scholarly and educational outreach opportunities for the general public.
- Outreach: Contributed to an increase in the overall student enrollment in service-learning courses by 15% in FY11 by including and highlighting these offerings in course recommendations, as appropriate.
- University Advising Center: Promoted UAC as "The Answer Place", utilizing online content, popular media, eye catching graphics, and attractive display banners/booths.
- University Advising Center: Provided general campus information as requested by students, regardless of declared academic home.

**FY07 Benchmarks:**

- Inventoried and made recommendations for improvement to educational literature library, student resource guide, and online content.

- Academic Home & Sense of Community: Created an inclusive office environment, including multicultural art pieces, TTU tradition and pride elements, and seasonal decorations as appropriate.
- Academic Home & Sense of Community: Provided cultural/diversity sensitivity training for staff.
- Academic Home & Sense of Community: Provided ACTT Student Study Area, Computer Lab, and Lounge, including educational literature library, candy, cognitively-stimulating manipulatives, and one full-time triage advisor.

**FY07 Benchmarks:**

- Conducted complete IT inventory.
- deployed working hardware, consistent software, group policy standards, automatic wallpaper, and connections to TechDrive.

- Academic Home & Sense of Community: Provided convenient advisor access to students via online scheduling resources and chat advising.
- Study Abroad: Contributed positively to the increase in the number of TTU students participating in Study Abroad programs by 25% by FY11 by including in advising protocols and electronic content as appropriate.

**Goal 6:** Productivity & Accountability: Measure program costs/benefits and implement changes in order to better facilitate achievement of student learning outcomes.

- Internal Assessment: Collected, compiled, and reported data on student populations, including assigned and non-assigned caseload.
- Successes: Updated position handbooks with calendar of recurring responsibilities as a core responsibility in each staff member's PDQ document, and providing weekly opportunity to report on advising progress and highlights.
- Progress: Established and maintain program handbooks with program planning calendar of recurring responsibilities.
- Progress: Reviewed strategic plan for department and program implications on a monthly basis.
- Progress: Collected, compiled, and reported data on programs, including participants, events and results.
- Aspirational Model: Conducted an FGC literature review, including web-based and print media.
- Aspirational Model: Subscribed to appropriate distribution lists, including NACADA Commissions and Interest Groups.
- Financial Accountability: Provided services and programs based on available resources.

**Goal 7:** Partnerships: Build and leverage strategic partnerships to better engage, empower, equip, and encourage students, beginning with other TTU resources.

- Collaborations: Build and maintain relationships with the Office of Parent Relations, Student Counseling Center, University Career Services, Programs for Academic Support Services, First Year Raider Experience/First Year Success, and College/Department Advisors.

**FY07 Benchmarks:**

- Contributed content to Parent Relations Newsletters, beginning ASAP.
  - Conducted initial meeting with Student Counseling Center.
  - Included referrals in DISCOVERY! Academic Physical content (print and online).
  - Conducted initial meeting with University Career Services.
  - Failed to conduct initial meeting with Rawls COBA advisors.
  - Purchased advertisements in FYRE Student Planners.
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- Collaborations: Advisors exchanged information and ideas by networking with advising colleagues.
  - Collaborations: Partnered with on-and off-campus organizations, including McNair Scholars Program, Howard Hughes Medical Institute, Upward Bound, Residence Life, Student Diversity Relations, Raiders Rojos, South Plains Tech Prep, area First Generation College Clubs, and area Boys & Girls Clubs.
  - Collaborations: Provided input to Institutional Research and Information Management (IRIM) on valuable reports and assessments for advisors and advising programs throughout TTU.
  - Post-Secondary: Provided presentations for high school and community college counselors and academic groups as requested.
  - SECC/Charitable: Internally advocated and espoused a culture of giving so as to promote SECC contributions by ACTT staff.

**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.

<b>Fiscal Year</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>1. Access &amp; Diversity -- 1.1. Recruit: Outreach</b>						
1.1.1. Represent the academic institution to potential students & their families...						
1.1.1.A. Number of events completed.		23	44	36	29	6
1.1.1.B. Number of events partially supported with print collateral, etc. ...						17
1.1.1.C. Number of events declined due to inadequate resources.						3
1.1.1.D. Number of people receiving advising information.			2744	754	n/a	5703
1.1.1.E. Number of prospective student visits logged in TTU recr. sys.	0	0	0	0	0	638
1.1.1.F. Percentage of prospective students seen when referred ...	100%	100%	100%	100%	100%	100%
<b>1. Access &amp; Diversity -- 1.2. Recruit: Transition</b>						
1.2.1. Include relevant data on opportunities & benefits of education ...						
1.2.1.A. Number of graduate success stories collected.	n/a	n/a	n/a	n/a	1	4
1.2.1.B. Number of students receiving graduate success stories/salary surveys.	n/a	n/a	n/a	n/a	n/a	n/a
1.2.2. Encourage undergraduate research opportunities as a portal ...						
1.2.2.A. Number of prospective students introduced to undergraduate research.					2243	2475
<b>1. Access &amp; Diversity -- 1.3. Retain: Outreach</b>						
1.3.1. Conduct media campaigns to promote services & programs ...						
1.3.1.A. Number of campaigns. (A-F indicate Outreach to Retain Existing Students)						42
1.3.1.B. Number of promotional contacts by TechAnnounce	n/a	n/a	n/a	18	21	28
1.3.1.C. Number of promotional contacts by "Explore Academics" Web.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.1.D. Number of promotional contacts by eNewsletter.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.1.E. Number of promotional contacts by mailer/letter.	n/a	n/a	n/a	n/a	1500	1500
1.3.1.F. Number of promotional contacts by flyers/one sheets.	n/a	n/a	n/a	n/a	n/a	7500
1.3.2. Provide informational meetings/presentations to target audiences ...						
1.3.2.A. Number and type of meetings and presentations.						72
1.3.3. Identify measures of academic preparedness among ...						
1.3.3.A. First to second semester retention rate of TTU academically underprepared freshmen.						
1.3.3.B. First to second year retention rate of TTU academically underprepared freshmen.						
1.3.3.C. First to second semester retention rate of assigned advising populations.						86.06%
1.3.3.D. First to second year retention rate of assigned advising populations.						73.40%
1.3.3.E. First to second semester retention rate of FGC freshmen.						

(TTU / PEGASUS) 1.3.3.F. First to second year retention rate of FGC freshmen. (TTU / PEGASUS)	n/a	n/a	n/a	n/a	?/97.5%	86.87%/100%
1.3.3.G First semester GPA of FGC freshmen. (TTU / PEGASUS)	82.47%	81.9%/85%	82.5%/89%	83.9%/93%	83%/86.65%	82.6%/95%
1.3.3.H. First year GPA of FGC freshmen. (TTU / PEGASUS)	2.715/n/a	2.75/2.6	2.8/2.8	2.86/3.0	2.82/2.81	2.76/3.15
	2.668/n/a	2.7/2.5	2.8/2.7	2.86/3.0	2.78/2.78	2.73/3.3
1.3.4. Develop & promote strategies for early identification & intervention ...						
1.3.4.A Number of freshmen formally assessed for academic difficulty in 1st 6 weeks.						72
1.3.4.B Number of faculty committed (& trained) to use Early Alert System ...	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.C Number of students instructed by Early Alert faculty participants.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.D Number of Early Alerts submitted.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.E Number of students contacted to utilize grade replacement option.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.F Number of pre-probation interventions with first semester students.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.G Average mid-term GPA of first semester pre-probation intervention students.	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.H Average GPA of first semester pre-probation intervention students. (Fall/Cum)	n/a	n/a	n/a	n/a	n/a	n/a
1.3.4.I. Assigned students with 1-to-1 advising during 1st 10 weeks (Fall/Spring)					834/?	?AXIS?
1.3.5. Involve students' families in academic support process via education & interaction.						
1.3.5.A. Number of print/mail outreach contacts with families of students.	0	0	0	1500	0	0
1.3.5.B. Number of electronic/mail outreach contacts with families of students.	0	0	0	0	0	0
1.3.5.C. Number of program outreach presentations at parent events.				15	15	15
1. Access & Diversity -- 1.4. Retain: Transition						
1.4.1. Encourage current students to enroll in 30+ SCH per year, where appropriate.						
1.4.1.A. Number of students called each semester.	0	0	0	0	389	656
1.4.1.B. Total Credit hours (SCH) added each semester.	0	0	0	0	?RS?	238
1.4.3 Develop, maintain, & utilize specialized protocols for cohorts by need.						
1.4.3.A. Ratio of protocols developed: cohort groups identified	5:5	5:5	5:5	5:5	5:5	5:10
1.4.3.B. Protocols incorporated into advisor prof. development plan/training.	n/a	n/a	n/a	n/a	n/a	5
1.4.3.C. Protocols incorporated into doc. system for analysis & assessment of student progress.	n/a	n/a	n/a	n/a	n/a	n/a
1.4.4. Provide programs/services for students/families, including ...						
1.4.4.A. PEGASUS Mentor : Mentee Ratio	n/a	0:1	1:1	1:2	1:2	1:2
1.4.4.B. Number of participant hours in PEGASUS POWER Sessions.	n/a	n/a	n/a	n/a	249	306
1.4.4.C. Numbers of PEGASUS participants. (Scholars, Non-Scholars, & Mentors)	n/a	20 (20,0,0)	42 (20,0,21)	40 (40,0,20)	116 (30,46,40)	51 (20,14,17)
1.4.4.E. Dollars dedicated to FGC scholarships/financial support programs.	n/a	\$25,000	\$25,000	\$140,030	\$128,568	\$88,773
1.4.4.F. Number of participant						

hours in TTU Prelaw Program transition workshops.						160
1.4.4.G. Number of participants in DISCOVERY! Academic Physical workshops.	n/a	n/a	n/a	n/a	n/a	126
1.4.4.D. Numbers of PEGASUS Stars. (Participants who met ALL requirements).	n/a	n/a	n/a	n/a	n/a	n/a
1.4.5. Used Noel-Levitz CSI for early id of students' barriers to successful transitions.						
1.4.5.A. Number of CSI administrations	n/a	29	19	38	146	72
1.4.5.B Number of advising appointments incorporating CSI analysis & recommendations.	n/a	n/a	n/a	38	n/a	71
1.4.6. Discussed 1-to-1 & referred students to leading transitional supports, including:						
1.4.6.A. Undergraduate Research opportunities (Referral indicates discussion)						
1.4.6.B. Campus Involvement			5	0	47	104
1.4.6.C. Professional counseling		5	70	6	1	10
1.4.6.D. Cultural and community events						
1.4.6.E. Service/Service Learning opportunities						
1.4.6.F. Meeting with faculty and/or professional in area of interest						
1.4.6.G. Tutoring and Supplemental Instruction (SI)		1	14	2	22	31
1.4.6.H. Academic Programs (Exploration & Change of Major)		72	39	32	53	149
1.4.6.I. Other Support Services		42	91	11	59	124
1.4.7. Utilize subsequent appointments to follow-up on referrals made.						
1.4.7.A. Ratio of referrals made to follow-up conversations/reports.						n/a
1.4.7.B. Ratio of follow-up conversations/reports to student utilization of referral.						n/a
2. Human Resources & Infrastructure -- 2.1. Financial ...						
2.1.1 Utilize strategic & budgetary planning to project & secure departmental resources ...						
2.1.1.A. Annual strategic assessments completed by October 30. (Days +/-)						
2.1.1.B. Annual strategic planning revisions completed by January 1. (Days +/-)						
2.1.1.C. Advising/training/staffing calendar to dept. Director by December 15. (Days +/-)						
2.1.1.D. Proposed dept. budget to Director by January 1. (Days +/-)						
2.1.1.E. Planning calendar & budget proposal to Division by February 1. (Days +/-)						
2.1.2. Utilize strategic & budgetary planning to project & secure necessary program resources ...						
2.1.2.A. FY Program assessments completed by October 1. (Days +/-)						
2.1.2.B. FY Program strategic planning revisions completed by November 15. (Days +/-)						
2.1.2.C. Program planning calendar submitted to dept. by December 1. (Days +/-)						
2.1.2.D. Proposed program budget to dept. by December 15. (Days +/-)						
2.1.2.E. Program calendar & draft budgets to Division by						

January 15. (Days +/-)						
2.1.3. Apply for grants as directed by TTU Office of Institutional Development.						
2.1.3.A. Number of Dollars Secured & Percentage of Advising budget.						
2.1.3.B. Number of Dollars Secured & Percentage of DISCOVERY! budget.						
2.1.3.C. Number of Dollars Secured & Percentage of PEGASUS budget.						
2.1.3.D. Number of Dollars Secured & Percentage of TTU Prelaw Program budget.						
2.1.3.E. Number of Dollars Secured & Percentage of Probationary Advising Budget.						
2.1.4. Secure funding beyond approved budget for special initiatives ...						
2.1.4.A. Percentage of special initiative budget secured beyond approved budget.						100%
2. Human Resources & Infrastructure -- 2.2. Recruit ...						
2.2.1. Engage a diverse candidate pool to secure a team which approximates state demographics ...						
2.2.1.A. Percentage of position ads directed at underrepresented populations.						0% (0/0)
2.2.3. Knowledgeably advocate for adequate staff compensation as appropriate.						
2.2.3.A. Percentage above/below mean salaries for Student/Grad Assistants.						
2.2.3.B. Percentage above/below mean salaries for Support Staff.						
2.2.3.C. Percentage above/below mean salaries for entry level professional advisors.						
2.2.3.D. Percentage above/below mean salaries for experienced/supervisory advising staff.						
2.2.3.E. Percentage above/below mean salaries for departmental leadership.						
2.2.3.F. Percentage of EOY benefits-eligible staff with 3+ year tenure at close of FY.	66.7% (2/3)	50% (3/6)	50% (3/6)	60% (6/10)	42.8% (6/14)	50% (6/12)
2. Human Resources & Infrastructure -- 2.3. Retain ... Number & Quality						
2.3.1. Evaluate and reward staff performance, including position functions.						
2.3.1.C. Rate of full-time staff turnover (positions turning over as percentage).					45.45 (5/11)	25 (3/12)
2.3.5. Fund new positions to maintain healthy workloads & facilitate program expansion.						
2.3.5.A Student to Advisor Ratios for Exploratory Students (Goal of 250:1)	250:1	638:1	443:1	300:1	235:1	382:1
2.3.5.B Student to Advisor Ratios for Students-At-Risk (Goal of 100:1)	100:1	258:1	211.3:1	195:1	217:1	288:.50 FTE
2.3.5.C Student to Advisor Ratios for FGC Students (Goal of 100:1)	n/a	n/a	n/a	187:1	217:1	186:.50 FTE
2.3.6. Support ongoing professional development of staff, in & beyond dept..						
2.3.6.A. Percentage of staff enrolled in degrees and certificates.	0.00 (0/3)	16.7 (1/6)	16.7 (1/6)	20 (2/10)	36.4 (4/11)	41.7 (5/12)
2.3.6.B. Percentage completing						

at least one information technology training.	n/a	n/a	n/a	n/a	100%	100%
2.3.6.C. Percentage completing at least one QSPD training workshop.	33.3% (1/3)	83.3% (5/6)	66.7% (4/6)	60.0% (6/10)	57.1% (8/14)	75% (9/12)
2.3.6.D. Percentage sponsored to attend professional conferences (as funds permit).						41.67% (5/12)
2.3.6.E. Ratio of proposals submitted nationally: invitations: presentations given.	6:6:6	4:4:4	7:7:7	3:3:3	3:3:3	2:2:2
2.3.6.F. Ratio of proposals submitted in-state: invitations: presentations given.	0:0:0	0:0:0	0:0:0	0:0:0	0:0:0	0:0:0
2.3.6.G. Ratio of proposals submitted locally: invitations: presentations given.	0:0:0	0:0:0	0:0:0	0:0:0	0:0:0	0:0:0
2.3.7 Provide team-building, incl. comm. skills, advising resources, & self-awareness.						
2.3.7.A. Number of departmental team-building training events.						3
2.3.7.B. Percentage completing a personal communications skills training.	100% (3/3)	100% (6/6)	66.67% (4/6)	50.0% (5/10)	18.1% (2/11)	0% (0/12)
2.3.7.C. Average hours per advisor attending local advising trainings.						36
<b>2. Human Resources &amp; Infrastructure -- 2.4. Retain...Supportive Environment</b>						
2.4.2. Create departmental training process for new hires.						
2.4.2.A. Percentage of new hires completing departmental training program.						100%
2.4.3. Provide opportunities for modified work schedules as appropriate & beneficial.						
2.4.3.A. Total hours of overtime paid.						0
2.4.3.B. Total hours of vacation lost.						#HR##
2.4.3.C. Average hours of vacation used.						#HR##
2.4.4. Provide supportive and engaging social activities to bolster staff camaraderie and teamwork.						
2.4.4.A. Number of departmental team-building (non-training) events.						8
2.4.9. Provide confidential meeting and office space, including conference room.						
2.4.9.A. Ratio of confidential advising spaces:total advising spaces at ACTT	0:9	1:10	7:7	7:7	7:8	8:9
<b>2. Human Resources &amp; Infrastructure -- 2.5. Facilities ...</b>						
2.5.2. Consult with architects & facilities management experts						
2.5.2.A. Ratio of consultations to projects completed						6:10
2.5.3. Propose expansion to provide appropriate sq. ft.for services to students.						
2.5.3.A. Ratio of proposals submitted to projects completed.						2:0
2.5.4. Contribute to institutional goal of 2 hr. weekly increase in classroom use.						
2.5.4.A. Hours of classroom utilization for prospective student programs.						300
2.5.4.B. Hours of classroom utilization for advising programs, including DISCOVERY!.						64
2.5.4.C. Hours of classroom utilization for TTU Prelaw Program workshops/events.						75

2.5.4.D. Hours of classroom utilization for TTU PEGASUS Program workshops/events. 2.5.4.E. Hours of classroom utilization for faculty/staff-related training, prof. dev.						180
2. Human Resources & Infrastructure -- 2.6. Technology ...						16
2.6.1. Provide current technology to improve advisor efficiency & effectiveness. 2.6.1.F. Advisors trained to utilize mobile tech. for out-of-office events. (%) 2.6.1.G. Average age of computer CPUs used in department. 2.6.1.B. Percentage of advisor-provided bugs/enhancements implemented. 2.6.1.C. Utilization (click-through) from AXIS to linked advisor resources. 2.6.1.D. Percentage of advising documentation entered/scanned into AXIS. 2.6.1.H. Percentage of staff software deployed at latest (most current) version.				33.3%		67.7%
2.6.2. Provide web site as primary source for advising info. & comm. for advisors. 2.6.2.A. Number of advisor resources published in Advisor Toolbox. 2.6.2.B. Number of hits in Advisor Toolbox.						5
2.6.3. Provide web site as primary source for advising info. & comm. for students. 2.6.3.A. Number of visits to student-related information pages of advising web site. 2.6.3.B. Number of unique visitors to student-related information pages of advising web site. 2.6.3.C. Number of student-related information pages viewed on advising web site.						May-Aug: 15223 May-Aug: 7134 May-Aug: 28740
2.6.4. Provide web site as primary source for advising info. & comm. for parents. 2.6.4.A. Number of visitors to parent-related information pages of advising web site.						n/a
2.6.5. Students: Procure & maintain hardware & software at ACTT Student Computer Lab 2.6.5.A. Quantity of workstations. 2.6.5.B. Average age of workstations. 2.6.5.C. Number of students using ACTT Student Computer Lab.	0	0	0	6	6	7 5.14 n/a
3. Undergraduate Learning - - 3.1. Teaching: Outcome Based Programs						
3.1.1. Document development and use of outcome-based advising protocols. 3.1.1.A. Ratio of advising protocols: cohorts of students. 3.1.1.B. Ratio of defined learning objectives: advising protocols. 3.1.1.C. Ratio of assessable measurements: learning objectives. 3.1.1.D. Ratio of documented assessments: assessable measurements. 3.1.1.E. Ratio of documented	5:5	5:5	5:5	5:5	5:5	5:10 5:1 1:1 2:5

advising appointments: quality assurance checks.		1:1	1:1	1:1	1:1	1:1
<b>3. Undergraduate Learning -</b>						
<b>- 3.2. Teaching: UAC &amp; Info Resource</b>						
3.2.1. Provide accurate core curriculum information on all academic majors.						
3.2.1.A. Number of TTU academic programs:recommended 2 year plans.						139
3.2.1.B. Number of TTU academic programs: links to catalog information.						139
3.2.1.C. Number of TTU academic programs: updated dept./advisor information.						139
3.2.1.D. See click-through summaries at <a href="http://www.advising.ttu.edu/stratplan/stats">http://www.advising.ttu.edu/stratplan/stats</a>						
3.2.1.E. See referral summaries at <a href="http://www.advising.ttu.edu/stratplan/stats">http://www.advising.ttu.edu/stratplan/stats</a>						
<b>3. Undergraduate Learning -</b>						
<b>- 3.3. Teaching: Facilitate Scheduling</b>						
3.3.2. Maintain ACTT Advising & Registration Checklist (ARC). SAW=>ARC in FY07						
3.3.2.A. Number of ARC submissions by students prior to course selection appointments.			1002	1758	1094	536
3.3.1. Use protocols for scheduling appts./events, incl. AR, OR, Add/Drop, NSO						
3.3.1.A. Ratio of scheduling events: protocols used.			3:3	3:3	3:3	3:3
3.3.3. Promote use of Advising & Registration Checklist (ARC).						
3.3.3.A. % advised prior to the close of Advance Registration (Fall/Spring).	68%/??%	68%/??%	42%/79.7%	54%/60.7%	82.0%/??%	50%/??%
3.3.3.B. % advised prior to end of Term (Fall/Spring).		75%/??%	80%/??%	71.3%/??%	82%/87%	94%/95%
<b>3. Undergraduate Learning -</b>						
<b>- 3.4. Teaching: Exploring Majors</b>						
3.4.5. Guide students to make informed decisions on academic major.						
3.4.5.A. Number of non-ACTT exploratory students advised one-to-one.						
3.4.5.B. Number of assigned ACTT exploratory students advised one-to-one.						
3.4.5.C Number of non-ACTT students participating in DISCOVERY! exploration.						73
3.4.5.D Number of ACTT students participating in DISCOVERY! exploration.						99
<b>3. Undergraduate Learning -</b>						
<b>- 3.8. Learning</b>						
Summary of Progress for Student Learning Objectives to be added for FY08.						
<b>4. Professional Education --</b>						
<b>4.1. Increase Graduate SA Funding</b>						
4.1.2. Secure funding to support the Graduate SA program in academic advising.						
4.1.2.A. Graduate Assistant hours funded: Total Graduate Assistants funded						2698
<b>4. Professional Education --</b>						
<b>4.2. Increase Graduate SA</b>						

Articles						
4.2.1. Co-author publications with graduate assistants in academic advising content. 4.2.1.A. Numbers of publications submitted/published.						0
4. Professional Education -- 4.3. Increase Graduate SA Presentations						
4.3.1. Encourage, document, & communicate presentations by GSA. 4.3.1.A. Number of GSA presentations in academic advising content.						1+Recr.
4. Professional Education -- 4.4. Graduate School Exploration						
4.4.1. Identify & promote points of introduction for graduate school with undergraduates. 4.4.1.A. Number of Graduate School transition/exploration programs identified.						4
4.4.1.B. Number of referrals to Graduate School transition/exploration programs.						91
4. Professional Education -- 4.7. Advisor Professional Development						
4.7.1. Provide advisor training according to charge from the university. 4.7.1.A. % of academic advisors assessed for professional development. 4.7.1.B. % of academic advisors progressing in prof. development plan as assessed						0% n/a
4.7.2. Advocate, coordinate, & provide updated advising resources and organizations. 4.7.2.B. % of TTU advisors with membership in NACADA. 4.7.2.C. Number of TTU Authored/Co-Authored Journal Publications. 4.7.2.D. Number of TTU-led presentations at NACADA Region 7 Conference. 4.7.2.E. Number of TTU-led presentations at NACADA International Conference. 4.7.2.F. Number of TTU faculty/staff attending NACADA Region 7 Conference. 4.7.2.G. Number of TTU faculty/staff attending NACADA International Conference. 4.7.2.H. Number of TTU faculty/staff attending NACADA Summer Institute 4.7.2.I. Number of TTU faculty/staff attending NACADA Administrator's Institute. 4.7.2.J. Number of TTU faculty/staff attending NACADA Assessment Institute. 4.7.2.K. Number of TTU faculty/staff achieved/pursuing Certificate in Academic Advising.						0 0 2 0 15 0 0 0
5. Engagement -- 5.1. Educational Opportunities Increase...						
5.1.1. Propose & develop TTU Certificate Program in Academic Advising. 5.1.1.A. Number of TTU faculty/staff achieved/pursuing TTU Cert. in Academic Advising.						
5. Engagement -- 5.2. Support Increase in Service						

Learning Enrollment...						
5.2.1. Include & highlight Service Learning in course recommendations where appropriate.						
5.2.1.A. Number of documented introductions to Service Learning coursework.					n/a	0
5.2.1.B. Number of service learning courses completed by current/former students.					n/a	?
5.2.1.C. Overall student enrollment (SCH) in service-learning courses.						
5. Engagement -- 5.3. Serve as UAC & Informational Resource						
5.3.4. Provide general campus information to walk-ins, calls, echats, emails.						
5.3.4.A. Number of general information contacts.			2776	3808		
5. Engagement -- 5.4. Academic Home & Sense of Community...						
5.4.1. Conduct student survey for student recommendations.						
5.4.1.A. Population size, sample size, response rate (#,#,%)						
5.4.3. Provide cultural/diversity sensitivity training for staff.						
5.4.3.A. Percentage of staff completing cultural/diversity sensitivity training.	0% (0/9)	10% (1/10)	100% (7/7)	100% (7/7)	87.5 (7/8)	88.9% (8/9)
5.4.4. Provide ACTT Student Study Area, Lounge, & Computer Lab						
5.4.4.F. Number of student study carrels provided.	0	0	32	32	32	32
5.4.4.G. Number of student computer workstations provided.	0	0	0	6	6	7
5.4.4.H. Number of group meeting (team-work) seats provided.	0	0	12	12	12	12
5.4.4.I. Number of lounge/common area seats provided.	6	6	3	3	3	3
5. Engagement -- 5.8. Contribute to Increase in Study Abroad Participation						
5.8.1 Include Study Abroad in advising protocols as appropriate.						
5.8.1.A. Number of documented referrals to Study Abroad in advising appointments.			5			10
5.8.2. Include Study Abroad in online content.						
5.8.2.A. Click-through to Study Abroad online content.						n/a
6. Productivity & Accountability -- 6.1. Assess Impact on Student Success						
6.1.1. Conduct student pre-test/post-test on student knowledge and efficacy.						
Measures of student knowledge and efficacy to be added in FY09.						
6.1.2. Document & Analyze Student Progress via Learning Outcomes in Real-Time						
Documentation of specific Learning Outcomes begins in FY09, published ASAP.						
6. Productivity & Accountability -- 6.5. Formal Program Evaluations						
6.5.1. Budget, plan, & conduct formal ACTT dept. & prog. evals						

every 3 years. 6.5.1.A. % of programs with formal program eval within past 3 years.		0%	0%	0%	0%	0%	0%
6.5.4. Advocate Provost formally eval. all TTU advising prgms. on 5-year cycle. 6.5.4.A. % of TTU advising programs with formal program eval. within past 5 years.							unk
6. Productivity & Accountability -- 6.7. Financial ...							
6.7.1. Weekly budget reports provided to departmental & program leadership. 6.7.1.A. Number of weekly departmental budget reports provided (x/50). 6.7.1.B. Number of weekly DISCOVERY! budget reports provided (x/50). 6.7.1.C. Number of weekly TTU Prelaw Program budget reports provided (x/50). 6.7.1.D. Number of weekly PEGASUS budget reports provided (x/50).							39/50 n/a n/a n/a
6.7.2. Pay invoices within 5 business days. 6.7.2.A. Ratio of invoices paid within 5 business days: total number of invoices.							15:18
6.7.3. Reconcile monthly ledgers within 5 business days of issue. 6.7.3.A. Number of ledgers reconciled within 5 business days (x/12).							11/12
6.7.4. Reconcile budget/acct/audit alerts within 5 business days of notice. 6.7.4.A. % of alerts addressed within 5 business days of notice.							90%
7. Partnerships -- 7.1. Increase collaborative partnerships ...							
7.1.1. Liaise with Office of Parent Relations to communicate academic matters ... 7.1.1.A. Number of monthly submissions to OPR newsletters.							2
7.1.2. Build & maintain a relationship with Student Counseling Center to refer ... 7.1.2.B. Numbers of student referrals to SCC.							10
7.1.3. Build & maintain a relationship with Univ. Career Services to refer ... 7.1.3.B. Number of student referrals to UCS.		23	61	4	8		41
7.1.3. Build & maintain a relationship with Programs for Academic Support Services to refer ... 7.1.3.B. Number of student referrals to PASS: follow-up conversations: student actions taken.		0	8	2	9		20
7.1.4. Build & maintain a relationship with Center for Campus Life to refer ... 7.1.4.B. Number of student referrals to CCL.		0	0	0	0		0
7. Partnerships -- 7.3. State Employee Charitable Campaign ...							
7.3.1. Support a culture of giving, especially via giving and service ...							

7.3.1.A. Staff hours supporting charitable work and student service.			54	54	69	91
7.3.1.B. Percentage of staff involved in State Employee Charitable Campaign.					50%	60%
7.3.1.C. Total departmental giving to State Employee Charitable Campaign					\$ 432.00	\$1,764.00
<b>7. Partnerships -- 7.2. Post-secondary institution partnerships...</b>						
7.2.1. Present to H.S. & C.C. counselors as requested by TTU Office of Admissions ...						
7.2.1.A. Number of counselor visits (or counselor contacts) made.	12	53	2,744	754	0	0

### Section 3b. Qualitative Information.

- 1.1. Recruit (Outreach): Recruited, hired, and trained four temporary summer advisors to improve advisor-to-student ratios of each summer NSO conference. ACTT advising accounted for 26% of the CAS attendees, and 11% of the overall TTU NSO attendees.
- 1.1. Recruit (Outreach): Coordinated 14 New Student Orientation (NSO) sessions for the College of Arts and Sciences. Facilitated course selection, scheduling, and registration, and introduced the 2,784 (Freshmen: 1,960; Transfer: 824) CAS entering students to transition support resources which have been shown to increase student engagement and further student retention.
- 1.1. Recruit (Outreach): Rewrote the College of Arts and Sciences Advising Guide (for Students and Parents), and altered the college's NSO presentation to facilitate the use of small-group presentations and discussion techniques to increase student involvement and commitment to TTU and their educational goals.
- 1.1. Recruit (Outreach): Built relationships with potential FGC undergraduates via partnerships with and presentations to the First Generation College (FGC) Student Groups at Coronado High School and Cavasos Middle School. Discussed the importance of early preparation for college and introduced strategies for success in the university environment.
- 1.1. Recruit (Outreach): Engaged 262 students and their families through a presentation of the PEGASUS Program for FGC Students at 14 New Student Orientation conferences. This is an increase from 135 connections made at the prior fiscal year's NSO conferences.
- 1.1. Recruit (Outreach): Built relationships with potential undergraduates from historically underrepresented populations when conducting age appropriate group activities at Lubbock Area Boys and Girls Clubs.
- 1.1. Recruit (Outreach): Supported the newly founded organization, "Hope Chest of the South Plains," in celebrating the successful high school graduation of foster care youth, and in supporting healthy transitions of these students into the university environment.
- 1.2. Recruit (Transition): In order to increase the recruitment yield of NSO participants, ACTT advisors discussed opportunities and benefits of continuing education in advising interactions, in group presentations, and in 1-to-1 advising sessions.
- 1.2. Recruit (Transition): Because of its potential for increasing professional capabilities and employment opportunities, advisors encouraged new CAS students to explore undergraduate research(e.g., McNair, HHMI, UGR web site).
- 1.3. Retain (Outreach): Proactively communicated with assigned student population on a bi-weekly basis in each long semester. Provided practical recommendations via phone calls, email messages, online blog, and virtual chat capabilities. Recommendations supported the academic and personal success of students in the university environment.
- 1.4. Retain (Transition): Conducted calling campaign to facilitate student commitment to the process of selecting a best-fit major. Successfully engaged 155 second semester Sophomores (45+ earned hours) with DISCOVERY! process. Subsequent exploration and declaration of majors resulted in a decrease of the undeclared 45+ hour population, which is highly vulnerable to drop-out due to lack of commitment and direction.
- 1.4. Retain (Transition): PEGASUS celebrated a 69% graduation (or on-track) rate for students in its 2002-2003 and 2003-2004 transition program. Compared to a graduation rate for entire 2005-2006 university cohort of 56%, this success suggests a positive relationship between the intensive transitional support provided to these historically underrepresented students and their successful persistence to a timely graduation.
- 1.4. Retain (Transition): FGC Scholars celebrated a 97% first-to-second year retention rate. Their student mentors were retained at 100%, and other non-scholar program participants were retained at 93%. These numbers compare favorably to TTU's 79% retention rate for FGC students, and to its overall student retention rate, 84%.
- 1.4. Retain (Transition): As an initial element of the department's commitment to early

- identification of students-in-crisis, letters were sent to all assigned students whose first and second semester mid-term grades indicated lack of engagement and/or significant academic difficulty. Future analysis will determine if targets of the monitoring/communications campaign demonstrate a higher than average GPA when compared to their demographically and statistically similar cohorts.
- 1.4. Retain (Transition): Five TTU students from underrepresented populations attended the Council on Legal Education Opportunity (CLEO) Achieving Success in the Application Process (ASAP) conference in Los Angeles, California. As the conference has proven valuable for the application and acceptance of students into schools of law, and as selection for this honor is competitive, the TTU Prelaw Program was pleased to have facilitated the process of connecting students with opportunities for further educational success.
- 1.4. Retain (Transition): In preparation for an aggressive overhaul of the coming fiscal year's advising of exploratory students, the TTU DISCOVERY! program was systematically evaluated, dissected, and reinvented. Future participants will benefit from the streamlining schedule, consistency of communications, presentation of success strategies, and will appreciate the look and feel of the professionally designed print and multi-media collateral.
- 1.4. Retain (Transition): Supporting the Raider Assistance grant written by the Office of Student Financial Aid, ACTT assisted three FGC scholarship recipients through a total of three separate advising sessions. By encouraging articulation of educational goals, including a financial action plan, the recipients exercise a high level of commitment to their own academic and financial success.
- 1.4. Retain (Transition): All participants in the TTU Prelaw Program were introduced to resources whose services will benefit the undergraduate academic performance and subsequent preparation for an education in law. Introductions included: The TTU Writing Center, the Career Center, available law internships, CLEO (where appropriate), the Law School Admissions Council (LSAC), and undergraduate research.
- 1.4. Retain (Transition): ACTT advisors supplemented the academic advising services provided by FGC students' academic departments and colleges, on an as requested basis. As student-to-advisor ratios are often significant, availability and utilization of an understanding advisor have been shown to be important assets in the retention of FGC students.
- 1.4. Retain (Transition): Two students from historically underrepresented populations attended the CLEO Sophomore Summer Institute, a four week residential program at the Northern Illinois School of Law. Of the 24 students selected, it is a significant opportunity to have two honorees attending mock law classes and studying substantive legal preparatory curriculum.
- 1.4. Retain (Transition): Three TTU Prelaw Program students constituted the university's first contingent to the Hispanic National Bar Foundation Conference in Austin, Texas. These opportunities were the direct result of a calling campaign to engage students identified whose pursuit of a law education would benefit most from an immersive preparatory experience.
- 2.3. Human Resources (Retain): Staff performance evaluations completed on a 6 month basis, to provide more timely feedback on performance and increased opportunity for self-improvement throughout the year.
- 2.3. Human Resources (Retain): Provide and encourage modified work schedules to support exempt employees in fulfilling important work responsibilities while maintaining a healthy work-life balance.
- 2.3 Human Resources (Retain): Provided communications, information technology, team-building, and ongoing advising training for staff, as appropriate, to facilitate employee and department effectiveness.
- 2.3. Human Resources (Retain) - Maintain: Assessed available professional development resources as precursor to an ongoing advising professional development plan.
- 2.4. Human Resources (Retain): Conducted meetings, including weekly supervisory 1:1's, Weekly Advisors Meeting, monthly Staff Meetings, and project team meetings as appropriate.
- 2.5. Facilities: Consulted with senior administrative staff, architects, and facilities management experts to develop possible solutions (including floor plans) to address inadequacies of current ACTT facilities.
- 2.5. Facilities: Contributed to the institution's goal of increasing classroom utilization by two hours per classroom per week by holding program workshops and advising group events in reserved academic spaces.
- 2.5. Technology: Completed a comprehensive redesign of departmental web pages, after moving all content into the TTU Luminis Content Management System. Implemented tracking of web visits in May, with surprising results that validated the significant effort to improve online content.
- 3.1. Teaching: Resurrected protocol documents and assessed actual versus ideal practices. Identified opportunities for improvement as well as technological- and process-based obstacles to full utilization of advising protocols.
- 3.1. Teaching: Reviewed the Quality Assurance Check (QuACK) Process by which each documented advising contact is reviewed for accuracy, completeness, and improvement by another academic advisor. Created a real-time numeric assessment to facilitate advisor self-management via load balancing of QuACKs to be completed among advisors.
- 3.2. Teaching: Provide information and referrals to prospects, students, and parents,

regardless of major, which constituted almost one-third of all face-to-face advising contacts conducted during the year. Updated referral information for academic programs, advisor contacts, and student services, and academic support resources.

- 3.3. Teaching: Transformed online Schedule Approval Worksheet (SAW) process into Advising and Registration Checklist (ARC) application (version 1.0). Use of the ARC does not seek to replace 1-to-1 student-advisor interaction, but assists the student in being well prepared for the face-to-face appointments with the advisor. Functionality and branding of the application were altered to communicate the advisor's role as a student resource and guide for appropriate course selection, not as an approver of a schedule of classes.
- 3.3. Teaching: Modified NSO, Advance Registration, Open Registration, and Add/Drop Advising Protocols to incorporate advising as teaching, availability of resources, student:advisor ratios, and schedule constraints without compromising student engagement, education, and empowerment.
- 3.4. Teaching: Undertook complete overhaul of DISCOVERY! program, including scheduling, promotions, media, methods of communication, and follow-up actions. The DISCOVERY! process now forms the foundation for all guided academic exploration, beginning with strategies that will enable student retention and success, and culminating in the student's confident choice of a best-fit academic major.
- 3.7. Teaching: Utilized NSO platform as opportunity to introduce new students to the available possibilities through student success stories. By helping to raise expectations and allay fears, the teaching platform is more firmly established for students to become their own best advisors and make independent, adult decisions regarding their educational options.
- 3.7. Teaching: Led presentations for parents of CAS students at 14 NSO sessions. Beyond answering technical and logistical questions, the presentation reframed the role of parent as that of a partner with the university, set the foundation of college as a learning environment, and reinforced the concept of student as an emerging adult. The introduction of this new content with parents is highly correlated with increased parent satisfaction with the overall process, as documented by qualitative presentation feedback submissions (avg. 3.6 of 4.0).
- 3.8 Learning: After resurrecting and actively using the existing Advising Syllabi and Protocols for this fiscal year, the department is now well positioned to reconsider its approach to advising as teaching, redefine desired learning outcomes, and determine appropriate and available measurements for these outcomes. These items will be a major deliverable of the FY08 strategic plan implementation.
- 4.1. Professional Education (Graduate Students): Provided supervision, direction, accountability, and office space for the new College Recruiters assigned to CAS. Historically, ACTT advisors have provided this service to prospective students as they are directed here by the Visitor's Center. After being introduced to all CAS disciplines and completing a review of material from all majors, these team members provided relief from the unexpected drop-ins that had compromised advisors' availability to enrolled students.
- 4.3. Professional Education (Graduate Students): New College Recruiters were introduced to the professions of recruiting and academic advising. Their presentation, interpersonal, and data analysis skills were all enhanced as a result of work responsibilities. These included providing prospective students an introduction to the university and CAS, articulating the benefits of a college (and graduate) education, encouraging and providing opportunity for recruits to articulate their own academic aspirations, and providing detailed information on (and provided by) students' intended academic disciplines, including referral information to each department's advisors.
- 4.6. Professional Education (Undergraduate Entry): Used TTU Prelaw Program as an opportunity to introduce students to the academic rigor required of successful enrollment in graduate school. Used success stories to encourage; resources, referrals, tours, introductions, and topical presentations to inform; and, the action planning process to empower students.
- 4.6. Professional Education (Undergraduate Entry): Students like Meghan George benefited from the guidance and encouragement of the TTU Prelaw Program to pursue their own graduate careers in the field of law. Ms. George in particular, secured acceptance and significant scholarship dollars to each of her top four schools, and is now a first year student (1L) at the Texas Tech School of Law.
- 4.6. Professional Education (Undergraduate Entry): Students like Ryan Wolf, who had previously been denied acceptance into law school, utilized the TTU Prelaw Program to reevaluate their goals, assets, and obstacles, and create action plans to accomplish their academic goals. Mr. Wolf has now accepted TTU's offer and is a 1L student at the Texas Tech School of Law.
- 4.6. Professional Education (Undergraduate Entry): Students like Jeffrey Lawsha and Christina Martinez, TTU sophomores, have taken advantage of TTU Prelaw Program strategic relationships and become heavily involved with the Council on legal Education Opportunity. Lawsha and Martinez attended the 4-week CLEO Sophomore Summer Institute at Northern Illinois School of Law, (all-expenses-paid) where they experienced first-hand the excitement and rigor of the law school experience.
- 4.6. Professional Education (Undergraduate Entry): Students like Avnee Bhakta, from low-income and historically underrepresented populations, utilized the transitional supports and leadership opportunities of the TTU PEGASUS Program for First Generation College (FGC) students, to accomplish academic success as undergraduates, and to propel themselves forward into their graduate academic endeavors. Ms. Bhakta's experience as a PEGASUS

Scholar and subsequent service as a PEGASUS Mentor bolstered her applications, and she has subsequently accepted an offer to attend the TTUHSC Nursing Program, with plans to become a Physician's Assistant.

- 4.7. Professional Education (TTU Advisor Development): Matthew Niziol, TTU Prelaw Program Coordinator, was published in the CLEO EDGE magazine on the First Year Experience for prelaw students within the publication's Undergraduate Curriculum section. Past contributors include University and Law School Deans, faculty, and practicing attorneys. Published each year, the CLEO EDGE is distributed to universities, law schools, prelaw students, and professionals across the nation. Niziol's article was published in the Winter/Spring edition.
- 5.1. Engagement (10% Increase): Contributed to TTU's FY07 goal, "increasing outreach opportunities for the general public" in numerous ways, including: service at and participation in creation of new content to engage future students through the Back-to-School Fiesta; presenting to FGC students in area schools; providing presentations and academic exploration opportunities to Upward Bound students/parents; publicly celebrating efforts of non-degreed parents who have raised and supported their children to become TTU alumni; reviewing, guiding and often advocating reenrollment of former students who have had academic difficulty at some point in the dropped out in former years.
- 5.2. Engagement (Service-Learning): Supported TTU's goal, "increase the overall student enrollment in service-learning courses by 15% in FY11," by introducing all NSO students to the "S" section designation in class listings when selecting coursework for registration.
- 5.3. Engagement (Info - UAC): Used student success stories to create eye-catching and inviting displays and window treatments to better connect students with available resources. Used these same images and themes in print and online collateral to become more identifiable by students prior to their time of crisis. Students who are familiar with support resources are more likely to proactively access those resources than those who are unaware and/or confused about their existence, purpose, costs, and structure.
- 5.3. Engagement (Info - UAC): Completed an inventory of paper collateral provided in the information library displayed prominently in the UAC. Updated, reorganized, and discarded materials. Initiative included contacting units and programs to request a variety of collateral to better address the broad spectrum of student needs.
- 5.4. Engagement (Academic Home and Sense of Community): Created an inclusive office environment, including multicultural art pieces, TTU tradition and pride elements and seasonal decorations. Provided a candy basket, educational literature, cognitively-stimulating manipulatives, computer lab, and a welcoming, conversational presence in the form of a triage advisor to assess students' presenting symptomatic issues and greet, welcome, and direct students.
- 5.4. Engagement (Academic Home and Sense of Community): Secured discarded computers from the TTU Library and redeployed these to increase capacity of ACTT Student Computer Lab by two machines. Have developed relationships and are pursuing implementation of the TTU pay-for-print system and installation of a printer to responsibly handle student printing requests.
- 5.4. Engagement (Academic Home and Sense of Community): Completed comprehensive cleaning of hallway student study carrels and chairs during winter holidays to remove grime, gum, etc., and increase the likelihood for student use.
- 5.4. Engagement (Study Abroad): Contributed to the TTU goal, "Increase number of TTU students participating in Study Abroad programs by 25% in FY11," by introducing students to Study Abroad in larger presentations, personal vignettes, online links, physical literature, and 1-to-1 advisor conversations.
- 5.6. Engagement (Accessibility): Opened the UAC each day at 7:45am, to assist students as needed prior to the beginning of their 8:00am classes. During New Student Orientation, advisors regularly worked from 7:00am - 8:00pm to complete group, small group, and one-to-one advising for every assigned student in order to facilitate successful registration and attendance.
- 6.1. Productivity and Accountability (Continual Improvement): Used personnel management responsibilities to update position handbooks for each position, including calendar of recurring responsibilities. Debriefed each event and conference attended to discern points of application. Reported these in weekly and monthly summaries, and in submissions to the quarterly divisional report for the Board of Regents.
- 6.4. Accountability (Best Practices): All advisors are charged to collect information on practices that embody our aspirational model of work and to disseminate that information on a weekly basis to their departmental colleagues.
- 6.4. Accountability (Aspirational Model): Advisors and departmental administrators subscribe to and actively participate in interationally used electronic distribution lists, including NACADA Commissions and Interest Groups, ACADV, Noel-Levitz, and First Year Experience.
- 6.6. Accountability (Assess Student Progress): Due to the loss of our IT programmer, the assessment of student learning outcomes has been postponed until FY08-FY09. However, numerous analyses and reports are compiled on a weekly, monthly, term, and annual basis, including this Strategic Plan Assessment report.
- 6.7. Financial (Accountability): Conducted a business process retreat to determine calendar of business administrator responsibilities, efficiency of forms used/not used, clarity and consistency of business-related departmental policies.

- 7.1. Partnerships (Increase Collaboration): Initiated and/or worked to strengthen partnerships with the following internal organizations: Admissions & Recruiting, Financial Aid, Registrar, Parent Relations, Center for Campus Life Student Counseling Center, Career Center, Upward Bound, IS1100, New Student Orientation, TTU School of Law, TECHniques Center and Student Disability Services.
- 7.1. Partnerships (Increase Collaboration): Initiated and/or worked to strengthen partnerships with the following external organizations: LEARN, Inc.; Raiders Rojos; South Plains College; South Plains TechPrep; WorkSource of the South Plains, South Plains Closing the Gaps Coalition, Hope Chest of the South Plains, Lubbock Boys-N-Girls Clubs (Optimist, Wilson, and Phea), LISD FGC Clubs, Buckner Children and Family Services, Phi Alpha Delta Prelaw Fraternity, and the Council on Legal Education Opportunity.
- 7.3. Partnerships (SECC): Supported the TTU goal, "Meet or exceed annual State Employee Charitable Campaign goals by FY11," by internally advocating and espousing a culture of giving through supporting charitable staff work with organizations who align closely with the mission of the University Advising Center. Beyond the positive impact these staff had upon our partner organizations, morale was built, awareness was raised, and SECC participation and giving increased substantially.

### Commentary:

To date, Texas Tech has largely viewed academic advising as a primarily clerical work. Since the mid-1980's, however, international leaders in student retention have identified academic advising as a teaching profession whose work has a significant bearing on student persistence. Accordingly, among comparable institutions, those making the greatest strides in student retention and timely graduation also have charged, trained, and supported advisors as educators, recruiters, resource-brokers, personal coaches, and navigational aids for students. This assessment of ACTT's strategic plan adds new quantitative measures specifically chosen to further guide work and to communicate the challenges and successes of this educational view of academic advising.

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In his research, Alexander Astin (1977,1993) determined that the persistence or retention rate of students is greatly affected by the level and quality of their interactions with peers as well as faculty and staff. Tinto (1987) indicates that the factors in students dropping or "stopping" out include academic difficulty, adjustment problems, lack of clear academic and career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation. Consequently, retention can be highly affected by enhancing student interaction with campus personnel. Rendon (1995) indicates in her study that two critical factors in students' decisions to remain enrolled until the attainment of their goals are their successfully making the transition to college aided by initial and extended orientation and advisement programs and making positive connections with college personnel during their first term of enrollment.

Noel (1985) stated:

It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus (p. 17).

"Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution" (Habley, 1994). Tinto (1987) indicates that effective retention programs have come to understand, therefore, that academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising, as described by Wes Habley, should be viewed as the "hub of the wheel" and not just one of the various isolated services provided for students. Academic advisors provide students with the needed connection to the various campus services and supply the essential academic connection between these services and the students. In addition, academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success.

Excerpted with permission:

Nutt, Charlie L. (2003). Academic advising and student retention and persistence on Friday, March 14, 2008, from the NACADA Clearinghouse of Academic Advising Resources Web site:  
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/retention.htm>.

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## Attained Level of Expected Student Learning Outcomes

Historically, the University Advising Center has worked to develop student learning in the following four areas:

1. Selecting and declaring a best-fit academic major
2. Performing academically to develop forward momentum toward graduation
3. Becoming involved on campus
4. Utilizing campus resources to facilitate academic success

Through this fiscal year, student learning outcome assessment has largely been measured at a summative level, by the annual retention rate and GPA of students. ACTT advisors and programs have both used these two high-level assessments to measure the effectiveness of their work. While the results of these measures have been encouraging overall, improvements in advising protocols, techniques, and student-transition programs have been inhibited due to lack of detail in the assessment process.

**As described in the implementation section of this report, FY08 will bring the definitive articulation of multiple assessments for each of the defined student learning objectives.**

## Progress on Previous Implementation Plan

As demonstrated by the substantial change in this strategic plan from years past, the major item of implementation, "the department's strategic plan will be updated significantly," has been fully accomplished. Unfortunately, with the departure of our computer programmer/systems administrator, the development and integration of a painless assessment system was postponed into FY08.

**At this point in time, the entire plan has been revised and is fully aligned with that of the institution. Each of its strategies now have at least one specific assessment. For each assessment, we are now in the concluding stages of articulating yearly benchmarks which urge and measure future progress through the year 2012.**

Data for each benchmarked assessment is currently being mapped and, simultaneously, programmers are architecting an application that will integrate with both the TTU student information system (TechSIS/Banner) and the system used in documenting advising appointments daily. Its goal will be to provide administration with real-time assessment of the department's strategic performance. Every effort is being made to celebrate its implementation prior to the beginning of FY09.

## Impact of Planning and Assessment on Unit Quality

Overall quality of the area/unit has not been significantly impacted by assessment. This is largely due to the lag time in processing data, which hinders planning and necessary changes from being implemented so as to impact the coming fiscal year.

To facilitate operational and tactical improvements to advising and program curricula prior to the creation and submission of budget requests, the department has adopted the creation of an aggressive timeline for the FY08 assessment.

**We believe the improved timeline, in conjunction with automated assessments in the new strategic plan structure, will provide substantial evidence for improved service to students, curricular improvements, assessment of outcomes, allocation of resources, utilization of facilities, support of personnel, and directions for strategic partnerships.**

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"An excellent advisor does the same for the student's entire curriculum that the excellent teacher does for one course." -- Marc Lowenstein, 2005.

### Implementation Plan:

## Benchmark Progress - Executive Summary

The 2007-2012 ACTT Strategic Plan has been created to align with the updated TTU Strategic Plan and to provide the department with a substantive path as it daily pursues supporting the mission of the

institution. Accordingly, the structure of the Strategic Plan parallels that of the university (goals, objectives, strategies, assessments, and benchmarks). This report highlights FY07 benchmark accomplishments in its first section titled "Goals and Accomplishments." Due to space constraints, benchmarks articulated for subsequent years are not printed here, but are listed in the current strategic plan document, available online at [www.advising.ttu.edu/stratplan](http://www.advising.ttu.edu/stratplan).

These benchmarks outline the larger departmental implementation and are subject to refinement annually and/or as the department's charge and institutional role evolve. The focus of ACTT's implementation plan is to consistently produce high levels of effectiveness with its targeted student populations through the development and use of learning-centered policies, practices, tools, and partnerships. As this is accomplished, the department recognizes its institutional responsibility to communicate its progress and make available any developments to other TTU advising/retention units as they may find them beneficial.

## Growth Planning Commentary

Texas Tech University has determined to grow to an enrollment of 40,000 students by the year 2015. The staff of the Advising Center at Texas Tech have prepared a comprehensive Growth Plan Report (GPR) to more thoroughly investigate and proactively plan for this future reality based, in large part, on the assessment of our departmental contribution to the university strategic plan. The GPR document (available at [www.advising.ttu.edu/stratplan](http://www.advising.ttu.edu/stratplan)) examines five potential growth scenarios and makes recommendations on the anticipated impacts of each. Specifically, the scenarios cover the areas of programming, staffing, facilities, technology, and budget. A high-level summary, which should be interpreted with the supporting documentation of the complete report, follows.

## University Advising Center

### Minor Departmental Changes

1. Analyze departmental budget and spending patterns to improve cost efficiencies.
2. Research the standard profile of a TTU student, National Engagement and Retention data, and other quantitative measures that will assist in assessing academic progress early and often in his or her college career. Our goal is to facilitate each student's self-assessment of academic progress at least twice each semester.
3. As the opportunity presents itself, hire staff that are fluent in Spanish to assist in communicating with students whose families of origin are primarily Spanish speaking. At a minimum, the university could provide courses in conversational Spanish to its advising staff through traditional or distance media. Also, produce literature and online content in multiple languages.

### Requiring Departmental Change

1. Reorganize departmental programs to develop better coordination with compatible programs elsewhere on campus.
2. Invest heavily in technological tools to facilitate greater levels of success and automated accountability in alignment with a "do more with less" reality. This may also require moving to a shift-based work environment where two or more workers are assigned to the same exact work location.
3. Develop and implement a comprehensive early alert notification system to facilitate early intervention with struggling students, especially with those whose performance is out of alignment with their own Academic Action Plans.

### Requiring University Change

1. Evaluate the (over)use of current departmental "real estate" and consider collocating and/or developing one or more satellite advising offices.
2. Consolidate and/or better coordinate advising and transitional support programs for academic designations that do not confer degrees such as PLAW, PPHC, ASUD, and to some degree other college-specific undecided designations. Capitalize on the experience and training of developmental advising generalists to better support the engagement and maturation of students through these transitional phases.
3. Construct, staff, charge, and resource a centrally consolidated and coordinated office of Academic Advising to serve the more general student needs, and to facilitate the professional development and retention of quality faculty/staff "Team Advisors" across the university.
4. Develop and staff an Office of Undergraduate Research to enrich the overall student learning experience and to increase the number of scholarly publications authored by undergraduates.
5. Cross-train academic advisors to serve as instructors in IS1100, XL0201, etc., so they are more present with students, and thus more likely to create a valuable working relationship whose benefits will assist the student's overall academic progress.
6. Institutionally, use new information technology (BannerSCT, degree audits, scanning, etc.) in conjunction with consistent forms, policies, and processes, to free scarce advising personnel and facilities resources for educationally-based advising practices that will increase student engagement, retention, and satisfaction.
7. More closely level student-to-advisor ratios (maximum of 250:1) and cross-train advisors for

- collaboration during advising events such as New Student Orientation and Advance Registration.
8. Use assessment tools available, such as the College Student Inventory, to determine academic and engagement needs of each incoming class and direct strategic changes to student and academic support services provided.
  9. Collaboratively develop and hold rigorously to a protocol for students-at-risk including: an intrusive advising model starting prior to NSO, a comprehensive early alert system for intervention in the first month of school; an ongoing and proactive communication for assistance in the first semester, prompt response once grades are posted, and intervention for students on probation.
  10. Investigate and consider progressive retention policies of other similar institutions.
  11. Research and publish findings on effectiveness of these matters on change.

## **DISCOVERY! Program for Undecided and Exploratory Students**

1. Integrate DISCOVERY! into core of IS1100 Freshman seminar curriculum.
2. Require IS1100 of all entering freshmen.
3. Provide more time-specific feedback and follow-up on each student appointment.
4. Document and track each student's interaction and compare to retention and change of major.

## **TTU Prelaw Program**

1. Partner aggressively with prelaw fraternities to secure volunteer labor for student events.
2. Host a large-scale Prelaw Conference to better communicate a large quantity of information in a relatively short period of time.
3. Increase advising staff to provide for a healthier student to advisor ratio.
4. Increase support staff to provide advisors with more quality work time with students.

## **TTU PEGASUS Program**

1. Increase partnerships with other programs/departments/services supporting students in the transition from high school into college.
2. Host a large-scale Big XII FGC Conference to encourage the broader development of transitional supports which facilitate educational access to a more diverse populace.
3. Increase staff to provide for more personal student engagement and program growth to meet the needs of the current FGC population.
4. Increase support staff to provide advisors with more quality work time with students.