

**Unit Effectiveness Plan for 2003-2004**  
**Department(Unit): Academic Advising**

**College (Division): Assistant Vice President for Academic Affairs and Director of Assessment Services**

<b>Unit Mission or Purpose:</b>						
To empower students to discover and attain their academic goals, to serve as an advocate for student success, to provide accurate information to students about academic requirements and standards in a timely and efficient manner, to serve as an interface for the student to University services and support systems and to serve as a resource to the advising community.						
<b>Articulation of how unit mission/purpose relates to University mission:</b>						
The mission of the UAC related to the University's mission by ensuring student accessibility to University and community services. The advisement process fosters a student-centered, broad-based educational program and facilitates studies to lead to successful careers and personal development.						
<b>Unit Functions:</b>						
<b>Intended outcome</b>	<b>Related Institutional Goal/Objective/Strategy</b>	<b>Action Steps</b>	<b>Method of Assessment (Who, What, When)</b>	<b>Results of Assessment</b>	<b>Proposed Changes and Recommendations for Improvement</b>	<b>Resources Needed for Proposed Changes</b>
INTENDED OUTCOME: Students will report satisfaction with advising services, such as: Courteousness of advisor Courteousness of front desk staff Knowledge of advisor Helpfulness/effectiveness of advisor Availability of advisor Referrals to other resources  Mean outcome for	Strategies: 2.B.1, 1.A.9, 2.B.2	Regular professional development opportunities for professional advising staff, to include academic policy and procedure, curricular requirements, skills acquirement in listening, referring, and student appraisals.  Regular front desk team training sessions, with emphasis on customer service and information dissemination.	What: Implement use of revised student satisfaction survey with students who visit the UAC in person. This survey will assess student satisfaction with the items noted in the intended outcomes.  Who: Araya Maurice, Institutional Research Associate, Office of Assessment, distributes survey to students who have been served in-	INTENDED OUTCOME MET.  The UAC conducted an online satisfaction survey from September 2003 through August 2004, with 1086 respondents representing a 13% response rate. The results of the online advisor services	>SALARY LEVELING. For long-term efficacy, the UAC requests administrative support for a salary compression study and funding to level up advisor salaries. In the UAC, the areas with lower satisfaction ratings (exploring academic options, active role in planning,	1. ADMINISTRATIVE SUPPORT AND FUNDING FOR A ONE-TIME SALARY LEVELING for all UAC non-A&P staff, to marketplace rates.  2. MAINTAIN CURRENT FUNDING FOR M&O AND TRAVEL BUDGETS to allow

<p>satisfaction should rate no less than A (Agree) or 4 on scale of 5.</p> <p>PRIMARY FUNCTION: Serve and advise students.</p>		<p>Adequate staffing to insure advisor availability to students in a timely manner.</p> <p>Regular review of student satisfaction survey results by administrators to advisors.</p>	<p>person in UAC in a one-week period, and collects/collates results. Email addresses provided to her by Susan Kretz, Advisor II. Shannon Williams, Director, UAC, reviews results.</p> <p>When: Survey results reviewed weekly.</p>	<p>satisfaction survey are as follows:</p> <p>1. OVERALL SATISFACTION: Respondents strongly agree or agree: 84.1%.</p> <p>2. ADVISING SERVICES: Advisor was a good listener: 90.4% of respondents strongly agree or agree. Courteousness: 93.1%. Timeliness: 90.4%. Knowledgable about academic policies: 79.2%. Curriculum requirements: 83.2%. Helped explore academic options: 65.6%. Took active role in academic planning: 66.0%. Made referrals: 71.2%. Helped me better understand: 66.9%. I would recommend this</p>	<p>understanding and preparedness) are those that follow from a long-term advisor/student relationship. To some extent, the nature of an advising center for undeclared students is not conducive to developing relationships across students' academic lifespan; however, unit improvement in these areas can be achieved by leveling up advisor salaries to retain advisors. Current retention of Advisor I's in the University Advising Center is 1.3 years. While many reasons may factor into employee attrition, exit interviews have consistently shown that advisors would "like to stay, but can't afford it."</p> <p>&gt;TWO-TIER SATISFACTION SURVEY MEASURING</p>	<p>for specified professional development needs.</p> <p>3. DEVELOPMENT OF A TWO-TIER SATISFACTION SURVEY by Araya Maurice, Institutional Research Associate.</p>
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				<p>advisor: 81.9%. I left feeling better prepared: 71.6%.</p> <p>3. FRONT DESK SERVICES: Front desk staff was courteous: 88.2% of respondents strongly agree or agree. Helpfulness: 89.8%. Sign-in process was effective: 95.0%.</p>	<p>POINT OF SERVICE AND LONGER-TERM EFFECTIVENESS. Redevelop student satisfaction survey to measure point-of-service activities (administered onsite, using student-funded computers), and follow up three- to six-months later with an online survey measuring learning outcomes, efficacy of teaching/advising opportunities, referrals, etc.</p> <p>&gt; PROFESSIONAL DEVELOPMENT PROGRAMS targeted at academic exploration strategies specifically for UAC professional advising staff, to increase satisfaction in areas of career opportunities, need for graduate education, competitive salaries within fields, etc.</p> <p>&gt;ENHANCED</p>	
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					FRONT DESK TEAM TRAINING. Implement an enhanced training program for the front desk team, with assessments of progress at specific intervals. Include added training on boundaries (when to refer questions to advisor).	
<p>INTENDED OUTCOME: Increase Fall-to-Fall retention of each population by a minimum of four percent:</p> <p>Undeclared Conditional Gateway CAP PASS class</p> <p>PRIMARY FUNCTION: Develop and manage retention programs.</p>	Strategies: 1.A5, 1.A9	<p>Increase communication utilizing e-mail; continue to develop and promote UTA e-mail culture.</p> <p>Recognize and reward successful students when appropriate.</p> <p>Use PASS to help probation students acquire learning techniques and study skills.</p> <p>Encourage utilization of campus-wide resources and/or workshops which relate to academic issues.</p> <p>Calls to FTFY undeclared students earning Ds or Fs on progress reports.</p>	<p>What: Persistence rates as identified in data collected from UAC database and IR&amp;P system.</p> <p>Academic performance by program, as measured by GPA.</p> <p>Who: Each lead program advisor is responsible for managing retention and student success data on her/his program, and reports it to Shannon Williams, Director, UAC. Susan Kretz, Academic Advisor II, is responsible for compiling a full-program review at the end of each semester, and remits it to Shannon Williams. Shannon is</p>	<p>INTENDED OUTCOME PARTIALLY MET.</p> <p>While the UAC did not reach 4-percent-across-the-board gains in retention, programs showed either steady-state retention values or, in the case of the CAP program, performance improvement in other significant areas (eg, program requirements met; educational objectives met).</p>	<p>&gt; SALARY LEVELING. During this reporting period, the lead advisors of the conditional program, the CAP program, the PASS class, and the chair of the readmission review committee all left for higher-paying positions external to UTA.</p> <p>&gt; ENHANCE TECHNOLOGICAL AND ASSESSMENT ASPECTS OF UAC ADVISOR PROFESSIONAL DEVELOPMENT. Investment of time in</p>	<p>1. ADMINISTRATIVE SUPPORT AND FUNDING FOR A ONE-TIME SALARY LEVELING for all UAC non-A&amp;P staff, to marketplace rates.</p> <p>2. MAINTAIN CURRENT FUNDING FOR M&amp;O AND TRAVEL BUDGETS to allow for specified professional development needs.</p> <p>3. ADMINISTRATIVE AND FACULTY SUPPORT for</p>

			<p>responsible to report all program results to Cheryl Cardell, Assistant Vice President for Academic Affairs.</p> <p>When: Semester-to-semester and year-to-year tracking.</p>	<p>1. UNDECLARED ENROLLMENT (OVERALL) Undeclared enrollment for the Fall 2003 semester was 3,086 students. Of those, UTA retained 1686 (54.6%) through Fall 2004. This is down slightly from the previous year (55.5%). During this reporting cycle, the number of students referred out of their majors and to the UAC grew significantly. The College of Business intensified its referrals by 28% because of new college admission standards, and the College of Engineering initiated a referral system to the UAC for students not meeting their progression standards.</p>	<p>training of current and future staff on data tracking and assessment capabilities.</p> <p>&gt; TRACK SUB-POPULATIONS BY MEASURES OTHER THAN RETENTION. In its next reporting cycle, the UAC will track sub-populations of these populations, including probation by message code and classification, readmits based on GPD level, and transfer student populations, looking at such measures as educational objectives, graduation rates, learning outcomes vs. service delivery, long-term program efficacy, etc.</p> <p>&gt; STRATEGICALLY UTILIZE ORIENTATION. Utilize the orientation session to</p>	<p>raising Gateway Advantage Program standards and pooling admissions.</p> <p>4. RESEARCH OF ALTERNATE EVALUATION TOOLS for freshmen and other high-risk undeclared populations, supplied by Araya Maurice, Institutional Research Associate.</p>
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			<p>2.  <b>CONDITIONAL PROGRAM ENROLLMENT</b>  Enrollment for the Fall 2003 Conditional programs totaled 63 students, of which 41% were retained through Fall 2004. This is up from the previous year (39.8%). The gains in this area are largely attributable to the UAC's persistence in discontinuing admission of students &lt; 30 hours and &lt; 2.0 GPA, as well as to promotion of PASS class enrollment to conditional students.</p> <p>Nonetheless, this remains a high-risk program. After Fall 2003, almost 30% of conditional students were on warning, and 4% of this population</p>	<p>emphasize what advising is and is not to provide students with a better understanding of the advising process at first point-of-contact.</p> <p>&gt; <b>DEVELOP ADVISING SYLLABUS.</b>  Develop an Advising Syllabus to create awareness of the advising process and promote advising-specific learning outcomes.</p> <p>&gt; <b>GATEWAY ADMISSION STANDARDS INCREASED.</b>  Implement a proportional change in Gateway Advantage Program admissions to reflect the increases in freshman admission standards, and pool Gateway applicants.</p> <p>&gt; <b>DISCONTINUE USE OF PEEK FOR GATEWAY STUDENTS.</b></p>	
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			<p>were dismissed. This compares to 10.2% of the total undergraduate population on warning status in the same reporting period.</p> <p>3. GATEWAY ADVANTAGE PROGRAM  There were 122 students admitted in the Fall 2003 Gateway Advantage program, of which 56% were retained through Fall 2004. This is down 3% from the previous year (59%). Both years' retention rates fell below the previous reporting cycle's (68%). With regard to program conditions, 31% did not meet conditions following Fall 2003, and 28% were dismissed. By comparison, following Fall</p>	<p>Collaborate with Student Success Programs on fuller utilization of Strengthsquest in advising component of program.</p> <p>&gt; DISCONTINUE USE OF PEEK FOR FTFY STUDENTS. PEEK could not be shown to affect retention or student success; anecdotally, advisors found it served as an administrative barrier rather than supplement. Therefore, request to research alternative tools that provide evaluative data, and rely on freshman-specific advisor development to model best advising practices in working with this population.</p>	
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				<p>2002, 26.9% did not meet conditions.</p> <p>Nonetheless, this disappointing outcome should not preclude acknowledgement of the gains in this program, particularly: students who met with an advisor three times were 30% more likely to meet program criteria than students who met fewer times.</p> <p><b>4. UT-CAP PROGRAM</b> While the CAP program experienced a net loss in retention, by other measures it was more successful in this cycle than last. The Fall 2003 UT-CAP cohort was 530 students. UTA retained 32% of that cohort, down from 41% the</p>		
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				<p>previous cycle. The educational objective measure showed a gain of approximately the same percentage points: 9% more students met program conditions making them eligible to transfer to Austin in Spring 2004 than met conditions the previous Spring (53.96% v. 44.88%). Additionally, of the students who met CAP program conditions and opted to stay at UTA, we saw an increase: Fall 2002 cohort: 8.1% Fall 2003 cohort: 9.4%</p> <p>Of those who did not meet program criteria, approximately 70% elected to stay at UTA the following year: Fall 2002 cohort:</p>		
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				<p>72% Fall 2003 cohort, 69%</p> <p>5. PASS Eighteen students enrolled in the Fall 2003 PASS class (EDUC 1131). Ten of those students were retained to Fall 2004 (55%). This is up slightly from the previous year (53.9)%.</p> <p>POSSIBLE IMPACTS: The most significant change was in the UAC's early intervention program, which was conducted primarily by UTA email as a result of both budget considerations and a conscious building of an email culture among UND students. Additionally, proposed process</p>		
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				changes for pooling admissions in the Gateway Advantage was not implemented as planned.		
<p><b>INTENDED OUTCOME:</b> Advisors will acquire and demonstrate proficiency in academic policies and procedures, campus resources, mission and responsibilities of an advisor.</p> <p><b>PRIMARY FUNCTION:</b> Provide training and development for advisors campus-wide.</p>	Strategies: 1.A.5, 2.B.1, 2.B.2, 2.B.3	<p>CICS training for new advisors on campus.</p> <p>Yearly professional development series basing content on current trends and issues in advising.</p> <p>Yearly needs assessment to determine level of training necessary for advisors across campus.</p> <p>Mini-workshops that could be exported to department staff meetings for advisors.</p>	<p>What: Attendance tracking at training events. Who: Donna Schonerstedt, Advisor II, is responsible for training sessions, and reports results to Shannon Williams, Director, UAC. When: Donna tracks monthly, and reports results annually.</p> <p>What: Advisor satisfaction ratings at conclusion of training events. Who: Donna Schonerstedt, Advisor II, is responsible for training sessions, and reports results to Shannon Williams, Director, UAC. When: Donna tracks monthly, and reports results annually.</p> <p>What: Hits on UAC Advisor Handbook webpage. Who: Karen Stucky,</p>	<p>INTENDED OUTCOME MET.</p> <p>1. CICS TRAINING: 4.65 ON OVERALL QUALITY. 70 faculty and staff participated in the CICS training workshop required for OR13 write-access. Mean satisfaction rating- 4.65 satisfaction value on 1-5 scale overall quality: 47 - 5's 19 - 4's 1 - 3</p> <p>2. CAMPUS-WIDE ADVISOR NEEDS ASSESSMENT AND PROFESSIONAL DEVELOPMENT PROGRAM: In Fall 2002, the University</p>	<p>&gt; DEFINE AND ARTICULATE INSTITUTIONAL ADVISING MISSION.</p> <p>&gt; EXPANDED ADVISOR PROFESSIONAL DEVELOPMENT. Expand on-campus advisor professional development program for all campus advisors. Currently, only one 2.5-hour workshop is required to practice as an advisor; continuing education is not mandatory and results in inconsistent delivery and quality of advising services. Include campus tours as part of expanded curriculum.</p> <p>&gt; DEVELOP COMMON ASSESSMENT</p>	<p>1. ADMINISTRATIVE AND FISCAL SUPPORT AND FUNDING for proposed changes, including expansion of campus-wide advisor professional development programs.</p> <p>2. ADMINISTRATIVE SUPPORT FOR A ONE-TIME SALARY LEVELING for all UAC professional staff, to reflect marketplace rates.</p> <p>3. DEVELOPMENT OF ADVISOR ASSESSMENT TOOL AND TWO-TIER SATISFACTION SURVEY, by Araya Maurice, Institutional</p>

			<p>Advisor II, serves as webmaster for the UAC, and reports results to Shannon Williams, Director, UAC. When: Karen tracks monthly, and reports results annually.</p>	<p>Advising Center conducted an Advising Professional Development Needs Assessment, with 29 respondents (approximately 20% of advisors across campus). Approximately 83% of the respondents were interested in attending a series of professional development seminars, with more than 1/2 requesting topical discussion of legal issues in advising; probation and dismissal policy; low achievers; first generation students; and racial/ethnic diversity. The professional development series "Advise 101," hosted by the University Advising Center in Spring 2003 incorporated all of</p>	<p>TOOL measuring basic advisor knowledge (core curriculum and undergraduate degree plans, academic policies, testing requirements, registration procedures, THEA, academic resources, etc.).</p> <p>&gt; EXPLORE MAKING ADVISING JOB TITLES CONSISTENT. Identify which job titles departments use to designate advisors. Titles, and subsequently salary ranges, vary greatly, and lead to higher advisor attrition in some units, as well as student confusion.</p> <p>&gt; TWO-TIER SATISFACTION SURVEY FOR ADVISING DEVELOPMENT. Redesign the CICS training evaluation tool as two-tier, the</p>	<p>Research Associate.</p>
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			<p>these concepts. Overall satisfaction rating: 4.35 satisfaction value on a 1-5 scale.</p> <p>3. FUTURE PROFESSIONAL DEVELOPMENT PROGRAMMING: During this reporting cycle, the University Academic Advising Committee was formed. Part of its mission is to develop criteria for evaluating professional development needs for advisors across campus. The committee is currently considering an updated needs assessment, time release decisions, and exploration of other advisor development models.</p> <p>4. OTHER INITIATIVES:</p>	<p>first of which is point-of-service measuring communication efficacy, materials handed out, etc. The second tier is an online survey sent at approx. 3 months after the training, asking users how effective the training was, what triage and consultative services were needed or used during the period since, and what could be improved.</p>	
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				<p>&gt; The University Advising Center developed a 4-part internal training program, focusing on informational (policies, procedures); conceptual (UAC mission and programs, core values, University structure); and relational (connecting with students). An assessment tool measuring knowledge transfer at several critical junctures was developed and piloted in Summer 2004, and continues to be refined.</p> <p>&gt;The UAC implemented in-service sessions with departmental advising units to provide UAC advisors with greater knowledge and information involving academic units.</p>		
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<p>INTENDED OUTCOME: Administrators and staff will use data for decision-making and program improvement.</p> <p>PRIMARY FUNCTION: Collect and assess data: utilize assessment for program evaluation and improvement.</p>	<p>Strategies: 3.A.2</p>	<p>Refine UAC advising program.</p> <p>Research long-term effects of UAC programs.</p> <p>Work to ensure smooth transition to new SIS in order to maintain current data tracking abilities.</p>	<p>What: Needs assessment distributed to administrators.</p> <p>Who: Shannon Williams, Director, UAC, will develop in collaboration with UAC's internal assessment work group, and compile results.</p> <p>When: Fall 2003</p> <p>What: Lead advisor for each program will evaluate student success of past program participants.</p> <p>Who: Lead advisors for each managed enrollment program under UAC auspices follow progress off all program students, and report results to Shannon Williams, Director, UAC.</p> <p>When: Semester-to-semester and year-to-year.</p> <p>What: UAC database administrator will prepare End of Semester reports after Fall, Spring and Summer</p> <p>Who: Karen Stucky, Advisor II, reports results to Shannon Williams, Director, UAC.</p> <p>When: After grades for Fall, Spring and Summer</p>	<p>INTENDED OUTCOME MET.</p> <p>&gt; Unit reports with detailed data on each sub-program for which the University Advising Center (UAC) is responsible are generated to administrators at the end of each semester (Fall, Spring, and Summer). Data includes: program information including Census enrollment; number of in-person contacts; number of students removed from probation; status breakdown of students in sub-programs; FT/PT breakdown; number of students who met program conditions; appeal process results, where applicable; total unit contact data by type;</p>	<p>None at this time.</p>	<p>N/A</p>
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			semesters.	<p>reasons for advisor contact; contact referrals by unit; and contacts by advisor.</p> <p>&gt; Additionally, the University Advising Center supplies the administrators to which it reports data on its campus-wide advising training and development activities.</p> <p>&gt; The UAC also supplies regular reports to its reporting officials on: 1)number of students who received D's or F's on progress reports, and 2)number of students who are placed on warning or dismissal.</p> <p>&gt; While it was determined by administrators and the IR&amp;P Office that a formal needs</p>		
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				assessment to administrators was not needed, the UAC is frequently consulted for both data in decision-making and to advise on program or process improvement.		
<p><b>INTENDED OUTCOME:</b> Communications to departments will be provided accurately, efficiently and in a timely manner.</p> <p><b>PRIMARY FUNCTION:</b> Provide framework for disseminating communications to academic units.</p>	Strategies: 2.B.10	<p>Promote the Advisor Handbook on the UAC website.</p> <p>Promote and encourage e-mail culture for faculty, staff and students on campus.</p> <p>Host a UTAAA meeting each year.</p> <p>UAC staff participate actively in UTAAA.</p> <p>Create and promote a listserv for advisors at UTA.</p> <p>Link UAC advisors to colleges and schools to facilitate communication flow between units.</p>	<p>What: Satisfaction ratings of deans and appropriate faculty and staff on evaluation of UAC services. Who: Shannon Williams, Director, UAC, will develop in collaboration with UAC's internal assessment group, and compile results. When: Fall 2003</p> <p>What: Update all-campus advisor distribution list at least one per year. Who: Leigh Young, Administrative Secretary, UAC. When: Call for changes in Summer semester; changes distributed in Fall semester.</p>	<p><b>INTENDED OUTCOME MET.</b></p> <p>1. The University Advising Center (UAC) distributed a satisfaction survey questionnaire to the Associate Deans Committee, asking overall satisfaction ratings with the UAC's communications with departments. 100% of respondents were very satisfied (90%) or satisfied (10%).</p> <p>2. The communication streams to the units include: &gt;lists of students in</p>	<p>&gt; <b>EXPANDED ADVISOR PROFESSIONAL DEVELOPMENT.</b> (See section 3). Active outreach (brown bags, etc.) in targeted areas, based on assessment tool indicators, supplementing current notifications for deeper knowledge transfer.</p> <p>&gt; <b>COMMUNICATION NEEDS ASSESSMENT</b> conducted by University Academic Advising Committee, in conjunction with advisor development needs assessment.</p>	<p>1. <b>ADMINISTRATIVE AND FISCAL SUPPORT</b> for proposed changes, including expansion of campus-wide advisor professional development programs.</p> <p>2. <b>CONTINUED ADMINISTRATIVE SUPPORT</b> for UAC's role as a primary campus educator.</p>

				<p>jeopardy of exceeding Floating 45 limit and recommendations for advising</p> <ul style="list-style-type: none"><li>&gt;lists of students with warning or dismissal status and recommendations for advising</li><li>&gt;lists of students with D's or F's on progress reports and recommendations for early intervention</li><li>&gt;annual report on status of students whose dismissal was waived by departments</li><li>&gt;received practices and support material</li></ul> <p>3. The UAC also maintains the official advisor distribution list for UTA.</p>		
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