2005-2006 :: Undecided Advising

1. Mission Statement:

The Undergraduate Student Advising Office supports the university mission of educational excellence through the implementation and management of support services in the areas of academic advising, athletic compliance, and freshman success.

2. Objectives:

2.1 Provide evaluation infrm. regarding UG efficacy: To provide evaluative information to academic units regarding the efficacy of undergraduate advising.

2.2 Training on university policy for UG matriculation: To provide training on university policies and procedures for undergraduate matriculation.

2.3 Effective first year experience:
To provide an effective First Year Experience college transition course for first time freshmen.

2.4 To provide academic advising to undeclared student: To provide academic advising to undeclared students.

2.5 Monitor NCAA compliance of student athletes: To monitor NCAA compliance of student athletes

3. Measures & Findings:

3.1 AdviseWeb Student-Advisor Contact Tallies:
AdviseWeb software provides up to the minute tallies of the number of student contacts and printed reports with the number of student-advisor contacts by school and type of contact are available.

3.1.1 Success Criteria: Accurate number of contacts

3.1.2 Related Objective(s): Provide evaluation infrm. regarding UG efficacy

3.1.3 Results Related To Success Criteria: Some inaccuracies in number of contacts resulted due to limitations in the AdviseWeb software program. Advisors were limited to indicating only a single reason for contact with a student. Those wanting to notate the variety of reasons for the meeting would prompt the system to tally multiple contacts.

3.1.4 Achievement Level: Partially Met

3.1.5 Further Action: Yes

3.2 Annual Student Adv Satisfaction Survey report: Annual Student Advising Satisfaction Survey report.

3.2.1 Success Criteria:
Results are presented in a comprehensive annual report of Academic Advising distributed to the associate deans of each school.

3.2.2 Related Objective(s): Provide evaluation infrm. regarding UG efficacy

3.2.3 Results Related To Success Criteria:
Associate deans, who serve as the supervisors for their academic advising unit were able to view student satisfactionwith advising in their department as compared with student satisfaction with advising in other departments.

3.2.4 Achievement Level: Met

3.2.5 Further Action: Yes

3.3 AdviseWeb software: AdviseWeb student-advisor interaction content reporting for student matriculation progress.

3.3.1 Success Criteria:
AdviseWeb software enables academic advisors to enter detailed information regarding issues discussed and information exchanged in advisor-student interactions.

3.3.2 Related Objective(s): Provide evaluation infrm. regarding UG efficacy

3.3.3 Results Related To Success Criteria: Systematic software limitations hindered some advisors` ability to connect their name with the contact notes for their students. Large case loads and limited staffing in some case prevented advisors from recording notes for all significant student contacts.

3.3.4 Achievement Level: Partially Met

3.3.5 Further Action: Yes

3.4 Advisors meeting report:

Hold periodic meetings for all academic advisors on campus to present new and amended policies established by the Council for Undergraduate Education and the Core Curriculum Committee.

3.4.1 Success Criteria:
Academic advisors are provided with the most up-to-date policies and procedures passed by the Council for Undergraduate Education and the Core Curriculum Committee.

3.4.2 Related Objective(s): Training on university policy for UG matriculation

3.4.3 Results Related To Success Criteria: Periodic academic advising meetings were scheduled when significant policies were implemented or changed, and advisors were presented with all necessary information and materials relevent to the changes discussed.

3.4.4 Achievement Level: Met

3.4.5 Further Action: Yes

3.5 Academic advisors meeting reports:
Hold periodic meetings for all academic advisors on campus and invite representatives from the various departments on campus to educate advisors on policies and procedures from their offices related to academic advising.

3.5.1 Success Criteria:
Academic advisors are provided with the necessary materials, documentation, and information from departments across campus related to their role in the academic advising process.

3.5.2 Related Objective(s): Training on university policy for UG matriculation

3.5.3 Results Related To Success Criteria: Periodic academic advising meetings were scheduled and representatives from the Office of the Registrar, AES program, Disability Services, and International Education conducted training sessions on their departmental policies as related to academic advising.

3.5.4 Achievement Level: Met

3.5.5 Further Action: Yes

3.6 Submission of any changes to majors and minors: Associate deans for undergraduate education in each school was asked to submit any changes to majors and minors offered in their school. Changes submitted to the Undergraduate Student Advising Office were incorporated into the majors and minors handbook, which then were distributed to all academic advisors.

3.6.1 Success Criteria:
Handbooks on all undergraduate majors and undergraduate minors will be provided to all academic advisors. Updated majors and minors handbooks are distributed to every undergraduate advisor.

3.6.2 Related Objective(s): Training on university policy for UG matriculation

3.6.3 Results Related To Success Criteria: Changes submitted and incorporated into the majors and minors handbook.
Handbook were distributed to all academic advisors.

3.6.4 Achievement Level: Met

3.6.5 Further Action: No

3.7 Rhet 1101 course satisfaction: University mandated course evaluations distributed for Rhet 1101.

3.7.1 Success Criteria: Response in fifty-four out of sixty sections (90%) is satisfied with the course.

3.7.2 Related Objective(s): Effective first year experience

3.7.3 Results Related To Success Criteria:
In fifty-four out of sixty sections (90%), the median response to the prompt: "The course as a whole was…" was Good to Very Good.

3.7.4 Achievement Level: Met

3.7.5 Further Action: Yes

3.8 Rhet 1101 course completion report:
Course Rhet 1101 should be completed in the first semester of attendance for first time college freshmen.

3.8.1 Success Criteria:
All first time college freshmen will have completed Rhet 1101 by the end of their first semester at UTD.

3.8.2 Related Objective(s): Effective first year experience

3.8.3 Results Related To Success Criteria: Out of 1049 students registered for Rhet 1101 in Fall 2005, 1011

completed the course successfully. Of the 39 students (3.7%) who dropped or failed the course, 24 students dropped or failed all their courses.

3.8.4 Achievement Level: Partially Met

3.8.5 Further Action: No

3.9 Rhet 1101 report:
Student First Year Leaders team teach with instructors in some class sections to serve as mentors/role models for freshmen.

3.9.1 Success Criteria: A First Year Leader will be present in every section of Rhet 1101.

3.9.2 Related Objective(s): Effective first year experience

3.9.3 Results Related To Success Criteria:
Nineteen First Year Leaders were selected to team teach in 19 sections of Rhet 1101. In an online survey of students in a class with a First Year Leader (n =-95) over 70% reported that their experience with a First Year Leader positively contributed to their transition to college.

3.9.4 Achievement Level: Met

3.9.5 Further Action: Yes

3.10 Number of students who declared a major.: Number of students who declared a major.

3.10.1 Related Objective(s): To provide academic advising to undeclared student

3.10.2 Results Related To Success Criteria: The number of students who left undeclared status to a major was appropriate

3.10.3 Further Action: No

3.11 Contact tallies: Contact tallies for undeclared student-advisor contacts.

3.11.1 Success Criteria: Complete enumeration of contacts

3.11.2 Related Objective(s): To provide academic advising to undeclared student

3.11.3 Results Related To Success Criteria: All contacts were counted and added to the annual report

3.11.4 Achievement Level: Met

3.11.5 Further Action: No

3.12 Individual certification letters:
Individual certification letters are distributed veryfying that student athletes are academically eligible to participare in competitive sports.

3.12.1 Success Criteria: Completion of all letters

3.12.2 Results Related To Success Criteria: For the 2005-2006 academic year all letters were distributed

3.12.3 Achievement Level: Met

3.12.4 Further Action: No

5. Closing the Loop:

5.1 Have a new and update version of Advise Web S/w: A new, updated version of the AdviseWeb software was implemented in August 2006 which enables advisors to select numerous reasons for contact. A new, updated version of the AdviseWeb software was implemented in August 2006 which eliminated problematic recording of advisor names and notes. More training efforts will be implemented to inform advisors of the importance and appropriate use of advising contact notation.

5.1.1 Related Objective(s): Provide evaluation infrm. regarding UG efficacy

5.1.2 Related Measure(s): AdviseWeb Student-Advisor Contact Tallies; AdviseWeb software

5.1.3 Responsible Person: Consultant

5.1.4 Target Date: Sept 2006

5.1.5 Priority: High Priority

5.2 Create more relevant/appropriate survey questions: Feedback from associate deans(including that which they received from their advisors) will be used to create a more relevant and appropriate survey questions to be distributed to students the following year.

5.2.1 Related Objective(s): Provide evaluation infrm. regarding UG efficacy

5.2.2 Related Measure(s): Annual Student Adv Satisfaction Survey report

5.2.3 Responsible Person: Undergraduate Dean

5.2.4 Target Date: Summer 2006

5.2.5 Priority: High Priority

5.3 Continue scheduled academic advising meeting: Academic advising meetings will continue to be scheduled for the purpose of educating advisors about new policies and procedures as well as reviewing existing policies and practices. In addition, a comprehensive academic advising manual outlining all basic advising procedures will be distributed to all advisors.

5.3.1 Related Objective(s): Training on university policy for UG matriculation

5.3.2 Related Measure(s): Advisors meeting report

5.3.3 Responsible Person: Director of Undergraduate Advising

5.3.4 Target Date: Ongoing

5.3.5 Priority: High Priority

5.4 Conduct periodically meetings:
Representatives from campus departments will meet with advisors periodically and present information on new policies and procedures, as well as review existing departmental practices related to academic advising.

5.4.1 Related Objective(s): Training on university policy for UG matriculation

5.4.2 Related Measure(s): Academic advisors meeting reports

5.4.3 Responsible Person: Director of Undergraduate Advising

5.4.4 Target Date: Ongoing

5.4.5 Priority: High Priority

5.5 Collect information to enhance future courses: Student feedback on issues such as topic relevance, target skills, and beneficial experiences will be collected and used to enhance the curriculum for future courses.

5.5.1 Related Objective(s): Effective first year experience

5.5.2 Related Measure(s): Rhet 1101 course satisfaction

5.5.3 Responsible Person: Director of Undergraduate Advising

5.5.4 Target Date: Jan6uary 200

5.5.5 Priority: Medium Priority

5.6 Greater recruitment efforts:
Greater recruitment efforts are in place so that we can increase the number of outstanding First Year Leaders in the Rhet 1101 course.

5.6.1 Related Objective(s): Effective first year experience

5.6.2 Related Measure(s): Rhet 1101 report

5.6.3 Responsible Person: Associate Director of Undergraduate Advising

5.6.4 Target Date: Spring 2006

5.6.5 Priority: Low Priority

6. Analysis:

6.1 Program/Unit Strengths:

6.1.1 Objectives/Outcomes Exceeded or Met: We were able to provide evaluative information to the programs regarding advising activity although we encountered some technical difficulties with the software program. Several other program limitations were revealed that are to be addressed in the coming year.
Over 1,000 students responded to the advising survey which was incorporated into the annual advising report and distibuted to the academic units for their use in the annual review process. Several findings appeared to lead to changes in department practice.

There were monthly advising training meetings held during the year that also included reviews of new procedures from Disability Services, the Office of the Registrar, Enrollment Services, and New Student Programs. The

Associate Deans from the academic units worked with the Director of Undergraduate Advising to procduce a new addition to the Minor's Handbook.

The evaluation system for RHET 1101 illustrated the importance of the class and students' overall satisfaction with the content and instruction. We also met our goal of increasing the number of First-Year Leaders.

6.2 Program / Unit Weaknesses:

6.2.1 Objectives / Outcomes Partially or Not Met: Our biggest concern is with the continued problems in the AdviseWeb software. We have been meeting with the softward designer with the intent of releasing a new version of the software for the 2006-2007 academic year. The new version will allow advisors to enter multiple reasons for a student's visit as well as produce more canned reports for use by the academic units.

7. Report:

7.1 Executive Summary:

Undergraduate advising completed another successful year of evaluation, training, and instruction. We distributed an annual advising survey completed by over 1,000 students and an annual advising report that summarized all the activities of advising plus a detailed analysis of the individual advising activities of each academic units.

Our unit also provided monthly training sessions for academic advisors and other interested university personnel in association with the Council on Undergraduate Education to keep staff updated on changing university policy. We also released a revised edition of the Minor's Handbook.

University staff, under the direction of the Director of Undergraduate Advising, completed an intensive training workshop for our RHET 1101 Freshman Experience Class and then taught over 50 sections of the class and received very positive feedback from students on the utility of the class content and the instructional procedures employed. We also added to our pool of First-Year Leaders and received survey results suggesting that these students made important contributions to the class.

Undeclared majors seem by our unit went on to declare academic majors in record numbers. We made over 3,000 contacts with students over the school year. We were also very successful in our training program with NCAA athletes and the UT Dallas Athletic Staff and reported no compliance violations for the 2005-2006 academic year.

7.2 Top 3 Program/Unit Accomplishments:

- We distributed a complete advising contact summary and provided a software program by which academic advisors could maintain a complete history of their interactions with students
- We completed a revised version of the Minor's Handbook
- We administered a survey of consumer satisfaction with undergraduate advising that was completed by more than 1,000 students
- We provided a student leadership program in the "First-Year Leaders" that provides students with opportunities for leadership training.
- We taught over 50 sections of the "First-Year Experience" program which contributed to a freshman retention rate of nearly 80%.
- We added new First-Year Leaders
- We made over 3,000 contacts with undeclared students
- A record number of undeclared students went on to declare majors
- We completed another year of NCAA compliance monitoring without any compliance complaints.

7.3 Research Activities or Publications: Does not apply

7.4 Instructional/Training Activities (presented or received): In fifty-four out of sixty sections of RHET 1101 (90%), the median response to the prompt: "The course as a whole was…" was Good to Very Good. Out of 1049 students registered for Rhet 1101 in Fall 2005, 1011 completed the course successfully. Of the 39 students (3.7%) who dropped or failed the course, 24 students dropped or failed all their courses. Nineteen First Year Leaders were selected to team teach in 19 sections of Rhet 1101. In an online survey of students in a class with a First Year Leader (n =-95) over 70% reported that their experience with a First Year Leader positively contributed to their transition to college.

7.5 Public Service: Does not apply

7.6 Other External Activities: Does not apply

7.7 Contributions to UTD:

The undergraduate advising program made several important contributions to the university for the current academic year.

- We distributed a complete advising contact summary and provided a software program by which academic advisors could maintain a complete history of their interactions with students
- We completed a revised version of the Minor's Handbook
- We administered a survey of consumer satisfaction with undergraduate advising that was completed by more than 1,000 students
- We provided a student leadership program in the "First-Year Leaders" that provides students with opportunities for leadership training.
- We taught over 50 sections of the "First-Year Experience" program which contributed to a freshman retention rate of nearly 80%.
- We provided continual training for over 35 professional advisors as the policies and procedures that govern the university and its students evolve.

7.8 Top 3 Program / Unit Challenges:

Our biggest challenge for the coming year is completing a new version of our advising software and working with one or two academic units whose consumer satisfaction ratings have dropped in recent years. We are in discussion with the Provost's Office as to the possibility of one or more of the academic unit advising programs receiving more administrative support from Undergraduate Advising