2005-2006 :: Advising in BBS

1. Mission Statement:

The mission of advising services in the School of Behavioral and Brain Sciences is to insure that students have ready access to developmentally oriented advising provided by caring and professionally competent advisors. The roles of the advisors are to encourage students to explore life goals, assist them in clarifying vocational goals and helping them prepare to achieve those goals. The advisors help students understand program and course requirements, as well as help them understand and work within the University's system of policies and procedures. They act as a referral resource for all activities and services available on campus and in the broader community. The end result should be that students graduate in a timely fashion ready to achieve a clear set of life and vocational goals.

2. Objectives:

2.1 Students have ready access to advising services.: Students have ready access to advising services. Students should normally be able to meet with an advisor with less than a one-hour wait.

2.1.1 Related Institutional Priority Item(s): SP-7 Enhance Graduation Rates

2.2 Students graduate in a timely fashion.:
Students graduate in a timely fashion. Advisor assist students efficiently plan and complete their chosen program of study.

2.2.1 Related Institutional Priority Item(s): SP-7 Enhance Graduation Rates

2.3 Students are prepared to achieve life/work goal.: Students are prepared to achieve life/work goal. Advisors encourage students to explore life goals, assist them in clarifying vocational goals and helping them prepare to achieve those goals.

2.3.1 Related Strategic Plan Item(s): V-2 Enhanced Quality of Life

2.3.2 Related Institutional Priority Item(s): SP-7 Enhance Graduation Rates

2.4 Students understand & meet program requirements.: Students understand & meet program requirements. Advisors help students understand program and course requirements, as well as help them understand and work within the University's system of policies and procedures.

2.4.1 Related Strategic Plan Item(s): V-2 Enhanced Quality of Life

2.4.2 Related Institutional Priority Item(s): SP-7 Enhance Graduation Rates

2.5 Students are aware of campus resources.: Students are aware of campus resources. Advisors act as a referral resource for all activities and services available on campus and in the broader community.

2.5.1 Related Strategic Plan Item(s): V-2 Enhanced Quality of Life

2.5.2 Related Institutional Priority Item(s): SP-7 Enhance Graduation Rates

3. Measures & Findings:

3.1 Number of student contacts. : Number of student contacts.

3.1.1 Success Criteria: 80% or more of students will meet with an advisor at least once each semester.

3.1.2 Related Objective(s): Students have ready access to advising services.

3.1.3 Results Related To Success Criteria:
The two advisors had 3678 total contacts in 2005, with 76% in-person meetings, 12% email, and 8% phone calls.

3.1.4 Achievement Level: Met

3.1.5 Further Action: No

3.2 Waiting time to meet with advisor.: Waiting time to meet with advisor.

3.2.1 Success Criteria:
Waiting time will average less than 15 minutes and no more that 15% of contact will involve wating longer than 60 minutes.

3.2.2 Related Objective(s): Students have ready access to advising services.

3.2.3 Results Related To Success Criteria:
From August 11 to December 27, 1,537 students were seen for walk-in advising. The modal wait time was 0 minutes (20.2%), the media wait was 10 minutes, and the mean wait was 17.6 minutes. 50% of students were seen in 10 minutes or less and 75% were seen in 26 minutes or less. Less than 5% of students waited longer than 60 minutes.

3.2.4 Achievement Level: Met

3.2.5 Further Action: No

3.3 Senior exit survey ratings of advising system.: Graduating senior survey ratings of satisfaction with advisor availability, knowledge about requirements, career counseling, and referral information.

3.3.1 Success Criteria: 80% of students will be satisfied or very satisfied (on 5-point rating scales).

3.3.2 Related Objective(s):
Students have ready access to advising services.; Students graduate in a timely fashion.; Students are prepared to achieve life/work goal.; Students understand & meet program requirements.; Students are aware of campus resources.

3.3.3 Results Related To Success Criteria: 1. 83% of 177 respondents were satisfied or very satisfied with availability of advisors (Met).
2. 82% of 177 respondents were satisfied or very satisfied with willingness and knowledge of advisors about degree requirements (Met).
3. 48% of respondents were satisfied or very satisfied with willingness/knowledge concerning career preparation (Not Met).
4. 42% were satisfied or very satisfied with willingness/knowledge concerning referral information (Not Met).

3.3.4 Achievement Level: Partially Met

3.3.5 Further Action: No

3.4 Undergradute Dean`s advising survey:
Annual survey of advising services conducted by the Dean of Undergraduate Education. Items address 18 aspects of advising.

3.4.1 Success Criteria: BBS advisors will rated 3 or higher (on a 4-point scale) on all dimensions of the survey.

3.4.2 Related Objective(s):
Students have ready access to advising services.; Students graduate in a timely fashion.; Students are prepared to achieve life/work goal.; Students understand & meet program requirements.; Students are aware of campus resources.

3.4.3 Results Related To Success Criteria: BBS advisors were rated above the university-wide average on 18 of 18 items in 2005 (average 3.26 on a 4-point scale), ranking second overall compared to other advising units in other schools. BBS advisors were positively distinguished on ratings of knowledge, referrals, follow-up, communication skills and planning. Their relative weaknesses were encouraging campus activities and availability.

3.4.4 Achievement Level: Met

3.4.5 Further Action: Yes

5. Closing the Loop:

5.1 Improve vocational guidance:
Improve vocational guidance. Worksheets will be added to all student files and used to track the development student vocational choices and preparation. The goal is to encourage students to explore and decide on career paths as early as possible and then assist them in developing a “career action plan” that delineates specific steps they need to accomplish.

5.1.1 Related Objective(s): Students are prepared to achieve life/work goal.

5.1.2 Related Measure(s): Senior exit survey ratings of advising system.; Undergradute Dean`s advising survey

5.1.3 Responsible Person: Leah Nall and Duane Buhrmester

5.1.4 Target Date: Fall 2007

5.1.5 Priority: High Priority

5.2 Improve vocational resources:
Improve vocational guidance resources. On-line materials that are currently available only to students enrolled in PSY 3100 Careers in Psychology course will be made available to all students via the BBS website.

5.2.1 Related Objective(s): Students are prepared to achieve life/work goal.

5.2.2 Related Measure(s): Senior exit survey ratings of advising system.; Undergradute Dean`s advising survey

5.2.3 Responsible Person: Leah Nall and Duane Buhrmester

5.2.4 Target Date: Fall 2007

5.2.5 Priority: High Priority

5.3 Improve long-term course planing and graduation: Reduce time to graduation by improving long-term planning. The student and the advisor will jointly complete a comprehensive multi-semester course enrollment schedule that minimizes the number of semesters needed to graduate.

5.3.1 Related Objective(s): Students graduate in a timely fashion.

5.3.2 Related Measure(s): Senior exit survey ratings of advising system.

5.3.3 Responsible Person: Leah Nall and Duane Buhrmester

5.3.4 Target Date: Fall 2007

5.3.5 Priority: High Priority

5.4 Increase student use of community resources.: Increase students' awareness and utilization of campus and community resources. Students will complete a survey indicating possible services and resources they wish to learn more about. Based on this survey, advisors will discuss available resources and give students a comprehensive directory of campus and community resources.

5.4.1 Related Objective(s): Students are aware of campus resources.

5.4.2 Related Measure(s): Senior exit survey ratings of advising system.; Undergradute Dean`s advising survey

5.4.3 Responsible Person: Leah Nall and Duane Buhrmester

5.4.4 Target Date: Fall 2007

5.4.5 Priority: Medium Priority

6. Analysis:

6.1 Program/Unit Strengths:

6.1.1 Objectives/Outcomes Exceeded or Met:

For the past few years we have been working to improve students' rapid access to advising. We had initially seen students by appointments only, but found that method to be inefficient because it required a person to schedule appoints and often lead to delays of days or weeks in finding days/times when both the student and advisor were available. During that period the students' number one complaint was lack of availability of advisors. We therefore switched to a walk-in only system. This system appears to be much more successful, as evident by both the relatively brief time (average 10-17 minutes) students spent waiting to see an advisor and by the reduced number of complaints by students (and higher survey ratings) about availability.

In the past, students had occasionally experienced delays in graduation because they were either unaware they had not completed certain requirements or they did not plan the most efficient path to satisfy requirements. To address this problem, we instituted required comprehensive degree plan audits and meetings with students as soon as they complete 75 SCHs. These audits have been successful in turning up any number of transcript problems that needed to be addressed and have provided students definitive lists of requirements they must fulfill to graduate. These audits/meetings appear to be addressing past problems as evident by fewer complaints about advisor omissions/mistakes and a reductions in the number of problems revealed during graduation audits.

We have had an ongoing concern that many students were not starting early enough for vocational preparation, especially those who aspired to go on to graduate school to earn masters and Ph.D. degrees. The number of students having applied to graduate programs at the time of graduation was lower than desirable, and some students complained that they "didn't know they needed letter writers, field experience, and research experience" in order to apply. We took two steps to address this problem. First, we started offering "new major" orientation meetings each semester, one goal of which is to apprise students of what preparation is needed to apply to graduate school. These meetings have been generally well attended (40-60 students per semester) and very well received (as revealed in surveys). Second, the Psychology Program Head now offers a 1-SCH elective course each semester on Careers in Psychology specifically designed to provide a detailed exploration of different career options and concretely move students through the steps called for to achieve chosen career goals. The course has been moderately well attended (30-40 students per semester) and well received (as revealed by course ratings and senior survey ratings).

6.2 Program / Unit Weakneses:

6.2.1 Objectives / Outcomes Partially or Not Met: In terms of further improving student access to advisors, we continue to receive some feedback from night-only students that they have a difficult time making it to campus before our advising offices close at 6 p.m. Therefore, if we succeed in hiring a third Advisor, we plan to extend our advising hours to 7 p.m., which should help students who come to campus to attend 7-9:45 pm classes.

In terms of vocational preparation, there continue to be a number of students who graduate without being well prepared to start their career (as is evident by senior survey ratings). Our current efforts appear to be succeeding in helping top students get on track for application to graduate school. More can be done, however, to assists students who will immediately enter the working world after graduating with their bachelor degree. Toward this end, we plan on working more closely with the Career Center to develop a more systematic way for students to explore

bachelor-level vocational options and gain the kinds of field experiences needed to get jobs at graduation. The working plan is to create separate tracks within the Careers in Psychology class for work- and graduate-school-bound students. In addition, we plan to more fully integrate into your academic advising system the monitoring and facilitation of vocational choices and preparation (see Action 1 and 2.).

7. Report:

7.1 Executive Summary:

For the past few years we have been working to improve students' rapid access to advising. We had initially seen students by appointments only, but found that method to be inefficient because it required a person to schedule appoints and often lead to delays of days or weeks in finding days/times when both the student and advisor were available. During that period the students' number one complaint was lack of availability of advisors. We therefore switched to a walk-in only system. This system appears to be much more successful, as evident by both the relatively brief time (average 10-17 minutes) students spent waiting to see an advisor and by the reduced number of complaints by students (and higher survey ratings) about availability.

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7.2 Top 3 Program/Unit Accomplishments:

The School of Behavioral and Brain Sciences is a research intensive unit, best characterized in the content foci of its mission by the domains of its Ph.D. programs. Those include Cognition and Neuroscience, Communication Sciences and Disorders, and Psychological Sciences. The School emphasizes interdisciplinary training and faculty often functions in two or more of the above domains. The School's activities are shaped by the presence of two major, free-standing centers: the Callier Center for Communication Disorders and the Center for Brain*Health*. The distinctive character of these Centers, with their mixture of research, clinical service and professional training, significantly enhance the activity of the School. Student training occurs at all levels and consists of a mixture of general academic and professional training programs. Further distinguishing characteristics include:

- The School's two major Centers are located 18 miles from the main campus, adjacent to Southwestern Medical School. Approximately 1/3 of the School's faculty are housed in these Centers.
- It is currently the smallest of the Schools, in terms of faculty, but has the 4th largest number of majors, and relatively smaller numbers of lower division semester credit hours.
- The School's ratio of graduate hours to total hours is one of the highest in the University.
- To my view, the breadth of research and training in the School is unusually diverse, ranging from infant cognition to Alzheimer's disease; from aggression in adolescents to neuroplasticity in rats; from computer modeling of face perception to the development of literacy; from the optimal timing for cochlear implantation to fMRI in memory. What is common is that the work is laboratory-driven and extramural support eligible.
- The School is currently #3 in extramural support and #2 in per faculty support.
- The mix of research training and professional masters training, while not unique in the University, does present particular challenges in terms of faculty mix and course staffing.
- The nature of its programs and the proximity of Callier to UT Southwestern has enabled the School to form many collaborative efforts with the medical school, primarily with departments of Neurology, Psychiatry, Radiology, Otolaryngology and Pediatrics.
- The Callier Center and Center for Brain*Health* each have active, independent boards which have been very supportive and have generated substantial private support for these enterprises. Also, these boards tap into a more 'Dallas-based' constituency than has been typical in the University.

- In spite of being the smallest of the Schools, the faculty is housed in five buildings.
- In the Spring 2006 US News and World Report rankings of graduate programs, the Schools programs in Audiology was ranked #5 and its program in Speech Pathology #17

New Faculty hires-The past two years has seen significant additions to our family:

Dr. John Hart – Cognitive Neuroscience

Dr. Tom Campbell – Speech Pathology, Director Callier Center

Dr. Christine Dollaghan – Speech Pathology

Dr. Christa McIntyre – Neuroscience

Dr. Mandy Maguire – Language Development

Dr. Shayla Holub – Social Development

Dr. Candice Mills – Social Development

Dr. Daniel Krawczyk – Cognitive Neuroscience

Dr. Bart Rypma – Cognitive Neuroscience

Dr. Deborah Wiebe – Medical Psychology

Significance of hires - These hires, in various ways, advanced several important School and Institutional objectives:

1) develop the joint brain-imaging Center with UT Southwestern and UT Arlington (Hart, Krawczyk, Maguire, Rypma)

2) develop the Center for Brain*Health* (Hart, Krawczyk, Maguire, McIntyre, Mills, Rypma)

3) develop strong new leadership and programs at the Callier Center (Campbell, Dollaghan, Maguire)

4) strengthen faculty range for proposed Center for Children and Families (Campbell, Dollaghan, Holub, Maguire, Mills)

7.3 Research Activities or Publications:

The School conducts research both within and across its three subsuming divisions: Psychological Sciences, Communication Sciences and Cognition and Neuroscience. Additionally School faculty conduct collaborative projects with institutions around the country, most notably UT Southwestern Medical Center, but also such institutions as Johns Hopkins, University of California at San Francisco, University of Wisconsin, Baylor Medical Center, University of Dijon, and University of Hamburg among numerous others. Collaborative projects with industry provide a small but growing part of the School's research programs, particularly in the area of bioengineering. During 2006 research on cochlear implants, hearing aids, neural stimulation and neural interfaces for prostheses were conducted. School faculty generated approximately 100 scholarly articles, over 100 presentations at national conferences, 20 chapters in edited volumes and 10 books. Faculty were featured speakers at several national or university meetings. The School also hosts its own speaker series to enhance the scholarly life of its programs. The central vehicle for this is the School's colloquium series which hosted 6 nationally prominent speakers during 2006. The Callier Center's Bruton Conference also brings prominent speakers to campus, as well as providing outreach to the community. Similarly the Center for Brain Health's "The Brain: An owner's Guide" disseminates current research information to the lay public.

Grants

PI	Funding Agency	Title	Total Award
Assmann	NSF	Perception of Frequency-Shafted Speech	223,418
Atzori	NIH/NIDCD	Acetylcholine and Dopamine Modulation in Auditory	1,223,284
		Cortex	
Bharadwaj	NIH	Speech Production in Children with Cochlear Implants	200,310
Buckley	NIH	Cross-modal Plasticity in Pre-Lingually Deaf Children	83,490
Chapman	Baylor	Neurobehavioral Outcome of Head Injury in Children	396,968
Chapman	Baylor	Neurobehavioral Outcome of Head Injury in Children	45,587
Chapman	NIH	Genetic Factors in Outcome from Traumatic Brain	87,627
Dodd	DEPT OF ED	Projects FAMILY 2001+: Facilitating and Mentoring	1,206,914
		Interdisciplinary Learning for the Years 2001+	
Geers/Tobey	NIH/NIDCD	Long-term Outcomes of Cochlear Implantation in Early Childhood (Shannon Award)	100,000
Golden/Perwaiz	NSF	Doctoral Dissertation Research: Statistical Models of Hypertext Comprehension	10,560
Holub	Timberlawn Foundation	The Role of Parents' Restrictive Feeding Practices and General Parenting Style in Children's Eating	27,357.00
Jerger, S.	NIH	Auditory Processing in Hearing Imparied Children	1,783,366
Katz, W.	Veteran's Affairs	Treatment of Apraxia of Speech Following Stroke	77,000
Kilgard	JAMES S MCDONNELL	Brain Plasticity and Neuro-Rehabilitation	446,000
Kilgard	NIH	Cortical Plasticity and Processing of Speech Sounds	224,250
Kilgard	NIH Supplement	Cortical Plasticity and Processing of Speech Sounds	41,711
King/Hart	UNCF Merck Foundation	Quantification of Cortical Atrophy by Fractal Dimension	85,000
Lomber	NIH	Cerebral Organization Following Cochlear Implant	224,250
Lomber	NIH	Dev of fMRI Compatible Reversible Deativation	380,290
Lomber	NSF	Cerebral Control of Aurally-Mediated Behavior	451,179
Lomber	NSF supplement	Cerebral Control of Aurally-Mediated Behavior	10,000
Malhotra	NIH	Cerebral Control of Sound Localization	31,069
Moore	UTSWMCD	Personality Theories and Dynamics	23,500
O'Toole	ONR	Evaluating Face and Person Recognition Algorithims	325,545
		with Human Benchmarks	

O'Toole	ONR	Face recognition performance: Humans vs Machines	175,000
Olness	NIH/NIDCD	Narratives in African Americans & Caucasians with	202,500
		Aphasia	
Owen	Child Care Group	Relationship-Centered Child Care & Children's Dev	82,012
Owen	Timberlawn	Relationship-Centered Child Care	37,165
Owen	NIH/NICHD	Study of Early Child Care and Youth	42,500
Roeser	CALLIER FN	Service, Training and Research for Cochlear Implant	795,898
		Children	
Stillman	OHSU	Validation of Evidence-Based Assessment Strategies	190,000
		to Promote Achievement in Children who are Deaf-	
		Blind	
Thompson	RBC Life Sciences	Nootropic Effects of Microhydrinand Microhydrin-Plus in Aging	101,132
Tobey	UT AUSTIN	Motor Control of Serial Organization of Speech	138,041
Tobey	JOHN HOPKINS U	Lang Outcomes in Pediatric Cochlear Implantation	1,531,219
Tobey	MED EI CORP	SPECT rCBF in Adult Cochlear Implant Users	12,000
Underwood	NIH	Social Agression: Precursors and Outcomes	1,470,400
Underwood	NIH	Social Agression: Origins, Development and Outcomes	597,320

7.4 Instructional/Training Activities (presented or received): NA

7.5 Public Service:

The School of Behavioral and Brain Sciences provides very extensive community service through numerous service programs of its Callier Center and Center for Brain Health, as well as collaborative efforts of various faculty. The Callier Center offered over 25 different clinical service programs generating over 40,000 patient contacts during 2006. Examples are its programs with such clinical populations as hearing impaired individuals across the age spectrum, language disorders, speech problems and autistic spectrum disorders. Similarly the Center for Brain Health offers service programs in Alzheimer's disease and Brain-injury in children. The School has extensive programs with numerous school districts providing educational programs for all hearing-impaired preschoolers in the Dallas Independent School District and audiological consultation with the Plano School District. Individual faculty in our neuroscience programs have also provided seminars for Plano and Richardson Schools in the area of brain research. The Center for Brain Health hosts an annual public lecture series on aspects of brain research and the Callier Center offered two Bruton Conferences in 2006 primarily for professionals in the field of communication disorders. Callier audiologists also participated in outreach programs for hearing assessments in Panama and Mozambique.

7.6 Other External Activities:

The School has a number of international collaborations both via its academic programs and through clinical initiatives. During 2006 visiting scholars came from the Czech Republic, Mexico, Germany, France and Britain to engage in collaborative research programs. We have agreements in place for exchange with the University of Dijon, University of Hamburg, University of Chile, University of Montpelier and the University of Guanajuato. Faculty from the School were invited speakers at numerous international conferences and were Scholars-in-Residence at Dijon, Prague, Oxford and Tokyo. Clinical initiatives through the Callier Center took place in Mozambique and Panama. Ross Roeser is Editor of the International Journal of Audiology..

7.7 Contributions to UTD:

The faculty in the School of Behavioral and Brain Sciences are unusually broad in the scope of their interests, subject populations studied, level of analysis employed in their work and the methodologies utilized. The diversity of these endeavors, coupled with the geographic proximity of two of the School's facilities to Southwestern Medical Center, has made the School a natural collaborator with other units of the University, the Medical School, as well as other institutions around the country. Examples of these efforts include investigations on developing new hearing technologies, combining efforts of surgeons, hearing, language and speech researchers and electrical engineers; developing new prostheses, engaging neuroscientists, computer science and electrical engineering faculty and neurosurgeons, and investigations on long-term consequences of pediatric brain injury, joining cognitive neuroscientists, pediatricians and virtual world engineers. In addition to these research partnerships, the

School provides extensive direct service to the community through its various clinical programs. This community involvement has resulted in significant levels of philanthropic support for the School's programs.

7.8 Top 3 Program / Unit Challenges:

In terms of further improving student access to advisors, we continue to receive some feedback from night-only students that they have a difficult time making it to campus before our advising offices close at 6 p.m. Therefore, if we succeed in hiring a third Advisor, we plan to extend our advising hours to 7 p.m., which should help students who come to campus to attend 7-9:45 pm classes.

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