

**2005-2006 :: Advising in SOM****1. Mission Statement:**

The mission of the School of Management Advising Office is to assist students in the development of suitable educational plans, assist in the selection of appropriate courses and other educational experiences, and to assist students in the interpretation of institutional requirements while enhancing student awareness of the educational resources available.

**2. Objectives:****2.1 Improve services :**

Maintain and improve the ability to provide the responsive, effective, and efficient services needed to support student's efforts to fulfill registration, graduation, and other clerical needs.

**2.1.1 Related Strategic Plan Item(s):** II-1 The Education of Leaders; II-3 Investment in People

**2.1.2 Related Institutional Priority Item(s):**

SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-5 Increase retention and graduation rates

**2.1.3 Standards and Associations:** AACSB

**2.2 Improve ability to treat all individual better:** Continue to and improve our ability to treat all individuals with courtesy, decency and respect

**2.2.1 Related Strategic Plan Item(s):** II-1 The Education of Leaders; II-3 Investment in People

**2.2.2 Related Institutional Priority Item(s):**

SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-5 Increase retention and graduation rates

**2.2.3 Standards and Associations:** AACSB

**2.3 Improve ability to assist students:**

Maintain and improve our ability to assist students in the development of suitable educational plans and in the selection of appropriate courses and other educational experiences

**2.3.1 Related Strategic Plan Item(s):** II-1 The Education of Leaders; II-3 Investment in People

**2.3.2 Related Institutional Priority Item(s):**

SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-5 Increase retention and graduation rates

**2.3.3 Standards and Associations:** AACSB

**3. Measures & Findings:****3.1 SOM Advising Office Service Survey:**

items # 1,2,3, 4 and 5 on the in house SOM Advising Office Service Survey item #1- The advising staff assisted me in a reasonably timely manner item #2- The advisor made a reasonable effort to assist me. item #3- It was easy to talk with the advisor item #4- The advisor was knowledgeable concerning School of Management's policies, procedures, and requirements. item #5- I received the help I needed. survey administered four times a year

**3.1.1 Success Criteria:**

The response scale ranges from a most positive response of 1 which indicates that the respondent strongly agrees to the most negative response of 5 which indicates that the respondent strongly disagrees. 1 = Strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree Maintaining an average cumulative score below 2.0 constitutes fulfillment of the criteria for this assessment activities

**3.1.2 Related Objective(s):** Improve services

**3.1.3 Results Related To Success Criteria:** The current cumulative summary averages are:

#1 = 1.67  
#2 = 1.56  
#3 = 1.59  
#4 = 1.64  
#5 = 1.60

**3.1.4 Achievement Level:** Met

**3.1.5 Further Action:** Yes

**3.2 Exit student evaluation:**

continue to implement the EBI Tabulated Exit Student Evaluations for undergraduate students Undergraduate Survey

Questions: question 37: satisfaction with advisor's helpfulness of recommendations question 35: satisfaction with advisor's availability question 36: satisfaction with advisor's knowledge of requirements question 38: satisfaction with advisor's interest in students' progress results tabulated annually

**3.2.1 Success Criteria:** Performance that exceeds the Select Six Cohort Group average

**3.2.2 Related Objective(s):** Improve services

**3.2.3 Results Related To Success Criteria:** The Select Six Cohort Group average result in 2005:

#37 = 4.84

#35 = 4.89

#36 = 5.06

#38 = 4.51

The UTD-SOM average for each surveyed item exceeded the Select Six average

#37 = 6.60

#35 = 6.53

#36 = 6.58

#38 = 6.57

**3.2.4 Further Action:** Yes

### **3.3 Exit student evaluation for MBA students:**

continue to implement the EBI Tabulated Exit Student Evaluations for MBA students # 47- satisfaction with academic advising provided by non-faculty advisors results tabulated annually

**3.3.1 Success Criteria:** Performance that exceeds the Select Six Cohort Group average

**3.3.2 Related Objective(s):** Improve services

**3.3.3 Results Related To Success Criteria:** The Select Six Cohort Group average result in 2005:

# 47 = 5.13

The UTD-SOM average exceeded the Select Six average

#47 = 6.61

**3.3.4 Further Action:** Yes

### **3.4 Undergraduate student exit interviews:**

continue to implement the undergraduate student exit interviews Dr. Chaffin, Associate Dean for Undergraduate Education coordinates exit interview opportunities for graduating undergraduate students. Discussions were open ended and without a specified time limit. Topics covered by the interviews include: •Advising •Career Center •What was your favorite class and why was it memorable? •What courses were most beneficial? •What courses were least beneficial? •Are there things that need to be changed about the curriculums? •What are the student's plans after graduation? •Opportunity for any other comments or suggestions

**3.4.1 Success Criteria:** maintain positive survey results of at least 75% and improve/halt any negative trend

**3.4.2 Related Objective(s):** Improve services

**3.4.3 Results Related To Success Criteria:**

As Dr. Chaffin indicates for the Fall 2005 semester; 47% of the students that responded to the question about the Advising Office had a very positive experience; 39% had a positive experience; 9% reported a neutral experience; 3% reported a negative experience and 2% reported a very negative experience

The success criteria were achieved with 86% of the students reporting a positive experience

**3.4.4 Further Action:** Yes

### **3.5 Exit interview:**

question # 38 on the UG EBI exit interview: Satisfaction with Advisors Interest in Progress results tabulated annually

**3.5.1 Success Criteria:** Performance that exceeds the Select Six Cohort Group average

**3.5.2 Related Objective(s):** Improve ability to treat all individual better

**3.5.3 Results Related To Success Criteria:**

The Select Six Cohort Group average result in 2005 was 4.51 for question #38. The response range consists of a scale from 1 which represents very dissatisfied to a high score of 7 which represents very satisfied. The UTD-School of Management average for 2005 was 6.57

**3.5.4 Achievement Level:** Met

**3.5.5 Further Action:** Yes

**3.6 Advising Office Service Survey:**

item #2 on the in house Advising Office Service Survey- The advisor made a reasonable effort to assist me. survey conducted four times a year for one week each time

**3.6.1 Success Criteria:**

The response scale ranges from a most positive response of 1 which indicates that the respondent strongly agrees to the most negative response of 5 which indicates that the respondent strongly disagrees. 1 = Strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree Maintaining an average cumulative score below 2.0 constitutes fulfillment of the criteria for this assessment activity.

**3.6.2 Related Objective(s):** Improve ability to treat all individual better

**3.6.3 Results Related To Success Criteria:** The current cumulative summary average is 1.59.

**3.6.4 Achievement Level:** Met

**3.6.5 Further Action:** Yes

**3.7 Report on 75 hours degree audit:**

Perform 75 hour degree audits for undergraduate students Time frame: November 1, 2006

**3.7.1 Success Criteria:** audits completed for 100% of applicable students

**3.7.2 Related Objective(s):** Improve ability to assist students

**3.7.3 Results Related To Success Criteria:** all audits were completed

**3.7.4 Achievement Level:** Met

**3.7.5 Further Action:** Yes

**3.8 Report on meeting with first time students:** Report on meeting with first time students Time frame : first day of classes

**3.8.1 Success Criteria:** meet with all first time students

**3.8.2 Related Objective(s):** Improve ability to assist students

**3.8.3 Results Related To Success Criteria:** Advisors meet with all first time students

all first time students were required to meet with an advisor prior to registration- this was enforced by placing a departmental registration hold on all first time students

**3.8.4 Achievement Level:** Met

**3.8.5 Further Action:** Yes

**3.9 Report on advisors meetings attendance:** Report on advising team (UG and GRAD team) meetings within the SOM**3.9.1 Success Criteria:**

100% attendance from either all advisors or a representative of the group attended all advising meetings

**3.9.2 Related Objective(s):** Improve ability to assist students

**3.9.3 Results Related To Success Criteria:**

either all advisors or a representative of the group attended all advising meetings, if all advisors were not able to attend, the attending representatives communicated all information from the meeting to the non-attending advisors

**3.9.4 Achievement Level:** Met

**3.9.5 Further Action:** Yes

**3.10 Advising office service survey:**

items # 4 and 5 on the in house SOM Advising Office Service Survey item #4- The advisor was knowledgeable concerning School of Management's policies, procedures, and requirements. item #5- I received the help I needed. Time frame: survey conducted four times a year for one week each time

**3.10.1 Success Criteria:**

The response scale ranges from a most positive response of 1 which indicates that the respondent strongly agrees to the most negative response of 5 which indicates that the respondent strongly disagrees. 1 = Strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree Maintaining an average cumulative score below 2.0 constitutes fulfillment of the criteria for this assessment activity

**3.10.2 Related Objective(s):** Improve ability to assist students

**3.10.3 Results Related To Success Criteria:** The current cumulative summary average for item 4 is 1.64 and for item 5 is 1.60.

**3.10.4 Achievement Level:** Met

**3.10.5 Further Action:** Yes

**3.11 UG EBI exit survey:**

questions # 36 and 37 on the UG EBI exit interview: #36- advisor`s knowledge of requirements #37- advisor`s helpfulness of recommendations Time frame: results tabulated annually

**3.11.1 Success Criteria:** Performance that exceeds the Select Six Cohort Group average

**3.11.2 Related Objective(s):** Improve ability to assist students

**3.11.3 Results Related To Success Criteria:** The Select Six Cohort Group average result in 2005 was 5.06 for question #36 and 4.83 for question # 37. The response range consists of a scale from 1 which represents very dissatisfied to a high score of 7 which represents very satisfied. The UTD- School of Management average for 2005 was 6.58 for question #36 and 6.57 for question # 37

**3.11.4 Achievement Level:** Met

**3.11.5 Further Action:** Yes

**5. Closing the Loop:**

**5.1 Continue administer the survey:**

The SOM will continue to administer the survey and continue to seek ways to impress upon students that the Advising Office is dedicated to maintaining and improving the ability to provide the responsive, effective, and efficient services needed to support student`s efforts to fulfill registraion, graduation, and other clerical needs.

**5.1.1 Related Objective(s):** Improve services

**5.1.2 Related Measure(s):**

SOM Advising Office Service Survey; Exit student evaluation for MBA students; Advising office service survey; UG EBI exit survey; Exit student evaluation

**5.1.3 Responsible Person:** David Ritchey

**5.1.4 Target Date:** Ongoing

**5.1.5 Priority:** High Priority

**5.2 Continue to administer survey and exit interview:**

Student surveys, exit interviews, and conversations with faculty, administrators, and professional academic advisors all show the existence of concerns having to do with the delivery of academic advising services. The surveys and exit interviews provide a generally positive view of student satisfaction with the School of Management Advising Office. The greatest value of the survey results, however, is in the ability to identify areas of concern for use in planning. The Advising Office will continue in its attempts to personalize the services offered despite the size of the student population. We will continue in the efforts to improve consistency and convenience.

**5.2.1 Related Objective(s):** Improve services

**5.2.2 Related Measure(s):** Undergraduate student exit interviews; Exit interview; Advising Office Service Survey

**5.2.3 Responsible Person:** David Ritchey

**5.2.4 Target Date:** Ongoing

**5.2.5 Priority:** High Priority

**5.3 Continue to perform the 75 hours degree audits:** we will continue each semester to perform the 75 hour degree audits

**5.3.1 Related Objective(s):** Improve ability to assist students

**5.3.2 Related Measure(s):** Report on 75 hours degree audit

**5.3.3 Responsible Person:** Advising Office

**5.3.4 Target Date:** Ongoing

**5.3.5 Priority:** High Priority

**5.4 Continue to require all first time student to meet:** we will continue to require all first time students to meet with an advisor prior to registration

**5.4.1 Related Objective(s):** Improve ability to assist students

**5.4.2 Related Measure(s):** Report on meetig with first time students

**5.4.3 Responsible Person:** Advising Office

**5.4.4 Target Date:** Ongoing

**5.4.5 Priority:** High Priority

**5.5 Continue to attend all advising meetings:**

we will continue to send either all advisors or representatives to all advising meetings

**5.5.1 Related Objective(s):** Improve ability to assist students

**5.5.2 Related Measure(s):** Report on advisors meetings attendance

**5.5.3 Responsible Person:** Advising Office

**5.5.4 Target Date:** Ongoing

**5.5.5 Priority:** Medium Priority

**6. Analysis:**

**6.1 Program/Unit Strengths:**

**6.1.1 Objectives/Outcomes Exceeded or Met:**

Student surveys, exit interviews, and conversations with faculty, administrators, and professional academic advisors all show the existence of concerns having to do with the delivery of academic advising services. The surveys and exit interviews provide a generally positive view of student satisfaction with the School of Management Advising Office. The dominant ambition of the School of Management Advising Office is to deliver a coherent and accountable academic advising system able to assure effective, timely, and accurate academic advising services to all students while remaining a positive influence on the future expansion of the School and University. There is a large portion of pride within the SOM Advising staff who feel they provide a service unsurpassed on campus. Accompanying such zeal however is always more responsibility. As we strive to accomplish more for the students, it is only natural that the students expect even more. It is a challenge that the Advising Office will continue to accept.

**6.2 Program / Unit Weaknesses:**

**6.2.1 Objectives / Outcomes Partially or Not Met:**

The greatest value of this effort is in the ability to identify areas of concern for use in planning.

The major issues centered on the following themes:

- Students would prefer to always see the same advisor.
  - Students “sign in” when they enter the Advising Office. The sign in sheet includes a space for requesting a preferred advisor.
- Several students felt we should see students by appointment only.
  - Students that demonstrate special needs (such as restrictive work schedules) are offered appointments during off-peak periods at the advisors discretion. The SOM Advising Office receives regular visits from the students of other Schools within UTD who indicate that they were told an appointment was not available for a week, two weeks, or even a month. We help everyone to the best of our ability that comes to the Advising Office. An open door policy seems to offer the most equitable opportunities for service to students. We address potentially long waiting times during registration periods by:
    - maintaining an upbeat office personality,
    - providing scheduling materials and schedule printouts in the waiting areas,
    - providing computer terminals in the waiting area,
    - providing a pre-registration triage service in the waiting area.
- Consistency.
  - Both legitimate and non-legitimate issues surface regarding consistency of information offered in the Advising Office. A few students claim to have received different information from different advisors. We take this issue very seriously.
    - All visits are noted and summarized in the Advising Web and in the students file that is maintained in the Advising Office.
    - Copies of e-mails are kept in the student’s file in the Advising Office.
    - The Advising Office attempts to remain aware of all changes to curriculum and policy by monitoring catalog changes and web site revisions, and by maintaining beneficial relations with all faculty, staff, and committees.
    - All degree and graduation audits are verified by multiple personnel.
    - Changes to transfer credit awarded by the University to undergraduate students occur. The Advising Offices are not notified. It may be a year or more, depending upon how quickly

students accumulate credit hours, before it is noticed during a scheduled maintenance audit by the Advising Office.

- Errors are made by advisors. It is Advising Office policy that regardless of the origin of a student issue, we will do everything possible to “make it right” for the student. Advisors realize that no one will be disciplined for making a mistake. Disciplinary action will only occur if the error is continually repeated or if the advisor attempts to disregard or not accept ownership of an issue. Once a mistake happens or an inconsistency is noted, an advisor must accept responsibility and work as quickly and creatively as possible to resolve it, regardless of the origin of the issue.

The Advising Office will continue in its attempts to personalize the services offered despite the size of the student population. We will continue in the efforts to improve consistency and convenience.

## 7. Report:

### 7.1 Executive Summary: Executive Summary

The School of Management (SOM) began offering courses in 1973. In the School’s first year, 26 students enrolled in classes taught by four full-time faculty members. Since the arrival of Dean Hasan Pirkul to UT-Dallas, the SOM has grown to be the UTD school with the largest enrollment. During the last five years alone:

- the size of the faculty has more than doubled,
- enrollment has increased again by over fifty percent,
- Ph.D. enrollments have doubled,
- academic programs, majors, and concentrations have been revised to ensure continued innovation,
- a Career Management Center was established at the school,
- the Award-winning alumni magazine, MANAGEMENT, was begun and has proven to be popular with students and alumni,
- a new Director of Alumni Relations was added,
- the new building construction was completed in August 2003,
- the School earned AACSB accreditation.

As a precursor to this growth and development, Dean Pirkul allocated considerable resources to establish the School of Management Advising Office. Dean Pirkul and The School of Management recognized that advising is an integral part of a university education. The advising experience establishes a collaborative relationship between a student and the University in which the student feels a sense of connection, guidance, and support. Effective advising is developmental. It responds to, and creates growth and change within the student. Advising encourages students to seek out resources, think critically, and develop action plans. It provides students with the information and encouragement they need to take personal responsibility for discovering options and making decisions. Ultimately, advising allows each student to achieve a meaningful and successful educational experience. In the School of Management, graduate and undergraduate student advising would interact seamlessly. Advising would exist for the student.

The goals and objectives of the School of Management Advising Office are to:

- treat all individuals with courtesy, decency and respect,
- provide the responsive, effective, and efficient services needed to support the exemplary academic programs of the School of Management,
- assist students in the development of suitable educational plans and in the selection of appropriate courses and other educational experiences
- assist students in the interpretation of institutional requirements
- enhance student awareness of the educational resources available (e.g., internships, honors programs, and learning assistance programs)
- reinforce self-direction and the development of decision-making skills
- connect the student to all available career and life goal resources

The School of Management recognizes that these are ambitious goals to contemplate when student to advisor interaction is regulated by a ratio of almost 400 to one. Further complications surface with the realization that some students do not appreciate a developmental approach to advising and simply wish to be told where to go, what to take, and in extreme, yet not uncommon circumstances; what career to prepare for. Students generally rate academic advising (along with separate career management oriented services) as a least satisfactory aspect of their academic experience. The phrase "Academic Advising" surfaces in discussions, heated conversations, explanations, planning meetings, complaining sessions, and budget deliberations. Academic advisors experience daily

disappointment and strain when their best efforts are rejected. It is unfortunate that the people charged with clearing a path for students are also the people who are most often required to say “no” to the same group. Students, staff, faculty, parents, spouses, and administrators participate in the conversations. It is clear that complex variables and personal perceptions all play a role in defining the issues.

Another goal or objective must be recognized:

- to participate in a continuous and on-going evaluation of all advising services within the School of Management.

A conscious decision was made early in the development of the SOM Advising Office to constantly evaluate the office’s alignment with their objectives. This continuous evaluation process must be part of a transparent and honest organizational culture that exists only to advance the interests of all students. Information gained from a continuous evaluation process will be used solely to advance the welfare of the students and to improve the services that are offered.

It was decided that multiple assessment methods should be used to evaluate the SOM Advising Office. The dynamic synergy of qualitative investigation better reveals the perceptions of students toward their experiences. Quantitative data would increase the predictive validity of the descriptions gathered by qualitative means.

The following factors were considered when selecting assessment methodologies.

- Who and what is to be assessed?
- What will be the other assessment experiences of students while enrolled at UTD?
- How universal do we wish the evaluation effort to be among SOM constituents?
- Cost
- The psychometric properties of the assessment instrument. It was critical that each assessment tool measured what it was intended to measure without enhancing bias against any individual or group.

Four assessment procedures are used internally by the School of Management to evaluate the services offered by the Advising Office.

- Advising Office Service Survey
- EBI Tabulated Exit and new Student Evaluations
- In house exit and new student surveys similar to EBI Tabulated surveys
- Undergraduate student exit interviews

Student surveys, exit interviews, and conversations with faculty, administrators, and professional academic advisors all show the existence of concerns having to do with the delivery of academic advising services. The surveys and exit interviews provide a generally positive view of student satisfaction with the School of Management Advising Office. The greatest value of the survey results, however, is in the ability to identify areas of concern for use in planning. The Advising Office will continue in its attempts to personalize the services offered despite the size of the student population. We will continue in the efforts to improve consistency and convenience.

The dominant ambition of the School of Management Advising Office is to deliver a coherent and accountable academic advising system able to assure effective, timely, and accurate academic advising services to all students while remaining a positive influence on the future expansion of the School and University. There is a large portion of pride within the SOM Advising staff who feel they provide a service unsurpassed on campus. Accompanying such zeal however is always more responsibility. As we strive to accomplish more for the students, it is only natural that the students expect even more. It is a challenge that the Advising Office will continue to accept.

## **7.2 Top 3 Program/Unit Accomplishments: Highlights**

- The School of Management Advising staff was expanded to include six undergraduate advisors and five graduate advisors.
- One graduate advisor was dedicated to providing services to distance education students.

## **7.3 Research Activities or Publications: Research and Scholarly Activities**

SOM Advising staff completed the following research activities:

- SOM Self Assessment Report
- SOM Statistical Hand Book
- Faculty load report
- Faculty sufficiency report

- Credit Hour report by area by department by course by AQPQ
- SACS report
- Applicant admission analysis of UG and Master with admission test score, college history, high school history
- UG Honor program student report
- UG minors report
- UG 90 hrs report
- UG hold report
- PhD 1E1 report
- PhD history report
- GMAT analysis report
- Non-degree analysis report
- EBI In-house surveys summary report
- GMBA enrollment and credit hours reports
- AACSB annual report (enrollment, admission and graduate parts)
- UTD tuition and fee report of fall, summer and spring semester
- SOM business paper ranking web application maintenance
- Master programs progress report
- Benchmarking report
- MBC faculty report
- MBA programs admitted/enrolled/graduates report
- SOM IT lab print control student list report
- AIM minority student report
- AIM GPA and GMAT report
- AIM enrollment/graduate report
- UTD Oracle ERP presentation summary report

Surveys completed for the following groups:

1. AACSB BSQ
2. AICPA
3. EI group
4. Financial Times MBA
5. Business Week MBA
6. Petersons
7. Princeton
8. GMAC
9. Beyond Grey Full Time MBA
10. US news

#### **7.4 Instructional/Training Activities (presented or received): Teaching (training) Activities**

- ASTRA schedule training
- OnBase admissions training
- Several educational programs were presented to the advisors to expand their awareness of program contents and applicable career directions
  - Internal audit program
  - Entrepreneurship program
  - Accounting and information management program
  - Healthcare Management program

#### **7.5 Public Service:** Advising Office staff members were involved in the following activities:

- Conducted regular information sessions to inform the public concerning the opportunities offered by the School of Management at UT-Dallas
- Participated in Scholar's Weekends, an event that brings high school students to the campus
- Presented transfer student orientations
- Performed probation monitoring for Academic Excellence Students



- Instructed the freshmen experience courses
- Held memberships on Freshman Experience Advisory Team
- Served on the Non-Academic Drop committee
- Participated in Educational Fairs for area high schools, non-profit organizations, and businesses
- Sponsored the Phi Theta Kappa District II Hallmark Workshop
- Currently serve on the Adult Non-Traditional Students Association
- Currently serve as a Graduate Student Senator
- Served on corporate Challenge committees
- Participated in Texas Relay for Life
- Participated in the Llaves del Exito Conference
- Attended LULAC's national conference

#### **7.6 Other External Activities: International Activities**

- participate in International Student orientation sessions
- responded to international inquiries for information
- participated in Multicultural Center meetings on programming

#### **7.7 Contributions to UTD: Contribution to the institution**

UTD's strategic planning initiatives include the following:

- Discovering Tomorrow's Inventions Today
- Preparing Students for Tomorrow's Challenges
- Managing Change in a Constantly Changing Society
- Securing the Safety of the Future
- Improving the Health and Quality of Life of Individuals and Society
- Making a Great City Even Greater

Achieving the University's strategic initiatives can only be accomplished when students are allowed to identify meaningful life goals, acquire the skills necessary for growth, and ultimately succeed in a manner unique to each. The underlying assumption must therefore be that advising is developmental in nature. This leads to several inevitable implications:

- advising must be a continuous and multifaceted process of interaction and change,
- advising must be student centered to allow students to understand themselves better,
- advising must center on maximizing student potential and helping them to define realistic career, personal, educational and life goals,
- advising must be an exchange between participants and not a one-sided lecture, the advisor must facilitate communication to coordinate student experiences,
- advising must involve option identification and decision making.

The underlying assumption must be that advising is developmental in nature. This supports the mission of UT-Dallas:

- Producing engaged graduates, prepared for life, work, and leadership in a constantly changing world
- Advancing excellent educational and research programs in the natural and social sciences, in engineering and technology, in management, and in the liberal, creative, and practical arts
- Transforming ideas into actions that directly benefit the personal, economic, social, and cultural lives of the citizens of Texas

#### **7.8 Top 3 Program / Unit Challenges: Challenges**

The challenge remains the same: to assist students in the development of suitable educational plans, assist in the selection of appropriate courses and other educational experiences, and to assist students in the interpretation of institutional requirements while enhancing student awareness of the educational resources available. The challenge is simply enhanced by resource related issues.