

# **Advising Strategic Plan**

## **Phase I Final Report**

**September 1, 2015**

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## EXECUTIVE SUMMARY

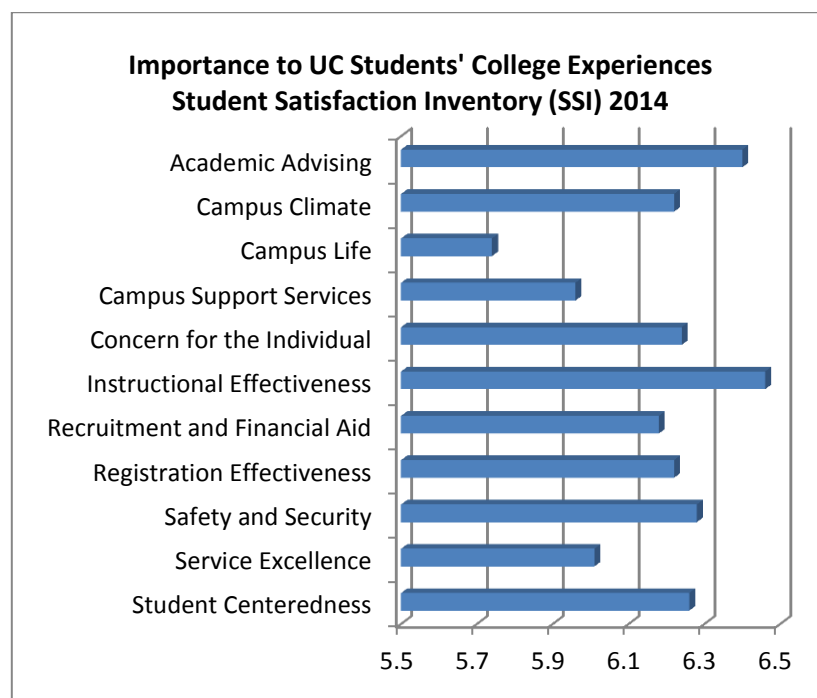
The University of Cincinnati recognizes that good academic advising is central to student success. In recent years, the national college completion agenda has also intensively sharpened focus on advising and educational planning. Students engage and persist when knowledgeable advisors are available to monitor and effectively address their needs. Recent state legislation is now driving financial resources to the university based on student completion of degrees and courses via Complete College Ohio. Going forward, UC must be more proactive than ever in collaborating to support students to complete a quality education.

**Advising has become more obviously critical than ever.**

Educational planning is a complex process at any large research university, and particularly at UC, due to the vast opportunities provided as well as the broad profile of our students and their needs. Students must understand and choose from a large number of available opportunities for study, incorporate a range of experiences that fit their interests into their plans, and navigate layers of requirements based upon curriculum, performance, policy and compliance. Effective, efficient advising requires collaboration, partnership, personal knowledge and relationship between students and well-trained advisors using smart technologies. For this reason, full-time advisors – generalists as well as specialists for targeted needs – are increasingly necessary in large research universities, while faculty advising and contact remains as important as ever.

**Collaboration of all advising resources is key to help students achieve their goals and enhance their engagement with the institution.**

A student's academic advisor is often the sole university partner with whom a student will have a relationship from orientation through graduation. UC students recognize the value of advising, reporting it as one of their two highest priorities for their college experience second only to instructional effectiveness (SSI 2014).



We've made strategic improvements in student advising support with positive outcomes over the last 13 years. In fact, UC meets or exceeds student perceptions of advising quality at our Provost comparison, Carnegie class and competitor institutions (NSSE 2015, Frequencies & Statistical Comparisons.) The data for first-year students particularly reflect positive comparisons, as this is the group touched by most of our advising investment over the years. UC seniors report an equivalent level of advising quality across the comparison institution groups, but significantly lower than our first-year students and there is clear room for improvement. However, UC does not provide a level of student advising support reflective of national norms. Upperclass students are more affected by this as they generally receive little intrusive advising support. Our seniors also commonly report a disruptive level of advisor turnover (NSSE 2015 Student Comments.) Our student-advisor ratios are still very high in many colleges and our central support to coordinate our completely decentralized advising model is extremely thin. With a shift to a more completion-centered focus, we must address these needs.

We have an excellent foundation and good reasons to provide better and more coordinated advising. We also have the first-ever UC Advising Mission and Vision in place. Now we need a plan.

The UC Advising Strategic Plan was developed as a roadmap to collaboratively accomplish our UC Advising Mission and Vision. It has been written to include many of our Complete College Ohio advising and technology strategies. The plan consists of five goals, each with corresponding strategies, which address advising practices, coordination, quality and assessment.

#### **Advising Strategic Plan Goals**

Goal 1	<b>Advising Practice</b> Model exemplary advising practices for all UC students across the advising community
Goal 2	<b>Specialized Advising</b> Model exemplary practices for specialized student advising needs
Goal 3	<b>Coordination</b> Maximize the impact of advising resources for all students through coordination and assimilation of efforts throughout the advising community
Goal 4	<b>Quality</b> Invest in quality student advising through advisor recruitment, hiring, retention, training, and development
Goal 5	<b>Assessment</b> Become an industry leader in assessment of student advising practices

Implementation of each goal and its corresponding strategies is explained throughout this document. Some are higher-level university strategies while others are more appropriate for implementation at the advisor or unit level. Strategies are inclusively articulated to allow objectives for achieving each strategy to also be determined by individual advisors and units when applicable.

Appendix A includes a one-page summary of goals and strategies, a crosswalk table of how the strategies align with other strategic university initiatives, and an implementation timeline.

## TASK FORCE MEMBERSHIP

The UC Advising Strategic Plan is respectfully submitted by:


<b><i>Name</i></b>	<b><i>Role and Representation</i></b>
Dr. Krista Maddox	Co-chair, Asst. Dean of Student Affairs, CoN
Ethan Fletcher	Co-chair, CECH Advisor
Danny O'Connor	Student Representative
Rachel Motley	Student Representative
Jason Autry	UC Undergraduate Advising Association
Debbie Brawn	University Honors Program
Dr. Thembi Carr-Dobbs	Student Affairs, Residence Education
Ron Cushing	UC International
Mychael Dicks	DAAP Advisor
Doug Kennedy	Center for Exploratory Studies Advisor
Dr. Joe Luckey	Athletics, Student Academic Support
Mark Miller	UC Blue Ash & Advising Assessment
Linda Moeller	Engineering & Applied Sciences Advisor
Dr. Dennis O'Neill	Arts & Sciences Faculty Advisor
Kevin Ploeger	Arts & Sciences Advisor
Dr. Carney Sotto	Allied Health Science Faculty/FYE Director
Dr. Brodie Theis	Professional Practice & Experiential Learning
Lauren Thomas	Institutional Research
Dr. Scott Tremain	UC Blue Ash Faculty Advisor
Alison Wright	Lindner College of Business Advisor



## BACKGROUND

In 2012-13, leaders across the UC Advising Community convened to develop the University's first advising mission and vision. With a goal of utilizing these new guideposts as a foundation for assessment and quality improvement, the process was inclusive of front-line advisors, students, administrators and faculty. The mission and vision were approved and endorsed that year by the Advising Administrators (ADAM) group, the UC Undergraduate Academic Advising Association (UCUAADA), and ultimately by the UC Faculty Senate Academic Affairs Committee in Spring, 2014.

**UC Advising Mission & Vision**



**Mission**

The UC Advising community engages and supports students through teaching and collaboration to achieve their academic, personal, and professional goals.

**Vision**

The UC Advising community will advance a personalized educational environment in which:

- All students achieve their goals through exploration, reflection, and engagement.
- We are committed to inclusion, teaching, and lifelong learning.
- We are global leaders in advising practice, scholarship, and innovation.

*Endorsed by the UC Faculty Senate Academic Affairs Committee, March 2014*

In June 2014, UC's Complete College Ohio plan was finalized and submitted to the State of Ohio Department of Higher Education, outlining the university's planned strategies to increase student course and degree completion. Advising and related technology-based strategies are extensive within that plan (see Appendix B) and need to be prioritized for action and biennial reporting to the state. Simultaneously, the advising community needed a strategic plan to act upon the approved mission and vision. A broad representation of the advising community was identified to serve as a task force to develop the Advising Strategic Plan.

The task force was charged in January 2015 and engaged in an explicitly open and inclusive process by which information was sought, data considered, and feedback from the overall advising community was pursued. The work of this task force and the input of students and the advising community resulted in the following strategic plan.

## CHARGE

The charge of this task force was to formulate an Advising Strategic Plan designed to advance the quality, efficiency and effectiveness of academic advising at UC. Recommendations were to be guided by the UC advising mission and vision, with a specific focus on the student as the center of our efforts.

The plan was to include analysis of UC's student advising experience and advisors' work experience. It was also to address the advising and technology strategies outlined in the Complete College Ohio Task Force report that was approved by the Board of Trustees in June 2014. The task force was to address both professional and faculty advising in the plan. Strategies, measures and intended outcomes of the plan were to be clearly identified. Recommendations were to be data-driven and reflective of best practices and standards developed by the Council for the Advancement of Standards in Higher Education (CAS). A complete budget required to accomplish the plan was to be provided with a detailed list of resources available and needed, as well as a suggested timeline.

### **Additional considerations**

In developing the plan, the task force was to consider and address AT LEAST the following questions:

#### **Phase I**

1. How can we coordinate advising activity or outcomes to provide each student with an integrated advising experience across the institution?
2. What are the strengths of the advising community and how can we build on them? What are the weaknesses and how should we address them?
3. What policies (existing or needed) should be considered for improved advising?
4. What, if any, practices should exist across all advising programs (ex. student-advisor assignments, intrusive advising, appropriate caseloads, early warning, etc.?)
5. How can we set advisors up for success in their roles? How should we address training and development, technology support, compensation and career opportunities?
6. What support should we provide to transfer, transition, non-matriculated, dual enrollment, pre-professional and undecided students, in light of Complete College Ohio and College Credit Plus legislation? How should we align specialized advising programs to most effectively and efficiently meet these student advising needs? How can career advising be integral to this support?
7. In addition to NSSE, SSI and other current assessment, what measures, framework and benchmarks should be used to identify the success of this strategic plan?

#### **Phase II**

1. How will advising tools and technology (ex. Catalyst, early warning, e-learning, etc.) shape the advising experience? What are the implications for students and advisors?
2. How should this alter the plan and recommendations as outlined in Phase I? What are the resource and timeline impacts?

## PROCESS

The Advising Strategic Plan Task Force began meeting in January, 2015. The charge to the task force was delivered by Dr. Caroline Miller and shortly after the work of the task force commenced. The task force was deliberate in planning our work to produce the requested outcome in the charge.

We began with an analysis of the current student and advisor experience related to advising on the UC campus. This analysis involved examining current student satisfaction surveys related to advising and individual unit advising practices. From there, the task force conducted a S.W.O.T. analysis to determine the strengths, weaknesses, opportunities, and threats of the advising experience on our campus. From that analysis we identified opportunities that are a good fit to our strengths, ways that we can use our strengths to reduce vulnerability to threats, and considered how to prevent our weaknesses from making us highly susceptible to threats. Throughout this analysis we considered how our observations and potential recommendations aligned with current initiatives in which advising could have an impact. Specifically, we looked for alignment with the following:

- UC 2019 Goals
- Creating our Third Century
- UC Advising Mission & Vision
- Complete College Ohio
- College Credit Plus
- CAS Standards for Advising

From that analysis we developed goals for the advising community, grounded in the UC Advising Mission and Vision. For each goal we also identified corresponding strategies aimed at addressing the goal. Once goals and strategies were identified, town-hall meetings were held to gather feedback from the advising community. The draft goals and strategies were shared with the Advising Administrators group (ADAM) and the UC Undergraduate Academic Advising Association (UCUAADA).

A total of four town-hall meetings were held in which all members of the advising community, described in Appendix C, were invited to participate in facilitated small group discussions. Within each town-hall meeting, they identified how strategies could be strengthened and how the overall plan could be improved. Additional opportunity existed to provide feedback to the task force through the UC Advising web site.

All feedback was gathered and considered for refinement of the goals and strategies that now make up the Advising Strategic Plan.



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**GOAL 1:     ADVISING PRACTICE****Model exemplary student advising practices for all UC students across the advising community**

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**Strategy 1: Technology-Facilitated Success Network**

***Utilize enterprise technology to facilitate each student's contact with their student success network, document individual progress, and coordinate effort***

The advising community recognizes that many individuals with various expertise are responsible for our students' success, such as advisors, faculty, and other professional and student personnel. As such, a student success network will be identified for each student. It will be imperative that each member of a student success network utilize the enterprise-level technology available to communicate and/or coordinate support with the student and other members of the success network as appropriate.

***Resource Implications:*** Current Catalyst implementation and Starfish Early Alert pilot may address this need. This will depend, however, upon full implementation of Starfish Early Alert. Any additional resource needs should be addressed during Phase II of the Advising Strategic Plan process.

***Timeline for Implementation:*** Beginning AY16 when Catalyst and Starfish are fully functional

***Measure:*** By Fall 2016, each student's success network is identified and has access to Catalyst and Starfish with which to communicate with the student and coordinate with others in the success network

***Alignment:***     Complete College Ohio  
Strategy 4: Invest in technology based tools to facilitate completion  
Strategy 5: Re-establish a University-wide early warning system

## Strategy 2: Advising Continuity for Students

***Ensure that academic advisors can advise on a student's entire program curriculum from entrance to graduation***

Student success is hindered if a student has to piece together information about graduation requirements on their own. The advising community recognizes that students need at least one general academic advisor who can advise about all graduation requirements for the student's degree program. This provides the student a continuous advising resource that would serve as an authority on the curriculum and a student advocate from the point of entry through graduation. Whether a faculty or staff advisor is in this designated role it is appropriate to expect that others may also provide supplemental, targeted advice or mentorship relative to a student's needs.

***Resource Implications:*** This would constitute a change in practice for some academic advising units which may require advisor training.

***Timeline for Implementation:*** Fall 2017

***Measure:*** By Fall 2017 all declared students have an advisor that can advise from the point of entry to graduation for their academic program

***Alignment:*** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising

## Strategy 3: Advising Syllabus

***Publish an advising syllabus to ensure clarity about the roles and responsibilities of advisors and students***

The advisor and student relationship is most successful with clear expectations that are well-understood by both parties. As such, each student will have an advising syllabus that describes the expectations, what students are intended to learn from the advising process, and serves as a resource from which the student success network will operate. A general UC advising syllabus will be developed and posted on the Advising & Academic Services website for student resources. Units may utilize the general one and/or develop their own, as relevant to the type of advising.

***Resource Implications:*** This strategy is not expected to require additional resources.

***Timeline for Implementation:*** Fall 2016

***Measure:*** By Fall 2016 all students will receive an advising syllabus that describes the advisor/student relationship

***Alignment:*** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising

## Strategy 4: Faculty Mentorship

***Ensure that all students have a faculty advisor as part of the student success network to address specific field-related issues***

The advising community embraces the importance of faculty in the advisement of students. The foundation of the faculty advising role is generating student knowledge about their respective disciplines. In addition, they are able to guide students in their educational plan and career paths within the discipline. Oftentimes students can benefit from having an advisor help with identification of coursework in their discipline that can encourage their growth in the career path they've chosen within a discipline. Interaction with faculty outside the classroom can enhance student engagement with the institution significantly, contributing to student success. As such, it is imperative that all students have an identified faculty member affiliated with their declared field of study to provide the opportunity for institutional engagement, career planning, and overall success. The faculty advisor will serve as part of the student's success network, collaboratively working with other advisors in the network to help the student meet their educational and career goals.

***Resource Implications:*** Per faculty response, most academic departments already have such a designee in place and this strategy is not expected to require additional resources.

***Timeline for Implementation:*** Immediately

***Measure:*** By Fall 2016, all students in declared majors will have a faculty member identified as part of their success network

***Alignment:*** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising

## Strategy 5: Peer Advisor/Mentor Training

### *Include peer academic advisors in proposed Peer Education Network training and initiatives*

The advising community recognizes and values the impact that students can have on one another through formalized peer advising and mentoring programs. While only a few advising units currently utilize peer advising/mentoring programs there is no uniform training and development for students to assume this leadership role. In order to ensure quality peer advising and effectively execute a model peer advising/mentoring program, a standardized training resource to develop the necessary leadership skills in our students will need to be in place.

**Resource Implications:** Currently, the FYE program has proposed a 1-year temporary Program Coordinator position to create a Peer Education Network that would support this strategy at a University level. Implementation of this strategy will be contingent upon this planned resource and further supported by the requested full-time trainer position.

**Timeline for Implementation:** Fall 2016, pending funding aforementioned

**Measure:** By Fall 2016, a sustainable Peer Education Network exists to serve as a training and development resource for all peer educators, including peer advisors

**Alignment:** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 11: Expand FYE/Learning Communities  
Strategy 16: Develop a collaborative peer education initiative  
Creating Our Third Century  
Reimagining the student experience



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## GOAL 2: SPECIALIZED ADVISING

### Model exemplary practices for specialized student advising needs

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#### Strategy 1: Reinforce Specialized Advising

##### *Ensure that specialized student advising needs are supported by advisors with appropriate expertise*

Students and advisors alike recognize many students have one or more specialized advising needs, either ongoing or during a specific point in time, which are most effectively supported by an advisor with specific expertise or training. These students include honors, athletics, international, exploratory or major changing, dual enrollment, transfer/transition, veteran students, non-matriculated, etc. students. Each of these students should have an identified knowledgeable advisor available to guide them when needed relative to their specialized needs. UC students value having advisors with specialized knowledge to support relevant needs and report that they receive valuable information from each of their advisors (see Appendix D). They also report a desire for more coordination across their advisors (NSSE 2015 Student Comments). Currently collaboration between specialized advisors and general/college advisors is inconsistent, resulting in students often needing to interact with multiple advisors at different times creating inefficient use of advising resources and the undue burden on the student. Utilization of the student success network will allow for collaboration among general/college advisors and advisors in each specialized unit to eliminate overlap of advising and will create a unified approach to helping students meet their educational goals.

**Resource Implications:** Most existing specialized advising programs provide such support, though at least one is improperly staffed to intrusively support the volume of students (Exploratory Studies and major-changing students.) See the advising scan in Appendix E. Resource implications are included in the Student-Advisor Ratio strategy. International students do not currently have specialized advising support and two advisors (total \$126,666) are requested to establish this. Appendix F outlines the details.

**Timeline for Implementation:** Fall 2016

**Measure:** 100% of all specialized units are appropriately staffed with expert advisors capable of advising students on the requirements and demands specific to that population by Fall 2016.

**Alignment:** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 2: Tailor support to transfer and transition students  
Strategy 3: Reinforce specialized advising for major selection and exploration  
Creating our Third Century  
Reimagining the student experience

## Strategy 2: Partnership and Connection

***Create intentional partnerships and knowledge sharing between the specialized advising units and others through a liaison model***

Partnership and connections between specialized advising units and college, academic support, or student affairs units enhance advisor knowledge sharing and facilitate a more cohesive student advising experience. Each specialty advising unit will assign a liaison to the college advising units to represent the interests of their specialty populations and to establish intentional partnership. As such, specialty advisors should also be formally included as part of each students' success network if the role is an ongoing one. The advising syllabus will address how students can best utilize both resources and how the network will facilitate the partnership. This partnership will enrich the advising experience for the student while ensuring that the students and the institution are abiding by the prescribed guidelines or best practices for the support of special populations.

***Resource Implications:*** No additional resources are necessary for this strategy, however intentional partnerships must be identified, developed and maintained.

***Timeline for Implementation:*** Immediately, pending any additional staffing necessary to represent each specialty unit

***Measure:*** 100% of specialty advising units have an identified liaison to the colleges and other appropriate units by Fall 2015

***Alignment:*** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 2: Tailor support to transfer and transition students  
Strategy 3: Reinforce specialized advising for major selection and exploration  
Creating our Third Century  
Reimagining the student experience

### Strategy 3: Integrated Orientation

***Ensure that tailored orientations for any special student populations are integrated with an overall university orientation and welcome program***

Some students who are part of specialty populations (ex. international, transfer, athletes) benefit from appropriate special orientation and welcome for that population upon entrance to the University. Liaisons mentioned in the previous strategy will work with the colleges and the Orientation office to determine the most appropriate integration for each orientation experience and will partner with the colleges to ensure that students receive a comprehensive orientation for the specialty population and to the university.

***Resource Implications:*** No additional resources are expected to enact this strategy. Once specialty liaisons are identified this will be a part of their role with the academic units.

***Timeline for Implementation:*** Immediately, pending any additional staffing necessary to represent each specialty unit

***Measure:*** 100% of specialty student populations are represented in university-wide orientation and welcome beginning Fall 2015

***Alignment:*** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 2: Tailor support to transfer and transition students  
Strategy 3: Reinforce specialized advising for major selection and exploration  
Creating our Third Century  
Reimagining the student experience

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### GOAL 3: COORDINATION

#### Maximize the impact of advising resources for all students through coordination and assimilation of advising efforts throughout the advising community

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##### Strategy 1: Assigned Advisors and Coordination

###### *Assign at least one advisor to every student and coordinate advising teams where needed*

Each student will have at least one assigned academic advisor as part of a student success network. Over 40% of UC students are supported by more than one advisor in a given year and students value having advisors with different specialties to support their needs (see Appendix D). In cases where a student is supported by more than one type of advisor, this network of two or more individual advisors will be identified and work together to coordinate and assimilate efforts. The goal is to ensure a seamless, non-duplicative advising experience for students and ensure the most efficient use of resources in student advising.

**Resource Implications:** To be determined upon implementation of Catalyst and Starfish Early Alert. It is expected that Catalyst and Early Alert technology will support this strategy but it may require training, depending on how Catalyst advising training is delivered. Additional resources may be identified in Phase II of the Advising Strategic Plan initiative.

**Timeline for Implementation:** Dependent on technology support, Catalyst advising training, and Early Alert implementation to scale. This will be implemented in Fall 2016.

**Measure:** Dependent on technology support and Catalyst advising training, all students will have an identified support network in Catalyst by Fall 2016

**Alignment:** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising

## Strategy 2: Standardized Outcomes

### *Develop and maintain standardized advising outcomes*

In an effort to coordinate and assimilate advising efforts throughout the advising community, it is imperative that advising outcomes be established and all advising units use the identified outcomes as guidelines for partnering with other units to advise students. In doing so, each member of a student's success network can identify their targeted roles in helping students to achieve the appropriate outcomes. Additionally, standardized advising outcomes will provide a framework of assessment for advising at both a unit level as well as an institutional level.

**Resources Implications:** This work will need to be carried out by members of the advising community. Therefore, no additional advising resources are necessary, though advising units must devote time to development of the outcomes.

**Timeline for Implementation:** Advising outcomes will be developed during AY16, with an aim to implement in AY17

**Measure:** By AY 2016, standard advising outcomes will be identified as part of the advising syllabus. Beginning in AY17, advising units will engage in formative and summative assessment and develop learning-based assessment in annual advising surveys based on the standard advising outcomes.

**Alignment:**

- Complete College Ohio
- Strategy 1: Provide robust, high-quality, personalized academic advising
- Strategy 2: Tailor support to transfer & transition students
- Strategy 3: Reinforce specialized advising for major selection & exploration
- UC 2019
- First-Year Retention Rate
- Six-Year Graduation Rate
- SSI Measure
- NSSE Measure, Freshman & Seniors
- Graduate Student Satisfaction Survey (Masters and Doctoral)
- Academic Progress Rate
- Creating our Third Century
- Reimagining the Student Experience
- Council for the Advancement of Standards in Higher Education (CAS)
- Mission
- Program

### Strategy 3: Common Advising Terminology

#### ***Create and utilize a glossary of standard advising terms to be used across advising programs***

In an effort to establish standards across advising units and facilitate collaboration, it is important to create and utilize a common language as an advising community. In a time of constant change it is necessary to establish consistent terminologies related to student advising and student success. We have an opportunity with the implementation of Catalyst to utilize the associated glossary and cross walk to include standard advising terms.

***Resource Implications:*** This project will need to be carried out by members of the advising community, led by the Office of Advising and Academic Services. Therefore, no additional advising resources are necessary, though it is expected that advising units must devote time to development of the outcomes.

***Timeline for Implementation:*** Glossary of advising terms will be developed during AY16, with an aim to implement in AY17

***Measure:*** By Fall 2016, standard advising terms are identified. Beginning in Fall 2016, advising units will utilize the standard terminology in their formative and summative assessment and develop learning-based assessment in annual advising surveys based on the standard advising terminology.

***Alignment:***     Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 2: Tailor support to transfer & transition students  
Strategy 3: Reinforce specialized advising for major selection & exploration

## Strategy 4: Relationship & Communication

***Strengthen relationships and communication between campuses, departments, faculty advisors, advising units, student services, and student affairs units***

Coordination and assimilation of advising efforts will require intentional relationship building and sustainment to ensure that all members of the advising community are collaborative members of student success networks. Such relationship building and sustainment will be facilitated through formalized network opportunities such as the UC Undergraduate Academic Advising Association (UCUAADA), Advising Administrators (ADAM), the New Advisor Program, and Emerging Leaders in Student Affairs (ELSA) in which members of the advising community provide and learn information necessary to coordinate collaborative efforts of students' success networks. Purposeful communication among advising units through the formal networks is key in the effectiveness of each network and must be a priority of each network.

***Resource Implications:*** No additional resources are necessary to maintain this strategy though the use of a future Provost Fellow program is recommended to develop and improve faculty/advising partnerships and collaborations.

***Timeline for Implementation:*** Immediately

***Measure:*** Beginning in Fall 2015 all members of the advising community are aware of existing networks and are able to identify applicable networks. Units will track their participation in cross-unit initiatives and processes. Obstacles to participation in cross-unit initiatives and processes will be communicated to the Office of Advising & Academic Services for consideration.

***Alignment:*** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 2: Tailor support to transfer & transition students  
Strategy 3: Reinforce specialized advising for major selection & exploration  
UC 2019  
SSI Measure  
NSSE Measure, Freshman & Seniors  
Graduate Student Satisfaction Survey, Masters & Doctoral  
Council for the Advancement of Standards in Higher Education (CAS)  
Mission  
Program  
Organization & Leadership  
Institutional & External Relations

## Strategy 5: Technology for Accessibility

***Utilize technology to the fullest to provide advisor accessibility for students, student and advisor access to information, and documentation of student advising***

Our enterprise-level technologies currently under implementation can provide much greater access and information-sharing between students and advisors, as well as among advisors. The advising community is expected to utilize available technology to the fullest to:

- ensure that all members of the students' success networks are easily accessible to students,
- ensure that students for whom they are responsible are informed of all opportunities to access and utilize their success network,
- access information about the students for whom they are responsible,
- make information available to the students for whom they are responsible, and
- document student advising interactions through common practice.

***Resource Implications:*** Current implementation of Catalyst and the pilot of Starfish Early Alert may meet this need, pending full implementation of the Early Alert plan. Any additional resources are expected to be identified in Phase II of the Advising Strategic Plan initiative.

***Timeline:*** Dependent on the technology currently available and the technology soon-to-be available for these purposes. A more defined timeline will be identified after implementation of Catalyst in Phase II of the Advising Strategic Plan initiative.

***Measure:*** To be determined in Phase II of the Advising Strategic Plan initiative

***Alignment:***      Complete College Ohio  
Strategy 1: Provide robust, High-quality, personalized academic advising  
Strategy 4: Invest in technology-based tools and systems to facilitate completion



## Strategy 6: Early Alert

### *Create, implement, and sustain an early warning/alert system*

The advising community can have significant impact on student success if partnering with faculty in early intervention of identified academic, social, or personal barriers to a student's success. The ability to identify and address student concerns early in a semester (particularly during the first few weeks) is a best practice strategy. This is far more effective in student retention than waiting until final course grades are posted to react. Adoption, implementation and sustainment of an early alert system will allow a student's faculty, advisors and other supports such as peer leaders to intervene collaboratively, efficiently, and in a timely manner to have the greatest impact on a student's success. Intentional knowledge sharing of effective systems currently in place at various units within the institution (i.e.: Clermont College & UC Athletics) will be planned and implemented when assessing and enhancing the impact of an early warning system.

**Resource Implications:** Starfish Early Alert is currently being piloted for implementation of this strategy. If the pilot is successful and significant impacts are made, it is recommended that Early Alert be scaled and adopted for use institution-wide. Resources needed include a license for full implementation of Starfish Early Alert across key gateway courses and regional campuses. A project manager position is needed to deploy and support the semester-by-semester system implementation across faculty, advisors, peer leaders and other users such as student supports. Programming funds will be needed to support a Starfish awards and recognition program to reinforce and expand annual faculty involvement. Note that these resources support multiple strategies within this plan.

**Timeline for Implementation:** Fall 2016, pending success of the Starfish Early Alert pilot. This strategy will be considered for further refinement in Phase II of the Advising Strategic Plan initiative.

**Measure:** To be determined after Starfish Early Warning System pilot outcome. This strategy will be considered further in Phase II of the Advising Strategic Plan initiative.

**Alignment:** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Strategy 5: Re-establish a University-wide Early Warning System  
Council for the Advancement of Standards in Higher Education (CAS)  
Technology

## Strategy 7: Career Advising

### *Integrate career planning into advising and strengthen support for career decision-making*

Most students need career advising to help them make well-informed decisions about academic programs, curricular plans, and elective experiences that will prepare them for fulfilling careers upon graduation and throughout their lifetimes. It is expected that members of the student success network, including faculty advisors, will collaboratively provide students with career advice. Advisors must be knowledgeable about both current and future career opportunities for which a student's education can be relevant. Notably, such opportunity for students often does not align exclusively with a student's undergraduate academic program or college, yet advisor expertise often does. Preparing advisors in general to become competent in career advising and fluent in conversation about careers is important. A core team of career advisors should be established. Their role is to directly support students' career decision-making as well as to help ensure that the advising community stays up-to-date on industry-specific changes and evolving career opportunity. To accomplish this, a strategic partnership of Advising & Academic Services, the Career Development Center, the Center for Exploratory Studies, ProPEL and the few college-based career services will be necessary.

**Resource Implications:** Coordination will be led by the Office of Advising & Academic Services. It will require resources to address student-advisor ratios, advisor training, and program coordination mentioned in other strategies. Some resource implications for this strategy will need to be assessed pending final organizational structure of the currently evolving Career Development Center. A full-time Program Coordinator to support this and other strategies will be needed.

**Timeline for Implementation:** Immediately

**Measure:** In Fall 2016 all students will have an identified opportunity to receive career advising as part of their advising plan.

**Alignment:** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
UC 2019  
SSI Measure  
Graduate Student Satisfaction Survey (Masters & Doctoral)  
Council for the Advancement of Standards in Higher Education (CAS)  
Program

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## GOAL 4: QUALITY

### Invest in quality student advising through advisor recruitment, hiring, retention, training, and development

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#### Strategy 1: Student-Advisor Ratios

##### *Establish and maintain student-to-advisor ratios that align with best practice national standards*

Establishing and maintaining appropriate student-advisor ratios is fundamental to delivering a consistent, high-quality intrusive advising model that will lead to the greatest student advising experience and reinforce desired student outcomes. However, many of the strategies identified in this strategic plan will depend on the extent to which we achieve and maintain appropriate advising ratios. In certain advising centers, there is a shortage of advisor staff which limits needed student support. This appears to affect the experience of upperclass students more so than first year students at UC (NSSE 2015 Frequencies and Statistical Comparisons), which aligns with how we've invested in advising and implemented relevant practice to date, such as mandatory advising. Based on the NACADA 2011 National Survey of Academic Advising, the median student-to-advisor ratio for full-time advisors is 296:1. Because caseloads should vary based on type of advising need, this is estimated for UC's context at 400 students per college-based professional advisor and between 100-400 students for specialized advisors, depending on specialty. The national norm is 50 for faculty advising. We must address UC's advisor shortage in order to more effectively implement completion-centered advising practices.

**Resource Implications:** Based on undergraduate enrollment, UC currently has a deficit of 17 full-time academic advisors to align with national norms (see Appendix E). As of October 2015 the fiscal resource implication for this specific strategy is \$1.08M in FY16, based on 2015-16 enrollment data, current advisor staffing level and average advisor salary. The advising scan should be updated with revised enrollment data and average advisor salary costs for the fiscal year in which this strategy will be implemented to achieve and maintain appropriate advising ratios for student success. Note that many of the strategies listed within this plan will be reliant upon this resourcing. A related resource need is advisor office space that complies with CAS Standards allowing for student privacy in advising conversations.

**Timeline for Implementation:** AY17

**Measure:** AY17 all advising units are staffed with best practice national standard ratios as identified in the advising scan

**Alignment:** Complete College Ohio  
Strategy 1: Provide robust, high-quality, personalized academic advising  
Third Century  
Reimagine the Student Experience  
Council for the Advancement of Standards in Higher Education (CAS)  
Human Resources

## Strategy 2: Diversity and Inclusion

### ***Promote diversity and inclusion within the advising community through recruitment, hiring and training practices***

In alignment with the University of Cincinnati's statement on diversity and inclusion, the advising community embraces diversity and inclusion as core values that empower individuals to transform their lives and achieve their highest potential. As such, it is vital that the advising community engage in intentional efforts to impact the diversity of our advising staff and promote effective student support through our hiring and professional development of advisors. Currently, efforts to recruit and hire advisors of underrepresented populations vary by hiring unit and position. The advising community will implement a recruitment and hiring plan designed explicitly to positively impact the diversity of our advising community. The Office of Advising & Academic Services will be responsible to lead this effort.

***Resource Implications:*** Resources needed will include those identified for advisor training and development of advisors and program coordination will be needed. In addition, a budget of \$20,000 is recommended to sustain a recruitment strategy to attract talented advisors from underrepresented populations.

***Timeline for Implementation:*** Implementation of recruitment/hiring/training plan to be utilized by all advising units beginning in AY17

***Measure:*** Beginning Fall 2016, all open advising positions utilize the recruitment/hiring/training plan designed to promote diversity and inclusion in the advising community.

***Alignment:***     Complete College Ohio  
                      Strategy 1: Provide robust, high-quality, personalized academic advising  
                      Third Century  
                      Reimagine the Student Experience

### Strategy 3: Advisor Training & Orientation

#### ***Utilize technology to provide a formalized orientation and training program for new and experienced advisors***

In an effort to provide a cohesive, collaborative, and assimilated advising community it is recommended that all advising personnel engage in a formalized advisor orientation and training program. In this orientation, advisors will engage in training to become familiar with university policies and procedures as well as advising outcomes and terminology used in our advising community. Additionally, as new policies, procedures, and practices evolve, online training for experienced advisors will be made available to cover informational, relational and conceptual content that advisors need to know. Because advisors are individually hired on a rolling basis throughout the year, it is recommended that the training format be delivered in online, video-based training modules for anytime access and re-tooling. In addition to using the UC Advising web site as a clearinghouse for development opportunities, it is the desire of the advising community that training for new and veteran advisors be available in an online format through this site. A variety of training topics are currently listed on the site. Short training modules for each topic would be ideal for advisors to consume as needed via the web site.

***Resource Implications:*** One full-time position is needed to focus on training and development of advisors, housed in the Office of Advising and Academic Services. This strategy will also depend on the resources identified for technology-based training. The Office of Advising and Academic Services will deploy video-based training content so that all new advisors can access it online, as well as continuing advisors who may need refresher or continued training. A one-time initial cost of \$50,000 to establish training videos is needed. After that, a cost of \$15,000 in annual maintenance costs for updating and keeping everything current will be necessary. Costs associated with technology needs include video development, equipment, storyboarding, e-media consults, etc. The strategy will also depend on the full-time trainer resource requested.

***Timeline for Implementation:*** New FTEs in place for AY17; training modules to be developed immediately

***Measure:*** New lines and budget in place at the beginning of AY17, with orientation and training program available for implementation during AY17. Online training modules will be on the UC Advising web site for new and veteran advisors by Fall 2016.

***Alignment:*** Third Century  
Investing in Faculty & Staff  
Council for the Advancement of Standards in Higher Education (CAS)  
Human Resources

## Strategy 4: Leadership Development

***Provide training and development for advising administrators, advising leaders, and those aspiring to such roles***

Creating an environment of high-quality advising depends heavily on good daily leadership practice. The advising community is committed to providing opportunities for continuous growth, including current advising administrators, advisors who aspire to advancing leadership, and advising leaders such as UCUAADA board members and committee chairs. As such, leadership training and development programs will be available to the advising community to address those needs and to ensure that the advising administrators and other advising leaders are well-prepared to lead advising units and programs that are aligned with the UC Advising Mission, Vision, and Strategic Plan.

***Resource Implications:*** Resources requested for training and development will also be needed to support this strategy. However, current advising administrators may require development opportunities more specific to management and supervision in general. In the absence of targeted leadership development opportunities via the university, it is recommended that central funds be made available in the form of professional development grants for advising administrators to fund professional development opportunities that align with the strategies of the UC Advising Strategic Plan. A \$10,000 annual budget out of the Office of Advising and Academic Services is requested to fill this need. It is anticipated that the Provostal Liaison for Advising manage the grant process for allocating the advising administrator professional development funds.

***Timeline for Implementation:*** Development of leadership and career trajectory training program will be completed in AY16. Implementation of career trajectory training program will take place in AY17. Development and implementation of advising administrator professional development grant program in AY16 with implementation for AY17 expected.

***Measure:*** Implementation of career trajectory training program and advising administrator professional development grant program in AY17

***Alignment:***     Third Century  
Investing in Faculty & Staff  
Council for the Advancement of Standards in Higher Education (CAS)  
Human Resources

## Strategy 5: Career Path

***Advising units will utilize the standardized advising career trajectory for advising as prescribed by the UC Human Resources Office***

While a standard career trajectory of broad banded titles for advising has been created and implemented by the University, not all advising units are utilizing the prescribed titles in alignment with the trajectory. In an effort to standardize advising career opportunities across units, open advising positions will utilize the standard advising titles to fill advising positions at appropriate levels as described in the position descriptions (Appendix G) for the following titles:

- Academic Advisor
- Sr. Academic Advisor
- Assistant Director, Academic Student Advising
- Associate Director, Academic Student Advising
- Director, Academic Student Advising

While not all advising units will utilize all titles, depending on their size and need for hierarchical structure, the above standard titles will be utilized for purposes of professional growth for advisors.

***Resource Implications:*** Individual units will need to determine the impact of future hires on their budget and will need to align job duties with the level in which they are hiring. Resource implications reside in the advising unit hiring the advising positions and can vary depending on the current use of the above titles.

***Timeline for Implementation:*** All open advising positions utilize the above titles and corresponding job descriptions when hiring new advisors beginning in AY 16.

***Measure:*** Beginning Fall 2015, all open advising positions utilize the above titles, corresponding job descriptions, and salary schedules

***Alignment:*** Third Century  
Investing in Faculty & Staff  
Council for the Advancement of Standards in Higher Education (CAS)  
Human Resources

## Strategy 6: Advising Website & Manual

***Improve, expand, and continually develop the advising website and manual as a resource for advisor development***

Providing a flexible, easy-to-access resource for advisors to obtain training information and professional development opportunities is paramount to the growth of advisors as professionals. The [UC Advising web site \(uc.edu/advising\)](http://uc.edu/advising) is in its infancy and has tremendous opportunity for serving as a clearinghouse for training and development opportunities for advisors. It is the desire of the advising community that the advising manual and professional development opportunities on this site expand to reach more advisors at various levels in the advising community.

***Resource implications:*** There is no additional cost to implement this strategy, as the Office of Advising and Academic Services maintains this site and will continue to grow the opportunities available on the site.

***Timeline for Implementation:*** Immediately

***Measure:*** In AY16 the Advisor Training and Professional Development offerings are expanded

***Alignment:*** Third Century  
Investing in Faculty & Staff  
Council for the Advancement of Standards in Higher Education (CAS)  
Human Resources



## Strategy 7: Accessibility of Professional Development

***Ensure access and financial support for professional and faculty advisors to participate in quality, innovative professional development opportunities***

The advising community in its entirety will be included in all advising professional development opportunities. Additionally, a central financial resource shall exist to fund external professional development opportunities and scholarship for advisors. It is recommended that central funds be made available in the form of professional development grants for advisors to fund opportunities that align with the strategies of the UC Advising Strategic Plan. These opportunities will include high-quality, national or regional opportunities provided by professional associations and focused on student success.

***Resource Implications:*** \$50,000 annual budget out of the Office of Advising and Academic Services. It is anticipated that the staff position requested for training and development of advisors manage the grant process for allocating the funds.

***Timeline for Implementation:*** Development of professional development grant program in AY16. Implementation of professional development grant program to be utilized by all advisors beginning in AY17

***Measure:*** Advising Professional Development grant program available for advisors in AY17

***Alignment:*** Third Century  
Investing in Faculty & Staff  
Council for the Advancement of Standards in Higher Education (CAS)  
Human Resources

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## GOAL 5: ASSESSMENT

### Become an industry leader in assessment of student advising practices

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#### Strategy 1: Data Tracking

##### *Align tracking of advising activity for better data collection and assessment of advising*

As standard advising outcomes are developed, there will be opportunity to increase assessment of those outcomes. In an effort to assess the impact of advising and student success networks in which multiple units participate, the advising community will develop an assessment plan that evaluates the identified standardized advising outcomes utilizing standard metrics across units. To accomplish this, it will be necessary to track advising activity with common enterprise systems and processes, rather than silo-structured data systems.

**Resource Implications:** The Office of Advising and Academic Services will lead the development of metrics that align tracking of student advising contact activity and outcomes in an evaluation and assessment plan for advising. The office will need to identify and provide financial support for training on assessment (i.e.: NACADA assessment institute.) for individuals identified to be responsible for advising assessment. It is estimated that approximately \$2000 per person should be allocated for this purpose. Resources needed for this strategy will also include the program coordinator role requested.

**Timeline for Implementation:** Development of an advising assessment plan in AY16 for implementation in AY17.

**Measure:** In AY17 an advising assessment plan exists and all advising units are participating in assessment of metrics identified in the plan.

**Alignment:** Council for the Advancement of Standards in Higher Education  
Assessment & Evaluation

## Strategy 2: Assessing Outcomes

***Regularly assess and document key advising outcomes, including:***

- ***Retention/graduation rates of all student populations including special populations (transfer, transition, dual-enrollment, international, athletics, exploratory, honors, etc.)***
- ***Standardized university-wide advising outcomes as identified in the advising assessment plan***
- ***Individual unit advising outcomes as identified in the advising assessment plan***

The advising assessment plan must be intentional about examining defined advising outcomes at varying levels. Outcomes will include student completion metrics as well as metrics related to advising activity, interventions and outcomes at both the university level and the individual advising unit level.

***Resource Implications:*** A team of selected advising personnel will be identified as responsible for developing advising outcomes and participating in the development of an advising assessment plan in partnership with Institutional Research. Those individuals should receive financial support for training on assessment, such as the NACADA Assessment Institute. It is estimated that approximately \$2000 per person should be allocated for this purpose. Resources needed for this strategy will also include the program coordinator role requested.

***Timeline for Implementation:*** Advising outcomes will be developed during AY16, with an aim to implement in AY17. Data collection on those outcomes will begin in AY17.

***Measure:*** In AY17 the advising assessment plan will examine outcomes as identified above and all advising units are participating in assessment of metrics identified in the plan.

***Alignment:*** Council for the Advancement of Standards in Higher Education  
Assessment & Evaluation

### Strategy 3: Advisor Effectiveness

#### *Identify student outcomes to assess advisor effectiveness*

The advising community is committed to an environment of continuous professional growth and improvement. As such the advising community will identify and utilize process/delivery, student engagement, and student learning outcomes by which advisors can strive for growth and improvement, both individually and as a team.

**Resource Implications:** Identified advising staff will be responsible for developing process/delivery outcomes. The Office of Advising and Academic Services will lead this work. Resources needed for this strategy will also include the program coordinator role requested.

**Timeline:** Process/delivery outcomes will be developed during AY16, with an aim to implement in AY17.

**Measure:** In AY17 process/delivery outcomes exist as part of the annual evaluation of individual advisors/advising units.

**Alignment:** Council for the Advancement of Standards in Higher Education  
Human Resources  
Assessment & Evaluation

## RESOURCE SUMMARY

Most of the strategies included in the Advising Strategic Plan – Phase I do not require new resources, but will instead rely on redeploying resources already existing at the university. In fact, 15 of the 25 strategies outlined in this plan do not require additional new resources. Many of those that do require resourcing will be utilized by multiple strategies and will affect the entire UC student advising community.

It should be noted that student-advisor ratios are critically important to address, as this will significantly contribute to our ability to deploy many of the other strategies identified. Funding is also generally requested to help support efforts for the Office of Advising & Academic Services to deliver or impact advising technology, coordination across advising units, advisor training and development, and assessment. One staff position currently exists to support a combination of current advising technology, training and development efforts. However, the recommendations of this report far exceed the staff capacity currently in place to support these initiatives. In addition, demands for advising technology support are anticipated to grow based on Complete College Ohio recommendations beyond those reflected by the strategies in this report. Appendix H outlines the Advising Strategic Plan – Phase I Budget.

## NEXT STEPS – PHASE II: TECHNOLOGY

The university is currently deploying the new Student Information System, Catalyst, with the Advising Module scheduled to go-live in March 2016. In addition, Starfish Early Alert is being piloted from Summer 2015 through Spring 2016. What we discover during implementation of those key systems should have a significant impact on advising going forward. Some related strategies outlined in this report are expected to require revision. There may also be new strategies identified based upon the new systems in place.

### Phase II Questions to Address

1. How will advising tools and technology (ex. Catalyst, Early Alert, e-Learning, etc.) shape the student advising experience? What are the implications for advisors?
2. What additional tools are needed to ensure high quality student academic support?
3. How should this alter the plan and recommendations as outlined in Phase I? What are the resource and timeline impacts?
4. How can we best address distance advising needs and graduate student advising needs?
5. What policy implications might arise from the new system functionality with a primary focus on student success?

In addition, other changes in resource or organizational shifts may require consideration in Phase II. A revised report and budget for the Advising Strategic Plan will be necessary following Phase II investigation. This work can begin in Spring 2016 and should conclude by early Fall 2016 if possible.

# **APPENDIX A**

**One-page Summary of Goals/Strategies**

**Strategy Implementation Timeline**

**Crosswalk Table of Strategy Alignment**

# Advising Strategic Plan

The UC Advising community engages and supports students through teaching and collaboration to achieve their academic, personal, and professional goals.

The UC Advising community will advance a personalized educational environment in which:

- All students achieve their goals through exploration, reflection, and engagement.
- We are committed to inclusion, teaching, and lifelong learning, and
- We are global leaders in advising practice, scholarship, and innovation.

## Advising Practice

Model exemplary advising practices for all UC students across the advising community

Utilize enterprise technology to facilitate each student's contact with their student success network, document individual progress, and coordinate effort

Ensure that academic advisors can advise on a student's entire program curriculum from entrance to graduation

Publish an advising syllabus to ensure clarity about the roles of advisors and students

Ensure that all students have a faculty advisor as part of the student success network to address specific field-related issues

Include peer academic advisors in proposed Peer Education Network training and initiatives

## Specialized Advising

Model exemplary advising practices for specialized student advising needs

Ensure that specialized student advising needs are supported by advisors with appropriate expertise

Create intentional partnerships and knowledge sharing between the specialized advising units and others through a liaison model

Ensure that tailored orientations for any special student populations are integrated with an overall university orientation and welcome program

## Coordination

Maximize the impact of advising resources for students through coordination and assimilation of advising efforts throughout the advising community

Assign at least one advisor to every student and coordinate advising teams where needed

Develop & maintain standardized advising outcomes

Create & utilize a glossary of standard advising terms to be used across advising programs

Strengthen relationships and communication between campuses, departments, faculty advisors, advising units, student services, and student affairs units

Utilize technology to the fullest to provide advisor accessibility for students, students' & advisors' access to information, & documentation of student advising

Create, implement, and sustain an early warning/alert system

Integrate career planning into advising and strengthen support for career decision-making

## Quality

Invest in quality advising through advisor recruitment, hiring, retention, training, and development

Establish and maintain student-to-advisor ratios that align with best practice national standards

Promote diversity & inclusion within the advising community through recruitment, hiring, and training practices

Utilize technology to provide a formalized orientation and training program for new and experienced advisors

Provide training & development for advising administrators, advising leaders, and those aspiring to such roles

Advising units will utilize the standardized career trajectory for advising as prescribed by the UC Human Resources Office

Improve, expand, and continually develop the advising manual and website as a resource for advisor development

Ensure access and financial support for professional and faculty advisors to participate in quality, innovative professional development opportunities

## Assessment

Become an industry leader in assessment of advising

Align tracking of advising activity for data collection and assessment of advising

Regularly assess & document advising outcomes

Identify student learning and process & delivery outcomes to assess advisor effectiveness



## **Advising Strategic Plan Implementation Timeline**

	GOAL	2015-16 (AY 16)	2016-17 (AY 17)	2017-18 (AY 18)
Utilize enterprise technology to facilitate each student's contact with their student success network, document individual progress, and coordinate effort	1			
Ensure that all students have a faculty advisor as part of the student success network to address specific field-related issues	1			
Create intentional partnerships and knowledge sharing between the specialized advising units and others through a liaison model	2			
Ensure that tailored orientations for any special student populations are integrated with an overall university orientation and welcome program	2			
Strengthen relationships and communication between campuses, departments, faculty advisors, advising units, student services, and student affairs units	3			
Integrate career planning into advising and strengthen support for career decision-making	3			
Advising units will utilize the standardized advising career trajectory for advising as prescribed by the UC Human Resources Office	4			
Improve, expand, and continually develop the advising website and manual as a resource for advisor development	4			
Publish an advising syllabus to ensure clarity about the roles and responsibilities of advisors and students	1			
Include peer academic advisors in proposed Peer Education Network training and initiatives	1			
Ensure that specialized student advising needs are supported by advisors with appropriate expertise	2			
Assign at least one advisor to every student and coordinate advising teams where needed	3			
Develop and maintain standardized advising outcomes	3			
Create and utilize a glossary of standard advising terms to be used across advising programs	3			
Create, implement, and sustain an early warning/alert system	3			
Establish and maintain student-to-advisor ratios that align with best practice national standards	4			
Promote diversity and inclusion within the advising community through recruitment, hiring, and training practices	4			
Utilize technology to provide a formalized orientation and training program for new and experienced advisors	4			
Provide training and development for advising administrators, advising leaders, and those aspiring to such roles	4			
Ensure access and financial support for professional and faculty advisors to participate in quality, innovative professional development opportunities	4			
Align tracking of advising activity for better data collection and assessment of advising	5			
Regularly assess and document key advising outcomes	5			
Ensure that academic advisors can advise on a student's entire program curriculum from entrance to graduation	1	To Be Determined In Phase II		
Identify student outcomes to assess advisor effectiveness	5			
Utilize technology to the fullest to provide advisor accessibility for students, student and advisor access to information, and documentation of student advising	3			

## **Advising Strategic Plan Crosswalk Analysis**

	CAS Standards for Advising	UC 2019 Goals	Creating our Third Century	Complete College Ohio
<b>GOAL 1: Model Exemplary Student Advising Practices for all UC Students Across the Advising Community</b>				
Utilize enterprise technology to facilitate each student's contact with their student success network, document individual progress, and coordinate effort				X
Ensure that academic advisors can advise on a student's entire program curriculum from entrance to graduation				X
Publish an advising syllabus to ensure clarity about the roles and responsibilities of advisors and students				X
Ensure that all students have a faculty advisor as part of the student success network to address specific field-related issues				X
Include peer academic advisors in proposed Peer Education Network training and initiatives			X	X
<b>GOAL 2: Model Exemplary Practices for Specialized Student Advising Needs</b>				
Ensure that specialized student advising needs are supported by advisors with appropriate expertise			X	X
Create intentional partnerships and knowledge sharing between the specialized advising units and others through a liaison model			X	X
Ensure that tailored orientations for any special student populations are integrated with an overall university orientation and welcome program			X	X
<b>GOAL 3: Maximize the Impact of Advising Resources for All Students Through Coordination and Assimilation of Advising Efforts Throughout the Advising Community</b>				
Assign at least one advisor to every student and coordinate advising teams where needed				X
Develop and maintain standardized advising outcomes	X	X	X	X
Create and utilize a glossary of standard advising terms to be used across advising programs				X
Strengthen relationships and communication between campuses, departments, faculty advisors, advising units, student services, and student affairs units	X	X		X
Utilize technology to the fullest to provide advisor accessibility for students, student and advisor access to information, and documentation of student advising				X
Create, implement, and sustain an early warning/alert system	X			X
Integrate career planning into advising and strengthen support for career decision-making	X	X		X
<b>GOAL 4: Invest in Quality Student Advising Through Advisor Recruitment, Hiring, Retention, Training, and Development</b>				
Establish and maintain student-to-advisor ratios that align with best practice national standards	X		X	X
Promote diversity and inclusion within the advising community through recruitment, hiring, and training practices			X	X
Utilize technology to provide a formalized orientation and training program for new and experienced advisors	X		X	
Provide training and development for advising administrators, advising leaders, and those aspiring to such roles	X		X	
Advising units will utilize the standardized advising career trajectory for advising as prescribed by the UC Human Resources Office	X		X	
Improve, expand, and continually develop the advising website and manual as a resource for advisor development	X		X	
Ensure access and financial support for professional and faculty advisors to participate in quality, innovative professional development opportunities	X		X	
<b>GOAL 5: Become an Industry Leader in Assessment of Student Advising Practices</b>				
Align tracking of advising activity for better data collection and assessment of advising	X			
Regularly assess and document key advising outcomes	X			
Identify student outcomes to assess advisor effectiveness	X			

## **APPENDIX B**

### **Complete College Ohio Advising & Technology Strategies**

## University of Cincinnati Completion Agenda

UC serves 43,601 students, including 8,200 students at two regional two-year campuses.  
 24% First-generation students; 32.8% Pell-eligible students  
 63.6% Graduation rate (4.6% above the national average [NCES])

### Key Enablers

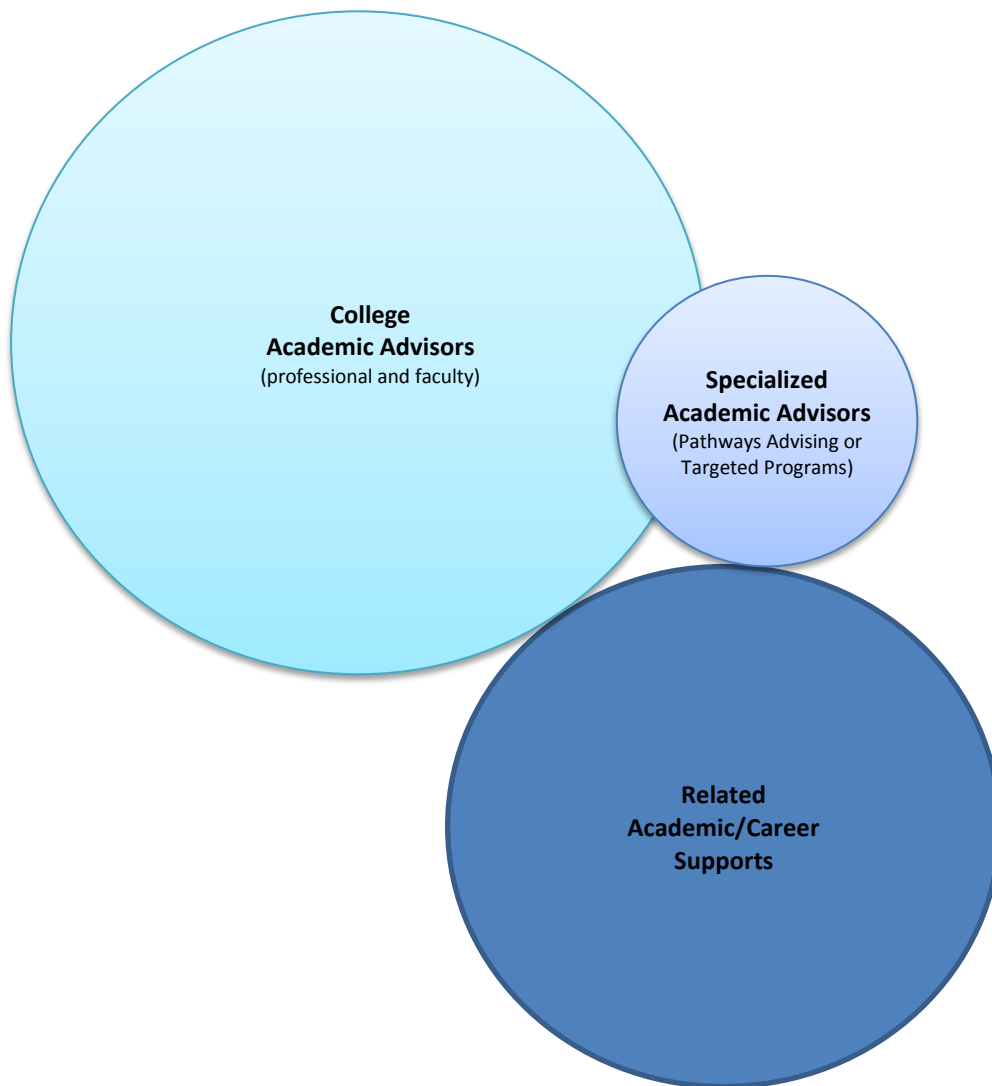
### Strategies in Progress

High-Quality, Personalized Academic Advising	<ul style="list-style-type: none"> <li>• Maintain and where necessary achieve appropriate advising ratios. Ensure that every UC student has a coordinated academic support network.</li> <li>• Continue to systematize specific intrusive advising interventions that align with best practices.</li> <li>• Enhance professional development for professional and faculty advisors.</li> <li>• Ensure quality of graduate student advising resources.</li> </ul>
Support Transfer & Transition Students	<ul style="list-style-type: none"> <li>• Establish an overarching campus transfer and transition program.</li> <li>• Redesign a new Transfer Student Orientation program.</li> <li>• Ensure that degree audit tools are available to prospective students.</li> </ul>
Specialized Advising for Major Selection & Exploration	<ul style="list-style-type: none"> <li>• Expand required advising for all exploratory students .</li> <li>• Support exploratory students to declare a major by the end of their first year of study.</li> <li>• Leverage UC's nationally recognized Center for Exploratory Studies to include multi-campus pathways.</li> </ul>
Technology-based Tools and Systems to Facilitate Completion	<ul style="list-style-type: none"> <li>• Expand the use of Graduation Plans to include all students.</li> <li>• Continue to offer detailed curricular pathway information in online publications.</li> <li>• Maintain articulated pathways between regionals and main campus.</li> </ul>
University-wide Early Warning System	<ul style="list-style-type: none"> <li>• Create a state-of-the-art early warning system for key gateway courses with faculty input.</li> </ul>
UC Graduation Promise	<ul style="list-style-type: none"> <li>• Consider a UC Graduation Promise that would ensure that students will graduate on time if they meet specific criteria.</li> </ul>
College Costs & Affordability	<ul style="list-style-type: none"> <li>• Continue to use data to inform resource allocation toward student success.</li> <li>• Use lean methodologies across the university to reduce costs and increase efficiency.</li> </ul>
Reduce Textbook Costs	<ul style="list-style-type: none"> <li>• Negotiate on behalf of students for volume discounts, particularly in large gateway courses.</li> <li>• Continue to utilize when appropriate Open Educational Resources.</li> <li>• Expand pilots of a variety of strategies, some of which reduce costs up to 35%.</li> </ul>
Financial Literacy Coalition	<ul style="list-style-type: none"> <li>• Integrate financial literacy into key first year curricular touchpoints.</li> <li>• Strengthen financial literacy advising with engaging student media.</li> <li>• Increase financial aid staff for more target outreach and direct contact with students.</li> </ul>
Need- & Merit-based Funding	<ul style="list-style-type: none"> <li>• Grow resources for unmet financial need via the Student Need Scholarship Fund.</li> <li>• Provide financial incentives for mid-profile students.</li> <li>• Recognize upper-class students with academic achievement scholarships.</li> <li>• Continue to review utilization of current funding sources for student scholarship effectiveness.</li> <li>• Review the UC Institutional Aid portfolio to assess the need/merit balance.</li> </ul>
Gateway Courses, Placement, & DFW Grades	<ul style="list-style-type: none"> <li>• Enhance pedagogy for student success across the curriculum and especially in all gateway courses.</li> <li>• Continue to focus on Mathematics, including the UC Math Placement test, developmental math, summer bridge, and just-in-time teaching.</li> </ul>
Learning Communities	<ul style="list-style-type: none"> <li>• Expand and intensify the role of best-practice, peer-led Learning Communities.</li> </ul>
Analytics to Increase Success at Course and Program Levels	<ul style="list-style-type: none"> <li>• Expand the use of mid-term grades to alert students of academic difficulty.</li> <li>• Continue to leverage software to provide a comprehensive understanding of the curriculum, student learning outcomes, and course attributes.</li> <li>• Expand and improve the use of teaching evaluations by all students for all courses.</li> </ul>
Strengthen General Education	<ul style="list-style-type: none"> <li>• Review course availability and times offered to assure smooth student matriculation.</li> </ul>
Prior Learning Assessment & Alternative Course Credit	<ul style="list-style-type: none"> <li>• Increase awards for PLA and other forms of alternative credit.</li> <li>• Continue to improve services for adult learners, specifically those who have prior college credit, work, or military experience.</li> </ul>
Culture of Connection, Community, & Inclusion	<ul style="list-style-type: none"> <li>• Create spaces and programs to enhance social inclusion for non-traditional students.</li> <li>• Semesterly events offered to connect faculty with students.</li> <li>• Equip parents of Gen One students to support college completion.</li> <li>• Create virtual communities and strong university connection for on-line students.</li> </ul>
Collaborative Peer Education Initiative	<ul style="list-style-type: none"> <li>• Coordinate, strengthen and make world-class our Peer Education programming, including: orientation, residence life and curricular.</li> </ul>
Center for Student Success	<ul style="list-style-type: none"> <li>• Establish robust partnerships and processes that reinforce the thoughtful integration of academic and career planning, coursework and learning, experiential learning, and curricular and co-curricular experiences from the time students are accepted to UC through graduation.</li> </ul>

# **APPENDIX C**

## **UC Advising Community**

# UC Advising Community



Though the core of the UC Advising Community is academic advisors, it is also inclusive of those who provide other academic or career-related support.

## **Academic Advisors – College-Based**

College academic advisors provide the primary advising support to students. Some college advisors also have a specialized advising role.

## **Academic Advisors - Specialized**

- **Pathways Advising**
  - Exploratory
  - Pre-professional
  - Transfer/transition
  - Dual enrollment
  - Non-matriculated
- **Targeted Program Advising**
  - Athletics
  - Honors
  - Nat'l. Competitive Awards
  - Others

## **Related Academic/Career Support**

- Advising & Academic Services
- Professional Practice & Experiential Learning
- Career Development
- First Year Experience & Learning Communities
- Academic Excellence & Support Services
  - Tutoring
  - Coaching
  - Supplemental Instruction
- Additional student service & student affairs programs
  - One Stop
  - Registrar
  - International
  - Gen One
  - Cincinnati Pride
  - Residence Educ. & Development
  - Others

# **APPENDIX D**

## **2015 UC Student Surveys of Advising**

## 2015 UC Student Surveys of Advising Key Indicators

<i>Students Participating</i>	<i>N</i>
A&S	384
CAHS	147
CEAS	310
CES	231
DAAP	122
LCB	136
PPAC	70
UCBA	267
UCC	38
UHP	513
<b>Total</b>	<b>2218</b>

### Response scale

4 = Excellent or Strongly Agree  
3 = Good or Agree  
2 = Fair or Disagree  
1 = Poor or Strongly Disagree

\* Note: NURS, CECH, CCM did not administer in 2015

### **Overall, I would evaluate the quality of academic advising I have received from my advisor as...**

	<i>N for</i>					
	<i>?</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Weighted Avg.</i>
<b>Total</b>	<b>1954</b>	<b>1040</b>	<b>558</b>	<b>250</b>	<b>106</b>	<b>3.30</b>
<b>Percentages</b>		<b>53.2%</b>	<b>28.6%</b>	<b>12.8%</b>	<b>5.4%</b>	

### **I am satisfied with my academic advisor.**

	<i>N for</i>					
	<i>?</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Weighted Avg.</i>
<b>Total</b>	<b>2007</b>	<b>1105</b>	<b>675</b>	<b>150</b>	<b>87</b>	<b>3.40</b>
<b>Percentages</b>		<b>55.1%</b>	<b>33.6%</b>	<b>7.5%</b>	<b>4.3%</b>	

### **This year I utilized the support of more than one academic advisor.**

	<i>N for</i>			
<i>Multiple Advisors</i>	<i>?</i>	<i>Yes</i>	<i>% Yes</i>	
A&S	249	133	53.4%	
CAHS	128	36	28.1%	
CEAS	282	109	38.7%	
CES	212	94	44.3%	
DAAP	107	30	28.0%	
LCB	122	42	34.4%	
PPAC	66	38	57.6%	
UHP				Omitted
<b>Total</b>	<b>1166</b>	<b>482</b>	<b>41.3%</b>	(excluding UHP)



***I appreciate having advisors with different specialties to support my needs.***

	<i>N for</i> <i>?</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<b>Weighted Avg.</b>
A&S	132	76	48	5	3	<b>3.49</b>
CAHS	35	20	14	0	1	<b>3.51</b>
CEAS	110	62	44	4	0	<b>3.53</b>
CES	86	57	22	4	3	<b>3.55</b>
DAAP	30	19	10	1	0	<b>3.60</b>
LCB	39	22	14	3	0	<b>3.49</b>
PPAC	34	22	11	1	0	<b>3.62</b>
UHP	447	276	152	17	2	<b>3.57</b>
Total	913	554	315	35	9	<b>3.55</b>

***I receive different, valuable information from each of my advisors.***

	<i>N for</i> <i>?</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<b>Weighted Avg.</b>
A&S	130	64	51	13	2	<b>3.36</b>
CAHS	35	22	11	1	1	<b>3.54</b>
CEAS	110	57	43	10	0	<b>3.43</b>
CES	86	48	32	4	2	<b>3.47</b>
DAAP	30	18	9	2	1	<b>3.47</b>
LCB	39	16	20	3	0	<b>3.33</b>
PPAC	34	18	15	1	0	<b>3.50</b>
UHP	447	215	203	26	3	<b>3.41</b>
Total	911	458	384	60	9	<b>3.42</b>

***It is helpful to have more than one advisor.***

	<i>N for</i> <i>?</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<b>Weighted Avg.</b>
A&S	132	72	39	14	7	<b>3.33</b>
CAHS	35	20	12	2	1	<b>3.46</b>
CEAS	110	59	43	7	1	<b>3.45</b>
CES	86	51	23	9	3	<b>3.42</b>
DAAP	30	18	11	1	0	<b>3.57</b>
LCB	40	18	18	2	2	<b>3.30</b>
PPAC	34	18	14	2	0	<b>3.47</b>
UHP	445	220	189	28	8	<b>3.40</b>
Total	912	476	349	65	22	<b>3.40</b>

# **APPENDIX E**

## **2014 Advising Scan and Needs**



## **APPENDIX F**

### **International Student Advising Specialists**

#### **Needs Assessment**

International student enrollment at UC included 1141 undergraduates and 2009 graduate students in 2014-15. This volume of students has created a number of challenges from an international student advising perspective. New students need to be enrolled for courses prior to arrival to ensure a proper class schedule and classroom diversity. Once in the U.S., international students have federal regulations that need to be followed in order to maintain proper immigration status. There are regulations regarding full-time enrollment, distance learning courses, programs that require co-operative education or offer internships, changing programs of study, etc. that are both complex and specific to our growing international student population. It is not realistic to expect all college advisors to be versed on these regulations and risking student violation of their legal status due to a lack of immigration/international advising is a catastrophic situation for students. It also places the university at significant legal risk. When students are out of status due to academic issues, these students are no longer eligible for benefits like on-campus employment, co-op or internships, practical training, etc. until their status is corrected, if it can be corrected. UC International Services must help them complete a reinstatement application, which costs the student money and takes months to process. If Homeland Security doesn't approve the reinstatement the student will be deported. In addition, since the application requires an explanation of the circumstances that led to the violation, we must make known to Homeland Security that the student didn't follow regulations, at least in part, based on lack of advising. This opens the university up to penalties including losing certification to enroll international students at all.

We need a new role for international/immigration advising and compliance. We're recommending two International Student Advising specialist positions in UC International Services.

#### **Job Description**

International Student Advisors will review and verify the course registration of international students to ensure they are enrolled properly per Department of Homeland Security regulations. This will include verifying students are enrolled full-time, that they are not exceeding distance education enrollment requirements, that they are properly enrolled co- op/internship courses and have obtained the necessary work authorizations, that their visa documents accurately reflect their current programs of study, etc. They will also ensure that students are registered for the appropriate courses prior to arriving on campus for their first term of study, assure that Math and ESL placement tests are taken at the appropriate time, and cancel registrations for students not coming.

Cost: \$63,333 (salary, benefits + \$2000 operating/PD expense) X 2 positions

Total: \$126,666

# **APPENDIX G**

## **Advisor Job Descriptions**



*Classification Specification for Unclassified Service*

**Title:** Academic Adviser

**Pay Scale Group:** 14 A

**Essential Function**

Under general supervision from a designated administrator, advise current and prospective students on how to meet educational goals.

**Characteristic Duties**

Advise students on academic programs that meet their educational goals;

Evaluate and process admissions and graduation records, assess and approve advanced standings, substitute courses and the use of courses to meet graduation requirements;

Recommend actions related to probation, suspension and dismissal of students;

Assist marginal students in determining appropriate course loads;

Attend related meetings and functions;

Assign work; ensure proper workflow of the unit; act as lead worker;

Perform related duties based on departmental need.

**Minimum Qualifications**

Bachelor's degree and one (1) year experience; -OR- Associate's degree and three (3) years' experience; -OR- five (5) years' experience; experience must be in advising high school and/or college students or related field.



## ***Classification Specification for Unclassified Service***

**Title:** Sr Academic Adviser

**Pay Scale Group:** 15 A

### **Essential Function**

Under general supervision from a designated administrator, conceptualize, develop, implement and evaluate the advising/retention services and programs.

### **Characteristic Duties**

Manage advising services for a college or department; independently conceptualize, develop, implement, and evaluate the advising/retention services and programs (including budget development and supervision of advisors).

Analyze individual student performance to determine appropriate intervention.

Develop alternative pathways to ensure student success (i.e., for students who fail to meet their initial goals).

Manage and supervise the delivery of advising services between other University departments/college by developing guidelines for transition.

May provide direct supervision to exempt and non-exempt staff (i.e., hiring/firing, performance evaluations, disciplinary action, approve time off, etc.).

Perform related duties based on departmental need.

### **Minimum Qualifications**

Bachelor's degree with three (3) years experience; -OR- Associate degree with five (5) years experience; -OR- seven (7) years experience. Experience must be in advising students at the high school and/or college level or a related field. Experience must include at least one (1) year supervision.



## *Classification Specification for Unclassified Service*

**Title:** Assistant Director Academic Student Advising

**Pay Scale Group:** 17

### **Description Summary**

Under general supervision from a designed administrator, assist with the direction and administration of a college advising program(s).

### **Characteristic Duties**

Manage the college advising program and assist on a wide range of academic processes. Provide program guidance for meeting educational goals for the assigned program, implement program initiatives, answer questions and resolve complex issues; recommend alternative guidelines when applicable.

Serve as the department resource to students and parents on university services and programs; explain and interpret college/program policies, procedures, and academic requirements. Conduct workshops and presentations to students and parents. Monitor, analyze and enhance student performance and retention and determine appropriate action.

Compile data required for internal and external reports and assessments; interpret and disseminate information, provide advice, assist in development of advising materials, deliver presentations, ensure that all programs and services comply with university, state and federal regulations.

Maintain collaborative relationships with departments/units regarding advising efforts that enrich the student experience. Serve as liaison to the registrar's office and/or admissions.

Maintain and stay abreast of trends in advising and changes in academic programs and transition requirements. Assist with program recommendation and communication.

Recommend internal policies, procedures and controls; assist with setting goals and assessing outcomes.

May supervise assigned advisor(s); hire, orient, train, mentor and evaluate assigned staff; monitor and coordinate staff development and training programs.

Serve on various university, division and departmental committees, represent the department at various state and national associations.

Perform related duties as assigned.

### **Minimum Qualifications**

Master's degree in related educational program, student affairs administration, counseling, or other related field with one (1) years experience ; ?OR- Bachelor's degree with three (3) years experience; -OR- Associate's degree with five (5) years experience; -OR- seven (7) years experience. Experience must be in a field related to advising program. Experience may also require at least one (1) year supervision.





*Classification Specification for Unclassified Service*

**Title:** Associate Director Academic Student Advising

**Pay Scale Group:** 18-01

**Essential Function:**

Under general supervision from a designated administrator, provide leadership for the administrative and operational activities of an Academic Advising Center.

**Characteristic Duties**

Assist with the direction of an academic advising office or center with primary responsibilities for day to day operations and administrative management in which decisions and quality of execution have significant impact on internal and external relations;

Develop long-range plans and strategies to achieve unit, department and university goals for areas of responsibility, monitors and achieves established goals;

Recommend, implement, and interpret internal rules, policies, procedures, controls, and manage processes to advance service levels; develop and implement responsive service programs;

Attend meetings on behalf of the director; consults with director on major policy changes affecting other departments; authority to grant exceptions; may function as the Director in his/her absence, as required;

Develop, implement and monitor assigned budgets; authority for function budget, revenue, and expense planning and approving expenditure; delegated signature authority for programs or functions within department or center;

Assist with administrative leadership and supervision to exempt and non-exempt staff; hire, orient, train, mentor and evaluate assigned staff; monitor and coordinate staff development and training programs;

Compile data required for internal and external reports and assessments; interpret and disseminate information, provide advice, assist in development of advising materials, deliver presentations, ensure that all programs and services comply with university, state and federal regulations;

Maintain collaborative relationships with departments/units regarding advising efforts that enrich the student experience. Serve as liaison to the registrar's office and/or admissions;

Maintain and stay abreast of trends in advising and changes in academic programs and transition requirements. Assist with program recommendation and communication;

Serve on various university, division and departmental committees, represent the department at various state and national associations;

Perform related duties as assigned.

**Minimum Qualifications**

Master's degree in related educational program, student affairs administration, counseling, or other related field with three (3) years' experience ; OR- Bachelor's degree with five (5) years' experience; -OR- Associate's degree with seven (7) years' experience; -OR- nine (9) years' experience. Experience must be in a field related to advising program. Experience may also require at least one (1) year supervision.



## ***Classification Specification for Unclassified Service***

**Title:** Director Academic Student Advising

**Pay Scale Group:** 20

### **Description Summary**

Under general supervision from a designated higher level administrator provide direct oversight in the administration of a student advising program(s) and is responsible for planning, policy and results.

### **Characteristic Duties**

Responsible for development, implementation and administration of goals to achieve strategic student advising's mission and objectives; assume management responsibility for advising programs and priorities associated with student success and retention; decisions and quality of execution have significant impact and influence service delivery at an academic college level.

In collaboration with University Advising, formulate, recommend, and implement policies, procedures, and controls; manage processes to increase student support and advance service levels; responsible for policy execution and results that enrich the student experience; formulate and communicate major policy changes affecting students and university partners; and participate in cross-functional policy development.

Responsible for coordinating college advising program(s) in which decisions and quality of execution have significant impact on students and the university; assist with student affairs issues.

Responsible for collaborating efforts with administrative and academic units and acts as liaison between the student, parent, college, student affairs and other appropriate business partners; communicate and assist students, parents, business partners resolve questions and complex issues; represent the university internally and externally.

Develop, implement and monitor budget; authority for budget, revenue and expense planning and approving expenditure; has signature authority as "accountable officer" for programs within area of responsibility; reports on budget status to higher level administrator.

Prepare reports, disseminate/interpret information, provide advice, deliver presentations, and ensure that all programs and services comply with university policies and state/federal regulations.

Provide administrative leadership and supervision to managers, professionals and support staff; hire, orient, train, mentor and evaluate assigned staff; monitor and coordinate staff development and training programs.

Serve on university, college and departmental committees and represent the department at various state and national associations.

Perform related duties based on departmental need.

### **Minimum Qualifications**

Master's degree in a related educational program, student affairs administration, counseling, or other related field with five (5) years experience; -OR- Bachelor's degree with seven (7) years experience; -OR- Associate's degree with nine (9) year's experience; -OR- eleven (11) years experience. Experience must be related to areas of responsibilities and include progressively responsible administrative experience.

# **APPENDIX H**

## **Advising Strategic Plan Budget**

<b>Advising Strategic Plan Budget - Phase I</b>					
<b>Academic Advisors to Meet Maximum Student-Advisor Ratios</b>	<b>FY'15</b>	<b>FY'16</b>	<b>FY'17</b>	<b>FY'18</b>	<b>FY'19</b>
Additional Advisors Needed per Enrollment w/Projections to FY'19*	20	17	19	22	24
Average UC Advisor Salary based on FY'15 Advisor Salary Data	\$42,646	\$43,499	\$44,369	\$45,256	\$46,161
Fringe	\$17,101	\$17,835	\$18,413	\$19,008	\$19,619
Operating Expense Per Line (est.)	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400
Per Advisor Average Cost	\$61,747	\$63,433	\$64,982	\$66,564	\$68,180
<b>Total Advisor Cost</b>	<b>\$1,234,941</b>	<b>\$1,078,369</b>	<b>\$1,256,102</b>	<b>\$1,441,774</b>	<b>\$1,636,320</b>
<b>New Role - International Advisor</b>					
Additional Advisors (2) for Immigration/International Advising (incl. fringe)		\$126,867	\$129,964	\$133,128	\$136,360
<b>Early Alert Costs for Full Implementation</b>					
Early Alert Retention Software + Service Hours (w/o \$15K multi-module disc.)		\$60,000	\$64,200	\$68,694	\$73,503
Technology Project Manager I @ \$56,100 base + fringe		\$79,101	\$80,683	\$82,297	\$83,943
Early Alert Program Costs		\$2,500	\$2,500	\$2,500	\$2,500
<b>Advisor Training &amp; Development</b>					
Training Lead/Consultant @ \$49K base + fringe		\$69,090	\$70,472	\$71,881	\$73,319
Online Advisor Training Video Development, Equipment & Updating		\$50,000	\$15,000	\$15,000	\$15,000
Leadership Development Grants			\$10,000	\$10,000	\$10,000
Professional Development Support for Advisors Across UC			\$50,000	\$50,000	\$50,000
<b>Diversity &amp; Inclusion - Recruitment</b>					
Recruitment strategy to attract underrepresented advisors			\$20,000	\$20,000	\$20,000
<b>Support for Central Program Coordination, Assessment, Etc.</b>					
Program Coordinator in Advising & Acad. Svcs. @ \$41,500 + fringe		\$58,515	\$59,685	\$60,879	\$62,097
NACADA Assessment Institute for Academic Advising (team to attend FY'16)		\$8,000	\$2,000	\$2,000	\$2,000
<b>TOTAL BUDGET</b>		<b>\$1,532,442</b>	<b>\$1,760,606</b>	<b>\$1,958,153</b>	<b>\$2,165,041</b>
* FY'19 projections based on 35,764 target - 33,218 enrolled 15FS = 2546 growth w/avg. 374:1 ratio targets = 7 additional lines					