Review of Academic Advisement

UNIVERSITY OF NEW ORLEANS

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This report summarizes findings and provides discussion and recommendation to University of New Orleans (UNO) specific to academic advisement in the context of ensuring student success. Preliminary review of policy and procedure combined with an on-site visit to the university where enrollment management staff, academic advisors, and faculty were engaged in discussions around current business practices and policies that guide and influence enrollment management processes. Recommendations and discussion provided are intended to guide informed decision-making regarding academic advisement, supporting technologies and processes necessary to ensure student success from retention to persistence and graduation.

Board of Regents' policy on *Institutional Responsibilities for the Enrollment of Students Across Multiple Institutions* directs system institutions to provide reasonable opportunities and mechanisms to take collegiate-level coursework across multiple settings.

- Provide successful transition
- Reduce remediation
- Provide more effective and efficient opportunities
- Multiple and varied opportunities

The UNO mission and vision is that of a public, urban research institution providing high-quality, challenging educational opportunities to the region. UNO core values reflect excellence in teaching and student success as a proud member of an intellectually and culturally exciting community and are fundamental to the future growth and development of the campus community and student enrollments. UNO is one of nine four-year institutions in the University of Louisiana (UL) System and is unique in mission and demographics, with many transfer and non-traditional students pursuing baccalaureate and graduate programs from this working class provider. Additionally, admission criteria defined at the state level and remediation eliminated by mandate present challenges as students come in and out of the university and the system, with transfer students often not prepared for the rigor of UNO. Aligning all considerations with university mission and vision is critical to guiding decisions that will produce the outcome most relevant and sustainable for the university.

RECOMMENDATIONS AND DISCUSION

With the principle understanding that academic advisement is essential to ensure student success, any model adopted is subject to the needs and resources of the University. A successful academic advisement program will always be student-focused with a comprehensive approach to supporting the student through graduation providing a fulfilling university experience along the way. For purposes of this review I wish to clarify that student success encompasses retention, persistence, and graduation. It is short-sighted to focus on retention, assuming that a solid first-year for the new student will guarantee graduation in a timely manner. In terms of format, areas of concern are identified and discussed, followed by recommendations for consideration with general advice and perceptions.

Various meetings with university leadership, faculty, advisement, and enrollment management staff were conducted over a two day period. Those discussions revealed critical areas related to policy and procedure, presenting the most significant barriers to the University's ability to achieve its enrollment and graduation goals, as well as placing enormous strain on its systems and human resources.

The following recommendations for change are considered priority.

- Update catalog year policy
- Require official and complete credentials for admission purposes
- Establish a University-wide model for professional academic advisement with NACADA recommended caseloads
- Redefine faculty role and responsibility as mentors
- Provide standard reporting for advisement to manage enrollment and outreach
- Establish an advisory board for academic advisement to support formalized training, establish best practices for academic advisement, improve quality communications and coordination of student support services, and promote professional development in advisement
- Develop comprehensive, technology supported infrastructure for admission processing:
    - Build a cross-reference system for course articulation
    - Notification of all transcripts receipt with alerts to admissions, advisement, and students that all credentials have been received and processed
    - Develop process using OCR technology for converting hardcopy transcripts to digital format
    - Provide transfer credit evaluation reports for advisement and students
    - Workflow process to manage major-specific course evaluations
    - Include verification of institutions of attendance with National Student Clearinghouse in admission application processing

Following are recommendations for additional issues related to organizational structure, technology management, communication, and need for data to be considered and addressed. These issues are not insignificant in their relationship and interdependency in the support of student success. However, resolutions range from simple corrections to systemic concerns needing more extensive review. My recommendation is that UNO treat these issues as separate projects outside of the scope of this review, to be included in the University's strategic planning for enrollment management. There are technology solutions available that maximize collective impact by incorporating analytics with sophisticated communications in order to enable a data-driven approach to decision-making about enrollment goals, and improving retention and graduation rates with early warning systems.

In opening conversations with UNO leadership a desire to increase enrollment in international students was expressed. Achieving any such goal will require expert planning and resources for recruitment. There are many options for assistance in market research and effective use of social media and technologies to identify and engage prospective international students. Normally I would advocate for all admissions functions to be centrally located to preserve the expertise, access resources, and elevate an awareness for the value and benefit of diversity. Making such an organizational change would not be advisable unless the Office of Admissions is equipped to provide logistical support in processing. However, addressing issues in business practices should be done regardless of subsequent decisions made regarding organizational changes to International Students and Scholars.

There is currently no incentive for students to maintain registration for 15 semester hours given that the tuition cap is set at 12 hours. (http://www.uno.edu/bursar/TuitionFees/undergradfees.aspx) I would suggest the University consider moving the tuition cap to 15 semester hours instead to support a four year completion.

- Establish a recruitment strategy for international students to support enrollment goals
- Review business processes for international student admissions to ensure logical order of operations to support:
  - Timely identification of non-resident status
  - NCAA verifications independent of Athletics
- Review tuition cap policy to provide incentive for maintaining 15 hours a semester
- Centralize tutoring services around foundation skills and gateway courses
- Establish an early warning system

Redefine Catalog Year Policy

UNO policy requires that any student who stops out one full semester will be assigned a new, current catalog year upon re-admission. This policy creates a significant barrier to degree completion in that it continues to move the degree target for a demographic of student already challenged by financial and personal difficulties. As previously identified, the UNO student characteristic is transient, moving in and out of the university and system for a variety of reasons. Changing this policy to provide a more stable environment for student persistence as well as a more manageable academic record for advisement and the Registrar's Office is fundamental to UNO's ability to achieve a significant increase in degree completions. Hatton, Homer, and Park (2009) identify academic policy as one of four primary barriers to student completion. Misalignment of policies such as this one not only make it impossible to clearly identify degree requirements, develop a plan for completion but ultimately lead to excess hour generation and cost.

A review of the other public universities in Louisiana found a variety of policies related to time allowed for degree completion under the same catalog requirement, ranging from one full semester to seven years. That policy review has been included as a supplement to this report for your convenience. Furthermore, during a recent visit with the Education Advisor Board (EAB) a conversation with Dr. Ed Venit, Senior Director with the Student Success Collaborative confirmed that the majority of universities allow a period of time, typically six to seven years, for students to complete a degree under the same requirement that was in place upon their initial entry to the university, regardless of whether the students stops out or transfers during that period.

The period of seven years is based on national reporting requirements for degree completions that influence university rankings and profiles. My recommendation is that the catalog year rule be redefined to allow the student a period of seven years to complete their degree under the catalog requirement in effect at the time of initial enrollment. Further consideration should also be made to extend the catalog year to the first term at community college, post-high school, allowing the transfer student to benefit from a more stable degree requirement. This practice will greatly enhance the quality of completion between UNO and community college by providing a foundation for curricula alignment and formal partnership.

Admission Policy Requiring Complete and Official Documentation

Conversations with academic advisors and faculty revealed frustration with the practice of students being admitted late and with unofficial credentials, causing advisement to conduct unofficial transcript reviews and therefore producing a greater likelihood of students taking unnecessary classes. These reviews are most challenging at the beginning of the term when time is of a premium and seats in

critical classes are not available. It is important to note that follow-up conversation with Enrollment Management staff, which included Admissions, similar distress was expressed for this practice. Admissions and records officers recognize their inability to provide high-quality, official transfer evaluations under the current guideline. Admission standards are heavily dependent upon consistent requirement of official, and complete credentials, and are intended to support academic quality in an environment of varied transfer. This is a policy that should never be compromised through exception.

University-Wide Model for Academic Advisement with NACADA Recommended Caseloads

The First-Year Advisement (FYA) paired with a well-developed First-Year Experience (FYE) program, professional academic advisors, and faculty mentors provides the structure for student success with academic guidance and opportunities for career planning through student-faculty interaction. This model centralizes the complexity of first-year advisement providing academic and student support at a place and time that is critical to retention. For the continuing student who has successfully transitioned to the academic unit to be advised by a professional advisor specialized in the requirements of that major, the developmental learning process will continue with supplemental advising with peer and faculty mentoring. The goal of FYA and academic advisement is to meet the retention needs of the university and serve the mission for student success through timely degree completion, managed in an intentional way.

- Freshmen advised from centralized office
- Integration of academic and student support services
- Transitional preparation to major and faculty-student *consultative* interaction

The Total Intake Model for Advisement is the most flexible for providing a systematic and cohesive approach to academic advisement at a public, research institution through its support of a shared structure (Pardee, 2004). A shared model utilizing professional academic advisors and faculty mentors offers the opportunity to tailor the advisement best suited for the major based on variables influencing the student's ability to persist in the major. Any discussion of academic advisement is enhanced with an understanding of the basic organizational models that exist. The models vary and determine how advisement services are delivered to students. There are seven models among three organizational structures; centralized, shared, and decentralized.

Elements of Advisement

Centralized – Advisement positions are professional, owned by the larger academic unit (college/center) and located centrally although responsibility for primary programs or populations may be assigned. Oversight and supervision is centrally managed. Benefits are in caseload management, ease of communication, and standardized training.

Decentralized – Advisement positions are professional or faculty, either owned by the large unit or the department, but located with the major to which they are assigned. Benefits are that there is opportunity to build relationship with faculty and program, curricula changes are communicated, and faculty knows career opportunities and program requirements.

Shared – Advisement positions are professional or faculty centralized and decentralized with mixed reporting lines. Benefits are required collaboration and roles play to expertise and strengths. (Pardee, 2004)

This developmental approach expands the advisement emphasis from registration to a holistic approach for student educational preparation for academic success. Assisting students in setting and achieving their goals should be separated from the registration process, making educational planning the focus (Cuseo, 2003). Academic advisement in the colleges continues the student development process supporting degree completion directed by the student's career goals.

Basic Features of Advising – Developmental advising will include all at a given time for prescribed purpose.
>   Informational – providing useful information, knowledge, and direction
>   Relational – interactions between individuals or groups
>   Conceptual – expressing a quality or an idea

Challenges of centralized and decentralized models are one of cost, coordination and consistency. Centralized advisement offers the advantage of consistency delivered by professional staff that value advising and are trained, recognized, and rewarded for providing quality advising. Services are generally accessible to students in a highly visible way and ideally come from one location. However, this method of advisement is costly to operate because of the specialized services needed for the freshman, and students changing their major or in some form of transition. When the method of advisement moves to decentralized, the concern is for consistency and coordination of advising and availability of resources. Those students who are having difficulty maintaining a major or who have had a change in academic and career goals can find it difficult to access necessary services.

With these considerations in mind, the Total Intake Model in its ability to support a shared-service in advisement is the recommended choice for UNO. It will allow for all freshmen students to be advised centrally in the Privateer Enrollment Center structure before transitioning to the academic units to be advised by professional advisors and mentored by faculty members. Currently all types and models of academic advisement are being employed across academic colleges prohibiting the institutional oversight and alignment necessary to ensure a systematic treatment of academic progress. Total Intake will accommodate a specialized focus for the first year followed by a systematic transition to the program. The professional advisor in the unit will then focus on preparing the student for a consultative relationship with their faculty mentor.

UNO requires the student transition to the college at 30 semester hours, or after their first year. Staffing constraints are causing students to be moved at 24 hours, demonstrating the need to establish institutional standards for caseload assignments. My recommendation is that the freshman student remain with FYA for the full year, or 30 semester hours, and that caseload adjustments be made to fully support this policy.

NACADA Recommended Caseloads for Academic Advisors

First-Year Advisement enrollments have been separated from continuing students because the student to advisor ratios recommended by NACADA (Carlstrom, 2013) are different for these populations. The newly entering student needs constant guidance and programming for retention, whereas the continuing student, who has been prepared to successfully navigate the university environment and their own educational process will need less time and attention as they continue to persist. The table provides estimates for full-time professional advisement positions needed to support student success as well as advisors' professional growth and personal satisfaction in their role and responsibility.

FALL 2014 ENROLLMENT University of New Orleans				Estimated FTE for Advisement Based on UNO Enrollment	
COLLEGE	TOTAL	FRESHMAN	CONTINUING	250:1* RATIO FRESHMAN	350:1* RATIO CONTINUING
Business Administration	1,730	255	1,475	1.0	4.0
Education	386	95	291	0.5	1.0
Engineering	955	255	700	1.0	2.0
Interdisciplinary Studies	388	88	300	0.5	1.0
Liberal Arts	1,370	315	1,055	1.0	3.0
Science	2,089	592	1,497	2.0	4.0
			Total FTE	6.0	15.0

*FTEs have been rounded to nearest 0.50 increment based on NACADA recommended ratio for the population

The table provides a view to the staffing needs associated with establishing professional academic advisement at the UNO. Whether the academic advisor is located physically in the department or centrally in the college is dependent upon the population being served, the number of majors, and the resources available. I would recommend that the colleges establish centralized advisement centers where possible so as to facilitate cross training and support. However, where there are sufficient numbers of majors in any given field of study an advisor physically located in the department is recommended, especially if the curriculum is highly specialized or complex. For example, Interdisciplinary Studies (388), Biological Sciences (642), and Film, Theater & Comm Arts (299) are large programs that typically have very demanding, specialized career paths with complicated course patterns.

Although many different modes of delivery will be employed in the advisement process, generally speaking, best practice is to assign an academic advisor for every student so that the student has the opportunity to build relationship with that individual and conversely the academic advisor assumes ownership of the student's academic success (Robins, 2013). Within this developmental environment the first-year student is better served by prescriptive advising, whereas the student who has transitioned to the college will be intentionally prepared to assume ownership of their personal and academic progress through intrusive/proactive methods that ensure structure for the advisee and their various learner characteristics (Giroir and Schwehm, 2014).

Today's student is in a transitional state whether denied access to first choice because of selection, competitive admission policies, coursework wasn't as interesting, or not prepared with the academic background needed to be successful in the chosen field of study. The following student types all characterize students in transition:

- Transfer students
- International students
- Students on academic probation

- Students changing majors
- Non-traditional students

Advisors are challenged by the unique needs of these students often feeling unprepared with the particular skills and knowledge these special populations require. As a result, these students are often dissatisfied with advisement putting them at risk for attrition. Transfer students usually have some idea of their career goals but can lack practical understanding of the differences between their previous college and the university. The abundance of credit hours often associated with the transfer student also requires a personalized response by advisement to ensure a quality transfer and timely completion. Communication barriers, homesickness, and cultural differences are very real challenges of the international student not to mention the legal and financial concerns they have. Students who do not meet the academic requirements are unlikely to seek help or meet with their academic advisor and are a high attrition risk. Heisserer (2002) research indicates the "contact with a significant person" is critical to keeping the academically at-risk student in school through an intrusive advising situation. Students who change their major either voluntarily or otherwise require time and sensitivity in advisement. The advisor needs a broad expanse of knowledge about majors and careers and must be comfortable with the expression of feelings students changing major may be experiencing. The adult-student most often is working full-time with family concerns that challenge advisement to meet their needs for adjusted schedules and an inability to access services (Frost, 1991.)

Establishing a Complementary Relationship of Academic Advisor and Faculty Mentor
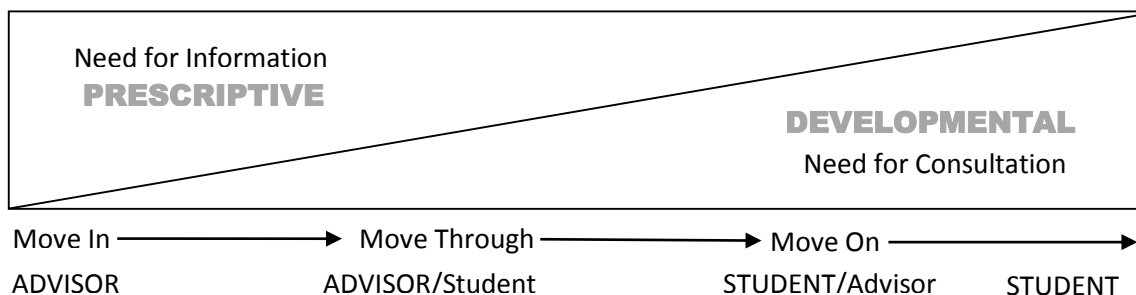
Central to supporting the academic success and educational needs of the student is the complementary dynamic of the **professional academic advisor** and the **faculty mentor**. Engaging advisement staff and faculty in a strategic partnership that takes advantage of unique expertise associated with both professional groups permits time appropriate encounters, focused treatments, and student-centered programming. Clearly defined roles for advisors and faculty provide the additional benefit of a platform upon which a multi-tiered career system can be established that promotes the professionalization of the academic advisor classification.

Professional Academic Advisors	Vs.	Faculty
- Hired and **selected** through a search process and have a specific position description **Training** is systematic, intentional, and ongoing; staff development is expected **Evaluated** through an annual performance review **Rewarded** with salary and benefits		- Expected to advise, teach, publish, seek grants as well as advise –little selection - Training is near nothing to a few hours at the most - Evaluation is not systematic - Reward or recognition is very limited in the tenure and promotion process; mostly intrinsic; can also be a reverse structure (better = more).

The initial and primary contact students have as they begin a college career is the academic advisor who will systematically guide them through the development process designed to support maturity, setting and accomplishing academic goals and making good decisions (Gordon, 1995; Schein & Laff, 1997). As illustrated below an integrated approach to advisement address the developmental process by guiding students through an organized search that collects, evaluates, and applies career as well as academic information on personal interests and abilities. Students move from a prescriptive environment where

specialized advisement has guided them through the development of skills and knowledge necessary for academic success in their chosen major. Once the student transitions to the academic unit the advisor there continues to guide the process that prepares the student for the faculty-student consultative relationship.

Changing Environment and Changing Students

Need for Information
PRESCRIPTIVE

DEVELOPMENTAL
Need for Consultation

Move In ⟶ Move Through ⟶ Move On ⟶

ADVISOR   ADVISOR/Student   STUDENT/Advisor   STUDENT

Lynch, 1989; Brown & Rivas, 1994; Creamer, 2000; Brown,

The diagram illustrates how advisement systematically guides the student through this developmental process starting with a very prescriptive, advisor driven approach with the goal of a student-directed process by the time the student reaches their final year of college.

Faculty identify their role as academic advisor to be in conflict with the tenure and promotion system and as a result there is typically no performance feedback, and there is little to no formalized training in administrative duties and academic policy available to them (Kennemer and Hurt, 2013). This information corresponds with concerns regarding academic advisement expressed by UNO faculty.

- Faculty are challenged by advising role, it "doesn't provide any release." They see their role as providing information and advice for how to be successful in the discipline. Repeatedly being asked to do more and more, they cannot be effective. Faculty are very concerned for enrollment decline, and shifting responsibility for retention to faculty is an administrative burden.
- Better communication between FYA and faculty is needed. Advising is not high quality, there is no training or adequate oversight. FYA not assigned to specific academic college/department and there are few opportunities for faculty to engage with the new student.
- Advisory Steering Committee addresses policy, but unclear of how this group would/does guide advisement practice for UNO.

Redefining the role and responsibility of faculty as mentors provides the basis for a complimentary relationship in the developmental advisement of students that is much better suited to their respective expertise and preparation. The faculty member, as subject matter expert, can be engaged in the introduction of the new student to the major and provide specialized direction in knowledge and skill development for career planning.

Provide Standardized Reporting

Academic advising is very cyclical in nature with engagement being time sensitive and requiring student data to manage. These reports will be common across all colleges and classification and should be available to advisement through a secure but open access platform, or pushed to them from the relevant function area. There are a variety of reporting tools available and the technical expertise required for building a comprehensive report set is required. Begin by asking advisement to identifying the timeline and related outreach or response to be managed; then define all student data necessary to achieve the outcome. Prioritize the effort by focusing on those reports that are critical to advisement campus-wide. For example, academic advisors need to be able to track the admission process from application to decision, registration and hours of enrollment, academic standing, and the graduation process from application to award, at the very least.

Predictive analytic tools can provide the single platform upon which advisement can manage the caseload and facilitate outreach in a planned and measurable way. Advisement's ability to achieve the level of efficiency necessary to effectively support the student is negatively impacted by the lack of integrated systems and technology applications.

Establish an Advisory Board for Academic Advisement

Academic advisement is critical to student success because it maximizes the impact of all other services necessary to ensure timely degree completion and a quality educational experience. Below are prioritized recommendations for implementation of an enhanced Institutional standard for academic advisement, one that would ensure achieving a level of excellence in student success through the guidance of an advisory board for academic advisement.

- Formalized training
- Establish best practices for academic advisement
- Eliminate organizational barriers between academic/student affairs
- Professionalization of Academic Advisement

Formalized campus-wide training consists of consistent and quality opportunities for all campus advisement staff to come together and update their skill and knowledge of policy, effective programming, methodology, and use of technology. Typical programs of this nature include web-based resources available in a central location, hardcopy or printable instructions and procedures, up-to-date contact lists, and a mechanism for communication of time sensitive information (list serves). I highly recommend an annual, one to two day workshop dedicated to advisor training needs of which policy and procedure is central.

Best practices for academic advisement as defined by NACADA, recommends that the following items and practices be followed as a baseline by all advisors to support student learning outcomes and degree completion. A highly developed and systematic advisement program must be a purposeful effort employing theory and methodology supported by CAS (Council for the Advancement of Standards) Advising Standards. Requirements and milestones are important to satisfactory progress so we must present curricula with required courses explicitly identified for a specific term or sequence. The advisement syllabus is recommended to demonstrate the educational value of the student-advisor relationship, and the expectations for role and responsibility of both to ensure that each engagement is

productive (Trabant, 2006). The NACADA website provides an example of an advising syllabus that can be tailored to the institution as well as the unique characteristics of the academic units.

- Academic plan or contract
- Explicitly defined requirements
- Prerequisite flow chart and curricular guides
- Include student in the verification process
- Advisement syllabus
- Advisement notes

Roadmaps created by FYA are a perfect example of effective job-aids that are highly beneficial to advisement as well as students. Other useful tools are pre-requisite charts and registration guides particularly appropriate for prescriptive programs with complex course patterns that if not properly navigated will derail timely completion. These tools are some of the best ways to demonstrate for students how to navigate the curricula and assess progress for themselves. Examples of recommended academic plan and key job-aids have been included for your convenience. Advisor notes describing the content and context of the meeting or outreach to the student, can be one of the single most effective aids to case management and the advisors ability to provide comprehensive support for their students.

Elimination of organizational barriers is the principal reason for establishing a campus-wide council, reporting to the Provost, and provides a framework needed to define institutional standards of performance for academic advisement, an infrastructure to support a campus-wide model, training and resources for skill development, and take care of the human resource through the professionalization of advisement at the UNO. Students do not see boundaries created by operational processes and functional roles, so supports and programming must be seamless. Accomplishing the necessary level of integration needed to facilitate collective impact in student success requires a systematic approach where enrollment management staff, academic advisors, faculty, and campus administration participate to identify need, develop solutions, and provide support and resources.

Professionalization of academic advisement begins with active participation in the National Academic Advising Association (NACADA) and is foundation to the professional development of academic advisors. Provide opportunities for advising staff to have access to NACADA resources and events though webinars, conferences, and formal training when possible. In times of limited resources awards and incentive programs can be used to motivate advisors to participate in career development activities. Acquire and maintain an institutional membership ($150) and encourage all advisors to become a general member ($65) of NACADA.

Establish working groups through the advisory council focused on developing campus-wide programming to support leadership and professional development such a brown-back series designed to help advisors develop leadership skills, prepare for graduate programs, pursue elected and appointed leadership positions in local, state, and national organizations. Often advisors do not have sufficient time or opportunities to network and get to know advisors from across campus, and events focused on social engagements and team building are very valuable.

Develop Comprehensive Technology Supported Infrastructure

Technology is the foundation on which all higher education systems are built. Communicating with and about students, maintaining and securing records, providing registration, course management, and many more technological systems are critical to the infrastructure that effectively supports the student throughout their academic career. Academic policy dictates procedure and the operational processes. The admission process represents the gateway to the students' university experience and as such must be managed so that a standard of quality service and timely processing can be established and maintained. Establishing a deadline for admission should represent an important goal for universities, particularly if there are completion concerns. Late admits are historically underprepared and are not retained without significant specialized support, putting a strain on resources at intake, but also hurting the institution's graduation rates and career outcomes. As soon as is practical, I would recommend that the UNO revisit the issue and establish a final deadline for admission to the university that can be supported and sustained.

Central to the admission processing effort is the receipt, evaluation, and reporting the status of credentials. It is imperative that a system be developed that recognizes the relevance of the credential to the admission process, records the receipt, tracks its progress, and notifies the appropriate parties at various decision points along the way. Task analysis and workflow design will identify proper sequencing and critical decision-points necessary to keep things moving and avoid dropped jobs and oversights of pertinent information to the student record.

OCR technology exists but is underdeveloped and utilized due to the lack of technical expertise leading to inefficient and manual evaluations of transfer work. This technology, when well developed has the potential to save tremendous time and human resources. Securing this technical expertise would be an investment in a greatly enhanced infrastructure that is essential to providing logistical support to the entire enrollment management effort.

AACRAO Joint Statement (2001) identifies Institutions are obligated to "make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential. UNO must work toward providing a seamless transition for transfer through correct and timely evaluation of all college-level work and provide a report of that outcome to both the student and advisement. Timeliness is relevant to the student and their expectations in this area. Five to seven working days after admission is a recommended goal to work toward for having a full evaluation of transfer work available to advisement and the student.

Course articulation and maintenance of those evaluations in a searchable database is needed to grow enrollments of transfer students and build valuable partnerships with colleges through formal agreements. Equally important is the added benefit to student persistence that an extensive, formal and available articulation of courses provides. Today's students need options for accommodating the personal and financial obligations of life that would facilitate their ability to maintain progress to degree. Protocol for course articulation along with a web-based search engine developed to manage and share equivalencies with students, advisement, and college partners are needed. Course content specific to the major should be evaluated, or criteria provided, by faculty in the discipline.

Attention to technical expertise in addition to adherence to policy will be necessary to enhance the process of admission, transfer evaluation and reporting, as well as more efficient and effective use of

human resources. This functional area is insufficiently staffed for both transfer evaluations and in applications development necessary to produce systems for database management and reporting.

Additional Note

Staff and faculty of UNO were engaging and sincere in their desire to effect positive change in the area of academic advisement. Conversations were authentic and candid with genuine concern for student success expressed by all. Such a positive attitude is a good foundation upon which to begin reconstructing systems, aligning resources, and making significant changes to the way academic advisement is defined and carried out for the UNO student. The effort will be ongoing and challenging for the entire campus community, but the potential for reward is great.

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