

Campus Advisement Committee

(A Subcommittee of the College Senate's Standards for Students Committee)

Recommendations for Improving Academic Advisement at SUNY Buffalo State
Spring 2016

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Introduction

The current review of academic advisement at SUNY Buffalo State emerged from concerns about the state of advising expressed by members of the College Senate's Standards for Students Committee in Fall 2014. The committee took their desire to review advisement on campus to the Senate Chair and Provost and an advisement subcommittee was charged to conduct a self-study using CAS Standards for Academic Advising during Spring and Summer 2015. The committee's charge—and membership—expanded in Fall 2015 and Spring 2016 to develop a plan that would address the identified deficiencies in academic advisement on campus. The recommendations in this document—developed by the Campus Advisement Committee, as approved by the Standards for Students Committee—are provided to the college for improving advisement at SUNY Buffalo State.

The recommendations in this report are guided by two principles: national best practices for academic advisement and the student-centered faculty dispositions at Buffalo State. Wesley Habley (2000) identifies the following as essential elements of a quality academic advisement program: (1) articulation of the program's basic purpose, functions, and components in a campus advising policy; (2) coordination of service among many service delivery units; (3) organization of advising services, with shared responsibility among faculty, administrators, and advising centers. The National Academic Advising Association's (NACADA) most recent academic advisement survey (2011) notes that the average caseload of a full-time faculty adviser at a medium-sized U.S. higher education institution is 25-30 students and the median caseload of a full-time professional adviser at an institution with mandatory advising is 175. *[Note: the mandatory advising caseload number is given here because most of the professional advisers at Buffalo State work with students who are required to seek advisement, such as undeclared and probationary students.]* The professional and faculty advisers of Buffalo State have spoken repeatedly of their commitment to assisting our students in navigating college processes to meet their academic goals and of their passion for mentoring students in their graduate school and career plans.

While the initial campus advisement self-study was daunting in demonstrating many areas of improvement that Buffalo State must address in order to make academic advisement a successful practice at our institution, the Campus Advisement Committee believes that impressive gains can be made by:

- Implementing a campus-wide academic advising program that is departmentally driven but centrally supported (as argued by Habley), and
- Realigning faculty advising loads to meet student need (as outlined by NACADA).

These two central changes to academic advisement at Buffalo State should yield dramatic benefit to our students and the campus.

The following pages contain a more detailed listing of recommendations related to the bullets above, the recommended advising checkpoints for various cohorts of undergraduate and graduate students, and the current academic advisement policy of SUNY Buffalo State for the reader's reference. The budget for the proposed advisement revisions will be provided with the final report in April 2016.

Recommendations for Improving Advisement at SUNY Buffalo State

<p>1. Mission –</p> <p>a. Adopt a campus-wide academic advisement definition, mission, values, and commitments (p. 5)</p>
<p>2. Program –</p> <p>a. Implement a framework for academic advising that meets the needs of the various Buffalo State student cohorts with mandated advising checkpoints (pp. 6-11)</p> <p>b. Adopt a clear organizational structure for advising on campus (see #3, this page)</p> <p>c. Enforce existing advisement policy (p. 12) [Note: once the college has properly allocated advisement workloads (see 4.b. and 4.c.) and has equipped all advisers to provide accurate and meaningful advisement (see 4.d., 4.e., 4.f.), requiring remaining student populations to seek advisement each semester is recommended.]</p>
<p>3. Organization and Leadership –</p> <p>a. Announce the Provost as the officer responsible for the strategic planning, supervision, and management of academic advisement at Buffalo State. Designate an official to implement the campus academic advisement program and to maintain positive internal and external relationships (see CAS Self-Study item #8). The designee should also ensure appropriate fiscal and technological resources (CAS Self-Study items #9 and #10) and adequate advising space and equipment (CAS Self-Study #11) to support a successful advisement program – from training through assessment (CAS Self-Study #12).</p> <p>b. Maintain the campus advisement committee (CAC) - comprised of representation from Arts and Humanities, Education, Natural and Social Sciences, Professions, University College, and The Graduate School; advisers representing large and small departments; faculty and staff advisers; and advisers from Buffalo State’s special admission programs – to provide guidance for the continued improvement of academic advisement.</p> <p>c. Revise DOPS to note the value and weight of quality academic advisement in the tenure and promotion process, as well as to place advisement in either teaching or service for the tenure and promotion process.</p>
<p>4. Human Resources –</p> <p>a. Maintain a diverse advising staff that is reflective of the student body.</p> <p>b. Operate with advising caseloads of no more than 200 students for a full-time professional adviser (advising load reductions in 50 student intervals for teaching a course or 10-hours of alternate assignment) and no more than 30 for a full-time tenure track faculty member. Departments requiring advisers to carry larger than recommended loads must either offer course releases, offer extra compensation, or hire supplemental staff to create workload equity.</p> <p>c. Provide additional designated advisers, working in a manner modelled after University College’s Academic Intervention program, to support probationary students in all Schools as needed by departments.</p> <p>d. Mandate adviser training that addresses items #5, #6, #7, #10 from CAS Self-Study 2015 (e.g., initial training to discuss student development theory, ethics, federal/state law, campus policies, program offerings, campus resources, software/technology use, purposeful advisement, and adviser responsibility) and a refresher program (reviewing departmental and institutional policy changes, and offering strategies for addressing more than simple curricular requirements) through a comprehensive training program.</p> <p>e. Utilize a centralized communication process to update all advisers about departmental and institutional policy changes related to academic advisement</p> <p>f. Establish and monitor an accountability and reward system (e.g., weight in the tenure and promotion process for faculty advisers, eligibility for discretionary salary payments) for academic advisers.</p>

Academic Advising at SUNY Buffalo State (January 2016)

Definition

Academic Advisement at SUNY Buffalo State is a relationship between students and advisers that prepares students to successfully navigate college processes; understand the parts and purpose of degree requirements; follow a meaningful, experience-rich path from matriculation to choosing majors to timely graduation; evaluate post-graduate career options; and become positive, contributing members of the Buffalo State alumni community.

Mission Statement

Academic advisement serves as inspiration, motivation, and support for all students in their academic and professional goals as they develop as members of the Buffalo State community and transition to being active alumni leaders of a diverse society.

Values Statement

The values associated with advising at SUNY Buffalo State resonate with the values of the college. Academic Advising exemplifies the profitable learning that can occur outside of the classroom and the fulfillment that is found in intellectual discovery.

Access: We are committed to offering accurate, purposeful advising to help all students develop meaningful academic and career plans that address their goals in a timely manner.

Diversity: We respect the individuality of our students. Advising services are available in a variety of ways that meet the diverse needs of our campus populations and help individuals realize their full potential.

Service to Society: We foster habits required for critical thinking and social awareness so that students make informed choices consistent with their academic, career and life goals.

Integrity: We seek to build meaningful academic relationships between advisers and students in a process that demonstrates a commitment to professional ethics and moral integrity, and that thereby affords students the opportunity for self-reflection and authentic inquiry.

Academic Advising Commitments

Academic Advising at Buffalo State reflects the college's strategic position as a transformational learning environment focused on student success. Academic advisers and students at SUNY Buffalo State share responsibility for quality academic advisement. Students must commit to taking responsibility for actively, regularly, and honestly engaging with their academic advisers to develop their personal and professional plans. SUNY Buffalo State will:

1. Provide students with advisers who care for students' experiences, respect their life choices and plans, and serve as advocates when problems need resolution.
2. Mentor students as they explore and clarify their values, educational path, career plans, and life goals.
3. Offer timely information and accurate guidance about degree requirements, extra-curricular educational activities and research opportunities, policies and procedures to assist students in navigating and maximizing their college experience.
4. Guide students to maximize academic success, complete graduation requirements in a timely manner, and transition smoothly to future academic or professional work.
5. Conduct ongoing assessment of college-wide academic advising to maximize effectiveness.

Undergraduate Advisement Checkpoints

Abbreviation Key

FYUG = First-Year Undergraduates

TRUG = Transfer Undergraduates (First Semester)

RUG = Readmit Undergraduate

So = Sophomores

Jr = Juniors

Sr = Seniors

PUG = Probationary (<2.0 CGPA) Undergraduates (*happens in conjunction with department advising)

ELL = English Language Learners

IES = Incoming Exchange Students

OES = Outgoing Exchange Students

HAS = High-Achieving Students (students with CGPAs that would qualify for academic enrichment opportunities, such as UG research and study away)

Cohort	Timing	Content	Resources Needed
FYUG, TRUG, ELL, IES	Pre-orientation	introduction, college goals, school readiness checklist; TRUG - welcome from academic department introduction, college goals, school readiness checklist, official transcript evaluation, course advisement and registration; ELL – identify students and affiliate with support programs and verify appropriate registration	<ul style="list-style-type: none"> • Admission process must end at least two weeks prior to start of semester in order to have time to advise students and get them registered appropriately. • Transfer credit in Banner • Alternate major admit reports to departments • Certification reports to departments • Means to develop ELL students implemented
RUG	Pre-semester of return	financial aid eligibility check/problem resolution, clemency, academic planning, mentoring, course selection	<ul style="list-style-type: none"> • Admissions/Dean’s Office must notify department and Financial Aid of readmit. • Readmission process must end at least two weeks prior to start of semester in order to have time to advise students and get them registered appropriately.
FYUG, TRUG, ELL, IES	Orientation	re-introduction, career aspirations, academic strategies, student involvement opportunities; TRUG – verify transfer course acceptance and equivalencies, confirm registration, confirm that high school transcripts and any final college transcripts were received	<ul style="list-style-type: none"> • Academic Roadmaps • Alternate major admit reports to departments • Certification reports to departments • Advising assignments completed in Banner by orientation by departments • Advisers present at orientation to meet with students

FYUG, RUG, TRUG, So, Jr, ELL, IES	Four-week check	academic and social adjustment, trouble shooting; Jr – meet with departmental adviser to discuss career goals and choices, internships, research projects, minors	<ul style="list-style-type: none"> • Some work must be assigned within the first four weeks; attendance taken. • Midterm grading window opened early for non-attendance reporting (preferably starting before freeze file); EV report generated for outreach
OES	By sixth week of semester prior to exchange	preparation to attend exchange institution: talk to academic adviser to discuss where to go, what to study, and transfer equivalencies while including post-exchange advisement; talk to exchange office; consult with Financial Aid; complete required forms for exchange program	
FYUG, RUG, TRUG, So, Jr, Sr, ELL, IES, HAS	Mid-semester grades	problem solving, discussion of Academic Support options, P/F, course withdrawals, LOA (including referral to FA for aid impact for current and next semester); HAS – group advisement session for enrichment opportunities, scholarships, awards, discussion of minors/second majors, etc.	<ul style="list-style-type: none"> • Mid-semester grades posted for all students • Midterm grade reports generated for outreach
FYUG, RUG, TRUG, So, Jr, Sr, ELL, IES, HAS	Prior to Registration	mentoring, academic planning, develop roadmap, course selection, long-range planning, departmental specifics (e.g., orientations, internships, practicums, student teaching, portfolios, performances, certification exams); Jr – 75 hour check for graduation deficiencies and refer to CDC for career planning; Sr – 90 hour check to include graduation deficiencies, minor completion, career plans, letters of recommendation, graduate school, awards; Sr – 105 hour double-check to include graduation deficiencies, minor completion, career plans, letters of recommendation, graduate school, awards; HAS – meet with departmental advisers and chairs to discuss opportunities (e.g., research,	<ul style="list-style-type: none"> • Training for advisers: DegreeWorks, Banner, overrides, general education requirements, upper division requirements, 120 hours, major requirements, minor options, student exchange, internships, off-campus study options (and processes) for degree completion

		internships, graduate schools, honor societies, awards), refer to CDC	
OES	By twelfth week of semester prior to exchange	follow up after registration is done in other institution; check all forms, documents, and payments are completed	
FYUG, RUG, TRUG, So, Jr, Sr, ELL, IES, HAS	After fall semester grades post	performance review, goal adjustment (e.g., change of major, alter concentration), schedule revision, GPA concerns, problem solving, departmental specifics, recommendations letters; HAS – recognition of achievement (letters, ceremonies, etc.)	<ul style="list-style-type: none"> • Below 2.0 and unsuccessfully completed ½ reports generated • Student outreach for probation, dismissals, and recognition
PUG	After semester grades post	performance review by probationary adviser/department and Dean’s Office, goal adjustment and problem solving with probationary adviser/Dean’s Office, schedule revision, probation contract	
FYUG, PUG, ELL, IES	First week of second semester	schedule check	
OES	By sixth week of semester on exchange	Follow up with student to check on transition/experience	
FYUG, PUG, RUG, TRUG, So, Jr, Sr, ELL, IES, HAS	Mid-semester grades	problem solving; HAS – group advisement session for enrichment opportunities, scholarships, awards, discussion of minors/second majors, etc.	<ul style="list-style-type: none"> • Mid-semester grades posted for all students • Midterm grade reports generated for outreach
FYUG, PUG, RUG, TRUG, So, Jr, Sr, ELL, IES, HAS; OES	Prior to Registration	mentoring, academic planning, develop roadmap, course selection, long-range planning, departmental specifics (e.g., orientations, internships, practicums, student teaching, portfolios, performances, certification exams); Jr – 75 hour check for graduation deficiencies and refer to CDC for career planning; Sr – 90 hour check to include graduation deficiencies, minor completion, career plans, letters of recommendation,	

		graduate school, awards; Sr – 105 hour double-check to include graduation deficiencies, minor completion, career plans, letters of recommendation, graduate school, awards; HAS – meet with departmental advisers and chairs to discuss opportunities (e.g., research, internships, graduate schools, honor societies, awards), refer to CDC; OES – email student to remind them to register for Buffalo State classes for next semester and review advisement notes from prior to departure	
FYUG, PUG, RUG, TRUG, So, Jr, Sr, ELL, IES, HAS	After spring semester grades post	performance review, goal adjustment (e.g., change of major, alter concentration), schedule revision, GPA concerns, problem solving, departmental specifics, recommendations letters; HAS – recognition of achievement (letters, ceremonies, etc.)	<ul style="list-style-type: none"> • Below 2.0 and unsuccessfully completed ½ reports generated • Student outreach for probation, dismissals, and recognition
PUG	After semester grades post	performance review by probationary adviser/department and Dean’s Office, goal adjustment and problem solving with probationary adviser/Dean’s Office, schedule revision, probation contract	
OES	Upon return from exchange semester	debrief about exchange; review grades and credits applied; verify next semester’s registration is complete and appropriate; check financial aid eligibility status	

Graduate Student Advisement Checkpoints

Abbreviation Key

FSGR = First Semester Graduates

TGR = Transfer Graduates

RGR = Readmit Graduates

CGR = Continuing Graduates

PGR = Probationary (<3.0 CGPA) Graduates

Cohort	Timing	Content	Resources Needed
FSGR, TGR, RGR	Pre-orientation	Acceptance letter from department and graduate school, identification of adviser, suggested plan of study, invitation to Orientation	<ul style="list-style-type: none"> • Admission process must end at least two weeks prior to start of semester in order to have time to advise students and get them registered appropriately. • Transfer credit in Banner
FSGR, TGR, RGR	Orientation	Graduate school and/or department orientation, program requirements, academic strategies, professional or career considerations	
FSGR, TGR, RGR, CGR	Prior to Registration	Academic planning, mentoring, course selection	
PGR	After semester grades post	<ul style="list-style-type: none"> • Graduate School (GS) sends probation letters to students. Students are encouraged to contact their advisers and/or the Assistant Dean of the GS for questions/concerns • GS notifies department chairs and program coordinators of their students on probation • The Asst. Dean consults with department chairs/program coordinators to discuss dismissals. In some cases, meetings are scheduled with the student, department and Asst. Dean • Chairs and program coordinators consult with student advisers and/or department faculty regarding the student's performance/progress 	<ul style="list-style-type: none"> • Below 3.0 and unsuccessfully completed ½ reports generated • Student outreach for probation, dismissals, and recognition

		<ul style="list-style-type: none"> • Other stakeholders may be consulted to assist with problem solving (i.e. financial aid, student accounts, registrar’s office, international student affairs, dean of students, etc.) • GS and academic department consult with student regarding goal adjustment, schedule revision, academic and registration conditions, etc. 	
CGR	12 Credit Hour Checkpoint	Complete degree candidacy for some programs, review plan of study, performance review. Degree Works should be used to review student’s progress	<ul style="list-style-type: none"> • Exceptions entered by departments
CGR	Prior to Last Semester	Culminating experiences (thesis, project, comprehensive exam) advisement professional aspirations or continuing studies	
CGR	Pre-Graduation	Graduation requirements, deadlines	
CGR	Thesis or Project Completion	Requirements for completion, progress review	

Buffalo State College Advisement Policy

Preamble:

Buffalo State College remains committed to undergraduate and graduate advisement that is personal, relevant, and supportive. Student advisement properly goes beyond course selection to include all aspects of advising: program education, career counseling, mentoring, personal support, and/or referral to appropriate campus offices. Advisement is the responsibility of all agencies at Buffalo State College.

Undergraduate advisement should provide each student with a clear road map for timely completion of degree requirements. Graduate advising may focus more intensely on research, guidance, and professional development.

Administrative officers of the college should stress the importance of advisement to the college and the responsibility of the student to seek advisement in public presentations to faculty, staff, and students.

Undergraduate Student Advisement

1. Advisement is required of all students—freshmen and transfers—at the point of entry into the college. Whenever possible, advisement should be completed prior to orientation.
2. Undeclared students, students on probation, and premajors must be advised every semester.
3. Advisement is required when a student declares a major.
4. Students in majors should be advised according to each department's individual advisement plan.
5. Advisement should include a graduation check, according to each department's advisement protocol, in the spring semester of the year prior to graduation or at approximately 90 credit hours for August or December graduates. (Note: Official graduation audit verification is to be done by the Registrar's Office.)

Graduate Student Advisement

6. Advisement is required upon admission to a graduate program.
7. Advisement will ensure completion of candidacy application prior to completion of 12 credits.
8. Departments will review student progress in the semester prior to that in which the student is to graduate.
9. The department chair or delegate may review and approve the graduate student's completed coursework. (Note: Official audit of graduate students' completed coursework is to be done by the Graduate Studies and Research Office.) *[2016 process update: the official audit is now conducted by The Graduate School.]*

Department Advisement Protocol

10. A department's plan reflects the diverse nature of its students, the size of its student body, and faculty resources. The plan will provide for all relevant graduate and undergraduate student groups: undeclared students, majors, premajors, evening-only students, appropriate nonmatriculated students, and students readmitted to programs.
11. The department's plan is approved by the dean and is on file in the Academic Affairs Office. Academic support programs will submit their advisement plans to the Academic Affairs Office.
12. Departments ensure documentation of their students' advisement.
13. Departments provide opportunities for advisement in every semester, throughout the semester.
14. Academic support programs maintain accurate information about departments' required and elective courses through the use of the college catalog, printed departmental materials that have been distributed, or departmental Web pages. Departmental Web pages include information to aid in a student's selection of courses and the timing of such selections.
15. Each department's plan includes traditional one-to-one advising between faculty and student as well as alternative methods using small groups, computer labs, and peer advising.
16. Subsequent to Degree Navigator or another student audit system being deemed accurate, each department reports to the dean a systematic assessment of the effectiveness of its advisement as a part of the annual report or at a time deemed appropriate by the faculty dean.

Campus Advisement Committee
Budget Implications of the Improving Advisement Proposal

The chart on the following page shows the number of students, full-time faculty, and additional advisers (if any) per department. The data comes from Fall 2015 Institutional Research Enrollment Summary on student enrollment and Human Resources' Fall 2015 faculty data. Any department with a student to full-time faculty ratio of 30 or more has been identified as needing additional advisement staffing.

Two models have been presented to address the departmental advisement staffing gap: additional hires of departmental staff/faculty (second last column) and course releases for current staff with the need to hire adjuncts to teach the released courses (last column). Depending on the model chosen to address the departmental advisement staffing gap, there will be an annual cost to the college of \$616,200.00 (which utilizes course releases for full-time faculty and having adjuncts teach those courses) to \$9,931,677.76 (inclusive of 61 full-time faculty hires), plus two other models that employ staff advisers (\$972,208.76) or a blend of staff advisers and full-time faculty (\$1,076,987.56) to achieve the desired academic advisement ratios. Note, additional budget flexibility can be achieved if departments with student/faculty ratios below the proposed advising loads would deploy their faculty to assist a higher ratio department with their advising load, thus reducing hiring need. Further, acknowledgement of the fact that deciding to invest in full-time faculty hires to achieve appropriate advising load ratios also reduces the need for adjunct hires (366 courses per year for a savings of \$2,891,400) while simultaneously bringing more faculty on campus to provide service to the institution and produce scholarship that may enhance our recruitment ability through increased institutional prestige.

Additionally, the advisement proposal calls for the Provost to designate a college official to oversee and support academic advisement across campus (3.a) and for probationary advisers be made available to students from all Schools (4.c.). Either a current employee could be reassigned to be responsible for the tasks identified in 3.a or a new position could be created which would likely cost the institution about \$136,340.57 annually (\$86,291.50 – the median salary for an SL-5 position – plus \$50,049.70 in fringe benefits costs at 58%). Two additional probationary advisers are called for to be hired to support undergraduate probationary students in the four Schools, which would cost the institution about \$134,097.76 annually in salary and fringe benefit costs based on SUNY.edu toolkit costs for academic advisers.

Improved advisement that results in increased student retention would save the institution approximately \$6,000 per undergraduate student. Although Buffalo State has not calculated the cost of recruiting a student, national estimates note the average cost to recruit a new undergraduate at a large four-year public institution is about \$600 per student (Noel-Levitz, 2013), which could be saved in undergraduate recruitment costs with enhanced retention through improved advisement. Higher retention-based tuition yields and increased recruitment savings would also be achieved through the improved retention of higher tuition paying graduate and international students. If the premise that academic advisement can be a high-impact practice that positively impacts retention is true, then the aforementioned advisement-related budget expenses (and related institutional culture changes identified in the CAC report) can be viewed as an investment in our students' success – and when our students succeed, our institution succeeds.

Departmental Data

F15 Faculty Data provided by Human Resources

Student Data provided by Institutional Research's Fall 2015 Enrollment Report

Department	F15 FT Faculty	Additional Advisers	F15 UG Mjr	F15 GR Mjr	F15 total Mjr	Student to FT Faculty Ratio	Hiring Need for Appropriate Advising Loads	Annual Salary Cost for Additional Hires (based on SUNY.edu toolkit \$42,436 FT staff adviser/\$79,568 FT faculty salary plus 58% fringe)	Annual Course Release (includes 2 semesters) Cost (\$5000 plus 58% fringe per 30 students)
University College	5.0	*4 advisers, plus ~10 others who have advisee loads of ~20 students in addition to their other duties	783	0	783	156.6	none	\$0.00	\$0.00
Business	13.0	yes - 3 (1 FT staff, 2 PT faculty)	947	0	947	72.8	(A) 10 FT faculty or (B) 1 FT staff adviser and 1 PT staff adviser or (C) 1 FT staff adviser and 3 FT faculty	(A) \$1,257,174.40 or (B) \$100,573.32 or (C) \$444,201.20	\$79,000.00
Criminal Justice	11.0	yes - 1 (PT faculty)	712	18	730	66.4	(A) 21 FT faculty or (B) 3 FT staff advisers	(A) \$2,640,066.24 or (B) \$201,146.64	\$165,900.00
Health, Nutrition, & Dietetics	7.0	no	400	0	400	57.1	(A) 6 FT faculty or (B) 2 FT staff advisers	(A) \$754,304.64 or (B) \$134,097.76	\$47,400.00
Fashion Textile Technology	7.0	yes - 1 (PT faculty)	389	0	389	55.6	(A) 10 FT faculty or (B) 2 FT staff advisers or (C) 1 FT staff adviser and 4 FT faculty and 1 PT faculty	(A) \$1,257,174.40 or (B) \$134,097.76 or (C) \$632,777.36	\$79,000.00

Psychology	11.0	yes - 1 (PT faculty)	589	0	589	53.5	(A) 7 FT faculty or (B) 2 FT staff advisers and 1 PT staff adviser	(A) \$880,022.08 or (B) \$167,622.2	\$55,300.00
Social Work	4.0	no	214	0	214	53.5	(A) 7 FT faculty or (B) 1PT staff adviser	(A) \$880,022.08 or (B) \$33,524.44	\$55,300.00
Communication	16.0	no	746	0	746	46.6	(A) 9 FT faculty or (B) 1 FT staff adviser and 1 PT faculty	(A) \$1,131,456.96 or (B) \$100,573.32	\$71,100.00
Engineering Technology	12.0	no	501	30	531	44.3	(A) 6 FT faculty or (B) 1 FT staff adviser	(A) \$754,304.64 or (B) \$67,048.88	\$47,400.00
Biology	13.0	no	438	28	466	35.8	(A) 2 FT faculty or (B) 1 PT staff adviser	(A) \$251,434.88 or (B) \$33,524.44	\$15,800.00
Hospitality & Tourism	6.0	no	211	0	211	35.2	1 FT faculty	\$125,717.44	
Computer Information Systems	9.0	no	245	27	272	30.2	none	\$0.00	\$0.00
Speech-Language Pathology	4.0	no	67	47	114	28.5	none	\$0.00	\$0.00
Sociology	9.0	no	228	0	228	25.3	none	\$0.00	\$0.00
Political Science	10.0	no	164	78	242	24.2	none	\$0.00	\$0.00
Elementary Education & Reading	21.0	1 FT Staff	361	120	481	22.9	none	\$0.00	\$0.00
Higher Education Administration	4.0	no	0	79	79	19.8	none	\$0.00	\$0.00
Adult Education	3.0	no	0	58	58	19.3	none	\$0.00	\$0.00
Career & Technical Education	4.0	no	55	20	75	18.8	none	\$0.00	\$0.00
Interior Design	3.0	no	55	0	55	18.3	none	\$0.00	\$0.00
Exceptional Education	16.0	no	124	164	288	18.0	none	\$0.00	\$0.00
Fine Arts	10.0	no	167	0	167	16.7	none	\$0.00	\$0.00
Great Lakes Center	1.0	no	0	16	16	16.0	none	\$0.00	\$0.00
Economics & Finance	13.0	no	174	19	193	14.8	none	\$0.00	\$0.00
History & Social Studies Education	16.0	no	186	45	231	14.4	none	\$0.00	\$0.00

Physics	5.0	no	69	2	71	14.2	none	\$0.00	\$0.00
Chemistry	12.0	no	155	9	164	13.7	none	\$0.00	\$0.00
Creative Studies	6.0	no	0	80	80	13.3	none	\$0.00	\$0.00
English	18.0	no	233	32	265	14.7	none	\$0.00	\$0.00
Earth Science & Science Education	8.0	no	73	25	98	12.3	none	\$0.00	\$0.00
Design	11.0	no	132	0	132	12.0	none	\$0.00	\$0.00
Music	11.0	no	96	14	110	10.0	none	\$0.00	\$0.00
Theater	9.0	no	84	0	84	9.3	none	\$0.00	\$0.00
Anthropology	5.0	no	46	0	46	9.2	none	\$0.00	\$0.00
Art Education	8.0	no	55	12	67	8.4	none	\$0.00	\$0.00
Mathematics	19.0	no	120	33	153	8.1	none	\$0.00	\$0.00
Geography & Planning	8.0	no	45	0	45	5.6	none	\$0.00	\$0.00
Modern & Classical Languages	7.0	no	34	0	34	4.9	none	\$0.00	\$0.00
Art Conservation	7.0	no	0	30	30	4.3	none	\$0.00	\$0.00
Philosophy & Humanities	5.0	no	12	0	12	2.4	none	\$0.00	\$0.00
Social & Psychological Foundations	5.0	no	0	0	0	0.0	none	\$0.00	\$0.00
Total Cost									\$616,200.00
Option A (61 FT faculty hires)								\$9,931,677.76	
Option B (9 FT staff advisers and 4 PT staff advisers)								\$972,208.76	
Option C (2 FT staff advisers and 7 FT faculty hires)								\$1,076,987.56	