A NEW METHOD OF ADVISING:

E-ADVISING

HENRY FORD COMMUNITY COLLEGE

DEARBORN, MICHIGAN
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ABOUT HENRY FORD COMMUNITY COLLEGE

Henry Ford Community College in Dearborn, Mich., is a comprehensive public community college serving nearly 16,000 students each fall and winter semester in southeast Michigan. HFCC is dedicated to preparing students for a rapidly changing world and workplace by offering more than 100 associate degree career and university transfer programs.

HFCC offers high-quality, innovative programs to meet the educational and training needs of the region. Students prepare to transfer to a university or prepare to go directly to work. HFCC also specializes in customized workforce development training for business and industry. Since its founding in 1938, HFCC has been the gateway to higher education for thousands of students who seek affordable, high-quality post-secondary education. To learn more about Henry Ford Community College, please visit us at www.hfcc.edu or on Facebook, www.hfcc.edu/facebook, Twitter, www.hfcc.edu/twitter, and on YouTube, http://www.youtube.com/user/henryfordcc, or call 1.800.585.HFCC (4322).
BACKGROUND INFORMATION

This publication is a Continuous Process Improvement (CPI) report on the topic of e-advising. CPI is a philosophy of improvement combined with a set of tools designed to make college processes more effective and efficient. The overall goal is to promote better service to students and to facilitate collaboration among faculty and staff working on college projects.

The generic term e-advising, although also the brand name of a specific software package, refers to an online system for advising students regarding course selection, degree requirements, and the development of a plan for completing academic goals. These systems are designed to supplement and enhance face-to-face academic advising. These systems are designed to keep the student engaged and on-track in between advising visits by providing clear goals, the steps required in completing those goals, and visual indications of progress made.

Currently, Henry Ford Community College has not implemented any form of e-advising system. The CPI E-Advising Team was tasked with determining the current state of the college’s electronic academic advising processes, and providing recommendations that we feel will improve those processes. Since 2002, Henry Ford Community College has used a Student Information System called Colleague, which is locally known as HANK. It is a prerequisite that any e-advising system that the college may consider have a high level of integration with HANK.
PROJECT STATEMENT

To create an electronic advising process using the current Colleague software as measured by the implementation of the system, improved program requirement accuracy, and ultimately, increased student satisfaction and retention.
OPERATIONAL DEFINITIONS

Following are the definitions of terms used throughout this report:

- **Advising Process:** The process of providing potential, new and current students a set of guidelines and/or information required to successfully accomplish academic and personal goals specific to the unique needs of each student.

- **Academic Advisor:** An HFCC employee who: has earned a bachelor’s degree and provides academic schedule planning and advising to potential and new students for all classes and programs offered at HFCC. Additional duties include: interpreting placement test results, assess and refer students to appropriate campus departments and student services specific to the needs of each student.

- **Colleague:** Ellucian’s name for one of their Student Information System (SIS) software packages. Colleague provides tools for managing HFCC’s Student, Financial, and Human Resources systems. Used synonymously with HANK at HFCC.

- **Colleague Student Planning:** An STSS module that allows students to engage in degree planning, registration, and communication with academic advisors.

- **Colleague Student Finance:** An STSS module that allows students to manage their financial accounts with HFCC.

- **Counselor:** An HFCC faculty member who: has earned a master’s degree in Counseling and Guidance, maintains a Michigan LPC license and stays current of legal and ethical issues in counseling and higher education. A counselor’s duties include but are not limited to Personal Counseling as well as all aspects of Career Counseling incorporating: current knowledge of curriculum guides and college transfer agreements, career testing and assessment, support services for students at risk and developing plans for students on dismissal, academic probation, or are Financial Aid violators. Counselors must also remain current regarding psychological and emotional conditions to include recognizing symptoms, explaining diagnosis, developing treatment plans, and using appropriate referrals.

- **Datatel:** The software vendor that originally developed Colleague. Datatel was combined with SunGard in 2012 to form Ellucian. Some HFCC employees will still refer to HANK as Datatel.

- **Degree Audit:** A module within Colleague to build and maintain Program Requirements that can be used to generate Program Evaluations showing a student’s progress within a Program of Study.

- **Degree/Student Planning:** The activity of reviewing the requirements for a student’s program of study, and planning the proper sequence and terms in which the required courses will be completed.

- **e-advising (Electronic Advising):** Generic term for a software system that provides an online process for academic guidance.

- **Ellucian:** An educational software vendor based in Fairfax, Virginia. The company was formed through the 2012 combination of educational software rivals Datatel, Inc. and SunGard Higher Education.

- **HANK:** HFCC’s local branding of the Ellucian Colleague system. It stands for Henry Ford’s Automated Network of Knowledge.
- **HANK UI**: A web deployed user interface that allows faculty, staff, and administrators to manage multiple aspects of the HANK system.

- **Program Evaluation**: An evaluation that tracks a student's progress in his or her program of study. A key tool in both academic advising and self-directed degree planning, a degree audit can currently be generated from both HANK UI and WebAdvisor.

- **Program of Study**: (PROGRAM OF STUDIES) A set of courses or other work that must be successfully completed before qualifying for a degree, diploma, or certificate from the College. (Adapted from: [http://www.uottawa.ca/academic/info/regist/calendars/glossary.html](http://www.uottawa.ca/academic/info/regist/calendars/glossary.html))

- **Program Requirements**: The preliminary qualifications necessary to enroll in a specific program, in addition to specialized guidelines and courses required to complete a selected area of study.

- **Student Information System (SIS)**: A software application, or suite of integrated applications, that allows educational institutions to manage student data. An SIS is equivalent to an Enterprise Resource Planning (ERP) system in a corporate environment, and can be capable of managing other aspects of an institution's business operations.

- **Student Self-Service (STSS)**: A web application that will eventually replace WebAdvisor. It is currently capable of running the Colleague Student Planning and Colleague Student Finance modules. HFCC has already implemented the Colleague Student Finance module.

- **WebAdvisor**: A web application that allows students, faculty, and staff to access the HANK system for class information, grades, and HR details.

- **WebAdvisor E-Advising**: A WebAdvisor module that allows students to engage in degree planning, and communication with academic advisors.
DESCRIPTION OF THE CURRENT PROCESS

ACADEMIC ADVISING

New students are required to start their enrollment process with an advisor at the Welcome Center. An advisor will meet with the student on a walk-in basis and assist them in interpreting their placement test results, select a course load for the next semester, and answer general questions pertaining to admission and financial aid. Appointments are not required for students to see advisors. All sessions are on a walk-in basis, unless a student requests to see a specific advisor. According to the CPI E-Advising Team Student Survey, students without an appointment generally wait thirty minutes or less; however, some wait longer during peak times of the semester. Advisors primarily communicate with students verbally, however, they sometimes email students with requested information, such as a transfer guide or program plan.

Returning Perkins/Career Technical Educations students are welcome to see advisors when making course selections, but the following student populations must see counselors only:

- All other continuing HFCC students seeking course selection assistance
- Academically at-risk (probation or dismissal)
- Undecided majors, including liberal arts, general studies, and general science
- Dual enrolled and early college students

Counselors are licensed professionals who provide personal counseling and perform career counseling services where a complete career profile is produced, analyzed, and interpreted to help students make a decision regarding their program of study.

There are currently 18 adjunct advisors, five adjunct counselors, and eight full-time counselors. Of the eight full-time counselors, four are reassigned with special and specific duties outside of the general realm of meeting with students for class selection.

When meeting with students both counselors and advisors follow the program evaluations in advising students on class selections. In the HFCC Staff Survey, 28% of 132 respondents (full/part-time faculty, administrators, and support staff) rely on program evaluations (Figure 1).
**HFCC Staff Survey**  
**Program and Course Advising**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Catalog</td>
<td>19.7%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Website</td>
<td>34.8%</td>
<td>65.2%</td>
</tr>
<tr>
<td>HANK (Datatel)</td>
<td>20.5%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>28.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Articulation Agreement</td>
<td>23.5%</td>
<td>76.5%</td>
</tr>
</tbody>
</table>

**FIGURE 1:** DEGREE PLANNING RESOURCES USED WHEN ADVISING STUDENTS

**HFCC Student Survey**  
**Program and Course Advising**

In the figure, the most commonly used resources are:
- **Instructor**
- **Counselor/Advisor**
- **Printed Catalog**
- **Registrar’s Office**
- **Program Evaluation (WebAdvisor)**
- **Program Director/Assoc. Dean**
- **Website**
- **Family/Friend**
- **Other**

**FIGURE 2:** COUNSELORS AND ADVISORS ARE THE MOST OFTEN USED DEGREE PLANNING RESOURCE FOR STUDENTS
Degree Audit is a HANK module that allows registration staff to maintain the set of courses that must be completed in order to satisfy the requirements of a certificate or degree program. HANK can then compare a given student’s academic data against the Degree Audit data for a given program of study to generate a program evaluation.

Students, counselors, advisors, and the Registrar staff all rely on the program evaluation to determine which courses a student must take in order to complete their degree requirements (Figure 3). Students are able to access their program evaluation in WebAdvisor at any time. Counselors and advisors use the program evaluation each time they meet with a student to discuss the coursework a student needs. The Registrar staff use the program evaluation to determine if students meet the degree requirements to graduate. It is essential that this tool is accurate and updated any time the degree requirements for a program or certificate change.

Degree Audit data must be programmed into HANK following a specific format. This format allows for a great degree of flexibility in how program requirements are constructed, but it is also difficult to learn. There is currently only one Registration employee capable of making modifications to the Degree Audit system. Current policy states that program requirement changes must be approved by the College Council before Registration employees make any changes to Degree Audit within HANK.

### HFCC Employee Survey

Program and Course Advising

<table>
<thead>
<tr>
<th>Resource</th>
<th>Useful</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
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<td>Printed Catalog</td>
<td>34.4%</td>
<td>18.8%</td>
<td>20.3%</td>
<td>26.6%</td>
</tr>
<tr>
<td>Website</td>
<td>43.8%</td>
<td>34.4%</td>
<td>15.6%</td>
<td>6.3%</td>
</tr>
<tr>
<td>HANK (Datatel)</td>
<td>50.0%</td>
<td>17.2%</td>
<td>4.7%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>59.4%</td>
<td>18.8%</td>
<td>1.6%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

**FIGURE 3:** 59% OF EMPLOYEES THAT ADVISE STUDENTS VIEW PROGRAM EVALUATION AS MOST USEFUL

The Curriculum Track functionality within HANK, which has not been implemented, allows staff to build recommended course sequences which are tied to a specific Program and Catalog Year. HANK can use this data with some systems, like Colleague Student Planning, to generate sample degree plan templates for use by students.

New college policy mandates that course sequence data is created for every program of study. This data will be displayed on the HFCC Courses Website, and could be used to enter Curriculum Tracks into HANK should the college decide to implement a system that took advantage of that data.
When students receive academic advising to assist with course selection, they still must register themselves for sections via WebAdvisor. Due in part to policies designed to promote self-service and self-reliance among students, there has been a rapid decline in standing registrations, those processed by a HFCC employee via HANK UI, since 2010. As Figure 4 indicates, WebAdvisor now processes over 90% of student registrations.

**Registration Methods by Year**

![Registration Methods by Year](image)

**FIGURE 4: REGISTRATION METHODS SINCE HANK IMPLEMENTATION**

The functionality of registration within WebAdvisor has remained virtually unchanged since the last major update, version 3.1, in 2007. Students execute WebAdvisor workflows that allow them to find and register for available Course Sections. The flowchart describes the current student registration process (Figure 5).

Ellucian is building a new student hub to serve as replacement to WebAdvisor called Student Self-Service. This extensible system allows new modules to be plugged in as they are released. Ellucian has currently released the Colleague Student Finance and Colleague Student Planning modules. HFCC was a beta member and early adopter of the Colleague Student Finance module.
FIGURE 5: FLOWCHART OF CURRENT STUDENT REGISTRATION PROCESS
ANALYSIS OF THE CURRENT SITUATION

OBSTACLES TO ACADEMIC ADVISING

HFCC faculty and staff were asked to complete a survey regarding the resources they use and any obstacles they face while providing academic advising. The most common resources used are:

- Printed catalog
- HFCC website
- Program Evaluation via HANK UI
- Program Evaluation via WebAdvisor
- Articulation Agreements/Curriculum Guides

Opinions varied on the usefulness of these resources (See complete survey results in the Appendix). However, there was broad agreement among survey respondents that inconsistency exists between the data located in these various resources.

Please Note: Comments to open ended questions are exactly as written, grammar/spelling, by respondent.

A sample of survey respondents’ answers to open ended questions regarding obstacles encountered while providing academic advising:

- Website program information and online catalog information are frequently inaccurate. This has gotten noticeably worse in the last year. There is no one who seems to know how changes occur nor who can make corrections.
- We need to update our online program catalog to reflect the most recent changes.
- There should only be ONE source of information as it pertains to curriculum information. That source should either be HANK or feed into HANK. At the moment there are too many sources of information and no one is for certain which information is correct.
- The HFCC Website can (& possibly should) be the most useful resource readily accessible to faculty, staff, counselors/advisors, and students alike. It is the single most identifiable resource to student prospects as well. While the HFCC Website is more has improved its functionality, become more user-friendly and visually impressive, it continues to house dated materials particularly in the degree programs/catalog. Degree programs/catalog description information, requirements, including prerequisites should be consistent across all resources at HFCC campus. Users should be able to refer to the website catalog, webadvisor and/or other resources and acquire the consistent data. At present data and program/catalog information is not consistent across all formats.
- Some of the program evaluations in Hank are incomplete (ie. Fitness Leadership). The program requirements on the Website are then used. Feel that these two should be in sync!

The issue of inconsistent program requirement data across resources causes problems for current students and advisors. It is imperative that approved program requirement changes be disseminated between resources in a timely and accurate fashion. Any proposed e-advising system implementation will fail without accurate program requirement data.
Since this issue has significant overlap with the focus of the concurrently running Catalog CPI Team, we will refrain from making any specific recommendations regarding this process as we wait for that team to report their findings. The Catalog CPI Team is aware that any process designed to ensure the College Catalog is accurate must also take into account how that data is entered into various other resources, specifically HANK.
HFCC currently has a very low number of students who successfully complete the requirements to graduate. While not all students intend on graduating from Henry Ford Community College, our overall graduation rate numbers fall well below the comparison median (Figure 6). While it is impossible to assign poor graduation and retention numbers to one specific cause, our team believes that poor degree planning may contribute to these numbers. Overall student performance drops in the absence of clearly defined goals and methods for achieving those goals.

**FIGURE 6: GRADUATION AND RETENTION DATA FOR THE 2009 FTIAC COHORT**

*NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.*

FIGURE 7: TOTAL ASSOCIATE DEGREES AWARDED BY HFCC FOR A GIVEN TERM

E-ADVISING SOFTWARE SYSTEMS

An early determination was made that any e-advising system we chose to recommend must have a high level of integration with Colleague/HANK. The costs and hurdles of attempting to implement a system that would not directly interface with HANK were too high. This led us to concentrate on products supplied by our current SIS vendor, Ellucian.

Ellucian currently has two systems that provide e-advising functionality: WebAdvisor E-Advising and Colleague Student Planning.

The WebAdvisor E-Advising module provides workflows for Student-to-Advisor communication, approval, and registration. HFCC has already purchased a license for WebAdvisor E-Advising as part of a large bundle of software purchased from Ellucian. However, WebAdvisor E-Advising was never implemented at HFCC due to insufficient staff resources in key areas. Although, Ellucian will still support WebAdvisor E-Advising for legacy clients, no new development is occurring within this nearly seven year old system.

Ellucian is now investing their research and development on a new module called Colleague Student Planning which runs within Colleague Student Self-Service. Colleague Student Planning replaces functionality found within WebAdvisor E-Advising. Combining a modern user interface with an updated technology stack, Ellucian is able to deliver new features and functionality with greater speed than was previously possible.
CAUSE AND EFFECT DIAGRAM

The following cause and effect diagram demonstrates the various factors that lead us to believe an effective electronic advising system would prove beneficial.

FIGURE 8: CAUSE AND EFFECT DIAGRAM
FORCE FIELD ANALYSIS

DESIRED CHANGE: Improved program requirement accuracy increasing student retention and graduation rates.

<table>
<thead>
<tr>
<th>DRIVING FORCES</th>
<th>RESTRAINING FORCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students complete courses in the most expeditious route</td>
<td>- Resistance to change by faculty &amp; staff</td>
</tr>
<tr>
<td>- Positive increase in retention and success rates for students as they work to complete certificates and degrees</td>
<td>- Budget constraints: initial and continuing costs, sufficient staffing and training costs</td>
</tr>
<tr>
<td>- Possibly reduce frustration level for student</td>
<td>- Student access to technology</td>
</tr>
<tr>
<td>- Possibly reduce taking unnecessary courses</td>
<td>- Accuracy of the Degree Audit Program</td>
</tr>
<tr>
<td>- Provide for the correct placement of students in courses based on prerequisite requirements</td>
<td>- Undocumented changes</td>
</tr>
</tbody>
</table>

ACTIONS:
- Purchase of Colleague Student Planning module/software
- Hire sufficient staff to implement Student Planning
- Develop training modules for counselors, advisors and associated staff
- Implement Student Planning module with select focus groups
- Analyze results and improve process, as necessary
- Implement Student Planning module across all student populations
The Colleague Student Planning module/software was developed to effectively work within HFCC’s current HANK systems and contains flexible programming options which will:

1. Provide a convenient user friendly interactive online counseling and advising services permitting current students the opportunity to review required and recommended classes for their chosen academic/degree paths.
2. Design online degree planning paths with set degree and registration parameters as defined and locked by the counselors and advisors specific to each student’s needs.
3. Provide students a convenient online, one site method to schedule and register for classes, while maintaining: the appropriate program guidelines, the opportunity to review scheduling conflicts and obtain the necessary advisor/counselor approvals.
4. Provide a basic, native device registration experience for mobile (Android & iOS) devices via the Ellucian Go. HFCC has already implemented Ellucian Go, however mobile registration functionality via Ellucian Go is only available to Colleague Student Planning clients.
5. Set up a HANK Registration “PERC” hold to prevent students from registering beyond 75 attempted credit hours without meeting with an academic advisor to avoid graduation delays.

The E-Advising Team believes it is essential to ensure the success of the recommended software by:

1. Improving the accuracy of the Student Planning module by ensuring that the Degree Audit Program Guidelines are up-to-date and correct.
2. Training counselors and advisors to configure the student planning system to create the most beneficial path for collaborative online student advising.
3. Hiring three full-time academic advisors to ensure a consistency in student services and facilitate ongoing relationships among counselors, advisors, and students for future semesters.
PROPOSED IMPROVEMENTS

1. Purchase Colleague Student Planning Software.
2. Work with the Registrar and Courses Website Team to develop a definitive process to ensure that approved changes to course and program master documents are entered into HANK in an accurate and timely fashion. This process should include a method of verifying if and when course and program master changes were entered into HANK.
3. Review and update existing Degree Audit data within HANK for accuracy and completeness.
4. Hire two Records Associate III staff for the Registrar’s Office whose duties include updating and maintaining Degree Audit and Curriculum Track data within HANK.
5. Implement the Curriculum Track functionality within HANK, using Program Sequence data stored on the Courses Website, in order to utilize the “Sample Degree Plan” functionality of the Student Planning Module.
6. Develop training materials for counselors, advisors, and associated staff so that they are proficient with the Ellucian Student Planning software package.
7. Set up a collaborative Student Planning Implementation Team made-up of Counselors, Advisors, Program Coordinators, Registrar staff, and ITS staff to formulate program guidelines and registration parameters.
8. Test new software on selected focus groups to develop the most efficient program configuration for online student advising.
9. Hire three full-time academic advisors, replacing some of the part-time advisors, to perform existing and additional duties of part-time advisors.
The improvements recommended in this report are designed to enhance the student experience, which should have positive impacts on student retention and graduation rates. The Team analyzed HANK data for HFCC students during the 2008-2012 range. Our findings indicate that, on average, 1257 students per year will discontinue their education at HFCC without ever completing a degree or certificate having completed 40-70 credit hours. Furthermore, we found that an average of 3287 students per year will stop attending HFCC having completed only 3-15 credit hours. Retaining just a fraction of the students from these groups will generate sufficient revenue to offset the costs associated with this report’s recommendation.

The following is a five-year cost estimate if all recommendations are approved and implemented. Cost estimates will vary based on which recommendations are approved.

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<th>Description</th>
<th>Cost</th>
<th>QTY</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>5-YR Totals</th>
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<td>6,250</td>
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<td></td>
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<td>AFO Academic Advisor 18.5 hours/week, LMA**</td>
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<td>-6</td>
<td>-175,956</td>
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<td>FT Academic Advisor (1650), Step 4, LMA**</td>
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<td>40+ Credit Hour Student Retention Revenue</td>
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<td>Retained 40+ Students Needed for Payback</td>
<td>46</td>
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<td>Revenue per 40+ Retained Student**</td>
<td>3250</td>
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<td>Total 40+ Retention Revenue Required for Payback</td>
<td>149,500</td>
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<td>15- Credit Hour Student Retention Revenue</td>
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<td>Retained 15- Students Needed for Payback</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
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<td>Revenue per 15- Retained Student**</td>
<td>7800</td>
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<td>Total 15- Retention Revenue Required for Payback</td>
<td>148,200</td>
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<td>150,000</td>
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<td>756,600</td>
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FIGURE 9: FIVE YEAR COST ESTIMATE

*The Schedule Planner system available to students via WebAdvisor is provided by a third-party for $15,000/year. The functionality provided may become obsolete if Student Planning is implemented. We call for a review of the continued need for this system near the final roll-out date of the Student Planning module.

** These are approximate values based upon 2013-2014 employee contracts.

*** Revenue per 40+ Retained Student adapted from Revenue per Student value established by the CPI – FTIAC Data Integrity Team. Revenue per Retained Student assumes a 70/30 split between out-district/in-district. Out-district tuition approximately $150 per credit hour (weighted between out-district and out-state/international). District tuition $87 per credit hour. Weighted average tuition is approximately $130 per credit hour. Assuming students from this group require an average of 25 more credits to graduate, approximate Revenue per 40+ Retained Student is $3250. Revenue per 15- Retained Student follows the same formula. Assuming an average of 60 credits to graduation, approximate Revenue per 15- Retained Student is $7800.
1. Help students save time on the registration process by: showing all available sections for courses they select; alerting them of course conflicts as they add courses to the tentative schedule; allowing them to see a finalized schedule and then easily register for all their courses from the same web page.

2. Reduce the number of registration drop/add transactions by providing students with a method to plan their schedule prior to registration. This will improve the performance of the HANK Accounts Receivable screens by reducing the amount of transactions to calculate.

3. Students are able to work with their advisor or counselor to establish a well-defined academic map which will be available to them online as needed.

4. Provide student with a clear vision of their academic timeline, including which courses are required and in what sequence so the student can plan multiple semesters in advance if they choose to do so.

5. Provide the college with data on which courses students plan to take in the future, allowing the college to be better prepared to meet the demand.

6. Allow the student to run “what if” scenarios to view requirements for alternative academic programs.

7. Allow students to check their academic progress status at will without needing to meet with a counselor or advisor in person.

8. Allow advisors and counselors to use their time more efficiently and serve more students.

9. Allow advisors and counselors to set appropriate scheduling guidelines and restrictions for students.

10. Allow students to graduate more quickly by avoiding unnecessary course work.

11. Reduce bad debt derived by preventing students from dropping out.

12. Increase student retention rates by giving them a clear path to their goal.
### FIGURE 10: GANTT CHART

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<td>Phase 1</td>
<td>Purchase Student Planning</td>
<td>Executive Council</td>
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<td></td>
<td>Installing/Configure Software</td>
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<td>Hire 2 RA III Employees</td>
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<td>Phase 2</td>
<td>Train RA III Employees</td>
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<td>Establish Collaboration Team</td>
<td>Registrar’s Office</td>
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<td>Develop Process: Program Changes</td>
<td>Registrar &amp; Courses Website Team</td>
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<td>Program Materials posted to Website</td>
<td>IT Services</td>
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<td>Review Update Degree Audit</td>
<td>Registrar’s Office</td>
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<td>Develop Training Material</td>
<td>IT Services &amp; Registrar’s Office</td>
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<td>Phase 3</td>
<td>Hire 3 Full Time Advisors</td>
<td>Advising &amp; Human Resources</td>
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<td>Train Counselors/Advisors</td>
<td>IT Services &amp; Registrar’s Office</td>
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<td>Develop Student Test Group</td>
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<td>Evaluate Results of Test Group</td>
<td>IT Services &amp; Registrar’s Office</td>
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<td>Make Changes Based on Results</td>
<td>IT Services &amp; Registrar’s Office</td>
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<td>Phase 4</td>
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<td>Roll Out Effusia Go Registration</td>
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Once the software has been implemented, it is recommended that the potential collaborative Student Planning Implementation Team, which possibly consists of counselors, advisors, program coordinators, registration staff and IT specialists, formulates the program guidelines and registration parameters, and monitor the effectiveness of the system.

The following will measure the success of the system:

- Track number of students using the system.
- Track the frequency of students utilizing counselors and advisors for class selection.
- Conduct surveys on the usefulness of the system with counselors, advisors, and program coordinators.
- Survey the student portion of the focus group on the convenience, accessibility and effectiveness of degree planning, scheduling, advising, and registration features of the Student Planning software.
- Support future collaborations of focus groups to monitor the continued effectiveness of software and implement changes as needed.
- Track the retention and graduation rates (long-term result).
RECOMMENDATIONS FOR FUTURE TEAMS

1. Establish a method to have all course and program data on the website pulled from Datatel to have consistent and accurate data in all locations.

2. Review the possibility of having transcript data from other schools automatically imported into Datatel to decrease processing time.

3. Explore the options of having chat available to students, connecting them to the call center staff, advisors or other departments.

4. Create a new advising process for specialized student groups including, but not limited to: Dual Enrollment, Advancement Plus, Dismissal, Probation, International, Veterans, etc.
STEERING COMMITTEE FEEDBACK

Team name and number: E-Advising.

Date: Winter 2014 Sponsor Dr. Lisa Copprue

Ideas for Improvement

1. Purchase Colleague Student Planning Software.
2. Review and update existing Degree Audit data within HANK for accuracy and completeness.
3. Develop a definitive process to assure approved course and program master changes are entered into HANK in an accurate and timely fashion.
4. Hire two Records Associate III staff for Registrar's Office whose duties include updating and maintaining Degree Audit and Curriculum Track data within HANK.
5. Implement the Curriculum Track functionality within HANK, using Program Sequence data stored on the Courses Website to allow utilization of “Sample Degree Plan” functionality of the Student Planning Module.
6. Develop training materials for counselors, advisors, and associated staff to support the use of Ellucian Student Planning software package.
7. Set up a collaborative E-Advising team made-up of Counselors, Advisors, Program Coordinators, Registrar staff, and ITS staff to formulate advising program guidelines and registration parameters.
8. Test new software on select focus groups to develop the most efficient program configuration for online student advising.
9. Review of focus group results by E-Advising team to provide recommendations for necessary changes in program configuration.
10. Hire three full-time academic advisors, replacing six part-time academic advisors to perform existing and additional duties of the Student Planning Module and E-Advising.
11. Go live with Student Planning Module and Ellucian Go Registration for all students.

Support

Note: See the Five Year Cost Estimate for specific costs associated with these proposals.

Team Feedback Meeting – Date: April 24, 2014

Sponsor: Dr. Lisa Copprue Leader: Cassandra Fluker
ACKNOWLEDGMENTS

The E-Advising Team extends much appreciation and gratitude to the following individuals for sharing their expertise and time to our project:

Dr. Stan Jensen, President

Dr. Lisa Copprue, Vice president of Student Affairs

Becky Chadwick, Director of Research and Effectiveness

Imad Nouri, Associate Dean of Counseling, Assisted Learning Services and Student Outreach & Support

Holly Diamond, Director of Enrollment Services, Registrar

Diane Green, Counselor

Dr. Wendie Lee-Jenkins, Counselor

Dr. Maureen Webster, Counselor

Kathleen Fox, Admissions

Connie Morang, Welcome Center

Lorraine Paffenroth, Admissions, Health Careers & Nursing

Courses Website Team

Gary Erwin and the Graphics Department

Thank you to all Henry Ford Community College students and employees who participated in our survey.
APPENDIX

APPENDIX A: CPI E-ADVISING TEAM HFCC STUDENT SURVEY

What resources do you use to determine which courses to take? Check all that apply.

- Program Evaluation on WebAdvisor
- Counselor/Advisor
- Instructor
- Program Director/Associate Dean
- Printed Catalog
- Website
- Registrar's Office
- Family/Friend
- Other

Have you seen an advisor or counselor in the last 6 months?

- Yes
- No

Did you make an appointment?

- Yes
- No

Did you walk-in?

- Yes
- No

If you did not make an appointment, what was your wait time?

- 0-30 minutes
- 30-60 minutes
- 1 hour or more

Do you find the current Program Evaluation in WebAdvisor useful?

- Yes
- No

- What is a Program Evaluation?
- Please describe ________
APPENDIX B: CPI E-ADVISING TEAM HFCC STAFF SURVEY

Please select your title:
☐ Instructor
☐ Counselor
☐ Advisor
☐ Associate Dean
☐ Program Director/Coordinator
☐ Administrator
☐ Support Staff
☐ Other

Do you ever speak with students regarding their degree requirements?
☐ Yes
☐ No

If No, they do not need to continue taking the survey.

What resources do you use when assisting students?
☐ Printed Catalog
☐ Website
☐ HANK (Datatel)
☐ Program Evaluation
☐ Other

This section is for Counselors and Advisors only:

How many hours per week do you work?
☐ 0-20
☐ 20-30
☐ 30-40
☐ 40 or more

Approximately how many students do you see per week?
☐ 0-20
☐ 20-30
☐ 30-40
☐ 40 or more

What obstacles do you face when advising students on degree requirements? _________
How useful do you find the following resources?

- Printed Catalog
  - Useful
  - Acceptable
  - Unacceptable
  - I do not use this

- Website
  - Useful
  - Acceptable
  - Unacceptable
  - I do not use this

- HANK (Datatel)
  - Useful
  - Acceptable
  - Unacceptable
  - I do not use this

- Program Evaluation
  - Useful
  - Acceptable
  - Unacceptable
  - I do not use this

Do you have any suggestions for improvement? __________
APPENDIX C: OPEN-ENDED RESPONSES FROM HFCC STAFF SURVEY

Please Note: Comments to open ended questions are exactly as written, grammar/spelling, by respondent. No editing.

Do you have any suggestions for improvement?

- Yes, the web-site should be searchable, really searchable.
- Website program information and online catalog information are frequently inaccurate. This has gotten noticeably worse in the last year. There is no one who seems to know how changes occur nor who can make corrections.
- Website need to get corrected.
- We need to update our online program catalog to reflect the most recent changes.
- TRY TO ALIGN WEBSITE INFO WITH PROGRAM EVALUATION AND WEB ADVISOR BETTER- SINCE TO NEWBIE TO THE SITE WILL NOT UNDERSTAND HOW TO GET TO PROGRAM EVALUATION OR WEB ADVISOR INITIALLY -THE SITE NEEDS TO BE UPDATED ACCORDINGLY - WEB ADVISOR AS WELL HAS ISSUES IN PRE REQ FIELDS
- To assure that the information to up to date. Require all department to assure they update changes such as Paralegal made changes two years or more ago and they still have not updated the information.
- There should only be ONE source of information as it pertains to curriculum information. That source should either be HANK or feed into HANK. At the moment there are too many sources of information and no one is for certain which information is correct.
- The website used to be useful before it was last “updated”. It had the heads of the various programs listed for each program. Now I have to look at an old catalog to figure out who is in charge of a program. I have been here 17 years as a part time counselor only to be "downgraded" to a part-time advisor. I used to do program changes, waive pre-requisites and actually register students for classes. None of these things can I do any longer so I guess I have gotten "stupider” the longer I have been here.
- The HFCC Website can (& possibly should) be the most useful resource readily accessible to faculty, staff, counselors/advisors, and students alike. It is the single most identifiable resource to student prospects as well. While the HFCC Website is more has improved its functionality, become more user-friendly and visually impressive, it continues to house dated materials particularly in the degree programs/catalog. Degree programs/catalog description information, requirements, including prerequisites should be consistent across all resources at HFCC campus. Users should be able to refer to the website catalog, webadvisor and/or other resources and acquire the consistent data. At present data and program/catalog information is not consistent across all formats.
- The advisors need to provide more accurate information and not rely on the old catalogs.
- Systems need to clearly link to each other. I’ve found that the course names, descriptions, and pre-requisites do not match across any systems. This often causes student confusion in what courses they should take. For example, since some programs do not follow a numerical sequence (e.g, needing to take 101 before going to 102), often I get students in a course that have not met the prereq’s or will get students who saw old degree requirements.
- Sometimes there are issues with accuracy of course information (i.e., pre-requisites) on the website. I suggest making sure that this information is correct and up to date.
- Some of the program evaluations in Hank are incomplete (ie. Fitness Leadership). The program requirements on the Website are then used. Feel that these two should be in sync!
- program website need updating with current dean, depart head, phone#, spell check, errors.
- printed catalog is not always up to date and the hfcc website does not always provide information that has been updated either. I realize this may be due to time constraints and when the information for these are due...however, if we are going to all online or nonprinted material, it needs to be routinely reassessed for correctness.
- Please provide printed catalogs. The biggest complaint and source of frustration for students is that there is no paper catalog. Not everyone finds our website user friendly. I believe we need to prevent
student frustration - students that cannot find classes, cannot see the printed course requirements become frustrated and leave HFCC or give up on the process.

- Online program requirements and course prerequisites need to be constantly updated or removed so as to avoid confusion. Only EVAL is reliable.
- NO
- My role requires me to determine if students are halfway through with their program. If they're not, I talk with them about their requirements. However, I always recommend that they set up an appointment with a Counselor or and Adviser to ensure they're making the right decisions toward their graduation requirements. The biggest issue that I see is that students do not have their major declared correctly - which makes it difficult to use the Program Evaluation tool on WebAdvisor.
- Make matriculation agreement information available to students for various programs.
- Keep program evaluations current.
- Information on the website must be accurate and include prerequisites for the courses listed. Credit hrs for each class should be listed. Contact persons for each program should be listed. WE NEED A PRINTED CATALOG.
- If the program eval was clear and always up to date, it could be a great service to students. However, the program is bulky and doesn't take into consideration a lot of different variables such as classes below 100, changes in curriculum, etc.
- I've noticed quite a few inconsistencies between the website and program evaluation - that makes it hard to inform the student correctly. It would be nice to get everything aligned between systems.
- I would appreciate it if the advisors contacted me regarding advising students for the program. Although there are times I am confused regarding some general ed requirements, the advisors are often confused regarding the requirements of the degree program offered in my department.
- I typically only advise students on degree requirements in my area of expertise - English - and in particular on the topic of ENG 132 versus ENG 135. I never really get into particulars with them, however, so I never really reference any of the above mentioned materials. I am typically asked about the basic differences between these two courses, which I explain in detail, but I always advise students to check with a counselor about transferability - particularly with regard to 135 because of the difficulty we have had establishing articulation with other institutions for this course.
- I know the way of the world is everything on-line. We have to remember and realize that not everyone uses this tool as we would like. We need to educate ourselves with the knowledge that this world has different types of learners and using on-line services is not always the only way.
- I haven't seen a printed catalog of classes in years...do they still exist?
- Having experience with other areas of the website changes, I don't have complete confidence that program information is being kept up-to-date within all the resources mentioned above. (And of course, the print catalog is definitely not updated.)
- Have Registrar keep Eval's current.
- Disadvantage of the first three above is they may all have different information, not sure which is accurate
- Counseling and Advising give the students wrong information from time to time. I advise students by the Recommended Course Sequence of the Math Classes. We go over what will be covered in a math course so the student knows if they are familiar with the material. Then they can decide which class to select. This saves them time and money. I refer students to the HFCC Website for Learning Lab help.
- As faculty, we do NOT have access to program evaluation, degree audit, or Datatel. We would like to have access, perhaps to degree audit so we can help students! Counseling is notorious for giving students bad advice - I have found them not knowledgeable about many programs. They somehow need to get up to speed!
Advising at HFCC is a very complex process because it involves advising for a degree or certificate as well as for transfer to a minimum of 14 universities. The degree audit for advising for graduation is extremely valuable but is frequently out of date and misleading. I recommend that the advisors be full time and attend weekly meetings to keep up with all the constant changes in degree programs and transfer information.

Responses by Counselors and Advisors:

What obstacles do you face when advising students on degree requirements?

- website and evals are incorrect college policies on the web are not the same, ie MACRAO we need printed catalogs
- Web site information that is incorrect
- verifying the accuracy as things change. Must send them to the specific program leads so they are certain that they are taking the proper courses if they want a degree. Most though that I advise are interested in transferability and this is more straight forward.
- Unknown program changes that have been made.
- Trade and Apprenticeship and some Tech Programs do not provide appropriate documentation in a timely fashion to Registrar.
- Too many different programs for the same program. Too many and constant program changes. It's almost like the faculty change the program to add a special class that they are teaching. It feels like we are changing programs on students to promote faculty teaching assignments. Even if a change isn’t to promote faculty teaching, is it REALLY necessary to change an entire program for only 1 course?! Also - the strange 3 year rule we have for selection of a major/program is a HUGE problem. Why can’t we have the same as many other institutions and the catalog/program a student follows is the one at which time they select the program. Example - if I change my major to Biology in 2013, I follow the 2013 catalog. If I then change to Chemistry in 2014, I follow the 2014 catalog. Thank you for doing this.
- Think the Gen Ed options for each category need to be displayed in WebAdvisor and that a student should be aware they can apply for graduation when classes are IP or registered in a following semester. Would be neat to also see if they choose a transfer institution to see the courses they’ve taken populate against that colleges’ requirements.
- The requirement for a High School transcript or GED sent from the source. Who is in charge of a program. Who to contact with questions. EX: I just had a student interested in CNC. There are no classes listed under MPS for Fall 2014. I sent an e-mail to G. Pizzino. I had to look at who was teaching in Winter in Webadvisor to figure out who was "in charge" of the program to even know who to ask where the classes are. Also students who are "Green Card" and still need their transcripts from overseas sent. It takes a long time to explain what they need to do since International Advisors will not see these students. Also we never know for sure what semester classes are going to be offered.
- The online catalog, Webadvisor, and Evaluations all need to state the same pre-req requirements and program requirements. It would be helpful for program evaluations to also print the number of credits a required course is, regardless if it has been completed or not.
- The answer to this was discussed in detailed during the last question. Degree programs & catalog information, including listed prerequisites MUST be consistent across all resources and formats.
- Student’s lack of understanding that only a certain amt of courses can be taken to fulfill their “electives”. Some students feel that if it prints out on the evaluation it is a requirement (they don’t read the "fine print".
- Sometimes there is a discrepancy between Program Evaluations and Programs of Study listed on HFCC’s website.
- Program changes that have been approved by the College Council have not been made in the program evaluation program. This is by far the severest obstacle students and instructors and administrators face when reviewing what classes students need to accomplish the completion of
their program. The next obstacle is the website. Again, program changes approved by the College Council have not been made on the college's website.

- Once again, it is he non consistent information from one source to the other.
- NONE
- No catalogs.
- No access to degree auditor!!!!!!!!!!!!!!!!!! Or students transcripts!!!!!!!!!!!!!!!!!
- Lack of total advising information (i.e. written matriculation materials)
- Lack of information for them. CIS students are told one thing by a general counselor, many times to find out it is incorrect information.
- Lack of accurate reflection of updated information in WebAdvisor and lack of indication of graduation application completion.
- It would be the need to have 1 main contact person to call in Registrar's office. Need a contact, go-to person to answer questions about everything from Macrao to program changes, overrides.
- Information is not updated in all places! We need to send a consistent message (and the right message).
- Information in catalog, HANK, and website is rarely in agreement.
- Inaccurate information. Program plans which do not include the school of interest for transfer in HANK.
- If students have any waivers/substitution forms that make the program complete. If students have credits that don't appear in the evaluation as "complete" because the department changed the course letters and WebAdvisor can't recognize the previous course letters for that program. If the CLT is acceptable to complete the program. Sometimes it is and sometimes it isn't, but the evaluation doesn't indicate either way.
- If student have taken classes from another country, I refer them to the Associate Dean. When students become hostile, we get assistance from Security.
- Gen Ed requirements are difficult to interpret.
- ELI grades are unclear. EX: I just had a student placed 92 in Reading (Eng 131) and 77 in Grammar (Level 5) What class does he take? The current testing chart for ELI is too unclear.
- Degree requirements aren't being kept up to date due to the many sources of information. So of those sources have out-dated information.
- Changes in what we accepted by 4 year programs from our institution.
- Being up to date with the information.
- As mentioned, just being certain that information available to me and to the student is current.
- Accurate information is not always on the website. We have no printed catalog. There have been discrepancies between the prerequisites listed in the course descriptions and what is listed in Web Advisor. Contact people are not listed for specific programs. Previous catalogs had this information.
- Accuracy of program information on website. Need correct ourselves offering information by term.
- 1. not being able to see how transfer credits impact certain degree requirements 2. not being able to get a HFCC professional to answer a phone to resolve a degree requirement issue 3. not knowing the "hidden" rules that the Registrar's Office enforces for degree obtainment.
### APPENDIX D: ELLUCIAN QUOTE FOR COLLEAGUE STUDENT PLANNING

**ellucian™**

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<tr>
<td><strong>Contact Name</strong></td>
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<tr>
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<tr>
<td><strong>Email</strong></td>
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**Total Discount Amount**  
**Quote Total**  
USD 0.00  
USD 72,000.00

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*Any Professional Services Estimate is for budgeting purposes only, based on Ellucian's knowledge and understanding of the level of effort required for Ellucian to assist Henry Ford Community College in the successful completion of the...*

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If you have questions concerning this Pending Order, please contact your sales rep at the number above.

If this transaction includes software/maintenance, please sign date this document and return it along with a purchase order to Ellucian Inc. ("Ellucian") formerly known as Datatel, Inc. by either emailing it to ClientSalesOrders@ellucian.com or faxing it to 703-966-4564.

Prices quoted are valid for 30 days.

Ellucian Inc.
Proprietary and Confidential Information.