

## Offering Report

Training and Development Needs Analysis for A...: Administrator Professional Dev...

### Summary

#### Survey Name:

Training and Development Needs Analysis for Advising Administrators

#### Offering Name:

Administrator Professional Development Survey

#### Offering Date:

9/15/10 to 9/22/10

#### Statistics

Started: **442** out of **2401**

Opted out before starting: **12**

Completed: **442**

Drop outs after starting: **0**

Average completion times:

- Average Time To Complete Survey: **1 hours 26 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

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**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

### Page 1

#### Question 1

Your institution would best be described as:

Public		304 (68.78%)
Private (non profit)		131 (29.64%)
Proprietary (for profit)		6 (1.36%)
Employed by agency or firm; primary income not from an institution of higher education		0 (0%)
Not currently employed		0 (0%)
Other:		1 (0.23%)
N/R		0 (0%)

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#### Question 2

# AXIO SURVEY

## User Responses

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Your institution would best be described as:

- employed by division of Colleges Ontario

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## The highest degree granted by your institution is:

Technical (vocational) certificate		0 (0%)
Associate's degree		49 (11.09%)
Bachelor's		33 (7.47%)
Master's Degree and/or specialist degree		81 (18.33%)
Ph.D., Ed.D., or professional degrees, i.e. M.D., J.D., D.D.S. etc.		274 (61.99%)
Not applicable		1 (0.23%)
Other:		3 (0.68%)
N/R		1 (0.23%)

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### Question 3

## Which best describes your position at your institution?

Director/assistant director/coordinator of advising for a department		77 (17.42%)
Director/assistant director of advising/coordinator for a unit (college, school)		138 (31.22%)
Director/assistant director/coordinator of university- wide advising		114 (25.79%)
Dean/Assistant Dean for a unit (college, school)		47 (10.63%)
Dean/Assistant Dean of university-wide advising		32 (7.24%)
President/Provost/Associate Provost/Assistant Provost		6 (1.36%)
Other:		25 (5.66%)
N/R		3 (0.68%)

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### Question 4

## How long have you been an advising administrator?

Less than 1 year		19 (4.3%)
1 to 3 years		77 (17.42%)
3 to 5 years		76 (17.19%)
5 to 10 years		131 (29.64%)
10 to 15 years		65 (14.71%)
More than 15 years		74 (16.74%)

# AXIO SURVEY

## User Responses

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The highest degree granted by your institution is:

- Doctorate Physical Therapy (DPT)
- DPT
- applied bachelor's degree

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## User Responses

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Which best describes your position at your institution?

- Coordinator of Training for Advisors
- Sr. Assoc Athletic Director for Academics
- Director, Athletic Support
- Director of Diversity Initiatives for a school
- Director of advising for a success center; responsible for advisor training/prof. development university wide -- prof. and faculty advisors
- Academic Advisor
- Director for advising tech/web tools system wide
- Director of Transfer Policy (Writer)
- Department Chair
- AVP for Student Services and Enrollment Management
- Project Manager of Provincial College Advising for Immigrants
- Director multiple campuses for community college
- Administrative Officer
- Assistant Registrar
- Director of academic counseling (undergraduate only)
- dismissed by current administration
- I direct an office that advises undeclared students for the entire university
- Assistant Director of Academic Support

- Director with advising coordinator reporting to me

- Director of Faculty Advising in the College

- Assoc. Dean w/admin. oversight for FY advising

- Registrar Administration

- director for center for student success w/ support services

- Assistant Coordinator Undeclared Program

- No Response

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N/R		0 (0%)
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## Question 5

What types of professional development or training have you participated in that was specifically designed for advising administrators? (Indicate all that apply and check the descriptor under the event that indicates the extent to which the experience met or did not meet your needs.)

### 5.1 NACADA pre-conference session on advising administration

Extremely well		41 (9.28%)
Well		42 (9.5%)
Adequate		26 (5.88%)
Not very well		2 (0.45%)
Not at all		11 (2.49%)
N/R		44 (72.4%)

### 5.2 NACADA Academic Advising Administrators' Institute

Extremely well		76 (17.19%)
Well		68 (15.38%)
Adequate		9 (2.04%)
Not very well		4 (0.9%)
Not at all		11 (2.49%)
N/R		30 (61.99%)

### 5.3 Concurrent sessions on the topic of academic advising administration at NACADA conferences

Extremely well		60 (13.57%)
Well		144 (32.58%)
Adequate		72 (16.29%)
Not very well		16 (3.62%)
Not at all		9 (2.04%)
N/R		20 (31.9%)

### 5.4 Seminar/conference for developing leadership skills

Extremely well		41 (9.28%)
Well		101 (22.85%)
Adequate		33 (7.47%)
Not very well		11 (2.49%)
Not at all		7 (1.58%)
N/R		41

**5.5 Seminar/conference for developing budgeting skills**

Extremely well		9 (2.04%)
Well		21 (4.75%)
Adequate		19 (4.3%)
Not very well		9 (2.04%)
Not at all		14 (3.17%)
N/R		50 (83.71%)

**Question 6**

Please indicate any other professional development activities in which you have participated and how successful those activities were in meeting your needs.

[Hide Responses](#)

I have been very pleased with all of the NACADA professional development opportunities that I have attended. Recently been going to Banner type conferences.

I attended the NACADA Institute for advisors prior to becoming an advisor administrator.

Graduate Certificate in Academic Advising (KState) - there were some courses that touched on professional development that were very good.

National Association of Academic Advisors for Athletics (N4A), NCAA Rules Seminars, National Consortium for Academics and Sports, Mississippi Advisors Meeting, NACADA Student-Athlete Institute

NACADA Administrator's Institute (2002) - Need a refresher since issues and priorities of the position have changed and need to focus on other aspects e.g. program reviews, budget; aligning staff classification to national standards

NACADA Summer Institute - took 2 faculty advisors with me. Excellent foundation for the faculty - a bit redundant for me.

I served in the public schools as an administrator for over 5 years, working closely with budgets, etc.

On my home campus I participated in a professional and leadership development program which was very helpful in terms of management. It didn't focus on advising management, however.

Regional meeting attendance. Well - 2.

KSU/NACADA Grad Cert - Great program!

Assessment Institute - extremely well

My college has a leadership development program that I have participated in. While it is not specifically designed just for advisors, but rather for all roles at our college, I have found these programs to be extremely helpful.

NACADA drive in for region - successful

none

meet with local advisors to compare notes and discuss common issues

on campus training only (offered through the college)

performance management, Covey 7 habits, Focus, Noel-Levitz advising retention conf, assessment, etc.

Institutional prof. dev. opportunities/training (technology, budgeting, etc.) - good because they are specific to our institution's needs.

Assessment institute was helpful

Career development in advising

Summer Institutes as a faculty member. They are invaluable to both the participants and me in learning about best practices across the country and in gathering ideas for improving services to our students.

NACADA, NCLCA and HERS Conferences/Institutes

Assessment Institute

N/A - I have not attended due to cost of events

Best training & development was through supervisor mentoring on the job. I learned well while watching and listening.

Due to budget constraints, none at this time.

Too many to count.

Datatel conference when we transitioned to new database. Very helpful in learning how we might use the system for advising.

I have attended several local opportunities to gain more information about how to work with students at my particular institution; the local opportunities have been very helpful.

In house leadership program; graduate school coursework in public administration. Both have been invaluable.

My institution provides a supervisor training but the sessions are sporadic.

Several advisor trainings at my institution and a NACADA drive-in meeting at FIU.

Institutional workshops - adequate

campus professional group presentations on supervising & developing advising staff with discussion/brainstorming on ideas for incentives in lean budgetary times. I'd rate them 2.

Sessions at the Association of Deans & Directors of University Colleges (AD&D)

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I have only been in my current position for a couple of months. My only advising experience before accepting this position was as a graduate assistant, and as a part-time study abroad advisor.

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Have not participated.

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I find academic programs retreats and planning sessions at our college to be helpful. It helps our group become more cohesive. Also Harvard MLE.

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NACADA webinars- Very good

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reading; talking with colleagues--somewhat successful

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NACADA assessment institute, which was helpful.

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Some on campus events- 3

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Credit-bearing graduate and undergraduate courses on high education leadership; leadership workshops and retreats offered by Virginia CIC, in-house and local consortium-based retreats on leadership development topics. All very help

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\*\*regional NACADA conferences only (no budget for national) prof dev offered by a previous employer were very helpful and pertinent

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Some provided by my university or at Region 4 NACADA meetings, also an AACU meeting on this

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Webinars

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Assessment Institute-- it was excellent. Effective Engaging Faculty (I forget the actual name) was less useful.

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I attended the leadership and assessment institutes right after I became an advising administrator and was very pleased with the knowledge I gained. When I returned, I implemented the plan I developed and created an online handbook

---

Regional NACADA conferences, other seminars related to the job but not hosted by NACADA

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AD&D Meetings.....these were very good in meeting my needs as an advising administrator for my student population

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PhD training; training to teach university-level courses; writing and giving talks; training to be a residential college dean; creating programs; assessing programs

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Student in KSU's academic advising graduate program. The information is solid. Our division uses academic success coaching along with prescriptive advising. Need more coaching information - not counseling.

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Summer Institute. Very well.

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Minnesota State Colleges and Universities Luoma Leadership program was excellent - two weeks plus practicum over a full year.

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Many workshops relating to advising, managing, leadership. They have generally been very helpful. Emotional Intelligence training has been VERY useful.

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Attended NACADA Assessment Institute. Would rate it a 2.

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I have gone to workshops that are more counseling oriented. These have been somewhat helpful.

---

So far I have not attended any PD specifically targeted at advising administration.

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Assessment conference - well Technology conference - adequate

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Webinars are usually on good topics.

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In a Master's certificate program on Academic Advising at KSU

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Human resources workshops offered by our college. They have been pretty helpful.

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There as an Ethics in Advising two day conference for advising about two years ago in Florida and that was excellent.

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I am a licensed counselor and earn ceu's each year to maintain my credential. These cover a variety of mental health and ethics issues.

---

One Stop Shop Conference which was extremely helpful NACADA national and regional for 10 plus years - very helpful NACADA state conferences in colorado and montana - very helpful

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Webinar training through the school's parent company. They are more procedural and less practical training on what you deal with on a day-to-day basis.

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Leader Management training (2); graduate course work in I/O Psych and Counseling (2)

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Assessment workshops - 3 Use of technology in advising - 4

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Our campus has a management course that is very thorough and was very helpful. Although it is not advising centric, it does cover human resources, ethics, diversity, health and safety, etc.

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NACADA Asessment of Academic Advising Institute - met needs extremely well

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Harvard Management Summer Program--best experience so far

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NACADA webinar - adequate. Most of the information was covered in the Administrator's Institute.

---

Attended 2 superviosr training seminars for dealing with diffiuct employees. These were provided by the university HR dept. and were somewhat helpful in refining supervisory skills.

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Assessment of Advising - very helpful

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Association of Deans and Directors of University Colleges and Undergraduate Studies

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None; no budget.

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Institutional and regional seminars--adequate

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I believe that I am the wrong person to respond here, as I have been advising in one capacity or another since the late 1970s. As a result, I haven't found, nor have I desired, any programs to meet my advising needs.

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nacada webcasts (sometimes inconsistent, much better lately) 2 campus faculty events Scholarship of Teaching and Learning (SOTL) 1 campus advising conference - 2

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I have only attended the NACADA national and regional conferences last year.

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I have participated in leadership development programs, budget management seminars, and other topics in administration, just not specifically targeted to my current and new role of director of academic advising for the University.

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NACADA advising webinars - 2/3 depending on topic

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none

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Primarily webinars due to budgetary constraints. Most have been very informative and useful in follow-up advisor training.

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ACPA sessions on Academic Advising

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Numerous webinars. Some were very useful, others of some value, and some useless.

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Our human resource department holds seminars on topics such as effective meetings and performance reviews. They have been helpful for me.

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NACADA Summer Institute, KState Academic Advising Certificate Program

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none

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completed institutional training program for staff in supervisory roles; successful in understanding the operations within the university but not in developing leadership skills

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Campus wide vision and mission planning - 3. Reading - 2

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Our institution sponsors what we call "May Days" for faculty development on different topics each year. these two weeks of development topics take place at the end of spring graduation hence the name.

---

Bryn Mawr HERS Institute. This was very helpful and provided a wider context for me to understand my administrative role.

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Most of my training was literally "on the job" - "hit or miss" - learning by example. I have been fortunate to have just a few supervisors that mentored me.

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Career development & advising: Fairly successful

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Have done a lot of reading of management books, NACADA articles, done research, etc. These have been

invaluable to me in my strategic planning and shaping my personnel.

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State, regional and national NACADA conferences. Were most helpful earlier in my career but also helpful now--especially when I want to work on a particular area, such as assessment or web-based advisor training.

---

45 hours of supervisor training on my campus; extremely helpful

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Attended 2 regional and 2 national NACADA conferences. Very pleased.

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I am a member of NYSTAA and NJ-NY ACRAO.

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Have attended other conference sessions, specifically NASPA and ACPA

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I have attended various conferences but very little has been focused on administration.

---

Assessment Institute was helpful. Would recommend creating supporting webinars or conference calls to offer support and follow up on assessment activities.

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Webinars (Good training on specific topic). Drive in conferences (Good to share information with others but did not leave with direct skills.)

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Region 6 conference last year. It was very good.

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(1) Visiting other campuses personally to meet with fellow advising administrators, discuss issues, collect materials, etc. (2) "Cold calls" or emails to other campuses. Both items-extremely helpful!

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N/A

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Yearlong management series for women in higher education in my state. I would give it a one.

---

Have participated in some webinars from CCAS that were helpful for my role as Asst. Dean but didn't really address advising administration issues.

---

National Institute for Leadership Development - it was fair.

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Summer Institute was actually very helpful for me, even though it wasn't specifically for Administrators. I also get a lot from an active list serve - just reading posts, or being able to ask questions.

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On campus seminars - satisfactory

---

Attended NACADA national and regional conferences as well as institutional conferences and all have been very beneficial.

---

Assessment of advising

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Supervisory training - 3 day workshop 1-2 hour advising info sessions - great but more is better than less

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Accountability in Academic Advising: Data-driven Decision Making to Promote Institutional Change Seminar - Extremely Well Effectively Engaging Faculty in Academic Advising Seminar - Extremely Well 1998  
Summer Institute - Ext Well

---

I have participated in some activities on the university level, but those were dictated by our administrators and so I did not have much input on the topic areas I needed to focus on.

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as a former Career Services director, attended a NACE leadership institute -- very helpful!

---

KSU Grad Cert. in Advising; completed Su09---excellent;allowed me to develop my current position---  
Assoc Dean of Curriculum and Advising. NACADA Sum Institute 2010--excellent--my action plan is/was  
developing advisor training

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Listening, advisor development,advanced connections, brief motivational intervention, various programs  
through our campus advising group, personnel & technology branches of the university . . .

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AACU conferences on undergraduate education and general education. This was very successful for  
understanding broader issues surrounding advising and addressing the importance of advising in students  
success.

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NASPA conference sessions on academic programming--okay in meeting needs, but not truly specific to  
advising

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Training opportunities from our Training and Development Department. MA in Management (graduate  
courses).

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N.A.

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NACADA assessment of advising activities, NACADA webinars, university sponsored training/workshops for  
department chairs

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ACT Customer Service Training - web site was difficult to manage. Skills Path Training Seminars - great  
NACADA Webinars - excellent

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On-line certificate in University and College Administration (available through the University of Manitoba).  
Definitely met all expectations.

---

NACADA annual and regional conferences. Am excited to attend this years programming. Excellent  
professional development.

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I have attended workshops on program evaluation and assessment that were extremely valuable!

---

Grant writing, learning new computer software applications, recruiting, curriculum development - all  
worthwhile

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Drive in NACADA conference: Helpful in meeting faculty advisors' needs more than my own.

---

I regularly participate in an Associate Deans Think Tank through NERCHE which provides an opportunity to  
share and explore topics of interest.

---

NACADA and Missouri Academic Advising Association boards. My job has changed to one where I'm  
wholly involved (as an administrator) with cohort, non-semester programs. This does not seem to be a  
focus of NACADA, and I understand t

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National Collegiate Honors Council (NCHC) conferences 2003-2010 Texas A&M University Advisors &  
Counselors 2007-2010 Both have been helpful for my my particular context, but I am looking to get a

broader understanding of the field.

---

First Year Experience conferences, met needs well in that area.

---

State system specific training related to programs I supervise. They are well done

---

Mentoring and professional development programs at my university that made a greater impact than seminars. Making connections through networking, attending executive meeting where decision are made, working with mentor in

---

Mid-level managers training modules - ACPA

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HR managerial workshops offered by my institution. (only marginally helpful) New department chairs workshop offered by my college (more helpful in understanding in's/out's of university + state expectation)

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Too many to list. Masters in Organizational Performance and Change, has been the most valuable. This degree for any administrator makes more sense than Counseling or any specific academic area.

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NACADA Webinars in 2009-10; success ranged from not very well to well.

---

I had been the director of our Career Services Center for 12 yrs prior to taking responsibility for our Academic Advising Center so had well developed administrative skills.

---

earned doctorate in higher edu administration two years ago. Program was exceptionally helpful in meeting my needs.

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-University specific Supervisor's Training - Good nuts and bolts information about our university and state. - Center for Creative Leadership's "Looking Glass Experience" - High Level of meeting my developmental needs.

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Budgeting sounds like a good idea - haven't seen any opportunities.

---

One of the most helpful things I have done was farther back in my employment history when I participated in a management training program in a retail environment. I have found having some management training to be very helpful.

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n/a

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Mentoring program. Not as successful as I had anticipated.

---

Campus academic advising programs were helpful.

---

other conferences and professional development opportunities offered by University (well)

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training provided by my institution's training department helpful, but I have found NACADA sessions more valuable

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None.

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NACADA national meetings, regional meetings, a local network for advisers annual meetings

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I have participated in NACADA state, regional and national conferences every year since 1992.

---

Course in 'train the trainer' that was very focused on the PD I needed

---

On campus training conducted by our HR office.

---

I've attended many NACADA national conferences and a couple regional conferences and found them very helpful. Also a couple hr seminars for supervisors that were very practical with good specific techniques.

---

None.

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Team and group building retreat - outstanding and much needed for my staff

---

I am part of a mentoring program through which I have been assigned a mentor at another institution, and it is extremely helpful.

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NACADA Retention Seminar - met needs well

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Webinars open to my institution -- somewhat helpful, but as institution is a highly selective Fine Arts school, the academic emphases are not awfully helpful

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N/A

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Seminar on Legal/Ethical Issues was wonderful and the facilitators were very knowledgeable regarding current pending cases in higher education law.

---

Supporting excellent advising with decreasing funds and more students. Exploring models on doing more with less but continuing as a top campus service.

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BTW Question 7 would only let me rate 1-5; beyond this, no. Check your technology before you send surveys out. Then check them once they go out.

---

Attended NACADA Region 1 Conference in 2010. Enjoyed it, but found that it could be more useful if it addressed more topics related to general advising support, and if there were more (any) people there with similar roles to mine.

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supervision training

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I have two graduate degrees in higher education counseling and administration. Each has provided relevant course work. I have attended conferences sessions on leadership and administrative skills. 25 year professional.

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In house program for supervisors.

---

Institution's internal day-long workshop for new deans, department chairs, and other administrators. "Adequate"

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CHERD program, and on campus Leadership Academy

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Have not been able to participate in any advising administrator professional development activities. Sure could use some!

---

I have just been given the responsibility to create an academic advising system at my college. Going to the NACADA Conference in Orlando is my first training experience.

---

Leadership skills seminars & conferences offered by my university and state wide. These met my needs to some extent and offered me the opportunity to network with colleagues.

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n/a

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college-sponsored diversity training, 4 computer-system training [national conference] 4

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Have attended regional workshops/conferences for leadership skill development and some have been beneficial while others have not been helpful at all.

---

I have multiple roles here including career services, Transfer counseling, as well as advising. i attend annual conferences on career development but nothing else re: advising besides NACADA Region I and 2 National conferences

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graduate school, webinars, reading relevent articles and books - somewhat successful in meeting my needs.

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EdD Teacher Certification

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CAEL International Conference. Not at all, except it opened my eyes to how proprietary schools work.

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Assessment Institute Feb. 2010

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Intern Bridge Career Services Online Conference - Very informative

---

I just moved into advising from another area within student affairs. I have participated in several institutes and annual conference activities for both NASPA and NODA, as well as state and regional organizations.

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Attended Noel levity and AACRO SEMS conferences

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Our college provides leadership training for emerging leaders. Also, ASCA conference

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webinars focusing on the types of students we advise.

---

Small group workshops, simulated situations relevant to issues of administration

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Summer Institute on Advising

---

I haven't been involved in any professional development activities related to my position as an advising administrator.

---

On-campus training sessions, webinars, leadership consortium - well

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I will be attending the pre-conference session on advising administration in October.

---

I attended the Admin Institute but hadn't been in my role long enough to get out of it what I could now. Trying to see if the budget will allow for another try!

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Chair Academy - Helpful in academic leadership competencies and skills.

---

Professional consultant hired to be an outside third party evaluator of our advising program

---

The NACADA Administrators' Institutes have been the best. I've attended three, and will seek to attend another, but am looking for a different venue than ClearWater Beach (summer institutes are hard to attend). Would like to see ad

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SACSA Middle Managers Institute - exceptionally strong for practical learning and sharing experiences

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NACADA Summer Institute-invaluable!

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Webinar about advising administration -- Extremely well

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Non Advising: Seminar for developing leadership skills (2 rating); Seminar mental health awareness on campus (2 - rating); Diversity training (3 rating); Advising: Masters program and related advising internship (1 rating)

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n/a

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I attended the NACADA advisors institute to create an action plan for advisor training and development. It was very helpful.

---

Have attended my state advising conferences and found those very helpful

---

Foundations of Effective Leadership Course at my institution - Very helpful in navigating institution and employee issues which then led to organization of the employees I supervise to meet student needs.

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Extensive on-going reading of research in the field of higher education, the field of systems thinking, the field of Education (teaching & learning), and the field of organizational management. Conference attendance such as NASPA.

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Campus leadership seminars, HERS (Higher Education Resources Services) Advancing Women In Higher Education Leadership Administration Institute.

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Management series and individual programs offered by my university (3 - adequate)

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assessment--session 225 at the san antonio annual conference...it was fantastic.

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None

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NACADA Seminars and Assessment Institutes Excellent

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N/A

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conferences on various topics

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Doctoral coursework which allowed me to explore issues within my field.

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Leadership training programs offered on my campus -- both individual workshops and I'm now in a 9

month program called "Developing Excellence in Academic Leadership." We meet once a month.

[Hide Responses](#)

## Question 7

If you are a relatively **new advising administrator** (0 to 3 years experience), please rate in the order of importance the professional development topics that would be of assistance to you. 1 = highest importance through 20 = lowest importance. If you are a seasoned advising administrator (3 or more years of experience), please skip to question 9.

### 7.1 Developing leadership skills

1		12 (2.71%)
2		9 (2.04%)
3		3 (0.68%)
4		2 (0.45%)
5		9 (2.04%)
N/R		407 (92.08%)

### 7.2 Learning to develop and maintain budgets

1		2 (0.45%)
2		8 (1.81%)
3		8 (1.81%)
4		0 (0%)
5		3 (0.68%)
N/R		421 (95.25%)

### 7.3 Strategic planning

1		11 (2.49%)
2		9 (2.04%)
3		7 (1.58%)
4		7 (1.58%)
5		11 (2.49%)
N/R		397 (89.82%)

### 7.4 Assessment of advising

1		16 (3.62%)
2		17 (3.85%)
3		11 (2.49%)
4		9 (2.04%)
5		6 (1.36%)
N/R		383 (86.65%)

### 7.5 Mentoring advisors

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1		9 (2.04%)
2		6 (1.36%)
3		6 (1.36%)
4		4 (0.9%)
5		3 (0.68%)
N/R		414 (93.67%)

**7.6 Legal issues**

1		1 (0.23%)
2		3 (0.68%)
3		1 (0.23%)
4		4 (0.9%)
5		2 (0.45%)
N/R		431 (97.51%)

**7.7 Developing and assessing advisor training and development programs**

1		9 (2.04%)
2		11 (2.49%)
3		12 (2.71%)
4		10 (2.26%)
5		6 (1.36%)
N/R		394 (89.14%)

**7.8 Garnering support with the administration for advising on your campus or unit**

1		5 (1.13%)
2		2 (0.45%)
3		7 (1.58%)
4		8 (1.81%)
5		4 (0.9%)
N/R		416 (94.12%)

**7.9 Performance evaluations of advisors**

1		0 (0%)
2		1 (0.23%)
3		3 (0.68%)
4		6 (1.36%)
5		3 (0.68%)
N/R		429 (97.06%)

**7.10 Developing an advising center**

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1		6 (1.36%)
2		4 (0.9%)
3		3 (0.68%)
4		4 (0.9%)
5		7 (1.58%)
N/R		418 (94.57%)

#### 7.11 Research in advising administration

1		0 (0%)
2		0 (0%)
3		0 (0%)
4		6 (1.36%)
5		3 (0.68%)
N/R		433 (97.96%)

#### 7.12 Promoting a research agenda in academic advising on your campus or unit

1		0 (0%)
2		1 (0.23%)
3		0 (0%)
4		0 (0%)
5		4 (0.9%)
N/R		437 (98.87%)

#### 7.13 Technology in advising

1		3 (0.68%)
2		6 (1.36%)
3		4 (0.9%)
4		10 (2.26%)
5		9 (2.04%)
N/R		410 (92.76%)

#### 7.14 Working with advisors to improve performance

1		7 (1.58%)
2		7 (1.58%)
3		13 (2.94%)
4		12 (2.71%)
5		8 (1.81%)
N/R		395 (89.37%)

#### 7.15 Hiring exceptional advisors

--	--	--

1		2 (0.45%)
2		5 (1.13%)
3		2 (0.45%)
4		4 (0.9%)
5		3 (0.68%)
N/R		426 (96.38%)

### 7.16 Advising loads

1		2 (0.45%)
2		4 (0.9%)
3		7 (1.58%)
4		6 (1.36%)
5		6 (1.36%)
N/R		417 (94.34%)

### 7.17 Developing advising programs to promote student success and persistence

1		20 (4.52%)
2		13 (2.94%)
3		15 (3.39%)
4		9 (2.04%)
5		10 (2.26%)
N/R		375 (84.84%)

### 7.18 Planning and implementing effective staff retreats

1		1 (0.23%)
2		0 (0%)
3		3 (0.68%)
4		3 (0.68%)
5		4 (0.9%)
N/R		431 (97.51%)

## Question 8

If you are a relatively **new advising administrator** (0 to 3 years experience), please indicate any other professional development topics that would be of assistance to you. Please skip to question 9 if you are a seasoned advising administrator.

[Hide Responses](#)

Developing an advising training program with no support staff. How to garner support of leadership, how to request additional staff, how to introduce technology to a staff who is resistant- how to get them excited.  
Starting from 0

Providing for consistency in advising across a mid to large sized campus; improving communication among advising units

Career

The above would only allow 1-5. It did not go to 20.

Managing the multiple responsibilities of administration, how to plan & implement new programs, issues related to women in administration and developing and assessing advisor training & development programs.

Question 7 only allowed me 5 rating sections.

N/A

NA

assessment and working with the undeclared/undecided student

In the previous question I was only able to indicate 6 topics, but the entire list contains relevant topics that I would be interested in learning more.

Developing advising programs to fit the institutions needs Assessing advising services Training and developing advising staff - especial with union and classified systems not admin professionals in advising roles

All the topics you list above are important.

FYE

Faculty may often view advising as a nuisance rather than a partner in serving our students. Changing the perception of faculty vs. staff on campuses would be helpful.

I am not new to the academic advising field nor to the administration of educational programs. However, I have only been in my current job as director of academic advising for the University for a few weeks.

Staff development

Facilitating clear lines of communication within a dean's office, departments, faculty, and staff It would help to know more about the administration of advising practices at other institutions.

Advising for distance education

How to get faculty buy-in to an advising center.

Motivating overworked advisors Convincing upper management to provide more resources

N/A

Working with difficult people.

specialized webinars for advising administrators.

Telling the story of/promoting academic advising and improving the perception of advisors with campus administrators.

---

The list above covers what I would be interested in. However, I was only able to rank the top 5. 6: Assmnt of adv; 7: Garnering support; 8: l'ship skills; 9: retreats

---

Many of the above would be helpful. The ones I didn't list in my top 5 but are really interested in are: Hiring exceptional advisors, Advising loads and Developing advising programs to promote student success and persistence.

---

Motivating (requiring?) faculty advisers to attend adviser development initiatives.

---

Collaboration with other advising units and related offices. Educating the campus about advising (we're not just prescriptive). Creating efficiencies in hard economic times...doing more with less.

---

With a change in administration, advising is no longer a priority on my campus.

---

Improving relationships between faculty and faculty advising and professional advising.

---

Anything that addresses engaging and developing a strictly faculty advising structure. We don't use professional advisors and the faculty are a very different breed of advisor vs. professional advising staff.

---

Different Models of Advising, best practices, training faculty advisors.

---

for some reason, I was unable to enter rankings for several of the items - so I'll list those of most importance here: developing and avising center, legal issues, performance evaluations, research.

---

Motivating advisors (perhaps this falls under mentoring advisors); team building and maintaining morale; communicating to students and helping them see the importance of advising.

---

I am responsible for oversight of hiring, training and development, supervision, performance evaluation. Anything related to these topics - especially enhancing performance evaluation would be great.

---

Advising adult learners Multicultural advising

---

I am hoping to attend the advising admin institute next summer (missed the budget request cycle this year) and also will be attending the conference in a few weeks and hope to attend sessions.

---

None

---

Since the program would only let me rate my top 5 choices in question7, I would add mentoring advisors, developing and assesing adviosr training, particularly for faculty advisors, and research in advising administration.

---

Dealing with difficult advisors, stress management,

---

Team building/working as a cohesive unit; negotiating campus politics

---

Not applicable

[Hide Responses](#)

**Question 9**

If you are a **seasoned advising administrator** (3 or more years of experience), please rate in the order of importance the professional development topics that would be of assistance to you in a professional development program. 1 = highest importance through 20 = lowest importance. **Note:** Please skip to question 11 if you are a relatively new advising administrator.

**9.1 Developing leadership skills**

1		29 (6.56%)
2		16 (3.62%)
3		12 (2.71%)
4		15 (3.39%)
5		21 (4.75%)
N/R		349 (78.96%)

**9.2 Learning to develop and maintain budgets**

1		16 (3.62%)
2		11 (2.49%)
3		16 (3.62%)
4		8 (1.81%)
5		14 (3.17%)
N/R		377 (85.29%)

**9.3 Strategic planning**

1		45 (10.18%)
2		31 (7.01%)
3		23 (5.2%)
4		15 (3.39%)
5		13 (2.94%)
N/R		315 (71.27%)

**9.4 Assessment of advising**

1		53 (11.99%)
2		55 (12.44%)
3		33 (7.47%)
4		26 (5.88%)
5		24 (5.43%)
N/R		251 (56.79%)

**9.5 Mentoring advisors**

1		1 (0.22%)
---	--	-----------

1		15 (3.39%)
2		14 (3.17%)
3		18 (4.07%)
4		17 (3.85%)
5		19 (4.3%)
N/R		359 (81.22%)

**9.6 Legal issues**

1		11 (2.49%)
2		17 (3.85%)
3		12 (2.71%)
4		5 (1.13%)
5		5 (1.13%)
N/R		392 (88.69%)

**9.7 Developing and assessing advisor training and development programs**

1		27 (6.11%)
2		30 (6.79%)
3		34 (7.69%)
4		29 (6.56%)
5		20 (4.52%)
N/R		302 (68.33%)

**9.8 Garnering support with the administration for advising on your campus or unit**

1		28 (6.33%)
2		22 (4.98%)
3		18 (4.07%)
4		21 (4.75%)
5		14 (3.17%)
N/R		339 (76.7%)

**9.9 Performance evaluations of advisors**

1		6 (1.36%)
2		18 (4.07%)
3		16 (3.62%)
4		15 (3.39%)
5		20 (4.52%)
N/R		367 (83.03%)

**9.10 Developing an advising center**

--	--	--

1		9 (2.04%)
2		7 (1.58%)
3		9 (2.04%)
4		7 (1.58%)
5		3 (0.68%)
N/R		407 (92.08%)

#### 9.11 Research in advising administration

1		3 (0.68%)
2		11 (2.49%)
3		9 (2.04%)
4		12 (2.71%)
5		15 (3.39%)
N/R		392 (88.69%)

#### 9.12 Promoting a research agenda in academic advising on your campus or unit

1		3 (0.68%)
2		8 (1.81%)
3		5 (1.13%)
4		12 (2.71%)
5		8 (1.81%)
N/R		406 (91.86%)

#### 9.13 Technology in advising

1		9 (2.04%)
2		23 (5.2%)
3		37 (8.37%)
4		22 (4.98%)
5		29 (6.56%)
N/R		322 (72.85%)

#### 9.14 Working with advisors to improve performance

1		18 (4.07%)
2		17 (3.85%)
3		22 (4.98%)
4		41 (9.28%)
5		26 (5.88%)
N/R		318 (71.95%)

#### 9.15 Hiring exceptional advisors

--	--	--

1		4 (0.9%)
2		7 (1.58%)
3		10 (2.26%)
4		13 (2.94%)
5		11 (2.49%)
N/R		397 (89.82%)

### 9.16 Advising loads

1		2 (0.45%)
2		9 (2.04%)
3		11 (2.49%)
4		8 (1.81%)
5		17 (3.85%)
N/R		395 (89.37%)

### 9.17 Developing advising programs to promote student success and persistence

1		49 (11.09%)
2		27 (6.11%)
3		36 (8.14%)
4		38 (8.6%)
5		33 (7.47%)
N/R		259 (58.6%)

### 9.18 Planning and implementing effective staff retreats

1		1 (0.23%)
2		5 (1.13%)
3		3 (0.68%)
4		10 (2.26%)
5		18 (4.07%)
N/R		405 (91.63%)

## Question 10

If you are a seasoned advising administrator (3 or more years experience), please indicate any other professional development topics that would be of assistance to you. Please skip to question 11 if you are a relatively new advising administrator.

[Hide Responses](#)

The above only let me rank the top 5. I would like to see sessions on advising different populations. Just bought the Advising Special Populations book. Thanks

I was unable to rank 15 of the 20 topics above because the survey would not let me go past 5. Many of

those also would be useful.

---

I put the previous choices above this answer, however, I would like to better understand NACADA's theories on advising administration roles and responsibilities.

---

FYI - question 9 only let you rank 5 of the 20 items - it would not let you pull down any numbers after you ranked 5 of them.

---

Program reviews Accreditation reviews

---

More on Career Counseling Training/Motivating Faculty Advisors

---

Your question above only allows you to rate up to 5 and not 20 as the instructions indicate. :-)

---

assessment of advising, strategic planning developing and assessing advisor training and devlpmt programs, hiring exceptional advisors, technology in advising.

---

Above would not permit me to go beyond 5. Therefore: Advising Loads, Promoting a research agenda in academic advising; Developing advising programs for first two year student success.

---

The survey would only let me choose the top 5 areas. The question indicated that we would rate all of them from 1 - 20. Is there something wrong with the survey or did you mean for us to only choose 5

---

Supervising difficult staff and initiating change.

---

Garnering support for our program with administration beyond verbal acknowledgment.

---

Funding for Administrative Development

---

NOTE - QUESTION 9 OFFERS ONLY FIVE OPTIONS AND NOT 20.

---

Training related to teacher licensure advising.

---

strategic planning

---

Educating parents and students about advising expectations prior to arriving on campus, partnership/collaborations with high schools & 2 yr institutions,

---

How to manage politics within a large organization.

---

How to elevate the perceived importance of advising at the institution.

---

Question 9 only allowed indicating top 5 choices.

---

--

---

Advising for distance students

---

Your survey engine only permitted 1-5 choices in Q9.

---

The above rating options only offered 5.

N/A

None

working with faculty advisors New directions in advising

The importance of advising in retention.

Specific sessions to address advisor training for faculty advisors (when an institution relies primarily on faculty for advising)

working with faculty advisors

Learning to deal with your public (i.e., parents, donors, other universities' administrators, legislators, etc.).

Peer mentoring - student to student

Motivating seasoned advisors

There are many new technologies. I would like a preconf session or development institute to give an overview of what's new, how tech is being used, and the future of using technology in advising.

Hiring exceptional advisers; advising new advisers; developing areas of expertise; resources for excellence in advising; working with academic departments; advising loads

Preparing for broader responsibilities beyond advising, e.g. dean, VP, enrollment mgmt. ec.

I was only able to use 1-5 in the questions above. Topics were covered well.

How to establish a retention team that functions across the college in a decentralized advising model.

Performance evaluations

PULL-DOWNS ABOVE LACK ALL NUMBERS. Most important to me are assessment, developing training, technology

note to question 9 - the system only allows for five responses. Other topics of interest 6. developing an advising center; 7. legal issues; 8. research on advising administration; 9. mentoring advisor

The directions seem to indicate I should rate all 20, but the question is not set up to allow me to do that.

Most important is safe environment to talk with other seasoned administrators

Advising Administration Institute in late July in a cool climate.

How to get 4 year institutions to move forward in revising articulation agreements when we are stuck on a point in the process. (submitted by a 2 year institution administrator)

Working with a large institution on advising development for distance education.

---

As stated above, these topics don't apply to me, as I am a one person advisement team.

---

Many advisors on some IU campuses don't accept the NACADA concept of advising. How do I change this?

---

Question does not work.

---

On question #9 the drop down box only goes to 5, not 20! Developing programs for faculty when they do the bulk of the advising.

---

Ways to get support from upper administration and faculty for professional advising

---

My College has FULL support for academic faculty advisors from the administration; however, fulltime academic advisors are not being considered. Advising loads are very heavy.

---

Equating a monetary value to our services, including retention.

---

I spend quite a bit of time with new advisors on developing a culture of assistance as opposed to directing students in a particular direction.

---

See items in question #9 - Research, technology in advising

---

Promotion of your services to students and faculty Development of staff (new and seasoned) Developing a culture of change and encouraging new ideas

---

developing support and cooperative relationships with faculty advisors

---

All of above question topics are very important. The Rating system only went to 5 and stopped.

---

Leading staff through the development and changes within a growing advising department. How to implement a developmental model with limited staff - and what changes need to take place during peak time

---

High demanding parents, students wanting majors that they cannot academically be successful in.

---

How to create a culture in which all faculty advisers value the role. Here, half do and half don't.

---

Comment for question 9 - I was only given the option to rank 1 thru 5, not thru 20 as the question indicated. Would also be interested in topics about managing (or utilizing?) office politics.

---

Working through quirky situations.....case studies. Maybe focused on legal issues or personnel. Budgeting along with time management for upper level manager

---

Please note that your ranking scale didn't work as expected for Quest 9. Could only indicate 1-5, not 1-20 as the directions suggested. So I could only tell you what my top 5 items were.

---

6- Dev advising center, 7- Mentoring, 8- Legal, 9- Strategic, 10- Dev leadership

---

Preparing for accreditation visits (AACSB in particular).

---

How to lead university-wide advising (unit/department advisors reporting to central administration)

---

Supervision discussions are always good- people are changing- supervision is changing

---

Dealing with difficult students, dealing with mentally unstable students

---

Note - question 9 above isn't working - I can't enter numbers in the list Leadership skills would be the most valuable topic

---

How to handle politics on campus...this may mean how to approach these conversations, how to handle situations you may not agree with, etc.

---

Dealing with difficult people, be they students, faculty and/or administrators

---

Advising distance and online students; assessment of advising and advisors; developing leadership/motivational skills

---

I cannot think of any.

---

Graduate program/student advising focus would be helpful. Similarities/differences as compared to undergraduate in advisor training, assessment, evaluation.

---

Evolving advising programs to meet new challenges (i.e., concurrent enrollment/dual enrollment).

---

Developing reporting and tracking mechanisms for assessment of advising. Corrective/mentoring for a poor advisor - how to get them back on track

---

Coping with the politics in higher ed administration.

---

I would like to learn how to fund raise or increase resources. It is challenging to work in an environment where there is literally 0 funding for programming, prof development or advisor appreciation

---

Mentoring with administrators from other institutions. Collaborating with similar institutions on program development.

---

-Conflict resolution, the importance of hiring and developing employees who are smarter and more talented than yourself (the Director or leader.)

---

Dealing with Toxic Executive Administrators - how to defend and protect yourself

---

Grant writing to support academic advising.

---

All issues surrounding personnel. Graduate school does not prepare you for the multitude of issues surrounding hr.

---

I could only rate the top 5 above. My next choices would have been in technology, program development, and legal. Less important: budgets and research.

---

Faculty advising training

---

well, this wasn't effective b/c I could only go up to 5. I also would be interested in garnering support, performance improvement, developing programs, and staff retreats.

---

combining advising and career services

---

Developing a research agenda for a FA campus -- a huge gap in the data and general interest

---

N/A

---

Question above drop-down menu went only 1-5 (not 1-20).

---

Planning events for students

---

Working for someone younger than I with less administrative experience. Tips on managing up and need to gain recognition on experience. Conflict resolution and neurobiology associated with it.

---

1. Sources of external funding. 2. Ways to maximize a small department with a limited budget. 3. Understanding the legal ramifications of unsuccessful or poor advising, for staff and the university.

---

The survey in number 9 only permitted 5 responses.

---

n/a

---

leadership skills, reinventing oneself

---

Advocating for a higher administrative positions without requiring the Ph D. Revamp current advising structure Getting faculty more involved in advising when typically handled by professional staff

---

for me, the key is getting the "academic affairs" side of the campus to support advising and develop advising here. i am on the student services side but we are a faculty based advising system.

---

I'm not sure the directions are as clear as intended, e.g., there is no ranking beyond available on the drop-down, but the questions asks for a ranking of 1-20.

---

Using technology but also ensuring Ferpa being met. It seems that folks who use facebook, on-line advising don't always worry about authenticating who they are speaking with...

---

Sessions to include how academic advisors are becoming "para-mental health counselors" -- addressing concerns/issues about the emotional/mental health of college-aged students.

---

Maintaining advising integrity in the face of technological change which seems to convince administrators that advising is routine and potentially unnecessary.

---

Finding the time to do ANYTHING that would have long-term benefits with understaffing issues.

---

Working in decentralized units (not within same units), advising at-risk populations, how financial pictures for students are different than they were 7 years ago.

---

All of the above are relative.

---

Managing growth with scarce resources, budget cuts, retrenchment

others above equally important but can only select 5 there.

n/a

Advising loads: advisors do many tasks, so student load is not a useful or complete measure of staff needs. Also: getting chairs to better understand advisors roles would be a big help!

The above question 9 only allowed me to choose the top 5, not all the way through 20. Topics: Managing professional development for Faculty Advisors. Engaging Faculty Advisors in the value of academi

Next resp to #9: Retreats, budgets, advising loads, technology

advising and first year seminars

Assisting faculty advisors. Working with distance advisees. Supporting the faculty advisor model.

topics to deal with the move to have students complete dev ed quicker through initiatives like Achieve the Dream and Gates Foundation projects

The above would not allow me to continue to rank. Assistance with virtual modes of advising would be helpful.

Supporting faculty advising

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**Question 11**

What type of delivery of training and development do you prefer? Please rate in the order of your preference. 1 = first choice, 2 = second choice, etc.

**11.1 Online modules**

1		72 (16.29%)
2		62 (14.03%)
3		55 (12.44%)
4		42 (9.5%)
5		52 (11.76%)
N/R		159 (35.97%)

**11.2 Webinars**

1		53 (11.99%)
2		86 (19.46%)

3		53 (11.99%)
4		66 (14.93%)
5		38 (8.6%)
N/R		146 (33.03%)

### 11.3 One topic at a concurrent session at a regional or national conference

1		112 (25.34%)
2		79 (17.87%)
3		81 (18.33%)
4		46 (10.41%)
5		30 (6.79%)
N/R		94 (21.27%)

### 11.4 One or two topics at a preconference workshop (2 to 5 hours) at a regional or national conference

1		79 (17.87%)
2		91 (20.59%)
3		61 (13.8%)
4		52 (11.76%)
5		30 (6.79%)
N/R		129 (29.19%)

### 11.5 Advising administration institute in the winter

1		70 (15.84%)
2		55 (12.44%)
3		44 (9.95%)
4		53 (11.99%)
5		59 (13.35%)
N/R		161 (36.43%)

### 11.6 Advising administration institute in the summer

1		36 (8.14%)
2		37 (8.37%)
3		49 (11.09%)
4		40 (9.05%)
5		63 (14.25%)
N/R		217 (49.1%)

### Question 12

If you were to attend a future Advising Administration Institute in the winter, what would be the preferred length of the Institute?

1 day		21 (4.75%)
2 days		166 (37.56%)
3 days		190 (42.99%)
4 days		24 (5.43%)
5 days		7 (1.58%)
Other:		11 (2.49%)
N/R		23 (5.2%)

[View Other Text](#)

### Question 13

If you were to attend an Advising Administration Institute in the **summer**, what would be the preferred length of the Institute?

1 day		25 (5.66%)
2 days		126 (28.51%)
3 days		173 (39.14%)
4 days		47 (10.63%)
5 days		25 (5.66%)
Other:		22 (4.98%)
N/R		24 (5.43%)

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### Question 14

Please rate (in the order of your preference) the **mode of delivery** you would like to experience at a **Preconference Workshop** in Advising Administration with 1 = first choice, 2 = second choice, etc.

## User Responses

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If you were to attend a future Advising Administration Institute in the winter, what would be the preferred length of the Institute?

- Little interest due to classes being in session.

- See below.

- can not travel

- 1.5 days

- no interest

- can't go in the winter

- 2 weekend days + 3 week days

- 2-3 days

- However many days it takes to do it well.

- I don't know

- 3 or4 days

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## User Responses

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If you were to attend an Advising Administration Institute in the summer, what would be the preferred length of the Institute?

- Probably would not
- 0
- Summer is not good
- It could be 3 days if it would cover a weekend; summers are VERY busy.
- can't attend
- can not travel
- 1.5 days
- no interest
- summer is our busiest time
- Summer is the WORST time for me to leave regarding advising. Too busy w/registration.
- depends on what is covered
- 2 weekend days + 3 weekdays
- Summer attendance is difficult because of advising abd registering freshmen
- too busy in summer
- 2-3 days
- No Response
- I don't know
- 4 or 5 days

- n/a

- Real issues with getting away except in late May

- Can't attend summer

- Cannot attend in the summer at this time.

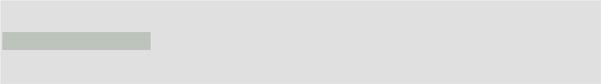
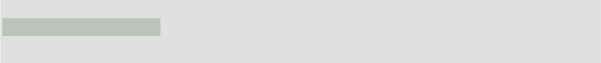
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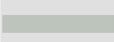
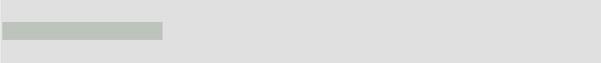
**14.1 Lecture with PowerPoint**

1		109 (24.66%)
2		90 (20.36%)
3		116 (26.24%)
4		67 (15.16%)
N/R		60 (13.57%)

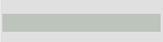
**14.2 Facilitated group discussion with colleagues from other institutions**

1		232 (52.49%)
2		121 (27.38%)
3		60 (13.57%)
4		1 (0.23%)
N/R		28 (6.33%)

**14.3 Case studies**

1		82 (18.55%)
2		180 (40.72%)
3		117 (26.47%)
4		8 (1.81%)
N/R		55 (12.44%)

**14.4 Role playing**

1		2 (0.45%)
2		18 (4.07%)
3		62 (14.03%)
4		244 (55.2%)
N/R		116 (26.24%)

**Question 15**

Please indicate any other **mode(s) of delivery** that you would like to experience at a **Preconference Workshop**

in Advising Administration.

[Hide Responses](#)

Homework

---

Role playing

---

Panel discussion

---

N/A

---

Possibly a panel, where 2 - 3 institutions presented on their programs/methods at a regional or national conference on a particular topic. That way, you hear from more than 1 institution and can find more applicable ideas.

---

Can't think of any

---

combining case studies with group discussions

---

combination of facilitated group and lecture.

---

Electronic modules, kiosk, booth demo's, I-pod downloads. Maybe something different and innovative.

---

working groups.

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N/A

---

A combination of the above.

---

NA

---

working session

---

none

---

Not a panel discussion - I don't find those very useful. I'd like to hear what others are doing in small presentation and then have a facilitated group discussion after case studies are presented.

---

Pre-reading plus directed conversation

---

Our small not-for-profit institution supports the Academic Success Coaching, but the NACADA national conference, institutes, etc are too expensive to incorporate into our training. Bummer!

---

Case studies discussed in small group settings.

---

Combination of modes is most effective for the length of time allowed in a preconference workshop to help keep interest and apply teaching to various learning styles.

---

Guided project from my own institution

---

I have been around so long that I remember the early workshops delivered by ACT. Participants worked on paper information about a student and then a sample student came into the groups and we were able to see how accurate we were.

---

Problem focused small group discussions

---

case studies

---

It would be most helpful to be able to leave the pre-conference workshop with access to on-line materials that we can bring "home" to continue the discussion easily at home within our own advising communities.

---

If a university or college is in the vicinity of the conference, a tour and on-site discussion/presentation time would be an interesting way to conduct a preconference workshop.

---

Can't think of any.

---

Group seminars

---

Depending on how large the group is, smaller discussions.

---

Review of the literature

---

panel would be nice, too

---

Panel discussion with successful administrators

---

Design a 20 minute one on one session with the Expert to discuss specific activities related to my specific college and help me develop strategies for my own professional development - to be applied when returning to college.

---

N/A

---

A mixed delivery works best for me. 20 minute presentation with facilitated discussion and case studies to follow in smaller groups. 10 -15 people. maybe even continually mix the group.

---

some moderated discussion with entire group

---

A combination of group, lecture and case study.

---

panel discussion with case studies

---

mentoring from experienced institutions of similar size.

---

A combination of lecture and facilitated discussion is MOST useful; lecture to create context and focus, discussion to learn from others' experience and hear their questions and learn from their perspectives.

---

A combination of lecture with PowerPoint, followed by case studies with facilitated group discussion afterwards.

---

Actually, I would prefer workshop, developing action plans, something that moves our individual agendas forward while covering a topic pertinent to our needs.

---

Creating action plans to take away from the workshop based on the training

---

on-line preconference module(s) or a pre-conference webinar. Would save an extra day of travel expenses for already strapped schools/universities.

---

Combination of lecture and facilitated group discussion

---

Lecture with facilitated group discussion. group them preferably with similar institutions ex. research public, community colleges, private

---

-Blended delivery with some homework before the event, possibly online project and possibly some homework after the institute that would be done online w/ a facilitator from the institute.

---

N/A

---

Storyboarding

---

I personally hate, I mean hate, role playing and will not attend any session using this technique. (Seriously!) But, otherwise, the best modes of delivery would be an even combo of presentation, discussion, and case studies.

---

case studies

---

I like mixed delivery with some expert lecture and some group discussion.

---

Practica: w/use of workbooks (where appropriate) to develop individualized solutions to issues; conferences with presenters/SME's (if practical)

---

N/A

---

Prefer a mixed mode of delivery--lecture with research or experience based information and/or case studies and then facilitated group discussions. Never role playing!!

---

From a distance with interaction included.

---

Many times it is not possible to attend preconference workshops due to the additional expense.

---

Just a note about question 14 (above)...role playing would NOT be helpful to me at all!

---

Mostly lecture delivery model with some audience interaction.

---

part lecture/power point, part group discussion

---

A combination of case studies and facilitated group discussion would be my preference.

---

I think the facilitated group discussion would be best our could see a combination of the different methods presented (i.e. lecture that incorporates case studies and group discussion).

---

Anything that involves sharing ideas and working with colleagues, preferably from different institutions

n/a

same as above

It is more about the information than how it is delivered

Combined lecture, case study and role play

I think all of these suggestions are excellent--but I really like opportunities to have discussions with other advisers. Unfortunately, these tend to be very large at conferences--maybe more breakouts on the same topic?

Common reading assignment where participants prepare thoughts ahead of time & meet to discuss with colleagues. Creating action items based on information provided to group.

A combination of lecture and discussion.

Assignment, group project, presentation.

n/a

Assigned reading ahead of time to then be discussed as a group.

Facilitated group discussion w/ advising administrators from my own institution/unit

[Hide Responses](#)

## Question 16

Please rate (in the order of your preference) the **mode of delivery** you would like to experience at an **Institute in Advising Administration** with 1 = first choice, 2 = second choice, etc.

### 16.1 Lecture with PowerPoint

1		76 (17.19%)
2		48 (10.86%)
3		85 (19.23%)
4		106 (23.98%)
5		55 (12.44%)
N/R		72 (16.29%)

### 16.2 Facilitated group discussion with advising administrators from other institutions

1		67
---	--	----

		(15.16%)
2		171 (38.69%)
3		85 (19.23%)
4		48 (10.86%)
5		11 (2.49%)
N/R		60 (13.57%)

**16.3 Facilitated group discussion with advising administrators from institutions of your type e.g., small public, large research, etc.**

1		214 (48.42%)
2		103 (23.3%)
3		56 (12.67%)
4		13 (2.94%)
5		7 (1.58%)
N/R		49 (11.09%)

**16.4 Case studies**

1		55 (12.44%)
2		72 (16.29%)
3		118 (26.7%)
4		113 (25.57%)
5		9 (2.04%)
N/R		75 (16.97%)

**16.5 Role Playing**

1		0 (0%)
2		11 (2.49%)
3		20 (4.52%)
4		58 (13.12%)
5		231 (52.26%)

N/R

(27.6%)

**Question 17**

Please indicate any other **mode(s) of delivery** that you would like to experience at an **Institute in Advising Administration**.

[Hide Responses](#)

Panel discussion

---

N/A

---

A mixed delivery of some plentary sessions and facilitated group dicusssions would be good - as it is now.

---

Can't think of any

---

see question 15

---

same as 15

---

Electronic modules, kiosk, booth demo's, I-pod downloads. Maybe somthing different and innovative.

---

Mentoring connection

---

working groups with colleagues from other like institutional size.

---

--

---

N/A

---

A combination of the above.

---

I would like a mix of modes as best suited to the topic

---

NA

---

working session - create something

---

none

---

Facilitated group discussion with advising administrators from institutions of your type e.g., small public, large research, etc.

---

I prefer attending sessions with other community colleges, receive information, have discussion and then have time to work on our own department and receive feedback.

---

People should be required to do pre-reading and come with ideas about suggested solutions to problems.

---

Case studies in small groups with like institutions.

---

Same as # 15 - combination of modes is most effective.

---

Guided work on real project from my own institution

---

no good ideas

---

case studies

---

It would be most helpful to be able to leave the pre-conference workshop with access to on-line materials that we can bring "home" to continue the discussion easily at home within our own advising com

---

same suggestion as in Question 15.

---

Can't think of any.

---

Group discussions with advising administrators in distance education

---

N/A

---

A mix of delivery styles. A multi-day Institute should mix styles so things get deadly boring.

---

The facilitated group discussions should be topic-specific with goals/outcomes identified.

---

Return to campus with a semicomplete plan for implementing. I often attend conferences and start a project during the conference, i do not have the time nor the guidance to complete upon returning

---

some moderated discussion with entire group

---

Be assigned to a "mentor" that we can talk to 1-1 during a designated meeting time.

---

A format similar to the St. Louis Summer institute would be good.

---

A combination of all of the above.

---

panels with questions and answers

---

Same as #15

---

On-campus delivery at a program that exemplifies best practices and procedures.

---

Actually, I would prefer workshop, developing action plans, something that moves our individual agendas forward while covering a topic pertinent to our needs.

---

Creating toolkits to take back to the institution

---

Webinars that could be experienced at home and not have to travel.

---

Combination of lecture and facilitated group discussion

---

I went to the Assessment Institute last year and was overwhelmed by the end of the three days. I don't know what the solution is. I do think being able to talk with people from similar schools is A+

---

-A behavioral simulation that might simulate the challenges of an academic advising administrator (peer conflict, budget, having to fire someone, a war w/ another office or department, etc.)

---

N/A

---

Ditto my comment above: a combo of modes of delivery is most beneficial. (Minus the role playing.)

---

case studies

---

Make the session a Practica: w/use of workbooks (where appropriate) to develop individualized solutions; individual conferences with presenters/SME's; participants present to group & get feedback

---

N/A

---

Prefer a mixed mode of delivery--lecture with research or experience based information and/or case studies and then facilitated group discussions. Never role playing!!

---

Blend the groups in terms of experience so that all can benefit from sharing.

---

Mix of lecture and discussion, not all lecture, not all discussion. Pre conference reading. Expert speaker for keynote.

---

Same as previous question

---

I would like to have case studies before the institute so that they can be studied to prepare for the institute. I prefer knowing what we will be discussing so that I can be prepared.

---

n/a

---

Interactive! Keeps people motivated and interested.

---

None

---

combine all in number 16

---

Small group problem solving activities based on examples institutions. Best practices discussions with Q&A.

---

Assignment, group project, presentation.

---

n/a

---

Assigned reading ahead of time to be discussed. Share articles, literature, research - everyone expected to bring something to briefly present & discuss. Supplement w/ online asynchronous discussion

---

Facilitated group discussion w/ advising administrators from my own institution/unit (i.e., a retreat-like experience)

---

Not applicable

[Hide Responses](#)

### Question 18

At an Institute in Advising Administration would you prefer to develop an action plan to implement when you return to your campus?

Yes		315 (71.27%)
No		103 (23.3%)
N/R		24 (5.43%)

### Question 19

If you would **not** prefer to develop an action plan, what would you like to take back to your campus from the advising administration institute that would help you meet your objectives? (Note that the survey software limits short answer to 232 characters)

[Hide Responses](#)

I NEED an action plan! Very much looking forward to this portion of the meeting.

---

Information about what others do.

---

References that I can refer to when I have questions at a later time.

---

N/A

---

Although doing the plans is more work, I have found them helpful to put the theory to work. Do not always follow through completely, but it has been helpful.

---

I like the idea of an action plan so that participants can apply what they have learned while the info is still fresh. It would also be helpful to have networked contacts for people you can reach following the institute for consults

---

Resources, workbook similar to the handouts you distribute during summer institute.

---

Ideas that could be tweaked to meet advising needs on our campus. Any helpful handouts also would be appreciated.

---

a key idea or two

---

Samples of action plans that worked, materials to help develop a plan specific to our school by working with colleagues.

---

For a longer institution action plan ok. For a shorter institute (2-day) more about what works and what doesn't work and why is better. Then maybe a mentor from institute to facilitate action plan development once return to campus

---

I would be interested in what other institutions have done (that were successful).

---

A range of best practices across a spectrum of adv. administration issues. gathering of good ideas adaptable to my institution.

---

I like to develop action plans with my team. I would like to take back ideas that I could present to my team and then develop a plan from that.

---

N/A

---

Notes, etc. to develop & Implement upon return. Do not want to waste time at a meeting doing this.

---

Best practices; forming a group of cleeagues to remain in touch as support.

---

Concrete examples of practices that have been effective.

---

N/A

---

ideas to consider; renewed enthusiasm

---

I strongly prefer an action plan. Just going and "absorbing" means you forget everything before you get home. Actually working on a problem you have helps you learn, because you have to apply what you are learning on the spot.

---

Examples of plans that have worked at other institutions would be much better than an action plan. (Since we would not have input from our entire staff, it would be better to develop an action plan once we're back on campus.)

---

It really depends. I would be comfortable with a couple of solid follow-up points to accomplish. It would be great to then get back together with interested attendees to discuss individual's success outcomes.

---

Not a whole plan, but new ideas to improve an existing systemt that is working well

---

Copies of PowerPoint slides and handouts and main points of the presentations. Additional reference materials I can use in the future.

---

Tools for success learned from other institutions.

---

Thorough information on best practices from instituions similar to mine and the data that supports why these ideas are considered best practices.

---

Points and ideas to discuss with counselors and others involved in the process.

---

Some practical tools to help my staff.

---

Notes from a discussion with staff from other schools who have or who have faced the same problems I have: experienced entrenched advisors thinking they know better, not interested in tech, not interested in self evaluation

---

Past experience --Action plans developed do not get recognized or implemented at the campus level. Refreshing to hear from others about new ideas that can be implemented in our own program. Hearing from others critical.

---

Developing an action plan is meaningless unless others from my institution are also in attendance.

---

I'd like to gather information on how the advising Centers are structured - for running the day to day operations

---

More than half of my advisors are full-time, union faculty. It is extremely difficult, and at times impossible, to realize an action plan due to contract limitations.

---

Possible strategies that could be explored on my campus, best practices from other campuses.

---

I have 3 mos. experience. I don't know what action plan to have. I need to know what I don't know. I'm debating if institute with the action plan would be useful to me now or if I should wait until I know. But I don't know.

---

The only drawback would be achieving consensus upon return to campus. Would like to know more about implementation practices.

---

Examples of strategic plans, different approaches

---

Contact information developed from facilitated group discussions; having a colleague outside of my institution to discuss programs would be a valuable asset

---

In the past we have taken back the information from presentations and grouped them into instruction/discussion units to be used for instruction and development of advisors in small groups.

---

I prefer to connect with and share ideas with other administrators in a less formal environment.

---

I would just like an opportunity to talk about the topics without necessarily committing to anything. I like to mull things over before launching into them.

---

Information about practices at other institutions to discuss and evaluate regarding possible implementation at home institution.

---

I would like flexibility to do an action plan on one topic or implement several smaller unrelated areas because the ideas I got from my experience w/ the institute were rather scattered, and I felt I was so new at admin role.

---

I have mixed feelings about action plans. The exercise can be useful if I'm working with a team from my institution. It has almost no value for me when I'm the only one involved in the process.

---

Information about how many other schools tackle similar problems in Advising Administration

---

I would like to be able to compare and contrast what others do and what we do to learn what things we might want to look into changing and what things we want to keep the same. May or may not want an action plan.

---

Objective would be to "pick the minds" of others and then share that with home campus advising committee for development and implementation.

---

Ideas that have worked at other institutions, and 'best practices'

---

I need a plan...in addition it would be helpful to follow up with participants via webinars to provide support.

---

Leadership skills

\_\_\_\_\_

I would prefer to take back ideas that will help me to be successful as an administrator in a variety of areas. I benefit more from the interaction in the faculty guided discussions than from the action plan.

\_\_\_\_\_

The action plan focuses on one specific areas, I would prefer to have the opportunity to address a few items during the Institute...more bang for the buck.

Contact and ideas from other institutions

\_\_\_\_\_

I would like to bring back ideas from my other colleagues who may be experiencing the same difficulty that I have.

\_\_\_\_\_

ideas and information. My unit works collaboratively as a team to develop initiatives - the collaboration may involve faculty advisors and deans of the colleges we serve.

\_\_\_\_\_

Practical, easily implemented, and affordable ideas.

\_\_\_\_\_

Also - creating a handbook/toolkit/guide of helpful resources

\_\_\_\_\_

Notebook of best practices that we could use...at no extra charge.

\_\_\_\_\_

A list of contacts from other institutions experiencing similar difficulties, or who have successfully implemented a plan/program that I am interested in.

Implementable best practices

\_\_\_\_\_

An outline of ideas. Rhe exact plan can't be developed so quickly and often needs the support from others who did not attend rhe conference.

\_\_\_\_\_

I prefer to listen to what the institute facilitator and other colleagues are doing and then start working on a draft of an action plan, maybe on the last day or so.

\_\_\_\_\_

By returning with a variety of ideas, an action plan can be developed after returning. This way, input from interested stakeholders can be included.

\_\_\_\_\_

Information on the topics specified above. Action plans are helpful, but often I come to the institutes with many issues that need attention and it isn't as beneficial to work on just one thing.

\_\_\_\_\_

I'd prefer to have the institute be centered around learning w/ homework afterward to create and implement an action plan. The model of creating an action plan at NACADA events has been over used.

\_\_\_\_\_

Tools to help you bring the most out of your advising center and staff.

\_\_\_\_\_

Documentation of norms at other, similar institutions.

\_\_\_\_\_

ideas to develop an action plan. more people than just me at the institute should have say in such a plan as it will affect many campus members.

Handouts

\_\_\_\_\_

resources, ideas, information about models that have been effective

---

I found the action plan really helpful, but it depends on the facilitator. The first time I attended the facilitator kept us working towards our plans, and the second time, the facilitator was lax about it, so some didn't complete.

---

Ideas, inspiration, new perspectives. An action plan is great, but developing one should not be a mandatory part of the institute. It may not be useful/necessary for all participants.

---

Key points to discuss with administrators

---

I usually come away from conferences with great ideas, but due to the make up of my office, it takes too long to make little steps toward a goal and usually has no backing from administration.

---

I prefer best practices from which I can pull and implement as needed/possible.

---

I don't need a formal action plan. Everyone conference, every institute I've attended, I bring back ideas for implementation.

---

N/A

---

A final action plan is not essential. Perhaps a strategic initiative targeted to a specific need would be the best. Sometimes action plans are dependent upon having other units at the table which is not possible at an institute.

---

Perspective.

---

I would just like to have lots of information, and then return to my campus to sort through ideas.

---

I'd rather get as many ideas as possible - best practices, variety of topics, sharing, etc.

---

My real answer is maybe..it depends on the topic. Action plans are great for some aspects of learning and sometimes the learning has to steep for awhile before an action plan can be developed.

---

Action plan is OK, as long as it is not lengthy

---

A set of ideas, principles, structures and techniques worth considering, a variety of approaches to action plans, food for thought that \*ultimately\* can lead to action plans.

---

I would like to return to my campus with ideas utilized at similar institutions that we could discuss and perhaps tailor to our own institution. An action plan developed only by one person might not necessarily be well received.

---

I would like to learn success strategies.

---

I would like to learn a lot from experts in the field and come back with good ideas. I can discuss and develop an action plan better when I return to my campus.

---

Set up a buddy or partner network (team of 2 or 3) to meet online at fixed intervals to report progress. Wiki on results.

---

A great deal of information and good ideas that I could use to develop an action plan when I return to

campus.

actions that might be implemented fairly quickly and effectively

feedbacks and contact persons whocan help in implementing a plan. Have poster sessions where institutions can provide information on their particular instituion advising models, advisor training models etc.

Being new to administration in advising, I want to know how to best serve my advisors and how to handle issues that come up. I guess I'm looking for tools, methods, and experienced advice to take back with me.

It's hard to develop an Action Plan when everyone in the group has a different reason for being there. Just being able to go back with a few sound ideas is just as helpful.

N/A

New ideas to discuss with the team.

One problem with developing an action plan is that at our institution, you can develop all the action plans you want but will not have the support of the administration to implement any of the ideas.

Ideas, suggestions, best practices

A list of ideas and resources to take back to campus to share with stakeholders. Perhaps participants work together to create an online clearinghouse of resources?

Depends on the topic...some are well suited to action plans, others are better suited to guiding principles, decision rules, etc.

Ideas from other administrators. In the past, I attended an institute and developed an action plan. Unfortunately, budget and staffing constraints kept me from implementing the plan, especially in lean years.

?????????

[Hide Responses](#)

**Question 20**

Please use the space below to describe how you believe NACADA can meet the professional development needs of advising administrators:

[Hide Responses](#)

I believe standardization of Advising practices is critical, and NACADA offers the building block of this process. All institutions need a standard to uphold, and this is the best.

Develop a mentoring/coaching program with seasoned professionals. Create a MasterMind groups

I believe NACADA should offer more sessions/seminars for advising administrators at the National and Regional conferences.

More for community colleges - especially multi campus settings.

A travelling and rotating type of certification team that evaluates a program and give suggestions (modelled

on other types of programs like this). If associated with national certification (or something) programs could fund it.

---

I think NACADA does a great job. I have not been able to attend conferences etc recently because of Banner implementation but I will be back, and I can't wait!

---

Our funding has been cut, and we are not able to attend any conferences out of state. I have always valued attending NACADA conferences, and will miss not attending. So, providing videos of presentations would be helpful.

---

Develop opportunities for administrators to share ideas, problems, solutions and effective strategies.

---

By expanding the focus, and concentrating more effort on, more marginalized student demographic groups.

---

By encouraging publication of research and best practices, or the use of other methods, to exchange information on what is working, by institution type, size, etc.

---

Regional meetings to keep travel costs to minimum in these difficult economic times.

---

Topics addressing: stress, dealing with changes in campus atmosphere, creative and effective programs that help administrators work with faculty, getting rid of preconceived perceptions, embracing technology and the future!

---

Articles in The Chronicle & other pubs on adv admin/research/prog development/etc from NACADA. Need greater following among higher administrators-president, provost, vice-pres/prov, asst. & assoc; Deans, asst & assoc; dept. chairs

---

By offering opportunities to share best practices with one another at conferences

---

I think NACADA works to meet the needs of advisors and administrators - I would rank NACADA as successful.

---

I think that NACADA offers the appropriate types and number of professional development opportunities. If administrators do not take advantage of the resources, the fault does not lie with the organization.

---

--

---

Make trainers available to go to campuses and share information with advising staff for a small fee.

---

More technology training: Learning about enterprise-wide systems, social media, how to develop those skills in advisors, how to create a media plan for your office.

---

Offer continous PD oportunites for adminstrators at each level (state/regional & national). Due to budgetary issues attendacne at state/regional confrences may be more feasible. Online/webcasts are another option.

---

Current info is fine.

---

Research and identify characteristics of excellence in administration and offer training to current administrators on how to genuinely identify these characteristics in future administrators.

---

I receive supports from all areas on campus and improvement is made as needs occur. However, NACADA

has been a good source of information and support when needed.

---

I frequently refer to the Clearinghouse if I encounter a specific issue.

---

Without a doubt, I know NACADA can assist me with my advising administrative needs. It's depressing to hear my departments budget isn't large enough to pay for the training/travel cost.

---

NACADA is an important professional organization; we have had an audit which has been helpful to get our campus where it needs to be. Some upper-level administrators feel NACADA institutes shouldn't be in sunny climes in the winter.

---

I work for the state of Washington. We cannot be reimbursed for travel out of the state due to the state budget crisis. There are no upcoming professional development events planned this year in WA, to my knowledge, so I'm out.

---

Summer/Winter institutes would be best. Please note: Q7's drop down choices were not functioning properly.

---

Academic advising is not valued very much on my campus. I would like to see NACADA offer professional development funding (if this doesn't already happen...I haven't done any research!).

---

the biggest issue is whether schools have the budget to send people to professional development - until/unless we have that, it's a moot point.

---

NACADA does a great job of this. I learned a LOT about administration by going to NACADA events; but I also learned that PowerPoints are redundant, repetitive, and generally distracting. We are better off with guided discussions.

---

More indepth sessions on specific topics in advising where you could implement or share with institution. Small group meetings/sessions with other "seasoned" advisors to discuss continuing education, professional dev., etc

---

Make advising articles easier to find on the website. Make the NACADA website much more of a resource for advising administrators. Many areas are unable to travel to conferences but would like to remain up-to-date on information

---

I believe NACADA does a wonderful job with beginning administrators but I would like to see more offerings (institutes) for the seasoned administrator. Sharing of information, future of advising, incorporating technology...

---

Enhance current administrator institutes and add options in the summer

---

I think that NACADA needs to divide up its presentations and offerings based on type of institution a bit more.

---

Options that do now include travel. Though it would be nice and NACADA selects wonderful locations. Kansas City, Lincoln, NE, OKC would be best. We do not have time to be a "tourist" when attending and it adds to the expense.

---

More Administrators institutes in other parts of the country than Florida.

---

NACADA has the obligation to serve as the main resource for information, materials, regarding the professional development needs of people who are advising administrators.

---

In addition to focusing on leadership, budgeting, and program development w/in advising, look at coordination with student affairs, Records, Admissions, res halls, faculty etc. Building broader skills for promotion.

---

Develop programs that teach you ways to deal with issues that you do not control such as dealing with Associate Deans/Chairs on class schedule issues.

---

I would like to some webinars developed that address some of the issues noted above. I have used the webinar system often due to limited finances to travel. National conference or institute attendance is financially prohibitive.

---

Continued learning in the profession, building contacts and colleagues in the field across the regions and nationally, resources to assist and research

---

I'm so new that I think I need to attend my first event before I'm able to comment. It looks like you're meeting many needs already.

---

Not a fan of the Webinars. Journals are great. Conferences great.

---

Provide detailed samples of materials - specific student advising mat'ls I can modify for my population, retention program materials, etc. Don't spend a lot of time on getting attendees to talk - I want to hear experts present.

---

I think NACADA does a great job but in budget-constrained times, outreach needs to be done without travel.

---

The national conference wears me out. Too many of the presentations are fluffy. My preference is an institute in late July with peers from similar institutions. I can't go in May or June.

---

By giving us time to share and network with others on what is successful in the trenches.

---

Greater need to address the issues of tecnologia and distance in advising.

---

Have conferences. Could have web-based small group discussions that center around specific topics of interest.

---

Perhaps have a box at the registration table where administrators can drop in a question, then use the questions in the relevant sessions throughtout the institute or have an open forum with a pan

---

Discussing ideas and realities with colleagues at other community colleges is critical to my professional needs and goals. It is also a great boost to my mental health.

---

I think sharply focussed webinars would be helpful. Advising veterans, pre-professional advising, undeclared students, etc.

---

I think that networking with other administrators can help.

---

To hold regional conferences with this quality in late September or early October or late January through early March. In the summer, in late July.

---

NACADA must make development opportunities as affordable as possible. Webinars and online modules are great because they elimtate travel expenses.

---

The most valuable service that NACADA could provide is to help the administrator shine a light on the reasons why they are/are not achieving the objectives they set out to achieve. Help them learn about themselves.

---

Continue to survey constituency re: administration of advising programs; the Institute and Webinars

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I think NACADA does an excellent job with professional development needs. I just think it grows more and more difficult to meet needs of seasoned professionals after many years.

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Making presentations at National conferences available in your archives is always for me and my advising crew a good source of topics to enhance and instruct new and continuing advisors.

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My needs are primarily focused on the specifics of my institution and of my advising program--small, liberal arts college with faculty advisors.

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I haven't been to a conference in years because of budgetary restrictions, although that is the best place that I could receive professional development.

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Continue to care and supply strong leadership at the NACADA level. The institute and national/regional conferences and listservs do some amazing things. Can't think of additional things at the moment.

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Maybe once every month or so have a "from the life of an administrator" letter go out. It could be on various topics and could be a reaction to something that has recently happened. Would be educational but also build community.

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Give us an opportunity to communicate with each other about the issues we face and how each other deals with those issues. Help us develop a support system with others who do similar work and face similar issues.

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Do more surveys to assess needs & offer a variety of ways to help advising administrations. Options offered above shouldn't be mutually exclusive. BYW, ?s 7-9 above allow rating of only 5 options 1-5 despite instructions. Thanks.

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More research in advising administration would help me in the administration of advising at my institution. If more research on advising adm were available, NACADA could host professional development venues to discuss the research.

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I would like to see more correlation between retention and advising. Many universities are freezing/cutting budgets and making a "one-stop-shop" for all student academic services. I would like to learn more about this.

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publications and webinars

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Meet administrators on the level of expertise. Have very qualified reputable facilitators. Meet the needs of Community college administrators. I would like succession planning information. How to develop oneself for promotion.

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I think in this time of extreme change administrators need more support networks to work with as we do not always want to share our stresses- concerns- etc with those that we work with or some of us do not have a trusted network

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Provide state of the art information, provide written guidelines and standards for the profession

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I would like to see more emphasis on leadership for administrators.

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I would love the opportunity to be assigned a "mentor" at the conference that I can spend about an hour with to discuss - how do they handle the daily challenges, what training have they done / would recommend.

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Seasoned (10 years or more) Advising Administrators sharing best practices---what has worked for them---form all sizes of institution, small, large, public, private

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I would like there to be a better mode of communication in terms of gathering data when people have questions and when answers are provided.

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It has been extremely helpful in my development.

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Via lecture and group discussion of common advising issues, and hopefully receiving motivating and energizing information to take home.

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I feel that the regional conferences should have more workshops for the advising administrators.

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Funding for travel is difficult these days; running the administrators institute via the web would be a wonderful idea.

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Develop a standard of policies and practices that will help create consistency in meeting student needs while also assuring advising professionals they are engaged in programs that are legally compliant.

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More and better organized online training resources available with member log on - cost free.

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More regional conferences...maybe even split each region in 1/2 to lower travel costs. Make seminars available for small schools to host 3-4 presenters.

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Focusing on challenges such as student persistence, graduation rates, partnerships between academic and student affairs by learning what others have done has been very helpful. Doing more with less is always a hot topic! NACADA rocks!

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I believe NACADA already does a great job meeting the needs by providing quality advising experts at their conferences and institutes that share best practices for improving programs. The format of splitting into groups works well.

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I'd like to see more innovative activities and programs for administrators as well as more emphasis on research in our field and ways to connect research to practice. It seems that we could really learn from related disciplines.

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By Continuing the institutes and combining presentations and small group settings. These sessions provide tremendous knowledge and insight.

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Budget constraints are making it harder to attend national conferences. I'd like to see more quality regional conferences as well as increased online resources.

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More guidelines for presentations at conferences; more academic-style options for p.d.; succinct white paper suitable for sharing with school administration on value/importance of p.d. for advisers

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NACADA provides opportunities for advising administrators. The issue is finding the time and resources to participate.

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1. Provide context for common issues and research/rationale for programming. 2. Address particular competencies needed by higher-ed admin, e.g. budget, legal, management, campus politics.

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Bringing like-minded professionals together with a variety of ideas to look at similar situations will provide many additional solutions and avenues for growth.

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Provide some funding to support advising admins in their attendance.

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Encourage more authentic research--perhaps in collaboration with other professional associations--large-scale research project with another group that could have a higher impact

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-NACADA should be looking far outside academia at organizations like the Center for Creative Leadership and Gallup for inspiration. There should be common book reads by authors like Thomas Friedman, Daniel Pink or Goldman (EQ.)

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Offer mentoring and legal support to administrators that are in toxic situations.

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NACADA could help advising administrators on how to deal with the reality of implementing decisions made by faculty or Deans without much input or power in the decisions. Tips on how to deal with the political environment.

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I've been to a winter institute, it was done very well.

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Each institution is different, yet the same, with respect to challenges that administrators face in assessing the effectiveness of advising services and designing programs that fit the institution.

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Keep up the good work.

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New techniques, the academic political environment, and training materials for new academic advisors who are faculty members.

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In my case, I gain knowledge that I would truly love to implement, but office constraints don't allow for the implementation in a timely manner.

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Already addressed in answers above & current offerings by NACADA

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I did the NACADA summer institute and it was a fantastic experience. we've already put elements of our plan in place. It is expensive however, just as the national conference is, so some low cost events would be great.

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Include more regional events which discuss advising administration. Include this topic in Pre-Conference Workshops at Regional Conferences and be the focus of State level Conferences.

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Be sure to take institutional type into consideration. Small colleges need information on working with FACULTY advisers.

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Locally targete programs.Be location selective. For example we are not allowed to go to the ocean for a conference so we could not send anyone to NACADA regional last spring. Travel is tight now which is a hindrance.

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Place a chapter in AA-A Comprehensive Handbook outlining the role/responsibilities of an effective academic advising professional and/or faculty administrator.

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I don't know what you can do when an entire campus dismisses advising renewal as of no use or interest. I could use some encouragement; but pretty much this phase of my work as a professor is done.

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Attract more admins into the fold; offer more topics applicable to admins.

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Form an online chat group. Form support groups..help address how we gain support in supervision and issues without violating the confidentiality of our colleagues, move effectively in circles where advising is not understood .

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address current issues

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By doing just the sort of things it is currently doing, including this survey.

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Ensure there are Advising Administrator presentations/workshops included at all NACADA state, regional and national conferences.

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NACADA has been a valuable resource and I believe future activities may include site visits and assessments on individual campuses.

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NACADA workshops and institutes have always been very beneficial. With strained budgets, more webinars or online offerings would be greatly appreciated.

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More information on national standards or recommended standards for allocation of advising resources. Specifically advisor:advisee ratio. I need support for increasing resources to advising.

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Provide focus for the need to develop leadership for advising administrators.

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Emphasize the importance of pre-health advising, and adequate funding and support for 2nd and 3rd year students. Success should be measured beyond graduation stats and include matriculation to the school of the student's choice.

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Making information available online and in print format is good. It is difficult to get funding to travel across the country these days. I also like the idea of the drive-in conferences which require less travel funding.

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NACADA could help those like me who are in a position to administer advising programs without having the ability to make actual changes in how individual advisors, mainly faculty, deliver advising services.

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As middle managers, we have no professional development targeted to us on-campus, no mentoring, and oftentimes little support. Anything that would help us stay motivated, learning and moving forward would be of benefit.

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By listening to the needs and concerns that professionals identify and then developing a specific plan to address those needs through a variety of delivery methods during the year.

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Insure that like institutions have a choice of topics during each time slot.

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the listserv where administrators can communicate and discuss ideas, what programs do other institutions have in place. showcase their institution programs for advising, poster sessions explaining their models.

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Have Adv. Admin. membership send in summaries of their duties & functions; NACADA can compile & synthesize the information, form focus groups who can discuss best practices for example in the area of budget mgt., corrective action

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In this rough economy, many of our budgets have been slashed. Any type of conference/institute would need to be reasonable.

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Continue to provide sessions addressing current issues. Make sure there are interactive workshop sessions which offer the opportunity to take realistic ideas/processes back to our colleges/universities.

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increase awareness to faculty advisors how important advising is in retention.

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because of our economic situation providing conferences in regional areas and in affordable venues would be extremely helpful.

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I am pleased to see that NACADA believes this is an important topic and wants to support those of us in these positions.

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Is it possible to add in more sessions with regard to career counseling?

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With such major budget constraints these days, it would be helpful to have webinars aimed at specific topics for administrators.

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With the difficult financial situations at many universities, offering online modules would be the best way to reach the majority of advisors with the least cost for all involved. Thank you for providing this much needed support!

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Evaluations of advising is HUGE to undertake & difficult b/c you can't count "widgets." Also interested in "advising career ladders" and hiring practices. How to keep staff motivated. Communication skills within a broad focused uni

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learning to make a case for advising and play the political game by really competing for tight resources.

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Administrators' Institutes, with additional topics.

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State budget crises will continue to impact travel funds - webinars allow us access to other professionals and training - success stories in the face of fiscal crisis would be encouraging.

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Can't think of anything right now -- I have appreciated what I've done with NACADA already!

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Be interdisciplinary in bringing information forward. Draw upon a range of other fields to inform our thinking and practices. Systems Thinking, Education, Psychology, Org. Management, Sociology, etc.

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A mix of general offerings (e.g., webcasts) and opportunities for administrative teams to focus on specific issues

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providing resources to the latest research, presentations and best practices

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I like to read the NACADA journal, especially when papers apply directly to improving advising.

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Stay on the cutting edge of higher education. Our leaders are looking to us for answers. Research in advising...

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With the numerous budget cuts it has been very difficult to attend any professional development offering by NACADA. These difficulties are furthered as our institution is decentralized making it difficult to share costs.

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