

Offering Report

New Advising Professionals Survey: New Advisor Survey - Cuccia

Summary

Survey Name:

New Advising Professionals Survey

Offering Name:

New Advisor Survey - Cuccia

Offering Date:

2/2/09 to 2/17/09

StatisticsStarted: **816** out of **2626**Opted out before starting: **40**Completed: **814**Drop outs after starting: **2**

Drop outs by page number:

- Page 1: **74**

Average completion times:

- Average Time To Complete Survey: **1 hours 27 minutes 43 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[top of report](#)**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

Page 1

Question 1

How long have you been serving as an academic advisor?

| | | |
|--------------------|--|-----------------|
| Less than 3 years |  | 662 (81.13%) |
| 3 to 5 years |  | 147 (18.01%) |
| 6 to 10 years |  | 3 (0.37%) |
| 10 to 15 years |  | 0 (0%) |
| More than 15 years |  | 2 (0.25%) |
| N/R |  | 2 (0.25%) |

Question 2

Please indicate which of the following best describes your primary role at your institution.

| | | |
|--|--|--------------|
| Faculty advisor | | 4 (0.49%) |
| Academic Advisor / Counselor | | 658 (80.64%) |
| Advising Administrator (head of a central advising office/department) | | 37 (4.53%) |
| Administrator with responsibilities over several areas, one of which is advising | | 47 (5.76%) |
| Graduate assistant / Peer advisor | | 23 (2.82%) |
| Other: | | 43 (5.27%) |
| N/R | | 4 (0.49%) |

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Question 3

3.1 Please rate your level of satisfaction with your current academic advisement job.

| | | |
|-----------------------|--|--------------|
| Very satisfied | | 344 (42.16%) |
| Somewhat satisfied | | 292 (35.78%) |
| Somewhat dissatisfied | | 96 (11.76%) |
| Very dissatisfied | | 39 (4.78%) |
| N/R | | 45 (5.51%) |

Question 4

What is your caseload (number of students you are responsible for advising) during the current academic year?

| | | |
|---------------|--|--------------|
| 0 – 49 | | 65 (7.97%) |
| 50 – 149 | | 112 (13.73%) |
| 150 – 249 | | 129 (15.81%) |
| 250 – 349 | | 127 (15.56%) |
| 350 – 449 | | 112 (13.73%) |
| 450 – 549 | | 83 (10.17%) |
| 550 – 649 | | 40 (4.9%) |
| 650 – 749 | | 25 (3.06%) |
| 750 – 849 | | 26 (3.19%) |
| 850 – 949 | | 17 (2.08%) |
| 950 and above | | 72 (8.82%) |

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Please indicate which of the following best describes your primary role at your institution.

- Program Advisor
- Transfer Coordinator
- Athletic Academic Advisor
- Student Services Specialist
- main responsibility academic alert; secondary responsibility academic advising
- Advisor/Recruiter in Admissions
- Pre-Major Advisor
- I am an Academic Advising Intern
- PhD student/concentration advisor
- Academic Advisor/Recruiter
- Career Advisor
- Doctoral Academic Advisor
- Study Abroad Advisor
- Program Coordinator
- No Response
- Student Support Coordinator
- Full time faculty and Academic Advisor
- Recruiter/Advisor
- Academic advisor for transfer students & oversees the university's faculty advisors

- program coordinator

- laboratory coordinator

- Assistant Registrar

- Acad Advisor & Lecturer

- Counselor/Academic Advisor

- Assistant Academic Advisor

- SSS-TRIO Staff

- Learning Coach

- Athletic Certification Officer

- learning center facilitator

- Admissions Administrator with responsibilities over several areas, one of which is advising

- Advisement Assistant

- Career Counselor and Academic Advisor

- Professional Advisor

- Teacher

- coordinate at-risk program advising

- Assistant director of advising, advisor and supervisor to other advisors

- Academic Advisor but not a Counselor

- Program coord/secretary/advisor

- transfer credit evaluator and degree audit counselor

- student services, including advising

- Math Lecturer

- Faculty advisor and coordinator of advising at our college/faculty member/Learning Support Services co-coordinator
- Administrative Assistant

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| | | |
|-----|--|-----------|
| N/R | | 8 (0.98%) |
|-----|--|-----------|

Question 5

What aspects of your job limit / hinder your ability to assist students with their concerns (check all that apply)?

| | | |
|--|--|-----------------|
| Size of caseloads | | 289 (35.42%) |
| Administrative duties (paperwork, phone messages) | | 299 (36.64%) |
| Committees | | 114 (13.97%) |
| Special projects | | 170 (20.83%) |
| Teaching responsibility | | 55 (6.74%) |
| Lack of authority | | 182 (22.3%) |
| Lack of relevant information / knowledge | | 143 (17.52%) |
| Limited cooperation from coworkers | | 116 (14.22%) |
| No aspect of the job limits my effectiveness as an advisor | | 176 (21.57%) |
| Other: | | 115 (14.09%) |
| N/R | | 3 (0.37%) |

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Question 6

What factors might influence you to apply for another job (check all that apply)?

| | | |
|---|--|-----------------|
| Money / Salary | | 563 (69%) |
| Advancement potential | | 453 (55.51%) |
| Better benefits | | 132 (16.18%) |
| Desire to try new things | | 315 (38.6%) |
| Shorter commute | | 118 (14.46%) |
| Family obligations | | 153 (18.75%) |
| Work hours / schedule | | 192 (23.53%) |
| Job-related stress / Working conditions | | 181 (22.18%) |

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What aspects of your job limit / hinder your ability to assist students with their concerns (check all that apply)?

- limited knowledge of the career/field I advise in
- No support staff
- limited number of advisors
- degree plan flexibility
- Lack of privacy; I share an office with another advisor
- Travel away from campus alot
- Poor management
- Express advising - 10 min or less during peak registration period
- Supervisor with poor communication and collaboration skills
- covering for other advisors who are out of office or not seeing students
- Unlearned information that students need
- Difficulty getting students to come in as much as I would like
- No Response
- The perception of my academic advising office from the students
- The absence of real leadership and acceptance of out-of the box ideas. The fear of Management from getting away from the
- time of year where students need to see advisors, registration, fee deadlines, withdraw dates, etc
- Spread too thin with many responsibilities
- Course Conflicts because faculty determine when they want to teach

- I'm part-time
- Class requirements
- Disconnect between Univeristy Policy-Makers and Advisors
- limited cooperation from departments
- Byzantine academic policies and lack of updated information
- lack of adequate support
- none-students come first
- lack of student willingness to come to us to address their issues
- Can only work 29 hours a week
- not enough time to do everything
- Campus Events
- outdated computer software
- Do not feel very valued by facutly/dept. chair
- also serve as admissions rep
- Union ruels for my position (work hours, etc)
- Department failing to communicate on the schedule of classes
- outdated systems and reluctance to change them
- Other Job Responsibilites; Holding Multiple Titles
- meetings
- Ever changing policies throughout the year (no one designated time for changes to take place)
- Lack of hours in the day
- student apathy about academic deadlines
- Inconsistent info. re: forms, policies, changes, etc.

- Adequate Student Services Resources
- format of program
- Lack of resources
- meeting with prospective students
- Balacing my research w/ desire to really engage w/ students
- lack of student interest in coming in to visit with advisors
- Dean doesn't recognize the importance of the position
- poor class scheduling
- Budget Cuts
- Constant changes in policy & org structure
- getting the students to participate in the learning process
- leadership reports
- amount of time needed to assit students
- Can only assist academically, students usually have many concerns non-academic related
- No assigned advisees, no just one on one time.
- I am also an administrative assistant and the two rolls fight for my time
- recruiting duties
- Students willingness to contact me/knowledge of their resources
- supervisor is hard to reach
- Ineffective Director/ Poor Leadership
- not enough time in a day to do the follow-up I would like
- new University student information system

Lack of training and professional development opportunities.

- faculty involvement in undergraduate program and initiatives

- lack of interoffice communication

- student's personal lives (i.e. financial status/lack of financial aid vs increasing tuition)

- students aren't aware of the help that I can provide to them

- Course Availability Issues

- pushback from univ. officials; and negative attitude of Faculty Advisers regarding their advising role and responsibilities

- Additional responsibilities

- Boss

- lack of support from supervisor, conflict between coworkers

- Personal lack of experience, did not study the field in which I advise.

- too many meetings during priority advising times

- faculty lack of understanding

- Funding/Finances

- student accountability

- lack of faculty involvement and participation

- class cancellations

- Lack of funding; Lack of concerted professional development offerings; lack of collaboration amongst outside faculty/staff

- Administration belittles our role

- Probation/suspension

- I am in a temporary position and do not know if I will be extended and therefore available in the future.

- university bureaucracy

- many students don't think they need advising
- too many responsibilities
- nonresponsiveness of/ limited cooperation from faculty
- office is restructuring
- lack of technology& funding
- I work at a forprofit, we start a new session every 8 weeks. I am constantly enrolling new students, and it takes time away from my up level students.
- I am not advising at the moment.
- 1/2 of staff lost in bad economy
- not directly in academic advising. I work in an EOP related office.
- do not have caseloads - unable to be proactive
- lack of effective communication between upper administration, faculty & advising office
- Limited cooperation from departments and schools
- A new director with limited experience and communication skills
- student knowledge of and willingness to visit with advisors
- unemployment rules and regulations
- nothing
- Mainly just when busy spurts hit in the semester
- Walk-in advising schedule
- Academic Affairs
- personell shortage
- Academic Advising is just one part of our Advisor positions.
- Lack of privavcy

- Access to reports to seek out students that could use extra advising ie: at-risk

- Lack of Support from New Supervisor

- Newly established position on this campus

- No Response

- Lack of development of advising within college: with faculty, administration, etc. We are a "new" college.

- administration

- need admin/clerical support

- Funding/hours

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What factors might influence you to apply for another job (check all that apply)?

- office dynamics
- Relocating
- full-time status
- current insecurity regarding university funding
- Desire to better
- Lack of administrative commitment to developing faculty advisors
- Improved Management
- I won't apply for another job until I have completed my degree
- The diminishing state budget--job security
- A similar job at a private/Catholic institution
- Stronger leadership qualities in an immediate supervisor
- working with a bigger team
- Relocate to be closer to family
- I want to be challenged in my everyday work and often, I'm not
- Similar Job closer to home
- flexible working hours
- Smaller caseload
- I am not a paid full time employee so I am always looking for a job
- NA - this is a Grad funding appointment (annual position)

- Location

- ability to take vacation time in July/August

- marriage

- Team environment/Supervisor

- larger caseload

- Director's poor office management skills

- Advising for different degree programs

- real advising vs. schedule input

- larger institution

- Supervisor Relationship

- Being permanent

- change in geographical location

- location, location, location

- If I can be 100% Career Counseling

- Relocation

- greater challenge

- Currently pursuing PhD. Would like to be professor, possibly with advising responsibilities.

- All over the above. Will be graduating soon. Will want to find a great job.

- if I relocate

- Attitudes of Administration

- poor leadership

- Be closer to immediate family

- ability to teach

- Support from Administration

- Masters degree requirement

- My boyfriend and I relocating to a different state for a job he recently accepted.

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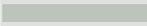
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| | | |
|--|---|-----------------|
| No factors would influence me at this time |  | 132 (16.18%) |
| Other: |  | 45 (5.51%) |
| N/R |  | 2 (0.25%) |

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Question 7

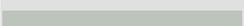
What forms of recognition are granted to above-average performers in your office / department (check all that apply)?

| | | |
|---|--|-----------------|
| Pay raises |  | 207 (25.37%) |
| Promotions |  | 99 (12.13%) |
| Paid conferences, seminars, or other professional development opportunities |  | 158 (19.36%) |
| Financial bonuses |  | 30 (3.68%) |
| Time off (comp time, vacation time) |  | 90 (11.03%) |
| Recognition program (e.g. "Employee of the Month") |  | 118 (14.46%) |
| Plaques, certificates, or other tangible recognition |  | 116 (14.22%) |
| None |  | 381 (46.69%) |
| Other: |  | 59 (7.23%) |
| N/R |  | 8 (0.98%) |

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Question 8

What factors have lessened your motivation for academic advising since you first began your work as an advisor (check all that apply)?

| | | |
|---|---|-----------------|
| Office / Institutional politics |  | 324 (39.71%) |
| Lack of control over aspects of the job |  | 217 (26.59%) |
| Difficult interactions with parents |  | 40 (4.9%) |
| Difficult interactions with students |  | 51 (6.25%) |
| Volume of student interactions |  | 107 (13.11%) |
| Lack of job clarity |  | 123 (15.07%) |
| Position is not what I expected |  | 48 (5.88%) |
| Stress related to the job |  | 127 (12.7%) |

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What forms of recognition are granted to above-average performers in your office / department (check all that apply)?

- given recognition verbally
- email saying thanks
- Don't know
- Unsure
- We get nothing!!!
- Acknowledged, verbal appreciation from department chair and others within the department - means a lot to me!
- New Advisor of the Year Award through NACADA
- Verbal praise
- No Response
- Sometimes verbal
- Personal recognition from supervisors & coworkers
- simple recognition from director at staff meetings and personal praise when warranted
- general announcement at a staff meeting of accomplishment.
- Everyone is recognized for their contribution to the office.
- Praise from boss
- I don't know.
- unsure
- verbal recognition from mgt.

- Campus-wide awards that employees can nominate each other for; but it depends on people having time to nominate people, which can be hard.

- Interoffice Director shows appreciation

- I am not sure

- we are very equitable - many of these things are already available to everyone; however, we regularly get thanks and praise from managers/directors and try to thank one another for work well done; I was allowed time to take a class during work hours - I make up the time, but my supervisor was very flexible in letting me schedule my time

- No form of positive feedback

- Financial recognition currently restricted due to budget issues

- verbal/written praise

- verbal recognition

- verbal/written appreciation

- Within the university there are awards that may be possible if nominated/selected

- pay raises are likely to be eliminated or repealed due to state budget constraints.

- Verbal praise from supervisor

- Respect from co-workers

- Verbal acknowledgement of good work.

- Very small financial bonus for merit

- Student Feedback Forms

- don't know

- NACADA nominations

- Not sure - new here

- We do receive some of the things listed above from time to time, but they are not given as rewards or recognition

- verbal recognition

- Accolades

- I am not sure
- Increased responsibility
- not aware of all the benefits of full time employees
- Verbal Praise
- not sure, haven't been here long enough to know
- use to be promotions but with no money in the budget all we get is a pat on the back (if that)
- more work for the responsible ones
- Nominations for university-wide recognition programs (not necessarily internal to our advising center)
- verbal praise
- Occasional Thank You e-mail
- Words of affirmation
- I'm too new to know
- No Response
- I haven't been here long enough to know.
- FISH Philosophy
- Verbal acknowledgement
- raises based on overall job performance, not specific for above average advising per se
- Our Dean has a group staff appreciation day each semester.
- No written policy

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(15.56%)

| | | |
|--|--|-----------------|
| Financial concerns (low salary; lack of bonus structure; etc.) | | 226 (27.7%) |
| Lack of opportunities for advancement | | 238 (29.17%) |
| Poor office dynamics (lack of collegiality and respect among staff; supervisory issues) | | 209 (25.61%) |
| Overemphasis on your institution's part regarding advisement outcomes (e.g. student retention, student satisfaction) | | 95 (11.64%) |
| Lack of support from superiors | | 134 (16.42%) |
| No opportunity for professional growth | | 120 (14.71%) |
| No loss of motivation | | 198 (24.26%) |
| Other: | | 36 (4.41%) |
| N/R | | 9 (1.1%) |

[View Other Text](#)**Question 9**

What single aspect of advising brings you the greatest satisfaction (please select one)?

| | | |
|--|--|-----------------|
| Working with young people | | 103 (12.62%) |
| Mentoring students | | 160 (19.61%) |
| The opportunity to help others | | 392 (48.04%) |
| The opportunity to counsel those with personal concerns / problems | | 20 (2.45%) |
| Chance to educate students | | 117 (14.34%) |
| You derive little or no satisfaction | | 3 (0.37%) |
| Other: | | 16 (1.96%) |
| N/R | | 5 (0.61%) |

[View Other Text](#)**Question 10**

What is the most difficult aspect of advising students?

| | | |
|---|--|----------------|
| Dealing with student dropout | | 20 (2.45%) |
| Dealing with students' personal problems | | 98 (12.01%) |
| Dealing with students' academic struggles | | 87 |

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What factors have lessened your motivation for academic advising since you first began your work as an advisor (check all that apply)?

- Needy students
- Other administrative tasks
- fluctuation between heavy loads of student interaction and periods of few student interactions
- lack of state support of higher education
- Can't seem to get new ideas implemented
- Probation Appointments
- lack of full-time status
- Lack of care on student's part to do well.
- no pay raises
- Dealing with PeopleSoft
- I can't emphasize the above checks enough: being told that we can do what the administration wants and like it, or look for another job.
- Large caseload and being understaffed
- non-adherence to academic standards
- Lack of respect for advising in general
- Feeling unappreciated no matter how hard I work
- Excessive and redundant paperwork
- Lack of understanding of the institution's academic policies and procedures due to the inconsistency of the upper administration.

- none
- minimal professional development opportunity
- budget constraints regarding professional development
- colleagues coming in late, leaving early, not seeing their own students
- I am temporary and do not know if I'll be here past next month
- administration doesn't value advising
- Boredom
- Difficult interactions with other faculty
- Administration policies
- these are anticipated factors. I worked in an advisory capacity with high school/college students in an access program. this is what i'm basing my answers on.
- Failure of administrator's to act consisently and enforce policies upon coworkers and students
- Drowning in redundant data entry.
- the fact that major academic initiatives hinder my travel plans for important holidays
- Volume of Walk-in advising duties, and poor office communication
- Leave for my classes
- not challenging; too structured, defined
- Boredom
- Resistance from faculty and lack of understanding within entire college about advising
- summer program for New Student Advising & the interface with the ten colleges on campus

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What single aspect of advising brings you the greatest satisfaction (please select one)?

- The opportunity to see my students accomplish there goals.
- Working with ADULT students (why did the option above read
- working with people, mentoring students, helping students navigate the higher educational system. Educating. All of the above listed on survey plus a ton that are not mentioned.
- variety of tasks - always something new to do!
- working/mentoring students AND fellow staff/faculty
- only advise occasionally
- watching a student overcoming a hardship and do well.
- working w/ adult students
- Helping students achieve academic & career goals
- A "Thank you, I didn't know I had all these options" brings the greatest satisfaction
- mentoring and helping students
- The chance to contribute to a growing profession, while working with students
- 1-5 all apply I LOVE this part of my job!!
- working in the college atmosphere
- Low stress career
- Helping those who've encountered significant obstacles to overcome them and achieve greater academic and personal success (while also letting them know that there is someone on campus who cares for them)

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| | | |
|---|--|-----------------|
| | | (10.66%) |
| Dealing with students' financial hardship | | 109 (13.36%) |
| Dealing with students who fail to see the importance of their education | | 304 (37.25%) |
| Dealing with students who fail to show for meetings / advisement sessions | | 95 (11.64%) |
| Other: | | 96 (11.76%) |
| N/R | | 7 (0.86%) |

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Question 11

What do you envision your primary professional role will be ten years from now (please select one)?

| | | |
|---|--|-----------------|
| Academic Advisor | | 150 (18.38%) |
| Advising Administrator / Head of an Advisement Department | | 266 (32.6%) |
| College / University Administrative role outside of Academic Advisement | | 170 (20.83%) |
| College / University faculty member | | 91 (11.15%) |
| Position outside of Higher Education | | 127 (15.56%) |
| N/R | | 12 (1.47%) |

Question 12

What factors led you to enter the academic advising profession (check all that apply)?

| | | |
|--|--|-----------------|
| Academic advisement is part of my responsibilities as a faculty member | | 13 (1.59%) |
| I like helping others | | 577 (70.71%) |
| Jobs were available in this field | | 258 (31.62%) |
| It was an opportunity to work at my alma mater | | 156 (19.12%) |
| I received poor advisement in academic matters | | 145 (17.77%) |
| I value education | | 586 (71.81%) |
| The job has above-average working conditions (atmosphere, hours, collegiality, etc.) | | 306 (37.5%) |
| | | 463 |

User Responses

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What is the most difficult aspect of advising students?

- Dealing with students' unreasonable demands for exceptions to policy
- Dealing with students who are not making responsible decisions, and students who are truly struggling with the work
- Unpreparedness
- Students who want you to make decisions for them and don't want to take any responsibility for their own actions/decisions and think you aren't doing your job when you try to encourage them to become more self-sufficient
- irrational students
- Not having enough time to focus on new projects/initiatives to help students.
- Dealing with students who fail to take responsibility for their performance in classes
- Students who do not take ownership of their own educational progress.
- Dealing with volume of students; not enough time for meaningful interaction with individuals.
- dealing with professors that are not willing to be a part of the process and will not reach out to students.
- Those who must work to pay for tuition have a much more difficult time succeeding academically
- students that do not take responsibility for their education, and do not try to problem solve on their own.
- Not enough time to deal with all the barriers students face
- I do not view any of the above as difficult, only challenging.
- helicopter parents
- Dealing with Helicopter Parents
- Developing a relationship with students; some don't know the benefits of regular meetings with their advisor
- time/volume

- No Response

- As an advisor, 6 aspects plus a ton more do NOT make it difficult, but challenging, to advise students.

- transfer issues-articulation agreement; students angry over it

- working with students who don't know what they want

- This is for #11: I literally have no idea what I'll be doing in 10 years. I fell into this job after 2 chemistry jobs

- Dealing with students who are not showing any purpose while in college.

- n/a

- finding my limitations to really "counsel" students in difficulty

- Students who miss deadlines (add class, drop class, withdraw, etc)

- Dealing with institutional bureaucracy

- Students who show up to meetings just to see what they need now and care little about beyond that.

- Dealing with students solely here for financial aid.

- Lack of accountability and action on part of students

- Dealing with graduate students with little or no reading comprehension

- Dealing with the administration

- No Response

- Dealing with students who do not respond to emails or phone calls concerning their academic progress.

- Trying to help students learn to take responsibility and ownership over their education and life in general

- not enough resources

- Student entitlement/non-accountability

- logistics of computer system

- Balancing all the aspects of working with students, faculty, technology and difficult cases.

- Getting them to stay on top of deadlines

- Dealing with students who are neglectful and have entitlement attitudes
- Parents; I work with high achieving students and parents want to be involved. It's a delicate balancing act.
- Dealing with rude students who look down on you because they think they are superior.
- Students seeming to hear whatever they want instead of what I actually say
- Lack of personal responsibility
- Finances, student's lack of motivation, no-shows for appts
- dealing with students who are perfectionists
- Distance Learning students lack of patience and/or consideration for other student's also needing help
- dealing with student's sense of entitlement
- Dealing with student issues via inquiries from faculty/instructors--gray area AND dealing with students who really need to responsibility for their behavior, decisions and academic progress
- Course Availability Issues
- none
- student attitude/lack of respect/helicopter parents
- Trying to
- Dealing with campus bureaucracy
- Cockiness of master's level students
- Dealing with students who will not take responsibility for their actions
- Helping students form realistic expectations OR understand their strengths and weaknesses, and plan appropriately.
- Rigid institutional rules make it very hard for student's with disabilities to be successful
- Student unwillingness to be proactive in their education
- students that do not heed my cautions and then have academic hardships
- student entitlement

- dealing with students who have unrealistic expectations, no realistic view of careers
- Dealing with students that lie and manipulate the system to get what they want (& administration always believes the student over us, even when we have proof that the student is lying)
- dealing with parents
- Students who don't fulfill all needed graduation requirements and blame me for it
- lack of knowledge
- being knowledgeable with all academic policies and options
- saying goodbye at graduation time after spending quality time over the years with the students
- Dealing with the amount of work vs what one can feasibly do to provide good customer service
- Dealing with students who wait until the last minute to register for classes
- All of the above
- Students who are always looking for the easy way out.
- budget cuts
- Limitations of knowledge of subject area
- Dealing with students who don't think they need to see me
- students who do not take responsibility for their actions
- Students' lack of respect
- policies & procedures
- No Response
- dealing with downtime/boredom
- student apathy
- limited amount of time spent with students
- dealing with self-centered students

- students who are in denial about their academic situation (want to go into a limited enrollment program and refuse to look at alternatives)
- dealing w/students who seem to do all the right things and still aren't succeeding
- No Response
- dealing with students who want answers, rather than help figuring out the answers on their own.
- High level of change to academic programs, Changes to Registrar's Office
- Dealing with students who don't take responsibility for their choices.
- Talking with students who don't pay attention or care about what I am sharing with them.
- students with lack of motivation
- Dealing with students who wait until the last minute for everything and want everything on their time schedule.
- Dealing with resistant faculty, poor faculty advisors, overall development of the program in a resistant environment
- N/A

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| | | |
|---|--|-----------------|
| I wanted a chance to work in higher education | | (56.74%) |
| I liked the financial incentives (salary, bonuses, tuition remission) | | 100 (12.25%) |
| I was encouraged by a professor or academic advisor | | 155 (19%) |
| Other: | | 110 (13.48%) |
| N/R | | 3 (0.37%) |

[View Other Text](#)

Question 13

Please indicate which constituencies you feel may not appreciate your contributions as an academic advisor (check all that apply)?

| | | |
|--|--|-----------------|
| Faculty | | 431 (52.82%) |
| Senior administrators other than your supervisor | | 330 (40.44%) |
| Supervisor | | 84 (10.29%) |
| Colleagues | | 68 (8.33%) |
| Support staff | | 94 (11.52%) |
| Students | | 148 (18.14%) |
| Parents / Students' family | | 125 (15.32%) |
| N/R | | 121 (14.83%) |

Question 14

How would you describe the situation at your present job (check all that apply)?

| | | |
|---|--|-----------------|
| I enjoy coming to work most days | | 692 (84.8%) |
| I am certain of my authority | | 269 (32.97%) |
| Goals and objectives for my position are clearly stated | | 314 (38.48%) |
| Institutional Policies & Guidelines are helpful | | 287 (35.17%) |
| I know my specific responsibilities | | 499 (61.15%) |
| The performance evaluation process is clear | | 272 (33.33%) |
| | | 298 |

User Responses

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What factors led you to enter the academic advising profession (check all that apply)?

- working with students
- it was time to leave Residential Life
- Lateral move from Career Services. Opportunity to learn something new.
- I like working one-on-one with students
- Natural role with other duties as staff
- Knew this was what I wanted to do through previous employment opportunities and graduate assistantships.
- other prior work experience
- My academic advisor was a huge help in my undergrad and i really appreciated it.
- Academic advising was added to my responsibilities after I accepted my current position.
- Allowed me to make use of my education and skills
- graduate assistantship
- 20 yr experience w/programs
- I believe it is a unique opportunity to impact students' learning/success outside of the classroom, but in an "academic" setting
- Fit with personality
- Needed change from Athletics Department
- Ultimately, devine intervention.
- Considered this an essential component of the educational process for college students
- promoted into role

- lack of full-time opportunities as adjunct music instructor

- The main reason I was attracted is because it is a student affairs position working in academic affairs--I like that blend.

- opportunity where I lived and would not have to move the family

- I was pursuing a degree and counseling and this position appealed to me

- It was a move up from recruitment

- Importance of advising

- I wanted to work with students throughout their 4 years

- I'm good at it.

- Got offered the job

- I was told this was part of my duties

- I was a peer advisor as an undergraduate and enjoyed the experience and colleagues

- It was a step up, and I thought it would be less hours than the job I was at.

- was offered new position for new degree program

- I fell in love with career development.

- great blend of student affairs and academic affairs

- I enjoy working with college level students. I wanted to be in a position where I could make the most difference in the students academic experience.

- The job found me

- I can use my background as a career services counselor

- It allowed me to continue graduate work.

- Counseling is one of my career anchors. I am semi retired and this fits well into my life interests.

- I was a Peer Advisor for Housing as an undergrad here, and wanted to do advising full time after graduation.

- Relocation and job availability

- I wanted this position as a grad student as an alternative to teaching, b/c i like mentoring

- graduate assistantship

- A new director in the Honors College encouraged and supported me.

- Always wanted a chance to work with students but not teach

- Encouraged by my supervisor

- graduate assistantship position

- In the office that I am working in, one of the Faculty Advisor's was taking Maternity Leave for 3 months and was I was reclassified to advise those students and then added my own caseload on top of that

- it was a new job responsibility I hadn't explored yet

- move within University

- personal interest and desire to move to a new area of student affairs-academic affairs

- Always worked in higher education, but wanted something different where I could spend more quality time with students.

- something with a better schedule than student activities, where i was previously

- It was a next step from my previous job as College Recruiter

- During my graduate program, I received a graduate assistantship in an advising office where I gained experience in academic advising and I enjoyed it. As a result of that, I decided to pursue academic advising as a career. Also, my college mentor was an academic advisor and I enjoyed watching her passion to help students as her role as their academic advisor. I felt like I also shared that same passion to help students and I felt that academic advising would provide me with that opportunity to help students.

- Worked in proprietary online environment and wanted the person to person contact and a prestigious university

- alternative to therapy

- Left corporate position/quality of life decision

- Dean asked me to advise for college

- Had been a Grad Asst in Advising during graduate school and loved it!

- I love working with students in an administrative role.

- I love undergrads!

- I wanted to switch to something in higher education outside of residence life
- My background allows me to work well with students with disabilities and this was my career goal
- benefits- paid for my master's degree
- I was previously in Res Life, and it was time to move off campus
- The institution revised my duties
- I was encouraged by the idea of a central advising system. The dept. created the position & I applied.
- I wanted to be a Guidance Counselor
- a decent job for a small rural town
- moving from teaching - still working with students but not having to grade them which always hurt the connections I tried to build with students
- I wanted new challenges and wanted to do more stimulating work.
- no weekends like retail
- Tuition for my children
- this was a desired move within my university
- reputation of the office
- Retired from previous job and wanted to continue to work but in a nonadministrative capacity
- It is part of my job description
- I wanted a professional career, counselors seemed like the best group
- I had worked as a secretary in an academic dept. for years, and one of my favorite parts of the job was in working with the students -- this job allows me more of that
- It was in conjunction with the Career Counselor position
- All of the above
- started as part time, worked well with family needs
- Left FT Registrar work for PT advisor position due to family obligations

- my mother was an academic advisor and now an Associate Dean for First Year Advising and Programs

- It is a stepping stone into another field in higher education

- Enjoyed advising as a grad. assistant

- Was offered an advising assistantship in grad school

- I took the first job opening

- It was added as a function of my office, previously the Career Center now the Academic & Career Advising Center

- Prior experience as a peer advisor.

- part time position

- No Response

- Retired from another profession; working for health care benefits

- worked at a college access organization that dealt with student success issues. wanted to continue the work from within the college field.

- It was part of the responsibilities of my current administrative position

- I like being an advocate for students

- Enjoy one-on-one interaction

- had positive mentors in my undergrad. education and wanted to be able to give others the same

- it was what I wanted to do

- I came from admissions -picked to succeed the previous director

- like helping students navigate college systems

- encouraged by VP

- Graduate degree work

- My internship in Higher Education (grad program) as well as being involved on campus as an undergrad student

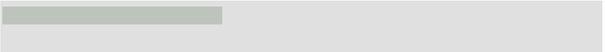
- Liked the idea of it

- I have always wanted to be an academic advisor.
- Appeared to be a good fit of my passions
- my graduate assistantship was in academic advising within residence life
- It was another area of higher education I was interested in.
- Opportunity to return to management

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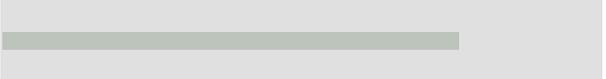
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| | | |
|---|---|------------|
| I receive regular feedback from superiors |  | (36.52%) |
| N/R |  | 24 (2.94%) |

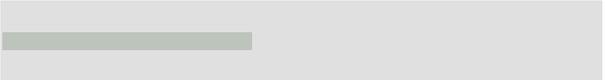
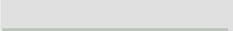
Question 15

Which of the following occur in your present position (check all that apply)?

| | | |
|--|--|-----------------|
| Students drop by for informal visits with advisors |  | 621 (76.1%) |
| Office members have lunch together often |  | 381 (46.69%) |
| Office members celebrate birthdays with coworkers |  | 578 (70.83%) |
| Office members participate in staff retreats / team-building exercises |  | 314 (38.48%) |
| Office members laugh and joke with each other frequently |  | 663 (81.25%) |
| N/R |  | 21 (2.57%) |

Question 16

Which of the following would make work more enjoyable for you (check all that apply)?

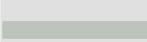
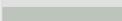
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|---|--|-----------------|
| Additional advisors / staff |  | 338 (41.42%) |
| Improved technological resources |  | 233 (28.55%) |
| Better facilities / office space |  | 305 (37.38%) |
| More diverse responsibilities |  | 158 (19.36%) |
| Clarified responsibilities / expectations |  | 209 (25.61%) |
| Fewer outside responsibilities (committees, special projects, etc.) |  | 133 (16.3%) |
| Greater respect & support from your supervisor |  | 167 (20.47%) |
| Better communication and cooperation among colleagues in your office / department |  | 217 (26.59%) |
| Better communication and cooperation with colleagues in other offices / departments |  | 368 (45.1%) |
| More favorable opinion of academic advising throughout the campus community |  | 334 (40.93%) |
| Increased recognition for your work (being made to feel important and valued) |  | 332 (40.69%) |
| Less politics in the workplace |  | 313 |

(38.36%)

| | | |
|----------------------------------|---|------------|
| None / No Improvements Necessary |  | 36 (4.41%) |
| Other: |  | 71 (8.7%) |
| N/R |  | 4 (0.49%) |

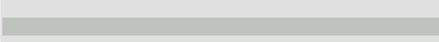
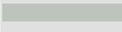
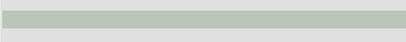
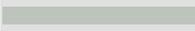
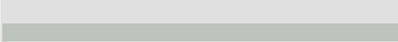
[View Other Text](#)**Question 17**

17.1 Please indicate your level of satisfaction with the professional development you have received for your job as an academic advisor.

| | | |
|-----------------------|---|-----------------|
| Very satisfied |  | 201 (24.63%) |
| Somewhat satisfied |  | 329 (40.32%) |
| Somewhat dissatisfied |  | 164 (20.1%) |
| Very dissatisfied |  | 87 (10.66%) |
| N/R |  | 35 (4.29%) |

Question 18

During the first three months at your present job, please indicate which of the following methods were used in your initial training (check all that apply).

| | | |
|--|--|-----------------|
| Shadowing experienced advisors |  | 599 (73.41%) |
| Being sent to a professional conference or seminar |  | 213 (26.1%) |
| Engaging in simulated advising sessions (i.e. role play) |  | 164 (20.1%) |
| Reviewing cases of prior students with an experienced advisor |  | 332 (40.69%) |
| Attending office / departmental advisement meetings |  | 556 (68.14%) |
| Networking within your college or university |  | 365 (44.73%) |
| Receiving observation and feedback of your advisement sessions from an experienced advisor |  | 264 (32.35%) |
| Reading a training manual |  | 366 (44.85%) |
| Reading intensive advising information (i.e. campus policies, degree requirements, available majors, add-drop dates) |  | 543 (66.54%) |
| Receiving technology training (university information system) |  | 430 (52.7%) |

User Responses

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Which of the following would make work more enjoyable for you (check all that apply)?

- I sometimes feel as if my superior would like me to act as his personal assistant which is very frustrating.
- more money available for professional development
- a budget for professional development that would allow attendance of a national conference each year
- Support of Professional Development
- availability of flex-time.
- higher salary
- \$\$\$\$\$\$
- More money for our department in general, so that we can offer more sections for our courses!
- balancing workload of advisors in the same department. Not having to fix mistakes and incorrect information provided by other advisors in our department
- Increased Salary/Chance to Advance
- Professional Development
- opportunity for advancement
- A supervisor with a vision to create advisor training
- Curriculum changes that would make gen ed easier to navigate and understand. Also, a central place where answers to questions can be found beyond asking experienced advisors.
- More professional development from supervisor
- a Window
- merit based raised - good retention/positive student evaluation = increase in pay
- Not having to worry about layoffs because our state legislature approved cutting \$22 million from our FY09 budget

and the cut for FY10 will likely be greater

- Having an assigned advising caseload (students can meet with any advisor here and advising is not mandatory)
- Improved salary
- more students understanding how academic advising can help them in their education.
- too much mind numbingly boring record keeping
- Regular pay raises and career advancement
- A focus on continuous quality improvement
- Salary increases
- Respect from support staff who are older work study students
- We are slammed during registration for semesters; then no work for a few weeks which is boring. Even out the work load better would really help.
- Money!
- Smaller caseload
- higher pay
- More consistency of advising procedures throughout the campus community.
- more technical career programs for students who do not like learning for the sake of learning
- More personal interaction with my students
- Currently changing computer system campus wide; this has created a lot of stress.
- Time to have lunch with colleagues
- Better communication from administration
- A qualified Director/Supervisor with years of experience, not someone in the position because of her friendship with the hiring personnel
- Payraise, because I am not classified in the correct position for the job that I am doing
- Higher pay

- Less emphasis on paperwork and survey results.

- Opportunity for research

- Advising different degree programs

- If the office staff was not so concerned about my schedule and focus on getting their stuff done....this has gotten better since I began here but the clash between professional staff and hourly staff and what each is able to do seems to be a conflict across campus and in some departments has caused great tension. I have learned to make it clear what is the administrative staff's business and what is not in regards to my job, schedule and role:)

- more flexible hours / working conditions

- Better salary

- Offer more courses

- better pay

- If there wasn't a

- More competent clerical support (front desk people with better software skills and flexible work hours to include evenings and early mornings)

- Funding/Finances

- more money

- More flexible schedule

- less micromanagement from supervisor

- increased knowledge of institution & programs - I've been on the job only 2 months

- Being permanent

- Students recognizing that it is ultimately THEIR responsibility to be sure all graduation requirements are met. I am over their major not their gen ed.'s etc!

- a sense of security about our very employment

- less clerical work, more time to make decisions based on data.

- smaller case load

- more money more vacation

- Decreased fear of losing position due to budget cuts.
- More financial support from higher administration for our department
- we need our staff back
- increased responsibilities and professional development, career networking opportunities, job postings for graduate students, particularly from NACADA regions in the graduate Higher Ed Programs
- caseloads in order to be proactive, outside projects, getting involved in outside committees, not being required to only do the bare minimum
- More financial benefits for superior employees
- promoting from within
- more importance placed on professional development
- greater understanding of what I do by by supervisor
- In correct advising from faculty advisors leading to our office having to clean up the mess and get the student back on track.
- more authority

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| | | |
|---|--|-----------------|
| Receiving information pertaining to advisement theory | | 136 (16.67%) |
| Receiving information on time management | | 40 (4.9%) |
| Receiving information on stress management | | 29 (3.55%) |
| Other: | | 46 (5.64%) |
| N/R | | 7 (0.86%) |

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Question 19

Which of the following training methods would be of greatest benefit, but have not been made available to you (check all that apply)?

| | | |
|--|--|-----------------|
| Shadowing experienced advisors | | 133 (16.3%) |
| Sent to a professional conference or seminar | | 234 (28.68%) |
| Simulated advising sessions (i.e. role play) | | 169 (20.71%) |
| Case studies (reviewing challenging advisement cases from the past with an experienced advisor) | | 294 (36.03%) |
| Office/ departmental advisement meetings | | 96 (11.76%) |
| Networking within your college or university | | 133 (16.3%) |
| Observations of your advisement sessions by a more experienced advisor | | 153 (18.75%) |
| Revised policy manual | | 210 (25.74%) |
| Intensive advising information (i.e. campus policies, degree requirements, available majors, add-drop dates) | | 120 (14.71%) |
| Technology training | | 111 (13.6%) |
| Advisement Theory | | 276 (33.82%) |
| Time management | | 157 (19.24%) |
| Stress management | | 153 (18.75%) |
| Other: | | 44 (5.39%) |
| N/R | | 92 (11.27%) |

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User Responses

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During the first three months at your present job, please indicate which of the following methods were used in your initial training (check all that apply).

- Joined Nacada
- I pretty much was able to write my own job description.
- created an advising manual
- Test/quizzes on previously reviewed/addressed material (ie. handbook, policies, course prerequisites, etc.)
- reading catalog with experienced advisor
- My training was mostly left to me - I had to find the advisors who would be helpful to me and ask for their assistance. Resources were available, but there was no clear training program.
- Encouraged to attend professional conferences and seminars
- None during first three months
- college was brand new when I started so not really applicable
- Sessions with campus departments
- reading through the university catalog
- Poor training-hit the ground running
- I received no training for my current position
- None
- nothing really, it was pretty much jump and go
- Overall informative sessions of different depts and the jobs they do with advising
- I worked as an Office Assistant for two years prior to having the advising added on to the position
- Much of the above was on my own, not given information

- I did not receive any training.
- Great support from administrative offices and Director of Advising (and mentor match/new advisor meetings) during the first year to help adjust to new work environment and how to do's
- I was a graduate assistant in this same office so there was no formal training.
- worked on a sample advising worksheet, and discussed it
- no training
- I did not receive a training. I shadowed the other advisor.
- none
- one on one training, receiving information from another advisor
- sponsored membership in NACADA
- Seeking information on my own
- Followed extensive training guide and checklist
- Received handbook and catalog
- indiv training with supervisor
- none
- I was pretty much throw into it and learned as I advised with a co-worker assisting on my first day
- I received no training
- Quick Overview
- It was a new program and I was expected to create it on the fly
- Regular interaction with supervisor to answer questions I might have had.
- Prior experience at same institution as a peer advisor.
- Two days of training with experienced advisor
- computer training

- no training was provided

- self taught/

- None

- not applicable - most information comes from classes or informal relationships with coworkers/supervisor

- Webinars

- online new employee campus orientation

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User Responses

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Which of the following training methods would be of greatest benefit, but have not been made available to you (check all that apply)?

- we had great training
- time for training - we have too big of a caseload to do much training
- NA
- Conferences - this is a budget issue and it's not that it hasn't been "available"
- I think I got everything I need
- Although we did read policies, more guidance on what to read and practical examples would have made the information more helpful.
- None
- None of the above
- Tour of different student services
- none
- Better training on technology.
- Taping an advising session to receive feedback OR have someone sit in on a session
- Have received limited shadowing
- networking outside of my college with other advisors
- Training Manual. Policy Manual
- No one else has an advising job similar enough to mine that I could receive assistance
- N/A
- Training in our office usually takes 4-6 months. I don't think it should take longer than 2-3 months because of the

extra work current advisors have to take on until the "newbies" are trained.

- SOPs (Standard Operating Procedures) need to be documented and available at the advisor's fingertips. Changes to SOPs are communicated by email and really not documented.

- I had already been an advisor in another department

- n/a

- observation of classes

- Better organization from my College and more collaboration from the Dean and its staff and better information to provide students

- really any type of training, it is not good to just be thrown into a position like academic advising if you do not have any prior experience in it. You do have the future of others in your hands.

- None

- some type of mentoring program

- none

- None

- Time management as it relates to the academic calendar such as critical deadlines and when should certain tasks be completed; contact names, email, and phone number list for key personnel for questions related to day-to-day activities and

- training binder or book

- Better organizational structure so I wasn't struggling to figure out policies and procedures

- None

- none

- No Response

- more tech training

- None that I can think of. I felt I had the necessary resources/training.

- none

- none

- Training manual

- none

- clarification on how other offices worked and a directory explaining who whas who and what they did

- nothing

- I can't think of anything at this point.

- none

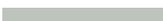
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Question 20

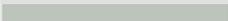
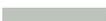
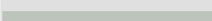
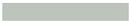
What methods or incentives does your institution utilize for professional development (check all that apply)?

| | | |
|---|--|-----------------|
| Monetary support for travel, hotel, etc. |  | 541 (66.3%) |
| Paid leave to attend conferences, seminars |  | 551 (67.52%) |
| Professional Development Certificates, Awards |  | 132 (16.18%) |
| Tuition benefits |  | 530 (64.95%) |
| Credit toward performance evaluation |  | 67 (8.21%) |
| Training manuals, professional journals, etc. |  | 218 (26.72%) |
| Participation is mandatory |  | 56 (6.86%) |
| Other: |  | 48 (5.88%) |
| N/R |  | 25 (3.06%) |

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Question 21

What obstacles prevent you from taking part in greater numbers of professional development opportunities (check all that apply)?

| | | |
|--|---|-----------------|
| You can't be away from the office for the time required due to administrative responsibilities |  | 306 (37.5%) |
| You are not encouraged to do so by your institution |  | 141 (17.28%) |
| You are not given financial support from your institution |  | 290 (35.54%) |
| You have found previous professional development opportunities to be disappointing |  | 92 (11.27%) |
| You have little or no interest |  | 33 (4.04%) |
| The size of your caseload is a barrier to participation |  | 171 (20.96%) |
| Professional development is not an aspect of performance evaluation |  | 76 (9.31%) |
| Your family obligations do not give you time for participation |  | 72 (8.82%) |
| Other: |  | 137 (16.79%) |
| N/R |  | 85 (10.42%) |

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Question 22

User Responses

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What methods or incentives does your institution utilize for professional development (check all that apply)?

- pay for NACADA membership
- Our office received national recognition, and that is the only reason I was able to attend the conference with the university paying for it.
- Need to request and get approval for each opportunity/event
- pays for professional organization dues
- (travel no longer available)
- None
- On Campus Sessions
- None
- Tuition benefits will be available in Fall 2010
- Monetary support is not guaranteed, however it is provided on a case-by-case basis if the funding is available
- I would have tuition benefit if full time, but I am part time.
- The NACADA Journal
- none
- Monetary support is rare, we don't have the money really
- University professional development program
- We have monthly PD workshops, we're working on a new advising info website and a PD website for universal training in a decentralized system.
- there are no incentives and also no extra money in our budget for Prof Development
- I've attended one NACADA regional meeting and had to beg to go to that

- Not mandatory, but strongly encouraged to attend.

- unsure

- Must have 16 hrs of professional development. Advisors meeting the goal are recognized at Dept. meetings.

- All very limited and well defined

- we don't get professional development

- None - budget cuts

- In the process of starting ACADA

- Pay for NACADA membership

- None

- none

- there are some grants you can apply for however they will not cover the cost of conferences or seminars

- Our University training center pays me \$100/day to attend their workshops!

- Budget cuts have eliminated PD that costs ANYTHING

- economy has impacted this

- We DID have monetary support for travel, hotel etc. until recent cut backs

- NACADA webinars

- we recieved great training

- none

- will be cut back due to budget cuts

- none of these

- There are none

- Professional conferences in better economic times

Campus-wide advising prof dev brownbags. Also currently on committee developing Pro Dev certification process at University.

- None
- LIMITED monetary support for conferences
- professional development sessions are available, in addition to actual courses. Classes include things like excel/powerpoint workshops,
- None
- The above items, though available are not always for new staff, and have their limits.
- Participation is mandatory for some things.
- paid membership to NACADA

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What obstacles prevent you from taking part in greater numbers of professional development opportunities (check all that apply)?

- N/A - I take part in several already
- Politics
- none
- Budget issues
- teaching conflicts
- little or no incentive/inclusion in training requirements
- Funds are limited for everyone.
- less opportunities for part-timers
- Budget cuts = No funding for conferences
- Sometimes the date(s) in which the conference is being held conflicts with "peak" advising periods.
- As someone with Multiple Sclerosis, I find it difficult, though not impossible, to travel.
- Do not have financial means to pursue masters program
- no obstacles
- Not given enough financial support
- Budget cuts make some opportunities difficult to attend
- N/A
- Economic budget at this time is difficult to find the funds to go
- Lack of financial support due to current economy situation

- No Response

- I get wrapped up in working with students I often forget to take time for professional development

- departmental budget

- budget cuts prohibit it now

- We do have funding, but it's competitive and not guaranteed--tight budget.

- It's difficult with my class schedules

- None

- I cannot think of any obstacles

- I'm not given ENOUGH financial support- it is very limited and competitive in my department.

- full-time classload in addition to full-time work

- Lack of funding due to budget crisis

- Due to the large number of advisors in our office, we cannot all attend every development opportunity

- budget

- severe university budget cuts

- Our institution only allows 1 paid conference/professional development opportunity per year

- none offered in area

- quality conferences on advising are not available - I am not impressed with NACADA - does not provide scholarly presentations

- financial restraints

- none. I have plenty of professional development.

- Not wanting to request more time off/money

- at this time financial support is a ?

- Unsupportive Supervisor

- I take part in all activities on campus. The economy will likely prohibit me from attending costly events outside of the University.

- Only certain number of advisors can be out of the office at the same time. Only can go to one conference typically every other year.

- job uncertainty

- even with help financially conferences are quite expensive

- no budget from university for prof. dev.

- we are not reimbursed for classes from other institutions. Tuition benefits are only for our own institution and I would like to take classes from online masters programs in advising.

- none

- not alot of opportunity for this.

- Due to economy, conferences not financially sponsored

- Nothing has prevented me previously. With budget cuts, professional development opportunities will not be as plentiful.

- limited professional development experiences

- I live in an isolated place where it is difficult to travel

- N/A

- Institution recently has had to tighten spending because of unexpected growth in college

- Budget cuts in department prohibit conference attendance.

- Budget Cuts

- I am a part-time advisor, so I receive no financial support.

- location, our institution is located far away from many Pro-D opportunities making them quite expensive to go to

- nothing prevents me

- i'm a grad student

- Institutional budget constraints

- There are no obstacles..I attend professional development activities on my own
- Budget constraints
- jealous colleagues who don't wish to participate in professional development
- The opportunity to participate is rotated through the office. Everyone can't attend every conference.
- college minimizes money available
- limited funding from my department
- Financial barriers to paying for travel
- no financial budget
- Advisors have to be assigned
- budget cuts have decreased money for travel.
- budget cuts
- None
- Professional development funding has just been frozen due to economy
- if offered on campus, then I may attend within reason (time away from office), we receive no assistance with regional or national conferences- it is not valued
- It's not that my caseload is so large...I personally can't add much more development to what I'm doing, though. (But I'm single!)
- too many advisors, not enough money
- Limited financial support from institution
- I am not given financial support from my institution due to budget constraints.
- budget cuts- financially limited
- None of the above. There is much room for Professional Development
- We have a wonderful system and great support to attend.
- not taking the new information from the professional development and applying it to the office/students/program

- While I do receive financial support to travel, it is limited; more money=more conferences=more professional development opportunities

- allotted only one professional conference per year

- limited number of advisors may participate. We rotate.

- none

- While funding is probably available, our institution is going through massive budget cuts, so it would be inappropriate to ask for funding

- We are limited in amount of off site professional development we can participate in.

- No Response

- none

- Teaching load - can't be away from class too often

- Budgeting issues

- involvement in special projects

- Budget cuts

- I'm temporary. The funding is hard to justify

- Budgetary Restraints; Institution very supporting in the past but can't now

- SO hard to catch up with all the e-mails and messages when you get back!

- none

- No substantial obstacles

- funding is inconsistent year to year

- No Response

- not encouraged by immediate supervisor

- This is a difficult question to answer due to the current state of my institutions budget.

- Have to be selective because of financial support.

- budget cuts

- Required deadline dates

- budget cuts

- university doesn't provide these type of activities

- Currently a doc student which can interfere, depending on timing of prof dev opportunities.

- N/A

- not allowed to attend a lot of professional development opportunities

- I'm a student too, and don't always have time to leave campus.

- conflict with classes in the evenings for overnight conferences away from NYC.

- No support from department administration

- Funding for prof. dev. isn't enough to cover all expenses and we have to pay out of pocket for a lot

- Limited financial resources

- Budget cuts

- Money is tight and may not always be available

- Monetary support depends on department/college economic climate. Sometimes available, sometimes not. Timing of opportunities not usually conducive w/academic calendar due to advising/administrative load.

- monetary support for travel is severely limited at this time

- current budgetary restrictions

- cost of attendance- have some \$, but not too much

- N/A

- My Teaching Load

- No upper level support for ideas brought back from the conferences.

- I have limited access since I am currently an undergrad student

- Funding for one conference per year

- Poor economy.

- Limited funding (personal/institution) and in a 2 person office, can be difficult to be away

- Usually, there are no obstacles. When there are, it is usually due to coverage or caseload (because of time of year).

- Budget cuts

- None

- Limited funds

- budget constraints

- Limited financial support - won't cover many conferences

- Department has not informed me of professional development opportunities that I may attend.

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The nature of your institution:

| | | |
|-----------------------------------|--|-----------------|
| Public two-year | | 115 (14.09%) |
| Public four-year | | 500 (61.27%) |
| Private two-year, not-for-profit | | 7 (0.86%) |
| Private four-year, not for profit | | 160 (19.61%) |
| Proprietary (for-profit) | | 30 (3.68%) |
| N/R | | 4 (0.49%) |

Question 23

The size of your institution with regard to overall student enrollment:

| | | |
|---------------------------|--|-----------------|
| Less than 10,000 students | | 269 (32.97%) |
| 10,000 to 19,999 | | 187 (22.92%) |
| 20,000 to 29,999 | | 187 (22.92%) |
| 30,000 to 39,999 | | 83 (10.17%) |
| 40,000 and above | | 85 (10.42%) |
| N/R | | 5 (0.61%) |

Question 24

Your gender:

| | | |
|--------|--|-----------------|
| Female | | 670 (82.11%) |
| Male | | 142 (17.4%) |
| N/R | | 4 (0.49%) |

Question 25

Your age:

| | | |
|-------------------|--|-----------------|
| 20 – 29 years old | | 350 (42.89%) |
| 30 – 39 years old | | 241 (29.53%) |
| 40 – 49 years old | | 98 (12.01%) |
| | | 106 |

| | | |
|-------------------------|---|------------|
| 50 – 59 years old | | (12.99%) |
| 60 years old and beyond |  | 18 (2.21%) |
| N/R |  | 3 (0.37%) |

Question 26

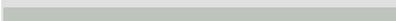
Your ethnicity:

| | | |
|-----------------------------------|--|-----------------|
| African-American / Black |  | 75 (9.19%) |
| American Indian or Alaskan Native |  | 5 (0.61%) |
| Asian-American |  | 9 (1.1%) |
| Caucasian / European-American |  | 657 (80.51%) |
| Hispanic or Latino |  | 36 (4.41%) |
| Asian / Pacific Islander |  | 6 (0.74%) |
| Other: |  | 16 (1.96%) |
| N/R |  | 12 (1.47%) |

[View Other Text](#)

Question 27

The highest degree you have earned:

| | | |
|--|--|-----------------|
| Associate's degree / some college |  | 13 (1.59%) |
| Bachelor's degree |  | 209 (25.61%) |
| Master's degree |  | 541 (66.3%) |
| Professional diploma or ABD (All But Dissertation) |  | 22 (2.7%) |
| Terminal (Doctoral or Professional) degree |  | 27 (3.31%) |
| N/R |  | 4 (0.49%) |

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- End of Survey -

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Your ethnicity:

- mixed race
- Multiracial (I recommend you make this an option in future surveys, or allow the check all that apply option, since we don't all fit into a pre-determined category).
- No Response
- West Indian
- American
- Multi-racial
- No Response
- No Response
- No Response
- Multi-Racial
- Does it matter
- No Response
- asian canadian
- No Response
- No Response
- half white, half East Indian

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