

Offering Report

Registrars and Advisors Perspective on the Im...: Impact of Technology on Advisi...

Summary

Survey Name:

Registrars and Advisors Perspective on the Impact of Technology on Advising

Offering Name:

Impact of Technology on Advising from the perspective of registrars and advisors

Offering Date:

2/10/03 to 2/24/03

StatisticsStarted: **371**Completed: **368**Drop outs after starting: **3**

Drop outs by page number:

- Page 1: **160**

Average completion times:

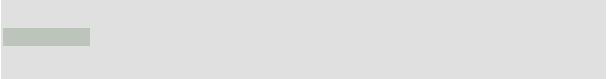






- Average Time To Complete Survey: **13 minutes 34 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[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

Which of the following best describes your current role:

Faculty Advisor		52 (14.02%)
Academic Advisor/Counselor		127 (34.23%)
Advising Administrator		71 (19.14%)
Registrar/Registrar Staff		93 (25.07%)
Admission Staff		9 (2.43%)
Other:		16 (4.31%)
N/R		3 (0.81%)

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User Responses

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Which of the following best describes your current role:

- Career Services Administrator
- graduate admissions and advising
- other administrator with voluntary academic advising
- Senior Associate Dean, Student Services & Registrar
- Administrator
- Project Manager for Applications that serve advisors & staff
- Student Services Coordinator, Sr.
- counselor
- VP of Instruction
- program director/adviser
- enrollment advisor
- Vice President Student Services
- handle G.I. Bill benefit process
- Director, Admissions
- Director, Enrollment Management
- Administrator Advisor

[Close](#)

Question 2

Your institution would best be described as:

Two-year		141 (38.01%)
Four-year private		74 (19.95%)
Four-year public		144 (38.81%)
Other:		9 (2.43%)
N/R		3 (0.81%)

[View Other Text](#)**Question 3**

Current student enrollment at your institution is:

Less than 2,500 students		77 (20.75%)
2,501 - 5,000		90 (24.26%)
5,001 - 10,000		40 (10.78%)
10,001 - 20,000		34 (9.16%)
20,001 - 30,000		39 (10.51%)
30,001 - 40,000		20 (5.39%)
More than 40,000		67 (18.06%)
N/R		4 (1.08%)

Question 4

Gender:

Female		266 (71.7%)
Male		101 (27.22%)
N/R		4 (1.08%)

Question 5

Age:

Under 22		1 (0.27%)
22-30		31 (8.36%)

User Responses

Close

Your institution would best be described as:

- comprehensive master's granting university
- Comprehensive (Master's I)
- Regional Campus of four-year public
- PHD granting -public
- 4 year w. graduate school
- Public university
- Technical College
- Private Distance Education
- regional campus

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31-40		77 (20.75%)
41-50		114 (30.73%)
51-60		117 (31.54%)
61-70		26 (7.01%)
Over 70		1 (0.27%)
N/R		4 (1.08%)

Question 6

State:

Arizona		58 (15.63%)
Georgia		57 (15.36%)
Kansas		78 (21.02%)
Ohio		173 (46.63%)
N/R		5 (1.35%)

Question 7

Which of the following best describes the delivery of advising services on your campus?

Faculty based		100 (26.95%)
Use of full-time advisors		41 (11.05%)
A mixed model using both faculty and full-time advisors		205 (55.26%)
N/A		1 (0.27%)
Other:		18 (4.85%)
N/R		6 (1.62%)

[View Other Text](#)

Question 8

How comfortable are you with the technology you must use in your day-to-day activities involving advising?

Very comfortable		247 (66.58%)
Fairly comfortable		106 (28.57%)
I just get by		4 (1.08%)

User Responses

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Which of the following best describes the delivery of advising services on your campus?

- Faculty for sophomores & above; faculty & administrators for freshmen
- Mostly faculty with a few full-time advisors
- Advisors-walk-in & generalists, counselors-app't & area specialists
- Full and Part time advisors
- Academic Counselors who are considered faculty
- mixed faculty & staff
- faculty, full and part-time advisors
- licensed counselors
- COUNSELORS ARE FACULTY
- No Response
- counselors--LPC
- Counseling faculty in capacity of advising as well as counseling duties
- Counselors
- use of full-time college staff and student staff
- ft&pt counselors
- just beginning some mix--faculty and 2 Part Time advisors
- No Response
- full-time and part-time graduate students

Close

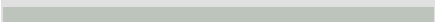



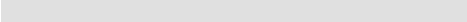

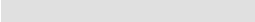







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I am not up to speed		3 (0.81%)
Not at all comfortable		3 (0.81%)
N/R		8 (2.16%)

Question 9

Which of the following are generally available ONLINE to advisors on your campus? (Choose all that apply)

Transcripts		265 (71.43%)
Grades		308 (83.02%)
Degree audits		216 (58.22%)
Advising appointment scheduling		124 (33.42%)
Course registration		294 (79.25%)
Grade average calculators		131 (35.31%)
Financial aid information		156 (42.05%)
Textbook ordering		113 (30.46%)
Your institution's college catalog		308 (83.02%)
Institution-wide advising handbook		100 (26.95%)
Information about the student's assigned advisor		137 (36.93%)
Student ID photos		44 (11.86%)
No Response		9 (2.43%)
N/R		5 (1.35%)

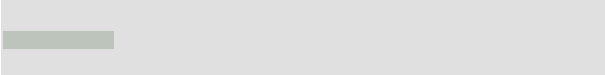



Question 10

Do advisors on your campus have an easy way to communicate with their advisees simultaneously via e-mail (e.g. list-serve, e-mail, spreadsheets, online e-mail rosters, etc.)?

Yes		224 (60.38%)
No		125 (33.69%)
N/A		19 (5.12%)
N/R		3 (0.81%)

Question 11

Do you require students to use their institutional assigned e-mail addresses when they request information via e-mail?

Yes		68 (18.33%)
No		250 (67.39%)
N/A		49 (13.21%)
N/R		4 (1.08%)

Question 12

Is there an office or working group at your institution that is responsible for discussing, recommending, and/or developing technology resources that support, at least in part, institution-wide academic advising?

Yes		226 (60.92%)
No		119 (32.08%)
N/A		19 (5.12%)
N/R		7 (1.89%)

Question 13

Is there an office on your campus that is responsible for institution-wide training for those advising and using technology resources?

Yes		169 (45.55%)
No		176 (47.44%)
N/A		19 (5.12%)
N/R		7 (1.89%)

Question 14

If yes, to question #13, what is the name of that office?

[Hide Responses](#)

Aministrative Computing

Advisement Center

Information Services

Advisement/Transfer Center

Registrar

Registrar's & Academic Advising Offices

Information Services

Registrar

academic advising office

Registrar

Academic Affairs

Information Services

Academic Advising

Student Development

Information Systems

First Year Programs

Registration and Records

Admissions, Office of Institutional Technolog

Center for Teaching and Learnin

Registrar's Office, Working group - ACADAOS

Information Services

Enrollment Management

N/A (no to #13)

University College

STUDENT SUCCESS CENTER

Information Technology

Informational Techonlogy Department

computer services

Dean of Instruction

Registrar

Coordinator, Academic Advisement

Guidance & Counseling/Student Services

Technology enhanced learning and research

Office of the Registrar

Registrar's Office

Registration

Enrollment Services

Registrar

Transfer Center

Academic Advising

Registrar

Computer Services Office

Registration and REcords

registrar

Registrar's Office

VPCIO

Office of the Registrar

PeopleSoft Training Office; Office of the Reg

Administrative Computing

Learning and Training Center

Academic Enrichment and Advisement Office

Registrar

IS&T Training Center

IS

CITS & Registrar

Office of Information Technology

Office of Information Technology

Office of Academic Advising

Information Services Technology

I am thinking yes, but am not sure

Information Services

Office of Information & Technology Services

beats me, we have one

Academic Advising

Information Systems

IRTS

(Don't know)

Information Services

I don't remember

technology specialists

Information Technology

informal structure via Deans of Student Life

TRAINING AND DEVELOPMENT

Technology Orientation

Information Technology

DARS team

Registrar

Systems and Technology/Faculty Development

Technology Support services

Computer Support, Registrar's Office

admissions / counseling and advising

Computer Services

Academic Advising Center

Advisement Center

Guidance and Counseling

Academic Office

Student Services

Office of Instruction

Human Resources-Training & Development

Computer Network Services

Academic Services

Guidance and Counseling

The OPUS planning group

IS Department

The Center for Student Success

Academic Advising and Career Exploration Cent

Guidance and Counseling

Information Services

data

Guidance and Counseling

Advising Coordinator

Student Support Services

Guidance and Counseling

Guidance and Counseling office

Information Technology

Guidance and Counseling

We have no on-line technology. Sorry.

Educational and InformationTechnology

Guidance and Counseling

Training Development Office

Helpdesk

Institutional Technology Dept

Counseling

computer services

Information Services/

DARS Team in Division of Undergraduate Academ

Registrar

Guidance and Counseling

Academic Affairs

Academic advising

Information Technology

Instructional Technolgy Office

Institutional Technology

Advising-Assist. Dean, Technology-Computer Sv

SEM

Computer Services

Educational Information Technology

Admissions Support

Registrar's Office

advising

Technical Support Resources (TSR)

Registrar's Office

Academic Advising Office

Registrar

instructional technology

ITS

Registrar

Comp Info Svc, Acad Computing Svc, Ed Tech

Associate Provost/Dean of Academic Affairs

VP - Institutional Effectiveness & Technology

Start Up Center (undecided advising office)

Academic Affairs

Counseling, Advising and Program Services

Registrar's Office & Computer Services

Technology Services

Registrar's Office

Registrar

IT

Registrar's Office & Information Technology

Computer Services Office

Registrar's Office

Student Services

Coordinator of Advising/Counseling

Information Services

Information Services

Computing & Information Services

Office of Academic Affairs

Office of the Registrar

Office of Training & Development

Office of Instructional Technology

Training and Development

Advising Committee

my office-Academic Advising and Retention

Student Development

[Hide Responses](#)

Question 15

If yes, to question #13, is technology training mandatory for those who advise?

Yes		70 (18.87%)
No		136 (36.66%)
N/A		46 (12.4%)
N/R		119 (32.08%)

Question 16

In general, how would you evaluate the training you have received for the technology used in advising?

Excellent		38 (10.24%)
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Good		134 (36.12%)
Average		85 (22.91%)
Below Average		35 (9.43%)
We don't have training		65 (17.52%)
N/R		14 (3.77%)

Question 17

From your perspective, rank in order of importance, from 1 to 5 with, ?1? being the most important and ?5? the least important, each of these tasks that FULL-TIME ACADEMIC ADVISORS perform: (if you do not have full-time advisors on your campus, please skip this question)

17.1 Help students schedule courses

1		56 (15.09%)
2		51 (13.75%)
3		56 (15.09%)
4		43 (11.59%)
5		72 (19.41%)
N/R		93 (25.07%)

17.2 Help students plan their academic curriculum to graduation

1		85 (22.91%)
2		89 (23.99%)
3		48 (12.94%)
4		34 (9.16%)
5		20 (5.39%)
N/R		95 (25.61%)

17.3 Help students understand the intricacies and complexities of an academic discipline

1		17 (4.58%)
2		40 (10.78%)
3		46 (12.4%)
		77

4		(20.75%)
5		96 (25.88%)
N/R		95 (25.61%)

17.4 Help students understand the policies and procedures of an institution

1		7 (1.89%)
2		59 (15.9%)
3		73 (19.68%)
4		83 (22.37%)
5		54 (14.56%)
N/R		95 (25.61%)

17.5 Help students identify realistic academic and career goals and assist them with implementing plans to achieve them

1		114 (30.73%)
2		36 (9.7%)
3		52 (14.02%)
4		39 (10.51%)
5		33 (8.89%)
N/R		97 (26.15%)

Question 18

From your perspective, rank in order of actual time spent, each of these tasks that FULL-TIME ACADEMIC ADVISORS performs. Rank order from 1 to 5 with, ?1? being the most time spent on task and ?5? the least amount of time spent on task. (If you do not have full-time advisors on your campus, please skip this question)

18.1 Help students schedule courses

1		128 (34.5%)
2		59 (15.9%)
3		31 (8.36%)
4		21 (5.66%)
5		22 (5.93%)
N/R		110 (29.65%)

18.2 Help students plan their academic curriculum to graduation

1		77 (20.75%)
2		98 (26.42%)
3		34 (9.16%)
4		32 (8.63%)
5		18 (4.85%)
N/R		112 (30.19%)

18.3 Help students understand the intricacies and complexities of an academic discipline

1		14 (3.77%)
2		25 (6.74%)
3		43 (11.59%)
4		66 (17.79%)
5		112 (30.19%)
N/R		111 (29.92%)

18.4 Help students understand the policies and procedures of an institution

1		15 (4.04%)
2		43 (11.59%)
3		75 (20.22%)
4		72 (19.41%)
5		52 (14.02%)
N/R		114 (30.73%)

18.5 Help students identify realistic academic and career goals and assist them with implementing plans to achieve them

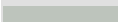





1		30 (8.09%)
2		35 (9.43%)
3		76 (20.49%)
4		65 (17.52%)
5		52 (14.02%)

N/R		113 (30.46%)
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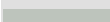





Question 19

From your perspective, rank in the order of importance, from 1 to 5 with, ?1? being the most important and ?5? the least important, each of these tasks that FACULTY ADVISORS perform: (if no faculty advise on your campus, please skip this question)





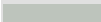

19.1 Help students schedule courses

1		71 (19.14%)
2		35 (9.43%)
3		66 (17.79%)
4		50 (13.48%)
5		63 (16.98%)
N/R		86 (23.18%)

19.2 Help students plan their academic curriculum to graduation

1		68 (18.33%)
2		113 (30.46%)
3		66 (17.79%)
4		27 (7.28%)
5		12 (3.23%)
N/R		85 (22.91%)

19.3 Help students understand the intricacies and complexities of an academic discipline

1		72 (19.41%)
2		53 (14.29%)
3		50 (13.48%)
4		54 (14.56%)
5		62 (16.71%)
N/R		80 (21.56%)

19.4 Help students understand the policies and procedures of an institution

1		5 (1.35%)
2		17 (4.58%)
3		45 (12.13%)
4		111 (29.92%)
5		104 (28.03%)
N/R		89 (23.99%)

19.5 Help students identify realistic academic and career goals and assist them with implementing plans to achieve them

1		81 (21.83%)
2		70 (18.87%)
3		58 (15.63%)
4		38 (10.24%)
5		38 (10.24%)
N/R		86 (23.18%)

Question 20






From your perspective, rank in order of actual time spent, each of these tasks that FACULTY ADVISORS perform. Rank order from 1 to 5 with ?1? being the most time spent on task and ?5? the least amount of time spent on task. (if no faculty advise on your campus, please skip this question)

20.1 Help students schedule courses



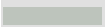



1		145 (39.08%)
2		40 (10.78%)
3		33 (8.89%)
4		18 (4.85%)
5		38 (10.24%)
N/R		97 (26.15%)

20.2 Help students plan their academic curriculum to graduation







1		59 (15.9%)
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2		127 (34.23%)
3		49 (13.21%)
4		31 (8.36%)
5		8 (2.16%)
N/R		97 (26.15%)






20.3 Help students understand the intricacies and complexities of an academic discipline

1		41 (11.05%)
2		40 (10.78%)
3		60 (16.17%)
4		71 (19.14%)
5		64 (17.25%)
N/R		95 (25.61%)

20.4 Help students understand the policies and procedures of an institution

1		9 (2.43%)
2		18 (4.85%)
3		51 (13.75%)
4		100 (26.95%)
5		90 (24.26%)
N/R		103 (27.76%)

20.5 Help students identify realistic academic and career goals and assist them with implementing plans to achieve them

1		29 (7.82%)
2		52 (14.02%)
3		78 (21.02%)
4		48 (12.94%)
5		65 (17.52%)

N/R

99
(26.68%)**Question 21**

Please react to the following section by identifying "1" if you strongly agree with a statement, "5" if you strongly disagree with the statement, and "3" if you are neutral.

21.1 Integration of technology with advising occurs with sufficient training on your campus

Strongly Agree		44 (11.86%)
Agree		119 (32.08%)
Neutral		69 (18.6%)
Disagree		101 (27.22%)
Strongly Disagree		31 (8.36%)
N/R		7 (1.89%)

21.2 Advisors are consulted about adoption of technologies that impacted advising on your campus.

Strongly Agree		19 (5.12%)
Agree		93 (25.07%)
Neutral		87 (23.45%)
Disagree		108 (29.11%)
Strongly Disagree		57 (15.36%)
N/R		7 (1.89%)

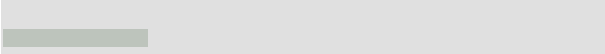



21.3 Current use of technology in academic advising on your campus facilitates the goals of advising.

Strongly Agree		48 (12.94%)
Agree		196 (52.83%)
Neutral		54 (14.56%)
Disagree		51 (13.75%)
Strongly Disagree		14 (3.77%)
N/R		8 (2.16%)







21.4 Use of technology has permitted greater student contact.

Strongly Agree		61 (16.44%)
Agree		140



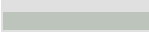



(37.74%)

Neutral		88 (23.72%)
Disagree		59 (15.9%)
Strongly Disagree		15 (4.04%)
N/R		8 (2.16%)



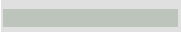



21.5 Use of technology in advising has enhanced interventions with students on your campus.

Strongly Agree		49 (13.21%)
Agree		137 (36.93%)
Neutral		102 (27.49%)
Disagree		57 (15.36%)
Strongly Disagree		18 (4.85%)
N/R		8 (2.16%)

21.6 Use of technology has permitted greater unencumbered student access (i.e. no holds) to registration.

Strongly Agree		55 (14.82%)
Agree		125 (33.69%)
Neutral		94 (25.34%)
Disagree		68 (18.33%)
Strongly Disagree		20 (5.39%)
N/R		9 (2.43%)

21.7 Greater unencumbered student access to registration enhances retention.

Strongly Agree		54 (14.56%)
Agree		153 (41.24%)
Neutral		107 (28.84%)
Disagree		39 (10.51%)
Strongly Disagree		9 (2.43%)
N/R		9 (2.43%)

21.8 Greater unencumbered student access to registration enhances student satisfaction.

Strongly Agree		97
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		(26.15%)
Agree		196 (52.83%)
Neutral		53 (14.29%)
Disagree		14 (3.77%)
Strongly Disagree		2 (0.54%)
N/R		9 (2.43%)

21.9 Moving to "paperless" registration processes are cost effective.

Strongly Agree		92 (24.8%)
Agree		163 (43.94%)
Neutral		82 (22.1%)
Disagree		18 (4.85%)
Strongly Disagree		7 (1.89%)
N/R		9 (2.43%)

21.10 Moving to "paperless" registration processes improve services to students.

Strongly Agree		94 (25.34%)
Agree		157 (42.32%)
Neutral		74 (19.95%)
Disagree		26 (7.01%)
Strongly Disagree		9 (2.43%)
N/R		11 (2.96%)

Question 22

Assuming that students wished to register for courses at your institution through a totally "paperless" process, what percentage of your current registration process would they find as "paperless"?

100%		61 (16.44%)
80%		132 (35.58%)
60%		69 (18.6%)
40%		37 (9.97%)
20%		31 (8.36%)
0%		31 (8.36%)
N/R		10 (2.7%)

- End of Survey -

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