

Offering Report

Undergraduate Academic Advising: Undergraduate Academic Advisin...

Summary

Survey Name:

Undergraduate Academic Advising

Offering Name:

Undergraduate Academic Advising Survey

Offering Date:

11/21/08 to 12/9/08

StatisticsStarted: **1934** out of **5845**Opted out before starting: **138**Completed: **1934**Drop outs after starting: **0**

Average completion times:

- Average Time To Complete Survey: **1 hours 58 minutes 49 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.**

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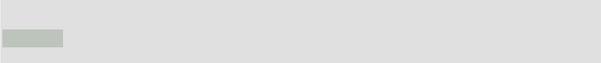
Question 1

Your gender:

Female		1561 (80.71%)
Male		367 (18.98%)
N/R		6 (0.31%)

Question 2

To which racial or ethnic group(s) do you most identify? (Mark more than one if applicable) (Note: categories are defined by the U.S. government).

African American (Non-Hispanic)		188 (9.72%)
Hawaiian/Pacific Islander		20 (1.03%)
Caucasian (Non-Hispanic)		1586

		(82.01%)
Latino or Hispanic		127 (6.57%)
Native American, Aleut or Aboriginal Peoples		34 (1.76%)
Asian		61 (3.15%)
I marked more than one racial or ethnic group listed above		66 (3.41%)
N/R		8 (0.41%)

Question 3

What is the highest degree you have earned?

Some college or no college		9 (0.47%)
Associates degree		8 (0.41%)
Bachelor's degree		423 (21.87%)
Master's degree		1344 (69.49%)
Doctorate (Ph. D., Ed. D., J.D., M.D. or equivalent)		117 (6.05%)
Other:		31 (1.6%)
N/R		2 (0.1%)

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Question 4

In what academic disciplines have you earned degrees? Check all that apply.

Education		919 (47.52%)
Social/behavioral science		853 (44.11%)
Natural or Physical sciences		137 (7.08%)
Business		262 (13.55%)
Arts and Humanities		564 (29.16%)
Other:		189 (9.77%)
N/R		10 (0.52%)

[View Other Text](#)

Question 5

Your NACADA Region?

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User Responses

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What is the highest degree you have earned?

- RN/FNA
- ABD working on disseratation
- ABD--towards PhD
- ABD--will complete soon
- Education Specialist (Ed.S)
- in process of obtaining Ph.D.
- ABD
- Bach with some graduate work
- Postgraduate
- 2nd Master's
- BS degree + one year graduate work
- halfway through my Ph.D.
- I have two masters' degrees
- MA, Ph.C.
- Educational Specialist (Ed.S.)
- specialist
- ABD-working on thesis
- I need 2 field and one survey class for a Master's
- 3/4 Master's

- 2 Master's degrees

- Academic Cert.

- Began MSW, but didn't complete

- Specialist in Community College Teaching - Administration

- Ed.S.

- coursework but no research toward PhD

- Graduate study

- A.B.D.

- Ph.D. candidate

- ABD

- High School

- Some MA work

Close

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User Responses

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In what academic disciplines have you earned degrees? Check all that apply.

- Secretarial Science
- Health Sciences
- Technology
- Policy Studies
- Physical Education
- Sport Management
- Public Administration
- Secretarial Arts
- Occupational Safety
- Music
- Counseling
- Public Relations/Business and Organizational Communication
- English
- Counseling
- Health Care
- Applied Science and Technology
- Counseling
- public administration
- Social Work

- No Response

- Theology

- Counseling

- BS Economics

- Student Affairs

- Nursing

- Social Work

- law

- Media Production

- Communication

- Public Relations

- Human Ecology

- History

- Engineering

- Allied Medicine

- Religion & Women's Studies

- Journalism

- Radio-TV-Film

- Human Services

- All

- Communications

- Organizational Management

- Communication

- Information Systems

- Social Work

- Divinity/Theology

- Exercise Science

- engineering, business

- Mathematics

- Theology

- law

- Law

- communications

- journalism

- Communications

- Applied Educational Psychology

- Communications

- Counseling (MA) Mass Communications (BS)

- Landscape Architecture

- Library Science

- Journalism

- Journalism and Communication

- Occupational Therapy

- Public Affairs

- Human Kinetics

-
- Physical Education
 - Theology/Religious Studies
 - Graduate Certificate in Academic Advising
 - Community Service & Public Administration
 - Nursing
 - Dental Hygiene, Counseling
 - Student Personnel Admin
 - Counselor Education
 - Agriculture
 - Agriculture
 - Electrical Engineering
 - social work
 - Sports Management
 - Mathematics
 - Legal Studies - B.A.
 - Nursing
 - Hospitality and Restaurant Management
 - Human Environmental Sciences
 - No Response
 - Sports Management
 - Human Ecology
 - Communication Studies

- counseling

- Communication

- Public Policy

- Nursing

- Engineering

- Pastoral Ministry

- Public Health

- College Student Personnel and Rehab. Counseling

- Liberal Arts

- Counseling

- Art Studio

- mechanical engineering

- Nursing

- Applied Arts

- Counseling

- military

- Counselling

- Interdisciplinary Studies

- MSTS - Technology

- Communications

- Nursing

- Nursing/Community health

- Communication Media

- Counseling

- Public Administration

- Rehabilitation Counseling

- Allied Health

- Law

- English

- Journalism

- Bachelor in Fine Arts of Interior Design

- Architecture

- Social Work

- Public Administration

- health science

- counseling

- engineering

- studied econ, German

- advertising

- Mathematics

- none

- Liberal studies

- Public Administration

- Nursing

- Communication (Public Relations/Advertising)

No Response

- Information Systems

- Student Personnel Administration

- Recreation

- counseling

- Marriage Family therapy

- Religious Education

- Guidance and counseling

- Liberal Studies

- Human Resources

- No Response

- technical

- Interdisciplinary Studies

- Hawaiian Studies

- Exercise Science

- Higer Education Administration: Enrollment Management

- JD

- Spanish

- Math

- MA Leadership

- Speech Language Pathology & Audiology

- Medicine

- Communication

- public management
- communication
- Agriculture
- Mass Communication
- public administration
- interdisciplinary
- Divinity
- Kinesiology
- Agricultural Journalism
- Engineering Technology
- Communication
- ministry
- Communications
- Counseling
- Psychology
- Health
- Health Sciences
- Bachelor in Geography, MA in Economics
- health and human services
- Recreation and Leisure Services
- Child Development
- Rehabilitation Counseling

Court Reporting

- Communications
- Organization Development
- Library Science MLS
- Mass Comm
- Liberal Arts
- Occupational Therapy
- Leadership in Student Affairs
- English
- Human Development
- Information Science
- English and Interdisciplinary Studies
- Business

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1- Northeast Region (ME, VT, NY, NH, MA, RI, CT, Quebec, New Brunswick, Maritime provinces)		194 (10.03%)
2- Mid-Atlantic (PA, NJ, DE, MD, VA, DC)		216 (11.17%)
3- Mid-South (WV, KY, TN, NC, SC)		148 (7.65%)
4- Southeast (MS, AL, GA, FL, Caribbean)		147 (7.6%)
5- Great Lakes (WI, IL, MI, IN, OH, Ontario)		424 (21.92%)
6- North Central (NE, IA, SD, ND, MN, Saskatchewan, Manitoba)		110 (5.69%)
7- South Central (KS, MO, OK, AR, TX, LA)		256 (13.24%)
8- Northwest (AK, WA, OR, ID, MT, British Columbia, Alberta)		147 (7.6%)
9- Pacific (CA, NV, HI)		103 (5.33%)
10- Rocky Mountain (AZ, CO, NM, UT, WY)		183 (9.46%)
International (other than Canada)		4 (0.21%)
N/R		2 (0.1%)

Question 6

The institution where you work would best be described as:

Public 2-year		270 (13.96%)
Private 2-year		10 (0.52%)
Public 4-year		1245 (64.37%)
Private 4-year		326 (16.86%)
Proprietary (for profit)		41 (2.12%)
Agency or Firm (not an institution of higher education)		2 (0.1%)
Other:		33 (1.71%)
N/R		7 (0.36%)

[View Other Text](#)

Question 7

The institution you work for has how many UNDERGRADUATE students enrolled?

Less than 2,500		171 (8.84%)
2,500 - 4,999		227 (11.74%)

User Responses

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The institution where you work would best be described as:

- State-related 4-year
- public 2 year - upper divisional school
- Combined public-private 4 year university
- Public 4- year Research 1
- also offers graduate degrees
- 2-year and 4-year together in one institute
- Private 4yr on Campus/BA/BS/MS On Line
- Upper Division only
- co-op program
- Div of Continuing Ed
- Public 3 year
- Regional campus: 2 & 4 yr
- 2 year branch of a 4 year public
- public-junior/senior level and master's level
- public 4-year and graduate university
- public university
- No Response
- coninuing ed school at large university
- public R1

- Canadian Research, Public 3/4 years

- received 4 year status in last 6 weeks

- Public 3- or 4-year

- private first professional degree

- Public 4 AND 2 year (no comm. college system in Alaska)

- public 2 year with 4 year applied degrees

- Public Upper Level

- certifiates, diplomas and degrees, 1 masters, Trades certificates, academic upgrading, ESL

- Public, four-year

- Non-profit Independent 4 year +

- Public 2 year transfer college with 8 degrees with more being looked at

- Public 4-Year/Doc Inst.

- No Response

- private 4-year not-for-profit

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5,000 - 9,999		302 (15.62%)
10,000 - 19,999		488 (25.23%)
20,000 - 29,999		418 (21.61%)
30,000 - 39,999		167 (8.63%)
more than 40,000		153 (7.91%)
N/R		8 (0.41%)

Question 8

Have you attended a NACADA Summer Institute, Regional or National Conference or other NACADA-sponsored training?

Yes		1409 (72.85%)
No		520 (26.89%)
N/R		5 (0.26%)

Question 9

Are you employed full-time as an academic advisor?

Yes		1579 (81.64%)
No		351 (18.15%)
N/R		4 (0.21%)

Question 10

If you responded "no" to the previous question, what percentage of time do you spend advising students?

[Hide Responses](#)

50%

N/A

40%

I answered yes.

N/A

50%

100

n/a

60%

As Coordinator for the Office of Academic Services, I spend 50% of my time advising.

I was a full-time advisor for six years and now I am a graduate assistant for student success which is also advising.

about 50%

60%

30 hours a week as a graduate assistant in a higher ed program.

n/a

50%

35%

I spend about 50% of my time advising students; the other 50% is spent coordinating the peer tutoring program and study skills workshops.

Overload...approximately 10%

50%

I am an advising manager, so I only spend about 10% of my time advising students.

n/a

75%

50% Advising & Retention and 50% Event Planning

25%

NA

40%

40%

part time professional advising students about 20% of the time.

50%

n/a

Approximately 80%. My other part-time job is Area Coordinator. Essentially, I'm responsible for eight dormitorys (male and female)but I have dormitory directors.

50%

50%

I spend about 75% of my time advising students. I spend the other time planning special events for the College.

90%

80

About 2/3 of my time is spent advising students. Another 1/3 is counseling.

95%

NA

about 30%

n/a

I administer the advising program, and spend at least half of my time with individual advisees.

35%

-

80%

I spend about 50% of my time advising. I also teach 3 classes and do PR for our program.

100%

50 % Director of Dual Enrollment Program - Running Start - for 700 high school students who earn college credit Direct admissions, orientation and advising services for these students.

n/a

50%

20

25%

80%

fifty percent

n/a

75%

n/a

50

50%

50

n/a

40%

100% in a part-time advisor position

I spend 90% of my time advising students.

80%

I'm a part-time community college counselor. I work 20 hours per week (50%) and consider all of that time as academic advising.

75%

Approximately 30-40%

10-20%

70% advising

about 15% of my time

I am a part time academic advisor.

As the Director of the Student Services Center, I have a light advising load, supervise advising, do all degree audits, coordinate tutoring, freshmen seminar and class schedules/room assignments.

50%

-

About 30% of overall workload.

It fluctuates depending on the time of year, but on average about 30 % of my job is dealing with my advisees

30%

about 25%

N/A

50%

N/A

I spend approximately 60% of my time as an advisor.

Maybe 40%. I'm a career counselor as well and I think they go together seamlessly.

Half-time during Main Enrollment advising periods.

0% Advising Administrator

Advise 100% of the time

I spend close to 30 hrs.

10%

About 25%

25%

20%

3/4 time academic advising, 1/4 advising scholarship applicants for big name scholarships (Fulbright, Truman, etc). Still advising, but not exactly academic advising.

100%

30%

About 75%

20% - 25%

I supervise 2 academic advisors and therefore spend approx 5-10 hours per week advising students

50%

75 percent

20%

I currently have 16 freshman to advise and about 30 study abroad students to advise each semesters.

75%

50%

N/A

About 30%

50%

50%. I am an academic and career counselor. I also help students with the job search process and interpret assessments.

About 50%.

n/a

35%

I am a full time academic advisor administrator. I advise about 40% of my time (over all, during registration advising is the only thing I can do).

Although not in my job description and not recognized as an adviser, I spend approximately 60-75% of my time advising undergraduate students.

70%

n/a

n/a

Fifty percent.

%10

Approximately 50%, although I normally don't refer to myself as anything except an advisor. I supervise other advisors and do other departmental tasks, but they're all related to advising.

Not applicable.

50%

25%

75

approximately 20%

na

50%. I also certify our students for graduation.

60%

NA

25 - 50 depending on time of year

50%

30%

NA

na

50%

75

87.5%

80%

80%

I didn't.

N/A

50-75% of my time. the remaining time is spent as Program Coordinator/Office & Budget Manager/Webmaster

My title is Instructor/Counselor and I do a combination of career and personal counseling along with my academic advising (70%)

Director of Advising - direct advising time 25%

NA

About 25%

50%

75% time (30 hrs per week)

n/a

20 hours/week (75% advising)

N/A

40%

Eighty percent

50%

I did not respond no to question #9.

Director and instructor of freshman year experience courses for the School of Management

About 30 to 40%

roughly 60%; I have other administrative duties in curriculum, scholarships & other administration

15%

50%

10 hours/week

na

30%

85%

Maybe 20% of my time.

I responded yes/

n/a

50% also-direct College wide intake advising programs (new freshman and transfer students), faculty advisor training coordinator, pre-admission advising coordinator, instructor student success courses

75%

N/A

Currently listed as faculty, but in previous position (part-time coordinator of advisor development), spent @ 60% of time with students.

not applicable

na

I am the director of a program for adult learners. Half of my job is devoted to advising the other half to administrative duties.

N/A

50%

50% position = 20 hours per week

60% of my time is advising; the remaining 40% is in Admissions/Recruitment

Part time - 14+ hours per week

n/a

I am a half time advisor in University Division and the other half of my time is spent coordinating services for students with disabilities.

n/a

I spend 40% of my time as an academic adviser.

n/a

n/a

Recruitment

NA

75 percent

80%- I teach two sections of an academic skills class.

N/A

I am a part time advisor at 30 hrs/week. My sole responsibility is advising students. Basically, I spend 100% of my 3/4 part time position in advising.

NA

I spend 80 percent of my time advising and the remaining 20 percent as teaching two on-line courses.

20%

I spend about 80% of my time.

85%

Not applicable

100%

About 35 percent.

20%

75%

Your survey has a flaw. When I clicked "done" at the end, the computer responded that I had not answered Question 10. The survey only requires me to answer #10 if I answered "No" to Question 9.

33

50% I am a graduate Assistant.

I am an Adjunct Educational Planner and work 20 hours per week.

80% advising; 20% teaching and administration

N/A

50%

60% probably, we are in a combined office that does academic advising and career services

About 50% As an administrative adviser and other functions, it is hard to say.

28%

About 60%

.75 FTE

10% advising; 20% advising admin

50%

50 %

As a graduate student academic advising is meant to occupy 10 hours a week but often goes more than that based on student need.

50%

5-10% of my week

70%

50%

50%

80% advising, 20% administrative work

50%

I am a director of advising. About 2/3 contact with students

50%

60%

I am an academic counselor for the Grant funded TRIO program.

n/a

About 60 percent total, with 40 of that total working with graduate students, and 20 with undergraduate students.

50% time advising students; 50% time developing programs and administration

100%

I spend approximately 50% of my time advising.

I am employed at 60%; my position is all Academic Advising and related activities.

50%

yes

n/a

NA

100%

50%

85%

20%

I advise 10 hrs/week in the Dept of Poli Sci as concentration advisor, and 10 hrs/week in the Honors program as a general advisor.

n/a

15 percent

20%

NA

Depends on your definition of advising. Chosing classes - not much. Helping them be successful, almost 100%.

75%

60%

20%, the rest is as the ADA coordinator

academic advising to supplement faculty advisors: 50%, administration 30% counseling and consultation 20%

none

na

As the academic counselor, I share advising but many other duties are involved with my job.

60%

less than 10%

I am employed part-time (.625 or 25 hours per week at my request). 80% of my time is spent advising students.

-

Hard to say, I'd guess that about 50% of my time is spent on student support through direct advising and degree auditing.

That is my title, but I hold many other responsibilities-recruiting, chair the admissions committee to our limited access program, and keep track to the demographics and statistical info.

80%

20

25%

85%

50%

10

70%

na

40

Half-----I also teach a very large class (330-350 students per semester)and handle special projects (scheduling, etc.) for the department.

25%

I was hired full-time as an Academic Advisor but they had a lot of hidden coordinating assignments. The position title was later changed to Student Services Coordinator. (I would not have applied for

50%

50%

Between academic and transfer advising, it is close to 35%

It depends on the time of year. I'm a generalist so I also help with the admissions process. During registration periods I work as an advisor.

35%

N/A

65

Approximately 40-50%

na

I spend approximately 30% of my time advising freshman, sophomore and transfer students with less than 60 earned credit hours.

0 only because I have a new position. I few weeks ago I did advise students.

50%

n/a

12-20 hours per week

50% or more

100%

the survey forced me to answer this question! I am a staff advisor but spend about half my time working with students, the other half on various projects for my college.

3/4

10

I was the only academic advisor at an off campus location for over 17 years. I have just recently taken the position as Retention Coordinator.

50%

N/A

n/a

N/A

70%

Overall, 50-55%

60-70%

na

12-20 hours per week. I work PT for 2 colleges (Community College & Private four year university)

70%

50

30%

95% of my 29 hours a week that I work.

Not Applicable

I am employed on a part-time, 20 hour per week basis. My job is as an academic advisor.

n/a

25-50%

50%

25%

75%

75%

75%

30%

N/A

Contracted for 300 hours per semester, breaks down to approximately 20 hours per week

I work 50% and spend all of my time as an academic advisor.

75%

N/A

50%

75%

10%

10%

75%

100

I'm the Assistant to the Dean so advising is inherent in most I do. I spend maybe 1/3 of my time face to face with students (and another percentage on email and phone!)

I am in "phased retirement" so I work 20 hours a week, all is academic advising with undeclared students and non-metrics; includes traditional & adults; international (exchange & permanent residents)

25%

NA

50

80%

50% of my time is spent advising students. 50% is spent planning programmatic activities.

n/a

60%

N/A

As coordinator of advising in an academic department I spend approximately 50% time in direct service advising; the rest is administrative work (e.g., scholarship selection), research, programming.

My main responsibility is advising students, but I work for a small program and am on part-time status, working 20 hours per week.

50%

50%

I spend approximately 50% of my time advising students.

I am employed on a 3/4 time contract all of which is spent on advising.

100% of my part time job, 20 hours/week

25%

70%

About 50%

n/a

n/a

n/a

25%, the rest as a career advisor

I am now retired after a 22 year career in academic advising.

I am currently interim director of Academic Advising. Time spent with students equals about 40%.

25%

40hrs a week

I am employed as a .60 FTE academic advisor. Advising students is my main duty and responsibility; I just do it part-time.

50% of my time

100% but I work part-time, 20 hrs per week

I work 24 hours/week and advise and average of 12 hours/week

60% advising, 40% student organizations and leadership programs

40%

75-100%

15-20 hours/week, part time basis

I am a Career and Academic advisor - it's hard to separate out...but I would say advising may be 30%

I also advise on career matters, but do work 100% of the time in an advising/programming capacity.

20%

90%

20%

N/A

I am a graduate assistant, and have a 50% appointment (20 hrs./week).

50%

Until this year I was a full time advisor; now only full time faculty are advising, so I guess I am only an unofficial advisor. I will answer for past years.

About 50% of the time I am a student adviser, the other 50% I am the tutoring coordinator.

I answered yes

N/A

50%

50%

not applicable

100%

40%

60%

40%

I am a part-time advisor; 16 hours/week.

Approximately 50%

80%

75-80%

75%

I am the assistant registrar for my college, I advise, help with the graduation process, articulate transfer credit, verify enrollment etc.

50%

50%

100%

YES

N/A

For questions 17 and 18: I think rating "importance" in advising appointments may be contradictory as there are things there I find very important, but may not touch upon during my appointments.

60% of my time is with academic advising, 20% is supervising other advisors (both grad students and undergraduate peers), the other 20% is spent on curriculum developments for my unit.

I am on staff of the Trio Student Support Services program. Advising our students is my job. Our program incorporates the many facets of academic advising.

I am an academic counselor and I do not advise students for registration.

60%

N/A

50%

50 PERCENT

75% advising, 25% Teaching

It depends on how advising is defined. If transfer exploration and course and degree preparation is defined as advising, it's probably 80%.

60%

About 50% of my time.

20% of my workload is teaching 80% is advising

20%

I spend more than half of my time advising - it's cyclical - at times, I advise for 100% of the time

60%

20%

50%

I am a 100% advisor, but my position is graduate and professional school advising - part of that entails academic advising, but certainly not full time.

I am also responsible for Peer Tutoring at my institution. I probably spend 70% of my time with advising and 30% with Peer Tutoring

50%-75%

50%

N/A

5%

1/2 time - 20 hours per week

NA

.25 of week

20%

80%

40%

I'm a have a "job share" position. I am a 50% academic advisor.

50%

25-30%

60%

40%

80

75%

90%

None at this time.

n/a

Most of my time is spent interacting with students, but they are assigned faculty advisors. I'd guess 50% of my time is interacting with students.

100%

50

I also admit students to the Faculty of Arts and Science - maybe a third of my time (my position changed about 5 years ago from full-time advisor to admissions/advising

50%. I manage 1/5 of our undergrad student population, about 130, and the rest of my work is administrative. The full time advisors manage 2/5 each, about 250 students each.

I am half-time advisor, half-time faculty.

100

60%

50% academic advisor

10-30%

I spend approximately 90% of my time advising students.

25 hr/week

I am an admissions advisor for a transfer program. I spend about 50% of my time working directly with students and the other 50% attending meetings and working on administrative tasks.

n/a

20 hours per week

I work 100% in SSS. Full time advisor.

35%

.50FTE

If you include phone, email, presentations, and face-to-face contacts, I probably spend 70-75% of my time advising students.

30 - 35%

I am currently in a new position. I was an academic advisor for 8 years.

Full time.

I'm employed 60% in this position.

N/A

I am listed as 75 % Academic Advisor, 25% Coordinator of Testing

50%

I am a full-time academic advisor and I spend at least 80 percent of my time with students.

40%

50%

n/a

about 10 percent

NA

60%

--

x

I meet with my advisees in 2 group sessions and an individual registration appointment in the fall and an individual registration appointment in the spring

I answered yes

24 hours per week

85%, including the time spent on registration and scheduling activities.

25%

n/a

n/a

50%

99

70%

Just this week became Registrar at another NC community college. Will still spend part of time advising (unsure of percentage).

I work approximately 4 to 5 hours a day, five day a week. I spend 100% of my time advising students.

75% advising students and 25% meetings with administrators and faculty.

70

50%

I am an adjunct faculty memeber who assists with advising.

50-75%

I oversee many student programs, but direct advising is probably 25%.

50%

25%

About 25%

Not applicable.

20%

Yes response to question 9.

n/a

I am a graduate advisor and work 20 hours per week, 12 months a year.

25%

50%

I've just changed jobs, so my answers are based on my previous job as an Admissions officer. I spent about 30% of my time advising students.

I am a 30-hour employee; only two lead advisors are full-time (40-hr/wk) at our institution. 27.5 hr/wk of my time is paid for advising.

25-50%

75% is dedicated to advising

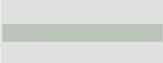
I am a full-time academic advisor but devote about 25% of my time to coordinating transfer-related activities, serving on committees, and in other capacities.

I work as an academic advisor as permanent part time 30 a week

[Hide Responses](#)

Question 11

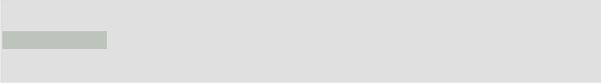
What is your job title?

Academic Advisor		1217 (62.93%)
Academic Counselor		128 (6.62%)
Student Services Specialist		38 (1.96%)
Educational Planner		7 (0.36%)
Other:		512 (26.47%)
N/R		32 (1.65%)

[View Other Text](#)

Question 12

Do you work in a:

Institutional Advising Office		330 (17.06%)
College Advising Office		813 (42.04%)
School Advising Office		143 (7.39%)
Departmental Advising Office		384 (19.86%)
Other:		251 (12.98%)
N/R		13 (0.67%)

User Responses

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What is your job title?

- Asst Dir Undergrad Transfer Students
- Academic Support Services Coordinator
- Academic Advisor and Budget Officer
- Coordinator of Intentional Advising
- Administrative Assistant
- Assistant Dean of Academic Advising
- Manager of Undergraduate Programs
- assistant to the chair
- Director of Academic Advising
- Professional Services Specialist
- Credit Advisement Manager
- Academic Support Coordinator
- College Advisor, DSO
- Student Services Coordinator
- Assistant Director for Distance Learning and Outreach
- Advising Manager
- Academic Advisor/Admissions Coordinator
- retention specialist
- Assistant Director of Advising, Coordinator of Disability Services

- Education Advisor

- Program Assistant II

- Program Coordinator

- Retention Coordinator

- Program Coordinator

- Associate Director for Undergraduate Studies

- Academic Advisor/Assistant Cross Country & Track and Field Coach

- Departmental Advisor

- Program Coordinator

- Advising Services Coordinator

- Academic advisor and career counselor

- Counselor

- Counselor/Advisor

- Coordinator of Academic Advisement

- Coordinator of Undergraduate Services

- Director of advising services

- Assistant Dean

- Retention Coordinator

- Assistant Director of Advising

- asst. professor

- Coordinator, Student Success Program

- Director of Running Start

- Student Services Officer

- Associate Director

- Lecturer and Undergraduate Coordinator

- Counselor

- Assistant Dean for Academic Affairs for Academic and Career Advising

- Acad/Career Counselor

- Program Coord

- Transfer Admissions & Articulation Coordinator

- Educational Advisor

- Counseling Faculty

- Lead Counselor

- Director

- Student Advocate

- Assistant Dean

- Enrollment Management and Student Services Advisor

- Exec Assistant to the Dean

- Advising Administrator

- Graduate Assistant

- Advising Services Coordinator

- Student Success Specialist

- Support Services Coordinator

- Associate Registrar

- Program Coordinator

- Assistant Director, Academic Advising
- Career Counselor
- Director, Student Services
- Graduate Program Coordinator
- Director of Academic Advising
- Program Manager
- Director
- Career Advisor
- Director
- Assistant Academic Dean
- Honors & Prestigious Scholarships Advisor
- Coordinator Academic Advising
- Director of Graduate Admissions
- Counselor (Significantly different than
- Academic Advisor, Career Coordinator
- Learning Center Director/Coordinator of Developmental Studies
- Advisor Training and Development Coordinator
- Assistant Director, Academic Advisement Center
- Coordinator of Undergraduate Advising
- International Programs Advisor
- Student/Academic Advisor
- Program Coordinator

- Associate Director for Advising

- Associate Director

- Program Coordinator Sr.

- Site Manager/Academic Advisor

- Undergraduate Programs Advisor/Recruitment Officer

- Director of Advising

- Director of Student Services

- Counselor

- College advisor

- Advising Specialist

- Transfer Counselor/advisor

- Academic Advisor Counselor

- Academic Advising Coordinator

- Academic Program Coordinator

- Advanced Learner Doctoral Advisor

- Coordinator of Undergraduate Services

- Career Specialist - Advising

- Advisor

- Associate Director

- director of biology counseling

- Advising Specialist

- Director of Academic Advising

- Director of Undergraduate Studies, Dept. of Sociology

- Coordinator Distance Education

- Coordinator of Student Services

- Senior Academic Advisor

- Assistant Dean

- Student Success Coach

- Assistant Director of Advising

- Assistant Dean

- Academic/Career Advisor

- Assistant Director of Academic & Pre-Professional Advising Center

- Director of Student Services

- Coordinator of Advising

- Doctoral Academic Advisor

- Assistant Director for Freshman Affairs

- Administrative Advisor

- Academic Coordinator

- Program Coordinator/Academic Advisor

- Counselor

- Asst. Dir. Engr. Student Success Center

- Director of Academic Advising

- Advising Specialist

- Life Directions Advisor

- Counseling Faculty/Counselor

Assistant Dean

- Director of Advising, Counseling & Testing

- Senior Undergraduate Studies Adviser

- Director, Academic Services

- Administrative Assistant

- Assistant to the Chair

- Placement Director

- Coordinator of Advisement/Chief Academic Advisor

- Director, FYE for SOM

- Assistant Dean for Student Services

- Academic Specialist Coordinator

- Director of Advising

- Assistant Director

- Director

- Assistant Dean

- Director of Individualized Degrees

- Student Coordinator

- Student Services Adviser

- Senior Undergraduate Studies Adviser

- Professional Expert

- Assistant Academic Director/ Sr. Academic Advisor

- Administrative Director, Honors Program, and Scholarship Administrator

- Assistant Dean of Academic Advisement

- Career and Academic Advisor
- Coordinator, Special Projects
- Assistant Dean
- Academic Success Center Coordinator
- Director, Academic Support and Disability Services
- Instructor
- Asst Dir Advising
- Director of PACE
- lecturer/advisor
- Health Professions Advisor
- Professional Advisor
- Academic Advisor- University Division/Coordinator of Disability Services
- Director of Freshman Programs
- Office Manager/Advisor
- Student Development Specialist
- Director of Admissions
- Coordinator
- Academic Success Specialist
- Student Development Specialist II
- Military Academic Advisor and Outreach
- Academic Success Specialist
- Student Athlete Academic Coordinator

Developmental Advising Specialist

- Learning Strategies Coordinator
- Academic and Career Advisor
- Assistant Director of Undergraduate Programs
- Coordinator of Freshman Academic Support
- Assistant Director of Student Services
- Transfer Coordinator
- Advising/Student Services Specialist
- Coordinator for Provisional Studies
- Sr. Enrollment Management Coordinator
- Matriculation Advisor
- Assistant Dean
- Professor
- Senior Academic Advisor
- Asst. Athletic Director for Student Development
- Academic Recorder
- career & academic advisor
- Program Coordinator
- Director
- Administrative Adviser - Outreach
- Coordinator
- Assistant Director
- Program Coordinator

- Learner Services Coordinator
- Associate Director of Advising
- Lead Faculty Advisor
- Program Coordinator
- Retention Advisor
- Coordinator, enrollment and retention
- Transfer Advising Coordinator
- TRiO Guidance Coordinator
- Director of Transfer Advising and Orientation
- No Response
- Assoc VP
- Academic Services Officer
- Coordinator of Student Services & Records
- Graduate Program Coordinator
- Associate Director
- Academic Adviser/Lecturer
- Academic Program Co-Ordinator
- Director of advising
- Blackboard Certified Trainer/Academic Advisor
- Academic Specialist
- Assistant Director/Retention Coordinator
- Director

career/transfer services coordinator

- First Year Adviser

- Undergraduate Program Advisor

- Degree Plan Specialist

- Advisor/Lecturer

- Advisor/Recruiter

- Academic/Career Advisor

- Program Coordinator

- director of student services

- Advising Center Supervisor

- Associate Director

- Career Services Director

- Advisor/Recruiter

- Professional & Career Development and Academic Achievement Coordinator

- Academic and Administrative Services Coordinator

- Academic Support Coordinator

- Assistan to the Dean

- Student Development Advisor

- Coordinator

- Program Advisor

- Student Success Advisor

- director counseling and advising

- Undergraduate Advisor

- Student Success Specialist

- Program Coordinator

- Student Success Coach

- Assistant Undergraduate Coordinator

- Academic Advisement Specialist!

- Director Support Services:Academic

- Senior Academic Advisor I

- Director Academic Advising

- Coordinator

- academic coordinator

- Program Advisor

- career counselor

- Academic Advising Coordinator

- Senior Student Services Coordinator

- Assistant Dean

- Academic Coordinator

- Assistant Dean

- Admin. Assistant

- Academic Success Specialist

- Student Coordinator

- Senior Tutor

- Academic Specialist

Student Services Coordinator

- Adult Transition Coordinator
- Academic Specialist
- Counselor/Associate Professor
- counselor
- Coordinator, Student Advising
- Graduation/Academic Advisor
- Advisor/Recruiter
- Academic & Career Advisor
- Advising Generalist
- Director of Guidance and Placement/ADA Coordinator
- Advisor
- Academic Services Coordinator
- academic coordinator
- Asst. Dir. of Compliance & Academic Support Svcs
- Dir. of FYE & Special Assistant to the Dean of Undergraduate Studies
- No Response
- Associate Director
- College Advisor
- Student Success Advisor
- Course and Curriculum Officer
- Assistant Director
- Executive Secretary

- Advising Associate

- Dean of Instruction

- Director Retention Coordination

- Advisor/Recruiter

- Assistant Director/Advisor

- Program Director

- Academic Specialist

- Assistant Director

- Advisor/Recruiter

- Student Success Manager

- educational advisor

- Academic Success Specialist

- Transfer Counselor / Academic Adviser

- Program Coordinator

- Regional Director/Advisor

- Coordinator of Second-Year Initiatives

- Academic Advisor Intern

- Academic Coordinator

- Associate Director for Student Development

- Associate Academic Advisor

- Academic Counselor/Advisor for Student-Athletes

- central academic advisor

Academic Success Specialist

- Student Counselor III Academic

- Academic Coordinator

- Assistant Director

- Advising Associate

- Coordinator of Recruitment and Advising

- Academic Advisor and Associate for Prior Learning Assessment

- Academic Coordinator

- Advisement Assistant

- Director

- Student Affairs Officer

- Director of Educational Support Services

- Student Academic Support

- Associate Director, Advising

- Advising Coordinator

- Student Services Administrator

- Administrative Program Specialist

- Academic Coordinator

- Academic and Career Advisor

- Transfer Coordinator

- Student Services Counselor

- Director of Undergraduate Advising, School of Music

- Student Affairs Asst.

- Student Development Specialist

- Academic Success Specialist

- Counselor

- Student Success Facilitator

- Asst. Professor/Counselor

- College Advisor

- Student Advisor

- Coordinator of Academic Programs

- Assistant Director

- Associate Director Advising Office

- Career Counselor

- Student Services Coordinator

- career planning manager

- Student Services Coordinator

- Student Development Specialist

- Coordinator of Academic Advising

- Coordinator of Athletic Advising

- Interim Director

- coordinator, academic success programs

- Academic Services Officer

- Retention Advisor

- Student Development Specialist

Assistant Director, Student Organizations and Leadership

- Dean of Academic Support

- Advising Coordinator

- Student Success Coordinator

- Assistant Director of Advising

- Academic and Career Advisor

- Professional Advisor

- Academic and Career Advisor

- Student Activities Coordinator

- Academic Advisor/Counselor

- Student Dean

- Student Development Advisor

- Assistant Advising Coordinator

- Achievement Coach

- Administrative Academic advisor

- Not yet determined

- Transfer Resource Specialist

- Admissions Advisor

- Associate Director, Student Affairs

- Educational Advisor

- Academic Success Coordinator

- educational advisor

- Program Counsellor

- Student Development Specialist

- Developmental Advising Specialist

- Associate Administrative Director

- Transfer Counselor/Advisor

- Director of Admission & Recruitment for a department

- Assistant Director

- No Response

- Director of Student Services and Enrollment Management

- Educational Assistant

- Program Manager

- Advising Coordinator

- Undergraduate Coordinator

- Director Student Support Services

- Program Coordinator/Academic Advisor

- Student Support Advisor

- Director of the Advising Center

- Academic Advising Coordinator

- Academic & Career Advisor

- Assistant Registrar

- Associate Director of Academic Advising

- Coordinator (Advising)

- Retention & Assessment Coordinator

Academic/Financial Aid Advisor

- Admissions Advisor

- Academic Advising Specialist

- Educational Advisor

- Assistant Director

- TSI Coordinator

- Advising Coordinator

- Director, Academic Advising

- educational advisor

- Lecturer in Business and Academic Advisor

- Assistant Director

- Academic Advising Coordinator

- Student Services Coordinator

- Counselor

- Associate Director of Advising

- Program Coordinator

- Assistant Director

- Lecture/Advisor

- Assistant Director of Advising

- Assistant Head of School

- under grad administrator

- Senior Academic Advisor

- Academic Services Coordinator

-
- Assistant Director of Advising
 - lead advisor
 - Assistant to the Dean
 - Career Counselor/Grad School Prep
 - Advising Center Coordinator
 - Student Advisor
 - Associate Dean
 - Senior Academic Advisor
 - marketing & recruiting coordinator
 - Associate Director for Transfer Academic Programs
 - Advisement Center Supervisor
 - advisor and outreach specialist
 - Student Success Specialist
 - Student Services Coordinator
 - Career Counselor/Advisor
 - Assistant Director
 - Director of Student Services
 - Student Success Coordinator
 - Director of Undergraduate Student Development
 - Assistant Academic Advisor
 - Coordinator, Undergraduate Studies Program
 - Program Manager

Student

- Associate Director
- Undergraduate Program Coordinator
- Academic Advisor/Counselor
- Head Academic Advisor
- Coordinator of Interdisciplinary Programs
- Director, Academic Programs
- Academic Success Specialist
- Student Success Advisor
- Academic Advising Coordinator
- Director of Administration
- Director, Advising Recruiting, & Retention
- Advising Coordinator
- Cohort advisor
- Staff Assistant/Advisor
- Academic Transition Coordinator and Student Ombudsman
- Academic and Student Services Advisor
- Coordinator for Students in Transition
- Advising Coach
- Admissions Coordinator
- Transfer Specialist/Advisor
- Director of Academic Advising
- Student Advisor

- Academic Success Specialist

- Teacher Education Admissions Administrator

- Associate Provost

- Assistant Director

- Program Representative

- Academic Success Specialist

- Extension Program Coordinator

- Asst. Academic Director

- Career Services

- Coordinator of Special Projects

- Coordinator of Student Services

- Assistant Director Academic Advising

- Coordinator of Academic Services

- Program Officer for Academic Empowerment

- Director of Counseling and Advising

- Academic Success Specialist

- Coordinator of Information Management (Division of Academic Support Services) / Assistant Director (University Freshman Center)

- Academic/Career Counselor

- PreLaw Coordinator

- Academic Counselor, Sr.

- Academic Services Officer

- Registrar

- Assistant Director/Academic advisor
- Advising Coordinator
- Director of Student Retention and Success Programs
- Director, Advising Center
- adjunct faculty member
- Assistant Director for Academic Programs
- Analyst/Prog. Coord.
- Doctoral Academic Advisor
- Education/Articulation Advisor
- Associate Registrar-Records
- Academic Success Coordinator
- Graduate Advisor
- Student Advisor
- Director of Advising Outreach
- Asst. Director, Undergraduate Programs
- Admissions Officer
- Student Affairs Officer
- Assistant Coordinator of Pre-Major Advising
- Counselor
- Academic Specialist
- Registrar

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User Responses

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Do you work in a:

- Academic Ctr for Exploratory Students
- School of Nursing
- Student Affairs
- Student Success Center
- Departmental Administrative Office
- Faculty of Business
- Grant sponsored program
- Student Affairs
- Freshman Division
- Admissions and Advising Office
- No Response
- College Advising Office for Distance Education
- Personal Office
- Faculty Office
- student retention office
- Dean's office
- Support Services office
- Not sure how to answer this...it's an Advisement Center for Exploratory Studies
- Counseling and Advising Center

- Student Services Office

- Student Resource Center

- my own office in dept.

- Academic Affairs

- No Response

- First year Program

- Department Office

- Counseling Center

- Combined Academic Advising/Career Development Office

- Undeclared and Probation

- Office of Academic Advisment

- Freshmen only

- Student Success Center

- Registrar's Office

- Transfer Center at a community college

- Student Support Services Program office

- Satellite location of a major university

- Dean's Office

- Dev Ed program

- First Year Office

- Academic & Career Services

- Student Services Office

- Branch Campus

- University access program

- Career Development Center

- Student Academic Success Services

- Academic Resource Center

- Academic Support Program

- Graduate Admissions Office

- Counseling Center

- Academic & Career Advising Office

- No Response

- Learning Enhancement Center

- Offsite branch - military post

- Division for exploratory students

- Study Abroad Office

- Enrollment Support Services

- Distance Learning

- Departmental/Offsite

- Faculty Advising Office

- Distance Degree Programs

- Residence Hall

- Distance Learning campus

- Career Services

- Counseling Center

- Office of Student Life and Retention

- Division for exploratory students

- Centralized Program / Satellite Office

- Counselling & Advising Center

- Solo advisor serving two academic departments

- Dean's Office

- Student Affairs Office

- Student Services Office

- Learning Resource Center

- Academic Support Department

- Athletics

- Counseling Department

- Dean of Students Office

- Academics

- Learning Center

- Dean;s Office

- Student Services Dept.

- athletic advising office

- Athletics

- Extended Campus Office

- regional campus advising office

- Student Support Office

- Counseling Center

- School office that is private for each individual occupant

- Both Department and School/College

- No Response

- Undergraduate Education Office

- Student support center for probationary students

- Center for Academic Support and Advising

- Honors Program

- Program Advising

- Educational Opportunity Fund Program

- Student Services

- Center Advising

- Athletic Advising

- Center for Military Education

- Institutional only-Center for Distance Learning-We do not have a separate advisement office.

- Faculty Office

- Experiential Programs Office

- Academic Services

- Multicultural Academic and Support Services

- Academic Services Office

- Retention Office

- Special Program

- athletic department

- Registrar

- off-campus center

- Multicultural Student Services

- Academic Program

- Athletic Advising

- Exec Dir, Acad Innov & CE

- TRIO Student Support Services Office

- TRIO

- Faculty

- Athletic Department

- University College

- from Home

- First Year Residence Hall

- Dept of Admissions

- Satellite Campus

- Counseling Center

- University Honors Program

- Career Services

- Academic Office

- satellite campus one-stop

- Academic Achievement Office

- Center/Division Office

Academic Support

- Off Campus Office

- Academic Dean's Office

- Counseling Department

- Student Success Center

- Distance Learning student services office

- First Year Advising

- Honors Program

- Continuing Education

- Dean's Office

- Adult Student Services

- Office of Student Services

- career development and counseling center

- one stop Student Services office area

- TRIO SSS

- Department of Athletics

- Division of Undergraduate Studies

- No Response

- Adult Evening undergrad program

- Student Affairs Disabilities Office

- Academic Affairs

- Off campus site

- Accelerated Degree office

- Trio Student Support Services
- Counseling Services
- TRiO Advising Office
- No Response
- off campus center
- Honors & Scholars Program
- First Year of Studies - a college advising office if you consider us to be a college
- University College Academic Advising Center
- Department of Learning Services
- Divisional Advising Office
- First Year of university students
- Student Services
- Office of Student Development / Counseling and Health Services
- Major Specific Advising Office
- College Dean's Office
- Campus Student Services
- COLLEGE ASSISTANCE MIGRANT PROGRAM (GRANT)
- School of Music
- A First Year Experience College for Undecided Students
- Department
- Advising Office within Registrar's Office
- Disability Support and Academic Advising

Retention Office

- Regional Campus
- outreach site
- career center
- Advising Center
- Testing Center
- Registrar's Office
- Adult Degree program
- outreach center
- Academic Support
- TRIO program
- Student Educational Center for NSU (another campus)
- Enrollment Services
- School of Communication, Humanities, and Social Sciences
- Separate dept. for undeclared students
- Student Services
- advising office for all freshman
- Freshman Advising Center
- federal grant program
- Student Support Services
- Preprofessional Advising
- Registrar's Office
- Honors Programs

- Center for Student Success

- College and Institutional

- Branch Campus-Student Services

- University Student Services

- Honors Program (like a department but without dedicated faculty)

- Trio; Student Support Services Office.

- Testing Services

- Counseling Dept.

- Branch Office

- Academic Department

- No Response

- Campus Advising Office

- Career Center

- stand alone program for undecided students at the university

- GE Program office

- Academic Department

- Student Development

- Undergraduate Studies

- Adult student office within Admissions

- Career Services

- Student Services

- None

Undergraduate Program Assistance office

- Student services

- Faculty

- Academic and Career Advising (merged 5 years ago)

- No Response

- Student Success Center

- Department Office

- Enrollment Services

- HEOP Program

- ?

- Teacher Education Admissions

- Provost's Office

- Dean's Office

- University College (home for first year, second year and transfer students)

- programming advising office

- Student Support Office

- scholarship provider office

- Counseling Center

- Targeted program for undecided/exploring students

- University Freshman Center

- TRIO Program

- Student Services Division

- Outreach Advising Office

-
- Pre-Major

- Registrar's Office

- scholarship office

- Dean's Office

- Registrar's Office

- blended, dept office but report to institutional office

- Enrolment Officer

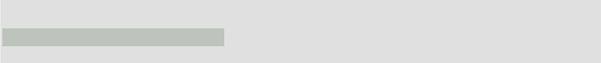
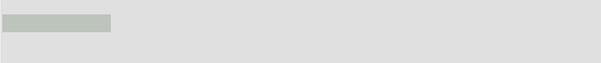
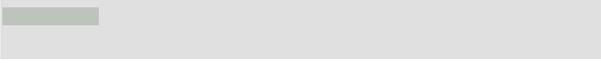
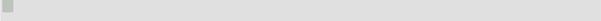
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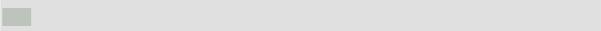
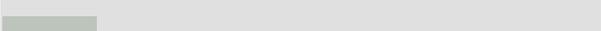
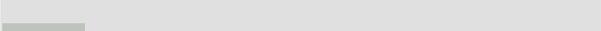
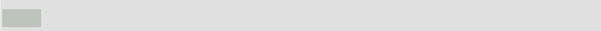
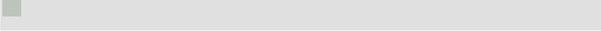
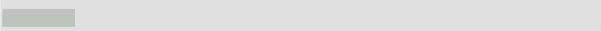
[View Other Text](#)**Question 13**

If you advise undergraduates, which type of student do you advise? Check all that apply.

Any student at the institution		711 (36.76%)
Students enrolled in one campus, college, school or major within the institution		1039 (53.72%)
Distance Learners		348 (17.99%)
Transfer Students		1015 (52.48%)
First-Generation Students		906 (46.85%)
Pre-Med Students		367 (18.98%)
Pre-Law Students		306 (15.82%)
Other:		469 (24.25%)
N/R		32 (1.65%)

[View Other Text](#)**Question 14**

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

Less than 50		89 (4.6%)
50 - 149		267 (13.81%)
150 - 249		299 (15.46%)
250 - 349		303 (15.67%)
350 - 449		259 (13.39%)
450 - 549		163 (8.43%)
550 - 649		122 (6.31%)
650 - 749		58 (3%)
750 - 849		53 (2.74%)
850 - 949		32 (1.65%)
950 and above		228 (11.79%)

User Responses

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If you advise undergraduates, which type of student do you advise? Check all that apply.

- undecided/first year
- Deciding Majors
- You name it--we do it. (Homeschoolers, High School students)
- Sophomores and Seniors (caseload is divided)
- First Year and Pre-Health
- first-year and pre-major students
- Pre-Physical Therapy
- Prospective students
- Undecided Students
- pre-teachers
- TRiO stuents who meet grant criteria of income & FG
- Educationally disadvantaged student
- Accelerated Adult Students at our branch campuses
- First-year students only
- Freshmen Athletes and those with College of Business majors
- military
- Students that have not met the criteria for admission to their first choice BS or BA program
- Undecided
- Honors Students

- Honors students

- oenology and viticulture students

- Community College Prosepctive students to my college

- Primarily students with disabilities

- General/Undeclared

- probation students

- Underprepared and Undecided

- All athletes

- First year students & Undeclared students

- suspended students

- Undecided Students

- undeclared first year students and new international students who are either undeclared or in majors

- First and Second Year Students

- undeclared

- first year students

- HS students taking college courses

- Exploring/Undeclared

- New admits

- at-risk

- Running Start Students - 95% are transfer students

- Pre-Environmental

- Science & Engineering

- Undeclared Students

- freshmen students

- first year students

- Primarily undeclared students and

- biology, English, math, history, and secondary education

- Freshman, Sophomore, Pre-pharmacy

- Freshmen, all majors

- Graduate

- undeclared

- business

- Probationary

- Pre-Education and Education Students

- Undecided

- Health Professions

- Undecided first and second year students

- Other pre-health professions such as pre-pharm, dent, vet, optometry

- non-traditional students

- pre-business, pre-engineering, undecided

- Adult Re-Entry, International, Veterans, Students with Disabilities

- students on academic suspension/probation

- special honors program

- Undeclared and Social Sciences

- TRiO Program participants

- Students who are changing majors
- any student interested in a major in a specific college but who may not yet be enrolled in that college
- Students planning on attending the institution in my college or changing majors.
- At-risk students
- Freshmen primarily
- freshmen
- conditionally admitted students
- Undeclared students
- students enrolled in an access program
- First-Year students
- Undecided students
- freshman and sophomores only
- No Response
- all majors until 12 credit hours earned and EIED and Business majors until 60 hours earned
- Student Athletes
- Athletes
- Undeclared and students in transition
- Athletes
- undecided students
- Honors students
- First Quarter Students
- Dual Enrollment (Running Start)

- International Students

- Undecided

- Athletes

- Student athletes

- Freshmen

- undecided majors; at risk students

- on line

- first year students only

- Students on Probation

- prospective students

- I advise distance students for 3 colleges and 8 majors

- freshman

- Honors students

- students who need to take remedial classes

- Freshman and pre-vet students

- athletes

- exploratory

- freshmen & 1st semester transfers

- Exploratory/undecided

- Honors College students

- Adult Learners

- Undecided/undeclared majors

- Undecided/Any College and in transition between colleges

- First-Year students

- Athletes

- advise doctoral learners

- undeclared major

- Arts Undergraduates

- business

- undeclared

- pre-engineering

- adult learners

- undeclared/undecided students

- Athletes

- undeclared or changing majors

- Adults

- Pre-Nursing

- first-year students

- Business - undergrad

- incoming students

- students interested in the program and those enrolled in it

- First-year students

- Students from a particular geographical area and ethnic group

- extension site students

- Any undergraduate at the institution

Primarily freshmen and sophomores

- Adult & Online, Undeclared

- Athletes

- Undecided Students

- Student athletes

- High school students taking college classes on campus

- undecided students

- Freshmen in the School of Management, especially - many fall into several categories

- Student Athletes and Disabled Students

- Undecided Student-Athletes

- undeclared

- undecided

- Military Students (On Military Installation)

- Freshmen Students

- All Health Career related students

- Undecided students

- Pre-Pharmacy Students

- Propsective Students

- Pre-Health Professions

- Pre-Occupational Therapy

- low-income, disability

- Undeclared

- undeclared and academic difficulty

- Honors

- Humanities, Liberal Studies, English

- engineering students

- Freshmen

- Primarily Undecided Students

- few science majors and pre-health

- General Studies

- No Response

- Student-athletes

- International students

- First year undecided students

- Probation / At risk students

- Non-traditional, mostly adult learners

- students pursuing interdisciplinary certificates

- Honors Program students

- Underprepared freshmen

- Adult learners enrolled in the PACE program; 4 majors from 3 colleges

- Undecided students

- I specifically work with students with an undecided major.

- international students, adult learners

- Exploratory/Undecided/First-Year Students

- First Year Students

Developmental Ed

- At-Risk
- undeclared; probation
- First-year students
- Athletes
- Military distance students
- students still in high school/prospective students
- I don't advise undergraduates
- Liberal Arts undecided students
- Developmental/underprpared
- Undeclared, low-ACT, provisional, developmental, high school
- Undeclared/Exploratory Students
- Undeclared/Undecided Undergraduates
- Multicultural students
- Undecided students
- undeclared
- pre-engineering
- Provisional or Conditionally Admitted Students
- Freshman and Sophomore Students
- Freshmen/sophomore any major
- student athletes
- pre-nursing & nursing
- undeclared students

- liberal arts

- FTF

- dual enrollment high school students

- Ethnic minority students

- Undecided

- Student-athletes

- Undecided

- trades, short term vocational, health

- low income and disabled students

- No Response

- Grad project: students who are coming back after a lengthy absence to finish a degree

- Probation

- At Risk Students

- Undeclared/Undecided

- undecided

- 1st & 2nd year cohort students plus students from one major program

- undecided

- athletes

- Students planning to apply to other schools at the University

- First and second year

- No Response

- No Response

TRIO grant students variety

- Undeclared
- first semester students, regardless of major
- freshmen / first-year
- First-Year Students
- All Biology students and many Arts students as we direct an Arts Minor Program
- Students in a specific program - usually economically disadvantaged and with below-average SAT scores
- First & Second year exploratory students
- Undeclared students (or those changing majors)
- Undeclared students
- Honors Fr/Soph & poli sci
- open majors
- Honors Program students
- undecided, conditional admits
- Undeclared
- University Open Option
- Academically At-risk students
- honors freshmen mostly
- adult students
- First Year Students
- Returning Adult Students
- Anyone interested in our academic program, whether at our home institution or elsewhere
- Physics, Geology and Chemistry

- Undeclared students on discipline

- Undeclared, At-Risk, Minority, Probation

- incoming Freshman

- Departmental Honors

- first and second year students only

- student-athletes

- On question 2 I would have checked other if you had it. I do not identify with any of the groups you have listed.

- and prospective students

- many undecided/undeclared students

- No Response

- Honors students in all majors

- dismissed and high schools tudents

- any students taking college-level courses

- Pre-Health

- Returning, freshman, etc any students interested in our health science majors

- Undecided

- Business students - Change of Major, Internships

- freshman

- Warning, Probation, etc.

- freshman--pre-nursing and health sciences

- freshmen, sophomore, undeclared, pre-majors

- Student-athletes only (all disciplines)

Training Advisors

- Freshmen and Sophomores
- Student-Athletes
- Honors students
- sophomores through seniors
- adult students
- Students with disabilities
- Undeclared; Associate Degree...
- pre-nursing students
- New Students
- Undergraduate at an off campus location
- More than one major
- Studens with Disability or low income
- target population: freshmen and sophomores
- adults
- All TRiO students
- potential applicants
- Adult Students
- Only advise grad students
- Learning Support; Undecided; pre-Health
- undeclared majors
- Non-traditional; vets
- undecided and pre-certification students

- Honors & Scholars Students

- Any Freshmen and Sophomores

- first year students

- Student-Athletes

- Year 1 students only including returning students

- All undeclared majors

- Adults

- all students

- Non-matriculated, military and conditionally admitted

- undecided

- Athletes

- readmitted students

- first year students

- 2 majors

- Prospective students

- math,science, engineering

- Undeclared students

- Direct Admits

- pre-allied health programs

- first year and undeclared

- Conditionally Admitted Students

- UND, & non-degree

Pre-nursing, pre-health professions

- Undecided First-Year Students

- First-year students and changes of major, prospective students

- undeclared

- part-time

- Older, returning students

- Computer Science Majors

- Undeclared

- freshmen

- All of the above, but specifically, any student who wishes to include Sociology in his/her program.

- athletes - all majors

- Multicultural Students

- all undergraduate students

- Fine Arts undergrads

- pre-professional health sciences

- First-Year

- Adult Students

- non-traditional

- Undecided that have chosen not to declare or are not eligible to declare

- Undecided Majors

- We share advising responsibilities with faculty in our College (the College of Arts and Sciences).

- Students in academic difficulty

- undecided students

- First time freshmen
- Health Occupation Students
- Prospective Students
- Probation/Suspension, not basic skills complete
- Anyone but nursing students
- low income or students with disabilities
- Students before they have been accepted into thier college
- psychology
- First year and undecided
- Undeclared, probation
- ESL Students
- first-year undeclared
- Pre-Major students
- advise graduate students
- Students enrolled in several majors in the Degree Program
- Pre-Majors and General Studies/Undecided Students
- Returning Adult Students
- Anyone interested in my department's degree, until they are admitted. Then they go to another advisor.
- All Freshman
- students interested in one major
- No Response
- Scholarship students and probation students

scholastic standards, new freshmen, prospective students, major exploration students

- GENL majors with walk-in advising available to all students for additional help and referrals

- exploratory students

- First Year Students

- Undecided students

- First time Freshman and Transfer Students

- all students except graduate students

- Honor

- Undeclared

- Undecided students, students who do not meet all admissions requirements and underprepared students in any major (many of whom are first generation).

- Primarily freshmen and sophomores

- Juniors (60-90 credit hours)

- Honors students

- academic difficulty

- any undergrad

- degree

- Mainly all students except School of Music students

- non-traditional

- Low Income & Disability

- all majors & minors in my School

- students within my dept.

- Freshmen

Pre-Admits/Developmental

- primarily 1st & 2nd yr
- All pre-professional areas
- prospective students/parents
- students enrolled on any of our institutions campus in a specific college/school
- exploratory students
- freshman
- undeclared and exploring majors
- undeclared
- At-Risk Students
- all undergraduates at our institution
- Pre-Service Teachers
- athletes
- international students
- adults that fit any of the above as well as non-degree
- student athletes
- Pilot program that aims to raise comm.college graduation rates
- Undeclared and change-of-major students
- all students in Liberal Arts
- Undeclared and Freshmen
- Underrepresented
- student athletes
- Military & Adult learners

- Students in designated degrees
- Majoring in Psychology
- Undecided/Undeclared majors
- First-year students
- Living-Learning Community
- undeclared students
- First-year freshmen
- Undeclared, Transitioning, and Exploring
- Students not meeting state requirements for Reading, Writing, and Math; and students conditionally approved by the university.
- students in an accelerated adult business degree program (LEAD)
- all new students
- Those wishing to change major to one our majors within the college.
- Adult transfer students
- international
- Freshman interested in any major
- First Year Students & Undeclared
- TRIO/Student Support Student program participants
- Students enrolled in the HEOP Program
- 1st year students
- Students with an interest in becoming teachers.
- Students from other colleges and universities.
- No Response

- disqualified and transitional students

- Non traditional

- Honors

- Exploratory

- students admitted into a special program for the first two years

- No Response

- Undeclared

- Veterans

- At Risk Students

- At-risk students

- Business Students

- Latino students who receive or have received this scholarship

- undeclared

- minority students

- Undecided/Exploring students

- Student-Athletes

- Engineering

- undeclared

- pre-engineering and other schools as well as arts & sciences

- ROTC

- applied arts students

- Pre-Physical Therapy, Sports Administration

- Students and Prospective Students in my college

- pre-business
- Adult learners
- Freshmen
- Native American
- Undeclared, students in transition to majors or other programs
- Any student interested in one of our majors
- No Response
- Pre-Vet
- recipients of a specific scholarship
- Undergraduate
- undecided
- undecided
- adult learners
- Undecided or Undeclared
- GED, ESL
- Non-degreed (independent)
- Graduate Students
- Freshman
- Adult- Non-traditional
- High Risk, Probation, DQ, etc.
- ESL/GED students transitioning to credit courses; students enrolling in non-credit certificate programs
- First year students

- Reinstated students

Close

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N/R	■	61 (3.15%)
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Question 15

How long have you been advising students? Please list the number of years, rounding up to the nearest year.

Less than 3 years		519 (26.84%)
3-5 years		532 (27.51%)
6-10 years		444 (22.96%)
11-15 years		186 (9.62%)
More than 15 years		248 (12.82%)
N/R		5 (0.26%)

Question 16

What is the usual length of your one-on-one advising sessions?

Shorter than 15 minutes		78 (4.03%)
15-30 minutes		1231 (63.65%)
30-45 minutes		560 (28.96%)
Longer than 45 minutes		58 (3%)
N/R		7 (0.36%)

Question 17

Rate the importance of the following advising discussion topics in your one-on-one work with students.

17.1 Educating students about the benefits of higher education

Very unimportant		123 (6.36%)
Unimportant		176 (9.1%)
neutral (neither Important or unimportant)		570 (29.47%)
Important		683 (35.32%)
Very important		375 (19.39%)
N/R		7 (0.36%)

17.2 Helping students work through transitions

Very unimportant		50 (2.59%)
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Unimportant		33 (1.71%)
neutral (neither Important or unimportant)		111 (5.74%)
Important		751 (38.83%)
Very important		983 (50.83%)
N/R		6 (0.31%)

17.3 Providing accurate information to students

Very unimportant		61 (3.15%)
Unimportant		2 (0.1%)
neutral (neither Important or unimportant)		6 (0.31%)
Important		60 (3.1%)
Very important		1800 (93.07%)
N/R		5 (0.26%)

17.4 Establishing rapport with students

Very unimportant		51 (2.64%)
Unimportant		17 (0.88%)
neutral (neither Important or unimportant)		64 (3.31%)
Important		511 (26.42%)
Very important		1285 (66.44%)
N/R		6 (0.31%)

17.5 Helping students develop educational plans

Very unimportant		52 (2.69%)
Unimportant		19 (0.98%)
neutral (neither Important or unimportant)		51 (2.64%)
Important		470 (24.3%)
Very important		1336 (69.08%)
N/R		6 (0.31%)

Question 18

Rate the importance of the following advising discussion topics in your work with students.

18.1 Institutional policies, dates and deadlines

Very unimportant		36 (1.86%)
Unimportant		27 (1.4%)
neutral (neither unimportant or important)		91 (4.71%)

Important		716 (37.02%)
Very important		1058 (54.71%)
N/R		6 (0.31%)

18.2 Administrative tasks, i.e. graduation applications and grade changes

Very unimportant		78 (4.03%)
Unimportant		138 (7.14%)
neutral (neither unimportant or important)		405 (20.94%)
Important		848 (43.85%)
Very important		458 (23.68%)
N/R		7 (0.36%)

18.3 Course scheduling and registration

Very unimportant		49 (2.53%)
Unimportant		32 (1.65%)
neutral (neither unimportant or important)		77 (3.98%)
Important		559 (28.9%)
Very important		1211 (62.62%)
N/R		6 (0.31%)

18.4 Referrals to campus resources such as student accounts and placement testing

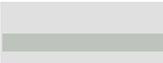
Very unimportant		38 (1.96%)
Unimportant		38 (1.96%)
neutral (neither unimportant or important)		189 (9.77%)
Important		887 (45.86%)
Very important		774 (40.02%)
N/R		8 (0.41%)

18.5 Educational and career planning

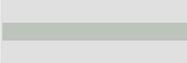
Very unimportant		40 (2.07%)
Unimportant		49 (2.53%)
neutral (neither unimportant or important)		197 (10.19%)
Important		744 (38.47%)

Very important		898 (46.43%)
N/R		6 (0.31%)

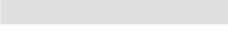
18.6 Experiential learning, i.e. internships, research, study abroad

Very unimportant		76 (3.93%)
Unimportant		163 (8.43%)
neutral (neither unimportant or important)		518 (26.78%)
Important		756 (39.09%)
Very important		414 (21.41%)
N/R		7 (0.36%)

18.7 Student development, i.e. study skills and critical thinking

Very unimportant		44 (2.28%)
Unimportant		101 (5.22%)
neutral (neither unimportant or important)		325 (16.8%)
Important		842 (43.54%)
Very important		613 (31.7%)
N/R		9 (0.47%)

18.8 Extracurricular activities such as student organizations

Very unimportant		115 (5.95%)
Unimportant		247 (12.77%)
neutral (neither unimportant or important)		656 (33.92%)
Important		729 (37.69%)
Very important		178 (9.2%)
N/R		9 (0.47%)

18.9 Referrals to campus resources such as counseling and student health center

Very unimportant		61 (3.15%)
Unimportant		59 (3.05%)
neutral (neither unimportant or important)		269 (13.91%)
Important		811

(41.93%)

Very important		725 (37.49%)
N/R		9 (0.47%)

Question 19

Does your advising unit have written student learning objectives?

Yes		807 (41.73%)
No		1097 (56.72%)
N/R		30 (1.55%)

Question 20

How successful have you been in helping students meet each of the following learning objectives as a result of your one-on-one work with them.

20.1 Demonstrate the ability to make effective decisions concerning their degree and career goals

Not applicable to my situation		65 (3.36%)
Not Successful		22 (1.14%)
Somewhat Successful		1049 (54.24%)
Successful		785 (40.59%)
N/R		13 (0.67%)

20.2 Develop an educational plan for successfully achieving their goals.

Not applicable to my situation		56 (2.9%)
Not Successful		34 (1.76%)
Somewhat Successful		715 (36.97%)
Successful		1112 (57.5%)
N/R		17 (0.88%)

20.3 Demonstrate an understanding of the value of the general education requirements

Not applicable to my situation		81 (4.19%)
Not Successful		220 (11.38%)
Somewhat Successful		1067 (55.17%)
Successful		550 (28.44%)
N/R		16 (0.83%)

20.4 Utilize the resources and services on campus to assist them in achieving their academic, personal, and career goals

Not applicable to my situation		41 (2.12%)
Not Successful		66 (3.41%)
Somewhat Successful		1031 (53.31%)
Successful		780 (40.33%)
N/R		16 (0.83%)

20.5 Make use of referrals to campus resources as needed

Not applicable to my situation		46 (2.38%)
Not Successful		62 (3.21%)
Somewhat Successful		957 (49.48%)
Successful		847 (43.8%)
N/R		22 (1.14%)

20.6 Select courses each term to progress toward fulfilling their educational plan

Not applicable to my situation		53 (2.74%)
Not Successful		9 (0.47%)
Somewhat Successful		339 (17.53%)
Successful		1516 (78.39%)
N/R		17 (0.88%)

20.7 Be able to accurately read and effectively utilize a degree audit in their educational planning

Not applicable to my situation		190 (9.82%)
Not Successful		140 (7.24%)
Somewhat Successful		697 (36.04%)
Successful		884 (45.71%)
N/R		23 (1.19%)

20.8 Graduate in a timely manner based on their educational plan

Not applicable to my situation		151 (7.81%)
Not Successful		41 (2.12%)
Somewhat Successful		817 (42.24%)
Successful		907 (49.83%)

Successful	(46.9%)
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N/R	18 (0.93%)
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20.9 Demonstrate an understanding of the aims and purposes of higher education

Not applicable to my situation	141 (7.29%)
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Not Successful	239 (12.36%)
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Somewhat Successful	1129 (58.38%)
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Successful	404 (20.89%)
------------	-----------------

N/R	21 (1.09%)
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20.10 Interact with faculty

Not applicable to my situation	132 (6.83%)
--------------------------------	----------------

Not Successful	232 (12%)
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Somewhat Successful	1091 (56.41%)
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Successful	460 (23.78%)
------------	-----------------

N/R	19 (0.98%)
-----	------------

20.11 Define their interests and abilities

Not applicable to my situation	76 (3.93%)
--------------------------------	------------

Not Successful	123 (6.36%)
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Somewhat Successful	1119 (57.86%)
---------------------	------------------

Successful	596 (30.82%)
------------	-----------------

N/R	20 (1.03%)
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20.12 Critically evaluate their academic progress

Not applicable to my situation	54 (2.79%)
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Not Successful	116 (6%)
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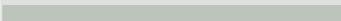
Somewhat Successful	926 (47.88%)
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Successful	821 (42.45%)
------------	-----------------

N/R	17 (0.88%)
-----	------------

20.13 Communicate meaning for their college experience

Not applicable to my situation	110 (5.69%)
--------------------------------	----------------

Not Successful		263 (13.6%)
Somewhat Successful		1125 (58.17%)
Successful		409 (21.15%)
N/R		27 (1.4%)

Question 21

Are there other objectives that should be met, or competencies that students should demonstrate as a result of working with academic advisors?

[Hide Responses](#)

This is related to virtually all of the above: Progressively assume greater personal responsibility for progress through the degree and career selection.

How about adding more qualitative items surrounding the individual such as helping with development of confidence to make choices, making decisions on their own, looking at their future and making a plan, etc.

Maintain contact with the academic advisor, and use that person as a resource

I work at a small Liberal Arts College. Luckily we have the time to spend with students. I find that spending an hour or so (individually) with a new student makes a big difference.

Having students meet with their assigned advisor. We are convenient and they would rather come to the advising center than meet with faculty advisor.

Taking responsibility for their choices. Having an active role in their educational planning.

That the students make independent decisions not based on what parents or others want them to do; That students schedule appointments in a timely manner and not wait until the last minute to be advised

Students should learn to take initiative and take ownership of their own education

A full understanding of their role and responsibility in completing their requirements. Empowering the student not enabling.

Establishing an area or person within the college they connect with and feel comfortable being around. Assisting students to recognize that there is a place where they belong within the college.

I have created an advisor syllabi provided to the student. In the syllabi and explain my expectations of our relationship.

My goal is always to assist students to become independent. I am there to help if they need or want it, but I support their efforts to take responsibility for their learning and to become independent thinkers and life long learners.

Students should be able to make self evaluations of themselves and make critical decisions regarding their own education. Advisors should be a good guide but eventually allow students to make their own decisions.

For the unit I work in, it is important for students to understand what it takes to move out of University

College and in to their degree granting school.

Take ownership and responsibility for their education. Continue to reflect on their decisions and the effect of those decisions. Be open-minded and be willing to explore a variety of academic and career interests

become life-long learners; engage in transformative global citizenry.

increased empathy/tolerance;

Knowledge of on-line technologies such as an academic catalog or schedule of classes is often imperative to navigate course choices. We emphasize this in our unit as soon as we work with an incoming student.

The ability to realistically self-assess their skills, strengths, weaknesses, and abilities as it related to learning, and as a result adjust their study/learning strategies accordingly.

No answer.

Yes, students should understand that they have a support system within the University that can help them with their current and future academic and career endeavors.

Develop life skills, such as taking responsibility for choices and learning to comply with and respect deadlines and institutional policies

No.

self responsibility; taking ownership of their education

Become independent of one-on-one (hand holding) advising as they mature in their educational progress.

- Understand how to look up policies and procedures that affect them in given situations - Develop program map to meet requirements and be successful - Know how to access resources on campus - Know to ask advisor when in doubt!

Demonstrate an understanding of time management; have a clear idea of basic study strategies;

independence

students should take responsibility for meeting degree requirements

Selecting a major

better understanding of what is expected as a degree-seeking student

None that comes to mind at this time.

How to be professional and view the college experience as a job. take it seriously.

Increased career decision-making self-efficacy, academic self-efficacy, social integration, social identity integration, knowledge about college, understanding about life and life roles, and academic skills (not all but growth)

Not that I can think of.

Learning to think critically on their own by making decisions concerning their educational plan.

Become self-advocates

responsible management of their academic life and program - problem solvers see learning as a life long commitment and value

Understand and implement transfer issues.

Some of these questions assume the only student population being advised is the traditional age college student. There should be a category for the non-traditional adult student who is getting their degree via distance education.

We also coach them for life after college. How they can find information on their own if an advisor isn't available.

I want my students to be comfortable asking for assistance when they need it, whether it is strictly academically related or not.

I believe there should be a leadership/service to the university/college/school/department objective in there somewhere somehow.

Let the advisee know to let the advisor know what is going on in their lives. Without that information, the advisor can not provide pertinent information.

I think your list in Question 20 covers much of what academic advising should help students accomplish (particularly 20.1, 20.2, 20.3, 20.9, and 20.12). Academic advisers can help students create meaning for their educations.

approaching each appointment in a prepared & proactive focus

Appreciate the value of lifelong learning.

Give provisionally admitted students a method of test preparation. Give students a method of managing time. Provide weekly accountability sessions for them.

Become more independent of advisors, take more personal responsibility

Students should be able to accurately assess interest and abilities in relationship to career goals. Student should be able to correctly connect assessment to major.

Study, communication and career skills

Regarding Q19: We have Departmental assessment plans which deal with student learning objectives and outcomes, not just specific to academic advising.

Become problems solvers and independent learners

Taking ownership of their college/academic experience Creating balance between the demands of academics, work, social, components of their life

to become responsible for their own success

Take the effort to make advising appointments. Register on time.

Being able to make decisions about majors, courses, and application processes are all things students should be able to do after they have spent time with an advisor.

Students should be able to coherently plan their academic progress and match their academics with their career goals.

Understand how to create a balanced schedule

Taking ownership for their education and whatever follows, whether it be additional education or employment.

transferable skills.....managing decisions regarding courses and majors....later managing complex problems in the workplace.

None

Develop an ability to seek answers to their questions about their college career, career development and to develop a comfort level in involving faculty in their course selection and success.

They should feel comfortable and welcomed in an advising office, and be given the one-on-one time needed to get all of their questions answered.

Students should be able to develop their own academic goals, and be able to understand the curriculum enough to create their own course plans.

Students should learn to become more resourceful, self-sufficient, and confident.

Demonstrate multicultural and global competencies given engineering is a field that is global in its nature and functions. Hence, we stress multicultural and global skills - communication, written, cultural, and knowledge.

Other objectives that I've worked on with students include interacting socially with other students and developing a sense of belonging to the institution.

Demonstrate the ability to effectively problem-solve, For pre-health students, demonstrate an understanding of the value of gaining community service and leadership skills.

Self-awareness of their academic strengths and weaknesses

Value life-long learning

self reliance, independence, academic goal setting

I spend a lot of time encouraging students to be independant. i.e. Look up your degree, determine which classes need to be taken next, ask for help when you need it, etc.

-

Finding a balance between inspiration and realistic expectations. Appreciating diversity of people, opinions, and disciplinary approaches.

I don't know. Sometimes the only indication that students understand what is being explained to them or expected of them is at the moment I see the light bulb actually come on.

Learning how to prepare for an advising appointment

An understanding of the reality - how difficult the circumstances of their major are and the fit it has with their capabilities.

The student should learn to assume responsibility for their educational decisions or lack thereof.

Feel more connected to the institution

Understanding the importance of adequate time studying, time management.

The above are what I hope for.

As a result of working with an advisor., students should gain independence in reaching their educational goal, ie, become less dependant upon the Advisor as they progress.

-

It is ok to ask for help. I work at an open enrollment institution, and many students do not ask for assistance until it is too late and there are in big academic trouble.

none

Becoming empowered to be accountable for their decisions and be confident to make the right choices and decisions.

N/A

I feel as though they should be able to effectively make correct course selections based on their education plans. I also feel as though they should be able to access the different services available to them and reap the benefits.

- ability to articulate their academic and life goals - be able to link their everyday actions to the achievement of their long term goals - accept responsibility for researching areas of interest and following up on referrals

Our students should have a better understanding of who they are, who God is and what he can do through them.

Understanding a need for balance and how to create a balance between work,school and personal life.

The Academic Advisor should be a role model for professionalism, integrity, and the importance of continued education.

Take responsibility for their own academic decisions.

helping students - plan for life after graduation - develop insight into themselves, gain overview - take responsibility for their decisions and actions

N/A

Understand the life-long learning process

most students see gen ed requirements as an inconvenience - it doesn't even matter if they are going into elem ed where that knowledge base will be impt. and necessary! I think the HS & institutions must do better explaining them

Imparting confidence in their academic choices, encouraging students to think about how to become good "citizens" when they graduate

Students should be able to self advocate and self assess.

Developing and understanding a 4-year "educational plan" that facilitates reasonable course exploration, completion of core and major requirements, and permits off-campus or other "experiential" learning activities

Because I work with Exploratory Studies students, I believe it is important to help them understand who they are via personality and career assessments as well as self-reflection, in addition to mastering academia.

Demonstrate the ability to become a critical thinker in terms of their own goals and responsibilities.

Training for advisors.

Demonstrate ability to readjust goals when necessary. Demonstrate ability to handle disappointment when what a student wants is not possible due to policies at the Institution. Ability to redirect energy into attainable goals

Self-Reliance is very important. I strongly believe that students must learn how to investigate things for themselves and not rely solely on their academic advisor to hand them information.

Taking responsibility for one's actions and education. Understanding consequences of one's actions and making informed decisions.

n/a

As a result of working with me, I would like to see my students be able to become more confident in thier decision making skills and learn to take responsibility for thier education.

Utilizing appropriate technology in contacting faculty, staff and demonstrating what they have learned (e-mail, word attachments, e-Portfolio/Portfolio, etc.).

goal setting, degree planning, critical thinking

Students will hopefully understand that a life of the mind is another benefit of a college degree. They should have the broadest definition of plagiarism, how to avoid it and (see below)

Ability to navigate bureaucracy in a calm and intelligent manner.

Learn to take personal responsibility for academic success.

Integrate a variety of educational experiences. Understand and engage in civic issues.

Teach students to use the Internet resources to seek out information they need without dependence on the adviser.

knowledge of program requirements and college deadlines

no

Students should be able to relate abilities, interests to areas of study and to their ultimate goals.

Clarity about their academic program, college, and chosen profession

Gain confidence in their academic abilities

no

Planning early for the requirements for the chosen transfer institution.

There is confusion between academic advising & career advising. New students that r undecided about their career path should seek advise from a career assessment cntr b4 seeing academic advisors or we need 2 b trained n that area.

networking, communication, follow-through

Build strong partnerships between advisors and students to increase student persistence or return and to stimulate student success.

I think you have covered them all.

Students should be able to navigate through their curriculum and feel empowered to do so after a meeting with an Academic Advisor.

My advising sessions are outcome focused 1. information to receive concerning finishing their degree 2. whatever information, situation or question the student wants to discuss.

Demonstrate the ability to make informed educational decisions Be able to take an active role in their educational planning

Helping students make the understand that the skills they develop in time management, critical thinking and utilization of resources in college apply to their career as well.

Increased sense of self, increased self-knowledge or at least access to tools for increasing self-knowledge

Develop the ability for good decision-making and taking responsibility for their college career by modeling our actions and decisions.

i think you were pretty inclusive in the items you have on your survey.

Retention

attainment of goals and individual responsibility

Understanding the student's role as a valuable member of the college community.

ability to effectively communicate their skills and abilities to potential employers

cannot think of any others at this time

Understand that education is lifelong and current workforce demands may mean grad work later; that being fast at the BA level may mean a low GPA that will hinder that; able to examine short and long term ed'l planning.

No.

Development of identity, self authorship, and integrity.

identify barriers to success and set goals to overcome those barriers

Develop an understanding between acedmic achievement and career success. Develop an appreciation of lifelong learning and how it relates to individual fulfillment.

Research their interests and abilities and the University programs available and make an informed decision about which major fits best. (sort of 20.1 but more detailed)

Yes. A learner must demonstrate competency in the areas of scholar-practitioner inquiry, critical thinking, professional communication, and research.

Yes.

responsibility and accountability

Develop critical thinknig skills that will promote independence and provide them with the initiatives to find the answers.

N/A

maintain good communication and rapport with one academic assigned advisor.

Getting good marks and graduating.

On our campus, these items are campus-wide objectives. To assume that one advisor (or one session) could do it all, is not realistic and sometimes that's all we get. It's frustrating to think how much my students are missing!

no

Effective Time Management Skills. Be able to define and develop "realistic" goals, academic and personal. Gain the ability and willingness to assume and accept responsibility for their educational plans and achievements.

Personal responsibility in respect to taking ownership of their degree vs. expecting their advisor to decided what courses they will complete.

Merging career development with Academic Advising

Students should become more independent and able to plan on their own based on available written materials.

We are in the process of identifying objectives and competencies that students should demonstrate as a result of our programs from Pre-enrollment throughout the time they spend with us in Undergraduate Studies.

Yes: development of self-advocacy skills, self-regulatory skills, personal responsibility.

undersanding of how current coursework will help them achieve future goals (i.e -open transfer opportunities)

Students need to feel that they have a personal connection with an advisor. So that when issues come up, they have a contact

not that I can think of.

Understanding the decision-making process, and utilizing actuarial skills for risk-assessment.

Ability to learn the website or catalog and use effectively the tools demonstrated by the advisor instead of relying on advsiors for any answer.

Making sure students are managing their time, balancing their life, staying appropriately organized, and are asking for help when they need it! Needs vary greatly by population of student, but I work with traditional freshmen

Motivate them to do better in their course work. Show the effects on their GPA by repeating classes with low grades.

Ability to understand transferring process and act assertively (if credits are not accepted at 4 year college)to retain credits.

1. Students should be able to assess how grades will effect their long term plans and ability to get the GPA necessary to declare their desired majors. 2. Students should know the relationship between class attendance and grades.

The main objective is to follow through. Build a data-base that will help keep track of your student's progress as he/she matriculates at the insitution of higher ed.

Most importantly the student shoud be able to read and utilize a degree aduit report and create an effective schedule.

Connections:campus jobs, extracurricular participation (clubs/sports/senate/etc), getting to know instructors, faculty-student research projects, volunteer/community service. Research shows, more connections =

higher retention.

I'd hope it's always an opportunity for students to be encouraged to improve interpersonal communication skills.

Helping students communicate effectively.

Demonstrate research-based decision making skills. Critically evaluate their aptitude, motivations, abilities, and skills and adjust their educational and academic plans accordingly.

understand graduation requirements and able to choose courses that fulfill those requirements. Ask an adviser when myths and rumors start circulating around campus regarding graduation requirements or campus policies.

One can parse learning outcomes any number of ways. These seem to cover the broad spectrum. Advisers can take some responsibility for helping students understand their specific disciplinary culture too, though secondarily to faculty

Be able to register and make their own plans/goals for graduation

No.

Understand how their academic core or gen eds fit in with their program of study, how to use online advising/registration services

Autonomy with regards to their decisions

none

No.

In the two yr. setting we work to get our students on a path of self efficacy--many expect assistance for every step in processes--we work with them to provide skills to do many of these tasks on their own successfully

Being comfortable approaching/interacting appropriately with University administration as embodied in an academic advisor. The "etiquette" of email/phone calls or any contact with the advisor.

Students should be comfortable with their career choice, the path they need to take to get there and, take action in that direction.

Good communication skills.

Students should be able to plan their schedules on their own. They should be prepared to graduate on time.

identify fields of study that are consistent with their interests, abilities, and life goals develop and implement a meaningful educational plan know how to locate university policies

Students need to learn how to advocate for themselves, how to access financial aid, how to connect career and educational goals, how to manage their time, how to balance school/life demands, and to learn how to ask questions.

Ability to understand campus resources. Ability to understand transferrable skills in addition to course work.

Initiative, Leadership, Accountability

Engage in professional development opportunities and what opportunities are available to them.

I feel that students should be competent in knowing their campus resources AND where to physically find them. If they know where to find their advisor, then they should know where their campus resources are located as well.

Ability to assess their own progress and success

na

Students need to take control of their own educational goals - this is a learning curve for some but we can set them on the right path and get them to self-advocate given the proper campus contacts and resources.

Gain an overall sense of ownership of their education.

Autonomy

No

A general sense of organization and an understanding of higher education and all it has to offer. The freedom to pursue their passions in life!

My number one objective is to connect with the students so they feel comfortable returning if they have any questions/concerns.

resourcefulness, adaptability, proactive thought

None that I can think of.

Ability to avoid academic probation and/or dismissal

understanding and acknowledgement of university policy/procedure; demonstrate ability to find resources and follow through and use these resources, if needed

--

Have an understanding of the college catalogue. Most of my students, do not read it and/or unaware of degree requirements.

The most important competency I try to teach my students is best explained via a Georg Simmel quote: "He is educated who knows where to find what he doesn't know."

Understanding and working through the issues that face adult learners

NA

Students should be able to see the relationship between their courses in degree plan and its relationship to the degree and their learning and vocational goals.

Sure, but where does one even begin?! We work with/advise conditional admits, and getting the basics across is sometimes all we get done.

The ability to accept responsibility for their actions/decisions.

gain confidence in themselves to trust their decisions and ideas

The ability to bounce back, to learn resiliency, to learn how to take care of themselves, their money, their health, etc. for long-term success in life.

n/a

Students should learn to be accountable for their education and take the initiative to understand what they need to accomplish in order to graduate.

students should not be hand-held but should use the information advisors give them and run with it.

Improvement of oral and written communication skills; ability to take responsibility for decision-making

I'd like to see more of the objectives in question 20 able to be successfully demonstrated by students I work with.

Students need to take responsibility for their education such as reading campus e-mails and participating in departmental activities.

Ability to calculate GPA.

Not that I know at this time

Appreciate cultural differences and work effectively with fellow students, faculty, and staff of different cultural backgrounds than the student. Advocate effectively for one's self within the institutional systems and processes.

Students should learn how to access information for themselves, be self-sufficient, and think in terms of the near future. With these skills, then advisers would be more effective in assisting students in more meaningful ways.

Understand the correlations between the varieties of majors and their career options/opportunities

Understand developmental "personal" goals

no

Exhibit coping skills and stress management.

Goals for School of Management business students:are prepared for advising sessions, know the registration system, knows resources available to determine values, interests & abilities,list 3 values,skills,strengths&weaknesses;

I think it's important for them to be able to feel comfortable within the system of higher ed, be able to have a plan or guide for their time at our institution and know of resources for their transition after completion.

Manage their time in order to meet online course requirements. Utilize online resources.

An understanding of academic policies and procedures, the ability to read their academic evaluation (degree audit) and an knowledge of campus resources.

None that I can think of now

To focus on their education and to follow the necessary steps to achieve this goal.

Because I work in developmental education, we stress students' ability to negotiate insitutional and classroom policies and policies while addressing personal saboatges to success.

How to motivate students

no

I think that after a student has meet with an advisor they should be able to accurately articulate why they meet with the advisor and what was accomplished by having a conversation with their advisor.

Declare a major (I primarily meet with undecided students)

None that I cna think of at the moment.

We are somewhat successful at meeting the above criteria through the use of First Year Experience. Our goal is to empower students to utilize their resources and achieve their goals independently.

Effective advising assists students in transitioning from dependency as freshmen, to independce as juniors and seniors in terms of educational planning and career exploration.

They should have a clear idea of what is needed to complete their degree... and how many years it will take...

Student integrity

Our undergraduate degree is a liberal arts program with an age range from 17 to 78, so focus of competency varies from a traditional program due to age,experience, motivation. Enhancement of critical thinking skills underlies all.

no comment

Absolutely, they need to understand and value that they are responsible to achieve their educational goals. We are there to support and guide, but ultimately their motivation to earn their degree is their responsibility.

Fully understand the relationship between Canadian colleges and universities; understand the financial options open to support their educational goals; developmentof healthy interdependance upon systems of college support

None that I can think of.

I would like to see them learn how to relate to others and the world around them better for both personal and professional reasons.

Specifically for transfer students: understand and be able to navigate the transfer process.

Setting high grade expectations and knowing the value of grades in relation to GPA calculation. Students also need to know that seeking academic advising should be an ongoing part of their education, not just used when in crisis mode.

not really

N/A

being able to communicate their passion or how their academic and career goals meet their definition of "meaningful life."

Because I work with primarily liberal arts students I believe it is important for me to help students understand, embrace and be able to articulate the value of studying the liberal arts.

Students seem to rely on me quite a bit. For some reason, it seems like their critical thinking skills are not as strong as they should be. Even with on-line information available, they don't seem to seek answers on their own.

no

Learning time management.

To be able to understand the relationship between courses and their academic success.

20. although my answers are average responses--it varies individually. Sometimes I am very successful and other times are am very unsuccessful.

Lead them in a career path. Not all institutions have a well thought out student career organization.

A student should have a thorough understanding of the academic process and where they stand.

I think social skills are important - being able to interact with people of different background, age, education, experience, etc.

Help students become more independent and responsible

The student should be able to understand and execute their educational plan.

I cannot think of any at this time.

Students should take the skills learned and apply them after transfer to a four year college. Students seem to return without practicing what they previously learned.

Ability to communicate effectively, and navigate successfully through the college experience.

Academic/life balance. Utilizing departmental resources. Learn about professional organizations that can help students network and become more involved in their industry.

deciding between earning an associate and transferring

Question 20...very difficult to evaluate as a whole...each individual student is at a different place, hence the lg number of 4's.

Learn to accept the responsibility of determining their educational experiance.

As a freshman advisor, it is my responsibility to equip students with the knowledge necessary to make informed decisions about their academic and career goals during and beyond their freshman year.

Students will begin thinking and articulating their personal, academic, and career mission and goals in relationship with also the university mission.

demonstration of decision-making and its consequences.

Exploration of major choices, certificates, dual degrees and minors.

Acquire the ability to network and interview well. Obtain a knowledge of how to use career resources, such as "Vault" and other online websites.

None

Develop a plan for time management/Juggling roles...we have many students trying to attend school that also have jobs, children, etc. A major challenge is finding the right balance!

Be able to make decisions on their own and take responsibility for their actions.

Moral compass-concern for the common good, proactivity, derivation of conceptual framework that helps students learn about and interact effectively with people from a variety of socio-cultural and disadvantaged economic backgrounds.

An ability to recognize that they are responsible for their own education--not their parents, peers, or expectations of society. They should recognize a deeper calling within themselves and confidence to pursue it.

Students will be able to utilize their interests and abilities to create a career plan. Students will be able to utilize a number of resources to research career opportunities on local, national and international levels.

Self avareness in matching goals and skills.

They should not just be able to define their interests and abilities but should be able to apply those in choosing courses or programs of study.

Independence and some educational and career research skills

I believe that the development of an ownership and accountability for their own education and the value of lifelong learning should be a part of the expected outcomes of academic advising.

Perhaps realizing that a lot of the questions need to be asked and not wait for an advisor to answer them without hearing the question.

development of career objectives/goals and making connections between coursework & career preparation

Calculate semester and cumulative GPA. Utilize computer system to access grades, etc. Work effectively with faculty mentor. Understand pre-requisite and course sequences and degree conferral. Identify core requirements.

What goes into the decision-making process;how the process works; realistic thinking; looking at options/alternatives. And, most of all,first you need to take the time and energy necessary to gather factual information first.

students becoming active participants in their educations

Understanding and utilizing the cultural and philosophical concepts of the Native teachings for lifelong learning.

DEMONSTRATED competencies in General Education requirements, knowledge of what it takes to graduate (120 credits, declared major, etc.)

Taking responsibility for their education.

Assisting student to take responsibility for their academic progress and trying to assist them in learning how to make decisions.

Leaning how the system works o that they are able to assume their own educational planning upon leaving our jurisdiction.

none

na

no

About half my advising appt time is spent on financial aid process w/new students. Cumbersome process is v.challenging for most entering the community college-they need help to plan/complete/succeed in this area. FAID related OBJ.

Show increased confidence in their academic and personal abilities. Demonstrate increased interaction with faculty and other students.

To become autonomous decision-makers and to pursue a well-rounded education, assist students in the pursuing of post-bacc studies.

basic technological competence

Clearly explain to others the benefit they have recieved from a liberal arts college education - well-rounded and not "stupid" courses required by the university.

Demonstrate responsibility for their educational and life decisions and goals.

Help the students demonstrate how to be a professional

Take the ownership of their education and learning

Some general understanding of how post secondary education works, so that they know what questions to ask, and how to find out necessary information, and better prepared at their next institution.

N/A

no

They should have a clear understanding of what courses are needed to graduate. They should also understand what they are learning from their classes. It is also ideal that they know what they plan to do after graduation.

Developing a plan to reach career goals after graduation.

Good luck measuring the ineffable. Successful advising is like food for the soul. On which scale will you measure this?

1. Collaboration 2.Resourcefulness in finding answers to their questions.

The simple answer is yes. However, our institution/department has not chosen to assess our methodologies. Student retention and persistence is measured but advising is viewed largely as a vehicle to get students registered.

I also work with students that have left school, trying to get them to reenroll.

Students should be able to demonstrate appropriate decision making skills.

None

transition between high school and college

I think you have covered all of them.

assist them in being accountable for own choices

Learning to navigate "systems" and hierarchies to achieve their personal goals.

An understanding of their strengths. We are starting to use strenghts based advising and counseling

Recognize diverse opportunities and incorporates these opportunities into their academic plans and educationally meaningul activities.

Taking respopnsibility for themselves! They are ultimately responsible for whether or not they meet all requirements and graduate.

no

Students should be able to take responsibility for their own education and learn how to be proactive as a result of working with the advisor.

Understanding how to use the resources themselves and being able to find their own answers and make their own decisions (after good guidance from their advisor).

Understanding and fulfilling their role in maintaining accurate student records

how to advocate for themselves..knowing their rights and responsibilities as students

Independent thinking and improved decision making skills should develop. Increased ability to search for resources and improved ability to ask the right questions when it comes to their education should also develop.

making safe campus choices/wellness; taking responsibility for their own education and progress

Communicate the importance of and encourage involvement in community service activities as part of life-long learning.

na

No

Establishing connections between advising, course completion, job search and long-term employment goals

The ability to take responsibility for their education and to look for answers to their questions, coming to an advisor for clarification.

The students accountability for their success or failure.

Understand their strengths and abilities as well as their "growing edge" - their increased self understanding.

Our institution is in the process of developing objectives.

self awareness and the gradual improvement in judgement

general critical thinking, information literacy, self-critique/analysis

Personal responsibility

Learn to take responsibility for their own educational experience. Learn to develop alternatives if their first choice does not work out (e.g., they are not accepted into the nursing program).

Better understanding of the on line registration and support systems

Develop an understanding of the language and jargon of higher education.

Evaluate the student's commitment to degree completion at my institution. Identify any problems or situations that may lead to stopping out.

Learn to ask for help when struggling. Don't be afraid to be honest

..

Ability to make good decisions regarding their academic goals and life goals.

n/a

An ability to make decisions on their own.

Know their future academic goals, how to pursue them and where they can get help to do so.

I would add fostering student communication skills to the list. I am amazed at the number of students who do not communicate well, will not talk to faculty when experiencing difficulty in a class, etc.

Effectively utilize the degree audit in their academic planning before coming to review their term selections with an academic advisor.

My University has both a traditional on campus environment and an extensive online/distance learning environment. My advising population consists of adult learners. Focus, organization, time management are critical objectives.

They should have a realistic view of life after university.

Assisting nontraditional students see that they ARE capable of succeeding in college despite past educational performance. Help students understand the limits of financial aid and how their grades impact continued assistance.

being able to develop a schedule and choose classes based on the educational plan.

None

I think there are other objectives based on the specific institutional mission. Also, the competencies should be connected with students' level of development so that what we expect of seniors is more advanced/complex.

Yes.

Develop a system where students will be obliged to meet with their advisors at least once per semester.

-how to read and interpret their acadmic reports outlining graduation requirements

Students should be proactive in the pursuit of their educational goals. Students should take ownership for the attainment of their educational achievements. Students should speak in a clear and concise manner.

Know how to calculate GPA and understand, understand the effect of sastisfactory progress for financial aid purposes, clearly understand probation and suspension

Upper level students should be encouraged to serve as mentors to incoming freshmen in their majors. Such involvement would help make freshmen transitions from high school or another college/technical campuses smoother.

Perhaps this is covered under developing an educational plan and other objectives above, however, I'd state more specifically "showing the ability to change a course of action (a major, how they study, etc.) when th

Students should come to advising appointments more prepared. For the most part, freshman are lacking in this area.

I wish to have my students learn to become good decision makers regarding their academic and career plans. I want them also to become good consumers of accurate and creditable information from which they make good decisions.

Ability to use financial aid and scholarship resources.

Accountability, initiative, self awareness, self discipline, knowledge, goal achievement

My role is to empower the student by providing information, together examining options, then allowing the student to take responsibility for his/her outcome. I also need to follow up with the results of their exploration and add to

An understanding of how education continues throughout their lifetime.

Our focus is less on what competencies students 'should' meet and more on what services can we provide to students to best improve their chances of success. I think an emphasis on professional training is quite important.

For student-athletes - Understand the importance of Academic Progress Rate (APR) and Progress Towards Degree (PTD) requirements by the National Collegiate Athletic Association (NCAA)

Understanding of admission requirements, ability to plan academic goals/courses, ability to ascertain their competitiveness for admission to desired program.

Demonstrate the ability to interact with persons within the academic enterprise who are of diverse backgrounds and different ethnic and cultural groups

N/A

Better understanding of the goals of liberal arts education.

Effective assist students in linking their academic program of choice to their desired career goals.

Balance life activities and make effective use of time. This is especially true of adult learners and the community college population.

Yes, students will become aware of their abilities and strengths as they progress through college. They will understand their academic degree plan and graduate in a timely manner. Students will become aware of new policies.

Students should graduate with more than a degree. They should graduate with a realistic view of their abilities, interests and a with desire to make more than \$ - they should have the tools /desires to make community better.

In my community college setting, my goal is to help the wide variety of students navigate the college's policies and procedures to meet their educational goals.

Helping students self evaluate and take responsibility for their needs.

recognizing and respecting their own self-development; valuing their abilities to become lifelong learners.

Examine students strengths and weaknesses.

personal/individual academic goals based on student's personal strengths and interests

Students should be able to develop their academic "purpose."

N/A

At some point, students should develop some decision-making skills and certainly be able to enroll in courses on their own.

each student should be able to develop and be accountable for their own set of student responsibilities, both personal and academic

Ability to make informed decisions on their own.

level of trust

Effectively interact with their peers. Develop leadership skills in the classroom, work environments (on and off campus), internship and service learning environments off campus (local, regional, national, international).

After meeting with their assigned advisor, students should be able to understand their program's requirements and know what courses they need to complete their program successfully in a timely manner.

Most are covered above.

Students need to understand the importance of, and take more responsibility, for greater interaction with advisers.

Evaluate their own psycho-social, and academic growth through the process.

To engage in cultural diversity and cultural competence activities during their academic experience.

Problem solving

There are numerous competencies from the transition from high school through gearing their degree and experience into the next level of employment or higher education.

understanding of learning style self advocacy

Developing student autonomy (i.e. taking responsibility for their education and academic decisions)

Find value in being as successful as possible in each class, each quarter -- not merely getting through and getting a degree.

n/a

Learning and developing enough to be an independent student and to know how to be proactive in staying on their academic path....know where and how to find the right courses to take...

No

Academic advisors can help students learn to ask themselves questions to help them 1) generate options, and 2) sort through those options to choose a helpful direction(s) for their remaining education and future life experience.

Showing up and getting involved in their educational journey.

Since advising Division I athletes, my job is determined by NCAA requirements. If a student does not make progress towards a degree, he/she can become ineligible.

self-analysis and major/career/personal goals

No

Ability/willingness to take initiative regarding their own educational plans, goals, questions, etc.

They should be able to navigate a within an institutional setting.

communication skills; verbal communication.

Definitely. This should be a more important focus in our office.

Taking responsibility for previous poor choices, both personal and academic. This, however, must be "taught" in a non-judgemental, supportive fashion.

Students should be able to know why they chose the classes they did, whether they are required for their major, or electives they chose because they are interested in them.

As a result of advising, students should learn to make appropriate educational and vocational decisions. Advising is teaching. Advisors teach decision making.

Developing a comprehensive plan for post graduate opportunities as early as their sophomore year

balance of time/work/classes, etc

No

Develop an understanding of the importance for becoming a life long learner

Students should develop independence in achieving these goals Advisees should set attainable academic and career goals

Personal responsibility and initiative.

Introduce concepts of lifelong learning and professional development in their field of choice.

apply critical thinking skills to information gathered regarding academic majors and courses.

Engage in activities and gain experiences related to their major and/or career aspirations to increase their likelihood of related employment or graduate school upon graduation.

Set educational goals and a path to achieve them. Empowering students to take charge of the educational pursuits and know where to go for help, resources, questions. Help students create a path toward attaining their goals.

Students should learn how to communicate effectively to get questions answered or other types of assistance. They should become more allocentric as throughout their college experience.

Our objectives also include: helping students access/navigate electronic information resources (i.e., email, Blackboard) and stressing the importance of interacting with students different from themselves by culture, identity, etc.

student self sufficiency

N/A

How to 'read' and use the Course Catalog effectively

They should have a realistic understanding of whether or not they can complete the requirements for a specific degree and what alternatives exist.

Realizing that it is their education and not mine. Once a student gets to that point, they usually are very good at finding information on their own and making academic decisions based on that information.

At our college, we track student progress to measure their growth as they matriculate or graduate.

Understand the value of multiple perspectives, when to solicit new ideas from others, and how to recognize when different cultural backgrounds add richness to a situation and improve a solution.

Students need to listen to what their advisor tells them. They should always demonstrate listening skills!!

Understand holds placed on their accounts and how to get rid of them before registration. How to effectively find new classes if the ones they wanted are full. Where to find class descriptions. Financial aid issues.

An ability to self advise to come degree. With advising students should be able to come up with a plan and seek advice on completing the plan.

Success with self-advisement and a seamless transfer to four-year institutions.

None

this is so subjective...to every institution's level of organization. I hesitate to say anything other than they should know how to make an appt. Our registration system has been garbage for 2yrs,while integrating

Banner software.

Understand and utilize the process of transfer to 4-year colleges and universities.

strengthen sense of personal responsibility for own decisions

A better understanding of the technological services available from our institution.

I think a primary aim of our working together is to help the student develop autonomy and responsibility for the administration of his/her education. This includes learning how to find answers and where to ask questions.

Realistic understanding of what courses of study are most appropriate to their skill set.

The ability to navigate through the college system independently.

I expect a decrease in the students need for me as time progresses. Many succeed, others do not.

Can use the computer effectively in helping with career and major searches.

Students should be able to use the tools provided by advisors and the college.

No.

I see a lot of hand holding and little responsibility by the student to create their schedules and education/career plans. They expect us to do it for them. We try to give them the tools & the encouragement to complete these tasks.

Clearly articulate educational, career, and life goals. Activate their online account. How to build their class schedule. Importance of Gen Ed classes. Create an educational plan. Understand academic deadlines.

goal-setting and progressing towards those goals

no

Learning how to explore and trusting in oneself and one's interests to make decisions about study abroad, course scheduling, and extracurricular activities. Learning how to make connections with info in classes and w/ people.

Students need to develop in their personal as well as academic lives. They must gain insight into who they are and what abilities they possess, recognize who they want to become, and gain confidence in their abilities.

lists above are comprehensive

To understand the importance of cultural awareness, empathy with others who are different from themselves, and becoming more confident in their own decision making.

Students should be able to feel confident that the information given to them by their advisor is accurate.

basic life skills--how to send proper emails, show up to appointments on time, etc.

They should demonstrate good decision-making skills.

Connecting their academic plans with their possibilities. Exploratory students are advised on their requirements and how those requirements pertain to each major.

self advocacy.

understand their responsibility and role in their education

The students should know which classes to choose, how to read a degree evaluation, and know resources available for their situation.

To take responsibility for understanding university policies and requirements for their major.

I would like to develop ways for students to be more self-sufficient in regards to their academic progress, instead of expecting their academic advisors to make decisions for them.

Understand degree requirements, value of studying abroad, and importance of co-curricular activities.

Understanding of how a given major works within their college experience - choosing courses according to their tastes and abilities as much as possible. See patterns in their course selection- direct them to second majors or minors.

Personal responsibility

Take ownership of their education Develop good time management skills

No

Getting upperlevel students involved in helping new and transfer students adjust to college life.

At my institution, an important part of our role is problem-solving for students. Many times, they have been shuffled between offices and our office provides student advocacy.

becoming a responsible self-directed learner who sees things from broader perspectives

An understanding of their academic program requirements and how to find information regarding their daily academic life.

Handel decisions, life management

Understand the benefit of the advising process; become resourceful researchers; develop mentoring/networking relationships with faculty & administrators

Follow through when referred to appropriate campus resources COmmunicate in a timley manner through the university email system.

Build independence and responsibility for their actions

Students should become more independent and more able to navigate the academic environment

comfortably with very little assistance.

N/A

no.

none that I can think of at this time.

They should know how to use the tools of registration, how the systems/processes that affect them work in order to take advantage of opportunities or take care of housekeeping; help them be more independent in taking care of business

importance of being life-long learners

They should have a much better understanding of the big picture as it pertains to their college experience. We should have deep, meaningful conversations about lifelong goals and how school will help them achieve them.

Students should be able to demonstrate an understanding of the institution's academic policies as a result of interacting with their academic advisors.

At our University, students must also demonstrate competencies through an electronic portfolio.

Students should understand the importance of maintaining a relationship with their academic advisor, whether or not they have difficulties with their educational objectives.

Learning to be self-sufficient concerning their individual affairs.

Being able to use and understand the schedule of classes and catalog.

Understand the importance of on-going academic advising throughout college experience. Demonstrate ability to calculate own GPA. Understand various ways to improve GPA.

none

The ability to plan & execute a degree program with a minimum of extraneous courses.

Helping them communicate their goals to their parents. Helping them deal with communicating with their instructors.

Communicate to students that you are on their side and available to help them.

Identify graduate or professional schools that MAY be of interest.

Many of the things we have not been successful with is due to the newness of the Center and our small staff of three (two since August). We have a new Team Leader and are headed in a more developmental direction.

Registration process and application process to transfer

Students should have a better understanding that a primary purpose of advising is to help students tap into the self and individual abilities. We promote students taking ownership of their education and life to achieve success.

I wish I knew how to get them to USE the resources available to them.

I'm sure there must be but I can't think of any right now.

Demonstrate a level of developmental maturity and the ability to make independent and informed decisions without the constant need for academic advising intervention.

Demonstrate awareness of all opportunities available to them while students at the university, ie. Study Abroad, Exchange programs, etc.

They should be able to read and interpret the Catalog, and they should understand their responsibility related to it.

none come to mind

A confidence in their ability to navigate their own college experience.

Students should be able to critically their strengths and weaknesses in relation to the requirements, both academically and socially, of their major and career choice. ie:if they are weak in math/science then don't study business.

Helping Adult students to feel like a member of the community

Better understanding of the linking of their academics and career exploration with their talents and interests and skills

Preparation and evaluation of courses needed to obtain 'release' from our Texas Success Initiative and/or Individual Approval requirements.

Experiential Learning: Does the student understand the value of experiential learning opportunities?
Competitive Work Environment: Does the student understand and believe they are being prepared for a highly competitive work envi

Students must become more proactive in their education. They seem to want everyone else to plan their education and future. Teaching responsibility is most important and most complicated to instill.

knowledge of school policies.

Understand the importance of their own responsibility in achieving their academic goals.

Students will be able to read & understand curriculum charts and/or academic audits. Students will effectively organize their courseload per semester and come prepared with appropriate paperwork during meetings.

To have a civil discussion when their may be a difference of perspective

I believe that students should be able to learn skills of how to communicate to other educational

professionals. Mentoring my advisees on questions to ask about their academic situation with instructors for example.

Ultimate goal--Feel comfortable at our institution and be successful.

Enhanced communication skills

For non-traditional adult ug students, primary objective = persistence: commitment 2 educational goals helps stu face personal/family/work/\$ issues which compete with school. Honesty re: issues coupled w/accountability to goal helps

Personal Responsibility/Autonomy

Understand the nature and role of advisor. Students still may believe that an advisor is a counselor, and a counselor is an advisor. On our campus, they perform distinct functions with some overlap.

Students come here to become teachers. Our programs are selective. I see most students only once or twice, others I see multiple times particularly if they struggle to meet requirements. I reassure & help find alternative plan Bs.

None that I can think of.

Helping students through crisis situations (i.e. family, personal, or medical issues) that may come up during their academic career. I understand the use of resources, but in many cases, the Advisor is the first person they turn to.

Not that I can think of.

Appreciation for life long learning.

Students should understand how to carry themselves as a professional and treat an advising meeting like a professional meeting.

Students should learn to keep professional appointments or how/when to notify those affected when they are unable to attend.

Students need to be held accountable in managing their academic careers. In other words, they need to become more proactive in planning their education.

in our program we attempt to have students understand their inherent value to the university community, and have a sense of empowerment to tap into their resources here

I try to get the student confident in one's ability to do some of the tasks like registration, look up classes, prereq's and talking with departments/professors when a desired course is closed and they would like to get into it.

Awareness of opportunities and experiences that will help them achieve their educational and career goals. Provide opportunities for networking in and out of the program.

Knowing that there is a place where they can come with questions and concerns, even if that person doesn't necessarily know all of the answers.

No

We continually see students who want everything done for them and they don't take the initiative to look for information. This is the most frustrating.

To identify a major that is a "natural fit" with their abilities, interests, values, personal and professional goals and life experiences.

Students need to learn patience. So many students want to know everything right now, and they need to understand that in life they will not always get instant gratification.

Students should be guided in a way that they are taking classes that are directly related their program and will not waste personal time and money.

Objective: familiarization of resources & requirements for graduate studies.

Not that are not covered above.

as you can see from my response above, I am not very directly engaged in advising at this time so I have nothing further to add.

Until there is a better student/advisor ratio, objectives are basic. Hope for improvement this year.

Ability to connect with like minded students, faculty and staff to help them achieve their academic personal, and career goals. Develop cultural competencies that will allow them to thrive in a global society.

x

No

Not at the moment.

Getting students to take responsibility for gathering information, assessing it in a personal context, making and taking responsibility for their decisions.

Demonstrate an understanding of how personal values relate to educational and life goals.

Licensing and certification requirements of some majors (this may be already implied under 20.4 and 20.6. With education majors these requirements are heightened, different from other majors, and important.

Students should develop critical thinking skills and foster the initiative to plan their lives and make decisions. This is done via interactive exercises which take time and consideration to plan. Often there is not enough time.

Objectives and competencies seem to be well covered.

Learning how to become a part of their own advising process (take ownership of advising/goal attainment).

Learning about their level of transition to a new environment especially for underrepresented students who

may face "culture shock" and guiding the student through their development as a college student.

Learning the importance of following through, and not relying on "they".

These cover the main ones.

Develop an educational plan, select courses and other opportunities which fulfill that plan, thus allowing the student to obtain the degree.

Take responsibility for any decisions made after carefully reviewing information provided by advisor, faculty, career counselor, etc.. Learn that the real world will also provide opps and there will be good/bad results.

Self-directedness and ownership of degree requirements and institutional guidelines.

None

Yes. Academic advisors should assist students in assessing their long-term goals and realistic ways to achieve such. Also help student determine if the student is mastering the information from classes and experiences.

Assisting students to grow personally and understanding diverse student needs

Objective for Academic Advisors/ Student Goal(s): There should be measurable growth that reflect students becoming more proactive with their career planning.

To improve academic standing once the student has fallen below a certain GPA

Realizing if their planned major is a good fit for the skill level.

Students should be able to empower themselves to make decisions and take responsibility for their futures. It is my goal to walk with them as they learn to do that.

Empower students to ask questions regarding their learning experience

No comment

development of a positive relationship with the adviser which can be a big aid in retention and student satisfaction, especially important with first generation new freshmen who may not be comfortable at the institution

I'd like them to understand what I "do" - what I can do, what I know how to do, what my job asks of me... and how it differs from that of a registrar, or a counselor, or a "life coach", etc.

Ownership of their educational needs, goals and steps to achieving them

you have done a good job covering those, imho

Some type of self-efficacy scale to have student's rate their confidence and doing those things discussed above.

increase student engagement in the advising process - so they do not simply come to 'be advised' - like

taking a dose of medicine!

Other objectives: Help students apply for graduate programs.

Community college students who plan to transfer should be able to utilize the various resources (advisors, online tools, transfer guides, campus visits, etc.) that will enable them to seamlessly transfer to the 4-year institution.

be able to engage in a conversation with the academic advisor and be prepared for meetings

[Hide Responses](#)

Question 22

Do you have any additional comments or things you would like to add regarding academic advising?

[Hide Responses](#)

FYI related to the question above, we do not have assigned case loads for advising at our school as students are not assigned to a specific advisor and advising is not mandatory. Students may see any advisor in the Advising Center.

For high achievers, creating a culture of care is very important. I spend a great deal of time building a social program, creating a warm environment, being a cheerleader for students who do not feel respected by some faculty.

Even though we should all be giving the same advise, students do better seeing the same adviser each time.

I love my job!!

no

n/a

The noticeable change in student behavior (not taking responsibility) and increase in helicopter parenting has made the job of the Advisor much tougher and certainly more stressful.

Very rewarding and enjoyable.

With such a large case load (advising is only a portion of my job), it is necessary to help students become independent in the prescriptive advising areas and use our 1 on 1 time for more complex issues.

Academic Advising is an amazing helpful service on campuses but not enough is given to advisement. Advisors are often overloaded with students and workload and not enough time or resources to help everyone.

We have started a new process in our office called the Personal Development Plan - it is a planning that incoming freshmen go thru during the course of their 1st semester in conjunction with an advisor - great learning outcomes.

I think within each university there should be standard qualifications for advisers and a definition of their general duties. There should be university-wide advising learning objectives.

It can be difficult to get students to act on referrals, even after explaining that it is in their best interest to

get information from the best source. First and second year students are also, in general, shy of faculty.

We rock :) Kidding... We seem like pivotal folks for students and higher ed in general. There are SO many conversations we have and can have with students, and yet sometimes I feel our roles are not valued on campus.

I am a recruiter and admissions counselor for an EOF program for educationally disadvantaged students. because I concentrate on the front end of a college, I do not get to as many advsing issues

Advising one class year at a time provides less opportunity for a holistic approach and more focus on the "here and now" problem solving, especially with a high caseload.

It's difficult to spend much time with students discussing interests and goals when the case load is so atrociously high. The administration is more concerned about quantity of students enrolled rather than the quality of advising.

no

No.

no

Good luck! Good questions!

I think its important to teach the students, particular freshmen and transfer students, what it takes to succeed in college. The majority of my students come in feeling very overwhelmed and admit they were not prepared.

it's the most important meeting a student can have for a successful completion

No.

none

Advisors are underpaid and undervalued. Profession needs professionalization and certification, training in mutlicultural, career, academic and student development theories, research, and practice.

I wish that being an advisor held more esteem in the university.

value of advising on campuses - until advising is valued we struggle with our role as professionals.

THE non-traditional student getting their degree via On Line courses & working with an Academic Advisor is not being acknowledged in some of the questions.

The difficult part on our campus is course availability. Many students come in very frustrated and have no clue what to do. Part of my job is to help them learn how to handle difficulties in the future.

Seems to be very different in Canada - decentralized, greater diversity of tasks sometimes not related to advising, we're not counsellors but need counseling skills, hard to work in new institution when policies are moving target

I think all of the learning goals that you have named above are very important, but there is not always time

to discuss them in the context of an advising appointment. First Year Seminar has many of these goals in its syllabus.

An advisor's work is made much easier with the help of advising tools. At Wayne State (Mich), we have an online program that pulls info from the Banner records system, and is perfect for viewing student records

When you ask about "the usual length of... advising sessions", it is important to differentiate between "advising" sessions and "scheduling" sessions. This time of year, scheduling trumps advising and scheduling takes less time.

Make sure there is a distinction between Academic Advising and Mentoring.

Academic advising provides students the opportunity to make sense of their curriculum and personal choices- how their choice of major, general education, and co-curricular activities fit together to create an education.

Due to case load and being a distance learning advisor- I don't get as much time to spend on each student as they deserve.

The load is a heavy one. I have responsibility for Outreach to High Schools - meeting with prospective students in our college district as well as directing the Running Start Program and advising students.

Experience counts, especially when helping students. It is a mistake to hire young people just because you can pay them less. College students need good listeners who care more about them than about their own promotions.

Students need to take advising appointments seriously, be accountable for showing up for appointments and being prepared.

Advisors need more training in career counseling. Advisors should spend more time challenging students to accurately assess interests, abilities and career goals. Many Advisors spend too much time just scheduling courses.

We have a mission, vision and goals university statement that assist us connecting student learning outcomes for academic advising on campus

Parents need to understand the role of academic advising. More and more I have parents believing that I am a trained psychologist or individual, personal coach. I am not responsible for the advisee going to class, etc.

Thank you for the survey!

Students need to be able to accept responsibility for their own decisions and outcomes.

n/a

n/a

Not that I can think of.

Its hard to define. Some of us prefer a transactional experience while others assume the role of counselor, friend, advocate & teacher readily. Improvements should come from the bottom up, ask students past/present what they need(ed).

n/a

The learning outcomes above may not necessarily reflect those of our institutions!

At my school, it's very prescriptive. Focus is put on advisors to create individualized course plans without the student's input. Now, the majority of time is spent on data entry and not on relationship building with students.

It's the best job out there!

Continued: Global and multicultural skills are honed here because over 12% of our students and over 50% of our international (this is endemic to engineering schools within comprehensive research universities).

We are on a quarter system so we don't have the luxury of time with students; we are registering them 4 times a year. I wish I had more time to spend with each student.

no

-

Academic Advising is a balancing act where by you teach students how to take responsibility for their education while providing guidance and support.

I find I am more often concerned with students' mental and emotional well-being. Ultimately, I feel my objectives have only been met once I hear, "Thanks. I'm glad I came to see you. I feel so much better now."

Academic Advising should also touch on Financial Aid, time management and the realistic ability of the student handling a certain amount of classes. We have to ask- how much can you handle before they are scheduled.

Question 20 is somewhat difficult to measure inasmuch as our students do not have assigned advisors. Each visit to the advising office the student may see a different advisor therefore it is difficult to measure items under 20.

In the area that I work, we have 4 full-time advisors. Three of us are able to be proactive advisors, one of us is not. Being a proactive advisor is better for the students who need help before they get into trouble.

No

Most of my advising is prescriptive- I have 4500 majors and two staff advisors to work with them. I would love to have more time to explore, but my primarily first-gen business students are focused on the degree.

-

I think that for many students, their relationship with their academic advisor is perhaps the most consistently impactful faculty/staff relationship that they have over the course of their academic careers.

I see advisor burn out a lot. As a fairly new professional I am disheartened by it, and I will do anything in my power not to find myself in that situation. "Veteran" advisors need to be aware of the signs and symptoms.

none

My primary responsibility is working with students with disabilities and an intrinsic part of the relationship is advising. I have 200 +/- active cases, plus students from the general population as just advisees.

N/A

- one of the things that I feel would help advisors is greater communication between advising services on campus, the articulation of a centralized advising mandate and greater coordination b/ departmental advisors and others

The freshmen students that I advise are part of a first-year university studies course, so it is easier for me to accomplish these objectives when I meet with them all first semester 1 hour a week.

Respect every student.

Academic Advising does not have the respect of most faculty and administrators. They assume that all we do is enroll students in classes. More support from the college and opportunities for personal development is necessary.

As university is a life changing experience intellectually, advisors can help students use the academic momentum as a springboard to self-actualization, higher consciousness.

N/A

It is a very rewarding career!

Question 20 is very difficult to answer. I work with a variety of students and I believe I have success with some students and not with others. I can not answer these questions accurately.

Advising is so different even around our campus (5 college, 1 transition/transfer). I believe that many of those difference relate to the students we advise and the faculty/administration we work with (their education & background)

I work in a Welcome Center environment that advises all new students - mostly pertaining to assessment interpretation and discussion of developmental courses and program requirements. There are no long term relationships formed.

Best wishes with your dissertation.

Awareness of and support of economic, ethnic, gender, and similar differences, and how they affect academic and career planning.

The relationship between a student and academic advisor is an integral part of a student's success, navigating the academic waters!

At the college where I work, academic advising training is non-existent. I have a Masters in School Counseling; however, the other 4 people who advise new students have had no training related to advising/counseling.

I have had to learn the art of saying no because my students want to be able to progress towards their goals in a way that is contrary to our institutional policies. i.e. disregard pre-requisites

Wearing many hats at our institution has become a way of life. Never know what students will divulge and therefore feel some days like a social worker, therapist, etc. instead of just academics.

I would like to see my advisees more often throughout each semester, however it is very challenging to do so based on my caseload.

n/a

I too am a doctoral student. I plan to start my dissertation this summer, so I feel your pain! Please feel free to contact me if I can help further in any way: meadad@appstate.edu. Good luck! And great survey.

n/a

how to write academic papers using properly cited materials to support thier ideas. Students should understand what a critical thinking rubric is, how to use one, and how one is used to evaluate their work.

No.

no

our appointments are 30 minutes, except for peak advising times (once per semester for five weeks). During those times, our appointments are 20 minutes.

I think academic advisors should help to communicate to students the campus culture of being academically supportive to all of their students. They should feel comfortable coming to you with any academic questions or concerns.

I would like to analyze the meaning of the academic disciplines and the way students use them to establish an academic identity. Also the rhetoric of academic advising, the words we use, the dynamic of the encounter.

Advisors' workspaces are not private (open work areas), so it can be challenging to disucss personal issues with students.

no

It's very hard to measure learning outcomes in academic advising. I think it's important for advisors to be talking about learning outcomes in academic advising, but more work needs to be done on how to measure those outcomes.

The ability to identify atleast one or two individuals that are aware of your presence and academic goals makes the college experience more enjoyable for students.

An academic advisor should convey a genuine interest in helping the student succeed. A student should feel that he can trust his advisor.

no

none

Academic advising seems to have taken on additional responsibilities such as financial counseling, REALISTIC major and career planning, placing academics as a priority for many students. The role is

shifting with each new class so

Study will yield important data regarding Academic Advising.

As I focus on outcomes, students are given information, much of which they have to act on (i.e. go somewhere or look up). Students become a more active participate in the decision making.

In regards to the case load question, we aren't given a "caseload" we advise all students who need help.

I think it is one of the most exciting and rewarding careers. I really enjoy watching the emotional and cognitive growth that occurs during the first year of college.

We do not use the caseload system. Undeclared students or those changing their major can see any of us (there are five of us), depending on availability. Students can choose to stick with the same advisor or not.

I love the interaction with the students especially the freshman as they seem to need the guidance the most.

I am the Coordinator of Academic Advising in our College of Communication. I meet with seniors a semester before they graduate we have faculty advisors who meet with our other students.

NA

Advising is often stymied by the parameters set by universities or departments. While there are best practices within the field, advisers may not be able to employ those methods due to such restrictions.

not at this time

Since I work entirely with working adults, negotiating life's surprises concerning work, relationships, family issues, personal and family health, and the local economy are important factors in my student's decision-making.

Our institution sees many 'non-traditional' and returning students who face add'l issues regarding time management & financial planning for educational expenses. As advisors we need to be better able to address these issues.

No.

Would like to see more funding for professional development of academic advisors. Including funds for sending all advisors to at least 2 conferences a year.

no

No.

Its more than advising students about her/his education; rather, it is assisting them for independence.

Advising is something I truly enjoy. However, my frustrations stem from students expecting me (or my office) to do everything for them.

nope.

N/A

Advising encompasses a far greater variety of student issues than simply academia. There are personal, familial, financial, emotional and health issues that can interfere with student success. I take all variables into account.

For Question 18, it really depends on the student and what their needs are. The most important skill is listening to learn what that student needs. Seems like a better wording would be how much time I spend on these tasks.

I love doing my job even if I could be making double my salary in a different department.

Helping students understand the value of an education is the job of high school, admissions and career counselors. If a student doesn't value their education by the time they start classes, they need more than academic advising.

End of Question 21 - Become active learners who listen, interact and participate fully in their educational and advising experiences.

There are about 1000 students assigned to my office. I have about 30 part time advisor hours available to me, so students see whoever is open. I have advised a majority of the students but I do have a cohort of 100 that see only me

Ratings above indicate importance of these outcomes, but not necessarily the amount of time actually devoted to them. My biggest challenge often is guiding the students' expectations of our advising relationship toward these goals.

Mandatory advising appointments for new students would prevent a lot of frustration due to peer-advising and self-advising.

In addition, I also think that it is important to reach out to the student by "intrusive" advising. By calling student prior to registration I found many who had questions they needed to ask.

not at this time

Though I have been advising now for over 3 years, I am still only in my first 6 months at this position - please keep this in mind with the "somewhat successful" comments on resources, as it changes at each institution.

Important to show confidence in the students abilities to succeed in their course work

Our college has had many advisor positions (due to retirements) open..only seeing individuals apply with mental health backgrounds.

University administration need to understand the importance of student support to retention.

Stay positive and be the example so that the student will have an example to follow.

At my institution academic advising is separate from career counseling. I have so many students there is no way I could do both.

Through the years the shift of emphasis has changed with each new boss/dean/department head. Influence of leadership on advising and its goals or perceived importance has a major impact on what is actually

accomplished.

The best job in the world! Fun and challenging.

No

Please publish the results in the NACADA Journal so we can all benefit from what you learn. Thank you!

The biggest challenge I face at my institution is having limited time with students due to a heavy advising load. Developmental advising is my preferred method, but it requires more time than I usually have to spend with students.

Retention - Advising can be the #1 retention strategy for universities, we connect with students during the freshmen year and follow through with them on a semester by semester basis up through senior year.

Like faculty, advisers should model the collegiate/university persona.

None.

n/a

work with students so that students needs change

none

It is about helping students find their way not that they are lost, but that they need various levels and kinds of help in negotiating the road.....

Time spent with each student varies. I spend an hour with each new student, and about 30 minutes with their first scheduling appointment. After that many students only take 10 minutes or an e-mail. A few require much more time

I think evaluation of the effectiveness of the advising unit is also a valuable component of academic advising--something we don't do

How can you get more students to want to visit advisors regularly for clarification of the student's course of action?

Honors students are high performing students, so our concentration centers around undergraduate research, honors course availability, honors events, and related issues.

Advising should contribute to student development and provide them with the tools and resources to do things on their own. All too often we end up doing things for them, rather than with them.

Much of my time is spent building the confidence of adult learners in their academic ability. Another focus of my advising centers on creating a sense of belonging; adult students often do not feel they are a part of the university.

Every student has different circumstances, different goals, and different abilities...any advisor or advising system that claims to do advising in any certain way is probably not connecting with a large chunk of their students. We

N/A

None

Students with disabilities, and barriers to learning, should be more central. You may also want to ask if any of the advisors identify as disabled. It is a problem that access issues tend to be relegated to one office.

Because I work with the adult not-traditional population and I see the need for support services

I believe it is important to convey enthusiasm and warm acceptance to the student as they arrive.

A student's success can be influenced by the rapport developed with the advisor.

Without "meaningful" advising, I believe advising is not successful. Meaningful advising goes beyond the prescriptives of courses into the student's progress, struggles, interests, strengths, individual needs, capabilities, etc.

na

I advise adult students average age 40, entirely at a distance. They already know the value of education. Since they never actually come to campus, they don't use campus services and resources. I have responded with that in mind.

Current economic challenges are daunting for both students and their parents - it's important to be creative with students about ways to stay in college if they're considering leaving. We work with the student Advocacy Office.

No

I LOVE it! Most meaningful job! I plan to stay in advising for a very long time!

The length of the advisement session depends on whether the student is a returning student or a new student to the University.

None

n/a

academic advising should not involve enabling the student; the advising process can sometimes be a lesson in maturity

--

I feel that today's college student is becoming more high maintenance.

More needs to be done to recognize that the needs of adult learners are very different than those of more traditionally-aged students and that programs and services need to be developed to address their needs.

Our college does not have written learning objectives, thus my responses to question 20 are based on my own advising experience with students. Also, we do not have a caseload at our community college, so my reply to question 14 is a

Suggest that survey should include questions relating to advising in a virtual environment where there is no face-to-face contact with advisees.

As an advisor within a Fine Arts department, with very specific requirements for each degree, it's good to see that NACADA offers workshops specifically for advisors like myself. I enjoy my job immensely.

Students come to college, for the most part, with very unrealistic expectations and virtually no experience with academic advising from the high school level. That should change!

none; good survey!

I think academic advisors are responsible for much of the success or failure of our students and institutions. If we are not highly regarded or paid well, that success suffers.

n/a

none

Not all of the items in #20 are learning objectives that we have as an advisement center. Some of those learning objectives fall under other programs that our college has.

I'd like to see academic advising partner with faculty in their courses more effectively beyond just the study skills and career-type classes.

Getting students to understand that this is their education, career and life so they need to be proactive is a huge challenge. We often hear "no one told me" after they have taken an orientation course and receive weekly e-mails

For many years I worked in Student Disability Services where I sometimes needed to advise students in relation to how their disability affected their studies. Technically, Disability Services is not the student's academic advisor.

What a great profession! Every day is different and interesting because of the changing conditions in our institutions and the changing and diverse student population.

Advising is a very ambiguous term. It ranges from technical to conceptual. Until an entire campus agrees on the definition, function and position of advisement in education, advisement will always be ineffective on a large scale.

No

no

All full time academic advisors should receive funding from their institutions to complete the academic advising certificate. There should be a comprehensive understanding of "best practices" in academic advising.

More Goals:knows service learning opps, know alternative mjrs; participate in 1 student org, dev effective job search, appreciate stud respon/participation in acad/career devel; knowledge of co. Academic advisors are severely UNDERPAID.

I love watching students develop and change over their freshman year. It is truly remarkable to see them "get" college and embrace what it has to offer.

Most of the time our appointments are 30 minutes/appointment. I would like at least 45-60 minutes for a general appt. I believe that rapport building is such an important part of the advising in education

Advisors need higher salaries!!! :) The work that we do is SO important.

Nothing

I love working with the students and wish I could do it more often!

Our department utilizes prescriptive, developmental and intrusive strategies.

no

Lately, I have been using the terms 'skills learned' as much if not more than what their specific major can do for them. I try to explain that the skills are as important as their major in determining the next phase of their life.

I think that one thing that is missing is the aspect of advising that is missing is the fact of advising as a process which enhances the student's college experience.

It is an under valued position by Dean's, faculty and students!

We make huge impacts that don't seem to be acknowledged or recognized by faculty or administration. Like smaller classes - smaller adviser/advisee ratios would make significant impact on student success.

No, thank you for asking though!

I believe the "Advising is Teaching" model is quite flawed. Schulenberg and Lindhorst's article in VOI. 28, #1 (2008) asserts "Advising is Advising". This is most useful and accurate; I hope to see Nacada move in this direction!

Working with this generation of students, I am shocked at their lack of integrity and I find myself challenged to come up with strategies to address this. ie, They think there is nothing wrong with hacking a solutions manual web sit

Ongoing eval skills are critical to serving a diverse student pop as they develop & evolve thru their academic experience. Also career counseling skills to align w/the evolving academic experience..grad schl,pers enrchrmtnt,job,etc.

work w/online students

Academic advising is a dynamic relationship between students and advisors - as well as between advisors and the rest of the college community - Effective Advising is key to student perservere.

No, thank you.

Each student comes to us from a different place emotionally, intellectually and developmentally. We, as advisors, have to communicate and relate to each student differently due to these unique characteristics.

I wish more could be done to bring faculty advisors and professional advisors together. Good faculty advisors would benefit by advising conferences and workshops, and bring the classroom and major-specific

perspective to the table.

Encourage academic advisors; have the administration value their input, respect their contribution, and encourage professional development opportunities.

Thank you for doing this research. We certainly need more in our field! Good luck to you.

Advising goals and objectives vary by institution depending upon the characteristics and needs of the population. One common denominator is the ability to understand the process and learn to make decisions on their own.

It's hard to look at all the things I just don't have time to do in a half hour appt. I wish I could do more.

A lot of these questions I would have to say "depends on the student and the situation", so that influences my answers

with at-risk, probationary students it's sometimes difficult to get them to see the forest for the trees. many can afford (financially, time-wise, other responsibility-wise) to pay attention to only immediate concerns

Although not all of the above conditions are important at one time or another, they are not all covered in any one advising session; they are covered over multiple sessions.

no

Co-curricular programming that helps create a community for a particular major/minor group of students is important - also good for networking for the students.

I work in a University College. Our goal is to help decide on an appropriate major and then meet the entrance requirements for that major. Once they're in their major, we do not follow them.

Too much emphasis is on the advisor. The responsibility comes from the student. You can only bring the horse to the water, you can't force it to drink!

It is tougher these days since more and more students have an unrealistic view of their abilities. It seems like I am a professional dream crusher!

No

We need to help but not enable students. In our community college, I think we can enable them and they need to experience consequences if they do not meet the class requirements: ex. attendance, last assignments ect.

It's a very rewarding job!

I stress the importance of tracking their communication with faculty and staff - writing down who they talked to and when, and about what. I like to focus on encouraging student responsibility and ownership for their education.

Students often schedule appointments to meet with an advisor without doing any research of their own. I think it's important to put some of the work/research back into their hands and not do "everything" for them.

Advising always has the other duties which for me include: Curriculum committee, overseeing student

organizations and event planning/workshops.

The emphasis on advisement objectives appears to be relatively new in the profession, and carries with it implications regarding student satisfaction and assessment of advising.

Advising is in collaboration with faculty advisors and the deans of each school, colleges, and/or department.

Synthesize co-curricular learning in and out of the classroom needs to be stress.

Often, students demonstrate a lack of initiative & critical thinking skills - expecting me to make decisions for them. Because I have no set caseload, I may only see the std once for 15 min. Not enough time for me to initiate change

of students & number of advisers is a factor in how long/how much we can realistically advise students. At my community college there are 24,000 total students. I advise transfer students (10,000 total), & 8 advisers...

Is there a way that NACADA members can access the results of this survey when it is over? I am curious to hear how many institutions or units already have "learning outcomes" identified.

Not everything above applies to my student population since we mostly work with working adults with families. They want to come in do their class and go. There are only a few that actually benefit with "real" advising.

I am a curriculum development focused academic advisor at a major U, helping undergraduate students develop individualized, interdisciplinary degree plans, gain approval of such plans and then implement them to graduation.

Academic advisors do not ask enough questions that elicit new ways a student can think about her education and future goals. I ask a lot of basic questions yet students tell me I'm the first advisor to tap into important concerns.

It is a noble profession and I have found my calling in it. I value my experience and time advising students immensely.

no

Essential for transitioning students from High School to independent college learners.

I applaud your inclusion of "helping students work through transitions" as a discussion topic.

Two of the items did not exactly fit my work environment. 1) I have no particular caseload, 2)The time I spend with students varies depending on whether we have a new student advising event (10 to 15 mins.) or ind. appt. (20 to 60m

I have only been advising for a couple of months and the training is more of 'learn as you come across the situation'format and I have had to rely on my personal experience to gain or look for answers.

Our institution utilizes an integrated advising system in which students have both a professional advisor and a faculty mentor. Advisors work with developmental issues, referrals and core requirements. Mentors assist with majors.

Answers to questions 17 and 18 unfortunately do not reflect the extent to which the subjects are actually covered in one of my advising sessions. There is often not enough time to go into more than the transactions.

A perception pervades about academic advisors that they are basically low skilled/low budget workers. One college official here once said in a meeting, "... all you do is read requirement from a sheet."

NA

Approach in advisement has been on a holistic framework based on the college philosophy and mission which incorporates the Native teachings.

This generation of new students are in dire need of freshman seminar courses where they can be oriented. Many are not prepared for college and may not have attended college prep schools so they have no idea what to do or expect.

I don't know what "Communicate meaning for their college experience" means (Q. 20.13)

none

I would like more interaction with other advisors in the residential colleges and the Dean of Students Office to be aware of problems students may be facing in order to intervene sooner regarding their academic success.

no

Thanks for the opportunity to respond here. My job is a bit different than most b/c of extreme need and staff shortages in general academic advising & financial aid, and branch campus attracts so many new students.

We spend a lot of time and effort getting our students through the developmental courses in English, reading and math-- an aspect of advising that is often ignored or overlooked.

I would like to know my students on a more personal level to provide a inclusive meeting but our department is very large and time doesn't always allow for this. Also, the university is so large, I have to refer out for most ite

Very rewarding but it takes a lot of energy

N/A

no

Good luck with your research.

I take exception to "teaching" as advising's highest goal. Teaching is mastery of a body of knowledge. Advising is linking the gifts of Self to society, and charting one's life & career path.

If academic advising was seen as having learning goals and objectives for students then how we advise(or teach)them would require assessment. It is viewed as a service and therefore not assessed as a learning process.

Academic advisors should encourage students to work through "mistakes" as a learning opportunity, rather than a "failure".

To accomplish this there must be an advisor training process and certification program in place. Advising should be seamless, intentional and personalized to the student.

Stress QUALITY advising and not just quantity.

It remains an undervalued field by others in higher education.

I love what I do and am always open to new ideas to better help my students

The case load question is difficult to answer since I do general advising in addition to a set caseload of 300+ elementary ed students.

Engineering is very structured. Students left to their own devices suffer negative consequences of their missing something (e.g., a year longer to graduate). My time is better spent helping them with their degree plans.

no

A challenge I now see is teaching students how to be self-sufficient. More students are relying on advisors to take care of everything and make decisions for them. They need to develop a sense of ownership for their education.

Group advising can provide general information and overview; however, students generally prefer a one-on-one advising session. Distance advising brings added challenges in that very few Student Support Services are available to the

Question number 20 is difficult to answer because I may be very successful with one student and not successful with the next. A lot depends upon the student, him/herself.

My advising is program specific. All students require to take a certain number of courses to fulfill required professional degree. As such there is very little room for choice in their academic education.

I find that those that come into my office already have an understanding of the need of higher education. Our population is very nontraditional which means they have a better understanding of the need of higher ed.

it varies wildly even on our campus so no wonder students are often confused about where and how to set their expectations for advising relationships

na

No

Advising departments need to be up to date on local labor market data for their area and financial literacy needs of students should also be part of advising conversations

There are students who plainly exhibit the learning process, gaining confidence and control of their own education and educational experience. Unfortunately, there are those who won't make a decision without an advisor's approval.

When seeing 10-30 students per day, some of these tasks and outcomes become ideals, not always reached, or only select few depending on the situation.

I and my colleagues are responsible for advising on academics, financial aid, registration, and anything else we can help with. We struggle sometimes to find ways to fully educate our students while juggling all these tasks.

We are dealing more than ever with "helicopter parents" who have a death grip on their kids; it would be interesting to find out if children of "helicopter parents" achieve better or if it handicaps their success. Good Luck!

I have other job responsibilities in the department so although I am a full-time employee, I am unable to devote 100% of my time to advising initiatives.

Acad adv is art more than science. There is no surefire calculation to be successful, though it helps to have some outside knowledge of the student's career options in that partic major or field, or where to locate more information.

Some universities--and/or colleges within them--use academic advisors as filters or "gate keepers." I seriously disagree with this use of academic advising resources. We should be in the business of encouraging life-long learners.

I am a new advisor, working primarily with freshmen exploratory and pre-nursing students. I feel that advisors can personalize the university for students, connecting them with needed resources, including meeting the right faculty.

We use a mission driven program. Faculty advisors select their objectives based on the mission for academic advising.

When hiring Academic Advisor personal characteristics need to be noted; communication and listening skills,problem solving skills,and attention to detail.

Support for academic advisors when there is a conflict with faculty.

..

We find ourselves more involved in assiting students in dealing with transition issues than in the past. Also, the Helicopter Parent issue is creeping into advising sessions. A large group of students are not coming to us adequate

I have no real way of monitoring question 20 since no student evaluations of our department is conducted.

n/a

no.

A common frustration is lack of inclusion when programs, etc change or when courses are cancelled, etc...we can only advise based on the information we have available..this makes academic advising that much more difficult for us.

We should enable students to look critically at their chosen path. Are they seeking a higher education because they want to, are required to, can't think of what else to do. We need to be able think out of the box to help students.

I hope you will emphasize the NACADA motto "Advising IS teaching!"

It is my passion and I wish I could do it FT!!

It seems there is never enough time - one on ones can range in time needed and until you have the repeat student, you are not sure of their need basis. I've learned that when some names come it I need to build in extra time.

None

Although some undergraduate students still act irresponsibly, I think if everyone will be required to do an internship it will have them build self respect and self esteem, and will help them face the real world once graduated.

Question 20 was very difficult to answer, so I didn't....without surveys, etc., which we have not yet undertaken, I do not have data to support my answers, so I've gone with somewhat successful.

Academic Advisors are teachers who equip students for the educational journey from New Student to Graduation using the tools acquired through the Advising sessions. These tools are also invaluable when used in life applications.

Advisors/Student Program Coordinators/Specialists should be recognized as Professional staff and paid higher salaries.

We are learning that the way we phrase questions concerning a student's declared major can help uncover uncertainties that the student may not otherwise express. I now ask each student "how" they arrived at their major.

I think the role of faculty advisors should be diminished. While some take it seriously, others see it only as advise on registration rather than academic and career goals.

NO, thank you for the survey.

Department/College/School advisors need to understand the importance of properly advising all students, especially those who are athletes.

No

Academic advisors on our campus struggle with being accepted as professionals; I would have loved to see a section on that in your survey. We do so much to help students be successful, and it would be nice if that were recognized.

I would like to help students become more self-sufficient in their educational decisions.

On many campuses, there is still the perception that academic advising is little more than registering students in classes twice a year, and therefore there is little value placed on the role.

Academic advising in a community college setting can be quite different than in a university setting. Students have a different set of needs, issues and responsibilities that need to be respected and addressed.

I feel that professional academic advising is crucial to the success of the students we serve. Accurate

advising plays a key role in whether or not a student is retained in college.

Degree requirements are often the same for everyone in the program, but the people involved are unique. So should be their academic experience.

Our students are coming in with lower math and writing skills. Students are used to their parents taking care of everything for them and do not know how to take responsibility for their own every day requirements.

In my role, serving as a liaison between the faculty (advisors as well as instructors) and the student is also a key component.

Advising is developmental, recursive, and empowering. It is NOT signing a course registration form (as some faculty think it is).

Would like to have more time advising students but with 428 advisees, time is at a premium.

When advisors get saddled with too many administrative details (e.g., just get students registered for classes). students are not served as well. Good advising takes time and a relationship with the student. It's getting hard to do

I feel like as an advisor it is hard to assess how successful i am in helping students be the above objectives. They meet with me for 30 minutes I many times make referrals but have no way to follow up.

N/A

if you do not enjoy working and communicating with and interacting with young adults, one should not become an academic advisor

No. Good luck with your survey!

I am currently in the online master's program for Academic Advising through KSU. Very happy to learn more about my role as an advisor. However, very disappointed with the value placed on good advising at my institution.

It is one of the best most rewarding jobs.

Students blossom when academic advisers show them caring and rapt attention. Exchanging book titles, discussing a book that adviser and advisee both read, listening carefully -- are all ways an adviser can show meaningful attention.

Don't always expect the students to make wise choices with courses. Some students are quite mature and get by with minimal advising, but some students need detailed guidance to help them finish their program/degree requirements.

Was this in the survey? - Helping students believe in themselves. It's very important.

Advising fine art students is career advising from the get go. I wish more was known about advising art students.

Academic advising is an integral part of a student's education. I do not feel that top level administrators understand just how much!

You asked about usual length of appointments. In my situation at a regional campus, that really depends upon whether students are continuing or new students. New students take about one hour. Continuing students take about 30 min.

It's a continual struggle getting students to view "advising" as more than once a quarter, an end of the quarter event that entails more than finding classes.

n/a

No

I advised sociology majors for 22 years and found it a most satisfying profession. The work is diverse, people-oriented, full of opportunities for problem-solving with others. I hope, though I am retired, that this is helpful.

At the departmental level there is much more interaction with faculty and graduate students. We have to communicate with all of them.

This is a very important job whether working with students that are undecided or know their major. We need to be up-to-date on all majors and their requirements.

Exploration of alternative careers related to the major or exploring a second career to pursue at a later time in life would be beneficial to students.

I wish I had more time in each session and time for more multiple visits from students. We have to accomplish so much in a very short time period.

Utilizing technology

I don't advise undergrads in my current position so I can't answer question 13.

I just like the student to be involved in the decision making and not just say "you need a humanities so take Music History 101"-I have them choose their classes according to what they like; they are highly involved in the process.

no

No

It seems that more students are being hit with life altering issues and a lot of what I do is act in a counselor capacity. Getting students to go to the Counseling Center is like pulling teeth, or they have to wait for an appt.

No.

Our centralized office shares academic and career advising responsibilities with faculty departments. The quality of advising differs widely depending upon the department doing the advising.

I work in an Undeclared Student office and therefore, some of the questions asked do not apply.

I truly enjoy my profession and realize what a critical role we can play in a student's personal and career choices and the impact they have on society. It isn't a position that should be taken lightly.

n/a

N/A

It is difficult to advise correctly if communication between academic advisement and departments/schools is not there.

No

no

It is hard to define the line between providing too little help and hand-holding. For undecided students giving "homework," along with a follow-up appointment, seems to help.

No.

From my experience a holistic approach is very effective. I did not answer question 14 because at our college we have open and not assigned advising..I am responsible to advise any and all students when they need it!

None

We're underappreciated!

We are presently reviewing our services we provide for students. ie. we would like to incorporate more career counselling, currently students go to our Counsellors that provide both career and personal counselling

no

I believe that identifying a comfortable starting place with a student helps the student to start to define their own educational goals, meet them and make new ones.

a lot depends on the student- we can co everything right and if they choose not to engage in the learning process we can't control that!!!!

Strive to make each student feel that he is important and has the ability to do what he or she desires.

I have only been advising students for 5 months. Question 14 - We are not assigned students. Any student is able to see any advisor so we do not have a specific caseload.

No.

I think each college/university goes through their own issues. We have trouble with faculty advisors and they think we are the problem.I believe that each school has to figure out what works for them. These rescourses are great.

An unasked survey question that informs the other questions: Does your advising administration view staff advisors as professionals or as clerical workers? (The administration's attitude sets expectations for the

work advisors do.)

The importance of career planning integrated in the academic advising process.

academic advising is such a key venue within the realm of higher education, and academic advisors should have more knowledge in student development theory to help students make meaning out of their college experiences

If advisors aren't given the tools by their institution (an easy-to-understand degree audit, for example) it becomes difficult to focus on learning outcomes during a short appointment.

no

Academic Advising is a rewarding career because of the teaching and being a part of students' growth from my interactions with them. I am able to guide students on an educational learning that will forever change their lives & mine

It is not taken seriously at my institution. Faculty involvement does not exist.

We don't have caseloads at our 2 year community college. We advise any and all that walk through the door - aas and transfer students.

UFV provides Educational Advisors as well as program advisors. We tend to see more students in beginning + end of their academic career- get them started well + then plan next steps for professional studies or other

I enjoy advising and I do what is necessary to seek out resources to develop the student. We encourage students to become their own self advocate after the first year. It is so important to develop a positive rapport with each.

currently our load of students does not permit time to do a lot of things we would like to do. This is the 3rd university I've worked at with an under-staffing problem.

n/a

I think it is important that academic advisors remember their own feelings of being "lost". I love helping new students transition to their new world and take some of their "lost" feelings away.

advising plays a large role in student retention and success

Helping the student make the transition to college from high school is an essential part of the advising process. So many of the students in this area need assistance with this.

I advise all undergraduate non-traditional learners, including High School scholars, senior citizen audits and well as degree seeking and visiting students...a very broad spectrum of students.

I really enjoy what I do. Our Dean supports our office as much as possible. But I would like for us to have more staff to help with the workload.

No

Reward advisors for the time and effort they spend in helping students succeed.

Academic advisors must be extremely knowledgeable about the various programs offered by the institution so that they can give the proper advice.

As an advisor it helps to love the job and to enjoy working with students, faculty and staff.

the teaching/learning dynamic of academic advising and its value to the academic mission needs to be acknowledged, recognized and promoted more within academia

We have a high number of students who are from low-income situations and receive Pell. Also, we have a large number of nontraditional students, which presents additional challenges.

N/A

no.

My advising role is to work with undeclared students who have less than 30 hours so some of the questions (20.1 - 20.13) are not relevant to the student population I advise. I did answer all questions.

no

none at this time.

Acad adv--anyone can talk about it but unless you do it, you really don't know what its all about and how it affects the students' college experience. Administrators just don't get it most of the time.

With how universities are structured today, academic versus student affairs, we are some of the only people that see students as a whole person and try to help them develop both academically and socially.

I put "not applicable to my situation" on number 20 because although we had many of those/variations on those as our objectives, we don't have caseloads in our office so we don't know the outcomes.

no, thanks.

I wish all institutions offered academic advisors with the opportunity to teach a College/Freshmen Success course. I understand that most institutions provide academic advisors with this opportunity but my institution does not.

as a young institution with a younger advising department it is challenging and tough to provide "proper" academic and advising and resources. Significant institutional changes need to happen to have a strong advising department

N/A

No

Important to promote student's self-confidence and encourage development of self-motivational skills, goal setting skills, effective time management and study skills.

I didn't answer question 20 because without an assessment I can't provide accurate information. I'm not comfortable speculating.

I love my job!

This is a continuing education center associated with the main campus which caters primarily to adult students (avg age, mid 30s).

This is such an important service for students.

No.

I love working with the students and playing a part in motivating them and keeping them engaged in their programs.

it is undervalued at institutions

Academic advising is a misnomer. I do not advise. Rather, I help facilitate dialogue between student, university, and the inner self. I aspire to promote learning through self-awareness and transform potential into action.

Accurate and accessible academic advising is essential to a student's success at the university level. A good academic advisor can make a world of difference, especially to students at risk.

Advisors teach sections of a credit-bearing study skills course to first-year students who are also advisees. This increases daily interaction with advisees and also provides opportunities to develop rapport and trust.

That no one way is right. Each student needs something different and academic advising is as much about being able to get along with a variety of people as it is being able to help students progress toward their degree.

At its heart, I believe, is the mentoring and teaching relationship between advisor and student.

Quite simply, we should expect students to know their own degree requirements, and they should know this is expected of them.

No

Advising is such an important connection for success of students, and their persistence to graduation; I'm grateful my institution puts emphasis on advisors' constant improvement and encourages their time/effort/care for students.

I think having less students to advise is important so that you can spend more time with them and become more of a proactive advisor versus a reactive advisor. However, we are understaffed currently.

Will you send us the results and conclusions of your survey?

Our skills and importance are underestimated and we are underpaid.

My "somewhat successful" are due to students' reluctance to take risks, make mistakes, try things on their own.

no

Academic advising is a unique way to interact with students and help them achieve their academic goals.

We can encourage them to think critically and develop effective problem solving skills to be more independent.

Academic advising is key to helping students succeed in achieving academic goals. Students need guidance in navigating the beauracy of higher education. Referrals are very important to know where the appropriate support.

none

students persist thru these issues or return more quickly 2 school after a break. Relationship w/advisor (more accountability) improves their chances more, they are likely to have clearer goals b/c they've had to share w/advisor.

I think we are more important than we are generally recognized for by our institutions

This is a helping profession, and as such the opportunity for renewal and professional development is vitally important. Administrators working with/ supervising advisors must remember this and allow time and dedicate resources.

I found it difficult to rate the success of my work with students in a wholesale manner. With many students I am very successful, with others I am moderately successful, and with others not successful at all.

Univ's need to buy in to the value of student advising. Students are desperate for that contact and guidance. My univ. claims to but doesn't understand what that entails. Advising expectations & goals need to be obvious to all empl

Working in a close environment with faculty is essential to our student retention policy. Our offices are mixed in with faculty and we are able to collaborate easily on students progress. Advisors teach student success classes.

My job is mainly working with transfer students prior to admission. Once admitted, they are assigned to a departmental advisor. I do work with some with lower GPA's who are waiting to be admitted into a program

We do the jobs of other departments as well and this leaves little time with students to develop or explore some of your concept areas listed above.

I would like to have a recourse for ineffective supervision and management.

Not at this time.

Advisign is empowering the student to be in control of thier own destiny.

Mandatory academic advising evey semester is an effective retention tool and improves graduation rates over time.

No

This is the most fulfilling "job" I've ever held. It would be nice though to have more recognition from our faculty. We feel many times that our positions don't mean much and the "anyone can do it" attitude.

It is one of the most effective recruiting and retention vehicles, when done well, that a university can support, but many of them don't recognize its importance; and, therefore, don't fund positions to have proper caseloads.

No

Training of faculty advisers, with the goal of educating them on the importance of advising and mentoring students in their academic areas.

No

no

Distance Learning advising is unique and because of the S/A ratio at this time, there is frustration that 'real' advising is limited at best and it's often survival mode.

It is important to always get the correct answer for the students' question the first time. If you don't know the answer find out from another person, but never give out information if you are unsure.

We use developmental advising

Again, not at the moment.

Students have extremely short attention spans, even when their own futures are at stake. They want to take the answer and run. Sad, really, but true.

Any extra steps taken toward establishing a mentoring relationship with a student can mean the difference between persistence and attrition with a struggling student.

I'm not sure if it has already been addressed and included, but FERPA and parental roles seem to be an increasing piece of the advising process.

I find it helpful to balance prescriptive and developmental advising techniques in fostering a relationship with the students.

It is so important to a student's success! And I love it as a profession.

Taking a "holistic" advising approach that involves understanding a student's physical, emotional, financial, cultural, and social background can help in retaining students to graduation.

Many students who have not declared a major are not able to develop a true career plan, but we in our office try to work with core classes and and be flexible. It was hard to answer those questions.

No.

Despite the headaches, it is all worth it in the end bc my committment to my student has made a difference. I have contributed in some way to my student's future success.

None

We are not assigned a caseload, hence I skipped a question above.

Knowing the difference between constructive and destructive criticism. Recognizing the optimal time to apply constructive criticism as an advising tool that enhance student vision, motivation and success.

Honors Student Advising, which I do is very different in terms of discussing what they can do, vs being well rounded.

When advising at the graduate level, it easier because students seem to be very focused.

Academic advising is not "rocket science". It requires strong listening skills, understanding of college requirements, and a willingness to allow/encourage students to make their own choices within the parameters of major,mi

note: we do not have degree audit at our institution. It is all done by hand, and we have developed various forms and tools to assist in this.

no.

Pre-scheduled appointments are 30 minutes; we also offer same-day drop-in 20-minute appointments, group and e-advising. Online registration must be done by students on their own student records; advisors help in selecting classes

consistency across campus re: quality/reliability of advising - who's in charge?

We definitely should do some student follow-up. Hopefully this type of work will generate the need to gather some feedback from students on the advising experience.

At our institution, academic advisors must be knowledgeable about how to advise all students served by the institution even though their focus may be working with a particular category of students.

I would love to read more about learning outcomes.

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