

Chapter 5

Advising Models

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This chapter shows the frequencies of the different types of advising models used by surveyed institutions. Respondents indicated which of five advising models—self-contained, faculty only, shared supplementary, shared split, and total intake—were used in their advising situations. They could opt to use an open-response item to describe an advising model not listed; however, the descriptions provided in the open-response option comported with the five models listed on the survey. Respondents could endorse more than one response for this survey item, thus indicating the use of multiple models.

The responses to the following survey question are examined:

Using the following definitions, which **Advising Models** best describe **your advising situation**? (Check all that apply).

- **Self-contained:** All advising occurs in a center staffed primarily by professional advisors or counselors; faculty may also advise in the center.
- **Faculty Only:** All advising is done by a faculty member, usually in the student's academic discipline.
- **Shared Supplementary:** Professional staff in a center support advisors (usually faculty) by providing resources/training.
- **Shared Split:** Faculty provide advising in academic discipline while staff are responsible for a subset of students (e.g., undecided, pre-majors).
- **Total Intake:** All incoming students [are] advised in a center; students may be assigned elsewhere later.

The chapter is organized as follows: The Executive Summary highlights the overarching findings, the Advising Models Summary presents both general and disaggregated findings, and the Results section features both general and disaggregated results. Results are disaggregated by size of institution, institutional type, mandatory advising, advising personnel (“who advises”), and advising situation. Furthermore, see the Implications for Practice chapter by Marsha Miller, “Structuring Our Conversations: Shifting to Four Dimensional Advising Models,” which will change how academic advisors, administrators, researchers, and others associated with the profession of academic advising will address the organizational structure of advising.

Executive Summary of Advising Models

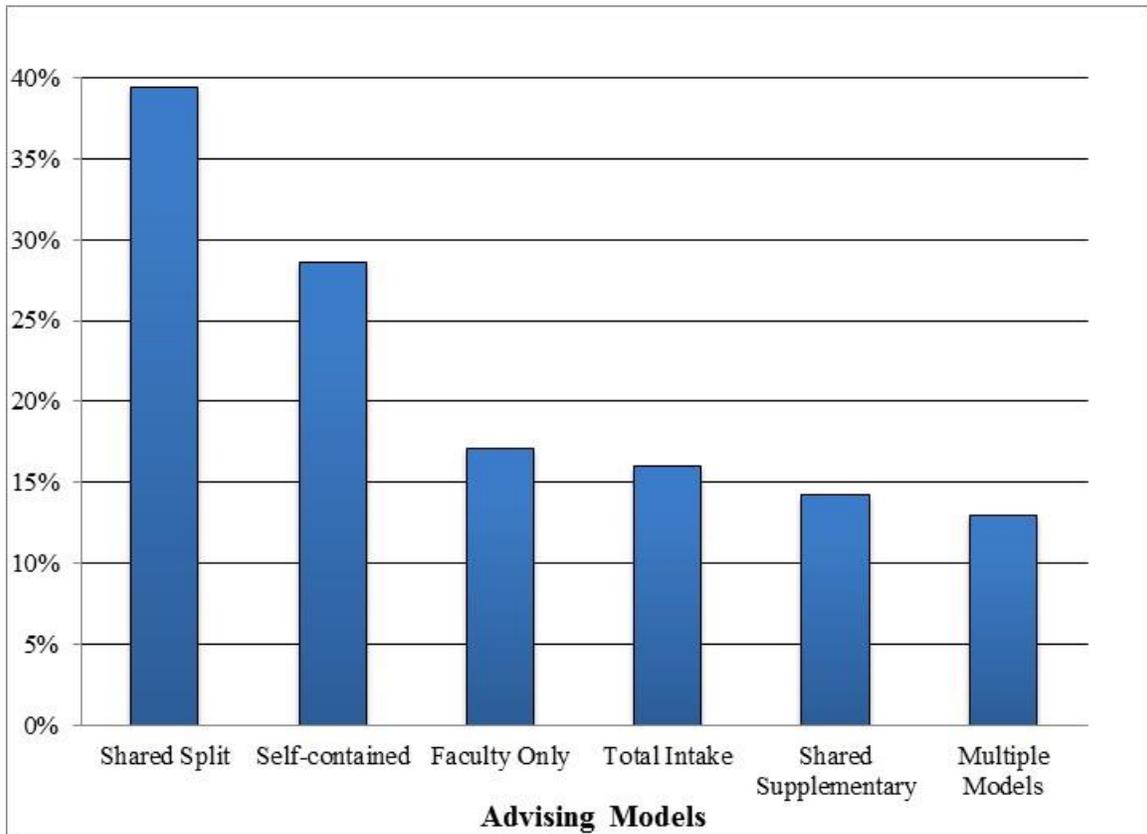
The extent to which six advising models are used at the studied colleges and universities is reviewed. The phrase *in general* refers a review of results without consideration for other factors, such as size of institution; see Figure 5.1 and Table 5.1. The phrase *categories of institutions* refers to results reviewed in a disaggregated format for factors such as size of institution, advising personnel, and degree of mandatory advising. For example, when size of institution is used to disaggregate the data, then small, medium, and large institutions are compared in terms of advising models. See Figures 5.2 to 5.5, and Tables 5.2 to 5.6 for a breakdown of the data.

Six overarching findings characterize the study of advising models currently in use by surveyed institutions. First, in general, no specific advising model is used at the majority of institutions. However, disaggregated data show that 50% or more of institutions in specific categories employ a single type of advising model: The majority of

large institutions as well as those employing full-time professional advisors utilize the self-contained model; private bachelor colleges and those employing full-time faculty advisors primarily utilize faculty only models; and most public bachelor and master colleges and universities as well as institutions that use both full-time professional and faculty advisors employ a shared split model.

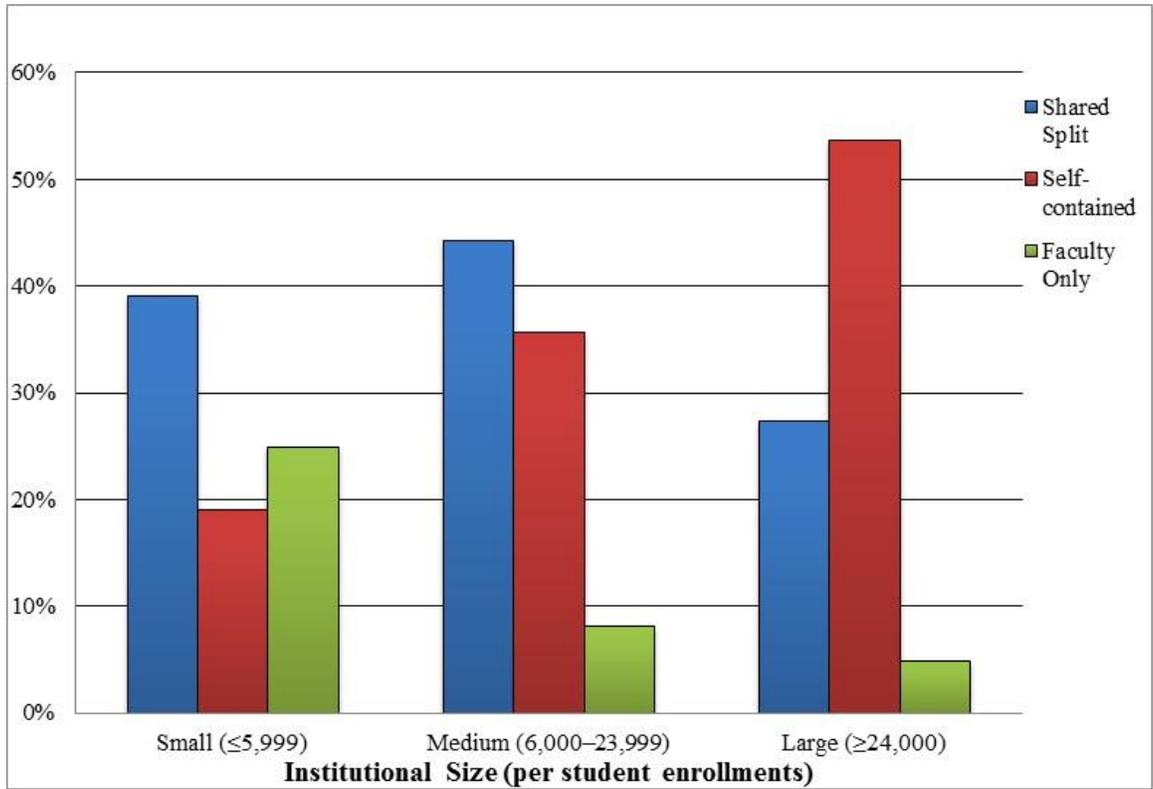
Second, across all categories of institutions, shared split and self-contained comprise two of the three most used models with two exceptions: institutions with full-time faculty advisors and private bachelor colleges and universities. Third, the faculty only model is the most or second-most used model at five categories of institutions, but it is the least used model for the majority of categories of institutions. Fourth, the frequency of model usage is ranked in approximately reverse order between public and private bachelor colleges and universities, and between institutions with full-time professional advisors and full-time faculty advisors. Fifth, many notable differences in the rank order and percentage of model used are found in data disaggregated by size of institution, institutional type, mandatory advising, advising personnel, and advising situations. Last, multiple models make up the least used approach to advising (13% of institutions), in general, but disaggregated data show that 5% of institutions using full-time professional advisors and 20% of public bachelor institutions utilize multiple models.

Figure 5.1. Advising models



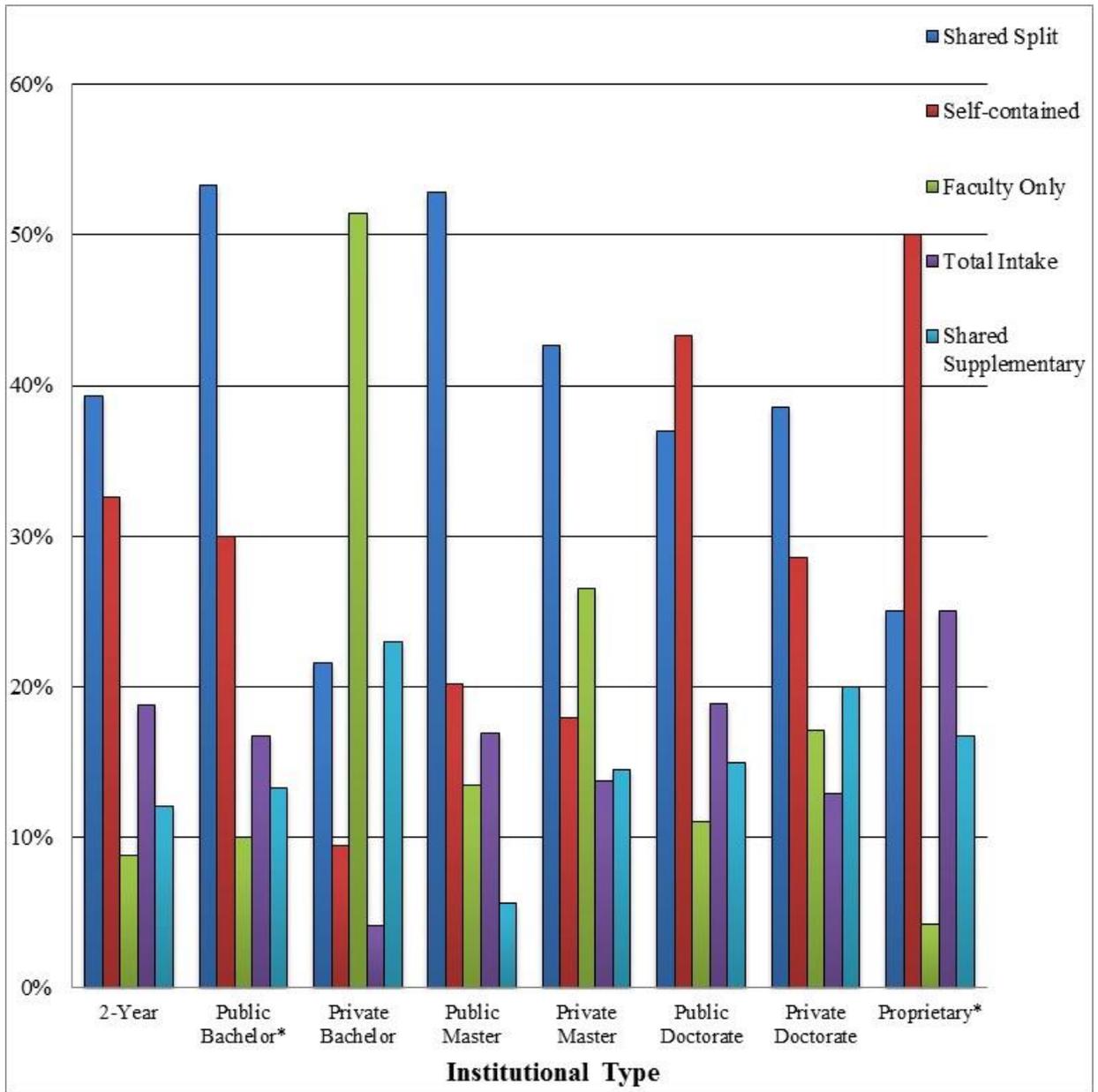
Advising Model	Percentage
Shared split	39.4
Self-contained	28.6
Faculty only	17.1
Total intake	16.0
Shared supplementary	14.2
Multiple models	13.0

Figure 5.2. Advising models by size of institution



Percentage by Size			
	Small	Medium	Large
Advising Model	(≤5,999)	(6,000-23,999)	(≥24,000)
Shared split	39.1	44.2	27.4
Self-contained	19.1	35.7	53.6
Faculty only	24.9	8.1	4.8

Figure 5.3. Advising model by institutional type

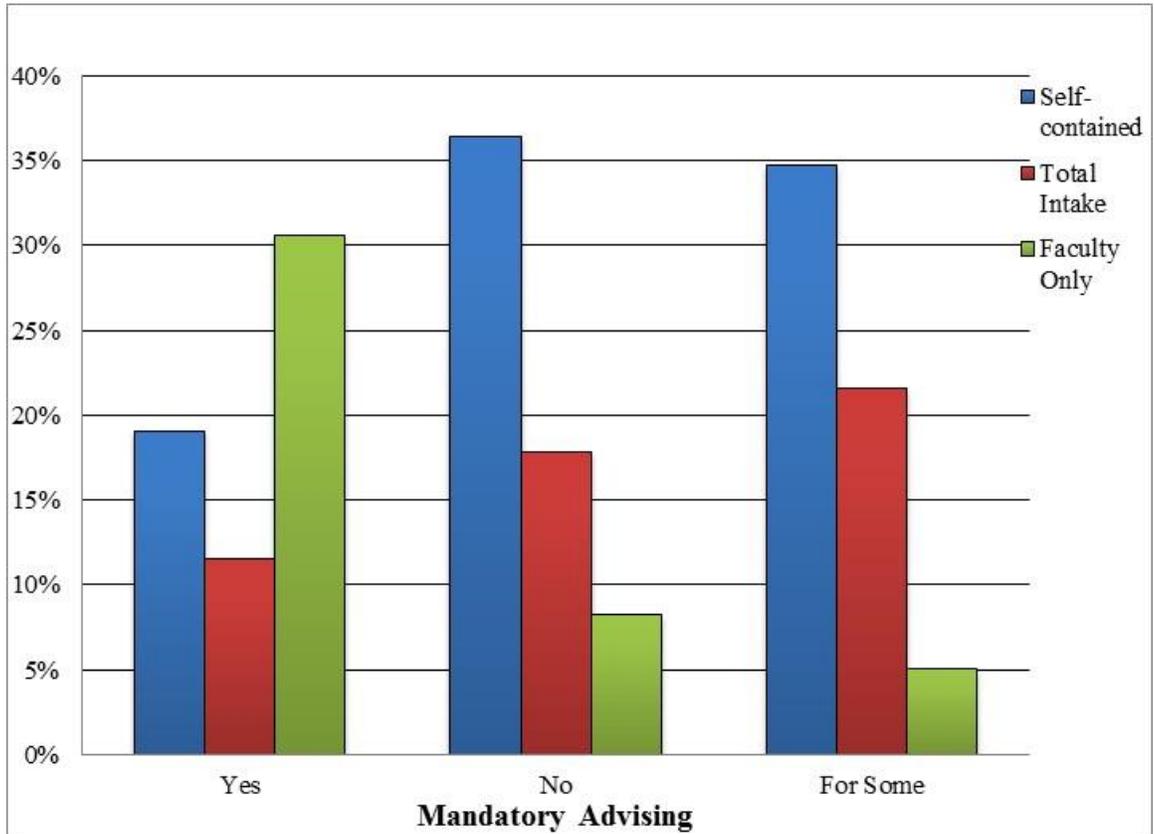


Note. *Fewer than 50 institutions represented

Institutional Type	Percentage Using Advising Model				
	Shared Split	Self-contained	Faculty Only	Total Intake	Shared Supplementary
2-year	39.3	32.6	8.8	18.8	12.1
Public bachelor	53.3	30.0	10.0	16.7	13.3
Private bachelor	21.6	9.5	51.4	4.1	23.0
Public master	52.8	20.2	13.5	16.9	5.6
Private master	42.7	17.9	26.5	13.7	14.5
Public doctorate	37.0	43.3	11.0	18.9	15.0
Private doctorate	38.6	28.6	17.1	12.9	20.0
Proprietary	25.0	50.0	4.2	25.0	16.7

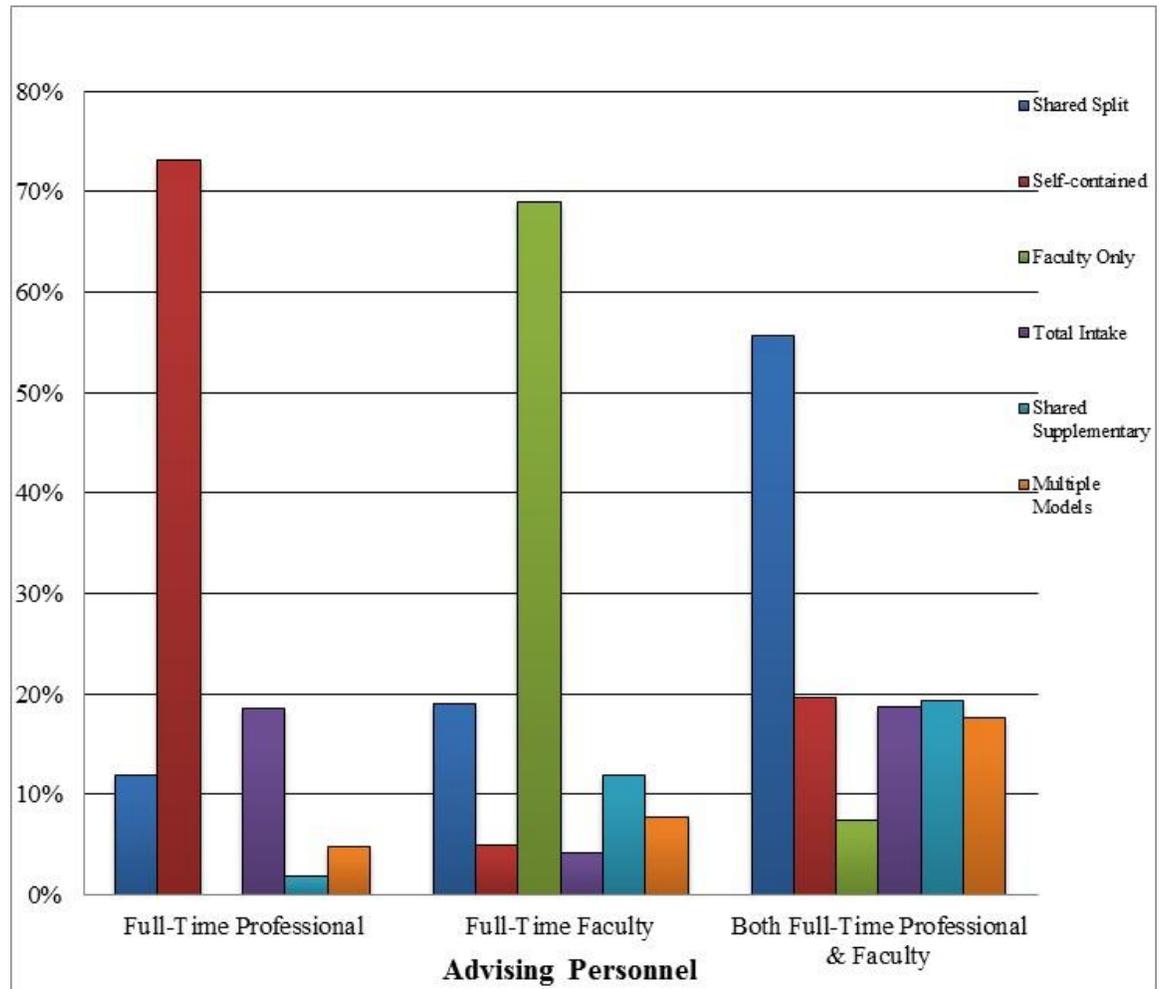
Note. Fewer than 50 respondents from public bachelor and proprietary institutions responded to the question.

Figure 5.4. Advising model by mandatory advising



Model	Percentage per Mandatory Advising Status		
	Yes	No	For Some
Self-contained	19.1	36.4	34.7
Total intake	11.5	17.8	21.6
Faculty only	30.6	8.3	5.1

Figure 5.5. Advising models by advising personnel



Advising Model	Percentage by Advising Personnel		
	Full-Time Professional	Full-Time Faculty	Both Full-Time Professional & Faculty
Shared split	11.9	19.0	55.7
Self-contained	73.2	4.9	19.6
Faculty only	0	69.0	7.4
Total intake	18.5	4.2	18.7
Shared supplementary	1.8	12.0	19.3
Multiple models	4.8	7.7	17.6

Notable Differences

Differences between categories of institutions (e.g., large vs. small institutions, advising is mandatory vs. advising is not mandatory) are labeled *notable* if they meet or exceed 10%. For example, the self-contained model is used at 54% of large institutions, but only at 19% of small institutions. This difference of 35% is greater than 10%, so it is labeled *notable*. All results are presented in tables, but only disaggregated results with notable differences in two or more advising models are presented by bar graphs. For example, Figure 5.2 shows the notable differences for three advising models with respect to size of institution.

Furthermore, three categories were comprised of fewer than 50 respondents, and a change in the answer of one respondent would result in a change of more than 2% in the differences being compared. Therefore, notable differences for these groups are only reported if, after a response is added or subtracted, the difference was at least 10%. For example, 24% of respondents who answered at the department level but only 14% who answered at the college, school, or division level reported using the faculty only model. However, because 42 respondents answered at the department level, if one faculty-only response from this group is dropped from the analysis, then the response rate for the department level category drops to 21%, creating a difference of fewer than 10% of the answers procured from department level and the college, school, or division level cohorts, so the result is not considered notable. The three groups with fewer than 50 respondents and the corresponding approximate percent change associated with one response are comprised of public bachelor institutions ($n = 30$; 3.3%), proprietary

institutions ($n = 24$; 4.2%), and respondents who answered at the department level ($n = 42$; 2.4%). Inferences involving these groups should be made cautiously.

Advising Models Summary

As in the executive summary, in this section, *in general* refers to a review of results without consideration for other factors, such as size of institution; see Figure 5.1 and Table 5.1. *Categories of institutions* indicates that the results were reviewed in a disaggregated format such that size and type of institution, advising personnel, and whether advising is mandatory were considered. See Figures 5.2 to 5.5 and Tables 5.2 to 5.6.

In general, no specific advising model is used at the majority of institutions. The shared split model is used at 2 out of 5 institutions, the self-contained model is used by nearly 3 out of 10, and the other four models (faculty only, total intake, shared supplementary, and multiple models) are used at fewer than 20% of institutions (see Figure 5.1 and Table 5.1).

The picture of advising models is more interesting when the results are disaggregated. For more than one half of the 17 categories of institutions, no specific advising model is used by the majority of institutions, which indicates a diversity of advising approaches among colleges and universities that share institutional characteristics. However, for some categories of institutions, data show that a specific model is used by the majority of institutions: (a) 50% of large institutions and those that utilize full-time professional advisors use the self-contained model; (b) the majority of institutions with full-time faculty advisors as well as private bachelor colleges and universities primarily use the faculty only model; and (c) 50% of public bachelor and public master colleges and universities as well as institutions employing both full-time professional and faculty advisors use the shared split model.

Furthermore, for all categories of institutions: (a) The shared split is the most or second-most used model except at private bachelor institutions and those with full-time professional advisors, and (b) the self-contained is the most or second-most used model with five exceptions: small, private bachelor, and private master institutions as well as those where advising is mandatory or employ full-time faculty advisors. Shared split and self-contained comprise two of three most utilized models for all categories of institutions with two exceptions: (a) Faculty only was the most reported model at institutions with full-time faculty advisors, and (b) faculty only and shared supplementary models were the top two models used at private bachelor colleges and universities. Additionally, the faculty only model is the most or second-most used model at five institutional types, none of which typically employ a self-contained model; that is, respondents from these institutions do not report using self-contained as one of the top two used approaches. Furthermore, for most categories of institutions, the faculty only is the least used model.

Two interesting differences in the patterns of advising models involve advising personnel and institution type. The rankings of respondents from institutions with full-time professional advisors reflect the reverse order of those from institutions using full-time faculty advisors. For example, the self-contained model is used at approximately 70% of institutions with full-time professional advisors, but at 5% of institutions with full-time faculty advisors; however, the faculty only model is used at approximately 70% of those with full-time faculty advisors but at none with full-time professional advisors. Similar reverse-order patterns also hold for private and public bachelor colleges and universities: The faculty only model is used at more than 50% of private bachelor institutions, but at 10% of public bachelor institutions, while the shared split model is

used at more than 50% of public bachelor institutions, but at approximately 20% of private bachelor institutions.

Because of the extensive variability of disaggregated results, data show many notable differences by size of institution, institutional type, mandatory advising, advising personnel, and advising situation in the rank order and percentages of institutions where the advising models are used (see Figures 5.2 to 5.5 and Tables 5.2 to 5.5). Key findings conclude the discussion of the results.

According to the survey respondents, the shared split model is used at

- more small and medium institutions.
- more public bachelor and public master institutions by up to 28 and 31%, respectively, where it is also the most used model. It is also the most used model at 2-year, private master, and private doctorate institutions.
- fewer private bachelor colleges and universities than all other institution types (except for proprietary institutions) by as much as 31%; at all other institutions it is one of the top two frequently used models.
- fewer proprietary institutions by up to 28% (but at even fewer private bachelor institutions).
- more institutions with both full-time professional and faculty advisors by up to 44%, and it is one of the two most-used models at institutions with both full-time professional and faculty advisors and those with full-time faculty advisors.

According to the survey respondents, the self-contained model is used at

- more large than medium institutions, and more medium than small institutions. At large and medium colleges and universities it is the most and second-most used model, respectively.
- more proprietary and public doctorate institutions, where it is also the most used model by up to 33 and 40%, respectively.
- fewer private bachelor institutions by up to 40%. The model is among the two most used approaches except at private bachelor and master colleges and universities.

- fewer institutions where advising is mandatory. It is the second-most used model at institutions where advising is not mandatory and where it is mandatory for some students.
- as many as 68% more institutions where full-time professional advisors are used, and where both full-time professional and faculty advise. It is ranked as the most and second-most used model at institutions with full-time professional advisors and those with both full-time professional and faculty advisors, respectively.

According to the survey respondents, the faculty only model is used at

- more small institutions, by as much as 20%, where it is the second-most used approach. It is the least used approach at medium and large institutions.
- more private bachelor (by up to 47%) and private master (by up to 23%) institutions, the only places where it is the most or second-most used model, respectively.
- fewer proprietary institutions than private institutions by up to 47%.
- more institutions mandating advising, by as much as 26%, where it is the second-most used approach. It is the least used approach at institutions where advising is not mandated or only required for some students.
- as many as 69% more institutions where faculty advise students. The most used model for institutions with full-time faculty advisors. It is the least used approach at institutions that use professional only or both types of advisors.

According to the survey respondents, the total intake model is used at

- fewer private bachelor institutions, by as much as 21%, where it is the least used model.
- more institutions where advising is mandatory for some students compared to where it is mandatory for everyone (where it is the least used model).
- fewer institutions with full-time faculty advisors, where it is the least used model. It is the second-most used model at institutions with full-time professional advisors.

According to the survey respondents, the shared supplementary model is used at

- more private bachelor institutions compared to 2-year and public master institutions. It is the second-most used model at private bachelor colleges and universities, but the least reported by those working at public master institutions.

- more private bachelor and private doctorate institutions compared to public master institutions.
- fewer institutions with full-time professional advisors.

Multiple models are used at more institutions with both full-time professional and faculty advisors. In addition, findings show notable differences in the advising situations of respondents who reported the use of the shared split, self-contained, and total intake models (see Table 5.6). Readers should note that 42 respondents answered at the department level.

Results Section

In this section, results for advising models are presented in general, and then disaggregated for size and type of institution, mandatory advising, advising personnel, and advising situation.

General Findings

In general, no specific advising model is used at the majority of institutions. At 2 of 5 institutions the shared split model is used, approximately 3 of 10 institutions use the self-contained model, and the remaining models (i.e., faculty only, total intake, shared supplementary, and multiple models) are each used at fewer than 20% of the surveyed institutions (see Figure 5.1 and Table 5.1).

Findings by Size of Institution

At all three sizes of institution, shared split was either the first or second-most used advising model, and self-contained was among the top three models. The faculty only model was the second-most used model at small institutions, and the total intake model was the third-most used model at medium and large institutions (1 of 5). Multiple models are used between 10 and 18% of institutions depending on size, but it is not one of the three most-used approaches.

Data show notable differences by size of institution in the rank order and percentages of institutions where the shared split, self-contained, and faculty only models are used (see Figure 5.2 and Table 5.2).

- The shared split model is used at more (2 of 5) small and (3 of 7) medium institutions than large institutions (1 of 4) by 12 and 17%, respectively.

- The self-contained model is used at more large institutions (more than 1 of 2) than medium institutions (1 of 3) by 18%, and at more medium than small institutions (1 of 5) by 17%.
- The faculty only model is used at more small institutions (1 of 4) than medium (fewer than 10%) and large (1 of 20) colleges and universities by 17 and 20%, respectively.

Findings by Institutional Type

For all institutional types, shared split and self-contained (with one exception) are among the three most-used advising models at the surveyed institutions. The other advising models rank as one of the three most-used models for at least one institutional type. Multiple models are used between 9 and 20% of sample institutions, depending on institution type, and comprise the third-most reported approach utilized at public bachelor colleges and universities (1 of 5).

Data show notable differences by institutional type in the rank order and percentages of institutions where the shared split, self-contained, faculty only, total intake, and shared supplementary models are used (see Figure 5.3 and Table 5.3). Furthermore, the profile of advising models at private bachelor, followed by that of private master, institutions differed the most from that of other institutional types.

The shared split model is used at

- more public bachelor and public master institutions (1 of 2) than the other institutional by 10 to 31%.
- fewer private bachelor institutions (1 of 5) than 6 other institutional types by 15 to 31%.
- fewer proprietary institutions (1 of 4) than most other institutional types by 12 to 28%.

The self-contained model is used at more public doctorate (3 of 7) and proprietary (1 of 2) institutions than at all other types by 10 to 33% and 17 to 40%, respectively. It is employed at fewer private bachelor (1 of 10) institutions than at all other types by 10 to 40%. Furthermore, private bachelor institutions comprise the only group in which the self-contained model is not among the top three approaches reportedly used.

The faculty only model is used at

- more private bachelor colleges and universities (1 of 2) than at all other types by 24 to 47%. It is also the most used advising model for private bachelor institutions, but is among the three least-used models at the other institutional types except private master universities.
- more private master institutions (1 of 4) than at all other types (except private bachelor) by 10 to 23%.
- proprietary institutions (1 of 25) than at all private institutions (bachelor, master, and doctoral) by 47, 23, and 13%, respectively.

The total intake model is used at fewer private bachelor institutions (1 of 25) than all other types by 10 to 21%, and it is the least reported advising model by respondents from both private bachelor and private doctorate institutions. The shared supplementary model is used at more private bachelor institutions (more than 1 of 5) than 2-year (1 of 6) and public master (1 of 20) institutions by 11 and 17%, respectively as well as more private bachelor (more than 1 of 5) and private doctorate (1 of 5) than public master (1 of 20) institutions by 17 and 14%, respectively.

Findings by Mandatory Advising

The shared split is the most used advising model (about 2 of 5) and the self-contained is the second- or third-most used model across all institutions regardless of mandatory advising status. The faculty only model was the second-most used model at institutions where advising is mandatory, and the total intake model was the third-most

used model at colleges and universities where advising is not mandatory and mandatory for some students. Multiple models, used between 11 and 17% of institutions, depending on mandatory advising policy, do not constitute one of the three-most-used approaches at any institution.

Data show notable differences by mandatory advising policy in the rank order and percentages of institutions where self-contained, faculty only, and total intake models are used (see Figure 5.4 and Table 5.4).

- The self-contained model is used at more institutions where advising is mandatory for some students and advising is not mandatory (1 of 3) than at those where advising is mandatory (1 of 5) by 16 and 17%, respectively.
- The faculty only model is used at more institutions where advising is mandatory (3 of 10) than where advising is not mandatory (less than 10%) and advising is mandatory for some students (1 of 20) by 23 and 26%, respectively.
- The total intake models is used more at institutions where advising is mandatory for some students (1 of 5) than where it is mandatory for everyone (1 of 10) by 10%.

Findings by Advising Personnel

The shared split is one of the three most-used advising models for all institutions regardless of personnel used to advise. The other distinct advising approaches are among the three-most used models for at least one advising personnel category. Multiple models are used at between 5 and 18% of institutions depending on advising personnel, but they do not constitute one of the three most used approaches.

Data show notable differences by advising personnel in the rank order and percentages of institutions where each advising model is used (see Figure 5.5 and Table 5.5).

- The shared split model is used at more institutions with both full-time professional and faculty advisors (4 of 7) than where full-time faculty advisors (more than 1 of 10) or full-time professional advisors (1 of 5) work with students by 44 and 37%, respectively. It is also the most reported model by respondents from institutions utilizing both full-time professional and faculty advisors.
- The self-contained model is used at more institutions that employ full-time professional advisors (3 of 4) than where both full-time professional and faculty advisors (1 of 5) are employed (by 53%) and full-time faculty advisors (1 of 20) advise (by 68%). It is also the most used model at surveyed institutions with full-time professional advisors.
- The faculty only model is used at more institutions where full-time faculty members advise undergraduates (7 of 10) than where both full-time professional and faculty advisors (less than 10%) work by 62%. It is also the most reported advising model by those from institutions with full-time faculty advisors, but the least used model at institutions with full-time professional advisors (0%) and both full-time professional and faculty advisors.
- The total intake model is used at more institutions with full-time professional advisors and both full-time professional and faculty advisors (nearly 1 of 5) than where full-time faculty members advise (less than 5%) by 14 and 15%, respectively. It is also the least reported advising model for institutions with full-time faculty advisors.
- The shared supplementary model is used at more institutions with full-time faculty advisors (more than 1 of 10) and both full-time professional and faculty advisors (1 of 5) than with full-time professional advisors (1 of 50) by 10 and 17%, respectively.
- Multiple models are used at more institutions with both full-time professional and faculty advisors (nearly 1 of 5) than at those employing full-time professional advisors (1 of 20) and full-time faculty advisors (less than 8%) by 13 and 10%, respectively.

Findings by Advising Situation

The shared split and self-contained are the most or second-most used models in all three advising situations. The faculty only and total intake models were also reported the third most used for at least one advising situation.

Data show notable differences by advising situation in the rank order and percentages of respondents who reported the use of the self-contained, shared split, and total intake models in their advising situation (see Table 5.6).

- More respondents who answered at the institutional level (2 of 5) reported the use of the shared split model than those who answered at the college, school, or division level (3 of 10) by 12%.
- More respondents who answered at the college, school, or division level reported the use of the self-contained model (2 of 5) than those who answered at the institutional level (1 of 4) by 16%.
- More respondents at the institutional and college, school, or division level (1 of 6) indicated use of the total intake model than those who answered at the department level (1 of 50) by 14%.