

Offering Report

Advisor Job Satisfaction : Advisor Satisfaction Survey

Summary

Survey Name:

Advisor Job Satisfaction

Offering Name:

Advisor Satisfaction Survey

Offering Date:

7/5/05 to 7/22/05

StatisticsStarted: **1913** out of **4917**Opted out before starting: **120**Completed: **1913**Drop outs after starting: **0**

Average completion times:

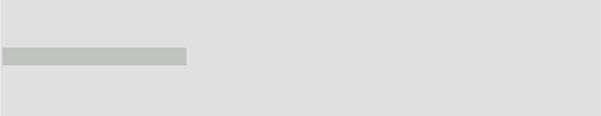
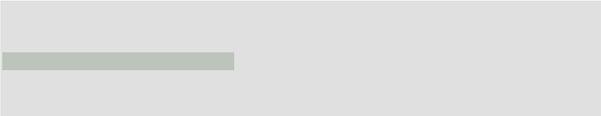
- Average Time To Complete Survey: **1 hours 30 minutes 48 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

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

Page 1

Question 1

Select the advising model(s) which describe(s) your institution's approach to advising students (check more than one if applicable)

TOTAL INTAKE - one office or advising center handles all advising for incoming students until certain criteria are met such as declaring a major		586 (30.63%)
SATELLITE - advising is provided in each of the academic subunits such as a college or department		895 (46.79%)
SHARED - faculty adviser for the major and a generalist adviser handles advising on issues outside the major (e.g. policy and procedure)		738 (38.58%)
FACULTY ONLY - faculty adviser in the department handles all advising		159 (8.31%)
PROFESSIONAL STAFF ONLY - a professional adviser handles all advising		421 (22.01%)
N/R		4 (0.21%)

Question 2

Does your campus offer a central institution-wide advising resource center for advisers, one which is not designed to advise students directly?

Yes		280 (14.64%)
No		1626 (85%)
N/R		8 (0.42%)

Question 3

Indicate your agreement or disagreement with the following statements about your advising unit (e.g. college, department, advising center).

3.1 I am satisfied with the amount of empowerment I experience

Strongly Disagree		78 (4.08%)
Disagree		229 (11.97%)
Neutral		333 (17.41%)
Agree		860 (44.96%)
Strongly Agree		414 (21.64%)
N/R		0 (0%)

3.2 Being empowered on the job is important to my satisfaction

Strongly Disagree		24 (1.25%)
Disagree		27 (1.41%)
Neutral		153 (8%)
Agree		769 (40.2%)
Strongly Agree		941 (49.19%)
N/R		0 (0%)

3.3 Clear direction from my supervisor or department head is important to my satisfaction

Strongly Disagree		30 (1.57%)
Disagree		72 (3.76%)
Neutral		213 (11.13%)
Agree		837 (43.75%)
Strongly Agree		762 (39.83%)
N/R		0 (0%)

3.4 Communication from my department head or supervisor is sufficiently clear

Strongly Disagree		103 (5.38%)
Disagree		305 (15.94%)
Neutral		347 (18.14%)
Agree		784 (40.98%)
Strongly Agree		374 (19.55%)
N/R		1 (0.05%)

Question 4

Indicate your agreement or disagreement with the following statements about your *institution as a whole*.

4.1 My contributions are formally recognized

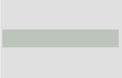
Strongly Disagree		182 (9.51%)
Disagree		443 (23.16%)
Neutral		454 (23.73%)
Agree		614 (32.1%)
Strongly Agree		220 (11.5%)
N/R		1 (0.05%)

4.2 Adequate opportunity for job/career promotion within my institution is important to me

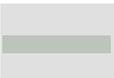
Strongly Disagree		37 (1.93%)
Disagree		81 (4.23%)
Neutral		234 (12.23%)
Agree		814 (42.55%)
Strongly Agree		747 (39.05%)
N/R		1 (0.05%)

4.3 My professional development is sufficiently supported

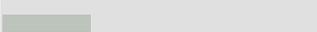
Strongly Disagree		106 (5.54%)
Disagree		295 (15.42%)

Neutral		325 (16.99%)
Agree		822 (42.97%)
Strongly Agree		366 (19.13%)
N/R		0 (0%)

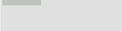
4.4 My salary is adequate

Strongly Disagree		341 (17.83%)
Disagree		540 (28.23%)
Neutral		399 (20.86%)
Agree		529 (27.65%)
Strongly Agree		105 (5.49%)
N/R		0 (0%)

4.5 My benefits (i.e. medical, dental, vacation) are adequate

Strongly Disagree		67 (3.5%)
Disagree		161 (8.42%)
Neutral		275 (14.38%)
Agree		1009 (52.74%)
Strongly Agree		400 (20.91%)
N/R		2 (0.1%)

4.6 My career development is sufficiently supported by my institution

Strongly Disagree		121 (6.33%)
Disagree		379 (19.81%)
Neutral		472 (24.67%)
Agree		744 (38.89%)
Strongly Agree		196 (10.25%)
N/R		2 (0.1%)

4.7 Professional development is important to me

Strongly Disagree		18 (0.94%)
Disagree		14 (0.73%)
Neutral		65 (3.4%)
Agree		789 (41.24%)
Strongly Agree		1026 (53.63%)
N/R		1 (0.05%)

4.8 Salary level is an important contributor to my satisfaction

Strongly Disagree		23 (1.2%)
Disagree		78 (4.08%)
Neutral		274 (14.32%)
Agree		1036 (54.16%)
Strongly Agree		502 (26.24%)
N/R		0 (0%)

4.9 Benefits (i.e. medical, dental, vacation) are important contributors to my satisfaction

Strongly Disagree		19 (0.99%)
Disagree		65 (3.4%)
Neutral		195 (10.19%)
Agree		1052 (54.99%)
Strongly Agree		580 (30.32%)
N/R		2 (0.1%)

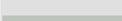
4.10 Being formally recognized for my contributions is important to me

Strongly Disagree		17 (0.89%)
Disagree		80 (4.18%)
Neutral		326 (17.04%)
Agree		950 (49.66%)
Strongly Agree		539 (28.18%)
N/R		1 (0.05%)

Question 5

The size of your institution (headcount

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Less than 2,500		201 (10.51%)
2,500 à 4,999		185 (9.67%)
5,000 à 9,999		260 (13.59%)
10,001 à 19,999		444 (23.21%)
20,001 à 29,999		401 (20.96%)
30,000 à 39,999		199 (10.4%)
more than 40,000		217 (11.34%)
Not applicable		6 (0.31%)
N/R		0 (0%)

Question 6

The highest degree granted by your institution

Technical (vocational) certificate		1 (0.05%)
Associate's degree		259 (13.54%)
Bachelor's		95 (4.97%)
Master's Degree		367 (19.18%)
Specialist		33 (1.73%)
Ph.D., Ed.D., or professional degrees, i.e. M.D., J.D., D.D.S. etc.		1154 (60.32%)
Not applicable		3 (0.16%)
N/R		1 (0.05%)

Question 7

Your institution would best be described as

Public		1557 (81.39%)
Private (non profit)		326 (17.04%)
Proprietary (for profit)		29 (1.52%)
o I am employed by an agency or firm and my primary income is not from an institution of higher education		1 (0.05%)
Not currently employed		0 (0%)
N/R		0 (0%)

Question 8**Part II: Questions about your satisfaction.**

Indicate your agreement or disagreement about these statements about your satisfaction

8.1 Working with students is important to my satisfaction

Strongly Disagree		15 (0.78%)
Disagree		17 (0.89%)
Neutral		47 (2.46%)
Agree		589 (30.79%)
Strongly Agree		1245 (65.08%)
N/R		0 (0%)

8.2 I'm happy with the amount of teamwork involved in my work

Strongly Disagree		49 (2.56%)
Disagree		197 (10.3%)
Neutral		280 (14.64%)
Agree		936 (48.93%)
Strongly Agree		450 (23.52%)
N/R		1 (0.05%)

8.3 Having a variety of responsibilities (i.e. advising, special projects, committees, teaching) is important to me

Strongly Disagree		16 (0.84%)
Disagree		38 (1.99%)
Neutral		129 (6.74%)
Agree		740 (38.68%)
Strongly Agree		990 (51.75%)
N/R		0 (0%)

8.4 Having effective supervision is important to my satisfaction

Strongly Disagree		25 (1.31%)
Disagree		94 (4.91%)
Neutral		299 (15.63%)
Agree		928

(48.51%)

Strongly Agree		567 (29.64%)
N/R		0 (0%)

8.5 Working with colleagues as a team is important to my satisfaction

Strongly Disagree		18 (0.94%)
Disagree		47 (2.46%)
Neutral		214 (11.19%)
Agree		995 (52.01%)
Strongly Agree		639 (33.4%)
N/R		0 (0%)

8.6 I am satisfied with the level of variety in my work (i.e. advising, projects, committees, teaching)

Strongly Disagree		41 (2.14%)
Disagree		158 (8.26%)
Neutral		237 (12.39%)
Agree		947 (49.5%)
Strongly Agree		530 (27.71%)
N/R		0 (0%)

8.7 I find my interactions with students to be satisfying

Strongly Disagree		17 (0.89%)
Disagree		34 (1.78%)
Neutral		72 (3.76%)
Agree		805 (42.08%)
Strongly Agree		985 (51.49%)
N/R		0 (0%)

8.8 I am content with the supervision I receive

Strongly Disagree		118 (6.17%)
Disagree		241 (12.6%)
Neutral		360 (18.82%)
Agree		779

(40.72%)

Strongly Agree		415 (21.69%)
N/R		0 (0%)

8.9 Overall, I am satisfied with my job

Strongly Disagree		32 (1.67%)
Disagree		117 (6.12%)
Neutral		251 (13.12%)
Agree		1031 (53.89%)
Strongly Agree		482 (25.2%)
N/R		0 (0%)

8.10 I enjoy coming to work each day

Strongly Disagree		36 (1.88%)
Disagree		128 (6.69%)
Neutral		293 (15.32%)
Agree		972 (50.81%)
Strongly Agree		483 (25.25%)
N/R		1 (0.05%)

8.11 I am looking for a job outside of advising

Strongly Disagree		794 (41.51%)
Disagree		501 (26.19%)
Neutral		308 (16.1%)
Agree		211 (11.03%)
Strongly Agree		93 (4.86%)
N/R		6 (0.31%)

Question 9

What one thing gives you the most satisfaction on the job?

[Hide Responses](#)

proscriptive advising: truly love working with students and helping them develop their academic and career

aspirations.

Continuing interaction with students even after graduation.

Casual atmosphere of the work environment as it compares with corporate America.

Having students succeed in their endeavors

Interaction with students.

Knowing that I helped a student understand his/her standing with regard to graduation requirements, or how to work to get out of a hole and make academic progress

helping students

Assisting students with planning and goal setting.

Recognition for a job well-done.

Responsibilities that allow me to be creative and work autonomously.

Working with students.

Student contact

I work with freshmen and undeclared students. Seeing these students make a connection to the campus, their majors, and future careers gives me satisfaction.

Working with students

Interaction with students

Helping people (students and faculty).

good pay

Student advancement/improvement

When I see students make good choices.

Recognition of value from students

Working with at-risk students and seeing them succeed.

Smiles of relief on a student's face

seeing students one-one.

Working with students and seeing their growth as individuals over time.

frequent contact with students

Observing students as they grow personally and professionally.

Helping students beyond simply degree assessments, actually making a connection with them and helping them to see their are more options to them than just doctor, lawyer and engineer.

Generous, respectful level of responsibility in student interactions and assistance.

Connection with students regarding their success at the institution.

Helping students navigate their college experience.

seeing the moment when the light bulb goes on inside a student.

Direct advising of students

Enjoy working with students. Am particularly interested in working to effect change in areas so that students can receive additional support.

My work with my students and knowing that I do help them succeed and meet thier goals.

Helping students reach a potential goal.

students who are pleased with the assistance that I provide, especially if they have a problem that I am able to help solve

student success

Student interaction and especially when a student lets me know I've made a difference.

Ability to utilize all my skills in a variety of projects in addition to seeing students

Seeing a student graduate.

Serving as a primary point of contact for students in the department with which I am primarily associated. (P.S. - my response to Q. 1 was for the college in which I work, not for the overall institution which has several approaches)

WHen I see a student has made some sort of progress towards his/her goals due to an intervention or recommendation I implemented.

Knowing my supervisor will support me and vouch for me even if I may have made a mistake.

Being able to help a student find a solution to their problems.

Working with students

Students feeling I have helped them obtain their degree through my encouragement and recommendations

Teaching a student how to find and use the tools to help them formulate their educational plan (curriculum). Teaching a student how to plan for a "smooth" transfer.

Working with students. Helping students solve academic problems and succeed.

Assisting students through their academic endeavors and helping students become engaged learners.

working with students

direct interaction with students and watching them develop.

Having the trust of my supervisor to be able to be almost completely autonomous.

Working one on one with students.

Seeing the light go on in students as they become aware of God's plan for their life.

helping students think outside the box: see new options. Proactively making information available to students (website).

helping students

Contact with students.

n/a

Travel to professional and career-oriented conferences.

My interaction w/ my colleagues and the students.

knowing that a student was helped

Working with students

Assisting students to reach their educational goals.

Connecting with students and seeing them progress successfully through their academic career.

The feeling that I have a positive impact on students

daily variety of job responsibilities

solving problems

When a student comes to me and says that it was my helping them that really made a difference in their time here.

Working with students.

Working with students

Variety of tasks/student/faculty interaction/independence.

successfully assisting a student who really needs help.

Student interaction--watching them grow from a confused freshman to a goal-oriented and focused senior or graduate student

the ability to steer students in the right direction and provide them assistance with their schedules.

working with students

Helping students see the light.

Seeing students succeed!

Resolving difficulties (solving problems, suggesting alternatives students hadn't thought of).

Seeming to make a difference in student levels of frustration and anxiety. Helping the students overall

I enjoy creating our department's publications-- student manuals, newsletters, handouts, etc.

The one thing that gives me satisfaction is when I see a student who was advised in the center graduates.

The amount of independence I have with my job. Also the flexibility with non-job related appointment and responsibilities.

students successfully completing their degrees

My informal discussions with students about their futures

Creativity

Dealing with students

Helping students reach their academic goals

I'll name 3: working with and advising students; being able to make many of my own decisions (hands-off supervisor); working with excellent colleagues.

working with students

student development and advising

I love the fact that I can make a difference in the lives of the students with whom I work. Often it's the simplest thing that garners the biggest 'thanks' from a student, and their appreciation motivates me to do an even better job.

Seeing students succeed

When students tell you "thank you".... you really made things very clear. Now I know where I am headed and what I need to do.

It is difficult to just list "one thing". I would have to say that I receive the most satisfaction with helping to solve a problem that a student is having and knowing that I have been instrumental in that process.

being able to problem solve effectively for a student

Working with students.

Helping to personalize the experience at a very large state univ. for students!. Helping them feel they are not a number.

Working with a student and seeing them complete requirements for graduation.

Being able to help the students with academic policies and helping them learn how to succeed.

Knowing that I can help a student from start to finish

The success of our students

Students appreciating the extra effort that you put into helping them.

The ability to make a difference and actually help students.

A student telling me how much I helped them.

Knowing that I make a difference to students

The personal connection with students who seem to benefit from our interaction

Direct interaction with students, particularly in the area of identifying career goals and a major that will provide the skills for that career. Also working with non-traditional students.

Being able to try and create new projects that promote student awareness and development.

Student success

working with students

Watching students as they mature into serious young men and women who graduate and go out into the world equipped to support themselves and make a better life for their families.

Knowing that I have in some way helped pave the way for a student's success.

The variety of issues I deal with on a daily basis - I like to multi-task and have different things to do.

helping students find an academic plan that fits them best

developing relationships with students throughout their academic careers.

Student appreciation for the services I render.

Connecting with students and assisting them in ways that are

working with my Arts and Sciences team--the greatest group of professionals I have ever known

Thanks from students. Seeing a student develop and succeed.

Knowing the students benefit from any assistance that I give to them.

Seeing my advisees graduate!

Helping a student see hope instead of frustration

Helping students.

When you have found a solution to a difficult problem and the student is happy.

Knowing I made a difference for a student in helping them in their pathway to achieve their goals.

working with the students

Student Success

I enjoy the amount of autonomy granted to me in my position, but also value the time in which I am able to collaborate with others.

When all students meet the University graduation requirements and Michigan teaching certificate requirements at the student teaching audit.

Accomplishments from Problem solving including a thank you from a student or institution of an idea that I have put forth that will make the program more efficient or better for the students

Seeing some of our non-traditional students succeed after years of believing that college is something that applies to others.

Working with students directly is most satisfying, especially when I can directly observe the ways in which I've helped them achieve their goals.

work environment

Providing resources for career exploration.

Working one on one with students.

Helping students achieve their educational goals in a timely manner

Helping students plan their academic careers. Working with freshmen and transfer orientation.

When a students problems are solved.

I work within a distributed learning model advising only doctoral students who are psychologists; my greatest satisfaction is meeting my students face2face twice a year for direct, one2one advising.

Advising of non-traditional students beginning health careers

Attending graduation each year and seeing the result of helping students achieve their goals.

Being able to solve a students problem.

The work I can do with students is, at least often enough, important and "real"--not the second-hand, doomed-to-disappoint project work that often has underlying purposes that cannot be fulfilled.

Helping students complete their degrees and grow professionally.

working with students

guiding students with class selection/career exploration

Watching a student ask questions that are more than "yes" or "no". I believe that means that the student is growing beyond the level of knowledge based that they entered in this institution.

The fact that everyday is different and I learn soemthing new everyday about our institution, students, careers, or life- It is great!

seeing students address and overcome challenges in their lives.

Working developmentally with undergraduate students

Being able to assist students

Assisting students, seeing students who have struggled successfully complete their program.

I get the greatest satisfaction in helping students achieve academic success.

The ability to feel confident about the service I provide, and being able to export that confidence to students. The look on students' faces that says " I'm glad I came by, and I will return".

Variety of tasks and responsibilities.

Seeing students excel after graduation.

Working with students

As a tenured faculty member and adviser who has been through the normal Retention, Tenure and Promotion process I have greater status than staff advisers so more opportunity to influence positive change to benefit students.

Project on Student development. Meeting with the students

Wonderful supervisor and co-workers in my immediate area.

Helping students understand something they didn't comprehend before.

Ongoing work with student

Helping student, whether teaching or advising.

The students

Seeing a student that I have advised graduate and find success in her or his field.

Helping students develop intellectually and professionally.

Interaction with students and prospective students

assisting students achieve educational goal

working one on one with students.

Meeting with incoming freshmen and their parents (esp. first generationers like me) and explaining "college" in a way that takes away some of their fear and anxiety concerning what lies ahead.

Helping a student who is struggling to succeed and achieve their goals.

Seeing my students reach their goals.

teaching classes

Solving problems

Hearing positive feedback directly from prospective students and/or parents I advise.

When a student gets a vocational direction in mind and his/her energy level for everything increases.

To see students identify their academic & career goals and succeed in these areas.

working independently with minimum supervision

Feedback that I recieve from students that lets me know I made a difference.

Being able to help/support students in their academic achievements.

Interaction with students--seeing them be successful, graduating, getting a good job opportunity.

Solving Problems - helping people

Assisting students with their educational goals.

Knowing I'm making a positive difference in someone's life.

Helping the students.

Being able to encourage and support students.

Speaking to groups of students

meeting with students

The autonomy I enjoy to provide high quality service to my students as is possible under circumstances circumstances dictated by inadequate overall funding.

When a student comes back and thanks you for your direction and influence.

Working with highly motivated students.

The students, definately. I love the age group I work with. They are excited and have wonderful ideas about the world.

Helping an undecided student to find his/her way or multiple paths (majors) to earn a bachelor's degree.

The collogaues I have

sucessful students

helping students on academic warning/probation understand what they need to do to help themselves

Direct interaction with students - being able to cut through red tape for a frustrated student

Making a difference in students lives by helping them understand their options and feel more secure during this tumultuous time in their lives.

when the students recognize your efforts

Dealing with students. We are distance education. No formal entrance requirements (16 years or older) for undergrad level. Year round registration. Innovative atmospher. Less bureaucracy.

Seeing how my work helps the students that I advise.

Working with students

Workingindividually with the students

Being able to do "true" advising vs. scheduling.

Assisting Students

When students express their appreciation for what I have shared with them.

Seeing a student that was in academic jeopardy or disqualified, turn their academic career around and graduate.

Seeing students be successful after an "intervention" when they had given up all hope of success.

Watching a student develop and grow as an adult.

Helping students who really need the help and are grateful when they receive it.

a supervisor who is knowledgeable, fair and equitable.

Observing adult student transformation

helping a student realize their degree goals

working with students

Helping students reach their goals and potential

Facilitating in students' academic, personal, and professional growth and development

Working with students

The students.

Working with students and job variety

My interaction with students.

variety and opportunity for professional development

Working with students and seeing their progress to graduation or transfer.

guiding students who feel lost

The opportunity to work with a diverse student body.

Knowing that I am here for my students and faculty when they need me. I am the come to person. If there is a problem or someone needs information they come to me first.

seeing students get it - helping students overcome difficult odds, empowering them to gain confidence in themselves and succeed.

helping students overcome an obstacle or get clear on an important requirement

Passing along information to students and seeing what they do with the information.

student contact

working with my students...the interactions in and out of the classroom

When students take a deep breath of relief because they finally know what they need to do to complete their program.

Students that learn from their experiences and are able to make changes when needed, to be successful. Helping students meet their goals.

working with the students, seeing them complete their degree program

Challenge

Helping a student identify a major that interests them.

Helping students problem-solve and strategize for success.

Having direct contact with students and feeling like I've made a difference (which is not easy to discern most of the time...)

co-workers then students

Student contact

Getting thank you notes from students I've helped (and it's happened three times in the past year).

Working with other advisors or student affairs/instructional colleagues on student services and advising projects/programs. Advising students both 1 on 1 and through advising programs.

The work environment and the individuals (colleagues, students, staff and faculty) that I come in contact with daily.

Watching students improve and mature.

Working directly with students

Working with well qualified students.

Working with students

the opportunity to work collaboratively with other departments

The interaction with a wide and diverse group of young adults.

Working with students, watching their growth.

See my at-risk advisees succeed in school and in their personal life

Student contact

The students

The students

meeting with students

When a student has a breakthrough in an advising meeting whereby they understand something new about themselves or make an important decision that they have been postponing.

Working with students

Assisting in a student's development from career focus to professional.

When I can see the light bulb above a student's head turn on!

The ability to convey new concepts and ideas

Seeing students progress toward their academic goals and seeing their personal growth as well.

Assisting students develop and succeed with their individual academic and life goals.

Working with students, doing various group presentations and seminars, strategic long term planning, designing a website to be accessible to students, etc.

Having the sense that I have really helped a student.

new projects/growth opportunities

Working with students

Working with students that have struggled in courses and come back to have academic success. Watching them graduate gives me a sense of accomplishment.

Working with students to create a career and academic plan and improve their overall academic performance. I also enjoy working on teaching, planning, and assessment projects that improve services provided to students.

Developing effective systems and procedures for interacting with students to provide the information and climate they need for success.

Contributing to the overall mission of my team.

Student success

Seeing students succeed

seeing students grow and develop while maintaining a working relationship with them.

Communicating and being heard by students and co-workers...

The opportunity to promote study abroad, and in that connection, explore issues of cross-cultural sensitivity and interact with students after a study abroad experience.

Student interaction.

Individual advising meetings with students.

The work environment. Our office is very collegial and much information and responsibility is shared. Decision making is collateral and our supervisor is a very strong listener and very inclusive in the decision-making process

Feeling appreciated by students as well as colleagues and supervisors.

Teamwork with colleagues, group projects, clear direction and managerial support and empowerment.

student satisfaction and positive comments from them

having a job that is important and having the tools to do the job.

Working with students and empowering them, whether by linking them with special enrichment opportunities or helping with creative problem-solving.

helping students chart their course for the future

Student relationships

Students who are excited about their academic pursuits

when students tell me I have contributed to enriching their academic experience, either by suggesting a course/professor they found they enjoyed, or by suggesting a course of action by which they found they benefitted.

Being an active part in a student's decision making process

Feeling that I'm making a significant contribution to student and college success.

Students

Variety in the things that I do.

Relationships with students

The interaction with and appreciation from the students I work with.

Working with students.

Seeing the difference I make for students.

Getting to know my students on a personal level, as I help them reach their academic and personal goals.

Working with students

helping my students

Helping students achieve their academic goals.

Successfully solving problems.

Helping students become responsible students and contributing members of their community.

Watching students develop their interests and pursuing a major they are happy with.

High level of student contact.

Students that I can help and that go on to succeed.

Interaction with students.

Mentoring student in a stage of growth

Having the opportunity to do a good job and improve my abilities to my satisfaction.

The fact the our University Code of Policies and Regulations Manual is sufficiently updated annually is duly noted, to make my job and my performance more efficient.

Working one on one with students and watching them grow, academically and personally.

Using my skills and knowledge to assist students.

student interaction

my colleagues at the college

Working with students

student interaction

I see most of the returning older students. While other advisors in the center see them as being too needy, I find them to be the most enjoyable, motivated, and appreciative group level I encounter.

Making a difference in students' lives.

being respected by faculty and administration.

Helping students, and being able to guide them in the right direction

working with students directly

Students who tell me I am helpful.

Student interaction

Watching the student grow and development in this educational environment

Working with good people

Helping students at important transition times in their lives

Knowing that I can contribute to the academic success of our students.

Advising students and knowing they left my office with a sense of direction

Watching students learn and meet their goals, and seeing their pride and self confidence increase.

Helping students graduate with either certificates or associate degrees, from initial admission through the years of progression to completion.

independence

helping students meet their goals

Working directly with the students.

Working with students

Assisting students and watching them meet challenges, grow, develop and succeed.

Positive interactions with students.

When I have made a student's day by the help I have given them.

watching the first-year students I work with come into their own over the course of their freshman years

student contact

aiding students to discover their strengths and solutions to their problems -- practical/educational or situational

working with students

Seeing results for efforts put force.

Working with students and seeing students succeed

Every day is different.

Working with the students

Student interaction

working with students advising one-on-one

When my former students come up to me laer and thank me for getting them started or opening thier eyes or believing in them or that they graduated.

Interaction with students and watching them develop and grow and mature.

The interaction with students and working on the process of planning their education. Introducing ways to develop multiple opportunities on the way to completing the program.

Working with students and helping them achieve their educational goals.

working with students, either advising or in the classroom

Acknowledgement from students that our work makes a difference to them.

listening to students and finding creative solutions to the problems they're encountering, if possible

Seeing students succeed

Working with students (and working in an academic setting.)

helping students through to graduation

Working with students.

Student's satisfaction towards achieving academic/career goals following advisor sessions at the end of the semester

Just the Students.

A variety of tasks

seeing a student experience success

Guiding students in their academic endeavors and having them leave happy. The "thank you" and "you're the best" comments is one of the best parts of my day.

Working with and helping students

Hearing student stories and matching information to individual needs to create an educational plan.

Working with colleagues and students

Making a difference in a student's college career. Encouraging students to succeed. Giving students the support they need to get through their college career.

The greatest satisfaction for me is assisting the students with their needs and problems; helping to relieve them of the stress or anxiety related to balancing school, work, and family.

The ability to help others solve their problems.

Taking responsibility in providing "final answers" for students instead of shuffling them around or participating in the go-round that is a big part of student services here

Students

Having a student come to me in trust and respect looking for answers to problems, and my being able to help them with these problems. Having a student leave my office with a sense of hope that things will work out.

I love working with students both through teaching and through advising. Helping them to reach their potential and achieve their goals is a wonderful feeling.

Empowering the student to do for themselves

Working with students

knowing that I can assist student with their academic/career planning and am quite successful at doing that

Seeing how the students grow from their freshman year to their senior year.

doing my job well

interaction with students

Effectively advising an appreciative student

Working with under-prepared students. Helping to them to make a class schedule they can balance with work and family and also achieve academic success, moving from provisional admission to full and then to graduation.

Helping student through difficult academic or life situations.

Feedback from students; projects from the Dean's office, which speaks of their trust in my abilities; opportunity to network with other college's so we serve transfer students well; professional work environment and technology.

Independence.

The one thing that gives me satisfaction would be working with the students. I also have great professional development opportunities here as well.

interaction with students

Assisting students to attain academic goals.

The interactions I have with my students, both positive and negative, are the best part of my day. I also enjoy the fact that my job does not come home with me everyday. I like that separation.

Opportunity to develop and implement new ideas.

When students appear to, or have indicated that they, have benefited from our session(s).

student recognition, not a week goes by that i dont recieve a note or card inthe mail thanking for something!

The ability to be creative while working with students.

student interaction, on-on-one advising

Meeting with students on developmental issues, such as major exploration.

Helping students attain their academic goal

I love working with the students! We have a great department and work really well together - but even more - we have a group of advisors on this campus that are fantastic and I feel lucky to be associated with them!

positive feedback from students about how I've helped them find what they want to major in

The opportunity that I have to interact with the student. I love that I have the opportunity to teach a one credit hour course, which is an integral part of our program, Introduction to University Education.

Student success

Friendliness of advisors; the comraderie of advisors; the sincerity of students who thank us for helping them

Developing means in which to provide clear, concise, accurate & consistent information to students in a format that they can easily access.

I am at one of the smaller campuses of my university and I enjoy working with the people in my office. We work as a unit and are very considered of each other, which makes the job that much more pleasant.

Working with students - problem solving

Helping students map out their goals, providing them with a plan to reach their goals, and watching them fulfill goals.

Being able to develop and implement creative approaches to working with students.

When a student is able to read and understand the degree audit with a little guidance from me. When a student is truly appreciative of the help I am happy to give.

Seeing a student be successful.

Helping a student with a problem turn it around and to have them leave satisfied and calm.

When Students send a note thanking you for something you have done for them and when other students recommend you to their friends etc.

Seeing that the work I've done with the students pays off for them and helps them make the right decisions for the right reasons.

Seeing students succeed

When a student finds their calling and is able to confidently choose a major

Knowing that what I do--my interactions with students and faculty, the changes I have made in advising procedures, the changes in departmental procedures that I have suggested--has a positive impact for students and the campus

Students' successes- Knowing that I helped them succeed and made them feel comfortable at the University and in my department.

Seeing students perform well academically and watch them mature.

I get the most satisfaction from helping students gain insight about their academic and life goals.

empowering students to become active participants in their growth and development

Having the knowledge/resources to effectively advise students and seeing student success.

Working with the students, helping them with their educational plans.

helping students

Pleasant working environment.

Interaction with students.

Interaction with students

The advising and interaction I have with prospective students.

Working with students and developing new ways to retain and empower students

Being told by a student that I have been helpful to them.

The fact that I have worked in advising for almost 5 years, and have seen students from their freshmen through senior years, and the thanks I get for helping them for so long. That is rewarding!

Helping a student discover a new major they're passionate about and helping them translate that passion into a career or plans for graduate school.

Working with freshman students.

My interaction with students- gets me up and excited to come to work.

interactions with other advising staff, and interactions with students

Helping students

Knowing I have made a difference for the student.

Effectively helping students navigate the University systems.

Giving students the tools and the self-confidence necessary to take control of their own educational plans

Interaction with students.

Accomplishing a difficult task successfully.

student interaction.

Positively impacting students' lives.

Working with college students

talking with students

I love being able to help students figure out what they want to major in and where it will lead them.

Working with students, particularly ones who I can follow throughout their undergraduate career.

Advising a student (usually by phone) that may not understand the degree requirements at the beginning of the conversation, and hearing them understand these requirements by the end of the conversation.

being able to tell a 35+ year old student that they can finish their degree, yes i can use a majority of their credits and no they are not too old. i love working with non-traditional students.

Students

I enjoy coming to work everyday. My students are wonderful, I have a great team to work with. The most satisfaction is having a student come back to me after they have accomplished something they have been working toward and made it.

Satisfied, successful graduates

Individual student counselling.

working with students and seeing those students succeed

The Students

being able to help students succeed in college

Grateful students

Working with students is my primary indicator of satisfaction.

Being able to assist students navigate through the institution and achieve their goals with minimal disturbances.

helping students

Assisting students with resolving issues.

Feeling as if I make a difference to my advisees by opening their eyes to the options they have as students.

Something about the interactions with students, providing something for them, especially when finding ways to meet their needs they did not know about, such as recasting a Plan of Study to be a better fit for them.

When I am able to do what I do best on a regular basis.

Making a difference in a student's life and making sure they progress as they choose, with appropriate guidance. Getting to know these students as individuals and potential contributors to society.

student interaction

I most enjoy interacting with students that are further along in their academics and more focused on their goals. Unfortunately, it is the one thing I do the least.

Watching students succeed, especially those who have had difficulties.

Bringing creative solutions to the student for his/her consideration and choice

Being able to think of new methods for doing things and then having the support to move forward in implementing those changes.

Working with students - helping them make choices that will most effectively and efficiently put together the jigsaw puzzle that will realize successful academic and professional goals.

Knowing that I am able to play an important role in students' academic success.

my boss is the best - very supportive! this gives me the freedom to excel as an advisor.

I knowing that I was able to help someone (student) that couldn't find his or her way in turn of what she/he wants to major in.

helping students achieve their educational goals.

Seeing a student achieve his or her goals in part because I helped the student figure out how to get there

Working with students

interaction with students

When students come back to thank me for my help.

meeting with students either in individual appointments or in group teaching settings

working with students directly

Working with the students.

seeing students succeed

The ability to interact and help students. The satisfaction of knowing that you have made an impact on a student's life in a positive way.

Seeing my students graduate.

When students revisit my office hours to update me on their progress or just to chat. It shows that they trusted in me the first time we met and feel the need to come back.

Feedback from the students I have advised about how I've been able to assist them or suggestions for how I can improve.

Knowing that you may have been the determining factor in seeing that a student stayed in school and graduated

When a student succeed and graduates.

working with students and my colleagues

working with students

student contact

Working with students.

Working with and helping students find direction in their college careers.

Student interaction and working with co-workers in a team environment.

talking to students

working with students and colleagues

Working with students and seeing their accomplishments.

Help the students and making them feel like they are part of a "family".

Being able to make a difference and have an impact on a student's life.

student success and growth

Being able to be specific about the steps needed to complete a college education.

Working with students from intake to completion, which includes the recruiting.

Helping students with their problems.

Seeing a student through a difficult situation and watching them accomplish something that at one time seemed impossible.

Working with students.

Assisting students meet their academic and personal goals.

My most satisfaction comes from the student. As I advise the student I look for the light to turn on and when it does, I know the student has understood the information I have given.

Working with students, seeing students mature as they go through their college years.

Opening a pathway for a student to access higher education that formerly thought it was an impossible dream.

Being able to help students in a concrete way.

Knowing that I have used my knowledge and skills to my maximum potential to help a student or advisor.

Working with college students

Working with colleagues as a team to support students

Helping students obtain their goals.

Individual work with students

Student and co-worker interactions.

Participating in the graduation exercises and seeing our students walk the stage, and helping students transfer successfully to the 4yr university.

Being able to assist students through the education process . . .to graduation. (I work with a lot of first time, first general students, so the process is very scary to them.)

Watching students make successful transition from high school to college

Helping students make decisions about their education.

Knowing that I have helped a student.

Knowing that I made a difference for a student.

Interaction, reward & recognition

Giving effective presentations of important information or motivational concepts to students, parents or colleagues.

Ability to help students effectively (including supporting & encouraging artistic growth and development as well as providing resources for students' goals) and creatively problem-solve.

Assisting students to achieve their goals.

Motivating students to believe in themselves.

Seeing my students achieve their goals.

Helping students to figure out who they are.

The opportunity to interact with first generation college students so that they may earn a degree.

student appreciation

working!

Talking with students and helping them.

Working one on one with students

Helping people.

HELPING STUDENTS SOLVE PROBLEMS WITH OTHER OFFICES

Helping 18- to 21-year-olds understand the importance of their educations.

students that I've worked with receiving their degree

leading/guiding someone to a new discovery, awareness

Working with students and providing information to help them make wise choices in the direction they want their careers to take.

Working with students

Working with students. Working with a team of advisers.

The students - supporting them in their decisions.

I feel great satisfaction when I have helped a student solve a problem or helped to calm their fears or doubts. Its always nice when they acknowledge you with a "thank you" later.

helping a student succeed

the students' development

Seeing students who were struggling succeed.

helping students

Working with the students. Knowing that at the end of a very long and arduous day, that I had an impact on someone's life--that I made a difference as to whether a student decided to remain in school or give up.

I know that the work I do is critical to student success and development. As far as job satisfaction, I equate it to a six figure salary.

Flexibility

working with students

Most satisfaction on the job come from working directly with students.

student success and watching someone that came in without any hope at graduation

Flexibility

Working with students and seeing the students make progress in their academic career.

Knowing that you are making a difference and helping a student achieve his/her goals.

Working with students

being able to successfully help students

The positive interaction between staff and students

helping students

Having a student graduate.

Having variety in what I do and the students and staff that I work with.

Being able to connect with the students and help them find their way.

Working with students and having them connect the their career goal with their academic goal.

Working with students

hearing success stories from students...

figuring out a solution to a student's difficult problem

solving problems

When students are appreciative of the extraordinary efforts our office makes to help them fix a problem or mistake that they created.

Teaching and advising students.

Helping students who feel they are "failures" or have no future and also students who are away from home and feel very much alone.

When I have helped a student to solve a problem or deal with an issue.

Seeing my advisees succeed, which includes finding an internship/job, making the grade after much hard work, perseverance/overcoming personal hardships to succeed academically, graduating, getting into graduate/professional school.

There is no doubt that the interaction and the relationships that I build with my advisees brings me the most satisfaction.

Helping students.

Working with students and the positive outcomes I see from the students

Helping students in whichever way they will allow me to help. This means in an either academic capacity or addressing issues in their personal (emotional) lives that impact the academic.

Opportunity to work with students through 4 years and then on into the early years of a career

Seeing students earn their degree

Working with students through the red tape of the university. Also, being able to see the light come on in them and they take responsibility for their actions.

The teamwork we have and the knowledge knowing you are making a difference in someone's life.

Working with the students

Student interaction

Developmental advising and students succeeding to graduate. Being able to motivate students and strategizing ways for success

Variety of tasks and responsibilities

Working with students and solving problems.

Working directly with students, particularly those with specific needs. For example, helping students on academic probation increase their GPA by teaching them effective learning, studying, and testing strategies.

The eclectic team work within my advising unit, contact with faculty/professionals, and the majority of students I advise.

The most immediate satisfaction is hearing and seeing understanding with a student when he or she is in my office for whatever reason.

I like the people/staff I work with and we are very effective together. Acting as a sideline "cheer leader" with struggling students and supporting their success is very rewarding.

The ability to provide direction in others educational goals

Recognition

student progress personally, acadmically, and professionally

Seeing a student who has struggled get back on their feet and succeed.

Successfully assisting a student find the right course, degree, and direction.

Working with students

student contact

Knowing that I have helped students meet their goals. I enjoy most of the students I work with and am happy to see them graduate!

I get immense satisfaction when students "get it" and achieve to their potential and occasionally beyond.

interaction with students

Helping students realize their potential.

my team, students and fellow staff members.

Meeting the needs of a student, whatever it may be!

Helping students figure out what they want to major in that they are really interested in.

The ability to make a direct impact on students lives through teaching, mentoring, and advising.

The variety of duties that supports the advising. I especially enjoy event planning.

The learning opportunities that come with the job. I learn something new almost every day.

Seeing an individual pursue a dream/goal.

Working with students.

Working with students who are motivated to succeed.

Making a difference in students' lives

seeing students taking and using my advice and as a result achieving their goals

Seeing a student graduate!

Working directly with the students and seeing them grow and benefit from my help.

immediate rewards of helping a student in need

working with students, seeing students succeed

interactions with students in one-on-one appointments, workshops or presentations, and if we could get approval, teaching

Helping a student make a breakthrough, either in determining a major, selecting a minor...etc. Essentially, making a difference in a student's life and being appreciated for it.

empowering students to find individual solutions for their situation

Problem-solving for the students

Watching students grow and develop into confident adults.

Working with the students over the 4-5 years they are here--through their pre-major and then in the major. It's great watching their transition from insecure freshman to polished professionals ready to make a difference in the world.

Interacting with students; answering their questions, finding out what they want to achieve, enhancing information and seeing that my assistance makes a difference to them

Interacting with students and seeing that my interaction with them was helpful.

the variety of tasks and contact with others.

When students are successful and graduate.

Interaction with the students

Seeing students grow and mature over time.

At the end of an appointment, when a student says, "Wow, I feel so much better now."

Having a good amount of independence.

Making a difference.

Having interesting projects to work on that I can complete and affect the overall quality of advising.

It's a bit of a cliché, but knowing that I have helped a student move forward in their educational endeavors.

I enjoy working with the students and watching their progress through graduation.

Seeing my students successfully complete their graduation requirements on time and in the field that they desire and move on to a satisfying life.

When students achieve their academic goals!

Working with students

Working with students from the beginning and seeing them grow and realize their potential in academics

The autonomy afforded me by my supervisor, who considers me a "colleague".

Assisting students in their academic pursuits.

Knowing that I make a difference in the lives of our students.

Ability to Help Students goal of graduation

When a student returns to say thank you.

Interacting with students -- those interviews where you really connect and you know that your being there has made a difference in their perception about their abilities, self-worth, etc.

Finding answer to questions that students have and teaching my First Year Experience and Life Career Planning courses

Variety of responsibilities

Interaction with the students

seeing students experience success.

Having a student tell me how much they appreciate my help.

Making connections with individual students on a daily basis.

having a certain level of flexibility. Being able to take on additional projects that are related to advising, but are also of interest to me.

Seeing success in my students lives. Hearing that I've made a difference. Feeling that I've made a difference.

helping students reach their goals

Good relationships with my peers gives me the most satisfaction.

The ability to be creative and build relationships with students and coworkers.

Helping students

Seeing students succeed in accomplishing their goals and graduating from college.

clear communication

one-on-one student interaction

Problem solving on behalf of a student or colleague

Helping students identify options

student interaction

Being able to watch a student evolve and learn more about his/her future as we communicate and explore the options and resources available to take advantage of on one's own.

knowing that I made a difference in a student's life

Being able to make a difference in the life of each individual student I advise by providing helpful, accurate and insightful information while letting them know I care and am available

Being able to help students succeed in their academic goals--particularly when my assistance helped make a difference between their success or failure.

Feeling like the work that I do matters & that I've been helpful.

working with the students--helping them--find courses; determine academic and professional goals; seeing them come in nervous and leave happy or excited; developing relationships with them.

I am a student services advisor and I enjoy the freedom to be creative in programing for students and developing trainings for Faculty Advisors.

Seeing students and parents come in nervous and leaving with a level of confidence and security.

Working directly with students.

Giving someone the tools, the vision and the confidence to move on in their education.

helping students

Accomplishment and Recognizing I have solved a students problem academically or financially!!!

Interaction with the students- feeling that I have helped them

Working with students gives me the most satisfaction.

I love those moments when students see that their choices and their actions can make big things happen. For instance, when students "connect the dots" in such a way that they acquire a cool internship or a

challenging first job.

Working with students.

Variety of responsibility

ability to help others and make a difference in a student's college success/experience

Helping a student toward degree completion.

Positive feedback from students I work with.

Seeing the "light bulb" come on when a student has made a career decision, understands the sequence for getting there, and becomes empowered in the process.

having students tell me that I have made going to college/returning to college a positive experience for them

Seeing a struggling student succeed in completing their degree program.

teaching students

Working one-on-one with college students.

attending graduation of my students

Helping and interacting with students--also the same reason I enjoy teaching.

helping impact the lives of students

I am most satisfied when I can actually help a student -- especially when they are in crisis.

Problem solving with students, being perceived by them to have been helpful not just in working their way through the curriculum but also on a personal level.

Seeing students graduate every year - the ones who sailed through and the ones who struggled to get there and overcame some obstacles.

Working closely with students and colleagues

Helping students see new possibilities

Helping students find solutions to problems they are experiencing academically.

The breadth of my responsibilities--my day is always different.

working with the students

Seeing students succeed.

Making a difference with my students and assisting them with succeeding their academic goals.

I enjoy interacting with students and there is mutual listening between both parties. It is gratifying when they appreciate what you do to help them and then they graduate.

the interaction with students

Seeing students be successful

Working with students

Having a Dean (Administrator) who supports the advancement of advisors within our office and campus, when sometimes the Provost (Higher Administration) may not.

Watching students learn and grow as young adults, especially when I've had a part to play

working with students and seeing the impact I have or can have on their decision making and life.

Feeling that I have helped a student toward her/his graduation goals provides me with satisfaction.

Being free and able to explore the potential of my ideas and the ideas of my team...using new ideas to help students is a major contributor to job satisfaction.

Helping students to succeed.

I enjoy the feedback from students--when they take the time to give it--because it lets me know how well I'm doing my job. I also teach a study skills and an fye class. However, i'm looked upon as only an advisor.

Working with students

Working with students in ways that allow me to see the positive changes in their lives.

Working with students and the freedom to explore new areas of interest as they relate to academic advising and/or student affairs.

The gratification of seeing the products of your labors, such as a student you spent considerable time advising becoming a successful student.

Working with students

The variety of situations we deal with. No two advising sessions are the same.

The students and people I work with.

Knowing that I have been able to make a positive impact on students....knowing that they feel I have been a source of support and encouragement for them.

Variety in working with students.

Helping a student to see opportunities and choices in their academic career and finding out their stories, to

facilitate a decision.

Ability to use problem-solving skills to assist students.

Witnessing student success.

Direct interaction with students

Watching "the light go on" when a student "gets it."

When a student can leave my office, pleasantly surprised or with a smile on his/her face, knowing that graduation is imminent, it makes everything that I do in my job worth while.

working with students

Actually seeing that you have helped a student, or having a student say they feel better after talking with you.

Ability to help students navigate the system.

Working with and helping students.

Working with the students is the best. They are the reason I come in to work everyday!

Being able to help students realize their dreams.

Helping students resolve anxiety-laden issues.

Creating activities for students growth and interest, teaching, and general advising.

Interaction with the students

Social interaction with students and co-workers

Working with students. It's very gratifying to see both younger & non-traditional students discover that they can go to school and make positive changes in their lives and futures.

Student progress

When students tell me they wish they had had the opportunity to speak with me in previous semesters as I was very good in explaining the requirments and the students options.

Assisting students in achieving their academic and life goals.

Working directly with students and assiting them with their educational & career goals. I enjoy seeing them succeed and achieve their goals.

My satisfaction comes from helping students to make important decisions about their education and future careers.

Developing and implementing new initiatives

Watching our students during graduation as the many years of hard work and dedication bring us together to reflect how they have matured academically, personally, and professionally.

Variety of tasks

Interacting with students. Assisting them in finding a direction for their career, securing their degree.

Supporting students in overcoming barriers and reaching their goals.

fulfilling or exceeding students' expectations; aiding/assisting students with their enquiries

helping students achieve their goals

I enjoy it when student realize that they can complete their degree.

Working with a student from the beginning of the application process to graduation.

Working with students in class, as advisor for student clubs, and academic advising.

The interaction with students and colleagues.

Watching student growth

impacting students' success and ability to navigate the university

Feeling likw I have helped a student.

When students say "thank you" and notice the work I put in.

Seeing my students finding their career path by gaining employment or being accepted into a graduate or professional program.

I am most satisfied when students thank me for assisting them in realizing their own talents and visions and return for visits after sucessfully progressing through the academic system.

Being entrusted with a project to pursue independently and having full support from all staff

Seeing students acheive their goals.

Assisting students avoid mistakes as they complete their degree program requirements in a timely manner without taking unnecessary or inappropriate courses.

Interaction with students.

Since we are a small univesity, it is very easy and satisfying to be able to watch students mature academically and socially during their journey toward career and life goals.

Working with students

Working with bright, capable students and then seeing them grow and develop over 4 years.

Helping students

Having students tell me how much I have helped them

Working with freshmen on a daily basis is the most satisfying element of my job. I enjoy watching their development throughout their first year.

building relationships with students and others, helping students & being a resource for them fairly high esteem in the community for my profession

I am most satisfied when I feel like I am effective member of my office team and when I am able to talk with and help the students that come in to my office each day.

Advising and working with students give me the most job satisfaction. I enjoy working with the staff and faculty at my institution, but the students are the most satisfying aspect of my job.

interaction with my peers and students, helping others

Knowing I helped a student with a difficult situation

working with international students

Face-to Face academic advising - helping students find solutions and easing their transitions.

Knowing that something I have said or done has made a positive difference in someone else's experience at our institution, or maybe even just in our office.

Is working with students and seeing them work the graduation line at the end.

Assisting and encouraging students of all ages in their academic endeavors.

Students improvement for instance from probationary status (less than 1) to dean list student (3.50 or more).

Ability to concentrate on student's needs and abilities rather than reaching statistical goals

Presentations to prospective students.

Independence.

Working with students and my colleagues.

Currently that I have two great Deans I work for that support the advising role and are taking the necessary steps to assist us to make our jobs better and to be more effective as advisors.

Working with students and knowing I really helped them.

Knowing that the work I do makes a difference in a student's perception about their college experience.

diversity of projects. openness of supervisors to different ideas.

My satisfaction comes from working with the students. Knowing they are on track for graduation or that they are pursuing a course of study that they are excited about is what gives me satisfaction.

Variety of tasks, one of which involves student contact.

Seeing progress in the students I advise.

advising undeclared students and freshman.

1:1 advising with students helping others to succeed

Working with students.

When students experience the "light bulb" moment of discovery

Working with students

Student contact

Interaction with students

helping a student learn the whole process of college (registerring, making a schedule, locating resources, and ultimately graduating)

collegiality between faculty and advisors

Working one-on-one with students is the most satisfying; having them achieve their goals is the ultimate reward!

The autonomy to try new things, and the recognition for doing so, as well as the support to research, publish, and test ideas.

the teamwork and camaraderie within our office

Working with awesome co-workers; it's the only reason I'm still here.

Having a returning adult student who has been outof school for a long period of time, to come into my office all afraid, and leave my office believing that they can do it!

Helping students come to a better understanding of their academic goals and helping faculty advisors see the value in the role they play with freshmen advisees.

administrative activities

Knowing that I've helped students.

Opportunity for personal initiative, to create programs and services that are appreciated by my supervisor and by the institution.

Working in a fun, stimulating environment

I love working with the students, and seeing them succeed to reach their goals.

Having a chance to do creative programming

at risk students

Ability to multi-task and have several functions, not just advising.

Student satisfaction

Seeing students taking more responsibility for their own choices and decisions.

Working directly with the students, getting to know them and making an impact in their lives.

being caught up and not feeling behind in getting work done

variety of tasks and projects, such as committee work, teaching, advising, development of new ideas, etc.

assisting students in reaching their goals

Working with and being able to help students everyday.

Students who succeed--who find their niche, or recover from academic difficulty, students who gain valid confidence as a result of their college experiences.

The higher education atmosphere where I teach and learn

Working directly with students in appointments.

being able to be a partner in the decisions about how we do advising, and in designing new ways to help students and streamline advising

feedback from the students that I am doing a good job

Advising displaced workers and older students.

Helping a student in need

Student Success

Being able to help students.

Student Interaction

Helping others.

Making a positive difference in the lives of students.

Positive response from students with whom I work.

being a resource to faculty, students and staff

Positive feedback from students; having a part in their problem-solving and decision making

working with students

Working with students gives me the most satisfaction.

Assisting students. Watching them develop.

the ability to resolve issues on a continuous basis.... autonomy

The process of following a student from their first experience here through graduation. There is nothing more satisfying than seeing a young person grow and mature into educated people.

A student's relief/gratitude when I'm able to find a way to resolve an impediment to his/her graduation.

getting to know the students

Knowing that I have guided a student through the maze of higher education.

Helping students become better individuals through proper advising.

helping students graduate and/or succeed

Working one on one with students. I'm also a career counselor so I enjoy mixing the job responsibilities when working with advisees.

Seeing a problem student graduate

The time to do homework for the degree I'm working on.

Knowing at the end of the day that I help to make a positive difference in the lives of the students I advise.

Meeting with students.

Working with a student who is engaged in the process and is learning how to make effective decisions in all aspects of his or her life.

Every school year the opportunity to start anew with a new freshmen class re-energizes me. When that does not happen to me its going to be time to retire.

Working with the students

Project work

Working with students planning their post graduation activities.

Being that source of encouragement and support to students.

Assisting students with academic success

teaching

Seeing the students move from my coaching to problem-solving/making connections on their own.

Working directly with students with various disabilities

My contact with students

Being able to assist students in the best and most efficient way.

Feeling as though I am making a significant contribution to the lives of my advisees and colleagues.

The opportunity to assist students with their academic/career planning decisions. It is very fulfilling to encourage them to find and pursue their goals/dreams.

Working with students and coworkers. I enjoy the autonomy and freedom to do my job

Helping and working with a student who realizes there is something for s/he to learn and appreciative of the opportunity to have someone to talk to about classes, majors, how to be successful in college, etc

The variety! Working with students, variety in my job responsibilities, and working with numerous people from administration to faculty.

I enjoy the positive atmosphere here, be it w/ students or colleagues.

Making a difference in student's lives.

Mentoring students.

Working with students.

My job satisfaction is helping students with their degree pathways.

Interaction with a variety of different people and groups on a regular basis

Working with colleagues as a team

Seeing students face to face daily is very important to me - I get NO supervision whatsoever from my supervisor who changes every year anyway and has no idea what I do - which is fine with me!

I really enjoy being able to help students get the most out of their college experience. I really like

discussing their interests, difficulties, and hopes. The verbal communication is my favorite part of the job.

Interactions with colleagues

Getting support for new projects that enhance the advising program.

having a student leave my office with a clear (as clear as these things get anyway) purpose and goal when he/she came in confused and lost.

Assisting the student to meet their personal and educational goals (current and future).

Mentoring students.

Helping students get the most out of their education and college experience. Working with the students and watching/being with them when they experience those "ah-haa" moments.

Helping a student figure out what they really want to do.

Student accomplishment

Good interaction with colleagues and ability to complete projects related to teaching and scholarship with them.

Making the difficult maze of a large public institution manageable to students. The intrinsic rewards I get from feeling like I make a difference for them.

Successes with my students

Seeing results. I love having the new freshman come through and see them graduate 4 years later (sometimes a bit more). I feel I've had a small part in that.

Being able to help students work their way through problems.

students

Making a difference in students' college experience.

I am most satisfied when students, faculty, staff and the administration as a whole recognize that the methods and theories of advising I am trying to implement are effective and result in greater student success and retention.

Helping students make wise decisions.

Something different everyday; multiple projects to work on

The response of students who leave my office with questions answered, concerns addressed, and renewed focus/determination to pursue their goals.

I enjoy the people and the students I work with.

relationships with students

working with students

Helping students achieve their educational goals. I worked primarily for a few years with a major written for working adults. Their stories and successes were wonderful.

I get so much satisfaction when I help a student and they walk out of my office happy, empowered, and understanding all the requirements.

my supervisor is very supportive and hands off- lets us do our job

Providing information and support to help students achieve their goals.

Positive interaction with my students.

creating and implementing changes that improve the way we advise and schedule our freshmen

Being knowledgeable and being able to utilize that knowledge.

student satisfaction

Supportive direct supervisor.

Seeing students benefit from our services and move forward to begin their career path.

working with students to achieve their academic goals

Academic and personal successes of students with whom I work.

Just getting through each day.

Being involved in a variety of activities that enhance our services to students.

helping students

educating future leaders

I am most satisfied when a student thanks me for helping him/her and tells me how much they appreciate it.

Seeing students off campus and they come up to talk to me.

Actively participating in students' educations and helping them to become responsible, inquisitive, engaged adults.

Helping students become self-sufficient in learning/decision making.

Giving advice to students which proves to be correct, especially if this advice is regarding choices the student has to make. Since I am not trained in advising, I am often unsure if I'm giving the best advice.

Knowing that a student has left my office feeling better about his or her situation.

The work I do with my students is extremely satisfying.

Having the opportunity to make significant contributions to the improvement of the advising system on my campus.

Connecting with students

I am using #9 and #10 to explain a little - While we have a dedicated college to handle first time students (to the University) I work at a satellite compus, thus I am involved with all

Helping students

Having a good balance of working with students and administrative work with colleagues I like.

more autonomy

Interacting with students every day and the different challenges that may bring.

The opportunity for creativity using my social work degree and the opportunity for professional developmenmt.

Interacting with students

Knowledge that I've helped a student navigate the curriculum and the university to their ultimate goal of graduation

Working with and helping students

The support I receive from my supervisor and fellow colleagues.

Having students tell me that my advice to them had a significant effect on their life choices.

Seeing my students take control of their academic careers.

Student success or at least understanding the goal.

Working directly with students

Guiding a student effectively

Helping students meet their goals.

Student Interaction

Working with my colleagues as a cooperative team, and helping my students progress in their respective programs.

Working with adult students. The personal attention that I am able to give to each student.

The ability/opportunity to create/develop better services for students.

Helping confused students find clarity and confidence with regard to their education

Student Feedback

When students express their satisfaction with their learning, especially when they have had an unexpected "ah ha" moment.

Helping students to understand the process of attending college.

BEING ABLE TO ASSIST AND EMPOWER STUDENTS IN ACHIEVING THEIR ACADEMIC GOALS.

I enjoy working with the students and getting to know each and every one of them personally. I have great variety in my position such as advising, recruiting, special events, and counseling. I genuinely care about my students.

Student's satisfaction of the services offered.

Working with students.

engaging intellectually with students

Solving problems of students.

Seeing students graduate.

Knowing that I have helped students in working towards their goals.

working with the students and guiding them through their first year in college.

Working with students

I enjoy helping students solve their problems and navigate the system in this large university.

I love the long-term relationships (over several semesters/years) that I can develop with students from a variety of majors because I am a supporting (staff) advisor for a number of majors which are primarily advised by faculty.

Helping a student surmount her/his difficulties.

I love working with students and helping them make decisions about their major, career, and life.

Student interaction!

variety of work/experience

student interaction

Helping students succeed in their educational goals

Achieving Goals; assisting individuals and watching growth.

The variety of tasks, projects and responsibilities.

Being a part of a students career decision. Being available to help them problem-solve with course choices.

Collaboration and teamwork

Confirmation that I have done something to help a student.

Meeting student needs

Improving student services

Helping students be successful.

Helping students - making a difference in someone's life - showing someone how she set and achieve goals

Seeing a student who thought he/she could not succeed, succeed.

Seeing the students I advise successfully complete their educational and career goals.

Providing students information that makes a real positive difference to them. (breaking the complex, confusing educational process down into manageable meaningful components for students.

working with and helping struggling students

Working with students and helping them decide / achieve their educational goal.

Helping people--generally students plus learning new things like services available, opportunities, etc.

The relationship with the students and the daily solving problem approach to their concerns.

interaction with students and colleagues

Working with students

The team that I work with.

The appreciation of my advisees

Feeling I have done a good job and having my colleagues respect the work I do.

Working with students and encouraging them as a whole person, not just registration needs.

Teaching effectively. (Some of the advisors on my campus teach in their home departments).

I am not micromanaged.

The college that I work in (College of Education) has fantastic leadership at the dean level as well as faculty who care about the programs

Helping students succeed

Working with individual students, solving problems with them, being part of the campus

Helping students develop their academic plan and easing their concerns about the curriculum and their future.

Direct one-on-one student contact.

Assisting students when the situation looks hopeless.

Seeing students graduate, helping them succeed and reach their goals.

Helping students

work environment

Students meeting the goal of earning a degree.

assisting my advisees to discover their potential and watching their progress toward their degrees.

Variety of projects throughout the week.

having the opportunity to interface with students.

helping others

Being able to see how students grow during their college experience

Being able to say I accomplished something at the end of the day.

Knowing that I touched at least one student's life, whether it's advising or a general conversation

organizing and disseminating information to faculty and students via email, departmental web site, etc.

Successfully advising a student, be they new or current.

The thing that gives me the most satisfaction on the job is a student who comes to me and tells me that I've made a difference to him/her.

Interaction with students satisfies me most. When I can see the difference that I make in the life of a student or a family, I feel as though I'm doing my best work.

Variety of challenges and responsibilities it entails.

Guiding new students through the process, and seeing that they understand the field and purposes of the curriculum

Student success.

Successfully guiding a student through a difficult situation.

Working with students--both in advising and a teaching role.

Working with students (advising) -orientations

Support from my immediate supervisor is one thing that give me the most satisfaction on the job.

I love helping students --I live helping them understand their program, know that I am learning too, that I care, and I will help them if I can. I may not have the answer they want to hear, but I am here for them.

Working with the students.

Interaction with students

seeing a student succeed

variety and opportunity to create

The ability to connect with so many students from varied disciplines, learn from them, and help them on their way to their own individuation.

Knowing that when a student leaves my office, s/he has a basic understanding of the processes and is able to recognize the choices s/he has to make in regards to having a successful academic career.

The ability to help and direct students.

Helping students understand their degree requirements and how all (major, minor, core, college) fit together.

Watching the development of students. I advise Grad only and to help them move from student to colleague, youth to adult is very rewarding.

Teaching and advising my students

Seeing students succeed as a result of our conversations together

Working with the students and faculty

Making a difference. + My work is currently more administrative. Trying to establish or improve systems,

enhance communication and collaboration across departments is satisfying.

Student satisfaction with or acknowledgment of my support as a contributor to success.

regular, structured interaction with students, and my ability to structure it fairly independently

Students who come back and tell me that I gave them good advice.

positive feedback from the students I have helped

helping students be successful

Helping a student find his or her full potential and they explore their options.

Interacting with students and watching them learn and grow

Knowing I made a difference in the outcome of a student's life and goals.

Helping students succeed.

Receiving compliments from students with choosing a major and courses. As well as knowing students feeling confident with our office more than any other office.

Professional interaction with colleagues and students

Helping students

solving problems for students or coworkers

Helping students.

When students leave my office with an understanding of their responsibility in their educational experience.

Assisting students with make career and life choices.

Working with students to determine a major and/or career in which they will be happy and fulfilled. I enjoy watching students progress and take on more responsibility for their academics and their life after graduation.

Recognition

Teaching the first-year experience courses

I receive the most satisfaction on the job from creating a program or advising tool and seeing it implemented by other advisors as well as myself.

Variety of responsibilities.

Making a difference in students' lives.

Being in a position that affords me the opportunity to encourage students to live their dreams.

Assuring the successful progress of students in their academic pursuits.

Working directly with students and watching them develop over the 4 year period.

Being able to help students solve their problems and succeed.

Immediate gratification--I know if I helped someone as they leave my office

Interaction with students.

Interacting with, mentoring and advising students

Seeing a student mature, accept responsibility and succeed academically.

My students.

The flexibility and creativity that is fostered in the Advising Office here makes all other aspects of my job more meaningful.

I enjoy having the responsibility of developing projects and/or programs, e.g. Major Fair, advisor training, working on publications.

Flexible, casual atmosphere.

Helping students realize the potential they have.

The variety of responsibilities I have

Helping students, who at one time struggled to meet academic standards, succeed academically.

Researching information about advising and student affairs.

interaction with students

I love the opportunity to work one-on-one with students. Assisting them in planning and fulfilling their academic goals while building positive relationships makes my job incredibly meaningful to me.

working with students and making an impact in their lives

Seeing students succeed and knowing that I had some (even if it was only a little) influence on that success.

Being able to empower students to achieve their own academic goals. When students recognize how helpful I have been in their achievements.

Seeing students successfully progress to graduation

Helping students to graduate.

Having students get accepted into professional school/graduate school.

Working with and assisting students, problem-solving

working with peer advisors

Interaction with students. Working as a team to get the job done.

When a student comes to me as they are about to graduate and thanks me for the help I provided to them over the years.

students

Interaction with the students

Making a contribution to student growth/development.

the students achieving the goals that they have set

helping students see solutions to their situations

Helping students

seeing students grow and succeed when they were having much difficulty

Training new advisors.

working with students

Understanding the policies & fine details of an issue, then troubleshooting and solving a problem that involves interpersonal skills and advocacy. This can be for a student, or for one of my staff.

Daily interaction with the students

student success

Student success and satisfaction - especially from struggling students or from students who had self-doubt.

When the lightbulb goes on for a student.

I love my department & talking to our majors about their interests, goals, etc. I receive the most satisfaction from being able to assist them in our huge, occasionally impersonal institution to better achieve their goals.

Interaction with students. I

watching the 'light bulbs' come on when a student finally understands the topic

Working with students to acheive their goals

Showing a student how to solve a difficult problem.

Knowing that I am helping students achieve the goals they have set for themselves

Meaningful and supportive interaction with students.

helping students

Working with students!

Feeling that I've made a difference (contribution)

A student who is happy/satisfied with the advising he/she has received.

With my responsibility to guide and support our students in making important, sometimes life changing decisions; when I get home each day, I feel as though I have made a difference--this is very satisfying for me.

Helping students achieve their goals.

interaction with students

Knowing that I am contributing to the success of young people.

Assisting a student to transcend the doubt and fear of failure to earn a degree

Students

Providing students with the guidance they need, whether it be for their academic or career goals.

The various types of activities I am able to be involved in.

Working with students

Knowing that I've helped a student in a positive way and that they have the information to make an educated choice rather than an emotional one.

Seeing students succeed (graduate or successfully fulfil their goals).

Thank you's from students, especially after they have graduated and come back to tell you what a difference you made.

Independence

Working directly with students, especially new students.

balance of projects

When I can tell a student finally understands something they have been trying to grasp and seems appreciative for that.

Working with students individually.

Creativity

Working with the students.

The opportunity to work one-on-one to help students develop personally, academically into responsible adults and to have a student acknowledge that your help made a difference in their post-secondary education.

Seeing the results of my work.

Advising and supporting students as they pursue their academic degree.

Contributing to students' success or progress in reaching their goals

Feeling useful and helpful.

working with students

The variety of tasks I have, including admissions, advising, and orientation.

Creating new programs. Teaching first year seminar for conditionally admitted students. Advising difficult cases.

Hearing a student say I've helped them.

Allaying students' fears and getting them organized about their major/courses.

Working with students on a daily basis.

Helping students advance their education.

Working with students and watching them become self-sufficient and confident in themselves.

Knowing that I have helped students achieve what they want.

working directly with students

Daily interaction with a variety of students - they pose new challenges for me and teach me all sorts of things!

I enjoy the interaction with and the opportunity to help students.

Helping students

The variety of my job responsibilities.

Assisting students in being successful in their academic pursuits.

The comment I often receive from students: "I feel so much better after coming to see you".

Seeing students grow in a variety of ways.

Assisting undeclared students to see how their interests and abilities can be used to determine potential majors and careers and then aid them in exploring their options.

Being able to see students accomplish their goals and find success in their endeavors.

Teaching a freshman seminar course

Working with students and having them acknowledge that my work with them is important and supportive.

The ability to impact campus policies and procedures in a way that improves the lives of students on our campus.

Dealing effectively with a widely diverse student population and being able to resolve their problems of whatever kind.

The one-to-one contact I have with my advisees on a daily basis.

Watching students accomplish their goals.

Watching the students I have helped graduate, with a clear plan of what they are doing next along their career path

Interaction with students

Helping Students

Helping students find their way through courses, situations, and life in general

Working with students, hoping that I can be somebody that makes a difference in their lives.

Working with students that are experiencing difficulties adjusting to a large university or any university- usually these relationships become a 4 year relationship which I enjoy!

I am making a difference in students' lives.

Supporting students directly

Advising the students

working with students one on one

Solving problems

one on one intereaction with students

Being able to make a difference for my students and my colleagues.

Enabling students to tap into their potential and achieve personal, academic and professional satisfaction.

Seeing students I've advised prior to acceptance to our program, being accepted and then graduating. I've very proud of their accomplishments and they are grateful for my help in their success.

Feedback from students that their formal learning enriches their work or life, and that their work/ life gives meaning to their studies.

Working with students who truly appreciate what I do for them.

Interactions with students that produce verifiable results (ie, working with a student who graduates in a timely manner).

students going on to grad school or good jobs

student contact and opportunities to advise outside of the realm of academic advising

student satisfaction with advising and degree completion

Being a non-judgmental guide who can provide academic and career options for students and encourage their academic and personal growth.

Students and the variety of questions encountered

Knowing that I've helped a student move successfully toward his/her educational goal.

My interaction with advisees over the course of their undergraduate program.

Assisting students in reaching academic/career goals.

As a professor I love experiential teaching projects that permit me to mentor students.

Working with at risk students and helping find a way to be successful all on their own

Working with the students...watching them develop and mature through their college careers.

Working with students who then tell you how much you have helped them.

Working on projects that help improve advising services

Helping students achieve goals.

Helping students avoid or correct mistakes

Working with the students and seeing them be successful by graduating and progressing to the next level.

Appreciation for my work from both the students and my supervisor is the one most satisfying aspect of my job.

Having an impact on the development of students.

interactions and personal relationships developed over time with both students and colleagues
(NOTE:neither option in #11 fits. no option for additional response and no place to indicate this)

I am able to telecommute and work from home- which makes the job so wonderful.

The appreciation shown to me by the students and faculty

Personal autonomy.

Working with students

When the difference I have made in a student's life is noticeable or recognized.

autonomy... able to try new advising approaches and projects

The relationships that I build with the students I advise.

That I can do my job well, and work well with the students.

Helping students.

When students really listen to the advice I give and it actually helps them graduate in an efficient manner. I go to commencement every semester and see my students graduate and it reminds me why I love my job.

Balance of student contact and other projects/initiatives

Working with students through their entire college careers.

When a student says thank you you really helped me or now I think I know what I'm doing or something like that

Getting Respect

Working with students one on one and assisting them toward their educational goals.

Attending graduation and seeing my advisees get their degrees

Helping students and developing relationships with them.

generating or nurturing passion, sense of purpose / meaning; In my present job the most satisfying activity is teaching a course called "Exploring Majors" and teaching a freshman seminar course.

Having students succeed academically.

Hearing a student say any of the following: how much better s/he understands program requirements; how happy s/he is making a decision to major in something meaningful; how supported s/he feels with regard to academic/career goals.

helping students

Helping students to clarify their major or occupational choice.

I like the fact that during every work day there always exists the possibility that I will significantly effect someone's life for the better.

Being able to see the impact that I have on the lives of students.

Being able to play an active role in student success provides me with the highest level of satisfaction.

Being able to move beyond the prescriptive, i.e. having a conversation with a student who has actually READ the catalog (so we can talk about other things in their lives).

raises

Students

Working with the students and knowing that I have "helped"

Seeing students succeed when they didn't think they were capable of doing so.

When the students tell me that I have made their graduation process easier.

-working with students throughout their degrees and helping them reach their academic goals

Student interaction

Seeing students who look like they are going to fail, succeed.

working directly with students; having the opportunity to do variety of things; having the opportunity to work on cross-functional projects.

Working with motivated students.

contributing to students/families and projects on campus

watching students develop and grow

Seeing students develop and they work toward their degrees.

It's tough to narrow this down because many things give me satisfaction. I like the variety in my particular job. I think if I had to narrow it down, however, it would be the positive feedback that I receive from students.

Knowing that what I do helps students.

working with students, making a difference

actually seeing my positive effect on students' and colleagues lives

Interaction with students, assisting them develop problem-solving abilities and recognition that they are in control of their futures.

Feeling like I have made a difference for students

work with students and seeing them succeed

Making a difference to students

Working with my students

Challenge, professional development.

Being in the position to shape an academic program to benefit student's academic and career aspirations and strengthen the integrity of the program itself.

relationships with students

Answering questions, overcoming roadblocks in the system.

My independence and autonomy.

Helping a student successfully navigate our system of higher education. I am satisfied when I am able to help them make sense of all the opportunities available to them and how they will best fit their longterm goals.

I receive the most satisfaction when students express their appreciation for my efforts on their behalf or when my work is acknowledged by upper level administration.

Helping people set, clarify and achieve their academic and personal goals.

Helping students realize and achieve their goals

Knowing I have helped a student/parent

Working one on one with students.

helping students realize their passion and their potential

Being able to help the students move forward towards graduation

Helping a student "get it" ... nothing like when you see the light bulb come on!

Helping student's plan for and realize their goals.

working with the students, seeing them accomplish things they set out to do.

seeing students development

Learning new things and being the person a student can turn to for answers.

student satisfaction

The variety of advising situations and scenarios each and every day.

when I know I am truly helping a student in need.

Helping students make discoveries

interaction with students

Students ability to navigate the program with less and less help from me.

Helping students

Being able to help students plan a strategy to improve their academic standing, select a major, or deal with personal problems.

Empowering students to set goals and achieve their goals.

Conversations with undecided students

Being involved in committies where changes are made

Empowering Students

Sometimes making a difference in a student's life.

Student interaction, helping them achieve their educational goals.

Knowing that I am having a positive impact on the lives of others.

Helping students be successfull

Feeling like I am helping students to navigate their academic careers and future development.

student contact and interaction.

Advising/counseling students allows me to facilitate, support and observe their intellectual, professional and economic transformation and empowerment.

Feeling like I've made a difference in the life of a student makes my job satisfying.

Students responding well to my teaching/advising. However, if workign students were all I did, I'd loose my mind. I enjoy the variety in academic work, but if it is not going well with students, I am most dissatisfied.

When students walk out the door, thrilled that we have solved whatever issue

Helping students find the right majors and courses and just the overall job experience

Independence to plan my schedule, projects and activities in a way that meets my personal/professional needs as well as the needs of the students I serve.

Graduation. It's then that I see all of the hardwork benefit the student.

Helping students

Student success and development.

Helping students succeed

Wonderful support from my immediate supervisor, students and interdepartmental co-workers.

The opportunity to work with an exceptional team of professional advisors and create new models and policies for the benefit of students and departmental advisors.

helping students to realize their fullest potential

When students thank me for the guidance I gave them.

Helping students; solving problems

Making a connection with a student -- making a difference.

Working successfully with studens to assist them in obtaining their goals.

Variety

Seeing a student smile and be satisfied with the help that was given by me.

Being able to provide students with needed assistance and support.

Knowing the assistance I give to students helps them and makes a difference in their lives on campus or makes a positive impact upon the student's satisfaction with their experience at our University.

Seeing that one student who had such a rough time, that you have worked with for four years to overcome the many problems s/he encountered, walk across the stage at graduation.

Helping students, especially non-traditional students, remain on the "righ track" to complete their degree

being able to get things done

Having a student drop by to thank me for the help I've given them on a personal or academic issue.

The students I work with are incredibly bright and articulate. It is wonderfully rewarding to encourage these students toward their goals.

Working with students

Seeing problems being solved efficiently and expeditiously.

Recognition from Students

Making a positive difference in either the lives of students or the work lives of the advisors I supervise.

collegiality of peers in the advisement process

Developing rapport with students and seeing the progress they make through their time at the school.

Congenial academic and professional engagement

Empowering students by assisting them to understand the educational system.

interacting with students

Teaching students to succeed

student contact

To see the lights come on in my students' eyes.

One-on-one with the student

Helping a student.

Being able to "teach" students how to take on the responsibility of getting a good education all by themselves.

Allowed to work independently

Working with students.

Making a difference in someone's life. Being able to assist with their educational goals and desires.

Helping students develop academic plans that expand beyond education.

Working with students and being able to offer students viable options.

Empowering students to find their passion via academic endeavours

I'm the only person in the office and have total responsibility for budget mgmt., website maintenance, etc. I supervise one student worker. I enjoy being my own boss, making decisions, and the autonomy of being

self-directed.

Student success

interacting with students

Being very good at what I do.

The "success stories" of the students you connect with and help in a noticeable way, especially when they come back and thank you for your help.

student success and being a part of their academic, personal, and professional goals.

When you know you have made a difference.

The opportunity to assist and help students to make informed decisions.

Working with students who acknowledge ownership of their own academic learning.

Feedback from students that indicate I am really helping.

Variety of duties

Interaction with students and the satisfaction I get from helping them resolve issues and problems.

Having students persevere through challenges to eventually graduate.

Seeing all my hard work pay off at graduation.

Working with the students and having those "teachable moments"

Seeing student be successful.

Helping others succeed in a typically pleasant setting.

Student interaction

Assisting students to have a positive college experience

The interaction with the students, especially since I see them from the time they're freshmen or transfers until they graduate. It's immensely rewarding to watch their progress and achievements.

If I had to chose one thing it would be the knowledge that I have the opportunity to help a student faciliate personal growth in chosing a career field.

Working effectively with the students.

Working with my fellow advisors as a team.

Having the students come in with a good grade or other life determining news to share.

Feeling like I've made a positive contribution in the life of a student.

The thing that gives me the most satisfaction is seeing students realize their potential to be successful.

dealing with students

Autonomy

Supervisor allows us to work independently.

Working with the students

Interaction with the students

The fact that I am very valued in my institution, and it's not just lip service - my colleagues and supervisor "walk the talk."

Student success.

Knowing that I have done a good job of advising with no errors and having the knowledge my student will graduate ontime with no problems.

Working directly with the students.

Student success

Being able to assist the student achieve their academic/professional goals.

Positive interactions with students

Meeting with students and feeling that I've made a difference and helped foster success in their educational goals. Working as a team with other advisement personnel to bring to accomplish that which enhances student life.

Student success

I enjoy working with students on their career path. I also enjoy working on special projects for a change of pace.

Helping students to succeed

Making a difference in the lives of young people

students i work with

Working with Students

Student interaction is what it's all about. I enjoy being able to help.

Helping a student who wants my help.

Seeing students reach and go beyond individual aspirations

Enjoy being able to give assistance to students, faculty and staff. It is satisfying to be told that the info that I provided was appreciated and problems were solved as a result.

I feel that I make a difference!

A successful class discussion.

Seeing that I make a difference in a students life.

Seeing a student successfully complete his/her program in a smooth and seamless fashion.

Helping students achieve their academic, personal and professional goals.

Ability to impact lives

Working with the students

Working with students

working with students

Knowing that I have helped a student achieve his or her goals

Seeing the advising I give students make a difference.

Interacting with students interpersonally.

working one-on-one with students

working with students

Helping students find their way.

the student interaction - it is why I do this work. However, there is less of it now - at least face to face - than five or more years ago because so much information can now be accessed through computers.

Student self-report that I have made a positive difference to them.

seeing struggling students turn around when they are given the support and encouragement they need.

Interactions with students, advisement and special promotions.

Advising students in understanding their educational options and how choices will affect their life.

Feeling like I have made a difference.

autonomy and authority in my position as well as satisfaction with the level of variety in my work

Student achievement and reversal of poor academic performance.

helping students

Seeing students succeed

autonomy with regard to my job responsibilities

working with the students and the variety of circumstances.

Student Interaction

recognition for services rendered

Helping students.

Seeing a student gainfully employed upon graduation in their discipline and knowing I had a role in their success.

Knowing that I assisting students in their educational journey.

Seeing students graduate and having had a good advising experience.

helping the students, whether professional or personal

working directly with students

Hearing a student tell me that I am the first person on campus that has been able to answer their questions.

touching the lives of students as they reach their and achieve their educational goals

The support of my colleagues.

Freedom to manage my own schedule

Helping a student who thinks there are no options for them

Feeling that I am helping students become better people.

The appreciation from my students when they graduate!

Helping a student continue with his or her education when they thought it wasn't going to be possible.

The sense that I am able to use my knowledge and experience to help students.

Interacting with students.

I love knowing that I can make a difference in someone's life.

Whenever I know that I have made a direct contribution to assist a student or students with their educational goals, then I experience the greatest amount of satisfaction.

Seeing the "aha" moments when students realize their own abilities and interests.

Demonstrating to students how personal organization and goal orientation can make a big difference in one's feeling of accomplishment.

Working with students

sincere thank you's from students

Helping students to be more successful while at college.

Interactions with students. Helping them define their career and life goals and giving them some tools needed to pursue them.

the students

helping students find themselves and succeed, e.g. the right major, raising GPA, getting off probation

Working with the students

Working with students

one-to-one contact with the students; being trusted by them and able at times to make a difference in their lives (or at least in their DAY)

the autonomy I have to craft it in ways that I'd like.

One thing that gives me the most satisfaction on the job is assisting students who are confused about requirements for their major.

HELPING PEOPLE

Being able to identify students "at risk" and guide them to resolution of problem/issue or direct them toward appropriate resources.

Interacting with the students

working with students, seeing them succeed.

Hearing positive feedback from students who report that I made some difference in their personal or academic lives. The boost I get from one of these comments is enough to keep me energized for months.

Being able to do what I do best without interference from administrators and policy.

Seeing students make it to graduation.

Working with students: seeing them understand the role of an education in their lives and careers

Interacting with colleagues to help them better understand the ins and outs of advising

The one-on-one meetings with students

Knowing I'm making a difference to someone or something.

Personal interaction with students allows me to be most effective in terms of overall student development.

knowing that a student really appreciates the help I've provided

Helping the student meet their requirements for degree. (GPA)

Knowing that I am contributing to students' success.

I enjoy the problem solving; the opportunities to be creative; advising students through and to their degrees.

Relations with the students and faculty and other staff

Being able to answer the student's questions and give them the guidance they need to succeed in college. I receive the most satisfaction when they tell me how much I have helped them and how much they appreciate it!

student interaction in office and classroom

Interaction with students and knowing that I can help them and make a difference.

Students appreciation

Working with students!

Working with students and helping them be even more success during their college career.

Knowing that I have assisted students along their path in life.

autonomy after knowing the 'plan'

Working with adult students to complete their degree

Helping a student realize they can be successful here, even after a long pattern of being unsuccessful in other matters.

Students

Helping students be successful

giving students the tools that they need to solve their own problems

The variety of interaction with students

Helping students to develop their educational/vocational plans, especially when I have opened their eyes to directions they hadn't considered before.

Having students tell me that I was helpful to them and thank me for my assistance.

Helping people and knowing that I have made a difference

helping others

Seeing students graduate; it gives a sense of successful completion of a task

Autonomy with excellent support from supervisors/heads of departments

Assisting students in deciding and setting goals and then then making a plan to reach their goals.

Advising responsible students.

Seeing the progress that students make.

Making a difference by helping a student realize his goal of an education.

Having students look for me because they are confident in my advice. Having students come back and say thank you - I'm about to graduate! (oops! That was two!)

Students finally understanding for themselves how to manage and keep up with their remaining requirements and hours toward graduation

Helping the students structure their paths to graduation

Interaction with students

Helping students graduate (generally speaking); it's great to say that I get paid to help students achieve their dreams!

Helping others feel positive and informed about their academic plans.

Working with the students and seeing them walk across the graduation stage. Helping them to succeed.

Positive feedback by both students and supervisor.

Working directly with students

When the student's are happy, I, happy.

making a contribution to a student's academic success

Really being able to help the students that are at a loss or undecided.

Opportunities to assist students and observe their growth and development

Cooperation , Support & Recognition

Working with students

Seeing a student succeed and the student sharing the success with me.

Interacting with students

Working with and helping students find their way through college!

The ability to create new resources for students.

Seeing students grow and reach the goals they have set.

The one thing that gives me the most satisfaction is meeting one-on-one; enlightening, encouraging and empowering the student, especially adult students, who are anxious and/or ill prepared.

Encouraging the non-traditional student to complete their college education is gratifying. Advising younger students is also gratifying, but advising the non-traditional student who sees value in education is uplifting.

student success

Interaction with students

Helping a student who is confused or needs assistant. I enjoy working with probation students

Seeing the students I work with graduate.

Helping Students pursue a degree

The opportunity to do academic counseling/advising. The term academic advising is for faculty.

Be able to facilitate a better learning experience for my advisees.

I think working directly with faculty and students. Colloboration with other offices is key to the joy to my job.

Working directly with students "one-on-one," providing academic advisement and academic/career counseling.

Advising students

teaching

Having a student realize their potential

Working with the peer-advisor students

individual contact with students

I enjoy helping students maximize their university experience and achieve their career goals.

Advising students and working with faculty as a team

Problem solving and procedure development in regard to advising related difficulties that students experience

Knowing enough to advise the advisors. Ive been here so long I've become institutional memory for advising.

Student success.

Talking to the students gives me the most satisfaction.

Working with students

Hearing success stories from students because we helped them.

Working with the students.

Helping students who are genuine in their education endeavors and committed to EARNING their degree, not just getting one for showing up.

variety student interaction

Seeing students succeed in accomplishing their goals inspite of adverse circumstances

Experiencing student satisfaction

Working in the higher education environment - being a part of a community of learners

Working with the students on a one-on-one basis

Seeing the "light come on" with a student who has been struggling is very rewarding.

ONE on on advising sessions where students leave satisfied and ahve had their questions answered, or at least feel like they have a plan.

Working with students.

Observing student development - how do they work through challenging situations? what makes their college experience a success?

Advising students properly by making sure that requirements are met. Seeing student's development in progress.

Helping studnets navigate the system

Observing student academic and personal growth over the course of their academic career.

my students!

Succesfully completing projects and being recognized for the effort and job well-done.

Seeing my students succeed academically or seeing them overcome challenges.

Helping students and being acknowledged for that.

Students! The thrill of orienting an incoming students, the thrill of advising a challenged student, the thrill of their sharing of their successes, the thrill of graduation.

Receiving positive feedback from students

Appreciation from the institution and fairness

working with the students

Being able to do a variety of things.

Advising and discussing the purposes of education with students, not just advising them on what classes to take

Students.

Providing assistance to students that supports their persistence to graduation or determining a better course of action for their life at the present time. Receiving feedback from students that you've made a difference in their life.

interaction with my students

I get to advise students freshman through senior year and so I get to see them mature into professional men and women.

Students' and Director's evaluations (especially written comments)

Ability to empower students.

Encouragement from my supervisor supporting projects that not only fit the mission of the college, but are of interests to me too.

Working with students and helping them to expand their knowledge and realize their academic goals. My office does not do career advising, we have an office on campus for that. My main goal is to help students receive their degree.

Working with my students on a one-to-one basis.

working with students

Hearing a student/staff member say how much I have helped them years or months later - really being appreciated by a student/staff member.

working with individual or groups of students

When a student graduates and returns several semester later stating that their transition to a senior college/university was smooth.

Making a difference in the life of a student.

Helping students succeed.

Knowing that I helped a student resolve a situation that s/he wasn't able to resolve without my help.

Working with students in helping them to achieve their career/educational goals.

The interactions with students where I can help them with a difficult decision or give them important things to think about which they hadn't previously considered.

Helping students to navigate the university system.

helping students

Working with students and really feeling like I'm making a difference to them.

Being able to help students be successful and graduate

positive feedback from students who have been appropriately advised

Usually, student interaction and teamwork with co-workers does provide the most satisfaction on the job, however, I have thousands of students (too many to really advise adequately) and team work does not exist for advising students.

Working with first gen, low-income, students and seeing them succeed. :)

helping students with academic problems

Seeing my students graduate after seeing their progression.

Helping students plan for their future

Interaction with students, faculty, and staff. I also really enjoy teaching. It is important to have a staff large enough for team work in the field of advising. If the staff is too small the job is not done as effectively.

When a student comes back and thanks you for something that has made an impact on his life, which he/she may not have been happy about at first.

Student success stories make all the headaches and problems worthwhile.

Being able to work independently without constant supervision

Forming relationships with students by helping them succeed.

Assisting students

Being able to help students who are having trouble getting their questions answered, who are confused, or who are new to the college process.

helping profession

Observing the students grow and mature and knowing that I play a part in their development.

Teaching and working with students

knowing that I have solved problems and have been helpful to others

Interacting with Students

Assisting/Advising students in achieving their goals.

developing and administering policies and programs that help students develop academically

Helping students learn how to take responsibility for their own learning and lives.

Working with motivated students who take an active part in the advising process.

The flexibility of what I can initiate.

Compliments from students, that I have made a difference.

Seeing students succeed

My work with the students as they encounter each developmental stage.

helping students

HELPING PEOPLE

Contact with students and troubleshooting their concerns;

Independence

Being able to help students reach their goals

helping students

Working with students throughout the academic year to discuss career goals, university life, etc... Student satisfaction is crucial to my levels of self-actualization.

Teaching students and helping them develop their potential

Opportunity to interact with students and assist them in the attainment of their degree.

Interaction with bright, engaged students

Seeing students accomplish their educational goals and finally stepping into the flow of learning.

Working with students

Being recognized as one of 5 campus "experts" in the area of campus policy and graduation requirements.

Students who left feeling confident about their next step(s) in their academic career and feel comfortable to return if needed.

The student interaction

Appreciation given me by students, faculty, and administration for what I do.

Working with students and helping them with their

Seeing students make decisions about their future and get accepted to 4 year college

Seeing students be successful. Particularly the marginal students who needed the help.

Helping students connect with a major that suits them and provides them satisfaction

Having a direct and positive impact on a student's academic performance and personal growth

Being able to positively affect student satisfaction by providing academic/career/life connections and information.

Student Success

Helping students see beyond what courses they need to take to everything outside the tiny box they often imagine; introducing them to international/national exchange, research, internships, and service learning opportunities.

I love working with students. Our college has some great students.

When students have decided on a major and have sufficient credit hours with an acceptable GPA to progress to their degree college.

Working with Freshmen to gain confidence and learn to relax in their new surroundings and life.

Working directly with students

The most satisfying aspect of my position is being able help others.

Witnessing students believe in their academic potential.

Being able to help students see appropriate alternative choices when initial intended major does not work out.

The Commencement ceremony.

Interacting with students and watching them evolve into responsive and responsible young adults is most satisfying

Job recognition by institution

Help adult students fulfill long-term dream

Being able to experience and see the growth a student goes through while attending college and seeing the students accomplish their goals and received their degree

The gratitude expressed by students when a problem has been resolved.

Effectively advising students, especially ones with special concerns

the ability to make a positive impact on a student's educational experience

Interacting with undergraduates

Helping my students succeed

Working with the students and getting them to the point of graduation

Seeing students achieve the academic and career goals we have planned over the course of their educational pursuits.

seeing the students succeed-

being able to demystify educational planning for students

Being a change agent.

pay is good for a part time position

Assisting students to reach their goals

Helping student achieve or recognize their short term and/or long term goals.

Seeing student succeed and makin an impact through my work

See my adult learners acheive success and graduating - many times with academic honors.

Assisting student grow

Teamwork

being a part of the developmental process of students

Positive interaction with students - usually found in the classes I teach and not when advising.

The opportunity to engage with and learn from the Students of Color at my institution.

Working with Students

Knowing that I've been instrumental in a student's success.

Trouble shooting unique problems and solving them with a positive outcome

When I know I have helped a student in their decision to better their life.

The Students

Being able to provide strong guidance on policy issues. I want to be able to shape policy, not just enforce it.

getting student to graduate in a timely manner

Turning a student around--comes in upset, leaves with a resolution or a plan; comes in with a fairly narrow perspective on what's available, leaves, excited, with a much broader idea of what is possible, etc.

Providing applicants and/or students with academic and/or career advice that sends them in a direction that they had not previously considered, but that better fits their individual wants and needs.

Friendly, team environment among staff, faculty and other colleagues

Working on projects that make the advising process and services to our students better.

being on a college campus

The opportunity to help students either avoid mistakes or to help minimize the damage of those already made.

job security

I love being an educational mentor to students, to help them develop a genuine and abiding respect for education and learning and the confidence to actively participate in their learning.

creatively solving problems

the student interaction

Having students return to me for advice on a professional as well as personal level

flexibility and variety in my work

Being part of a collaborative community/institution that truly VALUES and SUPPORTS students' experiences and learning (which includes advising).

See students succeed in their academic and life goals.

Working with young people.

Assisting new students and helping them find their way.

student progress/accomplishments

Seeing students succeed in and out of the classroom.

seeing students succeed

Successful completion of a project or event which benefits the students in our faculty.

Knowing that I am making a difference in a student's life

helping students with problems put them into perspective

Feeling like I'm really helping the students.

Successful students and colleagues as a result of serving as advocate.

Helping students solve issues or questions

Helping students succeed with their academic and career goals.

Helping students achieve their educational goals.

Seeing one of my students graduate

assisting students in the achievement of their goals

Being able to use my education to help Native American students.

Being able to help students find themselves.

The daily interaction with students. Making the little differences in their lives is a great part of the job.

knowing I have assisted in helping a student graduate

Seeing a student leave my office with a plan that is doable and the motivation to do it.

Student's growth

Interaction with students

Watching someone develop into a self-directed student.

I truly enjoy knowing that I have helped a student to achieve his/her goals.

The people I work with on a daily basis.

When a student feels better or more confident about a situation after talking and working with me.

Seeing students achieve their goals through the partnership that the student and I have in the advising experience.

Working with and helping students

meeting with new students

Working with students to find agreeable solutions to various problems that arise related to students pursuing their goals.

Helping students, esp. encouraging students to receive additional counseling when they were reluctant to do so.

A student learning to think for him/herself, showing growth.

Helping students reach a goal

Feeling valued and respected for my contributions to the advising team and advising at the university

I am a premed advisor - success of the student in being admitted to health professions schools is the most satisfying

Being able to offer my students curriculum and career options they have not thought of on their own. Seeing a student develop into a mature directed and determined individual. Advocating for resources for my staff, encouraging them.

Working through a difficult issue with and for a student which results in their making a considered decision about the direction they will take.

Working with others to improve tools of the profession.

I enjoy working with students.

The reason I went back & got my master's in counseling & psych was due to the one-on-one w/students. I love sitting w/students and exploring their goals & dreams.

Being appreciated for my effort to assist a student.

The variety of students I see every day

Making a difference through one-on-one contact with students during advising.

My role in providing accurate information to students regarding the institution, various requirements, information about majors, helping students "find their way", set goals, reach informed decisions, etc.

Assisting a student in accomplishing thier individual goals.

1. When a student leaves the office understanding what he/she needs to accomplish to acquire a degree & returns with questions and updates our advisors on the status in processes pertinent to this goal! 2. Support from the campus!

seeing students succeed

Helping students who are experiencing difficulty in their lives

Seeing a student graduate on time.

the challenge of a variety of tasks of increasing responsibility

Working directly with students gives me the most satisfaction. Helping them discover themselves and being able to help them in their educational endeavor is most important.

HELPING/ADVISING THE STUDENTS

when I can alleviate student anxiety

Making plans of study with students

Interaction with the students

Students figuring out where their education connects to their personal goals and interests.

When students tell you what a good job you are doing and that they appreciate the time spent with them.

Helping students in a meaningful way.

Helping students to discover their strengths and life goals. It is also nice when my contributions the college and the university are meaningfully recognized.

Combination of direct advising and designing/implementing an advising program.

working with students and developing new programs

Interaction/ relationships with students and colleagues

Helping students become responsible for their academic and personal goals is most satisfying.

I like helping students gain some clarity in a way that helps them see the big picture--how their career

goals and academic goals are connected. I love that "Aha" moment.

Seeing my adult students find out how smart and capable they really are, especially my anxious, over-30 ladies.

Evaluations at the end of the day

Helping adult students achieve their goals; particularly enjoy finding ways to help them use all possible sources of credit (including appeals for substitutions, testing, etc.) to graduate more quickly and move on to next goal

seeing my students succeed

Helping students throughout their college career.

Working with the variety of students /student interaction/variety of job responsibilities (academic advising, career counseling , grad school prep, etc)-As continuing ed degree advisor , work with students age 17 years up to 80 years

The various tasks and responsibilities.

The relationships I develop with my students and colleagues

Working with a variety of students in my community college.

(With regard to advising, I presume) The idea that people are going to get an education better tailored to their individual goals than they would get if they had not talked to me.

Making a clear connection with students.

helping students

Meeting with students.

Seeing students succeed

the gratitude of students

variety of responsibilities

Seeing students satisfied with their decisions made through the advising process.

My independence - not being micro-managed.

Seeing students succeed.

Interacting with students on a daily basis, witnessing their growth and accomplishments through their educational experience.

Knowing that I helped a student who may have otherwise struggled.

Institutional recognition

Students who appreciate the work advisors do for them and then go on to do well at the institution.

Feeling as though I'm a part of a team in our advising center gives me the most satisfaction in my job. When that teamwork is evident, we are able to actively engage faculty in advising and make our work visible on campus.

Student's enthusiasm as they realize that their interests relate to a variety of career directions and not just the conventional ones - when a new door opens for a student and they discover a whole new set of possibilities.

Working with students on academic probation and seeing them succeed.

Ability to amke a difference

Participating in the development of policies/procedures within my specific college.

Helping (explaining to) first year students things they need to learn to make their semesters a success (i.e. majors, w/d, student affairs help, etc.) in addition to choosing a schedule.

Working on new projects that will assist our students while they are attending our institution. Changes for the good that are meeting a greater number of students than in the past.

Finding the answer to a hard student case on my own.

Some of the students and coworkers

Working with the students and feeling like I've made a difference in their ability to succeed in their education.

Helping students solve problems and reach goals.

The reward of working with the students.

Student Achievement

Helping that student who is at the bottom begin to rise

one-to-one student interaction

Knowing that I have made the college experience a more satisfying experience for students.

Working with students.

I have a very supportive supervisor.

Working on "my" project with International Students and articulation of their transcripts to our college requirements. All international work including Study Abroad goes through me.

Having the ability and resources to help students.

Designing and implementing programs that positively impact students' lives.

Working with students.

Working with a broad group of staff and faculty to ensure that the university's systems work well, i.e., is the process for declaration to graduation clear?

Working with students and the return of students to see me. I feel it gives a sense of accomplishment to the job I am doing.

Hearing students tell me of how much better they are doing after meeting with me or after using ideas I have given them.

appreciation from students about the academic counseling I provide

helping students with their academic decisions and progress

The conversations I have with students give me the most satisfaction on the job.

Having a satisfied student walk out of my office

Student contact.

Working with students - variety

Graduating students

Feeling I made a contribution be it in the classroom, to policy change on committees, to an individual student when I help him/her find a good internship/elective/minor, etc.

The opportunity to help direct students in their academic careers and observe their successes irregardless if they remain in the specific major.

Simply meeting with students at various stages of their college education

Connecting students to resources/opportunities that impact their success/educational experience.

work with students and parents; educating students and faculty on the value of advising and student services for success and persistence

Making a difference in the lives of students.

When I have enough time to work with a student 1:1. Our student to advisor ratio is quite high. I am happiest during non-peak times when I can spend more time talking to students - building relationships - not just giving info.

Being able to solve problems for students.

Creating on-going relationships with students. The opportunity to be a part of their growth and development. Knowing that I am, in part, responsible for their success.

Seeing students excited about our field of study.

Working with students. Seeing student achieve their goals.

My primary source of satisfaction is helping students reach their goals.

When students gain valuable information to help them make good educational decisions

the feeling that I have helped students and made a difference in their educations

Interaction with the students

Working with students, knowing that a student requested to see me, even though we don't have assigned advisors.

Seeing a student grow as a college student, when he/she "gets it" and appreciates what claiming an education is really about.

Helping students attain their academic goals and knowing I helped them accomplish them.

interaction with students

Working with students from the time they come into the institution and then watching them graduate successfully. I enjoy watching students progress and grow in their development.

Making connections with individual students

Positive interactions with students

Watching my students develop as good citizens.

I enjoying helping students in any way that they need and seeing them grow from those experiences.

The ability to be creative

Day to day interaction with students

being in a position that enables me to support , encourage and advise students (particularly non-traditional) in academic/career choices or life issues. In other words, any of the problems that might arise during an advising session.

working with students

Helping student in the decision making process in college.

fostering student growth

working directly with students

Seeing a student make progress, make time to study, decide school is a priority.

Working with students - is the best part of my job!

Daily student interaction and the impact on the student along with the relationships created.

Seeing my advisees succeed.

I enjoy the feeling of helping a student calm his/her worries during an advising session.

Seeing students develop intellectually and professionally

Student Interaction in a successful developmental advising session.

Helping students

[Hide Responses](#)

Question 10

What one thing could make your job more satisfying?

[Hide Responses](#)

don't have enough time to meet w/ students beyond basic registration (student advisor ratio is too high; 500:1) also need better supervisors; who understand and reward advising.

Change in attitude of university to value undergraduate education more than attaining their goal of top 30.

Higher pay.

More fully utilizing the resources that are available at this institution

Ability to spend more quality time with students.

More direct information sharing from my supervisor and colleagues

increased career development opportunities

Higher salary.

More funding for projects.

A system that recognizes and rewards hard work.

Increase in appreciation for advising from administration.

I dislike the management style in my college. I would be much more satisfied if I felt as though my opinion was important to the people making decisions and also that criticism was not always viewed as complaining.

Higher salary. (Technical College Advisor starts \$10,000 higher than Public University)

Salary increase

More direction and explicit policies

more salary

Ability for advancement

At this point, a higher salary

A supportive dean who values the input of advisors into planning, supports and promotes the advising center approach, and appreciates its benefits.

better salary

Appropriate recognition and pay.

seeing more students, creating programs for the student's benefits, less administrative work, talking about the student's development instead of coursework only

More direct feedback from supervisors.

higher salary

Rewards for a job well done and opportunities to move up into more challenging roles.

More variety in my daily routine, more responsibility and latitude in decision-making, more involvement with staff and students in and outside my advising centre.

higher salary

Higher salary

A little more variety in my current position.

I perform several different job functions at the college = in comparing my position to other institutions our size, I find other colleges have 4 people doing the work I am doing.

Supervisor having knowledge of the advising profession

Better communication.

If I were appreciated and recognized, although informally by my unit, along with the recognition that students should sometimes come first.

Currently I get paid once per month, being paid bi-monthly would make my job more satisfying.

not sure - I am satisfied

better structure for the advising system as a whole

Better teamwork; more equal sharing of duties.

Increased allowance for decision making

Greater recognition of the importance of what I do.

Knowing that my institution has a career path set up for advisors to move into after so many years and compensating minorities and women appropriate as they compensate white men.

Being located in the department with which I am primarily associated. I am housed in a centralized College Academic Advising Center. Closer proximity to the students on a daily basis could expedite information exchange.

Salary increase

More money and a smaller student caseload (I am one person responsible for nearly 1,000 students). This job is draining and it would be better knowing I wouldn't have to work a second job to cover my bills though I enjoy what I do.

Being able to do more special projects and workshops that is supported by my administration and faculty.

More autonomy on the job.

Less case load of advisees resulting in an increase in outreach programming. Outreach programming could include travel to satellite centers and more opportunities to teach our student population about our resources.

Having more time to work with students.

Direct contact with students to build beneficial relationships following developmental models of advising. The college I work at is virtual. Advisement is done by e-mail, phones, etc and tend to follow more of a prescriptive model.

less paperwork

more professional development; flexible hours

more efficient supervision and/or a clearer job description

At the same time, I wouldn't mind some more direction than I usually get from my supervisor

Respect from other areas of the college.

Less e-mail????

More communication between faculty and advisers, as well as different departments on campus.

Better communication - we are often the last to know about curriculum changes, course name and number changes, new requiremetns outside our department (new rules in the registrars office on what will place students on probation , etc

not being micromanaged

Working less hours per week.

n/a

A significant salary increase.

The institution pay for college credit to advance my degree for my position.

At our institution we are just beginning to form a "primary" advisors team and a communication "system" for the dissimination of information to all advisors. This is greatly needed.

More time and resources to do the job well.

more supervision of support staff (whether by their current supervisor or if I were to be their supervisor)

more monye

More support from the faculty and Dean.

Having an administration that recognizes the important contributions of advisors and listens to their opinions on matters that affect them and their students.

More staff to do the work.

working with adviosr that have accountability to students

Having a supervisor that understands what advising is and how important it is to the students.

ability for downtime to tackle the projects outside of advising that I have been assigned.

a more supportive administration

more money - more independence

A more trusting work environment.

More adequate salary.

Possibly working fewer hours

Feeling that my contribution was valued more

Ability to travel to more conferences

more time or less work

Adequate professional development

More professional development opportunities related to my job

Getting rid of the busy work that doesn't really contribute to our helpfulness to students. Being recognized by the institution as the authority I am on major and non-major requirements.

Less responsibilities with the degree audit system

More salary; more professional development opportunities.

a raise.

more team atmosphere, higher salary, more work time for planning and development.

I'd love to have more autonomy. My Director is a micro-manager and he is constantly looking over my shoulder.

More students following through, taking responsibility

More money. Salary that clearly compensates for the contributions I make to my office and the asset I am to my college.

more recognition of the importance of advising

Recogniton by higher level administration that advisors are a "value-added" benefit for students. Parents and students know it and they are very appreciative and grateful. (We have just completed Day on Campus for beginning freshmen.)

access to projected course offerings for future terms

The students.

Better office environment/morale amongst support staff.

More autonomy to make decisions.

Less bureaucratic atmosphere across campus

More communication from Dean's level to our level since it involves advising and students.

Less arbitrary decisions from administration

Increased professional development funding. Better training and communication regarding academic and student life policies and procedures. My training was very minimal for my role. I kind of picked things up as we went along.

Higher pay.

For my supervisor and faculty to realize how much of an asset I am to them, the students and the university.

More office space, larger tutoring room

Having enough uninterrupted time to do justice to other projects

Reduced advisee load. As a full-time advisor I have approx. 385 advisees. All undergrads at our institution MUST meet w/ an advisor prior to registering for classes each term.

More money

Better communication

having my colleagues pickup their share of the load

Being on a "branch" campus, we are the last to hear of curriculum changes, so I would say better communication between those who make changes and those of us who have to implement them.

More recognition of my accomplishments

More staff to service students - we often feel overwhelmed with the amount of work that we need to accomplish.

more respect for what I do from others; ie., faculty in research and teaching, upper administrators.

management that is more attuned to the realities and responsibilities of the advising staff.

I think advisors need the opportunity to have additional time off from work.

Appreciation and/or recognition from the department and/or supervisor. A supervisor who I can respect and is a good leader, manager, hard worker, and sets a good example. Currently, this doesn't happen in my office.

continuity and clear communication between Student Development and Instructional Services. The college agrees to a new procedure, faculty advisors follow it, but then occasionally Student Development personnel make exceptions.

Clear communication both inter- and intradepartmental.

More projects that will help my student population to be successful.

A little less paperwork

Recognition and salary commensurate with experience

Bigger office.

My supervisor being a better professional mentor for me.

More direct interaction with students, less administrative work. (oops, that was two things)

Compensation befitting time and responsibilities allocated to my position.

A better compensation system.

more time to interact with students, too many varied responsibilities to accomplish

variety

More career development-related activities.

Increasing outreach to freshman students

More institutional support for professional development and actual merit based salary increases

Having a better support staff person.

A supervisor who has an advanced degree and is a professional. Mine is decidedly lacking in both arenas. She'd prefer to attend meetings all day.

I am from a health career background, so probably more education in the area of advising.

A higher advisor to student ratio.

Having a boss who has consistent policies instead of making conflicting decisions.

More care taken when projects are developed to make sure that there is a real and student-oriented purpose.

Higher salary.

change in repetitive work

salary

We are part of a multi-campus system and information, policies and procedures are given to us usually occurs without our involvement in how that impacts the campus that we work at. I want more input in these changes.

Cannot think of one off the top of my head.

Greater involvement of students

Better state support of the University system (budget crisis in full swing)

More time, not feeling as though I am always trying to "catch up".

Attending conferences and networking.

Without a doubt, institutional support for professional development.

Summer time less stressful - freshman orientation takes up most of the summer and makes vacation/time off very difficult. We must be to work earlier (7:30) and I spend most of my summer exhausted.

Better compensation.

A more organized schedule for advising. Students tend to wait until right before classes begin to rustle up the classes they need.

More hours in the day!

More resources to provide services to students.

Better communication of requirement changes from main campus.

Salary. I find it particularly frustrating to know that admissions' office or registrar's office staff have higher salaries. Advising is undervalued on far too many campuses--it makes me want to leave advising & move into another ar

A boss who advocates for academic advising.

better salary for years of experience

More time to concentrate on teaching, research, and publication.

remove responsibility for recruiting/admissions and just let me advise.

Having more advisors in department. Our advising ratio is 1 to 800 students.

An office instead of a cubicle

I am satisfied.

Clear division and communication of responsibilities; more respect and team attitude from faculty; stronger focus on advising (fewer other tasks)

summers off

Getting the raise we deserve after three years of working here.

Being viewed with respect and credibility by the academic areas on campus (deans, faculty, etc.).

A little more variety and more opportunity for advancement.

Having time to think about what I do and have more contact with others.

more resources

better university administrative thinking concerning advising and service to students

I wish my supervisor, the Dean of my program, was a better leader. I suffer from inadequate training and unclear expectations.

a different model for advising

higher salary

To have fewer projects that does not involve advising.

Less stress

Salary

More opportunity for advisor involvement with those decisions which directly impact advisors.

Less intrusive and ineffective policies from other departments that affect the ability to do my job well.

Support from the Institute to attend NACADA conferences.

Given the amount of time spent with students, engaging in professional development and attending evening/weekend events, a higher salary is important.

??

less bureaucracy involving with other departments

A significant salary increase to enable me to buy a home in the town I work rather than rent or commute long distances.

More money and a cutback in menial, time wasting tasks.

Being recognized by higher administration (president, VP, etc). I feel we are marginalized and do not receive adequate salaries - minimum of a master's degree is required.

Better communication and understanding between offices like admissions and registration regarding advising issues. Advisor representation on committees like academic standards, associate deans, etc.

More advisors in our area to work with "Exploratory/Undeclared" students so the ratio of student to advisor wouldn't be so high.

Higher salary

More career development opportunities

i am something of an introvert and having some break times or other assignments that are more individual would help me get re-energized for lots of student meetings

Information about curriculum changes needs to be updated more quickly and organized in one efficient

central place - currently it is housed in a giant database for the state system and can take a while to find what is needed.

Having a better team environment. I am the only student affairs person in my academic division and it gets lonely being the only person who understands the true value in what I do or understands and gets excited about the theory.

if students would be more responsible in learning the degree requirements, etc.

Being able to advance (living in wrong location). Having time to be involved in projects/innovative tasks

Better communication between Administration and Faculty.

Decreasing current advisor to student ratio (1ad - 1,000 st) would help enormously. On the up side of this situation - advisor to student ratio has resulted in creative ways of serving more students with less resources

Better salary.

Being able to do "true" advising more vs. scheduling.

A smaller advising load

Perhaps more contact with other advisers to share thoughts.

More flexibel work schedule.

greater equity of workload/accountability

More support campus wide in expanding our small staff.

More time to be able to focus on the things I do.

a decrease in workload

Institutional appreciation of the importance of advising

more time to do follow up on students who have either graduated or left the university

Better leadership, both in direct supervisor and institutionally.

Less politics and drama

A CSU academic counselor position with a comparative salary and work hour requirement as such provided for a community college counselor. CSU academic counselors work 40hrs a week, wk throughout the year, & make less money.

More opportunities to expand my skills - professional development. It's hard for advisors to obtain supervisory experience and more administrative functions, yet it is always required for promotions.

More time to work with students (we have 30 minute appointments; sufficient for some not enough time for many students).

Support from the Cabinet regarding our growing pains as a college.

a cohesive advising plan at our college

More teamwork from staff advisors and more support for advising from the administration.

new leadership within our advising division

Better teamwork and vision from supervisor's office. Less emphasis on getting student "registered"

more money, less state budget cuts

Getting more "buy in" from faculty on the importance/commitment to academic advising.

If I were given more time and money to work with the students one on one.

more staff help on larger projects

dfNot much--I'd like to see faculty advisors who excel recognized a bit more

More money.

Having fewer-more managable number of students to advise

adequate pay....My salary is below what the average pay for is as an instructor, and I was promoted to assistant professor this year. I got a very small raise, but it is not in line with what I should be paid.

If the university worked together as a whole for the common good of the students.

Less work with scheduling and enrollment management.

more variety/responsibility/more time off

To have a direct supervisor who was more personable.

Better pay and benefits.

Higher pay. In our state a person in the same job at a technical college makes double my salary.

more money more control

Team work among all student services department

Clearer directions from my supervisor.

More resources for student programs.

Time to be able to help students more completely - more developmentally and build a stronger relationships with them.

More resources and faculty support from administration.

More money

If my institution would increase admission standards.

more money

The ability to institute more formal structure in advisor training and development

For students not to have problems, ha ha. For our institution to do away with our forgiveness policy.

More efficient software.

Having more energy!

Salary increase

Less advisees and a larger salary equal to my job experience

Consistency across the college

chances to go to NACADA conventions

Having to do less automatic "busy work" that doesn't involve meeting with students directly.

Being paid more for it.

Adequate rewards for consistent quality work

More money - about 15 grand to be exact!

Far less emphasis on the numerical results of the irrelevant student evaluations--more appreciation for the instructional pedagogy

better salary

Better compensation.

More support staff

Having more time for advising and advising-related work and less administrative work

positive co-workers

To have another person to complete some of the administrative duties, like filing. It would free up time in my schedule to work with students.

More direct leadership and overall vision for the college from the upper administration--Vice President for student services and President. This vision would help us plan and provide particular student services that aren't offered.

More time off in the summer

Higher pay.

communication in my office

more interactions with peers

Less administrative red tape and more direct contact with students. However, in my level at the university, one must expect more administrative work and less direct student contact but I miss working more with directly with students.

I feel constantly busy/ slightly behind, as do most of my colleagues. Additional staff in our office could help with that.

Having better relationships with people outside of our college.

A salary commensurate with my qualifications

Better benefits - specifically health insurance.

A stronger sense that the university authorities listened to what we have to say and gave it some credence. This is especially true before implementing changes that "they" see as important, but which "we" have to implement.

Monetary compensation for handling such a large number of responsibilities or a reduction of these responsibilities.

lighter load in terms of student numbers

more autonomy and responsibilities

All advisors on our campus merit much better pay, given the responsibilities they carry and the education, specialized training, time, skills, and dedication required to do the outstanding jobs they do.

additional clerical support

Adequate salary

Better working environment (group personality)

Occasional institutional recognition of my contribution.

Having more autonomy/authority in being able to make enrollment decisions that do not fit the "norm."

Increased level of faculty - staff equality

Every one has the same goal while serving students. Also more compensation for my services.

Less ambiguity

Recognition by my supervisor and/or unit

More advanced computer technology to assist our students.

Improved work relationship with colleague; more colleagues.

Better resources such as student transcript evaluation; higher salary

Having a supervisor who treats me with respect, fully aware of my expertise and strengths as an advisor, and willing to compliment me on my performance.

Having a "little" more variety on the job. I would like to be involved in out-of-college within the university committees.

better top level administration

If we had more faculty members, we would not have an enrollment management policy, so we would not have to chase away capable students.

Having everyone that I supervise be conscientious about the job.

More flexible hours.

Having more advisors and more time to work on projects. To be able to do more developmental advising, however since budgets are tight sometimes we are just able to go over specific requirements.

Having a centralized advising office

Different boss. New one is very different from old one and we're not on the same page.

Opportunities for advancement

Improved internal communication with the Administration

A promotion to director or chairperson.

I think that the efforts of the faculty should increase a bit as departmental advisors to create a continuum of efficiency care in the advising for our students.

Hither pay.

Being consulted on decisions made by senior administration as to the effect the decisions will make our my work and students.

sense of appreciation from supervision/institution

promotion

more professional development

more money

Working directly with the Readmissions Office instead of getting these students on a hit or miss basis. Working with them directly would prevent some of these students from slipping through the cracks.

Fiscal recognition

less work, I do several different jobs, that use to be done by several different advisors and staff.

Lower advisee caseload

recognition from faculty

Greater effect on quality advising campus-wide, including faculty advising.

Administrative support for advising and recognition of contribution to student success

Less talk, more action

Live up to what we say, such as "Student First" from the administration down to cusyodians

Lower student to advisor ratio

I am perfectly happy with my job, but the pay is awful.

Less admin duties and more time advising students

More teamwork and clearer direction as far as what is expected from me. My supervisor's position is in transition and I'm not sure when there will be a new director.

Have the department manager more visible on campus and being part of teamwork in projects/assignments.

leadership on advising campus-wide

more effective managers

Communication from supervisors.

Better pay; more realistic student/advisor ratio (currently 900-1500 students per advisor); more time to spend with each student; time to give better service

Less stupidity in the bureaucracy.

I would be more satisfied if they increased my salary.

Getting involved in committees across campus not just in my department.

less busy work and more time spent with students

more salary pay

possibility of making contribution to insitutional development/policy

Higher salary.

Being considered for advancement opportunities within the College

Being able to actually mentor students

Better teamwork with my peers

More time for advising students versus other tasks.

Faculty realizing the good we do as staff professionals.

More resources to implement programs and to provide more professional development.

One thing would be for my department chair and management services officer to effectively lead the department and see the value and potential our department can have with effective leadership and follow through.

Further training in advising techniques.

a supervisor who treats everyone on the same level and doesn't play favorites

Recognition for the projects we do outside of our job description.

I'd like to feel more equipped to provide better academic advice, rather than provide policy and procedure advice

A bigger office

More responsibility, variety and flexibility in my work.

More structure, having someone to bounce problems off of, more clearly defined rules and regulations

Adequate pay.

More interaction/connections with other faculty during advising sessions with student.

Stronger supervision.

Our work hours are terrible--too long during the days and even involve evenings and weekends several times a month.

better leadership/supervision

Better salary and more respect from others outside of the advising profession.

Good supervision and a strong director

Expectations from the insitution as a whole are becoming almost unbearable. The emphasis is on numbers and data reporting; student success and well-being comes in a distant second.

Effective infrastructure support

Consistency in policy and procedures. Less bickering between other departments. The line of communication must be open, so that we can solve our current issues, rather than talking about them behind closed doors.

MY job is very satisfying already.

Better Pay

More training

More faculty and dean support. Additionally, better supervision and more openness from the center to try possibly more effecient systems of advising.

A supervisor that was not on a power trip that would allow us to try new things without clearing every thing thru her first. Clear communication and consistency of expectations and responses would help a lot!

Less political tug-of-war

Having the possibility of moving up in rank.

more supportive, open and friendly boss

Not having the faculty making me printing our their rosters, etc.

more clerical support

Better pay - I get approximately \$32,000 a yr., have about 8 yrs experience in advising and over 30 yrs experience in ed. - but have only worked at this school 5 years. My experience counts for nothing in my salary determination.

Having enough time to meet with advisees so as to establish a more personal approach to advising within a professional relationship.

Working with undergraduate students instead of graduate. Graduate students have fewer problems and tend to solve them on their own.

Training in communication: listening fatigue and public speaking. Training on web page design and electronic newsletters in Frontpage. Less paperwork due to waivers to curriculum and degree certification.

Better direction from supervisor to make sure all staff have same mission.

One thing that would make my job more satisfying would be a better salary.

fewer meetings

More administrative support to my position. I get swamped with e-mail and phone enquiries that an administrative assistant could easily respond to but I have to handle everything myself.

The opportunity to advance within my unit simply does not exist. The "barriers" to advancement seem arbitrary at best.

Higher salary.

To have another full-time academic counsellor in my area (Arts Advising).

\$\$\$\$\$\$, university recognition

A bigger budget.

completing my master's degree so I can be a certified counselor as well as advise academically. Most students I come in contact with are in need of personal counseling, which may be directly tied to my department(Disability Services)

more space to advise in (shared office currently)

Support from the administration

More money! and I need to finish my master's degree.

better office conditions----we share VERY SMALL offices in an old converted house---yikes!

Increase in pay would be great. I am satisfied with my salary, however, with the cost of living I wouldn't say no to an increase.

Lower student advising load

Fewer state regulations on remediation

Clear communication from supervising authority about office and individual goals and priorities as well as recognition of contributions.

Being able to look forward to some type of reward for accomplishments. I would also love to see advisors salaries equal to the amount of education they are expected to obtain for the job.

more staff - better compensation (higher salary)

More variety, more involvement on committees.

Increased pay

Increase in salary.

More responsiveness from faculty toward students.

I would like to have more special projects to fill the down time in advising. Also, salary increases are badly needed.

Better communication about things going on in the advising center from the director. Better organization of certain events and things being done in a timely manner.

Administration understanding our (advisors) needs

More time advising and doing program development and less time on paperwork

Changing my current position from a 9-month to a 12-month appointment. Some of my duties cannot be completed until summer, and I should be compensated for this work. Also, our students should have access to advising year-round.

Another person to work with on projects and in advising problems.

Teaching academic enhancement courses.

My job could be more satisfying if I could spend more time on advising on career and life goals. Our office focuses more on advising on general education and graduation requirements.

having either more advisors or less advisees so that I would have more quality time with my students

Job security

Better pay, advancement opportunities

attending more professional development workshops

Less emphasis on making "the numbers."

As my department has grown, the staffing has barely kept up to match. The workload needs to be brought more in line.

Salary and advancement.

More flexibility in the job position to counsel students about personal and career challenges.

More variety in work routine and higher salary.

Other than salary, I would say more recognition from our superiors. My on-site supervisor has never mentored me, and has never given feedback on my job performance the whole time I have been here.

Bosses need more training.

I work at one of the largest higher education institutions in the country, so the advisor to student ratio is inevitably horrid. I would appreciate the opportunity to have more meaningful contact with my students.

Private offices.

The salary

More resources for professional development

updated student record system which would allow me to better assist my students

Higher salary for the level/amount of work that I do.

being involved in changing University-wide policies affecting non-traditional students.

Ability to teach in my area of knowledge

Better salary.

Feeling that co-workers and supervisor respects/values me and has confidence in my ability. Also, feeling as though I have job security.

computerized auditing system.

A balance between student contact and special projects.

Recognition of my contributions made within my job

salary increase

More money!!! I love advising, but I cannot afford to live on my salary.

More flexible/fewer hours per week.

Getting away from the desk/computer more often, maybe in a whole group format where the advisors meet for an hour or so twice a week to review a policy or procedure that may need to be refreshed in our minds.

if i had more organized communication with the faculty to discuss degree plan concerns and overall student concerns, sometimes faculty are hard to get a hold of

Struggles with faculty.

I wish I could spend more time advising. I register over 1,000 students a semester. There are times when I feel I am just registering and Not advising.

Load reduction - I have 450 - 600 students.

My program is a collaboration between a university and two colleges in Canada - getting the rules and

regulations firmly established and having this information communicated clearly and correctly would help immensely.

I would like for advisors, as a whole, to be more appreciated and respected on my campus

Flexibility

Better salary

Im very satisfied with my professional situation.

Recognition of the value of professional academic advisors through opportunities for professional advancement and equitable pay.

more recognition from the university for the advising work.

Clearly requirements and more decision-making authority related to student issues.

A change in the culture of advising at this institution.

Appreciation of my strengths through more utilization (assignments and opportunities).

More meaningful and consistent supervision and direction from my supervisor and more clear vision/direction for advising. I serve in a distance learning situation and am located 300 miles from the main campus.

opportunities for "covered" professional development events, no out of pocket

A better team environment overall with better guidance from the direct supervisor; not micromanaging, but clear language on job descriptions and expectations.

More money would be nice.

A supervisor who appreciates how much I do to make her job easier.

Clearer, better leadership, all the way to the top.

More resources to allow a smaller student-to-advisor ratio so that we could more feasibly build even closer one-on-one relationships with our advisees..

higher salary - constant worry about money is a distraction from effective advising.

More money.

My supervisor is unreliable. For the last two newsletters I've published, he okayed the proof and then, after publication, strongly criticized both. He let me know two days before that he left that he was leaving for 10 weeks!

advancement opportunities

Greater respect from the upper administration and more consideration from them about how decisions affect students and advisors

more empowerment, more responsibilities, more career ladder choices

more support from faculty

More opportunities for career development.

advisors being asked to contribute more to policy/procedure, things that affect our work with students, more empowerment on an institutional level

hiring an assistant to help with the 600+ student workload

To live closer to home and not commute.

to have less students assigned to me

I am a director over different sites at our institution. It is hard to do my job when I am constantly having to go from one site to the next. I would have more satisfaction if I did not have to travel as much as I do.

Higher salary.

Hosting more student activities.

Better leadership...in terms of empowerment, leading by example, and being available to fellow employees.

Parts need to be more challenging. I haven't had a pay increase in the 5 years I've worked at my institution (not even cost of living).

More recognition!

When I can refer a student to university resources and they do well in a difficulty course.

higher pay

better office environment.

Full-time employment with benefits so I don't have to work two jobs.

The opportunity for advancement.

Better pay for all the work we do.

more recognition from administration

more variety; support from higher administration

A larger salary for all the work I do.

More money.

Working with people who are team players rather than ones who are out for personal gain

more money

Helping people become students and excel in education would be a great accomplishment for any college but when one or two people have this vision it makes it almost impossible to accomplish.

More opportunity to see higher education and career development.

Higher salary and benefits.

Having a developed plan to help high risk students achieve academic success

More information about changes in curriculum and policy.

Better pay.

Having the funds to hire more advisors.

Time to develop and implement initiatives that would improve services to students and satisfy administrators.

Substantial increase in salary and more work in the area of grants and scholarships.

besides a more competitive salary?..... a larger departmental budget that would support additional training.

More advisors to lessen the advisor-advisee ratio

If the University as an institution placed greater value in its advisors.

Where do I begin?

Lesser client load - more time w/ students

Adding more of a variety. The job tends to feel repetitive.

Additional funds for staff development

more staff support

Less paperwork

More job responsibility.

Having a supervisor that is fair, equitable, organized, compassionate, intelligent and values his/her employees.

Increased salary

More opportunity to improve the quality of academic advising practices and advising materials/information available at the entire institution.

Assuredness of position, and support of multi-dimensional professional development.

Variety in my work and recognition

Better pay.

More salary. Note: Q11 - I try to do both (goals + req courses).

more money

more money with larger office space!

\$

Better communication from my supervisor and higher level administrators

Health benefits

MORE INDEPENDENCE

Being able to work only with 18- to 21-year-olds.

opportunity for promotion

more support and recognition of the value of my role as coordinator for services for students with disabilities

Working in a less stressful environment.

More diverse job responsibilities

A dean that recognized the value in what we do.

Summers off!

There needs to be more consistent direction from the School administration.

more pay for what I do

More competent colleagues

Less pressure to admit only "elite" students into our program. I'd rather educate the masses.

Better communication on all the minute information needed to do our job well.

more money

(1) More efficient and plausable space to accomodate over 4,000 majors, (2) an increase in salary, (3) an advisor recognition program on our campus (4) my supervisor to give me some breathing room.

A salary that matches my professional experience (18 years) and doctoral degree. I hope one day administrators will recognize how much our work in advising adds value to the institution.

more money for professional development

nothing intrinsic to the job itself -- would like a little more money

Feeling that the university administration listened to advisor input before making decisions.

TO focus more on academic success and less on recruitment

The one thing that would make my job more satisfying is job advancement.

student repsonse and gratitude

Increasead salary

Better working facility. An office that has AC when its above 80 degress inside and out.

More consistent supervision which includes feedback and areas for growth

more student contact

Better wages, health cre and vacation time. Greater appreciation shown by the institution to its staff.

consistent enforcement of policy

merit pay

Communication within the academic division in which I work needs improvement!

More money and for administration and faculty to recognize the job we do and how our job effect them directly.

In general I would say professional recognition. ie have our senior administrators acknowledge how important advisors are to the institution.

Besides increase in salary, more immediate feedback concerning my performance and growth.

more pay, more encouragement from my supervisor

we are in the middle of completely restructuring advising at my school, so this is hard to answer at this time.

recognition from administration and faculty. Advisors often aren't respected as colleagues.

My department doesn't fully express appreciation for the efforts of my office or my own position. If I could receive recognition (non-public) from my department, aside from the ubiquitous 5-yr award, it would help.

Change/reorganization of advising center at my institution. Needs some restructuring in terms of supervision, roles, and assessment for our advising center.

To have support from my supervisor. I have far too many different facets in my position, which should be distributed among two people, rather than one.

Knowing that the university is truly concerned with its students.

Higher salary

Working in a larger department where I could have more interaction with students.

Professional development

Clearer direction from administration, appreciation of role from outside our own department

Having opportunity to learn, in a classroom setting, how to improve my advising skills. I would also like to see more time to prepare well for advising center events.

More formal recognition of advising and the role it plays in student success. An institution that puts an appropriate level of resources into hiring the best people possible for a position and then having the commitment to doing it.

Respect from Administration and Faculty

Better atonomy between upper administration and the administrative and classified staff.

More advisors, smaller caseloads

better compensation

Improved feedback and communication within office and from supervisor.

more time off in the summer (peak periods for us)

Higher salary and working on the academic year calendar

Recognition and support of advising and teaching from the University as a whole.

A higher salary to compensate the variety and quality of work that I am expected to produce, in addition to the time I spend working outside of the normal working hours.

I wish University administrators were more willing to make policy decisions based on comments from those who ACTUALLY work "in the trenches." Too many seem to have a "divine right" attitude and DECREE that their way must be done.

My job would be more satisfying if I had more time to work on assessment tools. Everyone has so many advisees that there is little time for new research.

While my supervisor is very supportive he does not foster or challenge me to grow professionally. I would also like more faculty to be appreciative of the work I do.

Strong academic organization of the institution is lacking and needs direction.

Better supervision

Having more of a variety of duties included with the job such as teaching and committee work/input.

recognition of job well done

Students taking more responsibility for their actions, being more personally accountable instead of blaming others for example, the advising center or university.

Allowing me to be involved with basic planning of a program rather than having it handed to me without any input.

Better communication with our Dean, although I am satisfied with our Dean as a whole and I think the Dean does a very good job.

benefits and better pay

More diversity. Have 450 students assigned to me. I am desperately looking for new challenges besides seeing students.

Being paid what we're worth.

more professional development

More pay and better defined career ladder.

better pay, less paperwork, the ability to develop and be able to pay for new programming.

An appreciation of a "job well done" based on the number of students seen during a registration cycle.

More flexibility in hours.

Recognition of the importance of academic advising by my administration (appropriate compensation for those of us with large advising loads)

We have two centers in Portland. One center would be perfect.

More visibility of advising on campus.

Being able to take students through more of the enrollment/registration process personally.

More independence.

Figuring out how to help students better who do not have the capability and/or motivation to succeed. (We are an open enrollment community college.)

a more coordinated system for advising--resources which serve to improve advising from some of the faculty who are not good advisors now

better collaboration and teamwork with faculty advisors

More coordination of efforts among the staff.

Better pay. I haven't had a raise in 4 1/2 years, not even cost of living. This means that every year I make less and less money. I know I cannot afford to continue to work in a setting where I am not adequately compensated.

massages

more resources, both human and otherwise

more empowerment and respect from the academic affairs side of the institution

Being a part of the decisions that get made at my university. Advisors have little input, but are expected to follow through on decisions that make little sense. I guess it comes down to a feeling of lack of respect.

Institutional stability.

Administrative support

A bigger budget and larger space for our advising center.

Appreciation from my dean for the many long work hours I complete. And, appreciation for accomplishments of me and my staff.

Reviewing/revising basic "school-related" policies that were established by faculty to reduce "red tape" encountered by students during the degree plan process.

If there was a way to equalize the demand. Slow periods are too slow and busy times are too busy!

Leadership and effective supervision.

If the institution listen more to what students needs and wants are.

Better pay

A bit more empowerment.

More responsibility in a wider variety of array of tasks (teaching, recruitment, learning communities, etc.)

Higher salary, more responsibility and trust.

Being recognized by faculty as a vital part of students success.

An efficient, task oriented, detail oriented supervisor who listens and validates the job of advising.

Having 1 person (campus-wide) who is "in charge" of academic advising.

I could use a lighter advising load. This would enable more quality interaction with the students.

As always in education, a better salary.

I could use a partner-advisor. (Someone to share the load.)

The ability to have a more formal career ladder.

To have advising be recognized by the institution as valuable profession and paid adequately.

Being paid based on my educational credentials and level of work - at least being paid commensurate with advisors at my insitution and in the field

Equitable salaries and accountability for job responsibilities.

More students in our traditional and adult degree completion programs; this would provide more students for me to help.

More advisors in office, so less paperwork

Having parents realize that the student needs to take care of his/her business.

I'd like to do more in depth work with students, especially those at risk. Currently, I am the one full time professional advisor in a university with over 7000 students.

Having the Admin recognize Advising as a critical service at our inst.

Improved benefits - namely, more vacation days

Enrollment 'success' was not always compared to 'doing better' than last year's numbers

More opportunities to participate in policy development.

If my director would value how much I care about students.

Better pay and benefits consistent with other university personnel, such as secretaries.

more room for growth within advising, more money.

Recognition for the type of work we do. Currently, we have little direction on expectations, so no way to measure 'success' for management. We would like to have more time for life focus rather than just program focus.

better pay, more professional development, more recognition, more respect as a professional and greater

flexibility in my schedule

I would like to be paid more money.

Better communication and team work between departments.

More money

Greater communication from the central advising administration and my office. As part of my job, I administer special programs for students, advising them and consulting with their academic advisers.

clear communication

additional advisors who are holistic in their approach

Higher pay, as our salaries are not competitive with surrounding institutions

Communication from the boss (and a secretary who is not hostile)

Feedback from supervispr

getting paid more

Having funding for more advisors in our office so the advising load could be less during peak advising time and therefore I could spend more time with each student as needed

Sometimes when an error occurs there is an immediate presumption that the advisor is at fault and has to "prove their innocence". This leads to a lot of time spent (and sometimes wasted) on covering oneself "just in case".

Being paid the amount that my training and expertise deserves.

More recognition from my college--respect as professional advisors in an academic college (higher salary)

Stability in the management above me.

Being able to have more direct contact with students like teaching an orientation course.

Recognition of excellence without a political agenda.

Better organization and more clerical help.

job security

Mentor/Mentee relationship, ability to work on special projects and develop a sense of ownership

Better pay-benefits

More resources for professional development.

I'm a faculty advisor. I wish I could figure out a way to spend less time grading and more time working in smaller groups with students.

Paying for cell phone use when students call.

Opportunity to advance and make more money

increased pay

More variety and responsibilities.

Less volume...better advisor/student ratios.

/adequate and competent support staff

for the administration to have a better understanding of what happens in Student Services

I can't think of any one thing.

less paperwork

Higher salary

clear goals and support

More institutional recognition of the importance of the position, which would include higher salary and more weight given to advising in promotion considerations.

being paid well enough that I don't have to have a second job

More pay, more time off. At times this job is like working in a critical care unit. It is stressful. It is easy to get burned out.

Having more time somehow--I already work an average of 44 hours a week--for details, paperwork, etc. I advise more than 500 students, have a small office and only student part-time workers for help, need time to be more organized.

A better physical arrangement for our whole office - we're invisible to the students and don't have the impact we could.

Feeling less overwhelmed by being a new faculty, tenure-track professor working in a centralized advising office whose governing bodies have not recognized advising as a stand alone component in determining promotion and tenure.

more money :)

A shorter commute!

Better supervision of my colleagues by my supervisor.

more empowerment

More money

More respect from "real" faculty and administrators. Although we are non-tenure faculty lines, we are not treated like other faculty; even Library non-tenure faculty lines receive more respect.

Receiving professional academic advisor status as my job title.

higher salary

greater recognition by university of the value of my work

More pay

Being compensated by salary for level of education and years of service.

flextime

compensation equal to colleagues who have similar jobs, responsibilities, accomplishments and time in position

A dean who believes in academic advising and the importance of advisors

I would feel more satisfied and respected if my supervisor respected my work more and handed off her student inquiries/emails/appointments to me less often. Stating that an office is a team and actually living like a team is diff.

Meeting with students more.

If the world was a perfect place.

Respect. For question 11 in section III, both answers are relevant. I advise both nursing and UND students.

Better pay and benefits. More recognition for work accomplishments by administration.

Better pay. I enjoy the work, but the pay is lousy. Administration communicates that because I'm not in the classroom, my work with students doesn't count. I'm not given credit for contributing to student retention & achievement.

Salary increase.

Increase in salary.

Supervision that helps to cultivate me as a professional

There is a lot of down time and during the down time I feel my skills are wasted on tasks that the receptionist could do just to keep me busy.

Support and communication from administration.

Stronger collaboration...teamwork!

Better communication when advising changes occur.

Better supervision. The upper management focuses exclusively on the big picture, ignoring the difficulties of the day-to-day details.

A greater voice for advising in upper administration.

Decreased advising load, allowing more time to pursue related interests in research, assessment, and perhaps teaching.

Elimination of a specific co-worker from the department

A better organizational structure and a supervisor who isn't a micromanager.

More care for the individual in the position rather than using the position to best fit the organization, making the job feel less like earning a paycheck and more like offering a pure service would make the work more satisfying.

better team playing with other advisers and more support at the college and university level

Better communication from the departments for which I advise. For example; curriculum or class changes, pre-requisites, or timing of classes (which semester they're offered).

More funding for programming.

More funding to provide more opportunities and activities for our students.

A better supervisor.

Having more campus recognition for advising and the role it plays in retention and student satisfaction.

More pay & responsibility.

Less hours with the same salary. I'm satisfied with my work, however I would like work on a new project with the elementary school associated with my church. I would love to work 20 hours here 10 at church.

More Pay-I love my job, but I have to start looking outside Higher Education because I cannot afford the cost of living combined with my loans from my masters degree (a requirement for the position).

better salary

Funding to provide more full time advisors for our institution! (There are only 4 of us!)

More variety

Fewer people flinging around buzzwords like "teamwork", "assessment" and "mentoring" like magical

incantations without understanding the dynamics underlying the concepts. And more people who really understand technology.

Recognition from administration. Advising is something that higher administration says is important, but it is not reflected in tangible ways, e.g. positions, funding, salaries, training, awards, etc.

To have a supervisor that I could trust and speak to about issues that are pertinent to a positive office environment.

Recognition of job well done through salary increases.

More of a balance between direct contact with students and working on projects, initiatives (right now the emphasis is too heavy on student contact for my liking)

support personnel to assist in the many daily task which are essential to being effective in advising.

Less work

N/A

Less ego-centered decision making from leadership. More teamwork among college departments and supervisors.

strong vision, professionalism and leadership within my advising unit

more responsibility in management decisions

i would feel more satisfied if students used the office more.

More time to work on advising projects.

Better physical facilities. Up to date labs and private office space.

More staff and pay.

Be more involved with other things

adequate supervision

More resources to do my job better.

Higher salary or more professional development money

Compensation for increased responsibility.

If advising at our university were a higher priority and better supported.

Increased salary.

Nothing

Better communication.

Having my job classified as professional rather than staff

Upper administration that understands the intricacies of academic advising and therefore supports the efforts of the advising center.

More Recognition and Acknowledge that my work is "professional" and not everyone can do it

Strong leadership, timely decisions, and a communicated vision (any vision!) from my Dean.

Don't know...feeling burnout at the moment

Having more opportunities to expand my duties outside of the office

It would be nice to know that my institution more greatly valued and rewarded the advising process.

higher pay, a job ladder for progression without leaving the career or field

A more thoroughly trained office staff.

increase in salary

better pay! advisors at my institution are grossly underpaid compared to similar institutions...we are also undervalued on campus

better hours (faculty type contract), either 4 10s or a month off in the summer

better way to communicate with our 700 UG students. Email a problem these days with spam.

summers off.

Less paperwork

Better communication within the office - - sharing information, keeping others "in the loop."

To be able to advise more and do less projects.

A consistently smaller case load which would allow more time to focus on students who need mentoring and additional support. Current case load ranges from 450 to 800 depending on the season of the year.

appreciation for my, and my department's, extra efforts, creativity and contributions to the quality of the insitution. Access to and comminication with our president and administrators!

Encouragement from Supervisor and not threat of losing job due to student retention in school.

Reduction in ad-hoc office functions

Smaller advisee ratios - better personal relationships/involvement with individual students. More time to spend with each student about life decisions, etc.

Being able to control more of my time to work on projects.

More opportunities for advancement or different responsibilities

Better communication from supervisors.

Higher salary!!!

Safer and better work environment - office is located in an outdated, unsafe building.

i think as far as advising is concerned, i have a diverse and satisfying job with opportunities to grow in different areas.

I would like to see the big picture, know all the information up front instead of being given bits and pieces on a need to know basis by my supervisor.

Opportunities and money for professional development. Guidance in applying what I learn to the work environment.

better direction and help setting expectations/goals/priorities from supervisor

More organization/positive support/creativity from the Director...and benefits.

Working three days a week instead of two days. More job security

team building

Hopes of career advancement

Better pay

More resources; time, money, staff.

Recognition

more student appreciation

supervisor support for professionalism of advising

Support, recognition and respect for the profession from supervisor and upper administration.

Better consistency across the various advising centers, with respect to professionalism, attitude toward students, and attitude toward the position of advisor; directly related to the lack of accountability to the advising mission.

more institutional support of advising in general and professional development opportunities

Students need to be realistic about their abilities and not blame others for their academic woes.

Not having to work evenings!

More student interaction and a more centralized student advisement center. I am the only general advisor on our campus--even two more advisors would really be able to assist student needs better than we are capable now--but no funds.

more administrative/coordinating activities

A higher salary.

An office area that was conducive to spontaneous interactions with students and colleagues. Our cramped quarters limit this considerably.

Less emphasis on registration, deal more with other areas of development

It would be nice to have a slightly higher income, so that I felt that I was contributing more to my family's budget, instead of just barely staying above breaking even.

More visibility on campus--involvement in campus committees

smaller advisee load

Ability to attain a doctorate part time while working full time.

Recognition by the college

Less paperwork.

Less paperwork.

not having to do presentations for orientation

More respect and acknowledgement from higher level administrators, such as Provost, Deans, Dept. heads.

It would be nice to have an additional academic advisor to assist with my advising load. I would like to spend more time with students during each advising session.

More financial support (e.g. hiring more advisers) for advising from my institution so that we all could spend more time one-on-one with students.

less need to do politically correct things--less need to justify our jobs according to a "business" model

My job responsibilities requires me to be pretty autonomous. Putting things up on the web requires collaboration with IT who is over-extended.

More recognition by the university of the importance of advising

better salary

lighter load

Not a thing at this point except possibly a higher annual salary.

Ability to advance professionally

Having better training for new advisors

An additional part time adviser would help lighten up my load and more salary is always good.

More hours in the day to complete my assigned tasks

A raise in pay - sad but true.

Higher salary.

Having a supervisor who had any idea what my job entails and was able to interact more positively with advisors.

consistency within the 11 departments that I work with

Increased salary

A pay increase would make my job more satisfying.

Less change-steady work environment. An additional staff member. We have a heavy workload. We advise, teach 4 sections of FYE course, plan orientation and pre-orientation.

During my interview for this position, I was promised a review of the salary component as the Director indicated that this position was clearly underpaid. It has been 13 months, and I am still waiting.

It is disturbing to see that some clerical staff on our campus make more money than we do. I feel that the position I have as an advisor has a great deal more responsibility than an account clerk.

If I could remember students' names! It makes such a difference in the way a student perceives the advising relationship. I afraid students feel I don't care enough about their individual situations when I can't recall their names.

That I had fewer students than the crushing load experienced at a large public institution.

more consistency in decisions made by supervisors

Increase in pay.

more advising input from faculty

Our advising department has no direction or clear head.

More off-campus professional interactions such as collaborating with colleagues from other institutions re: shared students, working with high school students, community groups, etc.

To have a say in policy at this University.

If there was affective leadership in my department and a more positive overall attitude from my co-workers. We have had 8 people quit from my department in the past 6 months. I would be happier if upper administration took action.

More administration responsibility.

Better pay - more chance for promotion.

Centralization of Freshmen/new student advising.

MORE TIME - to do research and develop best practices, implement new advising strategies, etc

Money

If students were to always take and consider my advise.

Support of the advising function by administrators at all levels

higher salary

pay increase

More effective leadership and less need for advocacy with instructors

more vacation time

To not have to see students 5 half days a week (mornings).

I am very satisfied with my job but our salary scale is considerably lower that comparable universities elsewhere

More opportunities to more effectively assist students, for example administering the MBTI to students. Also, a better working relationship with my colleagues. I often feel left out of the loop, since I am a novice advisor.

Better supervision that is more relevant to my job. My current supervisor does not understand the intricacies of the duties I or my coworkers perform.

better salary

More faculty invested in advising.

Higher salary.

Less micro-supervision by my immediate supervisor.

More professional development through office meetings.

Professional development opportunities specific to advising - I have had to learn on the job. (I'm a faculty member who is both a Program Counsellor & Faculty Advisor.)

I think advisors are underpaid for the job that they do. With new and added job requirements and responsibilities, especially education, advisors are required to know more and do more without increased salaries.

Better pay and promotion opportunities

Less tension with faculty advisors

More face to face personal contact with students instead of everything being on the web -

I don't feel respected by the faculty. In fact, I don't believe that most of them know that I have two Master's degrees. I sometimes feel as though they treat me as a secretary, when this is very far from what I am.

Show me the money--support advisement with adequate funding

More flexibility in terms of work schedule. For example, having the opportunity to work at home part of the time.

more professional development

An increased variety of advising related experiences (teaching, major related advising, advising/course related relations between our college and 4-year institutions).

Higher salary; less work

More autonomy within the department. More opportunities for advancement.

If I could work 3/4 time, and still get everything I need to do done.

Recognition

More colleagues in my field.

Salary and promotion opportunities.

Better supervision/mentorship

More recognition and support for professional development.

Having a lighter work load so that I could spend more time with the students who need more of my time.

more clear directions, more communication

Better salary

Having access to more technology.

being treated like a professional

More advising time with students. I don't dislike the other aspects of the job (special projects, information management, orientation, etc.) but would like to keep face-to-face advising in the 60-70% range of my time.

an improved campus wide understanding that academic advising is not just helping students select and register for classes

better pay

working with other advisors who care about students

We never have enough advisers so are always over stretched on most things we do. Being fully staffed would really make the job much easier and enjoyable.

Better pay

more advisors to help handle the load

More time to spend actually advising students.

Recognition by our college that I am a professional with a degree in my field and not just "staff" that is an afterthought.

if faculty and staff were held accountable for their performance in a reasonably fair manner. incompetence is ignored in a few key office on campus - such as First Year Experience and Enrollment Management

Higher salary.

electronic files

Having the support of higher administration (Deans, Provost, etc.)

More resources- not necessarily in terms of salary but moreso in tools.

less "Politics"

More time to devote to details.

Something other than the same routine.

A director with more professional skills and an ability to work as a team with the other advisors on staff.

full-time position as advisor

salary

I would like to have more control in scheduling students and control of memos that are required to give to students when sections are full.

Training opportunities for future advancement within the institution

Better overall management and coordination between my different supervisors (student affairs deans and department chair)

I chose to work here because this institution is truly student-centered. However, the tough economic times has altered that. I feel pressure to ditch advising, which is not recognized, for publication, which is.

Not sure.

Better supervision (recognition of my intelligence, abilities, and contributions to our office)

Better support from my supervisor. On the whole, we are not recognized for what we do (i.e. we have an "advisor of the year" award that professional advisors are not eligible to receive - only faculty advisors may win).

Our administration made location changes that compromise privacy, security, and confidentiality of conversations, records, etc. I would be more satisfied in my job if our administration/campus demonstrated that they value advisement

having support for promotion, if warranted and desired.

the advising - first time and declared or continuing students. I do not work for the unit that handles first timers - I work directly under the VP Academica Affairs - Distance Education.

The chance to teach in the classroom more.

Better pay and a bit more responsibility.

better compensation

More recognition of the work I do and the value I have to our department and our students

More cooperation with our recorders, deans and advisors-Working as a team to provide the best service to the student. We can't function with a degree audit that has problems and is changed without us knowing!

Respect for my input as a professional

A raise would be nice.

More consistency in general ed requirements amongst the four year schools in the State of Massachusetts.

More staffing and financial support.

A salary that is appropriate to the function and the importance in a student's life.

Students realizing that I am a professional

Seeing more students persevere to graduation

More opportunities for advancement in Advising.

More pay

A more effective supervisor!!!!!!

Increase in pay.

True institutional/supervisory support for creating an environment where quality academic advising can occur.

More money allotted to the budget of the Advisement Center so we can implement some of the programs that we have designed for new Freshman. Usually we don't have enough staff

If more students became aware of all the resources available to them and used them.

Job security. I am always under the threat of having my hours cut.

Adding more counselors. Due to budget cuts, we are often too busy.

FUNDING TO BE FULL-TIME W/ BENEFITS.

More money!

Salary increase and being valued. These two cannot be separated.

Working on more collaborative projects with department staff.

more \$a

better pay - even though i don't do this job for the money, it would be nice to not have to keep a second job

More support from the main campus - communication is inadequate.

better salary

Better supervision

I would appreciate an opportunity for professional development.

I am looking for employment outside of advising because I am tired of having no clear promotion track nor career path to guide me in working toward personal and professional growth.

Higher pay. ;)

I, at times, feel very disconnected from my colleagues (both faculty and staff). My office is convenient for

students but physically disconnected from other professionals.

More money for professional development

more staff support

Opportunity for advancement

Having more time to spend with each student (longer appointments)

I still need more time to determine.

Seeing students face to face - -I advise our distance student population.

More \$\$\$\$

Decrease in workload

Less work - there are too many projects to satisfactorily complete in a 40 hour work week.

clearer picture of my responsibilities

Cooperation across the University to improve student service - that is not always a priority here.

Better salary

The students are great; my colleagues are great; I have a lot of positive feedback; I'm able to set goals and develop projects; professional development is well supported - a better salary would top it off!

Monetary, more responsibilities, to be viewed as a professional.

I feel we should be better paid for the level of responsibility, number of students impacted, scope of knowledge and range of services provided.

Greater variety and more power/freedom to make positive change within the institution.

Better salary

Better direction from my supervisor. To work more as a team.

more knowledge especially about other majors besides the one I advise

Better remuneration and more relaxation on the job.

higher salary

More outside projects (marketing, recruitment, etc)

an adequate salary

More respect and acknowledgement of ideas from advising administration

My supervisor is great, but the next two levels up needs improvement in my estimation.

Stable environment as we have experienced many changes over the past few years. I wish upper level decision makers would visit with us to know how the day to day operation so decisions made would not adversely affect students.

A bit more freedom.

I would like a smaller advising load. When I started over two years ago, I had an unrealistic advising load of 1500 undergraduate College of Arts and Sciences students. I now have 1100.

I don't feel that I am fairly compensated for the work that I do given the amount of education and experience that I bring to this job.

More professional development and increase in team work and morale with in office

More direction, variety of job duties, better co-workers

If there were some additional/more formal and/or consistent means of being in touch with all students.

I little more pay would make life in general easier to deal with, but I do not feel our unit is the only one underpaid at this institution.

More teamwork among staff.

Higher salary, we have too many great advisors leave advising because the salaries are are so low.

a better data system

a salary increase/there are advisors on my campus with no degrees and less experience that make more money than me/my exemplorary evaluations have had no effect on my salary

Recognition from my department of my contricutions.

I advise education majors, the bureaucratic process needs to include of teachers, teacher educators & take into account research regarding education and teaching instead of testing.

A lower level of "politics" on campus.

Better salary

higher pay :)

Working with all staff advisors instead of faculty advisors

Less supervision and more working on my own. I have to "recieve permission" from my supervisor for every project or committee I am on.

Receiving formal recognition (because I give formal recognition to other advisors) from my supervisor or the top-level administrative staff...And a pay raise would not hurt

salary raises that reflect job performance, not just cost of living increases

One thing that would make my job more satisfying would be having more autonomy in my workplace.

I would be more satisfied if I had more interaction with students outside of the typical advising appointment. I enjoy learning about them and becoming more of a mentor than an advisor.

Changes in upper-echelon university leadership (not likely to happen).

more students

Higher salary

Better communication throughout the campus and more respect throughout the campus for the knowledge and skill required to be an effective advisor.

If the pay scale was equal for our employees or reward the advisors according to their educational background especially if they are seeking to improve themselves and their advising skills.

Working on projects with other advisors, departments or outside of the institution

A little more structure within the center could make my job more satisfying.

Enough time for to give all my students what they need.

No politics.

Appropriate (higher) classification (All part-time advisors were recently demoted from administrative to clerical)

administrative support, financial and otherwise

I am very satisfied.

More support from faculty members for the work that first year advisors do in the residence halls.

At times their hours of work.

Better recognition

clearer directives from and support of upper level management

The administration supporting faculty academic advising by allowing it to count towards promotiona and tenure.

More training on the other portions of my job (i.e. working with students who have disabilities).

Having a well developed strategic plan that specifically address long-term advising goals.

Need a clear purpose, how to do it and staff were held equally accountable.

Fewer and less diffuse demands on my time.

clear, consistent policies, objectives and evaluation criteria

Higher Salary, I make a little over 28K with an advising caseload of 800+. I hold a masters degree and serve on university committees, have been published, and am continuously working to improve things in our office.

more education

having more faculty advisors in my department

More money and more recognition of the variety of responsibilities that comes with the job.

job security and the knowledge that there is no way the advising center would be dismantled

More opportunity to coordinate advising across the campus. Too many students receive confusing information from others.

Having supervisors that had the intelligence their "degree" says they have (I'm tired of working with Education majors because most have no idea what they are talking about).

Becoming a little more technical in a sense of having an on-line advisor in real time mode to assist students. We answer emails within 48 hours of being received, but I think we could be even more affective with real time advisors.

better(i.e. more efficient) technology

more flexibility

Higher pay

Recognition, pay increase, more time off.

If the "system" weren't so complicated. It makes life difficult for new advisors.

If we were fully staffed with advisors and more income for the amount of additional work added to my job description.

Improved communication within the department, especially from my supervisor and deans in the college.

More face to face contact with students

The one thing that would make my job more satisfying is less one-on-one contact with students and more involvement in group advising and the creation and delivery of programs.

More time to do it all.

More support for professional advancement.

Seeing every student graduate with their degree of choice.

Convincing some faculty advisors that academic advising is important and it's exciting and rewarding to see student progress

Better salary. Too much disparity among advisors on campus.

Be recognized for the contribution I make to the University (both through salary recognition and other forms of recognition).

Institutional acknowledgement of the importance of what we do

Working for a different unit/institution.

Fewer administrative responsibilities and more time away from the job. That's two, but they are of equal importance to me.

Advising is a feast or famine type job. We are extremely busy or it is very quiet. It would be nice to have an even pace throughout the year.

More recognition from university and department administrators.

The one thing I lack is tuition reimbursement as I complete my master's degree.

More responsibility and flexibility. My office advises approx. 2500 undeclared students and is staffed with only 5 advisors, so we react instead of plan. We need more time to know students and to develop programs to meet their needs.

Better salary....one consistent with other colleagues at my level.

Being able to create assessments and applying that information to needed programs.

Salary and benefit increases--none in the past 5 years!

Quicker responses to proposed changes in departmental requirements from the department's faculty reps. Proposals are often accepted, it just takes a while for the faculty to act on them.

Having a new job.

More privacy for advising sessions. We work in small, open cubicles. The student's voice is heard by all in the office, and everyone that enters the office can see right in my area. Conversely, I can see and hear all of my coworkers.

More variety in my work. My caseload is small, but I still feel too tied to my desk and to advising only. I wish I had the time and the opportunity to get involved with committees and projects within and outside of my department.

more recognition for how hard we work and how great our work is

Acknowledgement from the University for what I do.

To have a supervisor who isn't so hostile to work with. I have to almost work in a vacuum just to feel safe.

Higher salary; more inservice - opportunities for development

The opportunity to do more research.

True recognition from the university administration and non-advising faculty for all advisors and teachers.

Better communication and being recognized as a professional colleague rather than a "secretarial staff" person.

knowing there was a career ladder in the field

Less administrative chain of command and more communication and funding from administrators

Support for professional development activities.

If more people understood what I did and why it was so important.

more money, more respect

More staff in my department

If the institution and its staff and students focused more on student growth and development and less on issues that contribute to them.

more job opportunities

if I were paid according to my experience and education level

having an advisor position, not just faculty

Opportunity for advancement. Knowing this is a dead-end job is a killer.

Better office environment

Higher salary; or accumulated vacation time and sick time allowing more days off.

Higher pay which is more in line with my colleagues in my unit

more time in the day

One thing? More money (which would come from more industry respect).

More responsibility

A caring and involved Chairman (supervisor). Mine does not pay any attention to the Undergraduate program, nor does he support me in my endeavors or recommendations for salary increases.

More input by advisors on university-wide activities that involve advisors. Not administrators making decisions for you.

less committee responsibilities

More respect from the University community and compensation for the work done

Less paperwork.

More money is always a nice thing to have.

More professional involvement on a campus-wide level

faculty understanding my job of helping graduate students and not being threatened by it

Due to having a Master's degree, I would enjoy being able to do counseling. My current position does not require a Master's degree.

Recognition from the faculty

More advising specific training.

Few small changes in office procedures would simplify some tasks, otherwise I am immensely satisfied with my work and work environment.

Recognition by our department and our college that professional advisers are an important component of the educational mix.

better administration/supervision

Higher salary!

Since I work for a distance learning institution, the option of working from home or other remote area would provide greater job satisfaction.

A supervisor who was a proactive leader

More support for student services.

Recognition for the work I do.

My job would be more satisfying if 1) I reported to a supervisor with advising experience and understanding (I report to the college dean), and 2) if I were better connected to other advisors on campus (I advise for one of 7 colleges

More recognition and acknowledgement of my efforts toward improving advising on our campus.

More recognition (even informal) of my and my coworkers contributions, extremely hard work, and long hours.

Better institutional management

institutional support structure available to at-risk students

Higher salary

better salary

Having a way for my total contribution to the university .. teaching, research, scholarship AND ADVISING and my contributions to the department, to be recognized and rewarded

A better relationship with my supervisors

More money and recognition

less institutional bureaucracy which would allow more time with students

More resources to expand services

Less bureacracy from the college and university in procedures and processes for students.

To have everyone (all advisors across the campus) understand and adhere to established advisement policies and procedures, so that students' would derive the greatest satisfaction and success in their educational experience.

Better pay!

less projects

Having more financial resources to pursue more programming for our students.

We are in a period where our vice president is under investigation by the attorney general. We have 17 interim managers in student affairs and a president who has been on the job less than a week. All of my issues are institutional.

I would like to be busier.

Have the ability to impact University policies, procedures, etc.

A salary commensurate with my level of education and experience.

Not sure! Relatively new to institution.

More advisers.

Adequate resources to develop a truly developmental approach that is supported throughout the entire institution.

better direction from supervisors - really knowing where our office is headed, knowing its goals, knowing what is expected of advisors

More recognition from teaching faculty for the importance of the work that we are doing.

We do not have a supervisor that counselors respect and follow. Rules are not followed and the office is chaotic and fractured.

More flexible schedules - I know this is hard to incorporate because we are a student driven office - and need to be here for students, not when it is convenient for our schedules!

Better academic advising service to students, and training for advisors.

Increased salary

Faculty being more invested and involved in academic advising.

More assistance so there is time for developing new ideas and new programs.

The opportunity to teach a Career Development class.

Getting more support from the institution when it comes to student complaints about the system not being fair. In many cases if students take their issues to a high level of administration, their wishes are often granted.

More communication and cooperation among campus-wide departments

Flex time. Lessened summer hours during the slow months of July and August.

A stronger voice/recognition with senior administrators

More consistency and rationale in the implementation of curriculum and procedural changes.

More direct and communicative supervision from my supervisor(s) and concurrently, more opportunities for professional development in off-campus ventures.

Less fragmentation among advising services on campus

Increased participation on campus wide committees

Better pay

More commitment from the student in terms of taking advising seriously

I would love to teach more.

Supervisor that is predictable, colleagues that work closely as a team or better still are working towards the goal of making things better for our students, also better communication and understanding between faculty and staff.

I believe the salary is insufficient for the amount of duties and responsibilities I have.

More in-house professional development as well as institution supported outside development

higher salary commensurate with level of education required

more professional development

If advisors had input on University policy and procedures

More space to provide our services to students.

More appreciation from the top!:))

higher compensation,

To have more time for student recruitment.

Better tracking system for students and our comments with regards to advisement provided

Increased in-college sharing of professional research and best practices.

Less turn over in the office staff.

Increased promotion opportunities - "job ladder"

more recognition for work besides scholarship

other responsibilities and to be supported to pursue opportunities outside of job description(i.e. advising a student group/org., teaching, presenting)

adequate and appropriate supervision

Better relationship with supervisor.

More institutional support and valuing of the advising role

More recognition outside of my own department.

More recognition and interaction with faculty.

Fewer advisees and more time to focus on career/life goals

Organizational Management Practices

Better pay and better communication with other key offices on campus (financial aid, admissions & records)

Greater understanding and respect for the academic advisor position on campus.

Salary increase along with promotional opportunities.

Better administrative support for developmental advising

Salary appropriate to the market. We are paid almost 15,000 dollars under the local average for other advisors.

More involvement in decision making

More support from other areas of the school as well as better direction from those in charge.

It's pretty darned good as it is.

Better (more equal) distribution of responsibilities among advisors in my office.

opportunities for leadership or supervision (NOTE:I could not find a place to indicates this but I am at a regional campus so institution size and resources could not be correctly indicated.I answered on regional size and location)

A new Dean to work for.

Being recognized formally outside of my department, and more money, of course!

Smaller student load. I advise 650 students in 12 SW WA counties, active duty military & international students in 16 countries. As faculty I advise for 3 colleges and 6 degrees--uncertified and certified majors.

More funding would assist in creating new initiatives to help more students.

More challenging work, like what though, I don't know.

working with others academic advisors that have a DEVELOPEMENTAL background/education

Having a closer relationship with my co-workers as a team - not just between me and them, but between all of us.

My dean has been on the job for a year now, and he still have no clue to what I do and does not appear to care. It would help me professionally and personally if he took an interest in my job.

Better and more professional development and support for off campus professional development.

My salary is repulsive. Community College counselors in CA make more money that CSU counselors. We haven't had a raise in 4 years. Also, staff counselors are not looked as highly upon as faculty advisors even though we know much more.

Better class availability. More effective student resources for students on academic probation. Greater sense that minority students/lower SES students had the same connections on campus as other students.

Greater recognition and support of the role of advising.

If the top administration would give the advising staff more respect and include them in things like ground breaking or promotional pieces, not just faculty.

For administration to see the value of advising as well as the academic side.

Accurate information, accurate technological support and better disseminate of that information.

The work load is staggering and my supervisor does not seem top care about that.

??

I would need to assume more teaching duties and less administrative tasks.

To be recognized by my supervisor and to be paid what I'm worth.

Convincing the Office of Admissions not to advise students, but to send them directly to their assigned advisor(s).

better leadership in the advising department

Salary

An office with a window and a flatscreen monitor would be nice. But seriously, it would have to be more vacation.

More teamwork amongst my colleagues

Most advisors are in it because they enjoy helping students. Having supervision and administrators share that consistent vision and develop practices that reflect this would make my job more satisfying.

Working for an institution that makes people (students, staff, AND faculty) truly accountable for their actions.

appropriate raises

Better pay

More teamwork in my department

Salary that sufficiently covers cost of living in the area.

If the university paid more.

-make it permanent

Just a little more guidance as I have been on the job less than one year

More respect and recognition for the importance of this job by administration

better communication from upper admin staff about priorities and initiatives.

Not sure.

less bureaucracy

better salary

Stronger recognition from the highest level of my college would be very helpful. 2 advisors have handled all records for 3000 students plus advising for our pre-major students and no acknowledgement of this has come from any level ab

Since I am so very satisfied with my job that this is a picky issue. I don't have the authority and computer clearances to authorize students into certain courses. I think I am responsible enough to have this power.

Higher pay. Secretaries make more than we do.

more consistent and fair supervision & recognition of the value of advising by the university

more time in the job (I'm new) and a higher salary

Having the support from administration that advising is an important part of the learning experience for students.

Less "busy" work not related to advising that is put on me by faculty members

no politics

Make more money

Being able to mor fully utilize my knowledge and skills.

More direction from my supervisor (Chair of the dept) in his objectives for the undergraduate program, and a defined supervisory hierarchy beyond my immediate supervisor. A specified budget for the advising program.

a smaller case load so I can work more in depth with each student

Administrative recognition of the importance of required advising at least to middle stages of programs.

More feedback from my supervisor.

I know many advisors, eben at junior colleges near my school that have a lower level degree but get much higher pay. Higher pay would entice me to stay in advising long term rather than a base for a future higher education employment.

Currently, under administrative reorganization, advisers within the college (1 division of the university) have had limitations on their authority and limited input on policies, procedures, forms, etc.

More formal recognition from College faculty, staff and especially administration and higher paying salary.

Fewer advisees; I have 65 advisees, and teach 5 sections of classes each semester

salary increase

Ability to spend more time with each of the students.

better communication throughout the institution

It would be great if I would have any type of supervision, this would effect my professional growth and empowerment.

Overall, simply the pace and amount of things I'm involved in can be overwhelming sometimes ... perhaps some realignment of work responsibilities ...

More harmony within my unit.

higher salary!

higher salary

Better pay.

Recognition and appreciation for the work I am doing with students.

increased pay and empowerment

The ability to tell students that certain courses will count for certain requirements, instead of having to go through the dean's office.

Increase in pay and more support/recognition from management.

More flexible hours

less work/more pay

Being able to participate in state and national conventions on a regular basis.

More money would not make my job more satisfying but it would help me raise my family

More appreciation for advising on my campus. As expected, faculty barely notice or care how students are advised.

Having a greater variety of responsibilities (projects, etc)

less micro-management

More recognition of the position

Effective Leadership

More support for career development.

better salary

A higher salary which is more in line with both my years of experience and the Master's degree I had to earn in order to become an academic advisor.

Recognition by the institution of my skills

Having some more direction on the types of outside projects my supervisor would like me to work on.

more opportunity for advancement.

Substantially increase financial and professional compensation.

My office atmosphere would be the first thing I wish I could change. We are in need of more communication between advisors, supervision from our director, and accountability for our actions.

Less bureaucratic and quicker response from the Dean's Office, Administration, and Facilities Management staff, so that they can help me do my work instead of making it harder for me to do my work.

Better coordination with our Enrollment Services offices

A new supervisor

A supervisor that is a supervisor, when problems arise they should be dealt with not ignored. Freedom to create and implement.

An assistant/More time

Receiving information about programs/policy changes on a more timely and thorough basis

More organized professional development at an institutional level.

institutional support for an advising center

Recognition for the work I do, including unassigned duties. Professional development.

more autonomy

Our office works primarily with Freshmen. I would like to work with students throughout their time here. That would allow more opportunities to connect and make a difference. One year with them is nice. Four years would be nicer.

Administrative support.

More Money

I'm very satisfied but more money would be great.

Our office is small; no partitions. It is sometimes annoying when my immediate supervisor chimes in with suggestions that I may have already made to the student. I would prefer that she wait until I ask for

additional suggestions.

Clearer direction from the Dean about overall College plans.

Need more effective supervision - I'm supervised by someone who has never done my job, has never been in my position. She is a faculty/Assoc. Dean who has never been in "student services" and oftentimes doesn't understand my position

It would be more satisfying if my dean would recognize the work that the advisors do for the department and if he would communicate his goals for the department more effectively.

better supervision and planning by supervisor. Often projects are planned "on-the-fly" and not sufficiently planned prior to implementation. Unfortunately my supervisor has not be receptive to feedback regarding this concern

better salary

Better pay.

I would be more satisfied with my job if there were more challenges associated with it. I do not feel that my skills and talents are being fully utilized as an academic advisor.

Better pay

A salary to match output and worth.

More competent supervision

Less top down leadership from managers who are not sufficiently versed in advising theory and philosophy.

having more advisors in our dept.

Definitely a higher rate of pay--even if the starting pay was not the greatest, having opportunities to move quickly up a pay scale based on work quality and contribution to the team.

Fair compensation

More pay, more professional development opportunities.

additional support

Having more time to give to students

less paperwork

Better recognition for excellence in advisement

less paperwork, filing--too time consuming

Better pay, better communication within my unit.

More involvement from the faculty and the college at large. More interest/acknowledgement for what advisors do.

A stronger institutional commitment to developmental advising.

Continued training in my field and support by my institution for the contribution I make in the success of our institution.

Leadership. Supervisors manage resources but there is an underlying fear to do more. There is a desire to do more but a lack of vision or willingness to take a risk that would challenge the status quo more than a tweak.

Recognition for hard work.

Better communication from supervisor

Full time status and working more closely with students in an advising role.

effective management of our college within the university

higher salary

Being treated as the highly qualified professional (PhD) that I am by my immediate supervisor and my office-mates.

Our institution still does not have self-registration for students, so many advising appointments are consumed by the mechanics of degree requirements and not the more global concerns I would prefer to talk about.

less politics!

The more perks the better! Note: in Question 11 below, somewhere in between the 2 choices is most accurate; however, in our specialized major that students think they know they want, course selection is not full of abundant choices.

More money in salary.

More recognition from rest of college.

My job would be more satisfying if our associate dean knew more about advising and all the things his staff actually does so that he could be a more effective leader.

Greater flextime

Adding more advisors to the staff so that the student per advisor ratio would decrease.

More pay would be nice

It would be great if I (academic advisors) could be recognized as an important part of our college.

Better pay would make it less tempting to consider changing careers or employers.

More funds for projects or research.

Have even more time to build rapport with my advisees

Not being a Grant funded position.

Unload the ridiculous amount of paperwork, so I can work with the students.

A higher salary.

An opportunity for advancement.

Having faculty who were more interested in working with students.

salary increase

I would like to put into place several changes that would improve our system.

Increase in salary would be so helpful!

More time to talk and guide the students in their choices

Understanding my role more

more compensation or fewer over full-time hours.

If I made a bit more money.

Higher level authority in decision making.

There should be a second student advisor as my load is too heavy and the number of responsibilities is ever growing.

More support from the Administration for the work that we do one-on-one with students.

Better supervision and teamwork with advising staff.

The opportunity to attend NACADA conferences to learn to be a more effective advisor

More responsibility or room for growth. I feel a bit bogged down by the tedious, non-human contact tasks.
More interaction with students. More responsibility.

Higher salary

More opportunity for promotion, higher salary, more recognition for contributions made.

Better Pay

More money

money

Better Operating system and electronic filekeeping. More integrated software system that handles all needs instead of juggling three separate systems.

I need a director who does not micromanage everything in the office. Trust the professionals to do their job, deal with those who do not and move on... To simple I guess.

Less focus on numbers.

Greater appreciation of academic advising as teaching compared to scheduling across the entire college community (faculty as well as administrators)

Some flexibility with hours / work schedule and the ability to work on projects outside of the office.

Better retirement

Better academically qualified students.

Having more recognition of the job that advisors do.

More time to spend in doing proactive advising tasks, rather than only reacting to the student who makes an appt. with me. To do this we would need more advisors with fewer advisees assigned to each of us.

It would be a combination of salary and security.

Being paid for the top quality impact I provide!

Having a supervisor (currently the academic dean) who takes more interest in the advising/counseling area

A stronger collaboration within the university subsystems.

having more structure and input on the office procedures.

Higher income

Being involved in things that I want to be involved in - not just whatever that comes down the road that no one else wants.

Less administrative work.

more room for advancement

An environment where all co-workers get along

Time to think and to work on projects that would be helpful to students. I have over 700 students assigned to me, as well as many other departmental duties, such as the alumni newsletter.

More professional development.

Recognition from my coworkers and supervisors.

hate to say it - I have a M.S. and get less or same than I did WITHOUT a B.S. degree in CA.

Better supervision and request that managers be required to take courses on how to interact and manage personnel.

Changing our advising model to have more quality control in advising students (with consistent information) - and one that recognizes that "counseling" has more than one definition besides "mental health."

More timely decision making and action in the Registrar's Office. Their lack of decisions/changing rules etc. make our job difficult as we have to have answers for students.

More time allotted to advising, rather than the projects

Support and consistency from the Administration.

more opportunities for attending workshops/conferences

More challenges

more money

Clear direction and expectations from supervisors and university.

Better pay - If the faculty, staff and students really understood everything that I do.

Professional Development Support

recognition in monetary and non-monetary forms

More support/recognition from administration, especially the president.

I would like to see more communication with graduates. Many times you never hear from the graduate once they are finished with formal education.

To have a better system in place for students who are undecided concerning a major.

More opportunities to go to professional development seminars, conferences etc. such as NACADA

Students taking responsibility for themselves and learning to solve everyday problems on their own!

a salary that pays me for the work I do

less hours

Opportunity for advancement.

Support and a sense of security

More time to work with students and to do my job effectively (we continue to get more responsibilities and less resources to do our work)

One advisor on our extremely small staff is uncommunicative personally and professionally. Her negative attitude and defensiveness toward her colleagues is disappointing and affects the productivity and atmosphere of our office.

Being recognized as a professional who deals with difficult decisions and situations on a daily basis

A greater variety of work/ more challenging tasks.

More recognition for my knowledge, skills, and hard work.

Receiving more money

More money! We have a variety of responsibilities in our office and have less down time than departmental advisors, yet we're classified at a lower level and salaries are woefully low although many of us have Masters.

Being in a position that would allow me to grow professionally.

While I don't live for recognition, a little formal acknowledgement that I do a great job would thrill me.

To be recognized and valued in the same way that faculty are recognized and valued, including, but not limited to, a salary that better reflects my worth to the institution.

General support in terms of salary, recognition, clarity of communication, professional development from administration.

The lack of pressure about meeting retention goals.

The development of clear division goals coupled with more collaboration about various departments.

more team work from those in my unit.

Equitable salary.

More pay, so that I would now have so much financial concern. More professional development opportunities, including more opportunities to attend conferences/trainings with the university paying.

merit increases

nicer colleagues

Pay increase

Teamwork on projects

Working in a team with other advisors.

One thing that could make my job more satisfying would be the clarification of my job description to the entire institution. I do not feel that the institution has done a satisfactory job in communication my duties.

LESS BUREAUCRACY

Higher salary

More direction from my supervisor

more variety

Recognition in the form of promotion. However, I do understand that budget cuts have greatly restricted the feasibility of salary increase at my institution.

Get rid of the "do more with less" mentality in public universities. Just because budgets are tight is no reason to overload faculty, pay them poorly, and then denigrate them when they can't or won't keep up with the increased work.

Higher salary.

If we had more staff.

Less clerical record keeping

Not feeling like all I am a lot of times is a schedule planner for our students. I want our sessions to be more, but with a large caseload, schedule planning is mostly what we have time for and what the students expect of us.

Less e-mail advising and less desk work (i.e. sitting in front of the computer all day).

leadership making a commitment to regular, on-going professional development for advisors, encouraging high standards of performance

I would like more of a voice in the structure of the hierarchy.

Increased salary

A decent salary.

Less emphasis on retention

A higher salary

a fairer salary

A more competent supervisor.

higher pay

My job would be more satisfying if there was certainty that my diligence would lead to career promotion within my institution. I think my current position only has the opportunity for horizontal movement.

nothing

Increased salary

more advisors in the center so more programming could take place

More pay

Knowing that everyone in my office had the same level of passion for serving students. There are some people who are here that are burnt out, or unsatisfied but they are not sure what else to do so they just stay.

More Money

Having better leadership

less focus on registration/course selection

increase in recognition from the administration

Better institutional communication and less politics

To have my supervisor and other administrators understand my job better to fully appreciate my contributions to the college as a whole.

Having more autonomy to make decisions

better pay

On average, everyone at this university is underpaid and we are understaffed. The administration here is out of touch.

More of question #9

Having knowledgeable support staff in the office to assist in routine work and part-time professional advising staff to help during the busy times in the semester and during vacation time or sick leave.

If students would be more prepared when they come to their advising appointments.

Recognition of professional advising, on this campus, as a worthwhile career.

My work environment is good, my colleagues and staff are superb, I just received a salary increase and my students are quite appreciative of my assistance. The only thing that would make the job more satisfying is if were promoted.

More time to focus on advising, less on administration.

A requirement that students continue to attend group advising, as it is there that I "teach" the requirements of the degree before we begin individual advising, and add other elements, such as career planning options, etc.

Salary

More recognition for a job well-done.

Streamlining of other student service departments (ie: admissions, new student orientation) at the University in order to better serve students.

Better raises.

fewer miscellaneous assignments

More money or more recognition.

Better communication to advisors about changes in policy, degree requirements, etc.

Getting paid for all the duties I am asked to undertake, especially when the duties actually require another staff member to get them accomplished.

More resources; sometimes feel very overwhelmed by the demands/responsibilities. We are (public institutions) asked to accomplish more and more with the same staffing.

More money for my years of service. PT @ \$15.00 no benefits doesn't encourage me to be more productive! I have 13 yrs. of experience & a MS.....

Better benefits

Less large group advising.

a better salary

I'm fairly isolated in my role within the department - having more involvement in cross-campus projects would make me feel more connected.

Better leadership, both the director and V.P. level.

More inclusion in research projects happening within my college.

To have the insitution (senior management) truly recognize the benefit to students that good advising brings.

More responsibility. I have interestes outside my job, therefore my supervisor feels I am not totally committed. I have asked for supervisory training, Myers Briggs training, and to be on a selection committee but have been rejeced.

career ladder

More interaction with students and less projects for the department

More pats on the back.

Higher pay. I took a \$10,000 paycut for this position but I enjoy this job much better than being a Project Manager (original position).

To share academic advising with faculty advisors.

Adequate financial compensation.

I think if I could have at least one more advisor working with me.

Recognition by the institution that advising is a profession not just a job duty, and, thus, fair salary compensation and career opportunities that reward professional development, achievements, research, and publication.

Not having to evaluate transcripts

acknowledgment of the advising contribution to my promotion & tenure package

Being able to leave when there is nothing going on.

better workplace environment (currently a very problematic supervisor)

Higher pay.

The creation of an Advising Center

More campus wide coordination and cooperation

Less job turnover among advisors, it's a constant revolving door it seems we are rarely fully staffed.

Lighter teaching load

More student preparedness; many of our students do not seem prepared for the rigors of a university experience.

Having more consistency and having the supervisor maintain authority more to make things more even.

Salary increase

More vacation, or higher salary

My supervisor being more available and a leader to the group.

Support and inclusion by the administrative decisions that affect our job.

n/a

Having faculty advisers see the necessity of their participating in the academic advising process.

more money

More clarity about job responsibilities

Have a boss that supports you and what you want to do as a professional and for the office.

Allowance for more interaction with fellow employees to build supportive relationships would give me greater satisfaction.

Higher pay--as long as I'm single, owning my own home is unlikely with my current salary.

Support from supervisor and other higher level staff.

Higher salary and more recognition

Adequate institutional support to enable me to confidently advise students as to course availability and stability of requirements.

Being allowed to initiate and complete new projects and receiving feedback/praise that doesn't feel required or patronizing.

More teamwork from my colleagues.

Leadership that appreciates what we do.

Change in administrative attitudes towards employees.

Higher salary

a budget for extra activities for students

make it easier for staff to take classes

Not teaching Freshman Seminar.

Working with students who are realistic about their goals. I have had students whose ACT scores are 10 or 11 and are convinced they will become surgeons, pathologists and the like. I hate having to burst their bubbles.

Less politics from administrators who are out of touch with students.

If advising were more valued at my institution and a university wide program for training and development (both initial and on-going) were in place.

Less total advisees and more time for project development.

Having a smaller caseload so more time for individual meetings with students to help them develop total programs of study, etc.

More help.

More support from the University for average students.

Better communication and leadership from my supervisor. Her management style is not as a leader and this causes discontentment amongst the co-workers in my office.

Being able to secure more funding to do more activities for our students.

better training for advising

Shorten the registration process time from 8 months to 2 months out of the school year. For instance, fall registration started April 11 and will end August 19, 2005.

Having a smaller caseload so I could get to know my students as individuals a little better.

Having staff meetings.

Having faculty that relate well to students help me with such things as prospective student visits. I almost feel that I can't take much vacation time with the number of commitments to visitors.

Making my position permanent and tenurable.

Lower student- advisor ratio. I have too many students to really get to know and help effectively.

More money to support professional development.

more training

Having my supervisor be more organized and aware of issues that need to be addressed in our office.

See the other colleges at this university set up academic advisors for the students. In 11 below the choices are not inclusive of the way I advise students in order to keep them in school.

more input on and control over administrative decisions that directly affect my job

Distribute the advising case load more evenly, hire an additional advisor, have shared responsibility of advising, and divide up some of the other tasks to make it more interesting for everyone.

Being able to have 100% retention rates! I hate it when I see a very smart student get academically dismissed because of a couple of poor choices.

more variety in my work

More respect from faculty and others at the institute for the job we do.

Summer off

Having a larger staff and a better office arrangement.

If the people in our area worked more closely and could put aside personal differences to get the job done.

Our institution currently does not do a good job of recognizing academic advisors. We are working to change this, but we are caught between "old-school" and new.

However, more input from our director would be helpful such as more clearly defined roles and tasks for each advisor

Better office communication.

Higher salary so I don't have to think of getting a second job

Written procedures for advisors. Standardization of course start times, entrance score requirements, flow of information, admissions procedures, and accurate communication of procedures and changes to faculty advisors.

mentoring from supervisor

Additional staff so that I could be more creative rather than just keeping my head above water with responsibilities.

Less bureacracy, more autonomy and independece. Less meetings, more working directly with students.

better pay to match responsibilities

Recognition for the additional tasks I participate in

A larger staff so that there is time for other activities, such as committee work.

freedom from tight administrative oversight

Parents learning how to let go, but still be supportive, of their students, instead of constantly intervening in their students' academic lives.

Job equity among the staff.

Salary increase. This isn't to sound flippant, but while looking around, I have determined that my colleagues and I are some of the lowest paid professional advisors in the area.

Returning to "classic,traditional mode" of a university.....not the new "corporate model" where faculty/staff are "employees/labor costs".....

Being recognized for my contributions

Each year during my review, I talk with my director about having more "teeth" in my job. We have suggestions and "have tos", but we really do not enforce that consistently. That will require support from a dean.

salary increase

INTELLIGENT, STUDENT CENTERED, TECH SAVVY, HONEST LEADERSHIP

More time!

Proper recognition

Recognition

students who took more responsibility for their actions and success

Less teaching and more time for research

More time set aside by my department in the weekly schedule for staff to work on special projects.

Ashamed to admit this, but it is purely fiscal. Advisors are underpaid for the amount of education and experience required. Very hard to "survive" on the salary without taking on a second or third job.

Higher pay

Students being more prepared.

Flexibility in work schedule

Our administrators are trying to make a shift in advising services but are not listening to faculty concerns about the change; for the first time we are concerned about our support

Equal output of work from all the advisors in my advising center.

more synergy with colleagues

n/a

Better supervision

more staff to assist with students

More university recognition of the importance of advising.

More colleagues to get the advisor/student ratio down to manageable levels

More professional, supportive colleagues

Pay and supervisor who understands work load, responsibilities and commitments of advisors; who refuses to accept additional responsibilities to be foisted upon us to bring her kudos and keep us from helping students like they deserve.

I would enjoy being allowed to do more program development.

Not being the only one in the office who understands/isn't afraid of basic technology so that I wouldn't constantly have my work interrupted to help someone with sub-par computer skills.

More clerical support

Requiring students to come to advising appointments with a trial schedule already made.

I am trying to raise the awareness of advising as a teaching tool. When this is accomplished the students will greatly benefit from learning to be depend on their own judgment and gain the necessary confidence to succeed.

???

Recognition from the administration of the efforts academic advisors put forth to help students, departments, and the institution.

Higher salary.

If our unit followed through on the dismissal policy that we set forth to our students. Often, after we have told a student that he/she would be dismissed if certain conditions were not met, the head of our office overrides policy.

More resources

More cooperation from my coworker

Job recognition by institution

less mico-management

Being able to become one - faculty advising and professional staff advising- the goal of helping the student succeed and therefore not allowing any other obstacles stand in the students progression in college

Students who trust your advice and seek it out, especially when they are having difficulty.

a student worker

a better connection to campus resources (I work for an off campus location.)

More communication

more clerical support, I look after 750 students and it can be overwhelming

We are in the middle of a student record system change. Better communication with Admissions, Registration and Articulation divisions would enhance our ability to meet student's needs.

better supervision

more money

Improved communication among all campus constituents.

having variety, quality of interaction with students, quality of interaction with staff, feelings of inclusiveness on campus

Receiving yearly raises

Higher income, especially in the high-priced part of the country we're located in.

more money, more time

Additional responsibility in the administrator area.

Higher recognition of the work that is done

Better supervision

opportunities for career advancement within the university

Support from administration and faculty.

Communication; that would be more communication between with my supervisor and colleagues, so that we are all clear on the ever changing policies and procedures.

Better supervision

If I felt that my experience and professional opinion had any bearing on unit- or college-wide initiatives, instead of either being ignored or dismissed as petty.

More advisors on staff - providing more time to spend with students without rushing

Better pay

Having more of a role in policy formation.

More direction and team work with the main campus

Being able to influence changes in curriculum and faculty based on experience with students.

A closer match between my intellectual interests and the degrees offered by the school (ie - arts and letter vs. business and IT studies).

More money

Higher salary.

increase in salary or more clearly defined avenues for advancement/promotion

A little more flexibility in the area of work hours.

better pay

Only one? I'm radically underpaid and underappreciated by my institution. It tells me that I'm an educator but treats me like a secretary.

more consistency wrt policies college-wide

4 day work week

A few more bucks!

pay raises

Higher salary! With my own student loans, I'm not in this for the money. Public school teachers earn more than I do...

Institutional support for a student-centered, as opposed to faculty- or administrative-centered, focus on education.

Increase in salary.

Recognition for the job we do and more responsibilities.

salary

Stronger relationships with faculty advisors (I am a professional advisor)

higher salary

If I didn't have to juggle so many tasks/projects so that I can feel more satisfied that each event or project was done to the best of my ability. Right now I have too many balls in the air.

more respect from the university instead of lip service

Better faculty support.

Administration understanding advisor ratio to students served with the highest customer service and broad range of services. My duties include recruitment, admissions, enrollment mgmnt, cross-enrollment, graduation, academic petitions.

Receiving more training in advising

Everything is satisfying

Better pay.

Helping students before they receive bad advise from uncaring advisors

more institutional recognition of the value of academic advising

A salary that matches my level of education and years of service dedicated to my job.

More projects and less advising.

To put it simply...more money. Advisors on our campus are grossly underpaid!!!

different supervisor

Less administrative interference

More contribution in administrative decisions

More opportunities to work with students on exploring career goals, in addition to covering the basic general education requirements for a degree

To have all student service units cooperate and be less territorial

Advisors are not valued highly in our academic culture. It would be great if our contributions to the institution were acknowledged more often.

Less stress.

a smaller student load

Most definitely, cooperation and reciprocal relationship b/w advisors and administration (associate provost)

More support and communication from higher level administration. Also better compensation and chances for advancement.

greater opportunities for advancement

Working fewer hours.

Direct communication with the college dean.

An academic culture that doesn't enable and take the blame.

Higher salary

If I didn't have to commute for an hour one way.

Have competent people in positions within the advising structure rather than completely inexperienced ones

Sincere concern of the new director for upper division and professional program advising

More support and flexibility to offer my staff. Better communication from my supervisor. Staff retention.

Having a supervisor who was committed to improving services and supporting and encouraging the staff. Someone who has an ideal of what the job should be and inspires staff to reach for that ideal.

More responsiveness to student needs from the highest levels of administration.

I would like better pay.

Letting go of just what courses to take-we're currently looking at advising to change the model for more student development and not just what should i take to graduate...

Sufficient acknowledgement by the institution of the work that I perform (salary, annual reviews, informal feedback regarding my performance)

More time off

Being recognized in promotion and merit for the quality of my advising. Comments on 8.11: I am actually looking for a full-time advising job and to get out of my faculty position because advising is too small a part of my job.

A better understanding across campus of what developmental advising is and how it serves students (We are a new center working with undecided students)

Increase salary

I NEED TWO MORE ADVISORS TO REACH THE IDEAL GOALS FOR THE ADVISING CENTER!!!

more feedback from supervisor, especially as a new advisor. Basic counseling techniques.

More clear direction from department heads

For the time being, everything is just fine

More support from the administration (president, provost, vps, etc.).

institution-wide recognition of advising

My supervisor supervises in a micro management style. Being supervised under that style is not productive for me as a professional.

BETTER TRAINING AT THE BEGINNING OF THE JOB AND MORE CONCENTRATED TRAINING WITH NEW COMPUTER PROGRAMS, ETC.

Recognition from the Main Campus faculty and staff

Support from the administration

Less entitlement on the part of students and faculty.

A supervisor that know the roll of the personnel.

Summers off or more vacation days.

A more logical office structure.

A little more staff support

better communication within the university of responsibilities and descriptions of roles...not everyone knows what the other person is doing...

more funds to develop our advising program and for faculty development

I cannot think of anything that would make my job more satisfying.

Positive feedback from my superiors.

The ability to earn more money. Universities do not provide departments funding to give raises to employees for career ladders, etc. Funding should be set aside in a large general pot to see that good advisors stay in advising.

I hate to be crass but more money and recognition of the role advisors and other student services people play in recruiting, retaining, and graduating students would be wonderfu.

A salary bonus or raise

Being recognized for initiative. Our "pay for performance" system results in everyone being rated "satisfactory"--no recognition for initiative or special service.

learning new advising techniques from veteran staff

More resources (money)

More coordination / counseling resource access with other departments and schools of university

Time for more projects.

If the director of advising for my college was more open (or open at all) to hearing concerns of her subordinates (i.e. the academic advisors in the college).

A better salary for the work I do.

Understanding what an advisor is and does by the college administration. They have no clue what we do or how important the job of an advisor is.

Having more students understand the potential importance of advising!

Additional support staff in other key departments (e.g., Admissions, Financial Aid, Housing)

more contact/closer relationships with Admissions, Registrar and Cashier's office staff

Clearer direction from my supervisor as far as deadlines and priorities. We often have far too many projects going at a time & I don't know which one is most important.

less office politics

less "these are the classes you need", more "what are your goals?"

Better pay. I just moved and have come to the realization that I will not be able to afford buying a house in this area!

A lot more money!

More variety in assignments and more opportunities for promotions. Waiting 10 year to prove "worth" is ridiculous!

Having more technical support so that I could dedicate myself more fully to meeting with students. I am responsible for other dossiers apart from advising which are very time consuming.

Scheduled time to take care of my non-advising responsibilities

Better training for ALL advisors

More support and understanding from the institution.

More clearly defined roles among advisors in our center and more consensus among faculty about what advising IS (and is not) would make my job more satisfying.

If - through some type of magic - there was an efficient, effective way to encourage those students who do not take advantage of advising (and who are floundering), to make an appointment with their adviser.

Less politics in the office

If admissions and advising were integrated. Currently all new students go to admissions, but this works a hardship on new students at our off campus centers.

Higher salary.

Allowing on the job experience people the opportunity "to do" even if they are not working toward a PHD.

I do a lot of work for little recognition by the "powers-that-be" or a salary to match my work. Masters degree Required - but can't pay rent and eat. Big 10 University - I will seek employment elsewhere.

Doing less paperwork that I do not think really needs to be done, there are too many forms even for the size of the university.

More support from the institution for resources, professional development, and a better advising paradigm would be nice.

Opportunities to fit in more professional development or research projects.

A better supervisor

A supervisor who had an understanding of what advising is all about. More recognition from administration about the value of advising.

Free tuition for personal/professional development and time to take courses offered (the one thing is ability

to take classes for free).

More recognition of advising as being important to administration

a little more help during a couple "peak" times of the year

The ability to use my vacation time more freely.

More direct supervision.

Having the institution support and recognize the value of my position and provide us with the professional development and resources we need and deserve

Better communication between our supervisors and the staff. I have never seen someone with a graduate counseling degree have such poor listening skills. It always catches me off guard.

For advisors to have more support from the entire University.

A higher salary. It is hard to feel that what you do is important when your compensation is so much less than other positions on campus.

I am in a new position. I will be more satisfied when I fully understand all of the rules and regulations as that will allow me to be more confident in the advice I am giving.

A little more "working together" and a advisor not being so concerned about how their work is recognized by their peers

Clearer lines of responsibility for the vice-presidents so I only have one making demands on my energy and time.

recognition from anyone (aside from students) that what we do is demanding work and is appreciated

better technology

I would love to help students deal with their personal lives better. Many of my students are non-traditional and face added barriers to their education through childcare, employment and monetary problems.

I enjoy my job and the department I work in, but the pay is not sufficient for me to live on considering that I have two masters degrees and I'm paid the same as someone with only a bachelors degree.

Having appointments rather than contact walk-ins so I am not interrupted constantly. It often takes a half hour to write a simple email.

A higher salary.

Recognition and support by Administration

More money

A match between the lip and the behavior of administrators. There is plenty of talk about the value of student advising however, the administration decided to save money by not hiring a new head for the

central advising.

Greater opportunities to attend advising workshops or access to ways to enhance advising skills.

Many times, it seems that a certain policy will be agreed upon by all levels but then when the advisors try to enforce it there is not any support from administration, so that rules mean nothing.

Less teaching of a 1 credit orientation course

Decreased involvement in political structures

an environment with increased understanding of the role advisers play & the way advising contributes to the overall goals of my academic department

career ladder

Greater respect and support from faculty/administrators. Could be in the form of reduced advising loads, financial support for professional development, reduced tendency to assume the worst of advisors when a student complains.

Having more resources.

Having more time to spend with each student.

Having a supervisor that is confrontable in their own skin and having confidence in their employees.

I work closely with 26 faculty advisors and it would be great if the group remained stable. There is a great deal of training and follow-through. They are very helpful but need to keep informed.

Greater understanding of my supervisors expectations

feeling that I have the ability to make routine decisions without having them approved by supervisors

Less paperwork

Better management.

Greater support from my immediate supervisor and from the campus administration for advising.

Less political hype between departments, gossip among co-workers, and the feeling of "walking on eggshells" while I am at work. It is very unfortunate.

better pay or summers off (my husband is a secondary school teacher)

A stronger commitment from our faculty in working with the professional advisers. There are many issues that need to be addressed.

Being recognized for my contributions and ideas

Smaller caseload (current caseload is 1200+ students)

Having everyone take the advising process as serious as I do. Many Faculty on my campus treat it as a secondary or even tertiary job responsibility.

My job would be more satisfying if I was recognized for doing a good job and feeling satisfaction from that.

Better salary and more opportunity to advance

Less meetings and workshops where ideas are proposed but not implemented.

having a more competent supervisor

more money

Additional resources for faculty advisors.

Support/recognition from administration.

private office space

Level of trust from supervisor and inclusion as valuable, creative part of team.

I work for a small institution that micromanages from the top down - would love some freedom on the job.

Added support staff to allow for more student contact and less time processing papers, reports etc.

Less work. I love my job; there's just too much of it! We have double the assigned advising loads and projects from when I started 8 yrs ago. This weighs heavy toward burnout.

I would be more satisfied if I were able to have longer-term contact with my students, rather than just advising them for one year.

Consistent office and college hierarchy, particularly in regards to departmental responsibilities

As the registrar, all registrations come to me. It would be nice if all faculty checked the students' eligibility for classes before signing the form.

More money

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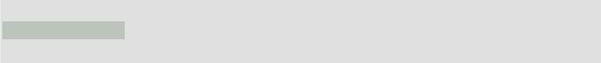
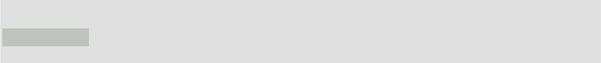
Question 11

Which statement comes closest to describing the focus of your typical advising interview?

Let's talk about your career/life goals		1131 (59.12%)
Here are the required courses for your major		768 (40.15%)
N/R		14 (0.73%)

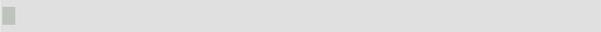
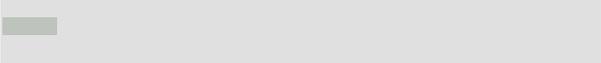
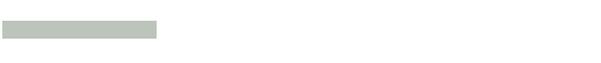
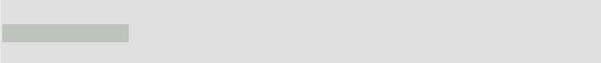
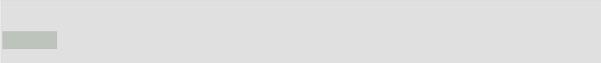
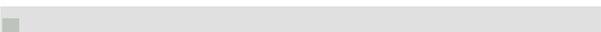
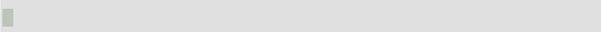
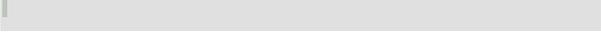
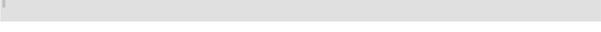
Question 12

How long have you held a position similar to your current one? (e.g. you may have advised in your current position for 2 years, but you were a full-time advisor at another institution for 5 years; therefore you have been a full-time advisor for 7 years. Mark "at least 6 years but less than 10 years".)

Less than 3 years		442 (23.11%)
At least 3 years but less than 6 years		560 (29.27%)
At least 6 years but less than 10 years		384 (20.07%)
At least 10 years but less than 15 years		258 (13.49%)
15 or more years		268 (14.01%)
N/R		1 (0.05%)

Question 13

Your current gross salary

Under \$20,000		37 (1.93%)
\$20,000 - \$24,999		56 (2.93%)
\$25,000 - \$29,999		169 (8.83%)
\$30,000 - \$34,999		485 (25.35%)
\$35,000 - \$39,999		399 (20.86%)
\$40,000 - \$44,999		307 (16.05%)
\$45,000 - \$49,999		170 (8.89%)
\$50,000 - \$54,999		114 (5.96%)
\$55,000 - \$59,999		51 (2.67%)
\$60,000 - \$64,999		45 (2.35%)
\$65,000 - \$69,999		26 (1.36%)
\$70,000 - \$79,999		26 (1.36%)
\$80,000 - \$89,999		12 (0.63%)
\$90,000 - \$99,999		4 (0.21%)
\$100,000 and above		6 (0.31%)
N/R		6 (0.31%)

Question 14

Work status

Full time		1816 (94.93%)
Part time		94 (4.91%)
N/R		3 (0.16%)

Question 15

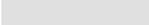
Highest degree you have earned

Associate		13 (0.68%)
Bachelor		434 (22.69%)
Masters		1198 (62.62%)
Educational Specialist		21 (1.1%)
Ph.D. or Ed.D. or equivalent		167 (8.73%)
Other:		72 (3.76%)
N/R		8 (0.42%)

[View Other Text](#)

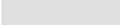
Question 16

Do you have a counseling degree?

Yes		477 (24.93%)
No		1436 (75.07%)
N/R		0 (0%)

Question 17

Your gender

Male		377 (19.71%)
Female		1534 (80.19%)
N/R		2 (0.1%)

Question 18

Your age

Under 22		2 (0.1%)
22 à 29		355 (18.56%)

User Responses

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Highest degree you have earned

- in coursework for Ph.D.
- bachelors, 1/2 done with masters
- Graduate Certificate Advising
- Victim Advocate 15 Years
- Have hrs for Masters but no degree at this time.
- MA; working on PhD
- Masters plus 33 credit hours in PhD program
- Some Masters Work Graduate in Decemeber.
- 2 Masters
- No Response
- MA candidate
- four weeks shy of Masters
- ABD
- (ABD - Doctoral studies)
- NONE
- graduate certificate advising
- ABD
- Past Masters
- Doctoral Candidate

- Bachelor's w/15 graduate hrs.

- M.F.A.

- I have a graduate diplome in ad ed and am currently doing grad cert in aca adv

- Working on MA

- MA, Ed.M.

- No Response

- Learned on the job

- J.D.

- MFA

- Masters expected May 06

- 2 classes shy of MS

- No Response

- after degree certificate

- college

- J.D.

- some community college

- No Response

- ABD

- ABD

- 2 master's plus post-degree cert. in elementary education

- Academic Advisors certificate

- 2 M.A.s+ 30 toward Ph.D.

- ABD (working on dissertation)

- M.A. and M.Ed.

- currently pursuing BA

- No Response

- MA in final research stage

- ABD

- ABD

- working towards the Ed.D.

- Masters, ABD on a Ed.D.

- MFA

- Kstate Nacada grad

- No Response

- M.Ed. Candidate

- masters plus academic advising certificate

- high school

- MA (abt)

- RN/FNA

- J.D.

- doctoral program

- Working on master's

- almost complete with masters degree

- Grad Certif in Acad Advising

- Currently ABD

- Ab.D.

- JD

- None

- ABD with Ph.D.

- ABD (all but dissertation)

- PH. A. in Fiction

- 2 master degrees

- LPC

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30 à 39		563 (29.43%)
40 - 49		411 (21.48%)
50 - 59		489 (25.56%)
60 - 69		86 (4.5%)
70 and over		4 (0.21%)
N/R		3 (0.16%)

Question 19

Your geographic region

Northeast Region (ME, VT, NY, NH, MA, RI, CT, Quebec, New Brunswick, Maritime provinces)		174 (9.1%)
Mid-Atlantic (PA, NJ, DE, MD, VA, DC)		174 (9.1%)
Mid-South (WV, KY, TN, NC, SC)		139 (7.27%)
Southeast (MS, AL, GA, FL, Caribbean)		172 (8.99%)
Great Lakes (WI, IL, MI, IN, OH, Ontario)		419 (21.9%)
North Central (NE, IA, SD, ND, MN, MT, Saskatchewan, Manitoba)		135 (7.06%)
South Central (KS, MO, OK, AR, TX, LA)		274 (14.32%)
Northwest (AK, WA, OR, ID, MT, British Columbia, Alberta)		137 (7.16%)
Pacific (CA, NV, HI)		95 (4.97%)
Rocky Mountain (AZ, CO, NM, UT, WY)		190 (9.93%)
International (other than Canada)		3 (0.16%)
N/R		1 (0.05%)

Question 20

Which of the following best describes your primary role at your institution?

Faculty Advisor		118 (6.17%)
Academic Advisor/Counselor		1500 (78.41%)
Advising Administrator		122 (6.38%)
Administrator with responsibilities over several areas,		130 (6.8%)

one of which is advising

Graduate student	8 (0.42%)
Institutional position that supports advising -- Registrar, admissions, financial aid, technology specialist, office assistant, etc.	15 (0.78%)
Affiliated with a college or university but not in any of the roles previously mentioned	19 (0.99%)
Not affiliated with an institution of higher education	0 (0%)
N/R	1 (0.05%)

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- End of Survey -

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