AXIO SURVEY

Offering Report

NACADA Technology Use Survey : NACADA Technology Use Survey

Summary

Survey Name:
NACADA Technology Use Survey

Offering Name:
NACADA Technology Use Survey

Offering Date:
8/28/02 to 9/18/02

Statistics
Started: **821**
Completed: **819**
Drop outs after starting: **2**

Drop outs by page number:

- Page 1: **278**

Average completion times:

- Average Time To Complete Survey: **13 minutes 39 seconds.**
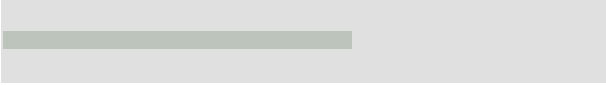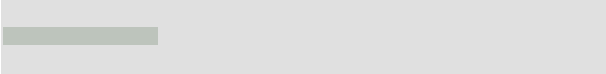- Average Time Spent Before Quitting: **Not enough information.**
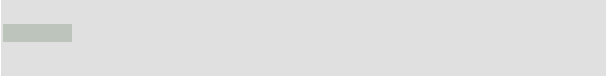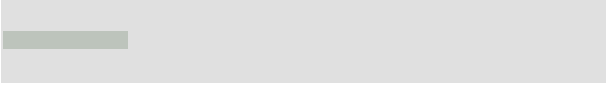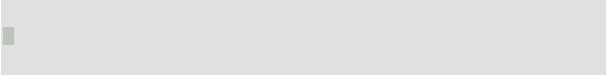
[top of report](#)

Note: Survey result percentages are always out of the total number of people who participated in the survey.

Page 1

Question 1

In your advising role, which technologies do you use on a regular basis? (check all that apply)

e-mail (Eudora, Outlook, etc.)		795 (96.83%)
Web browser (Internet Explorer, Netscape, etc.)		745 (90.74%)
Spreadsheet software (Excel, Lotus 1-2-3, etc.)		420 (51.16%)
Word processing software (Word, WordPerfect, etc.)		727 (88.55%)
Presentation software (Freelance Graphics, PowerPoint, etc.)		371 (45.19%)
Database software (Access, FileMaker Pro, etc.)		384 (46.77%)

Electronic calendar (Lotus Organizer, Outlook, etc.)		476 (57.98%)
Voice recognition software (NaturallySpeaking, ViaVoice, etc.)		15 (1.83%)
Web page software (Dreamweaver, Fireworks, FrontPage, etc.)		208 (25.33%)
Brochure/document editors (PageMaker, Publisher, etc.)		239 (29.11%)
Graphics software (Illustrator, Paint Shop Pro, PhotoShop, etc.)		92 (11.21%)
Instant messaging (Instant Messenger, Netmeeting, ICQ, etc.)		85 (10.35%)
Course management software (Blackboard, WebCT, etc.)		169 (20.58%)
Handheld devices (Palm, Visor, etc.)		109 (13.28%)
Assistive/adaptive devices (screen readers, Braille displays, alternative pointing devices, etc.)		11 (1.34%)
N/R		3 (0.37%)

Question 2

List any other types of technology that you regularly use in your advising role.

[Hide Responses](#)

Datatel's Colleague

We have used the above listed tools and have developed our own software, E-COACH, which provides career assessment, math and reading assessment, quick scheduling of courses, study times, sleep, and other activitives. Students can determine their career interest in about 15 minutes. Students can also schedule classes letting the computer select the sections. Student enter class request in less than 2 minutes without specifying sections. The computer determines a schedule that optimizes academic performance in about 5 seconds.

Chalk and blackboard!!! university information systems (non-web based)

The College's student data base is on SCT Banner. We use that constantly.

Jenzabar EX for student registration info and degree audit

The College of Liberal Arts developed its own electronic Database which maintains records of student contacts, advisors' notes, etc. It also allows us to cull reports and data never before availbable to us.

Datatel Colleague for student records/degree audit Message Manager Voicemail/computer interface

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transfer counseling manual on CD ListServ to inform newly admitted transfer students online advising/registration systems career development access

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On-line degree audit and transfer course equivalency systems.

Telephone

Datatel

Degree Audit (DARS), Pipline (PepperdineXpress)

Scanning system/electronic documents (OnBase) Online Chat (Talisma)

ZOPE - an HTML based Web creation tool

fiber optic teleconferencing system

No other sources at this time.

POISE registration package; EMAS admission software

Telephone

Vaux Systems

Institutional integrated database (Datatel)

MyUMBC- a custom registration and advising system

accessing student and course records on university mainframe processing electronic documents for student employees (mainframe)

Campus admission, enrollment and billing software and database

Datatel's Student/Institutional Database

Our in-house computer registration system, calculator, voice mail, quematic ticket number system (gives students a ticket and directs them to the next available Academic Advisor)

SRIS = students records data base (KU) ARTS = unofficial transcript system (KU)

a scheduling system that tells me all information about my appointments and allows us to keep on-line notes over a secure site for my college's advisors only.

Peoplesoft

Student Information Systems (in-house program) Degree Audits programs (in-house program)

University-wide database of student information FOCUS programing to manipulate the information database

phone headset (save your spine), fax, laptop/projector (orientation/presentations), photocopier

Fax machine, College Database (BANNER)

PeopleSoft student records system (ugh)

PeopleSoft technology - student database

PeopleSoft CourseTools

Student registration system on mainframe

digital cameras

an antediluvian SIS system

On-line Registration

Voice-mail (if telephone isn't too low-tech...)

the telephone, copier, and fax-----am not very good with technology, but I'm able to use what I need to use to do my job.

Peoplesoft

BANNER (student database), Brio Reports

Career guidance programs-Discover and FOCUS

WebAdvisor

PeopleSoft and an old mainframe which both contain student records. PeopleSoft just recently went live and we are in desperate need of proper training. Hence the reason for my answer below.

Teams Elite software system by Jenzabar

My college's registration software, SIS Plus.

Academic Audit (an advising software from IronSoft

Reflections/Capstone student data base management systen

N/A

None.

DATATEL system

Voice Mail

SCT BANNER STUDENT INFORMATION SYSTEM

telephone (a lot)--ie with a head set

BANNER Crystal Reports

PeopleSoft (student records)

homegrown student database system

report writing software (Crystal) that retrieves information from our student database (CARS).

cell phone

I use other technologies, but not on a regular basis for Advising, such as Blackboard, PowerPoint, Publisher, FrontPage.

N/A

phone and fax

Integrated Student Information Systems

electronic bulletin-board forum -- vbulletin -- for learning community listserv management

On Course and Student Information Systems

mainframe computer student data base files

Citrix (People Soft)

Academic Schedule Planner Program to help students choose courses (designed by a faculty member)

"Web for Faculty" -- our campus system that provides student information used for advising purposes.

Audix Fax

telephone?

None

The university's student database, pdf files.

SUNY Library and Learning Resource Center The Virtual Student Center Contract and Course Web Pages Personal Web Pages

On-line student information system

DATATEL PROGRAM FOR REGISTRATION AND STUDENT INFO ALOS USE CORORATE TIME FOR

SCHEDULING APPOINTMENTS

PeopleSoft proprietary software

telephone

University's student information system

Banner

Larger, system-wide software, such as PeopleSoft & Agresso & POISE.

Computerized student information system including registration and degree audit. Schedules of classes book on line and catalog on line are also used. Soon going to web registration for students.

Registration Software ie Banner, Datatel, etc.

CD ROM

Our institutional electronic class pre-registration and registration system (CICS)

Access to on-line Student Information Systems (SIS) database for campus usage: accesss to transcripts, Financial Aid screens, academic status, holds, Student Accounts, etc.

Bic pen

fax, phone

integrated student information system to retrieve student records, etc

Degree Report Audit (DARS) System

pagers (to let us know when a student appt has arrived)

SIS Plus

SCT BANNER

Student information systems-used to track coursework and audit degree requirements

These are probably just examples of what you have above. I use our electronic student file of data, imaged material, and web material. I use our web site for looking up info, locating/forwarding forms, showing students advising material/interactions.

WEB Focus

Document Imaging

Studentlink, ISIS=Univerisity secured database.

telephone, fax machine

LCD Projector with Laptop and Powerpoint -- not using much now, but may have regular use in the future Although, for the most part, we don't design on graphic pages, or adobe, or PhotoShop, etc., etc., we do use these programs dailing for viewing documents, information, brochures, etc.

Student Information Systems

We yse the cars system for registration and data

Telephone SIS - access to student records, etc.

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streaming video technology

System Advising Program rs6000

Banner database for student, degree, course information

Peoplesoft

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projection hardware

Internal program for advising and tracking.

FileMaker Pro

Telephone

BANNER-our student system database

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our student records system

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voice mail video advising (ProShare)

Banner student data base for student info and to register students

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Mainframe SIS systems (DARS and homegrown SIS)

Academic Audit

Will be developing an advising web site; the use of WebCT is being piloted on campus this semester.

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land line telephone,cell phone, voice mail, fax, xerox

Student Information System

Poise course management software.

M-Pathways (peoplesoft)

Photo copy machine Scanner

Web-based advising system.

Computer based vocational assessments & labor market data bases.

The student records system at our university: BANNER, and the online student registration system, WEBSTER

Campus-based student information system -- currently, COCO.

Framemaker

Statistics software (SPSS, BrioQuery)

PEOPLESOFT DATABASE

paperized curriculum guides

College Sort Software Guidance and Information System for major and college search

Voice mail

VISTAS -- converting to DARS in the near future

Banner

submitted by IT test staff

Data Warehouse, PeopleSoft, BrioQuery (a tool that queries the data warehouse) electronic SCORE (electronic advising system that records notes)

Colleague, our administrative database

Internet based ASSIST.org for all California colleges DARS ---web based degree audit system

University of Pittsburgh's registration interface and student information system

Banner (for registration)

telephone

degree audit reports (can be done on web) course openings (can be done on web)

PeopleSoft

University's on-line student academic record system - Faculty Access

university student data base via BANNER

MVS- Student Record System/Administrative Record System In addition to web browser- our Articulation Guide is online and very useful

projectors, phone

telephone, calculator, overhead projector

Campus Connect which allows advisors to register students in their office real time.

Student Information System- Banner, Datatel, SIS

Web based and Non-web based student information systems (IE -BANNER; PEOPLE SOFT)

University's own databases (for enrollments, transcript records, etc.)

"automated" degree audit

Student Information System

Degree Audits

our college [arts/science] had computer lab technicians create a program specifically for our academic advising called Arts Monitor. It is an automated degree program that allows us to select programs as per students request, slot classes - it calculates overall and major cpa's. Has some space for comments/exceptions. The only trouble is that it needs to be upgraded - have additional programs added to it and we may need to completely re-desgin it....to the chagrin of all advisors. We have only had this program since 1997 - prior to that we operated manually completing averages and calculations for all aspects of advising. There are about 4.5 advisors in the Dean's Office - we serve about 7,000 + students in the College of Arts/Science.

Telephone and fax machines

Banner Campus Pipeline/Web for Student BRIO Course/Section List (on demand refresh showing seat availibility by class section)

phone (old-fashioned, I know, but indispensable technology nonetheless!)

Student Information Management System

n/a

Datatel/Front View - Student Information System

scanner, .pdf files

Mainframe system for registration. Will soon be converting to People Soft.

Academic Audit

Student Systems (Recirds) Student email

Integrated Student Records System (ISRS) developed by the Minnesota State College and University System for system-wide access to student records (admissions, financial aid, registration, etc.)

mainframe software programs

DARS-Degree Audit Reporting System Student Information System (Mainframe) BrioQuery to access Date Warehouse

Listserv via LAN services

Telephone!

database, email, web browsing, powerpoint,excel, microsoft word, webct

telephone

Our college's software program is most frequently

Mainframe [BANNER]and Micro systems data bases [CIS, DISCOVER, ASSET]. An online advising system and related data base.

Registration on the web

Student database; University Onestop

Casemangement (database software)

university mainframe

Digital advising notes -- a mainframe feature

Telephone, Fax

Fax machine

Student information system (Banner), fax (trying to establish video conferencing on a monthly basis)

University pre-registration system and drop/add sofware - Web Advisor.

BANNER

SCT's Banner System

Student advisors under utilize existing technology in advising as it is not a user friendly system.

Telephone

I also use the university's Student Information System.

Datatel

computer lab, on-line contact log

Datatel Database of student information

Datatel, student information system

Banner

fax machine

Student database system - Colleague

voicemail automated degree audits (like DARS)

Degree Audit System, Automated Transfer Course Evaluation program (Project "Progress" at the University of New Mexico)

TEAMS ELITE Advising Module

PeopleSoft, an Enterprise System used for the student database; a DARS system,an APAS report for degree audit(we will change to DARWIN soon); an AIS system for transferwork at present...will be phased out, too; electronic advising portfolios

DARS university student information system

I regularly use whatever the software is that FHSU uses to enroll students in semester courses.

A home-grown, Windows-based scheduling program.

n/a

Student Information System

fax, TDD, phone, ITV (multi-point distance group advising)

Student Information System: DOS format of student records through the University

The District's data-base is called ISIS for student and faculty/class administrative issues

CMDS student information system (AS400)

hand calculator (low tech...but necessary)

printers, copiers, telephone

University STAARS system

IQ Web - student database and class listings

Our student software for records administration, Colleague

VCR, overhead, computer projection system, copier, fax

University student information system

List Serves

online timetable, registration, and student record system

that about covers it

SRN degree audits, and data base

I use PeopleSoft.

University computer registration program

Telephone, fax

MVS - interface w/ mainframe Student Information System, MacroMedia MX Suite, Beginning development w/ Cold Fusion,

Just starting to use videoconferencing technology (ViaVideo) with remote sites (i.e. across campus and at other institutions in my state for articulation agreement purposes). Looks promising!

[Hide Responses](#)

Question 3

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

Very comfortable		524 (63.82%)
Fairly comfortable		256 (31.18%)
I just get by		28 (3.41%)
I am not up to speed		6 (0.73%)
Not at all comfortable		1 (0.12%)

N/R | | 6 (0.73%)

Question 4

Which technologies would you like to learn more about? (check no more than three)

e-mail (Eudora, Outlook, etc.)		21 (2.56%)
Web browser (Internet Explorer, Netscape, etc.)		31 (3.78%)
Spreadsheet software (Excel, Lotus 1-2-3, etc.)		134 (16.32%)
Word processing software (Word, WordPerfect, etc.)		16 (1.95%)
Presentation software (FreeLance Graphics, PowerPoint, etc.)		226 (27.53%)
Database software (Access, FileMaker Pro, etc.)		257 (31.3%)
Electronic calendar (Lotus Organizer, Outlook, etc.)		97 (11.81%)
Voice recognition software (NaturallySpeaking, ViaVoice, etc.)		93 (11.33%)
Web page software (Dreamweaver, Fireworks, FrontPage, etc.)		317 (38.61%)
Brochure/document editors (PageMaker, Publisher, etc.)		225 (27.41%)
Graphics software (Illustrator, Paint Shop Pro, PhotoShop, etc.)		228 (27.77%)
Instant messaging (Instant Messenger, Netmeeting, ICQ, etc.)		80 (9.74%)
Course management software (Blackboard, WebCT, etc.)		218 (26.55%)
Handheld devices (Palm, Visor, etc.)		150 (18.27%)
Assistive/adaptive devices (screen readers, Braille displays, alternative pointing devices, etc.)		79 (9.62%)
N/R		91 (11.08%)

Question 5

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

Transcripts		497 (60.54%)
Grades		684 (83.31%)
Degree audits		371 (45.19%)
Advising appointment scheduling		69 (8.4%)

Course registration		633 (77.1%)
Grade average calculators		252 (30.69%)
Financial aid information		607 (73.93%)
Textbook ordering		336 (40.93%)
Your institution's college catalog		740 (90.13%)
Institution-wide advising handbook		196 (23.87%)
Information about the student's assigned advisor		249 (30.33%)
Student ID photos		45 (5.48%)
N/R		19 (2.31%)

Question 6

List any other types of electronic services or information available to students.
[Hide Responses]

mathematics and sciences test out preparation sites Help sites for math and science exam schedule "What If" online Progress Reports Housing information Job postings Tutor postings volunteer opportunities Club/organization listings Athletic ticket purchase Survey page (for use by staff/faculty to get info from all students) E-mail connection senior and alumni network banks

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Student e-mail and internet access; cyber cafe; electronic library and job search databases; sotware and internet access to Maryland's State articulation system, CollegeView and many other software and online services; we have online placement testing with instantaneous scoring in our test center.

E-COACH To use E-COACH, go to the College of Engineering website at www.coe.ttu.edu and click on E-COACH. For more information, contact James Gregory, Associate Dean for Undergraduate Studies (james.gregory@coe.ttu.edu or call 806-742-3454)

Major exploration, policies and procedures

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departmental announcements, class email aliases, general email aliases, career website with extensive information, extensive information via websites across campus

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tracking report (similar to non-official transcript), but including more information demographic changes (students make themselves)

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campus directory

Blackboard

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statewide degree audits for inter-institutional comparisons

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student e-mail accounts

e-mail, library, calendar

Currently installing BAnner/DARS and many of the above will be online. Currently many are on touchtone phone

change of address/phone number; transfer equivalency charts

Not nearly enough!

library services course outlines course newsgroups on-line computer labs assignment hand-in facilities (for CS students at least) wide variety of forms (eg application for residence)

Blackboard- Communication between students and professors

Course schedule

schedule of classes, academic calendar

some web based courses registration for credit-by-exam testing

Web Portal

Class schedules, history of major declarations

No electronic services available to students

dropping and adding courses, account balance

Placement testing, New Student Orientation

On-line (e-mail) advising. Course schedule. General information at the District level and at each campus's level.

Blackboard

petition evaluations

online open course list to check course availability during registration

Course notes and handouts

change of address, blackboard, electronic gradebook, residence hall renewals & work orders, freshamn handbook, loads of forms

on-line transcript evaluation

Senior checkout initiation, course selection decision-making worksheets, extensive links to campus resources

Pipeline for faculty, staff, students email accounts

WebCT for accessing information about specific colleges and majors Semester course schedule Application for admission and financial aid

"First Steps" web presentation for new students.

The college implemented PeopleSoft this fall. On-line for student use will be available within the year.

tuition bill individual GPA by semester and class

Billing information, Paystubs (if they work for the University), Transfer application (intercollege), Ability to sell books/furniture, Search for apartments, View a campus calendar, View registration dates for future quarter, Change of Address, Change E-Mail address, Change of Emergency Contact, Change of release of Directory Information (FERPA)

Directories of faculty/staff

Advising folder containing notes entered by the advisor..and notice of not entered emailed automatically to student.

financial aid, account balances, finacial obligations,

web page pipeline and email

On line services for degree audits, transcripts and course registration will be initiated this semester in advance of scheduling for Spring 2003 classes.

syllabus info/teacher contact/study groups; testing registration,info, study guides; admission information and application; new student orientation registration and info; FAQs regarding advising and various topics; topic listing for freshman seminars; etc.

4-YEAR PLAN

Personal Information update Account Information

Am not sure of anything other than what I checked......

Order form for commencement apparel

phone directories

Personal information updates in BANNER Clubs and organizations Housing questionnaire

Link to our statewide Transfer Information System from our center's webpage.

All students have access to computers through our student success center. Some have access through other computer labs within their departments.

We have just started using Campus Pipeline, so I am not really familiar with all that it can offer.

Ability to check the status of change of major and graduation requests.

Student calendar, current address information, schedule of classes searchable by reqt, time of day, open or closed status, web pages for most campus units

We just instituted student email addresses

We are changing to PeopleSoft in spring 2003, which will give the students access to many of the items listed in Question 5

Students will soon have on-line access to their schedules, grades, college course schedule. Our students might currently be able to order textbooks on-line, but I"m not certain.

Virtual Advising Office and Online orientation

Orientation Tutoring Admissions Application Fee Payment Career exploration information

bursar accounts, parking passes

Major/Minor Worksheets

on-line orientation, select on-line advisement information

TRACKS phone system for accessing grades and registration.

on-line tutoring chat room and email tutoring for writing assignments

Summaries of "advising notes" from advising sessions.

Class directory pay fees on line

The catagories listed above are the options that I know for sure are avalible but there may be a few more options.

Advising news Faculty contact info Quarterly schedules Institution services & departments

Writer's Complex e-mail career Assessment Faculty listings

Computer labs and library with computers

Student E-mail accounts

WebCT courses

a designated advising e-mail address

Degree Navigator

blackboard (for some courses), e-resources/library, address/name change (personal info)

None at this time, but several of the above expected within the year.

surveys, graduation applications, courses

Course Schedule, phone/email directory

State-wide system for all universities and colleges for degree audits, registration, catalogs, etc.

Semester schedules, Scholarship application

Access to individuallly customized web portals plus campus student e-mail accounts

all major, minor and GE worksheets (blank), on-line folder requests, on-line PPT presentations on a variety of topics, on-line feedback about our website.

set up email accounts

Transfer credit information and evaluations. Scholarship programs. Academic opportunities away from campus. Forms (electronic submission).

students can generate their own web pages after they get their university email address

Degree audits may be soon (or our version of it at least)

I am not sure what is available on line since new to this institution

Websites for all courses, and college/department websites

web access to the library

Transfer equivalencies from other schools

Online advising.

Syllabi for each course is available for students in the accelerated adult program

ONCOURSE course organizer and gradebook system

e-mail teachers course sylabi

Almost everything, I work at a distance learning University. All information is available online, as well as courses, library services, student union and a writing center.

all students have access to the Internet

about to offer an online educational planning tool

Academic advising study plans video advising

Registration

On our home web page, we have information on course equivalencies for 2 year community colleges in our state for future students. For futher information, see our web site at oakland.edu

All campus computers are wired to the Internet. Also, all students have campus e-mail addresses.

telephone registration

Exam results.

email high speed computer access in dorm

class schedule ability to change address student schedule e-mail address info on other students and faculty academic calendar

automated library services on-line courseware--currently Prometheus group or shared network storage g: personal network storage h: web page editors campus intranet

can update address/phone number registration holds

e-mail general academic advising through the web

College website with advising information included.

submitted by IT test staff

Schedule of Classes

Class Schedule on line Web Page Advising (FAQs) Majors' ListServe for Advising Information

Internet access, career exploration activities

Campus events calendar, registered student organizations and student government listing and websites, web base e-mail, employment opportunities, campus directory, library resources, etc.

Paying tuition on line

ON-LINE APPLICATIONS

Address change form, their employment information if employed by the University,Student Accounts (Holds, Account by term, rates and charges, 1098 T Tax Information, Timetable, Add/Change Dining, Plans, Dorm Room Assignment, Class Rank, transfer equivalency data base, PDF versions of specific forms

request for tutors

Their Schedules, Financial Aid/loan status; application status

Correspondance with advisor Articulation information

student schedule, student billing/payments, holds on student account, emergency contacts, e-mail address update

library information and access

Scholarship applications; Secured, online tuition payment; View/Change personal information; View/Change information for release to public by institution; Academic standing status/progress; math/Engl placement results; Admissions application processing - status of app; Change/Update PIN; Electronic registration appointments (this is an assigned registration time, not an advising time).

Some courses have websites, with images, assignments, etc. Also, I believe Disabled Students can access some info relevant to their needs online...

Semester schedule, on line advising, on-line orientation

web page from college with FAQ for students plus various info sheets plus a general email address for the college.

Syllabi

wireless internet technology in some buildings cell phone service computer clusters university email accounts

n/a

E-mail advising

Listing of campus events, campus newspaper, lecture notes, etc.

bills, automatic deposit of refund checks, course offerings, payment plan, loan balance, loan counseling, change address, change email

StudentLink lists for new students all required docs and transcripts and checks off each as received so student can see;assigned e-mail address; On-line billing info; approximations of all transfered courses to our course numbers

Academic actions (late course drops, withdrawal from the University, entrance-to-major, billing information, address updates, control of public electronic information, placement test results, computer lab printing charges, work-study job search

Add/Drop classes

Transfer Credit Equivalency; Course Schedule;

Checklists of graduation requirements for all majors and minors. Student Handbook, containing all policies and much advice Course schedules

On-line course registration, course materials on WebCt, Online bookstore, Course descriptions and University Catalog, some class syllabi, semester-by-semester grades

interactive degree audits, syllabi, degree plans, web-based applications

Career Services Workshops, etc. Academic Success Workshops, etc

Degree plans and course requirements

Web courses

campus information kiosk

Orientation online

I am unaware of any type of electronic services or information available to students.

Several of those not checked above are available on line to advisors (but not students). E.g., degree audits, advising handbook.

forms, graduate school dossier service, pre-professional information

Internet

Student Handbook

online schedule planning tools; departmental websites; online career services registration, resume posting, internship search, etc.; foreign language labs

class syllabi career placement information tutoring services academic resources links library databases

Accounting information Changing of passwords and PIN numbers

class syllabi, notes class chatroom

Status of Application for Admission, missing credentials, referals to departments for dual appllications (nursing i.e.) and probationary, financial, or other registration holds.

Course Syllabus before they enroll

job listings, information about student holds, career assessements

institution's academic schedule for the semester

a generic advising e-mail address available from our web page in Winter 2003 they will have access to TEAMS ELITE Advising Module, their degree audit, course history, advisor, etc.

on-line Q&A and advising

Electronic portfolios

We are planning to go "live" online later this Fall. Caveat: This has been the plan since last year.

Every student gets a laptop upon enrolling. We are just getting the graduation audit and other personal information for each student on-line.

Class and lab schedule account information course scheduling program (both web and windows versions)

Bills on tuition, fees, housing, etc Registration blocks

List of Services, faculty and staff phone numbers, on-line classes, internet classes.

University calendar, faculty, staff,and general information.

Business office/balance, add-to for debit cards, security-coded 'swipe'cards, personal website (with tools)

E-student news (campus-wide e-mail to all students)

class schedules at all District campuses. Campus current events.

Course lectures, notes, syllabi

e-mail and internet access.

Illinois Articulation information (gen.ed. courses) Transfer guide sheets (other college/universities)

Course Planner that feeds into the student degree audits, automated transfer equivalency, financial aid and admission application status, student accounts receivable information and payment systems

transfer information, articulation info

STINF - our web-based student scheduling and registration system used by students.

Some of our colleges have pretty good homepages (our isn't one of them!)

electronic calendar account history

Transcripts and program plans to become available 03-04 year.

parking permits

Listserv registration, forums, virtual counseling (chat rooms), interactive pages for each class, school paper, events, ticket ordering,...and many more

online registration
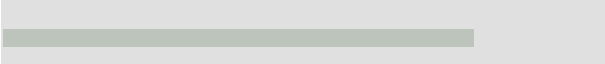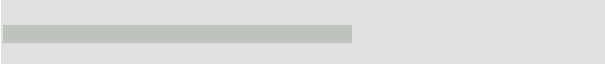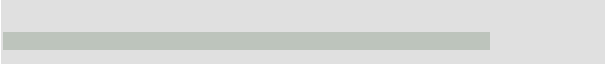
Banner would be nice

Students can view "holds" on their records.

Student Portal

Question 7

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

Transcripts		641 (78.08%)
Grades		714 (86.97%)
Degree audits		474 (57.73%)
Advising appointment scheduling		271 (33.01%)
Course registration		663 (80.76%)
Grade average calculators		295 (35.93%)
Financial aid information		404 (49.21%)
Textbook ordering		252 (30.69%)
Your institution's college catalog		718 (87.45%)
Institution-wide advising handbook		246 (29.96%)
Information about the student's assigned advisor		312 (38%)
Student ID photos		66 (8.04%)
N/R		19 (2.31%)

Question 8

List any other types of electronic services or information available to advisors.

Same as question 6

E-COACH

faculty advisors DO NOT have access to much of the information listed above. Most of the work they do with students is via hardcopy degree audit reports, departmental files, or anything students choose to share with them.

campus directory

grading on-line, setting advising flags for registration, class lists, calendar

Electronic information as listed above is not generally available to faculty advisors. It is available to professional departmental advisors.

The advisors can access grades, transcripts, etc through POISE -- just not ONLINE.

We have a program, EM320, available on campus only to access transcripts, course registration.

admission information everything students can access

Course schedule

Class lists, hold list information

student records notes on student-advisor contacts information on transferability of courses

transcript articulations from other institutions campus maps I do my own advising appointment scheduling; it's on my computer & palm, but not accessible to others.

None on-line

intranet with various school information

Placement test scores

Blackboard

course schedule

I don't like question 7 much b/c it doesn't distinguish between web and mainframe (both are technically online. I limited my answers to web offerings only).

Online advisement notes database - custom software that we developed

Various information through SIS mainframe database

Receiving colleges' transfer information, Student grades, degree audits, registration available through college Banner System

Peoplesoft is being implemented

admissions information student status and special programs student's intended major student pin numbers/user name for registration student schedule by day/semester

Same as all listed with students above.

See question 6

there's so much I don't ever use......

Advising notes

general information on programs advising, grades, transcripts, etc are available on database system (Datatel)

We are in the process of converting to Datatel, which will make many of these options available.

Access to personal information (home address, campus phone,address,email)

PeopleSoft - houses grades, course offerings, transcripts, admission information, etc. We are just transferring to this program from our old mainframe. Eventually there will be an advising module and all of the program will be accessible online. Transfer Information System Links to all private, state, and technical school homepages

---

Advising tips (we don't have an institution-wide advising handbook)

Student information in the Capstone system

See response to Question 6

Our advisors have access to our student system (DATATEL) and can access grades transcripts. Some advisors are better at this than others. Next month, our advisors will have access to a new web-based system where they will be able to access advisee lists, transcripts, grades, course schedules, and degree audits.

---

admissions info., univ. placement test scores, list serv among campus advisors, schedule of courses, open classes.. We are just opening people Soft on our campus, so lots WILL be coming

---

Advisor Training Modules

---

testing registration,info, scores; admission information; new student orientation registration and info; FAQs regarding advising and various topics; topic listing for freshman seminars;

---

personal student data (test scores, home address, age) Last date attended (drops/adds)

---

lists of advisees; advising notes; history of academic status

---

Banner

All transcript, grade, registration, and degree audits aren't in a browser format, but we have centralized access the the UW Student Database (somewhat archaic).

Mentoring programs Faculty Discussion sites Faculty support resources

---

Collegesource - other university catalogs

Advising rosters, e-mail all advisees simultaneously, open/closed course search, placement test results, report generators (from student records database), electronic advising notes (rudimentary); some have office-wide electronic calendaring systems

---

course status information designated e-mail list of the advising group

---

Again: rollout of many of the above expected within the year.

"Advisors Toolkit" is a web-based system that pulls in all background information we have about a student

CD ROM

Grade changes, recording mid-term and final grades

I'm not really sure how to answer this question. If the student is with us, we can get them to log in to access all of their 'stuff' on-line, however, we generally access everything through BANNER which is a student database system. It works more effeciently than trying to get at it via the web. I guess we could do it on-line but we really wouldn't want to...

faculty/staff forms

Several advisor handbooks which are college-wide. Canned queries for retrieving student data.

All personal information about students.

collegue 17

CMDS student information system (AS400)

student email

Courses, library services, contact information, all University publications, alumni information, plus more.

i created a spreadsheet with Excel to meet gpa calc/projection needs of our students departmeneally & share w/other depts.

ADMIN system used to access all of students records

In-house student database with student records, transcripts, etc.

Course waivers/substitutions. Scanned documents.

we can authorize or permit a student into a class we can access information on University registration holds we can look at a student's registration history for dates registered etc we can put advising flags on specific students transfer course equivalents--can input and view

electronic appointment scheduler

Student Information System, WebFocus

submitted by IT test staff

WA ST College Transfer Equivalents for Sci Courses

Premade Educational Plans by major and receiving college, and for Voc/Tech programs Most student forms

Articulation information

faculty schedule, class lists, display student's address, major, etc.

student bio (address/phone), major, degree status

All of the same as question 6

Student info such as addresses, major(s), enrollment history, previous degrees, name changes, etc.

transfer courses

Student info system has many other components: access to place and release holds; st addresses; all admissions info; all classroom info;all enrollment info; etc.

Students' general education status, academic standing, personal information - lots of information too extensive to list

student demographic data; advisor and college assignment;

our information is available via Mainframe, but not 'Online' thru World Wide Web

Orientation Information (SAT scores, English placement) General Student Information (Local and permanent mailing addess, PID {college email address}, Timetable, List of Advisees with email addresses and academic standing, transfer equivalency data base, PDF versions of specific forms

Course schedule; add/drop history

Checklists of graduation requirements for all majors and minors. Student Handbook, containing all policies and much advice

This is the majority of information that is available for now. However, the Univ. of South Ala. is getting a new system that will provilde more information to both students and advisors.

scanned documents, photo rosters, web-based application systems (graduation, major changes, etc.), electronic Advisor's Toolkit, notes

Stusent participation in Career Services & Academic Success workshops, etc

Student Information System created by our university.

student info database

Class rosters

class lists

Advisors have access to the registrar's system; however, it is under utilized by most advisors.

registration records, study abroad and summer credits, housing info.

PowerDOCS

online schedule planning tools; departmental websites; group advising appointment scheduling, online rosters, contact log search

transcripts, grades, pictureless student information, catalog information, scheduling information for online coourses, financial aid and residency information

lists of students by majors lists of prospective students student profiles

Banner

advising notes

Comment screen for notes taken during advisement session. Advisors summarize session.

list of key advisers, open course lists,appeal forms

Language Placement exam results High School GPA SAT or ACT scores

e-mail access to Director of Advising for all questions relating to academic policies and procedures e-mail access to students whose addresses they have or are available on our TEAMS ELITE database

Students may add information to their portfolios, eg resume; advisors can see student schedules term by term - transcript will be added soon.

addresses and living information; phone numbers, business office information (read only)

class and lab course scheduling program

same as question 7

Testing information, student personal information

Directories of personal, resource, and academic information.

personalizable report-generators

Demographic info on students; directory info on faculty and staff; course availabliity info

web accessed college websites and their catalogs, california state universities have a database of info for advising called ASSIST

student admissions information, imaged student documents, student dismissal information, ability to run student reports based on college, gpa, major, etc., electronic forms

Database available via intranet but not ONLINE via a browser.

We have a listserv for all faculty & staff advisors

List Serves

ListServ is helpful, but I don't know if that counts

[Hide Responses](#)

Question 9

Do you have access to an online or electronic roster of your assigned advisees?

Yes		373 (45.43%)
No		289 (35.2%)
N/A		156 (19%)
N/R		3 (0.37%)

Question 10

Do you have an easy way to communicate with all your advisees simultaneously via e-mail (e.g., listserv, e-mail spreadsheet, online e-mail roster, etc.)?

Yes		450 (54.81%)
No		305 (37.15%)
N/A		61 (7.43%)
N/R		5 (0.61%)

Question 11

Do you require students to use their institutionally assigned e-mail address when they request information via e-mail from you?

Yes		166 (20.22%)
No		588 (71.62%)
N/A		60 (7.31%)
N/R		7 (0.85%)
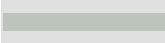
Question 12

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

|		
Yes		522 (63.58%)
No		254 (30.94%)
N/A		25 (3.05%)
N/R		20 (2.44%)

Question 13
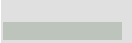
Which delivery method would be the BEST way for you to learn more about the various technologies and their impact on academic advising?

Conference presentations/workshops		256 (31.18%)
Special institutes		59 (7.19%)
Web-based tutorials or Webcasts		220 (26.8%)
Another NACADA monograph		15 (1.83%)
NACADA Newsletter articles		49 (5.97%)
NACADA Journal articles		13 (1.58%)
A specialized newsletter or mailing list		59 (7.19%)
Videotapes/CDs		26 (3.17%)
Listservs, online chats, etc.		35 (4.26%)
Campus visits by NACADA experts		52 (6.33%)
Other:		15 (1.83%)
N/R		22 (2.68%)

View Other Text

Question 14

Which delivery method would be the NEXT BEST way for you to learn more about the various technologies and their impact on academic advising?

Conference presentations/workshops		159 (19.37%)
Special institutes		84 (10.23%)
Web-based tutorials or Webcasts		151 (18.39%)
Another NACADA monograph		27 (3.29%)
NACADA Newsletter articles		58 (7.06%)
NACADA Journal articles		32 (3.9%)
A specialized newsletter or mailing list		88 (10.72%)
Videotapes/CDs		66 (8.04%)
Listservs, online chats, etc.		58 (7.06%)
Campus visits by NACADA experts		57 (6.94%)
Other:		9 (1.1%)
N/R		32 (3.9%)

View Other Text

Question 15

AXIO SURVEY

User Responses

Which delivery method would be the BEST way for you to learn more about the various technologies and their impact on academic advising?

- technology training wastes my time. Read Clifford Stoll's High Tech Heretic!!

- local experts

- anything in print or that comes to our local area, as travel is currently restricted at our institution

- Anything hand-on

- online course

- enewsletters and materials

- Conference workshop at a professional society meeting, not at an advising meeting.

- workshops MUST be local, no travel budget

- Conference at NBGSA

- cannot name a "best" way; all are valuable.

- Presentations at regional and state conferences/workshops because the material can be delivered to advisors who are not able to attend the national conferences for budget reasons.

- No Response

- They all would be good

- distance learning workshops

- ?

Feedback | **Privacy** | **Contact Us**

Axio Survey

AXIO SURVEY

User Responses

Close

Which delivery method would be the NEXT BEST way for you to learn more about the various technologies and their impact on academic advising?
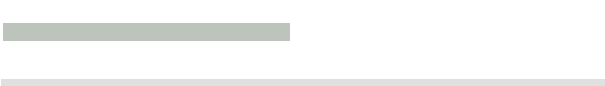
- prefer interaction of conference setting

- Please stop talking about technology. Most of the sessions are ridiculously simplistic and don't help ANYONE

- visits to model campuses by my team

- see response to item 13

- teleconference

- submitted by IT test staff

- institutes NOT in June

- better training by TEAMS ELITE consultants

- illustrated manual

Close

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In your opinion, which topics must be addressed in any new monograph covering the effective use of technology in advising? (check all that apply)

Topic		Count
Accessibility issues		394 (47.99%)
Advising notes (electronic)		443 (53.96%)
Appointment-scheduling software		279 (33.98%)
CDs (for freshman orientation, presenting info, etc.)		240 (29.23%)
Data warehouses		145 (17.66%)
Degree audits		397 (48.36%)
Electronic advising rosters		235 (28.62%)
Electronic advising portfolios (student/advisor)		345 (42.02%)
Electronic documents (scanning/storing/retrieving)		199 (24.24%)
Electronic forms processing		223 (27.16%)
e-mail (confidentiality issues)		392 (47.75%)
e-mail (managing it)		281 (34.23%)
Handheld devices (PDAs)		104 (12.67%)
HTML (developing Web pages for beginners)		201 (24.48%)
Innovative uses of old technologies		162 (19.73%)
Interactive advising Web sites		391 (47.62%)
Online transfer credit evaluation/audits		397 (48.36%)
Student information systems		274 (33.37%)
Tips/tricks for using common software		268 (32.64%)
Using technology to advise distance learners		242 (29.48%)
Videoconferencing		84 (10.23%)

Webcasts		76 (9.26%)
Web surveys (evaluation of advising, etc.)		255 (31.06%)
Wireless communication		61 (7.43%)
Other:		15 (1.83%)
N/R		53 (6.46%)

View Other Text

Question 16

Gender:

Female		620 (75.52%)
Male		190 (23.14%)
N/R		11 (1.34%)

Question 17

Age:

Under 22		1 (0.12%)
22-30		118 (14.37%)
31-40		282 (34.35%)
51-60		287 (34.96%)
61-70		33 (4.02%)
Over 70		1 (0.12%)
N/R		99 (12.06%)

Question 18

Role:

Faculty Advisor		64 (7.8%)
Academic Advisor/Counselor		468 (57%)
Advising Administrator		235 (28.62%)
Counselor		10 (1.22%)
Staff Assistant		3 (0.37%)
Other:		25 (3.05%)
N/R		16 (1.95%)

View Other Text

AXIO SURVEY

User Responses

In your opinion, which topics must be addressed in any new monograph covering the effective use of technology in advising? (check all that apply)

- storage: where & how (what format)

- making technology interesting. What really needs to be technological?

- Legal issues

- electronic appointment management

- How to evaluate the effectiveness of the use of technology in advising

- Overall confidentiality concerns and FERPA; web accessibility using adaptive technologies; creating websites in light of accessibility (e.g., filling in alt tags with text; allowing margins for better readability; using contrast colors for better reading/emphasis, etc.)

- Ethics of online advising

- perhaps all of the above

- submitted by IT test staff

- Training in technology systems! This is the most important thing on our campus. We have lots of resources, but many don't know how to make best use of them.

- Really any of the above woyuld be excellent, since I know little or nothing about most of them.

- teaching students to use technologies effectively

- comfort level of first-generation students with level of technology in advising process

- using technology to connect off-campus sites with campus offices & students

- Online security/confidentiality issues (FERPA, SSL etc)

Axio Survey

AXIO SURVEY

User Responses

Role:

- Administrative Assistant

- peer advisor

- Campus director

- Director, Adult Services

- Director of Enrollment Management

- faculty w/release for coordinating campus advising

- One woman office for both academic advising & career services & disability services

- Enrollment Specialist

- career advisor

- Program Director

- VPAA

- Students with disability advisor/administrator

- Associate Dean

- Career Counselor

- Enrollment Advisor

- Dean of Counseling

- Academic Administration

- Assoc. Dean

- consultant

- Director of Academic Advising=both administrator and advisor

- Doctoral student

- Transfer Admissions Officer

- Academic Manager

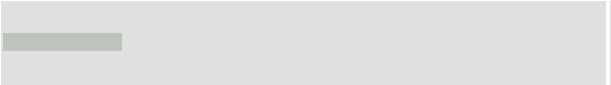- Program Coordinator for the University's primary advisement unit

- No Response
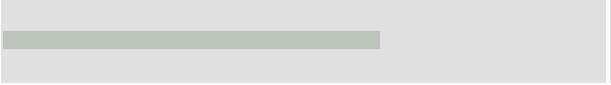
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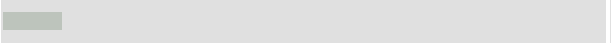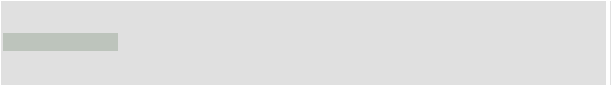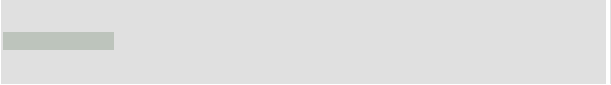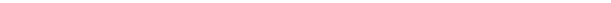
Question 19

Institutional type:

Two-year		159 (19.37%)
Four-year private		133 (16.2%)
Four-year public		513 (62.48%)
N/R		16 (1.95%)

Question 20

Institution size:

Less than 2,500		77 (9.38%)
2,501 - 5,000		94 (11.45%)
5,001 - 10,000		155 (18.88%)
10,001 - 20,000		189 (23.02%)
20,001 - 30,000		150 (18.27%)
30,001 - 40,000		80 (9.74%)
More than 40,000		67 (8.16%)
N/R		9 (1.1%)

Question 21

Additional comments regarding your technology needs.

Hide Responses

We seem to have some local leadership in the development of technology to help students. We have software that predicts gpa in college as a function of various managument inputs. We had a web-based QUICK Schedule since 1999 and we have registered for classes with web technology since 1999. We have had career mapping and learning styles analysis on the web since 2000.

My institution does not appear to recognize advisors' technology needs. I had to create my own advisee listserv from scratch and also create my own electronic appointment schedule. I had been repeatedly told that an online calendar cannot be set up due apparently to security issues. I set one up on yahoo.com and it works great. We still do not have an electronic degree audit system in place campus wide. I think the older faculty are hesitant to embrace technology. I receive nothing but positive feedback from my advisees regarding the listserv and electronic scheduling. Technology is a great thing!

ability to access complete student records from university registrar.....breaking the confidentiality barrier within the university. Are students REALLY interested in viewing degree audits? Don't know if there is real interest. Make websites that are interactive for students and academic advisors.

This is a great idea, folks!

You did not include my age group on the survey, which is 41-50 (question 17). You did not include my instiutution type in the survey, which is graduate/professional (Question 19) I am particularly concernd about this ommission, considering we have formed groups from this constiuency.

---

you don't have an age range for the 41-50

Someone messed up the ages in question 17.

Proofreading of all questions before processing a web-based survey. Question #17 leaves out an age group that is still in the workforce. Please make appropriate changes.

I am in the 41-50 age group, that was neglected.

You left out the 41-50 age range, where I fall.

Note: My age group was omitted in Question 17.

It's important that any innovations be consistent and compatible with prevailing (user-friendly) software. By that I mean that IT people should not force nontechnology people to use unfriendly software (like Banner), but rather the software should be intuitive and menu-driven (like Windows, or other familiar platforms), so that it's used. BTW, I'm between 41 and 50 years of age. ;-)

---

no comments but my age is 41-50

Realistic estimates of the staff needed to maintain accurate information with these new databases. PeopleSoft has been a nightmare and information is too inaccurate to ever let students have access to it.

What happens when technology breaks down? When everything is done electronically and the power goes out, I cannot work. Or, when the systems are overloaded, I cannot work. We need to discuss backup plans or other storage plans for information. How does business handle this type of situation?

You left out my age range.

Wish that administrators/supervisors would understand that it always takes time to use technology even as it saves time in the long run (ie. creating Power Point Presentations for New Student Orientation; writing advisor notes on the Database; responding to or emailing students--even with simple answers).

I would like to see more NACADA presentations, workshops RE. tech. uses etc.

We're in the process of switching to Banner for our SIS, so some of our access to data will improve. I hope.

My age group is missing in question #17, 41-50.

I love technology, but it's ubiquitous. No one trains me in how to use/employ the phone in advising, and technology training has become equally ridiculous for anyone under 35. Why do we need more integration of this nonsense because we've already micromanaged our way from added efficiency to countless wasted hours in tech training and new uses of technology. I want to see students- not interface through email. I despise my voicemail light. This is a good way of getting more reqponsibility with less compensation. I am the most tech saavy member of my office so I am asked to fix EVERYTHING that breaks because computing services help is not immediate. This just makes my students more neglected so someone else can plan their vacation online. Overworked and irritable.

---

age group 40-50 missing

Your list of choices under Q17 does omits the 41-50 age bracket. Your list of options under Q15 includes two distinctly different categories of responses. One category appears to be how to learn to use software. The other category is how to apply technological solutions to solve advisement challenges. i don't beleive that there is any need for NACADA to be involved in the first category - advisors can best learn how to use software locally, on their own campuses.. However, NACADA could take a leadership role in defining best practices in the use of technology in advisement. Such national leadership in solrey needed to set standards.

Although I was initiallly apprehensive about advising technology, I realize that it is coming and will play an integral role in future advising. With this is mind, I feel it is my obligation to my students and my profession to learn and try to us this technology to the best of my ability.

You need to add the age group 41-50 in question 17.

If you produce a monograph then at least provide an interactive CD with it. Hand-on is the only way to go with technology.

Question #17 leaves out 41-50 year olds. I fall in that category.

Comment: The age group area on the survey is missing a group - that's the one I am actually in. Thanks.

Our institution is in the process of developing an on-line advising link, leading to eventual on-line degree audit and on-line registration. Any information on this topic would be very useful to us.

Under question #17, no advisors must be 41-50 years old!

Age 41 - 50 missing in Question 17

This campus is so deficient in technology that anything will help! In fact, my observation is that higher education in general is at least 5 years behind businesses in adopting technology. Here they are talking about "wiring" an old building when the rest of the world is going "wireless"!!!

I am not really over 70. You left out the age group 40-50. Thanks.

Our university purchased (for BIG bucks) a "degree navigator" program many years ago, and from the first training session, we advisors said "it'll never work for us". Because of the amount of money spent, the university has insisted that it WILL work and we WILL use it and they've poured even more money into it, trying to make the changes necessary. It STILL isn't correct for every student every time, and I HATE when a student comes in and says s/he has used it and has questions. I got an e-mail message just this morning about ANOTHER workshop on the use of the degree navigator system, and I don't care to go or ever hear about it again. There just does not seem to be any way to make it useable for any student who has transferred or substituted a class or who has changed his/her major and has classes for which we've made exceptions. Unfortunately, that group includes MOST of our students!

Please note question 17 has left out the age range of 41-50.

The institution size applies to our branch campus only--not the main campus or the university as a whole.

At an institution where advising is faculty based, I am need to develop opportunities for faculty to learn new technologies. Faculty development in areas of technology and advising is not easy to accomplish. For an advising administrator to learn new technologies is one thing, to bring all advisors up to speed is another.

As much as I would have liked to check a younger age bracket, my age group was missing!;-)

Where is the 41-50 age group on your survey?! :)

Better equipment, updated software, and more personnel to maintain our whole IT system are critical to properly assist students, faculty, and staff throughout our university.

Question 17 does not include the 41-50 age range!

HELP! We are currently setting up Banner to go live next spring. It seems overwhelming and training for faculty advisors is the biggest issue facing me right now. Then, buidling the degree audit.

We have been one of 2 campuses developing People Soft for the student data base. presently the students have more access to this information than we do, and it is qite frustrating. what we need for advising will ikely not be fully developed for 2 yeears--to even replace what we had. We are supposed to have many more bells and whistles, but it will be a long, frustrating time coming.

I'm really 44, but you don't offer that as an age category!

(Actually, I'm 41-50 -- you didn't list that as an option.) I would like to see info about use of technology for advising non-traditional students (whose jobs/families/etc. inhibit ability to access traditional advising). Steps/tips for setting up on-line advising, electronic rosters of advisees, etc. would be VERY helpful.

Our Student Information System is 14 years old and has been increasingly customized to suit the instutitional needs over the years. It does not have a degree audit system. We are looking at vendors to over-haul the entire university administrative computing system (students, alumni, payroll, personnel, financials, etc.) and the three or four major database companies do not seem to have a student information system up to par with their other database systems. We have also instituted an "Ask the Advisor" e-mail from our website. Most questions are simple ones where security is not an issue. Others might need a phone call rather than an e-mail response....this has been a great addition. P.S. There's an age range (41-50) missing from your alternatives in question 17; that's really where I would fall.

I do a lot of email advising. All of my students work full-time. I have students sign an Advising Via Email Agreement, allowing use of their home email address for advising purposes.

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keeping technology current in shrinking budgets, technological support

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This University has not addressed many of these issues, some individual colleges have and that is a problem because then students don't know which college does what in case they change majors. Much more of an effort needs to be put into developing campus-wide advising initiatives.

Please fix question #17 (41-50 age group is missing).

My age bracket was missing: Age - 41-50. Thanks for the survey!

During this very difficult time of budget cuts we will not be attending any conferences or purchasing any additional software or technology type support, so information provided to us via email is helpful

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In question #17, what happened to the age group 41 - 50?

One of the hardest things is when advisers identify a specific need that is a huge priority for us, but the resources can't be identified for a campus-wide upgrade, resource. It's easier to get a departmental resources devoted, but then we're not provided consistent information across campus.

At this institution decisions pertaining to our computerized advising system (PeopleSoft) are made by non-advisors (IS personnel, former bursar's office personnel, administrators who do not teach or advise, etc) without input from advisors. I see you shaking your head but it is absolutely true! We focus more on the technology than the advising.

Not about my technology needs but about the choices available for age - mine isn't there....

There was not a category for my age group. I think you left out 41-50 so I just checked 31-40 since I am 41.

Please note that question 17 does not list my age group: 41-50.

affordability for small colleges

Question 17 is missing an age category!

Unfotunately, conference presentations generally discuss homegrown systems that are not necessarily applicable to my insitution, especially because the advising community is not generally consulted when systems are evaluated and purchased. For example, the package my institution finally bought for senior audits is not helpful for most of the advisors on campus; also the institution spent a great deal of money on a new student information system that has basically been shelved for the time. My institution has a history of consulting everyone (e.g. the tech people or the registrar's office who don't do advising) except the advising community when they make decisions about technology which we will have to use in advising. We now have a committee that makes recommendations, but it remains to be seen whether the committee's recommendations are taken into account in future decisions. Other issues involve the lack of appropriate training for technology in advising, the lack of consistent and responsive technological support, and the fact that we have to try to cobble together a number of technologies that do not speak to each other, and most of them are not web-based.

Question #17 does not have a 41-50 age category Very comprehensive listing, esp. on question 15 Your time and efforts are most appreciated

Questions 13, 14, and 15 -- above -- require me to know more about computer technology/software than I know. This is why I didn't attempt to answer them.

Question 17 is missing an age category.

I think it's interesting to ponder the long term necessity of having advisors (or maybe how our roles as advisors will change) given the increased use of technology.

#17 leaves out my age bracket

In age category, 40-50 is left out. That would be me, and probably other folks too. Thanks

Not sure why it is relevant, but you did not indicate my age range!

Not all colleges at our University have the same access to technological resources. The Office of the Registrar and other administrative offices under the supervision of the University President are lagging behind, and keep many at the University from continued technical development.

Don't want to learn more technology. have too much to do now. don't want to advise. should be seperate responsibility. should have professional advisors so instructors can instruct.more responsibility should be put on students. we pander to students too much.

no age group for 41-50

I am not confident that I even know all the questions to ask: there may be some technologies that I need but don't realize I need or could use.

---

would be nice to have conference to send our academic technology specialist to the ats is responsible for providing a plan to bring technology to advising

---

Technology is great and effective but only if the whole community is using it and well trained. At our institution there is almost no attempt to provide training, we pick things up as much as possible on the job.

Regarding question 19, it is a for-profit, graduate degree institution, so doesn't fit any of the choices listed.

Check out question 17!!! No space for us 41 to 50-year-olds!!! Was it something we said????

Question 17 is missing an age group.

I believe a degree audit system would benefit our students.

You have an error in Question #17. My actual response should be: 41 - 50.

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thank you

Discussion on how the use of technology changes/improves the actual one-on-one advising exchanges.

No. Age group 41 - 50 was not included. I and I am sure others fall in this category.

I didn't answer question 17, because you don't have a "41-50" age bracket included and that's the one I fall under.

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submitted by IT test staff

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while we have a very savvy technological campus, the whole concept of (what I call) virtual advising needs to be explored.

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budget to purchase software

There was no option for my age range (41-50) on question #17. Thanks.

My main frustration is working with distance students who are not able to come to our campus. I feel that we try to hold their hands instead of working with them to be come independent students.

PeopleSoft has just been put in place at my university. We don't yet know its capabilities (though painfully aware already of its weaknesses) and I can only hope that there will be training available for advisors!

What to do with files once students graduate.

(You missed the 41-50 age group category above, BTW.)

We are now in a climate where university resources are limited (budgets are being cut more than once in a

fiscal year) while at the same time there is a greater emphasis placed on developing technologies in advising.

There is a push to deliver more services via technology to serve a particular segment of our student population, and this is good. However, that HUGE segment of our student population who WILL NOT READ THE INFORMATION IN THEIR HAND, i.e. the catalog, schedule, handbook but prefer to ask questions verbally demand a great deal of our time. Also, our institution can not decide if advising should operate like a grocery store, where you can run in and get anything you want whenever you want it OR if we should operate as a professional office and offer specific services at specific times.

You skipped an age category in question #17.

a really basic hands on interactive session would be excellent separate from the national conference as we can't always make it. Maybe something we could link to....I want to learn more about making advising and technology connections.

Advising needs to go back to a central souce. Faculty are too busy to do it. Students used to register in a large ball room. Now they come to the faculty advisor, and we don't have time. Someone else should do the advising. Let us get on with teaching and researching.

For question 17, I am really in the 41 - 50 age category. It seems to be missing form my choice.

Not a comment about tech needs, but what happened to the 41-50 year old category in question 17?

My needs might change considerably when we change from an old SIS system to the web based People Soft sytem.

Age in question 17 = 41 to 50

Interactive web sites are needed.

I need a way to schedule courses - input and access my advisees' course needs relate the branch courses in one city to the schedule offered at the main campus work out day and evening scheduling rotations etc.

Some of us are in the 41-50 age category.

I can't believe we still don't have a degree audit system in place here!

Technology is great but it is essential that technical support be available (24/7) and RELIABLE for both students and faculty!!!!!!! Distance education students have special needs and advising takes much longer and generally over a longer period of time.

Your survey leaves out the age group 41-50 in its question.

I need to learn how to help students become oriented, advised, and register from a distance.

Our administration will be selecting either Peoplesoft or SCT in the next few months, and I have been a member of a split-opinioned 'search' committee. I have heard the process is painless both ways. The worst feedback comes from registrars/advisors about Peoplesoft. Are there any tips on surviving the process? Mistakes to avoid? Practices that led to successes?

41-50 years of age is missing. That's my category. Thanks.

I would like to know more about keeping counseling notes electronically.

Obtaining adequate resources

You're missing an age category...I'm 45 Thanks for asking these questions...I could see clearly where new areas to learn about.

None really, but... You goofed up on Question 17. I had to mark the next best age category.

Just a comment, you left out the 41-50 age category on question #17, it's o.k. I'm feeling ageless!

Technology is wonderful, but try telling that to the senior administrators who don't want to or feel they can't afford to upgrade the infrastructure for the staff.

We have lots of advising technologies available, but students don't use them as much as they could. I believe that what's missing is ongoing training in how and why they to use them. PS Ages 41-50 are missing on question 17!

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an age range of 41-50?

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no tech comments, but you left out the 41-50 age group, so I put in 31-40. I perfer thinking of my self as younger, so thanks for omiting the older me. :) Of course you already knew of the mistake.

Regarding question 17 there is no 41-50 age category listed.

I oppose student enrollment through technology without input by the advisor. If students can enroll themselves, the advisors will never see them, and the students may not follow their program, thus prolonging the matriculation.

On question 17 you omitted age 41-50. I'm in that bracket.

On question 17 you forgot age category 41 to 50.

I actually fit in the age category that's not there, but I'm NOT selecting an age older than I already am (though I often feel it) :-) Institution size selection based on student # served Any monographs/CDs on bringing non-tech staff and faculty up to speed?

I'm 46 -- my age group was not available in question 17.

I am mostly interested in Online Academic Advising, interactive advising academic sites.

Age group of 41-50 was left out on question 17

Check question 17. You missed 41-50 age group of which I am a part. This is going to be a huge monograph and the technical issues are big! But it is most needed. Good luck!

The advent of Email advising has been a blessing although it can sometimes cause lengthy discussions when a one time meeting can address all of the student's concerns. Email works great for the quick questions.....but sometimes a phone call or personal meeting can serve the student's needs much better.

Need for real technology training for implementation... most NACADA conferences "talk" about technology & advisement, but when you go to get real examples, you hear alot of "well, its something the IT folks do..."

"It's magic!" I don't know how it works..." "I don't know, one of the grad students put it together..." If there are going to be special insitutes etc., they must be more than gabfests. Real technical information must be presented. E.g. "Incorporating Coldfusion into online advisement, a project guide" IMHO, Q4 would benefit from an open ended response option... ALSO, QUESTION 17 IS MISSING A CATEGORY - I am 42. There is no category for those between 41 and 50. It gives the impression the survey instrument is flawed, and as such, does not engender much confidence in the survey results...

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Question 22

What factors led you to choose a career in advising? (Please check all that apply).

Helping People		0 (0%)
Monetary Incentives (Salary)		0 (0%)
Higher Education Atmosphere (Continuous Education, Collegiality)		0 (0%)
Did not receive appropriate advising as a student		0 (0%)
Interaction at early development level		0 (0%)
Make an impact on a person's life		0 (0%)
Value a college education		0 (0%)
Working with young adults		0 (0%)
Availability of position		0 (0%)
Good Working conditions		0 (0%)
Benefits (e.g. Tuition remission)		0 (0%)
Professional Development Opportunities		0 (0%)
Other:		0 (0%)
N/R		821 (100%)

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- End of Survey -

AXIO SURVEY

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What factors led you to choose a career in advising? (Please check all that apply).

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