

Offering Report

Undergraduate Academic Advising: Undergraduate Academic Advisin...

Summary

Survey Name:

Undergraduate Academic Advising

Offering Name:

Undergraduate Academic Advising Survey

Offering Date:

11/21/08 to 12/9/08

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

Average completion times:

- Average Time To Complete Survey: **1 hours 58 minutes 49 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

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

Page 1

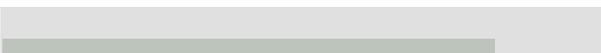
Question 1

Your gender:

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

Question 2

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

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

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

Question 3

What is the highest degree you have earned?

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

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Question 4

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

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

[View Other Text](#)

Question 5

Your NACADA Region?

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User Responses

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What is the highest degree you have earned?

- Began MSW, but didn't complete
- 2nd Master's
- ABD--towards PhD
- 2 Master's degrees
- Ph.D. candidate
- MA, Ph.C.
- Educational Specialist (Ed.S.)
- halfway through my Ph.D.
- A.B.D.
- BS degree + one year graduate work
- Postgraduate
- RN/FNA
- Specialist in Community College Teaching - Administration
- Ed.S.
- I need 2 field and one survey class for a Master's
- Bach with some graduate work
- ABD
- Education Specialist (Ed.S)
- specialist

- ABD working on disseratation

- coursework but no research toward PhD

- 3/4 Master's

- in process of obtaining Ph.D.

- Graduate study

- High School

- ABD--will complete soon

- ABD-working on thesis

- Academic Cert.

- ABD

- Some MA work

- I have two masters' degrees

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User Responses

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

- Allied Health
- Liberal studies
- Law
- Interdisciplinary Studies
- counseling
- studied econ, German
- Communication (Public Relations/Advertising)
- Marriage Family therapy
- Liberal Arts
- Art Studio
- Exercise Science
- Higer Education Administration: Enrollment Management
- Counseling
- English
- Architecture
- Liberal Studies
- Library Science
- Law
- Nursing

- College Student Personnel and Rehab. Counseling

- Landscape Architecture

- Mathematics

- Agriculture

- Engineering

- Student Personnel Admin

- Counseling

- Occupational Safety

- Music

- public administration

- Nursing

- Counselling

- Communication Studies

- military

- No Response

- Communications

- communications

- Information Systems

- Applied Educational Psychology

- Exercise Science

- Nursing

- Communication Media

- Public Health

- No Response

- Journalism

- Hospitality and Restaurant Management

- Bachelor in Fine Arts of Interior Design

- Interdisciplinary Studies

- health science

- Health Care

- Agriculture

- Public Relations/Business and Organizational Communication

- Communications

- Allied Medicine

- Occupational Therapy

- Theology

- Rehabilitation Counseling

- Human Resources

- MSTS - Technology

- advertising

- JD

- Sports Management

- Counseling

- social work

- Radio-TV-Film

- Dental Hygiene, Counseling

- Religious Education

- Agricultural Journalism

- No Response

- Social Work

- Mathematics

- Theology/Religious Studies

- Media Production

- BS Economics

- Sport Management

- Physical Education

- Human Kinetics

- Nursing

- MA Leadership

- Recreation

- Math

- Public Administration

- Student Personnel Administration

- Social Work

- Counseling

- Nursing

- Counseling

- Mathematics
- Guidance and counseling
- Speech Language Pathology & Audiology
- Religion & Women's Studies
- law
- Secretarial Arts
- Student Affairs
- Public Administration
- Applied Science and Technology
- Organizational Management
- Counselor Education
- Policy Studies
- Journalism
- Pastoral Ministry
- law
- Communication
- Communications
- Nursing
- mechanical engineering
- Hawaiian Studies
- interdisciplinary
- Library Science MLS
- Occupational Therapy

- Kinesiology

- Human Ecology

- Journalism and Communication

- Theology

- Human Services

- Public Policy

- engineering, business

- Human Environmental Sciences

- Public Administration

- Child Development

- public management

- counseling

- Graduate Certificate in Academic Advising

- English and Interdisciplinary Studies

- Communication

- Nursing

- Community Service & Public Administration

- Counseling (MA) Mass Communications (BS)

- Social Work

- Leadership in Student Affairs

- Engineering Technology

- Rehabilitation Counseling

Counseling

- technical

- Human Ecology

- Counseling

- History

- Public Relations

- Journalism

- Physical Education

- Communication

- All

- Health Sciences

- Communication

- Organization Development

- Technology

- Public Administration

- Applied Arts

- Communications

- Legal Studies - B.A.

- Sports Management

- No Response

- Public Affairs

- Business

- Mass Communication

- Social Work

- Divinity

- Communications

- Information Systems

- Spanish

- Electrical Engineering

- English

- counseling

- Nursing/Community health

- engineering

- public administration

- Psychology

- Court Reporting

- Health

- Communication

- ministry

- Counseling

- none

- Health Sciences

- Secretarial Science

- Communications

- Information Science

communication

- Human Development

- Engineering

- journalism

- Divinity/Theology

- Recreation and Leisure Services

- Mass Comm

- Bachelor in Geography, MA in Economics

- health and human services

- Liberal Arts

- Medicine

- Agriculture

- English

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

Question 6

The institution where you work would best be described as:

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

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Question 7

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

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

User Responses

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The institution where you work would best be described as:

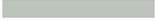
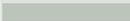
- Public 3- or 4-year
- Private 4yr on Campus/BA/BS/MS On Line
- Regional campus: 2 & 4 yr
- public R1
- Non-profit Independent 4 year +
- 2 year branch of a 4 year public
- Upper Division only
- co-op program
- No Response
- public university
- Public 4-Year/Doc Inst.
- State-related 4-year
- Public 3 year
- coninuing ed school at large university
- public 2 year with 4 year applied degrees
- Canadian Research, Public 3/4 years
- private first professional degree
- Public Upper Level
- also offers graduate degrees

- Public, four-year
- public-junior/senior level and master's level
- Public 4 AND 2 year (no comm. college system in Alaska)
- public 2 year - upper divisional school
- Public 2 year transfer college with 8 degrees with more being looked at
- public 4-year and graduate university
- 2-year and 4-year together in one institute
- Public 4- year Research 1
- Combined public-private 4 year university
- Div of Continuing Ed
- certifiates, diplomas and degrees, 1 masters, Trades certificates, academic upgrading, ESL
- No Response
- received 4 year status in last 6 weeks
- private 4-year not-for-profit

Close

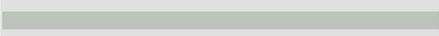
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5,000 - 9,999		302 (15.62%)
10,000 - 19,999		488 (25.23%)
20,000 - 29,999		418 (21.61%)
30,000 - 39,999		167 (8.63%)
more than 40,000		153 (7.91%)
N/R		8 (0.41%)

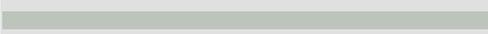
Question 8

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

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

Question 9

Are you employed full-time as an academic advisor?

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

Question 10

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

[Hide Responses](#)

n/a

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

About 50%

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

50% of my time

75%

25-50%

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

n/a

N/A

75%

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

60% advising, 40% student organizations and leadership programs

50%

85%

50%

12-20 hours per week

35%

.75 FTE

n/a

60%

50-75%

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

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

na

70%

Approximately 40-50%

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

na

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

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

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

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

50%

Approximately 30-40%

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

Part time - 14+ hours per week

50%

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

40%

60%

50%

NA

na

50%

50%

75 percent

25%

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

NA

50%

-

I spend 90% of my time advising students.

-

About 30% of overall workload.

33

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

25 - 50 depending on time of year

N/A

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

n/a

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

n/a

N/A

50%

50%

About 25%

Fifty percent.

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

N/A

10 hours/week

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

50%

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

20

50%

60%

I spend approximately 50% of my time advising.

na

I am a part time academic advisor.

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

n/a

Not applicable.

50%

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

0% Advising Administrator

n/a

15 percent

40%

N/A

Overall, 50-55%

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

not applicable

75-100%

50%

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

na

40%

75

75%

50% position = 20 hours per week

85%

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

n/a

50%

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

I didn't.

N/A

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

80% advising; 20% teaching and administration

50%

n/a

100%

50%

n/a

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

80%

n/a

n/a

50%

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

3/4

100%

10

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

none

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

50

20%

30%

50%

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

20

25%

n/a

50%

60-70%

20%

n/a

85%

N/A

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

75%

80%

n/a

Not Applicable

50%

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

40hrs a week

N/A

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

25%

n/a

NA

60%

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

N/A

100%

65

40

N/A

20%

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

50%

10% advising; 20% advising admin

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

n/a

50%

100%

10%

100%

50%

25%

75%

100

75% advising, 25% Teaching

N/A

50 PERCENT

50%

70% advising

50%

25%

50%

n/a

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

50%

40%

50%

40%

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

80%

70%

50%

50 %

25%

75%

n/a

na

50%

na

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

20%

60%

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

60%

NA

50%

20%

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

50% or more

10%

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

50%

NA

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

25%, the rest as a career advisor

n/a

NA

I answered yes

n/a

20%

20%, the rest is as the ADA coordinator

35%

N/A

25%

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

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

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

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

About 75%

20% - 25%

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

N/A

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

70%

30%

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

About 60%

50%

80%

n/a

75 perecent

20%

100%

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

100% in a part-time advisor position

100%

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

about 50%

About 30%

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

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

50%

75%

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

25%

10-20%

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

About 25%

NA

75%

n/a

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

I spend about 80% of my time.

40%

fifty percent

%10

35%

70%

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

50%

50

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

25%

n/a

20%

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

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

70%

None at this time.

50%

.25 of week

N/A

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

80%

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

75%

About 25%

N/A

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

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

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

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

yes

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

Half-time during Main Enrollment advising periods.

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

Recruitment

Advise 100% of the time

Maybe 20% of my time.

30%

70%

100

n/a

5-10% of my week

50%

Not applicable.

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

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

30%

50%

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

75%

50%

NA

NA

75%

I am an adjunct faculty memeber who assists with advising.

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

60%

75% time (30 hrs per week)

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

50

I did not respond no to question #9.

I responded yes/

50%

50%

About 30 to 40%

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

na

Director of Advising - direct advising time 25%

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

70

N/A

50

n/a

40%

80

30 - 35%

99

about 10 percent

.50FTE

Yes response to question 9.

Overload...approximately 10%

75

n/a

75%

70%

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

60%

40%

About 35 percent.

100%

-

As the Director of the Student Services Center, I have a light advising load, supervise advising, do all

degree audits, coordinate tutoring, freshmen seminar and class schedules/room assignments.

50% Advising & Retention and 50% Event Planning

N/A

25%

about 15% of my time

40%

50%. I also certify our students for graduation.

60%

approximately 20%

I spend close to 30 hrs.

Not applicable

87.5%

25-30%

60%

YES

40%

75%

20 hours per week

--

35%

About 50% of my time.

25 hr/week

I work 100% in SSS. Full time advisor.

50%

I spend approximately 90% of my time advising students.

n/a

50

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

50% I am a graduate Assistant.

80% advising, 20% administrative work

N/A

n/a

15%

about 25%

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

N/A

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

75%

n/a

20%

I answered yes

30%

60%

25%

N/A

80%

75-80%

80%

N/A

80%

10

95%

10%

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

80

80%

50%

40%

less than 10%

about 30%

50%

Eighty percent

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

28%

not applicable

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

NA

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

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

60%

25%

50%

50%

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

30%

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

15-20 hours/week, part time basis

N/A

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

60%

90%

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

N/A

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

Approximately 50%

90%

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

20%

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

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

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

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

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

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

100

24 hours per week

x

50% academic advisor

Full time.

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

20%

60%

NA

n/a

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

n/a

20% of my workload is teaching 80% is advising

85%

20 hours/week (75% advising)

About 50%.

I answered yes.

90%

50%

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

50%

100%

10-30%

50%

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

75%

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

25-50%

75% is dedicated to advising

I spend approximately 50% of my time advising students.

50%

NA

n/a

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

35%

I'm employed 60% in this position.

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

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

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

25%

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

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

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

5%

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

50%

50%

50%-75%

n/a

1/2 time - 20 hours per week

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

20%

50%

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

[Hide Responses](#)

Question 11

What is your job title?

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

[View Other Text](#)

Question 12

Do you work in a:

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

User Responses

[Close](#)

What is your job title?

- Advising Coordinator
- Academic Advising Specialist
- Assistant Dean
- Student Success Manager
- Student Development Specialist
- Assistant Director
- Assistant Director
- counselor
- Academic Services Officer
- Student Counselor III Academic
- educational advisor
- Academic Success Specialist
- Student Services Coordinator
- Career Counselor
- Assistant Director
- Academic Success Specialist
- Advising Center Supervisor
- Academic Coordinator
- Student Services Counselor

- Associate Director Advising Office

- Advising Generalist

- Assistant Director

- Advising Coordinator

- Assistant Director, Student Organizations and Leadership

- Program Coordinator

- Academic and Administrative Services Coordinator

- College Advisor

- Student Success Advisor

- Director of Undergraduate Advising, School of Music

- Academic Program Coordinator

- Advanced Learner Doctoral Advisor

- Associate Director

- Assistant Director

- Student Development Specialist

- Assistant Registrar

- Associate Director of Academic Advising

- Director Academic Advising

- Transfer Counselor / Academic Adviser

- Coordinator of Second-Year Initiatives

- Asst. Dir. of Compliance & Academic Support Svcs

- Not yet determined

- Administrative Academic advisor

- Administrative Program Specialist

- Dir. of FYE & Special Assistant to the Dean of Undergraduate Studies

- Assistant Dean

- Associate Director of Advising

- Lead Counselor

- Professional Advisor

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

- Program Manager

- Student Success Facilitator

- lecturer/advisor

- Health Professions Advisor

- Learning Center Director/Coordinator of Developmental Studies

- Military Academic Advisor and Outreach

- Associate Director for Undergraduate Studies

- Student Development Specialist II

- Student Success Coach

- Assistant Director of Advising, Coordinator of Disability Services

- Program Assistant II

- Student Success Specialist

- Director of Academic Advising

- Assistant Director of Advising

- Assistant Dean

- retention specialist
- Director of Advising
- Student Advocate
- Director of Individualized Degrees
- Program Coordinator
- Counseling Faculty
- Counseling Faculty/Counselor
- Student Success Coach
- Professional Expert
- Student Services Coordinator
- Academic Success Specialist
- Student Coordinator
- Coordinator
- Blackboard Certified Trainer/Academic Advisor
- Assistant Director/Retention Coordinator
- Senior Academic Advisor
- Director of Freshman Programs
- Administrative Assistant
- director of biology counseling
- Advising Specialist
- Director, Student Services
- Dean of Academic Support

- Student Services Coordinator

- academic coordinator

- Counselor

- Transfer Counselor/Advisor

- Coordinator (Advising)

- Advising Coordinator

- Assistant Director

- Assistant Director

- Advising Associate

- director counseling and advising

- Transfer Resource Specialist

- Academic Coordinator

- Administrative Advisor

- Director of Undergraduate Studies, Dept. of Sociology

- Associate Director for Advising

- Career Advisor

- Director of advising

- Student Athlete Academic Coordinator

- Transfer Advising Coordinator

- Assistant Director for Freshman Affairs

- Adinistrative Adviser - Outreach

- Instructor

- Academic and Student Services Advisor

- Associate Director

- Coordinator of Undergraduate Advising

- Associate Administrative Director

- Academic Advisor- University Division/Coordinator of Disability Services

- Retention & Assessment Coordinator

- Director Retention Coordination

- Dean of Instruction

- Interim Director

- Advising Associate

- Academic Coordinator

- Academic Advisor Intern

- Career Services Director

- Associate Director for Student Development

- Coordinator of Athletic Advising

- Admissions Advisor

- Student Services Coordinator

- Student Services Adviser

- Associate Director

- Program Coordinator

- Educational Assistant

- Senior Student Services Coordinator

- Departmental Advisor

Advisor Training and Development Coordinator

- Academic and Career Advisor

- Academic advisor and career counselor

- Assistant Director of Undergraduate Programs

- career & academic advisor

- Student Services Officer

- Coordinator for Provisional Studies

- Advisor/Recruiter

- Academic Counselor/Advisor for Student-Athletes

- Academic Success Specialist

- Counselor

- Assistant Director of Advising

- Transfer Coordinator

- Matriculation Advisor

- Professional Advisor

- Coordinator of Recruitment and Advising

- assistant to the chair

- Advising/Student Services Specialist

- Coordinator Academic Advising

- Academic Specialist Coordinator

- Academic and Career Advisor

- No Response

- Associate Academic Advisor

-
- Undergraduate Advisor
 - Advisor
 - Academic Services Coordinator
 - Admissions Advisor
 - Academic Support Services Coordinator
 - Professor
 - Asst. Athletic Director for Student Development
 - Senior Academic Advisor
 - Program Counsellor
 - Program Coordinator
 - Student Coordinator
 - Senior Undergraduate Studies Adviser
 - Lead Faculty Advisor
 - Associate Director, Advising
 - Course and Curriculum Officer
 - Academic Specialist
 - Program Representative
 - Senior Academic Advisor I
 - Senior Tutor
 - Academic Advisor and Associate for Prior Learning Assessment
 - Lecturer in Business and Academic Advisor
 - Academic Advising Coordinator

Student Success Advisor

- Program Advisor
- Student Success Coordinator
- Program Advisor
- educational advisor
- No Response
- Student/Academic Advisor
- Student Services Coordinator
- Enrollment Management and Student Services Advisor
- Advisor/Lecturer
- Director of Academic Advising
- Academic Advisor/Admissions Coordinator
- Graduate Assistant
- Graduate Program Coordinator
- Career Counselor
- Assistant Director, Academic Advising
- Counselor
- Retention Advisor
- Coordinator, enrollment and retention
- Lecturer and Undergraduate Coordinator
- Counselor
- Academic Advisement Specialist!
- Assistant Academic Director/ Sr. Academic Advisor

- Director, Academic Advising

- Admin. Assistant

- Student Activities Coordinator

- Retention Advisor

- Director Support Services:Academic

- TSI Coordinator

- Director of Educational Support Services

- director of student services

- Academic/Career Advisor

- Academic Specialist

- Assistant Director of Academic & Pre-Professional Advising Center

- Assistant Academic Dean

- Academic Success Specialist

- Program Coordinator

- Assistant Director of Advising

- Executive Secretary

- Academic Coordinator

- Counselor/Associate Professor

- Student Academic Support

- Adult Transition Coordinator

- Advisor/Recruiter

- Professional & Career Development and Academic Achievement Coordinator

career planning manager

- Academic Success Coordinator

- Coordinator

- Director of Guidance and Placement/ADA Coordinator

- Student Development Advisor

- career counselor

- Director of Admission & Recruitment for a department

- Associate Director

- Coordinator of Academic Advising

- Student Development Specialist

- Assistant Advising Coordinator

- Counselor (Significantly different than

- Academic Advisor, Career Coordinator

- Director, FYE for SOM

- Program Coordinator/Academic Advisor

- Academic/Career Advisor

- Coordinator of Undergraduate Services

- Program Coordinator

- Academic Program Co-Ordinator

- Manager of Undergraduate Programs

- Coordinator

- Assistant Director

- Student Development Advisor

- Assistant Director of Student Services

- asst. professor

- Program Coord

- Undergraduate Programs Advisor/Recruitment Officer

- Director of Running Start

- Advising Services Coordinator

- Director of Student Services

- Director

- Coordinator of Advising

- Advising Manager

- Office Manager/Advisor

- Assistant Dean

- Director

- TRiO Guidance Coordinator

- Coordinator of Intentional Advising

- Advising Specialist

- Undergraduate Program Advisor

- Academic Advisor and Budget Officer

- Academic Specialist

- Assistant Dean for Academic Affairs for Academic and Career Advising

- Associate Director

- First Year Adviser

Retention Coordinator

- College Advisor
- Student Advisor
- Student Development Specialist
- Coordinator of Academic Programs
- Director of the Advising Center
- Admissions Coordinator
- Student Advisor
- Head Academic Advisor
- Academic Services Officer
- Director of Student Retention and Success Programs
- Undergraduate Program Coordinator
- Director of Administration
- Academic Advising Coordinator
- Student
- Student Success Coordinator
- marketing & recruiting coordinator
- Director
- Assistant Dean for Student Services
- Coordinator of Freshman Academic Support
- Transfer Coordinator
- Advising Coordinator
- Analyst/Prog. Coord.

- Advisement Center Supervisor

- Advisor

- International Programs Advisor

- Program Coordinator

- Director of Admissions

- Assistant Dean

- Support Services Coordinator

- College advisor

- Assistant Dean of Academic Advising

- Assoc VP

- Program Director

- Coordinator of Special Projects

- Senior Academic Advisor

- Assistant Director for Academic Programs

- Assistant Head of School

- Administrative Director, Honors Program, and Scholarship Administrator

- Director

- Director, Academic Support and Disability Services

- Academic Advisor Counselor

- Coordinator Distance Education

- Academic Counselor, Sr.

- Academic Coordinator

adjunct faculty member

- Assistant Academic Advisor

- Associate Director

- Learner Services Coordinator

- Coordinator of Advisement/Chief Academic Advisor

- Program Coordinator Sr.

- Program Coordinator

- Academic Adviser/Lecturer

- Counselor

- Asst Dir Advising

- Director of Academic Advising

- Coordinator, Student Success Program

- academic coordinator

- Advisor/Recruiter

- advisor and outreach specialist

- Academic Specialist

- Academic Success Coordinator

- Student Success Specialist

- Coordinator of Interdisciplinary Programs

- Academic Advisor/Counselor

- Assistant Director/Academic advisor

- Career Services

- Coordinator, Undergraduate Studies Program

- Associate Provost
- Asst. Academic Director
- Director of Counseling and Advising
- Director of Student Services
- Associate Director, Student Affairs
- Degree Plan Specialist
- Senior Undergraduate Studies Adviser
- Director of Advising, Counseling & Testing
- Assistant Director, Academic Advisement Center
- Assistan to the Dean
- Student Affairs Asst.
- Graduation/Academic Advisor
- coordinator, academic success programs
- Doctoral Academic Advisor
- Student Success Advisor
- Director of Student Services and Enrollment Management
- Transfer Counselor/advisor
- Learning Strategies Coordinator
- Coordinator of Student Services & Records
- Director
- Student Development Specialist
- Program Coordinator

Advising Administrator

- Transfer Admissions & Articulation Coordinator
- Director
- Exec Assistant to the Dean
- Administrative Assistant
- Coordinator of Student Services
- Graduate Program Coordinator
- Program Manager
- Director of Transfer Advising and Orientation
- Developmental Advising Specialist
- Academic Coordinator
- Program Coordinator
- Counselor/Advisor
- Director of Undergraduate Student Development
- Director, Academic Programs
- Academic/Financial Aid Advisor
- Career Counselor/Advisor
- Program Manager
- Coordinator of Academic Services
- Academic Advising Coordinator
- Retention Coordinator
- Professional Services Specialist
- Program Coordinator

- Advising Coach

- Assistant Director Academic Advising

- Academic/Career Counselor

- Assistant Dean of Academic Advisement

- Academic Advising Coordinator

- Assistant Dean

- Acad/Career Counselor

- Honors & Prestigious Scholarships Advisor

- Director of Advising

- Career Specialist - Advising

- Assistant Dean

- Associate Registrar

- Program Coordinator

- Asst Dir Undergrad Transfer Students

- Sr. Enrollment Management Coordinator

- Associate Director for Transfer Academic Programs

- Regional Director/Advisor

- Advisement Assistant

- Director, Advising Center

- Director of Graduate Admissions

- Assistant Dean

- Coordinator, Student Advising

Developmental Advising Specialist

- Student Support Advisor

- Academic Advising Coordinator

- Academic & Career Advisor

- Educational Advisor

- central academic advisor

- Assistant Dean

- Advising Coordinator

- Student Services Administrator

- Director of Academic Advising

- Counselor

- Student Services Coordinator

- Extension Program Coordinator

- Assistant Director

- Student Success Specialist

- Coordinator of Undergraduate Services

- Site Manager/Academic Advisor

- Academic Success Center Coordinator

- Coordinator, Special Projects

- Placement Director

- Assistant to the Chair

- Coordinator of Academic Advisement

- Advising Specialist

- Academic Services Officer
- Director of advising services
- Coordinator
- Assistant Director
- Life Directions Advisor
- Asst. Dir. Engr. Student Success Center
- Education Advisor
- Director of PACE
- Educational Advisor
- Associate Director of Advising
- Associate Registrar-Records
- Education/Articulation Advisor
- Academic Success Specialist
- Educational Advisor
- Director
- Academic and Career Advisor
- Director of Academic Advising
- Academic Success Specialist
- Director, Advising Recruiting, & Retention
- Coordinator of Student Services
- No Response
- Assistant Director

Assistant Dean

- Academic Support Coordinator

- Credit Advisement Manager

- College Advisor, DSO

- Program Coordinator/Academic Advisor

- Academic Advisor/Counselor

- Student Dean

- Assistant Undergraduate Coordinator

- Academic & Career Advisor

- Advisor/Recruiter

- Academic and Career Advisor

- Advisor/Recruiter

- educational advisor

- Undergraduate Coordinator

- Director Student Support Services

- Academic Support Coordinator

- Student Affairs Officer

- Coordinator for Students in Transition

- Advising Coordinator

- Academic Success Specialist

- Cohort advisor

- Staff Assistant/Advisor

- PreLaw Coordinator

- Career Counselor/Grad School Prep

- Assistant Director of Advising

- Assistant Director of Advising

- Advising Center Coordinator

- lead advisor

- Assistant Director

- Associate Director

- Program Officer for Academic Empowerment

- Assistant Director/Advisor

- Lecture/Advisor

- Academic Success Specialist

- career/transfer services coordinator

- Director, Academic Services

- Advising Services Coordinator

- Assistant Director for Distance Learning and Outreach

- Doctoral Academic Advisor

- under grad administrator

- Achievement Coach

- Academic Success Specialist

- Academic Transition Coordinator and Student Ombudsman

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

- Asst. Director, Undergraduate Programs

- Admissions Officer

- Academic Specialist

- Asst. Professor/Counselor

- Academic Recorder

- Career and Academic Advisor

- Teacher Education Admissions Administrator

- Assistant to the Dean

- Transfer Specialist/Advisor

- Registrar

- Director of Student Services

- Registrar

- Senior Academic Advisor

- Academic Services Coordinator

- Associate Dean

- Director of Advising Outreach

- Student Advisor

- Counselor

- Assistant Coordinator of Pre-Major Advising

- Student Affairs Officer

- Student Advisor

- Graduate Advisor

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User Responses

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Do you work in a:

- advising office for all freshman
- TRIO Advising Office
- career development and counseling center
- Registrar's Office
- Preprofessional Advising
- outreach site
- Honors Program (like a department but without dedicated faculty)
- Office of Student Services
- Campus Student Services
- Major Specific Advising Office
- Student Educational Center for NSU (another campus)
- outreach center
- Satellite Campus
- Center/Division Office
- School of Music
- Dean's Office
- Freshman Advising Center
- Disability Support and Academic Advising
- Registrar's Office

- First Year Advising

- Honors Program

- Department of Athletics

- Separate dept. for undeclared students

- College Dean's Office

- Division of Undergraduate Studies

- Athletic Advising

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

- Student Support Services

- Retention Office

- Learning Enhancement Center

- Offsite branch - military post

- Center for Military Education

- Not sure how to answer this...it's an Advisement Center for Exploratory Studies

- No Response

- Dean's Office

- Athletic Advising

- Academics

- Dean's office

- First Year Office

- Dean;s Office

- Center Advising

- student retention office

- Learning Resource Center

- Branch Campus

- Divisional Advising Office

- Continuing Education

- from Home

- Athletic Department

- School of Nursing

- athletic advising office

- Academic Support

- Counseling Dept.

- Experiential Programs Office

- Distance Learning campus

- Residence Hall

- Honors Program

- No Response

- First year Program

- Student Services

- Honors Programs

- Off campus site

- Center for Student Success

- Academic Affairs

- Counseling Department

- Academic Dean's Office

- Career Services

- Honors & Scholars Program

- No Response

- Division for exploratory students

- Both Department and School/College

- Testing Center

- Academic Office

- Accelerated Degree office

- No Response

- College Advising Office for Distance Education

- Counseling Department

- Faculty Office

- Academic Services Office

- Dept of Admissions

- University College Academic Advising Center

- Retention Office

- Academic Support Program

- Trio Student Support Services

- No Response

- TRiO SSS

- athletic department

- Special Program

- Faculty Office

- University access program

- Exec Dir, Acad Innov & CE

- Counseling Services

- Off Campus Office

- TRIO

- Freshmen only

- Satellite location of a major university

- Athletics

- Registrar's Office

- Student Affairs

- Student Success Center

- Solo advisor serving two academic departments

- Career Development Center

- Counseling Center

- Department Office

- Counseling Center

- Adult Degree program

- Academic Support

- Trio; Student Support Services Office.

- Testing Services

- Office of Student Development / Counseling and Health Services

- First Year of university students

- Dev Ed program

- Support Services office

- Student Affairs Disabilities Office

- Adult Student Services

- satalite campus one-stop

- Academic Achievement Office

- career center

- COLLEGE ASSISTANCE MIGRANT PROGRAM (GRANT)

- Counseling Center

- one stop Student Services office area

- Enrollment Services

- University Honors Program

- Advising Center

- Student Affairs Office

- Counseling Center

- Academic & Career Advising Office

- School office that is private for each individual occupant

- Student Services Dept.

- Student Services Office

- Faculty

- Faculty of Business

my own office in dept.

- No Response

- Faculty Advising Office

- Departmental Administrative Office

- Career Services

- Personal Office

- Student Academic Success Services

- TRiO Student Support Services Office

- Grant sponsored program

- Office of Academic Advisment

- Combined Academic Advising/Career Development Office

- Academic Support Department

- First Year Residence Hall

- Student Support Services Program office

- Student Resource Center

- Regional Campus

- Adult Evening undergrad program

- Department Office

- Dean's Office

- Undergraduate Program Assistance office

- None

- Multicultural Academic and Support Services

- Pre-Major

- Student Development

- scholarship office

- Faculty

- Study Abroad Office

- Centralized Program / Satellite Office

- Student Services

- Academic & Career Services

- Office of Student Life and Retention

- stand alone program for undecided students at the university

- Undergraduate Education Office

- University College

- Center for Academic Support and Advising

- Division for exploratory students

- Enrollment Support Services

- Multicultural Student Services

- Student Success Center

- Distance Learning

- Extended Campus Office

- Academic Affairs

- First Year of Studies - a college advising office if you consider us to be a college

- Distance Degree Programs

- Student Success Center

Adult student office within Admissions

- Provost's Office
- Counseling Center
- HEOP Program
- Outreach Advising Office
- No Response
- Academic Ctr for Exploratory Students
- Department
- Academic Services
- Educational Opportunity Fund Program
- off-campus center
- Transfer Center at a community college
- Academic Resource Center
- Dean's Office
- Athletics
- Student services
- Branch Campus-Student Services
- Career Services
- College and Institutional
- Branch Office
- TRIO Program
- Counsleing & Advising Center
- Student Services Office

- regional campus advising office
- Distance Learning student services office
- Undergraduate Studies
- off campus center
- Graduate Admissions Office
- Dean of Students Office
- University Student Services
- Department of Learning Services
- Counseling and Advising Center
- Undeclared and Probation
- Student Services
- Student Success Center
- Counseling Center
- Student Services Office
- Departmental/Offsite
- Student support center for probationary students
- Academic Program
- Learning Center
- Program Advising
- Registrar's Office
- Student Support Office
- programming advising office

?

- federal grant program

- Student Affairs

- Freshman Division

- Admissions and Advising Office

- TRIO program

- A First Year Experience College for Undecided Students

- Student Services

- Advising Office within Registrar's Office

- Career Center

- GE Program office

- Dean's Office

- scholarship provider office

- Student Support Office

- School of Communication, Humanities, and Social Sciences

- Academic and Career Advising (merged 5 years ago)

- University Freshman Center

- Enrolment Officer

- Registrar

- Targeted program for undecided/exploring students

- Teacher Education Admissions

- Enrollment Services

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

-
- Campus Advising Office

- Registrar's Office

- Student Services Division

- Academic Department

- blended, dept office but report to institutional office

- Academic Department

- No Response

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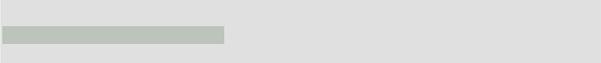
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N/R

13 (0.67%)

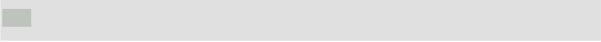
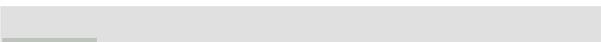
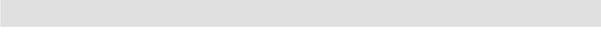
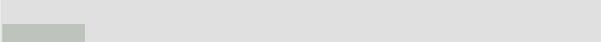
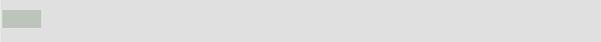
[View Other Text](#)**Question 13**

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

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

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

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

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

User Responses

[Close](#)

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

- scholastic standards, new freshmen, prospective students, major exploration students
- All TRiO students
- any undergrad
- and prospective students
- pre-professional health sciences
- First-Year
- No Response
- potential applicants
- Adult Students
- Undeclared
- Honors students
- Learning Support; Undecided; pre-Health
- adult students
- advise doctoral learners
- All Freshman
- students interested in one major
- Physics, Geology and Chemistry
- First time Freshman and Transfer Students
- all students except graduate students

- All undeclared majors

- Honor

- Honors students in all majors

- Only advise grad students

- Student-athletes only (all disciplines)

- Non-traditional; vets

- First year and undecided

- psychology

- UND, & non-degree

- Training Advisors

- Freshmen and Sophomores

- Student-athletes

- Pre-Pharmacy Students

- international students, adult learners

- No Response

- First year students & Undeclared students

- Scholarship students and probation students

- Military distance students

- Undecided

- first year students

- Athletes

- undecided

- Primarily students with disabilities

- General/Undeclared

- Underprepared and Undecided

- Health Professions

- Undecided first and second year students

- Students planning on attending the institution in my college or changing majors.

- Students on Probation

- At-risk students

- Business - undergrad

- incoming students

- I specifically work with students with an undecided major.

- Undecided students

- Undecided

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

- Prospective students

- dismissed and high schools tudents

- No Response

- freshmen / first-year

- athletes

- adult learners

- Athletes

- all majors until 12 credit hours earned and EIEd and Business majors until 60 hours earned

- Adults

- first-year and pre-major students
- undecided, conditional admits
- Undecided Majors
- undeclared
- non-traditional
- Undeclared; Associate Degree...
- pre-allied health programs
- Students before they have been accepted into thier college
- Adults
- Mainly all students except School of Music students
- all students
- Conditionally Admitted Students
- Undeclared, probation
- First Year and Pre-Health
- First time freshmen
- Athletes
- Adult & Online, Undeclared
- on line
- students still in high school/prospective students
- Exploratory/Undecided/First-Year Students
- I don't advise undergraduates
- Freshmen in the School of Management, especially - many fall into several categories

- freshman

- Honors students

- Honors Program students

- students in an accelerated adult business degree program (LEAD)

- Science & Engineering

- Student athletes

- exploratory

- Undecided Students

- Undergraduate at an off campus location

- Undeclared

- Undeclared students on discipline

- pre-nursing students

- New Students

- part-time

- undecided and pre-certification students

- Undeclared

- undeclared majors

- Honors & Scholars Students

- athletes - all majors

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

- No Response

- freshmen students

Undeclared Students

- Freshman and pre-vet students
- few science majors and pre-health
- Multicultural Students
- University Open Option
- Business students - Change of Major, Internships
- Honors students
- More than one major
- Health Occupation Students
- Pre-Health
- all undergraduate students
- dual enrollment high school students
- undeclared first year students and new international students who are either undeclared or in majors
- Propsective Students
- Developmental/underprprepared
- undeclared students
- Undecided
- Student athletes
- Pre-Environmental
- Grad project: students who are coming back after a lengthy absence to finish a degree
- Provisional or Conditionally Admitted Students
- Student-Athletes
- Undeclared students (or those changing majors)

- 2 majors
- Pre-nursing, pre-health professions
- First and Second Year Students
- At Risk Students
- Underprepared freshmen
- Humanities, Liberal Studies, English
- Pre-Education and Education Students
- engineering students
- Students with Disability or low income
- first-year undeclared
- Student-Athletes
- Undecided that have chosen not to declare or are not eligible to declare
- Returning Adult Students
- student athletes
- Freshmen/sophomore any major
- Students enrolled in several majors in the Degree Program
- students enrolled in an access program
- Athletes
- General Studies
- ESL Students
- Fine Arts undergrads
- advise graduate students

first and second year students only

- target population: freshmen and sophomores

- Non traditional

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

- many undecided/undeclared students

- Non-matriculated, military and conditionally admitted

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

- freshman--pre-nursing and health sciences

- degree

- No Response

- Freshmen, all majors

- Non-traditional, mostly adult learners

- Undeclared/Undecided Undergraduates

- Athletes

- Probationary

- any student interested in a major in a specific college but who may not yet be enrolled in that college

- pre-nursing & nursing

- Pre-Physical Therapy

- First-Year students

- Undecided students

- First-Year students

- first year students

- athletes

- Prospective Students
- Adult Students
- non-traditional
- Anyone but nursing students
- Probation/Suspension, not basic skills complete
- Anyone interested in our academic program, whether at our home institution or elsewhere
- Year 1 students only including returning students
- Undeclared students
- Undecided
- Any undergraduate at the institution
- All athletes
- Exploring/Undeclared
- Students with disabilities
- Direct Admits
- Pre-Major students
- sophomores through seniors
- Academically At-risk students
- freshmen
- Anyone interested in my department's degree, until they are admitted. Then they go to another advisor.
- Honors Program students
- All of the above, but specifically, any student who wishes to include Sociology in his/her program.
- International Students

Dual Enrollment (Running Start)

- undeclared
- First-year students
- business
- Undecided
- Students from a particular geographical area and ethnic group
- 1st & 2nd year cohort students plus students from one major program
- probation students
- undeclared; probation
- Returning Adult Students
- First Quarter Students
- prospective students
- New admits
- Athletes
- Running Start Students - 95% are transfer students
- Prospective students
- Undecided
- conditionally admitted students
- undecided
- Developmental Ed
- oenology and viticulture students
- students who need to take remedial classes
- undeclared/undecided students

- special honors program

- Undeclared and students in transition

- Student Athletes

- Pre-Health Professions

- low income and disabled students

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

- TRiO stuents who meet grant critieria of income & FG

- You name it--we do it. (Homeschoolers, High School students)

- freshmen

- All Biology students and many Arts students as we direct an Arts Minor Program

- First and second year

- Primarily undeclared students and

- First-Year Students

- HS students taking college courses

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

- adult students

- exploratory students

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

- Adult transfer students

- undeclared students

- Freshman interested in any major

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

Honors

- First-year students

- Students and Prospective Students in my college

- Underrepresented

- Student Athletes and Disabled Students

- Multicultural students

- undeclared

- pre-engineering

- Freshmen

- pre-business, pre-engineering, undecided

- Undeclared/Exploratory Students

- Undeclared, students in transition to majors or other programs

- recipients of a specific scholarship

- students enrolled on any of our institutions campus in a specific college/school

- Honors College students

- Freshmen

- Undecided/undeclared majors

- TRIO grant students variety

- pre-engineering

- No Response

- Students planning to apply to other schools at the University

- freshmen & 1st semester transfers

- First Year Students

- Freshmen primarily
- freshman and sophmores only
- Undeclared and Social Sciences
- Freshman, Sophmore, Pre-pharmacy
- Sophomores and Seniors (caseload is divided)
- undeclared or changing majors
- undecided
- international students
- Undergraduate
- Pre-Vet
- exploratory students
- At-Risk Students
- all majors & minors in my School
- athletes
- Students in a specific program - usually economically disadvantaged and with below-average SAT scores
- students pursuing interdisciplinary certificates
- Undecided/Any College and in transition between colleges
- Exploratory/undecided
- Pre-Physical Therapy, Sports Administration
- Freshmen
- Those wishing to change major to one our majors within the college.
- Military & Adult learners

Adult Learners

- Ethnic minority students
- First-year students
- undeclared
- extension site students
- Military Students (On Military Installation)
- students interested in the program and those enrolled in it
- Undecided students
- Undeclared/Undecided
- Honors
- at-risk
- first year students
- I advise distance students for 3 colleges and 8 majors
- freshmen, sophomore, undeclared, pre-majors
- minority students
- adults that fit any of the above as well as non-degree
- First & Second year exploratory students
- Adult learners
- Native American
- Veterans
- international
- Majoring in Psychology
- Undeclared

- pre-business
- undeclared
- Pilot program that aims to raise comm.college graduation rates
- Students enrolled in the HEOP Program
- Students from other colleges and universities.
- undecided/first year
- suspended students
- First-year freshmen
- Undeclared, low-ACT, provisional, developmental, high school
- Athletes
- Departmental Honors
- business
- Honors Students
- Students who are changing majors
- Pre-Nursing
- undecided majors; at risk students
- Pre-Occupational Therapy
- At-Risk
- Student-athletes
- No Response
- liberal arts
- TRiO Program participants

Honors students

- undeclared

- Liberal Arts undecided students

- Community College Prosepective students to my college

- Undecided Student-Athletes

- High school students taking college classes on campus

- Students in designated degrees

- First Year Students & Undeclared

- Primarily freshmen and sophomores

- No Response

- all students in Liberal Arts

- trades, short term vocational, health

- All Health Career related students

- Educationally disadvantaged student

- any students taking college-level courses

- first year and undeclared

- all new students

- Business Students

- TRIO/Student Support Student program participants

- Students not meeting state requirements for Reading, Writing, and Math; and students conditionally approved by the university.

- International students

- first year students

Honors students

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

- Undecided students

- undecided

- Probation

- Undeclared, At-Risk, Minority, Probation

- Any Freshmen and Sophomores

- Deciding Majors

- undecided

- Engineering

- first year students only

- first-year students

- Pre-Majors and General Studies/Undecided Students

- Undecided students

- First Year Students

- undecided students

- No Response

- Undeclared and change-of-major students

- Probation / At risk students

- low-income, disability

- Undeclared

- undeclared

- FTF

- Primarily Undecided Students

- Freshmen Students

- Undecided Students

- pre-teachers

- non-traditional students

- undecided students

- Arts Undergraduates

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

- undeclared major

- At-risk students

- Juniors (60-90 credit hours)

- Athletes

- readmitted students

- Undeclared students

- Exploratory

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

- undecided students

- No Response

- Freshman and Sophomore Students

- First-year students only

- military

- Freshmen Athletes and those with College of Business majors

Accelerated Adult Students at our branch campuses

- freshman
- open majors
- student-athletes
- GENL majors with walk-in advising available to all students for additional help and referrals
- low income or students with disabilities
- academic difficulty
- Honors Fr/Soph & poli sci
- Warning, Probation, etc.
- Undecided First-Year Students
- adults
- Undeclared students
- First Year Students
- honors freshmen mostly
- incoming Freshman
- math,science, engineering
- Computer Science Majors
- student athletes
- undeclared
- 1st year students
- undeclared
- ROTC
- At Risk Students

- prospective students/parents

- freshman

- Students in academic difficulty

- undecided

- Pre-Service Teachers

- disqualified and transitional students

- Undecided/Undeclared majors

- Latino students who receive or have received this scholarship

- first semester students, regardless of major

- Students that have not met the criteria for admission to their first choice BS or BA program

- Undecided Students

- students on academic suspension/probation

- Graduate

- First year undecided students

- Primarily freshmen and sophomores

- students within my dept.

- Low Income & Disability

- Older, returning students

- Any student interested in one of our majors

- Undeclared, Transitioning, and Exploring

- Student-Athletes

- Non-degreed (independent)

all undergraduates at our institution

- primarily 1st & 2nd yr

- High Risk, Probation, DQ, etc.

- Undeclared

- undeclared and academic difficulty

- student athletes

- applied arts students

- Undecided/Exploring students

- Students with an interest in becoming teachers.

- All pre-professional areas

- Undeclared and Freshmen

- Reinstated students

- Living-Learning Community

- GED, ESL

- ESL/GED students transitioning to credit courses; students enrolling in non-credit certificate programs

- Adult- Non-traditional

- Pre-Admits/Developmental

- undeclared and exploring majors

- adult learners

- Freshman

- Freshmen

- Undecided or Undeclared

- Graduate Students

-
- First year students

Close

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		(11.79%)
N/R		61 (3.15%)

Question 15

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

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

Question 16

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

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

Question 17

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

17.1 Educating students about the benefits of higher education

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

17.2 Helping students work through transitions

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

17.3 Providing accurate information to students

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

17.4 Establishing rapport with students

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

17.5 Helping students develop educational plans

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

Question 18

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

18.1 Institutional policies, dates and deadlines

Very unimportant		36 (1.86%)
Unimportant		27 (1.4%)

neutral (neither unimportant or important)		91 (4.71%)
Important		716 (37.02%)
Very important		1058 (54.71%)
N/R		6 (0.31%)

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

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

18.3 Course scheduling and registration

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

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

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

18.5 Educational and career planning

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

744

Important		(38.47%)
Very important		898 (46.43%)
N/R		6 (0.31%)

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

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

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

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

18.8 Extracurricular activities such as student organizations

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

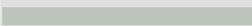
18.9 Referrals to campus resources such as counseling and student health center

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

Important		811 (41.93%)
Very important		725 (37.49%)
N/R		9 (0.47%)

Question 19

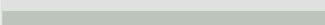
Does your advising unit have written student learning objectives?

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

Question 20

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

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

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

20.2 Develop an educational plan for successfully achieving their goals.

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

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

Not applicable to my situation		81 (4.19%)
Not Successful		220 (11.38%)
Somewhat Successful		1067 (55.17%)
Successful		550 (28.44%)
		

N/R		16 (0.83%)
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20.4 Utilize the resources and services on campus to assist them in achieving their academic, personal, and career goals

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

20.5 Make use of referrals to campus resources as needed

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

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

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

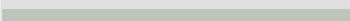
20.7 Be able to accurately read and effectively utilize a degree audit in their educational planning

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

20.8 Graduate in a timely manner based on their educational plan

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

Successful		907 (46.9%)
N/R		18 (0.93%)
20.9 Demonstrate an understanding of the aims and purposes of higher education		
Not applicable to my situation		141 (7.29%)
Not Successful		239 (12.36%)
Somewhat Successful		1129 (58.38%)
Successful		404 (20.89%)
N/R		21 (1.09%)
20.10 Interact with faculty		
Not applicable to my situation		132 (6.83%)
Not Successful		232 (12%)
Somewhat Successful		1091 (56.41%)
Successful		460 (23.78%)
N/R		19 (0.98%)
20.11 Define their interests and abilities		
Not applicable to my situation		76 (3.93%)
Not Successful		123 (6.36%)
Somewhat Successful		1119 (57.86%)
Successful		596 (30.82%)
N/R		20 (1.03%)
20.12 Critically evaluate their academic progress		
Not applicable to my situation		54 (2.79%)
Not Successful		116 (6%)
Somewhat Successful		926 (47.88%)
Successful		821 (42.45%)
N/R		17 (0.88%)
20.13 Communicate meaning for their college experience		
Not applicable to my situation		110 (5.69%)

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

Question 21

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

[Hide Responses](#)

No.

basic technological competence

n/a

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

They should demonstrate good decision-making skills.

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

Take the ownership of their education and learning

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

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

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

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

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

No

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

Understanding and fulfilling their role in maintaining accurate student records

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

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

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

N/A

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

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

Better understanding of the goals of liberal arts education.

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

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

Ability to make informed decisions on their own.

These cover the main ones.

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

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

no

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

They should have a realistic view of life after university.

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

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

Most are covered above.

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

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

Helping students self evaluate and take responsibility for their needs.

na

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

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

No

Self-awareness of their academic strengths and weaknesses

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

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

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

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

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

identify barriers to success and set goals to overcome those barriers

Training for advisors.

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

Not that I can think of.

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

None that I can think of.

Retention

no

none

Selecting a major

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

The above are what I hope for.

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

-

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

attainment of goals and individual responsibility

Understanding and working through the issues that face adult learners

Understanding the importance of adequate time studying, time management.

For the unit I work in, it is important for students to understand what it takes to move out of University College and in to their degree granting school.

goal setting, degree planning, critical thinking

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

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

I think you have covered them all.

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

N/A

Initiative, Leadership, Accountability

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

no

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

As a freshman advisor, it is my responsibility to equip students with the knowledge necessary to make

informed decisions about their academic and career goals during and beyond their freshman year.

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

Learn to accept the responsibility of determining their educational experiance.

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

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

na

Gain an overall sense of ownership of their education.

Yes.

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

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

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

balance of time/work/classes, etc

level of trust

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

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

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

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

No

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

Personal responsibility

student self sufficiency

Ability to use financial aid and scholarship resources.

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

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

na

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

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

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

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

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

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

n/a

Declare a major (I primarily meet with undecided students)

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

Learn to take personal responsibility for academic success.

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

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

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

None that I can think of at the moment.

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

n/a

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

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

Better understanding of the on line registration and support systems

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

none

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

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

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

None

Showing up and getting involved in their educational journey.

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

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

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

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

No

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

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

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

None

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

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

Development of identity, self authorship, and integrity.

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

No

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

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

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

How to motivate students

Become self-advocates

not that I can think of.

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

Ability to navigate bureaucracy in a calm and intelligent manner.

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

Value life-long learning

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

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

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

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

communication skills; verbal communication.

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

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

N/A

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

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

The ability to accept responsibility for their actions/decisions.

self responsibility; taking ownership of their education

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

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

Good communication skills.

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

..

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

strengthen sense of personal responsibility for own decisions

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

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

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

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

No answer.

None that I can think of now

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

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

No.

Develop an understanding between academic achievement and career success. Develop an appreciation of

lifelong learning and how it relates to individual fulfillment.

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

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

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

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

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

Demonstrate responsibility for their educational and life decisions and goals.

N/A

Appreciation for life long learning.

self awareness and the gradual improvement in judgement

goal-setting and progressing towards those goals

no

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

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

Developing a plan to reach career goals after graduation.

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

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

understand their responsibility and role in their education

no

Understand how to create a balanced schedule

Ability to calculate GPA.

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

responsibility and accountability

None

Learning how to prepare for an advising appointment

-

Autonomy

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

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

Feel more connected to the institution

no

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

Take responsibility for their own academic decisions.

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

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

I think you have covered all of them.

Autonomy with regards to their decisions

Become more independent of advisors, take more personal responsibility

knowledge of program requirements and college deadlines

no

transition between high school and college

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

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

none

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

Personal responsibility and initiative.

self advocacy.

assist them in being accountable for own choices

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

Our institution is in the process of developing objectives.

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

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

Students should be able to demonstrate appropriate decision making skills.

increased empathy/tolerance;

No.

None that comes to mind at this time.

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

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

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

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

students becoming active participants in their educations

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

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

n/a

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

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

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

N/A

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

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

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

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

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

Students should be able to self advocate and self assess.

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

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

Getting good marks and graduating.

cannot think of any others at this time

N/A

networking, communication, follow-through

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

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

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

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

Learning time management.

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

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

Ability to avoid academic probation and/or dismissal

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

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

independence

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

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

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

approaching each appointment in a prepared & proactive focus

no comment

Appreciate the value of lifelong learning.

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

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

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

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

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

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

Understand the life-long learning process

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

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

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

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

NA

to become responsible for their own success

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

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

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

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

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

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

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

I cannot think of any at this time.

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

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

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

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

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

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

Problem solving

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

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

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

Help the students demonstrate how to be a professional

Taking responsibility for their education.

understanding of learning style self advocacy

none come to mind

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

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

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

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

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

Demonstrate a level of developmental maturity and the ability to make independent and informed decisions

without the constant need for academic advising intervention.

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

Assisting students to grow personally and understanding diverse student needs

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

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

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

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

N/A

Not that I know at this time

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

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

Understand developmental "personal" goals

Helping students communicate effectively.

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

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

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

N/A

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

Personal Responsibility/Autonomy

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

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

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

Help students become more independent and responsible

demonstration of decision-making and its consequences.

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

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

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

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

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

Yes.

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

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

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

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

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

Take ownership of their education Develop good time management skills

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

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

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

Personal responsibility

No.

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

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

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

resourcefulness, adaptability, proactive thought

None that I can think of.

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

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

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

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

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

An understanding of how education continues throughout their lifetime.

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

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

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

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

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

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

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

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

Gain confidence in their academic abilities

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

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

ability to effectively communicate their skills and abilities to potential employers

Student integrity

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

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

no

no

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

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

--

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

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

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

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

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

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

no

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

None

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

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

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

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

knowledge of school policies.

Learning about their level of transition to a new environment especially for underrepresented students who may face "culture shock" and guiding the student through their development as a college student.

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

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

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

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

None that I can think of.

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

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

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

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

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

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

The students accountability for their success or failure.

Independence and some educational and career research skills

Self awareness in matching goals and skills.

self-analysis and major/career/personal goals

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

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

gain confidence in themselves to trust their decisions and ideas

No.

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

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

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

not really

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

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

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

maintain good communication and rapport with one academic assigned advisor.

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

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

N/A

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

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

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

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

Enhanced communication skills

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

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

Objectives and competencies seem to be well covered.

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

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

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

Merging career development with Academic Advising

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

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

Registration process and application process to transfer

I believe that students should be able to learn skills of how to communicate to other educational professionals. Mentoring my advisees on questions to ask about their academic situation with instructors for example.

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

Not at the moment.

Ability to assess their own progress and success

In the two yr. setting we work to get our students on a path of self efficacy--many expect assistance for

every step in processes--we work with them to provide skills to do many of these tasks on their own successfully

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

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

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

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

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

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

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

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

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

Study, communication and career skills

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

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

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

The ability to navigate through the college system independently.

Examine students strengths and weaknesses.

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

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

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

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

None

lists above are comprehensive

None

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

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

Become problems solvers and independent learners

Understand and implement transfer issues.

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

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

none

No

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

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

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

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

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

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

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

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

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

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

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

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

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

students should take responsibility for meeting degree requirements

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

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

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

Exhibit coping skills and stress management.

Planning early for the requirements for the chosen transfer institution.

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

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

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

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

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

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

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

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

Helping Adult students to feel like a member of the community

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

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

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

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

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

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

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

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

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

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

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

An ability to make decisions on their own.

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

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

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

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

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

Learning to be self-sufficient concerning their individual affairs.

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

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

x

Not that I can think of.

Identify graduate or professional schools that MAY be of interest.

No

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

Not that are not covered above.

Students should become more independent and more able to navigate the academic environment comfortably with very little assistance.

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

Objective: familiarization of resources & requirements for graduate studies.

deciding between earning an associate and transferring

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

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

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

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

Engage in professional development oppotunies and what oppotunities are available to them.

self reliance, independence, academic goal setting

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

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

How to 'read' and use the Course Catalog effectively

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

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

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

No

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

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

importance of being life-long learners

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

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

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

Clarity about their academic program, college, and chosen profession

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

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

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

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

Build independence and responsibility for their actions

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

I try to get the student confident in one's ability to do some of the tasks like registration, look up classes,

prereq's and talking with departments/professors when a desired course is closed and they would like to get into it.

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

No comment

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

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

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

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

no.

increase student engagement in the advising process - so they do not simply come to 'be advised' - like taking a dose of medicine!

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

Handel decisions, life management

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

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

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

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

Empower students to ask questions regarding their learning experience

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

you have done a good job covering those, imho

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

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

Other objectives: Help students apply for graduate programs.

none that I can think of at this time.

[Hide Responses](#)

Question 22

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

[Hide Responses](#)

No.

We don't have caseloads at our 2 year community college. We advise any and all that walk through the door - aas and transfer students.

We spend a lot of time and effort getting our students through the developmental courses in English, reading and math-- an aspect of advising that is often ignored or overlooked.

n/a

I just like the student to be involved in the decision making and not just say "you need a humanities so take Music History 101"-I have them choose their classes according to what they like; they are highly involved in the process.

n/a

It remains an undervalued field by others in higher education.

Very rewarding but it takes a lot of energy

currently our load of students does not permit time to do a lot of things we would like to do. This is the 3rd university I've worked at with an under-staffing problem.

I have only been advising students for 5 months. Question 14 - We are not assigned students. Any student is able to see any advisor so we do not have a specific caseload.

no.

No

Is there a way that NACADA members can access the results of this survey when it is over? I am curious to hear how many institutions or units already have "learning outcomes" identified.

if you do not enjoy working and communicating with and interacting with young adults, one should not become an academic advisor

I applaud your inclusion of "helping students work through transitions" as a discussion topic.

It's a continual struggle getting students to view "advising" as more than once a quarter, an end of the quarter event that entails more than finding classes.

N/A

Degree requirements are often the same for everyone in the program, but the people involved are unique. So should be their academic experience.

Acad adv is art more than science. There is no surefire calculation to be successful, though it helps to have some outside knowledge of the student's career options in that partic major or field, or where to locate more information.

I work in an Undeclared Student office and therefore, some of the questions asked do not apply.

Not everything above applies to my student population since we mostly work with working adults with families. They want to come in do their class and go. There are only a few that actually benefit with "real" advising.

I would like to help students become more self-sufficient in their educational decisions.

Approach in advisement has been on a holistic framework based on the college philosophy and mission which incorporates the Native teachings.

When seeing 10-30 students per day, some of these tasks and outcomes become ideals, not always reached, or only select few depending on the situation.

I and my colleagues are resposible for advising on academics, financial aid, registration, and anything else we can help with. We struggle sometimes to find ways to fully educate our students while juggling all these tasks.

No. Good luck with your survey!

No.

If advisors aren't given the tools by their institution (an easy-to-understand degree audit, for example) it becomes difficult to focus on learning outcomes during a short appointment.

I think each college/university goes through their own issues. We have trouble with faculty advisors and they think we are the problem.I believe that each school has to figure out what works for them. These rescourses are great.

no

I think the role of faculty advisors should be diminished. While some take it seriously, others see it only as advise on registration rather than academic and career goals.

We should enable students to look critically at their chosen path. Are they seeking a higher education because they want to, are required to, can't think of what else to do. We need to be able think out of the box to help students.

I hope you will emphasize the NACADA motto "Advising IS teaching!"

Exploration of alternative careers related to the major or exploring a second career to pursue at a later time in life would be beneficial to students.

It seems there is never enough time - one on ones can range in time needed and until you have the repeat student, you are not sure of their need basis. I've learned that when some names come it I need to build in extra time.

It is my passion and I wish I could do it FT!!

Our students are coming in with lower math and writing skills. Students are used to their parents taking care of everything for them and do not know how to take responsibility for their own every day requirements.

na

Advising is developmental, recursive, and empowering. It is NOT signing a course registration form (as some faculty think it is).

No

In my role, serving as a liaison between the faculty (advisors as well as instructors) and the student is also a key component.

no

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

of students & number of advisers is a factor in how long/how much we can realistically advise students. At my community college there are 24,000 total students. I advise transfer students (10,000 total), & 8 advisers...

no

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

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

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

No, thank you.

NA

none

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

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

-

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

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

No

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

n/a

N/A

It can be difficult to get students to act on referrals, even after explaining that it is in their best interest to get information from the best source. First and second year students are also, in general, shy of faculty.

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

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

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

N/A

None

Group advising can provide general information and overview; however, students generally prefer a one-on-one advising session. Distance advising brings added challenges in that very few Student Support Services are available to the

no

The emphasis on advisement objectives appears to be relatively new in the profession, and carries with it implications regarding student satisfaction and assessment of advising.

It is tougher these days since more and more students have an unrealistic view of their abilities. It seems like I am a professional dream crusher!

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

na

No.

n/a

no

I am currently in the online master's program for Academic Advising through KSU. Very happy to learn more about my role as an advisor. However, very disappointed with the value placed on good advising at my institution.

Good luck with your research.

Helping the student make the transition to college from high school is an essential part of the advising process. So many of the students in this area need assistance with this.

Two of the items did not exactly fit my work environment. 1) I have no particular caseload, 2)The time I spend with students varies depending on whether we have a new student advising event (10 to 15 mins.) or ind. appt. (20 to 60m

I advise all undergraduate non-traditional learners, including High School scholars, senior citizen audits and well as degree seeking and visiting students...a very broad spectrum of students.

no

The importance of career planning integrated in the academic advising process.

No

n/a

I would like more interaction with other advisors in the residential colleges and the Dean of Students Office to be aware of problems students may be facing in order to intervene sooner regarding their academic success.

No

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

no

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

n/a

We make huge impacts that don't seem to be acknowledged or recognized by faculty or administration. Like

smaller classes - smaller adviser/advisee ratios would make significant impact on student success.

nope.

no

I think having less students to advise is important so that you can spend more time with them and become more of a proactive advisor versus a reactive advisor. However, we are understaffed currently.

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

Advising always has the other duties which for me include: Curriculum committee, overseeing student organizations and event planning/workshops.

No, thank you for asking though!

n/a

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

When hiring Academic Advisor personal characteristics need to be noted; communication and listening skills, problem solving skills, and attention to detail.

We use a mission driven program. Faculty advisors select their objectives based on the mission for academic advising.

none

I don't know what "Communicate meaning for their college experience" means (Q. 20.13)

I am a new advisor, working primarily with freshmen exploratory and pre-nursing students. I feel that advisors can personalize the university for students, connecting them with needed resources, including meeting the right faculty.

I really enjoy what I do. Our Dean supports our office as much as possible. But I would like for us to have more staff to help with the workload.

None

At the departmental level there is much more interaction with faculty and graduate students. We have to communicate with all of them.

This is a very important job whether working with students that are undecided or know their major. We need to be up-to-date on all majors and their requirements.

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

I wish I had more time in each session and time for more multiple visits from students. We have to accomplish so much in a very short time period.

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

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

Academic advisors on our campus struggle with being accepted as professionals; I would have loved to see a section on that in your survey. We do so much to help students be successful, and it would be nice if that were recognized.

Often, students demonstrate a lack of initiative & critical thinking skills - expecting me to make decisions for them. Because I have no set caseload, I may only see the std once for 15 min. Not enough time for me to initiate change

Support for academic advisors when there is a conflict with faculty.

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

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

No

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

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

Our department utilizes prescriptive, developmental and intrusive strategies.

not at this time

none

No.

No

Utilizing technology

no

Would like to have more time advising students but with 428 advisees, time is at a premium.

When advisors get saddled with too many administrative details (e.g., just get students registered for classes). students are not served as well. Good advising takes time and a relationship with the student. It's getting hard to do

I think all of the learning goals that you have named above are very important, but there is not always time to discuss them in the context of an advising appointment. First Year Seminar has many of these goals in its syllabus.

no

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

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

Our institution utilizes an integrated advising system in which students have both a professional advisor and a faculty mentor. Advisors work with developmental issues, referrals and core requirements. Mentors assist with majors.

..

The case load question is difficult to answer since I do general advising in addition to a set caseload of 300+ elementary ed students.

Engineering is very structured. Students left to their own devices suffer negative consequences of their missing something (e.g., a year longer to graduate). My time is better spent helping them with their degree plans.

An unasked survey question that informs the other questions: Does your advising administration view staff advisors as professionals or as clerical workers? (The administration's attitude sets expectations for the work advisors do.)

it varies wildly even on our campus so no wonder students are often confused about where and how to set their expectations for advising relationships

NO, thank you for the survey.

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

Nothing

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

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

None.

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

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

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

A perception pervades about academic advisors that they are basically low skilled/low budget workers. One college official here once said in a meeting, "... all you do is read requirement from a sheet."

No.

N/A

I have other job responsibilities in the department so although I am a full-time employee, I am unable to devote 100% of my time to advising initiatives.

I have no real way of monitoring question 20 since no student evaluations of our department is conducted.

academic advising is such a key venue within the realm of higher education, and academic advisors should have more knowledge in student development theory to help students make meaning out of their college experiences

no

I take exception to "teaching" as advising's highest goal. Teaching is mastery of a body of knowledge. Advising is linking the gifts of Self to society, and charting one's life & career path.

Some universities--and/or colleges within them--use academic advisors as filters or "gate keepers." I seriously disagree with this use of academic advising resources. We should be in the business of encouraging life-long learners.

advising plays a large role in student retention and success

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

no

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

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

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

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

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

-

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

n/a

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

no

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

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

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

work with students so that students needs change

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

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

no

I love what I do and am always open to new ideas to better help my students

Advisors/Student Program Coordinators/Specialists should be recognized as Professional staff and paid higher salaries.

I think it is important that academic advisors remember their own feelings of being "lost". I love helping new students transition to their new world and take some of their "lost" feelings away.

none

No.

We are learning that the way we phrase questions concerning a student's declared major can help uncover uncertainties that the student may not otherwise express. I now ask each student "how" they arrived at their major.

I enjoy advising and I do what is necessary to seek out resources to develop the student. We encourage students to become their own self advocate after the first year. It is so important to develop a positive rapport with each.

It is a noble profession and I have found my calling in it. I value my experience and time advising students immensely.

Academic advisors should encourage students to work through "mistakes" as a learning opportunity, rather than a "failure".

To accomplish this there must be an advisor training process and certification program in place. Advising should be seamless, intentional and personalized to the student.

No.

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

No.

My advising is program specific. All students require to take a certain number of courses to fulfill required professional degree. As such there is very little room for choice in their academic education.

It is hard to define the line between providing too little help and hand-holding. For undecided students giving "homework," along with a follow-up appointment, seems to help.

Advising departments need to be up to date on local labor market data for their area and financial literacy needs of students should also be part of advising conversations

There are students who plainly exhibit the learning process, gaining confidence and control of their own education and educational experience. Unfortunately, there are those who won't make a decision without an advisor's approval.

NA

Question number 20 is difficult to answer because I may be very successful with one student and not successful with the next. A lot depends upon the student, him/herself.

-

I am a curriculum development focused academic advisor at a major U, helping undergraduate students develop individualized, interdisciplinary degree plans, gain approval of such plans and then implement them to graduation.

n/a

Strive to make each student feel that he is important and has the ability to do what he or she desires.

N/A

Academic Advising is a rewarding career because of the teaching and being a part of students' growth from my interactions with them. I am able to guide students on an educational learning that will forever change their lives & mine

Students blossom when academic advisers show them caring and rapt attention. Exchanging book titles, discussing a book that adviser and advisee both read, listening carefully -- are all ways an adviser can show meaningful attention.

I advised sociology majors for 22 years and found it a most satisfying profession. The work is diverse, people-oriented, full of opportunities for problem-solving with others. I hope, though I am retired, that this is helpful.

I believe that identifying a comfortable starting place with a student helps the student to start to define their own educational goals, meet them and make new ones.

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

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

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

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

not at this time

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

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

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

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

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

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

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

n/a

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

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

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

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

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

work w/online students

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

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

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

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

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

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

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

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

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

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

n/a

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

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

Advising is in collaboration with faculty advisors and the deans of each school, colleges, and/or department.

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

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

Thank you for the survey!

It's a very rewarding job!

Academic advising is an integral part of a student's education. I do not feel that top level administrators understand just how much!

Advising fine art students is career advising from the get go. I wish more was known about advising art students.

From my experience a holistic approach is very effective. I did not answer question 14 because at our college we have open and not assigned advising..I am responsible to advise any and all students when they need it!

You asked about usual length of appointments. In my situation at a regional campus, that really depends upon whether students are continuing or new students. New students take about one hour. Continuing students take about 30 min.

I truly enjoy my profession and realize what a critical role we can play in a student's personal and career choices and the impact they have on society. It isn't a position that should be taken lightly.

Academic Advisors are teachers who equip students for the educational journey from New Student to Graduation using the tools acquired through the Advising sessions. These tools are also invaluable when used in life applications.

We're underappreciated!

Academic advising is a unique way to interact with students and help them achieve their academic goals. We can encourage them to think critically and develop effective problem solving skills to be more independent.

I find it helpful to balance prescriptive and developmental advising techniques in fostering a relationship with the students.

Advisors teach sections of a credit-bearing study skills course to first-year students who are also advisees. This increases daily interaction with advisees and also provides opportunities to develop rapport and trust.

students persist thru these issues or return more quickly 2 school after a break. Relationship w/advisor (more accountability) improves their chances more, they are likely to have clearer goals b/c they've had to share w/advisor.

I wish all institutions offered academic advisors with the opportunity to teach a College/Freshmen Success course. I understand that most institutions provide academic advisors with this opportunity but my institution does not.

N/A

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

No

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

No

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

Many students who have not declared a major are not able to develop a true career plan, but we in our office try to work with core classes and and be flexible. It was hard to answer those questions.

N/A

I think we are more important than we are generally recognized for by our institutions

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

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

No

We need to help but not enable students. In our community college, I think we can enable them and they need to experience consequences if they do not meet the class requirements: ex. attendance, last assignments ect.

Synthesize co-curricular learning in and out of the classroom needs to be stress.

I stress the importance of tracking their communication with faculty and staff - writing down who they talked to and when, and about what. I like to focus on encouraging student responsibility and ownership for their education.

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

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

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

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

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

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

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

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

n/a

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

Acad adv--anyone can talk about it but unless you do it, you really don't know what its all about and how it affects the students' college experience. Administrators just don't get it most of the time.

Despite the headaches, it is all worth it in the end bc my committment to my student has made a difference. I have contributed in some way to my student's future success.

as a young institution with a younger advising department it is challenging and tough to provide "proper" academic and advising and resources. Significant institutional changes need to happen to have a strong advising department

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

Students often schedule appointments to meet with an advisor without doing any research of their own. I think it's important to put some of the work/research back into their hands and not do "everything" for them.

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

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

None

Very rewarding and enjoyable.

Distance Learning advising is unique and because of the S/A ratio at this time, there is frustration that 'real' advising is limited at best and it's often survival mode.

I would like to have a recourse for ineffective supervision and management.

This is the most fulfilling "job" I've ever held. It would be nice though to have more recognition from our faculty. We feel many times that our positions don't mean much and the "anyone can do it" attitude.

This is a continuing education center associated with the main campus which caters primarily to adult students (avg age, mid 30s).

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

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

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

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

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

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

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

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

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

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

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

no

no

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

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

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

--

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

Was this in the survey? - Helping students believe in themselves. It's very important.

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

At its heart, I believe, is the mentoring and teaching relationship between advisor and student.

Mandatory academic advising evey semester is an effective retention tool and improves graduation rates over time.

no

None

No

Not at this time.

no

Taking a "holistic" advising approach that involves understanding a student's physical, emotional, financial, cultural, and social background can help in retaining students to graduation.

No

This is such an important service for students.

It is one of the most effective recruiting and retention vehicles, when done well, that a university can support, but many of them don't recognize its importance; and, therefore, don't fund positions to have proper caseloads.

no

My "somewhat successuls" are due to students' reluctance to take risks, make mistakes, try things on their own.

Training of faculty advisers, with the goal of educating them on the importance of advising and mentoring students in their academic areas.

Our skills and importance are underestimated and we are underpaid.

Knowing the difference between constructive and destructive criticism. Recognizing the optimal time to apply constructive criticism as an advising tool that enhance student vision, motivation and success.

Answers to questions 17 and 18 unfortunately do not reflect the extent to which the subjects are actually covered in one of my advising sessions. There is often not enough time to go into more than the transactions.

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

no

We are dealing more than ever with "helicopter parents" who have a death grip on their kids; it would be interesting to find out if children of "helicopter parents" achieve better or if it handicaps their success. Good Luck!

Essential for transitioning students from High School to independent college learners.

Working in a close environment with faculty is essential to our student retention policy. Our offices are mixed in with faculty and we are able to collaborate easily on students progress. Advisors teach student success classes.

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

none; good survey!

No.

I would like to know my students on a more personal level to provide a inclusive meeting but our department is very large and time doesn't always allow for this. Also, the university is so large, I have to refer out for most ite

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

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

no

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

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

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

N/A

It is a very rewarding career!

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

The best job in the world! Fun and challenging.

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

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

Good luck! Good questions!

Thanks for the opportunity to respond here. My job is a bit different than most b/c of extreme need and staff shortages in general academic advising & financial aid, and branch campus attracts so many new students.

No.

none

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

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

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

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

If academic advising was seen as having learning goals and objectives for students then how we advise(or teach)them would require assessment. It is viewed as a service and therefore not assessed as a learning process.

I have only been advising for a couple of months and the training is more of 'learn as you come across the situation'format and I have had to rely on my personal experience to gain or look for answers.

it is undervalued at institutions

Academic advising is key to helping students succeed in achieving academic goals. Students need guidance in navigating the beauracry of higher education. Referrals are very important to know where the appropriate support.

Again, not at the moment.

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

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

It's the best job out there!

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

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

n/a

Study will yield important data regarding Academic Advising.

none

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

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

A challenge I now see is teaching students how to be self-sufficient. More students are relying on advisors to take care of everything and make decisions for them. They need to develop a sense of ownership for their education.

Although some undergraduate students still act irresponsibly, I think if everyone will be required to do an internship it will have them build self respect and self esteem, and will help them face the real world once graduated.

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

We do the jobs of other departments as well and this leaves little time with students to develop or explore some of your concept areas listed above.

no, thanks.

A common frustration is lack of inclusion when programs, etc change or when courses are cancelled, etc...we can only advise based on the information we have available..this makes academic advising that much more difficult for us.

Students have extremely short attention spans, even when their own futures are at stake. They want to take the answer and run. Sad, really, but true.

Best wishes with your dissertation.

None

a lot depends on the student- we can do everything right and if they choose not to engage in the learning process we can't control that!!!!

UFV provides Educational Advisors as well as program advisors. We tend to see more students in beginning + end of their academic career- get them started well + then plan next steps for professional studies or other

Stress QUALITY advising and not just quantity.

Question 20 was very difficult to answer, so I didn't...without surveys, etc., which we have not yet undertaken, I do not have data to support my answers, so I've gone with somewhat successful.

It is one of the best most rewarding jobs.

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

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

I love my job!

No

Important to promote student's self-confidence and encourage development of self-motivational skills, goal setting skills, effective time management and study skills.

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

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

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

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

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

Not that I can think of.

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

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

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

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

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

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

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

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

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

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

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

We are not assigned a caseload, hence I skipped a question above.

That no one way is right. Each student needs something different and academic advising is as much about being able to get along with a variety of people as it is being able to help students progress toward their degree.

Department/College/School advisors need to understand the importance of properly advising all students, especially those who are athletes.

It seems that more students are being hit with life altering issues and a lot of what I do is act in a counselor capacity. Getting students to go to the Counseling Center is like pulling teeth, or they have to wait for an appt.

No

This is a helping profession, and as such the opportunity for renewal and professional development is vitally important. Administrators working with/ supervising advisors must remember this and allow time and dedicate resources.

It is not taken seriously at my institution. Faculty involvement does not exist.

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

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

We find ourselves more involved in assisting students in dealing with transition issues than in the past. Also, the Helicopter Parent issue is creeping into advising sessions. A large group of students are not coming to us adequate

I feel that professional academic advising is crucial to the success of the students we serve. Accurate advising plays a key role in whether or not a student is retained in college.

Academic advisors do not ask enough questions that elicit new ways a student can think about her education and future goals. I ask a lot of basic questions yet students tell me I'm the first advisor to tap into important concerns.

I find that those that come into my office already have an understanding of the need of higher education. Our population is very nontraditional which means they have a better understanding of the need of higher ed.

Our centralized office shares academic and career advising responsibilities with faculty departments. The quality of advising differs widely depending upon the department doing the advising.

This generation of new students are in dire need of freshman seminar courses where they can be oriented. Many are not prepared for college and may not have attended college prep schools so they have no idea what to do or expect.

Academic advising in a community college setting can be quite different than in a university setting. Students have a different set of needs, issues and responsibilities that need to be respected and addressed.

On many campuses, there is still the perception that academic advising is little more than registering students in classes twice a year, and therefore there is little value placed on the role.

We are presently reviewing our services we provide for students. ie. we would like to incorporate more career counselling, currently students go to our Counsellors that provide both career and personal counselling

I don't advise undergrads in my current position so I can't answer question 13.

I feel like as an advisor it is hard to assess how successful i am in helping students be the above objectives. They meet with me for 30 minutes I many times make referrals but have no way to follow up.

N/A

I'm not sure if it has already been addressed and included, but FERPA and parental roles seem to be an increasing piece of the advising process.

Will you send us the results and conclusions of your survey?

It is important to always get the correct answer for the students' question the first time. If you don't know the answer find out from another person, but never give out information if you are unsure.

My job is mainly working with transfer students prior to admission. Once admitted, they are assigned to a departmental advisor. I do work with some with lower GPA's who are waiting to be admitted into a program

My advising role is to work with undeclared students who have less than 30 hours so some of the questions (20.1 - 20.13)are not relevant to the student population I advise. I did anser all questions.

I found it difficult to rate the success of my work with students in a wholesale manner. With many students I am very successful, with others I am moderately successful, and with others not successful at all.

Any extra steps taken toward establishing a mentoring relationship with a student can mean the difference between persistence and attrition with a struggling student.

No

With how universities are structured today, academic versus student affairs, we are some of the only people that see students as a whole person and try to help them develop both academically and socially.

No

We have a high number of students who are from low-income situations and receive Pell. Also, we have a large number of nontraditional students, which presents additional challenges.

I put "not applicable to my situation" on number 20 because although we had many of those/variations on those as our objectives, we don't have caseloads in our office so we don't know the outcomes.

Academic advising is a misnomer. I do not advise. Rather, I help facilitate dialogue between student, university, and the inner self. I aspire to promote learning through self-awareness and transform potential into action.

I love my job!!

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

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

Respect every student.

It is difficult to advise correctly if communication between academic advisement and departments/schools is not there.

Don't always expect the students to make wise choices with courses. Some students are quite mature and get by with minimal advising, but some students need detailed guidance to help them finish their program/degree requirements.

Accurate and accessible academic advising is essential to a student's success at the university level. A good academic advisor can make a world of difference, especially to students at risk.

Advising is such an important connection for success of students, and their persistence to graduation; I'm grateful my institution puts emphasis on advisors' constant improvement and encourages their time/effort/care for students.

We use developmental advising

We definitely should do some student follow-up. Hopefully this type of work will generate the need to gather some feedback from students on the advising experience.

the teaching/learning dynamic of academic advising and its value to the academic mission needs to be acknowledged, recognized and promoted more within academia

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

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

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

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

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

I didn't answer question 20 because without an assessment I can't provide accurate information. I'm not comfortable speculating.

I love working with the students and playing a part in motivating them and keeping them engaged in their programs.

Univ's need to buy in to the value of student advising. Students are desperate for that contact and guidance. My univ. claims to but doesn't understand what that entails. Advising expectations & goals need to be obvious to all empl

none

Advisign is empowering the student to be in control of thier own destiny.

Academic advising is not "rocket science". It requires strong listening skills, understanding of college requirements, and a willingness to allow/encourage students to make their own choices within the parameters of major,mi

Quite simply, we should expect students to know their own degree requirements, and they should know this is expected of them.

It is so important to a student's success! And I love it as a profession.

Reward advisors for the time and effort they spend in helping students succeed.

no.

At our institution, academic advisors must be knowledgeable about how to advise all students served by the institution even though their focus may be working with a particular category of students.

As an advisor it helps to love the job and to enjoy working with students, faculty and staff.

note: we do not have degree audit at our institution. It is all done by hand, and we have developed various forms and tools to assist in this.

no.

no

Honorss Student Advising, which I do is very different in terms of discussing what they can do, vs being well rounded.

Pre-scheduled appointments are 30 minutes; we also offer same-day drop-in 20-minute appointments, group and e-advising. Online registration must be done by students on their own student records; advisors help in selecting classes

I would love to read more about learning outcomes.

consistency across campus re: quality/reliability of advising - who's in charge?

Academic advisors must be extremely knowledgable about the various programs offered by the institution so that they can give the proper advice.

When advising at the graduate level, it easier because students seem to be very focused.

none at this time.

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