

Departmental Advisors Survey

Description:

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Total Respondents: 44

Q1. According to your position description, how much of your time is allocated to academic advising?			
Count	Percent		
6	13.64%	<div><div></div></div>	Less than 25%
4	9.09%	<div><div></div></div>	26% - 50%
12	27.27%	<div><div></div></div>	51% - 75%
14	31.82%	<div><div></div></div>	76% - 100%
8	18.18%	<div><div></div></div>	Don't know
44	Respondents		

Q2. Typically, how much of your time is actually spent on academic advising?			
Count	Percent		
5	11.36%	<div><div></div></div>	Less than 25%
10	22.73%	<div><div></div></div>	26 - 50%
12	27.27%	<div><div></div></div>	51 - 75%
17	38.64%	<div><div></div></div>	76 - 100%
44	Respondents		

Q3. How many students are assigned to you as an academic advisor? (If students are not assigned a specific advisor, divide total students by number of advisors.)			
Count	Percent		
9	20.45%	<div><div></div></div>	0 - 100 students
6	13.64%	<div><div></div></div>	101 - 200 students
7	15.91%	<div><div></div></div>	201 - 300 students
7	15.91%	<div><div></div></div>	301 - 400 students
15	34.09%	<div><div></div></div>	More than 400
44	Respondents		

Q4. In addition to advising, in what other roles do you serve students? (Check all that apply)

Count	Respondent %	Response %		
17	38.64%	18.68%	<div><div></div></div>	Advisor to an organization
11	25.00%	12.09%	<div><div></div></div>	Internship coordinator
10	22.73%	10.99%	<div><div></div></div>	Mentor in a formal program
27	61.36%	29.67%	<div><div></div></div>	Teacher
3	6.82%	3.30%	<div><div></div></div>	Student teaching coordinator
23	52.27%	25.27%	<div><div></div></div>	Other
44	Respondents			
91	Responses			

Q5. Please specify the other roles in which you serve students as indicated in the previous question:

Count	Percent		
23	100.00%	<div><div></div></div>	
Count	Percent		
1	4.35%	<div><div></div></div>	Actuarial Program Director, Professor of Mathematics, Professional Practice Coordinator
1	4.35%	<div><div></div></div>	administrative duties in the department assisting faculty w/student concerns/issues
1	4.35%	<div><div></div></div>	Chair master's and Ph.D. theses Tutor on the Mathematics Lifestyle floor Project Success, etc.
1	4.35%	<div><div></div></div>	coach to a competitive collegiate team
1	4.35%	<div><div></div></div>	coordinator of master's-degree program in Clinical-Counseling Psychology; serving on departmental curriculum committee and undergraduate advisory committee; dealing with enrollment management issues, overrides, etc.
1	4.35%	<div><div></div></div>	director of conference, teach for another department -- only part-time in department where I advise
1	4.35%	<div><div></div></div>	Doing recruiting
1	4.35%	<div><div></div></div>	I am also a Department Chair, so I deal with students in a number of other capacities as well.
1	4.35%	<div><div></div></div>	I am Assistant to the Chairperson, an Administrative Assistant position. Most of my job is administrative, but I also advise all minors plus many of our majors. I am always in the office (Monday through Friday, 8:00-4:30) so I am available. Faculty advisors are more difficult to find to talk to. I also write brochures, am webmaster of our web site, and manage the departmental budget, prepare schedules for teaching, manage registration, attend Open Houses, assist the DFSC, etc. etc.
1	4.35%	<div><div></div></div>	I am new in the School of Music. I have developed some Conference Note forms and I am working on a systematic way to contact my caseload and schedule appointments and track gpa. Also trying to implement a senior audit.
1	4.35%	<div><div></div></div>	I chair a committee which conducts interviews and writes composite letters for students attempting to get into medical or dental school. I work very closely with the students throughout the medical application cycle.
1	4.35%	<div><div></div></div>	I make students aware of and encourage them to participate in a variety of professional development opportunities: scholarships & awards, career mentoring for themselves or them serving as a mentor to others on campus and as outreach to the larger community, and teaching and research assistantships--I also recruit, hire, and schedule our undergraduate teaching assistants. I also create programming for special professional development career events that students can participate in. I also serve as a reference and write letters for students in their job searches. I also serve on the recruitment & retention strategic planning committee in our department and assist with other enrollment management activities. I also work with alumni cultivation, contacts, and help plan events. Finally, I oversee production of various departmental publications--including student recruitment brochures and our annual alumni publications.

1	4.35%	<div></div>	I serve as a faculty mentor for an R.S.O. I serve as representative to the Academic Senate and as member of the AP Council. I do independent studies with undergraduate and graduate students. I help make up the schedule--what, when and where classes will be offered. In addition to my own minors, I manage two other minors as well.
1	4.35%	<div></div>	Independent study coordinator; UTA coordinator; job placement; liaison with COE
1	4.35%	<div></div>	Normally teach one Cinema Studies course per semester. Departmental Honors coordinator.
1	4.35%	<div></div>	Professional Practice Coordinator, DCC Ad-Hoc Representative, Do all course scheduling, Do all catalog updates, Serve on many, many committees, and all website updates.
1	4.35%	<div></div>	Recruitment for graduate and undergraduate programs. Clinical registration. Conduct audits on undergraduate applications to programs. Handle award nominations for university and college awards. Conduct skill workshops for undergraduate students.
1	4.35%	<div></div>	recruitment is a function of advisors for our department. It is listed below, however, it is our view that advising begins with our first contact with the student, even if they have not been admitted to the University.
1	4.35%	<div></div>	Representing the college at Preview, open houses, and other college events.
1	4.35%	<div></div>	study tour coordinator
1	4.35%	<div></div>	supervised practicum when we had an extra large group
1	4.35%	<div></div>	supervisor of student clinical experiences
1	4.35%	<div></div>	Teacher, 3 courses per year.
23 Respondents			

Q6. What non-advising duties/roles are you responsible for?				
Count	Respondent %	Response %		
6	13.64%	4.65%	<div></div>	Budget
30	68.18%	23.26%	<div></div>	Enrollment management
18	40.91%	13.95%	<div></div>	Marketing/Publications
32	72.73%	24.81%	<div></div>	Student recruiting
18	40.91%	13.95%	<div></div>	Website development/management
24	54.55%	18.60%	<div></div>	Other
1	2.27%	0.78%	<div></div>	None
44 Respondents				
129 Responses				

Q7. Please specify the other non-advising duties/roles you are responsible for as indicated in the previous question:				
Count	Percent			
23	100.00%	<div></div>		
Count	Percent			
1	4.35%	<div></div>	Access progress of students in the major Review all transfer applications Retention of students Assignment of students to other advisors Write waivers for students in the department/work with overrides/hours, etc	
1	4.35%	<div></div>	Actuarial Program Director, Professor of Mathematics, Professional Practice Coordinator	

1	4.35%	<div></div>	Administrative duties corresponding to being a Department Chair
1	4.35%	<div></div>	Coordinate Cinema Studies course offerings. Handle scheduling of Departmental course offerings. Serve on Departmental RAS Committee (Recruitment and Scholarship).
1	4.35%	<div></div>	coordinating weekly research seminar, research, serving on committee
1	4.35%	<div></div>	coordinator of master's-degree program in Clinical-Counseling Psychology; serving on departmental curriculum committee and undergraduate advisory committee; dealing with enrollment management issues, overrides, etc.
1	4.35%	<div></div>	course schedule; curriculum; assessment; program review; scholarships/awards
1	4.35%	<div></div>	curriculum committee, scheduling, supervising a graduate student
1	4.35%	<div></div>	development of semester schedules, catalog copy, research, event planning
1	4.35%	<div></div>	director of Continuing Education Program
1	4.35%	<div></div>	Freshman Orientation Nights, Community College Counselor Day, Open House
1	4.35%	<div></div>	honors and scholarship
1	4.35%	<div></div>	I am the Assistant Chair.
1	4.35%	<div></div>	I oversee the awarding of two scholarships. I am on the scheduling committee.
1	4.35%	<div></div>	I participate at Preview, Open Houses, :road shows", community college info sessions, and do what ever else is asked of me.
1	4.35%	<div></div>	I'm in the department Administrative Advisement Committee and the Undergraduate Curriculum Committee.
1	4.35%	<div></div>	other department business as needed, scheduling
1	4.35%	<div></div>	Please see previous question/answer.
1	4.35%	<div></div>	Scheduling; student teaching supervision; grant PI;
1	4.35%	<div></div>	Teaching Freshman Honors Seminar
1	4.35%	<div></div>	teaching, directing conference
1	4.35%	<div></div>	Teaching.
1	4.35%	<div></div>	Work with department chair regarding course/section offerings. Represent college at Preview, open houses and other college events.
23 Respondents			

Q8. Have you read your position description within the last 3 years?			
Count	Percent		
26	60.47%	<div></div>	Yes
17	39.53%	<div></div>	No
43 Respondents			

Q9. Has your position description been updated by your immediate supervisor within the last 3 years?

Count	Percent		
11	25.58%	<div><div></div></div>	Yes
27	62.79%	<div><div></div></div>	No
5	11.63%	<div><div></div></div>	Don't know
43	Respondents		

Q10. How does your department/school see students in need of advisement assistance? (Check all that apply)

Count	Respondent %	Response %	
41	95.35%	47.67%	<div><div></div></div> Scheduled appointments
32	74.42%	37.21%	<div><div></div></div> Walk-ins
10	23.26%	11.63%	<div><div></div></div> Referrals to a website
3	6.98%	3.49%	<div><div></div></div> No systematic procedure
43	Respondents		
86	Responses		

Q11. Typically, how do you conduct advisement appointments?

Count	Percent	
0	0.00%	<div><div></div></div> During an introductory course
40	93.02%	<div><div></div></div> Individually
0	0.00%	<div><div></div></div> In small groups (2-5)
1	2.33%	<div><div></div></div> In large groups (more than 5)
0	0.00%	<div><div></div></div> Through email
2	4.65%	<div><div></div></div> Other
43	Respondents	

Q12. Please specify the other way in which you typically conduct advisement appointments:

Count	Percent										
2	100.00%	<div><div></div></div>									
<table> <tr> <th>Count</th><th>Percent</th><th></th></tr> <tr> <td>1</td><td>50.00%</td><td><div><div></div></div> individual small groups large groups class presentations</td></tr> <tr> <td>1</td><td>50.00%</td><td><div><div></div></div> there was no option to check several responses; "typically," advisement is handled through individual meetings, small group meetings, e-mail, information on departmental website, and the required PSY 200-Careers in Psychology course</td></tr> </table>			Count	Percent		1	50.00%	<div><div></div></div> individual small groups large groups class presentations	1	50.00%	<div><div></div></div> there was no option to check several responses; "typically," advisement is handled through individual meetings, small group meetings, e-mail, information on departmental website, and the required PSY 200-Careers in Psychology course
Count	Percent										
1	50.00%	<div><div></div></div> individual small groups large groups class presentations									
1	50.00%	<div><div></div></div> there was no option to check several responses; "typically," advisement is handled through individual meetings, small group meetings, e-mail, information on departmental website, and the required PSY 200-Careers in Psychology course									
2	Respondents										

Q13. After advance registration, how often do you check your declared majors’ schedules to ensure coursework for the following semester is appropriate?

Count	Percent		
10	23.26%	<div><div></div></div>	Always
12	27.91%	<div><div></div></div>	Sometimes
1	2.33%	<div><div></div></div>	Never
20	46.51%	<div><div></div></div>	Only if requested by student
43	Respondents		
Top 1	43.48% (10)	Bottom 1	4.35% (1)
Mean	2.39	Std Deviation	0.58
Median	2.00	Std Error	0.12
Mode	2	Confidence Interval @ 95%	2.15-2.63

Q14. If a student needs assistance outside of your expertise, how do you handle the referral? (Check all that apply)

Count	Respondent %	Response %		
28	65.12%	24.78%	<div><div></div></div>	Call the appropriate office and make the connection to an individual for the student
35	81.40%	30.97%	<div><div></div></div>	Explain that services exist on campus and that the student should seek out the information
40	93.02%	35.40%	<div><div></div></div>	Provide the contact information for the office
6	13.95%	5.31%	<div><div></div></div>	Walk the student to the appropriate office immediately
4	9.30%	3.54%	<div><div></div></div>	Other
43	Respondents			
113	Responses			

Q15. Please indicate the other way in which you handle a referral:

Count	Percent	
4	100.00%	<div><div></div></div>
Count	Percent	
1	25.00%	<div><div></div></div> Handouts
1	25.00%	<div><div></div></div> I do a combination of all of the above depending on the individual students and their needs
1	25.00%	<div><div></div></div> network with existing contacts to find out options for student
1	25.00%	<div><div></div></div> track down the individual with the expertise, get the information, and share it back with the student
4	Respondents	

Q16. Of the ways you handle a referral, which one do you do most often?			
Count	Percent		
10	23.26%	<div><div></div></div>	Call the appropriate office and make the connection to an individual for the student
14	32.56%	<div><div></div></div>	Explain that services exist on campus and that the student should seek out the information
18	41.86%	<div><div></div></div>	Provide the contact information for the office
1	2.33%	<div><div></div></div>	Walk the student to the appropriate office immediately
0	0.00%	<div><div></div></div>	Other
43	Respondents		

Q17. When you refer students to another advisor, how often do you provide the contact info of the advisor?			
Count	Percent		
32	74.42%	<div><div></div></div>	Always
11	25.58%	<div><div></div></div>	Sometimes
0	0.00%	<div><div></div></div>	Never
43	Respondents		
Top 1	74.42% (32)	Bottom 1	0.00% (0)
Mean	2.74	Std Deviation	0.44
Median	3.00	Std Error	0.07
Mode	3	Confidence Interval @ 95%	2.61-2.88

Q18. When you refer students to another advisor, how often do you contact that advisor about the student?			
Count	Percent		
4	9.30%	<div><div></div></div>	Always
35	81.40%	<div><div></div></div>	Sometimes
4	9.30%	<div><div></div></div>	Never
43	Respondents		
Top 1	9.30% (4)	Bottom 1	9.30% (4)
Mean	2.00	Std Deviation	0.44
Median	2.00	Std Error	0.07
Mode	2	Confidence Interval @ 95%	1.87-2.13

Q19. If a declared major in your area has definitely decided to change his/her major to a major outside your area, what is typically the first thing you do?

Count	Percent		
29	67.44%	<div><div></div></div>	Provide the student with the contact information of the department/school/college in which they are interested
1	2.33%	<div><div></div></div>	Provide a referral to University College Academic Advisement
13	30.23%	<div><div></div></div>	Use the catalog or other resources to assist the student
0	0.00%	<div><div></div></div>	Tell the student you will no longer assist them
43	Respondents		

Q20. If a student who is not a declared major in your area requests advising assistance within your advising unit, what is typically the first thing you do?

Count	Percent		
38	88.37%	<div><div></div></div>	Consult with the student to see if you can help
4	9.30%	<div><div></div></div>	Refer the student to your scheduled walk-ins
0	0.00%	<div><div></div></div>	Send the student back to the advisor in their declared major
0	0.00%	<div><div></div></div>	Send the student to University College Academic Advisement
1	2.33%	<div><div></div></div>	Other
43	Respondents		

Q21. Please specify what you typically do first if a student who is not a declared major in your area requests advising assistance within your advising unit:

Count	Percent	
1	100.00%	<div><div></div></div>

Count	Percent	
1	100.00%	<div><div></div></div> They are responded to by email, phone calls.

1 Respondents

Q22. To what extent do you agree that University College Academic Advising provides important services?

Count	Percent		
29	67.44%	<div><div></div></div>	Strongly agree
14	32.56%	<div><div></div></div>	Agree
0	0.00%	<div><div></div></div>	Disagree
0	0.00%	<div><div></div></div>	Strongly disagree
43	Respondents		
Top 1	67.44% (29)	Bottom 1	0.00% (0)
Mean	3.67	Std Deviation	0.47
Median	4.00	Std Error	0.07
Mode	4	Confidence Interval @ 95%	3.53-3.82

Q23. How often do you communicate with the University College advisor assigned to your school or department?			
Count	Percent		
1	2.33%	<div><div></div></div>	Annually
5	11.63%	<div><div></div></div>	Once a semester
10	23.26%	<div><div></div></div>	Twice a semester
21	48.84%	<div><div></div></div>	Monthly
6	13.95%	<div><div></div></div>	Never
43	Respondents		

Q24. How often do you meet with the other advisors outside your unit (do not include contacts with University College advisors)?			
Count	Percent		
2	4.65%	<div><div></div></div>	Annually
8	18.60%	<div><div></div></div>	Once a semester
10	23.26%	<div><div></div></div>	Twice a semester
17	39.53%	<div><div></div></div>	Monthly
6	13.95%	<div><div></div></div>	Never
43	Respondents		

Q25. To what extent do you agree that there is a positive working relationship between advisors (including University College and school/department advisors) as a group on this campus?			
Count	Percent		
11	25.58%	<div><div></div></div>	Strongly agree
28	65.12%	<div><div></div></div>	Agree
4	9.30%	<div><div></div></div>	Disagree
0	0.00%	<div><div></div></div>	Strongly disagree
43	Respondents		
Top 1	25.58% (11)	Bottom 1	0.00% (0)
Mean	3.16	Std Deviation	0.57
Median	3.00	Std Error	0.09
Mode	3	Confidence Interval @ 95%	2.99-3.33

Q26. Please indicate what advisor training you participate in: (Check all that apply)				
Count	Respondent %	Response %		
31	72.09%	20.26%	<div><div></div></div>	Campus wide Academic Advising Advisory Committee Professional Development Sessions
23	53.49%	15.03%	<div><div></div></div>	Campus wide special visitor workshops/Web casts/Webinars
19	44.19%	12.42%	<div><div></div></div>	Conferences external to campus
23	53.49%	15.03%	<div><div></div></div>	Department and School Advisors Council Sponsored training
22	51.16%	14.38%	<div><div></div></div>	Dept/School/Unit
20	46.51%	13.07%	<div><div></div></div>	Self Study
11	25.58%	7.19%	<div><div></div></div>	University College sponsored training
2	4.65%	1.31%	<div><div></div></div>	Other
2	4.65%	1.31%	<div><div></div></div>	None
43	Respondents			
153	Responses			

Q27. Please specify the other advisor training you have participated in:				
Count	Percent			
2	100.00%	<div><div></div></div>		
	Count	Percent		
	1	50.00%	<div><div></div></div>	Grad Assistant Training
	1	50.00%	<div><div></div></div>	I have two mentors within the School of Music who are training me. I am also seeking assistance from Evaluations.
2	Respondents			

Q28. What technology improvement would enhance your ability to do your job as an academic advisor?				
Count	Percent			
36	100.00%	<div><div></div></div>		
	Count	Percent		
	1	2.78%	<div><div></div></div>	Sub-waivers by computer, see recommendations of the Provosts' Tech subcommittee
	1	2.78%	<div><div></div></div>	A new operating system for MAC that supports QMF
	1	2.78%	<div><div></div></div>	Access to "find your major" information that students will receive (this was discussed at the previous development meeting);
	1	2.78%	<div><div></div></div>	Advisors within our dept share files on the computer.
	1	2.78%	<div><div></div></div>	An icampus Advisor channel
	1	2.78%	<div><div></div></div>	An online appointment making and conference notes system.
	1	2.78%	<div><div></div></div>	An online system that would interface with a student's record and provide the appropriate answers to typical questions students may have to standard questions. A Web interface instead of having to use an antiquated mainframe system.
	1	2.78%	<div><div></div></div>	Being able to see what the students see on Icampus.

1	2.78%	<input type="text"/>	Being able to view student's Progress Toward Degree on icampus.
1	2.78%	<input type="text"/>	better computer software/mainframe
1	2.78%	<input type="text"/>	Can't think of any.
1	2.78%	<input type="text"/>	easier use of computer screens (too many w/ repeated information), fix discrepancy between Portal and advisor screens (classes w/ seats are often shown as full on the Portal), on-line substitution waivers
1	2.78%	<input type="text"/>	Easy to use web based query system using drop down and click... this would help me manage my case load better!
1	2.78%	<input type="text"/>	electronic file or shared files (not sure what this is exactly but file sharing would seem to be helpful)
1	2.78%	<input type="text"/>	Electronic filing for students' plans of study
1	2.78%	<input type="text"/>	electronic sub/waivers, a standardized process for requesting overrides
1	2.78%	<input type="text"/>	Electronic Subwaivers
1	2.78%	<input type="text"/>	I don't know
1	2.78%	<input type="text"/>	I wish that there were some way that Sub Waivers could be done on-line and then sent and the file updated.
1	2.78%	<input type="text"/>	I wish the mainframe information was web based. I've been an advisor at 3 other universities, and i've never before had to manually update plans of study. Also, it would be nice to have an electronic version of student contact, nature of advising apt, what student was advised to do, etc.
1	2.78%	<input type="text"/>	improve mainframe dependabilitynot a frequent problem, but when it doesn't work.....it's a problem !!!
1	2.78%	<input type="text"/>	It would be helpful for Advisors to be able to call up their Advisee's portal pages so that we can see what they're looking at and have a question about what they're seeing when we're chatting with them--especially if they're over the phone as followup Advisee questions often are.
1	2.78%	<input type="text"/>	It would help if I had my appointments online and students could schedule themselves. It would help if the help desk staff were more helpful with the issue of setting up listservs- I did it myself, but with no help from them.
1	2.78%	<input type="text"/>	letting the mainframe screens stay up throughout a 1/2 hour appointment block without kicking me off
1	2.78%	<input type="text"/>	mainframe updates; access to iCampus screens currently available only to students
1	2.78%	<input type="text"/>	Make it easier access to student records electronically. University electronic record system is so archaic only a few people know how to use it effectively.
1	2.78%	<input type="text"/>	n/a
1	2.78%	<input type="text"/>	Not having to switch back and forth to so many different screens, in registration book information
1	2.78%	<input type="text"/>	on-line appointment maker --- very much needed!!!!
1	2.78%	<input type="text"/>	Online appointment scheduling system!
1	2.78%	<input type="text"/>	online scheduling of appointments for students, online applications for admission to major
1	2.78%	<input type="text"/>	Online submission of sub/waiver forms
1	2.78%	<input type="text"/>	simpler access and overview of info and how to access for advisement info, especially catalog and schedule info that could be linked in several ways to make it easier to find what you're looking for
1	2.78%	<input type="text"/>	To be able to fully utilize the portal as a student would.
1	2.78%	<input type="text"/>	updated mainframe.
1	2.78%	<input type="text"/>	Web-based student database and advising resources on i-campus. The mainframe is very difficult to use.

Q29. What evaluation data has your department/school collected to assess advising? (Check all that apply)

Count	Respondent %	Response %		
14	32.56%	18.67%	<div><div></div></div>	Alumni surveys
17	39.53%	22.67%	<div><div></div></div>	Anecdotal information
14	32.56%	18.67%	<div><div></div></div>	Graduation feedback/rates
18	41.86%	24.00%	<div><div></div></div>	Student satisfaction survey
3	6.98%	4.00%	<div><div></div></div>	None
9	20.93%	12.00%	<div><div></div></div>	Don't know
43	Respondents			
75	Responses			

Q30. Please indicate your level of agreement with the following statements: - My department/school values advising.

Count	Percent		
23	53.49%	<div><div></div></div>	Strongly agree
17	39.53%	<div><div></div></div>	Agree
3	6.98%	<div><div></div></div>	Disagree
0	0.00%	<div><div></div></div>	Strongly disagree
43	Respondents		
Top 1	53.49% (23)	Bottom 1	0.00% (0)
Mean	3.47	Std Deviation	0.63
Median	4.00	Std Error	0.10
Mode	4	Confidence Interval @ 95%	3.28-3.65

Q31. Please indicate your level of agreement with the following statements: - Illinois State University values advising.

Count	Percent		
10	23.26%	<div><div></div></div>	Strongly agree
28	65.12%	<div><div></div></div>	Agree
5	11.63%	<div><div></div></div>	Disagree
0	0.00%	<div><div></div></div>	Strongly disagree
43	Respondents		
Top 1	23.26% (10)	Bottom 1	0.00% (0)
Mean	3.12	Std Deviation	0.59
Median	3.00	Std Error	0.09
Mode	3	Confidence Interval @ 95%	2.94-3.29

Q32. Please indicate your level of agreement with the following statements: - The University community views advising as key to the success of students at ISU.

Count	Percent		
5	11.63%	<div><div></div></div>	Strongly agree
24	55.81%	<div><div></div></div>	Agree
11	25.58%	<div><div></div></div>	Disagree
3	6.98%	<div><div></div></div>	Strongly disagree
43	Respondents		
Top 1	11.63% (5)	Bottom 1	6.98% (3)
Mean	2.72	Std Deviation	0.77
Median	3.00	Std Error	0.12
Mode	3	Confidence Interval @ 95%	2.49-2.95

Q33. Please share any other comments that you have:

Count	Percent		
14	100.00%	<div><div></div></div>	
Count	Percent		
1	7.14%	<div><div></div></div>	Every department should have a full time advisor
1	7.14%	<div><div></div></div>	I advise part-time to help out in my department. Whenever I have a question, I go to the head advisor in the department and get the info or assistance needed.
1	7.14%	<div><div></div></div>	I enjoy my job, but compared to the position I held before I got here, I am doing the job of at least 3 people.
1	7.14%	<div><div></div></div>	I had no training on advisement. I like to see at a college level meetings for advisors atleast yearly basis.
1	7.14%	<div><div></div></div>	I think in theory the University values advising. In reality, I don't think administrators truly see the value of what academic advisors do and can do. I think they pay lip service to and continue to marginalize advising. As a professional, I feel my department values my educational background and student personnel experience; however, I sense that the College and University do not necessarily see my position as such. I also resent the continuing argument that a rift exists between UC and department/school advisors. Maybe if administrators quit harking on that, and focus on promoting the educational and academic value of advisement we might be able to strengthen our core mission.
1	7.14%	<div><div></div></div>	I was an advisor in University College for many years and retired. I started October 1 in the School of Music (part-time) so this is a new role for me. My responses are based on my brief experience as a departmental advisor.
1	7.14%	<div><div></div></div>	I've only been advising in my current department for less than a semester.
1	7.14%	<div><div></div></div>	Only recently with AAAC has the university decided that we are even a group that exists on campus. The Universtiy has yet to acknowledge that we make a substantial contribution to students in any significant way. They acknowledged advisors when a problem became apparent. Too bad we can't be more proactive.
1	7.14%	<div><div></div></div>	Per question 24--I answered that question with regard to "Advising Outcomes" in terms of majors successful graduation and placement in their first job or in graduate school. I don't believe we ask students/alumni specific questions about the advising process in great detail. Also, since it "takes a village" to mentor our students as young adults, all faculty and staff should be aware of the impact they have on students that they come into contact with. Every interaction is an opportunity for creating an "advisable moment" in the professional development of our students at ISU.
1	7.14%	<div><div></div></div>	Thank you for doing this. I'll be very interested in the data resulting from this survey.
1	7.14%	<div><div></div></div>	thank-you for your work on this !!!!
		<div><div></div></div>	

	1	7.14%		We've come along way!
	1	7.14%		While I feel valued as an advisor at ISU, I feel that very little time is provided in my position for professional development. The attitude seems to be that if I don't have a student in my office, then I have time to work on other things outside of advising.
	1	7.14%		Why does the university require faculty in some colleges to be advisers and does not do that in other colleges? Some animals are clearly more equal than others.
14 Respondents				