## **Departmental Advisors Survey**

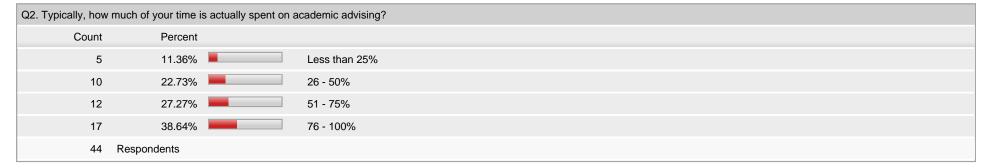
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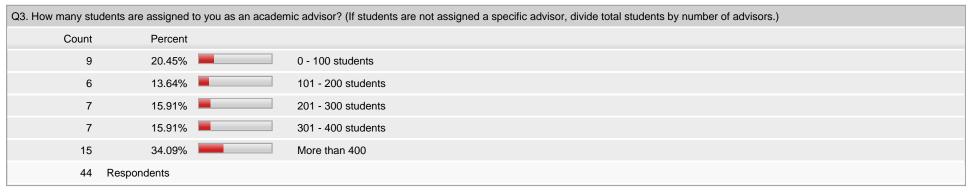
Date Created: 11/1/2007 4:11:51 PM

Date Range: 11/26/2007 12:00:00 AM - 11/26/2007 12:00:00 AM

Total Respondents: 44

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





Q4. In addition to	4. In addition to advising, in what other roles do you serve students? (Check all that apply)				
Count	Respondent %	Response %			
17	38.64%	18.68%	Advisor to an organization		
11	25.00%	12.09%	Internship coordinator		
10	22.73%	10.99%	Mentor in a formal program		
27	61.36%	29.67%	Teacher		
3	6.82%	3.30%	Student teaching coordinator		
23	52.27%	25.27%	Other		
44	Respondents				
91	Responses				

Count	Percent		
23	100.00%		
	Count	Percent	
	1	4.35%	Actuarial Program Director, Professor of Mathematics, Professional Practice Coordinator
	1	4.35%	administrative duties in the department assisting faculty w/student concerns/issues
	1	4.35%	Chair master's and Ph.D. theses Tutor on the Mathematics Lifestyle floor Project Success, etc.
	1	4.35%	coach to a competitive collegiate team
	1	4.35%	coordinator of master's-degree program in Clinical-Counseling Psychology; serving on departmental curriculum committee and undergradu advisory committee; dealing with enrollment management issues, overrides, etc.
	1	4.35%	director of conference, teach for another department only part-time in department where I advise
	1	4.35%	Doing recruiting
	1	4.35%	I am also a Department Chair, so I deal with students in a number of other capacities as well.
	1	4.35%	I am Assistant to the Chairperson, an Administrative Assistant position. Most of my job is administrative, but I also advise all minors plus m 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 t 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%	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 case and schedule appointments and track gpa. Also trying to implement a senior audit.
	1	4.35%	I chair a committee which conducts interviews and writes composite letters for students attempting to get into medical or dental school. I w very closely with the students throughout the medical application cycle.
	1	4.35%	I make students aware of and encourage them to participate in a variety of professional development opportunities: scholarships & may 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 assistantshipsI also recruit, hire, and schedule our undergraduate teaching assistants. I also create programming 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 & may; 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 publicationsincluding student recruitment brochures and our annual alumni publications.

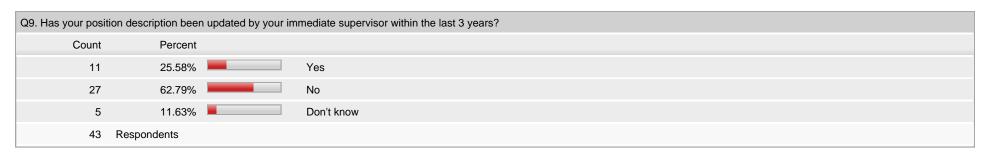
1	4.35%	I serve as a faculty mentor for an R.S.O. I serve as representative to the Academic Senate and as member of the AP Council. I do independe studies with undergraduate and graduate students. I help make up the schedulewhat, when and where classes will be offered. In addition to my own minors, I manage two other minors as well.
1	4.35%	Independent study coordinator; UTA coordinator; job placement; liaison with COE
1	4.35%	Normally teach one Cinema Studies course per semester. Departmental Honors coordinator.
1	4.35%	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%	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%	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%	Representing the college at Preview, open houses, and other college events.
1	4.35%	study tour coordinator
1	4.35%	supervised practicum when we had an extra large group
1	4.35%	superviser of student clinical experiences
1	4.35%	Teacher, 3 courses per year.

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

Q7. Pleas	se spe	cify the other	non-advising duties/roles you are responsible for as indicated in the previous question:
Cou	unt	Percent	
	23	100.00%	
		Count	Percent
		1	4.35% 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% Actuarial Program Director, Professor of Mathematics, Professional Practice Coordinator

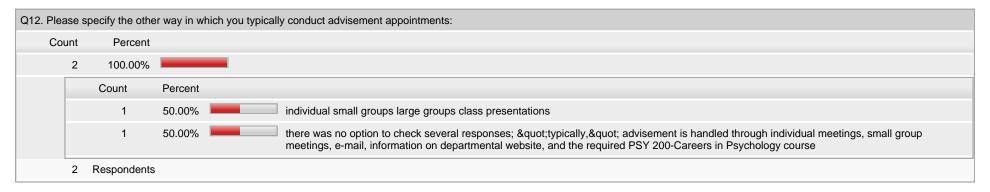
1 4.35% Administrative duties corresponding to being a Department Chair  1 4.35% Coordinate Cinema Studies course offerings. Handle scheduling of Departmental course offerings. Serve on Departmental RAS Commi (Recruitment and Scholarship).  1 4.35% coordinating weekly research seminar, research, serving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

Q8. Have you read	8. Have you read your position description within the last 3 years?				
Count	Percent				
26	60.47% Yes				
17	39.53% No				
43	Respondents				



Q10. How does yo	10. How does your department/school see students in need of advisement assistance? (Check all that apply)				
Count	Respondent %	Response %			
41	95.35%	47.67%	Scheduled appointments		
32	74.42%	37.21%	Walk-ins		
10	23.26%	11.63%	Referrals to a website		
3	6.98%	3.49%	No systematic procedure		
43	Respondents				
86	Responses				

Q11. Typically, how	11. Typically, how do you conduct advisement appointments?			
Count	Percent			
0	0.00%	During an introductory course		
40	93.02%	Individually		
0	0.00%	In small groups (2-5)		
1	2.33%	In large groups (more than 5)		
0	0.00%	Through email		
2	4.65%	Other		
43	Respondents			



O13 After adv	vance registration, how often do	you check your declared majors' sched	ulas to ansura coursework fo	or the following semester is appropriate?
Q13. After au	varice registration, now often do	you check your declared majors@isquo, sched	ules to effsure coursework it	or the following semester is appropriate:
Count	Percent			
10	23.26%	Always		
12	27.91%	Sometimes		
1	2.33%	Never		
20	46.51%	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 r	214. 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%	Call the appropriate office and make the connection to an individual for the student		
35	81.40%	30.97%	Explain that services exist on campus and that the student should seek out the information		
40	93.02%	35.40%	Provide the contact information for the office		
6	13.95%	5.31%	Walk the student to the appropriate office immediately		
4	9.30%	3.54%	Other		
43	Respondents				
113	Responses				

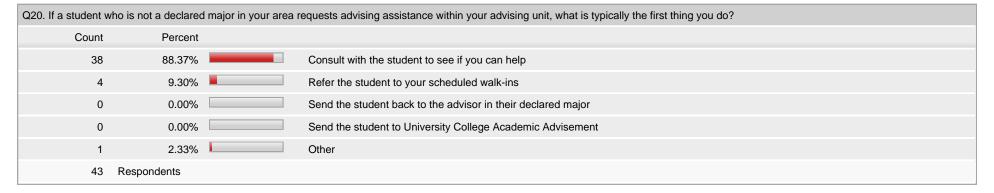
Q15. Ple	ase in	15. Please indicate the other way in which you handle a referral:						
Co	ount	Percent						
	4	100.00%						
		Count	Percent					
		1	25.00%	Handouts				
		1	25.00%	I do a combination of all of the above depending on the individual students and their needs				
		1	25.00%	network with existing contacts to find out options for student				
		1	25.00%	track down the individual with the expertese, get the information, and share it back with the student				
	4	Respondents	i					

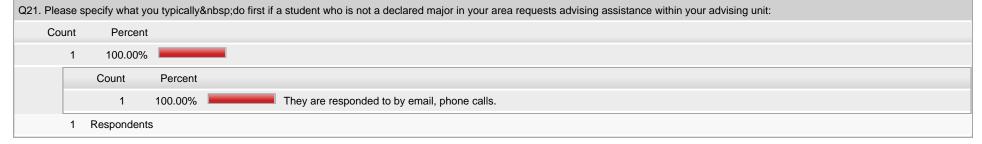
Q16. Of the ways y	Q16. Of the ways you handle a referral, which one do you do most often?							
Count	Percent							
10	23.26%	Call the appropriate office and make the connection to an individual for the student						
14	32.56%	Explain that services exist on campus and that the student should seek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

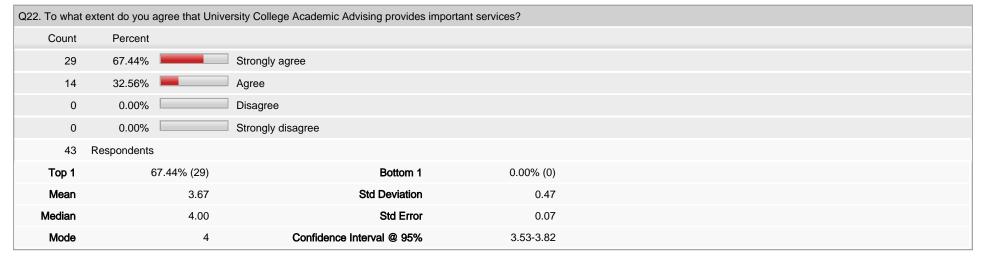
Q17. When yo	Q17. When you refer students to another advisor, how often do you provide the contact info of the advisor?							
Count	Percent							
32	74.42%	Always						
11	25.58%	Sometimes						
0	0.00%	Never						
43	Respondents							
Top 1	74.42% (32)	Bottom 1	0.00% (0)					
Mean	2.74	Std Deviation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

Q18. When yo	218. When you refer students to another advisor, how often do you contact that advisor about the student?							
Count	Percent							
4	9.30%	Always						
35	81.40%	Sometimes						
4	9.30%	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	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%	Provide the student with the contact information of the department/school/college in which they are interested						
1	2.33%	Provide a referral to University College Academic Advisement						
13	30.23%	Use the catalog or other resources to assist the student						
0	0.00%	Tell the student you will no longer assist them						
43	Respondents							







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

Q24. How often do	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%	Annually						
8	18.60%	Once a semester						
10	23.26%	Twice a semester						
17	39.53%	Monthly						
6	13.95%	Never						
43	Respondents							

Q25. To what	Q25. To what extent to 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% Strongly agree						
28	65.12% Agr	ee					
4	9.30% Disa	agree					
0	0.00% Stro	ngly 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 indic	226. Please indicate what advisor training you participate in: (Check all that apply)							
Count	Respondent %	Response %						
31	72.09%	20.26%	Campus wide Academic Advising Advisory Committee Professional Development Sessions					
23	53.49%	15.03%	Campus wide special visitor workshops/Web casts/Webinars					
19	44.19%	12.42%	Conferences external to campus					
23	53.49%	15.03%	Department and School Advisors Council Sponsored training					
22	51.16%	14.38%	Dept/School/Unit					
20	46.51%	13.07%	Self Study					
11	25.58%	7.19%	University College sponsored training					
2	4.65%	1.31%	Other					
2	4.65%	1.31%	None					
43	Respondents							
153	Responses							



Q28. Wha	t technology imp	rovement woul	ld enhance your ability to do your job as an academic advisor?
Cou	int Percen	t	
;	36 100.00%	6	
	Count	Percent	
	1	2.78%	Sub-waivers by computer, see recomendations of the Provosts' Tech subcommittee
	1	2.78%	A new operating system for MAC that supports QMF
	1	2.78%	Access to "find your major" information that students will receive (this was discussed at the previous development meeting);
	1	2.78%	Advisors within our dept share files on the computer.
	1	2.78%	An icampus Advisor channel
	1	2.78%	An online appointment making and conference notes system.
	1	2.78%	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%	Being able to see what the students see on Icampus.

	1	2.78%	Being able to view student's Progress Toward Degree on icampus.
	1	2.78%	better computer software/mainframe
	1	2.78%	Can't think of any.
	1	2.78%	easier use of computer screens (too many w/ repeated information), fix discrepency between Portal and advisor screens (classes w/ seats are ofen shown as full on the Portal), on-line substitution waivers
	1	2.78%	Easy to use web based query system using drop down and click this would help me manage my case load better!
	1	2.78%	electronic file or shared files (not sure what this is exactly but file sharing would seem to be helpful)
	1	2.78%	Electronic filing for students' plans of study
	1	2.78%	electronic sub/waivers, a standardized process for requesting overrides
	1	2.78%	Electronic Subwaivers
	1	2.78%	I don't know
	1	2.78%	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%	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%	improve mainframe dependabilitynot a frequent problem, but when it doesn't workit's a problem !!!
	1	2.78%	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 themespecially if they're over the phone as followup Advisee questions often are.
	1	2.78%	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%	letting the mainframe screens stay up throughout a 1/2 hour appointment block without kicking me off
	1	2.78%	mainframe updates; access to iCampus screens currently available only to students
	1	2.78%	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%	n/a
	1	2.78%	Not having to switch back and forth to so many different screens, in registration book information
	1	2.78%	on-line appointment maker very much needed!!!!!
	1	2.78%	Online appointment scheduling system!
	1	2.78%	online scheduling of appointments for students, online applications for admission to major
	1	2.78%	Online submission of sub/waiver forms
	1	2.78%	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%	To be able to fully utilize the portal as a student would.
	1	2.78%	updated mainframe.
	1	2.78%	Web-based student database and advising resources on i-campus. The mainframe is very difficult to use.
36	Respondents		

Q29. What evalua	229. What evaluation data has your department/school collected to assess advising? (Check all that apply)							
Count	Respondent %	Response %						
14	32.56%	18.67%		Alumni surveys				
17	39.53%	22.67%		Anecdotal information				
14	32.56%	18.67%		Graduation feedback/rates				
18	41.86%	24.00%		Student satisfaction survey				
3	6.98%	4.00%		None				
9	20.93%	12.00%		Don't know				
43	Respondents							
75	Responses							

Q30. Please in	Q30. Please indicate your level of agreement with the following statements: - My department/school values advising.				
Count	Percent				
23	53.49%	Strongly agree			
17	39.53%	Agree			
3	6.98%	Disagree			
0	0.00%	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 in	Q31. Please indicate your level of agreement with the following statements: - Illinois State University values advising.					
Count	Percent					
10	23.26%	Strongly agree				
28	65.12%	Agree				
5	11.63% Disagree					
0	0 0.00% 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%	Strongly agree		
24	55.81%	Agree		
11	25.58%	Disagree		
3	6.98%	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	

Count	Percent		
14	100.00%		
	Count	Percent	
	1	7.14%	Every department should have a full time advisor
	1	7.14%	I advise part-time to help out in my department. Whenver I have a question, I go to the head advisor in the department and get the info assistance needed.
	1	7.14%	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%	I had no training on advisement. I like to see at a college level meetings for advisors atleast yearly basis.
	1	7.14%	I think in theory the University values advising. In reality, I don't think administrators truly see the value of what academic advisors do ar 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 also resent the continuing argument that a rift exists between UC and department/school advisors. Maybe if administrators quit harking and focus on promoting the educational and academic value of advisement we might be able to strengthen our core mission.
	1	7.14%	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 me. My responses are based on my brief experience as a departmental advisor.
	1	7.14%	I've only been advising in my current department for less than a semester.
	1	7.14%	Only recently with AAAC has the university decided that we are even a group that exists on campus. The University has yet to acknowled that we make a substantial contribution to students in any significant way. They acknowledged advisors when a problem became appare bad we can't be more proactive.
	1	7.14%	Per question 24I 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 detail. Also, since it "takes a village" to mentor our students as young adults, all faculty and staff should be aware of the impartment 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%	Thank you for doing this. I'll be very interested in the data resulting from this survey.
	1	7.14%	thank-you for your work on this !!!!

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		