University College Advisors Survey

Description:
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: 20

Q1. According to your position description, how much of your time is allocated to academic advising?

Count	Percent		
0	0.00%		Less than 25%
0	0.00%		26% - 50%
3	15.00%		51% - 75%
16	80.00%		76% - 100%
1	5.00%		Don't know
20		Respondents	

Q2. Typically, how much of your time is actually spent on academic advising?

Count	Percent		
0	0.00%		Less than 25%
0	0.00%		26 - 50%
5	25.00%		51 - 75%
15	75.00%		76 - 100%
20		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		
3	15.00%		0 - 100 students
1	5.00%		101 - 200 students
16	80.00%		201 - 300 students
0	0.00%		301 - 400 students
0	0.00%		More than 400
20		Respondents	

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

Count	Respondent %	Response %		
3	15.00%	12.00%		Advisor to an organization
0	0.00%	0.00%		Internship coordinator
1	5.00%	4.00%		Mentor in a formal program
5	25.00%	20.00%		Teacher
0	0.00%	0.00%		Student teaching coordinator
8	40.00%	32.00%		Other
8	40.00%	32.00%		None
20	Respondents			
25	Responses			

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

Count	Percent	
8	100.00%	

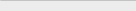| Count	Percent	
1	12.50%	Administrator
1	12.50%	As as athletics advisor I am responsible for calculating NCAA academic eligibility.
1	12.50%	Calculate NCAA Continuing Eligibility for student athletes and counsel them on these requirements. Assist with the recruitment of prospective student athletes.
1	12.50%	Group leader
1	12.50%	I am one of the coordinators for the Dual Enrollment program at University High School.
1	12.50%	Linc instructor
1	12.50%	NCAA Satisfactory Progress reporting, NCAA APR reporting, 5th year aid applications approvals, recruiting
1	12.50%	Student employee supervisor

| 8 | Respondents | |

Q6. What non-advising duties/roles are you responsible for?

Count	Respondent %	Response %		
2	10.00%	8.70%		Budget
2	10.00%	8.70%		Enrollment management
1	5.00%	4.35%		Marketing/Publications
1	5.00%	4.35%		Student recruiting
0	0.00%	0.00%		Website development/management
6	30.00%	26.09%		Other
11	55.00%	47.83%		None
20	Respondents			
23	Responses			

Q7. Please indicate the other non-advising duties/roles that you are responsible for as indicated in the previous question:

Count	Percent	
5	100.00%	

Count	Percent	
1	20.00%	Committees, working groups, initiatives for General Students, 75 Hour Appeals
1	20.00%	Internal and external committee duties, training, orientation seminarsq
1	20.00%	new advisor training
1	20.00%	Parent contact
1	20.00%	Various committees and working groups

5 Respondents

Q8. Have you read your position description within the last 3 years?

Count	Percent	
17	85.00%	Yes
3	15.00%	No
20	Respondents	

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

Count	Percent	
14	70.00%	Yes
1	5.00%	No
5	25.00%	Don't know
20	Respondents	

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

Count	Respondent %	Response %		
20	100.00%	43.48%		Scheduled appointments
20	100.00%	43.48%		Walk-ins
6	30.00%	13.04%		Referrals to a website
0	0.00%	0.00%		No systematic procedure
20	Respondents			
46	Responses			

Q11. Typically, how do you conduct advisement appointments?

Count	Percent		
0	0.00%		During an introductory course
20	100.00%		Individually
0	0.00%		In small groups (2-5)
0	0.00%		In large groups (more than 5)
0	0.00%		Through email
0	0.00%		Other
20	Respondents		

Q12. Please specify how you typically conduct advisement appointments:

Count	Percent	
0	0.00%	
0	Respondents	

Q13. After advance registration, how often do you check your assigned students' schedules to ensure coursework for the following semester is appropriate?

Count	Percent		
19	95.00%		Always
1	5.00%		Sometimes
0	0.00%		Never
0	0.00%		Only if requested by student
20	Respondents		

Top 1	95.00% (19)	Bottom 1	0.00% (0)
Mean	2.95	Std Deviation	0.22
Median	3.00	Std Error	0.05
Mode	3	Confidence Interval @ 95%	2.85-3.05

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

Count	Respondent %	Response %		
17	85.00%	26.56%		Call the appropriate office and make the connection to an individual for the student
17	85.00%	26.56%		Explain that services exist on campus and that the student should seek out the information
20	100.00%	31.25%		Provide the contact information for the office
10	50.00%	15.63%		Walk the student to the appropriate office immediately
0	0.00%	0.00%		Other
20	Respondents			
64	Responses			

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

Count	Percent	
0	0.00%	
0	Respondents	

Q16. Of the ways you handle a referral, which one do you do most often?

Count	Percent		
2	10.00%		Call the appropriate office and make the connection to an individual for the student
5	25.00%		Explain that services exist on campus and that the student should seek out the information
13	65.00%		Provide the contact information for the office
0	0.00%		Walk the student to the appropriate office immediately
0	0.00%		Other
20	Respondents		

Q17. When you refer students to another advisor, how often do you provide the contact info of the advisor?

Count	Percent	
16	80.00%	Always
4	20.00%	Sometimes
0	0.00%	Never
20	Respondents	

Top 1	80.00% (16)	Bottom 1	0.00% (0)
Mean	2.80	Std Deviation	0.41
Median	3.00	Std Error	0.09
Mode	3	Confidence Interval @ 95%	2.62-2.98

Q18. When you refer students to another advisor, how often do you contact that advisor about the student?

Count	Percent		
3	15.00%		Always
17	85.00%		Sometimes
0	0.00%		Never
20	Respondents		

Q19. As a department liaison, how often do you communicate with your assigned department?

Count	Percent		
0	0.00%		Annually
2	10.00%		Once a semester
5	25.00%		Twice a semester
9	45.00%		Monthly
0	0.00%		Never
4	20.00%		I am not assigned as a department liaison
20	Respondents		

Q20. How often do you communicate with advisors outside of University College? (Do not include contacts as the department liaison.)
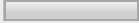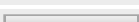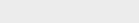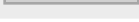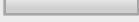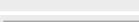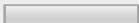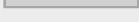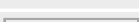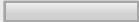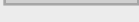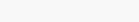
Count	Percent		
0	0.00%		Annually
2	10.00%		Once a semester
2	10.00%		Twice a semester
16	80.00%		Monthly
0	0.00%		Never
20	Respondents		
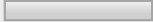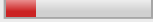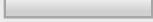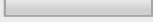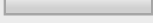
Q21. To what extent to do you agree that there is a positive working relationship between advisors (including University College and school/department advisors) as a group on this campus?

Count	Percent		
0	0.00%		Strongly agree
13	65.00%		Agree
7	35.00%		Disagree
0	0.00%		Strongly disagree
20	Respondents		

Top 1	0.00% (0)	Bottom 1	0.00% (0)
Mean	2.65	Std Deviation	0.49
Median	3.00	Std Error	0.11
Mode	3	Confidence Interval @ 95%	2.44-2.86

Q22. Please indicate what advisor training you participate in: (Check all that apply)

Count	Respondent %	Response %		
19	95.00%	20.65%		Campus wide Academic Advising Advisory Committee Professional Development Sessions
14	70.00%	15.22%		Campus wide special visitor workshops/Web casts/Webinars
19	95.00%	20.65%		Conferences external to campus
5	25.00%	5.43%		Department and School Advisors Council Sponsored training
7	35.00%	7.61%		Dept/School/Unit
7	35.00%	7.61%		Self Study
20	100.00%	21.74%		University College sponsored training
1	5.00%	1.09%		Other
0	0.00%	0.00%		None
20	Respondents			
92	Responses			

Q23. Please indicate the other advisor training in which you participate:

Count	Percent	
1	100.00%	

	Count	Percent	
	1	100.00%	CTLT, NACADA web forums

1	Respondents

Q24. What technology improvement would enhance your ability to do your job as an academic advisor?

Count	Percent

Count	Percent	
15	100.00%	

Count	Percent	
1	6.67%	A campus-wide database for all student records (conference notes).
1	6.67%	A database that is connected to the mainframe for current information Communication tracking system so any Advisor could log in and see what the student has already been told
1	6.67%	Automated appointment making/tracking system that allows online appointment scheduling (students can schedule their own appointments online), automatic reminder/no show emails, etc.
1	6.67%	Better caseload management/tracking tools, ability to track communication with different offices/advisors on campus, ability to track when an advisement indicator was changed, advisement electronic portfolio, general education & iai deficiency calculator that could be based on specific populations
1	6.67%	campus wide advising tracker
1	6.67%	Can't think of anything right now.
1	6.67%	electronic notes
1	6.67%	electroninc wait list
1	6.67%	I would have suggested the creation of 4-year plans for all majors, but those have been created and have been very useful.
1	6.67%	Just knowing the overall basics in the programs we use such as outlook, excel etc
1	6.67%	none
1	6.67%	Stream-lined process for requesting overrides from departments. Now, each department/school has their own SPECIFIC guidelines for requesting overrides, and it very hard to keep track of while in the midst of freshmen registration. An online appointment system would also be very nice and would save us a lot of time.
1	6.67%	student information database shared by all advisors across campus.
1	6.67%	Technology is not my strength...keeping up with what we already have is enough for me:) Not a good question for me.
1	6.67%	Webbased system for finding student information, note taking and sharing information with other advisors on campus, such as an advisor forums page.

15 Respondents

Q25. What evaluation data has your department/school collected to assess advising? (Check all that apply)

Count	Respondent %	Response %	
0	0.00%	0.00%	Alumni surveys
5	26.32%	20.83%	Anecdotal information
0	0.00%	0.00%	Graduation feedback/rates
19	100.00%	79.17%	Student satisfaction survey
0	0.00%	0.00%	None
0	0.00%	0.00%	Don't know

19 Respondents

24 Responses

Q26. Please indicate your level of agreement with the following statements: - University College values advising.

Count	Percent		Response
10	52.63%		Strongly agree
9	47.37%		Agree
0	0.00%		Disagree
0	0.00%		Strongly disagree
19	Respondents		

Top 1	52.63% (10)	Bottom 1	0.00% (0)
Mean	3.53	Std Deviation	0.51
Median	4.00	Std Error	0.12
Mode	4	Confidence Interval @ 95%	3.30-3.76

Q27. Please indicate your level of agreement with the following statements: - Illinois State University values advising.

Count	Percent		Response
3	15.79%		Strongly agree
14	73.68%		Agree
2	10.53%		Disagree
0	0.00%		Strongly disagree
19	Respondents		

Top 1	15.79% (3)	Bottom 1	0.00% (0)
Mean	3.05	Std Deviation	0.52
Median	3.00	Std Error	0.12
Mode	3	Confidence Interval @ 95%	2.82-3.29

Q28. 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		Response
3	15.79%		Strongly agree
10	52.63%		Agree
6	31.58%		Disagree
0	0.00%		Strongly disagree
19	Respondents		

Top 1	15.79% (3)	Bottom 1	0.00% (0)
Mean	2.84	Std Deviation	0.69
Median	3.00	Std Error	0.16
Mode	3	Confidence Interval @ 95%	2.53-3.15

Q29. Please share any other comments that you have:

Count	Percent
3	100.00%

Count	Percent	
1	33.33%	N/A
1	33.33%	The environment around advising has improved greatly in the last 3 years. I hope for more improvements in the future. New advisor training is still problematic on this campus. Hopefully the AAAC sub-committee will address this deficit.
1	33.33%	The University may be trying to work toward a goal that will indicate the importance of advising, but university policy works against both students and advisors. University policy creates an adversarial relationship from the start that causes most advisors to provide the reality of a negative situation to students. The university has great difficulty supporting a student body of over 20,000 students and advisors are the face of the university for students, because they meet with us most frequently. Because of this reality, university policy reflects directly on the advisor and is currently setting advisors and the university in a poor light. Because of caseload numbers, lack of appropriate courses available, difficulty for good students to declare the majors of their choice, and lack of clarity in maneuvering through procedures, the university is putting students as well as highly qualified, dedicated advisors at risk of leaving ISU.

3	Respondents