

CSU Advising Survey Analysis and Recommendations

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1.0 Overview

The California State University (CSU) launched Graduation Initiative 2025 (GI 2025) in September 2016 as a systemwide priority to increase graduation rates and eliminate equity gaps across its 23 campuses. In two of GI 2025's six "pillars" of focus, enhancing student advising is featured prominently: Academic Preparation and Reducing Administrative Barriers. As such, the CSU system has made a significant commitment to support advising initiatives in an effort to help meet GI 2025 goals, including the implementation, on-going leadership and financial support for Smart Planner and the Educational Advisory Board Navigate application. In April 2020, Student Affairs and Enrollment Management also hired an Interim Systemwide Director of Student Advising Initiatives to coordinate focused efforts to assess and identify improvements in advising policies, processes, practices and protocols.

Currently, student advising functions are administratively housed in various divisions and departments on the 23 CSU campuses. Delivery of advising also varies; advising is coordinated and provided by faculty advisors, professional staff advisors and/or in some instances by peer-advisors/mentors. A broad range of activities may be included within the advising portfolio – academic advising, general advising, coaching, mentoring and career development – even though organization varies systemwide. Just as campus advising structures vary by campus, so do the professional advisor caseloads. The caseload is determined by the number of students with whom each advisor meets to adequately perform their assigned duties. The Council for the Advancement of Standards in Higher Education states that: "Academic Advising Programs must identify the level of staffing necessary to achieve its mission and goals."¹ When considering the appropriate advising model and organizational structure, C.F. Pardee notes, "There are many variables that should be taken into account, including characteristics of the institution, the faculty, student population, scope of the advising program, and philosophy of advising."²

Anecdotally, CSU students have confided that their advising experiences on their respective campuses have not been consistent or positive. Students report that this has contributed to an increase in excess units, increased time to degree and reduced persistence. Clearly, a better understanding of students' experiences with advising could help inform areas for improvement.

To determine what specific barriers, obstacles and advising structures are part of preventing timely graduation, negatively impacting retention efforts or not advantageous for closing equity gaps, the CSU administered an online Campus Advising Survey in June 2020. The survey was administered to the directors of the university academic advisement centers. Many of these directors coordinate the general advisement center and campus-wide advising initiatives under the direction of an associate vice president for Academic Affairs, Enrollment Management, or Student Affairs. The purpose of the survey was to provide a high-level landscape of advising at the 23 campuses and to identify opportunities for further support and collaboration. Survey results also were intended to help identify priorities for strategic and early action for the new systemwide director in the first 12-24

¹ Council for the Advancement of Standards in Higher Education, (2018). *Academic Advising Programs*. Retrieved 2020, October 26 from <http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

² Pardee, C. F. (2004). Organizational structures for advising. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Organizational-Models-for-Advising.aspx>

months of employment. It should be noted that 27 individuals responded to the survey, but all data in this report reflect one response per campus.

Ideally, an assessment would have been conducted in-person on each campus via focus groups, but this was rendered prohibitive in the context of the COVID-19 pandemic. However, the information captured in the survey provided sufficient information to adequately assess respondents' concerns. Based on the findings, there are implications for (1) creating the ideal advising structure necessary to onboard students, (2) implementing strategies to generate a sense of belonging for students and support student success, and (3) reassessing advising capacity on the campuses, as well as appointing more professional advisors to appropriately and effectively meet the caseload for each institution. This document highlights key findings and provides recommendations for both the 23 campuses and the Chancellor's Office, as well as identifies areas for additional inquiry. The appendices provide additional details on the survey data received from campuses.

2.0 Survey Overview

The CSU Campus Advising Survey asked a wide array of questions and covered the following areas:

- Advising responsibilities, ratios and reporting structure
- Advising mission and outcomes
- Faculty advising and training
- Professional development for advisors
- Advising technology
- Open-ended questions regarding re-evaluation of advising and support from the Chancellor's Office

The survey was administered in June 2020 using SurveyMonkey; all 23 campuses responded. In the case of four campuses, two individuals submitted survey responses and the data was recalibrated to reflect one response per campus.

3.0 Survey Themes

Based on the results of the survey, several themes emerged. This section outlines the most prevalent themes, and identifies areas where further progress could be analyzed and considered at each campus. These include:

1. The importance of consistent advising experiences for students;
2. Use of technology to enhance student support and advising efforts; and
3. More advancement and development opportunities for advisors.

The majority of advising on campuses is provided by full-time professional advisors (97%), followed by full-time faculty advisors (67%) and student services professionals in student support programs (67%). Part-time professional advisors and adjunct (part-time) faculty comprised 24% and 17%, respectively. Note that totals are more than 100% as many campuses utilize multiple types of personnel to conduct advising. See Appendix 1 for further details.

3.1 The Importance of Consistent Advising Experiences for Students

All campuses reported concerns about the student advising experience. Several areas on campus have some responsibility for advising. Students do not always know the person or office to whom they need to address specific questions. In some instances, students can be misadvised. This could potentially result in delayed degree progress, major changes and student frustration. In addition, not all students consistently receive advising. Currently, one campus requires mandatory advising for all students, 14 campuses require mandatory advising for first-time first-year students and 11 campuses require mandatory advising for transfer students (Appendix 1). Appendix 2 summarizes the undergraduate advising responsibilities across campuses.

3.1.1 Opportunities for Enhancement

One way to ensure that the advising process across campus divisions and departments is consistent is to ensure appropriate communication takes place, clear expectations are established and regular training is occurring.

Advising Mission Statement, Syllabus and Learning Outcomes

While nearly two-thirds of the campuses reported they had an official advising mission statement, most campuses did not have a formal advising syllabus or defined learning outcomes. Periodically reviewing the mission statement as well as creating or updating the advising syllabus and learning outcomes will provide an opportunity to clearly define the expectations for advising and desired outcomes for students across the 23 campuses. An advising syllabus establishes best practices and expectations for students and for advisors. Please refer to the sample advising syllabus with embedded best practices to be established for all CSU campuses.³

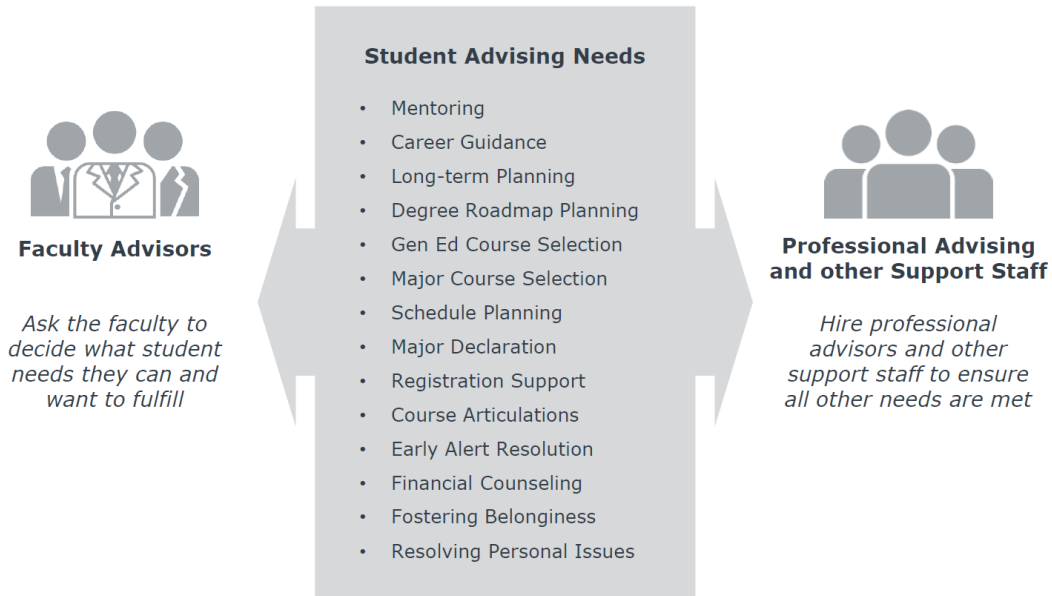
According to the executive director of NACADA, the national academic advising association, the two most relevant questions that any institution-wide mission statement for advising must answer are: “What does our institution value about academic advising?” and “What is the purpose of academic advising at our institution?” An advising mission statement crafted from answering these questions must clearly reflect the overall mission and purpose of the institution. Only when these conditions have been met can we begin to develop expected outcomes or goals for the advising experience on our campuses.⁴ See Appendix 3 for further details.

Further Clarification of Advising and Responsibilities

In the review of the advising mission, syllabus, and learning outcomes, a determination regarding the most efficient and effective division of labor for advising activities may need to take place. Campuses may want to assess further the advising needs of their students and who is best situated to perform an advising function in terms of knowledge, capacity and ease of access. Since both faculty and staff perform advising functions, the chart below provides an example of some items that campuses may want to discuss and evaluate to determine advising responsibilities.

³California State University Northridge *Advising syllabus for liberal studies program*. Retrieved 2020, November 2 from <https://www.csun.edu/sites/default/files/advising-syllabus.pdf>

⁴Nutt, C. (2004, December). *Assessing student learning in academic advising* in *NACADA Academic Advising News*. Retrieved 2020, October 26 from <https://nacada.ksu.edu/Portals/0/ePub/documents/27-4%20Dec%202004.pdf?ver=2016-10-03-110804-000>.



Source: Venit, E. (2019). CSU Education Advisory Board (EAB) Summit. Keynote.

Standardization of Advisor Training and Expectations for Faculty and Staff

Many survey respondents were concerned about the inconsistency of advisor training and expectations. All but two campuses provide e-advising and general advising training for faculty. For example, on some campuses and in certain departments, faculty are able to count their direct advising role towards their service requirements considered in the Retention/Reappointment, Tenure and Promotion (RTP) process, but this is not always the case. To ensure quality advising, faculty should engage in ongoing training and participation in professional development opportunities to ensure consistency in advising that promotes student success.

Additionally, 11 campuses provide professional development opportunities to faculty. However, all campuses are committed to providing access to training and professional development to faculty and professional staff advisors. As outlined in section 3.1, advising responsibilities can be distributed administratively, programmatically and structurally across campuses in a number of ways. Once campuses have evaluated the strengths and opportunities for student advising needs, consistent advisor expectations regarding roles and responsibilities should be created. Once expectations are identified, training will need to be developed accordingly and take place on a periodic basis. This ensures all advisors are provided the foundations for success so that they are able to meet the needs of students and know where to refer students if they are unable to assist them. Case management models should also be considered as one approach for enhancing the effectiveness of advising.

3.2 Use of Technology Can Enhance Student Support and Advising Efforts

One of the ways in which all 23 campuses have been able to promote a greater degree of advising consistency is by leveraging the use of technology. Campuses rely on using technology tools for advisors and for student self-service. More than 92% of campuses have an automated degree audit system, 89% use degree planner/roadmap tools and 85% use student success management software. See Appendix 4 for further details.

Whether it is common management systems (CMS), EAB's Navigate (Population Health Dashboards), Salesforce's TargetX, Skype/Zoom, MyMajors, Tableau and/or chatbots, these technologies have been embraced to:

- Monitor enrollment (e.g., enrollment management)
- Monitor degree progress
- Improve collaboration with campus partners and facilitate a coordinated care network
- Prepare academic scheduling plans (roadmaps) for students and for colleges/academic departments
- Improve student success outcomes that lead to retention and graduation
- Reduce time to degree and assist students with finding their best-fit major early
- Implement and monitor an early alert system
- Institute targeted campaigns to promote desired student behaviors
- Inform decisions with relevant data
- Assist with more effective communication

3.2.1 Opportunities for Enhancement

Degree Audit System

There are four campuses that reported their degree audit is not used as the official graduation verification tool. Although maintenance and updates are required when curriculum changes occur, the use of the degree audit as the official graduation checkout ensures students, advisors, faculty and the registrars' office are all in sync – and in agreement – on the pending or remaining graduation requirements for students. It also increases greatly the efficiency of awarding degrees at the point of completion. All campuses may want to review and ensure that the proper resources are being invested in their degree audit and planner applications as well as other student-facing advising technologies.

E-Advising Tools Support for Advisors

Advisor and faculty advisor training can no longer just focus on general education, major requirements and important policies. Advisor training must now include e-advising technologies, and this training must be ongoing. Many CSU campuses have not had the appropriate infrastructure in place to implement and launch new technologies and subsequently sustain momentum. Responsibility for implementation has often been assigned to an academic advisor who does not have the skill level of a technology specialist to train advisors and maintain the system at the appropriate level. It is as important that this trainer has a basic understanding of academic advising practices, as it is important that they understand how advisors will use the system to engage the student.

It is imperative to have the appropriate staff in place to implement new technologies and support ongoing maintenance, prepare for enhancements and plan for ongoing training for professional staff and faculty advisors. Technologies such as Go React (an interactive video learning platform) can provide opportunities for advisors to create modules to facilitate asynchronous learning of important university policies and advising services.

Similarly, on campuses where faculty are involved with advising in a substantive manner, there should be discussions about how this work is rewarded and how faculty are supported in terms of professional development and capacity building.

E-Advising Tools Support for Students

To ensure students learn about and continue to utilize e-advising tools such as scheduling, planning and degree audit tools, they must be introduced and receive training on how to use these tools. Just as ongoing training is needed for faculty and professional advisors, this should also be the case for students. These tools can allow many students to know what classes to take, when to take them and provide a successful path to graduation—all while knowing where they are relative to their degree map. At many campuses, these tools are introduced to students during orientation when they are already overwhelmed with information. A well-timed and consistent communication plan, training videos, and incentives – such as earlier registration appointments – could be used to increase student utilization of e-advising tools.

Case Management Approaches

Many CSU campuses are considering a case management (coordinated care or integrated response) approach to academic advising to provide students with one advisor for the first two years before they transition to their college/major advisor. In this model, the advisor also ensures that the student is seamlessly referred to other relevant campus resources as needed, such as financial, basic needs, student activities, career development, etc. It also ensures that timely follow-up occurs, and that there is coordinated delivery of services from all involved units and offices. This approach provides a more holistic approach to student support, and could be particularly useful in implementing the [California Promise Program](#) or maximizing transfer student success, in particular for the Associate Degree for Transfer (ADT) program.

This model also requires the student-to-advisor ratio to be at an appropriate number to provide the best possible experience for the student. As noted in the Council for the Advancement of Standards in Higher Education, guidelines are provided to *achieve its mission and goals* to determine advising efficacy. This model leverages technology tools to ensure that multiple units serving the same student have an integrated, holistic view of a student's success and challenges as well as a complete picture of programs and services engaged by the student.

3.3 More Advancement and Development Opportunities Are Needed For Advisors

The limited opportunities available to train, promote and develop faculty advisors and professional advising staff were also another major area of concern for survey respondents. Approximately 67% of the campuses have not found ways to reward advisors for excellence in academic advising. Three campuses have found themselves to be a “revolving door” when it comes to the training of professional staff advisors: after investing time and effort in developing entry-level advisors, these advisors are often able to find higher paying positions at California Community College campuses and University of California campuses, leveraging their years of experience with the CSU to be competitive in the job market. Consistent turn-over in staff places advising centers in an ongoing state of transition and disruption – which does not allow for maximum investment in high-quality student services support or the ability to establish sustained advising relationships with students. Campuses may need to reevaluate the student services professional (SSP) classification level and the professional advancement pathways for professional advisors within the CSU. In addition, advising ratios may need to be evaluated to ensure that the workload is reasonable and commensurate with compensation levels.

3.3.1 Opportunities for Enhancement

Professional Development Needs

Each of the 23 campuses offers some variation of professional development and training opportunities; however, several of the campuses indicate these opportunities are not mandatory for faculty advisors. Conversely, as faculty advisors and professional staff advisors become more experienced using technology, they need ongoing training and learning opportunities to remain current with advancements in technology. We anticipate this will be similar for faculty who serve as advisors. Based on their roles, faculty may request additional training and access to more professional development opportunities. Common themes regarding faculty and staff development in the survey include:

- CSU professional development training with a viable reward system
- Faculty advisor training requirement (with a greater emphasis on their role in mentoring). Faculty advisors have taken on a role of mentoring for internships, service-learning opportunities and preparation for graduate or professional schools.
- Professional development focused at the management level for advising initiatives
- Additional CSU training opportunities
- Opportunities to share best practices across the system
- Development of campus institutes and convenings

Compensation Concerns

Associate/assistant vice presidents and directors of advising, who are the management personnel plan (MPP) employees associated with advising centers, recently met with Chancellor's Office Human Resources (COHR) to address classification and compensation concerns. With the removal of step increases in the collective bargaining units, salaries have stalled for employees in the student services professional (SSP) classification in bargaining Unit 4 of the Academic Professionals of California (APC).

Several of the campuses indicated they would like to reorganize their advising model/structure and find ways to increase salaries for their staff. Additionally, a few campuses have not had success with moving their staff into higher classifications.

Classification Reviews

Management personnel plan (MPPs) employees should work with their campus human resources department to make sure the student services professional classification is appropriately updated to meet the needs of the entire advising community. These areas could include enrollment services, student affairs, career services, center for faculty development, academic affairs, and academic and/or information technology services. Campus leadership may need to work with their human resource offices to institute a review for staff in advising offices in addition to providing limited professional development opportunities such as participating in conferences and training opportunities or earning certifications.

A desk audit could be completed to ensure each staff member is working within their classification by evaluating the position description and ensuring no significant changes have occurred during the multi-year cycle. If the staff member is working outside of their classification, HR and the MPP employees can determine whether or not the employee should receive an In-Range Progression (IRP) or be assigned to a different classification (this usually requires support of the advising administrator MPP). The goal of this process is to monitor changes in duties and

responsibilities, and determine if additional staffing is needed to perform the required work to support student success and timely graduation.

The CSU and the Academic Professionals of California (APC) should confer to update the SSP classification standards and include any new technology requirements and possibly adjust the salary scale to compensate advisors appropriately. Finally, all advising administrators would like additional funding to hire more advisors.

4.0 Chancellor's Office Support

The COVID-19 pandemic compelled the CSU campuses to reimagine the ways in which they deliver advising to students. In the post COVID-19 era, it is likely that many previous policies, practices and protocols in advising will not resume as before, and new strategies adopted in response to the pandemic will be sustained or expanded. A recent study conducted by the Education Advisory Board of campuses that utilize the EAB Navigate product indicate that the rate of students not attending advising appointments has decreased, the number of appointments offered has increased, and the number of students who access remote advising also expanded.⁵ There is also indication that a hybrid model for service delivery can improve educational equity outcomes. Professional staff and faculty advisors will be expected to maintain the same level of care and service utilizing technology in their advising sessions. This will require campuses to move from triage advising to more deliberate best practices. Given that many students will want to return to school via in-person modalities as soon as possible, they will also want the convenience of receiving services via an online format that is conducive to their personal schedule.

It is important for the CSU to continue to invest in quality online services through the investment of new technology, instructional designers and advisor training to support faculty and professional staff advisors. Additionally, a satisfaction survey should be administered at the end of each advising session to help improve services. This evaluation will not be used to assess the advisor, but the services.

The Chancellor's Office is committed to providing campus-based and systemwide support for e-advising and other comprehensive advising initiatives. COVID-19 has brought many opportunities for campuses and the Chancellor's Office to provide online support and services, as well as reimagine advising overall. Based on the survey responses and events over the past seven months, the following are areas that the Chancellor's Office can provide further support and strategy.

4.1 California Collaborative

The California Collaborative Conference for Advisors and Counselors was started five years ago by the CSU Office of the Chancellor and the California State University Directors of Advising, in partnership with the University of California and the California Community Colleges. It was an opportunity for all three segments to meet and discuss best practices for student success. While participation has been good, the planning and vast majority of attendance is from the CSU. There may be an opportunity for the CSU to reimagine professional advising meetings and collaboration to increase engagement.

One approach is partnering with Region IX of NACADA. This program would be similar to TEXAAN, the premier academic advising organization of Texas,⁶ and become a premier program for California. NACADA already has

⁵ Venit, E. (2020, August 24). *Is virtual advising here to stay?* from Education Advisory Board Research & Insights Blog. Retrieved 2020, October 26 from <https://eab.com/insights/blogs/student-success/permanent-virtual-advising/>.

⁶ TEXAAN: The Premier Academic Advising Organization of Texas. Retrieved 2020, October 26 from <https://Texaan.org/>.

indicated that it is interested in working with the CSU system to offer these kinds of networking and learning opportunities.

4.2 Webinars and Professional Development

Although the spring 2020 California Collaborative Conference for Advisors and Counselors was canceled due to the COVID-19 pandemic, the Collaborative planning committee agreed to allow CSU conference participants to present their proposals during the 2020-2021 academic year with a Chancellor's Office – sponsored virtual conference. Participation has been extended to other advising areas on campus such as educational opportunity program (EOP) advisors.

The sessions have been so popular that participation continues to increase. Other academic and student support areas, such as tutoring, career services and orientation services, are interested in creating their own webinars as well as joining existing webinars scheduled to increase collaboration and share best practices. Attendance has ranged from 100-200 attendees at each session and topics have included:

- Advancing Advising Initiatives through Cross Campus Collaborations (Sonoma State and Cal Poly San Luis Obispo)
- Decreasing Feelings of Isolation in Students on Academic Probation (CSU Fresno)
- Freshman Retention through Coordinated Care (CSU East Bay)
- Transforming Academic Advising (CSU East Bay)
- Strategic Advising Interventions Throughout the Onboarding Process to Provide Equitable Support (CSU Dominguez Hills)
- The Critical Role We All Play in Student Success (CSU Chico)

Webinars will continue, with a focus on sharing best practices and addressing professional development needs across campuses to concentrate on closing equity gaps.

4.3 Support the Collaboration of Advising Stakeholders Across Campuses

Effective advising requires the networked cooperation of a number of departments, offices and functional areas of campuses. In the absence of a case management model, this collaboration relies on strong communication among all involved personnel. To improve efforts in this regard, the Chancellor's Office will consider implementing the following:

- Create and disseminate a regular publication highlighting various promising and/or best practices campus efforts in advising.
- Explore opportunities to bring together various stakeholder groups whose roles intersect directly with advising to support students. Such groups could include, for example, Educational Opportunity Program (EOP), TRiO Programs and others critical to understanding the changing needs of CSU students.

4.4 Creation of CSU Training and Professional Development Programs for Advisors

The Chancellor's Office will consider providing support in the following areas of training and professional development programming for advising:

- Work with campuses to leverage current advisement material and deliver professional development opportunities. The Chancellor's Office will offer basic training for all SSPs – since many academic and student life policies are universal across all 23 CSU campuses – so that campuses will have a baseline of foundational knowledge from which to launch campus-specific training. Campuses would be responsible for targeted training that addresses their specific and unique protocols and practices.
- Develop a CSU Advising Advisory Team, comprised of campus-level practitioners, to support the interim systemwide director of Student Advising Initiatives in identifying priorities, providing feedback on proposed and existing initiatives and establishing best practices for the in-person and online advising environment. Chaired by the interim systemwide director, interested candidates would submit applications to a committee who will review applications for a three-year appointment. This appointed CSU Advising Advisory Team could be tasked with exploring whether or not CSU advising learning outcomes would be of value, as well as areas for further inquiry and investment. They would also work on behalf of a newly established California Collaborative Affiliate Association with NACADA Region IX.

5.0 Next Steps

This survey findings are encouraging as they highlight a number of areas where student success can be supported further. The recommendations in this survey overview address many of these opportunities and align to NACADA's report, *The Global Community for Academic Advising Core Values: Caring, Commitment, Empowerment, Inclusivity, Integrity, Professionalism, and Respect*.⁷

The CSU is fortunate to have dedicated professionals committed to student success and academic advising. The proposed recommendations are intended to improve upon the incredible work CSU advisors are already conducting. While implementing these recommendations will take time, there are efforts the CSU can adopt to meet needs and fill gaps immediately, such as: advocating for professional staff and faculty advisors; supporting efforts to infuse diversity, inclusion, and equity in advising practices; and leveraging technology solutions more broadly. Ultimately, to ensure continued progress towards campus GI 2025 goals, ongoing support of the advising community is necessary.

5.1 Areas for Further Inquiry

Although this survey was comprehensive in nature, it only involved professional advising center directors and associate/assistant vice presidents. Further inquiry by the Chancellor's Office and campuses will need to occur. Specifically, gaining additional information from three groups would be essential:

- Students, including those who do, and do not, utilize advising currently;
- Faculty involved with advising; and

⁷ NACADA: The Global Community for Academic Advising. (2017). *NACADA core values of academic advising*. Retrieved 2020, October 26 from <https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>

- Other faculty/staff on campus who support advising efforts more broadly, e.g., educational opportunity program staff, disability services providers, learning center personnel, career services professionals, intercollegiate athletic advisors, etc.

5.2 Areas for Additional Campus Considerations

Campuses may want to consider the items below based on their current advising context:

- Conduct self-studies and a formal program review process using the Council for the Advancement of Standards in Higher Education.
 - The executive director of NACADA offered to pilot a virtual CSU systemwide assessment of advising for a minimal cost. When the budget outlook improves, this investment would be worth the cost to help each campus provide enhanced services to students both face-to-face and virtually.
- Conduct focus groups with students on a periodic basis and develop strategies for improvement in response.
- Invest in virtual advising technologies and provide the requisite training for professional staff advisors and faculty advisors regarding their use.
- Enhance adequate access to current technology and support its utilization to a broad range of individuals involved with advising.

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6.0 Appendix 1

Table 1. Undergraduate Advising Mandatory for Each Term

ANSWER CHOICES	RESPONSES	
Yes	4.35%	1
No	95.65%	22
TOTAL		23

Table 2. Undergraduate Advising Mandatory for New First-year Students

ANSWER CHOICES	RESPONSES	
Yes	60.87%	14
No	39.13%	9
TOTAL		23

Table 3. Undergraduate Advising Mandatory for New Transfer Students

ANSWER CHOICES	RESPONSES	
Yes	47.83%	11
No	52.17%	12
TOTAL		23

7.0 Appendix 2

Table 1. Undergraduate Advising on General Education Requirements

ANSWER CHOICES	RESPONSES	
Full-time faculty	73.91%	17
Adjunct (part-time) faculty	17.39%	4
Full-time professional advisors	100.00%	23
Part-time professional advisors	26.09%	6
Student Services Professionals in Student Support Programs	69.57%	16
Other (please specify)	21.74%	5
Total Respondents: 23		

Table 2. Undergraduate Advising on Major Requirements

ANSWER CHOICES	RESPONSES	
Full-time faculty	95.65%	22
Adjunct (part-time) faculty	39.13%	9
Full-time professional advisors	91.30%	21
Part-time professional advisors	26.09%	6
Student Services Professionals in Student Support Programs	39.13%	9
Other (please specify)	13.04%	3
Total Respondents: 23		

Table 3. Undergraduate Advising on Undeclared Students

ANSWER CHOICES	RESPONSES	
Full-time faculty	4.35%	1
Adjunct (part-time) faculty	0.00%	0
Full-time professional advisors	91.30%	21
Part-time professional advisors	4.35%	1
Student Services Professionals in Student Support Programs	47.83%	11
Other (please specify)	13.04%	3
Total Respondents: 23		

Table 4. Undergraduate Advising for New First-time Freshman Students

ANSWER CHOICES	RESPONSES	
Full-time faculty	52.17%	12
Adjunct (part-time) faculty	26.09%	6
Full-time professional advisors	95.65%	22
Part-time professional advisors	21.74%	5
Student Services Professionals in Student Support Programs	82.61%	19
Other (please specify)	13.04%	3
Total Respondents: 23		

Table 5. Undergraduate Advising for New Transfer Students

ANSWER CHOICES	RESPONSES	
Full-time faculty	91.30%	21
Adjunct (part-time) faculty	26.09%	6
Full-time professional advisors	95.65%	22
Part-time professional advisors	21.74%	5
Student Services Professionals in Student Support Programs	60.87%	14
Other (please specify)	8.70%	2
Total Respondents: 23		

8.0 Appendix 3

Table 1. Formal Mission Statement for Academic Advising

ANSWER CHOICES	RESPONSES	
Yes	65.22%	15
No	34.78%	8
TOTAL		23

Table 2. Formal Syllabus for Academic Advising

ANSWER CHOICES	RESPONSES	
Yes	39.13%	9
No	60.87%	14
TOTAL		23

Table 3. Formal Learning Outcomes for Academic Advising

ANSWER CHOICES	RESPONSES	
Yes	43.48%	10
No	56.52%	13
TOTAL		23

9.0 Appendix 4

Table 1. Academic Advising Technology

ANSWER CHOICES	RESPONSES	
Automated Degree Audit	95.65%	22
Degree Planner/road maps	91.30%	21
Shared Student File Access via Computer (e.g., Drop Box, Box, One Drive, Google Drive)	69.57%	16
Student Success Management Software (e.g., EAB Navigate, Sales Force Target X)	82.61%	19
Document management system	60.87%	14
Learning management system for staff content and training	52.17%	12
Other (please specify)	17.39%	4
Total Respondents: 23		

Table 2. Student Advising Technology in Self-Service

ANSWER CHOICES	RESPONSES	
Degree audit	91.30%	21
Degree planner/road maps	95.65%	22
Mobile application with advising content and options	26.09%	6
College Scheduler	69.57%	16
Other scheduling application	17.39%	4
Learning management system for student advising content	43.48%	10
Other (please specify)	17.39%	4
Total Respondents: 23		