Academic Advisement
Program Evaluation
Advisor Survey
Addressed Questions

- Survey sample and population
- Survey responses
  - Attitude toward advising
  - Perception of student attitudes toward the advising process
  - Perception of personal academic advising experience
  - Overall rating of the academic advisement system at ISU
  - The most rewarding aspect of academic advisement
  - Ways to improve academic advisement system
  - Additional personal or institutional support that would make advising process more effective and satisfying
  - Final comments/suggestions/recommendations
Respondents and Non-Respondents by the Number of Years with the University

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<tr>
<th>Population</th>
<th>Respondents</th>
<th>Non-Respondents</th>
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<td>LESS THAN 5</td>
<td>27%</td>
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<td>5-9</td>
<td>21%</td>
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Respondents and Non-Respondents by Age

- **Population**: 10% (YOUNGER THAN 35), 21% (35-44), 33% (45-54), 36% (55 & OLDER)
- **Non-Respondents**: 15% (YOUNGER THAN 35), 30% (35-44), 50% (45-54), 5% (55 & OLDER)
- **Respondents**: 12% (YOUNGER THAN 35), 24% (35-44), 34% (45-54), 30% (55 & OLDER)
Employment Status & Number of Advisees

Respondents and Non-Respondents by the Number of Advisees

Population by Employment Status

- Faculty members: 84%
- Administrative: 7%
- Others (part-time faculty members, retirees, students, etc.): 9%
Respondents and Non-respondents by Gender

- Respondents
  - Female: 46%
  - Male: 54%

- Non-respondents
  - Female: 33%
  - Male: 67%

- Population
  - Female: 42%
  - Male: 58%
Attitude toward Advising

Which one of the following best characterizes your attitude toward advising?

- 27% I find advising pleasant and rewarding.
- 68% I have neither very positive nor very negative feelings toward advising.
- 5% I find advising unpleasant.
Perception of Students’ Attitudes toward the Advising Process

Which one of the following best captures your perception of student attitudes toward the advising process?

☐ Students find the advising process pleasant and rewarding.

☐ Students have neither very positive nor very negative feelings about the advising process.

☐ Students find the advising process unpleasant and frustrating.
Perception of Personal Academic Advising Experience

My academic advising experience is best characterized by the following:

- I give accurate advice and answers on curricular requirements. 86%
- I refer my advisees to campus support services for assistance on matters that are beyond my expertise. 82%
- I give accurate advice and answers to student questions relating to their options after graduation. 79%
- I serve as a resource person to my advisees on matters relating to career choice. 71%
- I encourage my advisees to become involved in campus life and off-campus community service. 60%
- Students often do not come with any pre-planned schedule. 57%
- I serve as a resource person to my advisees on matters relating to choice of a college major. 53%
- I help my advisees to resolve their personal problems. 30%
- Students often do not keep appointments. 26%
Overall Rating of the Academic Advisement System at ISU

Overall, how would you rate the academic advisement system at our college?

- Highly Effective: 58%
- Moderately Effective: 7%
- Slightly Effective: 23%
- Highly Ineffective: 4%
- Moderately Ineffective: 5%
- Slightly Ineffective: 1%
The Most Rewarding Aspect of Academic Advising

- Getting to know students
  - “Having personal interactions with students”
  - “Teacher to student relationship”

- Being able to help students succeed academically and professionally
  - “Empowering students to decide their future and academic progress”

- Seeing students succeed
  - “Hearing from my former students about successes in their careers”
The Most Frustrating or Dissatisfying Aspect of Academic Advising

- Students who are unwilling to do the work
  - “When students do not appreciate your time and advise”
- Insufficient training/lack of knowledge
  - “I didn’t get much training…”
- Lack of time
- Schedule/lack of classes/requirements
  - “Finding General Education classes for distance students”
- Not being rewarded by the University/department
  - “Advising becomes burden because its importance is not always recognized”
- Other advisors
  - “having to clean up other advisors’ messes”
- Paperwork
Ways to Improve Academic Advisement System

- **Adequate rewarding/resources and workload**
  - “We need faculty members who really enjoy advising”
  - “Reduce the number of advisees per faculty member”
  - “If academic advising is a priority, shift resources to advisors”

- **Workshops/trainings/web site for advisors**
  - “Giving more guidance about what individual advisors should be doing”

- **Recommendations on whether advising should be required**
  - “It became more about getting the PIN than advising”
  - “Required advising sessions at least annually”

- **Centralized advising system**

- **Suggestions related to Banner/DARS**
  - “Problems with Banner such as learning communities not being flagged…”
  - “… would be nice to have a graphic layout…[DARS]”
Additional Personal or Institutional Support

- **Adequate rewarding**
  - “More emphasis on advising as part of the teaching load for P/T purposes”
  - “My department doesn’t value advising so I get no support or appreciation”

- **Central advising, professional advising, and separating “technical”, “academic”, and “career” advising**
  - “It should be centralized and handled by EAPs within each college”

- **Recommendations on whether advising should be required**

- **Training for advisors**

- **Suggestions related to Banner/DARS**
  - “Fix DARS”
Final Comments/Suggestions/Recommendations

- Advising should go beyond scheduling classes
  - “The personal interaction with working professionals is very valuable for students”
- Negative comments directed towards Administration
- Evaluating advisement
- Banner/DARS
- Exhortation to quit asking and do something
- Centralized advising and professional advising
- Training
- Voluntary advising
Conclusions

- The majority (68%) of respondents found advising pleasant and rewarding. However, only 33% perceived that students found advising pleasant and rewarding.

- The most rewarding aspects of advising were: opportunity for one-to-one interaction with students, opportunity to help students, and seeing students succeed.

- The most frustrating aspects were: students unwilling to do the work, lack of time, insufficient training, DARS and scheduling, lack of rewarding, and uneven load distribution.

- Suggested ways to improve academic advisement system: adequate rewarding, resources and workload, workshops/training/web site for advisors, necessity to require advisement, separating “academic” and “technical” advisement’, introducing centralized advising, and improvements in DARS/Banner.