

Advising Survey – Faculty Advisors Summary Report

1. How many years have you been a faculty advisor?

#	Answer		Response	%
1	0-2 years		101	41.1%
2	3-5 years		23	9.3%
3	6-10 years		39	15.9%
4	More than 10 years		83	33.7%
	Total		246	100.0%

2. As a faculty member, on average how many office hours per week do you schedule?

#	Answer		Response	%
1	None		11	4.4%
2	0-2		34	13.7%
3	3-4		106	42.7%
4	5-6		79	31.9%
5	Not applicable		18	7.3%
	Total		248	100.0%

3. As a faculty advisor, on average how many hours per week do you spend advising during registration?

#	Answer		Response	%
1	None		41	16.5%
2	0-2		40	16.1%
3	3-4		46	18.5%
4	5-6		33	13.3%
5	7-10		36	14.5%
6	11-20		10	4.0%
7	More than 20		10	4.0%
8	Not Applicable		32	12.9%
	Total		248	100.0%

4. How important to you is advising that

#	Question	Very Important	Important	Neutral	Not Important	Not Very Important	Don't know	Total Responses	Mean
1	helps students connect academic, career and life goals (holistic advising).	62.4%	28.2%	6.4%	0.9%	0.9%	1.3%	234	4.5
2	helps students decide what major to pursue.	35.6%	36.5%	16.7%	5.6%	3.0%	2.6%	233	3.9
3	helps students choose among courses in the major.	50.6%	37.8%	6.4%	0.9%	1.7%	2.6%	233	4.3
4	helps students choose among various general educational options.	15.9%	42.1%	28.8%	5.6%	4.3%	3.4%	233	3.5
5	encourages participation in co-curricular activities.	12.9%	30.6%	37.9%	11.2%	3.9%	3.4%	232	3.3
6	refers students to campus resources that address academic problems.	37.3%	47.2%	11.6%	1.3%	0.4%	2.1%	233	4.1
7	refers students to campus resources that address non-academic problems.	30.5%	40.8%	20.6%	3.4%	2.1%	2.6%	233	3.9
8	helps students understand deadlines, policies and procedures.	40.3%	43.8%	12.0%	0.9%	1.3%	1.7%	233	4.2
9	provides students with accurate information about degree requirements.	71.7%	22.3%	3.0%	0.9%	0.4%	1.7%	233	4.6
10	matches students' academic strengths and interests when choosing courses.	27.6%	49.1%	15.1%	2.2%	3.0%	3.0%	232	3.9
11	appreciates and knows students as individuals.	48.9%	36.1%	10.3%	1.7%	1.7%	1.3%	233	4.2
12	encourages students to assume responsibility for their education.	59.2%	31.3%	6.4%	0.4%	1.3%	1.3%	233	4.4

5. Indicate your level of agreement with the following.

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total Responses	Mean
1	It is important for students to develop an advisor/advisee relationship with someone on campus.	58.3%	30.0%	10.9%	0.4%	0.0%	0.4%	230	4.4
2	There should be mandatory advising for students.	43.1%	28.4%	18.1%	6.9%	2.6%	0.9%	232	4.0
3	Advising is valued by senior administrators (President, Provost, Vice-presidents).	14.2%	23.3%	26.3%	9.9%	4.7%	21.6%	232	2.7
4	Advising is valued by Deans	14.7%	28.9%	25.0%	5.2%	4.3%	22.0%	232	2.8
5	Advising is valued by my Chair or Director.	43.1%	34.9%	11.6%	2.6%	0.9%	6.9%	232	4.0
6	Advising is valued by my colleagues.	32.9%	40.3%	13.9%	3.0%	2.2%	7.8%	231	3.8
7	Advising is rewarding.	34.5%	39.7%	17.9%	2.6%	0.9%	4.4%	229	3.9

6. Indicate your level of agreement with the following.

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total Responses	Mean
8	Students do not come to advising meetings prepared.	12.5%	32.3%	25.4%	13.4%	1.7%	14.7%	232	3.0
9	I am unsure about the general education requirements.	4.7%	19.4%	20.7%	26.3%	21.6%	7.3%	232	2.4
10	I am unsure about campus resources that address academic problems.	4.3%	21.6%	22.8%	31.5%	13.4%	6.5%	232	2.5
11	I am unsure about campus resources that address non-academic problems.	4.3%	25.8%	20.6%	29.6%	13.3%	6.4%	233	2.6
12	I do not have a good understanding of deadlines, policies and procedures relevant to advising.	4.3%	21.0%	14.6%	30.5%	23.2%	6.4%	233	2.3
13	I am unsure advising about change of major.	6.0%	17.6%	17.6%	30.9%	20.2%	7.7%	233	2.4
14	I am unsure advising about career choices.	3.9%	10.7%	18.5%	36.9%	22.3%	7.7%	233	2.1

7. Please provide any additional comments below.

Text Response

The survey is geared toward faculty who advise undergrads. I teach in a department that does not have any undergraduate programs. Most of the survey elements are not relevant to me as a result.

I advise graduate students and few - if any - of the questions asked above are relevant to graduate advising.

The question regarding hour spent during the "Registration period" does not really get at the time that Biology faculty spend advising. To ensure that our students are cleared to register PRIOR to registration opening, we advise for the four weeks prior to Registration. Then, we have follow up appointments with students needing more information during the registration period (especially as courses become full and students need new plans of action). Assuming that advising for courses happens only during registration indicates a disconnect with what is happening on the departmental level. In Biological Sciences, there is a period of 4-6 weeks during which there are no free moments during the work day to get to work items done (like lecture prep, grading, exam writing, etc.). We highly value our advising, and we need some way to balance the workload during this intensive period.

Please understand my comments in the context of graduate school advising

I'm not sure that students do not come to advising meetings prepared, so much as many of our students are first generation college students and/or students from historically underserved populations who are experiencing the institution and it's expectations for the first time - they have no point of reference and thus have limited ability to know what they are supposed to do. They've also been taught, in their K-12 a sort of "learned helplessness," whereby they are expected to ask the authority figure if they don't understand something, rather than explore and develop their own curiosity and problem solving skills. Paradoxically, many come from a life where you don't admit that you don't know something, which further inhibits their ability to fully engage the expectations we have of them.

A very accurate "Academic Requirements" section of Peoplesoft is very helpful.

As a part time adjunct professor, I don't usually do any advising.

At present, academic advising within the major, academic advising for general education, and other forms of advising (such as for co-curricular activities) seem totally uncoordinated, so the system is far from optimal. The solution would seem to require either holistic advising (meaning one group would need to learn much more about the other two groups), or there would need to be good handoff between the three groups (which students would likely find confusing, but perhaps better than our existing system). Either way, administrators would need to value advising more, and reduce other workload components accordingly. Also, target at-risk students for mandatory advising seems to be an approach we haven't implemented as well as we could. Mandatory advising for all students by faculty isn't feasible right now (assuming we actually want quality advising, not "herd" advising), because we have too few tenure-track faculty.

The registration system, and by virtue, advising, could be more effective if prerequisites were programmed into PeopleSoft, so that students could not register for classes in which they do not meet the prereqs. Too many students are signing up for classes that they are not prepared to take. This is a waste of a class space and ultimately puts that ill-advised student behind in his/her path to graduation.

1. GE advising should be done in groups in the enrollment service office in MSR (or whichever office has walk-in advising available). 2. Advising for majors courses should only be done by faculty or staff in that department. 3. Finally, when counting major GPA for graduation evaluation the advisers in MSR should count ALL courses in the major, not just upper division courses. Whatever courses are required for a major, (ex: LD math, LD physics, LD computer science, etc) certainly have bearing on whether or not a student can obtain that major. If kinesiology students don't take BIOL 1010, they can't major in kinesiology, so why isn't that (or any other LD course) counted in grad evals?

While I am confident as an advisor, I most had to self-educate to become so. A simple handbook for faculty would work wonders in making sure that all faculty advisors are clear on: 1. Duties of academic advisors 2. Requirements of degrees, graduation applications, etc. 3. Campus resources for both academic and non-academic problems (even just a list) 4. Timetables etc. The inconsistency in quality of advising from person to person, and the inconsistency in faculty member's abilities to provide prompt, accurate answers to, e.g., procedural questions (when do I apply for graduation? how?) is detrimental to student success. A thorough handbook would ameliorate this, as it would put most answers and requirements in a single document for faculty advisors to learn and refer to.

Generally, I advise majors in English. However, my interest in advising concerns problems with students who are not retained. The high attrition rate among academically unprepared students can be attended to more effectively if (1) academic departments worked together, (2) advising was more closely coordinated with the curriculum, and (3) innovative curricular design could be implemented as an intervention for the most academically at-risk students. My understanding of the high attrition rate among academically prepared students is that one of the major reasons they are not retained is that they feel isolated. This is a difficult thing to overcome when advising, academic resources, and courses students take all work in functional isolation themselves.

As a full-time lecturer, advising is not part of my contractual obligation. However, I keep abreast of advising procedures and answer students' questions as they arise. I hold a minimum of 5 office hours per week. I also supervise practicum hours and

maintain email lists for to forward career and volunteer opportunities to students.

I would love to get more info about campus services and other info beneficial to students. I've been the designated adviser in my department for 3 years now and although I make it my business to get course, deadlines, and other info, I still could know more. I would take a workshop if offered for sure!

For non-academic problems, I only know of the health center and the counseling center.

I spend a considerable amount of time advising students within our major. During the registration period it is especially busy. I spend about 15 to 20 hours per week advising students during that time and continue advising throughout the year during office hours. I value the need for advising and think this is a valuable service for our students but the demands on workload are extreme. During the registration period I find it to be very difficult to meet the demands of advising, teaching, AND committee responsibilities. This might not be the case for all faculty but my department has seen a drastic increase in students in our major so the demands on faculty have increased significantly. I have approximately 65 advisees (and that number will be increasing this semester). I don't see all of them every semester but when I do meet with them I typically spend about 20-30 minutes with each student individually. Thank you for conducting this survey.

With increased numbers of majors, quality advising is becoming more and more difficult. We just do not have the time to spend with students to assist them in the manner they need.

I was more than happy to complete this survey, but I am not an Academic Advisor. I am currently an Adjunct Professor and through this role do advise my students, but wanted to ensure my responses do not skew your results.

Advising in our department has become unnecessarily burdensome, does not utilize relevant and efficient online technology, and is generally not very time efficient or effective. I've also noticed that the process (every semester) seems to significantly lower student, staff and faculty morale. Advising generally has a negative impact on departmental functionality.

I communicate with my advisees before we meet to ensure that they come prepared.

As an accounting faculty I know about the outcomes of being an accountant. I am not an advisor because I am not sure about the requirements of other disciplines and the outcomes of being a major in other disciplines. Student advising requires a full understanding of all general level courses and outcomes of major disciplines. I can only give a general view of outcomes of other disciplines.

The academic advising process should always encourage students to be self-reliant in the procedures of academic enrollment rather than become a place that fosters an elaboration of discussion and conversation over choosing classes and majors. Beyond the freshman year, students should be encouraged to take the responsibility of choosing classes themselves prior to and during the registration process (and hence, taking personal initiative and responsibility to read about courses offered), and to see their academic advisor as a contact point for approving prepared course-related documents. Advising then could be freed up to meet the deeper needs of other pertinent subjects pertaining to shaping a student's career objectives and trajectory, refining personal and professional goals within the major, choosing a major and changing a major, developing professional perspective, etc.. Such advisement could very effectively involve advising on a very different plane and level, becoming an interactive platform by which both advisors and students may speak more freely about the major area, about professional perspective, and personal/professional development from the vantage point of true mentoring (such as the Faculty Mentor Program has set up). This could also free up space for faculty and professional advisors to do seminars on such topics in a more interactive way, sometimes best met through one-on-one interactions and sometimes best met through group settings.

I enjoy advising students towards graduation completion.

There should be workshops on "how to do effective advisement" every semester, especially for new faculty.

This is my second semester at CSU. While I understand the value of advising, I am not sure of all of the policies, procedures, or resources.

I wish this survey had addressed faculty workload and time limitations for advising. With the increase in advising load (due to more students) myself and colleagues in my department have switched from 25-30 minute advising appointments to 15-20 minute appointments. There is not enough time to do holistic advising- it is turning into "here's the classes you should take, good luck." The academic advising for undergrads is on top of advising we do for students in our classes (office hours), grad student advising, outreach, advising students on research and scholarship, advising student clubs, etc. These activities need to be accounted for in our workloads.

It is unfortunate that we have devised such a complicated education system, that necessitates so much advising. In the English education system I went through in the eighties which was much simpler there was almost no advising. The curricula should be simple enough that a student can understand it without much advising.

My department with over three hundred majors requires all department faculty to have office hours five hours per week. Most faculty don't need to do this work at all--a bit unfair-but it is nice to have a vibrant major.

I do not advise.

I don't feel altogether qualified to complete this survey, as I am a new faculty member and am participating in advising together with my colleagues. I have not yet advised students completely independently. I do value advising, and look forward to helping students choose classes that fulfill requirements and provide a valued learning experience. My responses to this survey will most likely be different after I have more advising experience under my belt.

I see advising as essential to student progress towards a degree and completion of a major, as well as getting general advice on

careers, job searches, other opportunities, and answering general questions. I was shocked to learn that students in some majors-- such as liberal studies-- don't have advisors. Students I talk to from those majors lament the lack of direction they get. The questions above ask if advising is valued by deans, the president, provost and vice presidents. I would like to think that it is, but that it is not required by certain majors tells me that they don't care one way or the other. So I have to say I don't know what they think. I can't answer the last section of the survey base on how the questions are phrased.

I'm considered an 'informal advisor'. I typically assist OM majors for the CBA with career considerations, and the benefits of an OM concentration. I also assist with networking in the community (potential employers, etc.). I refer students to their official advisor for technical and degree questions, as I'm not qualified!

I am a long time faculty and believer in one-on-one mandatory advising for all depts and all faculty and all students. It is extremely impnt and very valuable if done right.

I was just hired in August. So, please take my responses with this in mind.

I advise student teachers only so my answers and advising are different. I spend a great deal of time advising my students through phone, email and conversations during visits.

The administration seems indifferent or uncaring about providing resources (assigned units) for faculty who regularly do excessive advising; this needs to be addressed immediately as faculty are already demoralized about their low salaries and high workload and may go the route of COB in having a non-faculty member do academic advising. Through their RSCA activities, faculty advising sessions apprise students of new paradigm shifts in disciplines, newly emerging subdisciplines in their field, and can provide them with professional contacts at other universities for graduate school. Non-faculty advisors can't do that for students.

I am not currently an advisor, so I'm not certain how helpful my survey can be.

I am a part time Lecturer and am not allowed by my department to advise students.

As a year to year lecturer, I don't current do formalized advising, so my knowledge here is limited.

The nursing students come knowing they want this program. It is ensuring that they have taken all the correct prerequisites that takes a lot of time. Many of the sciences are offered very differently at the surrounding JC and or UC colleges. It would be helpful to have an academic counselor available to the UEEE students to advise on correct transfer courses.Or provide a training for staff. I have had to learn by asking colleagues or attempting to find answer myself.

I am a new faculty member, and it is hard to learn all of the resources. Perhaps if all new faculty (or all faculty) were to receive a binder of on-campus resources, this problem could be mitigated. Further, I do not yet advise any students.

I wish the online my.csustan.edu acutally included who a students advisor is supposed to be. I think there is space for it, but that it has not been entered into the data. Currently when I login to the my.csustan.edu system it says I have no advisees, yet I know that on many declaration of major forms I am the advisor and I meet with lots of students. I think the Academic Requirements report my.csustan.edu that puts red squares for requirements not met, yellow for in progress and green for done is awesome. I think this makes it much easier for students and advisors to see what requirements are yet to be done. It then also frees up more time to talk about big questions like what the persons career goals are and what they like doing.

Advising our major is straightforward with few electives for students to consider, which in some way makes advising easier and more streamlined. I do not advise how to select GE courses.

Once students have been advised, they know they need to bring transcripts and look at course offerings before our advising session. Most but not all, are prepared after first meeting.

As a part-time instructor, I don't officially advise students. However, many students seek my advice. I feel like I would be better able to serve them with some proper advising training.

A valuable question not asked is how many hours an advisor spends with students prior to registration rather than registration week. Thank you for providing a survey for this very important part of my professional work.

I don't advise

I am in my first semester as an Associate Faculty and I do not advise students unless it relates directly to the courses that I teach.

I have never advised anyone except about matters concerning my class. I have advised some, in my opinion excellent writers, to take English classes. It happens often that students are placed in my beginning writing class who are advanced thinkers and writers and don't need my class. Students have come to me to complain about not having been properly advised, and therefore have not been able to take the classes they need. They also complain about advisers who are not in the office during office hours. I am sorry but as a part-timer I am out of my expertise in this matter.

8. Sex

Value	Total
F	135
M	142

9. Ethnicity

Value	Total
White	193
Asian	35
Hispanic/Latino	21
Unknown	17
American Indian	3
Two or More Races	1
Black	7