Modes and Models

Designing and Implementing a Successful Academic Advising Program

Noel-Levitz®
“Don’t tell people how to do something, rather tell them what to do and they will surprise you with their ingenuity.”

General George S. Patton
“Good advising programs do not just happen. They are the result of carefully developed institutional plans and commitment.”

David S. Crockett
Noel-Levitz
“If you tell someone how to do something and not why they are doing it, you make them frustrated and dangerous.”

W. Edwards Deming
Quality Theorist
Definition of an Expert

An expert is someone who knows no more than anyone else, but has it better organized and uses two overhead projectors.
The Importance of Brevity

“There is a time when nothing must be said and a time when something must be said, but never a time when everything must be said.”

William Caxton
Why the Interest in Academic Advising?

• Evidence of the link between good advising and student satisfaction, success, and persistence

• Expressed interest by students for more assistance with educational and career planning

• Meeting the special needs of a more diverse student body

• A general dissatisfaction on some campuses with the quality of advising services
“A recurrent theme in all six ACT national surveys is that training, evaluation, and recognition/reward have been, and continue to be, the weakest links in academic advising throughout the nation. These important institutional practices in support of quality advising are at best unsystematic and at worst nonexistent.”

Wes Habley, ACT
“Academic advising on many college campuses today is a low status/low priority activity, poorly organized, performed in a perfunctory manner, and largely ineffective in meeting student and institutional needs.”

David S. Crockett
Noel-Levitz
Twelve of the most common issues/obstacles facing colleges and universities in their efforts to improve their academic advising program.

1. Inconsistency of academic advising institutionwide.

2. Lack of campuswide coordination of decentralized advising delivery models.

3. Differential and excessive advisor loads in some academic subunits and/or in advising center.

David S. Crockett
Noel-Levitz
Lowest Advising Effectiveness as Rated by Colleges/Universities on all Six ACT National Surveys of Academic Advising

- Rewarding good advising
- Systematically evaluating advisors
- Systematically evaluating the advising program
- Implementing advisor development program
Twelve of the most common issues/obstacles facing colleges and universities in their efforts to improve their academic advising program.

4. Outdated or non-user friendly technology available to support the advising program.

5. Mixed commitment, both philosophically and practically, for a more developmental approach to advising versus a course scheduling activity.

6. Meeting the advising needs of students in transition (e.g., undeclared, major changers, transfers, not qualifying for upper-division entry/alternative majors).

David S. Crockett
Noel-Levitz
Twelve of the most common issues/obstacles facing colleges and universities in their efforts to improve their academic advising program.

7. Mandatory versus voluntary advising policy.

8. Some problems with academic advising programs are not necessarily structural, organizational, or even resource-related, but rather are the result of systems, policies/processes, and technology that do not work as efficiently or effectively as possible.

9. No systematic evaluation of either the overall advising program or of individual advisors.

David S. Crockett
Noel-Levitz
Workshop Goals

1. Provide participants with a template/“blueprint” for conducting a comprehensive review of their academic advising program and developing an institutional advising plan to improve the organization and delivery of advising services.
Twelve of the most common issues/obstacles facing colleges and universities in their efforts to improve their academic advising program.

10. Lack of a formal recognition/reward system for all those campus personnel engaged in the advising process.

11. Limited or non-existent advisor development/training programs.

12. Academic Advising is not an institutional priority.
Workshop Goals

2. Review and discuss the 16 elements associated with successful academic advising programs in colleges/universities.

3. Respond to participant issues, concerns, and questions regarding key advising strategies.
The Need to Keep Improving

“Even if you are on the right track, you are going to get run over if you just sit there.”

Will Rogers
Workshop Goals

4. Provide participants an opportunity to share with each other “best practice” academic advising strategies from their institutional experience.
Academic Advising Planning Model
Noel-Levitz Academic Advising Planning Model

9. Information/Technology
10. Training/advisor development
11. Evaluation
12. Recognition/reward
13. Coordination/management
14. Integration
15. Special advising needs
16. Delivery systems
Directions

• Briefly review 16 advising elements

• Use post-it pads to list the issue, concern, or question you would like to have discussed

• Post on most appropriate topic sign
1. Introduction to the Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the need and background that led to the development of the plan.</td>
<td>What is the state of affairs in regard to the delivery of advising services?</td>
</tr>
</tbody>
</table>
Noel-Levitz Academic Advising Planning Model

1. Introduction
2. Advising goals
3. Definition of advising
4. Administrative support and commitment
5. Advisor/advisee responsibilities
6. Assignment of advisors
7. Selection of advisors
8. Advisor load
Status of Academic Advising

- Self-study
- CAS Standards and Guidelines for Academic Advising
- NACADA Statement of Core Values of Academic Advisors and Advising
- External consultant
The Building Blocks of Academic Advising

WHY ADVISING?
(Objectives-Goals)
Student, Advisor, and Institutional Needs and Expectations

WHAT IS ADVISING?
(Functions-Tasks)
Academic Information, Personal/Social Concerns, Institutional Regulations/Procedures

WHO ADVISES?
(Personnel)
Faculty Advisors, Professional Advisors, Counselors, Peer/Paraprofessional Advisors

WHERE IS ADVISING DONE?
(Location)
Centralized, Decentralized, Coordinated

WHEN IS IT DONE?
(Timing)
Systematically, Casually

HOW IS IT DONE?
(Method)
Individual, Academic Course, Group, Computer, Self-Advising

Dr. Virginia Gordon
Philosophy and Objectives of Advising

The primary purpose of academic advising is to assist students in the development of meaningful educational plans that are compatible with their life goals.

Academic advising should be viewed as a continuous process of clarification and reevaluation.

Although the ultimate responsibility for making decisions about life goals and educational plans rests with the individual student, the advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Council for the Advancement of Standards for Student Services/Development Programs (CAS)

Noel-Levitz®
Status of Academic Advising

- General student opinion/satisfaction surveys
- ACT survey of academic advising
- Noel-Levitz advising self-inquiry
- Local evaluation programs
Few events in students’ postsecondary experiences have as much potential for influencing their development as does academic advising. Through regular contact with students, whether in person, via mail, over the telephone, or through computer mediated systems, advisors gain meaningful insights into the academic, social, and personal experiences and needs of students. Advisors must use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately be successful.

NACADA Statement of Core Values of Academic Advising
Assessing Current State

The Noel-Levitz Academic Advising Self-Inquiry
Benchmarking Your Academic Advising Program

“The Status of Academic Advising: Findings from the ACT Sixth National Survey.”

NACADA
Monograph Series
Number (10) 2004
## 2. Advising Goals

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
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</thead>
<tbody>
<tr>
<td>Formulate the major goals and objectives for the advising program.</td>
<td>What does the institution want to accomplish as a result of the advising program?</td>
</tr>
</tbody>
</table>
NACADA Advising Goals

1. Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)

2. Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work and the nature and purpose of higher education
A goal without a plan is a dream; a plan without goals is simply a list of activities.
NACADA Advising Goals

3. Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)

4. Assisting students in developing decision-making skills

5. Providing accurate information about institutional policies, procedures, resources, and programs
NACADA Advising Goals

6. Making referrals to other institutional or community support services

7. Assisting students in evaluation or reevaluation of progress toward established goals and educational plans

8. Providing information about students to the institution, colleges, and/or academic departments
NACADA Goals by Type

- General information/referral goals (5)(6)(8)
- Educational/career goals (2)(3)(7)
- Personal development goals (1)(4)
Achievement of Advising Goals (All Institutions)

- There has been steady gains in the achievement of advising goals since 1983 (3.19 to 3.72)
- However, the mean for only one goal (providing accurate information) was rated above satisfactory
What is your institution’s definition of academic advising?
Achievement of Advising Goals (All Institutions)

- The remaining seven goals means fall between neutral and satisfactory.
- The three goals associated most with developmental advising (e.g., self-understanding, relating life goals to education/world of work, and decision-making skills) continue to have the lowest mean ratings.

The Status of Academic Advising: Findings from The ACT Sixth National Survey
NACADA Monograph Series (10) 2004
Academic Advising Continuum

Course Scheduling/Registration

Compliance Advising

Academic Planning

Developmental Advising/Mentoring

1 2 3 4 5 6 7 8 9 10
## 3. Definition of Advising

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a consensual definition of advising.</td>
<td>What is a working definition of advising?</td>
</tr>
</tbody>
</table>
Moving Towards a more Developmental Approach to Advising

- Lower advisor/advisee ratios
- Employ overload strategies
- Enhanced use of technology
- Advisor development
- Proactive advising strategies
Developing a Consensual Definition of Academic Advising

• Advising beliefs/premises
• Attitudes and beliefs about academic advising
How Do Students Define Advising

Students tend to equate academic advising to course scheduling/registration (so do many advisors!)
“There are many definitions of advising, but most stress the importance of understanding individual students and their unique needs. Academic advising is often referred to as a process that involves a close student-advisor relationship. Advising is seen as an important vehicle for helping students achieve educational and personal goals through the use of campus and community resources.”

Dr. Virginia Gordon
*Handbook of Academic Advising*
4. Administrative Support and Commitment

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
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</thead>
<tbody>
<tr>
<td>Determine what would represent strong administrative support and commitment for advising.</td>
<td>What are tangible examples of administrative support and commitment to advising?</td>
</tr>
</tbody>
</table>
“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.”

David S. Crockett
Noel-Levitz
Keys to Administrative Support

• Issue related
• Data based
• Specific recommendations
• Outcome/benefit oriented
• Quantify financial/resource support needed
• Involvement of interested parties (e.g., faculty, deans/department heads)
Administrative Support and Commitment

- Visible commitment versus “Lip service”
- Priority in the institution strategic plan
- Appointment of advising task force/committee
- Allocation of adequate resources (e.g., technology)
Establishing Priorities

“The number one priority for this institution is the teaching/learning process. The second most important priority is assisting students to successfully achieve their educational and career goals by providing high quality advising. All other activities and programs, while not unimportant, rank significantly below these two institutional priorities.”

“Plan your activity accordingly!”

Vice President of Academic Advising
Sample Statement on Academic Advising in an Institutional Strategic Plan

“Undertake a comprehensive effort to improve the academic advisement of all students. Advisement must not only be accurate but convey the goals of general education and the academic coherence of the major.”

“Strategic Plan for the 21st Century”
Administrative Support and Commitment

- Assignment of responsibility/accountability
- Advisor resources
- Evaluation, training, and recognition/reward
Administrative Support and Commitment

“It will be necessary for us to strengthen our academic advisement program. Too often we hear pleas from our students for more responsive, timely, and effective advising. An inadequate advisement system is simply unthinkable and unacceptable. Academic advising must be exemplary - not just okay or typical, but exemplary.

I am asking the provost, deans, department chairs, faculty, and advisement professionals to make the enhancement of academic advisement a top priority during the coming year.

We must ask faculty to be effective and accessible academic advisors as well as being outstanding teachers.”

University President

Noel-Levitz®
A Trend?

Student Academic Advising Fee

($50 to $150 per term)
## 5. Advisor/Advisee Responsibilities

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
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<tbody>
<tr>
<td>Develop and communicate a specific statement on the responsibilities of advisors and advisees in the advising system.</td>
<td>What are the expectations for advisors and advisees?</td>
</tr>
</tbody>
</table>
Advisor Role and Responsibilities

• Maintain an advising file for each student.

• Assist students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.

• Inform students of the nature of the advisor/advisee relationship.
Advising Role/Responsibility

• Help students define and develop realistic educational and career goals

• Assist students in planning a program consistent with their abilities and interests

• Monitor progress toward educational/career goals
Advisor Role and Responsibilities

- Request reassignment of advisee to another advisor, if necessary.
- Assist advisees in identifying career opportunities.
- Develop a caring relationship with advisees.
- Inform students of special services available to them for remediation, academic assistance, and other needs.
Advising Role/Responsibility

- Discuss and reinforce linkages and relationships between instructional program and occupation/career
- Interpret and provide rationale for instructional policies, procedures, and requirements.
- Approve all designated educational transactions (schedule, drops and adds, withdrawals, change of major, waivers, graduation requirements).
Advisee Role and Responsibilities

• Clarify their personal values, abilities, and goals.

• Contact and make an appointment with the advisor when required or when in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor.

• Become knowledgeable and adhere to institutional policies, procedures, and requirements.
Advisee Role and Responsibilities

- Prepare for advising sessions and bring appropriate resources or materials.
- Follow through on actions identified during each advising session.
- Evaluate the advising system, when requested, in order to strengthen the advising process.
- Request reassignment of a different advisor if necessary.
- Accept final responsibility for all decisions.
A Family Guide to Academic Advising

Copies from this book may be ordered from:

The National Resource Center for The First Year Experience and Students in Transition University of South Carolina
1629 Pendleton Street
Columbia
South Carolina
29208
(803) 777-6229
Fax (803) 777-4699
Clarifying Advisee Role/Responsibility and Expectations of Advising

- Web-mail to new students
- Letter and brochure from coordinator of advising or college deans
- Student advising handbook (printed and electronic versions)
- Summer orientation session
6. Assignment of Advisors

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
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<tbody>
<tr>
<td>Determine how students will be assigned to advisors and procedures for students or advisors to request a change in assignment.</td>
<td>What criteria should be employed to assign students?</td>
</tr>
</tbody>
</table>
Clarifying Advisee Role/Responsibility and Expectations of Advising

• Clarifying roles and responsibilities during initial meeting with advisor
• Freshman seminar
• Advising Web page
Advisor Assignment Criteria

It is “best practice,” wherever possible, to assign students to faculty advisors in their program area of intent or professional advisors that have received special training in that discipline.

Noel-Levitz
Assignment of Advisees with Special Circumstances

- Freshmen
- Exploratory/undecided
- Evening/weekend college
- International
- Part-time
Who Advises?

- Faculty
- Administrators (e.g., department heads/chairs)
- Non-instructional staff (e.g., Student service personnel, clerical)
- Professional advisors/counselors
- Peers (e.g., undergraduates)
- Paraprofessional advisors (e.g., graduate students)
- Combination
Assignment of Advisees with Special Circumstances

- Students on probation
- Transfers
- Distant learning
- Other institutional sites
- Special programs
Individuals Who Serve as Advisors in all Academic Departments (All Institutions)

- Instructional staff 80%
- Department heads 62%
- Non-teaching advisors 19%
- Clerical staff 1%
- Paraprofessional advisors 2%
- Peers (undergraduate) 2%

The Status of Academic Advising: Findings from The ACT Sixth National Survey
NACADA Monograph Series (10) 2004

Noel-Levitz®
7. Selection of Advisors

<table>
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<tr>
<th>Task</th>
<th>Major Question</th>
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<tbody>
<tr>
<td>Decide on the criteria to be used in the selection of those who will advise students.</td>
<td>Should all faculty advise, or should advisors be selected on the basis of desired characteristics or willingness to serve?</td>
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</table>
## Primary and Secondary Providers of Advising in Advising Centers/Offices (All Institutions)

<table>
<thead>
<tr>
<th>Provider</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Full-time advisors</td>
<td>64%</td>
<td>12%</td>
</tr>
<tr>
<td>Part-time advisors</td>
<td>5%</td>
<td>23%</td>
</tr>
<tr>
<td>Faculty advisors</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Paraprofessional advisors</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>Peer advisors</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Volunteers</td>
<td>0%</td>
<td>4%</td>
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</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Advisor Selection

In the majority of units/departments, faculty are required to advise. It is much less common for faculty to volunteer or be selected as advisors.

ACT Sixth National Survey of Academic Advising

Noel-Levitz®
Importance of Faculty Advisors

• Faculty are the discipline experts and know more about their discipline than could be expected from a generalist professional advisor.

• Academic advising is an important activity that can build relationships between faculty and students which serves as a powerful retention agent.

• Advising is the primary mechanism for interpreting the institution’s academic program to students.
A Reality Check

It is a fact that the interest, willingness, and inclination to engage in the advising process will vary among instructional staff.
Importance of Faculty Advisors

• A close, caring and concerned advisor/advisee relationship is consistent with and supportive of the mission and culture of the institution.

• Academic advising is an extension of good teaching and is not tangential to the teaching/learning process.

• Faculty have a responsibility to assist students to achieve their educational goals.
Observations on Faculty Advising

- Most common method of delivery of advising in higher education
- Typically an expectation of instructional staff at most institutions
- Majority of faculty view advising as legitimate part of their teaching role and responsibility
- Capitalizes on faculty discipline-specific knowledge and expertise
- Provides faculty with the opportunity for outside classroom contact with students
- Is an economical model for delivery of advising
Inconsistency of Faculty Advising

“The lack of a systematic campuswide approach to critical advising practices is the root cause underlying the inconsistency of faculty advising.”

Manhattan, KS: NACADA
ACT Sixth National Survey on the Status of Academic Advising Findings Pertinent to Faculty Advising

• Most faculty are not selected according to specific criteria; they are required to advise.
• Faculty advisor/advisee contacts per term have decreased.
• Faculty advising loads have increased.
• Faculty time spent in advising has decreased.
Improving Faculty Advising

“The authors contend that unless key administrators place a high priority on the implementation of consistent campuswide practices that support faculty advisors, improvements in faculty delivery of advising services will rely on happenstance and will be piecemeal at best. Without strong supportive action taken on every campus, we predict future national surveys will, at best, show only incremental and situational gains. And more important, the powerful impact of quality faculty advising will not be realized.”

Habley and Morales (1998)
ACT Sixth National Survey on the Status of Academic Advising Findings Pertinent to Faculty Advising

- Advisee-required contact with faculty advisors has decreased in some categories.
- There has been a decline in mandated faculty advisor training, and training that is in place focuses on conceptual and informational topics.
Faculty Advising Resources


ACT Sixth National Survey on the Status of Academic Advising Findings Pertinent to Faculty Advising

- The evaluation of faculty advisors is not a priority on most college campuses.
- Most colleges do not recognize or reward faculty advisors in any of their departments.
- Only 10% of campuses that recognize or reward faculty advising include advising as a major consideration in promotion/tenure/merit decisions.
Seventy-three percent (73%) report the existence of an advising office.
Advising Centers Advantages

- Accessibility to students
- Typically staffed by full-time professional advisors often with an educational background appropriate to advising responsibilities
- Can effectively serve advising needs of special student populations (e.g., undeclared, high risk, probationary, “mind-changers,” limited access degree programs)
Advising Centers Disadvantages

- A more difficult model to build and sustain meaningful advisee/advisor relationships
- Most academic units prefer to advise “their” students
- Can reduce non-classroom contact with instructional staff which is a strong retention agent
- A relatively high cost delivery model
Advising Centers Advantages

• Often results in more consistent delivery of advising services

• Frees instructional staff to perform other important responsibilities (e.g., teaching, writing, conducting research, committee work, providing public service)
Advising as a Legitimate Faculty Role

“Academic advising should be anchored in the institution’s mission rather than layered on as a service. Advising rather than an extension of the faculty’s role, is integral to it.”

Berdahl, R. Educating The Whole Person. Teaching Through Academic Advising: A Faculty Perspective New Directions for Teaching and Learning, 62 Jossey-Bass
Advising Centers Disadvantages

• Contrary to the belief that advising is an extension of good teaching, which is a faculty responsibility
• Frequently results in high student/advisor ratios
• Professional advisors not discipline experts
Is the role of faculty in advising being diminished?

- The continuous decline of the Faculty Only Model and slight resurgence of the Self-contained Model.
- The dramatic increase in the use of full-time advisors as the primary deliverers of service in advising offices.
- Dramatic decreases in the use of faculty as either primary or additional deliverers of services in offices.
- The increase in the use of advisors other than faculty members to deliver services in the academic units or departments.

The Status of Academic Advising: Findings from the Sixth National Survey 2004

Noel-Levitz®
A Question to Ponder

“How will quality academic advising become imbedded in institutional culture if the dominant and most powerful constituency on the campus does not fully participate in and value it?”

Wes Habley, ACT, Inc.
# Peer Advisors

## Advantages
- Effectiveness
- Low cost
- Availability and flexibility
- Rapport
- Frees professional staff
- Candid advice
- Employment and experience

## Disadvantages
- Continuity
- Training, supervision, evaluation
- Objectivity
- Scope of background and experience
Meeting Student Advising Needs: A Shared Delivery Model

Intake (decision-making)

• Transition advising
• Self-information
• Academic information
• Career information
• Monitoring adjustment and progress
• Core/general education course selection
• Developing an academic plan
• Referral where appropriate
Characteristics of the Effective Advisor

• Interested in advising
• Demonstrates a concerned and caring attitude toward advisees
• Exhibits effective interpersonal and communication skills
• Available to advisees
• Frequent contact with advisees
• Intrusive behavior with advisees
Meeting Student Advising Needs: A Shared Delivery Model

Academic mentoring (post selection of major)

- Course selection and scheduling
- Monitoring academic progress and graduation requirements
- Encourage good academic performance
- Link program of study with opportunities and uses beyond graduation
- Consideration of graduate school where appropriate
- Selection of minor or double major
- Referral where needed
Characteristics of the Effective Advisor

• Knowledgeable of institutional regulations, policies, offerings and procedures
• Monitors student progress
• Uses appropriate information sources
• Refers when necessary
• Supports advisor development programs
• Engages in developmental advising versus simply course scheduling
Advising Model

“Academic advising should be offered only by personnel who voluntarily choose to advise, who receive systematic skills training, who have advising as a specified responsibility, whose performance is systematically evaluated, and who are rewarded for skillful performance.”

Ender, Winston, Miller
Major Factors Influencing Faculty Advisor Advising Loads

- Size and popularity of program/major
- Number of instructional staff available for advising
- Degree of proactiveness of advisor/advisee contact
- Academic advising delivery model
8. Advisor Load

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
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<tbody>
<tr>
<td>Develop guidelines on the ratio of advisors to advisees and strategies to deal effectively with advisor overload, if necessary.</td>
<td>What is a reasonable advisor load?</td>
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</table>
## Percent of Senior Faculty Advising Students (per week)

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<thead>
<tr>
<th></th>
<th>Two-year</th>
<th>Four-year</th>
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<tbody>
<tr>
<td>9 hours or more</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>5 to 8 hours</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>1 to 4 hours</td>
<td>58</td>
<td>55</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*HERI Survey*
Important Reminder

Advisee load impacts directly on the quality of academic advising provided by colleges/universities.
### Average Hours per Week Devoted to Responsibilities

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<thead>
<tr>
<th></th>
<th>0-2</th>
<th>3-6</th>
<th>7 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>14.4%</td>
<td>27.8%</td>
<td>57.8%</td>
</tr>
<tr>
<td>Admin/Comm Wk</td>
<td>38.2%</td>
<td>34.0%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Consulting</td>
<td>73.7%</td>
<td>17.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Preparation</td>
<td>12.3%</td>
<td>34.0%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Research</td>
<td>39.0%</td>
<td>20.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Advising</td>
<td>53.0%</td>
<td>34.8%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

*Carnegie Foundation Survey*
<table>
<thead>
<tr>
<th>Type</th>
<th>Mean Percentage of Faculty Time Spent in Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>9.8%</td>
</tr>
<tr>
<td>Four-year public</td>
<td>9.9%</td>
</tr>
<tr>
<td>Four-year private</td>
<td>10.7%</td>
</tr>
<tr>
<td>ALL</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
<table>
<thead>
<tr>
<th>Category</th>
<th>Ratio</th>
</tr>
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<tbody>
<tr>
<td>Two-year public</td>
<td>375:1</td>
</tr>
<tr>
<td>Four-year public</td>
<td>285:1</td>
</tr>
<tr>
<td>Four-year private</td>
<td>153:1</td>
</tr>
<tr>
<td>All Institutions</td>
<td>281:1</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
<table>
<thead>
<tr>
<th>Category</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>37:1</td>
</tr>
<tr>
<td>Four-year public</td>
<td>38:1</td>
</tr>
<tr>
<td>Four-year private</td>
<td>19:1</td>
</tr>
<tr>
<td>All Institutions</td>
<td>29:1</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Overload Advising Strategies

- Group advising
- Peer advisors
- Paraprofessional advisors
- Adjunct faculty
- Advising office/center
<table>
<thead>
<tr>
<th></th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>80:1</td>
<td>13:1</td>
</tr>
<tr>
<td>Four-year public</td>
<td>136:1</td>
<td>13:1</td>
</tr>
<tr>
<td>Four-year private</td>
<td>45:1</td>
<td>7:1</td>
</tr>
<tr>
<td>All Institutions</td>
<td>77:1</td>
<td>10:7</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004

Noel-Levitz®
Overload Advising Strategies

- Extended orientation/freshman seminar
- Advising-related courses/workshop
- Online/Web-based advising information
- Creating more self-sufficient students
- More advisors
### 9. Information/Technology

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the information and technology needs of the advising system.</td>
<td>What are the information and resource needs of advisors? What technologies should be employed to support the advising system?</td>
</tr>
</tbody>
</table>
Characteristics of Effective Advisor Handbooks

• Keep the handbook as brief as possible
• Index the handbook for easy reference and use
• Publish a revised handbook annually rather than using a notebook format with updated pages
• Generally do not include material readily available in other sources (e.g., catalog)
• Include a copy of the institution’s academic advising policy statement (e.g., definition of advising, goals, roles and responsibilities, evaluation, recognition/reward, training)
A Premise

It is difficult, if not impossible, to deliver quality advising without advisor resource materials, advisee information, and the use of technology.
Characteristics of Effective Advisor Handbooks

• Use a questions and answer format for common advisee questions

• List all campus referral resources

• Include practical suggestions and tips for effective advising

• Information on common academic transaction (e.g., drop/add, declaration of major)
Support or Reference Materials Provided to Advisors (All Institutions)

- Student retention data 45%
- Student profile data 48%
- Advising handbook 63%
- Academic planning worksheets 69%
- Articulation agreements 34%
- Directory of campus referral sources 64%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Student Information Sources Provided to Advisors

- Admission application 40%
- High school transcript 43%
- Standardized test scores 74%
- Non-testing information 32%
  (collected via standardized testing programs)

The Status of Academic Advising: Findings from
The ACT Sixth National Survey NACADA
Monograph Series (10) 2004
Student Information Sources Provided to Advisors

- College transcripts 81%
- Locally administered (placement tests) 62%
- Externally developed placement tests 53%
- Computerized degree audits 54%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Computer Technologies Used to Support Academic Advising

- Electronic appointment calendar 22%
- Automated student profile systems 23%
- Static (information only) advising Web site 34%
- Computer-based guidance and information systems UK

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Benefits of Computer-assisted Degree Audits

- Advisor is freed from the routine, repetitive task of manually matching a student’s courses taken to a set of degree requirements.
- Improves accuracy of advising information.
- Adaptable to any advising delivery system.
- Simplifies obtaining academic requirement information.
- Eliminates clerical aspect of advising.
- Student “degree shopping” (i.e., “What if I change my major to . . . ?)
- Less expensive than a photocopy.
- Essential to graduation evaluation.
Computer Technologies Used to Support Academic Advising

- Degree audits 57%
- Transfer course equivalency 44%
- Touch-tone telephone registration 22%
- Online registration 60%
- Electronic advising newsletter 9%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
A Thought to Ponder

“Of the fifteen million credit students currently enrolled in higher education, only three million are full-time in higher education, under the age of twenty-two, and residing on campus. Yet most of higher education’s systems, facilities, and personnel are deployed or organized to serve these three-million students. The challenge for higher education and academic advisement is to transform itself to meet the new imperatives.”

Laws and Dubois (2000)
Distance Education Academic Advising

• Academic advising, often a one-on-one activity, needs to consider new models that will address the daunting task of advising millions of students that are not seen.

• Distance learners’ desires and expectations are driving most colleges and universities to expand their Web sites to create dynamic and interactive resources.

• E-mail between student and advisor is not the answer to distance advisement. Ninety percent of distance advisement must be accessible on the internet at all times. In a generic and asynchronous model.

Laws and Dubois (2000)
Asynchronous Advising Technologies
(Different time, different place)

- Interactive advising Web site
- E-mail
- V-mail
- Internet cybercast
- Internet bulletin boards
- E-mail list servers
Synchronous and Asynchronous Advising

- Synchronous
  (same time, different place)
- Asynchronous
  (different time, different place)
Asynchronous Advising Technologies
(Different time, different place)

- Kiosks
- CD-ROMS
- Video tapes
- Audio tapes
- Telephone information lines
Synchronous Advising Technologies (Same time, different place)

- Video conferencing
- Internet chat conferencing
- Whiteboard conferencing
- Telephone
- Fax
- Interactive classrooms
Academic Advising in a Virtual Environment

- Laura L. Conrad, Edward Johnson, Robert E. Sterling, Joliet Junior College
- Carol Ann Baily, Middle Tennessee State University
Advising and Distant Learning Resources


- Laws, R.D. and Dubois, J.H. *Distance Education Advising* (in The “e” Factor In Delivering Advising Services) Kramer and Childs, editors, Chapter Ten, NACADA Monograph Number 7 (2000).
Mandatory vs. Voluntary Academic Advising

Guiding Principles

- Front loading
- Progressive responsibility
10. Student Participation

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide on voluntary vs. mandatory participation, required contact times, and strategies that encourage advisor/advisee interactions.</td>
<td>How pro-active should the advising program be? What is the role of referral in the advising process?</td>
</tr>
</tbody>
</table>
Intrusive Advising Postulates

• Students most in need of advising services are the ones who do not seek it out voluntarily

• It is easier to anticipate a problem than it is to solve one

• Most student problems are treatable if identified early

• Students respond positively to direct contact in which potential problems are identified and a resource of help offered

• There is growing evidence that it works
Important Reminders

- Students have differential advising needs (both amount and timing)
- Good advising programs are proactive/intrusive
Intrusive Advising Is

• Being unduly curious about and interested in students
• Not waiting for students to get into trouble
• Showing students that there are people who are concerned, are interested, and who want them to succeed
Why Intrusive/Proactive Intervention is Necessary

Student self-referral simply does not work as a mode of operation in promoting intervention and persistence.
Mean Number of Contacts Between Advising Center/Office and Advisee During an Academic Term

Two-year public 2.5
Four-year public 2.4
Four-year private 3.3
All Institutions 2.7

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Importance of Proactive Intervention with Students

86 percent of students who say they need assistance do not seek out the service voluntarily.
Occasions When Students are Required to Contact Faculty Advisors (All Institutions)

- Class scheduling/registration: 73%
- Adding a class: 58%
- Dropping/withdrawing from a class: 59%
- Declaring a major: 54%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Mean Number of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>3.0</td>
</tr>
<tr>
<td>Four-year public</td>
<td>2.1</td>
</tr>
<tr>
<td>Four-year private</td>
<td>2.9</td>
</tr>
<tr>
<td>All Institutions</td>
<td>2.7</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Occasions When Students are Required to Contact Faculty Advisors (All Institutions)

- Changing a major: 55%
- Following a report of unsatisfactory progress: 39%
- Approving graduation plans: 58%
- Withdrawing from school: 41%
- Substitutions/waivers: 69%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004

Noel-Levitz®
Proactiveness of Advising Centers/Offices

Generally advising centers/offices are less proactive in requiring students to contact advisors.
## Average Length of Advisor/Advisee Meetings

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not met or less than 5 minutes</td>
<td>13%</td>
</tr>
<tr>
<td>5 to 15 minutes</td>
<td>55%</td>
</tr>
<tr>
<td>16 to 30 minutes</td>
<td>26%</td>
</tr>
<tr>
<td>More than 30 minutes</td>
<td>6%</td>
</tr>
</tbody>
</table>

ACT Survey of Academic Advising
Important Reminder

Frequency and length of advisor/advisee contact are important variables in effective advising programs.
<table>
<thead>
<tr>
<th>Frequency of Advisor/Advisee Meetings</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never or once</td>
<td>22%</td>
</tr>
<tr>
<td>Twice</td>
<td>28%</td>
</tr>
<tr>
<td>Three times</td>
<td>20%</td>
</tr>
<tr>
<td>Four or five times</td>
<td>14%</td>
</tr>
<tr>
<td>More than five times</td>
<td>16%</td>
</tr>
</tbody>
</table>

ACT Survey of Academic Advising

Noel-Levitz®
Frequency and Length of Contact

Research confirms that advisees who meet their advisors more frequently and for longer periods of time are:

- More satisfied with the advising process
- Have a more positive impression of their advisors
- Discuss a greater number of topics with their advisors
Advisor/Advisee Contact

First Term

- Admissions process
- Orientation
- First three weeks
- Mid-term
- Pre-registration
- End of term
Advisor/Advisee Contact Other

- Registration
- Add/drop
- Change of major
- Graduation audit
- Post-college planning
11. Training/Advisor Development

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a comprehensive, ongoing in-service training program for those involved in advising on a regularly scheduled basis.</td>
<td>What are the developmental needs of advisors and how might these best be addressed in an advisor training program?</td>
</tr>
</tbody>
</table>
When to Refer

- Student asks
- Request outside your range of knowledge
- Request/problem outside your area of expertise
- Someone you feel you have not helped but needs help
- Student reluctant to discuss problem
- Physical or psychological symptoms or signs
# Status of Faculty Advisor Training (All Institutions)

<table>
<thead>
<tr>
<th>Status</th>
<th>All</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated</td>
<td>32%</td>
<td>21%</td>
<td>46%</td>
</tr>
<tr>
<td>Offered/voluntary</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Neither mandated or offered</td>
<td>35%</td>
<td>13%</td>
<td>52%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Referral Skills

• Don’t refer too quickly
• Know referral sources
• Clarify why
• Explain service and expectation
• Make referral to specific person if possible
• Assist student in making appointment
• Follow up with student
Types of Training Programs for Staff of Advising Office/Centers (All Institutions)

- Single workshop (one day or less per year) 15%
- Single workshop (more than one day per year) 9%
- Series of short workshops (throughout year) 35%
- Individualized training (based on advisor’s needs) 52%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Obstacles to Developing High Quality Advisor Development Programs

1. A lack of strong administrative support for efforts to improve advisor effectiveness

2. An attitude on the part of some advisors that, since most faculty know how to advise, training is unnecessary and a waste of their time

3. A lack of consensus on the topics that should be included in a comprehensive advisor development program
Participants

• Who (e.g., faculty, professional advisors, peers)
• Experience level (e.g., beginning, some, very experienced)
• Needs
Obstacles to Developing High Quality Advisor Development Programs

4. Difficulties in scheduling group training sessions when a majority of faculty advisors can participate

5. A lack of well-developed, professional, high-quality, and conveniently packaged training materials for use in such programs
What topics should be included on the agenda for advisor training sessions?
Factors in Planning Advisor Training

- Participants
- Content
- Training techniques/strategies
Elements of Content for Advisor

A. Conceptual
B. Informational
C. Relational
What advisors must:

A. Understand (Conceptual)
B. Know (Informational)
C. Practice/Do (Relational)
Informational Topics

- Policies/procedures (e.g., drop/add, graduation, registration, placement)
- General education requirements/rationale
- Referral sources
- Student information (e.g., test scores)
- Educational programs
- Advisor handbook
- Employment outlook
- Computer-assisted advising (e.g., degree audits)
Conceptual Topics

- Developmental definition of advising
- Student development theory
- Relationship between advising and student persistence
- Advisor role and responsibilities
- Legal aspects of advising
- Decision-making process
- Special advising needs
Topics Included in Faculty Advisor Training

Informational

- Academic regulations, policies, and procedures (78%)
- Campus referral sources (70%)
- Career/employment information (26%)
- Use of information sources (62%)
Topics Included in Faculty Advisor Training

Conceptual

• Importance of advising (69%)
• Definition of advising (61%)
Relational Topics

- Rapport-building skills
- Communication skills
- Referral skills
- Listening skills
- Questioning skills
Topics Included in Faculty Advisory Training

Relational

- Counseling skills (30%)
- Interview skills (23%)
- Decision-making skills (22%)
Training Techniques

- External presenters
- Internal presenters
- Readings/discussion
- Quizzes
- Consensus building
- Panel discussions
Advising - Training Description
(2 hours each)

Advising 100 Series

• Advising 101 - Introduction
• Advising 102 - Skills and Techniques
• Advising 103 - Student Development
• Advising 104 - Internal Resources
• Advising 105 - Student Records
• Advising 106 - Legal and Ethical
Training Techniques

- Brainstorming
- Role playing
- Simulations
- Group discussions
- Case studies
- Question/answer
Advising - Training Description
(2 hours each)

Advising 200 Series

• Advising 201 - Advising Roles and Tasks
• Advising 202 - Advanced Communication and Relational Skills
• Advising 203 - Advising Special Populations
• Advising 204 - Problem Solving and Referral
• Advising 205 - Retention Management System/College Student Inventory
• Advising 206 - Student Advocacy and Advanced Legal and Ethical Issues
Video-based Advising Training Programs

- NACADA Faculty Advising Training Video
- Noel-Levitz Academic Advising for Student Success and Retention
How The Program Works

Academic Advising for Student Success and Retention is video-based. That is, the videos introduce much of the key content of the program. A typical video segment will last four to six minutes. The videos serve as “triggers” to provide important content, introduce exercises and activities and to engage participant interest. The great majority of the time in group meetings is spent with group discussions, exercises, and activities that build on the material presented in the video segments.
Academic Advising for Student Success and Retention™

Unit One: Introduction and Foundation

  Video 1: Advising for Student Growth and Development
  Video 2: Advising for Student and Institutional Success
  Video 3: Advising to Promote Student Learning
  Video 4: Making a Difference Through Advising
  Video 5: Building for the Future Through Good Course Selection
  Video 6: Helping Students Get Connected
  Video 7: Planning for Careers and Life After College
  Video 8: Adopting a Strengths-Based Approach to Advising
Goals of the Video-based Training Program

• To assist advisors to gain a better understanding of the role and responsibility of academic advisors

• To build support and commitment among advisors to a developmental approach to advising

• To assist advisors to better understand student development theory and the implications for academic advising

• To help advisors to acquire or sharpen the communication and relational skills necessary for effective advising
Academic Advising for Student Success and Retention™

Unit Two: Communication and Relational Skills

Video 1: Conducting an Effective Advising Interview
Video 2: Showing Students You Care
Video 3: Listening with Understanding
Video 4: Questioning Skills That Uncover Student Needs
Video 5: Taking the First Step: Reaching Out to Students
Video 6: Challenging Students to Clarify Attitudes and Actions
Video 7: Helping Students Evaluate Alternatives and Make Decisions
Video 8: Accessing and Activating Campus Resources
Goals of the Video-based Training Program

• To assist advisors to better understand the special advising needs of selected student groups (e.g., exploratory, adult, academically under-prepared)

• To increase advisor sensitivity to multicultural, gender, and other issues of difference and diversity

• To explore the legal implications and issues of academic advising

• To review the role of the advisor as referral agent

• To examine issues important to the advising process
Academic Advising for Student Success and Retention™

Unit Three: Advising Special Populations

Video 1: Making the Connection with Adult Students
Video 2: Building Schedules That Fit Adult Student Priorities
Video 3: Underprepared Students
Video 4: Motivating Underprepared Students by Building on Strengths
Video 5: Helping Honors Students Bring Focus to Multiple Talents
Video 6: Understanding and Meeting the Needs of Students of Color
Video 7: Building Bridges with Students of Color Through Effective Communication
Video 8: Building Success Plans with Students of Color

Noel-Levitz®
Academic Advising for Student Success and Retention™

Unit Four: Key Issues in Faculty Advising

Video 1: Building on Your Strengths as an Advisor
Video 2: Ethical Implications and Practices of Advising
Video 3: Avoiding Bias in Advising
Video 4: Meeting Challenging Legal Issues in Advising

Print: Developing and Advising Portfolio
Obtaining Increased Participation in Advisor Developmental Program

- Select conducive location if possible
- Offer incentives where possible (e.g., lunch n’ learners)
- Provide multiple sessions
- Award professional development credit
- Make attendance an expectation
Attendance at advisor training sessions is often comparable to believers attending church.
Advisor Development Options

- Graduate level course/seminar on academic advising
- Master Advisor Program (Southwest Missouri State University)
- NACADA Advisor Certification Program
Obtaining Increased Participation in Advisor Developmental Program

- Secure administrative support
- Involve advisors in planning and on the program(s)
- Publicize widely; stress benefits
- Schedule to avoid as many conflicts as possible
Keys to Designing a Successful Advising Program

• Form a planning committee
• Conduct a needs assessment
• Give careful consideration to:
  – Goals
  – Content
  – Methods (techniques/materials)
  – Timing
  – Location
Keys to Designing a Successful Advising Program

- Establish schedule for academic year
- Individual or office should coordinate training efforts campuswide
- Stress participatory/interactive sessions
- Evaluate program and provide feedback to participants
Evaluate

“To determine the significance or worth usually by careful appraisal and study.”

Webster’s Ninth New Collegiate Dictionary
Excellent Resource

How should advising and advisors be evaluated?
## 12. Evaluation

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine how, when, and who will evaluate the advising program and individual advisors.</td>
<td>How should the advising program be evaluated at the college?</td>
</tr>
</tbody>
</table>
Why Evaluate?

- Assess effectiveness
- Advisor self-improvement
- Recognition/reward
- In-service training strategies
- Support for program development
Premise/Assumption

Premise: A statement or assertion that serves as a basis of a position or argument

Assumption: Anything taken for granted, a supposition or presumption

Webster’s College Dictionary
Fourth Edition
Premise/Assumption #3

Advisee evaluation is the most direct and useful method of assessing advising effectiveness.
Premise/Assumption #1

Evaluation and measurement can improve program effectiveness and individual advisor performance.
Premise/Assumption #4

If advising is part of an individual’s position responsibility, then his or her effectiveness as an advisor should be a consideration in decisions about that individual (e.g., promotion, tenure, merit pay).
Premise/Assumption #2

Academic advising programs, as well as individual advisors, should be systematically and periodically appraised.
Premise/Assumption #5

For an evaluation program to have any usefulness, there must be a strong link between performance, appraisal of performance, and reward for quality performance.
Premise/Assumption #6

Every evaluation system can be improved; there is no “perfect” method of evaluating the totality of advising performance or advising programs.
## Faculty Advisor Evaluation in Academic Departments/Units (All Institutions)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>38%</td>
</tr>
<tr>
<td>Some</td>
<td>25%</td>
</tr>
<tr>
<td>None</td>
<td>37%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Premise/Assumption #7

Individual advisor evaluation is a more challenging issue when applied to faculty advisors than to professional advisors.
# Types of Advisor Evaluation (All Institutions)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>51%</td>
<td>31%</td>
<td>18%</td>
</tr>
<tr>
<td>Self</td>
<td>29%</td>
<td>38%</td>
<td>33%</td>
</tr>
<tr>
<td>Supervisor</td>
<td>51%</td>
<td>35%</td>
<td>14%</td>
</tr>
<tr>
<td>(e.g., dept chair dean, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer</td>
<td>12%</td>
<td>22%</td>
<td>66%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Effectiveness of Advising Program Regularly Evaluated (All Institutions)

Yes 58%

No 42%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
<table>
<thead>
<tr>
<th>Frequency of Professional Advisor Evaluation (All Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Every semester/term</td>
</tr>
<tr>
<td>Every academic year</td>
</tr>
<tr>
<td>Every two years or less</td>
</tr>
<tr>
<td>Not formally evaluated</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Formative vs. Summative Evaluation

Formative: What can or should the advisor do to become a more effective advisor? (Self-improvement)

Summative: How effective, productive, or helpful was the advisor? (Personal decisions)
“Indeed it is no exaggeration to say that the most critical problem confronted in the social organization of any university is the proper evaluation of faculty services.”

Logan Wilson
The Academic Man (1942)
“The major conclusion from this study is that academic advising as a faculty responsibility tends to be neglected in both collective bargaining agreements and faculty contracts/handbooks.”

Teague and Grites
“Performance appraisal is an art involving value judgments. This is why there is not a perfect system of evaluating . . ., nor can there be one. But, given enough time, effort, and goodwill, we can come reasonably close.”

P. Seldin

Noel-Levitz®
Individual Advisor Evaluation Issues

- Placing a low priority on advising responsibilities in the total faculty evaluation scheme
- Confusion about the purposes for which the evaluation is being conducted
- General resistance by faculty to evaluation
- Lack of consensus on acceptable evaluation criteria
- Fear of student evaluation as a major component in advisor evaluation
- Lack of a tangible recognition/reward system tied directly to the evaluation of individual advisor performance
Faculty Resistance To Evaluation

- Resentment of the implied assumption that faculty may be incompetent
- Suspicion that they will be evaluated by unqualified people
- Anxiety that they will be held accountable for performance in an area in which they may have little or no training or interest
“College professors are jealous of their independence, proud of their specialized competencies, not easily led, and suspicious of being told what or how they serve.”

Blackburn
Strategies for Gaining Advisor Support of an Advisor Evaluation Program

• Do not ask faculty to “vote” on the desirability of an advisor evaluation program. Rather, seek their cooperation and assistance in the construction of a fair and equitable program.

• Incorporate multiple measures of advisor effectiveness.

• Present advisor evaluation as a component of the total faculty evaluation and development program.

• Draw comparisons, where appropriate, between student evaluation of teaching and student evaluation of advising.
Strategies for Gaining Advisor Support of an Advisor Evaluation Program

• Plan carefully to assure a participatory and democratic process.

• Involve the advisor corps at the critical stages of program development. By gaining involvement and “ownership” in the process, many potential problems and organized resistance can be avoided.

• Seek the support and participation of faculty opinion leaders early in the process.
## Student Evaluation of Instruction

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>29%</td>
</tr>
<tr>
<td>1983</td>
<td>68%</td>
</tr>
<tr>
<td>1993</td>
<td>86%</td>
</tr>
<tr>
<td>2002</td>
<td>95%</td>
</tr>
</tbody>
</table>
Strategies for Gaining Advisor Support of an Advisor Evaluation Program

• Establish a steering committee to guide the development and implementation of the program.
• Anticipate some resistance and be prepared to respond to common concerns and questions.
• Hold open forums or meetings to provide ample opportunity for expressions of concern.
• Consider the use of an external consultant to serve as a buffer between the advisors and the administration during program development.
Strategies for Gaining Advisor Support of an Advisor Evaluation Program

- Select a standardized evaluation instrument, thus negating potential arguments regarding criteria for evaluation.
- Implement in stages, preceded by a “pilot” phase allowing for necessary refinements.
- Link evaluation program to development and training opportunities.
- Assure a tangible reward structure linked directly to the results to the evaluation program.
Some Additional Factors in Developing an Evaluation Program

- Administrative support and commitment
- Instrument development or selection
- Data gathering
- Feedback to advisors
- Limitations
Advantages of the ACT Survey of Academic Advising

- Broad institutional acceptance and use
- Program and/or advisor evaluation
- Optional scoring service
- Customized institutional reports
- Results by subgroups
- Student data on tape
- User norms
- Optional local questions
- Open-ended comment section
- Assured technical quality
Instrument Development or Selection

• Use an internally developed instrument
• Borrow all or part of an instrument developed by another institution
• Select an externally developed, national standardized instrument
Do Advisee Evaluations of Advisors Improve Advising?

Only if . . .

- Comments and numerical ratings are new to the advisor
- Advisor is personally motivated to improve
- Advisor knows how to improve
ACT Survey of Academic Advising

I. Background information
II. Advising information
III. Academic advising needs
IV. Impressions of your advisor
V. Additional questions
VI. Comments and suggestions
Conditions Necessary For Advisor Change

- Necessary, desirable, possible
- Validity of criteria and evaluation tools
- Feedback
- Tangible reward/recognition
- Intrinsic desire to improve
Feedback

Feedback to faculty is more likely to produce change if:

- Information provides new insights
- There is motivation to change
- Information about alternative behaviors is provided

McKeachie
“The Rewards of Teaching”
Dimensions of Advising

(0 = Needs Improvement/ 4 = Excellent)

6. Refers you, when necessary, to the proper college representative, administrative staff member, or counselor

7. Is one with whom you have a congenial relationship

8. Has a positive constructive attitude toward advising in general

9. Keeps you up-to-date on change in your course of study
Evaluation Model

- Support of administration
- Developed by faculty subcommittee
- Student rating of advisors
- Formative/summative
- Feedback with comparative data
- Reward system
- Inservice training strategies

Penn State University-Fayette
# Advisor Evaluation

Advisor: J. Jones (033)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Advisor Mean</th>
<th>Advisor Group</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.50</td>
<td>3.75</td>
<td>-.25</td>
</tr>
<tr>
<td>2.</td>
<td>3.75</td>
<td>3.90</td>
<td>-.15</td>
</tr>
<tr>
<td>3.</td>
<td>3.00</td>
<td>3.25</td>
<td>-.15</td>
</tr>
<tr>
<td>4.</td>
<td>2.75</td>
<td>3.00</td>
<td>-.25</td>
</tr>
<tr>
<td>5.</td>
<td>2.25</td>
<td>3.25</td>
<td>-1.00*</td>
</tr>
<tr>
<td>6.</td>
<td>3.00</td>
<td>3.50</td>
<td>-.50</td>
</tr>
<tr>
<td>7.</td>
<td>2.00</td>
<td>3.00</td>
<td>-1.00*</td>
</tr>
<tr>
<td>8.</td>
<td>2.50</td>
<td>2.75</td>
<td>-.25</td>
</tr>
<tr>
<td>9.</td>
<td>3.50</td>
<td>3.00</td>
<td>+.50*</td>
</tr>
</tbody>
</table>

*Statistically significant
Dimensions of Advising

(0 = Needs Improvement/ 4 = Excellent)

1. Is consistently available, on time for appointments with you

2. Keeps regular, adequate office hours

3. Is aware of and has access to information you need

4. Takes time to become acquainted with you personally

5. Discusses your academic goals and progress toward these goals with you
## 13. Recognition/Reward

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine what form of recognition and reward will be afforded those involved in the academic advising process.</td>
<td>How can the college provide a tangible, meaningful, and realistic reward system for advising?</td>
</tr>
</tbody>
</table>
Reward

“Something that is given in return for some service or attainment.”

Webster’s Ninth New Collegiate Dictionary
Types of Recognition, Reward, or Compensation for Advising in All or Some Academic Departments/Subunits (All Institutions)

- Release time from instruction 29%
- Release time from committee work 14%
- Release time from research expectations 7%
- Salary increments for time spent advising 20%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Motivation of Advisors

“Generally, professionals are motivated by the higher-level needs of autonomy, achievement, confidence, status, recognition, and self-fulfillment.”

Maslow
Types of Recognition, Reward, or Compensation for Advising in All or Some Academic Departments/Subunits (All Institutions)

- A major consideration in tenure/promotion decisions 10%
- A minor consideration in tenure/promotion decisions 47%
- Awards for excellence in advising 30%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
The function of advising is too critical to be left solely to those who intrinsically cherish it.
### Evaluation of Overall Faculty Performance

Percentage of liberal arts college deans who consider each criterion a “major factor” in evaluating overall faculty performance

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1988 (N=64)</th>
<th>1998 (N=598)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teaching</td>
<td>99.8</td>
<td>97.5</td>
</tr>
<tr>
<td>Student advising</td>
<td>64.4</td>
<td>64.2</td>
</tr>
<tr>
<td>Campus committee work</td>
<td>54.1</td>
<td>58.5</td>
</tr>
<tr>
<td>Length of service in rank</td>
<td>43.8</td>
<td>43.8</td>
</tr>
<tr>
<td>Research</td>
<td>38.8</td>
<td>40.5</td>
</tr>
<tr>
<td>Publication</td>
<td>29.4</td>
<td>30.6</td>
</tr>
</tbody>
</table>
Recognition, Reward, and Compensation Strategies for Academic Advisors

- Annual advisor recognition luncheon or dinner
- Modest financial support for travel, research, journal subscriptions, etc.
- Master Advisor program and designation (e.g., Southwest Missouri State University)
Coordination/Management Functions

- Planning
- Organizing
- Directing
- Monitoring/controlling
- Evaluating

Academic advising systems need all of the above
Recognition, Reward, and Compensation Strategies for Academic Advisors

- Feature articles on outstanding advisors in local or college/university newspaper and alumni magazine
- Letters of commendation for excellence in advising for advisor professional portfolio
- A photographic or wall plaque advisor “Hall of Fame”
Organizational Structure for Delivery of Advising Services - A Continuum

Centralized (Self-contained)

Shared (Supplementary, Split, Dual, Total Intake)

Decentralized (Faculty only, Satellite)

Pardee (2000)
## 14. Coordination/Management

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide how the advising program will be managed.</td>
<td>Who will be responsible for coordinating the advising program?</td>
</tr>
</tbody>
</table>

Noel-Levitz®
Centralized: A centralized organizational structure consists of an administrative unit, usually an advising center, with a director and an advising staff housed in one location. In some programs however, the administration is centralized and the advising staff are in multiple locations.
## Evaluation of Overall Faculty Performance

Percentage of liberal arts college deans who consider each criterion a “major factor” in evaluating overall faculty performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage 1</th>
<th>Percentage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal attributes</td>
<td>29.4</td>
<td>28.4</td>
</tr>
<tr>
<td>Public service</td>
<td>19.5</td>
<td>23.6</td>
</tr>
<tr>
<td>Activity in professional societies</td>
<td>24.9</td>
<td>19.9</td>
</tr>
<tr>
<td>Supervision of graduate study</td>
<td>2.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Completing job offers</td>
<td>1.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Supervision of honors</td>
<td>2.4</td>
<td>3.0</td>
</tr>
<tr>
<td>Consulting (gov’t business)</td>
<td>2.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Sample Weighting of Criteria for Faculty Performance Review and Evaluation Process

“50% of the weight of the evaluation shall be assigned to teaching responsibilities... the evaluation weights for the remaining performance areas of advising, professional development, and services shall comprise the remaining 50%... Faculty members may divide that 50% between three areas, adding evaluative weight to a specified area at their discretion, so long as each area is given a weight of at least 10% but no more than 20% for advising and service or 30% for professional development... 5% incremental weight may be used.
Recognition, Reward, and Compensation Strategies for Academic Advisors

- A consideration in merit, promotion, and tenure decisions
- Workload considerations, (e.g., one course release for 8 hours per week of work in the advising center, release time from service assignments, direct exchange such as 3 semester hours of teaching for fifty advisees)
- Adjustments to merit weighting criteria to recognize advising responsibility and load
Recognition, Reward, and Compensation Strategies for Academic Advisors

- Stipends for advising work performed in addition to contractual expectations (e.g., summer orientation, work in advising center, special advising)

- Institutionwide Advisor of the Year Award with monetary award (single award model)

- Advisor Excellence Awards (certificates, plaques, apparel) by department or college/school (multiple award model)
A Weighting Scheme for Evaluating Faculty for Annual Reviews

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Total Points</th>
<th>Student</th>
<th>Peers</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom performance</td>
<td>40</td>
<td>20</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Advising</td>
<td>20</td>
<td>15</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Course development</td>
<td>10</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Service</td>
<td>10</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td>10</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>35</td>
<td>40</td>
<td>25</td>
</tr>
</tbody>
</table>

Braskamp, Brandenburg, and Ory
ACT NACADA National Recognition Program for Academic Advising

- Advisor awards
- Advising program awards
Shared: Advising services are shared between a central administrative unit and faculty or staff in an academic unit.
## Current State of Coordination of Advising (Individual Assigned Responsibility)

<table>
<thead>
<tr>
<th>Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Four-year public</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Four-year private</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>All</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>

ACT Sixth National Survey on Academic Advising
Decentralized: In a decentralized organizational structure, advising services are provided by faculty or staff in their academic subunits/departments. Even though overall coordination of advising may be centralized, advisors are accountable to their respective subunits/departments, where the advising activity takes place.
Sample Role and Responsibility Statement for Coordination of Academic Advising

• Directing the advising center
• Coordinating the institutionwide academic advising program
• Providing a training/development program for all advisors
“Institutions of higher education represent a variety of decentralized and differentiated disciplinary interests often linked together solely through the existence of a common heating or payroll system.”

Clark Kerr
Sample Role and Responsibility Statement for Coordination of Academic Advising

- Developing systematic mechanisms for evaluating the effectiveness of both advisors and the advising program
- Revising and keeping current advising handbooks and other support materials
- Assisting the departments/colleges in improving their advising programs
Sample Role and Responsibility Statement for Coordination of Academic Advising

• Ensuring that timely and accurate advising information is provided for all advisors
• Devising a plan for recognizing and rewarding advising
• Chairing the institutionwide advising committee
Written Policy Statement on Academic Advising (All Institutions)

- Yes 65%
- No 35%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Title of Individual Responsibility for Coordination of the Advising Program (All Institutions)

- Director/Coordinator of Advising 33%
- VP/Dean of Academic Advising 13%
- Assistant/Associate VP/Dean of Academic Advising 9%
- Director of Counseling 6%
- VP/Dean of Student Affairs 6%
- Registrar 5%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Elements to Include in an Institutional Policy Statement on Academic Advising

- Statement on importance of academic advising
- Description of advising system
- Advising goals
- Advising philosophy and beliefs
Time Spent on Coordinating Advising (All Institutions)

- 25% or less: 47%
- 26% – 50%: 20%
- 51% – 75%: 14%
- 76% – 100%: 20%

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Elements to Include in an Institutional Policy Statement on Academic Advising

- Advisor/advisee role and responsibility
- Advising standards and expectations
- Advisor development, evaluation, and recognition/reward
The mission of the Academic Advising Council is to improve the coordination, communication, and focus on academic advising institutionwide.
Integration

Effective advising requires a cooperative and integrated effort among administrative and academic units to meet students’ academic advising needs.
Successful Academic Advising Council

- Purdue University
- University of Central Florida
The Hub Model of Advising

- Advising
  - Counseling
  - Recruiting
  - Orientation
  - Assessment
  - Registration
  - Career/Planning Job Placement
  - Instructional Support Services
  - Instructional Support Services
## 15. Integration

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design an advising system that uses all the various campus resources to address student needs.</td>
<td>What are the relationships between the advising system and other campus resources?</td>
</tr>
</tbody>
</table>
16. Special Advising Needs

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design an advising system that meets the special needs of important student sub-populations.</td>
<td>What are their special characteristics and what are the most effective advising strategies?</td>
</tr>
</tbody>
</table>
Special Advising Populations

- Freshmen
- Undeclared students
- Academically underprepared students
- Honor students
- Athletes
17. Delivery System

<table>
<thead>
<tr>
<th>Task</th>
<th>Major Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide on an administrative model for the delivery of advising services.</td>
<td>How and by whom will the delivery of advising take place?</td>
</tr>
</tbody>
</table>
Special Advising Populations

- Special programs (e.g., EOP, academic probation, conditional admits)
- International students
- Students with disabilities
- Distant Learners
Factors Influencing Choice of Advising Delivery System

- The characteristics and advising needs of students
- The organizational responsibility for advising
- The desired outcomes of advising (informational vs. developmental)
Special Advising Populations

- What are the special characteristics of this group of students?
- What are the important advisor behaviors with this group of students?
- What are the successful advising strategies and services that meet the special needs of these students?
Factors Influencing Choice of Advising Delivery System

- The resources available for advising
- The impact of collective bargaining of faculty contract agreements
- Institutional preference/tradition
- The desired ratio of advisees to advisors
Organizational Models

Faculty only

• All students are assigned to an instructional faculty member for advising.
Figure 2
Supplementary Advising Model

Student

Advising Office

Faculty
Figure 1
Faculty-Only Model

Student ➔ Faculty
Organizational Models
Split

- There is an advising office which advises a specific group of students (e.g., undecided, underprepared, nontraditional). All other students are assigned to academic units and/or faculty for advising.
Organizational Models

Supplementary

• All students are assigned to an instructional faculty member for advising. There is an advising office which provides general academic information and referral for students, but all advising transactions must be approved by the student’s faculty advisor.
Figure 3
Split Advising Model

Student A

Advising Office

Student B

Academic Sub-unit

Academic Sub-unit
Organizational Models

Dual

- Each student has two advisors. A member of the instructional faculty advises the student on matters related to the major. An advisor in an advising office advises students on general requirements, procedures, and policies.
Figure 5
Total Intake Model

Student → Advising Office → Academic Sub-unit
Figure 4
Dual Advising Model

Student

Faculty

Advising Office

Noel-Levitz®
Organizational Models

Satellite

• Each school, college, or division within the institution has established a unit which is responsible for advising.
Organizational Models

Total Intake

- Staff in an advising unit are responsible for advising ALL students for a specified period of time and/or until specific requirements have been met. After meeting those requirements, students are assigned to a member of the instructional faculty for advising.
Figure 6
Satellite Model

Student A

Sub-unit Advising Office

Student B

Sub-unit Advising Office
Organizational Models

Self-Contained

- Advising for all students from point of enrollment to point of departure is done by staff in a centralized advising unit.
### Institutional Advising Models

<table>
<thead>
<tr>
<th>Model</th>
<th>Two-year Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-only</td>
<td>18%</td>
</tr>
<tr>
<td>Supplementary</td>
<td>13%</td>
</tr>
<tr>
<td>Split</td>
<td>28%</td>
</tr>
<tr>
<td>Dual</td>
<td>5%</td>
</tr>
<tr>
<td>Total intake</td>
<td>5%</td>
</tr>
<tr>
<td>Satellite</td>
<td>3%</td>
</tr>
<tr>
<td>Self-contained</td>
<td>29%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004

Noel-Levitz®
Figure 7
Self-Contained Model

Student A

Student B

Advising Office
### Institutional Advising Models

<table>
<thead>
<tr>
<th>Model</th>
<th>Four-year Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-only</td>
<td>12%</td>
</tr>
<tr>
<td>Supplementary</td>
<td>10%</td>
</tr>
<tr>
<td>Split</td>
<td>46%</td>
</tr>
<tr>
<td>Dual</td>
<td>6%</td>
</tr>
<tr>
<td>Total intake</td>
<td>9%</td>
</tr>
<tr>
<td>Satellite</td>
<td>16%</td>
</tr>
<tr>
<td>Self-contained</td>
<td>2%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004

Noel-Levitz®
## Institutional Advising Models

<table>
<thead>
<tr>
<th>Model</th>
<th>All Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-only</td>
<td>25%</td>
</tr>
<tr>
<td>Supplementary</td>
<td>17%</td>
</tr>
<tr>
<td>Split</td>
<td>27%</td>
</tr>
<tr>
<td>Dual</td>
<td>5%</td>
</tr>
<tr>
<td>Total intake</td>
<td>6%</td>
</tr>
<tr>
<td>Satellite</td>
<td>7%</td>
</tr>
<tr>
<td>Self-contained</td>
<td>14%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
## Institutional Advising Models

<table>
<thead>
<tr>
<th>Model</th>
<th>Four-year Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-only</td>
<td>39%</td>
</tr>
<tr>
<td>Supplementary</td>
<td>26%</td>
</tr>
<tr>
<td>Split</td>
<td>17%</td>
</tr>
<tr>
<td>Dual</td>
<td>3%</td>
</tr>
<tr>
<td>Total intake</td>
<td>4%</td>
</tr>
<tr>
<td>Satellite</td>
<td>5%</td>
</tr>
<tr>
<td>Self-contained</td>
<td>5%</td>
</tr>
</tbody>
</table>

The Status of Academic Advising: Findings from The ACT Sixth National Survey NACADA Monograph Series (10) 2004
Criteria Evaluating Advising Delivery Systems

- Access/availability to students
- Priority placed on advising
- Accuracy of information
- Knowledge of student development theory
- Advising/counseling skills
- Training required
- Cost
- Credibility with faculty
Institutional Types

• Two-year community/technical colleges
• Four-year private college/university
• Four-year public college/university
• Other (e.g., two-year private, nursing school)
Advising Role/Responsibility

• Member of a team/task force, committee to review advising
• Director/coordinator of academic advising
• Administrator with responsibility for advising
• Full-time professional advisor
• Faculty advisor
Years Experience in Advising Role

- Less than 1 year
- 1 to 5 years
- 5 to 10 years
- More than 10 years
Two Truisms

• There is no “best” or universally “right” organizational model for the delivery of advising services

• Each institution must select the model that is most appropriate for their institutional culture and situation
“What we think, or what we know, or what we believe is, in the end, of little consequence. The only consequence that matters is what we do.”

John Ruskins
David S. Crockett
Senior Executive
800 876-1117
Fax 303-741-5620
dave-crockett@noellelevitz.com

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Surprise, Arizona 85374
623-975-0415 (phone/fax)