Academic Advising Survey Results

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Descriptive Statistics

- 32 Responses from colleges and universities
  - 25 colleges
  - 7 universities
- Respondents
  - Directors of Advising
  - Directors of Student Success
  - Directors of Academic Support
  - Deans of Enrollment Services
  - SSAOs

Advising Models
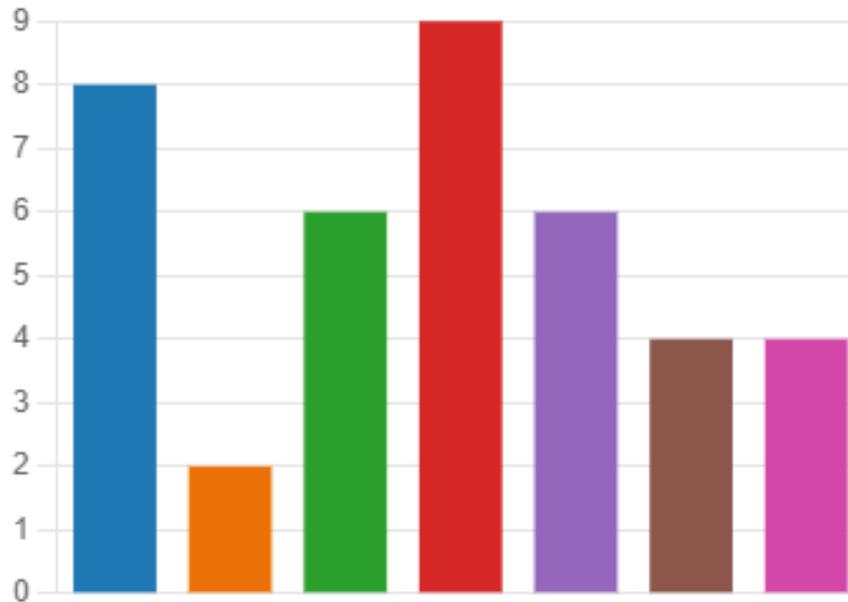
Self-contained: All advising occurs in a center staffed primarily by professional advisors.

Faculty: All advising is done by faculty, usually in the student's academic discipline.

Shared Split: Faculty provide advising in an academic discipline while advisors in a center are responsible for a subset of students (e.g. undeclared students).

Shared Dual: Students are assigned both a professional advisor and a faculty advisor.

Shared Supplementary: Each student is assigned to a departmental advisor (faculty or professional advisor), and a central advising center provides support for advising.

Total Intake: All incoming students are advised in a center; students may be assigned elsewhere later.

Other

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Advising Models

Self-Contained	Faculty	Shared-Split	Shared Dual
• Anoka Ramsey • Century • Inver Hills • Minneapolis • Normandale • NHCC • RCTC • Riverland	• Anoka Tech • Southeast	• Alex Tech • Bemidji State • MSU Mankato • Ridgewater • SCTCC • SMSU • Winona State	• Bemidji State • DCTC • FLDTCC • HTC • Lake Superior • Metro State • MSU Mankato • MN West • Northland

Shared Supplementary	Total Intake
• Central Lakes • M State • MSU Moorhead • Northwest Tech • Pine • Saint Paul	• Anoka Ramsey • Riverland • South Central • SCSU

Number of Professional Full Time Advisors

- Universities
  - Mean = 10.8
  - Median = 7
  - Range: 4-24
- Colleges
  - Mean = 8.4
  - Median = 8
  - Range: 0-25

Required to Meet with an Advisor

🔵	Yes	13
🟠	No	10
🟢	Varies	9

- 6 of 7 universities require advising
  - Varies at MSU Mankato
    - Students on academic warning or probation are required to meet with an advisor. Others are strongly encouraged to meet with advisors
- 8 of 25 colleges require advising
  - Another 7 responded that it varies
  - 10 colleges do not require advising

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Populations Required to Meet with an Advisor

- Academic warning/probation

- Undeclared

- Technical program students

- PSEO

- New student first time enrollment

- HS GPA of lower than 3.0

- Students of Color

- Students returning from suspension

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Student to Advisor Ratio

- Ratio varies greatly by academic program and institution
    - 1:125 – 1:860 is the range reported from participants
- NACADA (2011) survey identified the median caseload of advisees per full-time advisor is 296
    - Median number of advisees by institutional type: 441 (2-year), 260 (public bachelor), 300 (public master), 285 (public doctorate)

https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/2011-NACADA-National-Survey.aspx

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Dedicated Office or Staff Person Responsible for Advising

🔵 Yes		24
🟠 No		8

- Colleges and universities typically report a director of academic advising position or an office of academic advising
  - Many colleges and universities reported having both centralized and decentralized advising practices

Established Institutional Definition, Mission, & Outcomes of Advising

🔵 Yes	14
🟠 No	18

Advising Software Programs Used

- 3 of 7 universities have Starfish/EAB
- 3 of 7 universities have a homegrown system for advising notes and appointments
  - These systems often do not have analytic capabilities
- 10 of 25 colleges have Starfish/EAB or similar
- 3 of 25 colleges are using a homegrown system for advising notes and appointments

Satisfaction with System-Provided Advising Tools

🔵 Very satisfied		2
🟠 Somewhat satisfied		18
🟢 Neither satisfied nor dissatisfied		5
🔴 Somewhat dissatisfied		7
🟣 Very dissatisfied		0

- Some respondents reported they wished available tools would better integrate with ISRS and provide more functionality

- Specific feedback from this question will be discussed further with Education Development and Technology staff

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Advising Recognition Program
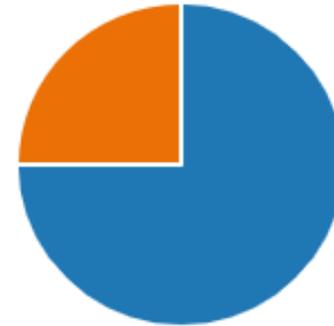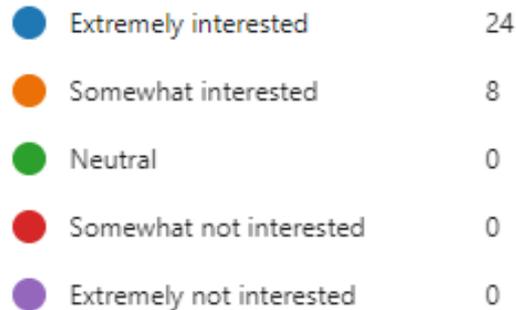
Yes   1

No   31

- Metro State University has established a campus wide recognition program for academic advising staff

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Interest in System Sponsored Professional Development

🔵 Extremely interested	24
🟠 Somewhat interested	8
🟢 Neutral	0
🔴 Somewhat not interested	0
🟣 Extremely not interested	0

- Many respondents indicated increased professional development opportunities would send the message advising is critical to equity and student success

- Some reported less interest because of different advising models in place, but interest is strong in system professional development opportunities

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Established Review, Self-Study, or Assessment of Academic Advising

🔵 Yes	7
🟠 No	25
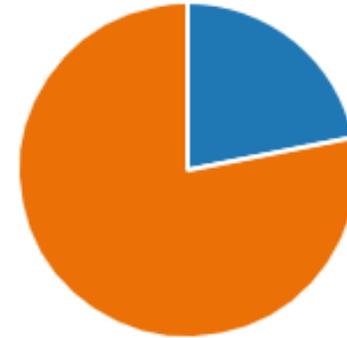
- Respondents indicated assessment activity was not completed on a regular basis

- Assessment activities were often cited as being done as a one-time review or a part of a larger campus wide review process

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Academic Advising and Career Advising Collaboration

- Many colleges and universities report having a small staff that work well together on these topics

- Many colleges and universities reported making referrals to career services

- Several colleges and universities reported both areas are relatively siloed and could benefit from working more collaboratively.

- One effective practice shared was the co-location of these services in a one stop model. This was present at two universities and several colleges.

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Biggest Challenges Impacting Advising on Campus

- Establishing collaborative relationships between faculty and full-time advisors
  - Lack of collaboration caused advising practices to be disconnected and at times students received conflicting or confusing information
- Leadership views advising as a function of registration and not persistence and success
- Large caseloads distributed inequitably
- Misunderstanding of the role of advising
- Unrealistic expectations of what advisors have capacity to do
- Lack of advancement opportunities for advisors and staff turnover
- Lack of recognition

How Can the System Office Support Campus Advising?

- Take a more active approach supporting academic advising and sharing effective practices
- Pursue centralized advising software that can be deployed at all colleges and universities
- Explain best practices in advising to college leadership and provide recommendations for implementation
- Ensure advising voices are engaged particularly in policy and technology changes, elevating the status and importance of advising across the system
- Yearly conference/training for all advisors
- Career ladder for academic advisors
- Establish minimum expectations for effective advising efforts both from a professional advising standpoint and a faculty advising standpoint.

Recommendations from Participants

- Identify opportunities to include a stronger presence of academic advising leaders and advisors in Workday implementation

- Pursue additional technology to be deployed system wide to provide advisors the tools needed to support equity and student success

- Support the implementation of a more proactive and holistic advising model by sharing effective practices and providing resources

- Review employee contracts and provide clarity about roles and responsibilities with academic advising

Recommendations from Participants

- Provide a system-wide conference for academic advising and other student success functions

- Identify opportunities to establish programs with smaller caseloads for specific student populations (e.g., TRiO, SUCCESS, etc.)

- Create advising assessment resources that could be used by colleges and universities to gather data about the student experience with advising

- Implement advising structures that are co-located with other student services in student friendly spaces

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Recommendations from Participants

- Discuss and consider new advising models that specifically identify roles and responsibilities for full time advisors and faculty advisors working together
    - This should include students having the same advisor throughout their student experience
- Remove college readiness requirements and all course placement initiatives
- Create incentives for those doing advising well and disciplinary action for those that refuse to advise students

Considerations & Next Steps

- Strive for 100% of colleges and universities to have a single office and/or individual responsible for academic advising on campus
- Strive for 100% of campuses to have learning outcomes, mission, vision, philosophy, and approach of advising and an active assessment practice of academic advising
- Embrace providing system leadership for academic advising (e.g., conference, community of practice, system-wide NACADA membership, assessment practices, etc.)
- Encourage the creation of academic advising recognition programs
- Support colleges and universities in pursuing innovative academic advising models that align with evidence-based proactive and holistic approaches
  - Utilization of the UIA Proactive Advising Playbook

Next Steps

Phase 1

Campuses	System Office
Identify a single office/individual responsible for academic advising on campus.	Provide leadership for advising (e.g., conference, community of practice, system-wide NACADA membership, assessment practices, etc.).
Develop learning outcomes, mission, vision, philosophy, and overall approach of academic advising.	Develop an advising recognition program template for campus' use.

Phase 2

Campuses + System Office
Determine an approach to implementing innovative academic advising models that align with evidence-based proactive and holistic approaches (including required advising models)
Develop a timeline for regular review of academic advising practices and assessment activities.