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ABSTRACT

The results of a national survey of academic advising are presented, based on responses from 820 2-year, 4-year public, and 4-year private colleges and universities. For each of the 47 questions, responses are reported as the national mean by type of institution. Conclusions include the following: there are more similarities than differences in the approaches institutions take in the delivery of academic advising services; in general, institutions are traditional in their reliance on faculty to dispense information through the academic advising process; generally, academic advising has been and still is perceived by administrators as a low-status function; those responsible for the delivery of academic advising services see it as addressing the informational needs of students rather than as an integral part of the students' total development; there are few effective systems in place for the evaluation of academic advising and little reward or recognition attached to its successful delivery; generally, institutions have no comprehensive statement of policy regarding the delivery of academic advising; and all of postsecondary education is communicating an increased interest in the academic advising function. (SW)

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A NATIONAL SURVEY OF ACADEMIC ADVISING

Final Report

October 1979

Description of the Survey Sample

The data collected in this study are from a national sample of 2-year, 4-year public, and 4-year private postsecondary institutions. The institutions were chosen by a random sampling procedure which insured the item response would reflect national trends with a sampling error rate of less than 5%.

In all, surveys were distributed to "Director/Coordinator of Academic Advising" at 1095 postsecondary institutions in the United States. Responses were received from 820 institutions, a return rate of 75%.

The information reported here is the national mean by type of institution for each response item. Where analysis was based on selected variables, notes have been added as to the description and size of the sub-group.

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THE AMERICAN COLLEGE TESTING PROGRAM

AE 016 419

	2-Year	4-Year Public	4-Year Private	All Inst.
1. What is the title of the individual who is responsible for coordinating or directing the academic advising program at your institution?				
a. Director/Coordinator of Advising	10%	26%	14%	14%
b. Director of Student Counseling	19%	3%	5%	11%
c. Vice President for Academic Affairs	21%	24%	35%	27%
d. Vice President for Student Affairs	15%	4%	5%	9%
e. College Deans/Department Chairpersons	12%	21%	18%	16%
f. Other	22%	21%	23%	22%

Note: Results for Items 2-13 are based on an N of 134 institutions which indicated their academic advising programs were the responsibility of the Director/Coordinator of Academic Advising (response "a" to Item 1).

2. Number of years in current position as Director/Coordinator of Academic Advising?				
a. 1-3 years	58%	54%	60%	57%
b. 4-6 years	8%	33%	26%	23%
c. 7-9 years	8%	8%	9%	8%
d. 10 or more years	18%	4%	6%	9%
3. Number of years of experience in academic advising?				
a. 1-3 years	18%	45%	35%	34%
b. 4-6 years	42%	14%	30%	28%
c. 7-9 years	16%	11%	17%	15%
d. 10 or more years	13%	25%	10%	16%
4. Number of years experience in postsecondary education as an instructor/administrator prior to current position?				
a. 1-3 years	18%	17%	26%	21%
b. 4-6 years	29%	29%	15%	24%
c. 7-9 years	11%	19%	11%	14%
d. 10 or more years	34%	33%	48%	39%

	2-Year	4-Year Public	4-Year Private	All Inst.
5. Most recent educational degree completed?				
a. BS/BA	5%	1%	4%	3%
b. MS/MA - Student Personnel/Counseling	42%	18%	26%	28%
c. MS/MA - Other	24%	35%	30%	30%
d. EdD/PhD - Student, Personnel/Couns.	0%	10%	6%	5%
e. EdD/PhD - Other	5%	29%	32%	23%
f. Other	16%	8%	4%	9%
6. Faculty/staff rank or classification held?				
a. Instructor	29%	4%	4%	11%
b. Assistant Professor	3%	12%	13%	10%
c. Associate Professor	16%	19%	9%	15%
d. Professor	13%	14%	6%	11%
e. None-this position is a staff designation	32%	52%	65%	51%
7. Tenure?				
a. Yes	53%	40%	17%	35%
b. No	24%	17%	28%	23%
c. Does not apply to this position	18%	42%	54%	40%
8. Time allocated to advising program?				
a. Full time	11%	34%	52%	34%
b. Three-quarters time	34%	14%	9%	18%
c. Half time	16%	18%	26%	20%
d. One-quarter time	34%	23%	13%	22%
e. Less than one-quarter time	0	10%	0	3%
9. Estimate the proportion of your time allocated to advising which you spend in the following activities during an average week.				
a. Meetings with students	42%	28%	42%	37%
b. Meetings with advisors & administrators	12%	18%	13%	15%
c. Planning, organizing, scheduling activities	13%	16%	11%	13%
d. Creating/developing programs, activities, materials, forms	10%	13%	11%	12%
e. Research, evaluation, assessment	3%	6%	6%	5%

	2-Year	4-Year Public	4-Year Private	All Inst.
f. Providing information, completing forms, surveys, questionnaires	10%	9%	8%	9%
g. Activities other than the above	9%	9%	8%	9%
10. Current salary?				
a. \$10,000 or less	3%	5%	4%	4%
b. \$10,001-\$15,000	11%	12%	24%	16%
c. \$15,001-\$18,000	18%	18%	35%	24%
d. \$18,001-\$21,000	16%	10%	11%	12%
e. \$21,001-\$24,000	24%	29%	6%	19%
f. Over \$24,000	24%	25%	19%	22%
11. Number of staff supervised?				
a. Clerical	3.1	1.9	1.6	2.1
b. Professional	5.0	5.5	7.3	6.1
12. Title of the person to whom this position reports?				
a. Director of Student Counseling	11%	1%	0	3%
b. VP/Dean for Academic Affairs	16%	45%	44%	36%
c. VP/Dean for Student Affairs	40%	13%	11%	20%
d. Asst./Assoc. Dean for Acad. Affairs	0	7%	7%	5%
e. Asst./Assoc. Dean for Student Affairs	5%	3%	6%	4%
f. Director of Student Life	0	0	0	0
g. Other	21%	27%	28%	26%
13. In your role as coordinator of the advising program, what are <u>your</u> three greatest needs at this time?				
a. Identification of a model for the advising system	1	2	1	1
c. Increased personnel/staff	4	1	4	2
d. Clearer definition of the goals of the advising system	3	4	3	
h. Clearer definition of accountability for the advising program	2	3	2	3
14. Does your institution have a published statement regarding its academic advising system?				
a. Yes	25%	30%	27%	26%
b. No	69%	66%	69%	68%

	2-Year	4-Year Public	4-Year Private	All Inst.
15. Do you have a formal evaluation process for your academic advising program?				
a. Yes	23%	19%	24%	23%
b. No	73%	79%	74%	75%
Note: Results for Items 16 and 17 are based on an N of 164 institutions which indicated they had a formal evaluation process for academic advising.				
16. Is this evaluation conducted on an annual basis?				
a. Yes	74%	73%	75%	74%
b. No	24%	24%	14%	20%
17. What types of evaluation are conducted?				
a. Advisee evaluations	74%	82%	57%	68%
b. Advisor evaluations (self-evaluation)	44%	43%	47%	45%
c. Administrative review	65%	68%	53%	61%
d. Other	3%	24%	17%	12%
18. What is the primary delivery system through which advising services are provided to students on your campus?				
a. Faculty advisors	58%	82%	89%	75%
b. Peer advisors	0	1%	1%	1%
c. Professional counselors	35%	4%	4%	17%
d. Professional advisors	1%	7%	2%	2%
e. Computerized program, self-assisted	0	0	0	0
f. Residence hall advisors	0	0	0	0
g. Nonprofessional/paraprofessional advisors	1%	1%	2%	1%
h. Other	1%	4%	3%	2%
19. What other delivery systems are employed by your institution to support your primary mode of providing advising services?				
a. Faculty advisors	33%	20%	10%	22%
b. Peer advisors	25%	41%	31%	30%
c. Professional counselors	53%	60%	54%	55%
d. Professional advisors	5%	24%	15%	12%
e. Computerized program, self-assisted	3%	5%	2%	3%
f. Residence hall advisors	5%	26%	40%	33%
g. Nonprofessional/paraprofessional advisors	14%	12%	12%	13%
h. Other	8%	6%	13%	10%

Note: Results for Items 20-27 are based on an N of 637 institutions who responded that advising services were delivered primarily through faculty advisors.

20. How are faculty advisors chosen on your campus?				
a. Volunteer	9%	23%	13%	13%
b. Assigned selectively	47%	58%	62%	56%
c. Condition of employment	61%	45%	44%	50%
d. Other	4%	3%	5%	4%
21. In your faculty advising system, approximately what percent of your faculty have some responsibility for advising?				
a. Less than 25%	5%	5%	3%	4%
b. 25-50%	7%	12%	11%	10%
c. 50-75%	7%	17%	16%	13%
d. More than 75%	25%	36%	30%	30%
e. All faculty	56%	27%	37%	41%
22. What kinds of training are provided to your faculty advisors?				
a. Regularly scheduled in-service workshops on campus	26%	21%	25%	24%
b. Written communications (Handbook)	61%	55%	57%	58%
c. Off-campus training (seminars and workshops)	2%	2%	5%	3%
d. Annual advisor orientation meeting	40%	36%	48%	43%
e. Other	9%	16%	16%	14%
23. Which of the following topics are included in your in-service training program for faculty advisors?				
a. Academic regulations, policies, and registration procedures	100%	98%	96%	98%
b. Campus referral sources	78%	90%	85%	84%
c. Advising/counseling skills	80%	70%	77%	77%
d. Career information and employment outlooks	50%	50%	49%	50%
e. Use of information sources	58%	46%	58%	56%
f. Career decision-making skills	52%	31%	34%	40%

	2-Year	4-Year Public	4-Year Private	All Inst.
24. In what way are faculty advisors recognized/rewarded for their advising activities?				
a. Released time from instruction	6%	10%	7%	7%
b. Salary increments for time spent in advising	7%	7%	5%	6%
c. Consideration in tenure and promotion decisions	12%	38%	32%	26%
d. Released time from other faculty responsibilities	4%	13%	9%	8%
e. Awards for excellence in advising	0	3%	1%	1%
f. No recognition for advising is available	71%	48%	49%	56%
g. Other	7%	12%	9%	9%
25. Approximately what percent of time are faculty advisors expected to commit to their advising responsibilities?				
a. Less than 10%	37%	27%	28%	31%
b. 10-20%	35%	36%	33%	34%
c. 20-30%	6%	4%	4%	5%
d. 30-40%	0	2%	3%	2%
e. 40-50%	1%	0	2%	1%
f. There is no expectation	17%	26%	26%	23%
26. What is the approximate faculty advisor/student advisee ratio on your campus?				
a. 1 advisor/10-19 students	38%	27%	64%	48%
b. 1 advisor/20-29 students	34%	47%	23%	32%
c. 1 advisor/30-39 students	16%	8%	2%	8%
d. 1 advisor/40 or more students	10%	8%	7%	8%
27. What is your estimate of the <u>average</u> frequency of contact between faculty advisors and student advisees during an academic year?				
a. Once a year	5%	7%	1%	3%
b. 2-4 times a year	70%	69%	59%	65%
c. 5-7 times a year	21%	18%	27%	23%
d. 8-10 times a year	2%	3%	6%	4%
e. More than 10 times a year	2%	2%	5%	4%

	2-Year	4-Year Public	4-Year Private	All Inst.
28. Which of the following <u>best</u> describes the organization and structure of the academic advising program at your institution?				
a. Entering freshmen assigned to selected advisors, but not necessarily on the basis of intended major	11%	15%	36%	21%
b. Entering freshmen assigned on the basis of intended major with special services for undeclared, transfers, EOP, etc.	52%	58%	46%	51%
c. Academic Advising Center for all undergraduate advising	11%	2%	1%	5%
d. Academic Advising Center for general advising, after which advisors are assigned by major	9%	15%	5%	9%
e. Other	14%	10%	10%	12%

Note: Results for Items 29-33 are based on an N of 205 institutions who indicated they had established an Academic Advising Center.

29. What are the primary responsibilities of the Academic Advising Center on your campus?				
a. General educational advising	94%	77%	76%	84%
b. Undecided/undeclared/exploratory student advising	89%	75%	87%	84%
c. Freshmen orientation	86%	62%	60%	72%
d. In-service training for advisors campus-wide	36%	26%	46%	36%
e. Preparation of registration instructions and materials	46%	31%	22%	35%
f. Development of advising handbook	53%	57%	64%	57%
g. Evaluating advising services	54%	30%	46%	45%
h. Advising transfer students	90%	50%	73%	74%
i. Evaluating transfer credits	50%	26%	25%	36%
j. Maintaining advising records	54%	44%	72%	56%
k. Certification of graduation clearance	36%	12%	19%	25%
l. Maintenance and publication of degree requirements	47%	16%	15%	29%
m. Advising students in Educational Opportunity Programs	45%	26%	37%	37%
n. Advising veterans	70%	16%	9%	38%

	2-Year	4-Year Public	4-Year Private	All Inst.
30. What is the number of staff in each of the following categories in your Academic Advising Center?				
a. Full-time clerical	1.7	1.5	1.4	1.6
b. Full-time professional	6.0	2.9	3.5	4.4
c. Full-time paraprofessional	.8	.2	.3	.5
d. Part-time clerical	.9	1.3	.5	.9
e. Part-time professional	.6	2.7	1.1	1.3
f. Part-time paraprofessional	.6	1.4	.4	.8
g. Part-time peer	1.1	3.0	5.0	2.7
31. What is the current year budget for the Academic Advising Center?				
a. Personnel (salary only)	\$96,082	\$93,258	\$41,796	\$81,157
b. Operational	\$31,228	\$ 9,349	\$ 6,312	\$18,012
32. Do professional advisors in the Academic Advising Center hold faculty rank?				
a. Yes	69%	37%	27%	48%
b. No	30%	61%	72%	45%
33. What is the approximate ratio of advisors to student advisees assigned in the Advising Center?				
a. Fewer than 50 students per advisor	9%	14%	21%	14%
b. 50-75 students per advisor	3%	6%	21%	9%
c. 76-100 students per advisor	3%	8%	5%	5%
d. More than 100 students per advisor	30%	23%	27%	27%
e. Students are not assigned	53%	40%	21%	41%

Note: Results for Items 34-39 are based on an N of 262 institutions who indicated that peer advisors are used in the advising program.

34. How are students selected to serve as peer advisors?				
a. Formal application by students	54%	60%	63%	59%
b. Personal interviews with the advising staff	60%	66%	61%	62%
c. Recommendations from faculty/staff	53%	60%	72%	63%
d. Academic performance (college GPA)	41%	50%	48%	46%

	2-Year	4-Year Public	4-Year Private	All Inst.
e. Student participation in extracurricular activities	21%	24%	23%	22%
f. Other	28%	20%	23%	24%
35. What percent of your peer advising staff is drawn from the following class groups?				
a. Freshmen/sophomores	92%	21%	23%	46%
b. Juniors/seniors	8%	73%	76%	52%
c. Graduate students	0	6%	1%	2%
36. Which of the following are typically included in the training program for peer advisors?				
a. Academic regulations, policies, and registration procedures	91%	97%	88%	91%
b. Campus referral sources	84%	90%	89%	88%
c. Advising/counseling skills	75%	82%	77%	78%
d. Career information and employment outlooks	40%	44%	30%	36%
e. Use of information sources	64%	73%	56%	63%
f. Career decision-making skills	27%	26%	27%	26%
g. Other	11%	11%	13%	12%
37. What recognition is available to peer advisors?				
a. Peer advisors are paid for their services	74%	52%	30%	51%
b. Peer advisors receive room and board or tuition credit for their services	0	11%	20%	11%
c. Peer advisors receive academic credit for their experiences	28%	28%	12%	21%
d. Peer advisors receive institutional certification of this experience	5%	7%	23%	13%
e. Other	4%	20%	26%	17%
38. What kinds of evaluation are conducted on the performance of peer advisors?				
a. Advisee evaluation	24%	41%	36%	33%
b. Self-evaluation	22%	32%	25%	26%
c. Administrative review with established criteria	44%	52%	45%	46%

	2-Year	4-Year Public	4-Year Private	All Inst.
d. Evaluation by other peer advisors	9%	14%	16%	13%
e. No formal evaluation of peer advisors is conducted	36%	27%	36%	34%
39. Which of the following student information sources are made available to peer advisors?				
a. Admissions applications	38%	27%	22%	29%
b. High school transcript	20%	27%	15%	20%
c. Admissions testing information (ACT/SAT)	23%	41%	27%	29%
d. College transcript/grade reports	22%	40%	21%	26%
e. Campus-based interest/placement tests	19%	29%	17%	20%
f. None of the above	52%	39%	51%	48%
g. Other	10%	11%	11%	11%
40. On which of the following occasions are students on your campus required to contact their advisors?				
a. Class scheduling/registration	80%	85%	96%	87%
b. Prior to any changes in classes	54%	60%	73%	63%
c. Prior to declaring or changing a major	33%	56%	61%	49%
d. Following any report of unsatisfactory performance or class attendance	35%	26%	46%	38%
e. Completion of graduation requirements	35%	37%	35%	35%
f. Prior to withdrawal from school	39%	38%	41%	39%
g. None of the above	9%	5%	2%	5%
h. Other	7%	7%	8%	7%
41. Which of the following student information sources are provided to academic advisors?				
a. Admissions application	52%	41%	48%	48%
b. High school transcript	65%	49%	62%	61%
c. Admissions testing information (ACT/SAT)	63%	77%	80%	72%
d. College transcript/grade report	84%	87%	87%	86%
e. Campus-based interest/placement tests	45%	30%	40%	40%
f. Other	8%	10%	13%	10%
42. What support materials are provided to academic advisors?				
a. Advising handbook	56%	59%	52%	55%
b. Employment outlook projections	24%	22%	18%	21%

	2-Year	4-Year Public	4-Year Private	All Inst.
c. Computerized information programs	16%	17%	11%	15%
d. Academic planning worksheets	76%	68%	78%	75%
e. Forms for anecdotal record of contacts	26%	20%	28%	26%
f. Articulation worksheets or agreements between institutions*	52%	20%	7%	29%
g. A listing or description of the contact person and location for each campus referral source	39%	35%	35%	36%
h. Other	5%	13%	9%	8%
43. What support materials are provided for use by advisees?				
a. Student handbook	78%	72%	84%	79%
b. Institutional catalog	95%	97%	95%	95%
c. Computerized advising information system	11%	9%	6%	9%
d. Referral service information handout	26%	33%	32%	30%
e. Class scheduling guide	92%	90%	90%	91%
f. Other	10%	11%	9%	10%
44. Rank the three greatest needs of your academic advising program.				
a. Greater recognition of the importance of the advising program		3	4	4
b. More/better physical facilities				
c. More staff	4	5		5
d. A model or an organizational framework	2	2	2	2
e. Consideration of alternate approaches to the current delivery system	3	4	3	3
f. Additional advisor training procedures and materials	1	1	1	1
g. More effective evaluation of advisors		6	5	
h. A larger operating budget				
i. Criteria for evaluation of the advising program	5		6	6
j. Assignment of accountability	6			
k. Other				

	2-Year	4-Year Public	4-Year Private	All Inst.
45. Rank these common advising functions according to their importance in the advising program on your campus.	Ranking was identical for all three types of institutions.			
a. Provide academic regulation and registration information	2			2
b. Provide personal counseling	5			5
c. Assist students in developing career plans	3			3
d. Provide assistance in course selection and class scheduling	1			1
e. Assist students in exploration of life goals	4			4
46. What is the full-time undergraduate enrollment at your institution?				
a. Fewer than 1,000 students	40%	13%	51%	39%
b. 1,000-2,999 students	38%	24%	36%	34%
c. 3,000-4,999 students	12%	20%	6%	11%
d. 5,000-9,999 students	9%	26%	6%	11%
e. 10,000-14,999 students	1%	9%	2%	3%
f. 15,000-24,999 students	1%	7%	0	2%
g. 25,000 or more students	0	1%	0	0
47. What is the part-time undergraduate enrollment at your institution?				
a. Fewer than 500 students	31%	34%	79%	50%
b. 500-999 students	20%	19%	7%	14%
c. 1,000-2,999 students	27%	27%	10%	20%
d. 3,000-4,999 students	13%	10%	2%	8%
e. 5,000 or more students	9%	8%	0	5%

CONCLUSIONS

1. There are more similarities than differences in the approaches institutions take in the delivery of academic advising services. In general, institutions are traditional in their reliance on faculty to dispense information through the academic advising "process."
2. Generally, academic advising has been and still is perceived by administrators as a low-status function.
3. Those responsible for the delivery of academic advising services see it as an event addressing the informational needs of students rather than an integral part of the students' total development, interacting with career and life planning. This is reflected not only in the manner in which the service is delivered but also in the materials used and the training provided to those who deliver the service.
4. There are few effective systems in place for the evaluation of academic advising and little reward or recognition attached to its successful delivery.
5. Generally, institutions have no comprehensive statement of policy regarding the delivery of academic advising. This may be indicative of a lack of a clear sense of institutional mission in delivering this service.
6. All of postsecondary education is communicating an increased interest in the academic advising function. This has not yet been translated into practice to any great extent. However, a new and still very small population of "professional advisors" is emerging.