

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

REVIEW OF UW UNDERGRADUATE ADVISING

I. Background and Purpose of Advising Self-Study

II. Overview of UW Advising:

- **UW has four primary advising offices for undergraduates:**
 - The Undergraduate Advising Office (The Gateway Center)
 - Serving first and second year undeclared undergraduates
 - The Office of Minority Affairs
 - Serving first and second year students, including EOP students
 - Student-Athlete Academic Services
 - Academic Departments and Colleges
 - Advising declared majors
- **Student-Adviser Ratios:**
 - National averages for all types of advising at four-year public institutions:
 - 285 students /FTE adviser
 - Gateway Center:
 - 511 students/FTE adviser
 - Department Advising:
 - 2-750 students/FTE adviser

III. Brief Summary of Survey Results:

- **Student Surveys:**
 - Total # of responses = 1,123
 - 41% currently working with at least one adviser
 - 45% report that they are currently not working with any adviser
 - 12% report never having met with an adviser since enrolling at UW
 - 83% of these students are freshmen or sophomores
 - Transfer students tend to meet with departmental advisers more often than non-transfer students
 - Women are more likely to use as advising resources:
 - UW Student Planner
 - UW Website
 - Parents or siblings
 - Men are more likely to use as advising resources:
 - Departmental websites
 - Faculty members
 - EOP students are more likely to use as advising resources:
 - UW Student Planner
 - Departmental advisers
 - OMA advisers
 - Friends

VII. STANDING COMMITTEES

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Review of Academic Advising (continued p. 2)

- When asked to indicate from whom they had most often sought advice in the previous quarter, students listed, in the following order:
 - Friends
 - Parents
 - Faculty
 - Siblings
 - TAs
 - Departmental adviser
 - Gateway adviser
- 58% of students are satisfied with the advising they received at UW
- Student suggestions for improvements in advising:
 - Relate to students in a helpful, positive, and caring manner
 - Provide more access to advising
 - Advertise services better
 - Improve electronic advising features

IV. Recommendations:

- **Use Advising to Make the Institution Smaller**
 - Assign an adviser to each incoming student
 - Reduce student/adviser ratio
 - Improve climate of advising
 - Connect students to learning communities and research opportunities early in their UW careers
 - Increase opportunities for students to meet with faculty to develop understanding of majors and learning options
- **Increase Coordination and Articulation Among Advising Offices**
 - Develop unit-based goals for advising that are in keeping with academic mission of the unit
 - Improve communication among advisers
- **Improve Community of Advisers**
 - Increase training for advisers
 - Improve professional development for advisers
 - Recognize and reward advisers
 - Increase student feedback to advisers

Preliminary Report
UW Academic Advising Self-Study



Preliminary Report
UW Academic Advising Self-Study
2004-2005



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**UW ACADEMIC ADVISING SELF-STUDY
PRELIMINARY REPORT**

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INTRODUCTION

In the summer of 2004, the University of Washington (UW) Board of Regents authorized funding to address advising issues at the UW. After consultation with the Office of Undergraduate Education, the College of Arts and Sciences, the School of Business, the College of Engineering, and the Office of Minority Affairs, Provost David Thorud requested that the Office of Educational Assessment (OEA) conduct an assessment of UW undergraduate academic advising. This assessment is to provide a self-study of all undergraduate advising activities within the context of an examination of best practices, national models, and the changing landscape of advising. A comprehensive report of findings will be presented to the Office of the Provost at the end of Spring quarter 2005.

Under the specific direction of Susan Jeffords, Vice Provost for Academic Planning, it was determined that this study would comprise three major parts:

- A self-study of all undergraduate advising activities at the UW;
- A review of undergraduate advising as it is carried out at UW peer institutions; and
- An external review of UW undergraduate advising by individuals with outstanding expertise in providing academic advising services in post-secondary institutions similar to the UW.

We are currently mid-way through the term of the study. Planning and preparation were carried out in Fall quarter 2004, with intensive data collection taking place during Winter quarter 2005. In collecting data, OEA contacted academic advisers, students, and administrators campus-wide to solicit feedback on their experiences with, and perspectives on, academic advising. The results of surveys, interviews, and reviews of existing records provided a rich array of both quantitative and qualitative data. Because of the large amount of information collected, only the first-level analysis has been carried out. Information gathering with respect to peer institutions and branch campuses has begun and the external review has been carried out.

This report has been created to serve as an introduction to UW academic advising and to inform the upcoming site visits at peer institutions. Aware as we are that a comprehensive analysis of our results is beyond the scope this report, we merely wish to highlight findings we take to be important for the further assessment of UW academic advising.

The following section provides an overview of the research on how academic advising has developed and evolved in the context of American higher education, on its importance to post-secondary education, and on the critical issues related to the discipline and profession.

EVOLUTION OF ACADEMIC ADVISING

Academic advising has been an integral part of the higher education experience since the colonial period though in its earliest days it was not a specifically defined activity (Cook, 2001). When Harvard was established in 1636, university presidents, and later faculty, acted in *loco parentis* and advised students concerning their moral life, extracurricular activities and intellectual habits (Cook, 2001; Frost, 2001). As research universities began to emerge in the late 19th century, with more complex structures and increased choices, students began to need greater assistance and guidance throughout their academic experience. Consequently, advising activities became more defined, with advisers specializing in personal (psychological), vocational (career), and academic issues, among others.

It was not until the 1970s that educational institutions began to view the activity of advising as a discipline worthy of further examination. Several factors contributed to this change in attitude: enrollments were declining; attrition rates were high; students were demanding better academic advice; and an explosion of community college and new student populations, such as first generation, underrepresented, and lower income students, "required individualized academic adjustment and planning" (Cook, 2001, p.4). Ultimately, the Carnegie Commission on Higher Education recommended that, "enhanced emphasis should be placed on advising as an important aspect of higher education" (Cook, 2001 p.4). As a result, theory-based research began to shape the practice of academic advising, and various studies began to link advising to student retention (Cook, 2001). Advising centers emerged; the number of full-time academic advisers increased significantly; and a professional organization, the National Academic Advising Association (NACADA), was established. These changes gave way to a major shift in how academic advising was viewed and spurred the development of various theories and models of advising.

Historically, academic advising has taken two approaches: the prescriptive and the developmental (Crookston, 1972). The prescriptive approach primarily focuses on helping the student pick a major and/or occupation. In this model, the relationship between student and adviser is based on authority and assumes that once advice is given, the student is responsible for fulfilling what the adviser has "prescribed" for him or her.

In contrast to the traditional, prescriptive approach, developmental theory places the emphasis on reciprocated learning and views the student as a whole person with unique

experiences and needs (Crookston, 1972). O'Banion (1972) and Crookston (1972) turned to Student Development Theory to support their argument for a more humane and developmental model of academic advising that they believed would better serve and retain students. This has become the prevalent approach to advising in post-secondary institutions nationwide.

In response to this fundamental shift in approach to advising, a 1980 NACADA task force charged with providing input to the Council for Advancement of Standards (CAS)¹ developed the following set of goals of academic advising.

1. Assist students in self-understanding and self-acceptance.
2. Assist students in considering their life goals.
3. Assist students in developing an educational plan consistent with their life goals and objectives.
4. Assist students in developing decision making skills.
5. Provide accurate information regarding institutional policies and procedures.
6. Refer students to institutional or community support services.
7. Assist students in evaluating progress toward established goals.
8. Provide information about students to the institution, college, departments, etc.

These goals helped clarify the purpose of academic advising as a growing profession and created the basis for the CAS standards for academic advising described later in this section (Lynch, 2000).

Current Models of Academic Advising

Habley (1997, 2004) described seven models of academic advising currently found in institutions of higher education. These models can be grouped into three main categories; centralized, decentralized, and shared structures.

Centralized

The Self-Contained Model: All advising for students, from the point of enrollment to graduation, is conducted in one centralized advising unit, such as an advising center.

Decentralized

The Faculty Only Model: All students are assigned to a faculty member for advising.

The Satellite Model: Each school, college, or division within the institution utilizes its own established approach to advising.

¹ The CAS standards are described briefly later in this section, and shown in full in Appendix G.

Shared structures

The Split Model: A central advising office advises specific groups of students (e.g. undecided, special populations), but all other students are assigned to a faculty member or academic unit.

The Supplementary Model: All students are assigned to a faculty adviser. An advising office provides general academic information, but transactions must be approved by the faculty adviser.

The Dual Model: Each student is assigned to a faculty adviser for issues related to the major, as well as an advising office adviser for general information requirements policies and procedures.

The Total Intake Model: Administrative unit staff members advise all students for a specific period of time. Once students meet certain requirements, they are assigned to a faculty member for advising.

The Sixth National Survey on Academic Advising conducted in 2003 by the American College Testing Service (ACT) (Habley, 2004) reported that the Split Model has become the most prevalent model across all campuses, regardless of size or type of institution. ACT also noted that the use of the Dual, Total Intake, Satellite, and Self-Contained models has increased slightly compared to the previous survey results in 1998. Finally, the Faculty Only Model has continued to decrease among four-year public institutions since 1987, as has the Supplementary Model.

The Significance of Academic Advising within Higher Education

Research suggests that academic advising is a crucial component of a student's experience in higher education (Gordon & Habley, 2000). Dedicated and competent academic advisers help students find meaning in their lives, make decisions, and successfully navigate their way through the higher education system toward graduation.

Research also suggests that effective academic advising is not only beneficial to the student, but to the institution as well (Glennen, Farren, & Vowell, 1996; Gordon & Habley, 2000). In their study regarding the ways in which advising affects an institution's fiscal stability, Glennen, et al. (1996) suggests that academic advising contribute to improved retention and graduation rates. Furthermore, their research indicates that the investments made by institutions in advising services and retention efforts may help to offset budget reductions.

Critical Issues in Academic Advising

Much of the literature regarding the status of academic advising focuses on the following issues as central to the discipline and profession of academic advising.

Structure, organization and delivery of advising services

Determining how to structure, organize, and deliver advising services so they effectively meet the needs of both the student and institution is a common issue for educational institutions nationwide. As mentioned before, Habley (2004) described seven primary organizational structures of advising: Self-Contained, Faculty Only, Satellite, Split, Supplementary, Dual, and Total Intake. Habley and Morales (1998) argued that any of these models *could* be effective, depending on how well the chosen model fits with the institutional mission, size, faculty, and students.

Pardee (2000) suggested that educational institutions consider the following variables when selecting an appropriate organizational structure for academic advising: the enrollment figures; the administrative structure of the institution; the extent to which faculty are interested in and willing to devote time to the activity; the nature of the institution's academic policies, curriculum and degree programs; the mission of the institution; and the composition of the student body.

Meeting the needs of diverse student populations

The characteristics of students whom advisers serve have changed dramatically over the past 30 years. Not only is the population demographically more diverse, but also apparent are the changes in students' values, family situations, mental and physical health, and academic paths.

Preist and McPhee (2000) emphasized the significance of cultural differences for academic advisers. They suggested that advisers assess their competencies in dealing with multicultural issues, explore their ideologies regarding cultural sensitivity, as well as be prepared to address the following issues when dealing with ethnically diverse students:

- Understanding of the institution's demographic overview;
- Considerations related to class or being a first generation college student;
- Perceptions by minority students of the campus being a hostile environment;
- Exploration of students' long-term goals and proposed majors; and
- International student needs.

Preist and McPhee (2000) also caution advisers against assuming the "generic ethnic minority" mentality, in which one views all ethnic minorities in the same way. Advisers need to be aware that within and across each minority group there is an array of individual and group diversity that cannot be described in generic terms, meaning not all individuals in a certain minority group are the same, nor are all minority groups the same.

Ender and Wilkie (2000) addressed the special advising needs of under-prepared, minority, transfer, disabled, non-traditional, athletes, and gay and lesbian students whom they suggest are best served by the developmental advising model. In addition, Ender and Wilkie (2000) noted that most students who fall within these populations are served by an advising center of some sort and then transferred to a departmental adviser after the first

two years or once a major has been selected. Because this transition between advising center and departmental advising is not always a smooth one, Ender and Wilkie (2000) believe it is the responsibility of the original adviser to ensure that the transfer is as seamless as possible.

Training and recognition programs for advisers

Adviser training, recognition, and reward are central to successful academic advising programs. For advisers to be successful, they must be provided with resources that better help them enhance their understanding, knowledge and skills (Gordon & Habley, 2000). In addition to adequate training, there must be a systematic way to recognize and reward performance. Advising literature consistently asserts that these three components are the weakest links in the development of effective advising services.

Although most educational institution administrators believe in the importance of academic advising, research shows that the advising service is de-valued on campuses. McGillin (2000) pointed out that institutions do not generally support, either through allocation of resources or formal recognition, academic advising unless it is viewed by the institution as a "high status" role for faculty and professionals. Kerr (2000) suggested providing extrinsic rewards, such as external recognition, annual rewards, and promotions for advisers to help make visible the importance of academic advising on campus.

Adviser responsibilities and workload

Academic advisers serve many roles in the higher education environment. Advisers are resource people, student advocates, referral resources, and can even be friends (Petress, 1996). Given the various roles of advisers, the scope of responsibility and amount of workload for each adviser quickly becomes an issue, which in some cases contributes to burnout and frustration (Epps, 2002).

According to Habley (2004), staffing in centralized advising offices has shifted from partial reliance on faculty to full reliance on professional advisers. Advisers at four-year public institutions report an average load of 285 students per adviser, and spend most (75%) of their time in direct contact with the students they advise. Without adequate support, it is easy to see how this labor intensive, though otherwise rewarding, job can become frustrating.

Evaluating Academic Advising

Given the fact that academic advising is not only crucial to the institution, but also to the students who utilize the service, careful and thorough evaluate

on of academic advising programs is warranted. Winston and Sandor (2002), who created the Academic Advising Inventory (AAI), believe that the evaluation of advising programs helps institutions answer two central questions concerning academic advising: How well is the program doing and what are the outcomes of the programs? By answering these

questions, institutions can obtain a better idea of the effectiveness of their advising programs.

Michael Lynch (2000) suggested consulting the Council for the Advancement of Standards (CAS) in Higher Education's standards when evaluating the effectiveness of an advising program. These standards are summarized below.

Components of an effective advising program

The Council for the Advancement of Standards in Higher Education (CAS, 1998) identifies the following thirteen components of an effective advising program.

Mission: A clear description of the program's philosophy, goals, and objectives, along with clearly defined expectations of advisers and advisees

Program: A description of the program components and expected outcomes

Leadership: An identifiable individual to lead and manage the advising program

Organization and Management: An organizational structure and management system that allows for the effective delivery of services

Human Resources: Sufficient staffing needed to effectively deliver the advising services and accomplish goals

Financial Resources: Funding sufficient enough to allow the accomplishment of program goals

Legal Responsibilities: Advisers and leadership who are knowledgeable about, and act in accordance with, relevant laws

Equal Opportunity, Access, and Affirmative Action: Nondiscriminatory policies, procedures, and practices

Campus and Community Relations: Established working relationships with campus and community services and organizations

Diversity: Recognition, respect, and appreciation of the value of cultural diversity

Ethics: Policies, procedures, and practices that ensure adherence to high standards of personal and professional ethics

Assessment and Evaluation: Routine evaluation of advising program for accountability and improvement purposes

The complete CAS standards are shown in Appendix B.

Summary

Academic advising has evolved into a complex profession with significant impact on student success in higher education. Models of academic advising vary among institutions, although the Split Model in which advising responsibilities are shared between a central advising office and other advising units has become the most common. Certain challenges have become more salient over time, some of which include: how to structure advising services, how to effectively train and reward advisers, how to address the needs of special population students, and how to manage adviser workload. Because of the integral role of academic advising in students' college experience, the challenges faced by advisers, and the institution, need to be addressed.

ACADEMIC ADVISING AT THE UW 1950 - 2005²

Academic advising involves three elements: (1) the adviser, (2) the student, and (3) the functions or responsibilities that bring the adviser and student together. The information below includes a brief summary of how each of these three elements has evolved at the University of Washington since 1950.

The Adviser

In 1950, the College of Arts & Sciences established the first office devoted to advising students who were undecided about their majors. This office, staffed mainly by part-time advanced graduate students, saw all pre-major students for quarterly program planning. Meanwhile, each department had its own system, with advising responsibilities assigned largely to junior faculty, but also to graduate students, administrators, secretaries, or any others willing to take on the task. In addition to quarterly program planning, departmental advisers prepared degree applications and helped students with certain administrative problems.

In the 1950s and 1960s, faculty became more restive about accepting advising responsibilities, mainly because they didn't have time either to see students each quarter or to keep up with details of requirements and regulations. In the 1970s, the University accepted the inevitability of assigning responsibility for advising primarily to non-faculty. This led to the rise of professional staff advising in the Arts & Sciences Advising Office (now the Undergraduate Gateway Center) and in individual departments. That is, rather than assigning advising to individuals with other responsibilities, these offices were staffed by people whose primary responsibility was academic advising. In addition, two new advising offices were created in the late 1960s-early 1970s to advise special student populations: the Office of Minority Affairs (Educational Opportunity Program) began to advise under-represented minority students and the Department of Intercollegiate

² Our thanks to Richard Simkins, Director of UW Advising for many years, for contributing this section of the report.

Athletics (Student-Athlete Academic Services) began advising student-athletes. These offices were also staffed by professional staff advisers.³

By the early 1980s, most UW advisers were part of the professional staff and few faculty members were formally assigned to advising responsibilities. In addition, many others who had formerly assumed advising responsibilities (e.g., graduate students, classified staff) had been replaced by professional staff. Although there was never a specific requirement that all advising on campus be done by professional staff, Vice Provost Herman Lujan's 1978 Task Force on Advising recognized the importance of an academic advising cadre by establishing criteria for assigning advisers to increasingly responsible position levels (from professional staff grade 5 for beginning advisers to grades 9 or 10 for directors of advising programs) with commensurate salaries and perquisites. This task force established the concept of accepting professional staff academic advising as an integral part of the educational process. Now faculty continue to see students for discussions on such advising-related matters as graduate school opportunities, and classified staff (e.g., program assistants) often handle clerical tasks (e.g., distributing entry codes, filing records, making appointments), but most direct student advising is done by professional staff.

Meanwhile, in departments, advisers took on a gradually expanding range of responsibilities, such as preparing course information, coordinating departmental quarterly course offerings, maintaining websites, serving as liaison between faculty and students, helping students with career planning, solving student administrative problems, and sponsoring student organizations.

The Responsibilities

In the 1950s, the main advising responsibilities were planning quarterly schedules (a signature was required on every student program) and preparing degree applications (a requirement for all graduating students).

In 1962 and again in 1969, the faculty changed the Arts & Sciences degree requirements, and came to see advisers as a valuable resource in evaluating the effects of those requirements. For example, when the College of Arts & Sciences (and a few other colleges) instituted a two-year foreign language requirement in 1962, the faculty expected most students to enter the UW with enough language background to satisfy the requirement with the possible addition of one or two second-year courses. In the actual event, however, most students needed 25 or 30 credits (five or six quarters) to complete

³ In this context, it is worth noting that the term "professional" refers not only to individuals whose primary or sole responsibility is to provide academic advising, but also to the employment classification of their position. Non-faculty positions at the UW are designated as either classified or professional staff. The former includes clerical staff and program assistants; the latter includes managerial and research staff. These classifications are distinguished by the level of responsibility and independence of judgment required.

the requirement. Advisers experienced a number of unintended consequences, including students being placed in courses they could not successfully complete; students putting off taking language courses in anticipation of transferring to another UW college but finding themselves still in the College of Arts & Sciences, now having to complete the language requirement long after they had forgotten high school foreign language skills; students experiencing delays in graduation because of the time they needed to complete the language requirement; and in some cases, students dropping out of the UW after completing all but the language requirement.

In 1969, when the 1962 language requirement was dropped, the College of Arts & Sciences dean's office consulted advisers about possible effects of the new requirements and expanded the advisers' authority to make decisions on placement and substitutions. Also, some advisers were authorized to make exceptions to certain rules (e.g., allowing students to change grading systems during the quarter), and all were given authority to assign transfer credits to general education categories. Over the years, the advising community as a whole gradually accrued more responsibility for making exceptions and interpreting administrative policies. Also, as the student population grew and administrative regulations became more complex, advisers provided more guidance to students on how to navigate the University system.

In the 1970s, many students and some advisers called for the elimination of required quarterly program planning. During the short quarterly registration period, not all students could be seen, and advisers in large departments and in the pre-major advising offices were overwhelmed by the demand. Some students forged adviser signatures on their programs, and when UW changed to op-scan registration forms, there was no longer a way of checking for an adviser's signature. Many students and advisers agreed that not all students needed to see an adviser each quarter, but advisers feared that some who truly did need help would not seek it out if mandatory advising were abolished. Nevertheless, practicalities and a sense that required advising was not working well led to its demise.

This change did not produce a decline in the need for advising services, however. With more undergraduates attending the University, departments began placing restrictions on admission to their majors and also raised graduation requirements. Further, the Provost's Office placed a restriction on the number of students allowed in such professional, career-related fields as business and engineering. Thus, many students who formerly started college as majors in those fields were transferred to the pre-major category. In addition, these restrictions were making more advising necessary for students seeking admission to competitive majors. Also, some self-programming students ran into unforeseen difficulties, and eventually needed to consult advisers about course prerequisites, implications of dropping courses, and ways to prepare for entry to various majors.

In general, then, the focus of advising gradually shifted from quarterly program planning to a broader range of responsibilities centered on helping students decide on a major, prepare for admission to that major, meet graduation requirements, and navigate the University's administrative system. These responsibilities often involved discussion of

personal issues, and while academic counselors are not in general trained as therapists, they are often confronted with personal problems and provide the first line for discussion and referral.

The Students

Students starting school in the 1950s were still able to anticipate stepping gracefully into a white collar job at graduation, and many women were not yet focused on entering the job market. Beginning in the 1960s, however, students – both women and men – faced more competition for jobs after graduation. “Good jobs” required more sophisticated training and a much higher portion of the population was seeking a college degree. Over the last half of the twentieth century, students went from unthinkingly accepting college as the next inevitable step after high school (for those fortunate enough to be offered the experience) to seeking out college as the key to a financially successful life.

Beginning in the 1970s, the National Academic Advising Association (NACADA) conducted research on changing adviser responsibilities and identified the trend toward more sophisticated interaction between adviser and student, describing this as “developmental counseling.” UW advisers were involved in this trend, which resulted in their identifying and practicing a more complex role in the student’s educational process. In the early years, advisers helped students jump through a series of predetermined hoops. Later, advisers faced more demanding questions such as: “I like reading about history, but what can I do with a history major?” “How can I manage to complete both these majors in the next two years?” “Can I get into electrical engineering?” “Since I have an AA degree, why should I have to worry about the distribution requirement?” “What will a year of French do for me?” “Why should I have to study Anthro, when all I want is to be a computer scientist?” “Why can’t I major in business? That’s what I want to do in my life.”

Over the last 50 years, students have become less reluctant to question the shape, scope, and value of their undergraduate education than their predecessors seemed to be. They ask what college can do for them, how it can help prepare them for a good job, and how they can balance their interests with practical demands. While many students seek answers to these questions on their own, or from their peers, many others seek advice from UW advisers. Thus, UW academic advising has evolved from focusing primarily on giving routine information to providing many students guidance on critical decisions concerning life goals and educational options.

OVERVIEW OF THE INSTITUTION

Founded in 1861, the University of Washington (UW) is a four-year public, research university located in Seattle, Washington, with additional branch campuses in Bothell and Tacoma, Washington. The main campus in Seattle has seventeen major schools and colleges, including a law and a medical school, and offers 140 academic majors. The UW has approximately 39,000 students and 23,500 faculty and staff.

UNDERGRADUATE DEMOGRAPHICS

Admission to the University is highly competitive. The 2004 entering freshman class had an average high school GPA of 3.69 and an average SAT 1 combined score of 1183.

Of the 39,000 students at the UW, about 28,000 are undergraduates. Approximately 25% of the undergraduates are Asian American; 3% are African American; 53% are Caucasian; 4% are Latino; 1% are Native American; 11% are other/undeclared; and 3% are international. Nearly 52% are women, and about 87% are Washington state residents.

ACADEMIC ADVISING SERVICES

The Seattle Campus has four primary agencies to provide undergraduate academic advising. The Undergraduate Advising Office (Gateway Center), the Office of Minority Affairs (OMA), and the Student-Athlete Academic Services (SAAS) comprise central advising locations serving specific student populations. Discipline-specific advising is provided within academic departments and colleges.

The Gateway Center and the OMA Counseling Center primarily serve first and second year undeclared undergraduate students, as well as incoming pre-major transfer students. Once students have declared a major, they are expected to work with an adviser in their major department. Students are allowed to work concurrently with departmental advisers and Gateway and/or OMA advisers regarding general education requirements and other needs. It is possible for students to work with all three units at once, thus having an adviser in their department, the OMA, and the Gateway Center.

Student-Athlete Academic Services support student-athletes throughout their educational career. Student-athletes are also expected to work concurrently with departmental advisers once they declare a major to ensure they meet major requirements.

Following is a brief overview of the advising service providers on campus.

The Gateway Center

The Undergraduate Advising Office, led by the Assistant Dean for Student Academic Affairs, includes fifteen professional academic advisers, three part-time graduate student appointments, and a number of undergraduate peer advisers.

The Undergraduate Advising Office, commonly known as the “Advising Office” or the “Gateway Center,” provides academic counseling mainly for undecided and pre-major students. However, the Advising Office is also available to, and welcomes, the entire range of undergraduate students at UW. Students are seen individually by appointment or during scheduled drop-in times. In addition to these one-on-one sessions, the Advising Office offers a range of campus-wide advising related activities and services for students. These include: designing and implementing Advising and Registration Sessions for incoming freshmen and transfer students at New Student Orientations, carrying out weekly informational sessions for prospective transfer students (Transfer Thursdays), and running informational workshops on topics such as how to choose a major and how to prepare for graduate programs in law and medicine.

In addition to its student-oriented functions, the Undergraduate Advising Office also serves as an informational resource for other academic advisers campus-wide.

The Office of Minority Affairs (OMA)

There are three separately administered, yet collaborative, advising components in the Office of Minority Affairs: The OMA Counseling Center, the Early Identification/McNair Program, and the Student Support Services.

The OMA Counseling Center provides student support services for members of the Educational Opportunity Program (EOP) or those affiliated with the program. Eligible students are selected for participation in EOP by the OMA, in collaboration with the Office of Admissions, as part of the general admission process. EOP students are primarily students from under-represented groups (African American, Hispanic/Latino, Native American, and Hawaiian/Pacific Islanders), students with low-income backgrounds, and students who are the first in their families to attend college.

The day-to-day academic support services are for the most part carried out by ten professional, multi-ethnic academic counselors. Recognizing and embracing the full-range of diverse needs and aspirations of their students, these counselors approach academic advising holistically, helping students with a broad range of academic and personal issues. Through this comprehensive approach to advising, students receive support in a wide range of areas including financial aid, housing, career development, and personal challenges. The OMA Counseling Center strives to provide an environment in which students can share any problem.

The OMA Counseling Center also maintains liaisons with university departments, colleges and programs, and OMA staff serves on various academic committees and student/community organizations to support students' academic success.

The Early Identification/McNair Programs, which serve to prepare under-represented students for graduate school, are located in the OMA. The four EIP/McNair advisers provide guidance with post baccalaureate educational planning, including assisting students, identifying and working with faculty mentors, applying for graduate school, obtaining financial aid, and applying for scholarships and research fellowships, internships and scholarships.

The Student Support Services, which offers academic support to disabled, low-income, and first-generation students, is a federally funded TRIO program. Advisers and instructors provide comprehensive advising and instructional support to roughly 300 UW students each year. Services include academic and career planning, assistance with financial aid processes and documentation, and counseling on personal problems and concerns.

The Student-Athlete Academic Services (SAAS)

The Student-Athlete Academic Services (SAAS) include four academic advisers whose charge is to provide guidance and support to student-athletes. Advisers work with student-athletes regarding overall educational planning which includes: assisting student-athletes with developing quarterly schedules, setting goals for academic majors, planning for graduation, discovering career interests, and addressing financial aid, housing, and personal issues. SAAS advisers are also responsible for monitoring student compliance with University and National Collegiate Athletic Association (NCAA) requirements.

Departmental Advising

Advising in the departments varies widely across units with each department having its own advising structure, process, and scope. There are approximately 135 advisers within 70 departments and colleges at the UW. Most departments have at least a full or part-time professional staff position responsible for advising, although some departments utilize faculty or graduate students as advisers.

Departmental advisers primarily advise declared students regarding major requirements, though many also advise pre-majors regarding admission and major requirements. Advisers also help students identify opportunities in the departments such as undergraduate research, and some advisers consult with students regarding career and graduate education plans. In addition to directly advising students, departmental advisers also perform a wide variety of duties such as curriculum development, and departmental and university-wide event planning, as well as providing various other student support services.

STUDENT-ADVISER RATIO AND STUDENT LOAD

The following section is intended to give an overview of the student-adviser ratios and student loads for advising offices across campus. The estimates were based on data extracted from the University of Washington Student Database, internal records maintained by the advising offices, and data from the Sixth National Survey on Academic Advising conducted by the American College Testing Service (ACT).

While data were collected on student load at advising centers, departments, and colleges campus-wide, variations in advising services provided, disparities in staff support, differences in the extent and type of need for academic support of the different student populations served, and differences in advising mission and philosophies among advisers, yield data that are not defensibly comparable across advising offices. Accordingly, interpretation of these data should be cautious and modest. The qualifying statements immediately following the estimated student-adviser ratios and student loads constitute an indicative, but not exhaustive, list of relevant considerations in interpreting the data.

Defining Student-Adviser Ratios and Student Loads

Defining the student-adviser ratio

Briefly stated, the student-adviser ratio is an estimation of the number of students per adviser, that is, the number of students purportedly served by each full-time adviser. Inevitably, then, the numerical and qualitative value of any given student-adviser ratio is contingent upon the employed definitions of "student" and "adviser" from which the ratio will emerge. For the present purpose, "students" were only included in the calculated ratios if they were undergraduates (1) enrolled at UW Seattle during Fall quarter 2004 and Winter quarter 2005; and (2) enrolled full-time (more than 12 credits) at least one of those quarters. Students enrolled as non-matriculated students were also excluded from the study. In an attempt to capture the diversity of advising practices across campus, "advisers" were defined broadly as any individual, such as professional academic counselors and advisers, faculty, staff, and graduate students, formally assigned academic advising responsibilities. Undergraduate peer-advisers, admission advisers, and career counselors were not included.

Finally, I wish to emphasize that since the student-adviser ratio reflects the number of students *potentially* served by one adviser, it may differ greatly from the *actual* number of students meeting with a given adviser. This latter number of actual student visits is approached in the estimated student-load.

Defining the student load

There is little, if any, definitive, nationwide data on student load. Part of the challenge with measuring student load is that student load can be evaluated on multiple dimensions, including frequency and duration of one-on-one student visits; frequency and duration of

group advising sessions; and frequency and duration of student contacts (e-mail, phone calls, etc.). In the following section, student load estimates were solely based on in-person student visits such as individual, face-to-face appointments and drop-ins. Although the use of this constricted definition of student load, by itself, may not warrant hard and fast conclusions about the total student load facing the advisers, it still provides an indication, however incomplete, of the sheer volume of students actually served by the advisers.

The Gateway Center

The Gateway Center primarily serves undergraduates with pre-major or extended pre-major status and students majoring in general studies. For the purpose of calculating the student-adviser ratio, these students were defined as all pre-major or extended pre-major undergraduates and general studies majors enrolled at UW Seattle during Fall quarter 2004 and Winter quarter 2005. Students who were enrolled at UW for less than 12 credits both of those quarters were excluded. A total of 8,433 students were identified as pre-majors, extended pre-majors, or general studies majors in the specified time-period. Of these, 643 students were listed as extended pre-majors and 67 as general studies majors.

The academic advising at the Gateway Center is primarily provided by 15 full-time advisers and 3 part-time graduate students, which collectively comes to a total of 16.5 equivalent full-time positions awarded academic advising. A number of peer advisers also provide advising assistance, but these were not included in the calculated ratio.

Student-adviser ratio

Given these figures, the student-adviser ratio at the Gateway Center comes to 511.1 students per one FTE adviser. In comparison, the Sixth National Survey on Academic Advising estimated the adviser-student ratio at advising centers at four-year public institutions nationwide at 284.9 students per one FTE adviser.⁴

We wish to emphasize that the Gateway Center also serves as an advising resource for many other undergraduates on campus, including: pre-law and pre-med students who while being in majors still meet with specialized pre-law and pre-med advisers⁵, students on probation and drop status, and students in majors who seek advising on general education requirements, undergraduate research opportunities, etc. These students, who are often difficult or even impossible to identify, were not included in the calculated student-adviser ratio. In addition, the number of students registered as pre-major and

⁴ Habley, W. R. (Ed.). (2004). The status of academic advising: Findings from the ACT sixth national survey. *National Academic Advising Association Monograph Series NO. 10*. Manhattan, KA: NACADA

⁵ Although students are not registered as either pre-law or pre-med once enrolled into their majors, the Gateway Center estimates them to number around 2,500 and 4,000 undergraduates, respectively.

extended pre-majors fluctuates throughout the academic year since most students declare their majors during Spring quarter.

Student load

During 2004, the Gateway Center reported an average of around 29 scheduled appointments and 32 drop-ins registered per day. As indicated in table 1, the average number of student visits at the Gateway Center, both scheduled and drop-ins, ranged from 29.9 in August to 122.6 in November, with an average of 61.4 student visits per day. Not included in these numbers are student contacts by phone, email, etc. The high number of student visits in November is primarily due to the many new students “dropping by” towards the end of their first quarter to schedule courses for the following Winter quarter.

Table 1. Number of scheduled appointments and drop-ins at the Gateway Center during 2004

| Month | Scheduled Appointments | Drop-in | Total | Average per Day |
|------------------|-------------------------------|----------------|--------------|------------------------|
| January | 523 | 838 | 1361 | 64.8 |
| February | 681 | 877 | 1558 | 82.0 |
| March | 571 | 774 | 1345 | 58.5 |
| April | 591 | 608 | 1199 | 54.5 |
| May | 670 | 876 | 1546 | 77.3 |
| June | 543 | 423 | 966 | 45.1 |
| July | 471 | 184 | 655 | 31.2 |
| August | 470 | 188 | 658 | 29.9 |
| September | 606 | 718 | 1324 | 63.0 |
| October | 770 | 699 | 1469 | 70.0 |
| November | 808 | 1521 | 2329 | 122.6 |
| December | 452 | 349 | 801 | 38.1 |
| Total | 7156 | 8055 | 15211 | |

Source: internal records from the Gateway Center

The noticeable drop in the total number of student visits during June, July, and August reflects the summer period where Gateway advisers are primarily occupied by New Student Orientation. More than 4,900 incoming freshmen and 1,500 incoming transfer students attend the New Student Orientation, which is comprised of information sessions and workshops often planned and facilitated by advisers from the Gateway Center.

The Office of Minority Affairs (OMA)

The OMA Counseling Center provides academic support services for pre-major and extended pre-major students who are members of, or affiliated with, the Educational Opportunity Program (EOP). For the purpose of estimating the student-adviser ratio, these undergraduates were defined as all pre-major and extended pre-major undergraduates registered as EOP members (or affiliates) and enrolled at UW Seattle during Fall quarter

2004 and Winter quarter 2005. EOP students who were enrolled at UW for less than 12 credits both of those quarters were excluded. A total of 1,687 pre-major and extended pre-major EOP students were identified, of which, 1,260 were either freshmen or sophomores.

The advising at the OMA Counseling Center is primarily provided by 10 full-time academic advisers. A number of undergraduate students provide assistance at the front desk, but these were not included in the calculated student-adviser ratio.

Student-adviser ratio

Given these figures, the student-adviser ratio for the OMA Counseling Center comes to 168.7 students per one FTE adviser. At the time of writing, no comparable figures were identified at other four-year public institutions.

We wish to emphasize that many EOP students often continue to use the OMA Counseling Center after entering into their majors. While these students were not included in the student-adviser ratio, they nonetheless deserve attention. During Fall quarter 2004 and Winter quarter 2005, a total of 2,150 undergraduates were listed in the student database as being both registered as EOP members or affiliates *and* admitted into majors. The total number of EOP members, then, comes to 3,837 students, which gives a student-adviser ratio of 383.7 students per one FTE adviser.

In addition, the OMA Counseling Center approaches advising holistically, which is to say, advisers assist their students with most, if not all, concerns influencing their academic performance, including personal and financial problems, housing-related issues, and study skills. Needless to say, this comprehensive approach to advising not only requires a high frequency of contacts with students, but also advising sessions that are sufficiently long in duration.

Equally important, yet hard to quantify or incorporate into an estimated ratio, are the characteristics of the EOP student population served by the OMA Counseling Center. Many, but not all, EOP students are first-generation, financially and academically disadvantaged students who often require more academic assistance compared with other UW students. The particular, often demanding, needs of these students should be given consideration in relation to the estimated student-adviser ratio.

Student load

In 2004, the OMA Counseling Center reported an average of around 28 student visits (scheduled appointments as well as drop-ins) per day. The numbers of student visits are shown in Table 2.

Table 2. Number of scheduled appointments and drop-ins at the OMA Counseling Center during 2004

| Month | Scheduled Appointments | Drop-in | Total | Average Per Day |
|------------------|-------------------------------|----------------|--------------|------------------------|
| January | 88 | 517 | 605 | 28.8 |
| February | 95 | 440 | 535 | 28.2 |
| March | 60 | 598 | 658 | 28.6 |
| April | 96 | 389 | 485 | 22.0 |
| May | 51 | 494 | 545 | 27.3 |
| June | 209 | 282 | 491 | 23.4 |
| July | 317 | 135 | 452 | 21.5 |
| August | 282 | 166 | 448 | 20.4 |
| September | 303 | 450 | 753 | 35.9 |
| October | 148 | 452 | 600 | 28.6 |
| November | 74 | 913 | 987 | 51.9 |
| December | 95 | 221 | 316 | 15.0 |
| Total | 1818 | 5057 | 6875 | |

Source: internal records from the OMA Counseling Center

In the OMA Counseling Center, the peak-period in terms of student visits appears to be in November, during Fall quarter, where advisers meet with an average of about 52 students per day. The high number of scheduled appointments in the period from June to September corresponds to the duration of the New Student Orientation period for incoming students. In this period, all incoming EOP students are scheduled to meet one-on-one with an adviser in the OMA Counseling Center as part of their orientation.

The Student-Athlete Academic Services (SAAS)

The SAAS provides advising services for registered student-athletes at the UW. Student-athletes are often selected prior to their admission to the University and enrolled with either "regular admit" or "special admit" status. These latter "special admit" students are primarily students that are considered academically disadvantaged, "at risk" students, often requiring extensive academic assistance and educational planning. In calculating the student-adviser ratio, student-athletes were defined as all undergraduates registered as student-athletes and enrolled at UW Seattle during Fall quarter 2004 and Winter quarter 2005. Student-athletes enrolled for less than 12 credits both of those quarters were excluded. A total of 571 student-athletes were identified in the specified time-period. Of these, 309 students had "special admit" status.

Student-adviser ratio

The SAAS employs 1 part-time and 3 full-time academic advisers, which comes to 3 FTE positions awarded academic advising.⁶ In effect, the student-adviser ratio for SAAS comes

⁶ One of the FTE adviser positions is a conjoint of a part-time advising position and a part-time coordinator position, in effect only half of that position is dedicated advising.

to 190.3 students per one FTE adviser. No comparable figures were identified at other four-year public institutions.

Not included in the student-adviser ratio is the sizeable number of potential student-athletes who are actively recruited from various high schools throughout the year, the numerous post-baccalaureate student-athletes who continue to meet with advisers in the SAAS after graduation, and the student-athletes who have been gone from the program and have returned to complete their degrees.⁷ Although these students are not recorded they nonetheless deserve consideration.

In marked similarity to the OMA Counseling Center, the SAAS approaches advising holistically, which is to say, advisers assist their students with most, if not all, concerns influencing their academic performance, including personal and financial problems, housing-related issues, and study skills. As mentioned earlier, this comprehensive approach to advising not only requires a high frequency of contacts with students, but also advising sessions that are sufficiently long in duration.

Equally important, yet hard to quantify or incorporate into an estimated ratio, are the characteristics of the student-athlete population served by the SAAS. Many, but not all, SAAS students are “special admit” students who are often academically disadvantaged students requiring more academic assistance in comparison with other UW students. The particular, often demanding, needs of these students should be given consideration in relation to the estimated student-adviser ratio.

Student load

At the time of writing, numbers on scheduled appointments and drop-in student visits per month were not compiled for the SAAS. However, one full-time adviser reported having a total of 1,659 student “contacts” in the 12-month period from April of 2004 through March 2005. These student “contacts” included in-person appointments and drop-ins as well as email contact. On the assumption that these contacts were evenly distributed across the 251 workdays in that period, the average number of student contacts per day comes to 6.6 contacts per adviser. Of course, these numbers may fluctuate across the advisers as well.

Departments and Colleges

Advising in the departments varies widely across units with each department having its own advising structure, process, and scope. There are approximately 135 advisers within 70 departments and colleges at the UW. Most departments have at least a full or part-

⁷ The advisers at SAAS estimate these recruits to number around 180. Although some recruits may only meet once with an adviser, many meet more frequently through official and unofficial campus visits, phone calls, and emails. On occasion, the parents of student-athletes may also be involved in these visits.

time professional staff position responsible for advising, although some departments utilize faculty or graduate students as advisers.

Departmental advisers primarily advise declared students regarding major requirements, but many also help students identify opportunities in the departments such as undergraduate research, and some advisers consult with students regarding career and graduate education plans. In addition to directly advising students, departmental advisers also perform a wide variety of duties such as curriculum development, departmental and university wide event planning, and provide various other student support services.

Student-adviser ratio

In the academic departments, the number of students registered as majors ranged in size from 2 to 1,650 undergraduate majors, with a median of 127 registered undergraduate majors per department. The number of full-time advisers per department ranged from .05 FTE advisers to 7.1 FTE advisers per department, with a median of 1.0 FTE adviser per department. The ratio of registered undergraduate majors per adviser FTE ranged from 2 registered undergraduate majors to 750 registered undergraduate majors per one adviser FTE position, with a median of 193 registered undergraduate majors per one FTE adviser.

We wish to note that departmental advisers, in addition to advising registered undergraduate majors, also advise interested pre-major students on admissions requirements and pre-requisite courses for the programs offered in their respective departments. Although, these pre-major students were not included in estimating the student-adviser ratio they should nonetheless be taken into consideration.

Student load

The estimated daily number of student visits per adviser varied greatly across departments. The estimates offered by the departmental advisers ranged from less than 1 student visit for each adviser per day to 18 student visits for each adviser per day, with a median of 4 student visits for each adviser per day. These numbers are entirely based on self-reporting.⁸

Section summary

In summary, the estimated student-adviser ratios and student loads fluctuate noticeably across advising offices campus-wide. This variance is likely explained by variations in advising services provided, disparities in staff support, differences in the extent and type of need for academic support of the different student populations served, and differences

⁸ Departments/programs were contacted via phone. Depending on the department/program structure, either an administrative support/receptionist individual or an adviser was reached initially. In either case, respondents were asked to provide structural information about their department or program as a whole. At their request, three individuals participated in the survey via e-mail instead of phone.

in advising mission and philosophies among advising offices. Due to these differences, any interpretation or cross-campus analyses should be cautious.

METHODOLOGY

In an attempt to ensure a comprehensive appreciation of academic advising services, processes, and practices at UW, the OEA contacted a wide-range of academic advisers and counselors, students, faculty, and administrators campus-wide to gather their thoughts and comments on their experiences with, and perspectives on, academic advising. Multiple methods were involved in gathering these thoughts and comments, including surveys, individual and group interviews, and a phone census. The following section will provide an overview of the processes and methods involved in the data collection for the Advising Self-Study.

Surveys

The purpose of the surveys was to gain a cursory, yet comprehensive, understanding of both the advising processes and services at UW and the adviser and student perspectives on these practices. In addition, the surveys also served to inform the subsequent individual and group interviews that comprised a complimentary, more in-depth examination of UW advising. The survey questions are shown in Appendix D.

Advising centers

Population. The population was defined as all individuals (academic advisers, graduate students, and supervisors) assigned undergraduate academic advising responsibilities in the Gateway Center, the Office of Minority Affairs, and the Student-Athlete Academic Services during the academic year 2004-2005. As shown in Table 1, a total of 36 advisers were identified and surveyed, of whom 28 (78%) submitted completed surveys.

Table 1. Advising center adviser population and respondents

| Advising Center | No. of advisers | Completed surveys |
|---------------------------------------|-----------------|-------------------|
| The Gateway Center | 18 | 15 |
| The Office of Minority Affairs | 14 | 10 |
| The Student-Athlete Academic Services | 4 | 3 |
| TOTAL | 36 | 28 (78%) |

Survey instrument. The main themes for the survey were generated in conversations with advisers, faculty, and administrators. The survey consisted of 26 items, some of which included multiple questions, and addressed ways in which advising is currently conducted at the UW, the different roles and responsibilities of academic advisers, and the

extent of communication and coordination of information among advising units. Advisers were also asked a series of questions that centered on the extent of, and need for, formal recognition and evaluation of advisers, and opportunities for advising-related training and professional development. Finally, in a series of open-ended questions, respondents were both asked to identify factors that either help or hinder them in effectively providing academic advising and to address how advising can best be improved. The survey, provided in Appendix D, was delivered online.

Process. An introductory email was sent to all advisers in the three advising centers, to explain the background and purpose of the survey and to alert advisers that the survey would be carried out within a week. This was followed by a second, personalized, email containing the Internet address for the survey. Two reminder emails were sent to advisers who had not submitted completed questionnaires within three weeks. No incentive for participation was offered.

Departments

Population. The population was defined as all individuals (academic advisers, faculty, graduate students, administrators, etc.) who were listed as being assigned undergraduate advising responsibilities in departments or colleges at UW Seattle during the academic year 2004-2005. As shown in Table 2, a total of 133 departmental and college-level academic advisers were identified, of whom 63 (47%) submitted completed questionnaires.

Table 2. Departmental adviser population and respondents

| College | No. of advisers | Completed surveys |
|---------------------|------------------------|--------------------------|
| A&S Arts | 7 | 5 |
| A&S Humanities | 25 | 10 |
| A&S Natural Science | 14 | 6 |
| A&S Social Science | 24 | 13 |
| Business | 9 | 2 |
| Engineering | 16 | 11 |
| Other | 38 | 14 |
| None Listed | N/A | 2 |
| TOTAL | 133 | 63 (47%) |

Survey instrument. The questionnaire sent to departmental advisers was similar to that sent to advising centers, with minor changes to reflect differences in the way advising is carried out. Although the wording of certain survey items was modified, the focus and on-line format of the survey remained the same. The survey questions are shown in Appendix D.

Process. An introductory email was sent to all departmental advisers to explain the background and purpose of the survey and alert advisers that the survey would be carried out within a week. This was followed by a second, personalized, email containing the Internet address for the survey. Two reminder emails were sent to advisers who had not submitted completed questionnaires within three weeks. No incentive for participation was offered.

Students

Population and sample. For the purpose of this study, the student population was defined as all undergraduates who were listed as being enrolled at UW Seattle during both Fall quarter 2004 and Winter quarter 2005. In addition, students had to be enrolled full-time (i.e., carrying twelve or more academic credits) for at least one of those quarters. Non-matriculated and post-bachelor students were excluded from the study. As shown in Table 3, we identified a total of 20,626 undergraduate students and selected 3,300 using a stratified random sample. EOP and transfer students were over sampled to ensure an adequate number these students across all four class levels. Of the 3,300 sampled students, a total of 1123 (34%) students completed the survey. Appendices B and C provide a more detailed breakdown of the student sample and the survey respondents.

Table 3. Student population, sample, and respondents

| College | Population | Sample | Completed surveys |
|---------------------|-------------------|---------------|--------------------------|
| Freshmen | 4136 | 525 | 175 |
| Sophomores | 4660 | 675 | 234 |
| Juniors: | 4317 | 1050 | 356 |
| A&S Arts | 203 | 118 | 44 |
| A&S Humanities | 408 | 155 | 64 |
| A&S Natural Science | 893 | 155 | 51 |
| A&S Social Science | 1271 | 157 | 40 |
| Business | 557 | 155 | 57 |
| Engineering | 446 | 155 | 46 |
| Ext. Pre-major | 539 | 155 | 54 |
| Seniors: | 7513 | 1050 | 358 |
| A&S Arts | 505 | 150 | 50 |
| A&S Humanities | 767 | 150 | 55 |
| A&S Natural Science | 1853 | 150 | 52 |
| A&S Social Science | 2393 | 150 | 54 |
| Business | 768 | 150 | 49 |
| Engineering | 965 | 150 | 57 |
| Ext. Pre-major | 262 | 150 | 41 |
| | 20,626 | 3,300 | 1,123 (34%) |

Survey instrument. The student survey, constructed in collaboration with selected faculty and academic advisers, consisted of eighteen items some of which were comprised of multiple questions. The primary focus of the survey was on the students' perspective on, and experience with, UW academic advising. Although the majority of the questions were in closed format (e.g. multiple-choice or Likert scales), the survey also contained a series of open-ended questions. The survey, shown in Appendix D, was delivered online.

Process. All selected students were sent a personalized email inviting them to participate in the survey and providing them the Internet address of the questionnaire. Three personalized, reminders were sent by email to students who had not submitted completed questionnaires within two weeks. As an incentive to complete the survey, students were also invited to participate in a drawing for an iPod mini or one of three \$50 gift certificates for the UW Bookstore.

Interviews

The main purpose of the individual and group interviews was to further our understanding of themes and topics that were either addressed in the survey or emerged in the survey responses.

Advising centers

Interview and group interview protocols. The interview protocols for the advising centers were generated in collaboration with academic counselors, faculty, and administrators and informed by the responses received in the completed surveys. The interviews were primarily focused on the structure and practice of advising in the advising centers; the effectiveness of the current advising structure for students as well as for advisers; advising and diversity; and issues that advisers felt needed attention. The interview protocols are provided in Appendix E.

Process. All academic advisers in the OMA and the Gateway Center were—in the aforementioned introductory emails providing the purpose and background of the Advising Self-Study—given the opportunity to participate in an individual interview on academic advising. A total of seven advisers from the Gateway Center volunteered for these interviews. Of these, five advisers were selected for participation. In order to ensure a broad range of participants, consideration was given to years of advising experience, gender, and ethnicity in selecting advisers for the interviews. Another five advisers from the OMA volunteered, and were selected, for participation in the study. The individual interviews generally lasted from 60-75 minutes, with extra time for follow-up questions. No incentive for participation was offered.

In the aforementioned introductory email, providing the purpose and background of the Advising Self-Study, advisers in SAAS were invited to participate in a group interview on academic advising. One group interview was conducted, which lasted 90 minutes. No incentive for participation was offered.

During each individual and group interview, an OEA staff member took notes. In addition, most sessions were audio-taped and transcribed for analysis. Transcripts and notes were analyzed inductively to identify themes that emerged in each session as well as those that recurred in other interviews.

Departments

Individual and group interview protocols. The interview protocols were built around the same main themes and questions as the interview protocols used for the advising center advisers. Some modifications were made in both the wording and ordering of the questions, but the primary content of the protocols remained the same. The interview protocols are shown in Appendix E.

Process. The recruitment for the group interviews was initiated late Fall quarter 2004. In the aforementioned introductory email—where advisers campus-wide were provided with a brief description of the background and purpose of the Advising Self-Study—departmental and college advisers were also invited to participate in a group interview focused on academic advising. A total of 21 advisers volunteered. Of these, 13 advisers (or 9.7% of the identified department and college-level advisers) were randomly assigned to one of two group interviews. Following the group interviews, an adviser from one additional department was purposively selected for an individual interview to ensure that a full range (by size and college) of departments was represented. Each of the group interviews involved six to seven advisers and lasted around 90 minutes. Although refreshments were provided during the group interviews, no incentive for participation was offered.

A researcher took detailed notes during each session. In addition, the group and individual interviews were audio-taped and transcribed for analysis. Notes and transcripts were analyzed inductively to identify themes that emerged in each session, as well as those that recurred in both group interviews.

Departmental Census

In marked difference to a survey, which gathers information from a selected sample of individuals, a census collects, or at least sets out to collect, information from an entire population. The goal of the Departmental Census was to gather organizational data in order to provide a structural overview of the advising services and processes for each program, department, and college at UW.

Population and sample. The population for the Department Census was defined as all undergraduate advising units at the college, department or program level at UW, Seattle. Some departments are primarily focused on undergraduate-level degree offerings, making a census of the entire department relevant. In contrast, for departments primarily dedicated to graduate-level degree offerings, only the programs targeted toward undergraduate majors were surveyed.

The document, "University of Washington Undergraduate Advisers, Autumn 2004," a contact list of undergraduate advisers maintained by the UW, was utilized as a starting point for reaching academic advisers who would be capable of providing structural information about their department or program as a whole. This contact list consists of "a single alphabetical listing of units of the University which provide undergraduate advising" including "college, departmental and program advising offices and other units."

Seventy-four units (colleges, departments, or programs) were identified from the contact list; of that number, 67 units participated in the survey. Two units at the college level were surveyed, but these data were separated from the department/program level data, yielding a final sample of 65 department/program units.

Survey instrument. A brief telephone questionnaire, provided in Appendix F, was designed by the Office of Educational Assessment (OEA) to operate in conjunction with the on-line survey for the academic advisers. The telephone questionnaire was comprised of seven open-ended items focused on the organization of advising services within academic departments and colleges.

Process. Departments/programs were contacted via phone, using the contact list identified above. Depending on the department/program structure, either an administrative support/receptionist individual or an adviser was reached initially. In either case, a brief introductory explanation was provided about the nature of the Departmental Census, and an informal screening question was used to determine which individual would be best suited to provide structural information about their department or program as a whole. At their request, three individuals participated in the survey via e-mail instead of phone.

ADVISING CENTER ADVISERS

Survey

The 28 survey respondents were primarily professional staff in the Gateway Center (15 individuals or 75% of the advisers in the Gateway Center); the Office of Minority Affairs (10 individuals or 71% of the advisers in the OMA); and the Student-Athlete Academic Services (3 individuals or 75% in the SAAS). The following overview is a summary of their responses. A more complete and detailed overview of the findings is provided in Appendix A. The subheadings below correspond to major themes and sections of the survey.

Training and professional development

A fair amount of formal and informal training appears to be available to new advisers in the Gateway Center, the Office of Minority Affairs (OMA), and the Student-Athlete Academic Services (SAAS). In addition, advisers seemed very engaged and interested in on-going training and professional development activities. Advisers in the three advising centers reported taking advantage of the professional development opportunities available to them, but they also felt that these opportunities could be augmented. About 29% of the advisers surveyed mentioned increased opportunity for professional development when asked how to best improve academic advising.

How advisers spend their time

Advisers across all three advising centers reported fairly consistent modes of communication in advising their students. Most of the student contact that advisers reported was in-person (one-on-one) or by e-mail. Advisers also provided similar estimates of student visits per week. Although advisers from the OMA reported a slightly higher number of student visits per week than did advisers at the other advising centers, they also reported spending a higher proportion of their time directly advising students. Finally, in addition to advising students, advisers across all three advising centers reported involvement in a wide-range of additional activities not only within their advising centers but also campus-wide. These additional commitments constituted a significant proportion of their time - approximately 34% on average across the three advising centers.

Help and hindrances in their work

When asked about the factors that helped the most in providing academic advising, respondents overwhelmingly cited other advisers, both within their advising centers and campus-wide. Web-based UW resources and easy and efficient access to information were also mentioned. The most commonly mentioned impeding factor was the change and implementation of policies. More specifically, advisers felt that policy changes and

implementation take place without their consultation and with little prior notification. Two other impediments that were mentioned less frequently were lack of student access to key courses and course sequences, particularly in Biology, Chemistry and English composition, and lack of student access to competitive majors. Finally, advisers also mentioned lack of time as impeding them in their work.

Evaluation and recognition

Advisers' responses regarding evaluation suggested that this is an area that needs attention. No systematic and on-going evaluation of advising goals, processes, practices, and outcomes informs the advising services of the Gateway Center, the OMA, or the SAAS. Equally important, there is a noticeable gap between information from student feedback and the importance placed on the availability of such information by advisers across all three advising centers. This suggests a need, currently unmet, for a systematized way of gathering student feedback and communicating it back to the advisers.

Communication among advisers

Results on communication were mixed. Overall, and on a general level, respondents appeared content with the extent of their conversation with other advisers campus-wide. They also attributed great importance to these conversations. Not surprisingly, when asked to describe the extent of contact with specific advising units, respondents indicated that their extent of contact with other advising units varied. However, in evaluating the coordination of information and services between themselves and other advising units, respondents tended to describe coordination with other units as less than "Good." Additionally, in commenting on their ratings, several respondents mentioned that communication always could be improved. Finally, when asked to list the two or three most important elements of academic advising to change, the most frequently mentioned theme was that of improving communication.

Communication among advisers and administrators

In general, the advisers surveyed felt that they not only had good access to administrators of their advising centers, but also had opportunities to participate in decision-making within their units. Respondents placed relatively high importance on this involvement. Although a strong majority of the advisers reported having formal mechanism within their advising units to provide input on academic policies and procedures, one-fifth of the respondents in the Gateway Center and the OMA did not know of any such mechanisms.

How can academic advising best be improved

Four themes dominated advisers' responses for how to improve advising at the UW. The strongest of these themes was the need to improve communication across the advising community. For the most part, emphasis was placed on creating more systematized and

structured contact points and communication pathways between academic advisers campus-wide. Respondents suggested increased “activities and opportunities to work together with other advisers,” “strengthening lines of communication,” and “ways to track conversations with students (online notes).” Some advisers expressed the need for establishing better communication lines with students not only to better convey “to students what advising is, and what it can do for them,” but also “to find out how students experience advising” and to “have access to and benefit from student feedback.”

Another consistent theme across all three advising centers was the expressed need for increased opportunities for professional development and training. A third theme among the responses of academic advisers in both the Gateway Center and the OMA, was increased compensation and better recognition of academic advisers. Fourth, and also across all three advising units, advisers expressed a need for enlarging the advising staff.

Finally, academic advisers provided several suggestions for additional advising services that would improve academic advising at UW. These included:

- Increased online/email advising options for students;
- Increased outreach to every student;
- Better tools to help students explore skills, interests, majors, and careers; and
- A grievance procedure for students who feel they have not received appropriate advice.

Interviews

Gateway Center advisers

Overall the advisers interviewed expressed satisfaction with their positions at the Gateway Center. They enjoy being at the “hub” of UW advising and feel they have strong collegial support and effective leadership. The advisers interviewed felt that the Gateway Center has made significant strides in creating a more welcoming atmosphere for under-represented minority students, but think that there is still room for improvement – both around diversity and the general physical environment of the advising center.

Some advisers felt that the Gateway Center needs to make itself more visible to students, and that the value of advising services in general needs to be promoted. This, in turn, would help reduce the number of students who self-advise. Advisers suggested developing a better website and increasing the effort of promoting advising at the New Student Orientation.

Communication among advisers across campus is of great importance to Gateway advisers but also poses some challenges. The advisers interviewed believe that efforts should be made to reduce the communication gap and weak cross-unit relationships that contribute to a lack of understanding of programs and services across advising centers and departments. Factors that contribute to these challenges include: physical separation, single adviser units, variations of schedules and cycles, differences in priorities amongst

advisers, and insufficient opportunities for communicating. Also noted as contributing to these challenges are the different organizational cultures (i.e. the values, assumptions, norms, and artifacts of an organization and its members) of the advising units, differences driven by variations in numbers and populations served, advising philosophies, and leadership styles.

In addition, advisers commented that since they are the ones who must articulate policies to students they should also have more of a voice in policy decision-making. Suggestions for improving communication, both horizontally and vertically, and mitigating the negative effects of organizational differences included:

- More formal and informal opportunities for face-to-face interactions amongst advisers;
- More visible support for the advising community from university-level leadership
Several advisers specifically mentioned that they would like someone who will provide a more visible presence in the departments and build relationships across departments and units; and
- Better recognition and rewards, especially for departmental advisers who have such varied responsibilities.

While the consistency of the information that is provided to students was acknowledged as a problem, advisers pointed out that students' style of questioning (e.g. asking same question in different ways to different advisers) contributes to the problem as does the sheer volume of information that is produced by an institution of this size. Advisers acknowledged that inconsistent information is sometimes provided to students, but believe that more timely dissemination of information would help reduce this problem, as would a more formalized structure for sharing information and a more comprehensive, and perhaps required, training program. It should be noted that some advisers felt that inconsistent treatment of students is a bigger issue than inconsistent information.

Overall, Gateway advisers felt that advising services work well for most students but that the UW needs to be more effective at creating a welcoming and supportive environment for students. This, in turn, would help the students, more quickly, understand the complex structure of the University. Freshmen and transfer students were identified as needing more support, as were several other specific populations. Advisers felt that students would benefit by being connected to an adviser (assigned to one they could later change should they choose) or a department (be able to declare major earlier) early-on in their career at UW.

Office of Minority Affairs (OMA) advisers

The Office of Minority Affairs (OMA) advisers strongly believe students come first. Advisers stressed the importance of creating a family-like environment where advisers are involved in students' activities and their communities, both on and off campus. Often, this approach to advising contributes to a heavy workload and long hours after regular work

hours. The advisers also pointed out that their workload has increased, but resources have not.

OMA advisers generally felt okay with the level of communication and interaction across campus, though some would like more opportunity to interact and learn from other advisers. One adviser mentioned that the flow of information, specifically around policies and procedures, needs to be improved.

OMA advisers mentioned several reasons for the inconsistency of information issue. These included:

- The way students ask questions;
- The departmental advisers' knowledge of general education requirements;
- The different articulation of policies across advisers; and
- The different approaches to advising.

Overall, the OMA advisers interviewed felt that the University is doing a pretty good job at meeting the needs of students, but pointed out that there are still improvements to be made, particularly in the area of creating a more welcoming environment.

Student-Athlete Academic Services (SAAS) advisers

Advisers in the Student-Athlete Academic Services (SAAS) described their primary job as helping student-athletes understand the University policies and requirements and making sure that students are in compliance with the NCAA guidelines. SAAS advisers felt that the structure of the advising services in SAAS is effective in allowing them to both track students and give them personal attention. One adviser commented that it is a particularly good structure for under-represented minorities.

Overall, the SAAS advisers believe the UW has a good advising system given its size. However, SAAS advisers would like other advisers to be more aware of the particular needs and circumstances of student-athletes such as demanding game and practice schedules, NCAA guidelines, etc.

SAAS advisers offered several suggestions for improving the overall effectiveness of the UW advising system. These included:

- Improved communication with department advisers so department advisers better understand the needs of student-athletes;
- Increased Gateway Center staffing so students can receive more personal attention from advisers; and
- Simplified University requirements to help move students through majors more efficiently.

DEPARTMENTAL ADVISERS

Survey

A total of 63 departmental and college-level advisers completed the survey representing a wide-range of disciplines and department sizes. Almost half of the participants were entirely dedicated to advising and a substantial proportion (20.6%) listed job titles, such as Program Coordinator, that involve both administrative and advising duties. Similarly, several individuals listed "Director" in their title, such as Director of Student Services; these individuals also have both advising and administrative responsibilities. Approximately one in ten survey participants were faculty advisers (one was a department chair and one was an adviser/lecturer). A more detailed breakdown of the survey respondents is provided in Appendix A.

Training and professional development

Although departmental and college-level advisers take advantage of the training and professional development opportunities available to them, many felt that these opportunities could be augmented. In particular, the question of career advancement is one that could be addressed more explicitly for advisers in the departments and colleges.

How advisers spend their time

Around 32% of the departmental advisers surveyed listed "transfer credit issues" as one of their top three most frequently discussed topics in advising students. This is not surprising given that departmental advisers are closely involved in decisions about how transferring courses count towards major requirements. However, this finding points to other issues relevant to transfer students; particularly, it might be worthwhile exploring and possibly augmenting the role of departmental advisers in supporting transferring and potential transfer students.

Help and hindrances in their work

Overall, the strongest theme in regard to job satisfaction was communication. Connections and networking among other advisers and advising units were seen as an extremely important source of support, and lack of communication across units was mentioned equally as frequently as an obstacle.

In addition, the issue of over-extension was a strong one for departmental advisers. It seems possible that other concerns such as the bureaucracy and paperwork involved in the job as well as technology obstacles might contribute to these advisers' sense of feeling overworked.

A substantial number of survey participants mentioned having administrative duties in addition to their advising responsibilities, and several commented that certain tasks or duties had been assigned to them, thereby expanding the scope of their job description. It

might be worthwhile exploring the benefits of detailed job descriptions for departmental advisers, specifically for those who hold mixed advising/administrative positions.

In general, most departmental advisers surveyed were satisfied with their jobs. In particular, helping and communicating with students appear to be particularly rewarding for these individuals. Departmental support was also mentioned as being vital to helping advisers do their jobs.

Evaluation and recognition

Some individuals mentioned ways in which their work is rewarded and evaluated while others indicated that there are no such mechanisms in their department. The variance in these responses might stem from differences across departments, including size of department and variation in the value attributed academic advising.

Taken as a whole, the data suggest that departmental advisers receive a moderate amount of recognition and information about student satisfaction, but there is generally a need and desire for additional evaluation and rewards.

Communication among advisers

Although there is a fairly healthy amount of communication between departmental advisers and advisers in other units (particularly other departments and the Gateway Center), most of this communication involves questions and advice on a student-to-student basis. Communication about general policies and procedures, particularly when policies change, appears to be somewhat lacking. One adviser had an interesting comment that summarizes this need: "The conversations that are missing are the ones in which we discuss issues that are common to all advising offices and all students and decide on some consistent (sic) approaches or solutions."

Communication among advisers and administrators

In terms of mechanisms for providing input, departmental advisers reported feeling part of decision-making processes, particularly within their department. Committees, meetings, and one-on-one communication were all mechanisms by which these advisers felt their voices were heard. It is important to note, however, that there was a consistent minority who felt disempowered and wanted more of a voice in policy decision-making.

Interviews

There does not appear to be one single structure of departmental advising at UW. The one universal duty amongst departmental advisers is to make sure students understand the requirements of the major. Beyond, this, the titles of advisers, time spent on advising, and responsibilities vary across departments. This variety of duties and responsibilities leads advisers to feel they "wear many hats." Departmental advisers noted that with the increasing demands, no new resources have been added to help them meet these

demands. Advisers also pointed out that unclear University and departmental missions for academic advising lead to changing or inconsistent priorities.

Departmental advisers had several suggestions for improving the status of advising at the University. Some of which included:

- Prioritizing the mission for advising across campus;
- Providing better training to help advisers understand other departments and units across campus;
- Streamlining processes to save time and energy (i.e. paperwork);
- Providing more resources to allow advisers to deliver better service; and
- Allowing advisers to be involved in policy development and decision making.

Departmental advisers also commented on the need for better communication. They felt that fostering better communication, particularly with the Office of Minority Affairs, the Student-Athlete Academic Services, and the Gateway Center, would allow them to provide better service to students and create a more “cohesive” group. Suggestions for improving communication included:

- Helping the students to better understand the structure of advising;
- Organizing advisers into affinity groups;
- Providing students with a contact person from the beginning;
- Increasing the visibility of the Director of Advising to foster a stronger sense of support and advocacy in the advising community.

Departmental advisers expressed a commitment to diversity; however, they also felt that they were not included in the recent diversity initiative, and expressed concern regarding the distance between the OMA and the departments. Advisers acknowledged the level of support that OMA provides may be incomparable to what departmental advisers can offer because of the size of their student loads, but believe that students can benefit from increased communication and connections between advisers across units.

Departmental advisers seemed to agree that advising at the UW is effective given the constantly changing environment and limited resources. Advisers also discussed the students’ role in the effectiveness of advising pointing out that the students who ask the most questions and take the most advantage of the services are often the most satisfied.

STUDENTS

Survey

The 1,123 respondents were primarily women (61%) and somewhat overrepresented the upper academic class-levels. Very few were student-athletes (8 respondents). Most (94%) were full-time students and a fair number (13%) were EOP students. Around one-third (35%) were transfer students.

Student use of academic advising

Although 41% of the 1,123 students surveyed are currently working with at least one adviser, another 12% of the students surveyed reported having never met with an adviser since enrolling at the UW. Of these latter students, one-fourth said they didn't know whom to contact for academic advising. While the number of students who have never met with an adviser may seem fairly low, most of them are freshmen (52%) or sophomores (31%), who recently went through New Student Orientation and hence should be well aware of advising resources.

Web-based resources such as the UW Website, departmental websites, and the Degree Audit Reporting System (DARS) are frequently used for academic planning. Freshmen use the UW Student Planner and the UW Website more often than seniors, while seniors use DARS more often than freshmen. Using web-based and paper-based advising resources is also the most commonly endorsed reason for not working more often with advisers. A sizable 45% of the students surveyed reported that they are not currently working with an adviser.

Students more often have conversations with faculty members and teaching assistants regarding academic planning, than with people serving in an official capacity as an academic adviser. However, this may, at least in part, be explained by students having different kinds of academic planning conversations with faculty and teaching assistants compared with the kind of conversations on academic planning students have with academic advisers.

As students approach graduation, they tend to turn to a departmental adviser or a faculty member more often for academic advice, whereas underclassmen tend to use advisers in the Gateway Center, the OMA Counseling Center, or other informal resources.

Factors that hinder students

Of the students surveyed, 42% reported using other web-based or paper-based advising resources, and 20% cited some level of inaccessibility, endorsing at least one of: a scheduling problem; not being sure what an adviser can do for them; not knowing whom to contact for academic advising; and/or having had a bad or unhelpful experience. Around 14% of the students surveyed reported feeling that they don't have time to contact or meet with academic advisers.

The advising experience

Although 66% of the respondents reported feeling that the number of contacts with their adviser(s) was adequate, 16% said that it was not.

Most of the students who met with their adviser one-on-one during Fall quarter 2004 felt the amount of time spent during the meeting was "Always" (42%) or "Usually" (40%) sufficient to meet their advising needs. These students reported spending about 20

minutes with their advisers. Students who were referring to advising at the Gateway Center were less likely to say they had enough time compared with students referring to advising in departments and the OMA Counseling Center. On average the meetings with OMA Counseling Center advisers were about 10 minutes longer than with departmental or Gateway Center advisers (27 minutes versus 17 minutes, respectively).

Topics to be discussed

Of the students surveyed, 83% to 93% reported having discussed topics that are generally applicable to students such as academic progress, scheduling and registration procedures, dropping and/or adding courses, selecting or changing major area of study, and meeting requirements for graduation. However, this still leaves 7% to 17% of the students surveyed who did not discuss these topics, yet felt like they should have been discussed.

An important 13% of the respondents reported needing to discuss their academic progress with their adviser, but not having done so.

Student satisfaction with advisers and advising services

In general, respondents gave positive ratings in respect to the expertise, availability, and professionalism of UW academic advisers, and less positive ratings on more personal characteristics such as showing interest in the student as a unique individual, discussing personal problems, showing concern for personal growth and development, or encouraging the student to talk about his or her college experience.

In general, the students surveyed were very satisfied with UW academic advising, with 63% agreeing that advisers met their needs and 58% agreeing that they were satisfied with the advising they received at UW. However, 51% agreed with the statement that students at UW must run around from place to place to get the information they need.

As students progress towards graduation their perception that advising has helped them get the requirements for their majors also increases. However, 31% of seniors still say that advising has played no role in reaching graduation. Transfer students are more likely than regular students to say that advising played a positive role in reaching graduation.

Consistency and multiple advisers

Most of the students who reported having worked with multiple advisers during Fall quarter 2004, reported great consistency in the advice received.

Student suggestions for change

Around 10% of the students surveyed suggested that changes in the way advisers relate to students would most improve academic advising. Three consistent themes in these suggestions were that:

- Advisers need to be more helpful and caring in their work with students;
- Advisers need to focus more on the needs and interests of the individual student than on rules, policies, information readily available elsewhere, or on getting the student through the system; and
- Advisers should be more positive with students, rather than discouraging them.

Around 6% of the respondents also suggested that they would like greater access to advisers, especially more walk-in hours, more evening hours, more hours for advising-by appointment, and greater opportunities for email and online advising.

THE ADVISING CENTER ADVISERS - SURVEY

Participant Information

The 28 survey respondents were primarily professional staff who works full-time as academic advisers. Most respondents were advisers in the Gateway Center (15 individuals or 53.5%); 10 (35.7%) worked in the Office of Minority Affairs (OMA), and a few (3 individuals or 10.7%) were from the Student-Athlete Academic Services (SAAS).

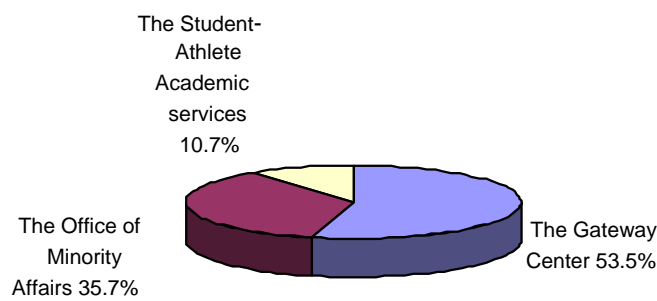


Figure 1. Advising centers represented in advising survey

The number of years respondents had worked as advisers differed greatly across the three advising centers. While the median for the respondents in the OMA was 15.5 years, the Gateway Center and the SAAS had considerably lower medians of 6 and 4 years, respectively.

Adviser Background

Respondents were first asked to describe how they initially became academic advisers. The majority of respondents fell into one of two broad, equally common categories of educational and employment backgrounds (only two respondents reported having no advising-related educational or employment background before starting their position at UW). The first category of respondents, amounting to 42.9% of the surveyed advisers, indicated having relevant experience but little or no relevant educational background prior to starting as academic advisers at UW. These advisers constituted 53.3% of the respondents from the Gateway Center, and 40% of the respondents from the OMA. The second category, another 42.9% of the surveyed advisers, was comprised of advisers who

reported having both advising-related educational backgrounds and work experience before becoming an academic adviser at UW. These advisers amounted to 33.3% of the participants from the Gateway Center, 40% of the participants from the OMA, and all of the participants from the SAAS. Among this second category of respondents, a majority (75%) mentioned obtaining graduate degrees in either education or communication.

Work experience, across both of these two categories, most often involved academic counseling and teaching at community colleges and/or working as peer advisers during undergraduate and graduate studies. And yet, consistently across all three advising centers, only a few respondents mentioned academic advising as an initial and deliberate career goal. Most often, the intent of becoming an academic adviser seemed to be preceded by increased exposure, through either work or education, to academic advising, which then gradually led the respondent to their current position. We note, however, that advisers were not explicitly asked about their initial motivation and intentions for entering academic advising as a profession.

Adviser training

In the next survey question, respondents were asked to describe what kind of training they had received when initially starting as advisers at UW. While advisers reported a variety of formal and informal training, the extent of formal training initially received when starting as an adviser at UW remained fairly consistent across all three advising centers.

More than 60% of the advisers surveyed reported having attended the two-day New Adviser Orientation offered through the Gateway Center. Among respondents from the OMA, about half had attended this New Adviser Orientation in the Gateway Center while the other half had participated in their own advising center's "One-On-One Training Program." All but one respondent reported having received some degree of formal training when starting as an academic adviser at UW.

In addition to the formal training, more than 70% of the respondents mentioned receiving some type of informal, yet extensive, on-the-job training, often facilitated by co-workers. This, perhaps less systematic training included "shadowing" other academic advisers, learning how to navigate specific resources such as the Student Database and Degree Audit Reporting System, and being familiarized with typical student questions and concerns. In most cases, these informal, one-on-one instructional sessions constituted a significant component of the initial training provided new advisers in all three advising centers.

Professional development

In addressing the kind of advising related professional development activities they had participated in during the last two years, respondents listed a wide range of activities. All but two advisers surveyed reported having participated in at least one professional development activity within the last two years. On-campus, the most common professional development activity among advisers was participating in the APAC Brown

Bag Series: a series of workshops and presentations organized by the UW Association of Professional Advisers and Counselors. Less frequent, yet still pervasive, was attending the biennial "All Advisers' Meeting," which is a campus-wide, informational meeting.

Off-campus, the most common professional development activity was participating in presentations and workshops at the annual NACADA Regional Conference, a conference organized by the regional branch of the National Academic Advising Association. Also mentioned, but with less frequency, were other professional conferences such as those of the National Association of Advisors for the Health Professions (NAAHP) and the Western Association of Advisors for the Health Professions (WAAHP). It is worthy to note that several respondents not only attended these conferences, but also actively participated as presenters. Advisers in the OMA also mentioned training sessions on the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (STRONG), both of which are self-assessment tools used to assist students in identifying personal and academic strengths, interests, and goals.

Diversity-oriented training

Finally, advisers were asked to both describe any diversity-oriented training activities they had attended within the last two years and rate to what extent and how important diversity-oriented training was to them. Among respondents in the Gateway Center, a commonly mentioned diversity training activity was attending diversity-oriented events at All Advisers' Meetings such as Tom Brown's presentation on *Undoing Institutional Racism*. Mentioned with equal frequency were diversity-oriented training sessions and workshops such as MBTI and UW SAFE Zone training. Several respondents from the Gateway Center also reported attending unspecified diversity-oriented training sessions at regional and national conferences. Among respondents in the OMA, several advisers mentioned formal training activities such as MBTI workshops, training by UW Human Resources and Student Counseling Strategies, and biweekly Counselor Training sessions. In addition, several advisers had participated in diversity-oriented events, organizations, and activities such as the APIA Leadership Program, the Native American Programs, the Pacific Islander Health Alliance Program, the Latino Student Organization, and the Faculty and Staff of Color Conference. Respondents in the SAAS, reported participating in fewer diversity-oriented training activities than advisers in either the Gateway Center or the OMA.

In addressing the extent and importance of opportunities for diversity oriented training, there was some variation between advising centers. Among the 15 respondents from the Gateway Center, 80% reported having "Some" or "A Moderate Amount" of opportunities for diversity training, and 46% placed "A Lot" of importance on opportunities for diversity training. Among respondents from the OMA, 80% reported having "Some" or "A Moderate Amount" of opportunities for diversity training, and 80% also attributed "A Lot" of importance to diversity-oriented training. Finally, two out of three advisers in the SAAS reported "Some" opportunity for diversity oriented training and gave moderate ratings for the importance of diversity training.

Section summary

Taken together, there appears to be a fair amount of formal and informal training available to new advisers in all three advising centers. In addition, advisers seem very engaged and interested in on-going training and professional development activities. This enthusiasm for professional development and training was also echoed in later survey items: when asked to name two or three of the most important ways in which to improve advising, about 29% of the advisers mentioned increased opportunity for professional development. In short, it appears that advisers in the three advising centers take advantage of the professional development opportunities available to them, but also feel that these opportunities could be augmented.

Details of the Job: How Advisers Spend their Time

Advisers were asked to estimate the average number of one-on-one student visits they have per week. The calculated means of the estimated number of student visits by advising center are given in Figure 2. Please note that a few respondents provided an estimated range. In these cases, the mid-point of the ranges was used for calculating the mean.

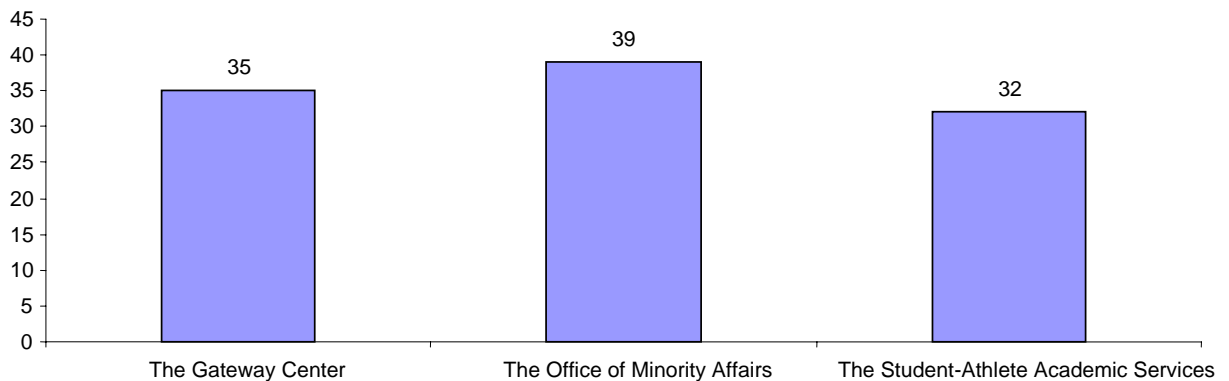


Figure 2. Mean number of student visits per week, by advising center

We wish to emphasize that the number of student visits is often hard to estimate as it fluctuates drastically depending on a range of factors such as time of quarter, time of year, etc. In addition, advisers may have different interpretations of what constitutes a “student visit,” which may also influence the estimates. Nonetheless, respondents reported fairly consistent numbers of student visits per week across all three advising centers (for a more comprehensive examination of student load, please see section on Student-Adviser Ratio and Student Load).

Modes of communication

In advising their students, respondents reported using very similar modes of communication. As indicated in Figure 3, most advising across all three advising centers is done “in-person” and on a one-on-one basis. E-mail is also used frequently.

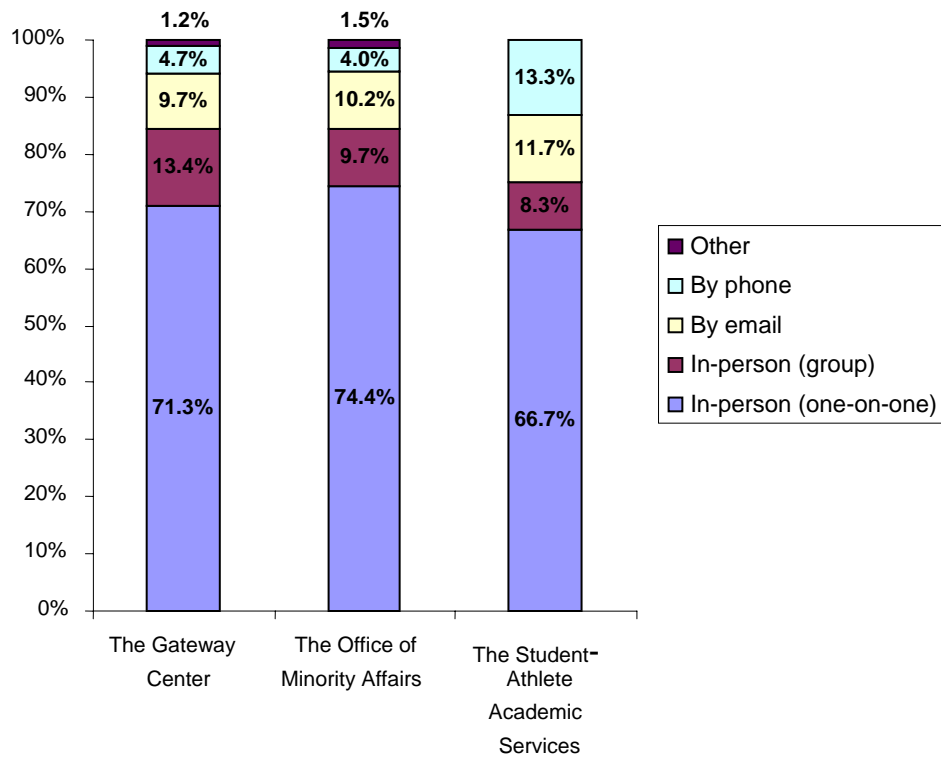


Figure 3. Percentage of time spent on various modes of communication, by advising center

In looking at this graph, it appears that advisers in SAAS spent less time than other advisers communicating in-person (one-on-one) with students. However, one of the three respondents from SAAS has a position that involves a relatively lower percentage of in-person (one-on-one) student visits; hence, this individual's response decreased the average percentage for this mode of communication.

Common topics in advising

In addressing the three topics on which advisers spent the most time when advising students, respondents from the OMA most often mentioned "Major/minor requirements" (5 individuals or 50% of the advisers surveyed), "Career options and planning" (5 individuals or 50% of the advisers surveyed), and "Student personal problems" (5 individuals or 50% of the advisers surveyed). Figure 4 shows the frequency with which respondents selected topics most commonly addressed in advising their students.

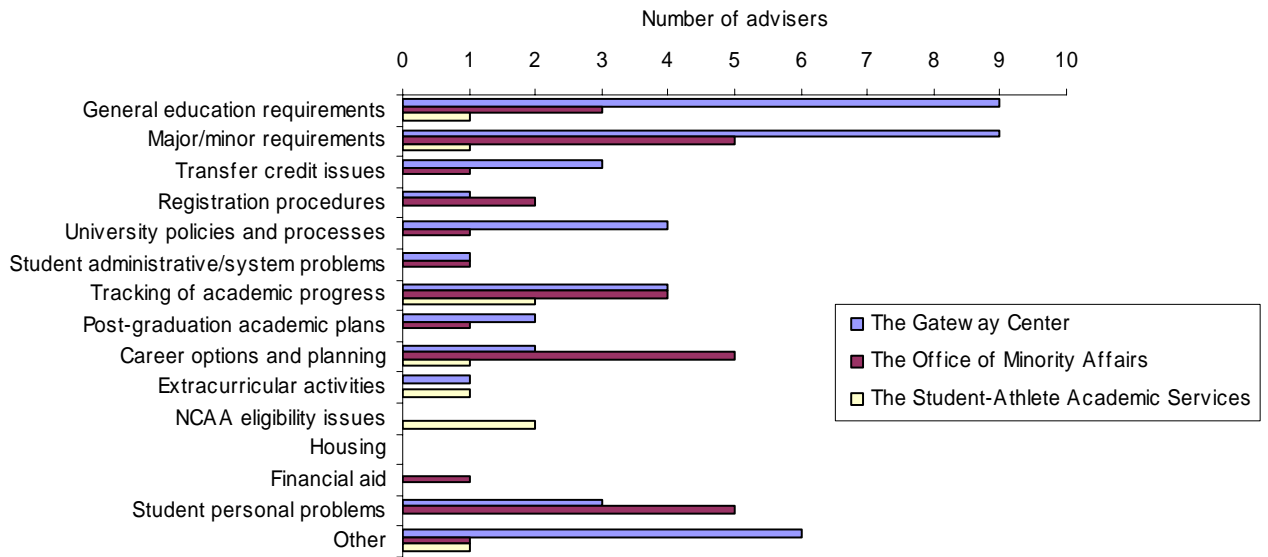


Figure 4. Topics on which advisers spend the most time on when advising students, by advising center

In marked difference, among the advisers from the Gateway Center, the most frequently reported topics were “General education requirements” (9 individuals or 60% of the advisers surveyed), “Major/minor requirements” (9 individuals or 60% of the advisers surveyed), “University policies and processes” (4 individuals or 26.6% of the advisers surveyed), and “Tracking of academic progress” (4 individuals or 26.6% of the advisers surveyed). Around 40% of the advisers surveyed from the Gateway Center selected “Other,” which often referred to topics such as helping students in their “exploration and preparation for entering a major,” “talking to students about resources available to them,” and guiding “students who are exploring their academic options.” Among advisers surveyed in the SAAS, there seemed to be no one topic absorbing most of their time. However, two out of three advisers selected “NCAA eligibility issues” and “Tracking of academic progress.”

Common activities in advising

In the next question, advisers were asked what additional non-advising activities they spent the most time doing. Figure 5 shows the frequency with which these activities were selected by respondents.

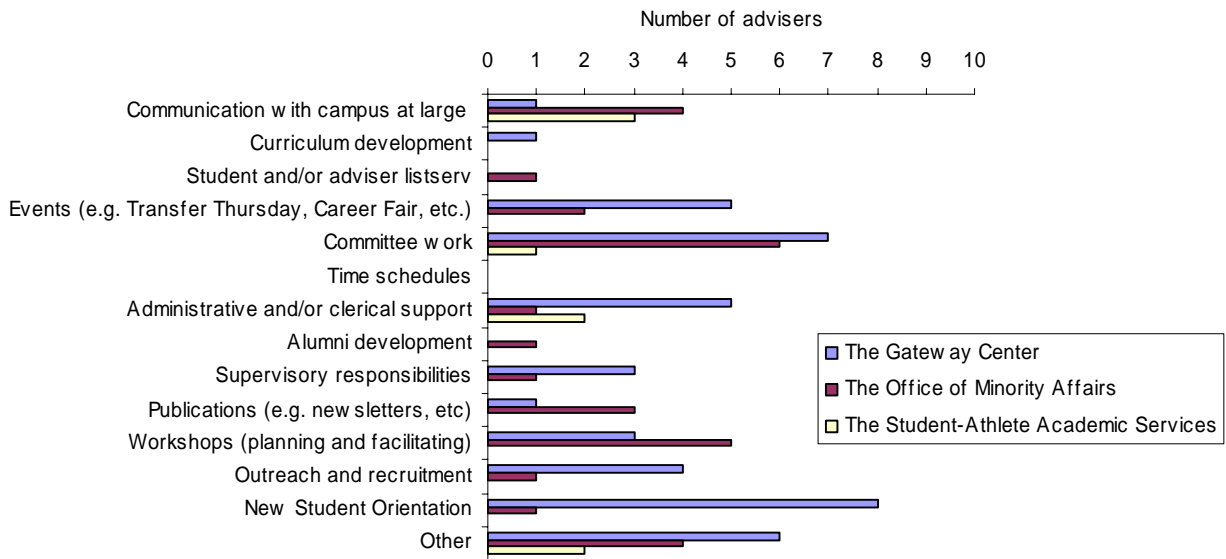


Figure 5. Other activities on which advisers spend the most time, by advising center

Among respondents from the Gateway Center, “New Student Orientation” was the most frequently selected activity, followed closely by “Committee work,” and the “Other” category, which included “training,” “meeting with departmental advisers,” and “program planning and development.” Activities such as “Events” and “Administrative and/or clerical support” were also mentioned frequently by advisers in the Gateway Center. In order of frequency, the three most commonly selected activities among respondents from the OMA were “Committee work,” “Workshops,” and “Communication with campus at large.” Also mentioned, but less frequent, were “Publications” and “Other” activities such as participating in “community events,” and the “OMA Mentor Program.” Respondents in SAAS spent the most time on “Communication with campus at large,” “Administrative and/or clerical support,” and “Other” activities such as “compiling and reporting NCAA compliance and eligibility issues.”

Allocation of advising time

Finally, advisers were asked to estimate the percentage of time they spent directly advising students compared to the time they spent on other activities. The results are shown in Figure 6.

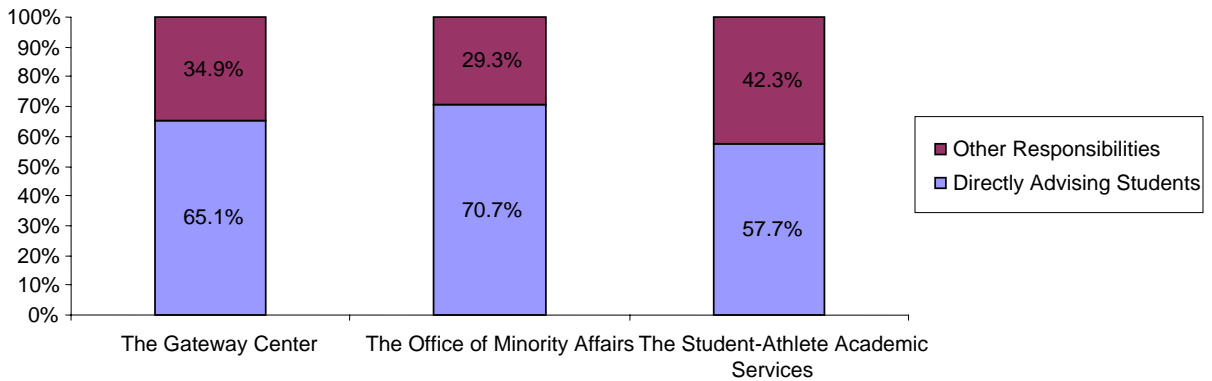


Figure 6. Percentage of time spent on directly advising students versus time spent on other activities, by advising center

One important observation from Figure 6 is the noticeable differences between the three advising centers in the time spent directly advising students. The advisers from OMA reported a significantly higher percentage of time spent directly advising students compared to that of the Gateway Center and the SAAS. Equally important, advisers appear to spend a significant amount of time on their additional responsibilities and activities - approximately 34% on average across the three advising centers.

Section summary

In summary, advisers across all three advising centers reported both fairly consistent modes of communication and estimates of student visits per week. Most student contact is on an individual basis (in-person or by e-mail). Although advisers from the OMA Counseling Center comparatively reported a somewhat higher number of student visits per week, they also reported spending a higher proportion of their time on directly advising students. Finally, in addition to advising students, advisers across all three advising centers are involved in a wide-range of activities not only within their advising center, but also campus-wide. These additional commitments constitute a sizable proportion (approximately 35% on average across the three advising centers) of their time.

Job Satisfaction

One set of questions on the survey was designed to assess advisers' satisfaction with their jobs and to collect information about what helps or hinders them in effectively advising students. For the most part, job satisfaction was reasonably high. When asked how often they found their job satisfying on a scale from 1 ("Rarely") to 4 ("Usually"), over 80% of the surveyed advisers responded "Usually." In fact, all but one respondent reported being satisfied "Often" or "Usually" with their advising responsibilities. These ratings indicate a high level of satisfaction among advisers in all three advising centers. Some respondents, in offering a brief explanation of their rating, commented on the satisfaction and sense of reward in helping students "discover their purpose," to reach "their highest potential," and

“to succeed in life.” Advisers in the OMA and SAAS emphasized the importance of forming long-term relationships with students. As one respondent explained,

In SAAS, we first meet with our students during recruiting visits, while they are seniors in high school and continue to work with them regularly through graduation. This enables us to develop a deep relationship with our student population that often continues even beyond graduation....

Advisers with less positive ratings chose not to comment on their responses.

Factors that help advisers in effectively advising students

Not surprisingly, a diverse range of features were identified by advisers as helping them in effectively providing academic advising. The most common categories are shown in Table 1. As with earlier items, the percentages represent the proportion of total survey participants (28).

Table 1. Categories of factors that help advisers in effectively providing advising

| Category of Response | Frequency | Percentage |
|--|------------------|-------------------|
| Advisers within advising centers | 12 | 42.9% |
| Advisers across campus | 9 | 32.1% |
| Adviser characteristics (e.g. self-motivation, etc.) | 8 | 28.6% |
| UW resources | 5 | 17.9% |
| Autonomy | 4 | 14.3% |
| Access to information | 4 | 14.3% |
| Respect/status | 4 | 14.3% |
| Administrators | 4 | 14.3% |

Among respondents in the Gateway Center, there seemed to be an emphasis on support from other academic advisers both within the Gateway Center and across campus. Common statements emphasized the importance of the “supportive staff” and “collective knowledge” found in the UW advising community. At a more general yet equally important level, respondents in the Gateway Center often mentioned both “efficient,” “quick,” and “easy” availability of “accurate information and sources of information” and “clear and timely communication on new policies and procedures” as important factors. This emphasis on communication was also expressed as appreciation for having “a clear sense of direction and value from the University.”

Among respondents in the OMA, other academic advisers both within and outside the OMA Counseling Center were most often mentioned as helpful. In marked similarity to the academic advisers in the Gateway Center, the importance of receiving “guidance and assistance” and sharing “knowledge, resources, and cooperation” were highlighted as important factors in effectively providing academic advising. In a related vein, OMA respondents also mentioned networking campus-wide with other academic advisers. Also

of importance were personal characteristics and abilities of the advisers themselves such as “self-motivation,” and “knowing rules and regulations.”

Respondents from the SAAS most frequently mentioned supportive “fellow staff” and advisers campus-wide, emphasizing in particular the advisers in the Gateway Center.

Factors that hinder advisers in effectively advising students

In addressing features that hinder the advisers in effectively providing academic advising, the most commonly cited factors across all three advising centers were issues revolving around the change and implementation of existing and new policies. Statements on this theme included “unclear and poorly defined policies,” “changes in policies without notification,” “implementation of policies without consultation of advisers,” and “inconsistencies in application of policies between departments and units.” The most frequent categories of responses are given in Table 2. The percentages represent the proportion of total survey participants (28).

Table 2. Categories of factors that hinder advisers in effectively providing advising

| Category of Response | Frequency | Percentage |
|--|------------------|-------------------|
| Change and implementation of policies | 6 | 21.4% |
| Lack of time | 4 | 14.3% |
| Lack of access to key courses | 4 | 14.3% |
| Lack of access to competitive majors | 3 | 10.7% |
| Complexity of departmental graduation requirements | 3 | 10.7% |
| Lack of involvement with campus activities | 3 | 10.7% |
| Communication issues | 3 | 10.7% |

Another commonly cited factor was the lack of access to key courses for incoming students such as courses in English composition and course sequences in Mathematics, Biology, and Chemistry.

Among respondents from the Gateway Center, lack of time was also mentioned fairly frequently as a hindrance for providing effective academic advising. On a similar note, several advisers in the OMA felt that lack of involvement in campus activities posed an obstacle. Finally, there was some mention by advisers in both the Gateway Center and the OMA of difficult or poor communication as an impeding factor. As one respondent commented, “communication is very difficult at this University.” This concern regarding communication was echoed in responses to other survey items.

Section summary

Taken together, the above findings suggest reasonably high job satisfaction among advisers in advising centers at UW. When asked about the factors that help the most in providing academic advising, respondents overwhelmingly cited other advisers both within

their advising center and campus-wide. Web-based UW resources and easy and efficient access to information were also mentioned. The most commonly cited impeding factor was the change and implementation of policies. More specifically, advisers felt that policy changes and implementation take place without their consultation and with little prior notification. Two related factors that were mentioned less frequently were lack of student access to key courses and lack of access to competitive majors. According to respondents, these factors tend to limit students in exploring their academic interests and lead to students being uncertain about entering particular majors. Finally, advisers mentioned lack of time and difficult communication as factors impeding advisers in effectively providing academic advising.

Evaluation and Recognition of Advising

A set of questions in the survey were centered on the extent of evaluation and recognition of advising within the three advising centers. Some respondents mentioned ways in which their work is rewarded and evaluated while others indicated that there are no such mechanisms within their advising center. The variance in these responses may, at least in part, stem from differences in opinion about what constitutes formal evaluation and recognition of advising.

Evaluation in advising centers

The advisers were first asked how often and in what way advising is evaluated in their respective units. In general, across all three advising centers, advisers reported very little formal, on-going and structured evaluation of the processes, structures, and activities of the three advising centers. Most often, advisers reported evaluations, in any form, as being “infrequent,” “seldom,” or “not with any formal regularity.” According to respondents in the OMA, current evaluation involves a combination of “a good deal of informal conversation and fairly frequent meetings” and “evaluations with the Director.” Among advisers in the Gateway Center, the focus of formal evaluations tended to be on specific programs and performance evaluations of individual advisers. As one respondent remarked, “. . . some workshops are also evaluated, but I don’t believe we have a mechanism for on-going and systematic evaluation.” A few advisers from the Gateway Center also mentioned informal feedback such as daily student comments. One respondent from the SAAS mentioned that exit surveys, containing items on academic services, are conducted each year for graduating student-athletes, but added that advisers had no input on the development of the survey and were rarely informed of the results.

Advisers were asked later in the survey to rate the extent and importance of student feedback on a four-point scale from 1 (“Not at All”) to 4 (“A Lot”). In line with the above findings, advisers in all three advising centers tended to rate the extent of information on student satisfaction as being fairly low – averaging 2.4 (a little higher than “Some”) across all three advising centers. In addition, advisers in all three units placed relatively high importance on such information. In fact, the number of respondents placing “A Lot” of

importance on student feedback constituted 60% of the advisers surveyed in the Gateway Center, 80% of the advisers surveyed in the OMA, and 100% of the advisers surveyed in SAAS.

According to the respondents across all three advising centers, there appears to be no systematic, formal recognition of excellence in advising within any of the advising centers. However, one respondent in the Gateway Center mentioned an in-office “Kudos Box” for “voluntary notes of thanks or praise for individuals in the office that are read at staff meetings.” In addition, several advisers mentioned the daily recognition from students, as one respondent from the OMA commented “I measure my success as an advisor based on student feedback.” On a similar note, an adviser in the Gateway Center stated, “I think it is, although perhaps we don’t acknowledge as much as we should those who, day in and day out, make themselves available to students.” Finally, advisers mentioned other formal recognition awards that are either campus-wide or not directly oriented towards excellence in advising such as the “Annual Gateway Awards,” “The OMA Annual Awards,” and the “Advisor of the Year Award from APAC.” When asked to rate on a four-point scale from 1 (“Not at All”) to 4 (“A Lot”) the extent and importance of respect from others on campus, advisers across all three advising centers gave moderately positive ratings averaging 2.9 (just less than “A Moderate Amount”) and 3.5 (approaching “A Lot”), respectively. The relatively higher ratings on the importance of respect could suggest an unmet need for increased recognition.

Section summary

Taken together, these findings suggest that there is a lack of systematic and on-going evaluation of advising goals, processes, practices, and outcomes of the Gateway Center, the OMA, and the SAAS. Equally important, there is a noticeable gap between the extent of information on student feedback and the importance placed on the availability of such information by advisers across all three advising centers. This could suggest a need for a systematized way of gathering student feedback and communicating it back to the advisers. Finally, there is a sizable gap in the ratings of the *extent* and the *importance* of respect, which may indicate a need for increased recognition of advisers.

Communication Among Advisers

In addressing the theme of communication between advisers campus-wide, participants were asked several questions about different aspects of their communication. Respondents were first asked to rate on a scale from 1 (“Not at All”) to 4 (“A Lot”) the extent and importance of their conversations with other academic counselors and advisers and the extent and importance of receiving information on advising related matters. Next, advisers were asked to describe the coordination of information between themselves and other specified advising units on a scale from 1 (“Poor”) to 3 (“Excellent”).

Communication across advising units

Participants from all three advising centers gave slightly positive ratings to both the extent and importance of communication with other academic advisers. Advisers seemed content with their extent of conversation with other advisers and attributed great importance to this communication. As shown in Figures 7 and 8, advisers rated the extent of information available to them on advising related matters as around "A Moderate Amount," and the importance of this information as relatively high.

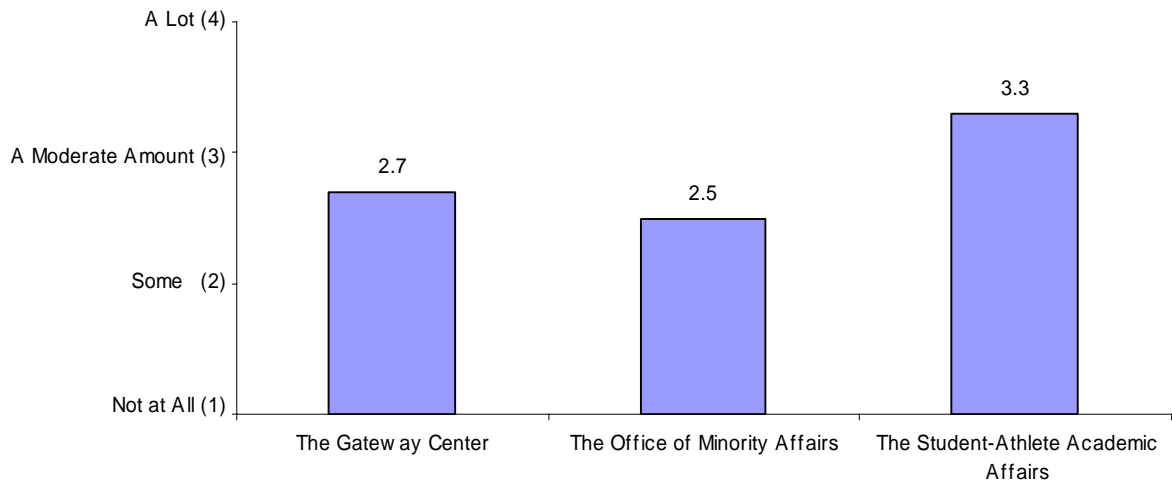


Figure 7. Mean ratings of *extent* of information on advising related matters by advising unit

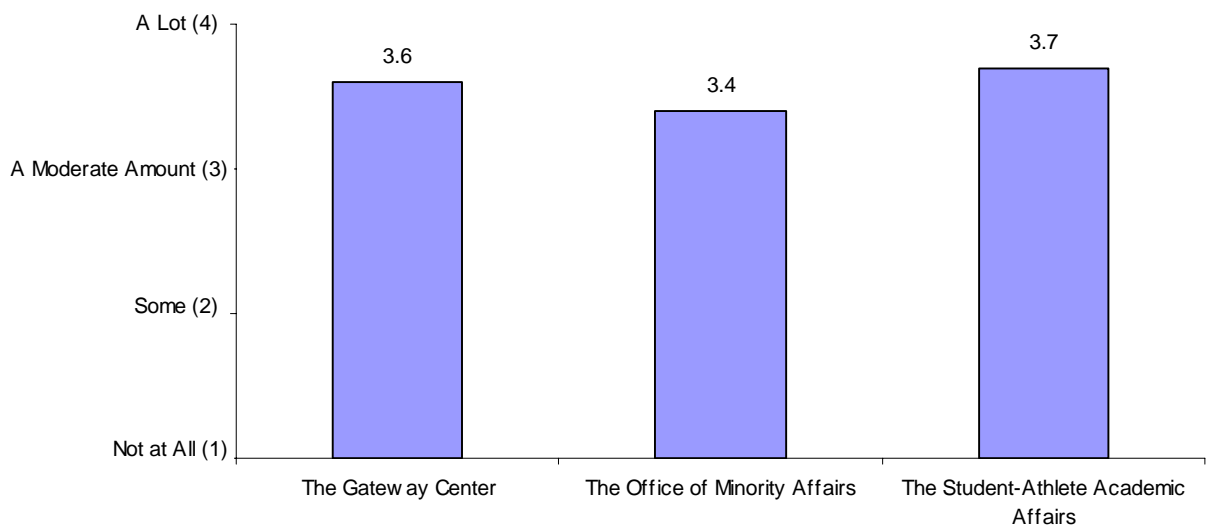


Figure 8. Mean ratings of *importance* of information on advising related matters by advising unit

In further advancing this theme of communication, respondents were then asked to rate the extent of contact between themselves and advisers in other specified advising units. The mean of these ratings are given in Figures 9-11.

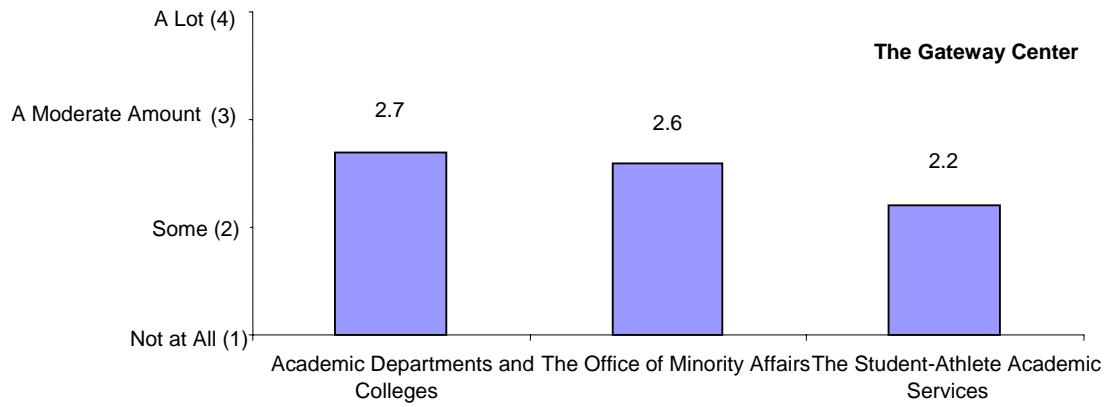


Figure 9. Mean ratings by Gateway Center advisers on extent of contact with ...

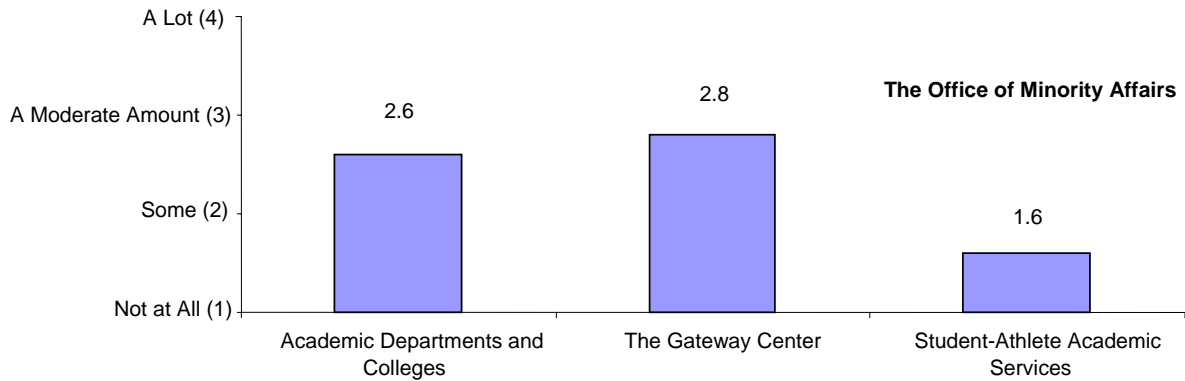


Figure 10. Mean ratings by OMA advisers on extent of contact with ...

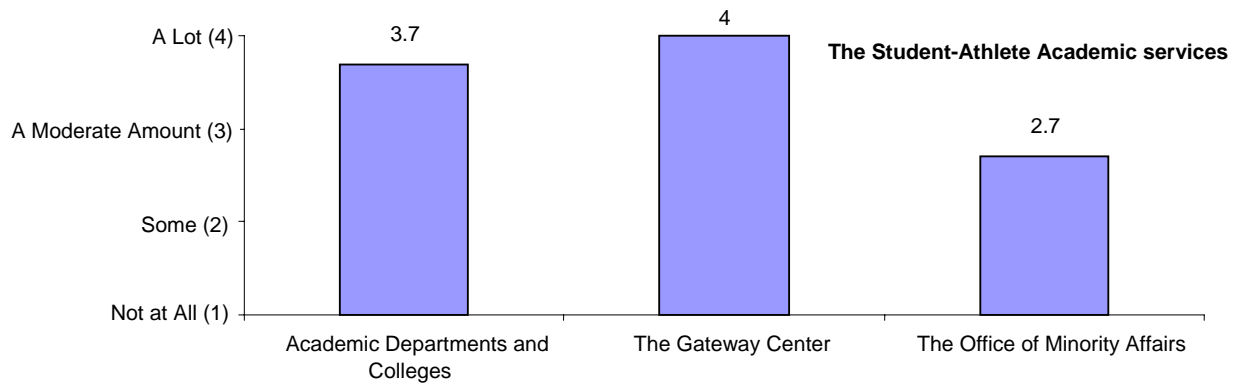


Figure 11. Mean ratings by SAAS advisers on extent of contact with ...

Two patterns emerge in these ratings. First, advisers both in the Gateway Center and the OMA, collectively, rated the extent of contact with each other and other academic departments as relatively high compared to their level of contact with the SAAS.

Second, the advisers surveyed in SAAS gave much higher ratings on average compared to those of the other two advising units, but rated the extent of contact with the OMA as their lowest. Advisers were then asked to rate the coordination of information between themselves and advisers in the other units as either "Poor," "Good," or "Excellent." As with earlier items, answer categories were converted into numerical values, which were then summarized as means. The results are given in Figures 12-14.

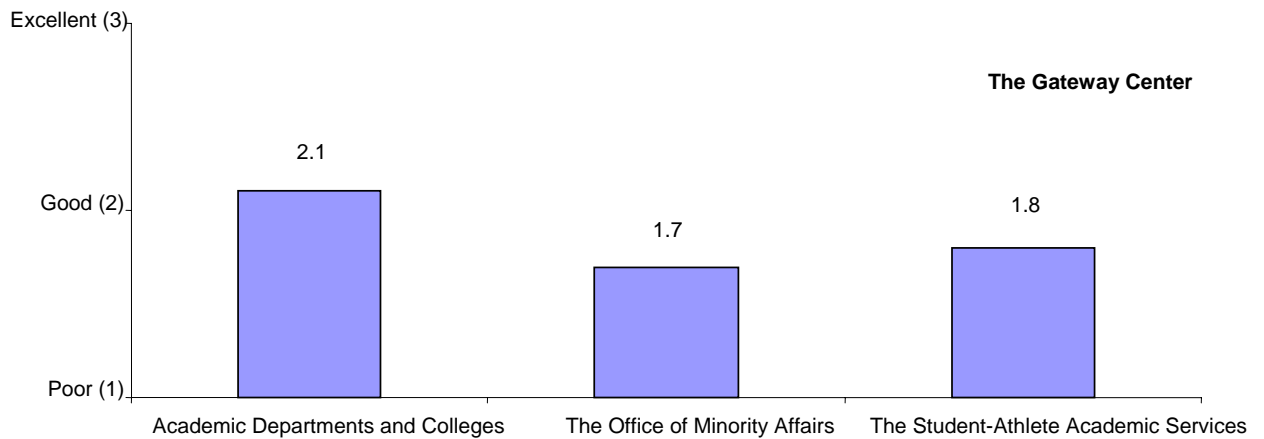


Figure 12. Mean ratings by Gateway Center advisers on coordination of information with ...

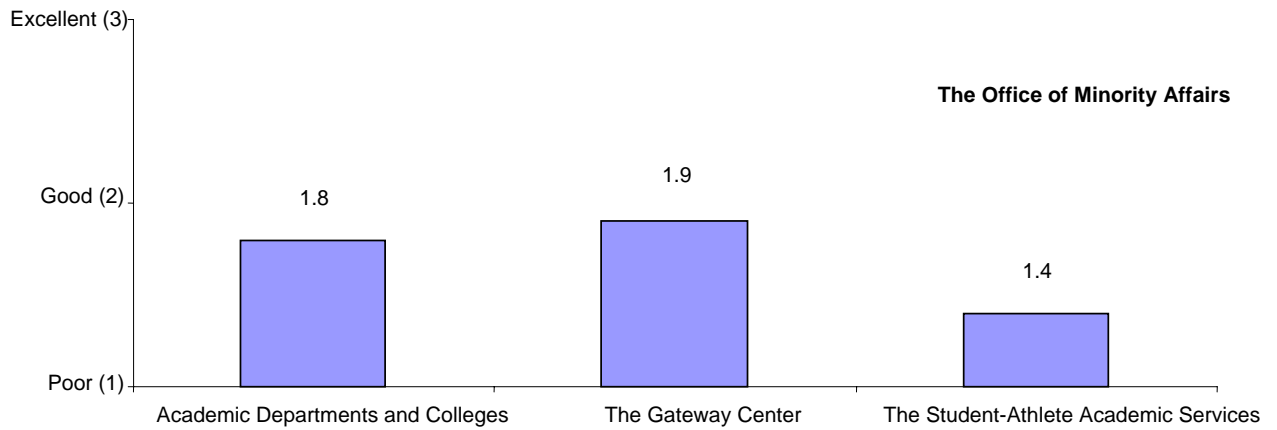


Figure 13. Mean ratings by OMA advisers on coordination of information with ...

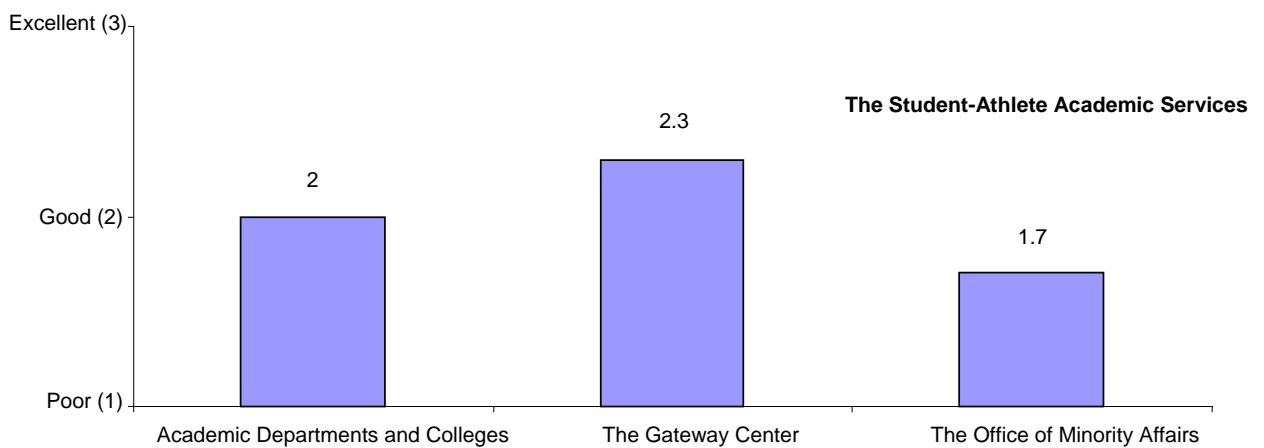


Figure 14. Mean ratings by SAAS advisers on coordination of information with ...

Respondents in the Gateway Center gave their lowest rating on the coordination of information between themselves and the OMA. Further, advisers in the Gateway Center tended to give their highest ratings for the coordination of information between themselves and the academic departments and colleges. Conversely, the advisers surveyed in the OMA collectively gave the highest ratings for the coordination of information between themselves and the advisers in the Gateway Center; their lowest ratings were for coordination with SAAS. However, 50% of the respondents from the OMA refrained from rating the coordination of information between themselves and the SAAS. Respondents from the SAAS gave their highest, positive rating on the coordination of information between themselves and the Gateway Center, and rated the coordination of information with departments and colleges as "Good." Overall, respondents across the three advising centers tended to rate the coordination of information between themselves and the other advising units as less than "Good."

In commenting on their ratings, several advisers from both the Gateway Center and the OMA remarked that coordination could be improved. As one adviser stated, "There's always room for improvement. I think there should be an on-going opportunity to meet

with Advisers across campus to educate the cadre about changes in policy, rules and procedures.”

Communication among advisers and administrators

Advisers were also asked to rate on a scale from 1 (“Not at All”) to 4 (“A Lot”) the extent and importance of access to the administrators of their advising unit and the extent and importance of their participation in decision-making within their advising units. As with earlier items, the means of these ratings were calculated for each advising center. The results are given in Figure 15 and Figure 16.

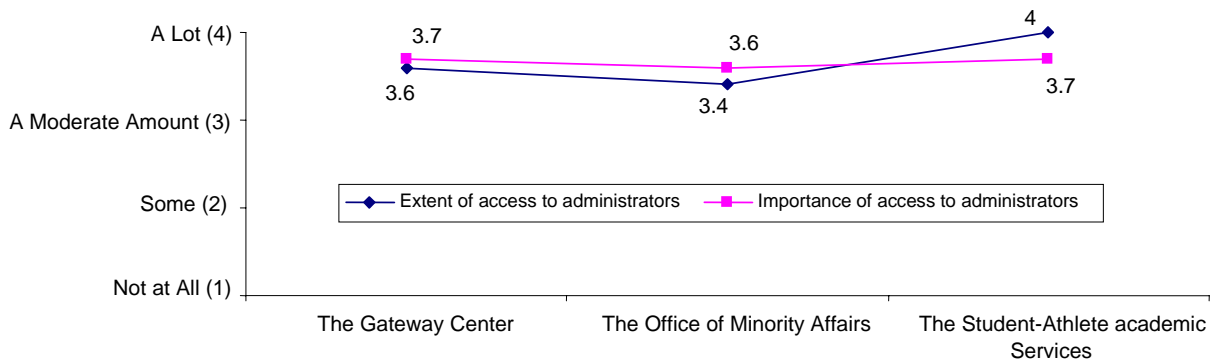


Figure 15. The calculated mean ratings on the extent and importance of access to administrators, by advising unit

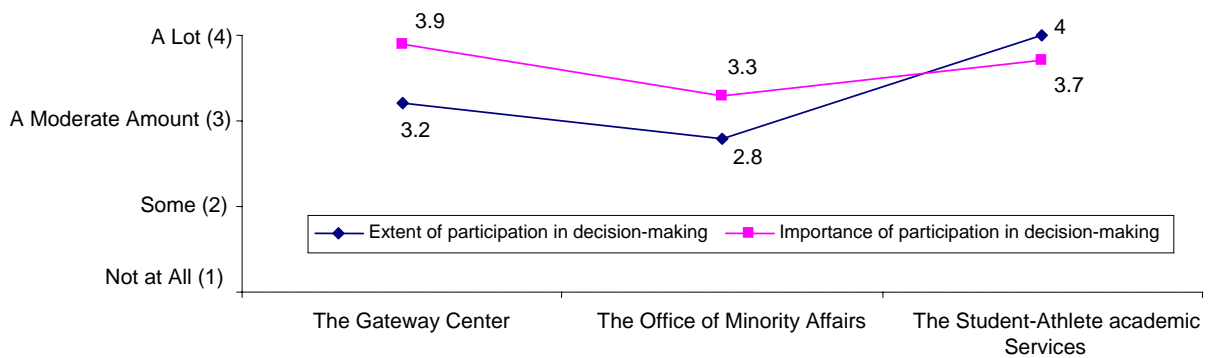


Figure 16. The calculated mean ratings on the extent and importance of participation in decision-making, by advising unit

As can be seen, respondents from the OMA gave lower ratings on these items compared with both advisers from the Gateway Center and the SAAS.

Finally, advisers were asked whether there were any formal mechanisms within their unit, at the academic department/college level, or at the university level to provide input on

academic policies and procedures. The percentages, shown in Table 3, represent the proportion of total survey participants within each advising center.

Table 3. Relative frequencies of responses on question about formal mechanisms for input, by advising unit

| | Formal mechanism for input | Don't Know | Yes | No |
|--|-----------------------------------|-------------------|------------|-----------|
| The Gateway Center (15 respondents) | Within unit | 20.0% | 73.3% | 6.7% |
| | Department/college level | 26.7% | 60.0% | 13.3% |
| | University level | 26.7% | 53.3% | 20.0% |
| The OMA (10 respondents) | Within unit | 20.0% | 70.0% | 10.0% |
| | Department/college level | 20.0% | 50.0% | 30.0% |
| | University level | 20.0% | 40.0% | 40.0% |
| SAAS (3 respondents) | Within unit | .0% | 100.0% | .0% |
| | Department/college level | .0% | 66.7% | 33.3% |
| | University level | .0% | 66.7% | 33.3% |

One interesting finding is that a larger proportion of respondents in the Gateway Center reported formal mechanisms at both the department/college level (60.0%) and at the University level (53.3%) compared to respondents in the OMA where 50.0% reported formal mechanisms at the department/college level and 40.0% at the University level. Approximately one-fifth (20.0%) of respondents in both the Gateway Center and the OMA indicated that they did not know of any formal mechanisms within their own unit to provide input on academic policies and procedures.

Section summary

In summary, respondents appear content at a very general level with the extent of their conversation with other advisers campus-wide. The advisers surveyed also attributed great importance to these conversations. Even so, when asked to describe the extent of contact with *specific* advising units, respondents indicated having less contact with some units than others. In evaluating the coordination of information and services between themselves and other advising units, respondents tended to describe their coordination with other advising units as less than “Good.” Several respondents, in commenting on their ratings also mentioned that communication could be improved. Interestingly, advisers revisited the topic of communication in a later survey item. When asked to list the two or three most important things to change about academic advising at UW, the most frequently mentioned theme was that of improving communication.

In addressing communication with administrators, the advisers surveyed not only felt that they had good access to the administrators of their advising centers, but also had opportunities to participate in decision-making within their units. Respondents placed relatively high importance on this involvement. Although a strong majority of the advisers reported having formal mechanism within their advising units to provide input on

academic policies and procedures, one-fifth of the respondents in the Gateway Center and the OMA did not know of any such mechanisms.

How Academic Advising Can Be Improved

Advisers expressed a myriad of often overlapping and constructive ways in which to improve academic advising. The most dominating theme of these suggestions was improving communication across the advising community. For the most part, emphasis was placed on creating more systematized and structured communication contact points and pathways between academic advisers campus-wide. Respondents suggested increased “activities and opportunities to work together with other advisers,” “strengthening lines of communication,” and “ways to track conversations with students (online notes).” Some advisers expressed the need for establishing better communication lines with students not only to convey “to students what advising is, and what it can do for them,” but also “to find out how students experience advising” and to “have access to and benefit from student feedback.”

Another consistent theme across all three advising centers was the expressed need for increased opportunities for professional development and training.

Among academic counselors in both the Gateway Center and the OMA, the topic of increased compensation and better recognition of academic advisers was also mentioned. In addition, and also across all three advising units, advisers expressed a need for enlarging the advising staff.

Finally, academic advisers provided several suggestions for additional advising services that would improve academic advising at UW. These included:

- Online/email advising options for students;
- Outreach to every student;
- Better tools to help students explore skills, interests, majors, and careers;
- A grievance procedure for students who feel they have not received appropriate advice.

THE GATEWAY CENTER ADVISERS - INTERVIEWS

The Office of Educational Assessment (OEA) conducted individual interviews with five advisers at the Gateway Center. Some of these participants had worked at UW for several years while others were relatively new to their jobs. Advisers were asked similar questions regarding the structure and practice of advising at the Gateway Center and across campus, the role of advising on campus, and the issues that they believed need attention. During each session, an OEA staff member took notes. In addition, each interview was audio-taped and transcribed. Notes and transcripts were analyzed inductively to identify themes that emerged in each interview, as well as those that recurred across the interviews. This section of the report summarizes findings from these interviews.

The Gateway Center Work Environment

For the most part, the Gateway Center advisers interviewed indicated that they enjoyed being at the “hub” of UW advising. They pointed out that having a collegial environment where advisers have the opportunity to work together and consult one another is an important component of the culture at the Gateway Center. These advisers also emphasized that being hired at the same status, working together, yet having distinct projects and areas of expertise keep the job interesting and support collegiality. As one adviser stated,

That structure, I think, is unique and a really good structure for an office like this partially because you know that you have people who understand your work, its trials and its tribulations. That rule of collegiality and mutual support is really apparent here....

One adviser pointed out that having peer advisers and graduate staff assistants at the Gateway Center helps manage the high number of students using the center. In addition, according to this interviewee, the peer advisers relate well to students and help them feel more comfortable coming into the center. The added support that the peer advisers and graduate students provide allows Gateway advisers to be involved in many different activities on campus, as well as manage the range of responsibilities they currently have.

The Gateway advisers interviewed generally thought that the current director has improved the overall culture and climate of the center by increasing the diversity of staff, creating a more collaborative environment, and improving data collection processes. In addition, the interviewees said that advisers are encouraged and supported in their efforts to “think out of the box” and that this environment better allows them to meet the needs of students.

The advisers interviewed did have some areas of concern about the Gateway Center. Several noted that the physical layout of the space creates an unwelcoming environment for students. Several of the interviewees believed that the front space especially needs redesign to allow for more private space and to make it more welcoming. As an example, one person commented that at the least, the computers should not be between advisers

and students. Several advisers also suggested that the Gateway Center is not visible enough to the undergraduate population, though efforts such as advising in the residential halls are being made to improve this. The low level of visibility was believed to contribute to students' lack of understanding regarding advising services. The interviewees thought that increased marketing and public relations efforts would help increase the visibility of the center and in turn help students understand what advising is and how they might benefit from it. One adviser suggested that the Gateway Center needs to have a "pretty significant web presence" and that the web site should be attractive to students and help them understand the benefits of coming in to see the Gateway advisers.

Another area of concern was diversity. Advisers acknowledged that the Gateway Center was at one time perceived as unwelcoming to students of color. Those interviewed believed that progress had been made in making the Gateway Center feel more welcoming to students. For example, the Gateway advising staff is now more diverse and more concerned about diversity issues. However, the advisers who were interviewed also indicated that more could be done. For example, they suggested that improving the physical space would help all students, but especially students of color, feel more welcomed. Although the interviewees noted that interaction with students and staff of color helped them better understand students' experiences and needs, they also suggested introducing more comprehensive diversity training. For one adviser, learning about diversity was primarily obtained through talking with advisers of color about their experiences.

Challenges to Advising

In addition to the specific issues mentioned above, the advisers we interviewed also identified several areas of cross-campus challenges including communication gaps, different organizational cultures, inconsistency, difficulty reaching students who self advise, competitiveness of majors, and availability of courses.

Communication gaps

Several of the advisers thought that insufficient communication and weak cross-unit relationships contribute to a lack of understanding of other programs and services across advising units and departments. Advisers also suggested that insufficient communication contributes to an inefficient and untimely flow of information regarding policy and procedural changes. Factors mentioned that contribute to the insufficient level of communication included:

- The physical separation of the advising units, which makes it difficult to stay in connection and communication;
- The advisers who function as the sole adviser in their departments, who may find it difficult to get away and participate in existing collaboration or community-building opportunities, such as workshops and trainings, hosted outside their departments;

- The different schedules and cycles experienced by different advising units across the UW community (i.e., when one advising unit has down time, another may be in their busiest time of year), which make it difficult to take advantage of community-building opportunities;
- The different degrees of motivation to strengthen the relationships within the advising community. In this regard, some advisers suggested that graduate student advisers and faculty advisers have different work priorities than professional advisers and that some long-time advisers may be somewhat complacent in their jobs and lack initiative for being more involved; and
- The insufficient opportunities for communicating both formally and informally. Advisers interviewed believed that the twice yearly All Advisers Meetings and APAC brown bag luncheons were helpful but insufficient for communication needs.

In addition to these lateral communication issues, advisers remarked on insufficient communication from administration regarding new policies. Advisers commented that because it is advisers who must articulate new policies to students, it might be beneficial to have advisers involved in policy-making.

Different organizational cultures

Several advisers noted that variations in organizational cultures (i.e. differences in leadership styles, philosophies, and populations) pose challenges for the advising community. Noted in particular regard to these challenges were differences between the OMA and the Gateway Center. These differences, exacerbated by a historical rift that was alluded to but not discussed, appear to contribute to misunderstandings around the following three issues:

- *Who can and should advise EOP students.* Gateway advisers expressed the belief that students should be able to see as many advisers as they choose. However, several of those interviewed had the impression that the OMA does not want Gateway advisers “treading on their turf” and advising “their students.”
- *Scheduling orientation programs to meet the needs of both units.* One Gateway adviser noted the difficulty in scheduling orientation due to the different needs (e.g. timing) of the two units.
- *Different leadership styles between the two units that contribute to the perception of dissimilar levels of professional autonomy for advisers.* Specifically, several Gateway advisers noted that though the advisers in both units “have equal roles and equal jobs”, the OMA advisers do not seem to have “equal authority to act autonomously.”

Adviser suggestions for improving communication and mitigating differences among units

- Advisers noted that “face to face” interactions with other advisers are most memorable and meaningful for building relationships. They commented that being able to connect a name to a face helps them feel more comfortable calling on each

other for assistance in helping students. Many commented on the importance of having opportunities for informal connections to establish relationships within the advising community.

- Additionally, these advisers noted that a more formalized structure for communication and collaboration would also help increase interactions amongst advisers. Several specific ideas mentioned include:
 - A mentoring program for smaller departments that could help departmental advisers feel more connected.
 - Job shadowing between advisers in different advising units that could help them better understand each other's programs, procedures, and units.
- Although the interviewees felt supported and encouraged within their unit, several suggested that there is a "gap" in support for the advising community as a whole, but especially for departmental advisers. One possible explanation was that this gap stems from an extension and change in the role of the Director of Advising; a change that resulted in less visible support from university level leadership for departmental advisers. Several advisers suggested that a "go-to" person is needed to help cultivate relationships between departments and units. Another adviser added that the advising community needs someone who is focused on the "long-view" of the state of advising at the university.

Advisers interviewed recognized that the relatively newly formed Undergraduate Advising Council is an effort to meet some of these needs; however, several advisers suggested that having one individual, preferably with an advising background, might be a better model. Another suggested that perhaps some of the senior advisers at the Gateway Center could coordinate efforts to better work with and support departmental advisers.

- Advisers interviewed suggested providing better recognition and reward for the work of departmental advisers who wear many hats in addition to advising students.
- Finally, advisers also commented that because they work directly with students and are the ones that have to implement many academic policies, including advisers in policy development would decrease feelings of exclusion and help ensure that the best interests of students are considered.

Inconsistency

The advisers interviewed discussed two aspects related to inconsistency across advising units; inconsistency of information and inconsistency in treatments of students.

Participants pointed out that although misinformation or inconsistent information occurs across all units and "everybody makes mistakes" there are some units that are consistently identified by students as giving out inaccurate information. Advisers interviewed also commented that the structure of UW advising, the students themselves, and the advisers all contribute to this problem.

One structural explanation advisers provided for this inconsistency is the fact that the UW is a very large institution with a huge amount of ever-changing policies and procedures. Advisers commented that effective management of this information would improve consistency of information across advising units.

Advisers also suggested that students may contribute to the inconsistency themselves, in that the way students ask questions as well as whom they ask affects the answers they receive. When students ask their questions differently of different advisers, or ask an advising-related question of someone who is not an adviser (e.g., the “person at the front desk”) they are likely to get inconsistent answers. Advisers also pointed out that when students don’t receive the answer they want to hear from an adviser, they may perceive it as inconsistent or wrong information.

The Gateway advisers also acknowledged that advisers themselves sometimes provide inconsistent information. They attributed this to not getting information on changes in policies and procedures from assigned liaisons in a timely manner.

Some advisers commented that an issue that may be more common for students than inconsistent information is inconsistency in the way they are treated. The Gateway advisers said they hear students complain about the varying degree of helpfulness and friendliness amongst advisers in different departments. This could be attributed to different adviser personalities and styles across the University. However, advisers interviewed noted that some units are mentioned more often than others as being consistently unfriendly and unwelcoming, but those interviewed refrained from identifying these units.

Adviser suggestions for improving inconsistency

- Advisers noted that a more formalized structure for sharing information, such as workshops and presentations, would help them process and manage information more effectively.
- Advisers also believed that hiring an information management specialist to work with advisers on developing an advising website would help them access and manage information more easily. This in turn would help improve the accuracy of the information they provide, reducing inconsistencies.
- Advisers also suggested that a more comprehensive, and perhaps required, training program would help improve the level of communication and collaboration amongst advisers, as well as decrease inconsistencies in information and treatment of students. Including departments in the development and delivery of the training program would help ensure that department specific advising issues are addressed.
- Finally, advisers suggested that when hiring new advisers, the hiring team should promote consistent treatment of students by making sure that the new hire has a genuine desire to help students through their academic careers.

Reaching students who self advise

All Gateway advisers interviewed agreed that some students self advise, and even though there are some students who are capable of doing so, all students can benefit in some way from seeing an adviser. The advisers mentioned that one of the main reasons that students self advise is because they fail to understand the value of advising, whether it is learning about a new opportunity such as study abroad or undergraduate research, or developing a more strategic academic plan.

Gateway advisers suggested increased outreach and public relations to students about the value of advising, which might reduce the number of students who self advise. Advisers also believed that getting students connected to departments sooner would help them better identify an appropriate contact person. A few advisers suggested mandatory advising, but acknowledged that it would be difficult to implement at an institution the size of the UW, especially on a quarterly basis.

Some advisers also suggested getting faculty more involved in the advising process. It is important to note that advisers were not suggesting that faculty actually participate in formal advising, but that faculty might use their influence in the classroom to help students make curricular connections across classes, and to encourage them to utilize advising services. As one adviser stated, "When something happens in the classroom it reaches a level of importance that is very different than coming in to see [an adviser]."

Adviser suggestions for reaching students who self advise

- Restructure orientation to reduce information overload for students and include a component that articulates how advising can help students through their academic career.
- Improve the advising website for students.

Competitiveness of majors and availability of courses

Several Gateway advisers believed that the increasing competitiveness of majors is a concern not only for students, but also for advisers. They noted that advisers' jobs would be easier if there were "more viable majors that you did not have to 'walk on water' to enter." They went on to comment on a general lack of understanding, and some surprise by students and parents that some majors that were once relatively easy to enter are now competitive (e.g. Communication). Related to this issue, an adviser also suggested that it would be helpful to students if departments adjusted their admissions' timelines so that students would know sooner in the year whether they are admitted to the program; this would allow them more time to plan a different strategy should they not be accepted. Another adviser believed that the lack of availability of a number of prerequisite classes for non-majors affects students' ability to meet their requirements in a timely manner which can in turn affect their efforts to get into competitive programs.

Adviser suggestion on competitive majors and course availability

- Allow students to declare majors earlier in their academic career. This would help them feel better connected to the university system and to their departments.

Effectiveness of Advising for Students

The Gateway advisers interviewed believed that advising services work well for most students at UW but that the university needs to be more effective at creating a welcoming and supportive environment. Those we interviewed believed that the UW needs to be “more intentional in our interactions” with first year students, including both freshmen and transfers, and that some populations are in particular need of more assistance. Those specifically mentioned included first generation students (of all backgrounds), recent immigrants, those admitted who are academically marginal, and those whose parents’ aspirations do not match the student’s skills and abilities.

The interviewees asserted that the UW advising structure is complex and causes confusion for many students; in particular, students do not know where they should go for advising (Gateway? OMA? Departments?) or why they should even seek advising services. Participants suggested that efforts need to be made to help students become more aware of the assistance and support they can receive from advising and to help them understand what the different advising units can do for them.

The advisers believed that one of the primary keys to helping students feel welcomed and supported is to get them connected early-on with someone who can provide them with guidance and direction either in an advising center or in a department or college. Some believed that it does not matter where this connection is made as long as students have one. One adviser commented: “The critical part is that they need to make one connection with one person – regardless of where that is. Then they can trust that person to send them off. Finding all those resources on your own is really difficult.”

Other interviewees said that they would like to see students connected to an academic home (i.e. be able to declare a major) much earlier in their careers at UW. These advisers acknowledged that there are benefits to having time to explore, and that students frequently change their minds. However, according to these advisers, the benefits of being connected to a department outweigh these considerations.

THE OMA COUNSELING CENTER ADVISERS - INTERVIEWS

The Office of Educational Assessment (OEA) conducted individual interviews with five advisers in three programs at the Office of Minority Affairs (OMA): the OMA Counseling Center; The EIP/McNair Program; and the Student Support Services. Some of these participants had worked at UW for several years while others were relatively new to their jobs. Interviews included questions about the structure and practice of advising in their programs and about the issues that advisers believed need attention. OEA researchers took detailed notes during the interviews in addition to audio taping and transcribing most of them (one interviewee preferred not to be audio-taped). Notes and transcripts were analyzed inductively to identify themes that emerged in each interview as well as those across the interviews.

The OMA Work Environment

The advisers we interviewed spoke of their work environment in terms of “family” and “community.” In addition, they agreed that their primary focus was on advising students.

Family and community

The advisers interviewed explained that the relationship between advisers in the OMA Counseling Center and the students they serve in the Educational Opportunity Program (EOP) tends to be more like a family relationship than a traditional academic adviser/student relationship. They also noted that helping EOP students with their academic needs is just one aspect of the holistic support they provide. As one adviser stated, “It is not just basically academics. We see the students as a whole, because we feel like if the student is going to succeed at this university you definitely have to be involved in other aspects of the student’s life.” This extended involvement ranges from helping students obtain services, such as financial aid or counseling, to discussing personal problems and attending events and activities in which EOP students are involved. One adviser noted that the 45 to 60 minute appointments that are the norm for EOP students are essential for providing these students with the individual support they need and seem to want. As the adviser went on to explain, OMA advisers hear “over and over from the students...that they really appreciate the time that we take with them.”

The advisers interviewed also mentioned that the family approach to student support means that OMA advisers tend to have on-going relationships with their students that often extend well beyond the students’ years at the University of Washington. The OMA advisers commented that they both support and build on these relationships by being involved in their minority communities both on and off campus. This creates a “synergy between OMA and [their] communities” that is a critical aspect of OMA’s work.

Advisers noted that this relatively extensive student and community involvement quite often means the work of OMA advisers extends into evenings and weekends.

Advising first

As one would expect from the findings above, advisers reported that their first priority is directly serving students. Everything else (e.g. programs, committee work, etc.) generally comes second. They explained that in order to prioritize advising activities, their schedules are generally managed by administration. Two advisers commented on this scheduling arrangement. While both supported the concept of the student coming first, one expressed some frustration with having to “squeeze” or “carve in” time for other responsibilities, such as involvement with programs or doing outreach work. The other adviser seemed to feel that the scheduling structure is just “part of our job” – that “we need to do this and it is because...we support our students in so many different ways.”

Communication and Interactions with the Advising Community

In general the advisers believed that they have sufficient connections with other advisers on campus. They discussed their participation in cross-campus committees, advising workshops and related classes, All Advisers' Meetings, and various other kinds of activities. Several commented that the relationships established during these activities and built over time have been important in helping them feel comfortable picking up the phone and calling other advisers around campus whenever they need help.

One adviser noted that technology has decreased the need for and level of face-to-face communication with other advisers, asserting that the web answers many questions and the rest can be filled in with emails and phone calls. Two of the advisers did express interest in having more opportunities for advisers to interact and learn from each other. They said this would be beneficial for such things as learning about each other's programs and about how advising is done in different units. One suggested that having a fall event for advising and other staff that connects services across campus and provides an opportunity to meet people in departments, programs, and services would be helpful.

A specific communication problem mentioned by one adviser was having information on policy changes shared in a timely manner. The adviser noted that there are “channels” (i.e. liaisons) that information is supposed to come through but that “it seems like it is always falling through the cracks” and is consequently “a day late and a dollar short.” She felt that the sheer size of the university as well as the volume of information that advisers deal with contributes to this problem. Another contributing factor, mentioned by advisers, is that information often goes to the OMA administration before being disseminated to advisers, rather than being shared directly liaison to liaison.

Challenges to Advising

Besides the communication issues mentioned above, OMA advisers discussed several other challenges to advising at UW.

Inconsistency of information

Advisers reported that they hear complaints from students about receiving inconsistent information. A variety of factors were mentioned that may contribute to this problem including:

- Students shopping around for answers they want and/or asking their questions in a variety of ways;
- Different articulation of policies by different advising units;
- Lack of understanding of general education requirements by departmental advisers; and
- Different approaches to advising by different advising units. One adviser stated that OMA's holistic approach, which builds on students' individual academic strategies, may be in contrast to other advisers across campus, who may have a "get through the requirements" approach.

One adviser suggested that another contributing factor to inconsistency may be the more limited amount of time that advisers at the Gateway Center and in the departments can spend with students (because of the high numbers of students with whom they work). This adviser believed that the 45-60 minute sessions they provide at OMA helped them reach the "core issue" of what a student is really asking. Another adviser thought that the limited availability of advisers (again because of the high numbers of students) is of greater concern than inconsistency itself.

Reasons behind self advising

The OMA advisers we interviewed noted several reasons why students might self advise, including:

- They don't want to be told what to do;
- They don't understand all the choices available to them;
- They think advisers are impersonal; and
- They are more self-sufficient and have less dependency on advisers than they used to (partly a result of technology).

Increased workload and responsibilities

One adviser noted that the workload in general has increased over the years, commenting that "...there is no slack period anymore" between quarters. The "gaps" have been filled in with more students, more information, more reports, on-going projects, and communication. Another noted that responsibilities have been added but that resources have not been increased to support them.

Suggestions for Improvement

OMA advisers made two suggestions for improving advising at the UW that were not noted elsewhere in this report:

- More support for department advisers, especially those in smaller units. The interviewees said that the one-person departments have no internal (advising) support, that advisers in those departments often have to do administrative work in addition to their advising duties, and that these advisers have a hard time getting away to participate in other activities.
- More focus on the availability and value of advising for students at orientation as a means of reducing the number of students who self advise.

Effectiveness of Advising Services for Students

Overall the OMA advisers we interviewed believed that UW is doing a fairly good job of supporting students, but that the university as a whole, not just advising, needs to create a more welcoming environment for all students. One adviser reported that students find some units to be particularly unfriendly and unhelpful. Another stated that students need to feel that advisers (as well as other staff) are seeing them as individuals rather than part of the masses. As she put it, instead of students feeling that advisers are “looking at you as a *number*,” it should be “I’m looking at *you*.” Two advisers said that the university should connect students to an adviser from day one. This would help build the more individualized relationships that they believe that students want, and it would help them get through “this maze of education.” One of the advisers also said that this early connection would help reduce confusion for many students about where they are supposed to go and who they are supposed to see for advising.

One adviser said that she believes under-represented minority students still feel marginalized and isolated. She also felt that in comparison to the past more people on campus are now trying to learn about diversity issues and how they can improve the campus climate. Another adviser said that there are not enough under-represented students on campus (noting that students still come in saying they are the only “brown” face in their classes), and that the administration should take diversity into account. This adviser also noted that the Gateway Center has made significant improvement in diversifying its staff but that the high student-to-adviser ratio is still a factor that leads some students to feel that it is not a friendly place.

Two advisers mentioned that having OMA more centrally located on campus might be beneficial in helping OMA students feel more included in the University as a whole. As one adviser commented, there is “something psychologically odd” about OMA being off campus. Conversely, a couple of advisers mentioned that it is very functional having OMA located with the other student services that are available in Schmitz Hall.

THE SAAS ADVISERS - GROUP INTERVIEW

The Office of Educational Assessment (OEA) conducted a group interview with advisers from the Student-Athlete Academic Services (SAAS). The interview involved questions about the structure and practice of advising in SAAS and about the issues that they believed need attention. OEA researchers took detailed notes during the session. In addition, the interview was audio-taped and transcribed. The resulting transcription and notes were analyzed inductively to identify themes that emerged during the interview.

The Structure of Student-Athlete Academic Advising

Participants in the SAAS adviser group interview said that there are three FTE advisers for 650 students in 23 different sports, a group of students characterized by one participant as “the least academically prepared students on campus.” In addition, academic coordinators, some of whom also serve as advisers, are attached to each team and coordinate the work of 80 tutors who attend classes with the student-athletes and work with them on assignments outside of class.

The Work: A Single Focus

Advisers in the SAAS meet with students in their senior year of high school and continue to advise them in their first two years at the University of Washington (UW). After that, student-athletes are encouraged to work with departmental advisers, but many of them continue to seek out advisers from the SAAS. Advisers in SAAS interact with other advisers campus-wide on questions or issues about applying to majors, requirements, and academic planning.

SAAS advisers mentioned that while student-athletes are encouraged to attend New Student Orientation, as well as a Bridge program for athletes entering in Fall quarter, they also have extensive phone contact with SAAS advising before they arrive at UW.

Advisers in the SAAS assist with sports psychology, helping student-athletes with transitioning to college, career planning, and personal development. The staff also tries to maintain connections with career planning over time, but the closeness of these connections has varied. The UW Center for Career Services (CCS) workshops are held at times that student-athletes often cannot attend. Finally, these advisers work to develop workshops on study skills and note taking for student-athletes.

The advisers agreed that their main job is to know processes, policies, and rules, particularly the National Collegiate Athletics Association (NCAA) rules and regulations, so that they can keep students informed. The SAAS advisers felt that the structure of the SAAS is effective because it allows them to track all 650 students, getting to know each one, and giving each one time and attention. One adviser pointed out that this structure was particularly beneficial for under-represented students. Another noted that faculty

advisers for athletes would not be a good idea, because they could not keep up with the policies and rules necessary for doing the job well.

Improving Advising at UW

The SAAS advisers had the following suggestions for how advising can be improved at the UW.

Improve communication with departmental advisers

SAAS advisers felt that connections between their work and that of other advising units could be better. They noted, for example, that some departmental advisers are not welcoming enough in their approach with student-athletes. Further, they said that sometimes departmental advisers stereotype student-athletes as not very smart, a problem they felt student-athletes face in general at the UW. In addition, some advisers expressed that departmental advisers seem unaware, or fail to take into account, the demanding game, practice, and travel schedules of the student-athletes.

The interviewees also suggested that advisers in the departments have to balance their time between the needs of the students and the needs of the faculty, with the needs of faculty often taking precedence. Their comments did not imply that departmental advisers do not consider serving students as a major priority, but rather they are confronted by the needs of faculty members who see their needs as top priority.

Increase Gateway Center staffing

Although the SAAS advisers felt that the structure of the Gateway Center works well and that their interaction with Gateway advisers is good, they nonetheless mentioned that more staffing is needed at the Gateway Center.

Simplify requirements

SAAS advisers also reported that advising on campus is fairly effective, but that curricular requirements are becoming increasingly complex and difficult to navigate. They suggested that simplifying requirements might move students through departmental curricula more efficiently. Furthermore, they noted that sometimes there are “unwritten rules” in departmental admissions that cause problems when advising students who are applying to competitive majors.

SAAS Advisers and Diversity

Most advisers felt capable of working with diverse student populations, but they also thought that training on diversity issues might have been useful when they first started as academic advisers at SAAS.

Effectiveness in Meeting Students' Needs

Advisers in the SAAS group interview agreed that the current advising structure at the UW is a good system for a school of this size. They did not feel the University has a campus-wide set of goals for advising: what may be the goal or priority for one adviser may not be the same for another. For example, one adviser's goal might be to get students into a major that will lead to a career, while another might think the most important thing is for students to find value in their majors.

Advisers in the SAAS mentioned that student-athletes have special issues and needs that all advisers must be aware of when working with them. These included:

- The negative stereotypes surrounding student-athletes.
- The demanding game, practice, and travel schedules of student-athletes.
- The lack of access to majors, which is a problem for all students and student-athletes in particular.
- The increasing complexity of rules regarding admissions and requirements for majors that often makes it more difficult for students, and student-athletes in particular, to reach graduation in a timely manner.
- The NCAA guidelines that student-athletes must be in compliance with in order to practice and compete in their respective sports.

DEPARTMENTAL CENSUS

Sixty-five departments participated in the departmental census. As indicated in Figure 17, the departments surveyed represented a wide variety of the University of Washington's colleges and sub-colleges. In respect to number of undergraduates registered as majors, departments ranged in size from 2 to 1650 undergraduate majors, with a median of 127 registered undergraduate majors. The number of full-time advisers per department ranged from .05 FTE to 7.1 FTE with a median of 1.0 FTE adviser per department.

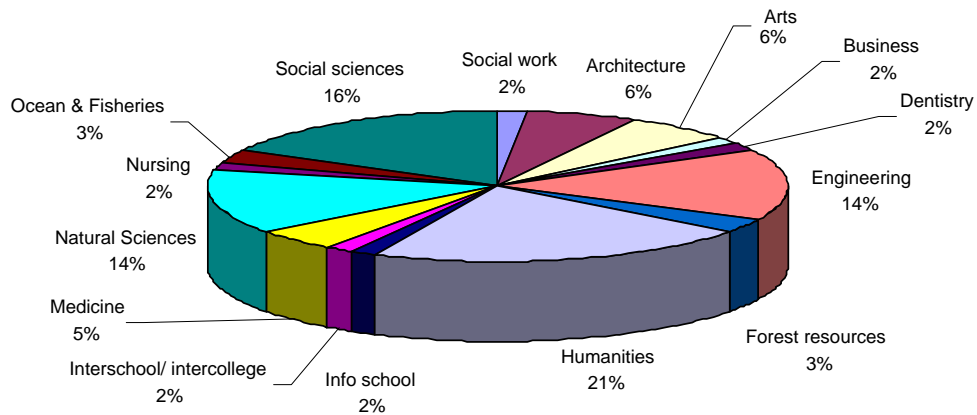


Figure 17. Survey respondents represented a wide variety of colleges and sub-colleges

The number of students registered as majors and the number of adviser FTE's per department were well correlated ($r = .81$; $p < .001$). Figure 18 illustrates the distribution of department size in this census. The ratio of undergraduate students (registered as majors) per adviser FTE ranged from 2 majors per 1 FTE position to 750 per 1 FTE with a median of 193 undergraduate students (registered as majors) per 1 FTE adviser. At the college or sub-college level, the variability is lower, with the ratio of majors per adviser FTE ranging from 40 in one college, up to 323 in another.

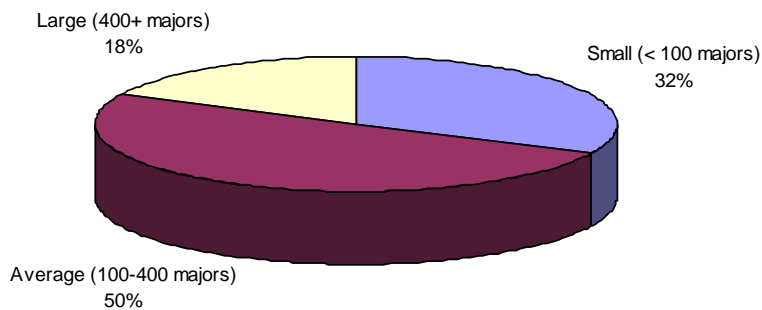


Figure 18. Distribution of departments participating in the departmental census, by size

Who Does Advising in the Departments

When asked who does the formal undergraduate advising in their department, several general types of departmental advising positions were described.

- Most of the departments (92%) have some kind of staff position to provide or support advising services.
 - Staff position(s) dedicated to advising (part-time or full-time) (43%)
 - Staff position(s) with advising as one of the duties (46%)
- Some departments have graduate student or other peer advisers (part-time) (14%).
- Some departments have faculty advisers (30%).
- 30% offer more than one source for advising services, for example, a staff person and a graduate student or faculty member.

These positions were combined in variety of configurations.

- The majority of departments mentioned staff advisers only (57%); very few mentioned graduate students only (3%) or faculty only (8%).
- Some departments have staff advisers and faculty advisers (19%).
 - Sometimes staff advise on one type of issue; faculty on another
 - Sometimes faculty advise majors and staff advise pre-majors
 - Sometimes the staff person provides support to a faculty member who performs primary advising duties
- Some departments have staff advisers and graduate student advisers (8%).
- Two departments (3%) have faculty, staff and graduate student advisers.
- None of the departments have both faculty and graduate student advisers without a staff position also involved in advising. It may be that supervision of graduate students in an advising capacity is seen as an appropriate task for staff, but perhaps not for faculty.

Characteristics of Departmental Advising

Size and configuration

- Departments with professional advisers (staff advisers whose sole responsibility is advising) have more undergraduate students than departments without professional advisers (386 versus 144 students, respectively).
- Departments with faculty providing advising services tend to have fewer undergraduate students than departments without faculty advising (115 versus 297 students, respectively).

Characteristics of smaller departments

The following are characteristics of smaller departments (less than 100 undergraduates)

- Small and average size departments are somewhat more likely to employ a variety of advising configurations (44% of the smaller departments use a variety of advising configurations, compared with 27% of the larger departments).
- Small and average departments are more likely to use faculty advisers (45% of the smaller departments, compared with 27% of the average departments and 9% of the larger departments—See Figure 19).

Characteristics of larger departments (those with more than 400 majors)

- Large departments have higher student-adviser ratios, 357 students per adviser, compared with 186 students per adviser in the small departments.
- Larger departments have more adviser FTEs, averaging 2.8 FTE positions awarded advising per department compared with 1 FTE in the average-sized departments and .6 FTE in the smaller departments.
- Larger departments are more likely to have professional advisers (82% of the largest departments versus 43% of the average-sized departments and 15% of the smaller departments employ professional advisers).
- All of the large departments have staff advisers, compared with 93% of the average-size departments, and 80% of the smaller departments (see Figure 19).

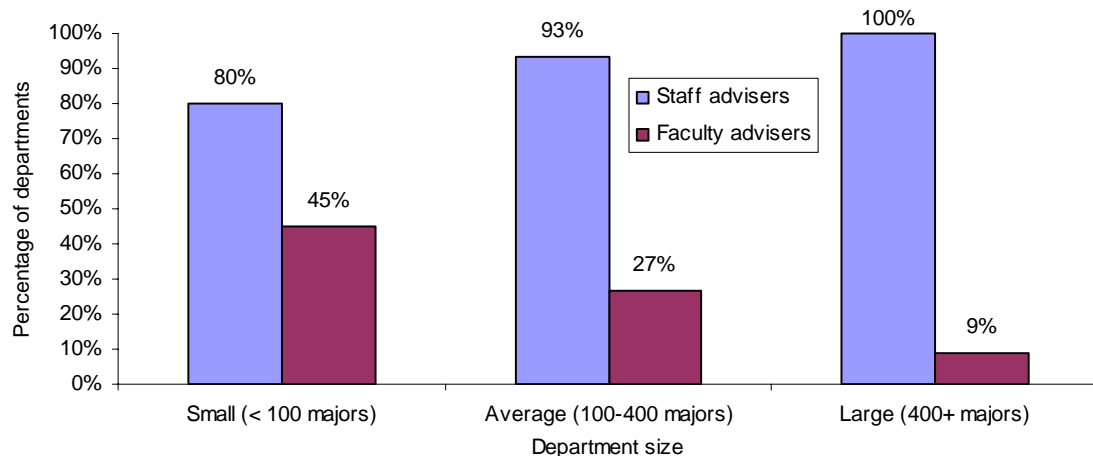


Figure 19. The relative frequency of staff advisers and faculty advisers, by department size.

Percentage of Students Seeing Departmental Advisers

Not all the informants were able to provide estimates of the percentage of students who see advisers. Informants broke the question into two questions: what percentage of their majors sees an adviser at any point during their education (answered by 57 informants)

and what percentage uses the advisers regularly (answered by 41). Responses to the first question ranged from 25% of the majors for one department, to 100% for 36 (55%) of the departments (median estimate=90%). Answers to the second question ranged from 10% to 100% of their students, with a median of 50%. Interestingly, these estimates were unrelated to department size, number of advising FTEs or student load per adviser FTE.

Requirements to See Departmental Advisers

Informants in 74% of the departments said that their majors are required to seek academic advising at some time in their academic careers. Figure 20 (based on all departments surveyed, including those with no reported requirements) shows that about half of the departments surveyed (52%) require students to see an adviser to declare a major (25% of the smaller departments, 61% of the average sized departments and 82% of the larger departments). Almost as many (46%) said majors need to see an adviser to apply to graduate. More of the larger departments and those with more adviser FTEs require their majors to apply to graduate (35% of the smaller departments; 48% of the average-sized departments and 73% of the larger departments). Fewer departments mentioned other types of required contact, such as monitoring or planning academic progress, including special senior projects and creating a study plan. Some informants mentioned that their departments require regularly scheduled meetings between advisers and majors, such as quarterly meetings, or meetings every Spring quarter to plan for the upcoming year. Some programs required students to seek advising at specific milestones, such as orientation, senior exit or junior year planning.

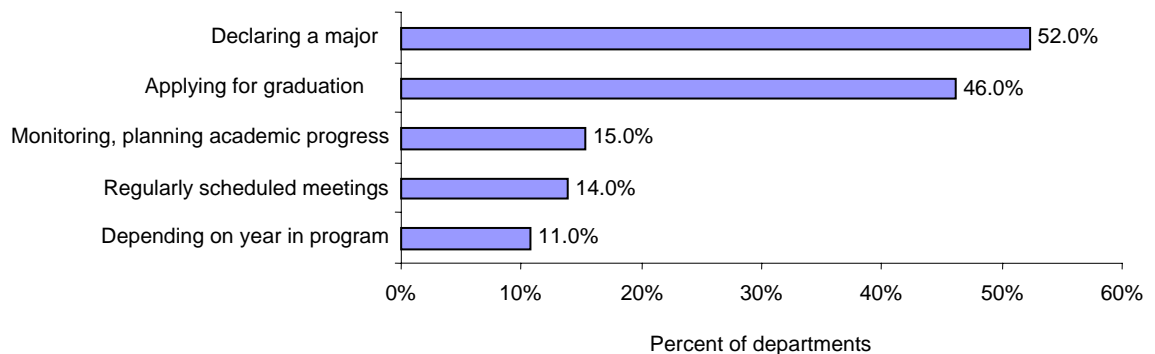


Figure 20. Relative frequency of departments' advising requirements for majors

Informants mentioned up to four advising requirements, a number that increases both with the size of the department (number of declared majors) and the number of adviser FTEs. Fewer of the departments that use faculty advisers require students to seek advising during their academic careers. (82% of the departments that do not use faculty advisers require students to seek advising, compared to 58% of the departments that do use faculty advisers.) Other configurations of departmental advising seemed unrelated to advising requirements, whether or not the department employs staff or graduate student advisers and whether or not advising is an adviser's sole function.

Summary

- Larger departments tend to place more requirements on their majors for seeking advising, especially to declare a major (about half of the departments overall) or to apply to graduate (also about half of the departments). These departments have more advising FTEs and are more likely to have staff who are wholly dedicated to advising. These departments are also somewhat less likely to employ a variety of advising strategies, perhaps suggesting the development of an “advising system” in these departments.
- Nearly all of the departments (92%) have a staff position responsible for some or all of the advising; 59% of the departments use only staff to perform official advising functions.
- About 30% of the departments use a faculty adviser, rarely as the sole advising resource, often for certain types of advising or certain groups of students. In general, whether a department uses faculty as official advisers seems to be related to the load this would place on the faculty members: smaller departments are more likely to use faculty advisers, as are departments with fewer advising requirements of their majors.
- Use of graduate students as advisers seems unrelated to any of the factors examined in this census.
- Some departments require majors to seek advising at various times in their academic careers, some require regular, ongoing consultation with a departmental adviser to plan or monitor academic progress, others require meetings to prepare for special events associated with progress toward degree, such as initial orientation or a senior capstone project.

THE DEPARTMENTAL ADVISERS - SURVEY

Participant Information

A total of 63 departmental advisers completed the survey. The first set of questions on the survey asked individuals to list their department. Figure 21 shows the proportion of general disciplines represented in the survey.

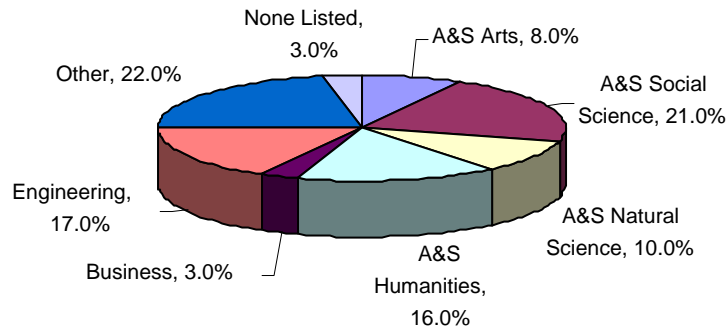


Figure 21. Percentage of colleges or disciplines represented in the survey

Using information from the departmental census, the departments were categorized according to their size. Figure 22 shows the proportion of small, average, and large departments represented. For a certain number of departments, size information was not available. In addition, several advisers answered this question by listing their college, not their department. These categories are also represented in the Figure.

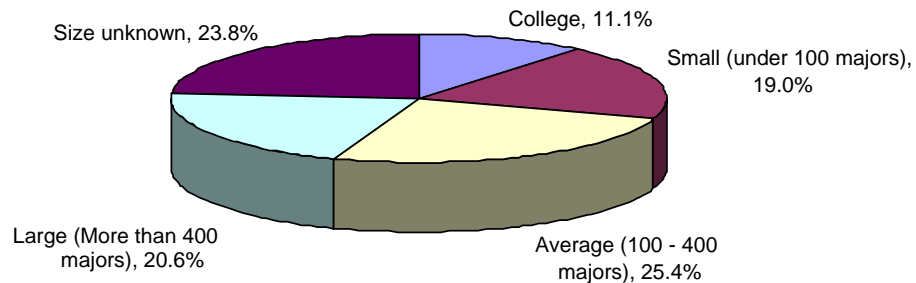


Figure 22. Size of departments represented in survey

In the second question, participants listed their title. These were coded according to six different categories. Figure 23 shows the proportion of different types of titles respondents listed.

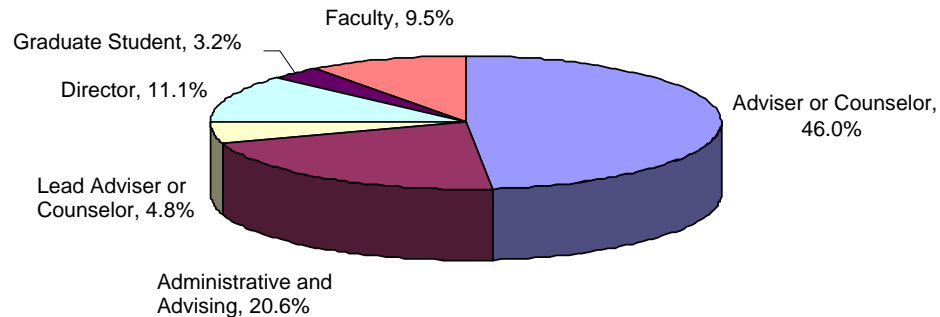


Figure 23. Proportions of different types of titles listed

Note that almost half of the participants were entirely dedicated to advising and a substantial proportion (20.6%) listed job titles, such as program coordinator, that involve both administrative and advising duties. Similarly, several individuals listed “Director” in their title, such as Director of Student Services; these individuals also have both advising and administrative responsibilities. Approximately one in ten survey participants were faculty advisers (one was a department chair and one was an adviser/lecturer).

The next two questions asked individuals to state how long they had worked in advising in general and how long they had held their current position. Figure 24 summarizes the data from these two questions. As an example, of the seven advisers who had worked 8-10 years in advising, three of them had worked 8-10 years in their current position, another three had worked 4–7 years in their current position, and one adviser had worked 1-3 years in his or her current position.

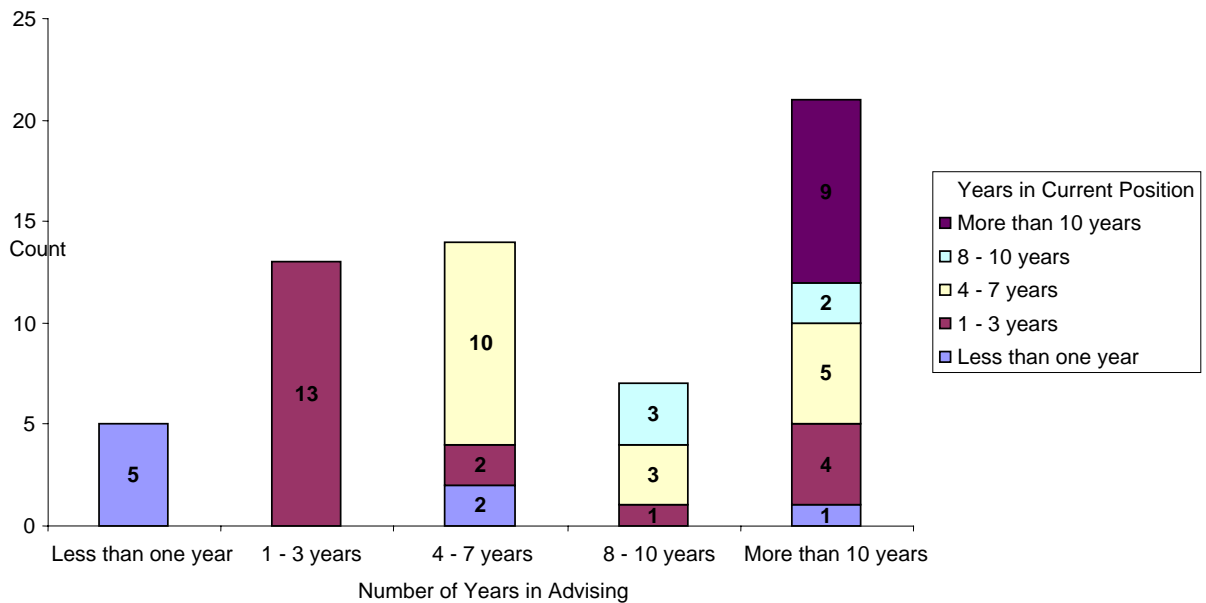


Figure 24. Number of advisers by years worked in advising and years worked in current position

One notable finding here is that one-third (21 of 63) of the surveyed departmental advisers have been working in advising for more than 10 years. The Figure also shows that there has not been a great deal of job changes for these advisers. Less than one-quarter of veteran advisers (those who had been in advising for 8 or more years) have been in their current position less than three years (6 of 28 or 21.4%). Overall, most departmental advisers (43 of 63, or 68.3%) had been in their current position as long as they had been in advising.

Finally, participants were asked if they work full-time (1.0 FTE) as an academic adviser. Almost two thirds (60.3%) indicated that this was the case. In a follow-up question, participants who worked less than full-time as an adviser were asked to indicate what percentage of their time was spent on academic advising. At total of 22 individuals (34.9%) responded to this question. Of these, ten said that 50% of their time was spent on advising, nine said that less than 50% was spent on advising, and three said they worked on advising more than 50% of the time.

Adviser Background and Training

To gauge the background of departmental advisers, respondents were asked to indicate how they had become academic advisers. Table 4 shows the categories of their responses, along with frequency and percentages (note that percentages do not sum to 100 because individuals gave multiple responses).

Table 4. How participants became academic advisers

| Category of Response | Frequency | Percentage |
|---|-----------|------------|
| Moved from another UW Position | 34 | 54.0% |
| Degree in education, wanted to be an adviser | 16 | 25.4% |
| Served as adviser at another institution | 7 | 11.1% |
| Degree in departmental discipline | 7 | 11.1% |
| Assigned by chair or other administrator | 6 | 9.5% |
| Held a non-advising position that involved some advising duties | 6 | 9.5% |
| Filled in for someone, then made permanent | 6 | 9.5% |
| Taught at a community college or in K - 12 | 5 | 7.9% |
| Currently have another job title | 4 | 6.3% |
| Graduate degree in another discipline | 3 | 4.8% |
| Degree or background in mental health | 2 | 3.2% |
| Other | 4 | 6.3% |

One important thing to note is that over half of the departmental advisers surveyed moved into their positions from other UW appointments. Most of these individuals came from advising-related offices, such as the Office of Admissions, the Office of the Registrar, or the Carlson Center, but a handful started as part-time lecturers or in non-advising positions. Six individuals said they started in a position that did not technically involve advising but, in reality, included advising responsibilities.

Another important point to note is that one quarter of these departmental advisers indicated possessing a degree in education. Many of these advisers noted that the advising position was very much in line with their career plans or that they had always wanted to be an adviser and received their degree in order to become one.

Adviser training

The following open-ended question asked participants to describe the training they received when they first became an adviser at the UW. Table 5 summarizes participants' responses according to certain major categories (None, Informal, Formal) and sub-categories. Note that percentages within each major category and across all categories do not sum to 100 because individuals listed multiple types of training.

Table 5. Type of training advisers received when they first started as an adviser at the UW

| Category of Response | Frequency | Percentage |
|---|-----------|------------|
| Little or no training | 12 | 19.0% |
| None (stated by respondent) | 4 | 6.3% |
| Nothing (implied), learned “on the job” | 8 | 12.7% |
| Informal | 42 | 66.7% |
| In department | 26 | 41.3% |
| Outside of department | 11 | 17.5% |
| Came in with knowledge, previous job | 10 | 15.9% |
| Reading/online materials | 3 | 4.8% |
| Formal | 45 | 71.4% |
| New adviser training in Gateway Center | 35 | 55.6% |
| Other workshops/seminars | 20 | 31.7% |
| Adviser meetings | 3 | 4.8% |
| National/regional conferences | 3 | 4.8% |

As the Table shows, some individuals stated that they received little or no training. Approximately one half of these individuals went on to describe either formal or informal training they received; however it is interesting to note that almost one in five departmental advisers initially characterized their training as minimal or non-existent

Individuals’ responses were characterized as either informal or formal training. However, many individuals indicated they received both types of training. Specifically, only 15.9% gave responses that referenced only informal training they had received, 22.2% listed only formal training, and 46.0% listed both informal and formal training in response to this question.

Among the informal training departmental advisers received, most came from within their departments: from colleagues, supervisors, or the individuals whom the advisers were replacing. A few individuals also described informal training they received outside of their department, particularly from advisers in the Gateway Center.

The most frequently mentioned formal training was New Adviser Training provided by the Gateway Center. Over half of the departmental advisers surveyed (55.6%) listed this program as part of the training they received when they started as UW advisers. About one third of the departmental advisers listed other formal workshops they attended as part of their training; these included training on the DARS system and the student database as well as specific workshops sponsored by the Gateway Center. Two advisers mentioned the Adviser Education Program in response to this question.

Professional development

The extent to which departmental advisers engaged in professional development activities was the topic of several questions in the survey. First, respondents were asked if they had

attended any advising-related professional development activities in the past two years. Over half of the participants (65.1%) said they had, while 28.6% said they had not.

Participants were also asked to describe these professional development activities. Table 6 shows the categories of their responses with frequencies. Again, note that percentages do not sum to 100 because participants gave more than one response.

Table 6. Professional activities described by advisers

| Category of Response | Frequency | Percentage |
|--|------------------|-------------------|
| On campus meetings (e.g., APAC brown bags, All Advisers' Meetings) | 24 | 38.1% |
| Workshops / conferences on campus | 22 | 34.9% |
| Off campus conferences (e.g., NACADA) | 17 | 27.0% |
| Computer training | 5 | 7.9% |
| Courses | 2 | 3.2% |
| Other | 4 | 6.3% |

The most frequently cited professional development activities were meetings held on campus, including the APAC (Association of Professional Advisers and Counselors) brown bags (these were mentioned in particular by 20.6% of participants). The UW All Advisers' Meetings and all college adviser meetings were also mentioned frequently. It is interesting to note that these meetings were also seen as important mechanisms for providing input into policy making (see section below).

Workshops and conferences on campus were also identified by quite a few advisers as part of their professional development activities. Many of these were topic-specific workshops. Below is a list of workshops that were identified by topic or name (Note: the numbers in parentheses indicate the number of individuals who mentioned that topic; if no number is listed, only one person mentioned that workshop).

- Tuition forfeiture (2)
- Evaluation of transfer credit (2)
- Honors college
- Career advising seminar
- "Dependable Strength"
- Time scheduling
- Diversity conference
- Internship
- Writing across the curriculum
- "When Doors Close, Windows Open" – advising students not accepted into competitive programs

In addition to the items summarized above, several questions throughout the survey addressed advisers' satisfaction with the amount of professional development

opportunities available. When asked to rate on a scale of 1 (“Not at All”) to 4 (“A Lot”) the extent to which they had opportunities for professional development, the mean rating from departmental advisers was 2.5; the mean rating for a parallel item about opportunities for career advancement was even lower (1.9). However, when asked to rate on a similar scale how important it was to have such opportunities, the mean ratings for professional development opportunities (2.9) and career advancement opportunities (2.8) were notably higher. This discrepancy might indicate that individuals want more such opportunities. When asked to explain their responses, one individual commented that he/she was unaware of any career advancement opportunities in his or her position.

In a final question, when asked to name two or three things that would improve advising, a sizable number of departmental advisers listed additional training and/or professional development activities. Some of these ideas included providing funding for professional development, such as conferences, additional seminars for advisers, workshops to discuss possible career advancement, additional training with the student database, and mentoring programs for new advisers.

Section summary

In summary, it appears that departmental advisers take advantage of the training and professional development opportunities available to them, and that many feel that these opportunities could be augmented. In particular, the question of career advancement is one that could be addressed more explicitly for departmental advisers.

Details of the Job: How Advisers Spend their Time

The first question in this section asked participants to estimate the number of students they see one-on-one per quarter. Figure 25 shows the frequency of responses to this question.

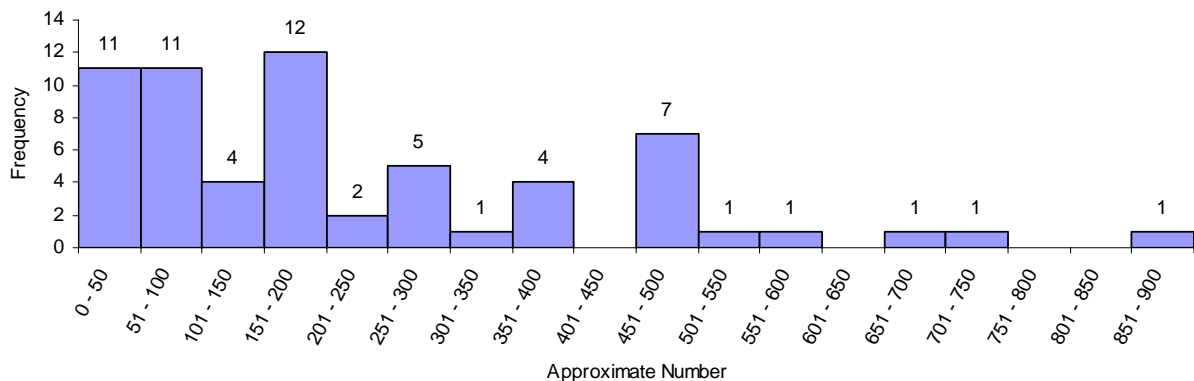


Figure 25. Number of advisers by undergraduates seen per quarter per adviser

Responses to this item ranged from 10 to 900, with a median of 200; note that the majority of advisers indicated that they saw fewer than 300 students in a quarter and all but 5 said they saw 500 or fewer students.

Modes of communication

The next question asked individuals to estimate the percentage of their student contact time across various possible modes of communication. Figure 26 shows how individuals distributed their time.

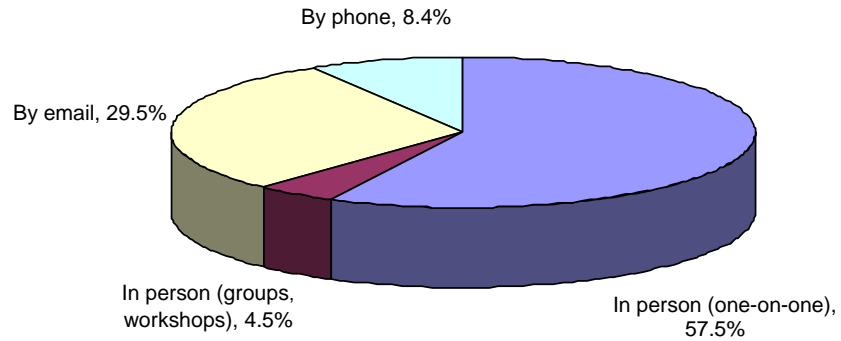


Figure 26. Percentage of time spent on various modes of communication

Note that these advisers most often use “In-person (one-on-one)” appointments and “e-mail” in communicating with their students. None of the departmental advisers reported using “Web chat” to communicate with their students.

Common topics in advising

In the next survey question, respondents were asked to select three topics that absorbed most of their advising time with students. Figure 27 summarizes the data from these items.

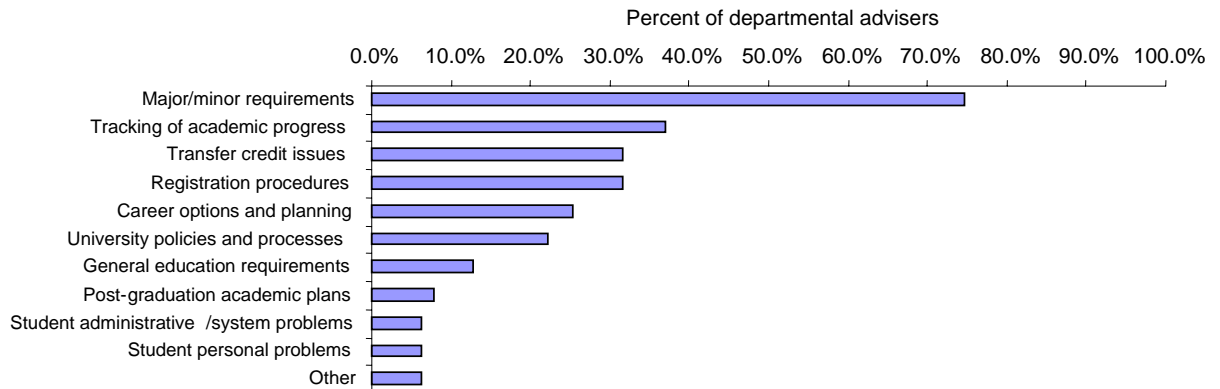


Figure 27. Topics on which advisers spent the most time when advising students (three selected per adviser)

One interesting point here is that talking about “Major/minor requirements” was by far the most frequently selected topic. “Tracking academic progress” was also selected frequently. Another interesting finding was that almost one third (31.7%) of departmental advisers listed “Transfer credit issues” as one of the top three topics they address with students.

When asked what percentage of time they spent directly advising students, there was a considerable amount of variation in these advisers’ responses. Individuals’ answers ranged from 10% to 95% with the vast majority of participants (76.2%) saying they spent 50% or more of their time directly advising students. The median percentage of time spent directly advising students was 60%.

Common activities in advising

The next set of questions addressed other activities in which departmental advisers most frequently participate. Figure 28 summarizes participants’ responses.

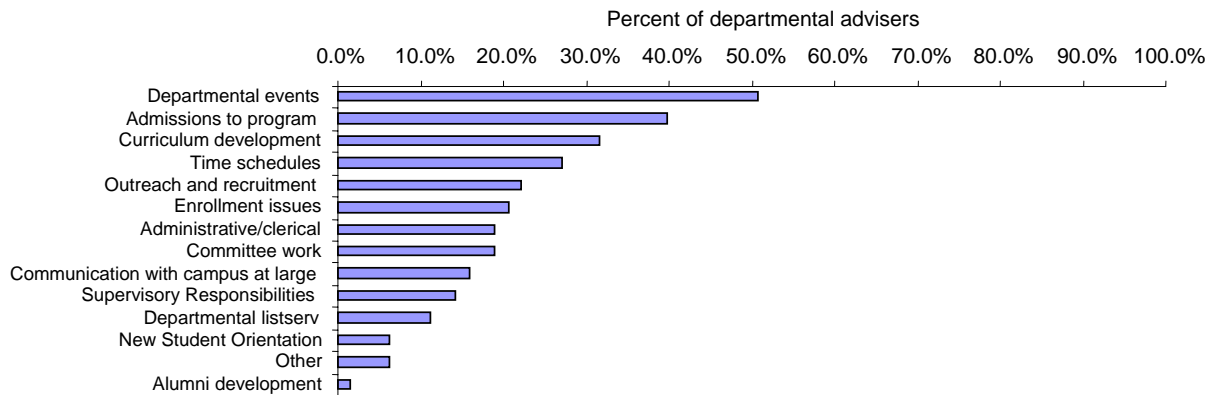


Figure 28. Other activities on which advisers spent the most time (three selected per adviser)

Not surprisingly, departmental advisers spent the most time on “Departmental events.” However, the next two most frequently selected activities were “Admissions to program” and “Curriculum development.”

Finally, respondents were asked to approximate what percentage of time they spent on these other advising activities. Responses ranged from 5% to 80%, with the vast majority of participants (81.0%) saying they spent 50% or less of their time on these other activities. The median percentage of time spent on these other activities was 27.5%.

Section summary

In comparison to activities of other types of advisers, these data seem to suggest that departmental advisers have a unique set of responsibilities. For example, the topic that consumes most of their advising time is “Major/minor requirements,” a topic that might not arise as often for general advisers in the Gateway Center or Office of Minority Affairs. Similarly, non-advising time for departmental advisers appears to be specific to their

position: “Departmental events,” “Admissions to program,” and “Curriculum development” are most likely not prominent aspects of the job for Gateway, OMA, or SAAS advisers.

One specifically interesting finding is that 31.7% of departmental advisers list “Transfer credit issues” as one of their top three most frequently discussed topics. This is not surprising given that departmental advisers are closely involved in decisions about how transferring courses count towards major requirements. However, this finding points to other issues relevant to transfer students; particularly, it might be worthwhile exploring and possibly augmenting the role of departmental advisers in supporting transferring and potential transfer students.

Job Satisfaction

One set of questions on the survey was designed to assess advisers’ satisfaction with their job and to collect information about what had helped or hindered them in effectively advising students. For the most part, job satisfaction was reasonably high. When asked to rate how often they found their job responsibilities satisfying on a scale from 1 (“Rarely”) to 4 (“Usually”), over half of the surveyed departmental advisers (68.3%) responded “Usually.” Responses to a follow-up open-ended question revealed that most advisers find the time they spend with students particularly rewarding. These comments not only had to do with the pleasantness of interactions with students, but the satisfaction advisers found from helping students answer questions, guiding them in the right direction, and “seeing students grow.”

Factors that help departmental advisers in effectively advising students

Departmental advisers provided quite a number of responses to the question of what helps them perform their job. Table 7 shows participants’ categorized responses; the percentages represent the proportion of total survey participants (63) who provided such a response. Note that these do not sum to 100% since most participants provided more than one answer.

Table 7. What helps advisers in advising students

| Category of Response | Frequency | Percentage |
|--------------------------------------|-----------|------------|
| Departmental support | 45 | 71.4% |
| Network and community | 29 | 46.0% |
| UW resources | 16 | 25.4% |
| Adviser characteristics | 7 | 11.1% |
| Easy access to information/resources | 4 | 6.3% |
| Students | 4 | 6.3% |
| Support from the college/school | 3 | 4.8% |
| Other | 6 | 9.5% |

Departmental support was mentioned most frequently; this category included a variety of different types of support, including shared values with the department chair, clerical support, support/flexibility from their supervisors, etc. One interesting sub-category of departmental support, mentioned by 15.9% of survey participants, was that departmental advisers appreciated the level of autonomy and independence they were granted in advising students. In a sense, they were supported by the department being “hands-off” in their approach to supervising their advisers.

The network and community of advisers was also perceived as particularly helpful to these advisers in their jobs. Responses in this category addressed communication with other advisers (particularly those in the Gateway Center) as well as support from other advising-related offices, such as the Office of Admissions. As one individual noted, “I have found the university community to be very helpful and willing to answer my questions and/or suggest other resources.”

University resources were mentioned by approximately one in four advisers as something that helped them in their job. These included online resources such as the Degree Audit Report System and information posted on the web as well as program resources such as the Career Center and the Study Abroad Program.

Factors that hinder departmental advisers in effectively advising students

Table 8 summarizes participants’ responses to the question “What hinders you from performing your job effectively?” As with earlier items, the percentages represent the proportion of total respondents (63) who provided such a response.

Table 8. What hinders advisers in advising students

| Category of Response | Frequency | Percentage |
|--|------------------|-------------------|
| Over-extension | 22 | 34.9% |
| Lack of communication/cooperation | 16 | 25.4% |
| Technology challenges | 11 | 17.5% |
| Bureaucracy | 10 | 15.9% |
| Not enough resources/staff | 6 | 9.5% |
| Not enough input into policy decisions | 5 | 7.9% |
| Lack of respect/value for advising | 5 | 7.9% |
| Other | 13 | 20.6% |

The most frequently mentioned concern was over-extension. Many advisers (34.9%) felt that they were over-burdened with tasks, and some mentioned that they were given new tasks or asked to do things outside of their job description. The lack of communication and cooperation was also mentioned by quite a few respondents (25.4%). Some of these comments had to do with general communication from and to anyone outside of the department (mentioned by seven respondents), consistency of information given to

students (5); and communication from the college or University about policy changes (4). The issue of communication is addressed further in a subsequent section.

For some advisers (17.5%) certain aspects of the technology they used impeded their job performance. These comments addressed, in particular, the cumbersomeness of the Student Database (4), the fact that the Degree Audit Reporting System is not easily accessible online (3), that technology is not used consistently by advisers (1), and that information can be difficult to find on the Web (1). This concern was echoed when advisers were asked how advising could be improved. Fourteen individuals (22.2%) suggested changes to existing technology services and/or possibly increasing the extent of online resources.

Another point of concern for some of the advisers (15.9%) was the amount of bureaucracy involved in their jobs. Specifically, several individuals mentioned that some policies were not applicable or fair to all students. Several comments also addressed the vast amount of paperwork involved in advising processes and the challenge of remembering all of the relevant rules and policies.

Section summary

Overall, the strongest theme in regards to job satisfaction is communication. Connections and networking among other advisers and advising units were seen as an extremely important source of support, and lack of communication across units was mentioned as an obstacle just as frequently. (The issue of communication will be explored more in-depth in a subsequent section.)

In addition, the issue of over-extension was a strong concern for departmental advisers. It seems possible that other concerns such as the bureaucracy and paperwork involved in the job as well as technology obstacles might contribute to these advisers' sense of feeling overworked. Moreover, a substantial number of these participants have administrative duties in addition to their advising responsibilities, and several commented that certain tasks or duties had been assigned to them, thereby expanding the scope of their job description. It might be worthwhile exploring the benefits of detailed job descriptions for departmental advisers, specifically for those who hold mixed advising/administrative positions.

It is also important to note that most departmental advisers are satisfied with their jobs. In particular, helping and communicating with students appears to be particularly rewarding for these individuals. The data also suggest that departmental support is vital to helping advisers do their jobs.

Evaluation and Recognition of Advising

One set of questions was designed to investigate the extent to which departmental advisers' work was evaluated and how excellence in advising was recognized in their departments.

Presence of process for evaluation and recognition

When asked whether excellence in advising was formally recognized and rewarded in their department or college, over one quarter of departmental advisers (27.0%) said “Yes.” In a follow-up question, when asked to explain, 23.8% of the total sample mentioned formal recognition in the form of departmental awards, college awards (e.g., distinguished staff awards), or other recognition/rewards (e.g., APAC awards, time release or vacation granted by department chairs, University staff awards).

A similar proportion said that their work was formally evaluated by their supervisors; most of these individuals indicated that this assessment was done through their annual performance review. Table 9 summarizes the results from this question.

Table 9. How advising is evaluated in participants’ departments

| Category of Response | Frequency | Percentage |
|--|------------------|-------------------|
| By students | | |
| Departmental senior survey | 12 | 19.0% |
| Informally through comments and feedback | 7 | 11.1% |
| Other surveys | 7 | 11.1% |
| Other methods | 2 | 3.2% |
| By supervisors/administrators | | |
| Annual performance review | 17 | 27.0% |
| Informally through comments and feedback | 8 | 12.7% |
| Supposed to be annually (nothing yet done) | 5 | 7.9% |
| Other methods | 5 | 7.9% |
| Advising not evaluated | 12 | 19.0% |
| Generally informally/ad hoc | 5 | 7.9% |
| Intending to do/want to do more | 4 | 6.3% |
| Other | 8 | 12.7% |

Interestingly, over one-third of the 63 individuals (36.5%) mentioned ways in which their work was evaluated, formally or informally, by students. Twelve advisers mentioned formal student evaluation data they received from selected questions on their department’s graduating senior survey. A handful of other participants mentioned other survey methods they had developed themselves, such as “an anonymous web form for students to provide feedback.” One individual noted that attempts to implement a suggestion box had failed.

Lack of evaluation and recognition

In contrast to the results presented above, a certain proportion of individuals found no source of evaluation or recognition of advising in their departments. When asked whether excellence in advising was recognized in their department or college, 38.1% of survey

participants said “No.” In an open-ended follow-up, a few (7.9%) went on to comment about the lack of recognition in their department: “If by 'formally' you mean some sort of award, written recognition or announcement (sic) at a gathering the answer is no. If it means regular and significant salary increases based on merit the answer is no.”

Similarly, when asked how advising was evaluated in their departments, 19% said explicitly that it was not. A handful of individuals (4 or 6.3%) said they wished there was more evaluation of advising. In addition, some comments from the final question (“What two or three things could be changed to improve advising?”) addressed increased evaluation (7.9%) or rewards/recognition (9.5%). Finally when asked to rate on a scale of 1 (“Not at All”) to 4 (“A Lot”), the extent to which they received information on student satisfaction with advising, the mean rating was 2.5 (between “Some” and “A Moderate Amount”). However, when asked to rate on the same scale how important this information was, the mean was substantially higher (3.5: between “A Moderate Amount” and “A Lot”).

Section summary

Responses to a set of questions about evaluation of advising and recognition of advising excellence were mixed among the departmental advisers. Some individuals mentioned ways in which their work was rewarded and evaluated while others indicated that there were no such mechanisms in their department. The variance in these responses might stem from differences across departments, including size of department and variation in the value attributed academic advising.

Taken as a whole, the data suggest that departmental advisers receive a moderate amount of recognition and information about student satisfaction, but there is generally a need and desire for additional evaluation and rewards.

Communication Across Advising Units

A set of 10 questions on the survey addressed communication between departmental advisers and (1) advisers in other departments or colleges; (2) advisers in the Gateway Center; (3) advisers in the OMA Counseling Center; and (4) advisers from Student-Athlete Academic Services.

Different levels of communication across units

For departmental advisers, the strongest connections were with advisers from other departments and from the Gateway Center. When asked to rate on a scale of 1 (“Not at All”) to 4 (“A Lot”) the extent to which they had had contact with each of these advising units, mean ratings were higher for other departments and the Gateway Center than they were for either the OMA Counseling Center or the Student-Athlete Academic Services. Figure 29 shows participants' responses to these items.

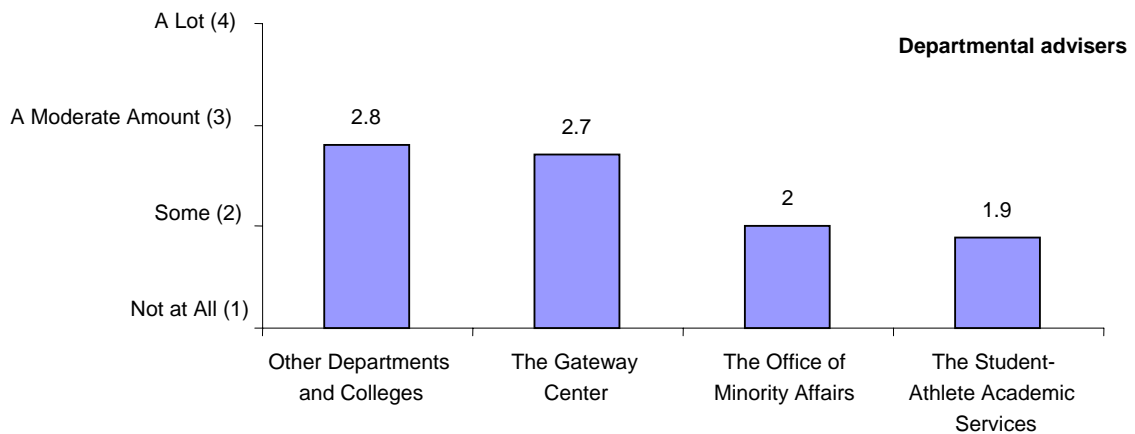


Figure 29. Mean ratings by Departmental advisers of contact with ...

Responses to a follow-up open-ended question asking for further explanation revealed that advisers generally contacted the latter two units only as needed on a student-to-student basis; whereas their contact with other departments and the Gateway Center was broader, including inquiries about general policies and procedures as well as requests for advice.

The differences between communication with other departments/the Gateway Center and the OMA Counseling Center/SAAS are not surprising considering that the latter two departments serve a small subset of students. It is also important to note that one of the most frequent responses (15.9%) to the open-ended question was that departmental advisers contact all other advising units only on a student-to-student basis. Hence, the standard mode of communication outside of departments might be on a student-to-student basis, with broader communication to the Gateway Center being an exception to this standard.

The heightened amount of communication between various departments might have to do with affiliation by discipline. In response to the open-ended follow-up, 14.3% of participants said that they communicate with advisers from related departments. Some of these individuals had contact with other departments in their college (e.g., College of Engineering); others mentioned affiliation groups, such as the environmental advising group, as their primary mode of communication with advisers outside of their department.

Quality of communication and coordination across units

In terms of the quality of communication and coordination of information and services, responses were somewhat mixed. On a scale of 1 (“Poor”) to 3 (“Excellent”), mean ratings for each of the four types of units were approximately 2.00 (“Good”) or slightly lower. Figure 30 shows mean responses to these items.

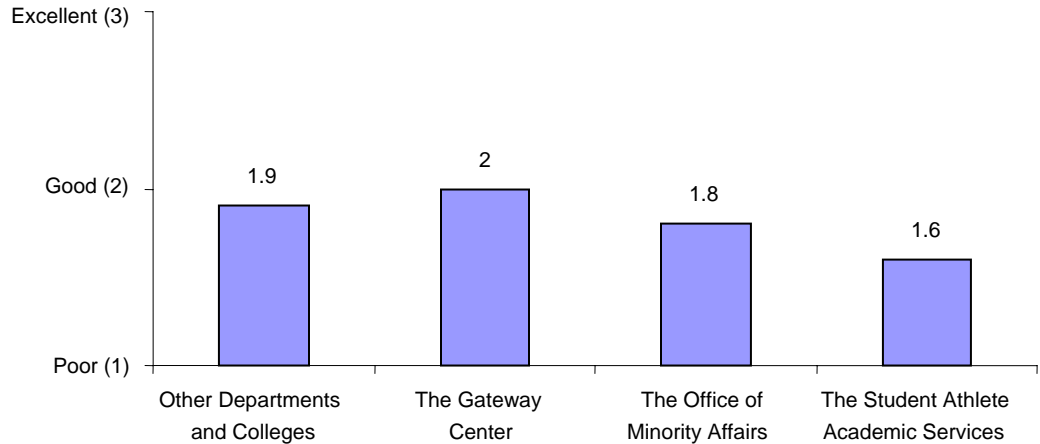


Figure 30. Mean ratings by Departmental advisers of coordination of information with

In response to an open-ended follow-up, five respondents (7.9%) had positive things to say about the level and quality of information with advisers on campus in general. A somewhat greater number of respondents (11.1%) made positive comments about their coordination with other departments, with a few mentioning the benefits of working with affiliated departments on a joint project (e.g., recruitment during Dawg Daze).

There was also a certain proportion of respondents who expressed some concerns about coordination of services. In response to the open-ended prompt, seven individuals (11.1% of the entire sample) expressed specific concerns about the lack of communication flow. Two of these individuals said the lack of communication was directly related to workload and/or over-extension. Four others mentioned the fact that policies and procedures were not adequately disseminated, leading to occasional misinformation of students. One adviser expressed some frustration at being underutilized as a resource:

How are we supposed to know what we don't know? ...Finding out something from students is not a good way to operate. We are in a key position to understand both student and faculty positions, but are often not asked except in a perfunctory way.

These concerns were echoed in responses to the following question: "What are the two or three most important things that could be changed to improve academic advising and the UW?" Over one-third of the 63 departmental advisers (38.1%) mentioned increased communication or coordination across units as something that could be improved. The most common statements were concerned with: (1) communication of policies from the university, college, and/or department to advisers and (2) consistency of information across units. Similarly, when asked what hinders them from performing their duties, almost one quarter of advisers mentioned similar issues having to do with communication across advising and other administrative units.

Communication among advisers and administrators

The first three questions in this set asked advisers whether there were formal mechanisms for providing input on policies at the departmental, college, and university levels. Figure 31 summarizes participants' responses to these three items.

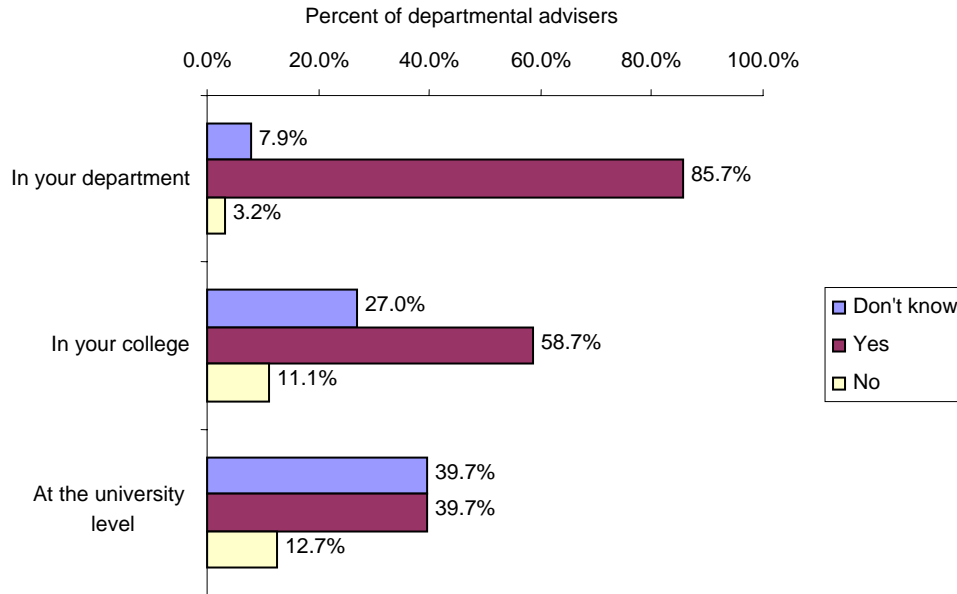


Figure 31. Formal mechanisms for providing input on policy decisions ...

Across all three questions, only a small number of advisers said, "No" (3.2%, 11.1%, and 12.7% respectively). While many individuals said "Don't know," at least the same number or more said "yes." In particular, the vast majority of departmental advisers (85.7%) indicated that these mechanisms were in place in their departments. Similarly, when asked in a previous question to rate on a scale of 1 ("Not at All") to 4 ("A Lot") the extent to which they had input on departmental decisions, the mean rating was 3.3. Taken together, departmental advisers appear to generally feel included in policy making, particularly at the department level. A few individuals expressed some concerns about not feeling a part of the decision-making process, but they were in the minority.

Mechanisms for providing input

When asked to describe some of the formal mechanisms for providing such input, most departmental advisers (46 of 63 or 73%) were able to name at least one, and many (37 of 63 or 58.7%) mentioned more than one. Table 10 summarizes the categories of responses. Note that the percentages presented do not sum to 100% because individuals gave multiple responses.

Table 10: Mechanisms for providing input at the department, college, and university level

| Category of Response | Frequency | Percentage |
|---|-----------|------------|
| Within department | | |
| Committees | 26 | 41.3% |
| Meetings | 10 | 15.9% |
| Direct interaction one-on-one meetings | 9 | 14.3% |
| Work collaboratively within department | 4 | 6.3% |
| Other | 3 | 4.8% |
| Within college | | |
| Committees | 14 | 22.2% |
| Meetings | 7 | 11.1% |
| Direct interaction, one-on-one meetings | 2 | 3.2% |
| Other | 5 | 7.9% |
| University level | | |
| Committees | 12 | 19.0% |
| Other | 8 | 12.7% |

Of these, the most frequently mentioned mechanisms were committees (41.3%) and meetings (15.9%) within the department. The list of different committees and meetings were as follows (the number of people mentioning each type is presented in parentheses):

Committees

- Curriculum (18)
- Admissions (9)
- Undergraduate program committee/undergraduate education committee(7)
- Scheduling (2)
- Undergraduate academic affairs (2)
- Diversity committee (2)
- Executive Committee (2)
- Web development
- Educational Policy committee
- Graduate education committee

Meetings

- Faculty (5)
- Advisory board (2)
- Staff meetings (2)
- Departmental retreats

It is important to note that several respondents mentioned that they were not voting members of these committees or meetings, but served an advisory role. Something that

stands out from this list is that quite a large number of departmental advisers said they serve on curriculum and admissions committees.

At the college level, committees/task forces and meetings were also mentioned most frequently (22.2% and 11.1%, respectively). Among the types of committees mentioned were steering committees (mentioned by four people), undergraduate learning, mission writing, School of Art Council, curriculum committees, and the Education Policy Committee in the College of Engineering. The most frequently mentioned meetings were the Arts and Sciences Adviser meetings held by the Assistant Dean and the College of Engineering advisers meetings.

At the University level, committees were mentioned most frequently (19.0%). These included the newly formed Undergraduate Advisers Council (mentioned by five participants) and the Satisfactory Progress Committee (listed twice) as well as adviser representation on the faculty council.

Interestingly, for each level of policy-makers (departmental, college, and University), a handful of individuals commented that they felt comfortable making personal contact with individual policy-makers if they had a concern. This was mentioned fairly frequently at the departmental level, with 14.3% of advisers saying they could talk to their chair or supervisor who would then communicate to higher-ups. Several individuals also pointed out that they worked very closely with the chairs on several different aspects of undergraduate education in their departmental level. At the college level, several individuals mentioned the Assistant Dean in the College of Arts and Sciences as someone who would listen to and respond to their concerns and suggestions. At the University level, at least one individual suggested that an e-mail to the President was one mechanism for input on policy decisions.

There was a minority of departmental advisers who felt that they did not have enough input on policies. When asked in the final question of the survey what two or three things could improve advising, 12.7% mentioned increased input on policies as one aspect that could be changed. However, five other issues were listed more frequently in response to this question. Similarly, a small portion of advisers (7.9%) indicated that not having input on policies was something that hindered them from performing their jobs effectively. Again, a consistent minority of departmental advisers felt that the lack of input on policy making was a pressing issue.

Section summary

The above findings, collectively, suggest that there is a fairly healthy amount of communication between departmental advisers and advisers in other units (particularly other departments and the Gateway Center), and that most of this communication involves questions and advice on a student-to-student basis. Communication about general policies and procedures, particularly when policies change, appears to be somewhat lacking. One adviser had an interesting comment that summarizes this need: "The conversations that are missing are the ones in which we discuss issues that are

common to all advising offices and all students and decide on some consistent (sic) approaches or solutions.”

In terms of mechanisms for providing input, departmental advisers appear to feel they are part of decision-making processes, particularly within their department. Committees, meetings, and one-on-one communication were all mechanisms by which these advisers felt their voices were heard. It is important to note, however, that there was a consistent minority who felt disempowered and wanted more of a voice in policy making.

THE DEPARTMENTAL ADVISERS - INTERVIEWS

The Office of Educational Assessment (OEA) conducted interviews with thirteen departmental advisers. We asked questions about the structure and practice of advising in their departments and about the issues that advisers believed need attention. OEA researchers took detailed notes during the interviews in addition to audio taping and transcribing them. Notes and transcripts were analyzed inductively to identify themes that emerged across interviews.

Participants in these interviews represented large and small academic departments. Some have worked as advisers at the UW for several years; others are relatively new to the job. Analysis shows that participants are in remarkable agreement, both in their descriptions of their work and in the issues they identify as important.

The Structure of Departmental Advising

Interviewees agreed that there is no single structure applied universally to departmental advising. The titles of staff doing departmental advising, the proportion of their time allotted to this activity, the proportion of time they actually spend on advising, what they do under the rubric of "advising," and, finally, whether they do it alone or with others varied widely from one department to another. As one adviser said, "...as we noticed just in introducing ourselves around the table, advising is different for every single one of us."

Some departmental advisers spend 25% of their work time doing advising; others have a staff of three full-time advisers to assist them in advising duties. Furthermore, some advisers seem to perform a wide range of clerical and administrative departmental work from answering phones to organizing and putting on career fairs for majors. The rule seems to be that departmental advisers advise students and do whatever else the department needs or asks them to do.

The only universal in departmental advising is that all advisers are asked to make sure that students understand what they need to do to graduate in that major. This makes it necessary for most departmental advisers to "wear a lot of different hats," as one adviser put it.

The Work: Many Hats

Advisers reported experiencing many different kinds of demands coming at them every day. All departmental advisers, whether full- or part-time, whether working in large or small academic units, have to keep current on changing rules, policies, and requirements and ensure that students inside and outside the major understand them. Beyond this commonality, advisers' duties depend upon the departments in which they work. All, however, reported wide ranging demands, and accomplishing this wide variety of tasks becomes even more difficult when advising resources in a department are few.

Several advisers felt that this need to wear many hats was caused by no clear departmental advising mission. As one adviser said:

I think that probably all advisers are wearing multiple hats at some level. I don't feel, in our department, that we have a very clearly defined mission for advising – anything that has to do with students gets sent down to us. And that's okay in terms of having one office to do that but where that fits into defining the learning goals of the department and defining the mission and defining the relationship of the undergraduate to the graduate program and to the college level responsibilities versus departmental responsibilities...this part is not as clear to us.

According to other interviewees, the departmental advising mission seems to change based on a number of factors, including:

- faculty needs
- student needs, as this adviser said:

There's not one track that people go in and stay on. There's multiple tracks. So that the purpose and mission of anyone in advising capacity is radically different depending on what the student plans to do with it.

- departmental resources.

Furthermore, because the departmental advising mission is not clear, advisers said that it was not always apparent how to prioritize demands.

In addition, advisers reported that over time, new hats have been added to those the advisers are expected to wear, but no new resources have been added to help them with these additions. As one adviser put it:

The whole student services aspect of things...has bubbled up to the surface in the last ten years. Internships and career fairs and even connecting to the community and connecting with your alums and all that [work that] others are talking about, these were not things that were part of any department ten years ago. When they did come into play they almost always popped into the advising segment of most departments because they dealt with students and it seemed like that might be a good place for them to be. This is one of the issues I have too. It's not so much about the mission as it's about how things have changed dramatically but we haven't seen any additions in staff. We haven't seen any additions in salary. We haven't seen any additions in how we're supposed to handle this or any of those kinds of things. It just sort of grew organically and now we're trying to control it.

An example of a policy change that has affected departmental advisers' workload is the revised requirements for students transferring to the UW. These changes directly impact departmental advisers because the new regulations encourage students to enter the UW as majors (i.e., applying to the UW and the department simultaneously). One participant said this about the transfer issue:

We do have to wear many hats, and now that the university is switching to a transfer by major program, we're having to spend a lot more time talking

to prospective students, making sure they're ready for their major because they don't know what it means to be ready....and all the outreach stuff we're doing and the career stuff....

Improving Advising at UW

Interviewees made the following suggestions for improving the UW advising structure:

Focus and prioritize the mission for advising across campus while recognizing that the needs of departments and advising units will and should differ.

I think it's important to understand that either if it's a small group that I'm advising [or one that's] campus wide, what's our purpose. For me, I might have a very different intent as an adviser working with a student. Is our purpose just disseminating information, is it academic support, is it multicultural sensitivity, is it all of those things? Who decides? What kind of say do we have as advisers in that decision, that's a huge piece for me and I feel like until we narrow that down as a community, a lot of things could change.

Provide advisers with better training that gives them a clearer sense of the work of other advising groups on campus. One adviser mentioned the benefits of being trained to speak about related majors, and mentioned the environmental programs' advising group (this group also came up later in the conversation). As one adviser said:

I was wondering how much training did anybody have in the department. Zero? None? I walked in and they gave me the codes to the computer and that's what I had. It's once a year and it's not necessarily departmental.

Streamline processes. Advisers interviewed mentioned inefficient processes as adding to the challenge in their workloads. Both of them referred to "210 credit rule" as an example. According to this policy, students are expected to graduate with 210 credits or less. If their cumulative credits meet or exceed 210, a hold will be placed on their registration (i.e., they will not be able to register for the following quarter's classes).

I would have to say inefficiency. What I mean by that is that if a student goes over his approaching 210 credits we have to fill out a form and have the student explaining why she has that many credits and that she is making progress and she is going to graduate in x number of quarters. But we have to do that even if there is a graduation application on file, which is basically the same thing. So we have two sets of paper work. The whole process of the time schedule and getting any class on the books, it just seems like it takes more time than it really needs to and so I just feel like my time is not managed.

I spend a heck of a lot of time on paperwork that is unnecessary. I had a student with a registration hold today, 210 hold, and I have to fill out a department form that says what their graduation plan is. I have to email the graduation office to tell them to please remove the hold, and I have to do a graduation application. I have to do three things to get this one hold removed. They all serve the exact same purpose and yet we have to do them. There's little things like that that are just stumbling blocks in

students' way to the point of graduation and it would be nice if there was a way to streamline a number of the processes we have at the university, so we don't create unnecessary paperwork and reports.

Give advising more resources. Several advisers pointed out that lack of resources influences delivery. One adviser spoke of this issue in terms of the administrative decentralization of problems, using the 210 rule change as an example. She pointed out that putting this problem in the hands of advisers added a burden to their workload without adding resources. As one adviser put it,

That makes perfect sense sociologically that that stuff would fall into a group that, relatively speaking, doesn't have the opportunity to say 'I don't want that stuff' or 'Give me more money to do that stuff.'

Involve advisers in decisions that affect them. Again offering the 210 rule as an example, one adviser said this:

Nobody asks us our opinion about how to best handle situations that deal with students. We found out about the 210 rule 10 minutes before the students did, right? We all got a little email 10 minutes before the students saying 'You're going to be having to do this for the rest of your life and here's what you do.' So not only are we stuck with this bureaucracy, we are stuck with how do we deal with it and oh by the way how are our colleagues dealing with it? And are we going to be at odds with each other? Is there going to be some sort of saneness about the way we think about this and deal with it with students? We never had a chance for that.

Foster better communication. Departmental advisers spoke of the need for better communication between the OMA, Athletic Services, the Gateway Center, and departmental advisers, as well as between departmental advisers and potential transfer students. Currently, the only two formal tools to facilitate communication across advising units are the advisers' listserv, which functions like a bulletin board of current changes, and the twice annual all-advisers' meetings. Advisers felt that these two venues are not doing the communication job necessary for effective advising. As this participant commented,

...the bigger piece is to have advisers communicating across campus better. By that, I mean, the OMA and the Gateway and departmental advisers specifically. I think that there's just a huge disconnect. The big piece is communication and understanding what the differences are between the offices.

Advisers interviewed said that not only would better communication improve their work lives, but it would also help them better serve students' needs. One adviser said that students want to experience "a more cohesive group, something that's not divided up. I think the student is looking for a seamless approach to advising...consistency and accessibility and information." Agreeing with her, one adviser pointed out that students sometimes are given inconsistent information from advisers—all of whom were doing their jobs:

Or sometimes students get advised one thing by the faculty and then a different thing by me and by OMA and then a different thing by the Gateway Center. You can look at each of these situations and it might depend on what the student is saying, it might depend on how the adviser is listening, it might depend on the goals of the faculty. There's really no way you can point out "here's the problem and I think one way that you can solve that is better communication so that we really know where everybody is.

Interviewees gave examples of students who had been "caught" in this communication gap.

When asked about solutions to these communication issues, advisers made the following suggestions:

- A structure that includes a Gateway adviser first and then a departmental adviser may be a good one, but students need to understand that structure. It needs to be mentioned explicitly as part of orientation, for example. In addition, it may be possible to use other existing organizations to get information out to students
- Several advisers mentioned organizing advisers into small interdisciplinary or affinity groups that would improve their understanding about others' work and help them get better information to students. Currently, a group of advisers from 10 different departments offering environmental majors have been meeting as a group so that they can provide better advising services to students interested in environmental majors. In addition, a similar "arts link" is in the discussion stage. One adviser described how this worked with the environmental group:

...something that has really helped us is the environmental advising group. It really helped with communication. It's ten or so environmentally related programs on campus. We meet every quarter, and we plan events together. For example, we get a collaborative event where we are recruiting together. We have information sessions once or twice a quarter. We're trying to get the word out there that there's environmental programs on this campus and we really talk about other people's programs—biology, geology, oceanography. So we have a list of people. We've really involved our Gateway liaison so she's always updated. She knows our programs really well. She works with us on a regular basis and that's really helpful. OMA, on the other hand, I feel like I have a responsibility to reach out. I've gone and talked to them at their staff meetings and have given them brochures and things like that.

- One adviser felt that upon arrival students should be given an advising contact:

I think it's just a big system. And for the individual in the big system, it's almost too much. There needs to be a way for that person to link onto somebody and they need to be linked throughout the entire time they're at the university whether it be you start with me and I'll point you to the departments and specific advisers that you need to talk to verses just FYI, there's an info session on a major or here's advising/counseling if you need it. I think students really need to have specific contacts...

- Advisers mentioned that Gateway liaisons to departments are usually very helpful. However, some advisers felt that the student advisers in the Gateway Center do not always fully understand departmental majors.
- Several departmental advisers interviewed believe that the nature of the position of the Director of Advising was “reconfigured” or changed from one that was more connected with the advising community to one that is “much more directed upward toward undergraduate education and the relationships with the administration”. Now there is a perceived ‘gap’ in support for the advising community with much less visible support for the departments. They would like to see a more “powerful representative” who is “involved in both the administrative policy end of things but who is much more involved in campus-wide work with the advising community”.
- Some advisers pointed to the work of an undergraduate advisory council, but they did not seem to know what this group is or what it does. Even a council participant was unclear about the group’s purpose:

There’s a new group on campus called the undergraduate advising counsel or advisory counsel. I’m a rep. I think there are 11 or 12 reps from these larger groups and we’ve had three meetings now, once a month, and I don’t really know why we’re there. I asked that question at the first meeting— what was our purpose as a group.

Departmental Advising and Diversity

Departmental advisers were asked about their role in the diversity mission of the UW. Advisers interviewed expressed a commitment to diversity, some saying that the issue of diversity belonged with all departments, rather than to “fall on one office” (i.e., the Office of Minority Affairs). Interviewees felt they had not been included in the recent campus-wide conversation about diversity. As one adviser said: “They put on the website there’s a diversity appraisal site. They sent out emails to departments to give an appraisal of diversity efforts within those departments. The one thing that shocked me is that advising was never talked about.”

In addition, the advisers interviewed discussed problems they experienced because of the distance between advising in the Office of Minority Affairs and advising in the departments. One adviser expressed the concern that under-represented minority students are being channeled into some departments and discouraged from others. Other advisers expressed the need for earlier contact with under-represented minority students so that they can help those students take advantage of departmental resources and programs. However, departmental advisers noted that many under-represented minority students are advised in OMA during their first two years and often return for general education advising even after they have declared a major. One adviser pointed out why students might want to spend more time talking with OMA advisers than those in the departments:

...all of the advisers at OMA have a more holistic approach to advising so they’re talking not just about ‘what class do I need to take next,’ they’re talking about ‘how’s things in the social situation? are you meeting people?’

do you have enough money?—all of these other things. That's very comforting and very useful for a student and very hard to give up to go off to one of us who has 10,000 students and no time and really has to limit it. So in a way we don't have a payoff after they've gotten that much attention.

Interviewees felt that students would benefit from better communication and connections between departmental advising and OMA. One adviser commented that such connection would help foster a sense of connection among students:

We're separated from OMA. We're separated [from] sports. We're separated in these departments. We're separated at Gateway and ultimately that's what the students, how they come to think of themselves – separate, different.

Finally, one adviser mentioned that diversity means a range of differences, not just variation in ethnic backgrounds.

Effectiveness in Meeting Students' Needs

In their response to this question, advisers focused on the importance of the interaction between the student and the adviser if the student is to get her needs met. They seemed to agree that advising at the UW is as effective as it can be given an environment of constantly changing rules and limited resources. Some advisers interviewed pointed to the advantage to students of having many long-time advisers on staff, who know how the system works and where to find information. Interviewees pointed out the student's role in making advising effective. One adviser said that advising was "as effective as the student's initiative. The students who ask the most questions are the ones that leave here happiest and have taken the most advantage of the services." As another adviser put it:

We're at our best when they ask us the right question. We're at our worst when we're trying to figure out what they really need and what they really want. I think once they're in the department I would give us an A- for the most part. But before that I think we have some issues and then I think the other place we have issues is where on big large campus-wide issues like the 210 where we don't get together then I think we're a C for all of our students.

THE STUDENTS - SURVEY

Participant Information

The 1,123 respondents were primarily women (61%) and somewhat over-represented the upper academic classes (Figure 32). At the time of the survey, respondents had earned an average of 103 credits. Very few respondents were student-athletes (8 respondents). Most (94%) were full-time students and a fair number (13%) were EOP students. About one-third (35%) were transfer students.

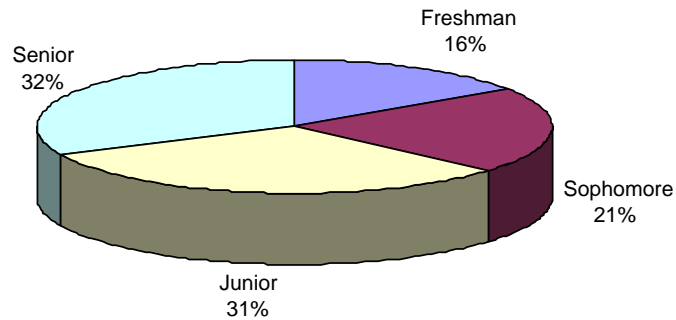


Figure 32. Proportion of different classes represented in student survey

Student Use of Advising

Figure 33 shows that 12% of the respondents hadn't met with an adviser since enrolling at the UW, and 45% reported that they were not currently working with an adviser but had done so in the past. In contrast, 41% said they were currently working with one or more advisers.

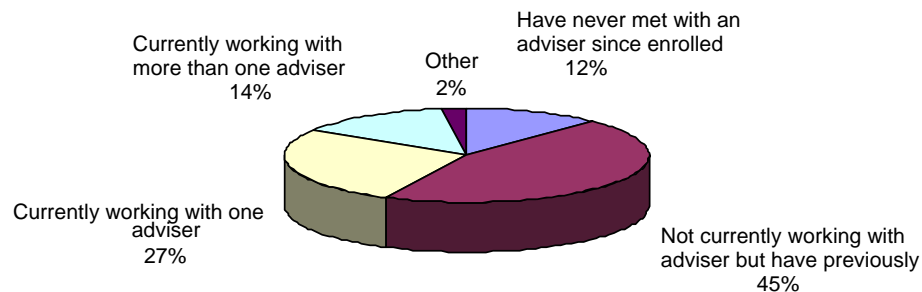


Figure 33. Student use of academic advising at the UW

Freshmen and sophomores made the least use of advising, in comparison to juniors, seniors, and transfer students. About half of those who had never met with an adviser

were freshmen (52%), and another one-third were sophomores (31%). Conversely, three-fourths (77%) of those who are currently working with one or more advisers were juniors or seniors. Only 8% of those who have never met with a UW adviser are transfer students; whereas transfer students constitute 48% of students who are currently working with at least one adviser.

Figure 34 shows how often students use paper and web-based advising resources for academic planning.⁹

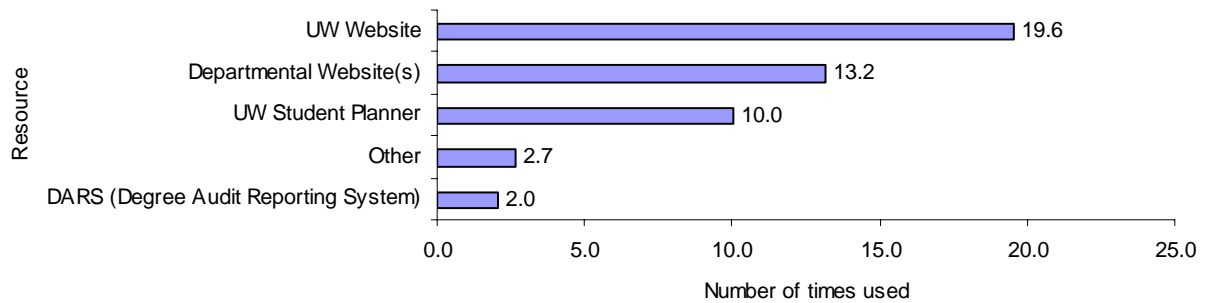


Figure 34. Frequency of use of each resource during Fall quarter 2004

Further analysis reveals that those who are currently working with more than one adviser also make the most frequent use of DARS and the UW website. Students who have not met with an adviser appear to use the Student Planner more frequently, but this difference did not reach statistical significance.

The use of paper and web resources also differed according to undergraduate year, as presented in Table 11.

Table 11. Frequency of use of UW advising resources by class level

| | Freshman | Sophomore | Junior | Senior |
|---|----------|-----------|--------|--------|
| UW Student Planner ¹ | 20.1 | 10.7 | 10.1 | 4.6 |
| DARS (Degree Audit Reporting System) ¹ | 1.2 | 2.0 | 2.0 | 2.4 |
| UW Website ¹ | 22.0 | 21.2 | 20.2 | 16.7 |
| Departmental Website(s) | 13.1 | 14.5 | 12.8 | 12.7 |
| Other | 3.3 | 2.2 | 3.5 | 1.8 |

¹ Significant differences across class were found using one-way Analysis of Variance ($p < .05$).

Table 11 shows that freshmen use the UW Student Planner and the UW website more often than seniors, and that seniors use the DARS system more often than freshmen. In an open-ended, follow-up question, students were encouraged to share any "Other" resources used in their academic planning. A total of 128 students responded. The main

⁹ To create the interval level values displayed on Figures 32 and 33, the original categories (e.g. "Once a month" or "Once or twice") were converted to numeric values (the mid point of ranges, when a range was given, or 150% of maximum for the maximum category "more than 10 times").

themes, in order of frequency, are shown in Table 12. As indicated in the table, web-based resources such as email, MyUW, and course and departmental websites were frequently mentioned as resources for academic planning.

Table 12. "Other" resources for academic planning

| Category of Response | Frequency | Percentage |
|----------------------------|-----------|------------|
| Email / MyUW / WebPine | 36 | 28.1 |
| Advisers, advising centers | 20 | 15.6 |
| Advisers, departmental | 17 | 13.3 |
| Course websites | 14 | 10.9 |
| Departmental / UW websites | 10 | 7.8 |
| Library | 7 | 5.5 |
| Other, less frequent | 24 | 18.8 |
| Total | 128 | 100 |

An additional question asked students how many times in the previous quarter they had asked various individuals for advice about advising. The results are summarized in Figure 35.

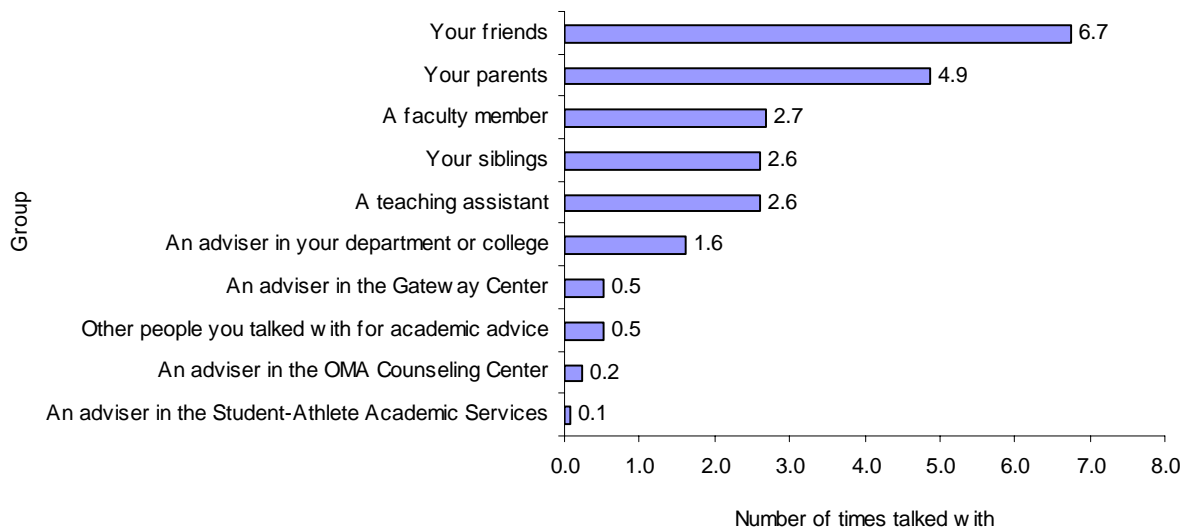


Figure 35. Frequency of conversations regarding academic advice during Fall quarter 2004

One important observation from Figure 35 is the relatively high frequency of conversations with faculty members. This source of advising was the third most frequently mentioned: less frequently than family and friends and more often than people serving in an official capacity as an academic adviser. Equally important is the relatively high frequency with which students conversed with teaching assistants about academic planning.

In addressing "Other" human resources for academic planning, 77 students provided a wide-range of alternative resources for academic planning. The main categories of responses, in order of frequency, are shown in Table 13.

Table 13. "Other" human resources for academic planning

| Category of Response | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| Spouse | 19 | 24.8 |
| Friends, fellow students, etc. | 8 | 10.4 |
| Employer, coworkers, etc. | 8 | 10.4 |
| Boyfriend/girlfriend | 7 | 9.1 |
| Family member (other than spouse) | 6 | 7.8 |
| High school teacher/counselor | 3 | 3.9 |
| Other, less frequent | 26 | 33.8 |
| Total | 77 | 100 |

Further analyses revealed variation in the source of academic advice, according to academic year as shown in Table 14.

Table 14. Mean number of times advising resources were used during Fall quarter 2004, by academic year

| | Freshman | Sophomore | Junior | Senior |
|--|----------|-----------|--------|--------|
| An adviser in your department or college ¹ | 0.9 | 1.2 | 1.8 | 2.1 |
| An adviser in the Gateway Center ¹ | 0.5 | 0.8 | 0.5 | 0.4 |
| An adviser in the OMA Counseling Center ¹ | 0.4 | 0.4 | 0.2 | 0.1 |
| An adviser in the Student-Athlete Academic Services ¹ | 0.1 | 0.1 | 0.0 | 0.0 |
| A faculty member ¹ | 1.9 | 2.5 | 2.8 | 3.0 |
| A teaching assistant ¹ | 3.4 | 2.8 | 2.8 | 2.0 |
| Your parents ¹ | 6.6 | 5.7 | 4.8 | 3.6 |
| Your siblings ¹ | 3.7 | 3.0 | 2.7 | 1.8 |
| Your friends ¹ | 7.8 | 7.6 | 6.5 | 6.0 |
| Other people you talked with for academic advice | 0.6 | 0.4 | 0.5 | 0.6 |

¹ Significant differences across class were found using one-way Analysis of Variance ($p < .05$).

Data summarized in Table 14 suggest that as students approach graduation they tend to turn to a departmental adviser or a faculty member for academic advice, whereas freshmen and sophomores tend to use advisers in the Gateway Center, the OMA Counseling center, or informal sources such as parents, siblings, and friends.

In addition to group differences already presented, students' use of paper, online, and in-person advising resources differed according to several other variables.

- Transfer students tend to meet with departmental advisers more often than non-transfer students, whereas they used the UW Student planner, advisers at the OMA, teaching assistants, parents, siblings or friends less often.
- Women are more likely to use the UW Student Planner, the UW Website, parents or siblings as advising resources, while men are more likely to turn to the departmental website or faculty members.

- EOP students tend to turn to the UW Student Planner, departmental advisers, OMA advisers and their friends.
- Students who are not currently seeing an adviser (including those who have seen one in the past) were more likely to use web- and paper-based resources than students who are currently seeing at least one adviser (48% vs. 33%); however, the second group also access the web- and paper-based resources more frequently than in-person advising.

Taken together, findings about students' use of advising suggest that upperclassmen and transfer students seem to make the most use of advising services, including in-person, paper- and web-based resources.

Factors that Hinder Students from Using Advising Services

In the subsequent question, students were asked to indicate (from a list) what factors that might prevent them from working with an academic adviser more often. The results are shown in Figure 36.

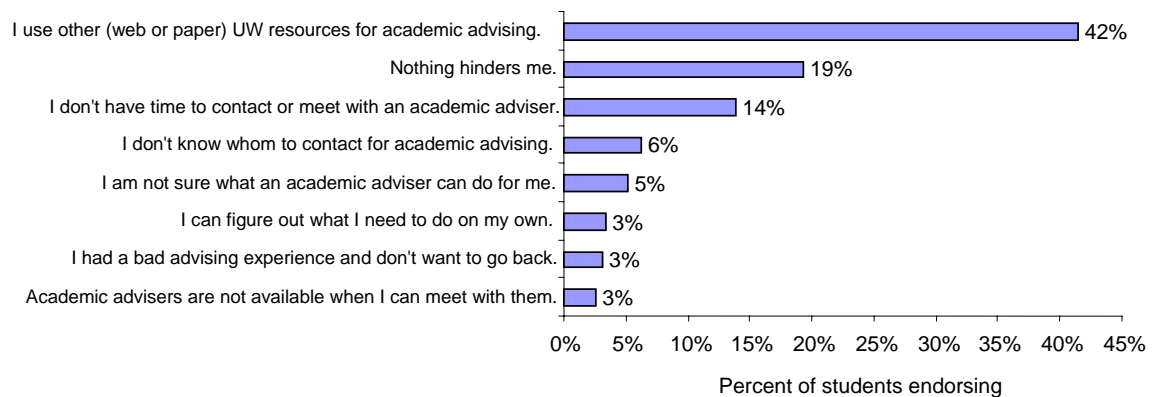


Figure 36. Factors that prevent students from working with an academic adviser more often

One important finding from this item is that the most common reason not to use an academic adviser was the availability of paper- and web-based resources. Also important was that although very few students indicated that UW academic advising is somehow inaccessible or unattractive to them, 20% noted some level of inaccessibility, endorsing one or more of the following factors: a scheduling problem; not knowing whom to contact for academic advising; not being sure what an academic adviser can do for them; having had a bad or unhelpful advising experience; or an inconveniently located advising office. In addition, 14% said they do not have time to contact or meet with an academic adviser, which may also point to either accessibility or outreach issues.

Further analyses revealed a few important differences between groups of students.

- Transfer students are less likely to say they don't know whom to contact for academic advising or that they use other resources besides advisers. They are more likely to say that nothing hinders their use of advisers.

- Freshmen and sophomores indicated they did not know whom to contact more frequently than juniors and seniors (12% vs. 3%).

Data on students' use of advising (presented in the previous section) and results from this item can be combined to reveal important findings about barriers to students' use of advising:

- Students make significant use of web-based advising material (UW and departmental websites), which was also the most commonly endorsed reason for not working more often with an academic adviser.
- Overall, one-fourth of the students who said they have never met with an academic adviser since enrolling at the UW indicated that they did not know whom to contact, suggesting a significant barrier for this group, many of whom are underclassmen.
- Students who are currently working with at least one adviser, often upperclassmen, are also much more likely to endorse "nothing hinders me" (36% vs. 8% of the other students).
- Those who use advising less often are more likely to say they don't know how or why to use these services.

In an open-ended, follow-up question, 86 students reported "Other" reasons for not seeing an adviser. The most common themes, in order of frequency, included:

Advisers are not helpful. More than 25% of the 86 responding to this open-ended question said that what hinders them from seeing advisers more often is that seeing an adviser was not helpful. Some said that advisers merely handed out written information, did not take the time to get to know them, gave them information that was wrong or that the students could have found out for themselves more efficiently, or appeared to be rushed. The following two comments illustrate this category of response:

The adviser gave me the same wrong answer twice. I went to double check because I kept getting different answers. This adviser finally realized that they were wrong. I feel that if I was not persistent that I would have still had the wrong answer.

I have trouble getting across my needs to the advising staff. They always seem rushed, so I feel I shouldn't waste their time if I think I can look it up myself.

Furthermore, two students said advisers were not helpful because they discouraged the student from aspiring toward challenging goals. For example:

Undergraduates—I and many others—have been thoroughly disappointed and discouraged by [this departmental adviser]. For example, when applying to the major, [the adviser] had nothing but negative things to say and made us feel as though it is impossible for us to get in. We all made it, thankfully, but it was hell waiting for the answer because of [this adviser.] I no longer trust advisors in that office and only go when I absolutely have to.

Some of the advisors I have met with try and steer me away from my dreams and goals and instead tell me to settle because, for example, my pursuits in their opinion are 'too hard.'

I know what I need. Another theme in these responses was that students felt that they knew what they needed and did not need to seek out advising for help. About 16% of the students who responded said that they knew how to self advise.

I don't know what to ask or where to go for advising. Finally, about 8% of the students who responded said that they did not know what to ask an adviser or they did not know whom to contact about advising needs.

Other. Themes that recurred but with less frequency than those mentioned above were:

- Students not having sought out advising yet, but planning to do so soon.
- Personal reasons for not seeking advising, such as shyness or laziness.
- The sense that advisers are inaccessible.
- Failure to get adviser responses to email questions.
- Bad experiences with advisers at previous institutions.
- Time constraints—not enough drop-in times, for example.

Meeting with an Adviser

Students who had met with an academic adviser at least once were asked to respond to a series of questions centered on their advising experience. While 978 (87%) of the 1,123 students answered the questions about their experience of UW academic advising, 145 students (12.9%) chose not to do so. These 145 students were very unlikely to be transfer students and more likely to be underclassmen.

Students who completed this section of the questionnaire were first asked to identify a specific type of academic adviser for the subsequent questions. The choices were an academic adviser in...: "Your department or college" (63%); "the Gateway Center" (16%); "the OMA Counseling Center" (6%); "the Student-Athlete Academic Services"; or "Other." The last two categories were excluded from subsequent analyses because of the low number of students selecting them (4 and 10, respectively). The number of students selecting each type of adviser is shown in Figure 37; the pattern of response is consistent with findings reported earlier. Upperclassmen are more likely to make use of advising services, and the type of adviser they use is much more likely to be departmental.

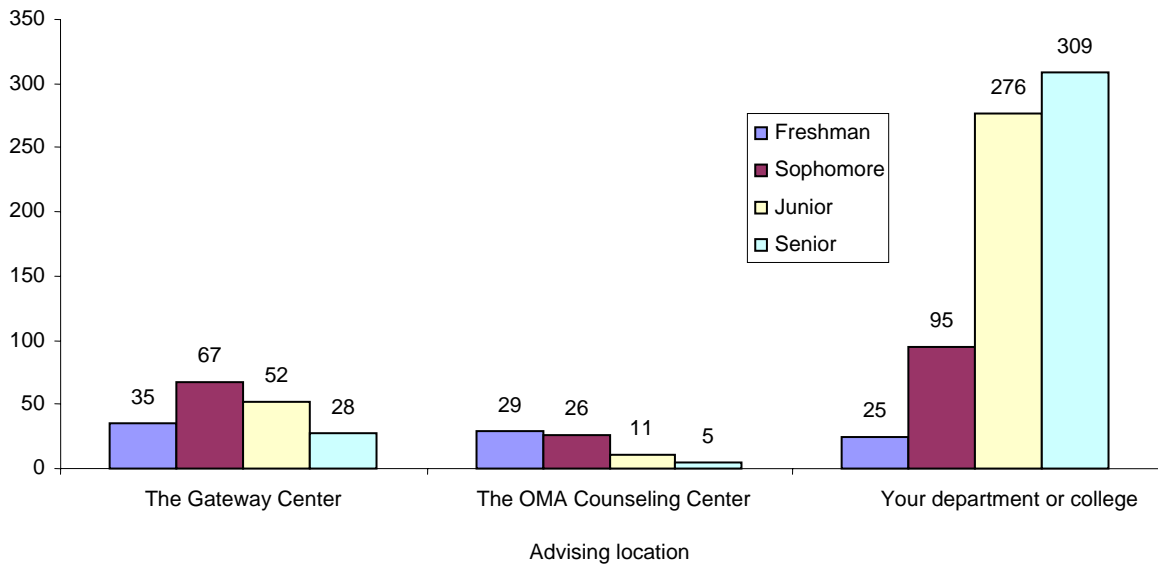


Figure 37. Number of students utilizing advising services by class level

Students were then asked to describe how often, and in what way, they communicate with advisers. As with earlier items, categories of frequencies were converted into number of contacts, which are analyzed here. Figure 38 shows that students who accessed an adviser did so most frequently in a group, especially with departmental advising. Advising seems to be done infrequently over the phone or via web chats.

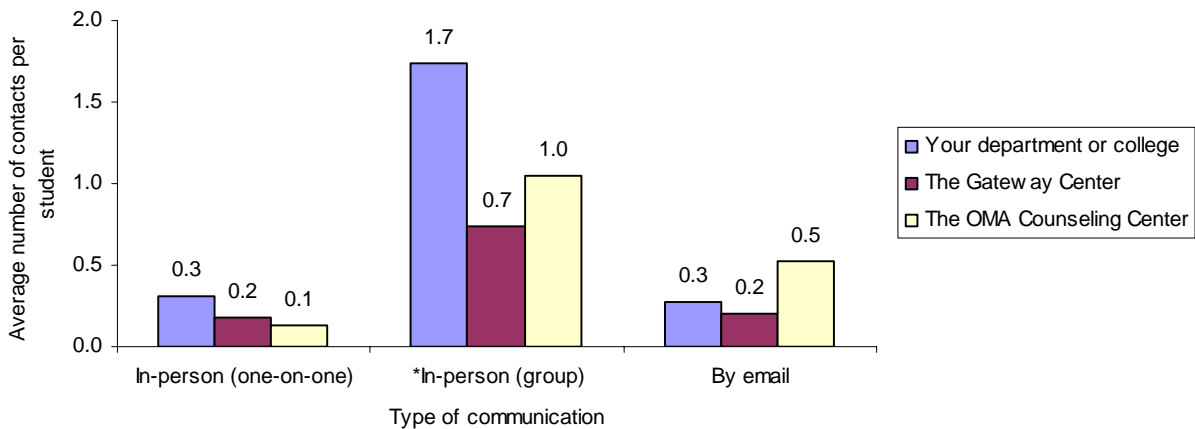


Figure 38. Frequency of communication with academic adviser at different advising sites

Students were asked whether they felt that the number of contacts with their adviser during Fall quarter 2004 was sufficient. Although 66% of the respondents said it was, 18% were not sure, and 16% said that it was not. Overall, students referring to departmental or college advising were more likely to say it was sufficient (71%) than students referring to advising at the Gateway Center (53%) or the OMA Counseling Center (54%). Also, seniors were most likely to say the number of contacts with their adviser was sufficient (79%), compared with juniors (65%), sophomores (52%) or freshmen (55%). Similarly, transfer students were more likely to say it was sufficient (72%) than non-transfer

(63%), and so were men (73%), compared with 62% of the women. No differences were seen between full-time and part-time students, nor between EOP and non-EOP students.

Students who met with their academic adviser one-on-one during Fall quarter were asked how long each meeting was. On average the meetings with OMA Counseling Center advisers were about 10 minutes longer than with departmental or Gateway Center advisers (27 minutes vs. 17 minutes). These findings don't depend on class standing, transfer student status, sex, or EOP status.

Next, students were asked whether the amount of time they spent with their adviser one-on-one was normally enough time to discuss their academic interests, issues, and concerns. Most students said that they "Always" (42%) or "Usually" (40%) had sufficient time. Only 5% said "Never" and for 13% the question was not applicable. Students who said "Always" or "Usually" reported spending about 20 minutes with their advisers, while those who said "Never" reporting spending about 10 minutes. Students who were referring to advising at the Gateway Center were less likely to say they had enough time, with 11% of these students saying "Never" compared with 6% of the students referring to departmental advisers and none of the OMA Counseling Center students. More than half of the seniors (54%) said they "Always" have enough time with their academic adviser, compared with 45% of the students in the other classes. Another 42% of the seniors, and 48% of the other students said they "Usually" have enough time with their advisers.

Common Topics in Advising

Students who had participated in advising were asked to respond to a list of advising topics, indicating whether or not they had been discussed and, for those topics that had not been discussed, whether they should have been. Figure 39 summarizes the responses to all items. The first five topics listed in the Figure are generally applicable, and most students who identify them as important have discussed these topics with their adviser. The remaining ten topics apply to smaller groups of students, and appropriately have not been discussed. Thus 70% of the students said they have discussed their academic progress with their adviser, and 17% said they have not discussed it and do not need to. An important 13% reported that they should have discussed their academic progress with their adviser, but have not done so.

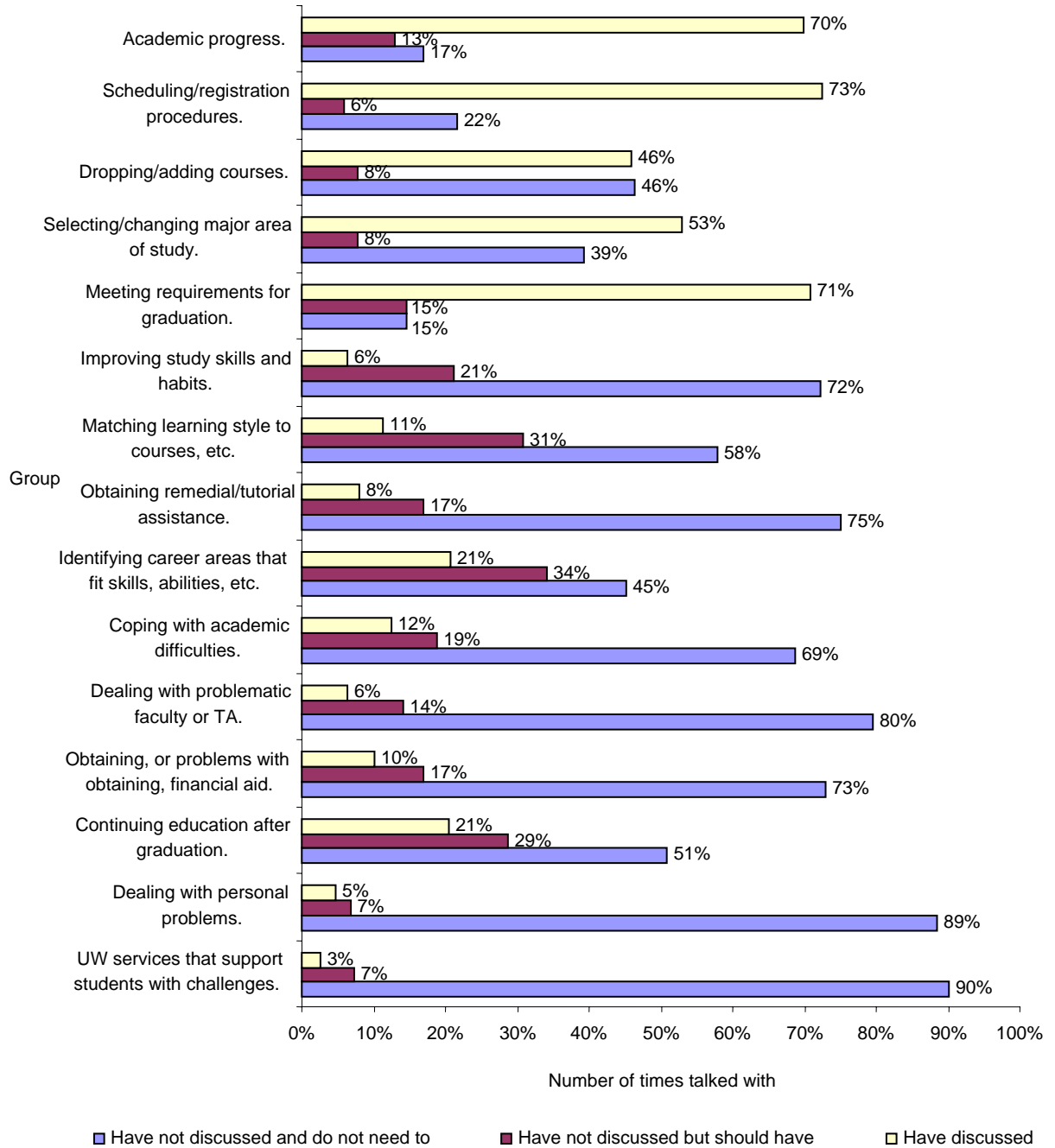


Figure 39. Topics discussed with academic adviser

Figure 40 is based on only those students who identified each topic as important for them, i.e., those who said the topic had been discussed or had not been discussed but should have. For each topic, the percentage of these students who had discussed the topic with their adviser is reported.

This Figure shows that between 83% and 93% of the students say they have discussed the five topics that are generally applicable to all students with their advisers: academic progress, scheduling/registration procedures, dropping/adding courses, selecting/changing

major or area of study, and meeting requirements for graduation. However, even though these are high percentages, it is important to recall that 7% to 17% had not had these conversations but see them as important.

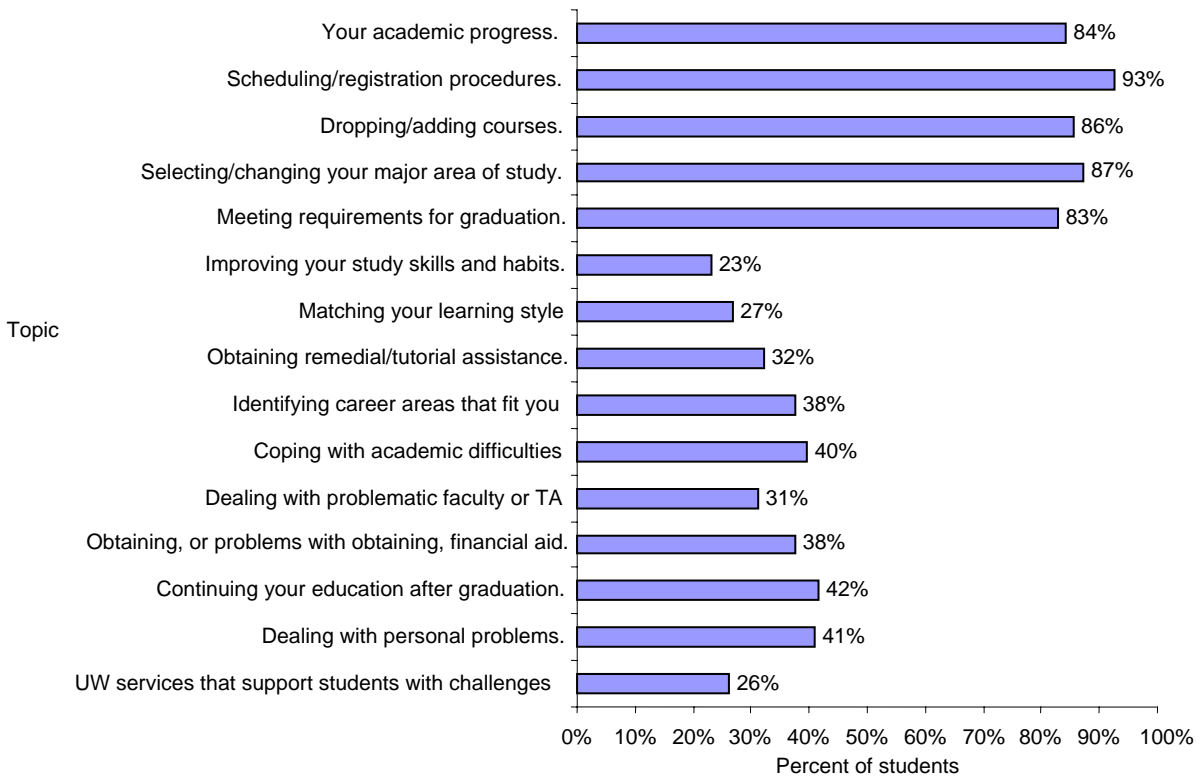


Figure 40. Topics discussed that needed to be discussed with academic adviser

Further, this Figure identifies specific gaps for students in need of support in the ten more specific areas. Although 45% and 90% of the students indicated that these topics did not apply to them, it is still important to realize that only one-quarter to one-half of the students who state they need to discuss these topics with an adviser are doing so.

Of those who see a need to discuss specific topics, seniors are most likely to say they've done so regarding selecting or changing their major (94%), their academic progress (92%), or meeting requirements for graduation (90%). Freshmen are more likely to have discussed suitable career areas (60% vs. 30% of the seniors, 34% of the sophomores, and 45% of the juniors) or to have discussed getting remedial or tutorial assistance (49% vs. 22% of the juniors, 32% of the seniors, and 39% of the sophomores). The decrease in remedial or tutorial assistance may be due to student attrition from freshman to senior status, or to a change in the focus of advising.

These "unmet needs" seem to be similar in the different advising arenas, with a few exceptions. Students referring to OMA Counseling Center advising are less likely to have had a discussion about meeting requirements for graduation (73% vs. 85% of the departmental advisers and 77% of the Gateway Center advisers), and are more likely to have discussed getting tutorial assistance (60% vs. 24% of those referring to

departmental advisers and 28% of those referring to Gateway Center advisers). Correspondingly, EOP students are more likely to say they've had a discussion about getting tutorial assistance than non-EOP students (56% vs. 24%) and about coping with academic difficulties (54% vs. 36%).

Students were asked to rate their academic advisers on a variety of dimensions. Their responses, shown in Figure 41, were generally positive, with the most positive responses relating to the adviser's expertise, availability and professionalism. Although still between neutral and positive, ratings were less positive when students were asked to rate their academic adviser in more personal interactions, such as giving help with selecting courses, showing interest in the student as a unique individual, exploring careers in the student's field of interest, discussing personal problems, showing concern for personal growth and development, having familiarity with the student's educational background, or encouraging the student to talk about his or her college experience.

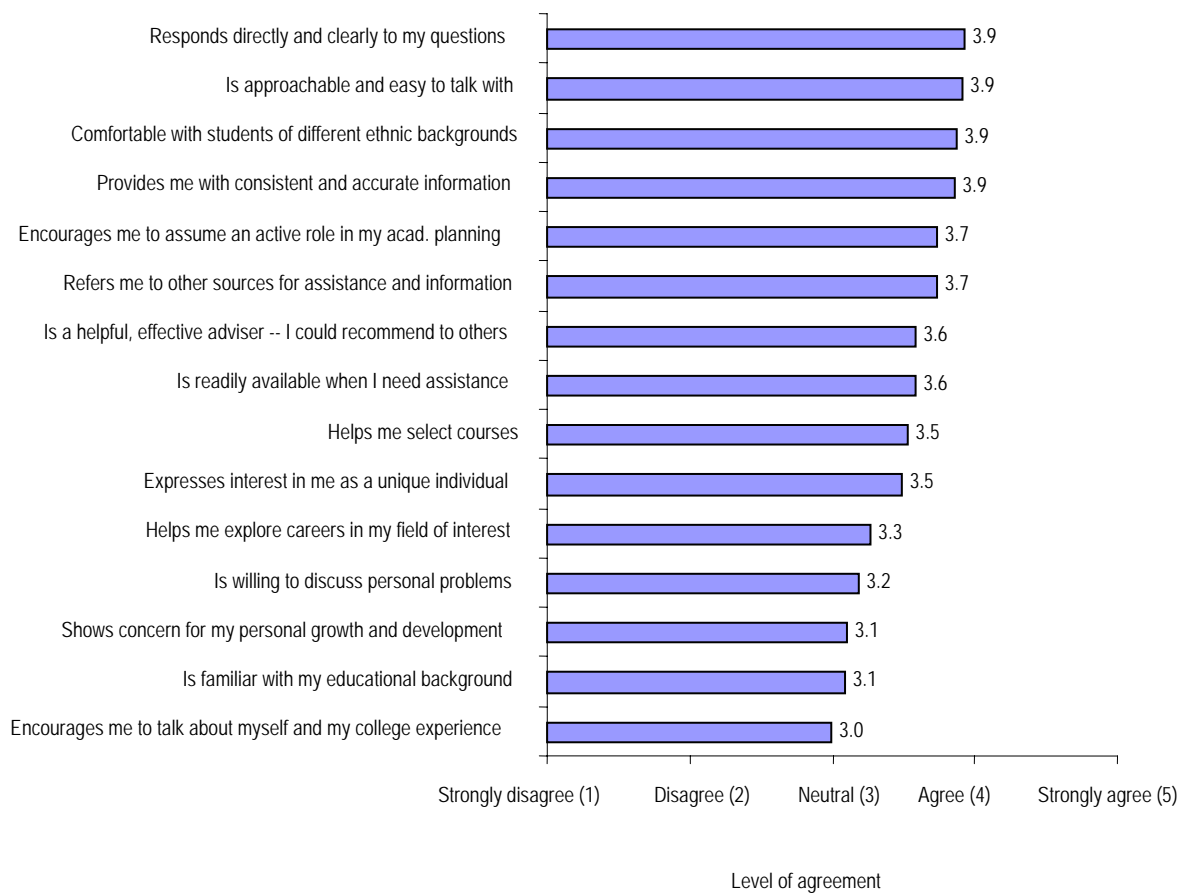


Figure 41. Ratings of "My academic adviser..."

As shown in Table 16, Freshmen tended to give higher ratings for many of these statements. Note that this might be an unusual group of freshmen, as many of the freshmen opted out of these question altogether, not having advising experience to report.

Table 16. Agreement with statements about academic advisers (1="Strongly disagree"; 5="Strongly agree")

| | Freshman | Sophomore | Junior | Senior |
|---|----------|-----------|--------|--------|
| Responds directly and clearly to my questions | 3.9 | 3.9 | 3.8 | 4.0 |
| Is approachable and easy to talk with | 4.0 | 4.0 | 3.8 | 4.0 |
| Is comfortable working with students with different ethnic backgrounds ¹ | 4.0 | 4.0 | 3.7 | 3.9 |
| Provides me with consistent and accurate information | 3.9 | 3.9 | 3.7 | 3.9 |
| Encourages me to assume an active role in my academic planning | 3.8 | 3.8 | 3.7 | 3.7 |
| Refers me to other sources for assistance and information ¹ | 3.9 | 3.8 | 3.6 | 3.8 |
| Is a helpful, effective adviser whom I could recommend to other students ¹ | 3.8 | 3.7 | 3.4 | 3.6 |
| Is readily available when I need assistance ¹ | 3.5 | 3.8 | 3.4 | 3.6 |
| Helps me select courses ¹ | 3.8 | 3.6 | 3.5 | 3.5 |
| Expresses interest in me as a unique individual ¹ | 3.7 | 3.6 | 3.3 | 3.5 |
| Helps me explore careers in my field of interest ¹ | 3.7 | 3.4 | 3.2 | 3.2 |
| Is willing to discuss personal problems ¹ | 3.4 | 3.3 | 3.0 | 3.2 |
| Shows concern for my personal growth and development ¹ | 3.4 | 3.3 | 2.9 | 3.1 |
| Is familiar with my educational background | 3.0 | 3.2 | 3.0 | 3.2 |
| Encourages me to talk about myself and my college experience ¹ | 3.2 | 3.2 | 2.8 | 3.0 |

¹ Significant differences across class were found using one-way Analysis of Variance ($p < .05$).

Two patterns emerge from this table: 1) ratings diminish as academic progress occurs, and 2) ratings increase between the junior and senior year. This could reflect additional services available to seniors, and perhaps desired by juniors.

Additional differences in ratings were found, beyond those relating to class. Specifically:

- Departmental advising received higher agreement with the statements "My academic adviser provides me with consistent and accurate information;" and "My academic adviser encourages me to assume an active role in my academic planning."
- OMA Counseling Center advisers received higher agreement with the statement "My academic adviser helps me select courses."
- Transfer students agreed more strongly with the statement "My academic adviser encourages me to assume an active role in my academic planning;" "My academic adviser helps me select courses;" and "My academic adviser is familiar with my educational background."

Figure 42 shows that the item "My academic adviser responds directly and clearly to my questions" receives uniformly high ratings across classes, except among students from the OMA Counseling Center. Although the number of students represented in the Figure is

small number, this interaction reached statistical significance. This suggests that the needs of the juniors seeking advising at the OMA are not being met as well in this regard as are the needs of students in other classes seeking advising from the OMA, nor as well as juniors seeking academic advising elsewhere on campus.

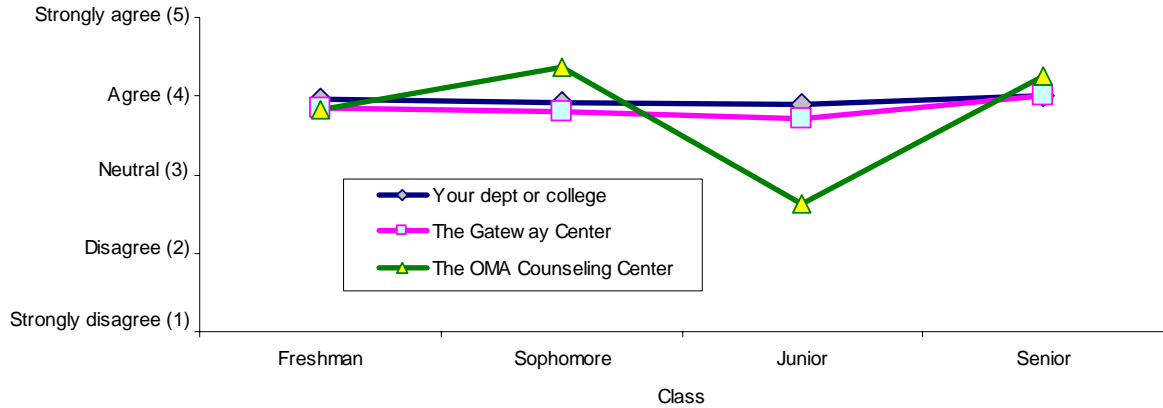


Figure 42. Ratings of "My academic adviser responds directly and clearly to my questions" by source of advising and class

Figure 43 shows a similar, but less extreme finding, illustrating the interaction between class and EOP status in response to the same question as show previously. This figure shows consistent response across the classes for non-EOP students, but less consistency for the EOP students. In the case of this graph, the EOP student points are based on 30 or more students and so should be fairly stable, strengthening the idea that this finding may actually represent an unmet need of EOP junior class members.

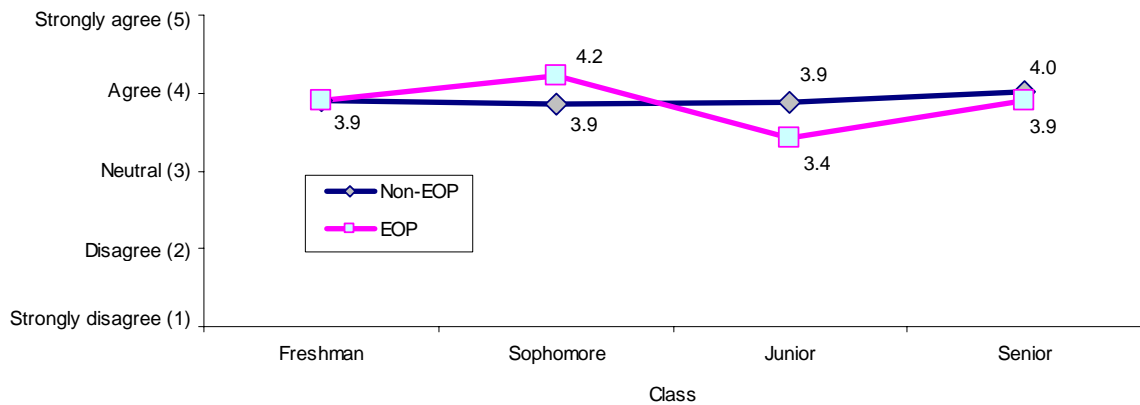


Figure 43. Ratings of "My academic adviser responds directly and clearly to my questions" by EOP versus non-EOP students and class

Figure 44 shows a similar result, in response to the statement, "My academic adviser is comfortable working with students with ethnic backgrounds different from her/his own." Ratings given by EOP students are somewhat higher than those of non-EOP students

during the freshmen and sophomore years, but dips for the EOP students in the junior year.

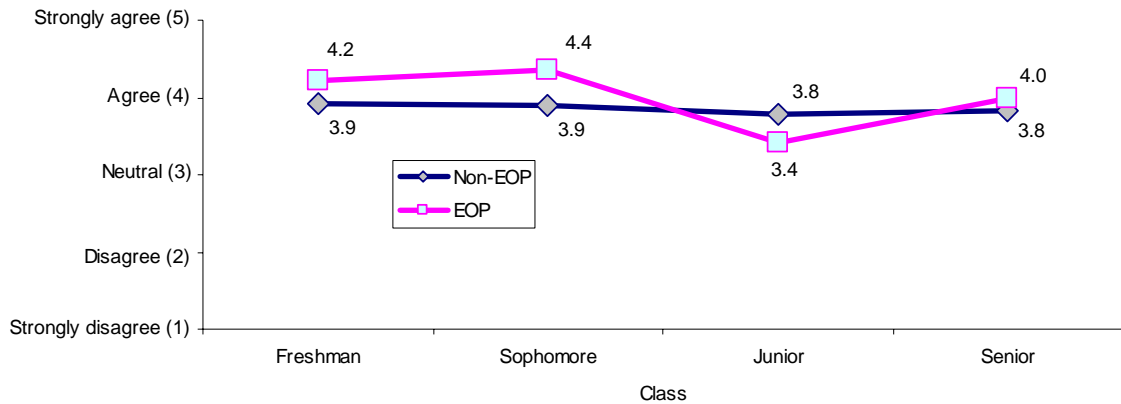


Figure 44. Ratings of "My academic adviser is comfortable working with students with ethnic backgrounds different from her/his own" by EOP versus non-EOP students and class

Consistency in Advising

For the previous questions, students were asked to refer to a specific source of advising (departmental advising, Gateway Center, OMA Counseling Center, or other) when answering the questions. The 412 students who had met with more than one adviser in the preceding quarter were then asked to consider them together by rating the consistency of their advice. Figure 45 shows that the students found the advice they received to be fairly consistent across sources of advising, with the highest ratings being given by freshmen and seniors. This may indicate that the advice given to sophomores and juniors was in fact less consistent, or it could reflect the availability of different options at different class levels. Similar patterns were found for transfer versus non-transfer students and for EOP versus non-EOP students. Although the overall ratings of consistency appear fairly good, it is important to note that nearly one-fourth (23%) of the students said that the advice they've received is either "Inconsistent" or "Very inconsistent," and only 13% rated the information they received as "Very consistent."

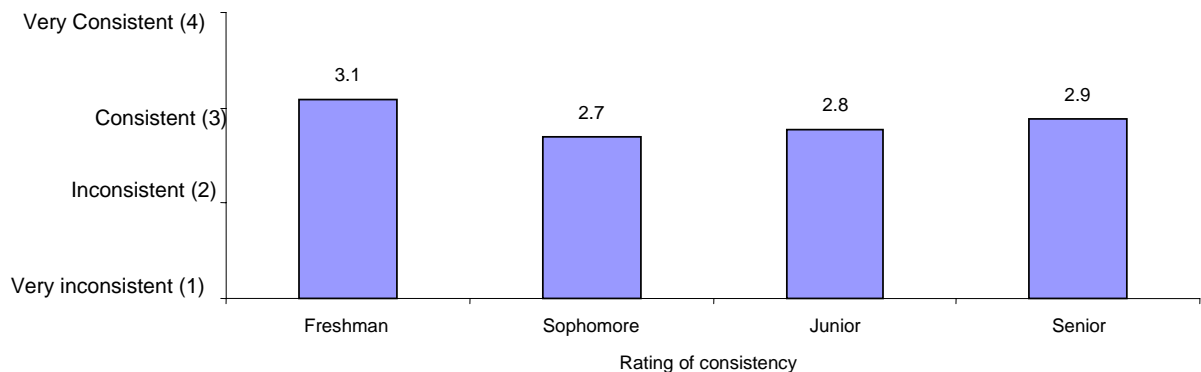


Figure 45. Ratings of consistency of advice received from multiple advisers

In an open-ended, follow-up question students were asked to address the consequences, if any, of having received inconsistent advice, to which. A total of 70 students responded. The main themes that emerged in their responses are presented in order of frequency:

Delays. About 27% of the students responding to this question reported that the consequence of inconsistent advising were delays: in their general progress through college (sometimes because they were advised into harder courses than they needed to take, which affected their GPAs); in getting into majors; and/or in graduating on time.

Confusion. For 17% of those responding, the main consequence of receiving inconsistent advice was being confused about academic policies, rules, and regulations.

Good adviser/bad adviser. Roughly 17% of the students responding to this item also spoke of consulting one “bad” adviser and one “good” one, most often reporting seeking out a second adviser when they felt they had been misinformed or badly treated by the first one they saw, and some merely avoiding the “bad” adviser. These two quotations illustrate this consequence:

If I had listened to the advice of advisor two (which was contrary to the initial advice of number one), I would have registered for the wrong classes and not been able to graduate on time. FYI: advisor two was new (and so it was understandable that she was unclear), but I feel she should have been shadowed by someone with more experience.

[One advisor] who I worked with in achieving my general requirements was extremely helpful and personable in helping me meet my goals. He helped me find courses that were of personal interest and that fit my schedule. My departmental adviser has made a specific point of telling me she is not there to help me with any work schedule accommodations and that I should not even be working if I have such requests/concerns. I don't feel she is meeting my needs as a student who needs to support myself while completing my undergraduate work. I was disappointed by this experience and have done my best to avoid future relations.

Other. Less frequent responses, yet worthy of mention, included:

- Students feeling discouraged from pursuing certain majors.
- Students feeling reluctant to speak with another adviser after a bad experience with one.
- Students figuring out on their own what they needed to do, rather than counting on help from advisers.

Entering Majors and Advising

In the next question, students were asked whether they were accepted into their majors before reaching 105 credits. As shown in Figure 46, nearly half of the students (46%) reported that they had, 21% said they had not, and about one-third (32%) said they had not yet reached 105 credits.

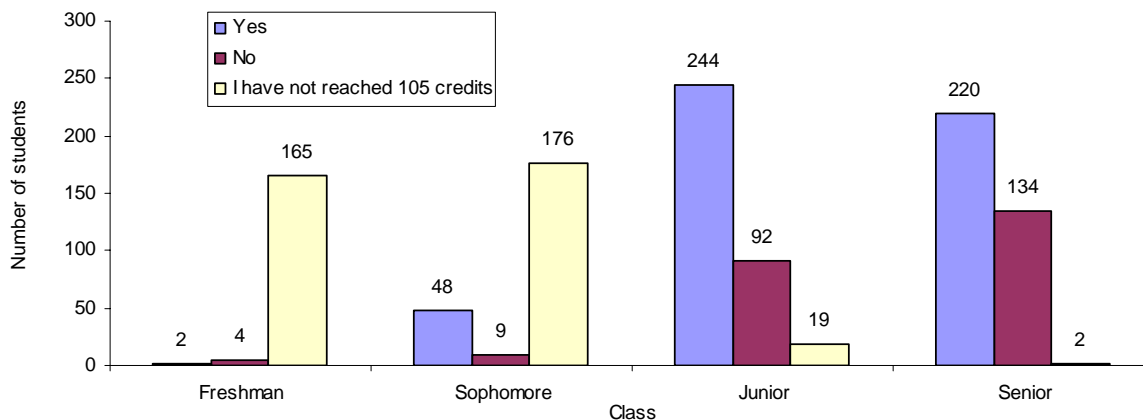


Figure 46. Number of students accepted into their majors before reaching 105 credits

In an open-ended follow-up question, respondents were asked to explain why they did not get into their major before reaching 105 credits, to which 208 students responded. The main themes, in order of frequency, were:

Transferred to the UW with a number of credits but had to complete departmental requirements to apply to major. More than 20% of the students who gave explanations for reaching 105 credits without being in a major spoke of this problem. Furthermore, this problem was occasionally exacerbated by students' need to complete a course cycle before applying and then not being able to get into the course. Several students, for example, mentioned needing to take the Biology series before applying to majors but being unable to get into Biology 180, the first course in that sequence.

Changed majors. About 18% of those who responded to this question said that they exceeded the 105 credits without being in a major because they had decided to change majors, sometimes more than once. Often such changes occurred because students did not know their own strengths until they had tried some UW courses, as this student's comment suggests: "I was a transfer student, tried out Chemistry/Calculus. It killed me. Shortly after 105 credits I chose History as a major and have excelled ever since." Usually such changes in majors required students to backtrack through a new set of required courses, as this student's comment makes clear: "I switched majors from architecture to biology so many of my classes from freshman year did not count towards the bio major."

Uncertain about major. Roughly 5% of the students responding said that they were still not sure what they wanted to major in.

Both running start and transfer students spoke of coming into the UW with credits before knowing what they wanted to major in. By the time they had figured it out and taken the prerequisites for applying to majors, they were over the 105 credit limit. Students coming in with many AP credits also had this problem. The running start/AP population of students needs further study.

Several students mentioned needing to explore before they could decide on a major. A few students spoke of personal constraints, such as this student:

Every second is precious. I am a busy, single-mother, a full time student, and work. I have been so exhausted I just put it off. I knew what I wanted to major in and I understood the requirements on my own. The only reason I have met with advisors at all was to transfer paperwork/status from undeclared/Mary Gates office to AES department..

Finally, some transfer students said that they had not understood the process of applying to majors at the UW before they got here. As one student said: "I had to file an extension The UW needs to increase communication with community college advisors/community college students, to make them more aware that requirements for entering a major are different than those for entering the UW." This confusion was sometimes shared by students who may not have been transfer students, as this student's comment suggests: "I have no idea how to even get into a major. I may sound stupid but it is just not anything I thought about until I was recently brought to the understanding you can't get a simple liberal arts degree."

Rejected by major. A few students spoke of delays caused by not being accepted into majors after they had applied and then having either to reapply or decide on a new major. A few others spoke of problems caused by double majoring.

Role of Advising in Getting into a Major

In the next question, students were asked what role, if any, advising played in getting them into their majors. Figure 47 shows that nearly half (46%) said it helped and very few (4%) said it hindered them. About one-third (30%) said it played no role at all and another 20% selected "Don't know." The last category may be made up of individuals who had not yet in their majors.

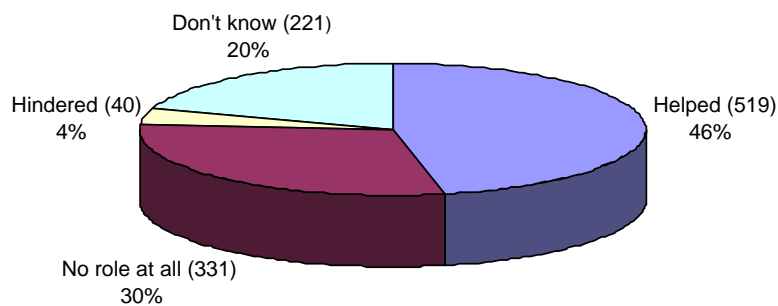


Figure 47. Role of advising in completing necessary requirements for major

Figure 48 shows that as students progress in their time at the UW, their perception that advising has helped them complete the requirements for their majors also increases, while the "Don't know" responses decrease. However, it is still important to note that even

though most of the seniors (59%) say that advising helped them complete the requirements for their majors, a sizeable percentage (31%) of students arrive at their senior year with the perception that advising has played no role in it.

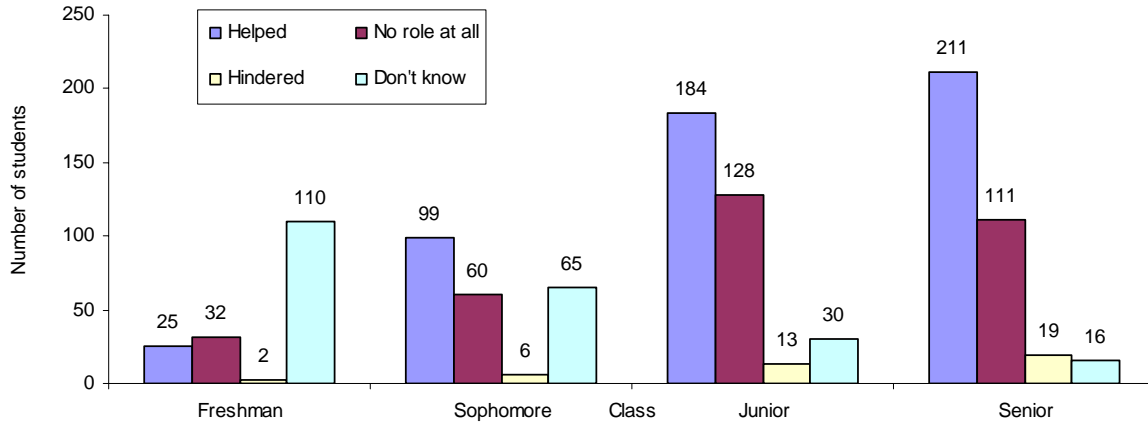


Figure 48. Role of advising in completing necessary requirements for major by class

Junior and senior *transfer* students are even more likely to say that advising helped them with the requirements for their majors (63% vs. 49% of the non-transfers). This may reflect the additional time non-transfer students have to identify and get the requirements necessary for their majors.

Student Satisfaction with UW Advising

Students were asked three summary questions about their advising experience at the end of the survey. Figure 49 summarizes the students' responses. Students are largely but not overwhelmingly positive about their advising experience, with 63% agreeing or strongly agreeing that UW academic advisers have met their advising needs and 58% agreeing or strongly agreeing that they are satisfied with the advising they have received at the UW. On the other hand, 51% agreed or strongly agreed that they had to run around from one place to another to get the information they need.

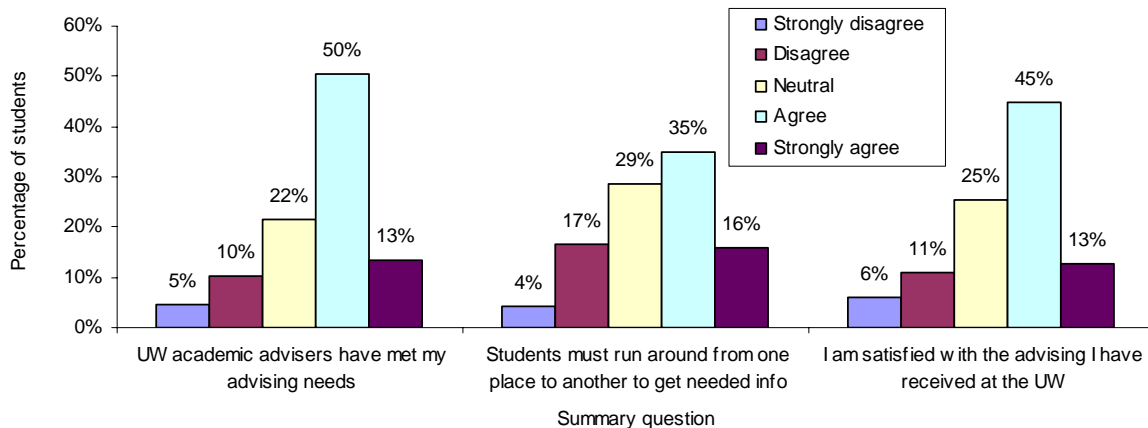


Figure 49. Summary questions about advising experience

Agreement with the first summary question, "UW academic advisers have met my advising needs," increases consistently with progression toward graduation so that by the senior year, 72% of the students agree with this statement, compared with 53% of the freshmen. Controlling for class membership, transfer students agree more strongly than non transfers that UW advising has met their advising needs and that they are satisfied with the advising they have received at the UW.

Sophomore and senior transfer students agree less strongly than non-transfers in the same classes with the statement that "students must run around from one place to another to get the information they need," but the junior transfers agree more strongly than their non-transfer counterparts. Again, this could reflect the less flexible schedules of the junior transfer students compared with other juniors; transfer students may feel more pressure to make the "best" class selection decisions, perhaps without access to informal advising resources (friends, classmates, or even faculty or TAs). No differences were found in responses to these items between EOP and non-EOP students.

Student Suggestions for Change

Finally, in an open-ended question, students were asked what, if anything, they would change to improve academic advising at the UW, and 758 students (about 68% of the students who completed surveys) offered suggestions. Responses were categorized using a constant comparison method, with categories generated by students' suggestions. Students' suggestions for improvement, in order of frequency, were as follows:

Relate to students in a helpful, positive, and caring manner, treating each one as an Individual with unique needs. The largest group of students—113 or 14.9%--suggested that changes in the ways advisers related to students would most improve undergraduate advising. Three consistent themes among this group of respondents were that advisers needed to be more helpful and caring in their work with students; that advisers should focus more on the needs and interests of the individual student than on rules, policies, information readily available elsewhere, or on getting the student through the system; and that advisers should be more positive with students, rather than discouraging them. Many in this group of students said that advisers' behavior seemed to communicate that they were in a hurry to finish the sessions, and that advisers were sometimes unresponsive to their questions. Furthermore, many students in this group described the advisers as "discouraging" and "not helpful." The following quotations illustrate this group of responses:

Advisers should offer encouragement to students even when grades are suffering. If we are determined to achieve something, then nothing will stop us, but discouragement from advisers is not helpful. Don't tell me to choose another field of interest!!!

I would make the experience more personal; many students including myself feel as if we are being rushed through a prescribed process that meets the objectives of the department but not our own. The advisers I have met with give me generic advice that does not apply to me personally.

It would be a SERIOUS better use of my time, if the advisors actually gave me some direction. Everything always seems so vague, and shoving a bunch of pamphlets in my face doesn't help me at all. I CAN DO THAT ON MY OWN! Look at my classes, look at my GPA, look at me: tell me what my options are!

When I did drop-in advising at the Gateway Center recently, I felt like the advisor did not really take the time to understand my situation, or really care enough to get to know me before she began advising me to do something that I didn't feel suited my educational needs. Perhaps it would have been better if she had first found out why I came to her and what I needed advice on."

Add a personal touch. It would be great, if advisors could make you feel special, like they are concerned with where you are heading. When I transferred, I went to my first advising session and I felt like the advisor's goal was to get me out of her office as fast as possible.

Provide more access to advising. Sixty-six students (8.7%) said that they would like greater access to advisers, especially more walk-in advising hours, more evening hours, more hours for advising-by-appointment, and greater email advising access.

In addition, 9 students (another 1.3%) said that advisers should spend more time with students.

Advertise services better. Fifty-five students (7.2%) said that advising should advertise its services and benefits more aggressively to students. These students said that the UW should make information about advising—including what it can do for students, where to find it, whom to contact, and how to contact them—more easily available to students, especially incoming students.

Make sure advisers are knowledgeable about a wide range of student concerns. Forty-six students (6.1%) said that advisers should be more knowledgeable. Students sometimes specified areas of knowledge that they believed all advisers should have, including knowledge about financial aid, about related majors, about internships, and about minor requirements.

Keep doing good work. Forty-six students (6.1%) entered comments that said their experience with advising had been good and they had no suggestions for improvement.

Require advising. Forty-two students (5.5%) said that the UW should require students to see advisers. Many respondents of this group said that students should be required to see an adviser in their first year at the UW; several students said that advising should be required quarterly or annually.

Hire more advisers. Thirty-four students (4.5%) said that they felt the UW should hire more advisers. Several students felt that there should be more departmental advisers, and several students suggested more advisers during peak periods, such as just prior to registration.

Improve electronic advising features. Thirty students (4.0%) suggested better uses of technology to facilitate advising. These included adding an online “chat room” where students could access information quickly and synchronously, the ability to make appointments online, more email advising with quicker turnaround, and a better website with the most current information posted.

Assign an adviser to each student. Twenty-seven students (3.6%) said that the UW should assign one adviser upon entry who would continue working with that student throughout the student’s time at the UW. As this student said:

I do not have an advisor who I feel knows me and my academic and personal history. I would have really liked to have established a relationship with an advisor. It seems that anyone who has a relationship with an advisor really was aggressive and actively sought one early on. With such a large university and so many major options, with the high level of independence that is required from you in going to the UW, it would have been very helpful to have been given an advisor; an advisor with a name whom I would have known to go to with any problems or questions or to hear some advice, rather than a vague and impersonal ‘advising department.’

Contact the students. Twenty-six students (3.4%) said that advising needed to be more proactive, contacting students directly to come for advising. Students who recommended that advising contact students directly frequently suggested email contact to initiate advising annually or quarterly, as well as to follow-up on advising sessions. This student’s comment illustrates this suggestion:

Contact me sooner. Yes, I probably should have contacted the office myself, but I was an indeed too scared and didn't know exactly how or what the office would do for me. Contact each freshman through at least email.

Focus on special needs. Twenty-two students (2.9%) focused on the needs of special populations, saying that these populations either needed their own adviser or simply more help. The populations these students felt needed special focus included: older returning students; freshmen and sophomores; transfer students; undeclared majors; evening degree students; students applying to graduate school; and students receiving financial aid.

Provide career information. Nineteen students (2.5%) said that they would like advisers to provide career information and information about job opportunities.

Centrally locate all advising in one place. Seventeen students (2.2%) said that all advisers should be centrally located in one building to make movement among them easier.

Improve consistency across advising units. Fifteen students (2.0%) said that there should be more consistency across advising units and closer links between them. These students spoke of better connections between the Gateway Center and departmental advising, between departments, between UW and community college advising, and inside

departments. Several students pointed out the importance of consistency and communication across departments for double majors.

No response. One-hundred students (13.1%) either entered "NA" or "Not sure," into the comment box or indicated that they had not had enough advising to comment. In addition, a few responses were placed in this group because they did not address the question.

APPENDIX B. STUDENT SAMPLE

| Class | College/Sub-college | Regular | | | EOP | | | TOTAL |
|---------------|-----------------------|-----------|----------|----------|-----------|----------|----------|-------|
| | | Non-Trans | Transfer | Subtotal | Non-Trans | Transfer | Subtotal | |
| Freshmen | A&S Arts | 2 | | 2 | | | | 2 |
| | A&S Social Science | 5 | | 5 | 2 | | 2 | 7 |
| | A&S Natural Science | 16 | | 16 | 3 | | 3 | 19 |
| | A&S Humanities | 1 | | 1 | | | | 1 |
| | Pre-major | 356 | | 356 | 128 | | 128 | 484 |
| | Business | 1 | | 1 | | | | 1 |
| | Engineering | 2 | | 2 | | | | 2 |
| | Ocean/Fishery Science | 3 | | 3 | | | | 3 |
| | Forest Resources | 2 | | 2 | 1 | | 1 | 3 |
| | Tacoma Campus | 3 | | 3 | | | | 3 |
| | Subtotal | 391 | 0 | 391 | 134 | 0 | 134 | 525 |
| Sophomores | Undergrad Ed | 3 | | 3 | | | | 3 |
| | A&S Arts | 5 | 5 | 10 | | | | 10 |
| | A&S Social Science | 17 | 5 | 22 | 3 | 1 | 4 | 26 |
| | A&S Natural Science | 21 | 3 | 24 | 3 | 1 | 4 | 28 |
| | A&S Humanities | 4 | 7 | 11 | 2 | | 2 | 13 |
| | Pre-major | 339 | 66 | 405 | 104 | 21 | 125 | 530 |
| | Business | 7 | 4 | 11 | 3 | | 3 | 14 |
| | Engineering | 7 | 2 | 9 | | | | 9 |
| | Ocean/Fishery Science | 4 | 1 | 5 | | | | 5 |
| | Forest Resources | 3 | 2 | 5 | | | | 5 |
| | Public Health | | 1 | 1 | | | | 1 |
| | Bothell Campus | | 5 | 5 | | | | 5 |
| | Medicine | | 12 | 12 | | | | 12 |
| Tacoma Campus | | 14 | 14 | | | | 14 | |
| | Subtotal | 410 | 127 | 537 | 115 | 23 | 138 | 675 |
| Juniors | A&S Arts | 65 | 41 | 106 | 10 | 2 | 12 | 118 |
| | A&S Social Science | 63 | 76 | 139 | 12 | 6 | 18 | 157 |
| | A&S Natural Science | 62 | 72 | 134 | 13 | 8 | 21 | 155 |
| | A&S Humanities | 64 | 75 | 139 | 11 | 5 | 16 | 155 |
| | Pre-major | 57 | 67 | 124 | 18 | 13 | 31 | 155 |
| | Business | 68 | 74 | 142 | 7 | 6 | 13 | 155 |
| | Engineering | 72 | 78 | 150 | 3 | 2 | 5 | 155 |
| | Subtotal | 451 | 483 | 934 | 74 | 42 | 116 | 1050 |
| Seniors | A&S Arts | 62 | 72 | 134 | 13 | 3 | 16 | 150 |
| | A&S Social Science | 56 | 69 | 125 | 19 | 6 | 25 | 150 |
| | A&S Natural Science | 57 | 68 | 125 | 18 | 7 | 25 | 150 |
| | A&S Humanities | 60 | 69 | 129 | 15 | 6 | 21 | 150 |
| | Pre-major | 50 | 62 | 112 | 25 | 13 | 38 | 150 |
| | Business | 58 | 75 | 133 | 17 | | 17 | 150 |
| | Engineering | 66 | 70 | 136 | 9 | 5 | 14 | 150 |
| | Subtotal | 409 | 485 | 894 | 116 | 40 | 156 | 1050 |
| | TOTAL | 1661 | 1095 | 2756 | 439 | 105 | 544 | 3300 |

Due to an error in the sampling procedure, 22 students from UW Tacoma and UW Bothell were included in the sample.

APPENDIX C. STUDENT RESPONDENTS

| Class | College/Sub-college | Regular | | | EOP | | | TOTAL |
|-----------------|---------------------|-----------|----------|----------|------------|----------|----------|-------|
| | | Non-Trans | Transfer | Subtotal | Non-Trans. | Transfer | Subtotal | |
| Freshmen | A&S Arts | | | 0 | | | | 0 |
| | A&S Social Science | 2 | | 2 | 1 | | 1 | 3 |
| | A&S Natural Science | 9 | | 9 | | | | 9 |
| | A&S Humanities | 1 | | 1 | | | | 1 |
| | Ext. Pre-Major | 125 | | 125 | 34 | | 34 | 159 |
| | Engineering | 1 | | 1 | | | | 1 |
| | Other | 2 | | 2 | | | | 2 |
| | Subtotal | | 140 | 0 | 140 | 35 | 0 | 35 |
| Sophomores | A&S Arts | 2 | 1 | 3 | | | | 3 |
| | A&S Social Science | 9 | 2 | 11 | 1 | | 1 | 12 |
| | A&S Natural Science | 13 | 2 | 15 | 2 | 1 | 3 | 18 |
| | A&S Humanities | 2 | 1 | 3 | 1 | | 1 | 4 |
| | Ext. Pre-Major | 114 | 25 | 139 | 32 | 3 | 35 | 174 |
| | Business | 2 | 2 | 4 | 2 | | 2 | 6 |
| | Engineering | 1 | | 1 | | | | 1 |
| | Other | 4 | 6 | 10 | | | | 10 |
| | Tacoma Campus | | 6* | 6 | | | | 6 |
| Subtotal | | 147 | 45 | 192 | 38 | 4 | 42 | 234 |
| Juniors | A&S Arts | 28 | 13 | 41 | 3 | | 3 | 44 |
| | A&S Social Science | 18 | 16 | 34 | 3 | 3 | 6 | 40 |
| | A&S Natural Science | 23 | 24 | 47 | 2 | 2 | 4 | 51 |
| | A&S Humanities | 30 | 29 | 59 | 4 | 1 | 5 | 64 |
| | Pre-Major | 24 | 21 | 45 | 5 | 4 | 9 | 54 |
| | Business | 23 | 31 | 54 | 1 | 2 | 3 | 57 |
| | Engineering | 22 | 22 | 44 | 2 | | 2 | 46 |
| | Subtotal | | 168 | 156 | 324 | 20 | 12 | 32 |
| Seniors | A&S Arts | 23 | 22 | 45 | 5 | | 5 | 50 |
| | A&S Social Science | 20 | 28 | 48 | 5 | 1 | 6 | 54 |
| | A&S Natural Science | 20 | 24 | 44 | 7 | 1 | 8 | 52 |
| | A&S Humanities | 22 | 27 | 49 | 4 | 2 | 6 | 55 |
| | Pre-Major | 18 | 18 | 36 | 4 | 1 | 5 | 41 |
| | Business | 18 | 27 | 45 | 4 | | 4 | 49 |
| | Engineering | 26 | 25 | 51 | 4 | 2 | 6 | 57 |
| Subtotal | | 147 | 171 | 318 | 33 | 7 | 40 | 358 |
| TOTAL | | 602 | 372 | 974 | 126 | 23 | 149 | 1123 |

Due to an error in the sampling procedure, 6 students from UW Tacoma were included in the survey.

THE ADVISING CENTERS

- | | |
|---|---|
| <p>1. Are you an academic counselor in ... <i>the Gateway Center</i> <i>the OMA Counseling Center</i> <i>the Student-Athlete Academic Services</i></p> | <p>years (please include activities both on and off campus)?</p> |
| <p>2. What is your title?</p> | <p>10. What, if any, diversity oriented training activities have you attended within the last two years (please include activities both on and off campus)?</p> |
| <p>3. How long have you worked as an academic counselor?</p> | <p>In advising students, what percentage of time do you communicate ... (<i>Note that your answers should add to 100%</i>)</p> |
| <p>4. How long have you held your current position as an academic counselor?</p> | <p>11. ... in-person (one-on-one)?</p> |
| <p>5. Do you currently work full time (100% FTE) as an academic counselor?</p> <p><i>Yes</i> <i>No</i></p> | <p>12. ... in-person (groups, workshops)?</p> |
| <p>6. If NO, what percentage time to you work as an academic counselor?</p> | <p>13. ... by email?</p> |
| <p>7. Please tell us how you became an academic counselor (e.g., moved up and into academic counseling from non-counseling positions, obtained an education related degree with the intent of becoming an academic counselor, etc.)</p> | <p>14. ... by phone?</p> |
| <p>8. What kind of training did you receive when you first became an academic counselor at UW?</p> | <p>15. ... via web chats?</p> |
| <p>9. What, if any, advising related professional development activities have you attended within the last two</p> | <p>16. ... other?</p> |
| | <p>17. Please describe (if "Other") or add any comments:</p> |
| | <p>18. Approximately how many one-on-one student visits (including drop-ins) do you have per week (an estimated range is fine)?</p> |

19. Of the time you spend directly advising students, check the THREE topics on which you spend the most time:
- General education requirements
 - Major/minor requirements
 - Transfer credit issues
 - Registration procedures (drop/add, waiting lists, etc.)
 - University policies and processes
 - Student administrative/system problems (e.g., unexpected drops, etc.)
 - Tracking of academic progress
 - Post-graduation academic plans
 - Career options and planning
 - Extracurricular activities (e.g., community service, internships, etc.)
 - NCAA eligibility issues
 - Housing
 - Financial Aid
 - Student personal problems
 - Other

20. Please describe (if "Other") or add comments:

21. What percentage of time do you spend on directly advising students?

22. Of the time you spend on other activities, check the THREE activities on which you spend the most time:
- Communication with campus at large
 - Curriculum development
 - Student and/or adviser listserv
 - Events (e.g., Transfer Thursday, Career Fair, etc.)
 - Committee work
 - Time schedules
 - Administrative and/or clerical support
 - Alumni development
 - Supervisory responsibilities
 - Publications (e.g., newsletters, training manuals, etc.)
 - Workshops (planning and facilitating)
 - Outreach and recruitment
 - New Student Orientation
 - Other

23. Please describe (if "Other") or add comments:

24. What percentage of time do you spend on these other activities?

25. Overall, how often do you find your advising responsibilities satisfying?

Rarely

Sometimes

Often

Usually

26. Please explain:

27. What helps you perform your job effectively? Please address factors both within your advising unit and the larger university.

28. What hinders you from performing your job effectively? Please address factors both within your advising unit and the larger university.

To what *extent* do you have ... (Not at all; Some; A moderate amount; A lot)

29. ... access to the administrators of your advising unit?

30. ... participation in decision-making within your advising unit?

31. ... conversations with other academic counselors and advisers?

32. ... information on student satisfaction with advising?

33. ... information on advising related matters from other academic counseling and advising units?

34. ... opportunities for advising related professional development and training?

35. ... opportunities for diversity oriented professional development and training?

36. ... opportunities of advising related career advancement?

37. ... respect from others on campus?

38. ... other?

39. Please describe (if "Other") or add comments:

How *important* is it or you to have ... (Not at all; Some; A moderate amount; A lot)

40. ... access to the administrators of your advising unit?

41. ... participation in decision-making within your advising unit?

42. ... conversations with other academic counselors and advisers?

43. ... information on student satisfaction with advising?

44. ... information on advising related matters from other academic counseling and advising units?

45. ... opportunities for advising related professional development and training?

46. ... opportunities for diversity oriented professional development and training?

47. ... opportunities of advising related career advancement?

48. ... respect from others on campus?

49. ... other?

50. Please describe (if "Other") or add comments:

Are there formal mechanisms for you to provide input on academic policies and procedures (e.g., seat on a curriculum committee, administrative decision-making body, etc.) ... (Don't know; Yes; No)

51. ... in your advising unit?

52. ... at the academic department and/or college level?

53. ... at the university level?

54. If Yes, what are these mechanisms?

55. Is excellence in academic counseling formally recognized and rewarded in your advising unit?

Yes

No

Not sure

56. Please describe (if "Yes") or add comments:

57. How often, and in what way, is academic counseling evaluated in your advising unit?

To what extent do you have contact with advisers and counselors ... (Not at all; Some; A moderate amount; A lot)

58. ... in the academic departments and colleges?

59. ... in the OMA Counseling Center?

60. ... at the Student-Athlete Academic Services?

61. Please explain:

How would you describe the coordination of information and services between yourself and ... (N/A; Poor, Good, Excellent)

62. ... academic departments and colleges?

63. ... the OMA Counseling Center?

64. ... the Student-Athlete Academic Services?

65. Please explain:

66. What are the TWO or THREE most important things that could be changed to improve academic advising at the UW?

67. Do you have any further comments or suggestions about academic advising at the UW?

THE DEPARTMENTS AND COLLEGES

1. What is your department? Or, if you are a college-level adviser, what is your college?
2. What is your title (i.e., are you a faculty member or grad student with advising responsibilities, an academic adviser, a clerical staff, etc.)?
3. How long have you worked as an academic adviser?
Less than 1 year
1-3 years
4-7 years
8-10 years
More than 10 years
4. How long have you held your current position as an academic adviser?
Less than 1 year
1-3 years
4-7 years
8-10 years
More than 10 years
5. Do you currently work full time (100% FTE) as an academic adviser?
Yes
No
6. If NO, what percentage time to you work as an academic adviser?
7. Please tell us how you became an academic adviser (e.g., moved up and into advising from non-advising positions, obtained an education related degree with the intent of becoming an academic adviser, assigned advising responsibilities as a faculty or graduate student, etc.)
8. What kind of training did you receive when you first became an academic adviser at UW?
9. Within the past two years, have you attended any advising related professional development activities on or off campus?
Yes
No
10. Please describe (if "Yes") or add any comments:
11. Approximately how many undergraduate students (including drop-ins) do you see one-on-one per quarter?

In advising students, what percentage of time do you communicate ... (*Note that your answers should add to 100%*)
12. ... in-person (one-on-one)?
13. ... in-person (groups, workshops)?
14. ... by email?
15. ... by phone?
16. ... via web chats?
17. ... other?
18. Please describe (if "Other") or add any comments:

19. Of the time you spend directly advising students, check the THREE topics on which you spend the most time:

- General education requirements
- Major/minor requirements
- Transfer credit issues
- Registration procedures (drop/add, waiting lists, etc.)
- University policies and processes
- Student administrative/system problems (e.g., unexpected drops, etc.)
- Tracking of academic progress
- Post-graduation academic plans
- Career options and planning
- Student personal problems
- Other

20. Please describe (if "Other") or add comments:

21. Of the time you work as an academic adviser, what percentage of time do you spend on directly advising students?

22. Of the time you spend on other activities, check the THREE activities on which you spend the most time:

- Communication with campus at large
- Curriculum development
- Department listserv
- Department events (e.g., graduation, career fairs, etc.)
- Committee work
- Time schedules
- Administrative and/or clerical support
- Alumni development
- Supervisory responsibilities
- Admissions to program
- Enrollment issues
- Outreach and recruitment

- New Student Orientation
- Other

23. Please describe (if "Other") or add comments:

24. Of the time you work as an academic adviser, what percentage of time do you spend on other activities?

25. Overall, how often do you find your advising responsibilities satisfying?

- Rarely*
- Sometimes*
- Often*
- Usually*

26. Please explain:

27. What helps you perform your job effectively? Please address factors both within your department or college and the larger university.

28. What hinders you from performing your job effectively? Please address factors both within your department or college and the larger university.

To what *extent* do you have ... (Not at all; Some; A moderate amount; A lot)

29. ... access to department chair (or dean/director if you are a college-level adviser?)

30. ... participation in departmental decision-making (or college decision-making if you are a college-level adviser?)

31. ... conversations with other advisers?

32. ... information on student satisfaction with advising?

33. ... information from other advising units?

34. ... opportunities for advising related professional development and training?

35. ... opportunities of advising related career advancement?

36. ... respect from others on campus?

37. ... other?

38. Please describe (if "Other") or add comments:

How *important* is it or you to have ... (Not at all; Some; A moderate amount; A lot)

39. ... access to department chair (or dean/director if you are a college-level adviser?

40. ... participation in departmental decision-making (or college decision-making if you are a college-level adviser?

41. ... conversations with other advisers?

42. ... information on student satisfaction with advising?

43. ... information from other advising units?

44. ... opportunities for advising related professional development and training?

45. ... opportunities of advising related career advancement?

46. ... respect from others on campus?

47. ... other?

48. Please describe (if "Other") or add comments:

Are there formal mechanisms for you to provide input on academic policies and procedures (e.g., seat on a curriculum committee, administrative decision-making body, etc.) ... (Don't know; Yes; No)

49. ... in your department?

50. ... in your college?

51. ... at the university level?

52. If Yes, what are these mechanisms?

53. Is excellence in academic counseling formally recognized and rewarded in your department or college?

Yes

No

Not sure

54. Please describe (if "Yes") or add comments:

55. How is advising evaluated in your department and/or college?

To what extent do you have contact with advisers and counselors ... (Not at all; Some; A moderate amount; A lot)

56. ... in other departments and colleges?

57. ... at the Gateway Center?

58. ... at the EOP Counseling Center?

59. ... at the Student-Athlete Academic Services?

60. Please explain:

How would you describe the coordination of information and services between yourself and ... (N/A; Poor, Good, Excellent)

61. ... other departments and colleges?

62. ... the Gateway Center?

63. ... the EOP Counseling Center?

64. ... the Student-Athlete Academic Services?

65. Please explain:

66. What are the TWO or THREE most important things that could be changed to improve academic advising at the UW?

67. Do you have any further comments or suggestions about academic advising at the UW?

THE STUDENTS

1. During Fall quarter 2004, approximately how often did you use the following resources for academic planning? (Never; Once a quarter; Once a month; Once a week; Two or three times a week; Daily)

UW Student Planner

DARS (Degree Audit Reporting System)

UW Website (Student Guide, Course Catalogue, Time Schedule, etc.)

Departmental Website(s)

Other

If Other, please specify:

2. How many times during Fall quarter 2004 did you talk with the following people when you needed academic advice? (Never; Once or twice; Three to five times; Six to ten times; More than ten times)

An adviser in your department or college

An adviser in the Gateway Center

An adviser in the OMA Counseling Center

An adviser in the Student-Athlete Academic Services

A faculty member

A teaching assistant

Your parent(s)

Your sibling(s)

Your friend(s)

Other

If Other, please specify:

3. Which of the following statements best describes your use of academic advising at UW?

Currently working with one adviser

Currently working with more than one adviser

Not currently working with an adviser but I have met with one in the past

Have never met with an adviser since I started at UW

Other

If Other, please specify:

4. What, if anything, hinders you the most from working with an academic adviser more often? (Check all that apply.)

I don't have time to contact or meet with an academic adviser.

I use other UW resources for academic advising (e.g., UW Website, Student Planner, etc.).

I don't know whom to contact for academic advising.

Academic advisers are not available when I can meet with them.

I had a bad advising experience and am not interested in going back.

I am not sure what an academic adviser can do for me.

The academic advisers' offices are inconveniently located.

Nothing hinders me, I work as often as I can with an academic adviser.

The adviser I am supposed to see was not helpful to me in the past.

I can figure out what I need to do on my own.

Other:

If you have NEVER met with an academic adviser at UW, please go to Question #14. If you HAVE ever met with a UW academic adviser, please continue with Question #5.

For the following question, please think about your current UW academic adviser, OR, if you are not presently working with one, please answer the questions about the last UW academic adviser from whom you sought advice.

5. Please indicate whether you will be referring to an academic adviser in ...

Your department or college

The Gateway Center

The OMA Counseling Center

The Student-Athlete Academic Services

Other

6. How often did you communicate with your academic adviser during Fall quarter 2004

In-person (one-on-one)?

In-person (group)?

By email?

By phone?

Via web chats?

Other?

If *Other*, please specify:

7. Do you feel the number of contacts you had with your academic adviser during Fall quarter 2004 was sufficient for your needs?

Yes

No

Not sure

8. If you met with your academic adviser one-on-one during Fall quarter 2004, how much time did you spend in each meeting?

I have not met

Under 5 minutes

Between 5 and 15 minutes

Between 15 and 30 minutes

Between 30 and 60 minutes

More than 60 minutes

9. Was the amount of time you met with your academic adviser one-on-one (in Question #8) normally enough time to adequately discuss your academic interests, issues, and concerns?

Always

Usually

Never

10. Please indicate whether or not you have discussed each of the following topics with your academic adviser. (Have not discussed and do not need to; Have not discussed but should have; Have discussed)

Your academic progress

Scheduling/registration procedures

Dropping/adding courses

Selecting/changing your major area of study

Meeting requirements for graduation

Improving your study skills and habits

Matching your learning style to particular courses, areas of study, or instructors

Obtaining remedial/tutorial assistance

Identifying career areas that fit your current skills, abilities, and interests

Coping with academic difficulties (e.g., low grades, academic probation, etc.)

Dealing with a problematic faculty member or teaching assistant

Obtaining, or problems with obtaining, financial aid

Continuing your education after graduation

Dealing with personal problems

UW services that support students with learning challenges and/or differences

Other

If *Other*, please specify:

11. To what extent do you agree or disagree with the following statements about your academic adviser? (Not Applicable; Strongly disagree; Disagree; Neutral; Agree; Strongly agree)

Expresses interest in me as a unique individual

Provides me with consistent and accurate information about academic requirements, prerequisites, etc.

Encourages me to assume an active role in my academic planning

Helps me select courses

Is familiar with my educational background

Encourages me to talk about myself and my college experience

Shows concern for my personal growth and development

Is a helpful, effective adviser whom I could recommend to other students

Is comfortable working with students with ethnic backgrounds different from his/her own

Responds directly and clearly to my questions

Refers me to other sources from which I can obtain assistance and information

Is readily available when I need assistance

Is approachable and easy to talk with

Is willing to discuss personal problems

Helps me explore careers in my field of interest

12. If you met with multiple academic advisers during Fall quarter 2004, how consistent was the advice you received?

Not at all consistent

Somewhat consistent

Consistent

Very consistent

No basis for judgment

13. If the information you received was not consistent, what were the consequences?

14. Did you get into your major before reaching 105 credits?

Yes

No

I have not reached 105 credits

15. What role, if any, did advising play in you getting all the necessary requirements for your major?

Helped

No role at all

Hindered

Don't know

16. To what extent do you agree or disagree with each of the following statements about the academic advising services at the UW? (Not applicable; Strongly disagree; Disagree; Neutral; Agree; Strongly agree)

In general, the UW academic advisers have met my advising needs.

At this university students have to run around from one place to another to get the information they need.

Overall, I am satisfied with the advising I have received at the UW.

17. If you could change one thing about the academic advising you have received at the UW and/or add any additional advising services, what would it be?

18. Do you want your name to be included in the drawing for an iPod mini or one of three \$50 gift certificates for the UW bookstore?

Yes

No

THE GATEWAY CENTER

1. Tell us a bit about your role here in the Gateway Center.
2. How well do you feel the structure of the Gateway Center works for you and your students? Is there anything you would change if you could?
3. Let's move to the advising structure across campus. How well does this structure (Gateway for pre-majors, OMA and SAAS for special populations, department for majors) serve your students? Why? What about when students transition from pre-major to major?
4. It appears that the Gateway Center has a large presence on campus. Other departments and advisers often look to you for information and advice. Could you take a moment to comment on this dynamic? Do you feel that you live up to this role and serve this purpose and function in the ways you should?
5. It's felt that some students primarily "self advise" rather than seeking help from advising. Do you think this is true? Why or why not? Do you think this is good or bad? If you think it's a bad idea, what are some measures that could encourage these students to use advising services at UW?
6. Many have expressed concerns about the consistency of information students receive from advisers across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?
7. The surveys are indicating a high level of interest in having better communication and information flow and having more collaboration and cooperation across advising units. Is this an issue for you? If so why is it? And what are some things that might be done to improve it?
8. We also learned from the surveys that information on student satisfaction with advising is quite important to advisers but that there is very little of it. How do you feel about this? Why is evaluation important to you?
9. The diversity appraisal report stated that the Gateway Center has not always been perceived as a welcoming place for students of color. What's your sense of how advising is working with students of color and other under-represented populations (GLBT, first generation, disabled, etc)? What is your perspective on the Diversity Appraisal report (staff development, climate, collaboration)? Please comment/share thoughts on this report. Is there anything else you feel could/should be done to improve the climate and experience for students of color? [*This question was added after some Gateway advisers had been interviewed and so was not asked of all advisers.*]

10. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?
11. What, if anything, would assist students in planning their academic programs more effectively? What additional advising services?
12. Is there anything else you would like to add?

THE OFFICE OF MINORITY AFFAIRS (OMA) COUNSELING CENTER

1. Tell us a bit about how advising is done in your program. Structurally how are you set up? How do you work with the other OMA programs? How well does your structure work for you and your students? Is there anything you would change if you could?
2. Let's move to the advising structure across campus. How well does this structure (Gateway for pre-majors, SAAS and EOP for special pops, department for majors) serve your students? Why? How much involvement with these units do your students have? How much involvement do you have with them? What about when students transition from pre-major to major?
3. The surveys are indicating a high level of interest in having better communication and information flow and having more collaboration and cooperation across advising units. Is this an issue for you? If so, why? What are some things that might be done to improve it? How does your location affect your communication and collaboration with the other units? There might be a perception that location leads to isolation, do you feel this is the case? What level of involvement do you feel that you need with the other advising units?
4. We've been hearing from other advisers we've interviewed that the leadership within the organization or unit greatly affects how they perceive their work, how involved they are, and their overall satisfaction with what they do. How would you describe the leadership within OMA? How does this affect you? Along with leadership, advisers also mention the importance of having a high level of autonomy in their work. Is this important for you? Do you feel you have an adequate level of it? [*This question was added after some OMA advisers had been interviewed and so was not asked of all advisers.*]
5. Many have expressed concerns about the consistency of information students receive from advisers across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?
6. It's felt that some students primarily "self advise" rather than seeking help from advising. Do you think this is true? Why or why not? Do you think this is good or bad? If you think it's a bad idea, what are some measures that could encourage these students to use advising services at UW?
7. We also learned from the surveys is that information on student satisfaction is quite important to advisers but that there is very little of it. How do you feel about this?
8. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?
9. What would be your wish list for advising? What additional advising services? What would better assist students? Is there anything else you would like to add?

THE STUDENT-ATHLETE ACADEMIC SERVICES (SAAS)

1. Thinking about the current structure of advising services at UW, how adequately does this structure (Gateway for pre-majors, OMA and SAAS for special populations, departments for majors) serve UW's diverse population of undergraduates? Centralized oversight and support? More consistent approach across units?
2. Some advisers feel they are not adequately prepared to work with students of ethnic backgrounds different than their own. This unit seems to work with a fairly diverse blend of students. Do you feel adequately prepared to work with this mix of students? What would make you feel more comfortable? What services could better assist students with different ethnic backgrounds?
3. What additional advising services would assist students in planning their academic programs more effectively? What would assist you in helping students?
4. It's felt that some students only "self advise". What are some measures that could encourage them to use advising services at UW?
5. Many have expressed concerns about the consistency of advising across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?
6. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?
7. Is there anything else anyone would like to add?

THE DEPARTMENTS

1. To get us started, we'd like to ask each of you to tell us a bit about how advising is done in your departments. Structurally how are you set up? How well does your structure work for you and your students? Is there anything you would change if you could?
2. Let's move to the advising structure across campus (Gateway for pre-majors, SAAS and EOP for special pops, department for majors). How well does this structure serve your students? Why? What about when students transition from pre-major to major? Does it serve all students equally well?
3. There's been a university-wide initiative on diversity. Do you sense that advising services have been a part of this effort? What are your observations about this? What's your sense of how advising is working with students of color?
4. It's felt that some students primarily "self advise" rather than seeking help from advising. Do you think this is true? Why or why not? What are some measures that could encourage these students to use advising services at UW?
5. Many have expressed concerns about the consistency of information students receive from advisers across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?
6. The surveys are indicating a high level of interest in having better communication and information flow, and having more collaboration and cooperation across advising units. Is this an issue for you? If so, why? What are some things that might be done to improve it?
7. Another thing we are learning from the surveys is that information on student satisfaction is quite important to advisers, but that there is very little of it. How do you feel about this? Why is evaluation important to you?
8. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?
9. What would assist students in planning their academic programs more effectively? What additional advising services?
10. Is there anything else anyone would like to add?

DEPARTMENTAL CENSUS

1. Who does formal undergraduate advising in your department (or college)? (e.g. academic advising is provided by a graduate student, a sole academic adviser, a clerical staff, a lead adviser with two supporting advisers, a faculty member, etc.)

2. How many FTE's do the above positions represent?

3. Approximately how many undergraduate students are registered as majors in your department (or college)?

4. Are your majors required to seek academic advising? ___ Yes ___ No

If **yes**, at what points in their academic careers are students required to meet with advisers?

6. What percentage of your majors sees advisers in your department - regardless of whether they are required to or not. Estimates are fine.

7. We liked to try to get a sense for how many students your advisers see in a quarter (estimates are fine).
 - a. How many students do they see overall (in a quarter)?
 - b. How many of these are **non-majors and pre-majors** (in a quarter)?

Additional comments:

APPENDIX G.

**COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER
EDUCATION: ACADEMIC ADVISING STANDARDS AND GUIDELINES**

PART 1. MISSION

The academic advising program (AAP) must incorporate student learning and student development in its mission. The AAP must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document.

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

The institution must have a clearly written statement of Philosophy pertaining to academic advising which must include program goals and expectations of advisors and advisees. The program must operate as an integral part of the institution's overall mission.

The ultimate responsibility for making decisions about educational plans and life goals rests with the individual student. The academic advisor should assist by helping to identify and assess alternatives and the consequences of decisions.

- Institutional goals for academic advising should include . . .
 - development of suitable educational plans
 - clarification of career and life goals
 - selection of appropriate courses and other educational experiences
 - interpretation of institutional requirements
 - enhancement of student awareness about educational resources available (e.g., internship, study abroad, honors, and learning assistance programs)
 - evaluation of student progress toward established goals
 - development of decision-making skills
 - reinforcement of student self-direction
 - referral to and use of institutional and community support services
 - collection and distribution of data regarding student needs, preferences, and performance for use in making institutional decisions and policy

PART 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The academic advising program (AAP) must identify relevant and

desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Reasonable and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relations, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

The AAP must assist students in overcoming educational and personal problems and skill deficiencies. The program must provide evidence of its impact on the achievement of student learning and development outcomes. Programs and services may use the examples that follow or identify other more germane indicators.

Student Learning & Development Outcome Domains

Intellectual growth

Examples of achievement indicators: Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences.

Effective communication

Examples of achievement indicators: Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances.

Enhanced self-esteem

Examples of Achievement indicators: Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others.

Realistic self appraisal

Examples of achievement indicators: Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences.

Clarified values

Examples of achievement indicators: Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making.

Career choices

Examples of achievement indicators: Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education.

Leadership development

Examples of achievement indicators: Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes.

Healthy behavior

Examples of achievement indicators: Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.

Meaningful interpersonal relationships

Examples of achievement indicators: Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect.

Independence

Examples of achievement indicators: Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively.

Collaboration

Examples of achievement indicators: Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills.

Social responsibility

Examples of achievement indicators: Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities.

Satisfying and productive lifestyles

Examples of achievement indicators: Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives.

Appreciating diversity

Examples of achievement indicators: Understands one's own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society.

Spiritual awareness

Examples of achievement indicators: Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors.

Personal and educational goals

Examples of achievement indicators: Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others.

The AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to the special needs of individuals.

The AAP must identify environmental conditions that may negatively influence student academic achievement and propose interventions that may neutralize such conditions.

The academic advisor must review and use available data about students' academic and educational needs, performance, aspirations, and problems.

The AAP must assure that academic advisors collaborate in the collection of relevant data about students for use in individual academic advising conferences. Individual academic advising conferences must be available to students each academic term. Through private, individual conferences with students, the academic advisors should provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action. Course selection, understanding and meeting institutional requirements, and providing clear and accurate information regarding institutional policies, procedures, resources, and programs may be carried out individually or in groups.

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under prepared, and honors students may require more advising time than upper division students who have declared their majors.

Academic advising caseloads must be consistent with the time required for the effective performance of this activity. When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising, may extend beyond direct contact with the student.

The AAP must provide current and accurate advising information to academic advisors. Supplemental systems for the delivery of advising information, such as on-line computer programs, may be employed. Referrals to appropriate institutional or community support services should be made as needed.

The academic advising program should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution).

PART 3. LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint position and empower academic advising program (AAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

AAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

AAP leaders must...

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.

AAP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

PART 4. ORGANIZATION AND MANAGEMENT

The academic advising program (AAP) must be structured purposefully and managed effectively to achieve its stated goals. Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. The program must strive to improve the professional competence and skills of all personnel it employs.

The AAP must provide channels within the organization for regular review of administrative policies and procedures.

The design of the AAP must be compatible with the institution's organizational structure and its students' needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees. In some institutions, academic advising is a centralized function, while in others, it is decentralized, with a variety of people throughout the institution assuming responsibilities. Whatever system is used,

students, faculty advisors, and professional staff should be informed of their respective advising responsibilities.

PART 5. HUMAN RESOURCES

The academic advising program (AAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, the program must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program must strive to improve the professional competence and skills of all personnel it employs.

Academic advisors must hold an earned graduate degree in a field relevant to the position held or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

The AAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all AAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

The AAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

The institution must designate a specific individual to direct the AAP. The director must possess either an earned graduate degree or equivalent combination of academic and educational experience, previous experience as an academic advisor, and knowledge of the literature of academic advising. The director must be skilled in fiscal management, personnel selection and training, conceptualization, planning and evaluation tasks.

Academic advisors should have an understanding of student development; a comprehensive knowledge of the institution's programs, academic requirements, majors, minors, and support services; a demonstrated interest in working with and assisting students; a willingness to participate in pre-service and in-service workshops and other professional activities; and demonstrated interpersonal skills.

Sufficient personnel should be available to meet students' advising needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Academic advising personnel may be organized in various ways. They may be full-time or part-time professionals who have advising as their primary function or may be faculty whose responsibilities include academic advising. Paraprofessionals (e.g., graduate students in practice, interns, or assistants) or peer advisors may also assist advisors.

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical and support personnel should be carefully selected and adequately trained, supervised, and evaluated.

PART 6. FINANCIAL RESOURCES

The academic advising program (AAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

The AAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Special consideration should be given to providing funding for training and development of advisors, particularly those for whom the advisory function is part-time and/or secondary assignment.

Financial resources should be sufficient to provide high quality print and non-print information for students and training materials for advisors. Also, there should be sufficient resources to promote the academic advising program.

PART 7. FACILITIES, TECHNOLOGY, EQUIPMENT

The academic advising program (AAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

The AAP must assure that technology-assisted advising includes appropriate approvals, consultations, and referrals.

Computing equipment and access to local networks, student data bases, and the Internet should be available to academic advisors.

Privacy and freedom from visual and auditory distractions should be considerations in designing appropriate facilities.

PART 8. LEGAL RESPONSIBILITIES

Academic advising program (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution's policies.

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for academic advisors as needed to carry out assigned responsibilities and must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

PART 9. EQUITY AND ACCESS

Academic advising program (AAP) staff members must ensure that services are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The AAP must adhere to the spirit and intent of equal opportunity laws.

The AAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must especially be avoided on the bases of age; color, creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation, religious affiliation, sex, sexual orientation; or economic, marital, social, or veteran status.

Consistent with the mission and goals, the AAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

PART 10. CAMPUS AND EXTERNAL RELATIONS

The academic advising program (AAP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. The academic advising program should be fully integrated into other processes of the institution.

For referral purposes, the academic advising program should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

PART 11. DIVERSITY

Within the context of the institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the academic advising program (AAP) must nurture environments where similarities and differences among people are recognized and honored.

The AAP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and

heritage, and that of others. The AAP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

The AAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

PART 12. ETHICS

All persons involved in the delivery of the academic advising program (AAP) must adhere to the highest principles of ethical behavior. The AAP must develop or adopt and implement appropriate statements of ethical practice. The AAP must publish these statements and ensure their periodic review by relevant constituencies. Ethical standards or other statements from relevant professional associations should be considered.

AAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All AAP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

AAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

AAP staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all AAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

AAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

AAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

AAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

PART 13. ASSESSMENT AND EVALUATION

The academic advising program (AAP) must conduct regular assessment and evaluations. The AAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

The program must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving the program in recognizing staff performance.

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