Destination Integration:
Perspectives of Students and Advisors about Improving Academic Advising

Technical Appendices

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Appendix A: Survey Questions

This appendix includes the survey questions presented to professional staff advisors and faculty advisors at five CSU campuses. The survey was administered electronically using Qualtrics survey software. Items were unnumbered on the survey. The formatting and appearance of the questions and response choices was not identical to what is shown below in some cases, however, the wording is accurate unless otherwise specified. For prompts with multiple response choices (e.g., Question 7), the order of the individual items was randomized across respondents.

Informed Consent: Perspectives on Efforts to Improve Advising

You are invited to participate in a research study being conducted by Education Insights Center (EdInsights) at California State University, Sacramento, on behalf of the CSU Student Success Network, to learn more about efforts to improve undergraduate student advising services across the CSU. CSU [name of campus] is one of five CSU campuses selected to participate in the research.

If you decide to participate, you will be asked to complete an online survey that will take approximately 15 to 20 minutes. Risks associated with this study are not anticipated to be greater than those risks encountered in daily life. Your participation in this study is voluntary. You have the right not to participate at all or to leave the study at any time without penalty or loss of benefits to which you may otherwise be entitled.

You are not asked for your name on the survey, and any information that is obtained in connection with this study and that can be identified with you will remain confidential and will not be disclosed. Measures to ensure your confidentiality are keeping the survey responses in a safe, locked location and keeping all survey responses anonymous in reports. The data will be maintained in a safe, locked location for a period of three years after study completion.

If you have any questions about the research at any time, please contact Colleen Moore at cvmoore@csus.edu or (916) 278-3920. If you have any questions about your rights as a participant in a research project, please call the Office of Research Affairs, California State University, Sacramento, (916) 278-5674, or email irb@csus.edu.

Clicking through to begin the survey will indicate your consent that you have read and understand the information provided above.

Do you want to proceed to the survey?

❍ Yes
❍ No

If no, exit survey.

Survey Questions

1. What is your role on campus?

   ○ Faculty
   ○ Staff

2. At what level of the institution are your primary advising duties performed?

   ○ Institution (for the whole university)
   ○ College, school, or division within the larger university
   ○ Department within a college or school

3. What is your reporting line?

   ○ Student Affairs
   ○ Academic Affairs
   ○ Academic Affairs and Student Affairs jointly
   ○ Don't know
   ○ Other _____

4. Which of the following best describes **your primary view** of the role of the advisor in supporting students?

   ○ Facilitating holistic student development
   ○ Teaching and/or facilitating student learning
   ○ Assisting students with program planning
   ○ Don't know
   ○ Other _____

5. Which of the following best describes **your understanding of your institution's current approach** to the role of the advisor in supporting students?

   ○ Facilitating holistic student development
   ○ Teaching and/or facilitating student learning
   ○ Assisting students with program planning
   ○ Don't know
   ○ Other _____

Perspectives on Advising Improvement Efforts

6. Is your campus currently instituting (or has it recently instituted) any of the following efforts to improve advising?

	Yes	No	Don't know
a. Creating or changing committee oversight structures for advising	○	○	○
b. Making changes to the structure or reporting line of advising units	○	○	○
c. Creating consistent processes across schools/colleges/departments	○	○	○
d. Making additional investments to hire more advising staff	○	○	○
e. Providing additional training or professional development for *staff advisors*	○	○	○
f. Providing additional training or professional development for *faculty advisors*	○	○	○
g. Creating cross-functional advising teams (e.g., across student affairs and academic affairs)	○	○	○
h. Creating shared advisor positions who work in more than one unit (e.g., a central campus advising unit and a college)	○	○	○
i. Changing the way faculty and staff advisors work together	○	○	○
j. Helping students to build long-term relationships with advisors	○	○	○
k. Requiring students to come in for face-to-face *individual* advising at regular touchpoints	○	○	○
l. Requiring students to come in for face-to-face *group* advising at regular touchpoints	○	○	○
m. Offering face-to-face services in locations and/or times that are more convenient for students	○	○	○

If "yes" is selected for any option in question 6, go to question 7. Otherwise skip to question 10.

7. In your opinion, what is the **potential** effectiveness of each of the changes your campus is instituting? *[Note: Individual question items displayed in question 7 are based on responses to question 6; only the items with a "yes" response in question 6 are displayed.]*

	Not at all effective	Slightly effective	Moderately effective	Quite effective	Extremely effective	Don't know
a. Creating or changing committee oversight structures for advising	O	O	O	O	O	O
b. Making changes to the structure or reporting line of advising units	O	O	O	O	O	O
c. Creating consistent processes across schools/colleges/departments	O	O	O	O	O	O
d. Making additional investments to hire more advising staff	O	O	O	O	O	O
e. Providing additional training or professional development for *staff advisors*	O	O	O	O	O	O
f. Providing additional training or professional development for *faculty advisors*	O	O	O	O	O	O
g. Creating cross-functional advising teams (e.g., across student affairs and academic affairs)	O	O	O	O	O	O
h. Creating shared advisor positions who work in more than one unit (e.g., a central campus advising unit and a college)	O	O	O	O	O	O
i. Changing the way faculty and staff advisors work together	O	O	O	O	O	O
j. Helping students to build long-term relationships with advisors	O	O	O	O	O	O
k. Requiring students to come in for face-to-face *individual* advising at regular touchpoints	O	O	O	O	O	O
l. Requiring students to come in for face-to-face *group* advising at regular touchpoints	O	O	O	O	O	O
m. Offering face-to-face services in locations and/or times that are more convenient for students	O	O	O	O	O	O

8. Overall, in your opinion which efforts to improve advising have demonstrated the *most* effectiveness to date and why? _____

9. Overall, in your opinion which efforts to improve advising have demonstrated the *least* effectiveness and why? _____

Perspectives on Technology-Mediated Advising

10. How familiar are you with using online or eAdvising tools on your campus?

   ○ Not at all familiar
   ○ Slightly familiar
   ○ Moderately familiar
   ○ Quite familiar
   ○ Extremely familiar

If "not at all familiar" is selected in question 10, skip to question 13. Otherwise, go to question 11.

11. Is your campus currently using online or eAdvising tools for the following types of advising-related activities?

	Yes	No	Don't know
a. Scheduling appointments with students	○	○	○
b. Accessing student data	○	○	○
c. Sharing advising case notes	○	○	○
d. Helping students choose and register for courses	○	○	○
e. Helping students choose and declare a major	○	○	○
f. Helping students develop a multi-year plan of study	○	○	○
g. Tracking student progress toward degree completion	○	○	○
h. Helping students develop relationships with advisors	○	○	○
i. Helping students build metacognitive or self-advocacy skills	○	○	○
j. Identifying special populations of students for proactive advising	○	○	○
k. Helping students connect with **academic** support services	○	○	○
l. Helping students connect with **non-academic** support services	○	○	○
m. Helping students explore career options	○	○	○

If "yes" is selected for any option in question 11, go to question 12, otherwise skip to question 13.

12. In your opinion, what is the **potential** effectiveness of the uses your campus is pursuing for eAdvising tools? *[Note: Individual question items displayed in question 12 are based on responses to question 11; only the items with a "yes" response in question 11 are displayed.]*

	Not at all effective	Slightly effective	Moderately effective	Quite effective	Extremely effective	Don't know
a. Scheduling appointments with students	O	O	O	O	O	O
b. Accessing student data	O	O	O	O	O	O
c. Sharing advising case notes	O	O	O	O	O	O
d. Helping students choose and register for courses	O	O	O	O	O	O
e. Helping students choose and declare a major	O	O	O	O	O	O
f. Helping students develop a multi-year plan of study	O	O	O	O	O	O
g. Tracking student progress toward degree completion	O	O	O	O	O	O
h. Helping students develop relationships with advisors	O	O	O	O	O	O
i. Helping students build metacognitive or self-advocacy skills	O	O	O	O	O	O
j. Identifying special populations of students for proactive advising	O	O	O	O	O	O
k. Helping students connect with *academic* support services	O	O	O	O	O	O
l. Helping students connect with *non-academic* support services	O	O	O	O	O	O
m. Helping students explore career options	O	O	O	O	O	O

13. To date, how effective do you think your campus has been in helping the following groups use eAdvising tools?

	Not at all effective	Slightly effective	Moderately effective	Quite effective	Extremely effective	Don't know
Staff	O	O	O	O	O	O
Faculty	O	O	O	O	O	O
Students	O	O	O	O	O	O
Administrators	O	O	O	O	O	O

14. What is still needed to support people on campus with using eAdvising tools?

_____

Equity and Advising

15. How significant a challenge is reducing equity gaps across student populations on your campus?

○ Not at all significant
○ Slightly significant
○ Moderately significant
○ Quite significant
○ Extremely significant
○ Don't know

16. Is your campus using the following advising-related strategies as means to address equity gaps?

	Yes	No	Don't know
a. Providing advisors with training on implicit bias	○	○	○
b. Helping students to build long-term relationships with advisors	○	○	○
c. Requiring students to come in for face-to-face individual or group advising at regular touchpoints	○	○	○
d. Using data or predictive analytics to identify special populations of students for proactive advising	○	○	○
e. Helping special populations of students connect with *academic* support services	○	○	○
f. Helping special populations of students connect with *non-academic* support services	○	○	○
g. Offering face-to-face services in locations and/or times that are more convenient for students	○	○	○
h. Providing group and/or cohort-based advising	○	○	○

If "yes" is selected for any option in question 16, go to question 17, otherwise skip to question 18.

17. In your opinion, what is the **potential** effectiveness of the advising strategies your campus is pursuing to address equity gaps? *[Note: Individual question items displayed in question 17 are based on responses to item 16; only the items with a "yes" response in question 16 are displayed.]*

	Not at all effective	Slightly effective	Moderately effective	Quite effective	Extremely effective	Don't know
a. Providing advisors with training on implicit bias	○	○	○	○	○	○
b. Helping students to build long-term relationships with advisors	○	○	○	○	○	○
c. Requiring students to come in for face-to-face individual or group advising at regular touchpoints	○	○	○	○	○	○
d. Using data or predictive analytics to identify special populations of students for proactive advising	○	○	○	○	○	○
e. Helping special populations of students connect with *academic* support services	○	○	○	○	○	○
f. Helping special populations of students connect with *non-academic* support services	○	○	○	○	○	○
g. Offering face-to-face services in locations and/or times that are more convenient for students	○	○	○	○	○	○
h. Providing group and/or cohort-based advising	○	○	○	○	○	○

18. To date, how well do you think your campus has done in implementing strategies to address equity gaps through its changes to advising?

   ○ Not at all well
   ○ Not very well
   ○ Somewhat well
   ○ Quite well
   ○ Extremely well
   ○ Don't know

Your Role in Supporting Students

19. To date, how effective do you think your campus's efforts to improve advising have been in supporting you to do your best advising work?

    ○ Not at all effective
    ○ Slightly effective
    ○ Moderately effective
    ○ Quite effective
    ○ Extremely effective
    ○ Don't know

20. Which of the following best describes the model of advising *utilized in your specific area of responsibility?*

    ○ Faculty provide the primary advising
    ○ Faculty and staff share different responsibilities related to advising
    ○ Faculty and staff share similar responsibilities related to advising
    ○ Staff advisors provide the primary advising

21. In your opinion, how important is the role of professional staff advisors for helping students succeed? *[Note: Question 21 is displayed only if "faculty" is selected in question 1.]*

    ○ Not at all important
    ○ Slightly important
    ○ Moderately important
    ○ Quite important
    ○ Extremely important
    ○ Don't know

22. How effective is your relationship with staff advisors in your specific area of responsibility? *[Note: Question 22 is displayed only if "faculty" is selected in question 1.]*

    ○ Not at all effective
    ○ Slightly effective
    ○ Moderately effective
    ○ Quite effective
    ○ Extremely effective
    ○ Don't know

23. How effective is your relationship with faculty advisors in your specific area of responsibility?
   [Note: Question 23 is displayed only if "staff" is selected in question 1.]

   ❍ Not at all effective
   ❍ Slightly effective
   ❍ Moderately effective
   ❍ Quite effective
   ❍ Extremely effective
   ❍ Don't know

Training and Support

24. In the last year, how much professional development training or support have you received to help you be effective in your advising role (including paid time to attend relevant state, regional, or national conferences; attending campus-sponsored events or trainings; accessing webinars or online resources; reading professional publications; or other similar types of support)?

   ❍ Less than 1 day
   ❍ 1-2 days
   ❍ 3-4 days
   ❍ 5 or more days
   ❍ I have not received any professional development support

If "I have not received any professional development support" is selected, skip to question 27 (if "staff" selected in question 1) or question 28 (if "faculty" selected in question 1). Otherwise, go to question 25.

25. Thinking about the professional development support that you have received related to efforts to improve advising on your campus in general, which of the following best describes the focus of that training?

   ❍ Entirely focused on learning new processes and practices related to advising
   ❍ Predominantly focused on learning new processes and practices related to advising
   ❍ Equally focused on learning how to use eAdvising tools and on learning new processes and practices related to advising
   ❍ Predominantly focused on learning how to use eAdvising tools
   ❍ Entirely focused on learning how to use eAdvising tools

26. How effective do you think the professional development training has been in supporting you to do your best advising work?

   ○ Not at all effective
   ○ Slightly effective
   ○ Moderately effective
   ○ Quite effective
   ○ Extremely effective
   ○ Don't know

27. What is the most satisfying aspect of your job? *[Note: Question 27 is displayed only if "staff" is selected in item 1.]* _____

Final Thoughts

28. If you could wave a magic wand and change one thing about how your campus is implementing changes to advising, what would it be? _____

29. What percentage of your time do you spend on advising students or on advising-related matters in a typical work week (including individual and group advising sessions, advisor training and development, preparing for appointments, developing workshops or other advising-related materials, reviewing student records, writing advising-related reports, etc.)?

   ○ 0-25%
   ○ 26-50%
   ○ 51-75%
   ○ 76-100%

30. How many students do you advise on a one-to-one, face-to-face basis during your busiest advising season?

   ○ Fewer than 10 per week
   ○ 10-19 per week
   ○ 20-30 per week
   ○ More than 30 per week

31. How many years have you been advising students?

    ❍ 0-2 years
    ❍ 3-5 years
    ❍ 6-10 years
    ❍ 11-20 years
    ❍ More than 20 years

32. Is there anything else you would like to tell us about advising, or efforts to improve advising, on your campus? _____

Appendix B: Focus Group Protocol

This appendix includes the questions asked of the students participating in the focus groups at the five CSU campuses. Prompts and follow-up questions varied depending on the responses and the conversation generated within each group.

Introduction

We are researchers from the Education Insights Center, based at California State University, Sacramento. We are doing a study about efforts to improve advising at your campus. As part of our study, we are interested in hearing from students about their experiences and perspectives about advising. An advisor is an individual who assists with exploration of academic, career, and personal goals and helps to identify campus and other resources to support your success on campus. Student advising can happen in multiple places on campus, including within a central advising center, at an advising office in your college/school, and within your major/department. Advisors may be faculty or staff. We're interested in hearing your experiences with any of these aspects of advising today. If you enrolled here as a transfer student, keep in mind that we are focused on your experiences with advising at CSU [campus], rather than at your community college.

The results of this study will be used to inform the CSU system and your own campus administration about what advising practices help and hold back students the most. We will be recording today's conversation for the purpose of accurately capturing what was said. Your participation is completely anonymous—outside of this room, your words will not be joined with your identity in any way. That being said, please feel free to pass on any question, for any reason.

[These student characteristics would be useful to know to contextualize some of their later responses. To the extent possible, jot down this information and make a note of it on paper or on the recording if relevant to something they are saying.]

I'd like to ask a few questions to get a sense of who is in the room.

Show of hands: [FOR FRESHMAN/FIRST-YEAR TRANSFER GROUP] Took time off for work, travel, family, or other purpose between high school and college or between community college and enrolling in CSU [name of campus]

Show of hands: [FOR SENIOR/UNDERSERVED GROUPS] Took time off for work, travel, family, or other purpose between high school and college or stopped out for these reasons while a student

Show of hands: Priority enrollment status (e.g., EOP, veteran status, athlete)

Show of hands: Unsure of what you wanted to major in when you enrolled

Show of hands: Changed majors since you enrolled

Show of hands: Part-time

Show of hands: Transfer students or have attended a different college previously

1. I'm going to read a list of examples of advising situations that you could have encountered since enrolling at CSU [name of campus]. For each one, please raise your hand if you've used advising support for each situation. [FOR FIRST-YEAR STUDENTS:] Some of these areas you may not have encountered yet in your short time on campus, so we can move quickly through those if they are not relevant for you.

    a. Course selection or registration

    b. Planning out your entire program of study or making a degree plan

    c. Deciding on a major

    d. Receiving a notification to meet with an advisor or attending a mandatory advising meeting

    e. Being referred to an office on campus for academic or non-academic support

    f. Choosing academic enrichment activities

    g. Exploring career options
    For those 2–3 areas that receive most response:
    Probe: What prompted you to engage with the advising (i.e., required, recommended, self-initiated, other)?
    Probe: How was this advising conducted (i.e., face-to-face, online, some combination)?
    Probe: What was the most helpful aspect of the advising you received? What was the least helpful aspect?

2. Let's talk about the use of technology in advising. In general, what kinds of advising activities do you prefer to have offered through, or using, technology or online formats and what kinds of advising functions would you rather have offered face-to-face? [Prompts: Course selection or registration, deciding on a major, planning out program of study, choosing academic enrichment activities, getting academic support, getting non-academic support, exploring career options, "early alert" notifications about your academic or non-academic status]

3. Thinking about your experience at CSU [name of campus] to date, how well do you think your campus uses technology for advising? [Probe: Do you know how to access the degree planning system or other online tools? Was any training or support you needed to use the tools available and useful? Are the tools user friendly?]

4. [FOR FIRST-YEAR STUDENTS] Since enrolling at CSU [name of campus], have you established a positive connection with an advisor? [Probe: If so, what enabled you to do that?] [FOR SENIORS/UNDERSERVED GROUP] Since enrolling at CSU [name of campus], have you had an opportunity to develop an ongoing or long-term relationship with any advisor(s)? [*Probe:* Were you assigned that advisor or did you develop that relationship on your own? What do you value most about that relationship?]

5. [FOR SENIORS/UNDERSERVED GROUP] During the period since you have been enrolled at CSU [name of campus], what changes to advising have you observed, if any? (for example, has the campus started using some online advising tools, established a new advising center in your college, started requiring advising appointments at certain points, added hours of availability for advising or established a process for making appointments online?)
[*Probe:* What do you think have been the most successful changes, if any? What do you think have been the least successful changes, if any?]

6. Are advising services on this campus equally accessible to all types of students (for example, students who are first in their family to go to college, students with disabilities, students of different genders, races and ethnicities, students who work off campus, students without personal computers/cell phones)? If not, which types of students do you think are less/more comfortable with advising services on campus?
    [*Probe:* Do you think there are differences in students' comfort with accessing advising services through technology?]

7. Thinking overall about your experience with advising since you entered CSU [name of campus], what has been the most satisfying part of your experience with advising and why? What has been the least satisfying part of your experience with advising and why?

8. What advice would you give to a younger sibling or a friend who is enrolling at CSU [name of campus] about getting the most out of advising supports?

9. If you had a magic wand and could change one thing about advising on your campus, what would it be?

10. Before we close, is there anything important that I missed today? Are there any significant issues related to advising that we didn't touch on? Is there anything else you would suggest or recommend that your college can improve upon?

Appendix C: Survey Results

This appendix includes the full set of responses to the survey questions administered to staff and faculty advisors at five CSU campuses. The survey items are ordered and numbered in the same manner as in Appendix A.

1. What is your role on campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Faculty	180	52.3%	52.3%	52.3%
Staff	164	47.7%	47.7%	100%
Total	344	100%	100%	

2. At what level of the institution are your primary advising duties performed?

		What is your role on campus?		Total
		Faculty	Staff	
Institution (for the whole university)	Count	4	47	51
	% within role	2.2%	28.7%	14.8%
College, school, or division within the larger university	Count	8	82	90
	% within role	4.4%	50.0%	26.2%
Department within a college or school	Count	168	35	203
	% within role	93.3%	21.3%	59.0%
Total	Count	180	164	344
	% within role	100%	100%	100%

3. What is your reporting line?

		What is your role on campus?		Total
		Faculty	Staff	
Student Affairs	Count	4	45	49
	% within role	2.2%	27.4%	14.2%
Academic Affairs	Count	72	100	172
	% within role	40.0%	61.0%	50.0%
Academic Affairs and Student Affairs jointly	Count	7	6	13
	% within role	3.9%	3.7%	3.8%
Don't know	Count	74	7	81
	% within role	41.1%	4.3%	23.5%
Other	Count	23	6	29
	% within role	12.8%	3.7%	8.4%
Total	Count	180	164	344
	% within role	100%	100%	100%

4. Which of the following best describes *your primary view* of the role of the advisor in supporting students?

		What is your role on campus?		
		Faculty	Staff	Total
Facilitating holistic student development	Count	73	122	195
	% within role	40.6%	74.8%	56.9%
Teaching and/or facilitating student learning	Count	15	8	23
	% within role	8.3%	4.9%	6.7%
Assisting students with program planning	Count	76	23	99
	% within role	42.2%	14.1%	28.9%
Other	Count	16	10	26
	% within role	8.9%	6.1%	7.6%
Total	Count	180	163	343
	% within role	100%	100%	100%

5. Which of the following best describes *your understanding of your institution's current approach* to the role of the advisor in supporting students?

		What is your role on campus?		
		Faculty	Staff	Total
Facilitating holistic student development	Count	32	56	88
	% within role	17.8%	34.4%	25.7%
Teaching and/or facilitating student learning	Count	10	15	25
	% within role	5.6%	9.2%	7.3%
Assisting students with program planning	Count	94	72	166
	% within role	52.2%	44.2%	48.4%
Don't know	Count	21	8	29
	% within role	11.7%	4.9%	8.5%
Other	Count	23	12	35
	% within role	12.8%	7.4%	10.2%
Total	Count	180	163	343
	% within role	100%	100%	100%

6. Is your campus currently instituting (or has it recently instituted) any of the following efforts to improve advising?

a. Creating or changing committee oversight structures for advising

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	19	28	47
	% within role	11.2%	18.3%	14.6%
Yes	Count	44	74	118
	% within role	26.0%	48.4%	36.6%
Don't know	Count	106	51	157
	% within role	62.7%	33.3%	48.8%
Total	Count	169	153	322
	% within role	100%	100%	100%

b. Making changes to the structure or reporting line of advising units

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	13	54	67
	% within role	7.8%	35.3%	21.0%
Yes	Count	38	55	93
	% within role	22.9%	35.9%	29.2%
Don't know	Count	115	44	159
	% within role	69.3%	28.8%	49.8%
Total	Count	166	153	319
	% within role	100%	100%	100%

c. Creating consistent processes across schools/colleges/departments

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	28	46	74
	% within role	16.8%	29.9%	23.1%
Yes	Count	67	86	153
	% within role	40.1%	55.8%	47.7%
Don't know	Count	72	22	94
	% within role	43.1%	14.3%	29.3%
Total	Count	167	154	321
	% within role	100%	100%	100%

d. Making additional investments to hire more advising staff

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	26	42	68
	% within role	15.5%	27.5%	21.2%
Yes	Count	83	92	175
	% within role	49.4%	60.1%	54.5%
Don't know	Count	59	19	78
	% within role	35.1%	12.4%	24.3%
Total	Count	168	153	321
	% within role	100%	100%	100%

e. Providing additional training or professional development for **staff advisors**

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	15	36	51
	% within role	9.0%	23.7%	16.0%
Yes	Count	55	102	157
	% within role	32.9%	67.1%	49.2%
Don't know	Count	97	14	111
	% within role	58.1%	9.2%	34.8%
Total	Count	167	152	319
	% within role	100%	100%	100%

f. Providing additional training or professional development for **faculty advisors**

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	62	24	86
	% within role	36.9%	15.8%	26.9%
Yes	Count	76	52	128
	% within role	45.2%	34.2%	40.0%
Don't know	Count	30	76	106
	% within role	17.9%	50.0%	33.1%
Total	Count	168	152	320
	% within role	100%	100%	100%

g. Creating cross-functional advising teams (e.g., across student affairs and academic affairs)

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	28	42	70
	% within role	16.7%	27.5%	21.8%
Yes	Count	42	69	111
	% within role	25.0%	45.1%	34.6%
Don't know	Count	98	42	140
	% within role	58.3%	27.5%	43.6%
Total	Count	168	153	321
	% within role	100%	100%	100%

h. Creating shared advisor positions who work in more than one unit (e.g. a central campus advising unit and a college)

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	27	50	77
	% within role	16.1%	32.7%	24.0%
Yes	Count	52	69	121
	% within role	31.0%	45.1%	37.7%
Don't know	Count	89	34	123
	% within role	53.0%	22.2%	38.3%
Total	Count	168	153	321
	% within role	100%	100%	100%

i. Changing the way faculty and staff advisors work together

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	50	59	109
	% within role	29.9%	38.6%	34.1%
Yes	Count	49	57	106
	% within role	29.3%	37.3%	33.1%
Don't know	Count	68	37	105
	% within role	40.7%	24.2%	32.8%
Total	Count	167	153	320
	% within role	100%	100%	100%

j. Helping students to build long-term relationships with advisors

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	62	60	122
	% within role	36.9%	39.2%	38.0%
Yes	Count	47	61	108
	% within role	28.0%	39.9%	33.6%
Don't know	Count	59	32	91
	% within role	35.1%	20.9%	28.3%
Total	Count	168	153	321
	% within role	100%	100%	100%

k. Requiring students to come in for face-to-face **individual** advising at regular touchpoints

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	25	36	61
	% within role	14.8%	23.7%	19.0%
Yes	Count	112	106	218
	% within role	66.3%	69.7%	67.9%
Don't know	Count	32	10	42
	% within role	18.9%	6.6%	13.1%
Total	Count	169	152	321
	% within role	100%	100%	100%

l. Requiring students to come in for face-to-face **group** advising at regular touchpoints

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	57	38	95
	% within role	34.1%	24.8%	29.7%
Yes	Count	41	94	135
	% within role	24.6%	61.4%	42.2%
Don't know	Count	69	21	90
	% within role	41.3%	13.7%	28.1%
Total	Count	167	153	320
	% within role	100%	100%	100%

m. Offering face-to-face services in locations and/or times that are more convenient for students

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	22	37	59
	% within role	13.1%	24.2%	18.4%
Yes	Count	85	92	177
	% within role	50.6%	60.1%	55.1%
Don't know	Count	61	24	85
	% within role	36.3%	15.7%	26.5%
Total	Count	168	153	321
	% within role	100%	100%	100%

7. In your opinion, what is the **potential** effectiveness of each of the changes your campus is instituting?

a. Creating or changing committee oversight structures for advising

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	3	2	5
	% within role	7.1%	2.7%	4.3%
Slightly effective	Count	5	12	17
	% within role	11.9%	16.4%	14.8%
Moderately effective	Count	12	19	31
	% within role	28.6%	26.0%	27.0%
Quite effective	Count	6	20	26
	% within role	14.3%	27.4%	22.6%
Extremely effective	Count	3	9	12
	% within role	7.1%	12.3%	10.4%
Don't know	Count	13	11	24
	% within role	31.0%	15.1%	20.9%
Total	Count	42	73	115
	% within role	100%	100%	100%

b. Making changes to the structure or reporting line of advising units

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	5	3	8
	% within role	13.2%	5.7%	8.8%
Slightly effective	Count	5	5	10
	% within role	13.2%	9.4%	11.0%
Moderately effective	Count	10	11	21
	% within role	26.3%	20.8%	23.1%
Quite effective	Count	9	14	23
	% within role	23.7%	26.4%	25.3%
Extremely effective	Count	3	8	11
	% within role	7.9%	15.1%	12.1%
Don't know	Count	6	12	18
	% within role	15.8%	22.6%	19.8%
Total	Count	38	53	91
	% within role	100%	100%	100%

c. Creating consistent processes across schools/colleges/departments

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	3	2	5
	% within role	4.5%	2.5%	3.4%
Slightly effective	Count	7	8	15
	% within role	10.6%	9.9%	10.2%
Moderately effective	Count	18	17	35
	% within role	27.3%	21.0%	23.8%
Quite effective	Count	17	25	42
	% within role	25.8%	30.9%	28.6%
Extremely effective	Count	8	25	33
	% within role	12.1%	30.9%	22.4%
Don't know	Count	13	4	17
	% within role	19.7%	4.9%	11.6%
Total	Count	66	81	147
	% within role	100%	100%	100%

d. Making additional investments to hire more advising staff

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	7	1	8
	% within role	8.8%	1.2%	4.8%
Slightly effective	Count	12	4	16
	% within role	15.0%	4.7%	9.6%
Moderately effective	Count	18	7	25
	% within role	22.5%	8.1%	15.1%
Quite effective	Count	23	27	50
	% within role	28.8%	31.4%	30.1%
Extremely effective	Count	15	46	61
	% within role	18.8%	53.5%	36.7%
Don't know	Count	5	1	6
	% within role	6.3%	1.2%	3.6%
Total	Count	80	86	166
	% within role	100%	100%	100%

e. Providing additional training or professional development for **staff advisors**

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	1	0	1
	% within role	1.9%	0.0%	0.7%
Slightly effective	Count	5	9	14
	% within role	9.6%	9.2%	9.3%
Moderately effective	Count	13	21	34
	% within role	25.0%	21.4%	22.7%
Quite effective	Count	16	18	34
	% within role	30.8%	18.4%	22.7%
Extremely effective	Count	7	50	57
	% within role	13.5%	51.0%	38.0%
Don't know	Count	10	0	10
	% within role	19.2%	0.0%	6.7%
Total	Count	52	98	150
	% within role	100%	100%	100%

f. Providing additional training or professional development for **faculty advisors**

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	4	1	5
	% within role	5.6%	2.1%	4.2%
Slightly effective	Count	9	4	13
	% within role	12.7%	8.3%	10.9%
Moderately effective	Count	15	5	20
	% within role	21.1%	10.4%	16.8%
Quite effective	Count	19	12	31
	% within role	26.8%	25.0%	26.1%
Extremely effective	Count	20	20	40
	% within role	28.2%	41.7%	33.6%
Don't know	Count	4	6	10
	% within role	5.6%	12.5%	8.4%
Total	Count	71	48	119
	% within role	100%	100%	100%

g. Creating cross-functional advising teams (e.g., across student affairs and academic affairs)

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	2	1	3
	% within role	4.9%	1.5%	2.8%
Slightly effective	Count	3	7	10
	% within role	7.3%	10.8%	9.4%
Moderately effective	Count	8	13	21
	% within role	19.5%	20.0%	19.8%
Quite effective	Count	11	19	30
	% within role	26.8%	29.2%	28.3%
Extremely effective	Count	7	19	26
	% within role	17.1%	29.2%	24.5%
Don't know	Count	10	6	16
	% within role	24.4%	9.2%	15.1%
Total	Count	41	65	106
	% within role	100%	100%	100%

h. Creating shared advisor positions who work in more than one unit (e.g. a central campus advising unit and a college)

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	2	2	4
	% within role	4.0%	3.1%	3.5%
Slightly effective	Count	6	7	13
	% within role	12.0%	10.8%	11.3%
Moderately effective	Count	7	17	24
	% within role	14.0%	26.2%	20.9%
Quite effective	Count	17	17	34
	% within role	34.0%	26.2%	29.6%
Extremely effective	Count	9	19	28
	% within role	18.0%	29.2%	24.3%
Don't know	Count	9	3	12
	% within role	18.0%	4.6%	10.4%
Total	Count	50	65	115
	% within role	100%	100%	100%

i. Changing the way faculty and staff advisors work together

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	0	2	2
	% within role	0.0%	3.8%	2.0%
Slightly effective	Count	5	6	11
	% within role	10.9%	11.3%	11.1%
Moderately effective	Count	8	9	17
	% within role	17.4%	17.0%	17.2%
Quite effective	Count	15	12	27
	% within role	32.6%	22.6%	27.3%
Extremely effective	Count	12	21	33
	% within role	26.1%	39.6%	33.3%
Don't know	Count	6	3	9
	% within role	13.0%	5.7%	9.1%
Total	Count	46	53	99
	% within role	100%	100%	100%

j. Helping students to build long-term relationships with advisors

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	1	0	1
	% within role	2.3%	0.0%	1.0%
Slightly effective	Count	4	2	6
	% within role	9.3%	3.4%	5.9%
Moderately effective	Count	6	12	18
	% within role	14.0%	20.3%	17.6%
Quite effective	Count	13	21	34
	% within role	30.2%	35.6%	33.3%
Extremely effective	Count	12	20	32
	% within role	27.9%	33.9%	31.4%
Don't know	Count	7	4	11
	% within role	16.3%	6.8%	10.8%
Total	Count	43	59	102
	% within role	100%	100%	100%

k. Requiring students to come in for face-to-face **individual** advising at regular touchpoints

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	4	0	4
	% within role	3.7%	0.0%	1.9%
Slightly effective	Count	7	1	8
	% within role	6.5%	1.0%	3.8%
Moderately effective	Count	14	21	35
	% within role	13.0%	21.0%	16.8%
Quite effective	Count	35	25	60
	% within role	32.4%	25.0%	28.8%
Extremely effective	Count	42	48	90
	% within role	38.9%	48.0%	43.3%
Don't know	Count	6	5	11
	% within role	5.6%	5.0%	5.3%
Total	Count	108	100	208
	% within role	100%	100%	100%

l. Requiring students to come in for face-to-face **group** advising at regular touchpoints

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	1	0	1
	% within role	2.6%	0.0%	0.8%
Slightly effective	Count	7	6	13
	% within role	17.9%	6.7%	10.2%
Moderately effective	Count	5	29	34
	% within role	12.8%	32.6%	26.6%
Quite effective	Count	11	28	39
	% within role	28.2%	31.5%	30.5%
Extremely effective	Count	11	22	33
	% within role	28.2%	24.7%	25.8%
Don't know	Count	4	4	8
	% within role	10.3%	4.5%	6.3%
Total	Count	39	89	128
	% within role	100%	100%	100%

m. Offering face-to-face services in locations and/or times that are more convenient for students

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	3	1	4
	% within role	3.7%	1.1%	2.4%
Slightly effective	Count	5	3	8
	% within role	6.2%	3.4%	4.7%
Moderately effective	Count	15	22	37
	% within role	18.5%	25.0%	21.9%
Quite effective	Count	29	19	48
	% within role	35.8%	21.6%	28.4%
Extremely effective	Count	21	39	60
	% within role	25.9%	44.3%	35.5%
Don't know	Count	8	4	12
	% within role	9.9%	4.5%	7.1%
Total	Count	81	88	169
	% within role	100%	100%	100%

8. Overall, in your opinion which efforts to improve advising have demonstrated the *most* effectiveness to date and why? [Open-ended]

Coded Theme	Count
Mandatory advising	36
Additional investments in hiring more staff advisors	34
Individual/face-to-face advising	28
Providing additional training or professional development for advisors	24
College-based advising/advising centers	24
New technology systems/tools	9
Other	8
Creating consistent processes across schools/ colleges/ departments	7
Creating cross-functional advising teams/shared advisors	7
Communication/collaboration between staff and faculty advisors or student and academic affairs	7
Group advising	5
Centralized advising/advising center	4
Providing advising at times more convenient for students	4
Building long-term relationships between students and advisors	4

9. Overall, in your opinion which efforts to improve advising have demonstrated the *least* effectiveness and why? [Open-ended]

Coded Theme	Count
Providing additional training or professional development for advisors	20
New technology systems/tools	15
Creating cross-functional advising teams/shared advisors	15
Additional investments in hiring more staff advisors	11
Communication/collaboration between staff and faculty advisors/student and academic affairs	10
Making changes to structures or reporting lines	9
Other	9
Mandatory advising	6
Creating consistent processes across schools/ colleges/ departments	5
Group advising	4
Providing advising at times more convenient for students	3
Face-to-face advising	3
Graduation initiative	3
College-based advising	2

10. How familiar are you with using online or eAdvising tools on your campus?

		What is your role on campus?		
		Faculty	Staff	Total
Not at all familiar	Count	39	23	62
	% within role	23.8%	16.0%	20.1%
Slightly familiar	Count	30	23	53
	% within role	18.3%	16.0%	17.2%
Moderately familiar	Count	46	23	69
	% within role	28.0%	16.0%	22.4%
Quite familiar	Count	40	38	78
	% within role	24.4%	26.4%	25.3%
Extremely familiar	Count	9	37	46
	% within role	5.5%	25.7%	14.9%
Total	Count	164	144	308
	% within role	100%	100%	100%

11. Is your campus currently using online or eAdvising tools for the following types of advising-related activities?

a. Scheduling appointments with students

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	29	7	36
	% within role	24.4%	5.7%	14.9%
Yes	Count	66	111	177
	% within role	55.5%	91.0%	73.4%
Don't know	Count	24	4	28
	% within role	20.2%	3.3%	11.6%
Total	Count	119	122	241
	% within role	100%	100%	100%

b. Accessing student data

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	3	0	3
	% within role	2.5%	0.0%	1.2%
Yes	Count	116	121	237
	% within role	95.9%	99.2%	97.5%
Don't know	Count	2	1	3
	% within role	1.7%	0.8%	1.2%
Total	Count	121	122	243
	% within role	100%	100%	100%

c. Sharing advising case notes

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	13	3	16
	% within role	10.7%	2.5%	6.6%
Yes	Count	92	117	209
	% within role	75.4%	95.9%	85.7%
Don't know	Count	17	2	19
	% within role	13.9%	1.6%	7.8%
Total	Count	122	122	244
	% within role	100%	100%	100%

d. Helping students choose and register for courses

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	11	15	26
	% within role	9.1%	12.4%	10.7%
Yes	Count	86	93	179
	% within role	71.1%	76.9%	74.0%
Don't know	Count	24	13	37
	% within role	19.8%	10.7%	15.3%
Total	Count	121	121	242
	% within role	100%	100%	100%

e. Helping students choose and declare a major

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	27	45	72
	% within role	22.7%	36.9%	29.9%
Yes	Count	40	55	95
	% within role	33.6%	45.1%	39.4%
Don't know	Count	52	22	74
	% within role	43.7%	18.0%	30.7%
Total	Count	119	122	241
	% within role	100%	100%	100%

f. Helping students develop a multi-year plan of study

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	19	22	41
	% within role	15.8%	18.0%	16.9%
Yes	Count	79	92	171
	% within role	65.8%	75.4%	70.7%
Don't know	Count	22	8	30
	% within role	18.3%	6.6%	12.4%
Total	Count	120	122	242
	% within role	100%	100%	100%

g. Tracking student progress toward degree completion

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	3	8	11
	% within role	2.5%	6.6%	4.5%
Yes	Count	114	105	219
	% within role	93.4%	86.1%	89.8%
Don't know	Count	5	9	14
	% within role	4.1%	7.4%	5.7%
Total	Count	122	122	244
	% within role	100%	100%	100%

h. Helping students develop relationships with advisors

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	43	57	100
	% within role	35.5%	46.7%	41.2%
Yes	Count	27	38	65
	% within role	22.3%	31.1%	26.7%
Don't know	Count	51	27	78
	% within role	42.1%	22.1%	32.1%
Total	Count	121	122	243
	% within role	100%	100%	100%

i. Helping students build metacognitive or self-advocacy skills

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	42	54	96
	% within role	34.7%	44.3%	39.5%
Yes	Count	9	23	32
	% within role	7.4%	18.9%	13.2%
Don't know	Count	70	45	115
	% within role	57.9%	36.9%	47.3%
Total	Count	121	122	243
	% within role	100%	100%	100%

j. Identifying special populations of students for proactive advising

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	22	13	35
	% within role	18.0%	10.7%	14.3%
Yes	Count	67	100	167
	% within role	54.9%	82.0%	68.4%
Don't know	Count	33	9	42
	% within role	27.0%	7.4%	17.2%
Total	Count	122	122	244
	% within role	100%	100%	100%

k. Helping students connect with **academic** support services

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	15	18	33
	% within role	12.3%	14.9%	13.6%
Yes	Count	60	85	145
	% within role	49.2%	70.2%	59.7%
Don't know	Count	47	18	65
	% within role	38.5%	14.9%	26.7%
Total	Count	122	121	243
	% within role	100%	100%	100%

l. Helping students connect with **non-academic** support services

| | | What is your role on campus? | | |
		Faculty	Staff	Total
No	Count	20	33	53
	% within role	16.5%	27.0%	21.8%
Yes	Count	38	54	92
	% within role	31.4%	44.3%	37.9%
Don't know	Count	63	35	98
	% within role	52.1%	28.7%	40.3%
Total	Count	121	122	243
	% within role	100%	100%	100%

m. Helping students explore career options

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	29	26	55
	% within role	24.0%	21.5%	22.7%
Yes	Count	34	69	103
	% within role	28.1%	57.0%	42.6%
Don't know	Count	58	26	84
	% within role	47.9%	21.5%	34.7%
Total	Count	121	121	242
	% within role	100%	100%	100%

12. In your opinion, what is the **potential** effectiveness of the uses your campus is pursuing for eAdvising tools?

a. Scheduling appointments with students

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	6	1	7
	% within role	9.7%	0.9%	4.1%
Slightly effective	Count	3	3	6
	% within role	4.8%	2.8%	3.6%
Moderately effective	Count	10	12	22
	% within role	16.1%	11.2%	13.0%
Quite effective	Count	16	40	56
	% within role	25.8%	37.4%	33.1%
Extremely effective	Count	19	50	69
	% within role	30.6%	46.7%	40.8%
Don't know	Count	8	1	9
	% within role	12.9%	0.9%	5.3%
Total	Count	62	107	169
	% within role	100%	100%	100%

b. Accessing student data

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	2	1	3
	% within role	1.8%	0.9%	1.3%
Slightly effective	Count	4	2	6
	% within role	3.6%	1.7%	2.7%
Moderately effective	Count	13	10	23
	% within role	11.8%	8.7%	10.2%
Quite effective	Count	40	32	72
	% within role	36.4%	27.8%	32.0%
Extremely effective	Count	46	70	116
	% within role	41.8%	60.9%	51.6%
Don't know	Count	5	0	5
	% within role	4.5%	0.0%	2.2%
Total	Count	110	115	225
	% within role	100%	100%	100%

c. Sharing advising case notes

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	4	1	5
	% within role	4.6%	0.9%	2.5%
Slightly effective	Count	4	4	8
	% within role	4.6%	3.5%	4.0%
Moderately effective	Count	14	14	28
	% within role	16.1%	12.4%	14.0%
Quite effective	Count	30	31	61
	% within role	34.5%	27.4%	30.5%
Extremely effective	Count	30	63	93
	% within role	34.5%	55.8%	46.5%
Don't know	Count	5	0	5
	% within role	5.7%	0.0%	2.5%
Total	Count	87	113	200
	% within role	100%	100%	100%

d. Helping students choose and register for courses

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	3	0	3
	% within role	3.8%	0.0%	1.8%
Slightly effective	Count	6	3	9
	% within role	7.5%	3.4%	5.4%
Moderately effective	Count	14	18	32
	% within role	17.5%	20.5%	19.0%
Quite effective	Count	24	31	55
	% within role	30.0%	35.2%	32.7%
Extremely effective	Count	27	35	62
	% within role	33.8%	39.8%	36.9%
Don't know	Count	6	1	7
	% within role	7.5%	1.1%	4.2%
Total	Count	80	88	168
	% within role	100%	100%	100%

e. Helping students choose and declare a major

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	5	1	6
	% within role	12.5%	1.9%	6.5%
Slightly effective	Count	6	3	9
	% within role	15.0%	5.8%	9.8%
Moderately effective	Count	8	7	15
	% within role	20.0%	13.5%	16.3%
Quite effective	Count	10	17	27
	% within role	25.0%	32.7%	29.3%
Extremely effective	Count	6	20	26
	% within role	15.0%	38.5%	28.3%
Don't know	Count	5	4	9
	% within role	12.5%	7.7%	9.8%
Total	Count	40	52	92
	% within role	100%	100%	100%

f. Helping students develop a multi-year plan of study

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	6	3	9
	% within role	7.9%	3.4%	5.5%
Slightly effective	Count	10	10	20
	% within role	13.2%	11.4%	12.2%
Moderately effective	Count	17	23	40
	% within role	22.4%	26.1%	24.4%
Quite effective	Count	17	19	36
	% within role	22.4%	21.6%	22.0%
Extremely effective	Count	23	33	56
	% within role	30.3%	37.5%	34.1%
Don't know	Count	3	0	3
	% within role	3.9%	0.0%	1.8%
Total	Count	76	88	164
	% within role	100%	100%	100%

g. Tracking student progress toward degree completion

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	5	1	6
	% within role	4.7%	1.0%	2.9%
Slightly effective	Count	4	4	8
	% within role	3.7%	4.0%	3.8%
Moderately effective	Count	17	10	27
	% within role	15.9%	9.9%	13.0%
Quite effective	Count	30	33	63
	% within role	28.0%	32.7%	30.3%
Extremely effective	Count	47	52	99
	% within role	43.9%	51.5%	47.6%
Don't know	Count	4	1	5
	% within role	3.7%	1.0%	2.4%
Total	Count	107	101	208
	% within role	100%	100%	100%

h. Helping students develop relationships with advisors

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Not at all effective	Count	2	0	2
	% within role	7.4%	0.0%	3.2%
Slightly effective	Count	2	4	6
	% within role	7.4%	11.1%	9.5%
Moderately effective	Count	7	9	16
	% within role	25.9%	25.0%	25.4%
Quite effective	Count	9	9	18
	% within role	33.3%	25.0%	28.6%
Extremely effective	Count	6	14	20
	% within role	22.2%	38.9%	31.7%
Don't know	Count	1	0	1
	% within role	3.7%	0.0%	1.6%
Total	Count	27	36	63
	% within role	100%	100%	100%

i. Helping students build metacognitive or self-advocacy skills

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Not at all effective	Count	0	0	0
	% within role	0.0%	0.0%	0.0%
Slightly effective	Count	1	2	3
	% within role	11.1%	9.1%	9.7%
Moderately effective	Count	3	6	9
	% within role	33.3%	27.3%	29.0%
Quite effective	Count	3	2	5
	% within role	33.3%	9.1%	16.1%
Extremely effective	Count	2	10	12
	% within role	22.2%	45.5%	38.7%
Don't know	Count	0	2	2
	% within role	0.0%	9.1%	6.5%
Total	Count	9	22	31
	% within role	100%	100%	100%

j. Identifying special populations of students for proactive advising

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	0	0	0
	% within role	0.0%	0.0%	0.0%
Slightly effective	Count	4	3	7
	% within role	6.3%	3.1%	4.3%
Moderately effective	Count	8	13	21
	% within role	12.5%	13.4%	13.0%
Quite effective	Count	25	36	61
	% within role	39.1%	37.1%	37.9%
Extremely effective	Count	18	43	61
	% within role	28.1%	44.3%	37.9%
Don't know	Count	9	2	11
	% within role	14.1%	2.1%	6.8%
Total	Count	64	97	161
	% within role	100%	100%	100%

k. Helping students connect with **academic** support services

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	1	0	1
	% within role	1.8%	0.0%	0.7%
Slightly effective	Count	0	5	5
	% within role	0.0%	6.1%	3.6%
Moderately effective	Count	15	18	33
	% within role	26.3%	22.0%	23.7%
Quite effective	Count	18	29	47
	% within role	31.6%	35.4%	33.8%
Extremely effective	Count	13	30	43
	% within role	22.8%	36.6%	30.9%
Don't know	Count	10	0	10
	% within role	17.5%	0.0%	7.2%
Total	Count	57	82	139
	% within role	100%	100%	100%

l. Helping students connect with **non-academic** support services

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	2	0	2
	% within role	5.3%	0.0%	2.2%
Slightly effective	Count	2	3	5
	% within role	5.3%	5.8%	5.6%
Moderately effective	Count	6	14	20
	% within role	15.8%	26.9%	22.2%
Quite effective	Count	5	15	20
	% within role	13.2%	28.8%	22.2%
Extremely effective	Count	11	19	30
	% within role	28.9%	36.5%	33.3%
Don't know	Count	12	1	13
	% within role	31.6%	1.9%	14.4%
Total	Count	38	52	90
	% within role	100%	100%	100%

m. Helping students explore career options

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	2	0	2
	% within role	6.7%	0.0%	2.1%
Slightly effective	Count	2	6	8
	% within role	6.7%	9.1%	8.3%
Moderately effective	Count	10	12	22
	% within role	33.3%	18.2%	22.9%
Quite effective	Count	4	20	24
	% within role	13.3%	30.3%	25.0%
Extremely effective	Count	8	24	32
	% within role	26.7%	36.4%	33.3%
Don't know	Count	4	4	8
	% within role	13.3%	6.1%	8.3%
Total	Count	30	66	96
	% within role	100%	100%	100%

13. To date, how effective do you think your campus has been in helping the following groups use eAdvising tools?

a. Staff

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	10	8	18
	% within role	6.5%	5.8%	6.1%
Slightly effective	Count	7	14	21
	% within role	4.5%	10.1%	7.2%
Moderately effective	Count	13	36	49
	% within role	8.4%	25.9%	16.7%
Quite effective	Count	26	36	62
	% within role	16.9%	25.9%	21.2%
Extremely effective	Count	10	32	42
	% within role	6.5%	23.0%	14.3%
Don't know	Count	88	13	101
	% within role	57.1%	9.4%	34.5%
Total	Count	154	139	293
	% within role	100%	100%	100%

b. Faculty

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	27	31	58
	% within role	17.6%	22.3%	19.9%
Slightly effective	Count	30	34	64
	% within role	19.6%	24.5%	21.9%
Moderately effective	Count	39	21	60
	% within role	25.5%	15.1%	20.5%
Quite effective	Count	21	7	28
	% within role	13.7%	5.0%	9.6%
Extremely effective	Count	5	3	8
	% within role	3.3%	2.2%	2.7%
Don't know	Count	31	43	74
	% within role	20.3%	30.9%	25.3%
Total	Count	153	139	292
	% within role	100%	100%	100%

c. Students

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Not at all effective	Count	11	15	26
	% within role	7.2%	10.8%	8.9%
Slightly effective	Count	16	33	49
	% within role	10.5%	23.7%	16.8%
Moderately effective	Count	29	38	67
	% within role	19.0%	27.3%	22.9%
Quite effective	Count	20	21	41
	% within role	13.1%	15.1%	14.0%
Extremely effective	Count	3	9	12
	% within role	2.0%	6.5%	4.1%
Don't know	Count	74	23	97
	% within role	48.4%	16.5%	33.2%
Total	Count	153	139	292
	% within role	100%	100%	100%

d. Administrators

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Not at all effective	Count	6	13	19
	% within role	3.9%	9.4%	6.5%
Slightly effective	Count	7	27	34
	% within role	4.6%	19.4%	11.7%
Moderately effective	Count	6	19	25
	% within role	3.9%	13.7%	8.6%
Quite effective	Count	11	10	21
	% within role	7.2%	7.2%	7.2%
Extremely effective	Count	5	4	9
	% within role	3.3%	2.9%	3.1%
Don't know	Count	117	66	183
	% within role	77.0%	47.5%	62.9%
Total	Count	152	139	291
	% within role	100%	100%	100%

14. What is still needed to support people on campus with using eAdvising tools? [Open-ended]

Coded Theme	Count	More Detailed Theme	Count
Technical issues	70	better/easier to use tools	25
		fix problems in existing tools	17
		better support for current tools	11
		improved data quality	7
		improved process guides	5
		better communication between eAdvising tools	3
		customized tools	2
Training issues	70	improved training	62
		ongoing training	8
Mandatory or more consistent use of tools	59	consistent use of eAdvising tools and functions throughout colleges	26
		mandatory use of eAdvising tools	12
		ensure information on eAdvising tools is available campus-wide	9
		better faculty buy-in on use of tools	8
		uniform use of note taking functionality	4
Leadership issues	10	improved accountability	5
		have a dedicated eAdvising position	3
		better leadership	2
Other issues	11	understand advisor needs prior to software purchase	6
		remunerate faculty for training on tools	5

15. How significant a challenge is reducing equity gaps across student populations on your campus?

		What is your role on campus?		
		Faculty	Staff	Total
Not at all significant	Count	6	2	8
	% within role	3.9%	1.4%	2.8%
Slightly significant	Count	6	5	11
	% within role	3.9%	3.6%	3.8%
Moderately significant	Count	29	37	66
	% within role	19.1%	26.8%	22.8%
Quite significant	Count	50	42	92
	% within role	32.9%	30.4%	31.7%
Extremely significant	Count	37	36	73
	% within role	24.3%	26.1%	25.2%
Don't know	Count	24	16	40
	% within role	15.8%	11.6%	13.8%
Total	Count	152	138	290
	% within role	100%	100%	100%

16. Is your campus using the following advising-related strategies as means to address equity gaps?

a. Providing advisors with training on implicit bias

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	27	58	85
	% within role	17.8%	42.3%	29.4%
Yes	Count	38	35	73
	% within role	25.0%	25.5%	25.3%
Don't know	Count	87	44	131
	% within role	57.2%	32.1%	45.3%
Total	Count	152	137	289
	% within role	100%	100%	100%

b. Helping students to build long-term relationships with advisors

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	40	59	99
	% within role	26.8%	43.1%	34.6%
Yes	Count	31	52	83
	% within role	20.8%	38.0%	29.0%
Don't know	Count	78	26	104
	% within role	52.3%	19.0%	36.4%
Total	Count	149	137	286
	% within role	100%	100%	100%

c. Requiring students to come in for face-to-face individual or group advising at regular touchpoints

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	21	16	37
	% within role	13.9%	11.7%	12.8%
Yes	Count	85	102	187
	% within role	56.3%	74.5%	64.9%
Don't know	Count	45	19	64
	% within role	29.8%	13.9%	22.2%
Total	Count	151	137	288
	% within role	100%	100%	100%

d. Using data or predictive analytics to identify special populations of students for proactive advising

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	17	22	39
	% within role	11.3%	16.1%	13.5%
Yes	Count	52	87	139
	% within role	34.4%	63.5%	48.3%
Don't know	Count	82	28	110
	% within role	54.3%	20.4%	38.2%
Total	Count	151	137	288
	% within role	100%	100%	100%

e. Helping special populations of students connect with **academic** support services

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	13	15	28
	% within role	8.6%	10.9%	9.7%
Yes	Count	65	95	160
	% within role	43.0%	69.3%	55.6%
Don't know	Count	73	27	100
	% within role	48.3%	19.7%	34.7%
Total	Count	151	137	288
	% within role	100%	100%	100%

f. Helping special populations of students connect with **non-academic** support services

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	16	24	40
	% within role	10.7%	17.5%	14.0%
Yes	Count	39	72	111
	% within role	26.2%	52.6%	38.8%
Don't know	Count	94	41	135
	% within role	63.1%	29.9%	47.2%
Total	Count	149	137	286
	% within role	100%	100%	100%

g. Offering face-to-face services in locations and/or times that are more convenient for students

		What is your role on campus?		
		Faculty	Staff	Total
No	Count	10	28	38
	% within role	6.6%	20.4%	13.2%
Yes	Count	60	73	133
	% within role	39.7%	53.3%	46.2%
Don't know	Count	81	36	117
	% within role	53.6%	26.3%	40.6%
Total	Count	151	137	288
	% within role	100%	100%	100%

h. Providing group and/or cohort-based advising

| | | What is your role on campus? | | Total |
		Faculty	Staff	
No	Count	22	17	39
	% within role	14.6%	12.5%	13.6%
Yes	Count	39	84	123
	% within role	25.8%	61.8%	42.9%
Don't know	Count	90	35	125
	% within role	59.6%	25.7%	43.6%
Total	Count	151	136	287
	% within role	100%	100%	100%

17. In your opinion, what is the **potential** effectiveness of the advising strategies your campus is pursuing to address equity gaps?

a. Providing advisors with training on implicit bias

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	2	2	4
	% within role	5.4%	5.9%	5.6%
Slightly effective	Count	4	4	8
	% within role	10.8%	11.8%	11.3%
Moderately effective	Count	10	4	14
	% within role	27.0%	11.8%	19.7%
Quite effective	Count	11	10	21
	% within role	29.7%	29.4%	29.6%
Extremely effective	Count	5	11	16
	% within role	13.5%	32.4%	22.5%
Don't know	Count	5	3	8
	% within role	13.5%	8.8%	11.3%
Total	Count	37	34	71
	% within role	100%	100%	100%

b. Helping students to build long-term relationships with advisors

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Not at all effective	Count	0	1	1
	% within role	0.0%	2.0%	1.2%
Slightly effective	Count	0	2	2
	% within role	0.0%	3.9%	2.4%
Moderately effective	Count	9	9	18
	% within role	29.0%	17.6%	22.0%
Quite effective	Count	11	18	29
	% within role	35.5%	35.3%	35.4%
Extremely effective	Count	11	20	31
	% within role	35.5%	39.2%	37.8%
Don't know	Count	0	1	1
	% within role	0.0%	2.0%	1.2%
Total	Count	31	51	82
	% within role	100%	100%	100%

c. Requiring students to come in for face-to-face individual or group advising at regular touchpoints

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Not at all effective	Count	3	1	4
	% within role	3.5%	1.0%	2.2%
Slightly effective	Count	5	3	8
	% within role	5.9%	3.0%	4.3%
Moderately effective	Count	12	18	30
	% within role	14.1%	18.0%	16.2%
Quite effective	Count	27	24	51
	% within role	31.8%	24.0%	27.6%
Extremely effective	Count	33	51	84
	% within role	38.8%	51.0%	45.4%
Don't know	Count	5	3	8
	% within role	5.9%	3.0%	4.3%
Total	Count	85	100	185
	% within role	100%	100%	100%

d. Using data or predictive analytics to identify special populations of students for proactive advising

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	3	0	3
	% within role	5.8%	0.0%	2.2%
Slightly effective	Count	6	6	12
	% within role	11.5%	7.1%	8.8%
Moderately effective	Count	14	17	31
	% within role	26.9%	20.0%	22.6%
Quite effective	Count	16	29	45
	% within role	30.8%	34.1%	32.8%
Extremely effective	Count	7	28	35
	% within role	13.5%	32.9%	25.5%
Don't know	Count	6	5	11
	% within role	11.5%	5.9%	8.0%
Total	Count	52	85	137
	% within role	100%	100%	100%

e. Helping special populations of students connect with **academic** support services

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	1	2	3
	% within role	1.5%	2.2%	1.9%
Slightly effective	Count	1	3	4
	% within role	1.5%	3.2%	2.5%
Moderately effective	Count	15	19	34
	% within role	23.1%	20.4%	21.5%
Quite effective	Count	22	33	55
	% within role	33.8%	35.5%	34.8%
Extremely effective	Count	15	32	47
	% within role	23.1%	34.4%	29.7%
Don't know	Count	11	4	15
	% within role	16.9%	4.3%	9.5%
Total	Count	65	93	158
	% within role	100%	100%	100%

f. Helping special populations of students connect with **non-academic** support services

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	0	1	1
	% within role	0.0%	1.4%	0.9%
Slightly effective	Count	2	5	7
	% within role	5.1%	7.0%	6.4%
Moderately effective	Count	6	15	21
	% within role	15.4%	21.1%	19.1%
Quite effective	Count	11	25	36
	% within role	28.2%	35.2%	32.7%
Extremely effective	Count	9	24	33
	% within role	23.1%	33.8%	30.0%
Don't know	Count	11	1	12
	% within role	28.2%	1.4%	10.9%
Total	Count	39	71	110
	% within role	100%	100%	100%

g. Offering face-to-face services in locations and/or times that are more convenient for students

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	0	1	1
	% within role	0.0%	1.4%	0.8%
Slightly effective	Count	6	4	10
	% within role	10.0%	5.6%	7.6%
Moderately effective	Count	10	12	22
	% within role	16.7%	16.9%	16.8%
Quite effective	Count	21	27	48
	% within role	35.0%	38.0%	36.6%
Extremely effective	Count	20	24	44
	% within role	33.3%	33.8%	33.6%
Don't know	Count	3	3	6
	% within role	5.0%	4.2%	4.6%
Total	Count	60	71	131
	% within role	100%	100%	100%

h. Providing group and/or cohort-based advising

		What is your role on campus?		
		Faculty	Staff	Total
Not at all effective	Count	0	1	1
	% within role	0.0%	1.2%	0.8%
Slightly effective	Count	2	8	10
	% within role	5.1%	9.6%	8.2%
Moderately effective	Count	9	16	25
	% within role	23.1%	19.3%	20.5%
Quite effective	Count	14	26	40
	% within role	35.9%	31.3%	32.8%
Extremely effective	Count	12	27	39
	% within role	30.8%	32.5%	32.0%
Don't know	Count	2	5	7
	% within role	5.1%	6.0%	5.7%
Total	Count	39	83	122
	% within role	100%	100%	100%

18. To date, how well do you think your campus has done in implementing strategies to address equity gaps through its changes to advising?

		What is your role on campus?		
		Faculty	Staff	Total
Not at all well	Count	6	6	12
	% within role	3.9%	4.4%	4.2%
Not very well	Count	13	18	31
	% within role	8.6%	13.2%	10.8%
Somewhat well	Count	61	65	126
	% within role	40.1%	47.8%	43.8%
Quite well	Count	27	26	53
	% within role	17.8%	19.1%	18.4%
Extremely well	Count	4	5	9
	% within role	2.6%	3.7%	3.1%
Don't know	Count	41	16	57
	% within role	27.0%	11.8%	19.8%
Total	Count	152	136	288
	% within role	100%	100%	100%

19. To date, how effective do you think your campus's efforts to improve advising have been in supporting you to do your best advising work?

		What is your role on campus?		Total
		Faculty	Staff	
Not at all effective	Count	29	10	39
	% within role	19.3%	7.5%	13.7%
Slightly effective	Count	32	29	61
	% within role	21.3%	21.6%	21.5%
Moderately effective	Count	35	47	82
	% within role	23.3%	35.1%	28.9%
Quite effective	Count	38	37	75
	% within role	25.3%	27.6%	26.4%
Extremely effective	Count	5	10	15
	% within role	3.3%	7.5%	5.3%
Don't know	Count	11	1	12
	% within role	7.3%	0.7%	4.2%
Total	Count	150	134	284
	% within role	100%	100%	100%

20. Which of the following best describes the model of advising utilized in your specific area of responsibility?

		What is your role on campus?		Total
		Faculty	Staff	
Faculty provide the primary advising	Count	77	3	80
	% within role	51.3%	2.3%	28.4%
Faculty and staff share different responsibilities related to advising	Count	56	43	99
	% within role	37.3%	32.6%	35.1%
Faculty and staff share similar responsibilities related to advising	Count	11	20	31
	% within role	7.3%	15.2%	11.0%
Staff advisors provide the primary advising	Count	6	66	72
	% within role	4.0%	50.0%	25.5%
Total	Count	150	132	282
	% within role	100%	100%	100%

21. In your opinion, how important is the role of professional staff advisors for helping students succeed? (Asked only if "faculty" is selected in question 1.)

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all important	11	6.1%	7.3%	7.3%
Slightly important	15	8.3%	10.0%	17.3%
Moderately important	23	12.8%	15.3%	32.7%
Quite important	50	27.8%	33.3%	66.0%
Extremely important	41	22.8%	27.3%	93.3%
Don't know	10	5.6%	6.7%	100%
Subtotal	150	83.3%	100%	
Missing	30	17%		
Total	180	100%		

22. How effective is your relationship with staff advisors in your specific area of responsibility? (Asked only if "faculty" is selected in question 1.)

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all effective	17	9.4%	11.4%	11.4%
Slightly effective	15	8.3%	10.1%	21.5%
Moderately effective	24	13.3%	16.1%	37.6%
Quite effective	45	25.0%	30.2%	67.8%
Extremely effective	25	13.9%	16.8%	84.6%
Don't know	23	12.8%	15.4%	100%
Subtotal	149	82.8%	100%	
Missing	31	17.2%		
Total	180	100%		

23. How effective is your relationship with faculty advisors in your specific area of responsibility? (Asked only if "staff" is selected in question 1.)

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all effective	11	6.7%	8.2%	8.2%
Slightly effective	24	14.6%	17.9%	26.1%
Moderately effective	32	19.5%	23.9%	50.0%
Quite effective	30	18.3%	22.4%	72.4%
Extremely effective	17	10.4%	12.7%	85.1%
Don't know	20	12.2%	14.9%	100%
Subtotal	134	81.7%	100%	
Missing	30	18.3%		
Total	164	100%		

24. In the last year, how much professional development training or support have you received to help you be effective in your advising role (including paid time to attend relevant state, regional, or national conferences; attending campus-sponsored events or trainings; accessing webinars or online resources; reading professional publications; or other similar types of support)?

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Less than 1 day	Count	46	15	61
	% within role	30.7%	11.3%	21.6%
1-2 days	Count	26	30	56
	% within role	17.3%	22.6%	19.8%
3-4 days	Count	8	40	48
	% within role	5.3%	30.1%	17.0%
5 or more days	Count	15	43	58
	% within role	10.0%	32.3%	20.5%
I have not received any professional development support	Count	55	5	60
	% within role	36.7%	3.8%	21.2%
Total	Count	150	133	283
	% within role	100%	100%	100%

25. Thinking about the professional development support that you have received related to efforts to improve advising on your campus in general, which of the following best describes the focus of that training?

| | | What is your role on campus? | | |
		Faculty	Staff	Total
Entirely focused on learning how to use eAdvising tools	Count	18	4	22
	% within role	19.6%	3.2%	10.1%
Predominantly focused on learning how to use eAdvising tools	Count	18	16	34
	% within role	19.6%	12.7%	15.6%
Equally focused on learning how to use eAdvising tools and on learning new processes and practices related to advising	Count	22	44	66
	% within role	23.9%	34.9%	30.3%
Predominantly focused on learning new processes and practices related to advising	Count	24	49	73
	% within role	26.1%	38.9%	33.5%
Entirely focused on learning new processes and practices related to advising	Count	10	13	23
	% within role	10.9%	10.3%	10.6%
Total	Count	92	126	218
	% within role	100%	100%	100%

26. How effective do you think the professional development training has been in supporting you to do your best advising work?

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Not at all effective	Count	11	3	14
	% within role	11.6%	2.4%	6.3%
Slightly effective	Count	24	28	52
	% within role	25.3%	22.0%	23.4%
Moderately effective	Count	33	51	84
	% within role	34.7%	40.2%	37.8%
Quite effective	Count	20	28	48
	% within role	21.1%	22.0%	21.6%
Extremely effective	Count	4	17	21
	% within role	4.2%	13.4%	9.5%
Don't know	Count	3	0	3
	% within role	3.2%	0.0%	1.4%
Total	Count	95	127	222
	% within role	100%	100%	100%

27. What is the most satisfying aspect of your job? [Open-ended] (Asked only if "staff" is selected in question 1)

Coded Theme	Count	More Detailed Theme	Count
Helping/working with students		helping students succeed	49
		working with students	31
		connecting with/supporting students	14
	122	helping 1st generation students/ marginalized students	9
		making a difference	8
		seeing students graduate	6
		helping students overcome adversity	5
Advising Tasks		providing personalized advising	11
		providing non-academic assistance	9
		providing correct information to students	6
	43	holding workshops/doing outreach	5
		problem solving	5
		exploring major options with students	5
		engaging in early intervention	2
Working with colleagues	10	working with colleagues	10
Receiving positive feedback	4	receiving positive feedback	4

28. If you could wave a magic wand and change one thing about how your campus is implementing changes to advising, what would it be? [Open-ended]

Coded Theme	Count
Advisor-oriented improvements (e.g., hiring more staff advisors; advisor remuneration; more advising time; resource investment; valuing advisor feedback; advisor quality; better treatment)	60
Other	48
Changing advising structures (e.g., centralizing/ decentralizing; resolving structural problems; improvements to leadership, committees, oversight; reporting line issues)	33
Student-oriented improvements (e.g., quality; convenience; holistic approaches; education improvements; relationship building; face-to-face advising)	27
More training/professional development	25
Consistent processes across colleges/departments	22
Improvements to technology/eAdvising tools (e.g., related to scheduling, data, case notes, or connection to academic/non-academic resources)	21

29. What percentage of your time do you spend on advising students or on advising-related matters in a typical work week (including individual and group advising sessions, advisor training and development, preparing for appointments, developing workshops or other advising related materials, reviewing student records, writing advising-related reports, etc.)?

		What is your role on campus?		Total
		Faculty	Staff	
0-25%	Count	106	10	116
	% within role	70.7%	7.5%	40.8%
26-50%	Count	38	20	58
	% within role	25.3%	14.9%	20.4%
51-75%	Count	4	35	39
	% within role	2.7%	26.1%	13.7%
76-100%	Count	2	69	71
	% within role	1.3%	51.5%	25.0%
Total	Count	150	134	284
	% within role	100%	100%	100%

30. How many students do you advise on a one-to-one, face-to-face basis during your busiest advising season?

| | | What is your role on campus? | | Total |
		Faculty	Staff	
Fewer than 10 per week	Count	59	11	70
	% within role	39.9%	8.3%	24.9%
10-19 per week	Count	50	18	68
	% within role	33.8%	13.5%	24.2%
20-30 per week	Count	29	41	70
	% within role	19.6%	30.8%	24.9%
More than 30 per week	Count	10	63	73
	% within role	6.8%	47.4%	26.0%
Total	Count	148	133	281
	% within role	100%	100%	100%

31. How many years have you been advising students?

| | | What is your role on campus? | | Total |
		Faculty	Staff	
0-2 years	Count	17	32	49
	% within role	11.3%	23.9%	17.3%
3-5 years	Count	26	38	64
	% within role	17.3%	28.4%	22.5%
6-10 years	Count	32	26	58
	% within role	21.3%	19.4%	20.4%
11-20 years	Count	49	31	80
	% within role	32.7%	23.1%	28.2%
More than 20 years	Count	26	7	33
	% within role	17.3%	5.2%	11.6%
Total	Count	150	134	284
	% within role	100%	100%	100%

32. Is there anything else you would like to tell us about advising, or advising improvement efforts, on your campus? [Open-ended]

Coded Theme	Count
Advisor-oriented improvements (e.g., related to hiring more staff advisors; advisor remuneration; more advising time; resource investment; faculty buy-in; valuing advisor feedback; advisor quality; better treatment; reducing turnover; institutional support for advisors)	24
Other	16
More training/professional development (including soft-skills training)	14
Changing advising structures (e.g., related to centralizing/decentralizing advising; resolving structural problems; issues with leadership, committees, oversight, reporting lines)	13
Student-oriented improvements (e.g., related to targeted advising; quality; convenience; holistic approaches; education improvements; relationship building; face-to-face advising)	11
Non-academic support (e.g., housing, mental health)	5
Consistent processes	4
Improvements to technology/eAdvising tools (e.g., related to scheduling, data, case notes, or connection to academic/non-academic resources)	3