

NC-ACCESS Survey of Registration and Advising Procedures

Data Overview

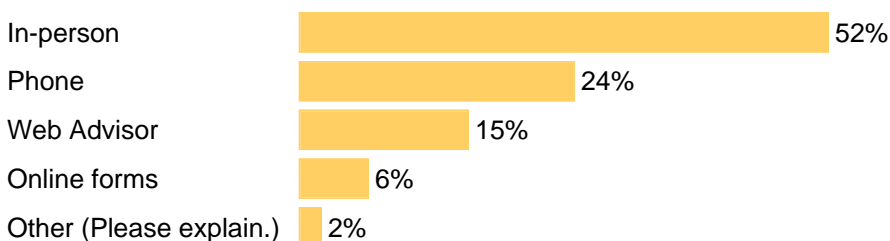
Survey period: October 10 – November 1, 2007

51 survey respondents representing 31 colleges

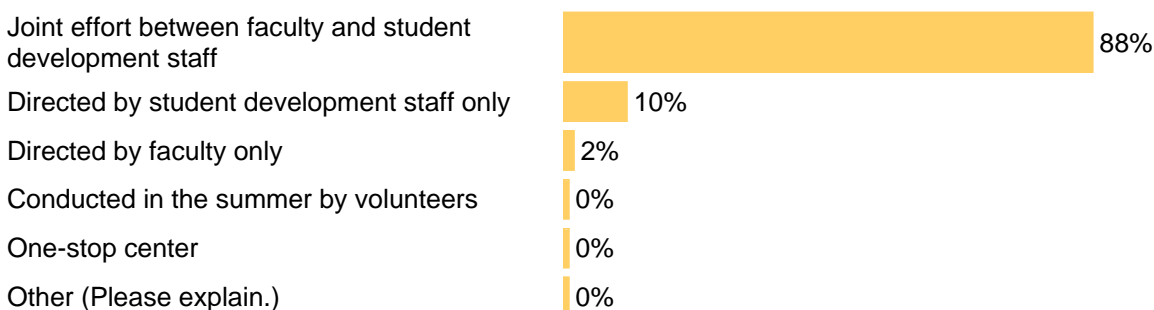
1. How is registration conducted at your college? (Please elaborate in the box below.)

As we discussed in the focus group at the N3CSDPA conference in Asheville, there are nearly as many ways of conducting registration and advising as there are colleges and this is borne out by the survey data. The responses indicate that returning students have more options—in terms of timing and methods for registration—than new students. They are often given priority (early) registration and allowed to register by telephone, email or web. A handful of survey participants specifically mention decentralization of the advising and registration process; only one respondent describes the decentralized tuition payment service (FACTS) although several mention online registration (which may include online tuition payment).

2. What method(s) does your college use for registration? (Check all that apply.)



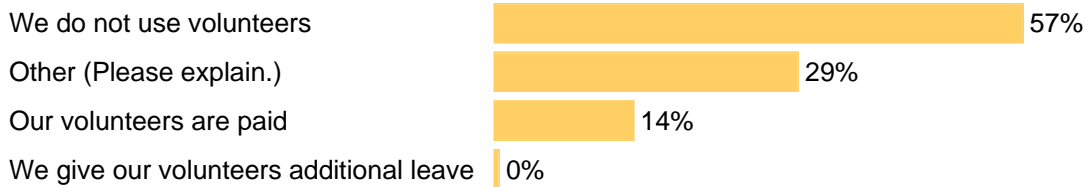
3. What is the structure of your registration process? (Please select one of the following responses.)



4. Is advising part of the registration process at your college?



5. If you use volunteers for registration and advising, how do you acknowledge/reward them? (Please select one of the following responses.)



6. What are your college's primary challenges related to registration? (Please elaborate in the box below.)

The most commonly cited challenges are long lines and issues related to advising.

7. What time of year do you do Early Registration for Fall?

July is the most common response, followed by June and April.

8. What time of year do you do Early Registration for Spring?

November is, by far, the most common response, followed by October.

9. What time of year do you do Early Registration for Summer?

April is the most common response.

10. What length of time is allotted for Early Registration?

The most commonly reported timeframes are two weeks and several weeks broken up into several nonconsecutive weeks.

11. How much time do you allot for Late Registration?

The most commonly reported timeframe is 1-3 days (45 total responses), although several (12) respondents said that their college does not have an official late registration period.

12. Do you allow Late Registration and Drop/Add after classes have begun? (Please elaborate on your policy in the box below.)



Survey participants most frequently responded that late registration is allowed during the first week of classes and that adding a course is allowed until the course in question begins. A few respondents commented that their college has a policy that an instructor must give permission for a student to be added to a course after its starting date.

13. What do you think your college does best in the registration area? (Please elaborate in the box below.)

Most commonly cited sources of pride include: the ability to give students individual attention, focus on customer service, well-organized process, successfully registering students for the correct classes, and the provision of ample time/multiple modes of registration. A few respondents, such as this one, expressed mild pessimism about the process: "We struggle to get it done. We do the best we can but nothing is great."

14. How is advising conducted at your college? (Please elaborate in the box below.)

Survey participants most commonly responded that advising is conducted by faculty or by academic division, department, or program. Half as many mentioned counselors. Four survey participants said that they have special procedures for college transfer students.

15. How does your college advise distance learning students?

Distance learning students are most often advised by the DL coordinator or a specialist assigned to this task or by a faculty advisor in their program of study. DL students are most often advised via: telephone, e-mail, online/web, in person/the same way that other students are advised. A few survey participants indicated that this student population needs addressing: "This is a gap for us. We are moving towards advising via phone and email, but there is not a consistent way our faculty handle this."

16. If you've been using Web Advisor, what advice would you give to others who use it or will be implementing it in the future?

A little over 40% of the survey respondents said they are not yet using Web Advisor at their college. Those who are using it offered the following suggestions:

"Take it slow and easy when you start. Don't try pay online until you get all the bugs worked out for registration. Do only continuing students."

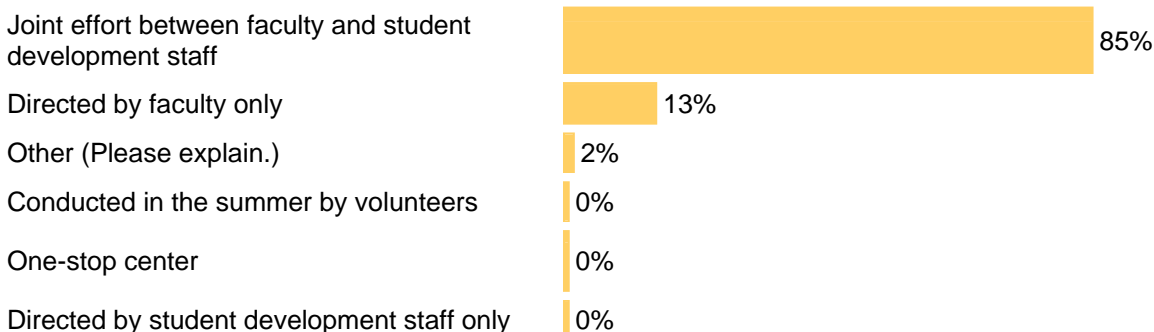
"Learn about its glitches. For example, if a student has been put into a full section with an override, and tries to pay on Webadvisor, it will drop the overridden class, not require payment for it, and not give the student any indication that this has been done..."

"Make sure the students meet with their advisor first before using it; make sure those registering students know all the requirements and are briefed on it beforehand with someone to troubleshoot the first few days."

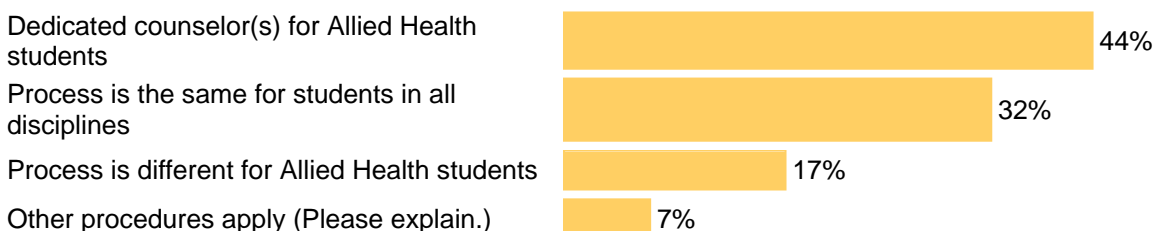
"Put yourself in the student's role and plan for delivery of services that the student who is not on campus will need."

"[Provide] plenty of faculty training."

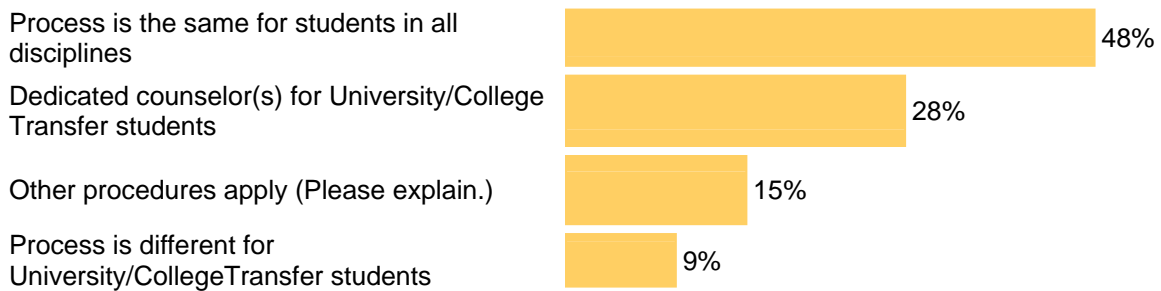
17. What is the structure of your advising process? (Please select one of the following responses.)



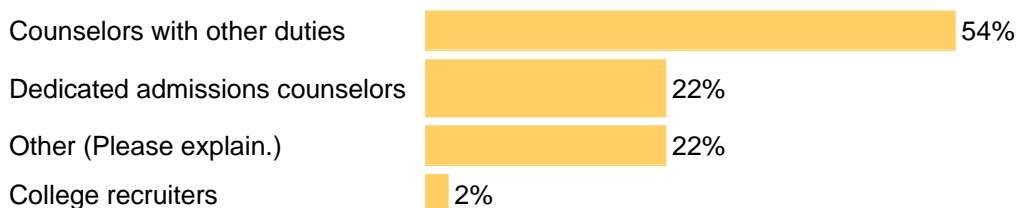
18. How is advising for Allied Health students handled at your college? (Check all that apply.)



**19. How is advising for University/College Transfer students handled at your college?
(Check all that apply.)**

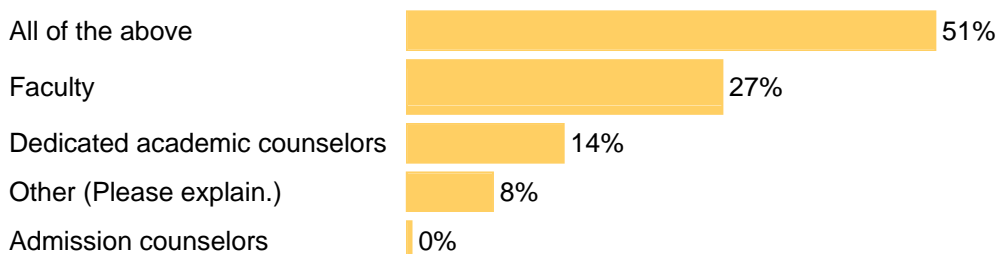


20. Who conducts admissions advising for newly enrolled students at your college?



A number of survey respondents—more than noted in the percentages above—noted in the free responses that college recruiters do admissions counseling.

21. Who conducts academic advising at your college?



22. What type of training is provided for academic advisors?

Training length and quality vary from none at all to a two-week intensive training. Most common forms of training reported were the provision of a handbook and/or training on how to use the computer systems involved in advising and registration. A handful of survey respondents mentioned job shadowing, mentoring and the online course (ACTI) for advisors/counselors.

23. Who trains academic advisors?

The most common responses are that the Vice President for Academic Programs and the Academic Deans do the training. This is followed closely by experienced faculty advisors/colleagues and counselors from the college Advising Center.

24. How often is training provided for academic advisors?

Training is most commonly-provided once or twice a year or on an “as needed” basis.

25. What are your college’s primary challenges related to advising? (Please elaborate in the box below.)

The most common challenges to effective and efficient registration are that faculty do not have enough time to serve as advisors and/or there are too few faculty advisors to meet with all the students in a timely manner. Other challenges include a lack of understanding of the advising process including pre-requisites/co-requisites and a lack of communication between the various divisions providing services during the advisement process. One survey respondent explained the situation this way: “Faculty and counselors are often at odds as far as the admissions criteria are concerned. Faculty do not always understand the admissions process and when students come to their offices frustrated, the advisors (faculty) are quick to call counselors and question motives. Counselors also do not understand the advising protocol and do not always give the best advice regarding course sequencing. This is not the fault of the advisors or the counselors. The administration should foster more of a collaborative effort between the divisions.”

26. What is the advising philosophy of your college (e.g. build a relationship, get students into classes quickly, etc.)?

Responses are almost equally split between the “get students registered and in classes quickly” and the “relationship-building” philosophies. Encouragingly, several respondents noted an ongoing shift in focus on their campuses to a more holistic, developmental approach to advising.

27. What do you think your college does best in the advising area? (Please elaborate in the box below.)

Many survey participants mention that relationship-building is a strength of their college’s advising system. Some specific best practices referenced include Special Needs Advising, an Advising Center (training and clearinghouse for advising info), a College Transfer Advising Center, requiring students to meet with their assigned advisor every semester, having developmental and athletic advisors, having allied health advisors, being efficient, incorporating principles of the “learning college” in advising, linking orientation to advising for new students.

28. Do you have written student learning outcomes for your advising unit?



29. Does your Student Development Office have a mission statement?



30. What do you perceive to be the main challenges faced by students at your college with respect to the registration and advising process? (Please elaborate in the box below.)

Long lines and a cumbersome process that is “not intuitive or student-friendly” are the challenges facing students when they go through the registration and advising process. One survey respondent observed that students have trouble “*Finding a faculty advisor (not getting emails or phone calls returned; office hours not kept) and getting accurate information*” and another that “*it seems that we don’t communicate with the students enough.*”