

NC-ACCESS Survey of Registration and Advising Procedures

DATA SUMMARY WITH REPRESENTATIVE PARTICIPANT COMMENTS

Survey period: October 10 – November 1, 2007

51 survey participants

31 colleges represented:

Bladen, Caldwell CC/TI, Cape Fear,CC, Carteret CC, Central Piedmont CC, Cleveland CC, Coastal Carolina CC, Craven CC, Edgecombe CC, Fayetteville TCC, Gaston College, Guilford TCC, Isothermal CC, James Sprunt CC, Martin CC, Mayland CC, Mitchell CC, Nash CC, Piedmont CC, Pitt CC, Richmond CC, Robeson CC, Rockingham CC, Sandhills CC, South Piedmont CC, Southwestern CC, Tri-County CC, Wake TCC, Western Piedmont CC, Wilkes CC, Wilson CC

26 colleges not represented:

Alamance CC, AB Tech, Beaufort CC, Blue Ridge CC, Brunswick CC, Catawba Valley CC, Central Carolina CC, College of The Albemarle, Davidson County CC, Durham Tech CC, Forsyth Tech CC, Halifax CC, Haywood CC, Johnston CC, Lenoir CC, McDowell Tech CC, Montgomery CC, Pamlico CC, Randolph CC, Roanoke-Chowan CC, Rowan-Cabarrus CC, Sampson CC, Southeastern CC, Stanly CC, Surry CC, Vance Granville CC, Wayne CC

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).

Representative comments collected from the free responses regarding current registration processes:

"We have faculty advisors during a specified period of time. Faculty members are users in the 'colleague' system and register students in their offices. Student Services personnel also register students during this designated period of time."

"Currently registration is conducted in-person and via telephone. We have done a small test of web registration with a larger test scheduled for November. We hope to be live with web registration for the summer semester 2008. Students are scheduled for access to the registration process based upon the number of college hours completed."

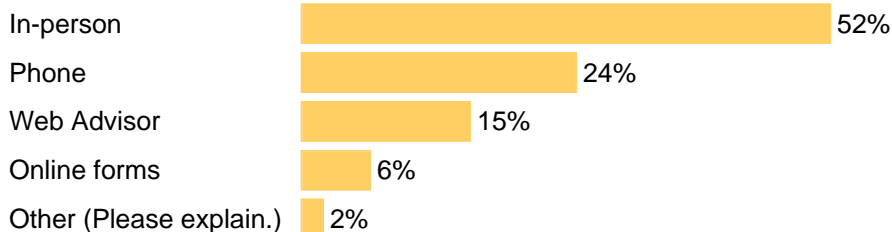
"Post-Admission students go to their assigned advisor. Together the student and the advisor decide upon the student's course schedule. The advisor enters the student's registration. The student takes the registration form to either the business office or to the financial aid office to pay."

"We register every student by hand—there is no online or telephone registration. A student fills out a registration card and brings that card in to the Registrar's Office at a specified date and time."

"New students pick up student advising folder in Student Services area and take to their advisors in 3 central locations (Allied Health, General Education/College Transfer, Vocational/Technical Education). Registration forms are printed in the 3 areas where registered."

“During Early Registration, only returning (enrolled in the last three semesters) students are allowed to register. Students are encouraged to make an appointment or may stop by their advisor’s office during office hours. Early Registration runs for one week (Monday - Friday at 1:00 PM). Payment is due to the Business Office by 5:00 PM Friday or the student may use the FACTS Payment Plan through Friday at midnight. During Registration, students meet with their advisor of a first come, first serve basis. Payment of tuition and fees are due by the end of the day or the student may use the FACTS Payment Plan.”

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



Further comments describing registration methods used:

“We are not fully on Datatel. We plan on using Web Advisor as soon as we can.”

“Plan to use web advisor in a couple of years.”

“Continuing students meet with advisor, then may register with him/her or online.”

“For some CCE and most Basic Skills, students can complete an registration form at the first class meeting. The forms are delivered to either Registration Services, CCE Records Management or Basic Skills for input.”

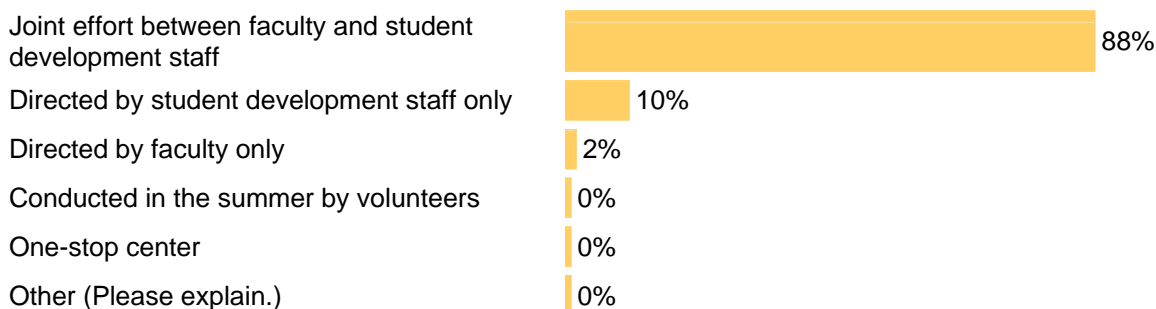
“Mail-in forms.”

“We should be able to offer online registration to all students for summer 2008.”

“Students meet with advisors and some choose to register them.”

“Priority registration via Disability Support.”

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



Additional comments on the structure of the registration process:

“With student development staff taking more of a lead when they should not have to.”


“Instruction builds the section and sets up section requirements. Student development, primarily Registration Services but all are involved, manages systems and serves students and the College.”


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


Yes  96%

No  4%

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

We do not use volunteers  57%

Other (Please explain.)  29%

Our volunteers are paid  14%

We give our volunteers additional leave 0%

Most commonly referenced volunteers are the Student Ambassadors, who are used for “crowd control and to run errands.” Recognition for volunteers from staff and faculty varies from campus to campus. A particularly nice example:

Our Volunteers are usually employees from different departments across campus. The President gave Student Services and all Volunteers who helped during registration a thank you luncheon.

Representative comments regarding the use of volunteers during registration and advising:

“We mostly do not use volunteers, but some students and faculty show up to help anyway.”

“Some volunteers (advising) are paid. Other volunteers are re-assignments from other areas during the registration process.”

“We use folks from around the campus to assist during the registration periods for tasks such as handing out student schedules, directing students to appropriate locations, etc. These folks are simply released from their regular duties for that relatively short time period.”

“Nearly all college employees are engaged in the curriculum registration process. Library, Public Radio, and other staff serve as greeters and provide other support to this process.”

“We use our Student Ambassadors who are given a scholarship.”

“We use students in our 'Ambassador' program to direct other students during our registration process. Ambassadors receive a scholarship.”

“We use college ambassadors and they receive scholarships for the work they assist the college in throughout the year. They also consider it an honor to be chosen for an ambassador slot.”

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.

Representative responses illustrating registration-related challenges include the following:

"We do not have adequate resources for the advising function. Everyone wants it to happen, but faculty and staff do not have the time/resources to make it happen on an ongoing basis."

"The length of time it takes to properly orient and then advise new students. Students expect quick service but advisors feel that they should also receive info related to financial aid, the advising center, student life, etc."

"Congestion of the process. We do not have adequate space for workflow. New students can be difficult to advise during registration if we have not had the time to evaluate the transcript."

"Having enough faculty advisors in place during the process to assist students. Our students tend to think that a counselor is their advisor because they were advised by a counselor for fall semester (faculty are not here till 3 days before the semester starts) and they keep coming to Student Development for their advising instead of going to the academic advisor."

"Software issues with WebAdvisor. Prerequisite checks and processing of transcripts from other colleges. Registration blocks that must be over-ridden by an individual with the authority to do so. Fall registration occurring when faculty/department chairs are not available."

"Section set up and its effect on students in the registration process. Filled sections - never enough of what students want and need."

"Having students pay tuition immediately upon completion of the process. At a certain point, all incomplete registrations are purged. Sometimes the same student may register as many as four times before completing the process (providing payment)."

"Making a distinction between advising and registration. It is unreasonable to expect that much "quality" advising takes place during the busy times of a registration period. We are trying to encourage more advising appointments at times other than during registration. Also, we plan to bring WebAdvisor up during this academic year and we are still exploring how we want to structure the process to encourage/require some student to advisor contact but still provide the convenience of service delivery through the web."

"Long waits. Students may experience a three to four hour wait in the Counseling Center, especially during New Student Registration when students are required to come in person to register."

"The primary challenge of registration is the time before registration. I would like a better game plan on how to get students here prior to registration for admissions and advisement so they know where to go and whom to see the day of registration."

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

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

The following quotes provide a representative sample of responses to this question:

"We start in the spring and register for summer and fall at the same time. Registration for fall is then open through July. The registration window is closed for faculty break for two weeks in August and then reopened a few days before the first day of class."

"We have 2 weeks of fall pre registration in April and 2 weeks in July."

"We begin in April registering for both summer and the upcoming fall."

"In the summer term. Usually around the third week of July."

"1st time in April, then in June, then again in late July to August registration."

"Three days in April for currently enrolled students only. A week in mid-June for returning students."

"Begins in mid-April and continues through the summer to the end of July. We begin again 3 days before the first day of classes. We usually register 3/4 of our students during this early period."

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

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

The following quotes provide a representative sample of responses to this question:

"October through the first day of class in January with about a two week break for Christmas."

"We have 2 weeks (Monday - Thursday) in late October or early November. We also have another week (Monday-Thursday) the week before exams."

"The week before Thanksgiving in November."

"Current student registration begins this year on November 13th. New student registration begins November 19th."

"Octoberish"

"Begins in November and continues until the day before the spring semester begins."

"October 22-November 30 (current students); November 26-Dec. 6 (new and returning students)"

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

April is the most common response.

The following quotes provide a representative sample of responses to this question:

"April. We do pre registration for Summer and Fall during the same time in April."

"Usually around the third week in April."

"Begins and runs concurrently with fall pre-registration, but ends when summer term begins."

"During the spring semester –May"

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.

The following quotes provide a representative sample of responses to this question:

"We usually do Monday-Thursday for 2 weeks about the 10th or 11th week of the term and then another Monday-Thursday the week before exams."

“Our designated priority registration with advisors (with appt. times posted on their doors) about two weeks. However, our processor is open to advisors and the advising center until Christmas break.”

“Fall - One Week Spring - Two Weeks Summer - Three Days”

“Usually 8 school days.”

“Four weeks total for Fall Registration. One week for Spring Registration. Two days for Summer Registration.”

“Formally it is broken into a series of dates; however, counselors register students from the start, all the way through to late registration, which for fall, mean five months of registration.”

“Varies, but we have increased the time in recent years with availability of WebAdvisor. We would like to get to the point when we could register for more than one semester at once. We thought Colleague would enable us to do that when we first learned of it.”

“Our Early Registration is for our returning students. These returning students will have 1 to 2 weeks to register prior to opening up the registration process to the public.”

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.

The following quotes provide a representative sample of responses to this question:

“4 days during the first week of classes”

“Late registration for us is the first two days of classes in a semester.”

“We have a final Registration day before the semester begins and then we do allow for some registrations during the drop/add period.”

“We do new registrations through the first day of classes and up until an individual course meets for the first time...schedule adjustments for one week.”

“We have a registration day before classes begin which falls after early registration. We register/add students the first two days of class. We also offer a registration/add day the Monday after our distance education orientation session which falls on a Saturday.”

“Technically we do not have a Late Registration, but our Senior Administration allows students to register through our drop/add period.”

“No official late registration but it does occur during the first four days of the semester.”

“One to two days prior to the beginning of classes and three days after classes begin.”

“We don't have any timeframe designated as late registration.”

“No late registration (unless class has not met). 2 days for schedule changes”

“We really do not participate in late registration. If the class has already met, we usually do not allow students to enter that class. We do look at extenuating circumstances and the census point on classes to determine admittance to some classes.”

"None (but we do allow some late registrations during drop/add, which is four days)."

"These are the 2 days before the term begins (we call it Walk-In Registration)."

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

Yes  88%

No  12%

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.

Comments elaborating on college Late Registration and Drop/ADD policies include:

"Late registration and/or drop/add can be done during the first week of classes for 4 days."

"Drop/add is the first four days of the semester. Late registration is allowed by department chairs' permission. After the drop/add period is over, a student must have approval from the instructor and department chair to add a course."

"Only for classes that have not started. For example a class that begins at 5:30 p.m. on Monday, a student can register up to 5:30 p.m. for that class."

"Yes...but the first two days of classes are now called "Schedule Adjustment Days." Students are not allowed to register for a class that has already met (even to drop/add). Exceptions are made when a class is canceled by the College or there was an advising error."

"The first week of class is the Drop/Add period. Students also can register for Late Start classes."

"Very limited late registration: students may register for underenrolled programs, and students who tried to register during the last few days of open registration but found all the classes they wanted were full may try to pick up classes after the drop for non-payment that precedes the first day of class. We must do drop/add to allow students to correct errors in their schedules, shifts due to work hours and/or child care arrangements, and for developmental, to adjust placements based on the diagnostic tests given the first day of class."

Our add period continues for the first 2-3 days of the term, in the Registrar's office only. Students may drop a class up until the census date - again Registrar's office only.

"Not unless enrollment is down or special circumstance."

"2 days of drop/add. Any new registration is approved by the Vice-President of Student Services."

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.

Comments illustrating best registration practices cited by survey respondents include:

"We set up a waiting area where student can watch movies or read magazines."

"There are never any lines in the process."

"Implementing online registration through our online portal LEO (campus cruiser). Here students can register themselves after meeting with their program advisor and drop/add classes if they need to adjust their schedule."

"Development of STARR registration process."

"Our new Orientation, linked to registration, has demonstrated excellent results."

"Getting the information out to the student, we use lots of means of doing so via our website, our TV channel, mailings to current students, posters, fliers, etc and our signage during official registration days help the flow of students on our campus."

"New students are registered during their initial advising session with a counselor or academic advisor. In the past, we would advise them and have them wait a week or more to use phone registration. Many of them had to return for advising again because courses were not available by the time they registered. Now they finish their first meeting with an advisor with a real schedule instead of a hypothetical one."

"Advising for pre-health sciences students is excellent!"

"We are a small institution. We are able to provide quality customer service with one-on-one advisement and registration."

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.

The free responses described both the personnel and the processes involved in student advising, as noted in these quotes:

"New students are advised by counselors in student services and returning students are advised by faculty members in their respective programs."

"Supposedly with faculty but most of the students think that the counselors are their advisors because they rely on the Student Development Department."

"Well it could use an overhaul. Faculty are suppose to be academic advisors for our students, but students will complain that they can't find them and then counselors end up advising and mistakes are made and then people point fingers, etc. We don't have a large number of faculty here in the summer; therefore, student development staff end up advising all new students, and the merry go round starts again."

"Advising is a hit and miss proposition. We have a college transfer advising center to handle those students. Departments post times and advising locations to our website during registration periods."

"We have college counselors and academic advisors employed by Counseling/Advising as well as faculty advisors."

“Depends on your definition of advising. Students receive varied amounts of advising, depending on how busy we are. In the thick of registration, there is little advising.”

“When approved for a curriculum, each student is assigned an advisor — an instructor from the chosen area of study. In the case of College Transfer advisees, they are assigned to persons teaching in general education disciplines (i.e., English, math, sociology, etc.). Students may meet with these persons when it is mutually convenient. Advisors are responsible for verifying graduation for the advisees assigned to them.

“We have a faculty-based model. All credential seeking students are assigned to a faculty member from that program area.”

“In-person except for the pre-nursing students. They currently have the option of email advising.”

“Advising is offered at the Counseling Center and through Departmental Advisors. Students can come to the Advising center year round for guidance but there is a set time a few weeks before registration each semester for the students to come and be advised regarding what classes they will enroll in for the upcoming term.”

“Students who are in a program leading to a degree, diploma or certificate are assigned an advisor from that program area. Undecided/Special/Visiting students and Concurrent Enrollment students are assigned to Student Services. During Early Registration, Advisors post times in advance so that students can schedule an appointment. During Registration, advisors are available in their office during posted registration times.”

“Our admissions department assigns each new student an Admissions Advisor and after this meeting they will be assigned to a program advisor according to their degree/major. Each Program advisor meets with each student every semester to discuss their class registration, progress, etc.”

“Upon admission, students are assigned a faculty advisor. The student goes to their advisor during their posted office hours for advising. If the student/advisor are unable to meet, Student Developmental Services steps in as acting advisor.”

“Returning students meet with their faculty advisors to determine their next level of classes to take. For those students with issues, they are directed to speak with a counselor for career assessment or academic counseling.”

“Students are assigned faculty advisors according to curriculum but are not required to meet with them.”

“College Transfer students are advised in the Advising Center. Technical students are advised by appointment with their advisor. Special studies, dual enrollment, and pending health sciences students are advised by Student Services staff.”

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 say our faculty handle this.

As with the responses about advising in general, **the responses regarding advising of distance learning students focused on both personnel and processes, as exemplified by the following comments:**

"By phone and by the same method as campus students. 80% of our DL students also take on-campus courses. We need to look towards a total DL advising/registration process."

"Online Orientation for distance learning and they are given a brochure."

"Most of our distance learning students are also traditional students. They come on our campus to see a faculty advisor. "True" distance students correspond with our distance education coordinator."

"Same as others although we do advise via phone and email"

"We have a Distance Learning coordinator who helps as well as the faculty members in the on-line programs."

"If the student is in a program of study, the academic advisor advises the student. If the student is non-degree seeking, Student Services personnel advise the student."

"Email, phone, webcam (if needed)."

"Online advising is available during advertised hours of the day, evening and night. Additional contact is available through email."

"We offer no complete distance learning program (i.e. a student never has to come to campus). Therefore, any advising related to this population is done by email or in person, usually during the registration period."

"I am not sure. I do know that there is some e-mail advising offered for students with Disabilities"

"Distance learning students must contact their advisor to schedule their courses and may pay by faxing a Registration/Payment form (on our website) to their advisor. They also have the option to pay through our FACTS Payment Plan."

"DE students are assigned an admissions advisor and also required to come on campus for a one-time advising/orientation meeting with the Dean of DE or the faculty member providing the DE course."

"A counselor is assigned this responsibility. Hope to have degree audit available on WebAdvisor soon."

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 WebAdvisor 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."

"Use only the prerequisites designated at the state-wide level."

"Be sure to implement the ISASORR override enhancement, so students can more effectively use self-service options."

"It is a complicated system that has many restrictions."

"Teach students how to use the program evaluation area, so they can view their graduation progress. And see how it will affect them if they change majors."

"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. But generally, it has been a very helpful new innovation. Students will need help learning it at first, so labs staffed with students or others to show how are useful."

"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."

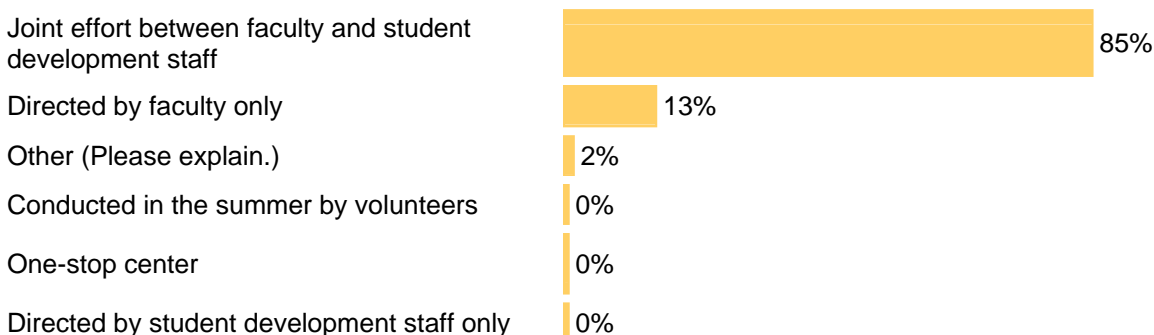
"Promote/market it when you first implement and provide training in its use to students and faculty."

"Making on-line registration available prior to allowing faculty/staff to key registration significantly increased the number of students who registered via WebAdvisor."

"Plenty of training for faculty/staff"

"Hand outs explaining process and on-line directions."

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

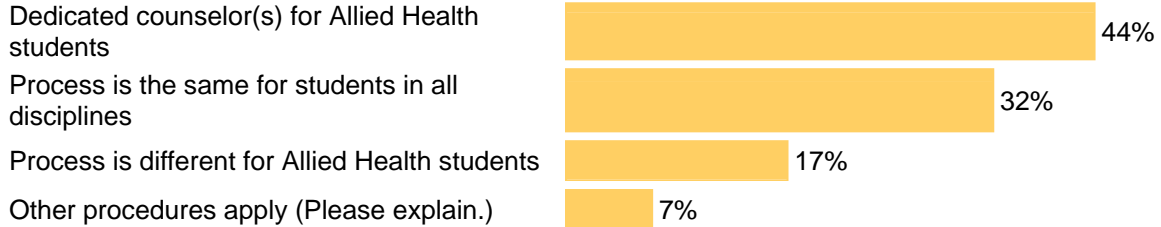


Additional comments regarding the structure of the advising process include:

"We use whatever means we can to serve the student at the time they are here. Faculty, student development staff, volunteers from other areas in the college, etc."

"Faculty - all curriculum approved students; Student Development - all non-matriculating and delayed curriculum approved students"

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



Representative comments regarding Allied Health student advising include:

“Students who have not qualified for their programs and score very low into beginning developmental are given a SNAP advisor - special needs advising program - to follow their progress for one or two semesters.”

“Our PN & ADN director registers students that have been accepted into these programs separately. Students trying to get into the program are classified as “general education” students and see a faculty advisor for that curriculum. We have two faculty secretaries (one in PN; one in ADN) that answer questions about admittance.”

“If students have been accepted into an Allied Health program, advising is managed by Allied Health faculty. If students are not yet accepted, there is a dedicated counselor. However, due to the large number of students advising is handled by the dedicated counselor and other counselors (5) in the counseling center.”

“New students advised by C/A, but primarily faculty advising for accepted students.”

“E-mail advising”

“Only the Allied Health students are advised in the specific areas”

“After admission, nursing students are block scheduled and registered by the faculty. Other allied health students are advised by faculty similar to other students.”

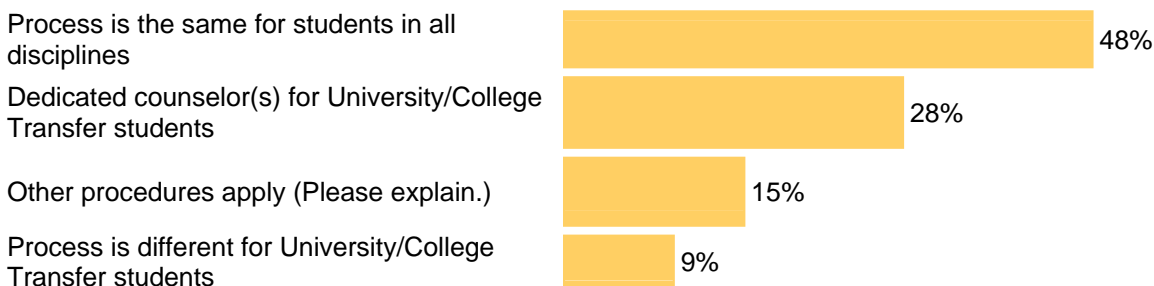
“There are specific advisors for allied health students, however the advising and registration process is the same.”

“All allied health students are advised and registered by the allied health faculty.”

“Pre-Allied Health students are advised by counselors or the Health Programs Coordinator. Counselors advise special credit, undecided and the majority of new students as well. Students admitted to Allied Health programs are advised by faculty.”

“Allied Health students are advised by Allied Health faculty, Graphic Design students are advised by Graphic Design faculty, etc.”

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



Additional comments illustrating the advising process for University/College Transfer students include:

"We have a coordinator of transfer students as well as a transfer counselor."

"Year-round College Transfer Advising Center"

"This semester we are moving from general advising session directed by the Dean of Arts and Sciences to faculty advisors (which is the same process as other disciplines)."

"Students visit the college transfer advising center for advising and the assigned advisor registers the student based upon the outline provided at the advising center."

"Advisor duties shared by all instructors in general education disciplines (i.e., English, math, sciences, social studies areas, etc.)"

"Our college offers General Transfer Associate Degree programs and counselors and advisors can explain these programs to students and offer guidance."

"Faculty staff the College Transfer Advising Center and advise/register transfer students."

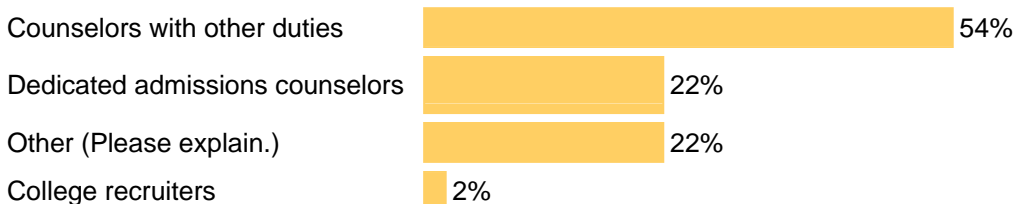
"We have a college transfer advisor that advises these students."

"Transfer Club faculty help with the process, too."

"New transfer students are advised by counselors their first semester, then migrate to faculty advisors their second semester through graduation."

"If they are temporary students they usually enroll as special credit students. If they are permanent students the procedure is the same as other new students."

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



A number of survey respondents—more than indicated in the percentages above—noted in the free response section that college recruiters perform admissions counseling.

Representative comments regarding the personnel responsible for conducting admissions advising include the following:

“Enrollment management director and secretary primarily”

“We have an admissions counselor but generally new students are advised by faculty in their programs.”

“The recruiter also does admissions advising”

“The college recruiter and counselors.”

“Academic advisors. These are not faculty, but rather, employees of C/A.”

“The same counselor is doing all of the above (health, transfer, & new students, disabled, international, etc...)”

“Student Services staff with other duties.”

“Dedicated admissions counselor, Guidance counselor, and Registrar”

“We have admissions reps who see new students at entry and provide initial advising, referral to career counseling, etc. Counselors with other duties see new students after placement testing for initial advising.”

“The admission counselor does initial advising with new students; however they are assigned a faculty advisor once they’ve been admitted.”

“Academic Counselors”

“All admissions personnel.”

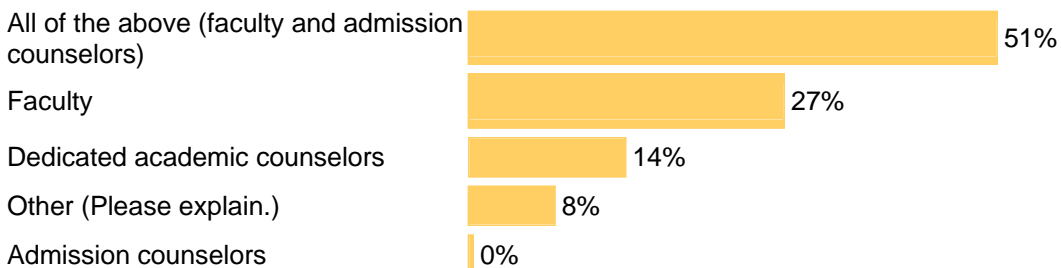
“Counselors with other duties might advise new students or faculty assigned according to major.”

“Faculty and counselors are part of the advising team for new students.”

“Any Counselor and the faculty responsible for that curriculum, if possible”

“Faculty”

21. Who conducts academic advising at your college?



Representative comments regarding the personnel responsible for conducting academic advising include the following:

"Admissions counselors also help with Academic advising."

"Faculty, Student Services personnel, and recruiter/counselors"

"Academic advisors and college counselors."

"Both counselors and faculty."

"Faculty for credential seeking students, counselors for special credit students."

"Faculty and the Counseling Center. Students must maintain Satisfactory Academic Progress in order to receive Financial Aid. If the student's GPA falls below a 2.0 in a given semester then they are required by the Financial Aid Office to go to the Counseling Center and have Financial Aid Academic Advising with a Counselor who works out a plan with them on how to bring their GPA up so they will not lose their Financial Aid."

"Academic Advising is mainly conducted by faculty divided by program majors. But, we also have SOAR who advising their students and an admissions advisor who advises special credit students."

"Counselors advise undecided and special credit students"

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

The length and quality of training varies from none to two weeks of intensive professional development. The most common forms of instruction 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.

Descriptions of the types of training provided for academic advisors include the following:

"The training is provided through our academic programs area. The Vice President and Academic Deans conduct professional development for the faculty concerning advising on a regular basis."

"The advising center conducts training for all new faculty as well as holds special advising sessions (ex. for transfers) throughout the year."

"Formal training is done periodically but not on any regular basis."

"Faculty orientation and OJT and advising handbook. Brand new faculty are typically not given advisees their first semester. FT only."

"In-house training on using the "Colleague" system. Very little training has been given on programs. Most of the advisors are faculty members in the discipline."

"None."

"Little formal training. Workshops on using computer system. Placement test information. Formal training for paid adjunct advisors (4 hours)."

"The counseling center has in depth training for advisors. Faculty training is conducted differently by each academic division (5 divisions)."

"Handbook and computer training"

"Semi-annual division meetings, Advisor Tidbits newsletter, emails"

"Training each semester on relevant issues."

"Workshops for academic advisors; ACT I course - a counseling/advising process course that is taught on line; for counselors, it is a part of the training process."

"Training is provided periodically during the year for new faculty. They do not begin advising students until the second semester."

"Hands on system training, shadowing experienced advisors."

"The Counseling Center offers training to all new Academic Advisors."

"We have an on-line Advising Manual and a New Employee Orientation that includes basic information about advising. We have a College-wide meeting each semester prior to Early Registration to provide updates and to discuss problems that were encountered during the previous registration."

"Current advisors (faculty) serve as mentors for new advisors. The Registrar provides SIS training to all faculty advisors."

"We have a standard training and refresher, about one day FTE."

"Some divisions use mentoring. Advisor training sessions were recently made mandatory for Arts & Sciences faculty."

"I'm not aware of a training; I advise without any prior training."

"Inconsistent and sporadic"

"We have mandatory Faculty Advisor Training each semester for all faculty and student development personnel to give updates and new procedures."

"Part-time advisors in counseling go through a rigorous two week training period."

"There is an Academic Advising manual given to counselors in Student Development."

"Datatel including registration and accessing academic information relevant to advising. Training is also provided about the CAA."

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.

Typical responses concerning when training sessions are offered include the following:

“One or more times per year depending on the need of the advisors and the area in which he/she advises.”

“Periodically.”

“A little each fall”

“Each semester.”

“Never”

“Sessions are offered throughout the year.”

“Don't know.”

“Only when hired or when major changes occur.”

“I am not sure, I know that advisors are trained initially and I am sure updated frequently on changes or matters of importance.”

“Training is offered for new advisors when they begin employment. An update is done once a year by the Dean of Instruction.”

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.

Representative responses illustrating advising-related challenges include the following:

“Resources are not adequate. Everyone wants it to happen, but resources are not allocated to make it happen.”

“Have an adequate amount of faculty advisors available during all the registration periods. The faculty are teaching during early registration and between terms is the only time that is available to them for vacation.”

"Advisors wanting paper information for students' test scores. They can access on-line but do not want to do that!"

"Mostly learning the computer, remembering prerequisites, and being able to see transfer credits from other institutions for new students that did not get the transcript to the institution in time for it to be evaluated."

"We have many. Making it a priority for our students. Get faculty support in the summer for new students. Setting up dedicated times for students to meet with advisors; an advising center would be very helpful."

"Too many students - too few advisors. Faculty are usually in class or away from campus during advising periods. No faculty on campus in summer due to 9-month contracts."

"The most difficult challenge is encouraging students to meet with an advisor on a regular basis throughout their tenure."

"For both faculty and students to carve out the time away from registration to actually engage in some meaningful advising not tied directly to registering for the upcoming term."

"Very difficult to see all students in timely manner."

"Long waits in the Counseling Center."

"Training of Advisors. Faculty on vacation when most needed for advising (need to pay for an extra two weeks or month)."

"For evening students it would be to even get an advisor to make time to meet with them in the evening hrs. The other being a lot of students don't know who their advisor is and are never stressed the importance of meeting with the advisor-the student did not come to orientation, if no one takes a special interest in them they do it by trial and error until there is a major problem. No one is really in charge of it. There is a director of advising, but she sees students primarily and this takes away from her ability to direct the advising process."

Making sure students have the classes they need and making sure that the student's schedule works well with their personal lives.

"The advisor/advisee ratio does not allow for quality advising sessions or follow-up between registration periods. Advising and registration is the main charge of counselors on our campus. This leaves little time for other types of counseling and retention activities, especially since we are in registration mode 11 out of 12 months each year."

"Engaging all faculty. I feel a dedicated center is the best answer. Students often come to me and have never even discussed their long term goals with their advisors."

"Matching student goals with course selections, since both goals and degree requirement change frequently. These issues are most evident with students changing from AAS programs to transfer programs."

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.

Survey participants described their institutional advising philosophies as follows:

"Advising has become synonymous with registration, which we are trying to change. The push is to encourage students to meet with advisors before they are ready to register, then allow the student to self-register. This would allow advisors to focus on true advisement, rather than registration."

"It varies considerably from person to person. Overall, however, our mission is learning. We want to help the students learn what they need to know and take responsibility for their academic plan"

"Work with the students so that they feel comfortable and secure about their class choices."

"Build relationships. In orientation students are told what responsibilities remain with them and with their advisor to work towards the completion of their program."

"Getting students into classes quickly, although much emphasis has been placed on building a relationship with advisees over the last few years by the registrar. When web advisor is implemented, the plan is to have a separate advising period and registration time period."

"Seems to be get students into classes as quickly as possible."

"Developmental advising where students are helped a lot at the beginning and become more self-sufficient as time goes on."

"Build relationships, establish rapport so students will seek support when needed. There has been a recent push to just get students into class. This begins the argument of quality vs. quantity."

"The advising philosophy is that all are key members are part of this process, including the student. Each person some type of responsibility in building a relationship in this process."

"We encourage advisors to build a relationship with their advisees. We ask our advisors to find out if the student is working, has family obligations so they will not to "overload" their advisees."

"Build a relationship, and help them to learn and embrace the learning college principals. Such as, self-responsibility, critical thinking, wise choices."

"To aid students in identifying academic and personal goals, to register for appropriate courses, and to provide support."

"Access to advisors and relationships. We feel this is critical to retention."

"The philosophy is building relationships with student; however, reality often lends itself to enrolling as many students as possible."

"Register them as quickly as possible-little focus on building relationships."

"Get 'er done"

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."

Further challenges faced by students during the registration and advising process include:

"Frustration related to the number of steps that need to be taken in order to be registered - especially the first registration"

"Long lines in Student Services for new students who wait until late registration"

"Depending on a student's circumstances, there may be quite a lot to come to grips with, and we find that, across the College, they're often given pat answers that may not quite do the job. Example: a concurrently enrolling high school student may be given standard information, not what they specifically need. It's very hard for the entire College to absorb all the necessary details and requirements for specific populations or to even begin to ask the right questions. Our culture here has been that anyone, anywhere, should be able to help a student, and that doesn't always work well."

"Students find the approval process cumbersome. Yet, when given options, they prefer to come in and meet with a Counselor face to face. I believe understanding the academic process is the greatest challenge to students at this College."

"The transition from in person registration to online with WebAdvisor"

"General confusion during rush periods - remember we register 10,000+ for the fall and spring, and 3,000 of them the last week."

"Too many students are self-advising because they cannot reach an advisor."