

February 28, 2019

The Institutional Research (IR) team has been involved in a multi-faceted evaluation of the advising pilot during the 2019-2020 school year. This document provides an overview of the results of the advisor surveys conducted in August and November 2019 and a summary of

The survey was developed by the Institutional Research team in collaboration with Vicki Domina. Since one of the topics that Vicki wanted to address was about how perceptions changed during the semester, we administered several questions twice: once at the beginning of the semester and once at the end.

At the beginning of the semester, we administered a short survey that focused on whether they know how to accomplish specific tasks and whether they feel comfortable and prepared for their advising role. On 8/29/2019, a link to the beginning-of-semester survey was emailed to the 15 advisors who were part of the advising pilot.

A longer version of the survey was administered at the end of the semester. The additional questions asked them to characterize their experience and report on their level of satisfaction. On 12/9/2019, a link to the end-of-semester survey was emailed to the pilot advisors. After one round of reminders during each administration, all advisors completed both administrations of the survey.

Institutional Research prepared an Excel file that would allow

Figure 2

We calculated a change score in order to evaluate the change in knowledge – or perhaps the *perceived* change in knowledge – during the semester. To do so, each respo

Figure 3

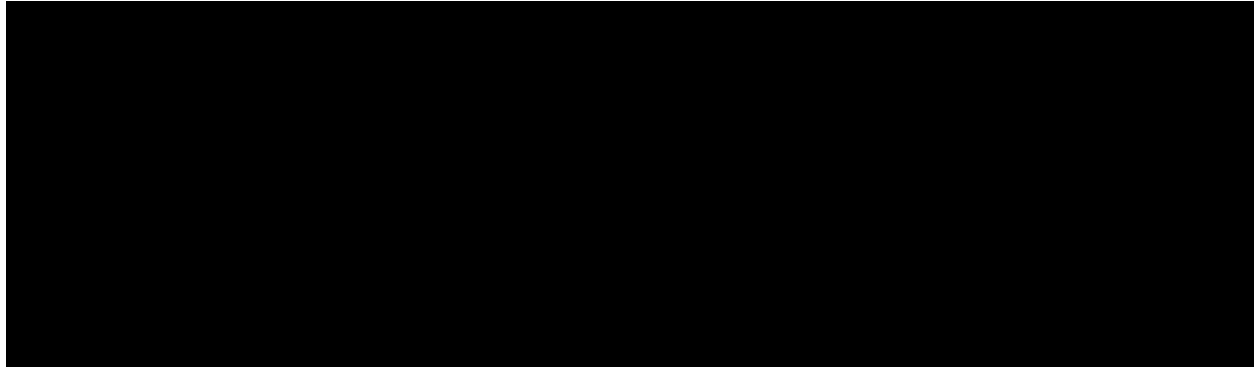
At the beginning of the semester, advisors generally indicated that they felt comfortable and prepared to do each of these advising tasks (Figure 4). Some advisors provi

Figure 5

As described earlier, change scores were calculated with a range from 5 to -5 where 0 indicates the respondent provided the same answer at both time periods. Most advisors had a change score of 0 for each item, but there was a shift in both directions for these i

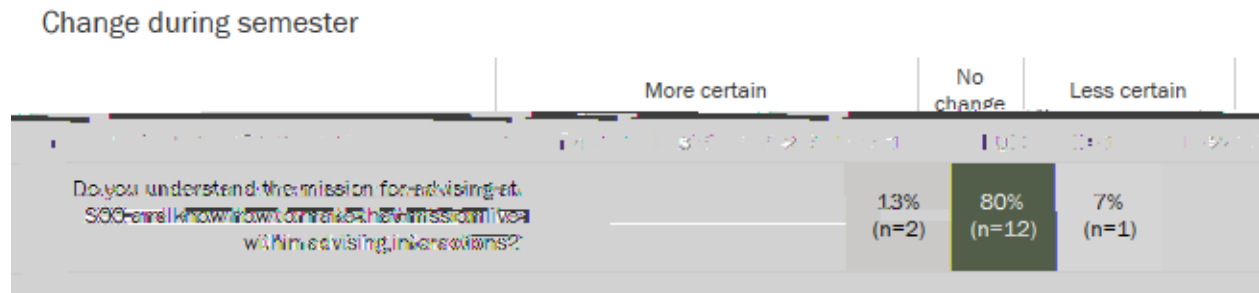
By the end of semester, the percent of advisors who indicated they *definitely* understand the mission for SCC advising increased to 87%, but one advisor (7%) now indicated that they *might or might not* understand the mission (Figure 8).

Figure 8



When looking at the change in these responses during the semester, two advisors became more certain in their understanding whereas one became less certain (Figure 9).

Figure 9



At the end of semester, all advisors agreed that they had access to necessary resources and that both the content to cover and the guidelines for contacting students were clear. Though nearly three-quarters of respondents agreed that the time required to fully participate was reasonable, 26% did not. Specifically, 13% (n=2) disagreed with the statement and 13% (n=2) neither agreed nor disagreed; all of these individuals are faculty members.

As shown in Figure 11, of the seven faculty members who served as pilot advisors, two strongly agreed that the time required was reasonable, one agreed, two neither agreed nor disagreed, and two disagreed. All staff members agreed or strongly agreed.

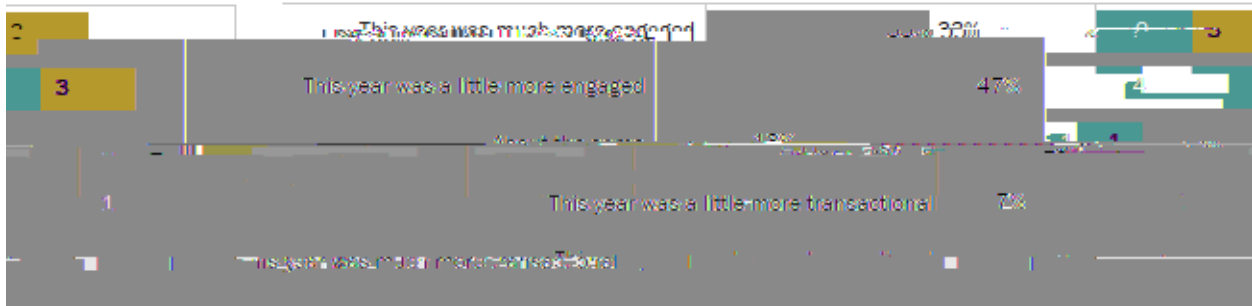
Figure 10

Figure 11

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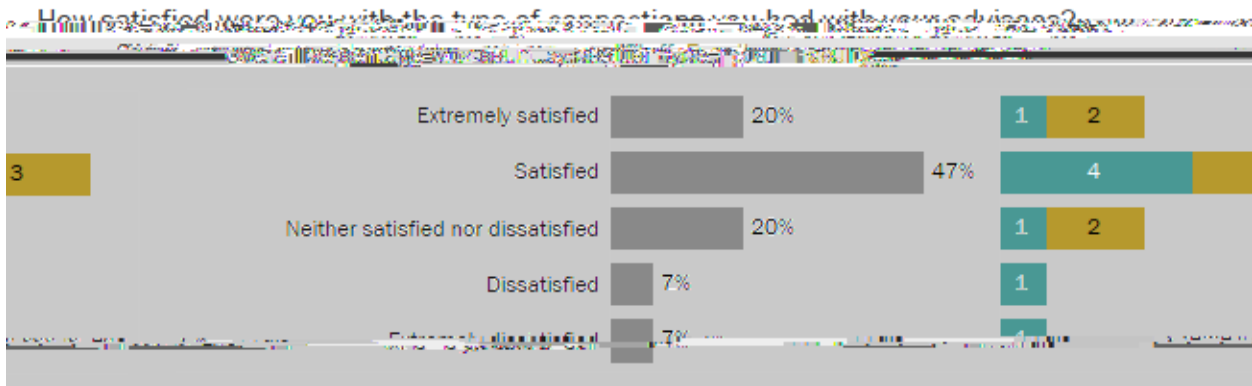
Figure 15

In level of engagement, how did this year differ from previous years?
 Overall percentage with count by position type | Staff Faculty



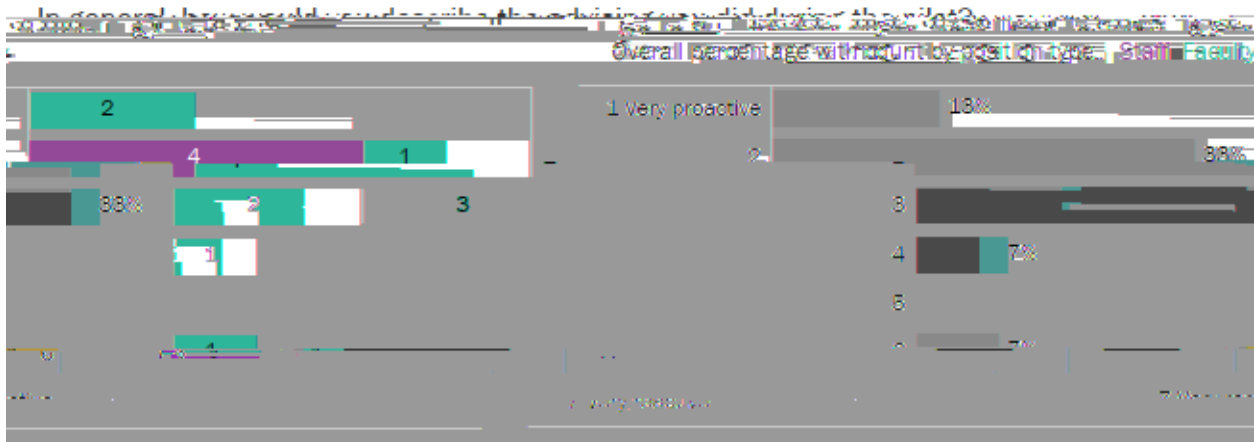
In terms of satisfaction, two-thirds of advisors were satisfied or extremely satisfied with the type of connections they had with their advisees (47% and 20% respectively). Twenty percent were ‘neither satisfied nor dissatisfied’ (20%) and 14% were either dissatisfied or extremely dissatisfied. Both the advisors who expressed dissatisfaction were staff members (Figure 16).

Figure 16



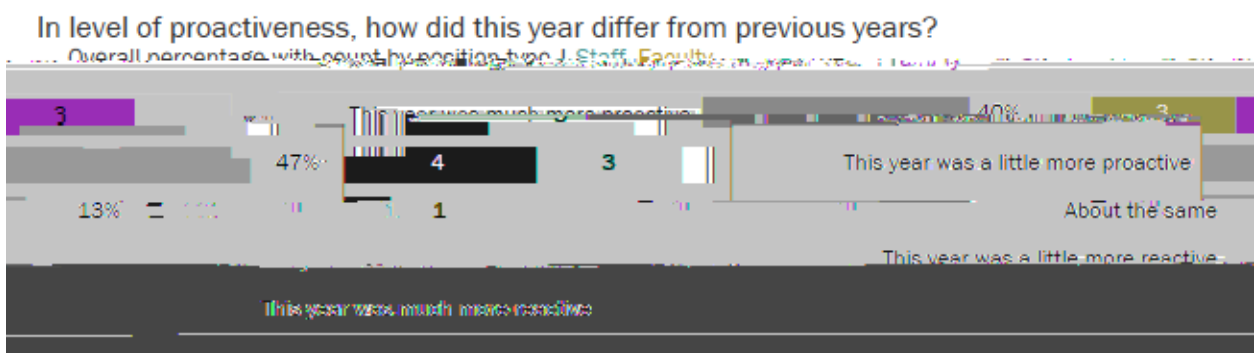
Advisors were asked to rate whether their advising was proactive or reactive on a scale of 1 (very proactive) to 7 (very reactive). As shown in Figure 17, the most common responses were 2 or 3 (66% combined); the remaining respondents were evenly split between 1 (13%) and 4 or 6 (14%).

Figure 17



As shown in Figure 18, when asked to compare the level of proactiveness this year to previous years, the vast majority of advisors indicated that this year was much or a little more proactive (40% and 47% respectively). Two advisors indicated that it was about the same (13%).

Figure 18



In terms of satisfaction, the vast majority of advisors were satisfied or extremely satisfied with how proactive they were able to be with their advisees (73% and 13% respectively). Thirteen percent were neither satisfied nor dissatisfied (20%). Both the advisors who provided a neutral response were staff members (Figure 19).

Figure 19



The advisors were asked to log all activities for all methods of contact and time required for both prep and advising. The fields tracked are provided in the Methodology section. As noted above, this log did not ask Advisors to track their time spent on administrative tasks involved in advising. Thus, the time estimates provided here is an underestimation because it excludes many of these fundamental administrative tasks.

Similarly, though the results are compiled from 14 of the 15 pilot advisors, the advisors did not document all of their advising touches and they used slightly different practices in record-keeping. As such, these results should be interpreted with caution.

Figure 20 shows the number of students and number of sessions during the semester by the general reason for their visit. By far, the most common reason for advising visits was for *academic advising*.

Figure 20

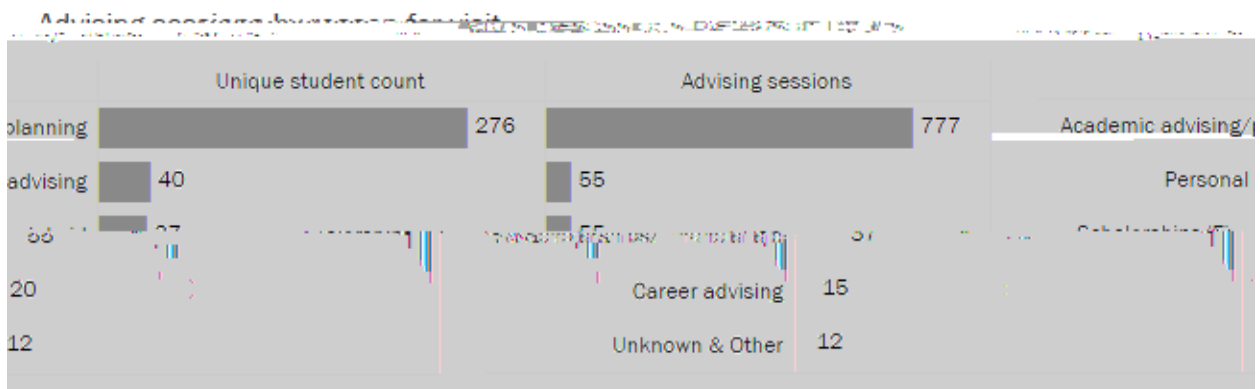


Figure 21 shows the number of students and number of sessions during the semester by the type of advising contact. The most common type of interaction was *in person* followed by *email*. As noted above, the differences in how advisors documented their advising touches limit the conclusions that can be drawn from these data.

Figure 21



Figure 22 provides three different ways to look at the time dedicated to advising during the pilot. The first column shows the average length of advising sessions, which is just under half an hour for both faculty and staff. The second column shows the average number of minutes advising each student over all contacts with that student. On average, faculty advisors spent 95 minutes with each advisee and staff advisors 81 minutes. (Please note that students who had no contact with their advisor are not included in this analysis since they do not appear in the log.) This difference is likely explained by the third column which shows that faculty had an average of 4.2 contacts with their advisees compared to 3.3 for staff.

Figure 22

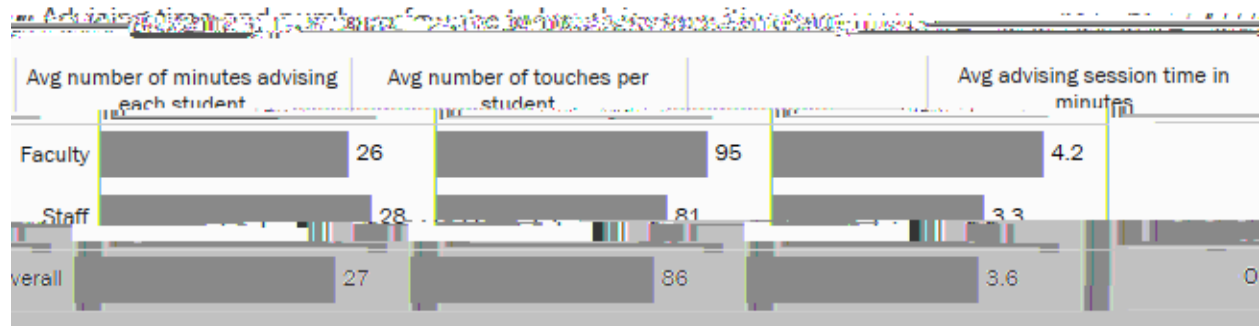


Figure 23 provides more detail on the number of touches per student. The number of documented touches that students had with their advisors ranged from 1 to 30. As noted earlier, students with no advising contact did not appear in the log and are not included in this analysis.

Figure 23

