

Academic Advising Staff Training Needs Survey Tabulation

Adviser/Staff Development

1. Understanding the role of academic advising at UCSC. What is the difference between developmental and informational advising? What is the campus expectation for advising in the units? How are the roles of faculty and staff defined? What do students expect from campus advising?

46% Yes, I'm interested	35% Somewhat important	19% Not interested
62% Give it to me in writing	38% Group discussion is best	

2. Understanding First Year Advising (FYA). What are the program goals and how does FYA assist students, the colleges and the departments?

50% Yes, I'm interested	23% Somewhat important	27% Not interested
62% Give it to me in writing	38% Group discussion is best	

3. For students in academic or personal difficulty, what are the roles and responsibilities of the different units? What are the issues/policies involved in disqualifying a student from a major or advising students on academic probation or subject to disqualification? When and how do I refer a student to other resources?

73% Yes, I'm interested	12% Somewhat important	15% Not interested
58% Give it to me in writing	42% Group discussion is best	

4. Researching campus academic policies and procedures and petition processes. Understanding the varying roles of the Registrar, Admissions, Financial Aid, colleges, faculty and departments. Introduction (or review) of campus resources that support student's academic and career development.

65% Yes, I'm interested	15% Somewhat important	19% Not interested
62% Classes are best	38% Online training tools work best	

5. New staff adviser training (also for those who may need to step into the advising role either temporarily or as a new job responsibility; introduction to campus policies and resources (as listed in #4).

43% Yes, I'm interested	42% Somewhat important	15% Not interested
69% Classes are best	31% Online training tools work best	

6. How can I contribute to the campus outside of my job responsibilities? What are the opportunities for advancement? How to develop mentoring relationships. Developing professional goals using time management techniques.

27% Yes, I'm interested	34% Somewhat important	39% Not interested
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7. What training formats work best to enhance your skill development?
 - a. Roundtable/brown bag lunch discussions with advisers/ no outside trainer or facilitator.

54% Yes, I'm interested	27% Somewhat important	19% Not interested
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 - b. Facilitated training sessions/discussions of specific topics.

65% Yes, I'm interested	23% Somewhat important	12% Not interested
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 - c. Academic Advising Forum: let's continue with an annual meeting to discuss new approaches to advising practice.

69% Yes, I'm interested	23% Somewhat important	8% Not interested
77% Include some training in the forum	23% Discussion only, no outside training	

 - d. Off-campus training and conferences.

46% Yes, I'm interested	39% Somewhat important	15% Not interested
57% Unit funding available	12% No funding	31% Not sure

Other: The job has changed significantly with the transition to AIS (inputting transfer credits; generating, tracking and handing out permission codes, etc., so my knowledge level is lower than it used to be.

We lose a considerable amount of time to AIS; would rather spend time on advising—too busy.

2. What is the most crucial training need for advising staff in your unit in 2005-06?
 - Offer a refresher course on AIS/Cognos—designed for college / program advisers
 - Ability to access transfer and re-entry student data
 - So many students in the major; how to incorporate a peer advisor, group advising
 - Programs need online data entry for declaration of major
 - Ongoing, no cost training for: FileMaker Pro, Reports, Dreamweaver, and PowerPoint
 - Some resources would be well spent with staff for central report writing, benefiting all academic units (replacing reports that used come from the Registrar)
 - How to get relevant data needed for advising from Cognos, i.e. GPA in the major
 - How to work safely to reduce RSI
 - New advisor introduction to the campus and general training on policies and procedures, a training program or advising handbook in place centrally to use when a position is vacant or in training
 - Academic dishonest process training

3. What is the most crucial training need for you in 2005-06?
 - Having the time to go to these trainings and be trained myself
 - How to get relevant data needed for advising from COGNOS
 - Stress reduction training.

Training Subjects/Comments:

1. Glad campus advising is getting attention, the efforts seem promising.
2. More AIS problem solving and coordination of advising efforts.
3. The campus needs to stop changing things—GE's, petition processes, AIS.
4. Need more staff, considering the number of students we have.
5. COGNOS developed to give staff what is needed for advising reports and information.
6. I haven't observed that advising staff has the time to learn how to "design web pages" and then do the actual work. Most optimistically they have time to keep the information up-to-date.
7. A reference and resource guide for advisors that maps out the advising process for students from admissions to graduation, includes all the policies that govern undergraduate education, and introduces the various student affairs units and their services. It is difficult to become familiar with these areas of the campus and become familiar with your own niche of programs and policies, but rarely get exposure to the other aspects of undergraduate education.
8. ADEPT has been a good, but a crash course or handbook for new hires (and existing staff) would be a huge asset—a class to introduce reference materials and online resources.
9. I found this survey frustrating, as the questions were not actual questions; the buttons were not accurate, and were pre-selected; the questions were weighted, with one answer the obvious choice; and when there were extra portions of the question, they were not explained. I am also frustrated at the timing of this survey, as this is one of the busiest times of the year for advising staff all across campus.

Respondents:

How long have you been in your present position?

13%	15 – 20 years
19%	10 – 15 years
17%	5 – 10 years
19%	1 - 5 years
17%	One year or less
15%	Did not indicate

Current Position:

19%	Undergraduate Program Adviser
19 %	College Academic Preceptors
15 %	Department Manager / Administrator
12%	Non-academic Unit Adviser
12%	Graduate Program Adviser
12 %	College Academic Advisers
4%	College Provost / Faculty
7%	Did not indicate / other