

# Institutional Analysis, Assessment & Reporting

## Faculty Advising Survey Results For Fall 2007 February 2009

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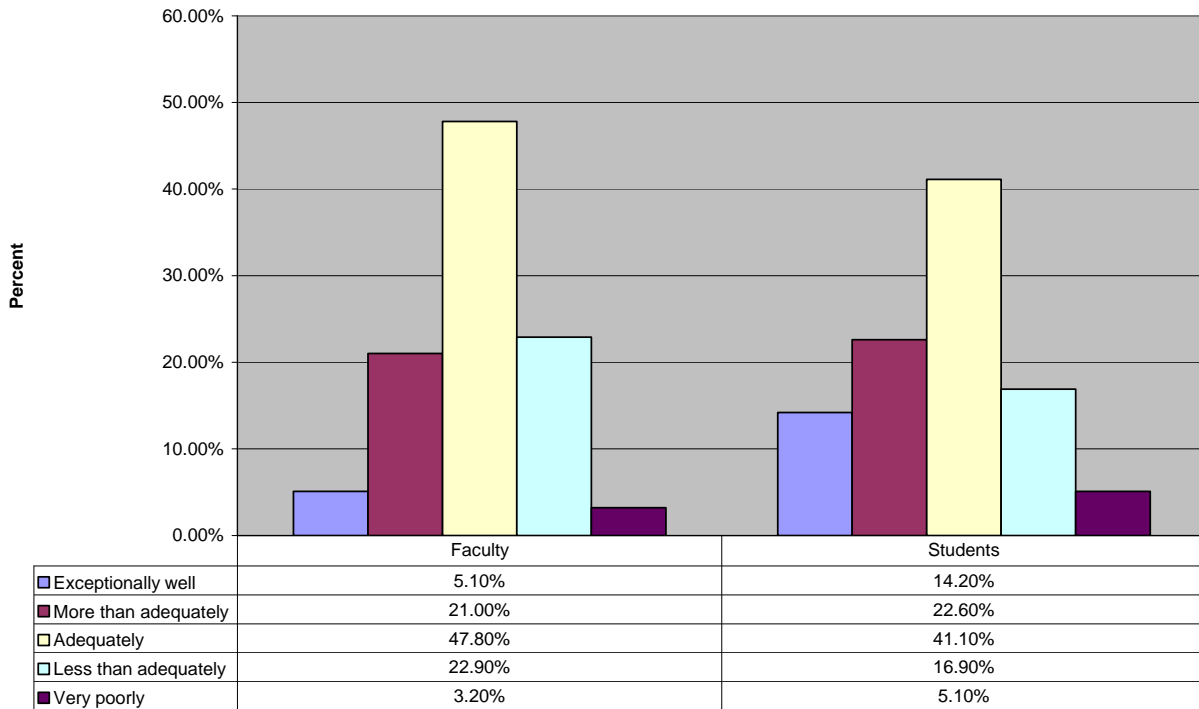
***Abstract:*** *This report covers the responses of 172 full-time faculty, most of whom were current advisors. Almost 75% felt the current advising system adequately met student needs. Though there wasn't a general consensus on whether advising was a part of service or teaching, the largest group (46%) felt it was part of service. The median number of students advised was 22, with about 57% of the assigned advisees actually seen by the advisor. On average, faculty also advised 10 additional students who had not been assigned to them. The main issue that faculty said they face is that good advising is not rewarded.*

In the fall of 2007, both students and faculty were asked to complete a survey on advising. This report covers the responses from 172 full-time faculty and special lecturers who completed the survey. Almost everyone (89%) who responded had advised undergraduate students within the past year. Over 70% had been advising for more than five years.

### **Does the advising system meet student needs?**

About three-quarters of faculty felt that the current advising system adequately meets student needs. As shown by Figure 1 below, faculty perceptions of advising were somewhat more negative than student perceptions, even though both were generally positive. Though Table 1 shows some differences by college, the variations in faculty perceptions by college were not statistically significant.

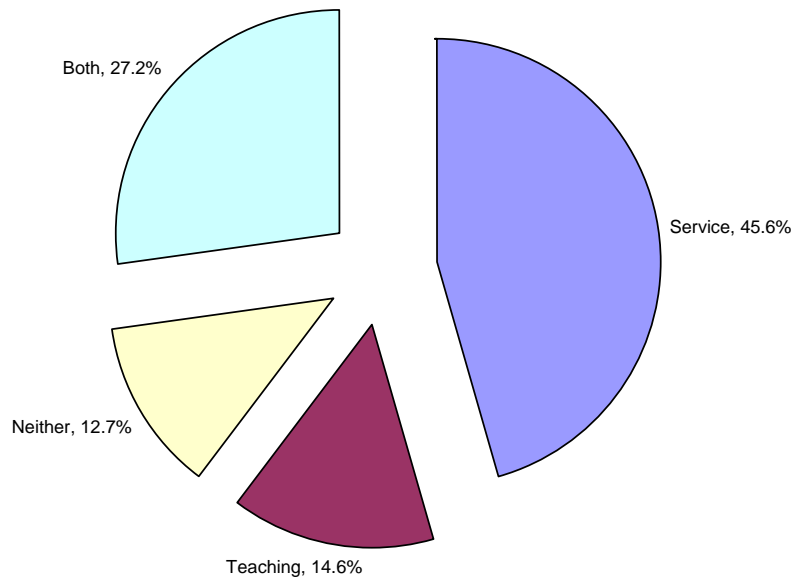
**Figure 1. Faculty and student comparisons on how well the advising system meets student needs**



**How do faculty view their advising workload?**

Is advising part of service? Is it teaching? Faculty disagree. While the largest group (46%) felt it was part of service, many felt it spanned both teaching and service (see Figure 2). Responses also varied based on college. Faculty from Engineering and Business were clearest that advising was a part of service (see Table 2).

Figure 2. Where does advising fit in faculty workload?



Faculty reported that the median number of assigned advisees was about 22, though faculty in Engineering and Education appeared to have higher advising loads (see Table 3). Of this group, faculty reported actually advising a median number of 12 and an additional 10 students who were not assigned as their advisees. The total median number of advisees per faculty was 37.5 when both assigned and non-assigned students were included. On average, about 57% of a faculty member's assigned advisees were actually seen by the advisor. Details by college can be found in tables 3-6.

### **What do faculty discuss in advising sessions?**

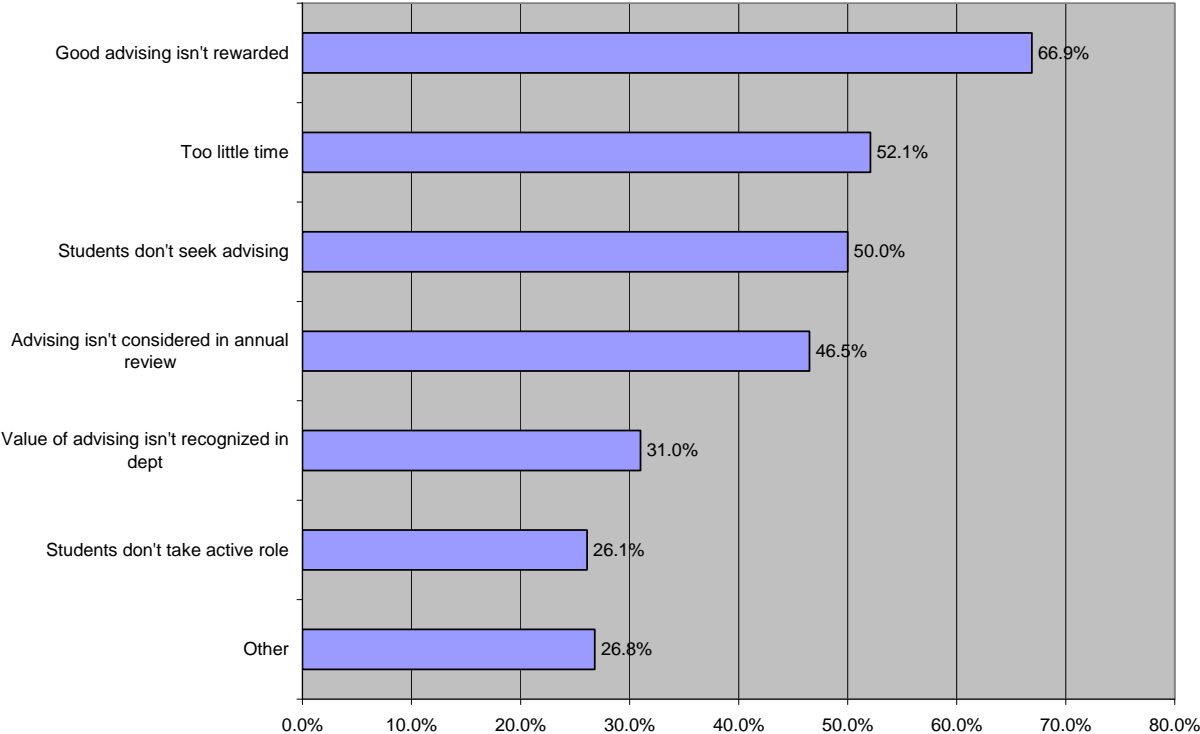
At least two-thirds of the faculty respondents reported discussing (1) students' academic progress, (2) meeting requirements for graduation, student teaching, certificates, etc., and (3) scheduling/registration procedures. At least one-third of faculty reported that they *never* discussed obtaining employment on campus, obtaining financial aid, matching students' learning styles to particular courses or instructors, or withdrawing/transferring from Boise State. Details can be found in Table 7. Faculty in the various colleges differed on some additional topics which were discussed in advising sessions. For example, faculty from the College of Social Sciences and Public Affairs often discussed clarifying life or career goals and identifying career areas which fit students' skills, abilities, and interests. Health Science faculty discussed finding a job after college and dealing with personal problems. Engineering faculty also often discussed job placement with their advisees. Results by college can be found in tables 8 through 14.

### **What issues do faculty face as they advise students?**

Only 8% of faculty indicated that they had no issues as they advised students. The main issue that two-thirds of faculty said that they face is that good advising is not rewarded. The issues that at least 25%

of faculty selected are shown in Figure 3 below. Though over 25% of faculty also selected “other” as an issue, a review of the comments indicated that many fit under other options (e.g., not prepared to do advising, advising isn’t valued, too little time for advising, students don’t take an active role in the advising process). Many of the remaining comments under “other” related to advising models.

**Figure 3. Issues faculty face in advising**



**Table 1. How well does the academic advising system meet student needs?**

		How well does the academic advising system meet student needs?									
		Exceptionally well		More than adequately		Adequately		Less than Adequately		Very poorly	
		Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
College	Applied Tech	1	12.5%	2	25.0%	2	25.0%	3	37.5%	0	.0%
	Arts & Science	1	2.2%	7	15.6%	24	53.3%	11	24.4%	2	4.4%
	Business	1	5.9%	4	23.5%	10	58.8%	2	11.8%	0	.0%
	Education	0	.0%	2	25.0%	3	37.5%	2	25.0%	1	12.5%
	Engineering	1	6.7%	4	26.7%	8	53.3%	2	13.3%	0	.0%
	Health Sciences	0	.0%	8	24.2%	15	45.5%	9	27.3%	1	3.0%
	Social Sci & Pub Affrs	4	12.9%	6	19.4%	13	41.9%	7	22.6%	1	3.2%
	<b>Total</b>	<b>8</b>	<b>5.1%</b>	<b>33</b>	<b>21.0%</b>	<b>75</b>	<b>47.8%</b>	<b>36</b>	<b>22.9%</b>	<b>5</b>	<b>3.2%</b>

**Table 2. Where does advising fit in faculty workload?**

		Where does advising fit in faculty workload?							
		Service		Teaching		Neither		Both	
		Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
College	Applied Tech	3	37.5%	0	.0%	2	25.0%	3	37.5%
	Arts & Science	24	53.3%	5	11.1%	5	11.1%	11	24.4%
	Business	11	61.1%	1	5.6%	3	16.7%	3	16.7%
	Education	3	37.5%	0	.0%	1	12.5%	4	50.0%
	Engineering	11	73.3%	0	.0%	1	6.7%	3	20.0%
	Health Sciences	11	33.3%	10	30.3%	3	9.1%	9	27.3%
	Social Sci & Pub Affrs	9	29.0%	7	22.6%	5	16.1%	10	32.3%
	<b>Total</b>	<b>72</b>	<b>45.6%</b>	<b>23</b>	<b>14.6%</b>	<b>20</b>	<b>12.7%</b>	<b>43</b>	<b>27.2%</b>

**Table 3. Approximately how many students are assigned to you as an advisor?**

			Approximately how many students are assigned to you as an advisor ?				
			10 or less	11-20	21-30	31-40	Over 40
College	Applied Tech	Count	2	3	2	1	0
		Row Valid N %	25.0%	37.5%	25.0%	12.5%	.0%
	Arts & Science	Count	10	14	11	1	3
		Row Valid N %	25.6%	35.9%	28.2%	2.6%	7.7%
	Business	Count	2	5	2	0	1
		Row Valid N %	20.0%	50.0%	20.0%	.0%	10.0%
	Education	Count	1	1	1	1	3
		Row Valid N %	14.3%	14.3%	14.3%	14.3%	42.9%
	Engineering	Count	1	2	0	7	5
		Row Valid N %	6.7%	13.3%	.0%	46.7%	33.3%
	Health Sciences	Count	1	14	10	3	4
		Row Valid N %	3.1%	43.8%	31.3%	9.4%	12.5%
	SS & Pub Affrs	Count	6	5	1	3	7
		Row Valid N %	27.3%	22.7%	4.5%	13.6%	31.8%
	Total	Count	23	44	27	16	23
		Row Valid N %	17.3%	33.1%	20.3%	12.0%	17.3%

**Table 4. Approximately how many additional students who were NOT assigned to you have you advised?**

			Approximately how many additional students who were NOT assigned to you have you advised?				
			10 or less	11-20	21-30	31-40	Over 40
College	Applied Tech	Count	6	2	0	0	0
		Row Valid N %	75.0%	25.0%	.0%	.0%	.0%
	Arts & Science	Count	26	6	1	1	6
		Row Valid N %	65.0%	15.0%	2.5%	2.5%	15.0%
	Business	Count	6	2	1	1	1
		Row Valid N %	54.5%	18.2%	9.1%	9.1%	9.1%
	Education	Count	4	1	1	0	1
		Row Valid N %	57.1%	14.3%	14.3%	.0%	14.3%
	Engineering	Count	9	4	0	0	2
		Row Valid N %	60.0%	26.7%	.0%	.0%	13.3%
	Health Sciences	Count	14	13	3	1	0
		Row Valid N %	45.2%	41.9%	9.7%	3.2%	.0%
	SS & Pub Affairs	Count	4	7	3	0	6
		Row Valid N %	20.0%	35.0%	15.0%	.0%	30.0%
	Total	Count	69	35	9	3	16
		Row Valid N %	52.3%	26.5%	6.8%	2.3%	12.1%

**Table 5. Total advisees (number assigned plus additional number advised)**

			Total number of advisees				
			10 or less	11-20	21-30	31-40	Over 40
College	Applied Tech	Count	0	3	0	4	1
		Row Valid N %	.0%	37.5%	.0%	50.0%	12.5%
	Arts & Science	Count	5	7	12	5	10
		Row Valid N %	12.8%	17.9%	30.8%	12.8%	25.6%
	Business	Count	1	1	2	3	2
		Row Valid N %	11.1%	11.1%	22.2%	33.3%	22.2%
	Education	Count	1	0	1	0	5
		Row Valid N %	14.3%	.0%	14.3%	.0%	71.4%
	Engineering	Count	0	0	2	4	9
		Row Valid N %	.0%	.0%	13.3%	26.7%	60.0%
	Health Sciences	Count	0	3	6	11	11
		Row Valid N %	.0%	9.7%	19.4%	35.5%	35.5%
	Social Sci & Pub Affrs	Count	1	0	4	2	13
		Row Valid N %	5.0%	.0%	20.0%	10.0%	65.0%
	Total	Count	8	14	27	29	51
		Row Valid N %	6.2%	10.9%	20.9%	22.5%	39.5%

**Table 6. Percent of assigned advisees who were advised**

			Percent of advisees who were advised (Binned)			
			25% or less	26-50%	51-75%	Over 75%
College	Applied Tech	Count	2	2	1	3
		Row Valid N %	25.0%	25.0%	12.5%	37.5%
	Arts & Science	Count	10	12	4	9
		Row Valid N %	28.6%	34.3%	11.4%	25.7%
	Business	Count	0	3	3	2
		Row Valid N %	.0%	37.5%	37.5%	25.0%
	Education	Count	0	3	2	1
		Row Valid N %	.0%	50.0%	33.3%	16.7%
	Engineering	Count	3	6	5	1
		Row Valid N %	20.0%	40.0%	33.3%	6.7%
	Health Sciences	Count	2	8	5	16
		Row Valid N %	6.5%	25.8%	16.1%	51.6%
	Social Sci & Pub Affrs	Count	4	5	3	7
		Row Valid N %	21.1%	26.3%	15.8%	36.8%
	Total	Count	21	39	23	39
		Row Valid N %	17.2%	32.0%	18.9%	32.0%

**Table 7. University-wide results for topics discussed in advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	5	3.3%	38	25.0%	109	71.7%
Scheduling/registration procedures	5	3.3%	45	30.0%	100	66.7%
Dropping/adding courses	9	5.9%	86	56.6%	57	37.5%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	42	27.6%	76	50.0%	34	22.4%
Selecting/changing student's major area of study	29	19.1%	85	55.9%	38	25.0%
Meeting requirements for graduation, student teaching, certificates, etc.	9	5.9%	37	24.3%	106	69.7%
Improving study skills and habits	22	14.6%	96	63.6%	33	21.9%
Matching learning style to particular courses, course sections, or instructors	53	35.1%	81	53.6%	17	11.3%
Obtaining remedial/tutorial assistance	22	14.7%	115	76.7%	13	8.7%
Clarifying life/career goals	10	6.6%	88	57.9%	54	35.5%
Identifying career areas which fit current skills, abilities, and interests	12	7.9%	85	56.3%	54	35.8%
Coping with academic difficulties	17	11.2%	86	56.6%	49	32.2%
Obtaining financial aid	57	37.7%	84	55.6%	10	6.6%
Obtaining employment on campus (work study, assistantships, etc.)	62	40.8%	75	49.3%	15	9.9%
Finding a job after college/job placement	19	12.6%	75	49.7%	57	37.7%
Continuing education after graduation	14	9.3%	90	60.0%	46	30.7%
Withdrawing/transferring from this institution	53	35.1%	92	60.9%	6	4.0%
Dealing with personal problems	17	11.3%	101	67.3%	32	21.3%
Finding internship opportunities	31	20.7%	79	52.7%	40	26.7%



**Table 8. College of Applied Technology results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	0	.0%	3	37.5%	5	62.5%
Scheduling/registration procedures	0	.0%	2	28.6%	5	71.4%
Dropping/adding courses	0	.0%	4	50.0%	4	50.0%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	3	37.5%	3	37.5%	2	25.0%
Selecting/changing student's major area of study	3	37.5%	5	62.5%	0	.0%
Meeting requirements for graduation, student teaching, certificates, etc.	1	12.5%	3	37.5%	4	50.0%
Improving study skills and habits	0	.0%	7	87.5%	1	12.5%
Matching learning style to particular courses, course sections, or instructors	2	25.0%	6	75.0%	0	.0%
Obtaining remedial/tutorial assistance	1	12.5%	6	75.0%	1	12.5%
Clarifying life/career goals	0	.0%	7	87.5%	1	12.5%
Identifying career areas which fit current skills, abilities, and interests	1	12.5%	6	75.0%	1	12.5%
Coping with academic difficulties	2	25.0%	4	50.0%	2	25.0%
Obtaining financial aid	5	62.5%	3	37.5%	0	.0%
Obtaining employment on campus (work study, assistantships, etc.)	2	25.0%	5	62.5%	1	12.5%
Finding a job after college/job placement	0	.0%	6	75.0%	2	25.0%
Continuing education after graduation	1	12.5%	5	62.5%	2	25.0%
Withdrawing/transferring from this institution	2	25.0%	6	75.0%	0	.0%
Dealing with personal problems	1	12.5%	4	50.0%	3	37.5%
Finding internship opportunities	3	37.5%	3	37.5%	2	25.0%

**Table 9. College of Arts and Sciences results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	1	2.4%	14	34.1%	26	63.4%
Scheduling/registration procedures	1	2.4%	15	35.7%	26	61.9%
Dropping/adding courses	3	7.3%	25	61.0%	13	31.7%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	22	52.4%	15	35.7%	5	11.9%
Selecting/changing student's major area of study	8	19.0%	26	61.9%	8	19.0%
Meeting requirements for graduation, student teaching, certificates, etc.	3	7.1%	12	28.6%	27	64.3%
Improving study skills and habits	7	17.1%	29	70.7%	5	12.2%
Matching learning style to particular courses, course sections, or instructors	19	46.3%	19	46.3%	3	7.3%
Obtaining remedial/tutorial assistance	6	14.6%	35	85.4%	0	.0%
Clarifying life/career goals	4	9.5%	26	61.9%	12	28.6%
Identifying career areas which fit current skills, abilities, and interests	3	7.3%	27	65.9%	11	26.8%
Coping with academic difficulties	5	11.9%	30	71.4%	7	16.7%
Obtaining financial aid	18	43.9%	21	51.2%	2	4.9%
Obtaining employment on campus (work study, assistantships, etc.)	18	42.9%	20	47.6%	4	9.5%
Finding a job after college/job placement	8	19.5%	26	63.4%	7	17.1%
Continuing education after graduation	3	7.3%	27	65.9%	11	26.8%
Withdrawing/transferring from this institution	18	43.9%	22	53.7%	1	2.4%
Dealing with personal problems	6	15.0%	29	72.5%	5	12.5%
Finding internship opportunities	14	34.1%	21	51.2%	6	14.6%

**Table 10. College of Business and Economics results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	1	7.7%	1	7.7%	11	84.6%
Scheduling/registration procedures	0	.0%	5	38.5%	8	61.5%
Dropping/adding courses	1	7.7%	9	69.2%	3	23.1%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	1	7.7%	9	69.2%	3	23.1%
Selecting/changing student's major area of study	1	7.7%	6	46.2%	6	46.2%
Meeting requirements for graduation, student teaching, certificates, etc.	1	7.7%	3	23.1%	9	69.2%
Improving study skills and habits	4	30.8%	8	61.5%	1	7.7%
Matching learning style to particular courses, course sections, or instructors	4	30.8%	9	69.2%	0	.0%
Obtaining remedial/tutorial assistance	4	30.8%	9	69.2%	0	.0%
Clarifying life/career goals	0	.0%	7	53.8%	6	46.2%
Identifying career areas which fit current skills, abilities, and interests	0	.0%	7	53.8%	6	46.2%
Coping with academic difficulties	3	23.1%	6	46.2%	4	30.8%
Obtaining financial aid	7	53.8%	6	46.2%	0	.0%
Obtaining employment on campus (work study, assistantships, etc.)	5	38.5%	7	53.8%	1	7.7%
Finding a job after college/job placement	0	.0%	5	38.5%	8	61.5%
Continuing education after graduation	0	.0%	8	66.7%	4	33.3%
Withdrawing/transferring from this institution	5	38.5%	8	61.5%	0	.0%
Dealing with personal problems	2	15.4%	10	76.9%	1	7.7%
Finding internship opportunities	0	.0%	7	53.8%	6	46.2%

**Table 11. College of Education results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	0	.0%	4	57.1%	3	42.9%
Scheduling/registration procedures	0	.0%	2	28.6%	5	71.4%
Dropping/adding courses	0	.0%	3	42.9%	4	57.1%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	0	.0%	5	71.4%	2	28.6%
Selecting/changing student's major area of study	1	14.3%	3	42.9%	3	42.9%
Meeting requirements for graduation, student teaching, certificates, etc.	1	14.3%	1	14.3%	5	71.4%
Improving study skills and habits	1	14.3%	4	57.1%	2	28.6%
Matching learning style to particular courses, course sections, or instructors	2	28.6%	4	57.1%	1	14.3%
Obtaining remedial/tutorial assistance	1	14.3%	5	71.4%	1	14.3%
Clarifying life/career goals	1	14.3%	5	71.4%	1	14.3%
Identifying career areas which fit current skills, abilities, and interests	0	.0%	6	85.7%	1	14.3%
Coping with academic difficulties	1	14.3%	4	57.1%	2	28.6%
Obtaining financial aid	1	14.3%	4	57.1%	2	28.6%
Obtaining employment on campus (work study, assistantships, etc.)	2	28.6%	5	71.4%	0	.0%
Finding a job after college/job placement	1	14.3%	3	42.9%	3	42.9%
Continuing education after graduation	1	14.3%	3	42.9%	3	42.9%
Withdrawing/transferring from this institution	3	42.9%	4	57.1%	0	.0%
Dealing with personal problems	1	14.3%	6	85.7%	0	.0%
Finding internship opportunities	0	.0%	6	85.7%	1	14.3%

**Table 12. College of Engineering results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	0	.0%	2	13.3%	13	86.7%
Scheduling/registration procedures	0	.0%	5	35.7%	9	64.3%
Dropping/adding courses	1	6.7%	9	60.0%	5	33.3%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	1	6.7%	9	60.0%	5	33.3%
Selecting/changing student's major area of study	2	13.3%	10	66.7%	3	20.0%
Meeting requirements for graduation, student teaching, certificates, etc.	0	.0%	1	6.7%	14	93.3%
Improving study skills and habits	3	20.0%	10	66.7%	2	13.3%
Matching learning style to particular courses, course sections, or instructors	8	53.3%	6	40.0%	1	6.7%
Obtaining remedial/tutorial assistance	4	28.6%	10	71.4%	0	.0%
Clarifying life/career goals	1	6.7%	10	66.7%	4	26.7%
Identifying career areas which fit current skills, abilities, and interests	3	20.0%	6	40.0%	6	40.0%
Coping with academic difficulties	0	.0%	11	73.3%	4	26.7%
Obtaining financial aid	7	46.7%	8	53.3%	0	.0%
Obtaining employment on campus (work study, assistantships, etc.)	4	26.7%	7	46.7%	4	26.7%
Finding a job after college/job placement	2	13.3%	4	26.7%	9	60.0%
Continuing education after graduation	4	26.7%	8	53.3%	3	20.0%
Withdrawing/transferring from this institution	8	53.3%	7	46.7%	0	.0%
Dealing with personal problems	2	13.3%	13	86.7%	0	.0%
Finding internship opportunities	2	13.3%	6	40.0%	7	46.7%

**Table 13. College of Health Sciences results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	1	3.1%	3	9.4%	28	87.5%
Scheduling/registration procedures	2	6.3%	6	18.8%	24	75.0%
Dropping/adding courses	2	6.3%	17	53.1%	13	40.6%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	3	9.4%	16	50.0%	13	40.6%
Selecting/changing student's major area of study	11	34.4%	17	53.1%	4	12.5%
Meeting requirements for graduation, student teaching, certificates, etc.	0	.0%	10	31.3%	22	68.8%
Improving study skills and habits	1	3.1%	20	62.5%	11	34.4%
Matching learning style to particular courses, course sections, or instructors	7	21.9%	19	59.4%	6	18.8%
Obtaining remedial/tutorial assistance	2	6.3%	24	75.0%	6	18.8%
Clarifying life/career goals	3	9.4%	19	59.4%	10	31.3%
Identifying career areas which fit current skills, abilities, and interests	3	9.4%	16	50.0%	13	40.6%
Coping with academic difficulties	2	6.3%	16	50.0%	14	43.8%
Obtaining financial aid	7	21.9%	23	71.9%	2	6.3%
Obtaining employment on campus (work study, assistantships, etc.)	19	59.4%	12	37.5%	1	3.1%
Finding a job after college/job placement	2	6.3%	14	43.8%	16	50.0%
Continuing education after graduation	2	6.3%	22	68.8%	8	25.0%
Withdrawing/transferring from this institution	7	21.9%	23	71.9%	2	6.3%
Dealing with personal problems	1	3.2%	15	48.4%	15	48.4%
Finding internship opportunities	7	22.6%	20	64.5%	4	12.9%

**Table 14. College of Social Sciences and Public Affairs results for topics discussed during advising sessions**

How often have you discussed the following issues/topics with your advisees?	Never		Occasionally		Often	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Student's academic progress	1	4.0%	7	28.0%	17	68.0%
Scheduling/registration procedures	1	4.0%	6	24.0%	18	72.0%
Dropping/adding courses	1	4.0%	13	52.0%	11	44.0%
Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	10	40.0%	13	52.0%	2	8.0%
Selecting/changing student's major area of study	3	12.0%	13	52.0%	9	36.0%
Meeting requirements for graduation, student teaching, certificates, etc.	2	8.0%	4	16.0%	19	76.0%
Improving study skills and habits	3	12.0%	14	56.0%	8	32.0%
Matching learning style to particular courses, course sections, or instructors	6	24.0%	15	60.0%	4	16.0%
Obtaining remedial/tutorial assistance	4	16.0%	18	72.0%	3	12.0%
Clarifying life/career goals	0	.0%	8	32.0%	17	68.0%
Identifying career areas which fit current skills, abilities, and interests	1	4.0%	10	40.0%	14	56.0%
Coping with academic difficulties	2	8.0%	12	48.0%	11	44.0%
Obtaining financial aid	9	36.0%	15	60.0%	1	4.0%
Obtaining employment on campus (work study, assistantships, etc.)	8	32.0%	15	60.0%	2	8.0%
Finding a job after college/job placement	5	20.0%	13	52.0%	7	28.0%
Continuing education after graduation	3	12.0%	10	40.0%	12	48.0%
Withdrawing/transferring from this institution	7	28.0%	17	68.0%	1	4.0%
Dealing with personal problems	3	12.0%	16	64.0%	6	24.0%
Finding internship opportunities	4	16.0%	11	44.0%	10	40.0%

**Table 15. What issues do you face as you advise students?**

		College							
		Applied Tech	Arts & Science	Business	Education	Engineering	Health Sciences	Social Sci & Pub Affrs	Total
		%	%	%	%	%	%	%	%
What issues do you face as you advise students?	I have too many students to advise	.0%	11.9%	.0%	42.9%	46.7%	34.4%	32.0%	23.9%
	I have too little time to do advising	75.0%	45.2%	46.2%	42.9%	73.3%	56.3%	44.0%	52.1%
	Students don't really want advising, only a signature	12.5%	21.4%	23.1%	28.6%	26.7%	6.3%	36.0%	21.1%
	The value of advising is not recognized at the department level	50.0%	19.0%	23.1%	42.9%	6.7%	53.1%	32.0%	31.0%
	Good advising is not rewarded	75.0%	61.9%	69.2%	71.4%	60.0%	68.8%	72.0%	66.9%
	Advising work isn't considered during annual reviews	62.5%	45.2%	61.5%	42.9%	33.3%	40.6%	52.0%	46.5%
	Students don't take an active role in advising session	.0%	23.8%	15.4%	28.6%	20.0%	43.8%	24.0%	26.1%
	Students don't seek advising	50.0%	69.0%	46.2%	28.6%	40.0%	40.6%	44.0%	50.0%
	I'm not really prepared to do advising	25.0%	7.1%	23.1%	28.6%	13.3%	21.9%	4.0%	14.1%
	Students want me to be a counselor, not an advisor	.0%	7.1%	.0%	14.3%	.0%	9.4%	20.0%	8.5%
	No Issues	.0%	9.5%	15.4%	.0%	6.7%	9.4%	4.0%	7.7%
	Other	25.0%	28.6%	23.1%	14.3%	6.7%	28.1%	40.0%	26.8%