

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 their contact logs.

## Methodology

Before the fall 2019 semester started, Vicki Domina, Administrative Director of Advising, invited select faculty and staff members to participate in this pilot of the new advising model. A total of 15 individuals served as Advisors during the pilot during fall 2019. Eight of these individuals were advisors or success coaches (referred to as 'staff advisors' or 'staff' in this document); seven were faculty members.

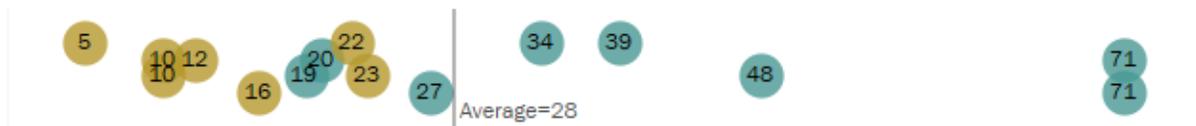
Vicki then worked with Jenna Zachek to identify students to be in the pilot. Some groups were identified based on the current responsibilities of the advisor (e.g., Betsy Anderson advised all athletes in Beatrice; faculty advisors worked with students in their program of study). For the rest, Vicki consulted with instructional deans to identify programs that would be interested in enhancing their advising services. After those discussions, a diverse group of programs were selected to ensure that students from all locations (all campuses, learning centers, and online) and program types (academic transfer and career technical) were all included in the pilot.

The groups of students in the pilot were as follows:

- *Academic Transfer AA*: Amy Doty (English Instructor) advised 12 students in Lincoln.
- *Academic Transfer AS*: Michele Saucier (Academic Advisor) advised 20 students in Lincoln.
- *Agriculture*: Amanda Fairley (Agriculture Instructor) advised 10 students in Beatrice.
- *Athletes*: Betsy Anderson (Academic Advisor) advised 71 students in Beatrice.
- *Buffet Scholars*: Shelley Stoltenberg (Student Success Coach) advised 41 students in Lincoln and Beatrice.
- *Business*: Linda Hartman (Business Instructor) advised 10 students in Lincoln.
- *Culinary*: Deanne Flessner (Student Success Coach) advised 34 students in Lincoln.
- *DDRT*: Heather Kreutzer (Admissions Advisor) advised 27 students in Lincoln.
- *Energy Generation*: John Pierce (Energy Generation Instructor) advised 22 students in Milford.
- *Health Sciences*: Becky Kramer (Academic Advisor) advised 19 students in Lincoln.
- *John Deere*: Jess Murry (Career Counselor) advised 48 students in Milford.
- *LPN at Learning Centers*: Kris Ruiz (Practical Nursing Instructor) advised 23 students at the Learning Centers.
- *Online Business students*: Rose Kowalski (Business Instructor) advised 5 online students.
- *Milford Prep Studies*: Kate Loden (English Instructor) advised 16 students in Milford.
- *Welding*: Vicki Domina (Administrative Director of Advising) advised 71 students in Lincoln.

The number of students assigned to each advisor ranged from 5 to 71 (average=28). In general, faculty members were assigned fewer students (range 5 to 23) than staff advisors (range 19 to 71).

## Number of students per advisor Faculty Staff



## Advisor Survey

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.

## Contact Log

Institutional Research prepared an Excel file that would allow each advisor to log their prep time and contact with students during the semester. At the end of the semester, IR compiled the logs and summarized the information. All but one advisor provided their log.

The information tracked in the log included:

- Student name and ID
- Date of contact
- Type of contact (i.e., in person, email, phone, text, event, other)
- Reason for contact (i.e., academic, career, personal, scholarships/financial aid, other)
- Prep time in minutes
- Advising time in minutes

Please note that the log *did not* ask the Advisors to track their time spent on administrative tasks involved in advising such as learning and entering information into CRM Advise, preparing emails, planning events, researching information related to advising needs, communicating with instructors, communicating with Director of Advising, and more. Some Advisors included such tasks in their log, but many did not.

# Results

## Advisor Survey

These results are provided in six sections. Two sets of questions were administered at both the beginning and end of the semester. These results are provided in three parts: distribution of responses at beginning of semester, distribution at the end of the semester, and how the distribution changed. These sections are: (1) knowledge about advising tasks and (2) comfort in advising role.

The questions associated with the additional four sections were administered only at the end of the semester and are shown in a single visualization. These sections are: (3) connection to mission, (4) review of advising pilot, (5) connection to students during pilot, and (6) perception of advising during pilot.

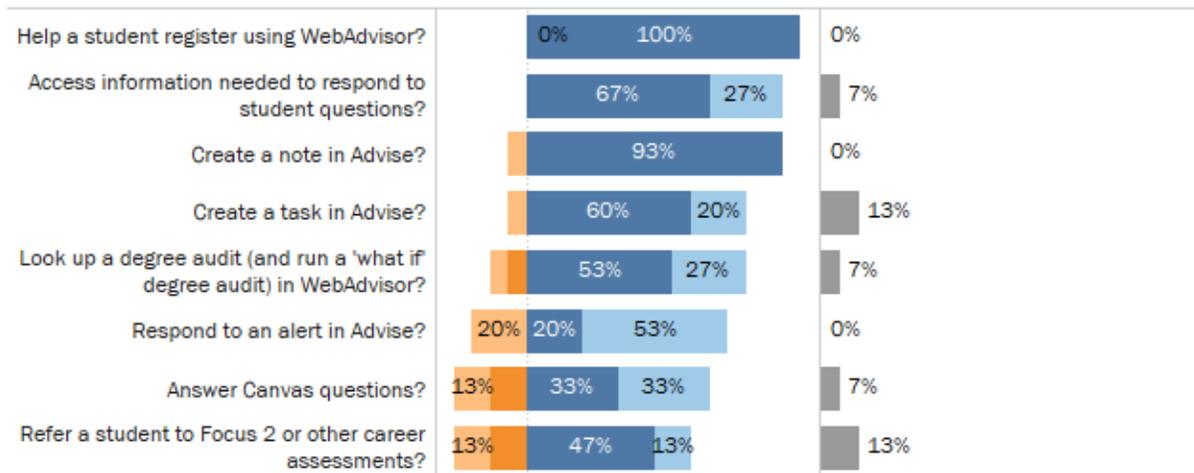
### Knowledge about advising tasks

At the beginning of the semester, advisors generally indicated that they know how to accomplish each of the advising tasks in the survey (Figure 1). The three tasks that at least one advisor reported that they definitely do not know were *look up a degree audit (and run a 'what if' degree audit) in WebAdvisor*, *answer Canvas questions*, and *refer a student to Focus 2 or other career assessments*.

Figure 1

At start of semester, do you know how to:

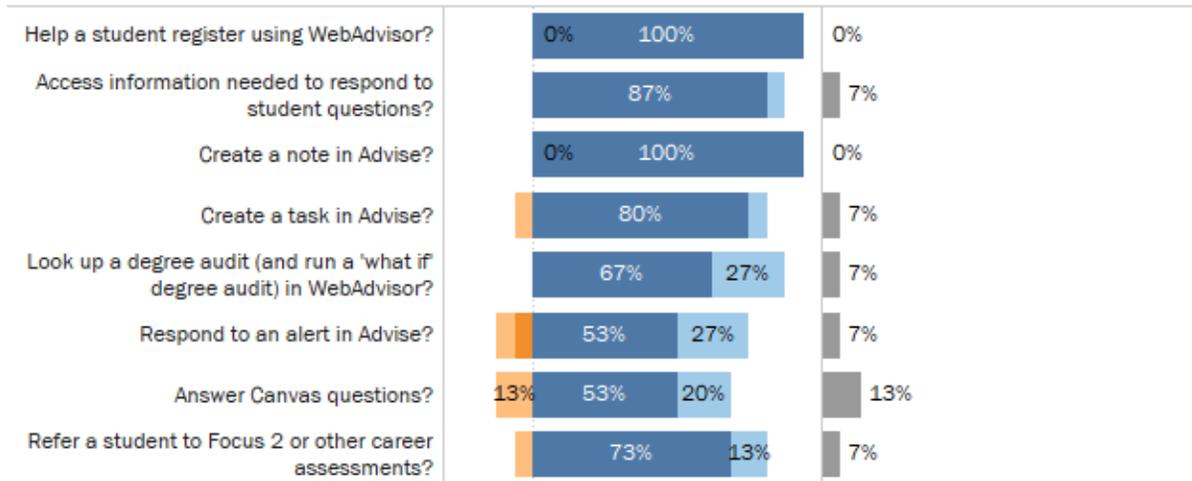
Definitely yes Probably yes Probably not Definitely not Might or might not



By the end of the semester, the only task that an advisor indicated they definitely do not know how to accomplish was *respond to an alert in Advise* (Figure 2).

Figure 2

At end of semester, do you know how to:



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 response from both survey administrations was coded from 1 (definitely not) to 5 (definitely yes). Then, the change score was calculated as [Post] - [Pre]. The maximum range for the change score is from 5 (shift from 'definitely no' to 'definitely yes') to -5 (shift from 'definitely yes' to 'definitely no'). A change score of 0 indicates that the respondent provided the same answer at both time periods.

As shown in Figure 3, most advisors either reported no change in their perceived knowledge (change score of 0) or indicated that they were more certain (change score greater than 0) that they could accomplish these tasks. In some cases, advisors were much more certain in this knowledge. The topic on which the most advisors grew in their certainty was *referring students to Focus 2 or other career assessments*. A few advisors reported being less certain of how to do specific tasks by the end of the semester, though this was balanced with others becoming more certain.

Figure 3

Change from beginning to end of semester

|  | More certain |              |              |              | No change      | Less certain |             |
|--|--------------|--------------|--------------|--------------|----------------|--------------|-------------|
|  | 4            | 3            | 2            | 1            |                | 0            | -1          |
| Help a student register using WebAdvisor?                                |              |              |              |              | 100%<br>(n=15) |              |             |
| Access information needed to respond to student questions?               |              |              | 7%<br>(n=1)  | 20%<br>(n=3) | 67%<br>(n=10)  |              | 7%<br>(n=1) |
| Create a note in Advise?   |              | 7%<br>(n=1)  |              |              | 93%<br>(n=14)  |              |             |
| Create a task in Advise?   |              |              | 7%<br>(n=1)  | 27%<br>(n=4) | 60%<br>(n=9)   |              | 7%<br>(n=1) |
| Look up a degree audit (and run a 'what if' degree audit) in WebAdvisor? |              | 7%<br>(n=1)  |              | 27%<br>(n=4) | 67%<br>(n=10)  |              |             |
| Respond to an alert in Advise?   |              |              | 7%<br>(n=1)  | 43%<br>(n=6) | 36%<br>(n=5)   | 7%<br>(n=1)  | 7%<br>(n=1) |
| Answer Canvas questions?   |              | 7%<br>(n=1)  | 13%<br>(n=2) | 20%<br>(n=3) | 47%<br>(n=7)   | 13%<br>(n=2) |             |
| Refer a student to Focus 2 or other career assessments?                  | 7%<br>(n=1)  | 13%<br>(n=2) | 7%<br>(n=1)  | 13%<br>(n=2) | 53%<br>(n=8)   | 7%<br>(n=1)  |             |

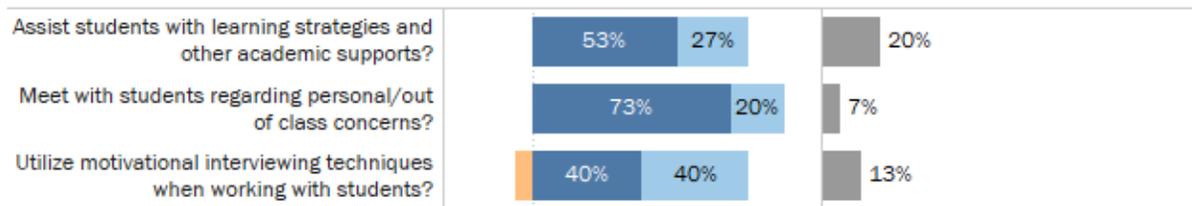
Comfort in advising role

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 provided a neutral response ('might or might not'), but only one negative response. The task that one advisor reported not feeling comfortable with was *utilizing motivational interviewing techniques when working with students*.

Figure 4

At start of semester, do you feel comfortable and prepared to:

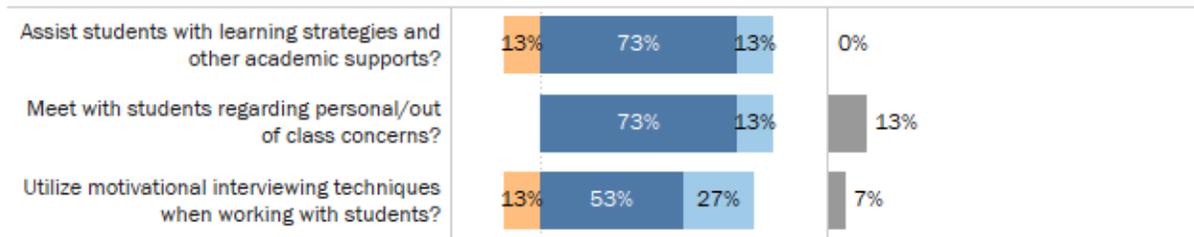
Definitely yes Probably yes Probably not Might or might not



Although the vast majority of advisors reported they were comfortable and prepared for all these tasks, two advisors reported they were not comfortable or prepared to *assist students with learning strategies* or *utilize motivational interviewing techniques* by the end of the semester (Figure 5).

Figure 5

At end of semester, do you feel comfortable and prepared to:



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 items. In other words, some advisors were more comfortable with these tasks at the end of the semester and others were less comfortable (Figure 6).

Figure 6

Change during semester

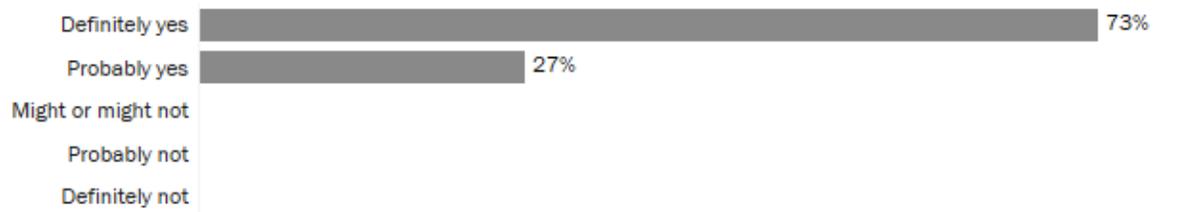
|  | More certain |   |             |              | No change     | Less certain |              |
|--|--------------|---|-------------|--------------|---------------|--------------|--------------|
|  | 4            | 3 | 2           | 1            | 0             | -1           | -2           |
| Assist students with learning strategies and other academic supports?    |              |   | 7%<br>(n=1) | 13%<br>(n=2) | 67%<br>(n=10) | 13%<br>(n=2) |              |
| Meet with students regarding personal/out of class concerns?             |              |   | 7%<br>(n=1) | 7%<br>(n=1)  | 67%<br>(n=10) | 13%<br>(n=2) | 7%<br>(n=1)  |
| Utilize motivational interviewing techniques when working with students? |              |   | 7%<br>(n=1) | 27%<br>(n=4) | 47%<br>(n=7)  | 7%<br>(n=1)  | 13%<br>(n=2) |

### Connection to mission

At the beginning of semester, all advisors indicated that they *definitely or probably* understand the mission for advising at SCC and know how to make it live within advising interactions (Figure 7). Nearly three-quarters of advisors (73%) said they *definitely* understand it.

Figure 7

At start of semester, Do you understand the mission for advising at SCC and know how to make that mission live within advising interactions?



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

At end of semester, Do you understand the mission for advising at SCC and know how to make that mission live within advising interactions?



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

Change during semester

|  | More certain |   |   |              | No change     | Less certain |    |
|--|--------------|---|---|--------------|---------------|--------------|----|
|  | 4            | 3 | 2 | 1            | 0             | -1           | -2 |
| Do you understand the mission for advising at SCC and know how to make that mission live within advising interactions? |              |   |   | 13%<br>(n=2) | 80%<br>(n=12) | 7%<br>(n=1)  |    |

### Review of advising pilot

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

How much do you agree with the following statements:  
**Strongly agree** **Agree** **Disagree** **Neither agree nor disagree**

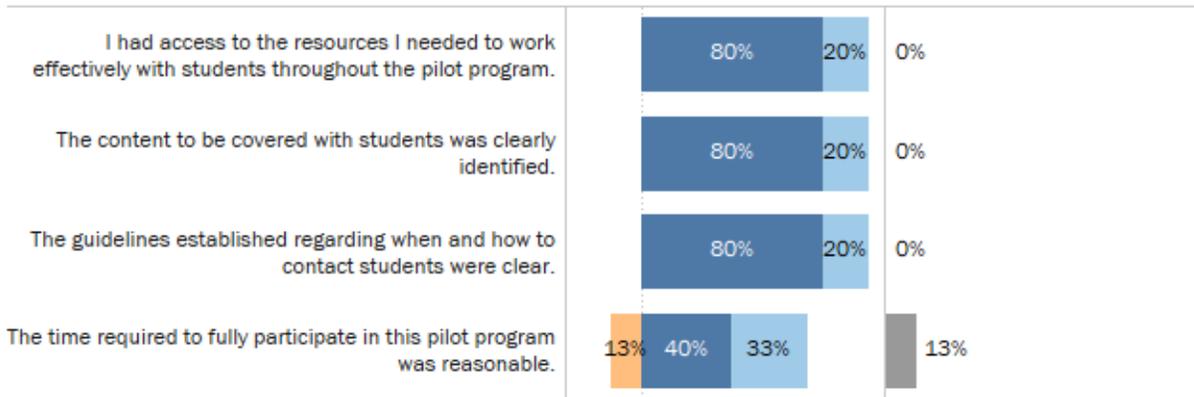


Figure 11

The time required to fully participate in this pilot program was reasonable.  
 Number of responses by position type ● Faculty ○ Staff

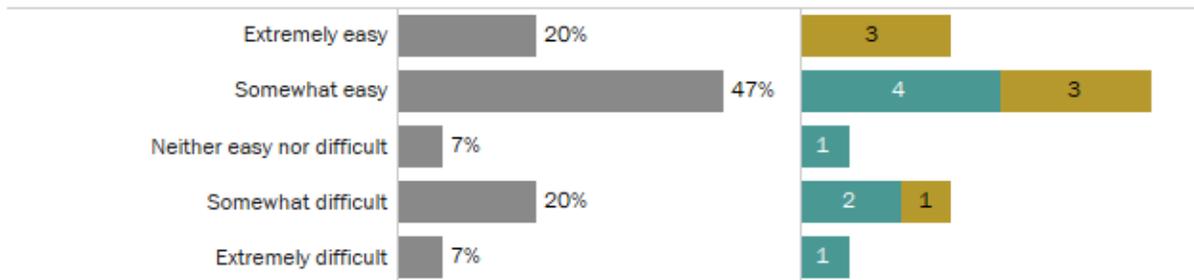


### Engagement with students during pilot

At the end of the semester, there was mixed experience in how easy or difficult it was to engage with their students (Figure 12). Two-thirds of advisors indicated that engaging with students was somewhat or extremely easy (47% and 20% respectively), but one-quarter indicated that it was somewhat or extremely difficult (20% and 7% respectively). In general, faculty found it easier than staff to engage with students.

Figure 12

How easy or difficult was it to engage with your students?  
 Overall percentage with count by position type | **Staff** **Faculty**



Advisors were asked to rate their connections with advisees on a scale of 1 (very engaged) to 7 (very disengaged). As shown in Figure 13, the most common responses were 2 or 3 (54% combined); the remaining respondents were evenly split between 1 (20%) and 4 or 5 (20% combined).

As shown in Figure 14, the average rating overall was 2.64 (where 1 is ‘very engaged’); faculty advisors rated their connections slightly more engaged than staff (2.57 and 2.71 respectively).

Figure 13

In general, how would you describe the connections you had with your advisees in this pilot?

Overall percentage with count by position type | Staff Faculty

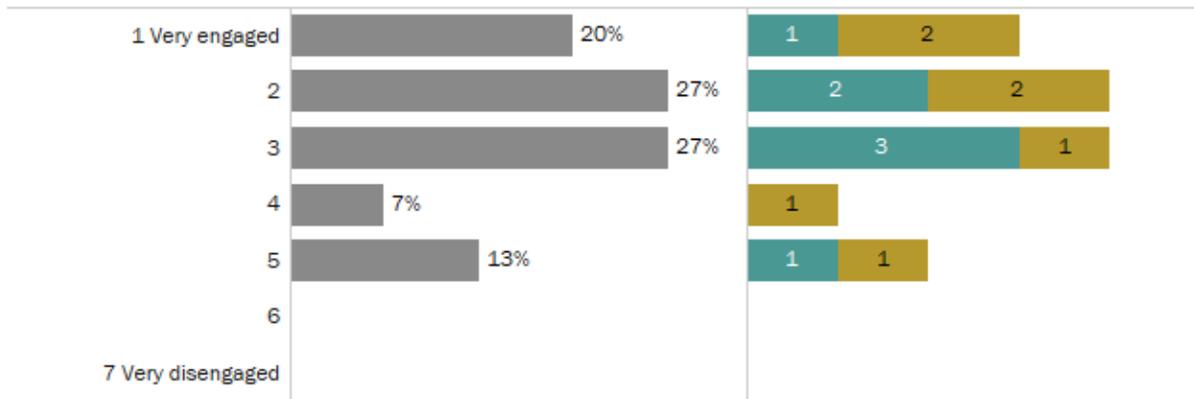
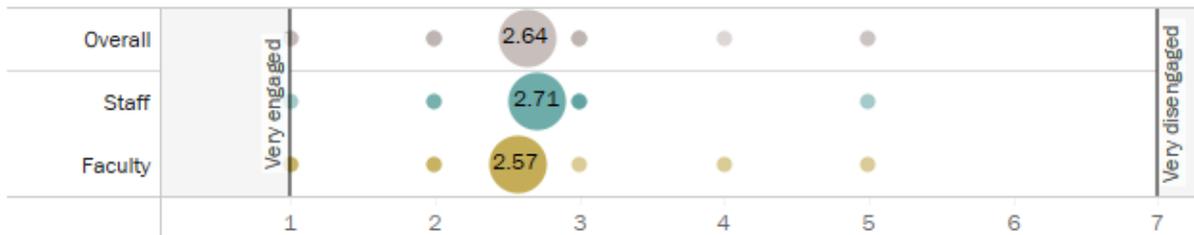


Figure 14

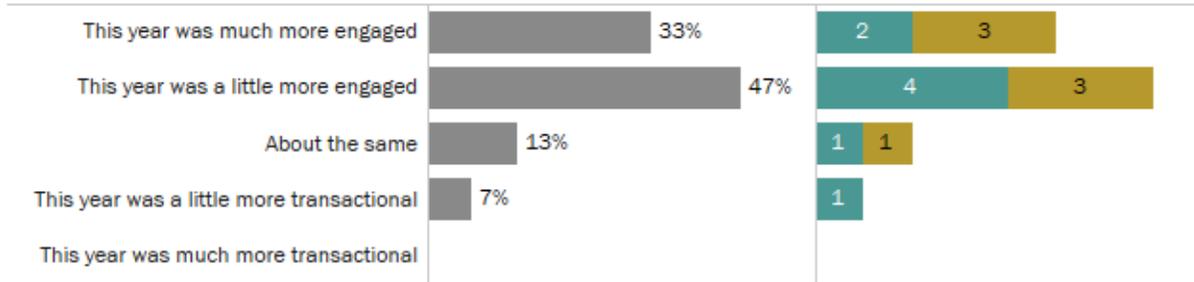
Average rating of 'how engaged or disengaged were the connections you had with your advisees' | Staff Faculty



When asked to compare the level of engagement this year to previous years, the vast majority of advisors indicated that this year was much or a little more engaged (33% and 47% respectively; Figure 15). One advisor indicated that it was a little more transactional (7%).

Figure 15

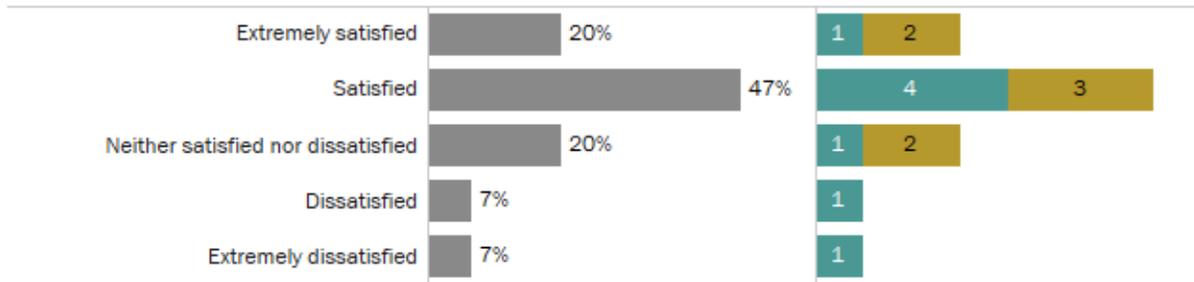
**In level of engagement, how did this year differ from previous years?**  
 Overall percentage with count by position type | Staff Faculty



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

**How satisfied were you with the type of connections you had with your advisees?**  
 Overall percentage with count by position type | Staff Faculty

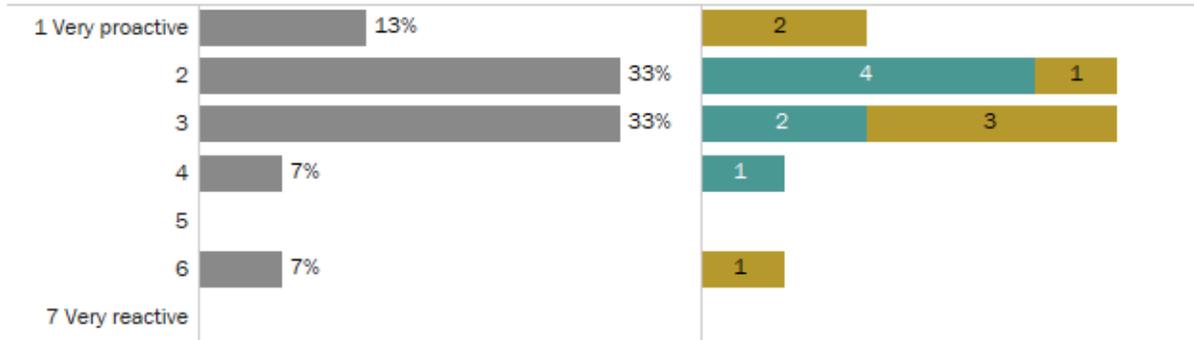


**Perception of advising during pilot**

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

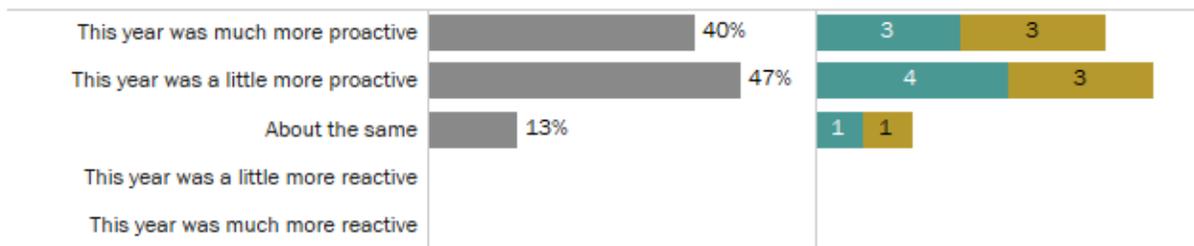
**In general, how would you describe the advising you did during the pilot?**  
Overall percentage with count by position type | Staff Faculty



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

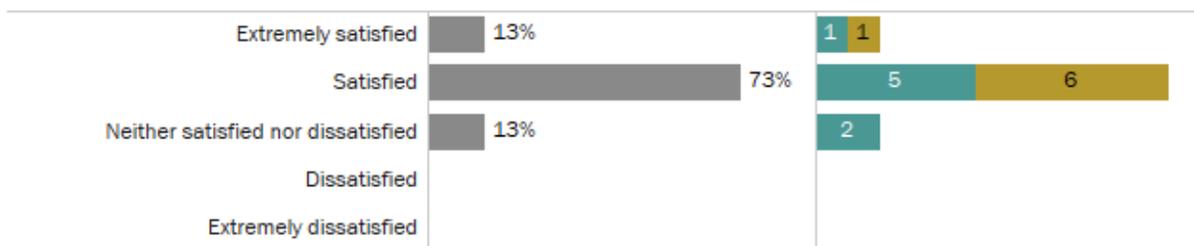
**In level of proactiveness, how did this year differ from previous years?**  
Overall percentage with count by position type | Staff Faculty



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

**How satisfied were you with how proactive you were able to be with your advisees?**  
Overall percentage with count by position type | Staff Faculty



## Contact Log

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

### Advising sessions by reason for visit

|                            | Unique student count | Advising sessions |
|----------------------------|----------------------|-------------------|
| Academic advising/planning | 276                  | 777               |
| Personal advising          | 40                   | 55                |
| Scholarships/Financial aid | 37                   | 55                |
| Career advising            | 15                   | 20                |
| Unknown & Other            | 12                   | 12                |

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

### Advising sessions by interaction type

|                  | Unique student count | Advising sessions |
|------------------|----------------------|-------------------|
| In person        | 215                  | 522               |
| Email            | 131                  | 280               |
| Phone            | 62                   | 73                |
| Text             | 21                   | 41                |
| Other or Unknown | 6                    | 2                 |
| Event            | 4                    | 1                 |

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

Advising time and number of contacts by advisor position type

|         | Avg advising session time in minutes | Avg number of minutes advising each student | Avg number of touches per student |
|---------|--------------------------------------|---|-----------------------------------|
| Faculty | 26                                   | 95  | 4.2                               |
| Staff   | 28                                   | 81  | 3.3                               |
| Overall | 27                                   | 86  | 3.6                               |

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

Histogram of number of touches per student by advisor position type

