

## *Chapter 10*

### **Job Responsibilities: 2-Year Institutions**

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In this chapter, the responses to 21 queries about activities lead to a better understanding of the job responsibilities of academic advisors in 2-year institutions. Survey participants responded with *yes*, an activity was a job responsibility of at least one academic advisor, or *no*, it was not a job responsibility. The 21 activities are presented in seven groups of job responsibilities (each containing between one and six specific job activities): plan of study; course scheduling and registration; administrative duties; career advising; recruitment, orientation, and placement; academic and student services; and coordinate student experiences. The 21 activities are presented by the seven job responsibility groups in Table 10.1. Only responses regarding 2-year institutions ( $N = 239$ ) are included in this chapter discussion.

The chapter is organized as follows: The Executive Summary highlights the overarching findings for all seven job responsibility groups, the Job Responsibility Summary presents the overall findings for each specific job responsibility group in more detail than the Executive Summary, and the Results section, the most detailed, presents general and disaggregated results by size of institution, mandatory advising, advising personnel, and advising situation. See “Implications for Advisor Job Responsibilities at 2- and 4-Year Institutions” by JoAnn Huber and Marsha Miller for their thoughts about the ways these results affect academic advisors, administrators, the profession of academic advising, and future research.

The following question preceded the job activity descriptions:

Are each of the following activities part of the **job responsibilities** of at least one academic advisor **in your advising situation**?

### **Executive Summary of Advising Job Responsibilities: 2-Year Institutions**

The extent to which 21 activities, presented in seven groups, comprise advisor job responsibilities at 2-year institutions is reviewed. The phrase *in general* refers to a review of results without consideration for other factors, such as size of institution; this information is found in Table 10.1. The phrase *categories of institutions* refers to results reviewed in a disaggregated format for factors such as size of institution, advising personnel, and degree of mandatory advising. For example, when institutional size is used to disaggregate the data, small, medium, and large institutions are compared in terms of the reported job responsibilities. See Figures 10.1 to 10.4 and Tables 10.2 to 10.25.

Five overarching findings characterize the study of advising at 2-year institutions. First, in general, 12 of the 21 activities are job responsibilities at a minimum of 50% of institutions. Second, of the 12 most-reported job responsibilities, 5 are undertaken at a minimum of 90% of institutions, and they are also among the 5 most frequently cited job responsibilities across all categories of institutions with only two exceptions; in essence, the disaggregated data reveal few differences in the frequencies of the 5 most-reported job responsibilities. Third, in general, 9 activities are job responsibilities at 30% or fewer institutions; a 20% difference in affirmative responses separates the 12 most- and 9 least-reported job responsibilities. Fourth, the least-reported job responsibility involves coordinating study abroad opportunities (5%). Fifth, the five least-reported job

responsibilities, in general, also tend to be the five least-reported for the majority of categories of institutions, although the differences between eight of the nine least-reported job responsibilities are small (23 to 30%).

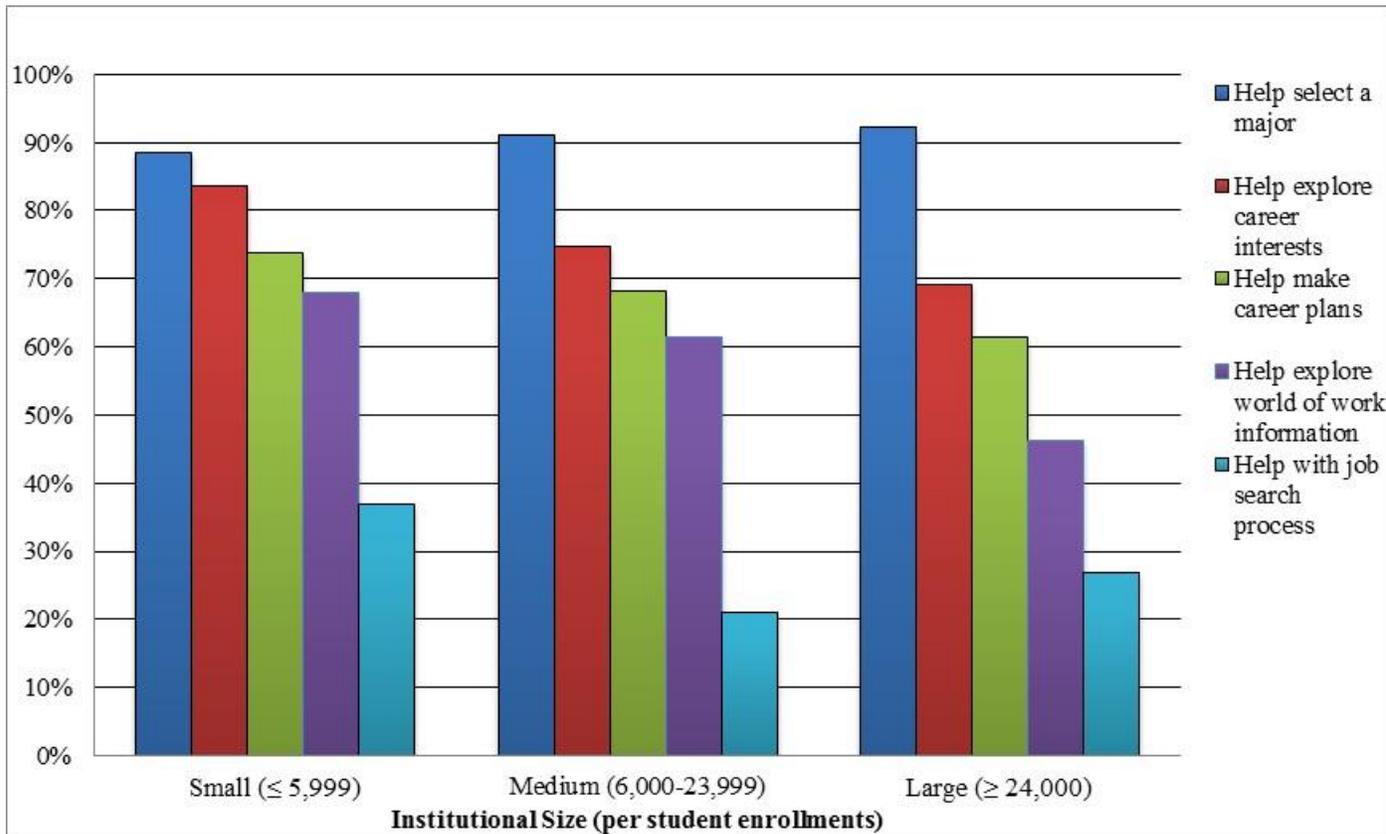
In general, the 12 most-reported job responsibilities include all of the activities from the plan of study, course scheduling and registration, administrative duties, career advising (except help students with the job search process), and recruitment, orientation, and placement (except administer basic skills placement testing) job responsibility groups as well as the activity teach, which falls under the academic and student services category (see Table 10.1).

The following five most-reported job responsibilities for advisors at 2-year institutions were reported for at least 9 of 10 institutions: help students develop a plan of study, schedule courses, register for courses, and select a major as well as serve on committees (see Table 10.1). Also, these activities are five of the most-reported job responsibilities for all categories of institutions with only two exceptions (see Figures 10.1 to 10.4 and Tables 10.2 to 10.25); although not one of the five most-reported job responsibilities in general, participate in new student orientation is the fifth-most reported job responsibility for a few categories of institutions, and teach is one of the five most-reported job responsibilities for institutions with full-time faculty advisors.

In general, the nine activities that are job responsibilities at fewer than one third of institutions included all of the activities from the academic and student services (except teach) and coordinate student experiences groups as well as the activities help students with the job search process and administer basic skills placement testing (see Table 10.1). The following job responsibilities comprise the five least-reported:

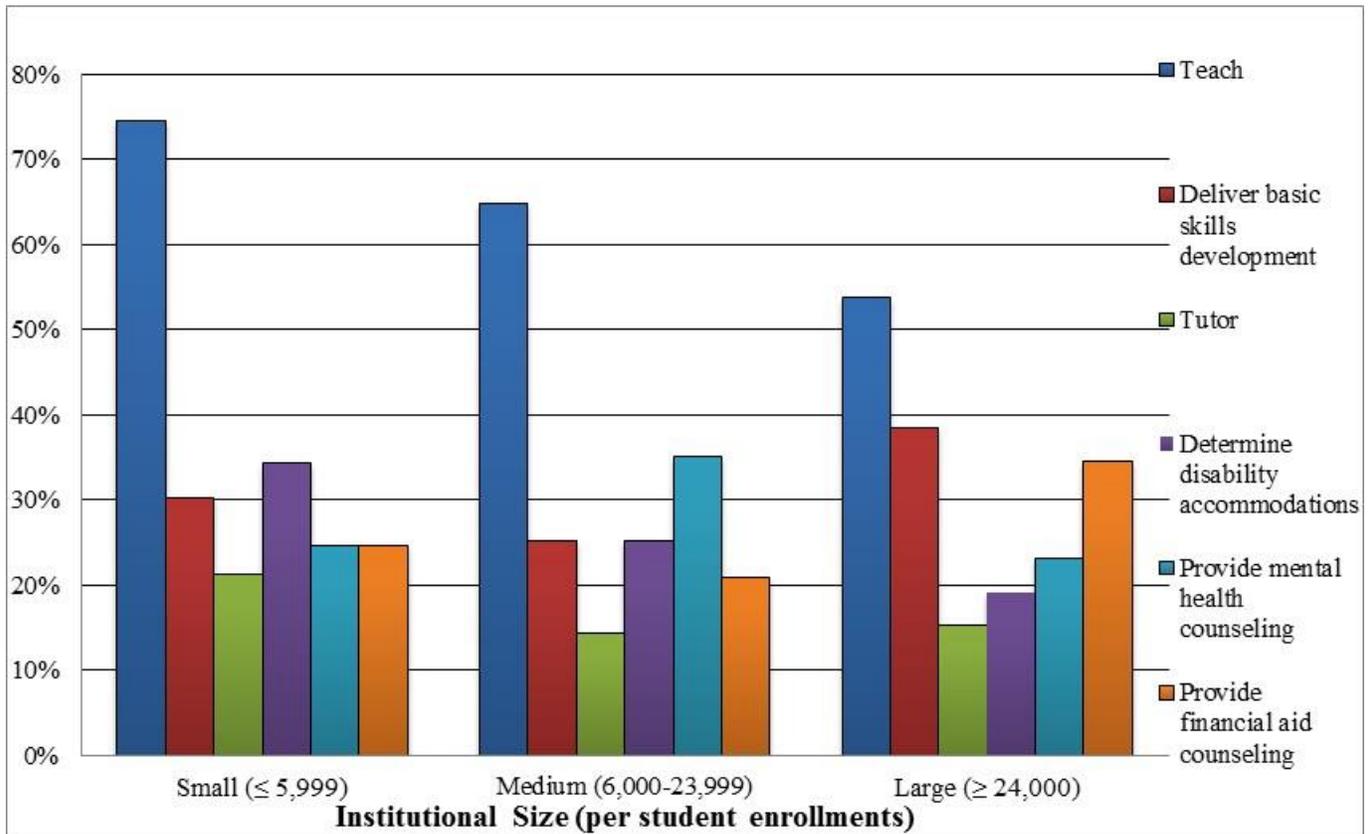
coordinate study abroad opportunities, deliver academic tutoring, and coordinate student internships as well as provide financial aid and mental health counseling. Although the differences between eight of the nine least-reported job responsibilities are small (see Table 10.1), the five least-reported job responsibilities, in general, are the five least-reported for the majority of categories of institutions. However, each of the other four (of nine) least-reported job responsibilities is one of the five least-reported job responsibilities for a few categories of institutions.

**Figure 10.1.** Career advising by size of 2-year institution



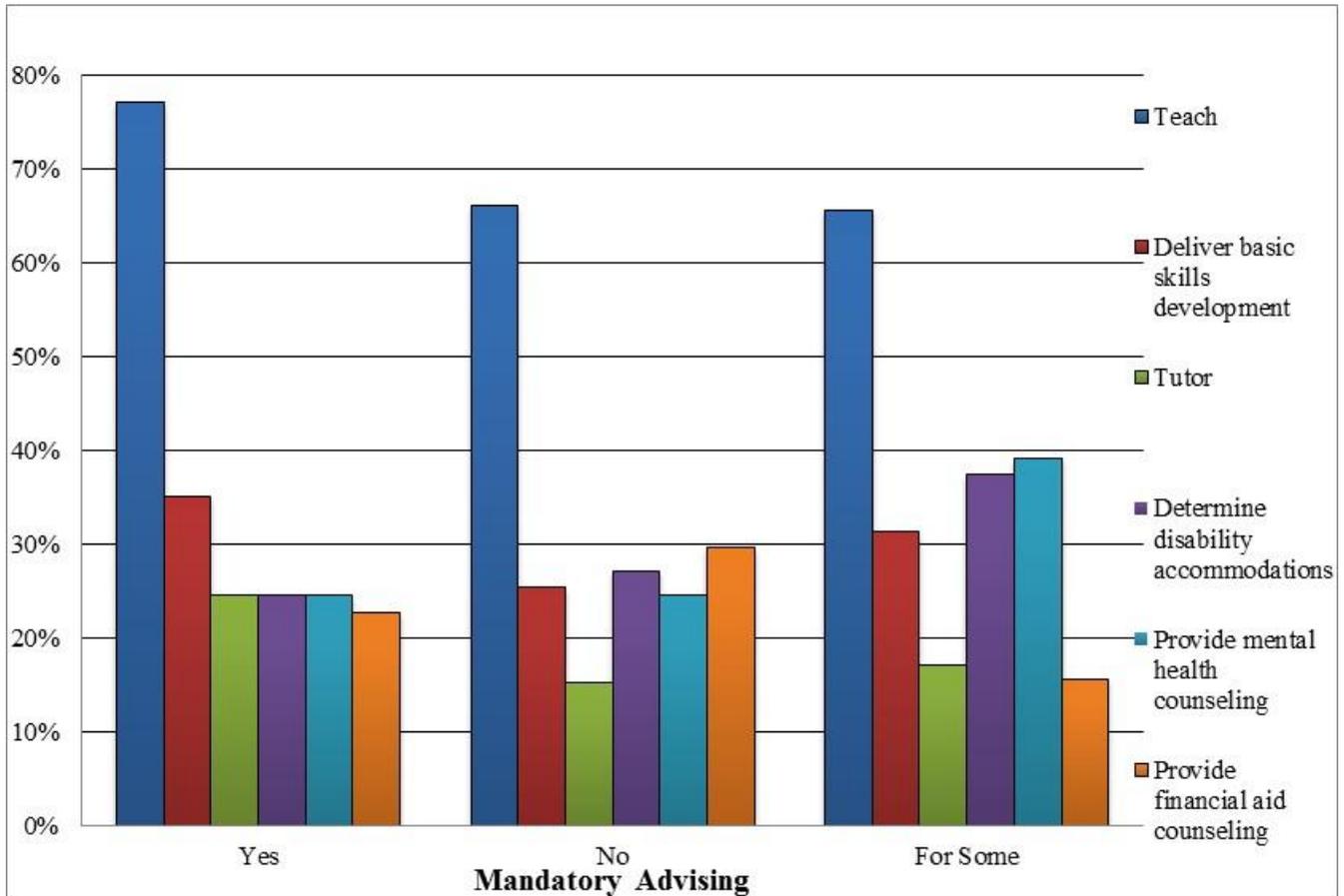
<b>Percentage by Institutional Size</b>			
<b>Career Advising</b>	<b>Small (5,999 or fewer)</b>	<b>Medium (6,000 to 23,999)</b>	<b>Large (24,000 or more)</b>
Help select a major	88.5	91.2	92.3
Help explore career interests	83.6	74.7	69.2
Help make career plans	73.8	68.1	61.5
Help explore world of work information	68.0	61.5	46.2
Help with job search process	36.9	20.9	26.9

**Figure 10.2.** Academic and student services by size of 2-year institution



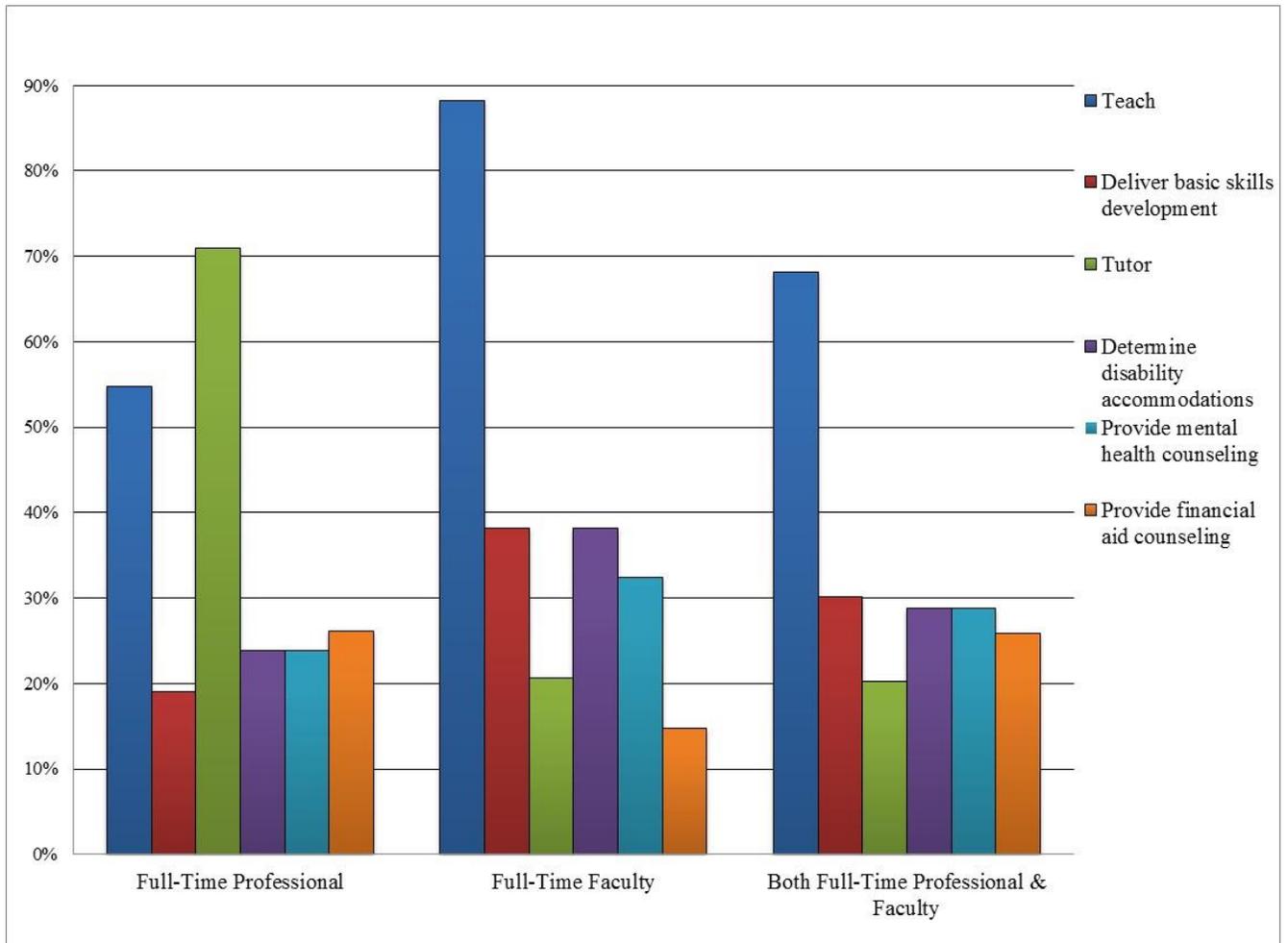
Academic & Student Services	Percentage by Institutional Size		
	Small (5,999 or fewer)	Medium (6,000 to 23,999)	Large (24,000 or more)
Teach	74.6	64.8	53.8
Deliver basic skills development	30.3	25.3	38.5
Provide mental health counseling	24.6	35.2	23.1
Determine disability accommodations	34.4	25.3	19.2
Provide financial aid counseling	24.6	20.9	34.6
Tutor	21.3	14.3	15.4

**Figure 10.3.** Academic and student services for 2-year institutions by mandatory advising policy



Academic & Student Services	Percentage per Mandatory Advising Policy		
	Yes	No	For Some
Teach	77.2	66.1	65.6
Determine disability accommodations	24.6	27.1	37.5
Deliver basic skills development	35.1	25.4	31.3
Provide mental health counseling	24.6	24.6	39.1
Provide financial aid counseling	22.8	29.7	15.6
Tutor	24.6	15.3	17.2

**Figure 10.4.** Academic and student services for 2-year institutions by advising personnel



Academic & Student Services	Percentage of Advising Personnel		
	Full-Time Professional	Full-Time Faculty	Both Full-Time Professional & Faculty
Teach	54.8	88.2	68.1
Deliver basic skills development	19.0	38.2	30.1
Determine disability accommodations	23.8	38.2	28.8
Provide mental health counseling	23.8	32.4	28.8
Provide financial aid counseling	26.2	14.7	25.8
Tutor	7.1	20.6	20.2

## Notable Differences

To help readers assess the meaning of the data, differences of 10% or more between categories of institutions (e.g., large vs. small institutions, advising is mandatory vs. advising is not mandatory) are labeled *notable*. For example, coordinate student internships is a job responsibility at 31% of small institutions, but only at 18% of medium institutions. This difference of 13% is equal to or greater than 10%, so it is labeled *notable*. All results are illustrated in tables, but bar graphs present only data that show two or more notable differences within a category of institution for a specific job responsibility group. For example, data show notable differences for four of the job responsibilities categorized in the academic and student services group by size of institution, so a bar graph is provided in Figure 10.2.

Furthermore, four groups comprise samples of fewer than 50 institutions, and thus, a change in the answer of one respondent would result in a change of more than 2%. A difference found among these groups is reported only if it meets or exceeds 10% when one response is added or subtracted. For example, advisors at 74% of small institutions but 62% of large institutions help students make career plans. However, because respondents represent only 26 large institutions, if an additional person from this group had answered in the affirmative, the resulting increase to 65% would create a difference between large and small institutions of less than 10%, and therefore, the finding is not labeled as notable. The four groups with samples of fewer than 50 participants, such that a percent change associated with one response affects the final outcome notably, with the approximate percentage change associated with one respondent provided in parentheses, include large institutions ( $n = 26$ ; 3.8%), full-time professional advisors ( $n = 42$ ; 2.4%),

full-time faculty advisors ( $n = 34$ ; 2.9%), and respondents who answered at the college, school, or division level ( $n = 24$ ; 4.2%). Inferences involving these groups should be made cautiously. Furthermore, 11 respondents answered at the department level, so although the results are presented in tables, these data were not used in the comparisons for advising situation.

No notable differences were found in the percentage of respondents reporting a job responsibility when results are disaggregated for four of the five most-reported job responsibilities in general (help students develop a plan of study, schedule courses, select a major, and serve on committees), and the least-reported job responsibility in general (coordinate study abroad opportunities) (see Figures 10.1 to 10.4 and Tables 10.2 to 10.25). For example, data show no notable difference in the percentages of small, medium, and large institutions in terms of those reporting that advisors help students develop a plan of study.

However, data show notable differences in the percentages of institutions (and for some differences in the overall rank) for 16 of 21 job responsibilities when results are disaggregated by institutional size, mandatory advising policy, advising personnel, and advising situation. Within a specific job responsibility group, differences in rank order are typically minor, and for institutional size, mandatory advising, and advising personnel most of the differences are between 10 and 15%. The largest difference is 34%, which represents those that reported teach as a job responsibility at institutions with full-time faculty advisors compared to those reporting from schools where full-time professional advisors are employed (see Figure 10.4 and Table 10.20).

Six categories show differences between 20 and 27%. More respondents from small than large institutions reported that advisors help students explore information about the world of work (see Figure 10.1 and Table 10.10), participate in student recruitment (see Table 10.14), teach (see Figure 10.2 and Table 10.18), and coordinate student internships (see Table 10.22). More respondents from institutions with full-time faculty advisors reported teach as a job responsibility than did those from schools with full-time professional and with both faculty and professional advisors (see Figure 10.4 and Table 10.20). Coordinate student internships (see Table 10.24) is reportedly a job responsibility at more institutions employing faculty members than at those with full-time professional advisors.

Seven of the largest differences involve an institution with sample sizes of fewer than 50 respondents: large, with full-time professional advisors, and full-time faculty advisors. Readers should use caution when making inferences from results involving these groups. For example, the notable difference for help explore world of work information represented responses from 26 participating large institutions, and thus, whether this difference reflects a phenomenon or an artifact of the small sample size remains unclear (see Table 10.1).

## **Job Responsibility Summary**

In this section, the summary of findings for each job responsibility is presented separately. Both general and disaggregated findings are summarized. As in the Executive Summary, *in general* refers to a review of results without consideration for other factors, such as institutional size (Table 10.1). However, *categories of institutions* refers to results reviewed in a disaggregated format for factors such as institutional size, advising personnel, and mandated advising; this information is found in Figures 10.1 to 10.4 and Tables 10.2 to 10.25. Furthermore, *all categories of institutions* refers to disaggregated comparisons involving all possible classifications, such as large, those with full-time faculty advisors, and those where advising is mandatory, and so forth.

### **Plan of Study**

Under the plan of study job responsibility, only the activity related to helping students develop plan of study is included. In general, this job responsibility is undertaken at more than 9 of 10 institutions, and it is tied (with help schedule courses) as the most-reported job responsibility of advisors at 7 of 11 categories of 2-year institutions (advising by department is not considered due to few responses in this category) (see Tables 10.2 to 10.5).

### **Course Scheduling and Registration**

The course scheduling and registration group is named for the two responsibilities included in it. In general, respondents from more than 9 of 10 institutions report them as responsibilities, and both responsibilities are among the five most-reported job

responsibilities. In general, help students schedule courses is tied with help plan a program of study as the most-reported responsibility undertaken at 2-year colleges, and help with course registration is the fourth-most reported (see Table 10.1).

When the data are disaggregated, both scheduling and registration are among the five most-reported job responsibilities of advisors at 2-year institutions (with an exception for course registration), and more or an equal percentage of respondents indicated that advisors help students schedule courses than help with course registration.

However, the rank order and percentages of institutions where advisors help with course registration notably differ by size of institution (see Table 10.2). Specifically, help with course registration is undertaken by advisors at fewer large institutions than small and medium ones, and it is not one of the five most-reported job responsibilities at large institutions. Furthermore, across all categories of institutions, the fewest percentage of respondents who reported that advisors help with course registration came from large institutions.

### **Administrative Duties**

Administrative duties include serve on committees and as liaison to an academic department. In general, respondents from 9 of 10 institutions indicated that at least one advisor serves on committees, making it the third-most reported job responsibility of advisors at 2-year institutions. Liaison to an academic department is a job responsibility at 3 of 4 institutions (see Table 10.1), but it is not one of the five most- or least-reported job responsibilities.

Across all categories of institutions, serve on committees is one of the five most-reported job responsibilities, but liaison to an academic department is not (with one

exception). At least as many respondents reported that an advisor serves on committees as serves as a liaison to an academic department.

However, the rank order and percentages of institutions where advisors serve as liaison to an academic department notably differ by size of institution and advising personnel (see Tables 10.6 to 10.9). According to survey respondents, advisors serve as liaisons to an academic department at more large institutions, where it is the fourth-most reported job responsibility, than small ones; it is not one of the five most-reported for any other category of institution. They also act as liaisons at fewer institutions that employ full-time faculty advisors than at those that use both types or only professional advisors.

### **Career Advising**

The career advising group includes five activities: help students select a major, explore career interests, make career plans, explore information about the world of work, and with the job search process. In general, respondents indicated that advisors help students select a major at nearly 9 of 10 institutions, making it the fifth-most reported job responsibility of advisors at 2-year institutions. At the majority of institutions, advisors reportedly help students explore career interests (at nearly 8 of 10 colleges), make career plans (at 7 of 10 colleges), and explore world of work information (at approximately 6 of 10 colleges). However, they help students with the job search process at 3 of 10 colleges (see Table 10.1).

Across all categories of institutions, career advising, except those involving the job search, comprise job responsibilities at the majority of institutions. Specifically, advisors help students select a major at nearly 8 of 10 institutions, making this duty among the five most-reported job responsibilities (with category exceptions). More

respondents reported that advisors undertake this task than indicated that they help with the other four activities in the career advising group. Respondents indicated advisors help with the following activities in descending order: explore career interests (2 of 3), with career plans (2 of 3), explore world of work information (1 of 2), or with the job search process (1 of 3 colleges) (which is among the five least-reported job responsibilities).

However, the rank order and percentages of respondents who reported that advisors help students explore career interests, explore world of work information, and with the job search process notably differ by size of institution (see Figure 10.1 and Tables 10.10 to 10.13). According to respondents, advisors at

- more small institutions than from other sized schools help students explore career interests.
- fewer large colleges help students explore the world of work, and the difference in these duties between small and large institutions is greater than 20%.
- more small colleges help students with the job search process than those at medium institutions, where it is among the five least-reported job responsibility.

Furthermore, across all categories of institutions, advisors at fewer large colleges than those at smaller counterparts help students explore information about the world of work. Likewise, advisors at fewer medium institutions and those hiring full-time advisors offer help for students in the job search process.

Additionally, notable differences in the percentage of respondents who reported helping students explore career interests, make career plans, and explore world of work information were found by advising situation (see Table 10.13). (Note only 24 respondents answered at the college, school, or division level.)

## **Recruitment, Orientation, and Placement**

The recruitment, orientation, and placement responsibilities include three activities: participate in student recruitment and new student orientation as well as administer basic skills placement testing. In general, the majority of 2-year institutions expect advisors to participate in both student recruitment (50%) and new student orientation (85%), but they do not compel advisors to administer basic skills placement testing (30%). These activities are not among the five most- or least-reported job responsibility groups.

Across all categories of institutions, more respondents indicated that advisors participate in new student orientation than student recruitment, which is undertaken by more advisors than is basic skills placement testing. Also, a minimum of 3 of 4 colleges use advisors in new student orientation, which is among the five most-reported job responsibilities for four institutional categories. Notable variations characterize the percentages of institutions where advisors participate in student recruitment (between 34 and 61%), which is not among the most- or least-reported job responsibilities.

However, rank order and percentages of recruitment, orientation, and placement job responsibility activities notably differ by size of institution, mandatory advising policy, and advising personnel (see Tables 10.14 to 10.17). According to the survey respondents, advisors at more

- small schools participate in student recruitment than at other sized institutions, differing from large institutions by approximately 25%.
- colleges employing both full-time professional and faculty advisors participate in new student orientation than do those at colleges employing only full-time professional advisors. Help with new student orientation comprises one of the five most-reported job responsibilities for institutions with both full-time professional and faculty advisors.

- large colleges administer basic skills placement testing than those at colleges that mandate advising for some students, where it is one of the five least-reported job responsibilities (the only institutional category in which it ranks so low).

Furthermore, across all categories of institutions, advisors at

- more small institutions and those with both professional and full-time professional advisors, than large institutions, participate in student recruitment, where it is reported least among categories.
- fewer large institutions and those with full-time professional advisors help with new student orientation than do those at all other institutional categories.
- more institutions with mandatory advising than all other types administer basic skills placement testing.

### **Academic and Student Services**

The six academic and student services job responsibilities include three academic-oriented activities (teach, deliver basic skills development, deliver academic tutoring) as well as those involved in determining disabilities accommodations and providing mental health or financial aid counseling. In general, only teach (including freshman seminar courses) was the only activity of the group reported as a job responsibility at the majority of institutions (7 of 10). Specifically, deliver basic skills development, determine disabilities accommodations, and provide mental health counseling (which is the fifth-least reported) are job responsibilities for advisors at nearly 3 of 10 institutions. Advisors provide financial aid counseling at approximately 1 of 4 institutions, making it the fourth-least reported job responsibility. Academic tutoring is a job responsibility at approximately 1 of 5 institutions and is the second-least reported job responsibility.

For all categories of institutions, although a responsibility at the majority of institutions, teaching is not one of the five most- or least-reported (with one exception) duty, but more participants reported it than the other five activities in the academic and

student services group. Provide mental health counseling and administer basic skills development as well as determine disabilities accommodations comprise job responsibilities at approximately 20 to 40% of institutions, and they are among the five least-reported job responsibilities for 7, 4, and 3 (of 11) categories of institutions. Approximately 1 of 3 institutions expect advisors to provide financial aid counseling as a job responsibility, making it one of the five least-reported job responsibilities at all colleges and the least or second-least reported activity of the academic and student services group at 7 categories of institutions. Approximately 1 of 4 respondents reported providing academic tutoring, making it one of the five least-reported job responsibilities at all institutions and the least or second-least reported activity of the academic and student services responsibilities.

However, the rank order and percentages of institutions where advisors undertake academic and student services notably differ by size of institution, mandatory advising, and advising personnel (see Figures 10.2 to 10.4 and Tables 10.18 to 10.21). According to the respondents, advisors teach at more

- small institutions than other sized schools, with the difference between small and large institutions at 20%.
- institutions where advising is mandatory than where advising it is mandatory for some or none.
- colleges utilizing faculty advisors than employing other types of advisors.

Teach is the third-most reported job responsibility for institutions with full-time faculty advisors; the difference between institutions with full-time faculty advisors and those with both full-time professional and faculty advisors is 20% and full-time professional advisors is more than 30%. However, advisors deliver academic tutoring at

more institutions with both full-time professional and faculty advisors than where full-time professional advisors are used. According to the survey respondents, advisors

- deliver basic skills development at more institutions where advising is mandatory than where it is not mandatory and where faculty members rather than other types of employees advise.
- determine disability accommodations at more small than other sized institutions and where advising is mandatory for all students.
- provide mental health counseling at more medium than small institutions and where advising is mandatory for some students.
- provide financial aid counseling at more large than other sized colleges, but at fewer institutions where advising is mandatory for at least some students compared to those where it is not mandatory.

Furthermore, across all categories of institutions, respondents indicated that advisors

- teach at more institutions with full-time faculty advisors, where advising is mandatory, and with small student bodies, and at fewer large institutions and those employing full-time professional advisors.
- deliver basic skills development at relatively few institutions with full-time professional advisors.
- deliver academic tutoring at more institutions where advising is mandatory, and at fewer with full-time professional advisors.
- determine disabilities at more institutions with full-time faculty advisors and where advising is mandatory for some students.
- provide mental health counseling at more institutions where advising is mandatory for some students and those of medium size.
- provide financial aid counseling at fewer institutions with full-time faculty advisors and where advising is mandatory for some students.

Additionally, notable differences characterize the percentage of respondents who reported that advisors provide mental health counseling in certain situations (see Table 10.21). (Only 24 respondents answered at the college, school, or division level.)

## **Coordinate Student Experiences**

The coordinate student experiences category includes two activities that, in general, are job responsibilities at approximately 1 of 4 institutions. Coordinate student internships is the third-least and coordinate study abroad opportunities is the least-reported job responsibility of advisors at 2-year institutions (see Table 10.1).

For all categories of institutions, neither coordination activity is a job responsibility at most institutions: Fewer than 4 of 10 respondents indicated that advisors coordinate student internships, and approximately 1 of 10 indicated that advisors coordinate study abroad opportunities. The latter comprises one of the five least-reported job responsibilities (with three exceptions).

However, the rank order and percentages of institutions where advisors coordinate student internships notably differ by size of institution, mandatory advising policy, and advising personnel. See Tables 10.22 to 10.25. According to the survey respondents, advisors coordinate student internships at more

- small institutions; it is one of the five least-reported job responsibilities for medium and large institutions, with the difference between small and large institutions greater than 25%.
- institutions that mandate advising; it is among the five least-reported job responsibilities for institutions where advising is either not mandatory or mandatory for some students.
- schools where faculty provide advising; it is one of the five least-reported job responsibilities for institutions with full-time professional advisors and both full-time professional and faculty advisors. The difference in reported duties between institutions with full-time faculty advisors and those with full-time professional advisors is more than 20%.

Furthermore, across all categories of institutions, coordinate student internships is reportedly undertaken at more institutions with full-time faculty advisors, where advising is mandatory, and small institutions. The fewest who cited it came from large institutions.

Additionally, the percentages of those reporting advisor coordination of student internships notably differ by advising situation (see Table 10.25). (Only 24 respondents answered at the college, school, or division level.)

## Results

In this section, results for advising models are presented in general and then are disaggregated for institutional size, mandatory advising policy, advising personnel, and advising situation.

### Plan of Study

Respondents were asked to indicate whether, *yes*, advisors help students develop a plan of study, or *no*, this is not a job responsibility of academic advisors. Only one activity is part of the plan of study job responsibility group: plan of study.

**General findings.** Advisors at nearly all institutions (more than 9 of 10) help students develop a plan of study. This job responsibility was the most reported by respondents from 2-year institutions who took the survey (see Table 10.1).

**Size of institution.** At nearly all institutions (more than 9 of 10), regardless of size, helping students develop a plan of study was a cited job responsibility (see Table 10.2). More respondents from medium and large institutions reported that advisors help students develop a plan of study, which is the fourth-most reported by those working at small institutions.

**Mandatory advising.** At more than 9 of 10 institutions advisors reportedly help students develop a plan of study regardless of whether advising is mandatory. An equal number of respondents from institutions where advising is not mandatory and where advising is mandatory for some students cited it as a job responsibility; it was tied as the third-most reported advising duty where advising is mandatory (see Table 10.3).

**Advising personnel.** At more than 9 of 10 institutions, helping students develop a plan of study was cited as a job responsibility regardless of advising personnel employed (see Table 10.4). Respondents from institutions with full-time professional advisors and both full-time professional and faculty advisors reported it more than all other responsibilities, and those from institutions hiring full-time faculty ranked it so it tied as the third-most reported responsibility.

**Advising situation.** Responding at the institutional level and college, school, or division level, more than 9 of 10 survey participants acknowledged that at least one advisor in their advising situation helps students with a plan of study (see Table 10.5); it is the most-reported job responsibility at the college, school, or division level. It is the second-most reported duty at the institutional level.

### **Course Scheduling and Registration**

Respondents were asked to indicate whether, *yes*, advisors help students schedule courses and register for courses, or *no*, these are not job responsibilities of academic advisors. Two activities are part of the course scheduling and registration job responsibility group: scheduling and registering for courses.

**General findings.** Both course scheduling and registration are advising job responsibilities at more than 9 of 10 institutions, and both duties are one of the five most-reported job responsibilities, with more respondents indicating that advisors help students schedule courses than help students with course registration. Help students schedule courses is tied as the most-reported job responsibility of academic advisors at the participating 2-year institutions, and help with course registration is the fourth-most reported responsibility (see Table 10.1).

**Size of institution.** For all three sizes of institutions, both course scheduling and registration are among the five most-reported job responsibilities (with one exception) at the majority of institutions, with more reporting that helping students schedule courses is a responsibility over course registration. At 9 of 10 schools, advisors help students schedule courses, making it the most or tied for the second-most cited responsibility at institutions of each size.

However, notable differences emerge in the rank order and percentages of institutions where advisors help with course registration (see Table 10.2). Specifically, although a job responsibility at the more than 3 of 4 institutions, help with course registration was cited by more respondents from large than small institutions by 18%. Furthermore, it is the third- and fifth-most reported job responsibility for small and medium institutions, respectively, but it is not among the five most-reported job responsibilities at large institutions.

**Mandatory advising.** Both course scheduling and registration responsibilities are undertaken by advisors at the majority of institutions regardless of whether advising is mandated. They are among the five most-reported job responsibilities, with slightly more reporting that advisors help students schedule courses than assist with course registration. At more than 9 of 10 institutions, advisors help students schedule courses, and it is a responsibility that ranks either the second-most or is tied for the most reported activity regardless of mandatory advising policy. Furthermore, nearly 9 of 10 respondents reported that advisors help with course registration, which is either tied for the third- or is the fifth-most reported job responsibility under a mandatory advising category (see Table 10.3).

**Advising personnel.** For all three advising personnel categories, course scheduling and registration activities are reported job responsibilities at the majority of institutions (see Table 10.4), and both are among the five most-reported job responsibilities for advisors, with more respondents indicating that advisors help students schedule courses than help with course registration. At more than 9 of 10 institutions, advisors help students schedule courses, making it either the most or tied for the second-most reported job responsibility for each personnel category. Furthermore, at more than 8 of 10 institutions, advisors help with course registration, and it is either the fourth- or fifth-most reported job responsibility for each personnel category.

**Advising situation.** Regardless of advising situation, the majority of respondents cited course scheduling and registration as job responsibilities for at least one advisor (see Table 10.5). Course scheduling and registration activities rank as among the five most-reported job responsibilities, with respondents indicating that at least as many advisors help students schedule as help with course registration. Nearly 9 of 10 respondents reported that advisors help students schedule courses such that it is the most or tied for the third-most reported advising responsibility by advising situation. Nearly 9 of 10 participants also ranked help with course registration such that it is tied for the third- or is the fifth-most cited responsibility for the advising situations listed in the survey.

### **Administrative Duties**

Respondents were asked to indicate whether, *yes*, advisors serve on committees and as liaisons to academic departments, or *no*, these are not job responsibilities of

academic advisors. Two activities are part of the administrative duties job responsibility group: serve on committees and as liaison.

**General findings.** In general, both of the administration duties are responsibilities at the majority of institutions. At more than 9 of 10 schools, advisors serve on committees, and at 3 of 4 they act as liaison to an academic department. Serve on committees is the third-most reported job responsibility of academic advisors at 2-year institutions, but liaison to an academic department is not one of the five most- or least-reported responsibilities (see Table 10.1).

**Size of institution.** For all three sizes of institutions, both the administration duties are job responsibilities, with serve on committees one of the five most-reported job responsibilities regardless of institutional size. At more than 8 of 10 colleges, advisors serve on committees, making this duty the second- or third-most and tied for the fourth-most reported job responsibility for small, medium, and large institutions, respectively.

The rank order and percentages of institutions where advisors serve as liaison to an academic department notably differ by size of institution (see Table 10.6). Although a job responsibility at the majority of institutions, regardless of institutional size, this responsibility is shouldered by advisors at more large institutions by 16 and 10% over their counterparts at medium and small institutions, respectively. Furthermore, it is not one of the five most-reported job responsibilities for small and medium institutions.

**Mandatory advising.** Both administration duties are job responsibilities for advisors at the majority of institutions regardless of mandatory advising policy (see Table 10.7), and serve on committees is one of the five most-reported job responsibilities. According to participants, serving on committees is either the second-most or tied for the

third-most reported job responsibility for each mandatory advising category.

Furthermore, at more than 7 of 10 colleges, advisors serve as liaisons, but this responsibility is not one of the five most- or least-reported job responsibilities for any mandatory advising category.

**Advising personnel.** For all three advising personnel categories, both administration activities are job responsibilities at the majority of institutions, with serve on committees (more than 9 of 10 institutions) (see Table 10.8) one of the five most-reported job responsibilities, which is more than serve as liaison to an academic department. It is either tied for the second-most or is the third-most reported job responsibility for each advising personnel category.

However, notable differences characterize the percentages of institutions where advisors serve as liaison to an academic department (nearly 6 of 10 or more). It is not one of the five most- or least-reported job responsibilities for any category of advising personnel. Furthermore, fewer institutions with full-time faculty advisors require advisors to serve as liaisons than those with full-time professional advisors and with both full-time professional and faculty advisors by 19 and 15%, respectively.

**Advising situation.** The majority of respondents acknowledged that both administration duties are job responsibilities for at least one advisor in their advising situation (see Table 10.9). They indicated that serving on committees is one of the five most-reported job responsibilities, more than act as liaisons to an academic department. More than 9 of 10 said that committee work is the second- or third-most reported job responsibility at the institution or college, school, or division levels. Although more than

7 of 10 respondents said that advisors act as liaison to an academic department, this duty is not one of the five most- or least-reported responsibilities for any advising situation.

### **Career Advising**

Respondents indicated whether, *yes*, advisors help students select a major, explore career interests, make career plans, explore information about the world of work, and assist with the job search process. If advisors do not undertake any of these five activities respondents indicated *no* for that item.

**General findings.** In general, advisors at nearly all (9 of 10) institutions help students select a major as a job responsibility, explore career interests (nearly 8 of 10 colleges), make career plans (7 of 10 colleges), and explore information about the world of work (more than 6 of 10 colleges). However, respondents at 1 of 3 institutions indicated that advisors help students with the job search process. Helping students select a major is the fifth-most reported job responsibility, while the other four activities of the career advising group are not among the five most- or least-reported job responsibilities of advisors at 2-year institutions (see Table 10.1).

**Size of institution.** Helping students select a major is an advising job responsibility at nearly 9 of 10 institutions, regardless of size, tying for the second- or fifth-most reported job responsibility at small or large institutions and fourth for medium colleges. It was cited by more respondents than the other four activities in the career advising group (by institution): help students explore career interests (at least 7 of 10), make career plans (at least 6 of 10), explore world of work information (more than 4 of 10), and with the job search process (approximately 1 of 3). Furthermore, these latter four

responsibilities do not fall under the five most- or least-reported job responsibilities (with one exception for the job search category).

However the rank order and percentages of institutions notably differ by size of institution for duties involving help with career interests and world of work information as well as the job search (see Figure 10.1 and Table 10.10). Specifically, at fewer small colleges (15% difference from large institutions) expect advisors to help students with exploration of career interests. Conversely, fewer large institutions than small or medium colleges require advisors to help students explore world of work information by 22 and 16%, respectively. In addition, respondents indicated that the difference between small and medium institutions that expect advisors to help with the job search is 16%, tying for the fourth-least reported job responsibility.

**Mandatory advising.** For all three mandatory advising categories, advisors help students select a major at approximately 9 of 10 institutions (see Table 10.11), making it the fourth-most or tied for the fifth-most reported job responsibility at respondents' institutions. It was cited more than the other four activities in the career advising group (by institution): help students explore career interests (more than 7 of 10), make career plans (approximately 7 of 10), explore world of work information (more than 6 of 10), and with the job search process (approximately 1 of 3). Furthermore, these are not among the five most- or least-reported job responsibilities.

**Advising personnel.** For all three advising personnel categories, the following career advising activities were reported (by institution): help students select a major (at least 8 of 10), tying as the second- and fifth-most reported job responsibility at institutions with professional or both types of advisors; help students explore career

interests (more than 7 of 10); help students make career plans (at least 7 of 10); and help students explore world of work information (more than 5 of 10) (see Table 10.12).

Although job responsibilities at the majority of institutions, none are among the five most- or least-reported job responsibilities for any advising personnel category. However, help students with the job search process was reported by respondents from 1 of 3 institutions, making it one of the five least-reported job responsibilities for institutions employing either faculty or professional advisors.

**Advising situation.** For the advising situations of institutional or college, school, and division levels, respondents indicated that at least one advisor at their institutions helps students select a major (nearly 8 of 10 situations) (see Table 10.13), making it the fourth- and fifth-most reported job responsibility for institutions and for college, school, and division categories, which is more than the other four activities in the career advising group. At least 1 of 2 respondents indicated that an advisor in their situation (in descending order) helps students explore career interests, make career plans, and explore the world of work. None of these activities, nor help with job search (1 of 3 respondents), are among the five most- or least-reported job responsibilities in the situation category.

However, the percentages of respondents who reported that advisors help explore career interests and the world of work or with making career plans notably differed based on advising situation. Specifically, more respondents reported that students receive help from advisors at the institutional level than at the college, school, or division level with career interests by 33%, career plans by 27%, and exploring the world of work by 19%.

## **Recruitment, Orientation, and Placement**

Respondents indicated whether, *yes*, advisors participate in student recruitment and new student orientation as well as administer basic skills placement testing, or *no*, these are not job responsibilities of academic advisors. Three activities are included in recruitment, orientation, and placement job responsibility group.

**General findings.** In general, participants reported that advisors participate in new student orientation and recruitment at the majority of 2-year institutions, with more undertaking the former than the latter (34% difference). Also, advisors administer basic skills placement testing at 3 of 10 institutions. None of these activities are among the five most- or least-reported job responsibilities (new student orientation is the sixth most-reported job responsibility) (see Table 10.1).

**Size of institution.** Respondents from all three sizes of institutions report that more advisors participate in new student orientation (at least 3 of 4 institution) than the other two activities in the recruitment, orientation, and placement group. Help with student orientation is tied for the fifth-most reported job responsibility at small institutions, but student recruitment is not one of the five most- or least-reported job responsibilities. Participants from 1 of 3 surveyed institutions reported that advisors administer basic skills placement testing as a job responsibility, and it is not among the five most- or least-reported job responsibilities.

However, the percentage of institutions where advisors participate in student recruitment as a job responsibility varied notably by size of institution (see Table 10.14). More respondents from small schools reported advisor involvement in student

recruitment than did those from medium and large institutions by 14 and 26%, respectively.

**Mandatory advising.** Advisors at a majority of institutions (at least 8 of 10), regardless of mandatory advising policy, participate in new student orientation, making it tied for the fifth-most reported job responsibility for institutions where advising is mandatory for all or some students. Respondents report that at 1 of 2 institutions advisors participate in student recruitment, but it is not one of the five most- or least-reported job responsibilities. According to the participants, fewer schools (1 of 3) expect advisors to administer basic skills placement testing than the other activities in the recruitment, orientation, and placement duty group.

However, the rank order and percentages of institutions where advisors administer basic skills placement notably differ by mandatory advising status of the institution (see Table 10.15). It is a job responsibility at 12% more institutions where advising is mandatory than where it is mandatory for some students, and it also ties for the fourth-least reported job responsibility for colleges with mandated advising for some students.

**Advising personnel.** More than for any other responsibility in this category, advisors participate in new student orientation. Reported by 1 of 2 respondents, recruitment is not one of the five most- or least-reported job responsibilities, and a small ratio (1 of 3) reported that advisors administer basic skills placement testing.

At a minimum, 3 of 4 institutions use advisors in new student orientation. However, the percentage of institutions where it is a job responsibility varies notably by advising personnel (see Table 10.16). Specifically, it is a job responsibility at more institutions with both full-time professional and faculty advisors than those with full-time

faculty advisors by 14%, and it also ties as the fifth-most reported job responsibility for institutions with both full-time professional and faculty advisors.

**Advising situation.** The majority of respondents (at least 3 of 4) indicated that at least one advisor in their advising situation participates in new student orientation.

According to at least 4 of 10 respondents, advisors participate in student recruitment, and 1 of 3 reported that advisors administer basic skills placement testing regardless of their advising situation (see Table 10.17).

### **Academic and Student Services**

Respondents indicated whether, *yes*, advisors teach courses, deliver basic skills placement testing, development and tutoring, determine disabilities accommodations, or provide mental health and financial aid counseling, or *no*, these are not job responsibilities of academic advisors.

**General findings.** In general, teach is the only activity from the academic and student services group that is a job responsibility at the majority of institutions (nearly 7 of 10). The other five activities of the academic and student services group are job responsibilities at 3 of 10 (or fewer) institutions, and three of the activities are part of the five least-reported job responsibilities (per institution): deliver basic skills development (nearly 3 of 10), deliver academic tutoring (less than 1 of 5 and second-least reported job responsibility), determine disabilities accommodations (nearly 3 of 10), provide mental health counseling (nearly 3 of 10 and fifth-least reported job responsibility), and provide financial aid counseling (nearly 1 of 4 and fourth-least reported job responsibility) (see Table 10.1).

**Size of institution.** Teach is a job responsibility at the majority of institutions, regardless of size, but it is not among the five most- or least-reported job responsibilities; however, it is reported more than the other five activities in the academic and student services group, which one fourth to one third of respondents reported as advisor duties: deliver basic skills development, determine disabilities accommodations, and provide mental health and financial aid counseling. Each non-teaching activity is among the fourth- or fifth-least reported job responsibility by at least one institutional size categorized in the survey. Deliver academic tutoring is undertaken by advisors at approximately 1 of 5 institutions, making it the second- or third-least reported job responsibility.

However, the rank order and percentages of institutions where teach, determine disabilities accommodations, and provide mental health and financial aid counseling are job responsibilities notably differ by size of institution (see Figure 10.2 and Table 10.18).

According to survey respondents, advisors

- teach at more small institutions than at medium and large institutions by 10 and 21%, respectively.
- determine disabilities at more small than large institutions by 15%, and it is also the fourth-least reported job responsibility at large institutions.
- provide mental health counseling at more medium than small institutions by 10%, and also ties for the third and is the fifth-least reported job responsibility for small and large institutions, respectively.
- provide financial aid counseling at more large than medium institutions by 14%, and it also ties as the third- and fourth-least reported job responsibility for small and medium institutions.

**Mandatory advising.** For all three mandatory advising categories, teach is a job responsibility at a minimum of two thirds of institutions, but it is not one of the five most- or least-reported job responsibilities. According to respondents, advisors deliver basic

skills development, determine disabilities accommodations, and provide mental health counseling at approximately one fourth to one third of institutions, and each is one of the five least-reported job responsibilities for one or two types of institutions. At approximately 1 of 4 institutions, advisors deliver academic tutoring, and they provide financial aid counseling at 3 of 10 (or fewer) institutions, making these duties the second and tied for third-least reported job responsibilities (except for financial aid counseling among schools with nonmandatory advising).

However, the rank order and percentages of institutions where advisors undertake the duties, except tutoring, in this category notably differ by mandatory advising policy (see Figure 10.3 and Table 10.19). According to survey respondents, advisors

- teach at 11% more institutions where advising is mandatory than where it is mandatory for some students or not mandatory.
- deliver basic skills development at 10% more institutions that mandate advising than those with nonmandated advising, where it is the fifth-least reported job responsibility.
- determine disabilities accommodations at more institutions (by 11 and 13%, respectively) where advising is mandatory for some students than at institutions where it is not mandatory and those where it is mandatory. It is also the third-least reported job responsibility for institutions where advising is mandatory.
- provide mental health counseling at 14% more institutions where advising is mandatory for some students than at institutions where it is either mandatory or not. It also ties for the third- and fourth-least reported job responsibility for institutions where advising is mandatory and where it is not mandatory, respectively.
- offer financial aid counseling at 14% fewer institutions where advising is mandatory for some students than at institutions where it is not mandatory, and it is the second-least reported job responsibility for institutions where advising is mandatory for all or for some students.

**Advising personnel.** For all three advising personnel categories, teach is a job responsibility at the majority of institutions and is reported more than the other five

activities in the academic and student services group. Deliver basic skills development, determine disabilities accommodations, and provide mental health counseling (each reported at no more than 4 of 10 institutions) are each among the five least-reported job responsibilities in at least one or two types of institutions. Advisors deliver academic tutoring and provide financial aid counseling at approximately 1 of 4 institutions, making these among the five least-reported job responsibilities (with the exception of financial aid counseling for full-time professional advisors), and the fewest respondents reported tutoring as an advising duty in the academic and student services group.

However, the rank order and percentages of institutions where teach, deliver basic skills development, and deliver academic tutoring notably differ by advising personnel (See Figure 10.4 and Table 10.20). According to respondents, institutions that primarily hire faculty members to advise expect more advisors to teach than where full-time professional advisors and both types advise by 14 and 20%, respectfully. It is also the third-most reported job responsibility for institutions with full-time faculty advisors.

More respondents reported that advisors deliver basic skills development than at institutions with full-time professional advisors (by 19%), where it is also the fourth-least reported job responsibility. However, they indicated that advisors deliver academic tutoring at fewer institutions with full-time professional advisors than at institutions with full-time faculty advisors and both full-time professional and faculty advisors by 14 and 13%, respectively.

**Advising situation.** At the institutional and the college, school, or division levels, at least 6 of 10 respondents indicated that teaching is a job responsibility for at least one advisor in their advising situation, and although cited more than the other duties in the

category, it is not one of the five most- or least-reported job responsibilities. One of 3 also reported that at least one advisor delivers basic skills development, making it the fifth-least reported job responsibility for respondents who answered at the institutional level. Approximately 1 in 5 respondents cited academic tutoring as an advisor responsibility in their situation, making it the second- and fourth-least reported job responsibility for institutions and colleges, schools, and divisions, respectively, and reported least or second least among the other five activities in the academic and student services duties listed on the survey. Although not among the least-reported responsibilities, determine disability accommodations was cited by approximately 1 of 3 respondents. The least-referenced responsibility (1 of 4 respondents), provide financial aid counseling, is the fourth-least reported job responsibility at the institutional level.

However, the rank order and percentages of respondents who reported provide mental health counseling notably differ by advising situation (see Table 10.21). Specifically, more respondents reporting from the institutional level indicated that advisors provide mental health counseling than did those from smaller units within the institution by 23%. In fact, it was the second-least reported activity for those responding from a college, school, or division perspective.

### **Coordinate Student Experiences**

Respondents indicated whether, *yes*, advisors coordinate student internships and study abroad opportunities, or *no*, these are not job responsibilities of academic advisors. Two activities comprised the job responsibility group.

**General findings.** In general, both of the activities of the coordinate student experiences group are job responsibilities at approximately 1 of 4 institutions, and they

are among the three least-reported job responsibilities of academic advisors in 2-year institutions. Respondents indicated that coordinate student internships is the third-least reported job responsibility, and coordinate study abroad opportunities is the overall least-reported job responsibility, comprising an advising duty at approximately 5% of the institutions surveyed (see Table 10.1).

**Size of institution.** At no more than 1 of 3 institutions, regardless of size, advisors undertake coordination of internships and study abroad opportunities, making both among the five least-reported job responsibilities (with one exception). More respondents indicated that advisors coordinate student internships than cited coordinate study abroad opportunities as a duty for advisors.

However, the rank order and percentages of institutions where advisors coordinate student internships notably differ by size of institution (see Table 10.22). Specifically, more small than medium and large institutions, by 13 and 14%, respectively, expect advisors to undertake this task. It is also the second- and third-least reported job responsibility for advisors at medium and large institutions, respectively, but it is not one of the five least-reported job responsibilities for small institutions.

**Mandatory advising.** Both of the coordination activities are job responsibilities at approximately 1 of 3 institutions, regardless of mandatory advising policy, and both are among the five least-reported job responsibilities (with one exception). More respondents indicated that advisors are expected to coordinate student internships than coordinate study abroad opportunities. In fact, at approximately 1 of 10 institutions, advisors coordinate study abroad opportunities, making it the least-reported job responsibility in all mandatory advising groups.

However, the rank order and percentages of institutions where advisors coordinate student internships notably differ by mandatory advisor policy (see Table 10.23). Specifically, respondents reported that it is a job responsibility at more institutions where advising is mandatory for all or some students (by 15 and 10%, respectively) over schools where advising is not mandated. It is also the third- and fifth-least reported job responsibility for institutions where advising is not mandatory and for institutions where it is mandatory for some students, respectively, but it is not one of five least-reported job responsibilities for institutions where advising is mandatory.

Advising personnel. For all three advising personnel categories, both of the survey-listed coordination activities are job responsibilities at fewer than 4 of 10 institutions, and both ranked in the five least-reported job responsibilities (with one exception). Coordinate study abroad opportunities is the least-reported job responsibility of all personnel groups.

However, the rank order and percentages of institutions where advisors coordinate student internships notably differ by advising personnel (see Table 10.24). Specifically, coordinate study abroad is a job responsibility at more institutions that hire primarily faculty advisors than those that hire professional advisors and both types of advisors by 24 and 16%, respectively. It is also the third-least reported job responsibility for institutions with full-time professional advisors and those with both full-time professional and faculty advisors, but it is not one of the five least-reported job responsibilities for institutions with full-time faculty advisors.

**Advising situation.** Both coordination activities are job responsibilities for at least one advisor as reported by approximately 1 of 4 survey respondents. Both are

among the three least-reported job responsibilities, and like in all other categories, coordinate student internships is reported by more respondents than coordinate study abroad opportunities, which is, in fact, the least-reported job responsibility in all advising situations.

However, the percentage of responses indicating advisors coordinate student internships as a job responsibility notably differ by the respondent's advising situation (see Table 10.25). Fifteen percent more respondents reporting from the institutional perspective indicated that at least one advisor coordinates student internships than anyone reporting from the college, school, or division point of view.