

Chapter 11

Job Responsibilities: 4-Year Institutions

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In this chapter, the responses to 21 activities lead to a better understanding of the job responsibilities of academic advisors in 4-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 11.1. Only respondents from 4-year institutions ($N = 531$) were included in this chapter discussion.

This 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 in more detail than the Executive Summary, and the Results section, the most detailed, presents general and disaggregated results by institutional size and type, mandatory advising, advising personnel, and advising situation. See the “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 each job activity description:

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: 4-Year Institutions

The extent to which 21 activities, presented in seven groups, comprise job responsibilities at 4-year institutions is reviewed. The phrase *in general* refers to a review of results without consideration for other factors, such as institutional size; this information is found in Table 11.1. The phrase *categories of institutions* refers to results reviewed in a disaggregated format for factors such as institutional size and type, advising personnel, and degree of mandatory advising. For example, when size of institution is used to disaggregate the data, small, medium, and large institutions are compared in terms of the reported job responsibilities. See Figures 11.1 to 11.10 and Tables 11.2 to 11.31.

Five overarching findings characterize the study of advising at 4-year institutions. First, in general, 12 of the 21 activities are job responsibilities at a minimum of 60% of institutions. Second, of the 12 most-reported job responsibilities, 6 are undertaken at a minimum of 90% of institutions, and they are also the 5 most frequently cited across all categories of institutions with only two exceptions; in essence, the disaggregated data reveal few differences in the 5 most-reported job responsibilities. Third, in general, 9 activities are job responsibilities at one third or fewer institutions; approximately 30% difference in affirmative responses separates the 12 most- and 9 least-reported job responsibilities. Fourth, the least-reported job responsibilities involve student services,

specifically provisions of financial aid and mental health counseling. Fifth, the 5 least-reported job responsibilities in general are also the 5 least-reported in each institutional category.

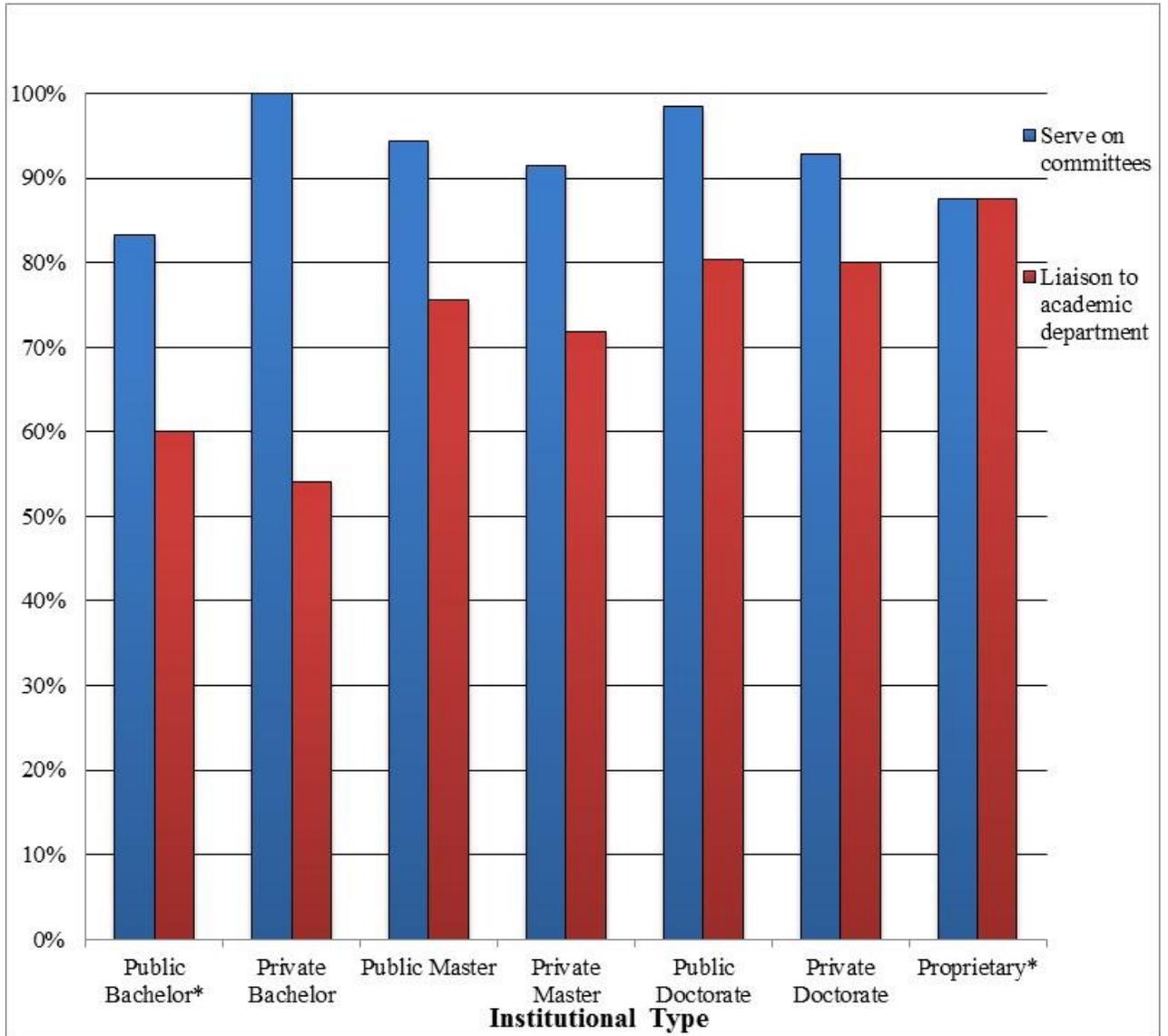
In general, the 12 most-reported job responsibilities included all of the activities from the plan of study; course scheduling and registration; administrative duties; career advising (except help students with the job search process); and recruitment, orientation, and placement (except administer basic skills placement testing) groups. Teach is also among the 12 most-reported job responsibilities (see Table 11.1).

The following six most-reported job responsibilities for advisors at 4-year institutions were reported for more than 9 of 10 institutions (in descending order): help students schedule courses, help students develop a plan of study, participate in new student orientation, serve on committees, help students with course registration, and help students select a major (see Table 11.1). Also, these activities comprise the five most-reported job responsibilities for all categories of institutions with only two exceptions; although not among the five most-reported job responsibilities, in general, liaison to an academic department and teach are among the five most-reported job responsibilities for one institutional category.

In general, the nine advisor job responsibilities reported by fewer than one third of respondents included all activities from the academic and student services (except teach) and coordinate student experiences groups. Also, help students with the job search process and administer basic skills placement testing were cited by fewer than one third of respondents (see Table 11.1).

The following five job responsibilities comprise the five least-reported: provide financial aid and mental health counseling, determine disabilities accommodations, deliver academic tutoring, and administer basic skills placement testing. Of these, four come from the academic and student services job group, mostly the student services area (see Table 11.1). Also, these activities comprise the five least-reported job responsibilities for all categories of institutions, and each of the remaining four (of nine) least-reported job responsibilities, in general, are among the five least-reported job responsibilities for at least one institutional category. Furthermore, in general, approximately 6 to 7% of institutions surveyed use an advisor to provide mental health and financial aid counseling (see Table 11.1). The other seven least-reported activities are undertaken by advisors at 16 to 33% of the surveyed institutions (see Figures 11.1 to 11.10 and Tables 11.1 to 11.31).

Figure 11.1. Administration duties for 4-year institutions by institutional type

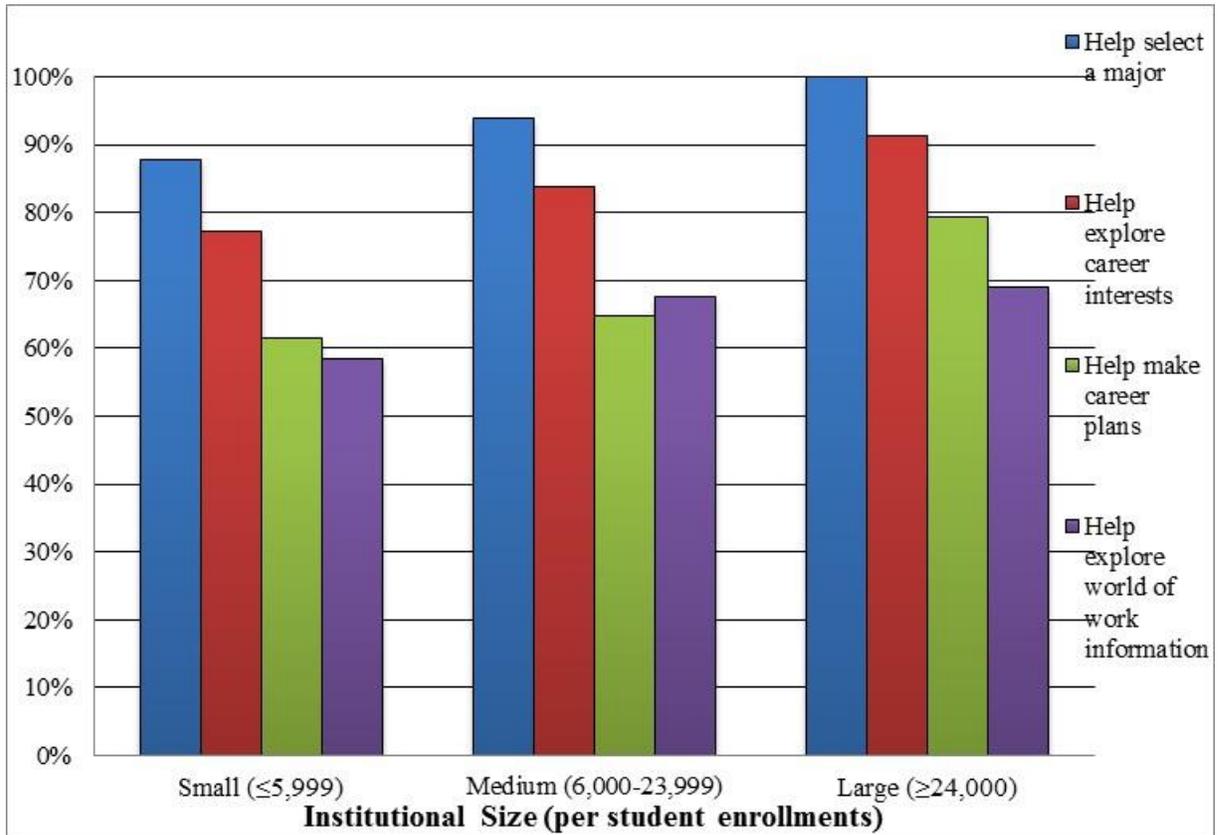


Note. * Fewer than 50 institutions represented

Administration Duty	Percentage by Institutional Type						
	Public Bachelor*	Private Bachelor	Public Master	Private Master	Public Doctorate	Private Doctorate	Proprietary*
Serve on committees	83.3	100.0	94.4	91.5	98.4	92.9	87.5
Liaison to academic department	60.0	54.1	75.3	71.8	80.3	80.0	87.5

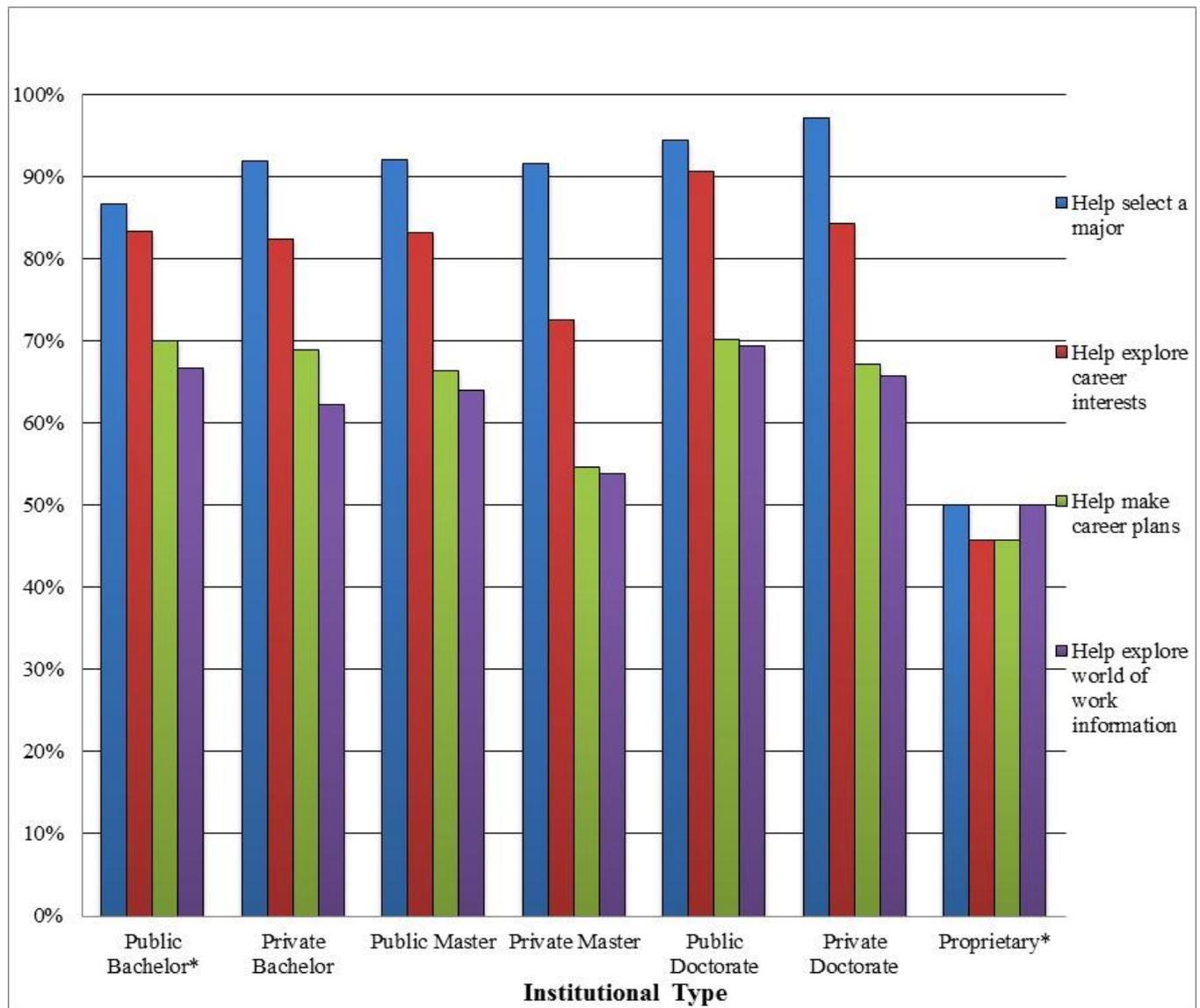
Note. *Fewer than 50 institutions represented

Figure 11.2. Career advising for 4-year institutions by institutional size



Career Advising	Percentage by Institutional Size		
	Small (5,999 or fewer)	Medium (6,000 to 23,999)	Large (24,000 or more)
Help select a major	87.8	94.0	100.0
Help explore career interests	77.2	83.8	91.4
Help make career plans	61.4	64.7	79.3
Help explore world of work information	58.4	67.7	69.0

Figure 11.3. Career advising for 4-year institutions by institutional type

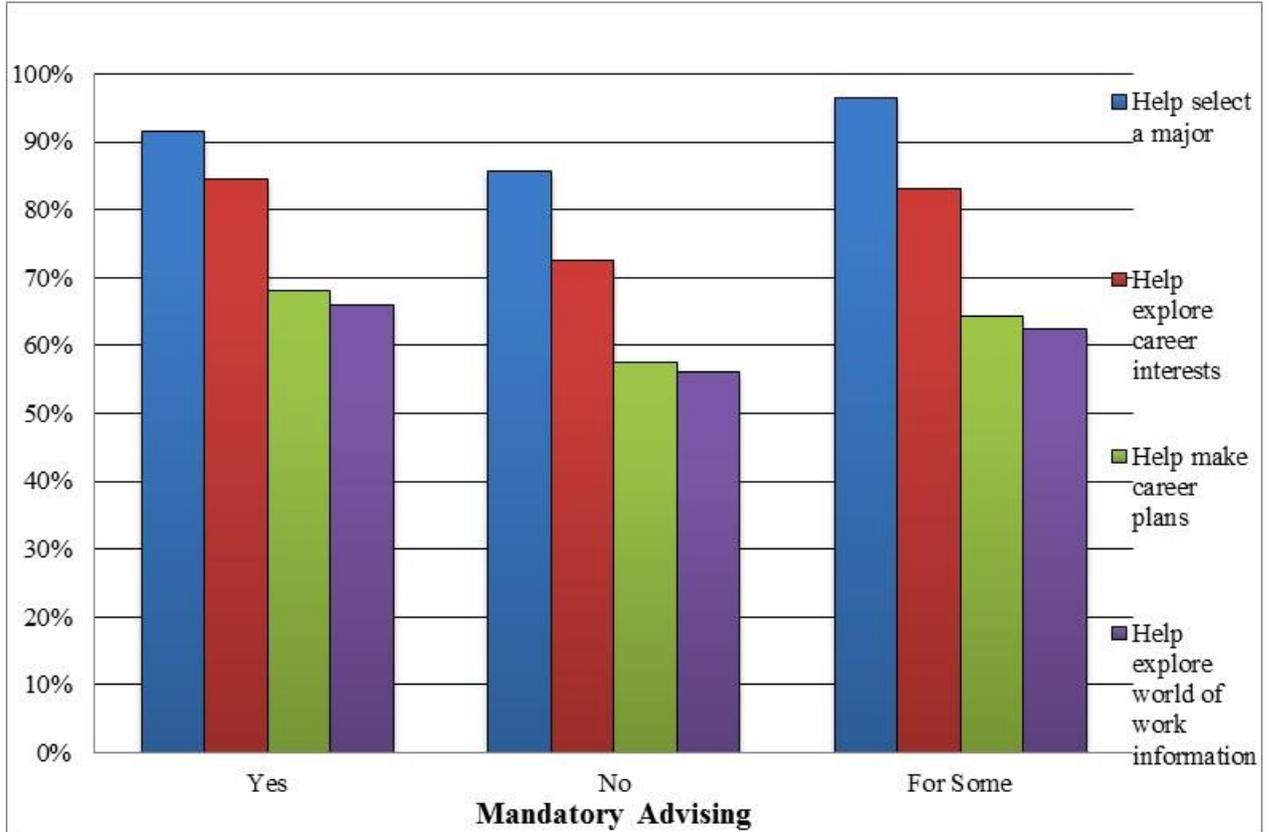


Note. *Fewer than 50 institutions represented

Career Advising	Percentage by Institutional Type						
	Public Bachelor*	Private Bachelor	Public Master	Private Master	Public Doctorate	Private Doctorate	Proprietary*
Help select a major	86.7	91.9	92.1	91.5	94.5	97.1	50.0
Help explore career interests	83.3	82.4	83.1	72.6	90.6	84.3	45.8
Help make career plans	70.0	68.9	66.3	54.7	70.1	67.1	45.8
Help explore world of work information	66.7	62.2	64.0	53.8	69.3	65.7	50.0

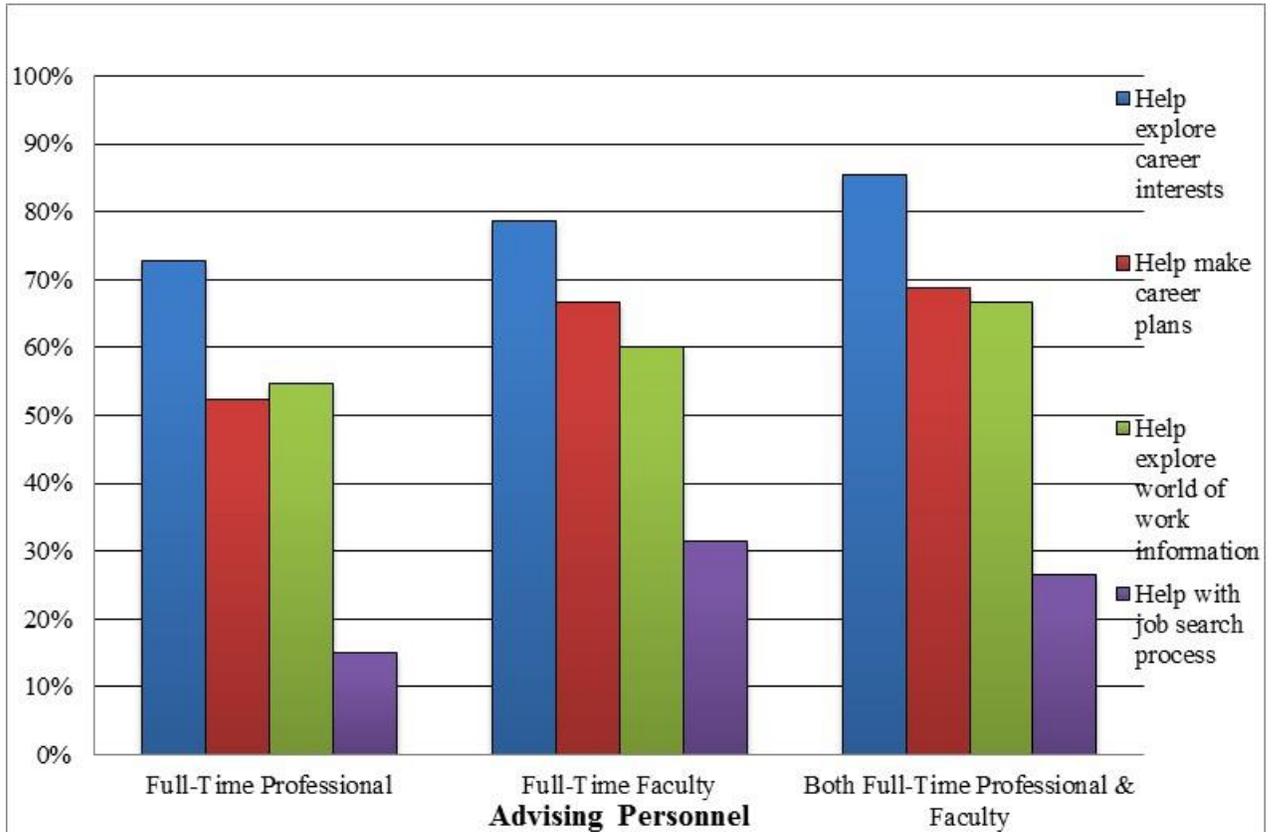
Note. *Fewer than 50 institutions represented

Figure 11.4. Career advising for 4-year institutions by mandatory advising



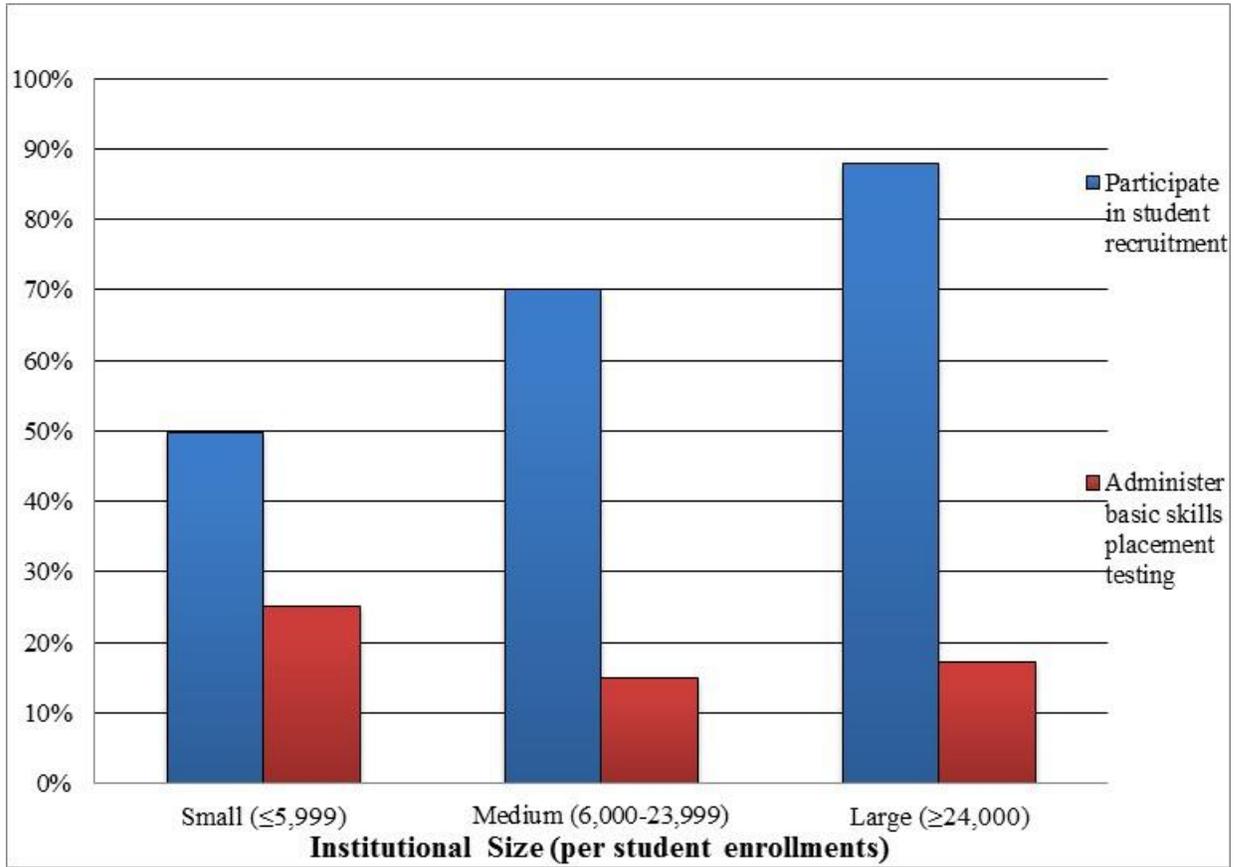
Career Advising	Percentage per Mandatory Advising Policy		
	Yes	No	For some
Help select a major	91.6	85.6	96.4
Help explore career interests	84.6	72.6	83.0
Help make career plans	68.1	57.5	64.3
Help explore world of work information	65.9	56.2	62.5

Figure 11.5. Career advising for 4-year institutions by personnel



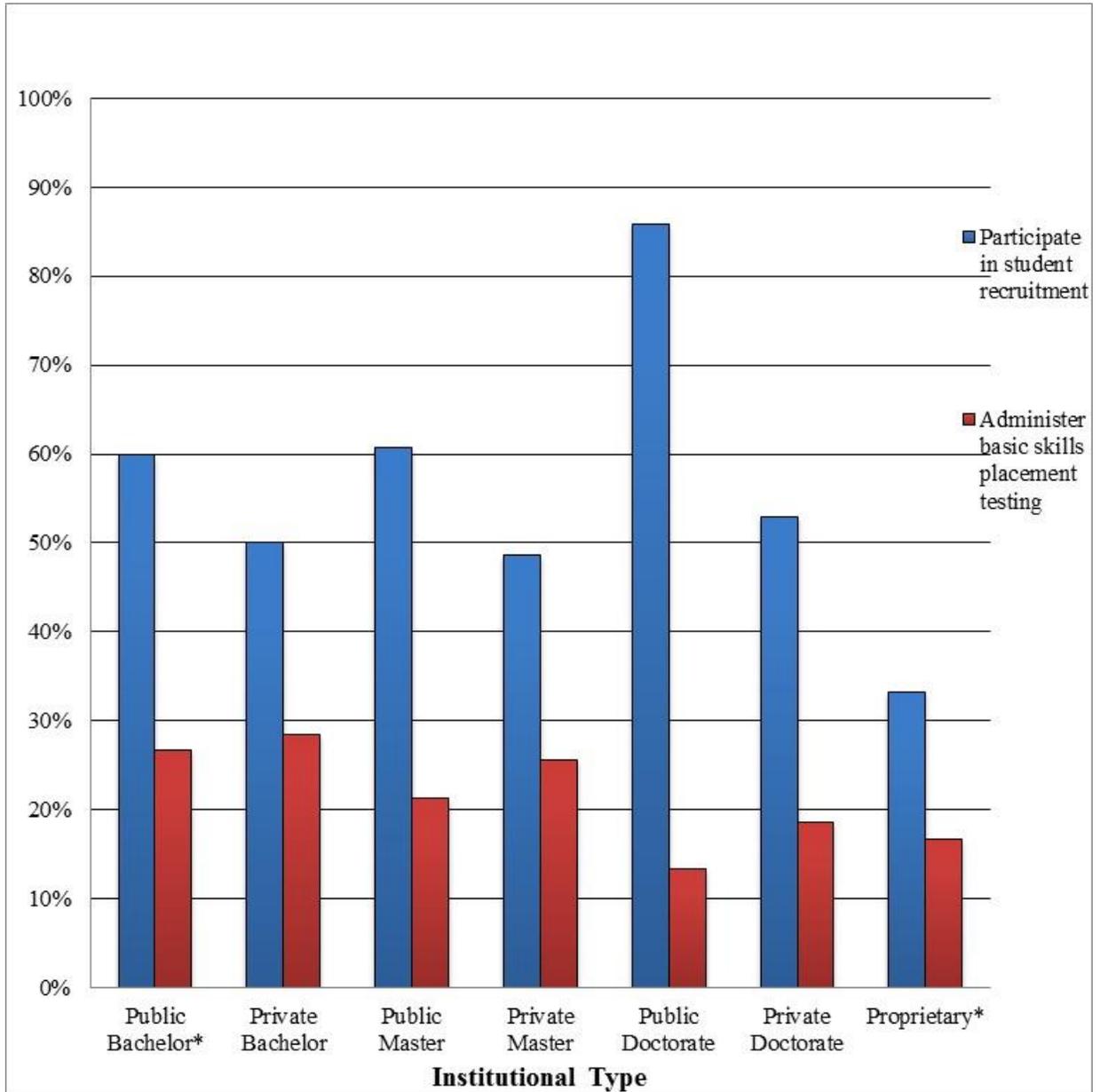
Career Advising	Percentage per Advising Personnel		
	Full-Time Professional	Full-Time Faculty	Both Full-Time Professional & Faculty
Help explore career interests	72.7	78.7	85.5
Help make career plans	52.4	66.7	68.7
Help explore world of work information	54.8	60.2	66.7
Help with job search process	15.1	31.5	26.6

Figure 11.6. Recruitment, orientation, and placement for 4-year institutions by institutional size



Recruitment, Orientation, and Placement	Percentage by Institutional Size		
	Small (5,999 or fewer)	Medium (6,000 to 23,999)	Large (24,000 or more)
Participate in student recruitment	49.8	70.1	87.9
Administer basic skills placement testing	25.1	15.0	17.2

Figure 11.7. Recruitment, orientation, and placement for 4-year institutions by institutional type

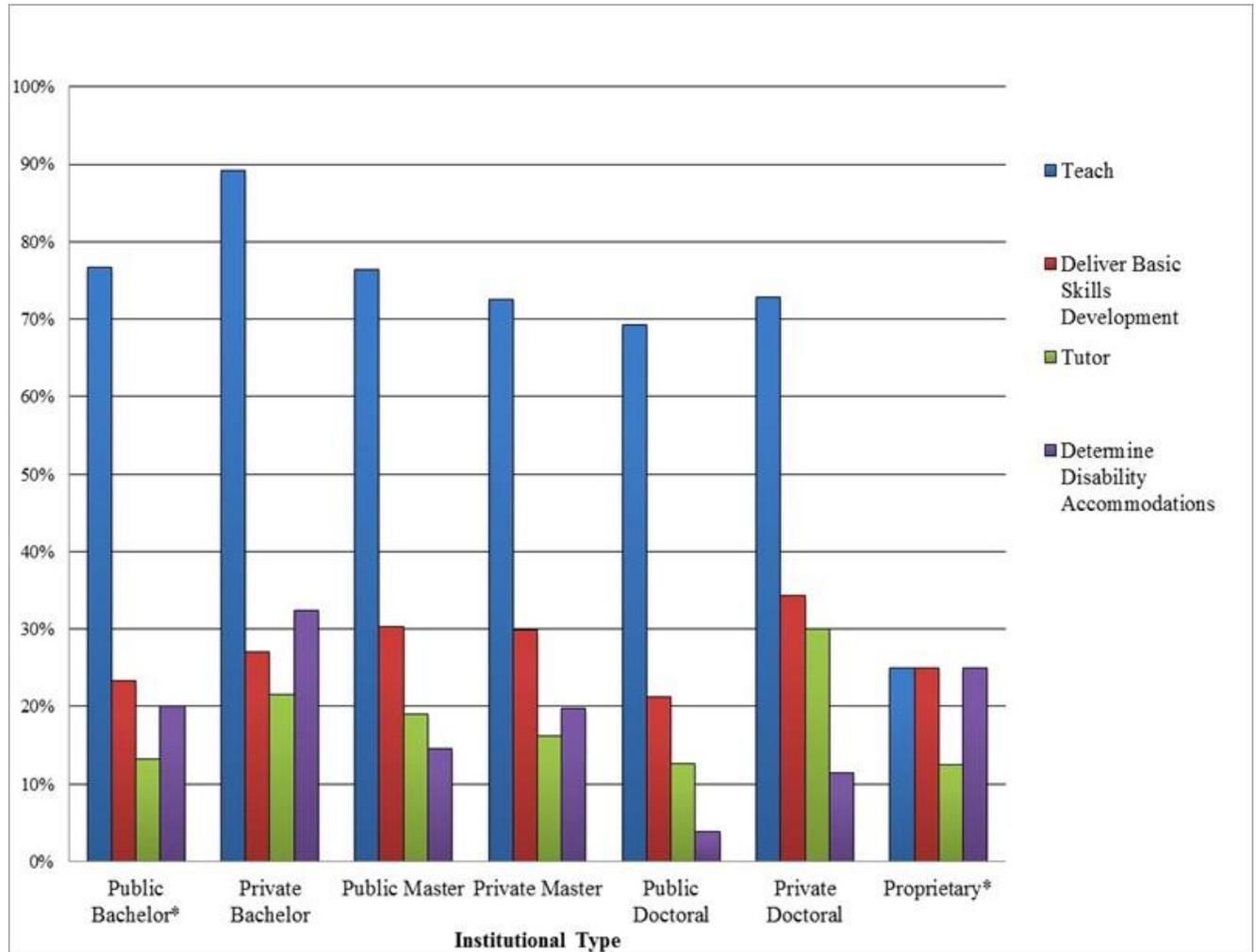


Note. * Fewer than 50 institutions represented

Recruitment, Orientation, & Placement	Percentage per Institutional Type						
	Public Bachelor*	Private Bachelor	Public Master	Private Master	Public Doctorate	Private Doctorate	Proprietary*
Participate in student recruitment	60.0	50.0	60.7	48.7	85.8	52.9	33.3
Administer basic skills placement testing	26.7	28.4	21.3	25.6	13.4	18.6	16.7

Note. * Fewer than 50 institutions represented

Figure 11.8. Academic and student services for 4-year institutions by institutional type

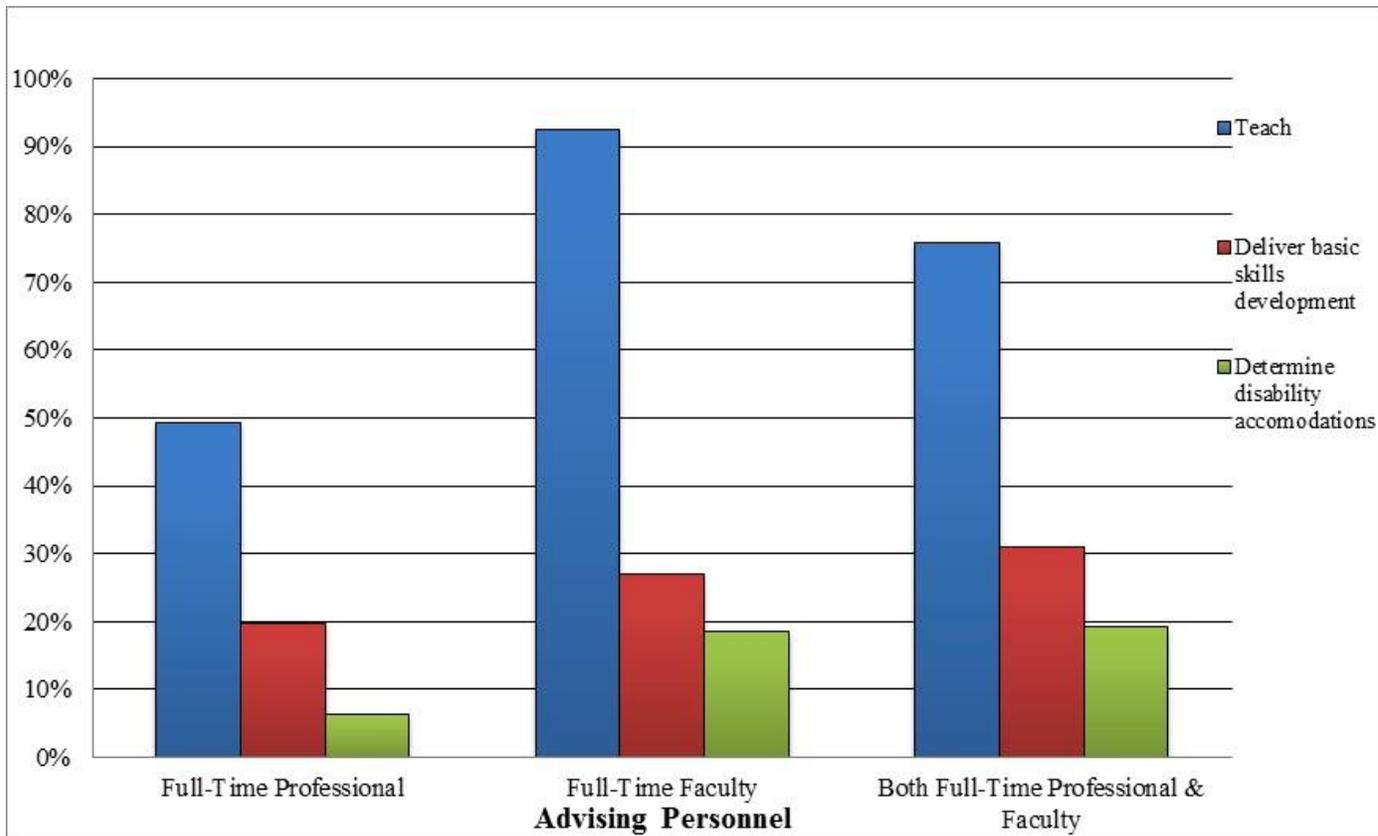


Note. *Fewer than 50 institutions represented

Academic & Student Services	Percentage per Institutional Type						
	Public Bachelor*	Private Bachelor	Public Master	Private Master	Public Doctoral	Private Doctoral	Proprietary*
Teach	76.7	89.2	76.4	72.6	69.3	72.9	25.0
Deliver basic skills development	23.3	27.0	30.3	29.9	21.3	34.3	25.0
Tutor	13.3	21.6	19.1	16.2	12.6	30.0	12.5
Determine disability accommodations	20.0	32.4	14.6	19.7	3.9	11.4	25.0

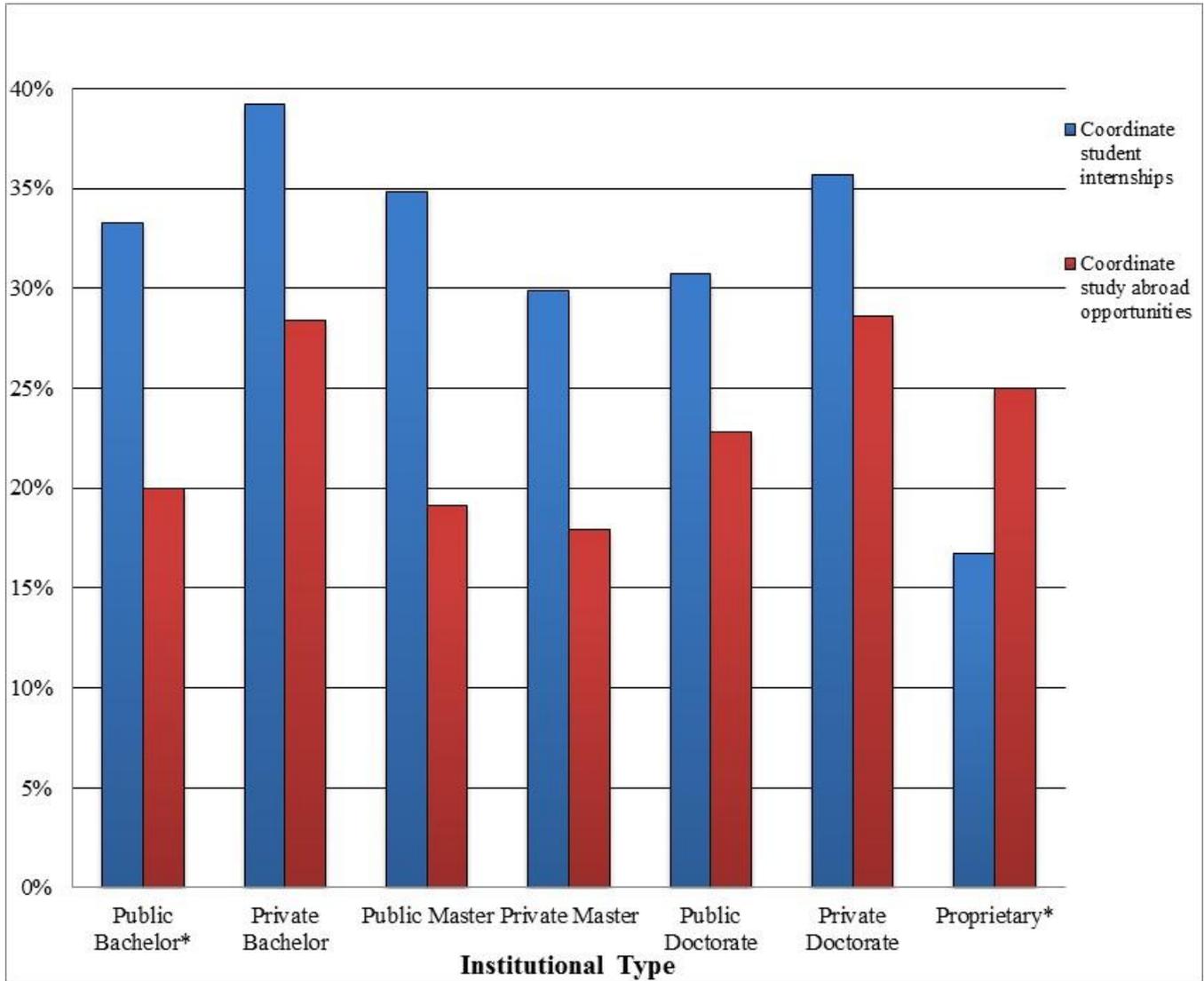
Note. *Fewer than 50 institutions represented

Figure 11.9. Academic and student services for 4-year institutions by advising personnel



Academic & Student Services	Percentage by Advising Personnel		
	Full-Time Professional	Full-Time Personnel	Both Full-Time Professional & Faculty
Teach	49.2	92.6	75.8
Deliver basic skills development	19.8	26.9	31.0
Determine disability accommodations	6.3	18.5	19.2

Figure 11.10. Coordinate student experience for 4-year institutions by institutional type



Note. Fewer than 50 institutions represented

Coordinate Student Experience	Percentage by Institutional Type						
	Public Bachelor*	Private Bachelor	Public Master	Private Master	Public Doctorate	Private Doctorate	Proprietary*
Student internships	33.3	39.2	34.8	29.9	30.7	35.7	16.7
Study abroad opportunities	20.0	28.4	19.1	17.9	22.8	28.6	25.0

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, serve as a liaison to an academic department is a job responsibility at 85% of large institutions but at 69% of small institutions. This difference of 16% is equal to or greater than 10%, so it is labeled *notable*. All results are presented 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 three of the job responsibilities in the academic and student services group as disaggregated by the advising personnel categories, so a bar graph is provided in Figure 11.9.

Furthermore, three 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 was added or subtracted. For example, 97% of respondents answering from the college, school, or division perspective reported help with course registration as a job responsibility while 87% responding from the department point of view affirmed course registration as an advisor duty. However, because 31 respondents answered at the department level, if one additional person answered in the affirmative the resulting increase to 90% would create a difference between the two groups of less than 10% rendering the result as not notable. The three groups with fewer than 50 respondents, 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 public bachelor institutions ($n = 30$; 3.3%), proprietary institutions ($n = 24$; 4.2%), and respondents who answered at the department level ($n = 31$; 3.2%). Inferences involving these groups should be made cautiously.

When results are disaggregated for two of the five most-reported job responsibilities in general (help students schedule courses and participate in new student orientation), no notable differences emerge. For example, the percentages of institutions where advisors help students schedule courses are not notably different among small, medium, and large institutions. Furthermore, one notable difference was found for each of the other three most-reported job responsibilities: The percentages of those reporting that advisors help students develop a plan of study or serve on committees differ notably by size of institution, and the percentages reporting that advisors help with course registration notably differ by advising personnel. No notable differences were found in the percentages of institutions engaging in the two least-reported job responsibilities in general: provide financial aid and mental health counseling; however, the third-least reported job responsibility in general, deliver academic tutoring, differs notably by institutional type (see Figures 11.8 and 11.9; Tables 11.22 to 11.26).

Notable differences in the percentages and some relatively minor variations in the overall rank order of institutions were evident for 17 of 21 job responsibilities by institutional size and type, mandatory advising, advising personnel, and advising situation. Four of 10 notable differences are small: 10 to 15%. The largest difference, which does not involve a group with a small sample size, is the result of more respondents reporting that advisors teach at institutions with full-time faculty advisors than at institutions with full-time professional advisors (see Figure 11.9 and Table 11.25).

In addition, advisors reportedly participate in student recruitment at fewer small than large institutions, and at more public doctorate institutions than some other institutional types (see Figures 11.6 and 11.7; Tables 11.17 and 11.18).

Two fifths of notable differences involved a category with a small sample size (fewer than 50 institutions), prompting a cautionary caveat regarding inferences from results involving these groups. For example, one third of all notable differences involved proprietary institutions ($n = 24$), making difficult the determination of notable differences as reflections of real variances or the consequence of a small sample size.

Job Responsibility Summary

In this section, the summary of findings for each job responsibility group 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 size of institution; this information is found in Table 11.1.

However, *categories of institutions* refers to results reviewed in a disaggregated format for factors such as size and type of institution, advising personnel, and mandated advising policy; this information is found in Figures 11.1 to 11.10 and Tables 11.2 to 11.31.

Furthermore, *all categories of institutions* refers to disaggregated comparisons involving all possible classifications, such as large institutions, those with full-time faculty advisors, those where advising is mandatory, and so forth.

Plan of Study

The plan of study group includes a single activity that bears the name of the group. It is a job responsibility at nearly all institutions (more than 9 of 10) with one exception (see Table 11.3), and it is the second-most reported job responsibility of advisors at 4-year institutions (see Table 11.1). It is among the five most-reported job responsibilities, with one exception (shown in the disaggregated data).

However, the rank order and percentages of institutions notably differ with regard to advisors who help students develop a plan of study when data are disaggregated by institutional type (see Table 11.3). Specifically, advisors assist students in this regard at fewer proprietary institutions, where it is not among the five most-reported responsibilities, than the other types. In fact, among all reported advisor duties, this is the one reported by the fewest respondents from proprietary institutions.

Course Scheduling and Registration

The course scheduling and registration group includes helping students schedule courses and with course registration. In general, respondents from more than 9 of 10 institutions indicated that advisors conduct both activities, which are among the five most-reported job responsibilities of advisors at 4-year institutions. More respondents cited that advisors help students schedule courses than indicated assistance with course registration, the fifth-most reported duty (see Table 11.1).

When data are disaggregated, respondents indicated that more than 9 of 10 institutions ask advisors to help students schedule courses, and across all categories of institutions, more than 8 of 10 charge advisors with assisting in course registration. Both activities are among the five most-reported job responsibilities (with three exceptions for help with course registration). More respondents indicated that advisors help students schedule courses at least as much as with course registration (with one exception).

However, the rank order and percentages of institutions where help with course registration is a job responsibility notably differ by advising personnel (see Tables 11.5). Specifically, fewer respondents from institutions using faculty advisors indicated that advisors help with course registration than did those using both professional and faculty advisors, and unlike for other institutional categories, it is not among the five most-reported activity at institutions using faculty advisors. In fact, across all institutional categories, the lowest percentage of those who help with registration came from colleges and universities that employ only faculty advisors.

Administrative Duties

The administrative duties group includes two activities: serve on committees and as liaison to an academic department. In general, advisors serve in these capacities at the majority of institutions: Serve on committees is a job responsibility at more than 9 of 10 institutions and is the fourth-most reported job responsibility at 4-year institutions, and liaison to an academic department is a job responsibility at nearly 3 of 4 institutions, but it is not one of the five most- or least-reported job responsibilities (see Table 11.1).

Across all categories of institutions, only two reflect endorsements of less than 90% for the item regarding service on committees. In fact, serve on committees is one of the five most-reported job responsibilities (with two exceptions); however, liaison to an academic department is not (with one exception). At least as many respondents indicated that advisors serve on committees than serve as a liaison to an academic department.

However, the rank order and percentages of institutions where advisors serve on committees notably differ by institutional type. Likewise, they notably differ for liaison to an academic department by institutional size and type, mandatory advising policy, and advising personnel (see Figure 11.1 and Tables 11.7 to 11.11). Specifically, fewer respondents from public bachelor institutions than from private bachelor and public doctorate institutions indicated that advisors serve on committees; in fact, respondents from public bachelor and private doctorate institutions did not rank it as one of the top five job responsibilities.

In addition, according to the respondents, advisors serve as a liaison to an academic department at more

- large than small institutions.

- proprietary institutions and fewer bachelor institutions (both public and private) than some other institutional types; it is one of the five most-reported job responsibilities only at proprietary institutions.
- more institutions where advising is mandatory for some students compared to those where it is mandatory for all.
- fewer institutions employing faculty rather than professional or both types of 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 undertake the job search process. In general, respondents indicated that advisors undertake these responsibilities at the majority of institutions: Help students select a major is a job responsibility at nearly 9 of 10, help students explore career interests at 8 of 10, make career plans at more than 6 of 10, and help students explore world of work information at more than 6 of 10; however, they also indicated that advisors help students with the job search process at 1 of 4 institutions (see Table 11.1).

For all categories of institutions, career advising activities, except for help with the job search, are advisor job responsibilities at the majority of institutions. More specifically, advisors help students select a major at a minimum of 8 of 10 institutions (with one exception), making it one of the five most-reported job responsibilities for at least one half of the categories of institutions. It was reported more than the other four activities in the career advising group. The other duties were reported in the following descending order: help students explore career interests, make career plans, and explore world of work information. At least 7 of 10 institutions ask advisors to help students explore career interests (with one exception), and at least 1 of 2 institutions expect advisors to help students make career plans (with one exception) and explore world of

work information. According to respondents from approximately 3 of 10 institutions, advisors help students with the job search process, which is one of the five least-reported job responsibilities for three categories of institutions.

However, the rank order and percentages of respondents who reported career advising as job responsibilities notably differ by size and type of institution, mandatory advising policy, and advising personnel (see Figures 11.2 to 11.5 and Tables 11.12 to 11.16). Other notable differences include career advising activities, which were reported as job responsibilities for more large than small or medium institutions. No more than 1 of 2 respondents reported career advising responsibilities for advisors at proprietary institutions. The fewest respondents citing career advising duties came from private master institutions, those employing full-time professional advisors, and where advising is not mandated.

According to survey respondents, advisors help students select a major at

- more large institutions, where it is the most-reported job responsibility; it is also among the five most-reported duties reported by respondents from medium institutions.
- fewer proprietary institutions by at least 35%.
- more institutions where advising is mandatory for some students than where it is not mandatory, and it is one of the five most-reported job responsibilities for institutions where advising is mandatory for some students.

According to survey respondents, advisors help students explore career interests at

- more large institutions.
- fewer proprietary institutions by at least 25%.
- fewer private master institutions compared to public master and doctorate institutions (both public and private).

- fewer institutions where advising is not mandatory compared to those where advising is mandatory for all or for some students.
- more institutions with both full-time professional and faculty advisors compared to those with full-time professional advisors.

According to survey respondents, advisors help students make career plans at

- more large institutions than those of other sizes.
- fewer proprietary (by at least 20%) and private master institutions compared to five other institutional types.
- more institutions where advising is mandatory than where it is not mandatory or mandated for some.
- fewer institutions with full-time professional advisors compared to those with full-time faculty advisors and both full-time professional and faculty advisors.

According to survey respondents, advisors help students explore information about the world of work at

- fewer small institutions.
- fewer proprietary institutions compared to five of the six other institutional types.
- fewer private master institutions than public master and doctorate (both public and private) institutions.
- more institutions that mandate advising than those that do not.
- more institutions with both full-time professional and faculty advisors compared to those with full-time professional advisors.

Likewise, fewer respondents from institutions that use professional advisors indicated that help with the job search process is an advising responsibility than did those from institutions with faculty-only or both types of advisors.

Across all categories of institutions, the highest and lowest percentages of respondents from large institutions and proprietary institutions, respectively, reported that advisors help students select a major. Likewise, more respondents from large as well as public doctorate institutions indicated that advisors help students explore career interests, and the fewest (in ascending order) came from proprietary and private master institutions

followed by those with full-time professional advisors and where advising is not mandatory. A pattern emerges showing that most respondents from large and the least from proprietary institutions indicated that advisors help students make career plans. Relatively few respondents from private master institutions and those with full-time professional advisors indicated advisor help with career plans. The fewest respondents reporting that advisors help students explore information about the world of work came from (in ascending order) proprietary and private master institutions as well as those employing full-time professional advisors and where advising is not mandatory.

The most respondents indicating that advisors help students with the job search process came from institutions that employ full-time faculty advisors, and the fewest were from large institutions and those with full-time professional advisors. Additionally, the rank order and percentages of respondents who reported that advisors help students select a major notably differ by advising situation (see Table 11.16). However, only 31 respondents answered at the department level.

Recruitment, Orientation, and Placement

The recruitment, orientation, and placement job group includes three activities: participate in student recruitment and in new student orientation as well as administer basic skills placement testing. In general, advisors at 9 of 10 institutions participate in student recruitment, and those at 6 of 10 institutions participate in new student orientation, which is the third-most reported job responsibility for advisors at 4-year institutions. However, respondents reported that advisors administer basic skills placement testing at 1 of 5 institutions, making it the fifth-least reported job responsibility (see Table 11.1).

Across all categories of institutions, respondents indicated that 9 of 10 institutions ask advisors to participate in new student orientation, making it among the five most-reported responsibilities. Fewer respondents reported that advisors participate in student recruitment, with the data showing notable variability (between 33 and 88%) but not revealing it as among the five most- or least-reported job responsibilities. Three of 10 respondents indicated that their schools ask advisors to administer basic skills placement testing, making it is one of the five least-reported job responsibilities for several categories of institutions.

However, the rank order and percentages of institutions where advisors participate in student recruitment and administer basic skills placement testing notably differ by institutional size and type, mandatory advising policy, and advising personnel (see Figures 11.6 and 11.7; Tables 11.17 to 11.21). Specifically, according to participants, advisors help with student recruitment at

- more large institutions, with the difference between large and small institutions nearly 40%.
- more public doctorate institutions than all other institutional types by at least 25%.
- fewer proprietary institutions compared to all other institutional types (by at least 20% over four institutional types).
- more public master institutions than private bachelor, private master, and proprietary institutions by 10 to 28%.
- more institutions where advising is mandatory for some students rather than for all.
- fewer institutions staffed by faculty advisors than other types of personnel.

According to participants, advisors administer basic skills placement testing at more small institutions; it is among one of the five least-reported job responsibilities for medium and large institutions. It is undertaken by advisors at more private bachelor and

private master institutions, particularly compared to public doctorate institutions; however, it is one the five least-reported job responsibilities for both private bachelor and public doctorate institutions.

Furthermore, across all categories of institutions, participate in student recruitment was a job responsibility reported, in descending order, by participants from large, public doctorate, and medium institutions as well as where advising is mandatory for some students. The fewest respondents who cited this advising duty came from (in ascending order) proprietary, small, and private master institutions, and as well as those with full-time faculty advisors. The highest percentage of respondents indicating that at least one advisor administers basic skills placement testing came from private bachelor institutions. Additionally, the percentages of respondents who reported that advisors participate in student recruitment and administer basic skills placement testing notably differ by advising situation (see Table 11.21).

Academic and Student Services

The academic and student services group includes six activities: Teach, deliver basic skills development, and deliver academic tutoring are more academically oriented than determine disabilities accommodations as well as provide mental health and financial aid counseling. In general, teach (including freshman seminar courses) is the only activity in this responsibility category undertaken at the majority of institutions (almost 3 of 4). Specifically, respondents reported that advisors deliver basic skills development at more than 1 of 4 institutions, and they deliver academic tutoring and determine disabilities accommodations at approximately 1 of 5 institutions, making them the fourth- and third-least reported job responsibilities, respectively. Advisors provide

mental health or financial aid counseling at approximately 1 of 10 institutions such that they are the two least-reported job responsibilities (see Table 11.1).

Across all categories of institutions, teach is a job responsibility at 2 of 3 (or more) institutions (with two expected exceptions), and more participants reported advisors teaching than undertaking the other five activities in the academic and student services group (with one exception). Deliver basic skills development is an advising job responsibility at approximately 20 to 30% of institutions, and it is not one of the overall five most- or least-reported job responsibilities (with one exception), but enough respondents cited it so that it ranks as the second-most reported academic and student services job responsibility for all categories of institutions. Advisors deliver academic tutoring at approximately 1 of 4 institutions (with one exception), making it among the overall five least-reported job responsibilities (with one exception). Notable variability characterizes the reporting of determine disabilities accommodations as a job responsibility (4 to 32% of institutions), making it also one of the overall five least-reported job responsibilities (with two exceptions). Among the overall five least-reported duties, provide mental health and financial aid counseling are undertaken by advisors at approximately 1 of 10 institutions, making them also among the three least-reported academic and student services job responsibilities for all categories of institutions.

However, the rank order and percentages of institutions where teach, deliver basic skills development, deliver academic tutoring, and determine disabilities accommodations notably differ by size and type of institution, mandatory advising policy, and advising personnel (see Figures 11.8 and 11.9; Tables 11.22 to 11.25).

According to participants, advisors teach at

- fewer proprietary institutions than all other institutional types by more than 40%.
- more private bachelor institutions compared to five of the six other institutional types (proprietary institutions by more than 60%).
- more institutions where advising is mandatory than where it is either not mandatory or for some students.
- more institutions with faculty advisors, 40% more than institutions employing full-time professional advisors; it is one of the five most-reported job responsibilities for institutions with full-time faculty advisors.

According to participants, advisors deliver basic skills development at more private than public doctorate institutions, as well as at more institutions with both full-time professional and faculty advisors compared to those with full-time professional advisors. More respondents from private doctorate institutions reported that advisors deliver academic tutoring than do those from five of the six other institutional types. Tutoring is not one of the five least-reported job responsibilities for private doctorate institutions.

According to participants, advisors determine disabilities accommodations at

- more small institutions than those of other sizes.
- fewer public doctorate institutions compared to five of the six other institutional types (proprietary and private bachelor institutions by approximately 20%).
- fewer private doctorate than private bachelor (more than 20%) and proprietary institutions.
- more private bachelor institutions compared to four of the other six institutional types, including doctorate institutions (both public and private) by more than 20%. It is not one of the five least-reported job responsibilities for private bachelor institutions.
- fewer institutions with full-time professional advisors compared to those with full-time faculty advisors and both full-time professional and faculty advisors.

Across all categories of institutions, the most respondents who indicated that advisors teach came from institutions with full-time faculty advisors and private bachelor institutions. The fewest citing teach as an advisor duty came from (in ascending order)

proprietary institutions and those with full-time professional advisors and where institutions do not mandate advising or only require it for some students. Those from private doctorate institutions comprised the largest percentage who reported that advisors deliver basic skills development and those from proprietary and public doctorate institutions comprised the smallest percentages with respondents citing this duty. More than from other institutions, respondents from private doctorate institutions reported that advisors deliver academic tutoring.

The following percentages of respondents indicating that advisors determine disabilities accommodations appear in descending order: private bachelor, proprietary, and small institutions. The fewest come from public doctorate, medium, and large institutions as well as those with full-time professional advisors. In addition, the percentages of participants reporting that advisors determine disability accommodations notably differ by advising situation (see Table 11.26).

Coordinate Student Experiences

The coordinate student experiences group includes two activities: coordinate student internships and study abroad opportunities. In general, both are job responsibilities at approximately 1 of 3 institutions, and neither is one of the five most- or least-reported job responsibilities of advisors at 4-year institutions (see Table 11.1).

Across all categories of institutions, neither activities are job responsibilities at most institutions: Fewer than one half cited coordinate student internships and fewer than one third cited coordinate study abroad opportunities. In addition, coordinate student internships is not one of the five most- or least-reported job responsibilities (with one exception), but coordinate study abroad opportunities is one of the five least-reported job

responsibilities for some categories of institutions. At least as many respondents indicated that advisors at their institution coordinate student internships as indicated that advisors coordinate study abroad opportunities (with one exception).

However, the rank order and percentages of institutions in which these activities are reported notably differ by size and type of institution and advising personnel (see Figure 11.10 and Tables 11.27 to 11.31). Specifically according to respondents, advisors coordinate student internships at fewer proprietary institutions compared to private bachelor, public master, and private doctorate institutions; only respondents from proprietary institutions ranked it as one of the five least-reported job responsibilities. In addition, advisors coordinate student internships at more institutions with full-time faculty advisors than with professional or both professional and faculty advisors.

Respondents also indicated that advisors coordinate study abroad opportunities at more large institutions than those of other sizes; it is among the five least-reported job responsibilities at small institutions. They also report that this task is undertaken at more private bachelor and doctorate institutions than private master institutions; it is one of the five least-reported job responsibilities for both private master and private bachelor institutions.

Furthermore, across all categories of institutions, more respondents from private bachelor institutions and those that hire full-time faculty advisors indicated that advisors coordinate student internships. The fewest came from proprietary institutions and those that use full-time professional advisors. More respondents from large, private bachelor, and private doctorate institutions indicated that advisors coordinate study abroad opportunities.

Results

In this section, results for advising models are presented in general and then are disaggregated for size of institution, 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.

General findings. In general, advisors help students develop a plan of study at more than 9 of 10 institutions. It is the second-most reported job responsibility of academic advisors at the 4-year institutions surveyed (see Table 11.1).

Size of institution. More than 9 of 10 small, medium, and large surveyed institutions expect advisors to help students develop a plan of study, making it tied as the most or is the second-most reported job responsibility for all sizes of institutions. See Table 11.2.

Institutional type. The majority (9 of 10) respondents from nearly six of the seven institutional types reported that advisors help students develop a plan of study; it is one of the three most-reported job responsibilities. However, data indicate notable differences between proprietary institutions and five other institutional types regarding this responsibility (see Table 11.3). Specifically, 15 to 17% fewer respondents came from proprietary institutions than from private bachelor, public and private master, and both private and public doctoral institutions. Furthermore, help with plan of study tied as the most or is the second-most reported job responsibility for these institutional types.

However, it is not one of the five most-reported job responsibilities for proprietary institutions.

Mandatory advising. Respondents from more than 9 of 10 institutions, regardless of mandatory advising policy, declared that develop plan of study is an advising job responsibility (see Table 11.4). It is the most-reported job responsibility for institutions where advising is mandatory for some students, and the second-most reported for institutions where it is mandated for no one or for everyone.

Advising personnel. Regardless of the advising personnel at their institution, more than 9 of 10 respondents reported that advisors help develop plan of study (see Table 11.5), making it the most-reported job responsibility for institutions with full-time faculty advisors. It ranks as the second-most reported for institutions with full-time professional and both full-time professional and faculty advisors.

Advising situation. More than 9 of 10 respondents, regardless of advising situation, indicated that advisors help develop a plan of study (see Table 11.6); this responsibility is tied for or is the most-reported job responsibility at the college, school, or division and department levels. Help with a plan of study is the second-most reported advising responsibility at the institutional level.

Course Scheduling and Registration

Respondents were asked to indicate whether, *yes*, advisors help students schedule courses and with course registration, or *no*, these are not job responsibilities of academic advisors. Two activities comprise this job responsibility group.

General findings. In general, advisors help with course scheduling and registration at more than 9 of 10 institutions, making these duties among the five most-

reported job responsibilities. A few more respondents indicated advisors help students schedule courses (see Table 11.1), the most-reported duty, than help with course registration, the fifth-most reported responsibility.

Size of institution. Both course scheduling and registration are undertaken at more than 9 of 10 institutions, regardless of size. They are also among the five most-reported job responsibilities, but at least as many indicated that advisors help students schedule courses as help with course registration (see Table 11.2), making the former the most or tied for the fourth-most reported duty, and help with course registration is tied for either the fourth- or fifth-most reported duty in an institutional size category.

Institutional type. Nine of 10 respondents, representing all seven institutional types, confirmed course scheduling and registration as advising responsibilities such that they are each one of the five most-reported job responsibilities (with one exception). More indicated that advisors help students schedule classes than assist with course registration (with the exception of those at proprietary institutions) (see Table 11.3). Help students schedule courses is tied for the most or is the second-most reported responsibility, and help with course registration is reported as the most and the fifth-most for each institutional type with the exception of private bachelor institutions.

Mandatory advising. Regardless of mandatory advising category, at 9 of 10 surveyed institutions advisors help students with course scheduling and registration (see Table 11.4). These duties are both among the five most-reported job responsibilities, with more respondents indicating that advisors help students schedule courses than with course registration. It ties for third- or fourth-most, or is the fifth-most reported advising responsibility in a mandatory advising category.

Advising personnel. Regardless of the personnel employed to advise, almost all institutions expect advisors to help with course scheduling and registration. Both duties are among the five most-reported job responsibilities (with one exception), with slightly more respondents indicating that advisors help students schedule courses than with course registration. At more than 9 of 10 institutions, advisors help students schedule courses, making it either the most or second-most reported job responsibility under an advising personnel category.

However, the rank and percentages of institutions where advisors help with course registration notably differ by advising personnel (see Table 11.5). Specifically, 10% more respondents from institutions with both full-time professional and faculty advisors than those with full-time faculty advisors affirmed that advising personnel undertook this duty. Furthermore, it is the fourth-most reported job responsibility for institutions with both full-time professional and faculty advisors and full-time professional advisors, but it is not one of the five most reported for those with full-time faculty advisors.

Advising situation. The majority of respondents endorsed items regarding course scheduling and registration responsibilities for at least one advisor in their advising situation (see Table 11.6). Both activities are among the five most-reported job responsibilities (with one exception), with more respondents (9 of 10) reporting that advisors help students schedule courses than with course registration, making the former tied for the most or is the second-most reported responsibility by those in all advising situations. Nearly 9 of 10 respondents also reported that advisors help with course registration, which is tied for the third- or is fifth-most reported duty at the institutional and the college, school, or division levels, respectively.

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 comprise the administrative duties group.

General findings. In general, both administration duties are undertaken by advisors at the majority of institutions: More than 9 of 10 institutions ask advisors to serve on committees, and more than 7 of 10 expect advisors to serve as liaisons to an academic department (Table 11.1). Serve on committees is the fourth-most reported job responsibility of academic advisors at 4-year institutions, but liaison to an academic department is not one of the five most- or least-reported responsibilities.

Size of institution. The majority of institutions, regardless of size, expect advisors to undertake both administration duties. Specifically, serve on committees is one of the five most-reported job responsibilities, tying for second or as the fourth- or fifth-most reported job responsibility per an institutional size category. At least 7 of 10 institutions ask advisors to serve as liaisons, but this is not one of the five most- or least-reported job responsibilities.

However, the percentages of institutions that require advisors to serve as liaison to an academic department notably differ by size of institution (see Table 11.7). More specifically, it is reported by 16% more respondents from large than small institutions.

Institutional type. Respondents representing each of the seven institutional types claimed that advisors undertake administration duties. More indicated that advisors serve on committees than cited them as liaisons to an academic department.

However, the rank order and percentages of institutions where advisors serve on committees and liaison to an academic department notably differ by institutional type (see Figure 11.1 and Table 11.8). Specifically, although serve on committees is a job responsibility at more than 8 of 10 institutions, regardless of institutional type, it is reported at fewer public bachelor than private bachelor and public doctorate institutions by 17 and 15%, respectively. Furthermore, it is one of the five most-reported advising duties at all types except for public bachelor and private doctorate institutions.

Although liaison to an academic department is a job responsibility at more than 1 of 2 institutions, regardless of institutional type, it is reported by more respondents from proprietary institutions than those from public and private bachelor, private master, and both types of doctoral institutions by 16 to 34%. Furthermore, it is tied as the fourth-most reported job responsibility for proprietary institutions, but it is not one of the most or least reported for the other six institutional types. The fewest respondents suggesting this is a job responsibility came from public and private bachelor institutions.

Mandatory advising. Both administration duties are reported as advising job responsibilities at the majority of institutions regardless of mandatory advising status. More respondents indicated that advisors serve on committees than serve as liaisons, making the former one of the five most-reported job responsibilities. Reportedly undertaken at more than 9 of 10 institution, serve on committees is tied for the third-most or is the fourth- or fifth-most reported job responsibility of a mandatory advising category.

Serving as liaison, undertaken at 7 of 10 surveyed institutions, is not one of the five most- or least-reported job responsibilities regardless of mandatory advising policy.

However, the percentages of institutions where liaison to an academic department is a job responsibility notably differ by this category (see Table 11.9). Specifically, 13% more respondents from institutions where advising is mandatory for some students reported this as a responsibility than did those where advising is mandatory for everyone.

Advising personnel. For all three advising personnel categories, both administration duties are cited for the majority of institutions, with serve on committees one of the five most reported, which was cited by more respondents than indicated advisors serve as liaisons to academic departments. In addition, more than 9 of 10 reported that advisors serve on committees, and it is either the third- or fifth-most reported job responsibility for an advising personnel category. However, liaison to an academic department is not one of the five most- or least-reported job responsibilities regardless of advising personnel.

However, the percentages of institutions where liaison to an academic department is a job responsibility notably differ by advising personnel (see Table 11.10). Specifically, it was cited by 23 and 17% more respondents from institutions employing full-time professional advisors and with both full-time professional and faculty advisors, respectively, than where faculty members advise.

Advising situation. The majority of respondents endorsed statements that both administration duties are job responsibilities for at least one advisor in their advising situation. The data indicate that serve on committees is one of the five most-reported job responsibilities and is cited by more than indicated advisors serve as liaison to an academic department (see Table 11.11). With more than 9 of 10 respondents endorsing it, the former responsibility is tied for the most or is the fourth- or fifth-most reported job

responsibility for an advising situation. Although more than 2 of 3 respondents reported that advisors serve as liaisons to academic departments, it is not one of the five most- or least-reported responsibilities for any advising situation.

Career Advising

Respondents were asked to indicate whether, *yes*, advisors help students with career advising interests or *no*, these are not job responsibilities of academic advisors. Five activities comprise the career advising group: select a major, explore career interests, make career plans, explore information about the world of work, and help with the job search process.

General findings. In general, 9 of 10 institutions expect advisors to help students select a major, 8 of 10 ask advisors to help students explore career interests, and 2 of 3 require advisors to help students make career plans and explore information about the world of work. However, at 1 of 4 institutions advisors help students with the job search process as a job responsibility. (See Table 11.1.) No career advising activities are among the five most- or least-reported job responsibilities of advisors at 4-year institutions, although help students select a major was the sixth-most reported advising responsibility.

Size of institution. At the majority of institutions, regardless of size, advisors help students select a major. This duty is reported more than the other four activities in the career advising group as follow in descending order: help students explore career interests, make career plans, students explore world of work information, and with the job search process. None are among the five most- or least-reported job responsibilities.

However, the rank order and percentages of institutions where advisors help students select a major, explore career interests, make career plans, and explore world of

work information notably differ by institutional size (see Figure 11.2 and Table 11.12). Specifically, although help select a major was reported as an advising responsibility at more than 8 of 10 institutions, regardless of size, 12% more respondents came from large rather than smaller institutions. It is the most-reported job responsibility at large institutions and tied for fifth-most reported at medium institutions. In addition, reported by 3 of 4 respondents, help with career interests was reported by 14% more participants from large institutions, and they report advisor assistance with career plans more than those from small and medium institutions by 18 and 13%, respectively. Explore world of work, reported as a responsibility at 50% of institutions, is also undertaken by advisors at more large institutions: It is a responsibility at fewer small than medium and large institutions by 10 and 11%, respectively.

Institutional type. At all types, except proprietary institutions, advisors help students select a major, tying for the fourth- or as the fifth-most reported job responsibility (except at public doctorate universities), which exceeds the percentage reporting the other four activities in the career advising group. Respondents reported the other responsibilities in the following descending order: help students explore career interests, make career plans, or explore world of work information, which are advisor jobs at the majority of institutions, but not among the five most- or least-reported responsibilities. At 3 of 10 (or fewer) institutions, advisors help students with the job search, but it is not one of the five most- or least-reported job responsibilities, except at private doctorate institutions where it is the fifth-least reported. It is cited by fewer respondents than the other four activities in the career advising group. No more than 1 of 2 respondents reported that advisors provide any career advising.

However, the rank order and percentages of institutions where advisors help select a major, explore career interests, make career plans, and explore world of work information notably differ by institutional type (see Figure 11.3 and Table 11.13). The most notable differences are seen in the data regarding proprietary institutions, but other notable differences involve private master institutions.

Select a major is a job responsibility at more than 8 of 10 institutions across all categories, except at proprietary institutions where it is reported by 37 to 47% fewer participants than come from the other institutions. Likewise, help explore career interests is reported for more than 7 of 10 institutions except by those from proprietary institutions by 27 to 45%. It is also reported by fewer from private master institutions than public master and both public and private doctorate institutions by 10 to 18%.

Although two of three respondents at five of the seven institutional types say that advisors help students make career plans, the fewest came from proprietary (by 20 to 24%) and private master by (11 and 15%) institutions. The trend resembles that for helping explore the world of work information: At least two of three respondents working for five of the seven institutional types indicated that it is a job responsibility, but the fewest came from proprietary institutions (by 12 to 19%) and fewer came from private master institutions than public master and both public and private doctorate institutions (by 10 to 15%).

Mandatory advising. Regardless of mandatory advising policy, advisors help students select a major at most of the institutions in the survey, and more respondents cited it than the other four activities in the career advising group. The following show the other reported responsibilities in descending order: help students explore career interests,

make career plans, and help students explore world of work information; however, despite claims as advising job responsibilities at the majority of institutions, none are among the five most- or least-reported job responsibilities. The fewest respondents indicated that advisors help students with the job search process (approximately one of four institutions), and it is not one of the five most- or least-reported job responsibilities.

However, the rank order and percentages of institutions where advisors help students select a major, explore career interests, make career plans, and explore world of work information notably differ by mandatory advising status (see Figure 11.4 and Table 11.14). Specifically, advisors help select a major at more than 8 of 10 institutions regardless of mandatory advising policy, but 10% more came from institutions where advising was mandatory for some students than where it is not mandatory, tying for the third-most reported responsibility among advising categories. Likewise, 7 of 10 institutions expect advisors to help students explore career interests regardless of mandatory advising policy, but fewer (by 12 and 10%, respectively) came from institutions where advising is not mandatory than where it is mandatory for all or for some students.

Although help make career plans is a job responsibility at more than one of two institutions regardless of mandatory advising policy, 10% more respondents from institutions that mandate advising indicated it as an advising duty than did those from where it is not. The same pattern emerges for exploring world of work information: Of the 50% of participants who report it as a duty, 10% more came from institutions that mandate advising over where it is not.

Advising personnel. Regardless of advising personnel categories, help students select a major is a job responsibility at approximately 9 of 10 institutions and ties for the fifth-most reported duty for full-time faculty advisors. More respondents reported it than the other four career-advising activities undertaken by the majority of institutions, which were ranked by percentage of respondents in the following descending order: help students explore career interests, make career plans, and explore world of work information. None of these are among the five most- or least-reported job responsibilities, nor is help students with the job search process, which was reported by the fewest respondents as an advisor duty in the career advising group.

However, the percentages of institutions where advisors help explore career interests, make career plans, explore world of work information, and with the job search process notably differ by advising personnel (see Figure 11.5 and Table 11.15). Although a job responsibility at more than 7 of 10 institutions, help explore career interests, regardless of advising personnel, is a job responsibility at more institutions with both full-time professional and faculty advisors than those with full-time professional advisors by 13%. Reported at more than 1 of 2 institutions, regardless of advising personnel, help make career plans is a job responsibility at fewer institutions with full-time professional advisors than those with full-time faculty advisors and those with both full-time professional and faculty advisors by 15 and 17%, respectively. Also reported by one half of all participants responding to the career advising items, explore world of work information is undertaken at more institutions with both full-time professional and faculty advisors than those with full-time professional advisors by 12%. The fewest respondents indicated advisors help with the job search process, and the fewest came from institutions

with full-time faculty advisors over those hiring the other types by 12 and 17%, respectively.

Advising situation. Regardless of their situations, advisors help students select a major more than undertake the other four activities in the career advising group (in descending order): help students explore career interests, make career plans, explore world of work information, and with the job search. None of the duties were among the five most- or least-reported job responsibilities, but while all the other career-advising activities were undertaken by advisors at 6 of 10 institutions, 3 of 10 respondents indicated that advisors help students with the job search process.

However, the rank order and percentages of respondents where advisors help students select a major notably differ by advising situation (see Table 11.16). Specifically, fewer at the department level than those responding at the institutional and college, school, or division levels indicated this was an advising responsibility by 26 and 22%, respectively. It is also the fifth-most reported job responsibility for those reporting from the institutional perspective.

Recruitment, Orientation, and Placement

Respondents were asked to indicate 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 comprise the recruitment, orientation, and placement job responsibility group.

General findings. In general, advisors participate in new student orientation and student recruitment at the majority of 4-year institutions, although 35% more respondents indicated advisors serve in student orientation than participate in student recruitment (see

Table 11.1), making the former the third-most reported job responsibility. Also, 1 of 5 participants reported that advisors administer basic skills placement testing, making it the fifth-least reported job responsibility.

Size of institution. Respondents reported that advisors participate in new student orientation at more than 9 of 10 institutions, regardless of size, more than the other two activities in the recruitment, orientation, and placement group; it is the third-most or tied for the fourth-most reported job responsibility. The majority of respondents (1 of 2) also stated that advisors at institutions of all sizes help with student recruitment, which is not one of the five most- or least-reported job responsibilities. Advisors administer basic skills placement testing at approximately 1 of 4 institutions, regardless of institutional size, making it one of the five least-reported job responsibilities (with one exception), and it is the least-reported activity reported for this responsibility group.

However, the rank order and percentage of institutions where advisors participate in student recruitment and administer basic skills placement testing notably differ by institutional size (see Figure 11.6 and Table 11.17). Specifically, advisors help with student recruitment at more large than medium and small institutions by 18 and 20%. Advisors administer basic skills placement testing at more small than medium institutions by 10%, making it the fifth- or tied for the fifth-least reported job responsibility for medium and large institutions, respectively.

Institutional type. Respondents from all seven institutional types indicated that advisors participate in new student orientation at more than 8 of 10 institutions. This responsibility is tied as the second-, third-, or fourth-most or is the fifth-most reported job responsibility, more than the other two activities in the recruitment, orientation, and

placement group. Participate in student recruitment is not one of the five most- or least-reported job responsibilities, and fewer respondents indicated that advisors administer basic skills placement testing than undertake the other activities in this job responsibility group.

However, the rank order and percentages of institutions where advisors participate in student recruitment and administer basic skills placement testing notably differ by institutional type (see Figure 11.7 and Table 11.18). Although advisors participate in student recruitment in at least 1 of 2 nonprofit institutional types, it is a job responsibility at more public doctorate than the other six institutional types by 26 to 53%. It is a responsibility at fewer proprietary institutions than at the other six types by 16 to 52%, and at more public master than private bachelor, private master, and proprietary institutions by 11 to 28%.

Although a job responsibility at fewer than 3 of 10 institutions regardless of type and the fifth-least reported job responsibility for both private bachelor and public doctorate institutions as well as the fourth-least or tied for the least-reported job responsibility for private doctorate and proprietary institutions, administer basic skills placement testing is a job responsibility at more private bachelor and private master institutions than public doctoral institutions by 15 and 13%, respectively.

Mandatory advising. Participate in new student orientation is a job responsibility at more than 9 of 10 institutions, regardless of mandatory advising policy, making it the third-most or tied as the most-reported job responsibility. It is reported more than the other two activities in the recruitment, orientation, and placement group. Although participate in student recruitment is a duty at the majority of institutions, it is not one of

the five most- or least-reported advisor job responsibilities. Administer basic skills placement testing is a job responsibility at approximately 1 of 4 institutions, is the fifth-least reported (except where advising is not mandatory, where it is not among the five most- or least-reported advising duty), and is reported by the fewest respondents than the other activities in this job responsibility group.

However, the percentages of institutions where advisors participate in student recruitment notably differ by mandatory advising status of the institution (see Table 11.19). Specifically, reported by 1 of 2 participants, it is not one of the five most- or least-reported job responsibilities, regardless of mandatory advising category, but it is a job responsibility at 13% more institutions where advising is mandatory for some students than where it is mandatory for everyone.

Advising personnel. Nine of 10 respondents indicated that advisors participate in new student orientation, regardless of personnel category, making it the third-most or tied for the fifth-most reported job responsibility. More reported it than cited the other two activities in the recruitment, orientation, and placement group. Likewise, respondents indicated that advisors participate in student orientation at the majority of all three types of institutions in this category, but it is not one of the five most- or least-reported job responsibilities. Participants reported that administer basic skills placement testing is a job responsibility at approximately 1 of 4 institutions and is the fifth-least reported (except for institutions that hire full-time faculty advisors). Fewer reported it than cited the other activities in this job responsibility group.

However, the percentages of institutions where advisors participate in student recruitment notably differ by advising personnel (see Table 11.20). Although a job

responsibility for at least 1 of 2 institutions, regardless of advising personnel, it is reported by fewer respondents from institutions where faculty members are advisors. Specifically, more institutions with full-time professional and both full-time professional and faculty advisors ask advisors to participate in recruitment by 15 and 12%, respectively.

Advising situation. Participants from all situations report that at least 9 of 10 institutions expect at least one advisor in their situation to participate in new student orientation, tying it for third-most or as the fourth-most reported job responsibility. More respondents, regardless of situation, reported it as a job responsibility than cited the other two activities in the recruitment, orientation, and placement group. Likewise, regardless of situation, most respondents indicated that advisors participate in student recruitment but not as one of the five most- or least-undertaken job responsibilities. The fewest respondents in all situations cited administer basic skills placement testing than the other activities in this job responsibility group.

However, the rank order and percentages of respondents who reported that advisors participate in student recruitment and administer basic skills placement testing notably differ by advising situation (see Table 11.21). Although reported by more than 1 of 5 respondents, regardless of advising situation, participate in student recruitment was reported by fewer from the institutional perspective than those answering from the college, school, or division and department viewpoints by 20 and 28%, respectively. In addition, administer basic skills placement testing was reported by approximately 1 of 4 respondents regardless of advising situation, with 14% more at the institutional level citing it as a responsibility than those at the department level.

Academic and Student Services

Respondents were asked to indicate whether, *yes*, advisors teach courses, deliver basic skills development and tutoring, determine disabilities accommodations, or provide mental health and financial aid counseling, or *no*, these are not job responsibilities of academic advisors. Six activities comprise the academic and student services job responsibility group.

General findings. In general, teach is the only activity from the academic and student services group cited as a job responsibility by the majority of (more than 7 of 10) respondents. The other five activities were noted by fewer than 3 of 10 participants, and four of the activities are among the five least-reported job responsibilities: deliver basic skills development (fewer than 3 of 10), deliver academic tutoring (approximately 1 of 5 and fourth-least reported), determine disabilities accommodations (approximately 1 of 5 and third-least reported), provide mental health counseling (approximately 1 of 21 and second-least reported), and provide financial aid counseling (approximately 1 of 21 and the least reported job responsibility) (see Table 11.1).

Size of institution. According to respondents from all three sizes of institution, teach is a job responsibility at the majority of institutions and by more participants than the other five activities in the academic and student services group, but it is not one of the five most- or least-reported job responsibilities. Deliver basic skills development is a job responsibility at 3 of 10 (or fewer) institutions, is not one of the five most- or least-reported job responsibilities, and is reported by more participants than the remaining four activities in the academic and student services group. Deliver academic tutoring is a job responsibility at approximately 1 of 5 institutions and is the third- or fourth-least reported

job responsibility. Determine disabilities accommodations as well as provide mental health and financial aid counseling are job responsibilities at no more than 1 of 10 institutions (with one exception) and are among the five least-reported job responsibilities.

However, the percentages of institutions where advisors determine disabilities accommodations notably differ by institutional size (see Table 11.22). Although a job responsibility at approximately 1 of 4 institutions and the second-, third-, or fourth-least reported job responsibility, regardless of institution size, determine disabilities accommodations is undertaken by advisors at more small than medium and large institutions by 18 and 14%, respectively.

Institutional type. More than 7 of 10 respondents, except those from proprietary institutions, indicated that advisors teach, and although it is reported by more respondents than any other academic or student services duty, teach is not one of the five most- or least-reported job responsibilities among nonprofit institutions. Although approximately 1 of 3 respondents indicated that advisors deliver basic skills, the second-most of all the duties in this category, it is not one of the five least-reported job responsibilities (with one exception) for nonprofit institutions.

Deliver academic tutoring is a job responsibility at approximately 1 of 5 institutions and is third- or tied for second- or fourth-least reported job responsibility (with one exception). Likewise, 1 in 5 respondents cited determine disabilities accommodations as a job responsibility such that it ties for the second- or fourth-least or is the third- or fifth-least reported job responsibility in the category. Approximately 1 of 10 respondents reported that advisors provide mental health or financial aid counseling at their

institutions (with two exceptions); these responsibilities are among the least or the second- or third-least reported job responsibility. The data show that the other academic and student service job activities were cited by twice as many respondents as these counseling duties.

However, the percentages and rank order of institutions where advisors teach, deliver basic skills development, deliver academic tutoring, and determine disabilities accommodations notably differ by institution type (see Figure 11.8 and Table 11.23). Specifically, fewer respondents indicated that advisors teach at proprietary institutions than the other institutional types by 44 to 64%. It is undertaken at more private bachelor than all other nonprofit institutional types (except public bachelor institutions) by 13 to 20%.

Cited by approximately 1 of 3 respondents, regardless of institution type, deliver basic skills development is a job responsibility at more private doctorate institutions than public doctorate institutions by 13%. It is also the fourth-least reported job responsibility for private bachelor institutions. Likewise, indicated by fewer than 3 of 10 respondents, regardless of their home institutional type, deliver academic tutoring is undertaken at more private doctorate institutions, where it is not among the five least-reported duties, than at the other institution types by at least 17%; however, the difference in percentages between this and private bachelor institutions is not significant.

Although approximately 1 of 3 respondents, regardless of institution type, reported that advisors determine disabilities accommodations, it is a job responsibility at fewer public doctorate than all other institution types (except for private doctorate) by 11 to 28% and fewer private doctorate than private bachelor and proprietary institutions by

21 and 14%, respectively. It is undertaken at more private bachelor institutions, where it is not among the five least-reported job responsibilities, than at both public and private master (12 and 17%) and doctorate (21 to 28%) institutions.

Mandatory advising. The following data apply to all three mandatory advising categories: Teach is a job responsibility at 2 of 3 (or more) institutions and is not one of the five most- or least-reported job responsibilities. More respondents cited teaching as an advisor responsibility than the other five activities in the academic and student services group. However, they reported that advisors deliver basic skills development at fewer than 3 of 10 institutions, which is more than the remaining four activities in the academic and student services group but not among the five most- or least-reported duties. Deliver academic tutoring and determine disability accommodations are each job responsibilities at approximately 1 of 5 institutions, are the fourth- and third-least reported job responsibilities, respectively, but are cited by more respondents than activities related to mental health and financial aid counseling, which are reported by approximately 1 of 10 respondents, making them the least or second-least reported job responsibilities.

However, the percentages of institutions where teach is a job responsibility notably varies by mandatory advising policy (see Table 11.24). Specifically, it is a job responsibility at more institutions where advising is mandatory than where it not mandatory or for some (13%).

Advising personnel. For all three advising personnel categories, the respondents reported the following duties (in descending order): teach; deliver basic skills development, which is not one of the five-least or -most reported job responsibilities;

deliver academic tutoring and determine disabilities (at approximately 1 of 5 institutions), and second-, third- (or tied for third-), or is the fourth-least reported job responsibility. The fewest respondents indicated that approximately 1 of 10 institutions, regardless of the type hired, require advisors to conduct mental health or provide financial aid counseling, making these the least or third- or second-least reported job responsibility in this category.

However, the percentages and rank order of institutions where advisors teach, deliver basic skills development, and determine disabilities accommodations notably differ by advising personnel (see Figure 11.9 and Table 11.25). Specifically, 1 of 2 respondents indicated that advisors, regardless of personnel category, teach; however, most came from institutions that hire faculty advisors, where it is reported more than at institutions with both full-time professional and faculty advisors by 27%, which exceeds the percentage from institutions with full-time professional advisors by 17%. It is also the fourth-most reported job responsibility for institutions with full-time faculty advisors.

A different pattern emerges for the data on deliver basic skills development, which is reportedly undertaken by advisors at approximately 1 of 3 institutions, regardless of advising personnel, but is a job responsibility at more institutions with both full-time professional and faculty advisors than at institutions with full-time professional advisors by 11%. In addition, the data show that determine disabilities accommodations is a job responsibility at more institutions with full-time professional advisors than at institutions with full-time faculty advisors and both full-time professional and faculty advisors by 13%.

Advising situation. Regardless of advising situations, teach is reported by the majority of respondents (2 of 3 or more) as a job responsibility for at least one advisor in their situation; however, it is not one of the five most- or least-reported job responsibilities but is reported more than the other five activities in the academic and student services group. Deliver basic skills development was reported by approximately 1 of 3 respondents as a job responsibility, is not one of the five most- or least-reported job responsibilities, and is reported more than the remaining four activities of the academic and student services group. Deliver academic tutoring, determine disability accommodations, and provide mental health and financial aid counseling are reported by approximately 1 of 5 respondents as job responsibilities and are among the five least-reported job responsibilities.

However, the percentages of respondents who reported determine disabilities accommodations notably differ by advising situation (see Table 11.26). Specifically, it was reported by 11% more respondents who answered at the institutional level than those who represent a college, school, or division.

Coordinate Student Experiences

Respondents were asked to indicate whether, *yes*, advisors coordinate student internships and study abroad opportunities, or *no*, these are not job responsibilities of academic advisors. Two activities comprise the coordinate student experiences responsibility group.

General findings. In general, both of the activities of the coordinate student experiences group are job responsibilities at approximately 1 of 3 institutions, and neither are among the five most- or least-reported job responsibilities of academic advisors in 4-

year institutions. Coordinate student internships is a job responsibility at 1 of 3 institutions, and coordinate study abroad opportunities is reported as an advising duty by approximately 1 of 4 respondents (see Table 11.1).

Size of institution. For all three sizes of institutions, advisors are required to coordinate student experiences at no more than 1 of 3 institutions, but neither is among the five most- or least-reported job responsibilities (with one exception). Furthermore, as many or more respondents (approximately 1 of 3 regardless of institutional size) indicated that advisors coordinate student internships than coordinate study abroad, but it is not one of the most- or least-reported job responsibilities for any size institution.

However, the percentages and rank order of institutions where advisors coordinate study abroad opportunities notably differ by institutional size (see Table 11.27). Specifically, it is a job responsibility at more large than small and medium institutions by 10 and 15%, respectively. It is also the fifth-least reported job responsibility for small institutions, but is not one of the five most- or least-reported job responsibilities for medium and large institutions.

Institutional type. For all seven institutional types, both student-coordination duties are undertaken by at least one advisor at 4 of 10 institutions. More respondents indicated that advisors coordinate student internships than study abroad opportunities.

However the rank order and percentages of institutions where advisors coordinate internships or study abroad opportunities notably differ by institutional type (see Figure 11.10 and Table 11.28). Specifically, coordinate student internships is a job responsibility at fewer proprietary institutions than private bachelor, public master, and private doctorate institutions by 18 to 22%. It is also tied as the fourth-least reported job

responsibility for proprietary institutions, but it is not one of the five most- or least-reported duties at the other six institutional types. Although coordinate study abroad opportunities is a job responsibility at fewer than 3 of 10 institutions regardless of institutional type, it is a job responsibility at more private bachelor and doctorate institutions than private master institutions by 10 and 11%, respectively. It is also tied or is the fourth- or fifth-least reported job responsibility for both public and private bachelor and master institutions.

Mandatory advising. For all three mandatory advising categories, both coordinate student services responsibilities are undertaken by advisors at approximately 1 of 3 institutions, but neither duty is among the five most- or least-reported job responsibilities (with one exception). More respondents indicated that advisors coordinate student internships than study abroad opportunities, which is reported for approximately 1 of 4 institutions (see Table 11.29) and is the fifth-least reported job responsibility for institutions where advising is not mandatory.

Advising personnel. Both coordinate student services activities are cited by approximately 1 of 2 respondents, regardless of the personnel hired at their institutions, and neither duty is among the five most- or least-reported job responsibilities (with one exception). At least as many indicated that advisors coordinate student internships than coordinate study abroad opportunities (approximately 1 of 4), which is the fifth-least reported job responsibility for institutions with full-time faculty advisors.

However, the percentages of institutions where advisors coordinate student internships notably differ by advising personnel (see Table 11.30). Specifically, although coordinate student internships is a job responsibility at approximately 1 of 2 institutions,

more affirmative responses came from participants at institutions that hire faculty advisors. Specifically, it is an advising responsibility at 12% more institutions with full-time faculty advisors than institutions with both full-time professional and faculty advisors, which exceed those with full-time professional advisors by 13%.

Advising situation. For all three advising situations, both coordinate student services are reported job responsibilities for at least one advisor in the advising situations of approximately 1 of 3 respondents. More respondents indicated that advisors coordinate student internships than study abroad opportunities, but the former is not among the five most- or least-reported job responsibilities for any situation. Approximately 1 of 4 respondents reported coordinate study abroad opportunities as a job responsibility (see Table 11.31), making it the fifth-least reported job responsibility for respondents who answered at the institutional and department levels.