

AXIO SURVEY

Offering Report

Full-time, Professional Academic Advisor Surv...: Full-time, Professional Academ...

Summary

Survey Name:

Full-time, Professional Academic Advisor Survey

Offering Name:

Full-time, Professional Academic Advisor Survey

Offering Date:

3/24/03 to 4/11/03

Statistics

Started: **1443**

Completed: **1441**

Drop outs after starting: **2**

Drop outs by page number:

- Page 1: **749**

Average completion times:

- Average Time To Complete Survey: **38 minutes 29 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[top of report](#)

Note: Survey result percentages are always out of the total number of people who participated in the survey.

Page 1

Question 1

How many years have you worked as a professional academic advisor?

[Hide Responses](#)

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A series of 20 horizontal lines for survey responses, alternating between thin and thick lines, corresponding to the numbers on the left.

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A series of 20 horizontal lines, each corresponding to a number on the left. The lines are grouped into pairs, with a thicker line in the middle of each pair. The numbers on the left are: 15, 5, 16, 4, 5, 2, 2, 2, 19, 5, 4, 4, 5, 28, 2, 3, 1, 8, 3, 4, 15, 5, 16, 3.

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Form with 20 horizontal lines for text entry, corresponding to the numbers on the left.

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A series of horizontal lines for text entry, with some lines being thicker than others, corresponding to the numerical values on the left.

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A series of 20 horizontal lines for text entry, grouped into 10 pairs by a thicker line in the center of each pair.

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A series of 20 horizontal lines, alternating in thickness, serving as a template for handwritten responses. Each line is positioned to the right of its corresponding numerical label.

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A series of 20 horizontal lines for text input, each corresponding to a number on the left side of the page.

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A series of 20 horizontal lines, each corresponding to a number on the left side of the page. The lines are evenly spaced and extend across the width of the page.

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A series of horizontal lines for writing, with some lines appearing thicker than others, possibly indicating a header or section separator.

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A series of 20 horizontal lines, each corresponding to a number in the left margin. The lines are arranged in a repeating pattern of a thin line followed by a thick line. The numbers in the left margin are: 3, 1, 3, 3, 7, 3, 3, 14, 2, 13, 6, 3, 5, 3, 12, 20, 5, 3, 20, 1, 14, 17, 1, 1.

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A series of 20 horizontal lines, each corresponding to a number on the left. Each line is composed of a thin top line and a slightly thicker bottom line, forming a ruled area for text entry.

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A series of 20 horizontal lines, each corresponding to a number on the left. The lines are evenly spaced and extend across most of the page width. The first line is at the top, and the last line is at the bottom.

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A series of 21 horizontal lines for handwritten responses, with a thicker line separating each row. The lines are arranged in a column on the right side of the page.

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A series of horizontal lines for text input, corresponding to the numerical labels on the left. Each label is followed by a thin top line and a thick bottom line. The thick lines are positioned approximately at the following vertical coordinates relative to the top of the page:

- 19: 55px
- 7: 95px
- .3: 135px
- 4: 175px
- 15: 215px
- 5: 255px
- 5: 295px
- 10: 335px
- 6: 375px
- 3: 415px
- 2: 455px
- 11: 495px
- 14: 535px
- 2: 575px
- 7: 615px
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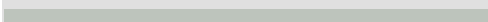





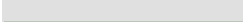

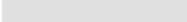



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[Hide Responses](#)**Question 2**

What factors led you to choose a career in advising? (Please check all that apply).

Helping People		1162 (80.53%)
Monetary Incentives (Salary)		140 (9.7%)
Higher Education Atmosphere (Continuous Education, Collegiality)		1160 (80.39%)
Did not receive appropriate advising as a student		284 (19.68%)
Encouraged by a college advisor or professor		215 (14.9%)
Make an impact on a person's life		958 (66.39%)
Value a college education		983 (68.12%)
Working with young adults		824 (57.1%)
Availability of position		571 (39.57%)
Good Working conditions (Hours, tuition remission, etc.)		615 (42.62%)
Benefits (e.g. Tuition remission)		432 (29.94%)
Professional Development Opportunities		341 (23.63%)
Other:		133 (9.22%)
N/R		10 (0.69%)

[View Other Text](#)**Question 3**

Check all the activities in which you have participated within the last year.

Travel support for national conferences and workshops		575 (39.85%)
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User Responses

[Close](#)

What factors led you to choose a career in advising? (Please check all that apply).

- Opportunity presented itself
- close to home
- just fell into it
- Career Move
- At my institution advisers are tenured faculty
- fit of my personality and skills to job
- working in an academic environment without being faculty
- It was fun & I was good at it.
- Encouraged by the Dean
- part time position
- Working with Adults--Returning students.
- stumbled into it, didn't really choose it
- hard work but fun
- My degree is in arts, ability to continue work in the arts & with arts-related individuals
- Retired Professor
- the variety of activities that advising entails, e.g., counseling, teaching, training, informing, program development...
- support the mission to impact the quality of government and healthcare delivery through graduate education
- Opportunity for leadership as Director of Advising
- No Response

- Use of counseling skills I developed in my graduate program.
- working with adults
- job was open
- No Response
- saw it as a way to make a positive impact on students having a successful college experience overall
- part of my job description
- Enjoy working with all ages.
- Non-academic dean who asked me to take over
- Aptitude for this work
- I wanted to give back to students what I had gotten as a student myself.
- Position allows variety of duties
- Working with adult learners in a doctoral program
- Needed employment
- working with adult students
- encouragement of colleague
- Opportunity presented itself
- Benefit of having cost of education covered by being employed of the institution
- relates to my graduate work
- Became part of my job as position developed
- I was asked to take on the task of Director of Advising after many years as a faculty member
- It provided me with opportunity to be a bridge for students as they try to prioritize the class demands with the out-of-class possibilities; to help students focus on multiple aspects of their lives. To help them try to bring balance between academic demands and responsibilities and co-curricular time and possibilities.

Series of Jobs lead to it

- My area is with int'l students
- Diversity of responsibilities
- flexible work schedule with family
- lost position as Visiting Professor and my current position opened
- I had been in higher ed for over a decade, wished to stay in the field, but wanted to change my focus.
- Part Time advisor 20 yrs. prior to moving into position full time.
- needed a job-referred by a staff member
- I really liked my adviser
- It was the only job I could get
- husband was unemployed and job offer was in town near family
- Seeing students graduate
- No travel
- education for intl. students and students of color
- Degree Completion
- foot in the door for future opportunities
- only field of experience when began looking for a job after graduation
- Desperate:Severance ending in days
- needed to change jobs quickly
- Staying young
- I was asked to move into the position
- affinity for academic area (in my case English)
- make a change for students of color in higher education/graduate professor and mentor

- opportunity for advancement
- needed to earn Medicare credits prior to age 62
- colleagues are easy to get along with
- Was in the right place at the right time that led to this career path
- good finish to my scientific research career
- Advancement
- working with adults
- saw the need
- stumbled into it
- Worked as a peer advisor while an undergraduate
- fulfills goal to be an educator
- collegial networking
- problem-solving/critical thinking challenges
- Moved from faculty
- Work/Help-ing all ages
- wanted to work with students with special needs
- Honestly, I was in a clerical position, felt I could do more and the job was available.
- Changed jobs from community mental health sector.
- Working with older adults
- I'm good at it
- As an adult student years ago, (currently 55 yrs old), I can fully appreciate good sound academic advice and consider this assistance critical for student success....even more for the 1st generational college student !
- To be honest, I was led to this career because it was part of the first job description i had at my institution and am relatively good at it so have had a role ever since. Now I am truly motivated by the above checked factors.

- My Advisor had a very positive effect on my education and career. I hope I can help others in the same way.

- great colleagues

- I have a degree in Student Affairs

- The challenge to help students achieve their goals.

- that is what I felt comfortable with when I graduated.

- To let students know there are many, many options in life & careers

- wanted a professional position

- Chose Counseling and hired as a Counselor. In 1977, Counselors assumed responsibility for acad advising of full and part -time students. (teaching faculty do not advise)

- Second career after retiring from 28 years with the military.

- interest in Environmental studies

- Dean personally asked me to perform the duties

- no monetary incentives here-I just have a passion for what I do

- Working with adults of all ages

- assignment by supervisor due to qualifications.

- relationship to counseling skills/training

- I was asked to apply

- Similar area to counseling

- former teacher, wanted to stay in academic student affairs

- working with adult learners

- Be an advocate for the student, change agent

- I am good at it.

- Not really planned just happened

- Insurance

- watching people grow

- working with adult learners

- could not get a faculty position

- Working with Adult Students

- I taught in elementary school for 5 years, but I realized I work better with older students

- career change from faculty line

- Previous higher education experience

- advising center first of its kind in the state

- chance to teach at the college level

- I didn't go looking, it just happened.

- I got the job

- my alma mater

- Career Step

- Wonderful Staff

- Research interest

- I am a counselor and advising/counseling was the position I applied for.

- inspired by an advisor

- working w/ younger people than myself

- contribute to my university

- I really fell into academic advising, learned I was pretty good at it, and have been at it ever since. FYI I have also worked in academic and trade book publishing, jewelry sales, health care public relations, and newspaper feature writing and editing. Hmmm . . . flexibility?






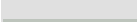

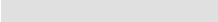

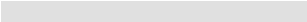



- Counseling interests and training

- Spousal hiring
- I was a peer advisor as an undergraduate student
- working with returning adult students
- No Response

Close

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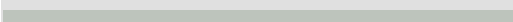


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Travel support for regional or state conference and workshops		796 (55.16%)
Stipends for attending workshops		164 (11.37%)
In-service training on campus		896 (62.09%)
Organizational membership		1004 (69.58%)
Printed or video resources		399 (27.65%)
Speakers or consultants from outside institutions		332 (23.01%)
Encouragement to publish journal articles		125 (8.66%)
Encouragement to present at conferences and workshops		509 (35.27%)
Encouragement to conduct research or assessment		221 (15.32%)
Opportunities to develop advising (or training) materials		733 (50.8%)
None		46 (3.19%)
Other:		44 (3.05%)
N/R		20 (1.39%)

[View Other Text](#)





Question 4

Do professional development activities exist at your institution?

Yes		1225 (84.89%)
No		195 (13.51%)
N/R		23 (1.59%)

Question 5

If professional development programs exist at your institution, they directly address your needs as an advisor.

Strongly Agree		138 (9.56%)
Agree		469 (32.5%)
Neutral		351 (24.32%)
Disagree		259 (17.95%)

User Responses

[Close](#)

Check all the activities in which you have participated within the last year.

- Training Graduate Assistants
- participate on several listservs
- Opportunity to introduce new programs
- Mentoring other advisors
- books and journals
- web site design and maintenance
- continuing education
- international work with a class
- member, professional development committee
- cross-departmental activities
- Obtaining Masters of Education in Higher Ed. Administration
- participate in new concepts for the college in curriculum that would impact advising
- a range of opportunities
- Please define "Professional Development" vs. "training." Don't understand question. How does one participate in "travel support" or "organizational membership" or "speakers from outside," etc.????
- attend local conferences
- Attendance of state conference
- opps to teach
- oportunitites to develop new programs to serve students

- This question doesn't let me address my professional development.
- Opportunities to apply for grants.
- tuition remission for M.Ed.
- Decree to develop advsng materials
- Internet resources
- Professional Development is not permitted by our unit
- graduate studies
- graduate studies
- encouragement for grant writing
- No Response
- opportunity to develop programs
- In-service training from eArmyU Program Initiative
- Use of personal funds to accomplish many of the above activities
- We are in the process of developing a new advising model on our campus.
- involvement in national organization
- partial travel costs only
- money is scarce this year
- self motivated-find differencnt resources to advance my knowledge
- help develop and present advising workshops for faculty
- Addressing this question and quesiton #5, #6. I believe I am responsible for creating professional development opportunities for myself. I have found the administration has been very supportive since I have begun this effort.
- Class: Principles of Supervision
- academic courses for credit in student affairs/higher ed.



Attended ACA conference

- initiate study abroad program on campus
- I attended a national conference but with no financial support from my institution
- Technology training

Close







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Strongly Disagree		64 (4.44%)
N/R		162 (11.23%)



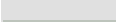



Question 6

Please indicate your level of satisfaction with the professional development resources available in your advising unit.

Very Satisfied		127 (8.8%)
Satisfied		462 (32.02%)
Neither Satisfied nor Dissatisfied		396 (27.44%)
Dissatisfied		318 (22.04%)
Very Dissatisfied		88 (6.1%)
N/R		52 (3.6%)

Question 7



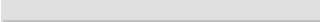


Who in your institution provides MONETARY support for your participation in professional development activities? (check all that apply)

Division Heads (President, Provost, Dean, etc.)		873 (60.5%)
Immediate Supervisor		657 (45.53%)
Self		296 (20.51%)
No Support		89 (6.17%)
Other:		162 (11.23%)
N/R		30 (2.08%)

[View Other Text](#)

Question 8

Who in your institution provides VERBAL support for your participation in professional development activities? (check all that apply)

Division Heads (President, Provost, Dean, etc.)		698 (48.37%)
Immediate Supervisor		1152 (79.83%)
Colleagues		767 (53.15%)
No Support		74 (5.13%)
Other:		34 (2.36%)

User Responses

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Who in your institution provides **MONETARY** support for your participation in professional development activities?
(check all that apply)

- colleague's research funding
- Professional Development Funds
- barely any support
- My union
- through grant money
- budget issues this year!
- Union contract stipulation
- some grants managed by other departments (such as Title V), as available
- budget cuts
- College/advising fee
- Professional Development Committee
- student fees
- Grant funded
- Union
- Grant Project Director
- department budget
- Centralized functional office
- We are grant funded.

- money freeze for 2 years

- Professional Development Committee

- Vice-President of Student Affairs

- program budget

- HR

- federal TRIO grant

- Office Director (below Dean level)

- provided through human resources department

- staff development grants

- Union

- Beginning 9/02 the university made career development opportunity (CDOP) funds available to staff. This is the first time we have the opportunity to be reimbursed for what we attend.

- Staff Awards Program - limited funds only

- College as a whole has a PD fund for use by anyone from the college.

- Money allocated at the Beginning of the Year

- union negotiated - in contract

- Professional Development Funds

- some are "no-cost"

- Director Off-Campus Center

- Grant

- department budget

- extramural programs

- No Response

- Carl Perkins grant

- current budget constraints

- College that hired me

- part of the budget

- my department budget

- grant funding

- Staff Senate Organization

- Grants

- Prof. Development Fund available yearly (\$750)

- union

- employee group

- Department Chair

- VP Student Development

- Department/College

- minimal

- Advising Administration

- Director of individual schools

- program budget

- professional growth funds available/must apply to receive

- grants

- Asst. VC of Acad. Affairs

- Professional Staff Association

- All professional development money has been removed from the budget for this calendar year.

- Committee for Prof. Dev. Funds. Must apply. Plus in budge with Dean Approval

- travel money in my budget

- Staff development grant

- Office of Women's Affairs

- union (administered by management administration)

- Immediate supervisor is Dean

- Department Chair

- Academic Support Center on campus (outside office)

- Academic Counselors Association scholarship

- union

- I have no idea

- Program director through grant money.

- John Mortensen- Director of Academic Advising Services

- central office supplies extra monies for travel as needed, as does Local 1600

- Foundation

- Student Sevices until budget cuts, now no funding

- Personal Professional Expense Allowance

- Departmental Chair

- Professional Development Committee

- union

- monies from allotted budget

- Immediate Supervisor and Other Offices

union professional development fund

- our department

- PSO

- Union/Professional Development Funds

- PD Committee

- No Response

- funded through advisement fees from student

- committee

- Staff Development Committee

- professional staff association

- PD Fund (union)

- in my benefit pkg

- State Grant

- Foundation

- My area budget includes a pd line.

- professional development funds available within institution

- Department

- Office budget

- Prof. Devel. Board

- Department Head

- under our collective agreement

- No Response

- the taxpayers - public school

- company

- professional development fund

- we have so little budget for most things that the expense involved in attending some of the institutes and national conferences are prohibitive.

- Human Resource Fund

- national organization (nacada)

- what I can find, by grants, and scholarships

- Union

- much tighter for 2 years

- bargaining unit

- soft money

- employee group

- some tuition assistance

- only if you are presenting

- The college dedicates "x" dollars to a faculty development fund. The fund is then administered by our union (Society of the Faculty [PSEA/NEA]).

- department budget

- Advising Fee

- Coordinator of Advising (not in supervisory roll)

- staff organization

- Foundation

- college-wide administrative professional development grants.

- funds through TRIO grant

- Department

- Human Relations Director
- Advising fees that comprise the budget
- Staff Personnel but with budget difficulties now, no one!
- staff grants
- Employee benefit
- Professional Development Committee
- contract
- Title V, Activity III Grant
- The Sisters of St. Agnes
- Federal Grant
- administrative endowment
- my dept. budget
- union
- outside grants
- small unit grants
- dept.
- Department head
- union
- I'm not sure.
- Academic Advising Association
- funding is drying up due to budget constraints
- Major state budget cuts have impacted any outside professional development activities

- Institutional grants

- Director under Associate VP - middle management

- Staff fund

- No Response

- Human Resouces - Professional Development Committee

- Department Chairman

- union

- staff development office

- No Response

- union MSUASSF

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User Responses

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Who in your institution provides **VERBAL** support for your participation in professional development activities?
(check all that apply)

- Enrollment Services
- Associate Vice President for Academic Affairs
- Union
- Professional Development Committee
- students
- Director Off-Campus Center
- Dir. Stu. Services
- College that hired me
- Asst Director
- Department Chair
- VP Student Development
- self
- Students
- Faculty Advisors
- Everyone supports prof development activities.
- Dept. Chair
- Academic Counselors Association
- Program director

- secondary supervisor

- self

- Colleagues in other divisions who have money for non faculty attendees

- No Response

- Colleagues

- Chair

- Department Haed

- some board members

- Director of Advising Ctr

- It depends on the activity. If it's somwthing the College is supporting, all kind support is given; otherwise, we're not discouraged but we're not encouraged.

- the excuse is always NO MONEY

- union

- dept.

- faculty

- department head

- self

Close

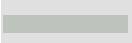

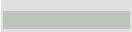



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N/R  28 (1.94%)
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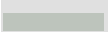



Question 9

Please indicate your satisfaction with the level of institutional VERBAL encouragement provided for professional development activities.

Very Satisfied		295 (20.44%)
Satisfied		591 (40.96%)
Neither Satisfied nor Dissatisfied		299 (20.72%)
Dissatisfied		173 (11.99%)
Very Dissatisfied		62 (4.3%)
N/R		23 (1.59%)

Question 10

Please indicate your satisfaction with the level of institutional MONETARY support provided for professional development activities.

Very Satisfied		183 (12.68%)
Satisfied		447 (30.98%)
Neither Satisfied nor Dissatisfied		240 (16.63%)
Dissatisfied		378 (26.2%)
Very Dissatisfied		171 (11.85%)
N/R		24 (1.66%)

Question 11

Please indicate your level of agreement for the following questions.

11.1 My institution encourages me to participate in professional development activities.

Strongly Agree		313 (21.69%)
Agree		696 (48.23%)
Neutral		215 (14.9%)
Disagree		156 (10.81%)

Strongly Disagree		40 (2.77%)
N/R		23 (1.59%)

11.2 My institution expects me to report back (to the unit, supervisor) what I learned from participation in a professional development activity.

Strongly Agree		197 (13.65%)
Agree		585 (40.54%)
Neutral		340 (23.56%)
Disagree		236 (16.35%)
Strongly Disagree		56 (3.88%)
N/R		29 (2.01%)

11.3 My institution encourages me to apply what I have learned in development activities.

Strongly Agree		236 (16.35%)
Agree		652 (45.18%)
Neutral		328 (22.73%)
Disagree		160 (11.09%)
Strongly Disagree		38 (2.63%)
N/R		29 (2.01%)

11.4 I currently receive feedback about ways I can more fully develop my potential and effectiveness.

Strongly Agree		97 (6.72%)
Agree		399 (27.65%)
Neutral		412 (28.55%)
Disagree		397 (27.51%)
Strongly Disagree		112 (7.76%)
N/R		26 (1.8%)

11.5 My current institution rewards advisors for participating in development activities.

Strongly Agree		38 (2.63%)
Agree		146 (10.12%)
Neutral		362 (25.09%)

Disagree		589 (40.82%)
Strongly Disagree		274 (18.99%)
N/R		34 (2.36%)

11.6 A sense of limited options for advancement within my institution affects my work in my current position.

Strongly Agree		173 (11.99%)
Agree		383 (26.54%)
Neutral		323 (22.38%)
Disagree		407 (28.21%)
Strongly Disagree		118 (8.18%)
N/R		39 (2.7%)

11.7 A sense of limited options for development affects my desire to participate in professional development activities in my current position.

Strongly Agree		86 (5.96%)
Agree		291 (20.17%)
Neutral		300 (20.79%)
Disagree		565 (39.15%)
Strongly Disagree		173 (11.99%)
N/R		28 (1.94%)

11.8 I find it difficult to get recognition for my accomplishments in my current position.

Strongly Agree		221 (15.32%)
Agree		353 (24.46%)
Neutral		291 (20.17%)
Disagree		421 (29.18%)
Strongly Disagree		125 (8.66%)
N/R		32 (2.22%)

11.9 I find it difficult to get recognition for participation in professional development activities in my

current position.

Strongly Agree		174 (12.06%)
Agree		356 (24.67%)
Neutral		389 (26.96%)
Disagree		400 (27.72%)
Strongly Disagree		95 (6.58%)
N/R		29 (2.01%)

11.10 In my current position, I am encouraged to be professionally adventuresome, innovative and a risk taker.

Strongly Agree		143 (9.91%)
Agree		456 (31.6%)
Neutral		362 (25.09%)
Disagree		338 (23.42%)
Strongly Disagree		115 (7.97%)
N/R		29 (2.01%)

11.11 In higher education, responsibility for professional development should be shared as much by the institution as by the individual.

Strongly Agree		595 (41.23%)
Agree		687 (47.61%)
Neutral		89 (6.17%)
Disagree		41 (2.84%)
Strongly Disagree		4 (0.28%)
N/R		27 (1.87%)

Question 12

For each area, please indicate the level of need you have for your own professional development.

12.1 Academic Planning

No Need		432 (29.94%)
Slight Need		438 (30.35%)

Moderate Need		369 (25.57%)
Major Need		129 (8.94%)
Critical Need		32 (2.22%)
N/R		43 (2.98%)

12.2 Decision-Making

No Need		349 (24.19%)
Slight Need		485 (33.61%)
Moderate Need		404 (28%)
Major Need		129 (8.94%)
Critical Need		33 (2.29%)
N/R		43 (2.98%)

12.3 Student Development Theory

No Need		182 (12.61%)
Slight Need		385 (26.68%)
Moderate Need		531 (36.8%)
Major Need		257 (17.81%)
Critical Need		48 (3.33%)
N/R		40 (2.77%)

12.4 Career Development Theory

No Need		179 (12.4%)
Slight Need		325 (22.52%)
Moderate Need		492 (34.1%)
Major Need		354 (24.53%)
Critical Need		56 (3.88%)
N/R		37 (2.56%)

12.5 Communication Skills

No Need		424 (29.38%)
Slight Need		498

(34.51%)

Moderate Need		302 (20.93%)
Major Need		112 (7.76%)
Critical Need		66 (4.57%)
N/R		41 (2.84%)

12.6 Stress Management

No Need		262 (18.16%)
Slight Need		424 (29.38%)
Moderate Need		378 (26.2%)
Major Need		246 (17.05%)
Critical Need		96 (6.65%)
N/R		37 (2.56%)

12.7 Conflict Resolution

No Need		205 (14.21%)
Slight Need		447 (30.98%)
Moderate Need		445 (30.84%)
Major Need		243 (16.84%)
Critical Need		65 (4.5%)
N/R		38 (2.63%)

12.8 Student Outcomes Assessment

No Need		101 (7%)
Slight Need		279 (19.33%)
Moderate Need		461 (31.95%)
Major Need		436 (30.21%)
Critical Need		121 (8.39%)
N/R		45 (3.12%)

12.9 Improving Student Retention

No Need		106
---------	--	-----

		(7.35%)
Slight Need		264 (18.3%)
Moderate Need		411 (28.48%)
Major Need		440 (30.49%)
Critical Need		187 (12.96%)
N/R		35 (2.43%)

12.10 Understanding Changing Higher Education Environment



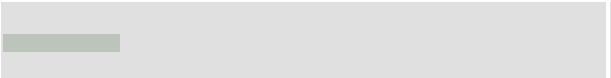

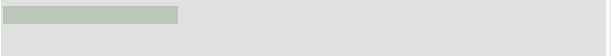

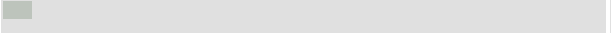

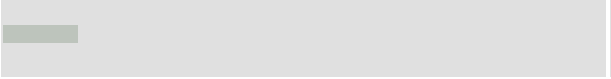



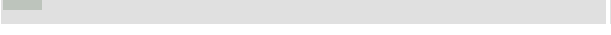

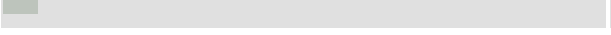








No Need		107 (7.42%)
Slight Need		311 (21.55%)
Moderate Need		519 (35.97%)
Major Need		371 (25.71%)
Critical Need		102 (7.07%)
N/R		33 (2.29%)

12.11 Small Group Dynamics

No Need		326 (22.59%)
Slight Need		514 (35.62%)
Moderate Need		389 (26.96%)
Major Need		146 (10.12%)
Critical Need		29 (2.01%)
N/R		39 (2.7%)







12.12 Improving Skills in Technology

No Need		135 (9.36%)
Slight Need		373 (25.85%)
Moderate Need		460 (31.88%)
Major Need		324 (22.45%)
		116

Critical Need		(8.04%)
N/R		35 (2.43%)
12.13 Developing Personal Growth Plan		
No Need		278 (19.27%)
Slight Need		414 (28.69%)
Moderate Need		416 (28.83%)
Major Need		221 (15.32%)
Critical Need		65 (4.5%)
N/R		49 (3.4%)
12.14 Developing Professional Growth Plan		
No Need		177 (12.27%)
Slight Need		395 (27.37%)
Moderate Need		429 (29.73%)
Major Need		309 (21.41%)
Critical Need		87 (6.03%)
N/R		46 (3.19%)
12.15 Exposure to National Issues in Higher Education		
No Need		81 (5.61%)
Slight Need		338 (23.42%)
Moderate Need		530 (36.73%)
Major Need		353 (24.46%)
Critical Need		108 (7.48%)
N/R		33 (2.29%)
12.16 Campus Culture		
No Need		293 (20.3%)
Slight Need		442 (30.63%)
Moderate Need		459 (31.81%)

Major Need		159 (11.02%)
Critical Need		47 (3.26%)
N/R		43 (2.98%)

12.17 Interviewing Techniques

No Need		386 (26.75%)
Slight Need		488 (33.82%)
Moderate Need		360 (24.95%)
Major Need		131 (9.08%)
Critical Need		29 (2.01%)
N/R		49 (3.4%)

Question 13

Identify any other areas in which you have a need for professional development.

[Hide Responses](#)

Research, certification standards

issues facing minorities student retention

Developing academic advising standards particular to our program. A professional Advising certification would probably add to career advancements that are not presently available.

Dealing with international students & international transcripts.

Assistance in getting published.

research

I think that as an office, we could use more diversity awareness training.

Working with upperclass students, degree audits and graduation requirements.

Stress management and group dynamics

Adjusting to massive changes occurring right now in so many areas simultaneously, such as new student records system which requires major updates to procedures and processes, war, economic setbacks.

see above, possible addition of the topic of Burnout (critical need)

Budget and finances

Monetary support was given last year for the last time by my supervisor out of our regular funds. As a

research institution, the emphasis is on faculty travel and classified & A/P staff do not have any travel funds. The professional development available on campus are small workshops limited to campus operations only. No money is available anywhere for off-campus development for non-faculty.

Continuing need for information on how to deal with diversity of students in advisement.

ethical concerns academic vs athletics, motivating techniques, resources for prospective opportunities for various occupations

Crisis intervention

Management and evaluation of personnel and programs

None

ADA compliance specifically with web development.

encouraging students to consider other majors; advising theory other than developmental; managing finances (on the theory that financially secure people stay on the job longer).

Research and grant writing

Career Planning for students. Although my institution does have a career services office, students often indicate that they prefer a "familiar advisor" to the stranger in career services.

N/A

Cross-cultural training and communication

Ongoing chance to discuss advising issues in a seminar format, besides regional and national conferences.

N/A

assessment of advisors and advising services

N/A

I would like to publish, but everyone I would like to work with is so overburdened with work responsibilities (as am I) that publishing takes a back seat to most everything else. Also, it's not required for the job, so most advisors' attitudes is why do it.

The above areas cover my current needs.

Admissions and scholarships. How are other schools dealing with each.

Training and supporting faculty advisors.

Articulation

Identifying resources for students needing more information about career choices and requirements.

I would like to know new trends in higher education. Maybe by periodicals.

Advisement Web page development. What areas of concentration should be focused on? What does a student look for on a web page?

Supervisory skills

current trends and strategies for advising

Advisement Theories Delegation

What affect student's K-12 preparation have for university attendance.

How to prevent burnout after years in the profession.

retirement counseling as part of career education and planning

Holistic advising that encompasses career, academic and personal growth.

More money in the budget.

Retention of students, working with 1st generation and/or students of color

web publishing

Motivating students and staff Effective teaching techniques

Post-mater's programs in Academic Advising/Student Development are limited. Would like more opportunities for career development beyond the Master's level.

web site training (not related to advising)

Leadership skills development

Public Speaking, Developing workshops

Advising non-traditional (arts) students; incorporating better crisis-coping skills with students (how to approach beligerent, crying or otherwise upset students).

Advising Administration

Continued development of counseling skills.

Dealing with statistics and interpreting them accurately

International Student Advising

na

Dealing with the aging workforce Using E-mail as an Advising Tool Connecting with the ME generation

I am an advisor for teacher ed programs. I need more info about that specific career area.

Advising training, advising assessment

Being both an academic advising administrator and a counseling administrator often makes it difficult to balance professional development in both academic advising and clinical psychology. I would love for the two categories to not be mutually exclusive.

Team-building for groups composed of different status-levels.

I have a need to develop my research agenda. It's sometimes difficult to balance this aspect of my career, given the demands of my current position and family responsibilities.

academic transition into higher education legal aspects/consequences of academic advising

How to interact in meetings

Anything regarding career development

Hmmm...maybe some leadership activities

Need in dealing with a highly diverse population especially "illegal" immigrants seeking an education and the laws that limit them and "new" methodology in dealing with the increase in "underprepared student" we are seeing as a whole. We are offering more developmental courses today than we offered 12 years ago. Students graduate but can not read/write/do math at the 10th grade level.

knowledge about the careers which correspond to the majors I advise

Second language courses, management skills,

multicultural students and their needs

Developing group consensus and buy in by faculty regarding the value of advising. How to keep sane when research is more valued than quality teaching and advising.

intercultural communication

you have covered them all.

There are no areas of professional development that I believe I am in need of that I feel were not addressed in the previous question

I am new in my job. I have only been in this position for 7 months. My job is to set up an academic advising system at my school and I need much help.

servant leadership skills

Working under ineffective leadership

multicultural competency

online advising re student transcripts

Assessment Statistics Research Development

Opportunities for advancement.

Issues pertaining to under-represented students (i.e. nontraditional, first-generation, students of color) and students academically at-risk.

Adjunct teaching.

Career development and counseling; mental health and crisis intervention counseling

intellectual stimulation in areas of academic interest

I need to incorporate more technology into my advising services. Discover ways to save time and increase efficiency.

My answers above will soon be dramatically affected by reduced budgets in California. Providing quality service with fewer resources will, I expect, become a priority for all of us in higher education.

I need help with time management in a very interruptive environment or maybe training in advising usefully in a shorter period of time. The students run away with my time if I'm kind and appear interested. I can't get some of them out of my office.

Looking at today's college student. How have things changed? What can we expect for tomorrow?

N/A

New Program/course development.....How to design a good course

Communicating with other advisors

Current research into motivation and locus of control

Learning Strategies

Probably, in answer to Questions 13 and 14, as well as my responses to other questions, I need to explain. I am the only academic counselor at this four year university. I work primarily with College of Business students, but them sometimes bring me their husbands, wives, girlfriends, boyfriends, sisters, and brothers because no other college has the same position. I could have retired several years ago, but I love my work. I have total support from my dean and the faculty in the college and that's why I can be effective in helping the students.

Crisis intervention Intrusive advising Cutting through the red tape

Would like to attend national conferences to experience ideas and practices that are working at other

campus'

Working with special needs populations such as students on academic probation or students with learning disabilities.

Research methodologies;

None

Networking and career development

Budgetary development and funding

1. Inter cultural educational planning 2. Multi-cultural issues in educational planning 3. International Student issues in education

Career information. I understand the theory from my Masters program, but knowing more about degrees, experience, and certifications required in different professions would be helpful. Don't have time to read all of it on my own time!

Dealing with issues regarding retention, credit for prior learning and distance education.

Strategic Planning

Pre-medical and other professional health careers advising

Searching for and writing grant proposals.

Working with adult students, I find very little professional development opportunities on campus or through professional associations. Most development in my area is geared toward learning more to serve the traditional aged college students

NA

A program which would fund and/or make affordable the cost of a Master's Degree for Advisors which are in wage stagnation due to dead end pay systems in place at many public funded institutions.

Creating exciting, interactive presentations to prospective students/families and current students (advising).
2. Marketing & Management strategies for overseeing overseas study programs.

Supervision and Management

Remembering to think on the "cutting edge" and "out of the box"

The area I feel most needy in is certainly the area of technology. My students are more saavy and knowledgeable by far than I am about computer capabilities and programs, etc. But I find a lack of time to pursue formal coursework on my own to 'come up to speed' in this area.

n/a

Meeting administrative challenges in advising - comparing notes with other advising administrators

stress management/ oconflict resolution

ADA and working with students with disabilities

Tolerating a lack of respect...

none

Professional development is quite good here.

Developing innovative delivery systems. The image/perception of professional advisors.

Assistance in beginning a transition to retirement.

immigration requirements and how they relate to int'l students academic requirements

Attend more conferences in order to network with other colleges and universities.

Communication skills from top to bottom of organization. Ability to ask the right questions!

I advise in engineering. I personally need to have a better understanding of some of the higher level courses. I also need to gain knowledge about graduate school admission in engineering even though I don't advise in this area I am occassionally asked.

Retention Learning Skills for students Working with small groups in a particular major

assessment

Publication submissions Informal interaction with fellow comrades

counseling skills, crisis intervention

General improvements in how to....

program assessment; leadership

Higher Education Law Legal Decisions surrounding Disabilities and Appropriate Accommodations

First Generation Students At Risk Graduate Students Academic Manager responsibilities

Reviewing personality theories and other psychological topics that I don't use much, but am very interested in.

Specific areas of advisement. We are a faculty advisor campus (all full time faculty advise, and many part timers)...I train all the advisors so always need current information. We are a private, 2 year college...need transfer information to be current.

retirement planning

learning how to be an effective supervisor.

strategic planning, Budget development; grant writing;

More awareness of how to work effectively with International students

I am actually aiming to become a director of study abroad. It would be useful to get experience working with student visas, but it is very difficult to get this experience. I think this is beyond the point of normal professional development and falls into professional experience.

Adequate funding to cover yearly expenses.

Impact of Diversity on Higher Education and the broader environment.

Need more help with understanding international educational systems. Both for student going over and those coming to US.

Transition with continuing budget constraints

Developing Entire Academic Programs - from individual advising, to pre-testing, to need intervention, to referrals, etc.

Business Writing, Conflict resolution, Leadership, Personal and Professional Growth

class scheduling

doing more with less resources

How to do more with less. Using technology in advising. How to advise adults.

In case there were to be awards for the best advisor dependent on different geographical areas for all colleges accredited to U.S. universities, may be we would be allowed to travel to the conferences and work shops for professional development by the college. The award should be to sanction attending the conference or workshop free of cost (inclusive of travel) Also encouraging professionals like me who have been educationists for donkeys years but have taken up academic advising of late.

taking numbers, data, etc., obtained every term and analyzing it for trends, etc.

They have been covered by question 12.

Intenational Student Training

Other areas of Student Affairs

n/a

Professional publications-taking a poster or presentation and expanding to a full research paper.

International Students Transfer Students First Generation College Students Single Mothers in College

Salary, financial support for professional meetings/workshops

budgeting, program administration/management skills

I need more guidance on how to publish in education journals.

1. Dealing with administrative processing of International Students and their needs in a manner that is clear, fair and places a high priority on the needs of International students. 2. Forming student based evaluative committees of our advising processes.

Orientation. Study abroad advising (including culture shock, etc.).

N/A

you seem to have covered all the important ones and some I hadn't even thought about.

N/A

Cross-cultural communication, understanding cultural issues as related to advising international students.

University politics Community resources Faculty interaction

Goal planning and Project planning

Interaction with advisors outside of my own institution

Career Counselling Skills and information

I would like to learn on how to utilize distance learning as a tool for advising and as a tool in general. I have no experience or training as to how to do this.

Working with others with different cultural backgrounds than those from the US, in other words, our immigrant and refugee as well as international population.

Cultural Sensitivity

New ways of motivating students for excellence.

Advising and Learning Theory, Student Motivations

More exposure to the issues concerning adult students.

I wear several hats at my small liberal arts university besides academic advisor (I am responsible for the career services, peer tutoring program, disability services, and the internship program), none of which I received any formal training. I have learned and implemented on my own with very minimal input from my supervisor up until now (I report directly to the Provost). However, we have a new provost who is much more in tune with developmental advising and student outcomes assessment and supportive of these paradigms. He is just so new that any appreciable help or training has not been really apparent as yet. He has been very good about letting me attend local and regional conferences though.

Direct, conscientious, and proactive support from immediate supervisor for development. Political education

as a staff member in a university environment.

Managing upwards

Other institutions which have merged academic advising with career services

Administrative skills, institutional budget management

Minority student mental health issues

Techniques for dealing with students in crisis

crisis intervention, drug information

Technical areas such as computer programs.

We have a need in all areas. We are not permitted to attend events (unless vacation is taken) and we are not permitted to use our talents, knowledge and skills. My unit is horribly run etc. The only professional development allowed is acutally required. It is a fake conference designed by the administration and their hand picked pets who have less experience and knowledge than their audience.

Working with a VERY LIMITED budget and an increasing student population.

Grant writing... this will be the only way I get to do anymore prof dev at all

Grant-writing (which will help us expand our services)

Developing Training sessions for retaining students

Just a note on big, non-centralized institutions: we might get, or not, support from local units/departments, and we might get lip service from the high administration, but no monetary incentive, or help. The picture is much more grainy hence some answers could seem out of place when put together. I am lucky to work for a department that encourages learning and development and has the \$ to back me up; many others have no such luck on our campus. On the other hand, we have no linckage between career advancement/development and training, nor do we have requirements to attend workshops/training to maintain our expertize.

Identifying serious problems with students' mental health and addictions. Learning about interacting with students with those challenges.

Supervision techniques Staff training planning

Web page development

Developing advisor training Developing an advising webpage for advisors and students Probationary advising

Dealing with students who have emotional and personal issues Dealing with difficult faculty Conflict resolution Writing skills, for letters of recommendation, dismissals etc Creating and maintaining statistics on students Maintaining logs

The area of improving my awareness of creative training approaches to instruct faculty student peer

advisors would do much to improve my contribution to our school.

I need a lot. I have been doing this for over 30 years. One's development never ceases.

My lack of need for professional development in the above listed categories is not an indication that I have knowledge or skills in these areas. Rather, my knowledge of this information would have no impact on my day to day job as "we" have little or no say in these matters. Management (outside of the Registrars office) determines policy on retention issues, outcomes assessment, issues in education and how it may relate to advising etc. There is no support (except verbal, from colleagues) for research or development of any tools etc for our area.

Specific needs: more development of articulation between institutions; understanding various institutional requirements for students going into education

Not applicable.

None

Research techniques

none

Supervisory skills.

Ability to create attractive recruiting materials.

creativity in developing a different approach in advising

Knowledge of specific ways in which we can help students that are not currently practiced at our institution given our change from manual to on-line registration

Your survey covers the areas that I feel are necessary for professional development.

Legal responsibilities

processes and paperwork (ex. admissions, financial aid, graduation forms) that directly affect students and staff. This area is largel underappreciated and developed as essential to student success and retention.

Disability Issues: (1) Increase awareness of the need to improve accessibility. I am hearing impaired because of my diability access is always an issue. Hearing loss is an invisible disability Sensitivity awareness for working colleagues with disabilities.

crisis management

communication styles

Academic assessment processes

none

na

More employment issues covered and make connected to programs.

Management and leadership skills, Adult education theory and recruitment

None

None

Working with online learners

Programs for at-risk students (i.e. provisional admissions program and probationary programs)

disability services advising/accommodations/reasonable alternatives

Organizational skills, time management, and avoiding procrastination.

Advisor evaluation

time management; case management; assessment of program and services; legal issues

I am a Departmental Advisor and would like to get a better sense of University student affairs and how these are intertwined

classroom/teaching skills

I need to know more about ways of integrating student life with academic life.

Working with at risk or special needs students. Extra curricular activities planning for low-income students.

Policy and administrative decision making

None.

Mostly, I need opportunities.

None

Public Speaking/ Presentations Question # 22 (student count) Branch 3000+, Institution 35,000+

Managing your supervisor Working collaboratively with different units Budgeting Doing more with less Multicultural issues

More opportunities for managing staff.

Multiculturalism/diversity

N/A

none

Exactly what was offered in the Advising Administrator's conference this winter!

Retention! Retention! Retention! Remediation! Remediation! Student Skill Assessment based upon ACT/SAT Scores, Compass Tests, Dealing/coping with parent/student relationships!!!!!!

On-going ideas of how to do more with less resources. Group presentations.

Legal findings related to ADA and compliance issues OCR (Office of Civil Rights) updates/mandates
Positive ways to include Diversity Issues into the campus environment

Strategies in dealing with students at risk.

Academic integrity/adjudication, managing up and down in an advising organization

Relations/Training with Faculty Advisors

Legal Issues in Advising Dealing with Parents as an Academic Advisor

Specific needs of adult learners, both on the college campus and via distance learning

While I love my work as an advisor, I am at the point where I find fulfillment in non-work-related arenas. I'm not interested in "moving up" since in this profession that means less contact with student and more worthless meetings.

-

Effective Resource Enhancement Strategies

teacher licensure issues; transfer student issues

Distance Education Distance Advising

Transfer policies

public speaking - presentations

How to get ideas implemented even when your supervisor wants to keep things the way they are (when they really need improvement).

Information Technology. Career Services

I definitely want to go back to school and pursue a doctorate (I have a Master's Degree) in higher education. It is important to have the credential for credibility in an institute of higher learning.

Wish that our office had yearly evaluation of my performance. Would appreciate positive feedback, especially so that I can (for once) hear directly from my supervisor that I do a good job.

None.

none

Time Management

I would like for our campus to have more interdepartmental work sessions to address issues relevant to Historically Black Colleges and Universities and their progress in the current educational climate

Developing networking opportunities to enhance career advancement.

Working with a diverse student community; How to be an effective intermediary between students and faculty

assessment

How to deal with students from different cultural backgrounds - upholding institutional standards while helping such students. How to deal with adult learners - again how to uphold institutional standards while helping such students.

I work with technical students at a Community College and have limited professional development in these areas.

Multicultural awareness and sensitivity

Navigating/work with campus administrators. - How advisors can/should assist with program and accreditation reviews. - More local/regional workshops (not just presentations) where ideas can be shared. - How to stay involved after retirement.

working with our board of directors. helping our agency the full impact of our mission

building a professional development community

Multicultural counseling of athletes.

I must sound negative in this survey; truth is, I'm a one-person shop, and it's been a satisfactory experience.

Opportunities to discuss issues of communication between other departments/campuses (we're in a multi-campus system)/other schools (how they handle communication issues)

Public speaking - Delivering presentations

Program development; practical ideas for assessment

assessment tools for the advising process

Budget reduction exercises; quality and budget assessments; evaluations

Bridging the gap with Faculty so advisors aren't second class citizens

Diversity issues--how they might affect advising practices

admission requirements to CSU/UC/private/out-of-state systems as transfer and freshman applicants.

Working with students different than myself--diversity issues

research methods and then time & monetary support to do such

Not at this time!

Leadership skills, counseling skills (listening skills, assisting students with personal problems, etc.)

None

Legal aspects of academic advising and student services. Pros and Cons of establishing an institutional policy regarding an applicant's "ability to benefit" (lacks intellectual or emotional capabilities to be successful)

The area that is most important when working with a team is the communication within the department and the respect that must be shown for everyone who has an idea and especially for those who have been within the system for 15 years

How to convince campus of importance of professional academic advisors as well as strategies for convincing administration to reduce advisor/student ratios and increase monetary incentives and salaries more in range with national average.

working with non-traditional students; working with students in an accelerated format,

Team Building Skills

Mentoring in how to tie it all together. I have been to many helpful workshops and will apply ideas presented, but feel the need to have a sounding board to help incorporate changes permanently.

Dealing with issues adult learners face. Deal with "transitions" adult learners make.

none come to mind

Advising special populations Working with faculty advisors Training advisors Assessment of Academic Advsing on campus

Mentoring

Specialized services related to special populations: disabled students services, impaired students, international students, diversity and minority issues, adult students. Also legal issues.

In the area of communication skills, increasing effectiveness in communicating problem identification, differing opinions, feedback, and creative solutions to supervisor and greater administration.

Transitioning from one style of advisement method to another. How to sell faculty on a jr/sr faculty model of advisement and leave us to guide freshmen/soph and undecided.

I would like to be more involved in Advising Research but do not have the background to perform research without substantial help.

Diversity mentoring, introduction to faculty/staff/administrators relevant to diversity issues, reference guide for institutional policy (beyond academic catalog).

non-traditional learners: problems/learning styles/successful approaches

FERPA, distance advising (via web, e-mail, etc.), getting involved with faculty to aid student success

how to deal with budget crisis

I believe I am very strong in/at developing professionally. I believe it is my responsibility to do so and have not waited for the institution to encourage it.

Working with gifted learners. Working with disabilities.

Leadership and management techniques for advising administrators.

systematic development of research skills -- both quantitative and qualitative

n/a

Improving the link between academic advising and career planning.

Assessment -- faculty advisors, institutional current "best practices" on first-year experiences/freshman seminars

I would like help to be more informed in the area of career counseling.

In such a stressful cyclical environment, I find the need to address burnout on at least an annual basis. Most advisors, even if they won't admit it, will question what else could they be doing when the registration crunch wears you down.

NA

Just need more time to put what I've learned into practice (to develop training on advising for faculty), but we're too busy doing advising and related activities, and it's only going to get worse with our budget crisis.

Research and presentation methods for the advising field; I only know research/publication in my academic discipline.

writing and publishing articles

More professional development for new advisors

Identifying research & publication opportunities

Leadership and customer service

Being groomed for professional advancement in the institution--I am not aware of any formal plan for staff. I've worked at this institution for approximately 10 years as an outstanding employee. There is NO commitment to you for the future (unless of course you are particular friends with an agreeable VP!) It is

very much a matter of chance per your individual employment situation. Just saying "you need a master's degree" is not the answer. I am ready to exit this position now because of seeking my master's degree this Fall 2003 rather than trying to work the usual (student traffic hasn't gone down, degree outlines must still be done) and risk doing poorly with my graduate coursework/research.

Advisor administrator skills --- long range planning, etc.

Workflow and time management

Developing Effective Training Programs Academic Advisor Certification Standards

Whole campus needs diversity training. Not an inclusive environment. Attempts to get domestic partnership benefits have been thwarted and discouraged. I have needed to educate my coworkers. Homogeneous envirt. We all need more diversity competence skills.

mental health issues

Technology!, we are still using Windows 98!

none

Adult Education

A need to maintain enthusiasm and motivation amidst all the day-to-day, routine paperwork and student questions. This can be accomplished through any number of methods or programming. The key, I find, is to look for those skills or theories in any program, course, book, etc., that are applicable to advising students and fostering their growth...and then implementing in whole or in part that skill or theory. However, there just doesn't seem to be enough time to implement or experiment with new ideas.

Where is the stuff about academics? This survey is biased towards a student services model. What isn't there anything about general education, cross disciplinary developments, integration of experiential learning, etc? As for the present questions, if people don't know most of those things already, why are they in the field?

advising students on skills for success (i.e. test taking or effective and effiecent studying)

Covered in Question 12

Technology

It is a long story. To long to type in here. We do not have the resources to provide much professional development.

I advise in a technology area, while my background is in the liberal arts. I would greatly benefit from exposure to information in the area my students are studying.

I would like to see more Master's programs in the Atlanta area to complete a masters degree in academic advsising.

ability levels/ placement evaluation of students legal issues (FERPA, student visas, etc.)

I would like some concrete examples of successful programs/strategies working with undeclared and

probation students.

Effective teaching

none

Learning more about the internal workings of: performance evaluations (what actually has \$\$\$ merit); how to get faculty and advisors together in making decisions about programs

- - - - -

understanding research techniques and results

How to get support from your department!!!!

Research--focus group & Survey Marketing programs Program develop and implementation Cirriculum development Persuasion--Counselor creating effective change in their supervisors and upper mangement Developing and implementing an evaluative tool that allows advisers to evaluate their supervisors and upper administration

A source that has compiled continuing higher education information for a person intersted in obtaining a masters or ph.d.

Councelling training for anxiety disorders

Diversity, Professional Advisor & Faculty Advisor Collaboration, Research

Presentation skills

Tuition re-embursement for further studies

Advising theories.

Over 70% of work time is spent with face to face student contact. The institution and state is in a budget crisis. I guess I could use professional development in "how to work with a limited amount of resources and staff.

Networking with others in the field.

time management, developing/setting priorities, work-load management

Academic Advising Team building Student retention

want more opportunity to work with other academic advisors in Alberta

Basic Counseling skills

Publishing

For NACDA to recognize the importance of Professional Advisors and not cater so much to Faculty

Advisors

advising training periodically because of so many changes between semester and the length of time

Dealing with difficult students

Due to fiscal problems I need to find additional funding sources.

Diversity

interface of advising and career services

Electronic communications of what was once hard-copy regulations, i.e. calendary copy and regulations, how legal is the electronic version and what are others' experiences. This is a MAJOR area of concern and development for my position.

I would like to improve my recruiting skills.

Improve skills to help the undecided student.

supervision/staff management

Helping students improve study skills.

Best practice strategies in advising.

Establishing policy for students and staff

Picking up information about best new practices and how to try out new ideas without upsetting the apple-cart or stepping on anyone's toes.

Working with difficult supervisors.

maximizing resources, esp when wearing many professional hats--balance

Collaboration with faculty.

Time to learn, improve & use computer skills and especially for creating an on-line advising web page for distance-ed students.

Advising Administration

Leadership development.

I just need more time in the business and to continue to read literature.

finding ways to connect across professional divisions (staff to faculty)

Publishing

Recruitment efforts

How to be a manager

Under the budgetary constraints, I need help in helping my staff maintain a level of professionalism and staff morale and provide advising services to a growing number of students w/ less resources.

None come to mind.

Marketing what we do to others on campus--making clear to supervisors and faculty what a professional advisor's job really entails.

structures of advising centers for various populations.

developing good supervisory and financial management skills. Financial management both in balancing an office budget and in personal finances.

Networking Skills and Options

Technology Skills Specialized areas relevant to young adult population, i.e. substance abuse, depression

Working with "undecided" students.

Research skills

student outcomes assessment

recruitment areas

Management training

na

Personal interaction such as being able to read what others are feeling, how to address those feelings, or how to say the right thing to get to the real issues

Managing a budget

-

Facilitating Advising Training

I'm sure there must be some, but I can't think of any right at this very moment.

[Hide Responses](#)

Question 14

What impact/growth do you believe professional development activities have on your professional growth?

[Hide Responses](#)

A great impact with respect to motivation and current issues in the profession.

It helps to keep me interested in my job which at times can be dull and routine. It also challenges me to try new approaches to old jobs thereby reinvigorating my interest.

They keep me well informed and updated on all of the changes and theories in the higher education setting.

Other than becoming better at my job (which is important), there is no impact because there is no possibility for advancement.

They keep me fresh.

I'm able to see issues from a variety of perspectives and share that with decision makers on my campus and in my college. I'm exposed to current literature on topics of interest in higher education. My professional contacts extend across the US and into Canada now.

Make me more aware of new techniques and opportunities in the field.

keeping motivated, getting me thinking of new or better ways to do things, a respite from day to day work, remembering why I got into this to begin with

I participate in professional development activities as much as possible. Most of these are outside of my office. I believe that they improve my professional performance greatly. I wish that I was involved in more professional development opportunities with other staff members in my office so that we could discuss what we are learning.

They make me a more effective adviser. More ideas to choose from when working with a student. It also makes me think... there are times when registration etc can be rather rote.

It would encourage me to stay sharp and refine my skills.

Makes me more aware of issues students face in higher education and ways to mediate thier affects.

tremendous!

Immediate feedback, reflection on the basic values of academic advising, and the various ways of implementing them on individual campuses.

To learn is to grow, even for old timers

The main impact professional development activities have on my professional growth is to keep me informed about what others are doing in the field of advising and student development. This in turn keeps the ideas flowing, and renews my desire to improve. I work in a rural location, at a small school, and it is easy to become complacent and just maintain the status quo. Professional development helps me to avoid that problem.

You can always learn 'something' from them!

They energize me and motivate me. I am a more productive worker and bring more ideas and energy to my students.

Awareness of support from groups like NACADA.

Almost none.

They provide a refreshing and innovative way to approach current job duties.

Professional development helps me become a better advisor and be more effective in my day to day position. It also helps me learn through interaction with my colleagues and from presentations from the administration.

I have attended the NACADA conference for six years. The information and knowledge I gained by attending the workshops, networking with colleagues, presenting a workshop, and winning an award has been immeasurable. If money had not been an issue, I would also have liked to attend the regional workshops as they looked very informative.

I think they have a tremendous impact. In this rapidly changing world, we must continue to educate ourselves in our chosen field, or we won't be able to serve students adequately.

Exposure to new ideas.

Some activities (small portion) have a strong impact in that they apply directly to my job. Most have been more for my personal enjoyment and stress management. Most of the professional development activities have not been strongly related to my current job. Some of the ones I would like to go to conflict with my work schedule in needing to be at my job at the same time.

Gives one a chance to stop and think about issues at your work site and how to better handle things. Also the opportunity to learn about what others are doing in similar situations.

I feel that professional development helps me improve my job skills and staying up-to-date on new developments.

I always enjoy learning about different techniques and strategies. Even though I may not be able to use or implement all I learn, increasing my knowledge is always valuable.

If presented effectively, I believe prof. development activities can greatly enhance an advisor's experience. Of the conferences I've attended, I find that their isn't enough focus on a particular topic. We spend too much time talking about advising issues, and not enough time trying to come up with real solutions.

Contribute to confidence and communication skills, contributing to a moderate impact.

new perspectives, renewed energy and commitment to the field, networking opportunities, enhanced skills, mitigates burnout.

NONE

Everthing! Key to professional competence.

Positive impact (learn skills to stay current and improve job performance)

I believe professional developmenet is the driving force behind professional growth.

Allows me to expand my knowledge and skills beyond what I already have and know.

Professional development activities fire you up and get you motivated.

Professional development opportunities allow me to expand my knowledge of student affairs beyond what I learned in school. I am able to keep current on trends and issues in higher ed.

does help

In order to advance to the next employment level you must demonstrate professional growth. At my institution it is important to define professional growth and then demonstrate how you have grown professionally.

They have a big impact on improving the quality of my service to students and faculty.

They may lead to changes in institutional procedures. I do not believe I am likely to be greatly impacted on a personal level.

the more professional activities I participate in, the more opportunities I have to try new jobs, even in the same college. Even skills that seem meaningless now can be helpful at a later date. All professional development opens some door or another.

Professional development activities help when they pertain to the performance of functions related to job description, duties, and responsibilities.

A tremendous impact. It is too easy to remain stagnant in this busy world w/o professional development activities.

Have helped with some specific skills, but it is often difficult to integrate knowlege gained in professional development experiences with my regular work flow.

Professional development activities are critical for me. As the ONLY non-faculty advisor in my academic unit, I often experience a sense of isolation. Professional development activities with other academic units on my campus or at the regional/national level really are my only chance to dialog with my professional peers.

A HUGE impact. Professional development is imperative to student affairs folk (which includes academic advisors).

Improved self confidence and better motivation for the job at hand.

Networking opportunities which enable you to look at your job in a new way.

A lot

Helps keep me motivated and re-energizes me. Helps me become a better advisor.

To better assist students and be a better employee.

I think professional development activities rejuvenate me. I usually return with new ideas and I am excited about everything. The hard part seems to be taking the time away to actually go to some conferences ect.

they are critical to keeping big picture issues in mind: letting me see the forest as well as the trees

Great deal of impact. Professional development activities help me keep to date on changes and new innovations in the field.

They make me a better advisor!

Understand the profession better - values and ethics. Understand the value of academic advising position within the greater univeristy.

Huge! Although I keep saying I don't want to be an advisor for the rest of my career, I like most parts of advising and would like to keep my skills level up. In general, I believe that professional development or continuing education, or whatever you want to call it, is of primary importance in any field. Lawyers have CEU requirements, Physical Therapists now have them, other professionals have them, and yet, for advisors it's not the most important thing and often, for financial reasons, way down on the list.

It is important to stay current in theory, practice, and research. Professional development helps me to be a better counselor.

In this position, little to none.

I feel that professional development activities are invaluable!! I wish our institution had more funding to support such efforts.

Professional development helps me to gain skills as an advisor and see my work in a larger context.

They would expose me to situations similar to mine and provide insight on how to handle difficult problems.

It inspires you to try new things at your institution. It helps to see how other schools do things and compare with your own.

Professional development activities can only better a persons skill level and confidence.

NONE

Major

I think that any improvement in my abilities as an administrator/academic advisor could only improve the services we provide to students.

The networking that goes on at conferences is valuable. Ideas are shared.

Keeps you informed with information from other advisors that may be useful at your institution.

great from past experience with academic institution that encouraged development in the field

They give me a fresh perspective and tools to perform better.

I was very, very active in NACADA at both the National and Regional levels beginning 20 years ago. I benefited VERY MUCH from conferences and brought back ideas and practices to my office.

I feel that professional development activities have a great impact on my professional growth.

Offer new perspectives on programs for student success that can be flexible to use on your home campus.

very little, because there are no promotion opportunities.

Significant impact.

A great deal--I have a much more comprehensive skill set than I did 10 years ago. I have recently moved into a position where I do more of the work I want to do--career counseling--because I have sought out the opportunities to grow in that area--even though I was not always supported by those above me.

the opportunity to hear/see what other institutions are doing to address/resolve higher edu issues

have helped tremendously in lieu of educational training/background (degree etc.)

Inspiration to improve services both for personal fulfillment and for the good of the institution and it's students

Renews the spirit. Able to see other insightful ways of doing advisement. Networking with other professionals in advisement is always inspiring

Professional development helps increase enthusiasm, creativity and job satisfaction as well as enhances advising skills.

It is important to me to meet advisors from other institutions, to find out what their issues might be, how their offices handle advisees, etc. I learn most from sharing with others in my profession.

currently none

Tremendous when related to student development and student success theory and research. Also receive tremendous benefit from learning more about technological advances.

It helps me grow in my position and it helps my students.

Another perspective to any issue will be put to use. An advisor never knows what will be of use until faced with an unusual student situation or request.

Greater knowledge of how to work with the above concerns; upward mobility should increase.

significant

minimal

Fresh perspectives; more energy; better skills lead to better performance; more creative ideas

I strongly believe in professional development, mostly because I'm in an environment that supports life-long learning so in my opinion, professional development is a continual process.

great impact, limited exposure to other advisors on campus thus limiting sharing of knowledge

They refresh and revitalize you to change and grow.

I think that all professional development activities are potentially beneficial. I don't always know how I will benefit: that's one of the reasons why professional development is so critical. I think that my understanding of student development, ways to use technology, ways of relating to others improve through professional development.

With the constant change in the field, it is necessary for professional development activities in order to grow personally and professionally. Change may be constant, but we can grow and adapt to the change.

Professional development leads to the advancement in the advising career field.

If it weren't for involvement in professional development, I may not still be in this field. I know that I would not be as competent an adviser as I am without all of the professional development opportunities that I have taken advantage of.

There is very little opportunity for growth in my department and in my institution. But I do feel an obligation to myself and to the students I serve to be as informed and up-to-date as possible.

They keep you fresh!

Learning new techniques, verbage, technology to incorporate in advising sessions. Ideas for existing events such as Orientation, workshops, etc. Networking.

Immeasurable

Moderate, at best. Generally, they help to recharge the proverbial battery, but it is not that common that they actually give me something I can bring right back to the office and use. And at the point I am in my career, that's what I'm looking for!

I have become better at my job and consequently, I'm assuming more administrative duties.

They keep you fresh and excited. They teach you how to do your job better.

None; we have no activities because we have no money.

na

Allows one to network and perhaps learn that his or her challenges are not unique or isolated. Makes handling challenges less difficult.

Provide enthusiasm when activities are encouraged and recognized

Made me a better advisor - more global, more sensitive to diverse needs, more compassionate.

Big impact. They have been very helpful. It has been very helpful to be able to talk with other advisors on campus; advisors I would not normally have a chance to talk with.

Learning new skills improves the way I interact with colleagues and students and encourages me to think about administrative roles.

Such activities provide replenishment and inspiration, strengthened commitment to the work we do.

They help to keep me interested and give me a renewed sense of vitality, giving me incentive to keep on

growing professionally

We all need to look beyond our own institutions for models that we can apply.

Professional development activities have a significant and positive impact on my professional growth. If nothing else they give me increased motivation to do the job I do.

Any information and ideas that I can obtain from outside sources would be of tremendous help to be personally and to my work unit as a whole.

I am always inspired, but I rarely have the tools to implement the exciting new ideas.

These kinds of activities assist me in exploring personal and professional career options.

It renews the excitement and commitment to my work.

financial support

Professional development activities have instilled in me a real sense of what the profession of Academic Advisor is all about and the value of the role I play in students' lives. Before I was exposed to NACADA, I was not even aware that academic advising was a professional function/career. Many faculty and administrators on this campus do not see advisors as a necessary component of student development, nor are they aware of the professional foundation upon which we are based.

Significant

Professions development activities encourage creative thought and extend my abilities and knowledge for on the job competence and confidence.

they keep me motivated and excited about my occupation

They have had an important (positive) impact. I think that I am seen and held in higher regard by colleagues (peers) as well as administration because of the professional development activities I have been active in.

Professional development is a must in today's economy. With the global and technological advances, one must stay alert and atuned to the needs of the industrial world. WE know we need more frontline technicla individuals, but selling this to students at the community colleges get more difficult each year. Everybody wants to be a laywer,doctor, governor, president, yet they come to us less prepared each year. Advising and retention are two areas that suffer when the intitution needs more and more students on the roles. The professional conferences I attend (I pay for (and they assist me in addressing the areas I have much concern about.

moderate- sometimes I feel like I learn a lot or know a lot but don't have an oppportunity to use what I have learned. I need better guidance on implementing my knowledge.

High impact -- I see my responsibilities very differently than I did before starting a graduate degree. Specialized professional development training should fill a similar role.

Gain in confidence and effectiveness

I believe they give me the support and knowledge to do my job that much better.

keep current in rapidly changing field/world/ environment become better able to address changing needs of students

Professional development activities have a large impact on my professional growth. The activities often times serve as a motivator and re-energizer.

They help me keep informed about my students and their changing needs.

Professional Development activities can really energize me and helps me to combat professional burnout.

Professional development activities could have a far reaching impact on my professional growth if they were recognized, paid for, and offered more locally. Without a doubt, my knowledgability would increase and I would feel more included in the network of advising on a national level.

Networking, not re-inventing the wheel. New/fresh ideas to incorporate in our department.

Very great. They motivate you and keep you current on educational issues.

Absolutely essential to have this lifelong learning opportunity

I believe professional development activities have a strong impact on my professional growth. They are very important.

I have never gotten much from the traditional "professional development" activities such as conferences. They seem to me only a way to circulate your name -- not take anything concrete away from the experience. I prefer smaller and more specific opportunities on my own campus.

I think the sharing of ideas is something that has been very helpful to me over the years.

I learn the skills necessary to be more effective in my job. I learn as much from networking at professional development conferences as I do from the sessions. I get a new perspective on things and it gives my psyche a boost.

They are essential.

Although there are currently no opportunities for advancement in advising at our institution, I do believe professional development activities aid in making me a more effective advisor

I have been to the national NACADA conference in Salt Lake and I went to the region 4 meeting two weeks ago. Because this is a new area for me, I learned much valuable information.

Working on my masters degree has helped me to be aware of student issues, as well as personal leadership issues.

Right now, I participate in professional development activities I believe will help make me a better administrator in the future. As I only plan to be in my current position for a few months, I wish to make myself more marketable for the next position I pursue.

I believe that professional development is a very important part of professional growth. I have tried to get backing to go to NACADA etc. but have been told budget restrictions.

Anything that I learn assists me in doing a better job for my students and department

Increases my knowledge of latest developments in the field. Networking with colleagues.

Professional development is a means to see how other institutions are dealing with similar issues.

keep current

Professional development allows me to stay fresh and current on issues. It keeps me interested in my job.

I believe professional development activities have a direct impact on my professional growth. Without opportunities for professional development activities it is easy to fall into the rut of doing things the same way. When I attend a conference, I often implement ideas or strategies in my freshman success class and my advising.

Potentially significant impact. Some PD that I have attended in the past has been worthless; much has been mildly helpful; little has been critical.

They make a big difference. I am able to get new ideas on how to advise students and think about what I'm doing in a different way. This helps me grow in my position and not feel stagnant.

If the development activities are relevant to my job, they have the potential to reinvigorate me and improve my perspective toward my job and my commitment to my institution.

I do not believe a person can develop fully without involvement in professional development on a continuous basis.

Adds to comfort level -- personally, interpersonally, professionally; adds to future career advancement; adds to interface of advising and teaching.

Ability to provide better and optimum level of services to students, faculty, staff, and administration. Less stress, more career motivation, and greater potential in career advancement.

Professional development motivates one to grow professionally. Creates excitement within the workplace.

They give me vision and focus and help me avoid burnout.

It brings new ideas into your work place and can aid in the development of new tools for working with students.

Sharing ideas with others and learning about best practices that work is always motivating and rejuvenating.

Again, I'm not sure what you mean by "professional development activities." Is it my work, itself; or is it going above and beyond for conferences and so on?

It strengthens and renews goals and motivation. Gives a sense of value and importance to the job. Gives new perspectives on how to handle various situations.

Personally, it keeps me current and up-to-date. It offers me at times a new perspective to consider and challenge for myself. It keeps me motivated and reaffirms that I was called to do this.

Attending National NACADA convention helped me to realize that the concerns I was having on our

campus are everywhere & some of my concerns weren't as bad as other schools. Having the resources of NACADA has helped me to define my roles more. However, there is not much for professional development on my campus. It's usually whatever is for the good of the group, not always the individual or job that we have.

They motivate me b/c I get great ideas from schools and/or professionals in the field who have found success in some area that I could also benefit from

Not much impact in current job--helpful to put on a resume for future applications.

While I don't receive any monetary compensation (ie: salary increase with grad school units) for professional activities I participate in, I believe it is crucial for me in maintaining interest and passion in my current job to be able to attend conferences and courses that deal with advising and help me always to see and do my job in new and creative ways.

In the past they have been incredibly helpful. Both national and regional NACADA events helped me to grow as an advisor. Current budget constraints prevent any development that isn't self-funded... and after a second year of no pay increase, that's not a priority as a single parent.

provide new ideas on how to improve my service to students. how to help them more effectively. opportunities to network with colleagues from across campus and at other universities promote feelings of community.

It would be impossible to be helpful to students if I wasn't constantly learning myself. It is important to sympathize as well as empathize with the students, to understand the frustration of the process on online classes, lack of teacher concern, financial aid problems in order to help them.

Important for me to maintain licensure as a Licenses Professional Counselor.

Great impact.

Professional development activities help me keep my motivation alive.

Interacting with other advisers with similar problems and situations

professional development helps provide the big picture view as well as study in specific topics and is essential to professional growth

It is immediate and demonstrable I gather greater self-confidence & self-esteem I am better able to work independently

Keep a person update and involved

Professional development activities increases my actual knowledge in the advising and education areas, and increases my self esteem and confidence. I can pass on my newfound knowledge to students and help them to achieve their academic goals.

These activities can be very affirming and confidence-building, leading to deeper job satisfaction. They can also spark new ideas and rejuvenate you, and provide good opportunities to network with your peers.

far more personal satisfaction and less burn-out

I think it has a major impact. I began my career in advising as a graduate assistant and simply found the

job rewarding and satisfying. I think it's important to learn all that I can working with different populations. In order to advance in this field, at this institution, you have to change positions which means working with a different population of students.

No matter how much experience anyone has, there is always room for improvement.

enable mobility within profession; provide professional contacts

Gives me a fresh perspective at looking at things, renews my focus and commitment.

Confidence to try more innovative approaches to student needs

Understanding trend analysis at my level.

very little at the moment

Quite a bit. Technology and changing career issues of students have impacted what I need to know and when I need to know it.

It is important.

I think the professional development activities serve to motivate and energize people in my profession. It is good to be able to share ideas with people that have the same needs.

It has a lot of impact because that can set the basis for improving my advising style. Also, improving the way I help the students in academic endeavor.

I really enjoy them and believe that that is how I learn what I need to be an effective advisor. Sometimes I feel the things taught need to be given to the Dean/Department Chair and others involved in my work. I feel they don't understand what an advisor does and doesn't understand why we need the development activities in the first place.

better methods to help the globally expanding multi cultural diversity we see today.

I think they not only help you do your job better, but they keep you enthusiastic about it.

Professional development activities are a great way to enhance my skills and to remind me of the things I already know. Sometimes I need to become re-motivated and networking with colleagues and listening to new ideas is a great way to do this. I feel it makes me a better educated person and to me this is always a positive thing.

I believe that this is the only way to continue educating myself on my profession. This is why I pay for my conferences and organizational dues out of my own pocket. I also see this time away from my office as a way for me to grow and become a better advisor for my students.

many are specific to the job but are undermined at upper levels; others in the area of academic intellectual development would have a great impact - hard to justify

I deal with adult students who bring certain issues regarding family and work to their academic life. Retention is a factor when students attend an evening program and work during the day. Degree completion (with transfer credits) can take up to five or six years. Having the best skills I can to help the students stay with their education makes me a better advisor.

Higher education is ever-changing. Professional development activities provides me with the opportunity to be well versed on current issues and allows me to be able to articulate the issues to parents, students and colleagues.

The NACADA institute in San Antonio gave me an increased sense of commraderie amongst the other advisors, the ability to focus on fixing the problems at my university, and a wealth of resources to help me with my job.

They make me a better advisor. I am more informed and more confident in myself and my knowledge base for students.

Improves my capabilities, so increases my confidence and helps my motivation

Ability to effectively research, develop presentations, and publish materials.

Provides an opportunity to network with colleagues at different institutions. It also allows individuals to share what works at their institution.

Better able to serve students.

Fairly substantial.

Networking with other professionals in the advisement arena is imperative. One needs to know that they are not "alone" and other people/institutions may be experiencing similar problems and may have suggestions for remedy of situation.

Provides an opportunity to augment my qualifications for advancement.

Huge - in the first ten years of my professional life i was quite involved in professional development activities. I have been less involved in the last 5 years.

Helps keep up to date with trends in education and careers Positively affects networking Helps keep the job interesting

very little, since professional growty is not valued.

I believe the activities have a significant impact on my professional development and growth. Also, I believe that we have a very good support system. Unfortunately, the institution lacks the financial support that is necessary to allow me the opportunity to take advantage of many of the opportunities.

They allow me to escape from the minutia of the day to day details and remind myself of a greater vision - which in turn energizes me.

Such activities help to broaden my scope of knowledge, and interaction with others in the field.

Not too much because there are few to participate in and also, with funds being so tight, I have been turned down when I have asked to participate.

I work in an advising environment where I serve students completing degrees through distance delivery modes. I am located in an office 5 hours from the main campus and go to the campus only 3-4 times a year for meetings. These meetings are critical to professional development as we share our individual experiences with regard to advising. In addition, there are actually 13 centers, so there is much diversity between our student populations. Also, the ability to attend conferences such as those from UCEA and

NACADA have been useful to some degree...but not as useful as I had expected. I believe NACADA is better suited to my needs and interests so I have a membership in NACADA. However, there is little at the regional meetings dealing with advising distance education students...so I have presented to help fill that gap. I want more! And need more...

A great degree of impact!

I think they have been of great importance in my 27 years in higher education. There are never enough funded opportunities, but the ones I have done have been catalysts for growth.

Professional development is essential to my role as an advisor. Higher education is a dynamic field and the face of the college student is always changing even at a very traditional residential campus where I currently work. I love what I do, but the better equipped I am, the better advisor I become and the higher my morale will be. Professional development plays an important variable in this equation.

There are always areas we need to be reminded of. Improving my communication skills is always a worthy effort for improved advising.

great impact on personal awareness & student delivery of services

They help me look beyond the narrow scope of my own institution.

I believe there is a good opportunity for networking through p.d. activities, but beyond that they offer small rewards--generally speaking.

Hopefully, professional development will allow me to be exposed to situations and ideas outside the micrcosm of our unit. It is always helpful to converse with colleges outside the university.

broadens my perspective while letting me know I am not the only one with these issues...I can learn new ways of working the frontline

It reinforces my interest in the career that I chose for myself.

They provide self-motivation and help me feel more confident about the service I provide to my advisees.

They help me to become more knowledgeable in the field, better able to assist students. Especially since I came into advising from another field. However, there are no opportunities for advancement or growth at my current institution.

They keep me on top of what is happening in higher education. Things are always changing and for me to stay on top of what is changing would be almost impossible.

Professional development activities allow you to see where your institution stands in comparison to other insitutions.

They help me develop a broader perspective.

They are very important. Professional development keeps you on track, rejuvenated, connected to your colleagues and the profession.

More understanding of the student and the larger campus view.

It allows me to look beyond my limited framework and role at my institution. It gives me feedback ideas and the ability to network.

As a relatively new advisor, I feel I need exposure to a variety of advising theory and practice to develop expertise as an advisor. Our institution is actively involved in enrollment nine months of the year which totally envelops my calendar and restricts professional development activities during those active enrollment cycles. I feel our institution does not recognize the depth and complexity of advising in today's higher education environment.

It can lead you into different directions than those you have been pursuing for some time and see things out of the box, sometimes for the first time. Also, it leads to development of new programs and ideas for your office, department, division, institution, which leads to recognition if they work, and further professional growth through promotion, varied assignments on campus, working on cross-campus task forces, etc.

Over the years, PD activities have provided a time of renewal, a time for reflection, and a time for reassurance. I have found participating in PD activities has been the spark for creativity and/or the re-affirmation that much of what we do, we do OK! So either way, I have returned from off-campus conferences with new energy and confidence to work with our students.

It's difficult to find professional development activities that relate to the field of distance education. Most of the institutions sponsoring such activities are proprietary schools; I am more interested in what is occurring at our public institutions.

professional development activities help me keep current regarding requirements and opportunities that impact our students

big impact. Very helpful to stay abreast of innovations and new research and how they may apply to daily work.

Professional development activities are refreshing and allow me to go back to work excited about doing what I do. I love the chance to get out of my usual environment, meet interesting people from all over my region or the US and learn about ways I can improve my skills.

It certainly helps me build on my strengths, and develop many other skills.

Great impact since that is the only way to grow thru education and practice.

Professional development activities keep me up-to-date about current trends/theories. These activities help me think out of the box.

Professional development activities provide the support system that I need to grow as a professional. After every event I am encouraged to try new and exciting things, and I feel supported and renewed in my career.

Motivation, inspiration to try new ideas

Networking with other professionals. Sharing of ideas and results from solution implementations.

I find myself energized and renewed professionally after attending development activities. I think I am better at my job by learning more about how to do it well.

I usually am able to apply the information that I learn to my profession. If it is not directly applied then I take what I can and use it and store the rest for later

extremely important

Over the years, this has been critical in our office and institutional advancement.

They are helpful, especially the opportunity to interact and network with other advisors.

They would have had a tremendously positive impact on my ability to fight for the need for academic advisors within my institution. However, it's a moot point now because they have eradicated the department.

increase confidence level broader my horizons gets me out of a rut

Reaffirms me.

Those activities in which I've participated have given credence to the work I do, have developed rudimentary skills into good practices, have allowed me to network with like-minded individuals. The NACADA summer institute was a bench mark in my career! WHAT a week!

Creates great motivation..Feeds enthusiasm...Brings back the desire to Advise

Professional development activities are one of the best ways that I know of to fight off the "burn out" and boredom that I currently feel in my position.

Fresh Ideas

Awareness of Developments in the Field of Advising Knowledge of Successful Programs that May Apply to My Home Institution Networking with Other Advising Professionals

There is a great impact simply because there is the exchange of ideas and the ability to gain from the experience of those who have more knowledge and the ability to impart ideas and knowledge that you might have from your experience.

Networking, support, new ideas

Attending meetings and reading NACADA journal articles are of great importance to me in professional development. The meetings rejuvenate me and help me develop professionally.

There is significant growth when one participates in professional development activities.

Keeping the job interesting, encouraging growth, essential for my job satisfaction, important for growing professionally and giving the best services possible

They give me good ideas to use in my advising and in my relationships with advisees and with other professional colleagues, including faculty.

It depends on the activity, of course. Some conferences provide wonderful ideas, but many are more of a break from the office and a way to see that we are already doing what others are just beginning to do. Networking is always a good thing (I was approached about a job at another campus after presenting at a regional conference recently). That helps one's morale!

It makes me a more effective supervisor and director. Direct impact on the quality of our advising program...both on the advisors and the students.

direct impact

Huge in terms of my effectiveness and efficiency.

Great impact.

Helps in understanding my impact on the advising process and the support I give to the staff I supervise;

Helps me understand current issues and changes in higher education that impact students' education planning and goal development. Assists me with evaluating my effectiveness as an advisor and with acquiring additional skills and techniques.

It depends on your being open to learning; sometimes only one new thing may be learned, but that is worthwhile.

We have an Academic Advising Association on campus which provides excellent professional development opportunities for advisors. This group has been useful because it provides current campus info, advising workshops, and networking opportunities. Our college funds all advisors who wish to attend national NACADA conferences and this helps keep us informed about what other universities are doing. These opportunities help me be a more effective advisor.

Tremendous impact!

Very important. I think all advisors should be required to attend a certain amount of professional development each year. Like completing a certain number of CEU's some fields require.

They reenergize me and provide me with contact and ideas that will enhance my work.

A great impact. Also fulfills needs to connect with others and improve our services.

Definite correlation.

Encouragement to keep doing what I'm doing. Tools to make me a more effective advisor.

The professional development activities I have attended within the past 5 years have been significant, life changing events!

I believe that any professional development activities that I choose to take would enhance my, improve or add to my skills.

Professional development activities stimulate thinking. Helps me think "out of the box". It opens the door to new thoughts, ideas and ways of accomplishing tasks.

Some growth, yet I am only allowed one national conference per academic year. I feel I need a more lengthy and intense training format for an activity to have a positive impact on my professional growth. I also participate in workshops offered through my institution by co-workers and faculty, but this is sporadic at best. There is simply not the funding for off site participation in activities such as the NACADA summer institute.

I can apply skills to current position.

revitalize me, help me know I'm doing some things right, give me ideas for change

A chance to meet colleagues at other institutions and share techniques that do and don't work.

These activities have stretched my mind, my skills and my career in ways I never considered at the outset of the activity.

I want to remain in advising in some way for the rest of my life. However, being a new professional I do not yet know how committed I am to advising. I am beginning my doctoral program this Autumn, but I am not sure what career path I want to take. I think that professional development activities might have given me more direction as I enter my doctoral program.

If one was to be encouraged to participate in such work shops and conferences, one could put what he learns into practice and also enlightens oneself about the latest developments in the field of advising.

Keeps me "current" and on top of things.

Keep me fresh; prevent burnout

Great impact: keeps one current; encourages innovation; affirms one's successes.

Without growth there is only stagnation.

N/a

MORE CONFIDENCE ON MY JOB

Validation of current practice. Motivation to try new things. Solidifies perception as a profession.

Immense impact.

The ability to present at conferences has allowed me to make the biggest impact with other advisers across the country. By doing that, I think it helps me grow as an professional because each year, I try and present something new for my peers.

n/a

Help to make me a more effective source of information, I can better address student needs. I better understand the range of services the University offers and can more effectively and confidently refer students to those University resources most likely to offer them the assistance they need

I think they have a huge impact on professional growth.

my value to my institution will become greater

The more I learn the more I grow. This allows me to keep my professional skills and knowledge current.

Strong impact

When I was a physics professor I participated in several professional organizations and that provided me with wealth of new ideas and techniques that I could use in my profession. I know that I would not have become the award winning professor had I not done so. Now that I have "retired" and have begun my

second career I expect that my participation in an advising professional association will also lead to my personal and professional development.

Attending Professional development activities makes me more confident in my own abilities as a professional; it adds tools and skills to my arsenal, so I don't become stale or caught in a rut

Increased sense of self worth.

I seek as much professional development as possible for my personal satisfaction. At my institution, there are limited opportunities for advancement.

Professional Development activities would bolster my professional growth. I'm always looking for valid "cutting edge" developments in my profession and interests in supporting student development, growth, and retention.

Professional development activities are critical. For me, even if the skills covered were review, they provided networking opportunities. They also lead to new and innovative ways of looking at familiar issues.

N/A

alot--I get a lot of support from people other than my immediate supervisor for professional growth. Some of the reluctance may be personal and the other is related to the lack of funds.

I believe the networking of advisors is extremely important because we share information concerning how students react to specifics and how our institutions help or do not help.

This is what makes us better advisors and employees.

They motivate me - inspire me. Make me respect my own position. That is lost on my campus. Academic Advising is not thought of as a professional position at my institution.

Motivation in the position. Excitement for new projects and working with students. Continuous interest in the field. Creativity for future-oriented thinking.

Provide a greater sense of the whole mission of advising

The activities I have attended have been beneficial, but I often cannot incorporate them because supervisors determine the structure of our program.

The opportunity to listen to and be challenged by new ideas and ways to improve the practice of student advising.

I believe that professional development activities are very important to professional growth. Not only in terms of learning new material, but being able to network with other professionals at conferences, etc. is very beneficial.

Professional development plays a huge role in my professional growth. My past does not involve higher ed., it is mostly blue collar work.

Substantive...I actually have used skills and professional development that were developed from previous position as a high level manager in a non-profit educational organization often as an academic advisor-- would be more in need of development in some areas if I didn't already have them from past experience.

It is critical to be on top of things, being aware of the latest theories, ideas, programs, in education

Professional development keeps you fresh and updated. It gives you new ideas as to how to deal with students and what student issues are. I would keep growing professionally instead of stagnating.

Professional development activities make me a better advisor because I am wiser and can provide the student with more options as to how to deal with their problems.

Increase motivation, ownership, ability to help students effectively

I believe professional development activities expose us to a variety of subjects and ideas that affect my professional growth for the better. Knowledge is always good.

Positive impact.

Professional development activities help me be a better academic advisor with a stronger professional background. My growth helps me stay motivated and share that enthusiasm with students.

Quality professional development activities have a significant impact on professional growth.

Professional development encourages exchange of ideas amongst colleges and peers. This exchange can develop into great programs at one's institution.

In the short term, these activities allow me to provide better services to my students, and in the long term, I'm hoping they will help me move into a higher-level position.

None right now.

I think professional development activities foster and stimulate professional growth. Brings new ideas to my work.

I have found the information very helpful. The frustration is the lack of funding and assistance (as in human resources) to implement some of the ideas I feel would be beneficial for us. As I say, I am the only person who is literally responsible for advising, career & internship services, supervising the peer tutoring program and handling disability services. While there is a breadth of service I can offer, there is so little time to get any depth of service in any one of those fields let alone implement any changes.

When I can choose what kinds of activities I feel will be beneficial to my growth, and these are supported monetarily and otherwise by my supervisor, they can be very important to my sense of becoming more accomplished in my work.

Essential

I believe they have an impact on our overall effectiveness and insight as we work with students, particularly in a developmental advising relationship.

I am much better at advising/assisting students in their coursework and career choices.

Improve and enrich knowledge and skills in working with students in higher education setting

Allows for the sharing of ideas.

Prof Dev can serve several needs: motivational, directional and confirming.

It has strong impact because it allows me to be a more effective advisor

Professional development helps me to be more effective and innovative in my job. It enables me to do a better job of meeting the needs of students by learning new techniques and approaches to the advising process.

It creates a sense of excitement and passion for my career.

Provide a broad base of knowledge to assist me with my work. Networking with other people from other institutions is very valuable.

Professional development and use of my talents together with a pay raise to at least survival level would motivate me to do my job. I currently dread coming to work, but I do because I love advising and the students. I came to this job because I wanted to help students and enjoyed working with them.

My experience has been that most professional development activities are often aimed at "newbies," and that material presented at NACADA nationals is sometimes redundant -- same presentation, one or two new presenters.

Makes me more marketable on campus for future positions.

It is vital that I grow with my student population...that I am able to keep current with practices and strategies to give my student the best services

Stay in-tune with resources that directly impact the quality of advising and the strength of information provided to the student

As all professionals, we must have professional development to remain invigorated and competent.

Moderate

The experience will assist me with my next career move

Training and professional development helps one become confident and secure in one's job.

Learning what other schools are doing helps in assessing one's own strengths and weaknesses.

Professional development activities would help me understand the picture of Higher Education outside my unit. It would expose me to more information and useful creative techniques.

Tremendous

The provide motivation to continue a high level of service to the students. They allow me to become a more valuable asset to the institution for which I work.

Allows you to keep work exciting, rather than routine.

I believe that professional development will help me to be a better advisor and to contribute more fully to the college campus.

I have found nearly every in-service or professional development activity to be helpful to me in some way--even if it was just the opportunity to reflect on my goals and professional growth needs.

It would enhance and have a big impact on my professional growth.

Professional development activities assist me in helping students make positive/growth oriented decisions that may impact the rest of their lives. It also helps my professional advancement and opportunities.

They have a major impact on the number and quality of ideas for improvement in various areas of academic advising, but my current work environment inhibits the implementation of many of those strategies. Therefore, little actual growth takes place.

By meeting and talking with individuals that are/have experienced similar situations/problems and listening to what they have done is very helpful. Implementing some of the ideas from others - not only helps my professional growth but the advising program and University retention efforts.

Ideas for new programs & techniques Motivation Networking

This is very vital. The faculty, university, the world are constantly changing. Student's attitudes, behaviors are changing. We need to keep up on the changes, why they are changing and the best method of dealing with the changes. Dealing with this will help us better advise students. It will also be much less stressful for us. These changes also affect the curriculum. I have found with the change in student's attitudes over the past 5 years have led to a change in how we offer certain courses and how we run the co-op component of the program. program

opportunities for networking; building relationships with other professionals in the field

Provide options or alternatives (ways of thinking and doing things) that I might not have been aware of and from which I can choose those that best suit my needs

Professional development activities would incrementally improve my performance.

I have such a struggle getting any professional development that I feel the process of being able to attend is what I learn the most about. Otherwise, I view professional development activities as resume builders and hope to gain at least on idea applicable to my students.

Professional development activities have the potential to help me grow a great deal if I could only find them! I currently have an undergrad degree (education) and would love to get my masters in counselling or education to better help me with my advising role. However, taking time off from my job is not an option. I have been trying to find a suitable distance ed type program that I can do part time but it isn't easy to find!! I feel that this, plus other workshop type activities definitely help people keep up with things and become better at what they do.

I am currently half way through a doctoral program in higher education administration. That process is having a huge impact on my professional growth. My institution (private, comprehensive about 4100 students) has also hired a professional development specialist who works with faculty and staff on leadership skills. I am indeed fortunate to have these opportunities. Without formal professional development opportunities, I don't see how advisors can stay fresh and interested in their profession.

Professional development activities affords me the opportunity to network and to see what is happening outside my own little world. The interaction with colleagues at every level is vital for my own growth as a person and as a professional. Sometimes, the subject matter is not as important as the opportunity to validate that what we do is crucial to the success of the students with whom we work.

I have to work on this.

They provide support and a wider choice of options (that I might not think of myself)in many advising areas.

If we had support for professional activities, meaning the time, money to use what we learned in our everyday practise. Otherwise it was a nice outing and change from the usual. Advising is incredibly challenging at our campus just trying to keep up with the constant change in processes, technology, structure (yet another reorg)...

Professional development is very important to me, and has a direct impact on my feelings about my job. Hope that I can continue to be involved with NACADA.

These activities do impact the institution, if the information is well received.

I believe that they will have a significant impact on my professional growth.

Professional Development allows me to become a more well-rounded professional and individual who can readily access resources and work with students of diverse needs. It also helps in terms of knowledge when relating to people in authority. It also encourages networking among advisors from different institutions.

Professional development activities are excellent ways to help advisors keep current on new trends, keep connected with other institutions, better understand various programs to better advise students, learn new technical skills, and to network.

Not applicable.

Improves my performance; benefits students; provides time-saving aids;

I believe that professional development has a strong impact on professional growth.

It would be helpful to tap into the minds of more tenured and established individuals in this area.

They make me better at my job. Provide networking opportunities with others in my profession.

It is very important and as an academic advisor a person has to keep out the current youth issues.

I could use some of them with me to a higher level or higher position

I feel that it will provide a greater appreciation for what I do and an incentive to continue to anxiously serve the college student population that I come in contact with on a daily basis.

Helps me stay in touch with student needs better

Keeps me up to date on current practices; reinforces my professional identity; provides networking opportunities; learn new information

The best pro-dev activities will improve advisor technical skills (with paperwork and computers,for instance) and increase advisor knowledge (with curriculum, policy, and processes, for example)

Awareness of how other institutions function and to utilize new ideas to improve our services.

It helps me to promote the importance and the professionalism of academic advising on campus.

The ability to effectively guide students through baccalaureate programs, increase graduation rates, and reduce minor attrition.

Most of the time not much impact or growth in professional development. Accessibility is a big issue (hearing impaired) and most times accommodations are not provided. The helping profession can also many times lacks sensitivity, which is kind of ironic. There is a difference when a student has a disability vs colleague. Colleague has to struggle more to be heard especially with an invisible disability. Can't reap much benefits if you are on the outside looking in.

Some. But the political atmosphere has a greater impact than anything else.

strong impact - practically and personally via workshops, seminars and peers

Much Impact

Professional development would improve my advising abilities and provide more advancement opportunities as a qualified professional. It would provide an opportunity for continuing education that would serve to improve my skills and, also, clearly demonstrate my personal commitment to higher education and the value of effective and caring advising. At this time I do not feel this institution views academic advisers as professionals.

conferences - great for benchmarking/industry awareness

A strong positive impact.

Very positive

The ability to share, learn, and create information about our profession has a very dynamic impact on me. It gives us the opportunity to constantly be in a state of development and change.

They allow me to help my students more, suggest better resources, classes, careers, etc.

na

Professional development helps keep me interested and inspired in my work.

I believe that PD has a great impact upon my attitude and enthusiasm. The very fact that it is supported monetarily on my campus is encouraging.

Wow, the positives are too many to list. Overall job performance improvement.

In touch more with student issues.

I think that professional development activities can have a significant impact on my professional growth by exposing me to areas with which I am not as familiar and by allowing me to enhance my skills beyond what I do in my day to day job.

Sharing ideas and materials at conferences with others who advise Education majors always helps me make contributions to my own teacher education department. I am a departmental advisor for a large academic department and receive a lot of encouragement and support. Hardly a day goes by that

someone--my department chair, faculty members, staff, or students--doesn't tell me that they think I am doing a great job and that they appreciate my work. I work 10 months a year and have a lot of control over when I take my vacation time. Every year, I receive the same travel allowance that faculty have. I am paid well and receive great benefits. I guess I'd have to say that I have the best of all possible worlds. I can't think of anything to gripe about.

IT is a requirement in my job.

These activities are part of my self-evaluation as a counselor helping me to assess my skills and knowledge as compared to my colleagues in the current marketplace. Further, these activities challenge and move me to doing new things in new ways to help students.

A living individual is one who seeks to learn continually. Growth = progress. Professional development encourages my professional growth and the growth of my profession.

Necessary for keeping up with latest techniques and policies in relation to changes in society and its expectations for our graduates.

Enhances skills and professionalism

Great learning tool and way to stay updated!

Professional growth is directly related to professional development, but development and growth are the ultimate responsibility of the individual

A feeling of "connectedness," confidence, stronger skills.

Expose you to ideas/processes previously unknown to you but which could be helpful in your position.

Professional development activities have a great impact on my professional growth. It is necessary to keep abreast of methods used in the nation and constantly revamp mine to match clients' needs. Without professional development I believe advisors would be 'lagging behind our time.'

Of the very limited activities I've had, primarily in the last couple of months...they were extremely helpful

networking staying current even if daily practice isn't

Impacts on my self-esteem and feelings of accomplishment.

I believe professional development activities to be a critical part of my job and those who work for me. As a director I have the authority to require and control professional development for my area. For that reason I found some of your questions difficult to answer. I certainly expect those who work for me to participate in regular pd activities as well as share what they have learned with others in our office.

I believe that professional development activities depending on what they are will make me a better advisor/assistant director.

Participating in professional development activities allows me to improve my knowledge in selected areas. However, the major benefit is connecting with other advising professionals and sharing information.

Most professional development activities have a positive impact on my professional development, but the extent of that positive impact depends on the activity and how it is presented. At the very least, most activities inspire me to do my job, whatever that may be, even better.

In an culture that does not monetarily value higher education (ie, state budget crisis) and a campus culture that does not value the advisor, the students and my limited opportunities for professional growth have "kept me juiced up!" I find feelings of professional self-worth from the students and from outside sources; very little from my supervisors

A great deal. It keeps me interested, informed and feeling good about myself, my competence and my profession.

Encourages and motivates

Not a great deal. Most conferences that I attend in my early years as an advisor were really not very helpful. Presentations are generally made by people whose institutions want them to justify their reason for attending a conference for which the institution is paying.

The information and challenge I have received by attending professional development activities has been invaluable to me. It has encouraged me to reach beyond my present limits and find new ways to assist students.

not enough opportunity; too much is just on the job training & learning by doing

A strong impact. I am more confident and proactive in my profession growth due to activities I have been involved in.

I do feel that attending and participating in professional development makes me a better advisor.

Professional development activities certainly support and enhance professional growth. This is done by exposing me to 'alternate' or new ways to look at 'problems'. In other words, we don't have to 'reinvent' the wheel if one of our colleagues has already done the work.

Professional development activities rejuvenate the weary academic advisor/counselor. Interaction with other professionals who can relate to your daily situations can be very energizing and educational. An advisor or counselor without any outside-world contact can become very stagnant in his/her daily activities, but professional development activities can serve to refresh and re-awaken the passion that one has for one's profession through contact with others and through educational materials containing innovative approaches to common problems in the field.

In this position this is the first year I have attended development activities. It has helped me to see what others do, how what we do fits in national norms, and given me encouragement that we are doing some things right. I have sent my staff to meetings as well.

These activities have had tremendous impact on my professional growth. Attending advising conferences has often been the first exposure to innovative techniques, changes in philosophy and student body characteristics, technical advances and their concurrent problems.

PD activities help expose me to fresh ideas which I may apply in my work environment and continue learning new techniques for serving students.

I believe that continuing professional development activities strongly influence a person's commitment to the profession, interest in gaining knowledge to share with advisees, and overall maintaining a positive atmosphere for advising.

Such activities definitely influence my attitude and approach to my job, enabling me to perform it more effectively.

They stimulate creative thinking which leads to program development and improvement, benefitting both me, my immediate colleagues and staff, and (most importantly) the students I serve.

Great impact if sincere, but mixed messages are difficult to understand

I find professional development activities invigorating and renewing.

Professional development activities provide me the opportunity to compare and contrast my advising style/technique with other professionals.

It would definitely prepare me to leave my current institution.

They allow me to be more efficient and effective. However, it is frustrating when there is little, if any, recognition and there are few opportunities for advancement.

None

invaluable and essential

Huge. When I and my two co-workers joined NACADA and started attending conferences, we all came back with ideas for projects that would have never occurred to us otherwise. We have all be able to advance on the recently implemented Career Ladder for professional advisors at our institution as a result!

Significant - it is quite helpful to learn and network w/others to learn how to best serve the needs of students.

Great impact.

A tremendous impact.

It keeps me up-to-date and keeps me connected to others in the field

I get to see what is going on around the country with new ideas and practices.

The more information and knowledge an academic advisor has on various issues, the more likely that advisor will be able to effectively impact student guidance.

Without PD activities, there is no or little growth in my professional advancement.

I believe they have a great impact on your growth and development in the position.

Professional development activities help generate ideas for projects on which bonuses and merit raises are based.

ASSISTS ME IN REMAINING CURRENT IN THE PROFESSION WHICH IMPACTS THE QUALITY OF MY WORK.

Helps to keep motivated and on track.

Very little! Have had very little professional development. Attended one regional nacada conference in my own state about four hours from work station.

The impact is upon my own professionalism and desire to assist students. I am able to be re-energized.

Very important factor. If not exposed to new ideas and updated professional happenings our dept. gets stale and ineffective in a rapid paced work setting.

They make me more confident and more at ease in what I do on a daily basis. When I feel more comfortable, then I know that I make my students more comfortable also. My hope would be for my office to be an inviting place that students would want to come seek information from.

Gain broader perspective regarding national/state issues Deeper understanding of the effects of policy decisions upon individual groups of students Time to listen more, talk less Opportunity to learn and refresh oneself

Crucial impact

Making time for professional development activities is always worth the effort and usually results in more effective strategies and ideas for working with students. Brings energy and focus to my work.

improve skills, knowledge

Greater resource for students and colleagues Apply new theory/techniques to existing problems Gain sense of broader perspective Develop areas of expertise

They expose me to new ways of looking at a problem. They remind me to think about applying theory when I have become wrapped up in the concrete, pragmatic day-to-day activities. They remind me to conceptualize "what could be" when I have gotten used to "what is". They provide me with resources (handouts, tips, references, etc.) for activities.

Providing fresh ideas, inspiring new initiatives, encouraging appreciation for my current situation

I've done a lot in the past; I've enjoyed doing it. It's had little or no impact on my "professional growth," since this profession continues to me under-appreciated and underpaid. I do the work because I love it.

If I had the time to participate, it might have an impact - but I have a fairly non-traditional position and responsibilities, so it is difficult to get professional development targeted to my needs.

We have a substantial reward system in place for professional development for advisors. My consistent participation in professional development has not only improved my job skills and my satisfaction with my job, but has greatly increased my earnings while still continuing to advise full time. I currently earn more than twice what I did at my initial hire and my job description has not significantly changed.

Major impact

tremendous impact on numerous levels

They would give me renewed energy and keep me interested in this position and in the students I serve.

Professional development is to professional growth as classroom learning is to education: the one is integrally related to the other.

I feel they have a significant impact on my ability to stay current in the field and to keep my skill level up. Unfortunately, there is no financial support at our institution for participating in professional development.

Having not even received a cost of living increase in the last two years makes the spending personal income on professional development more difficult as the household income is more stretched right now.

I believe that without professional development you become stagnant in your position, because you are not aware of new technology, etc., that is going on in your field. You are a less effective advisor and are less connected to the profession.

prof dev provides me w/ the tools necessary to help students make informed decisions

They would have more impact if I was given time once I returned to campus to incorporate learned informatin into my job. Also, if given the resources to implement changes as a result of info gained.

Professional development activities give me an opportunity to touch basis w/ colleagues in other institutions to learn & share practices & procedures. It gives me a way to assess my level of growth & development in the field. It gives me opportunities to earn continuing education hours required for my state counseling license & my national counseling certification.

it acts in support of my personal growth/ lifelong learning

Professional development allows one to grow in her or his ability to identify the most important issues in various situations. It also allows one to respond to those situations thoughtfully and deliberately.

A great deal.

Very helpful for coming up with new ideas. Re-energizing

Helps to keep you fresh, energized. Inspires you to do more, better. Gets the creative juices flowing.

I believe that research, networking, reading, and participating in professional organizations helps me in my current advising position, but a doctorate would help me for promotion and broadening my responsibility. It would also help to keep me intellectually challenged (personal growth).

I have worked in Higher Ed for 27 years - professional development activities always refressh me and usually give me some fresh ideas

Professional development activities keep an individual aware of current issues and trends. They introduce ideas and techniques for problem solving. They give the opportunity to network with colleagues from other institutions.

Is supportive of my current job practices and helps me feel as if I'm not the only one who struggles with the same students/situations. Good to meet others who know what my job is about without having to explain my job.

Frequently minimal. I use them to spur my own thinking and development of plans for our office.

Moderate to strong motivational tool for me.

In the ever-changing environment of higher education, continuing professional development is crucial for even maintaining an acceptable level of service to the institution.

I believe that professional development activities are essential. These activities are critical to my self concept and growth in my abilities to effect (and sustain) change at my college.

Broader understanding of the issues in advising. Ability to become a better leader in informal campus advisor organization.

Reenergizing, inspiration, celebration of successses; Awareness of current trends and new ideas/ways of advising and mentoring; Increased ability to compete for fewer higher-level jobs

I think they have a tremendous impact depending on what they are and with whom. I benefited greatly from the NACADA Summer Institute and I would love to have the opportunity to visit with those who develop advising models more frequently than I do, however the expense is greater (ususally) than my budget allows.

Sharing of Knowlege from other Universities and other surces is very important

Professional development activities keep advisors excited and intellectually stimulated regrading their work.

They often provide me with a sense of growing as a person. Most activities that I participate in, lead into some type of growth either for my students or myself.

In my position, professional development would allow me to do my job better. At the moment, there is no position to which to advance.

Large impact - especially when applying for other positions

They are always needed so that an adviser can constantly improve on their skills.

none

it allows me to network and find out what other advisors or schools are doing to motivate students. I would not feel like I picked the wrong career path if I had these experiences.

The more exposure I have to professional development opportunities will undoubtably mature me as an advisor.

Greatly help with keeping up to date.

Presentations and workshops encourage creativity and open up new possibilities in finding solutions to local problems. Conferences are a great source of information -- sometimes about issues/ideas we didn't even know existed! Networking keeps us going in the face of campus-level apathy about advising needs.

In the past - when they were better supported - it renewed my enthusiam and pride in the jobs we do. It encouraged us and made us think about what we had learned and how we could use these ideas/strategies at our institution.

Professional development activities are vital to professional growth in academic advising as in any profession. Part of being professional is committment to staying well informed of changes and needs in the field.

a place where i can talk with others who deal with issues similiar to my own. our agency is a non-profit outside of the traditional school setting that aids single-mothers go to college and because of this i'm not in direct communication with other advisors regularly.

these "extra curricular" activities are what make my work not so repetitous. They help me interact with individuals in my feild and keeps the ideas comming. Therefore, I am able to assist the students better,

because I do not get burned out as fast.

better adviser

Without professional development there can be no growth.

Significant impact!

Making me more knowledgeable and as a result, giving students more thorough information to assist them in the decision making process.

When it is possible to find activities that address the needs of adult students, the impact is tremendous. Given that your own survey only identified the "young" students, this points that there is little recognition of the needs of adult learners and the advising dynamic of adult to adult advising. We are forced to modify information gathered at conferences that only address traditional student populations. This is both disheartening and frustrating...that the advising organization itself, and its membership, doesn't recognize a significant population.

Refresh my commitment to students by learning new ideas/techniques

They always allow one to see new ideas and to perhaps bring those ideas back to one's on campus and implement things that work.

A moderate impact; often they serve to confirm something I am discovering ; once in a while they give me a new idea.

keeping up to date with current trends and advising techniques is critical in being a good academic advisor.

It is obvious that professional development activities help me to stay current and to improve my advising strategies and skills

networking is key and sharing ideas; making contacts that are invaluable

helpful when I get to participate

I think they provide a great opportunity for personal and professional growth

I believe professional development activities are the key to educating those who would be educators/advisors. In order to "grow" as individuals and professionals we must have access to new ways of looking at problems and situations, find out new techniques and what works for others in our profession. By doing this we can bring back to our institutions the changes necessary to be effective and current in our jobs and the way we dispense information which impacts the students' academic careers.

If the activities are applicable and well-presented, they can have a beneficial impact on professional growth.

very strong impact - pending funding and administrative support

Help with creativity, productivity, and enthusiasm for the job.

better network which helps me work more efficiently when I know who to call at other institutions. Also, new ideas for how to improve practice

Much.

It's always great to spend time with other advisors -- find out what they are doing and use that to make the services my office provides even better. Sometimes great ideas come from the activities themselves, so that's also good!

I feel these activities breed a level of confidence that can produce positive results in several ways - more comfortable with supervisors and colleagues, more willing to contribute ideas and give suggestions, and more willing (and able) to take on increased responsibilities.

Enhances day-to-day activities to more fully assist students.

they improve morale

given the right activities they could have a tremendous effect on professional growth.

considerable and important impact

Professional development is essential to my professional growth and my ability to better serve my students.

Provide me with a broader knowledge base; helps me keep current on higher ed, student services, and counseling issues.

I strongly believe that learning is part of life and we should never stop trying to evaluate our current positions and improve ourselves and our services to students

Enable me to do my job more effectively and to take on more leadership roles on campus.

A definite correlation exists between professional development and effectiveness--professional development also serves as both a reward and moral builder for me.

Tremendous impact, it is what can keep you in your job and motivate you for success.

They help me be a better advisor.

Professional development activities help to expand my horizons and renew the excitement I feel for my career.

Moderate

Just meeting with others in my profession reinforces the idea that we are a significant force in peoples lives. These activities are great for exchanging information and ideas. They are critical activities for new professionals in advising and prevent a myopic view of advising.

A tremendous impact. Professional development allows us as professionals in higher education "learning" environments to enhance our own skills and abilities. Professional development keeps me interested and excited about what I'm doing. I feel "sheltered" without the opportunity which leads to job dissatisfaction.

Because we are located in a slightly isolated area, it is beneficial go to conferences either nationally or regionally to hear other ideas and see what works and what does not. It is difficult to do on your own.

They are very important. Without those activities my job is not completed.

You become better informed and therefore you are more of an asset to the students you advise and you also are better prepared in any duties in the office the more training you get. I love to learn and try to look for opportunities everywhere I am to learn more about the things that will help me be an informed advisor. My institution appreciates this and know that on my own I keep on top of things that will help the students I advise.

Limited funding prevents me from attending conferences that would help me improve my capabilities as an advisor, as well as help the organization overall.

personal impact, not institutional impact

hard to tell, other than personal satisfaction - no room for recognition or advancement here

Development activities bring fresh enthusiasm, fresh ideas to the institution.

Direct correlation. Professional Development activities definitely aid in the professional and personal development of an individual.

I think professional development activities are crucial for academic advisors. We need constant training and support to be the best we can be. We need collegial conversations and networking. Advising positions are poised for burn out otherwise. Institutions need to understand this need, and consider it a high priority, as advising directly impacts retention.

Participation in professional development activities allow for documentation of interest in expanding knowledge of profession, commitment to improving skills, and desire to progress professionally that prospective employers/supervisors expect of candidates thus improving opportunities for career advancement.

Tremendous. Interacting with other professionals via conferences, phone, e-mail, contribute greatly to professional growth.

They may serve as reinforcing reminders of the need to advance and achieve within the profession.

The impact seems to have been minimal lately. We keep hearing the same thing over and over. We need more challenges and information to encourage changes. Many time you come back from prof. devel. and the enthusiasm that was there is soaked up by the e-mails and phone calls you then have to take care of.

An Example: In February 2002, I attended our Regional Conference. I went home extremely discouraged because I could not begin to see a time with there would be any opportunities where I could put to use the information I learned at the Conference. However, over a year later, an problem arose that very similar to one of the presentations at the Conference. Because I remembered the presentation and had done some follow-up with the presenters, I was able to offer a solution that was already working for someone else. In an atomsphere where few new ideas are accepted, I was able to get a similar program implemented. Now I just need to sit back and see if it works!

Provides different ideas and ways of working with students.

Greater efficiency, effectiveness, collaboration. Increased personal and professional satisfaction.

Students have a right to expect professional advice and modeling. My growth enables them to see how growth improves lives. Beyond that, I don't expect that my professional growth would be noticed or rewarded.

Very important. Such activities keep me connected with the profession, renew my motivation, and allow me to discover new (or at least different) ways of approaching my work.

Helps me to "think outside my box" when I hear what others are doing in their programs

Talking to colleagues is always helpful if for nothing else than to learn that everyone has very similar problems. I always learn something that I can apply almost immediately. As far as further development goes, I am always open to opportunities to learn.

the changes in the valuing of higher education, less funding.

Huge, I learn new ideas all the time that can be implemented in my current position and make me more knowledgeable on different topics.

I have always depended on professional development activities to keep me current and informed. However, in recent years, money has not been available and therefore, I am starting to feel stale. I am one that feels that there is always something I can get from prof. development. Even in areas that I am strongest - I do not know everything and love to hear of new issues/strategies, etc.

They help me see things from another's perspective and certainly I learn about new ideas. This, in turn, enables me to improve and therefore, be more effective for my students.

I believe that the impact of professional development on my professional growth is enormous. To be able to connect and reconnect with individuals in the field is critical to changing dynamics in higher education as well as professional growth. The new and/or changing information relative to the field is also important during professional development activities and help with professional growth.

Professional development activities help me improve as an advisor, keep up with current trends in advising and higher education, and allow me to learn about what other institutions are doing and how to relate those experiences to those at my own institution.

It depends on the activity and the level of support and encouragement from supervisors-some activities really seem to be a waste of time. Also, if not recognized by those making the hiring/firing decisions, these activities have limited use to me, since frequently they are not intrinsically valuable, unfortunately.

Professional development is critical. Advising on this campus is a relatively isolated experience with sporadic, anecdotal training and a high level responsibility. PD opportunities let me know what I'm doing right or how I can better serve my students. Also, these opps often let me know how I'm doing compared to a geographically broad cross section of advisors.

new ideas that can be implemented to help my unit and our delivery of service; stimulate interest in profession with fresh ideas; important to interact with colleagues

I am a better advisor because I have sought out professional development.

I believe professional development activities have a significant impact on my professional growth. It is important to stay current with the trends in my field and be thought leader when it comes to advising. Students and students' needs are changing and I would like to learn how to address those changes.

Enhance knowledge base and expanding resources through contacts with others in the field.

Very little.

Helps me to be a better advising administrator.

a moderate amount

Professional development activities are crucial to growth in becoming a better advisor to students, being a resource to faculty advisors and allowing for professional advancement.

I think that the impact is very great. The difficulty is in the application of what is learned in order to grow professionally. Many times the opportunities do not follow the training and thus no progress is made.

Directly improves my advising skills and my ability to contribute to institutional issues which touch on academic advising

professional development activities such as research and presenting ideas at regional and national forums would have a very strong impact on my professional growth

What helps me most is to learn specifics about curriculum changes so that I can advise my students properly.

These activities have a tremendous impact. However having a 900 to 1 student/advisor ratio doesn't leave too much time for Professional Development. I sometimes feel conflicted because I have to take time away from advising to development professionally.

It keeps me in the profession I like (I have also worked in insurance for 8 years). The conferences fill me up again when I am empty. They excite and motivate me with new ideas and solutions to problems. I am a more valuable resource to the students knowing more and more.

foster greater sense of commitment to career; provide valuable resources in terms of finding out how others respond to similar situations; provide a stronger sense of personal value within my own institution

I learn, develop and grow as a person and as an advisor through professional development activities. Also it gives me time to ponder and reflect on things that I don't otherwise take time to consider.

Helps me better serve my students. Keeps me excited about advising

Being exposed to new and diverse ideas and procedures allows one to examine the current situation to look for ways to improve. Even concepts and ideas that cannot be directly applied, give the advisor a broader and more comprehensive picture of advising and of the advisees. The sense that one is continuing to grow professionally and intellectually adds to self esteem and professionalism.

They keep you energized about the work that you do.

It keeps you interested and excited about the profession, and exposes you to new and different ideas and theories. It also allows you to network among other professionals.

Professional development is vital to maintain a positive attitude and momentum for improvement.

I always feel much more refreshed, energized and ready to go "gung ho" on new things when I come back from a conference.

It keeps me fresh and gives me new ideas to try out.

Improved my knowledge, skill, and self-confidence at my job.

It reinforces a sense of professionalism, underscores the worthiness of my endeavors for the students and campus, and assist me in staying current on new developments and theories.

Provides an awareness of current trends and issues facing similar institutions.

I believe that professional development activities allow me to grow in my field. What I learn I can take back directly to my office and the students. Professional development helps keep me from becoming stagnate. It revitalizes, energizes and makes me proud of my profession.

-More opportunity to see what other things are going on in the field -Network with other colleagues in the field -Increasing knowledge of student personnel work

Ability to look at potential ideas for implementation

Professional development has a high impact on my professional growth.

I believe it keeps professionals energized and up to date with their work environment as well as the state-wide and national trends. It ultimately makes people better at their jobs.

It improves skills which directly impact students in a positive way.

Keeps up enthusiasm as well as skill development

To learn new advising delivery methods plus enhancing the student's learning experience.

A strong impact: improvement of my job performance and enhancement of my job-related skills are essential to my advancement in this profession.

Provides me with a stronger knowledge base that not only makes my job easier but makes me feel like I am not stagnating. It contributes to my job satisfaction as well as my professional growth.

Strong impact, they provide networking opportunities and renewal to the profession.

They are extremely important but due to understaffing we have little time to share our learnings with each other or even to plan to apply what we learn. Admin and Board of Governors do not understand retention issues and make decisions which are often in direct opposition to research findings on advising and retention and student success. Frustrating!

For me, the most important impact of PD activities is that they keep me fresh and cause me to rethink assumptions. Being an extrovert, it is easier for me to absorb such lessons with other people present.

It's all been helpful.

Professional development is crucial to improving my performance.

Confirmation; renewed energy, excitement for my chosen profession; new approaches

It gives me further confidence in knowing that what I do makes a difference, even though it may not seem apparent. Also, it is clear that my impact on students is much more appreciated and noted by them than by the people I work for. PD allows me to network, learn from colleagues and enjoy a sense of partnership

that, unfortunately, does not exist in my current office.

Positive & considerable

sharing information with others, national eminence for self and institution, networking with other professionals

How can I stress growth to my adult (working) students if I do not make the most of it for myself? I believe it makes a major impact.

Professional development enables me to provide quality services to our students. In addition, as the Advising Coordinator, I am responsible for the training of other advisors --what I receive at workshops/conferences, I readily give out to other professionals to assist them as well.

They keep me excited, a leader in my area.

Professional development activities impact professional growth by continuing to keep me motivated and attentive to student needs, whether professional development is attending conferences, taking additional classes for credit, or by reading newspapers and journals. For a period I did not participate in any professional development and I began to notice that my job grew stale and uninteresting. It simply became a 9 to 5 job. Though I often do not have time to attend conferences, even though financial support is available, I do try to read the Chronicle of Higher Ed and take classes now and then. Keeps the mind active.

What helps me the most is the expectation among my colleagues that we are all engaged in serving the national body, attending conferences, writing papers, reflecting on our processes and changing them as need be. It is very stimulating to share with others from different professional backgrounds so that at staff meetings several perspectives are represented, and people discuss the research they have been doing as it applies to the issue at hand. I learn as much from my colleagues as anywhere.

The potential for change is unlimited. I compare it to the potential that we in higher education have to impact a student. I view as continuing education, we all must continue to grow and develop.

Keeps me updated with current trends in advising.

I believe it has a major impact because I always feel refreshed and energized whenever I have the opportunity to participate in such activities. I feel motivated to do a better job.

prof. devel. is like a high interest rate in an interest bearing savings account, without it inflation and time takes its toll and your value is highly eroded - your worth depleted.

Professional development activities enhance my current experience, bring renewed focus and energy to my position and allow me to share ideas with other professionals. On campus there are practically no activities offered to support advising issues. By attending functions away from campus (ie, national, regional or state conferences) I am able to see other perspectives and programs. Then I take this knowledge back to my campus and use it to improve our advising program in my unit. Because I continually look to improve my own program and advising skills, I continue to feel that I contribute to our students experience in a positive way...this is why, at present, I do feel fulfilled.

Professional development would provide the tools needed to make this job more effective.

Professional development opportunities give me the chance to approach my job with a fresh outlook, and give me the desire to do new things and become a better advisor.

Any development activities and being involved with Professional organizations will heavily impact your professional growth.

They help me recognize what is happening in other institutions or other units within my institution.

very high impact, the more I learn the better advisor I become

I believe it greatly impacts my professional development. I benefit from sharing ideas with other advising professionals. It is affirming to meet and interact with others.

Tremendous impact; I've developed an entire course based on everything I've gathered from professional development activities.

Accountability

none

I believe activities have a moderate impact on my professional growth. Most of my professional development is provided by my supervisor at this time.

Keeps me motivated, enthusiastic and sensitive to the needs of students.

major....my own academic work is pretty far in the past and professional development activities are the way I am able to update or refresh on theories, techniques, current needs of students, etc.

Professional development helps keep one motivated and updated on current issues.

They help me expand my current professional activities into new, innovative areas - especially those involving the use of technology.

Allow me to do my job better by understanding the ways in which others work, to avoid frustration by knowing that others are in the same situation.

Helps keep me abreast with new ideas. Helps keep me abreast with new ideas.

Professional development activities allow to acquire more knowledge in your field. The more knowledge and expertise you have the more effective you can be.

I am a self-actualizer, so in terms of a percentage, almost 100% of my time is invested into self-motivation. I see that my desired career outcomes will be the result of my efforts and not OSUs.

I believe that professional development serves not only to enhance the individual, but the institution who employs that individual. The institution reaps the rewards of ongoing enthusiasm of the employee and well as new and innovative ideas.

Education is important to all humans. We should never stop learning. Professional development is critical in all professions.

very important impact

improved delivery of services

Enormous impact--keeps advisors abreast of the field and exposed to innovative and beneficial ways to improve advising.

Having your peers talk about what they do in their units, gives you ideas on how you can improve what you are doing. I love having new ideas.

It has a very big impact.

A signifigant and positvie approach

Strong impact. Professional development activities allow me to identify and practice new skills.

Keeps me fresh and excited about the profession, thereby making me more to explore my own growth.

Motivates me to attempt change and try new things.

Ability to keep current with changes. Opportunities for advancement.

Professional development activities help to see things "out of the box" --actiivites such as conferences help to see your situation in a different light, encourage you to think creatively, and give you ideas on how to improve (after others with similar positions have shared what they have learned/what has worked for them/etc.)

so far, not much. I need to find opportunities that address the above needs. I like to learn things that I can directly apply, not alot of theory.

extremely motivating and usefel for constructive networking and information sharing

A tremendous impact, especially considering many adivors have no specialized education or training in the field.

A great deal

become a better more efficient worker

Inspire me to try new things and to achieve more. Provide me with a broader wealth of knowledge and experience from which to draw.

Understanding more global issues; networking with other professionals; understanding how/where we compare to other institutions.

new ideas

I'm always strving to learn new approaches and strategies and to find bench marks.

More knowledgeable

If such activities were available, my attitudes about my workplace and effectiveness would improve. If such activities were promoted by the institution, I would feel that my presence is appreciated and necessary.

Keeps one motivated and current.

I believe the professional development activities I have been able to attend have provided me with additional skills and connections in my field.

Make me more responsive to the needs of my students

In troubled economic times when cutbacks occur and raises do not, "professional growth" may be overlooked yet providing the opportunity for one to participate in a conference, etc. can be critical to one's morale and ability to "hang in there". Sometimes one comes away having learned a couple invaluable techniques or tools to help one cope with those cutbacks.

They allow you to expand your knowledge base and skill set, which in turn enhance your capabilities as a professional. In addition, you are able to take on new and challenging responsibilities and advance in your profession.

Great impact in skills development as well as confidence in my job

reinforce things learned earlier new ideas in general

As much impact as I am willing to take from each activity. Some have none others have a great deal of impact.

It enables me to do a better job in servicing my student population.

A refreshing impact due to the new ideas and the ongoing research in the field.

provide me with new ideas and skills to improve my own work and the general work of my office.

motivation, independent thought, drive, personal responsibility, i feel like a computer could do my job as well as i could...in fact i'm developing a program that can...

mostly aids networking

Very significant. The time allowed talking with professionals from other institutions is very helpful.

Huge! As an individual the activities and knowledge gleaned from conferences and workshops have really changed me... I have more of a all encompassing view of my students, and their development as well as my own.

If the professional development activities are good, they will have a positive effect on professional growth.

The primary benefit is to reconfirm the usefulness of academic advising. That there are people out there that understand the difference between schedule building and advising.

Helps to know what other institutions are doing; stimulates conversation and thought about straying from the same-old, same-old.

I believe they help relieve stress about current issues and help exercise the mind. This gives me more options for my students.

Professional development may be used for lateral moves within the institution or professional moves external the institution. There is no vertical career path within advising here.

It has a big impact. Prof. development activities help you to learn new things (ideas & techniques), network, and it is an opportunity to get re-energized and re-motivated. It's great to be with others whom you feel really understand the issues and challenges you face and recognize your efforts as a critical factor in a student's college career.

In the near future, they will play an important role with respect to salary/benefit changes.

Just speaking with other professionals from different institutions is beneficial in gaining insight and new ideas.

High impact-difficulty is convincing administration that new skills should eventually translate into advancement if supported by evidence of accomplishments

Significant impact.

Working in higher education, lifelong learning is not optional. Professional development also helps me maintain a fresh perspective and avoid burnout.

Tremendous, since I don't work with any other advisors, and no one else in my building is the director of a peer advising center. Meeting other people in the field and from other institutions is invaluable to me!

They are expected on an annual basis but more importantly growth has to do with attitude and a willingness to take on additional projects to expand professional learning and experience.

When the daily grind wears me down or cross campus communication breaks down, it is uplifting to know that I am connected to my national professional organization and that my professional status is larger than my current job.

Professional development is great if you can offer it to everyone and if there is implementation of the activities learned.

Any development is positive.

Although I find professional development activities interesting, I find it difficult to incorporate them into my job. We operate on a quarter system and as a result are constantly overworked and trying to meet dead lines.

Help me provide new ideas to better meet the needs of our students.

Minimal

These activities get me motivated to try something new; focus on a concept, skill, or practice that I already know about but don't necessarily utilize; and initiate some self-assessment.

Positive. Provide encouragement and ideas

PD activities provide me with both a broader perspective of our advising field and specifics of how I may be able to apply examples from other institutions to my own.

A direct, positive impact occurs when one's immediate supervisor values professional development activities.

Such activities emphasize to our institution and to ourselves that we are professionals, rather than glorified clerks.

Provide refreshment and discussion in what can become repetition, monotonous work at times. Provide validation for work. Provide discussion and creation of new ideas to improve work. Better able to articulate ideas.

Always get some good information that I can use. A day out with other advisors helps to rejuvenate me and get me motivated again.

In general I do advising-related professional development activities to enhance my career and do a better job of advising students. I do professional development activities related to my academic field of interest also for professional advancement, but also out of enjoyment.

Keeps me fresh, innovative and able to think out of the box

Professional development keeps me posted on current issues in advising in our region.

Direct and great.

Professional development is key to continuous improvement. This also facilitates growth personally and professionally throughout time.

Professional development has a major impact on my professional growth.

These activities are extremely important to keep current with the field and to gain additional knowledge.

Help broaden and deepen my creativity and understanding. Increase motivation, affirm my capabilities and skills.

Professional development activities always have a positive impact on my professional growth. Learning about new ideas and ways to do things differently keeps me motivated for doing my job more creatively and effectively.

The impact is small if the activity is just one day. Certainly larger if the activity is held on a constant basis.

Builds confidence Spurs creativity Provides opportunity for self/institutional assessment

As with education, information technology, people, and the economy are constantly changing and/or evolving. As an academic advisor, I believe that it is necessary, if not required, of me to be as prepared and informed as possible when working with students. It is our responsibility to become knowledgeable about the issues affecting their academic, personal, and career goals as we prepare them for the future.

Great impact--professional development activities remind us of the theory and demonstrate ways to use the theory in practice. Professional development keeps us current in the trends and inspires us in the job we do.

na

help me feel more confident in what I am doing

Greatly impacts. It provides opportunities to be creative and come up with new ideas based on ideas and concepts learned through professional development. It also allows to interact with colleagues to share issues regarding advising.

Big. It's very hard to grow professionally without help.

Though I do not see them as absolutely necessary, I do believe when they are well administered that they can function to improve performance and satisfaction. Additionally, support from the university/department is essential from a psychological standpoint, in that it helps the advisors to know that we are valued.

I am a strong believer in professional development, and I am fortunate to have an immediate supervisor who feels the same way. Unfortunately, professional advisors on my campus receive very little in the way of support from the campus administrators (i.e. those who have \$). Our professional development funding comes out of our own budget, which is paper thin as it stands.

An immense impact. I learned more about what it means to be an academic advisor, and what academic advising is about from professional development, then from my own department's training of advisors.

Significant impact

Tremendous impact on professional growth.

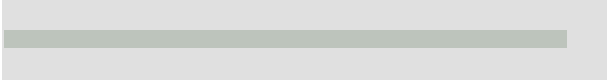



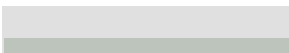



Professional development activities allow for interaction with a diverse group of people. This maintains a connectedness inter-institutionally as well as intra-institutionally. It brings new ideas and concepts that can be attempted and encourages individuals to "think outside the box."

Professional development allows me to be: * recharged and energized * affirmed (I am doing good work * gives me the time and space (usually) to be creative and think creatively (some great ideas are hatched at conferences) * challenged -- challenges my assumptions





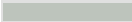



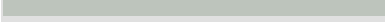


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Question 15

Which of the following incentives encourages your participation in professional development activities?(Please check ALL that apply).

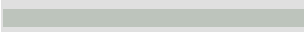















Professional Growth (becoming better at your job)		1351 (93.62%)
Component of Performance Evaluation		423 (29.31%)
Life-Long Learner		1128 (78.17%)
Personal Growth		1161 (80.46%)
Career Opportunities (promotion)		681 (47.19%)
Monetary Contribution from Institution		518 (35.9%)
Assist Students Better		1268 (87.87%)
Professional Advancement		644

(44.63%)

Personal Growth (becoming a better person)		919 (63.69%)
Family Obligations		46 (3.19%)
Institutional Support		546 (37.84%)
Educational Advancement		429 (29.73%)
Prestige and Recognition		309 (21.41%)
Presentation/Publication Opportunities		422 (29.24%)
Required to Attend		91 (6.31%)
Break from Regular Activities		856 (59.32%)
Networking		922 (63.89%)
Other:		36 (2.49%)
N/R		27 (1.87%)

[View Other Text](#)**Question 16**

Which ONE of the following incentives MOST encourages your participation in professional development activities? (Please check ONE).

Professional Growth (becoming better at your job)		724 (50.17%)
Component of Performance Evaluation		8 (0.55%)
Life-Long Learner		107 (7.42%)
Personal Growth		43 (2.98%)
Career Opportunities (promotion)		41 (2.84%)
Monetary Contribution from Institution		66 (4.57%)
Assist Students Better		189 (13.1%)
Professional Advancement		43 (2.98%)
Personal Growth (becoming a better person)		38 (2.63%)
Family Obligations		2 (0.14%)
Institutional Support		18 (1.25%)
Educational Advancement		8 (0.55%)
Prestige and Recognition		7 (0.49%)
Presentation/Publication Opportunities		7 (0.49%)
Required to Attend		6 (0.42%)
Break from Regular Activities		32 (2.22%)

User Responses

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Which of the following incentives encourages your participation in professional development activities?(Please check ALL that apply).

- I won't be getting a raise, so I might as well attend a conference.
- Seeing different campuses and different parts of the US & Canada.
- Location--parking--schedule during the year (not during registration)
- Learnin different techniques
- opportunity to travel
- BONDING WITH STAFF OUTSIDE OF OFFICE
- location of the event
- supervisor support
- emotional support
- Opportunity for travel
- relieves stress...misery loves company
- locattion of conference :)
- I am constantly striving to be better at my job and thinking of better ways (more reflective of how students actually behave) so I desire the other tangibles from professional development
- A chance to learn
- Feelings of professional self-worth
- The opportunity to see advising in different contexts
- tuition allowance
- Opportunity to travel

- Stimulation
- External institutional exposure
- challenges me to be a better advisor - in my eyes, not in the eyes of others or colleagues
- expanding my world view
- To better help our students.
- problem solving
- Obtain CEU's for LPC certification
- Other incentives could encourage me, but at this point, do not.
- Nice venues -- break from the norm.
- only opportunity to travel that I have!
- Stay informed on national trends. Provincial institution in rural area often out of touch with current trends and learnings.
- Evening courses or presentations that occur outside of work hours
- Renewed spirit for what I do daily
- Learn about best practices, new approaches, new application of theory
- What is out there?
- contribution to the development of advising as a profession on my campus and nationally
- travel opportunities
- As I said above, professional devel gives me the time and space to think and think creatively

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Networking		57 (3.95%)
Other:		8 (0.55%)
N/R		39 (2.7%)

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Question 17

Which of the following hinder your participation in professional development activities? (Please check all that apply).

Lack of Encouragement for Professional Growth (becoming better at your job)		249 (17.26%)
Not a Component of Performance Evaluation		193 (13.37%)
Lack of Career Opportunities (promotion)		347 (24.05%)
Lack of Monetary Contributions from Institution		738 (51.14%)
Lack of Professional Advancement		305 (21.14%)
Lack of Personal Growth (becoming a better person)		41 (2.84%)
Family Obligations		259 (17.95%)
Lack of Institutional Support		408 (28.27%)
Inability to Schedule Time Away from the Office		606 (42%)
Lack of Encouragement to Pursue Educational Advancement		168 (11.64%)
Lack of Prestige and Recognition for Attendance		196 (13.58%)
Lack of Presentation/Publication Opportunities		50 (3.47%)
Other:		86 (5.96%)
N/R		117 (8.11%)

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Question 18

How much time have you spent in professional development activities in the last year?

0 days		68 (4.71%)
1/2 day		27 (1.87%)
1 day		116 (8.04%)
2 days		219 (15.18%)
		292

User Responses

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Which ONE of the following incentives MOST encourages your participation in professional development activities? (Please check ONE).

- I would have to say primarily I do this for professional and personal growth
- intellectual development; stimulating
- Assisting Students = Becoming Better at My Job
- Required for my licensure & certification status
- External exposure/learning opportunities
- bureaucratic stops by certain office workers responsible for assigning routing numbers
- improvig the quality of advising on my campus and nationally
- certification

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Which of the following hinder your participation in professional development activities? (Please check all that apply).

- None
- Not a factor on Career Ladder
- Our institution, as well as all institutions, have taken a monetary hit. we just have to take turns attending professional meetings and sharing what we learned at these meeting.
- 2 years away from retirement
- personal academic obligations
- interest
- lack of accessibility to such opportunities
- no hindrances
- none of the above
- Workload
- I am not hindered in any way
- distance/travel time
- The conferences I've attended don't assist me enough in my job to make more of them useful to me given the cost to my unit.
- none apply
- Although my institution supports professional development, my particular boss does not.
- great support locally, not at unit level
- severe budget cuts have hit professional growth opportunities

- One is asked to participate but the seminar or conference isn't the right one or the right place to finance in money or time away.
- other commitments (Reserves, etc.)
- Finding Interesting Conferences to Attend
- I am winding down - begin early retirement in about 16 months.
- Want to be available to students and not be gone ALL the time
- Time - both inside and outside responsibilities
- Loss of Advising Job/Budget Cuts
- lack of recognition on the job
- Limited Funds -- national meetings too expensive!
- time/\$ limitations
- lack of activities
- still new
- apathy
- I have been unaware of such activities and was surprised, pleasantly so I might add, to learn that there was an organization for people in my academic position.
- None
- lack of new, stimulating information in advising workshops
- Lack of time
- We're not allowed. If we do, it must be on our own time and money and be secret.
- low quality of activities
- Budget cuts
- Institution's goals outpaces resources - adding more students, no increase in staff, course offerings or space
- Money from the institution

- I have had the opportunity to mentor under some of the best presentors and group facilitators bar none, so I am seldom even amused by any training "put on" by the College

- Not applicable.

- Accessibility - Hearing Impaired

- None

- work in satellite campus, difficult to implement what's learned

- contribution to unit undervalued

- It's time away from my job, which is busy. It sometimes means time away from my family, which I dislike. And, I rarely find that specific professional development activities make that much difference for me as an advisor.

- Lack of a forum to bring back what I learn

- Nearing retirement - no desire for advancement

- mixed messages

- Determined by supervisor to allow for office coverage

- Lack of time in daily schedule

- Lack of opportunity to practice skills learned at conferences

- Inconvenient locations and/or time of year

- New ideas not supported by supervisor

- Priority is not on the radar screen

- "red tape"

- I participate as much as I can

- limited financial resources to attend

- rarely geared toward my discipline

- Nothing hinders participation

- Nothing hinders my participation

- no time in my schedule

- NONE

- none

- My ideas fall unto deaf ears BUT somehow wind up on someone elses agenda and that person gets the recognition for the ideas that I bring to the table

- poor papers presented at NACADA regional conferences

- I have no hinderances to participation.

- competing professional demands for my time

- I am not hindered.

- no time to do research in order to present

- time

- Lack of Enthusiasm about job

- Lack of opporunities in the field needed

- none

- Budget couts

- none

- uninformed about opportunities, dealing w/ red tape

- lack of desire to travel(flying)

- Graduate course schedule

- NACADA national meeting is scheduled to close to the opening of Autumn quarter.

- interest areas not offered

- Lack of professional development availability

- Budget cuts have prevented us from attending any national conferences or any workshop with a fee!

- lack of financial support for attending conferences if not presenting
- our caseloads are so large, it's a challenge to fit professional development into our schedules
- Lack of co-worker willingness to learn new information and ideas

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3 days		(20.24%)
4 or more days		697 (48.3%)
N/R		24 (1.66%)

Question 19

Which of the following best describes your primary role at your institution?

Faculty Advisor		25 (1.73%)
Academic Advisor/Counselor		1081 (74.91%)
Advising Administrator		261 (18.09%)
Staff Assistant		0 (0%)
Other:		48 (3.33%)
N/R		28 (1.94%)

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Question 20

Institutional Type

Two-year Public		259 (17.95%)
Four-year Private		263 (18.23%)
Four-year Public		883 (61.19%)
N/R		38 (2.63%)

Question 21

Institutional Region

Northeast Region (ME, VT, NY, NH, MA, RI, CT, Quebec)		117 (8.11%)
Mid-Atlantic (PA, NJ, DE, MD, VA, DC)		154 (10.67%)
Mid-South (WV, KY, TN, NC, SC)		83 (5.75%)
Southeast (MS, AL, GA, FL)		108 (7.48%)
Great Lakes (WI, IL, MI, IN, OH, Ontario)		311 (21.55%)
North Central (NE, IA, SD, ND, MN, MT, Saskatchewan, Manitoba)		72 (4.99%)
South Central (KS, MO, OK, AR, TX, LA)		202 (14%)

User Responses

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Which of the following best describes your primary role at your institution?

- I coordinate advising for an academic department, so I am an administrator as well as an advisor.
- program coordinator; involves advising
- athletic academic advisor
- Director
- Program Coordinator
- department administrator/advisor
- Assistant Director
- Office Manager/Advisor
- Academic and Special Student Advisor
- combination advisor, administrator and teacher
- Academic Advising Coordinator
- Academic Advisor and professional staff/administration in a School of Education
- Learning Center Specialist/Acad Adv. Coord.
- Int'l Student Academic Advisor
- Former Asst. Director of Advising/Counselor
- Academic Manager
- I am both faculty and a full time academic advisor, a category your survey does not include.
- Director of Advising
- Professor

- Advising Administrator and Advisor and

- Program Advisor within a department

- Director of Advising

- Program Coordinator/Advisor

- Administrator

- Director of Admissions & Recruitment/and Advisor

- Coordinator of Advising for an academic department

- Dir. of Undergrad Studies in Political Science/Sole Advisor for 900 majors/faculty

- Director of Admissions

- Registrar

- Professional Faculty Advisor

- Assistant Director of Advising

- Assistant Director

- 1) Registration, 2) Advisor, 3) Personal Counselor

- 50% Advising/50% Administration

- Advisor and Instructor

- 50/50 admistration and advising

- Academic Advisor only

- No Response

- Grad Student Advisor and Admin

- Learning Community Coordinator

- asst dean

- Combination advisor and director of advising for unit

- advisor and administrator

- International Exchange Program Advisor

- Faculty/Counselor/Advisor

- Director,Advising Center





- No Response

- FT Academic Advisor, PT Faculty

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







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Northwest (AK, WA, OR, ID, MT, British Columbia, Alberta)		94 (6.51%)
Pacific (CA, NV, HI)		106 (7.35%)
Rocky Mountain (WY, UT, CO, AZ, NM)		162 (11.23%)
International (other than Canada)		1 (0.07%)
Other:		7 (0.49%)
N/R		26 (1.8%)

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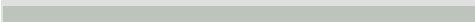


Question 22

Institutional Size (student body)

Less than 2,500		137 (9.49%)
2,501 ? 5,000		140 (9.7%)
5,001 ? 10,000		238 (16.49%)
10,001 ? 20,000		332 (23.01%)
20,001 ? 30,000		290 (20.1%)
30,001 ? 40,000		141 (9.77%)
more than 40,000		142 (9.84%)
N/R		23 (1.59%)

Question 23

Gender

Female		1131 (78.38%)
Male		281 (19.47%)
N/R		31 (2.15%)

Question 24

Age

under 22		1 (0.07%)
22 - 30		255 (17.67%)
31 ? 40		391

AXIO SURVEY

User Responses

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Institutional Region

- New Brunswick
- Upper-level institution
- Korea
- British Columbia
- Nova Scotia, Canada
- Nova Scotia
- No Response

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		(27.1%)
41 - 50		391 (27.1%)
51 - 60		327 (22.66%)
61 - 70		46 (3.19%)
over 70		0 (0%)
N/R		32 (2.22%)

Question 25

Which ethnic group do you most identify with?

African-American		119 (8.25%)
Asian or Pacific Islander		32 (2.22%)
Caucasian		1115 (77.27%)
Latino or Hispanic		83 (5.75%)
Native American, Aleut or Aboriginal Peoples		13 (0.9%)
Other:		37 (2.56%)
N/R		44 (3.05%)

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Question 26

Current Gross Salary

Under \$20,000		6 (0.42%)
\$20,000 - \$29,999		203 (14.07%)
\$30,000 - \$39,999		612 (42.41%)
\$40,000 - \$49,999		365 (25.29%)
\$50,000 - \$59,999		114 (7.9%)
\$60,000 - \$69,999		63 (4.37%)
\$70,000 - \$79,999		21 (1.46%)
Over \$80,000		11 (0.76%)
N/R		48 (3.33%)

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User Responses

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Which ethnic group do you most identify with?

- Citizen of the USA

- No Response

- No Response

- Mexican-American

- multicultural

- Black

- No Response

- Irish

- Native Hawaiian

- caucasian/latino

- american

- American

- black

- Multicultural

- No Response

- Jewish

- Hispanic/White

- Bi-racial

- Italian

- MEXICAN

- No Response

- Native and Caucasian

- No Response

- Azores

- No Response

- Irish American

- No Response

- Filippina

- White

- Jewish

- European American

- No Response

- Mixed ancestry

- No Response

- Korean

- just American

- No Response

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