

Summary of Instructional Cabinet Advising Survey

23 Respondents as of February 19, 2004

What is working well with student advising?

- Generally positive response to the student service and information to faculty that are provided by Educational Planning and Advising and High School Programs
- Faculty Training Workshops provided by EPAC, Transfer Center and High School Programs
- In class or group advising seems to work well for some professional technical programs
- Appears that instructors embrace their role as academic advisors
- When students use the advising support from staff or faculty the services and information are generally good

What challenges do you perceive in how Highline goes about student advising?

- Information offered to students about how AAS degrees may transfer to four year universities
- Students may be confused about who to go to for advising
- Unbalanced load of advisees between faculty members
- Some Highline students do not seem to take responsibility for doing some of the legwork for advising. May blame Highline for “screwing them up”
- Getting students to come in for advising; too many students are still self-advising
- Accurate listing of advisees for each advisor at the beginning of quarter and also right before registration periods begin
- Concern from faculty that they do not feel fully prepared or trained to do advising; some worry that they may mess up a student’s educational goals particularly when there is so much information to know.
- Faculty would like more registration information i.e. how do students know when to register
- Looking for ways to get faculty to assist with CORE Orientation programs and Running Start Orientations

What challenges do you face as you advise students?

- For small departments, the advising load can be difficult
- Maintaining a tracking system for students
- Because students get advising from so many different people the students may get confusing or even contradictory advice
- Understanding high school class requirements for Running Start students
- Getting students to open up more during advising times

- Having correct information and understanding better how the system works
- Students wanting to get into classes they do not have the prerequisites for. ESL students taking classes without the necessary reading and writing skills to be successful in classes.
- Student not coming in for advising – even those on academic probation

What questions do you have about Highline’s advising process, the offices involved and your responsibilities in this area?

- A listing of key contacts related to advising and registration
- Many responses indicated that they have no questions
- How we can better coordinate the consistency of information related to advising when so many folks are involved with the provision of this service
- How we can work better as a team in making referrals

What assistance/training would you find helpful/useful?

- Get students to me early enough to help
- About half of the comments included mention of more training on four year university transfer issues, professional technical programs, FERPA, advisor responsibilities, referrals, etc. Comments like “I know the basics but there is more I need to know” were made by respondents
- Can we streamline the process?
- Meet quarterly with departments or divisions to inform instructors of changes, policies, etc.
- More students should be advised to take courses offered in a “county fair” style and less by specific program

A couple of clarifications based on some of the input provided by instructors.

- No faculty member in the EPAC records has 100 advisees (without the permission of the instructor) so it appears that some instructors are seeing students and not informing EPAC. Project Declare forms can be sent by faculty members using the EPAC Website so EPAC has a clear picture of the number of advisees a specific faculty member is seeing.
- First quarter college students are not permitted by EPAC to enroll for more than 18 credits. No students on academic probation are permitted to take more than 15 credits. Generally, less than 20 students each quarter are permitted to enroll for more than 20 credits and most with faculty signatures.
- “County Fair class selection” approach is under pressure from the State Legislature, crowded four year universities, and HECB who are moving toward a transfers by majors.
- A student is eligible for Financial Aid if she or he is taking less than 12 credits but the student’s aid package will be prorated accordingly.

