

2016 Advising Training Needs Survey Results

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Overview

The 2016 UCSC Advising Training Needs Survey was made available as an online survey in December 2016. An invitation to complete the survey was sent to academic advisers in the departments, academic advisers in the colleges, and those auxiliary advisers who work with students in what is closest to an academic advising role: EOP, STARS, and Career Center advisers. An invitation to complete the survey was also sent to those who supervise advisers in these areas, including college provosts and department managers.

60 people completed the survey, including 15 (25%) who identified themselves as college academic preceptors or advisers, 25 (42%) who identified themselves as department advisers, 4 (7%) who identified themselves as EOP, STARS, or Career Center advisers, 11 (18%) who identified themselves as department managers, and 3 (5%) who identified themselves as college provosts. 2 respondents (3%) selected "Other."

This response rate represents an approximately 65% response rate from college academic advisers and preceptors, an approximately 69% response rate from department advisers, and approximately 18% of advisers from EOP, STARS, and the Career Center. Approximately 39% of department managers or others who supervise department advisers completed the survey, and 33% of college provosts completed the survey. In all, 46 respondents answered questions about their own training needs as an adviser, and 22 answered questions about the training needs of advisers they supervise (some respondents, who both advise students and supervise others who do so, answered both sets of questions).

The questions were designed to identify training needs in the following three areas of adviser training and development, which the National Academic Advising Association (NACADA) identifies as important to address within a comprehensive adviser training program:¹

Informational

Informational issues include the knowledge advisers must have to provide accurate and timely information to students. This area includes knowledge of policies and procedures, programs and resources, and the technical and other tools necessary for success as an adviser.

Relational

Relational skills are those that advisers need in order to build successful advising relationships with students. Included in this category are one-on-one advising skills, assisting a student in clarifying his/her goals, and effectively working with a diverse student population.

¹ Folsom, P., Letawsky Shultz, N., Allen Scobie, N., and Miller, M. (2010). Creating Effective Training and Development Programs. In J. G. Voller, M.A. Miller, and S.L. Neste (Ed.), *Comprehensive Advisor Training and Development: Practices that Deliver* (Monograph No. 21) (pp. 21-32). Manhattan, KS: NACADA.

Conceptual

Conceptual issues provide the contextual understanding necessary to successfully advise student populations, and include such concepts as the characteristics of the student populations with whom the adviser works, theories of student development, and the relationship between advising and retention.

The same survey, with slight changes, was administered in 2011, and comparisons to the 2011 results are included in each category.

Section I: Adviser Responses

Informational:

Within the “informational” category, advisers were asked to rank the level of their confidence in their knowledge in the following areas, with a score of 5 being “Very Confident,” and a score of 1 being “Not At All Confident.” They were then asked if they would attend voluntary trainings in these areas, if they were offered. The table below includes the rating average for each of their responses to the first questions, and the percentages of respondents who answered “Yes,” “Maybe,” and “No” when asked if they would attend a voluntary training.

	Rating Average (1- 5): Confidence in their knowledge in this area	% Who would attend a voluntary training on this topic	% Who might attend a voluntary training on this topic	% Who would not attend a voluntary training on this topic
UCSC Policies and Procedures	3.83	50	43	7
UCSC Academic Programs (Majors, Minors, etc.)	3.76	50	38	12
Educational Opportunities available to UCSC students (i.e. EAP, UC/DC, etc.)	3.48	50	40	10
Academic Support Resources (i.e. Learning Support Services, tutoring, etc.)	3.83	51	39	10
UCSC Student Demographics	3.60	61	34	5
FERPA and UC Privacy Regulations	4.33	27	44	29
AIS	3.95	38	43	19
Infoview	3.31	52	36	12
Non-AIS Computer/Technical Skills	4.19	29	40	31

The average rating of advisers’ confidence in their knowledge for all areas in the “informational” category was 3.81, down from 3.91 in 2011. Although slightly lower confidence levels were reported overall, confidence rose slightly since 2011 in the areas of FERPA and privacy regulations and in non-AIS computer/technical skills. Those areas in which overall adviser confidence is lowest in the current survey (below 3.75) are Infoview, educational opportunities available to UCSC students (i.e. EAP, UC/DC, etc.), and UCSC student demographics.

Relational:

Within the “relational” category, advisers were asked to rank the level of their confidence in their skills in the following areas, with a score of 5 being “Very Confident,” and a score of 1 being “Not At All Confident.” They were then asked if they would attend voluntary trainings in these areas, if they were offered. The table below includes the rating average for each of their responses to the first questions, and the percentages of respondents who answered “Yes,” “Maybe,” and “No” when asked if they would attend a voluntary training.

	Rating Average (1-5): Confidence in their skills in this area	% Who would attend a voluntary training on this topic	% Who might attend a voluntary training on this topic	% Who would not attend a voluntary training on this topic
One-on-one advising skills such as interviewing, rapport- building, and making referrals	4.40	40	36	24
Assisting a student in clarifying their educational goals	4.36	50	36	14
Assisting a student in developing an academic plan to meet educational goals	4.36	31	45	24
Coaching a student through becoming a self-directed learner	3.81	71	17	12
Effectively advising students from diverse races/ ethnicities/ national origins	4.17	71	19	10
Effectively advising first-generation students	4.05	68	17	15
Effectively advising LGBT students	4.05	74	19	7
Effectively advising students with learning or other disabilities	3.50	79	17	5
Effectively advising transfer students	4.29	50	40	10
Effectively advising international students	3.40	71	29	0
De-escalating a student’s anger and/or anxiety to allow them to focus on their options	3.98	67	29	5
Responding to a student in psychological crisis	3.79	71	21	7
Understanding and responding to social justice oriented issues such as stereotype threat and microaggressions	3.74	70	22	7
Public speaking/Effective presentation skills	4.19	32	46	22

The average rating of advisers’ confidence in their knowledge for all areas in the “relational” category was 4.01, down from 4.18 in 2011. Although slightly lower confidence levels were reported overall, increased confidence was reported in the areas of assisting a student in clarifying their educational goals, responding to a student in psychological crisis, and public speaking skills. Those areas in which adviser confidence is

lowest in the current survey (below 3.75) are effectively advising international students, effectively advising students with learning or other disabilities, understanding and responding to social justice oriented issues such as stereotype threat and microaggressions, and coaching a student through becoming a self-directed learner.

Conceptual:

Within the “conceptual” category, advisers were asked to rank the level of their confidence in their knowledge in the following areas, with a score of 5 being “Very Confident,” and a score of 1 being “Not At All Confident.” They were then asked if they would attend voluntary trainings in these areas, if they were offered. The table below includes the rating average for their responses to the first questions, and the percentages of respondents who answered “Yes,” “Maybe,” and “No” when asked if they would attend a voluntary training.

	Rating Average (1-5): Confidence in their knowledge in this area	% Who would attend a voluntary training on this topic	% Who might attend a voluntary training on this topic	% Who would not attend a voluntary training on this topic
Relationship between academic advising and retention/ graduation	4.02	51	39	10
Characteristics of college student populations, both nationwide and at UCSC	3.63	66	27	7
How UCSC's status as a HSI (Hispanic Serving Institution) can or should affect the work we do	3.39	73	17	10
“Advising as Teaching” components of curriculum, pedagogy, and student learning outcomes	3.46	71	22	7
Student development theories	3.24	60	33	8
Adviser responsibility, institutional responsibility, and student responsibility	3.93	46	34	20
UCSC’s advising mission and structure; roles and responsibilities of different advisers in UCSC’s advising system	3.88	41	32	27

The average rating of advisers’ confidence in their knowledge for all areas in the “conceptual” category was 3.65, down from 3.75 in 2011. Those areas in which adviser confidence is lowest (below 3.75) are student development theories, how UCSC's status as a HSI (Hispanic Serving Institution) can or should affect the work we do, “advising as teaching” components of curriculum, pedagogy, and student learning outcomes, and characteristics of college student populations, both nationwide and at UCSC. Each of these areas, however (with the exception of how UCSC’s status as a HSI can or should affect the work we do, which was not included as a question on the 2011 survey), showed small growth from the confidence reported in 2011.

Section II: Supervisor Responses

Those who supervise academic advisers were asked about their impression of their staff's knowledge in numerous areas within each of the three broad categories of Informational, Relational, and Conceptual knowledge and skills. They were then asked whether they would encourage or allow staff to attend trainings in these areas if they were offered.

Informational:

Within the "informational" category, supervisors were asked to rank the level of their staff's knowledge in the following areas, with a score of 5 being "Very Knowledgeable," and a score of 1 being "Not At All Knowledgeable." They were then asked if they would encourage or allow staff to attend voluntary trainings in these areas, if they were offered. The table below includes the rating average for each of their responses to these two questions, and the percentage of supervisors who would encourage or approve their staff's attendance at trainings focused on these topics.

	Rating Average (1-5): Knowledge	% Who Would Encourage Attendance at Training	% That Would Approve Attendance at Training
UCSC Policies and Procedures	3.95	86	14
UCSC Academic Programs (Majors, Minors, etc.)	4.00	76	24
Educational Opportunities available to UCSC students (i.e. EAP, UC/DC, etc.)	3.71	82	18
Academic Support Resources (i.e. Learning Support Services, tutoring, etc.)	3.76	77	23
UCSC Student Demographics	3.36	77	23
FERPA and UC Privacy Regulations	4.45	76	24
AIS	3.90	90	10
Infoview	2.90	91	9
Non-AIS Computer/Technical Skills	4.05	59	41

The average rating of supervisors' impressions of their staff's knowledge for all areas in the "informational" category was 3.78, down from 3.84 in 2011. Those areas in which supervisors' impressions of their staff's knowledge is lowest (below 3.75) are Infoview, UCSC student demographics, and educational opportunities available to UCSC students (i.e. EAP, UC/DC, etc.).

The supervisors' response rates showed a high level of correlation with advisers' confidence levels in most areas; in fact, the areas in which advisers feel least confident and the areas in which their supervisors' impressions of their staff's knowledge is lowest are exactly the same with only one exception - UCSC academic programs (majors, minors, etc.).

Supervisors showed a good deal of support for both encouraging and allowing staff attendance at trainings in all areas; all supervisors who responded to the survey would allow staff to attend trainings in any of these areas.

Relational:

Within the “relational” category, supervisors were asked to rank the level of their staff’s knowledge/skills in the following areas, with a score of 5 being “Very Knowledgeable,” and a score of 1 being “Not At All Knowledgeable.” They were then asked if they would encourage or allow staff to attend voluntary trainings in these areas, if they were offered. The table below includes the rating average for each of their responses to these two questions, and the percentage of supervisors who would encourage or approve their staff’s attendance at trainings focused on these topics.

	Rating Average (1-5): Skills	% Who Would Encourage Attendance at Training	% That Would Approve Attendance at Training
One-on-one advising skills such as interviewing, rapport- building, and making referrals	4.41	77	23
Assisting a student in clarifying his/her educational goals	4.09	73	27
Assisting a student in developing an academic plan to meet his/her educational goals	4.27	77	23
Coaching a student through becoming a self-directed learner	3.71	77	23
Effectively advising students from diverse races/ ethnicities/ national origins	4.14	86	14
Effectively advising first-generation students	3.95	86	14
Effectively advising LGBT students	3.90	86	14
Effectively advising students with learning or other disabilities	3.71	91	9
Effectively advising transfer students	4.10	68	27
Effectively advising international students	3.80	91	9
De-escalating a student’s anger and/or anxiety to allow them to focus on their options	3.68	95	5
Responding to a student in psychological crisis	3.76	95	5
Understanding and responding to social justice oriented issues such as stereotype threat and microaggressions	3.62	82	18
Public speaking/ Effective presentation skills	3.80	81	19

The average rating of supervisors’ impression of their staff’s skills for all areas in the “relational” category was 3.92, down slightly from 3.94 in 2011. Those areas in which their impression of their staff’s skill is lowest (below 3.75) are understanding and responding to social justice oriented issues such as stereotype threat and microaggressions, de-escalating a student’s anger and/or anxiety, coaching a student through becoming a self-directed learner, and effectively advising students with learning or other disabilities.

The supervisors’ response rates showed a high level of correlation with advisers’ confidence levels in most areas; in fact, the areas in which advisers feel least confident and the areas in which their supervisors’ impressions of their staff’s knowledge is lowest are exactly the same with only three exceptions - public speaking/ effective presentation skills, effectively advising LGBT students, and effectively advising first-generation students

Supervisors showed a good deal of support for both encouraging and allowing staff attendance at trainings in all areas; only one supervisor noted for one topic that the staff would not be allowed to attend – that respondent’s response to the other question indicated that he/she felt staff was already very knowledgeable in this area, which may explain this response.

Conceptual:

Within the “conceptual” category, supervisors were asked to rank the level of their staff’s knowledge in the following areas, with a score of 5 being “Very Knowledgeable,” and a score of 1 being “Not At All Knowledgeable.” They were then asked if they would encourage or allow staff to attend voluntary trainings in these areas, if they were offered. The table below includes the rating average for their answers to the first questions, and the percentage of supervisors who would encourage or approve their staff’s attendance at trainings focused on these topics.

	Rating Average (1-5): Knowledge	% Who Would Encourage Attendance at Training	% That Would Approve Attendance at Training
Relationship between academic advising and retention/ graduation	4.05	77	23
Characteristics of college student populations, both nationwide and at UCSC	3.32	73	27
How UCSC's status as a HSI (Hispanic Serving Institution) can or should affect the work we do.	2.79	91	9
“Advising as Teaching” components of curriculum, pedagogy, and student learning outcomes	3.06	82	18
Student development theories	2.88	86	14
Adviser responsibility, institutional responsibility, and student responsibility	3.76	68	32
UCSC’s advising mission and structure; roles and responsibilities of different advisers in UCSC’s advising system	3.77	64	36

The average rating of supervisors’ impression of their staff’s knowledge for all areas in the “conceptual” category was 3.38; this is the only category in which supervisors’ impressions of their staff’s knowledge rose slightly from 3.35 in 2011. Supervisors’ impressions of their staff’s knowledge in all topics within this category were lower than in other categories; the areas in which their impression of their staff’s knowledge is lowest (below 3.75) are how UCSC's status as a HSI (Hispanic Serving Institution) can or should affect the work we do, student development theories, “advising as teaching” components of curriculum, pedagogy, and student learning outcomes, and characteristics of college student populations, both nationwide and at UCSC.

The supervisors’ response rates showed a high level of correlation with advisers’ confidence levels in most areas; in fact, the areas in which advisers feel least confident and the areas in which their supervisors’ impressions of their staff’s knowledge is lowest are exactly the same.

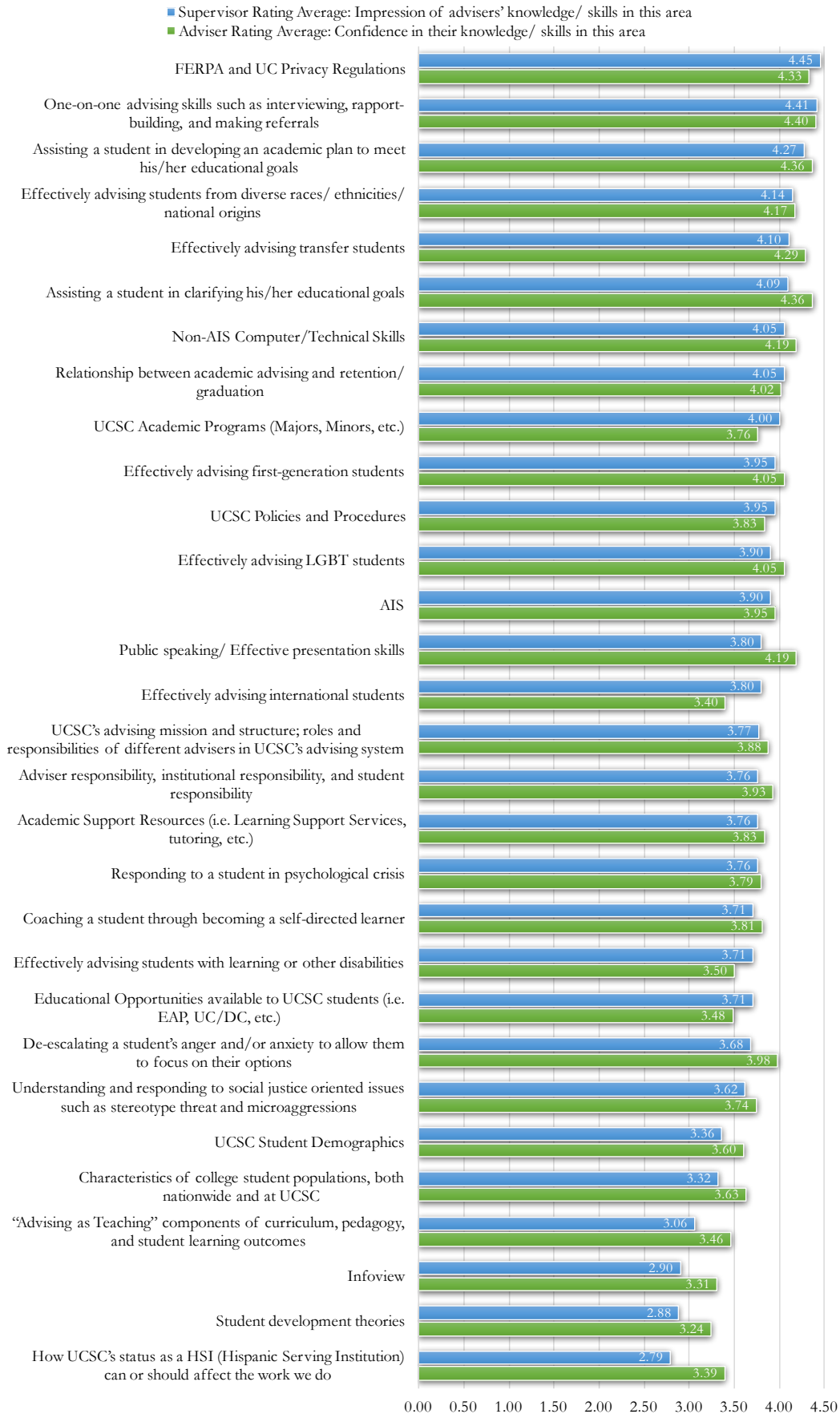
Supervisors showed a good deal of support for both encouraging and allowing staff attendance at trainings in all areas; all supervisors who responded to the survey would allow staff to attend trainings in any of these areas

Section III: Aggregate Results: Adviser Confidence and Supervisor Impressions

The table on the following page includes adviser confidence in the knowledge and skill areas surveyed and supervisors' impressions of their staff's knowledge and skill in the same areas. Please note that although we can draw certain conclusions from this information in terms of comparing various training needs with each other, it would be a mistake to draw the conclusion that individual advisers' levels of confidence is higher than their supervisor's confidence of their knowledge in the same areas, since respondents are a random sampling of advisers and supervisors. A higher number of advisers than supervisors responded to the survey, and the supervisors who responded may or may not have been referencing advisers who also responded.

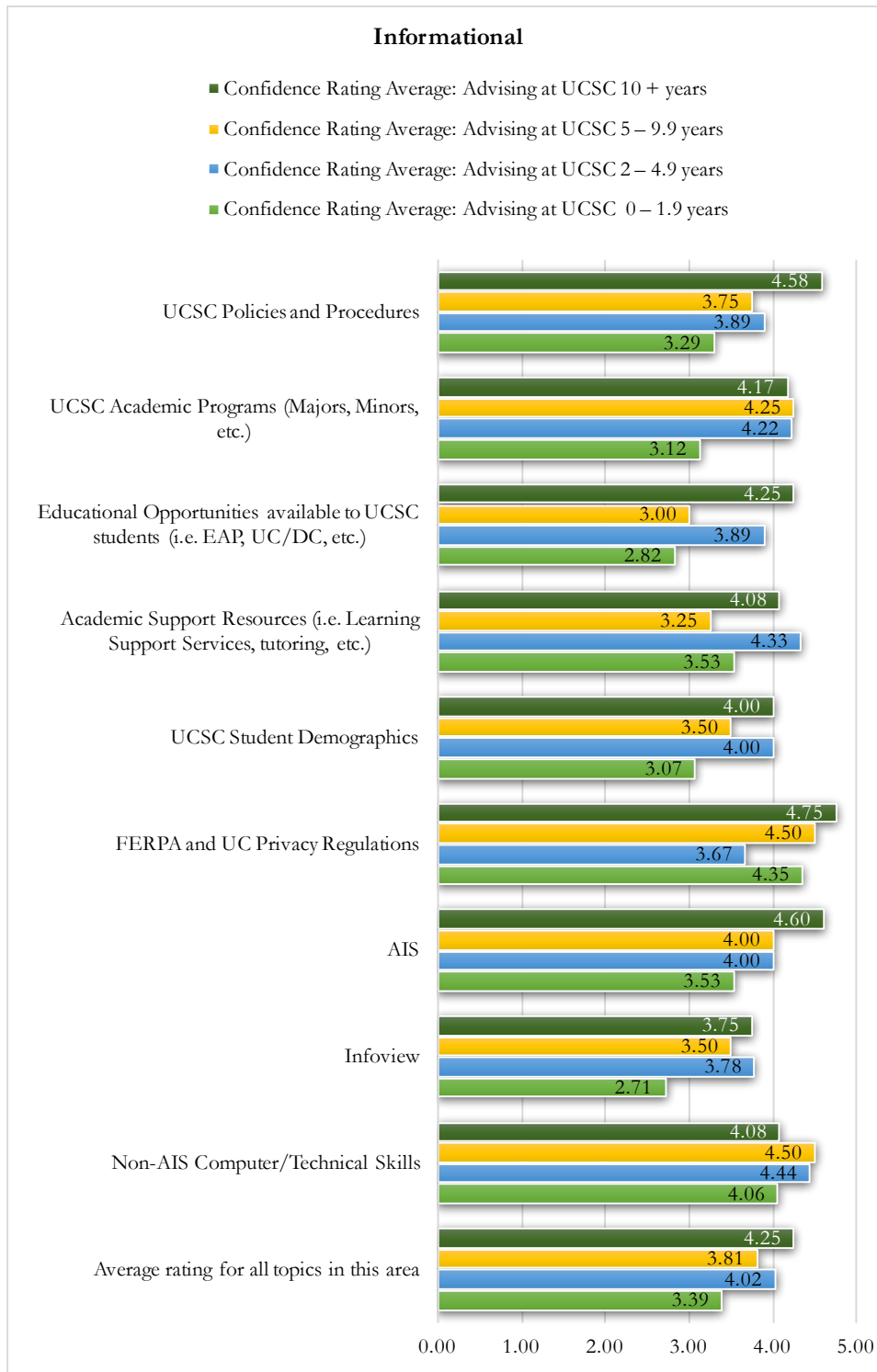
Areas in which both adviser and supervisor rankings fell below 3.75 and areas in which either adviser or supervisor rankings fell below 3.75 may be seen as areas in which training is needed.

Adviser Confidence and Supervisor Impressions



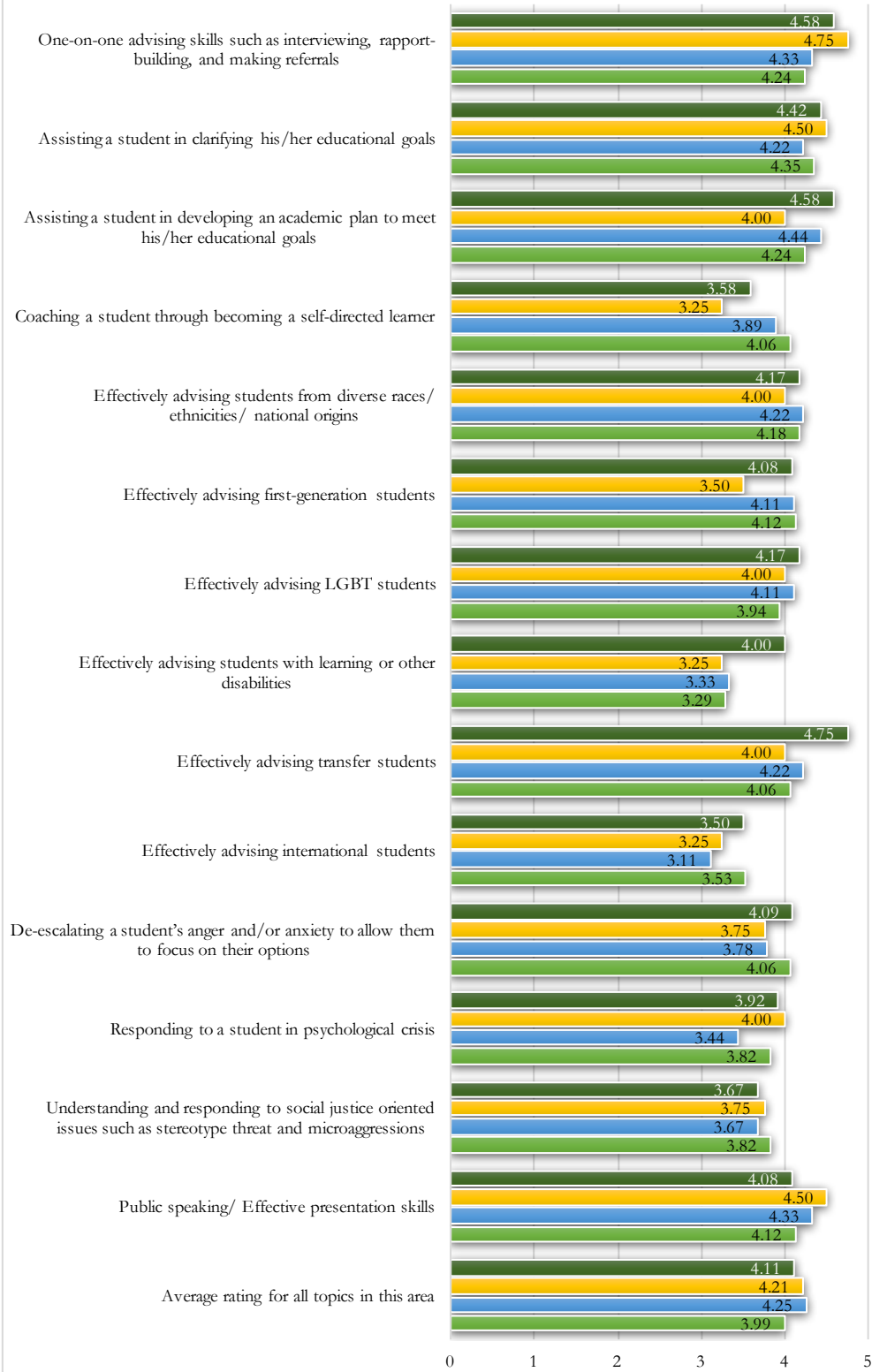
Section IV: Comparisons in Training Needs and Interests Based on Longevity in Advising at UCSC

The tables below summarize the confidence rating in surveyed areas based on advisers’ and supervisors’ longevity in an advising position at UCSC. The comparisons will be important in identifying both initial training needs for advisers, as well as development opportunities for long-term employees.



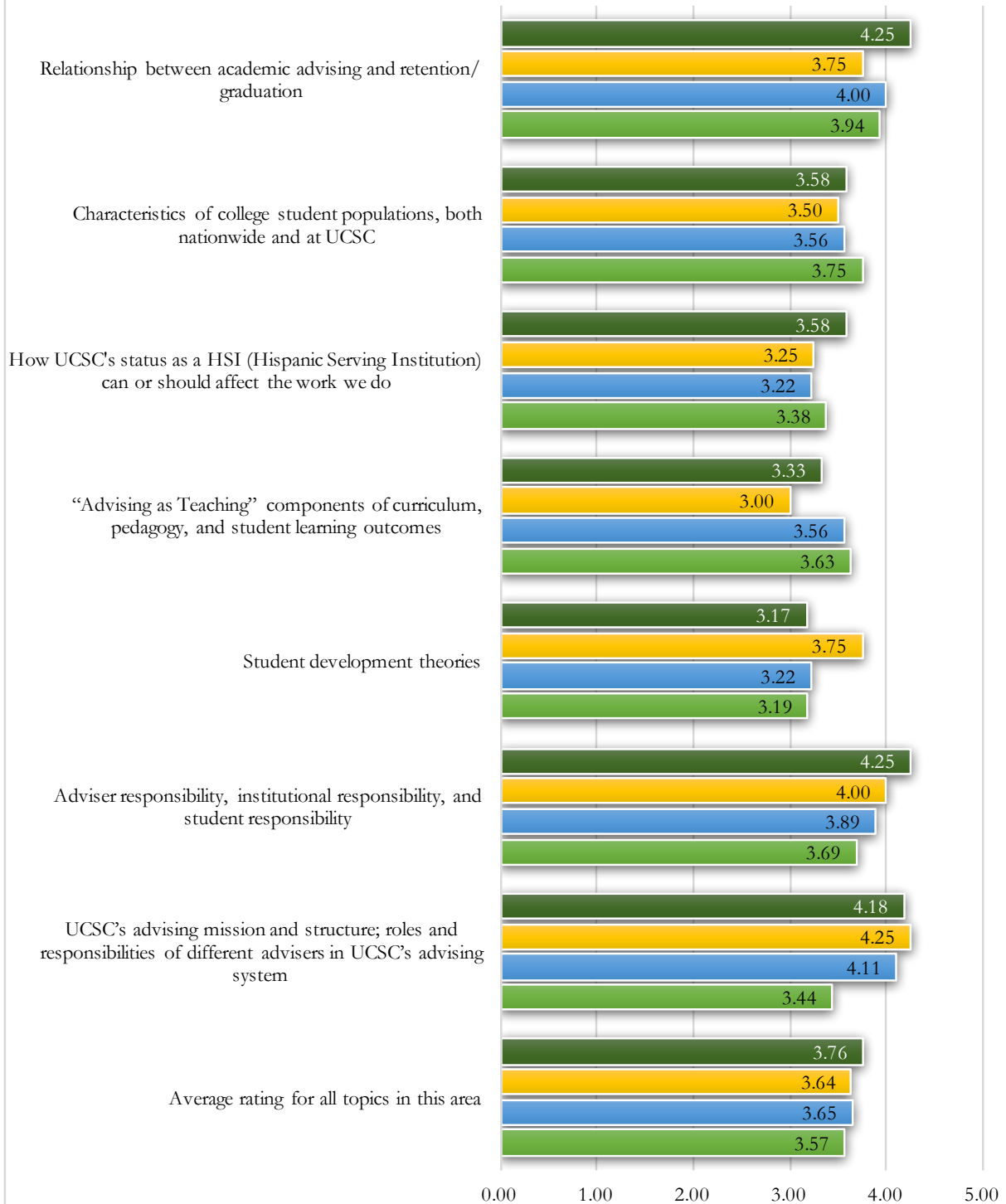
Relational

- Confidence Rating Average: Advising at UCSC 10 + years
- Confidence Rating Average: Advising at UCSC 5 – 9.9 years
- Confidence Rating Average: Advising at UCSC 2 – 4.9 years
- Confidence Rating Average: Advising at UCSC 0 – 1.9 years



Conceptual

- Confidence Rating Average: Advising at UCSC 10 + years
- Confidence Rating Average: Advising at UCSC 5 – 9.9 years
- Confidence Rating Average: Advising at UCSC 2 – 4.9 years
- Confidence Rating Average: Advising at UCSC 0 – 1.9 years



As might be expected, confidence ratings in overall areas tended to increase with years of experience. Within individual topics, the correlation between confidence levels and years of experience is not so clear; this may be explained by the small sample sizes in some individual categories of advisers.

The following tables compare the percentages of respondents who answered “yes” when asked: “If a voluntary training were offered on the following topic, would you attend?” based on longevity in advising at UCSC.

Informational:

	% Answering “Yes”: Advising at UCSC 0 – 1.9 years	% Answering “Yes”: Advising at UCSC 2 – 4.9 years	% Answering “Yes”: Advising at UCSC 5 – 9.9 years	% Answering “Yes”: Advising at UCSC 10 + years
UCSC Policies and Procedures	65	56	0	42
UCSC Academic Programs (Majors, Minors, etc.)	53	78	25	33
Educational Opportunities available to UCSC students (i.e. EAP, UC/DC, etc.)	59	44	50	42
Academic Support Resources (i.e. Learning Support Services, tutoring, etc.)	50	56	25	58
UCSC Student Demographics	47	88	50	67
FERPA and UC Privacy Regulations	19	56	0	25
AIS	47	44	25	25
Infoview	82	33	25	33
Non-AIS Computer/Technical Skills	24	33	25	33
Average percentage who would attend a training for topics in this area	50	54	25	40

Relational:

	% Answering “Yes”: Advising at UCSC 0 – 1.9 years	% Answering “Yes”: Advising at UCSC 2 – 4.9 years	% Answering “Yes”: Advising at UCSC 5 – 9.9 years	% Answering “Yes”: Advising at UCSC 10 + years
One-on-one advising skills such as interviewing, rapport- building, and making referrals	35	44	0	58
Assisting a student in clarifying his/her educational goals	35	67	25	67
Assisting a student in developing an academic plan to meet his/her educational goals	29	44	0	33

Coaching a student through becoming a self-directed learner	41	89	75	100
Effectively advising students from diverse races/ ethnicities/ national origins	65	78	75	75
Effectively advising first-generation students	56	78	75	75
Effectively advising LGBT students	65	78	75	83
Effectively advising students with learning or other disabilities	71	100	75	75
Effectively advising transfer students	65	44	50	33
Effectively advising international students	76	78	75	58
De-escalating a student's anger and/or anxiety to allow them to focus on their options	59	100	50	58
Responding to a student in psychological crisis	65	100	50	67
Understanding and responding to social justice oriented issues such as stereotype threat and microaggressions	63	89	50	75
Public speaking/ Effective presentation skills	47	33	0	18
Average percentage who would attend a training for topics in this area	55	73	48	63

Conceptual:

	% Answering "Yes": Advising at UCSC 0 – 1.9 years	% Answering "Yes": Advising at UCSC 2 – 4.9 years	% Answering "Yes": Advising at UCSC 5 – 9.9 years	% Answering "Yes": Advising at UCSC 10 + years
Relationship between academic advising and retention/ graduation	44	67	25	58
Characteristics of college student populations, both nationwide and at UCSC	63	78	50	67
How UCSC's status as a HIS (Hispanic Serving Institution) can or should affect the work we do	63	89	75	75
"Advising as Teaching" components of curriculum, pedagogy, and student learning outcomes	63	89	50	75

Student development theories	56	89	25	55
Adviser responsibility, institutional responsibility, and student responsibility	56	56	25	33
UCSC's advising mission and structure; roles and responsibilities of different advisers in UCSC's advising system	56	44	0	33
Average percentage who would attend a training for topics in this area	57	73	36	57

Advisers who have worked in an advising capacity at UCSC between 5 and 9.9 years were in nearly all categories less likely to answer “yes” when asked if they would attend a training. It is important to note that there were only 4 respondents in that category, which impacts the reliability of the data. Overall, the level of interest in training and development opportunities is strong among UCSC advising staff.

The following table summarizes the results of the following question based on longevity of service in advising at UCSC: If a series of workshops or trainings were offered over the course of a year that led to a certificate of completion, would you be interested in pursuing that opportunity?

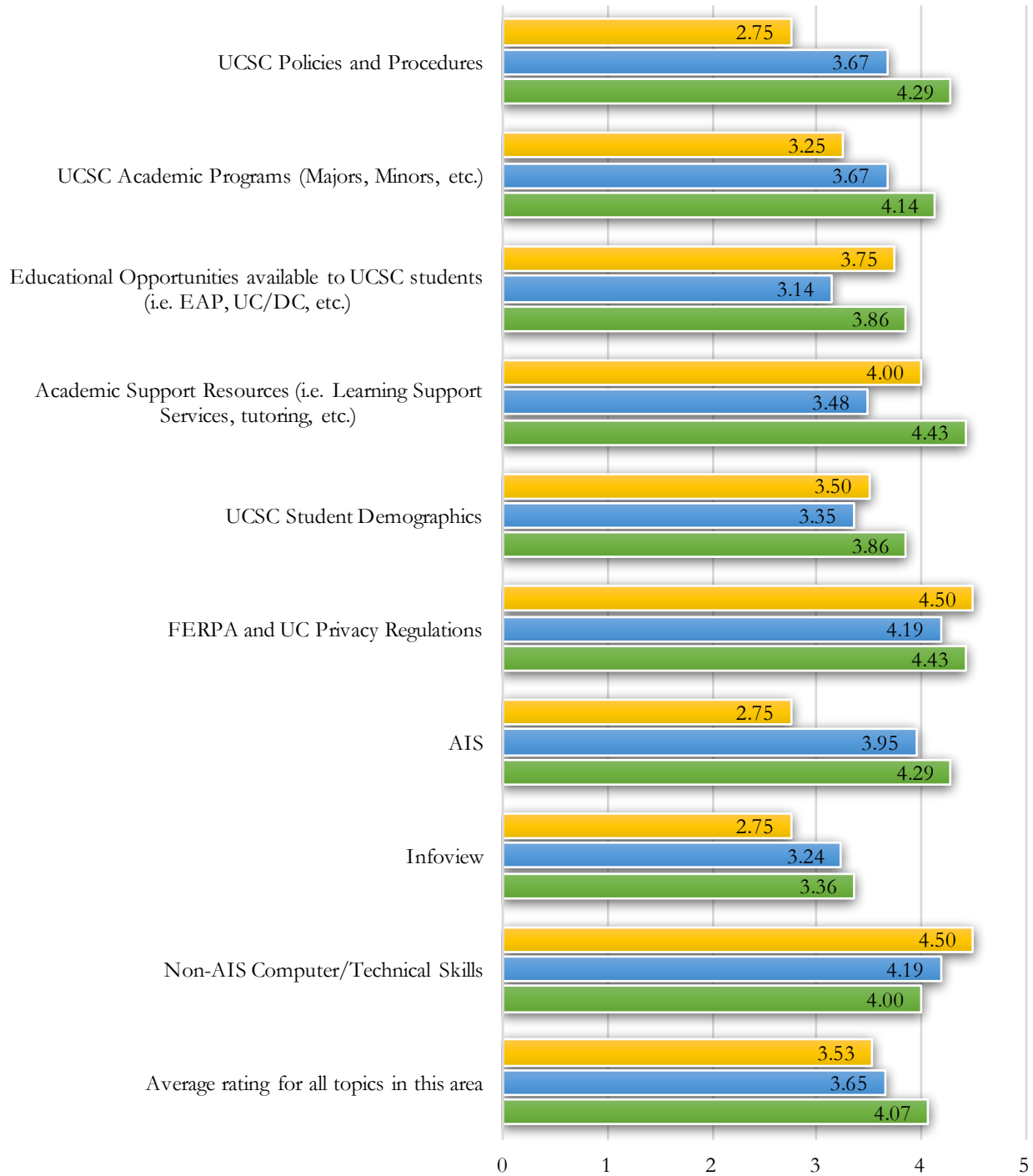
	Advising at UCSC 0 – 1.9 years	Advising at UCSC 2 – 4.9 years	Advising at UCSC 5 – 9.9 years	Advising at UCSC 10 + years
Yes	69%	67%	75%	67%
Maybe	25%	22%	25%	25%
No	6%	11%	0%	8%

Section V: Comparisons between responses based on position:

The following tables compare responses both in confidence ratings and interest/willingness to attend trainings on various topics based on position held at UCSC. Please note that the number of responses for EOP, STARS, and Career Center advisers was quite low, and may as such be unreliable.

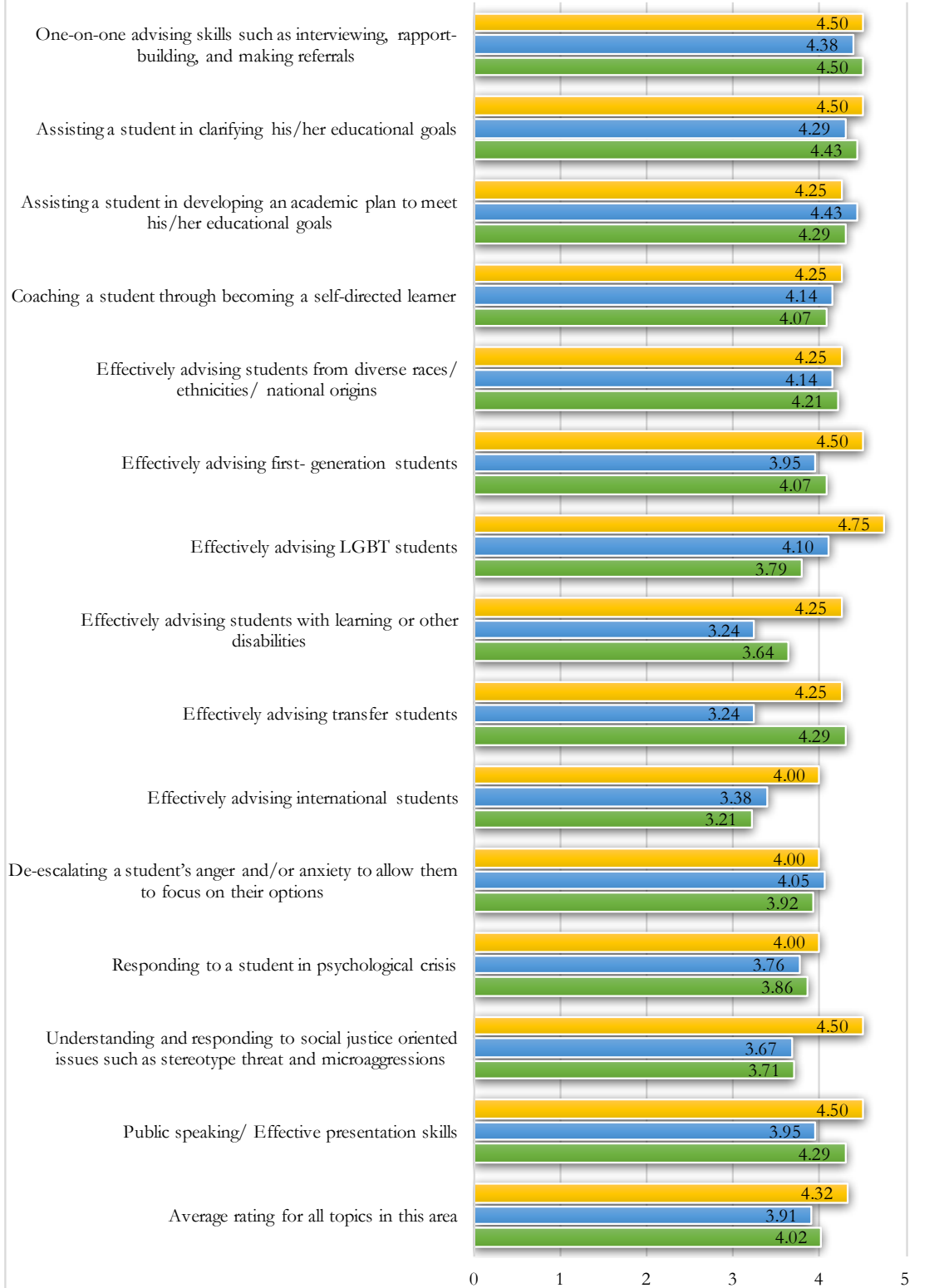
Informational

- Confidence Rating Average: EOP, STARS, Career Center Adviser
- Confidence Rating Average: Department/ Major Adviser
- Confidence Rating Average: College Adviser or Preceptor



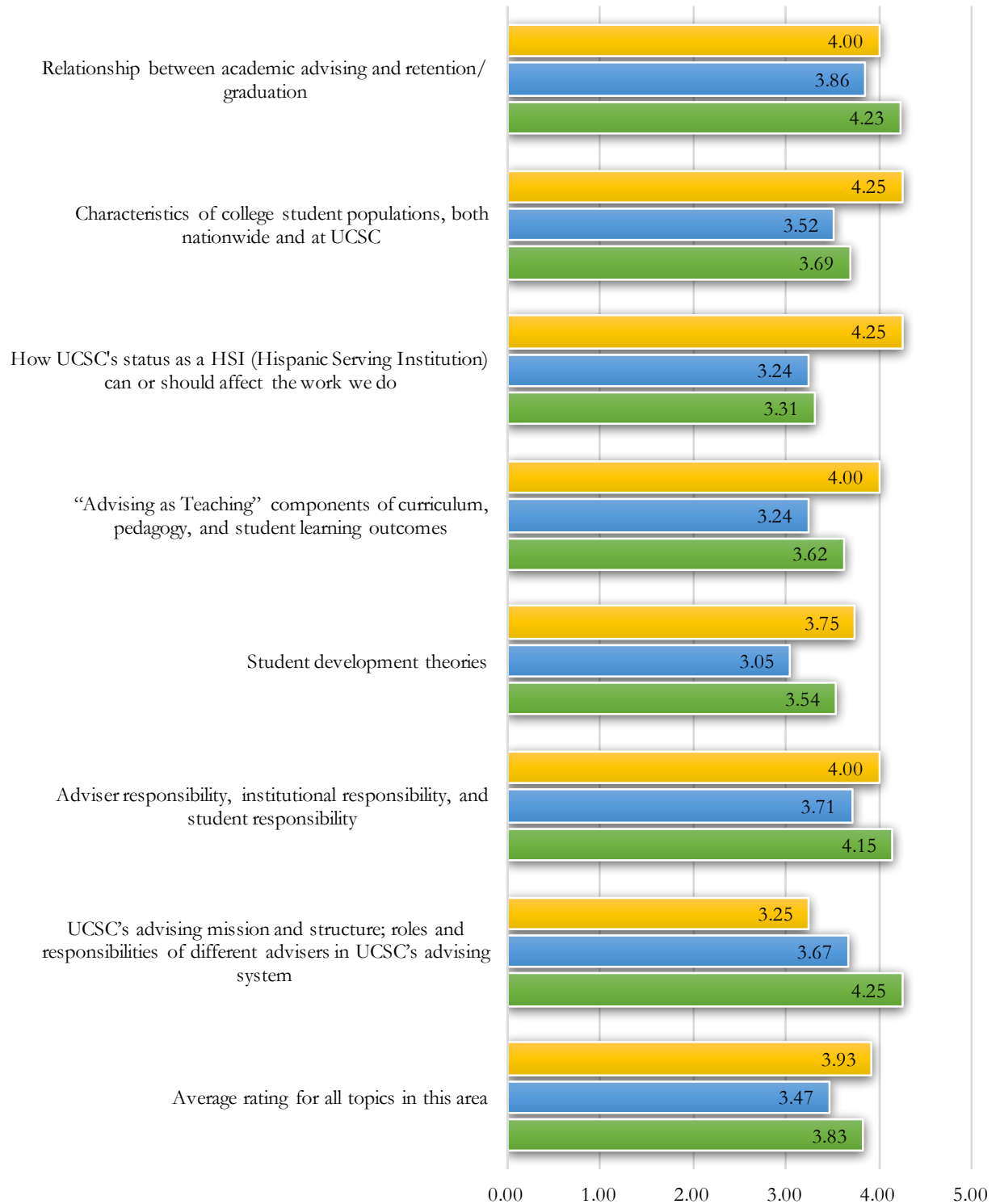
Relational

- Confidence Rating Average: EOP, STARS, Career Center Adviser
- Confidence Rating Average: Department/ Major Adviser
- Confidence Rating Average: College Adviser or Preceptor



Conceptual

- Confidence Rating Average: EOP, STARS, Career Center Adviser
- Confidence Rating Average: Department/ Major Adviser
- Confidence Rating Average: College Adviser or Preceptor



The following tables compare the percentages of respondents who answered “yes” when asked: “If a voluntary training were offered on the following topic, would you attend?” based on position at UCSC.

Informational:

	% Answering “Yes”: College Adviser or Preceptor	% Answering “Yes”: Department/ Major Adviser	% Answering “Yes”: EOP, STARS, Career Center Adviser
UCSC Policies and Procedures	43	57	50
UCSC Academic Programs (Majors, Minors, etc.)	43	48	75
Educational Opportunities available to UCSC students (i.e. EAP, UC/DC, etc.)	21	71	25
Academic Support Resources (i.e. Learning Support Services, tutoring, etc.)	29	65	25
UCSC Student Demographics	54	67	50
FERPA and UC Privacy Regulations	29	20	25
AIS	21	43	75
Infoview	29	62	75
Non-AIS Computer/Technical Skills	14	33	25
Average percentage who would attend a training for topics in this area	31	52	47

Relational:

	% Answering “Yes”: College Adviser or Preceptor	% Answering “Yes”: Department/ Major Adviser	% Answering “Yes”: EOP, STARS, Career Center Adviser
One-on-one advising skills such as interviewing, rapport-building, and making referrals	21	48	50
Assisting a student in clarifying his/her educational goals	43	52	50
Assisting a student in developing an academic plan to meet his/her educational goals	21	38	25
Coaching a student through becoming a self-directed learner	71	71	50
Effectively advising students from diverse races/ ethnicities/ national origins	57	81	50
Effectively advising first- generation students	57	75	50
Effectively advising LGBT students	71	76	50
Effectively advising students with learning or other disabilities	71	90	25

Effectively advising transfer students	43	52	25
Effectively advising international students	86	62	50
De-escalating a student's anger and/or anxiety to allow them to focus on their options	64	71	25
Responding to a student in psychological crisis	64	81	25
Understanding and responding to social justice oriented issues such as stereotype threat and microaggressions	64	75	50
Public speaking/ Effective presentation skills	29	35	25
Average percentage who would attend a training for topics in this area	54	65	39

Conceptual:

	% Answering "Yes": College Adviser or Preceptor	% Answering "Yes": Department/ Major Adviser	% Answering "Yes": EOP, STARS, Career Center Adviser
Relationship between academic advising and retention/ graduation	46	57	25
Characteristics of college student populations, both nationwide and at UCSC	61	67	50
How UCSC's status as a HSI (Hispanic Serving Institution) can or should affect the work we do	69	81	25
"Advising as Teaching" components of curriculum, pedagogy, and student learning outcomes	77	76	25
Student development theories	77	45	50
Adviser responsibility, institutional responsibility, and student responsibility	38	52	25
UCSC's advising mission and structure; roles and responsibilities of different advisers in UCSC's advising system	31	43	50
Average percentage who would attend a training for topics in this area	57	60	36

The following table compares the percentages of respondents who answered "yes" when asked: "If a series of workshops or trainings were offered over the course of a year or more that led to a certificate of completion, would you be interested in pursuing that opportunity?" based on position at UCSC.

	College Adviser or Preceptor	Department/ Major Adviser	EOP, STARS, Career Center Adviser
Yes	62%	71%	75%
Maybe	23%	24%	25%
No	15%	5%	0%

Conclusions

The following topics either:

1. had both an adviser confidence rating and a supervisor impression rating below 3.75 (on a 5 point scale), or
2. had 50% or more of the advisers indicating they would attend a training.

*Asterisks indicate topics that met both the above criteria.

This suggests that offering training and development opportunities in the following areas would be beneficial to a large segment of the UCSC advising community, with an emphasis on asterisked topics.

Informational:

- UCSC Policies and Procedures
- UCSC Academic Programs (Majors, Minors, etc.)
- Educational Opportunities available to UCSC students (i.e. EAP, UC/DC, etc.)*
- Academic Support Resources (i.e. Learning Support Services, tutoring, etc.)
- UCSC Student Demographics*
- Infoview*

Relational:

- Assisting a student in clarifying his/her educational goals
- Coaching a student through becoming a self-directed learner
- Effectively advising students from diverse races/ ethnicities/ national origins
- Effectively advising first- generation students
- Effectively advising LGBT students
- Effectively advising students with learning or other disabilities*
- Effectively advising transfer students
- Effectively advising international students
- De-escalating a student's anger and/or anxiety to allow them to focus on their options
- Responding to a student in psychological crisis
- Understanding and responding to social justice oriented issues such as stereotype threat and microaggressions*

Conceptual:

- Relationship between academic advising and retention/ graduation
- Characteristics of college student populations, both nationwide and at UCSC*
- How UCSC's status as a HSI (Hispanic Serving Institution) can or should affect the work we do*
- "Advising as Teaching" components of curriculum, pedagogy, and student learning outcomes*
- Student development theories*