UNIVERSITY OF SOUTH CAROLINA AIKEN

Study of Faculty Advising Loads
Fall 2003 through Fall 2005

Prepared By:

Braden J. Hosch, Ph.D.
Director of Institutional Effectiveness

Web Version

University of South Carolina Aiken

Dr. Thomas L. Hallman
Chancellor

University Mission

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

The USCA World Wide Web Home Page is: http://www.usca.edu
The USCA Office of Institutional Effectiveness World Wide Web Home Page is: http://ie.usca.edu

Web Version
January 2006

Suggested Citation

Hosch, B. (2006). *Study of faculty advising loads, Fall 2003 through Fall 2005.* Web Version. Aiken, SC: Office of Institutional Effectiveness, University of South Carolina Aiken. Retrieved [date], from http://ie.usca.edu/research/Faculty/FW_Advising2003-05.pdf.

Contact Information

Office of Institutional Effectiveness
108 Penland Administration Building
The University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

Table of Contents

Note: Appendices are unavailable in the web version of this study.

Executive Summary

This document provides an overview of advising loads for faculty members at the University of South Carolina Aiken in Fall 2003, Fall 2004, and Fall 2005, with a focus on the Fall 2005 term. Drawing upon the quantitative methodology of the Delaware Study of Instructional Costs and Productivity, this study examines the number of students advised by faculty members by rank, by demographic characteristics, and by academic unit.

Some qualitative measures of advising are included in this study (advisor availability, student satisfaction, clarity of communication), but a statistical relationship between qualitative characteristics and advising load was not observed. Low response rate to the Spring 2005 Advising Survey (about half of priority registration participants and about a third of all students with advisors) as well as instrument quality may limit the use-value of these data. Future qualitative investigation should include goal-driven outcomes measures such as time spent with advisees, students' achievement of career or educational goals, and advising session content.

- During Fall 2005 the mean advising load of the 124 faculty who advised students was 20.2 advisees, a decrease of 4.7 students or about a 20% reduction in mean advising load.

- Two major factors and one minor factor contributed to lighter advising loads for faculty:

    - A net increase in the number of faculty advisors from 110 in Fall 2003 to 124 in Fall 2005 contributed to lighter advising loads for faculty.

    - A net increase in the number of staff advisors from 22 in Fall 2003 to 33 in Fall 2005 contributed to lighter advising loads for faculty. Advising loads for staff members increased slightly during this period, from a mean load of 9.6 advisees to 10.2 advisees. The proportion of the student body advised by staff members rose from 7.2% in Fall 2003 to 13.1% in Fall 2005.

    - Variation in enrollment on the Aiken campus accounted for about a 5% change in advising loads between Fall 2003 and Fall 2005.

- The top quartile of faculty with the heaviest advising loads advised between 32 and 66 students in Fall 2005. While these numbers are high, they represent a decline from Fall 2003 when the faculty with the heaviest advising loads had between 37 and 76 students.

- While in Fall 2003, 39 faculty members, or 26.2% of the faculty, advised no students at all, this number had declined to 29 faculty members with no advisees in Fall 2005, comprising 19.0% of the faculty.

- Advising load was observed to be primarily a function of the number of students pursuing a major. Academic units with the highest ratios of declared majors to faculty (Business, Education, Exercise Science, Nursing) also had the highest mean advising loads, ranging from 30 to 37 students per faculty advisor, a slight decline from Fall 2003.

- As was noted in the previous advising load study, Directors of graduate and special academic programs had disproportionately high advising loads because they advised all of the students in those programs, often in addition to other undergraduate students pursuing a major in that unit. Advising loads of these individuals were closely tied to program enrollment.

- Mean advising load varied by faculty rank, with Instructors advising a mean of 23.6 students, Assistant Professors advising a mean of 18.4 students, Associate Professors advising a mean of 20.6 students, and Professors advising a mean of 19.6 students.

- While Assistant Professors appear to have the lightest advising loads, among those Assistant Professors who had been advising for two years or more, the mean advising load was 19.8 students, with sixteen, or about half, of these tenure-track faculty carrying an advising load of 25 students or more.

- In Fall 2003, female faculty on average advised 6.7 more students than their male counterparts, but this difference had shrunk by more than 50% to 2.9 students more than male faculty in Fall 2005.

- Female faculty only carried heavier advising loads than men in Business, Education, Nursing (no male faculty), and Sociology; in all other disciplines, men carried heavier advising loads.

- Assessment data indicates that students are overwhelmingly satisfied with advising, with more than 19 out of 20 students indicating they are very satisfied or satisfied with the overall advising they receive. Additionally, USCA students indicated higher levels of satisfaction with advising than did their peers at other universities, according to results from the 2004 National Survey of Student Engagement.

- Factors that most affected student satisfaction with advising were helping students select appropriate courses and clearly communicating curricular requirements. Advising load was not observed to correlate with student satisfaction on the 863 surveys returned in Spring 2005.

Methodology

This study compares the advising load of full-time faculty at USCA during the Fall 2003, Fall 2004, and Fall 2005 semesters. Data from Fall 2001 and Fall 2002 are provided where appropriate. Librarians with faculty rank were included as faculty members in the study. Historical data from previous fall terms are provided for comparison. The study also includes an examination of advising loads of staff members because the addition of more staff advisors appears to have contributed to a reduction in advising load for full-time faculty.

Data Sources

Data were collected from HOMER files in the Office of Institutional Effectiveness for Fall 2004 and Fall 2005. Data for previous semesters was harvested from earlier studies conducted by the Office of Institutional Effectiveness (Hosch, 2004). HOMER files represent extractions from frozen data sets pulled from the E02AIKN file on the University of South Carolina System mainframe. Freeze dates for Fall terms occur at the end of October each year.

The number of students for each advisor was aggregated in MS Excel using pivot table functions, producing an advisee count for each advisor during each term that he or she advised students. Only advisees officially assigned to advisors in the database were attributed to advisors in this study, with the exception of graduate students.

Graduate Students

Following the methodology from the previous advising study, graduate students were assigned to the appropriate graduate program director in the data cleaning process. The three graduate program directors indicated that they were the sole advisors for graduate students in their programs. Further, two of the three directors had reported that they spent about the same amount of time with graduate and undergraduate advisees. The remaining director indicated that more time was spent with graduate students, although most of this time was early in these students' careers and tailed off as the students neared degree completion. For the purposes of this study, no distinction is made between graduate and undergraduate advising load.

Unassigned Advisees

In the semesters examined in this study, between 287 and 462 students were not assigned in the database to an individual advisor (see Table 2). About a third of these students were teacher cadets (INSTITUTE through 2004 and NO MAJOR-GENERIC in 2005); another quarter were transient or special non-degree students (TRANSIENT, SPECIAL). All grad students were initially coded in the data sets as blank advisor fields or as ELEMEDAIKENGENE; these students were reassigned to the appropriate graduate director as noted above. The remaining students were managed by the Advising Office or were in the process of advisor reassignment.

Statistical Mean Calculations

Throughout this study, mean number of advisees is calculated only to include terms in which an advisor was assigned students. Thus, semesters during which there were no students assigned to an advisor (or category in Table 2) are not included in calculations of the statistical mean.

Demographic Data and Faculty Rank

Data regarding faculty rank, gender, and ethnicity were gathered from Fall 2005 data, but not readjusted backwards for Fall 2004. Faculty advisors on the Beaufort (M. Pulaski) and Sumter (K. Oldhouser) campuses were not included in this analysis. Some faculty listed in Appendix A (not included in the web version of this report) separated from the University before Fall 2005 but their advising loads are provided for comparative purposes.

Table 1. Number of Students by Non-Person Advisor Assignment

Advisor Field	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
(blank)	119	119	86	37	75	87.2
ACCOUNTING-GRAD			1			1.0
BIOLOGYGENERIC	2		1		1	1.3
BUSINESSADMIN	1					1.0
CONDITNLGENERIC	1					1.0
EARLYCHLDEDGENR	1				1	1.0
ELEMEDAIKENGENE	23	19	19			20.3
ELEMEDUCGENERIC	1		4			2.5
ENGLISHGENERIC		1				1.0
GEN'LBA4-YRGENR		2	18	1	2	5.8
GRADUATE	3	6	2	3	3	3.4
INSTITUTE*	181	147	152	161	3	128.8
MATH&COMSCIGEN	1					1.0
MOSKOW		10	5			7.5
NO-MAJORGENERIC*	34	27	2	1	232	59.2
NURSING2-YRGENER	1					1.0
NURSING4-YRGENER	1		1			1.0
PSYCHOLOGYGENERIC			1			1.0
SPECIAL	78	86	77	76	59	75.2
TRANSIENT	14	6	5	6	1	6.4
USCAIKENADVISOR	1		2	2	1	1.5
Total	**462**	**423**	**376**	**287**	**378**	**385.2**

* Institute represents Teacher Cadets 2001-04, but in 2005 Teacher Cadets were coded as No-Major Generic.

Enrollment and Advising Load

Variation in enrollment of students who needed advisors accounted for about a 5% change in advising load, increasing mean advising load by about half a student from Fall 2003 to Fall 2004 and decreasing mean load by about one student between Fall 2004 and Fall 2005. From a planning standpoint, it is important to recognize that to maintain advising loads at current levels, the addition of 100 net degree-seeking students would require the addition of five faculty advisors, ten staff advisors, or some combination of faculty and staff advisors.

Advising Survey

During the Spring 2005 term, the annual advising survey was distributed by advisors to their advisees participating in priority registration. Completed forms were returned to the Advising Office and tabulated by the Office of Institutional Effectiveness. A total of 916 surveys were returned from 1,801 students who participated in priority registration, yielding a response rate of 51%, although this represents only 32.9% of all undergraduates with an academic advisor.

Note on Web Version of Study

The version of this study publicly available on the IE Office web site largely omits presenting advising loads of individual faculty members, and so data in some tables is suppressed (one exception is Table 5. Advising Loads of Faculty Directing Special Programs). Academic administrators have been provided with all data so adjustments to advising loads can be made where deemed appropriate and possible.

Demographic Profile of Faculty Advisors

This study considers the advising load of faculty members with full-time appointments at USC Aiken, including librarians who hold faculty rank. For the entire group during Fall 2005, just over half of the faculty were men (53.6%) and just under half (46.4%) of the 153 faculty members were women. Twenty-four faculty members (15.4%) were of nonwhite race or ethnicity, and sixteen of these individuals held the ranks of Instructor or Assistant Professor.[1] Overall, 34 faculty members (22.2%) held the rank of Professor; 43 (28.1%) held the rank of Associate Professor; 48 (31.4%) held the rank of Assistant Professor; and 28 (18.3%) held the ranks of Senior Instructor or Instructor (considered as a group throughout this study).

As is true in most American universities, men outnumbered women in the tenured ranks. At the rank of Professor, 70.6% of the faculty were male, a negligible increase from 2003, and at the rank of Associate Professor, men comprised 55.8% of the faculty, a decline of just over six percentage points from 2003. At the rank of Assistant Professor, the proportions of men and women were equal, and at the rank of Instructor, 64.3% of the faculty were female, a decline of about six percentage points in the proportion of women at this rank in 2003. These small demographic shifts toward equal representation of men and women in each rank are expected to continue over the next decade as men in the tenured ranks retire and women in the lower ranks are promoted. Women may outpace men in entry into the lower ranks, however; indeed, among United States citizens, women have earned more doctoral degrees than did men beginning in 2002 and continuing through 2004, the most recent year for which data are available (Hofer, 2005).

The proportion of faculty members who advise students rose from just under three-fourths (73.8%) of the faculty in Fall 2003 to just over four-fifths (81.0%) of the faculty in Fall 2005. The demographic breakdown of faculty advising students roughly parallels that of all faculty. Lower proportions of faculty at the rank of Assistant Professor and especially at the rank of Instructor advised students during the period studied, although this proportion increased from 36.3% of the faculty advisor pool in Fall 2003 to 42.7% in Fall 2005. For Assistant Professors, this phenomenon is a result of some units (though not all) shielding their new Assistant Professors from advising duties for the first year or two at USCA.

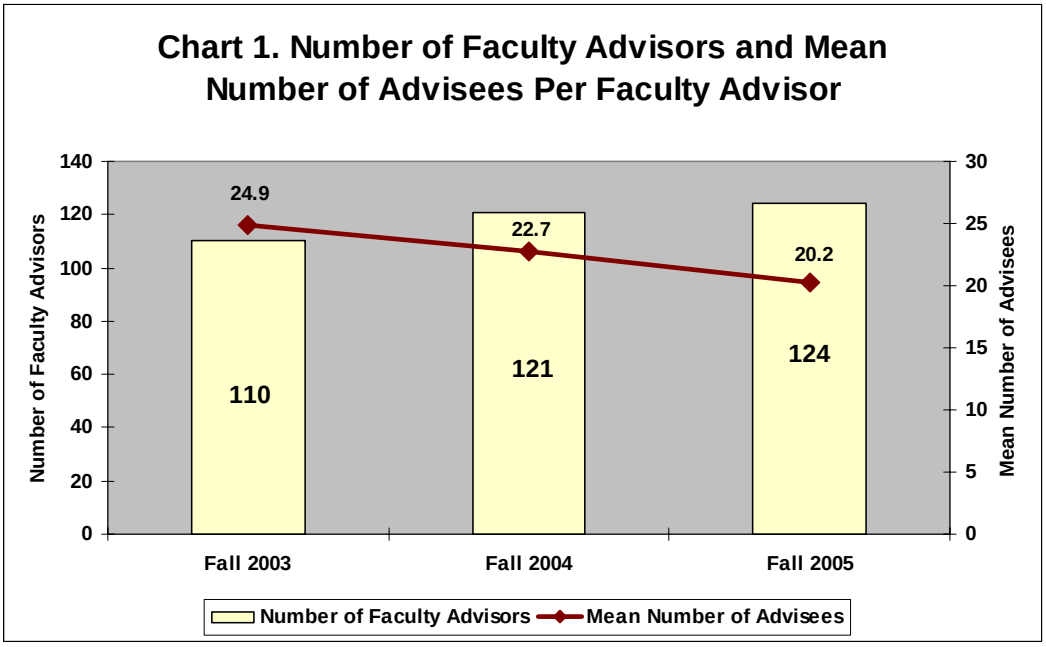
Table 2. Demographic Profile of Faculty and Faculty Advisors

	All Faculty* Fall 2005		Faculty Advisors					
			Fall 2003		Fall 2004		Fall 2005	
	N	Pct	N	Pct	N	Pct	N	Pct
All	153	100.0%	110	100.0%	121	100.0%	124	100.0%
Men	82	53.6%	58	52.7%	65	53.7%	66	53.2%
Women	71	46.4%	52	47.3%	56	46.3%	58	46.8%
White	129	84.6%	97	88.2%	103	85.1%	104	83.9%
Nonwhite	24	15.4%	13	11.8%	18	14.9%	20	16.1%
Full Professors	34	22.2%	30	27.3%	34	28.1%	31	25.0%
Assoc. Professors	43	28.1%	40	36.4%	38	31.4%	40	32.3%
Asst. Professors	48	31.4%	27	24.5%	33	27.3%	34	27.4%
Instructors	28	18.3%	13	11.8%	16	13.2%	19	15.3%

[1] Faculty coded as nonresident aliens from European countries were included in the white population.

Distribution of Advisees

Average advising loads for faculty have declined as the numbers of faculty and staff advisors have increased. During the Fall 2003 term, there were 110 faculty members who advised students, for a mean advising load of 24.9 advisees (*S* = 16.9). The average load declined in Fall 2004 to 22.9 advisees (*S* = 16.7), as eleven net faculty advisors were added for a total of 121 advisors. In Fall 2005, another three net faculty advisors were added for a total of 124 advisors, with a mean advising load of 20.2 students (*S* = 14.2) (see Chart 1). The previous advising load study indicated that the mean advising load for faculty advisors was typically about 1 student lighter in spring semesters than in fall semesters.



Among faculty advisors, advising loads again varied widely, although noticeable declines in advising load were apparent across all segments of the advisor population. Among faculty with at least one advisee, the top 25% with the most advisees saw their advising loads decline by about five to ten students, from 37-76 advisees in Fall 2003 to 32-66 advisees in Fall 2005. Advisors in the second quartile saw a decrease of three to six students, from 24-34 advisees in Fall 2003 to 18-31 advisees in Fall 2005 (see Table 3).

The advisors in the third and fourth quartiles saw smaller declines in raw numbers of advisees, a reduction of two to three students, although these reductions are proportionally comparable decreases at the higher end of the spectrum. The advising load of those in the third quartile decreased from 12-21 students in Fall 2003 to 10-17 students in Fall 2005, and the advising load in the fourth quartile fell from 1-11 students in Fall 2003 to 1-9 students in Fall 2005.

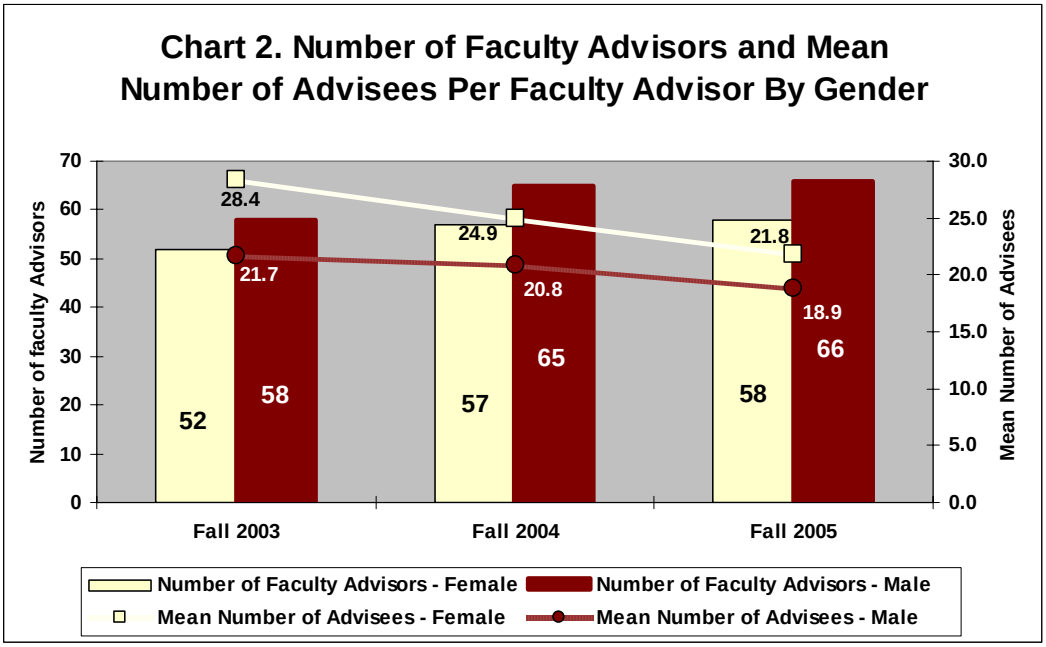
Some of this decline in advising load is attributable to fewer faculty members who advised no students. During Fall 2003, 39 faculty members, or 26.2% of the faculty, had no advisees at all. This number had declined to 29 faculty members in Fall 2005, comprising 19.0% of the faculty.

Table 3. Advising Load by Quartile (Ranked by Load)

	Number of Advisees		
	Fall 2003	Fall 2004	Fall 2005
First quartile (Heaviest Load)	37-76	37-67	32-66
Second quartile	24-34	19-36	18-31
Third quartile	12-21	9-18	10-17
Fourth quartile (Lightest Load)	1-11	1-8	1-9

* Quartiles do not include faculty with no advisees

Declines in advising load were more prominent for female faculty members than for male faculty members. On average, the advising load for women fell by 6.6 advisees from 28.4 in Fall 2003 to 21.8 in Fall 2005. The decline in mean advising load for men was less dramatic, falling by just 2.8 advisees from 21.7 students to 18.9 students (see Chart 2). This pattern suggests that significant progress has been made in equalizing advising loads of men and women on the faculty. Much of this decline can be attributed to the addition of staff advisors in the School of Nursing, where all of the faculty are female. The mean advising load for Nursing faculty members fell by 9.2 students from 40.8 advisees per faculty member in Fall 2003 to 31.2 advisees per faculty member in Fall 2005.

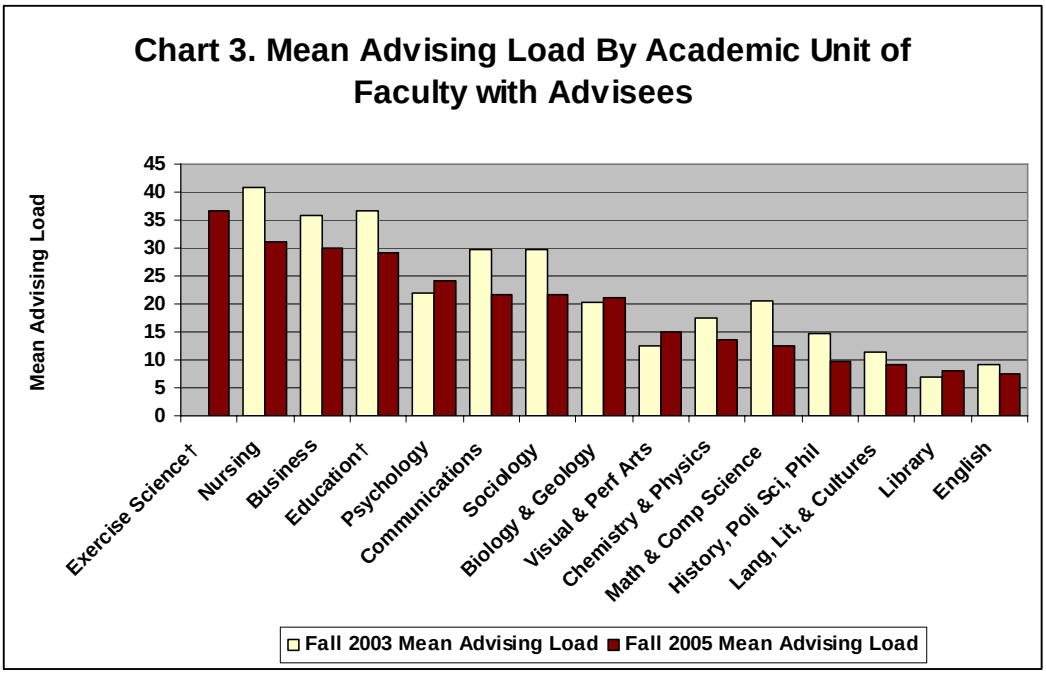


Departmental affiliation and the number of students with a major in that academic unit again contributed most heavily to variation in advising loads. Faculty in units with the most majors also had the heaviest advising loads. This is most apparent in the professional schools in which the mean advising load was over 30 advisees per faculty member. Among Exercise Science faculty, the mean advising load was 36.8 students, up from 33.8 students in Fall 2004. For Teacher Education faculty, the mean advising load fell from 31.8 students in Fall 2004 to 29.3 students in Fall 2005. This decrease was primarily due to an increase in the total number of advisees from 445 in Fall 2004 to 381 in Fall 2005 even though there was one less faculty advisor. Because Exercise Science faculty were grouped with Education faculty in Fall 2003, a comparison of mean load is not possible. For Business faculty, the mean advising load declined from a high of 36.3 in Fall 2004 to 30.1 in Fall 2005. As mentioned above, the advising load for Nursing faculty declined by 23%, although each faculty member still averages a fairly high 31.2 advisees.

Table 4. Faculty Advising Loads by Academic Unit

Academic Unit	Fall 2003			Fall 2004			Fall 2005		
	Faculty Advisors	Total Advisees	Mean # Advisees	Faculty Advisors	Total Advisees	Mean # Advisees	Faculty Advisors	Total Advisees	Mean # Advisees
Biology & Geology	10	203	20.3	10	214	21.4	10	210	21.0
Business	12	429	35.8	11	399	36.3	12	361	30.1
Chemistry & Physics	5	87	17.4	5	96	19.2	6	81	13.5
Communications	4	119	29.8	4	105	26.3	5	108	21.6
Education†	15	552	36.8	14	445	31.8	13	381	29.3
English	10	91	9.1	11	104	9.5	11	81	7.4
Exercise Science†	--	--	--	4	135	33.8	4	147	36.8
History, Poli Sci, Philosophy	8	117	14.6	11	91	8.3	11	106	9.6
Languages, Lit, & Cultures	2	23	11.5	4	42	10.5	3	28	9.3
Library	2	14	7.0	3	19	6.3	2	16	8.0
Math & Computer Science	9	185	20.6	10	156	15.6	11	138	12.5
Nursing	12	490	40.8	12	511	42.6	13	405	31.2
Psychology	8	176	22.0	8	169	21.1	7	170	24.3
Sociology	5	149	29.8	6	169	28.2	7	151	21.6
Visual & Performing Arts	8	101	12.6	8	111	13.9	8	119	14.9
Grand Total	**110**	**2,736**	**24.9**	**121**	**2,766**	**22.9**	**124**	**2,502**	**20.2**

† Exercise Science faculty were included with Education faculty in the Fall 2003 analysis.



Directors of special academic programs again exhibited markedly higher advising loads than other faculty because they typically advised all of the students in their programs. Increases and declines in advising loads resulted primarily due to fluctuations in program enrollment. The directors of the three graduate programs as well as the director of the lower division engineering program were all among the top 25% of faculty members with the heaviest advising loads, and their rankings by load compared to other faculty remained relatively unchanged from Fall 2003. It should be noted that in some cases, these program directors have explicitly volunteered to take on high advising loads rather than distribute these students among other faculty members in their units.

Table 5. Advising Loads of Faculty Directing Special Programs

Rank Adv Load[a]	Faculty Name	Program	Faculty Rank	Advising Load (N) Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fa 05 Unit Mean
1	May	Engineering	Assoc Prof	88	73	76	65	66	12.5
2	Skrupskelis	Elem. Education	Assoc Prof	64	60	66	67	60	31.1
6	Boyd	Clin. Psychology	Professor	30	32	50	43	43	24.3
15	Smyth	Educ. Technology	Professor	45	44	44	44	38	31.1

(a) Rank calculation is based on the advising load for Fall 2005

(b) Unit means include the faculty in this table; May, Skrupskelis, and Boyd have the heaviest advising loads in their units.

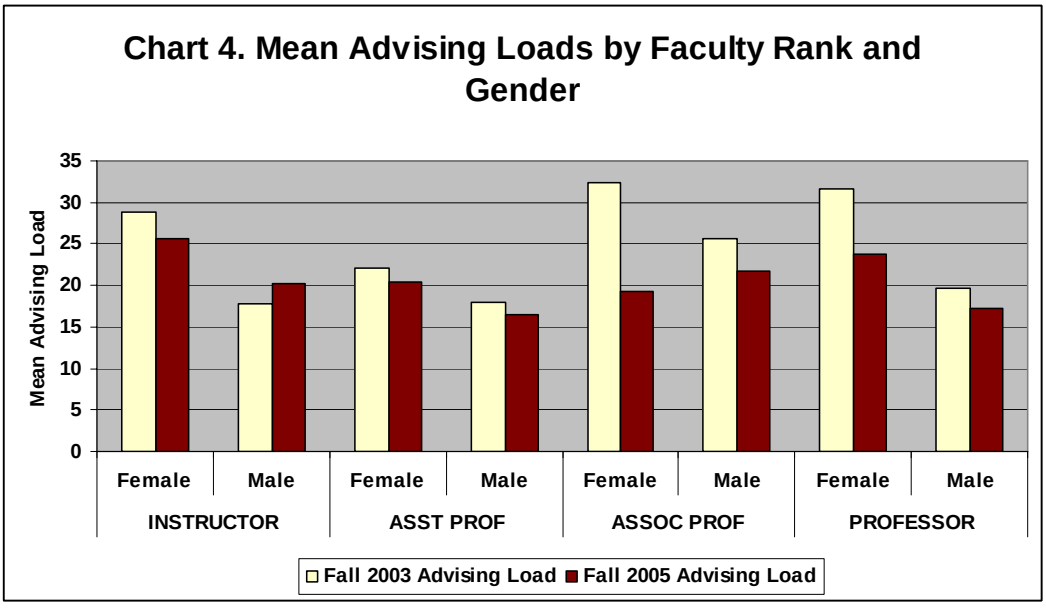
Advising load varied among faculty ranks and by gender, with women carrying higher advising loads at every rank. Nevertheless, advising loads for female faculty members declined more dramatically than did men's between 2003 and 2005, especially at the ranks of Associate Professor and Professor. While female full professors carried a mean advising load of 31.6 students in Fall 2003, this number had declined to 23.8 advisees by Fall 2005, a decrease of 24.7%. By comparison, the advising loads of male full professors decreased just 12.2% from 19.7 advisees in Fall 2003 to 17.3 advisees in Fall 2005. Female Associate Professors' advising loads dropped an even more dramatic 40.4% from 32.4 advisees in Fall 2003 to 19.3 advisees in Fall 2005. During the same period, advising loads of male Associate Professors declined from 25.7 students to 21.7 students, a decrease of 15.6%.

Among the untenured faculty, those at the rank of instructor carried the heaviest advising loads. Female instructors in Fall 2005 averaged 25.6 advisees, down from 28.9 advisees in Fall 2003; male instructors in Fall 2005 averaged 23.6 advisees, down from 26.3 advisees in Fall 2003. Assistant Professors carried the lightest advising loads, although the decrease in advising load between 2003 and 2005 was also the smallest at this rank. Female Assistant Professors carried an average advising load of 22.1 students in Fall 2003 and just 20.4 students in Fall 2005, a decrease of 7.7%. For male Assistant Professors, the mean advising load declined from 17.9 students in Fall 2003 to 16.5 students in Fall 2005, a decrease of 7.8%.

As noted in the previous study, it is important to observe that heavier advising loads of female faculty members and senior faculty members are in part a result of the gender and rank distributions of faculty among academic units with disparate advising loads. The analysis of advising load by rank and gender using the unit mean advising load as a baseline indicates substantially more parity between genders than the aggregate totals would indicate (see Table 8). Declines in advising load observed across units suggest that unit-specific approaches designed to reduce high advising loads have had some positive effect.

Table 6. Faculty Advising Loads by Rank and Gender

Faculty Rank	Gender	Fall 2003 Faculty Advisors	Fall 2003 Mean Advisees	Fall 2004 Faculty Advisors	Fall 2004 Mean Advisees	Fall 2005 Faculty Advisors	Fall 2005 Mean Advisees
INSTRUCTOR	Female	10	28.9	11	29.3	12	25.6
	Male	3	17.7	6	19.3	7	20.3
	Rank Total	13	26.3	16	27.4	19	23.6
ASST PROF	Female	16	22.1	19	19.0	17	20.4
	Male	11	17.9	14	19.8	17	16.5
	Rank Total	27	20.4	33	19.3	34	18.4
ASSOC PROF	Female	16	32.4	16	24.9	18	19.3
	Male	24	25.7	22	26.0	22	21.7
	Rank Total	40	28.4	38	25.5	40	20.6
PROFESSOR	Female	10	31.6	11	30.9	11	23.8
	Male	20	19.7	23	16.8	20	17.3
	Rank Total	30	23.6	34	21.4	31	19.6
GRAND TOTAL	**Female**	**52**	**28.4**	**57**	**24.9**	**58**	**21.8**
	Male	**58**	**21.7**	**65**	**20.8**	**66**	**18.9**
	Grand Total	**110**	**24.9**	**121**	**22.9**	**124**	**20.2**



It is also important to observe that while Assistant Professors were observed to have the lowest mean advising loads, the number of advisees for most Assistant Professors increased over the course of the time they spend in that rank. For instance, among Assistant Professors who had been advising for more than a year, the mean advising load was 19.8 advisees (S = 12.5) in Fall 2005, which is slightly higher than the mean advising load for Full Professors and just one advisee below the mean for Associate Professors. A total of 16 or about half of the Assistant Professors who had been advising students for more than a year had an advising load of 25 students or more, and four of these had between 35 and 41 advisees.

Table 7. Advising Loads of Assistant Professors (Fall 2005 Rank)

Advisor Name	Unit	Hire/Promotion Date	2001	2002	2003	2004	2005
†	School †	1982	14	22	34	40	28
†	School †	1984	23	26	40	42	31
†	School †	1985	21	22	41	42	28
†	College †	1997	37	42	40	50	41
†	College †	2000	6	7	17	21	24
†	School †	2000	6	12	12	18	18
†	College †	2000	8	12	19	30	31
†	College †	2000	12	33	34	30	27
†	School †	2000	14	29	25	19	14
†	College †	2000	16	14	21	23	15
†	College †	2000		8	20	23	11
†	College †	2001		6	7	9	--
†	College †	2001		10	11	12	11
†	School †	2001		31	37	40	38
†	College †	2001			1	1	1
†	College †	2001				5	--
†	School †	2002		3	5	8	6
†	College †	2002			3	3	5
†	College †	2002			4	7	10
†	College †	2002			19	27	14
†	School †	2002			21	34	39
†	College †	2002				5	11
†	College †	2002					4
†	College †	2003			13	17	26
†	College †	2003			19	35	25
†	School †	2003			24	34	33
†	College †	2003				1	5
†	College †	2003				4	11
†	College †	2003				5	5
†	College †	2003				6	4
†	College †	2003				19	32
†	School †	2004				4	26
†	College †	2004				5	6
†	School †	2004				19	37
†	College †	2004					1
†	School †	2004					9

Advisors appearing in this table held the academic rank of Assistant Professor in Fall 2005. In cases where individuals were promoted from the rank of Instructor, advising loads before the promotion are not listed.

† Faculty names & unit are suppressed in the web version of this study

It is worth noting that in cases where Assistant Professors have heavy advising loads, these high levels of advisees appear to be discipline specific, with the professional schools and disciplines that have larger student major to faculty ratios (Biology, Communications, Psychology, and Sociology) exhibiting the more burdensome advising loads on Assistant Professors. It is quite possible that advising more than 30 students, as about one quarter of these Assistant Professors do, takes time away from both teaching and scholarly pursuits that figure most prominently in their applications for tenure. Some limitations on advising load for Assistant Professors could allow those individuals in disciplines with heavier advising loads to devote more time to teaching and research. However, without the infusion of new faculty in those disciplines, faculty from other disciplines, or staff advisors to advise students in high-enrollment majors, such limits wold only shift the large and unwieldy advising loads to faculty in other ranks.

Table 8. Advising Loads by Unit and Gender*

UNIT	Gender	Fall 2003				Fall 2004				Fall 2005			
		Faculty	Faculty Advisors	Mean Advisees	% of Mean Unit Load	Faculty	Faculty Advisors	Mean Advisees	% of Mean Unit Load	Faculty	Faculty Advisors	Mean Advisees	% of Mean Unit Load
Biology	M	8	8	21.4	105%	9	8	22.3	104%	8	8	22.8	108%
	F	2	2	16.0	79%	2	2	18.0	84%	3	2	14.0	67%
	Tot	10	10	20.3	--	11	10	21.4	--	11	10	21.0	--
Business Admin	M	8	6	34.3	96%	9	7	35.3	97%	9	8	27.1	90%
	F	6	6	37.2	104%	5	4	38.0	105%	5	4	36.0	120%
	Tot	14	12	35.8	--	14	11	36.3	--	14	12	30.1	--
Chemistry	M	6	4	16.3	94%	7	4	19.3	100%	7	5	13.2	98%
	F	1	1	*	*	1	1	*	*	1	1	*	*
	Tot	7	5	17.4	--	8	5	19.2	--	8	6	13.5	--
Communications	M	2	1	*	*	1	1	*	*	2	1	*	*
	F	4	3	33.3	112%	4	3	23.3	89%	4	4	20.8	96%
	Tot	6	4	29.8	--	5	4	26.3	--	6	5	21.6	--
Education†	M	10	8	31.0	84%	6	6	25.5	80%	6	5	24.6	84%
	F	12	7	43.4	118%	11	8	36.5	115%	11	8	32.3	110%
	Tot	22	15	36.8	--	17	14	31.8	--	17	13	29.3	--
English	M	7	6	8.3	91%	7	6	9.2	97%	8	6	7.5	102%
	F	7	4	10.3	113%	7	5	9.8	104%	6	5	7.2	98%
	Tot	14	10	9.1	--	14	11	9.5	--	14	11	7.4	--
Exercise Science†	M	--	--	--	--	3	3	38.3	114%	4	3	45.3	123%
	F	--	--	--	--	1	1	*	*	1	1	*	*
	Tot	--	--	--	--	4	4	33.8	--	5	4	36.8	--
Hist, Poli Sci & Phil	M	7	5	16.0	110%	7	7	9.0	109%	7	7	10.0	104%
	F	4	3	12.3	84%	4	4	7.0	85%	4	4	9.0	93%
	Tot	11	8	14.6	--	11	11	8.3	--	11	11	9.6	--
Lang, Lit & Culture	M	3	2	11.5	100%	4	2	14.5	138%	3	2	11.0	118%
	F	3	0	--	0%	2	2	6.5	62%	1	1	*	*
	Tot	6	2	11.5	--	6	4	10.5	--	4	3	9.3	--
Library	M	3	0		0%	3	1	*	*	3	1	*	*
	F	3	2	7.0	100%	3	2	7.0	111%	3	1	*	*
	Tot	6	2	7.0	--	6	3	6.3	--	6	2	8.0	--
Math & Comp Sci	M	9	6	24.3	118%	10	7	19.0	122%	10	8	14.8	118%
	F	5	3	13.0	63%	5	3	7.7	49%	5	3	6.7	53%
	Tot	14	9	20.6	--	15	10	15.6	--	15	11	12.5	--
Nursing	M	--	--	--	0%	--	--	--	0%	--	--	--	0%
	F	15	12	40.8	100%	15	12	42.6	100%	15	13	31.2	100%
	Tot	15	12	40.8	--	15	12	42.6		15	13	31.2	--
Psychology	M	5	5	25.8	117%	5	5	24.2	115%	5	4	24.5	101%
	F	3	3	15.7	71%	3	3	16.0	76%	4	3	24.0	99%
	Tot	8	8	22.0	--	8	8	21.1	--	9	7	24.3	--
Sociology	M	3	1	*	*	3	2	24.5	87%	3	2	17.5	81%
	F	5	4	27.8	93%	5	4	30.0	107%	5	5	23.2	108%
	Tot	8	5	29.8	--	8	6	28.2	--	8	7	21.6	--
Visual & Perf Arts	M	6	6	14.0	111%	6	6	15.3	111%	7	6	16.3	110%
	F	2	2	8.5	67%	2	2	9.5	68%	3	2	10.5	71%
	Tot	8	8	12.6	--	8	8	13.9	--	10	8	14.9	--
Grand Total		149	110	24.9	--	150	121	22.9	--	153	123	20.3	--

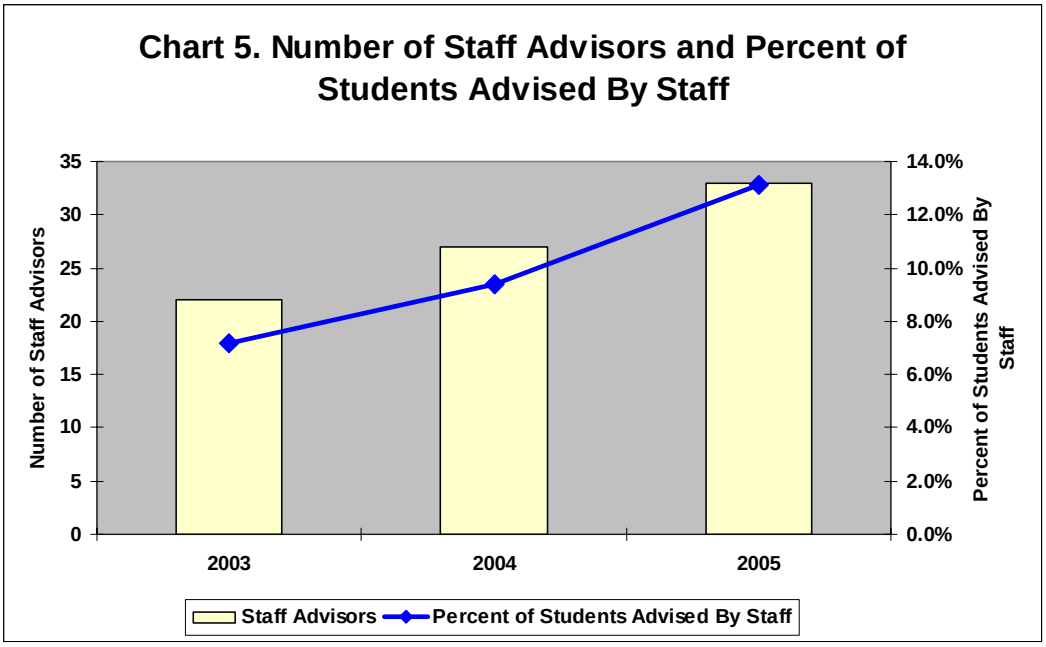
† Exercise Science faculty were included with Education faculty in the Fall 2003 analysis

* The web version of this study suppresses data about advising loads when fewer than two faculty members are in a cell.

A significant factor in the reduction of faculty advising loads between Fall 2003 and Fall 2005 was an increase in staff advisors. In Fall 2003, there were 22 staff advisors who advised 211 students, accounting for 7.2% of the students with advisors and a mean staff advising load of 9.6 advisees. The number of staff advisors increased by 50% between Fall 2003 and Fall 2005, with 33 staff advisors in Fall 2005. This group advised 338 students in Fall 2005, accounting for 13.1% of students with advisors. Then mean advising load for staff increased slightly to 10.2 students in Fall 2005 after dipping to 8.6 students in Fall 2004.

Table 9. Staff Advisors and Advising Load

Fall	Staff Advisors	Total Advisees	Percent of Students Advised By Staff	Mean # Advisees
2003	22	211	7.2%	9.6
2004	27	232	9.4%	8.6
2005	33	338	13.1%	10.2



This increase in staff advisors was effected through the addition of a professional academic advising counselor in the Advisement Office. With additional support and training in the First Year Advising Program, additional advisors have been recruited and trained, and the result has been a reduction in faculty work load. These efforts indicate ongoing success in implementation of strategic plan strategy 2.a.4 (USC Aiken Strategic Plan, 2003).

Additionally, many of these First Year Advisors began advising entering Nursing majors in Fall 2005, following a plan developed by the School of Nursing in conjunction with the Advisement Office and the Professional School Admission Action Team of the Enrollment Planning Team. The result has been a 25% reduction in advising loads for Nursing faculty (Duckett et al., 2005).

Qualitative Assessment of Advising

Current assessment data about advising at USC Aiken gathered from multiple instruments indicates that students are overwhelmingly satisfied with advising. Highest levels of satisfaction with advising were most significantly related to an advisor's assistance with course selection and the communication of academic requirements. No data are collected about career advice, advice about student life or co-curricular activities, personal development or other activities that might be expected in the advisor-student relationship. Assessment activities should be to systematic outcomes goals for academic advising (Campbell, 2005). These outcomes should be informed by professional standards and organizations, such as the National Academic Advising Association (NACADA) or the *2003 CAS Standards* (CAS, 2003; White, 2002). A revised assessment instrument might usefully be informed by the Academic Advising Inventory (Winston & Sandor, 1984).

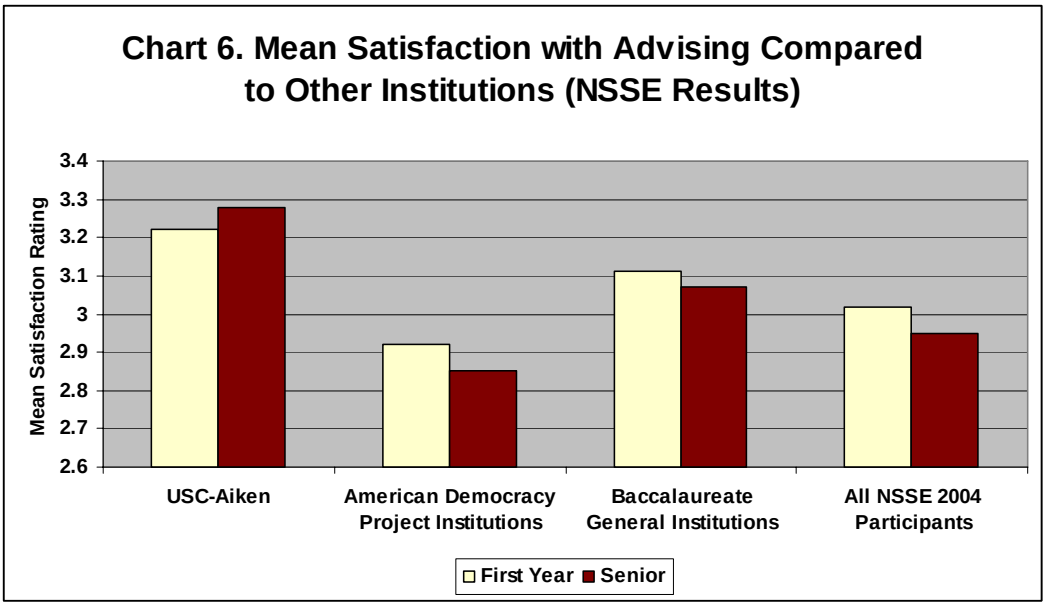
According to results from the 2004 National Survey of Student Engagement (NSSE), students at USCA are more satisfied than students at other institutions with the advising they received. Compared to students at institutions involved in the American Democracy Project (primarily public Master's I and Master's II institutions), satisfaction with advising was moderately higher among USCA first-year students and seniors (significant at the $p<0.001$ level). Compared to students at all 474 institutions participating in the NSSE, USCA students were slightly to moderately more satisfied with the advising they received (significant at the $p<0.01$ for first-year students and $p<0.001$ for seniors). Compared to students at baccalaureate general institutions, which are mostly private colleges, USC Aiken students were also more satisfied with advising, although this finding rose to statistically significant levels only for seniors ($p<0.05$). USCA seniors were negligibly more satisfied with advising than were freshmen, although the reverse was true among comparison groups.

Table 10. Satisfaction with Advising Compared to Other Institutions (2004 NSSE Results)

		USC-Aiken	USC-Aiken compared with:								
			American Democracy Project Institutions			Baccalaureate General Institutions			All NSSE 2004 Participants		
	Class	*Mean*	*Mean*	*Sig* [a]	*Effect Size* [b]	*Mean*	*Sig* [a]	*Effect Size* [b]	*Mean*	*Sig* [a]	*Effect Size* [b]
Academic Advising	*1=poor, 2=fair, 3=good, 4=excellent*										
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.22	2.92	***	.37	3.11			3.02	**	.25
	SR	3.28	2.85	***	.47	3.07	*	.24	2.95	***	.36

[a] * p<0.05, ** p<0.01, *** p<0.001

[b] Effect size = mean difference divided by comparison group standard deviation. Effect sizes of .20-.40 can be viewed as slight to moderate; effect sizes of 0.40-0.60 can be seen as moderate to large; and effect sizes over 0.60 can be seen as large.

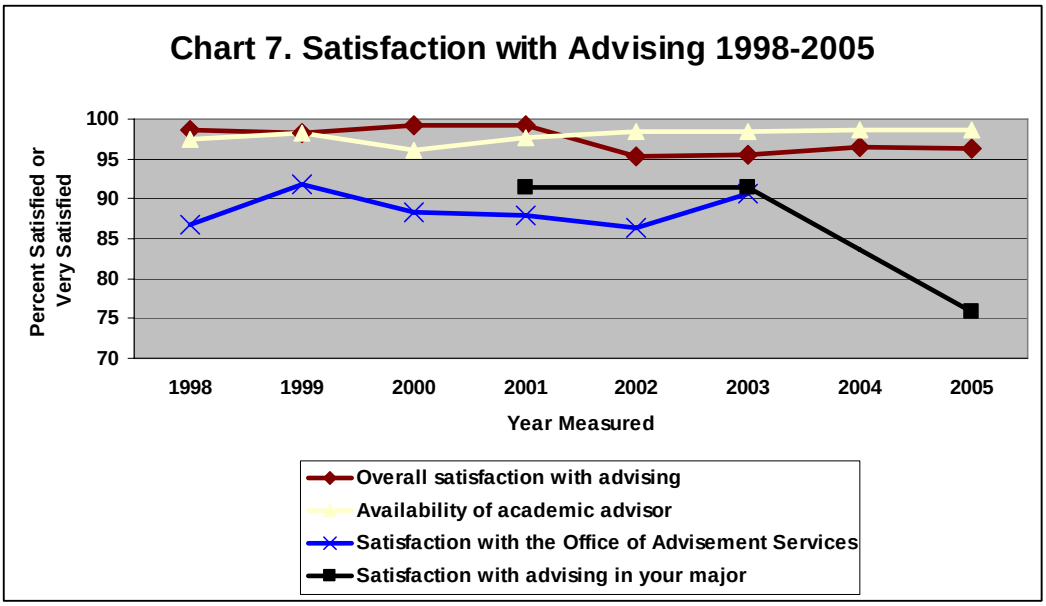


All differences between USCA students and comparison groups are statistically significant except the difference between first year students at USCA and baccalaureate general institutions, which are mostly private colleges.

With the exception of data gathered from alumni, results from other instruments that measure satisfaction with advising have remained consistently high over an eight year period. Results from the annual advising survey, which is administered each Spring to students who participate in priority registration, indicate that between 1998 and 2005, over 95% of current students have reported on the advisement survey they are very satisfied or satisfied with their advising overall, and similar proportions are satisfied with the availability of their advisors. Results from alumni surveys 75% and 91% of students and graduates were satisfied or very satisfied with the advisement they received from the faculty advisor in their majors. Changes in survey methodology likely account for much of this variation in responses. The economic downturn in 2001-2002 may have negatively impacted satisfaction of graduates from this period across a variety of areas when measured in 2005 (Hosch, 2005). Results from the Student Opinion Survey, last administered in 2003, indicate that about nine out of ten students are satisfied with the Office of Advisement Services.

Table 11. Percentage of Students/Alumni Who Were "Satisfied" or "Very Satisfied" with Advising

Question	1998	1999	2000	2001	2002	2003	2004	2005
Overall satisfaction with advising *(Advisement Survey Item)*	98.6	98.3	99.2	99.2	95.4	95.6	96.5	96.3
Satisfaction with advising in your major *(Alumni Survey Item)*	--	--	--	91.4	--	91.5	--	75.9
Availability of academic advisor *(Advisement Survey Item)*	97.4	98.2	96.2	97.6	98.4	98.4	98.6	98.6
Satisfaction with the Office of Advisement Services *(Student Opinion Survey Item)*	86.7	91.9	88.3	87.9	86.3	90.7	--	--



While the annual advising survey only has a response rate of about 50% and includes only students who participate in priority registration, its results appear to illustrate that students who actively participate in the advising process are remarkably pleased with the advising they receive in terms of course scheduling, communication of academic requirements, and advisor availability. When asked to indicate their agreement on a scale of 1-5 (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree), with the statement "Overall, I am satisfied with the advisement I have received," the mean overall response was 4.71. No meaningful differences in satisfaction were observed between students who were advised by faculty and those advised by staff.

Table 12. Student Assessment of Advising

Item	2003 N	2003 Mean	2003 S.D.	2004 N	2004 Mean	2004 S.D.	2005 N	2005 Mean	2005 S.D.
1. Before meeting with my advisor, I give careful thought to the courses I need.	923	4.49	0.76	911	4.46	0.86	861	4.46	0.81
2. I take responsibility for monitoring my own progress, keeping copies of degree requirements, transcripts, and reviewing the requirements as stated in the USCA Bulletin.	924	4.33	0.79	911	4.37	0.82	861	4.34	0.78
3. My advisor clearly communicates my general education requirements.	921	4.67	0.62	912	4.68	0.65	857	4.67	0.60
4. My advisor clearly communicates the requirements for my academic major.	895	4.70	0.63	887	4.71	0.65	845	4.68	0.64
5. My advisor helps me select appropriate courses.	921	4.67	0.63	913	4.69	0.65	862	4.66	0.64
6. My advisor reviews my academic progress.	921	4.53	0.73	911	4.58	0.71	856	4.54	0.69
7. Overall, I am satisfied with the advisement I have received.	919	4.69	0.62	909	4.71	0.66	861	4.70	0.62
8. Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale. (In selecting your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail, and other means.)	923	3.71*	0.51	913	3.74*	0.50	857	3.75*	0.48

* The scale of question 8 is 1-4 to comply with reporting mandates for South Carolina performance funding.

Ratings for all other questions were also remarkably high, as they were in Spring 2003 and have been in other recent years. Again on the 1-5 scale, course selection and the communication of requirements were rated highly with a mean ratings of between 4.66 and 4.68. Fewer students indicated that they give careful thought to their courses or monitor their own academic progress, although these figures are still high at 4.46 and 4.34, respectively on the same 1-5 scale. Satisfaction with advisor availability rated on a scale of 1-4 (1=Strongly Disagree, 2= Disagree, 3=Agree, 4=Strongly Agree), was similarly high at 3.74. The consistency of the findings among 2003, 2004, and 2005 survey results suggests uniformity in measurement techniques.

Nevertheless, these results that indicate broad and consistent satisfaction with academic advising belie academic outcomes for many of these students. About a third of entering freshmen typically earn a first semester GPA of below 2.0. Academic support resources such as the Writing Room and Math Lab are not fully utilized. In Fall 2005, almost three quarters of residential students (72.5%) reported studying or doing homework for less than ten hours a week on average, and retention rates of entering students have been declining since Fall 2002. While advising may not have direct control on such outcomes, the intent of advising to promote student academic success suggests that current assessment instruments are not capturing appropriate data. Indeed, correlations among survey items indicate that students most closely associate their advisors with aids to course selection and scheduling.

Table 13. Correlations (Pearson's R) Among Advising Load and Advisor Performance

	Advisee class level	Advisor survey response rate	Advising load	Student gives careful thought to courses	Student takes responsibility	Advisor communicates Gen Ed reqs	Advisor communicates major reqs	Advisor helps select courses	Advisor monitors progress	Satisfaction with advisor	Availability of advisor
Advisee class level	1	0.065	.253**	.095*	.116**	0.004	0.076	0.052	.106**	0.024	.125**
Advisor survey response rate	0.065	1	.544**	.106**	.117**	0.023	0.051	0.066	.106**	0.037	0.005
Advising load	.253**	.544**	1	.169**	.160**	-0.02	0.057	0.015	0.067	0.005	-0.008
Student gives careful thought to courses	.095*	.106**	.169**	1	.635**	.341**	.322**	.349**	.381**	.320**	.172**
Student takes responsibility	.116**	.117**	.160**	.635**	1	.352**	.333**	.350**	.441**	.326**	.162**
Advisor communicates gen ed reqs	0.004	0.023	-0.02	.341**	.352**	1	.783**	.788**	.694**	.789**	.492**
Advisor communicates major reqs	0.076	0.051	0.057	.322**	.333**	.783**	1	.759**	.641**	.759**	.416**
Advisor helps select courses	0.052	0.066	0.015	.349**	.350**	.788**	.759**	1	.729**	.812**	.507**
Advisor reviews progress	.106**	.106**	0.067	.381**	.441**	.694**	.641**	.729**	1	.731**	.475**
Satisfaction with Advisor	0.024	0.037	0.005	.320**	.326**	.789**	.759**	.812**	.731**	1	.553**
Availability of Advisor	.125**	0.005	-0.008	.172**	.162**	.492**	.416**	.507**	.475**	.553**	1

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table 14. Ranking of Correlations Between Overall Satisfaction with Advising and Other Survey Items

	Overall satisfaction with advisement	
	R	R-Square
Advisor helps student select appropriate courses	0.812	0.66
Advisor clearly communicates general education requirements	0.789	0.62
Advisor clearly communicates major requirements	0.759	0.58
Advisor reviews student's academic progress	0.731	0.53
Advisor availability	0.553	0.31
Student takes responsibility for monitoring own progress	0.326	0.11
Student gives careful thought to requirements before advising session	0.320	0.10
Advisor's Survey Response Rate (no correlation)	0.037	0.00
Advisee Class level (no correlation)	0.024	0.00
Advising Load (no correlation)	0.005	0.00

R-square is a statistic that shows how much variation in one survey item can be explained by results from another item. For instance, an R-square value of 0.66 for the first item indicates that 66% of the variation in overall satisfaction ratings can be accounted for by response to the question about course selection and scheduling.

The most significant relationship between student satisfaction and advising appears to be the help the advisor provides in selecting courses; indeed, 66% of variation in satisfaction ratings can be attributed to course selection and scheduling. Closely behind were the advisor's ability to communicate general education requirements, which could explain 62% of variation in satisfaction ratings, the advisor's ability to communicate major requirements, which could account for 58% of variation in satisfaction ratings, and the advisor's review of a student's academic progress, which could account for 53% of variation in satisfaction ratings. A less significant item was advisor availability, which accounted for just 31% of variation in satisfaction levels. The least significant items were the activities the students did on their own. Taking responsibility for monitoring one's own progress could account for just 11% of variation in satisfaction ratings and giving careful though to courses and requirements before the advising session accounted for just ten percent of variation in satisfaction with advising.

Perhaps most relevant to this study of faculty advising loads, there was no correlation observed between an advisor's advising load and satisfaction levels of advisees. This is a significant finding because in the minds of students, their perception of the advising experience is not negatively affected by faculty members who are overburdened with large numbers of advisees. This is neither to say that faculty advising loads should not be reduced in some cases nor that students necessarily understand what to look for in a substantive and meaningful advising session, but only that based on the data collected, there is no distinguishable difference in the satisfaction levels of students who have advisors with heavy advising loads and those who have advisors with light advising loads. Response rate to the survey also was observed to have no correlation with levels of satisfaction.

As a final qualification, it is not at all certain that students recognize what kinds of interactions they should have with their academic advisors. The characteristics of effective advising relationships might include, frequent contact with advisors (more than just during registration periods), discussion of career goals, discussion of academic strengths and weaknesses, and discussions about personal development as well as involvement in co-curricular activities. Students' limited experience with higher education might suggest that since this relationship has remained somewhat undefined for them, their position from which to articulate their satisfaction with their advisor limits the quality of responses and feedback they are capable of providing.

Conclusions

Progress has been made in reducing the advising load for full-time faculty, with about a 20% reduction in mean load between Fall 2003 and Fall 2005. These reductions were accomplished primarily by adding eleven staff advisors and fourteen faculty advisors. Most Schools and Departments have made progress in lowering the mean advising load and distributing advisees more equally among faculty, although faculty in the professional Schools and high enrollment majors still have a mean advising load that approaches or exceeds 30 students. Student satisfaction with advising was remarkably high and student satisfaction was not observed to decline when advisors carried heavy advising loads, although it is not clear if student satisfaction with advising is the most appropriate bell-weather outcome to measure advising effectiveness. Nevertheless, heavy advising loads necessarily take time away from professors' capacity to teach and conduct research and distribution of advisees can be a faculty morale issue as well as an equity issue.

Several issues discussed in this study should be considered as USCA continues to evaluate and improve the advising experience for students and to address faculty workload issues. As an overarching caveat to these conclusions, it should be noted that in any university not all faculty members will be universally interested in advising nor will all be equally effective advisors. The same is true of staff. Thus, consideration about including even more faculty and staff in the advising pool should also balance the need for more advisors with the quality and effectiveness of the advisement students will receive.

Enrollment Change and Advising Loads

Increases and decreases in enrollment may have only a small (5%) effect from year to year on average advising loads, but multi-year growth or decline will have an impact on advising loads if the number of faculty and staff advisors remains relatively stable. To maintain advising loads at current levels (20 advisees for faculty advisors and 10 advisees for staff advisors), for every 100 additional students enrolled, the number of net faculty advisors would need to increase by five, the number of staff advisors would need to increase by ten, or some combination of the two. Since about 60% of enrollment is in the three professional Schools, three of these five faculty advisors would necessarily be added in these disciplines (one each) to accommodate an additional 100 students. While considering this equation, it is important to keep in mind both that not all first year students are advised by faculty as well as that faculty new to USCA do not usually become available to advise students until their second year at the University.

Reduction of Mean Advising Loads

This study demonstrates that adding faculty and staff advisors is an effective means to reduce the average size of the advising loads for faculty. Between Fall 2003 and Fall 2005, 14 net faculty advisors were added and 11 net staff advisors were added. These individuals advised a few hundred additional students, and the mean advising load of faculty decreased by 4.7 students, largely as a result of these additional advisors. The proportion of faculty members who did no advising also declined during this period, although it is notable that many of the faculty who do not advise students have appointments in disciplines where there are few or no students majoring in the discipline.

Redistribution of Heavy Faculty Advising Loads

While USCA does not have formal guidelines about ideal advising loads, it seems like common sense that 30 advisees is too many for a faculty member who hopes to produce cutting edge scholarship and refine his or her teaching. Further, it is unrealistic that advisors with 30 or more advisees can meaningfully discuss career goals, personal development, and other valuable topics in the short time they must allocate to each advisee. Solutions to lessen the advising loads of faculty with 30 or more advisees will likely need to be discipline-specific.

- Heavy advising loads in the professional Schools, along with the Departments of Psychology, Communications, Sociology, and Biology may continue to require unique solutions that may include initial advising of majors by staff members, the inclusion of faculty members from other closely related disciplines in their advising pool, adding professional advising staff, or other solutions.

- A closely related issue is the heavy advising loads of Assistant Professors who are in these academic units with sizeable advising loads. For many of these faculty members, their advising load exceeds the mean load in their Department or School, and even a limiting of advisees to the unit mean for Assistant Professors could at least relieve some of the burdens they face as they prepare for their tenure reviews.

Assessment of Advisement Quality

While student satisfaction with advising has continued to be quite high over the past eight years, it is likely that this metric is not the sole comprehensive measure of quality or effectiveness of academic advising on the USCA campus. As discussed in this study and the previous study of advising loads the development of outcomes-based goals for advising in reference to published literature and CAS and NACADA guidelines would help improve the quality and effectiveness of the advising process.

Works Cited

Campbell, S. (2005). Why do academic advising ? (part 1). *Academic Advising Today 28*(3), Article 1. Retrieved January 6, 2006 from http://www.nacada.ksu.edu/AAT/NW28_3.htm.

Duckett, R. et al. (2005). *Enrollment planning team end of year report 2004-2005*. Aiken, SC: Enrollment Planning Team, University of South Carolina Aiken. Retrieved January 4, 2006 from http://www.usca.edu/ESIP/ept/Discussions/YearEnd0405/index.html.

Hofer, T. B. et al. (2005). *Doctorate recipients from United States universities: Summary report 2004*. Chicago: National Opinion Research Center. Retrieved January 3, 2006, from http://www.norc.uchicago.edu/issues/sed-2004.pdf.

Hosch, B. (2004). USCA faculty workload study (fall 2003), part 2, advising. Aiken, SC: Office of Institutional Effectiveness, University of South Carolina Aiken.

Hosch, B. (2005). Survey of USC Aiken alumni classes of ’00-’01 and ’01-’02. Aiken, SC: Office of Institutional Effectiveness, University of South Carolina Aiken. Retrieved January 13, 2006 from http://ie.usca.edu/research/surveys/alumni/alum00-02.pdf.

Miller, T. K. (2003). *The CAS book of professional standards for higher education.* 3rd Revised Edition. Washington, D.C.: Council for the Advancement of Standards in Higher Education.

University of South Carolina Aiken. (2003). *Strategic planning report*. Retrieved November 27, 2005 from http://www.usca.edu/strategicplan/FinalfinalReportWeb.htm.

White, E.R. (2000). Developing Mission, Goals, and Objectives for the Advising Program. In V.N. Gordon, W.R. Habley, & Associates (Eds.), Academic advising: A comprehensive handbook. San Francisco: Jossey-Bass.

Winston, R. B., Jr., & Sandor, J. (1984). Academic advising inventory. Athens, GA: Student Development Associates, Inc. Association. Retrieved November 29, 2005, from http://www.nacada.ksu.edu/index.htm.

Appendix A: All Faculty Advising Loads Fall 2001 to Fall 2005

[Not available in the web version of this study]

Appendix B: Advising Loads by Unit

[Not available in the web version of this study]