Academic Advisors Adapting to COVID-19

Prepared by the Center for Assessment, Research, and Educational Safety

Matthew B. Fuller, Ph.D., Professor of Educational Leadership and Director of the Center for Assessment, Research, and Educational Safety

Stacie Haynes, Research Coordinator, Center for Assessment, Research, and Educational Safety

Susanne Gaal, Graduate Research Assistant, Center for Assessment, Research, and Educational Safety

Kristen Barho, Graduate Research Assistant, Center for Assessment, Research, and Educational Safety

Katherine Linn, Graduate Research Assistant, Center for Assessment, Research, and Educational Safety

Cherokee Ford, Undergraduate Research Assistant, Center for Assessment, Research, and Educational Safety

Authors and Key Personnel: Matthew Fuller, Stacie Haynes, Susanne Gaal, Katherine Linn, Cherokee Ford, Jayde Casper, Kristen Barho, Deanna Ammann, Michelle Vandamme

Table of Contents

January 30, 2020- The World Health Organization declared COVID-19 a Public Health Emergency of International Concern (PHEIC). The global pandemic transformed the higher education community and challenged its adaptability. Challenges faced throughout the pandemic created new programs and policies of standards in education calling for a critical course of action in support of higher education. In January 2021, Greater Texas Foundation partnered with Sam Houston State University's Center for Assessment, Research, and Educational Safety (CARES) to research how COVID-19 influenced the practices of academic advising in higher education. The opinions expressed in this report are those of the authors and do not necessarily reflect the views of Greater Texas Foundation or any director, officer or employee thereof.

This study examined the ways in which academic advising must change as a result of COVID-19. With funding from Greater Texas Foundation, the Texas Academic Advising Network worked with CARES researchers to investigate the ways in which academic advising changed due to the current pandemic. CARES researchers used mixed methods in collecting the data. In January 2021, CARES researchers began the task of creating the *Academic Advisors Learning from COVID*-19 survey. The final survey was launched to academic advisors working in institutions located throughout Texas in March 2021. The survey consisted of Likert scales, multiple-choice, and open-ended questions that were used to collect both quantitative and qualitative data. CARES administered the survey to 1,837 academic advisors, resulting in 368 responses. After filtering out participants who did not answer demographic questions for comparison of results, 280 of the 368 responses were used. Demographics examined amongst survey participants included the type of institution where they worked as well as their type of academic advising position. These demographics can be seen in *Table 1* (p. 13). This survey acknowledged 92 campuses in Texas including universities, community colleges, and professional programs in public and private settings. Participants were asked to answer questions about remote advising, workplace satisfaction, confidence in their institution, and the overall wellbeing of themselves and their students. CARES researchers were able to enhance data collection by obtaining additional qualitative information from 6 focus groups and 26 individual interviews which resulted in approximately 21 hours of transcripts from 34 participating advisors.

The data from this study can help build a foundation for future higher education services in statewide advising by looking at the answers they provide for our research questions:

(a) What has and has not worked well about institutional COVID-19 response for academic advisors in Texas?
(b) What elements of academic advising have and have not been effective during the pandemic?
(c) What are new factors and services academic advisors must look for in students during a pandemic?
(d) In which ways must academic advising transform following the pandemic?

For the first research question, data found that institutional COVID-19 responses that worked well for academic advisors included the way staff worked through problems, the way work became very student-centered, and how advisors made the institution work for students

during the pandemic. What didn't work was that advisors were not included in decisions being made about institutional responses, and that new practices were being implemented without any input from academic advisors.

For the second research question, data found that some elements of academic advising that were effective during the pandemic included remote advising and electronic documentation. As shown in responses to interview questions, advisors had been wanting to implement electronic documentation long before the pandemic. Transitioning to this form of documentation helped advisors work more efficiently with students. It is important to note that while remote was highly effective for many advisors, it was ineffective for some. Not every advisor was comfortable using new technology, and the lack of a plan for remote advising in some universities made the transition difficult for some advisors. This is why remote advising was both an effective and ineffective element of academic advising during the pandemic. Another element of advising that was ineffective was communication. Data showed that many advisors experienced a lack of communication from senior level staff about decisions being made, which impacted advisors' abilities to work effectively.

Looking at the third question, data found that the biggest factors and services students will need during a pandemic are flexibility and options. COVID-19 introduced students to the possibility of remote and hybrid classes. With these new expectations for classes come new expectations for services. If classes are offered in these different formats, services offered by the university need to follow suit for students, including academic advising.

Finally, the answer for the final research question about how academic advising must transform can be answered by looking at the overall data for what did and did not work during the pandemic. The biggest takeaway for how academic advising must transform is that universities need a plan for remote advising to ensure it is implemented successfully. This means including details about whether advising will be completely in person, completely remote, or offered as a hybrid format, what platforms will be used to provide remote advising, what remote advising processes will look like, and any other essential details.

Many of the advisors felt decisions made moving forward should consider the benefits for students and the well-being of staff in higher education. Practices must be changed by implementing the findings of this study to improve academic advising. Research findings were used to develop five categories of recommendations: (a) Recommendations for advisors; (b) Recommendations for advising leaders; (c) Recommendations for universities; (d) Recommendations for the advising profession; and (e) Recommendations for philanthropic organizations. These recommendations include:

Recommendations for Advisors.

1. *Focus on mental health and wellness.*
2. *Re-engage in professional development.*
3. *Reflect on reasonable boundaries and standards of excellence in the advising craft.*

Recommendations for Advising Leaders.

1. *Consider remote and virtual services that should be retained as institutions transition to an endemic phase of COVID-19.*
2. *Recognize and honor advisors' COVID-19 experiences.*
3. *Reconnect advisors with colleagues, teams, and advising leaders.*

Recommendations for Universities.

1. *Study and implement appropriate salary adjustments.*
2. *Ensure advisors are involved in institutional decisions that affect them.*
3. *Reconsider institutional strategies that inform new academic pathways brought on by COVID-19.*

Recommendations for the Advising Profession.

1. *Continue and expand advising professional development opportunities that address new contexts for advisors.*
2. *Develop plans and incentives to fill and sustain the advisor pipeline.*
3. *Assist institutions in redefining the role of advisors to focus on student needs.*

Recommendations for Philanthropic Organizations.

1. *Continue and sustain research in advisors' needs.*
2. *Assist institutions in addressing student needs in identifying new academic pathways.*
3. *Continue support of advising in Texas.*

Following the collection of these data, CARES researchers and Greater Texas Foundation leaders hosted a series of webinars for advisors in the state to share results and strategize adaptations to advising in light of the COVID-19 pandemic. Three webinars were offered in March and April 2022. The first webinar discussed three main findings from the research relating to remote advising, academic pathways, and professional satisfaction and resilience. The second webinar discusses potential implications of these findings for academic advising. This webinar also includes discussions of the strengths and challenges experienced by advisors during the COVID-19 pandemic. The third webinar was hosted April 12, 2022 and was a panel discussion among state academic advisors about different approaches to advising challenges during the pandemic.

Webinar 1- Review of Findings

In the first webinar, a presentation was provided that looked at the findings from our research about academic advising during the pandemic. These findings discussed themes of remote advising, academic pathways, and professional satisfaction and resilience.

Finding 1: Remote Advising

When looking at data related to remote advising, responses to two survey questions were included as well as two quotes from one interview participant relating to remote advising. From responses to these questions, research found that the biggest portion of participants agreed that remote advising services were being used and should continue to be offered after pandemic concerns pass.

Finding 2: Academic Pathways

The data relating to academic pathways included responses to one survey question and one quote from an interview participant. These responses indicated that the majority of participants agreed to some extent that the COVID-19 pandemic introduced students to new academic pathways they had not previously considered. Students were observed as being able to discover what methods of learning they preferred, such as remote or in person learning.

Finding 3: Professional Satisfaction and Resilience

The data relating to professional satisfaction and resilience included responses to four survey questions as well as five quotes from individual interviews and focus groups. These questions looked at participants' professional goals, feelings of stress, and confidence in their institution.

Responses to the first of the four questions related to professional goals, with the largest portion of participants having strongly agreed that COVID-19 caused them to reevaluate their professional goals. The included quote from a participant indicates that this is due to a lack of care for advisors by their employers.

The second question relating to professional satisfaction and resilience asks participants to indicate their level of stress, and the biggest portion of participants identified themselves as experiencing a somewhat high level of stress. The included quote from a participant indicated that their stress resulted from feeling overwhelmed by their workload.

Responses from the last two of the four questions included in this section of the findings were used to look at participants' confidence in their institution. These questions asked whether participants agreed to being anxious for the future of their institution, and whether participants agreed their institution would emerge from the COVID-19 pandemic stronger than before. Responses to both of these questions indicated a high level of confidence in participants' institutions, with the biggest portion of participants having strongly disagreed with feeling anxious and having strongly agreed that their institution would come out of COVID-19 stronger.

Some other quotes on this topic were included from interviews about adapting to working in the pandemic and advisors' levels of resilience in the face of these challenges.

Webinar 2- Implications to Advising

The second webinar discusses data supporting the use of remote advising and electronic documentation. With the implementation of remote advising, our research found advisors were able to support their students despite being remote, and that remote advising even opened up advising to more students. With electronic documentation, advisors shared they had been asking for this in the past, and this process sped up many processes for both students and advisors. Advisors wish for both remote advising and electronic documentation to continue beyond the pandemic.

The webinar also looked at advisors' roles within the university, with one of the factors being leadership engagement. The webinar discussed how advisors indicated a need for more involvement in decision making processes, as well as a need for more respect and professionalism around what is required for their jobs. Advisors also requested to have more attention paid to mental, social, and emotional wellbeing as well as more appropriate pay for their job requirements. The other factor discussed relating to advisors' roles within the university was flexibility. The webinar discussed a need for opportunities to work from home, advisors feeling stretched thin, and advising leaders needing to rebuild a resilient office and team.

Another topic this webinar discussed was a summary of the research findings organized into the two categories of strengths and challenges of academic advising during the COVID-19 pandemic. These are displayed in the chart below.

Strengths:	Challenges:
1. Resilience	1. Role in the University
2. Remote Advising	2. Meeting the new needs of students
3. Flexibility	3. Mental Health and Emotional Wellbeing

Finally, the webinar discussed resulting changes to the practice of academic advising as a result of COVID-19. These changes include the use of remote advising services, increased flexibility, and the development of resilience, according to quotes included from members of three different focus groups.

Webinar 3- Panel of Academic Advising Professionals

The third webinar included a panel of professional academic advisors from universities and community colleges across Texas. This panel consisted of the following individuals:

1. Dr. Robert Shipp: Director of University Advisement at Baylor University
2. Magdalena Mendoza-Starck: Interim Vice President of Student Success at Lone Star Community College
3. Jeff Handy: Director of the Vick Center for Strategic Advising at The University of Texas at Austin
4. Ashley Pruitt: Interim Director at the Student Advising and Mentoring Center at Sam Houston State University

The panel of this webinar discussed the impact the pandemic had on academic advising. This discussion highlighted the need for a strategic plan around the use of remote advising. Universities need to clearly define what remote advising will look like, what platforms will be used by advisors to work with students, whether advising will be all remote, all in-person, or hybrid, and any other essential details.

CARES researchers view the findings in this research as opportunities for universities and academic advisors to learn and improve the ways they provide and implement academic advising to better serve students.

Overview

The Sam Houston State University Center for Assessment, Research and Educational Safety (CARES) conducted a statewide study of advisors in higher education. With support from Greater Texas Foundation, CARES identified how academic advising was affected as a result of the pandemic. The researchers collected data using Qualtrics surveys, focus groups, and individual interviews that revealed the transformation of academic advising in the state of Texas through the COVID-19 pandemic. The key research questions addressed were: (a) What has and has not worked well about institutional COVID-19 response for academic advisors in Texas? (b) What elements of academic advising have and have not been effective during the pandemic? (c) What are new factors and services academic advisors must look for in students during a pandemic? (d) In which ways must academic advising transform, following the current pandemic?

The research conducted in this study will help higher education advisors in Texas re-adjust to current pandemic needs and learn how to plan for the future of academic advising. This study found that new remote platforms were used by advisors. These platforms helped advisors maintain the level of support they gave to students through the pandemic. Researchers reviewed data from surveys, focus group interviews, and individual interviews to identify best practices in advising implemented during COVID-19 and recommend advising practices for the future.

Methods

A mixed methods research design was selected for data collection. Johnson and Christensen (2020) defined a mixed methods study as a combination of quantitative and qualitative methods with the purpose of creating an in-depth study that accumulates a larger data set than acquired in a single quantitative or qualitative study. The purpose of the study was to develop a collection of data that chronicles the experiences of academic advisors working in institutes of higher education during the COVID-19 pandemic. Participants in the study were able to respond to quantitative and qualitative survey questions and participate in individual interviews and focus groups.

Method of Analyzing Quantitative Results

A standard survey was developed using a construct map of themes with a concentration on acquiring data that would answer the study's research questions. The quantitative questions were constructed to facilitate responses on a variety of topics connected to academic advising (i.e., remote advising, student and staff wellbeing, and university response to COVID-19). Upon completion of the questions created, the survey was reviewed by practitioners of academic advising. The reviewers provided feedback and validated the survey. A copy of the survey is located in Appendix C.

The quantitative phase of the study included a survey that was administered to participants using Qualtrics. This platform was used to protect the confidentiality of participants. A launch email for the survey was disbursed on March 1st. CARES staff attempted to increase survey completion rates by reaching out to participants that had been invited to take the survey but had either not responded to the initial launch email or not completed the survey. To do this, four reminder emails were automatically set through Qualtrics to go out on March 11th, April 8th, April 22nd, and May 5th. Phone calls were also made in April 2021 to reach participants who had not responded to the survey.

A total of 1,837 surveys were emailed to academic advisors across the state of Texas. Participants had the opportunity to respond to quantitative Likert scale questions, multiple choice questions, and comment on qualitative open-ended questions. A total of 368 usable surveys (4.9% participation rate) were collected in this phase of the research. Responses were considered usable if the participant completed 90% of the survey. After filtering out respondents who did not respond to demographic questions for the purpose of comparison in results, 280 surveys were used. *Table 1* (p. 13) contains demographic information on the sample size.

At the conclusion of survey administration, results were generated by Qualtrics and analyzed using SPSS software. Frequency data were collected for all quantitative questions and used to identify trends in the data. A complete analysis of the results can be found below in the results.

Quantitative Results

Descriptive results are reported from the *Academic Advisors Learning from COVID-19* survey with topics relating to the impact of COVID-19 on academic advising. Participants' responses to survey questions are categorized into three areas: (1) what worked well, (2) what didn't work, and (3) other findings from this study. In the first category, what worked well, topics were chosen by looking at questions to which the majority of participants (70-100%) responded positively. In the second category, what didn't work, topics were chosen by looking at questions to which the majority of participants (70-100%) responded negatively. In the third category, results with less agreement across participants are explored. Topics in this last category either had polarizing effects in which agreement among participants was split somewhat evenly between agreement or disagreement (40-50%), or had no strong impact on participants, and results seemed more varied. It is important to note that the quantitative results in this section are not completely consistent with results from qualitative results later in the report, which could be due to a variety of factors.

The results in each category are organized into topics addressed by the different survey questions. Within each topic, results are further broken down by participant demographic information, including the type of institution where the participant works as well as their type of academic advising position. When collecting information for the type of institution where participants work, the options included Community College, University, Professional School, Technical/Workforce Institute, Professional/Graduate School, and Other. Responses were only received for Community College, University, Professional/Graduate School, and Other. As only one participant selected the option of "Other," responses from this individual were removed from quantitative results to enable successful PostHoc comparisons in SPSS. When collecting information for the advising position of participants, options included Senior Administrator Supervising Advising, Director Supervising Advising, Advising Office Coordinator, Advisor, Faculty Member with Additional Advising Responsibilities, Staff Member with Additional Advising Responsibilities, Student/Peer Advisor, and Other. None of the participants selected "Student/Peer advisor," so this option is not included or discussed in the rest of this report. The positions of staff and faculty members with additional advising responsibilities involve staff and faculty members of institutions who are asked to provide advising services to students along with their other job responsibilities. The position of advisors involves providing advising services to students. The Advising Office Coordinator is an administrative position that organizes the functioning of Advisors' work. The Director Supervising Advising oversees the process of the Advisors and Advising Office Coordinator. The Senior Administrator Supervising Advising position oversees the work of the Director Supervising Advising as well as the other positions mentioned. *Table 1* contains the number and percentage of survey respondents according to their institution type and academic advising position.

Table 1

Number and Percentage of Participants by Institution Type and Academic Advising Position

	Community College	University	Professional / Graduate School	Total
Senior Administrator Supervising Advising	2 (0.71%)	6 (2.14%)	0 (0%)	8 (2.86%)
Director Supervising Advising	3 (1.07%)	18 (6.43%)	0 (0%)	21 (7.50%)
Advising Office Coordinator	3 (1.07%)	11 (3.93%)	0 (0%)	14 (5.00%)
Advisor	53 (18.93%)	140 (50.00%)	1 (0.36%)	194 (69.29%)
Faculty Member with Additional Advising Responsibilities	1 (0.36%)	28 (10.00%)	1 (0.36%)	30 (10.71%)
Staff Member with Additional Advising Responsibilities	0 (0%)	4 (1.43%)	1 (0.36%)	5 (1.79%)
Other	3 (1.07%)	5 (1.79%)	0 (0%)	8 (2.86%)
Total	65 (23.21%)	212 (75.71%)	3 (1.07%)	280 (100%)

Analytic Strategy

For each of the three areas of response categories, the following descriptive statistics are provided using SPSS. First, frequency data was run to determine the distribution of different response types to questions across participants' institution type and academic advising position. One-way ANOVAs were also used to analyze the effects of institution type and academic advising position on participants' responses to survey questions. To enable statistical analysis using post-Hoc tests without issue, responses to institution type indicating "Other" were filtered out, and only the options of Community College, University, and Professional/Graduate School were included. Missing responses to institution type and academic advising position were also filtered out. These Post-Hoc analyses can be used to show whether statistically significant differences occurred in advisor responses across institution types or academic advising positions.

What Worked Well

       This section highlights survey questions in which the majority of participants (70-100%) responded positively to the provided statement. This means participants either agreed with the statement provided or indicated a high level of satisfaction. These questions are divided into subcategories reflecting the topic these questions are related to, including remote advising; workplace satisfaction; and confidence in the participant's institution. The responses to questions under each category are further broken down by participants' institution type as well as academic advising position. Marginal statistical significance was found among academic advising positions for topics of remote advising. Additionally, statistical significance was found among institution types for topics of remote advising and confidence in advisors' institution. Details of these findings are included below.

Statement (with overwhelming Positive Responses)	Agree	Disagree	No Answer
Remote Advising			
Remote advising was effective	261 (93.21%)	14 (5.00%)	5 (1.79%)
Students used the remote advising service as often as they used traditional advising services	224 (80.00%)	43 (15.36%)	13 (4.64%)
Remote advising services should continue after COVID-19 concerns pass	251 (89.64%)	26 (9.29%)	3 (1.07%)
Workplace Satisfaction			
Overall, I am satisfied with my institution's response to the COVID-19 pandemic	207 (73.93%)	63 (22.50%)	10 (3.57%)
Please indicate your level of satisfaction with your role as an academic advisor	241 (86.07%)	31 (11.07%)	8 (2.86%)
Confidence in Institution			
There are many solutions to the academic advising problems COVID-19 has presented my institution	244 (87.14%)	28 (10.00%)	8 (2.86%)
My institution has addressed COVID-19 issues effectively	220 (78.57%)	55 (19.64%)	5 (1.79%)
Other Positive Results			
COVID-19 has introduced students to new academic pathways they had not previously considered	224 (80.00%)	38 (13.57%)	18 (6.43%)

Remote Advising

The survey included four questions for participants related to remote advising for advisors and students. These questions asked whether remote advising was offered, whether remote advising was effective, whether students used remote advising services, and whether the university should continue utilizing remote advising. The majority of responses (70-100%) from participants were positive across all questions. For the question asking whether students used remote advising services, statistical significance was found among institution types between academic advisors at universities and academic advisors at community colleges. Marginal statistical significance was found for this same question among academic advising positions between academic advisors with the position of director supervisor advising and faculty members with additional advising responsibilities. The details of these responses are examined below.

The first question in the survey related to remote academic advising asked participants, "During any portion of 2020, did your institution or department implement any form of remote advising service?" Participants could respond: Yes = 1, No = 2, or Not Sure = 3. The median response to this statement was "Yes." *Table 2* includes the number and percentage of participants' responses to this question. As results for this question were almost unanimous, additional analyses would not be illustrative.

Table 2

Number and Percentage of Participants and Whether Their Institution Implemented Remote Advising Services

	During any portion of 2020, did your institution or department implement any form or remote advising service?
Yes	277 (98.93%)
No	2 (0.71%)
Not Sure	1 (0.36%)
Total	280 (100%)

The remaining questions that addressed remote advising asked participants to respond by indicating their level of agreement to each statement using a 6-point Likert Scale: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Only Slightly Disagree, 4=Only Slightly Agree, 5=Somewhat Agree, 6=Strongly Agree.

The median response to the statement, "Remote advising was effective." was "Strongly Agree." Overall results in *Table 3* identified that the majority of participants agreed to some extent that remote advising was effective (M = 5.31, SD = 1.06). *Table 4* breaks down participants' responses according to the level or degree to which they agreed or disagreed with the statement that remote advising was effective. *Tables 3* and *4* can be found in Appendix H.

Institution Type. No statistically significant difference was found in the responses between professional/graduate schools (M = 6.00, SD = 0.00), universities (M = 5.38, SD = 0.97), and community colleges (M = 5.21, SD = 1.22). *Table 5* includes whether participants agreed or disagreed to any extent according to their institution type. *Table 6* breaks these results down further to identify the level of agreement by participants' institution type.

Table 5

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That Remote Advising was Effective

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	59 (22.61%) A (90.77%) CC	199 (76.25%) A (93.87%) U	3 (1.15%) A (100%) PG	261 (93.21%) T
Disagree (D)	4 (28.57%) D (6.15%) CC	10 (71.43%) D (4.72%) U	0 (0%) D/PG	14 (5%) T
No Answer (NA)	2 (40%) NA (3.07%) CC	3 (60%) NA (1.42%) U	0 (0%) NA/PG	5 (1.79%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 6

Number and Percentage of Participants by Institution Type and Their Level of Agreement with the Statement That Remote Advising was Effective

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	33 (21.29%) StA (50.77%) CC	119 (76.77%) StA (56.13%) U	3 (1.93%) StA (100%) PG	155 (55.36%) T
Somewhat Agree (SA)	21 (23.08%) SA (32.31%) CC	70 (76.92%) SA (33.02%) U	0 (0%) SA/PG	91 (32.50%) T
Only Slightly Agree (OSA)	5 (33.33%) OSA (7.69%) CC	10 (66.67%) OSA (4.72%) U	0 (0%) OSA/PG	15 (5.36%) T
Only Slightly Disagree (OSD)	0 (0%) OSD/CC	4 (100%) OSD (1.89%) U	0 (0%) OSD/PG	4 (1.43%) T
Somewhat Disagree (SD)	1 (33.33%) SD (1.54%) CC	2 (66.67%) SD (0.94%) U	0 (0%) SD/PG	3 (1.07%) T
Strongly Disagree (StD)	3 (42.86%) StD (4.62%) CC	4 (57.14%) StD (1.89%) U	0 (0%) StD/PG	7 (2.50%) T
No Answer (NA)	2 (40%) NA (3.08%) CC	3 (60%) NA (1.42%) U	0 (0%) NA/PG	5 (1.79%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found between responses from academic advising positions. Participants who identified their academic advising position as "Other" agreed more (M = 5.71, SD = 0.49) than participants in "Director Supervisor Advising" (M = 5.57, SD = 0.51), "Senior Administrator Supervisor Advising" (M = 5.43, SD = 0.54), Advisor (M = 5.41, SD = 0.98), "Advising Office Coordinator" (M = 5.21, SD = 1.37), "Faculty Member with Additional Advising Responsibilities" (M = 4.86, SD = 1.35), and "Staff Member with Additional Advising Responsibilities" (M = 4.20, SD = 1.48). *Table 7* outlines whether participants agreed or disagreed to any extent according to their academic advising position, and *Table 8* breaks down results to identify the degree to which participants agreed or disagreed.

Table 7

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that Remote Advising was Effective

Position	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	7 (87.50%) SASA (2.68%) A	0 (0%) SASA/D	1 (12.5%) SASA (20%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	21 (100%) DSA (8.05%) A	0 (0%) DSA/D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	13 (92.86%) AOC (4.98%) A	1 (7.14%) AOC/D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	185 (95.36%) Ad (70.88%) A	8 (4.12%) Ad (57.14%) D	1 (0.52%) Ad (20%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	24 (80%) FM (9.20%) A	4 (13.33%) FM (28.57%) D	2 (6.67%) FM (40%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (1.53%) A	1 (20%) SM (7.14%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (2.68%) A	0 (0%) O/D	1 (12.5%) O (20%) NA	8 (2.86%) T
Total (T)	261 (93.21%) T	14 (5.00%) T	5 (1.79%) T	280 (100%) T

Table 8

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that Remote Advising was Effective

Position	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	3 (37.50%) SASA (1.94%) StA	4 (50%) SASA (4.39%) SA	0 (0%) SASA/OSA	0 (0%) SASA/OSD	0 (0%) SASA/SD	0 (0%) SASA/StD	1 (12.50%) SASA (20%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	12 (57.14%) DSA (7.74%) StA	9 (42.86%) DSA (9.89%) StA	0 (0%) DSA/OSA	0 (0%) DSA/OSD	0 (0%) DSA/SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	8 (57.14%) AOC (5.16%) StA	4 (28.57%) AOC (4.40%) SA	1 (7.14%) AOC (6.67%) OSA	0 (0%) AOC/OSD	0 (0%) AOC/SD	1 (7.14%) AOC (14.29%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	117 (60.31%) Ad (75.48%) StA	57 (29.38%) Ad (62.64%) SA	11 (5.67%) Ad (73.33%) OSA	2 (1.03%) Ad (50%) OSD	2 (1.03%) Ad (66.67%) SD	4 (2.06%) Ad (57.14%) StD	1 (51.55%) Ad (20%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	9 (30%) FM (5.81%) StA	14 (46.67%) FM (15.38%) SA	1 (3.33%) FM (6.67%) OSA	2 (6.67%) FM (50%) OSD	0 (0%) FM/SD	2 (6.67%) FM (28.57%) StD	2 (6.67%) FM (40%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (0.65%) StA	1 (20%) SM (1.10%) SA	2 (40%) SM (13.33%) OSA	0 (0%) SM/OSD	1 (20%) SM (33.33%) SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (3.23%) StA	2 (25%) O (2.20%) SA	0 (0%) O/OSA	0 (0%) O/OSD	0 (0%) O/SD	0 (0%) O/StD	1 (0.36%) O/NA	8 (2.86%) T
Total (T)	155 (55.36%) T	91 (32.50%) T	15 (5.36%) T	4 (1.43%) T	3 (1.07%) T	7 (2.50%) T	5 (1.79%) T	280 (100%) T

The median response to the statement that "students used the remote advising service as often as they used traditional advising services." was "Strongly Agree." Overall results included in *Table 9* indicate that the majority of participants agreed to some extent that students used remote advising at least as frequently as traditional advising services (M = 4.97, SD = 1.47). *Table 10* outlines these results further to show the degree to which participants agreed or disagreed with the statement. *Tables 9* and *10* can be found in Appendix H.

Institution Type. The test for variance among institution types was failed for this question, but statistical significance was found. Universities (M = 5.13, SD = 1.31) agreed that students used remote advising services as often as traditional services more than community colleges (M = 4.52, SD = 1.74) and professional/graduate Schools (M = 4.00, SD = 2.83). There was a statistically significant difference between university responses and community college responses. However, since variance is not met, these results are not entirely reliable. *Table 11* outlines whether participants agreed or disagreed to any extent with the statement according to their institution type. *Table 12* breaks down responses further to identify at the degree to which participants agreed or disagreed with the statement based on their institution type.

Table 11

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That Students Used Remote Advising Services as Often as Traditional Services

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	46 (20.54%) A (70.77%) CC	177 (79.02%) A (83.49%) U	1 (0.45%) A (33.33%) PG	224 (80.00%) T
Disagree (D)	15 (34.09%) D (23.08%) CC	27 (61.36%) D (12.74%) U	1 (2.27%) D (33.33%) PG	44 (15.71%) T
No Answer (NA)	4 (30.77%) NA (6.15%) CC	8 (61.54%) NA (3.77%) U	1 (7.69%) NA (33.33%) PG	13 (4.64%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 12

Number and Percentage of Participants by Institution Type and Their Level of Agreement That Students Used Remote Advising Services as Often as Traditional Services

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	26 (18.06%) StA (40%) CC	117 (81.25%) StA (55.19%) U	1 (0.69%) StA (33.33%) PG	144 (51.43%) T
Somewhat Agree (SA)	13 (22.41%) SA (20%) CC	45 (77.59%) SA (21.23%) U	0 (0%) SA/PG	58 (20.71%) T
Only Slightly Agree (OSA)	7 (31.82%) OSA (10.77%) CC	15 (68.18%) OSA (7.08%) U	0 (0%) OSA/PG	22 (7.86%) T
Only Slightly Disagree (OSD)	3 (23.08%) OSD (4.62%) CC	10 (76.92%) OSD (4.72%) U	0 (0%) OSD/PG	13 (4.64%) T
Somewhat Disagree (SD)	6 (30%) SD (9.23%) CC	13 (65%) SD (6.13%) U	1 (5%) SD (33.33%) PG	20 (7.14%) T
Strongly Disagree (StD)	6 (60%) StD (9.23%) CC	4 (40%) StD (1.89%) U	0 (0%) StD/PG	10 (3.57%) T
No Answer (NA)	4 (30.77%) NA (6.15%) CC	8 (61.54%) NA (3.77%) U	1 (7.69%) NA (33.33%) PG	13 (4.64%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. Statistical significance was found in the pairwise comparison for academic advising position. Marginal significance was then found in post-Hoc tests. Participants who identified their academic advising position as "Director Supervising Advising" (M = 5.52, SD = 0.98) agreed marginally significantly more that students used remote advising as frequently as traditional advising than participants who identified their position as "Faculty Member with Additional Advising Responsibilities" (M = 4.32, SD = 1.63). Aside from significant differences, participants with the "Director Supervising Advising" position also agreed more than participants in "Staff Member with Additional Advising Responsibilities" (M = 5.33, SD = 0.58), "Senior Administrator Supervising Advising" (M = 5.14, SD = 1.86), "Advisor" (M = 5.05, SD = 1.41), "Advising Office Coordinator" (M = 4.64, SD = 1.78), and "Other" (M = 4.57, SD = 1.40) positions. *Table 13* contains the number of participants that agreed or disagreed to any extent according to their academic advising position. *Table 14* outlines the degree to which participants either agreed or disagreed with the statement.

Table 13

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that Students Used Remote Advising Services as Often as Traditional Services

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	6 (75%) SASA (2.68%) A	1 (12.50%) SASA (2.33%) D	1 (12.50%) SASA (7.69%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	20 (95.24%) DSA (8.93%) A	1 (4.76%) DSA (2.33%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	11 (78.57%) AOC (4.91%) A	3 (21.43%) AOC (6.98%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	158 (81.44%) Ad (70.54%) A	29 (14.95%) Ad (67.44%) D	7 (3.61%) Ad (53.85%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	20 (66.67%) FM (8.93%) A	8 (26.67%) FM (18.60%) D	2 (6.67%) FM (15.38%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (1.34%) A	0 (0%) SM/D	2 (40%) SM (15.38%) NA	5 (1.79%) T
Other (O)	6 (75%) O (2.68%) A	1 (12.50%) O (2.33%) D	1 (12.50%) O (7.69%) NA	8 (2.86%) T
Total (T)	224 (80.00%) T	43 (15.36%) T	13 (4.64%) T	280 (100%) T

Note. *p<.05

Table 14

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that Students Used Remote Advising Services as Often as Traditional Services

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	5 (62.50%) SASA (3.47%) StA	1 (12.50%) SASA (1.72%) SA	0 (0%) SASA/OSA	0 (0%) SASA/OSD	0 (0%) SASA/SD	1 (12.50%) SASA (10%) StD	1 (12.50%) SASA (7.69%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	15 (71.43%) DSA (10.42%) StA	4 (19.05%) DSA (6.90%) SA	1 (4.76%) DSA (4.55%) OSA	0 (0%) DSA/OSD	1 (4.76%) DSA (5%) SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	7 (50%) AOC (4.86%) StA	2 (14.29%) AOC (3.45%) SA	2 (14.29%) AOC (9.09%) OSA	0 (0%) AOC/OSD	2 (14.29%) AOC (10%) SD	1 (7.14%) AOC (10%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	107 (55.15%) Ad (74.31%) StA	36 (18.56%) Ad (62.07%) SA	15 (7.73%) Ad (68.18%) OSA	11 (5.67%) Ad (84.62%) OSD	12 (6.19%) Ad (60%) SD	6 (3.09%) Ad (60%) StD	7 (3.61%) Ad (53.85%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	7 (23.33%) FM (4.86%) StA	11 (36.67%) FM (18.97%) SA	2 (6.67%) FM (9.09%) OSA	2 (6.67%) FM (15.38%) OSD	4 (13.33%) FM (20%) SD	2 (6.67%) FM (20%) StD	2 (6.67%) FM (15.38%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (0.69%) StA	2 (40%) SM (3.45%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	2 (40%) SM (15.38%) NA	5 (1.79%) T
Other (O)	2 (25%) O (1.39%) StA	2 (25%) O (3.45%) SA	2 (25%) O (9.09%) OSA	0 (0%) O/OSD	1 (12.50%) O (5%) SD	0 (0%) O/StD	1 (12.50%) O (7.69%) NA	8 (2.86%) T
Total (T)	144 (51.43%) T	58 (20.71%) T	22 (7.86%) T	13 (4.64%) T	20 (7.14%) T	10 (3.57%) T	13 (4.64%) T	280 (100%) T

Note. *p<.05

The median response to the statement, "remote advising services should continue after COVID-19 concerns pass." was "Strongly Agree." Overall results in *Table 15* demonstrate a majority of participants agreed that remote advising services should continue (M = 5.30, SD = 1.30). *Table 16* outlines the degree to which participants agreed or disagreed with continuing remote advising after COVID-19. *Tables 15* and *16* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 6.00, SD = 0.00), community colleges (M = 5.30, SD = 1.27), and universities (M = 5.30, SD = 1.31). *Table 17* shows the number of participants that agreed or disagreed to any extent that remote advising services should continue according to their institution type. *Table 18* includes the degree to which participants agreed or disagreed with the statement and their institution type.

Table 17

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That Remote Advising Services Should Continue After COVID-19

Likert Scale Category	Community College $_{(CC)}$	University $_{(U)}$	Professional/Graduate School $_{(PG)}$	Total $_{(T)}$
Agree $_{(A)}$	59 (23.51%) $_A$ (90.77%) $_{CC}$	189 (75.30%) $_A$ (89.15%) $_U$	3 (1.20%) $_A$ (100%) $_{PG}$	251 (89.64%) $_T$
Disagree $_{(D)}$	5 (19.23%) $_D$ (7.69%) $_{CC}$	21 (80.77%) $_D$ (9.91%) $_U$	0 (0%) D/PG	26 (9.29%) $_T$
No Answer $_{(NA)}$	1 (33.33%) $_{NA}$ (1.54%) $_{CC}$	2 (66.67%) $_{NA}$ (0.94%) $_U$	0 (0%) NA/PG	3 (1.07%) $_T$
Total $_{(T)}$	65 (23.21%) $_T$	212 (75.71%) $_T$	3 (1.07%) $_T$	280 (100%) $_T$

Table 18

Number and Percentage of Participants by Institution Type and Their Level of Agreement That Remote Advising Services Should Continue After COVID-19

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	42 (22.22%) StA (64.62%) CC	144 (76.19%) StA (67.92%) U	3 (1.59%) StA (100%) PG	189 (67.50%) T
Somewhat Agree (SA)	11 (27.50%) SA (16.92%) CC	29 (72.50%) SA (13.68%) U	0 (0%) SA/PG	40 14.29%) T
Only Slightly Agree (OSA)	6 (27.27%) OSA (9.23%) CC	16 (72.72%) OSA (7.55%) U	0 (0%) OSA/PG	22 (7.86%) T
Only Slightly Disagree (OSD)	0 (0%) OSD/CC	4 (100%) OSD (1.89%) U	0 (0%) OSD/PG	4 (1.43%) T
Somewhat Disagree (SD)	3 (23.08%) SD (4.62%) CC	10 (76.92%) SD (4.72%) U	0 (0%) SD/PG	13 (4.64%) T
Strongly Disagree (StD)	2 (22.22%) StD (3.08%) CC	7 (77.78%) StD (3.30%) U	0 (0%) StD/PG	9 (3.21%) T
No Answer (NA)	1 (33.33%) NA (1.54%) CC	2 (66.67%) NA (0.94%) U	0 (0%) NA/PG	3 (1.07%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. While no significance was found, participants who identified their position as "Director Supervising Advising" (M = 5.81, SD = 0.51) agreed that remote advising services should continue more than "Advisor" (M = 5.37, SD = 1.23), "Advising Office Coordinator" (M = 5.07, SD = 1.64), "Senior Administrator Supervising Advising" (M = 5.00, SD = 1.53), "Faculty Member with Additional Advising Responsibilities" (M = 4.97, SD = 1.50), "Other" (M = 4.86, SD = 1.95), and "Staff Member with Additional Advising Responsibilities (M = 4.20, SD = 1.79) positions. *Table 19* contains the number of participants that agreed or disagreed to any extent with continuing the use of remote advising according to their academic advising position. *Table 20* includes these responses among different positions by the degree to which participants agreed or disagreed.

Table 19

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that Remote Advising Services Should Continue after COVID-19

|	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	6 (75%) SASA (2.39%) A	1 (12.50%) SASA (3.85%) D	1 (12.50%) SASA (33.33%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	21 (100%) DSA (8.37%) A	0 (0%) DSA/D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	12 (85.71%) AOC (4.78%) A	2 (14.29%) AOC (7.69%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	179 (92.27%) Ad (71.31%) A	15 (20.23%) Ad (57.69%) D	0 (0%) Ad/NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	25 (83.33%) FM (9.96%) A	4 (13.33%) FM (15.38%) D	1 (3.33%) FM (33.33%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (1.20%) A	2 (40%) SM (7.69%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (1.99%) A	2 (25%) O (7.69%) D	1 (12.50%) O (33.33%) NA	8 (2.86%) T
Total (T)	251 (89.64%) T	26 (9.29%) T	3 (1.07%) T	280 (100%) T
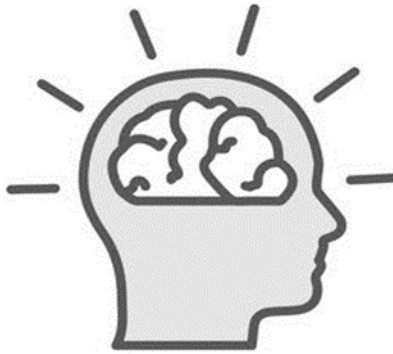
Table 20

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that Remote Advising Services Should Continue after COVID-19

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	4 (50%) SASA (2.12%) StA	1 (12.50%) SASA (2.50%) SA	1 (12.50%) SASA (4.55%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (7.69%) SD	0 (0%) SASA/StD	1 (12.50%) SASA (33.33%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	18 (85.71%) DSA (9.52%) StA	2 (9.52%) DSA (5%) SA	1 (4.76%) DSA (4.55%) OSA	0 (0%) DSA/OSD	0 (0%) DSA/SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	9 (64.29%) AOC (4.76%) StA	2 (14.29%) AOC (5%) SA	1 (7.14%) AOC (4.55%) OSA	0 (0%) AOC/OSD	1 (7.14%) AOC (7.69%) SD	1 (7.14%) AOC (11.11%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	136 (70.10%) Ad (71.96%) StA	28 (14.43%) Ad (70%) SA	15 (7.73%) Ad (68.18%) OSA	2 (1.03%) Ad (50%) OSD	7 (3.61%) Ad (53.85%) SD	6 (3.09%) Ad (66.67%) StD	0 (0%) Ad/NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	15 (50%) FM (7.94%) StA	7 (23.33%) FM (17.50%) SA	3 (10%) FM (13.64%) OSA	1 (3.33%) FM (25%) OSD	1 (3.33%) FM (7.69%) SD	2 (6.67%) FM (22.22%) StD	1 (3.33%) FM (33.33%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	2 (40%) SM (1.06%) StA	0 (0%) SM/SA	1 (20%) SM (4.55%) OSA	1 (20%) SM (25%) OSD	1 (20%) SM (7.69%) SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (2.65%) StA	0 (0%) O/SA	0 (0%) O/OSA	0 (0%) O/OSD	2 (25%) O (15.38%) SD	0 (0%) O/StD	1 (12.50%) O (33.33%) NA	8 (2.86%) T
Total (T)	189 (67.50%) T	40 (14.29%) T	22 (7.86%) T	4 (1.43%) T	13 (4.64%) T	9 (3.21%) T	3 (1.07%) T	280 (100%) T

Workplace Satisfaction

The survey included three questions relating to workplace satisfaction. These questions asked participants about whether they felt heard at work, how satisfied they were with their institution's response to COVID-19, and how satisfied they were with their role as an academic advisor. The majority of responses from participants were positive across all questions. Details of these responses are included below.

Participants were asked to indicate their level of agreement with the statement, "Overall, I am satisfied with my institution's response to the COVID-19 pandemic.". The median response to this statement was "Somewhat Agree." Overall results in *Table 21* identified that the majority of participants agreed to some extent with being satisfied with their institution's response (M = 4.49, SD = 1.53). *Table 22* includes the degree to which participants either agreed or disagreed. *Tables 21* and *22* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 4.67, SD = 1.53), community colleges (M = 4.60, SD = 1.57), and universities (M = 4.45, SD = 1.52). Table 23 contains the number of participants by institution type who agreed or disagreed to some extent with being satisfied with their institution's response, while Table 24 outlines these responses to identify the degree to which participants agreed with the statement according to their institution type.

Table 23

Number and Percentage of Participants by Institution Type who Agreed or Disagreed to Being Satisfied with Institution's COVID-19 Response

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	50 (24.15%) A (76.92%) CC	155 (74.88%) A (73.11%) U	2 (0.97%) A (66.67%) PG	207 (73.93%) T
Disagree (D)	13 (20.63%) D (20%) CC	49 (77.78%) D (23.11%) U	1 (1.59%) D (33.33%) PG	63 (22.50%) T
No Answer (NA)	2 (20%) NA (3.08%) CC	8 (80%) NA (3.77%) U	0 (0%) NA/PG	10 (3.57%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 24

Number and Percentage of Participants by Institution Type and Their Level of Agreement with Being Satisfied with Institution's COVID-19 Response

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	21 (25.93%) StA (32.31%) CC	59 (72.84%) StA (27.83%) U	1 (1.23%) StA (33.33%) PG	81 (28.93%) T
Somewhat Agree (SA)	24 (26.09%) SA (36.92%) CC	67 (72.83%) SA (31.60%) U	1 (1.09%) SA (33.33%) PG	92 (32.86%) T
Only Slightly Agree (OSA)	5 (14.71%) OSA (7.69%) CC	29 (85.29%) OSA (13.68%) U	0 (0%) OSA/PG	34 (12.14%) T
Only Slightly Disagree (OSD)	3 (15%) OSD (4.62%) CC	16 (80%) OSD (7.55%) U	1 (5%) OSD (33.33%) PG	20 (7.14%) T
Somewhat Disagree (SD)	5 (19.23%) SD (7.69%) CC	21 (80.77%) SD (9.91%) U	0 (0%) SD/PG	26 (9.29%) T
Strongly Disagree (StD)	5 (29.41%) StD (7.69%) CC	12 (70.59%) StD (5.66%) U	0 (0%) StD/PG	17 (6.07%) T
No Answer (NA)	2 (20%) NA (3.08%) CC	8 (80%) NA (3.77%) U	0 (0%) NA/PG	10 (3.57%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. While no significance was found, participants who identified their position as "Staff Member with Additional Advising Responsibilities" (M = 5.40, SD = 0.55) agreed to being satisfied with their institution's response more than participants with the positions of "Senior Administrator Supervising Advising" (M = 5.13, SD = 1.46), "Director Supervising Advising" (M = 4.76, SD = 1.51), "Other" (M = 4.50, SD = 1.41), "Advisor" (M = 4.45, SD = 1.54%), "Faculty Member with Additional advising Responsibilities" (M = 4.34, SD = 1.47), and "Advising Office Coordinator" (M = 4.14, SD = 1.92). Outlined in *Table 25* are the number of participants who agreed or disagreed with feeling satisfied according to their position, and *Table 26* identifies the degree of participants' agreement or disagreement according to their position.

Table 25

Number and Percentage of Participants by Academic Advising Position who Agreed or
Disagreed with Being Satisfied with Institution's COVID-19 Response

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	7 (87.50%) SASA (3.38%) A	1 (12.50%) SASA (1.59%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	18 (85.71%) DSA (8.70%) A	3 (14.29%) DSA (4.76%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	9 (64.29%) AOC (4.35%) A	5 (35.71%) AOC (7.94%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	141 (72.68%) Ad (68.12%) A	44 (22.68%) Ad (69.84%) D	9 (4.64%) Ad (90%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	21 (70%) FM (10.14%) A	8 (26.67%) FM (12.70%) D	1 (3.33%) FM (10%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	5 (100%) SM (2.42%) A	0 (0%) SM/D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	6 (75%) O (2.90%) A	2 (25%) O (3.17%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	207 (73.93%) T	63 (22.50%) T	10 (3.57%) T	280 (100%) T

Table 26

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Satisfied with Institution's COVID-19 Response

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	5 (62.50%) SASA (6.17%) StA	1 (12.50%) SASA (1.09%) SA	1 (12.50%) SASA (2.94%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (3.85%) SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	9 (42.86%) DSA (11.11%) StA	5 (23.81%) DSA (5.43%) SA	4 (19.05%) DSA (11.76%) OSA	0 (0%) DSA/OSD	2 (9.52%) DSA (7.69%) SD	1 (4.76%) DSA (5.88%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	4 (28.57%) AOC (4.94%) StA	5 (35.71%) AOC (5.43%) StA	0 (0%) AOC/OSA	1 (7.14%) AOC (5%) OSD	2 (14.29%) AOC (7.69%) SD	2 (14.29%) AOC (11.76%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	51 (26.29%) Ad (62.96%) StA	68 (35.05%) Ad (73.91%) SA	22 (11.34%) Ad (64.71%) OSA	14 (7.22%) Ad (70%) OSD	17 (8.76%) Ad (65.38%) SD	13 (6.70%) Ad (76.47%) StD	9 (4.64%) Ad (90%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	8 (26.67%) FM (9.88%) StA	7 (23.33%) FM (7.61%) SA	6 (20%) FM (17.65%) OSA	4 (13.33%) FM (20%) OSD	3 (10%) FM (11.54%) SD	1 (3.33%) FM (5.88%) StD	1 (3.33%) FM (10%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	2 (40%) SM (2.47%) StA	3 (60%) SM (3.26%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	2 (25%) O (2.47%) StA	3 (37.5%) O (3.26%) SA	1 (12.50%) O (2.94%) OSA	1 (12.50%) O (5%) OSD	1 (12.50%) O (3.85%) SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	81 (28.93%) T	92 (32.86%) T	34 (12.14%) T	20 (7.14%) T	26 (9.29%) T	17 (6.07%) T	10 (3.57%) T	280 (100%) T

The final question related to workplace satisfaction asks participants to "please indicate your level of satisfaction with your role as an academic advisor. The median response to this statement was "Somewhat Satisfied." Overall results in *Table 27* outline that the majority of participants were satisfied with their role (M = 5.02, SD = 1.28). *Table 28* includes the degree to which participants were satisfied or dissatisfied. *Tables 27* and *28* can be found in Appendix H.

Institution Type. No statistically significant difference was found among responses from participants in community colleges (M = 5.24, SD = 1.21), universities (M = 4.97, 1.29), and professional/graduate schools (M = 4.00, SD = 1.00). *Table 29* includes the number of participants by their institution type who were either satisfied or dissatisfied to some extent, and *Table 30* contains participants' level of satisfaction according to their institution type.

Table 29

Number and Percentage of Participants by Institution Type who Were Satisfied or Dissatisfied with Their Role as an Academic Advisor

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Satisfied (S)	57 (23.65%) S (87.69%) CC	182 (75.52%) S (85.85%) U	2 (0.83%) S (66.67%) PG	241 (86.07%) T
Dissatisfied (D)	5 (16.13%) D (7.69%) CC	25 (80.65%) D (11.79%) U	1 (3.23%) D (33.33%) PG	31 (11.07%) T
No Answer (NA)	3 (37.50%) NA (4.62%) CC	5 (62.50%) NA (2.36%) U	0 (0%) NA/PG	8 (2.86%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 30

Number and Percentage of Participants by Institution Type and Their Level of Satisfaction with Their Role as an Academic Advisor

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Satisfied (StS)	35 (28.23%) StS (53.85%) CC	89 (71.77%) StS (41.98%) U	0 (0%) StS/PG	124 (44.29%) T
Somewhat Satisfied (SS)	18 (19.78%) SS (27.69%) CC	72 (79.12%) SS (33.96%) U	1 (1.10%) SS (33.33%) PG	91 (32.50%) T
Only Slightly Satisfied (OSS)	4 (15.38%) OSS (6.15%) CC	21 (80.77%) OSS (9.91%) U	1 (3.85%) OSS (33.33%) PG	26 (9.29%) T
Only Slightly Dissatisfied (OSD)	1 (16.67%) OSD (1.54%) CC	4 (66.67%) OSD (1.89%) U	1 (16.67%) OSD (33.33%) PG	6 (2.14%) T
Somewhat Dissatisfied (SD)	2 (10.53%) SD (3.08%) CC	17 (89.47%) SD (8.02%) U	0 (0%) SD/PG	19 (6.79%) T
Strongly Dissatisfied (StD)	2 (33.33%) StD (3.08%) CC	4 (66.67%) StD (1.89%) U	0 (0%) StD/PG	6 (2.14%) T
No Answer (NA)	3 (37.50%) NA (4.62%) CC	5 (62.50%) NA (2.36%) U	0 (0%) NA/PG	8 (2.86%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant differences were found for responses among academic advising positions. While no significance was found, participants who identified their position as "Senior Administrator Supervising Advising" (M = 5.25, SD = 0.71) were more satisfied than participants in positions of "Director Supervising Advising" (M = 5.20, SD = 1.20), "Faculty Member with Additional Advising Responsibilities" (M = 5.10, SD = 1.01), "Advisor" (M = 5.02, SD = 1.33), "Staff Member with Additional Advising Responsibilities" (M = 5.00, SD = 1.00), "Other" (M = 4.88, SD = 1.36) and "Advising Office Coordinator" (M = 4.57, SD = 1.45). *Table 31* includes the number of participants by their academic advising position who are satisfied or dissatisfied with their role and contained in *Table 32* are these participants' level of satisfaction.

Table 31

Number and Percentage of Participants by Academic Advising Position who are Satisfied or Dissatisfied with their Role as an Academic Advisor

	Satisfied $_{(S)}$	Dissatisfied $_{(D)}$	No Answer $_{(NA)}$	Total $_{(T)}$
Senior Administrator Supervising Advising (SASA)	8 (100%) $_{SASA}$ (3.32%) $_{S}$	0 (0%) $_{SASA/D}$	0 (0%) $_{SASA/NA}$	8 (2.86%) $_{T}$
Director Supervising Advising $_{(DSA)}$	18 (85.71%) $_{DSA}$ (7.47%) $_{S}$	2 (9.52%) $_{DSA}$ (6.45%) $_{D}$	1 (4.76%) $_{DSA}$ (12.50%) $_{NA}$	21 (7.50%) $_{T}$
Advising Office Coordinator $_{(AOC)}$	12 (85.71%) $_{AOC}$ (4.98%) $_{S}$	2 (14.29%) $_{AOC}$ (6.45%) ^{D}	0 (0%) $_{AOC/NA}$	14 (5.00%) $_{T}$
Advisor $_{(Ad)}$	167 (86.08%) $_{Ad}$ (69.29%) $_{S}$	23 (11.86%) ^{Ad} (74.19%) ^{D}	4 (2.06%) $_{Ad}$ (50%) $_{NA}$	194 (69.29%) $_{T}$
Faculty Member with Additional Advising Responsibilities $_{(FM)}$	26 (86.67%) $_{FM}$ (10.79%) $_{S}$	3 (10%) ^{FM} (9.68%) ^{D}	1 (3.33%) $_{FM}$ (12.50%) $_{NA}$	30 (10.71%) $_{T}$
Staff Member with Additional Advising Responsibilities $_{(SM)}$	3 (60%) $_{SM}$ (1.24%) $_{S}$	0 (0%) $_{SM/D}$	2 (40%) $_{SM}$ (25%) $_{NA}$	5 (1.79%) $_{T}$
Other $_{(O)}$	7 (87.50%) $_{O}$ (2.90%) $_{S}$	1 (12.50%) $_{O}$ (3.23%) $_{D}$	0 (0%) $_{O/NA}$	8 (2.86%) $_{T}$
Total $_{(T)}$	241 (86.07%) $_{T}$	31 (11.07%) $_{T}$	8 (2.86%) $_{T}$	280 (100%) $_{T}$

Table 32

Number and Percentage of Participants by Academic Advising Position and their Level of Satisfaction with their Role as an Academic Advisor

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	3 (37.50%) SASA (2.42%) StA	4 (50%) SASA (4.40%) SA	1 (12.50%) SASA (3.85%) OSA	0 (0%) SASA/OSD	0 (0%) SASA/SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	12 (57.14%) DSA (9.68%) StA	3 (14.29%) DSA (3.30%) SA	3 (14.29%) DSA (11.54%) OSA	1 (4.76%) DSA (16.67%) OSD	1 (4.76%) DSA (5.26%) SD	0 (0%) DSA/StD	1 (4.76%) DSA (12.50%) NA	21 (7.50%) T
Advising Office Coordinator (AOC)	3 (21.43%) AOC (2.42%) StA	7 (50%) AOC (7.69%) SA	2 (14.29%) AOC (7.69%) OSA	0 (0%) AOC/OSD	1 (7.14%) AOC (5.26%) SD	1 (7.14%) AOC (16.67%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	91 (46.91%) Ad (73.39%) StA	59 (30.41%) Ad (64.84%) SA	17 (8.76%) Ad (65.38%) OSA	3 (1.55%) Ad (50%) OSD	15 (7.73%) Ad (78.95%) SD	5 (2.58%) Ad (83.33%) StD	4 (2.06%) Ad (50%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	11 (36.67%) FM (8.87%) StA	14 (46.67%) FM (15.38%) SA	1 (3.33%) FM (3.85%) OSA	2 (6.67%) FM (33.33%) OSD	1 (3.33%) FM (5.26%) SD	0 (0%) FM/StD	1 (3.33%) FM (12.50%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (0.81%) StA	1 (20%) SM (1.10%) SA	1 (20%) SM (3.85%) OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	2 (40%) SM (25%) NA	5 (1.79%) T
Other (O)	3 (37.50%) O (2.42%) StA	3 (37.50%) O (3.30%) SA	1 (12.50%) O (3.85%) OSA	0 (0%) O/OSD	1 (12.50%) O (5.26%) SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	124 (44.49%) T	91 (32.50%) T	26 (9.29%) T	6 (2.14%) T	19 (6.79%) T	6 (2.14%) T	8 (2.86%) T	280 (100%) T

Confidence in Institution

The survey included four questions relating to the participants' confidence in their institution. These questions asked participants about their institution's response to COVID-19, solutions to problems, whether their institution addressed issues effectively, and whether their institution will come out of COVID-19 stronger. The majority of responses from participants were positive across all related questions. Details of these responses are included below.

Participants were asked to indicate how much they agreed with the statement, "There are many solutions to the academic advising problems COVID-19 has presented my institution." The question has participants rate their level of agreement using a 6-point Likert Scale: from Strongly Disagree, to Strongly Agree. The median response to this question was "Strongly Agree." Statistical significance was found among academic advising positions between staff members with academic advising responsibilities and advisors. Overall results in *Table 33* outline that the majority of participants agreed that there are many solutions (M = 5.14, SD = 1.21). *Table 34* details the degree to which participants agreed or disagreed with this statement. *Tables 33* and *34* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 5.33, SD = 0.58), community colleges (M = 5.23, SD = 1.24), and universities (M = 5.11, SD = 1.21). *Table 35* includes the number of participants by institution type that agreed or disagreed to any extent that there are many solutions to the problems presented. *Table 36* outlines the degree to which participants agreed or disagreed according to their institution type.

Table 35

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That There are Many Solutions to Academic Advising Problems Presented by COVID-19

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	58 (23.77%) A (89.23%) CC	183 (75%) A (86.32%) U	3 (1.23%) A (100%) PG	244 (87.14%) T
Disagree (D)	6 (21.43%) D (9.23%) CC	22 (78.57%) D (10.38%) U	0 (0%) D/PG	28 (10.00%) T
No Answer (NA)	1 (12.50%) NA (1.54%) CC	7 (87.50%) NA (3.30%) U	0 (0%) NA/PG	8 (2.86%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 36

Number and Percentage of Participants by Institution Type and Their Level of Agreement That
There are Many Solutions to Academic Advising Problems Presented by COVID-19

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	39 (27.66%) StA (60%) CC	101 (71.63%) StA (47.64%) U	1 (0.71%) StA (33.33%) PG	141 (50.36%) T
Somewhat Agree (SA)	13 (16.05%) SA (20%) CC	66 (81.48%) SA (31.13%) U	2 (2.47%) SA (66.67%) PG	81 (28.93%) T
Only Slightly Agree (OSA)	6 (27.27%) OSA (9.23%) CC	16 (72.72%) OSA (7.54%) U	0 (0%) OSA/PG	22 (7.86%) T
Only Slightly Disagree (OSD)	1 (12.50%) OSD (1.54%) CC	7 (87.50%) OSD (3.30%) U	0 (0%) OSD/PG	8 (2.86%) T
Somewhat Disagree (SD)	4 (25%) SD (6.15%) CC	12 (75%) SD (5.66%) U	0 (0%) SD/PG	16 (5.71%) T
Strongly Disagree (StD)	1 (25%) StD (1.54%) CC	3 (75%) StD (1.42%) U	0 (0%) StD/PG	4 (1.43%) T
No Answer (NA)	1 (12.50%) NA (1.54%) CC	7 (87.50%) NA (3.30%) U	0 (0%) NA/PG	8 (2.86%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. While no significance was found, participants who identified their position as "Director Supervising Advising" (M = 5.29, SD = 0.85) agreed that there are many solutions to problems presented more than participants who held positions as, "Advising Office Coordinator" (M = 5.21, SD = 1.12), "Advisor" (M = 5.20, SD = 1.18), "Other" (M = 5.13, SD = 1.36), "Staff Member with Additional Advising Responsibilities" (M = 5.00, SD = 1.73), "Faculty Member with Additional Advising Responsibilities" (M = 4.86, SD = 1.30), and "Senior Administrator Supervising Advising" (M = 4.38, SD = 1.92). Included in *Table 37* are the number of participants by academic advising position who agreed or disagreed to some extent that there are many solutions, and *Table 38* outlines the degree to which participants agreed or disagreed according to their position.

Table 37

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that there are Many Solutions to Academic Advising Problems Presented by COVID-19

	Agree $_{(A)}$	Disagree $_{(D)}$	No Answer $_{(NA)}$	Total $_{(T)}$
Senior Administrator Supervising Advising $_{(SASA)}$	6 (75%) $_{SASA}$ (2.46%) $_A$	2 (25%) $_{SASA}$ (7.14%) $_D$	0 (0%) $_{SASA/NA}$	8 (2.86%) $_T$
Director Supervising Advising $_{(DSA)}$	21 (100%) $_{DSA}$ (8.61%) $_A$	0 (0%) $_{DSA/D}$	0 (0%) $_{DSA/NA}$	21 (7.50%) $_T$
Advising Office Coordinator $_{(AOC)}$	13 (92.86%) $_{AOC}$ (5.33%) $_A$	1 (7.14%) $_{AOC}$ (3.57%) $_D$	0 (0%) $_{AOC/NA}$	14 (5.00%) $_T$
Advisor $_{(Ad)}$	169 (87.11%) $_{Ad}$ (69.26%) $_A$	18 (9.28%) $_{Ad}$ (64.29%) $_D$	7 (3.61%) $_{Ad}$ (87.50%) $_{NA}$	194 (69.29%) $_T$
Faculty Member with Additional Advising Responsibilities $_{(FM)}$	24 (80%) $_{FM}$ (9.84%) $_A$	5 (16.67%) $_{FM}$ (17.86%) $_D$	1 (3.33%) $_{FM}$ (12.50%) $_{NA}$	30 (10.71%) $_T$
Staff Member with Additional Advising Responsibilities $_{(SM)}$	4 (80%) $_{SM}$ (1.64%) $_A$	1 (20%) $_{SM}$ (3.57%) $_D$	0 (0%) $_{SM/NA}$	5 (1.79%) $_T$
Other $_{(O)}$	7 (87.50%) $_O$ (2.87%) $_A$	1 (12.50%) $_O$ (3.57%) $_D$	0 (0%) $_{O/NA}$	8 (2.86%) $_T$
Total $_{(T)}$	244 (87.14%) $_T$	28 (10.00%) $_T$	8 (2.86%) $_T$	280 (100%) $_T$

Table 38

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that there are Many Solutions to Academic Advising Problems Presented by COVID-19

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	3 (37.50%) SASA (39.63%) StA	2 (25%) SASA (2.47%) SA	1 (12.50%) SASA (4.55%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (6.25%) SD	1 (12.50%) SASA (25%) StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	11 (52.38%) DSA (7.80%) StA	5 (23.81%) DSA (6.17%) SA	5 (23.81%) DSA (22.73%) OSA	0 (0%) DSA/OSD	0 (0%) DSA/SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	7 (50%) AOC (4.96%) StA	5 (35.71%) AOC (6.17%) SA	1 (7.14%) AOC (4.55%) OSA	0 (0%) AOC/OSD	1 (7.14%) AOC (6.25%) SD	0 (0%) AOC/StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	103 (53.09%) Ad (73.05%) StA	52 (26.80%) Ad (64.20%) SA	14 (7.22%) Ad (63.64%) OSA	5 (2.58%) Ad (62.50%) OSD	11 (5.67%) Ad (68.75%) SD	2 (1.03%) Ad (50%) StD	7 (3.61%) Ad (87.50%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	10 (33.33%) FM (7.09%) StA	13 (43.33%) FM (16.05%) SA	1 (3.33%) FM (4.55%) OSA	3 (10%) FM (37.50%) OSD	1 (3.33%) FM (6.25%) SD	1 (3.33%) FM (25%) StD	1 (3.33%) FM (12.50%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (39.63%) StA	1 (20%) SM (1.23%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	1 (20%) SM (6.25%) SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	4 (50%) O (2.84%) StA	3 (37.50%) O (3.70%) SA	0 (0%) O/OSA	0 (0%) O/OSD	1 (12.50%) O (6.25%) SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	141 (50.36%) T	81 (28.93%) T	22 (7.86%) T	8 (2.86%) T	16 (5.71%) T	4 (1.43%) T	8 (2.86%) T	280 (100%) T

Participants were asked to indicate their level of agreement with the statement that "my institution has addressed COVID-19 issues effectively." The median response to this question was "Somewhat Agree." Overall results in *Table 39* outline that the majority of participants agreed that their institution addressed COVID-19 issues effectively (M = 4.73, SD = 1.44). *Table 40* includes the degree to which participants agreed or disagreed with this statement. *Tables 39* and *40* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 5.33, SD = 1.16), community colleges (M = 4.83, SD = 1.55), and universities (M = 4.69, SD = 1.41. *Table 41* contains the number of participants by institution type who agreed or disagreed to some extent that their institution handled COVID-19 issues effectively. *Table 42* includes the degree to which these participants agreed or disagreed according to their institution type.

Table 41

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That Their Institution Addressed COVID-19 Issues Effectively

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	51 (23.18%) A (78.46%) CC	166 (75.45%) A (78.30%) U	3 (1.36%) A (100%) PG	220 (78.57%) T
Disagree (D)	12 (21.82%) D (18.46%) CC	43 (78.18%) D (20.28%) U	0 (0%) D/PG	55 (19.64%) T
No Answer (NA)	2 (40%) NA (3.08%) CC	3 (60%) NA (1.42%) U	0 (0%) NA/PG	5 (1.79%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 42

Number and Percentage of Participants by Institution Type and Their Level of Agreement that Their Institution Addressed COVID-19 Issues Effectively

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	29 (27.62%) StA (44.62%) CC	74 (70.48%) StA (34.91%) U	2 (1.90%) StA (66.67%) PG	105 (37.50%) T
Somewhat Agree (SA)	19 (21.59%) SA (29.23%) CC	69 (78.41%) SA (32.55%) U	0 (0%) SA/PG	88 (31.43%) T
Only Slightly Agree (OSA)	3 (11.11%) OSA (4.62%) CC	23 (85.19%) OSA (10.85%) U	1 (3.70%) OSA (33.33%) PG	27 (9.64%) T
Only Slightly Disagree (OSD)	2 (9.52%) OSD (3.08%) CC	19 (90.48%) OSD (8.96%) U	0 (0%) OSD/PG	21 (7.50%) T
Somewhat Disagree (SD)	7 (28%) SD (10.77%) CC	18 (72%) SD (8.49%) U	0 (0%) SD/PG	25 (8.93%) T
Strongly Disagree (StD)	3 (33.33%) StD (4.62%) CC	6 (66.67%) StD (2.83%) U	0 (0%) StD/PG	9 (3.21%) T
No Answer (NA)	2 (40%) NA (3.08%) CC	3 (60%) NA (1.42%) U	0 (0%) NA/PG	5 (1.79%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1,07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. While no significance was found, participants who identified their position as ""Staff Member with Additional Advising Responsibilities" (M = 5.60, SD = 0.55) agreed that their institution handled COVID-19 issues effectively more than participants who were in the position of "Senior Administrator Supervising Advising" (M = 5.38, SD = 1.06), "Other" (M = 5.00, SD = 1.20), "Advisor" (M = 4.69, SD = 1.51), "Director Supervising Advising" (M = 4.67, SD = 1.28), "Advising Office Coordinator" (M = 4.64, SD = 1.39), or "Faculty Member with Additional Advising Responsibilities" (M = 4.63, SD = 1.30). *Table 43* includes the number of participants by their academic advising position who agreed or disagreed to some extent with the statement, and *Table 44* contains the degree to which participants agreed or disagreed according to their position.

Table 43

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that their Institution Addressed COVID-19 Issues Effectively

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	7 (87.50%) SASA (3.18%) A	1 (12.50%) SASA (1.82%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	17 (80.95%) DSA (7.73%) A	4 (19.05%) DSA (7.27%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	11 (78.57%) AOC (5%) A	3 (21.43%) AOC (5.45%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	149 (76.80%) Ad (67.73%) A	40 (20.62%) Ad (72.73%) D	5 (2.58%) Ad (100%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	24 (80%) FM (10.91%) A	6 (20%) FM (10.91%) D	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	5 (100%) SM (2.27%) A	0 (0%) SM/D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (3.18%) A	1 (12.50%) O (1.82%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	220 (78.57%) T	55 (19.64%) T	5 (1.79%) T	280 (100%) T

Table 44

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that their Institution Addressed COVID-19 Issues Effectively

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	5 (62.50%) SASA (4.76%) StA	2 (25%) SASA (2.27%) SA	0 (0%) SASA/OSA	1 (12.50%) SASA (4.76%) OSD	0 (0%) SASA/SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	6 (28.57%) DSA (5.71%) StA	8 (38.10%) DSA (9.09%) SA	3 (14.29%) DSA (11.11%) OSA	2 (9.52%) DSA (9.52%) OSD	2 (9.52%) DSA (8%) SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	4 (28.57%) AOC (3.81%) StA	6 (42.86%) AOC (6.82%) SA	1 (7.14%) AOC (3.70%) OSA	1 (7.14%) AOC (4.76%) OSD	2 (14.29%) AOC (8%) SD	0 (0%) AOC/StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	74 (38.14%) Ad (70.48%) StA	59 (30.41%) Ad (67.05%) SA	16 (8.25%) Ad (59.26%) OSA	13 (6.70%) Ad (61.90%) OSD	18 (9.28%) Ad (72%) SD	9 (4.64%) Ad (100%) StD	5 (2.58%) Ad (100%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	9 (30%) FM (8.57%) StA	10 (33.33%) FM (11.36%) SA	5 (16.67%) FM (18.52%) OSA	3 (10%) FM (14.29%) OSD	3 (10%) FM (12%) SD	0 (0%) FM/StD	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (2.86%) StA	2 (40%) SM (2.27%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	4 (50%) O (3.81%) StA	1 (12.50%) O (1.14%) SA	2 (25%) O (7.41%) OSA	1 (12.50%) O (4.76%) OSD	0 (0%) O/SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	105 (37.50%) T	88 (31.43%) T	27 (9.64%) T	21 (7.50%) T	25 (8.93%) T	9 (3.21%) T	5 (1.79%) T	280 (100%) T

Participants were asked to indicate their level of agreement with the statement, "My institution will come out of COVID-19 stronger." The median response to this question was "Somewhat Agree." Overall results in *Table 45* are the majority of participants agreed to some extent that their institution would come out of COVID-19 stronger (M = 4.67, SD = 1.37). *Table 46* includes the degree to which participants agreed or disagreed with this statement. *Tables 45* and *46* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among community colleges (M = 4.98, SD = 1.40), universities (M = 4.59, SD = 1.35), and professional/graduate schools (M = 4.00, SD = 1.73). *Table 47* includes the number of participants by institution type who either agreed or disagreed to some extent that their institution will come out of COVID-19 stronger, and *Table 48* outlines the degree to which these participants agreed with the statement according to their institution type.

Table 47

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That Their Institution Will Come out of COVID-19 Stronger

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	55 (25.11%) A (84.62%) CC	163 (74.43%) A (76.89%) U	1 (0.46%) A (33.33%) PG	219 (78.21%) T
Disagree (D)	7 (14%) D (10.77%) CC	41 (82%) D (19.34%) U	2 (4%) D (66.67%) PG	50 (17.86%) T
No Answer (NA)	3 (27.27%) NA (4.62%) CC	8 (72.73%) NA (3.77%) U	0 (0%) NA/PG	11 (3.93%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 48

Number and Percentage of Participants by Institution Type and Their Level of Agreement That Their Institution Will Come out of COVID-19 Stronger

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	31 (33.33%) StA (47.69%) CC	61 (65.59%) StA (28.77%) U	1 (1.08%) StA (33.33%) PG	93 (33.21%) T
Somewhat Agree (SA)	15 (18.75%) SA (23.08%) CC	65 (81.25%) SA (30.66%) U	0 (0%) SA/PG	80 (28.57%) T
Only Slightly Agree (OSA)	9 (19.57%) OSA (13.85%) CC	37 (80.43%) OSA (17.45%) U	0 (0%) OSA/PG	46 (16.43%) T
Only Slightly Disagree (OSD)	1 (4%) OSD (1.54%) CC	22 (88%) OSD (10.38%) U	2 (8%) OSD (66.67%) PG	25 (8.93%) T
Somewhat Disagree (SD)	3 (20%) SD (4.62%) CC	12 (80%) SD (5.66%) U	0 (0%) SD/PG	15 (5.36%) T
Strongly Disagree (StD)	3 (30%) StD (4.62%) CC	7 (70%) StD (3.30%) U	0 (0%) StD/PG	10 (3.57%) T
No Answer (NA)	3 (27.27%) NA (4.62%) CC	8 (72.72%) NA (3.77%) U	0 (0%) NA/PG	11 (3.93%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

44

Academic Advising Position. A statistically significant difference was found for responses among academic advising positions. The statistical significance was found between participants with the positions of "Staff Member with Additional Advising Responsibilities" (M = 5.40, SD = 0.89) and "Advisor" (M = 4.73, SD = 1.35). Outside of these significant results, overall scores show that participants who identified their position as "Staff Member with Additional Advising Responsibilities" (M = 5.40, SD = 0.89) agreed that their institution would come out of COVID-19 stronger more than participants with positions as "Senior Administrator Supervising Advising" (M = 5.00, SD = 1.60), "Advising Office Coordinator" (M = 4.92, SD = 1.32), "Director Supervising Advising" (M = 4.90, SD = 1.26), , "Advisor" (M = 4.73, SD = 1.35), "Other" (M = 4.50, SD = 1.69) and "Faculty Member with Additional Advising Responsibilities" (M = 3.86, SD = 1.36). *Table 49* includes the number of participants by their academic advising position who agreed or disagreed to some extent with the statement, and *Table 50* outlines the degree to which participants agreed or disagreed according to their academic advising position.

Table 49

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that that their Institution will Come Out of COVID-19 Stronger

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	6 (75%) SASA (2.74%) A	2 (25%) SASA (4%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	17 (80.95%) DSA (7.76%) A	4 (19.05%) DSA (8%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	11 (78.57%) AOC (5.02%) A	2 (14.29%) AOC (4%) D	1 (7.14%) AOC (9.09%) NA	14 (5.00%) T
Advisor (Ad)	156 (80.41%) Ad (71.23%) A	29 (14.95%) Ad (58%) D	9 (4.64%) Ad (81.82%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	18 (60%) FM (8.22%) A	11 (36.67%) FM (22%) D	1 (3.33%) FM (9.09%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	5 (100%) SM (2.28%) A	0 (0%) SM/D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	6 (75%) O (2.74%) A	2 (25%) O (4%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	219 (78.21%) T	50 (17.86%) T	11 (3.93%) T	280 (100%) T

Table 50

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that their Institution will Come Out of COVID-19 Stronger

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	5 (62.50%) SASA (5.38%) StA	1 (12.50%) SASA (1.25%) SA	0 (0%) SASA/OSA	1 (12.50%) SASA (4%) OSD	1 (12.50%) SASA (6.67%) SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	9 (42.86%) DSA (9.68%) StA	6 (28.57%) DSA (7.50%) SA	2 (9.52%) DSA (4.35%) OSA	3 (14.29%) DSA (12%) OSD	1 (4.76%) DSA (6.67%) SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	6 (42.86%) AOC (6.45%) StA	3 (21.43%) AOC (3.75%) SA	2 (14.29%) AOC (4.35%) OSA	1 (7.14%) AOC (4%) OSD	1 (7.14%) AOC (6.67%) SD	0 (0%) AOC/StD	1 (7.14%) AOC (9.09%) NA	14 (5.00%) T
Advisor (Ad)	64 (32.99%) Ad (68.82%) StA	60 (30.93%) Ad (75%) SA	32 (16.49%) Ad (69.57%) OSA	13 (6.70%) Ad (52%) OSD	8 (4.12%) Ad (53.33%) SD	8 (4.12%) Ad (80%) StD	9 (4.64%) Ad (81.82%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	4 (13.33%) FM (4.30%) StA	5 (16.67%) FM (6.25%) SA	9 (30%) FM (19.57%) OSA	6 (20%) FM (24%) OSD	4 (13.33%) FM (26.67%) SD	1 (3.33%) FM (10%) StD	1 (3.33%) FM (9.09%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (3.23%) StA	1 (20%) SM (1.25%) SA	1 (20%) SM (2.17%) OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	2 (25%) O (2.15%) StA	4 (50%) O (5%) SA	0 (0%) O/OSA	1 (12.50%) O (4%) OSD	0 (0%) O/SD	1 (12.50%) O (10%) StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	93 (33.21%) T	80 (28.57%) T	46 (16.43%) T	25 (8.93%) T	15 (5.36%) T	10 (3.57%) T	11 (3.93%) T	280 (100%) T

Other Positive Results

The last question that received a positive response from participants asked how much they agreed with the statement that "COVID-19 has introduced students to new academic pathways they had not previously considered." The median response to this question was "Somewhat Agree." Overall results in *Table 51* are the number of participants who either agreed or disagreed with the statement to some extent (M = 4.74, SD = 1.27), with the majority being in agreement. *Table* 52 includes the degree to which participants agreed or disagreed with the statement. *Tables 51* and *52* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 5.00, SD = 1.00), universities (M = 4.76, SD = 1.25), and community colleges (M = 4.65, SD = 1.34). *Table 53* includes the number of participants by institution type that agreed or disagreed to any extent that COVID-19 introduced students to new academic pathways. *Table 54* contains the degree to which participants agreed or disagreed with this statement according to their institution type.

Table 53

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That COVID-19 Introduced Students to new Academic Pathways

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	49 (21.88%) A (75.38%) CC	172 (76.79%) A (81.13%) U	3 (1.34%) A (100%) PG	224 (80.00%) T
Disagree (D)	11 (28.95%) D (16.92%) CC	27 (71.05%) D (12.74%) U	0 (0%) D/PG	38 (13.57%) T
No Answer (NA)	5 (27.78%) NA (7.69%) CC	13 (72.22%) NA (6.13%) U	0 (0%) NA/PG	18 (6.43%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 54

Number and Percentage of Participants by Institution Type and Their Level of Agreement That COVID-19 Introduced Students to new Academic Pathways

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	18 (20.69%) StA (27.69%) CC	68 (78.16%) StA (32.08%) U	1 (1.15%) StA (33.33%) PG	87 (31.07%) T
Somewhat Agree (SA)	22 (25.58%) SA (33.85%) CC	63 (73.26%) SA (29.72%) U	1 (1.16%) SA (33.33%) PG	86 (30.71%) T
Only Slightly Agree (OSA)	9 (17.65%) OSA (13.85%) CC	41 (80.39%) OSA (19.34%) U	1 (1.96%) OSA (33.33%) PG	51 (18.21%) T
Only Slightly Disagree (OSD)	4 (30.77%) OSD (6.15%) CC	9 (69.23%) OSD (4.25%) U	0 (0%) OSD/PG	13 (4.64%) T
Somewhat Disagree (SD)	6 (27.27%) SD (9.23%) CC	16 (72.73%) SD (7.55%) U	0 (0%) SD/PG	22 (7.86%) T
Strongly Disagree (StD)	1 (33.33%) StD (1.54%) CC	2 (66.67%) StD (0.94%) U	0 (0%) StD/PG	3 (1.07%) T
No Answer (NA)	5 (27.78%) NA (7.69%) CC	13 (72.22%) NA (6.13%) U	0 (0%) NA/PG	18 (6.43%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found among responses from academic advising positions. Participants who identified their position as "Staff Member with Additional Advising Responsibilities" ($M = 5.60$, $SD = 0.55$) agreed that COVID-19 introduced students to new academic pathways more than participants who identified their position as "Other" ($M = 5.38$, $SD = 0.52$), "Senior Administrator Supervising Advising" ($M = 5.25$, $SD = 1.49$), "Advising Office Coordinator" ($M = 5.00$, $SD = 0.96$), "Director Supervising Advising" ($M = 4.84$, $SD = 1.61$), "Advisor" ($M = 4.70$, $SD = 1.26$), or "Faculty Member with Additional Advising Responsibilities" ($M = 4.31$, $SD = 1.26$), and. *Table 55* includes the number of participants by academic advising position who either agreed or disagreed to some extent with the statement, and *Table 56* outlines the degree to which these participants agreed or disagreed according to their academic advising position.

Table 55

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that COVID-19 Introduced Students to New Academic Pathways

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	7 (87.50%) SASA (3.13%) A	1 (12.50%) SASA (2.63%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	16 (76.19%) DSA (7.14%) A	3 (14.29%) DSA (7.89%) D	2 (9.52%) DSA (11.11%) NA	21 (7.50%) T
Advising Office Coordinator (AOC)	13 (92.86%) AOC (5.80%) A	1 (7.14%) AOC (2.63%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	153 (78.87%) Ad (68.30%) A	26 (13.40%) Ad (68.42%) D	15 (7.73%) Ad (83.33%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	22 (73.33%) FM (9.82%) A	7 (23.33%) FM (18.42%) D	1 (3.33%) FM (5.56%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	5 (100%) SM (2.23%) A	0 (0%) SM/D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	8 (100%) O (3.57%) A	0 (0%) O/D	0 (0%) O/NA	8 (2.86%) T
Total (T)	224 (80.00%) T	38 (13.57%) T	18 (6.43%) T	280 (100%) T

Table 56

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that COVID-19 Introduced Students to New Academic Pathways

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	6 (75%) SASA (6.90%) StA	0 (0%) SASA/SA	1 (12.50%) SASA (1.96%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (4.55%) SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	10 (47.62%) DSA (11.49%) StA	3 (14.29%) DSA (3.49%) SA	3 (14.29%) DSA (5.88%) OSA	0 (0%) DSA/OSD	2 (9.52%) DSA (9.09%) SD	1 (4.76%) DSA (33.33%) StD	2 (9.52%) DSA (11.11%) NA	21 (7.50%) T
Advising Office Coordinator (AOC)	5 (35.71%) AOC (5.75%) StA	5 (35.71%) AOC (5.81%) SA	3 (21.43%) AOC (5.88%) OSA	1 (7.14%) AOC (7.69%) OSD	0 (0%) AOC/SD	0 (0%) AOC/StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	56 (28.87%) Ad (64.37%) StA	59 (30.41%) Ad (68.60%) SA	38 (19.59%) Ad (74.51%) OSA	9 (4.64%) Ad (69.23%) OSD	15 (7.73%) Ad (68.18%) SD	2 (1.03%) Ad (66.67%) StD	15 (7.73%) Ad (83.33%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	4 (13.33%) FM (4.60%) StA	12 (40%) FM (13.95%) SA	6 (20%) FM (11.76%) OSA	3 (10%) FM (23.08%) OSD	4 (13.33%) FM (18.18%) SD	0 (0%) FM/StD	1 (3.33%) FM (5.56%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (3.45%) StA	2 (40%) SM (2.33%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	3 (37.50%) O (3.45%) StA	5 (62.50%) O (5.81%) SA	0 (0%) O/OSA	0 (0%) O/OSD	0 (0%) O/SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	87 (31.07%) T	86 (30.71%) T	51 (18.21%) T	13 (4.64%) T	22 (7.86%) T	3 (1.07%) T	18 (6.43%) T	280 (100%) T

Areas for Improvement

This section highlights survey questions in which the majority of participants (70-100%) responded negatively to the statements provided. These statements are divided into subcategories reflecting the topic these questions are related to, including advisors' stress and students' wellbeing. The responses to questions under each category are further broken down by participants' institution type as well as academic advising position. No statistical significance was found between academic advising positions in these topics. However, marginal statistical significance was found between institution types for the topic of stress, and statistical significance was found between institution types for topics of concern about students' wellbeing. Details of these findings are included below.

Statement (with overwhelming Negative Responses)	High Levels of Stress	Low Levels of Stress	No Answer
Stress			
Please indicate your current level of stress	227 (81.07%)	50 (17.86%)	3 (1.07%)
Statement (with overwhelming Negative Responses)	Agree	Disagree	No Answer
Students' Wellbeing			
I am concerned about students' social wellbeing in the current pandemic	250 (89.29%)	21 (7.50%)	9 (3.21%)
I am concerned about students' emotional wellbeing in the current pandemic	255 (91.07%)	14 (5.00%)	11 (3.93%)
I am concerned about students' academic success in the current pandemic	262 (93.57%)	7 (2.50%)	11 (3.93%)

Stress

Participants indicated their level of stress by responding to a 6-point Likert Scale: 1=Lowest level of stress, 2=Somewhat low level of stress, 3=Only a low level of stress, 4=Only a slight level of stress, 5=Somewhat high level of stress, 6=Highest level of stress. The median response to this question was "Somewhat high level of stress." Marginal statistical significance was found for this question among institution types between universities and community colleges. Overall results in *Table 57* outline the number of participants who either felt high levels of stress or low levels of stress ($M = 4.48$, $SD = 1.21$), with the majority of participants experiencing high levels of stress. *Table 58* includes the level of stress experienced by participants. *Tables 57* and *58* can be found in Appendix H.

Institution Type. A marginally statistically significant difference was found among institution types, with academic advisors at universities experiencing higher levels of stress ($M = 4.57$, $SD = 1.20$) than academic advisors at community colleges ($M = 4.16$, $SD = 1.26$). There was no significant or marginally significant interaction with professional/graduate schools, although academic advisors working in these institutions reported the highest levels of stress ($M = 4.67$, $SD = 0.58$). *Table 59* are participants by institution type who either experienced high

levels of stress or low levels of stress, and *Table 60* outlines the level of stress participants experienced according to their institution type.

Table 59

Number and Percentage of Participants by Institution Type who Experienced High Levels of Stress or Low Levels of Stress

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
High Levels of Stress (HS)	47 (20.70%) HS (72.31%) CC	177 (77.97%) HS (83.49%) U	3 (1.32%) HS (100%) PG	227 (81.07%) T
Low Levels of Stress (LS)	16 (32%) LS (24.62%) CC	34 (68%) LS (16.04%) U	0 (0%) LS/PG	50 (17.86%) T
No Answer (NA)	2 (66.67%) NA (3.08%) CC	1 (33.33%) NA (0.47%) U	0 (0%) NA/PG	3 (1.07%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 60

Number and Percentage of Participants by Institution Type and Their Level of Stress

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Highest Level of Stress (HS)	5 (10.87%) HS (7.69%) CC	41 (89.13%) HS (19.34%) U	0 (0%) HS/PG	46 (16.43%) T
Somewhat High Level of Stress (SHS)	27 (21.95%) SHS (41.54%) CC	94 (76.42%) SHS (44.34%) U	2 (1.63%) SHS (66.67%) PG	123 (43.93%) T
Only a Slight Level of Stress (OSS)	15 (25.86%) OSS (23.08%) CC	42 (72.41%) OSS (19.81%) U	1 (1.72%) OSS (33.33%) PG	58 (20.71%) T
Only a Low Level of Stress (OLS)	7 (29.17%) OLS (10.77%) CC	17 (70.83%) OLS (8.02%) U	0 (0%) OLS/PG	24 (8.57%) T
Somewhat Low Level of Stress (SLS)	7 (36.84%) SLS (10.77%) CC	12 (63.16%) SLS (5.66%) U	0 (0%) SLS/PG	19 (6.79%) T
Lowest Level of Stress (LS)	2 (28.57%) LS (3.08%) CC	5 (71.43%) LS (2.36%) U	0 (0%) LS/PG	7 (2.50%) T
No Answer (NA)	2 (66.67%) NA (3.08%) CC	1 (33.33%) NA (0.47%) U	0 (0%) NA/PG	3 (1.07%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. While no significance was found, participants who identified their position as "Other" (M = 5.00, SD = 0.93) indicated higher levels of stress than participants who identified their positions as "Advising Office Coordinator" (M = 4.64, SD = 1.45), "Faculty Member with Additional Advising Responsibilities" (M = 4.60, SD = 1.28), "Director Supervising Advising" (M = 4.48, SD = 1.25), "Advisor" (M = 4.45, SD = 1.20), "Staff Member with Additional Advising Responsibilities" (M = 4.40, 1.52), and "Senior Administrator Supervising Advising" (M = 4.00, SD = 1.20). *Table 61* includes the number of participants by academic advising position either experienced high or low levels of stress, and contained in *Table 62* is the level of stress participants experienced according to their academic advising position.

Table 61

Number and Percentage of Participants by Academic Advising Position who Experienced High Levels of Stress or Low Levels of Stress

	High Levels of Stress (HS)	Low Levels of Stress (LS)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	5 (62.50%) SASA (2.20%) HS	3 (37.50%) SASA (6%) LS	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	17 (80.95%) DSA (7.49%) HS	4 (19.05%) DSA (8%) LS	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	12 (85.71%) AOC (5.29%) HS	2 (14.29%) AOC (4%) LS	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	158 (81.44%) Ad (69.60%) HS	33 (17.01%) Ad (66%) LS	3 (1.55%) Ad (100%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	24 (80%) FM (10.57%) HS	6 (20%) FM (12%) LS	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (1.76%) HS	1 (20%) SM (2%) LS	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (3.08%) HS	1 (12.50%) O (2%) LS	0 (0%) O/NA	8 (2.86%) T
Total (T)	227 (81.07%) T	50 (17.86%) T	3 (1.07%) T	280 (100%) T

Table 62

Number and Percentage of Participants by Academic Advising Position and their Level of Stress

	Highest Level of Stress (HS)	Somewhat High Level of Stress (SHS)	Only a Slight Level of Stress (OSS)	Only a Low Level of Stress (OLS)	Somewhat Low Level of Stress (SLS)	Lowest Level of Stress (LS)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	0 (0%) SASA/HS	4 (50%) SASA (3.25%) SHS	1 (12.50%) SASA (1.72%) OSS	2 (25%) SASA (8.33%) OLS	1 (12.50%) SASA (5.26%) SLS	0 (0%) SASA/LS	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	4 (19.05%) DSA (8.70%) HS	8 (38.10%) DSA (6.50%) SHS	5 (23.81%) DSA (8.62%) OSS	3 (14.29%) DSA (12.50%) OLS	0 (0%) DSA/SLS	1 (4.76%) DSA (14.29%) LS	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	3 (21.43%) AOC (6.52%) HS	8 (57.14%) AOC (6.50%) SHS	1 (7.14%) AOC (1.72%) OSS	0 (0%) AOC/OLS	1 (7.14%) AOC (5.26%) SLS	1 (7.14%) AOC (14.29%) LS	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	28 (14.43%) Ad (60.87%) HS	85 (43.81%) Ad (69.11%) SHS	45 (23.20%) Ad (77.59%) OSS	15 (7.73%) Ad (62.50%) OLS	13 (6.70%) Ad (68.42%) SLS	5 (2.58%) Ad (71.43%) LS	3 (1.55%) Ad (100%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	8 (26.67%) FM (17.39%) HS	11 (36.67%) FM (8.94%) SHS	5 (16.67%) FM (8.62%) OSS	3 (10%) FM (12.50%) OLS	3 (10%) FM (15.79%) SLS	0 (0%) FM/LS	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (2.17%) HS	2 (40%) SM (1.63%) SHS	1 (20%) SM (1.72%) OSS	0 (0%) SM/OLS	1 (20%) SM (5.26%) SLS	0 (0%) SM/LS	0 (0%) SM/NA	5 (1.79%) T
Other (O)	2 (25%) O (4.35%) HS	5 (62.50%) O (4.07%) SHS	0 (0%) O/OSS	1 (12.50%) O (4.17%) OLS	0 (0%) O/SLS	0 (0%) O/LS	0 (0%) O/NA	8 (2.86%) T
Total (T)	46 (16.43%) T	123 (43.93%) T	58 (20.71%) T	24 (8.57%) T	19 (6.79%) T	7 (2.50%) T	3 (1.07%) T	280 (100%) T

Students' Wellbeing

The survey included three questions relating to participants' concern for students' wellbeing during COVID-19. The questions ask about students' social, emotional, and academic wellbeing. The majority of responses were negative across all questions. Details of these responses are included below.

Students' Social Wellbeing. Participants were asked to indicate their level of agreement with the statement, "I am concerned about students' social wellbeing in the current pandemic." The median response to this question was "Strongly Agree." Statistical significance was found for this question among institution types between academic advisors at universities and academic advisors at community colleges, and between academic advisors at universities and academic advisors at professional/graduate schools. Overall results in *Table 63* includes the number of participants who either agreed or disagreed to some extent (M = 5.31, SD = 1.18). *Table 64* outlines the degree to which participants agreed or disagreed with the statement. *Tables 63* and *64* can be found in Appendix H.

Institution Type. The test for variance test among institution types failed for this question, but statistically significant differences were found among institution types. Universities (M = 5.45, SD = 1.02) agreed with being concerned for students' social wellbeing significantly more than both community colleges (M = 4.94, SD = 1.47) and professional/graduate schools (M = 3.67, SD = 2.52). However, since variance was not met, these results are not entirely reliable and further research is necessary. *Table 65* outlines the participants by institution type who either agreed or disagreed with being concerned, and *Table 66* includes the degree to which participants agreed or disagreed with being concerned according to their institution type.

Table 65

Number and Percentage of Participants by Institution Type who Agreed or Disagreed With Being Concerned About Students' Social Wellbeing

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	54 (21.60%) A (83.08%) CC	194 (77.60%) A (91.51%) U	2 (0.80%) A (66.67%) PG	250 (89.29%) T
Disagree (D)	9 (42.86%) D (13.85%) CC	11 (52.38%) D (5.19%) U	1 (4.76%) D (33.33%) PG	21 (7.50%) T
No Answer (NA)	2 (22.22%) NA (3.08%) CC	7 (77.78%) NA (3.30%) U	0 (0%) NA/PG	9 (3.21%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%)	280 (100%) T

Table 66

Number and Percentage of Participants by Institution Type and Their Level of Agreement with Being Concerned About Students' Social Wellbeing

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	31 (18.34%) StA (47.69%) CC	137 (81.07%) StA (64.62%) U	1 (0.59%) StA (33.33%) PG	169 (60.36%) T
Somewhat Agree (SA)	16 (26.67%) SA (24.62%) CC	44 (73.33%) SA (20.75%) U	0 (0%) SA/PG	60 (21.43%) T
Only Slightly Agree (OSA)	7 (33.33%) OSA (10.77%) CC	13 (61.90%) OSA (6.13%) U	1 (4.76%) OSA (33.33%) PG	21 (7.50%) T
Only Slightly Disagree (OSD)	4 (44.44%) OSD (6.15%) CC	5 (55.56%) OSD (2.36%) U	0 (0%) OSD/PG	9 (3.21%) T
Somewhat Disagree (SD)	0 (0%) SD/CC	2 (100%) SD (0.94%) U	0 (0%) SD/PG	2 (0.71%) T
Strongly Disagree (StD)	5 (50%) StD (7.69%) CC	4 (40%) StD (1.89%) U	1 (10%) StD (33.33%) PG	10 (3.57%) T
No Answer (NA)	2 (22.22%) NA (3.08%) CC	7 (77.78%) NA (3.30%) U	0 (0%) NA/PG	9 (3.21%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. Participants who identified their position as "Faculty Member with Additional Advising Responsibilities" (M = 5.52, SD = 0.87) agreed with being concerned for students' social wellbeing more than participants who identified their position as "Advisor" (M = 5.33, SD = 1.11), "Other" (M = 5.25, SD = 1.17), "Director Supervising Advising" (M = 5.24, SD = 1.26), "Senior Administrator Supervising Advising" (M = 5.12, SD = 1.73), "Advising Office Coordinator" (M = 5.08, SD = 1.89), and "Staff Member with Additional Advising Responsibilities" (M = 4.80, SD = 2.17) . *Table 67* contains the number of participants by academic advising position who either agreed or disagreed with the statement, and *Table 68* includes the degree to which participants agreed or disagreed with the statement according to their academic advising position.

Table 67

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed with Being Concerned About Students' Social Wellbeing

|	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	7 (87.50%) SASA (2.80%) A	1 (12.50%) SASA (4.76%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	19 (90.48%) DSA (7.60%) A	2 (9.52%) DSA (9.52%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	11 (78.57%) AOC (4.40%) A	2 (14.29%) AOC (9.52%) D	1 (7.14%) AOC (11.11%) NA	14 (5.00%) T
Advisor (Ad)	174 (89.69%) Ad (69.60%) A	13 (6.70%) Ad (61.90%) D	7 (3.61%) Ad (77.78%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	28 (93.33%) FM (11.20%) A	1 (3.33%) FM (4.76%) D	1 (3.33%) FM (11.11%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (1.60%) A	1 (20%) SM (4.76%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (2.80%) A	1 (12.50%) O (4.76%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	250 (89.29%) T	21 (7.50%) T	9 (3.21%) T	280 (100%) T
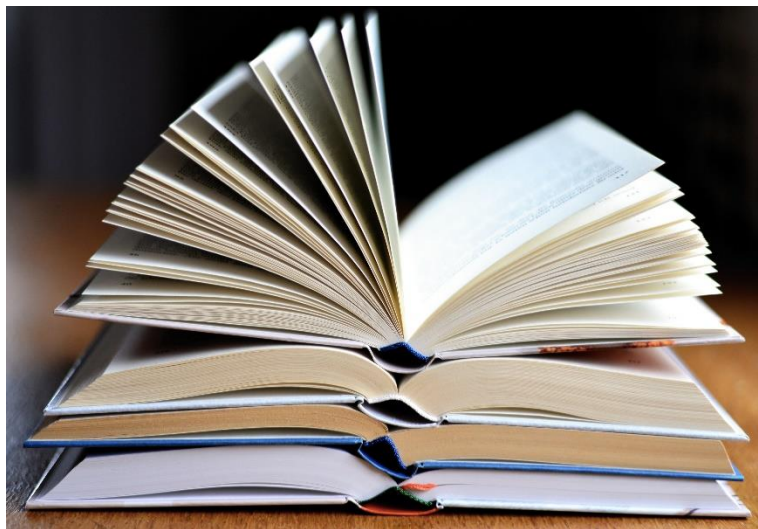
Table 68

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Concerned About Students' Social Wellbeing

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	5 (62.50%) SASA (2.96%) StA	2 (25%) SASA (3.33%) SA	0 (0%) SASA/OSA	0 (0%) SASA/OSD	0 (0%) SASA/SD	1 (12.50%) SASA (10%) StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	12 (57.14%) DSA (7.10%) StA	6 (28.57%) DSA (10%) SA	1 (4.76%) DSA (4.76%) OSA	1 (4.76%) DSA (11.11%) OSD	0 (0%) DSA/SD	1 (4.76%) DSA (10%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	10 (71.43%) AOC (5.92%) StA	0 (0%) AOC/SA	1 (7.14%) AOC (4.76%) OSA	0 (0%) AOC/OSD	0 (0%) AOC/SD	2 (14.29%) AOC (20%) StD	1 (7.14%) AOC (11.11%) NA	14 (5.00%) T
Advisor (Ad)	115 (59.28%) Ad (68.05%) StA	42 (21.65%) Ad (70%) SA	17 (8.76%) Ad Ad (80.95%) OSA	7 (3.61%) Ad (77.78%) OSD	1 (0.52%) Ad (50%) SD	5 (2.58%) Ad (50%) StD	7 (3.61%) Ad (77.78%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	19 (63.33%) FM (11.24%) StA	8 (26.67%) FM (13.33%) SA	1 (3.33%) FM (4.76%) OSA	0 (0%) FM/OSD	1 (3.33%) FM (50%) SD	0 (0%) FM/StD	1 (3.33%) FM (11.11%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (1.78%) StA	1 (20%) SM (1.67%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	1 (20%) SM (10%) StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (2.96%) StA	1 (12.50%) O (1.67%) SA	1 (12.50%) O (4.76%) OSA	1 (12.50%) O (11.11%) OSD	0 (0%) O/SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	169 (60.36%) T	60 (21.43%) T	21 (7.50%) T	9 (3.21%) T	2 (0.71%) T	10 (3.57%) T	9 (3.21%) T	280 (100%) T

Students' Emotional Wellbeing. The second question relating to students' wellbeing asked participants whether they agreed with the statement, "I am concerned about students' emotional wellbeing in the current pandemic." The median response to this question was "Strongly Agree." Statistical significance was found for this question among institution types between academic advisors working at universities, academic advisors working at community colleges, and academic advisors working at professional/graduate schools. *Table 69* contains the number of participants who either agreed or disagreed to some extent with the statement (M = 5.48, SD = 0.99), and *Table 70* includes the degree to which participants agreed or disagreed with being concerned. *Tables 69* and *70* can be found in Appendix H.

Institution Type. The variance test among institution types failed for this question, but statistically significant differences were found between all three groups of institution types. Universities (M = 5.60, SD = 0.80) agreed with being concerned about students' emotional wellbeing significantly more than community colleges (M = 5.15, SD = 1.32) and professional/graduate schools (M = 3.67, SD = 2.31). Professional/graduate schools also agreed significantly less than both universities and community colleges about feeling concerned for students' emotional wellbeing. However, since variance is not met, these results are not entirely reliable, so further research should be conducted. *Table 71* outlines participants by institution type who either agreed or disagreed with being concerned, and *Table 72* includes the degree to which participants agreed or disagreed according to their institution type.

Table 71

Number and Percentage of Participants by Institution Type who Agreed or Disagreed With Being Concerned About Students' Emotional Wellbeing

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	56 (21.96%) A (86.15%) CC	197 (77.25%) A (92.92%) U	2 (0.78%) A (66.67%) PG	255 (91.07%) T
Disagree (D)	6 (42.86%) D (9.23%) CC	7 (50%) D (3.30%) U	1 (7.14%) D (33.33%) PG	14 (5.00%) T
No Answer (NA)	3 (27.27%) NA (4.62%) CC	8 (72.73%) NA (3.77%) U	0 (0%) NA/PG	11 (3.93%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 72

Number and Percentage of Participants by Institution Type and Their Level of Agreement With Being Concerned About Students' Emotional Wellbeing

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	33 (18.03%) StA (50.77%) CC	150 (81.97%) StA (70.75%) U	0 (0%) StA/PG	183 (65.36%) T
Somewhat Agree (SA)	19 (33.33%) SA (29.23%) CC	36 (63.16%) SA (16.98%) U	2 (3.51%) SA (66.67%) PG	57 (20.36%) T
Only Slightly Agree (OSA)	4 (26.67%) OSA (6.15%) CC	11 (73.33%) OSA (5.19%) U	0 (0%) OSA/PG	15 (5.36%) T
Only Slightly Disagree (OSD)	1 (20%) OSD (1.54%) CC	4 (80%) OSD (1.89%) U	0 (0%) OSD/PG	5 (1.79%) T
Somewhat Disagree (SD)	2 (40%) SD (3.08%) CC	3 (60%) SD (1.42%) U	0 (0%) SD/PG	5 (1.79%) T
Strongly Disagree (StD)	3 (75%) StD (4.62%) CC	0 (0%) StD/U	1 (25%) StD (33.33%) PG	4 (1.43%) T
No Answer (NA)	3 (27.27%) NA (4.62%) CC	8 (72.73%) NA (3.77%) U	0 (0%) NA/PG	11 (3.93%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. Participants who identified their position as "Other" (M = 5.63, SD = 1.06) agreed to being concerned for students' emotional wellbeing more than participants who identified their position as "Advisor" (M = 5.52, SD = 0.90), "Faculty Member with Additional Advising Responsibilities" (M = 5.52, SD = 0.82), "Director Supervising Advising" (M = 5.43, SD = 1.03), "Advising Office Coordinator" (M = 5.23, SD = 1.54), "Staff Member with Additional Advising Responsibilities" (M = 5.00, SD = 2.24), and "Senior Administrator Supervising Advising" (M = 4.88, SD = 1.46). *Table 73* outlines the number of participants by academic advising position who agreed or disagreed to some extent with being concerned for students' emotional wellbeing, and *Table 74* includes the degree to which these participants agreed or disagreed according to their academic advising position.

Table 73

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed with Being Concerned About Students' Emotional Wellbeing

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	7 (87.50%) SASA (2.75%) A	1 (12.50%) SASA (7.14%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	20 (95.24%) DSA (7.84%) A	1 (4.76%) DSA (7.14%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	11 (78.57%) AOC (4.31%) A	2 (14.29%) AOC (14.29%) D	1 (7.14%) AOC (9.09%) NA	14 (5.00%) T
Advisor (Ad)	178 (91.75%) Ad (69.80%) A	7 (3.61%) Ad (50%) D	9 (4.64%) Ad (81.82%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	28 (93.33%) FM (10.98%) A	1 (3.33%) FM (7.14%) D	1 (3.33%) FM (9.09%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (1.57%) A	1 (20%) SM (7.14%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (2.75%) A	1 (12.50%) O (7.14%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	255 (91.07%) T	14 (5.00%) T	11 (3.93%) T	280 (100%) T

Table 74

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Concerned About Students' Emotional Wellbeing

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	4 (50%) SASA (2.19%) StA	1 (12.50%) SASA (1.75%) SA	2 (25%) SASA (13.33%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (20%) SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	14 (66.67%) DSA (7.65%) StA	4 (19.05%) DSA (7.02%) SA	2 (9.52%) DSA (13.33%) OSA	0 (0%) DSA/OSD	1 (4.76%) DSA (20%) SD	0 (0%) DSA/StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	9 (64.29%) AOC (4.92%) StA	2 (14.29%) AOC (3.51%) SA	0 (0%) AOC/OSA	1 (7.14%) AOC (20%) OSD	0 (0%) AOC/SD	1 (7.14%) AOC (25%) StD	1 (7.14%) AOC (9.09%) NA	14 (5.00%) T
Advisor (Ad)	127 (65.46%) Ad (69.40%) StA	40 (20.62%) Ad (70.18%) SA	11 (5.67%) Ad (73.33%) OSA	3 (1.55%) Ad (60%) OSD	2 (1.03%) Ad (40%) SD	2 (1.03%) Ad (50%) StD	9 (4.64%) Ad (81.82%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	18 (60%) FM (9.84%) StA	10 (33.33%) FM (17.54%) SA	0 (0%) FM/OSA	0 (0%) FM/OSD	1 (3.33%) FM (20%) SD	0 (0%) FM/StD	1 (3.33%) FM (9.09%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (2.19%) StA	0 (0%) SM/SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	1 (20%) SM (25%) StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (3.83%) StA	0 (0%) O/SA	0 (0%) O/OSA	1 (12.50%) O (20%) OSD	0 (0%) O/SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	183 (65.36%) T	57 (20.36%) T	15 (5.36%) T	5 (1.79%) T	5 (1.79%) T	4 (1.43%) T	11 (3.93%) T	280 (100%) T

Students' Academic Wellbeing. The last question relating to students' wellbeing asked participants how much they agreed with the statement, "I am concerned about students' academic success in the current pandemic." The median response to this statement was "Strongly Agree." Overall, results in *Table 75* includes the number of participants who either agreed or disagreed to some extent that they were concerned about students' academic success, with the majority of participants agreeing (M = 5.53, SD = 0.82). *Table 76* outlines the degree to which these participants agreed or disagreed. *Tables 75* and *76* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among universities (M = 5.55, SD = 0.81), community colleges (M = 5.48, SD = 086), and professional/graduate schools (M = 5.00, SD = 0.00). *Table 77* includes the number of participants by institution type who agreed or disagreed to some extent with being concerned for students' academic success. *Table 78* outlines the degree to which these participants agreed with being concerned according to their institution type.

Table 77

Number and Percentage of Participants by Institution Type who Agreed or Disagreed With Being Concerned About Students' Academic Success

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	61 (23.28%) A (93.85%) CC	198 (75.57%) A (93.40%) U	3 (1.15%) A (100%) PG	262 (93.57%) T
Disagree (D)	1 (14.29%) D (1.54%) CC	6 (85.71%) D (2.83%) U	0 (0%) D/PG	7 (2.50%) T
No Answer (NA)	3 (27.27%) NA (4.62%) CC	8 (72.73%) NA (3.77%) U	0 (0%) NA/PG	11 (3.93%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 78

Number and Percentage of Participants by Institution Type and Their Level of Agreement With Being Concerned About Students' Academic Success

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	39 (21.67%) StA (60%) CC	141 (78.33%) StA (66.51%) U	0 (0%) StA/PG	180 (64.29%) T
Somewhat Agree (SA)	17 (26.15%) SA (26.15%) CC	45 (69.23%) SA (21.23%) U	3 (4.62%) SA (100%) PG	65 (23.21%) T
Only Slightly Agree (OSA)	5 (29.41%) OSA (7.69%) CC	12 (70.59%) OSA (5.66%) U	0 (0%) OSA/PG	17 (6.07%) T
Only Slightly Disagree (OSD)	0 (0%) OSD/CC	2 (100%) OSD (0.94%) U	0 (0%) OSD/PG	2 (0.71%) T
Somewhat Disagree (SD)	0 (0%) SD/CC	4 (100%) SD (1.89%) U	0 (0%) SD/PG	4 (1.43%) T
Strongly Disagree (StD)	1 (100%) StD (1.54%) CC	0 (0%) StD/U	0 (0%) StD/PG	1 (0.36%) T
No Answer (NA)	3 (27.27%) NA (4.62%) CC	8 (72.73%) NA (3.77%) U	0 (0%) NA/PG	11 (3.93%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. Participants who identified their position as "Director Supervising Advising" (M = 5.65, SD = 0.93) agreed to being concerned about students' academic success more than participants with the position of "Other" (M = 5.63, SD = 0.52), "Staff Member with Additional Advising Responsibilities" (M = 5.60, SD = 0.55), "Advisor" (M = 5.56, SD = 0.78), "Advising Office Coordinator" (M = 5.42, SD = 0.67), "Faculty Member with Additional Advising Responsibilities" (M = 5.40, SD = 0.93), or "Senior Administrator Supervising Advising" (M = 5.00, SD = 1.41). *Table 79* contains the number of participants according to their academic advising position who either agreed or disagreed to some extent with being concerned, while *Table 80* includes the degree to which these participants agreed or disagreed according to their academic advising position.

Table 79

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed With Being Concerned About Students' Academic Success

	Agree $_{(A)}$	Disagree $_{(D)}$	No Answer $_{(NA)}$	Total $_{(T)}$
Senior Administrator Supervising Advising (SASA)	7 (87.50%) $_{SASA}$ (2.67%) $_A$	1 (12.50%) $_{SASA}$ (14.29%) $_D$	0 (0%) SASA/NA	8 (2.86%) $_T$
Director Supervising Advising $_{(DSA)}$	19 (90.48%) $_{DSA}$ (7.25%) $_A$	1 (4.76%) $_{DSA}$ (14.29%) $_D$	1 (4.76%) $_{DSA}$ (9.09%) $_{NA}$	21 (7.50%) $_T$
Advising Office Coordinator $_{(AOC)}$	12 (85.71%) $_{AOC}$ (4.58%) $_A$	0 (0%) AOC/D	2 (14.29%) $_{AOC}$ (18.18%) $_{NA}$	14 (5.00%) $_T$
Advisor $_{(Ad)}$	182 (93.81%) $_{Ad}$ (69.47%) $_A$	4 (2.06%) $_{Ad}$ (57.14%) $_D$	8 (4.12%) $_{Ad}$ (72.73%) $_{NA}$	194 (69.29%) $_T$
Faculty Member with Additional Advising Responsibilities $_{(FM)}$	29 (96.67%) $_{FM}$ (11.07%) $_A$	1 (3.33%) $_{FM}$ (14.29%) $_D$	0 (0%) FM/NA	30 (10.71%) $_T$
Staff Member with Additional Advising Responsibilities $_{(SM)}$	5 (100%) $_{SM}$ (1.91%) $_A$	0 (0%) SM/D	0 (0%) SM/NA	5 (1.79%) $_T$
Other $_{(O)}$	8 (100%) $_O$ (3.05%) $_A$	0 (0%) O/D	0 (0%) O/NA	8 (2.86%) $_T$
Total $_{(T)}$	262 (93.57%) $_T$	7 (2.50%) $_T$	11 (3.93%) $_T$	280 (100%) $_T$

Table 80

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Concerned About Students' Academic Success

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	4 (50%) SASA (2.22%) StA	2 (25%) SASA (3.08%) SA	1 (12.50%) SASA (5.88%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (25%) SD	0 (0%) SASA/StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	16 (76.19%) DSA (8.89%) StA	3 (14.29%) DSA (4.62%) SA	0 (0%) DSA/OSA	0 (0%) DSA/OSD	1 (4.76%) DSA (25%) SD	0 (0%) DSA/StD	1 (4.76%) DSA (9.09%) NA	21 (7.50%) T
Advising Office Coordinator (AOC)	6 (42.86%) AOC (3.33%) StA	5 (35.71%) AOC (7.69%) SA	1 (7.14%) AOC (5.88%) OSA	0 (0%) AOC/OSD	0 (0%) AOC/SD	0 (0%) AOC/StD	2 (14.29%) AOC (18.18%) NA	14 (5.00%) T
Advisor (Ad)	128 (65.98%) Ad (71.11%) StA	42 (21.65%) Ad (64.62%) SA	12 (6.19%) Ad (70.59%) OSA	2 (1.03%) Ad (100%) OSD	1 (0.52%) Ad (25%) SD	1 (0.52%) Ad (100%) StD	8 (4.12%) Ad (72.73%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	18 (60%) FM (10%) StA	8 (26.67%) FM (12.31%) SA	3 (10%) FM (17.65%) OSA	0 (0%) FM/OSD	1 (3.33%) FM (25%) SD	0 (0%) FM/StD	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (1.67%) StA	2 (40%) SM (3.08%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (2.78%) StA	3 (37.50%) O (4.62%) SA	0 (0%) O/OSA	0 (0%) O/OSD	0 (0%) O/SD	0 (0%) O/StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	180 (64.29%) T	65 (23.21%) T	17 (6.07%) T	2 (0.71%) T	4 (1.43%) T	1 (0.36%) T	11 (3.93%) T	280 (100%) T

Other Findings

Results above included reactions from participants that were either almost unanimously positive or almost unanimously negative in response to the statements or questions provided from the survey. The remaining findings will include two different categories: questions that had very polarizing reactions in which responses were split evenly among positive and negative reactions/feedback, and questions that did not have a consistent or strong response in any direction. In these two categories, questions are divided into subcategories reflecting the topic of the questions. Topics that produced polarizing results from academic advisors could be used to address areas for potential workplace tension and give universities the opportunity to avoid this tension and improve workplace culture by addressing areas of concern. Likewise, topics that had more varied responses show what advisors may have decided not to prioritize during the pandemic. Addressing topics that may have been neglected during the pandemic (e.g., mental wellbeing) could be important for improving advisors' working environment. The responses are further broken down by participants' institution type and academic advising position. No statistical significance was found between institution types or academic advising positions for the split responses. There was also no statistical significance found between academic advising positions for varied responses. However, statistical significance was found among institution types for the topic of advisors' concern for their mental wellbeing. Details of these findings are included below.

Statement (with split responses)	Agree	Disagree	No Answer
Future of Institution			
I am anxious about the future of my institution	140 (50.00%)	136 (48.57%)	4 (1.43%)
Physical Wellbeing			
I am concerned about my physical health while at work	139 (49.64%)	132 (47.14%)	9 (3.21%)
Statement (with varied responses)	Agree	Disagree	No Answer
Mental Wellbeing			
I am concerned about my mental wellness while at work	175 (62.50%)	97 (34.64%)	8 (2.86%)
Workplace Satisfaction			
COVID-19 has caused me to reevaluate my professional goals	167 (59.64%)	97 (34.64%)	16 (5.71%)
Administrators listen to my ideas about improvements to academic advising for COVID-19 response	178 (63.57%)	72 (25.71%)	30 (10.71%)

Split Responses

In the survey given to participants, there were two questions with an even distribution of positive and negative reactions from participants. These questions are categorized here as the most polarizing subjects for participants, as other survey questions either showed more unanimity across the board, whether in agreement or disagreement, or varied responses. These questions cover topics of participants' institution's future as well as participants' concern for their physical health. Details of participants' responses are included below.

Future of Institution. Participants were asked to indicate their level of agreement with the following statement: "I am anxious about the future of my institution." The median response for this question was "Only Slightly Agree." *Table 81* includes the number of participants who either agreed or disagreed with this statement (M = 3.23, SD = 1.79). *Table 82* outlines the degree to which participants agreed or disagreed about feeling anxious for their institution's future. *Tables 81* and *82* can be found in Appendix H.

Institution Type. No statistically significant difference was found in the responses from professional/graduate schools (M = 3.67, SD = 2.52), universities (M = 3.27, SD = 1.78), and community colleges (M = 3.06, SD = 1.82). *Table 83* contains the number of participants by their institution type who either agreed or disagreed with being anxious about the future of their institution. *Table 84* outlines the degree to which these participants agreed or disagreed with the statement according to their institution type.

Table 83

Number and Percentage of Participants by Institution Type who Agreed or Disagreed With Being Anxious About the Future of their Institution

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	30 (21.43%) A (46.15%) CC	108 (77.14%) A (50.94%) U	2 (1.43%) A (66.67%) PG	140 (50%) T
Disagree (D)	34 (25%) D (52.31%) CC	101 (74.26%) D (47.64%) U	1 (0.74%) D (33.33%) PG	136 (48.57%) T
No Answer (NA)	1 (25%) NA (1.54%) CC	3 (75%) NA (1.42%) U	0 (0%) NA/PG	4 (1.43%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 84

Number and Percentage of Participants by Institution Type and Their Level of Agreement With Being Anxious About the Future of their Institution

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	6 (18.18%) StA (9.23%) CC	26 (78.79%) StA (12.26%) U	1 (3.03%) StA (33.33%) PG	33 (11.79%) T
Somewhat Agree (SA)	13 (25.49%) SA (20%) CC	38 (74.51%) SA (17.92%) U	0 (0%) SA/PG	51 (18.21%) T
Only Slightly Agree (OSA)	11 (19.64%) OSA (16.92%) CC	44 (78.57%) OSA (20.75%) U	1 (1.79%) OSA (33.33%) PG	56 (20.00%) T
Only Slightly Disagree (OSD)	3 (20%) OSD (4.62%) CC	12 (80%) OSD (5.66%) U	0 (0%) OSD/PG	15 (5.36%) T
Somewhat Disagree (SD)	11 (22.92%) SD (16.92%) CC	37 (77.08%) SD (17.45%) U	0 (0%) SD/PG	48 (17.14%) T
Strongly Disagree (StD)	20 (27.40%) StD (30.77%) CC	52 (71.23%) StD (24.53%) U	1 (1.37%) StD (33.33%) PG	73 (26.07%) T
No Answer (NA)	1 (25%) NA (1.54%) CC	3 (75%) NA (1.42%) U	0 (0%) NA/PG	4 (1.43%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found in the responses from different advising positions. Participants who identified their position as "Other" (M = 3.75, SD = 1.91) agreed with being anxious about the future of their institution more than participants who identified their position as "Advising Office Coordinator" (M = 3.54, SD = 1.94), "Staff Member with Additional Advising Responsibilities" (M = 3.40, SD = 1.95), "Director Supervising Advising" (M = 3.38, SD = 1.99), "Senior Administrator Supervising Advising" (M = 3.25, SD = 1.49), "Faculty Member with Additional Advising Responsibilities" (M = 3.23, SD = 1.83), or "Advisor" (M = 3.16, SD = 1.78). *Table 85* includes the number of participants by their academic advising position who agreed or disagreed to some extent with being anxious about the future of their institution, and *Table 86* outlines the degree to which participants agreed or disagreed according to their academic advising position.

Table 85

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed with Being Concerned About the Future of their Institution

	Agree (A)	Disagree (D)	No Answer (NA)	Total
Senior Administrator Supervising Advising (SASA)	4 (50%) SASA (2.86%) A	4 (50%) SASA (2.94%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	11 (52.38%) DSA (7.86%) A	10 (47.62%) DSA (7.35%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	7 (50%) AOC (5%) A	6 (42.86%) AOC (4.41%) D	1 (7.14%) AOC (25%) NA	14 (5.00%) T
Advisor (Ad)	96 (49.48%) Ad (68.57%) A	95 (48.97%) Ad (69.85%) D	3 (1.55%) Ad (75%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	14 (46.67%) FM (10%) A	16 (53.33%) FM (11.76%) D	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (2.14%) A	2 (40%) SM (1.47%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (3.57%) A	3 (37.50%) O (2.21%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	140 (50.00%) T	136 (48.57%) T	4 (1.43%) T	280 (100%) T

Table 86

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Concerned About the Future of their Institution

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	0 (0%) SASA/StA	2 (25%) SASA (3.92%) SA	2 (25%) SASA (3.57%) OSA	1 (12.50%) SASA (6.67%) OSD	2 (25%) SASA (4.17%) SD	1 (12.50%) SASA (1.37%) StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	4 (19.05%) DSA (12.12%) StA	4 (19.05%) DSA (7.84%) SA	3 (14.29%) DSA (5.36%) OSA	1 (4.76%) DSA (6.67%) OSD	3 (14.29%) DSA (6.25%) SD	6 (28.57%) DSA (8.22%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	2 (14.29%) AOC (6.06%) StA	4 (28.57%) AOC (7.84%) SA	1 (7.14%) AOC (1.79%) OSA	1 (7.14%) AOC (6.67%) OSD	2 (14.29%) AOC (4.17%) SD	3 (21.43%) AOC (4.11%) StD	1 (7.14%) AOC (25%) NA	14 (5.00%) T
Advisor (Ad)	21 (10.82%) Ad (63.64%) StA	32 (16.49%) Ad (62.75%) SA	43 (22.16%) Ad (76.79%) OSA	9 (4.64%) Ad (60%) OSD	33 (17.01%) Ad (68.75%) SD	53 (27.32%) Ad (72.60%) StD	3 (1.55%) Ad (75%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	3 (10%) FM (9.09%) StA	8 (26.67%) FM (15.69%) SA	3 (10%) FM (5.36%) OSA	3 (10%) FM (20%) OSD	5 (16.67%) FM (10.42%) SD	8 (26.67%) FM (10.96%) StD	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (3.03%) StA	0 (0%) SM/SA	2 (40%) SM (3.57%) OSA	0 (0%) SM/OSD	1 (20%) SM (2.08%) SD	1 (20%) SM (1.37%) StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	2 (25%) O (6.06%) StA	1 (12.50%) O (1.96%) SA	2 (25%) O (3.57%) OSA	0 (0%) O/OSD	2 (25%) O (4.17%) SD	1 (12.50%) O (1.37%) StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	33 (11.79%) T	51 (18.21%) T	56 (20.00%) T	15 (5.36%) T	48 (17.14%) T	73 (26.07%) T	4 (1.43%) T	280 (100%) T

Concern for Physical Health. The other question that received a split response from participants asked whether they agreed with the following statement: "I am concerned about my physical health while at work." *Table 87* contains the number of participants who either agreed or disagreed to some extent with being concerned for their physical health (M = 3.48, SD = 1.98). *Table 88* includes the degree to which participants agreed or disagreed. *Tables 87* and *88* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among universities (M = 3.53, SD = 2.01), community colleges (M = 3.33, SD = 1.89) and professional/graduate schools (M = 2.67, SD = 2.08). *Table 89* includes the number of participants by their institution type who either agreed or disagreed with being concerned for their physical health at work. *Table 90* outlines the degree to which these participants agreed or disagreed according to their institution type.

Table 89

Number and Percentage of Participants by Institution Type who Agreed or Disagreed with Being Concerned About Their Physical Health

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	31 (22.30%) A (47.69%) CC	107 (76.98%) A (50.47%) U	1 (0.72%) A (33.33%) PG	139 (49.64%) T
Disagree (D)	33 (25%) D (50.77%) CC	97 (73.48%) D (45.75%) U	2 (1.52%) D (66.67%) PG	132 (47.14%) T
No Answer (NA)	1 (11.11%) NA (1.54%) CC	8 (88.89%) NA (3.77%) U	0 (0%) NA/PG	9 (3.21%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 90

Number and Percentage of Participants by Institution Type and Their Level of Agreement with Being Concerned About Their Physical Health

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	12 (18.18%) StA (18.46%) CC	54 (81.82%) StA (25.47%) U	0 (0%) StA/PG	66 (23.57%) T
Somewhat Agree (SA)	9 (21.43%) SA (13.85%) CC	32 (76.19%) SA (15.09%) U	1 (2.38%) SA (33.33%) PG	42 (15.00%) T
Only Slightly Agree (OSA)	10 (32.26%) OSA (15.38%) CC	21 (67.74%) OSA (9.91%) U	0 (0%) OSA/PG	31 (11.07%) T
Only Slightly Disagree (OSD)	8 (38.10%) OSD (12.31%) CC	13 (61.90%) OSD (6.13%) U	0 (0%) OSD/PG	21 (7.50%) T
Somewhat Disagree (SD)	7 (18.42%) SD (10.77%) CC	30 (78.95%) SD (14.15%) U	1 (2.63%) SD (33.33%) PG	38 (13.57%) T
Strongly Disagree (StD)	18 (24.66%) StD (27.69%) CC	54 (73.97%) StD (25.47%) U	1 (1.37%) StD (33.33%) PG	73 (26.07%) T
No Answer (NA)	1 (11.11%) NA (1.54%) CC	8 (88.89%) NA (3.77%) U	0 (0%) NA/PG	9 (3.21%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found among academic advising positions. Participants who identified as "Other" (M = 4.00, SD = 2.51) agreed to being concerned about their physical health more than participants who identified as "Advising Office Coordinator" (M = 3.86, SD = 2.21), "Advisor" (M = 3.61, SD = 1.95), "Senior Administrator Supervising Advising" (M = 3.29, SD = 2.14), "Director Supervising Advising" (M = 3.10, SD = 1.87), "Faculty Member with Additional Advising Responsibilities" (M = 2.78, SD = 1.89), or "Staff Member with Additional Advising Responsibilities" (M = 2.00, SD = 1.73). *Table 91* includes the number of participants by academic advising position who either agreed or disagreed with being concerned about their physical health, and *Table 92* outlines the degree to which these participants agreed or disagreed with the statement according to their academic advising position.

Table 91

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed with Being Concerned About their Physical Health

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	3 (37.50%) SASA (2.16%) A	4 (50%) SASA (3.03%) D	1 (12.50%) SASA (11.11%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	8 (38.10%) DSA (5.76%) A	13 (61.90%) DSA (9.85%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	8 (57.14%) AOC (5.76%) A	6 (42.86%) AOC (4.55%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	105 (54.12%) Ad (75.54%) A	84 (43.30%) Ad (63.64%) D	5 (2.58%) Ad (55.56%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	9 (30%) FM (6.47%) A	18 (60%) FM (13.64%) D	3 (10%) FM (33.33%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (0.72%) A	4 (80%) SM (3.03%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	5 (62.50%) O (3.60%) A	3 (37.50%) O (2.27%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	139 (49.64%) T	132 (47.14%) T	9 (3.21%) T	280 (100%) T

Table 92

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Concerned About their Physical Health

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	2 (25%) SASA (3.03%) StA	0 (0%) SASA/SA	1 (12.50%) SASA (3.23%) OSA	1 (12.50%) SASA (4.76%) OSD	1 (12.50%) SASA (2.63%) SD	2 (25%) SASA (2.74%) StD	1 (12.50%) SASA (11.11%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	3 (14.29%) DSA (4.55%) StA	4 (19.05%) DSA (9.52%) SA	1 (4.76%) DSA (3.23%) OSA	2 (9.52%) DSA (9.52%) OSD	6 (28.57%) DSA (15.79%) SD	5 (23.81%) DSA (6.85%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	5 (35.71%) AOC (7.58%) StA	3 (21.43%) AOC (7.14%) SA	0 (0%) AOC/OSA	1 (7.14%) AOC (4.76%) OSD	1 (7.14%) AOC (2.63%) SD	4 (28.57%) AOC (5.48%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	48 (24.74%) Ad (72.73%) StA	30 (15.46%) Ad (71.43%) SA	27 (13.92%) Ad (87.10%) OSA	16 (8.25%) Ad (76.19%) OSD	21 (10.82%) Ad (55.26%) SD	47 (24.23%) Ad (64.38%) StD	5 (2.58%) Ad (55.56%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	4 (13.33%) FM (6.06%) StA	3 (10%) FM (7.14%) SA	2 (6.67%) FM (6.45%) OSA	1 (3.33%) FM (4.76%) OSD	8 (26.67%) FM (21.05%) SD	9 (30%) FM (12.33%) StD	3 (10%) FM (33.33%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	0 (0%) SM/StA	1 (20%) SM (2.38%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	1 (20%) SM (2.63%) SD	3 (60%) SM (4.11%) StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	4 (50%) O (6.06%) StA	1 (12.50%) O (2.38%) SA	0 (0%) O/OSA	0 (0%) O/OSD	0 (0%) O/SD	3 (37.50%) O (4.11%) StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	66 (23.57%) T	42 (15.00%) T	31 (11.07%) T	21 (7.50%) T	38 (13.57%) T	73 (26.07%) T	9 (3.21%) T	280 (100%) T

Varied Responses

      In the survey given to participants, most questions either evoked strong opinions or opinions where the majority agreed on a topic. There were two questions that did neither of these things, and instead had a random distribution of responses from participants. These questions asked participants about their concern for their mental wellness and about whether they had reevaluated their professional goals while working during the pandemic. Responses to these questions are detailed below.

      Concern for Mental Wellness. The first question in the survey that had more random results asked participants to indicate their level of agreement with the following statement: "I am concerned about my mental wellness at work." Statistical significance was found for this question among institution types between universities and community colleges. *Table 93* contains the number of participants who either agreed or disagreed to being concerned for their mental wellness (M = 4.01, SD = 1.90), and *Table 94* outlines the degree to which participants agreed or disagreed. *Tables 93* and *94* can be found in Appendix H.

      Institution Type. A statistically significant difference was found among responses in institution types, with participants working at universities (M = 4.19, SD = 1.88) agreeing significantly more with being concerned about their mental wellness than participants working at community colleges (M = 3.42, SD = 1.86). While participants working at professional/graduate schools did not have statistically significantly different responses, they agreed most to being concerned for their mental wellness (M = 4.33, SD = 2.08). *Table 95* contains the number of participants by their institution type who either agreed or disagreed to feeling concerned for their mental wellness and included in *Table 96* is the degree to which participants agreed or disagreed according to their institution type.

Table 95

Number and Percentage of Participants by Institution Type who Agreed or Disagreed with Being Concerned About Their Mental Wellness

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	33 (18.86%) A (50.77%) CC	140 (80%) A (66.04%) U	2 (1.14%) A (66.67%) PG	175 (62.50%) T
Disagree (D)	31 (31.96%) D (47.69%) CC	65 (67.01%) D (30.66%) U	1 (1.03%) D (33.33%) PG	97 (34.64%) T
No Answer (NA)	1 (12.50%) NA (1.54%) CC	7 (87.50%) NA (3.30%) U	0 (0%) NA/PG	8 (2.86%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 96

Number and Percentage of Participants by Institution Type and Their Level of Agreement with Being Concerned About Their Mental Wellness

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	12 (14.12%) StA (18.46%) CC	72 (84.71%) StA (33.96%) U	1 (1.18%) StA (33.33%) PG	85 (30.35%) T
Somewhat Agree (SA)	10 (17.54%) SA (15.38%) CC	46 (80.70%) SA (21.70%) U	1 (1.75%) SA (33.33%) PG	57 (20.36%) T
Only Slightly Agree (OSA)	11 (33.33%) OSA (16.92%) CC	22 (66.67%) OSA (10.38%) U	0 (0%) OSA/PG	33 (11.79%) T
Only Slightly Disagree (OSD)	6 (33.33%) OSD (9.23%) CC	12 (66.67%) OSD (5.66%) U	0 (0%) OSD/PG	18 (6.43%) T
Somewhat Disagree (SD)	10 (33.33%) SD (15.38%) CC	19 (63.33%) SD (8.96%) U	1 (3.33%) SD (33.33%) PG	30 (10.71%) T
Strongly Disagree (StD)	15 (30.61%) StD (23.08%) CC	34 (69.39%) StD (16.04%) U	0 (0%) StD/PG	49 (17.50%) T
No Answer (NA)	1 (12.50%) NA (1.54%) CC	7 (87.50%) NA (3.30%) U	0 (0%) NA/PG	8 (2.86%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for responses among academic advising positions. Participants who identified as "Other" (M = 4.63, SD = 1.99) agreed to being concerned about their mental wellness more than participants who identified as "Advising Office Coordinator" (M = 4.46, SD = 2.07), "Advisor" (M = 4.10, SD = 1.84), "Staff Member with Additional Advising Responsibilities" (M = 3.80, SD = 2.17), "Faculty Member with Additional Advising Responsibilities" (M = 3.55, SD = 1.96), "Director Supervising Advising" (M = 3.52, SD = 2.04), or "Senior Administrator Supervising Advising" (M = 3.43, SD = 2.15). *Table 97* contains the number of participants by their academic advising position who either agreed or disagreed to feeling concerned for their mental wellness. *Table 98* outlines the degree to which these participants agreed or disagreed with this statement according to their academic advising position.

Table 97

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed with Being Concerned About their Mental Wellness

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	4 (50%) SASA (2.29%) A	3 (37.50%) SASA (3.09%) D	1 (12.50%) SASA (12.50%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	11 (52.38%) DSA (6.29%) A	10 (47.62%) DSA (10.31%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	10 (71.43%) AOC (5.71%) A	3 (21.43%) AOC (3.09%) D	1 (7.14%) AOC (12.50%) NA	14 (5.00%) T
Advisor (Ad)	125 (64.43%) Ad (71.43%) A	64 (32.99%) Ad (65.98%) D	5 (2.58%) Ad (62.50%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	16 (53.33%) FM (9.14%) A	13 (43.33%) FM (13.40%) D	1 (3.33%) FM (12.50%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (1.71%) A	2 (40%) SM (2.06%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	6 (75%) O (3.43%) A	2 (25%) O (2.06%) D	0 (0%) O/NA	8 (2.86%) T
Total (T)	175 (62.50%) T	97 (34.64%) T	8 (2.86%) T	280 (100%) T

Table 98

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement with Being Concerned About their Mental Wellness

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	2 (25%) SASA (2.35%) StA	0 (0%) SASA/SA	2 (25%) SASA (6.06%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (3.33%) SD	2 (25%) SASA (4.08%) StD	1 (12.50%) SASA (12.50%) NA	8 (2.86%) T
Director Supervising Advising (DSA)	5 (23.81%) DSA (5.88%) StA	4 (19.05%) DSA (7.02%) SA	2 (9.52%) DSA (6.06%) OSA	2 (9.52%) DSA (11.11%) OSD	2 (9.52%) DSA (6.67%) SD	6 (28.57%) DSA (12.24%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	6 (42.86%) AOC (7.06%) StA	3 (21.43%) AOC (5.26%) SA	1 (7.14%) AOC (3.03%) OSA	0 (0%) AOC/OSD	0 (0%) AOC/SD	3 (21.43%) AOC (6.12%) StD	1 (7.14%) AOC (12.50%) NA	14 (5.00%) T
Advisor (Ad)	61 (31.44%) Ad (71.76%) StA	39 (20.10%) Ad (68.42%) SA	25 (12.89%) Ad (75.76%) OSA	16 (8.25%) Ad (88.89%) OSD	18 (9.28%) Ad (60%) SD	30 (15.46%) Ad (61.22%) StD	5 (2.58%) Ad (62.50%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	6 (20%) FM (7.06%) StA	7 (23.33%) FM (12.28%) SA	3 (10%) FM (9.09%) OSA	0 (0%) FM/OSD	7 (23.33%) FM (23.33%) SD	6 (20%) FM (12.24%) StD	1 (3.33%) FM (12.50%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	1 (20%) SM (1.18%) StA	2 (40%) SM (3.51%) SA	0 (0%) SM/OSA	0 (0%) SM/OSD	1 (20%) SM (3.33%) SD	1 (20%) SM (2.04%) StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	4 (50%) O (4.71%) StA	2 (25%) O (3.51%) SA	0 (0%) O/OSA	0 (0%) O/OSD	1 (12.50%) O (3.33%) SD	1 (12.50%) O (2.04%) StD	0 (0%) O/NA	8 (2.86%) T
Total (T)	85 (30.35%) T	57 (20.36%) T	33 (11.79%) T	18 (6.43%) T	30 (10.71%) T	49 (17.50%) T	8 (2.86%) T	280 (100%) T

Workplace Satisfaction. One question from the survey that received more varied results asked participants to indicate their level of agreement with the following statement: "COVID-19 has caused me to reevaluate my professional goals." The median response to this statement was "Somewhat Agree." *Table 99* includes the number of participants who either agreed or disagreed to reevaluating their professional goals (M = 3.98, SD = 1.84). *Table 100* outlines the degree to which participants agreed or disagreed with the statement. *Tables 99* and *100* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 5.67, SD = .58), universities (M = 4.04, SD = 1.77), and community colleges (M = 3.71, SD = 2.04). *Table 101* contains the number of participants by their institution type who either agreed or disagreed with having reevaluated their professional goals because of COVID-19. Included in *Table 102* is the degree to which participants agreed or disagreed according to their institution type.

Table 101

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That COVID-19 Caused Them to Reevaluate Their Professional Goals

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	34 (20.36%) A (52.31%) CC	130 (77.84%) A (61.32%) U	3 (1.80%) A (100%) PG	167 (59.64%) T
Disagree (D)	24 (24.74%) D (36.92%) CC	73 (75.26%) D (34.43%) U	0 (0%) D/PG	97 (34.64%) T
No Answer (NA)	7 (43.75%) NA (10.77%) CC	9 (56.25%) NA (4.25%) U	0 (0%) NA/PG	16 (5.71%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 102

Number and Percentage of Participants by Institution Type and Their Level of Agreement That COVID-19 Caused Them to Reevaluate Professional Goals

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	15 (20%) StA (23.08%) CC	58 (77.33%) StA (27.36%) U	2 (2.67%) StA (66.67%) PG	75 (26.79%) T
Somewhat Agree (SA)	14 (24.14%) SA (21.54%) CC	43 (74.14%) SA (20.28%) U	1 (1.72%) SA (33.33%) PG	58 (20.71%) T
Only Slightly Agree (OSA)	5 (14.71%) OSA (7.69%) CC	29 (85.29%) OSA (13.68%) U	0 (0%) OSA/PG	34 (12.14%) T
Only Slightly Disagree (OSD)	3 (12%) OSD (4.62%) CC	22 (88%) OSD (10.38%) U	0 (0%) OSD/PG	25 (8.93%) T
Somewhat Disagree (SD)	5 (17.24%) SD (7.69%) CC	24 (82.76%) SD (11.32%) U	0 (0%) SD/PG	29 (10.36%) T
Strongly Disagree (StD)	16 (37.21%) StD (24.62%) CC	27 (62.79%) StD (12.74%) U	0 (0%) StD/PG	43 (15.36%) T
No Answer (NA)	7 (43.75%) NA (10.77%) CC	9 (56.25%) NA (4.25%) U	0 (0%) NA/PG	16 (5.71%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Academic Advising Position. No statistically significant difference was found for response among academic advising positions. Participants who identified their position as "Other" (M = 5.29, SD = 0.76) agreed to reevaluating their professional roles because of COVID-19 more than participants who identified their position as "Advising Office Coordinator" (M = 4.62, SD = 1.66), "Staff Member with Additional Advising Responsibilities" (M = 4.20, SD = 2.49), "Director Supervising Advising" (M = 4.19, SD = 2.02), "Advisor" (M = 3.90, SD = 1.84), "Faculty Member with Additional Advising Responsibilities" (M = 3.87, SD = 1.78), or "Senior Administrator Supervising Advising" (M = 3.50, SD = 1.93). *Table 103* contains the number of participants by their academic advising position who either agreed or disagreed to the statement. *Table 104* outlines the degree to which participants agreed or disagreed according to their academic advising position.

Table 103

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that COVID-19 Caused them to Reevaluate Professional Goals

	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	4 (50%) SASA (2.40%) A	4 (50%) SASA (4.12%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	14 (66.67%) DSA (8.38%) A	7 (33.33%) DSA (7.22%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	10 (71.43%) AOC (5.99%) A	3 (21.43%) AOC (3.09%) D	1 (7.14%) AOC (6.25%) NA	14 (5.00%) T
Advisor (Ad)	112 (57.73%) Ad (67.07%) A	68 (35.05%) Ad (70.10%) D	14 (7.22%) Ad (87.50%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	17 (56.67%) FM (10.18%) A	13 (43.33%) FM (13.40%) D	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (1.80%) A	2 (40%) SM (2.06%) D	0 (0%) SM/NA	5 (1.79%) T
Other (O)	7 (87.50%) O (4.19%) A	0 (0%) O/D	1 (12.50%) O (6.25%) NA	8 (2.86%) T
Total (T)	167 (59.64%) T	97 (34.64%) T	16 (5.71%) T	280 (100%) T

Table 104

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that COVID-19 Caused them to Reevaluate Professional Goals

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	2 (25%) SASA (2.67%) StA	0 (0%) SASA/SA	2 (25%) SASA (5.88%) OSA	2 (25%) SASA (8%) OSD	0 (0%) SASA/SD	2 (25%) SASA (4.65%) StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	8 (38.10%) DSA (10.67%) StA	5 (23.81%) DSA (8.62%) SA	1 (4.76%) DSA (2.94%) OSA	1 (4.76%) DSA (4%) OSD	2 (9.52%) DSA (6.90%) SD	4 (19.05%) DSA (9.30%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	5 (35.71%) AOC (6.67%) StA	4 (28.57%) AOC (6.90%) SA	1 (7.14%) AOC (2.94%) OSA	1 (7.14%) AOC (4%) OSD	1 (7.14%) AOC (3.45%) SD	1 (7.14%) AOC (2.33%) StD	1 (7.14%) AOC (6.25%) NA	14 (5.00%) T
Advisor (Ad)	47 (24.23%) Ad (62.67%) StA	39 (20.10%) Ad (67.24%) SA	26 (13.40%) Ad (76.47%) OSA	16 (8.25%) Ad (64%) OSD	21 (10.82%) Ad (72.41%) SD	31 (15.98%) Ad (72.09%) StD	14 (7.22%) Ad (87.50%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	7 (23.33%) FM (9.33%) StA	7 (23.33%) FM (12.07%) SA	3 (10%) FM (8.82%) OSA	5 (16.67%) FM (20%) OSD	4 (13.33%) FM (13.79%) SD	4 (13.33%) FM (9.30%) StD	0 (0%) FM/NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	3 (60%) SM (4%) StA	0 (0%) SM/SA	0 (0%) SM/OSA	0 (0%) SM/OSD	1 (20%) SM (3.45%) SD	1 (20%) SM (2.33%) StD	0 (0%) SM/NA	5 (1.79%) T
Other (O)	3 (37.50%) O (4%) StA	3 (37.50%) O (5.17%) SA	1 (12.50%) O (2.94%) OSA	0 (0%) O/OSD	0 (0%) O/SD	0 (0%) O/StD	1 (12.50%) O (6.25%) NA	8 (2.86%) T
Total (T)	75 (26.79%) T	58 (20.71%) T	34 (12.14%) T	25 (8.93%) T	29 (10.36%) T	43 (15.36%) T	16 (5.71%) T	280 (100%) T

Another question that received varied results asks participants how much they agreed with the statement that "administrators listen to my ideas about improvements to academic advising for COVID-19 response." Participants were asked to indicate their level of agreement to the statement using a 6-point Likert Scale: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Only Slightly Disagree, 4= Only Slightly Agree, 5=Somewhat Agree, 6=Strongly Agree. The median response to this statement was "Somewhat Agree." Overall results showed that the majority of participants agreed that administrators listened to their ideas (M = 4.15, SD = 1.69). *Table 105* includes the number of participants who agreed or disagreed to some extent, and *Table 106* identifies the degree to which participants agreed or disagreed with the statement. *Tables 105* and *106* can be found in Appendix H.

Institution Type. No statistically significant difference was found in responses among professional/graduate schools (M = 4.50, SD = 0.71), universities (M = 4.19, SD = 1.66), and community colleges (M = 4.02, SD = 1.81). *Table 107* contains the number of participants that agreed or disagreed to some extent that administrators listen to their ideas according to their institution type. *Table 108* includes participants' level of agreement or disagreement with the statement according to their institution type.

Table 107

Number and Percentage of Participants by Institution Type who Agreed or Disagreed That Administrators Listen to Their Ideas

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Agree (A)	41 (23.03%) A (63.08%) CC	135 (75.84%) A (63.68%) U	2 (1.12%) A (66.67%) PG	178 (63.57%) T
Disagree (D)	18 (25%) D (27.69%) CC	54 (75%) D (25.47%) U	0 (0%) D/PG	72 (25.71%) T
No Answer (NA)	6 (20%) NA (9.23%) CC	23 (76.67%) NA (10.85%) U	1 (3.33%) NA (33.33%) PG	30 (10.71%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

Table 108

Number and Percentage of Participants by Institution Type and Their Level of Agreement That Administrators Listen to Their Ideas

Likert Scale Category	Community College (CC)	University (U)	Professional/Graduate School (PG)	Total (T)
Strongly Agree (StA)	14 (24.14%) StA (21.54%) CC	44 (75.86%) StA (20.75%) U	0 (0%) StA/PG	58 (20.71%) T
Somewhat Agree (SA)	17 (20.73%) SA (26.15%) CC	64 (78.05%) SA (30.19%) U	1 (1.22%) SA (33.33%) PG	82 (29.29%) T
Only Slightly Agree (OSA)	10 (26.32%) OSA (15.38%) CC	27 (71.05%) OSA (12.74%) U	1 (2.63%) OSA (33.33%) PG	38 (13.57%) T
Only Slightly Disagree (OSD)	2 (14.29%) OSD (3.08%) CC	12 (85.71%) OSD (5.66%) U	0 (0%) OSD/PG	14 (5.00%) T
Somewhat Disagree (SD)	6 (22.22%) SD (9.23%) CC	21 (77.78%) SD (9.91%) U	0 (0%) SD/PG	27 (9.64%) T
Strongly Disagree (StD)	10 (32.26%) StD (15.38%) CC	21 (67.74%) StD (9.91%) U	0 (0%) StD/PG	31 (11.07%) T
No Answer (NA)	6 (20%) NA (9.23%) CC	23 (76.67%) NA (10.85%) U	1 (3.33%) NA (33.33%) PG	30 (10.71%) T
Total (T)	65 (23.21%) T	212 (75.71%) T	3 (1.07%) T	280 (100%) T

    Academic Advising Position. No statistically significant difference was found among responses from academic advising positions. Participants who identified their academic advising position as "Staff Member with Additional Advising Responsibilities" (M = 6.00, SD = 0.00) agreed that administrators listened to their ideas for improvements to academic advising for COVID-19 response more than "Director Supervisor Advising" (M = 4.86, SD = 1.49), "Senior Administrator Supervising Advising" (M = 4.13, SD = 1.73), "Faculty Member with Additional Advising Responsibilities" (M = 4.12, SD = 1.59), "Advising Office Coordinator" (M = 4.07, SD = 1.82), "Advisor" (M = 4.05, SD = 1.70), and "Other" (M = 3.60, SD = 2.07) positions. *Table 109* includes the number of participants who agreed or disagreed to some extent that administrators listen to their ideas according to their academic advising position, and *Table 110* identifies the level of agreement or disagreement from participants' responses.

Table 109

Number and Percentage of Participants by Academic Advising Position who Agreed or Disagreed that Administrators Listen to their Ideas

|	Agree (A)	Disagree (D)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	6 (75%) SASA (3.37%) A	2 (25%) SASA (2.78%) D	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	17 (80.95%) DSA (9.55%) A	4 (19.05%) DSA (5.56%) D	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	9 (64.29%) AOC (5.06%) A	5 (35.71%) AOC (6.94%) D	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	120 (61.86%) Ad (67.42%) A	53 (27.32%) Ad (73.61%) D	21 (10.82%) Ad (70%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	19 (63.33%) FM (10.67%) A	6 (20%) FM (8.33%) D	5 (16.67%) FM (16.67%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (2.25%) A	0 (0%) SM/D	1 (20%) SM (3.33%) NA	5 (1.79%) T
Other (O)	3 (37.50%) O (1.69%) A	2 (25%) O (2.78%) D	3 (37.50%) O (10%) NA	8 (2.86%) T
Total (T)	178 (63.57%) T	72 (25.71%) T	30 (10.71%) T	280 (100%) T
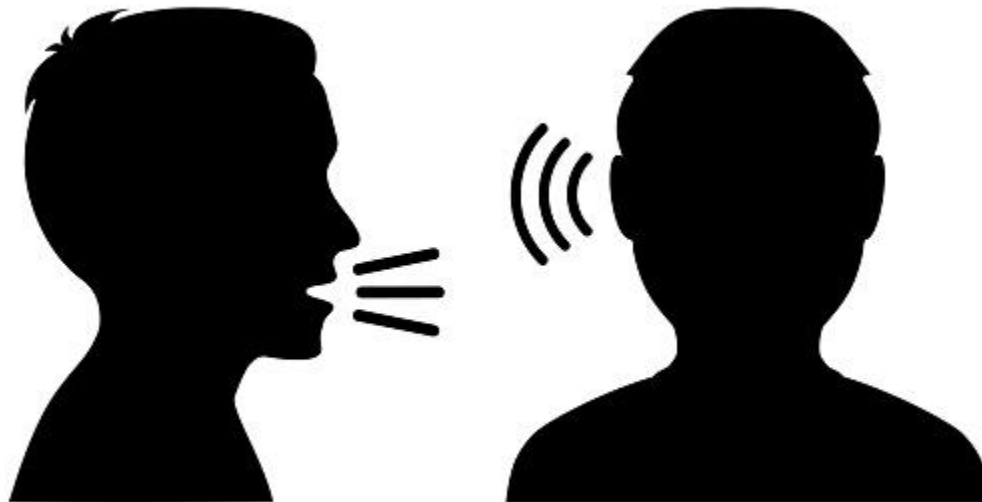
Table 110

Number and Percentage of Participants by Academic Advising Position and their Level of Agreement that Administrators Listen to their Ideas

	Strongly Agree (StA)	Somewhat Agree (SA)	Only Slightly Agree (OSA)	Only Slightly Disagree (OSD)	Somewhat Disagree (SD)	Strongly Disagree (StD)	No Answer (NA)	Total (T)
Senior Administrator Supervising Advising (SASA)	1 (12.50%) SASA (1.72%) StA	4 (50%) SASA (4.88%) SA	1 (12.50%) SASA (2.63%) OSA	0 (0%) SASA/OSD	1 (12.50%) SASA (3.70%) SD	1 (12.50%) SASA (3.23%) StD	0 (0%) SASA/NA	8 (2.86%) T
Director Supervising Advising (DSA)	10 (47.62%) DSA (17.24%) StA	5 (23.81%) DSA (6.10%) SA	2 (9.52%) DSA (5.26%) OSA	2 (9.52%) DSA (14.29%) OSD	1 (4.76%) DSA (3.70%) SD	1 (4.76%) DSA (3.23%) StD	0 (0%) DSA/NA	21 (7.50%) T
Advising Office Coordinator (AOC)	3 (21.43%) AOC (5.17%) StA	6 (42.86%) AOC (7.32%) SA	0 (0%) AOC/OSA	0 (0%) AOC/OSD	4 (28.57%) AOC (14.81%) SD	1 (7.14%) AOC (3.23%) StD	0 (0%) AOC/NA	14 (5.00%) T
Advisor (Ad)	35 (18.04%) Ad (60.34%) StA	57 (29.38%) Ad (69.51%) SA	28 (14.43%) Ad (73.68%) OSA	11 (5.67%) Ad (78.57%) OSD	18 (9.28%) Ad (66.67%) SD	24 (12.37%) Ad (77.42%) StD	21 (10.82%) Ad (70%) NA	194 (69.29%) T
Faculty Member with Additional Advising Responsibilities (FM)	4 (13.33%) FM (6.90%) StA	9 (30%) FM (10.98%) SA	6 (20%) FM (15.79%) OSA	1 (3.33%) FM (7.14%) OSD	2 (6.67%) FM (7.41%) SD	3 (10%) FM (9.68%) StD	5 (16.67%) FM (16.67%) NA	30 (10.71%) T
Staff Member with Additional Advising Responsibilities (SM)	4 (80%) SM (6.90%) StA	0 (0%) SM/SA	0 (0%) SM/OSA	0 (0%) SM/OSD	0 (0%) SM/SD	0 (0%) SM/StD	1 (20%) SM (3.33%) NA	5 (1.79%) T
Other (O)	1 (12.50%) O (1.72%) StA	1 (12.50%) O (1.22%) SA	1 (12.50%) O (2.63%) OSA	0 (0%) O/OSD	1 (12.50%) O (3.70%) SD	1 (12.50%) O (3.23%) StD	3 (37.50%) O (10%) NA	8 (2.86%) T
Total (T)	58 (20.71%) T	82 (29.29%) T	38 (13.57%) T	14 (5.00%) T	27 (9.64%) T	31 (11.07%) T	30 (10.71%) T	280 (100%) T

Method of Analyzing Qualitative Results

The focus of the qualitative research was to collect the lived experiences of academic advisors as they were navigating the ever-changing world of the COVID-19 pandemic. The collection of lived experiences was coordinated into two data sources: open ended questions and interviews (individual interviews and focus groups). Individual interviews and focus groups are mentioned numerous times in this section. When talking about both, the word "interviews" will be used. When just talking about one of these, the phrase "individual interview" or "focus group" will be used. The qualitative research data included open-ended questions provided in the survey, 26 individual interviews and six focus groups.

Qualitative data were collected in two phases: 12 qualitative questions from the survey, and individual interviews and focus groups. These phases were included to expand upon quantitative responses from the survey by highlighting stories and lived experiences of advisors during the pandemic. Questions in these phases gave advisors the opportunity to share experiences of medical concerns, academic challenges, new technology, communication, and remote advising. All open-ended comments were collected concurrently with the quantitative data in Phase 1. The interview process conducted in Phase 2 included 34 advisors and approximately 21 hours of transcribed interviews. The qualitative data provided CARES staff with a sizeable sample to deepen the understanding of the experiences of the advisors.

The quantitative survey was used to identify participants for individual interviews and focus groups. Following the close of the survey, participants who completed at least 90% of the questions were sent emails that solicited involvement in the interview process. The email outlined two opportunities for contributing to the research: focus groups or individual interviews. Response for participating in the interviews was very positive; a total of six focus groups, which included a total 23 advisors, and 26 individual interviews were conducted in June and July 2021.

All interviews were conducted remotely utilizing Zoom videoconferencing. The participants were required to sign consent forms which provided the details, format, and conduct of interview sessions. A copy of the consent form and interview questions are located in Appendices D through G. At the conclusion of the interview phase, all data were analyzed with a thematic analysis coding scheme. A full analysis of the qualitative data is contained in *Qualitative Results*.

This coding phase of data analysis was conducted by employing a team approach to coding. The CARES team reviewed participant responses by reflecting on the overarching ideas and topics participants presented in the interviews. Next, all interviews were assigned to teams of two CARES staff members. Each team member read and coded an assigned interview. After the interview was coded twice, the team members would meet and discuss all coding decisions. The final step in the coding process was for the entire CARES team to review coding decisions by developing major themes from the data. Open-ended questions were coded using the same process.

A final codebook was produced with all codes organized into themes. The final key themes for the interview data set were: (a) advisor mental health; (b) communication; (c)

COVID-19 safeguards; (d) flexibility; (e) job description; (f) leadership; (g) physical technology; (h) program change; (i) transition; (j) respect of position; (k) electronic documentation; and (l) stories. The final key themes for the open-ended questions were: (a) advisors; (b) university; (c) communication; (d) students; (e) mental health; (f) flexibility; (g) COVID-19; (h) technology; and (i) vision. A sample of quotes for each theme can be found in Appendix A and B.

Qualitative Results

The final qualitative data set included 21 hours of transcribed interview data and comments from 12 open-ended questions. Upon completion of the analysis, CARES staff identified codes for all qualitative data. From these codes, the CARES staff developed nine Master codes: (a) Advisors; (b) Communication; (c) Electronic Documentation (d) Students; (e) Mental Health; (f) Flexibility; (g) COVID-19; (h) Technology; (i) University; and (j) Vision.

Advisors

Participants were asked to reflect on their experiences as their universities completed the transition from in-person to remote advising at the start of the pandemic. Discussions evolved to include the challenges they faced in the transition and the lessons they learned about themselves, their department, and their students. Remote working and resilience were themes that emerged from the interview sessions.

Remote Work

Academic advisors that participated in this study shared experiences about the challenges of unexpectedly becoming a fully remote employee. There were struggles on how to set up a home office when they may not even have the space in their home or money from their university to cover costs for needed equipment. There were issues of student records that were still in paper formats along with documentation forms that were not electronic. Additionally, advisors were faced with enforcing work schedules that kept them from meeting with students at all hours.

> On so many different levels, but we had to break things up into, okay, let's get our stuff home, once we get home, what else do we need? As we started making those lists, it just grew. To go back and to answer your question, the biggest story was that we were all faced with this adverse situation. We were all able to come together and get the tools and resources that we needed, thankful to the College of Education, so that we could continue serving students. Once we got established and set up at home, man, we didn't miss a beat. (Individual Interview 16).

Despite all of the challenges, participants commented that the transition occurred with more ease than what was predicted. Stories about the students were the focus of so many of the participants. The students were grateful that the advisors were still there, answering their emails and calls.

> Thankfully I did see the relief on the students' faces when they could do virtual advising. It was very much a relief for the students to just see us in the way that they could access more easily. And that would kind of comfort them where they were at. (Focus group 5).

Other stories on the transition of remote advising addressed the ability of the advisors to be the university contact for the students. For many students, their academic advisor was the only university representative that was accessible with ease.

Resilience

The qualitative data included several hardships and challenges expressed by the participants. However, there were many comments on the resilience of the advisors in their abilities to overcome difficulties created by the COVID-19 pandemic.

> COVID has hit our department hard, but I give everyone high marks for adaptability and remaining focused on student success. We are all COVID-weary, but I'm hopeful that what we have learned this past year will result in long-term changes. Change is good, but not always pain-free. (Participant 196).

The participants expressed positive feelings about the future, that this pandemic made them stronger as advisors. Participants reflected that student needs were met because of their dedication to the job.

Communication

Participants addressed issues regarding communication from the university on COVID-19 in comments provided in both open-ended questions and interviews. These communication issues contributed to the stress the advisors were experiencing because "it was difficult to get answers from anyone, so we often felt powerless and forgotten even though advisors are often the first contact for students" (Participant 311). There were several comments that information was not presented in a clear method, so often the advisors were learning from other sources (i.e., news sources and students) instead of their leadership.

Electronic Documentation

Some universities used COVID-19 as an opportunity to expand their presence on the university's website. As students could no longer go in-person to get resources from advisors, they had to improve online access to forms, resources, and other links. One advisor noted:

> Our office didn't have a presence on our website. I really pushed for that over the last year and a half. Because we were like, "Why aren't students finding this?" I'm like, "We don't have a presence on our website. (Participant 3).

COVID-19 identified a gap in their processes, and they were able to make a presence for themselves on the school website to make access for students much better. Other advisors indicated that while they had website presence, it was not easy to find resources, or the resources were not organized in a way that was easy for students to understand. In these cases, COVID-19 helped identify the gap and allowed advisors to improve the functionality and ease of access for their students.

Prior to COVID-19, many universities were still using physical forms as a means of documentation. "It was just a traditional way of tracking our students. And there had been discussions before the pandemic hit" (Participant 16), but it took moving to remote work to

realize the limitations of no longer having access to the physical copies to initiate transition to electronic forms. Moving documents to PDFs, making forms fillable, and implementing means of electronic signatures (i.e., DocuSign), "make that type of stuff so much easier, [and] free up so much more of our time by…letting somebody email you a signature rather than having to actually walk across campus to an office to get a signature." (Focus Group 5). Advisors also indicated that the modernization of forms means they "get a better response time now, they get the documents back to [them] faster." (Focus Group 5). Overall, the advisors seemed receptive to electronic documentation and expected the practice to stay.

Students

Academic advisors were asked to comment on the academic and social experiences of their students. Questions regarding students were opportunities for advisors to reflect on student experiences with academics, online learning, struggles with remote advising, and loss of the college social life. Themes that emerged from the conversations were student academic success; struggles with new platforms for advising students; and social aspects of college life.

Student Academic Success

A key impact on student success shared in the interview process was issues regarding unrestricted pass/fail options. The rapid transition to remote learning affected many students, therefore, many universities expanded use of pass/fail options. Participants discussed that pass/fail was used without past restrictions (i.e., limit on use and academic probation).

> One of the sorts of impacts we're going to be looking at is we didn't dismiss students this past year and a half. So even if they were below their 2.0, we didn't dismiss them. They had a lot of flexibility in pass/ fails. (Focus Group 2).

Many advisors expressed concerns that as these students continue to progress through their academic programs, they will experience difficulties in advanced coursework due to lack of early content knowledge. Additional concerns were shared that when unrestricted pass/fail is discontinued by the university, these students will experience failure to meet requirements to move forward in their programs.

The switch to remote learning was also difficult for students because they were not prepared for online platforms. "Many students though are struggling academically in this online environment, especially with math and science classes" (Participant 168). Student academic concerns expressed by participants were difficulties with online learning platform, course work issues, access to labs (i.e., science, art, music), and readiness to work in a remote setting.

> I feel like students are getting less out of their studies because the way that they are being forced to learn has changed so significantly without any transition period. (Participant 221).

The participants suggested that many students were struggling with understanding how to work within the online learning platforms. It was a misjudgment to assume that younger students would have an easy time utilizing these platforms because they were coping to survive in the rapidly changing learning environment.

The majority of negative reflections regarding online learning were focused on lack of preparedness of both students and faculty for a remote learning environment. There were positive comments about student exposure to online learning. These comments anticipated that students would request more online opportunities in the future now that that have had the opportunity to learn in a new setting.

> So in a positive way, it has given them that perspective and forced them to be in an online format. I have a lot of students that are very hesitant and wouldn't have done it otherwise…I believe if a student wouldn't have been in that situation, they wouldn't have tried it. So, I do have a lot of students that learned for themselves, whether it was for them or it wasn't for them. Some of them were very from the get-go "Online is not for me. I don't do well. I need to drop all my classes and I'll see you when we're back on campus…" Then I had other students that are thriving because they love online classes, they can manage a lot more and they're not so happy about coming back to campus. So that's one thing. (Individual Interview 27).

The consensus from many advisors was positive regarding the flexibility of remote learning. "I know, going forward, we're wanting to keep some of that for students, of having that flexibility of either in-person or virtually" (Individual Interview 17).

The participants were asked to share concerns they had with students leaving their selected academic programs. The general consensus was that if their students were committed to a program they would continue to work despite the hardships. There were stories of students switching out of programs that were extremely difficult in a remote setting (e.g., Architecture). Overall, the attrition rates were standard and they had not witnessed any massive program changes.

> I don't know how much the college is going to like that, but it's just, we just don't have a seat for everybody. So, our enrollment really hasn't changed, but we are controlling it a bit more, and going, "This is how many students we absolutely can take because we just have the faculty to teach as many classes, or many sections of classes as we need. So, the pandemic didn't really change our enrollment, thank goodness, but we've really had to... I think, our resources, some of those things got pulled away. And so, we've had to really look, and see how many students we could actually take. So, we're still about the same, but we just don't have the faculty. (Individual Interview 17).

Throughout the pandemic the advisors found that students were interested in flexible learning options, with only interest in new programs that were related to fields highlighting by the pandemic.

> The health programs in the college of health sciences, some of those seem to be gaining traction, especially, like I said, the health care administration one, that's a really hot one, because it teaches you health and it also teaches you business. It gives you a little bit of both. You can do everything from secretary to a lab tech with additional training course. The nursing program is huge. We run those through the undergraduates through public

health or health sciences. A lot of stuff in the college of health is doing really big right now and I think that's all because of COVID. (Individual Interview 20).

Struggles with new Platform of Advising Students

A challenge that was presented to advisors during the pandemic was the transition from in-person advising to a virtual advising platform. Advisors shared that while it was not easy to adapt to remote advising, they were successful in meeting the needs of their students. "Although, losing the one-on-one connection with students definitely caused major issues, we all grew and learned together" (Participant 230).

Advisors expressed that remote advising caused them to reflect on their practices in the process of developing new ways to advise their students. Negative and positive comments were shared in the data. The majority of the negative comments stressed a dissatisfaction with remote advising and a desire to return to in-person. The prevalence of positive comments reflected the ability to adapt to an ever-changing situation.

> But it made me rethink how I approach students and what kinds of questions I'm asking them to get them to share with me. What's really the root of why they're here other than normal advising, registration, all of that. And so, I've been able to open up to students and allow students to see we're here for more than just the transactional part of academic advising. I've had more students reach out to me when they're struggling with something or ask for help or things like that. (Focus Group 5).

The comments revealed how their role changed during the pandemic. While advisors are not trained to provide counseling, many of them acted as unofficial counselors for students during the pandemic.

> Academic advising needs to adapt to the new realities by understanding and finding ways to connect with our students before or during the times when they maybe not necessarily reach out themselves. (Participant 2).

Advisors continued to express the need to develop new ways to advise their students. The university was making frequent changes due to the pandemic. The advisors reflected on how they could improve their communication with their students, which includes working with their colleagues to develop best practices.

> We have been constantly changing our practices to accommodate the needs of students. We have team meetings each week where we check in and bounce different ideas off each other. This helps modify or adapt our practices in ways that will be beneficial to the advisor-student relationship. (Participant 78).

Despite the difficulties, participants presented their approaches to creating successful advising situations in unusual times. Attitudes in the open- ended comments were positive that their intentions were effective.

Social Aspects of College Life

The participants were concerned about the effect of the pandemic on student academic success as well as their college social life. "You can't replace face-to-face student involvement and the social aspect of college" (Participant 3). They were troubled that a virtual setting would never provide students with the college experiences that are typical on most campuses.

> It has ruined it. They've been robbed of many collegiate experiences, often while still being charged many of the same fees for programs and buildings that are not open. They don't have the social connections to each other, their faculty, or staff. They don't identify with the institution. I am very concerned about this. (Participant 297).

Many advisors were worried that the loss of college experiences would be detrimental to students' academic success, as social activities (i.e., meeting in study groups, joining academic clubs, and working on campus with professors) increase their ability to successfully complete their college program.

Mental Health

As advisors experienced the abrupt shift to remote advising, working from home, and making decisions in the unknown, their mental health was affected greatly. Many respondents voiced concerns about the negative impact the pandemic had on their own mental health.

Participant 47 expressed their uneasiness about remote working, saying it "has taken a toll on me mentally because of the lack of social interaction with the students and with my colleagues." As rules and protocols were constantly changing, the "constant requirements to shift, change, adapt…" led to Participant 53 feeling that the academic advising had become "grueling, mentally and emotionally."

As advisors were transitioning to working solely from home, many found it difficult to separate work and personal life when both happened in the same room. Participant 3 reflected on the difficulty by stating:

> I felt isolated and didn't have that support of other people saying, "I understand. Here, let me help you." I would wake up in the middle of night, one or two o'clock in the morning and not go back to sleep. I got behind on emails and phone calls. I did what I could to just stay above water. Just enough to where I wouldn't get into much trouble. I just didn't have quality work and I hated that. Because I pride myself in responding to emails.

Others mentioned that they felt pressure to "to be as productive if not more productive than pre-pandemic" (Participant 275). Advisors expressed concerns that new responsibilities would be added to their already busy schedules due to the push for increased production levels once they return to their offices on campus.

Not only was mental health affected by the changes brought on by the pandemic, but physical ailments were felt by advisors. Participant 28 mentioned that after a while, being stuck in one place took a toll on their body, "I did have to walk around, like you had to schedule mentally

schedule a five-minute break every hour. Otherwise, your hips start aching." Additionally, the participants shared that they had put on weight due to decreased activity.

Advisors were also concerned for the mental health of their students. As the pandemic continued through the 2020 academic school year, Participant 86 addressed their concerns that "more students have reached their "breaking point" far sooner than expected. They are under much more stress than a normal academic year and are suffering because of it." Another advisor mentioned that they were "more concerned with the student's mental health than their academics" (Participant 312). Advisors reflected on the difficulty students faced during the lock down and worried for the student's health in the "confinement in small spaces in student apartments" (Participant 258).

Despite the stress, anxiety, and worry felt during the initial impact of the pandemic, there was hope for the future in some of the responses from these academic advisors. "It was rough but, we survived" wrote participant 345. No one was free from the impact of the pandemic, creating a sense of unity between academic advisors. One response highlighted this by saying "we are all in this together" (Participant 196).

Flexibility

Work expectations increased during the pandemic as many advisors indicated that remote work increased their accessibility to students and supervisors. There were stories of how remote work affected personal time because they were contacted at various times during the day and evening. Participating advisors expressed the need to set boundaries for work hours but felt conflicted because of their desire to provide sufficient services to their students.

Along with the hindrance to personal time that the increased work hours caused the advisors, it was brought to light that these are non-exempt employees. Non-exempt employees do not qualify for any form of overtime. Therefore, many participants said that as non-exempt employees, they had no control over their hours and felt like they were on call all the time. It was a struggle for many of the participants to attempt to say no by putting restrictions on times that they could be contacted.

There was a concern that flexibility regarding working controls changed during the pandemic. Many participants shared that they were told to return to the office sooner than faculty and students.

> We were forced back into the office June 1st. There were no exceptions, no ifs, ands, or buts. I also commute an hour [to work], and it's been rough having to go back to only do the same thing I was doing at home. We're still completely remote advising. So, I'm now on my computer at my office instead of just on my computer at home. It doesn't make any sense to me. (Focus Group 6).

The majority of the comments expressed a need to have more flexibility in the workplace (e.g., work from home options). Shared in many comments on the topic was the recurring thought that they had proven that they could work from home.

COVID-19

The advisors were asked to reflect on how COVID-19 affected advising at their institution. This opened discussion into the policies and physical protections put in place for students and advisors, as well as policies for preventing the general spread of the virus. The institutions were forced to accommodate for COVID-19 very quickly. The advisors indicated that their universities put policies in place such as social distancing, COVID-19 testing sites, mask mandates, plexiglass dividers, building sanitization, and worked "to provide vaccines to faculty, staff, and the students without an expense" (Focus Group 2). These changes were applied to classrooms and residence halls as well as the offices where advisors were located.

> We did some rearranging in our office. Things are a little different over here because of COVID due to social distancing and stuff like that. We had plexiglass on the counters and stuff. That'll probably stay. We've removed a bunch of chairs and furniture where we had people congregating. We did away with a lot of that. (Individual Interview 20).

These changes affected the way advisors worked; however, few spoke of the safeguards negatively. There was little discussion of how the safeguards would change the future of advising and many were unsure which changes would be in place during the Fall of 2021 nor any time after that.

Technology

At the start of the pandemic, the experiences shared by the participants focused on the new technology that had never been used by many advising departments. Participant 268 voiced these concerns were solved by their "IT department…[who] issued laptops to those that had desktops, made sure we all got Zoom accounts, etc. They were a key department." Many challenges were solved as IT departments, colleagues, and other university departments stepped in to provide training assistance to advisors. The participants expressed that once established, many had great success with the new forms of technology. They learned quickly how to navigate to meet the needs of their students.

> How do we keep in contact with our students and stay connected with them without overwhelming them with just tons of information from every possible source. And so, we ended up creating weekly advisor videos at first to let them know, hey, we're still here, the world is not ending, everything is okay. (Focus group 5).

Additionally, there were fewer no-show appointments for remote advising than in-person advising. Advisors commented that students were willing to share more on Zoom than when being advised in-person. "It's made us be more efficient, I think. It's made us be a little more reliable on technology and utilizing that to its fullest extent, especially with Zoom and things like that" (Participant 20).

Physical technology (i.e., hardware and internet access) was a concern voiced by participants. Participant 212 asserted that universities "must be more aware of the inequalities of having access to hardware and software and of knowing how to use them." This concern incorporated both the advisors and their students.

While some participants maintained that their universities had provided sufficient hardware for a home office, there were comments from others that the technological challenges were not handled efficiently by their university. A lack of appropriate resources presented difficulties in advising students.

> We didn't always have all resources due to working remotely and I feel we handled it well and students were patient with us as we had to have multiple advising sessions. (Participant 348).

Overall, there was a lack of consistency in scenarios from different universities and even departments within a university. There were advisors that were well prepared to set up a home office and advisors ill-equipped to embark on the challenge of remote work.

University

The advisors were asked to reflect on how COVID-19 brought out the importance of academic advising on their campus. This advising role within the university opened a discussion focused heavily on the lack of respect many of the advisors felt had been occurring within their institution that has now been exacerbated by the pandemic. The advisors shared their concerns about accountability; pay; academic advisor role in the university; and leadership.

Accountability

When the pandemic forced universities to close the campus thereby moving all offices, students, and programs into a remote world, many advisors became concerned about how they would be found accountable for completing their job requirements in this new remote world. They were concerned that their institution would not know if they were actually working at home. This new reality became a major concern as many advisors shared that they were concerned that "…we're at home working and nobody sees it. Nobody but the students see what we're doing…" (Interview 24). As discussed in the next subsections, many advisors already saw a lack of respect in their position which they felt led to issues of accountability with remote work.

Pay

The advisors shared many concerns they had regarding how pay structures within the university reflected a lack of respect for their position. These concerns included the level of required education, lack of raises, and support for students pursuing careers that make high salaries while they were not being paid a living wage. While it was evident in the discussions that pay scales were of concern to advisors prior to the pandemic, "I've been there 10 years, and my salary is pretty stagnant" (Individual Interview 1). Many felt that their role during the pandemic should have demonstrated to the university the need to have advisor salaries that were more reflective of their role in the university.

> We are currently working to get our salaries raised because everything that has been happening or everything that we have done, we have shown more than enough examples that we've worked hard and we've managed to keep this university afloat, we've managed

to get students in the right classes, we managed to get students through the classes, and if they need to change your major, we also figured out how to do that. (Interview 27).

This feeling of underappreciation after everything they had done to keep students enrolled during the pandemic, which was evident in low salaries, was expressed by more than one advisor during interviews. The education requirements for advisors were also mentioned. Their salaries are lower than the professors yet work requirements (i.e., graduate degrees, publications, and conferences requirements) are similar to professors.

That majority of the advisors on campus have graduate degrees and were making less than 60K. How can we explain that? That doesn't even make sense when you have engineers with just a bachelor's degree that make more than that. (Interview 27).

They expressed that they were professionals, yet they were not receiving compensation on a professional level. Many advisors shared that they were re-evaluating their career by considering pursuing other employment opportunities.

Academic Advisor Role in the University

A major concern expressed by the participating advisors was the overall lack of respect for their role in their university. They expressed the concern that while they have completed research and presented at conferences, there has been a lack of acknowledgments of these accomplishments like faculty.

It would be nice, like faculty have faculty awards, they're acknowledged for the research that they're doing, it would be nice if they did something similar for advisors. I still write and go to conferences and publish in my field. So, I work full-time as an advisor, but I'm still highly educated and I'm doing work to contribute to higher education and knowledge, and it's never acknowledged. (Interview 10).

There were many advisors who just requested some type of acknowledgment of the work they had done for the university. The comments indicated a need for validation of their job performance by their universities.

They were also concerned that their voice was not heard by the university regarding issues such as: work conditions, pay, COVID-19 communications, and student academics. A call for more flexibility and respect was in most of the comments.

So, I think that being open and professionalism, the fact that these are actual people with experiences as well that need to be taken into account would be something that I think could have possibly made this a much more seamless transition if they had basically listened to us and the interactions that we have with students and follow that lead rather than what they are trying to do. (Focus group 5).

The comments by advisors focused heavily on their exclusion from decision making processes especially as they related to advising. There was an appeal for inclusion in university advising policy decisions.

Leadership

In an academic school year filled with many unknowns, staff looked to strong leadership to provide accurate information, offer additional support for well-being, and navigate difficult situations. In the open-ended portion of the survey, advisors were asked to reflect on how the college/university facilitated the transition from remote classes/working. This led to responses specifically about college/university leadership and how communication was handled between upper leadership and the rest of the institution.

There were many variations of how upper leadership disseminated information and supported staff at the college or university. Institutions may have allowed departments to handle decisions about COVID-19 with the guidance of university/college protocol. At some colleges or universities committees were formed and "would make decisions and immediately pass them down." (Participant 279). As indicated by responses to the open-ended questions, some advisors knew that information flowed from top to bottom but they had no additional input, saying that "all decisions were made at the administrative level" (Participant 91) while other advisors were "kept in the loop via meetings or emails as decisions were made." (Participant 261). Some offices offered more flexibility on information dissemination and specific guidelines. Overall, they were no consistency in how information was disseminated to advisors as it was determined by management. "Mid-level management had the ability to meet those requirements in ways as creatively as they wanted." (Participant 260).

Although many colleges and universities in Texas were in a hybrid format for the 2020-2021 academic year, advisors found themselves having to commute to work. There was little to no flexibility from upper leadership on working from home even when "[a] lot of the work that is done at the university can be done from home" (Individual Interview 27). The majority of their appointments were online, either over Zoom, email, or a phone call. There were hurdles that advisors faced while working remotely. One advising department ran into the problem that in order to consider the advising position remote, "everyone would get reclassified, it wouldn't just be that one person, it would be across the board." This would "make actual remote work more difficult" (Individual Interview 27) for that department.

No two institutions handled communication and leadership the same way. While some tended to be more flexible with advisors work locations and included the advisors in communication, there were other instances where that was not the case for the advising department.

Vision

The pandemic affected many aspects of academic advising due to the movement from on campus to remote working. As part of the survey, participants were asked to share their opinions on the future of academic advising. Responses were concentrated on the role of remote advising in their vision of academic advising.

Most participants expressed that remote advising is here to stay. Their experience indicated that more students preferred the flexibility of remote advising over traditional advising appointments. While many agreed that there were benefits to remote advising, there were

factions expressing that they still prefer in-person advising. Overall, the convenience, flexibility, and availability of remote advising outweighed any preferences to be face-to-face. "I think it is something that will continue to evolve. I think we will have better knowledge when we know how students feel about virtual academic advising" (Participant 54).

There was an overwhelming response that the future of academic advising will include some form of remote environments. "I believe many of the practices implemented during the pandemic will stay in place and be offered as modality for us to continue serving our students" (Participant 325). With the likelihood of academic advising retaining many of the virtual aspects developed during the pandemic, there was some concern expressed about advising losing its personal touch. However, despite concerns of that nature remote advising does not appear to be disappearing as universities move forward to the future.

A key learning experience during the pandemic for everyone was adaptation to new situations. Academic advisors learned that adapting to a new normal will be key to their future. Resilience was included in the ability for participants to overcome presented challenges. "While different and at times, stressful, it [the pandemic] has provided new opportunities for re-framing things in a positive light" (Participant 81).

Conclusion

The qualitative data collected in the mixed methods study incorporated comments from 12 open ended questions and 21 hours of transcribed interviews. These comments provided a compilation of lived experiences that highlight the challenges and accomplishments of participants as they navigated advising in the COVID-19 pandemic. The data were outlined in the following themes: Advisors; Communication; Students; Mental Health; Flexibility; COVID-19; Technology; University; and Vision.

The lived experiences expressed by the advisors are reflective of a resilient professional body who adapted to the changing pandemic world. Advisors demonstrated this resilience as they adjusted to a remote advising platform with their ability to overcome technology difficulties while providing advising services.

Additional experiences created by the pandemic included an impact on the emotional and mental well-being of the participants. There were significant comments on the impact the pandemic had on the mental health of advisors. The rapid transition to remote work was done without preparation for working in a remote setting, which caused an increase in stress and anxiety among participants.

A heightened examination of the advisor role within the university was emphasized by the participants. Academic advisors championed the value of advising in the university system. They highlighted poor compensation, lack of flexibility in the workplace, and their exclusion from university policy making on advising as indications that universities should reconsider their contributions to student success as a whole. It is recommended that university leadership review the role of advisors by addressing the concerns outlined in this study. This review might consider reviewing advising pay scales in different universities, incorporating flexible work schedules, and including academic advising offices in policy decisions.

The data collected on the lived experiences of academic advisors in a pandemic highlighted the challenges and success of advising during COVID-19. Recommendations for the future of advising include incorporating evidenced-based remote services, flexibility in work schedules, review of advising role in the university setting, and building on their resilience identified during the pandemic.

Implications

"As much as I love students and I love this profession, I cannot let it rob me of sanity, peace and even relationships, because then I'm no good. I'm not good as a servant to the students or the institution if I'm robbed of that by just pushing more work onto me and shifting new responsibilities to me."

~Academic Advisor

Throughout Texas, advisors faced challenges the likes of which they had never seen before and may never see again in their careers. COVID-19 presented new realities to which higher education leaders had to respond. Yet, advisors were some of the first to respond to these challenges, owing to their "front facing" role as a main source of communication and contact with students. As we listened to advisor's stories, we heard of the countless ways they maintained contact with students while the entire world quarantined, how they counseled students, and how they coped with the effects of stress and loss in student bodies and their families. CARES researchers heard from many advisors who indicated they had kept their institutions open and operating for students through these unprecedented contexts.

These unprecedented contexts, however, have transformed to the new reality in which advisors find themselves. While this transition has been challenging for many advisors, it has also presented opportunities for adaptations. Drawing from the conceptual foundations of Complexity Leadership Theory, COVID-19 can be viewed as an adaptive moment in higher education and advising. Higher education must act as a complex adaptive system, a living organization that learns and adapts to new contexts. Without this nimbleness and ability to adapt, many institutions of higher education will not survive the challenging contexts COVID-19 presents.

Advising During the Great Resignation

Regrettably, the same challenges felt by institutions are felt by individuals, many of whom are considering departure from academic advising and education all together. Countless social media posts in higher education groups show advisors are leaving the advising field in increasing numbers and that the effects of "the Great Resignation" are being felt in higher education academic advising. Schroeder (2021) documented the "backlog of resignations from people who planned to resign in 2020 but did not due to the pandemic." Increased levels of burnout and pandemic epiphanies—moments in which employees experienced significant shifts in their identity, career, or life—have also contributed to increased rates of departure from the advising profession. CARES researchers found that 59.62% of Texas advisors in our study reevaluated their professional goals due to COVID-19, suggesting many of Texas' advisors could be re-considering career paths.

Advising leaders are poignantly aware of these challenges as they often struggle with filling advising vacancies in recent semesters. Naturally, they focus on methods to improve the conditions for advisors in attempts to attract advisors to open positions. Advisors in this study expressed concerns regarding pay scales as many advising leaders have rightfully sought to adjust advisor pay to compensate them at higher levels. Yet, many advisors believed not enough

had been done at their institution while more could be done to compensate them at a level commensurate with their work engagement.

While salary was certainly a concern for many advisors, work conditions also proved important in many conversations as advising leaders find themselves wondering how they can enhance their environment into the endemic phase of COVID-19. Many advisors called for flexible working hours, remote settings, new technology, or office supplies that would have made their transition into and through COVID-19 easier. Many also noted a distinct lack of respect for their work. As advising continues to face challenges from COVID-19 these other factors (i.e., pay, working conditions, and levels of respect) are essential for advising to focus on in order to continue to ensure that advising is stable and effective. Without an appropriate focus on these concerns, many advisors will cease to see the value proposition in serving students as an offset for lower pay or outmoded working conditions.

Additional Implications

Beyond the implications for advising in light of resignations, our study highlights four main areas of implications for Texas academic advisors: (a) technology-enhanced advising services and electronic documentation, (b) flexibility of advising roles, (c) resilience to challenges, and (d) advisor support. CARES researchers heard several ideas from study participants, webinar participants, and colleagues across the state. Therefore, these implications are offered to institutional advising leaders responsible for implementing advising services in the new contexts associated with higher education. Implications in these areas are offered below.

Technology-Enhanced Advising Services and Electronic Documentation

Advisors' experiences with COVID-19 revealed they were generally able to adapt to new contexts at a moment's notice and to pivot to new forms of service provision quickly. While pandemics have caused higher education to adapt for centuries, the COVID-19 pandemic was unique in that it was the first pandemic to occur following the proliferation of online learning modalities. Therefore, many institutions implemented provisions for offering classes and services in online environments. As classes moved to online modalities, services and institutional functions and services followed.

Online learning, services, and enrollment. The efficacy and effectiveness of learning during COVID-19 has been examined and critiqued by Xiaoxue Wang, & Houdyshell (2021). COVID-19 also precipitated shifts in enrollment patterns of which advising leaders must remain aware. To meet the demands of new enrollment patterns, advisors in this study called for shifts to remote advising, electronic documentation, and flexible work environments that would allow them to efficiently serve a greater number of students. Suffice to say, much has been said about the need for higher education institutions to adapt by offering permanent online instruction and services. Institutions that do not consider or implement online services—such as remote advising—may find it increasingly difficult to attract students. COVID-19 precipitated many changes in enrollment patterns for institutions of all types. Between 2025 and 2029, Texas is projected to enjoy relatively stable enrollment with a slight decline of 2.5% or a slight increase of 2.5% (Grawe, 2021). Across the nation, enrollments are expected to decline by 15% in this same timeframe [See Fig. 1: Forecasted growth and decline in college enrollments, 2025-2029, Grawe (2021)]. Regional enrollments are also important to note, while San Antonio and Dallas

area colleges may expect enrollment declines, Houston area colleges are likely to experience increased enrollments. Moreover, community colleges are likely to continue to see enrollment increases while small liberal arts colleges and regionally-isolated (a.k.a., rural fringe) colleges may experience enrollment declines. Offering online courses and services is one avenue for colleges to hedge their bets in the volatile enrollment market (Grawe, 2021). Remote academic advising, transfer advising, and remote recruitment efforts—additional efforts in which many higher education advisors participate—will be a part of the higher education landscape for years to come. Higher education and advising leaders find themselves in a complicated milieu of forces influencing higher education's services at this time. Advising services that are adaptable and flexible are likely to be a part of each institutions' responses.

Fig. 1: Forecasted growth and decline in college enrollments, 2025-2029, Grawe (2021)

Source: Nathan D Grawe, Carleton College.pdf

Flexibility of Advising Roles

For many, COVID-19 has shown higher education institutions can adapt. New electronic documentation services advisors requested years prior to COVID-19 had suddenly become a necessity. Remote advising sessions which were previously frowned upon quickly became commonplace and expected by all students. Advising leaders must contemplate the modality for

advising services as COVID-19 transformed student expectations around college attendance. Many colleges face uncertainties about enrollment as students matriculate to programs that suit new expectations around college attendance. In the months following the initial quarantine from COVID-19, student found they could participate in remote instruction and services. As college leaders struggled with how to offer new services they also struggled to consider when remote services should be discontinued. Responding to student desires as the pandemic unfolded, educational leaders had to determine what forms of instruction and services would be retained following the pandemic. College leaders will continue to adjust to new expectations of student attendance and service provision. Discussions about remote advising must be a part of these continued discussions.

Advising leaders may face challenges as they adjust to new standards around flexible forms of advising. Adjusting standards, expectations, and norms are important implications for higher education leaders in the endemic phase of COVID-19. Whereas leaders may want to return to pre-COVID-19 operations and expectations, doing so may introduce unnecessary stress to organizations. COVID-19 has called educational leaders to reconsider expectations and advising is not exempt from these shifting expectations. Advising leaders will need to adjust to new expectations about when, how, and where advising occurs. What may have previously been unacceptable may now be necessary in today's advising settings. Advising leaders themselves must be flexible and consider staff and student needs as they implement new expectations and modalities of advising.

The needs for flexibility in advising also presents challenges for staffing. Advising staff will face new challenges with establishing boundaries between personal and professional responsibilities. Balance between personal and professional responsibilities was mentioned by many participants in the present study. Advising leaders must support advisors as they grapple with new pressures on their time and expertise. This new context is one higher education leaders from across functional areas are facing. Advising leaders may find support from colleagues in other areas as they develop new plans and ideas for supporting staff through these new pressures.

Resilience to Challenges

Academic advisors exhibited tremendous resilience throughout the COVID-19 pandemic. They endured shifts in philosophy, stress, loss, and hardships in their institutional communities only to see similar challenges in their students and their families. Advisors faced unbelievable challenges in maintaining their institution's services to students. This became particularly apparent as CARES researchers listened to the advisors' stories during the qualitative phases of this study. They spoke of the innovative ways in which they offered enhanced remote services, how they met the demands of challenging student and colleague situations, and how they coped with stress. Many advisors expressed concerns that these levels of stress were simply not sustainable and that they were contemplating leaving advising or higher education altogether. Three of every five advisors in our study indicated COVID-19 caused them to reevaluate their professional goals, suggesting concerning employment patterns in academic advising may be ahead.

Organizational leaders understand that these levels of stress and challenge come with a cost. This cost is most often felt in the human capital of institutions of higher education.

Academic advisors told of strategies they employed to maintain their sanity and get some breaks and relaxation as possible. They spoke about the cognitive stress they experienced when they disagreed with institutional policies or practices and how they tried to resolve these differences. And, many shared how they felt undervalued—both in terms of salary and levels of respect—and how they wished advising leaders would support advisors more. These concerns must be addressed by advising leaders who may already be experiencing challenges in staffing advising centers, caring for supervisees, and ensuring high quality student advising is still occurring. Ultimately, higher education as a whole will be challenged as it seeks to properly process through and cope with the levels of stress faculty and staff faced during COVID-19. Academic advisors experienced concerning levels of stress and institutional leaders must develop plans for dealing with this stress in healthy ways.

Advisor Support

Advising leaders can enhance advisors' career and personal goals to help them reflect upon their COVID-19 experience positively. Whether they felt supported or not, advisors each had a story to tell about their COVID-19 experience. These stories form the basis for institutional histories that must also be documented and shared. Many advisors may still be coping with COVID-19-related challenges, both medically or emotionally. Advising leaders may need to work with advisors for some time to ensure they are properly supported as they process the last couple of years. Patience, kindness, and prioritizing the people in advising positions over the outcome will be key.

Students themselves are still coping with stress, lost learning, and social and emotional needs from COVID-19. This can lead to very contentious conversations as well as tremendous opportunities for advisors to serve students in need. Advisors will also continue to face challenges as many of their colleagues leave the profession or retire or fewer new advisors enter the workforce. Workload stress, work/life balance, and other sources of concern may plague advisors for years to come. Advising leaders can help advisors recondition their expectations to meet new demands. Sadly, this will likely lead to many advisors' premature retirement or departure from the field if left unaddressed.

In addressing ways to support advisors, close attention must be given to the management of symbols and words. Throughout the course of this study CARES researchers grappled with how to discuss the presumed end of the COVID-19 pandemic with research participants. Often, CARES researchers had to focus on how to talk about this surprisingly contentious topic only to find that COVID-19 was seemingly not going to end any time soon. Despite nearly unanimous discontent for COVID-19, few advisors were comfortable with returning to functioning as life and work had been before the start of the pandemic by the time this study was conducted. Advisors did mention that institutional leaders who were focused on "returning to normal" presented advisors with interesting concerns. Calls to "return to normal" have often been met with "normal is not coming back!" A new debate has emerged in higher education: Should institutions strive to return to pre-COVID-19 operations? Or should institutions transform into something new as a result of COVID-19? CARES researchers heard from many advisors who suggested a "new normal" has already emerged for them. This new normal includes remote

advising, high levels of personal, collegial, and student stress, electronic documentation management, and concerns of their personal and institutional futures. Advising leaders need to consider how advising can or should be adapted to meet these new contexts. Rote adherence to a desire to "get back to normal" may be a source of stress for some advisors who believe pre-COVID-19 "normal" will never return or that advising leaders are simply out-of-touch with the contexts advisors face each day.

<center>**Recommendations**</center>

With these implications in mind, the following recommendations are offered as a means of furthering academic advising in Texas. Five recommendation areas are provided to categorize recommendations: (a) Recommendations for advisors; (b) Recommendations for advising leaders; (c) Recommendations for universities; (d) Recommendations for the advising profession; and (e) Recommendations for Philanthropic Organizations. Recommendations are offered in each of these areas to provide a broad sense of new and innovative ideas for advising in higher education.

Recommendations for Advisors

Academic advisors exhibited tremendous resilience and perseverance in responding to COVID-19 challenges. Recommendations to individual advisors should not be viewed as a critique of their actions in the past few years. Instead, CARES researchers offer these ideas as a means of highlighting ways in which individual advisors can maintain a focus on their health and capacity as an advisor. The following recommendations should spur new ideas and concepts among advisors with the hopes of developing new approaches in the field. No set of recommendations can take into account all of the specific details or contexts every advisor will face. Instead, these broad and general recommendations are meant to serve as discussion points that might lead to better ideas and improved advising.

1. *Focus on mental health and wellness.*
   Academic advisors expressed concerns over their health and wellness throughout the pandemic. Half of the advisors surveyed expressed concerns over their physical health and 89% of advisors were concerned about students' wellbeing during the pandemic. Whether by focusing on their health and wellness or students' health and wellness advisors need to be more adept in self-care skills. Relying on and reconnecting with institutional or local counseling services to serve their needs as well as students' needs should be a priority for all advisors. Establishing a process for engaging in periodic mental health "check-ins" with colleagues is an important step in developing an active mental health and wellness plan.

2. *Re-engage in professional development.*
   Quarantine and remote instruction measures implemented at the start of the pandemic caused considerable disruptions to academic life. Many advisors forwent participating in professional development during COVID-19. This missed or delayed participation in professional development has led many advisors to establish new norms around participation in professional development. Some expressed concerns over returning to professional development. New norms around travel and conference participation have set in, such as mask mandates, social distancing, and vaccine requirements. Academic advisors should develop individual plans for re-engaging in professional development. The types of learning that occur at professional conferences are important to advisor's careers. Professional development allows for the exchange of ideas between advisors dealing with many of the same challenges presented by new higher education contexts. Advisors should develop and implement plans for professional development with full support from institutions investing in their development.

<center>108</center>

3. *Reflect on reasonable boundaries and standards of excellence in the advising craft*
Remote advising, virtual services, and new struggles require advisors to place boundaries around work hours, work load, and remote advising. New professional expectations should actively address each of these elements. Conversations with advising leaders and colleagues about proper work/life balance should be planned and implemented regularly. Adjusting expectations around work/life balance is one of the most important conversations advisors and colleagues can participate in during the upcoming academic years.

Recommendations for Advising Leaders

1. *Consider permanent implementation of remote and virtual services.*
New services introduced because of COVID-19 have now become expected services for many students. Remote advising allowed institutions to continue to serve the needs of students during COVID-19. Virtual services include electronic documentation and team/advising meetings that can meet students where they are should be considered among retention efforts. Advising leaders should engage advisors and institutional leaders in discussions and plans for which services should remain remote, virtual, or hybrid.

2. *Recognize and honor advisors' COVID-19 experiences and expertise.*
Advisors worked to keep institutions open and students served throughout COVID-19. They also experienced their own loss and stress. Throughout the study advisors told CARES researchers about the ways in which they felt neglected or forgotten for their services during COVID-19. Advising leaders should assess the needs of advisors in their offices and serve them however possible. Developing plans to highlight the many ways advisors supported institutional missions and students should be a concern for all advising leaders. Doing so will elevate the prominence of academic advisors, a request of many study participants.

3. *Reconnect advisors with colleagues, teams, and advising leaders.*
COVID-19 had an impact on advisors and their connections with colleagues and students. Advising leaders should monitor the professional and social connections of advisors in their offices. They might also implement team development plans, retreats, and other regular activities to reconnect advisors to their colleagues.

Recommendations for Universities

1. Study and implement appropriate salary adjustments.
Advisors have expressed concern over their pay and benefits packages for decades. The average salary for advisors in Texas, is just $39,000, a salary that is just $1,000 above the livable wage for most Texas counties (MIT, 2022). In most metropolitan counties where higher education institutions are located and due to inflation, livable salaries are often higher, making advising positions untenable value propositions for many newly minted graduates. Many research participants expressed concerns that their advising positions required advanced degrees, paid low salaries, and required long hours of work.

Institutional leaders would often gladly pay increased salaries if resources are available for equitable distribution. However, the pressures of COVID-19 have brought the need for advisor pay and incentive increases into greater focus. Institutional leaders have frequently engaged in discussions about pay for all faculty and staff given recent economic hardships. Many institutions have already begun efforts to increase faculty and staff pay. In these instances, advisors should be targeted for increased pay raises, incentive programs, benefits enhancements, or other retention bonuses as possible.

2. Ensure advisors are involved in institutional decisions that affect them.
   Many advisors expressed concerns that they were often excluded from decisions that affect them, students, or the advising process. Many advisors were not involved in decisions to move to remote advising or provide electronic documentation. Complicating this concern, advisors also told of the years they had been trying to be involved in decisions about advising. COVID-19 introduced stresses to advising offices and advisors that pressed these concerns to the forefront. Whenever possible, advisors should be consulted in decisions about advising. Institutional leaders might consider leveraging advisor input to improve institutional decision-making processes.

3. Reconsider institutional strategies that inform new academic pathways brought on by COVID-19.
   Advisors in this study spoke to the many ways in which COVID-19 changed students' college-going experiences. Medical professions were mentioned by advisors as one possible academic pathway many potential students were considering. In contrast, some academic pathways will face challenges in the future as social pressures reinforce declining enrollments for specific majors. Education and criminal justice professions were specifically mentioned as academic pathways that might face challenges in coming years. Time will tell if enrollments in these areas will decline but institutional leaders must remain cognizant of these enrollment patterns. Advising and recruitment models that support the new patterns must remain a part of institutional strategy conversations. Active plans to address these concerns must be implemented.

Recommendations for the Advising Profession

1. *Expand professional development opportunities for advisors.*
   Professional development should be considered an investment in academic advisors' careers and futures. Professional organizations such as NACADA and TEXAAN are leaders in providing professional development for advisors. These opportunities are not just about informing professional practice. They also connect advisors at a time when professional community is needed to refocus advisors on their purpose. New and innovative topics about advising in the endemic stages of COVID-19 should be the focus of professional development in coming years.

2. *Develop plans and incentives to fill and sustain the advisor pipeline.*
   Advisors and educators are retiring or leaving the profession in record numbers. Universities and professional organizations can partner with academic advising

preparation programs such as Sam Houston State University's academic advising certification program. Ensuring that experienced advisors are satisfied with their career choice and introducing new advisors to the joys of the profession must take a priority for professional leaders. Mentorship programs might also support efforts to improve the advising pipeline.

3. *Assist institutions in redefining the role of advisors to focus on student needs.*
   Professional leaders have opportunities to help institutions redefine the role of the academic advisor. Professional organizations should consider commissioning task forces to examine the changing role of the advisor in light of COVID-19, societal shifts, and professional demands. Further study should be conducted on the role, title, and responsibilities for academic advisors as current research has noted that there is a lack of uniformity which has an impact in increasing professional status (McGill, 2018). Such commissions will find the information in this study helpful in developing recommendations for advising in decades to come

Recommendations for Philanthropic Organizations.

1. *Continue and sustain research on academic advising*
   Support from Greater Texas Foundation made this study possible. It has provided a data-informed perspective on advising in Texas today. In particular, the findings from this study suggest advisors want to see remote learning and electronic document management retained and beg several questions about best practices in remote advising. Future research topics might include a review of best practices in academic advising, salary, and benefits studies for advisors, or student enrollment projections for various disciplines. Support from organizations like Greater Texas Foundation is helpful in making research efforts possible.

2. *Assist institutions in addressing student needs in identifying new academic pathways.*
   Foundations' support in the development of resources for students, institutional leaders, and policy makers is vital. Resources may need to be adjusted to reflect the new academic pathways and attendance patterns brought on by COVID-19.

3. *Continue support of advising in Texas.*
   Efforts to enhance advising in the state offer the best opportunity for foundations to effect changes across the advising profession.

References

Fuller, M. B., Ingram, J., Szaal, S., Gaal, S., Linn, K., & Awuor, D. (2020). Texas educators' needs assessment regarding school safety and victims' services: Improving the safety of Texas academic institutions. Huntsville, TX: Sam Houston State University.

Grawe, N. D. (2021, January 1). How to survive the enrollment bust. Chronicle of Higher Education, 67(10), 10–17.

McGill, C. M. (2018). Leaders' perceptions of the professionalization of academic advising: A phenomenography. NACADA Journal, 38(1). 88-102. https://doi.org/10.12930/NACADA-17-041

MIT. (2022). Living wage calculations for Texas. https://livingwage.mit.e**du/states/48**

Schroeder, R. (2021, November 3). Higher education's role in the era of the great resignation. Inside Higher Ed. Higher Education's Role in the Era of the Great Resignation (insidehighered.com)

Xiaoxue Wang, C. & Houdyshell, M. (2021). Remote academic advising using synchronous technology: Knowledge, experiences, and perceptions from students. NACADA Journal, 41(4). 40-52. https://doi.org/10.12930/NACADA-20-27

Appendix A
Table 1: Interview Codes with Example Quotes

Theme	Quote
ADVISIOR MENTAL HEALTH	*Well, I too feel pretty overwhelmed, because it's coming in from all directions. I mean, I'm answering between 60 and 90 emails a day. I have a full load of appointments. There is a lot more to do. The pass/fail, that took a big chunk of time that was in addition. It's very busy, and I'm not able to keep up all the time. So, I get behind. We've been booked as far as six weeks in advance, and that's just not good for students. FOCUS GROUP 6*
COMMUNICATION	*So, it was an odd experience with the pandemic at first, just because ... it was kind of murky. Are we still coming to work, are we going home? Are we doing this, are we doing that? So, there was never to my knowledge ever anything that actually came out and said, "Staff, you are going home. We'll let you know when you come back." There was something directed straight to faculty, but nothing to staff. PARTICIPANT 22*
COVID-19 SAFEGUARDS	*We didn't have access to recruiting students with college fairs and events and things that we normally would PARTICIPANT 6*
FLEXIBILITY	*And pandemic has made us be more creative with how we do stuff. How we present our material, how we, as I say, fine tune the advising appointment, make it more intentional and more meaningful for the student. PARTICIPANT 3*
JOB DESCRIPTION	*I feel like we always have to be on, our students are emailing us at like 2:00 AM. And then, if we don't get to that email until, later on the next day, they're sitting there, calling us and like, "Oh I emailed you?" And we're like, "I see that, I've got a bunch of other emails and I'm getting through." So, there's no boundaries anymore, they're gone, in terms of, our students think we live in Zoom constantly. PARTICIPANT 17*
LEADERSHIP	*you could go from the administration being not so far disconnected from the reality of what students go through and what staff members go through. PARTICIPANT 15*

PHYSICAL TECHNOLOGY	*we just weren't ready and equipped for going from working on campus to transitioning to completely 100% virtual. We weren't equipped for that and it affected some of our advisors more than others because they just didn't have the adequate setup to do what they needed to do as if they were in the office. PARTICIPANT 13*
PROGRAM CHANGE	*quite a few more freshmen that deferred their enrollment because they wanted to wait. They didn't want to just do online school. They figured they might as well just stay home and work if they're going to be at home. They just work for a semester and wait until they could get that in-person experience. So that happened last year. This year, we haven't seen as much cause we were back in-person in the fall. So, they're ready to come back. PARTICIPANT 24*
TRANSITION	*our support systems have been good but the stress of it was that we felt disconnected as a team even with good communication and echoing the individual crises and difficulties and stress, but also like those of our students, that was difficult to really connect when they're not able to sit directly in front of you. So that was tough. FOCUS GROUP 5*
RESPECT OF POSITION	*And I don't think that we were given a lot of leeway in our ability to change. We were literally expected to set up shop at home and be able to produce the same kind of work that we did in the office. FOCUS GROUP 5*

ELECTRONIC DOCUMENTATION	*We had a lot of paper documents that we use day to day that had they already been a web format or an electronic format, would've been easier. We had to transition that. So, a lot of our handheld documents that we use daily, they were not already in an online format. And they created them to be eventually.* PARTICIPANT 12
STORIES	*Our office, this is silly, but our office was huge on potlucks and I for one was glad we didn't have to do that anymore. Certainly, there was more of a sense of community before the pandemic and then as the pandemic hit, we also were expanding, we were reorganized into enrollment management in the October before the pandemic, so we were expanding as a center. So, it does feel a lot more impersonal because there's so many more people here that we never got together, we were all siloed into our offices.* PARTICIPANT 9

Appendix B

Table 2: Open-ended Question Codes with Example Quotes

Theme	Quotes
ADVISORS	*The advisors worked hard throughout this time to assist students in the best way they could. PARTICIPANT 141*
UNIVERSITY	*Top Down through the President and Provost and the CV-19 response team. Many changed multiple times depending on the information coming from the State, System, and CDC. PARTICIPANT 79*
COMMUNICATION	*Giving advisors more comprehensive information and an easy-to-follow process to handle student's concerns. PARTICIPANT 28*
STUDENTS	*I think students are still not having an equal experience learning virtually. PARTICIPANT 91*
MENTAL HEALTH	*I believe the university could have taken care of its academic advisors more. I believe the advising center stopped focusing on the well-being of the advisors and more on getting enrollment up. While I understand this is an extremely important issue, I believe advisors need to be taken care of so we can better serve the students. PARTICIPANT 47*

FLEXIBILITY	*Something I'll remember is the sense of unity that I felt during the pandemic. No one expected the pandemic to have such a difficult impact on us all, but with patience we all learned and grew together. PARTICIPANT 230*
COVID-19	*No testing on campus, but worked with a local clinic for students in housing and athletes. PARTICIPANT 322*
TECHNOLOGY	*technology issues (e.g., spotty internet, new platforms to learn, having just one monitor, no printer, and limited supplies at home at the beginning of the pandemic. I'm not sure the university could do anything more. PARTICIPANT 368*
VISION	*The profession will grow in these tough challenging time PARTICIPANT 63*

Appendix C
Survey Questions

Quantitative questions

Please indicate your level of agreement with the following statements (Strongly Agree;
Somewhat Agree; Only Slightly Agree; Only Slightly Disagree; Somewhat Disagree;
Strong Disagree**):**

- I am anxious about the future of my institution.
- There are many solutions to academic advising problems COVID-19 has presented my institution.
- Administrators listen to my ideas about improvements to academic advising for COVID-19 response.
- My institution has addressed COVID-19 issues effectively.
- My institution will come out of COVID-19 stronger.
- I worry about my health while at work.
- I am concerned about colleagues' mental wellness.
- I am concerned about students' social wellbeing in the current pandemic.
- I am concerned about students' emotional wellbeing in the current pandemic.
- I am concerned about students' academic success in the current pandemic.
- COVID-19 has caused me to reevaluate professional goals.
- COVID-19 has introduced students to new academic pathways they had not previously considered.
- Overall, I am satisfied with my institutions' response to the COVID-19 pandemic.

Please indicate your level of stress, where 1=No Stress and 10=Hi**ghest Level of Stress.**

Please indicate your level of satisfaction with your role as an academic advisor, where 1=No
Satisfaction and 10=Highest Level of Satisfaction.

During any portion of 2020, did your institution or department implement any form of remote
advising service (i.e., Zoom, phone calls, **remote advising, etc.)?**

- Yes; No; I don't know/ Not Applicable (3)

Please indicate the extent to which you agree with the following statements about the Remote
Advising Service (Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat
agree; Strongly agree)

- The remote advising service was effective.
- Students used the remote advising service as frequently as they used traditional advising services.
- Remote advising services should continue after COVID-19 concerns pass.

Open-Ended Questions

- Tell us about your 2020 year. How was this past semester for you?
- How, if at all, do you believe COVID-19 has changed students' higher education experience?
- Please describe any ways in which academic advising must adapt to new realities from the COVID-19 pandemic.
- As you reflect on your experience from this past year, tell us one story or occurrence that you will remember about being an academic advisor/ educator during COVID-19.
- How were decisions reached at your institution or within your department where you are an academic advisor?
- How did your institution maintain clear lines of communication with students about academic advising during the pandemic?
- How did your university handle the medical related concerns (i.e., monitoring viral spread, student/staff illnesses, testing on campus, etc.)?
- In general, what academic advising challenges do you feel your university handled well?
- In general, what academic advising challenges could your university have improved on?
- Are there any additional comments you would like to make about academic advising and COVID-19?

Demographic Panel

Gender:

- Male; Female; Other; Prefer not to say

Age:

- 20 or younger; 21-30; 31-40; 41-50; 51-60; 61 or older; Prefer not to say

Ethnicity:

- Hispanic/Latino/Spanish origin; Not Hispanic/Latino/Spanish origin; Prefer not to say

Race (select all that apply):

- White; Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or Pacific Islander; Other; Prefer not to say

Full Institution Name:
Which of the following best describes your institution's type?

- Community College; University; Professional School; Technical/Workforce Institute; Other

Which of the following best describes the reporting structure of your academic advising office?

- Academic Affairs/ Academic Department; Student Affairs; Academic and Student Affairs Jointly; Enrollment Management; Registrar; Nontraditional/ Continuing

Education; University college; Branch Campus; Don't Know/ Choose Not to Reply; Other

Which of the following best describes your advising setting or focus?

- Institution (for whole college or university); College, School, or Division within University; Department within a College or School; Other

Which of the following best describes your employment status as an advisor?

- Full Time Advisor; Part Time Advisor

Which of the following best describes your position?

- Senior Administrator Supervising Advising; Director Supervising Advising; Advising Office Coordinator; Advisor; Faculty Member with Additional Advising Responsibilities; Staff Member with Additional Advising Responsibilities; Student/ Peer Advisor; Other

Appendix D
Focus Group Interview Introduction Script

Welcome

Thank you for agreeing to be part of the focus group. We appreciate your willingness to participate.

Introductions and Purpose of the Focus Group

Moderator; assistant moderator

We work at the Sam Houston State University Center for Assessment, Research and Educational Safety also referred to as CARES.

The interview should take about 1 hour. We will ask you a total of 4-5 open ended questions (questions that elicit an explanation or a response in a statement form. Such questions cannot be answered with a "yes" or a "no").

The novel virus COVID-19 has created a pandemic which, disrupted traditional academic advising in higher education. The purpose of this project is to collect in-depth experiences of Academic Advisors during the COVID-19 pandemic.

Ground Rules

1. <u>We want YOU to do the talking.</u>
   We would like everyone to participate.
   I may call on you if I haven't heard from you in a while.
2. <u>There are no right or wrong answers.</u>
   Every person's experiences and opinions are important.
   We want to hear a wide range of opinions.
   Please be respectful while others are speaking.
3. <u>What is said here stays here.</u>
   Everything that is said will remain confidential.
   In any report/presentation, you will all be assigned pseudonyms to protect your identity.
4. <u>We will be recording the group.</u>
   We want to capture everything you have to say.
   We will delete the recording 3 years after the conclusion of this study.

Interview Questions

Ask everyone to introduce name, school, role/department if they are comfortable doing so.

1. As you reflect on your experience from this past year, share one story that defines your experience as an Academic Advisor during the COVID-19 pandemic.
   a. Why did you choose this story?
   b. How did it change your perception as an Academic Advisor?

2. Discuss how you believe COVID-19 has changed students' higher education experience regarding their chosen education pathway?

      a.   Are you seeing more students move away from a particular program of study to another?

      b.   If yes, what program of study seem to be more popular? Why?

      c.   If no, what is keeping students in their current career path?

3. How did COVID-19 change the reality of Academic Advising?

      a.   What changes do you anticipate staying in academic advising in the future?

4. What do you believe needs to change about higher ed because of COVID?

      a.   What practices should be retained following the pandemic?

5. Is there any information that you would like to share with us regarding your experience as an academic advisor during the COVID-19 pandemic?

Appendix E

Consent to Participate in a Focus Group

You have agreed to participate in a focus group conducted by the Center for Assessment, Research and Educational Safety (CARES). The purpose of the focus group is to collect in depth information on the experiences of Academic Advisors during the COVID-19 pandemic. Please understand your participation is entirely on a voluntary basis and you have the right to withdraw your consent or discontinue participation at any time without penalty.

There are no foreseeable risks or benefits associated with your participation in this study.

If at any time and for any reason, you would prefer not to answer any questions, or to stop participating, please inform the interviewer. You will not be penalized for deciding to stop participation at any time.

There are no right or wrong answers to the focus group questions. This is an open discussion with probing questions intended to elicit responses from everyone. Please be honest and respectful of others even when your responses may not be in agreement with the rest of the group. By signing this form, you are agreeing to keep responses made by all participants confidential.

The CARES researchers will be recording audio and video during this interview to ensure that the researchers accurately remember all the information you provide. CARES will keep the recordings in a locked file only to be used by the researchers in this study. The recordings will be deleted 3 years after the conclusion of the study.

The researchers may wish to quote from this interview either in a presentation or article resulting from the findings. Pseudonyms or codes will be used in order to protect the identities of all members of the focus group.

If you have any questions before the focus group interview, please contact us at:
Center for Assessment, Research, and Educational Safety
edsafety@shsu.edu
936-294-1865
If you have questions about your rights as a participant in this study, you can contact the Sam Houston State University IRB Office at:
Office of Research & Sponsored Programs
ATTN: Sharla Miles, IRB Administrator, CIP
irb@shsu.edu
936-294-4875

I understand and agree to participate fully under the conditions stated above:

Printed Name: _____

Sign: _____ Date: _____

Appendix F

Interview Introduction Script

Welcome

Thank you for agreeing to take part in this interview. We appreciate your willingness to participate.

Introductions and Purpose of the Interview

My name is (NAME) and I work at the Sam Houston State University Center for Assessment, Research and Educational Safety also referred to as CARES.

The interview should take about 1 hour. We will ask you a total of 4-5 open ended questions (questions that elicit an explanation or a response in a statement form. Such questions cannot be answered with a "yes" or a "no").

The novel virus COVID-19 has created a pandemic which, disrupted traditional academic advising in higher education. The purpose of this project is to collect in-depth experiences of Academic Advisors during the COVID-19 pandemic.

Ground Rules

5. <u>There are no right or wrong answers.</u>
   Every person's experiences and opinions are important.
   We want to hear a wide range of opinions.
6. <u>What is said here stays here.</u>
   Everything that is said will remain confidential.
   In any report/presentation, you will all be assigned pseudonyms to protect your identity.
7. <u>We will be recording the interview.</u>
   We want to capture everything you have to say.
   We will delete the recording 3 years after the conclusion of this study.

Interview Questions

Ask participant to introduce name, school, role/department if they are comfortable doing so.

As you reflect on your experience from this past year, share one story that defines your experience as an Academic Advisor during the COVID-19 pandemic.

    a. Why did you choose this story?

    b. How did it change your perception as an Academic Advisor?

Discuss how you believe COVID-19 has changed students' higher education experience regarding their chosen education pathway?

    a. Are you seeing more students move away from a particular program of study to another?

    b. If yes, what program of study seem to be more popular? Why?

    c. If no, what is keeping students in their current career path?

How did COVID-19 change the reality of Academic Advising?

    a. How was the transition to these changes handled?

    b. What changes do you anticipate staying in academic advising in the future?

Where there any resources that you feel could have improved your ability to do your job during COVID?

    a. Technology, space, etc.

What do you believe needs to change about higher ed because of COVID?

    a. What practices should be retained following the pandemic?

How did COVID-19 affect your mental and/or physical health?

    a. How did this affect your work?

Is there any additional information that you would like to share with us regarding your experience as an academic advisor during the COVID-19 pandemic?

Appendix G
Consent to Participate in an Individual Interview

You have agreed to participate in an individual interview conducted by the Center for Assessment, Research and Educational Safety (CARES). The purpose of the interview is to collect in depth information on the experiences of Academic Advisors during the COVID-19 pandemic. Please understand your participation is entirely on a voluntary basis and you have the right to withdraw your consent or discontinue participation at any time without penalty.

There are no foreseeable risks or benefits associated with your participation in this study.

If at any time and for any reason, you would prefer not to answer any questions, or to stop participating, please inform the interviewer. You will not be penalized for deciding to stop participation at any time.

There are no right or wrong answers to the interview questions. This is an open discussion with probing questions intended to elicit responses from you.

The CARES researchers will be recording audio and video during this interview to ensure that the researchers accurately remember all the information you provide. CARES will keep the recordings in a locked file only to be used by the researchers in this study. The recordings will be deleted 3 years after the conclusion of the study.

The researchers may wish to quote from this interview either in a presentation or article resulting from the findings. Pseudonyms or codes will be used in order to protect the identities of all members of the focus group.

If you have any questions before the individual interview, please contact us at:
Center for Assessment, Research, and Educational Safety
edsafety@shsu.edu
936-294-1865
If you have questions about your rights as a participant in this study, you can contact the Sam Houston State University IRB Office at:
Office of Research & Sponsored Programs
ATTN: Sharla Miles, IRB Administrator, CIP
irb@shsu.edu
936-294-4875
I understand and agree to participate fully under the conditions stated above:

Printed Name: _____

Sign: _____ Date: _____

Appendix H

Quantitative Data

Table 3

Number and Percentage of Participants who Agreed or Disagreed that Remote Advising was Effective

Likert Scale Category	The remote advising was effective
Agree	261 (93.21%)
Disagree	14 (5.00%)
No Answer	5 (1.79%)
Total	280 (100%)

Table 4

Number and Percentage of Participants and Their Level of Agreement that Remote Advising was Effective

Likert Scale Category	The remote advising was effective
Strongly Agree	155 (55.36%)
Somewhat Agree	91 (32.50%)
Only Slightly Agree	15 (5.36%)
Only Slightly Disagree	4 (1.43%)
Somewhat Disagree	3 (1.07%)
Strongly Disagree	7 (2.50%)
No Answer	5 (1.79%)
Total	280 (100%)

Table 9

Number and Percentage of Participants who Agreed or Disagreed That Students Used Remote Advising Services as Often as Traditional Services

Likert Scale Category	Students used the remote advising service as often as they used traditional advising services.
Agree	224 (80.00%)
Disagree	43 (15.36%)
No Answer	13 (4.64%)
Total	280 (100%)

Table 10

Number and Percentage of Participants and Their Level of Agreement That Students Used Remote Advising Services as Often as Traditional Services

Likert Scale Category	Students used the remote advising service as often as they used traditional advising services.
Strongly Agree	144 (51.43%)
Somewhat Agree	58 (20.71%)
Only Slightly Agree	22 (7.86%)
Only Slightly Disagree	13 (4.64%)
Somewhat Disagree	20 (7.14%)
Strongly Disagree	10 (3.57%)
No Answer	13 (4.64%)
Total	280 (100%)

Table 15

Number and Percentage of Participants who Agreed or Disagreed That Remote Advising Services Should Continue After COVID-19

Likert Scale Category	Remote advising services should continue after COVID-19 concerns pass
Agree	251 (89.64%)
Disagree	26 (9.29%)
No Answer	3 (1.07%)
Total	280 (100%)

Table 16

Number and Percentage of Participants and Their Level of Agreement That Remote Advising Services Should Continue After COVID-19

Likert Scale Category	Remote advising services should continue after COVID-19 concerns pass
Strongly Agree	189 (67.50%)
Somewhat Agree	40 (14.29%)
Only Slightly Agree	22 (7.86%)
Only Slightly Disagree	4 (1.43%)
Somewhat Disagree	13 (4.64%)
Strongly Disagree	9 (3.21%)
No Answer	3 (1.07%)
Total	280 (100%)

Table 21

Number and Percentage of Participants who Agreed or Disagreed to Being Satisfied with Their Institution's COVID-19 Response

Likert Scale Category	Overall, I am satisfied with my institution's response to the COVID-19 pandemic
Agree	207 (73.93%)
Disagree	63 (22.50%)
No Answer	10 (3.57%)
Total	280 (100%)

Table 22

Number and Percentage of Participants and Their Level of Agreement with Being Satisfied with Their Institution's COVID-19 Response

Likert Scale Category	Overall, I am satisfied with my institution's response to the COVID-19 pandemic
Strongly Agree	81 (28.93%)
Somewhat Agree	92 (32.86%)
Only Slightly Agree	34 (12.14%)
Only Slightly Disagree	20 (7.14%)
Somewhat Disagree	26 (9.29%)
Strongly Disagree	17 (6.07%)
No Answer	10 (3.57%)
Total	280 (100%)

Table 27

Number and Percentage of Participants who Were Satisfied or Dissatisfied with Their Role as an Academic Advisor

Likert Scale Category	Please indicate your level of satisfaction with your role as an academic advisor
Satisfied	241 (86.07%)
Dissatisfied	31 (11.07%)
No Answer	8 (2.86%)
Total	280 (100%)

Table 28

Number and Percentage of Participants and their Level of Satisfaction with Their Role as an Academic Advisor

Likert Scale Category	Please indicate your level of satisfaction with your role as an academic advisor
Strongly Satisfied	124 (44.29%)
Somewhat Satisfied	91 (32.50%)
Only Slightly Satisfied	26 (9.29%)
Only Slightly Dissatisfied	6 (2.14%)
Somewhat Dissatisfied	19 (6.79%)
Strongly Dissatisfied	6 (2.14%)
No Answer	8 (2.86%)
Total	280 (100%)

Table 33

Number and Percentage of Participants who Agreed or Disagreed That There are Many Solutions to Academic Advising Problems Presented by COVID-19

Likert Scale Category	There are many solutions to the academic advising problems COVID-19 has presented my institution
Agree	244 (87.14%)
Disagree	28 (10.00%)
No Answer	8 (2.86%)
Total	280 (100%)

Table 34

Number and Percentage of Participants and Their Level of Agreement That There are Many Solutions to Academic Advising Problems Presented by COVID-19

Likert Scale Category	There are many solutions to the academic advising problems COVID-19 has presented my institution
Strongly Agree	141 (50.36%)
Somewhat Agree	81 (28.93%)
Only Slightly Agree	22 (7.86%)
Only Slightly Disagree	8 (2.86%)
Somewhat Disagree	16 (5.71%)
Strongly Disagree	4 (1.43%)
No Answer	8 (2.86%)
Total	280 (100%)

Table 39

Number and Percentage of Participants who Agreed or Disagreed That Their Institution Addressed COVID-19 Issues Effectively

Likert Scale Category	My institution has addressed COVID-19 issues effectively
Agree	220 (78.57%)
Disagree	55 (19.64%)
No Answer	5 (1.79%)
Total	280 (100%)

Table 40

Number and Percentage of Participants and Their Level of Agreement That Their Institution Addressed COVID-19 Issues Effectively

Likert Scale Category	My institution has addressed COVID-19 issues effectively
Strongly Agree	105 (37.50%)
Somewhat Agree	88 (31.43%)
Only Slightly Agree	27 (9.64%)
Only Slightly Disagree	21 (7.50%)
Somewhat Disagree	25 (8.93%)
Strongly Disagree	9 (3.21%)
No Answer	5 (1.79%)
Total	280 (100%)

Table 45

Number and Percentage of Participants who Agreed or Disagreed That Their Institution Will Come out of COVID-19 Stronger

Likert Scale Category	My institution will come out of COVID-19 stronger
Agree	219
	(78.21%)
Disagree	50
	(17.86%)
No Answer	11
	(3.93%)
Total	280
	(100%)

Table 46

Number and Percentage of Participants and Their Level of Agreement That Their Institution Will Come out of COVID-19 Stronger

Likert Scale Category	My institution will come out of COVID-19 stronger
Strongly Agree	93
	(33.21%)
Somewhat Agree	80
	(28.57%)
Only Slightly Agree	46
	(16.43%)
Only Slightly Disagree	25
	(8.93%)
Somewhat Disagree	15
	(5.36%)
Strongly Disagree	10
	(3.57%)
No Answer	11
	(3.93%)
Total	280
	(100%)

Table 51

Number and Percentage of Participants who Agreed or Disagreed That COVID-19 Introduced Students to new Academic Pathways

Likert Scale Category	COVID-19 has introduced students to new academic pathways they had not previously considered
Agree	224 (80.00%)
Disagree	38 (13.57%)
No Answer	18 (6.43%)
Total	280 (100%)

Table 52

Number and Percentage of Participants and Their Level of Agreement That COVID-19 Introduced Students to new Academic Pathways

Likert Scale Category	COVID-19 has introduced students to new academic pathways they had not previously considered
Strongly Agree	87 (31.07%)
Somewhat Agree	86 (30.71%)
Only Slightly Agree	51 (18.21%)
Only Slightly Disagree	13 (4.64%)
Somewhat Disagree	22 (7.86%)
Strongly Disagree	3 (1.07%)
No Answer	18 (6.43%)
Total	280 (100%)

Table 57

Number and Percentage of Participants who Experienced High Levels of Stress or Low Levels of Stress

Likert Scale Category	Please indicate your current level of stress
High Levels of Stress	227 (81.07%)
Low Levels of Stress	50 (17.86%)
No Answer	3 (1.07%)
Total	280 (100%)

Table 58

Number and Percentage of Participants and Their Level of Stress

Likert Scale Category	Please indicate your current level of stress
Highest Level of Stress	46 (16.43%)
Somewhat High Level of Stress	123 (43.93%)
Only a Slight Level of Stress	58 (20.71%)
Only a Low Level of Stress	24 (8.57%)
Somewhat Low Level of Stress	19 (6.79%)
Lowest Level of Stress	7 (2.50%)
No Answer	3 (1.07%)
Total	280 (100%)

Table 63

Number and Percentage of Participants who Agreed or Disagreed with Being Concerned About Students' Social Wellbeing

Likert Scale Category	I am concerned about students' social wellbeing in the current pandemic
Agree	250 (89.29%)
Disagree	21 (7.50%)
No Answer	9 (3.21%)
Total	280 (100%)

Table 64

Number and Percentage of Participants and their Level of Agreement with Being Concerned About Students' Social Wellbeing

Likert Scale Category	I am concerned about students' social wellbeing in the current pandemic
Strongly Agree	169 (60.36%)
Somewhat Agree	60 (21.43%)
Only Slightly Agree	21 (7.50%)
Only Slightly Disagree	9 (3.21%)
Somewhat Disagree	2 (0.71%)
Strongly Disagree	10 (3.57%)
No Answer	9 (3.21%)
Total	280 (100%)

Table 69

Number and Percentage of Participants who Agreed or Disagreed with Being Concerned About Students' Emotional Wellbeing

Likert Scale Category	I am concerned about students' emotional wellbeing in the current pandemic
Agree	255 (91.07%)
Disagree	14 (5.00%)
No Answer	11 (3.93%)
Total	280 (100%)

Table 70

Number and Percentage of Participants and Their Level of Agreement with Being Concerned About Students' Emotional Wellbeing

Likert Scale Category	I am concerned about students' emotional wellbeing in the current pandemic
Strongly Agree	183 (65.36%)
Somewhat Agree	57 (20.36%)
Only Slightly Agree	15 (5.36%)
Only Slightly Disagree	5 (1.79%)
Somewhat Disagree	5 (1.79%)
Strongly Disagree	4 (1.43%)
No Answer	11 (3.93%)
Total	280 (100%)

Table 75

Number and Percentage of Participants who Agreed or Disagreed with Being Concerned About Students' Academic Success

Likert Scale Category	I am concerned about students' academic success in the current pandemic
Agree	262 (93.57%)
Disagree	7 (2.50%)
No Answer	11 (3.93%)
Total	280 (100%)

Table 76

Number and Percentage of Participants and Their Level of Agreement with Being Concerned About Students' Academic Success

Likert Scale Category	I am concerned about students' academic success in the current pandemic
Strongly Agree	180 (64.29%)
Somewhat Agree	65 (23.21%)
Only Slightly Agree	17 (6.07%)
Only Slightly Disagree	2 (0.71%)
Somewhat Disagree	4 (1.43%)
Strongly Disagree	1 (0.36%)
No Answer	11 (3.93%)
Total	280 (100%)

Table 81

Number and Percentage of Participants who Agreed or Disagreed with Being Anxious About the Future of their Institution

Likert Scale Category	I am anxious about the future of my institution
Agree	140 (50.00%)
Disagree	136 (48.57%)
No Answer	4 (1.43%)
Total	280 (100%)

Table 82

Number and Percentage of Participants and Their Level of Agreement with Being Anxious About the Future of Their Institution

Likert Scale Category	I am anxious about the future of my institution
Strongly Agree	33 (11.79%)
Somewhat Agree	51 (18.21%)
Only Slightly Agree	56 (20.00%)
Only Slightly Disagree	15 (5.36%)
Somewhat Disagree	48 (17.14%)
Strongly Disagree	73 (26.07%)
No Answer	4 (1.43%)
Total	280 (100%)

Table 87

Number and Percentage of Participants who Agreed or Disagreed with Being Concerned About Their Physical Health

Likert Scale Category	I am concerned about my physical health while at work
Agree	139 (49.64%)
Disagree	132 (47.14%)
No Answer	9 (3.21%)
Total	280 (100%)

Table 88

Number and Percentage of Participants and their Level of Agreement with Being Concerned About Their Physical Health

Likert Scale Category	I am concerned about my physical health while at work
Strongly Agree	66 (23.57%)
Somewhat Agree	42 (15.00%)
Only Slightly Agree	31 (11.07%)
Only Slightly Disagree	21 (7.50%)
Somewhat Disagree	38 (13.57%)
Strongly Disagree	73 (26.07%)
No Answer	9 (3.21%)
Total	280 (100%)

Table 93

Number and Percentage of Participants who Agreed or Disagreed with Being Concerned About Their Mental Wellness

Likert Scale Category	I am concerned about my mental wellness at work
Agree	175 (62.50%)
Disagree	97 (34.64%)
No Answer	8 (2.86%)
Total	280 (100%)

Table 94

Number and Percentage of Participants and Their Level of Agreement with Being Concerned About Their Mental Wellness

Likert Scale Category	I am concerned about my mental wellness at work
Strongly Agree	85 (30.35%)
Somewhat Agree	57 (20.36%)
Only Slightly Agree	33 (11.79%)
Only Slightly Disagree	18 (6.43%)
Somewhat Disagree	30 (10.71%)
Strongly Disagree	49 (17.50%)
No Answer	8 (2.86%)
Total	280 (100%)

Table 99

Number and Percentage of Participants who Agreed or Disagreed That COVID-19 Caused
Them to Reevaluate Professional Goals

Likert Scale Category	COVID-19 has caused me to reevaluate my professional goals
Agree	167 (59.64%)
Disagree	97 (34.64%)
No Answer	16 (5.71%)
Total	280 (100%)

Table 100

Number and Percentage of Participants and Their Level of Agreement That COVID-19 Caused
Them to Reevaluate Their Professional Goals

Likert Scale Category	COVID-19 has caused me to reevaluate my professional goals
Strongly Agree	75 (26.79%)
Somewhat Agree	58 (20.71%)
Only Slightly Agree	34 (12.14%)
Only Slightly Disagree	25 (8.93%)
Somewhat Disagree	29 (10.36%)
Strongly Disagree	43 (15.36%)
No Answer	16 (5.71%)
Total	280 (100%)

Table 105

Number and Percentage of Participants who Agreed or Disagreed That Administrators Listen to Their Ideas

Likert Scale Category	Administrators listen to my ideas about improvements to academic advising for COVID-19 response
Agree	178 (63.57%)
Disagree	72 (25.71%)
No Answer	30 (10.71%)
Total	280 (100%)

Table 106

Number and Percentage of Participants and Their Level of Agreement That Administrators Listen to Their Ideas

Likert Scale Category	Administrators listen to my ideas about improvements to academic advising for COVID-19 response
Strongly Agree	58 (20.71%)
Somewhat Agree	82 (29.29%)
Only Slightly Agree	38 (13.57%)
Only Slightly Disagree	14 (5.00%)
Somewhat Disagree	27 (9.64%)
Strongly Disagree	31 (11.07%)
No Answer	30 (10.71%)
Total	280 (100%)