

# The Uneven Path:

## A System-Wide Scan of Pre-Professional Advising in SUNY

**SUNY UFS Student  
Life Committee**

April 2026

**Prepared by the Subcommittee  
on Student Success**

Benjamin Rogers, Subcommittee Chair

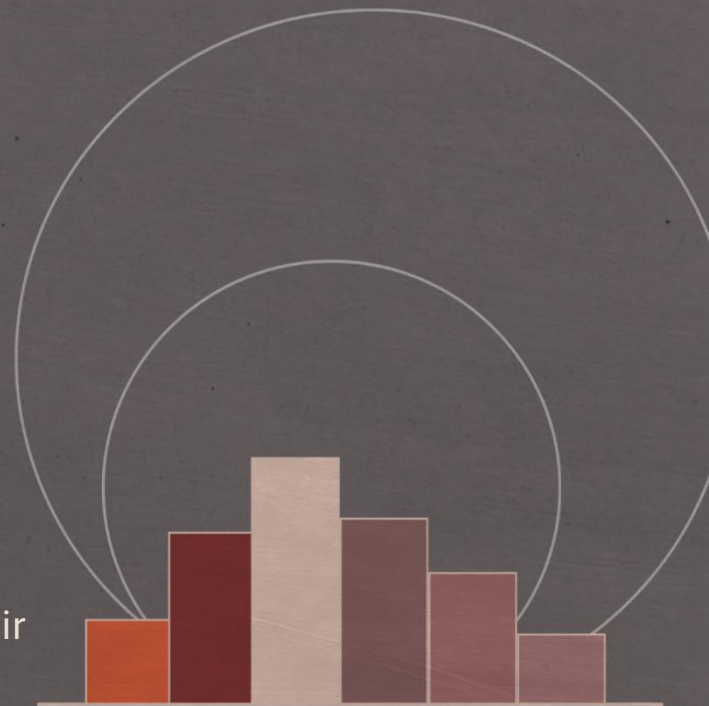
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**Survey administered December 2025 to January 2026**

Prepared for the SUNY University Faculty Senate



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# Executive Summary

This white paper reports findings from a SUNY-wide survey on how campuses organize and deliver advising for three pathways that routinely require specialized support: pre-law, pre-health, and pre-graduate. The survey received 36 complete submissions representing 22 institutions.

Three patterns stand out. First, responsibility for pre-professional advising is unevenly structured across campuses. No single oversight model dominates any track, and at least one respondent in each track reported that no formal advising structure exists. Second, capacity constraints are persistent. Funding and workload limit professional development participation and, in many cases, make it difficult to sustain consistent practice. Third, core supports such as 1:1 advising and writing assistance are widely available, but higher-impact services such as test preparation, interview coaching, and funding for preparation activities are inconsistent. Test preparation is the clearest gap, especially in pre-law and pre-graduate advising, and funding for student preparation is similarly uneven.

In response, we propose three actions to strengthen coordinated support for SUNY's pre-professional and pre-graduate student population: a systemwide pre-professional advising network with a standing work group, a centralized fund to support advisor conference participation, and a system-level partnership to expand student access to test preparation resources.

## Key Takeaways

- Strong advising exists, but student access still depends too much on campus.
- Core advising is common, but test prep, funding, and tracking remain uneven.
- SUNY should connect local strengths through shared coordination and support.

# Background and Purpose

## Introduction

For college students, the guidance they receive from advisors can be one of the most influential factors in their academic journey. Decades of research have shown that strong advising is associated with higher graduation rates, greater student satisfaction, and a clearer path from coursework to meaningful career goals (Pascarella & Terenzini, 2005). Advising also shapes how students understand the purpose of their degree (NACADA, 2006). At its best, advising helps students connect requirements to intentions, and intentions to a plan. National Academic Advising Association describes advising as a practice that helps students “clarify their educational, career, and life goals” and develop “a meaningful educational plan” in service of those goals (NACADA, 2006).

That work becomes more demanding for students pursuing professional school or graduate education. Pre-law, pre-health, and pre-graduate students face application timelines that start early, prerequisite sequences that leave little room for missteps, and expectations that extend well beyond course completion. These students must also build experience, prepare for admissions exams, and develop a coherent professional narrative through their writing and engagement. In these pathways, effective advising requires more than familiarity with institutional policies. It requires current, pathway-specific knowledge. Advisors often rely on external professional communities to keep pace with changing admissions practices and student support needs, including the National Academic Advising Association (NACADA), the National Association of Graduate Admissions Professionals (NAGAP), the National Association of Student Personnel Administrators (NASPA), and the American College Personnel Association (ACPA) (ACPA, 2023; NACADA, 2006; NAGAP, 2025; NASPA, 2026).

Access to this kind of advising is not consistent. Research suggests that students from underserved backgrounds, including first-generation college students, often have less access to proactive, high-touch advising that supports long-term preparation (Drake, 2011; Means & Pyne, 2017). This is rarely a single point of breakdown. It is a sequence problem. Students miss a prerequisite course because they learn about the requirement too late, because it is not offered in the semester they need it, or because no one has translated the expectations of the pathway into concrete steps. They delay an exam because they do not

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know when to begin preparation, or make avoidable mistakes because key milestones were never clearly explained. Institutions that invest in advising infrastructure see measurable improvements in persistence and completion, yet those investments remain uneven across institution types and student populations (Habley, Bloom, & Robbins, 2012). The issue is not whether advising matters. The issue is whether students can rely on it when the pathway is high-stakes and time-sensitive.

## **Pre-Professional Advising Within the SUNY System**

SUNY's scale is one of its greatest strengths. With 64 campuses serving more than 400,000 students each year, the system provides broad access to higher education and an unusually diverse set of institutional contexts (SUNY, 2026). That diversity also means that student support can look very different depending on the campus. This is especially true for pre-professional and pre-graduate advising, where specialized support depends heavily on local staffing, mission, and infrastructure.

Some SUNY campuses have built comprehensive advising models. Binghamton University, for example, operates a dedicated Office of Pre-Health Professions Advising that provides curriculum planning, connections to internships and mentoring networks, and structured resources such as a handbook for early-stage students (Binghamton University, n.d.-a). Students pursuing medicine, dentistry, pharmacy, and veterinary medicine receive guidance aligned with the distinct requirements of each pathway, which can include extensive laboratory science prerequisites in addition to major requirements. Binghamton's Fleishman Center for Career and Professional Development reinforces that work by organizing career support through clusters, including a Science, Research, and Healthcare cluster, and offering one-on-one consulting, alumni connections, and links to student organizations (Binghamton University, n.d.-b). Similar career development structures exist at other SUNY campuses, including, for example, the University at Albany, Alfred State College, SUNY Brockport, and Erie Community College. Common tools such as Handshake have also been adopted at many institutions, including Albany, Binghamton, Brockport, Cortland, Delhi, and Geneseo, which creates shared digital infrastructure even when advising structures differ. At the same time, many SUNY campuses, particularly

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smaller comprehensive colleges and colleges of technology and agricultural sciences, rely primarily on individual faculty advisors or loosely coordinated departmental structures, with limited dedicated staffing for pre-professional advising. In these settings, the quality and consistency of guidance can depend on the availability and experience of one person rather than on a durable program. This approach can produce strong mentorship when the right conditions are present. It can also create uneven access when the conditions are not met. Research on advising in resource-constrained environments has found that informal, locally developed models tend to provide less complete information and less proactive support than models backed by dedicated advising infrastructure (Drake, 2011; Habley et al., 2012).

Two points follow from this landscape. First, SUNY already contains strong models of pre-professional advising, but students do not have equal access to those models across the system. Second, SUNY does not currently have a clearly institutionalized, system-wide forum dedicated specifically to coordinating pre-professional advising across campuses. There are promising coordination models within New York State. The Western New York Advising (WNYA) network convenes advisors through an annual conference and smaller events throughout the year, creating a space for shared learning and a professional community that individual campuses cannot always create alone (WNYA, n.d.). CUNY has developed a more formal system-level structure through its Advising Council and annual Advising Summit, supporting shared practices and professional development across its campuses (CUNY, n.d.). SUNY currently lacks an equivalent structure focused specifically on pre-professional advising. While SUNY has hosted broader advising efforts, such as the SUNY Advising Conference, these have been occasional rather than ongoing, and do not provide a sustained, system-wide focus on pre-professional advising (SUNY Advising, n.d.). The gap between localized strength and system-level coordination is the central problem this white paper seeks to address.

# Background and Purpose

## Purpose of This Study

The purpose of this study is to document the current landscape of pre-professional and pre-graduate advising across SUNY campuses, identify promising practices, surface system-level gaps, and inform recommendations for the SUNY University Faculty Senate (SUNY UFS). The study draws on a system-wide survey of advising professionals, faculty advisors, and student affairs administrators. While the sample does not encompass every SUNY campus, participating institutions represent a range of institutional types, sizes, and geographic locations, enabling meaningful characterization of current practice across the system.

This study was designed to answer a practical set of questions:

- How is advising for pre-professional and pre-graduate students organized and staffed across SUNY campuses?
- What services and programs are currently available to students, and how consistently are those programs delivered?
- What tools do advisors use to communicate with students and track engagement or outcomes?
- What professional development opportunities are available to advising professionals, and what barriers limit participation?
- Where are the most significant gaps in capacity, coordination, and practice that the SUNY system might address through policy, resource allocation, or system-level coordination?

The findings presented in this report are intended to serve as a foundation for a broader conversation within SUNY about how the system can better support students with graduate and professional school aspirations, regardless of campus and program. In a system as large and diverse as SUNY, equitable access to well-resourced advising is not only an operational concern. It is a student success concern with implications for social mobility and access to high-need professional fields (Means & Pyne, 2017; Pascarella & Terenzini, 2005).

# Methods

## **Survey design and instrument**

The Student Life Committee of the SUNY University Faculty Senate (SUNY UFS) administered a cross-campus survey to document current pre-professional advising structures and practices across three advising tracks: Pre-Law, Pre-Health (Medicine, Dental, and related fields), and Pre-Graduate (Master's, PhD, EdD). The survey was built in Qualtrics and used skip and loop logic so respondents could complete the survey for one track or for multiple tracks within a single submission. For each track, respondents were presented with the same question set to support consistent comparisons across fields.

## **Distribution and recruitment**

The committee set the distribution timeline with support from the SUNY UFS Executive Committee. The survey was initially distributed on December 1, 2025, and remained open through January 30, 2026, following an extension. With the assistance of SUNY System Administration, the survey was distributed to Student Affairs and Academic Affairs leadership across SUNY campuses. It was also sent to campus contacts and shared through relevant SUNY UFS and campus channels to reach personnel with direct knowledge of advising structures, programming, and support resources for the relevant tracks. Participation was voluntary.

## **Response rules and confidentiality**

Campuses were encouraged to submit one response per track. Respondents were asked to identify their campus and name so the committee could accurately represent each institution's practices. Individual names and contact information were treated as confidential and were not shared outside the Student Life Committee. Respondents could optionally provide an email address if they wanted a copy of the results.

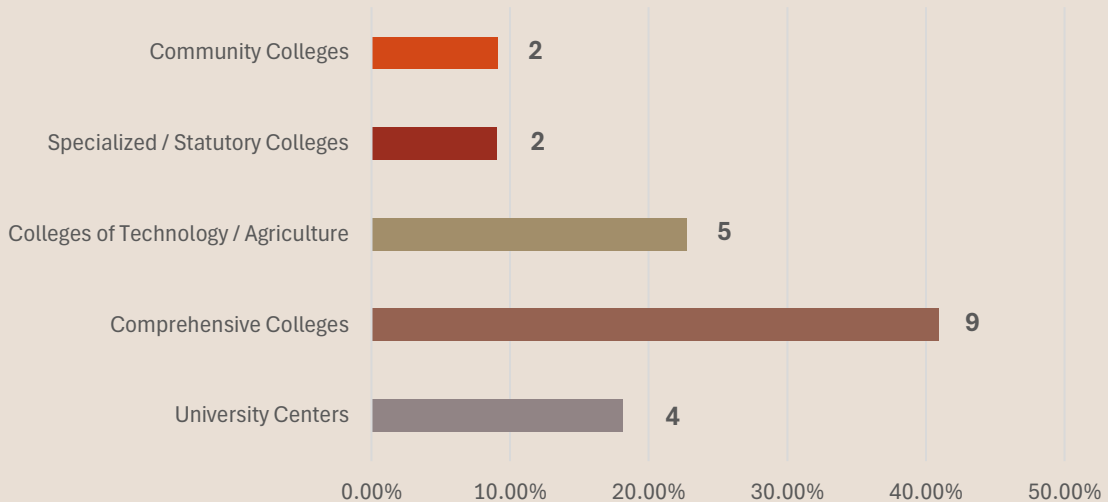
## **Respondents and coverage**

In total, the survey received 36 complete submissions, representing 22 unique institutions. Two of these responses were submitted by SUNY community colleges. Because community colleges are not represented by the SUNY University Faculty Senate, their

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responses are not included in the analysis presented in this report. Institutions could provide information for one or more tracks within a single submission, so track totals are reported as coverage indicators rather than mutually exclusive groups.

**Figure 1. Distribution of Responding Institutions by SUNY Sector (Q3)**



To support system-level interpretation, responding institutions were categorized using SUNY University Faculty Senate institutional groupings: University Centers, Comprehensive Colleges, Colleges of Technology and Agriculture, and Specialized or Statutory Colleges. Responses included representation from each classification.

## Limitations

This survey was intended as an initial, practice-oriented scan rather than a census or causal evaluation. Participation varied by track and by question. Responses reflect the perspective and knowledge of the individual completing the survey and may not represent all units involved in advising on a campus. Several questions rely on self-reported estimates, including annual student engagement, and these figures reflect the institutions that responded for each track. Key terms such as advising, outcomes, and tracking may also be interpreted differently across institutions. Some domains, especially outcome

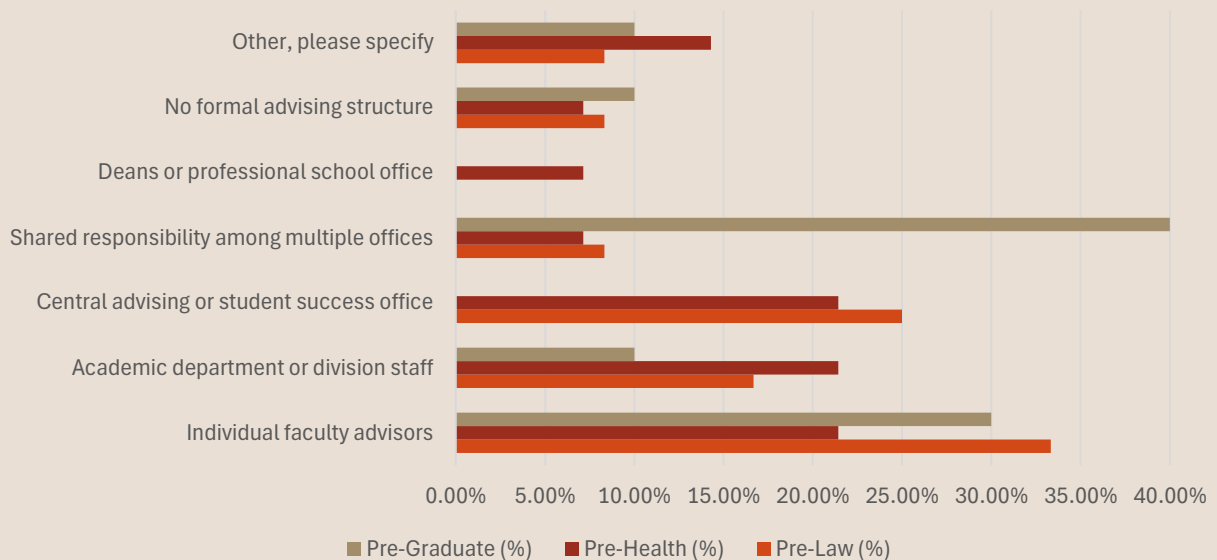
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tracking and best practice awareness, may therefore be underreported when responsibility for these functions is distributed across offices. Findings are organized around the core components of advising practice. We begin with where responsibility sits (Q6) and who is involved beyond the primary unit (Q7). We then summarize service availability (Q8), estimated student engagement volume (Q9), and the tools campuses use for communication and outreach (Q10). We also report how campuses track applicants and outcomes (Q12). This section closes with professional development access and barriers (Q14–Q17), since staying current is part of what makes advising effective.

## Where Advising Lives and How Responsibility Is Assigned

Q6 asks a simple question: who oversees or primarily coordinates advising in each track. The answers show that responsibility is organized in several different ways across SUNY, with no single model clearly taking hold system-wide.

**Figure 2. Advising Oversight Structure by Track (Q6)**



In pre-law, individual faculty advisors were the most common oversight structure (33.3 percent), followed by central advising or student success offices (25.0 percent) and academic department or division staff (16.7 percent). In pre-health, oversight was evenly

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split across faculty advisors, academic department staff, and central advising offices (21.4 percent each). Pre-graduate advising looked different. Shared responsibility among multiple offices was the most common structure (40.0 percent), which fits a pathway that often spans departments, programs, and student support units. These results reflect 12 pre-law responses, 14 pre-health responses, and 10 pre-graduate responses.

Taken together, these results show that the organizational home of pre-professional advising is not consistent across SUNY and, in some cases, is not formally defined. One respondent in each track selected “no formal advising structure.”

In those unstructured settings, students are more likely to rely on informal relationships or self-navigation to interpret prerequisites, application timelines, and preparation expectations. Research on advising in resource-constrained environments points to similar concerns. Informal, ad hoc models tend to provide less complete information and less proactive support, with the effects falling most heavily on first-generation, low-income, and otherwise underserved students (Drake, 2011; Habley et al., 2012).

Q6 therefore clarifies the structural context for the findings that follow: across SUNY, responsibility for pre-professional and pre-graduate advising remains uneven and locally defined rather than consistently institutionalized.

## Collaboration Patterns

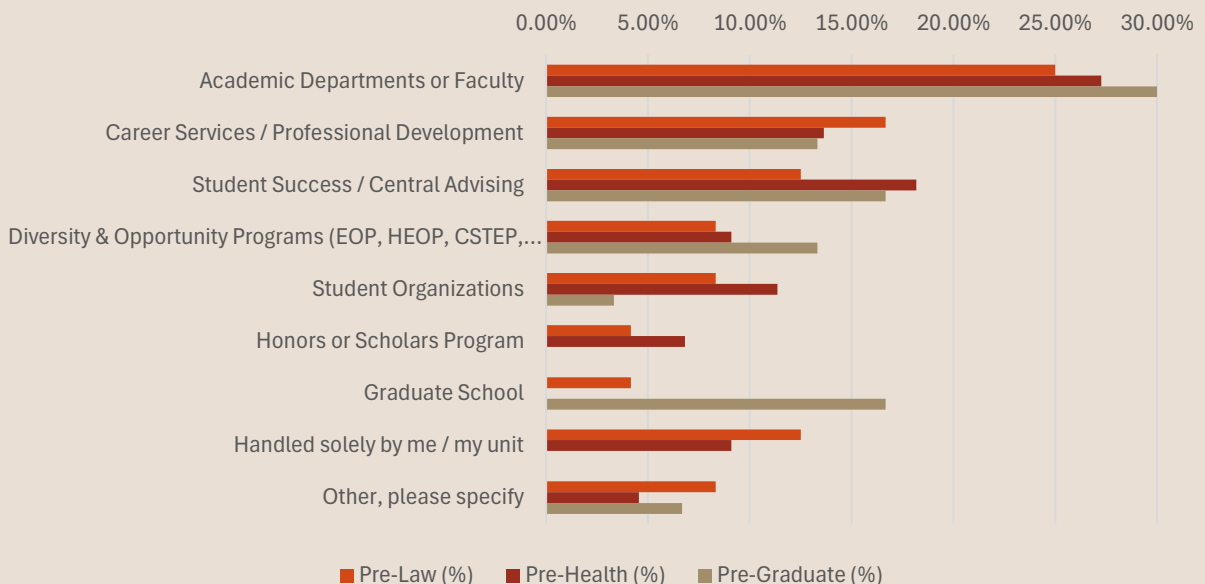
While Q6 focused on primary oversight, Q7 asked a related question: beyond whoever holds formal responsibility, which other campus groups are involved in coordinating advising for pre-law, pre-health, and pre-graduate students? Figure 3 shows that pre-professional advising at SUNY rarely operates through a single office. Instead, it involves multiple campus partners, with the mix varying by pathway. Academic departments and faculty were the most frequently identified collaborators across all three tracks. Six pre-law respondents, twelve of fourteen pre-health respondents, and nine of ten pre-graduate respondents named them. That pattern is not surprising. Course sequencing, research mentorship, and letters of recommendation are embedded in academic departments. Faculty involvement is central to how these pathways function.

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Student Success or Central Advising offices were the next most common collaborators, identified by three pre-law, eight pre-health, and five pre-graduate respondents. Their involvement is most pronounced in pre-health advising and appears integral to many pre-graduate pathways, but is far less common in pre-law contexts. In some settings, these offices are clearly part of the advising structure, while in others their role remains more limited.

Career Services or Professional Development offices were also frequently identified, named by four pre-law, six pre-health, and four pre-graduate respondents. This reflects the applied nature of these tracks. Preparation for professional school includes not only coursework but also application strategy, internships, and career planning.

**Figure 3. Campus Groups Involved in Pre-Professional Advising by Track (Q7)**



Diversity and Opportunity Programs (EOP, HEOP, CSTEP, and McNair) were identified as collaborators across all three tracks, appearing more often in pre-health and pre-graduate responses than in pre-law. This suggests that access-oriented supports are more consistently linked to some pathways than others, depending on local structure.

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The Graduate School appeared almost exclusively in the pre-graduate track, where five respondents identified it as a collaborator. Responses also showed a difference in how contained advising can be. Three pre-law respondents and four pre-health respondents reported that advising is handled solely by their own unit. No pre-graduate respondent reported the same. This points to a subset of pre-law and pre-health contexts where cross-unit coordination is limited.

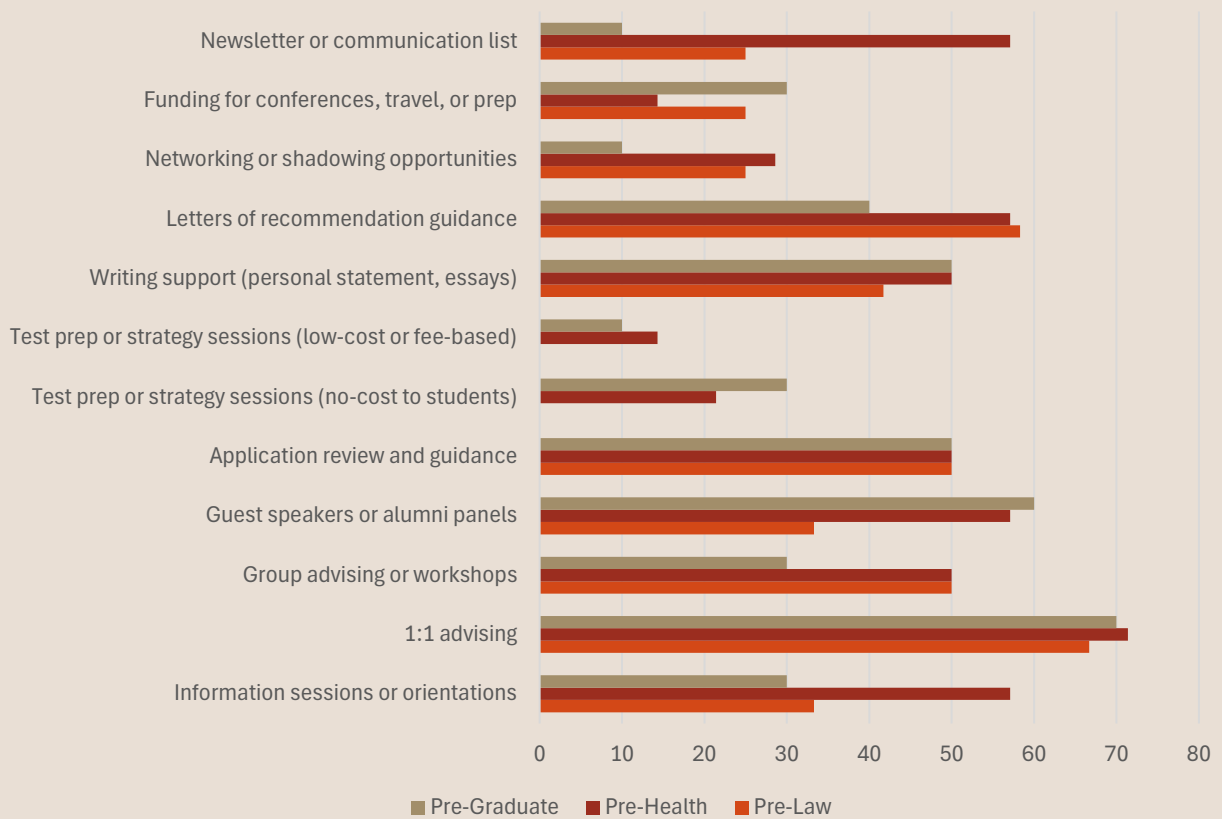
Taken together, Q7 suggests that collaboration is common but not consistent. The mix of partners varies by track and by campus, which affects how coordinated advising operates in practice.

## **Service Availability and Program Maturity**

Q8 asks what services are available to students. Respondents indicated whether common services are offered by their unit, offered elsewhere on campus, or not offered. The service list includes the basics most readers would expect in any advising environment, such as 1:1 advising, writing support, and application guidance, as well as supports that often determine whether a pathway is affordable and feasible, including test preparation and funding for conferences, travel, or preparation. Results are summarized in Figures 4 through 6.

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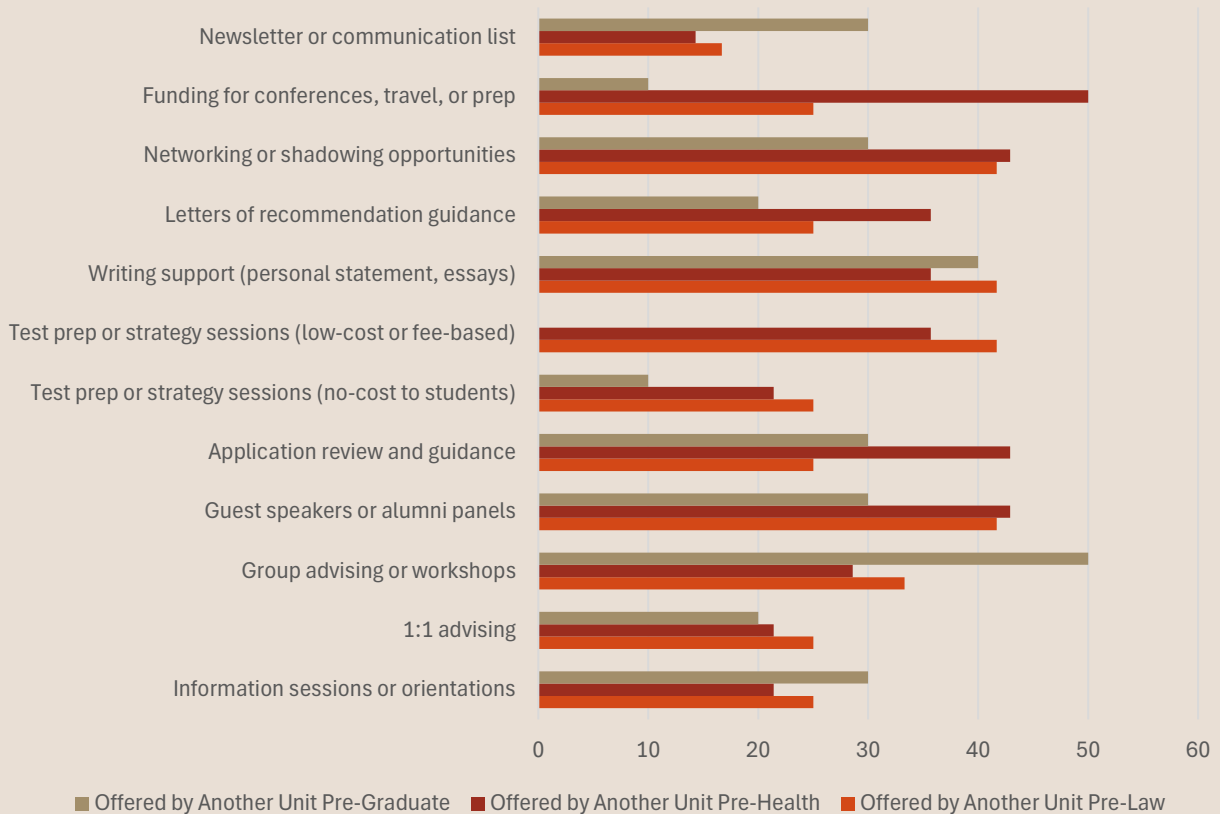
**Figure 4. Percent of respondents who offer advising services through their unit (Q8)**



Across all three tracks, 1:1 advising was the most commonly offered service within advising units. Writing support was also widely provided, both within advising offices and through other campus partners. Guidance on letters of recommendation followed a similar pattern, with especially strong availability in pre-health and pre-law advising.

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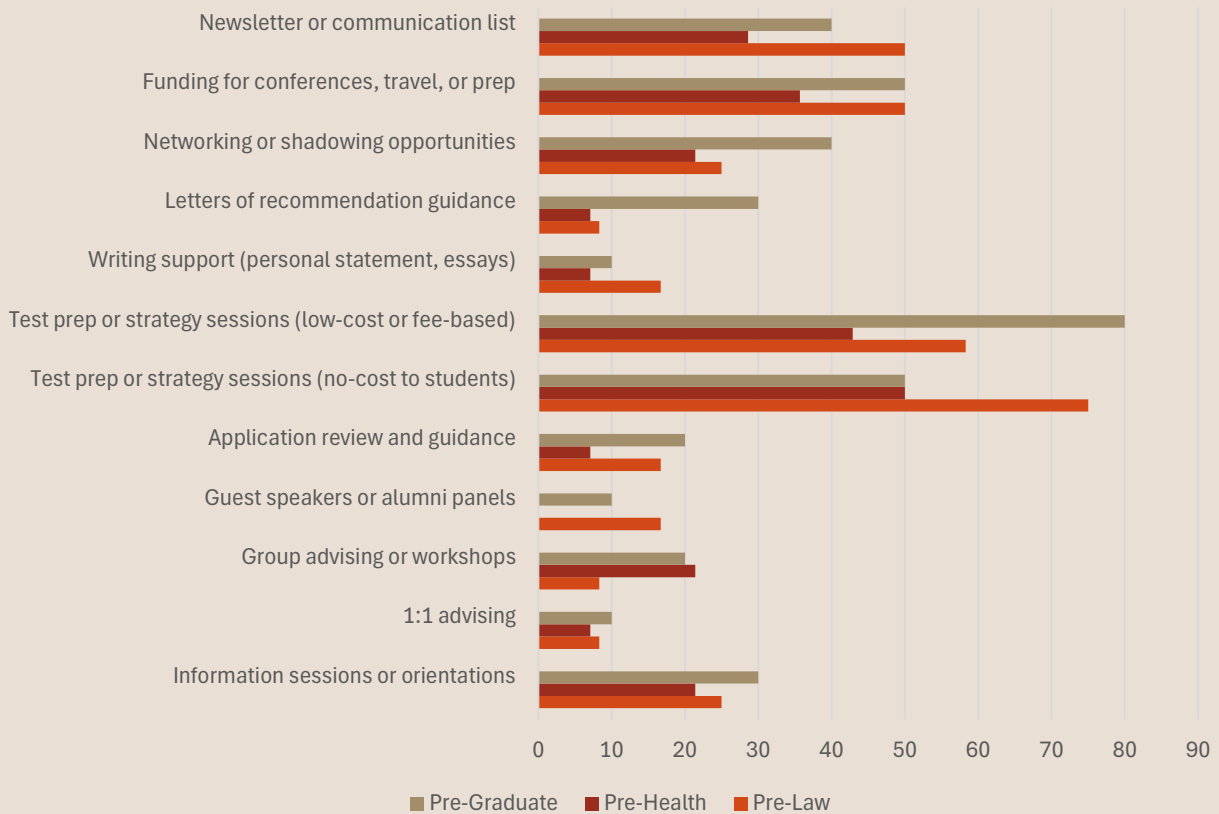
**Figure 5. Percent of respondents who know of advising services through a separate unit (Q8)**



However, our survey identified a gap in the provision of exam preparation, offered either free to students or at low-cost/fee-based options. In pre-law, 75 percent of respondents reported that no free LSAT preparation is offered, and 58 percent reported that no low-cost or fee-based option exists. In pre-health and pre-graduate advising, 50 percent of respondents reported that no free test preparation is offered. Fee-based access shows a sharper split: 42 percent of pre-health respondents reported no fee-based option, compared with 80 percent of pre-graduate respondents reporting no fee-based option. One possible factor is the cost difference between typical GRE preparation materials and the more expensive LSAT and MCAT preparation resources.

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**Figure 6. Percent of respondents reporting that services are not offered on campus (Q8)**



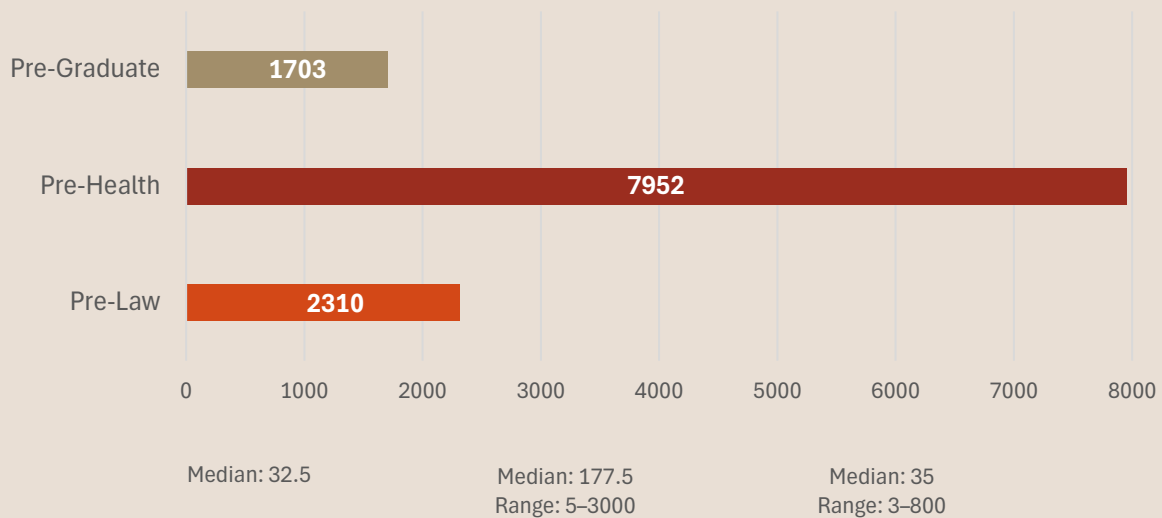
A second gap appears in funding for conferences, travel, or preparation. Half of pre-law and pre-graduate respondents reported that no funding is offered, compared with 35 percent of pre-health respondents. Taken together, Q8 shows that most campuses are providing core advising and writing support, while resource-intensive supports, especially test preparation and funding, remain uneven across tracks and campuses.

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## Student Engagement, Scale, and Workload

Q9 asked respondents to estimate how many unique students engage with advising or related programming in a typical academic year, and the responses are summarized in Figure 7 below. Our findings demonstrate that different concentrations of pre-professional advising exist across SUNY campuses. By far, pre-health advising serves the largest volume of students. In a typical academic year, pre-health advising reports 7,952 students across 14 institutions, compared to 2,310 pre-law students across 12 institutions and 1,703 pre-graduate students across 9 institutions. Of the respondent institutions, the largest numbers of pre-law advising students were reported by SUNY Cortland (1,000 students) and SUNY Geneseo (875 students). Stony Brook University reported the largest number of pre-health advising students (3,000). The largest numbers of pre-graduate advising students were reported by SUNY New Paltz (800 students) and Binghamton University (500 students).

**Figure 7. Total Annual Student Engagement by Advising Track (Q9)**



Two points follow from these totals. First, advising demand is not evenly distributed across tracks or across campuses, even within the same track. Second, campuses serving the largest advising populations face a different workload reality than campuses serving smaller cohorts, and that difference may shape what kinds of communication and tracking

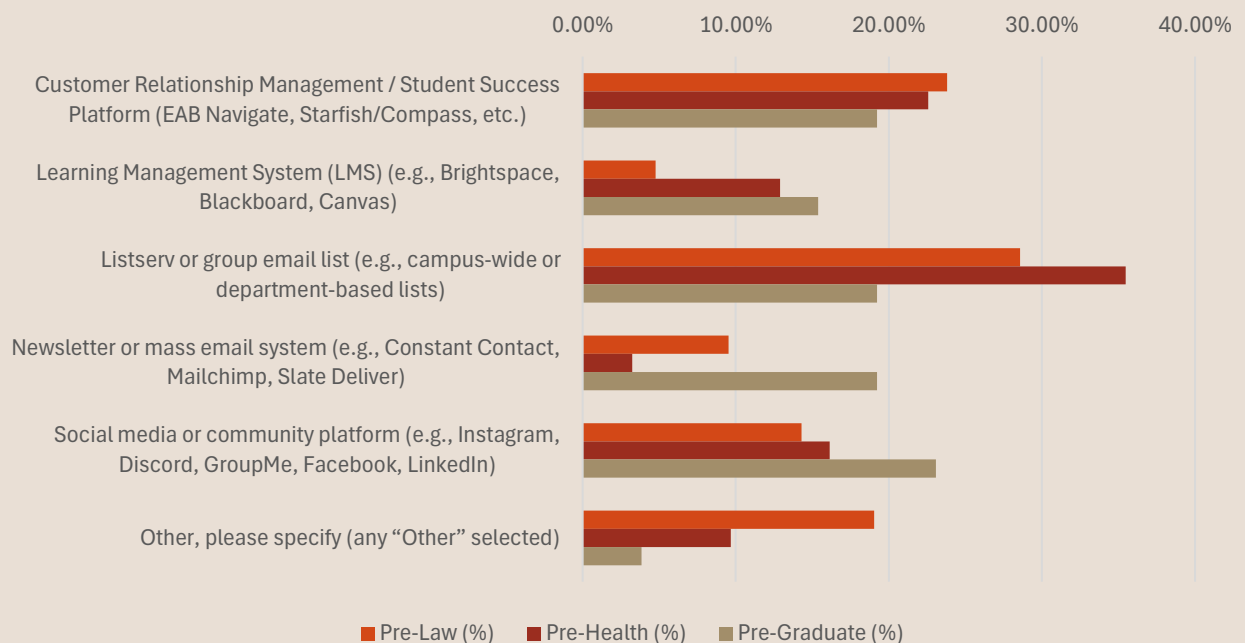
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systems are practical. Q10 examines what tools campuses report using to manage that work.

## Communication and Tracking Tools

Q10 asked which communication and tracking tools are used to monitor student progress within each advising track. Figure 8 summarizes the tools reported by responding institutions. A number of different methods are used across the SUNY campuses. The most commonly used tool is a listserv or group email list, especially in pre-health and pre-law advising. Pre-graduate student monitoring appears more varied, with respondents reporting a wider mix of newsletters or mass email systems, social or community platforms, learning management systems, and Customer Relationship Management (CRM)-style tools. CRM and student success platforms are used across all three tracks, including systems such as EAB Navigate, Starfish, Slate, and related tools reported by respondents.

**Figure 8. Communication and Tracking Tools Used by Advising Track (Q10)**



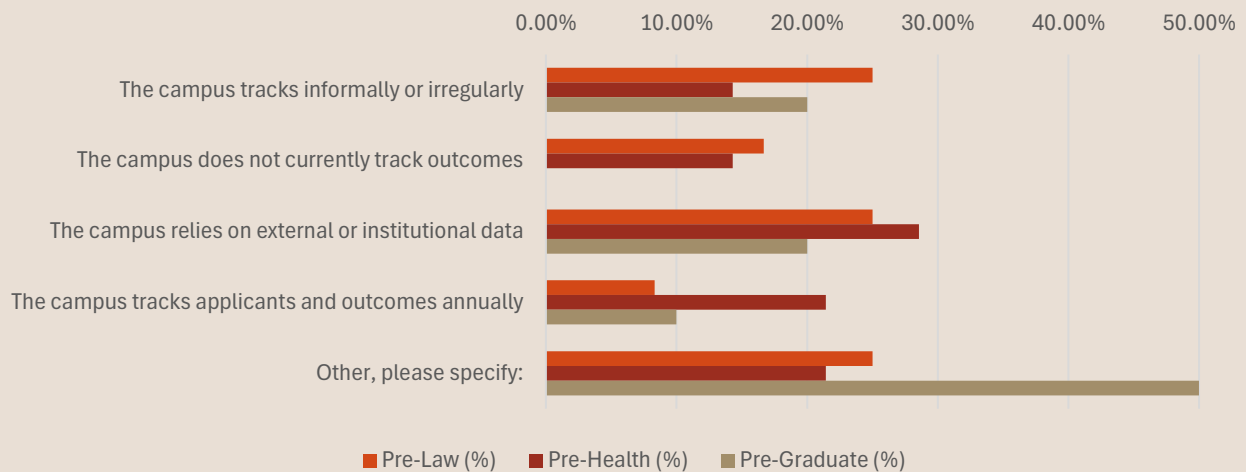
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From these results, two patterns emerge. First, many campuses rely on tools designed for broad outreach rather than tools designed for structured tracking. Listservs and mass email systems are effective for reaching students, but they do not inherently capture engagement or outcomes over time. Second, where more structured systems are in place, they may create the conditions for more consistent follow-up and reporting. Q12 shows how campuses report tracking outcomes in practice.

## Outcome Tracking Practices

Q12 asked how campuses track applicant and outcome data for each track, and Figure 9 summarizes the reported approaches. Across tracks, annual outcome tracking appears limited and uneven. Pre-health advising reported somewhat more annual tracking than pre-law, but a large share of responses still fall within informal or external methods. Pre-graduate advising stands out for a different reason. “Other, please specify” was the most common response, and several respondents indicated uncertainty about how outcomes are tracked.

**Figure 9: Methods of tracking student outcomes across advising tracks (Q12)**



That combination of “Other” selections and uncertainty is not surprising in the pre-graduate track. Graduate preparation is often spread across departments and programs, and tracking responsibility may sit with institutional research, a graduate school office, or

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another unit rather than within advising. Two points follow. First, when tracking is irregular or handled elsewhere, it is harder for campuses to evaluate whether advising efforts are working and where gaps persist. Second, the number of “I do not know” responses points to a visibility problem. If advisors cannot see how outcomes are tracked, they cannot use that information to adjust programming, target supports, or to make a stronger case for resources.

## Professional Development Access and Barriers

Professional development is one of the ways advising staff stay current with changing admissions practices, program expectations, and student support needs across professional pathways. Advising standards treat that preparation as part of the role, not an extra task. NACADA’s *Concept of Academic Advising* describes advising as a teaching and learning function that supports student progression, which assumes advisors have ongoing opportunities to remain prepared for that work (NACADA, 2006).

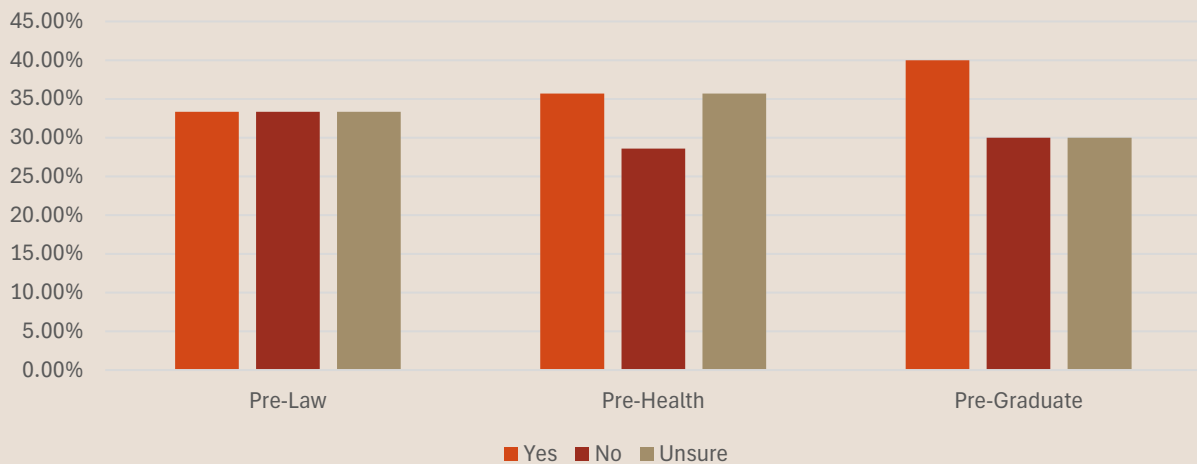
Q14 through Q17 examine professional development access across SUNY by focusing on four connected questions: whether staff attend external conferences (Q14), how participation is funded (Q15), which professional organizations staff engage with (Q16), and what barriers most often limit participation (Q17). Read together, these items describe not only whether professional development occurs, but whether it is visible, supported, and feasible in day-to-day advising environments.

## Conference Attendance by Track

Conference participation was mixed across all three tracks, and as shown in Figure 10, a sizable portion of respondents were unsure whether participation occurs at all. In the pre-law track, four respondents (33 percent) reported that advising staff attend external conferences, four (33 percent) reported that they do not, and four (33 percent) were unsure. In the pre-health track, five respondents (35 percent) reported attendance, four (28 percent) reported no attendance, and five (35 percent) were unsure. In the pre-graduate track, four respondents (40 percent) reported attendance, three (30 percent) reported no attendance, and three (30 percent) were unsure.

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Figure 10. External Conference Attendance by Track (Q14)



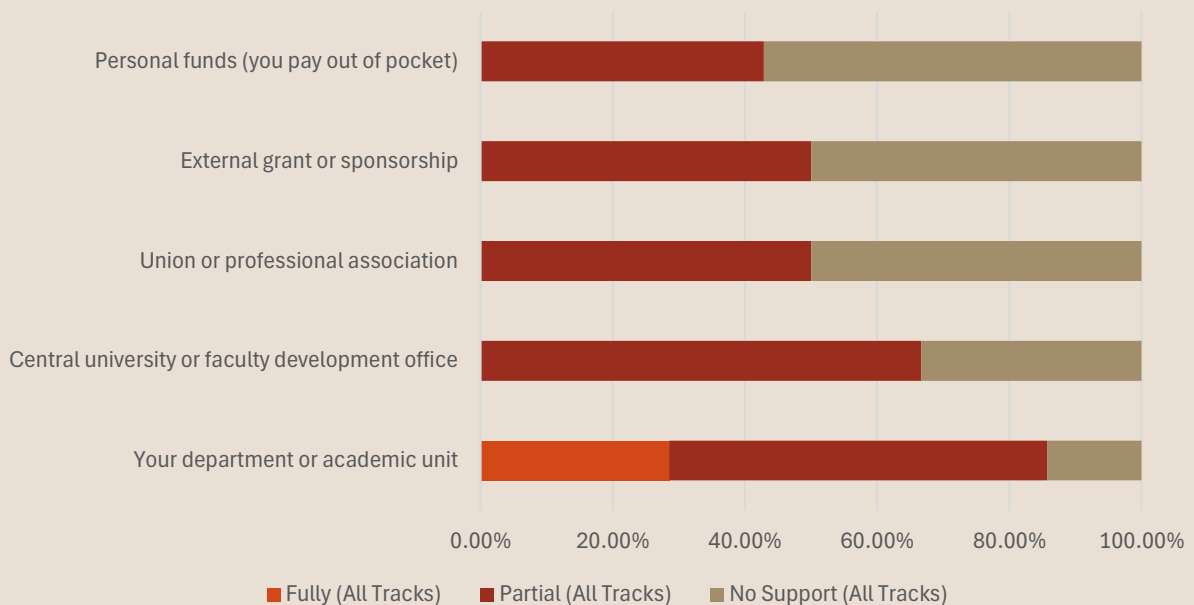
The share of “Unsure” responses (30 to 36 percent across tracks) suggests that conference participation is not consistently tracked or communicated within units. In some cases, attendance may occur but remain informal and specific to the individual. In others, it may reflect that attendance is not treated as a regular expectation. This fits broader advising improvement work that points to coordination as a recurring challenge when responsibility is distributed across offices without shared infrastructure (Shaw et al., 2021).

## How Conference Costs Are Covered

Among respondents who reported conference attendance, full institutional coverage was uncommon. Across the three tracks, only two respondents reported full coverage, and in both cases, that support came from the respondent’s department or academic unit (one in pre-law and one in pre-graduate). No respondent reported full coverage through a central faculty development office, a union or professional association, or an external grant. More often, respondents reported partial support spread across multiple sources, with central offices appearing as contributors rather than primary funders.

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**Figure 11. Typical Conference Cost Coverage by Track and Funding Source (Q15)**



Across tracks, this pattern resembles cost-sharing rather than a predictable, fully resourced approach to professional development. In the pre-law track, respondents reported a mix of partial support and no support across several funding categories, including central development offices and external grants. In the pre-health track, departmental support was most often described as partial, and “no support” appeared in several non-department categories. In the pre-graduate track, departmental support appeared somewhat stronger, though the overall pattern still points to dispersed funding rather than a consistent model.

This has direct implications for participation. When conference attendance depends on partial support or multiple funding sources, participation becomes harder to plan and easier to lose when budgets tighten or staffing coverage shifts. National advising research similarly identifies limited budgets and staffing constraints as persistent barriers to strengthening advising practice (Lin et al., 2024). The funding patterns reported in Q15 also help explain why funding and coverage appear so prominently in Q17.

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## Conferences, Forums, and Associations

Q16 asked respondents to list any conferences, forums, or professional organizations where staff participate. Responses were limited, and most entries were track-specific. In pre-law, NAPLA was the most commonly named organization, listed three times. Other pre-law entries included NACADA, the LSAC Annual Meeting, and NYAPLAP. In pre-health, respondents named NAAHP and NEAHP. In pre-graduate, respondents listed NAGAP, NYGAP, and NEAGS, each once.

**Figure 12. External Professional Organizations Named by Track (Q16)**

Organization	Pre-Law	Pre-Health	Pre-Graduate
NAPLA (Northeast Association of Pre-Law Advisors)	3	0	0
NACADA (The Global Community for Academic Advising)	1	0	0
LSAC Annual Meeting (Law School Admission Council)	1	0	0
NYAPLAP (New York Association for Pre-Law Advising and Pedagogy)	1	0	0
NAAHP (National Association of Advisors for the Health Professions)	0	2	0
NEAHP (Northeast Association of Advisors for the Health Professions)	0	1	0
NAGAP (The Association for Graduate Enrollment Management)	0	0	1
NYGAP (New York Association of Graduate Enrollment Management Professionals)	0	0	1
NEAGS (Northeastern Association of Graduate Schools)	0	0	1

# Findings

Two points follow. First, external engagement appears to run primarily through pathway-based communities rather than broader advising associations. Second, the short list suggests that participation may be concentrated among a small number of staff or offices. Read alongside Q14 and Q15, Q16 fits the same pattern: professional development happens in some places, but it is not consistently visible or consistently supported across campuses.

## Barriers to Conference Participation (Q17)

Q17 asked respondents to rank the main reasons they or their colleagues do not attend external conferences related to their advising track, from most significant (1) to least significant (8).

**Figure 13. Average Barrier Rankings for Conference Participation by Track (Q17)**  
*Average Rank (1 = Most Significant, 8 = Least Significant)*

Reason	Pre-Law (Avg Rank)	Pre-Health (Avg Rank)	Pre-Graduate (Avg Rank)
Limited funding or travel support	1.67	1.33	2.33
Staff workloads / limited time availability	2	2	2.33
Lack of awareness of relevant conferences	2.33	4	1.67
No perceived benefit or return on time	5	4.33	4.67
Conference opportunities not aligned	4.67	5	5.67
Institution does not permit travel	6	6.67	5.67
Prefer virtual or local options	6.33	5	5.67
Other	8	7.67	8

The results point to a capacity problem. Across all three tracks, funding and workload ranked as the most significant barriers. Limited funding or travel support received the

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strongest average rankings in pre-law (1.67) and pre-health (1.33), and it remained among the top constraints in pre-graduate advising (2.33). Staff workload and limited time availability ranked just behind funding across tracks (2.00 in pre-law and pre-health; 2.33 in pre-graduate). The results point to a consistent constraint: participation appears to be shaped less by lack of interest than by uneven funding, workload demands, and the level of support units are able or willing to provide.

One track difference appears in pre-graduate advising. “Lack of awareness of relevant conferences” ranked as a leading barrier in the pre-graduate track (1.67), higher than in pre-law (2.33) and substantially higher than in pre-health (4.00). This likely reflects the broader scope of graduate pathway preparation, where professional destinations span multiple disciplines and institutional types and where the most relevant network is not always obvious.

By contrast, fewer respondents identified doubts about the value of conferences as a barrier. “No perceived benefit or return on time” ranked in the lower half across tracks (5.00 in pre-law, 4.33 in pre-health, and 4.67 in pre-graduate). Respondents did not suggest that conferences lack value. Instead, they described conditions that limit access. Student support literature makes a similar point from a different angle: improvement depends not only on training, but on staffing coverage and support structures that make participation feasible without reducing student access to services (Achieving the Dream, 2018).

Taken together with Q14 through Q16, Q17 closes a consistent story. Conference attendance is mixed, and a sizable share of respondents are unsure whether participation occurs at all. When participation does occur, full cost coverage is uncommon and support is often partial or spread across multiple sources. External engagement also appears track-specific and concentrated within a relatively small set of established organizations. Two implications follow from these results. First, professional development will remain uneven without predictable funding and staffing coverage. Second, when participation is not visible within units, it becomes harder to treat professional development as part of advising practice rather than an individual effort.

# Implications for SUNY

The survey results show that SUNY campuses are already providing many core elements of pre-professional advising. Across tracks, 1:1 advising and writing support are widely available, and advising activity is taking place across a broad range of institutional contexts. At the same time, the findings point to a gap between local effort and students' ability to rely on a consistent level of support. Oversight varies widely, at least one respondent in each track reported no formal advising structure, and access to higher-impact supports remains uneven, especially test preparation, funding for preparation activities, and visible professional development support. Outcome tracking is also limited and, in some settings, not visible to the advisors doing the work.

These gaps have implications not only for access and preparation, but for retention. In high-stakes pathways, students can lose momentum when key milestones are unclear, support is difficult to find, or important preparation steps are left to informal advising structures. Some students may delay an exam, miss a prerequisite, or step back from a goal altogether, not because they lack interest or ability, but because the pathway is not well supported. In that sense, pre-professional advising is not simply an application issue. It is also a student success and retention issue.

SUNY's size and diversity should be an advantage here. A system this large is well positioned to support different campus models while also creating stronger opportunities for shared learning across them. The issue is not that campuses approach advising differently. The issue is that too much of that work remains siloed within units and institutions, making strong local practice harder to see, share, and sustain. Better coordination across offices and across campuses would not flatten SUNY's diversity. It would make that diversity more useful by helping campuses learn from one another and by building a more reliable baseline of support for students pursuing high-stakes pathways.

# Recommendations

In response to these findings, the recommendations below focus on practical ways to strengthen coordination, capacity, and access across SUNY. The Council for the Advancement of Standards in Higher Education (CAS) frames academic advising as an intentionally designed, student-centered function that supports student learning and success, requires equitable access, and depends on ongoing advisor development (CAS, n.d.).

## **1) Create a SUNY-wide network and standing work group for pre-professional advising**

We propose that SUNY establish a formal, system-wide network for pre-law, pre-health, and pre-graduate advising, supported by a standing work group. The survey shows that advising responsibility sits in different places across SUNY and, in some cases, is not formally defined. It also shows that information about professional development, funding, and outcome tracking is not consistently visible even within campuses. A SUNY-wide network would provide a regular forum for advisors, faculty partners, student success staff, and system representatives to share practices, identify common challenges, and reduce the isolation that can come with locally built models.

This work group could be structured through shared governance, with clear representation and a defined charge. It could include advising and student success leaders, faculty partners, SUNY Administration, and student representatives, with representation that reflects SUNY's full range of campus types.

Its work should focus on connection and shared practice. One of the most striking patterns in the survey is how often respondents could not answer questions about conference participation, funding, or outcome tracking. In a system as large as SUNY, that suggests that information is not consistently moving across offices and campuses. A standing group would make it easier to share existing practices, connect advisors across institutions, and expand access to shared resources and professional networks.

# Recommendations

## **2) Establish a SUNY-wide fund for advisor conference participation and professional development**

The survey points to a clear capacity gap in professional development. Across tracks, funding and workload were ranked as the top barriers to conference participation, and about one-third of respondents were unsure whether conference attendance occurs at all. In a system that depends on advisors to guide students through competitive, fast-changing pathways, that uncertainty is significant. It reflects a broader challenge in consistency, with implications for student support.

One possible response would be to develop a SUNY-wide mechanism to support pre-professional advising professional development, including conference registration and travel. The goal would be to reduce situations where advisors are unable to participate because of limited local funding or staffing coverage.

Such an approach could prioritize campuses and units that report limited local support, helping ensure that access to professional development is not determined solely by institutional resources. Participation could also include opportunities for advisors to share insights and resources with the broader SUNY advising network, allowing individual participation to contribute to system-wide learning. Strengthening access to professional development would help advisors remain current in rapidly evolving pathways and support more consistent advising practices across campuses.

## **3) Build a system partnership to expand student access to test preparation resources**

Test preparation is the largest identified service gap in the survey, and it is one of the most consequential. In pre-law, for example, 75 percent of respondents reported no free LSAT preparation. Similar gaps appear in pre-graduate and pre-health advising. When preparation is inconsistent, students who can pay out of pocket move forward faster, and students who cannot are asked to compete anyway. This also puts SUNY students at a disadvantage if peer institutions offer structured preparation support.

SUNY should explore a system partnership that expands access to test preparation in a way that is scalable across campuses. A system-level approach could include shared purchasing, a SUNY-negotiated rate, or another coordinated access model that lowers cost

# Recommendations

barriers without requiring every campus to build its own program. Because need and local infrastructure differ across campuses, this effort should begin as a pilot across a mix of campus types and advising contexts.

These three steps are achievable, and they match what the survey documents. SUNY already has strong models inside the system. The work now is to connect them, fund what keeps them strong, and ensure students do not face different odds based on where they started.

# Future Research and Assessment

This survey was intentionally broad. It examined pre-law, pre-health, and pre-graduate advising together in order to identify system-level patterns across SUNY. That breadth is a strength, but it also sets limits. Future work should build from this scan by examining individual pathways in greater depth, especially pre-law and pre-health, where advising timelines, admissions expectations, and preparation demands are especially defined. More focused study could help distinguish which challenges are shared across pathways and which require track-specific solutions.

Future research should also examine areas of advising that this survey could only partially capture, especially assessment itself. In several parts of the survey, respondents reported uncertainty about how outcomes are tracked, whether conference participation occurs, or where responsibility for advising functions sits. Those responses suggest not only uneven practice, but uneven visibility into that practice. A next phase of work could examine what campuses are actually assessing, who is responsible for that assessment, what counts as an advising outcome, and whether advising is being evaluated beyond basic service availability. It could also examine whether students are able to find support early enough, move through advising structures without unnecessary handoffs or confusion, and stay on track in ways that current campus processes cannot meaningfully document.

Future research could also examine what follows from this paper. If SUNY adopts any of the recommendations outlined here, those efforts should be studied over time. A next phase of assessment could examine how recommendations are implemented across different campus contexts, whether they improve coordination across offices and campuses, and whether they make advising practices more visible, better supported, and easier to assess. In that sense, future research is not separate from implementation. It is part of how SUNY would determine whether the changes proposed here are strengthening advising in practice rather than simply adding new structures on paper.

# Conclusion

This survey shows that SUNY's challenge is not the absence of strong pre-professional advising. It is that too much of this work depends on where a student happens to begin and how much local support exists around the people doing it. Across the system, faculty and staff are already doing substantial work to help students pursue demanding, high-stakes pathways. In some places, that work is backed by stronger infrastructure and coordination. In others, it depends more heavily on the commitment of individual faculty and staff.

That is not a reason to discount what campuses have built. It is a reason to better support it. Students pursuing professional and graduate pathways should be able to rely on strong advising no matter where they begin, and the faculty and staff guiding them should not have to carry that work alone. That is one of the problems this paper identifies, and it is exactly what the recommendations are meant to address. SUNY does not need a single model for this work. It needs to better connect the strong models it already has and invest in the people who make them possible. If it does, the system's size and diversity can become a more dependable source of opportunity for students across campuses.

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# Appendices

## Appendix A. Selected Advising and Professional Development Resources

The resources below are intended as a practical starting point for staff and faculty advisors, student success administration, and others who support students pursuing pre-law, pre-health, and pre-graduate pathways. These resources are not exhaustive. Rather, they reflect a mix of advising communities, student-facing tools, advisor toolkits, and professional development resources that may help campuses strengthen practice, improve visibility, and reduce the effects of siloing.

### Pre-Law

Pre-law advising is supported by several established external resources. The [Law School Admission Council's Advising Community Team](#) offers training, webinars, and advising materials for prelaw advisors. Its [2025 Prelaw Advisor Landscape Study](#) was also useful in shaping this project because it provides a recent look at advisor roles and support needs. LSAC also maintains [LawHub](#), which includes student-facing tools for LSAT and law school preparation. [AccessLex](#) provides additional student support through [Pre-Law Services](#) and [MAX Pre-Law](#), which include structured lessons and financial education resources.

The [Pre-Law Advisors National Council \(PLANC\)](#) brings together the six regional American Pre-Law Advisor Associations (APLA's) and partner organizations. Its resources include best practices for law school engagement events, survey discussions on current trends and practical tips, and a national listserv for pre-law advisors and others working in law school admission. PLANC also hosts a national conference every four years to bring advisors together from across the country. For SUNY campuses, the [Northeast Association of Pre-Law Advisors \(NAPLA\)](#) is the most relevant regional association. NAPLA offers a number of events for professional development and for those learning the basics of the field. It also hosts an annual conference in the Northeast, maintains a repository of past conference materials, and offers scholarships for advisors whose home institutions cannot support attendance.

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## Pre-Health

Pre-health advising is supported by several established external resources. The [Association of American Medical Colleges](#) maintains a resource hub for prehealth advisors that includes materials related to AMCAS, the MCAT, Medical School Admission Requirements, the Fee Assistance Program, and other advising tools. [American Association of Colleges of Osteopathic Medicine \(AACOM\)](#) provides a parallel set of resources for osteopathic medicine, including a Universal Advisor Portal, recruiting events, virtual information sessions, and advisor updates.

The [National Association of Advisors for the Health Professions](#) also provides support and professional development opportunities for advisors. Its resources include advising best practices, a national conference, regional meetings, a job board, and a membership scholarship for advisors whose home institutions do not cover the cost of membership.

## Pre-Graduate

Pre-graduate advising is less centralized, which reflects the breadth of graduate pathways. Even so, several relevant resources exist. The [Council of Graduate Schools](#) provides materials for students considering graduate education, including planning and financial guidance through [GradSense](#). [ETS](#) offers the [GRE Advisor Toolkit](#), which includes materials campuses may use in supporting students preparing for graduate study. [NAGAP](#), The Association for Graduate Enrollment Management, provides research, training, and professional development for those working in graduate enrollment and advising, and also convenes a national conference and regional events that support collaboration across institutions. Regional and affiliated organizations connected to graduate school networks further support advising practice by offering opportunities for networking, sharing best practices, and staying current with trends across diverse graduate pathways.

# Appendices

## Appendix B: Survey Instrument

The Student Life Committee of the SUNY University Faculty Senate developed the Student Success Advising Landscape Survey to capture how SUNY campuses organize and deliver advising for students pursuing professional school and graduate pathways. The instrument was built in Qualtrics and centered on three tracks that routinely require specialized advising support: Pre-Law, Pre-Health (medicine, dental, and related fields), and Pre-Graduate (master's or PhD). Many campuses support more than one pathway, so respondents could select every track they were able to speak to and report track-specific differences in one submission.

After respondents identified their institution and selected their track(s), the survey presented a common set of questions for each selected track. That repeated set focused on four areas: where advising responsibility sits, which campus partners are involved, what services are available to students, and what tools offices use to communicate, manage outreach, and track engagement. Most items used fixed response options so results could be compared across campuses and across tracks.

A small number of items asked for numeric estimates (for example, annual engagement), and one item used a ranking format to capture which barriers most often limit conference participation. Open-ended prompts were used sparingly, mainly to capture short “Other, please specify” entries or to name specific systems when a campus indicated it used a CRM or student success platform.

The pages that follow present the instrument as a map of questions. Full Qualtrics display text is available from the authors upon request.

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## Respondent Information

### Q1: Introduction

The SUNY University Faculty Senate Student Life Committee is gathering information on how campuses across the SUNY system structure and deliver advising and student support for Pre-Professional tracks (Pre-Law, Pre-Health, and Pre-Graduate).

Your responses will help identify common practices, challenges, and opportunities for collaboration. Estimates are fine; share what you know.

We ask that you identify your campus and name so we can accurately represent each institution's practices. Individual names and contact information will remain confidential and will not be shared outside the SUNY University Faculty Senate Student Life Committee. Estimated time: 8-18 minutes. Response deadline: January 30, 2026.

For questions, contact Benjamin Rogers at [bdrogers@buffalo.edu](mailto:bdrogers@buffalo.edu)

### Q2: Name

Fields: First Name; Last Name (text entry).

### Q3: Institution

Fields: All Institutions within the SUNY system.

### Q4 Which pre-graduate/professional areas can you provide information for?

Response format: Select all that apply.

- Pre-Graduate (Master's or PhD)
- Pre-Health (Medicine, Dental, and related fields)
- Pre-Law
- Other, please specify: (4) \_\_\_\_\_

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## **Track-Specific Section (repeats for each selected track)**

**Q5: You indicated that you can provide information for one or more pre-graduate/professional areas. You are now answering for [Selected Track]**

**Q6: Who oversees or primarily coordinates advising for [Selected Track] students at your institution? Response format: Select one.**

- Academic department or division staff
- Individual faculty advisors
- Central advising or student success office (for example, Academic Advisement or Career Services)
- Dean's or professional school office
- Shared responsibility among multiple offices
- No formal advising structure
- Other, please specify (6) \_\_\_\_\_

**Q7: Which campus groups collaborate on [Selected Track] advising or programming at your institution? Response format: Select all that apply**

- Handled solely by me/my unit
- Career Services / Professional Development
- Student Success / Central Advising
- Academic Departments or Faculty
- Honors or Scholars Program
- Graduate School
- Diversity & Opportunity Programs (EOP, HEOP, CSTEP, McNair)
- Student Organizations
- Other, please specify: \_\_\_\_\_

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**Q8: What services are available to students pursuing [Selected Track] at your institution?** Response format: For each service listed below, select one option.

Response options: Offered by my unit; Offered by another unit; Not offered.

- Information sessions or orientations
- 1:1 advising
- Group advising or workshops
- Guest speakers or alumni panels
- Application review and guidance
- Test (LSAT/MCAT/GRE) preparation or strategy sessions (no cost to students)
- Test (LSAT/MCAT/GRE) preparation or strategy sessions (low cost or fee-based)
- Writing support (personal statement, essays)
- Letters of recommendation guidance
- Networking or shadowing opportunities
- Funding for conferences, travel, or preparation
- Newsletter or communication list
- Student organization support
- Mock interviews or practice sessions

**Q9: Approximately how many unique students engage with [Selected Track] advising or related programming in a typical academic year?** Response format: Numeric entry.

**Q10: Which communications or tracking tools are used with [Selected Track] students at your institution?** Response format: Select all that apply.

- Newsletter or mass email system (for example, Constant Contact, Mailchimp, Slate Deliver)
- Listserv or group email list (for example, campus-wide or department-based lists)
- Customer Relationship Management / Student Success Platform (EAB Navigate, Starfish/Compass, etc.)
- Learning Management System (LMS) (for example, Brightspace, Blackboard, Canvas)

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- Social media or community platform (for example, Instagram, Discord, GroupMe, Facebook, LinkedIn)
- Other, please specify: \_\_\_\_\_

Conditional display: If Customer Relationship Management / Student Success Platform is selected, display Q11.

**Q11: If you selected Customer Relationship Management / Student Success Platform, which system do you use?** Response format: Open text.

**Q12: How does your campus track applicant and outcome data for [Selected Track] students?** Response format: Select one.

- The campus tracks applicants and outcomes annually
- The campus tracks informally or irregularly
- The campus relies on external or institutional data
- The campus does not currently track outcomes
- Other, please specify: \_\_\_\_\_

Conditional display: If “The campus tracks applicants and outcomes annually” is selected, display Q13.

**Q13: Please share the approximate number of applicants from your [Selected Track] advising/programming each year.** Response format: Open text (approximate annual applicants).

**Q14: Do staff at your institution attend external conferences related to [Selected Track] advising or programming?** Response format: Select one.

- Yes
- No
- Unsure

Conditional display: If “Yes,” display Q15 and Q16. If “No,” display Q17.

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**Q15: When you attend [Selected Track] advising or professional development conferences, how are costs typically covered?** Response format: For each funding source listed below, select one option.

Response options: Fully covers costs; Partial support; No support / Not applicable.

- Your department or academic unit
- Central university or faculty development office
- Union or professional association
- External grant or sponsorship
- Personal funds (you pay out of pocket)
- Other, please specify: \_\_\_\_\_

**Q16: Please list any conferences, forums, or associations where staff participate related to [Selected Track].** Response format: Open text.

**Q17: What are the main reasons you or your colleagues do not attend external conferences related to [Selected Track] advising or programming?** Response format: Rank from 1 (most significant) to 8 (least significant).

- Limited funding or travel support
- Staff workloads / limited time availability
- Lack of awareness of relevant conferences
- No perceived benefit or return on time
- Conference opportunities are not aligned with our focus area
- Our institution does not permit travel or professional development
- Prefer virtual or local events instead of national travel
- Other, please specify: \_\_\_\_\_

**Q18: What is one practice or program that works especially well for [Selected Track] students at your institution?** Response format: Open text.

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**Q19: What one change or resource would have the biggest positive impact on [Selected Track] advising or programming at your institution?** Response format: Open text.

**Q20: Briefly describe one challenge your institution faces in supporting [Selected Track] students.** Response format: Open text.

**Q21: Do you have any other thoughts or feedback you would like to share about [Selected Track] advising or programming?** Response format: Open text.

**Institutional Questions (asked once, after track sections)**

**Q22: Across all pre-graduate/professional areas, about how many individuals contribute time to advising or programming (count yourself if applicable)?** Response format: Numeric entry.

**Q23: Would you be interested in receiving a summary of findings, shared resources, or best practices identified through this survey?** Response format: Select one.

- Yes – please send me a copy of the compiled results and resources
- Yes – and I would be open to being contacted about our campus's practices
- No, thank you

Conditional display: If “Yes” is selected, display Q24.

**Q24: Please provide your preferred email address.** Response format: Email address (text entry).

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## Appendix C: Detailed Tables by Survey Question

Table C1: Institutions Represented (Q3)

### Panel A: University Centers

Institution	Pre-Law	Pre-Health	Pre-Graduate	Other
University at Albany	Yes	Yes	No	No
Binghamton University	Yes	Yes	Yes	Yes
University at Buffalo	Yes	Yes	No	No
Stony Brook University	Yes	Yes	No	No

### Panel B: Comprehensive Colleges

Institution	Pre-Law	Pre-Health	Pre-Graduate	Other
SUNY Brockport	No	Yes	No	No
Buffalo State University	Yes	No	No	No
SUNY Cortland	No	Yes	No	No
SUNY Empire State University	No	No	Yes	No
SUNY Geneseo	No	Yes	Yes	No
SUNY New Paltz	No	No	Yes	No
SUNY Old Westbury	Yes	Yes	No	No
SUNY Oswego	Yes	Yes	Yes	No
SUNY Potsdam	Yes	Yes	Yes	Yes

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**Panel C: Specialized / Statutory Colleges**

Institution	Pre-Law	Pre-Health	Pre-Graduate	Other
SUNY Maritime College	No	No	Yes	No
SUNY College of Environmental Science and Forestry	Yes	Yes	No	No

**Panel D: Colleges of Technology / Agriculture**

Institution	Pre-Law	Pre-Health	Pre-Graduate	Other
Alfred State College	No	No	No	Yes
Farmingdale State College	Yes	Yes	No	Yes
Morrisville State College	Yes	Yes	Yes	Yes
SUNY Canton	No	No	No	Yes
SUNY Delhi	Yes	Yes	No	Yes

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**Table C2: Advising Oversight Structure by Track (Q6)**

Advising Oversight Structure	Pre-Law (n = 12)	Pre-Health (n = 14)	Pre-Graduate (n = 10)
Individual faculty advisors	4 (33.3%)	3 (21.4%)	3 (30.0%)
Academic department or division staff	2 (16.7%)	3 (21.4%)	1 (10.0%)
Central advising or student success office	3 (25.0%)	3 (21.4%)	0 (0.0%)
Shared responsibility among multiple offices	1 (8.3%)	1 (7.1%)	4 (40.0%)
Dean's or professional school office	0 (0.0%)	1 (7.1%)	0 (0.0%)
No formal advising structure	1 (8.3%)	1 (7.1%)	1 (10.0%)
Other, please specify	1 (8.3%)	2 (14.3%)	1 (10.0%)

*Note. Percentages are calculated within track.*

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**Table C3: Campus Groups Involved in Pre-Professional Advising by Track (Q7)**

Campus group	Pre-Law	Pre-Health	Pre-Graduate
Academic Departments or Faculty	6	12	9
Career Services / Professional Development	4	6	4
Student Success / Central Advising	3	8	5
Diversity & Opportunity Programs (EOP, HEOP, CSTEP, McNair)	2	4	4
Student Organizations	2	5	1
Honors or Scholars Program	1	3	0
Graduate School	1	0	5
Handled solely by me / my unit	3	4	0
Other, please specify	2	2	2

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**Table C4: Service Availability by Track and Offering Source (Q8)**

**Panel A: Pre-Law**

Service	My Unit	Another Unit	Not Offered	No Response
Information sessions or orientations	4 (33.3%)	3 (25.0%)	3 (25.0%)	2 (16.7%)
1:1 advising	8 (66.7%)	3 (25.0%)	1 (8.3%)	0 (0.0%)
Group advising or workshops	6 (50.0%)	4 (33.3%)	1 (8.3%)	1 (8.3%)
Guest speakers or alumni panels	4 (33.3%)	5 (41.7%)	2 (16.7%)	1 (8.3%)
Application review and guidance	6 (50.0%)	3 (25.0%)	2 (16.7%)	1 (8.3%)
Test prep (no-cost)	0 (0.0%)	3 (25.0%)	9 (75.0%)	0 (0.0%)
Test prep (low-cost/fee-based)	0 (0.0%)	5 (41.7%)	7 (58.3%)	0 (0.0%)
Writing support (personal statement/essays)	5 (41.7%)	5 (41.7%)	2 (16.7%)	0 (0.0%)
Letters of recommendation guidance	7 (58.3%)	3 (25.0%)	1 (8.3%)	1 (8.3%)
Networking or shadowing opportunities	3 (25.0%)	5 (41.7%)	3 (25.0%)	1 (8.3%)
Funding for conferences, travel, or prep	3 (25.0%)	3 (25.0%)	6 (50.0%)	0 (0.0%)
Newsletter or communication list	3 (25.0%)	2 (16.7%)	6 (50.0%)	1 (8.3%)

*Note. Percentages are calculated within track.*

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**Panel B: Pre-Health**

Service	My Unit	Another Unit	Not Offered	No Response
Information sessions or orientations	8 (57.1%)	3 (21.4%)	3 (21.4%)	0 (0.0%)
1:1 advising	10 (71.4%)	3 (21.4%)	1 (7.1%)	0 (0.0%)
Group advising or workshops	7 (50.0%)	4 (28.6%)	3 (21.4%)	0 (0.0%)
Guest speakers or alumni panels	8 (57.1%)	6 (42.9%)	0 (0.0%)	0 (0.0%)
Application review and guidance	7 (50.0%)	6 (42.9%)	1 (7.1%)	0 (0.0%)
Test prep (no-cost)	3 (21.4%)	3 (21.4%)	7 (50.0%)	1 (7.1%)
Test prep (low-cost/fee-based)	2 (14.3%)	5 (35.7%)	6 (42.9%)	1 (7.1%)
Writing support (personal statement/essays)	7 (50.0%)	5 (35.7%)	1 (7.1%)	1 (7.1%)
Letters of recommendation guidance	8 (57.1%)	5 (35.7%)	1 (7.1%)	0 (0.0%)
Networking or shadowing opportunities	4 (28.6%)	6 (42.9%)	3 (21.4%)	1 (7.1%)
Funding for conferences, travel, or prep	2 (14.3%)	7 (50.0%)	5 (35.7%)	0 (0.0%)
Newsletter or communication list	8 (57.1%)	2 (14.3%)	4 (28.6%)	0 (0.0%)

*Note. Percentages are calculated within track.*

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**Panel C: Pre-Graduate**

Service	My Unit	Another Unit	Not Offered	No Response
Information sessions or orientations	3 (30.0%)	3 (30.0%)	3 (30.0%)	1 (10.0%)
1:1 advising	7 (70.0%)	2 (20.0%)	1 (10.0%)	0 (0.0%)
Group advising or workshops	3 (30.0%)	5 (50.0%)	2 (20.0%)	0 (0.0%)
Guest speakers or alumni panels	6 (60.0%)	3 (30.0%)	1 (10.0%)	0 (0.0%)
Application review and guidance	5 (50.0%)	3 (30.0%)	2 (20.0%)	0 (0.0%)
Test prep (no-cost)	3 (30.0%)	1 (10.0%)	5 (50.0%)	1 (10.0%)
Test prep (low-cost/fee-based)	1 (10.0%)	0 (0.0%)	8 (80.0%)	1 (10.0%)
Writing support (personal statement/essays)	5 (50.0%)	4 (40.0%)	1 (10.0%)	0 (0.0%)
Letters of recommendation guidance	4 (40.0%)	2 (20.0%)	3 (30.0%)	1 (10.0%)
Networking or shadowing opportunities	1 (10.0%)	3 (30.0%)	4 (40.0%)	2 (20.0%)
Funding for conferences, travel, or prep	3 (30.0%)	1 (10.0%)	5 (50.0%)	1 (10.0%)
Newsletter or communication list	1 (10.0%)	3 (30.0%)	4 (40.0%)	2 (20.0%)

*Note. Percentages are calculated within track.*

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**Table C5: Annual Student Engagement Volume by Track (Q9)**

Metric	Pre-Law (n = 12)	Pre-Health (n = 14)	Pre-Graduate (n = 9)
Institutions reporting 0	1	0	0
Total students (sum)	2,310	7,952	1,703
Minimum	0	5	3
Median	32.5	177.5	35
Mean	192.5	568	189.2
Maximum	1,000	3,000	800

*Note. Values reflect self-reported annual estimates.*

**Table C6: Communications and Tracking Tools Used by Track (Q10)**

Tool / Option	Pre-Law (n = 12)	Pre-Health (n = 14)	Pre-Graduate (n = 10)
CRM / Student Success Platform (e.g., EAB Navigate, Starfish, Compass)	5 (41.7%)	7 (50.0%)	5 (50.0%)
Learning Management System (LMS)	1 (8.3%)	4 (28.6%)	4 (40.0%)
Listserv or group email list	6 (50.0%)	11 (78.6%)	5 (50.0%)
Newsletter or mass email system	2 (16.7%)	1 (7.1%)	5 (50.0%)
Social media or community platform	3 (25.0%)	5 (35.7%)	6 (60.0%)
Other	4 (33.3%)	3 (21.4%)	1 (10.0%)

*Note. Percentages reflect the proportion of institutions within each track selecting the tool. Multiple selections permitted.*

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**Table C7: CRM / Student Success Platforms Named by Track  
(Q11, Open-Ended Responses)**

Platform Named	Pre-Law	Pre-Health	Pre-Graduate
EAB Navigate / Navigate360	3	2	—
Starfish	1	—	1
Slate	—	—	2
Ellucian Advise	1	—	—
Banner	—	—	1

*Note. Responses reflect open-ended write-ins among institutions selecting CRM platforms in Q10.*

**Table C8: Campus Tracking of Applicant and Outcome Data by Track (Q12)**

Response option	Pre-Law (n = 12)	Pre-Health (n = 14)	Pre-Graduate (n = 10)
Tracks informally or irregularly	3 (25.0%)	2 (14.3%)	2 (20.0%)
Does not currently track outcomes	2 (16.7%)	2 (14.3%)	0 (0.0%)
Relies on external or institutional data	3 (25.0%)	4 (28.6%)	2 (20.0%)
Tracks applicants and outcomes annually	1 (8.3%)	3 (21.4%)	1 (10.0%)
Other, please specify	3 (25.0%)	3 (21.4%)	5 (50.0%)

*Note. Percentages calculated within track.*

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**Table C9: External Conference Attendance by Track (Q14)**

Response	Pre-Law (n = 12)	Pre-Health (n = 14)	Pre-Graduate (n = 10)
Yes	4 (33.3%)	5 (35.7%)	4 (40.0%)
No	4 (33.3%)	4 (28.6%)	3 (30.0%)
Unsure	4 (33.3%)	5 (35.7%)	3 (30.0%)

*Note. Percentages calculated within track.*

**Table C10: Typical Conference Cost Coverage by Funding Source and Track (Q15)**

**Panel A: Pre-Law**

Funding Source	Fully	Partial	No Support
Department / Academic Unit	1	1	1
Central Faculty Development	0	2	1
Union / Professional Association	0	1	2
External Grant / Sponsorship	0	2	1
Personal Funds	0	1	2

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**Panel B: Pre-Health**

Funding Source	Fully	Partial	No Support
Department / Academic Unit	0	2	0
Central Faculty Development	0	1	1
Union / Professional Association	0	1	1
External Grant / Sponsorship	0	0	2
Personal Funds	0	0	2

**Panel C: Pre-Graduate**

Funding Source	Fully	Partial	No Support
Department / Academic Unit	1	1	0
Central Faculty Development	0	1	0
Union / Professional Association	0	1	0
External Grant / Sponsorship	0	1	0
Personal Funds	0	1	0

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**Table C11: Average Ranking of Barriers to Conference Participation by Track (Q17)**

Reason	Pre-Law (Avg Rank)	Pre-Health (Avg Rank)	Pre-Graduate (Avg Rank)
Limited funding or travel support	1.67	1.33	2.33
Staff workloads / limited time availability	2	2	2.33
Lack of awareness of relevant conferences	2.33	4	1.67
No perceived benefit or return on time	5	4.33	4.67
Conference opportunities not aligned	4.67	5	5.67
Institution does not permit travel	6	6.67	5.67
Prefer virtual or local options	6.33	5	5.67
Other	8	7.67	8

*Note. Lower average rank indicates greater perceived significance (1 = most significant; 8 = least significant).*

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