

# **An Evaluation and Assessment of Undergraduate Academic Advising Services at Iowa State University, Spring 2012**

## **Prepared by:**

Subcommittee, University Academic Advising Committee (UAAC)

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## INTRODUCTION

During Spring semester 2012 the University Academic Advising Committee (UAAC) conducted a survey of all degree-seeking undergraduate students at Iowa State University. Discussions during 2011 between UAAC and the Office of the Provost resulted in the decision to design and administer the survey as a campus-wide evaluation of undergraduate academic advisers by the students they advise. Accordingly, a survey was created that asked each student respondent to do the following:

- identify his or her primary academic adviser
- answer questions about the type of interactions (face-to-face, email, phone, etc.) and number of interactions with the academic adviser and indicate the student's preferred method(s) of communication with the adviser
- read 28 statements related to advising services provided by the academic adviser and rate each statement on a scale of 1 (strongly disagree) to 5 (strongly agree)
- rate the adviser's overall effectiveness on a scale of 1 (very poor) to 5 (excellent)
- indicate whether or not the student had ever asked the adviser about any of 6 listed topics and, if the student had indeed asked about a topic, rate the adviser's helpfulness
- answer 3 open-ended questions about the academic adviser or advising services
- complete 5 items related to interactions or engagement with faculty in the department of the student's major

Creating and administering the survey was made possible by generous financial support from the Office of the Provost, the efforts of a UAAC subcommittee, and the expertise of Mr. Jason Pontius in working with such a large data pool, including creating and distributing the individual adviser evaluation reports.

## QUICK TAKES

- A total of 9,274 students answered at least one item on the survey, for an overall survey response rate of 41%.
- Individual adviser evaluation reports based on advisees' evaluations were provided to 233 advisers (72 P&S advisers, 157 faculty, and 4 graduate assistants).
- On the two survey items that asked students about the frequency of contact and meetings with their academic adviser during their most recent full semester at ISU, students indicated that they had contacted their adviser by phone, email, etc. an average of 3.32 times each and also met face-to-face with their adviser an average of 2.33 times. With 22,675 degree-seeking undergraduate students enrolled during Fall 2011, those averages indicate that advisers logged more than 52,000 face-to-face meetings and more than 75,000 other contacts with students during that semester.
- Although we see extensive use of social media and texting on campus, students voiced a strong preference for communicating with their academic adviser in face-to-face meetings and by email.
- "My adviser treats me with respect" received one of the highest ratings of any survey item.
- Using a 5-point rating scale, 76% of students rated their adviser's overall effectiveness as excellent or good.
- Students in the College of Agriculture and Life Sciences posted the highest response rate and highest average overall adviser rating of any college.
- An evaluation of equity and equal access issues indicates that, overall, the following groups of students accessed, used, and expressed satisfaction with advising services and advisers at the same level as—or at a higher level than—other students who responded to

the survey: Multicultural students, students on academic probation or warning, transfer students, nontraditional age students (age  $\geq 25$ ), students receiving veteran's benefits, and student athletes.

- Students on academic warning or probation posted a higher mean rating of the overall effectiveness of their adviser than did students in good academic standing.
- Male students gave a higher mean rating of the overall effectiveness of their adviser than did female students.
- Multicultural students and non-U.S. citizens had more face-to-face meetings and other kinds of contact (email, phone, etc.) with their adviser than did White students and U.S. citizens, respectively.
- Although only 21% of students indicated that they asked their adviser for assistance with personal issues in their most recent full semester at ISU, those who did so gave one of the highest survey ratings for the helpfulness of their adviser with those issues.

## RECOMMENDATIONS

1. **Continue to conduct a campus-wide survey of undergraduate academic advising on a regular basis—we recommend every 5 or 6 years—but make several changes on the next survey.** The 2012 Advising Survey provides significant data about the advising experiences and needs of our undergraduate students, as well as the extent to which their needs are being met. Such data allow us both to confirm what we are doing well and to make adjustments to what we do so that we can provide the most complete and appropriate range of advising services that support student success. However, we believe that the following important changes should be made to the next advising survey:
  - a. Conduct the survey as a campus-wide assessment of undergraduate academic advising, not as a campus-wide evaluation of individual advisers. Several problems emerged in the effort to use survey results to evaluate individual advisers. First of all, 27% of survey respondents did not identify their academic adviser, and 9% of those who entered an adviser's name provided a name that did not match the Registrar's information. In addition, a minimum of five responses per adviser was required to generate an individual adviser report in order to ensure confidentiality of respondents. This means that thousands of responses could not be used to evaluate individual advisers. In fact, 193 faculty and staff who have advisees assigned to them did not receive an individual adviser evaluation report. The 2012 Advising Survey asked students to evaluate only the adviser for their primary major, which fails to account for the fact that many students have double majors. Other students may have declared or changed majors during their most recent full semester at ISU and may not have been sure which adviser to evaluate. Finally, most advisers are associated with a specific department. They are hired by the department and supervised by someone in that department. It seems most appropriate for student evaluation of advisers to be conducted at the department level.
  - b. When developing future surveys, use a four-point scale for items that ask students to rate something. This will allow for comparison of survey results to the National Survey of Student Engagement (NSSE) and other national surveys as well as to previous surveys at Iowa State, save the 2012 Advising Survey with its five-point scale on many items.
  - c. When Iowa State participates in NSSE, append their Advising Module as part of the survey administration. This short set of questions “. . . examines students' experiences with academic advising, including frequency of use, accessibility,

information provided, and primary source of advice.” (NSSE website, NSSE Topical Modules.) The cost is low and would allow for comparison to results at other schools nationwide.

- d. Don't do the UAAC-sponsored Iowa State Advising Survey the same year that Iowa State participates in NSSE.

## 2. Hire additional academic advisers.

- “Good academic advising may be the single most underestimated characteristic of a successful college experience.” (Light, 2001, p. 81.)
- “Academic advising is the only structured activity on the college campus in which all students have the opportunity for one-on-one interaction with a concerned representative of the institution.” (Habley, 2004, quoted in Bitz, 2010, p. 53.)

It is essential for Iowa State to make strong academic advising a top priority. Expanded adviser duties and rising enrollment numbers mean that we need more advisers to meet the needs of our current and prospective students. Advisers' roles in student recruitment, retention, and other high-impact activities such as learning communities have increased significantly in the past few years. During the same time period, undergraduate enrollment has gone up dramatically. Between 2006, when the previous Advising Survey was conducted, and 2011, Iowa State experienced a 17% increase in undergraduate enrollment. Although the importance of good academic advising and the benefits to students and the institution have been well documented, the number of advisers serving those students has not kept pace at Iowa State.

- ## 3. Encourage colleges and departments to evaluate the adviser/advising model they currently have in place.
- Since survey data indicate many strengths of advising services at Iowa State, departments need to identify their advising strengths and build on them. They also need to identify ways in which advising services can be improved and make appropriate changes in order to meet the needs of their students. By comparing their model of advising with others at the university or across the nation and sharing best practices within the university environment, a system of continuous quality improvement can be created for academic advising for all departments at Iowa State University.

## SURVEY RESULTS

Survey items addressed a wide range of advising and student engagement topics and issues. In order to evaluate the extensive data provided by student responses, we have organized our presentation of Survey results as follows:

- Discussion of six underlying themes in the data
- Discussion of equity/equal access issues for eight selected groups
- Presentation of data from all survey items—except for the 3 open-ended questions—that allows for comparison of the undergraduate colleges
- Presentation of data from all survey items—except for the 3 open-ended questions—that allows for comparison of students by classification year.

### Six underlying themes in the data

In this section of the report, we will present and discuss survey results in six thematic areas:

1. Overall effectiveness rating of adviser
2. Advisees' access to, contact and communication with adviser
3. Topics advisees asked about and helpfulness of adviser
4. Informational/prescriptive advising functions
5. Developmental advising functions
6. Engagement with faculty in department of major

Survey item numbers referenced in this report were assigned as part of the data analysis. For example, “Q11” means survey item 11. Some survey items comprised multiple components. “Q9\_24” means survey item 9, component 24. Students did not see these item or component numbers as they completed the survey. Each multiple-choice survey item or component has been assigned to one—and only one—of the six themes.

### Underlying Theme #1: Overall effectiveness rating of adviser

Survey item:

Q11: *How would you rate your adviser’s overall effectiveness?*

The mean overall effectiveness rating of advisers was 4.08 on a five-point scale (1=very poor, 5=excellent), with 76% of students rating their adviser as either excellent (45%) or good (31%). Although this rating is similar to the 2006 ISU Advising Survey finding of 75% combined excellent (39%) and good (36%), we cannot make direct comparisons to that survey for two reasons. First, a different rating scale was used. The 2006 ISU survey used a four-point rating scale (poor, fair, good, excellent), while the 2012 ISU survey used a five-point scale (very poor, poor, fair, good, excellent). Second, the statements used to elicit a rating were not identical. The 2006 ISU survey asked students to rate advising received from the “college or department,” while the 2012 survey asked students to rate their assigned academic adviser for their primary major.

Considering events that took place between 2006 and 2012—including the recession, budget reductions, budget reversions, incentivized retirements, open positions, and a significant increase in undergraduate enrollment—we believe the 2012 76% good/excellent rating represents successful efforts by advisers to maintain their role in preserving the ISU brand of a supportive campus environment. Furthermore, the relatively small number of students who rated their adviser at the other end of the scale—with only 3% of students giving an adviser rating of very poor and only 7% poor—suggests that most ISU undergraduates view their academic adviser as a helpful resource in their efforts to have a successful college experience.

2012 Advising Survey—Q11: *How would you rate your adviser’s overall effectiveness?*

*Mean rating on a 5-point scale (1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent)*

All Respondents		1 <sup>st</sup> Year Students		Seniors	
Mean rating	N	Mean rating	N	Mean rating	N
4.08	8418	4.16	2165	4.02	2655

*Results by percent and N for each response choice*

Rating	All Respondents		1 <sup>st</sup> Year Students		Seniors	
	%	N	%	N	%	N
Very poor	3	265	2	42	4	110
Poor	7	594	5	111	8	218
Fair	14	1147	13	287	14	374
Good	31	2647	34	746	28	752
Excellent	45	3765	45	979	45	1201
Total	100	8418	100	2165	100	2655

Note: Percentages may not total 100 due to rounding.

Results from the 2006 Advising Survey—Question 17: *I would rate the quality of academic advising that I've received from my college or department at Iowa State as:*

*Results by percent and N for each response choice*

Rating	All Respondents		1 <sup>st</sup> Year Students		Seniors	
	%	N	%	N	%	N
Does not apply	0.2	8	0.3	2	0.2	3
Poor	8	282	5	31	10	152
Fair	17	633	10	59	20	286
Good	36	1356	40	228	34	498
Excellent	39	1446	45	257	36	519
Total	100	3725	100	577	100	1458

Note: Percentages may not total 100 due to rounding.

We would also like to know how Iowa State compares to other universities. Unfortunately, in attempting to make comparisons between Iowa State and other universities by using data from the National Survey of Student Engagement (NSSE), we again face the issues of a different rating scale and different wording of similar survey items. We offer the following two tables to provide information that was collected from universities around the country, albeit using a four-point rather than a five-point rating scale. NSSE surveys first-year students and seniors.

Results for first-year students and seniors from the 2011 NSSE Survey—Question 12: *Overall, how would you evaluate the quality of academic advising you have received at your institution?*

*First-Year Students: Results by percent and N for each response choice*

Rating	AAUDE <sup>1</sup>		Carnegie Class RU/VH <sup>2</sup>		NSSE <sup>3</sup>	
	%	N	%	N	%	N
Poor	5	164	5	1350	5	6627
Fair	17	598	16	4580	15	23,283
Good	48	1624	46	12,770	46	72,349
Excellent	30	1047	33	9079	34	57,173
Total	100	3433	100	27,779	100	159,432

Note: Percentages may not total 100 due to rounding.

<sup>1</sup>American Association of Universities Data Exchange

<sup>2</sup>Carnegie Classification RU/VH: Research University (very high research activity). Iowa State is an RU/VH school.

<sup>3</sup>National Survey of Student Engagement, responses from all first-year participants

*Seniors: Results by percent and N for each response choice*

Rating	AAUDE <sup>1</sup>		Carnegie Class RU/VH <sup>2</sup>		NSSE <sup>3</sup>	
	%	N	%	N	%	N
Poor	11	534	11	3927	9	17,611
Fair	24	1192	21	8042	19	38,655
Good	40	2014	39	14,737	40	82,032
Excellent	26	1287	28	10,568	32	68,760
Total	100	5027	100	37,274	100	207,058

Note: Percentages may not total 100 due to rounding.

<sup>1</sup>American Association of Universities Data Exchange

<sup>2</sup>Carnegie Classification RU/VH: Research University (very high research activity). Iowa State is an RU/VH school.

<sup>3</sup>National Survey of Student Engagement, responses from all senior participants

## Underlying Theme #2: Advisees' access to, contact and communication with adviser

Relevant survey items:

- Q5\_1: *During your most recent full semester at ISU, how often did you meet face-to-face with your adviser?*
- Q5\_2: *During your most recent full semester at ISU, how often did you contact your adviser by phone, email, social media, text messages, etc.?*

- Q6: *How do you prefer to communicate with your adviser? (Check all that apply.)*
  - 6\_1: *Email*
  - 6\_2: *Phone*
  - 6\_3: *Face-to-face meetings*
  - 6\_4: *Facebook*
  - 6\_6: *Text messaging*
- Q9\_2: *My adviser contacts me about upcoming department events and professional opportunities.*
- Q9\_13: *I am able to meet face-to-face with my adviser in a reasonable amount of time.*
- Q9\_14: *My adviser keeps appointments when made.*
- Q9\_16: *I am satisfied with the number of face-to-face meetings I have had with my adviser.*
- Q9\_17: *I am satisfied with the amount of communication (via email, phone, social media, text messages) I have had with my adviser.*
- Q9\_18: *My adviser responds to my contacts (by email, phone, social media, text messages) in a reasonable amount of time.*

Students made it very clear that they do not want to communicate with their adviser by using text messages or Facebook, with less than 2% of students saying they liked to text and less than 1% saying they liked to use Facebook to contact their academic adviser. On the item that provided a check-all-that-apply list of possible ways to communicate with their adviser, 90% of students selected face-to-face meetings and 73% marked email as their preferences. It is encouraging to learn that students do not put advisers in the same category as texting/Facebook contacts; that they seem to understand that advising requires communication in greater depth than texting and social media can offer.

*Q6: How do you prefer to communicate with your adviser? (Check all that apply.)*

*Results by percent and N for each response choice*

	<b>%</b>	<b>N each choice</b>	<b>N all responses</b>
Email	73	6790	9274
Phone	6	593	9274
Face-to-face meetings	90	8310	9274
Facebook	1	71	9274
Text messaging	2	154	9274

More than 1300 students—14% of respondents—indicated that they met with their adviser 5 or more times in the previous semester. On average, survey respondents met with their adviser 2.33 times each and also logged an average of 3.32 other contacts. This is another indication that students see their academic adviser as an important resource and that they make use of advising resources.

While the NACADA standard is at least one advising meeting per semester, it is not clear what the ideal number of advising meetings should be. We believe that the number of meetings and contacts revealed in this study combined with the overall rating of adviser effectiveness indicate that most students feel they receive an appropriate level of support from their adviser at Iowa State.



Q5\_1: During your most recent full semester at ISU, how often did you meet face-to-face with your adviser?

Q5\_2: During your most recent full semester at ISU, how often did you contact your adviser by phone, email, social media, text messages, etc.?

**Mean number of meetings (Q5\_1) or contacts (Q5\_2) with adviser**

	Mean	N
Q5_1: Times met face-to-face	2.33	9226
Q5_2: Times other contact	3.32	9156

Q5\_1: During your most recent full semester at ISU, how often did you meet face-to-face with your adviser?

Results by **percent** and **N** for each response choice

	%	N
Never	6	561
1 – 2 times	50	4600
3 – 4 times	30	2750
5 – 6 times	8	697
7 – 8 times	2	206
More than 8 times	4	412
Total	100	9226

Note: Percentages may not total 100 due to rounding.

Q5\_2: During your most recent full semester at ISU, how often did you contact your adviser by phone, email, social media, text messages, etc.?

Results by **percent** and **N** for each response choice

	%	N
Never	10	925
1 – 2 times	28	2567
3 – 4 times	29	2634
5 – 6 times	16	1506
7 – 8 times	7	636
More than 8 times	10	888
Total	100	9156

Note: Percentages may not total 100 due to rounding.

Students gave high ratings for being able to meet with their adviser in a reasonable time (4.23 rating on a five-point scale), for their adviser keeping appointments (4.42), and for the adviser responding to contacts quickly (4.17). Satisfaction with the number of face-to-face meetings (4.05) and amount of other communication (4.0) were only slightly lower. The lowest rating for this group of related items was for contact from the adviser about upcoming departmental events and professional opportunities (3.73). Overall, students perceived their adviser as readily available to communicate with them and meet face-to-face, and most students were satisfied with the number of meetings and contacts with their adviser. In the context of an Advising is Teaching/developmental advising model, this is very positive feedback. As for the lower rating of advisers contacting students about upcoming departmental events and professional opportunities, we suspect that multiple factors come into play, including the following three possibilities. First, in some departments, a person other than the adviser is responsible for communicating this information to students. Second, some departments may defer to their college's Career Services office to provide information about professional opportunities. Finally, Open Option students aren't actually in an academic department and therefore don't receive information about "department events."

Q9\_2, Q9\_13, Q9\_14, Q9\_16, Q9\_17, and Q9\_18

**Mean rating on a 5-point scale**

*1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree*

Survey Item	Mean rating	N
Q9_2: Adviser contacts about upcoming events	3.73	8605
Q9_13: Can meet face-to-face in reasonable time	4.23	8580
Q9_14: Adviser keeps appointments	4.42	8585
Q9_16: Satisfied with # of face-to-face mtgs	4.05	8582
Q9_17: Satisfied with amount of communication	4.00	8566
Q9_18: Adviser responds to contacts quickly	4.17	8576

**Q9\_2: My adviser contacts me about upcoming department events and professional opportunities.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	7	605
Disagree	13	1084
Neither agree nor disagree	16	1381
Agree	29	2537
Strongly agree	35	2998
Total	100	8605

Note: Percentages may not total 100 due to rounding.

**Q9\_13: I am able to meet face-to-face with my adviser in a reasonable amount of time.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	3	217
Disagree	4	322
Neither agree nor disagree	8	691
Agree	39	3350
Strongly agree	47	4000
Total	100	8580

Note: Percentages may not total 100 due to rounding.

**Q9\_14: My adviser keeps appointments when made.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	1	113
Disagree	1	111
Neither agree nor disagree	8	654
Agree	34	2901
Strongly agree	56	4806
Total	100	8585

Note: Percentages may not total 100 due to rounding.

**Q9\_16: I am satisfied with the number of face-to-face meetings I have had with my adviser.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	4	340
Disagree	7	613
Neither agree nor disagree	12	1063
Agree	33	2847
Strongly agree	43	3719
Total	100	8582

Note: Percentages may not total 100 due to rounding.

Q9\_17: *I am satisfied with the amount of communication (via email, phone, social media, text messages) I have had with my adviser.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	4	336
Disagree	7	593
Neither agree nor disagree	15	1290
Agree	34	2874
Strongly agree	41	3473
Total	100	8566

Note: Percentages may not total 100 due to rounding.

Q9\_18: *My adviser responds to my contacts (by email, phone, social media, text messages) in a reasonable amount of time.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	2	197
Disagree	4	361
Neither agree nor disagree	11	930
Agree	39	3345
Strongly agree	44	3743
Total	100	8576

Note: Percentages may not total 100 due to rounding.

### Underlying theme #3: Topics advisees asked about and helpfulness of adviser

Relevant survey items:

- Q10: *Have you ever asked your adviser about the following topics?*
  - 10\_1: *Financial Aid information*
  - 10\_2: *Academic Support Services information (tutoring, Supplemental Instruction, Student Support Services Program, Student Success Center)*
  - 10\_3: *Disability Resource Services information*
  - 10\_4: *Information about other majors or minors*
  - 10\_5: *To write you a letter of recommendation*
  - 10\_6: *Assistance with personal issues or concerns*
- Q12: *How helpful was your adviser for each of those topics?*
  - 12\_1: *Financial Aid information*
  - 12\_2: *Academic Support services information (tutoring, supplemental instruction, Student Support Services Program, Student Success Center)*
  - 12\_3: *Disability Resource Services information*
  - 12\_4: *Information about other majors or minors*
  - 12\_5: *To write you a letter of recommendation*
  - 12\_6: *Assistance with personal issues or concerns*

In the 2006 ISU Advising Survey, 92.8% of respondents agreed or strongly agreed that advisers need to be familiar with alternative majors, so it is no surprise in the 2012 Advising Survey that the topic that students asked about most frequently was information about other majors and minors, with 67% of respondents—more than 5,500 students—indicating that they had raised this topic with their adviser. They gave advisers a mean rating of 4.22 for their helpfulness on this topic, with 85% of these students saying that their adviser was very helpful (47%) or somewhat helpful (38%). Considering the number of students who are Open Option combined with those who change their major, add a second major, or add one or more minors, advisers expect students to ask for information about majors and minors.

About half as many students—33%—said that they had asked about Academic Support Services information. Iowa State offers a wide range of programs and services that support student success, and advisers are fortunate to have so many resources to which students can be referred. Eighty-five percent of the students who asked about Academic Support Services rated their adviser as very helpful (48%) or somewhat helpful (37%).

Fewer students asked for assistance with personal issues (21%) or for a letter of recommendation (18%), but these two topics yielded the fourth-highest and highest ratings, respectively, of any survey items. The survey item with the highest rating by students was Q12\_5, which asked students to rate their adviser's helpfulness with writing a letter of recommendation. Survey respondents gave a 4.64 rating on this item, with 92% saying that their adviser was very helpful (77%) or somewhat helpful (15%). Clearly, the students who asked their academic adviser to write a letter of recommendation for them were pleased with their adviser's response. The fourth-highest rating of any survey item was for Q12\_6, which asked students to rate their adviser's helpfulness with personal issues. Although only about half of students agreed or strongly agreed on item Q9\_4 (discussed in the next section) that they were comfortable talking with their adviser about personal matters, those who chose to do so posted a 4.37 mean rating, with 87% of students saying that their adviser was very helpful (60%) or somewhat helpful (27%).

The other two topics identified in this section of the survey were financial aid and Disability Resource Services. The 18% of students who asked about financial aid posted a mean rating of 4.09 for their adviser's helpfulness. Disability Resource Services was raised as a topic by only 5% of respondents, who gave their advisers a mean rating of 4.05 for helpfulness. Financial aid and Disability Resource Services are areas in which academic advisers are not the experts. Advisers need to be knowledgeable enough to answer basic questions and then refer students to the people and offices that specialize in providing the services.

**Q10: Have you ever asked your adviser about the following topics?**

*Results by percent for each response (Yes, No, Not Sure)*

Survey Item	Response choices on survey			Total
	% Yes	% No	% Not Sure	
IQ10_1: Financial Aid information	17	77	5	100
Q10_2: Academic Support Service information	32	64	4	100
Q10_3: Disability Resource Services information	5	93	2	100
Q10_4: Information about other majors and minors	67	32	3	100
Q10_5: To write you a letter of recommendation	17	80	3	100
Q10_6: Assistance with personal issues or concerns	20	75	5	100

Note: Percentages may not total 100 due to rounding.

**Q10: Have you ever asked your adviser about the following topics?**

*Results by N for each response (Yes, No, Not Sure)*

Survey Item	Response choices on survey			Total
	N Yes	N No	N Not Sure	
Q10_1: Financial Aid information	1493	6626	468	8587
Q10_2: Academic Support Service information	2728	5475	385	8588
Q10_3: Disability Resource Services information	388	7982	210	8580
Q10_4: Information about other majors and minors	5545	2753	282	8580
Q10_5: To write you a letter of recommendation	1499	6844	236	8579
Q10_6: Assistance with personal issues or concerns	1745	6426	406	8577

**Q12: How helpful was your adviser for each of those topics?**

Results by **mean rating** for each survey item. (Rating scale: 1=Not at all helpful, 2=Somewhat helpful, 3=Neither helpful nor unhelpful, 4=Somewhat helpful, 5=Very helpful)

Survey Item	Mean rating	N
Q12_1: Financial Aid information	4.09	1423
Q12_2: Academic Support Service information	4.26	2609
Q12_3: Disability Resource Services information	4.05	364
Q12_4: Information about other majors and minors	4.22	5247
Q12_5: To write you a letter of recommendation	4.64	1434
Q12_6: Assistance with personal issues or concerns	4.37	1662

**Q12: How helpful was your adviser for each of those topics?**

Results by **percent** for each response

Survey Item	% Not at all helpful	% Somewhat unhelpful	% Neither helpful nor unhelpful	% Somewhat helpful	% Very helpful	% Total
Q12_1: Financial Aid information	3	5	10	43	39	100
Q12_2: Academic Support Service information	2	4	10	37	48	100
Q12_3: Disability Resource Services information	5	4	17	31	44	100
Q12_4: Information about other majors and minors	3	5	7	38	47	100
Q12_5: To write you a letter of recommendation	2	1	5	15	77	100
Q12_6: Assistance with personal issues or concerns	3	3	7	27	60	100

Note: Percentages may not total 100 due to rounding.

**Q12: How helpful was your adviser for each of those topics?**

Results by **N** for each response (Yes, No, Not Sure)

Survey Item	Not at all helpful	Somewhat unhelpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	Total
Q12_1: Financial Aid information	49	69	144	611	550	1423
Q12_2: Academic Support Service information	48	95	253	959	1254	2609
Q12_3: Disability Resource Services information	17	13	62	113	159	364
Q12_4: Information about other majors and minors	146	276	350	2000	2475	5247
Q12_5: To write you a letter of recommendation	27	14	72	217	1104	1434
Q12_6: Assistance with personal issues or concerns	56	45	120	443	998	1662

### Students with Disabilities: Additional Data and Analysis

Of the students taking the 2012 Advising Survey, 8,580 responded to the item asking whether or not they had asked their academic adviser about disability resource services. Approximately 5% of these respondents—388 students—indicated that they had brought this topic up to their adviser. This percentage was consistent across adviser type (Grad Student, P&S staff, faculty) and all colleges. Students rated the helpfulness of their adviser on this topic at 4.05 on a 5-point scale.

Statistically significant differences were found between types of students who had brought the topic of disability resources up to their academic adviser. Transfer students were more likely to discuss this topic (7%) than direct from high school students (4%). Seven per cent of the multi-cultural students who responded had broached this topic with their adviser versus 4% of white students. International students asked about these resources (7%) more than U.S. students (4%), and the most substantial difference was the 10% of nontraditional age students (age 25 and older) who talked about disability services with their academic adviser compared to only 4% of direct from high school students. It is also interesting to note that only 4% of students in good academic standing discussed the topic of disability resource with their academic adviser, compared to 11% of students who were on academic probation status according to ISU's academic probation

policy. This statistically significant difference seems to indicate that perhaps students are not seeking out disability related support or accommodations until they deem it absolutely necessary.

Data provided by Iowa State University's Student Disability Resources Office (SDR) also support the concern that a number of students initially wait to identify as a student with a disability and seek out resources only later in their academic career. First-year students are the smallest group to be served by the Student Disability Resources Office with the number of students served rising for each subsequent classification year. The below table for the Fall 2011 through Summer 2012 school year (AY 11-12), shows the number of students being served by SDR according to classification year in school:

<b>Student Classification Year in College</b>	<b>Number of Students</b>
First-Year	92
Sophomore	137
Junior	191
Senior	441

Source: ISU Student Disability Resources Office

Perhaps some students try out their college experience as a first-year student without self-identifying as a student with a disability and then seek out accommodation services and information only after they have determined they absolutely need to do so. Each semester following entry to ISU additional students come forward with a need to begin disability related services. Some students are even first identifying for services 2 years after initial admission to the university. Others may discover, or experience an onset of, their disability after enrolling at ISU.

Given that the majority of disabilities being served by SDR are invisible ones, it is important to find ways to encourage students to self-identify to staff earlier in their college career in order to avoid undue stress on themselves and their GPA if they are struggling. The table below shows the number of students being served according to disability type for the Fall 2011 through Summer 2012 school year (AY 11-12) by the ISU Student Disability Resources Office:

<b>Student Disability Type</b>	<b>Number of Students</b>
Mobility	43
Sensory	73
Health	153
Learning	318
Attention Disorders	426
Mental Health	447

Source: ISU Student Disability Resources Office

A student's willingness to ask an academic adviser about disability related services may very well be a key in guiding them to the resources that can assist them in improving their academic experience.

In summary, it appears that students from special populations and students in increasing academic trouble are those most likely to seek out disability resource information from their academic adviser. Encouraging traditional age first-year students to seek out support resources earlier could be an important tool in reducing the number of students who struggle without receiving the accommodations that could help them. Efforts are already underway in trying to reach out to students to educate them on the process of self-identifying as a student with a

disability to the staff available to assist them and the need to do this early. Colleges were encouraged to make information about the Student Disability Resources Office at ISU part of their parent and student presentations for incoming direct from high school students during summer 2012 orientation programs. This information campaign continued into the Fall 2012 semester with university orientation classes for first-year students again emphasizing the opportunity for accommodations for students with documented disabilities and the need to identify and set up services early.

#### Underlying theme #4: Informational/prescriptive advising functions

Relevant survey items:

- Q9\_1: *My adviser is knowledgeable about university, college, and department policies, procedures, and deadlines.*
- Q9\_7: *My adviser is able to explain course policies and procedures in a way that makes sense to me.*
- Q9\_11: *My adviser is able to help me find answers to my questions in a timely manner.*
- Q9\_12: *My adviser processes my paperwork in a timely manner.*
- Q9\_19: *My adviser assists me with class scheduling.*
- Q9\_20: *My adviser helps me understand my degree audit.*
- Q9\_26: *My adviser evaluates my progress in completing my graduation requirements.*

Students expect advisers to know a lot and to provide accurate information. In a 2006 study entitled “Essential Functions of Academic Advising: What Students Want and Get,” Smith and Allen defined prescriptive advising as advising that emphasizes “. . . telling students what to do and what they need to know rather than providing them with choices and opportunities for decision making” (p. 56). On the survey instrument for that study, the investigators asked students to rate the importance of 12 different advising functions that were identified through an examination of 3 decades of advising literature and also to rate their satisfaction with each function (p. 57). Results of the study revealed that the top-rated function was accurate information and also that students’ highest level of satisfaction was with that function (p. 60). In their discussion of the results, Smith and Allen stated the following:

Information is paramount to students: two of the three top-rated functions in the overall sample, ability to give accurate information about degree requirements and assisting students with understanding university policies and procedures, involve an information exchange from advisor to advisee. In fact, the accurate information function was influenced by fewer student characteristics than any other, suggesting that this function is central to advising for all students. Thus, while students value the developmental aspects of advising, they value accurate information above all else (p. 62).

The 2006 ISU Advising Survey confirmed that Iowa State students had high expectations of advisers regarding informational/prescriptive advising functions. On that survey 98.4% of respondents agreed (22.9%) or strongly agreed (75.5%) that they expect advisers to be knowledgeable about university, college, and departmental policies, procedures, and deadlines, and 97.8% agreed (27%) or strongly agreed (70.8%) that they expect advisers to assist with course selection/planning. It is important to note that those survey items provided information about students’ expectations, not a rating of advisers’ performance.

On the 2012 ISU Advising Survey, Iowa State students were asked to rate the performance of their academic adviser on several informational/prescriptive advising functions. Students gave high ratings to their advisers for being knowledgeable about university, college, and department policies, procedures, and deadlines (4.27 mean rating on a 5-point scale, one of the top 5 mean ratings on the survey), with 87% of students choosing agree (39%) or strongly agree (48%) on that item. Students gave a 4.1 mean rating to their advisers for being able to explain course policies and procedures in a way that makes sense, with 80% of students selecting agree (40%) or strongly agree (40%).

Mean ratings for the other five items in this section were also good. Advisers received a mean rating of 4.16 for processing paperwork in a timely manner (40% agree, 42% strongly agree); a 4.08 mean rating for finding answers to advisees' questions in a timely manner (40% agree, 40% strongly agree); a 4.05 mean rating for assisting with class scheduling (35% agree, 42% strongly agree); another 4.05 mean rating for helping students understand their degree audit (36% agree, 41% strongly agree); and a 3.98 mean rating for helping advisees evaluate progress toward graduation (39% agree, 36% strongly agree).

We suspect that advisers' developmental advising goals for their students play a role in the ratings on these informational/prescriptive-orientated survey items. When advisees want an answer to one specific question, they may get more than they requested because advisers may view the interaction as a "teachable moment" opportunity in which they can not only provide the answer but also teach students how to use a wide range of resources at their disposal to find answers to a whole host of questions and to discern which questions require input from an adviser and which questions do not.

Q9\_1, Q9\_7, Q9\_11, Q9\_12, Q9\_19, Q9\_20, Q9\_26

*Mean rating on a 5-point scale*

*1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree*

Survey Item	Mean rating	N
Q9_1: Adviser is knowledgeable about policies, procedures, deadlines	4.27	8605
Q9_7: Adviser can explain policies, procedures in a way that makes sense to me	4.10	8592
Q9_11: Adviser able to help me find answers to my questions in a timely manner	4.08	8587
Q9_12: Adviser processes my paperwork in a timely manner	4.16	8578
Q9_19: Adviser assists me with class scheduling	4.05	8575
Q9_20: Adviser helps me understand my degree audit	4.05	8556
Q9_26: Adviser evaluates my progress in completing graduation requirements	3.98	8565
Mean of the above 7 items, not weighted for N	4.10	

*Q9\_1: My adviser is knowledgeable about university, college, and department policies, procedures, and deadlines.*

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	2	147
Disagree	4	330
Neither agree nor disagree	8	677
Agree	39	3361
Strongly agree	48	4090
Total	100	8605

Note: Percentages may not total 100 due to rounding.



Q9\_7: *My adviser is able to explain course policies and procedures in a way that makes sense to me.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	3	270
Disagree	4	366
Neither agree nor disagree	13	1075
Agree	40	3418
Strongly agree	40	3463
Total	100	8592

Note: Percentages may not total 100 due to rounding.

Q9\_11: *My adviser is able to help me find answers to my questions in a timely manner.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	3	275
Disagree	5	465
Neither agree nor disagree	11	979
Agree	40	3450
Strongly agree	40	3418
Total	100	8587

Note: Percentages may not total 100 due to rounding.

Q9\_12: *My adviser processes my paperwork in a timely manner.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	2	182
Disagree	3	282
Neither agree nor disagree	13	1117
Agree	39	3361
Strongly agree	42	3636
Total	100	8578

Note: Percentages may not total 100 due to rounding.

Q9\_19: *My adviser assists me with class scheduling.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	4	322
Disagree	7	599
Neither agree nor disagree	12	1051
Agree	35	3002
Strongly agree	42	3601
Total	100	8575

Note: Percentages may not total 100 due to rounding.

Q9\_20: *My adviser helps me understand my degree audit.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	3	284
Disagree	6	511
Neither agree nor disagree	14	1176
Agree	36	3089
Strongly agree	41	3496
Total	100	8556

Note: Percentages may not total 100 due to rounding.

Q9\_26: *My adviser evaluates my progress in completing my graduation requirements.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	3	298
Disagree	6	502
Neither agree nor disagree	16	1390
Agree	39	3299
Strongly agree	36	3076
Total	100	8565

Note: Percentages may not total 100 due to rounding.

### Underlying theme #5: Developmental advising functions

Relevant survey items:

- Q9\_3: *I feel comfortable speaking with my adviser about academic matters.*
- Q9\_4: *I feel comfortable speaking with my adviser about personal matters.*
- Q9\_5: *My adviser knows me personally and understands my needs.*
- Q9\_8: *My adviser personalizes his/her advice to my unique situation.*
- Q9\_9: *My adviser treats me with respect.*
- Q9\_10: *My adviser helps me anticipate opportunities and/or problems.*
- Q9\_15: *My adviser is focused on me and my needs when I meet or communicate with him/her.*
- Q9\_21: *My adviser has helped me develop a suitable educational plan.*
- Q9\_22: *My adviser is knowledgeable about careers that apply to my major.*
- Q9\_23: *My adviser is concerned with my personal and social development.*
- Q9\_24: *My adviser has helped me to clarify my career and life goals.*
- Q9\_25: *My adviser is concerned with my academic development.*
- Q9\_27: *I would meet with my adviser about registration for classes even if I didn't need to get a Registration Access number (RAN) from him/her.*
- Q9\_28: *My adviser has positively impacted my continued enrollment at Iowa State.*
- Q9\_29: *I would recommend my adviser to other students.*

Developmental advising can be defined as a holistic, relationship-building approach to advising that views the adviser as a teacher. This approach calls upon the adviser to work with each student as a unique individual and to assist each student with integrating academic, career, personal, and social aspects of the college experience. The National Academic Advising Association (NACADA) (2006) identifies three components of advising in its Concept of Academic Advising: 1) the curriculum of academic advising, which “ranges from the ideals of higher education to the pragmatics of enrollment”; 2) the pedagogy of academic advising, which is viewed as “a teaching and learning process”; and 3) the student learning outcomes of academic advising, which “articulate what students will demonstrate, know, value, and do as a result of participating in academic advising.”

With a developmental approach to academic advising as the underlying theme, four survey items asked students to reflect on experiences with their adviser regarding academic or career issues. Eighty-three percent of students agreed (33%) or strongly agreed (50%) that they were comfortable speaking with their adviser about academic matters, for a mean rating of 4.22. Two other items related to the academic component of the adviser/advisee relationship received somewhat lower ratings, with 73% of respondents agreeing (35%) or strongly agreeing (38%) that their adviser helped them develop a suitable educational plan—mean rating 3.95—and 72% of respondents agreeing (36%) or strongly agreeing (36%) that their adviser was concerned with their academic development—mean rating also 3.95. The reasons for lower ratings on these two

items are not clear. We suspect that in some cases students wish to be told what to do but discover that advisers don't respond as expected. Students' questions about which minor or second major to choose, what to do for an internship, whether or not to do a study abroad may not elicit a specific answer from an adviser but rather encouragement to seek additional information and referral to resources and offices that can provide information. We also find the phrase "academic development" to be quite vague, and we are not sure what students may have been thinking when they considered their own "academic development." On the topic of careers, 74% of respondents agreed (35%) or strongly agreed (39%) that their adviser was knowledgeable about careers that apply to their major, for a mean rating of 4.04.

Q9\_3, Q9\_21, Q9\_25, Q9\_22

**Mean rating on a 5-point scale**

1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Survey Item	Mean rating	N
Q9_3: I feel comfortable speaking with my adviser about academic matters.	4.22	8594
Q9_21: My adviser has helped me develop a suitable educational plan.	3.95	8547
Q9_25: My adviser is concerned with my academic development.	3.95	8566
Q9_22: My adviser is knowledgeable about careers that apply to my major.	4.04	8575
Mean of the above four items, not weighted for N	4.04	

*Q9\_3: I feel comfortable speaking with my adviser about academic matters.*

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	3	249
Disagree	5	461
Neither agree nor disagree	9	744
Agree	33	2827
Strongly agree	50	4313
Total	100	8594

Note: Percentages may not total 100 due to rounding.

*Q9\_21: My adviser has helped me develop a suitable educational plan.*

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	5	390
Disagree	8	651
Neither agree nor disagree	15	1249
Agree	35	2979
Strongly agree	38	3278
Total	100	8547

Note: Percentages may not total 100 due to rounding.

*Q9\_25: My adviser is concerned with my academic development.*

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	4	339
Disagree	6	482
Neither agree nor disagree	18	1520
Agree	36	3114
Strongly agree	36	3111
Total	100	8566

Note: Percentages may not total 100 due to rounding.

Q9\_22: *My adviser is knowledgeable about careers that apply to my major.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	2	210
Disagree	4	345
Neither agree nor disagree	19	1652
Agree	35	3016
Strongly agree	39	3352
Total	100	8575

Note: Percentages may not total 100 due to rounding.

Responses to survey items Q\_4, Q\_5, and Q\_23 indicate that many students do not seek out their academic adviser when they are dealing with personal or social matters. Those three items related to developmental advising that focus on personal or social matters received the lowest ratings of any items on the survey. Respondents posted a mean rating of 3.38 on Q9\_4, with only 48% of students agreeing (24%) or strongly agreeing (24%) that they were comfortable speaking with their adviser about personal matters. Q9\_5 yielded similar results, with a mean rating of 3.34 and 49% of students agreeing (27%) or strongly agreeing (22%) that their adviser knows them personally and understands their needs. Finally, Q9\_23 received a mean rating of 3.47, with 59% of respondents saying that they agree (29%) or strongly agree (30%) that their adviser was concerned with their personal and social development.

It is not surprising that students indicated they are more comfortable speaking with their adviser about academic issues than about personal issues. Students know the person, after all, as their *Academic* Adviser and tend to view that person as a resource for the *academic* part of their lives, not as a personal counselor. In addition, students have many resources for dealing with personal issues, including family, friends, Student Counseling Center, Community Advisers (CAs) in the residence halls, and more. Personal issues take time, and students may perceive correctly that their academic adviser is someone who works with a lot of students, has a wide range of responsibilities, and therefore, limited time to work with them on personal issues. It is interesting to note, however, that the 21% of students who indicated that they asked their adviser for assistance with personal issues gave a high rating (Q12\_6, 4.37 mean) for the assistance that advisers provided.

Q9\_4, Q9\_5, Q9\_23

**Mean rating on a 5-point scale**

1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Survey Item	Mean rating	N
Q9_4: I feel comfortable speaking with my adviser about personal matters.	3.38	8590
Q9_5: My adviser knows me personally and understands my needs.	3.34	8602
Q9_23: My adviser is concerned with my personal and social development.	3.68	8576
Mean of the above three means, not adjusted for N	3.47	

Q9\_4: *I feel comfortable speaking with my adviser about personal matters.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	9	801
Disagree	16	1342
Neither agree nor disagree	27	2342
Agree	24	2041
Strongly agree	24	2064
Total	100	8590

Note: Percentages may not total 100 due to rounding.

**Q9\_5: My adviser knows me personally and understands my needs.**

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	10	851
Disagree	17	1422
Neither agree nor disagree	25	2167
Agree	27	2290
Strongly agree	22	1872
Total	100	8602

Note: Percentages may not total 100 due to rounding.

**Q9\_23: My adviser is concerned with my personal and social development.**

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	5	462
Disagree	10	837
Neither agree nor disagree	26	2235
Agree	29	2512
Strongly agree	30	2530
Total	100	8576

Note: Percentages may not total 100 due to rounding.

Each of the remaining eight survey items in this section involves multiple components of the developmental advising approach. For example, item Q9\_8, “My adviser personalizes his/her advice to my unique situation,” assumes that the adviser knows the student well enough to understand what makes the student’s situation unique and that the adviser can respond with appropriate information, advice, and support.

The two items with the highest ratings in this group reflect quite well on the performance of academic advisers. Students gave Q9\_9, “My adviser treats me with respect,” a mean rating of 4.39, with 88% of students agreeing (31%) or strongly agreeing (57%) with the statement. A similar rating was recorded for Q9\_15, “My adviser is focused on me and my needs when I meet or communicate with him/her.” The mean rating for that item was 4.25, with 85% of students saying they agree (37%) or strongly agree (48%) with the statement. We believe that responses to these two items indicate that students perceive Iowa State advisers in a very positive light. As Maya Angelou said, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

**Q9\_9, Q9\_15**

**Mean rating on a 5-point scale**

1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Survey Item	Mean rating	N
Q9_9: My adviser treats me with respect.	4.39	8575
Q9_15: My adviser is focused on me and my needs when I meet or communicate with him/her.	4.25	8572

**Q9\_9: My adviser treats me with respect.**

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	2	160
Disagree	2	895
Neither agree nor disagree	8	647
Agree	31	2689
Strongly agree	57	4884
Total	100	8575

Note: Percentages may not total 100 due to rounding.

Q9\_15: *My adviser is focused on me and my needs when I meet or communicate with him/her.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	2	181
Disagree	3	299
Neither agree nor disagree	10	822
Agree	37	3131
Strongly agree	48	4139
Total	100	8572

Note: Percentages may not total 100 due to rounding.

The other six items in this group received somewhat lower ratings. More than one of these is somewhat surprising. For example, Q9\_29, “I would recommend my adviser to other students,” received a mean rating of 3.91, with 70% of students agreeing (28%) or strongly agreeing (42%) with the statement. In addition, Q9\_8, “My advisers personalizes his/her advice to my unique situation,” received a mean rating of 3.88, with 70% of students agreeing (34%) or strongly agreeing (36%) with the statement. Those ratings are lower than might be expected when considered in the context of the following items’ ratings:

- 4.08 is the overall effectiveness rating students gave their adviser (Q11).
- 4.25 is the mean rating students gave their adviser for being focused on their (students’) needs during meetings and communications (Q9\_15).
- 4.27 is the mean rating students gave their adviser for being knowledgeable about university, college, and department policies, procedures, and deadlines (Q9\_1).
- 4.37 is the mean rating students who asked for assistance with personal issues or concerns gave their adviser for providing such assistance (Q12\_6).
- 4.39 is the mean rating students gave their adviser for treating them with respect (Q9\_9).

The above ratings should also be considered when evaluating the rating for item Q9\_27, “I would meet with my adviser about registration for classes even if I didn’t need to get a Registration Access number (RAN) from him/her.” Students gave the statement a rating of 3.89, with 72% of students agreeing (34%) or strongly agreeing (38%). In this case, we believe that some students have a clear understanding of their course requirements and don’t feel the need to meet with an adviser to confirm what they already know regarding registration for the following term; that in such a situation, students may feel it’s a waste of the student’s and adviser’s time to meet.

On Q9\_10, “My adviser helps me anticipate opportunities and/or problems,” students gave a mean rating of 3.82, with 69% of students agreeing (38%) or strongly agreeing (31%). This seems consistent with the lower rating discussed earlier for item 9\_5, “My adviser knows me personally and understands my needs” and also with the mean rating of 3.57 on Q9\_24, “My adviser has helped me to clarify my career and life goals,” with 55% of students agreeing (28%) or strongly agreeing (27%) with that statement. Finally, on Q\_28, “My adviser has positively impacted my continued enrollment at Iowa State” 67% of students agreed (31%) or strongly agreed (36%) and posted a mean rating on that item of 3.85. We believe that student responses to these three items further confirm the somewhat compartmentalized view students seem to have of advisers as resources for the academic part of students’ university experience. Students indicate that they are less likely to reveal or share other components of their lives and identities with their academic adviser. Students seem to do triage, take a “solution-focused” approach, and see their adviser as most valuable for dealing with a limited range of issues and problems. We actually encourage them to do this by touting the range of resources available, and we do it as

early as campus visits by prospective students, as well as in mailings and on the Iowa State website. Some students choose not to reveal much of themselves to advisers.

Q9\_8, Q9\_10, Q9\_24, Q9\_27, Q9\_28, Q9\_29

**Mean rating on a 5-point scale**

*1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree*

Survey Item	Mean rating	N
Q9_8: My adviser personalizes his/her advice to my unique situation.	3.88	8589
Q9_10: My adviser helps me anticipate opportunities and/or problems.	3.82	8588
Q9_24: My adviser has helped me to clarify my career and life goals.	3.57	8569
Q9_27: I would meet w/ adviser about registratn for classes even if I didn't need to get a Registratn Access Nmbr (RAN) from him/her.	3.89	8560
Q9_28: My adviser has positively impacted my continued enrollment at Iowa State.	3.85	8554
Q9_29: I would recommend my adviser to other students.	3.91	8535
Mean of the above 6 items, not adjusted for N	3.82	

**Q9\_8: My adviser personalizes his/her advice to my unique situation.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	5	431
Disagree	7	639
Neither agree nor disagree	18	1527
Agree	34	2884
Strongly agree	36	3108
Total	100	8589

Note: Percentages may not total 100 due to rounding.

**Q9\_10: My adviser helps me anticipate opportunities and/or problems.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	4	332
Disagree	9	809
Neither agree nor disagree	18	1573
Agree	38	3245
Strongly agree	31	2629
Total	100	8588

Note: Percentages may not total 100 due to rounding.

**Q9\_24: My adviser has helped me to clarify my career and life goals.**

*Results by percent and N for each response choice*

Level of agreement	%	N
Strongly disagree	6	549
Disagree	12	1047
Neither agree nor disagree	26	2247
Agree	28	2394
Strongly agree	27	2332
Total	100	8569

Note: Percentages may not total 100 due to rounding.

Q9\_27: *I would meet with my adviser about registration for classes even if I didn't need to get a Registration Access number (RAN) from him/her.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	5	452
Disagree	10	881
Neither agree nor disagree	12	1059
Agree	35	2955
Strongly agree	38	3213
Total	100	8560

Note: Percentages may not total 100 due to rounding.

Q9\_28: *My adviser has positively impacted my continued enrollment at Iowa State.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	6	488
Disagree	7	609
Neither agree nor disagree	20	1672
Agree	31	2689
Strongly agree	36	3096
Total	100	8554

Note: Percentages may not total 100 due to rounding.

Q9\_29: *I would recommend my adviser to other students.*

Results by **percent** and **N** for each response choice

Level of agreement	%	N
Strongly disagree	8	643
Disagree	7	630
Neither agree nor disagree	15	1239
Agree	28	2376
Strongly agree	43	3647
Total	100	8535

Note: Percentages may not total 100 due to rounding.

## 6. Engagement with faculty in department of major

Relevant survey items:

- Q17: *How comfortable do you feel asking a professor in your department about academic advising advice (information about classes, majors, minors, career options, internships, etc.)?*
- Q18: *How many professors in your department know you well enough to write a letter of recommendation for you?*
- Q19: *How do you know this professor or professors? (select all that apply)*
  - 19\_1: *Taught one or more of my classes*
  - 19\_2: *Serves as my academic adviser*
  - 19\_3: *Works with my Learning Community*
  - 19\_4: *Advises a student group of which I am a member*
  - 19\_5: *Assigned to me as a mentor*
  - 19\_6: *I work for them (research assistant, work study, etc.)*
  - 19\_7: *Other*
- Q20: *There are opportunities in my department to engage with professors outside of my classes and academic advising.*
- Q21: *Overall, how would you characterize the faculty in your department? Move the slider to indicate your response.*



The scale that students used to rate their comfort level in asking a professor in the department of their primary major about academic advising advice was a 4-point scale (1=Very uncomfortable, 4=Very comfortable). On that 4-point scale, students posted a mean rating of 3.13, with 85% of students saying they were Comfortable (54%) or Very comfortable (31%) asking a professor in their major department about academic advice. Unfortunately, since the item did not ask students to clarify the identity of the faculty member, we do not know how many students were thinking of the faculty member who was their assigned academic adviser.

*Q17: How comfortable do you feel asking a professor in your department about academic advising advice (information about classes, majors, minors, career options, internships, etc.)?*

*Results by percent and N for each response choice*

	<b>%</b>	<b>N</b>
Very uncomfortable	4	297
Uncomfortable	11	951
Comfortable	54	4530
Very comfortable	31	2605
Total	100	8383

Note: Percentages may not total 100 due to rounding.

#### **Mean rating on a 4-point scale**

*1=Very uncomfortable, 2=Uncomfortable, 3=Comfortable, 4=Very comfortable*

<b>All Respondents</b>	
<b>Mean rating</b>	<b>N</b>
3.13	8383

When students apply for scholarships, grants, internships, jobs, graduate or professional school admission, and more, they need letters of recommendation. Since some organizations specify faculty members as the required reference, it is important for students to connect with faculty members who can serve as references for them. The mean number of professors that students knew well enough to request a letter of recommendation is 1.47, with 45% indicating that they knew 2 (23%), 3 (13%), 4 (5%), 5 or more (4%) professors well enough to make such a request. At the other end of the scale, 31% of students said that they didn't know any professor well enough to request a recommendation letter. This is not surprising since 31% of survey respondents entered Iowa State during Fall 2011—transfer and first-year students combined—and 25% of survey respondents were first-year, first-semester students.

Of the students who knew at least one professor well enough to ask for a recommendation, 79% knew the professor because he or she taught a class the student had taken (53%) or was assigned as the student's academic adviser (26%). Student responses also provide evidence that some faculty were involved in what NSSE calls high impact activities beyond teaching and advising. On this item 28% of students indicated that the way they knew a professor well enough to ask for a recommendation letter was that the professor was involved with their Learning Community (6%); advised a student group of which the student was a member (8%); was assigned as a mentor to the student (3%); served as the student's employer because the student was a research assistant or work study employee (9%); or "other" (2%). Further evidence of faculty engagement with students outside the classroom was provided by item Q20. On that item 56% of students agreed (44%) or strongly agreed (12%) that there were opportunities outside classes and academic advising to engage with professors in the department of the major, while only 13% of respondents strongly disagreed (2%) or disagreed (11%). The mean rating for the item was 3.53 on a 5-point scale.

Q18: *How many professors in your department know you well enough to write a letter of recommendation for you?*

Results by **percent** and **N** for each response choice

Number of profs	%	N
0	31	2631
1	24	2008
2	23	1948
3	13	1051
4	5	430
5 or more	4	309
Total	100	8377

Note: Percentages may not total 100 due to rounding.

**Mean number of professors in the department who know student well enough to write a letter of recommendation**

All Respondents	
Mean number	N
1.47	8377

Q19: *How do you know this professor or professors? (select all that apply)*

- 19\_1: *Taught one or more of my classes*
- 19\_2: *Serves as my academic adviser*
- 19\_3: *Works with my Learning Community*
- 19\_4: *Advises a student group of which I am a member*
- 19\_5: *Assigned to me as a mentor*
- 19\_6: *I work for them (research assistant, work study, etc.)*
- 19\_7: *Other*

Results by **percent** and **N** for each response choice

	%	N
Taught one or more of my classes	53	4888
Serves as my academic adviser	26	2418
Works with my Learning Community	6	561
Advises a student group of which I am a member	8	710
Assigned to me as a mentor	3	252
I work for them (research assistant, work study, etc.)	9	824
Other	2	223

Q20: *There are opportunities in my department to engage with professors outside of my classes and academic advising*

Results by **percent** and **N** for each response choice

	%	N
Strongly disagree	2	206
Disagree	11	933
Neither agree nor disagree	30	2453
Agree	44	3664
Strongly agree	12	1033
Total	100	8289

Note: Percentages may not total 100 due to rounding.

**Mean rating on a 5-point scale**

1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

All Respondents	
Mean rating	N
3.53	8289

The final item that dealt with student-faculty engagement was also the final item on the survey. Item Q21 asked students how they would characterize the faculty in their department. For this item students viewed a graphic that displayed a horizontal line with the numbers from 0 to 10 placed evenly along the line from left to right. The low-number end of the scale was labeled “Unavailable, unhelpful, unsympathetic, unfriendly” and the high-number end was labeled “Available, helpful, sympathetic, friendly.” Students were required to move a slider to the appropriate location on the horizontal scale that represented their characterization of the faculty in their department. The mean rating on the 0 to 10 scale was 7.64 with 79% of respondents rating the faculty as 7 (18%), 8 (28%), 9 (20%), or 10 (13%). Less than 3% of students rated the faculty at the 0 – 3 lower end of the scale, with a 0 rating from only 0.1% of respondents, a 1 rating from 0.2%, a 2 rating from 0.61%, and a 3 rating from 1.42% of respondents.

Q21: *Overall, how would you characterize the faculty in your department? Move the slider to indicate your response.*

Results by **percent** and **N** for each response choice

		%	N
<i>Unavailable, unhelpful, unsympathetic, unfriendly</i>	0	0.1	8
	1	0.2	17
	2	1	51
	3	1	118
	4	3	243
	5	7	578
	6	9	779
	7	18	1494
	8	28	2304
	9	20	1659
<i>Available, helpful, sympathetic, friendly</i>	10	13	1074
	Total	100	8325

Note: Percentages may not total 100 due to rounding.

All Respondents	
Mean rating	N
7.64	8325

### **Equity/equal access to advising services**

Guided by standards set by the Council for the Advancement of Standards in Higher Education (CAS) that mandate equal access to advising services for all students, the subcommittee identified the following groups of students for investigation into the level at which their advising needs were being met:

- multicultural students
- students on academic warning or academic probation
- transfer students
- students receiving veteran’s benefits
- nontraditional age students
- student athletes
- international students
- male and female students

In order to determine whether or not each selected group’s advising needs were being met at the same level as the rest of the undergraduate student population, the committee identified the following 4 equal access key factors to be evaluated, as well as 11 survey items that would serve as the basis for evaluation:

- Factor 1: Access to the adviser. Do students in the group indicate that they have the same access to their adviser as other students do?
  - Relevant survey items:
    - Q9\_13 *I am able to meet face-to-face with my adviser in a reasonable amount of time.*
    - Q9\_14 *My adviser keeps appointments when made.*
    - Q9\_18 *My adviser responds to my contacts (by email, phone, social media, text messages) in a reasonable amount of time.*
  
- Factor 2: Contact and communication with the adviser. Compared to other students, do students in the group indicate 1) that they have the same level of satisfaction with the amount of contact and communication they have with their academic adviser and 2) that they contact and meet with their adviser as often as other students do?
  - Relevant survey items:
    - Q9\_16 *I am satisfied with the number of face-to-face meetings I have had with my adviser.*
    - Q9\_17 *I am satisfied with the amount of communication (via email, phone, social media, text messages) I have had with my adviser.*
    - Q5\_1 *During your most recent full semester at ISU, how often did you meet face-to-face with your adviser?*
    - Q5\_2 *During your most recent full semester at ISU, how often did you contact your adviser by phone, email, social media, text messages, etc.?*
  
- Factor 3: Treatment by the adviser as perceived by advisees. Do students in the group indicate that their adviser knows them, understands them, and respects them at the same level as other students indicate about their adviser?
  - Relevant survey items:
    - Q9\_5 *My adviser knows me personally and understands my needs.*
    - Q9\_15 *My adviser is focused on me and my needs when I meet or communicate with him/her.*
    - Q9\_9 *My adviser treats me with respect.*
  
- Factor 4: Effectiveness of the adviser as rated by advisees. Do students in this group rate their adviser's effectiveness at the same level as other students rate their adviser?
  - Relevant survey item:
    - Q11 *How would you rate your adviser's overall effectiveness?*

### ***Multicultural Students***

Equal Access and the Key Factors: Compared to White students, multicultural students indicated that they have the same access to their adviser (Factor 1); that they experience the same treatment by their adviser (Factor 3); and that they give the same overall rating of the adviser's effectiveness (Factor 4). Statistically significant differences found on two of four items for Factor 2, Contact and Communication with the Adviser, indicate that Multicultural students had more face-to-face meetings with their adviser during their most recent full semester at ISU than White students (2.52 vs 2.26 meetings) and more contact by other communication methods (phone, email, social media, text, etc.) than White students (3.55 vs 3.26 contacts). See the table below for details on survey items that make up the four key factors.

Multicultural Students compared to White Students						
		Multicultural		White		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	Q9_13	4.26	1081	4.24	6997	<i>Mean RATING on a 5-point scale</i> 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
Adviser keeps appointments	Q9_14	4.44	1085	4.43	6994	
Adviser responds in reasonable time	Q9_18	4.18	1080	4.18	6991	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	Q9_16	4.01	1082	4.05	6995	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	Q9_17	3.97	1082	4.00	6983	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	Q5_1	<b>2.52<sup>1</sup></b>	1158	2.26	7520	
How often email, phone, text, etc?	Q5_2	<b>3.55<sup>1</sup></b>	1144	3.26	7468	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Adviser knows me, understands my needs	Q9_5	3.34	1086	3.32	7008	<i>Mean RATING on a 5-point scale</i> 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
Adviser focuses on me, my needs	Q9_15	4.28	1082	4.26	6985	
Adviser treats me w/ respect	Q9_9	4.42	1081	4.40	6987	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Rate adviser's overall effectiveness	Q11	4.08	1051	4.07	6874	<i>Mean RATING on a 5-point scale</i> 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent
<sup>1</sup> <i>Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>						

Few statistically significant differences between Multicultural and White students were found on other survey items. Compared to students who identified themselves as White, Multicultural students:

- Are more likely to have had phone contact with their adviser (9% vs 6%)
- Are more likely to have asked their adviser about:
  - Financial aid information (24% vs 18%)
  - Academic support services (42% vs 31%)
  - Disability resource services (7% vs 4%)
  - Assistance with personal issues (24% vs 20%)
- Are more likely to know a professor well enough to request a letter of recommendation because the professor was assigned as a mentor (4% vs 2%)

See Appendix E for the complete table comparing all survey responses for Multicultural and White students.

In summary, Multicultural and White students responding to this survey reported few differences in their experiences with academic advising and faculty engagement. Both groups indicated positive interactions, comfort level, and satisfaction in getting their needs met through academic advising and departmental faculty opportunities.

### ***Students on Academic Probation or Academic Warning***

Equal access and the Key Factors: Compared to students in good academic standing, students on Academic Probation/Warning indicated that they have the same access to their adviser (Factor 1); the same satisfaction with their contact/communication and same level of contact/communication with their adviser (Factor 2); and the same treatment by their adviser

(Factor 3). The only statistically significant difference appears in the rating of the overall effectiveness of their adviser (Factor 4), where students on academic probation/warning rated their adviser higher than students in good academic standing (4.17 vs 4.06). See the table below for details on survey items that make up the four key factors.

<b>Academic Probation or Warning Students compared to Students in Good Academic Standing</b>							
		<b>Acad probation or warning</b>			<b>Good acad standing</b>		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>		<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	<i>Q9_13</i>	4.23	887		4.24	7693	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser keeps appointments	<i>Q9_14</i>	4.41	890		4.42	7695	
Adviser responds in reasonable time	<i>Q9_18</i>	4.18	887		4.17	7689	
<b>Key Factor #2: Contact/ Communication with Adviser</b>							
Satisfaction w/ number of meetings	<i>Q9_16</i>	4.05	888		4.05	7694	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	<i>Q9_17</i>	4.02	889		4.00	7677	
		<b>Mean # mtgs or contacts</b>			<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	<i>Q5_1</i>	2.35	973		2.33	8253	
How often email, phone, text, etc?	<i>Q5_2</i>	3.48	962		3.31	8194	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>			<b>Mean rating</b>		<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser knows me, understands my needs	<i>Q9_5</i>	3.35	891		3.34	7711	
Adviser focuses on me, my needs	<i>Q9_15</i>	4.27	889		4.25	7683	
Adviser treats me w/ respect	<i>Q9_9</i>	4.37	886		4.40	7689	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>			<b>Mean rating</b>		<i>Mean RATING on a 5-point scale 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent</i>
Rate adviser's overall effectiveness	<i>Q11</i>	<b>4.17</b>	865		4.06	7553	
<i>'Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>							

On the rest of the survey, statistically significant differences were found on several survey items. Compared to students in good academic standing, students on academic probation/warning:

- Feel more comfortable talking to their adviser about personal matters
- Are less comfortable asking a professor in their department for academic advising advice
- Know fewer professors in their department who could write them a letter of recommendation (average of 1 professor vs 2 professors for Good Standing students)
- Rate the faculty in their department as slightly less available, helpful, sympathetic, friendly

Academic probation/warning students rated their adviser higher on:

- Assisting with their class schedule
- Concern with personal and social development
- Clarifying career and life goals
- Concern with the student's academic development

Academic probation/warning students are more likely to have asked their adviser about:

- Financial aid information (24% vs 18%)
- Academic support services (42% vs 31%)
- Disability resource services (7% vs 4%)
- Assistance with personal issues (24% vs 20%)

Academic probation/warning students are less likely to have asked their adviser about:

- Information about majors and minors (63% vs 67%)
- Writing them a letter of recommendation (9% vs 19%)

### **Transfer Students**

*Transfer Students are defined as those students who entered Iowa State after earning at least 24 credits at another postsecondary institution and who did not enter Iowa State directly from high school.*

Equal access and the Key Factors: Compared to Direct from High School students, Transfer Students indicated that they have the same access to their adviser (Factor 1); the same satisfaction with their contact/communication and same level of contact/communication with their adviser (Factor 2); and the same rating of the overall effectiveness of their adviser (Factor 4) as Direct from High School students. The only statistically significant difference appears on one item in Factor 3: Treatment by Adviser. Transfer students rated their adviser lower than Direct from High School students on the item “My adviser treats me with respect” (4.32 vs 4.41). See the table below for details on survey items that make up the four key factors.

<b>Transfer Students compared to Direct from High School Students</b>						
		<b>Transfer students</b>		<b>Direct from high school students</b>		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	<i>Q9_13</i>	4.20	1953	4.24	6627	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser keeps appointments	<i>Q9_14</i>	4.41	1957	4.42	6628	
Adviser responds in reasonable time	<i>Q9_18</i>	4.21	1952	4.17	6624	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	<i>Q9_16</i>	4.06	1955	4.04	6627	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	<i>Q9_17</i>	4.00	1951	4.00	6615	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	<i>Q5_1</i>	2.33	2083	2.33	7143	
How often email, phone, text, etc?	<i>Q5_2</i>	3.39	2073	3.31	7083	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser knows me, understands my needs	<i>Q9_5</i>	3.33	1960	3.34	6642	
Adviser focuses on me, my needs	<i>Q9_15</i>	4.23	1952	4.26	6620	
Adviser treats me w/ respect	<i>Q9_9</i>	4.32	1954	<b>4.41<sup>1</sup></b>	6621	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		<i>Mean RATING on a 5-point scale 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent</i>
Rate adviser's overall effectiveness	<i>Q11</i>	4.04	1910	4.08	6508	
<i><sup>1</sup>Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>						

On the rest of the survey, statistically significant differences were found on several survey items. Compared to direct from high school students, transfer students:

- Are more likely to have contacted their adviser by phone (8% vs. 6%)
- Are more likely to have asked their adviser about financial aid information (23% vs. 17%)
- Are more likely to have asked their adviser about disability Resource Services information (7% vs. 4%)
- Feel slightly less comfortable talking with their adviser about academic matters

- Are much less likely to know a professor who could write a letter of recommendation because the professor worked with a learning community in which the student participated (3% vs. 7%)
- Are much less likely to have asked their adviser to write a letter of recommendation (13% vs. 19%)
- Gave a lower rating for opportunities in the major department to engage with professors outside class and academic advising

Transfer students rated their adviser lower on:

- Knowing careers for the student's major
- Being concerned about the student's academic development
- Being helpful with information about Disability Resources
- Being helpful with information about other majors and minors

### **Nontraditional Age Students**

*Nontraditional Age Students are defined as those students age 25 or older.*

Equal access and the Key Factors: While Nontraditional Age Students gave their adviser the same rating of overall effectiveness (Factor 4) as students under age 25, statistically significant differences were found on one survey item from each of the other three factors. Nontraditional age students:

- rated their adviser higher on responding to their contacts in a reasonable time (Factor 1, Access to Adviser)
- indicated a higher level of satisfaction with the number of face-to-face meetings with their adviser (Factor 2, Contact/Communication with Adviser); and
- rated their adviser higher on knowing them personally and understanding their needs (Factor 3, Treatment by Adviser)

See the table below for details on survey items that make up the four key factors.

<b>Nontraditional Age Students (age ≥25) compared to Students Age &lt;25</b>						
		<b>Age ≥25</b>		<b>Age &lt;25</b>		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	<i>Q9_13</i>	4.30	538	4.23	8042	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser keeps appointments	<i>Q9_14</i>	4.49	540	4.41	8045	
Adviser responds in reasonable time	<i>Q9_18</i>	<b>4.28<sup>1</sup></b>	539	4.17	8037	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	<i>Q9_16</i>	<b>4.19<sup>1</sup></b>	538	4.04	8044	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	<i>Q9_17</i>	4.11	538	3.99	8028	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	<i>Q5_1</i>	2.16	569	2.34	8657	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
How often email, phone, text, etc.?	<i>Q5_2</i>	3.23	568	3.33	8588	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Adviser knows me, understands my needs	<i>Q9_5</i>	<b>3.58<sup>1</sup></b>	540	3.32	8062	<i>Mean RATING on a 5-point scale 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent</i>
Adviser focuses on me, my needs	<i>Q9_15</i>	4.31	537	4.25	8035	
Adviser treats me w/ respect	<i>Q9_9</i>	4.42	540	4.39	8035	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Rate adviser's overall effectiveness	<i>Q11</i>	4.17	528	4.07	7890	
<sup>1</sup> <i>Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>						



On the rest of the survey, statistically significant differences were found on several survey items. Compared to students under age 25, nontraditional age students age 25 and older:

- Are much more likely to have contacted their adviser by phone (11% vs. 6%)
- Are less likely to prefer face-to-face contact with their adviser (84% vs. 90%)
- Are more likely to feel comfortable talking with their adviser about personal matters
- Feel that more professors in their department know them well enough to write a letter of recommendation
- Are more likely to know a professor who can write a letter of recommendation because the professor taught one or more of their classes (59% vs. 52%)
- Are less likely to know a professor who can write a letter of recommendation because the professor is the student's academic adviser (21% vs. 26%)
- Are much less likely to know a professor who can write a letter of recommendation because the professor works with a Learning Community in which the student participates (2% vs. 6%)

Nontraditional age students rated their adviser higher on:

- Processing paperwork in a timely manner
- Writing a letter of recommendation

Nontraditional age students are more likely to have asked their adviser about:

- Financial aid information (30% vs. 18%)
- Academic support services information (40% vs. 33%)
- Disability Resource Services information (10% vs. 4%)
- Assistance with personal issues or concerns (28% vs. 21%)

### ***Students Receiving Veteran's (VA) Benefits***

*Students Receiving Veteran's Benefits include veterans as well as qualified spouses and family members.*

Equal Access and the Key Factors: Students Receiving Veteran's Benefits indicated that they have the same access to their adviser (Factor 1); the same satisfaction with and number of contacts and meetings with their adviser (Factor 2); and the same overall rating of their adviser's effectiveness (Factor 4). A statistically significant difference was found for one item in Factor 3, Treatment by Adviser. Students Receiving Veteran's Benefits rated their adviser higher on knowing them and understanding their needs. See the table below for details on survey items that make up the four key factors.

Students Receiving VA Benefits compared to Students Not Receiving VA Benefits						
		Receiving VA Benefits		Not Receiving VA Benefits		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	Q9_13	4.33	169	4.23	8411	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser keeps appointments	Q9_14	4.49	169	4.42	8416	
Adviser responds in reasonable time	Q9_18	4.25	167	4.17	8409	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	Q9_16	4.20	169	4.04	8413	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	Q9_17	4.14	169	4.00	8397	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	Q5_1	2.22	176	2.33	9050	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
How often email, phone, text, etc?	Q5_2	3.32	174	3.33	8982	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Adviser knows me, understands my needs	Q9_5	<b>3.58</b> <sup>1</sup>	170	3.33	8432	<i>Mean RATING on a 5-point scale 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent</i>
Adviser focuses on me, my needs	Q9_15	4.31	168	4.25	8404	
Adviser treats me w/ respect	Q9_9	4.44	169	4.39	8406	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Rate adviser's overall effectiveness	Q11	4.14	169	4.07	8249	
<sup>1</sup> <i>Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>						

On the rest of the survey, statistically significant differences were found on several survey items. Compared to students who are not receiving veteran's benefits, students who are receiving veteran's benefits:

- Are more likely to have asked for assistance with personal issues or concerns (29% vs. 21%)
- Are less likely to have asked their adviser for information about other majors and minors (58% vs. 67%)
- Are much less likely to have asked their adviser to write a letter of recommendation (10% vs. 18%)
- Are less likely to know a professor well enough to request a letter of recommendation because the professor works with a Learning Community in which the student participates (2% vs. 6%)

Students who are receiving veteran's benefits rated their adviser higher on:

- Processing paperwork in a timely manner
- Providing financial aid information

### **Non-U.S. Citizens**

Equal access and the key factors: Non-U.S. Citizens gave the same overall rating of their adviser's effectiveness (Factor 4). Statistically significant differences were found on items in all of the other factors. On Factor 1, Access to Adviser, Non-U.S. Citizens posted a lower rating on being able to meet with their adviser in a reasonable time and on their adviser keeping appointments when made. On Factor 2, Contact/Communication with Adviser, Non-U.S. Citizens had a higher mean number of both face-to-face meetings and email, phone, and other contact with their adviser. On Factor 3, Treatment by Adviser, Non-U.S. Citizens rated their adviser higher for knowing them personally and understanding their needs, but they rated their

adviser lower on the other two items in this factor: focusing on them and their needs when they meet or communicate with the adviser and treating them with respect. See the table below for details on survey items that make up the four key factors.

Non-U.S. Citizens compared to U.S. Citizens						
		Non-U.S. Citizens		U.S. Citizens		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	Q9_13	4.16	582	<b>4.24</b> <sup>1</sup>	7998	<i>Mean RATING on a 5-point scale</i> 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
Adviser keeps appointments	Q9_14	4.28	586	<b>4.43</b> <sup>1</sup>	7999	
Adviser responds in reasonable time	Q9_18	4.11	585	4.18	7991	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	Q9_16	4.05	585	4.05	7997	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	Q9_17	4.01	582	4.00	7984	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	Q5_1	<b>2.82</b> <sup>1</sup>	634	2.29	8592	
How often email, phone, text, etc?	Q5_2	<b>3.66</b> <sup>1</sup>	629	3.30	8527	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		<i>Mean RATING on a 5-point scale</i> 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
Adviser knows me, understands my needs	Q9_5	<b>3.56</b> <sup>1</sup>	588	3.32	8014	
Adviser focuses on me, my needs	Q9_15	4.15	585	<b>4.26</b> <sup>1</sup>	7987	
Adviser treats me w/ respect	Q9_9	4.24	585	<b>4.40</b> <sup>1</sup>	7990	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		<i>Mean RATING on a 5-point scale</i> 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent
Rate adviser's overall effectiveness	Q11	4.09	571	4.07	7847	
<sup>1</sup> Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.						

On the rest of the survey, statistically significant differences were found on several survey items. Compared to U.S. Citizens, Non-U.S. Citizens:

- Were less comfortable speaking with their adviser about academic matters
- Were more comfortable speaking with their adviser about personal matters
- Were more likely to have asked their adviser about Academic Support Services information (42% vs. 33%)
- Were much more likely to have asked their adviser about Disability Resource Services information (7% vs. 4%)
- Were much more likely to have asked their adviser for assistance with personal issues or concerns (35% vs. 20%)
- Were less likely to know a professor well enough to request a letter of recommendation because the professor taught one or more classes in which the student was enrolled 46% vs. 53%)
- Were much more likely to know a professor well enough to request a letter of recommendation because the professor was assigned to the student as a mentor (6% vs. 3%)
- Rate the faculty in their major department lower on being available, helpful, sympathetic, friendly

Non-U.S. citizens rated their adviser higher on:

- Helping the student clarify career and life goals

Non-U.S. citizens rated their adviser lower on:

- Being knowledgeable about university, college, and department policies, procedures, and deadlines
- Processing paperwork in a timely manner
- Knowing careers for the student's major
- Being helpful in providing financial aid information
- Being helpful in writing a letter of recommendation

### **Student Athletes**

Equal Access and the Key Factors: Student Athletes indicated that they have the same access to their adviser (Factor 1); the same satisfaction with and number of contacts and meetings with their adviser (Factor 2); and the same overall rating of their adviser's effectiveness (Factor 4). A statistically significant difference was found for one of the three survey items in Factor 3, Treatment by Adviser. Student Athletes rated their adviser higher on knowing them and understanding their needs. See the table below for details on survey items that make up the four key factors.

<b>Student Athletes compared to Non-athletes</b>						
		<b>Athletes</b>		<b>Non-athletes</b>		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	<i>Q9_13</i>	4.25	132	4.23	8448	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser keeps appointments	<i>Q9_14</i>	4.49	133	4.42	8452	
Adviser responds in reasonable time	<i>Q9_18</i>	4.15	132	4.18	8444	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	<i>Q9_16</i>	4.12	132	4.05	8450	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	<i>Q9_17</i>	4.06	132	4.00	8434	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	<i>Q5_1</i>	2.12	141	2.33	9085	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
How often email, phone, text, etc?	<i>Q5_2</i>	3.01	140	3.33	9016	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Adviser knows me, understands my needs	<i>Q9_5</i>	<b>3.55<sup>1</sup></b>	132	3.33	8470	<i>Mean RATING on a 5-point scale 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent</i>
Adviser focuses on me, my needs	<i>Q9_15</i>	4.32	132	4.25	8440	
Adviser treats me w/ respect	<i>Q9_9</i>	4.50	130	4.39	8445	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		
Rate adviser's overall effectiveness	<i>Q11</i>	4.17	132	4.07	8286	
<i><sup>1</sup>Mean numbers in bold represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>						

On the rest of the survey, statistically significant differences were found on only two survey items. Compared to Non-athletes, Student Athletes:

- Are more likely to prefer to contact their adviser by texting

Student Athletes rated their adviser higher on:

- Ability to explain course policies and procedure in a way that made sense to the student

### **Male, Female Students**

Equal Access and the Key Factors: Male and female students indicated that they have the same access to their adviser (Factor 1). Statistically significant differences were found on all four of

the items in Factor 2, Contact and Communication with the Adviser. Male students gave a higher mean rating of satisfaction with the number of meetings (4.10 vs 4.00) as well as with email, phone, and other contact (4.04 vs 3.96). In addition, they had more face-to-face meetings with their adviser in their most recent semester at ISU than did female students (2.42 vs 2.24). Female students, on the other hand, had more contacts with the adviser by email, phone, etc. (3.48 vs 3.16). One statistically significant difference appeared for Factor 3, Treatment by Adviser, where male students gave a higher mean rating for the adviser knowing them and understanding their needs (3.40 vs. 3.29). Finally, male students gave a higher adviser effectiveness rating of 4.14 vs 4.01 posted by female students. See the table below for details on survey items that make up the four key factors.

<b>Male compared to Female Students</b>						
		<b>Male</b>		<b>Female</b>		
<b>Key Factor #1: Access to Adviser</b>	<b>Survey Item #</b>	<b>Mean rating</b>	<b>N</b>	<b>Mean rating</b>	<b>N</b>	
Can meet w/ adviser in reasonable time	<i>Q9_13</i>	4.25	4035	4.22	4545	<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser keeps appointments	<i>Q9_14</i>	4.43	4035	4.41	4550	
Adviser responds in reasonable time	<i>Q9_18</i>	4.19	4033	4.16	4543	
<b>Key Factor #2: Contact/ Communication with Adviser</b>						
Satisfaction w/ number of meetings	<i>Q9_16</i>	<b>4.10<sup>i</sup></b>	4032	4.00	4550	<i>Mean NUMBER of Meetings or Contacts with adviser</i>
Satisfaction w/ email, phone, text, etc.	<i>Q9_17</i>	<b>4.04<sup>i</sup></b>	4024	3.96	4542	
		<b>Mean # mtgs or contacts</b>		<b>Mean # mtgs or contacts</b>		
How often meet w/ adviser?	<i>Q5_1</i>	<b>2.42<sup>i</sup></b>	4358	2.24	4868	
How often email, phone, text, etc?	<i>Q5_2</i>	3.16	4320	<b>3.48<sup>i</sup></b>	4836	
<b>Key Factor #3: Treatment by Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		<i>Mean RATING on a 5-point scale 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</i>
Adviser knows me, understands my needs	<i>Q9_5</i>	<b>3.40<sup>i</sup></b>	4045	3.29	4557	
Adviser focuses on me, my needs	<i>Q9_15</i>	4.27	4026	4.24	4546	
Adviser treats me w/ respect	<i>Q9_9</i>	4.41	4038	4.38	4537	
<b>Key Factor #4: Effectiveness of Adviser</b>		<b>Mean rating</b>		<b>Mean rating</b>		<i>Mean RATING on a 5-point scale 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent</i>
Rate adviser's overall effectiveness	<i>Q11</i>	<b>4.14<sup>i</sup></b>	3954	4.01	4464	
<i><b>'Mean numbers in bold</b> represent a statistically significant difference and higher Mean value on that item vs. the Mean for the group being compared. See Appendix E to view complete table with t-test results.</i>						

On the rest of the survey, statistically significant differences were found on the majority of survey items.

Male students were more likely to:

- Prefer to communicate with their adviser in face-to-face meetings (91% vs. 88%)
- Feel comfortable talking with their adviser about academic matters
- Feel comfortable talking with their adviser about personal matters
- Meet with their adviser about registration for classes even if the student weren't required to meet with the adviser to get a Registration Access Number (RAN)
- Recommend their adviser to other students

Male students felt more comfortable asking a professor in their department about academic advising advice.

Male students agreed more strongly that there were opportunities in the department of the major to engage with professors outside of classes and academic advising

Male students gave their adviser a higher rating on:

- Being knowledgeable about university, college, and department policies, procedures, and deadlines
- Ability to explain course policies and procedures in a way that made sense to the student
- Ability to personalize advice to the student's unique situation
- Helping the student anticipate opportunities and/or problems
- Helping the student find answers to questions in a timely manner
- Assisting with class scheduling
- Helping the student understand the degree audit
- Helping develop a suitable educational plan
- Being concerned with the student's personal and social development
- Helping the student clarify career and life goals
- Being concerned with the student's academic development
- Evaluating the student's progress toward a degree
- Having a positive impact on the student's continued enrollment at Iowa State
- Being helpful in providing information about other majors and minors

Female students were more likely to:

- Prefer to communicate with their adviser by email (79% vs. 67%)
- Know more professors well enough in the major department who could write a letter of recommendation (1.53 vs. 1.41)
- Know a professor well enough in the major department who could write a letter of recommendation because the professor taught one or more classes in which the student was enrolled (55% vs. 50%)
- Know a professor well enough in the major department who could write a letter of recommendation because the professor was assigned as the student's academic adviser (29% vs. 22%)

Female students were more likely to have asked their adviser for:

- Information about other majors and minors (69% vs. 65%)
- A letter of recommendation (21% vs. 14%)
- Assistance with personal issues or concerns (23% vs. 19%)

## Survey results by college of primary major

Survey Items	ALL RESPONDENTS		Agriculture & Life Sciences		Business		Design		Engineering		Human Sciences		Liberal Arts & Sciences	
	Ave, %, or #	N	Ave, %, #	N	Ave, %, #	N	Ave, %, #	N	Ave, %, #	N	Ave, %, #	N	Ave, %, #	N
Q5_1: Times met face to face w/ adviser	2.33	9226	2.96	1680	1.62	1018	1.91	608	2.43	2291	2.34	1505	2.17	2124
Q5_2: Times other contact w/ adviser	3.32	9156	4.03	1668	2.43	1011	2.88	605	3.16	2272	3.92	1497	3.09	2103
Q6_1: Prefer email contact	73%	9274	74%	1687	66%	1026	77%	615	70%	2302	80%	1514	73%	2130
Q6_2: Prefer phone contact	6%	9274	7%	1687	4%	1026	4%	615	7%	2302	8%	1514	6%	2130
Q6_3: Prefer face-to-face meetings	90%	9274	93%	1687	87%	1026	85%	615	93%	2302	89%	1514	87%	2130
Q6_4: Prefer Facebook contact	1%	9274	1%	1687	0%	1026	2%	615	1%	2302	0%	1514	1%	2130
Q6_6: Prefer texting contact	2%	9274	2%	1687	1%	1026	2%	615	1%	2302	2%	1514	2%	2130
Q9_1: Adviser knows policies, procedures, etc.	4.27	8605	4.4	1593	4.14	933	3.85	564	4.37	2134	4.35	1431	4.18	1950
Q9_2: Adviser contacts about upcoming events	3.73	8605	3.97	1591	3.38	936	2.98	564	3.87	2134	3.96	1430	3.58	1950
Q9_3: Comfortable academic matters	4.22	8594	4.4	1592	3.99	933	3.86	563	4.35	2130	4.29	1429	4.09	1947
Q9_4: Comfortable personal matters	3.38	8590	3.65	1593	3.13	933	3.02	562	3.44	2130	3.49	1426	3.22	1946
Q9_5: Adviser knows me personally	3.34	8602	3.72	1593	2.93	935	2.99	564	3.41	2134	3.44	1431	3.17	1945
Q9_7: Adviser can explain policies & procedures	4.1	8592	4.27	1591	3.89	933	3.69	564	4.21	2131	4.18	1429	4	1944
Q9_8: Adviser personalizes advice	3.88	8589	4.15	1589	3.59	935	3.45	563	3.99	2127	3.98	1430	3.75	1945
Q9_9: Adviser treats student with respect	4.39	8575	4.59	1586	4.17	930	4.15	561	4.45	2130	4.44	1425	4.31	1943
Q9_10: Anticipates problems, opportunities	3.82	8588	4.05	1589	3.57	932	3.32	564	3.93	2128	3.9	1433	3.71	1942
Q9_11: Adviser answers in timely manner	4.08	8587	4.27	1588	3.98	931	3.64	564	4.12	2129	4.12	1432	4.02	1943
Q9_12: Paperwork timely manner	4.16	8578	4.34	1588	4.07	930	3.79	563	4.18	2129	4.19	1429	4.14	1939
Q9_13: Can meet face2face in good time	4.23	8580	4.44	1590	4.14	931	3.88	561	4.22	2129	4.23	1429	4.24	1940
Q9_14: Adviser keeps appointments	4.42	8585	4.54	1589	4.39	933	4.1	564	4.43	2123	4.48	1433	4.36	1943
Q9_15: Adviser is focused on student needs	4.25	8572	4.42	1587	4.08	931	3.92	562	4.31	2123	4.32	1428	4.19	1941
Q9_16: Satisfied with # of face2face mtgs	4.05	8582	4.27	1588	3.89	930	3.57	563	4.14	2130	4.07	1429	3.96	1942
Q9_17: Satisfied with # communication	4	8566	4.22	1588	3.82	928	3.6	560	4.06	2124	4.07	1427	3.91	1939
Q9_18: Adviser responds to contacts quickly	4.17	8576	4.34	1587	4.13	930	3.91	564	4.13	2126	4.2	1428	4.17	1941
Q9_19: Adviser assists with class schedule	4.05	8575	4.27	1589	3.86	930	3.62	563	4.14	2126	4.14	1427	3.9	1940
Q9_20: Adviser helps understand degree audit	4.05	8556	4.25	1584	3.95	929	3.59	562	4.1	2122	4.21	1421	3.91	1938
Q9_21: Adviser helps w/ educ outcome plan	3.95	8547	4.14	1585	3.83	925	3.43	562	4.09	2120	4.09	1420	3.74	1935
Q9_22: Adviser knows careers for major	4.04	8575	4.29	1587	3.62	929	3.78	564	4.07	2129	4.27	1427	3.93	1939
Q9_23: Adviser is concerned with personal dev.	3.68	8576	3.98	1587	3.35	927	3.26	563	3.75	2128	3.82	1428	3.53	1943
Q9_24: Adviser helped with career/life goals	3.57	8569	3.89	1587	3.27	928	3.12	562	3.6	2125	3.78	1428	3.42	1939
Q9_25: Adviser is concerned with academic dev.	3.95	8566	4.23	1582	3.68	926	3.57	563	4.06	2128	4.02	1425	3.81	1942
Q9_26: Adviser evaluates progress to degree	3.98	8565	4.2	1585	3.75	927	3.51	559	4.08	2131	4.06	1427	3.86	1936
Q9_27: Meet with adviser beyond RAN	3.89	8560	4.16	1585	3.69	931	3.53	559	3.92	2129	4.03	1425	3.72	1931
Q9_28: Positive impact cont'd enrollment	3.85	8554	4.13	1581	3.57	927	3.37	558	3.97	2127	3.96	1425	3.7	1936
Q9_29: Recommend my adviser to others	3.91	8535	4.2	1573	3.64	923	3.36	559	4.04	2122	4	1428	3.75	1930
Q10_1: Student asked about financial aid	18%	8119	21%	1495	14%	876	12%	534	21%	2011	20%	1355	16%	1848
Q10_2: Student asked about academic support	33%	8203	39%	1517	30%	878	19%	529	40%	2050	31%	1378	28%	1851
Q10_3: Student asked about disability resources	5%	8370	5%	1544	5%	901	3%	544	4%	2082	5%	1400	5%	1899
Q10_4: Student asked for info on majors/minors	67%	8298	75%	1546	65%	886	63%	538	61%	2068	66%	1390	69%	1870
Q10_5: Student asked for letter of recommend	18%	8343	30%	1544	8%	888	12%	546	16%	2083	20%	1397	15%	1885
Q10_6: Student asked, help w/ personal issues	21%	8171	27%	1507	14%	874	20%	531	20%	2039	23%	1371	22%	1849
Q12_1: Adviser helpful, financial aid	4.09	1423	4.33	300	3.68	113	3.61	62	4.1	404	4.19	259	3.97	285
Q12_2: Adviser helpful, academic support	4.26	2609	4.4	573	3.99	248	3.78	95	4.33	785	4.29	410	4.16	498
Q12_3: Adviser helpful, disability resources	4.05	364	4.18	77	3.9	40	3.71	17	4.26	80	4.06	67	3.88	83
Q12_4: Adviser helpful, majors/minors	4.22	5247	4.39	1102	4.1	543	3.73	314	4.33	1186	4.26	882	4.1	1220
Q12_5: Adviser helpful, letter of recommendation	4.64	1434	4.7	451	4.24	68	4.67	60	4.65	316	4.65	264	4.64	275
Q12_6: Adviser helpful, personal issues	4.37	1662	4.58	382	3.99	116	4.02	104	4.39	379	4.43	296	4.32	385
Q11: Rate adviser's overall effectiveness	4.08	8418	4.31	1563	3.84	925	3.6	544	4.19	2078	4.17	1410	3.93	1898
Q17: Comfort asking profs acad advice?	3.13	8383	3.23	1556	3.08	922	3.18	542	3.09	2069	3.08	1401	3.12	1893
Q18: Profs know you for letter of recommend	1.47	8377	1.69	1560	1.18	915	2.11	542	1.19	2069	1.49	1396	1.54	1895
Q19_1: Know prof, taught 1+ class	53%	9274	57%	1687	43%	1026	66%	615	48%	2302	58%	1514	52%	2130
Q19_2: Know prof, acad adviser	26%	9274	46%	1687	9%	1026	34%	615	15%	2302	29%	1514	25%	2130
Q19_3: Know prof, works with LC	6%	9274	10%	1687	2%	1026	2%	615	6%	2302	7%	1514	6%	2130
Q19_4: Know prof, advises stdnt grp	8%	9274	12%	1687	6%	1026	5%	615	8%	2302	7%	1514	6%	2130
Q19_5: Know prof, assigned mentor	3%	9274	3%	1687	1%	1026	2%	615	4%	2302	2%	1514	3%	2130
Q19_6: Know prof, work for them	9%	9274	12%	1687	2%	1026	2%	615	11%	2302	7%	1514	11%	2130
Q19_7: Know prof, other	2%	9274	4%	1687	2%	1026	2%	615	2%	2302	2%	1514	2%	2130
Q20: Engage w/profs outside class/advsnsg	3.53	8289	3.73	1547	3.38	907	3.51	536	3.54	2048	3.37	1377	3.54	1874
Q21: How characterize faculty in dept?	7.64	8325	8.17	1552	7.33	913	7.46	537	7.39	2068	7.77	1382	7.58	1873



## Survey results by classification year

Survey Items	First year		Sophomore		Junior		Senior		Statistically significant change over time?
	Ave, %, #	N	Ave, %, #	N	Ave, %, #	N	Ave, %, #	N	
Q5_1: Times met face to face w/ adviser	2.46 <sup>1</sup>	2345	2.28	1798	2.25	2174	2.31	2909	
Q5_2: Times other contact w/ adviser	3.37	2324	3.23	1785	3.29	2154	3.38	2893	
Q6_1: Prefer email contact	73%	2357	74%	1814	73%	2183	74%	2920	
Q6_2: Prefer phone contact	7%	2357	7%	1814	6%	2183	6%	2920	
Q6_3: Prefer face-to-face meetings	89%	2357	90%	1814	92%	2183	88%	2920	
Q6_4: Prefer Facebook contact	1%	2357	1%	1814	1%	2183	1%	2920	
Q6_6: Prefer texting contact	2%	2357	2%	1814	1%	2183	1%	2920	
Q9_1: Adviser knows policies, procedures, deadlines	4.34	2198	4.27	1669	4.26	2022	4.22	2716	
Q9_2: Adviser contacts about upcoming events	3.81	2197	3.77	1667	3.71	2025	3.64	2716	
Q9_3: Comfortable academic matters	4.25	2194	4.21	1664	4.19	2024	4.22	2712	
Q9_4: Comfortable personal matters	3.38	2194	3.33	1666	3.36	2021	3.41	2709	
Q9_5: Adviser knows me personally	3.21 <sup>2</sup>	2197	3.26	1669	3.36	2023	3.48	2713	Shows an increase over time.
Q9_7: Adviser can explain policies & procedures	4.16	2192	4.09	1666	4.08	2020	4.07	2714	
Q9_8: Adviser personalizes advice	3.9	2190	3.88	1665	3.89	2022	3.87	2712	
Q9_9: Adviser treats student with respect	4.4	2188	4.4	1664	4.4	2019	4.38	2704	
Q9_10: Anticipates problems, opportunities	3.88	2188	3.83	1666	3.81	2025	3.77	2709	
Q9_11: Adviser answers in timely manner	4.13	2190	4.06	1664	4.06	2025	4.07	2708	
Q9_12: Paperwork timely manner	4.14	2186	4.15	1663	4.16	2020	4.19	2709	
Q9_13: Can meet face2face in good time	4.25	2185	4.21	1661	4.23	2024	4.24	2710	
Q9_14: Adviser keeps appointments	4.41	2189	4.4	1665	4.42	2020	4.43	2711	
Q9_15: Adviser is focused on student needs	4.27	2188	4.23	1657	4.25	2022	4.26	2705	
Q9_16: Satisfied with # of face2face mtgs	4	2188	4	1662	4.07	2023	4.1	2709	
Q9_17: Satisfied with # communication	3.97	2187	3.96	1659	4.01	2018	4.04	2702	
Q9_18: Adviser responds to contacts quickly	4.16	2184	4.13	1663	4.2	2019	4.19	2710	
Q9_19: Adviser assists with class schedule	4.16	2184	4.06	1662	4.02	2023	3.96	2706	
Q9_20: Adviser helps understand degree audit	4.03	2177	4.06	1660	4.05	2015	4.07	2704	
Q9_21: Adviser helps w/ educ outcome plan	4	2180	3.94	1658	3.93	2009	3.93	2700	
Q9_22: Adviser knows careers for major	4.11	2183	4.08	1664	4.03	2022	3.98	2706	
Q9_23: Adviser is concerned with personal dev.	3.73	2184	3.66	1664	3.67	2020	3.65	2708	
Q9_24: Adviser helped with career/life goals	3.67	2184	3.59	1661	3.55	2014	3.5	2710	
Q9_25: Adviser is concerned with academic dev.	4.01	2178	3.95	1664	3.95	2016	3.92	2708	
Q9_26: Adviser evaluates progress to degree	4	2180	3.93	1665	3.95	2018	4	2702	
Q9_27: Meet with adviser beyond RAN	4.07	2180	3.94	1660	3.87	2016	3.72	2704	Shows a decrease over time.
Q9_28: Positive impact cont'd enrollment	3.92	2177	3.85	1661	3.84	2016	3.81	2700	
Q9_29: Recommend my adviser to others	3.98	2170	3.9	1659	3.89	2011	3.87	2695	
Q10_1: Student asked about financial aid	17%	2036	18%	1584	19%	1913	19%	2586	
Q10_2: Student asked about academic support	37%	2057	35%	1603	33%	1930	30%	2613	
Q10_3: Student asked about disability resources	5%	2117	4%	1640	4%	1966	5%	2647	
Q10_4: Student asked for info on majors/minors	67%	2098	68%	1613	68%	1958	65%	2629	
Q10_5: Student asked for letter of recommend	7%	2115	16%	1634	20%	1960	26%	2634	Shows an increase over time.
Q10_6: Student asked, help w/ personal issues	18%	2066	19%	1609	23%	1919	24%	2577	
Q12_1: Adviser helpful, financial aid	4.13	328	3.96	268	4.05	351	4.15	476	
Q12_2: Adviser helpful, academic support	4.32	731	4.2	542	4.24	590	4.24	746	
Q12_3: Adviser helpful, disability resources	4.11	101	4.14	65	3.93	70	4.04	128	
Q12_4: Adviser helpful, majors/minors	4.29	1337	4.21	1048	4.2	1252	4.17	1610	
Q12_5: Adviser helpful, letter of recommendation	4.28	149	4.67	246	4.68	372	4.69	667	
Q12_6: Adviser helpful, personal issues	4.3	370	4.26	281	4.46	422	4.41	589	
Q11: Rate adviser's overall effectiveness	4.16	2165	4.08	1628	4.05	1970	4.02	2655	
Q17: Comfort asking profs acad advice?	3.05	2156	3.11	1623	3.12	1954	3.2	2650	Shows a slight increase over time.
Q18: Profs know you for letter of recommend	0.82	2157	1.1	1627	1.49	1953	2.22	2640	Shows an increase over time.
Q19_1: Know prof, taught 1+ class	36%	2357	44%	1814	54%	2183	70%	2920	Shows an increase over time.
Q19_2: Know prof, acad adviser	21%	2357	25%	1814	27%	2183	30%	2920	Shows an increase over time.
Q19_3: Know prof, works with LC	10%	2357	7%	1814	4%	2183	4%	2920	
Q19_4: Know prof, advises stdnt grp	4%	2357	6%	1814	7%	2183	12%	2920	Shows an increase over time.
Q19_5: Know prof, assigned mentor	2%	2357	3%	1814	3%	2183	3%	2920	
Q19_6: Know prof, work for them	2%	2357	5%	1814	9%	2183	17%	2920	Shows an increase over time.
Q19_7: Know prof, other	1%	2357	2%	1814	3%	2183	3%	2920	
Q20: Engage w/profs outside class/advsn	3.56	2128	3.47	1605	3.52	1927	3.56	2629	
Q21: How characterize faculty in dept?	7.69	2140	7.58	1618	7.58	1939	7.67	2628	

<sup>1</sup>Green=Statistically significant higher value than Seniors, p<0.01

<sup>2</sup>Red=Statistically significant lower value than Seniors, p<0.01



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## METHODOLOGY

The survey was administered between January 4 and February 3, 2012, to all 22,675 degree-seeking undergraduate students enrolled in classes at ISU for the 2011 Fall semester. Students were contacted via email up to four times (an initial contact email and up to three reminder emails) and asked to complete a web-based survey instrument. Students were informed that 5 survey participants from each undergraduate college would be randomly selected to receive a \$50 gift certificate at the ISU Bookstore.

We received 9,274 responses in which a student answered at least one survey question. This resulted in an overall response rate of 41%. See Appendix A to view the survey.

### **Representativeness of results**

The demographics of student survey respondents are very similar to the overall undergraduate population. The distribution of student respondents by admission status, academic probation status, entry year to Iowa State, classification year, residency, race/ethnicity, citizenship, athlete status, and college were very similar to that of the student population. The one exception was for gender, where 43% of all undergraduate students are female, but 53% of student respondents were female. Due to this difference, the committee explored weighting results to have them better represent the actual proportion of male and female students. Survey weights were created and tested, but the differences between weighted and unweighted results were found to be negligible (see below). The committee decided for this reason to report unweighted results.

Question	Unweighted Response	Weighted Response
How would you rate your adviser's overall effectiveness?	4.075	4.087

*Selected groups of survey respondents vs all Fall 2011 undergrads*

<b>Sex</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
Female	%	53%	43%
	N	4,889	9,825
Male	%	47%	57%
	N	4,385	12,850

<b>Admission Status</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
High School Admit	%	77%	76%
	N	7,177	17,292
Transfer	%	23%	24%
	N	2,097	5,383

<b>Academic probation</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
Probation	%	3%	5%
	N	291	1,212
Warning	%	6%	8%
	N	598	1,806
Dismissal Pending	%	1%	3%
	N	91	626
In Good Standing	%	89%	84%
	N	8,294	19,031

<b>Entry Year</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
Fall 2007	%	6%	6%
	N	514	1,450
Fall 2008	%	15%	15%
	N	1,437	3,389
Fall 2009	%	18%	18%
	N	1,675	4,018
Fall 2010	%	20%	21%
	N	1,876	4,852
Fall 2011	%	31%	28%
	N	2,874	6,258

Other entry years not shown due to small numbers

<b>Classification Year</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
First-Year	%	25%	24%
	N	2,357	5,450
Sophomore	%	20%	21%
	N	1,814	4,817
Junior	%	24%	24%
	N	2,183	5,384
Senior	%	31%	31%
	N	2,920	7,024

<b>Residency</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
Iowan	%	69%	69%
	N	6,428	15,570
Non-Iowan	%	31%	31%
	N	2,846	7,105

<b>Race / Ethnicity</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
American Indian	%	0.2%	0.2%
	N	14	42
Black	%	2.1%	2.8%
	N	179	590
White	%	86.6%	85.5%
	N	7,555	18,026
Asian	%	2.9%	2.8%
	N	256	596
Native Hawaiian	%	-	0.1%
	N	N < 10	14
Hispanic	%	3.8%	3.9%
	N	333	813
Multiracial	%	1.2%	1.4%
	N	104	295
Did not indicate	%	3.2%	3.3%
	N	278	704

<b>Citizenship</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
US Citizen	%	93%	92%
	N	8,635	20,840
Non-US Citizen	%	7%	8%
	N	639	1,835

<b>Athlete Status</b>		<b>Respondents</b>	<b>All Fall 2011 Undergrads</b>
Student Athlete	%	2%	2%
	N	141	465
Non-Athlete	%	98%	98%
	N	9,133	22,210

College	Respondents		All Fall 2011 Undergrads
	%	N	
Agriculture & Life Sciences	18%	1,687	15%
Business	11%	1,026	14%
Design	7%	615	7%
Engineering	25%	2,302	24%
Human Sciences	16%	1,514	15%
Liberal Arts & Sciences	23%	2,130	24%

### **Individual adviser reports**

Individual reports were generated for academic advisers who were identified as the primary academic adviser by at least 5 student respondents. While we know each student's academic adviser of record as listed by the Office of Registrar, we used the academic adviser name that students provided for the purpose of generating individual adviser reports. Seventy-three percent of students identified an academic adviser. This resulted in 90% of listed academic advisers (408 of 453) having at least one student evaluate their work. However, not all 408 advisers who had at least one student evaluate their work received an individual report. A minimum of 5 student responses was used as the threshold for generating an individual report in order to prevent individual students from being identified by their adviser. As shown below, this resulted in individual reports being generated for 233 advisers.

Category	Individual report generated		No individual report generated	
	N	%	N	%
<b>Faculty</b>	157	46%	183	54%
<b>P&amp;S</b>	72	92%	6	8%
<b>Graduate student</b>	4	57%	3	43%

Two questions in the survey were deemed particularly sensitive, and to avoid any risk of students being individually identified, results for these questions were not reported if fewer than 10 students rated their adviser. These two questions were the following:

Q12\_3. How helpful was your adviser in providing information about disability resource services?

Q12\_5. How helpful was your adviser in writing you a letter of recommendation?

See Appendix B for a sample Individual Adviser Report.

## APPENDIX A—University Advisee Survey 2012

Following is the email message sent to degree-seeking undergraduate students in January 2012.

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Dear ISU undergraduate student,

In an effort to improve the academic advising experience of every Iowa State University undergraduate student, the University Academic Advising Committee (UAAC) has created a survey tool for undergraduates to complete. Your feedback and opinions are very important to us and the results will be used to identify best advising practices for current and new academic advisors. By completing this survey, you also become eligible for a random drawing of 5 \$50 ISU Bookstore gift certificates per college.

Your responses will be kept completely confidential. Survey responses will be reported only in aggregate with no individual students responses reported. Participation in the survey is voluntary and you may skip any questions that make you feel uncomfortable.

You will receive up to 4 reminder emails to participate in this survey over the next month. Once you complete the survey, you will no longer receive reminder emails. If you have any questions, please contact Jason Pontius, the Coordinator of Continuous Academic Program Improvement at [jpontius@iastate.edu](mailto:jpontius@iastate.edu).

Thank you for your consideration.

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The 2012 University Advisee Survey appears on the following seven pages. Students who chose to participate in the study completed an online Qualtrics Survey. The item numbers that appear in the following Word version of the survey were assigned as part of the data analysis. Students did not see these item or component numbers as they completed the survey.

Following are several irregularities in the item numbering:

- There is no item Q3, Q4, Q7, Q8, Q9\_6, or Q13.
- The number Q11 was assigned to the item that *follows* item Q12.
- Students answered Q12 only if they answered “Yes” to any portion of Q10.
- Students answered Q19 only if they didn’t select “None” on item Q18.

## University Advisee Survey 2012 - Final Version

Q1 The Iowa State University Academic Advising Committee (UAAC) requests your assistance in completing the following survey. The survey is intended to assess undergraduate academic advising services. Your feedback will positively impact the Academic Advising services at Iowa State University.

Q2 What is your primary academic adviser's name?

Q5 Please answer the following questions about the frequency of your interactions with your primary adviser

	Never (0)	1 - 2 times (1)	3 - 4 times (3)	5 - 6 times (5)	7 - 8 times (7)	More than 8 times (9)
During your most recent full semester at ISU, how often did you meet face-to-face with your adviser? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During your most recent full semester at ISU, how often did you contact your adviser by phone, email, social media, text messages, etc.? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 How do you prefer to communicate with your adviser? (Check all that apply.)

- Email (1)
- Phone (2)
- Face-to-face meetings (3)
- Facebook (4)
- Other (please describe) (5) \_\_\_\_\_
- Text messaging (6)

Q9 The following statements relate to your experiences with your current academic adviser at ISU. For each statement, please indicate your level of agreement.

	Strongly disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
My adviser is knowledgeable about university, college, and department policies, procedures, and deadlines (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser contacts me about upcoming department events and professional opportunities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable speaking with my adviser about academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable speaking with my adviser about personal matters (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser knows me personally and understands my needs (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser is able to explain course policies and procedures in a way that makes sense to me (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



My adviser personalizes his/her advice to my unique situation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser treats me with respect (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser helps me anticipate opportunities and/or problems (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser is able to help me find answers to my questions in a timely manner (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser processes my paperwork in a timely manner (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to meet face-to-face with my adviser in a reasonable amount of time (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser keeps appointments when made (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser is focused on me and my needs when I meet or communicate with him/her (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the number of face-to-face meetings I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>have had with my adviser (16)</p> <p>I am satisfied with the amount of communication (via email, phone, social media, text messages) I have had with my adviser (17)</p> <p>My adviser responds to my contacts (by email, phone, social media, text messages) in a reasonable amount of time (18)</p> <p>My adviser assists me with class scheduling (19)</p> <p>My adviser helps me understand my degree audit (20)</p> <p>My adviser has helped me develop a suitable educational plan (21)</p> <p>My adviser is knowledgeable about careers that apply to my major (22)</p> <p>My adviser is concerned with my personal and social development (23)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<p>My adviser has helped me to clarify my career and life goals (24)</p>	○	○	○	○	○
<p>My adviser is concerned with my academic development (25)</p>	○	○	○	○	○
<p>My adviser evaluates my progress in completing my graduation requirements (26)</p>	○	○	○	○	○
<p>I would meet with my adviser about registration for classes even if I didn't need to get a Registration Access Number (RAN) from him/her (27)</p>	○	○	○	○	○
<p>My adviser has positively impacted my continued enrollment at Iowa State (28)</p>	○	○	○	○	○
<p>I would recommend my adviser to other students (29)</p>	○	○	○	○	○

Q10 Have you ever asked your adviser about the following topics?

	Yes (1)	No (2)	Not sure (3)
Financial Aid information (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support services information (tutoring, supplemental instruction, Student Support Services Program, Student Success Center) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Resource Services information (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about other majors or minors (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To write you a letter of recommendation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with personal issues or concerns (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Have you ever asked your advisor about the following topics? - Yes Is Selected

Q12 How helpful was your adviser for each of those topics?

Q11 How would you rate your adviser's overall effectiveness?

- Very poor (1)
- Poor (2)
- Fair (3)
- Good (4)
- Excellent (5)

Q14 What is the most helpful thing your adviser has done for you?

Q15 What suggestions do you have for improving academic advising?

Q16 Do you have other comments about your experiences with academic advisers at Iowa State University?

Q17 How comfortable do you feel asking a professor in your department about academic advising advice (information about classes, majors, minors, career options, internships, etc.)?

- Very uncomfortable (1)
- Uncomfortable (2)
- Comfortable (3)
- Very comfortable (4)

Q18 How many professors in your department know you well enough to write a letter of recommendation for you?

- None (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 or more (5)

Answer If How many professors in your department know you well enou... None Is Not Selected

Q19 How do you know this professor or professors? (select all that apply)

- Taught one or more of my classes (1)
- Serves as my academic adviser (2)
- Works with my Learning Community (3)
- Advises a student group of which I am a member (4)
- Assigned to me as a mentor (5)
- I work for them (research assistant, work study, etc.) (6)
- Other (7) \_\_\_\_\_

Q20 There are opportunities in my department to engage with professors outside of my classes and academic advising.

- Strongly disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q21 Overall, how would you characterize the faculty in your department?

\_\_\_\_\_ Move the slider to indicate your response (1)

*Unavailable, unhelpful,  
unsympathetic, unfriendly*

0    1    2    3    4    5    6    7    8    9    10

*Available, helpful,  
sympathetic, friendly*

## APPENDIX B—Sample of an Individual Adviser Report

Following is the email text that was included with each Individual Adviser Report.

Early spring semester 2012, the University Academic Advising Committee administered an undergraduate academic advising survey. The web-based survey was administered to all 22,675 degree-seeking undergraduate students enrolled in classes at ISU for the 2011 fall semester. We received 9,274 responses where a student answered at least one survey question. This resulted in an overall response rate of 41%. The goals of the survey were 1) to compare changes in student perceptions of advising from a similar survey conducted in 2006 and 2) to provide information to the university, colleges, and individuals to improve academic advising across campus. **Attached is your individual academic adviser report based on your advisee's responses to the survey.** This report is being sent only to you and your direct supervisor. Please share this report with any other direct supervisors not listed in the cc field.

If you have questions regarding the purpose of the survey or the use of individual adviser reports, please contact Russ Mullen, co-chair of the University Academic Advising Committee at [remullen@iastate.edu](mailto:remullen@iastate.edu). If you have questions related to the survey data and methodology, please contact me by replying to this email.

### Individual Report Methodology:

Individual reports were generated for academic advisers who were identified as the primary academic adviser by at least 5 student respondents. As shown below, this resulted in several advisers for whom no individual report was generated.

Category	No individual report generated				Individual report generated			
	N	%	Total Students Advised	Average Advising Load	N	%	Total Students Advised	Average Advising Load
Faculty	183	54%	417	2.3	157	46%	1,733	11.0
P & S	6	8%	12	2.0	72	92%	4,079	56.7
Graduate Student	3	43%	5	1.7	4	57%	114	28.5

Two questions in the survey were deemed particularly sensitive and to avoid any risk of students being individually identified, results for these questions were not reported if fewer than 10 students rated their adviser. These two questions were:

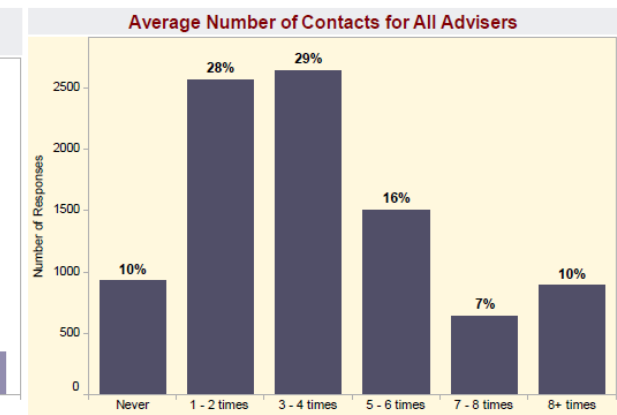
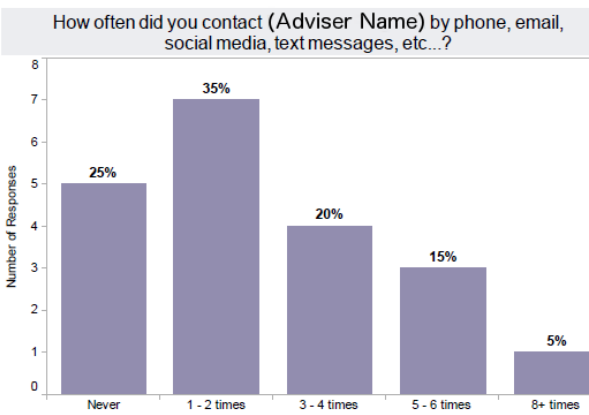
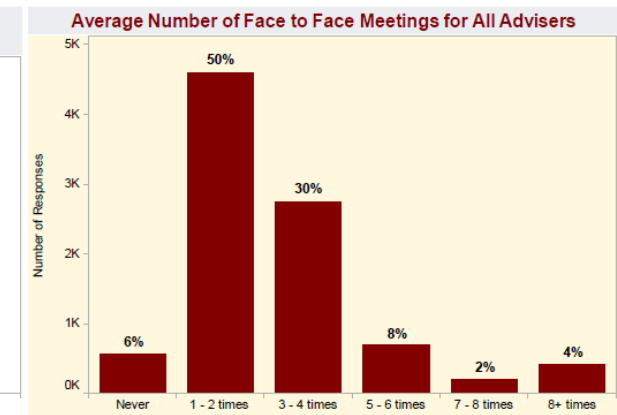
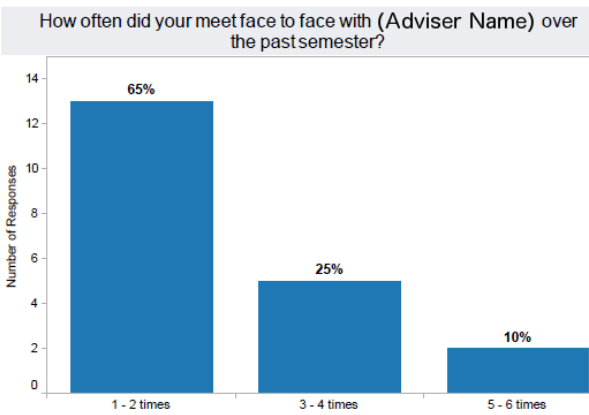
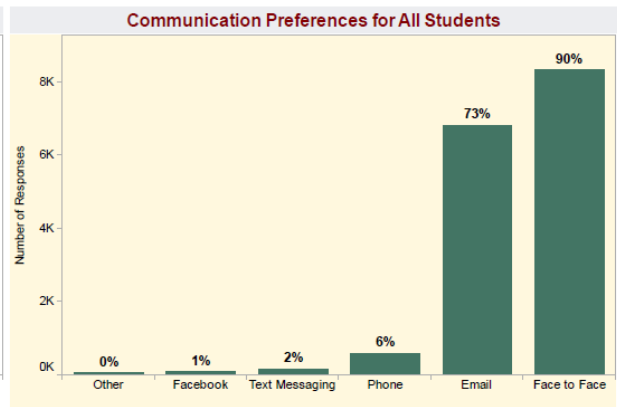
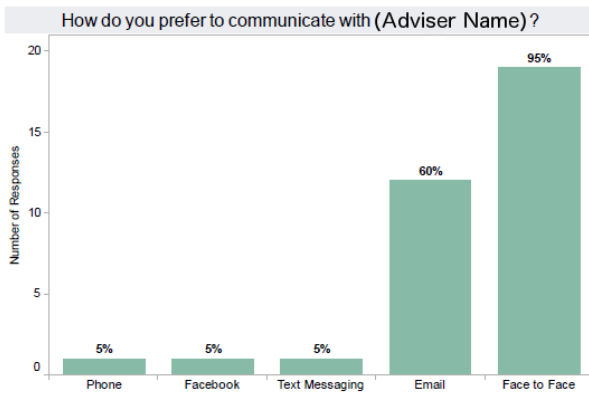
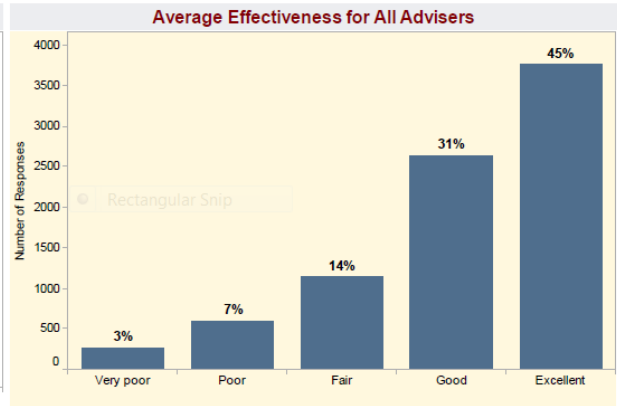
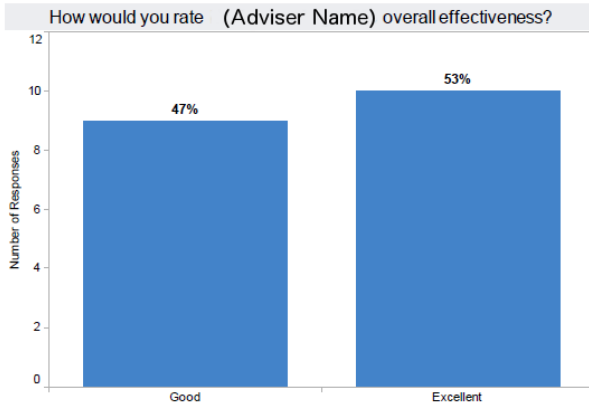
1. How helpful was your adviser in providing information about disability resource services?
2. How helpful was your adviser in writing you a letter of recommendation?

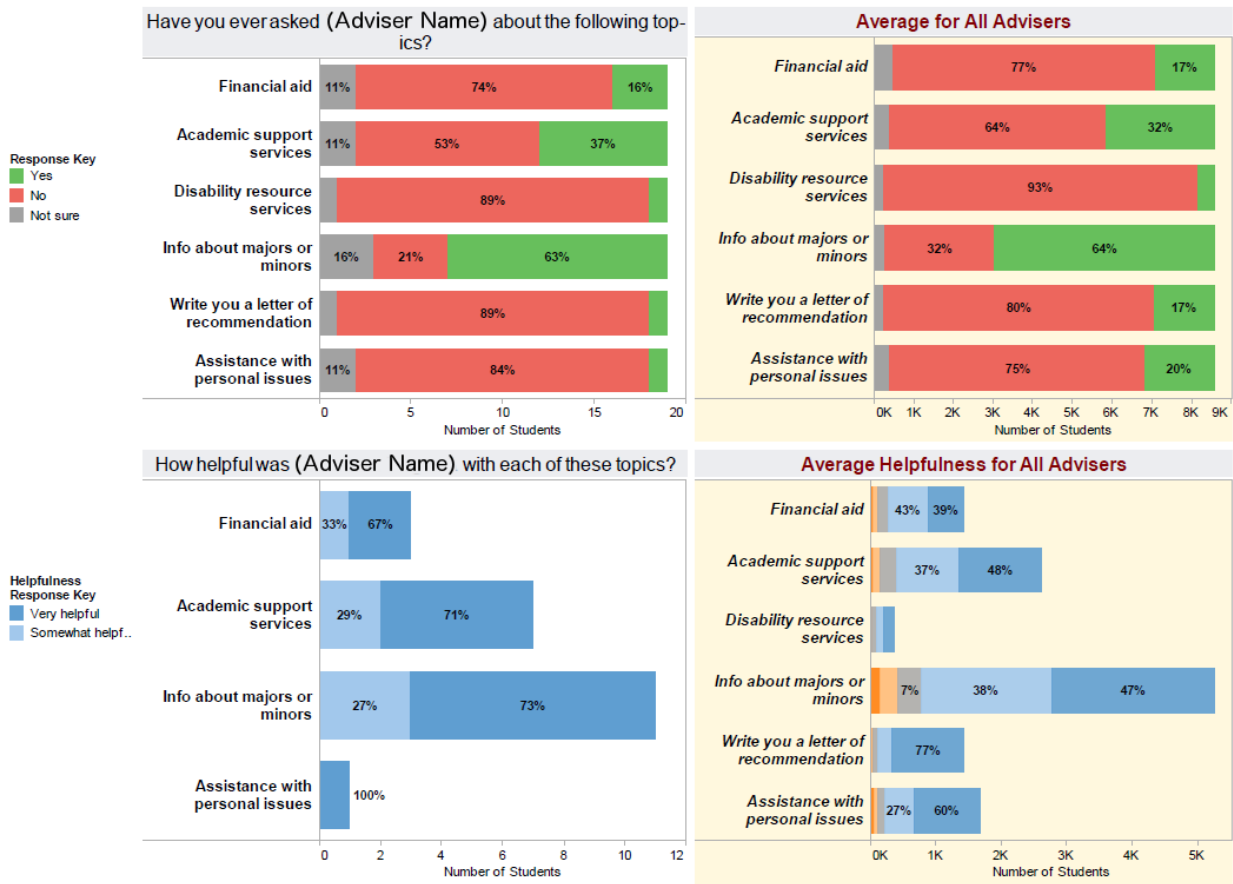
Similarly, open-ended comments were screened for identifiers and only reported if at least 10 students entered comments. NOTE: due to some technical issues with the reporting software, some longer comments have been truncated. I can provide full comment text upon request.

Sincerely,  
Jason Pontius

**Jason Pontius**  
Coordinator of Continuous Academic Program Improvement  
1550 Beardshear Hall  
Iowa State University

*A sample Individual Adviser Report appears on the following four pages.*





Part 1 Average Responses for (Adviser Name)		All Advisers	All Advisers by College					
			Business	CALS	Design	Engineering	Human Sci	LAS
My adviser is knowledgeable about university, college, and department policies, procedures, and deadlines	4.6	4.3	4.1	4.4	3.9	4.4	4.3	4.2
My adviser contacts me about upcoming department events and professional opportunities	2.9	3.7	3.4	4.0	3.0	3.9	4.0	3.6
I feel comfortable speaking with my adviser about academic matters	4.4	4.2	4.0	4.4	3.9	4.4	4.3	4.1
I feel comfortable speaking with my adviser about personal matters	3.4	3.4	3.1	3.6	3.0	3.4	3.5	3.2
My adviser knows me personally and understands my needs	3.2	3.3	2.9	3.7	3.0	3.4	3.4	3.2
My adviser is able to explain course policies and procedures in a way that makes sense to me	4.3	4.1	3.9	4.3	3.7	4.2	4.2	4.0
My adviser personalizes his/her advice to my unique situation	4.1	3.9	3.6	4.2	3.5	4.0	4.0	3.8
My adviser treats me with respect	4.8	4.4	4.2	4.6	4.2	4.5	4.4	4.3
My adviser helps me anticipate opportunities and/or problems	4.1	3.8	3.6	4.0	3.3	3.9	3.9	3.7
My adviser is able to help me find answers to my questions in a timely manner	4.4	4.1	4.0	4.3	3.6	4.1	4.1	4.0
My adviser processes my paperwork in a timely manner	4.4	4.2	4.1	4.3	3.8	4.2	4.2	4.1
I am able to meet face-to-face with my adviser in a reasonable amount of time	4.3	4.2	4.1	4.4	3.9	4.2	4.2	4.2
My adviser keeps appointments when made	4.7	4.4	4.4	4.5	4.1	4.4	4.5	4.4
My adviser is focused on me and my needs when I meet or communicate with him/her	4.6	4.3	4.1	4.4	3.9	4.3	4.3	4.2

SCALE: 1 = Strongly Disagree, 3 = Neither Agree Nor Disagree, 5 = Strongly Agree



Part 2 Average Responses for (Adviser Name)		All Advisers	All Advisers by College					
			Business	CALS	Design	Engineering	Human Sci	LAS
I am satisfied with the number of face-to-face meetings I have had with my adviser	4.4	4.0	3.9	4.3	3.6	4.1	4.1	4.0
I am satisfied with the amount of communication (via email, phone, social media, text messages) I have had with my adviser	4.1	4.0	3.8	4.2	3.6	4.1	4.1	3.9
My adviser responds to my contacts ( by email, phone, social media, text messages) in a reasonable amount of time	4.2	4.2	4.1	4.3	3.9	4.1	4.2	4.2
My adviser assists me with class scheduling	4.4	4.0	3.9	4.3	3.6	4.1	4.1	3.9
My adviser helps me understand my degree audit	4.4	4.1	4.0	4.2	3.6	4.1	4.2	3.9
My adviser has helped me develop a suitable educational plan	4.3	3.9	3.8	4.1	3.4	4.1	4.1	3.7
My adviser is knowledgeable about careers that apply to my major	3.9	4.0	3.6	4.3	3.8	4.1	4.3	3.9
My adviser is concerned with my personal and social development	3.9	3.7	3.4	4.0	3.3	3.7	3.8	3.5
My adviser has helped me to clarify my career and life goals	3.8	3.6	3.3	3.9	3.1	3.6	3.8	3.4
My adviser is concerned with my academic development	4.1	4.0	3.7	4.2	3.6	4.1	4.0	3.8
My adviser evaluates my progress in completing my graduation requirements	3.8	4.0	3.7	4.2	3.5	4.1	4.1	3.9
I would meet with my adviser about registration for classes even if I didn't need to get a Registration Access Number (RAN) from him/her	4.2	3.9	3.7	4.2	3.5	3.9	4.0	3.7
My adviser has positively impacted my continued enrollment at Iowa State	4.1	3.9	3.6	4.1	3.4	4.0	4.0	3.7
I would recommend my adviser to other students	4.3	3.9	3.6	4.2	3.4	4.0	4.0	3.7

SCALE: 1 = Strongly Disagree, 3 = Neither Agree Nor Disagree, 5 = Strongly Agree

Overall, how would you rate your Adviser's effectiveness?



**What is the most helpful thing (Adviser Name) has done for you?**

Even though I'm undecided, but looking towards a biology major, my advisor has helped me stay on track with classes that will apply to that major.

Explained all the requirements for both my majors and minor

he can explain things very well

He lets me plan my own schedules while double checking to see that my plan will work, and offering suggestions on how to fix it if it doesn't work.

He was very Helpful in getting me into the College of Engineering.

Help me pick my classes

help me understand the classes that i will be taking.

Helped me choose what courses I should take.

Helped me when I had to appeal for my financial aid.

Helping me decide what courses would work best for me and my schedule.

Introduced me to an array of majors and helped me plan my path at Iowa State.

Point me in the right direction for classes.

**What suggestions do you have for improving academic advising?**

It is hard to find time for an appointment that is convenient.

More appointment times.

More efforts made by them to stay connected with students/checking in with students.

More informal ways to contact the advisor

N/a

none

None. I think it's great. My adviser has done a fantastic job.

nothing

so far everything has been great.

Try to know on a personal level more.

## APPENDIX C—Response Rate and Overall Adviser Rating by College

College	Surveys Received	Response Rate	Average Overall Adviser Rating
CALS	1,687	49%	4.31
Business	1,026	33%	3.84
Design	615	37%	3.60
Engineering	2,302	42%	4.19
Human Sciences	1,514	44%	4.17
LAS	2,130	39%	3.93
<b>Total</b>	<b>9,274</b>	<b>41%</b>	<b>4.08</b>

## APPENDIX D—Response Rate by Major

Major	Surveys Received	Response Rate
A E	71	47%
A ECL	165	47%
A M D	114	47%
ACCT	166	37%
ADVRT	32	36%
AER E	238	40%
AG B	160	44%
AG ST	120	39%
AG X	11	42%
AGBIO	15	65%
AGLSE	87	64%
AGRON	119	50%
AMDP	74	41%
AN S	412	53%
ANTHR	36	42%
ARC	107	37%
ART	<5	-
ARTDN	16	37%
ARTGR	89	39%
ARTID	57	37%
ARTIS	43	37%
AST	66	44%
BCBIO	<5	-
BIOCH	55	45%
BIOL	173	49%
BIOLA	117	51%
BIOPH	<5	-
BPMI	12	63%
BSE	32	62%
BUS U	<5	-
BUSEC	11	46%
CE	289	43%
C R P	28	35%
CH E	231	44%
CH FS	187	47%
CHEM	58	53%
COM S	53	37%
COMST	75	31%
CON E	134	40%
CPR E	213	43%
CS A	<5	-
CS H	20	43%
DES	7	44%
DIETA	16	59%
DIETH	126	56%
DSGN	35	38%
DY S	37	52%

Major	Surveys Received	Response Rate
E E	183	36%
EA SC	5	50%
ECE	86	49%
ECON	32	42%
EL ED	249	42%
ENGL	99	44%
ENGR	81	45%
ENSCA	32	52%
ENSCS	16	30%
ENT	<5	-
EVENT	68	44%
FCEDS	32	58%
FFHP	6	33%
FIN	129	32%
FOR	35	44%
FRNCH	<5	-
FSA	21	60%
FSH	30	48%
GEN	23	59%
GEN S	31	44%
GENPV	6	26%
GEOL	11	22%
GER	<5	-
GLOBE	24	45%
H SCI	6	46%
HHP	<5	-
HIST	115	34%
HORT	63	45%
HRI	18	34%
HSCIS	<5	-
HSP M	40	42%
I E	138	46%
I TEC	71	39%
IND D	14	28%
INDIS	94	28%
INSCI	<5	-
INTST	<5	-
JL MC	69	37%
KIN H	417	41%
L A	46	32%
L ST	46	28%
LAS	<5	-
LING	24	51%
LSCM	8	24%
M E	529	40%
MAT E	96	52%

Major	Surveys Received	Response Rate
MATH	82	49%
MGMT	75	34%
MICR	56	61%
MIS	63	32%
MKT	131	38%
MTEOR	51	53%
MU BA	10	48%
MU BM	31	37%
NS A	<5	-
NS H	18	46%
OPEN	176	37%
OSCM	<5	-
P ADV	31	32%
P ARC	91	39%
P BUS	393	31%
P CRP	<5	-
P CS	47	38%
P GR	40	35%
P H P	11	37%
P ID	19	54%
P IND	7	25%
P ISA	6	32%
P JMC	67	37%
P LA	6	29%
P LAW	<5	-
P LST	14	24%
P MED	16	36%
P S A	18	64%
PBPMI	5	17%
PDEXA	<5	-
PDEXH	23	66%
PERF	19	31%
PHIL	6	22%
PHYS	32	45%
POL S	117	48%
PSYCH	212	37%
RELIG	11	55%
S E	67	37%
SCM	44	28%
SOC	34	37%
SP CM	22	46%
SPAN	6	32%
STAT	36	43%
TCOMM	12	44%
W S	<5	-
WLC	26	47%

## APPENDIX E—Equity/Equal Access Data for Eight Selected Groups, Including T-test Results for All Survey Items

Multicultural Students compared to White Students						
Survey Items	Multicultural		White		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	<b>2.52</b>	1158	2.26	7520	0.258***	3.74
Q5_2: Times other contact w/ adviser	<b>3.55</b>	1144	3.26	7468	0.285**	3.2
Q6_1: Prefer email contact	74%	1168	73%	7555	0.00592	0.43
Q6_2: Prefer phone contact	<b>9%</b>	1168	6%	7555	0.0303***	3.42
Q6_3: Prefer face-to-face meetings	90%	1168	90%	7555	0.00953	1.03
Q6_4: Prefer Facebook contact	1%	1168	1%	7555	0.000558	0.2
Q6_6: Prefer texting contact	2%	1168	2%	7555	0.00631	1.42
Q9_1: Adviser knows policies, procedures, etc.	4.29	1084	4.28	7013	0.0118	0.42
Q9_2: Adviser contacts about upcoming events	3.77	1084	3.71	7012	0.0512	1.25
Q9_3: Comfortable academic matters	4.2	1083	4.23	7003	-0.0326	-0.98
Q9_4: Comfortable personal matters	3.37	1081	3.36	7005	0.0175	0.42
Q9_5: Adviser knows me personally	3.34	1086	3.32	7008	0.0199	0.49
Q9_7: Adviser can explain policies & procedures	4.14	1080	4.1	7007	0.0477	1.52
Q9_8: Adviser personalizes advice	3.91	1080	3.88	7002	0.0303	0.83
Q9_9: Adviser treats student with respect	4.42	1081	4.4	6987	0.0209	0.74
Q9_10: Anticipates problems, opportunities	3.83	1084	3.81	6998	0.0231	0.65
Q9_11: Adviser answers in timely manner	4.12	1084	4.08	6997	0.0383	1.18
Q9_12: Paperwork timely manner	4.21	1079	4.17	6994	0.036	1.19
Q9_13: Can meet face2face in good time	4.26	1081	4.24	6997	0.0192	0.63
Q9_14: Adviser keeps appointments	4.44	1085	4.43	6994	0.0112	0.43
Q9_15: Adviser is focused on student needs	4.28	1082	4.26	6985	0.0193	0.66
Q9_16: Satisfied with # of face2face mtgs	4.01	1082	4.05	6995	-0.0368	-1.01
Q9_17: Satisfied with # communication	3.97	1082	4	6983	-0.0353	-0.97
Q9_18: Adviser responds to contacts quickly	4.18	1080	4.18	6991	0.00382	0.12
Q9_19: Adviser assists with class schedule	4.05	1079	4.04	6990	0.0108	0.31
Q9_20: Adviser helps understand degree audit	4.06	1077	4.05	6976	0.00488	0.14
Q9_21: Adviser helps w/ educ outcome plan	3.95	1076	3.95	6968	-0.000305	-0.01
Q9_22: Adviser knows careers for major	4.07	1079	4.05	6993	0.0183	0.57
Q9_23: Adviser is concerned with personal dev.	3.69	1079	3.67	6994	0.0252	0.66
Q9_24: Adviser helped with career/life goals	3.61	1076	3.56	6991	0.0586	1.48
Q9_25: Adviser is concerned with academic dev.	3.95	1073	3.96	6992	-0.0119	-0.34
Q9_26: Adviser evaluates progress to degree	3.95	1082	3.98	6979	-0.0342	-0.99
Q9_27: Meet with adviser beyond RAN	3.94	1079	3.88	6976	0.0672	1.8
Q9_28: Positive impact cont'd enrollment	3.85	1076	3.85	6976	-0.00476	-0.13
Q9_29: Recommend my adviser to others	3.92	1071	3.91	6963	0.0127	0.32
Q10_1: Student asked about financial aid	<b>24%</b>	1008	18%	6647	0.0659***	4.6
Q10_2: Student asked about academic support	<b>42%</b>	1019	31%	6720	0.111***	6.74
Q10_3: Student asked about disability resources	<b>7%</b>	1035	4%	6862	0.0262**	3.21
Q10_4: Student asked for info on majors/minors	68%	1031	66%	6802	0.0141	0.9
Q10_5: Student asked for letter of recommend	19%	1036	17%	6843	0.0172	1.31
Q10_6: Student asked, help w/ personal issues	<b>24%</b>	1016	20%	6710	0.0450**	3.14
Q12_1: Adviser helpful, financial aid	4.08	230	4.11	1133	-0.0295	-0.4
Q12_2: Adviser helpful, academic support	4.28	416	4.26	2011	0.0193	0.4
Q12_3: Adviser helpful, disability resources	4.05	65	4.05	267	-0.00254	-0.02
Q12_4: Adviser helpful, majors/minors	4.29	648	4.21	4296	0.0823*	2.1
Q12_5: Adviser helpful, letter of recommendation	4.59	188	4.69	1147	-0.0975	-1.45
Q12_6: Adviser helpful, personal issues	4.47	231	4.38	1285	0.0854	1.37
Q11: Rate adviser's overall effectiveness	4.08	1051	4.07	6874	0.0096	0.28
Q17: Comfort asking profs acad advice?	3.15	1053	3.12	6846	0.0244	1
Q18: Profs know you for letter of recommend	1.49	1049	1.46	6841	0.0369	0.83
Q19_1: Know prof, taught 1+ class	51%	1168	53%	7555	-0.0218	-1.39
Q19_2: Know prof, acad adviser	27%	1168	26%	7555	0.00802	0.58
Q19_3: Know prof, works with LC	7%	1168	6%	7555	0.00919	1.15
Q19_4: Know prof, advises stdnt grp	8%	1168	8%	7555	0.00397	0.47
Q19_5: Know prof, assigned mentor	<b>4%</b>	1168	2%	7555	0.0150*	2.54
Q19_6: Know prof, work for them	8%	1168	9%	7555	-0.00518	-0.59
Q19_7: Know prof, other	2%	1168	2%	7555	-0.000647	-0.13
Q20: Engage w/profs outside class/advsnq	3.57	1037	3.52	6770	0.0524	1.68
Q21: How characterize faculty in dept?	7.65	1033	7.65	6810	-0.00385	-0.07

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.

Academic Probation or Warning Students compared to Students in Good Academic Standing						
Survey Items	Acad probation or warning		Good academic standing		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	2.35	973	2.33	8253	0.0231	0.35
Q5_2: Times other contact w/ adviser	3.48	962	3.31	8194	0.176	1.93
Q6_1: Prefer email contact	73%	980	73%	8294	-0.00401	-0.27
Q6_2: Prefer phone contact	<b>9%</b>	980	6%	8294	0.0312**	3.25
Q6_3: Prefer face-to-face meetings	90%	980	90%	8294	-0.000151	-0.01
Q6_4: Prefer Facebook contact	1%	980	1%	8294	-0.000574	-0.2
Q6_6: Prefer texting contact	2%	980	2%	8294	0.00767	1.53
Q9_1: Adviser knows policies, procedures, etc.	4.31	889	4.26	7716	0.0516	1.63
Q9_2: Adviser contacts about upcoming events	3.76	890	3.72	7715	0.0335	0.79
Q9_3: Comfortable academic matters	4.17	888	4.23	7706	-0.0532	-1.43
Q9_4: Comfortable personal matters	<b>3.49</b>	888	3.36	7702	0.124**	2.81
Q9_5: Adviser knows me personally	3.35	891	3.34	7711	0.0158	0.36
Q9_7: Adviser can explain policies & procedures	4.14	885	4.09	7707	0.0439	1.24
Q9_8: Adviser personalizes advice	3.93	887	3.88	7702	0.0531	1.34
Q9_9: Adviser treats student with respect	4.37	886	4.4	7689	-0.0301	-0.92
Q9_10: Anticipates problems, opportunities	3.87	890	3.81	7698	0.0607	1.62
Q9_11: Adviser answers in timely manner	4.12	888	4.07	7699	0.0456	1.3
Q9_12: Paperwork timely manner	4.2	887	4.16	7691	0.0394	1.24
Q9_13: Can meet face2face in good time	4.23	887	4.24	7693	-0.00278	-0.08
Q9_14: Adviser keeps appointments	4.41	890	4.42	7695	-0.00912	-0.31
Q9_15: Adviser is focused on student needs	4.27	889	4.25	7683	0.0155	0.47
Q9_16: Satisfied with # of face2face mtgs	4.05	888	4.05	7694	0.00198	0.05
Q9_17: Satisfied with # communication	4.02	889	4	7677	0.029	0.77
Q9_18: Adviser responds to contacts quickly	4.18	887	4.17	7689	0.00862	0.25
Q9_19: Adviser assists with class schedule	<b>4.11</b>	888	4.04	7687	0.0779*	2.11
Q9_20: Adviser helps understand degree audit	4.06	885	4.05	7671	0.0112	0.3
Q9_21: Adviser helps w/ educ outcome plan	3.95	884	3.95	7663	0.00482	0.12
Q9_22: Adviser knows careers for major	4.08	886	4.04	7689	0.0437	1.27
Q9_23: Adviser is concerned with personal dev.	<b>3.77</b>	887	3.67	7689	0.102*	2.54
Q9_24: Adviser helped with career/life goals	<b>3.66</b>	886	3.56	7683	0.0995*	2.41
Q9_25: Adviser is concerned with academic dev.	<b>4.05</b>	886	3.94	7680	0.109**	2.99
Q9_26: Adviser evaluates progress to degree	4	888	3.97	7677	0.0251	0.7
Q9_27: Meet with adviser beyond RAN	3.94	885	3.88	7675	0.0601	1.48
Q9_28: Positive impact cont'd enrollment	3.9	887	3.85	7667	0.0534	1.32
Q9_29: Recommend my adviser to others	3.97	884	3.9	7651	0.0693	1.62
Q10_1: Student asked about financial aid	<b>29%</b>	844	17%	7275	0.120***	7.38
Q10_2: Student asked about academic support	<b>65%</b>	848	30%	7355	0.349***	20.17
Q10_3: Student asked about disability resources	<b>11%</b>	863	4%	7507	0.0659***	6.16
Q10_4: Student asked for info on majors/minors	63%	857	<b>67%</b>	7441	-0.0451**	-2.59
Q10_5: Student asked for letter of recommend	9%	862	<b>19%</b>	7481	-0.103***	-9.73
Q10_6: Student asked, help w/ personal issues	<b>29%</b>	846	20%	7325	0.0861***	5.28
Q12_1: Adviser helpful, financial aid	4.06	236	4.09	1187	-0.0308	-0.41
Q12_2: Adviser helpful, academic support	4.31	525	4.24	2084	0.0686	1.62
Q12_3: Adviser helpful, disability resources	3.99	82	4.07	282	-0.0867	-0.62
Q12_4: Adviser helpful, majors/minors	4.22	504	4.22	4743	0.00215	0.05
Q12_5: Adviser helpful, letter of recommendation	4.5	72	4.65	1362	-0.151	-1.31
Q12_6: Adviser helpful, personal issues	4.44	232	4.36	1430	0.0774	1.23
Q11: Rate adviser's overall effectiveness	<b>4.17</b>	865	4.06	7553	0.105**	2.83
Q17: Comfort asking profs acad advice?	2.96	862	<b>3.15</b>	7521	-0.184***	-6.37
Q18: Profs know you for letter of recommend	0.94	865	<b>1.53</b>	7512	-0.587***	-14.13
Q19_1: Know prof, taught 1+ class	40%	980	<b>54%</b>	8294	-0.146***	-8.78
Q19_2: Know prof, acad adviser	19%	980	<b>27%</b>	8294	-0.0793***	-5.9
Q19_3: Know prof, works with LC	4%	980	<b>6%</b>	8294	-0.0197**	-2.82
Q19_4: Know prof, advises stdnt grp	4%	980	<b>8%</b>	8294	-0.0354***	-4.88
Q19_5: Know prof, assigned mentor	2%	980	3%	8294	-0.00985	-2.11
Q19_6: Know prof, work for them	2%	980	<b>10%</b>	8294	-0.0720***	-12.18
Q19_7: Know prof, other	2%	980	3%	8294	-0.00977	-2.28
Q20: Engage w/profs outside class/advnsng	3.53	846	3.53	7443	-0.00335	-0.1
Q21: How characterize faculty in dept?	7.45	857	<b>7.66</b>	7468	-0.207**	-3.11

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.

Transfer Students compared to Direct from High School Students						
Survey Items	Transfer students		Direct from high school students		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	2.33	2083	2.33	7143	0.000759	0.01
Q5_2: Times other contact w/ adviser	3.39	2073	3.31	7083	0.0807	1.2
Q6_1: Prefer email contact	72%	2097	74%	7177	-0.0187	-1.68
Q6_2: Prefer phone contact	<b>8%</b>	2097	6%	7177	0.0264***	3.96
Q6_3: Prefer face-to-face meetings	89%	2097	90%	7177	-0.00803	-1.04
Q6_4: Prefer Facebook contact	1%	2097	1%	7177	0.00243	1.04
Q6_6: Prefer texting contact	2%	2097	2%	7177	0.00257	0.78
Q9_1: Adviser knows policies, procedures, etc.	4.25	1960	4.27	6645	-0.0242	-1.01
Q9_2: Adviser contacts about upcoming events	3.69	1962	3.74	6643	-0.0499	-1.5
Q9_3: Comfortable academic matters	4.14	1955	<b>4.24</b>	6639	-0.105***	-3.78
Q9_4: Comfortable personal matters	3.36	1957	3.38	6633	-0.0157	-0.47
Q9_5: Adviser knows me personally	3.33	1960	3.34	6642	-0.00466	-0.14
Q9_7: Adviser can explain policies & procedures	4.06	1959	4.11	6633	-0.0475	-1.78
Q9_8: Adviser personalizes advice	3.85	1956	3.89	6633	-0.0427	-1.42
Q9_9: Adviser treats student with respect	4.32	1954	<b>4.41</b>	6621	-0.0877***	-3.64
Q9_10: Anticipates problems, opportunities	3.76	1954	3.83	6634	-0.0712	-2.41
Q9_11: Adviser answers in timely manner	4.06	1954	4.09	6633	-0.0276	-1.01
Q9_12: Paperwork timely manner	4.15	1950	4.17	6628	-0.0201	-0.81
Q9_13: Can meet face2face in good time	4.2	1953	4.24	6627	-0.0414	-1.65
Q9_14: Adviser keeps appointments	4.41	1957	4.42	6628	-0.00767	-0.36
Q9_15: Adviser is focused on student needs	4.23	1952	4.26	6620	-0.0302	-1.21
Q9_16: Satisfied with # of face2face mtgs	4.06	1955	4.04	6627	0.0136	0.47
Q9_17: Satisfied with # communication	4	1951	4	6615	0.00764	0.26
Q9_18: Adviser responds to contacts quickly	4.21	1952	4.17	6624	0.0422	1.72
Q9_19: Adviser assists with class schedule	4.03	1949	4.05	6626	-0.0197	-0.69
Q9_20: Adviser helps understand degree audit	4.05	1946	4.05	6610	0.0037	0.13
Q9_21: Adviser helps w/ educ outcome plan	3.94	1942	3.95	6605	-0.00956	-0.32
Q9_22: Adviser knows careers for major	3.97	1949	<b>4.06</b>	6626	-0.0899***	-3.35
Q9_23: Adviser is concerned with personal dev.	3.64	1949	3.69	6627	-0.0515	-1.68
Q9_24: Adviser helped with career/life goals	3.55	1946	3.58	6623	-0.0331	-1.04
Q9_25: Adviser is concerned with academic dev.	3.89	1950	<b>3.97</b>	6616	-0.0878**	-3.06
Q9_26: Adviser evaluates progress to degree	3.94	1952	3.99	6613	-0.0489	-1.75
Q9_27: Meet with adviser beyond RAN	3.87	1947	3.89	6613	-0.0218	-0.7
Q9_28: Positive impact cont'd enrollment	3.81	1949	3.86	6605	-0.0521	-1.68
Q9_29: Recommend my adviser to others	3.87	1940	3.92	6595	-0.0524	-1.58
Q10_1: Student asked about financial aid	<b>23%</b>	1855	17%	6264	0.0586***	5.4
Q10_2: Student asked about academic support	36%	1879	33%	6324	0.0305*	2.43
Q10_3: Student asked about disability resources	<b>7%</b>	1903	4%	6467	0.0257***	4.14
Q10_4: Student asked for info on majors/minors	65%	1875	67%	6423	-0.0296*	-2.37
Q10_5: Student asked for letter of recommend	13%	1896	<b>19%</b>	6447	-0.0598***	-6.48
Q10_6: Student asked, help w/ personal issues	23%	1867	21%	6304	0.0273	2.47
Q12_1: Adviser helpful, financial aid	4.04	407	4.1	1016	-0.064	-1.03
Q12_2: Adviser helpful, academic support	4.22	646	4.27	1963	-0.0517	-1.17
Q12_3: Adviser helpful, disability resources	3.85	121	<b>4.16</b>	243	-0.305*	-2.32
Q12_4: Adviser helpful, majors/minors	4.15	1143	<b>4.23</b>	4104	-0.0808*	-2.34
Q12_5: Adviser helpful, letter of recommendation	4.62	249	4.65	1185	-0.0305	-0.54
Q12_6: Adviser helpful, personal issues	4.33	419	4.39	1243	-0.0584	-1.01
Q11: Rate adviser's overall effectiveness	4.04	1910	4.08	6508	-0.042	-1.46
Q17: Comfort asking profs acad advice?	3.13	1899	3.13	6484	0.00128	0.07
Q18: Profs know you for letter of recommend	1.51	1899	1.46	6478	0.0441	1.22
Q19_1: Know prof, taught 1+ class	54%	2097	52%	7177	0.0214	1.73
Q19_2: Know prof, acad adviser	24%	2097	27%	7177	-0.0208	-1.94
Q19_3: Know prof, works with LC	3%	2097	<b>7%</b>	7177	-0.0424***	-9.06
Q19_4: Know prof, advises stdnt grp	7%	2097	8%	7177	-0.0145*	-2.31
Q19_5: Know prof, assigned mentor	3%	2097	3%	7177	-0.00122	-0.31
Q19_6: Know prof, work for them	8%	2097	9%	7177	-0.0144*	-2.12
Q19_7: Know prof, other	3%	2097	2%	7177	0.0022	0.57
Q20: Engage w/profs outside class/advsn	3.46	1875	<b>3.55</b>	6414	-0.0950***	-3.83
Q21: How characterize faculty in dept?	7.6	1880	7.65	6445	-0.0472	-1.03

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.

Nontraditional Age Students (age ≥25) compared to Students Age <25						
Survey Items	Age ≥25		Age <25		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	2.16	569	2.34	8657	-0.18	-1.98
Q5_2: Times other contact w/ adviser	3.23	568	3.33	8588	-0.0968	-0.8
Q6_1: Prefer email contact	69%	572	73%	8702	-0.0443	-2.23
Q6_2: Prefer phone contact	<b>11%</b>	572	6%	8702	0.0455***	3.46
Q6_3: Prefer face-to-face meetings	84%	572	<b>90%</b>	8702	-0.0625***	-3.96
Q6_4: Prefer Facebook contact	1%	572	1%	8702	0.00116	0.29
Q6_6: Prefer texting contact	2%	572	2%	8702	-0.000929	-0.17
Q9_1: Adviser knows policies, procedures, etc.	4.35	540	4.26	8065	0.0848	2.13
Q9_2: Adviser contacts about upcoming events	3.73	541	3.72	8064	0.00148	0.03
Q9_3: Comfortable academic matters	4.28	540	4.22	8054	0.0585	1.27
Q9_4: Comfortable personal matters	<b>3.58</b>	537	3.36	8053	0.213***	3.75
Q9_5: Adviser knows me personally	<b>3.58</b>	540	3.32	8062	0.256***	4.49
Q9_7: Adviser can explain policies & procedures	4.19	540	4.09	8052	0.0925	2.1
Q9_8: Adviser personalizes advice	3.98	539	3.88	8050	0.103	2.01
Q9_9: Adviser treats student with respect	4.42	540	4.39	8035	0.0335	0.83
Q9_10: Anticipates problems, opportunities	3.83	538	3.82	8050	0.0131	0.25
Q9_11: Adviser answers in timely manner	4.18	539	4.07	8048	0.111	2.44
Q9_12: Paperwork timely manner	<b>4.28</b>	538	4.16	8040	0.126**	3.07
Q9_13: Can meet face2face in good time	4.3	538	4.23	8042	0.0748	1.78
Q9_14: Adviser keeps appointments	4.49	540	4.41	8045	0.0753	2.15
Q9_15: Adviser is focused on student needs	4.31	537	4.25	8035	0.0649	1.54
Q9_16: Satisfied with # of face2face mtgs	<b>4.19</b>	538	4.04	8044	0.149**	3.04
Q9_17: Satisfied with # communication	4.11	538	3.99	8028	0.118	2.32
Q9_18: Adviser responds to contacts quickly	<b>4.28</b>	539	4.17	8037	0.110**	2.6
Q9_19: Adviser assists with class schedule	4.09	539	4.04	8036	0.043	0.89
Q9_20: Adviser helps understand degree audit	4.09	538	4.05	8018	0.0356	0.74
Q9_21: Adviser helps w/ educ outcome plan	3.99	533	3.95	8014	0.0433	0.84
Q9_22: Adviser knows careers for major	4	538	4.05	8037	-0.0453	-0.98
Q9_23: Adviser is concerned with personal dev.	3.72	537	3.67	8039	0.0479	0.94
Q9_24: Adviser helped with career/life goals	3.58	538	3.57	8031	0.00305	0.06
Q9_25: Adviser is concerned with academic dev.	4.01	538	3.95	8028	0.0545	1.14
Q9_26: Adviser evaluates progress to degree	4.03	537	3.97	8028	0.0562	1.18
Q9_27: Meet with adviser beyond RAN	3.81	535	3.89	8025	-0.0852	-1.58
Q9_28: Positive impact cont'd enrollment	3.92	537	3.85	8017	0.0735	1.38
Q9_29: Recommend my adviser to others	3.99	532	3.9	8003	0.0836	1.5
Q10_1: Student asked about financial aid	<b>30%</b>	519	18%	7600	0.125***	6.05
Q10_2: Student asked about academic support	<b>40%</b>	523	33%	7680	0.0716**	3.24
Q10_3: Student asked about disability resources	<b>10%</b>	528	4%	7842	0.0577***	4.34
Q10_4: Student asked for info on majors/minors	57%	525	<b>67%</b>	7773	-0.105***	-4.73
Q10_5: Student asked for letter of recommend	12%	526	<b>18%</b>	7817	-0.0599***	-3.99
Q10_6: Student asked, help w/ personal issues	<b>28%</b>	513	21%	7658	0.0716***	3.51
Q12_1: Adviser helpful, financial aid	4.13	151	4.08	1272	0.0456	0.49
Q12_2: Adviser helpful, academic support	4.29	202	4.25	2407	0.0341	0.46
Q12_3: Adviser helpful, disability resources	4	53	4.06	311	-0.0643	-0.33
Q12_4: Adviser helpful, majors/minors	4.25	283	4.21	4964	0.0365	0.58
Q12_5: Adviser helpful, letter of recommendation	<b>4.84</b>	64	4.63	1370	0.209**	3.11
Q12_6: Adviser helpful, personal issues	4.47	137	4.36	1525	0.103	1.19
Q17: Rate adviser's overall effectiveness	4.17	528	4.07	7890	0.0994	2.05
Q18: Comfort asking profs acad advice?	3.2	525	3.12	7858	0.0825	2.36
Q18: Profs know you for letter of recommend	<b>1.73</b>	527	1.45	7850	0.279***	4.08
Q19_1: Know prof, taught 1+ class	<b>59%</b>	572	52%	8702	0.0625**	2.93
Q19_2: Know prof, acad adviser	21%	572	<b>26%</b>	8702	-0.0524**	-2.96
Q19_3: Know prof, works with LC	2%	572	<b>6%</b>	8702	-0.0384***	-5.51
Q19_4: Know prof, advises stdnt grp	7%	572	8%	8702	-0.0108	-1
Q19_5: Know prof, assigned mentor	3%	572	3%	8702	0.000852	0.12
Q19_6: Know prof, work for them	10%	572	9%	8702	0.0134	1.03
Q19_7: Know prof, other	3%	572	2%	8702	0.00977	1.27
Q20: Engage w/profs outside class/advsn	3.46	511	3.53	7778	-0.0716	-1.56
Q21: How characterize faculty in dept?	7.65	518	7.63	7807	0.0176	0.21

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.



Students Receiving VA Benefits compared to Students Not Receiving VA Benefits							
Survey Items	Multicultural		White		T-test Results		
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic	
Q5_1: Times met face to face w/ adviser	2.22	176	2.33	9050	-0.109	-0.68	
Q5_2: Times other contact w/ adviser	3.32	174	3.33	8982	-0.009	-0.04	
Q6_1: Prefer email contact	70%	178	73%	9096	-0.0305	-0.88	
Q6_2: Prefer phone contact	8%	178	6%	9096	0.0207	0.99	
Q6_3: Prefer face-to-face meetings	87%	178	90%	9096	-0.0315	-1.22	
Q6_4: Prefer Facebook contact	1%	178	1%	9096	0.00365	0.46	
Q6_6: Prefer texting contact	1%	178	2%	9096	-0.0112	-1.94	
Q9_1: Adviser knows policies, procedures, etc.	4.32	170	4.27	8435	0.05	0.7	
Q9_2: Adviser contacts about upcoming events	3.85	170	3.72	8435	0.124	1.31	
Q9_3: Comfortable academic matters	4.26	170	4.22	8424	0.0445	0.56	
Q9_4: Comfortable personal matters	3.54	168	3.37	8422	0.163	1.65	
Q9_5: Adviser knows me personally	<b>3.58</b>	170	3.33	8432	0.243*	2.5	
Q9_7: Adviser can explain polices & procedures	4.16	169	4.1	8423	0.0625	0.77	
Q9_8: Adviser personalizes advice	4.01	170	3.88	8419	0.124	1.4	
Q9_9: Adviser treats student with respect	4.44	169	4.39	8406	0.0461	0.63	
Q9_10: Anticipates problems, opportunities	3.86	168	3.82	8420	0.0393	0.46	
Q9_11: Adviser answers in timely manner	<b>4.22</b>	169	4.08	8418	0.148*	2.02	
Q9_12: Paperwork timely manner	4.25	169	4.16	8409	0.086	1.17	
Q9_13: Can meet face2face in good time	4.33	169	4.23	8411	0.0986	1.47	
Q9_14: Adviser keeps appointments	4.49	169	4.42	8416	0.0683	1.11	
Q9_15: Adviser is focused on student needs	4.31	168	4.25	8404	0.0568	0.74	
Q9_16: Satisfied with # of face2face mtgs	4.2	169	4.04	8413	0.15	1.76	
Q9_17: Satisfied with # communication	4.14	169	4	8397	0.146	1.74	
Q9_18: Adviser responds to contacts quickly	4.25	167	4.17	8409	0.0781	1.07	
Q9_19: Adviser assists with class schedule	4.02	168	4.05	8407	-0.0277	-0.32	
Q9_20: Adviser helps understand degree audit	4	168	4.05	8388	-0.0532	-0.6	
Q9_21: Adviser helps w/ educ outcome plan	4.02	165	3.95	8382	0.0714	0.78	
Q9_22: Adviser knows careers for major	4.08	169	4.04	8406	0.0333	0.42	
Q9_23: Adviser is concerned with personal dev.	3.73	169	3.68	8407	0.0573	0.61	
Q9_24: Adviser helped with career/life goals	3.58	168	3.57	8401	0.0102	0.11	
Q9_25: Adviser is concerned with academic dev.	4.01	169	3.95	8397	0.0525	0.62	
Q9_26: Adviser evaluates progress to degree	3.96	169	3.98	8396	-0.017	-0.2	
Q9_27: Meet with adviser beyond RAN	3.75	169	3.89	8391	-0.139	-1.41	
Q9_28: Positive impact cont'd enrollment	3.9	169	3.85	8385	0.0474	0.5	
Q9_29: Recommend my adviser to others	3.95	166	3.91	8369	0.0442	0.42	
Q10_1: Student asked about financial aid	22%	163	18%	7956	0.0377	1.15	
Q10_2: Student asked about academic support	40%	164	33%	8039	0.0651	1.68	
Q10_3: Student asked about disability resources	6%	165	5%	8205	0.0145	0.77	
Q10_4: Student asked for info on majors/minors	58%	165	<b>67%</b>	8133	-0.0882*	-2.27	
Q10_5: Student asked for letter of recommend	10%	163	<b>18%</b>	8180	-0.0831***	-3.5	
Q10_6: Student asked, help w/ personal issues	<b>29%</b>	162	21%	8009	0.0781*	2.17	
Q12_1: Adviser helpful, financial aid	<b>4.39</b>	36	4.08	1387	0.312*	2.11	
Q12_2: Adviser helpful, academic support	4.31	64	4.25	2545	0.0583	0.48	
Q12_3: Adviser helpful, disability resources	4.2	10	4.05	354	0.149	0.35	
Q12_4: Adviser helpful, majors/minors	4.25	91	4.22	5156	0.0371	0.32	
Q12_5: Adviser helpful, letter of recommendation	4.67	15	4.64	1419	0.0233	0.18	
Q12_6: Adviser helpful, personal issues	4.44	45	4.37	1617	0.0734	0.47	
Q11: Rate adviser's overall effectiveness	4.14	169	4.07	8249	0.0619	0.71	
Q17: Comfort asking profs acad advice?	3.16	167	3.13	8216	0.0359	0.62	
Q18: Profs know you for letter of recommend	1.44	165	1.47	8212	-0.0353	-0.29	
Q19_1: Know prof, taught 1+ class	49%	178	53%	9096	-0.0333	-0.88	
Q19_2: Know prof, acad adviser	23%	178	26%	9096	-0.031	-0.97	
Q19_3: Know prof, works with LC	2%	178	<b>6%</b>	9096	-0.0388***	-3.39	
Q19_4: Know prof, advises stdnt grp	6%	178	8%	9096	-0.015	-0.82	
Q19_5: Know prof, assigned mentor	2%	178	3%	9096	-0.0105	-1.07	
Q19_6: Know prof, work for them	7%	178	9%	9096	-0.0219	-1.15	
Q19_7: Know prof, other	2%	178	2%	9096	-0.00733	-0.75	
Q20: Engage w/profs outside class/advsnng	3.49	164	3.53	8125	-0.0358	-0.44	
Q21: How characterize faculty in dept?	7.81	166	7.63	8159	0.175	1.21	

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.

Non-U.S. Citizens compared to U.S. Citizens						
Survey Items	Non-U.S. Citizens		U.S. Citizens		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	<b>2.82</b>	634	2.29	8592	0.528***	5.66
Q5_2: Times other contact w/ adviser	<b>3.66</b>	629	3.3	8527	0.358**	3.16
Q6_1: Prefer email contact	72%	639	73%	8635	-0.0165	-0.9
Q6_2: Prefer phone contact	6%	639	6%	8635	-0.00817	-0.86
Q6_3: Prefer face-to-face meetings	89%	639	90%	8635	-0.0111	-0.85
Q6_4: Prefer Facebook contact	1%	639	1%	8635	0.00522	1.16
Q6_6: Prefer texting contact	3%	639	2%	8635	0.0124	1.86
Q9_1: Adviser knows policies, procedures, etc.	4.13	588	<b>4.28</b>	8017	-0.151***	-3.69
Q9_2: Adviser contacts about upcoming events	3.78	589	3.72	8016	0.0637	1.22
Q9_3: Comfortable academic matters	4.1	587	<b>4.23</b>	8007	-0.126**	-2.89
Q9_4: Comfortable personal matters	<b>3.63</b>	584	3.36	8006	0.271***	5.37
Q9_5: Adviser knows me personally	<b>3.56</b>	588	3.32	8014	0.236***	4.7
Q9_7: Adviser can explain policies & procedures	4.03	585	4.1	8007	-0.069	-1.61
Q9_8: Adviser personalizes advice	3.85	586	3.89	8003	-0.0375	-0.82
Q9_9: Adviser treats student with respect	4.24	585	<b>4.4</b>	7990	-0.165***	-4.04
Q9_10: Anticipates problems, opportunities	3.87	586	3.81	8002	0.0555	1.26
Q9_11: Adviser answers in timely manner	4.01	586	4.08	8001	-0.0745	-1.74
Q9_12: Paperwork timely manner	4	585	<b>4.18</b>	7993	-0.180***	-4.37
Q9_13: Can meet face2face in good time	4.16	582	<b>4.24</b>	7998	-0.0804*	-2.05
Q9_14: Adviser keeps appointments	4.28	586	<b>4.43</b>	7999	-0.143***	-3.91
Q9_15: Adviser is focused on student needs	4.15	585	<b>4.26</b>	7987	-0.117**	-2.94
Q9_16: Satisfied with # of face2face mtgs	4.05	585	4.05	7997	0.00743	0.17
Q9_17: Satisfied with # communication	4.01	582	4	7984	0.00875	0.19
Q9_18: Adviser responds to contacts quickly	4.11	585	4.18	7991	-0.0685	-1.66
Q9_19: Adviser assists with class schedule	4.03	586	4.05	7989	-0.0172	-0.4
Q9_20: Adviser helps understand degree audit	4	584	4.06	7972	-0.0541	-1.25
Q9_21: Adviser helps w/ educ outcome plan	3.96	583	3.95	7964	0.0114	0.25
Q9_22: Adviser knows careers for major	3.9	583	<b>4.05</b>	7992	-0.156***	-3.52
Q9_23: Adviser is concerned with personal dev.	3.76	584	3.67	7992	0.0869	1.82
Q9_24: Adviser helped with career/life goals	<b>3.72</b>	582	3.56	7987	0.157**	3.2
Q9_25: Adviser is concerned with academic dev.	3.9	581	3.96	7985	-0.0546	-1.21
Q9_26: Adviser evaluates progress to degree	3.95	585	3.98	7980	-0.023	-0.55
Q9_27: Meet with adviser beyond RAN	3.93	586	3.88	7974	0.0476	1.04
Q9_28: Positive impact cont'd enrollment	3.89	583	3.85	7971	0.0382	0.83
Q9_29: Recommend my adviser to others	3.88	582	3.91	7953	-0.029	-0.58
Q10_1: Student asked about financial aid	16%	540	19%	7579	-0.0244	-1.48
Q10_2: Student asked about academic support	<b>42%</b>	536	33%	7667	0.0953***	4.33
Q10_3: Student asked about disability resources	<b>7%</b>	549	4%	7821	0.0284*	2.5
Q10_4: Student asked for info on majors/minors	70%	539	67%	7759	0.0314	1.53
Q10_5: Student asked for letter of recommend	21%	540	18%	7803	0.0316	1.75
Q10_6: Student asked, help w/ personal issues	<b>35%</b>	521	20%	7650	0.143***	6.69
Q12_1: Adviser helpful, financial aid	3.77	83	<b>4.1</b>	1340	-0.333*	-2.52
Q12_2: Adviser helpful, academic support	4.16	211	4.26	2398	-0.103	-1.5
Q12_3: Adviser helpful, disability resources	4.05	37	4.06	327	-0.000992	-0.01
Q12_4: Adviser helpful, majors/minors	4.25	346	4.21	4901	0.0345	0.68
Q12_5: Adviser helpful, letter of recommendation	4.24	108	<b>4.68</b>	1326	-0.436***	-4.45
Q12_6: Adviser helpful, personal issues	4.15	165	4.4	1497	-0.246**	-2.89
Q11: Rate adviser's overall effectiveness	4.09	571	4.07	7847	0.0149	0.36
Q17: Comfort asking profs acad advice?	3.14	561	3.13	7822	0.0116	0.4
Q18: Profs know you for letter of recommend	1.58	565	1.46	7812	0.121	1.94
Q19_1: Know prof, taught 1+ class	46%	639	<b>53%</b>	8635	-0.0753***	-3.68
Q19_2: Know prof, acad adviser	25%	639	26%	8635	-0.0128	-0.72
Q19_3: Know prof, works with LC	5%	639	6%	8635	-0.0162	-1.88
Q19_4: Know prof, advises stdnt grp	7%	639	8%	8635	-0.00659	-0.63
Q19_5: Know prof, assigned mentor	<b>6%</b>	639	3%	8635	0.0313***	3.37
Q19_6: Know prof, work for them	9%	639	9%	8635	0.00374	0.32
Q19_7: Know prof, other	2%	639	2%	8635	-0.00734	-1.36
Q20: Engage w/profs outside class/advsn	3.51	557	3.53	7732	-0.0205	-0.51
Q21: How characterize faculty in dept?	7.36	557	<b>7.66</b>	7768	-0.293***	-3.68

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.

Student Athletes compared to Non-athletes						
Survey Items	Athletes		Non-athletes		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	2.12	141	2.33	9085	-0.211	-1.33
Q5_2: Times other contact w/ adviser	3.01	140	3.33	9016	-0.315	-1.59
Q6_1: Prefer email contact	69%	141	73%	9133	-0.0449	-1.14
Q6_2: Prefer phone contact	6%	141	6%	9133	-0.00732	-0.37
Q6_3: Prefer face-to-face meetings	87%	141	90%	9133	-0.0313	-1.08
Q6_4: Prefer Facebook contact	1%	141	1%	9133	-0.000572	-0.08
Q6_6: Prefer texting contact	<b>8%</b>	141	2%	9133	0.0624**	2.75
Q9_1: Adviser knows policies, procedures, etc.	4.41	132	4.27	8473	0.143	1.96
Q9_2: Adviser contacts about upcoming events	3.92	131	3.72	8474	0.202	1.95
Q9_3: Comfortable academic matters	4.29	132	4.22	8462	0.0678	0.83
Q9_4: Comfortable personal matters	3.45	132	3.37	8458	0.0726	0.69
Q9_5: Adviser knows me personally	<b>3.55</b>	132	3.33	8470	0.218*	2.09
Q9_7: Adviser can explain policies & procedures	<b>4.25</b>	131	4.1	8461	0.156*	2.03
Q9_8: Adviser personalizes advice	3.97	131	3.88	8458	0.086	0.87
Q9_9: Adviser treats student with respect	4.5	130	4.39	8445	0.109	1.64
Q9_10: Anticipates problems, opportunities	3.97	133	3.82	8455	0.154	1.7
Q9_11: Adviser answers in timely manner	4.13	132	4.08	8455	0.0499	0.59
Q9_12: Paperwork timely manner	4.18	131	4.16	8447	0.0115	0.14
Q9_13: Can meet face2face in good time	4.25	132	4.23	8448	0.0155	0.18
Q9_14: Adviser keeps appointments	4.49	133	4.42	8452	0.0715	1.08
Q9_15: Adviser is focused on student needs	4.32	132	4.25	8440	0.0653	0.87
Q9_16: Satisfied with # of face2face mtgs	4.12	132	4.05	8450	0.0746	0.8
Q9_17: Satisfied with # communication	4.06	132	4	8434	0.0629	0.66
Q9_18: Adviser responds to contacts quickly	4.15	132	4.18	8444	-0.0238	-0.28
Q9_19: Adviser assists with class schedule	4.15	131	4.04	8444	0.102	1.15
Q9_20: Adviser helps understand degree audit	4.18	131	4.05	8425	0.133	1.59
Q9_21: Adviser helps w/ educ outcome plan	4.05	130	3.95	8417	0.0995	1.04
Q9_22: Adviser knows careers for major	4.18	131	4.04	8444	0.141	1.77
Q9_23: Adviser is concerned with personal dev.	3.86	130	3.67	8446	0.187	1.9
Q9_24: Adviser helped with career/life goals	3.75	130	3.57	8439	0.183	1.82
Q9_25: Adviser is concerned with academic dev.	4.12	128	3.95	8438	0.165	1.9
Q9_26: Adviser evaluates progress to degree	4.12	133	3.97	8432	0.147	1.78
Q9_27: Meet with adviser beyond RAN	4.03	132	3.89	8428	0.145	1.47
Q9_28: Positive impact cont'd enrollment	4.01	132	3.85	8422	0.157	1.6
Q9_29: Recommend my adviser to others	4.02	132	3.91	8403	0.116	1.09
Q10_1: Student asked about financial aid	16%	121	18%	7998	-3%	-0.81
Q10_2: Student asked about academic support	27%	123	33%	8080	-7%	-1.61
Q10_3: Student asked about disability resources	5%	125	5%	8245	0%	0.09
Q10_4: Student asked for info on majors/minors	66%	125	67%	8173	0%	-0.1
Q10_5: Student asked for letter of recommend	17%	123	18%	8220	-1%	-0.26
Q10_6: Student asked, help w/ personal issues	23%	125	21%	8046	2%	0.49
Q12_1: Adviser helpful, financial aid	3.76	17	4.09	1406	-0.324	-1.29
Q12_2: Adviser helpful, academic support	4.32	31	4.25	2578	0.0677	0.47
Q12_3: Adviser helpful, disability resources	4.2	5	4.05	359	0.147	0.25
Q12_4: Adviser helpful, majors/minors	4.26	81	4.22	5166	0.0436	0.42
Q12_5: Adviser helpful, letter of recommendation	4.71	21	4.64	1413	0.0717	0.69
Q12_6: Adviser helpful, personal issues	4.29	28	4.37	1634	-0.0888	-0.52
Q11: Rate adviser's overall effectiveness	4.17	132	4.07	8286	0.0927	1.07
Q17: Comfort asking profs acad advice?	3.22	131	3.12	8252	0.0964	1.75
Q18: Profs know you for letter of recommend	1.65	131	1.47	8246	0.181	1.29
Q19_1: Know prof, taught 1+ class	57%	141	53%	9133	0.0409	0.97
Q19_2: Know prof, acad adviser	21%	141	26%	9133	-0.0487	-1.4
Q19_3: Know prof, works with LC	4%	141	6%	9133	-0.0254	-1.61
Q19_4: Know prof, advises stdnt grp	10%	141	8%	9133	0.0231	0.91
Q19_5: Know prof, assigned mentor	2%	141	3%	9133	-0.00599	-0.49
Q19_6: Know prof, work for them	10%	141	9%	9133	0.0106	0.42
Q19_7: Know prof, other	6%	141	2%	9133	0.0332	1.69
Q20: Engage w/profs outside class/advsnng	3.54	130	3.53	8159	0.0096	0.13
Q21: How characterize faculty in dept?	7.81	129	7.63	8196	0.173	1.31

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.

Male compared to Female Students						
Survey Items	Male		Female		T-test Results	
	Ave, %, #	N	Ave, %, #	N	Difference	t statistic
Q5_1: Times met face to face w/ adviser	<b>2.42</b>	4358	2.24	4868	0.181***	4.14
Q5_2: Times other contact w/ adviser	3.16	4320	<b>3.48</b>	4836	-0.319***	-5.7
Q6_1: Prefer email contact	67%	4385	<b>79%</b>	4889	-0.116***	-12.58
Q6_2: Prefer phone contact	6%	4385	6%	4889	-0.0006	-0.12
Q6_3: Prefer face-to-face meetings	<b>91%</b>	4385	88%	4889	0.0237***	3.76
Q6_4: Prefer Facebook contact	1%	4385	1%	4889	-0.000247	-0.14
Q6_6: Prefer texting contact	2%	4385	2%	4889	-0.00165	-0.62
Q9_1: Adviser knows policies, procedures, etc.	<b>4.31</b>	4047	4.23	4558	0.0847***	4.43
Q9_2: Adviser contacts about upcoming events	3.76	4047	3.7	4558	0.0582	2.16
Q9_3: Comfortable academic matters	<b>4.28</b>	4040	4.17	4554	0.114***	5.28
Q9_4: Comfortable personal matters	<b>3.45</b>	4041	3.31	4549	0.144***	5.31
Q9_5: Adviser knows me personally	<b>3.4</b>	4045	3.29	4557	0.109***	4.03
Q9_7: Adviser can explain policies & procedures	<b>4.13</b>	4042	4.07	4550	0.0654**	3.09
Q9_8: Adviser personalizes advice	<b>3.94</b>	4037	3.84	4552	0.0964***	3.98
Q9_9: Adviser treats student with respect	4.41	4038	4.38	4537	0.0302	1.61
Q9_10: Anticipates problems, opportunities	<b>3.89</b>	4033	3.75	4555	0.135***	5.81
Q9_11: Adviser answers in timely manner	<b>4.12</b>	4033	4.05	4554	0.0672**	3.11
Q9_12: Paperwork timely manner	4.19	4032	4.15	4546	0.0401	2.02
Q9_13: Can meet face2face in good time	4.25	4035	4.22	4545	0.0364	1.81
Q9_14: Adviser keeps appointments	4.43	4035	4.41	4550	0.0146	0.85
Q9_15: Adviser is focused on student needs	4.27	4026	4.24	4546	0.0328	1.65
Q9_16: Satisfied with # of face2face mtgs	<b>4.1</b>	4032	4	4550	0.106***	4.52
Q9_17: Satisfied with # communication	<b>4.04</b>	4024	3.96	4542	0.0873***	3.72
Q9_18: Adviser responds to contacts quickly	4.19	4033	4.16	4543	0.0246	1.21
Q9_19: Adviser assists with class schedule	<b>4.09</b>	4033	4	4542	0.0854***	3.69
Q9_20: Adviser helps understand degree audit	<b>4.09</b>	4022	4.02	4534	0.0682**	3.04
Q9_21: Adviser helps w/ educ outcome plan	<b>4.02</b>	4019	3.88	4528	0.142***	5.91
Q9_22: Adviser knows careers for major	4.07	4035	4.02	4540	0.0432	2.04
Q9_23: Adviser is concerned with personal dev.	<b>3.74</b>	4032	3.63	4544	0.109***	4.4
Q9_24: Adviser helped with career/life goals	<b>3.62</b>	4029	3.53	4540	0.0974***	3.8
Q9_25: Adviser is concerned with academic dev.	<b>4.01</b>	4027	3.9	4539	0.111***	4.89
Q9_26: Adviser evaluates progress to degree	<b>4.01</b>	4029	3.94	4536	0.0716**	3.22
Q9_27: Meet with adviser beyond RAN	<b>3.92</b>	4027	3.85	4533	0.0701**	2.77
Q9_28: Positive impact cont'd enrollment	<b>3.92</b>	4021	3.79	4533	0.130***	5.24
Q9_29: Recommend my adviser to others	<b>3.99</b>	4009	3.83	4526	0.162***	6.07
Q10_1: Student asked about financial aid	19%	3804	18%	4315	0.01	1.52
Q10_2: Student asked about academic support	<b>35%</b>	3834	31%	4369	0.0416***	3.99
Q10_3: Student asked about disability resources	5%	3915	4%	4455	0.00457	0.99
Q10_4: Student asked for info on majors/minors	65%	3877	<b>69%</b>	4421	-0.0425***	-4.1
Q10_5: Student asked for letter of recommend	14%	3907	<b>21%</b>	4436	-0.0683***	-8.22
Q10_6: Student asked, help w/ personal issues	19%	3828	<b>23%</b>	4343	-0.0401***	-4.43
Q12_1: Adviser helpful, financial aid	4.09	692	4.08	731	0.000445	0.01
Q12_2: Adviser helpful, academic support	4.27	1294	4.24	1315	0.0233	0.66
Q12_3: Adviser helpful, disability resources	4.02	178	4.09	186	-0.0635	-0.56
Q12_4: Adviser helpful, majors/minors	<b>4.29</b>	2353	4.16	2894	0.129***	4.86
Q12_5: Adviser helpful, letter of recommendation	4.59	534	4.68	900	-0.0857	-1.94
Q12_6: Adviser helpful, personal issues	4.33	701	4.41	961	-0.0802	-1.66
Q11: Rate adviser's overall effectiveness	<b>4.14</b>	3954	4.01	4464	0.131***	5.63
Q17: Comfort asking profs acad advice?	<b>3.16</b>	3933	3.1	4450	0.0592***	3.67
Q18: Profs know you for letter of recommend	1.41	3925	<b>1.53</b>	4452	-0.120***	-4
Q19_1: Know prof, taught 1+ class	50%	4385	<b>55%</b>	4889	-0.0455***	-4.38
Q19_2: Know prof, acad adviser	22%	4385	<b>29%</b>	4889	-0.0680***	-7.51
Q19_3: Know prof, works with LC	5%	4385	7%	4889	-0.0114	-2.3
Q19_4: Know prof, advises stdnt grp	7%	4385	8%	4889	-0.00593	-1.07
Q19_5: Know prof, assigned mentor	3%	4385	2%	4889	0.00945	2.77
Q19_6: Know prof, work for them	8%	4385	9%	4889	-0.0128	-2.17
Q19_7: Know prof, other	2%	4385	2%	4889	-0.00149	-0.47
Q20: Engage w/profs outside class/advsn	<b>3.6</b>	3888	3.47	4401	0.127***	6.18
Q21: How characterize faculty in dept?	7.63	3917	7.64	4408	-0.00933	-0.25

**Numbers in bold** represent a statistically significant difference and higher value on that item vs. the group being compared.

\* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$

Results reported for unequal variance t-test. Levels of significance confirmed with Kruskal-Wallis rank test.