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Academic Advisement Program Evaluation

Student Survey

**ACADEMIC ADVISEMENT PROGRAM EVALUATION
(STUDENT SURVEY)**

Content

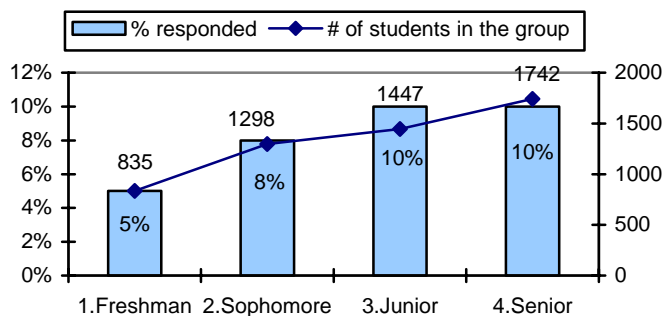
Response Rates by Student Characteristics	3
Responses to Survey Questions	4
Q1. My advisor is hard to get in touch with	4
Q2. My advisor gives me as much time as I need when we meet.....	6
Q3. My advisor encourages me to come for help	8
Q4. My advisor takes personal interest in me.....	10
Q5. My advisor encourages me to express my thoughts and feelings	12
Q6. My advisor is a good listener.....	14
Q7. My advisor gives me accurate information about course requirements.....	16
Q8. My advisor helps me understand why required courses are important for my professional development and future plans.....	19
Q9. My advisor considers my personal abilities, talents, and interests when advising me about courses or programs of study	21
Q10. My advisor has assisted me in developing long term education plan.....	25
Q11. My advisor helps me to connect with campus resources (learning center, counseling center, etc.)	25
Q12. My advisor helps me make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.)	27
Q13. As an advisee, I made appointments to see my advisor.....	29
Q14. As an advisee, I kept appointments made with my advisor	32
Q15. As an advisee, I was well prepared for my appointments.....	32
Q16. What are your advisor's major strengths or best features?	34
Q17. What could your advisor do to improve the quality of his/her advising?	35
Q18. Would you recommend your advisor to other students??	35
Summary.....	36

ACADEMIC ADVISEMENT PROGRAM EVALUATION (STUDENT SURVEY)

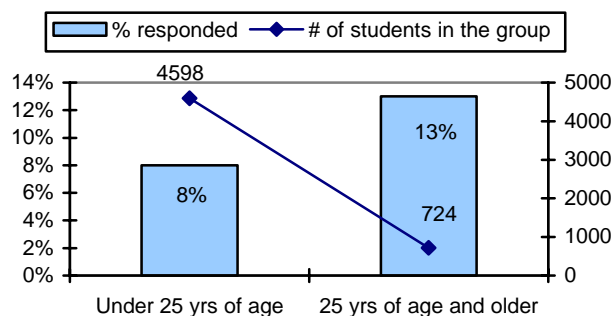
In October 2006, 5322 undergraduate degree-seeking students were asked to complete a survey on their attitudes toward the advising process. About 9% (475 students) responded. This report covers the major findings of the survey.

Response Rates by Student Characteristics

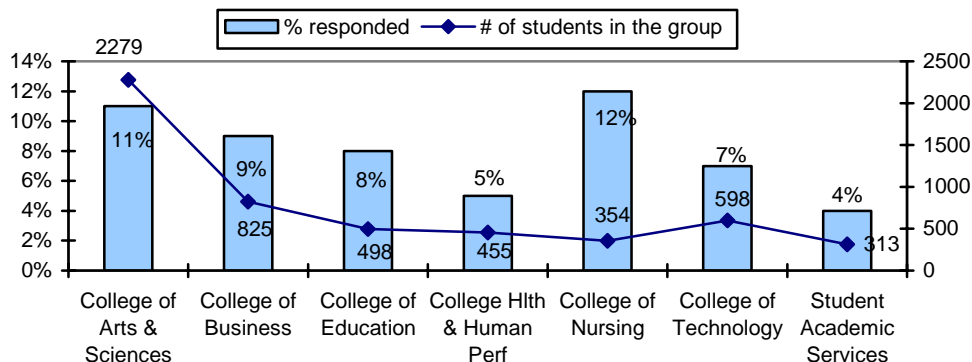
Response Rates by Student Classification



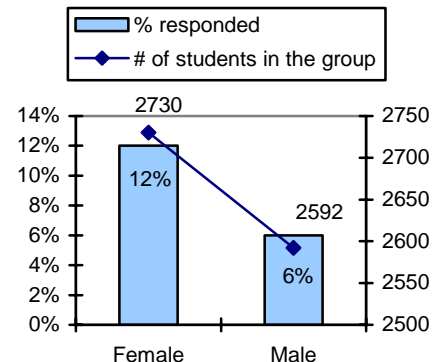
Response Rates by Age Groups



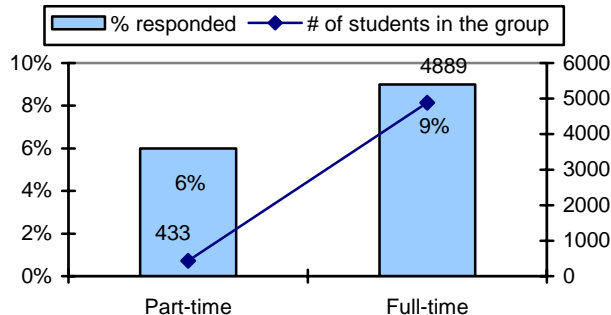
Response Rates by College



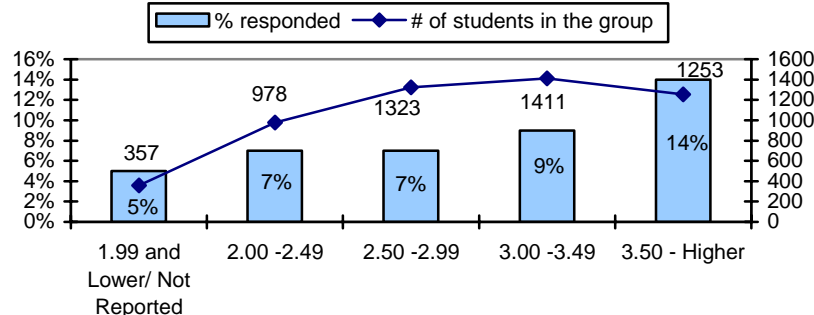
Response Rates by Gender



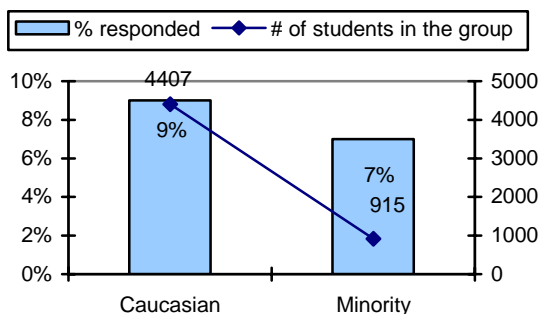
Response Rates by Full- or Part-time



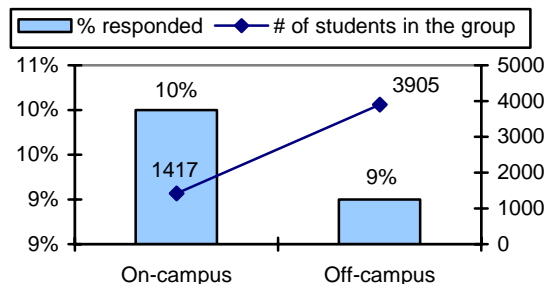
Response Rates by Cumulative GPA Category

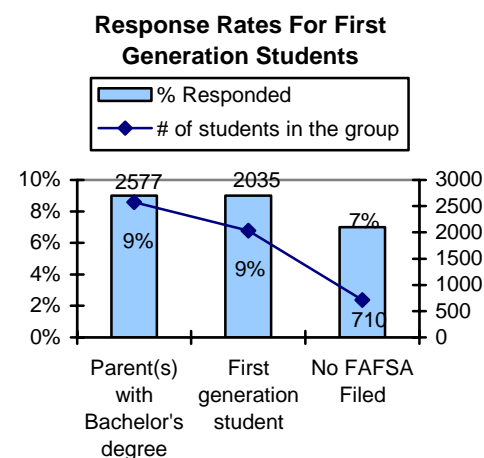
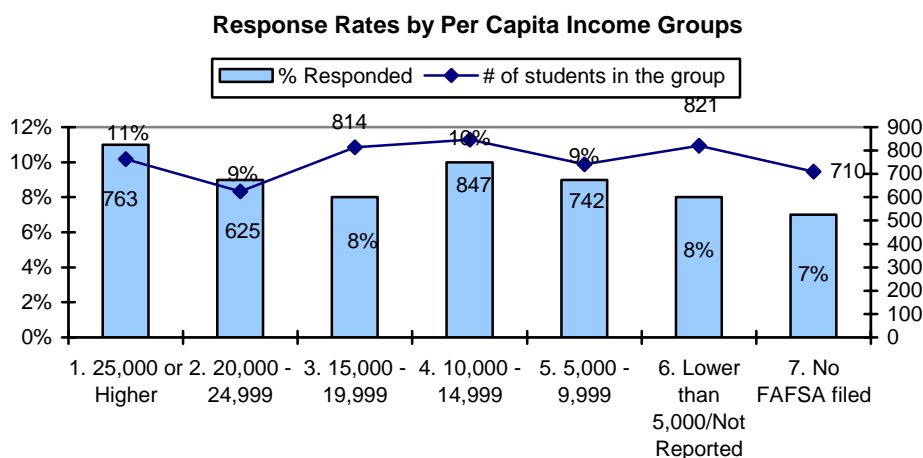
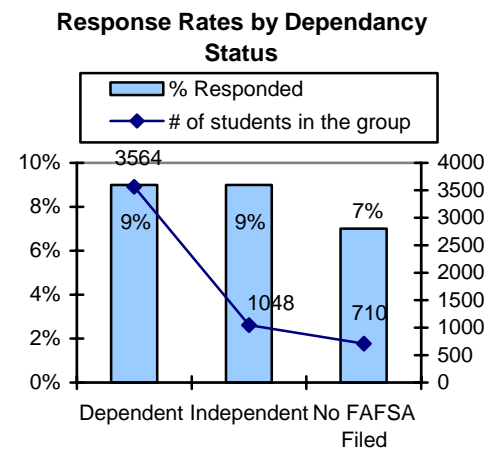
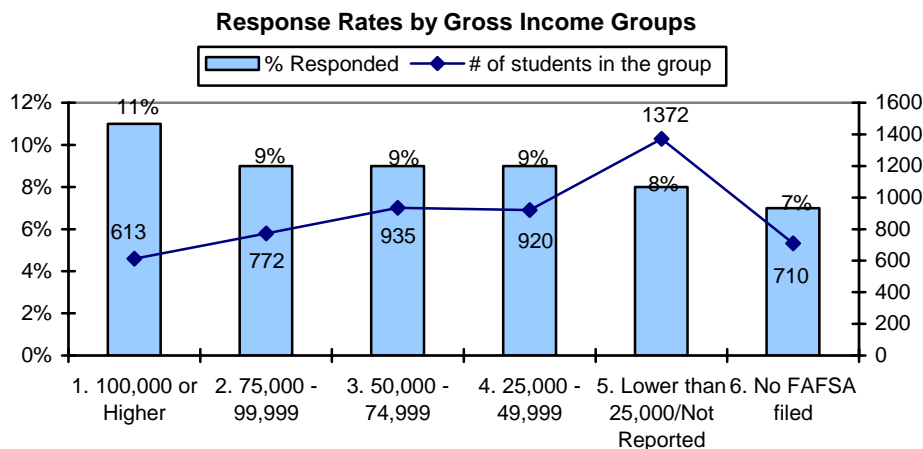


Response Rates by Ethnicity



Response Rates for On- and Off-campus Students

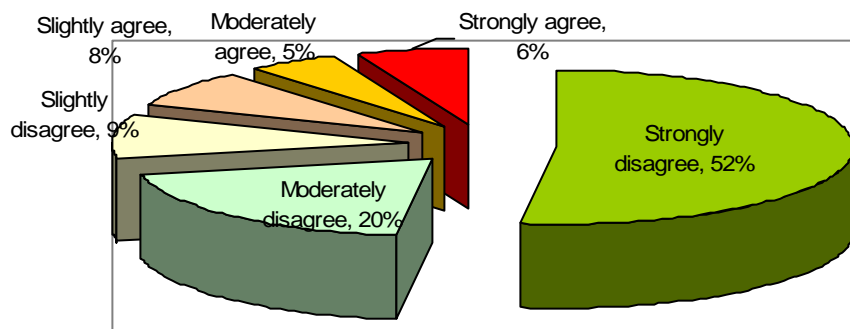




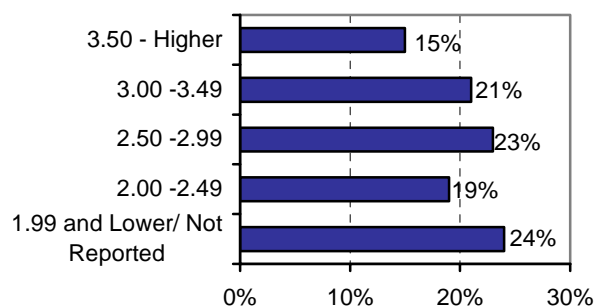
- The number of earned hours as of the beginning of Fall semester was positively associated with the odds of response. Junior and Senior students were more likely to respond to the survey.
- Students 25 yrs of age and older, full-time students, female students, and on-campus students were more likely to respond.
- Students enrolled in College of Arts and Sciences and College of Nursing were more likely to respond. Students enrolled in College of Technology, College of Health and Human Performance and Student Academic Services were less likely to respond.
- Minority students were less likely to respond.
- Cumulative GPA as of the beginning of the Fall semester was positively related to the odds of response.
- Students who did not file FAFSA were less likely to respond. Students whose family gross income was 100,000 or higher and per capita income 25,000 or higher were more likely to respond.

Responses to Survey Questions

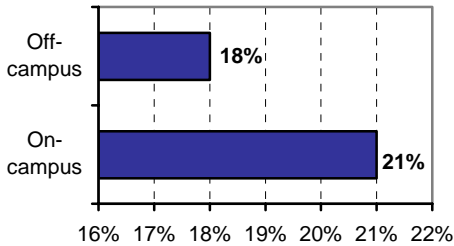
Q1. My advisor is hard to get in touch with



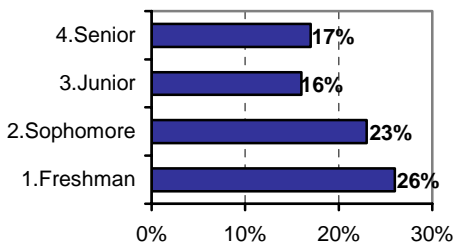
Percent of those who agree with the statement by Cumulative GPA category



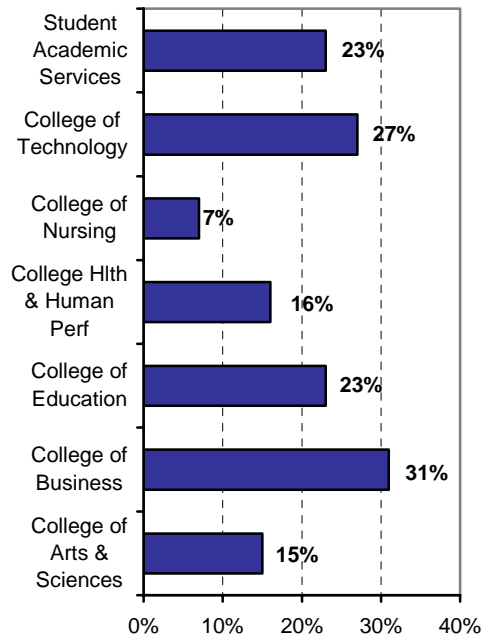
Percent of those who agree with the statement for on- and off-campus students



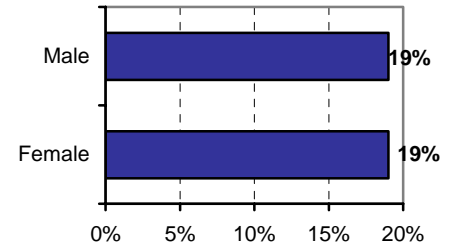
Percent of those who agree with the statement by student classification



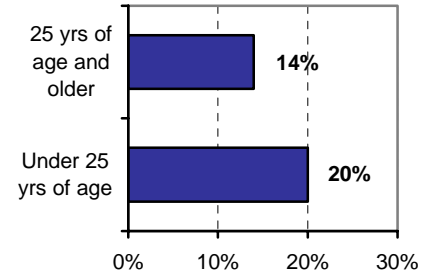
Percent of those who agree with the statement by college



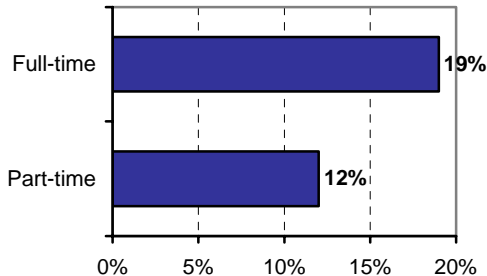
Percent of those who agree with the statement by gender



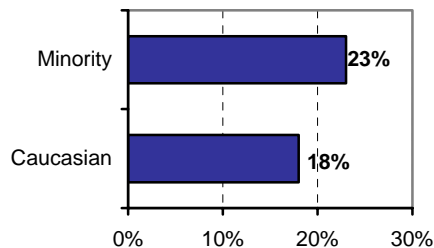
Percent of those who agree with the statement by age group



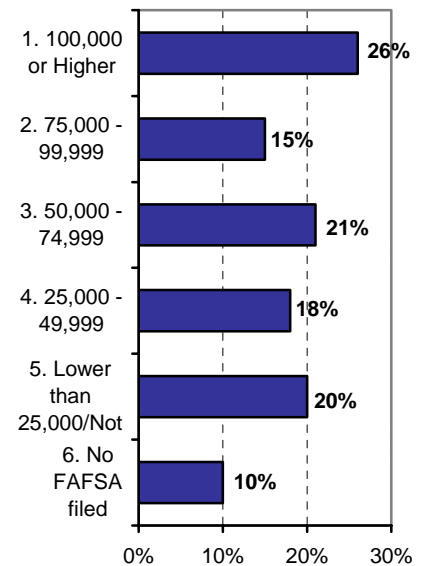
Percent of those who agree with the statement by full- or part-time status



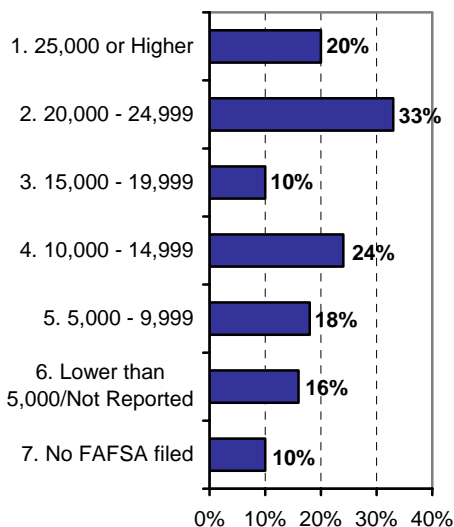
Percent of those who agree with the statement by ethnicity



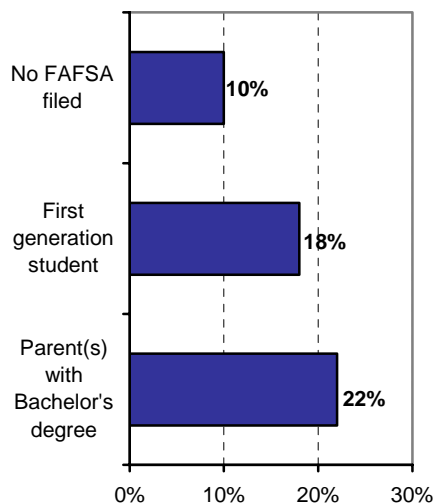
Percent of those who agree with the statement by gross income groups



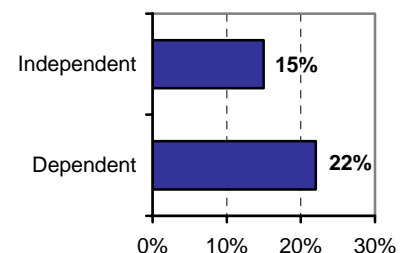
Percent of those who agree with the statement by per capita income category



Percent of those who agree with the statement for first generation student

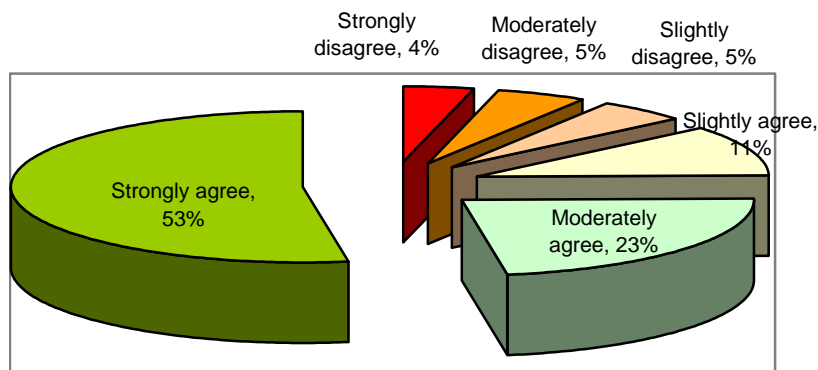


Percent of those who agree with the statement by dependency status

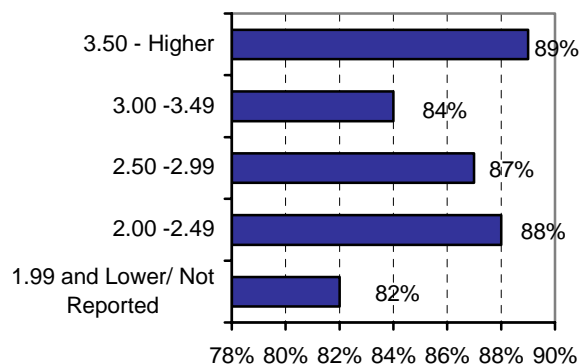


- The vast majority of respondents (81%) disagree with the statement "My advisor is hard to get in touch with".
- Significant differences in proportions of those who agree with the statement were found between respondents from the College of Arts and Sciences and College of Business, College of Nursing and College of Business, College of Nursing and College of Education, and College of Nursing and College of Technology. Other differences in proportions were not significant at the 5% alpha level.
- Students who strongly disagree with the statement provided similar reasons/explanations for this response: their advisors promptly return phone calls and/or e-mails and schedule an appointment when necessary. A few students stated that they see their advisors in class and have no difficulty getting an appointment. Here is how one of the students explained his/her response: "When I go to her office it is open unless she is in class; the only time I have to wait is when there is a line of students to see her."
- Similar to students who strongly disagree with the statement the majority of students who moderately disagree stated that their advisors promptly return phone calls and/or e-mails and schedule an appointment when necessary. Among those who moderately disagree, there were a few neutral comments ("I have not had reason to contact him much yet"; "I've never tried to reach [advisor's name]; I was just recently "assigned" to him"; "he was hard to get a hold of until I started taking his class") and a few negative comments ("her office hours don't always coordinate with my schedule"; "I almost didn't get signed up for classes because I was never informed my advisor had changed"; "he is only on campus on Tuesdays and Thursdays").
- Those who slightly disagree with the statement had positive ("he does have a busy schedule, but is willing to meet me whenever our availability can be compromised"; "she's generally fairly easy to get in touch with; she was easier to get a hold of last year, but still efficient this year"), negative ("she wasn't in her office when her office hours on her door said she would be there"; "she usually has a long line of students waiting to see her"; "I didn't know who my advisor was until now, I have never seen my advisor"), and neutral ("haven't tried to get in touch with"; "I don't contact him") comments.
- A few negative comments were expressed by those who slightly agree with the statement "My advisor is hard to get in touch with": "never in office hours"; "a few email have gone unreplied"; "I switched because [advisor's name] would never reply to anything"; "when I was supposed to meet with him last time he was over an hour late"; "[advisor's name] was overseas and thus not available for advisement". Some of respondents in this answer category have not met their advisor yet: "I have never met with my advisor. I did not feel a need to since I believe that I have my scheduling under control." Some students were neutral in their statements: "Both our schedules are conflicting, but I don't blame him for being busy."
- Some respondents who moderately agree with the statement were unhappy about advisors not being available during their office hours: "has limited office hours and often runs late with earlier appointments"; "leaves earlier than expected"; "responds to email, but is not in his office much"; "if I am not there by his office hours he is gone, sometimes he is not there during office hours"; "she seems to be gone a lot"; "she is not always in her office during office hours"; "she's not in her office very often when students want to see her"; "hardly in his office". Few students in this answer category indicated that their emails are typically answered within a couple of days. One comment was related to PIN numbers and the way advisors try to go around it: "I used to go to [advisor's name] but then the college made it possible for me to not need a PIN number anymore. He used to e-mail it to us anyway, so I never really got help." One comment was positive about one advisor and negative about another: "Although she is sometimes difficult to get in touch with, she is always staying in touch; many [major's name] majors go to [advisor's name] because she's good. I could NEVER reach [advisor's name], so she's been kind enough to take me on".
- Negative comments among those who strongly agree that their advisor is hard to get in touch with were: "always seems to be gone"; "at the beginning of semester I had to attempt to get a hold of him several times before it ever warranted a response on his part; once I was able to get a hold of him, it was like pulling teeth to try to set up a meeting"; "every time I make an appointment with her she is at least 30 minutes late. One time she wasn't even in the office, so I had to sit there and wait for her to get back from her lunch "break" of 1 and a half hours"; "I try to call her and set up appointments and she either can't meet with me or she sets a date and then says she can't meet"; "she's never in her office". One of the students asked for another advisor's help: "We met once but our schedules were very conflicting. When we did meet I was more confused than before we started. He was unclear and vague. I sought help from [advisor's name] and resolved all my issues."

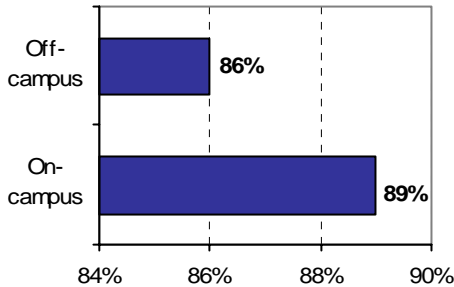
Q2. My advisor gives me as much time as I need when we meet



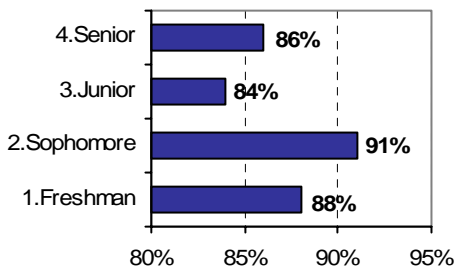
Percent of those who agree with the statement by Cumulative GPA category



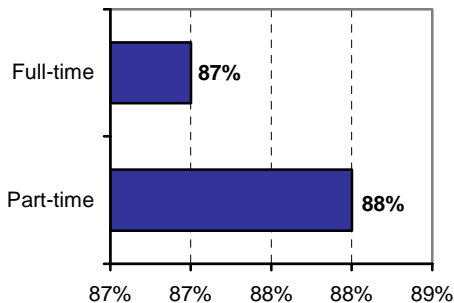
Percent of those who agree with the statement for on- and off-campus students



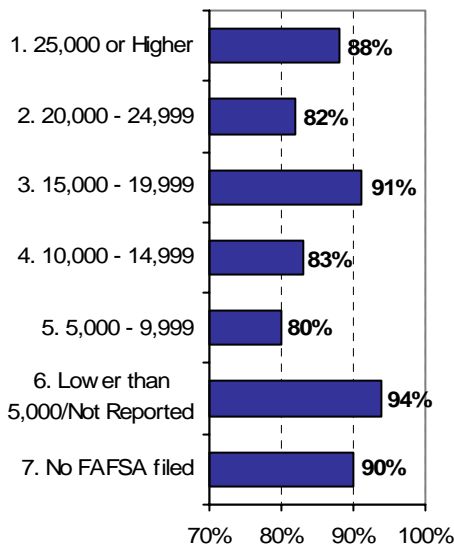
Percent of those who agree with the statement by student classification



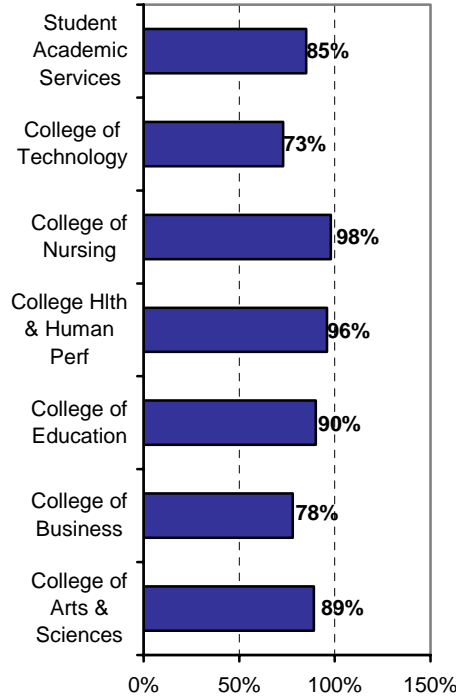
Percent of those who agree with the statement by full- or part-time status



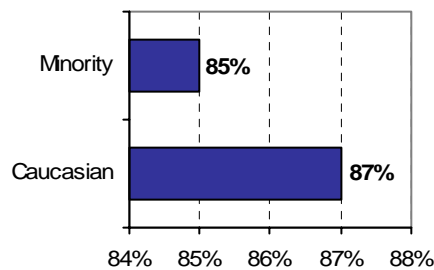
Percent of those who agree with the statement by per capita income category



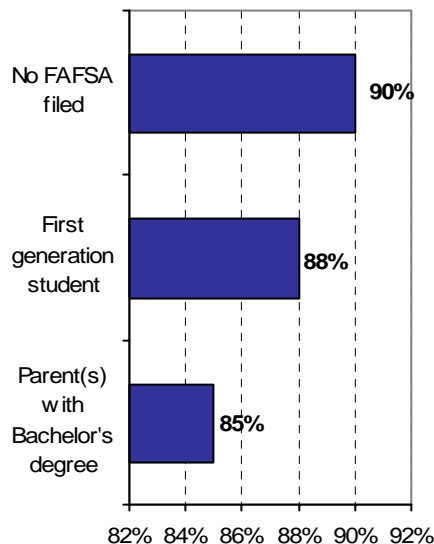
Percent of those who agree with the statement by college



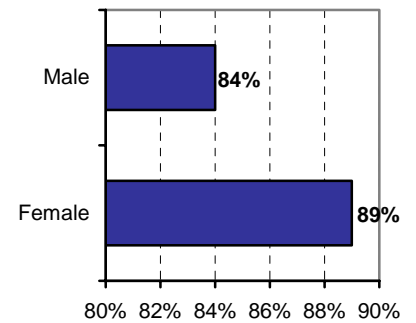
Percent of those who agree with the statement by ethnicity



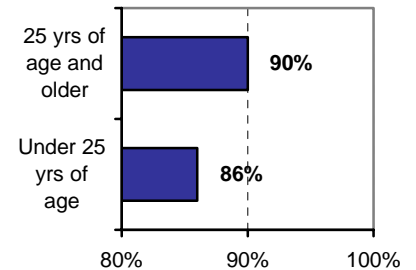
Percent of those who agree with the statement for first generation student



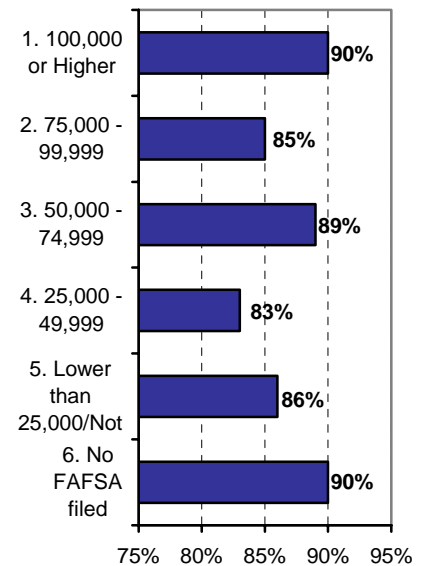
Percent of those who agree with the statement by gender



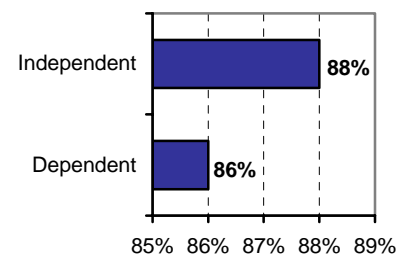
Percent of those who agree with the statement by age group



Percent of those who agree with the statement by gross income groups

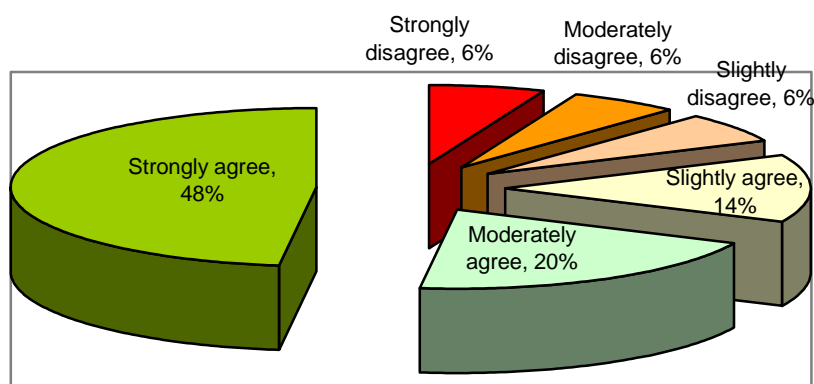


Percent of those who agree with the statement by dependency status

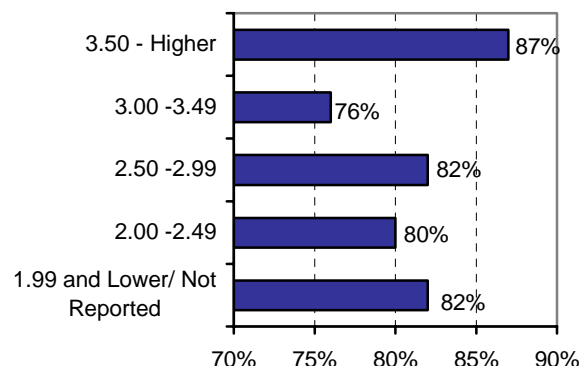


- The vast majority of respondents (87%) agree with the statement "My advisor gives me as much time as I need when we meet".
- Significant differences in proportions of those who agree with the statement were found between respondent of College of Arts and Sciences and College of Business, College of Arts and Sciences and College of Nursing, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Business and College of Nursing, College of Education and College of Technology, College of Health and Human Performance and College of Technology, and College of Nursing and College of Technology. Other differences in proportions were not significant at the 5% alpha level.
- Those who strongly disagree with the statement "My advisor gives me as much time as I need when we meet" provided the following explanations: "does not even seem to care just wants to push me out"; "every time that I need to meet [advisor's name] he was busy with something else or not available"; "I showed up looking for help and all he did was turn whatever I wanted down because they wouldn't care as long as it LOOKED like I could graduate in time..."; "my advisor does not give as much time or effort as needed; he is a very unapproachable person who only gives the bare minimum of information and does not offer any suggestions"; "the last time she contacted me was to tell me I had a week to get registered for classes; I would have been registered already, but my major was being redone, and she couldn't even tell me what classes I needed to register for."
- Here are explanations of those who moderately disagree with the statement: "Hahaah, yeah... about that... I've basically done all my own advising... thanks"; "he gave me enough time the one time we sat and talked; problem was: he talked the whole time"; "he just pretty much gives me my advising PIN and shuffles me along"; "I met with him once; only had a few minutes with him"; "ISU needs to have dedicated advisors instead of teacher 'advisors'; I know more about my own schedule and class requirements than any teacher; they have enough going on for themselves; I can't expect them to do my advising"; "seemed in a rush, like I was wasting his time, and he had better things to do"; "she seems like she's always in a hurry"; "when I met with him last semester he was in rush and did not have to much time"; "when she finally returns to her office she doesn't have much time before her class starts".
- Some of the responses of those who slightly disagree with the statement were rather neutral: "cause we haven't met so far"; "felt a little rushed last time"; "I am a senior so I don't really need him"; "I'm usually only in there for five minutes; he just looks at my courses and says they're okay, without any insight on what I should take". Other responses were more negative: "he is busy so he always seems rushed"; "his schedule seems to be very full, so finding a time that we both have free was difficult"; "seems in a rush to get my schedule figured out, most of the time I leave w/n 5-10 minutes, and still with questions and concerns"; "she seemed to be in a hurry when we met and pushed me off on other people to finish my session".
- Most of the responses of those who slightly agree were either neutral or indicative of never meeting advisors: "I have never actually met with her"; "he will talk with you as much as possible, but doesn't just give advice, you have to ask the right questions"; "I don't meet with him"; "I make it as fast as I can"; "never met for advising"; "two times I was able to see him, it seemed like he gave me enough time to talk about what I had to tell him"; "usually has adequate time"; "she tries to stick to a 15 minute time slot, but sometimes they go over and she is ok with that"; etc.
- Statements of those who moderately agree were positive: "he always is willing to answer my questions"; "he always took time to talk with me when I would go ask for advice"; "he tries to keep meetings short if he has class to prepare for or someone else waiting to see him, otherwise you can take as long as you need"; "she is always willing to help and if she has a limited amount of time she is willing to meet as many times as needed"; "she seems to be available to me however long I need her, but there are times she seems rushed"; etc.
- Here are some statements of those who strongly agree with the statement: "he is always making sure I understand everything and that I know what I have to get done and by when"; "he is a busy man but is willing to talk as long as I need; I never feel rushed"; "he is patient when we meet"; "I have never been rushed out of her office"; "she always asks what I need to discuss, in order to allow enough time to cover everything"; "she is very considerate and accommodating to my needs"; "she has never failed me yet!"; etc.

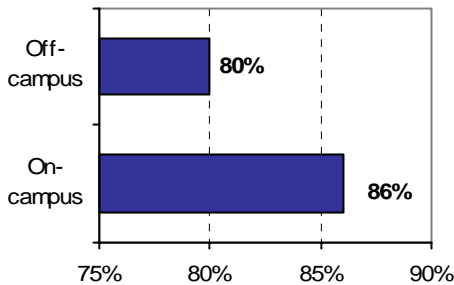
Q3. My advisor encourages me to come for help



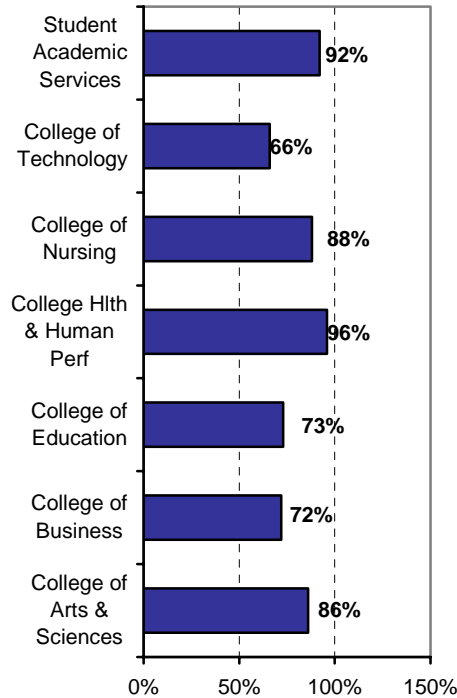
Percent of those who agree with the statement by Cumulative GPA category



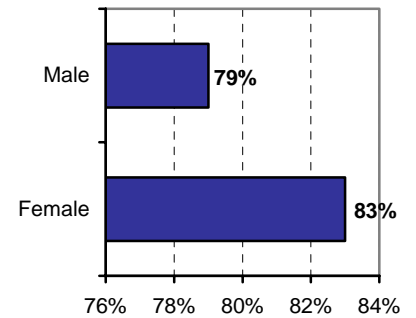
Percent of those who agree with the statement for on- and off-campus students



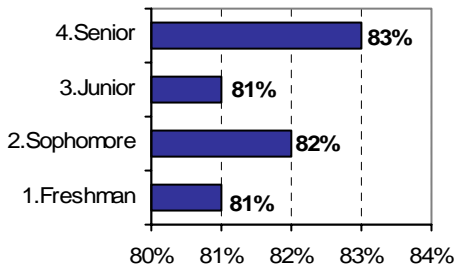
Percent of those who agree with the statement by college



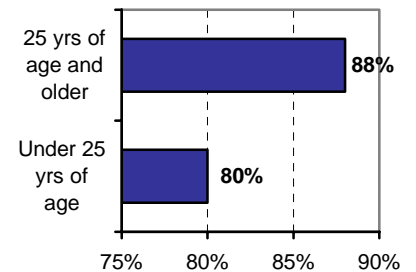
Percent of those who agree with the statement by gender



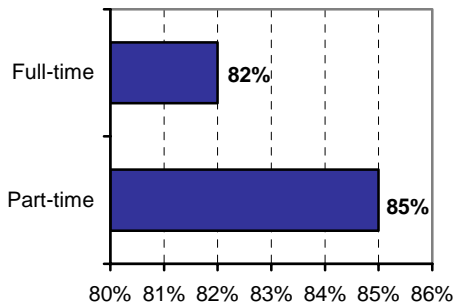
Percent of those who agree with the statement by student classification



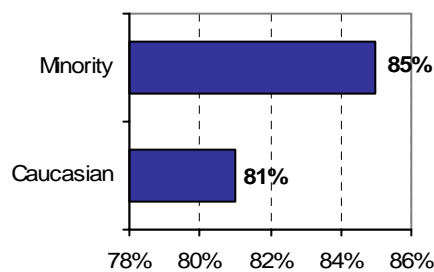
Percent of those who agree with the statement by age group



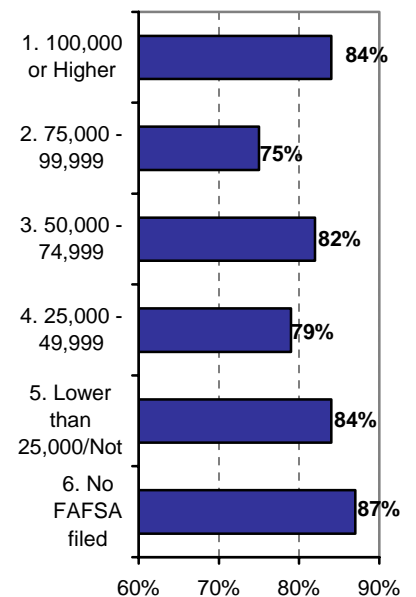
Percent of those who agree with the statement by full- or part-time status



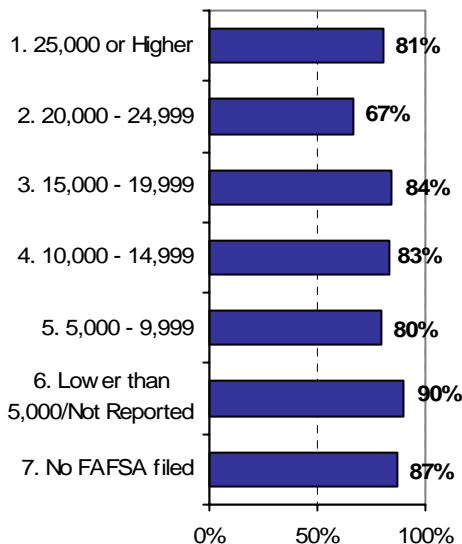
Percent of those who agree with the statement by ethnicity



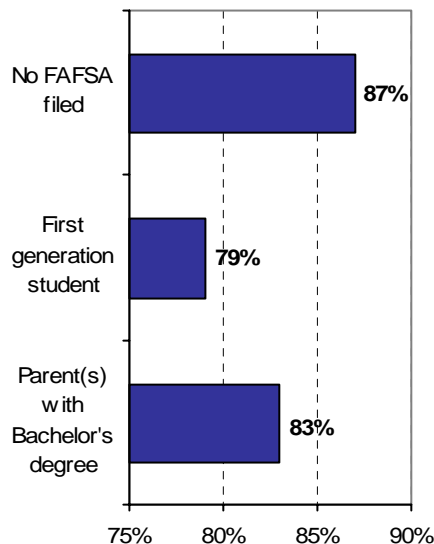
Percent of those who agree with the statement by gross income groups



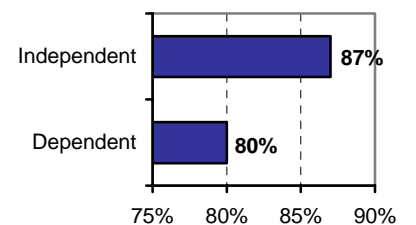
Percent of those who agree with the statement by per capita income category



Percent of those who agree with the statement for first generation student

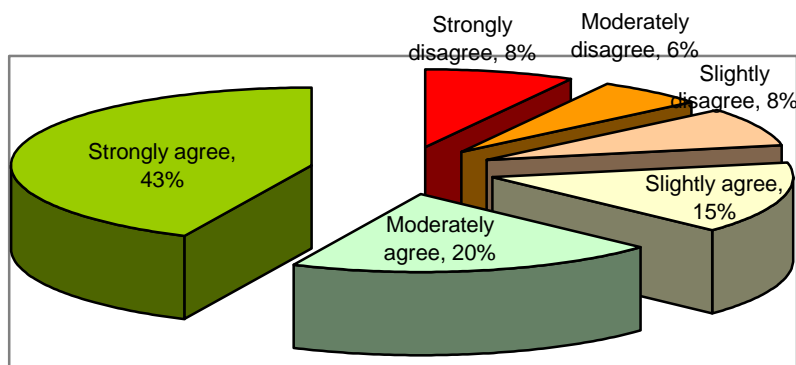


Percent of those who agree with the statement by dependency status

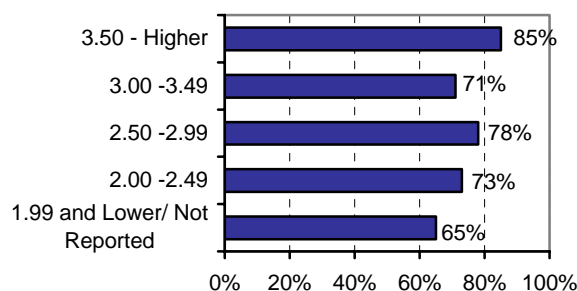


- The majority of respondents (82%) agree with the statement "My advisor encourages me to come for help".
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human Performance. The lowest proportion of those who agree was found among students of College of Technology. Significant differences in proportions were found between College of Health and Human Performance and College of Arts and Sciences, College of Health and Human Performance and College of Business, College of Health and Human Performance and College of Education, College of Health and Human Performance and College of Technology, College of Technology and College of Nursing, College of Technology and College of Arts and Sciences, College of Technology and College of Student Academic Services, College of Arts and Sciences and College of Business, College of Business and College of Nursing, and College of Business and Student Academic Services.
- Here are the statements of students who strongly/moderately/slightly disagree with the statement "My advisor encourages me to come for help": "[advisor's name] has never contacted me"; "doesn't even try"; "has never asked me to follow up"; "he doesn't discourage me to come by for help, but by his own admission, he doesn't know a lot about the undergraduate requirements, and offers very little in the way of advice for scheduling or courses, he typically just sends me to others for help"; "he has never told me that I can come by his office for help"; "I am not sure he has given me encouragement in any form actually"; "I really don't hear from him"; "I've never met him"; "She never has any of the answers I need, so she is often sending me around campus to find the answers I need"; "he has never said that he would help with anything or what he can help with; when I go in and ask about the classes I am taking he just looks at them and says well... looks good... and signs me off; he never gives me his advise or opinion"; "he tells me to email him if I have any problems"; "we don't really talk"; "she never said to come in if I needed anything else"; "not a good people person"; "he never said to contact him if I needed any kind of help"; etc.
- Those who slightly agree with the statement provided the following explanations: "she tells me if I ever need any assistance to let her know"; "he always offers to help answer any questions I might have"; "I don't see him often"; "he makes me come by and talk whenever I want my PIN number"; "he's got a lot of people to see, but he's really good at putting up an advisement schedule"; "when I need the help he helps me but otherwise he does not contact about helping with anything"; etc.
- Students who moderately agree with the statement were rather positive about their advisors: "[advisor's name] has always made sure that I have stayed on track academically and that all my course work is in line with my goal"; "he strongly encourages help whenever he can"; "if we have a problem she encourages us to come by to speak with her"; "our entire department encourages seeking help from advisors and/or other faculty members"; "she reminds us she has office hours"; etc.
- Students who strongly agree with the statement explained their rating in the following ways: "'if you have any questions, always feel free to stop by' is somewhere in the email"; "he is always around and easy to get a hold of"; "always has his door open"; "always puts up her office hours and is always there for help"; "every time I need it!"; "he encourages all students to come by if they need anything"; "he is always willing to see a student"; "her door is always open"; "I know I can go to my advisor for help"; "if I need help I feel that she is there to help me to the best of her ability"; etc.

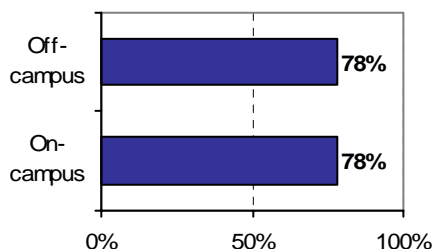
Q4. My advisor takes personal interest in me



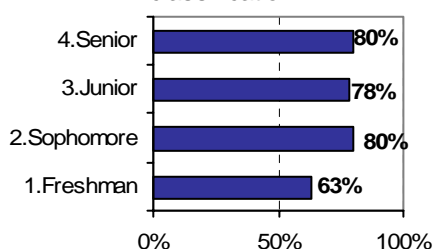
Percent of those who agree with the statement by Cumulative GPA category



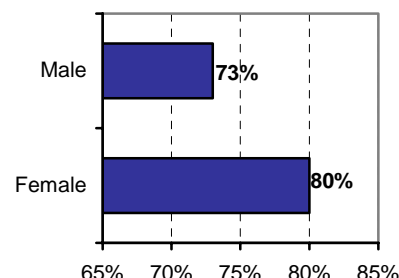
Percent of those who agree with the statement for on- and off-campus students



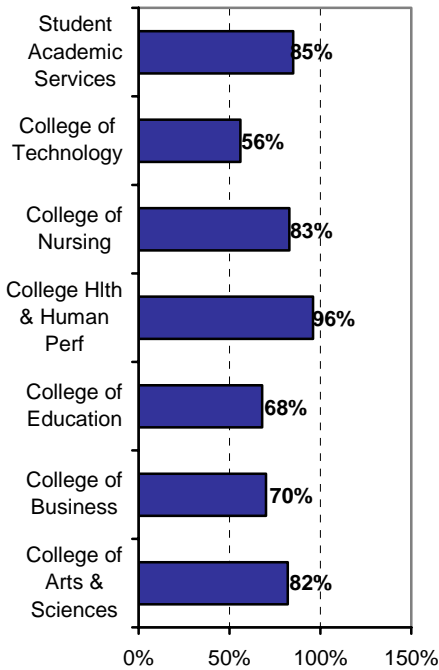
Percent of those who agree with the statement by student classification



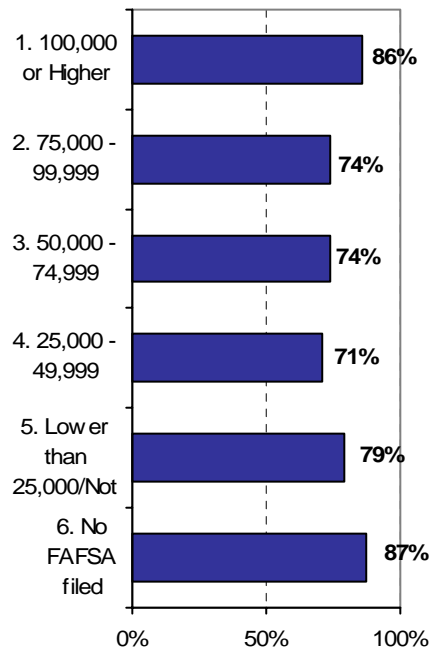
Percent of those who agree with the statement by gender



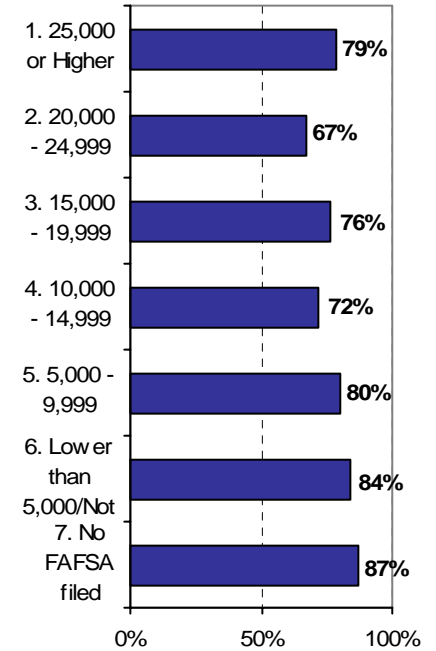
Percent of those who agree with the statement by college



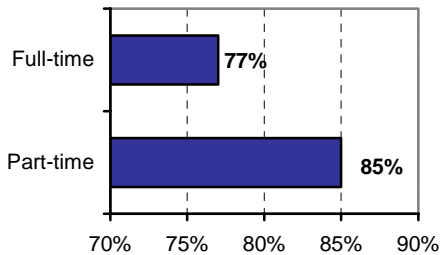
Percent of those who agree with the statement by gross income groups



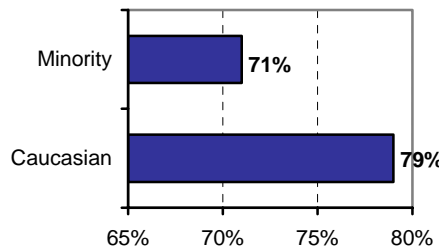
Percent of those who agree with the statement by per capita income category



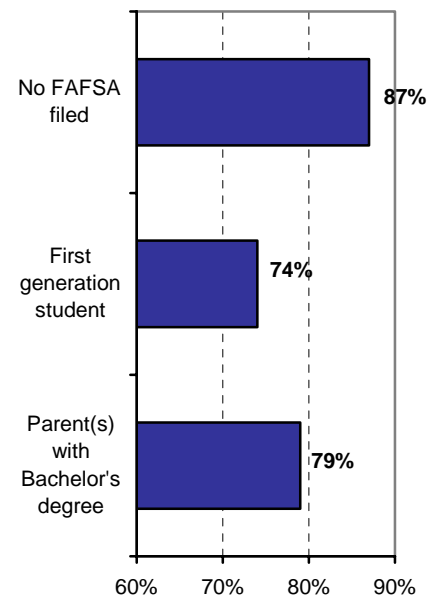
Percent of those who agree with the statement by full- or part-time status



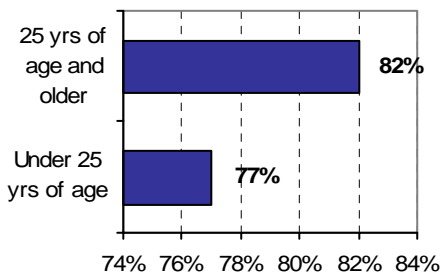
Percent of those who agree with the statement by ethnicity



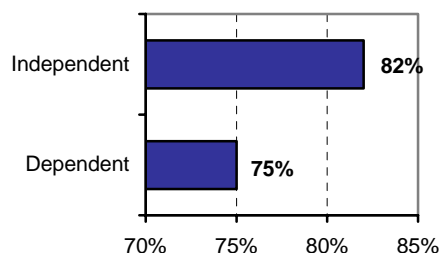
Percent of those who agree with the statement for first generation student



Percent of those who agree with the statement by age group



Percent of those who agree with the statement by dependency status

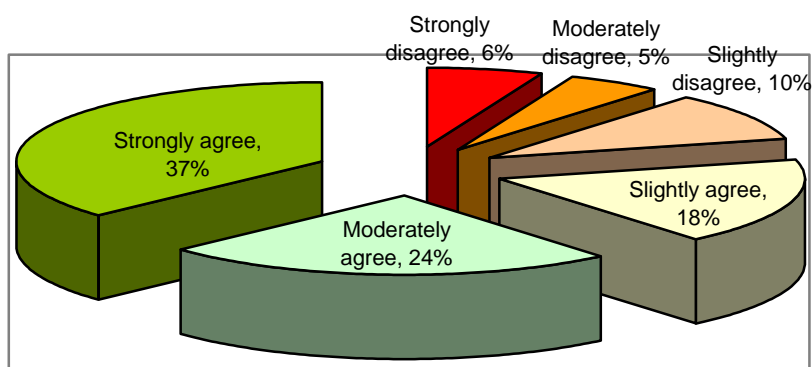


- The majority of respondents (78%) agree with the statement "My advisor takes a personal interest in me".
- Significant differences in proportions of those who agree with the statement were found among colleges. Again, the highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Technology. Significant differences in proportions were found between College of Health and Human Performance and College of Arts and Sciences, College of Health and Human Performance and College of Business, College of Health and Human Performance and College of Education, College of Health and Human Performance and College of Technology, College of Technology and College of Nursing, College of Technology and College of Arts and Sciences, College of Technology and College of Nursing, College of Technology and Student Academic Services, and College of Arts and Sciences and College of Business.
- Here are some of the explanations of those who **strongly disagree**: "he seems like he does not care"; "he seems more interested with me not annoying him with my problems"; "my advisor has to many students to take a personal interest";

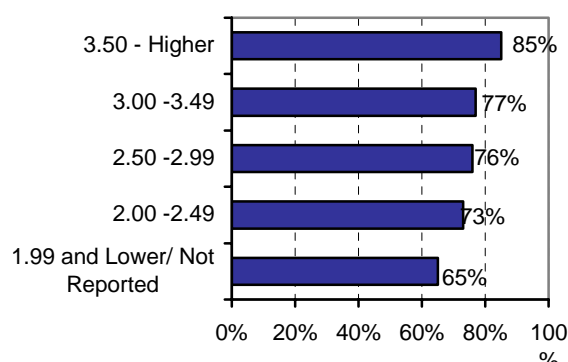
"I've never met him"; "I don't believe that he would be able to pick me out of a crowd, but they do have lots of students to advise"; etc.

- Statements of those who moderately disagree were as follows: "doesn't really know who I am or says hi to me when I see him around campus"; "he doesn't act like he cares how I do in school"; "I believe I am just another face in the crowd"; "I don't really see him other than the advising appointments and I don't believe he remembers me"; "I e-mail him back and forth of an advisement issue and we decided that I better come in to see him; when I came in and sat down he asked me what he could do for me; he didn't remember why I was there and we had been e-mailing back and forth that week"; "never met for advising purposes; he is a good guy and I know him but only because of other people and not advising".
- Those who slightly disagree stated the following reasons: "he forgot I was a junior last year"; "I asked her for help in my classes, and in the meeting she said she would find someone to help me, but I don't think she followed up on it because no-one approached me to help"; "I don't feel she does; I feel she is doing it because she has to"; "I don't know that I've given him a chance to take a personal interest in me"; "I don't think he evens knows that he is my advisor; he has the secretary do everything"; "none that I've noticed"; "she doesn't really seem to be interested in my personal needs; just getting another student in and out of her office".
- Some of the statements of those who slightly agree were as follows: "I have not met with him enough to know this"; "he tells me if the amount and type of class I will be taking will be too much or the amount of work needed"; "don't really understand what this question is asking for."... takes a personal interest in me," meaning what?"; "I don't talk to her that much"; "personal as far as career and educational goals, yes"; "she has a lot of students"; "Usually when I go to see ...we just stick to business"; "we only speak when I contact him to meet about advisor meetings, but when I'm in his office I feel like my time is well spent."
- Students who moderately agree explained their ratings in the following ways: "during our trip last semester [advisor's name] and I shared different interests with one another"; "he appears to know me well, even after meeting him a few times"; "he seems busy, and I don't expect too much"; "[advisor's name] actually cares if I graduate or not"; "she has asked often how things are going in school and in my personal life"; "she once was personable in talking about a foreign language class I was taking as an elective"; "True! He is always asking how things are and what I want to do with my education; what really got me is that he could remember my name!" etc.
- Finally, the statements of those who strongly agree were: "always willing to listen, asks how things are going"; "anytime I see him, he asks me how I'm doing"; "he sees his job as being there for each student; he wants me to succeed along with every other person who comes to him"; "he designs set ups that are the best for me" etc.

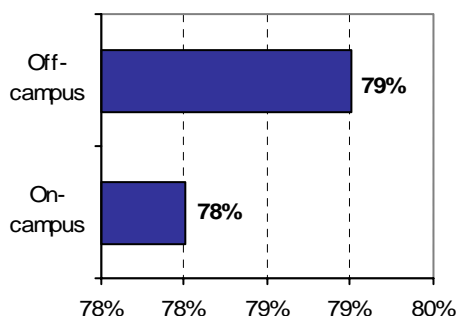
Q5. My advisor encourages me to express my thought and feelings



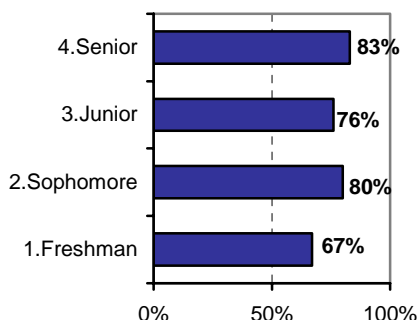
Percent of those who agree with the statement by Cumulative GPA category



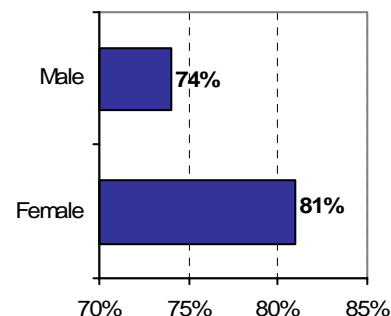
Percent of those who agree with the statement for on- and off-campus students



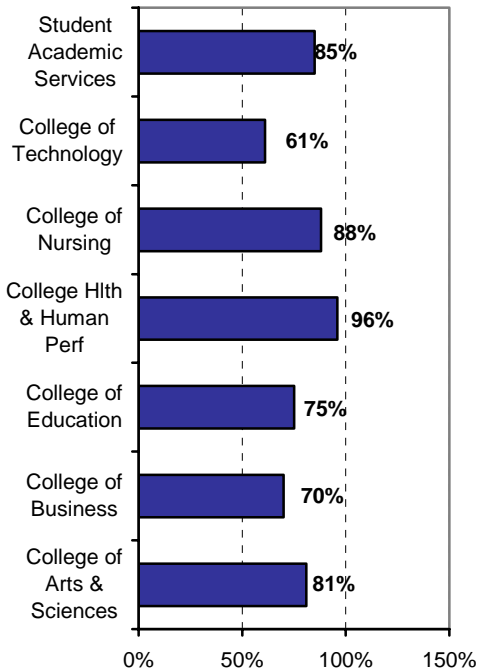
Percent of those who agree with the statement by student classification



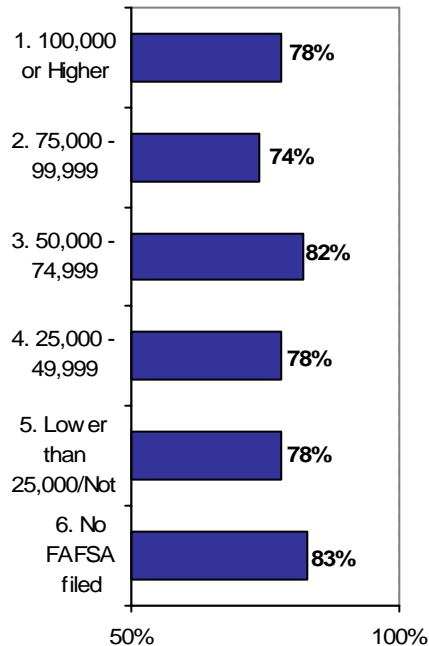
Percent of those who agree with the statement by gender



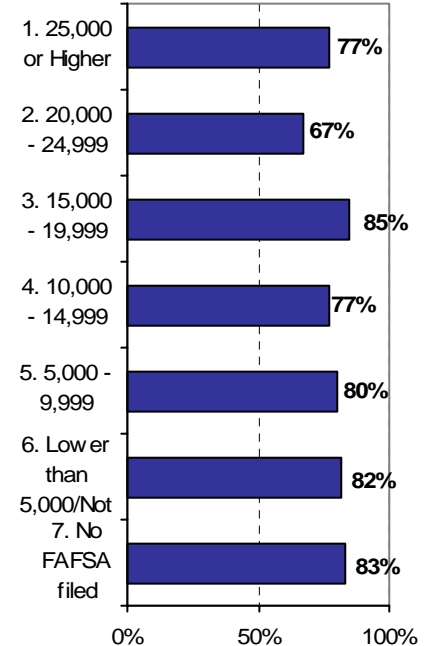
Percent of those who agree with the statement by college



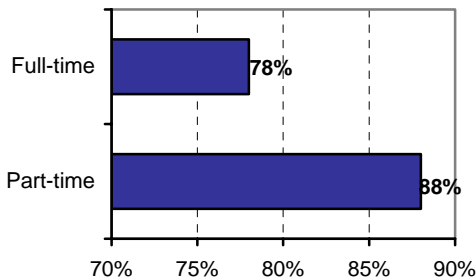
Percent of those who agree with the statement by gross income groups



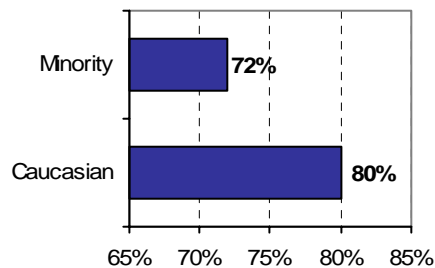
Percent of those who agree with the statement by per capita income category



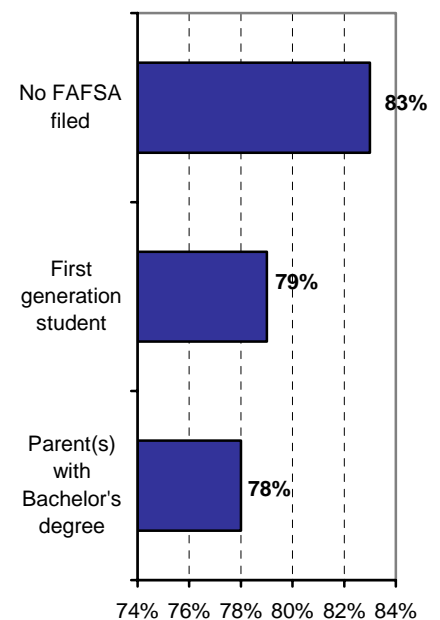
Percent of those who agree with the statement by full- or part-time status



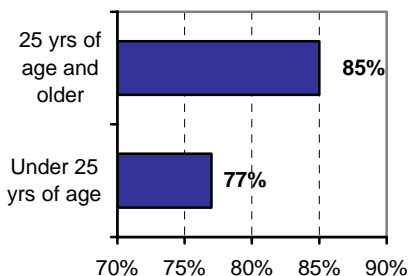
Percent of those who agree with the statement by ethnicity



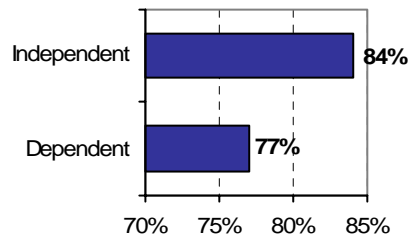
Percent of those who agree with the statement for first generation student



Percent of those who agree with the statement by age group



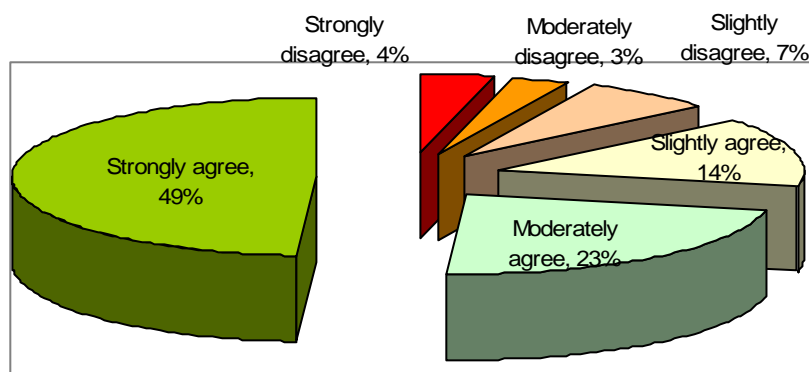
Percent of those who agree with the statement by dependency status



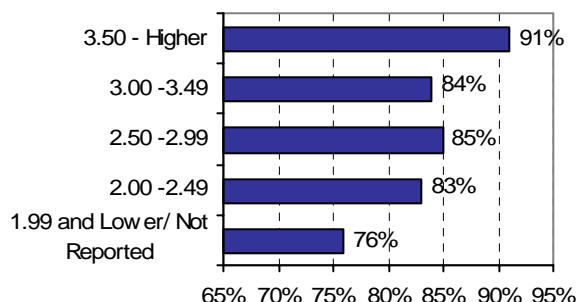
- The majority of respondents (79%) agree with the statement "My advisor encourages me to express my thoughts and feelings".
- Significant differences in proportions of those who agree with the statement were found among colleges. Again, the highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Technology. Significant differences in proportions were found between College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Business and College of Nursing; College of Health and Human Performance and College of Education, College of Health and Human Performance and College of Technology, College of Technology and College of Nursing.
- Significant difference in proportions of those who agree with the statement was found between freshmen and seniors.

- Here are explanations for their response of those who strongly disagree: "we don't really talk"; "because most of my questions are based on homework...not my personal life"; "I have never had an opportunity to express my feelings to my advisor, but I frequently share my ideas and feelings with other faculty in the department"; "that is laughable"; "when ever I turn in papers he always rips them apart metaphorically speaking; he has been a teacher and advisor for at least 3 years now and has never once told me I have done well on a paper".
- Some of the explanations of those who moderately disagree were: "he's never given me any inclination as such"; "she doesn't ask about my feelings nor does she ask about my thoughts about my impending graduation"; "she never really lets me tell her which classes I think I should take; she only says you MUST take this class this class and so on"; "ISU needs to have dedicated advisors instead of teacher "advisors"; I know more about my own schedule and class requirements than any teacher"; etc.
- Responses of students who slightly disagree were: "although he listens, he is not supportive when I need to do something differently than it is usually done"; "he never really asked how I felt about my classes or anything at all"; "when you are not invited to meet with her it is hard to express any feelings"; "She has never really said anything about it, and I haven't really had an issue until recently"; etc.
- Responses of students who slightly agree were: "He lets you express what kind of classes you are willing to take and he likes you to pick what you want rather than putting you into classes you do not have any interest in"; "he makes sure that my schedule is what I want it to be"; "I'm not real sure how to answer this question... She's not a psychologist?"; "It's really never come up; she's supportive though"; "not that he actually takes them in to account"; "we haven't really gotten to know each other"; etc.
- Explanations provided by students who moderately agree were: "allowed to take a class that I wanted to, even though it wasn't in my degree"; "if she can see in my face that I don't want to take a class then she might suggest another one that I may like better"; "have never felt uncomfortable telling my advisor anything"; "he is interested in what type of work load I can handle and asks me how I am doing in my classes"; "he asks me what I think of various classes when we work on creating my next semester's schedule"; "my advisor expresses interest in what I think about the education I'm receiving"; "she asks for my input rather than just telling me what I need to do or not do"; "she really wants to hear my thoughts and what's on my mind"; "she wants to know when there is something going on if she can help"; "What my emotions have to do with my transcript? She asks for my input and my opinions; once I have gone to her when my girlfriend dumped me".
- Statements of those who strongly agree were: "he actually encourages me to tell him what I think"; "he truly cares if I am overwhelmed or if I am happy"; "I could talk to him about a lot of things. He doesn't pass judgment but he does give advice on how to fix whatever problem it is. He's also very encouraging on the decisions I choose to make"; "She likes to hear what I think before she helps me"; "She always has an ear to listen"; etc.

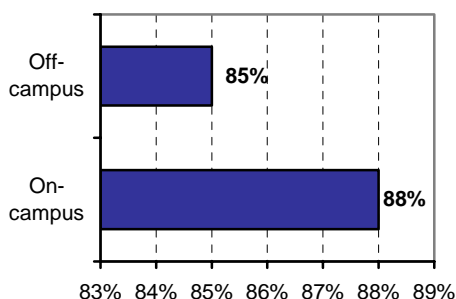
Q6. My advisor is a good listener



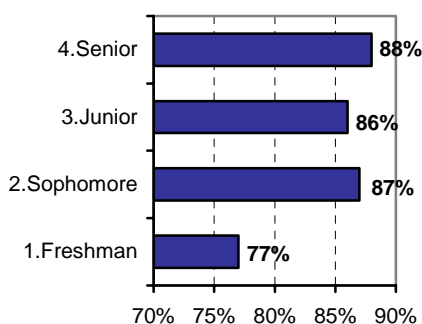
Percent of those who agree with the statement by Cumulative GPA category



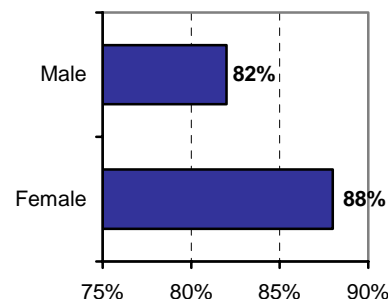
Percent of those who agree with the statement for on- and off-campus students



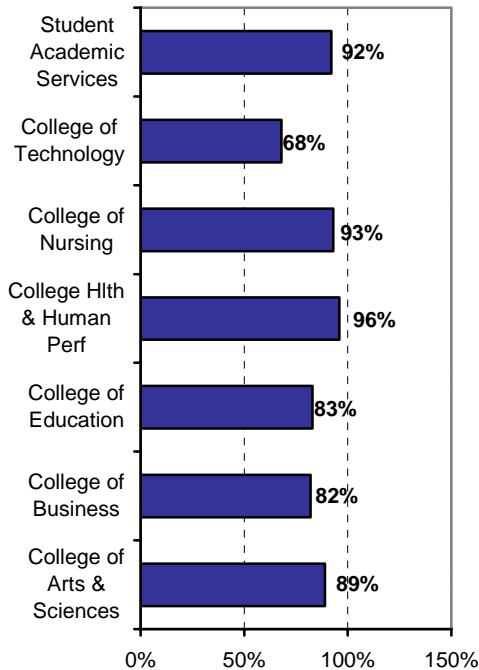
Percent of those who agree with the statement by student classification



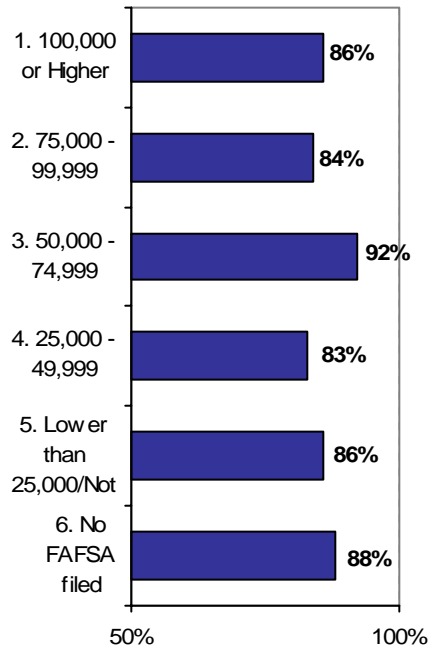
Percent of those who agree with the statement by gender



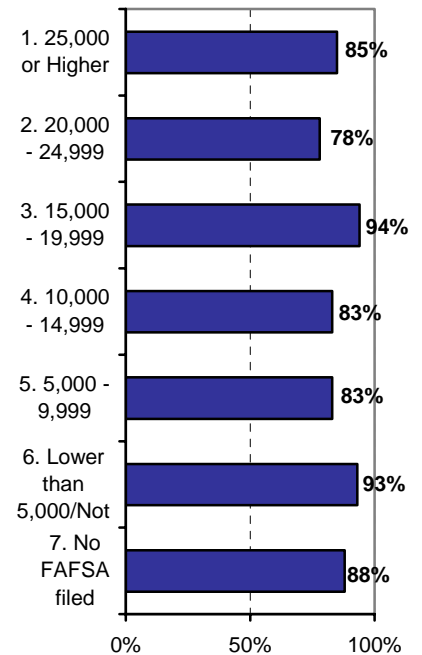
Percent of those who agree with the statement by college



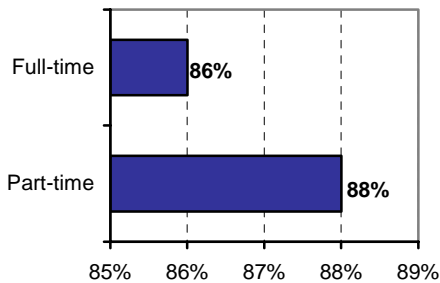
Percent of those who agree with the statement by gross income groups



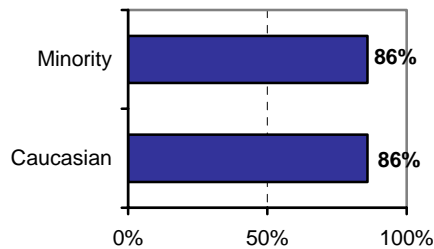
Percent of those who agree with the statement by per capita income category



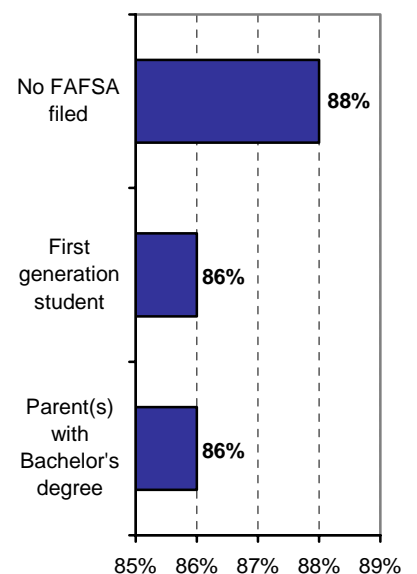
Percent of those who agree with the statement by full- or part-time status



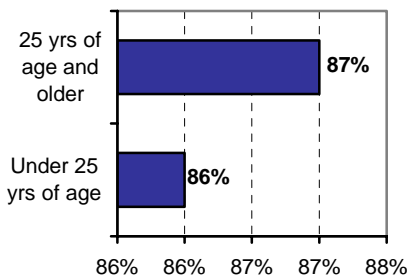
Percent of those who agree with the statement by ethnicity



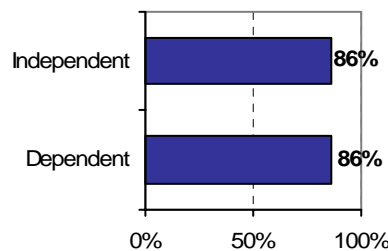
Percent of those who agree with the statement for first generation student



Percent of those who agree with the statement by age group



Percent of those who agree with the statement by dependency status

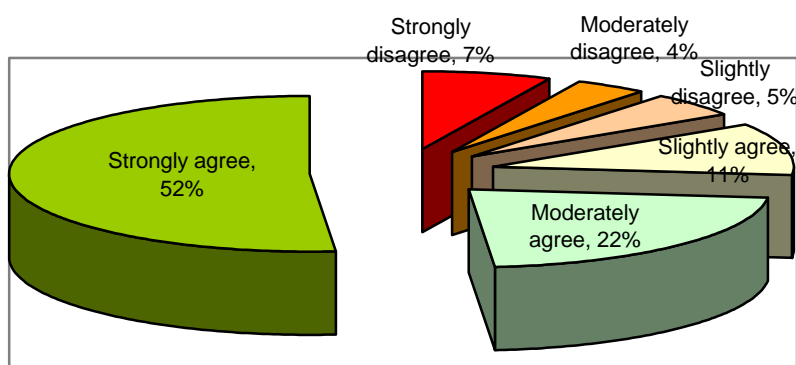


- The majority of respondents (86%) agree with the statement "My advisor is a good listener".
- Significant differences in proportions of those who agree with the statement were found among colleges. Again, the highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Technology. Significant differences in proportions were found between College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Health and Human Performance and College of Technology, and College of Technology and Student Academic Services.
- Some of the responses of students who slightly/moderately/strongly disagree were: "I have not encountered him actually listening or assisting in anything I have done; he gives the PIN number and doesn't ask if I have any questions"; "I told him what I was there to accomplish... I needed some guidance; and he would ignore what I said and just tell me what he thought I was looking for and what would get me out of his office as fast as possible"; "he did not listen when I told him what I wanted"; "he hears what I say but he doesn't listen; he can be very rude when critiquing

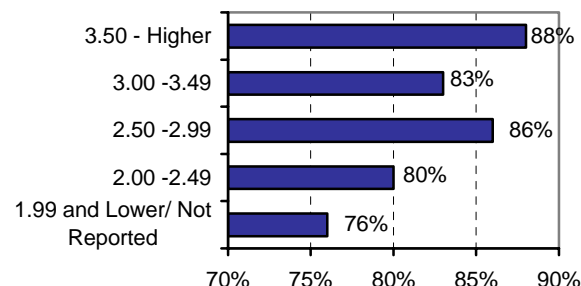
papers, and make you feel like crap sometimes"; "not really; he did most of the talking"; "she seemed to be in a hurry"; "sometimes gets off topic of conversation and doesn't listen to my concerns"; "when I tell her what I want she says you have to do it this way!!!"; etc.

- Responses of students who slightly agree were: "he did listen to my problem, but was very uninterested with helping me solve it"; "he does listen to my opinions and questions but I think has a hard time understanding where I am coming from with them"; "he seems rushed but he lets me talk"; "she likes her opinion"; "she listens to my needs, however, sometimes I don't think she really answers my questions or helps my needs"; "she listens; she just doesn't really respond"; "sometimes I feel like he has a set plan when I walk in the door and it is very hard to convince him to deviate from it"; etc.
- Students who moderately agree had the following explanations: "he is always ready to talk about what's going on in the world and campus events"; "he listens to my feelings about school"; "he listens to what I say", "he seems to listen to me", "I believe she listens to what I am saying and responds appropriately"; "I feel he listens to me"; "I have never contacted him and he has never contacted me"; "If I talk he listens"; "busy schedule, but she is focused when she has a student in the room".
- Here are some of the explanations of students who strongly agree with the statement: "active listener"; "he makes sure to allow enough time to go over any problems/questions that I may have"; "always there to listen"; "great listener!"; "he always has an answer to any questions I have, and if he is unsure, he works on finding out as soon as possible"; "he always listens; he doesn't try to interrupt with comments"; "he doesn't always remember what we talk about which is understandable considering how many students he sees, classes he teaches and other responsibilities, but he is a good listener"; "he knows that the only way to effectively solve the whole problem is to listen to the whole problem"; "he listens, then offers the appropriate help"; "I feel like I could go in and talk with her for whatever reason and she would listen to my problem and if I need some advice she would give it to me"; "I like to talk a lot... and she listens"; "she listens and gives positive feedback"; "she listens and responses back"; "She took MUCH more time discussing my educational plans with me than I expected!"; "very open to thoughts and opinions"; "because of the eye contact"; etc.

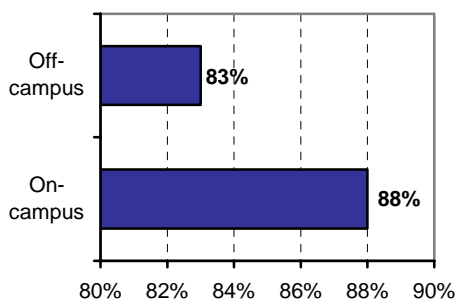
Q7. My advisor gives me accurate information about course requirements



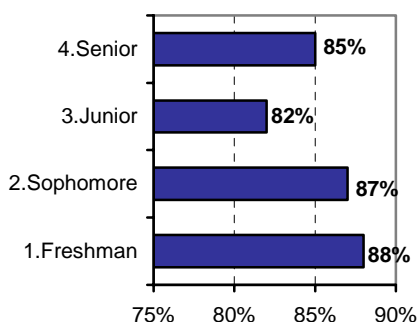
Percent of those who agree with the statement by Cumulative GPA category



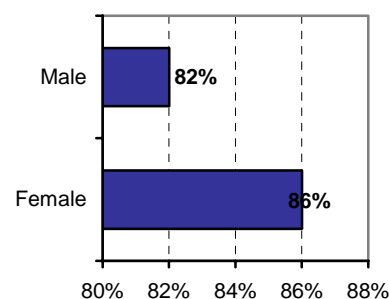
Percent of those who agree with the statement for on- and off-campus students



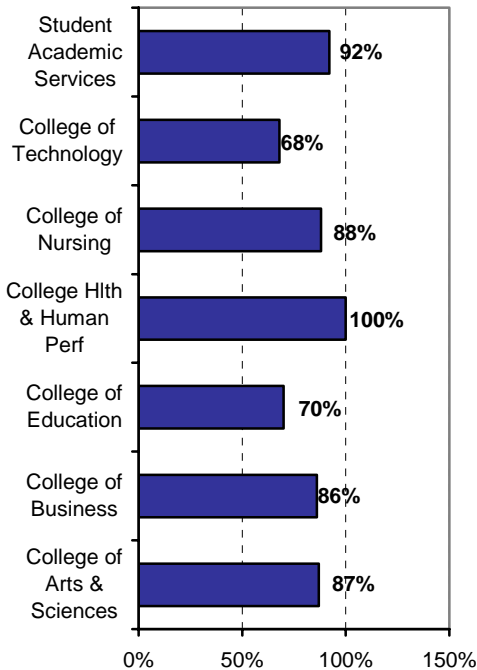
Percent of those who agree with the statement by student classification



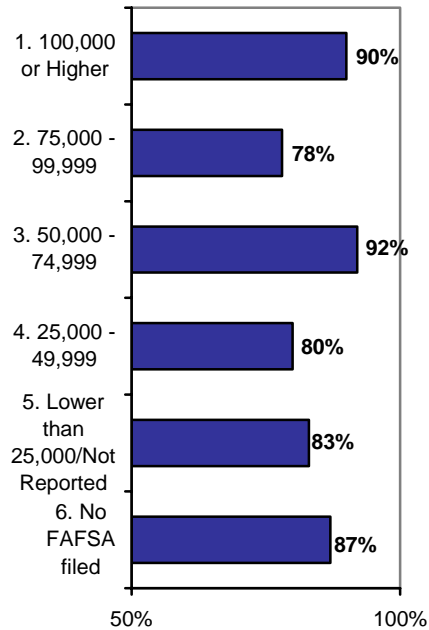
Percent of those who agree with the statement by gender



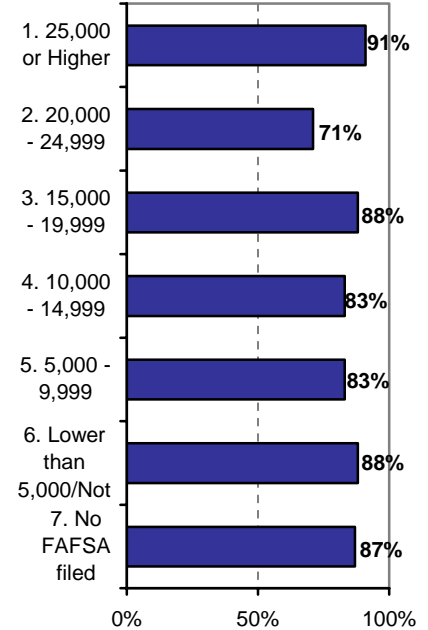
Percent of those who agree with the statement by college



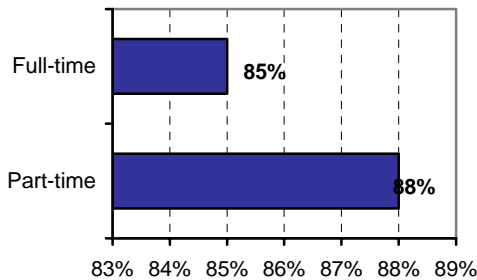
Percent of those who agree with the statement by gross income groups



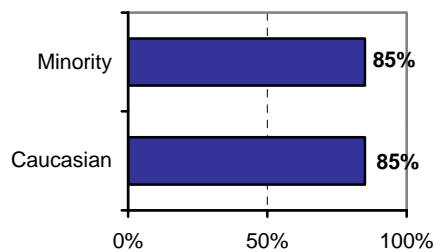
Percent of those who agree with the statement by per capita income category



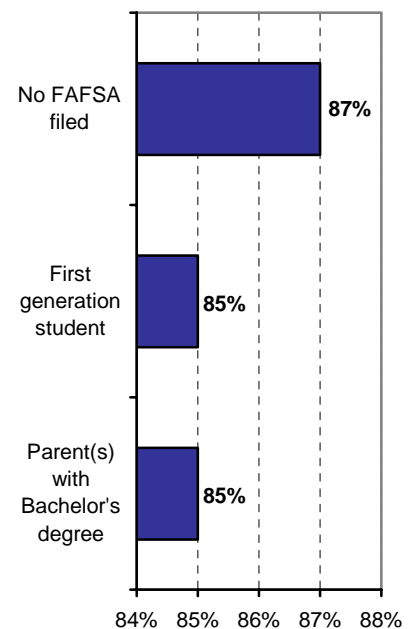
Percent of those who agree with the statement by full- or part-time status



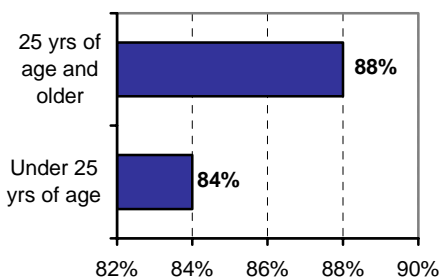
Percent of those who agree with the statement by ethnicity



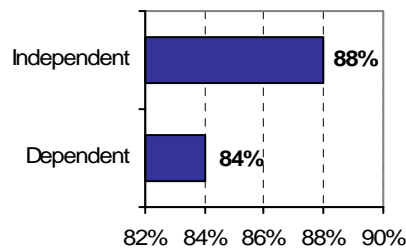
Percent of those who agree with the statement for first generation student



Percent of those who agree with the statement by age group



Percent of those who agree with the statement by dependency status

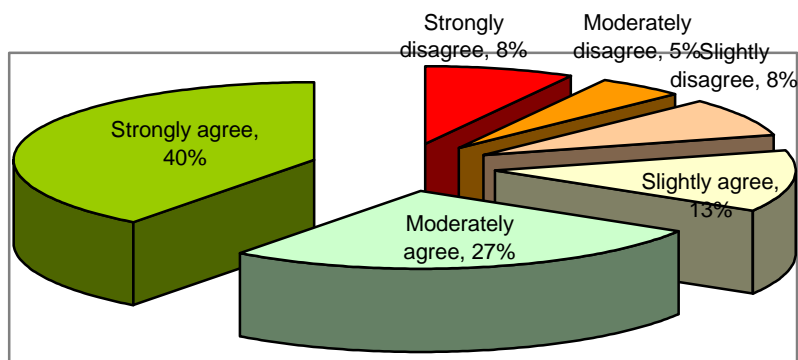


- The majority of respondents (85%) agree with the statement "My advisor gives me accurate information about course requirements".
- Significant differences in proportions of those who agree with the statement were found among colleges. Again, the highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Technology. Significant differences in proportions were found between College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Technology, College of Business and College of Education, College of Business and College of Health and Human Performance, College of Business and College of Technology, College of Education and College of Health and Human Performance, College of Education and College of Nursing, College of Education and Student Academic Services, College of Health and Human

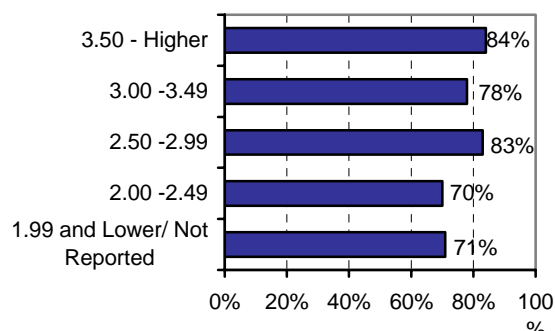
Performance and College of Nursing, College of Health and Human Performance and College of Technology, and College of Nursing and College of Technology.

- Responses of students who slightly/moderately/strongly disagree were: "by his own admission, he knows very little about undergraduate courses and requirements, as a result, he typically sends me to talk to other staff in the dept for my questions"; "does not even know about the classes"; "[advisor's name] said it would be ok to take a certain class and I have recently found out that those credits will not be counted because I took a different section of the same class that was completely different"; "haven't met with her so she hasn't explained anything"; "he didn't know the answers to my questions and referred me to my old advisor"; "he hasn't given me any information about course requirements; when I was attempting to attend study abroad I went to him for advice and he informed me that I was talking to the wrong person about courses which involve Political Science"; "I actually took two courses between my freshman and sophomore years that I didn't need to take; now as a senior, I am taking 100 and 200 courses to fulfill the courses I did not need to take; that is terrible advising"; "[advisor's name] knows nothing and still will not just give my code"; "I just look on my DARS"; "ISU needs to have dedicated advisors instead of teacher 'advisors'; I know more about my own schedule and class requirements than any teacher"; "I've been instructed to take 4 classes over the last year that did not go toward my graduation"; "she didn't even know what courses I needed to take"; "she just gave me a password and I filled out my own schedule; she never helped me do that"; "this semester I stopped by her office to make sure everything was still okay with my scheduling; she said it was; then I found out that a class I needed to be in wasn't offered next semester like she said; so I had to beg the professor to let me in"; "after he told me to take physics 101 when I didn't need it I quit going to him; that was a waste of three credit hours..."; "he never knows what he's talking about, he always refers me to other people, or just tells me whatever he THINKS is right and acts like it's the gospel"; "I'm taking a SPED 102 class that I was supposed to take before I took the SPED class I took last semester"; "not sure she knows how to read DARS"; "she typically doesn't know what classes we're supposed to be taking until the first student comes in and tells her; she told me to take a class that wasn't required ... so wasted a 3hr class and have to make it up"; "since he doesn't know much about my major he has to take the time out of our meeting time to go ask questions to make sure something is right"; "the one course in question is the only course he has ever given me information about, and it was not helpful"; "I asked her if I could take a class I needed for Fall 06 and she told me it wasn't offered so I didn't schedule it, come to find out it was offered and I really needed it"; "I was told by a previous advisor that I would not have to take a certain class, but actually I was supposed to"; "there is some confusion about what transfers into ISU".
- Students who slightly agree had the following explanations: "he told me what I still needed to do to graduate but didn't seem to care about how I got there"; "I already know from the undergraduate catalog my requirements"; "I know she does for others, but I usually have everything I need ready and I just have to tell her what I'm taking and she always agrees"; "I should have been advised to take MKTG 333 in the Spring of 06 instead of concurrently with MKTG 448"; "sometimes she gets a little confused because things change, but we get them figured out"; "things weren't required and I had no idea unless I went in and asked questions; so I took some things that I did not need to"; "when I was there he gave me a sheet with classes on it; I found out later that there was no sheet like this for my major."
- Responses of students who moderately agree were as follows: "as far as I am aware, this is true"; "he has been known to overlook some things but for the most part, is right on target"; "my former advisor gave me incorrect advise, but I knew to double-check my DARS on my own"; "she helped me graduate early"; "so far I haven't had any problems"; "Sometimes it could be more specific as to what I have to have completed, but she does a good job at it"; "there are courses at times that don't even exist when she says they do"; "there is often confusion I feel with why are some students in the major required to take courses while others are not..."
- Some of the explanations of those who strongly agree were: "she has explained a little about the future courses when meeting"; "every time I went in he would check over everything just to make sure"; "has always double checked odd course situations and been good about course advice"; "haven't had any trouble with the selection of classes at this point in time"; "he is really good about explaining which courses are best to take to meet requirements"; "he is very knowledgeable about various classes and when it's the best time to take them because of priority scheduling"; "he knows exactly what is required, and he designs a schedule that is best for my needs"; "he not only explained courses I was interested in taking, but also recommended several courses in accordance with my personal interests"; "he not only tells me what I need to take, but will go over courses I'm not sure about"; "he takes the time to know me; he cares about what I am doing and does not want to see me waste my time like my advisors did when I first came to ISU"; "he will even verify by making phone calls to the appropriate sources"; "I always know what I am supposed to do and the direction I am headed after meeting"; "I get to graduate a semester early..."; "I have never been registered for a wrong class"; "I went to her with a question about a minor and she had all the information pulled up and ready to explain to me when I arrived for our meeting"; "If he doesn't know exactly, he always takes the time to look it up"; "I'm graduating in 4 years"; "never had an issue we could not resolve together"; "she always makes sure that our DARS is with us... and also the PR handbook... so that we get everything right"; "she has always kept me on the right track for graduation"; "she knows everything there is to know about the classes"; "she knows the classes and schedule better than anyone in the department"; "we both look in the course book and at the requirements to make sure I have met them"; etc.

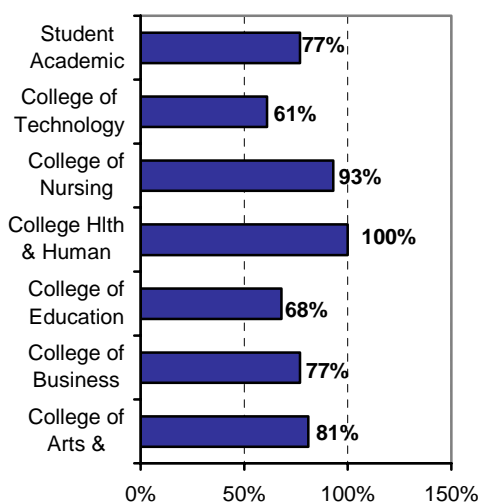
Q8. My advisor helps me understand why required courses are important for my professional development and future plans



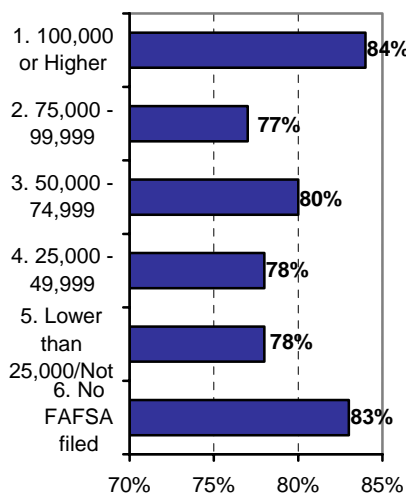
Percent of those who agree with the statement by Cumulative GPA category



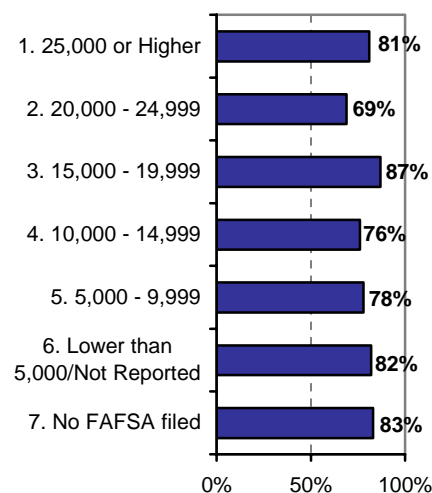
Percent of those who agree with the statement by college



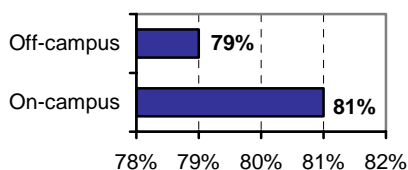
Percent of those who agree with the statement by gross income groups



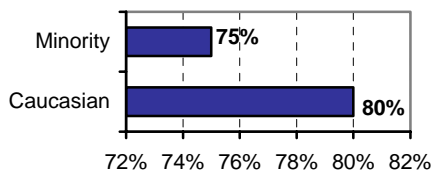
Percent of those who agree with the statement by per capita income category



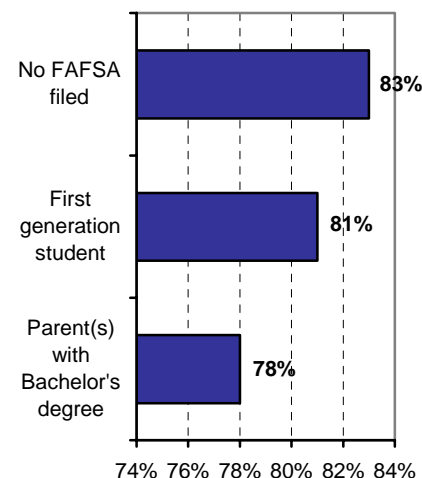
Percent of those who agree with the statement for on- and off-campus students



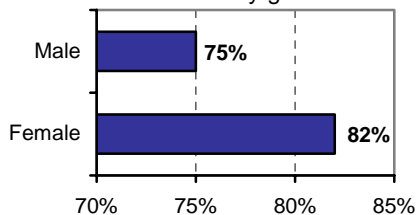
Percent of those who agree with the statement by ethnicity



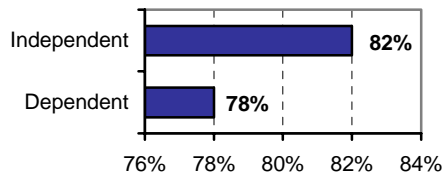
Percent of those who agree with the statement for first generation student



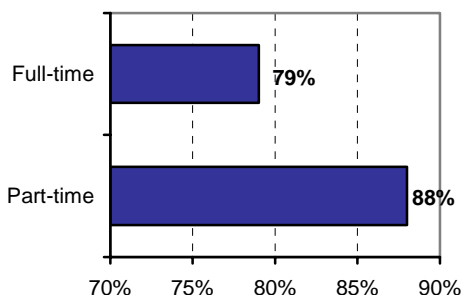
Percent of those who agree with the statement by gender



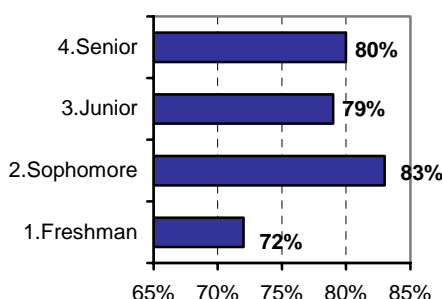
Percent of those who agree with the statement by dependency status



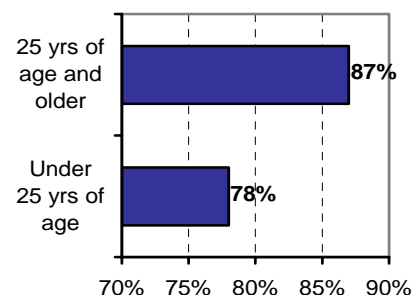
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification

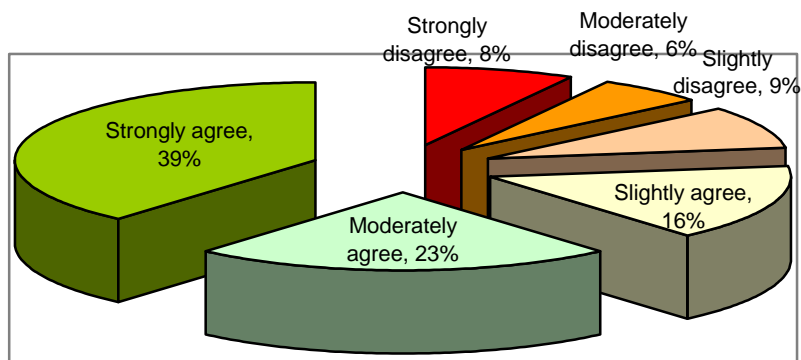


Percent of those who agree with the statement by age group

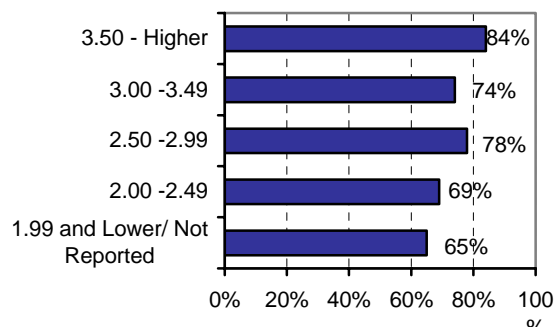


- The majority of respondents (80%) agree with the statement "My advisor helps me understand why required courses are important for my professional development and future plans".
- Significant differences in proportions of those who agree with the statement were found among colleges. Again, the highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Technology. Significant differences in proportions were found between College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Nursing, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Education and College of Health and Human Performance, College of Education and College of Nursing, College of Health and Human Performance and College of Technology, College of Health and Human Performance and Student Academic Services, and College of Nursing and College of Technology.
- There were significant differences in proportions by age groups: under 25 yrs of age and 25 yrs of age or older.
- Here are the explanations of those who strongly/moderately/slightly disagree with the statement: "he's not fully aware of all requirements needed for my major"; "he has never really explained it"; "he just talks to hear the sound of his own voice sometimes, never talks about why things are important for the future"; "he looked at my DARS and didn't tell me anything I couldn't already see"; "I have been making my own scheduling for the past three years"; "never had a conversation based on this question"; "I'm an adult paying to be here. If I do not have the time to go in, I should be able to register for classes still on my own"; "she just gave me a password and I filled out my own schedule"; "we just don't discuss it"; "department usually just gives out a worksheet of "Tracks" to follow for required courses"; "I only remember being told in my freshman year why the General Education courses were important"; "I think General Education classes are a waste of time, but I've never talked to her about it"; "never talked about it, but I do have to take classes that I think are irrelevant to my major"; etc.
- Explanations of those who slightly agree were: "he was very into making me take all the courses that are required for my major and nothing else"; "I have had insufficient opportunity to meet with him to adequately address this issue"; "I have never asked"; "If I questioned it, I'm sure she would", "never really asked"; "there was no need to discuss this, since I am a transfer student"; etc.
- Explanations of those who moderately agree were as follows: "he does answer most questions I have about required courses under my major although I think he has a hard time explaining it in a way that I could understand"; "he goes through most of the courses and explains what I am going to be learning and doing in that particular course"; "he helps to plan courses that will help me later in life and not just the ones that I need for school"; "I really don't know what I want to do so she hasn't had the opportunity to guide me in the correct direction"; "I think I understand this one on my own; she doesn't need to explain it"; "not much discussion on this topic, but I never asked"; "she makes sure that I know what the classes are good for"; "she shows the links between the classes and work"; etc.
- Those who strongly agree explained their response in the following ways: "she thoroughly knows what is required to take and she is capable of explaining the purpose of those classes"; "all social work professors do this"; "[advisor's name] made me understand why critical thinking was important for me; I did not want to take CIMT 475 but now I realize that if I missed this class, I would not be able to think critically"; "[advisor's name] was very patient with me and told me everything that was involved in whatever decision I made"; "General Education classes help you to be more well rounded..."; "he always emphasizes the importance of learning the material, especially in his classes"; "he listens and when I have questions he answers them"; "[advisor's name] advises honestly and has valuable and clear cut "career path" information; her goal is to see the individual student succeed"; "she would, however in my case that was not necessary"; "[advisors' names] explain why some courses must be taken before others"; etc.

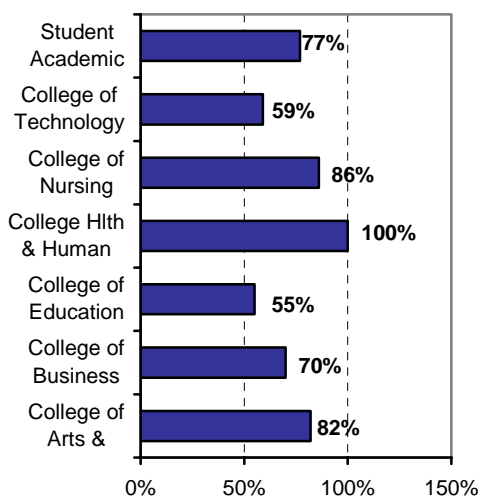
Q9. My advisor considers my personal abilities, talents, and interests when advising me about courses or programs of study



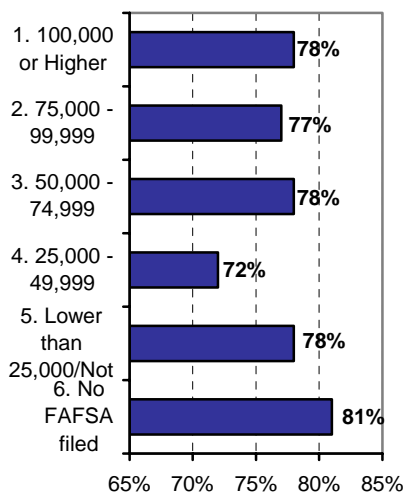
Percent of those who agree with the statement by Cumulative GPA category



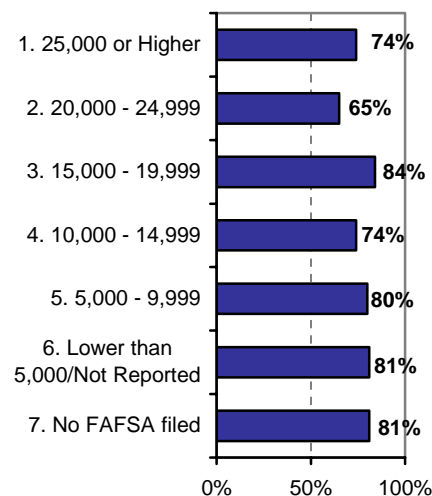
Percent of those who agree with the statement by college



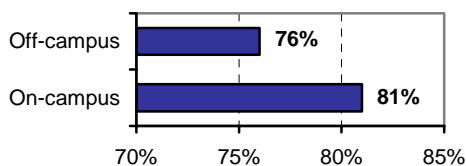
Percent of those who agree with the statement by gross income groups



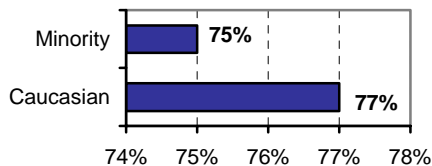
Percent of those who agree with the statement by per capita income category



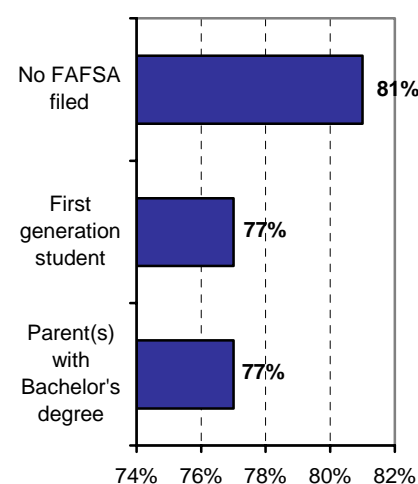
Percent of those who agree with the statement for on- and off-campus students



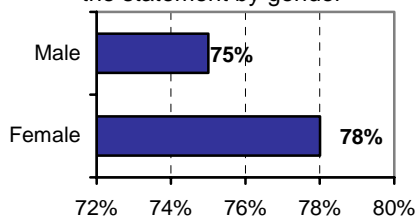
Percent of those who agree with the statement by ethnicity



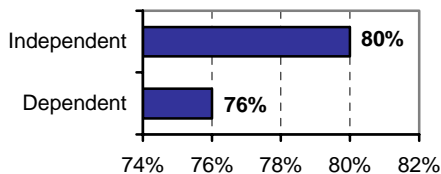
Percent of those who agree with the statement for first generation student



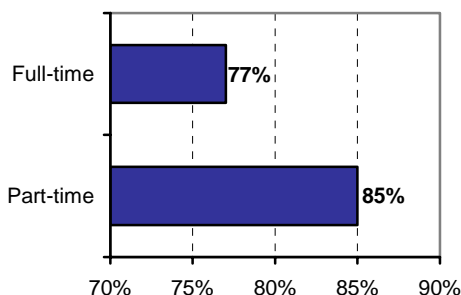
Percent of those who agree with the statement by gender



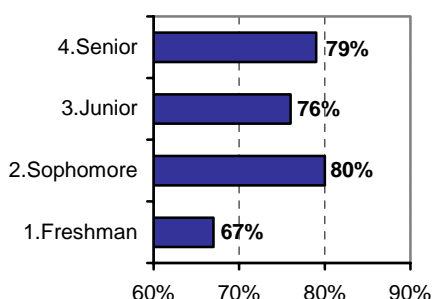
Percent of those who agree with the statement by dependency status



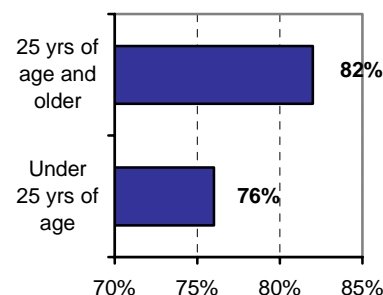
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification

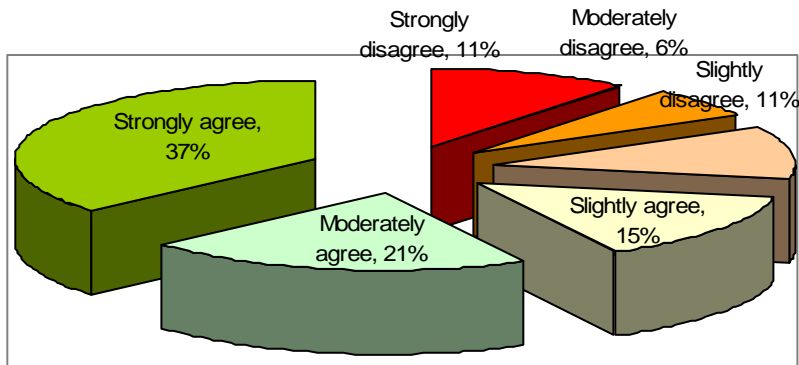


Percent of those who agree with the statement by age group

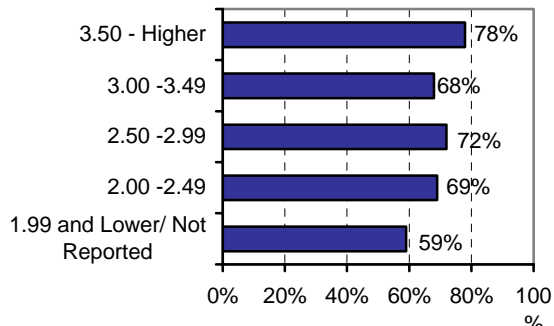


- The majority of respondents (78%) agree with the statement "My advisor considers my personal abilities, talents, and interests when advising me about courses or programs of study".
- There were significant differences in proportions by cumulative GPA: students with higher GPAs were more likely to indicate that their advisors consider their personal abilities, talents, and interests.
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Education. Significant differences in proportions were found between College of Arts and Sciences and College of Business, College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Business and College of Nursing, College of Education and College of Health and Human Performance, College of Education and College of Nursing, College of Health and Human Performance and College of Nursing, and College of Health and Human Performance and College of Technology.
- Here are the explanations of those who strongly/moderately/slightly disagree with the statement: "barely remembers my name"; "never contacted me"; "hasn't advised me"; "he didn't seem to care what I was interested in or anything like that"; "he doesn't know my talents or abilities; I do not believe he knows that I am a part of several campus organizations"; "he really doesn't take any of this into consideration, in fact, his advisement is basically "what do you think?" to any question asked of him"; "I do not think he has really taken into account personal abilities and interests or even acknowledged that I may have other interests besides my major"; "I feel that I am not advised in that way; he tells me to put together a schedule; and then he looks at it to see if I am going to meet the 50 hrs of 300 or 400 classes and signs it; he never gives assistance to me with which classes to take"; "most of my classes are General Education, and thus my personal abilities etc. don't really come into decisions about classes"; "NO, we meet to get my PIN number, he tells me the classes available in journalism and makes me do the whole thing myself; I've had to drop many classes because no-one told me you had to have a prerequisite for the class; he has cost me money"; "she just gave me a password and I filled out my own schedule, she never helped me do that"; "I don't seek this kind of advisement from him"; etc.
- Students who slightly agree with the statement explained their response in the following ways: "he knows what classes I think will be fun to take and will also benefit me"; "I am a senior; this really does not apply to me"; "I don't think she can know all of us and help us to that degree"; "I don't think that ever comes up in conversation, but good point"; "since I only have major classes left she just lets me know which ones I need to take during a certain semester"; "usually I pick my classes; [advisor's name] lets me make my own choices, and I appreciate that"; etc.
- Explanations of those who moderately agree were: "he advises me on what two classes together might be more than I can handle"; "he seems to have a fairly good idea of what I am capable of and the level I should be placed in"; "I'm not sure she knows all of those"; "it is up to me to choose what classes I can handle with respect to meeting the requirements and allowing the selected schedule to work with my work and organizational meetings"; "she has asked me what disciplines I am pursuing for my studio art degree in order to help advise me on which classes to take in the following term"; "she informs me of different electives I can take that would suit my interests, as well as my course of study"; etc.
- Some of the explanations of those who strongly agree were: "always steers me in the right direction for my future goals"; "[advisor's name] has given me academic advice and also work-load advice for my capabilities"; "he cuts it to me straight about where I strive"; "he does consult my earlier courses to give me his opinion on future courses"; "he has already mentioned that he wants me to take certain classes in order to refine my skills for a future job"; "he reviewed which courses I had previously taken and made suggestions based on my performance"; "he talked me out of taking 24 hours last semester, which would have been a big mistake, and talked me into taking the other database class which is now what I want to go into after graduation"; "[advisor's name] knows that I have 4 kids at home and takes that into consideration when we are going over how many hours per semester that I can handle..."; "she asks me what I like and then tells me about the classes available to me based on that"; "she helped me pick electives that worked well for me"; etc.

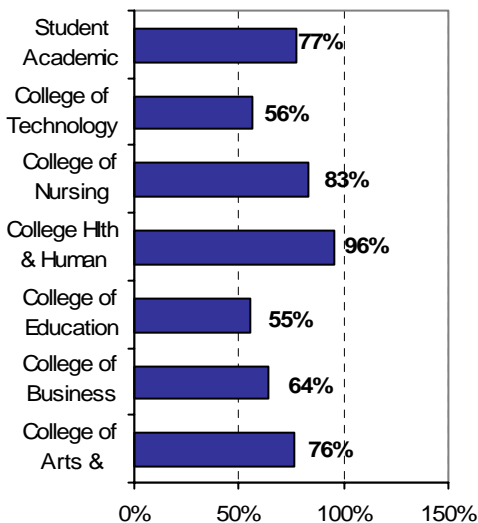
Q10. My advisor has assisted me in developing long term education plan



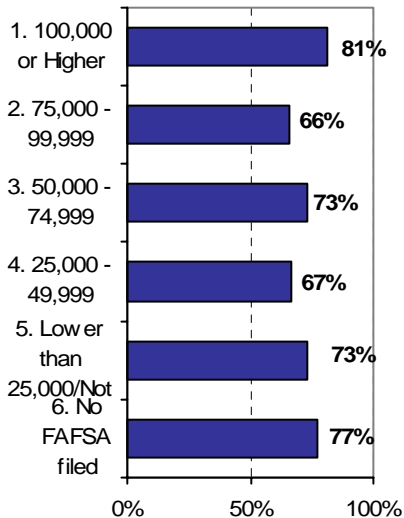
Percent of those who agree with the statement by Cumulative GPA category



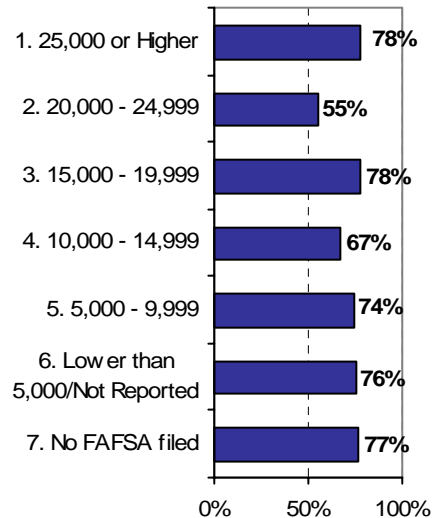
Percent of those who agree with the statement by college



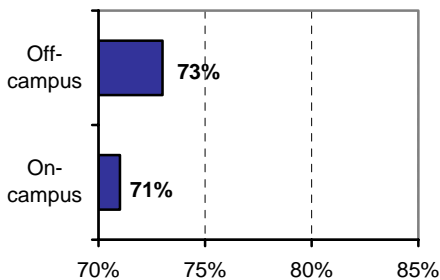
Percent of those who agree with the statement by gross income groups



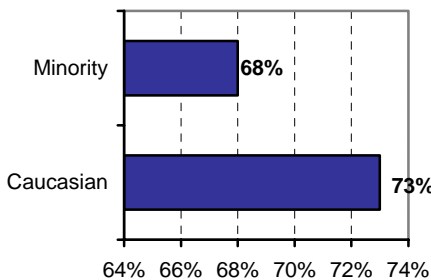
Percent of those who agree with the statement by per capita income category



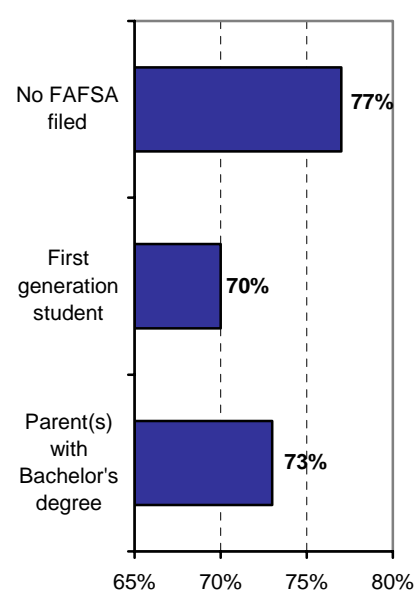
Percent of those who agree with the statement for on- and off-campus students



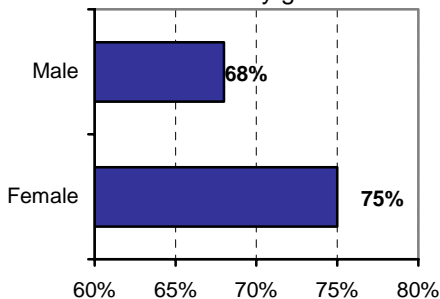
Percent of those who agree with the statement by ethnicity



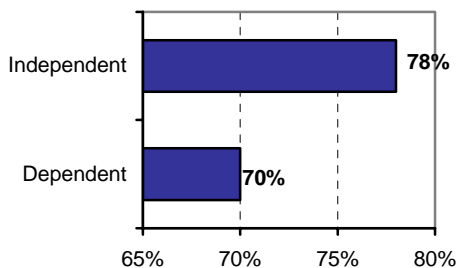
Percent of those who agree with the statement for first generation student



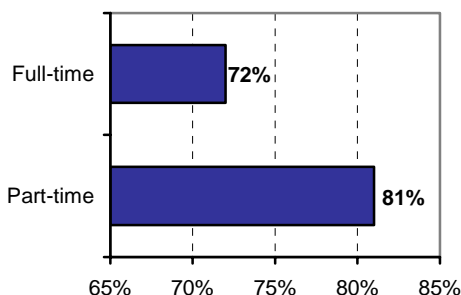
Percent of those who agree with the statement by gender



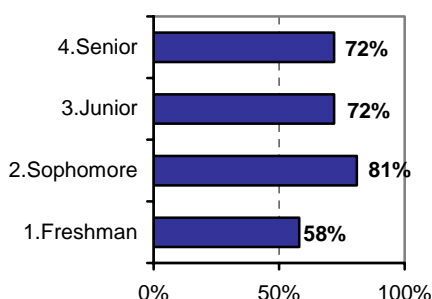
Percent of those who agree with the statement by dependency status



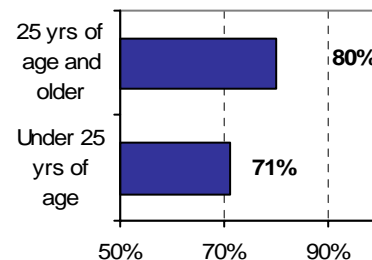
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification

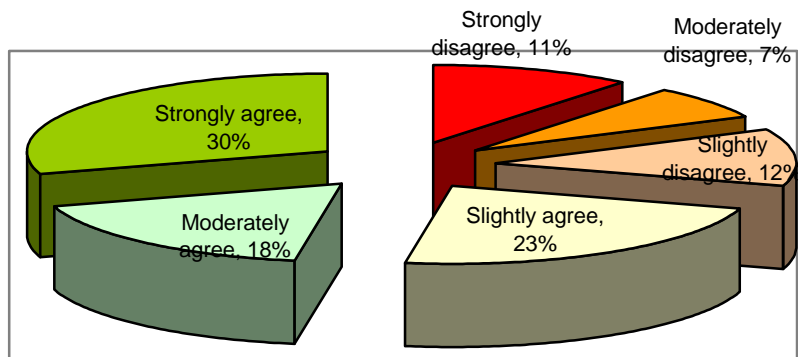


Percent of those who agree with the statement by age group

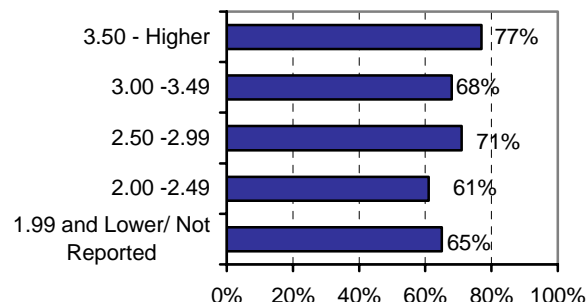


- About 73% of respondents agree with the statement "My advisor has assisted me in developing a long term education plan".
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Education. Significant differences in proportions were found between College of Arts and Sciences and College of Business, College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Business and College of Nursing, College of Education and College of Health and Human Performance, College of Education and College of Nursing, College of Health and Human Performance and College of Technology, and College of Nursing and College of Technology.
- There were significant differences in proportions by age groups: under 25 yrs of age and 25 yrs of age or older.
- Here are the explanations of those who strongly/moderately/slightly disagree with the statement: "does not appear to care"; "I can't wait to graduate and be done with my ISU advising experience"; "it is not his fault that I have never taken an opportunity to"; "if long-term education means that I'll be taking extra classes and postponing graduation, then I agree strongly"; "[advisor's name] failed to mention some courses not being offered during particular semesters"; "I've taken care of it myself and he's never tried to help with it"; "my advisor basically leaves my education plans in my own hands which has left me lost and unsure of my major"; "my advisor has not assisted me at all"; "we never discussed it"; "nope, the only way I have been informed about my career/ education plans have been through industry forums and meeting people in the aerospace industry; Aerospace department seems to be a bit out of touch with jobs these days"; etc.
- Those who slightly agree with the statement explained their response in the following ways: "I have not needed much assistance, just had to take the few classes required"; "he gave me the flow chart that the department has and I have done the work from there"; "I had thought so, she did help me get a good idea of what classes I need to get taken care of, but she incorrectly informed me"; "I have a plan for the upcoming semester, but not much further"; "she talked to me about pharmacy schools, but didn't tell me the requirements for each school"; "We have discussed this only briefly"; etc.
- Students who moderately agree with the statement provided the following explanations: "has mentioned grad school"; "he always makes sure I take the classes I need to graduate on time, but by the time I got to him it was too late to make any long-term plans"; "he tells me how these classes will help me in my education"; "I was a little confused and unsure in the beginning but felt better as time went on"; "she has helped me to set up relationships with professionals that I can be in contact with after graduation"; "she helped with my plan to graduate when we first met"; "we're still working on this"; etc.
- Some of the explanations of students who strongly agree with the statement were: "he'll usually give me a few different paths and explain each one"; "helped me graduate early, and helping me with grad school"; "we have talked about it"; "[advisor's name] did an excellent job at making me feel comfortable with my schedule and the rest of my educational career"; "he discussed career choices for my major as well as master programs that would be good for me"; "we have planned out all my semesters at ISU at our second meeting and have discussed graduate schools"; etc.

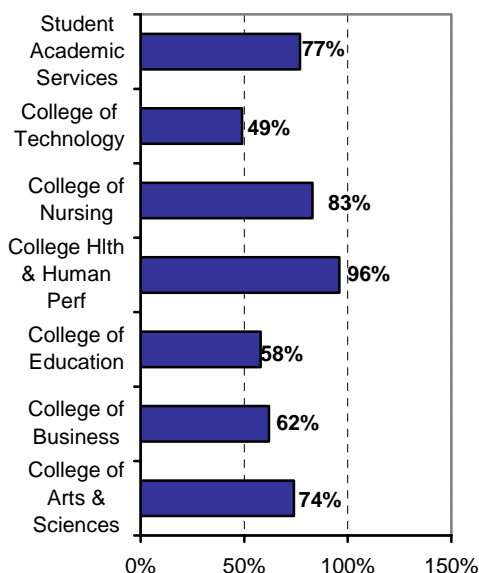
Q11. My advisor helps me to connect with campus resources (learning center, counseling center, etc.)



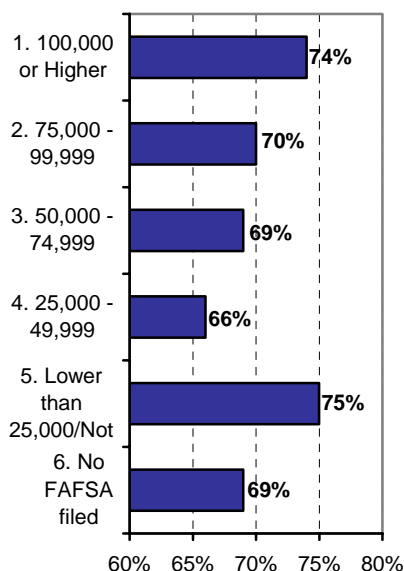
Percent of those who agree with the statement by Cumulative GPA category



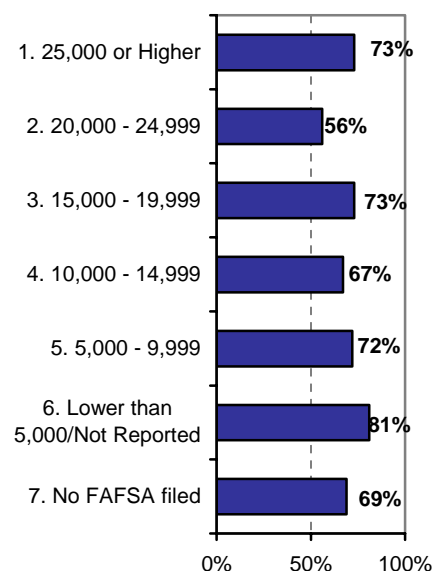
Percent of those who agree with the statement by college



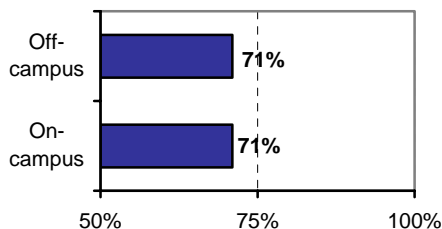
Percent of those who agree with the statement by gross income groups



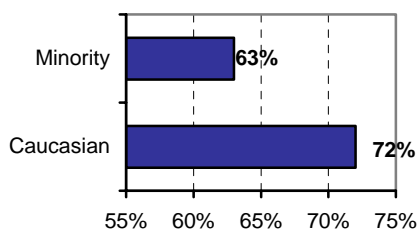
Percent of those who agree with the statement by per capita income category



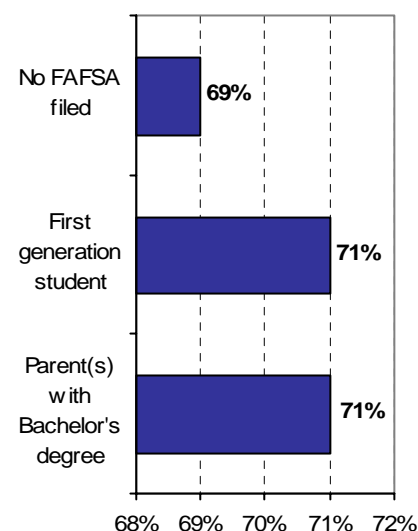
Percent of those who agree with the statement for on- and off-campus students



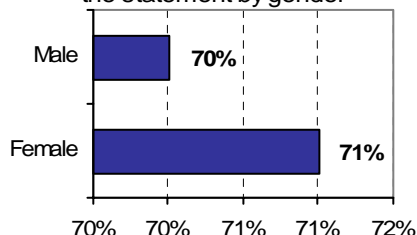
Percent of those who agree with the statement by ethnicity



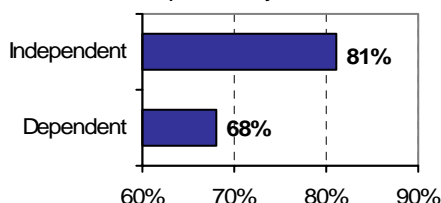
Percent of those who agree with the statement for first generation student



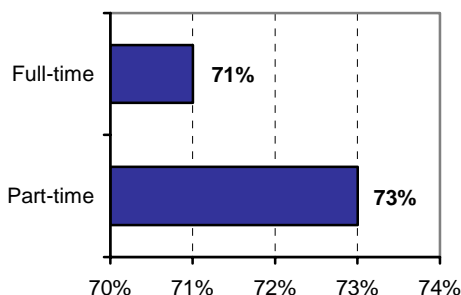
Percent of those who agree with the statement by gender



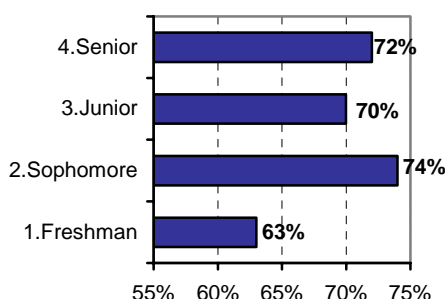
Percent of those who agree with the statement by dependency status



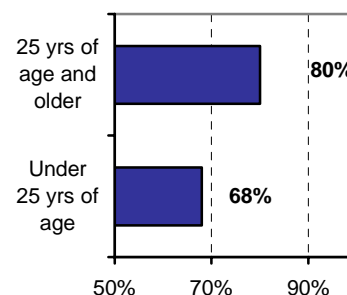
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification

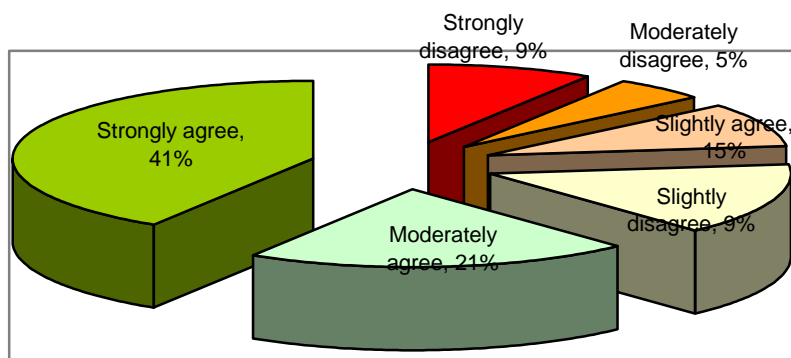


Percent of those who agree with the statement by age group

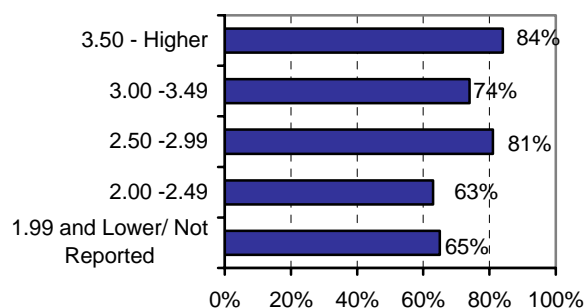


- About 71% of respondents agree with the statement "My advisor helps me to connect with campus resources (Learning Center, counseling services, etc.)".
- There were significant differences in proportions by age groups: under 25 yrs of age and 25 yrs of age or older.
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human performance and the lowest – among students of College of Technology. Significant differences in proportions were found between College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human performance, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Business and College of Nursing, College of Education and College of Health and Human Performance, College of Education and College of Nursing, College of Health and Human Performance and College of Technology, College of Nursing and College of Technology, and College of Technology and Student Academic Services.
- Here are the explanations of those who strongly/moderately/slightly disagree with the statement: "has never offered other resources like that"; "have not heard a word from her about this"; "haven't needed any services"; "I had to do my own leg work to get some transfer classes accepted because [advisor's name] said that they would not transfer because they were not on his list; after a phone call and a trip to the English Department the classes were accepted"; "only found out about these services through MYISU web services"; "I don't think its ever been brought up in any of our meetings"; "I don't contact him"; "none of the campus programs really focus towards technology students"; "the process of not having an advisor made me have to figure more things out on my own, but when I do meet with professors they usually have suggestions"; etc.
- Answers of those who slightly agree were: "haven't really needed such"; "he always recommends different strategies"; "he will if I ask him about it"; "I am mathematics major and work in the math resource center; as for other resources, I am not in need of them"; "I usually just see her for class scheduling"; etc.
- Students who moderately agree with the statement provided the following explanations: "both have mentioned certain services offered to me to help me in my educational adventure"; "[advisor's name] informs me of important things happening on campus that may or may not apply to my major"; "have not needed that many campus resources"; "he has encouraged me to see a math tutor if I were to encounter problems in my math courses"; "he suggests that I go to the career center often for resumes and other things"; "I haven't had any need for such resources so she has had no need to connect me to them"; "I haven't really had problems"; "refers me to Gillum Hall for tutoring"; "she once informed me of the university testing office's placement and exemption exam services" etc.
- Some of the explanations of students who strongly agree with the statement were: "any time I have been curious as to how to connect with campus resources and she didn't know how off the top of her head, she would call around for me until she found the answer"; "[advisor's name] is one of the first to try to help me with career choices and to finally get my degree; you can imagine my frustration over my previous experience"; "[advisor's name] gives great advice for solving questions, problems, and extra support by recommending useful campus resources such as the Career Center"; "encourages us to use campus resources"; "every semester, in every class, he has someone come in from the Counseling Center to do a presentation"; "[advisor's name] is big on campus involvement: she doesn't just encourage it; she expects it"; "Language lab; TESOL resources; Writing center"; "she has suggested the career center more than once"; "nobody else has shown me how to use anything on the library website"; etc.

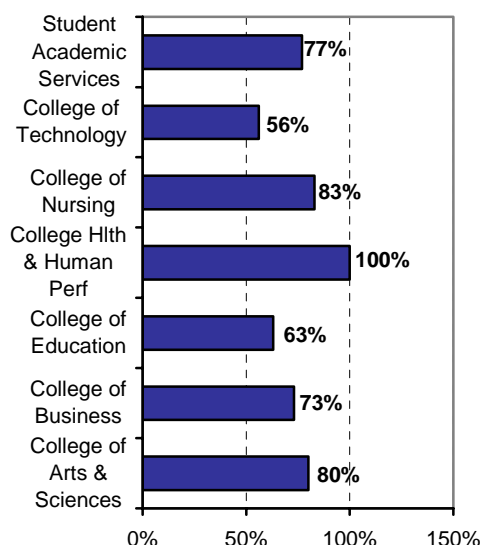
Q12. My advisor helps me make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.)



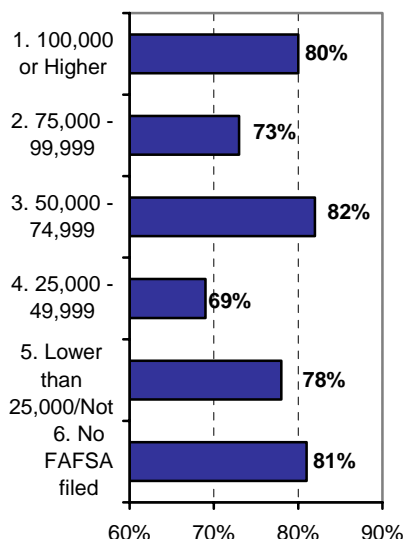
Percent of those who agree with the statement by Cumulative GPA category



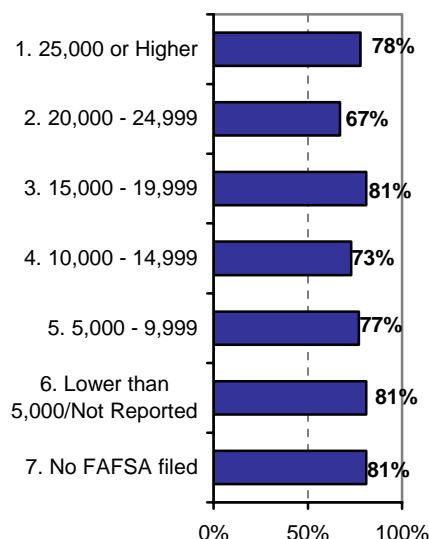
Percent of those who agree with the statement by college



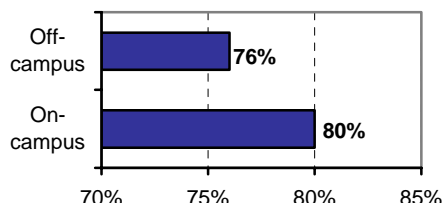
Percent of those who agree with the statement by gross income groups



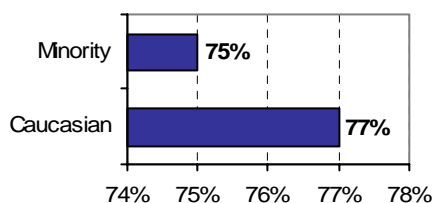
Percent of those who agree with the statement by per capita income category



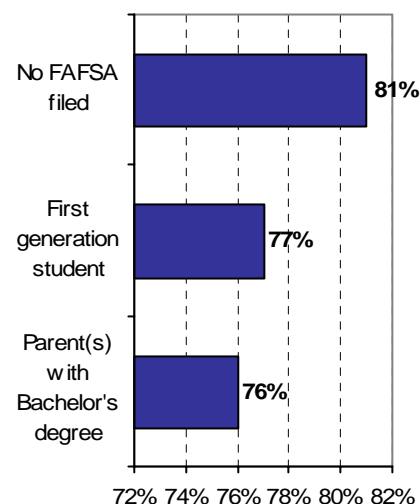
Percent of those who agree with the statement for on- and off-campus students



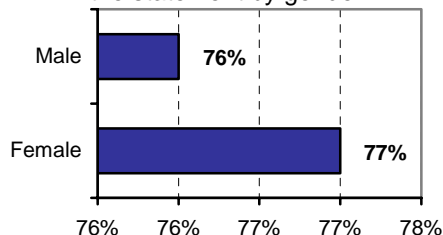
Percent of those who agree with the statement by ethnicity



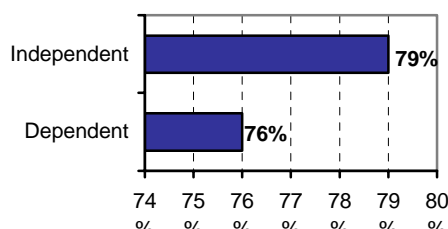
Percent of those who agree with the statement for first generation student



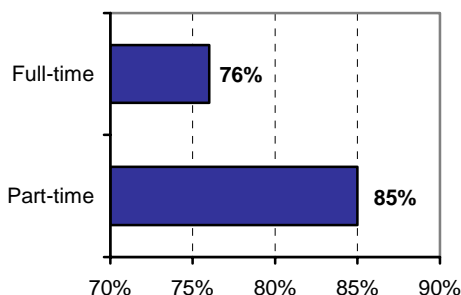
Percent of those who agree with the statement by gender



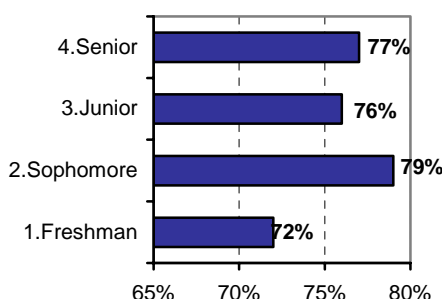
Percent of those who agree with the statement by dependency status



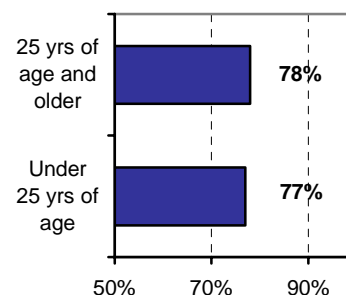
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification

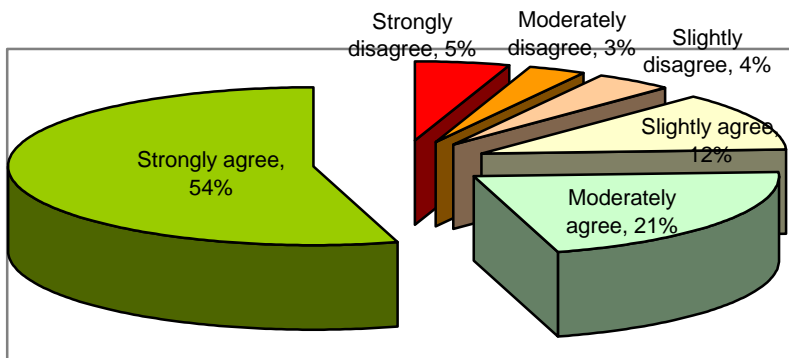


Percent of those who agree with the statement by age group

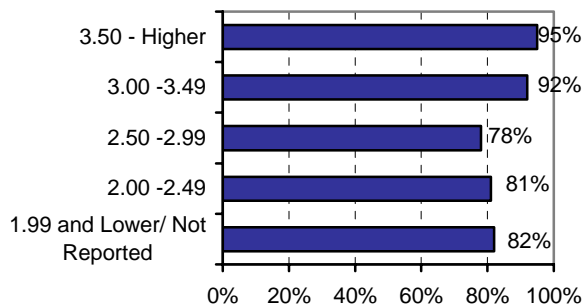


- About 77% of respondents agree with the statement "My advisor helps me make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.)".
- There were significant differences in proportions of those who agree with the statement by cumulative GPA categories: between the groups with cumulative GPAs "3.50 - Higher" and "2.00 - 2.49"; "3.50 - Higher" and "3.00 - 3.49"; and "2.50 - 2.99" and "2.00 - 2.49".
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of College of Technology. Significant differences in proportions were found between College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Technology, College of Business and College of Health and Human Performance, College of Education and College of Health and Human Performance, College of Education and College of Nursing, College of Health and Human Performance and College of Nursing, College of Health and Human Performance and College of Technology, College of Health and Human Performance and Student Academic Services, and College of Nursing and College of Technology.
- Here are the explanations of those who strongly/moderately/slightly disagree with the statement: "does not really talk about it"; "had to do it myself"; "has not helped me make any decision"; "he didn't do much at all to help me out"; "he doesn't do anything, he gives me my PIN number, some journalism courses that are available, and makes me do the rest. I've had to drop several courses because I didn't know they had prerequisites"; "he looks at what I chose to take, writes the pin and that's it"; "I do this myself, he has never tried to help"; "she never mentioned any minors, but did try to get me to change my major 'in case I didn't make it into the pharmacy program"; she made me feel too dumb to get into the program at another school"; "when I announced that I maybe wanted to try Sociology as a major instead of Aviation he only seemed to hold contempt for my decisions, and no real advice, or positive input came out of his mouth"; "he could have done more research on my actual program, rather than just look at the DARS report, since it so often changes"; "I transferred in with an Associates degree, I don't have electives to take"; "she has helped me choose good classes that have helped me in the past, however, this past semester I have been majorly misinformed which may mess up my planned date of graduation"; "everything is pretty well laid out and there aren't a whole lot of choices"; "they don't really know any of the elective courses"; etc.
- Explanations of those who slightly agree with the statement were: "he always let me choose which electives I wanted to take because he wanted me to take classes I would enjoy"; "he gives advice on what I might pick out and what courses I might not enjoy"; "he usually leaves the decision up to me on the final choices but he helps me narrow my choices down so I can pick a class that is a better fit for me"; "I usually do this on my own"; "she helped me to pick courses for this semester"; "she suggested a minor in pre-law"; "she wants me to pick them; she doesn't really help with that".
- Those who moderately agree with the statement explained their response in the following ways: "he has helped me come to creating my minor in Spanish and what it would entail"; "he has helped me try to decide to take a minor, or add another major"; "she explained to me the differences in the courses that satisfy the information technology literacy requirement"; "very helpful with career planning and encourages pursuit of professional designations".
- Some of the explanations of those who strongly agree with the statement were: "all of my educational decisions are made with him"; "helped me decide what my minor was going to be after I did not have one for two years"; "he does really well in making sense of the mess of course numbers on the DARS sheet"; "he listens to my concerns and helps me through it if I'm not comfortable making the decision on my own"; "helped me as best he could with my second major"; "she does a fantastic job at telling me what classes I need to take and fitting them together in order to graduate within 4 years"; "she pushes me towards classes geared towards my future", etc.

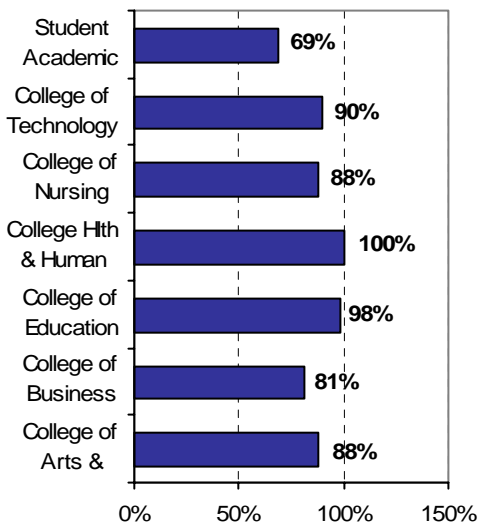
Q13. As an advisee, I made appointments to see my advisor



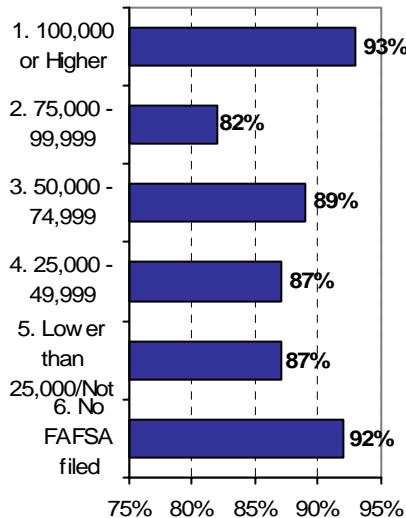
Percent of those who agree with the statement by Cumulative GPA category



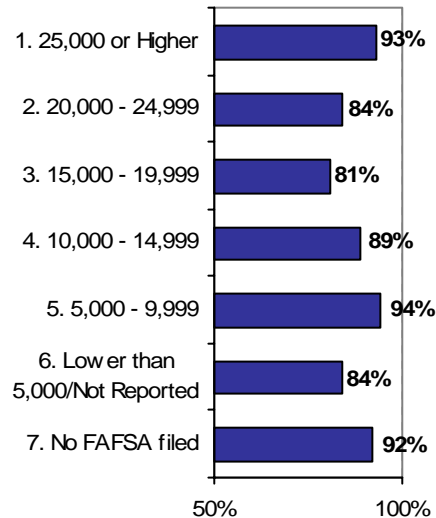
Percent of those who agree with the statement by college



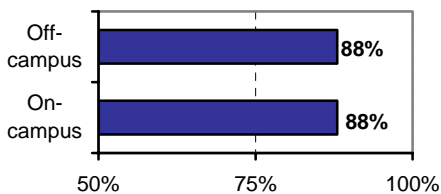
Percent of those who agree with the statement by gross income groups



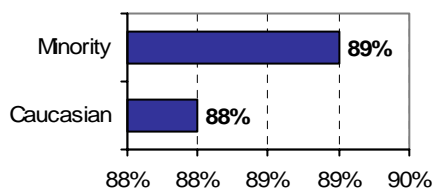
Percent of those who agree with the statement by per capita income category



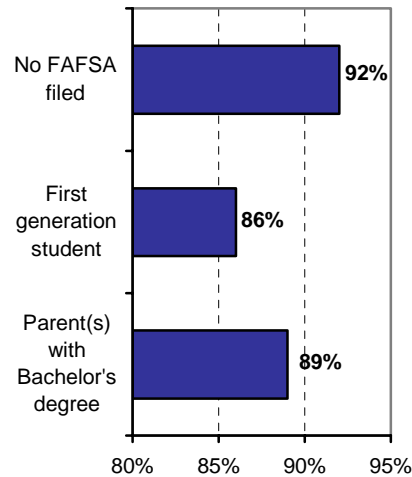
Percent of those who agree with the statement for on- and off-campus students



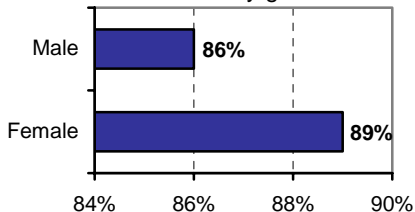
Percent of those who agree with the statement by ethnicity



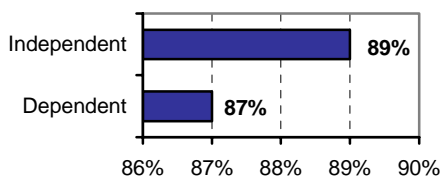
Percent of those who agree with the statement for first generation student

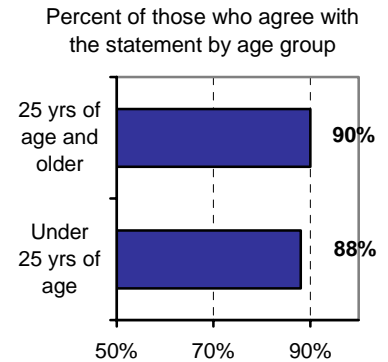
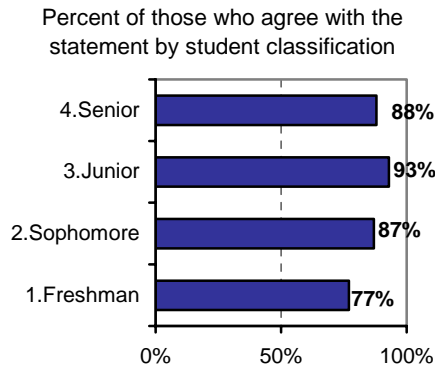
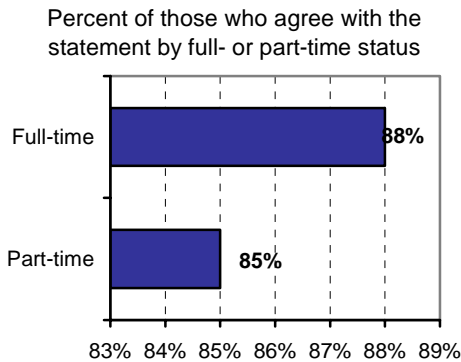


Percent of those who agree with the statement by gender



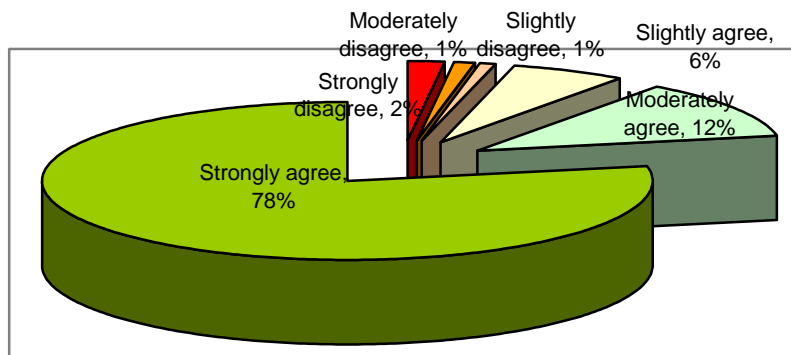
Percent of those who agree with the statement by dependency status



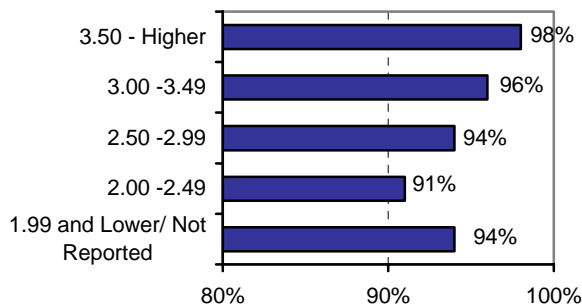


- About 87% of respondents agree with the statement "As an advisee, I made appointments to see my advisor".
- There were significant differences in proportions by cumulative GPA categories: between the groups with cumulative GPAs "3.50 - Higher" and "2.00 - 2.49"; "3.00 - 3.49" and "2.00 - 2.49"; "3.50 - Higher" and "2.50 - 2.99"; "3.00 - 3.49" and "2.50 - 2.99".
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and the lowest - among students of Student Academic Services. Significant differences in proportions were found between College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human Performance, College of Arts and Sciences and College of Technology, College of Business and College of Education, College of Business and College of Health and Human Performance, College of Education and Student Academic Services, College of Health and Human Performance and College of Nursing, College of Health and Human Performance and College of Technology, College of Health and Human Performance and Student Academic Services.
- The explanations of those who strongly/moderately/slightly disagree with the statement were: "he cannot help me"; "I have been "burned" by advisors at the school I went to before ISU; so, I am a little skiddish to seek help from an advisor"; "I gave up"; "I have always been told, first come first serve when it comes to seeing an advisor; no appointments"; "I only make appointments when I need to see her about something"; "I used to, but they were pretty much worthless"; "I wasn't aware I had to make an appointment with my advisor; I wasn't even aware that I had to see an advisor to schedule during my first year"; "I would just go by during office hours and if she's not busy, go in and talk to her"; "in my experience it is impossible for a student to "make appointments"; all I could do is tell the secretary that I wanted to make an appointment and have her tell me that she could only leave him a message in hopes he'd reply; I did make good attempts"; "it's pointless; she's never there"; "she is usually in the building and easy to find"; "I didn't know who my advisor was last semester so I met with another professor who helped me with selection of courses; when I found out who my advisor was she was rude to me about not coming to her first"; "it has been made clear to me that I am welcome to drop in any time and appointments are not generally necessary"; etc.
- Students who slightly agree with the statement provided the following explanations: "a lot of times you can just stop by her office"; "as required"; "[advisor's name] actually contacted me first saying he wanted to get in touch with me so we could discuss my schedule"; "I have made appointments to go see her, but those have only been to schedule classes; I plan on using her knowledge more, in the future"; "I have not gone since I was a junior"; "I made advising appointments when it was important for next semester scheduling though I am going to make an appointment soon to seek help about finding a new major"; "I never scheduled a meeting in person but we have talked on the phone a couple of times"; "I think I made a few"; "made appointments when needed"; "whenever I needed a password I would make an appointment to get it".
- Explanations of students who moderately agree with the statement were: "after a while I quit trying to schedule appointments and started to just drop in when I knew he was there"; "although I often saw my advisor without making any appointments, it is always good to make an appointment"; "I do about once a semester to get ready for the next semester"; "I e-mailed my advisor on several occasions"; "I have made appointments with my advisor, but I probably could have made more"; "I only make appointments to make sure that he thinks they are appropriate"; "I tried to but he never called back or answered my emails"; "I tried to but, in a very impersonal manner, he would just send me back his office hours; nothing more, nothing less... just a heading of "office hours" and the hours he would be there"; "it was mandatory that I made an appointment to see her"; etc.
- Here are some of the explanations of students who strongly agree with the statement: "appointments are mandatory but I could stop by to see him at anytime"; "before I earned 63 hours, yes; since then I haven't talked to him"; "couple of appointments before the end of the semester"; "even if it was difficult for me to get a hold of him"; "I always email him to set up times to talk to him"; "I attempt to get a hold of him to see when he can meet with me, but most of the time he doesn't answer his phone or e-mails"; "I call her many times and try to set up times"; "seeing her is not "required" to get ahead on my schedule"; "I have made appointments when it is time to schedule"; "I have tried hard to make an appointment with her but I never ever had a chance to see her; I understand that she is busy but I NEED HELP BADLY now!!!!"; "I like to check up on myself and get a professional opinion of my progress every now and again"; "I make appointments when I need advising"; "that's what he's there for!"; "whenever I had questions or needed to see him I would set up an appointment"; etc.

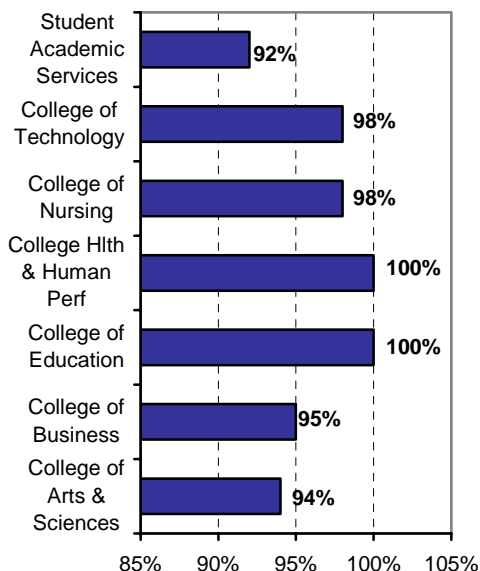
Q14. As an advisee, I kept appointments made with my advisor



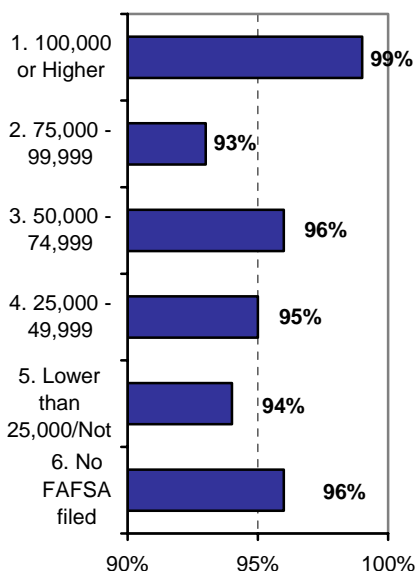
Percent of those who agree with the statement by Cumulative GPA category



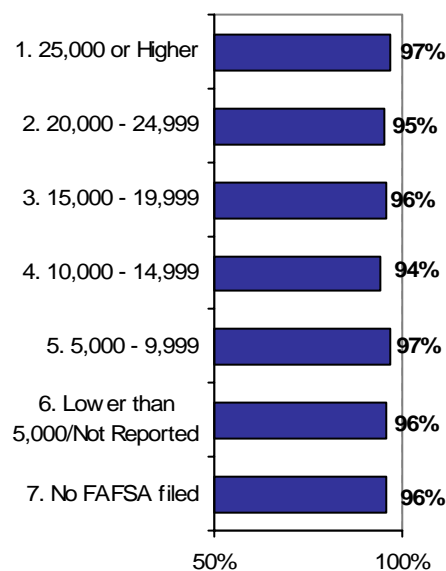
Percent of those who agree with the statement by college



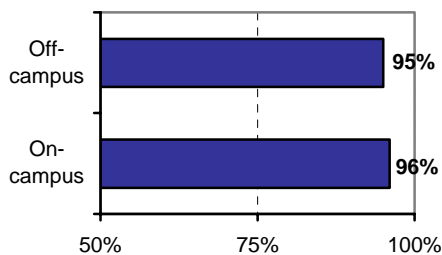
Percent of those who agree with the statement by gross income groups



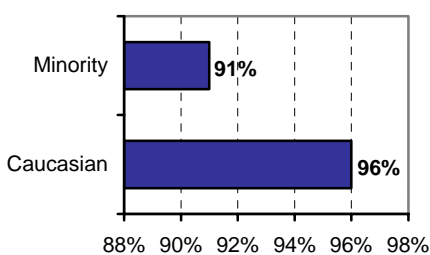
Percent of those who agree with the statement by per capita income category



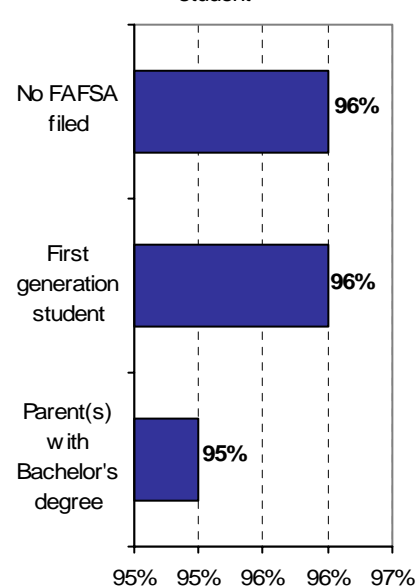
Percent of those who agree with the statement for on- and off-campus students



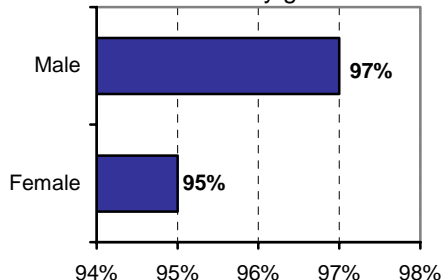
Percent of those who agree with the statement by ethnicity



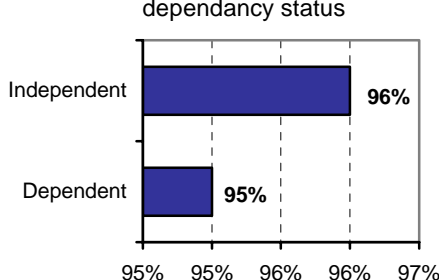
Percent of those who agree with the statement for first generation student



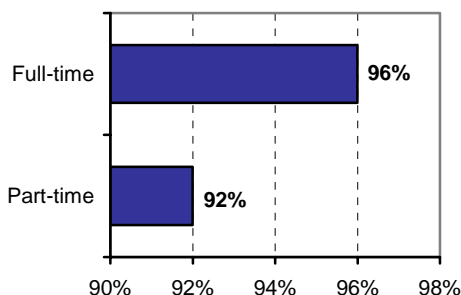
Percent of those who agree with the statement by gender



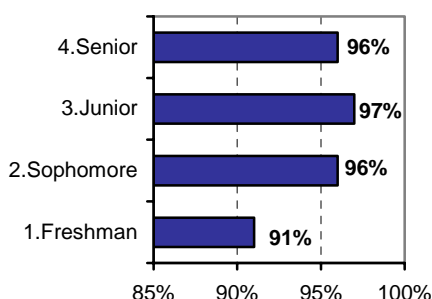
Percent of those who agree with the statement by dependency status



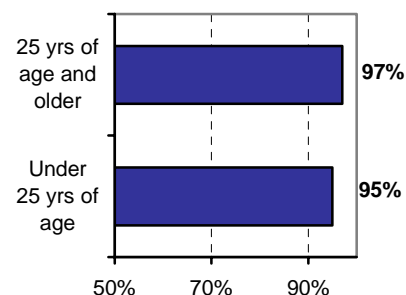
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification

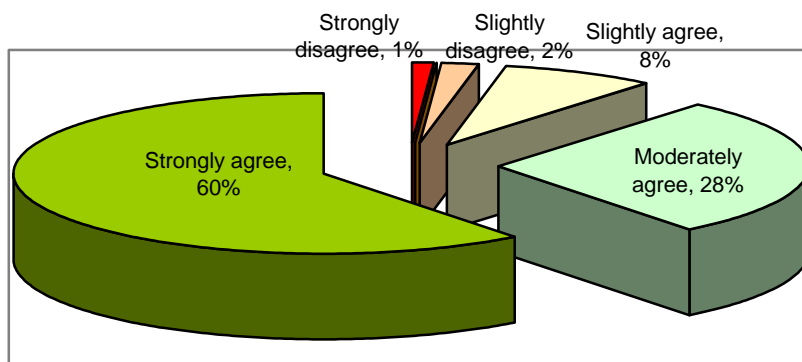


Percent of those who agree with the statement by age group

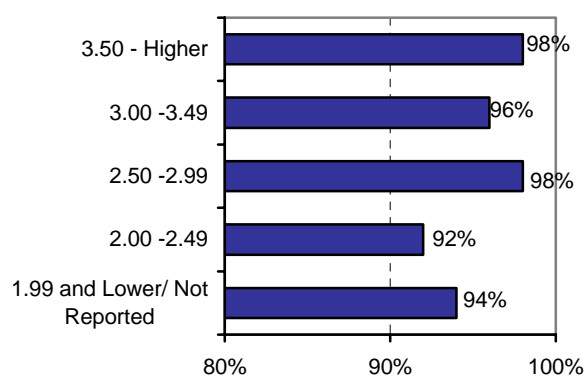


- About 96% of respondents agree with the statement "As an advisee, I kept appointments I made with my advisor".
- Significant differences in proportions of those who agree with the statement were found among colleges. The highest proportion of those who agree with the statement was found among students of College of Health and Human Performance and College of Education, and the lowest - among students of Student Academic Services. Significant differences in proportions were found between College of Arts and Sciences and College of Education, College of Arts and Sciences and College of Health and Human Performance, College of Business and College of Education, and College of Business and College of Health and Human Performance.
- The explanations of those who strongly/moderately/slightly disagree with the statement were: "I just gave up when I realized it was futile"; "I did not make appointments"; "I have only met him once without appointment"; "Never had to, I usually get my PIN from the Aerospace Department secretary"; "only speak through email"; "you can't make appointments, so I guess this question doesn't apply".
- Those who slightly/moderately agree with the statement provided the following explanations: "anytime I made one, I kept it"; "at times, I've scheduled appointments weeks in advance only to reschedule later due to timing complications"; "for the one time, yes"; "I have not made any appointments with my current advisor, but I have kept appointments with other advisors I was assigned"; "I keep appointments unless something comes up and I inform my advisor"; "I missed one, but rescheduled"; "never really had any appointments because of my busy lifestyle: work, family, and classes keep me very busy, but the phone conversations have been helpful"; "sometimes I miss my appointments but [advisor's name] is understanding and will take other students when I am not there; she knows me well enough to know that I am slightly absent minded when it comes to that issue"; "there have been a few times when I have had to cancel"; "I am late to one because a class went longer than it normally did".
- Here are examples of explanations of students who strongly agree with the statement: "always"; "every time; I do not waste his time"; "I always go to my meetings"; "I am always on time and never forget an appointment"; "I have met her 0/0 scheduled times"; "I have met my advisor once in four years"; "I have never cancelled an appointment"; "I have never forgotten about an appointment"; "I kept my appointment with my advisor but he was late and that was frustrating"; "If I make an appointment then I make sure to show up"; "I am on time to my appointments"; "it is rude to cancel"; "it is fun to talk to her"; "never cancelled one"; "without exception"; etc.

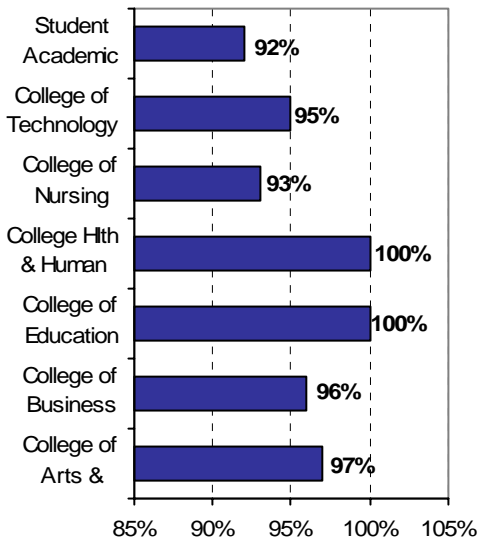
Q15. As an advisee, I was well prepared for my appointments



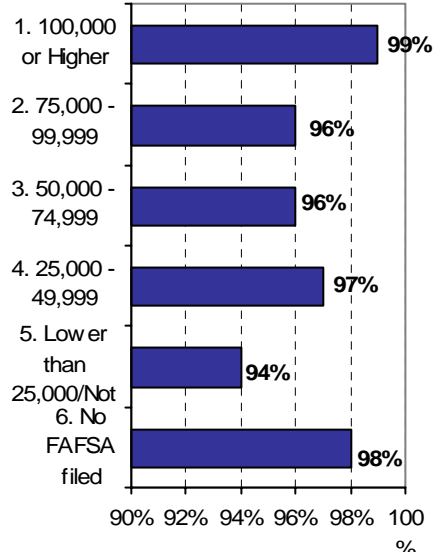
Percent of those who agree with the statement by Cumulative GPA category



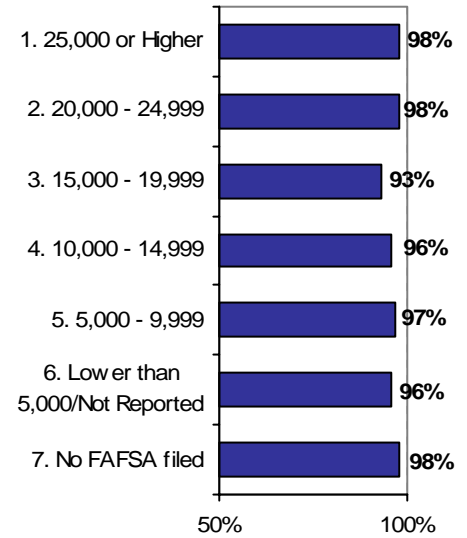
Percent of those who agree with the statement by college



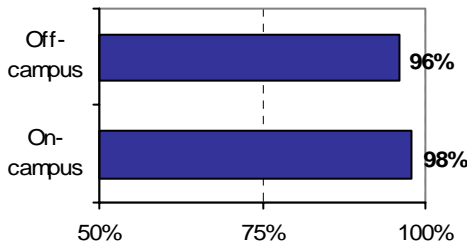
Percent of those who agree with the statement by gross income groups



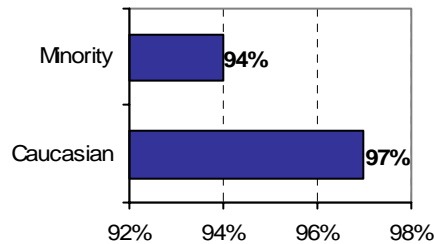
Percent of those who agree with the statement by per capita income category



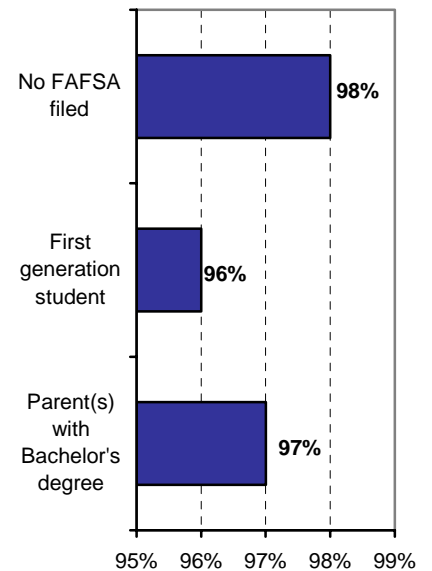
Percent of those who agree with the statement for on- and off-campus students



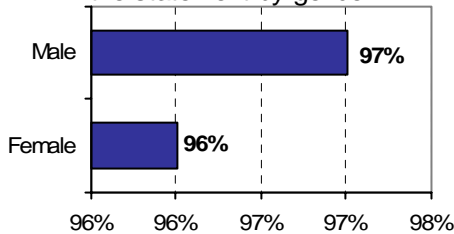
Percent of those who agree with the statement by ethnicity



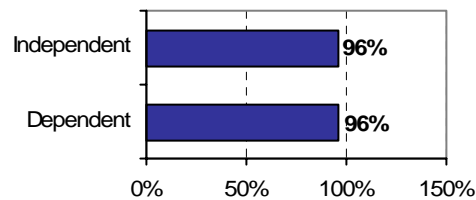
Percent of those who agree with the statement for first generation student



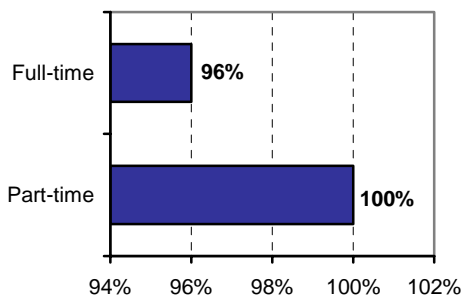
Percent of those who agree with the statement by gender



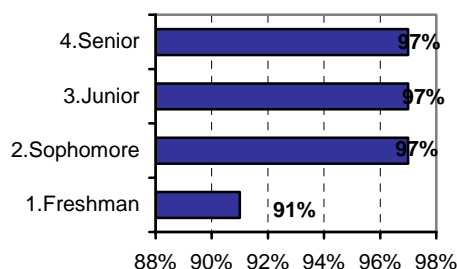
Percent of those who agree with the statement by dependency status



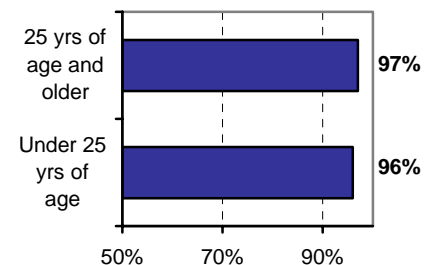
Percent of those who agree with the statement by full- or part-time status



Percent of those who agree with the statement by student classification



Percent of those who agree with the statement by age group



- About 96% of respondents agree with the statement "As an advisee, I was well prepared for my appointments".
- Significant differences in proportions of those who agree with the statement were found between College of Arts and Sciences and College of Education and College of Arts and Sciences and College of Health and Human Performance.

- The explanations of those who strongly/moderately/slightly disagree with the statement were: "did not have all of my classes planned out"; "never had to, I usually get my PIN from the Aerospace Department secretary"; "only speak through e-mail".
- Those who slightly/moderately agree with the statement provided the following explanations: "I showed up with a fresh copy of DARS, my course catalogue, and a list of questions"; "always had my required DARS"; "for the most part"; "always forget my silly DARS"; "I always make sure to bring what I need with me"; "I came there with the courses that I wished to take; I also had my DARS report"; "I knew what I wanted to take and slightly knew what I needed to take; I was always prepared with a question or two"; "I'm not perfect but I try not to go in blind"; "normally I am ready knowing what I want or I at least have my DARS"; "I was mostly but not completely because some things I didn't understand"; "one time I didn't have my full DARS because I only printed off the parts that had requirements left out, and he made me come back in"; "the second visit; the first visit was the last minute and I wasn't certain what if anything I needed"; "one time I forgot my DARS...he forgave me...ha-ha"; "usually had everything I needed"; etc.
- Here are examples of explanations of students who strongly agree with the statement: "always had my DARS and my choices of classes prepared"; "I also had the papers I needed including a DARS report"; "I knew she was going to ask for a copy of my DARS, so I always brought one"; "[advisor's name] always has a line of students standing outside of her door, so it is best to come prepared out of respect for her time"; "I wrote down a list of questions or concerns I have before seeing them"; "[advisor's name] would kill me if I wasn't prepared"; "we are supposed to have our DARS and I have had mine ready"; "yes, I had all the courses picked out... it took less than ten minutes"; etc.

Q16. What are your advisor's major strengths or best features?

- Most of responses to this question fell into three categories: (1) caring/willing to help; (2) personality/easy to communicate with; and (3) knowledge/experience/professionalism.
- At least half of those who responded to this question indicated caring and willingness to help as one of their advisor's major strengths. Here are some examples of answers that fell into this category: "willing to help at all times; available when I need her advice and willing to work with my schedule"; "very interested in a student's education needs, tries to find the best fit for each student; takes pride in knowing a student and follows his/her progress during each semester"; "truly wanting to help me"; "strengths are that she is willing to stay pass working hours to help with assignments of question regarding future assignments"; "she will take the time to talk to you"; "she seemed to have a helpful and caring attitude"; "she truly cares about her students"; "she took the time to learn my name and always says hi when I see her throughout campus"; "she is willing to work with me to make sure I reach my potential"; "she is very honest and never acts like she is too busy for me and explains my requirements in detail"; "she is caring and fair"; "enthusiasm and help with career development"; "open door to any questions, any time"; "always there and encouraging"; etc.
- About one third of respondents stated that their advisor's personality (being personable and easy to communicate with) was one of the major strengths. Some of the responses that fell into this category were: "very open and personable, very easy to communicate with and overall great advisor"; "very easy to talk to and very approachable"; "she's really nice and a really good listener"; "she is very friendly"; "she is a wonderful person to have as an advisor; everyone I talk to loves to have her, and I see why"; "my advisor is very personable, and is very easy to talk to"; "ability to talk to students"; "communication skills"; "he is very nice"; "his personality is wonderful; I couldn't have asked for a better person to help me out"; etc.
- Some answers fell into both categories (willingness to help and personality): "you always know that [advisor's name] cares; he puts time and effort into helping me and I'm always comfortable going to him with a problem, school related or not"; "she is very kind and understanding; she is always willing to answer questions and meet with me whenever"; "she is pleasant and helpful; she wants you to succeed"; "he is easy to talk to and very willing to help when I had questions";
- About one third of respondents stated that their advisor's knowledge/experience/professionalism was one of the major strengths. Here are some of the answers that fell into this category: "she is very knowledgeable about the University and degree requirements for my major; she is very helpful in matching my courses from another university to those at ISU and helps me get waivers as appropriate"; "she is so well informed"; "she is so incredibly knowledgeable about the field of study and what is involved with the course work"; "she is no-nonsense and gives you straight, clear answers"; "she has always lead in the right direction class wise since I declared this major"; "[advisor's name] is very organized and keeps track of each of her advisees; she helps to keep one on track and realistically advises about the "load" of each course; she helps one to determine how much of load is appropriate and capable of being handled"; "my advisor knows the nursing program very well and is able to help me pick out courses for both nursing and electives"; etc.
- Some advisees indicated both caring and knowledge as their advisor's strength: "willing, compassionate, helpful, knowledgeable"; "very understanding and tells me exactly what I need"; "knowledgeable, attentive, encouraging"; "he knows what he is doing and is willing and able to answer any questions"; "he is very flexible and knowledgeable"; "very professional and honestly interested in the current and future well-being of her students, professionally and personally"; etc. Others indicated both personality and knowledge: "very well informed with the requirements for each course as well as very personable making it easy to communicate with"; "she is very informative and always smiling"; "knowledge, patience, sense of humor"; "my advisor is approachable and well informed"; etc.
- There were few negative responses: "there are none"; "not many"; "none"; "being blatantly unwilling to help me"; etc.

- Some students couldn't answer this question: "I have never had the pleasure of meeting her"; "I honestly do not know, because I have not been around him a lot"; "I don't know; I have only had him as an advisor for a year so I hardly know him that well"; etc.
- Some answers were rather specific and could not be categorized: "she told me things that would be good if I didn't get into the pharmacy program at a post-graduate level"; "she gives us a lot of info via e-mail concerning anything regarding the pre-med program"; "she gives me a list of what classes I have to have for the major, the department, and my General Education; she then highlights what classes she would like for me to take that semester"; "my advisor is open to change and asked how he could improve as a teacher/advisor"; "her availability was varied enough that I could always find time to visit her"; "he isn't afraid to say he doesn't know..."; etc.

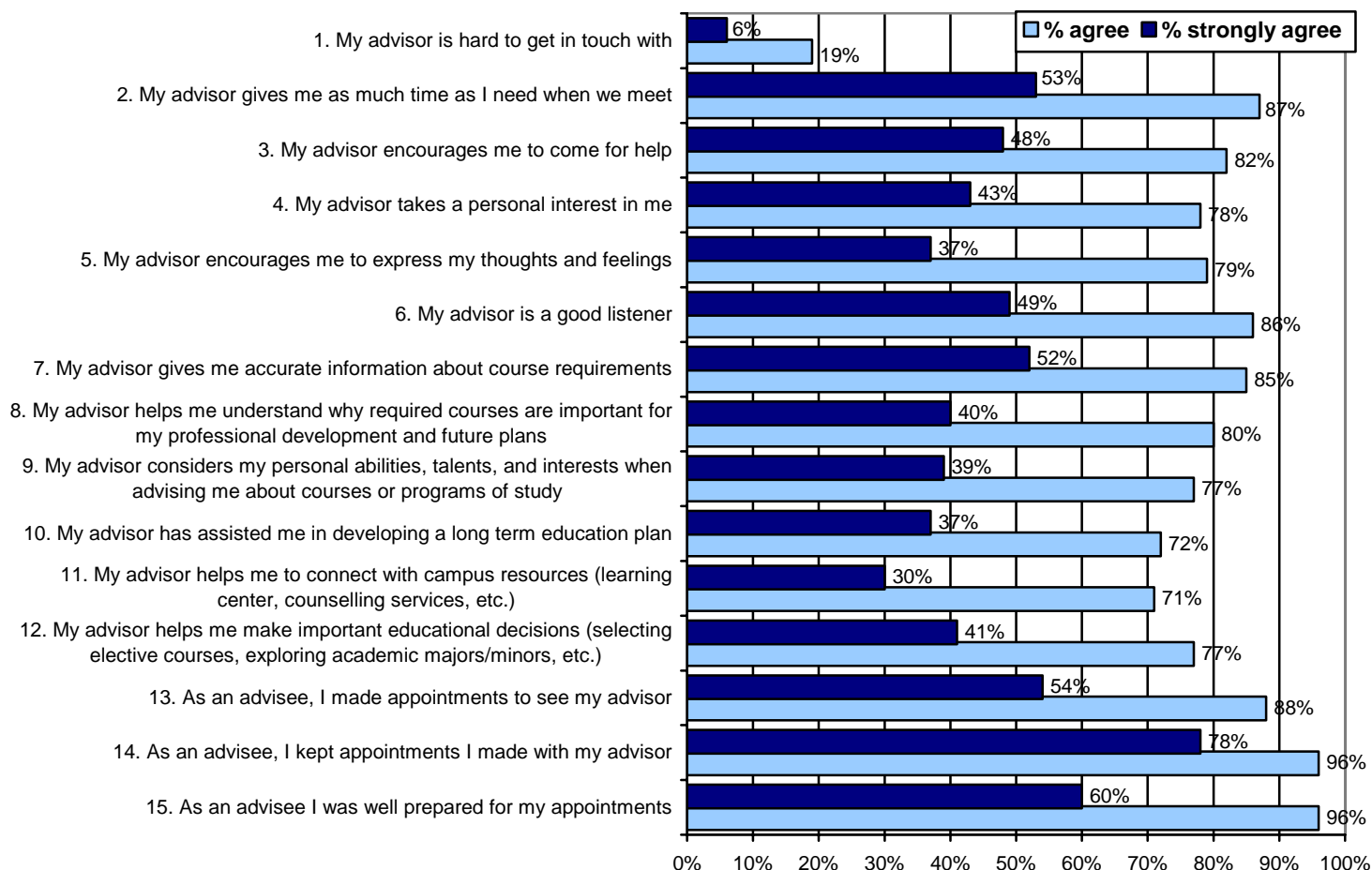
Q17. What could your advisor do to improve the quality of his/her advising?

- Almost half of the respondents indicated that there was nothing their advisor should do to improve: "I don't think there is anything he needs to improve on"; "I don't find anything wrong w/ her advising"; "I am not sure what she could improve on right now because I think overall she is a wonderful advisor"; "honestly, I have nothing to say; I am satisfied with the quality of my advisors"; "he's fine"; "I believe she does a wonderful job advising and I would not ask her to change anything"; "clone him so that there are more advisors like him available"; "absolutely nothing; she's done nothing but help me since I've gotten here"; etc.
- The issue of availability and devoting more time to students was raised by at least one fifth of respondents: "being available to meet with students"; "try to take more time with advisees"; "times when available"; "this semester he was a little harder to get in contact with but that was about it"; "not make us feel as though we are rushed through the meetings"; "she needs to spend a little more time with students; I think she has too many students to advise"; "she is very busy and does not always have a lot of time to meet"; "staying on time with appointments"; "slow down"; "she could allow a little more time to make sure everything is taken care of"; "he needs to be more available to meet, and when he does schedule appointments, he needs to actually be in his office at that time and have adequate time to meet with the student"; "being available to talk to students more often because if you aren't in one of her classes, it is hard to reach her"; "being available on a short notice"; etc.
- At least one tenth of respondents indicated knowledge and professionalism as the major areas for improvement: "I think he could spend a little more time in understanding all of the requirements and classes needed to graduate"; "take more of an interest in undergraduate requirements and needs, and actually have that information handy when advisees come to ask"; "she did not know as much about the student teaching process as I would have like for her to know"; "my advisor could learn more about classes in other departments across campus"; "knowing the curriculum"; "just staying informed will keep her from being like other advisors"; "I don't feel that she knows all of the required courses to take, and what classes should be taken for electives"; "he is new to ISU, so he could use more information regarding what order to take classes in to meet the prerequisite requirements"; "be 100% positive as to what courses we need to graduate; a few people have had to spend extra semesters here because of mistakes"; etc.
- Almost one fifth of respondents indicated that their advisors should change the way they treat students: "the way some are treated compared to others...I don't feel welcome"; "take more personal interest in his students"; "take more interest in what I want and what my goals are for myself"; "step down the intensity a notch, enable students to try to get on her level"; "sometimes I feel that she should do more listening..."; "pretend to care"; "seem more interested"; "more personal advising but I understand it can be hard at times"; "actually advise, not just sign my papers"; "more personal interest"; "listen to students opinions, not tell people that their stories are horrible, give encouragement every once in a while"; "know the students, their grade level, and the classes they're supposed to take"; "be a little bit more open, and less business; have some fun with it"; etc.
- A few students indicated that they did not know: "I have never contacted him and he has never contacted me"; "I do not know"; etc.

Q18. Would you recommend your advisor to other students??

- About 81% of those who responded to this question would recommend their advisor to other students. Some of them elaborated: "Yes; she is very knowledgeable about the course requirements and gave me accurate information to my questions"; "yes, very understanding and nice"; "yes, she's fandamntastic"; "absolutely; he is a good person and genuinely interested in his advisees progress towards earning their degree"; "I would and I have"; etc.
- About 7% were uncertain: "possibly"; "sometimes I think I would other times I'm not so sure"; "only if they are self-reliant"; "If they can handle her!"; "I have never met my advisor"; "it is hard to say"; etc.
- About 12% indicated that they would not recommend their advisor to other students: "no; he is never available and doesn't answer or even open his emails"; "no, college is expensive. Each year cost students, not just tuition, but loss wages from not being employed. [advisor's name] and Indiana State University do not do enough to graduate students in four years"; "No, in fact if I had the chance to speak to incoming students I would tell them to try to avoid getting stuck with him; his office is empty; his job is not being filled by him"; etc.

Summary



- Overall, Academic Advisement Program received a positive evaluation among students. The majority of the students believe that their advisors are not hard to get in touch with (81%), give them as much time as they need during the meetings (87%), encourage them to come for help (82%), take a personal interest in them (78%), encourage them to express their thoughts and feelings (79%), are good listeners (86%), give them accurate information about course requirements (85%), help them understand why required courses are important in their professional development and future plans (80%), consider their personal abilities, talents, and interests when advising about courses or programs of study (77%), have assisted them in developing a long term education plan (72%); helped them connect with campus resources (71%), and helped make important educational decisions (77%).
- Significant differences in proportions of those who positively evaluate the quality of advisement were found among colleges. In most cases, the most positive evaluation of advisement was found in the College of Health and Human Performance (the highest percent of those who agree with the statement in questions three through twelve) and the least positive - among students of the College of Technology (the lowest percent of those who agree with the statement in questions two through eight and eleven through twelve). In the first two questions, the most positive evaluations were found in the College of Nursing.
- Student self-assessment was also quite positive: students indicated that they made appointments to see their advisors (88%), kept appointments they made with their advisors (96%), and were well prepared for their appointments (96%).
- The most positive self-assessment was found in the College of Education and the College of Health and Human Performance. The least positive self-evaluation was found in Student Academic Services.
- Among the features advisees value most in their advisors, students frequently stated: (1) caring/willing to help (approximately 50%); (2) personality/easy to communicate with (about 30%); and (3) knowledge/experience/professionalism (about 30%). Sometimes, students stated more than one feature. There were few negative responses (e.g., "being bluntly unwilling to help me") and neutral responses (e.g., "do not know"). Some of the responses were too specific and could not be categorized (e.g., she gives us a lot of info via e-mail concerning anything regarding the pre-med program).
- Almost half of the respondents indicated that there was nothing their advisor should do to improve: "I don't think there is anything he needs to improve on". About one fifth believe that their advisor should be more available and devote more time to them. Knowledge and professionalism were stated as the areas for improvement by one tenth of advisees. One fifth of respondents believe that their advisors should change the way they treat students: "pretend to care", "step down the intensity a notch"; etc.
- About 81% of advisees would recommend their advisors to other students, 12% would not recommend, and about 7% were uncertain about recommending their advisor to other students.