



Academic Advising Survey Report - Student and Advisors/Faculty

UNIVERSITY UNITS IMPACTED ⇒ Academic Advising, Academic Affairs, Enrollment Management

ADVISOR RESPONDENT CHARACTERISTICS

The survey was sent to all advisors and faculty who advise students on March 21. Three reminders were sent on March 27, April 4, and April 11. The survey closed on April 14. A total of 22 advisors and faculty responded to the survey.

STUDENT RESPONDENT CHARACTERISTICS

On March 21, an email was sent to 4,832 enrolled, undergraduate and graduate students containing a unique link to the Spring Advising Survey. Nineteen emails “bounced”, reducing the overall population to 4,813 respondents. Those students who did not complete the survey by March 27 (4,619) were sent a follow-up email reminding them that the survey was still open. A second reminder was sent to those students who still had not completed the survey on April 5 (4,500). A third and final reminder was sent on April 11 (4,416). The survey was closed a week later. The final response rate was 9.8%.

Table 1: Students respondents by class standing:

	N	%
Freshman	80	17%
Sophomore	123	26%
Junior	88	19%
Senior	163	34%
Graduate	19	4%
	473	100%

Table 2: Students respondents by school:

	N	%
Arts & Letters (ARL)	61	13%
Business (BUS)	83	18%
Education (EDU)	70	15%
Exploratory Students (UND)	16	3%
General Studies (GEN)	22	5%
Health, Phys Ed & Rec. (HPR)	3	1%
Liberal Studies (MIS)	4	1%
Natural Sciences (NSC)	78	16%
Nursing (NUR)	42	9%
Social Sciences (SSC)	94	20%
Total	473	100%

MEETINGS WITH ADVISORS – STUDENT RESPONDENTS

Students were asked their level of agreement or disagreement with the following six statements:

1. I always prepare for meetings with my advisor.
2. My advisor helped me develop a long-term education plan.
3. My advisor provides me with accurate information regarding course, program, or degree requirements.
4. My advisor provides me with accurate information to keep me on track to graduate.
5. My advisor is accessible for meetings and/or phone calls at times convenient for me.
6. I can schedule an appointment with my advisor quickly (new in 2017).

Most responding students strongly agree with all six statements. Only 5% believe they do not prepare for meetings. Disagreement with the other five statements ranges from 12% for information to keep on track, to 18% for appointment scheduling.

Table 3: Academic Advising Meetings:

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor	64%	29%	2%	3%
My advisor helped me develop a long-term education plan	60%	25%	6%	7%
My advisor provides me with accurate info re. course, program, or degree requirements	68%	17%	8%	6%
My advisor provides me with accurate information to keep me on track to graduate	69%	18%	6%	6%
My advisor is accessible for meetings and/or phone calls at times convenient for me	60%	20%	10%	7%
I can schedule an appointment with my advisor quickly	57%	23%	9%	9%

MEETINGS WITH ADVISORS – TREND COMPARISON

Though most students strongly agree that they always prepare for meetings with advisors, strong agreement is down from 2015, and strong disagreement is up slightly

Table 4: Meeting Preparation:

	2017	2015
Strongly Agree	64%	69%
Slightly Agree	29%	26%
I don't know or N/A	3%	3%
Strongly Disagree	3%	<1%
Slightly Disagree	2%	2%
Total	100%	100%

Most students continue to agree strongly that advisors help develop a long-term education plan, with numbers up slightly over 2015.

Table 5: Long-Term Education Plan:

	2017	2015
Strongly Agree	60%	58%
Slightly Agree	25%	24%
Strongly Disagree	7%	7%
Slightly Disagree	6%	9%
I don't know or N/A	1%	2%
Total	100%	100%

Most students continue to agree strongly that advisors provide accurate course, program or degree information, with an increase over 2015.

Table 6: Course, Program or Degree Information:

	2017	2015
Strongly Agree	68%	61%
Slightly Agree	17%	21%
Slightly Disagree	8%	9%
Strongly Disagree	6%	8%
I don't know or N/A	1%	1%
Total	100%	100%

Table 7: Information on Track to Graduate:

Most students continue to agree strongly that advisors provide information to keep them on track to graduate, also increasing over 2015.

	2017	2015
Strongly Agree	69%	61%
Slightly Agree	18%	21%
Slightly Disagree	6%	9%
Strongly Disagree	6%	8%
I don't know or N/A	1%	1%
Total	100%	100%

Table 8: Advisor Accessibility:

	2017	2015	
Most students continue to agree strongly with advisor accessibility, also showing an increase over 2015.	Strongly Agree	60%	54%
	Slightly Agree	20%	26%
	Slightly Disagree	10%	7%
	Strongly Disagree	7%	10%
	I don't know or N/A	3%	3%
	Total	100%	100%

Table 9: Overall Satisfaction:

	2017	2015	
Overall satisfaction remains high, and strong dissatisfaction has decreased from 2015.	Very Satisfied	62%	62%
	Slightly Satisfied	24%	20%
	Slightly Dissatisfied	7%	7%
	Very Dissatisfied	6%	11%
	I don't know or N/A	1%	1%
	Total	100%	100%

SYSTEM FAMILIARITY – STUDENT RESPONDENTS

Students were asked, “How familiar are you with the following systems?” Though most responding students are familiar with all three systems, unfamiliarity ranges from 18% for Academic Planner, to 27% for the AAR.

Table 10: System Familiarity:

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar
Degree Maps	40%	34%	10%	12%
Academic Planner	44%	35%	11%	7%
Academic Advising Report (AAR)	39%	31%	16%	11%

SYSTEM USAGE – STUDENT RESPONDENTS

The majority of respondents utilize the three recognized systems; 62% use the Academic Planner, 55% use the AAR and 53% use Degree Maps.

Table 11: System Usage:

	Very Often	Often	Sometimes	Rarely	Never
Degree Maps	16%	18%	19%	18%	18%
Academic Planner	18%	23%	22%	15%	11%
Academic Advising Report (AAR)	16%	16%	23%	13%	18%

ADVISOR RESPONDENT CHARACTERISTICS

Twenty-two advisors responded to the survey; fifteen are professional advisors and seven are faculty advisors.

Table 12: Advisor Classification:

	2017		2015	
	N	%	N	%
Professional advisor	15	68%	15	79%
Faculty advisor	7	32%	4	21%
Total	22	100%	19	100%

MEETINGS WITH ADVISORS – ADVISOR RESPONDENTS

Advisors were asked the same six questions as student respondents, from the perspective of their “average” advisee.

Preparation

Most advisors (62%) agree that students prepare for their meetings, though only 10% strongly agree. Comparatively, more faculty advisors agree (84%) than do professional advisors (54%). Professional advisors also show 13% who strongly disagree.

Long-term plan and accurate information

All advisors agree, and most strongly agree that students believe advisors help develop long-term plans and provide accurate information.

Accessibility

Most advisors agree that students feel advisors are accessible and that appointments can be made quickly. In comparison, 47% of professional advisors strongly agree, while only 17% of faculty advisors strongly agree. However, professional advisors also show 7% who strongly disagree that appointments can be made quickly.

Table 13: Academic Advising Meetings - All Advisor Respondents:

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor	10%	52%	29%	10%
My advisor helped me develop a long-term education plan	85%	15%	--	--
Accurate information regarding course, program, or degree requirements	81%	19%	--	--
My advisor provides me with accurate information to keep me on track to graduate	90%	10%	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me	38%	48%	14%	--
I can schedule an appointment with my advisor quickly	38%	43%	14%	5%

Table 14: Academic Advising Meetings - Professional Advisors:

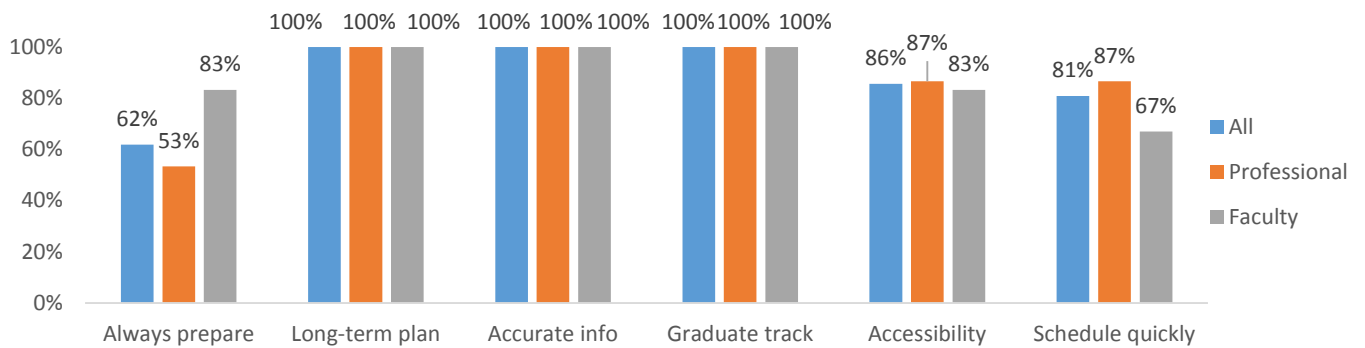
	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor	7%	47%	33%	13%
My advisor helped me develop a long-term education plan	86%	14%	--	--
Accurate information regarding course, program, or degree requirements	87%	13%	--	--
My advisor provides me with accurate information to keep me on track to graduate	93%	7%	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me	47%	40%	13%	--
I can schedule an appointment with my advisor quickly	47%	40%	7%	7%

Table 15: Academic Advising Meetings - Faculty Advisors:

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor	17%	67%	17%	--
My advisor helped me develop a long-term education plan	83%	17%	--	--
My advisor provides me with accurate information regarding course, program, or degree	67%	33%	--	--
My advisor provides me with accurate information to keep me on track to graduate	83%	17%	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me	17%	67%	17%	--
I can schedule an appointment with my advisor quickly	17%	50%	33%	--

The figure below compares perception among advisory groups from the viewpoint of their average advisee for 2017.

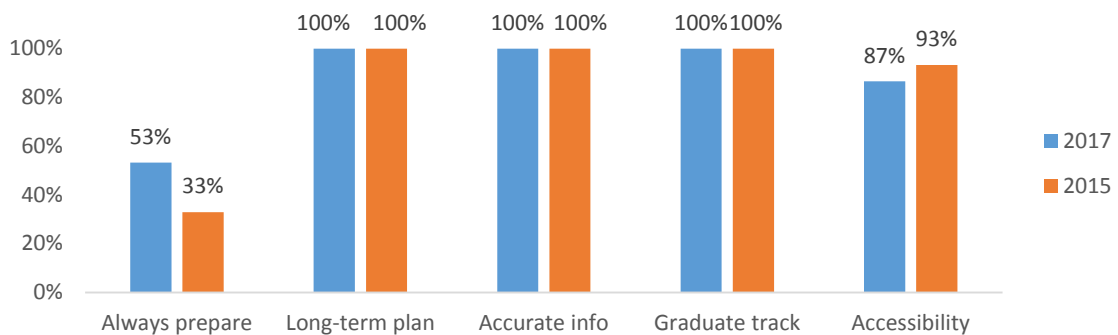
Figure 1: Advisor Perception, 2017:



Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses.

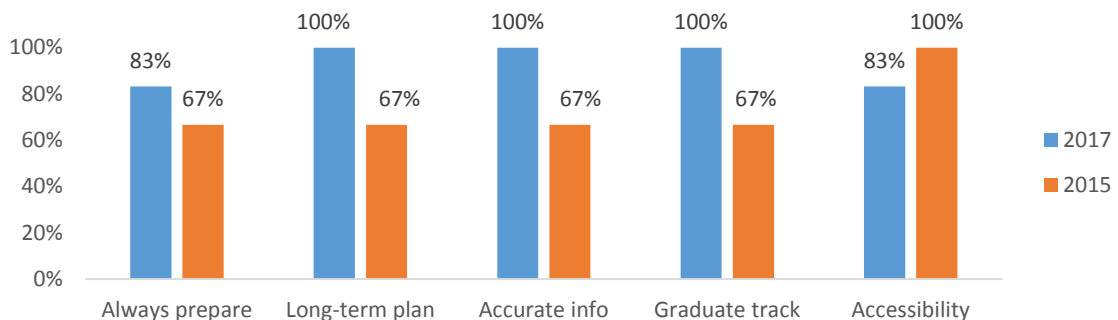
The two figures below compare year-to-year change in how Professional advisors and Faculty advisors perceive academic advising satisfaction from the viewpoint of their average advisee.

Figure 2: Professional Advisor Perception, Year-to-Year



Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses.

Figure 3: Faculty Advisor Perception, Year-to-Year



Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses.

STUDENT - ADVISOR RESPONDENT COMPARISON

There remains a sharp contrast between students and advisors with regard to meeting preparedness. However, the gap has narrowed; student agreement has moved downward, while advisor agreement has moved upward. Sixty-two percent of advisors now agree compared to only 39% in 2015.

Table 16: Meeting Preparation - Respondent Comparisons:

	Students		All Advisors		Professional		Faculty	
	2017	2015	2017	2015	2017	2015	2017	2015
Strongly agree	64%	69%	10%	6%	7%	--	17%	33%
Slightly agree	29%	26%	52%	33%	47%	33%	67%	33%
Strongly disagree	3%	<1%	10%	17%	13%	20%	--	--
Slightly disagree	2%	2%	29%	44%	33%	47%	17%	33%

All advisors indicate that their average advisee would agree they helped develop a long-term education plan, with a large increase in strong agreement over 2015. Most students also agree, and show an increase over 2015; however, advisors' strong agreement is now noticeably higher than students.

Table 17: Long-Term Education Plan - Respondent Comparisons:

	Students		All Advisors		Professional		Faculty	
	2017	2015	2017	2015	2017	2015	2017	2015
Strongly agree	60%	58%	85%	39%	86%	40%	83%	33%
Slightly agree	25%	24%	15%	56%	14%	60%	17%	33%
Strongly disagree	7%	7%	--	6%	--	--	--	33%
Slightly disagree	6%	9%	--	--	--	--	--	--

All advisors agree, and most strongly agree that their average advisee feels they provide accurate information regarding course, program, or degree requirements. Strong agreement has dropped for professional advisors, but remains higher than faculty advisors. Most students also strongly agree, and their numbers are closer to faculty numbers, though 14% of students still disagree.

Table 18: Accurate Course, Program or Degree Information - Respondent Comparisons:

	Students		All Advisors		Professional		Faculty	
	2017	2015	2017	2015	2017	2015	2017	2015
Strongly agree	68%	61%	81%	89%	87%	93%	67%	67%
Slightly agree	17%	21%	19%	6%	13%	7%	33%	--
Slightly disagree	8%	9%	--	--	--	--	--	--
Strongly disagree	6%	8%	--	6%	--	--	--	33%

All advisors agree, and most strongly agree that their average advisee feels they provide accurate information to keep me on track to graduate. Strong agreement has increased for advisors which reflects the change in faculty over 2015. Strong agreement has also increased for students but remains lower than advisor results.

Table 19: Information on Track to Graduate - Respondent Comparisons:

	Students		All Advisors		Professional		Faculty	
	2017	2015	2017	2015	2017	2015	2017	2015
Strongly agree	69%	61%	90%	89%	93%	93%	83%	67%
Slightly agree	18%	21%	10%	6%	7%	7%	17%	--
Slightly disagree	6%	9%	--	--	--	--	--	--
Strongly disagree	6%	8%	--	6%	--	--	--	33%

Eighty percent of students agree that advisors are accessible, including a rising 60% who strongly agree. This compares to 87% of professional advisors who agree students feel this way, though only a declining 38% strongly agree. And, though 84% of faculty advisors agree, only a sharply declining 17% strongly agree.

Table 20: Advisor Accessibility - Respondent Comparisons:

	Students		All Advisors		Professional		Faculty	
	2017	2015	2017	2015	2017	2015	2017	2015
Strongly agree	60%	54%	38%	61%	47%	53%	17%	100%
Slightly agree	20%	26%	48%	33%	40%	40%	67%	--
Slightly disagree	10%	7%	14%	6%	13%	7%	17%	--
Strongly disagree	7%	10%	--	--	--	--	--	--

Overall satisfaction remains high for students who are showing a decrease in the very dissatisfied. Advisors also continue to rate student satisfaction very high. Professional responses have moved closer to student results by showing a decline, while faculty results have moved closer by increasing over 2015.

Table 21: Overall Satisfaction - Respondent Comparisons:

	Students		All Advisors		Professional		Faculty	
	2017	2015	2017	2015	2017	2015	2017	2015
Very satisfied	62%	62%	70%	72%	73%	80%	60%	33%
Slightly satisfied	24%	20%	20%	22%	20%	20%	20%	33%
Slightly dissatisfied	7%	7%	10%	--	7%	--	20%	--
Very dissatisfied	6%	11%	--	6%	--	--	--	33%

QUALITATIVE ADVISING EXPERIENCE COMMENTS: STUDENTS

Students were asked to provide any additional comments about their advising experience; 28% of the students responded providing a total of 145 additional comments. Results are categorized below. Some basic notes:

- A number of comments have been grouped into more than one category.
- Approximately 23% of the comments related to specific counselors. Of these, 71% were favorable or complimentary; 12% were derogatory; and 15% reported both good and bad experiences.
- Approximately 19% of the comments were general in nature. Of these, 62% were favorable; 26% were negative; and 12% included both positive and negative elements.
- Approximately 15% of the comments were suggestions.
- Approximately 15% dealt with advisor knowledge/information. Of these, 69% were negative; 8% were positive; and 23% reported both good and bad experiences.
- Approximately 11% dealt with responsiveness/availability/preparedness. Of these, 70% were negative; 10% were positive; and 20% reported both good and bad experiences.
- Approximately 8% related to helpfulness/attitude/interest in the student. Of these, 61% were derogatory; 31% were complimentary; and 8% reported both good and bad experiences.
- Approximately 7% addresses plan/requirement/graduation/goals, all of which were negative.
- One comment was a request for assistance.
- Approximately 17% of the comments referenced specific schools: Arts and Letters received 1 positive comment; Criminal Justice received 1 comment reflecting both good and bad; Education received 1 positive and 3 negative comments; General studies received 2 negative comments and 1 containing good and bad; Nursing received 2 negative comments; and Social Science received 2 positive comments, 4 negative comments, and 4 containing both good and bad.

Specific Counselors

1. My second year here at IUS I scheduled my advising appointment with a third advisor, Jessica Sarver. I have stuck with her for every advising appointment since then. Whether it was a change in how advising was being done or just her clear preparation for my appointment, I finally found an advisor I felt cared about my success in college. She is consistently prepared for my appointments and any questions I have along the way.
2. The newer natural science advisor is awesome and very helpful. The pre nursing advisor, Tara is amazing. She's extremely helpful and really knows her stuff. She's also really good at calming you down after freaking out about not getting in or getting into the program. She also makes sure you know what you need to do to get into the program.
3. The only issue I had was with (...). We talked about making up a four year plan, and she said she would send me an outline she put together, but she never did. I tried emailing her back about it, but I don't think she got the hint. She was super nice, don't get me wrong, but she just wasn't great. Jessica is fantastic. Valeria was great, and so was Angela Horn!
4. The Social Sciences Advising Office has always (for the past 5 years of my IUS education) been responsive and helpful in helping me plot my course. I have not had a single negative experience.
5. These responses are in regard to Jessica Scarver who is an amazing advisor. Some of the others haven't been as good. I also got a lot of assistance from Dr. Kahn.
6. Valeria is my advisor and she is so helpful and attentive.
7. My adviser in the School of Education since day one has been Dr Griggs. He took interest in everything I had to say and my concerns and ALWAYS pointed me in the right direction. I have had different advisers in the School of Arts & Letters, but all were professional and helpful.
8. My advisor Greg Roberts is great. I know that he wants to help me succeed. I don't have anything that could be improved.
9. My advisor is my program dean Dr. Mary Bradley, because I'm in the graduate program for school counseling. She informs us of what classes we will be taking the upcoming semester, so that we can go on and get registered.

10. Charles Rains seems knowledgeable, and actually listens to what I have to say.
11. Shane Thomas is the best advisor that I have ever had.
12. I've honestly enjoyed my experience at IUS - except for the advising system
13. Valeria especially always worked hard to figure out a schedule that would work with my around my work schedule.
14. I went to Jessica Thomas for help. Jessica Thomas was extremely helpful and would contact you right away, and if she didn't know the answer she would always try and find out information for you.
15. The fourth advisor (Jessica Thomas I think) was absolutely the best and most helpful and really took the time to explain and design a path for me to follow until graduation.. but guess what I was informed she also was leaving!!!!
16. Angela is a great person, very smart and communicates well but I would really like to speak to someone with industry or academic experience in the sciences.
17. I switched to Dana Gohman after receiving unhelpful advising from a new advisor. The new advisor is no longer an advisor with the social sciences, but I still see Dana instead of my assigned advisor because she is so good.
18. I have been lucky enough to be seen by Dana on multiple occasions and have been more receptive to her advising due to having had appointments with her before.
19. Julia, from the School of Social Sciences has been a wonderful advisor. She always has the answers to my questions and is happy to help with anything that I need. Jessica is a wonderful advisor as well, I'm just used to Julia and would have preferred her over Jessica.
20. Kris Bloos in my opinion is one of the best, if not the best advisor on campus. He always helps me, and gets back to me promptly if I can't reach him at first.
21. Mr. Bloos is always very helpful when it comes to my advising appointments. He is the one who put me on the track to graduate a semester early. I greatly enjoy meeting with him
22. I couldn't ask for a better advising experience since I've started working with Julia! She is awesome!
23. I had a meeting with (...) a couple no the ago and she walked me through enrolling in a class and I thought all was fine but I recall her in the meeting finding it hard to locate the time and professor that I had enrolled in on the planner or wherever it should had show up and she dismissed this and said it would show up later maybe it was not updated yet..she said all was fine and I was enrolled after she let me click on the computer to do the process. Well a couple no the later 3 weeks before the class I try to turn in classes to my VS rep and he informs me I am not enrolled and I am extremely upset because this first summer session I was suppose to take basic human anatomy alone so I can focus since u dropped it in spring. Now the class is full and I'm on a wait list and there is only going to be a way form me to take this class in fall and have a schedule that is 930 to 9pm and I have children. I am very upset at this matter.
24. I have Kris Bloos and he is very good at his job.
25. I have loved having Greg as my advisor, he was an amazing advisor. I don't know where I would be in my educational career without him!! Thank you Greg!!
26. Jessica Sarver is always on time or a few minutes late of my appointments. I am glad to have her considering I am a social science major on the pre-med track and she is very knowledgeable about both.
27. I had Jessica Sarver fall freshman year and she somewhat helped me make a long-term plan which I appreciated
28. My academic advisors were Dana and Misty. Dana especially deserves much praise because she is awesome and great at her job.
29. Brenda was very kind.
30. Charles Rains has been very accessible and informative. Great advisor!
31. Courtney and Jackie were excellent.
32. Dana Gohmann has been instrumental to me while obtaining my degree. I will graduate this year, and on time within 4 years, in part because of her support. Because I work full time during the day she has offered her advising via email for the last 4 years and this has kept me on track towards graduation.

33. Greg is always one step ahead when it comes to planning my schedule. He is knowledgeable and helps me get it together when I feel like I am losing it.
34. Greg Roberts is a great advisor and I feel that he is advising me for what is in my best interest.
35. Greg Roberts is the BEST!!! He always listened to concerns and was very helpful in planning my schedule.
36. GREG was great.
37. I along with multiple other students who have/had (...) have never been satisfied with her attitude nor her professionalism. I never once left the office feeling as if I had been assisted or given much information. When I would speak to students with the exact same major we all had different stories on when deadlines were, what classes we needed, etc. Once I was admitted into the program I received more answers from a professor than I ever did within the year I had (...) as an advisor.
38. Dana Gohmann is who I met with next after going to one of my professors with my concerns. She was able to get me back on track to graduate this spring and was very helpful and understanding.

General Comments

1. The advisor I currently see is fantastic. He is always prepared for our meetings and is dedicated to helping me finish school strong. However, the advisor I used to have, who is no longer here, was terrible. She had me take unnecessary classes and did the same to other students. This put one student I know behind for almost a year.
2. The advisors are great! Keep up the good work!
3. The degree maps do not actually show what classes you should take. It only says the group you should choose from. I find this frustrating that I would have to click on that to create the degree map then go back in to and search that group for the classes I need.
4. The process for me has been quick and simple, but I wish I got a better understanding of what was to be expected in the Education Blocks.
5. They do a great job!
6. they do a very good job
7. Yes, I'm not interested in on-line courses. I hope that I'm never sent in that direction again or what would be the purpose of attending school at IU. I can take online courses or better and cheaper elsewhere.
8. My experience with IUS academic advising has been wonderful and most helpful.
9. My graduate adviser was simply worthless.
10. Seven different advisers in three semesters with most telling me my previous adviser lied to me or was wrong does not instill much confidence in this school. If I had unlimited time and money and this college was a car lot, they would be selling me the most expensive car with all the bells and whistles that would make the college the most money and the salesman, the highest commission.
11. The academic advising here is extremely helpful and easy to access. You all are doing a great job!
12. The academic and emotional support at IUS is AWESOME!!!! I love this school and wish I enrolled years ago.
13. The Advising team for IUS was outstanding in my opinion. Considering the student to advisor ratio is much higher than most, causing appointments to be scheduled weeks out.
14. My advisor has been an effective communicator and has helped me prepare for future classes!
15. My advisor is awesome
16. My advisor is top notch. Prepared, available, caring. Helped me reach the finish line
17. i have had no problems with advising. my adviser is great.
18. I have had satisfactory advising since my enrollment at IUS. I have no complaints. Very satisfied.
19. I have had the best experiences/success with the natural sciences academic advisors. They have always provided me with plenty of information and have kept me on track to graduate.
20. I have not been able to use a lot of the online planning tools because I am a double major and it does not account for classes that count for both degrees

21. I like person to person contact I hate trying to find what I need on a computer and still being unsure how legit the information I find is. So I very much I appreciate my advisor, she has gone above and beyond for me and is very knowledgeable.
22. I think the big issue is TIME! We all need more quality time to get all the information we need and have REAL time to communicate. However, services I have received have not been terrible by any means.
23. I think the system that is here is great!
24. I think they do a very good job. I have yet to have any issues that would need any changes.
25. I'm new this semester and still learning canvas. My advisor has helped me but I'm still learning the new system
26. I've had great experiences with the advisors in the criminal justice program
27. Advising at IUS is mediocre.. as for everything else, well, I will leave it at there is a reason the graduation rate here is 28%... I would transfer if I had the money to.
28. Advising was non existent
29. Fine
30. Great
31. I am a bit unfamiliar with some of the words that I didn't know existed. I need to be more informed.
32. I appreciate the time that my advisor spends with me, helping me plan out my degree and selecting my classes for the next semester.
33. I do not feel as if I am a part of the school. There was no welcome to the graduate program! No one has helped me get an ID (which I need to use campus printers) It kind of just felt like I signed up for an online program that is just there
34. I have always had helpful experiences with my academic advisors. However, during my first year at IUS I was educated to use AAR and promoted to use available resources to enroll / problem solve on my own. That narrative seemed to say "you should be able to do these things on your own" and for the most part I have been able to. When I retell these experiences to any non-advising staff they seem off put and reorient me to using advising services, which I now rarely do. The dis-appreciation of individual student skills in enrolling and the narrative taught to me during my first year can be confusing.

Suggestions

1. Wish we had walk up advising times, kind of a pain to have to schedule an appointment a week in advance to get a time slot that fits between classes.
2. Suggest other possible classes or minors that would help the students degree to become more appealing to employers.
3. I recommend raising the salary for the positions, in order to keep quality employees and the work load for the advisors to a level that is suitable for maintaining the quality standards needed to prevent transfer classes not being missed or schedule mistakes.
4. The advisors that I have had at IUS all differ from one another, though are excellent in their own regard. I believe that it really isnt even a matter of degree choice, but of strategy and personal experience, as well as personality similarities that make the best advising experiences for myself. Because of the current shift in the education system, and the major shifts that will take place in the future within the job market and the economy, I believe that it is important that advisors be ready to be open-minded to what younger generations are creating with their findings and ideologies, and make notes of what is happening in todays job market so that we can better the education system. Older generations may not understand the opportunities that are being presented in todays world, and as someone who is an entrepreneur, I have found myself in advising appointments where I felt as if my career decisions weren't fully understood because of a difference in experience. Because of technology/a.i., things are shifting rapidly. There are plenty of new opportunities that the education system seems to have issues with keeping up with in textbooks. I find that my advertising class this semester is behind on strategy and has outdated sources at times. Information presented doesnt seem to hold as much value as information that you can easily find on

the internet. I have no complaints, but this is my suggestion to the older generations or people who may not be open to progressive society. I struggled throughout my college career with the way that the education system felt outdated or unreliable at times. I've learned so much in school, and am incredibly grateful for my experience at IUS, but I do believe that some major changes should take place in order to keep up, as many things will be changing rapidly within the next 10 years in terms of the job market. I don't feel it will be necessary for many people to even go to college anymore unless they pursue a degree such as law or medicine. Even the way these things are taught will change because of technology. Also, many parents are beginning to homeschool their children, opting for self-education because of the plethora of resources at our fingertips. As progressive as this may sound, I feel its important to pay attention to technology, specifically and what kind of education and jobs it is creating, and will create in the future. I hope that this opinion is helpful in some way, shape or form.

5. Longer appointment time frames would be helpful. The tornado drill test interrupted my appointment so our time was cut short and my adviser did not get the chance to go over future class schedules with me.
6. Advisors need to be trained more.
7. It's not really an advising issue but I've been stuck for a couple of semesters by not having a specific math class that works with my schedule. Only a single offering during the daytime is not very convenient for a non-traditional adult student who works a full time job and cannot take off multiple days through the week. An online or weekend option would be great.
8. I prefer only seeing one advisor as opposed to whomever is available (in my own opinion).
9. Unfortunately for my Fall 2017 semester I was not able to meet with her, due to the office assistants not giving you the option of the advisor that you would like to meet with. I think if we encouraged this with the office workers to allow the students to choose who they want to meet with, the advising would be a better fit for those students who really connected with their advisor, just as I did.
10. I think that having a longer sessions available would be helpful. Its hard to try and talk everything out in an hour or so.
11. I think the big issue is TIME! We all need more quality time to get all the information we need and have REAL time to communicate. However, services I have received have not been terrible by any means.
12. I would suggest that students be advised to make a meeting with their advisor after two weeks into classes. I have to take a summer session because I did not realize I was not in the correct math class till it was to late to switch. Since I am a pre-nursing student this significantly affects my chances of admission. I believe having someone take the time to make sure students are on track would be helpful.
13. In meeting with an advisor in one school they were unable to assist in effectively mapping a minor in another school. So better communication for mapping an effective degree plan that includes other areas would be nice. I didn't expect the advisor to be an expert but I was essentially told that I needed to make another advising appointment and mapping it with them. But this defeats the purpose of mapping. If I have two different apps that say different things.
14. It can communicate with me better (about deadlines, etc.) And have a more welcoming office.
15. It might be a good idea for some of the advisors to collaborate with one another or to have some basis for comparison. I have had a great advisor, but students in my same major have complained mercilessly about the other advisor. Which isn't helped by the fact that we only have two, so it is very difficult to get help if one is not doing the best job.
16. It would be neat if they could come up with a way to schedule appointments online since almost every student is online at some point during the day.
17. It would be nice if I could see the same advisor every time without requesting that. I don't even know an advisors name because we are simply thrown around and there's no real system.
18. Just keep the advisors up to date about degree requirements and different classes and programs.
19. I think being able to schedule advising appointments online would be nice.
20. An option to make an advising appointment online would be more convenient than visiting the advising office in person to make an appointment or calling during office hours.

21. Have more of them
22. I feel that advisers should inform students that most online classes require students to do group projects. As they are a huge inconvenience, add stress to students, cause a zero for me on an assignment when the leader does not submit our project, and defeat the purpose of an online class. Online classes should reflect the work that I am capable of doing, without involving other students.
23. I find it odd that in the Student Center, the "Program Advisor" isn't the person I usually see. I know this also confuses and panics those who have been going to one advisor and another is suddenly (or they just now notice) this "Program Advisor." I think this should change, or at least be changed to the advisor whom the student uses the most.
24. I had three advisors in my three years here. Pay your advisors more to keep them around to make the process smoother. Being thrown from one advisor to the next almost messed up my graduation.
25. I have found that using the Student Center application is very confusing and baroque. I have yet to understand just how the academic planner tool even works. Additional help (perhaps in FYS classes) would potentially improve this issue.
26. I know it is a hard task to find someone willing to advise but if Natural Science could have advisers that have degrees in Natural Science, that would be awesome. Angela is a great person, very smart and communicates well but I would really like to speak to someone with industry or academic experience in the sciences.

Advisor Knowledge/Information

1. My only issue was sometimes different advisors would tell me different answers. I would sometimes get different feedback each time I went to a different advisor.
2. Some advisors that I met with in the Social Sciences department did not seem knowledgeable enough to help me with my plan to go into the medical field. Many times I would have to make separate appointments with a Life Science advisor. One advisor in particular was supposed to ask another advisor about what applied experience worked best for going into the medical field, but she never responded/emailed/called me back. Advisors need to be trained more.
3. It's difficult to answer how satisfied I am with advisors, because I have encountered different advisors during college. I've received wrong information before and didn't know about the degree maps until my 2nd or 3rd year of college when I saw a different advisor when I declared my major.
4. Most people that I have talked to say they do not go to advisors because they do not trust them to give accurate information. Instead, they talk to professors in their departments because they are more knowledgeable about class requirements than the advisors. I had a bad experience as a transfer student with my advising appointments, because I had two separate appointments and each advisor told me very different information. This has made me very nervous about fulfilling graduation requirements.
5. My current adviser does not have any background with my degree so she can not give her personal opinion on it which is difficult sometimes because I don't have an extra opinion on classes and have to rely on my own gut feeling. But she is still informed and knows what classes I need, when I need to take them, etc.
6. Dana Gohmann is who I met with next after going to one of my professors with my concerns. She was able to get me back on track to graduate this spring and was very helpful and understanding.
7. I have met with an advisor approximately four times. The first was an interim advisor that was "helping", this advisor incorrectly added requirements to my list. The second advisor straightened out what I would need but by the 3rd advising appt she no longer worked there and I had another "interim advisor that didn't really help at all. The fourth advisor (Jessica Thomas I think) was absolutely the best and most helpful and really took the time to explain and design a path for me to follow until graduation.. but guess what I was informed she also was leaving!!!!
8. I love my general studies advisor .
9. I often feel much better prepared than my advisors for what my situation is, so even to have them glance through first would make a big difference. I learned more from the AAR on my own than I did from them,

which a friend of mine who had already graduated introduced me to. I rarely need to even use an advisor, except to double check myself... I tend to bring my intended schedule and they say yes. Even when discussing Independent Studies, my advisor was completely unhelpful and sent me along to find a professor to explain it to me. Overall, it's more unsatisfactory than anything else, I feel like I'm better off asking students and working it out on my own.

10. I also think that having knowledgeable advisors would help. I know that from the experience I've had with my advisor he does not always know the best classes to take and when to take them. One appointment I was advised to take a course over summer that wasn't a good choice to take considering it was an upper level class that many did not pass taking even in the normal semesters. This just did not make very good sense to me.
11. Other than that, my adviser is awesome and is very good at getting the information I need whenever I have questions. 10/10 experience!
12. Jessica is super helpful!!
13. I feel like my advisors know what they are talking about and are very accessible and helpful when I approach them about classes I want and/or need to take.
14. I feel like the advisors do basic guesswork that sometimes doesn't pan out to be accurate. My advising appointments haven't really been great and I've had to switch advisors after the one I went to had left IUS. The new advisor basically rewrote my entire Academic Planner and I'm to the point now where I don't know what I have left to do before I graduate, or even if I'll graduate in time.
15. Education advisors need to be reminded of the SAT requirements that allows one to get into the Education Program. I had many issues with advisors telling me multiple answers that conflicted with each other.
16. I'm never sure if I am taking the right classes for my career path. I know there are certain requirements that need met, but I'd like to be able to take classes that will improve and extend my knowledge on my career path. Being an undergrad, I understand not all classes will be open to me and that certain students get first choice, but I don't see how animal behavior will help me with my social work.
17. I came to IUS for an undergrad program to finish my pre-reqs for Sullivan's Pharmacy school. I have been here at IUS for two years now and I had Jessica Sarver fall freshman year and she somewhat helped me make a long-term plan which I appreciated, but since then I have had several different advisors that didn't really know what I was trying to do here and it was more of an inconvenience for me. I did all of my own scheduling and got no good advice from my advisors here of what I needed to do for Sullivan's program. Therefore I am not exactly in love with the advising here. I changed advisors a couple of times for academic and scheduling reasons. I have had great advisors and the only problem that I have had is when I met with an advisor from another academic discipline. While I understand that it was done for scheduling purposes and because of booked appointments with advisors in my department, she was not able to provide me accurate feedback and the appointment was limited.
18. Advisers should be more adept with the level of difficulty of the courses they recommend. They already do an AMAZING job in this area, but there is still room for improvement. I would also recommend they know which online courses are available through other IU campuses to recommend when courses do not work out for on campus lectures.
19. Advisors need to be knowledgeable on all things regarding the majors that they are dealing with. Overall, I enjoyed my academic advisors. I sort of pin balled between 2 all of my four years and found both of them to be very nice. However, I did have one unfortunate experience where I was told I could minor in something that it turns out was not available for my major, even though it was listed on the website and one of my advisors told me I could minor in it. Fast forward an entire year and I was in the last class I needed to complete my minor and I ended up in an appointment with my other advisor and she was the one who finally told me that I could not minor in that because it was only for music and art majors. After I had already completed the requirements. After it was too late for me to minor in something else. So I will be graduating without a minor. It was really disappointing. So if I could say one thing to help future students,

- would be to please have academic advisors aware of what requirements come along with what majors and minors they are dealing with.
20. Advisors need to pay more attention to the students and have better knowledge about what path and classes they should be taking. With my personal experience, I have a W on my transcript from dropping a class I already took in high school because my advisor didn't tell me that I had already taken it.
 21. The advisors were sometimes confused about schedules and did not seem to know everything about the degree plans for the criminology degree and the different professors when I asked questions. I would recommend that the advisors knew the answers to the questions the students were asking.
 22. As a social sciences student, I have a complicated list of requirements and order in which the classes may be taken. (Prerequisite tree branches become difficult to follow unless drawn out.) I was recommended a class before its prerequisite, P341. I have experienced GPA dropping, additional stress on top of increasingly difficult classes, and a significant drop in confidence in my abilities to confront school and my higher education as a result of not withdrawing. / Consequently, in order to build myself as a person and a student, I am planning a year's break, postponing my expected graduation year, to regain purpose and meaning in education. / My recommendations would be to ADEQUATELY INFORM THE ADVISERS SO THAT THEY MAY ADEQUATELY ADVISE THEIR STUDENTS
 23. Can provide actual advise and not poor recommendations that cause more stress then there should be.
 24. During my undergraduate experience, my advisor did not inform me of options I had for replacing failing grades during a difficult personal period. A professor made me aware of options near the end of my degree, but too much time had passed since I had earned the lower grades at the beginning of my time at IUS.

Responsiveness/Availability/Preparedness

1. It would be nicer if the appointments ran on time. I have had to wait an hour past my appointment time before. I think there should be more stringent rules or regulation on the times.
2. It would just be nice if my advisor was available by email instead of always having the "out of office" message.
3. I've had great experiences with the advisors in the criminal justice program, however at times scheduling an appointment can be a bit lengthy and if I wish to speak to someone right away the desk clerks will attempt to place me in an appointment with someone who is not in the criminal justice advising program & it's not that I don't believe they're capable I just feel more comfortable going to advisors at crest view. One thing I will say it does irritate me when I have a small question and can't contact them by phone. I don't want to schedule an appointment to ask a small question.
4. My advisor always seems like I am inconveniencing her every time we speak. She has not responded to my last email.
5. One advisor in particular was supposed to ask another advisor about what applied experience worked best for going into the medical field, but she never responded/emailed/called me back.
6. Being a nontraditional student, there are very few times I can call to schedule an appointment during office hours.
7. I feel like my advisors know what they are talking about and are very accessible and helpful when I approach them about classes I want and/or need to take.
8. I had three advisors in my three years here. Pay your advisors more to keep them around to make the process smoother. Being thrown from one advisor to the next almost messed up my graduation.
9. I had to wait 2 weeks after my registration date to get in to my adviser for a meeting. Later hours work for my but my adviser was not available, so more flexible hours (later in the day especially) would be helpful.
10. I have always had a good experience when it comes to advising. The advisors at ius are very helpful. The only complaint I have is appointment being book so far out that you have to wait a long period of time to be seen and sometimes there are not appointment available before the semester begins so you do not know if you are taking the right classes.

11. The fourth advisor (Jessica Thomas I think) was absolutely the best and most helpful and really took the time to explain and design a path for me to follow until graduation.. but guess what I was informed she also was leaving!!!!
12. I scheduled my advising appointment before the date that I was allowed to register for classes, however, on the morning my appointment was supposed to be on, I got a call from the office saying my adviser was out sick and that I would need to reschedule my appointment. The next available appointment was not until a week later and was about 6 days after I could already enroll in classes. It was a huge inconvenience for me and I think they should have been certain to get me a new appointment before my enrollment date.
13. I show up five to ten minutes or early or on time and the meeting always starts later then originally held and sometimes no one is in there talking and they make me wait outside even though the advisor is not busy and is eating her food.
14. The problem is that neither one was here to see things through. I felt very uninformed when it came time to register for my final fall classes. I was not able to complete a fall schedule that will enable me to work the hours I need and still attend classes! Not sure how I will be paying my rent this fall!
15. Doing things to improve the turnover rate within the advising department. Ive lost 2 advisors in a matter of 2 years. Its difficult having to transition from advisor to advisor
16. Every time I go in for my appointment I have a different adviser. Once I was lucky enough to have the same one two semesters in a row. This frustrated me. I know all the advisers have the same files on me as a student, but it would be nice to meet with the same person so they know what is going on with me.
17. Everytime I meet with an advisor and then later try to contact them, they no longer work there. It's a bit frustrating to keep having to meet with a new advisor.
18. Faster response time
19. I am very pleased with my academic advising here at IUS. My only complaint would be scheduling; sometimes appointments are not until 2 weeks out. However, I understand how busy they can be and Jessica Sarver is always on time or a few minutes late of my appointments. I am glad to have her considering I am a social science major on the pre-med track and she is very knowledgable about both.
20. I didn't use an adviser for planning out my education path. However, any time I did have a question for the advisers (graduate program) they were very responsive and helpful.

Helpfulness/Attitude toward/Interest in Student

1. The first year I was at IUS I had two different advisors and with both I did not feel like they cared about my success in college.
2. I feel that it is very frowned upon to ask questions to any of the staff at times.
3. They are extremely helpful and are very efficient. I would not change a thing.
4. She was really helpful I felt like she did everything possible to explain my options and help me find the best fit for me.
5. So far everything has helped me and should stay the same.
6. Sometimes the advisors don't really prep. I have been to multiple advisors in my 2 years at IUS. I will come to appointments and they are just now getting my checksheet together or have the wrong info. Or they aren't on the same page about different things. One advisor will say one thing and another will say something else.
7. The advisors have always helped me when I needed help. Even when I came in with no idea what classes I needed or what was offered,
8. Whenever I am in a meeting with my advisor I feel that she is unpleasant or in a hurry which has shown.
9. Any time trying to make an appointment with the social sciences office was very rude and treated students as if we were an inconvenience to them.
10. attention to adult learners doesn't seem to be as aggressive as for traditional learners
11. I've had appointments with 3 different advisors and I always felt like I was just another number with that aspect.

12. My advisor questioned why I was wanting to pursue another degree, since I already had a degree in another field. She didn't seem to have any interest in my plans. I felt that this was unprofessional, and discouraging for someone like myself who wished to pursue a career in a different field later in life.
13. My pre-education advisor did not tell me the right classes to take in order to graduate early and did not give me a choice to try and graduate early so now I will graduate a semester late. She didn't like that I tried to take extra classes in the summer in order to graduate and did not answer my emails that I sent her.
14. One of my advisors (I've had three and I am in my 4th semester) was unhelpful when I said I was thinking about changing my major, so I waited an entire semester to talk to a different advisor and she was fantastic! She told me names of folks I need to talk to, places to get study materials, opportunities for further growth in my new field, she knew what classes I would need to change, without even looking, on top of that, she was genuinely excited for me. The advisor I first talked to told me I should go see career services. That's it.

Plan/Requirements/Graduation/Goals

1. Neither of my advisors this fast were educated about my degree requirements. They also haven't helped me clear hurdles to get in to more advanced classes when I requested and I've had to do that on my own.
2. Just keep the advisors up to date about degree requirements and different classes and programs.
3. Sometimes I feel like my graduation date got delayed, because the adviser would jump on the new year requirements without consulting me or seeing if it would be best for me. I came in during the 2011/2012 standards, and am finally graduating on the 2015 standards, which added an extra year to my graduation plan.
4. The advisors have given me wrong information multiple times and I've taken classes that were not necessary. This means I have wasted money on a class that I did not need. Also, the advisor told me I wouldn't get into the graduate program I'm looking at because my major is not the right one. This is untrue because I reached out to the graduate schools and they will still accept me even with the degree I am getting. I actively refuse to go see my advisor because I can plan my classes better on my own than with them.
5. They have made me take course I do not need. Never available. I prefer to make my own schedule. They are nice but not very in tune with each degrees needs.
6. Was told one grade would be acceptable when I received it, then within two months of graduating and 3 months after the course had been completed and final grades had been submitted that the course would not count.
7. Academic advising could have served me better at my initial appointment from transfer and the appointment at the end of my final term by being aware of what my "career" goal actually entailed as far as requirements. Instead I was given two people who had no idea the process of actually applying to medical schools, grading polices, and even suggesting ill needed classes.
8. For gen. ed advisors: Would've been nice for someone to set me on a path or have advice what might've been the best classes to take for each semester. Rather than taking all electives at once and being left with primary classes at the end.
9. I have to take a summer session because I did not realize I was not in the correct math class till it was to late to switch. Since I am a pre-nursing student this significantly affects my chances of admission. I believe having someone take the time to make sure students are on track would be helpful.
10. In meeting with an advisor in one school they were unable to assist in effectively mapping a minor in another school. So better communication for mapping an effective degree plan that includes other areas would be nice. I didn't expect the advisor to be an expert but I was essentially told that I needed to make another advising appointment and mapping it with them. But this defeats the purpose of mapping. If I have two different apps that say different things.

11. My advisor did not schedule me for one specific class, so I could not apply to the nursing program because I didn't get that class. This really aggravates me and I'm going to be very upset if I have to go an entire year extra because of this.
12. My advisor didn't tell me about DSST Exams until I was entering my 5th year at IUS which was a huge disservice, especially since I could've graduated in 4 years had I been told about the DSST Exams.

COMMENTS REGARDING PREPARATION: STUDENTS

Students were asked; "What specifically do you do to prepare for meetings with your advisor?" Responses are listed below.

1. Add classes to shopping cart
2. Any paperwork needed for that exact meeting
3. Any questions I might have in regards to my degree
4. Attires, reading or researching question that will be asked and bring supporting document
5. Before each advising meeting, I gather all my thoughts and concerns before I go in there. I go in there with an agenda and have my questions. I also have all of my past information at hand too.
6. Before I meet with my advisor I always what are the things I need to bring with me and make sure I get them ready the day before so I am not waiting until the last minute.
7. Being knowledgeable about my degree requirements.
8. Bring all paperwork given to me in the meeting. New and old class schedule and my academic planner
9. Bring my course planner
10. Bring my degree progress reports and lists of classes I think would fit my plan
11. Bring my sheet that has what classes I am to be taking.
12. By knowing what classes I want to take
13. Call
14. call ahead and make sure i have questions ready to go
15. call first
16. Check my class schedule, print any necessary documents
17. check my classes against the degree requirements, print off applicable documents
18. Choose classes I'm interested in, look at my degree requirements
19. Class prep in advance
20. Class schedule, and then make sure everything is alright
21. Class scheduling
22. classes
23. Classes I am interested in taking.
24. classes I would like to /need to take, four year plan to graduate on time, any questions regarding classes/graduation
25. Classes in sis planner tthat follow curriculum.
26. classes still need to be completed
27. Course list
28. Course list and class schedules
29. course schedules. I'm usually looking for times that coincide with my schedule.
30. Create my potential class schedule/write down questions or concerns
31. degree map and interesting classes I plan to take
32. Discuss about future plans for my career.
33. Enrollment shopping cart
34. Figure out the classes I want to take or have questions for her prepared
35. Figure what my needs were and required classes.
36. Fill shopping cart with classes I want to take
37. Find what classes I need, sometimes
38. gather all info pertaing to what the meeting is about
39. Gather any materials that might pertain to the meeting that is to be had.

40. Gather the necessary materials and prepare questions
41. Get advising sheet and classes for next semester ready.
42. Get all class information and degree info lined up
43. Get all paperwork in order. Make list of questions. Do research on the classes.
44. Get my things together as far as my route from last time and what needs to be printed.
45. Get questions ready
46. go ahead and register for what classes i think i need to take
47. Go over my long time plan
48. Go through my checklist to see what courses I believe I need
49. Have an idea of how many credits and what type of classes that I would want to take.
50. Have any questions ready.
51. Have issues/questions ready
52. have list of past courses readily available as well as a list of courses I think I need to take. I am also aware of how many hours I am able to take a semester as well as whether I would like online or in person classes.
53. Have multiple questions at the ready and forms/documents/word of mouth information ready to be used to discuss plans and methods
54. Have my class schedule that i want in hand as well as the paper he gave me at the beginning of my IUS career with the classes in need in hand.
55. Having all important information together in a folder to dis
56. Having trouble
57. I bring an updated copy of educational plan to each meeting.
58. I bring in questions and concerns I have about courses and information for graduation.
59. I bring my academic plan in so that we know what classes i have left to take
60. I bring printouts of things that pertain to my questions, including notes so that I am sure to cover everything at the meeting.
61. I bring the materials required and copies of past papers we've gone over and looked into my possible schedule.
62. I bring with me my previous documentation.
63. I check and see what classes I need to take and come prepared with questions.
64. I come prepared with all of my classes in my checkout, so that my advisor can review them before I register. I also have my degree requirements checklist with all of the classes I have already taken checked off. I come prepared with any questions or concerns I have regarding my degree or enrollment.
65. I created a 4 year plan for my classes and we quickly review my classes and are done.
66. I determine what specific information I need from my advisor and what classes I need to take,
67. I do not do anything to prepare for meetings.
68. I do the SIS planner to check my course, and come in with a potential course I would like to take.
69. I gather any documents or concerns I have before to properly prepare for the meeting.
70. I get something to take notes on and prepare a list of what classes I absolutely know I need
71. I go over the classes tht I know I need to take and come up with any questions that I have.
72. I go over what clssses I think I need and enroll in them.
73. I had all my classes prepared for next semester to see if they were ok to take
74. I have a layout of what I want to talk about.
75. I have a spreadsheet of all of the classes I need to take.
76. I have my information from previous sessions available.
77. I have previous paperwork and questions ready to ask.
78. I honestly didn't aways come prepared for meeting with my advisor because I was lost and needed direction. But my advisor was always patient with me and provided the help I needed.
79. I look at my advisement report and fill in my check sheet
80. I look at the AAR for my degree
81. I look at the advising sheet and have a set of classes I want to take, need to take, and could take. I try to find the best options with my schedule and compare them until I settle on viable choices.
82. I look at the courses I've taken and what courses I need to complete my degree.

83. I look at the IUS bulletin.
84. I look at the schedule of classes and write down the section numbers of the classes I am thinking about taking. I'll bring those in to my advising appointment to make sure I'm taking the correct classes.
85. I look at what classes I am interested in as well as classes I need for my major.
86. I look into classes, what my major wants, how each class will help or hurt me
87. I look over information that my advisor has provided me with in the past and I check my current grades.
88. I look over my class schedule and the classes I need to graduate. I also look to see if there is anything I need to complete before I meet my advisor.
89. I look through classes that I want. I prepare any questions that I have for the advisor.
90. I look up when the classes I need are offered and plan around my work schedule.
91. I make my schedule based on my long-term plan so she can revise it.
92. I make sure I have all paper work needed
93. I make sure I have all papers that are needed and enroll in classes before I go to a meeting.
94. I make sure I know the questions I need to ask before and write them down so I don't forget what they were.
95. I make sure that I have all the information that I need in order for the meeting to go smoothly.
96. I make sure that I have all the materials that I need.
97. I make sure to have any paperwork that I find important with me, any questions I have written down, etc.
98. I make sure to have my questions listed before the meeting.
99. I plan on class I want to take to get my degree
100. I plan out specific questions regarding class schedule.
101. I plan to pursue a major here at IUS and to find careers that relate
102. I prepare my current class schedule and a list of goals on where I want to be upon graduation.
103. I prepare specific questions
104. I prepare what I will be wanting to discuss with my advisor.
105. I print out a list of the classes I am interested in taking before I meet with my adviser and write down a list of questions to ask
106. I think about questions I have and what I want to get accomplished at the meetings.
107. I try to figure out what classes I need and what questions I have before I meet with my advisor.
108. I try to find classes I want to take ahead of time.
109. I update my checklist and look at potential classes that I need to take yet
110. I usually contact him ahead of time, and learn what I need before the meeting.
111. I usually make myself aware of where I stand with my own course progression, and seek advice as to which courses to take next.
112. I was not prepared, my own procrastination
113. I will bring questions and ideas about what classes I would like to take next semester.
114. I write down anything I need to talk about and I also have written down the things I am interested in as far as things I want in life and what degree would help me get there.
115. If my meeting is about something specific I make sure I have some prior knowledge about what we are going to be discussing
116. I have all my questions and plans written down so they can be reviewed quickly.
117. In the past I have picked classes and had my advisor confirm them and I always bring my academic planner
118. Keep a folder of schedules and notes from previous meetings and questions I have to prepare for the meeting
119. Known what type of classes I need or the specific class name itself.
120. Look at AAR and review written plan for graduating.
121. Look at AAR.
122. Look at class schedules and four year plan
123. Look at classes
124. look at classes I want to take
125. Look at my AAR and look at classes ahead of time to see what is available; make a list of any questions I have

126. Look at my classes
127. Look at my degree map beforehand to see where I'm at.
128. Look at my degree map to see what classes I will need to take.
129. look at my degree map, come with questions
130. look at my transcript and class availability
131. look at needed classes
132. Look at schedules
133. Look at SIS planner, put desired classes in shopping cart
134. Look at the advisement report
135. look at the times and availability of courses to preliminarily set my schedule.
136. Look at what classes I need to take
137. Look at what classes I still need to take
138. Look at which classes I have taken, which I have left and my timeline to graduation
139. Look over classes offered and research and plan my schedule
140. Look over degree map, put class in shopping cart
141. Look over four year plan and plan out things to talk about
142. Look up classes and what I need to do to graduate
143. Look up classes I may need, have anything I need for them
144. Look up classes i'd prefer take
145. Look up classes to take next
146. Make notes about what needs to be discussed. This time I made a list of classes I had looked up in the schedule, so I already knew my preferred choices and what times I would be available. I negotiated certain days off at work to make this easier.
147. Make notes of questions to ask
148. Make sure I have a list of classes that I want to take.
149. Make sure I have all of my paper work as well have a planer handy
150. make sure I have my own copy of courses I want to take
151. Make sure questions are written down, etc.
152. Make sure that I have any questions I want answered ready.
153. My classes completed and remaining classes needed for my degree.
154. Na
155. Organize advising sheets and questions
156. Plan out all of my classes in advance
157. Plan what I will ask or need to talk about
158. prepare classes and schedule to overlook
159. Prepare hours that I will be free to take classes the following semesters, have questions, and prepare to look into graduate programs.
160. Prepare questions
161. Print online list of what I have remaining or create a checklist
162. Print out and review my Academic Advisement Report so I know where I stand and what areas are not complete.
163. Print out any paperwork he might need. Come with an organized folder of all my current information and prepared questions.
164. Print out material and bring notes from previous meeting
165. Put my classes in my shopping cart
166. Questions about class schedules
167. Questions or concerns that I have.
168. Questions, my work schedule to schedule my classes around
169. register for classes
170. registration
171. Rehearse over any questions I have.
172. Requirement sheet, list of questions and concerns, related paper such as schedules and course completion lists

173. Research my classes through the IGPS Plan/Degree Maps
174. Research possible classes
175. Researching career plans and requirements for graduate school.
176. Review degree checklist, search for classes to take before my appointment, sign up for classes if possible, and update course my course checklist of any changes I have made.
177. Review my current plan, create a class schedule for the upcoming semester
178. review my plan and update it accordingly. Plan in advance for future classes
179. Review the plan he has for me to see if I am on track
180. See what classes I need and will for my schedule
181. showing up on time. setting up appointments when needed.
182. The classes I am interested in, what is available for that term, and what I am interested in.
183. The classes I prepare for next semester in relation to my 4 year plan.
184. Think about what I want to discuss
185. Think of questions I have, check enrollment shopping cart
186. Transcripts, grades, clearly defined objectives, willingness to not only do as told but to reschedule my life around their plan.
187. Try to look at a possible schedule before I get there so that I know which classes I can take or need to take. And also have all of my questions written down
188. Try to look at all classes available. Just in case I can't get the classes I want, I always have a backup.
189. Update my degree worksheet and map out my course plan
190. Use the AAR to choose the classes I still need to take
191. Usually bring some sort of report or something for my classes
192. Usually run off my unofficial transcript and have in mind the classes that I think I should take to earn my degree.
193. What basic classes I need to to take advanced classes
194. What questions I need answered. Classes I might be interested in and want to know her thoughts and if they fit into my plan.
195. write down all questions I have for my advisor
196. Write down any questions I have and have a list of classes prepared that I want to talk about.
197. Write down anything that I have to discuss with my advisor.
198. Write down classes I would like to take to discuss with advisor.
199. Write down questions, have an idea of what classes I have left to take
200. Write down the questions that I need answered

COMMENTS REGARDING SCHEDULING: STUDENTS

Students were asked to; "Please explain your concerns with quickly scheduling an advising appointment."
Responses are listed below.

1. Advising appointments are a bit difficult due to reaching our advisor at times.
2. Allow for walk-ins and allow advisors to be more social and friendly when a student is coming in to talk to them.
3. As classed and availability are limited, the sooner I can see an adviser and sign up for classes the better. Hundreds of other students who are trying to see the limited number of advisers feel the same way.
4. BUSY
5. I can't get an advising appointment less than a month out. I haven't been able to register for classes because each time I try and go in to see my advisor, they're backed up for the next month. It's aggravating.
6. I don't always feel like I can contact and set up an appointment quickly. It usually takes a long time to hear back from my advisor.
7. I go ahead and have scheduled my appointment for spring of 2018 appointment
8. I had scheduled an advising appointment and the next available appointment was about a month out which I was fine with because it was pretty early on in the semester and I was planning on discussing course for the next semester and whether I am on track to graduate soon. A few days before my appointment date they

- asked to reschedule because of a meeting which I was fine with because it was still pretty early in the semester. The rescheduled appointment date came around and few days before they asked to reschedule again. When the third appointment date came around I myself forgot about it because we had rescheduled so many times. It seems like there is a better way to keep track of appointments so there isn't so many reschedulings happening.
9. I have many many many very rude confrontations with the School of Education Office Services Assistant Senior. Whether it be with general questions, or scheduling an appointment. I am very unsatisfied with the "customer service" she provides to students.
 10. I have to call and schedule months in advance and if I email him it takes days to even get a response
 11. I have to register alone for this semester because someone give me a wrong time to my appointment. The change my appointment three time. and gave me other for next month. The excuse they are humans and mistake happend.
 12. I have tried to schedule an appointment multiple times and never been emailed back
 13. I realize it gets busy with scheduling, but it just took me nearly 3 weeks to get into an available time slot. I was nervous my classes would fill for enrollment. Which one did.
 14. I work during the day so the night appointments seem to be low or non existent.
 15. I would like to be able to walk in any time because I have had situations to come up that need immediate attention (time deadline) and I could not get an appointment until after the date.
 16. it always gets put out about a month.
 17. It can take 4-6 weeks to meet with my advisor. That's crazy!
 18. It can take weeks before you can schedule an appointment
 19. It has always been difficult to schedule an appointment
 20. It is always a long wait in the school of social sciences, perhaps because there are so many social science majors
 21. It is extremely hard to get in touch with Christina Thompson-Resz whether by phone or email.
 22. It is very hard to get in with an advisor at certain times of the year.
 23. It takes at least a week to be seen.
 24. It took me almost two weeks to get a meeting scheduled.
 25. It's hard to schedule an appointment that is within two weeks and is often hard to communicate with her to ask questions
 26. it's not easy to make an appointment when others need an appointment too (difficult scheduling)
 27. I've emailed her and she won't get back with me for a week or more. She just gave her phone number out to text her and we'll occasionally get a response, but a lot of times it doesn't make sense
 28. main concern is not being available after hours (I work during the day)
 29. My advisor doesn't return my emails. He always has a "out of office" email that says he's busy.
 30. My advisor is always difficult to reach. Whether by phone or by email. I never get a quick response. Even if it's a time sensitive subject.
 31. My advisor was always johnny on the spot. Speaking with my advisor was NEVER a problem.
 32. My schedule can be difficult to work around
 33. Never replies text or email, never In office
 34. No online option exists (to my knowledge) to schedule a meeting with my advisor. Appointment times convenient for my schedule are not always available.
 35. Only 2 and sometimes 1 advisor for all arts and letters students does not allow students much one on one
 36. Rarely can you email them and ask them one question, because an automated email will be sent back. Instead you must schedule an appointment during the peak time of the year, which takes forever.
 37. She has yet to respond to my email.
 38. She never has any appointment available, especially before registration dates
 39. Sometimes I wouldn't be able to see my advisor for a week or more.
 40. Sometimes it is difficult to get an appointment even if you have a question. i missed the opprotunity to sign up for a class because i didnt know that i would be able to take it for the business credits i need
 41. The advisor takes walk in appointments at convenient hours but walk in appointments waste time for those left sitting and waiting

42. The appts are often scheduled for an hour in length when in reality they have never lasted that long for me. Blocking off an hour for one student prohibits another student from being seen for a quick appointment
43. The appointments were usually things that could be handled with someone who could just answer the question quickly but had to schedule an advising session.
44. the people in the office can be rude and don't seem to care
45. There's only one advisor
46. They are never available
47. Total lack of response
48. Usually takes over a month to get an appointment.
49. when ever I schedule an appointment it usually takes a week before i can see her
50. When trying to schedule an appointment it is usually several weeks out because the time I have class does not work with the advisor times

QUALITATIVE COMMENTS: ADVISORS

Advisors were also asked to provide any additional comments regarding improving advising or the advisor experience. Few advisors chose to respond: their results are below.

1. Advising needs to be done by professionals in the field. English majors should not be advising science and math majors as in the School of Education. Too many problems arise, and it is unfair for all parties to not have some one who is versed in the area
2. I am provided with very little resources for professional development. Occasionally, we attend conferences as a team, but there is no funding available to me to attend NACADA. Administrative policies are very much lacking. We have no formal advising mission or vision statement, no strategic plan, and no assessment plan. There may be one on paper somewhere, but it is not advertised nor worked toward as a group. Advising expectations are not clear and they vary greatly from one school to the next. Some advisors see up to 16 students per day while others consistently see no more than 6. As a part-time advisor, my schedule is available 70% of my time here for students appointments compared to 37.5% for some advisors in other departments. I consistently see more students per week than some of the full-time advisors. This is very frustrating, as my salary is half of theirs. With that being said, hopefully our new leadership will help address some of these inconsistencies and help improve morale, which is very low and often overlooked/ignored.
3. I believe the suggested advisor-advisee ratio is 1 to 250 which most advisors are considerably over. With a lower ratio, we could more effectively address FLAGS, do more research and assessment regarding students in our schools--all in the hopes of increasing retention and graduation rates. I believe the director of advising is very kind and cares about advisors. I appreciate this caring. As constructive feedback, I hear of some advisors going to conferences or professional developments, but I have not heard of those options before. I would like some more options for all advisors to be aware of opportunities for growth, development, and leadership.
4. I feel that we get very little help to learn how to advise. I don't feel like there is anybody to go to for help. I don't figure it out myself, nothing gets done. I felt sorry for my advisees because of this and am self taught. This is sad because I love helping students. Changes need to be mad.
5. In my experience, the Advising team is very knowledgeable, reasonable, and supportive. There is, however a disconnect at the School level. Some schools have strong relationships with advising. Others have zero interest in advising or what advisors do. it also seems that, while advisors are required to hold advanced degrees, they are largely over worked and underappreciated by upper level administration. Moreover, the pay indicates that advising is highly undervalued. Why is there so much turnover in advising? It's because any single income advisors can't afford to live off the salary. Particularly disheartening, given that IUS posts positions for Bachelor level candidates that pay >\$10k more/year. Finally, before sweeping decisions are made, it might be a smart idea to consult with those who may be affected (e.g., the move to non-exempt and the issues it caused with teaching stipends).
6. Morale is down and it plummeted even further once advisors found out that all other IU CAMPUSES pay their advisors much more than IUS. This is absolutely unacceptable! Advisors are going to keep leaving until this has been addressed. Students are going to be affected, but it really leaves advisors no other options,

especially when all other universities in this area pay more. / When administrators tell advisors that they apologize, it does not help the situation. Starting off advisors at about \$31,500 is an absolute disgrace and embarrassment.

Appendix A

The electronic survey instruments for the student survey and the advisor survey follow.

Annual Student Advising Survey

**INDIANA UNIVERSITY
SOUTHEAST**

Feedback: Your Advising Experiences

We hope you will take the time to briefly provide feedback on your overall experiences with academic advising while a student here at IU Southeast. Results will be used to better the student experience.

For the purposes of this short survey, "My advisor" should refer to your overall experiences with advising at IU Southeast.

CONFIDENTIALITY

The information you provide will be kept confidential, assuring you that respondent information is always kept in confidence. No reference will be made in oral or written reports that could link you to the survey. Neither advisors or the Schools will be able to identify your individual responses. Data will be analyzed and no participants will be personally identified.

CONTACTS FOR QUESTIONS OR PROBLEMS

If you have any questions about this study or its procedures, please contact Sara Jewell at sajewell@ius.edu (812-941-2147).

PARTICIPATION

Responding to this survey is voluntary. You may choose not to take part, may complete only the questions you choose or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the investigator(s).

SUBJECT'S CONSENT

In consideration of all of the above, I understand that proceeding to the survey indicates my consent to participate.

Please use the scale below to answer the following questions

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
--	----------------	----------------	-------------------	-------------------	---------------------

I always prepare for meetings with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me develop a long-term education plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information regarding course, program, or degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information to keep me on track to graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is accessible for meetings and/or phone calls at times convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can schedule an appointment with my advisor quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What specifically do you do to prepare for meetings with your advisor?

Please explain your concerns with quickly scheduling an advising appointment.

How familiar are you with the following systems?

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar	Not Applicable/I Don't Know
Degree Maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Planner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising Report (AAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the following systems?

	Very Often	Often	Sometimes	Rarely	Never	Not Applicable/I Don't Know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree Maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Planner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising Report (AAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, my level of satisfaction with advising I have received at IU Southeast...



Please provide any additional comments here. Keep in mind that this is an assessment of advising at IU Southeast and we are interested in improving advising services overall. How can academic advising serve you better?

Any individual identifying information will be removed prior to results being sent from the Office of Institutional Effectiveness.

Athletes

Please respond to the statements below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
My advisor is knowledgeable in athletic rules and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor was aware of and helped me schedule classes around my practice and game/match schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How has your academic advisor been helpful to you as an athlete? Please be specific.

How has your academic advisor been disappointing to you as an athlete? Please be specific.

End

**Please press the Submit >> button to finalize the survey and submit your responses.
Thank you for providing your feedback!**

Annual Advisor Survey



INDIANA UNIVERSITY SOUTHEAST

Annual Advisor Survey

PURPOSE

As part of the long-term assessment of academic advising at IU Southeast, this survey was developed to assess the perceptions and needs of our advisors, both professional and within the Schools. We hope you will take the time to briefly provide feedback on your overall experiences as an advisor at IU Southeast. Results will be used to drive decision-making. Results aggregated to the institution level may be shared with multiple audiences. However, your individual results will not be identified. Comments provided will be distributed by-school to the individual deans and the Associate Vice Chancellor of Academic Affairs.

CONFIDENTIALITY

The information provided by you will be kept confidential, assuring you that respondent information is always kept in confidence. No reference will be made in oral or written reports that could link you to the survey and no one will be able to identify your individual responses. Data will be analyzed and no participants will be personally identified.

CONTACTS FOR QUESTIONS OR PROBLEMS

If you have any questions about this study or its procedures, please contact Sara Jewell at sajewell@ius.edu (812-941-2147).

PARTICIPATION

Providing answers is voluntary. You may choose not to take part, may complete only the questions you choose or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the investigator(s).

SUBJECT'S CONSENT

In consideration of all of the above, I understand that proceeding to the survey indicates my consent to participate.

Please answer the following questions from the perspective of your "average" advisee.

These same questions are being asked of a sample of IU Southeast students. Consistencies and discrepancies that emerge could provide valuable feedback for self-assessment; mismatches in perception could stimulate changes in advising attitudes and behaviors.

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me develop a long-term education plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information regarding course, program, or degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information to keep me on track to graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is accessible for meetings and/or phone calls at times convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can schedule an appointment with my advisor quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following question from the perspective of your "average" advisee.

This same question is being asked of a sample of IU Southeast students. Consistencies and discrepancies that emerge could provide valuable feedback for self-assessment; mismatches in perception could stimulate changes in advising attitudes and behaviors.

Overall, my level of satisfaction with advising I have received at IU Southeast...

Very Satisfied	Slightly Satisfied	Slightly Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We are now interested in the support and resources that are available for you as an advisor. Please answer the following questions from your perspective.

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A

I am provided with high quality administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided resources for professional growth or development (conferences, events, grants, writing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided with effective training, support materials and technological tools to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative policies and procedures regarding advising at IU Southeast is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisee-advisor ratio is practical.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to the statements below concerning the Director of Advising.

	Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know or N/A
The Director of Advising is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Director of Advising is timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Director of Advising is responsive/available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Director of Advising provides development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments here. Keep in mind that this is an assessment of advising at IU Southeast and we are interested in improving advising and advisor experiences (i.e., current issues, curriculum and policy, student goals/experiences, accessibility, professional growth/development).

Any individual identifying information will be removed prior to results being sent from the Office of Institutional Effectiveness.

Please press the Submit >> button to finalize the survey and submit your responses.

Thank you for providing your feedback!
