

2014 Academic Advising Survey Report



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL
RESEARCH AND ASSESSMENT

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SURVEY BACKGROUND AND SUMMARY

The purpose of this report to the Associate Vice Chancellor for Academic Affairs is to provide data supporting the academic advising assessment plan at Indiana University Southeast. In 2011-12, the IU Southeast Academic Advising Implementation Committee and corresponding sub-committees were convened to reorganize the academic advising structure at the institution into a more decentralized model. An assessment plan was approved and adopted and the data to support that assessment follows.

The first piece of the ongoing assessment of academic advising is a three-phase Fall semester survey sent to students who saw advisors in three advising-heavy windows. Unfortunately, the total respondents to each of the first two phases (N=20 and N=40, respectively), corrupted the data due to small sample sizes in each school (for example, N=5 for Arts & Letters; N=4 for Education; N=3 for Nursing; N=8 for Social Sciences, etc.). Due to this trend, the third phase was cancelled and remained unsent. The Fall data is not presented here. Our recommendation is that advising reconsider this phase of the survey and either remove it from their assessment plan or better promote it to their students.

The second piece of the ongoing assessment is a Spring survey designed to measure overall effectiveness of advising. All enrolled undergraduate students were sent a short 6-question satisfaction survey. Additionally, the same questions were asked of advisors and School of Education faculty to give their perception as to how their “average” advisee might answer the questions. The goal is to match advisor perception with student perception to identify discrepancies that could provide valuable feedback for self-assessment and to stimulate changes in advising attitudes and behaviors. Lastly, advisors are also asked their satisfaction with institutional and staff support in their jobs. Because of small sample sizes for the non-School of Education respondents, the advisor answers have been suppressed in the by-school results due to identification of respondents. Overall advisor results should suffice. And despite the small number of School of Education faculty respondents, because of the size of their overall total faculty, individual identification is not an issue.

Because of the unique survey ID and unique email link, students and advisors could only take the survey once. Individual question response rate varies, as all survey questions were voluntary and some respondents chose not to answer certain questions. We have chosen to include partial responses in the data report.

The results from this survey are actionable in a number of ways. First, there is substantial data on how students perceive academic advising, from satisfaction to how advising meets their goals and needs, and areas of dissatisfaction can be addressed. Second, how advisors perceive student preparedness and information accuracy they provide can be compared to how students perceive that reality. Advisor expectations that differ from student expectations can be relayed to students to better balance these different opinions. Lastly, for the included results to continue to be meaningful, advisors may want to stress the importance of providing feedback to future satisfaction surveys. For advisor results to be

2014 Academic Advising Survey Report

more robust, both professional advisors and faculty advisors may want to work to improve advisor response rate to be provided a greater voice in the advising process.

This report will be sent to the Associate Vice Chancellor for Academic Affairs, campus Deans, academic advisors and School of Education faculty. The overall report and any ad hoc reports will be posted on the OIRA website to support the institution's mission of transparency and to encourage respondents to take future assessments. By-school and by-major reports can be obtained via request to Ron Severtis in OIRA at rseverti@ius.edu.

Contents

SURVEY BACKGROUND AND SUMMARY.....	2
STUDENT RESPONDENT CHARACTERISTICS	6
<i>Table 1: Student Respondents by Class Standing</i>	6
<i>Table 2: Student Respondents by School</i>	6
ACADEMIC ADVISING SATISFACTION.....	7
<i>Table 3: Academic Advising Meetings</i>	7
<i>Table 4: Meeting Preparation</i>	7
<i>Figure 1: Meeting Preparation</i>	7
<i>Table 5: Long-Term Education Plan</i>	8
<i>Figure 2: Long-Term Education Plan</i>	8
<i>Table 6: Accurate Course, Program or Degree Information</i>	8
<i>Figure 3: Accurate Course, Program or Degree Information</i>	8
<i>Table 7: Information on Track to Graduate</i>	9
<i>Figure 4: Information on Track to Graduate</i>	9
<i>Table 8: Advisor Accessibility</i>	9
<i>Figure 5: Advisor Accessibility</i>	9
<i>Table 9: Overall Satisfaction</i>	10
<i>Figure 6: Overall Satisfaction</i>	10
ADVISOR RESPONDENT CHARACTERISTICS	10
<i>Table 10: Advisor Classification</i>	10
ACADEMIC ADVISING SATISFACTION- ADVISOR RESPONDENTS.....	11
<i>Table 11: Academic Advising Meetings- All Advisor Respondents</i>	11
<i>Table 12: Academic Advising Meetings- Professional Advisors</i>	11
<i>Table 13: Academic Advising Meetings- School of Education Faculty Advisors</i>	11
<i>Table 14: Meeting Preparation- Respondent Comparisons</i>	12
<i>Table 15: Long-Term Education Plan- Respondent Comparisons</i>	12
<i>Table 16: Accurate Course, Program or Degree Information- Respondent Comparisons</i>	12
<i>Table 17: Information on Track to Graduate- Respondent Comparisons</i>	13
<i>Table 18: Advisor Accessibility- Respondent Comparisons</i>	13
<i>Table 19: Overall Satisfaction- Respondent Comparisons</i>	13
<i>Figure 7: Professional Advisor Perception, Year-to-Year</i>	14
<i>Figure 8: School of Education Faculty Advisor Perception, Year-to-Year</i>	14

2014 Academic Advising Survey Report

<i>Figure 9: All Respondents Perception, 2014</i>	15
ADVISOR SUPPORT AND RESOURCES.....	15
<i>Table 20: Support and Resources- All Advisor Respondents</i>	16
<i>Table 21: Support and Resources- Professional Advisors</i>	16
<i>Table 22: Support and Resources- School of Education Faculty Advisors</i>	16
<i>Table 23: Administrative Support- Respondent Comparisons</i>	16
<i>Table 24: Growth and Development Resources- Respondent Comparisons</i>	17
<i>Table 25: Effective Training, Support Materials and Technological Tools- Respondent Comparisons</i>	17
<i>Table 26: Effective Policies and Procedures- Respondent Comparisons</i>	17
<i>Table 27: Practical Advisee-Advisor Ratio- Respondent Comparisons</i>	17
<i>Figure 10: Professional Advisor Support and Resources, Year-to-Year</i>	18
<i>Figure 11: School of Education Faculty Advisor Support and Resources, Year-to-Year</i>	18
<i>Figure 12: All Advisor Respondents Support and Resources, 2014</i>	19
QUALITATIVE COMMENTS: ADVISORS.....	19
QUALITATIVE COMMENTS: STUDENTS	20
Suggestions	20
Specific Counselors.....	21
Availability/Preparedness.....	22
Responsiveness.....	23
Requirements/Graduation	24
Plan	25
Attitude Toward/Interest in Student.....	25
Helpful	26
Advisor Knowledge	27
Information.....	27
Overall/General	27
APPENDIX A.....	29

2014 Academic Advising Survey Report

STUDENT RESPONDENT CHARACTERISTICS

On April 21, an email was sent to 5,160 enrolled, undergraduate students containing a unique link to the Spring Advising Survey. Twenty-five emails “bounced”, reducing the overall population to 5,135 respondents. Those students who did not complete the survey by April 28 (4,922) were sent a follow-up email reminding them that the survey was still open. The survey was closed a week later. The final response rate was 7.2%.

Table 1: Student Respondents by Class Standing

	2014		2013	
	N	%	N	%
Freshman	53	14.4%	8	5.1%
Sophomore	91	24.7%	15	9.6%
Junior	76	20.6%	30	19.2%
Senior	147	39.8%	103	66.0%
First Year Certificate	1	0.3%	--	--
Special	1	0.3%	--	--
Total	369	100.0%	156	100.0%

Table 2: Student Respondents by School

	2014		2013	
	N	%	N	%
Advising Center for Exploratory Students	8	2.2%	--	--
Arts & Letters	55	14.9%	22	14.1%
Business	70	19.0%	31	19.9%
Education	53	14.4%	20	12.8%
General Studies	22	6.0%	12	7.7%
Health, Physical Education & Recreation	1	0.3%	--	--
Natural Sciences	46	12.5%	29	18.6%
Non-Degree	1	0.3%	--	--
Nursing	26	7.0%	11	7.1%
Social Sciences	87	23.6%	31	19.9%
Total	369	100.0%	244	100.0%

ACADEMIC ADVISING SATISFACTION

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

1. I always prepare for meetings with my advisor (i.e., prepare questions, prepare materials).
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.

Nearly 95% of respondents believe they are always prepared for meetings with advisors with three out of four strongly agreeing. About four out of every five respondents agree with the remaining statements, with the most disagreement (19.2%) coming with advisor accessibility.

Table 3: Academic Advising Meetings

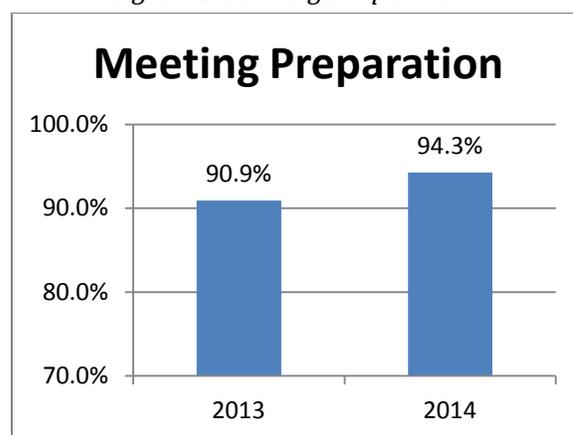
	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
I always prepare for meetings with my advisor	75.1%	19.1%	1.6%	4.1%	366
My advisor helped me develop a long-term education plan	61.5%	20.8%	8.0%	9.7%	361
Accurate course, program or degree information	69.3%	13.8%	8.0%	8.8%	362
Accurate information to keep on track to graduate	67.0%	15.5%	7.5%	10.0%	361
Accessible at convenient times	60.9%	19.8%	8.3%	10.9%	348

Similar to last year, about three out of four respondents strongly agree that they are prepared for advising meetings.

Table 4: Meeting Preparation

	2014		2013	
	N	%	N	%
Strongly Agree	275	75.1%	114	74.0%
Slightly Agree	70	19.1%	26	16.9%
Slightly Disagree	6	1.6%	4	2.6%
Strongly Disagree	15	4.1%	10	6.5%
Total	366	100.0%	154	100.0%

Figure 1: Meeting Preparation



**Note: Percentages total 'Strongly Agree' plus 'Agree'*

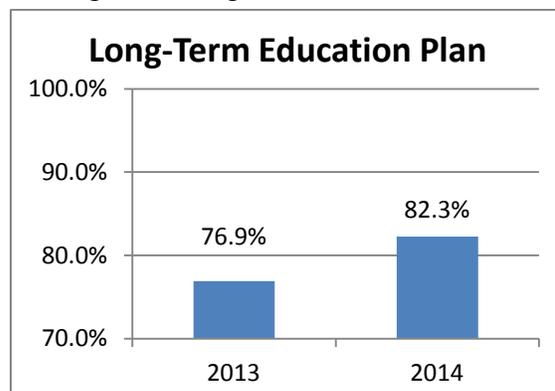
2014 Academic Advising Survey Report

Slightly improved since last year, about four in five respondents strongly or slightly agree that their advisor helped develop a long-term education plan.

Table 5: Long-Term Education Plan

	2014		2013	
	N	%	N	%
Strongly Agree	222	61.5%	84	53.8%
Slightly Agree	75	20.8%	36	23.1%
Slightly Disagree	29	8.0%	14	9.0%
Strongly Disagree	35	9.7%	22	14.1%
Total	361	100.0%	156	100.0%

Figure 2: Long-Term Education Plan



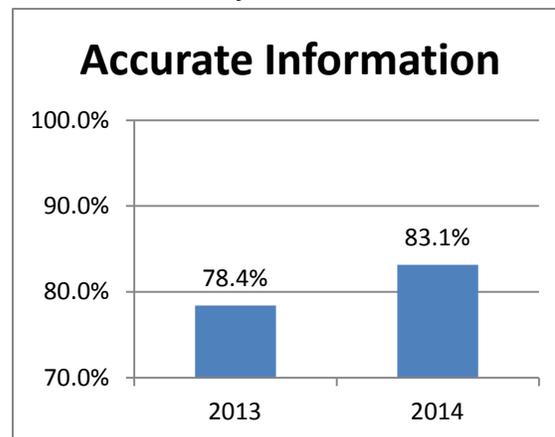
**Note: Percentages total 'Strongly Agree' plus 'Slightly Agree'*

Compared to last year, more students agree that advisors provide accurate course, program or degree information.

Table 6: Accurate Course, Program or Degree Information

	2014		2013	
	N	%	N	%
Strongly Agree	251	69.3%	96	62.7%
Slightly Agree	50	13.8%	24	15.7%
Slightly Disagree	29	8.0%	14	9.2%
Strongly Disagree	32	8.8%	19	12.4%
Total	362	100.0%	153	100.0%

Figure 3: Accurate Course, Program or Degree Information



**Note: Percentages total 'Strongly Agree' plus 'Slightly Agree'*

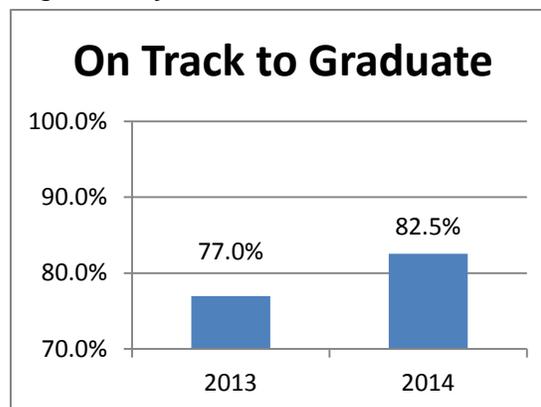
2014 Academic Advising Survey Report

Students also are in greater agreement than last year with regards to advisors providing information to keep them on track to graduate.

Table 7: Information on Track to Graduate

	2014		2013	
	N	%	N	%
Strongly Agree	242	67.0%	96	63.2%
Slightly Agree	56	15.5%	21	13.8%
Slightly Disagree	27	7.5%	16	10.5%
Strongly Disagree	36	10.0%	19	12.5%
Total	361	100.0%	152	100.0%

Figure 4: Information on Track to Graduate



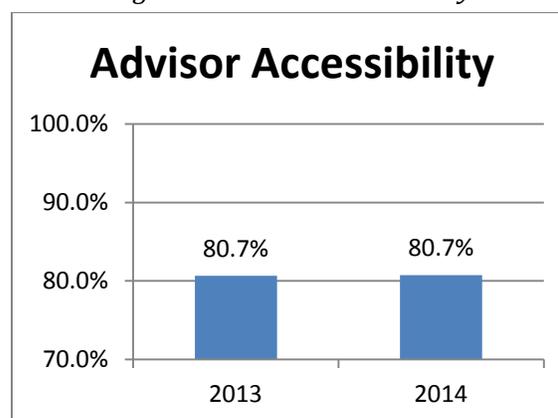
**Note: Percentages total 'Strongly Agree' plus 'Slightly Agree'*

The lowest level of student satisfaction remains in advisor accessibility.

Table 8: Advisor Accessibility

	2014		2013	
	N	%	N	%
Strongly Agree	212	60.9%	90	60.0%
Slightly Agree	69	19.8%	31	20.7%
Slightly Disagree	29	8.3%	11	7.3%
Strongly Disagree	38	10.9%	18	12.0%
Total	348	100.0%	150	100.0%

Figure 5: Advisor Accessibility



**Note: Percentages total 'Strongly Agree' plus 'Slightly Agree'*

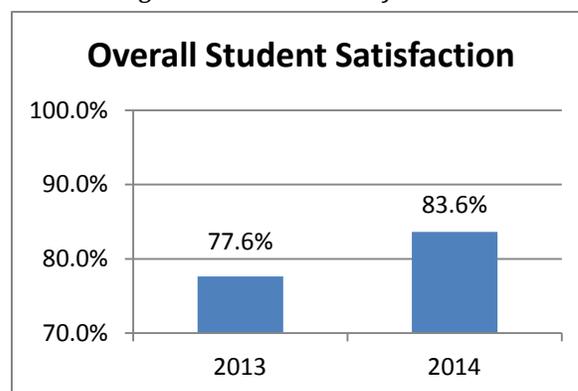
2014 Academic Advising Survey Report

When asked to indicate their overall level of satisfaction with advising received at IU Southeast, about two out of three respondents were very satisfied, while 83.6% were very or slightly satisfied, an increase of 6.0% from last year.

Table 9: Overall Satisfaction

	2014		2013	
	N	%	N	%
Very Satisfied	242	66.1%	95	62.5%
Slightly Satisfied	64	17.5%	23	15.1%
Slightly Dissatisfied	36	9.8%	19	12.5%
Very Dissatisfied	24	6.6%	15	9.9%
Total	366	100.0%	152	100.0%

Figure 6: Overall Satisfaction



**Note: Percentages total 'Very Satisfied' plus 'Slightly Satisfied'*

ADVISOR RESPONDENT CHARACTERISTICS

A dozen professional advisors responded to the survey for a response rate of 75.0%. Five out of seventeen School of Education faculty responded, for a Faculty response rate of 29.4% and an overall response rate of 51.5%.

Table 10: Advisor Classification

	2014		2013	
	N	%	N	%
Professional Advisor	12	70.6%	11	55.0%
Faculty	5	29.4%	9	45.0%
Total	17	100.0%	20	100.0%

ACADEMIC ADVISING SATISFACTION- ADVISOR RESPONDENTS

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

Only about one in three advisor respondents agree that their average advisee is prepared for meetings, with professional advisors less likely to agree than their faculty counterparts. Few advisor respondents disagreed that they develop long-term education plans and provide accurate information. Faculty advisors are more likely than professional advisors to agree that they are accessible at convenient times for their students.

Table 11: Academic Advising Meetings- All Advisor Respondents

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
I always prepare for meetings with my advisor	6.3%	31.3%	50.0%	12.5%	16
My advisor helped me develop a long-term education plan	68.8%	25.0%	6.3%	0.0%	16
Accurate course, program or degree information	87.5%	12.5%	0.0%	0.0%	16
Accurate information to keep on track to graduate	81.3%	18.8%	0.0%	0.0%	16
Accessible at convenient times	37.5%	56.3%	6.3%	0.0%	16

Table 12: Academic Advising Meetings- Professional Advisors

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
I always prepare for meetings with my advisor	0.0%	25.0%	58.3%	16.7%	12
My advisor helped me develop a long-term education plan	66.7%	25.0%	8.3%	0.0%	12
Accurate course, program or degree information	91.7%	8.3%	0.0%	0.0%	12
Accurate information to keep on track to graduate	83.3%	16.7%	0.0%	0.0%	12
Accessible at convenient times	33.3%	66.7%	0.0%	0.0%	12

Table 13: Academic Advising Meetings- School of Education Faculty Advisors

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
I always prepare for meetings with my advisor	25.0%	50.0%	25.0%	0.0%	4
My advisor helped me develop a long-term education plan	75.0%	25.0%	0.0%	0.0%	4
Accurate course, program or degree information	75.0%	25.0%	0.0%	0.0%	4
Accurate information to keep on track to graduate	75.0%	25.0%	0.0%	0.0%	4
Accessible at convenient times	50.0%	25.0%	25.0%	0.0%	4

2014 Academic Advising Survey Report

There is a sharp contrast between students and advisors with regard to meeting preparedness and shows a significant drop over last year's assessment by professional advisors.

Table 14: Meeting Preparation- Respondent Comparisons

	<u>Students</u>		<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	75.1%	74.0%	6.3%	10.5%	0.0%	20.0%	25.0%	0.0%
Slightly agree	19.1%	16.9%	31.3%	31.6%	25.0%	20.0%	50.0%	44.4%
Slightly disagree	1.6%	2.6%	50.0%	52.6%	58.3%	50.0%	25.0%	55.6%
Strongly disagree	4.1%	6.5%	12.5%	5.3%	16.7%	10.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Advisors overwhelmingly perceive their average advisee would agree that they helped develop a long-term education plan, despite almost one in five advisees disagreeing with this statement.

Table 15: Long-Term Education Plan- Respondent Comparisons

	<u>Students</u>		<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	61.5%	53.8%	68.8%	57.9%	66.7%	40.0%	75.0%	77.8%
Slightly agree	20.8%	23.1%	25.0%	36.8%	25.0%	60.0%	25.0%	11.1%
Slightly disagree	8.0%	9.0%	6.3%	5.3%	8.3%	0.0%	0.0%	11.1%
Strongly disagree	9.7%	14.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Over the past two years, neither professional advisors nor faculty advisors perceive their average advisee to disagree with the two statements on information provided, despite about 17% of student respondents to the contrary.

Table 16: Accurate Course, Program or Degree Information- Respondent Comparisons

	<u>Students</u>		<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	69.3%	62.7%	87.5%	85.0%	91.7%	81.8%	75.0%	88.9%
Slightly agree	13.8%	15.7%	12.5%	10.0%	8.3%	9.1%	25.0%	11.1%
Slightly disagree	8.0%	9.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Strongly disagree	8.8%	12.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	90.9%	100.0%	100.0%

2014 Academic Advising Survey Report

Table 17: Information on Track to Graduate- Respondent Comparisons

	<u>Students</u>		<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	67.0%	63.2%	81.3%	77.8%	83.3%	66.7%	75.0%	88.9%
Slightly agree	15.5%	13.8%	18.8%	22.2%	16.7%	33.3%	25.0%	11.1%
Slightly disagree	7.5%	10.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Strongly disagree	10.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Student respondents were much more likely to strongly agree than advisors regarding advisor accessibility. However, about one in five student respondents disagree that their advisor is available when needed.

Table 18: Advisor Accessibility- Respondent Comparisons

	<u>Students</u>		<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	60.9%	60.0%	37.5%	52.6%	33.3%	60.0%	50.0%	44.4%
Slightly agree	19.8%	20.7%	56.3%	42.1%	66.7%	30.0%	25.0%	55.6%
Slightly disagree	8.3%	7.3%	6.3%	5.3%	0.0%	10.0%	25.0%	0.0%
Strongly disagree	10.9%	12.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Advisors estimated overall advisee satisfaction slightly higher than students respondents did, with over 15% of students slightly or very dissatisfied with the level of overall satisfaction with advising received at IU Southeast.

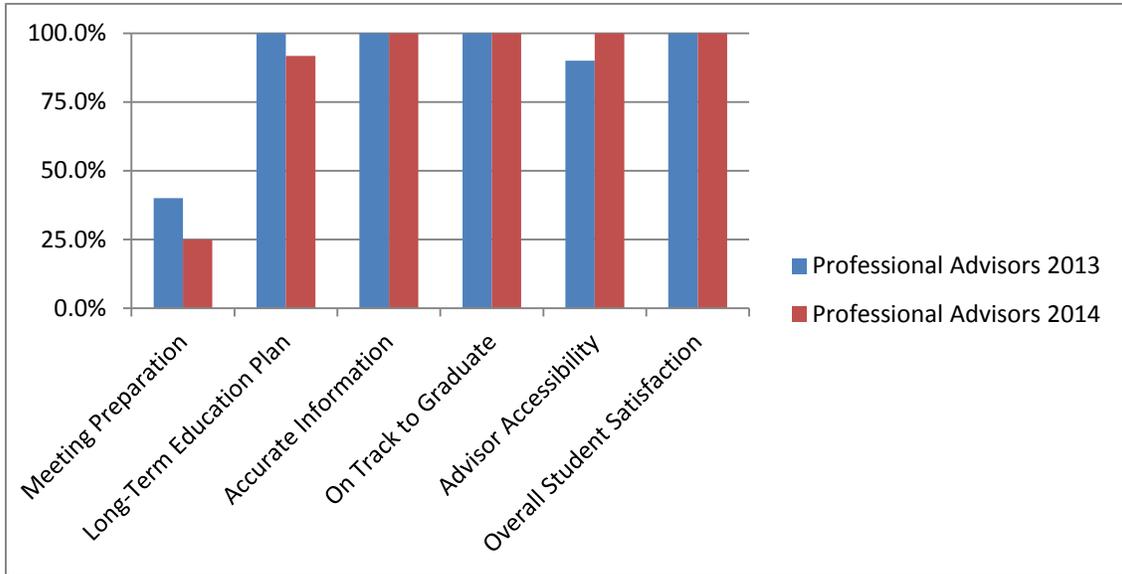
Table 19: Overall Satisfaction- Respondent Comparisons

	<u>Students</u>		<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Very Satisfied	66.1%	62.5%	68.8%	64.7%	75.0%	77.8%	50.0%	50.0%
Slightly Satisfied	17.5%	15.1%	31.3%	35.3%	25.0%	22.2%	50.0%	50.0%
Slightly Dissatisfied	9.8%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Very Dissatisfied	6.6%	9.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2014 Academic Advising Survey Report

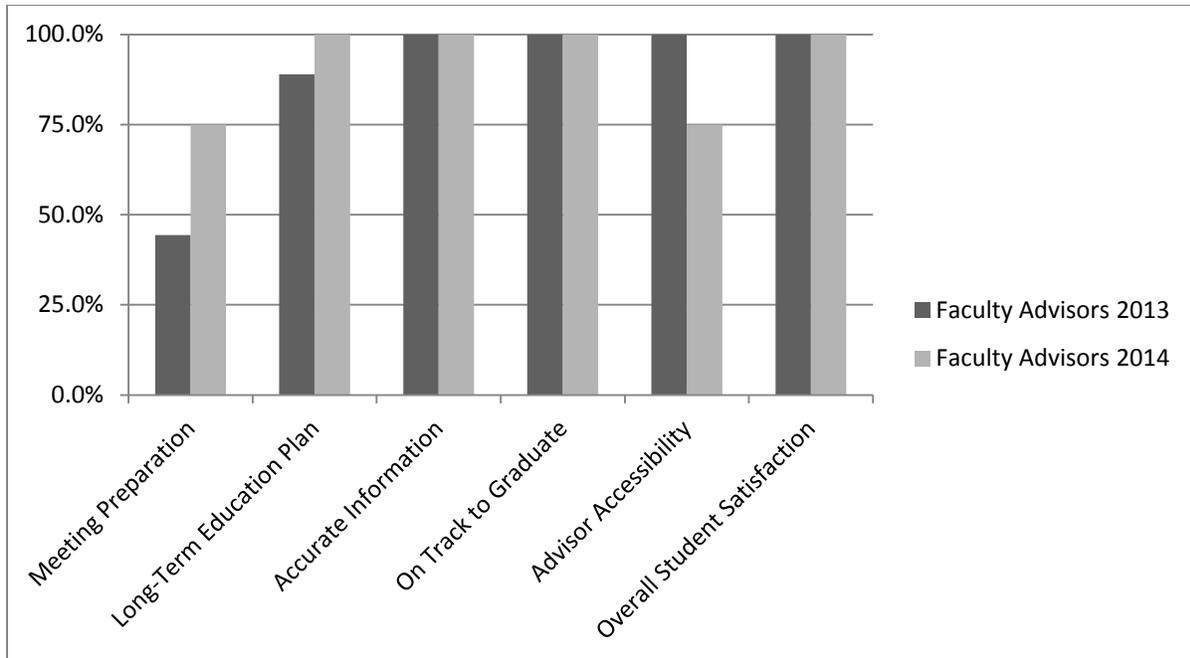
The two figures below use data from the above tables to compare year-to-year change in how professional advisors and faculty advisors perceive academic advising satisfaction from the viewpoint of their average advisee.

Figure 7: Professional Advisor Perception, Year-to-Year



Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses for the first five characteristics, and 'Very Satisfied' and 'Slightly Satisfied' responses for Overall Satisfaction

Figure 8: School of Education Faculty Advisor Perception, Year-to-Year

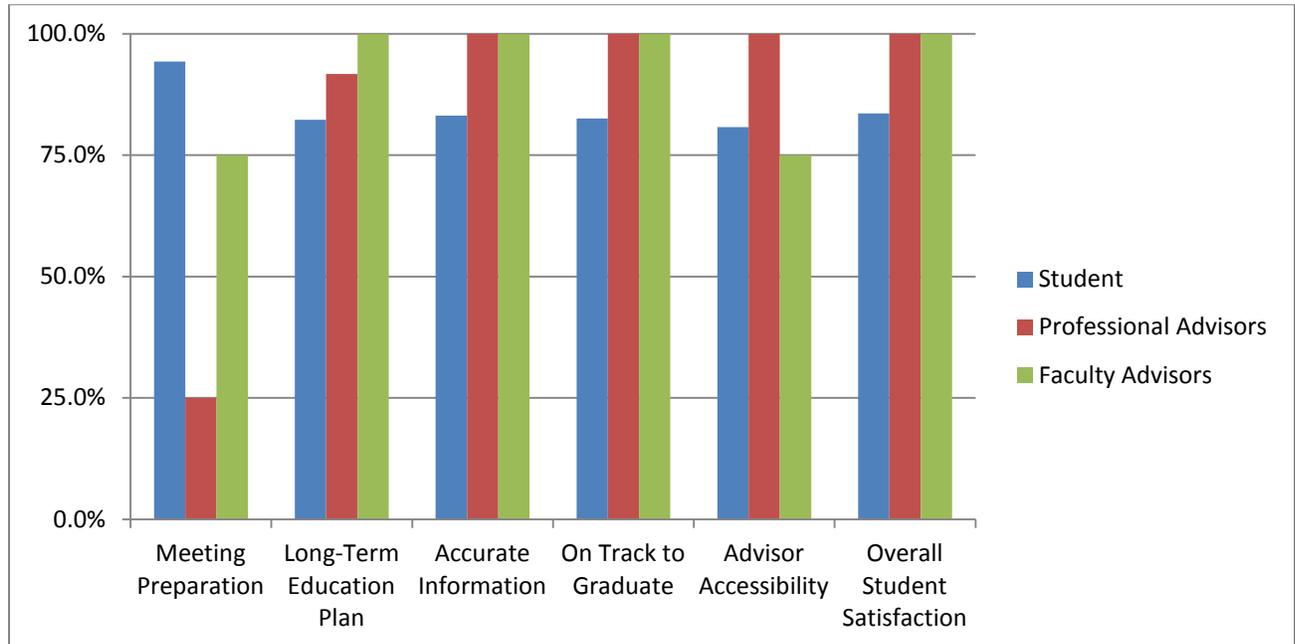


Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses for the first five characteristics, and 'Very Satisfied' and 'Slightly Satisfied' responses for Overall Satisfaction

2014 Academic Advising Survey Report

The figure below compares all three response group for 2014.

Figure 9: All Respondents Perception, 2014



Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses for the first five characteristics, and 'Very Satisfied' and 'Slightly Satisfied' responses for Overall Satisfaction

ADVISOR SUPPORT AND RESOURCES

Advisors were asked their level of agreement with the following five statements:

1. I am provided with high quality administrative support.
2. I am provided resources for professional growth or development (conferences, events, grants, writing, etc.).
3. I am provided with effective training, support materials and technological tools to do my job.
4. The administrative policies and procedures regarding advising at IU Southeast are effective.
5. My advisee-advisor ratio is practical.

About three in four professional advisors agree that they have high quality administrative support, resources for growth and development, and effective training and tools compared with just one in five faculty respondents. Less than half of the professional advisor respondents and one in four faculty respondents agree that advising policies and procedures are effective. While four of five faculty respondents agree that their advisee load is practical, less than half of the professional advisors agree.

2014 Academic Advising Survey Report

Table 20: Support and Resources- All Advisor Respondents

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
High quality administrative support	23.5%	35.3%	35.3%	5.9%	17
Resources for professional growth or development	29.4%	29.4%	11.8%	29.4%	17
Effective training, support materials and technological tools	29.4%	35.3%	11.8%	23.5%	17
Advising policies and procedures are effective	6.3%	31.3%	43.8%	18.8%	16
My advisee-advisor ratio is practical	11.8%	41.2%	23.5%	23.5%	17

Table 21: Support and Resources- Professional Advisors

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
High quality administrative support	33.3%	41.7%	16.7%	8.3%	17
Resources for professional growth or development	33.3%	41.7%	16.7%	8.3%	17
Effective training, support materials and technological tools	41.7%	41.7%	0.0%	16.7%	17
Advising policies and procedures are effective	8.3%	33.3%	41.7%	16.7%	16
My advisee-advisor ratio is practical	8.3%	33.3%	33.3%	25.0%	17

Table 22: Support and Resources- School of Education Faculty Advisors

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	N
High quality administrative support	0.0%	20.0%	80.0%	0.0%	5
Resources for professional growth or development	20.0%	0.0%	0.0%	80.0%	5
Effective training, support materials and technological tools	0.0%	20.0%	40.0%	40.0%	5
Advising policies and procedures are effective	0.0%	25.0%	50.0%	25.0%	4
My advisee-advisor ratio is practical	20.0%	60.0%	0.0%	20.0%	5

Satisfaction with high quality administrative support declined about 16% from last year and satisfaction with professional growth dropped about 13%, with much of the decline attributed to faculty respondents.

Table 23: Administrative Support- Respondent Comparisons

	All Advisors		Professional		Faculty	
	2014	2013	2014	2013	2014	2013
Strongly agree	23.5%	30.0%	33.3%	27.3%	0.0%	33.3%
Slightly agree	35.3%	45.0%	41.7%	54.5%	20.0%	33.3%
Slightly disagree	35.3%	25.0%	16.7%	18.2%	80.0%	33.3%
Strongly disagree	5.9%	0.0%	8.3%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2014 Academic Advising Survey Report

Table 24: Growth and Development Resources- Respondent Comparisons

	<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	29.4%	33.3%	33.3%	50.0%	20.0%	12.5%
Slightly agree	29.4%	38.9%	41.7%	30.0%	0.0%	50.0%
Slightly disagree	11.8%	16.7%	16.7%	10.0%	0.0%	25.0%
Strongly disagree	29.4%	11.1%	8.3%	10.0%	80.0%	12.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Respondent satisfaction with effective training, materials and tools declined by nearly 25% compared to last year.

Table 25: Effective Training, Support Materials and Technological Tools- Respondent Comparisons

	<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	29.4%	52.6%	41.7%	70.0%	0.0%	33.3%
Slightly agree	35.3%	36.8%	41.7%	20.0%	20.0%	55.6%
Slightly disagree	11.8%	10.5%	0.0%	10.0%	40.0%	11.1%
Strongly disagree	23.5%	0.0%	16.7%	0.0%	40.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The decline in respondent agreement that administrative policies and procedures regarding advising at IU Southeast is nearly 33% compared to last year.

Table 26: Effective Policies and Procedures- Respondent Comparisons

	<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	6.3%	25.0%	8.3%	27.3%	0.0%	22.2%
Slightly agree	31.3%	45.0%	33.3%	45.5%	25.0%	44.4%
Slightly disagree	43.8%	25.0%	41.7%	18.2%	50.0%	33.3%
Strongly disagree	18.8%	5.0%	16.7%	9.1%	25.0%	0.0%
Total	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%

Professional advisors are less satisfied than their faculty counterparts with regards to the practicality of their advisee-advisor ratio.

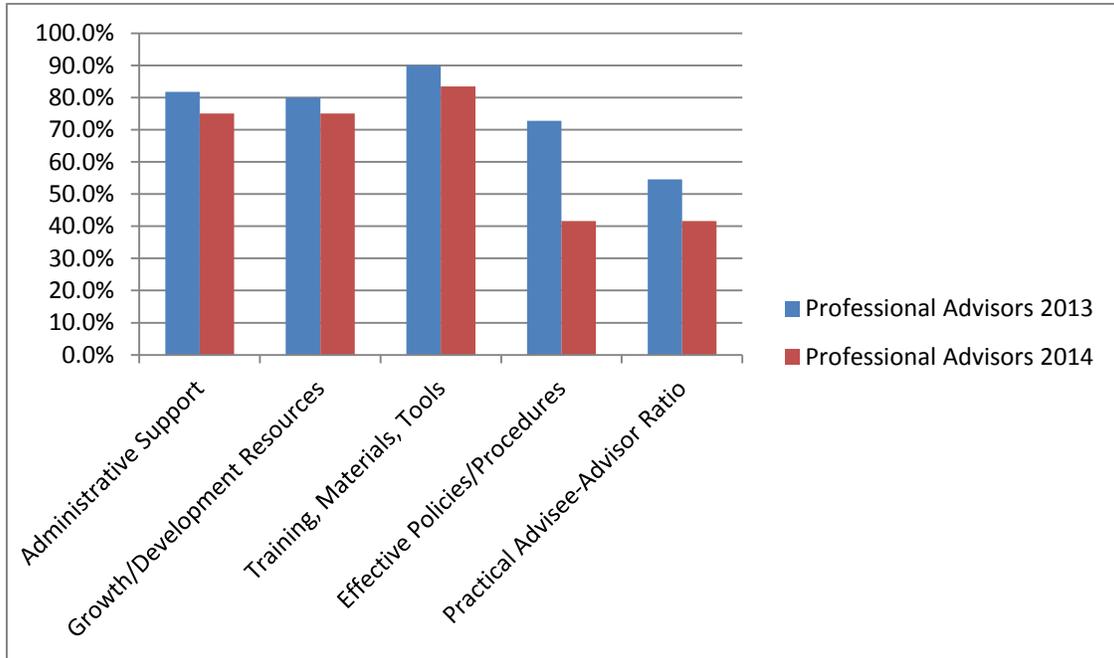
Table 27: Practical Advisee-Advisor Ratio- Respondent Comparisons

	<u>All Advisors</u>		<u>Professional</u>		<u>Faculty</u>	
	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Strongly agree	11.8%	21.1%	8.3%	27.3%	20.0%	12.5%
Slightly agree	41.2%	21.1%	33.3%	27.3%	60.0%	12.5%
Slightly disagree	23.5%	31.6%	33.3%	18.2%	0.0%	50.0%
Strongly disagree	23.5%	26.3%	25.0%	27.3%	20.0%	25.0%
Total	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%

2014 Academic Advising Survey Report

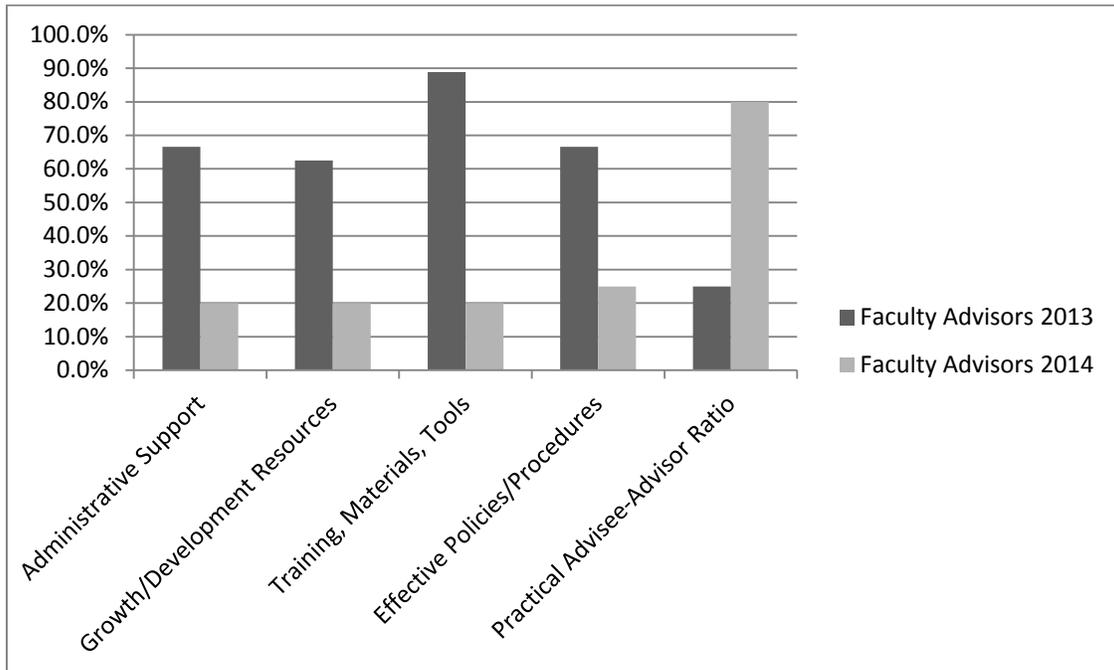
The two figures below use data from the above tables to compare year-to-year change in how professional advisors and faculty advisors perceive academic advising support and resources.

Figure 10: Professional Advisor Support and Resources, Year-to-Year



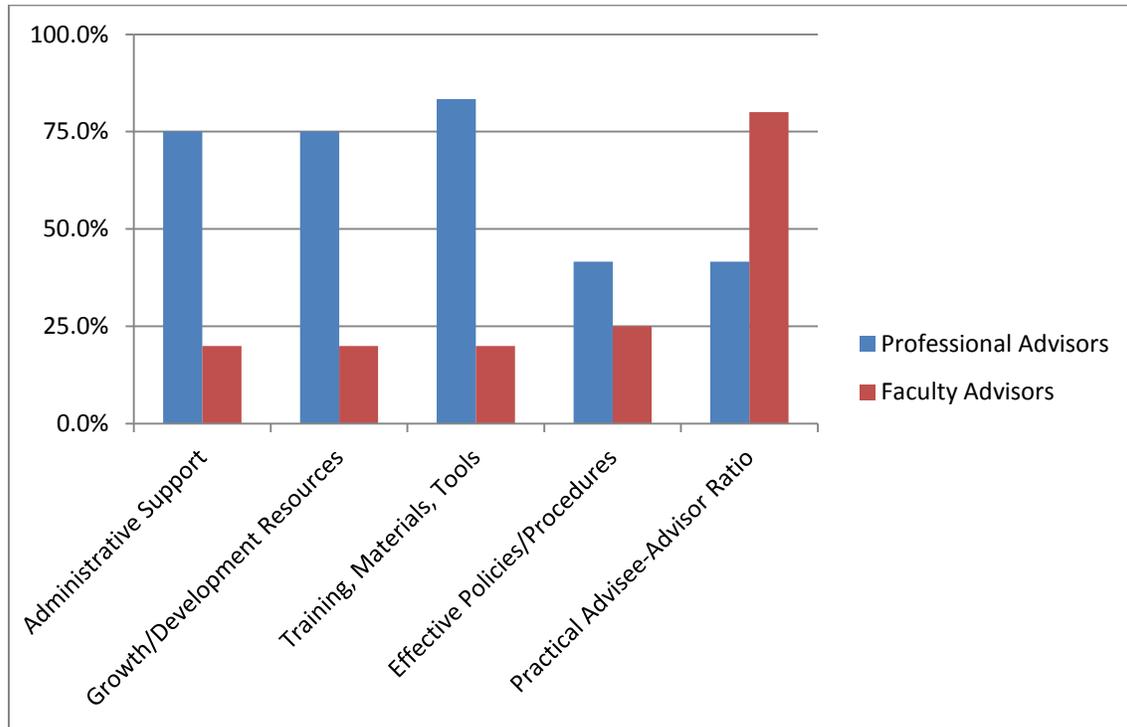
Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses

Figure 11: School of Education Faculty Advisor Support and Resources, Year-to-Year



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

Figure 12: All Advisor Respondents Support and Resources, 2014



QUALITATIVE COMMENTS: ADVISORS

Advisors were also asked to provide any additional comments regarding improving advising or the advisor experience, including addressing any current issues, curriculum and policy, student goals and experiences, accessibility and professional growth or development. Few advisors chose to respond, but their results are below.

1. I also think students should be more responsible playing a more active role in the advising process. Additionally, IU Bloomington and higher level administrators dictate policies/practices that don't necessarily benefit our students.
2. Student to advisor ratio needs to be looked at each school not just simply every school needs 2. Some schools it seems needs at least 2.5 if not 3 to ease the load and allow student to get in in a timely manner. It is a common sentiment among advisors that they are not treated like professionals and with the same respect as faculty members get.
3. There is only one person trained to perform the necessary advising support functions. Therefore, the advisors must supplement.
4. Content advisors should advise all incoming students in their content areas. General advisors lack the in depth knowledge of scheduling and course sequencing.

QUALITATIVE COMMENTS: STUDENTS

Students were asked to provide any additional comments regarding improving advising services or if any advising services could be provided that better help student success as an IU Southeast student. Results are categorized and provided below. Students provided 111 additional comments, with few being actual suggestions. Most were compliments or complaints. Several comments have been grouped into more than one category. Some basic notes:

- Approximately 13% of the comments stated the student had both good and bad experiences with advisors.
- One third of the comments listed satisfaction or dissatisfaction with specific counselors. Positive comments were 6 to 1.
- Approximately 28% dealt with advisor availability/responsiveness/preparedness. Negative comments were 3 to 1. Several detailed numerous attempts to make contact, and long frustrating delays in response. Two stated difficulty scheduling because of working during the day.
- About 24% dealt with requirements/plan for graduation. Negative comments were slightly more than 2 to 1 and dealt with being given the wrong information, taking unneeded classes, being a semester behind, finding out about graduation too late, and having to postpone graduation. The positive comments stressed the opposite-- getting exactly what was needed and at the right time.
- About 17% dealt with advisors' attitude/interest/helpfulness. Negative responses were about 2 to 1.
- About 14% dealt with information/knowledge of the advisors. Negative comments were 7 to 1 and included comments such as inaccurate, contradictory, or false information.
- About 12% were general in nature or not related to advising.
- Nine of the comments referenced specific schools: Natural Sciences, Arts and Letters and General Studies all received 1 complimentary comment, while Education received 2 positive comments, 3 negative, and 1 mixed comment.
- Five of the comments were negative toward the advisor-advisee ratio.
- Note: 1 person specifically asked for help and listed her name and number, which was forwarded onto the proper school.

Suggestions

1. A more efficient, up-to-date online advisement report.
2. More emphasis on showing new students how to look up the notes from previous advising meetings.
3. Hire MORE ADVISORS, please! My AAR was never accurate either. Can someone please update or upgrade Onestartt?
4. For the Informatics capstone (INFO I 494/495 & INFO I 491) were better listed in the software available to the counselors.
5. I would like more uniform information.

2014 Academic Advising Survey Report

6. It would have been nice if I had been given the same crash course meetings that other students got. Maybe those need to be offered at the end of every semester to catch those who came in later.

Specific Counselors

1. My advisor is never available. I have reached out to her on several occasions and I never hear a response back. I never get replies to my emails. She is never available in her office and I barely ever see her on campus. I feel like I am missing out by not having an advisor available, as she would provide some very valuable answers to my questions that I need answered.
2. Karen Boston is the best advisor I have ever dealt with. She always is prepared for me to come in and has ideas to help me reach my long term goals. She has gone above and beyond and is always great to work with. I am so grateful that she is my advisor and I have her to help me along the way!!!
3. I always have my advising appts. with Dana Gohmann, she is very kind and helps me with continuing my education. I really like her advising.
4. Saundra Gordon was an absolute godsend for me while at IUS!
5. I know with the addition of Jen Myers advising has been much better. It was difficult for Greg to take care of all of us. I reached out to a Comm teacher for assistance, since that was my major. I appreciate the addition of Jen- I enjoyed her helping me with my last year of college. She and Greg both care about us!!!! Great experience at IUS!!! Louisville's "BEST" kept secret!
6. Donna and Linda are great people and made the process incredibly easy. Great assets for the university.
7. I enjoyed meeting with Ms. Sarver and thought she was extremely helpful and nice.
8. Donna Ulrich it is an excellent advisor, she does a good job.
9. My advisor has been very difficult to get ahold of. It took her 2 weeks to get back to me after I had tried several times to reach her via email and phone.
10. Donna Ulrich is the best!
11. My program advisor, Dr. Mason, was great and so was Jenny Sarver.
12. Dr. Griggs in the School of Education is the best advisor I have had. Very knowledgeable and caring, easy to get ahold of, and actually listens to my concerns.
13. Sandra in the General Education was wonderful! I changed majors because I wanted to get done faster and she had everything I needed when I walked in! Very organized and really nice!
14. My previous advisor was unclear about concentration requirements.
15. Donna Ulrich has been terrific. She has made my time at IUS very pleasant. She's very thorough and honest.
16. Misty is my main advisor and she was absolutely amazing! She helped me plan for the rest of my degree to graduation and was very helpful. If she couldn't meet with me in person she was excellent at emailing back quickly and always was eager to answer questions or give me advice. I only met with Dana once but she was very nice and helpful with my questions and very knowledgeable.
17. Dana was great and put up with my worry and constant questioning. She was available and responsive through email. Not only did she advise me but she helped to ease many of my fears and helped me see my path out of here to graduation!
18. Dana is a wonderful advisor! Misty is a wonderful advisor!
19. Until my recent new advisor, every advisor I have had returns emails and phone calls promptly. I got a letter in March notifying me of a new advisor and he has yet to return a phone call or an email. I have tried 4-5 times via email and phone to contact him to schedule my classes for Fall, and have not received any acknowledgement from him.
20. I recently changed my advisor to Greg Roberts. He has helped me so much. He is a great advisor.

2014 Academic Advising Survey Report

21. Jessica Sarver has been the best advisor I could have asked for. I help keep her in the loop of what is going on and what my plans are and she has always helped me to choose classes that are supportive of my path.
22. I love my advisor - he is ALWAYS optimistic, excited about my educational goals, is inspirational and motivational even when I'm not doing as good as I'd like to be in my classes, and I feel like he genuinely cares about my progress. The only complaint I could possibly have is that he is terrible at replying to emails. I realize he probably receives hundreds a day from students and faculty, but it's a pain having to make an appointment with him (sometimes weeks out) just to get a simple question answered that could be resolved via email.
23. Misti Whitaker is an excellent advisor in the social sciences department. She has been a great asset in helping me remain on track to graduate and also additional options. She rocks!
24. Donna and Kris are amazing with a true passion for the students.
25. The only advisor I trust is Donna Ulrich. She always tells me what I needed to know to make the best decisions for myself. There is no beating around the bush and she kept me on track with my school work. She is a huge part of my college experience given she recognized me from orientation after I made a comment that made the whole assembly laugh. She always looks out for my well being and has never messed my schedule up as others have. I always go to her and recommend her for all my friends and classmates in the business program. She is by far one of the best individuals I've met on the campus and I'm lucky to have met her. She does great work and is a role model for everyone.
26. I love my advisor, Thompson-Book, she's fantastic :) She's easy to meet with.
27. Greg Roberts has been probably the most important person in planning/carrying out my academic plan. He has made my advising at IU Southeast extremely simple and informative. Kudos to all that he does
28. My advisors were amazing. Thank you Dana and Misti. / Awesome, just awesome.
29. Donna Ulrich is amazing!!!! Keep her at all costs. Seriously.
30. Misti Whitaker is absolutely wonderful. She answers all my questions, whether in person or by e-mail immediately and never makes me feel like an idiot for asking.
31. Linda is knowledgeable or helpful.
32. I am transferring in the fall to another school and Misty Whitaker did a wonderful job advising me what to do and what classes will transfer. If I ever had a question, an answer was sure to follow rather promptly. I am happy to have started my first year of college at IUS and I believe my advisor, Misty, had a great deal to do with that.
33. My current advisor, Karen Bost, has been the best. Karen knows me by name, and pronounces it right.
34. Donna Ulrich is the best asset that advising has.
35. My advising experiences have been very helpful! Ms. Sarver in particular has done an excellent job advising me.

Availability/Preparedness

1. The other advisor I saw after him was more helpful but was hard to reach
2. There are not enough advisors to get in to ask questions let alone plan for semesters ahead. / The way things are set up with pre requisites is ridiculous and makes the stress of scheduling classes more difficult. Get more than one person in the office that can help students plan accurately without putting students behind because they aren't offered.
3. It felt more like an in and out kind of thing rather than taking the time to plan out a smooth process of class taking.
4. My advisor has been wonderful to work with and she is very flexible with advising me through email since I work 8-5.

2014 Academic Advising Survey Report

5. She was available and responsive through email. Not only did she advise me but she helped to ease many of my fears and helped me see my path out of here to graduation!
6. Now that there is no advisor no emails have been answered
7. Scheduling appointments is very difficult for those of us who work during the day.
8. My advisor is never available when I need her. She is rude and doesn't care about me, in my opinion.
9. Advisor is very unaware of what is going on. Never even seems to be prepared for our meetings. Never even seems to remember them. Have basically to some extent done without an advisor. I have talked to many students and one of their biggest complaints is how uninformed and uninspiring the advisor is.
10. Keep in mind that students may miss out on classes they need if their advising appointment is after their registration date.
11. She was always prepared and helped me a lot thanks
12. When scheduling appointments for the next semester's classes, there needs to be more weeks because sometimes some advisors are too full to meet with you before the time you can register.
13. Also, we don't like to feel like our advisors are too busy for us. I am still waiting on responses from an advisor and it has been
14. I transferred here after twenty years of being out of college and both advisors instructed me on what classes to petition and which classes I would need to take. I had sound advice from the second advisor and I was even admitted to the School of Education earlier than I thought I would be. She is readily accessible and knowledgeable about what I need to do to complete my degree. I am very satisfied.
15. I am very happy with the advising services that IUS offers and the Social Science office responded to email within 24 hours. They are on top of the game and great workers. Love my IUS staff!
16. My advisor was hard to reach, and I heard stories of others never being able to reach them. The advising is great for checking a list or saying "take this and that this semester, this next fall etc" but then the classes are full or do not work for a schedule, I've taken summer classes every year because of insufficient classes available and advisors unable to assist in getting me into full classes. There are very few advisors I've heard good things about with regards to actual advising - they are all friendly and great to chat with though!
17. My advisor missed one of our meetings, and for our other meetings was either late or unprepared. I expect the same treatment from her as I give, as well as the same level of respect.
18. she had everything I needed when I walked in! Very organized and really nice!
19. I think if a student is to receive a new advisor, a courtesy call or email should be sent. This is one of the reasons I left Ivy Tech and now IUS is doing the same.
20. is never available. I have reached out to her on several occasions and I never hear a response back. I never get replies to my emails. She is never available in her office and I barely ever see her on campus. I feel like I am missing out by not having an advisor available, as she would provide some very valuable answers to my questions that I need answered.

Responsiveness

1. The only complaint I could possibly have is that he is terrible at replying to emails.
2. My advisor took a long time to get back to me. She referred me to another advisor who also took a long time, over a month, to respond. She has not responded to one of my emails. My experience seems to say that I am not a priority on an advisors list. I wish they would check with me regularly and answer my questions.

2014 Academic Advising Survey Report

3. Now that I am in the education program I have not once heard from my advisor this year. Despite the fact that I have emailed over 14 times and called 8. I am really flying blind with my degree. Most of the people I have talked to in the elementary education program feel the same way.
4. Until my recent acquisition, every advisor I have had returns emails and phone calls promptly.
5. It took her 2 weeks to get back to me after I had tried several times to reach her via email and phone.

Requirements/Graduation

1. Got a cute little surprise email half way through this semester saying I was one credit hour short of being able to graduate after being assured at three different advising meetings that I not only would be ready to graduate but would have five credit hours more than the requirement.
2. Our advising program here at IU Southeast is very helpful and knowledgeable about the degree requirements. They do a very good job telling you when to make advising appointments and when to schedule your classes.
3. Advisor did not give me the steps for enrolling in the EDU program and now I feel like I am a semester behind!
4. As far as the advisors. They never seem to be on the same page about anything. I would love a straight answer yet I hardly ever get it.
5. My previous advisor was unclear about concentration requirements.
6. My education advisor never knew what was going on. My degree requirements changed every year, and she told me to take extra classes I didn't need. I became my classmates' advisor because I knew more about the degree requirements than the department advisor. Hire MORE ADVISORS, please! My AAR was never accurate either. Can someone please update or upgrade Onestartt?
7. I was told I could sign up for an associates degree in accounting that this was the last year offered, when I signed up. I was told that if I kept atleast one class per semester I would still be eligible for the degree. When I asked for help on choosing classes this semester the advisor told me it was impossible to get that degree that I should transfer to Ivy Tech.
8. That individual had me take classes i did not need and also did not advise me of certain criteria i needed.
9. I wish that they could meet with out appointments/ better availability. I also wish that the prereq. for the Informatics capstone (INFO I 494/495 & INFO I 491) were better listed in the software available to the counselors.
10. I've seen a total of 3 academic advisors at IUS since 2009. Two of them kept trying to place me in a department and major I was not interested in just so I would be placed somewhere.
11. I had mutiple advisors and it was difficult getting the information I needed. The information I was given was not always correct but it was what the advisor had available to them. I was given many "filler" classes that had nothing to do with my major or career path to keep a full time status. This hendered me from keeping on track because the classes I needed were not available.
12. I transferred here after twenty years of being out of college and both advisors (after one retired) instructed me on what classes to petition and which classes I would need to take. I had sound advice from the second advisor and I was even admitted to the School of Education earlier than I thought I would be. She is readily accessible and knowledgeable about what I need to do to complete my degree. I am very satisfied.
13. Advisors were largely uninterested in my education. My graduation had to be pushed back on multiple occasions due to errors in advising (wrong required credit hours in each subject, failure to file supporting documents in a timely manner).

2014 Academic Advising Survey Report

14. I am a transfer student from Ivy Tech. I have been at IUS for the last two semesters. I have been assigned two different advisers. My transferring adviser told me to retake courses that transferred from Ivy Tech. When I ran a report on student center it told me that I still have 3 other classes I have to take along with my program classes. I AM STRONGLY DISSATISFIED WITH THE ADVISING AT IUS. I have no idea where to go or what do to about this. I am seriously considering transferring to Indiana Wesleyan next semester!!
15. Make sure the advisors know about the requirements. Was told 3 different things about the same question from same advisor.
16. I had two very different advising experiences, however. In the School of Arts and Letters, I was given information about the program and was even encouraged to expand my education to receive a double major. In the School of Education, however, my experience was not as satisfying - but mostly due to things that were out of our control (new check sheets, new laws, etc.). Overall, the faculty and staff have helped me greatly and I appreciate it (far more than I could ever express).

Plan

1. I wish my advisor would take more time to talk to me about my long term goals here at IUS
2. I wish I would have known what classes I needed to take, when, and what that meant for the rest of my career as a student. I often felt confused and lost and think that I could have used more "advising" rather than have somebody sit me down and telling me what classes I was going to take.
3. My advisor is awful. She does not and has not helped me my entire career at IUS. She is never available and when I meet with her I leave dissatisfied and empty handed on what I came in there for.
4. She was available and responsive through email. Not only did she advise me but she helped to ease many of my fears and helped me see my path out of here to graduation!
5. She always is prepared for me to come in and has ideas to help me reach my long term goals.
6. she was absolutely amazing! She helped me plan for the rest of my degree to graduation and was very helpful. If she couldn't meet with me in person she was excellent at emailing back quickly and always was eager to answer questions or give me advice.
7. My advisor was an amazing mentor, who went out of his way to help me find my path to graduation. He was accessible, attentive and flexible. At no point did I feel like I was just another student, nor did he ever offer me advise that wasn't in my best interest. Give him a raise.
8. A year ago I would have put very dissatisfied as my overall level of satisfaction, however I switched advisors and now feel like I am once again on the path to graduation.
9. My advisors here have misinformed me and set me back at every turn. They have had no idea what was going on or what I needed at any given time. Very disappointing.

Attitude Toward/Interest in Student

1. my adviser has always made me feel like no matter what happens I can get my education. she is great.
2. They have too many students and don't connect with you on a personal level.
3. There are many times I have had an academic crisis and just plopped down in her office to talk it out
4. I have been very unhappy with the shrug of the shoulders from my adviser. She was always there to tell me, I probably won't make it in the program. I am in desperate need of some quality academic advising.
5. Most of my advisors have not been very helpful at all, sometimes even putting down incorrect information like telling me I needed to take classes I'd already taken. My most recent advising

2014 Academic Advising Survey Report

appointment with a new advisor was excellent and I will be visiting him from here on out. He was attentive, personal, knowledgeable, understanding of my questions, and didn't make me feel like I was wasting his time or like I was being rushed out of the room for another appointment.

6. My advisor is never available when I need her. She is rude and doesn't care about me, in my opinion.
7. I feel as though the advisors were willing to help any student but at times could be very rude.
8. I absolutely hate dealing with any of my advisors.
9. My first experience with an advisor was very unpleasant. She was very discouraging and had a bad attitude. She even complained about being there when someone else asked her how she was. This was my first time signing up for classes and starting school and she made the process that much more stressful. Luckily when I met with a different advisor to set up my classes for the next semester the experience was just fine
10. Now that I am in the education program I have not once heard from my advisor this ear. Despite the fact that I have emailed over 14 times and called 8. I am really flying blind with my degree. Most of the people I have talked to in the elementary education program feel the same way.
11. My first advising appointment in the education department was wonderful and extremely helpful. My second advising appointment with a different advisor was horrible. She was not clear in answering my questions and acted as if I was a burden and wanted our meeting to end ASAP.
12. I feel like the advisors I have had (2 different schools at IUS) could care less about my success as a student. When problems arise and are discussed, advisors brush them off with little guidance. Please train current advisors to be more in tune with us as students. I actually dread going to my advisor because I never leave feeling good about where I am as a student. Not all of us are able to complete courses on a standard timeline. Offer realistic guidance when we have to take a more untraditional approach to our degree.
13. It was slightly discouraging to come out of an advising meeting feeling like I had bothered my advisor. I never felt like she wanted to talk to me. / / Also, as a transfer student, I had many questions about what to expect along my journey into the school of my major. It would have been nice if I had been given the same crash course meetings that other students got. Maybe those need to be offered at the end of every semester to catch those who came in later.
14. Advisor is very rude and short with me.

Helpful

1. My advisor has been very helpful and even gone beyond what I thought they would help with on my schedule. The natural science advisors are awesome!
2. I honestly hardly ever used my adviser. I believe I had three different advisers from the time I started at IUS. The changes were confusing and inconvenient. I can read the requirements and use online tools to make sure I'm on track without having to talk to an adviser.
3. My advisor was always rude and didn't seem to want to help me. The information she would give me was never entirely accurate. I ended up going to another advisor for help. Many other students felt the same way.
4. I had to leave IUS for 6 years before returnign to complete my degree. THE advising I recieved in my first time at IUS was not very good at all and quite unhelpful. Since returning, the adviosr has been so extremely helpful. It has been a much different eceprience than my previous time. The advisign program has come a long way!!

Advisor Knowledge

1. Other advisors either did not know what they were talking about (having me re-take classes that were transferred from another school, but called a different title)
2. The school might need more advisors and ones who know criteria better.
3. I wish my advisor knew more about other fields, for instance I have considered double majors and they didn't know anything about the other field.
4. My advisor couldn't answer most of my questions related to my major.
5. However, anyone else I saw while I was at IU Southeast was less than helpful.
6. I want advisors to have more detailed information about professors and classes.
7. Throughout my academic career at IUS, I have met with several different academic advisors, all of which have provided me with inaccurate, contradictory and worthless information.
8. The advisor I have seems to be a little hazy on some procedures
9. Each time that I have met with my advisor I am sadly disappointed and even more confused than when I first enrolled. I think it's not only important, but necessary, that an advisor know what the course description is and if a course is a continuation of a previous.

Information

1. I have had great experience with some advisors, but some haven't been as great and I would like more uniform information. Advisors mis-information cost students money and stress and that's not fair!
2. I have had many different advisors in my time at IUS. The majority of them were very very helpful and knowledgeable. However, meeting with them is tough because it's harder to get in touch quickly. Also there seems to be a lot of run-around with information. Everyone thinks someone else should know the answer. So getting on the same page within multiple offices would definitely help.
3. Advisor is very rude and short with me. Over the course of time I have been seeing her. She has given me nothing but false information. I feel as if my education has been left in shambles due to not poor, but terrible advising.

Overall/General

1. More emphasis on showing new students how to look up the notes from previous advising meetings. I didn't find out about this til last year and I've been at IUS since 2007.
2. Most of my comments are from advising from prior to 2010, because I feel that I had little guidance. Since that time it has been much easier and I have received better direction.
3. At the beginning of the semester I felt uncomfortable going to my advisor, then as the days went by and I visited more it got better.
4. An insurmountable problem I continually encountered was my ID number
5. This school is just not created for parents, and I hate that.
6. My advisors were amazing.
7. A more efficient, up-to-date online advisement report.
8. I am double majoring in history and German, and it is very convenient that my advisors in social sciences and arts&letters are cross-trained in both colleges so I only have to meet with one advisor, not both.
9. I had a few issues with an advisor who no longer works here... all other advisors were great.
10. I have had a terrific experience here at IUS. I think the advisors are wonderful!
11. Transfer credits and exception and drawn out for semester after semester. Its extremely difficult to get someone to make a decision and then to have the system reflect it properly for anything that is outside of the norm.

2014 Academic Advising Survey Report

12. I absolutely love my advisor! There are many times I have had an academic crisis and just plopped down in her office to talk it out. She is just wonderful and a great lady! My advising department is great. I never feel underprepared going into a semester.
13. I am very pleased with IU Southeast's advising. My advisor was there for me during tough situations and I wouldn't be where I am today if it wasn't for him. Thank you IU Southeast :)
14. I am a currently a sophomore and I will soon be a junior. I have asked for a bulletin multiple times but I have never received one. I would like to have one as soon as possible so that I can work towards my long term plans of graduating on time. Why have we not received them yet?

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

CONFIDENTIALITY

The information in the study 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 Ron Severtis at rseverti@ius.edu (812-941-2148) or Tanalee Wasson at tawasson@ius.edu (812-941-2293).

PARTICIPATION

Taking part in this study 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.

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 survey, "My advisor" should refer to your overall experiences with advising at IU Southeast.

Please use the scale below to answer the following questions

	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	I don't know or N/A
I always prepare for meetings with my advisor (i.e., prepare questions, prepare materials).	<input type="radio"/>				
My advisor helped me develop a long-term education plan.	<input type="radio"/>				
My advisor provides me with accurate information regarding course, program, or degree requirements.	<input type="radio"/>				
My advisor provides me with accurate information to keep me on track to graduate.	<input type="radio"/>				
My advisor is accessible for meetings and/or phone calls at times convenient for me.	<input type="radio"/>				

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

Very Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Very Satisfied	I don't know or N/A
<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 services overall. For instance, are there advising services we can provide that would better help your success as an IU Southeast student?

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

For questions or concerns about this policy, please contact Ron Severtis at rseverti@ius.edu (812-941-2148) or Tanlee Wasson at tawasson@ius.edu (812-941-2293).

Thank you for providing your feedback!

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

Annual Advisors Survey

INDIANA UNIVERSITY SOUTHEAST

Advisor Assessment Survey

CONFIDENTIALITY

The information in the study 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 Ron Severtis at rseverti@ius.edu (812-941-2148) or Tanalee Wasson at tawasson@ius.edu (812-941-2293).

PARTICIPATION

Taking part in this study 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.

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. Results by School will be shared with the Associate Vice Chancellor for Academic Affairs.

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 Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
I always prepare for meetings with my advisor (i.e., prepare questions, prepare materials).	<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"/>

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 Dissatisfied



Slightly Dissatisfied



Slightly Satisfied



Very Satisfied



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

	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	I don't know or N/A
I am provided with high quality administrative support.	<input type="radio"/>				
I am provided resources for professional growth or development (conferences, events, grants, writing, etc.).	<input type="radio"/>				
I am provided with effective training, support materials and technological tools to do my job.	<input type="radio"/>				
The administrative policies and procedures regarding advising at IU Southeast is effective.	<input type="radio"/>				
My advisee-advisor ratio is practical.	<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.

For questions or concerns about this policy, please contact Ron Severtis at rseverti@ius.edu (812-941-2148) or Tanlee Wasson at tawasson@ius.edu (812-941-2293).

Thank you for providing your feedback!

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