ACADEMIC ADVISING FEEDBACK REPORT

SUMMARY OF FALL 2009 SURVEY RESULTS

Report prepared by Tahira M. Probst, Ph.D.
Interim Director of Assessment
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Background

- In Fall of 2007, the WSU Vancouver Retention Task Force developed a vision of Academic Advising describing the roles and contributions of students, advisors, and the institutional administration to that process.

- In order to determine how well our campus was meeting that vision and to assist in planning for possible improvements to the advising system, a Survey of Academic Advising was administered to a representative sample of students during the Spring of 2008.

- Based in part on those results, several changes were made to advising at WSU Vancouver. In order to evaluate the impact of those changes and to provide an ongoing assessment of advising processes, an Academic Advising Survey was created by academic advisors and coordinators to gather data from students in subsequent semesters. The purpose of this brief survey was to measure:
  - reasons why students seek advising;
  - how they learn of advising resources on campus;
  - methods students use to prepare for advising; and
  - their perceptions of the academic advising process at WSU Vancouver, their role in that process, and their advisor.

- Individual units could also tailor the Advising Survey to include specific questions relevant to their areas.

- The following report summarizes the findings from the Advising Surveys completed by students during the Fall of 2009.

Demographic Information

- The survey sample size was 701 students, representing 24% of the total student population.

- 58% of respondents were female; 42% male, corresponding to the undergraduate student population.

- 62.6% of respondents were Caucasian/White. 17.2% were racial minorities or multi-racial; 20.3% chose not to respond to this item. This represents a slight over-sampling of minority students.

- The mean age of students was 26.19 years. The age range was 18-60 years.

- 24% of respondents entered WSU Vancouver as a freshman; 58.6% were transfer students; the remaining 17.4% were undefined.

- Number of Respondents by Advising Unit:
  - Student Resource Center: 133
  - Liberal Arts: 170
  - Science: 98
  - Business: 194
  - Human Development: 51
  - Computer Science/Engineering: 55
SUMMARY OF 
OVERALL FINDINGS

Descriptive Information Regarding Advising Contact

- Source of academic advising:
  - 18.5% Student Resource Center
  - 35.6% Departmental Academic Coordinator
  - 35.3% Faculty Advisor
  - 1.9% Don’t Know
  - 8.6% Multiple Choices (e.g., group advising session where academic coordinator and faculty member present)

- 32.6% indicated this was their first visit with this advisor.

- The format of the advising appointment was:
  - 63.2% Individual Appointment
  - 36.2% Group Session
  - 1% Via Email
  - 0.4% Via Telephone

- The primary reason for seeking advising varied, although typically it was to select courses for the upcoming semester. Because this was an open-ended question, analyses are limited (see detailed comments in Appendix A). It is recommended that future iterations of this survey provide a checklist of reasons from which students can select to facilitate summary data on this topic.

Topics Discussed in Advising Session

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage Endorsing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course planning and selection</td>
<td>87.4</td>
</tr>
<tr>
<td>Writing portfolio</td>
<td>55.1</td>
</tr>
<tr>
<td>Career planning and educational goal setting</td>
<td>54.5</td>
</tr>
<tr>
<td>Degree Audit Report</td>
<td>51.2</td>
</tr>
<tr>
<td>Release of registration hold(s)</td>
<td>50.2</td>
</tr>
<tr>
<td>Graduation</td>
<td>43.5</td>
</tr>
<tr>
<td>Selecting a major, minor, or certificate</td>
<td>38.8</td>
</tr>
<tr>
<td>Internships, research, international experience</td>
<td>36.5</td>
</tr>
<tr>
<td>Graduate or professional school preparation</td>
<td>33.1</td>
</tr>
<tr>
<td>Concerns about academic success &amp; progress</td>
<td>33.1</td>
</tr>
<tr>
<td>On-campus academic resources (i.e., tutoring, math center, writing center, library)</td>
<td>26.0</td>
</tr>
<tr>
<td>Transfer issues</td>
<td>19.5</td>
</tr>
<tr>
<td>Distance Degree Program</td>
<td>19.4</td>
</tr>
<tr>
<td>Referral to campus resources for personal assistance (i.e., financial aid, counseling)</td>
<td>17.1</td>
</tr>
<tr>
<td>On-campus extracurricular resources (i.e., student life, clubs, activities, events)</td>
<td>12.1</td>
</tr>
<tr>
<td>Academic reinstatement</td>
<td>4.4</td>
</tr>
<tr>
<td>Other</td>
<td>1.9</td>
</tr>
</tbody>
</table>
Preparation for Advising

The following lists the percentage of students that report engaging in various activities to prepare for advising sessions. On average, students engaged in 2.67 preparatory activities each.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage Endorsing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed schedule of classes</td>
<td>61.5</td>
</tr>
<tr>
<td>Reviewed Degree Audit</td>
<td>50.4</td>
</tr>
<tr>
<td>Checked myWSU for registration holds</td>
<td>46.4</td>
</tr>
<tr>
<td>Gathered information to review with my advisor through internet research</td>
<td>32.0</td>
</tr>
<tr>
<td>Created a list of questions for my advisor</td>
<td>28.8</td>
</tr>
<tr>
<td>Completed paperwork/forms needed during the session</td>
<td>23.1</td>
</tr>
<tr>
<td>Reviewed notes from prior appointments</td>
<td>20.0</td>
</tr>
<tr>
<td>Other</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Number of Preparatory Advising Activities
Perceptions about the Institutional Advising Process

Students were asked about their feelings regarding the advising session. Responses could range from 1 (strongly disagree) to 5 (strongly agree) and were scored such that higher numbers reflect more positive attitudes toward the advising process.

Some units developed additional questions for this section. Responses to those are contained in the Unit specific results section of the Feedback Report.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>My advisor treated me with respect.</td>
<td>4.22</td>
</tr>
<tr>
<td>My advisor was able to address the specific topics raised in this appointment.</td>
<td>4.00</td>
</tr>
<tr>
<td>It was possible to meet with my advisor in a timely manner.</td>
<td>3.94</td>
</tr>
<tr>
<td>I had enough time with my advisor at this appointment.</td>
<td>3.80</td>
</tr>
</tbody>
</table>

![Bar chart for My advisor treated me with respect.]

![Bar chart for My advisor was able to address the specific topics raised in this appointment.]

![Bar chart for It was possible to meet with my advisor in a timely manner.]

![Bar chart for I had enough time with my advisor at this appointment.]

Survey of Academic Advising
ANALYSES BY UNIT

Analyses were conducted to determine if there were unit-level differences in the extent to which students prepared for advising and other perceptions regarding advising. Such results are provided solely to facilitate units learning from the best practices of others.

Only statistically significant differences are presented below. Therefore, if specific analyses are not broken down below by unit, it indicates the earlier “overall results” are equally applicable to all units. Finally, it is important to note that with such a large sample of respondents, even small differences can be “statistically significant”. Whether these differences are meaningful from a practical standpoint is up to the discretion of the units.

Differences in Student Preparation

Student preparation was measured by the number of pre-advising preparatory activities checked by the student. When comparing differences in the level of preparation between units, it was found that SRC and ENCS students engaged in significantly fewer preparatory steps than CLA, Science, Business, and Human Development students.

Differences in Perceived Timeliness

Students were asked to indicate whether they were able to meet with an advisor in a timely manner on a scale from 1 (strongly disagree) to 5 (strongly agree). ENCS students scored significantly higher than CLA, Science, and Business students, with HD and SRC students falling in between.
Differences in Perception of Having Enough Time

Students were asked to rate on a scale from 1 (strongly disagree) to 5 (strongly agree) whether they had enough time during the advising session. CLA students scored significantly lower than SRC, Science, Business, Human Development, and ENCS students.

ANALYSES BY SOURCE OF ACADEMIC ADVISING

Differences in Preparation

Students who indicated receiving advising from multiple sources reported engaging in the greatest number of preparatory activities prior to the advising session. (Note: Students who selected multiple advisors are most likely those students that attended group sessions where both faculty members and departmental academic coordinators were present.) Students advised in SRC reported engaging in significantly fewer activities compared to the other advising sources.
ANALYSES BY TRANSFER VS. FRESHMAN ENTRY

Differences in Preparation
Transfer students reported engaging in significantly more preparatory activities (mean = 2.89) than students who entered as Freshmen (mean = 2.27).

ANALYSES BY FORMAT

There were significant differences in many areas as a function of whether students received individual versus group advising.

Differences in Preparation
Students who received group advising reported engaging in significantly more preparatory activities (mean = 3.09) compared to students who received individual appointments (mean = 2.42).

Differences in Perceived Respect
However, students who received individual advising appointments reported that their advisor treated them with greater respect (mean = 4.90) compared to students who attended group advising appointments (mean = 4.80). (Again, while statistically significant, these are relatively small numerical differences.)

Differences in Perceived Ability to Address Topics Raised
In addition, students who received individual advising appointments reported that their advisor was better able to address the specific topics raised in the appointment (mean = 4.82) compared to students who attended group advising appointments (mean = 4.64).

Differences in Perceived Timeliness
Students who received individual advising appointments also reported that they were able to meet with their advisor in a more timely fashion (mean = 4.77) compared to students who attended group advising appointments (mean = 4.50).

Differences in Perception of Having Enough Time
Students also reported feeling that they had enough time to meet with their advisor to a greater extent when they had individual appointments (mean = 4.84) compared to students who attended group advising appointments (mean = 4.46).
ANALYSES BY FIRST VISIT

Differences in Perceived Timeliness

Students receiving advising for the first time at WSU Vancouver reported that they were able to meet with their advisor in a more timely fashion (mean = 4.77) compared to students who had received advising in prior terms (mean = 4.63).

ANALYSES BY GENDER

Differences in Preparation

Female students engaged in significantly more preparatory activities prior to advising (mean = 2.88) than male students (mean = 2.49).

ANALYSES BY ETHNICITY

Differences in Preparation

Caucasian students engaged in significantly more preparatory activities prior to advising (mean = 2.81) than non-Caucasian students (mean = 2.39). Note: Minority group membership was too small to conduct separate analyses for each ethnicity (e.g., Asian American vs. Native American, etc.).
Students advised in SRC were asked whether they left their appointment “with a solid understanding of my next steps.” Student responses could range from 1 (strongly disagree) to 5 (strongly agree). The mean response was 4.80. The percentage of responses in each category is below.
ADDITIONAL
LIBERAL ARTS RESULTS

Although surveys came from students being advising in multiple different departments, analyses found no significant differences in students’ preparation for or perceptions of advising across the different departments. Therefore, specific departmental comparisons are not presented here.

Students advised in CLA were asked how they found out about advising resources. The percentage of students that endorsed each option is listed below.

<table>
<thead>
<tr>
<th>Percentage Endorsing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email notices</td>
</tr>
<tr>
<td>myWSU portal notices</td>
</tr>
<tr>
<td>Ask academic coordinator or faculty mentor.</td>
</tr>
<tr>
<td>Flyers on bulletin boards</td>
</tr>
<tr>
<td>Review of department web page</td>
</tr>
<tr>
<td>Announcements in class</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Below are the specific responses for students who responded to “Other”:

- already knew
- classroom announcement
- email
- friends

- group advising
- referral from SRC
- roommate
- students - recent graduates

Students were also asked what additional topics they would like to see addressed in group advising. Below are their responses:

- bring in hiring decision makers
- clubs
- course planning
- foreign language req.
- future classes
- graduate school
- graduate studies
- GRE’s
- group advising is not offered and would not be a good option.
- How to decide on just one area of Psych
- internship which was included
- it was great, encourage questions
- Masters/Ph.d program applications
- more advanced planning
- more classes to consider
- more student loan repayment info
- Personal psych and Human Resources
- Schedule for classes that I should take.
- specifics on classes that meet the major requirements
- time frame of completion of events
Students in Business were asked how many hours per week they work. On average, students work 17.94 hours (range = 0 - 55 hours). A histogram of the grouped frequency distribution is presented below.

Students were also asked to indicate what time of day they were most likely to request an appointment or stop by the office. Despite being asked to check only one time, many of the 109 students who responded to the question checked several options. Therefore, percentages do not add to 100%.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th># of Endorsements</th>
<th>Percentage Endorsing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>21</td>
<td>19.27</td>
</tr>
<tr>
<td>9:00 am</td>
<td>36</td>
<td>33.03</td>
</tr>
<tr>
<td>10:00 am</td>
<td>39</td>
<td>35.77</td>
</tr>
<tr>
<td>11:00 am</td>
<td>40</td>
<td>36.70</td>
</tr>
<tr>
<td>Noon</td>
<td>38</td>
<td>33.03</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>36</td>
<td>33.03</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>32</td>
<td>29.36</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>32</td>
<td>29.36</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>27</td>
<td>24.77</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>23</td>
<td>21.10</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>9</td>
<td>8.26</td>
</tr>
</tbody>
</table>
Acknowledgements

The WSU Vancouver Undergraduate Academic Advising Survey was developed and administered by the academic advisors and coordinators from all units on campus. Departments or units wishing to conduct additional exploratory analyses of the survey data should contact Tahira Probst at probst@vancouver.wsu.edu.

I would like to acknowledge the invaluable assistance provided by James Kutch who entered, cleaned, and performed numerous recodings of the survey data during the course of the data analyses.

Thanks are also due to Jean Lang, Phyllis Vomacka, and Laurel Rea-Bullion, who were all extremely patient and prompt in responding to numerous requests for Data Warehouse queries to facilitate our analyses. Any errors in the resulting feedback report are my own, however. 😊
APPENDIX A: Primary Reason for Advising Visit
(Note: Typed verbatim from surveys.)

SRC Respondents
1. First registration.
2. scheduling
3. Classes for spring.
4. Planning my educational goal.
5. Spring advising.
6. Course planning / spring registration.
7. Plan classes for spring term.
8. Reinstatement and advising.
9. Course planning.
10. Spring schedule planning.
11. Academic planning.
12. Register for spring 2010 classes.
13. advising
14. To get a plan for my major.
15. Class planning.
16. Course planning.
17. Registration planning.
18. New student to WSU advising for Major (finance).
19. degree choice
20. Schedule classes.
22. Course planning.
23. Class scheduling.
25. Course planning.
26. Spring advising.
27. Spring course advising.
28. Academic advising.
29. advising
30. Choosing courses.
31. Classes schedule.
32. Schedule classes.
33. Scheduling for spring 2010 semester.
34. advising / register
35. Advising for spring classes.
36. advising
37. Advising for scheduling.
38. advising
39. Class scheduling.
40. Wanting to switch my major.
41. To advise for classes next semester.
42. Advising hold.
43. scheduling
44. Classes and major.
45. Class scheduling.
46. Advising meeting registration hold.
47. Picking classes.
48. Course scheduling.
49. Course planning for next semester.
50. Pick classes for spring semester.
51. Choosing classes for next semester.
52. Academic advising.
53. Register for classes.
54. Course planning.
55. Course planning.
56. Course planning.
57. Setting up classes.
58. Picking classes for spring 2010.
59. Spring advising.
60. Getting my classes for the next semester planned out.
61. To plan for next semester.
62. Course planning.
63. Advising / course planning.
64. Choosing classes.
65. Choosing classes.
66. reg.
67. Advising- study abroad, major.
68. Advising for spring 2010.
69. To look at classes and career plan.
70. Class spring ’10 advising.
71. Academic advising, course planning.
72. Get classes lined up for spring ’10.
73. Spring semester advising.
74. Scheduling for classes.
75. Course planning.
76. Scheduling.
77. Registration.
78. Course planning.
79. Academic advising.
80. Scheduling classes.
81. Scheduling classes for next semester.
82. Course planning.
83. Schedule advising.
84. Scheduling for classes.
85. Spring 2010 advising.
86. Course planning.
87. Schedule advising.
88. Release advising hold.
89. Registration for spring 2010.
90. To look at classes for next semester.
91. Finding classes.
92. Registration advising.
93. Course selection.
94. Schedule next semesters classes.
95. Advising on classes.
96. To schedule classes.
97. Scheduling spring classes.
98. Registering for classes. Mech Eng to DTC.
100. Scheduling for classes.
101. Scheduling classes.
103. To discuss & decide future course work & possible majors.
104. Course planning.
105. Schedule planning.
106. Course scheduling.
107. scheduling
108. Course planning.
110. Schedule planning.
111. Class scheduling.
112. Find classes for spring.
113. Class setup for next term.
114. Going over progress of this semester and determining courses next semester.
115. advising
116. advising
117. Plan class schedule.
118. Spring scheduling problems with algebra class.
119. Schedule spring classes.
120. Schedule courses.
121. Advising for spring term.
122. Register for spring semester.
123. Advising for spring semester.
124. Schedule advising.
125. Lift academic hold and make sure requirements are met for graduation.
126. Planning courses.
127. Academic advising.
128. Schedule classes.
129. Information or registration.
130. Course selection, advising, registration.
131. New student, information, registering.

**College of Liberal Arts Respondents**

1. To make sure I'm on the right track.
2. Graduation / major change.
3. Go over my academic courses for spring 10.
4. Additional knowledge.
5. Spring selection.
6. To find out what I'm missing for graduation.
7. Group advising.
8. Graduation application which I didn't get - bummer.
9. advising
10. So I could register next semester and ask graduate school questions.
11. Spring advising.
12. Post baccalaureate info.
13. To speak about English degree.
14. Clear registration hold so I can register for next semester classes.
15. Find out about graduation and student plans.
17. Preparation for spring 2010 semester.
18. Graduation info.
19. Determine what classes to take next.
20. To see what classes I need to graduate.
21. Graduate studies.
22. Required to allow registration.
23. Advising for spring 2010
24. General info.
25. Advising for spring quarter.
26. Class options for spring semester.
27. Make schedule for spring semester.
28. To find out which classes applied to my major.
29. Graduation requirements.
30. Course info.
31. Stay on course.
32. Switch majors / learn about teaching program.
33. Advising hold.
34. graduation
35. General & individual info English.
36. Awareness of upcoming requirements.
37. I was required to attend.
38. graduation
39. advising
40. To remove advising hold and ask some questions.
41. I thought this was required for me to register.
42. Required for registration.
43. To answer questions that I have.
44. Releasing my advising hold.
45. Signing up for spring semester soon.
46. Spring term advising hold release.
47. Learn more about graduation.
48. advising
49. graduation
50. Advising hold.
51. Advising registration hold.
52. Remove hold.
53. We have to meet.
54. Planning for spring semester.
55. To learn what I need to have to graduate with a minor attached.
56. Helping me decide what classes I need to register for.
57. Prepare for graduation.
58. Was required to come.
59. Registration hold declare major.
60. Graduating in may - need graduate advising.
61. Switch my major.
62. Spring advising.
63. Get more info on spring courses.
64. Graduate advising.
65. Advising block.
66. To have a person verifying calculations.
67. Release advising hold.
68. Learn more about course work for BA.
69. required
70. Talk about graduate school.
71. required
72. General questions about grad school and programs.
73. To make sure taking correct classes.
74. To get advice for spring 09.
75. Grad school talk.
76. Graduation questions.
77. Group session - graduation advising.
78. Get holds removed & advice on when to take classes.
79. Undergraduate hold.
80. It's required.
81. Major, registration
82. registration
83. Talk about courses.
84. Find out about the professional writing certificate which I want to pursue.
85. Commencement and graduation information.
86. Registration hold.
87. Get hold off.
88. Discuss starting a second major in biology.
89. reg.
90. Graduation commencement.
91. Required for registration.
92. graduation
93. Academic advising.
94. Credit evaluation.
95. Discuss degrees & courses.
96. To be advised and have some questions answered.
97. General info for psych majors.
98. Discuss classes for next time.
99. Advising hold.
100. To take my hold off.
101. Gain info about spring class options.
102. Advising for next semester.
103. Be able to register for classes, info about prerequisites.
104. Group session for spring semester.
105. Group advising session.
106. Make sure I'm on track for graduation.
107. Questions about requirements.
108. Graduation.
109. To figure out what I needed for next semester & my degrees.
110. Lift my advising hold.
111. I was notified I need to in order to remove advising holds.
112. Post graduation advice - PhD and career.
113. Remove hold.
114. Take hold off.
115. Clarification of classes to graduate.
116. scheduling
117. Solidifying spring courses I need to take to grad.
118. Ask general questions.
119. registration
120. Advising towards obtaining BS in psych.
121. Advising hold.
122. Advisory hold removal.
123. Advising hold.
124. advising
125. Advising for spring '10.
126. To get a head start on spring.

Survey of Academic Advising
127. General info.
128. To learn about what classes to take for next semester.
129. Plan spring 2010 schedule.
130. Lift academic hold.
131. Classes offered for sp10.
132. Advising appointment for spring semester.
133. Advising for class enrollment.
134. General advising.
135. Discussing graduation requirements.
136. Spring semester planning, getting a faculty advisor.
137. To get more information about registration.
138. Decide classes and see requirements for spring.
139. Mentoring for graduate school.
140. To make sure I'm on the right track for next semester.
141. Graduation application, go over schedule.
142. Advising for next semester.
143. Mandatory advising session.
144. Required advising for the semester.
145. Information seeking.
146. Checking knowledge on general requirements.
147. Learn about classes for next semester.
149. Information-general and specific, questions.
150. Info for next semester registration.
151. Focus on needs for BA and spring class options.
152. Online registration hold.
153. Spring schedule advising.
154. Scheduling.
155. To release my hold on registration.
156. Learning about registration.
157. advising
158. Apply transfer credits, intro to my WSU, class options.
159. Advising, credit transfers.
160. HR certificate non degree.
161. Advising for classes & general degree information.
162. Spring registration advising.
163. Graduation info grad school info.

Science Respondents
1. Gather information on pre-health programs and transfers.
2. To figure out my schedule.
3. To make plans for classes.
4. Planning course work.
5. Biology degree.
6. Choosing schedule.
7. Advising for next semester.
8. Advising for next semester and info about minors.
9. Spring classes.
10. Spring registration for classes.
11. Class schedule for next semester (spring).
12. To figure out my classes for spring.
13. To decide on classes to take in the spring.

Survey of Academic Advising 20
14. Schedule classes.
15. Advising
16. Ask a few questions- update before registering for spring semester.
17. Grad plan.
18. Courses for next semester "how am I doing?"
19. Fulfill interdisciplinary course credits.
20. Required
21. To prepare for graduation.
22. Class schedule for spring '10.
23. Schedule classes.
24. Confusion
25. Figuring out class schedule and requirements needed for graduation.
27. Setting future career / graduation goals.
29. Graduation schedule, academic advising, grad school planning.
30. Advising hold.
31. Scheduling
32. Course advising & career path advising.
33. Graduation
34. To stay on track for graduation.
35. Discuss what I need to graduate.
36. Required to release advising hold.
37. Spring 2010 scheduling.
38. Working out graduation in May.
39. Spring '10 advising.
40. Needed to choose classes for spring term.
41. To finalize degree questions.
42. Arrange classes for next semester address any concerns about graduation.
43. Making sure I will graduate.
44. To confirm my schedule for spring 2010.
45. Lift advising hold.
46. To talk about my spring schedule & degree audit.
47. Schedule
48. My plan for spring & graduation.
49. Advising help.
50. Make sure I was on track.
51. Study abroad advising.
52. Scheduling
53. Getting my advising hold released.
54. Classes
55. Spring '10 advising.
56. Schedule of classes.
57. Check classes, talk about minors and pharmacy experience.
58. Discuss plan for classes leading up to graduation & Med school application.
59. Reinstatement requirements.
60. Degree audit report, graduation.
61. Advising hold.
63. Releasing advising hold.
64. Get registration hold lifted.
66. Academic advising / big picture graduation and career goals.
67. Register for spring 2010.
68. Advising about schedule, classes, Kaplan.
69. To take the advising hold off of my acct.
70. Release advising hold & get help with degree.
72. Schedule for spring ’10 semester.
73. To schedule classes.
74. That I needed to attend to uplift my advising hold.
75. Questions about application for dental school.
76. Lift advising hold.
77. Hold release.
78. re-evaluate
79. Guidance registering.
80. Schedule classes.
81. Release advising hold.
82. Scheduling classes for next semester.
83. Advising for spring semester.
84. To register for spring 2010.
85. advising
86. Double checking I'm on track with classes.
87. Changing majors.
88. Spring semester registration.
89. scheduling
90. DAR's report questions.
91. Check to see if transcripts came in and get major certified.
92. To register for spring 2010.
93. registration
94. Answers questions, see if I was on track.
95. Create class schedule.
96. To confirm my educational plan.

**Business Respondents**

1. Spring 2010 registration.
2. Spring 2010 classes.
3. required
4. Group advising.
5. Group advising.
6. Required for spring reg.
7. Concern for classes no longer being offered.
8. advising
9. Here grad requirements general info.
10. Classes for spring semester advising hold.
11. To be able to register for classes.
12. Do the registration.
14. advisor
15. First advising for MIS degree.
16. required
17. advising
18. Advising for next semester.
19. Registration hold.
20. Spring registration.
21. Remove advising hold.
22. Release advising hold.
23. scheduling
24. Group advising for spring – required.
25. Help w/ picking 1 more class & graduation questions.
27. Release registration hold.
28. set up classes
29. Advising hold requirement.
30. To plan a long term schedule.
31. To register for spring.
32. Spring advising.
33. advising
34. Release advising hold.
35. To release advising hold.
36. Find proper classes required.
37. Start MIS program.
38. Registration for spring 2010.
39. advising
40. Have advising hold removed.
41. classes
42. Registration hold release.
43. advising
44. Last advising session for questions / tasks re:graduation.
45. Spring advising.
46. Spring registration.
47. To qualify for registration.
48. Double check requirements for next semester and graduation.
49. Getting starting info and class requirements.
50. Classes and internship opportunity.
51. Register for classes.
52. Certification into the business program.
53. Course advising.
54. Set up schedule.
55. Release advising hold and obtain winter class info.
56. Forecasting classes for spring ’10.
57. To make sure I was on track for my finance degree.
58. To get advised and to get hold taken off.
59. Set up schedule for fall.
60. To get my hold removed and to make sure I was on track.
61. Spring ’10 registration.
62. Registering for spring.
63. To release the hold on my registration.
64. planning
66. Release hold on class registration.
68. Scheduling for spring semester.
69. Schedule, grad requirements.
70. To advise for spring 2010.
71. Business program advising.
72. Advising hold.
73. Advising hold – mandatory.
74. To get cleared for registration.
75. Find out what I need to do.
76. Schedule advising.
77. Registration
78. Spring advising.
79. required
80. Spring classes.
81. Release hold.
82. Get hold removed.
83. advising
84. Release hold, obtain more course information.
85. Get classes for spring registration.
86. New to business program.
87. Required group advising session.
88. To plan a schedule for my remaining time at WSUV.
89. Release registration hold.
90. Get hold removed.
91. registration
92. Don’t know what classes to take.
93. required
94. Registration spring.
95. Register for spring classes.
96. Get grad info.
97. Advising for spring.
98. Advising hold.
99. We had to attend.
100. Release hold.
101. A bump in the road caused me to seek help of whether to withdraw and also to get a new schedule for registration.
102. Construct class schedule for spring 2010.
103. Final term for finance majors.
104. forecasting
105. Academic advising.
106. Mandatory group advising session.
107. Release hold and group advising.
108. Schedule classes.
109. Schedule classes.
110. mandatory
111. Planning, advising.
112. Advising advice.
113. registration
114. Lift advisory hold.
115. Orientation- remove schedule hold.
117. Spring advising / reg. hold.
118. Group advising requirement.
119. Required group advising to release registration hold.
120. requirement
121. Certify to school of business.
122. To release hold and get info.
123. Required group advising.
124. advising
125. Release advising hold.
registration
Changes in program/registration.
I was required to.
Spring registration.
Spring 2010 advising.
Group advising prior to spring registration.
To look at schedule for my major.
To remove advising hold.
Schedule for spring.
New student advising.
Degree audit/grad. app.
Advising hold.
Figure out what I must take student hold for advising release.
Advising
Planning spring classes.
questions
Advising for 2010.
Release hold & information.
Spring semester schedule and graduation requirements.
Registration for spring 2010.
Advising hold.
Complete advising form.
Academic advising to register for classes.
Getting registration hold released.
required
Group major session.
To get my registration hold released.
For registration.
Required for advising hold.
mandatory
Hold release.
required
To register for classes – hold.
transfer
Advising hold.
To get my class schedule.
To fulfill the long-range requirements for graduation.
Graduation filing question.
Advising hold.
Take of the hold & gain more information.
I was not sure what classes I should take next semester.
Choosing / registering classes for spring 2010.
Spring advising.
Register for classes.
I’d like to talk about my degree plan.
To schedule.
Accounting advising.
To register.
Advising for next semester.
Class scheduling and orientation.
To advise and clear a hold for spring registration.
To learn about WSU Vancouver and to be able to register for classes.
To register for classes.
179. Requirements for graduation and classes needed, transferring classes.
180. New student - Plan, schedule classes.
181. Student advising introduction.
182. Next step to register for my classes.
183. Information about the program and change to it.
184. Transfer student first semester advising.

**Human Development Respondents**

2. Registration spring ‘10.
3. Advising for spring quarter registration.
4. advising
5. To be able to register for classes.
6. Advising hold.
7. Scheduling for spring 2010.
8. To release hold for registration.
10. Discuss graduation & to talk i.e.: spring enrollment.
11. Classes & questions.
12. Advising to register for classes next semester.
13. advising / internship
15. Final semester schedule before graduation.
16. Graduation requirements classes for next semester.
17. For next semester classes.
19. Advising for spring.
21. Spring 10 advising.
22. Planning courses, internship, and graduation.
23. Look at spring classes.
25. Advising for spring classes.
27. Advising for spring 10 semester.
28. Verify that I am registering for appropriate classes towards degree.
29. registration
30. Find classes & look at credit count.
31. Release advising hold.
32. Plan classes for next semester.
33. spring 2010 advising
34. Advising for spring.
35. To check status for enrollment for next semester.
36. planning
37. Spring semester advising.
38. Schedule of classes.
39. To keep me on track & figure out what classes to take next.
40. Scheduling spring ’10.
41. Schedule planning.
42. Arrange spring class schedule.
43. Spring classes & graduation.
44. To prepare for spring registration of classes.

*Survey of Academic Advising*
45. Create a schedule for spring semester ’10.
46. Spring advising.
47. Figure out classes to take for next semester.
48. Very helpful.
49. scheduling / advising
50. Spring class plans.

**Engineering and Computer Science Respondents**

1. Standard junior spring term advising session.
2. Release of advising holds.
5. Advising for spring classes.
6. Advising for next semester classes.
7. Schedule for next term.
8. Get advising hold removed/clarify technical elective requirements.
9. advising
10. registration
11. Semester advising.
12. Plan registration for last semester in ME major.
13. Pick senior classes.
14. Undergrad advising for spring.
15. Advising for spring semester.
16. Spring semester class advising.
17. Discuss spring classes.
19. To get my registration hold taken off.
20. Advising for registration.
22. Take off advising hold and to figure out classes for next semester.
23. Forecasting classes for next semester.
24. Had to.
25. Spring registration.
26. Regular pre-registration advising.
27. Spring 2010.
28. Class signup.
29. to be advised on degree requirements
30. To confirm class schedule for next term.
31. Class advice prior to registration.
32. Spring semester advising.
33. Remove advising hold.
34. Advising and advising hold.
35. Advising for sp 10 semester.
36. Scheduling / major change.
37. Spring term advising.
38. Schedule for classes/learn about writing portfolio.
39. General advising for next semester to release registration hold.
40. advising
41. Select classes for next term.
42. Spring advising.
43. Spring advising.
44. Register spring 2010.
45. Next semester classes.
46. To help register for spring semester.
47. Classes for spring 2010.
48. Writing portfolio.
49. Schedule classes.
50. Spring 2009 schedule.
51. Advising for classes next term.
52. Get advised to remove advising hold.
53. Advising release.
54. To plan my future.
55. Spring 2010 class setup.