ACADEMIC ADVISING FEEDBACK REPORT

SUMMARY OF SPRING 2010 SURVEY RESULTS

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

- Background .............................................................................................................. 3
- Demographic Information ....................................................................................... 3
- Summary of Overall Findings ................................................................................. 4
- Analyses by Unit ...................................................................................................... 7
- Analyses by Source of Advising .......................................................................... 10
- Analyses by Transfer Status ................................................................................. 11
- Analyses by Advising Format ............................................................................... 12
- Analyses by First Visit ........................................................................................... 12
- Analyses by Gender .............................................................................................. 12
- Analyses by Ethnicity ............................................................................................ 12
- Additional Student Resource Center Results ...................................................... 13
- Additional Liberal Arts Results ............................................................................. 14
- Additional Business Results ................................................................................. 15
- Acknowledgements ............................................................................................... 16
- APPENDIX A ........................................................................................................... 17
Background

- In 2009, academic advisors and coordinators at WSU Vancouver created the Academic Advising Survey to gather data from students in order to provide an ongoing assessment of advising processes. 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 Spring of 2010. In addition, it contains longitudinal analyses to determine if there have been any significant changes over time on any of the variables of interest.
- Unless otherwise indicated, any references to Fall 2009 and Spring 2010 data are based on the full samples obtained in each data collection ($N_{\text{Fall 2009}} = 701$; $N_{\text{Spring 2010}} = 583$). However, statistically appropriate longitudinal comparisons showing changes within-person over time require a comparison only among those students who completed surveys at both timepoints ($N = 226$).

Demographic Information

- The Spring 2010 survey sample size was 583 students, representing approximately 20% of the total student population.
- 61.8% of respondents were female; 38.2% male; representing a slight over-sampling of women from the undergraduate student population.
- 59.7% of respondents were Caucasian/White. 21.9% were racial minorities or multi-racial; 18.4% chose not to respond to this item. This represents a statistically significant over-sampling of minority students.
- The mean age of students was 26.19 years. The age range was 18-60 years.
- 22% of respondents entered WSU Vancouver as a freshman; 56% were transfer students; 3% were returning students; the remaining were undefined.
- Number of Respondents by Advising Unit:
  - Student Resource Center: 67
  - Liberal Arts: 101
  - Science: 162
  - Business: 156
  - Human Development: 41
  - Computer Science/Engineering: 28
  - Education: 28

*Specifically, the samples from Fall 2009 and Spring 2010 are not independent samples, because a substantial proportion of the individuals in these two samples took the survey at both timepoints. Therefore, any ANOVA comparisons between those two samples would violate the independence of observations assumption, resulting in possible underestimation of standard error terms and a corresponding increase in Type 1 error rates. Therefore, while "eyeball" comparisons between the Fall 2009 and Spring 2010 samples can be made, only a repeated measures approach which takes into account these dependencies in the data should be relied upon for statistically appropriate inferences.
SUMMARY OF
OVERALL FINDINGS

Descriptive Information Regarding Advising Contact

- Source of academic advising:
  - 12.8% Student Resource Center
  - 42.0% Departmental Academic Coordinator
  - 34.1% Faculty Advisor
  - 4.5% Don’t Know (or left blank)
  - 6.5% Multiple Choices (e.g., group advising session where academic coordinator and faculty member present)

- 37.6% indicated this was their first visit with this advisor.

- The format of the advising appointment was:
  - 70.4% Individual Appointment
  - 29.0% Group Session
  - .3% Via Email
  - .2% 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></th>
<th>Percentage Endorsing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2009</td>
</tr>
<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 3.01 preparatory activities each. This represents a statistically significant increase from Fall 2009 (2.67 activities). This increase was significant both when comparing the entire Fall 2009 and Spring 2010 samples, as well as when comparing only changes among students who completed surveys at both timepoints.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed schedule of classes</td>
<td>61.5</td>
<td>60.9</td>
</tr>
<tr>
<td>Reviewed Degree Audit</td>
<td>50.4</td>
<td>59.2</td>
</tr>
<tr>
<td>Checked myWSU for registration holds</td>
<td>46.4</td>
<td>49.4</td>
</tr>
<tr>
<td>Gathered information to review with my advisor through internet research</td>
<td>32.0</td>
<td>42.0</td>
</tr>
<tr>
<td>Created a list of questions for my advisor</td>
<td>28.8</td>
<td>32.6</td>
</tr>
<tr>
<td>Completed paperwork/forms needed during the session</td>
<td>23.1</td>
<td>31.0</td>
</tr>
<tr>
<td>Reviewed notes from prior appointments</td>
<td>20.0</td>
<td>24.0</td>
</tr>
<tr>
<td>Other</td>
<td>5.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

The chart below further illustrates the positive shift over time in the number of preparatory activities that students are performing prior to attending advising.
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.

The Fall 2009 numbers are revised from the original report, where it appears there was a transcription error. Although these numbers appear to show a positive trend from the Fall 2009 to Spring 2010 samples, none of these differences are statistically significant when only comparing Fall 2009 and Spring 2010 responses from students who participated in both surveys.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>My advisor treated me with respect.</td>
<td>4.87</td>
<td>4.91</td>
<td></td>
</tr>
<tr>
<td>My advisor was able to address the specific topics raised in this appointment.</td>
<td>4.76</td>
<td>4.83</td>
<td></td>
</tr>
<tr>
<td>It was possible to meet with my advisor in a timely manner.</td>
<td>4.68</td>
<td>4.79</td>
<td></td>
</tr>
<tr>
<td>I had enough time with my advisor at this appointment.</td>
<td>4.71</td>
<td>4.78</td>
<td></td>
</tr>
</tbody>
</table>

*"The Fall 2009 numbers are revised from the original report, where it appears there was a transcription error.*
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 CLA, Science, Business, and Human Development students engaged in significantly more preparatory steps relative to Education, SRC and ENCS students. These unit differences are relatively unchanged since the Fall 2009 survey. It is important to recall, however, that the general trend seen was an increase overall in the number of preparatory activities.

*Note: Education did not participate in the Fall 2009 Advising survey; therefore trends could not be examined for that unit.

If we only compare the data from the 226 students who completed surveys at both timepoints, we find that the greatest increases in the number of preparatory activities were found among SRC (from 2.23 to 2.75), CLA (3.06, 3.94), and Science (2.83, 3.46) students, whereas the number of activities remained the same in HD (3.36, 3.36) and Business (3.12, 3.15), and declined slightly in ENCS (1.77, 1.46).
Differences in Perceived Respect
Students were asked to indicate whether their advisor treated them with respect on a scale from 1 (strongly disagree) to 5 (strongly agree). Overall, levels of perceived respect were extremely high. However, Business students reported significantly lower levels compared to SRC and Science students. No other differences were significant, nor were there any differences noted in trends over time.

Differences in the Extent to which Advisor was Able to Address Specific Topics Raised in Appointment
Students were asked to indicate whether “my advisor was able to address the specific topics raised in this appointment” on a scale from 1 (strongly disagree) to 5 (strongly agree). Again, overall levels were quite high. However, Business students reported significantly lower levels compared to SRC, CLA, and Science students. No other differences were significant, nor were there any differences noted in trends over time.
Differences in Meeting with Advisor in a Timely Manner

Students were asked to indicate whether “it was possible to meet with my advisor in a timely manner” on a scale from 1 (strongly disagree) to 5 (strongly agree). CLA and Business students reported significantly lower levels compared to students in Science, Business, HD, and ENCS. No other differences were significant, nor were there any differences noted in trends over time.

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 with their advisor during the advising session. Again, although levels were generally high, CLA and Business students reported significantly lower levels compared to students in all other units. No differences in trends over time were found by unit.
ANALYSES BY SOURCE OF ACADEMIC ADVISING

Differences in Preparation

Students who indicated receiving advising from Departmental Academic Coordinators, Faculty Advisors, or Multiple Sources reported engaging in the greatest number of preparatory activities prior to the advising session. No differences in trends over time by source of advising were found.

Differences in Meeting with Advisor in a Timely Manner

Students who indicated receiving advising from Multiple Sources reported the lowest perceptions of being able to meet with an advisor in a timely manner. No differences in trends over time by source of advising were found.
Differences in Perception of Having Enough Time

Students who indicated receiving advising from Multiple Sources reported the lowest perceptions of having enough time to meet with the advisor. No differences in trends over time by source of advising were found.

![Bar chart showing perceived timeliness by source of advising]

ANALYSES BY
TRANSFER VS. FRESHMAN ENTRY

Differences in Perceived Respect

Returning students reported lower levels of perceived respect (mean = 4.50) compared to Transfer students (mean = 4.91) or those who entered as Freshmen (mean = 4.97).

Differences in Perceived Ability to Address Topics Raised

Transfer (mean = 4.82) and Freshman entry (mean = 4.91) students reported that their advisor was better able to address the specific topics raised in the appointment compared to returning students (mean = 4.45).

Differences in Perceived Timeliness

Transfer (mean = 4.78) and Freshman entry (mean = 4.88) students reported that they were able to meet with their advisor in a more timely fashion compared to returning students (mean = 4.45).

Differences in Perception of Having Enough Time

Freshman entry (mean = 4.90) students reported having enough time to meet with their advisor to a greater extent compared to Transfer students (mean = 4.75), who in turn had significantly higher levels compared to Returning students (mean = 4.40).

Survey of Academic Advising
There were significant differences in many areas as a function of whether students received individual versus group advising. The magnitude of these differences is quite consistent with those observed in the Fall 2009 sample. Thus, these appear to be small, yet stable, differences in perceptions between the two formats.

**Differences in Perceived Respect**

Students who received individual advising appointments reported that their advisor treated them with greater respect (mean = 4.93) compared to students who attended group advising appointments (mean = 4.84).

**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 = 4.88) compared to students who attended group advising appointments (mean = 4.71).

**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 = 4.87) compared to students who attended group advising appointments (mean = 4.59).

**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 = 4.89) compared to students who attended group advising appointments (mean = 4.51).

**ANALYSES BY FIRST VISIT**

**Differences in Perception of Having Enough Time**

Students receiving advising for the first time at WSU Vancouver reported that they had more time with their advisor (mean = 4.87) compared to students who had received advising in prior terms (mean = 4.74).

**ANALYSES BY ETHNICITY & GENDER**

No significant differences in any of the variables of interest were found for either ethnicity or gender.
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 4.91. The percentage of responses in each category is below. There were no significant changes since Fall 2009 on this item.
ADDITIONAL LIBERAL ARTS RESULTS

Surveys were received from students in Social Sciences (N = 2), History (N = 1), DTC (N = 3), Psychology & PP/HRM (N = 75), English (N = 15) and Public Affairs (N = 1).

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>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email notices</td>
<td>67.9</td>
<td>59.4</td>
</tr>
<tr>
<td>myWSU portal notices</td>
<td>23.2</td>
<td>27.7</td>
</tr>
<tr>
<td>Ask academic coordinator or faculty mentor.</td>
<td>19.0</td>
<td>23.8</td>
</tr>
<tr>
<td>Flyers on bulletin boards</td>
<td>14.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Review of department web page</td>
<td>14.9</td>
<td>23.8</td>
</tr>
<tr>
<td>Announcements in class</td>
<td>14.3</td>
<td>8.9</td>
</tr>
<tr>
<td>Other</td>
<td>8.3</td>
<td>6.9</td>
</tr>
</tbody>
</table>

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

- Angel
- Called office
- Called student info.
- friends
- letter in mail.
- Mail from WSU
- Student resource center
ADDITIONAL BUSINESS RESULTS

Students in Business were asked how many hours per week they work. On average, students work 17.13 hours (range = 0 - 50 hours). A histogram of the grouped frequency distribution is presented below.

![Work Hours Histogram]

Students were also asked to indicate what time of day they were most likely to request an appointment or stop by the office. Many of the 156 respondents checked several options. Therefore, percentages do not add to 100%, but rather each reflects the percentage of students who indicated that time would be preferred.

<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>9</td>
<td>5.7</td>
</tr>
<tr>
<td>9:00 am</td>
<td>19</td>
<td>12.2</td>
</tr>
<tr>
<td>10:00 am</td>
<td>28</td>
<td>17.9</td>
</tr>
<tr>
<td>11:00 am</td>
<td>29</td>
<td>18.6</td>
</tr>
<tr>
<td>Noon</td>
<td>29</td>
<td>18.6</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>34</td>
<td>21.8</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>27</td>
<td>17.3</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>23</td>
<td>14.7</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>25</td>
<td>16.0</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>21</td>
<td>13.5</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>15</td>
<td>9.6</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 prior to the data analyses.

Thanks are also due to Phyllis Vomacka for responding to numerous requests for Data Warehouse queries to facilitate our analyses.
APPENDIX A: Primary Reason for Advising Visit

(Note: Typed verbatim from surveys.)

SRC Respondents

1. Degree planning
2. Class scheduling for fall and summer.
3. Course planning
4. Course planning for fall.
5. Course planning
6. Class schedule
7. Advising hold
8. Academic planning
10. Course planning
11. Course planning
12. Fall registration.
13. New student registration.
14. Course planning
15. Course planning fall 2010
16. Forecasting
17. Fall of 2010 advising.
18. Fall advising
19. Registration
20. Course planning
21. Schedule of classes for summer and fall.
22. Scheduling classes.
23. Course planning.
24. Academic advising for fall 2010
25. Course planning
26. Change major
27. Advising for classes.
28. Course planning
29. Registration / advising hold, career path.
30. Releasing holds
31. Selecting classes
32. Scheduling for fall semester.
33. Academic advising
34. Class scheduling / planning
35. Academic advising
36. Schedule advising
37. Summer / fall advising
38. Scheduling
39. Course planning
40. Fall 2010 schedule.
41. Class advising
42. Setup plan for fall classes.
43. Fall 2010 class scheduling and advising.
44. Scheduling courses
45. Advising for future classes.
46. Schedule fall classes and help with career exploration.
47. Fall scheduling
48. Schedule new classes.
49. Scheduling summer and fall courses.
50. Registering for fall classes.
51. Spring registration for classes.
52. Major - advising
53. Undergraduate advising
54. Selecting a major.
55. Declaring a major.
56. Applying for classes.
57. Register and major.
58. To help get an idea of what classes I need to take.
59. Spring and fall registration.
60. Admissions and scheduling
61. Academic advising
62. Learn about academic options / degree options.
63. Figuring out a major and scheduling.

**College of Liberal Arts Respondents**
1. Get rid of my hold.
2. Hold to register.
3. Release academic hold and verification that I am aware of everything for graduation.
4. Spring classes.
5. Academic planning
6. Required to schedule classes.
7. Advising hold and questions.
8. Registration for Summer / Fall 2010.
9. Lift registration hold.
10. Advising
11. Needed to understand major requirements / options.
13. Schedule classes suggestions for completion of degree.
14. End of Summer advising session.
15. Hold
17. Removing hold, graduation, details.
18. To make sure I'm on track.
19. Registration consult.
20. Advising
21. Declare my major and discuss the next steps.
22. Advising
23. Plan for classes in Summer and Fall.
24. get advised
25. What classes to take.
26. Advising hold
27. Classes
28. Advising
29. Summer and Fall advising.
30. Advising
31. Academic advising.
32. Summer and fall advising.
33. Required
34. To plan for Summer and Fall classes and check progress.
35. It was required to sign up for summer and fall session classes.
36. Registration Questions.
37. Decide class schedule and individual questions.
38. Registering for classes.
39. Group advising
40. Getting questions answered and a plan formulated.
41. Requirement
42. To discuss classes for next semester and remove my registration hold.
43. Required and find out the last things I need for graduation.
44. To register for classes.
45. Remove advising hold.
46. Choosing classes.
47. Switching over to major, advising hold/registration hold.
48. Fall 2010 advising
49. To have advising / registration hold released.
50. required
51. Advising
52. Advising
53. Get my advising hold lifted.
54. Undergraduate advising hold.
55. Advising to release hold for registration.
56. Release advising hold.
57. Requirement
58. Required
59. Advising for graduation, making sure I'm on track.
60. Remove hold.
61. Remove advising hold.
62. Summer / Fall 2010 advising.
63. To get information on advising for classes.
64. Schedule advising.
65. I wanted to find out more about the English major and registration.
66. Register availability.
67. Psych advising
68. required to attend in order to register for classes.
69. Find out how long until graduation and class scheduling.
70. Class registration
71. Questions about major / minor and internship.
72. Advising for Summer / Fall 10 classes.
73. To find out what classes I still need to graduate.
74. For register of summer 2010.
75. To ask questions and class hold.
76. Classes
77. Schedule classes.
78. Determine which classes I still had to take.
79. Summer and fall advising
80. Certification in Psych degree and Fall registration.
81. Summer and Fall registration.
82. Remove hold
83. Info.
84. Summer registration / advising.
85. Academic advising
86. Get advised on major, classes, degree, etc.
87. To get information for Fall semester.
88. Guidance
89. Going over classes to take.
90. To remove advising hold.
91. Fall classes.
92. Scheduling Summer / Fall.
93. Fall semester advising
94. Group advising
95. Advising appointment
96. First advising appointment for Fall registration.
97. Advising

**Science Respondents**

1. Class schedule.
2. Help with picking classes.
3. Grade discussion.
4. Graduation evaluation.
5. Check plan I made for graduation and classes.
6. Courses
7. Add a class to the schedule.
8. Graduation and grad schools
11. Fall 2010 classes.
12. Clarify classes for the summer / fall.
14. Registration plan.
15. Classes
16. Fall/Summer advising
17. Plan fall schedule.
18. Questions regarding ecology / Bio 372
20. A plan for graduation.
21. Determine academic path for degree.
22. To figure out what classes I need to take.
23. Reinstatement
24. Preparation.
26. Discuss Vet school application.
27. Reinstatement.
28. Clarification on registration.
29. Study abroad.
30. Schedule summer/spring classes.
31. Advising, Reinstatement terms, check up
32. Graduation
33. To double check I was taking the required courses for graduation.
34. Register for fall 2010.
35. Course Planning
36. To discuss jobs and advising.
37. Advising and scheduling.
38. Advising about courses to prepare for fall 2010.
39. Making a plan - classes needed to graduate.
40. Study abroad, Pre-med.
41. Make sure I have all requirements for graduation in 2010.
42. Making a plan for graduation.

*Survey of Academic Advising*
43. Classes for summer and fall.
44. Graduation requirements schedule conflicts.
45. To make out my remaining courses and to focus on fall 2010 term.
46. Advising for registration.
47. Scheduling / advising
48. Course planning.
49. To figure out my plan to graduate and classes.
51. Graduation check
52. Summer advising for classes / funding.
53. Scheduling and research / volunteer internship questions.
54. Make sure I am still on track and to see what classes I have left to take.
55. Concerns about registration.
56. To verify degree and minor requirements and transfer credits.
57. Pre-registration advising / questions about graduate programs.
58. Scheduling classes.
59. DAR
60. Gather information on graduation.
61. Scheduling classes.
62. Classes, applying to med. school.
63. Discuss about courses for next semester.
64. Fall / summer registration.
65. Scheduling classes.
66. advising
67. Considering adding a minor.
68. Establishing a minor.
69. Advising for graduation requirements.
70. Make sure I have courses I need to graduate.
71. Summer/fall advising and making sure I'm on track.
72. Planning classes and scheduling.
73. Advising for summer and fall semester.
74. To advise of what classes should be taken.
75. Internship
76. Scheduling
77. Class registration advising.
78. Class advising / graduate school planning
79. Get a plan for remaining education requirements.
80. Med-school prep.
81. Figure out future classes.
82. Academic planning for major.
83. Exploring career options.
84. Registration questions and graduation requirements.
85. Scheduling of summer 2010 classes.
86. Fall registration and medical school metriculation.
87. To find a sub for ES/RP 335.
88. Class selection for summer.
89. Potential transfer to UW.
90. To make sure I was on track.
91. Class schedule for fall 2010.
92. Fall 2010 scheduling
93. Fall registration.
94. Class planning
95. Talk about class plan and graduation.
96. Discuss re-entry and school career path.
97. Make a plan find out degree requirements.
98. Class scheduling.
99. Plan for fall.
100. Planning
101. To figure out schedule for summer and fall 2010.
102. Class advising.
103. Questions about summer classes.
104. Make sure I'm on track to graduate.
105. Make sure I'm on the right track for graduation.
106. Release of registration hold and planning for future semesters.
107. Fall registration and study abroad.
108. Advising for fall 2010 classes.
109. Stay on track for graduation next year.
110. Follow up.
111. Talk about registration for summer and fall 2010.
112. Go over my plan for graduation, raise some questions on credit assignments.
113. Schedule classes need for fall.
114. Schedule and classes for next year.
115. Planning
116. To schedule classes / look to see how I'm progressing for my degree.
117. Registration planning for summer and fall 2010.
118. To help sort out how I will fulfill my major requirements.
119. To see if I was signing up for the right classes.
120. To set up a plan and figure out what I need.
121. Study abroad an summer courses.
122. Knowing what courses to take for graduating.
123. Fall and summer classes.
124. Advice for possibly dropping a class.
125. Veterinary school preparation. Fall 2010 schedule, planning.
126. Schedule fall semester 2010.
127. My grades.
128. Classes and switching majors.
129. Discuss classes and concerns.
130. Look at summer courses an DDP for fall.
131. Plan school courses.
132. 2010 fall registration.
133. Scheduling for upcoming semester.
134. Class schedule longterm education plan.
135. Planning out classes.
136. Fall / summer schedule.
137. Career mapping.
138. Need classes.
139. Mapping the next three years.
140. Summer semester / class plan
141. To remove registration hold.
142. Summer and fall class scheduling.
143. Advising appointment
144. Find out what classes I should take.
145. Registration and med. school questions.
146. Plan of action for summer 2010 and fall 2010 sessions.
147. Find out what classes I need next semester.
148. Schedule for fall 2010
149. Course work for summer and fall 2010.
150. Review needs for May and transfer audits.
151. To discuss options for fall classes / release hold.
152. Schedule / plan for fall 2010.
153. Advising for registration.
154. Set up classes for upcoming semesters.
155. Check on my grades and to plan a course schedule.
156. To know my requirements for graduation.
157. Preliminary advising.
158. Catch - up
159. Advising.
160. Graduation and degree requirements.
161. Review plan for starting at WSUV.

**Business Respondents**

1. Went over DARS, courses to be taken.
2. Class schedules
3. Advising
4. Internships and career opportunities.
5. Release registration hold.
6. Advising
7. Plan next two years.
8. Advising first appointment.
9. Initial advising appt. for Business program.
11. Summer registration.
12. To sign up for summer and fall.
13. Schedule classes.
14. To lift the hold.
15. Long-term advising plan.
16. Summer and fall classes.
17. Registration hold.
18. Required
19. To register for summer and change date of graduation.
20. required
21. Mandatory
22. Entrance advising.
23. To get advising hold lifted.
24. Apply for graduation, go over class list for next semester.
25. Summer classes.
26. Familiarize myself with WSU and get my summer / fall schedule.
27. Advising hold.
28. Register classes.
29. To get registration hold removed.
30. Group advising to register for summer and fall.
31. Advising hold requirement
32. advising
33. Planning for summer / fall 2010 semester.
34. Schedule classes.
35. Try to figure out classes for summer and fall.
36. Certification into business school / fall advising.
37. To be advised.
38. Registration / certification
40. Advising hold
41. Summer and fall classes.
42. Registration advising.
43. Advising for Fall 2010 and declaring minor.
44. To be able to apply for classes for fall 2010.
45. Registration hold
46. To release advising hold.
47. Group advising.
48. Get hold released.
49. To remove advising hold.
50. Fall registration.
51. To schedule fall courses as a transfer student.
52. To get advising and schedule release.
53. Plan next semesters courses.
54. Advising hold removal.
55. Initial MIS planning
56. Required group session.
57. Register for classes.
58. Registration
59. Summer registration.
60. Graduation packet / Summer and Fall advising.
61. Advising for Fall 2010 classes.
62. Required
63. Hold release.
64. Advising
65. Meeting an advisor for the first time and to schedule classes.
66. Plan classes.
67. Registration for classes and course planning.
68. Entering business program.
69. Schedule planning for fall 2010.
70. Scheduling with a double major.
71. Class selection and direction.
72. Advising for registration summer and fall.
73. Grade checkin and Fall advising.
74. Register for fall semester.
75. To make sure I am on track to graduate.
76. Advising hold and planning.
77. Advising
78. Prepare my schedule to complete degree.
79. Business school advising.
80. To register for fall session / certify for business.
81. Future scheduling.
82. Advising
83. Schedule classes.
84. Figure out which major to take.
85. Course advising.
86. Release hold.
87. Advising for fall.
88. Certifying for business major.
89. Fall advising.
90. Major change / spring and fall advising.
91. Register fall.
92. To advise for Summer and Fall semesters.
93. Schedule of classes / career path.
94. Register for summer.
95. Group advising fall 2010.
96. Advising / planning for business.
97. To know more about my major. Release of registration hold.
98. Registration hold.
99. advising hold
100. To schedule fall 2010 classes.
101. Curious as to what Scott Swensen had to say.
102. Group advising hold.
103. Advising hold
104. Determine classes to take Fall 2010.
105. Scheduling
106. Registration for fall classes.
107. Advising hold.
108. Registration and campus guidelines; rules.
109. course planning.
110. Advising
111. Plan schedule, advising for Fall 2010.
112. To release my advising hold.
113. Entering business program.
114. For summer and fall 2010 registration.
115. I plan to start to study at WSU.
116. Group advising.
117. To be able to register.
118. Release of hold.
119. Summer and Fall registration.
120. Registration hold release.
121. Mid-term checking and academic advising.
122. Group advising
123. Summer 2010, fall 2010 registration advising.
124. Initial department advising, future class schedule planning.
125. registration
126. Registration hold release. Find out which classes I need.
127. Register
128. New student
129. Advising.
130. Advising for fall classes.
131. Advising appointment, academic progress.
132. Discuss summer and fall classes.
133. Advising for Summer and Fall.
134. To get orientation about the business program / classes for Fall semester.
135. To plan for Fall 2010 courses and be introduced to the program.
136. Summer and fall classes.
137. Information
138. Registration advising.
139. Choosing classes.
140. Transfering from Clark.
141. Initial advising.
142. Advising appointment.
143. Schedule classes.
144. Set up schedule to start in fall.
145. Advising for registration; new student.
146. Advising
147. Register for classes.
148. To release advising hold.
149. Help with class balance.

**Human Development Respondents**
1. Advising for Fall semester.
2. Advisor hold.
3. Registration
4. Registration - to know where I'm at.
5. Registration for fall 2010.
6. Advising toward degree completion.
7. Registration
8. Advising for summer and fall classes.
9. Registration advising.
10. Advising hold
11. Scheduling
12. Registration summer and fall.
13. Advising
14. Scheduling
15. Advising
16. Summer advising
17. Advising for Fall.
18. Summer and fall advising.
19. Final advising appointment!
20. Summer / Fall advising.
21. Class schedule.
22. Advising requirement for fall and summer.
23. Advising for Summer and Fall.
24. Registration
25. To figure out next fall's schedule.
26. Lift registration hold and plan following semester.
27. Academic advising
28. Finalize class for degree.
30. Organize my graduation requirements.
31. Fall and summer.
32. Advise for registration.
33. Scheduling
34. Advising for fall 2010.
35. Discussion of academic goals and requirements.
36. Release advising hold.
37. Advising / planning
38. Summer and Fall planning.
40. Sign up for summer and fall 2010.

**Engineering and Computer Science Respondents**
1. Advising
2. Advising
3. To check schedule and prepare my class schedule for summer 2010 and fall.
4. Advising hold
5. Plan fall classes.
6. Registration
7. Checking on graduation and job stuff.
8. To talk about fall 2010 classes.
9. Select classes for Fall 2010.
10. Fall scheduling.
11. Registration for fall.
12. Advising and hold removal for Fall 2010 semester.
13. Advising hold.
14. Registration and transcript.
15. Class schedule.
16. Fall registration
17. Academic advising
18. Forecasting / help with change of campus.
19. Advising / research advising.
20. To get advising holds off.
21. Scheduling
22. Courses for next semester.
23. Registration advisement for fall.
25. Summer and Fall advising.
26. To register for fall.
27. Advising hold.

**Education Respondents**
1. To check in, have the hold removed.
2. Advising
3. Check the DARS report. Advising for summer schedule.
4. Graduation - requirement
5. Education program.
6. Advising session
7. Advising - requirements for fall.
8. Registration, certification, WEST-E
9. Requirements for fall.
10. Summer registration.
11. Advising hold.
12. Group advising session.
13. To go over summer scheduling and insurance, etc.
14. Mandatory advising session.
15. Requirements for fall.
16. Requirement
17. Schedule, WEST-E financial aid, DARS
18. Required appointment.
19. Release advising hold and paperwork discussed.
20. Advising, paperwork, look over DAR.
21. Questions / clarifications on forms and summer term.
22. Advising
23. Look over DARS report.
24. Advising
25. WEST-E, summer classes, Insurance, paperwork
26. Degree audit
27. Graduation requirements.