ACADEMIC ADVISING FEEDBACK REPORT
SUMMARY OF SPRING 2011 SURVEY RESULTS

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Office of Academic Affairs
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 original 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 survey itself has changed over the past 2 years, with some additional questions and the re-formatting of open-ended questions into pre-coded closed-ended questions.

- The following report summarizes the findings from the Advising Surveys completed by students during the Spring of 2011. In addition, it includes longitudinal analyses with Spring of 2010 to determine if there have been any significant changes over time on any of the variables of interest.

  - Unless otherwise indicated, any references to Spring of 2010 and Spring of 2011 are based on the full samples obtained in each data collection (N<sub>Spring 2010</sub> = 583; N<sub>Spring 2011</sub> = 908). However, statistically appropriate longitudinal comparisons showing changes within-person over time require a comparison only among those students who completed surveys at both time points (N = 157).* As the number of respondents who provided surveys both during Spring of 2010 and 2011 within each unit are quite small, only trends for CLA, Science, and Business were examined.

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*Specifically, the samples from Spring 2010 and Spring 2011 are not independent samples, because a substantial proportion of the individuals in these two samples took the survey at both time points. 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 I error rates. Therefore, while “eyeball” comparisons between the 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.
Demographic Information

- The Spring 2011 survey sample size was 908 students, representing 38.1% of the total undergraduate student population.

- Demographic information of the respondents was accessed where possible through student records. Some students did not include their student ID on the survey, while others provided a wrong ID number. The following demographic information is based on those respondents where a match with student records was possible (n = 758):
  
  - 62.7% of respondents were female; 37.3% male; representing a slight over-sampling of women from the undergraduate student population.
  
  - 71.8% of respondents were Caucasian/White; 20.3% were racial minorities or multi-racial; 7.9% chose not to respond to this item.
  
  - The mean age of respondents was 26.1 years. The age range was 18 – 67 years.
  
  - 27% of respondents entered WSU Vancouver as a freshman; 66% were transfer students; 7% were returning students.

- Number of respondents by Advising Unit:
  
  - Liberal Arts: 291
  - Science: 216
  - Business: 171
  - Student Resource Center: 116
  - Computer Science/Engineering: 40
  - Human Development: 37
  - Nursing: 21
  - Education: 13
  - 3 surveys could not be matched to any unit but were counted in analyses by total.
SUMMARY OF OVERALL FINDINGS

Descriptive Information Regarding Advising Contact

- **Source of academic advising:**
  - 10.7% Student Resource Center
  - 42.5% Departmental Academic Coordinator
  - 28.6% Faculty Advisor
  - 11.2% Academic Coordinator and Co-Presenters (Group Advising)
  - 3.3% Don’t Know (or left blank)
  - 3.6% Multiple Choices (e.g., group advising session where academic coordinator and faculty member present)

- 13.3% indicated this was their first advising appointment at WSU Vancouver.
- 34.4% indicated this was their first visit with this specific advisor.

- **The format of the advising appointment was:**
  - 73.1% Individual Appointment
  - 25.2% Group Session
  - 1.4% Drop-In
  - .3% Other (email/phone)

Topics Discussed In Advising Session

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Endorsing Spring 2010</th>
<th>Percent Endorsing Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course planning and selection</td>
<td>84.6</td>
<td>83.4</td>
</tr>
<tr>
<td>Career planning and educational goal setting</td>
<td>58.0</td>
<td>60.9</td>
</tr>
<tr>
<td>Degree Audit Report</td>
<td>54.5</td>
<td>59.6</td>
</tr>
<tr>
<td>Writing Portfolio</td>
<td>52.5</td>
<td>56.4</td>
</tr>
<tr>
<td>Release of registration hold(s)</td>
<td>48.5</td>
<td>55.8</td>
</tr>
<tr>
<td>Graduation</td>
<td>44.3</td>
<td>47.1</td>
</tr>
<tr>
<td>Graduate or professional school preparation</td>
<td>32.8</td>
<td>40.1</td>
</tr>
<tr>
<td>Internships, research, international experience</td>
<td>38.8</td>
<td>39.8</td>
</tr>
<tr>
<td>Selecting a major, minor, or certificate</td>
<td>39.3</td>
<td>37.4</td>
</tr>
<tr>
<td>Concerns about academic success &amp; progress</td>
<td>31.0</td>
<td>33.6</td>
</tr>
<tr>
<td>On-campus academic resources (i.e. tutoring, math center, writing center, library)</td>
<td>26.6</td>
<td>32.6</td>
</tr>
<tr>
<td>Transfer issues</td>
<td>17.5</td>
<td>23.5</td>
</tr>
<tr>
<td>On-campus extracurricular resources (i.e. student involvement, clubs, activities, events)</td>
<td>14.2</td>
<td>22.7</td>
</tr>
<tr>
<td>Referral to campus resources for personal assistance (i.e. financial aid, counseling)</td>
<td>14.2</td>
<td>22.5</td>
</tr>
<tr>
<td>WSU Online (DDP)</td>
<td>20.6</td>
<td>20.4</td>
</tr>
<tr>
<td>Academic Reinstatement</td>
<td>3.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Other</td>
<td>2.1</td>
<td>1.8</td>
</tr>
</tbody>
</table>
On average, students discussed 6.41 topics during their advising session. No significant difference was noted in trends over time.

**Preparation for Advising**

The following lists the percentage of respondents that report engaging in various activities to prepare for academic advising. On average, students engaged in 3.72 preparatory activities each. No statistical analysis is performed to compare this to Spring 2010 as the number of activities listed in the prior year was limited to seven (plus “Other”). In contrast, 10 specific items were measured in the Spring 2011 survey (plus “Other”).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed schedule of classes</td>
<td>61.5</td>
<td>62.7</td>
</tr>
<tr>
<td>Reviewed Degree Audit</td>
<td>50.4</td>
<td>62.6</td>
</tr>
<tr>
<td>Checked myWSU and worked to resolve registration holds*</td>
<td>46.4</td>
<td>48.3</td>
</tr>
<tr>
<td>Reviewed progress in courses this term (including current grades), if currently enrolled</td>
<td>N/A</td>
<td>38.4</td>
</tr>
<tr>
<td>Created a list of questions for my advisor</td>
<td>28.8</td>
<td>37.4</td>
</tr>
<tr>
<td>Completed paperwork/forms needed during the session</td>
<td>23.1</td>
<td>32.9</td>
</tr>
<tr>
<td>Gathered information to review with my advisor through internet research</td>
<td>32.0</td>
<td>32.9</td>
</tr>
<tr>
<td>Reviewed notes from prior appointments</td>
<td>20.0</td>
<td>25.8</td>
</tr>
<tr>
<td>Reviewed information on department and/or campus advising webpage</td>
<td>N/A</td>
<td>24.3</td>
</tr>
<tr>
<td>Met with the career counselor and/or completed suggested information interviews/career research</td>
<td>N/A</td>
<td>6.4</td>
</tr>
<tr>
<td>Other:</td>
<td>1.4</td>
<td>3.6</td>
</tr>
</tbody>
</table>

*Actual question text in Spring 2010 read: “Checked my WSU for registration holds”*
Perceptions about the Institutional Advising Process

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean 2010</th>
<th>Mean 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>My advisor treated me with respect.</td>
<td>4.91</td>
<td>4.92</td>
</tr>
<tr>
<td>My advisor was able to address the specific topics raised in this</td>
<td>4.83</td>
<td>4.85</td>
</tr>
<tr>
<td>appointment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was possible to meet with my advisor in a timely manner.</td>
<td>4.79</td>
<td>4.83</td>
</tr>
<tr>
<td>I had enough time with my advisor at this appointment.</td>
<td>4.78</td>
<td>4.83</td>
</tr>
<tr>
<td>I left this appointment with a solid understanding of my next</td>
<td></td>
<td>4.78</td>
</tr>
<tr>
<td>steps (example: register for classes, access campus resources,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>research information, pursue student involvement activities, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to find information I need from the campus advising webpage</td>
<td></td>
<td>4.58</td>
</tr>
<tr>
<td>(<a href="http://admin.vancouver.wsu.edu/academic-affairs/advising">http://admin.vancouver.wsu.edu/academic-affairs/advising</a>).</td>
<td>N/A</td>
<td>4.78</td>
</tr>
</tbody>
</table>

These numbers show that overall responses held steady over time. No statistically significant differences were noted over time.

One question new this Spring – leaving the appointment with a solid understanding of next steps – also scored nearly as well as the remaining four questions that were asked previously. However, respondents were less likely to indicate that they are able to find needed information through the campus advising webpage.
It was possible to meet with my advisor in a timely manner

I had enough time with my advisor at this appointment

I left this appointment with a solid understanding of my next steps

I am able to find information I need from the campus advising webpage
ANALYSES BY UNIT

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

Only statistically significant differences are provided below. Therefore, if specific analyses are not shown 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. In addition, as some units provided very few completed surveys, some of the results appear to be significant, but the statistical analysis failed to do so. This is due to large differences in sample size from one unit to another.

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 students engaged in significantly more preparatory steps relative to all other units. Students from CLA, Science, and Business engaged in significantly more preparatory activities than students from Education, ENCS, and Nursing. Students from Education and ENCS in turn engaged in more activities than students from Human Development. And finally, students from Human Development engaged in more preparatory activities than students from Nursing.

No statistical analysis was performed to compare Spring 2011 to Spring 2010 results as the number of preparatory activities listed in the survey increased this year. However, results for Spring 2010 are presented in the graph above to show the general trend within unit. Clearly, students from SRC have shown the largest increase in preparatory activities between the two waves of data collection. While SRC students ranked in the bottom three last Spring for number of activities, they now show the highest number of activities. This might be due to the currently required homework before any advising session in SRC.

Note: Nursing did not participate in the Spring 2010 Advising survey.
Differences in Topics Discussed

The number of topics discussed in the advising appointment also differed significantly by unit. Nursing and ENCS students reported discussing significantly fewer topics during their advising session compared to SRC, CLA, Science, Business, and Human Development students, while ENCS in addition also reported significantly fewer topics discussed than students in Education. Students in Business reported significantly more topics discussed than students in Science. No other differences were significant, nor were there any differences noted in trends over time.

Differences in Perceived Respect

Students were asked whether their advisor treated them with respect on a scale from 1 (strongly disagree) to 5 (strongly agree). Overall levels of perceived respects were extremely high. However, CLA students reported significantly lower levels compared to SRC, Science, Business, ENCS, and Human Development 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 their 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 for each unit. CLA reported significantly lower levels compared to SRC, Science, and Business. Nursing reported significantly lower levels compared to all other units. No other differences were significant, nor were there any difference 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 their advisor in a timely manner, using scale from 1 (strongly disagree) to 5 (strongly agree). Both CLA and Nursing reported significantly lower levels compared to all other units. No other differences were significant, nor were there any difference noted in trends over time.
Differences in Perceptions of Having Enough Time

Students were asked to indicate whether they had enough time with their advisor on a scale from 1 (strongly disagree) to 5 (strongly agree). Both CLA and Nursing reported significantly lower levels compared to all other units. Nursing was also significantly lower than CLA in turn. No other differences were significant, nor were there any difference noted in trends over time.

Differences in Understanding of Necessary Next Steps

Students were asked to indicate whether they left their advising appointment with a solid understanding of their next steps, using a scale from 1 (strongly disagree) to 5 (strongly agree). Nursing reported significantly lower levels compared to all other units while CLA reported significantly lower levels than SRC, Science, Business, ENCS, and Human Development. No other differences were significant. This question was asked only of SRC students in Spring of 2010. Results were similar to this year’s with no significant differences.
Differences in Getting Needed Information from Campus Advising Website

Students were asked to indicate whether they are able to receive needed information from the campus advising website on a scale from 1 (strongly disagree) to 5 (strongly agree). Nursing reported significantly lower levels compared to SRC, CLA, Science, and Business. No other differences were significant. This question was not asked in Spring of 2010, so no trend analyses were possible.
ANALYSES BY SOURCE OF ACADEMIC ADVISING

Differences in Preparation

Students who indicated receiving advising from SRC reported engaging in significantly more preparatory activity than any other source. No other differences were statistically significant.

![Chart showing differences in preparatory items](chart1)

Differences in Number of Topics Covered

Students who indicated receiving advising from Multiple Sources reported significantly more topics covered than those who received advising from any other source. No other differences were statistically significant.

![Chart showing differences in topics covered](chart2)
**Difference in Meeting with Advisor in a Timely Manner**

Students who indicated receiving advising in a Group session reported the lowest perceptions of being able to meet with an advisor in a timely manner. These perceptions are statistically lower than those among students who received advising from SRC, a Departmental Academic Coordinator, or a Faculty Advisor. No other differences were statistically significant.

![Bar chart showing difference in meeting with advisor in a timely manner](chart)

**Difference in Perception of Having Enough Time**

Students who indicated receiving advising in a Group session reported the lowest perceptions of having enough time to meet with an advisor.

![Bar chart showing difference in perception of having enough time](chart)
Difference in Understanding the Next Steps

Students who indicated receiving advising in a Group session reported the lowest perceptions of having a solid understanding of their next steps. Students who received advising through SRC were also significantly more likely to report knowledge on what their next steps should be than those who were advised by a Faculty Advisor.

![Chart showing understanding perceptions by advisor type]

**ANALYSES BY FORMAT**

As reported in Spring of 2010, there were again 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 Spring 2010. Thus there appear small but stable differences in perceptions between the two formats.

**Differences in Number of Topics Covered**

Students who received individual advising appointments reported a significantly lower number of topics covered during the advising appointment (mean = 6.17) compared to students who attended group advising sessions (mean = 7.23).

**Differences in Perceived Respect**

Students who received individual advising appointments reported that their advisor treated them with greater respect (mean = 4.95) compared to students who attended group advising sessions (mean = 4.85).
Differences in Perceived Ability to Address Topics Raised

Students who received individual advising appointments reported that their advisor was better able to address the specific topics raised in the appointment (mean = 4.90) compared to students who attended group advising sessions (mean = 4.72).

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 = 4.91) compared to students who attended group advising sessions (mean = 4.61).

Differences in Perception of Having Enough Time

Students also reported feeling that they had enough time to meet with their advisor to a greater extend when they had individual appointments (mean = 4.92) compared to students who attended group advising sessions (mean = 4.57).

Differences in Understanding of Next Steps

Students who received individual advising appointments reported a greater understanding of needed next steps when they had individual appointments (mean = 4.86) compared to students who attended group advising sessions (mean = 4.54).

ANALYSES BY TRANSFER VS. FRESHMAN ENTRY

The following analyses show a significant difference in the variables of interest between Freshmen and returning students. No statistical significant difference was found between these two groups and transfer students. However, only a small portion of the respondents were transfer students (n = 53), compared to a higher number of returning students (N = 502) or Freshmen (N = 202). With such disparate sample sizes, statistical differences often do not become apparent.

Differences in Preparation for Advising

Freshmen reported the highest number of preparation activity (mean = 4.2) compared to transfer students (mean = 3.7) or returning students (mean = 3.7).

Differences in Perceived Respect

Returning students reported lower levels of perceived respect (mean = 4.89) compared to Transfer students (mean = 4.98) or those who entered as Freshmen (mean = 4.96).

Differences in Perceived Ability to Address Topics Raised

Freshmen (mean = 4.92) and transfer students (mean = 4.87) reported that their advisor was better able to address the specific topics raised in the appointment compared to returning students (mean = 4.81).
**Differences in Perceived Timeliness**

Freshmen (mean = 4.91) and transfer students (mean = 4.88) also reported that they were able to meet with their advisor in a more timely fashion compared to returning students (mean = 4.77).

**Differences in Perception of Having Enough Time**

Freshmen (mean = 4.91) and transfer students (mean = 4.92) reported feeling that they had enough time to meet with their advisor to a greater extent compared to returning students (mean = 4.77).

**Differences in Understanding of Next Steps**

Freshmen (mean = 4.84) and transfer students (mean = 4.94) also reported a greater understanding of needed next steps compared to returning students (mean = 4.73).

**ANALYSES BY FIRST APPOINTMENT AT SCHOOL**

Students who received advisement for the first time at WSU Vancouver reported significantly lower number of preparatory activities (mean = 3.02) compared to those who had prior advising appointments at the school (mean = 3.83). These students, however, reported significantly more topics were discussed during the advising session (mean = 7.69) compared to those with prior advising sessions (mean = 6.22). No other significant differences in any of the variables of interest were found for first appointment at WSU Vancouver.

**ANALYSES BY FIRST VISIT**

No significant differences in any of the variables of interest were found for first visit.

**ANALYSES BY GENDER**

Female students were significantly less likely than male students to agree that they were able to meet with their advisor in a timely manner. On average, the mean rating for women on this item was 4.79, while for men it was 4.87. While statistically significant, this constitutes a very small difference. No other significant differences in any of the variables of interest were found for gender.

**ANALYSES BY ETHNICITY**

Racial/ethnic minorities were significantly less likely to agree that they were treated with respect by their advisor (mean = 4.86) compared to Caucasian/White students (mean = 4.94). Likewise, minority students were significantly less likely to agree that they had enough time with their advisor (mean = 4.75) compared to Caucasians/Whites (mean = 4.85). No other significant differences in any of the variables of interest were found for ethnicity.
ADDITIONAL STUDENT RESOURCE CENTER RESULTS

Students advised in SRC were asked if they completed the SRC advising homework prior to their advising session. 83.5% confirmed that they had done so and rated how this prepared them to participate in their advising session on a scale from 1 (strongly disagree) to 5 (strongly agree). The average rating was 4.18. The percentage of responses in each category is below.

![Bar chart showing percentage of responses to the question: Better Prepared for Advising Session due to Homework.]

- 1.1% rated themselves strongly disagree (1)
- 5.3% rated themselves strongly disagree (2)
- 10.5% rated themselves neutral (3)
- 41.1% rated themselves strongly agree (4)
- 42.1% rated themselves strongly agree (5)

The chart visually represents the distribution of responses with percentages on the y-axis and response numbers on the x-axis.
ADDITIONAL BUSINESS RESULTS

Students in Business were asked how many hours a week they work. On average, students work 16.53 hours (range = 0 – 45 hours). The average among students who indicated they are working was 24.79 hours, compared to an average of 26.3 hours in Spring of 2010. No differences were noted in trends over time.

![Hours Worked Graph](image)

Business students were also asked if they planned to study abroad. Only 11.2% said they were planning to do so. Among those students who did not plan on studying abroad, 23.5% gave no further explanation, while 76.5% cited reasons included financial reasons, family and/or employment obligations. 23 students wrote in other reasons (see Appendix).

While 40.3% of respondents gave just one reason for not participating in Study Abroad, 24.2% gave two reasons, and 12.1% indicated all three reasons – financial, family, and employment obligations.

![Reasons for No Study Abroad Graph](image)
Business students were also asked to indicate during which period in the day they need their classes scheduled. Overwhelmingly, students indicated they prefer a mixture of both day and evening classes.

Students were further asked to indicate on a scale from 1 (strongly disagree) to 5 (strongly agree) to indicate if they prefer to have all of their classes in their major scheduled on the same day. The average response was 3.63.
APPENDIX

Preparation – Other Mentions:

Made a proposed schedule of classes for the next semester
Transcripts to return to WSU from Clark
Looked at prereqs still needed
Interview with profs
Grad info
Picked classes
Grad school info
Signed up
Scheduled appt.
No planning
Checked with financial aid before coming in for dropping class
Master info
Showed up!
Planned schedule for next 2 semesters
Created a list in my mind—not on paper
I came
Walked in
Admissions Counselor
Seek advise
Other
Nothing
Check on my email
Talked to financial aid/registration
Meeting for club coordination
Looked at class availability
Planned classes
Made a schedule
Looked up advising webpage
Knew what I wanted to know about progress
Talked with last advisor
Called Tri-Cities campus advisor
Change of campus
None
Had general idea from previous advising
First appointment, didn’t know what to expect
Used prior filled out forms from previous visits
Discussed classes to take toward degree
Met with study abroad advisor: Bill
Email from advisor
Just randomly dropped in
Had transcripts
Thought of questions I might have, didn't have any
Picked out classes for summer and fall according to DARs, made list of classes I want
I did not prepare. I wasn't sure what this entailed.

Topics Covered – Other Mentions:

Academic calendar, how to find out who our mentor is
All relevant info covered
Business college application
change of degree
FAFSA
Fall Quarter Schedule
FE Exam
Fin aid, study abroad
FMA/BAAP
General requirements
Graduation
IEEE Club Meeting
Scholarships
Summer classes
To discuss which classes to take
Zzusis, degree requirements

Business Students; No Study Abroad Planned – Other Mentions:

Personal decision
Overseas military service
Other
Not sure I will
Not interested
Not interested
Not interested
Non American citizen, Finish school in Bolivia
No need
Lack of language knowledge
Just not sure I want to
Internship opportunity
I like America
I have been abroad, I liked it a lot but I have a family to think about.
I don’t want to
I am an international student
Graduation
Fulfilled study abroad
Don't want to
Anti-social
Already traveled in Navy
Already have
I am an international student