

Loyola University Maryland

Core Advising—Class of 2012

Shannon Tinney Lichtinger

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Table of Contents

INTRODUCTION.....	1
<i>Methodology.....</i>	<i>1</i>
<i>Executive Summary.....</i>	<i>3</i>
DETAILED FINDINGS	4
<i>Core Advisors.....</i>	<i>4</i>
Meetings.....	4
Quality of the Core Advising Experience.....	4
Student Engagement and Preparedness	7
<i>First-year Academic Program</i>	<i>9</i>
Meetings.....	9
Quality of the Core Advising Experience.....	10
Student Engagement and Preparedness	14
<i>Academic Advising and Support Center</i>	<i>15</i>
SUMMARY	16
APPENDIX A - SURVEY TRENDS: CORE ADVISORS	17
APPENDIX B - SURVEY TRENDS: ACADEMIC SERVICES	21
APPENDIX C - RESPONSES BY FIRST-YEAR ACADEMIC PROGRAM.....	24

Figures and Tables

FIGURE 1. NUMBER OF TIMES STUDENTS REPORTED BEING IN CONTACT WITH THEIR CORE ADVISOR EACH SEMESTER.....	4
FIGURE 2. NUMBER OF TIMES STUDENTS REPORTED THEIR CORE ADVISOR INITIATED A MEETING EACH SEMESTER	5
FIGURE 3. NUMBER OF TIMES STUDENTS REPORTED THAT THEY INITIATED A MEETING WITH THEIR CORE ADVISOR EACH SEMESTER	5
FIGURE 4. EXTENT OF CORE ADVISORS KNOWLEDGE AND HELPFULNESS.....	6
FIGURE 5. FREQUENCY OF STUDENT ENGAGEMENT AND PREPAREDNESS IN THE CORE ADVISING PROCESS	8
FIGURE 6. NUMBER OF TIMES STUDENTS REPORTED BEING IN CONTACT WITH THEIR CORE ADVISOR EACH SEMESTER BY FIRST-YEAR PROGRAM	9
FIGURE 7. NUMBER OF TIMES STUDENTS REPORTED THEIR CORE ADVISOR INITIATED A MEETING BY FIRST-YEAR PROGRAM	10
FIGURE 8. NUMBER OF TIMES STUDENTS REPORTED THAT THEY INITIATED A MEETING WITH THEIR CORE ADVISOR BY FIRST-YEAR PROGRAM	10
TABLE 1. PERCENT RESPONDING "YES" TO CURRICULUM PLANNING QUESTIONS FOR THE CLASS OF 2011.....	7
TABLE 2. PERCENT INDICATING POSITIVE INTERACTIONS WITH CORE ADVISORS.....	7
TABLE 3. EXTENT OF CORE ADVISORS' KNOWLEDGE AND HELPFULNESS BY FIRST-YEAR PROGRAM.....	11

TABLE 4. PERCENT RESPONDING "YES" TO CURRICULUM PLANNING QUESTIONS FOR THE CLASS OF 2011 BY FIRST-YEAR PROGRAM	12
TABLE 5. PERCENT INDICATING POSITIVE INTERACTIONS WITH CORE ADVISORS BY FIRST-YEAR PROGRAM	13
TABLE 6. FREQUENCY OF STUDENT ENGAGEMENT AND PREPAREDNESS IN THE CORE ADVISING PROCESS BY FIRST-YEAR PROGRAM	14

This report prepared by The Office of Institutional Research using data collected in the Core Advising Survey—Class of 2012.
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Core Advising—Class of 2012

Introduction

First-year students are assigned an academic Core advisor upon matriculation. For students engaged in a first-year program, including Alpha, Collegium, FE100, and Honors, their advisor is their first-year program faculty instructor. For students who do not engage in a first-year program, they are assigned one of the other faculty members eligible to serve as Core advisors. The Core advisor is responsible for assisting their advisees in adjusting to college life, educating advisees about Loyola's liberal arts "Core" curriculum, advising students on course selection during the initial years, and providing guidance to students during the major selection process. Equally, students are responsible for actively engaging in the advising process by being informed of curricular requirements, developing a collegial and productive relationship with their advisor, and seeking guidance from others in the college community, including the Academic Advising and Support Center, in order to plan their degree program.¹ By the end of the third semester, students must declare a major; at that time, students are reassigned to an advisor in their major department. As part of this process, students are asked to complete the Core Advising Survey to evaluate the efficacy of this advising process.

This report synthesizes the survey results regarding the frequency with which students met with their advisors, the quality of the Core advising experience, students' engagement and preparedness in the advising process, and the frequency, nature, and quality of interaction with the Academic Advising and Support Center. Responses are stratified by first-year academic program to understand differences in the Core advising experience among first-year program participants and non-participants.²

Methodology

The 2009 – 2010 Core Advising Survey was completed by 783 of the 953 full-time, first-time students (82%) who matriculated in fall 2008 and were retained to their sophomore year.³ Based on these data, the sampling error for proportions is $\pm 1.5\%$. The 44-item survey contained yes/no, Likert-scale, and open-ended items. Students were asked how frequently they met with their advisor, the quality of the Core advising experience, students' engagement and preparedness in the advising process, and the frequency, nature and quality of interaction with the Academic Advising and Support Center.⁴

¹ Several years ago a committee comprising Loyola academic department chairs, and the student advisory boards of the Dean of the College of Arts & Sciences, the Dean of The Sellinger School, and the Dean of First-Year Students and Academic Services developed guidelines for academic advising at Loyola. These guidelines are provided to incoming students and advisors in order to communicate expectations for how "advisors and advisees [should] work together [to] effectively plan the best possible program for each student" (Guidelines for Academic Advising at Loyola College in Maryland brochure).

² The sample is representative of the population. There were eight respondents who did not report the first-year program they engaged in their first semester. These students are excluded from the analysis.

³ In fall 2008, 1,068 students matriculated as full-time, first-time students of the Class of 2012. Based on retention data, 89% of these students were retained to the second year (n=953), the time at which students must declare their major.

⁴ Significant changes were made to the survey for the class of 2010. While the content of the questions remained similar to prior years, the ordering and wording of items and the response sets were changed so that more meaningful results could be gleaned from the data. Direct comparisons between the Class of 2010 and classes beyond can be made; direct comparisons to years prior to the Class of 2010 cannot be made in most instances.

When analyzing these data by first-year program participation and non-participation, comparison of proportion tests were used to assess significant differences between groups based upon either the top two categories in a response set or the percentage of respondents indicating “yes.” Unless otherwise noted, all group differences described in this report are statistically significant at the $p \leq .05$ level.

Executive Summary

- ◆ Almost all respondents had at least one meeting with their Core advisor per semester and over nine out of ten respondents indicated that their Core advisor initiated at least one meeting per semester. This is similar to last year.
- ◆ First-year program participants had more contacts with their Core advisors than those who did not participate in a program; Alpha, FE100 and Collegium respondents were also more likely than General respondents that their Core advisors initiated the most meetings.
- ◆ Regarding Core advisors' knowledge and helpfulness:
 - ◆ Almost eight out of ten students noted that their Core advisor was “extremely” or “very” knowledgeable about the core curriculum; only about one-half of all respondents felt similarly about their Core advisors' knowledge about the curriculum of one's intended major.
 - ◆ Six out of ten respondents indicated that their Core advisor used departmental worksheets to help plan their curriculum; about one-half of all respondents indicated their advisor used a degree audit. Of the first-year program participants, Honors respondents were least likely to indicate that their Core advisor had used these tools to help plan their curriculum.
 - ◆ Generally, Honors and Alpha respondents were more likely than their FE100 and General peers to express that their Core advisor was knowledgeable and helpful given the facets of this construct that were examined.
- ◆ At least nine out of ten students indicated that their Core advisor was respectful, available, and made an effort to become familiar with their individual needs; there were no substantive differences among first-year program participants in these instances.
- ◆ With regards to students' preparation and engagement:
 - ◆ At least eight out of ten students consulted the University catalogue, planned their courses, and were ready to discuss their curricular needs at advising sessions, but students were less likely to study their degree audit before coming to advising sessions.
 - ◆ Alpha, FE100, and Honors respondents were more likely than their Collegium counterparts to consult the University catalogue, and FE100 respondents were also more likely than Collegium peers to study their degree audit to prepare for advising sessions. Alpha and FE100 respondents were more likely than their counterparts who did not take an FYP to report that they came prepared to advising appointments.
 - ◆ FE100 respondents were more likely than general respondents to have planned their course schedule before attending advising appointments.
- ◆ The Academic Advising and Support Center staff is accessible, provides personalized attention, and are knowledgeable about the curriculum as a whole.

Detailed Findings

Core Advisors

Meetings

Almost all of the respondents reported being in contact with their Core advisor (i.e. face-to-face, phone conversation, e-mail communication, etc.) at least once per semester, with the majority (67%) being in contact three or more times (see Figure 1). Core advisors typically initiated meetings with students one to two times per semester (71%), while about one-quarter of advisors initiated contact three or more times per semester with students (see Figure 2). Similar results were garnered when respondents were asked how often they initiated contact with their advisor (see Figure 3). Only 6% of respondents indicated that their Core advisor never initiated a meeting with them; a nominal increase from 2011 and still lower than in prior years (see Appendix A).

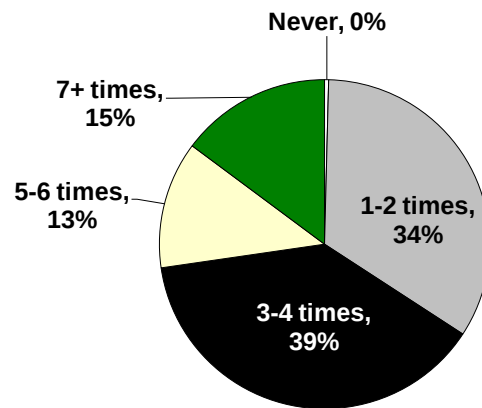


Figure 1. Number of times students reported being in contact with their Core advisor each semester

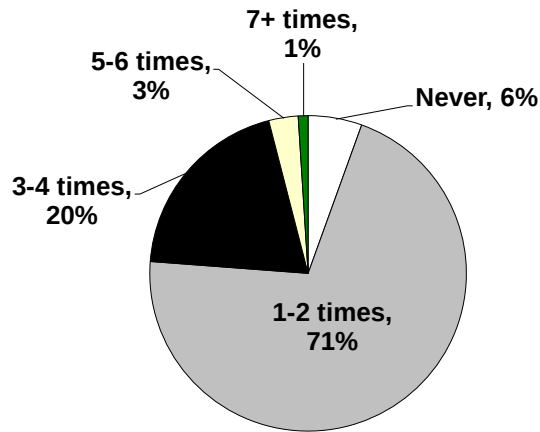


Figure 2. Number of times students reported their Core advisor initiated a meeting each semester

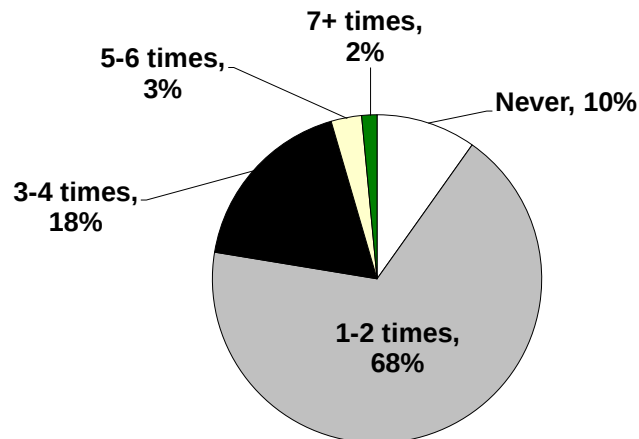


Figure 3. Number of times students reported that they initiated a meeting with their Core advisor each semester

Quality of the Core Advising Experience

Core Advisors' Knowledge and Helpfulness

Students were asked to evaluate the extent to which their Core advisor was knowledgeable about the curriculum and was helpful in answering questions about schedule planning using a five-point Likert scale ranging from “not at all” to “extremely”. See Figure 4.

A large majority of respondents (81%) noted that their Core advisor was “extremely” or “very” *knowledgeable about the core curriculum*, on par with the Class of 2011 (79%) (see Appendix A). Consistent with the Class of 2011, respondents tended to express

that the Core advisors were less knowledgeable about the curriculum of one's intended major. About half of the respondents reported their Core advisor to be "extremely" or "very" knowledgeable and about 16% indicated that their advisor had little to no knowledge about the curriculum of their intended major. Still, the majority of respondents indicated that their advisor was "extremely" or "very" helpful in answering questions about schedule planning (76%), a significant increase from what was reported by the Class of 2011.

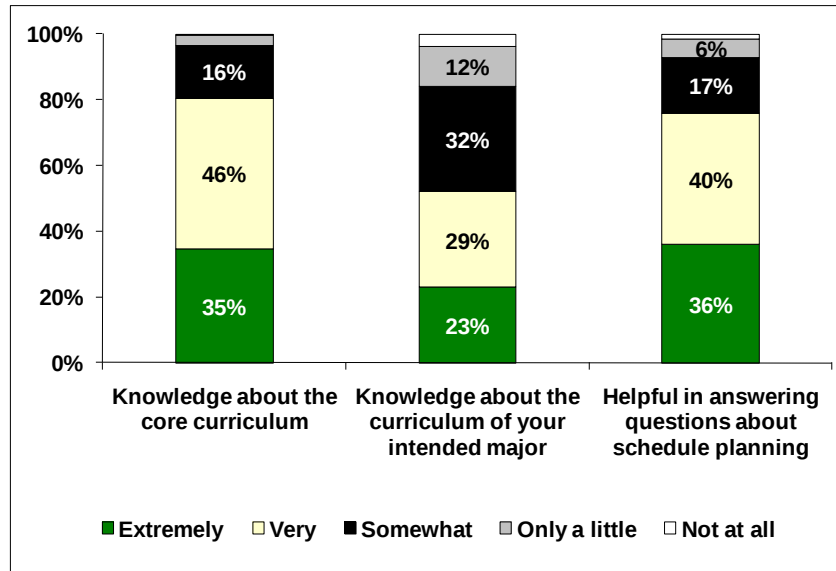


Figure 4. Extent of Core advisors knowledge and helpfulness

Curricular Planning

Students were asked to indicate with a "yes" or "no" response whether or not they engaged in particular help-seeking behaviors (i.e., consulted other University resources) or whether or not the advisor used available tools (i.e., departmental worksheets or degree audit) to help them plan their curriculum. See Table 1.

Eighty-one percent (81%) of respondents indicated that their Core advisor *provided them with information and recommended resources to assist them in the declaration of major process*. Many respondents (72%) also *consulted with individuals (faculty, department chairs) and offices beyond their Core advisor*. Of the available tools used by Core advisors to help students in curriculum planning, 65% of respondents indicated that their Core advisor had *used a departmental worksheet* and about one-half (55%) had *used degree audit*. These results are on par with 2011 (see Appendix A).

Table 1. Percent Responding "Yes" to Curriculum Planning Questions for the Class of 2012

	% Yes
<i>My Core advisor provided me with information and recommended resources to help me in the declaration of major process.</i>	81%
<i>Student consulted with other professors, department chairs, or members of the other University offices for additional assistance.</i>	72%
<i>My Core advisor used a departmental worksheet to help me plan my curriculum.</i>	65%
<i>My Core advisor used Degree Audit to help me plan my curriculum.</i>	55%

Interaction

Students were asked to indicate with a "yes" or "no" whether or not they had positive interactions with their Core advisors based upon a number of items (see Table 2).

Respondents indicated positive experiences with their advisors in that their advisor *treated them in a respectful manner* (99%), *was available for consultation* (99%), and *made an effort to become familiar with their individual needs* (90%). These results are consistent with the class of 2011. Seventy-one percent (71%) of respondents indicated that their advisor never gave electronic permission or signed a form without discussing the impact on their academic record which is lower than what was reported by the Class of 2011 (see Appendix A).

Table 2. Percent Indicating Positive Interactions with Core Advisors

	% Yes
<i>My Core advisor treated me in a respectful manner.</i>	99%
<i>My Core advisor was available for consultation.</i>	99%
<i>My Core advisor made an effort to become familiar with my individual needs.</i>	90%
<i>My Core advisor never gave electronic permission or signed a form (registration or other) without discussing the impact on my academic record.</i>	71%

Student Engagement and Preparedness

Students were asked to self-assess how frequently they actively engaged in the advising process and how prepared they were for their advising sessions using a five-point Likert scale ranging from "never" to "always" (see Figure 5).

Using the top two categories of "always" and "frequently," most respondents *planned their course schedules before attending their core advising sessions* (87%) and *were prepared to discuss their curricular needs at those sessions* (88%). Students often used

the University catalogue to learn about the core, major, and minor requirements (85%). Respondents less often studied their degree audit to plan an academic schedule before advising appointments (59%). This is consistent with results from the Class of 2011 survey (see Appendix A).

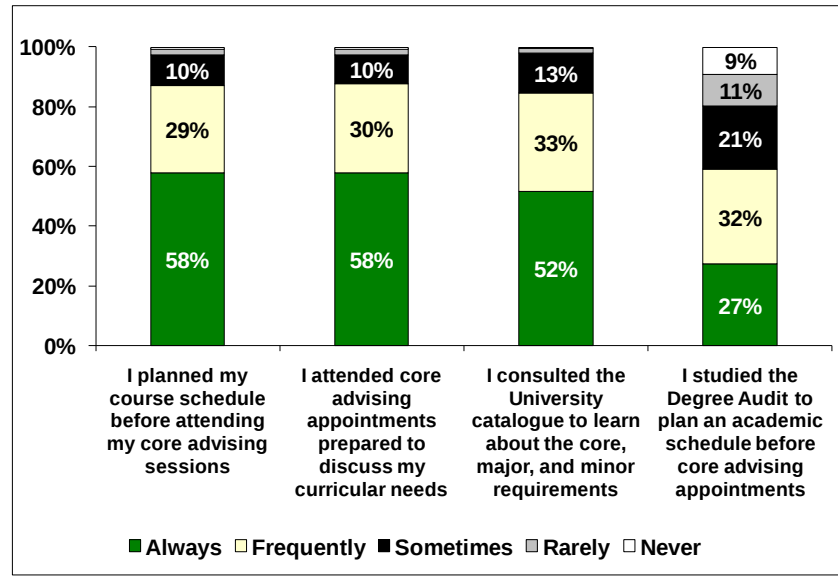


Figure 5. Frequency of student engagement and preparedness in the Core advising process

First-year Academic Program

Surveys were returned by 242 Alpha, 50 Collegium, 131 FE100, 42 Honors, and 310 non-first-year-program participants (referred to as “general” in this report).¹ Students who participate in one of the first-year programs have their program professor as their Core advisor. Comparisons among first-year program participants and non-participants were analyzed to understand if the quality and nature of the Core advising experience differs among these groups of students. Superscripts are used in charts to indicate a statistically significant difference between a group and the denoted group: ^A Alpha, ^C Collegium, ^F FE 100, ^H Honors, and ^G General. An asterisk denotes that one group was significantly different from all others in the analysis.

Meetings

All first-year program respondents were more likely than General respondents to have had at least three contacts per semester with their Core advisors. Moreover, Alpha respondents were more likely than their FE100 counterparts to have had at least three contacts with their advisors each semester (see Figure 6). With regards to core advisor initiated meetings, Alpha, Collegium and FE100 respondents were more likely than General respondents to indicate they had at least three meetings with their advisors each semester (see Figure 7). Alpha respondents were more likely than General respondents to report that they had initiated at least three meetings with their Core advisor (see Figure 8).

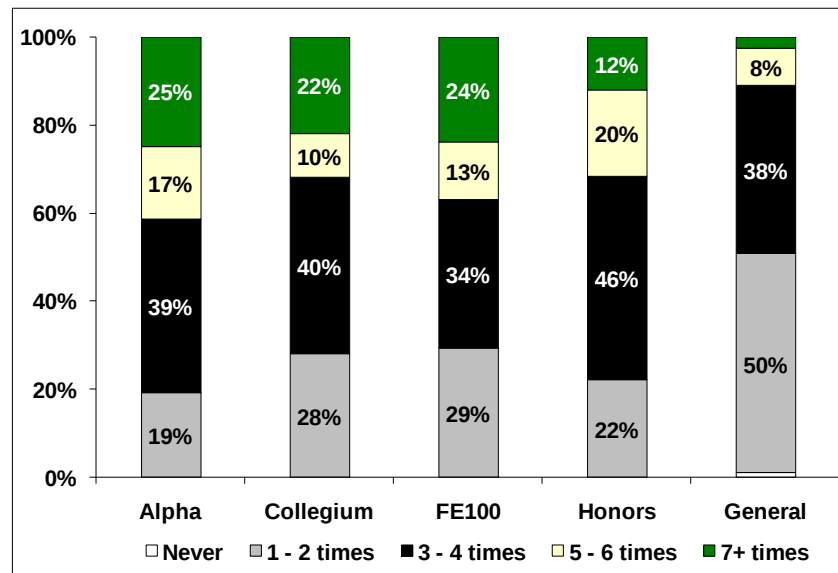


Figure 6. Number of times students reported being in contact with their Core advisor each semester by first-year program

¹ Ten students did not identify if they engaged or did not engage in a first-year program. They were excluded from the analysis.

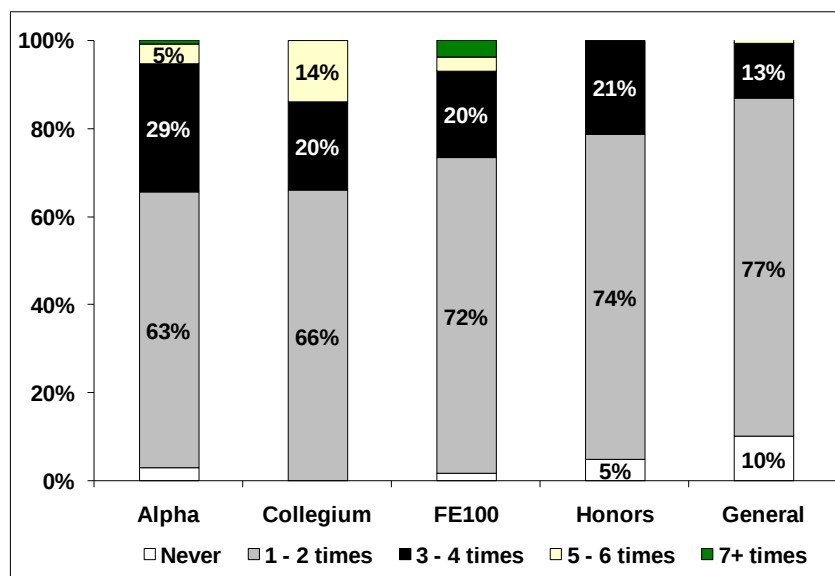


Figure 7. Number of times students reported their Core advisor initiated a meeting by first-year program

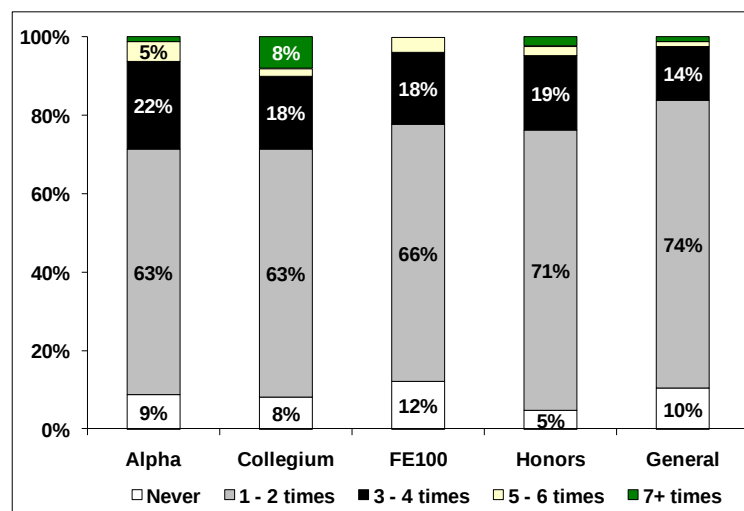


Figure 8. Number of times students reported that they initiated a meeting with their Core advisor by first-year program

Quality of the Core Advising Experience

Core Advisors' Knowledge and Helpfulness

Group differences existed among first-year program participants and non-participants with regards to Core advisors' knowledge and helpfulness (see Table 3). Alpha and Honors respondents were more likely than FE100 and General respondents to express that their advisor was "extremely" or "very" *knowledgeable about the Core curriculum*. Alpha and General respondents were more likely than FE100 respondents to indicate that their Core advisors were "extremely" or "very" *knowledgeable about the curriculum of their intended majors*. In terms of *answering questions about schedule planning*, FE100 respondents were less likely than Alpha and Honors respondents to report that

their advisors were “extremely” or “very” helpful, while Alpha students were more likely than General students to find their advisors “extremely” or “very” helpful in that regard.

Table 3. Extent of Core Advisors' Knowledge and Helpfulness by First-year Program

	% Extremely or Very
<i>How knowledgeable was your Core advisor about the Core curriculum?</i>	
Alpha	86% ^{F, G}
Collegium	80%
FE100	75%
Honors	93% ^{F, G}
General	77%
<i>How knowledgeable was your Core advisor about the curriculum of your intended major?</i>	
Alpha	54% ^F
Collegium	58%
FE100	42%
Honors	50%
General	54% ^F
<i>How helpful was the Core advisor in answering questions about schedule planning?</i>	
Alpha	83% ^{F, G}
Collegium	76%
FE100	67%
Honors	83% ^F
General	73%

Curricular Planning

While there was no difference among first-year program participants and non-participants with regards to their *Core advisor using departmental worksheets to help them plan their curriculum*, FE100 respondents were more likely than Alpha, Honors, and General respondents to indicate that their *Core advisor used degree audit to help them plan their curriculum*. FE100 respondents were also more likely than Alpha respondents to indicate that they *consulted with other professors, department chairs, or members of other University offices for additional assistance* (see Table 4).

Table 4. Percent Responding "Yes" to Curriculum Planning Questions for the Class of 2012 by First-year Program

	% Yes
<i>Student consulted with other professors, department chairs, or members of other University offices for additional assistance.</i>	
Alpha	69%
Collegium	70%
FE 100	79% ^A
Honors	79%
General	71%
<i>My Core advisor provided me with information and recommended resources to help me in the declaration of major process.</i>	
Alpha	85%
Collegium	71%
FE 100	81%
Honors	81%
General	79%
<i>My Core advisor used degree audit to help me plan my curriculum.</i>	
Alpha	54%
Collegium	63%
FE 100	65% ^{A, H, G}
Honors	45%
General	51%
<i>My Core advisor used a departmental worksheet to help me plan my curriculum.</i>	
Alpha	65%
Collegium	58%
FE 100	62%
Honors	55%
General	67%

Interaction

No substantively significant group differences were found with regards to students feeling that they had *access to their Core advisors* and were *treated respectfully* when meeting with them (see Table 5). However, in terms of *becoming familiar with each student's individual needs*, Alpha and Honors respondents were more likely than FE100 and General respondents to perceive that their Core advisors made that effort.

Table 5. Percent Indicating Positive Interactions with Core Advisors by First-year Program

	% Yes
<i>My Core advisor was available for consultation.</i>	
Alpha	100% ^G
Collegium	98%
FE 100	98%
Honors	100% ^G
General	98%
<i>My Core advisor treated me in a respectful manner.</i>	
Alpha	100%
Collegium	100% ^G
FE 100	99%
Honors	100% ^G
General	99%
<i>My Core advisor made an effort to become familiar with my individual needs.</i>	
Alpha	96% ^{F, G}
Collegium	92%
FE 100	90%
Honors	98% ^{F, G}
General	84%
<i>My core advisor never gave electronic permission or signed a form (registration or other) without discussing the impact on my academic record.</i>	
Alpha	75%
Collegium	68%
FE 100	69%
Honors	81%
General	70%

Student Engagement and Preparedness

A number of differences were found among FYP groups in terms of their preparation for and engagement in the advising process (see Table 6). FE100 and Alpha respondents more often indicated they were prepared to *discuss curricular needs* and *plan their course schedule at Core advising appointments* than General respondents. Alpha respondents more often indicated they were prepared to *discuss their curricular needs* with advisors than their General counterparts too. FE100 respondents more often indicated they *consulted the University catalogue* and *studied their degree audit* to learn about requirements and plan their schedule compared to their Collegium peers. Alpha and Honors respondents more often stated they *consulted the University catalogue to learn about requirements* compared to their Collegium counterparts as well.

**Table 6. Frequency of Student Engagement and Preparedness
in the Core Advising Process by First-year Program**

	% Always or Frequently
<i>I planned my course schedule before attending my Core advising sessions.</i>	
Alpha	88%
Collegium	86%
FE100	92% ^G
Honors	88%
General	84%
<i>I came to my Core advising appointments prepared to discuss my curricular needs.</i>	
Alpha	91% ^G
Collegium	86%
FE100	92% ^G
Honors	83%
General	84%
<i>I consulted the University catalogue to learn about my Core, major, and minor requirements.</i>	
Alpha	86% ^C
Collegium	72%
FE100	86% ^C
Honors	91% ^C
General	84%
<i>I studied my degree audit to plan my academic schedule before coming to my Core advising appointments.</i>	
Alpha	59%
Collegium	49%
FE100	66% ^C
Honors	64%
General	57%

Academic Advising and Support Center

Since 2003, the percentage of students visiting the Academic Advising and Support Center (A.A.S.C.) has greatly increased. Similar to last year (58%), 60% of students from the class of 2012 had visited A.A.S.C. since matriculating to Loyola. This percentage is one of the highest since keeping record of these data (see Appendix B). Students consistently remark that the front office staff was “extremely” or “very”: *helpful* (89%), *polite and respectful* (92%), and *responsive and available for consultation* (89%).¹

Of the students who visited A.A.S.C. (n = 431), 118 students had at least one individual meeting with an Academic Advising administrator. As with the front office staff, students affirmed that the Academic Advising administrators were *available for consultation when needed* (96%), *treated students with respect* (98%), and *made an effort to learn about their individual needs* (88%). Students scheduling individual meetings with A.A.S.C. administrators indicated that administrators were “extremely” or “very”: *knowledgeable about the core curriculum* (94%), *knowledgeable about the curriculum of their intended major* (87%), and *helpful in answering questions about schedule planning* (91%). Eight out of ten (83%) students who met with an Academic Advising administrator noted that *degree audit was used in a way that helpful in reviewing their curriculum*, and nine out of ten students (91%) noted that administrators *provided them with information and recommended resources to them during the declaration of major process*.

¹ Respondents were excluded from the analysis who indicated that the item did not apply them.

Summary

Almost every respondent expressed having had at least one Core advising appointment each semester prior to declaring a major and selecting his/her major advisor. Core advisors as well as respondents made frequent contacts with each other.

Respondents remarked that their Core advisors were more knowledgeable about the Core curriculum compared to their intended major. Still, respondents perceived their Core advisors as helpful with regards to schedule planning and directing them to resources to assist them in the major decision process. Like last year, students' responses highlight an opportunity to make greater use of tools such as degree audit and departmental worksheets to help them plan their curriculum early on in light of their intended educational goals.

The Core advising experience differed by first-year academic program participation. Compared to other first-year respondents, Alpha, FE100 Collegium, and Honors students had more frequent contact with their advisors than students who did not participate in a first-year program. Honors and Alpha respondents were the most likely to find their advisors knowledgeable and helpful, while FE100 and General students lagged behind in terms of students ratings of advisors' helpfulness. Respondents from all groups indicated that their Core advisor was respectful, available, and made an effort to become familiar with their individual needs. In terms of students' preparedness, most respondents consult the University catalogue and come prepared to advising appointments, although they were less likely to study their degree audit. Alpha and FE100 respondents more often engaged in these preparatory behaviors compared to Collegium and General respondents.

The Academic Advising and Support Center continues to provide a valuable resource to students in need of academic guidance. Students perceived the staff to be accessible and personal, as they tried to learn about the students' individual needs and also found them to be very knowledgeable about the curriculum as a whole.

Appendix A

Survey Trends: Core Advisors

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Core Advising Items										
<i>Classes of 2008-2012: How many times each semester were you in contact with your core advisor (i.e., face-to-face meetings, e-mail, phone conversations, etc.)?</i>										
Never	1%	5	1%	10	0%	2	1%	8	0%	3
One to four times	83%	691	77%	588	71%	532	74%	555	72%	560
More than four times	16%	134	22%	166	28%	212	25%	192	27%	212
Total	100%	830	100%	764	100%	746	100%	755	100%	775
<i>How many times each semester did your core advisor initiate a meeting with you?</i>										
Never	10%	81	8%	60	5%	34	4%	33	6%	43
One to four times	89%	738	89%	673	92%	686	93%	703	91%	705
More than four times	2%	13	3%	20	4%	29	3%	23	4%	31
Total	100%	832	100%	753	100%	749	100%	759	100%	779
<i>How many times each semester did you initiate a meeting with your core advisor?</i>										
Never									10%	76
One to four times									86%	666
More than four times									5%	35
Total									100%	777
<i>I came to my core advising appointments prepared to discuss my curricular needs. ¹</i>										
Frequently or always					85%	639	87%	661	88%	682
Sometimes					11%	83	10%	72	10%	75
Rarely or never					4%	29	4%	28	3%	22
Total					100%	751	100%	761	100%	779

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Core Advising Items										
<i>I consulted the College catalogue to learn about my core, major, and minor requirements.</i> ¹										
Frequently or always					81%	608	84%	641	85%	659
Sometimes					15%	115	13%	99	13%	104
Rarely or never					4%	29	3%	21	2%	16
<i>Total</i>					100%	752	100%	761	100%	779
<i>I studied my Degree Audit to plan my academic schedule before coming to my core advising appointments.</i> ¹										
Frequently or always					54%	403	56%	423	59%	458
Sometimes					26%	198	24%	183	21%	164
Rarely or never					20%	150	20%	151	20%	155
<i>Total</i>					100%	751	100%	757	100%	777
<i>I planned my course schedule before attending my core advising sessions.</i> ¹										
Frequently or always					86%	642	87%	658	87%	678
Sometimes					11%	84	11%	83	10%	79
Rarely or never					3%	24	3%	20	3%	22
<i>Total</i>					100%	750	100%	761	100%	779
<i>Extent to which my core advisor was knowledgeable about the core curriculum.</i> ²										
Very or extremely					77%	575	78%	597	80%	626
Somewhat					20%	151	16%	121	16%	126
Only a little or not at all					3%	24	6%	45	4%	27
<i>Total</i>					100%	750	100%	763	100%	779

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Core Advising Items										
<i>Extent to which my core advisor was knowledgeable about the curriculum of my intended major. ²</i>										
Very or extremely					48%	357	50%	378	52%	404
Somewhat					32%	239	31%	233	32%	249
Only a little or not at all					20%	152	19%	148	16%	124
Total					100%	748	100%	759	100%	777
<i>Extent to which my core advisor was helpful in answering questions about schedule planning (course times, sequencing, and prerequisites). ²</i>										
Very or extremely					69%	519	70%	537	76%	592
Somewhat					22%	165	19%	147	17%	131
Only a little or not at all					10%	67	10%	79	7%	56
Total					101%	751	100%	763	100%	779
<i>When necessary, I consulted with other professors, department chairs, or members of other College offices for additional assistance (i.e., course scheduling, questions about intended major, etc.). ³</i>										
Yes					67%	501	70%	535	72%	560
No					33%	249	30%	225	28%	217
Total					100%	750	100%	760	100%	777
<i>My core advisor provided me with information and recommended resources to help me in the declaration of major</i>										
Yes					74%	555	79%	600	81%	623
No					26%	192	21%	158	20%	151
Total					100%	747	100%	758	100%	774
<i>My core advisor used Degree Audit to help me plan my curriculum. ³</i>										
Yes					54%	396	52%	385	55%	413
No					46%	336	48%	361	46%	345
Total					100%	732	100%	746	100%	758

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Core Advising Items										
<i>My core advisor used a departmental worksheet to help me plan my curriculum.</i> ³										
Yes					59%	434	61%	453	65%	493
No					41%	303	39%	291	36%	271
Total					100%	737	100%	744	100%	764
<i>My core advisor was available for consultation.</i> ³										
Yes					98%	730	98%	741	99%	764
No					2%	18	2%	18	2%	12
Total					100%	748	100%	759	100%	776
<i>My core advisor treated me in a respectful manner.</i> ³										
Yes					99%	743	99%	753	99%	770
No					1%	7	1%	5	1%	6
Total					100%	750	100%	758	100%	776
<i>My core advisor made an effort to become familiar with my individual needs.</i> ³										
Yes					89%	660	89%	676	90%	697
No					12%	86	11%	82	10%	76
Total					100%	746	100%	758	100%	773
<i>2010: Did your core advisor ever give electronic permission or sign a form (registration or other) without discussing the impact on your academic record?</i>										
Yes	4%	37	4%	32	29%	212	24%	184	29%	222
No	96%	794	96%	708	72%	533	76%	572	71%	551
Total	100%	831	100%	740	100%	745	100%	756	100%	773
Note: Percentage totals may not equal 100% due to rounding.										
¹ The following items were used for the first time in AY 2005-2006 with response categories ranging from "Strongly disagree" to "Strongly agree". In AY 2007-08 response categories changed and range from "Never" to "Always". Thus, data prior to AY2007-08 is not comparable to current data.										
² Prior to 2010, response categories for these items ranged from "Strongly disagree" to "Strongly agree". For 2010, the response categories changed and range from "Not at all" to "Extremely"; thus responses prior to AY 2007-08 are not comparable to current data.										
³ Prior to AY 2007-08, the response categories associated with this item ranged from "Strongly disagree" to "Strongly agree". In AY 2007-08 response categories changed to "Yes" and "No"; thus responses prior that are not comparable to current data.										

Appendix B

Survey Trends: Academic Services

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Academic Advising Items										

How many times have you visited Academic Services?

Never	45%	372	37%	283	42%	285	43%	308	40%	289
One to six times	53%	439	60%	456	55%	378	55%	393	58%	415
More than six times	2%	19	2%	17	3%	21	2%	17	2%	16
<i>Total</i>	100%	830	100%	756	100%	684	100%	718	100%	720

Extent to which members of the Academic Advising front office staff were helpful.¹

Very or extremely			84%	314	91%	343	89%	361
Somewhat			14%	53	8%	30	10%	40
Only a little or not at all			2%	7	1%	2	1%	5
<i>Total</i>			100%	374	100%	375	100%	406

Extent to which members of the Academic Advising front office staff were polite and respectful.¹

Very or extremely			90%	337	93%	353	92%	377
Somewhat			8%	31	6%	24	6%	26
Only a little or not at all			2%	8	0%	1	1%	5
<i>Total</i>			100%	376	100%	378	100%	408

Extent to which members of the Academic Advising front office staff were responsive and available.¹

Very or extremely			87%	327	92%	346	89%	358
Somewhat			11%	40	8%	30	10%	40
Only a little or not at all			2%	9	0%	1	1%	5
<i>Total</i>			100%	376	100%	377	100%	403

Academic Advising Items	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number

Extent to which the Academic Advising administrators were knowledgeable about the core curriculum. ¹

Very or extremely			93%	100	93%	100	94%	101
Somewhat			7%	7	7%	8	6%	7
Only a little or not at all			0%	0	0%	0	0%	0
Total			100%	107	100%	108	100%	108

Extent to which the Academic Advising administrators were knowledgeable about the curriculum of my intended major. ¹

Very or extremely			83%	85	86%	89	87%	88
Somewhat			16%	16	13%	13	12%	12
Only a little or not at all			1%	1	1%	1	1%	1
Total			100%	102	100%	103	100%	101

Extent to which the Academic Advising administrators were helpful in answering questions about schedule planning (course times, sequencing, and prerequisites). ¹

Very or extremely			88%	93	92%	97	91%	99
Somewhat			9%	10	6%	6	8%	9
Only a little or not at all			3%	3	2%	2	1%	1
Total			100%	106	100%	105	100%	109

The Academic Advising administrators provided me with information and recommended resources to help me in the declaration of major process. ²

Yes			82%	77	90%	82	91%	83
No			18%	17	10%	9	9%	8
Total			100%	94	100%	91	100%	91

Academic Advising Items	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012	
	AY 2005-06		AY 2006-07		AY 2007-08		AY 2008-09		AY 2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<i>The Academic Advising administrators used Degree Audit in a way that was helpful in reviewing my curriculum.</i> ²										
Yes					74%	66	76%	65	83%	71
No					26%	23	24%	21	17%	15
Total					100%	89	100%	86	100%	86
<i>The Academic Advising administrators were available for consultation.</i> ²										
Yes					97%	108	99%	104	96%	104
No					3%	3	1%	1	4%	4
Total					100%	111	100%	105	100%	108
<i>The Academic Advising administrators treated me in a respectful manner.</i> ²										
Yes					98%	113	99%	105	98%	112
No					2%	2	1%	1	2%	2
Total					100%	115	100%	106	100%	114
<i>The Academic Advising administrators made an effort to become familiar with my individual needs.</i> ²										
Yes					89%	95	93%	96	88%	91
No					11%	12	7%	7	12%	12
Total					100%	107	100%	103	100%	103

¹ Prior to 2010, response categories for these items ranged from "Strongly disagree" to "Strongly agree". For 2010, the response categories changed and range from "Not at all" to "Extremely"; thus responses prior to AY 2007-08 are not comparable to current data.

² Prior to 2010, the response categories associated with this item ranged from "Strongly disagree" to "Strongly agree". In AY 2007-08 response categories changed to "Yes" and "No"; thus responses prior that are not comparable to current data.

Note: Percentage totals may not equal 100% due to rounding.

Appendix C

Responses by First-year Academic Program

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

Classes of 2008-2012 How many times each semester were you in contact with your core advisor (i.e., face-to-face meetings, e-mail, phone conversations, etc.)?

Classes of 2006-2007: How many times each semester did you speak to your advisor?

Three or more times a semester					
Alpha	66%	64%	81%	82%	81%
Collegium	54%	62%	70%	58%	72%
FE 100	51%	66%	64%	63%	71%
Honors	63%	83%	63%	71%	78%
General	42%	42%	52%	46%	49%

How many times each semester did your core advisor initiate a meeting with you?

Never					
Alpha	9%	9%	3%	1%	3%
Collegium	10%	2%	2%	7%	0%
FE 100	12%	7%	4%	5%	2%
Honors	5%	4%	4%	2%	5%
General	10%	9%	7%	6%	10%
Three or more times a semester					
Alpha	23%	29%	48%	43%	34%
Collegium	14%	23%	23%	13%	34%
FE 100	17%	26%	27%	22%	27%
Honors	15%	24%	29%	27%	21%
General	11%	15%	16%	15%	13%

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

How many times each semester did you initiate a meeting with your core advisor?

Never					
Alpha					9%
Collegium					8%
FE 100					12%
Honors					5%
General					10%
Three or more times a semester					
Alpha					29%
Collegium					29%
FE 100					22%
Honors					24%
General					16%

I came to my core advising appointments prepared to discuss my curricular needs.¹

Frequently or always				
Alpha		84%	90%	91%
Collegium		84%	84%	86%
FE 100		84%	81%	92%
Honors		94%	87%	83%
General		86%	87%	84%
Rarely or never				
Alpha		5%	2%	2%
Collegium		0%	2%	4%
FE 100		5%	6%	2%
Honors		2%	2%	5%
General		3%	4%	4%

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

I consulted the College catalogue to learn about my core, major, and minor requirements.¹

Frequently or always					
Alpha			78%	88%	86%
Collegium			95%	89%	72%
FE 100			79%	85%	86%
Honors			92%	82%	91%
General			81%	81%	84%
Rarely or never					
Alpha			4%	4%	1%
Collegium			0%	0%	2%
FE 100			5%	3%	2%
Honors			2%	2%	0%
General			4%	3%	3%

I studied my Degree Audit to plan my academic schedule before coming to my core advising appointments.¹

Frequently or always					
Alpha			51%	61%	59%
Collegium			63%	57%	49%
FE 100			54%	56%	66%
Honors			57%	58%	64%
General			54%	52%	57%
Rarely or never					
Alpha			22%	22%	20%
Collegium			12%	9%	24%
FE 100			18%	21%	18%
Honors			25%	25%	17%
General			19%	19%	21%

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

I planned my course schedule before attending my core advising sessions. ¹

Frequently or always					
Alpha			85%	87%	88%
Collegium			86%	91%	86%
FE 100			82%	86%	92%
Honors			92%	89%	88%
General			86%	85%	84%
Rarely or never					
Alpha			3%	2%	2%
Collegium			2%	2%	2%
FE 100			7%	2%	1%
Honors			2%	4%	7%
General			2%	4%	4%

Extent to which my core advisor was knowledgeable about the core curriculum. ²

Very or extremely					
Alpha			80%	85%	86%
Collegium			67%	76%	80%
FE 100			72%	67%	75%
Honors			88%	96%	93%
General			76%	76%	77%
Only a little or not at all					
Alpha			3%	2%	2%
Collegium			5%	4%	6%
FE 100			7%	9%	2%
Honors			0%	0%	0%
General			2%	9%	6%

	Class of 2008 AY 2005-06	Class of 2009 AY 2006-07	Class of 2010 AY 2007-08	Class of 2011 AY 2008-09	Class of 2012 AY 2009-10
Core Advising Item					

Extent to which my core advisor was knowledgeable about the curriculum of my intended major. ²

Very or extremely					
Alpha			51%	56%	54%
Collegium			33%	55%	58%
FE 100			33%	35%	42%
Honors			29%	40%	50%
General			56%	52%	54%
Only a little or not at all					
Alpha			17%	20%	13%
Collegium			33%	20%	18%
FE 100			34%	27%	27%
Honors			33%	16%	17%
General			13%	18%	14%

Extent to which my core advisor was helpful in answering questions about schedule planning (course times, sequencing, and prerequisites). ²

Very or extremely					
Alpha			74%	77%	83%
Collegium			67%	78%	76%
FE 100			60%	58%	67%
Honors			80%	78%	83%
General			68%	68%	73%
Only a little or not at all					
Alpha			8%	6%	3%
Collegium			16%	7%	8%
FE 100			11%	15%	7%
Honors			10%	2%	5%
General			8%	14%	11%

When necessary, I consulted with other professors, department chairs, or members of other College offices for additional assistance (i.e., course scheduling, questions about intended major, etc.). ³

Yes					
Alpha			66%	71%	69%
Collegium			79%	62%	70%
FE 100			69%	74%	79%
Honors			86%	82%	79%
General			62%	67%	71%

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

My core advisor provided me with information and recommended resources to help me in the declaration of major process. ³

Yes					
Alpha			81%	84%	85%
Collegium			61%	84%	71%
FE 100			66%	75%	81%
Honors			65%	82%	81%
General			76%	75%	79%

My core advisor used Degree Audit to help me plan my curriculum. ³

Yes					
Alpha			54%	55%	54%
Collegium			45%	43%	63%
FE 100			60%	58%	65%
Honors			26%	38%	45%
General			58%	49%	51%

My core advisor used a departmental worksheet to help me plan my curriculum. ³

Yes					
Alpha			81%	68%	65%
Collegium			61%	69%	58%
FE 100			66%	61%	62%
Honors			65%	44%	55%
General			76%	56%	67%

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

My core advisor was available for consultation. ³

Yes					
Alpha			99%	98%	100%
Collegium			100%	100%	98%
FE 100			94%	97%	98%
Honors			100%	100%	100%
General			97%	97%	98%

My core advisor treated me in a respectful manner. ³

Yes					
Alpha			100%	100%	100%
Collegium			100%	100%	100%
FE 100			98%	100%	99%
Honors			100%	100%	100%
General			99%	99%	99%

My core advisor made an effort to become familiar with my individual needs. ³

Yes					
Alpha			94%	95%	96%
Collegium			81%	89%	92%
FE 100			84%	86%	90%
Honors			92%	100%	98%
General			86%	84%	84%

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Core Advising Item					

2010 onward: Did your core advisor ever give electronic permission or sign a form (registration or other) without discussing the impact on your academic record?

2005 - 2009: Did your core advisor ever sign a form (registration or other) without discussing the impact on your academic record?

No					
Alpha	94%	94%	69%	76%	75%
Collegium	94%	98%	84%	71%	68%
FE 100	96%	97%	73%	76%	69%
Honors	100%	98%	67%	71%	81%
General	97%	95%	72%	78%	70%

Note: For the Class of 2012, Alpha (n = 242); Collegium (n = 50); FE100 (n = 131); Honors (n = 42); General (n = 310).

N's may vary slightly across items.

Percentage totals may not equal 100% due to rounding.

¹ The following items were used for the first time in AY 2005-2006 with response categories ranging from "Strongly disagree" to "Strongly agree". In AY 2007-08 response categories changed and range from "Never" to "Always". Thus, data prior to AY2007-08 is not comparable to current data.

² Prior to 2010, response categories for these items ranged from "Strongly disagree" to "Strongly agree". For 2010, the response categories changed and range from "Not at all" to "Extremely"; thus responses prior to AY 2007-08 are not comparable to current data.

³ Prior to AY 2007-08, the response categories associated with this item ranged from "Strongly disagree" to "Strongly agree". In AY 2007-08 response categories changed to "Yes" and "No"; thus responses prior that are not comparable to current data.