

**Core Advising Summary Report**  
**Class of 2013**

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| This report prepared by The Office of Institutional Research using data collected in the<br>Core Advising Survey—Class of 2013. |
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# Core Advising—Class of 2013

## 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.<sup>1</sup> 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.<sup>2</sup>

## Methodology

The 2010 – 2011 Core Advising Survey was completed by 734 of the 844 full-time, first-time students (87%) who matriculated in fall 2009 and were retained to their sophomore year.<sup>3</sup> Based on these data, the sampling error for proportions is  $\pm 1.3\%$ . 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.<sup>4</sup>

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<sup>1</sup> 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).

<sup>2</sup> The sample is representative of the population with regards to first-year program. There were seven respondents who did not report the first-year program they engaged in their first semester. These students are excluded from the analysis.

<sup>3</sup> In fall 2009, 968 students matriculated as full-time, first-time students of the Class of 2013. Based on retention data, 87% of these students were retained to the second year (n=844)—the time at which students must declare their major.

<sup>4</sup> 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

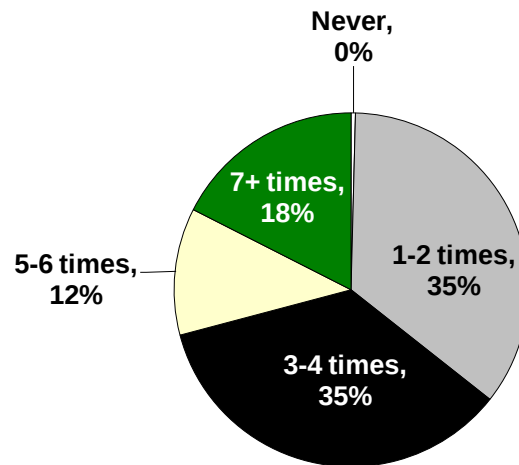
- ◆ Practically all respondents had at least one meeting with their Core advisor each semester.
- ◆ First-year program participants were more likely than those who did not participate in a program to have *three or more contacts with their advisor each semester*. Alpha respondents were more likely than their Honors counterparts to indicate that their *core advisors initiated a meeting with them three or more times each semester*.
- ◆ Regarding Core advisors' knowledge and helpfulness:
  - ◆ 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*.
  - ◆ Three-fourths of respondents thought their core advisor was “very” or “extremely” *helpful in answering questions about the schedule planning*.
  - ◆ Core advisors were more likely to *use departmental worksheets than degree audits to plan their advisees' curriculum*. FE100 respondents were more likely than all other respondents to indicate their core advisor *used a departmental worksheet to help them plan their curriculum*. Alpha respondents were also more likely than Honors to indicate this.
  - ◆ All first-year respondents were more likely than Honors respondents to indicate that their core advisor *provided them with information and resources to help them in the declaration of major process*.
  - ◆ The majority of respondents indicated that their Core advisor was *respectful, available, and made an effort to become familiar with their individual needs*. Honors respondents were more likely than all the other respondents to indicate that their core advisor *made an effort to become familiar with their individual needs*. Alpha respondents were more likely than General respondents to indicate this too.
- ◆ With regards to students' engagement and preparedness:
  - ◆ At least eight out of ten students “frequently” or “always” *consulted the University catalogue, planned their course schedule, and were ready to discuss their curricular needs* at advising sessions. 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 and General counterparts to *consult the University catalogue*.
  - ◆ Alpha and Honors respondents were more likely than FE100 respondents to *consult other professors, department chairs, or members of other College offices for additional assistance*.
- ◆ The Academic Advising and Support Center staff is accessible, provides personalized attention, and are knowledgeable about the curriculum as a whole.

## Detailed Findings

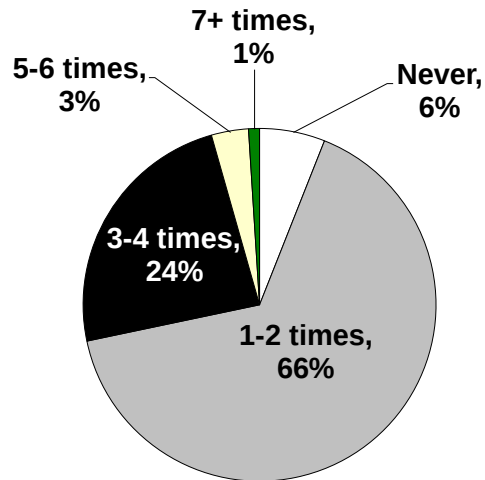
### Core Advisors

#### ***Meetings***

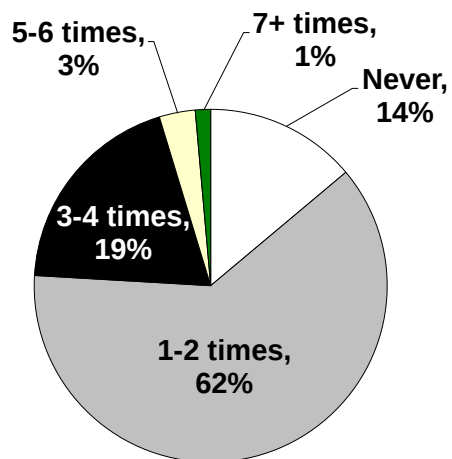
Almost all of the respondents reported being in contact with their Core advisor (i.e. face-to-face, phone conversation, e-mail communication, etc.) at least once per semester, with the majority (65%) being in contact three or more times (see Figure 1). Core advisors typically initiated meetings with students one to two times per semester (66%), while greater than one-quarter of advisors initiated contact three or more times per semester with students (see Figure 2). A similar pattern emerged 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 and 14% of respondents indicated they never initiated a meeting with their advisor (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 (80%) noted that their Core advisor was “extremely” or “very” *knowledgeable about the core curriculum*, on par with the Class of 2012 (see Appendix A). Consistent with the Class of 2012, 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 18% indicated that their advisor had little to no *knowledge about the curriculum of their intended major*. In the end, the majority of respondents indicated that their advisor was “extremely” or “very” *helpful in answering questions about schedule planning*, consistent with the Class of 2012.

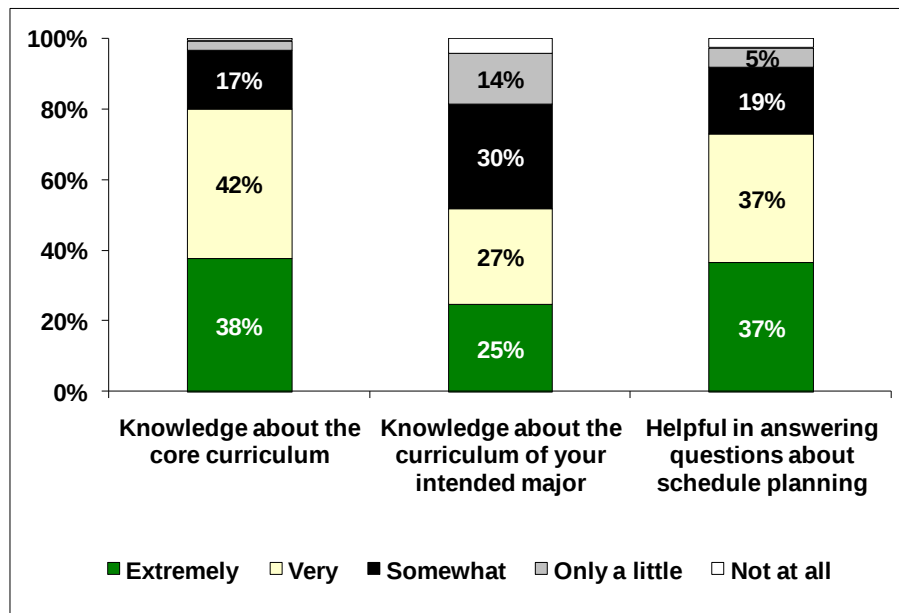


Figure 4. Extent of Core advisors knowledge and helpfulness

### 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.

Seventy-nine percent (79%) 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 (70%) 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, three-fourths of respondents indicated that their Core advisor had *used a departmental worksheet*, but only about one-half had *used degree audit*. Core advisors were significantly more likely to use departmental worksheets in 2013 (76%) compared to 2012 (65%) (see Appendix A).

**Table 1. Percent Responding "Yes" to Curricular Planning Questions for the Class of 2013**

|                                                                                                                                        | <b>% Yes</b> |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <i>My core advisor provided me with information and recommended resources to help me in the declaration of major process.</i>          | 79%          |
| <i>My core advisor used a departmental worksheet to help me plan my curriculum.</i>                                                    | 76%          |
| <i>Students consulted with other professors, department chairs, or members of the other College offices for additional assistance.</i> | 70%          |
| <i>My core advisor used Degree Audit to help me plan my curriculum.</i>                                                                | 56%          |

**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%), *were available for consultation* (98%), and *made an effort to become familiar with their individual needs* (87%). 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. These results are consistent with the class of 2012 (see Appendix A).

**Table 2. Percent Indicating Positive Interactions with Core Advisors**

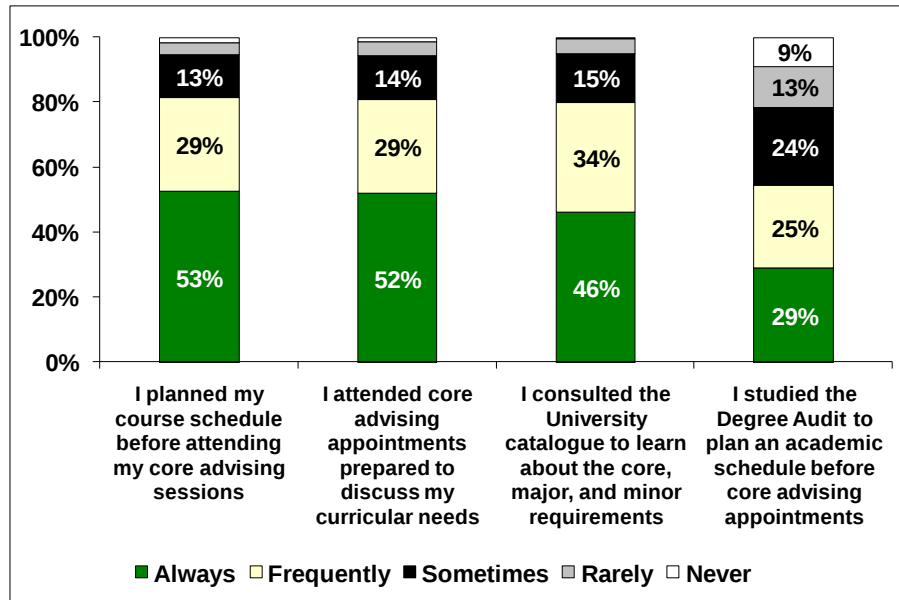
|                                                                                                                                                       | <b>% Yes</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <i>My core advisor treated me in a respectful manner.</i>                                                                                             | 99%          |
| <i>My core advisor was available for consultation.</i>                                                                                                | 98%          |
| <i>My core advisor made an effort to become familiar with my individual needs.</i>                                                                    | 87%          |
| <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* (81%) and were

*prepared to discuss their curricular needs at those sessions (81%). Students often used the University catalogue to learn about the core, major, and minor requirements (80%). Respondents less often studied their degree audit to plan an academic schedule before advising appointments (54%). Compared to the class of 2012, respondents from the class of 2013 were less likely to seek out resources and be prepared for their Core advising appointments. See Appendix A.*



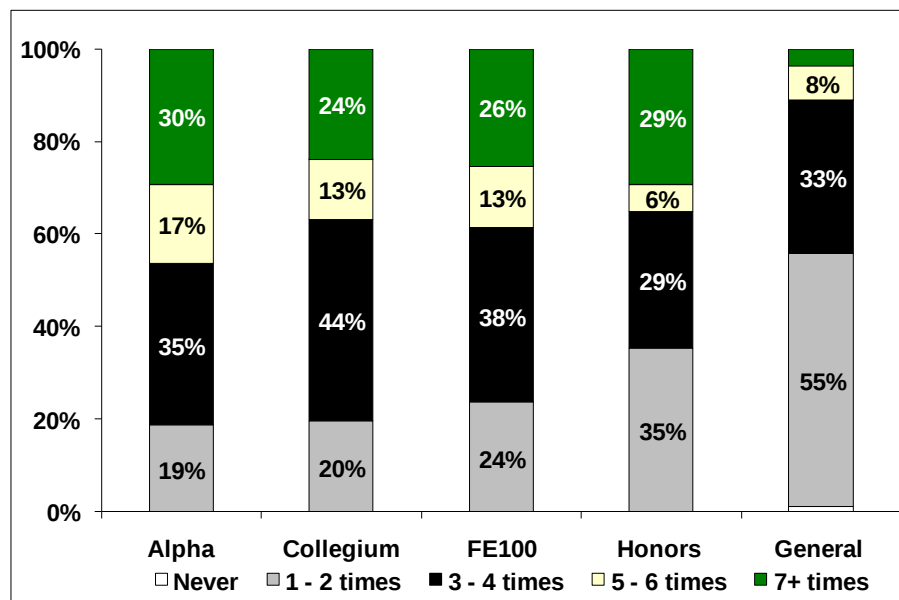
**Figure 5. Frequency of student engagement and preparedness in the Core advising process**

## First-year Academic Program

Surveys were returned by 242 Alpha, 47 Collegium, 98 FE100, 34 Honors, and 306 non-first-year-program participants (referred to as “general” in this report).<sup>5</sup> 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: <sup>A</sup> Alpha, <sup>C</sup> Collegium, <sup>F</sup> FE 100, <sup>H</sup> Honors, and <sup>G</sup> General. An asterisk denotes that one group was significantly different from all others in the analysis.

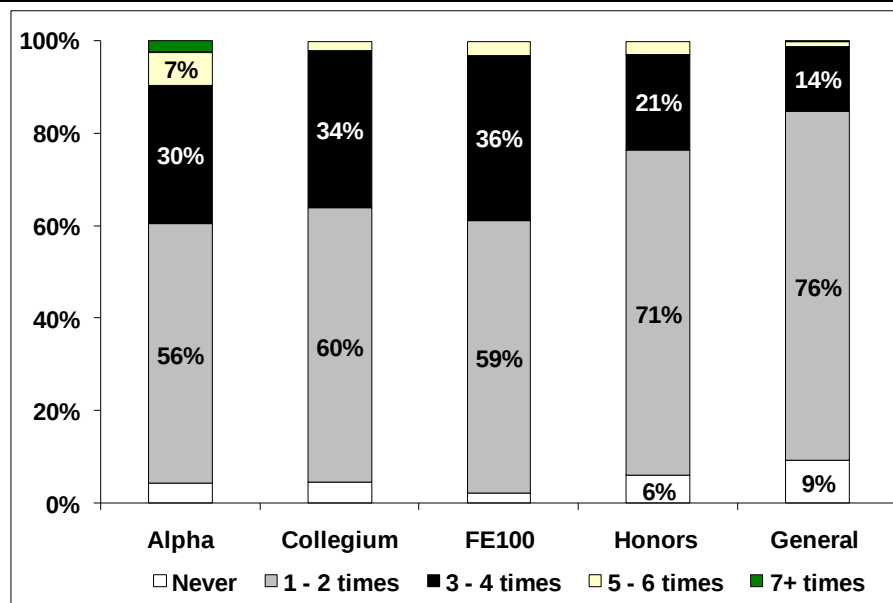
### **Meetings**

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

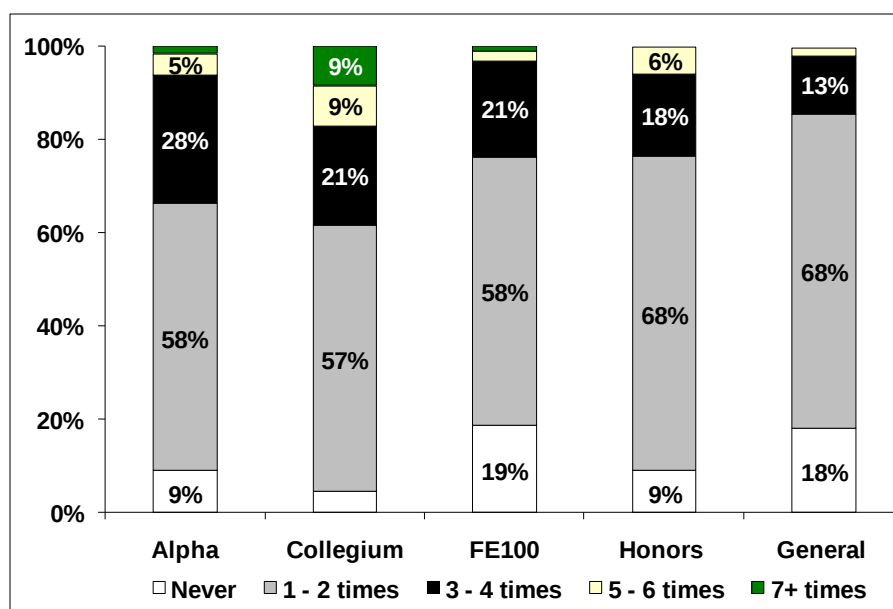


**Figure 6. Number of times students reported being in contact with their Core advisor each semester by first-year program**

<sup>5</sup> Seven 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**

Though there were no differences among first-year program participants and non-participants with regard to their *Core advisors' knowledge about the core curriculum*, group differences existed among first-year program participants and non-participants with regards to their *Core advisors' knowledge about the curriculum of their intended*

*majors* (see Table 3). General respondents were more likely than Honors respondents to indicate that their Core advisors were “extremely” or “very” *knowledgeable about the curriculum of their intended majors*. FYP groups equally replied that their core advisors were “extremely” or “very” *helpful in answering questions about schedule planning*.

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

|                                                                                                    | <b>% Extremely or Very</b> |
|----------------------------------------------------------------------------------------------------|----------------------------|
| <b><i>How knowledgeable was your core advisor about the core curriculum?</i></b>                   |                            |
| Alpha                                                                                              | 82%                        |
| Collegium                                                                                          | 79%                        |
| FE100                                                                                              | 83%                        |
| Honors                                                                                             | 82%                        |
| General                                                                                            | 78%                        |
| <b><i>How knowledgeable was your core advisor about the curriculum of your intended major?</i></b> |                            |
| Alpha                                                                                              | 53%                        |
| Collegium                                                                                          | 55%                        |
| FE100                                                                                              | 49%                        |
| Honors                                                                                             | 35%                        |
| General                                                                                            | 53% <sup>H</sup>           |
| <b><i>How helpful was the core advisor in answering questions about schedule planning?</i></b>     |                            |
| Alpha                                                                                              | 75%                        |
| Collegium                                                                                          | 70%                        |
| FE100                                                                                              | 72%                        |
| Honors                                                                                             | 74%                        |
| General                                                                                            | 72%                        |

### **Curricular Planning**

Alpha and Honors respondents were more likely than FE100 respondents to indicate that they *consulted with other professors, department chairs, or members of other University offices for additional assistance*. All respondents were more likely than their Honors counterparts to indicate that their *Core advisor provided them with information and recommended resources to help them in the declaration of major process*. General respondents were more likely than Honors respondents to indicate that their *Core advisor used degree audit to help them plan their curriculum*. FE100 respondents were more likely than respondents, and Alpha respondents were more likely than their Honors counterparts, to indicate that their *Core advisor used departmental worksheets to help them plan their curriculum*. (see Table 4).

**Table 4. Percent Responding "Yes" to Curricular Planning Questions for the Class of 2013 by First-year Program**

|                                                                                                                                          | % Yes            |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b><i>Student consulted with other professors, department chairs, or members of other College offices for additional assistance.</i></b> |                  |
| Alpha                                                                                                                                    | 73% <sup>F</sup> |
| Collegium                                                                                                                                | 70%              |
| FE 100                                                                                                                                   | 59%              |
| Honors                                                                                                                                   | 82% <sup>F</sup> |
| General                                                                                                                                  | 70%              |
| <b><i>My core advisor provided me with information and recommended resources to help me in the declaration of major process.</i></b>     |                  |
| Alpha                                                                                                                                    | 82% <sup>H</sup> |
| Collegium                                                                                                                                | 81% <sup>H</sup> |
| FE 100                                                                                                                                   | 85% <sup>H</sup> |
| Honors                                                                                                                                   | 59%              |
| General                                                                                                                                  | 78% <sup>H</sup> |
| <b><i>My core advisor used Degree Audit to help me plan my curriculum.</i></b>                                                           |                  |
| Alpha                                                                                                                                    | 56%              |
| Collegium                                                                                                                                | 48%              |
| FE 100                                                                                                                                   | 55%              |
| Honors                                                                                                                                   | 41%              |
| General                                                                                                                                  | 59% <sup>H</sup> |
| <b><i>My core advisor used a departmental worksheet to help me plan my curriculum.</i></b>                                               |                  |
| Alpha                                                                                                                                    | 76% <sup>H</sup> |
| Collegium                                                                                                                                | 67%              |
| FE 100                                                                                                                                   | 89%*             |
| Honors                                                                                                                                   | 59%              |
| General                                                                                                                                  | 76%              |

### Interaction

All respondents indicated they had access to their Core advisor and that he/she *treated them respectfully* when meeting with them. Alpha respondents were more likely than General respondents, and Honors respondents were more likely than Alpha, Collegium, FE100 and General respondents, to indicate the their *Core advisors became familiar with their individual needs* (see Table 5).

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

|                                                                                                                                                              | <b>% Yes</b>        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b><i>My core advisor was available for consultation.</i></b>                                                                                                |                     |
| Alpha                                                                                                                                                        | 99%                 |
| Collegium                                                                                                                                                    | 98%                 |
| FE 100                                                                                                                                                       | 94%                 |
| Honors                                                                                                                                                       | 100% <sup>F,G</sup> |
| General                                                                                                                                                      | 98%                 |
| <b><i>My core advisor treated me in a respectful manner.</i></b>                                                                                             |                     |
| Alpha                                                                                                                                                        | 97%                 |
| Collegium                                                                                                                                                    | 100% <sup>A</sup>   |
| FE 100                                                                                                                                                       | 100% <sup>A</sup>   |
| Honors                                                                                                                                                       | 100% <sup>A</sup>   |
| General                                                                                                                                                      | 99%                 |
| <b><i>My core advisor made an effort to become familiar with my individual needs.</i></b>                                                                    |                     |
| Alpha                                                                                                                                                        | 92% <sup>G</sup>    |
| Collegium                                                                                                                                                    | 89%                 |
| FE 100                                                                                                                                                       | 89%                 |
| Honors                                                                                                                                                       | 100%*               |
| General                                                                                                                                                      | 81%                 |
| <b><i>My core advisor never gave electronic permission or signed a form (registration or other) without discussing the impact on my academic record.</i></b> |                     |
| Alpha                                                                                                                                                        | 71%                 |
| Collegium                                                                                                                                                    | 68%                 |
| FE 100                                                                                                                                                       | 73%                 |
| Honors                                                                                                                                                       | 73%                 |
| General                                                                                                                                                      | 70%                 |

### ***Student Engagement and Preparedness***

With the exception of *consulting the University catalogue*, no differences were found among FYP groups in terms of their preparation for and engagement in the advising process. Compared to their Collegium and General peers, Alpha, FE100, and Honors respondents more often indicated they *consulted the University catalogue* to learn about requirements. See Table 6.

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

|                                                                                                                      | <b>% Always or Frequently</b> |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b><i>I planned my course schedule before attending my core advising sessions.</i></b>                               |                               |
| Alpha                                                                                                                | 83%                           |
| Collegium                                                                                                            | 79%                           |
| FE100                                                                                                                | 80%                           |
| Honors                                                                                                               | 85%                           |
| General                                                                                                              | 81%                           |
| <b><i>I came to my core advising appointments prepared to discuss my curricular needs.</i></b>                       |                               |
| Alpha                                                                                                                | 82%                           |
| Collegium                                                                                                            | 81%                           |
| FE100                                                                                                                | 85%                           |
| Honors                                                                                                               | 85%                           |
| General                                                                                                              | 78%                           |
| <b><i>I consulted the University catalogue to learn about my core, major, and minor requirements.</i></b>            |                               |
| Alpha                                                                                                                | 85% <sup>C,G</sup>            |
| Collegium                                                                                                            | 70%                           |
| FE100                                                                                                                | 87% <sup>C,G</sup>            |
| Honors                                                                                                               | 88% <sup>C,G</sup>            |
| General                                                                                                              | 74%                           |
| <b><i>I studied my Degree Audit to plan my academic schedule before coming to my core advising appointments.</i></b> |                               |
| Alpha                                                                                                                | 54%                           |
| Collegium                                                                                                            | 47%                           |
| FE100                                                                                                                | 55%                           |
| Honors                                                                                                               | 41%                           |
| General                                                                                                              | 57%                           |

### Academic Advising and Support Center

Similar to last year, about six out of ten students visited A.A.S.C. since matriculating to Loyola. Students consistently remark that the front office staff was “extremely” or “very”: *helpful* (87%), *polite and respectful* (92%), and *responsive and available for consultation* (87%).<sup>6</sup>

Of the students who visited A.A.S.C. (n = 431), 108 respondents indicated having 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* (100%), *treated students with respect* (99%), and *made an effort to learn about their individual needs* (85%). Students scheduling individual meetings with A.A.S.C. administrators indicated that administrators were “extremely” or “very”: *knowledgeable about the core curriculum* (95%), *knowledgeable about the*

<sup>6</sup> Respondents were excluded from the analysis who indicated that the item did not apply to them.

*curriculum of their intended major (81%) and helpful in answering questions about schedule planning (89%). Seven out of ten (74%) students noted that degree audit was used in a way that helpful in reviewing their curriculum, and eight out of ten students (85%) noted that administrators provided them with information and recommended resources to them during the declaration of major process.*

## 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. Overall, respondents thought their Core advisors were helpful in terms of schedule planning and directing them to resources to assist them in the major decision process. Compared to last year, there is a significant increase in respondents' reports of their Core advisors using departmental worksheets to help plan their curriculum. New items have been added to the Core Advising Survey for the class of 2014 to assess both faculty members and students use of degree audit, Core academic advising worksheets, and major/minor academic advising worksheets to plan curriculum given students' intended educational goals.

The Core advising experience differed by first-year academic program participation. First-year program respondents were more likely than respondents who did not participate in a first-year program to have had more frequent contact with their advisors. Respondents from all groups indicated that they found their Core advisors to be knowledgeable and helpful in answering questions about schedule planning. Honors respondents lagged behind their General counterparts in terms of students' ratings of their advisors' knowledge of the curriculum of their intended major. Respondents from all groups also indicated that their Core advisor was respectful and available for consultation. Honors respondents were more likely than all other respondents, and Alpha respondents were more likely than General respondents, to indicate that their Core advisor became familiar with their individual needs. In terms of students' preparedness, most respondents consult the University catalogue, plan their course schedule and come prepared to their advising appointments, although they were less likely to study their degree audit. Alpha, FE100 and Honors respondents more often engaged in consulting the University catalogue compared to their Collegium and General peers.

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 2009 |            | Class of 2010 |            | Class of 2011 |            | Class of 2012 |            | Class of 2013 |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
|                                                                                                                                                                          | AY 2006-07    |            | AY 2007-08    |            | AY 2008-09    |            | AY 2009-10    |            | AY 2010-11    |            |
|                                                                                                                                                                          | Percent       | Number     | Percent       | Number     | Percent       | Number     | Percent       | Number     | Percent       | Number     |
| <b>Core Advising Items</b>                                                                                                                                               |               |            |               |            |               |            |               |            |               |            |
| <i>Classes of 2008-onward: 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> |               |            |               |            |               |            |               |            |               |            |
| <i>Classes of 2003-2007: How many times each semester did you speak to your advisor?</i>                                                                                 |               |            |               |            |               |            |               |            |               |            |
| Never                                                                                                                                                                    | 1%            | 10         | 0%            | 2          | 1%            | 8          | 0%            | 3          | 0%            | 3          |
| One to four times                                                                                                                                                        | 77%           | 588        | 71%           | 532        | 74%           | 555        | 72%           | 560        | 70%           | 514        |
| More than four times                                                                                                                                                     | 22%           | 166        | 28%           | 212        | 25%           | 192        | 27%           | 212        | 29%           | 213        |
| <b>Total</b>                                                                                                                                                             | <b>100%</b>   | <b>764</b> | <b>100%</b>   | <b>746</b> | <b>100%</b>   | <b>755</b> | <b>100%</b>   | <b>775</b> | <b>100%</b>   | <b>730</b> |
| <i>How many times each semester did your core advisor initiate a meeting with you?</i>                                                                                   |               |            |               |            |               |            |               |            |               |            |
| Never                                                                                                                                                                    | 8%            | 60         | 5%            | 34         | 4%            | 33         | 6%            | 43         | 6%            | 44         |
| One to four times                                                                                                                                                        | 89%           | 673        | 92%           | 686        | 93%           | 703        | 91%           | 705        | 90%           | 655        |
| More than four times                                                                                                                                                     | 3%            | 20         | 4%            | 29         | 3%            | 23         | 4%            | 31         | 4%            | 32         |
| <b>Total</b>                                                                                                                                                             | <b>100%</b>   | <b>753</b> | <b>100%</b>   | <b>749</b> | <b>100%</b>   | <b>759</b> | <b>100%</b>   | <b>779</b> | <b>100%</b>   | <b>731</b> |
| <i>How many times each semester did you initiate a meeting with your core advisor?</i>                                                                                   |               |            |               |            |               |            |               |            |               |            |
| Never                                                                                                                                                                    |               |            |               |            |               |            | 10%           | 76         | 14%           | 101        |
| One to four times                                                                                                                                                        |               |            |               |            |               |            | 86%           | 666        | 82%           | 593        |
| More than four times                                                                                                                                                     |               |            |               |            |               |            | 5%            | 35         | 4%            | 34         |
| <b>Total</b>                                                                                                                                                             |               |            |               |            |               |            | <b>100%</b>   | <b>777</b> | <b>100%</b>   | <b>728</b> |
| <i>I came to my core advising appointments prepared to discuss my curricular needs. <sup>1</sup></i>                                                                     |               |            |               |            |               |            |               |            |               |            |
| Frequently or always                                                                                                                                                     |               |            | 85%           | 639        | 87%           | 661        | 88%           | 682        | 81%           | 588        |
| Sometimes                                                                                                                                                                |               |            | 11%           | 83         | 10%           | 72         | 10%           | 75         | 14%           | 99         |
| Rarely or never                                                                                                                                                          |               |            | 4%            | 29         | 4%            | 28         | 3%            | 22         | 5%            | 42         |
| <b>Total</b>                                                                                                                                                             |               |            | <b>100%</b>   | <b>751</b> | <b>100%</b>   | <b>761</b> | <b>100%</b>   | <b>779</b> | <b>100%</b>   | <b>729</b> |

|                                                                                                                                   | Class of 2009 |        | Class of 2010 |        | Class of 2011 |        | Class of 2012 |        | Class of 2013 |        |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|
|                                                                                                                                   | AY 2006-07    |        | AY 2007-08    |        | AY 2008-09    |        | AY 2009-10    |        | AY 2010-11    |        |
|                                                                                                                                   | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number |
| <b>Core Advising Items</b>                                                                                                        |               |        |               |        |               |        |               |        |               |        |
| <b><i>I consulted the College catalogue to learn about my core, major, and minor requirements. <sup>1</sup></i></b>               |               |        |               |        |               |        |               |        |               |        |
| Frequently or always                                                                                                              |               |        | 81%           | 608    | 84%           | 641    | 85%           | 659    | 80%           | 585    |
| Sometimes                                                                                                                         |               |        | 15%           | 115    | 13%           | 99     | 13%           | 104    | 15%           | 109    |
| Rarely or never                                                                                                                   |               |        | 4%            | 29     | 3%            | 21     | 2%            | 16     | 5%            | 37     |
| <i>Total</i>                                                                                                                      |               |        | 100%          | 752    | 100%          | 761    | 100%          | 779    | 100%          | 731    |
| <b><i>I studied my Degree Audit to plan my academic schedule before coming to my core advising appointments. <sup>1</sup></i></b> |               |        |               |        |               |        |               |        |               |        |
| Frequently or always                                                                                                              |               |        | 54%           | 403    | 56%           | 423    | 59%           | 458    | 54%           | 396    |
| Sometimes                                                                                                                         |               |        | 26%           | 198    | 24%           | 183    | 21%           | 164    | 24%           | 175    |
| Rarely or never                                                                                                                   |               |        | 20%           | 150    | 20%           | 151    | 20%           | 155    | 22%           | 158    |
| <i>Total</i>                                                                                                                      |               |        | 100%          | 751    | 100%          | 757    | 100%          | 777    | 100%          | 729    |
| <b><i>I planned my course schedule before attending my core advising sessions. <sup>1</sup></i></b>                               |               |        |               |        |               |        |               |        |               |        |
| Frequently or always                                                                                                              |               |        | 86%           | 642    | 87%           | 658    | 87%           | 678    | 81%           | 593    |
| Sometimes                                                                                                                         |               |        | 11%           | 84     | 11%           | 83     | 10%           | 79     | 13%           | 95     |
| Rarely or never                                                                                                                   |               |        | 3%            | 24     | 3%            | 20     | 3%            | 22     | 6%            | 40     |
| <i>Total</i>                                                                                                                      |               |        | 100%          | 750    | 100%          | 761    | 100%          | 779    | 100%          | 728    |
| <b><i>Extent to which my core advisor was knowledgeable about the core curriculum. <sup>2</sup></i></b>                           |               |        |               |        |               |        |               |        |               |        |
| Very or extremely                                                                                                                 |               |        | 77%           | 575    | 78%           | 597    | 80%           | 626    | 80%           | 584    |
| Somewhat                                                                                                                          |               |        | 20%           | 151    | 16%           | 121    | 16%           | 126    | 17%           | 122    |
| Only a little or not at all                                                                                                       |               |        | 3%            | 24     | 6%            | 45     | 4%            | 27     | 3%            | 23     |
| <i>Total</i>                                                                                                                      |               |        | 100%          | 750    | 100%          | 763    | 100%          | 779    | 100%          | 729    |

| Class of 2009 |        | Class of 2010 |        | Class of 2011 |        | Class of 2012 |        | Class of 2013 |        |
|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|
| AY 2006-07    |        | AY 2007-08    |        | AY 2008-09    |        | AY 2009-10    |        | AY 2010-11    |        |
| Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number |

**Core Advising Items*****Extent to which my core advisor was knowledgeable about the curriculum of my intended major.*** <sup>2</sup>

|                             |  |  |      |     |      |     |      |     |      |     |
|-----------------------------|--|--|------|-----|------|-----|------|-----|------|-----|
| Very or extremely           |  |  | 48%  | 357 | 50%  | 378 | 52%  | 404 | 52%  | 375 |
| Somewhat                    |  |  | 32%  | 239 | 31%  | 233 | 32%  | 249 | 30%  | 216 |
| Only a little or not at all |  |  | 20%  | 152 | 19%  | 148 | 16%  | 124 | 18%  | 135 |
| Total                       |  |  | 100% | 748 | 100% | 759 | 100% | 777 | 100% | 726 |

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

|                             |  |  |      |     |      |     |      |     |      |     |
|-----------------------------|--|--|------|-----|------|-----|------|-----|------|-----|
| Very or extremely           |  |  | 69%  | 519 | 70%  | 537 | 76%  | 592 | 73%  | 531 |
| Somewhat                    |  |  | 22%  | 165 | 19%  | 147 | 17%  | 131 | 19%  | 137 |
| Only a little or not at all |  |  | 10%  | 67  | 10%  | 79  | 7%   | 56  | 8%   | 59  |
| Total                       |  |  | 101% | 751 | 100% | 763 | 100% | 779 | 100% | 727 |

***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.).*** <sup>3</sup>

|       |  |  |      |     |      |     |      |     |      |     |
|-------|--|--|------|-----|------|-----|------|-----|------|-----|
| Yes   |  |  | 67%  | 501 | 70%  | 535 | 72%  | 560 | 70%  | 511 |
| No    |  |  | 33%  | 249 | 30%  | 225 | 28%  | 217 | 30%  | 220 |
| Total |  |  | 100% | 750 | 100% | 760 | 100% | 777 | 100% | 731 |

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

|       |  |  |      |     |      |     |      |     |      |     |
|-------|--|--|------|-----|------|-----|------|-----|------|-----|
| Yes   |  |  | 74%  | 555 | 79%  | 600 | 81%  | 623 | 79%  | 578 |
| No    |  |  | 26%  | 192 | 21%  | 158 | 20%  | 151 | 21%  | 152 |
| Total |  |  | 100% | 747 | 100% | 758 | 100% | 774 | 100% | 730 |

***My core advisor used Degree Audit to help me plan my curriculum.*** <sup>3</sup>

|       |  |  |      |     |      |     |      |     |      |     |
|-------|--|--|------|-----|------|-----|------|-----|------|-----|
| Yes   |  |  | 54%  | 396 | 52%  | 385 | 55%  | 413 | 56%  | 402 |
| No    |  |  | 46%  | 336 | 48%  | 361 | 46%  | 345 | 44%  | 317 |
| Total |  |  | 100% | 732 | 100% | 746 | 100% | 758 | 100% | 719 |

|                                                                                                                                                                         |             |            | Class of 2009 |            | Class of 2010 |            | Class of 2011 |            | Class of 2012 |            | Class of 2013 |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
|                                                                                                                                                                         |             |            | AY 2006-07    |            | AY 2007-08    |            | AY 2008-09    |            | AY 2009-10    |            | AY 2010-11    |            |
|                                                                                                                                                                         |             |            | Percent       | Number     | Percent       | Number     | Percent       | Number     | Percent       | Number     | Percent       | Number     |
| <b>Core Advising Items</b>                                                                                                                                              |             |            |               |            |               |            |               |            |               |            |               |            |
| <b><i>My core advisor used a departmental worksheet to help me plan my curriculum.</i></b> <sup>3</sup>                                                                 |             |            |               |            |               |            |               |            |               |            |               |            |
| Yes                                                                                                                                                                     |             |            |               |            | 59%           | 434        | 61%           | 453        | 65%           | 493        | 76%           | 553        |
| No                                                                                                                                                                      |             |            |               |            | 41%           | 303        | 39%           | 291        | 36%           | 271        | 24%           | 172        |
| <b>Total</b>                                                                                                                                                            |             |            |               |            | <b>100%</b>   | <b>737</b> | <b>100%</b>   | <b>744</b> | <b>100%</b>   | <b>764</b> | <b>100%</b>   | <b>725</b> |
| <b><i>My core advisor was available for consultation.</i></b> <sup>3</sup>                                                                                              |             |            |               |            |               |            |               |            |               |            |               |            |
| Yes                                                                                                                                                                     |             |            |               |            | 98%           | 730        | 98%           | 741        | 99%           | 764        | 98%           | 714        |
| No                                                                                                                                                                      |             |            |               |            | 2%            | 18         | 2%            | 18         | 2%            | 12         | 2%            | 16         |
| <b>Total</b>                                                                                                                                                            |             |            |               |            | <b>100%</b>   | <b>748</b> | <b>100%</b>   | <b>759</b> | <b>100%</b>   | <b>776</b> | <b>100%</b>   | <b>730</b> |
| <b><i>My core advisor treated me in a respectful manner.</i></b> <sup>3</sup>                                                                                           |             |            |               |            |               |            |               |            |               |            |               |            |
| Yes                                                                                                                                                                     |             |            |               |            | 99%           | 743        | 99%           | 753        | 99%           | 770        | 99%           | 720        |
| No                                                                                                                                                                      |             |            |               |            | 1%            | 7          | 1%            | 5          | 1%            | 6          | 1%            | 10         |
| <b>Total</b>                                                                                                                                                            |             |            |               |            | <b>100%</b>   | <b>750</b> | <b>100%</b>   | <b>758</b> | <b>100%</b>   | <b>776</b> | <b>100%</b>   | <b>730</b> |
| <b><i>My core advisor made an effort to become familiar with my individual needs.</i></b> <sup>3</sup>                                                                  |             |            |               |            |               |            |               |            |               |            |               |            |
| Yes                                                                                                                                                                     |             |            |               |            | 89%           | 660        | 89%           | 676        | 90%           | 697        | 87%           | 638        |
| No                                                                                                                                                                      |             |            |               |            | 12%           | 86         | 11%           | 82         | 10%           | 76         | 13%           | 92         |
| <b>Total</b>                                                                                                                                                            |             |            |               |            | <b>100%</b>   | <b>746</b> | <b>100%</b>   | <b>758</b> | <b>100%</b>   | <b>773</b> | <b>100%</b>   | <b>730</b> |
| <b><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></b> |             |            |               |            |               |            |               |            |               |            |               |            |
| Yes                                                                                                                                                                     | 4%          | 32         | 29%           | 212        | 24%           | 184        | 29%           | 222        | 29%           | 212        |               |            |
| No                                                                                                                                                                      | 96%         | 708        | 72%           | 533        | 76%           | 572        | 71%           | 551        | 71%           | 516        |               |            |
| <b>Total</b>                                                                                                                                                            | <b>100%</b> | <b>740</b> | <b>100%</b>   | <b>745</b> | <b>100%</b>   | <b>756</b> | <b>100%</b>   | <b>773</b> | <b>100%</b>   | <b>728</b> |               |            |

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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

| Academic Advising Items | Class of 2009 |        | Class of 2010 |        | Class of 2011 |        | Class of 2012 |        | Class of 2013 |        |
|-------------------------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|
|                         | AY 2006-07    |        | AY 2007-08    |        | AY 2008-09    |        | AY 2009-10    |        | AY 2010-11    |        |
|                         | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number |

#### *How many times have you visited Academic Services?*

|                     |             |            |             |            |             |            |             |            |             |            |
|---------------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Never               | 37%         | 283        | 42%         | 285        | 43%         | 308        | 40%         | 289        | 37%         | 253        |
| One to six times    | 60%         | 456        | 55%         | 378        | 55%         | 393        | 58%         | 415        | 60%         | 413        |
| More than six times | 2%          | 17         | 3%          | 21         | 2%          | 17         | 2%          | 16         | 3%          | 18         |
| <i>Total</i>        | <i>100%</i> | <i>756</i> | <i>100%</i> | <i>684</i> | <i>100%</i> | <i>718</i> | <i>100%</i> | <i>720</i> | <i>100%</i> | <i>684</i> |

#### *Extent to which members of the Academic Advising front office staff were helpful. <sup>1</sup>*

|                             |  |             |            |             |            |             |            |             |            |
|-----------------------------|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Very or extremely           |  | 84%         | 314        | 91%         | 343        | 89%         | 361        | 87%         | 346        |
| Somewhat                    |  | 14%         | 53         | 8%          | 30         | 10%         | 40         | 11%         | 43         |
| Only a little or not at all |  | 2%          | 7          | 1%          | 2          | 1%          | 5          | 2%          | 8          |
| <i>Total</i>                |  | <i>100%</i> | <i>374</i> | <i>100%</i> | <i>375</i> | <i>100%</i> | <i>406</i> | <i>100%</i> | <i>397</i> |

#### *Extent to which members of the Academic Advising front office staff were polite and respectful. <sup>1</sup>*

|                             |  |             |            |             |            |             |            |             |            |
|-----------------------------|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Very or extremely           |  | 90%         | 337        | 93%         | 353        | 92%         | 377        | 92%         | 365        |
| Somewhat                    |  | 8%          | 31         | 6%          | 24         | 6%          | 26         | 7%          | 26         |
| Only a little or not at all |  | 2%          | 8          | 0%          | 1          | 1%          | 5          | 1%          | 6          |
| <i>Total</i>                |  | <i>100%</i> | <i>376</i> | <i>100%</i> | <i>378</i> | <i>100%</i> | <i>408</i> | <i>100%</i> | <i>397</i> |

#### *Extent to which members of the Academic Advising front office staff were responsive and available. <sup>1</sup>*

|                             |  |             |            |             |            |             |            |             |            |
|-----------------------------|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Very or extremely           |  | 87%         | 327        | 92%         | 346        | 89%         | 358        | 87%         | 344        |
| Somewhat                    |  | 11%         | 40         | 8%          | 30         | 10%         | 40         | 12%         | 46         |
| Only a little or not at all |  | 2%          | 9          | 0%          | 1          | 1%          | 5          | 1%          | 5          |
| <i>Total</i>                |  | <i>100%</i> | <i>376</i> | <i>100%</i> | <i>377</i> | <i>100%</i> | <i>403</i> | <i>100%</i> | <i>395</i> |

| Academic Advising Items | Class of 2009 |        | Class of 2010 |        | Class of 2011 |        | Class of 2012 |        | Class of 2013 |        |
|-------------------------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|
|                         | AY 2006-07    |        | AY 2007-08    |        | AY 2008-09    |        | AY 2009-10    |        | AY 2010-11    |        |
|                         | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number | Percent       | Number |

***Extent to which the Academic Advising administrators were knowledgeable about the core curriculum. <sup>1</sup>***

|                             |  |      |     |      |     |      |     |      |     |
|-----------------------------|--|------|-----|------|-----|------|-----|------|-----|
| Very or extremely           |  | 93%  | 100 | 93%  | 100 | 94%  | 101 | 95%  | 99  |
| Somewhat                    |  | 7%   | 7   | 7%   | 8   | 6%   | 7   | 5%   | 5   |
| Only a little or not at all |  | 0%   | 0   | 0%   | 0   | 0%   | 0   | 0%   | 0   |
| Total                       |  | 100% | 107 | 100% | 108 | 100% | 108 | 100% | 104 |

***Extent to which the Academic Advising administrators were knowledgeable about the curriculum of my intended major. <sup>1</sup>***

|                             |  |      |     |      |     |      |     |      |    |
|-----------------------------|--|------|-----|------|-----|------|-----|------|----|
| Very or extremely           |  | 83%  | 85  | 86%  | 89  | 87%  | 88  | 81%  | 79 |
| Somewhat                    |  | 16%  | 16  | 13%  | 13  | 12%  | 12  | 17%  | 16 |
| Only a little or not at all |  | 1%   | 1   | 1%   | 1   | 1%   | 1   | 2%   | 2  |
| Total                       |  | 100% | 102 | 100% | 103 | 100% | 101 | 100% | 97 |

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

|                             |  |      |     |      |     |      |     |      |     |
|-----------------------------|--|------|-----|------|-----|------|-----|------|-----|
| Very or extremely           |  | 88%  | 93  | 92%  | 97  | 91%  | 99  | 88%  | 93  |
| Somewhat                    |  | 9%   | 10  | 6%   | 6   | 8%   | 9   | 7%   | 7   |
| Only a little or not at all |  | 3%   | 3   | 2%   | 2   | 1%   | 1   | 5%   | 5   |
| Total                       |  | 100% | 106 | 100% | 105 | 100% | 109 | 100% | 105 |

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

|       |  |      |    |      |    |      |    |      |    |
|-------|--|------|----|------|----|------|----|------|----|
| Yes   |  | 82%  | 77 | 90%  | 82 | 91%  | 83 | 85%  | 79 |
| No    |  | 18%  | 17 | 10%  | 9  | 9%   | 8  | 15%  | 14 |
| Total |  | 100% | 94 | 100% | 91 | 100% | 91 | 100% | 93 |

| Academic Advising Items                                                                                                          | Class of 2009 |        | Class of 2010 |        | Class of 2011 |        | Class of 2012 |        | Class of 2013 |        |
|----------------------------------------------------------------------------------------------------------------------------------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|
|                                                                                                                                  | AY 2006-07    |        | AY 2007-08    |        | AY 2008-09    |        | AY 2009-10    |        | AY 2010-11    |        |
|                                                                                                                                  | 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> <sup>2</sup> |               |        |               |        |               |        |               |        |               |        |
| Yes                                                                                                                              |               |        | 74%           | 66     | 76%           | 65     | 83%           | 71     | 74%           | 67     |
| No                                                                                                                               |               |        | 26%           | 23     | 24%           | 21     | 17%           | 15     | 26%           | 24     |
| Total                                                                                                                            |               |        | 100%          | 89     | 100%          | 86     | 100%          | 86     | 100%          | 91     |

*The Academic Advising administrators were available for consultation.*<sup>2</sup>

|       |  |  |      |     |      |     |      |     |      |     |
|-------|--|--|------|-----|------|-----|------|-----|------|-----|
| Yes   |  |  | 97%  | 108 | 99%  | 104 | 96%  | 104 | 100% | 106 |
| No    |  |  | 3%   | 3   | 1%   | 1   | 4%   | 4   | 0%   | 0   |
| Total |  |  | 100% | 111 | 100% | 105 | 100% | 108 | 100% | 106 |

*The Academic Advising administrators treated me in a respectful manner.*<sup>2</sup>

|       |  |  |      |     |      |     |      |     |      |     |
|-------|--|--|------|-----|------|-----|------|-----|------|-----|
| Yes   |  |  | 98%  | 113 | 99%  | 105 | 98%  | 112 | 99%  | 106 |
| No    |  |  | 2%   | 2   | 1%   | 1   | 2%   | 2   | 1%   | 1   |
| Total |  |  | 100% | 115 | 100% | 106 | 100% | 114 | 100% | 107 |

*The Academic Advising administrators made an effort to become familiar with my individual needs.*<sup>2</sup>

|       |  |  |      |     |      |     |      |     |      |     |
|-------|--|--|------|-----|------|-----|------|-----|------|-----|
| Yes   |  |  | 89%  | 95  | 93%  | 96  | 88%  | 91  | 85%  | 87  |
| No    |  |  | 11%  | 12  | 7%   | 7   | 12%  | 12  | 15%  | 15  |
| Total |  |  | 100% | 107 | 100% | 103 | 100% | 103 | 100% | 102 |

<sup>1</sup> 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.

<sup>2</sup> 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 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
|                           | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| <b>Core Advising Item</b> |               |               |               |               |               |

***Classes of 2008-onward: 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 |     |     |     |     |     |
| <i>Alpha</i>                   | 64% | 81% | 82% | 81% | 82% |
| <i>Collegium</i>               | 62% | 70% | 58% | 72% | 81% |
| <i>FE 100</i>                  | 66% | 64% | 63% | 71% | 77% |
| <i>Honors</i>                  | 83% | 63% | 71% | 78% | 65% |
| <i>General</i>                 | 42% | 52% | 46% | 49% | 44% |

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

|                  |    |    |    |     |    |
|------------------|----|----|----|-----|----|
| Never            |    |    |    |     |    |
| <i>Alpha</i>     | 9% | 3% | 1% | 3%  | 4% |
| <i>Collegium</i> | 2% | 2% | 7% | 0%  | 4% |
| <i>FE 100</i>    | 7% | 4% | 5% | 2%  | 2% |
| <i>Honors</i>    | 4% | 4% | 2% | 5%  | 6% |
| <i>General</i>   | 9% | 7% | 6% | 10% | 9% |

|                                |     |     |     |     |     |
|--------------------------------|-----|-----|-----|-----|-----|
| Three or more times a semester |     |     |     |     |     |
| <i>Alpha</i>                   | 29% | 48% | 43% | 34% | 40% |
| <i>Collegium</i>               | 23% | 23% | 13% | 34% | 36% |
| <i>FE 100</i>                  | 26% | 27% | 22% | 27% | 39% |
| <i>Honors</i>                  | 24% | 29% | 27% | 21% | 24% |
| <i>General</i>                 | 15% | 16% | 15% | 13% | 15% |

|                    | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|--------------------|---------------|---------------|---------------|---------------|---------------|
|                    | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| Core Advising Item |               |               |               |               |               |

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

|           |  |  |  |     |     |
|-----------|--|--|--|-----|-----|
| Never     |  |  |  |     |     |
| Alpha     |  |  |  | 9%  | 9%  |
| Collegium |  |  |  | 8%  | 4%  |
| FE 100    |  |  |  | 12% | 19% |
| Honors    |  |  |  | 5%  | 9%  |
| General   |  |  |  | 10% | 18% |

|                                |  |  |  |     |     |
|--------------------------------|--|--|--|-----|-----|
| Three or more times a semester |  |  |  |     |     |
| Alpha                          |  |  |  | 29% | 34% |
| Collegium                      |  |  |  | 29% | 38% |
| FE 100                         |  |  |  | 22% | 24% |
| Honors                         |  |  |  | 24% | 24% |
| General                        |  |  |  | 16% | 14% |

***I came to my core advising appointments prepared to discuss my curricular needs.***<sup>1</sup>

| Return to my core advising appointments prepared to discuss my curricular needs. |     |     |     |     |
|----------------------------------------------------------------------------------|-----|-----|-----|-----|
| Frequently or always                                                             |     |     |     |     |
| Alpha                                                                            | 84% | 90% | 91% | 82% |
| Collegium                                                                        | 84% | 84% | 86% | 81% |
| FE 100                                                                           | 84% | 81% | 92% | 85% |
| Honors                                                                           | 94% | 87% | 83% | 85% |
| General                                                                          | 86% | 87% | 84% | 78% |

|                 |    |    |    |    |
|-----------------|----|----|----|----|
| Rarely or never |    |    |    |    |
| Alpha           | 5% | 2% | 2% | 6% |
| Collegium       | 0% | 2% | 4% | 4% |
| FE 100          | 5% | 6% | 2% | 2% |
| Honors          | 2% | 2% | 5% | 6% |
| General         | 3% | 4% | 4% | 7% |

|                           | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
|                           | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| <b>Core Advising Item</b> |               |               |               |               |               |

***I consulted the College catalogue to learn about my core, major, and minor requirements.*** <sup>1</sup>

|                      |  |     |     |     |     |
|----------------------|--|-----|-----|-----|-----|
| Frequently or always |  |     |     |     |     |
| Alpha                |  | 78% | 88% | 86% | 85% |
| Collegium            |  | 95% | 89% | 72% | 70% |
| FE 100               |  | 79% | 85% | 86% | 87% |
| Honors               |  | 92% | 82% | 91% | 88% |
| General              |  | 81% | 81% | 84% | 74% |

|                 |  |    |    |    |    |
|-----------------|--|----|----|----|----|
| Rarely or never |  |    |    |    |    |
| Alpha           |  | 4% | 4% | 1% | 4% |
| Collegium       |  | 0% | 0% | 2% | 9% |
| FE 100          |  | 5% | 3% | 2% | 6% |
| Honors          |  | 2% | 2% | 0% | 0% |
| General         |  | 4% | 3% | 3% | 6% |

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

|                      |  |     |     |     |     |
|----------------------|--|-----|-----|-----|-----|
| Frequently or always |  |     |     |     |     |
| Alpha                |  | 51% | 61% | 59% | 54% |
| Collegium            |  | 63% | 57% | 49% | 47% |
| FE 100               |  | 54% | 56% | 66% | 55% |
| Honors               |  | 57% | 58% | 64% | 41% |
| General              |  | 54% | 52% | 57% | 57% |

|                 |  |     |     |     |     |
|-----------------|--|-----|-----|-----|-----|
| Rarely or never |  |     |     |     |     |
| Alpha           |  | 22% | 22% | 20% | 22% |
| Collegium       |  | 12% | 9%  | 24% | 28% |
| FE 100          |  | 18% | 21% | 18% | 22% |
| Honors          |  | 25% | 25% | 17% | 24% |
| General         |  | 19% | 19% | 21% | 20% |

|                    | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|--------------------|---------------|---------------|---------------|---------------|---------------|
|                    | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| Core Advising Item |               |               |               |               |               |

***I planned my course schedule before attending my core advising sessions.*** <sup>1</sup>

|                      |  |     |     |     |     |
|----------------------|--|-----|-----|-----|-----|
| Frequently or always |  |     |     |     |     |
| Alpha                |  | 85% | 87% | 88% | 83% |
| Collegium            |  | 86% | 91% | 86% | 79% |
| FE 100               |  | 82% | 86% | 92% | 80% |
| Honors               |  | 92% | 89% | 88% | 85% |
| General              |  | 86% | 85% | 84% | 81% |
| Rarely or never      |  |     |     |     |     |
| Alpha                |  | 3%  | 2%  | 2%  | 5%  |
| Collegium            |  | 2%  | 2%  | 2%  | 6%  |
| FE 100               |  | 7%  | 2%  | 1%  | 6%  |
| Honors               |  | 2%  | 4%  | 7%  | 6%  |
| General              |  | 2%  | 4%  | 4%  | 6%  |

***Extent to which my core advisor was knowledgeable about the core curriculum.*** <sup>2</sup>

|                             |  |     |     |     |     |
|-----------------------------|--|-----|-----|-----|-----|
| Very or extremely           |  |     |     |     |     |
| Alpha                       |  | 80% | 85% | 86% | 82% |
| Collegium                   |  | 67% | 76% | 80% | 79% |
| FE 100                      |  | 72% | 67% | 75% | 83% |
| Honors                      |  | 88% | 96% | 93% | 82% |
| General                     |  | 76% | 76% | 77% | 78% |
| Only a little or not at all |  |     |     |     |     |
| Alpha                       |  | 3%  | 2%  | 2%  | 2%  |
| Collegium                   |  | 5%  | 4%  | 6%  | 9%  |
| FE 100                      |  | 7%  | 9%  | 2%  | 3%  |
| Honors                      |  | 0%  | 0%  | 0%  | 3%  |
| General                     |  | 2%  | 9%  | 6%  | 4%  |

|                    | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|--------------------|---------------|---------------|---------------|---------------|---------------|
|                    | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| Core Advising Item |               |               |               |               |               |

***Extent to which my core advisor was knowledgeable about the curriculum of my intended major. <sup>2</sup>***

|                             |  |     |     |     |     |
|-----------------------------|--|-----|-----|-----|-----|
| Very or extremely           |  |     |     |     |     |
| Alpha                       |  | 51% | 56% | 54% | 53% |
| Collegium                   |  | 33% | 55% | 58% | 55% |
| FE 100                      |  | 33% | 35% | 42% | 49% |
| Honors                      |  | 29% | 40% | 50% | 35% |
| General                     |  | 56% | 52% | 54% | 53% |
| Only a little or not at all |  |     |     |     |     |
| Alpha                       |  | 17% | 20% | 13% | 18% |
| Collegium                   |  | 33% | 20% | 18% | 15% |
| FE 100                      |  | 34% | 27% | 27% | 17% |
| Honors                      |  | 33% | 16% | 17% | 24% |
| General                     |  | 13% | 18% | 14% | 19% |

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

|                             |  |     |     |     |     |
|-----------------------------|--|-----|-----|-----|-----|
| Very or extremely           |  |     |     |     |     |
| Alpha                       |  | 74% | 77% | 83% | 75% |
| Collegium                   |  | 67% | 78% | 76% | 70% |
| FE 100                      |  | 60% | 58% | 67% | 72% |
| Honors                      |  | 80% | 78% | 83% | 74% |
| General                     |  | 68% | 68% | 73% | 72% |
| Only a little or not at all |  |     |     |     |     |
| Alpha                       |  | 8%  | 6%  | 3%  | 7%  |
| Collegium                   |  | 16% | 7%  | 8%  | 13% |
| FE 100                      |  | 11% | 15% | 7%  | 6%  |
| Honors                      |  | 10% | 2%  | 5%  | 3%  |
| General                     |  | 8%  | 14% | 11% | 10% |

***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.). <sup>3</sup>***

|           |  |     |     |     |     |
|-----------|--|-----|-----|-----|-----|
| Yes       |  |     |     |     |     |
| Alpha     |  | 66% | 71% | 69% | 73% |
| Collegium |  | 79% | 62% | 70% | 70% |
| FE 100    |  | 69% | 74% | 79% | 59% |
| Honors    |  | 86% | 82% | 79% | 82% |
| General   |  | 62% | 67% | 71% | 70% |

|                           | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
|                           | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| <b>Core Advising Item</b> |               |               |               |               |               |

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

|           |  |     |     |     |     |
|-----------|--|-----|-----|-----|-----|
| Yes       |  |     |     |     |     |
| Alpha     |  | 81% | 84% | 85% | 82% |
| Collegium |  | 61% | 84% | 71% | 81% |
| FE 100    |  | 66% | 75% | 81% | 85% |
| Honors    |  | 65% | 82% | 81% | 59% |
| General   |  | 76% | 75% | 79% | 78% |

***My core advisor used Degree Audit to help me plan my curriculum.*** <sup>3</sup>

|           |  |     |     |     |     |
|-----------|--|-----|-----|-----|-----|
| Yes       |  |     |     |     |     |
| Alpha     |  | 54% | 55% | 54% | 56% |
| Collegium |  | 45% | 43% | 63% | 48% |
| FE 100    |  | 60% | 58% | 65% | 55% |
| Honors    |  | 26% | 38% | 45% | 41% |
| General   |  | 58% | 49% | 51% | 59% |

***My core advisor used a departmental worksheet to help me plan my curriculum.*** <sup>3</sup>

|           |  |     |     |     |     |
|-----------|--|-----|-----|-----|-----|
| Yes       |  |     |     |     |     |
| Alpha     |  | 81% | 68% | 65% | 76% |
| Collegium |  | 61% | 69% | 58% | 67% |
| FE 100    |  | 66% | 61% | 62% | 89% |
| Honors    |  | 65% | 44% | 55% | 59% |
| General   |  | 76% | 56% | 67% | 76% |

|                           | Class of 2009<br>AY 2006-07 | Class of 2010<br>AY 2007-08 | Class of 2011<br>AY 2008-09 | Class of 2012<br>AY 2009-10 | Class of 2013<br>AY 2010-11 |
|---------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <b>Core Advising Item</b> |                             |                             |                             |                             |                             |

***My core advisor was available for consultation.*** <sup>3</sup>

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

***My core advisor treated me in a respectful manner.*** <sup>3</sup>

|           |  |      |      |      |      |
|-----------|--|------|------|------|------|
| Yes       |  |      |      |      |      |
| Alpha     |  | 100% | 100% | 100% | 97%  |
| Collegium |  | 100% | 100% | 100% | 100% |
| FE 100    |  | 98%  | 100% | 99%  | 100% |
| Honors    |  | 100% | 100% | 100% | 100% |
| General   |  | 99%  | 99%  | 99%  | 99%  |

***My core advisor made an effort to become familiar with my individual needs.*** <sup>3</sup>

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

|                           | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
|                           | AY 2006-07    | AY 2007-08    | AY 2008-09    | AY 2009-10    | AY 2010-11    |
| <b>Core Advising Item</b> |               |               |               |               |               |

**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% | 69% | 76% | 75% | 71% |
| Collegium | 98% | 84% | 71% | 68% | 68% |
| FE 100    | 97% | 73% | 76% | 69% | 74% |
| Honors    | 98% | 67% | 71% | 81% | 74% |
| General   | 95% | 72% | 78% | 70% | 70% |

**Note:** For the Class of 2013, Alpha (n = 242); Collegium (n = 47); FE100 (n = 98); Honors (n = 34); General (n = 306).

N's may vary slightly across items.

Percentage totals may not equal 100% due to rounding.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.