This study examined the perceptions of college students at Boise State University (Idaho) regarding advising, especially at the junior and senior levels where advising is a departmental responsibility. Students in upper and lower division courses completed a survey examining their perceptions of adviser characteristics, problems with their advisers, and how often they met with their advisers. Data indicated that only 13 percent of upper division students lacked advisers; most student advisers were faculty. The main reasons offered for students not having advisers were: (1) students' feeling that they could advise themselves, and (2) never having one assigned. Most students saw their advisers regularly and were pleased with the relationship. About 80 percent felt the current advising system adequately met their needs. The main problems perceived were advisers' lack of knowledge, unwillingness to help, and lack of accessibility to advisers (generally due to time constraints). Students with faculty advisers were more pleased than students who had non-faculty advisers (who were fellow students). Three appendixes comprise the bulk of the report: the spring 1999 Student Advising Survey; 16 data tables; and a classified list, by class level, of student responses to the question "What is the biggest problem with the present advising system?" (SM)
AN EVALUATION OF ADVISING PROGRAMS

ABSTRACT

The main purpose of this study was to gain insight into students' perceptions of advising, especially at the junior and senior levels when advising is a departmental responsibility, and to provide departments with feedback which could be used to evaluate advising programs at the departmental level. This study reports the university results; departments can use this report to compare to their departmental results distributed in Fall, 1999.

The study was a first step in a broader initiative with the purpose of better evaluating advising at Boise State. The initiative arose from a broad study of the advising process. A recommendation on advising from the Northwest Association reinforced the need to attend to advising processes at the university.

Among the findings:

- When the focus of the study is on upper division students, fewer say they do not have an advisor. Only 13% said they currently lacked an advisor compared to 29% in a prior study of mainly freshman and sophomores. Almost three-fourths said faculty were their advisors.

- For students without advisors, the main reasons given for not having one were that they felt they could do it themselves (75% selected this reason) and that they had never been assigned one (70% selected this reason).

- Most students said they see their advisors regularly.

- About 80% thought the current advising system either adequately or more than adequately met their needs.

- When asked to name the biggest problem with the current advising system, students were most likely to indicate (1) their advisors lacked knowledge or were otherwise unable or
unwilling to help them with advising issues, or (2) they lacked accessibility to their advisors, mainly due to time constraints.

- Students were most pleased with the relationships they had with their advisors and how they were treated during an advising session.

- Students were least likely to agree that their advisors helped them explore careers in their field of interest (52% agreement) and that they had knowledge about courses outside their major (54% agreement).

- Students who had faculty as advisors were more pleased with advising than students who had other advisors. No other differences could be found. These included differences based on transfer status, full- vs. part-time enrollment, classification, and campus location (Boise versus Canyon County).
AN EVALUATION OF ADVISING PROGRAMS

INTRODUCTION

Advising is a critical university function that can be difficult to handle, especially at larger institutions with multiple missions. Boise State University has been explicitly grappling with advising for several years now. In particular, as part of a "re-engineering" of a number of processes at the University, advising was studied by a diverse group of faculty and staff who then issued a series of recommendations. These became initiatives which were addressed in the past year. One of these initiatives was to better evaluate advising. Toward this end, a survey of advising at the program level was developed and implemented during the spring term of 1999.

The belief that advising needed review and evaluation was reinforced in the fall of 1999 when Boise State had its site visit for reaccreditation by the Northwest Association of Schools and Colleges. One of the recommendations issued by the committee was that further attention needed to be paid to advising. The process is timely, then, for addressing the advising recommendation and reporting to the Northwest Association on the progress that has been made.

PURPOSE OF THE STUDY

The overriding purpose of this study was to gain insight into students' perceptions of advising, especially at the junior and senior levels when advising was a departmental responsibility, and to provide departments with feedback on these perceptions. Therefore, survey results were summarized by department and returned to the advising coordinator for participating departments in the Fall of 1999. This report offers a university-wide view to which departments can compare their own results.

Another reason for the survey was to gain better insight into whether students at the Canyon County site had perceptions of advising that were similar to their Boise campus peers. In addition, comparisons were made based on classification, transfer status, full- vs. part-time enrollment, and type of advisor.
A final reason for the survey was to gather better information on why students didn't have advisors. A prior study of advising at Boise State found that approximately one-third of students didn't have an advisor (Belcheir, 1998), so this survey included questions that asked why.

**Methodology**

The survey used in this study was developed by a small group whose members included Darlene Travis (Radiology), Dick Payne (Economics), Eric Landrum (Psychology), Sherm Button (Kinesiology), Bob Hamilton (Civil Engineering), and Marcia Belcheir (Institutional Assessment). In part, the items used in the survey were adopted from an ACT Advising Survey which had previously been administered. They were supplemented with additional questions. The survey was pilot-tested, then finalized for administration during Spring, 1999. A copy of the survey can be found in Appendix A.

Department chairs were asked to work with their faculty to identify upper division courses offered during the spring which their majors were taking fairly close to graduation. When faculty teaching these courses agreed to participate, the surveys were sent to them for administration during class time and then returned to the Office of Institutional Assessment. To gain information on freshmen and sophomores, lower division courses in criminal justice, English, and psychology were also surveyed. Surveys were also sent to the Canyon County Campus for administration. Table 1 displays the departments which were identified through student major codes. Table 2 contains the courses where the surveys were administered. A total of 990 surveys were returned and processed. All tables can be found in Appendix B.

**Results**

**Who was Surveyed?**

Over 90% of the students reported that they took most of their classes on the Boise campus. As expected, over 70% were juniors or seniors (see Figure 1), a big increase from the 35% in the prior advising survey (Belcheir, 1998). Almost 40% had transferred to Boise State from another
institution. Most (76%) were enrolled for 12 or more hours during the spring term. About two-thirds had previously enrolled at Boise State for four or more semesters. (See Tables 3-7 for further details.)

**Figure 1. Classification of Respondents**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>53%</td>
</tr>
<tr>
<td>Freshman</td>
<td>12%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>13%</td>
</tr>
<tr>
<td>Junior</td>
<td>19%</td>
</tr>
<tr>
<td>Grad student</td>
<td>3%</td>
</tr>
</tbody>
</table>

**How often are students seeing an advisor?**

A large majority of students reported seeing their advisors on multiple occasions, with 30% reporting they had seen an advisor seven or more times. Less than 10% indicated that they had never seen an advisor. (See Table 8 for details.)

In addition, over 75% reported that they had seen an advisor either in the current semester or prior semester. Only 7% indicated they had never met with an advisor. (See Table 11)

Thus, it appears that most students are being advised regularly. Recall, however, that most respondents were juniors or seniors so they were probably better integrated into the system.

**Who's doing the advising?**

Unlike students completing the prior advising survey (Belcheir, 1998), more of this group was advised by faculty (see Figure 2). Over 70% of students reported faculty as their advisors compared to 46% in the prior survey. Still, 12.5% reported that they had no current advisor, down from 29% in the prior survey.
To gain better information about this group without an advisor, students were asked to indicate why they didn’t have an advisor by checking a series of possible reasons. They could check as many reasons as were relevant to their situation. Students indicated that the two main reasons they didn’t have an advisor was that they felt that they could do it themselves (checked by 75% of the students who didn’t have an advisor) and because they had never been assigned an advisor (checked by 70% of the students who didn’t have an advisor). The fact that a signature was no longer required for registration was selected as a reason by 36% of those currently without an advisor. See Table 12 for details.

**What are the perceptions of the current advising system?**

Both the last advising survey (Belcheir, 1998) and this survey asked students to indicate how well the current advising system met their needs. For this survey, 80% of the students felt the current system was either adequate or more than adequate (see Figure 3). On the prior survey 67% felt the system was adequate or more than adequate in meeting their advising needs. However, this difference is probably due more to who was surveyed than any actual change in the system.

Students were also asked to indicate what they thought the biggest problem was with the current system. These responses were coded into 14 categories or themes based on response content. From the analysis two major themes emerged as problems with the current system.
The first theme, mentioned in 26% of the responses, was a lack of knowledge or help when conferring with the advisor. Responses such as the following fell into this category:

- *My advisor is not informed enough, failed to inform me of all graduation requirements*
- *Lack of knowledge in (major) class requirements*
- *No real help given*
- *Generic advisers do no more than what I could have done by myself*
- *No one knows what to do, I end up running all over the place*
- *Advisors do not know enough about classes and requirements outside their own area*

A second major theme, mentioned in 20% of the responses, was the accessibility of advisors and time. When students mentioned "time," it might be time that the advisor had available to spend with them or it might be time the students had available to meet (or both). The following representative responses cover both situations:

- *Time slots vs. my schedule*
- *Office hours of advisors*
- *Instructors who are expected to be advisors as well don't have time to advise adequately*
- *Need to have more time available to spend with you*
- *The hours are very limited*
- *It's hard to schedule a time to meet*
- *They are never in their office and never return your phone calls*
Other problems mentioned with the system included disinterest in the student as an individual, the real lack of an advising "system" or the chaotic nature of the current system, and the fact that the student had no advisor and/or didn't know how to get one. Each of these groups covered 6%-8% of the total. Thus, while they were issues, they were not as prominent as the issues of lack of knowledge or accessibility of advising. A breakdown of the number of responses by category can be found in Table 16.

The full text of the comments to this question is in Appendix C. The responses are divided by student classification. No striking differences by class in the kinds of problems sited were found, but freshmen were more likely to say they lacked an advisor compared to seniors, which would be expected.

**How do Students Perceive Advisors?**

At the end of the survey, students were asked to rate their current advisor on a variety of items that characterize good advising in general. These 19 items and the percentage selecting each response can be found in Table 13.

Based on mean responses to the items, it appears that students were most satisfied with the adviser as an individual and least happy with the information they obtained from an advising session. The top five items that students most agreed with were:

- Is approachable and easy to talk to (79.5% agree, 6.9% disagree)
- Is on time for appointments (81.0% agree, 4.0% disagree)
- Knows who I am (78.6% agree, 12.1% disagree)
- Is a good listener (81.1% agree, 5.0% disagree)
- Checks to make sure we understand each other (71.1% agree, 5.6% disagree)

The items with the lowest agreement ratings were:

- Helps me explore careers in my field of interest (52.0% agree, 16.6% disagree)
• Is knowledgeable about courses outside my major area of study (54.3% agree, 12.9% disagree)
• Keeps me up to date on changes in academic requirements (58.8% agree, 17.5% disagree)
• Is familiar with my academic background (64.1% agree, 14.7% disagree)
• Refers me to other sources where I can obtain assistance (63.6% agree, 11.9% disagree)

These results were all definitely more positive than those from the prior advising survey. However, it is still somewhat disheartening to see that only slightly more than half the students agreed that their advisors helped them with career advising or could talk to them about outside courses they might take. Interestingly, over 30% of the responses to these two items were “neutral.” Perhaps students weren’t sure their advisors should need to talk about careers or other courses. Perhaps they felt it was the student’s responsibility to initiate discussions covering these topics, and not having done so, gave a “neutral” response. Whatever the case, career advising as part of the academic advising session still is occurring for only half the students surveyed, most of whom are juniors or seniors.

WHERE do differences in satisfaction with advising occur?

There are any number of possible reasons why some students are more satisfied with their advising experience than others are. In this study, transfer status, full- vs. part-time enrollment, class, campus location, and type of advisor were used to look for differences in satisfaction as expressed in two ways. One way was through responses to the question, “How well is the current advising system meeting your needs?” A second way was to look for differences in perceptions of advisors by using the sum of the responses to the 19 questions on perceptions to advising mentioned in the prior section.

Generally, very few differences were found. Only type of advisor showed differences on both measures with faculty receiving the highest ratings compared to the other groups. There was a tendency for students taking most of their courses off the main campus to see the current advising system as less capable of meeting their advising needs, but the difference was not quite statistically significant and did not appear as significant in the sum of advisor perception items.
SUMMARY AND CONCLUSIONS

The purpose of this study was to provide a university-wide look at a survey of advising that was used primarily to provide departments with feedback on the perceptions of their advising programs. The target group focused mainly on students close to graduation and thus the results were based primarily on seniors (53% of the respondents). This is very different from the prior study of advising which was based on a random sample of undergraduate classes and thus included mainly freshmen and sophomores.

Most students in this study had an advisor (only 7-13% did not, based upon how the question was asked). Most students also met with their advisors regularly; 75% indicated they had met with them in the current academic year. Students who didn't have an advisor were most likely to indicate that their reasons were that they could advise themselves and/or they had never been assigned an advisor.

A strong majority (80%) felt that the current advising system was meeting their needs. When asked about what the biggest problem was with the current system, students were most likely to cite lack of help or knowledge when conferring with an advisor. The problem mentioned in second place was a lack of time or accessibility for advising. From the responses, it appeared that the lack could be either due to the advisor's availability or the student's schedule.

In this study, almost three-fourths of the students were advised by faculty, and students who had faculty advisors were happiest with their advising. In general, students thought their advisors were approachable, good listeners, and knew who they were. However, only slightly more than half thought their advisors helped them explore careers in their field or were knowledgeable about courses outside their major.

These findings indicate that students who have been at the university longer are happier with the advising situation. If training of advisors were to occur, it should probably focus mainly on information-giving and less on skills development. Systems issues which may require a university-wide study include making sure students know that they have an advisor and getting
the student and the advisor together. This later issue is exacerbated by the lack of both student and faculty time for advising. Underlying this perceived lack of time may be a more general lack of value placed upon advising by both groups, since the more highly valued activities are more likely to get done.
Appendix A
Student Advising Survey
Spring 1999

Directions: You may complete the questions using either pen or pencil. Use the sheet with major codes to complete the items asking for first and second major. Return to the Office of Institutional Assessment, B-319.

SSN  __-__-__  Course where this survey was completed  __-__-__

First Major  __-__-__  Second Major  __-__ (if applicable)

1. Where do you take most of your courses?
   ○ On the Boise Campus       ○ Off Campus

Did you transfer to BSU?
   ○ Yes  ○ No

2. What is your classification?
   ○ Freshman (0-25 credits)
   ○ Sophomore (26-57 credits)
   ○ Junior (58-89 credits)
   ○ Senior (90 or more credits)
   ○ Graduate

3. How many semesters have you enrolled at BSU prior to this one?

   [Blank]

4. How many credits are you taking this term?

   [Blank]

5. How many times have you seen an advisor since enrolling at BSU?

   [Blank]

6. How well does the academic advising system meet your needs?

   ○ Exceptionally well
   ○ More than adequately
   ○ Adequately
   ○ Less than adequately
   ○ Very poorly

What is the biggest problem with the present advising system?

[Blank]

7. Which of the following best describes your current advisor:

   ○ Faculty Member
   ○ Advising center staff
   ○ Peer advisor in department (student)
   ○ Other college staff member
   ○ I do not have an advisor

8. If you do not have an advisor, why not? (check all that apply)

   ○ I can do it by myself
   ○ No time to meet with an advisor
   ○ Not seeking a degree at BSU
   ○ Signature no longer required for registration
   ○ Never assigned an advisor
   ○ Don't know how to get an advisor
   ○ Other
   ○ This semester (spring 1999)
   ○ Last semester (fall 1998)
   ○ Last academic year (1997-98)
   ○ Prior to last year
   ○ Never

9. When was the last time you met with an advisor?

   [Blank]

Please continue to page 2
If you do not have an advisor, stop responding now. Otherwise, select the one best response to the following questions. If the question is not applicable, please leave it blank.

<table>
<thead>
<tr>
<th>My Advisor:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Knows who I am.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>11. Is a good listener.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>12. Respects my opinions and feelings.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>13. Checks to make sure we understand each other.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>14. Provides me with accurate information about requirements, prerequisites, etc.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>15. Keeps me up to date on changes in academic requirements.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>16. Refers me to other sources from which I can obtain assistance.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>17. Encourages me to assume an active role in planning my academic program.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>18. Encourages me to achieve my educational goals.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>19. Helps me identify the obstacles I need to overcome to reach my academic goals.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>20. Is on time for appointments with me.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>21. Allows sufficient time to discuss issues or problems.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>22. Helps me to examine my needs, interests, and values.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>23. Is familiar with my academic background.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>24. Helps me explore careers in my field of interest.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>25. Is knowledgeable about courses outside my major area of study.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>26. Is approachable and easy to talk to.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>27. Shows concern for my personal growth and development.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>28. Is a helpful, effective advisor whom I would recommend to other students.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Thank you for your assistance!
Appendix B
Table 1. Responses by Department

<table>
<thead>
<tr>
<th>DEPTNAME</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Frequency</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>16</td>
<td>1.7</td>
<td>16</td>
<td>1.7</td>
</tr>
<tr>
<td>Art</td>
<td>33</td>
<td>3.5</td>
<td>49</td>
<td>5.2</td>
</tr>
<tr>
<td>Biology</td>
<td>32</td>
<td>3.4</td>
<td>81</td>
<td>8.5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>0.5</td>
<td>86</td>
<td>9.1</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>19</td>
<td>2.0</td>
<td>105</td>
<td>11.1</td>
</tr>
<tr>
<td>Communication</td>
<td>13</td>
<td>1.4</td>
<td>118</td>
<td>12.4</td>
</tr>
<tr>
<td>Comp Info Sys &amp; Production Mgmt</td>
<td>14</td>
<td>1.5</td>
<td>132</td>
<td>13.9</td>
</tr>
<tr>
<td>Construction Management</td>
<td>3</td>
<td>0.3</td>
<td>135</td>
<td>14.2</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>60</td>
<td>6.3</td>
<td>195</td>
<td>20.6</td>
</tr>
<tr>
<td>Economics</td>
<td>14</td>
<td>1.5</td>
<td>209</td>
<td>22.0</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>27</td>
<td>2.8</td>
<td>236</td>
<td>24.9</td>
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<tr>
<td>English</td>
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<td>3.2</td>
<td>266</td>
<td>28.1</td>
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<td>Geosciences</td>
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<td>Health Studies</td>
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<td>0.8</td>
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<td>4.3</td>
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<td>1.4</td>
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<td>37.6</td>
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<td>Marketing &amp; Finance</td>
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<td>Mechanical Engineering</td>
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<td>Radiologic Sciences</td>
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<td>81.2</td>
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<td>5.7</td>
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<td>86.9</td>
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<td>Theatre Arts</td>
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<td>1.3</td>
<td>836</td>
<td>88.2</td>
</tr>
<tr>
<td>Vo Tech Business Programs</td>
<td>38</td>
<td>4.0</td>
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<td>92.2</td>
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Frequency Missing = 42
Table 2. Classes where students were surveyed

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<td>617</td>
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<td>671</td>
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<td>674</td>
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<td>680</td>
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### Table 2. Classes where students were surveyed (cont.)

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<th>Cumulative Percent</th>
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Frequency Missing = 27

### Table 3. Where do you take most of your courses

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<th>Percent</th>
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<th>Cumulative Percent</th>
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<tbody>
<tr>
<td>On Boise campus</td>
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<td>901</td>
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<td>Off campus</td>
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Frequency Missing = 18

### Table 4. Classification

<table>
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<th>Cumulative Percent</th>
</tr>
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<td>Freshman</td>
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<td>115</td>
<td>12.4</td>
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<td>Sophomore</td>
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<td>Junior</td>
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<td>413</td>
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<td>Senior</td>
<td>486</td>
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<td>899</td>
<td>96.7</td>
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<td>Graduate</td>
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Frequency Missing = 60
Table 5. Did you transfer to BSU?

<table>
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<th>Cumulative Percent</th>
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<tbody>
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Frequency Missing = 136

Table 6. Number of prior semesters of enrollment

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<th>Cumulative Percent</th>
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<td>0-1</td>
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<td>160</td>
<td>16.5</td>
</tr>
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<td>2-3</td>
<td>169</td>
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<td>329</td>
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<td>4-5</td>
<td>206</td>
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<td>535</td>
<td>55.3</td>
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<td>8-9</td>
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<td>86.2</td>
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<td>10 or more</td>
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Frequency Missing = 22

Table 7. Number of credits this term

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<th>Cumulative Percent</th>
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<td>1-8</td>
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<td>136</td>
<td>13.8</td>
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<td>9-11</td>
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<td>12 or more</td>
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<td>75.7</td>
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Frequency Missing = 6

Table 8. How many times have you seen an advisor

<table>
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<th>Cumulative Percent</th>
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<td>0</td>
<td>84</td>
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<td>84</td>
<td>8.8</td>
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<td>1-2</td>
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<td>668</td>
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<td>7 or more</td>
<td>284</td>
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Frequency Missing = 38
Table 9. How well does advising system meet needs

<table>
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<th>Cumulative Frequency</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
<td>Exceptionally well</td>
<td>131</td>
<td>14.1</td>
<td>131</td>
<td>14.1</td>
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<tr>
<td>More than adequately</td>
<td>210</td>
<td>22.7</td>
<td>341</td>
<td>36.8</td>
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<tr>
<td>Adequately</td>
<td>400</td>
<td>43.1</td>
<td>741</td>
<td>79.9</td>
</tr>
<tr>
<td>Less than adequately</td>
<td>119</td>
<td>12.8</td>
<td>860</td>
<td>92.8</td>
</tr>
<tr>
<td>Very poorly</td>
<td>67</td>
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<td>927</td>
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Frequency Missing = 63

Table 10. Current advisor

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<th>Percent</th>
<th>Cumulative Frequency</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
<td>Faculty</td>
<td>692</td>
<td>73.4</td>
<td>692</td>
<td>73.4</td>
</tr>
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<td>Advising center staff</td>
<td>67</td>
<td>7.1</td>
<td>759</td>
<td>80.5</td>
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<tr>
<td>Dept peer advisor</td>
<td>47</td>
<td>5.0</td>
<td>806</td>
<td>85.5</td>
</tr>
<tr>
<td>Other staff</td>
<td>19</td>
<td>2.0</td>
<td>825</td>
<td>87.5</td>
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<tr>
<td>No advisor</td>
<td>118</td>
<td>12.5</td>
<td>943</td>
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Frequency Missing = 47

Table 11. Last time you met with an advisor

<table>
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<th>Cumulative Frequency</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>This semester</td>
<td>409</td>
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<td>409</td>
<td>42.0</td>
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<td>Last semester</td>
<td>334</td>
<td>34.3</td>
<td>743</td>
<td>76.4</td>
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<tr>
<td>Last year</td>
<td>91</td>
<td>9.4</td>
<td>834</td>
<td>85.7</td>
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<tr>
<td>Prior to last year</td>
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<td>905</td>
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<td>Never</td>
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<td>100.0</td>
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Frequency Missing = 17
Table 12. Reasons for Not Having an Advisor

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<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>I can do it by myself</td>
<td>88</td>
<td>74.6</td>
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<tr>
<td>Never assigned an advisor</td>
<td>82</td>
<td>69.5</td>
</tr>
<tr>
<td>Don't know how to get an advisor</td>
<td>49</td>
<td>41.5</td>
</tr>
<tr>
<td>No time to meet with an advisor</td>
<td>44</td>
<td>37.3</td>
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<tr>
<td>Signature no longer required for registration</td>
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<td>35.6</td>
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<tr>
<td>Not seeking a degree at BSU</td>
<td>9</td>
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<td>Other</td>
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<td>37.3</td>
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Table 13. Perceptions of Advisor

<table>
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<tr>
<th>My advisor:</th>
<th>N</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows who I am</td>
<td>839</td>
<td>59.1</td>
<td>19.5</td>
<td>9.3</td>
<td>6.0</td>
<td>5.1</td>
</tr>
<tr>
<td>Is a good listener</td>
<td>826</td>
<td>44.3</td>
<td>36.8</td>
<td>13.9</td>
<td>3.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Respects my opinions and feelings</td>
<td>808</td>
<td>42.2</td>
<td>36.4</td>
<td>17.3</td>
<td>2.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Checks to make sure we understand each other</td>
<td>814</td>
<td>37.1</td>
<td>34.0</td>
<td>23.3</td>
<td>4.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Provides me with accurate information</td>
<td>809</td>
<td>38.9</td>
<td>35.5</td>
<td>15.6</td>
<td>7.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Keeps me up to date on changes in academic requirements</td>
<td>813</td>
<td>27.1</td>
<td>31.7</td>
<td>23.7</td>
<td>13.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Refers me to other sources where I can obtain assistance</td>
<td>813</td>
<td>31.1</td>
<td>32.5</td>
<td>24.5</td>
<td>8.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Encourages me to assume active role in planning my program</td>
<td>812</td>
<td>40.1</td>
<td>33.5</td>
<td>18.7</td>
<td>4.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Encourages me to achieve my educational goals</td>
<td>816</td>
<td>42.4</td>
<td>31.7</td>
<td>20.0</td>
<td>3.8</td>
<td>2.3</td>
</tr>
<tr>
<td>Helps me identify obstacles I need to overcome</td>
<td>812</td>
<td>34.1</td>
<td>30.9</td>
<td>25.6</td>
<td>6.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Is on time for appointments with me</td>
<td>809</td>
<td>45.0</td>
<td>36.0</td>
<td>15.1</td>
<td>2.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Allows sufficient time to discuss issues or problems</td>
<td>811</td>
<td>42.2</td>
<td>32.7</td>
<td>19.1</td>
<td>3.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Helps me examine my needs, interests, and values</td>
<td>810</td>
<td>31.5</td>
<td>33.1</td>
<td>26.0</td>
<td>7.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Is familiar with my academic background</td>
<td>814</td>
<td>32.9</td>
<td>31.2</td>
<td>21.1</td>
<td>10.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Helps me explore careers in my field of interest</td>
<td>804</td>
<td>27.2</td>
<td>24.8</td>
<td>31.5</td>
<td>12.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Is knowledgeable about courses outside my major area of study</td>
<td>802</td>
<td>24.1</td>
<td>30.2</td>
<td>32.8</td>
<td>9.2</td>
<td>3.7</td>
</tr>
<tr>
<td>Is approachable and easy to talk to</td>
<td>817</td>
<td>50.9</td>
<td>28.6</td>
<td>13.6</td>
<td>5.3</td>
<td>1.6</td>
</tr>
<tr>
<td>Shows concern for my personal growth and development</td>
<td>814</td>
<td>37.0</td>
<td>28.1</td>
<td>26.0</td>
<td>6.3</td>
<td>2.6</td>
</tr>
<tr>
<td>Is helpful, effective advisor whom I would recommend to other students</td>
<td>809</td>
<td>43.6</td>
<td>27.3</td>
<td>19.8</td>
<td>5.8</td>
<td>3.5</td>
</tr>
</tbody>
</table>

1 Percentage calculated based on the 118 students who indicated they currently didn't have an advisor.
Table 14. Campus Location by Satisfaction with Advising System

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Q6(How well does advising system meet needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceptionally well</td>
</tr>
<tr>
<td>Row Pct</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>13.93</td>
</tr>
<tr>
<td></td>
<td>14.77</td>
</tr>
<tr>
<td>On Boise campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0.33</td>
</tr>
<tr>
<td></td>
<td>5.77</td>
</tr>
<tr>
<td>Off campus</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>14.25</td>
</tr>
</tbody>
</table>

Frequency Missing = 78

STATISTICS FOR TABLE OF Q1 BY Q6

<table>
<thead>
<tr>
<th>Statistic</th>
<th>DF</th>
<th>Value</th>
<th>Prob</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>4</td>
<td>8.698</td>
<td>0.069</td>
</tr>
<tr>
<td>Likelihood Ratio Chi-Square</td>
<td>4</td>
<td>9.279</td>
<td>0.054</td>
</tr>
<tr>
<td>Mantel-Haenszel Chi-Square</td>
<td>1</td>
<td>7.218</td>
<td>0.007</td>
</tr>
<tr>
<td>Phi Coefficient</td>
<td></td>
<td>0.098</td>
<td></td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td></td>
<td>0.097</td>
<td></td>
</tr>
<tr>
<td>Cramer's V</td>
<td></td>
<td>0.098</td>
<td></td>
</tr>
</tbody>
</table>

Effective Sample Size = 912
Frequency Missing = 78
### Table 15. Type of Advisor by Satisfaction with Advising System

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Row Pct</th>
<th>Exception well</th>
<th>More than adequately</th>
<th>Adequate</th>
<th>Less than adequately</th>
<th>Very poorly</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td>118</td>
<td>13.50</td>
<td>17.61</td>
<td>118</td>
<td>176</td>
<td>278</td>
<td>66</td>
<td>32</td>
<td>670</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.14</td>
<td>26.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76.66</td>
</tr>
<tr>
<td><strong>Advising center staff</strong></td>
<td>4</td>
<td>0.46</td>
<td>6.25</td>
<td>1</td>
<td>13</td>
<td>35</td>
<td>9</td>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.49</td>
<td>20.31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.32</td>
</tr>
<tr>
<td><strong>Dept peer advisor</strong></td>
<td>3</td>
<td>0.34</td>
<td>6.52</td>
<td>3</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.92</td>
<td>17.39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.26</td>
</tr>
<tr>
<td><strong>No advisor</strong></td>
<td>2</td>
<td>0.23</td>
<td>2.13</td>
<td>2</td>
<td>4</td>
<td>40</td>
<td>26</td>
<td>22</td>
<td>94</td>
</tr>
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<td></td>
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<td>0.46</td>
<td>4.26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>127</td>
<td>14.53</td>
<td>23.00</td>
<td>377</td>
<td>108</td>
<td>12.36</td>
<td>6.98</td>
<td></td>
<td>874</td>
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</table>

**Statistics for Table of Q7 by Q6**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>DF</th>
<th>Value</th>
<th>Prob</th>
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<tbody>
<tr>
<td>Chi-Square</td>
<td>12</td>
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<td>0.001</td>
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<tr>
<td>Likelihood Ratio Chi-Square</td>
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<td>100.378</td>
<td>0.001</td>
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<tr>
<td>Mantel-Haenszel Chi-Square</td>
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<td>88.440</td>
<td>0.001</td>
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<tr>
<td>Phi Coefficient</td>
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<td>0.345</td>
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<tr>
<td>Contingency Coefficient</td>
<td></td>
<td>0.327</td>
<td></td>
</tr>
<tr>
<td>Cramer's V</td>
<td></td>
<td>0.199</td>
<td></td>
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</tbody>
</table>

Effective Sample Size = 874
Frequency Missing = 116
Table 16. Responses to the Question 'What is the biggest problem with the present advising system?'

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>No. of comments</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of knowledge/help</td>
<td>146</td>
<td>26</td>
</tr>
<tr>
<td>Accessibility/Time</td>
<td>117</td>
<td>20</td>
</tr>
<tr>
<td>Impersonal advising/ lack of interest</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>No system / chaotic system</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>No advisor/ Don’t know how to get advisor</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>Other comments</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>Required signatures</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Courses and registration</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Peer advisors</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Lower division advising</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Don’t want an advisor</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Transfer</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Everything is OK</td>
<td>79</td>
<td>14</td>
</tr>
<tr>
<td>N/A</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>572</td>
<td>100</td>
</tr>
</tbody>
</table>
Appendix C
Appendix C: Spring 1999 Advising Survey

Responses to the question:
“What is the biggest problem with the present advising system?”

Classification: Unknown

- Clarity - what classes I need to graduate - when these classes are offered
- Need more dental school information, test, and appl. information
- None
- I believe I was ill advised during my freshman and sophomore year, then I changed advisors and my needs have been met exceptionally well.
- My advisor is working on project access and is difficult to see
- Now that he is working on project access he is more difficult to see
- senior students have a better understanding of the system
- They have told me to take classes that I do not need to graduate. I have even been advised not to take a class in turn delays my graduation because the class is only offered once a year.
- N/A
- Music e. advisors are awful
- NO time
- nobody knows my need as well as me
- Initial advising before starting college course was confusing. The courses need to be explained in English
- I am on the study away program from MO so I don't have an advisor here.
- I have never met an advisor - I just changed to philosophy summer 98
- My advisor is not informed enough, failed to inform me of all graduation requirements
- No updates
- There aren't enough David's to go around
- scheduling times
- No personal contact with advisor, I don't know them and they don't know me
- Nothing - there when I need them
- Haven't been

Classification: Freshman

- Available time for work professionals
- unknowledgeable advisors
- some of us are dummies we need outlines and check off lists
- not real interested in assisting me
- I don't know how anyone finds an advisor or the system for choosing them
- not enough of them
- never had one
- takes to long
- Not very much advice
- Not very personable or friendly. Don't know who my advisor is.
- N/A
- I don't know how to get an advisor
- Never notified regarding re-enrollment
- I had no help from the advisor
- Do not have an advisor that I've been able to determine
- I don't have one
- Hard to get to an advisor in art
- they are never in their office and never return your phone calls
Lack of knowledge in (major) class requirements
They do not adequately advise me, not concerned or informed
No real help given
I was admitted with signature into M125 and dropped without even knowing for 3 months when I went to drop the course
I don't know
nothing
I don't have one
Not enough time with students
had no problem
N/A
I want to pick my own classes
to find time for it
not enough advisors - busy
unaware there was an advising system
Some advisors don't seem to care
you can never schedule a convenient time
n/a
During the time advisors are scheduled to be in they are also supposed to be in meetings. Interruptions by people offering food. Being told this what you want instead of listening to your concerns
no extensive advice
availability - no Fridays
Freshmen aren't very aware that it is available
Times available are rare.
I was never assigned an advisor
None
Not the same person each time
Mine is great
They suggest unnecessary courses
finding time to meet
Not enough advice
Lack of knowledge about who is ones advisor, or how to get an advisor
na/have not seen an advisor
None I can think of
support for prior learning
I can never get a hold of them
I didn't have any problems
None, I'm going to a different college
Hard to get a hold of
Nothing
The costs
Classification: Sophomore

some advisors don't what to take the time to advise
I feel like a statistic, also rushed through every session
never used it so I don't know
who is my advisor
Availability
Insufficient information, advisors don't have time.
after 2 years of schooling here I still had no idea who my advisor was so I met with a friends advisor because I still don't have one.
they don't know what they are talking about
None
N/A
My department won't let me have an advisor
disorganized
What advising system
No one I've been appointed to seems to care. I found my own. He's great!
I don't know who my advisor is
lack of enthusiasm
You must see one to enroll
Disunity among advisors
difficult to see advisors (timewise)
None
Unaware in beginning that nursing advising was available
Availability
Not explaining things as well
Getting the same advisor for Questions
None
Advisors who are knowledgeable about requirements
don't know all information
Generic advisors do no more than what I could have done by myself
The advisors for people without majors are seldom helpful, I have been given poor advice and invalid schedules on more than one occasion
Sometimes the advisors aren't available
Too many student peer advisors, not enough others.
Not enough one on one time
TIME
Don't see any
It would be nice to be assigned to a faculty member.
everybody seems to have a different version of thought when it comes to policies for transferring credits. It is amazing
None
need better knowledge about what exactly is required
Not familiar with all courses
never available
you have to make appointment - no time
no problem
None
None
Flexibility
The advising during admission was very poor
None that I have noted
None, I have an excellent advisor
None
None
Does not have materials necessary to advise, i.e., current catalogs
lack of consideration for persons falling behind
Too fast
N/A
N/A
Not getting in the classes I need
None
They can only offer required classes at certain times of the year
No real big problem
NONE
Classes at certain times
The only advisor I have seen since I have been here is a faculty member. He has been exceedingly helpful. I never approached him for any assistance in my future classes except credit issues.
When I first heard about the CNST program I tried to get some information from ____ and he was not helpful at all. Needless to say I didn't see him anymore.
No introduction
None. Always available

Classification: Junior

Accessibility
Difficult to get upper division advisor because you have to ask a specific professor, no assignments
Lack of knowledge in the advising office
Give out wrong choices for class
not enough personal attention
Advisors don't know what they're doing. I will graduate late because advisor sent me in the wrong direction
I was shuffled to a different person as advisor twice - back and forth between two professors.
I have no problems with the present system
N/A
Faculty to busy with other things such as classes, workshops, etc.
appointments
difference in requirement information between department and university, cannot rely on requirements in University catalog
where is the advising system
Not enough communication or directions
Lack of knowledge and availability
unneeded courses
Many students don't know where to go
My appointed advisor didn't advise so I go to a faculty member who does. Only a couple good advisor's. It's hard to get an appointment.
I have no idea
inconsistent information
Advisors tell you nothing that you don't already know.
One person doesn't know everything, I end up going from one to another
I'm not aware of any advising program
my assigned advisor does not return my calls - impossible to meet with him, he is unwilling to help
I changed my advisor spring 1999 - based on previous
No one is sure "who" to go to and no one person is assigned to a "major". If someone was in charge of each major at least there would be someone to contact first.
don't know who to contact
lack of information on careers - specializing in Geology
whether or not we need a signature or not
It is not necessary
not being able to choose your own advisor
I can't really think of anything
It's good
Hard to find
Advisors not readily available
It's hard to schedule at time to meet
They weren't there entirely when I needed them
Stephanie is the only IB advisor and her time fills up quickly
There is no advisor assigned for marketing majors
When you are a freshman they do not advise you to sign up for enough credits to graduate in 4 years
classes full
lack of current requirement knowledge
the advisor didn't tell me anything useful
It's only purpose is to try and clarify the crappy registration system
it's fine
The student advisors available for part-time students
Students are pushed to take more credits than they are comfortable with (in my case)
Finding a good time
No problems
they rush me through and brushed off my concerns
misinformation/conflicting information
I feel that the advisors aren't always looking at what loads and real time adequately
Switching advisors
I don't have a significant problem with the advising system as it stands now.
The classes I need aren't offered regularly, so my advisor has a hard time helping me setup a long term schedule
The knowledge of the advisor is low
lack of knowledge from advisor
Knowledge level of advisors
The communication between TE and PO
I am unsure which person I need to talk to. When I spoke with advisor before registering I just talked to one of my instructors. I have never been assigned an advisor
Vagueness
time
Half the time I don't know who my advisor is.
Advising for undeclared majors
Noting. My advisor is very good!
N/A
None
Need to have more time available to spend with you - possibly more advisors provided who knows what they're talking about
Waiting for an appointment
Students don't utilize it
The hours are very limited
One time I felt as if I was bothering the guy, so since then I haven't had a good view of him
advisor having time when I do
getting a time and remembering it
I have received a tremendous amount of assistance regarding challenging colleges and my requirements for graduation
some advisors are not as knowledgeable as they should be and steer students in wrong direction
none
getting a clear picture of what needs to be done to graduate
professors do not have the time to advise
availability
When explaining class requirements, put it in a level that new students can understand
I had no problem with the advising I received
Poor communication/misinformation
None
None
Rushing you in and out not caring if they are telling you to take classes you will probably never need, listening materials
Classification: Senior

- Nothing
- None

To many students per advisor so not enough time per student
- not enough time
- time availability of advisor
- I had a different advisor every semester until last yr. It was always faculty or students who I didn't know, or who didn't have a clue who I was. If given an opportunity I would choose another advisor
- Lack of interest in a student's future beyond graduation
- Never assigned one. Too many students, not enough teachers, plus they don't have enough time to help you.
- Not personal hard to get advisor
- Advisors for accounting majors should be assigned
- advising times/hours
- there are too many loops to jump through
- all instructors are so busy, I hate to take their time. I feel advisors should do nothing but advise students on a full time basis as part of admin staff
- it is no longer required
- I have no idea
- consistent information regarding coursework that would prepare me for graduate work
- lack of activity
- teachers who care
- no one knows what to do, I end up running all over the place
- advisor has little time and doesn't know enough to help
- instructors who are expected to be advisors as well don't have time to advise adequately
- Faculty doesn't have time to deal w/30-50 students a piece
- since part time and change in staff I've had no real set advisor
- not enough time
- faculty in the same department don't have the same answers for the same questions
- too many students per advisor
- I feel it is fine
- they don't have time to look at all the best options - no time to take personal situations into consideration
- Informal, not very personalized
- for those that aren't able to figure things out its confusing
- having to see more than one person to get all approvals and then going to the office to register
- not required
- availability of advisors and impersonal advice when I declared biology as a major, I was assigned an advisor, I didn't know and who said "schedule looks good" and sent me on my way
- Nothing
- It is mandatory, should be encouraged but optional
- scheduling conflicts
- Not required anymore
- MORE NUTS & BOLTS
- my own schedule
- Pre-health studies do not have enough advisors for the students
- I should have taken more initiative in setting up appointments, and then advising would have been more helpful
- need more specific guidance for emphasis in certain areas in the early years
- None
- no body knew exactly what needed to be done total confusion
- for dental students - not enough information about schools - programs - tests
I had to change advisors 3 times before I found one who would talk to me. Advisors do not know enough about classes and requirements outside their own area. No real push to see an advisor. Not always available. None. None. a certain advisor is ignorant not my current advisor. lack of knowledge of student's academic history. I ask communication department faculty that are available sometimes their help is questionable so I seen help from elsewhere. I keep asking until I get answers I understand. lack of interest and concern. Appointments. Catalog is confusing to understand. Limited office hours for advisors, hard to get in to see. I couldn't get adequate advice on classes. There is no real advisory program in my dept. When I tried to meet w my advisor about degree requirements, she referred me to fresh/soph advisor downstairs. They don't help plan for future classes mostly advising center has me take 2 wrong classes. Sometimes advisors are not informed enough. Lack of system knowledge - How BSU works - it's a MESS! Professors/advisors don't know how to advise. with most departments the advisors don't have a personal relationship with their advisees. too much work to just pick classes. they need to be informed on how to ____ our future classes. not enough direction when I first began taking classes. having faculty advisors. lack of guidance and suggestions. I haven't been in 2 years. none - transfer student with courses determined prior to enrolling. needing signatures for everything. None. I've never had any problems. my advisor gives invaluable advice. Instructors don't have time for advising too. No longer required/no faculty members for underclassman. You go to the assigned faculty member to ask advise, and they send you to the peer advisor. As a senior you do not like competing with the other levels when you have graduation concerns. uninformed advisors, unless you ask the proper questions, they don't tell you what you need to know to graduate. Ex, when courses are offered, courses you should take for grad. school, etc. they don't explain what you need and don't _____ clearly enough. Lack of knowledge and availability. Advising is proportional to class standing. As grade level, so does the quality of advising. The general advisors my first two years were not nearly as helpful. Advisor availability, personalities, helpfulness. Office hours of advisors. My advisor left the school. courses change too quickly, requirements change too quickly. Advisors have a hard time keeping up to date. Advisors don't understand exactly what courses contain. Engineers are required to be advised by our department where no one else is. I think everyone should all students should get to pick their own advisor. none. None. not knowing the core requirements i.e., CS113, CS117, CS125, CS. not consistent.
not enough information
Not enough help
Inaction of advisors - program changes have been many & difficult to understand. Requirements and course #’s have changed again and again. Actual grad requirements have changed & are often unclear
none
No problem
Lack of advisory staff interest and knowledge
time to meet with advisor
when I re-enrolled, after a first degree, I wasn’t reassigned a new advisor
finding time open with me and my advisor
No interest
There isn’t actually any advising being done
Help is hard to come by
Lack of motivation by advisor
I wouldn’t know. I’ve never used it.
lack of training for advisors
they don’t know what is going on.
interdepartmental communication
Lack of more good advisors
Lack of specialized paths in undergrad geology
lack of communication to transfer students
I switch around a lot. (Is this a problem)
NONE
Beginning students should have personalized advisors not group advising
NSE coordinator
Everyone tells you something different. Advisors don’t know transfer rules & exceptions. Advisors are limited in helping students get required courses in timely fashion because classes are so limited
No need for advisors signature
advisors being in their office when their hours say they will be
Availability of an advisor
Your not required. If it had started not required I would have never made it.
Many advisors (not mine) don’t know the requirements and are incapable of helping students understand transfer credits
Don’t know who your advisor is in your department especially if your an athlete
I’ve only had one advisor
Advisors not knowing what they are doing
We are not required to see an advisor to register
Not enough advice on graduation requirements
Some advisors don’t seem to care
Getting enough quality advisors
Materials being accurate
None
Time slots vs. my schedule
The IB advising system is outstanding
It does not help to take the correct classes
It was mandatory- then not- no consistency
Flexibility, course knowledge
Advisors do not communicate with registration
Time constraints
Matching goals with requirements
If you don’t like your advisor
Not required, no advisor assigned
• Not organized - you are not assigned one - you pick one - some faculty members are overloaded with students
• Not enough direction in completing required courses
• Lack of information knowledge
• I get better advice from other students who have previously taken the courses
• I chose Kirk Smith as my advisor as opposed to going to the one in which I was assigned
• Time available for advising
• Nobody knows what's going on, confusion
• Schedules (time of availability)
• Advisor has no real authority towards graduation
• As a transfer student, I am still unclear on what applied to my degree. I would like information on what I need to take so I can predict my graduation date.
• Not all professors are well informed about enrollment/graduation specifics
• Advising times
• Appointment times
• Scheduling
• The professors who advise don't always know the exact requirements
• None
• Some advisors don't seem to want to "make time" to talk
• It is not very structured
• They pass the buck and avoid respecting the student as humans
• Set up to help matriculated students
• Important (i.e., class changes) information takes too long to student
• I have good advisors, but I have heard some are very bad
• I never go see one
• Time
• I was never assigned an advisor, so I didn't ever see the need to find one. When I do need advising now, though, there isn't anyone I feel like talking to.
• Not having the best advisor for you early on in your academic career
• There really is not an advising system
• advisors making mistakes
• Not really necessary to me
• My first gen. advisor had me do what classes I needed to be in for my major
• Advisors not familiar with all classes and policies
• lack of information provided to the advisors
• not having a clear understanding on depth area course
• Not enough sections offered for schedule flexibility
• Correspondence with registrar's office
• All the signature crap
• None
• Availability (confidence that advising is correct)
• most of the time I have to tell him what to do
• sometimes the student has to find their own advisor
• I haven't had problems
• No advising done - read the book
• Advisors in the music department aren't aware of requirements in the education department
• I work full time - so making time to meet the advisor during work hours
• not accepting transfer courses (not helping to get them accepted)
• N/A
• N/A
• Now that I have a personal advisor through the program I have no problems
• finding an advisor
• my advisor showed a huge knowledge deficit regarding classes needed to achieve by BSN
Different advisors give conflicting data
Inadequate information by advisors
Hours they are available, per the number of students that they have to see
none
Have difficulty finding times where both student and advisor can meet
I don't feel my advisor is approachable
Advising process before being accepted into the program.
None
too many student/too few advisors
Sometimes the pre-requisites to nursing were not clearly presented
registering for classes
I currently have no problem with the advising system
finding enough good advisors
Nothing
No problem
It doesn't exist
some advisors have no motivation, mine did.
There really isn't one, my problem has been the differences between advisors and registrar, they aren't ever on the same page
nobody knows what is going on
people with double majors must seek advice from two departments neither department knows specific double major requirements
No structure
Lack of friendly, knowledgeable advisors
do not need advice
doesn't do much to encourage ongoing interaction between student and advisor
Waste Of Time
Advisors not always aware of change in system
Now that advising isn't required some professors see it as a waste of time. They don't seem to want to do it. (I am glad that it's not required though)
No major problems
That it needs to start the second one starts to the last semester one is here. I was here 3 years before I was assigned an advisor who actually paid attention to me.
No true major tracking requirements of courses
Availability
Not enough Freshman and Sophomore people get good concerned advisors
College of Education advising system
It isn't proactive
Nothing
Unqualified personnel
If enrolled in two different areas
lack of knowledge on school graduation requirements
not one central location to get information
They are not all like Dr. Alm
Waste of time
Some advisors stink (but not my current one, he's great)
Complications with my schedule
Set your own appointments - limited spaces
I'm not sure they know any better than I as to what I need to graduate
Didn't know there was a program
Advisors not well informed, in too much hurry to be caring
Not required to go anymore
Advisors being keyed in to your academic needs
No cross major counseling for minors, etc.
lack of information
None
I haven't had any problems
the "right" answers are hard to come by
lack of knowledge about other college/campus course and regulations outside my major area
none
the advisors need to know as much as the department chair
consistent advice
scheduling times
remembering to get signature
nothing
I haven't had any problems
None for me
getting an appointment with an advisor
time conflicts
none
in the radiology department the advising is excellent
I am a NSE student - I don't really have an advisor just the NSE coordinator.
Lack of advisors' updated knowledge - catalogs change but advisors are not aware of what applies to
who.
Don't feel student counselors are qualified
Availability
Not very personalized
You often have to talk to many people to get an answer to a question and then you get three or four
conflicting answers from different people.
No one seems to know the answer of who to talk to
getting consistent information
It gives misinformation. Some advisors have different understandings of requirements, procedures, etc.
People doing the advising must have a full knowledge of the required classes
Peer Advisor attitudes, David can't do it by himself. Hire another professional. This survey is not a fair
assessment of the advising staff.
Advisors don't look at future picture of goals to accomplish personal achievements.
The only advisor I will see is David Smith because the student advisors have misinformed me.
The peer advising system. It is much better to work with someone that knows you.
I would like to know more about instructors prior to choosing a class. This would help make choices.
Show student responses about them. This would help weed out the bad ones.
No one provides the same information - it is always different.
Not enough advisors. Students should be assigned an advisor
Only one advisor for all elementary education.
TEAO is always too busy, not enough information about faculty advisors
We don't actually have a personal advisor, (Dave Smith and peers) I'd rather have someone who's been
through it all, not just a semester ahead of me.
small room. If it was a bigger room more people could be met.
I don't have any problems
My advisor is a student! I believe I deserve a professional as an advisor - none of these comments
should be a reflection on David. He works very hard but does not have adequate support.
No one ever tells you the same thing - it's always different.
Everybody has different information
BSU assistants lack of knowledge regarding transfer credits
There is only one advisor for every elementary ed. major.
Too many students under one advisor
Not enough members
- not enough information about it
- transfer program
- no communication between departments and administration registrars
- Not required anymore
- Advisor has too many people
- He is not familiar with all requirements
- There is none, my advisor is never there, and is very hard to reach
- The advisor is also the 1st year instructor - this does not allow for proper evaluation with this form.
- they don't spend the time to know our needs
- Not having the tools to advise with accurately and efficiently, i.e., catalogs/class schedules

Classification: Graduate

- Getting them to make time
- none
- most advisors know nothing about courses outside their department
- Not thorough
- Different answers from different people
- Advisor availability
- You never know there's a problem until it's too late
- Faculty members are forced to take time out and counsel. They are often irritated and eager to rush the student out without assisting them adequately.
- There is not enough time and I feel the program is a bit impersonal
- too many students not enough info
- Advisors are not aware of requirements for majors
- nothing
- Lack of connection
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