

## Introduction

Researchers, senior college administrators, and students themselves have all identified college students' experience with academic advising as an important ingredient for student success. Many published studies have demonstrated the association between students' perceptions about the advising they receive and academic performance and persistence in college (e.g., Metzner, 1989; Pascarella & Terenzini, 1991; Tinto, 1993). IUPUI Chancellor Bepko affirmed the importance of advising in his December 1999 State of the Campus address by identifying "improving advising" as one of seven specific areas on which to focus as we work toward the institutional goal of increasing retention rates. Furthermore, IUPUI students consistently rank "academic advising in the major department or school" near the top of a wide range of items in terms of overall importance on the annual student satisfaction survey.

To further explore student perceptions of academic advising, a survey was developed locally at IUPUI and administered originally in spring, 1996. Subsequent to the first administration, several schools have engaged in notable efforts to improve academic advising. The survey was re-administered in spring, 1998 and spring, 1999 primarily to assess the effectiveness of those efforts, but also to help identify strengths and areas for further improvement of academic advising services and experiences at IUPUI.

## Development and Administration of the IUPUI Academic Advising Survey

### Development

The IUPUI Academic Advising Survey was developed by Elizabeth Goering and Ron Sandwina, faculty members in the Department of Communication Studies. They began by asking IUPUI students, "What are the most important aspects of academic advisement?" Guided by responses to that question, the co-authors wrote items and grouped them into six categories (advisors' knowledge, accessibility, familiarity with students, professionalism, interaction style, and use of available technologies). The instrument was then pre-tested and modified to improve the clarity of some items.

The final version of the instrument measures students' perceptions about various specific aspects of academic advising at IUPUI. In the primary section of the

### Highlights

An Academic Advising Survey that was developed locally at IUPUI was administered in the Spring Semesters of 1996, 1998, and 1999 to a random sample of IUPUI undergraduates.

Since the Academic Advising Survey was first administered in 1996, several schools have engaged in efforts to improve academic advising. Generally higher satisfaction levels in 1998 and 1999 (relative to those found in 1996) constitute evidence that those efforts resulted in significant improvements.

Across all three years of administration, students indicated the highest levels of satisfaction with advisors' integrity, knowledge of University programs and procedures (i.e., rules and requirements, courses), and the general quality and quantity of information provided.

Nine of the twelve items on which students expressed the most dissatisfaction (i.e., those with the highest percentages of students responding "disagree" or "strongly disagree" to the positively phrased statements) addressed advisors' familiarity with individual students, with their individual life situations and goals, and with their progress toward their goals.

The more often students met with their advisors and the higher their GPA's, the more positive were their ratings.

More students indicated that they receive their advising from a professional staff member (43%) than a faculty member (35%). However, over one in five students (22%) was not sure into which category their advisor belonged. As expected, there were large differences in the predominate type of advisor depending on the academic school affiliation of the respondent.

Students who were advised by faculty advisors reported greater satisfaction with their advising experiences compared to students who were advised by professional staff advisors. Interpretation of this finding must be qualified in light of the fact that professional staff advisors are more likely to work with students who have not decided on a major or who have not yet been accepted into their intended major.

instrument, students rate each of 39 aspects of their experience with their current or most recent advisor on two five-point Likert-type scales: a Satisfaction Scale and an Importance Scale.<sup>1</sup> Finally, an “Additional Items” section includes items that assess students’ overall satisfaction with advising, with IUPUI, and with their major; attitudes about transferring and about discontinuing their program; and methods of obtaining information related to academic advising.

This Research Brief is accompanied by a campus-wide, item-by-item summary of student responses. In addition, school profiles have been developed for academic units that had a sufficient number of respondents to create a reliable summary that also protects the confidentiality of responses.

### Administrative Issues

In 1998 and 1999, undergraduates were stratified and randomly sampled by school in order to ensure sufficiently large subsamples from some of the smaller schools. Student responses were weighted appropriately to produce campus-wide results that reflect the proportional representation for each school.

In all three years, administrative procedures were essentially the same. A week after the initial mailing of the instrument with cover letter, a reminder postcard was mailed. A week after the reminder postcards were mailed a second copy of the instrument with cover letter was mailed to students from whom completed surveys had not been received. The overall response rates were 38% in 1996, 41% in 1998, and 38% in 1999.

### Sample Characteristics

The demographic characteristics of the samples were very stable over the three years in which the survey was administered, with the exception of two related characteristics of the 1996 sample. Relative to the 1998 and 1999 samples, the 1996 sample included a larger proportion of students aged 25 or older and a smaller proportion of full-time students. This trend, shown in Table 1, follows changes in IUPUI enrollments over this time period toward a more traditional student population. Table 1 includes other selected sample characteristics.

<sup>1</sup> Items were written as positive statements about students’ current or most recent advisor. For the Satisfaction items, the response scale ranged from “strongly agree” (+2) to “strongly disagree” (-2) with a neutral midpoint (0); for the Importance items, the response scale ranged from “very important” (+2) to “very unimportant” (-2) with a neutral midpoint (0). For the Satisfaction items, an additional response option of “not applicable/no basis for judgment” was included.

**Table 1.** Sample characteristics reflect the trend toward a more traditional student body.

Percentage of Sample	1996	1998	1999
Female	69	68	70
Age 25 or older	56	47	44
Full-Time	38	52	54
African American	7	9	9
White, Non-Hispanic	85	86	84
Other Ethnic Minority	8	5	7
GPA 3.00 or higher	48	45	44
GPA 2.00 or lower	10	11	12

As with most campus surveys, there were small but notable response biases relative to three specific demographic groups: Women were more likely to respond than were men, older students responded in higher proportions compared to younger students, and African American students were less likely to respond than other minority and non-minority students. In addition, students with middle-range grade-point averages responded at higher rates than did students in the lower and higher grade-range categories.

Fortunately, even with these noted response biases, the respondent pool approximates the overall population proportions of students in these various demographic groups. For example, Table 2 shows the slight impact that the differences in response rates by ethnic group have on the representation of minority groups in the sample.

**Table 2.** Despite a modest response bias, the ethnic composition of sample reflects that of population (1996, 1998, and 1999 combined).

	Response Rate	Pct. in Population	Pct. in Sample
African American	30%	11	9
Other Ethnic Minority	41%	7	6
White, Non-Hispanic	38%	82	85

## Results

### Type of Advisor

More students indicated that they received their advising from a professional staff member (43%) than a faculty member (35%). However, more than one in five students (22%) was not sure into which category their advisor belonged. As expected, there were large differences in the type of advisor depending on the academic school affiliation of the respondent. Table 3 summarizes the distribution of advisor type by school. The distribution of responses reflects differences in school and department practices with regard to using faculty or professional staff advisors. However, it also reflects differences in students’ knowledge of their advisor’s status as faculty or

professional staff. Table 3 also shows the actual number of students from each school for the combined 1998 and 1999 samples as well as the “weighted” N that is used in all statistical procedures for determining campus-wide results.

**The Five Summary Scales**

Summary measures were developed using a statistical data-reduction technique known as *exploratory factor analysis*. Five groups of items resulted which generally corresponded to Sandwina and Goering’s original categories. Additionally to providing empirical evidence of the validity of those categories, the factor analysis yielded *five summary scales* which facilitated a simpler, more focused analysis of the data. Appendix 1 shows a comparison of the item compositions of each of the five scales versus those of Sandwina and Goering’s original categories.

Although students responded to each item on both satisfaction and importance scales, this analysis focuses on students’ indications of their level of *satisfaction* relative to each of the 39 items of the primary part of the instrument. The 36 items which had a loading greater than .50 on one of the five empirical factors were included in the corresponding scale. Scale internal consistency reliabilities ranged from .85 to .96. When the same groups of items that comprised the five scales (as derived from students’ self-reports of satisfaction) were analyzed according to students’ indications of importance, internal consistency reliability estimates ranged from .82 to .92.

Interpretation of the summary scales must be qualified in light of the fact that they had strong positive intercorrelations (*r*’s ranged from .62 to .80). As such, the scales, while reliable, yield ambiguous evidence of validity. More specifically, the strong intercorrelations

**Table 3.** Type of advisor varies widely by school (1998 and 1999 samples combined).

	Actual N	Wgt N	Type of Advisor (Percent Dist.)		
			Faculty	Prof/Staff	Not Sure
Allied Health	173	146	34	52	14
Business	131	111	19	61	20
Columbus	141	125	43	35	22
Dentistry	20	7	61	18	21
Education	135	119	24	42	34
Engineering & Tech	128	179	59	26	15
Herron	76	42	51	34	14
Liberal Arts	125	128	61	23	16
Nursing	102	63	40	47	13
Physical Education	53	23	61	22	18
Science	65	57	53	35	13
Continuing Studies	115	77	12	61	27
SPEA	95	61	27	61	11
Social Work	18	7	57	22	22
Univ Col (UEC)	262	460	21	47	31
Total Sample	1639	1606	35	43	22

suggest that the ratings were heavily influenced by general response tendencies of students to rate advisors on specific aspects of advising based on a global impression of the advisor.

The five summary scales which were derived from the factor analysis were labeled Knowledge, Integrity, Personal Attention, Connections, and Accessibility.

Across all three years (1996, 1998, and 1999), students indicated the highest levels of satisfaction on the Knowledge and Integrity scales. The lowest level of satisfaction was found on the Personal Attention scale. Relatively moderate levels of satisfaction were reported on the Connections and Accessibility scales. Table 4 summarizes the overall response.

The present analysis and previous item-level analyses revealed that students’ response patterns in the 1998 and 1999 data sets were similar, and that both differed markedly from those in the 1996 data set. No significant differences in means for any of the five scales were found between 1998 and 1999, as shown on Table 4.

**Table 4.** Students indicate higher levels of satisfaction in 1998 and 1999 on four of the five summary scales compared to 1996.

Scale	1996 (N = 450)		1998 (N = 881)		1999 (N = 735)	
	Mean	STD	Mean	STD	Mean	STD
Knowledge	0.89 <sup>a</sup>	0.67	1.06 <sup>b</sup>	0.71	1.02 <sup>b</sup>	0.73
Integrity	0.80 <sup>a</sup>	0.82	1.10 <sup>b</sup>	0.82	1.05 <sup>b</sup>	0.83
Personal Attention	0.41 <sup>a</sup>	0.92	0.61 <sup>a</sup>	0.98	0.56 <sup>a</sup>	1.02
Connections	0.38 <sup>a</sup>	0.64	0.66 <sup>b</sup>	0.75	0.71 <sup>b</sup>	0.78
Accessibility	0.60 <sup>a</sup>	0.85	0.82 <sup>b</sup>	0.91	0.77 <sup>b</sup>	0.94

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA’s, p<.05) if the two superscripts do not contain a common letter.

For four of the five scales (all except Personal Attention), the means for both 1998 and 1999 were significantly higher than that for 1996. For the Personal Attention scale, no significant differences were found among means across all three years. The higher overall satisfaction levels in 1998 and 1999 (relative to those found in 1996) constitute evidence that efforts to improve advising subsequent to the 1996 administration resulted in significant improvements. Because of the similarity of the 1998 and 1999 data and the dissimilarity of the data for both of those years with the 1996 data, the 1998 and 1999 data sets were combined for further analyses and the 1996 data set was omitted.

**Table 6.** Students who are advised by faculty indicate higher levels of satisfaction compared to students advised by professional advisors (1998 and 1999 samples combined).

Scale	Type of Advisor					
	Faculty (N = 459)		Professional Staff (N = 563)		not sure (N = 292)	
	Mean	STD	Mean	STD	Mean	STD
Knowledge	1.14 <sup>a</sup>	0.68	1.05 <sup>ab</sup>	0.74	0.91 <sup>b</sup>	0.71
Integrity	1.20 <sup>a</sup>	0.79	1.06 <sup>b</sup>	0.85	0.95 <sup>b</sup>	0.84
Personal Attention	0.80 <sup>a</sup>	0.92	0.55 <sup>b</sup>	1.02	0.39 <sup>b</sup>	0.96
Connections	0.83 <sup>a</sup>	0.73	0.65 <sup>b</sup>	0.80	0.48 <sup>b</sup>	0.82
Accessibility	1.01 <sup>a</sup>	0.85	0.80 <sup>b</sup>	0.95	0.52 <sup>c</sup>	0.90

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA's,  $p < .05$ ) if the two superscripts do not contain a common letter.

### Group Differences in Perceptions of Advising (1998 and 1999 data sets combined)

Most of the significant differences were found when the data were broken down by "meeting frequency," "type of advisor" and "GPA range." Relatively few differences were found by ethnicity, full-time/part-time status, class,

and age group. No differences were found between male and female advisees for any of the five scales.

Not surprisingly, the more often students met with their advisors, the more positive were their ratings. This was true for every possible comparison (across all five scales and all three "meeting frequency" categories). Table 5 shows this trend.

Students who were advised by faculty advisors reported significantly higher levels of satisfaction with respect to all scales except Knowledge, relative to their peers who were advised by professional/staff advisors, as shown on Table 6. Interpretation of this difference must be qualified in light of the fact that professional/staff advisors are

more likely to work with relatively new students who have not decided on a major or who have not yet been accepted into their intended major.

Many differences in perceptions were found when the data were broken down by GPA range. Across all five scales, means became increasingly more positive with each

**Table 7.** Students with higher grades indicate higher levels of satisfaction with advising (1998 and 1999 samples combined).

Scale	Grade-Point Average							
	<=2.00 (N = 180)		2.01 - 3.00 (N = 716)		3.01 - 3.50 (N = 386)		3.51 - 4.00 (N = 329)	
	Mean	STD	Mean	STD	Mean	STD	Mean	STD
Knowledge	0.96 <sup>ab</sup>	0.78	0.97 <sup>a</sup>	0.74	1.14 <sup>b</sup>	0.67	1.15 <sup>b</sup>	0.66
Integrity	0.98 <sup>a</sup>	0.88	1.00 <sup>a</sup>	0.87	1.16 <sup>b</sup>	0.78	1.22 <sup>b</sup>	0.71
Personal Attention	0.45 <sup>a</sup>	1.11	0.49 <sup>a</sup>	1.02	0.65 <sup>ab</sup>	0.94	0.82 <sup>b</sup>	0.89
Connections	0.60 <sup>a</sup>	0.84	0.66 <sup>a</sup>	0.79	0.73 <sup>a</sup>	0.73	0.75 <sup>a</sup>	0.70
Accessibility	0.67 <sup>a</sup>	1.05	0.72 <sup>a</sup>	0.95	0.85 <sup>ab</sup>	0.86	0.99 <sup>b</sup>	0.84

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA's,  $p < .05$ ) if the two superscripts do not contain a common letter.

successively higher GPA range, as shown on Table 7. Excluding the Connections scale, respondents in the highest of the four GPA ranges (greater than 3.50) rated their advisors significantly more positively in seven of the eight comparisons than those in either of the bottom two GPA ranges (i.e., those with GPA's of 3.00 and below). On the Connections scale, no significant differences were found across the four GPA ranges.

No significant differences in satisfaction were found between males and females for any of the five scales. Similarly, no significant differences were found by intra-institutional transfer status (i.e., whether or not respondents had transferred from one school or department within IUPUI to another) for any of the five scales.

**Table 8.** African American students indicate higher levels of satisfaction with advisors' knowledge, but otherwise there are no differences in satisfaction according to student race/ethnicity (1998 and 1999 samples combined).

Scale	Race/Ethnicity					
	African American (N = 144)		White, Non-Hispanic (N = 1374)		Other Ethnic Minority (N = 96)	
	Mean	STD	Mean	STD	Mean	STD
Knowledge	1.21 <sup>a</sup>	0.56	1.03 <sup>b</sup>	0.73	0.96 <sup>ab</sup>	0.79
Integrity	1.25 <sup>a</sup>	0.75	1.07 <sup>a</sup>	0.83	0.99 <sup>a</sup>	0.82
Personal Attention	0.78 <sup>a</sup>	0.91	0.56 <sup>a</sup>	1.01	0.58 <sup>a</sup>	0.93
Connections	0.67 <sup>a</sup>	0.76	0.69 <sup>a</sup>	0.76	0.67 <sup>a</sup>	0.92
Accessibility	0.93 <sup>a</sup>	0.89	0.79 <sup>a</sup>	0.93	0.69 <sup>a</sup>	0.96

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA's, p<.05) if the two superscripts do not contain a common letter.

African American respondents rated their advisors higher on the Knowledge scale than did their White, non-Hispanic peers. This was the lone statistically significant difference in scale means by ethnicity category (Table 8).

Similarly, only one significant difference in scale means was found by full-time/part-time status, as shown on Table 9. Full-time students rated their advisors more positively on the Connections scale, relative to their part-time peers.

**Table 9.** Full-time students indicate higher satisfaction on the Connections scale, but otherwise there are no differences by course load (1998 and 1999 samples combined).

Scale	Course Load			
	Full-Time (N = 724)		Part-Time (N = 598)	
	Mean	STD	Mean	STD
Knowledge	1.06 <sup>a</sup>	0.72	1.01 <sup>a</sup>	0.71
Integrity	1.10 <sup>a</sup>	0.82	1.05 <sup>a</sup>	0.82
Personal Attention	0.62 <sup>a</sup>	0.98	0.54 <sup>a</sup>	1.02
Connections	0.73 <sup>a</sup>	0.74	0.61 <sup>b</sup>	0.80
Accessibility	0.82 <sup>a</sup>	0.90	0.78 <sup>a</sup>	0.95

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA's, p<.05) if the two superscripts do not contain a common letter.

Once again, only one pair of scale means differed significantly by class level. Seniors as a group gave their advisors more favorable ratings on the Accessibility scale than did freshmen, as shown in Table 10.

The only two significantly different pairs of scale means by age group were found between the youngest and oldest age groups (i.e., respondents who were between 16 and 22 years of age, and those who were 40 years of age and older). With respect to both the Personal Attention and Accessibility scales, the oldest age group was significantly more satisfied than was the youngest age group, as shown on Table 11.

**Table 10.** Upperclass students indicate higher levels of satisfaction with advisors' accessibility, but otherwise there are no differences in satisfaction according to student race/ethnicity (1998 and 1999 samples combined).

Scale	Class Level							
	Freshman (N=298)		Sophomore (N=492)		Junior (N=301)		Senior (N=574)	
	Mean	STD	Mean	STD	Mean	STD	Mean	STD
Knowledge	1.01 <sup>a</sup>	0.75	1.09 <sup>a</sup>	0.72	1.01 <sup>a</sup>	0.72	1.15 <sup>a</sup>	0.65
Integrity	1.07 <sup>a</sup>	0.84	1.08 <sup>a</sup>	0.85	1.08 <sup>a</sup>	0.75	1.16 <sup>a</sup>	0.80
Personal Attention	0.57 <sup>a</sup>	0.97	0.65 <sup>a</sup>	0.98	0.56 <sup>a</sup>	1.02	0.75 <sup>a</sup>	0.96
Connections	0.62 <sup>a</sup>	0.83	0.72 <sup>a</sup>	0.76	0.76 <sup>a</sup>	0.73	0.77 <sup>a</sup>	0.71
Accessibility	0.68 <sup>a</sup>	0.98	0.87 <sup>ab</sup>	0.88	0.78 <sup>ab</sup>	0.93	0.96 <sup>b</sup>	0.89

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA's, p<.05) if the two superscripts do not contain a common letter.

**Table 11.** Older students indicate higher satisfaction on the Personal Attention and Accessibility scales (1998 and 1999 combined).

Scale	Age							
	16-22 (N = 846)		23-30 (N = 629)		31-40 (N = 357)		40+ (N = 232)	
	Mean	STD	Mean	STD	Mean	STD	Mean	STD
Knowledge	0.98 <sup>a</sup>	0.74	1.01 <sup>a</sup>	0.68	1.00 <sup>a</sup>	0.67	1.09 <sup>a</sup>	0.74
Integrity	0.99 <sup>a</sup>	0.85	1.00 <sup>a</sup>	0.83	1.04 <sup>a</sup>	0.78	1.07 <sup>a</sup>	0.81
Personal Attention	0.47 <sup>a</sup>	1.01	0.53 <sup>ab</sup>	0.96	0.60 <sup>ab</sup>	0.94	0.75 <sup>b</sup>	0.98
Connections	0.59 <sup>a</sup>	0.80	0.63 <sup>a</sup>	0.72	0.56 <sup>a</sup>	0.66	0.58 <sup>a</sup>	0.76
Accessibility	0.68 <sup>a</sup>	0.89	0.75 <sup>ab</sup>	0.93	0.77 <sup>ab</sup>	0.91	0.93 <sup>b</sup>	0.89

Note: Pairs of means within a particular scale are significantly different (F-test, one-way ANOVA's,  $p < .05$ ) if the two superscripts do not contain a common letter.

## Summary

Students who were more satisfied with academic advising tended to have higher grades and to meet with their advisors relatively more often. As this is a correlational study, it is impossible to determine whether increased use of academic advising leads to better grades or whether students with better grades tend to visit their advisors more often. Perhaps more likely than either of these explanations, students' use of and satisfaction with the service of academic advising, as well as their grades, may both be a function of *involvement in the academic process*.

Few differences in perceptions were found across demographic subgroups based on gender, ethnicity, full-time/part-time status, class, and age. This suggests that our efforts to improve advising need not necessarily focus on group differences in students' attitudes toward advising. Rather, improvement efforts should focus on getting students more engaged in the advising process. This is precisely the type of effort embodied in advisors' involvement in freshman learning communities. Advisors throughout IUPUI's schools and academic programs probably could benefit students by increasing the range of contact with them.

Although students who were advised by faculty advisors expressed greater satisfaction relative to advisees of professional staff advisors, it is probable that the latter group is characteristically more difficult to engage. Faculty advisors tend to advise fewer students who are more advanced in and committed to their programs, while professional staff advisors typically see those who are often undecided as to their major and/or relatively uninvolved academically. However, sample sizes were insufficient to explore such research questions relative to the present sample.

Overall, more students reported satisfaction than dissatisfaction across the range of various aspects of academic advising at IUPUI which were addressed in the present survey. However, the percentage of students who expressed dissatisfaction (i.e., who answered "disagree" or

"strongly disagree" to the positively phrased items) varied widely across the 39 items of the primary section of the survey, ranging from 3% to 23%. The Personal Attention scale mean was the lowest of the five scale means in both 1998 and 1999; most of the individual items with the highest percentages of students reporting dissatisfaction were on that scale. Analysis of those items suggests that advisors might be able to increase student satisfaction with their services by becoming more familiar with individual advisees, their life situations, and their goals and by better communicating to students that they have such awareness.

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1999 IUPUI Advising Survey

# *Campus Results*

*Office of Information Management and Institutional Research*

October 2000

## Student Identified Aspects of Academic Advisement Effectiveness

### Satisfaction with Advisor's Knowledge<sup>a,b</sup>

Indicate extent to which you agree that your advisor...	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
Is knowledgeable about the degree requirements for your major	691	1.22	0.90	1%	5%	9%	40%	45%						
Is knowledgeable about the gen. requirements needed for degree	697	1.22	0.92	2%	4%	9%	39%	45%						
Understands university rules & policies	676	1.21	0.80	1%	2%	10%	48%	39%						
Understands your school's academic rules & policies	684	1.19	0.81	1%	3%	11%	45%	39%						
Is knowledgeable about the content of courses in your major	687	1.09	0.91	1%	5%	13%	43%	37%						
Provides accurate information	680	1.02	0.96	3%	5%	13%	46%	33%						
Knows whom to contact if he or she can't answer a question	620	0.96	0.94	2%	4%	23%	39%	32%						
Provides adequate information	680	0.96	0.98	3%	6%	11%	50%	29%						
Is knowledgeable about when & how often courses in major are offered	665	0.80	0.98	2%	8%	24%	40%	26%						
Is able to answer your questions about the graduation process	568	0.77	1.02	2%	7%	30%	32%	29%						
Is knowledgeable about career opportunities in your major	631	0.76	1.02	4%	5%	26%	40%	25%						
Is knowledgeable about student organizations in your major	574	0.70	0.93	2%	5%	36%	35%	22%						
Is knowledgeable about how to conduct a job search	544	0.57	0.93	3%	5%	45%	29%	19%						
Is knowledgeable about the content of courses outside your major	650	0.51	1.00	4%	10%	31%	40%	15%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

### Importance of Advisor's Knowledge<sup>a,b</sup>

Indicate how important it is to you that your current advisor...	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
Is knowledgeable about the degree requirements for your major	698	1.79	0.46	0%	0%	2%	17%	81%						
Is knowledgeable about the gen. requirements needed for a degree	699	1.77	0.47	0%	0%	2%	19%	79%						
Provides accurate information	692	1.69	0.52	0%	0%	3%	26%	72%						
Understands your school's academic rules & policies	696	1.67	0.58	0%	1%	3%	25%	72%						
Is knowledgeable about the content of courses in your major	699	1.64	0.58	0%	0%	4%	27%	69%						
Provides adequate information	694	1.62	0.54	0%	0%	2%	33%	65%						
Understands university rules & policies	698	1.54	0.66	0%	1%	5%	32%	61%						
Knows whom to contact if he or she can't answer a question	681	1.47	0.65	0%	0%	7%	38%	55%						
Is knowledgeable about when & how often courses in your major are offered	692	1.41	0.73	0%	2%	9%	36%	53%						
Is knowledgeable about career opportunities in your major	686	1.38	0.80	1%	3%	9%	34%	54%						
Is able to answer your questions about the graduation process	675	1.34	0.82	1%	1%	13%	31%	53%						
Is knowledgeable about how to conduct a job search	673	1.13	0.93	1%	4%	17%	36%	42%						
Is knowledgeable about the content of courses outside your major	693	1.05	0.87	1%	5%	18%	43%	34%						
Is knowledgeable about student organizations in your major	675	0.93	0.96	1%	7%	22%	38%	32%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

### Satisfaction AND Importance of Advisor's Knowledge

In order of highest to lowest levels of mean satisfaction

	Satisfaction					Importance				
	Confidence Intervals					Confidence Intervals				
	SD	D	U	A	SA	VUI	UI	U	I	VI
Is knowledgeable about the degree requirements for your major				■						■
Is knowledgeable about the gen. requirements needed for a degree in your school				■						■
Understands university rules & policies				■						■
Understands your school's academic rules & policies				■						■
Is knowledgeable about the content of courses in your major				■						■
Provides accurate information				■						■
Knows whom to contact if he or she can't answer a question				■						■
Provides adequate information				■						■
Is knowledgeable about when & how often courses in your major are offered				■						■
Is able to answer your questions about the graduation process				■						■
Is knowledgeable about career opportunities in your major				■						■
Is knowledgeable about student organizations in your major				■					■	
Is knowledgeable about how to conduct a job search			■						■	
Is knowledgeable about the content of courses outside your major			■						■	

## Group Differences in Satisfaction with and Importance of Advisor's Knowledge

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non- Hispanic (N=736)	Other Ethnic Groups (N=53)	16-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00- 2.00 (N=76)	2.01- 3.00 (N=408)	3.01- 3.50 (N=232)	3.51- 4.00 (N=194)
<b>Satisfaction with Advisor's Knowledge*</b>														
Is knowledgeable about the degree requirements for your major	1.22													
Is knowledgeable about the gen. requirements needed for a degree in your school	1.22													
Understands university rules & policies	1.21													
Understands your school's academic rules & policies	1.19													
Is knowledgeable about the content of courses in your major	1.09													
Provides accurate information	1.02													
Knows whom to contact if he or she can't answer a question	0.96													
Provides adequate information	0.96													
Is knowledgeable about when & how often courses in your major are offered	0.80													
Is able to answer your questions about the graduation process	0.77													
Is knowledgeable about career opportunities in your major	0.76													
Is knowledgeable about student organizations in your major	0.70													
Is knowledgeable about how to conduct a job search	0.57													
Is knowledgeable about the content of courses outside your major	0.51													
*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).														
<b>Importance of Advisor's Knowledge**</b>														
Is knowledgeable about the degree requirements for your major	1.79	1.83	1.69											
Is knowledgeable about the gen. requirements needed for a degree in your school	1.77	1.81	1.67											
Provides accurate information	1.69													
Understands your school's academic rules & policies	1.67													
Is knowledgeable about the content of courses in your major	1.64													
Provides adequate information	1.62	1.66	1.54											
Understands university rules & policies	1.54													
Knows whom to contact if he or she can't answer a question	1.47													
Is knowledgeable about when & how often courses in your major are offered	1.41													
Is knowledgeable about career opportunities in your major	1.38									1.54	1.26	1.19	1.22	
Is able to answer your questions about the graduation process	1.34													
Is knowledgeable about how to conduct a job search	1.13									1.29	1.08	0.91	0.85	
Is knowledgeable about the content of courses outside your major	1.05													
Is knowledgeable about student organizations in your major	0.93									1.07	0.92	0.73	0.63	
**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).														

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Satisfaction with and Importance of Advisor's Knowledge

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Satisfaction with Advisor's Knowledge*</b>												
Is knowledgeable about the degree requirements for your major	1.22	1.33	1.10	1.38	0.98	0.95	1.06	1.26	1.47	1.42	0.40	0.72
Is knowledgeable about the gen. requirements needed for a degree in your school	1.22	1.37	1.13	1.39	0.90	0.91	1.09	1.30	1.40	1.42	0.42	0.78
Understands university rules & policies	1.21	1.29	1.17	1.38	0.94	1.00	1.03	1.27	1.47	1.37	0.32	0.88
Understands your school's academic rules & policies	1.19	1.33	1.04	1.45	0.87	0.97	1.05	1.21	1.49	1.35	0.36	0.86
Is knowledgeable about the content of courses in your major	1.09	1.22	0.98	1.36	0.70	0.78	0.94	1.14	1.30	1.28	0.13	0.71
Provides accurate information	1.02	1.15	0.79	1.22	0.77	0.77	0.86	1.09	1.16	1.26	-0.24	0.48
Knows whom to contact if he or she can't answer a question	0.96					0.66	0.79	0.96	1.23	1.13	-0.04	0.51
Provides adequate information	0.96	1.04	0.84	1.20	0.73	0.69	0.78	1.03	1.15	1.21	-0.46	0.47
Is knowledgeable about when & how often courses in your major are offered	0.80	0.95	0.60	1.04	0.50	0.58	0.67	0.80	1.09	1.00	-0.17	0.38
Is able to answer your questions about the graduation process	0.77	0.91	0.64	0.98	0.45	0.35	0.54	0.87	1.03	1.03	-0.36	0.29
Is knowledgeable about career opportunities in your major	0.76	0.88	0.67	0.80	0.53	0.56	0.56	0.77	1.08	0.96	-0.33	0.42
Is knowledgeable about student organizations in your major	0.70	0.79	0.53	0.87	0.47	0.44	0.52	0.73	0.92	0.86	0.14	0.18
Is knowledgeable about how to conduct a job search	0.57					0.40	0.37	0.54	0.87	0.72	-0.22	0.13
Is knowledgeable about the content of courses outside your major	0.51					0.18	0.33	0.54	0.85	0.69	-0.23	0.05

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

## Importance of Advisor's Knowledge\*\*

Is knowledgeable about the degree requirements for your major	1.79											
Is knowledgeable about the gen. requirements needed for a degree in your school	1.77											
Provides accurate information	1.69											
Understands your school's academic rules & policies	1.67					1.45	1.66	1.69	1.79			
Is knowledgeable about the content of courses in your major	1.64											
Provides adequate information	1.62											
Understands university rules & policies	1.54											
Knows whom to contact if he or she can't answer a question	1.47											
Is knowledgeable about when & how often courses in your major are offered	1.41											
Is knowledgeable about career opportunities in your major	1.38											
Is able to answer your questions about the graduation process	1.34											
Is knowledgeable about how to conduct a job search	1.13											
Is knowledgeable about the content of courses outside your major	1.05											
Is knowledgeable about student organizations in your major	0.93											

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

**Satisfaction with Advisor's Accessibility<sup>a,b</sup>**

<i>Indicate the extent to which you agree that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
Is flexible in arranging meeting times with you	655	0.80	1.15	6%	10%	14%	39%	31%						
Is readily available	675	0.63	1.17	7%	13%	16%	40%	24%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

**Importance of Advisor's Accessibility<sup>a,b</sup>**

<i>Indicate how important it is to you that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
Is readily available	681	1.45	0.60	50%	45%	5%	0%	0%						
Is flexible in arranging meeting times with you	686	1.43	0.68	52%	40%	7%	1%	0%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

## Group Differences in Satisfaction with and Importance of Advisor's Accessibility

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Gender		Ethnicity			Age				GPA			
	Female (N=599)	Male (N=279)	African American (N=78)	White, non- Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Satisfaction with Advisor's Accessibility*</b>													
Is flexible in arranging meeting times with you	0.80									0.65	0.61	1.10	0.96
Is readily available	0.63									0.62	0.45	0.81	0.82

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

### Importance of Advisor's Accessibility\*\*

Is readily available	1.45	1.49	1.35										
Is flexible in arranging meeting times with you	1.43												

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

Note: The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Satisfaction with and Importance of Advisor's Accessibility

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Who is Your Advisor?				Meeting Frequency				Advisor Experience			
	Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Never (N=173)	Once a Year (N=448)	Once or Twice a Year (N=189)	Three or More a Semester (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)	
<b>Satisfaction with Advisor's Accessibility*</b>												
Is flexible in arranging meeting times with you	0.80	0.98	0.45	1.10	0.51	0.33	0.70	0.80	1.15	1.04	-0.25	0.18
Is readily available	0.63	0.76	0.42	0.91	0.34	0.25	0.50	0.64	0.91	0.88	-0.40	-0.02

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

### Importance of Advisor's Accessibility\*\*

Is readily available	1.45					1.30	1.42	1.43	1.63			
Is flexible in arranging meeting times with you	1.43											

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

Note: The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

**Satisfaction with Advisor's Student Familiarity<sup>a,b</sup>**

<i>Indicate the extent to which you agree that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
Is familiar with your academic goals	656	0.88	1.01	7%	14%	21%	37%	22%						
Is able to help you set goals	667	0.81	1.01	6%	10%	24%	38%	21%						
Is knowledgeable about student organizations in your major	631	0.76	1.02	6%	11%	21%	39%	23%						
Knows your name	643	0.63	1.07	12%	14%	20%	27%	27%						
Is willing to work with you to achieve your goals	650	0.58	1.11	4%	6%	22%	42%	26%						
Treats you as an individual, not a number	656	0.54	1.17	8%	8%	15%	38%	31%						
Is familiar with your career goals	654	0.44	1.33	8%	17%	23%	35%	17%						
Understands how your personal life affects your academic progress	645	0.37	1.18	10%	13%	25%	29%	23%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

**Importance of Advisor's Student Familiarity<sup>a,b</sup>**

<i>Indicate how important it is to you that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
Is familiar with your academic goals	689	1.43	0.62	41%	40%	14%	4%	1%						
Is able to help you set goals	688	1.41	0.67	43%	44%	9%	2%	1%						
Is knowledgeable about student organizations in your major	686	1.38	0.80	43%	44%	10%	2%	0%						
Treats you as an individual, not a number	684	1.26	0.77	46%	32%	15%	6%	1%						
Is willing to work with you to achieve your goals	680	1.25	0.80	42%	41%	13%	3%	0%						
Understands how your personal life affects your academic progress	679	1.15	0.86	52%	30%	13%	3%	1%						
Knows your name	688	1.13	0.86	45%	44%	10%	2%	0%						
Is familiar with your career goals	685	1.08	0.96	54%	38%	6%	2%	0%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

### Satisfaction AND Importance of Advisor's Familiarity

In order of highest to lowest levels of mean satisfaction

	Satisfaction					Importance				
	Confidence Intervals					Confidence Intervals				
	SD	D	U	A	SA	VUI	UI	U	I	VI
29 Is familiar with your academic goals				■					■	
28 Is able to help you set goals				■					■	
34 Is knowledgeable about student organizations in your major				■					■	
27 Knows your name				■					■	
31 Is willing to work with you to achieve your goals				■					■	
32 Treats you as an individual, not a number				■					■	
30 Is familiar with your career goals				■					■	
33 Understands how your personal life affects your academic progress				■					■	

## Group Differences in Satisfaction with and Importance of Advisor's Student Familiarity

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non- Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00- 2.00 (N=76)	2.01- 3.00 (N=408)	3.01- 3.50 (N=232)	3.51- 4.00 (N=194)
<b>Satisfaction with Advisor's Student Familiarity*</b>														
Is willing to work with you to achieve your goals	0.79													
Treats you as an individual, not a number	0.76													
Is knowledgeable about student organizations in your major	0.70													
Is able to help you set goals	0.58			1.01	0.53	0.72								
Is familiar with your academic goals	0.54			1.09	0.47	0.75								
Knows your name	0.44						0.20	0.54	0.73	0.81	0.21	0.29	0.54	0.76
Understands how your personal life affects your academic progress	0.42													
Is familiar with your career goals	0.37													
*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).														
<b>Importance of Advisor's Student Familiarity**</b>														
Understands how your personal life affects your academic progress	1.49													
Is willing to work with you to achieve your goals	1.36													
Is familiar with your academic goals	1.26													
Is able to help you set goals	1.25													
Is familiar with your career goals	1.22													
Knows your name	1.15													
Treats you as an individual, not a number	1.08													
Is knowledgeable about student organizations in your major	0.93			1.49	1.25	1.49								
**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).														

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Satisfaction with and Importance of Advisor's Student Familiarity

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Satisfaction with Advisor's Student Familiarity*</b>												
Is willing to work with you to achieve your goals	0.79	0.89	0.73	0.97	0.46	1.12	0.87	0.52	0.41	1.09	-0.55	0.12
Treats you as an individual, not a number	0.76	0.94	0.49	1.07	0.34	0.99	0.85	0.56	0.21	1.12	-1.04	0.05
Is knowledgeable about student organizations in your major	0.70	0.79	0.34	0.84	0.27	0.86	0.74	0.30	0.24	0.89	-0.73	0.00
Is able to help you set goals	0.58	0.70	0.49	0.73	0.30	0.85	0.62	0.45	0.14	0.86	-0.74	-0.02
Is familiar with your academic goals	0.54	0.73	0.37	0.78	0.11	0.94	0.63	0.24	0.06	0.82	-0.85	-0.04
Knows your name	0.44	0.69	0.00	0.83	-0.01	0.85	0.44	0.20	-0.02	0.70	-0.93	-0.12
Understands how your personal life affects your academic progress	0.42	0.53	0.27	0.58	0.14	0.70	0.44	0.28	0.06	0.73	-0.95	-0.29
Is familiar with your career goals	0.37	0.53	0.28	0.51	-0.08	0.74	0.42	0.12	-0.03	0.65	-0.91	-0.30

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

### Importance of Advisor's Student Familiarity\*\*

Understands how your personal life affects your academic progress	1.49											
Is willing to work with you to achieve your goals	1.36					1.56	1.33	1.33	1.21			
Is familiar with your academic goals	1.26											
Is able to help you set goals	1.25											
Is familiar with your career goals	1.22											
Knows your name	1.15					1.37	0.98	1.07	1.00			
Treats you as an individual, not a number	1.08											
Is knowledgeable about student organizations in your major	0.93											

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

**Satisfaction with Advisor's Professionalism<sup>a,b</sup>**

<i>Indicate the extent to which you agree that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
Treats you fairly	682	1.18	0.86	2%	2%	12%	45%	40%						
Provides information in a timely manner	646	0.93	1.01	4%	5%	15%	45%	30%						
Is well-prepared for our your meetings	656	0.88	1.01	4%	6%	17%	45%	28%						
Makes your duties, responsibilities, & obligations clear to you	667	0.81	1.01	3%	9%	19%	43%	26%						
Makes his or her duties, responsibilities, & obligations clear to you	643	0.63	1.07	3%	11%	29%	33%	24%						
Promptly returns your phone calls	576	0.61	1.13	6%	9%	29%	31%	25%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

**Importance of Advisor's Professionalism<sup>a,b</sup>**

<i>Indicate how important it is to you that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
Treats you fairly	692	1.63	0.54	0%	0%	2%	32%	65%						
Provides information in a timely manner	683	1.48	0.62	0%	0%	6%	40%	54%						
Is well-prepared for our your meetings	689	1.43	0.62	0%	0%	7%	43%	50%						
Makes your duties, responsibilities, & obligations clear to you	688	1.41	0.67	0%	1%	8%	40%	51%						
Promptly returns your phone calls	681	1.34	0.75	0%	1%	11%	39%	49%						
Makes his or her duties, responsibilities, & obligations clear to you	688	1.13	0.86	0%	4%	18%	39%	39%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

### Satisfaction AND Importance of Advisor's Professionalism

In order of highest to lowest levels of mean satisfaction

	Satisfaction					Importance					
	Confidence Intervals					Confidence Intervals					
	SD	D	U	A	SA	SD	D	U	A	SA	
Treats you fairly				■						■	
Provides information in a timely manner				■						■	
Is well-prepared for our your meetings				■						■	
Makes your duties, responsibilities, & obligations clear to you				■						■	
Makes his or her duties, responsibilities, & obligations clear to you				■					■		
Promptly returns your phone calls				■						■	

## Group Differences in Satisfaction with and Importance of Advisor's Professionalism

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non-Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Satisfaction with Advisor's Professionalism*</b>														
Treats you fairly	1.18													
Provides information in a timely manner	0.93			1.25	0.93	0.55					0.76	0.82	1.06	1.09
Is well-prepared for our your meetings	0.88										0.57	0.81	1.00	1.06
Makes your duties, responsibilities, & obligations clear to you	0.81													
Makes his or her duties, responsibilities, & obligations clear to you	0.63													
Promptly returns your phone calls	0.61										0.27	0.50	0.73	0.87
*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).														
<b>Importance of Advisor's Professionalism**</b>														
Treats you fairly	1.63													
Provides information in a timely manner	1.48	1.53	1.36											
Is well-prepared for our your meetings	1.43													
Makes your duties, responsibilities, & obligations clear to you	1.41													
Promptly returns your phone calls	1.34	1.40	1.19											
Makes his or her duties, responsibilities, & obligations clear to you	1.13													
**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).														

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Satisfaction with and Importance of Advisor's Professionalism

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Satisfaction with Advisor's Professionalism *</b>												
Treats you fairly	1.18	1.28	1.12	1.33	0.85	0.75	1.00	1.28	1.38	1.39	0.03	0.74
Provides information in a timely manner	0.93	0.99	0.94	1.15	0.62	0.62	0.68	1.02	1.14	1.19	-0.35	0.30
Is well-prepared for our your meetings	0.88	0.98	0.81	1.04	0.56	0.36	0.62	1.00	1.16	1.16	-0.53	0.28
Makes your duties, responsibilities, & obligations clear to you	0.81	0.95	0.71	0.97	0.48	0.45	0.60	0.86	1.13	1.06	-0.28	0.19
Makes his or her duties, responsibilities, & obligations clear to you	0.63	0.77	0.58	0.71	0.28	0.25	0.45	0.67	0.97	0.89	-0.51	0.07
Promptly returns your phone calls	0.61	0.74	0.46	0.77	0.27	0.21	0.50	0.58	0.92	0.81	-0.40	0.01
*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).												
<b>Importance of Advisor's Professionalism **</b>												
Treats you fairly	1.63					1.47	1.62	1.61	1.75			
Provides information in a timely manner	1.48											
Is well-prepared for our your meetings	1.43									1.46	1.60	1.23
Makes your duties, responsibilities, & obligations clear to you	1.41											
Promptly returns your phone calls	1.34											
Makes his or her duties, responsibilities, & obligations clear to you	1.13											
**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).												

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

**Satisfaction with Advisor's Interaction Style<sup>a,b</sup>**

<i>Indicate the extent to which you agree that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
Treats you with respect	695	1.19	0.95	3%	4%	8%	42%	43%						
Is friendly	697	1.16	0.90	2%	4%	11%	43%	40%						
Is trustworthy	665	1.14	0.88	1%	3%	17%	39%	40%						
Is approachable	691	1.05	0.98	3%	5%	13%	43%	36%						
Is a good listener	682	1.05	1.00	3%	6%	11%	42%	37%						
Is open-minded when making decisions	671	0.94	0.98	3%	5%	19%	42%	32%						
Shows genuine concern for you	677	0.73	1.11	5%	9%	21%	36%	28%						
Motivates you to do your best work	642	0.67	1.11	4%	11%	26%	32%	27%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

**Importance of Advisor's Interaction Style<sup>a,b</sup>**

<i>Indicate how important it is to you that your current advisor...</i>	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
Treats you with respect	697	1.67	0.54	0%	0%	3%	28%	70%						
Is trustworthy	695	1.63	0.56	0%	0%	3%	30%	67%						
Is a good listener	694	1.61	0.56	0%	0%	3%	32%	65%						
Is approachable	696	1.53	0.61	0%	1%	4%	37%	58%						
Is open-minded when making decisions	691	1.50	0.62	0%	0%	6%	37%	57%						
Is friendly	693	1.48	0.64	0%	1%	5%	40%	54%						
Shows genuine concern for you	688	1.40	0.71	0%	2%	7%	40%	51%						
Motivates you to do your best work	686	1.26	0.88	1%	3%	12%	35%	48%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

### Satisfaction AND Importance of Advisor's Interaction Style

In order of highest to lowest levels of mean satisfaction

	Satisfaction					Importance				
	Confidence Intervals					Confidence Intervals				
	SD	D	U	A	SA	VUI	UI	U	I	VI
Treats you with respect				■						■
Is friendly				■						■
Is trustworthy				■						■
Is approachable				■						■
Is a good listener				■						■
Is open-minded when making decisions				■						■
Shows genuine concern for you				■						■
Motivates you to do your best work				■						■

## Group Differences in Satisfaction with and Importance of Advisor's Interaction Style

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non-Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Satisfaction with Advisor's Interaction Style*</b>														
Treats you with respect	1.19			1.58	1.14	1.21								
Is friendly	1.16													
Is trustworthy	1.14													
Is approachable	1.05													
Is a good listener	1.05													
Is open-minded when making decisions	0.94													
Shows genuine concern for you	0.73									0.43	0.65	0.85	0.95	
Motivates you to do your best work	0.67			1.16	0.61	0.69								
*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).														
<b>Importance of Advisor's Interaction Style**</b>														
Treats you with respect	1.67	1.71	1.57											
Is trustworthy	1.63													
Is a good listener	1.61													
Is approachable	1.53	1.59	1.38											
Is open-minded when making decisions	1.50													
Is friendly	1.48	1.54	1.33				1.57	1.41	1.45	1.27				
Shows genuine concern for you	1.40	1.45	1.27											
Motivates you to do your best work	1.26						1.36	1.25	1.09	1.06				
**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).														

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Satisfaction with and Importance of Advisor's Interaction Style

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Satisfaction with Advisor's Interaction Style*</b>												
Treats you with respect	1.19	1.30	1.13	1.33	0.86	0.77	1.02	1.28	1.39	1.44	-0.16	0.72
Is friendly	1.16	1.29	1.03	1.29	0.92	0.79	1.00	1.23	1.35	1.38	0.00	0.70
Is trustworthy	1.14	1.26	0.99	1.33	0.82	0.68	0.94	1.23	1.42	1.35	-0.06	0.72
Is approachable	1.05	1.15	1.00	1.26	0.73	0.63	0.88	1.10	1.34	1.30	-0.25	0.56
Is a good listener	1.05	1.16	0.90	1.25	0.78	0.60	0.83	1.17	1.25	1.34	-0.43	0.51
Is open-minded when making decisions	0.94	1.07	0.88	1.03	0.63	0.47	0.79	1.02	1.15	1.18	-0.28	0.40
Shows genuine concern for you	0.73	0.90	0.58	0.90	0.38	0.26	0.53	0.81	1.05	1.04	-0.75	0.09
Motivates you to do your best work	0.67					0.23	0.52	0.71	0.99	0.94	-0.63	0.10

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<b>Importance of Advisor's Interaction Style**</b>												
Treats you with respect	1.67											
Is trustworthy	1.63											
Is a good listener	1.61											
Is approachable	1.53											
Is open-minded when making decisions	1.50											
Is friendly	1.48					1.32	1.44	1.47	1.64			
Shows genuine concern for you	1.40					1.26	1.38	1.37	1.61			
Motivates you to do your best work	1.26											

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Additional Assessment Item

### Satisfaction with Advisor's Use of Available Technologies<sup>a,b</sup>

Indicate the extent to which you agree that your current advisor...	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
Uses avail. technologies such as IU-CARE to help you make decisions	577	0.70	1.01	3%	7%	32%	33%	25%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

### Importance of Advisor's Use of Available Technologies<sup>a,b</sup>

Indicate how important it is to you that your current advisor...	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	I	VI	VUI	
Uses avail. technologies such as IU-CARE to help you make decisions	676	1.01	0.91	35%	37%	23%	4%	1%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

**Additional Assessment Item****Group Differences in Satisfaction with and Importance of Advisor's Use of Available Technologies***Group means shown if the results of a one-way analysis of variance test is significant at p<.01*

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non- Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Satisfaction with Advisor's Use of Available Technologies *</b>														
Uses avail. technologies such as IU-CARE to help you make decisions	0.70													
<i>*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).</i>														
<b>Importance of Advisor's Use of Available Technologies **</b>														
Uses avail. technologies such as IU-CARE to help you make decisions	1.01													
<i>**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).</i>														

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

**Additional Assessment Item****Group Differences in Satisfaction with and Importance of Advisor's Use of Available Technologies***Group means shown if the results of a one-way analysis of variance test is significant at p<.01*

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Never (N=173)	Once a Year (N=448)	Once or Twice a Year (N=189)	Three or More a Semester (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Satisfaction with Advisor's Use of Available Technologies *</b>												
Uses avail. technologies such as IU-CARE to help you make decisions	0.70					0.48	0.41	0.76	0.98	0.81	0.14	0.37
<i>*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).</i>												
<b>Importance of Advisor's Use of Available Technologies **</b>												
Uses avail. technologies such as IU-CARE to help you make decisions	1.01											
<i>**Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).</i>												

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Outcomes

### Satisfaction with Outcomes<sup>a,b</sup>

Indicate the extent to which you agree with the following statements...	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
I am satisfied with my choice of major	709	1.21	0.93	2%	4%	13%	34%	47%						
The advisor/advisee relationship is important to a student's acad. experience	704	1.14	0.97	3%	4%	13%	37%	43%						
Overall, I'm satisfied with my experiences in my major dept.	685	0.85	1.07	4%	8%	16%	43%	29%						
Overall, I'm satisfied with my IUPUI experience	719	0.79	1.05	4%	9%	13%	50%	24%						
Overall, I'm satisfied with my advisor	685	0.79	1.16	7%	6%	17%	39%	30%						
I would recommend my advisor to other students	670	0.74	1.21	8%	7%	21%	32%	32%						
I'm more satisfied with my present advisor than with other advisors I've met	561	0.62	1.25	8%	9%	29%	21%	33%						
I often think about transferring to another university	665	-0.60	1.39	35%	27%	11%	14%	12%						
I often think about changing majors	668	-0.62	1.36	37%	24%	12%	19%	8%						
I often think about quitting school	663	-1.16	1.20	58%	19%	9%	9%	5%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

### Importance of Outcomes<sup>a,b</sup>

Indicate how important the following outcomes are to you...	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
I am satisfied with my choice of major	685	1.69	0.56	0%	0%	4%	23%	73%						
Overall, I'm satisfied with my experiences in my major dept.	681	1.54	0.61	0%	0%	6%	34%	60%						
Overall, I'm satisfied with my IUPUI experience	686	1.54	0.61	0%	0%	5%	35%	60%						
Overall, I'm satisfied with my advisor	661	1.36	0.74	0%	1%	10%	38%	50%						
The advisor/advisee relationship is important to a student's acad. experience	663	1.33	0.85	1%	3%	11%	33%	53%						
I would recommend my advisor to other students	650	1.14	0.88	1%	3%	18%	38%	40%						
I'm more satisfied with my present advisor than with other advisors I've met	625	1.02	0.99	2%	2%	28%	27%	41%						
I often think about changing majors	620	0.58	1.25	10%	8%	26%	27%	29%						
I often think about transferring to another university	638	0.40	1.29	11%	11%	28%	24%	25%						
I often think about quitting school	621	0.36	1.44	17%	9%	24%	19%	30%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

### Agreement with AND Importance of Outcomes

In order of highest to lowest levels of mean satisfaction

	Satisfaction					Importance				
	Confidence Intervals					Confidence Intervals				
	SD	D	U	A	SA	VUI	UI	U	I	VI
I am satisfied with my choice of major					■					■
The advisor/advisee relationship is important to a student's acad. experience					■					■
Overall, I'm satisfied with my experiences in my major dept.				■						■
Overall, I'm satisfied with my IUPUI experience				■						■
Overall, I'm satisfied with my advisor				■						■
I would recommend my advisor to other students				■						■
I'm more satisfied with my present advisor than with other advisors I've met				■						■
I often think about transferring to another university			■						■	
I often think about changing majors			■						■	
I often think about quitting school		■							■	

## Group Differences in Agreement with and Importance of Outcomes

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non-Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Agreement with Outcomes*</b>														
I am satisfied with my choice of major	1.21										0.96	1.14	1.31	1.38
The advisor/advisee relationship is important to a student's acad. experience	1.14													
Overall, I'm satisfied with my experiences in my major dept.	0.85										0.74	0.72	1.00	1.00
Overall, I'm satisfied with my IUPUI experience	0.79										0.57	0.70	0.87	1.03
Overall, I'm satisfied with my advisor	0.79										0.51	0.71	0.97	0.91
I would recommend my advisor to other students	0.74													
I'm more satisfied with my present advisor than with other advisors I've met	0.62													
I often think about transferring to another university	-0.60						-0.40	-0.65	-0.92	-0.97	-0.05	-0.36	-0.94	-1.05
I often think about changing majors	-0.62			-0.41	-0.69	-0.08	-0.39	-0.79	-0.89	-0.84	-0.23	-0.44	-0.79	-1.02
I often think about quitting school	-1.16										-0.92	-0.96	-1.28	-1.59

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non-Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Importance of Outcomes**</b>														
I am satisfied with my choice of major	1.69													
Overall, I'm satisfied with my experiences in my major dept.	1.54													
Overall, I'm satisfied with my IUPUI experience	1.54													
Overall, I'm satisfied with my advisor	1.36													
The advisor/advisee relationship is important to a student's acad. experience	1.33													
I would recommend my advisor to other students	1.14													
I'm more satisfied with my present advisor than with other advisors I've met	1.02	1.10	0.85											
I often think about changing majors	0.58						0.76	0.50	0.25	0.41				
I often think about transferring to another university	0.40						0.66	0.28	0.06	0.04	0.68	0.52	0.26	0.17
I often think about quitting school	0.36													

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Agreement with and Importance of Outcomes

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Agreement with Outcomes*</b>												
I am satisfied with my choice of major	1.21									1.25	0.83	1.20
The advisor/advisee relationship is important to a student's acad. experience	1.14					0.93	0.85	1.24	1.44			
Overall, I'm satisfied with my experiences in my major dept.	0.85	0.96	0.80	0.97	0.59					1.04	-0.18	0.47
Overall, I'm satisfied with my IUPUI experience	0.79									0.96	0.02	0.49
Overall, I'm satisfied with my advisor	0.79	0.98	0.64	1.03	0.36	-0.10	0.61	0.93	1.12	1.18	-1.09	0.00
I would recommend my advisor to other students	0.74	0.88	0.57	0.99	0.35	-0.10	0.54	0.84	1.14	1.12	-1.15	-0.08
I'm more satisfied with my present advisor than with other advisors I've met	0.62	0.79	0.34	1.05	0.22	0.00	0.57	0.65	0.87	0.91	-0.77	0.05
I often think about transferring to another university	-0.60									-0.72	-0.12	-0.38
I often think about changing majors	-0.62	-0.76	-0.37	-0.97	-0.34							
I often think about quitting school	-1.16											

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Importance of Outcomes**</b>												
I am satisfied with my choice of major	1.69	1.70	1.70	1.83	1.56							
Overall, I'm satisfied with my experiences in my major dept.	1.54											
Overall, I'm satisfied with my IUPUI experience	1.54											
Overall, I'm satisfied with my advisor	1.36	1.44	1.31	1.51	1.15	1.01	1.20	1.42	1.65	1.41	1.47	1.07
The advisor/advisee relationship is important to a student's acad. experience	1.33					1.23	1.17	1.33	1.64			
I would recommend my advisor to other students	1.14	1.23	1.09	1.24	0.88	0.80	1.05	1.10	1.53			
I'm more satisfied with my present advisor than with other advisors I've met	1.02					0.78	0.99	1.00	1.28	1.03	1.37	0.82
I often think about changing majors	0.58									0.51	1.22	0.58
I often think about transferring to another university	0.40									0.31	0.97	0.70
I often think about quitting school	0.36									0.29	0.90	0.49

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Outcomes

### Satisfaction with Sources of Information<sup>a,b</sup>

Which of the following sources of academic advising information have you used at IUPUI?	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				SD	D	U	A	SA	SD	D	U	A	SA	
IUCARE/INSITE	352	1.19	0.87	2%	3%	8%	47%	40%						
Appointment with advisor	512	1.11	1.00	4%	6%	6%	46%	39%						
E-mail to advisor	188	1.03	1.05	5%	3%	14%	40%	38%						
School web pages	262	0.97	0.85	2%	4%	14%	55%	25%						
Telephone call to advisor	355	0.96	1.01	3%	8%	10%	47%	32%						
Walk-in meeting with advisor	508	0.89	1.12	5%	9%	10%	44%	32%						
Voice mail to advisor	198	0.81	1.09	5%	8%	14%	45%	28%						
Student Resource Center	127	0.81	0.96	3%	4%	26%	42%	25%						
Advisor in learning community	92	0.73	0.97	3%	5%	31%	38%	23%						
Advisor web pages	91	0.58	0.95	3%	7%	33%	41%	15%						
FAX to advisor	72	0.48	1.05	6%	6%	38%	33%	17%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<sup>b</sup> Results presented in order from highest to lowest extent of agreement

<sup>c</sup> Valid N excludes missing data

### Importance of Sources of Information<sup>a,b</sup>

Which of the following sources of academic advising information have you used at IUPUI?	Valid N <sup>c</sup>	Mean	STD	Percentage					Confidence Intervals					
				VUI	UI	U	I	VI	VUI	UI	U	I	VI	
Appointment with advisor	505	1.62	0.56	0%	0%	2%	32%	65%						
Walk-in meeting with advisor	499	1.50	0.67	0%	1%	5%	35%	58%						
Telephone call to advisor	357	1.43	0.67	0%	0%	9%	38%	53%						
IUCARE/INSITE	360	1.40	0.74	0%	1%	12%	34%	54%						
E-mail to advisor	217	1.26	0.91	1%	3%	13%	32%	50%						
Voice mail to advisor	219	1.20	0.88	1%	3%	15%	36%	45%						
School web pages	271	1.08	0.90	1%	4%	17%	42%	36%						
Student Resource Center	152	1.07	0.93	1%	2%	27%	29%	41%						
Advisor in learning community	124	0.74	1.03	4%	5%	33%	31%	28%						
Advisor web pages	132	0.70	1.02	3%	7%	34%	30%	26%						
FAX to advisor	115	0.57	1.03	4%	6%	39%	29%	21%						

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

<sup>b</sup> Results presented in order from highest to lowest ratings of importance

<sup>c</sup> Valid N excludes missing data

### Satisfaction with AND Importance of Sources of Information

In order of highest to lowest levels of mean satisfaction

	Satisfaction					Importance				
	Confidence Intervals					Confidence Intervals				
	SD	D	U	A	SA	VUI	UI	U	I	VI
IUCARE/INSITE										
Appointment with advisor										
E-mail to advisor										
School web pages										
Telephone call to advisor										
Walk-in meeting with advisor										
Voice mail to advisor										
Student Resource Center										
Advisor in learning community										
Advisor web pages										
FAX to advisor										

## Group Differences in Agreement with and Importance of Information Sources

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non-Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Satisfaction with Information Sources*</b>														
IUCARE/INSITE	1.19													
Appointment with advisor	1.11													
E-mail to advisor	1.03													
School web pages	0.97													
Telephone call to advisor	0.96													
Walk-in meeting with advisor	0.89			1.38	0.85	0.70								
Voice mail to advisor	0.81													
Student Resource Center	0.81													
Advisor in learning community	0.73													
Advisor web pages	0.58													
FAX to advisor	0.48			0.75	0.60	-0.53								

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

	Overall Mean	Gender		Ethnicity			Age				GPA			
		Female (N=599)	Male (N=279)	African American (N=78)	White, non-Hispanic (N=736)	Other Ethnic Groups (N=53)	18-22 (N=340)	23-30 (N=299)	31-40 (N=155)	Over 40 (N=120)	0.00-2.00 (N=76)	2.01-3.00 (N=408)	3.01-3.50 (N=232)	3.51-4.00 (N=194)
<b>Importance of Information Sources**</b>														
Appointment with advisor	1.62													
Walk-in meeting with advisor	1.50													
Telephone call to advisor	1.43													
IUCARE/INSITE	1.40													
E-mail to advisor	1.26													
Voice mail to advisor	1.20													
School web pages	1.08													
Student Resource Center	1.07													
Advisor in learning community	0.74													
Advisor web pages	0.70						0.92	0.78	0.34	0.12				
FAX to advisor	0.57													

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Group Differences in Agreement with and Importance of Information Sources

Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$

	Overall Mean	Who is Your Advisor?				Meeting Frequency				IUPUI Advisor Experience		
		Assigned Advisor (N=523)	Team of Rotating Advisors (N=112)	Other (N=125)	Don't Know (N=145)	Three or More a Semester (N=173)	Once or Twice a Year (N=448)	Once a Year (N=189)	Never (N=88)	Pleasant (N=675)	Unpleasant (N=80)	Other (N=122)
<b>Satisfaction with Information Sources*</b>												
IUCARE/INSITE	1.19											
Appointment with advisor	1.11	1.23	0.93	1.33	0.70	0.50	1.05	1.19	1.19	1.39	-0.74	0.47
E-mail to advisor	1.03									1.28	-1.04	0.96
School web pages	0.97									1.08	0.61	0.70
Telephone call to advisor	0.96									1.17	-0.63	0.67
Walk-in meeting with advisor	0.89					0.38	0.56	1.02	1.09	1.21	-0.78	0.19
Voice mail to advisor	0.81									1.07	-0.48	0.33
Student Resource Center	0.81									1.02	-0.07	0.42
Advisor in learning community	0.73									0.98	-0.58	0.38
Advisor web pages	0.58									0.90	-0.08	-0.14
FAX to advisor	0.48									0.81	-1.09	0.10

\*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Undecided (U), -1=Disagree (D), and -2=Strongly Disagree (SD).

<b>Importance of Information Sources**</b>												
Appointment with advisor	1.62					1.31	1.51	1.68	1.71			
Walk-in meeting with advisor	1.50					1.08	1.31	1.62	1.63			
Telephone call to advisor	1.43									1.49	1.43	1.14
IUCARE/INSITE	1.40									1.44	1.72	1.09
E-mail to advisor	1.26					0.33	1.11	1.38	1.50			
Voice mail to advisor	1.20					0.57	1.15	1.23	1.43			
School web pages	1.08											
Student Resource Center	1.07					0.44	0.89	1.17	1.36			
Advisor in learning community	0.74					0.20	0.43	0.98	0.98			
Advisor web pages	0.70											
FAX to advisor	0.57											

\*\*Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Undecided (U), -1=Unimportant (UI), and -2=Very Unimportant (VUI).

**Note:** The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

## Background Information

Did you transfer to your current school or dept. from another school or dept. at IUPUI?

	N	%	
Yes	267	38%	██████████
No	441	62%	████████████████████

In the last year, how frequently did you meet with your advisor for the purpose of academic advising?

	N	%	
3 or more times a semester	122	17%	██████
1 or 2 times a semester	506	71%	████████████████████
Never	83	12%	████

In which of the following ways have you registered?

	N	%	
In person	360	27%	██████████
By computer	539	40%	██████████████
Over the phone	451	33%	██████████

What word generally describes your experience with an IUPUI advisor?

	N	%	
Pleasant	527	75%	████████████████████
Unpleasant	61	9%	████
Other	114	16%	██████

## Sample Demographics

### Sex

	N	%
Male	223	30%
Female	512	70%

### Age

Mean
26.9

### GPA

Mean
2.79

### Ethnicity

	N	%
African American	66	9%
American Indian/Alaskan	1	0%
Asian or Pacific Islander	20	3%
Hispanic	5	1%
Non-resident Alien	14	2%
Other American	8	1%
White, non-Hispanic	621	85%

### School

	N	%
AHLT	44	6%
BUS	46	6%
COL	57	8%
DAED	3	0%
EDUC	54	7%
EGTC	69	9%
HERR	21	3%
JOUR	0	0%
LIBA	56	8%
NURS	30	4%
PED	16	2%
SCI	57	8%
SCS	40	5%
SPEA	23	3%
SWK	4	1%
UCOL	215	29%

## ACADEMIC ADVISING SATISFACTION SURVEY

Dear Student,

This survey has been developed to assess the effectiveness of academic advising. Please fill out this survey completely and honestly. It should take no more than 15 minutes. Your responses are very important to us as we seek to improve advising for students.

Do not place your name on the survey. All conclusions from this survey will be based on group responses, not those of individuals.

First, we would like to know who you consult for academic advising. Place an **X** or **✓** in the circle next to the appropriate response.

1. Do you most often see a professional/staff advisor or a faculty advisor?
  - Professional/Staff
  - Faculty
  - I Don't Know
  
2. Was the last person from whom you sought academic advice a professional/staff advisor or a faculty advisor?
  - Professional/Staff
  - Faculty
  - I Don't Know
  
3. Is your advisor...?
  - an assigned advisor
  - from a team of advisors who rotate
  - Other (please specify) \_\_\_\_\_
  - I Don't Know

### Advisor Assessment

Starting on the next page, you are asked to respond in two ways to each item. First, indicate your level of agreement with the statement by circling one of the response choices on the left side from among the following:

**SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree;  
NA=Not applicable/No basis for judgment**

Then, indicate how important this issue or topic is to you by circling one of the response choices on the right side from the following scale:

**VI = Very Important; I = Important; U = Undecided; UI = Unimportant;  
VU = Very Unimportant**

When you respond to these items, please think about your **current advisor**, not previous experiences with advisors. If you are not presently assigned to an advisor, please answer the questions about the **last person** from whom you sought academic advising at IUPUI.

Please indicate first whether you will be referring here to a: (check one)

faculty advisor    professional/staff advisor    not sure

SATISFACTION						<i>My current advisor...</i>	IMPORTANCE				
SA	A	U	D	SD	NA	1. ...understands University rules and policies.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	2. ...understands my school's (e.g., Liberal Arts, Business, Public and Environmental Affairs, Science, etc.) academic rules and policies.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	3. ...is knowledgeable about the general requirements needed for a degree in my school.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	4. ...is knowledgeable about the degree requirements needed for a degree in my school.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	5. ...is knowledgeable about the content of courses outside my major.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	6. ...is knowledgeable about the content of courses in my major.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	7. ...is knowledgeable about when and how often courses in my major are offered.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	8. ...is able to answer my questions about the graduation process.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	9. ...is flexible in arranging meeting times with me.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	10. ...is readily available.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	11. ...treats me with respect.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	12. ...is trustworthy.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	13. ...treats me fairly.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	14. ...is a good listener.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	15. ...is open-minded when making decisions.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	16. ...motivates me to do my best work.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	17. ...is friendly.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	18. ...is approachable.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	19. ...shows genuine concern for me.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	20. ...promptly returns my phone calls.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	21. ...provides information in a timely manner.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	22. ...provides accurate information.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	23. ...provides adequate information.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	24. ...makes <u>his</u> or <u>her</u> duties, responsibilities and obligations clear to me.	VI	I	U	UI	VU

<b>Response Choices</b>	<i>SATISFACTION</i>		<i>IMPORTANCE</i>		
	SA	= Strongly Agree	VI	=	Very Important
	A	= Agree	I	=	Important
	U	= Undecided	U	=	Undecided;
	D	= Disagree	UI	=	Unimportant;
	SD	= Strongly Disagree	VU	=	Very Unimportant
NA	= Not applicable/No basis for judgment				

SATISFACTION						<i>My current advisor...</i>	IMPORTANCE				
SA	A	U	D	SD	NA	25. ...makes my duties, responsibilities and obligations clear to me.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	26. ...is well-prepared for our meetings.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	27. ...knows my name.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	28. ...is able to help me set goals.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	29. ...is familiar with my academic goals.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	30. ...is familiar with my career goals.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	31. ...is willing to work with me to achieve my goals.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	32. ...treats me as an individual, not a number.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	33. ...understands how my personal life affects my academic progress.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	34. ...is familiar with my academic progress.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	35. ...is knowledgeable about career opportunities in my major.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	36. ...is knowledgeable about how to conduct a job search.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	37. ...is knowledgeable about whom to contact if he or she can't answer a question.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	38. ...is knowledgeable about student organizations in my major.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	39. ...uses available technologies such as IUCARE/INSITE to help me make decisions.	VI	I	U	UI	VU
<b>Additional Items</b>											
SA	A	U	D	SD	NA	40. I am satisfied with my choice of major.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	41. Overall, I am satisfied with my experiences in my major department.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	42. Overall, I am satisfied with my experiences at IUPUI.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	43. I often think about transferring to another university.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	44. I often think about quitting school.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	45. I often think about changing majors.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	46. The advisor/advisee relationship is important to a student's overall academic experience.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	47. Overall I am satisfied with my advisor.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	48. I would recommend my advisor to other students.	VI	I	U	UI	VU
SA	A	U	D	SD	NA	49. I am more satisfied with my present advisor than with other advisors I've met.	VI	I	U	UI	VU

50. Which of the following sources of academic advising information have you used at IUPUI?  
 Check all that apply and rate your satisfaction (if applicable) and level of importance.

SATISFACTION						CHECK	IMPORTANCE				
VS	S	U	D	VD	NA	<input type="radio"/> Appointment with my advisor	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> Walk-in meeting with my advisor	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> FAX to my advisor	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> Telephone call to my advisor	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> Voice mail to my advisor	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> E-mail to my advisor	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> School web pages	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> Advisor web pages	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> The advisor in my learning community	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> The Student Resource Center in the Learning Center	VI	I	U	UI	VU
VS	S	U	D	VD	NA	<input type="radio"/> IUCARE/INSITE (the computer-based advising system)	VI	I	U	UI	VU

Response Choices	SATISFACTION	IMPORTANCE
	VS = Very Satisfied S = Satisfied U = Undecided D = Dissatisfied VD = Very Disagree NA = Not applicable/No basis for judgment	VI = Very Important I = Important U = Undecided; UI = Unimportant; VU = Very Unimportant

51. What do you like most about your advisor? \_\_\_\_\_

\_\_\_\_\_

52. What do you like least about your advisor? \_\_\_\_\_

\_\_\_\_\_

53. Did you transfer to your current school or department from another school or department at IUPUI?

- Yes
- No

55. In which of the following ways have you registered? (mark all that apply)

- In person
- By computer
- Over the phone

54. In the last year, how frequently did you meet with your advisor for the purpose of academic advising?

- Three or more times a semester
- Twice a year
- Once a year
- Never

56. What word generally describes your experience with an IUPUI advisor?

- Pleasant
- Unpleasant
- Other \_\_\_\_\_

*Thank you for taking the time to complete this survey.*

Please place your response in the enclosed postage-paid envelope and drop it in the mail