

Institutional Analysis, Assessment & Reporting

Did students respond differently to the academic advising survey in 2010 compared to prior years?

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Background on the Advising Survey

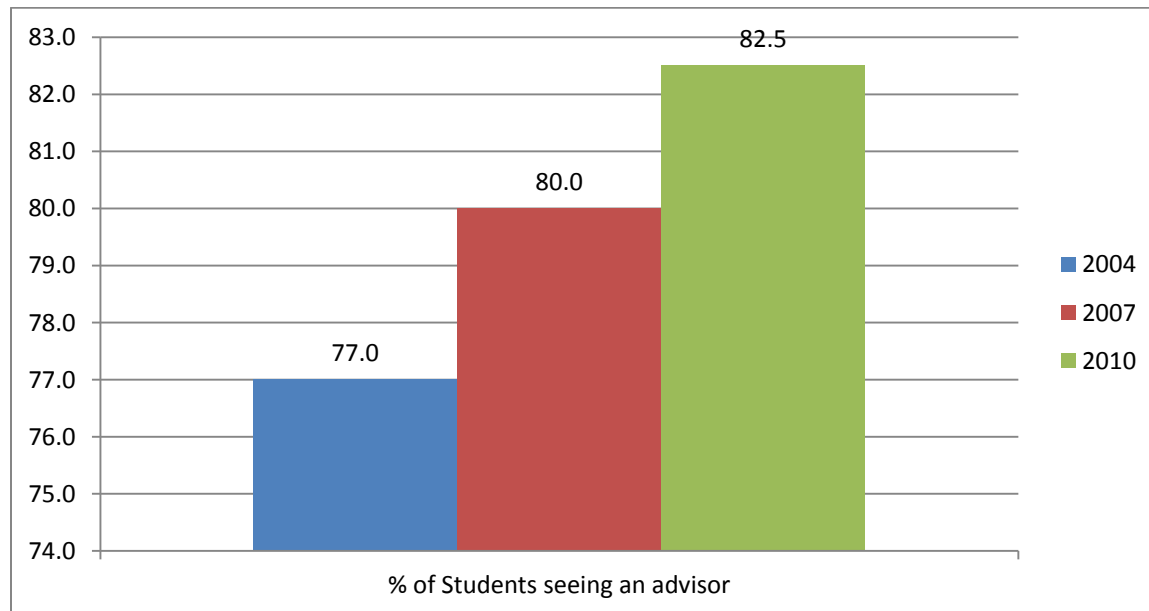
The academic advising survey has been given in the fall terms of 2004, 2007, and 2010. In 2004, the survey was given to a random sample of undergraduates. However, beginning in 2007, the decision was made to survey all undergraduates in order to provide departments with their own set of advising results based on responses from their majors. Therefore, the number of responses for 2007 and 2010 are considerably larger. A total of 5,167 undergraduates responded to the survey in 2010.

While a number of items are not comparable due to changes in wording from administration to administration, a core set of items can be compared across time. These items include:

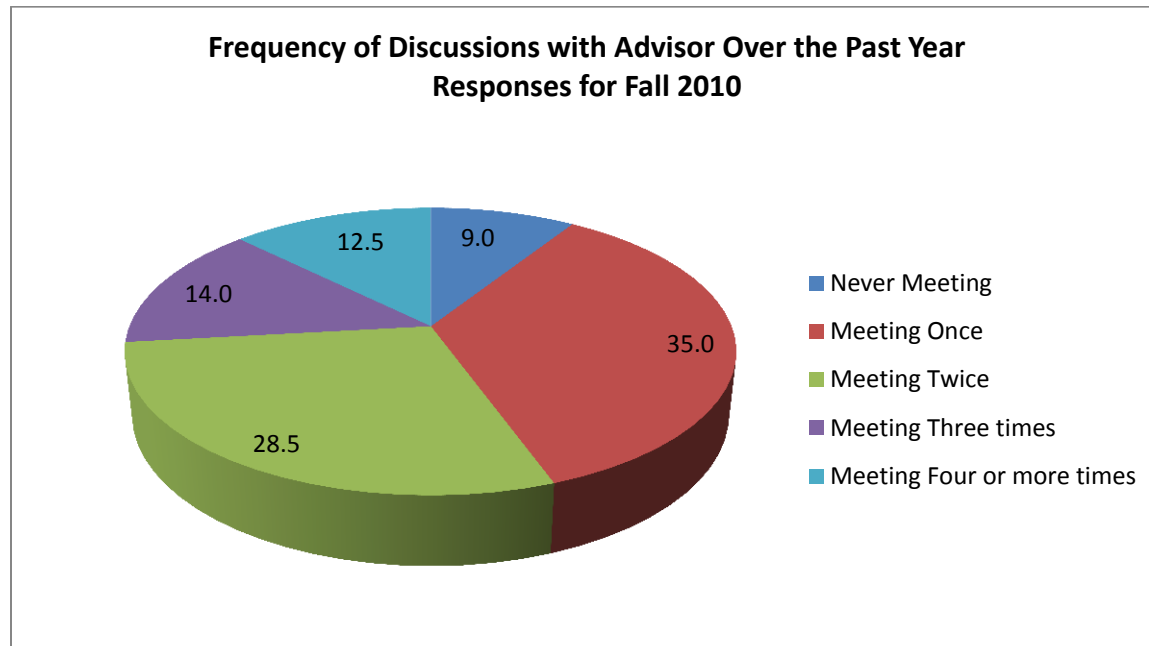
- Whether the student has ever met with an advisor
- How long they have been with their current advisor
- How often they discussed advising issues over the past year with their advisor
- A general rating of how well the academic advising system meets their needs
- A series of 13 items where students rate their advisor

Interactions with an advisor

An increasing number of students report that they have met with an advisor at least once, as shown by the chart below. The differences among years was statistically significant, $\chi^2=15.8$, $N=9,888$, $df=2$, $p=.000$.

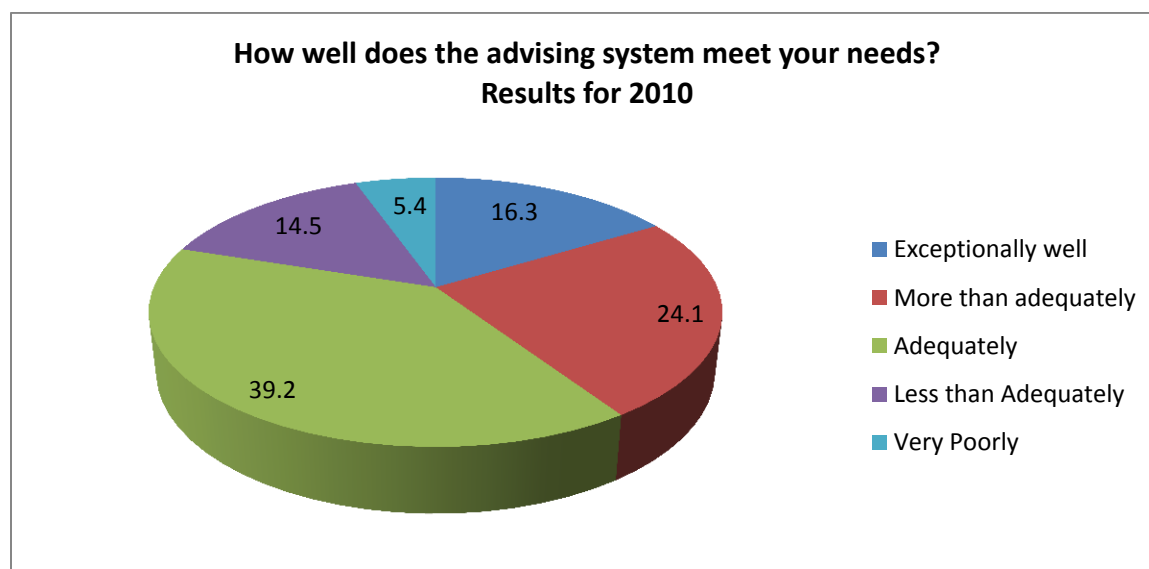


Students across the years continued to report a similar length of time with their advisor, with a majority (53%) reporting they had been with their current academic advisor less than a year. The frequency of discussions with their advisor also remained about the same. As shown by the chart below, a majority of students met with their advisor multiple times during the year.



Ratings of how well the academic advising system met student needs

Students were also increasingly likely to report that the advising system was meeting their needs. On a five-point scale where 1="very poorly" and 5="exceptionally well", the mean rating for 2010 was 3.38. This was significantly higher compared to both 2007 (M=3.25) and 2004 (M=3.18), $F(2,9829)=22.053$, $p=.000$. As shown by the chart below, 80% of the student respondents thought the current advising system met their needs either adequately or more than adequately.



Ratings of their advisor

Students who met with an advisor had increasingly positive impressions compared to prior years. As shown by Table 1, advisor ratings changed significantly in 9 of the 13 rating areas:

- Is a good listener
- Respects my opinions and feelings
- Provides a caring, open atmosphere
- Checks to make sure we understand each other
- Refers me to other sources from which I can obtain assistance
- Encourages me to assume an active role in planning my academic program
- Allows sufficient time to discuss issues or problems
- Encourages me to talk about myself and my college experiences
- Helps me explore careers in my field of interest

Post hoc comparisons of the means used 2010 has the comparison year. In every case where statistical significance was reached, scores had improved in 2010 compared to one or both of the prior administrations of the survey.

Conclusion

These results indicate that advising is improving at Boise State. For students who responded to the advising survey, more report meeting with an advisor. Students in 2010 are more likely to think that the advising system is meeting their needs and their advisor has a variety of qualities associated with good advising.

Table 1. Mean advisor ratings across years

		N	Mean	Std. Deviation	Std. Error	Compared to 2010, mean is:
Is a good listener*	2004	319	4.01	1.01	.06	Lower
	2007	3273	4.11	1.01	.02	lower
	2010	4087	4.17	1.04	.02	
Respects my opinions and feelings*	2004	312	3.90	1.05	.06	Lower
	2007	3226	4.12	.99	.02	n.s.
	2010	4067	4.14	1.05	.02	
Is available when I need assistance.	2004	317	3.87	1.10	.06	n.s.
	2007	3265	3.83	1.10	.02	n.s.
	2010	4081	3.85	1.12	.02	
Provides a caring, open atmosphere*	2004	311	3.88	1.07	.06	Lower
	2007	3237	4.03	1.05	.02	n.s.
	2010	4042	4.06	1.08	.02	
Checks to make sure we understand each other*	2004	313	3.76	1.12	.06	Lower
	2007	3244	3.89	1.10	.02	lower
	2010	4043	3.96	1.10	.02	
Provides me with accurate information about requirements, prerequisites, etc.	2004	313	3.96	1.16	.07	n.s.
	2007	3246	3.99	1.15	.02	n.s.
	2010	4058	4.01	1.15	.02	
Refers me to other sources from which I can obtain assistance*	2004	305	3.70	1.20	.07	Lower
	2007	3118	3.68	1.18	.02	lower
	2010	3951	3.89	1.15	.02	
Encourages me to assume an active role in planning my academic program*	2004	306	3.86	1.11	.06	Lower
	2007	3175	3.93	1.09	.02	lower
	2010	4007	4.03	1.10	.02	
Allows sufficient time to discuss issues or problems*	2004	309	4.01	.99	.06	n.s.
	2007	3222	3.90	1.11	.02	lower
	2010	4035	3.96	1.13	.02	
Encourages me to talk about myself and my college experiences.	2004	289	3.29	1.16	.07	Lower
	2007	2990	3.30	1.18	.02	lower
	2010	3926	3.53	1.22	.02	
Helps me explore careers in my field of interest.	2004	281	3.42	1.12	.07	n.s.
	2007	3002	3.36	1.17	.02	lower
	2010	3858	3.52	1.24	.02	

Table 1. Mean advisor ratings across years

		N	Mean	Std. Deviation	Std. Error	Compared to 2010, mean is:
Seems to enjoy advising.	2004	312	3.87	1.10	.06	n.s.
	2007	3230	3.89	1.15	.02	n.s.
	2010	4035	3.89	1.16	.02	
Is a helpful, effective advisor whom I would recommend to other students.	2004	314	3.81	1.29	.07	n.s.
	2007	3220	3.86	1.24	.02	n.s.
	2010	4034	3.87	1.26	.02	