

# Institutional Analysis, Assessment & Reporting

## Student Advising Survey Results for Fall 2007 With Comparisons to Fall 2004

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***Abstract:*** This report presents the results of the 2007 student survey of advising with comparisons to 2004. All academic undergraduates were surveyed, and 31% responded. Most (78%) felt the current system adequately met their needs. Students who had met with an advisor were happier with the system compared to those who had not met with an advisor. About 64% of freshmen had met with an advisor compared to 90% of seniors. Students typically discussed their academic progress, scheduling/registration procedures, and meeting the requirements for graduation with their advisors. Issues that students wished they had discussed included finding a job after college, matching their learning style with courses and instructors, finding internship opportunities, identifying career areas which fit their skills and interests, continuing their education after graduation, and obtaining financial aid. Students were generally happy with their advisors. One key finding, however, was that more than 20% disagreed that their advisor kept them up to date on changes in academic requirements. Students who had not met with an advisor most frequently indicated that they had not met because they didn't know who their advisor was or how to get an advisor.

In Fall 2007, all academic undergraduates who were freshmen, sophomores, juniors, or seniors were invited to take an on-line survey regarding their academic advising experiences. A total of 4,537 students or 31% responded to the survey. Many of the survey questions were taken verbatim from the 2004 advising survey so that comparisons could be made between the two administrations.

This report addresses the following questions:

- How well does the academic advising system meet student needs?
- What students are seeing an advisor?
- How did students find their current advisor?
- How long have students had their current advisor?
- Over the past year, how often did students discuss advising issues with their advisor?
- How do students and advisors exchange information?
- What do students discuss with their advisors? What do they wish they had discussed? How satisfied are they with their discussions?
- What were students' impressions of their advisors?
- For students who have not met with an advisor, what are their reasons?
- How do students without an advisor get the information they need? Might they seek an advisor in the future?

### **How well does the academic advising system meet student needs?**

In 2007, 78% of respondents thought the current academic advising system adequately met their needs. As shown by Figure 1 and Table 1, responses were similar to those obtained in 2004.

Students who reported that they had met with an advisor were clearly happier with the advising system compared to those who had not seen an advisor (see Figure 2). In addition, as shown by Table 2, students who worked more hours appeared less satisfied with the current advising system. Students from the College of Education, College of Engineering, and College of Health Sciences appeared to be happier with their advising compared to others.

Figure 1. How well does the academic advising system meet your needs?

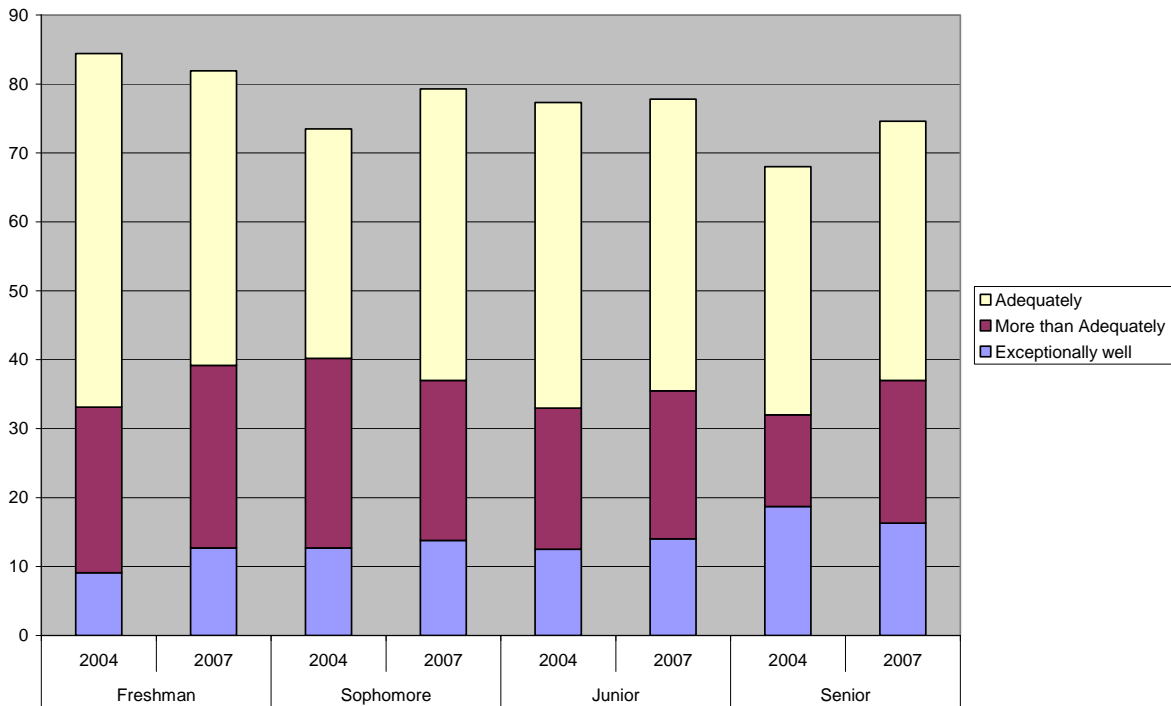
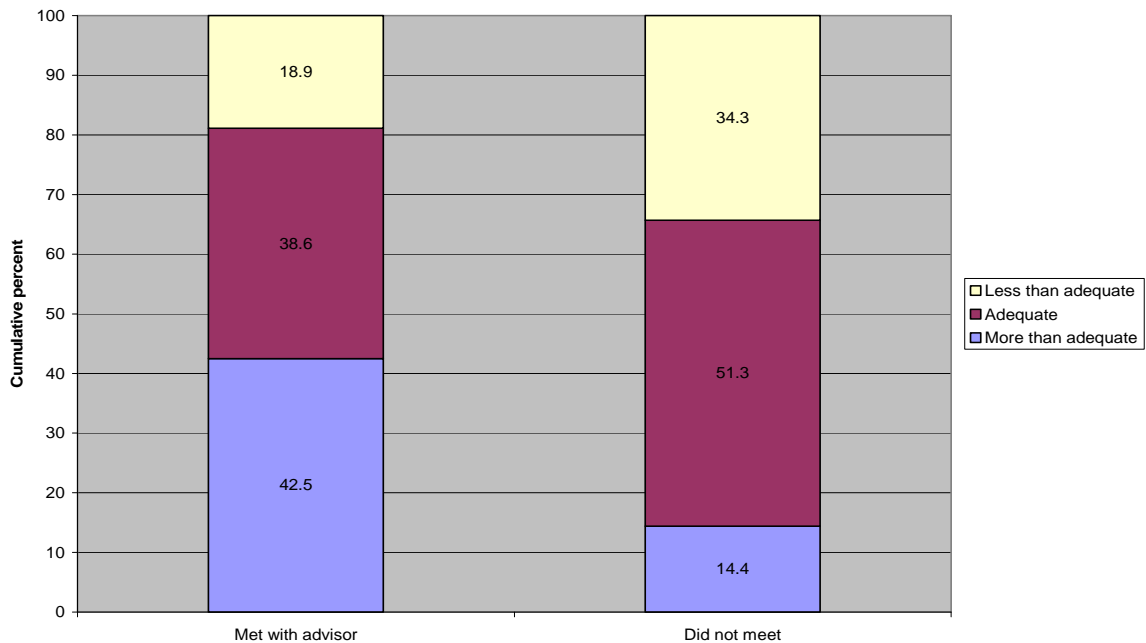


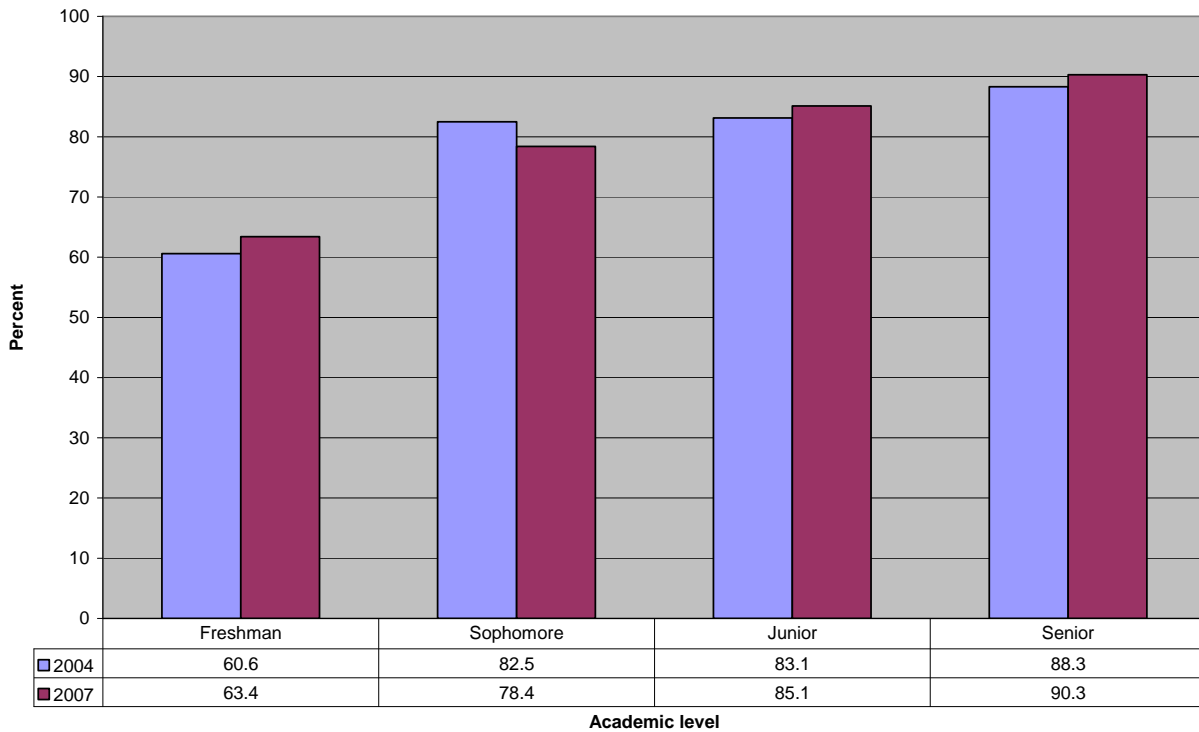
Figure 2. Adequacy of advising for those who did and did not meet with an advisor



### What students are seeing an advisor?

The percentage of students who reported that they had met with an advisor also remained stable between 2004 and 2007 (see Figure 3). Freshmen remained the least likely group to see an advisor.

Figure 3. Percent who had met with an advisor in 2004 and 2007

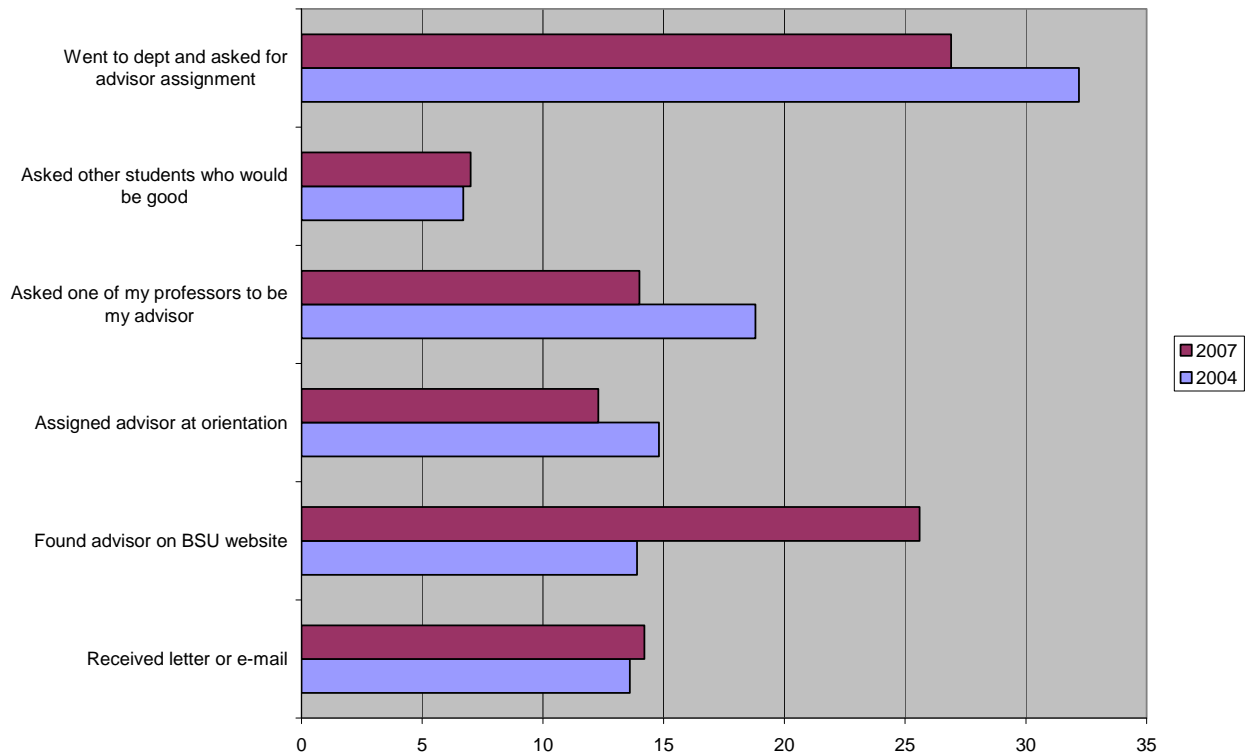


As shown by Table 3, in 2007 no differences could be found in who was advised based on sex, minority group status, credits taken, transfer status, or hours worked. Students from the College and Education and the College of Engineering were most likely to report that they had seen an advisor.

### How did students find their current advisor?

In 2007, the two most common ways that students found their current advisor were by (1) going to the department and asking to be assigned an advisor (27%) and (2) by finding their advisor on the Boise State website (26%). As shown by Figure 4, the percent using the web to get an advisor has risen dramatically since 2004 while the percentage who went to their departments has fallen. The shifts are particularly noticeable for freshmen and sophomores. Note that the percentage of students who asked one of their professors from class to be their advisor also dropped between 2004 and 2007 for all class levels except seniors.

**Figure 4. How did you find your current advisor?**



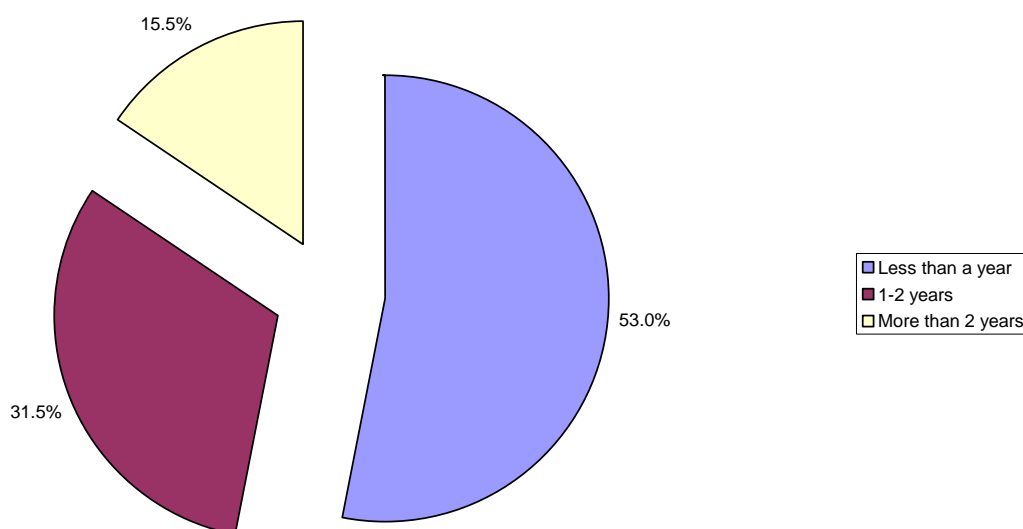
As shown by Table 4, strategies for finding an advisor in 2007 were similar based on sex, minority group status, or transfer status. Freshmen were more likely to indicate that they'd been assigned an advisor at orientation while seniors were more likely to ask one of their professors to be their advisor. By college, it appears that the College of Education particularly emphasizes website use, while the College of Business and Economics encourages students who contact their departments. The College of Engineering appears to prefer sending students a letter or e-mail letting them know whom they have for an advisor.

**How long have students had their current academic advisor?**

As shown by Figure 5, a majority (53%) of students have a new relationship with their advisor, having had their advisors for less than a year. The results for 2007 shown in Figure 5 are almost the same as those for 2004.

Table 5 shows that almost one-third of seniors in 2007 still report that they have had their advisor for less than a year. The College of Business and Economics appears to have the greatest percentage of students with a new advisor; this could be due to their advising model or from the academic level of business students who completed the survey since freshmen are unlikely to have had an extended relationship with their advisor.

Figure 5. How long have you had your academic advisor? (2007 results)



### **Over the past year, how often did students discuss advising issues with their advisor?**

If students had an advisor, they were likely to see them. Less than 10% of students reported that they had never discussed advising issues with their advisor of the past year (see Figure 6). Note that findings were similar for 2004. Few differences in frequency of advising were noted whatever a student's sex, ethnic group, transfer status, or college of major (see Table 6). Seniors were more likely to see their advisor three or more times compared to freshmen.

### **How do students and advisors exchange information?**

In 2007, most students (67%) continued to exchange information with their advisor by scheduling individual appointments with them. Other ways that students frequently exchanged information with their advisors was by e-mail (50%) and simply dropping by the office (40%). Relatively few students called their advisors (13%) or scheduled group advising appointments (3%).

In many ways, these results are similar to those obtained in 2004. However, fewer students are seeing their advisors simply by dropping by the office in 2007 compared to 2004 (see Figure 7). In addition, the percentage of seniors who are using e-mail to communicate with their advisors has risen significantly from 48% in 2004 to 61% in 2007.

Figure 6. Over the past year, how often have you met with your advisor?

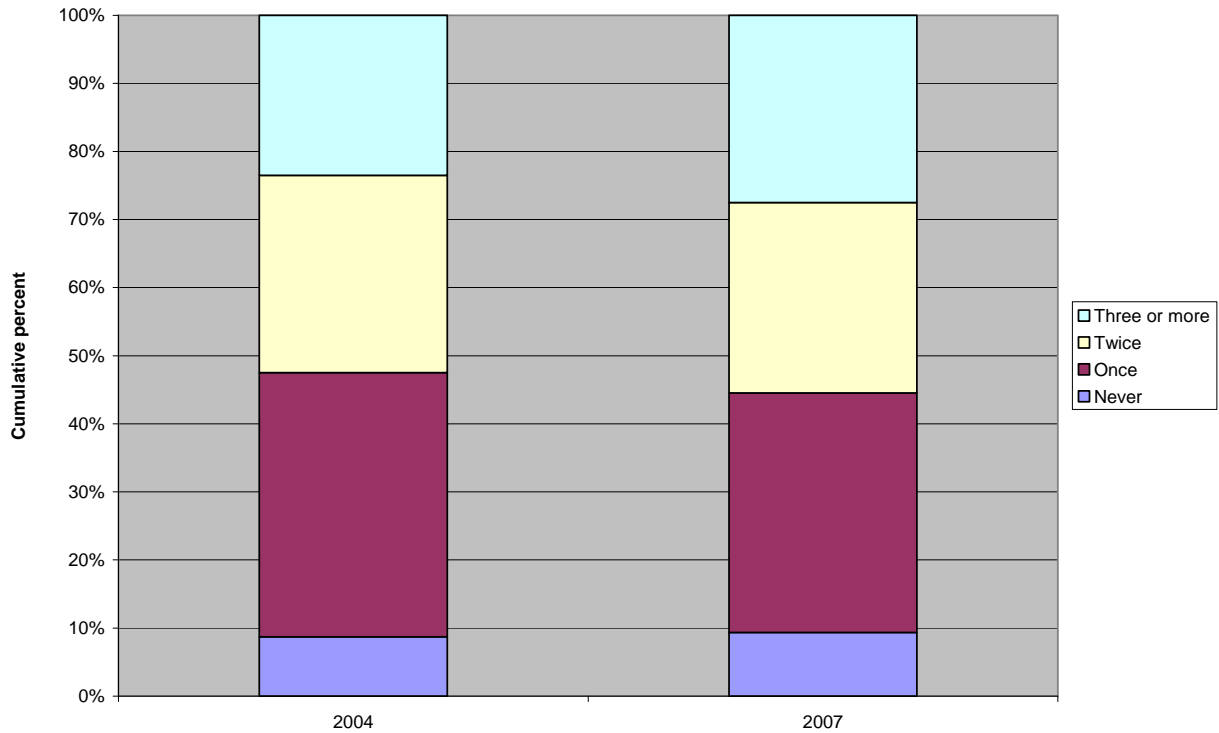
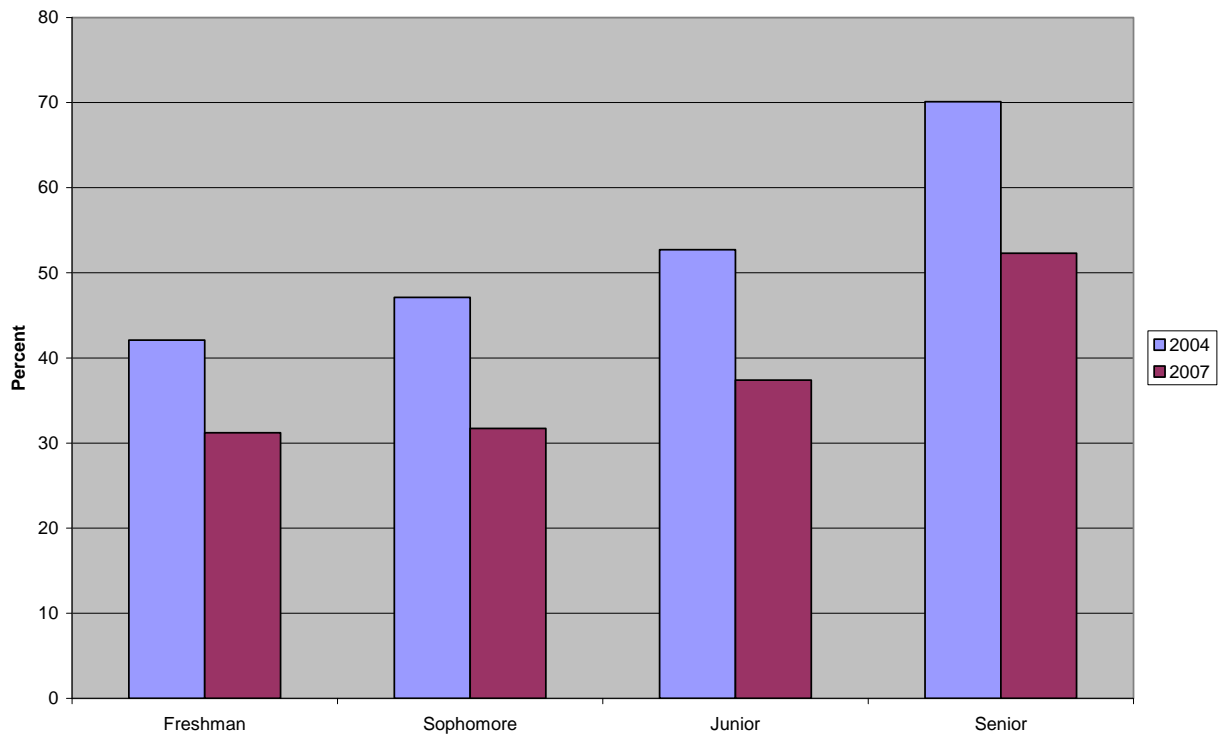


Figure 7. Percentage who exchange information with their advisor by dropping by the office



In addition, how information is exchanged seemed to differ depending on sex, minority group membership, academic level, and college of major. As shown by Table 7, women were significantly more likely to schedule appointments or use the phone, while men were more likely to drop by the

office. Minority students were more likely to drop by the office or use the phone compared to white non-Hispanic students. As students advanced to upper division, they were increasingly likely to drop by their advisor's office or send them an e-mail.

Method of communication also differed by college. For example, it appeared that scheduled individual appointments were most common in the College of Education. Scheduled group appointments were most common in the College of Health Sciences. Dropping by their advisors' offices was most common for College of Engineering students, as was corresponding by e-mail.

### **What do students discuss with their advisors? What do they wish they'd discussed? How satisfied are they with their discussions?**

Over half of the students indicated that they had discussed the following issues with their advisors:

- Academic progress (73%)
- Scheduling/registration procedures (61%)
- Meeting requirements for graduation, student teaching, etc. (58%)

The top issues that students had not discussed with their advisors, but wished that they had, included:

- Finding a job after college/job placement (38%)
- Matching learning style to particular courses, courses sections, or instructors (37%)
- Finding internship opportunities (33%)
- Identifying career areas which fit current skills, abilities, and interests (33%)
- Continuing education after graduation (31%)
- Obtaining financial aid (31%)

Further details can be found in Table 8. Students were generally satisfied with their advisor's assistance (see Table 9).

### **What were students' impressions of their advisors?**

Students were generally happy with their advisors. At least 70% agreed that their advisor:

- Is a good listener
- Respects their opinions and feelings
- Provides them with accurate information about requirements, prerequisites, etc.
- Provides a caring, open atmosphere

The areas where at least 20% of students disagreed were:

- Keeps me up to date on changes in academic requirements
- Encourages me to talk about myself and my college experiences
- Encourages my involvement in extracurricular activities
- Helps me explore careers in my field of interest

Though students thought most items were applicable to their advisor, at least 10% felt that their advisor did not need to:

- Help them examine their needs, interests, and values
- Encourage them to talk about themselves and their college experiences
- Encourage their involvement in extracurricular activities
- Help them explore careers in their field of interest

Full details can be found in Table 10.

In order to make comparisons among groups, students' responses to the set of items were submitted to a factor analysis<sup>1</sup>. A single factor solution provided the best explanation of the data. No difference was found between the average score for 2004 and for 2007, indicating that students' perceptions had remained stable.

Turning to the 2007 data, no differences were found based on minority group membership. However, men were generally happier with their advisors compared to women. Juniors were least happy with their advisors compared to students at other academic levels while freshmen were happiest. Students who were majors in the College of Engineering or the College of Health Sciences were happier with their advisors compared to students enrolled in other colleges. (See Table 11.)

### **Why haven't students met with their advisor?**

Students who had indicated that they had never met with an advisor (about 20% of the group) were asked for their reasons for not meeting. Figure 8 shows the comparisons for 2004 and 2008. Generally, the main reasons revolved around lack of knowledge. About 40% of students who had not met with an advisor didn't know how to get an advisor. In 2004, about 40% didn't know who their advisor was. However, in 2007 over 50% didn't know who their advisor was, a statistically significant increase. While not statistically significant, the percentage of students who said they didn't have time to meet with an advisor also rose in 2007.

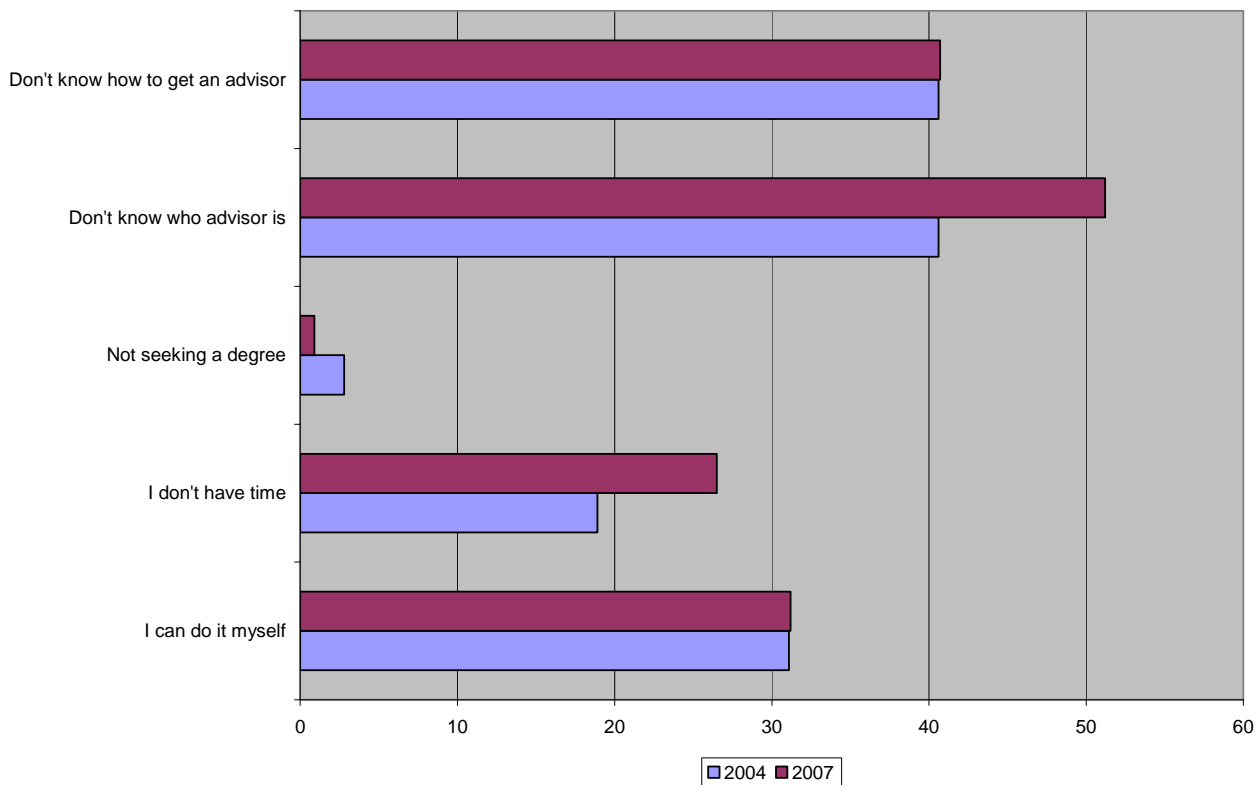
Within each college the most common reason for not meeting with an advisor was lack of knowledge about who their advisor was (see Table 12). The percentage of students who chose this reason varied from a low of 43% in the College of Arts and Sciences to a high of 61% in the College of Business and Economics.

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<sup>1</sup> Items were analyzed using principal components factor analysis with varimax rotation. Students who responded that the item "does not apply" were dropped from the analysis. The analysis was based on a listwise inclusion of cases. Factors with eigenvalues of 1 or greater were retained. Factor scores were computed using the regression method with an overall mean of 0.0 and standard deviation of 1.0.



**Figure 8. Reasons why students without an advisor haven't met with one**

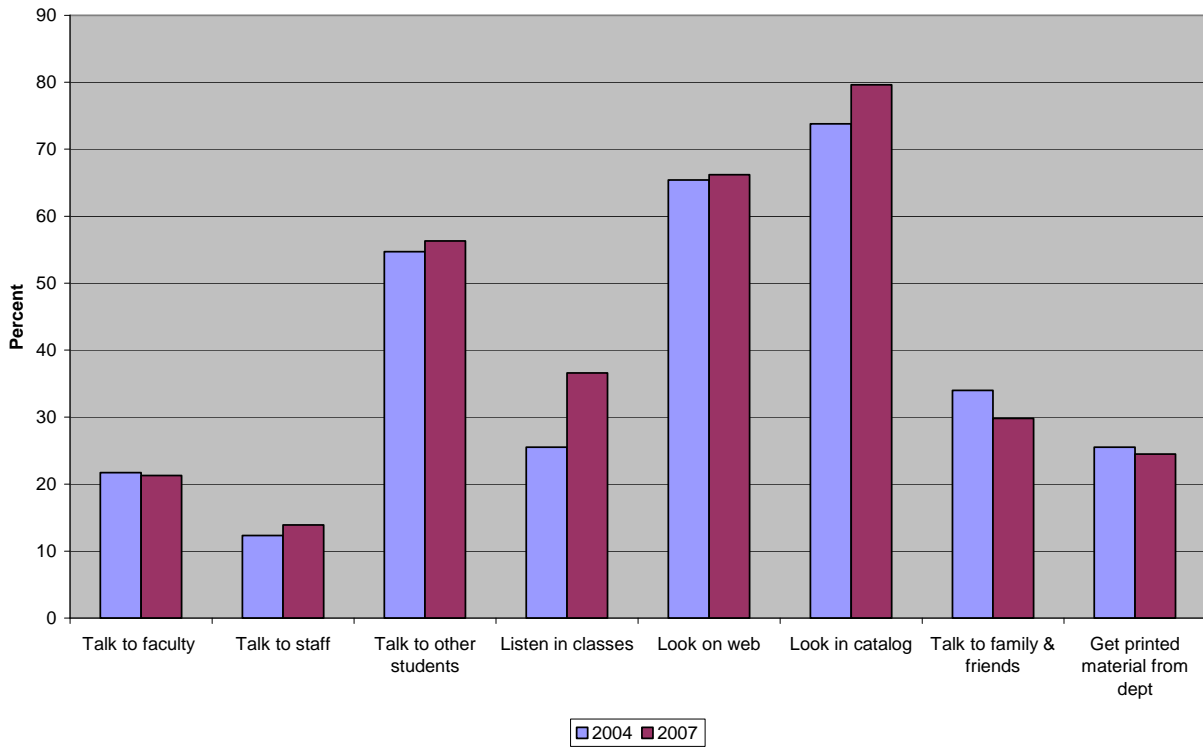


**How do students without an advisor get the information they need? Might they seek an advisor in the future?**

Little has changed since 2004 in how students get information when they don't see an advisor. Looking in the catalog remained the top way to get information in 2007 followed by looking on the web and talking to other students (see Figure 9). The only way of getting information that had changed since 2004 was that more students said that they listened for information in their classes. See Table 13 for college-by-college details for 2007.

Students who hadn't met with an advisor were also asked if they had any reason to meet with an advisor in the future. Again, results were very similar to 2004. The only significant differences were that in 2007 fewer students thought that they might meet with an advisor to change their major or to withdraw or transfer from Boise State. Students were most likely to say they'd meet with an advisor to discuss their academic progress to check on meeting the requirements for graduation. See Table 14 for details.

Figure 9. How students without advisors get the information they need



**Table 1. Comparison of 2004 and 2007 on the question “How well does the academic advising system meet your needs?”**

		year			
		2004		2007	
		Count	Column Valid N %	Count	Column Valid N %
Freshman	Exceptionally well	14	9.1%	132	12.7%
	More than adequately	37	24.0%	276	26.5%
	Adequately	79	51.3%	445	42.7%
	Less than Adequately	19	12.3%	162	15.5%
	Very Poorly	5	3.2%	28	2.7%
	Total	154	100.0%	1043	100.0%
Sophomore	Exceptionally well	13	12.7%	125	13.8%
	More than adequately	28	27.5%	211	23.2%
	Adequately	34	33.3%	384	42.3%
	Less than Adequately	20	19.6%	151	16.6%
	Very Poorly	7	6.9%	37	4.1%
	Total	102	100.0%	908	100.0%
Junior	Exceptionally well	11	12.5%	144	14.0%
	More than adequately	18	20.5%	220	21.5%
	Adequately	39	44.3%	434	42.3%
	Less than Adequately	13	14.8%	174	17.0%
	Very Poorly	7	8.0%	53	5.2%
	Total	88	100.0%	1025	100.0%
Senior	Exceptionally well	14	18.7%	206	16.3%
	More than adequately	10	13.3%	261	20.7%
	Adequately	27	36.0%	474	37.6%
	Less than Adequately	16	21.3%	229	18.2%
	Very Poorly	8	10.7%	91	7.2%
	Total	75	100.0%	1261	100.0%

*Note: Chi-square tests and ANOVA showed no significant differences*

**Table 2. 2007 Results for “How well does the academic advising system meet your needs”**

		How well does the academic advising system meet your needs?					
		More than adequately		Adequately		Less than adequately	
		Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
<b>Have you ever met with an advisor to discuss selecting classes, majors, etc.?</b>	<b>Yes</b>	<i>1535</i>	<i>42.5%</i>	<i>1394</i>	<i>38.6%</i>	<i>683</i>	<i>18.9%</i>
	<b>No</b>	<i>130</i>	<i>14.4%</i>	<i>462</i>	<i>51.3%</i>	<i>309</i>	<i>34.3%</i>
<b>Did you transfer to Boise State from another college?</b>	<b>Yes</b>	<i>583</i>	<i>36.4%</i>	<i>641</i>	<i>40.1%</i>	<i>376</i>	<i>23.5%</i>
	<b>No</b>	<i>1077</i>	<i>37.1%</i>	<i>1213</i>	<i>41.8%</i>	<i>615</i>	<i>21.2%</i>
<b>How many hours per week are you currently employed?</b>	<b>0 or only occasional jobs</b>	<i>408</i>	<i>40.2%</i>	<i>411</i>	<i>40.5%</i>	<i>197</i>	<i>19.4%</i>
	<b>1-10</b>	<i>168</i>	<i>48.8%</i>	<i>121</i>	<i>35.2%</i>	<i>55</i>	<i>16.0%</i>
	<b>11-20</b>	<i>390</i>	<i>42.1%</i>	<i>356</i>	<i>38.4%</i>	<i>180</i>	<i>19.4%</i>
	<b>21-30</b>	<i>321</i>	<i>34.4%</i>	<i>413</i>	<i>44.2%</i>	<i>200</i>	<i>21.4%</i>
	<b>31-40</b>	<i>254</i>	<i>28.8%</i>	<i>390</i>	<i>44.3%</i>	<i>237</i>	<i>26.9%</i>
	<b>Over 40</b>	<i>124</i>	<i>30.3%</i>	<i>164</i>	<i>40.1%</i>	<i>121</i>	<i>29.6%</i>
<b>College</b>	<b>College of Arts &amp; Science</b>	<i>360</i>	<i>33.3%</i>	<i>455</i>	<i>42.1%</i>	<i>267</i>	<i>24.7%</i>
	<b>College of Business &amp; Economic</b>	<i>224</i>	<i>30.3%</i>	<i>348</i>	<i>47.1%</i>	<i>167</i>	<i>22.6%</i>
	<b>College of Education</b>	<i>214</i>	<i>46.5%</i>	<i>173</i>	<i>37.6%</i>	<i>73</i>	<i>15.9%</i>
	<b>College of Engineering</b>	<i>205</i>	<i>44.5%</i>	<i>186</i>	<i>40.3%</i>	<i>70</i>	<i>15.2%</i>
	<b>College of Health Sciences</b>	<i>330</i>	<i>43.2%</i>	<i>287</i>	<i>37.6%</i>	<i>147</i>	<i>19.2%</i>
	<b>College of Soc Sci &amp; Pub Aff</b>	<i>332</i>	<i>33.0%</i>	<i>407</i>	<i>40.4%</i>	<i>268</i>	<i>26.6%</i>

**Table 3. Percent in 2007 who have met with an advisor by sex, minority status, academic level, number of credits, transfer status, work hours, and college of major**

		Have you ever met with an advisor to discuss selecting classes, majors, etc.?			
		Yes		No	
		Count	Row Valid N %	Count	Row Valid N %
<b>SEX</b>	<b>Female</b>	2256	79.4%	585	20.6%
	<b>Male</b>	1353	80.4%	330	19.6%
<b>MINORITY</b>	<b>White non-Hispanic</b>	2968	80.1%	736	19.9%
	<b>Minority/Person of Color</b>	380	76.5%	117	23.5%
	<b>No ethnicity given</b>	268	79.8%	68	20.2%
<b>Academic Level</b>	<b>Freshman</b>	680	63.0%	400	37.0%
	<b>Sophomore</b>	755	78.2%	211	21.8%
	<b>Junior</b>	939	84.7%	169	15.3%
	<b>Senior</b>	1242	89.8%	141	10.2%
<b>Credits Taken This Term</b>	<b>Less than 12 credits</b>	790	77.4%	231	22.6%
	<b>12 or more credits</b>	2826	80.4%	690	19.6%
<b>Did you transfer to Boise State from another college?</b>	<b>Yes</b>	1338	83.2%	270	16.8%
	<b>No</b>	2270	77.7%	650	22.3%
<b>How many hours per week are you currently employed?</b>	<b>0 or only occasional jobs</b>	797	78.0%	225	22.0%
	<b>1-10</b>	295	85.3%	51	14.7%
	<b>11-20</b>	764	82.3%	164	17.7%
	<b>21-30</b>	755	80.7%	181	19.3%
	<b>31-40</b>	686	77.3%	202	22.7%
	<b>Over 40</b>	315	76.3%	98	23.7%
<b>College</b>	<b>College of Arts &amp; Science</b>	839	77.1%	249	22.9%
	<b>College of Business &amp; Economic</b>	566	76.0%	179	24.0%
	<b>College of Education</b>	399	86.7%	61	13.3%
	<b>College of Engineering</b>	405	87.3%	59	12.7%
	<b>College of Health Sciences</b>	629	81.6%	142	18.4%
	<b>College of Soc Sci &amp; Pub Aff</b>	778	77.1%	231	22.9%

**Table 4. 2007 Results for “How did you find your current advisor” by sex, minority status, academic level, transfer status, and college of major**

			How did you find your current advisor?					
			I received a letter or e-mail telling me who my advisor was	I found my advisor on the Boise State website	I was assigned an advisor at orientation	I asked one of my professors that I had classes from if they would be my advisor	I asked other students who would be a good advisor	I went to my department and asked to be assigned an advisor
SEX	Female	N	304	608	263	292	163	595
		%	13.7%	27.3%	11.8%	13.1%	7.3%	26.7%
	Male	N	199	315	164	224	91	347
		%	14.9%	23.5%	12.2%	16.7%	6.8%	25.9%
MINORITY	White non-Hispanic	N	426	763	361	427	195	762
		%	14.5%	26.0%	12.3%	14.6%	6.6%	26.0%
	Minority/Person of Color	N	42	96	45	50	33	108
		%	11.2%	25.7%	12.0%	13.4%	8.8%	28.9%
	No ethnicity given	N	36	64	22	39	26	77
		%	13.6%	24.2%	8.3%	14.8%	9.8%	29.2%
Academic Level	Freshman	N	87	169	131	33	55	191
		%	13.1%	25.4%	19.7%	5.0%	8.3%	28.7%
	Sophomore	N	91	233	95	48	50	228
		%	12.2%	31.3%	12.8%	6.4%	6.7%	30.6%
	Junior	N	112	266	113	125	62	247
		%	12.1%	28.8%	12.2%	13.5%	6.7%	26.7%
	Senior	N	214	255	89	310	87	281
		%	17.3%	20.6%	7.2%	25.1%	7.0%	22.7%
Did you transfer to Boise State?	Yes	N	200	341	155	187	92	350
		%	15.1%	25.7%	11.7%	14.1%	6.9%	26.4%
	No	N	303	580	273	328	162	594
		%	13.5%	25.9%	12.2%	14.6%	7.2%	26.5%

**Table 4. 2007 Results for “How did you find your current advisor” by sex, minority status, academic level, transfer status, and college of major (Continued)**

			How did you find your current advisor?					
			I received a letter or e-mail telling me who my advisor was	I found my advisor on the Boise State website	I was assigned an advisor at orientation	I asked one of my professors that I had classes from if they would be my advisor	I asked other students who would be a good advisor	I went to my department and asked to be assigned an advisor
College	College of Arts & Science	N	130	235	90	155	48	175
		%	15.6%	28.2%	10.8%	18.6%	5.8%	21.0%
	College of Business & Economic	N	39	98	58	102	34	221
		%	7.1%	17.8%	10.5%	18.5%	6.2%	40.0%
	College of Education	N	55	135	93	11	27	75
		%	13.9%	34.1%	23.5%	2.8%	6.8%	18.9%
	College of Engineering	N	105	90	42	53	32	81
		%	26.1%	22.3%	10.4%	13.2%	7.9%	20.1%
	College of Health Sciences	N	76	172	96	42	66	171
		%	12.2%	27.6%	15.4%	6.7%	10.6%	27.4%
	College of Soc Sci & Pub Aff	N	99	193	49	153	47	224
		%	12.9%	25.2%	6.4%	20.0%	6.1%	29.3%

**Table 5. 2007 Results for “How long have you had your current academic advisor” by sex, minority status, academic level, transfer status, and college of major**

		How long have you had your current academic advisor?					
		Less than a year		1-2 years		More than 2 years	
		Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
<b>SEX</b>	<b>Female</b>	<i>1218</i>	<i>54.2%</i>	<i>684</i>	<i>30.4%</i>	<i>347</i>	<i>15.4%</i>
	<b>Male</b>	<i>684</i>	<i>51.0%</i>	<i>446</i>	<i>33.3%</i>	<i>211</i>	<i>15.7%</i>
<b>MINORITY</b>	<b>White non-Hispanic</b>	<i>1554</i>	<i>52.6%</i>	<i>936</i>	<i>31.7%</i>	<i>464</i>	<i>15.7%</i>
	<b>Minority/Person of Color</b>	<i>212</i>	<i>55.8%</i>	<i>115</i>	<i>30.3%</i>	<i>53</i>	<i>13.9%</i>
	<b>No ethnicity given</b>	<i>139</i>	<i>52.9%</i>	<i>82</i>	<i>31.2%</i>	<i>42</i>	<i>16.0%</i>
<b>Academic Level</b>	<b>Freshman</b>	<i>583</i>	<i>86.2%</i>	<i>88</i>	<i>13.0%</i>	<i>5</i>	<i>.7%</i>
	<b>Sophomore</b>	<i>437</i>	<i>58.0%</i>	<i>269</i>	<i>35.7%</i>	<i>48</i>	<i>6.4%</i>
	<b>Junior</b>	<i>486</i>	<i>52.1%</i>	<i>292</i>	<i>31.3%</i>	<i>154</i>	<i>16.5%</i>
	<b>Senior</b>	<i>399</i>	<i>32.3%</i>	<i>484</i>	<i>39.2%</i>	<i>352</i>	<i>28.5%</i>
<b>Did you transfer to Boise State from another college?</b>	<b>Yes</b>	<i>721</i>	<i>54.0%</i>	<i>441</i>	<i>33.0%</i>	<i>173</i>	<i>13.0%</i>
	<b>No</b>	<i>1182</i>	<i>52.4%</i>	<i>692</i>	<i>30.7%</i>	<i>381</i>	<i>16.9%</i>
<b>College</b>	<b>College of Arts &amp; Science</b>	<i>435</i>	<i>51.9%</i>	<i>273</i>	<i>32.6%</i>	<i>130</i>	<i>15.5%</i>
	<b>College of Business &amp; Economic</b>	<i>347</i>	<i>62.1%</i>	<i>162</i>	<i>29.0%</i>	<i>50</i>	<i>8.9%</i>
	<b>College of Education</b>	<i>171</i>	<i>43.0%</i>	<i>125</i>	<i>31.4%</i>	<i>102</i>	<i>25.6%</i>
	<b>College of Engineering</b>	<i>197</i>	<i>48.8%</i>	<i>140</i>	<i>34.7%</i>	<i>67</i>	<i>16.6%</i>
	<b>College of Health Sciences</b>	<i>342</i>	<i>54.6%</i>	<i>182</i>	<i>29.1%</i>	<i>102</i>	<i>16.3%</i>
	<b>College of Soc Sci &amp; Pub Aff</b>	<i>413</i>	<i>53.5%</i>	<i>251</i>	<i>32.5%</i>	<i>108</i>	<i>14.0%</i>



**Table 6. 2007 results for the question “Over the past year, how often did you discuss advising issues with your advisor?”**

		Over the past year, how often did you discuss advising issues with your advisor?							
		Never		Once		Twice		Three or more	
		Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
<b>SEX</b>	Female	206	9.1%	806	35.8%	633	28.1%	607	27.0%
	Male	132	9.8%	447	33.2%	381	28.3%	388	28.8%
<b>MINORITY</b>	White non-Hispanic	288	9.7%	1049	35.4%	816	27.6%	807	27.3%
	Minority/Person of Color	27	7.1%	123	32.4%	115	30.3%	115	30.3%
	No ethnicity given	24	9.0%	85	31.8%	83	31.1%	75	28.1%
<b>Academic Level</b>	Freshman	53	7.8%	334	49.2%	189	27.8%	103	15.2%
	Sophomore	78	10.3%	288	38.2%	224	29.7%	164	21.8%
	Junior	97	10.4%	313	33.5%	271	29.0%	253	27.1%
	Senior	111	9.0%	322	26.0%	330	26.6%	477	38.5%
<b>Did you transfer to Boise State from another college?</b>	Yes	108	8.1%	452	33.9%	372	27.9%	402	30.1%
	No	229	10.1%	804	35.5%	642	28.3%	591	26.1%
<b>College</b>	College of Arts & Science	91	10.9%	286	34.1%	217	25.9%	244	29.1%
	College of Business & Economic	58	10.3%	217	38.4%	169	29.9%	121	21.4%
	College of Education	19	4.8%	119	29.8%	132	33.1%	129	32.3%
	College of Engineering	34	8.5%	134	33.4%	121	30.2%	112	27.9%
	College of Health Sciences	56	8.9%	203	32.3%	177	28.2%	192	30.6%
	College of Soc Sci & Pub Aff	81	10.4%	298	38.4%	198	25.5%	199	25.6%

**Table 7. 2007 responses to “How do you and your advisor exchange information?”**

		How do you and your advisor exchange information?						
		Scheduled individual appointments	Scheduled group appointments	Dropping by the office	E-mail	Telephone	Don't exchange information	Other
<b>SEX</b>	<b>Female</b>	70.3%	3.7%	34.8%	51.0%	14.4%	10.4%	5.4%
	<b>Male</b>	62.6%	2.0%	49.6%	48.2%	10.2%	9.9%	3.6%
<b>MINORITY</b>	<b>White non-Hispanic</b>	67.2%	3.0%	38.9%	50.1%	12.4%	10.9%	4.4%
	<b>Minority/Person of Color</b>	67.1%	3.7%	46.6%	48.7%	17.4%	7.4%	6.8%
	<b>No ethnicity given</b>	70.7%	2.6%	48.1%	48.5%	10.5%	6.4%	5.3%
<b>Academic Level</b>	<b>Freshman</b>	64.7%	4.7%	31.5%	39.8%	13.1%	12.2%	5.0%
	<b>Sophomore</b>	68.3%	2.1%	31.7%	41.1%	12.5%	12.8%	3.8%
	<b>Junior</b>	67.7%	3.2%	38.1%	50.3%	11.5%	10.5%	5.2%
	<b>Senior</b>	68.1%	2.6%	52.3%	60.4%	13.9%	7.2%	4.8%
<b>College</b>	<b>College of Arts &amp; Science</b>	67.8%	1.9%	42.0%	51.8%	11.1%	9.4%	5.3%
	<b>College of Business &amp; Economic</b>	64.0%	2.1%	35.2%	31.3%	11.5%	15.4%	3.2%
	<b>College of Education</b>	80.4%	3.5%	28.2%	54.4%	13.4%	4.0%	3.5%
	<b>College of Engineering</b>	70.5%	1.7%	54.5%	61.6%	8.4%	5.9%	3.2%
	<b>College of Health Sciences</b>	68.0%	8.4%	35.7%	52.4%	20.5%	9.6%	5.3%
	<b>College of Soc Sci &amp; Pub Aff</b>	60.9%	1.0%	45.2%	50.8%	11.5%	13.0%	6.3%

**Table 8. 2007 issues that students discussed with their advisors, should have discussed, and did not need to discuss**

	Have not discussed and do not need to		Have not discussed by should have		Have discussed	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Academic progress	378	10.5%	600	16.6%	2628	72.9%
Scheduling/registration procedures	972	27.0%	451	12.5%	2177	60.5%
Meeting requirements for graduation, student teaching, etc.	662	18.4%	838	23.3%	2090	58.2%
Clarifying life/career goals	1153	32.0%	947	26.3%	1499	41.7%
Dropping/adding courses	1671	46.6%	490	13.7%	1427	39.8%
Selecting/changing major	1803	50.2%	479	13.3%	1310	36.5%
Identifying career areas which fit current skills, abilities, and interests	1241	34.6%	1180	32.9%	1166	32.5%
Continuing education after graduation	1519	42.4%	1112	31.0%	955	26.6%
Obtaining course credit through non-traditional means (CLEP, PEP, etc.)	1605	44.7%	1055	29.4%	932	25.9%
Coping with academic difficulties	1716	47.8%	1006	28.0%	868	24.2%
Finding internship opportunities	1593	44.5%	1184	33.1%	805	22.5%
Obtaining financial aid	1813	50.7%	1092	30.5%	671	18.8%
Finding a job after college/job placement	1592	44.4%	1350	37.7%	641	17.9%
Matching learning style to particular courses, course sections, or instructors	1629	45.4%	1337	37.3%	619	17.3%
Improving study skills and habits	2092	58.3%	984	27.4%	510	14.2%
Obtaining employment on campus (work study, assistantships, etc.)	2390	66.7%	734	20.5%	459	12.8%
Obtaining remedial/tutorial assistance	2342	65.2%	801	22.3%	447	12.5%
Dealing with personal problems	2762	77.2%	404	11.3%	413	11.5%
Withdrawing/transferring from this institution	2941	82.1%	399	11.1%	241	6.7%

**Table 9. Satisfaction with Advisor's Assistance for those who discussed topic with advisor (1=very satisfied, 5=very dissatisfied)**

	Mean	Standard Deviation	Median	Valid N
My academic progress	1.88	.94	2.00	2616
Scheduling/registration procedures	1.85	.98	2.00	2159
Dropping/adding courses	1.74	.89	2.00	1417
Obtaining course credit through non-traditional means (CLEP, PEP, etc.)	1.92	1.07	2.00	927
Selecting/changing my major area of study	1.90	1.05	2.00	1302
Meeting requirements for graduation, student teaching, etc.	1.89	1.07	2.00	2069
Improving my study skills and habits	1.77	.95	2.00	506
Matching my learning style to particular courses, course sections, or instructors	1.79	1.08	1.00	618
Obtaining remedial/tutorial assistance	1.94	1.06	2.00	444
Clarifying my life/career goals	1.83	.91	2.00	1487
Identifying career areas which fit my current skills, abilities, and interests	1.82	.96	2.00	1162
Coping with academic difficulties	1.91	1.08	2.00	864
Obtaining financial aid	2.00	1.10	2.00	675
Obtaining employment on campus (work study, assistantships, etc.)	1.88	1.03	2.00	464
Finding a job after college/job placement	1.81	.98	2.00	641
Continuing my education after graduation	1.75	.93	2.00	951
Withdrawing/transferring from this institution	2.11	1.17	2.00	252
Dealing with personal problems	1.70	.97	1.00	420
Finding internship opportunities	1.84	1.03	2.00	812

**Table 10. Students' impressions of their advisor**

	Does not apply		Agree		Neutral		Disagree	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
Is a good listener.	128	3.6%	2721	75.5%	477	13.2%	277	7.7%
Respects my opinions and feelings.	157	4.4%	2672	74.5%	527	14.7%	229	6.4%
Is available when I need assistance.	122	3.4%	2334	65.1%	692	19.3%	438	12.2%
Provides a caring, open atmosphere.	136	3.8%	2516	70.4%	632	17.7%	291	8.1%
Checks to make sure we understand each other.	146	4.1%	2340	65.2%	710	19.8%	395	11.0%
Provides me with accurate information about requirements, prerequisites, etc.	156	4.3%	2542	70.6%	477	13.2%	426	11.8%
Keeps me up to date on changes in academic requirements.	295	8.2%	1567	43.5%	926	25.7%	811	22.5%
Refers me to other sources from which I can obtain assistance.	284	7.9%	1942	54.0%	813	22.6%	558	15.5%
Encourages me to assume an active role in planning my academic program.	221	6.2%	2305	64.3%	711	19.8%	350	9.8%
Encourages me to achieve my educational goals.	216	6.0%	2319	64.5%	716	19.9%	343	9.5%
Helps me identify the obstacles I need to overcome to reach my educational goals.	274	7.6%	1957	54.4%	837	23.3%	528	14.7%
Allows sufficient time to discuss issues or problems.	175	4.9%	2403	66.8%	605	16.8%	416	11.6%
Helps me select courses that match my interests and abilities.	292	8.1%	2042	56.9%	790	22.0%	467	13.0%
Helps me to examine my needs, interests, and values.	372	10.4%	1738	48.5%	940	26.2%	533	14.9%
Encourages me to talk about myself and my college experiences.	408	11.4%	1316	36.7%	1063	29.7%	798	22.3%
Encourages my involvement in extracurricular activities.	482	13.4%	1175	32.7%	1125	31.3%	809	22.5%
Helps me explore careers in my field of interest.	395	11.0%	1417	39.5%	1039	29.0%	736	20.5%
Seems to enjoy advising.	158	4.4%	2332	64.9%	702	19.5%	399	11.1%

**Table 11. Mean factor scores for impression-of-advisor items**

		Advising Factor Score			
		Mean	Count	Standard Deviation	Standard Error of Mean
SEX	Female	<i>-.05341</i>	<i>2841</i>	<i>1.01702</i>	<i>.02555</i>
	Male	<i>.09096</i>	<i>1683</i>	<i>.96426</i>	<i>.03159</i>
	Unknown	<i>-.03048</i>	<i>13</i>	<i>1.11563</i>	<i>.55782</i>
MINORITY	White non-Hispanic	<i>.00492</i>	<i>3704</i>	<i>.99043</i>	<i>.02178</i>
	Minority/Person of Color	<i>-.00928</i>	<i>497</i>	<i>.99749</i>	<i>.06015</i>
	No ethnicity given	<i>-.04253</i>	<i>336</i>	<i>1.11256</i>	<i>.08316</i>
Academic Level	Freshman	<i>.09144</i>	<i>1080</i>	<i>.89628</i>	<i>.04220</i>
	Sophomore	<i>-.02729</i>	<i>966</i>	<i>.94905</i>	<i>.04073</i>
	Junior	<i>-.08494</i>	<i>1108</i>	<i>1.01858</i>	<i>.03980</i>
	Senior	<i>.03350</i>	<i>1383</i>	<i>1.06176</i>	<i>.03596</i>
College	ARTSCIENCE	<i>-.05920</i>	<i>1088</i>	<i>1.03443</i>	<i>.04277</i>
	BUSINESS	<i>-.15495</i>	<i>745</i>	<i>.93732</i>	<i>.04687</i>
	EDUCATION	<i>-.03819</i>	<i>460</i>	<i>.96094</i>	<i>.05743</i>
	ENGINEER	<i>.13237</i>	<i>464</i>	<i>.88096</i>	<i>.05200</i>
	HLTHSCI	<i>.18207</i>	<i>771</i>	<i>.98592</i>	<i>.04695</i>
	SS & PA	<i>-.02080</i>	<i>1009</i>	<i>1.07173</i>	<i>.04664</i>
	Total	<i>.00000</i>	<i>4537</i>	<i>1.00000</i>	<i>.01992</i>

**Table 12. Why haven't students without an advisor met with one**

			College					SS & PA
			ARTSCIENCE	BUSINESS	EDUCATION	ENGINEER	HLTHSCI	
I can do it myself	No	Count	156	110	50	41	98	135
		% of total	68.4%	68.8%	84.7%	69.5%	71.0%	63.1%
	Yes	Count	72	50	9	18	40	79
		% of total	31.6%	31.3%	15.3%	30.5%	29.0%	36.9%
I don't have time to meet with an advisor	No	Count	161	129	42	38	104	157
		% of total	70.6%	80.6%	71.2%	64.4%	75.4%	73.4%
	Yes	Count	67	31	17	21	34	57
		% of total	29.4%	19.4%	28.8%	35.6%	24.6%	26.6%
I'm not seeking a degree at Boise State	No	Count	224	159	59	59	135	214
		% of total	98.2%	99.4%	100.0%	100.0%	97.8%	100.0%
	Yes	Count	4	1	0	0	3	0
		% of total	1.8%	.6%	.0%	.0%	2.2%	.0%
I don't know who my advisor is	No	Count	129	63	31	32	61	103
		% of total	56.6%	39.4%	52.5%	54.2%	44.2%	48.1%
	Yes	Count	99	97	28	27	77	111
		% of total	43.4%	60.6%	47.5%	45.8%	55.8%	51.9%
I don't know how to get an advisor	No	Count	152	87	40	35	76	119
		% of total	66.7%	54.4%	67.8%	59.3%	55.1%	55.6%
	Yes	Count	76	73	19	24	62	95
		% of total	33.3%	45.6%	32.2%	40.7%	44.9%	44.4%
My friends/family advise me	No	Count	208	147	55	53	123	202
		% of total	91.2%	91.9%	93.2%	89.8%	89.1%	94.4%
	Yes	Count	20	13	4	6	15	12
		% of total	8.8%	8.1%	6.8%	10.2%	10.9%	5.6%
Other	No	Count	163	126	43	44	102	151
		% of total	71.5%	78.8%	72.9%	74.6%	73.9%	70.6%
	Yes	Count	65	34	16	15	36	63
		% of total	28.5%	21.3%	27.1%	25.4%	26.1%	29.4%

**Table 13. How do students without an advisor get the information they need?**

			College					SS & PA
			ARTSCI	BUS	EDUC	ENGR	HLTH	
<b>How do you get the information you need without meeting with an advisor?</b>	<b>I talk to faculty members</b>	<b>Count</b>	<i>60</i>	<i>28</i>	<i>7</i>	<i>14</i>	<i>25</i>	<i>49</i>
		<b>Column N %</b>	<i>26.4%</i>	<i>17.8%</i>	<i>12.7%</i>	<i>23.7%</i>	<i>18.1%</i>	<i>22.9%</i>
	<b>I talk to Boise State staff</b>	<b>Count</b>	<i>33</i>	<i>18</i>	<i>7</i>	<i>8</i>	<i>23</i>	<i>30</i>
		<b>Column N %</b>	<i>14.5%</i>	<i>11.5%</i>	<i>12.7%</i>	<i>13.6%</i>	<i>16.7%</i>	<i>14.0%</i>
	<b>I talk to other students</b>	<b>Count</b>	<i>134</i>	<i>94</i>	<i>28</i>	<i>37</i>	<i>83</i>	<i>107</i>
		<b>Column N %</b>	<i>59.0%</i>	<i>59.9%</i>	<i>50.9%</i>	<i>62.7%</i>	<i>60.1%</i>	<i>50.0%</i>
	<b>I listen in my classes</b>	<b>Count</b>	<i>83</i>	<i>52</i>	<i>20</i>	<i>27</i>	<i>47</i>	<i>85</i>
		<b>Column N %</b>	<i>36.6%</i>	<i>33.1%</i>	<i>36.4%</i>	<i>45.8%</i>	<i>34.1%</i>	<i>39.7%</i>
	<b>I look on the web</b>	<b>Count</b>	<i>146</i>	<i>111</i>	<i>38</i>	<i>41</i>	<i>86</i>	<i>146</i>
		<b>Column N %</b>	<i>64.3%</i>	<i>70.7%</i>	<i>69.1%</i>	<i>69.5%</i>	<i>62.3%</i>	<i>68.2%</i>
	<b>I look in the catalog</b>	<b>Count</b>	<i>184</i>	<i>131</i>	<i>38</i>	<i>42</i>	<i>109</i>	<i>179</i>
		<b>Column N %</b>	<i>81.1%</i>	<i>83.4%</i>	<i>69.1%</i>	<i>71.2%</i>	<i>79.0%</i>	<i>83.6%</i>
	<b>I talk to my family and friends</b>	<b>Count</b>	<i>69</i>	<i>51</i>	<i>11</i>	<i>19</i>	<i>47</i>	<i>59</i>
		<b>Column N %</b>	<i>30.4%</i>	<i>32.5%</i>	<i>20.0%</i>	<i>32.2%</i>	<i>34.1%</i>	<i>27.6%</i>
	<b>I get printed material from my department</b>	<b>Count</b>	<i>64</i>	<i>38</i>	<i>15</i>	<i>16</i>	<i>41</i>	<i>36</i>
		<b>Column N %</b>	<i>28.2%</i>	<i>24.2%</i>	<i>27.3%</i>	<i>27.1%</i>	<i>29.7%</i>	<i>16.8%</i>
	<b>Other</b>	<b>Count</b>	<i>16</i>	<i>10</i>	<i>5</i>	<i>2</i>	<i>9</i>	<i>16</i>
		<b>Column N %</b>	<i>7.0%</i>	<i>6.4%</i>	<i>9.1%</i>	<i>3.4%</i>	<i>6.5%</i>	<i>7.5%</i>
	<b>Total</b>	<b>Count</b>	<i>227</i>	<i>157</i>	<i>55</i>	<i>59</i>	<i>138</i>	<i>214</i>
		<b>Column N %</b>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>



**Table 14. Reasons Students Without An Advisor Might Meet with One in the Future – 2007 Results**

		<b>Count</b>	<b>Column N %</b>
<b>Reasons you might meet with an advisor in the future</b>	<b>My academic progress</b>	<i>653</i>	<i>76.6%</i>
	<b>Scheduling/registration procedures</b>	<i>417</i>	<i>48.9%</i>
	<b>Dropping/adding courses</b>	<i>172</i>	<i>20.2%</i>
	<b>Obtaining course credit through nontraditional means</b>	<i>295</i>	<i>34.6%</i>
	<b>Selecting/changing my major area of study</b>	<i>285</i>	<i>33.5%</i>
	<b>Meeting requirements for graduation, student teaching, certification, etc.</b>	<i>629</i>	<i>73.8%</i>
	<b>Improving my study skills and habits</b>	<i>161</i>	<i>18.9%</i>
	<b>Matching my learning style to particular courses or instructors</b>	<i>204</i>	<i>23.9%</i>
	<b>Obtaining remedial/tutorial assistance</b>	<i>111</i>	<i>13.0%</i>
	<b>Clarifying my life/career goals</b>	<i>286</i>	<i>33.6%</i>
	<b>Identifying career areas which fit my current skills, abilities, and interests</b>	<i>284</i>	<i>33.3%</i>
	<b>Coping with academic difficulties</b>	<i>177</i>	<i>20.8%</i>
	<b>Obtaining financial aid</b>	<i>292</i>	<i>34.3%</i>
	<b>Obtaining employment on campus</b>	<i>130</i>	<i>15.3%</i>
	<b>Finding a job after college/job placement</b>	<i>376</i>	<i>44.1%</i>
	<b>Continuing my education after graduation</b>	<i>271</i>	<i>31.8%</i>
	<b>Withdrawing/transferring from Boise State</b>	<i>102</i>	<i>12.0%</i>
	<b>Dealing with personal problems</b>	<i>41</i>	<i>4.8%</i>
	<b>I have no reason to meet with an advisor</b>	<i>26</i>	<i>3.1%</i>
<b>Total</b>	<i>852</i>		