



Results of the 2014 Academic Advising Survey

Overview

The purpose of the advising survey was to assess students' experiences with academic advising within the past calendar year and to solicit input for improving academic advising services at Boise State University. Ultimately, the Boise State University academic advising community hopes to use the findings to identify areas of success, areas in need of improvement, and service "gaps" that may require additional attention.

The survey solicited responses to three general types of questions: (1) *mode* of advising (i.e., what type of academic advising students sought, how often they received it, and from whom); (2) students' *awareness/understanding* of the advising process and sense of *engagement* in the exchange; and (3) the *perceived outcomes/effectiveness* of the students' advising experience. An additional set of questions focused on students who indicated that they had not been advised in the past year.

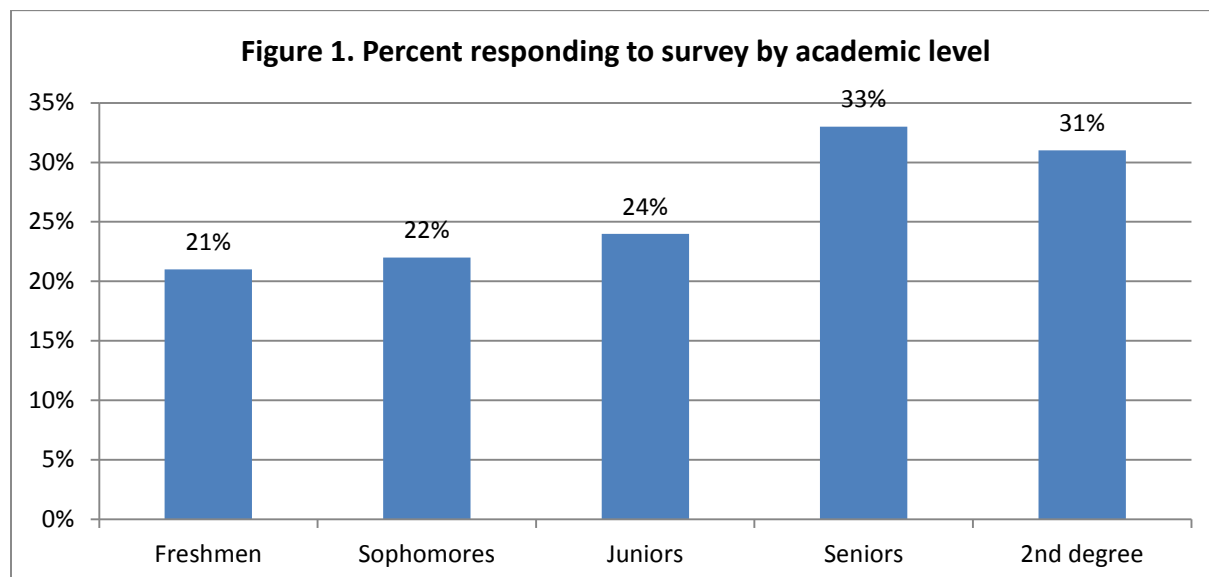
The survey was developed by members of the professional advising community in consultation with the Boise State University Office of Institutional Research. Members of the Academic Advising Assessment team were:

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This survey was administered on-line in the spring of 2014 to all undergraduates (N=15,530). The overall response rate was 28%. An analysis of the response rates indicated that:

- Females were more likely to respond compared to males
- White non-Hispanics were more likely to respond compared to other racial/ethnic groups
- Non-STEM majors were more likely to respond compared to STEM majors
- Students enrolled half-time or more were more likely to respond compared to those enrolled less than half-time

In addition, as shown by Figure 1 below, students at higher academic levels were more likely to respond to the survey compared to those who were earlier in their academic careers. Students with higher cumulative GPAs also were more likely to respond. The percentage of credits a student was taking on-line was unrelated to response rates.



Results

Mode of advising

Most students (86%) were advised at least once in the past year (see Table 1), and over half of students reported being advised at least twice. Freshmen were most likely to have been advised (91%), and post-baccalaureate students were least likely to have been advised (75%).

Table 1. Frequency of meetings with advisor by academic level

| Academic Level: | In the last year, how often have you met or interacted with an academic advisor? | | | |
|--------------------|--|-------|-----------|----------|
| | Never | Once | 2-4 times | 5+ times |
| Freshman | 9.1% | 39.1% | 45.0% | 6.7% |
| Sophomore | 13.1% | 31.2% | 49.9% | 5.8% |
| Junior | 11.6% | 29.0% | 52.1% | 7.3% |
| Senior | 14.7% | 26.2% | 48.1% | 11.0% |
| Post-baccalaureate | 24.9% | 29.0% | 37.6% | 8.6% |
| Total | 13.6% | 29.4% | 48.3% | 8.7% |

As shown by Table 2, most advising (78%) was conducted one-on-one and in-person. However, a quarter of students reported participating in electronic advising. Freshmen were most likely to report that they had group advising, while juniors and seniors were most likely to report that they had electronic advising. Note that students could select multiple advising modes so percentages do not add to 100%. The percentages were calculated for each academic level, so 82% of freshmen, for example, reported that they had had an individual in-person advising session out of all freshmen who responded.

Table 2. Percent experiencing each type of advising by academic level

| Academic Level: | Individual in-person advising | Group advising | Advising by phone | Electronic advising (email, Skype, chat, etc.) |
|--------------------|-------------------------------|----------------|-------------------|--|
| Freshman | 82% | 20% | 07% | 14% |
| Sophomore | 83% | 08% | 06% | 18% |
| Junior | 80% | 07% | 06% | 22% |
| Senior | 75% | 04% | 08% | 31% |
| Post-baccalaureate | 63% | 02% | 09% | 27% |
| Total | 78% | 07% | 07% | 25% |

Slightly more than half of the students reported working with a faculty advisor, though freshmen and sophomores were less likely to have worked with a faculty advisor compared to juniors and seniors. Freshmen and sophomores were more likely to have met with a peer advisor or not know the type of advisor they met with compared to upper division students (see Table 3). Again, students could select multiple types of advisors so percentages do not add to 100%. Rather, the percentages should be interpreted as the percentage of all freshmen, for example, who reported having that type of advisor.

Table 3. Percent working with each type of advisor by academic level

| Academic Level: | Faculty academic advisor | Professional academic advisor | Peer Advisor (student) | I don't know what type of advisor I met with |
|--------------------|--------------------------|-------------------------------|------------------------|--|
| Freshman | 44% | 23% | 24% | 14% |
| Sophomore | 43% | 27% | 22% | 11% |
| Junior | 53% | 25% | 18% | 07% |
| Senior | 56% | 22% | 15% | 06% |
| Post-baccalaureate | 51% | 16% | 05% | 06% |
| Total | 52% | 23% | 18% | 08% |

Understanding of the advising process and engagement in it

Students who indicated that they had been advised in the last year were then asked a series of questions about their advising experience. The first set of five questions sought to identify the extent to which students gained information and understanding as a result of the advising experience. As shown by Table 4, students were most likely to gain a better understanding of degree requirements and expectations as a result of the advising experience (79% agreement). About two-thirds gained a better understanding of advising tools and resources. Less than half of the respondents agreed that they had gained a better understanding of:

- Academic rules, policies and procedures (47%)
- Campus resources (46%)
- Co-curricular opportunities (39%)

Table 5 displays the means for the same items based on academic level. Freshmen and sophomores had higher agreement ratings on understanding of campus resources compared to seniors. Sophomores felt they had gained a better understanding of advising tools compared to second-degree (post-baccalaureate) students.

Table 4. My academic advising experience has helped me gain a better understanding of:

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) | Mean Rating |
|---|-----------------------|--------------|----------------|-----------|--------------------|-------------|
| Campus resources for students (e.g. counseling, career services, financial aid, registrar, dean of students, tutoring, university health services) | 9.2% | 17.4% | 27.9% | 33.0% | 12.7% | 3.23 |
| Degree requirements and expectations (e.g., major requirements, GPA, major application process, prerequisites, course sequencing, graduation requisites, application for graduation) | 6.0% | 9.1% | 6.4% | 40.4% | 38.1% | 3.96 |
| Co-curricular opportunities (e.g., internships, leadership opportunities, students organizations, leadership, service learning, study abroad, exchange opportunities, honors) | 11.2% | 21.0% | 28.8% | 26.5% | 12.5% | 3.08 |
| Academic rules, policies and procedures (e.g., repeat and withdrawal policies, academic appeals, enrollment and registration holds, probation, dismissal, reinstatement, change of major) | 9.3% | 15.4% | 27.8% | 32.7% | 14.7% | 3.28 |
| Advising tools and information resources (e.g., catalog, my planner/degree tracker, academic advisement report/AAR) | 7.0% | 10.7% | 15.4% | 42.5% | 24.4% | 3.67 |

Table 5. Mean response by academic level to items on understanding of and engagement in advising

| My academic advising experience has helped me gain a better understanding of: | N | Mean* | Std. Deviation | |
|---|--------------------|-------|----------------|-----|
| Campus resources for students (e.g. counseling, career services, financial aid, registrar, dean of students, tutoring, university health services)** | Freshman | 412 | 3.36 | 1.1 |
| | Sophomore | 546 | 3.33 | 1.2 |
| | Junior | 675 | 3.27 | 1.1 |
| | Senior | 1384 | 3.13 | 1.2 |
| | Post-baccalaureate | 145 | 3.14 | 1.1 |
| | Total | 3162 | 3.23 | 1.2 |
| Degree requirements and expectations (e.g., major requirements, GPA, major application process, prerequisites, course sequencing, graduation requisites, application for graduation) | Freshman | 413 | 3.97 | 1.0 |
| | Sophomore | 545 | 4.06 | 1.1 |
| | Junior | 675 | 3.97 | 1.2 |
| | Senior | 1381 | 3.91 | 1.2 |
| | Post-baccalaureate | 145 | 3.86 | 1.2 |
| | Total | 3159 | 3.96 | 1.2 |
| Co-curricular opportunities (e.g., internships, leadership opportunities, students organizations, leadership, service learning, study abroad, exchange opportunities, honors) | Freshman | 413 | 3.09 | 1.2 |
| | Sophomore | 542 | 3.11 | 1.2 |
| | Junior | 675 | 3.08 | 1.1 |
| | Senior | 1382 | 3.06 | 1.2 |
| | Post-baccalaureate | 144 | 3.19 | 1.2 |
| | Total | 3156 | 3.08 | 1.2 |
| Academic rules, policies and procedures (e.g., repeat and withdrawal policies, academic appeals, enrollment and registration holds, probation, dismissal, reinstatement, change of major) | Freshman | 411 | 3.30 | 1.1 |
| | Sophomore | 544 | 3.38 | 1.2 |
| | Junior | 674 | 3.27 | 1.1 |
| | Senior | 1380 | 3.26 | 1.2 |
| | Post-baccalaureate | 145 | 3.15 | 1.2 |
| | Total | 3154 | 3.28 | 1.2 |

Table 5. Mean response by academic level to items on understanding of and engagement in advising (continued)

| My academic advising experience has helped me gain a better understanding of: | | N | Mean* | Std. Deviation |
|---|--------------------|------|-------|----------------|
| Advising tools and information resources (e.g., catalog, my planner/degree tracker, academic advisement report/AAR)** | Freshman | 413 | 3.71 | 1.1 |
| | Sophomore | 543 | 3.76 | 1.1 |
| | Junior | 673 | 3.71 | 1.1 |
| | Senior | 1379 | 3.61 | 1.2 |
| | Post-baccalaureate | 145 | 3.45 | 1.2 |
| | Total | 3153 | 3.67 | 1.2 |

*Mean ratings based on a 5-point scale where 1=strongly disagree and 5=strongly agree

**p<.01

Perceived outcome/effectiveness of students' advising experience

The second set of questions sought to evaluate the “soft skills” associated with the advising experience as well as advising’s benefits or outcomes (see Table 6). Over 80% agreed that their advisor offered them a safe and welcoming environment. About three-fourths of students agreed that their advisor showed a genuine interest in them and was accessible when they had questions. Most agreed that their advising experience had had the following benefits:

- Helped them make progress toward their academic goals (73%)
- Encouraged them to make more informed decisions about their career paths (70%)
- Helped them to create a clear graduation plan (69%)
- Helped them to continue their enrollment (67%)

Table 6. Outcomes and perceptions of the advising experience

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) | Mean Rating |
|---|-----------------------|--------------|----------------|-----------|--------------------|-------------|
| My academic advising experience has helped me create a clear and realistic graduation plan. | 7.1% | 12.7% | 10.9% | 37.7% | 31.6% | 3.74 |
| My academic advising experience has encouraged me to make more informed decisions about my academic path. | 6.2% | 10.2% | 13.6% | 40.1% | 29.9% | 3.77 |
| My academic advisor showed a genuine interest in me during our appointment(s). | 7.1% | 7.7% | 11.2% | 34.6% | 39.5% | 3.92 |
| I found my academic advisor available and accessible when I had questions. | 6.6% | 7.5% | 12.3% | 37.5% | 36.1% | 3.89 |
| My academic advisor offered me a safe and welcoming environment. | 3.3% | 2.9% | 10.6% | 40.4% | 42.9% | 4.17 |
| My academic advising experience has helped me to continue my enrollment at Boise State University. | 5.9% | 8.2% | 18.9% | 35.3% | 31.6% | 3.78 |
| I believe that my academic advising experience has helped me make progress towards graduation and achieve my academic goals | 7.2% | 8.6% | 12.2% | 37.1% | 34.9% | 3.84 |

Mean responses based on academic level were also explored (see Table 7). The only significant difference was for the item on the advising experience encouraging the student to make more informed decision about his/her academic path; sophomores had significantly higher mean ratings than did seniors.

Table 7. Mean ratings by academic level to items related to outcomes and perceptions

| | | N | Mean* | Std. Deviation |
|---|---|----------|-------|----------------|
| My academic advising experience has helped me create a clear and realistic graduation plan. | Freshman | 401 | 3.62 | 1.2 |
| | Sophomore | 540 | 3.80 | 1.2 |
| | Junior | 670 | 3.75 | 1.2 |
| | Senior | 1375 | 3.76 | 1.3 |
| | Post-baccalaureate | 142 | 3.62 | 1.2 |
| | Total | 3128 | 3.74 | 1.2 |
| | My academic advising experience has encouraged me to make more informed decisions about my academic path.** | Freshman | 402 | 3.71 |
| Sophomore | | 538 | 3.89 | 1.1 |
| Junior | | 667 | 3.85 | 1.1 |
| Senior | | 1371 | 3.72 | 1.2 |
| Post-baccalaureate | | 142 | 3.65 | 1.2 |
| Total | | 3120 | 3.77 | 1.2 |
| My academic advisor showed a genuine interest in me during our appointment(s). | | Freshman | 401 | 3.84 |
| | Sophomore | 538 | 3.95 | 1.2 |
| | Junior | 666 | 3.96 | 1.2 |
| | Senior | 1373 | 3.92 | 1.2 |
| | Post-baccalaureate | 142 | 3.86 | 1.3 |
| | Total | 3120 | 3.92 | 1.2 |
| | I found my academic advisor available and accessible when I had questions. | Freshman | 402 | 3.81 |
| Sophomore | | 536 | 3.94 | 1.1 |
| Junior | | 665 | 3.89 | 1.2 |
| Senior | | 1369 | 3.90 | 1.2 |
| Post-baccalaureate | | 142 | 3.92 | 1.2 |
| Total | | 3114 | 3.89 | 1.2 |
| My academic advisor offered me a safe and welcoming environment. | | Freshman | 398 | 4.15 |
| | Sophomore | 537 | 4.22 | .9 |
| | Junior | 665 | 4.19 | 1.0 |
| | Senior | 1366 | 4.16 | 1.0 |
| | Post-baccalaureate | 141 | 4.05 | 1.0 |
| | Total | 3107 | 4.17 | 1.0 |
| | My academic advising experience has helped me to continue my enrollment at Boise State University. | Freshman | 401 | 3.77 |
| Sophomore | | 537 | 3.87 | 1.1 |
| Junior | | 663 | 3.83 | 1.2 |
| Senior | | 1370 | 3.75 | 1.2 |
| Post-baccalaureate | | 142 | 3.63 | 1.2 |
| Total | | 3113 | 3.78 | 1.2 |
| I believe that my academic advising experience has helped me make progress towards graduation and achieve my academic goals | | Freshman | 400 | 3.81 |
| | Sophomore | 536 | 3.93 | 1.1 |
| | Junior | 667 | 3.82 | 1.2 |
| | Senior | 1365 | 3.83 | 1.2 |
| | Post-baccalaureate | 141 | 3.73 | 1.2 |
| | Total | 3109 | 3.84 | 1.2 |

*Based on a 5-point scale where 1=strongly disagree and 5=strongly agree

**p<.01

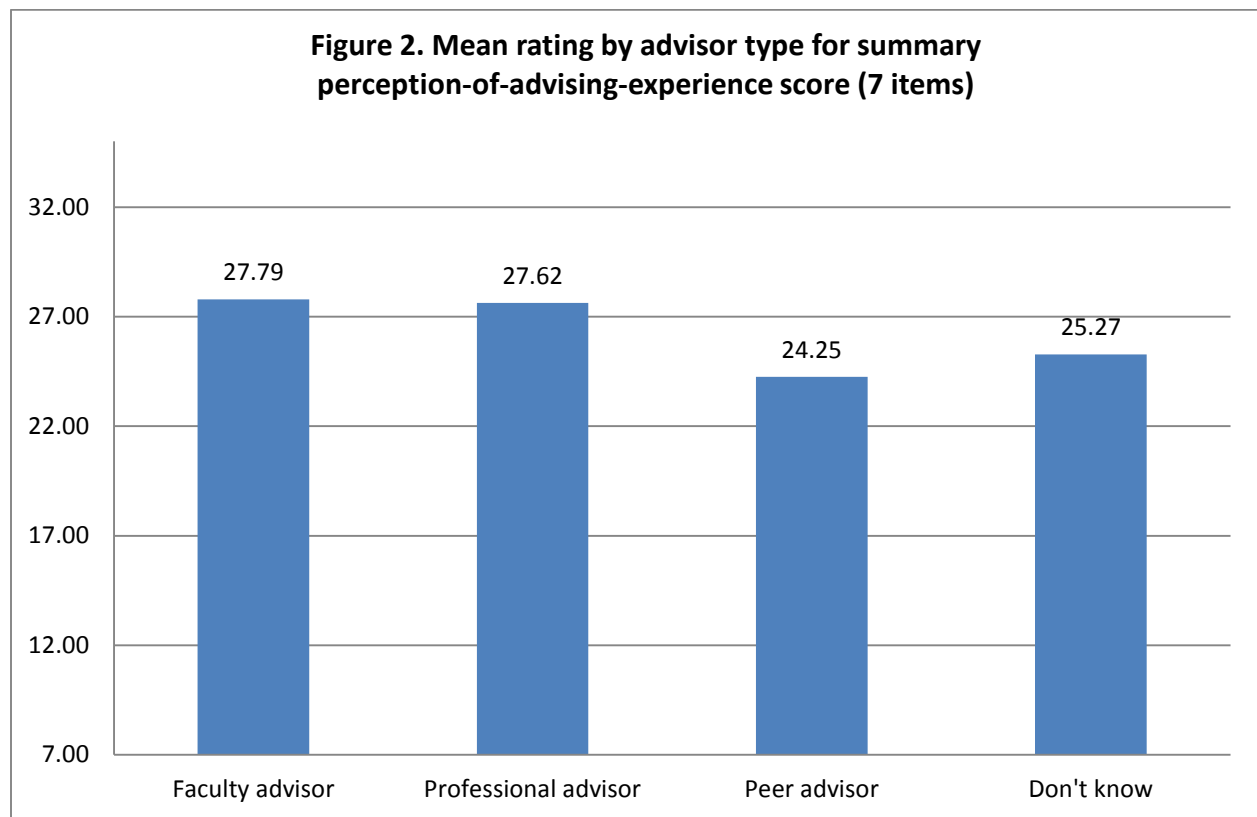
Does the type of advisor matter based on outcomes of the advising session and perceptions of the advising experience?

Students on other surveys have sometimes indicated their dislike for having peer advisors. Comments about peer advisors were also made on this survey. Therefore, an analysis was conducted on the type of advisor a student had and the relationship to perceptions of the advising experience and understanding of various advising processes.

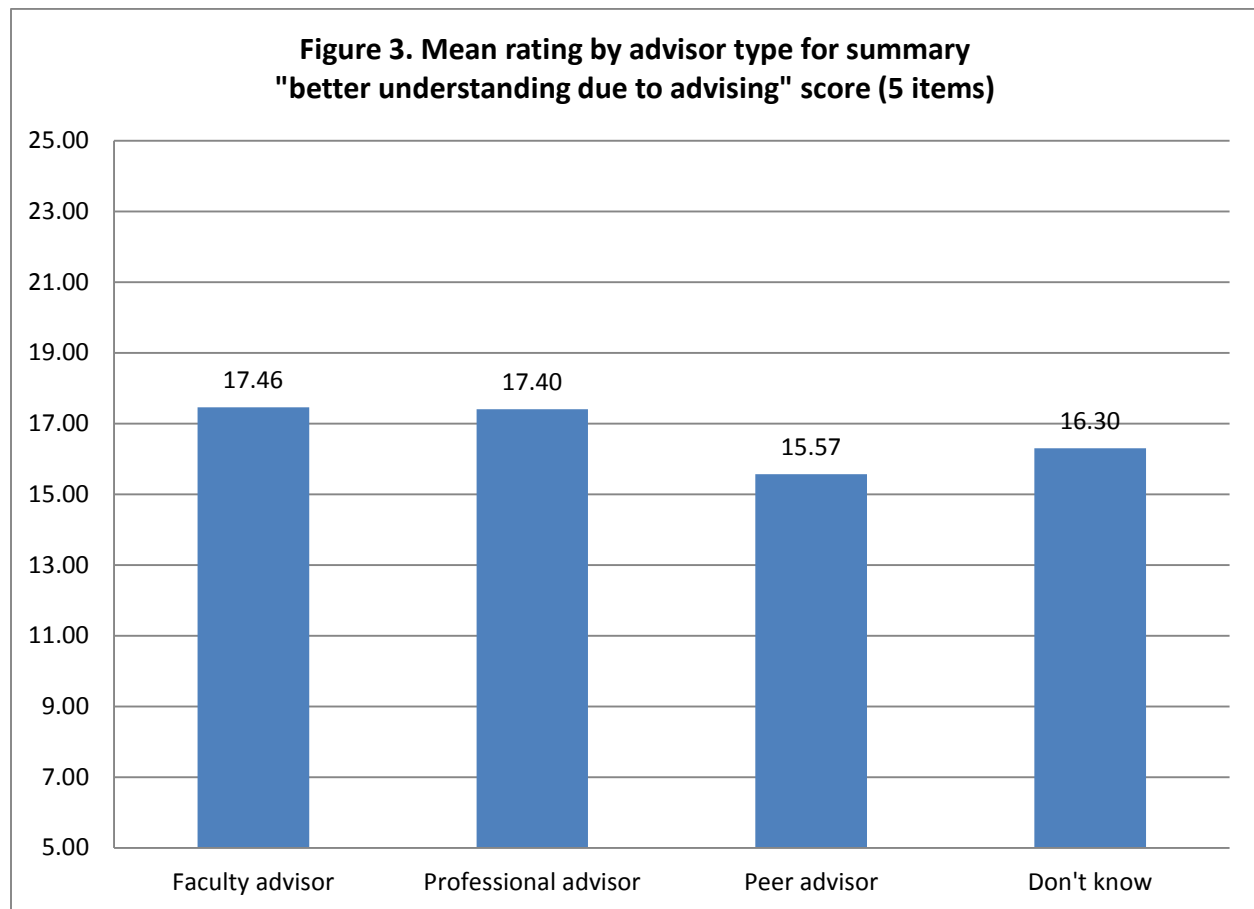
To conduct the analysis, student responses to the seven “perception and outcome” items were summed to obtain an overall “perceptions” score (see Table 7 for the items). Each item was based on a 5-point scale of strongly disagree (1) to strongly agree (5) so scores could range between 7 (strongly disagree on all items) and 35 (strongly agree on all items). The same approach was used to develop a summary scale of responses to the five “understanding” items (see Table 5). In this case, the summary score could range between 5 (strongly disagree on all items) and 25 (strongly agree on all items). If the student missed responding to one or more of the items, the mean for the item was substituted.

An Analysis of Variance (ANOVA) was conducted for the two summary scores as the independent variables and type of advisor as the dependent variable. When significance was obtained for the overall comparison, the group means were compared using Dunnett’s T3. The analysis was limited to students who selected only one type of advisor.

Significant differences were found for the seven-item Perceptions score based on type of advisor, $F(3,2297)=34.7, p<.0001$. Post hoc analysis indicated that scores were similar for faculty advisors and professional advisors, but students who didn’t know their type of advisor had significantly lower scores, and those with peer advisors had even lower scores. The means are shown in Figure 2.



The same analysis was conducted for the five-item Understanding score with the same results. After the overall Analysis of Variance was significant, $F(3,2316)=23.633$, $p<.0001$, post hoc tests again showed that faculty and professional staff had similar ratings, the “don’t know” group had a mean rating that was lower than faculty or staff, and peer advisors had the lowest ratings. This finding is displayed in Figure 3.



Students who were not advised in the past year

Approximately 1 in 8 students indicated that they had not received advising in the past year, and 538 students responded to questions on why they had not been advised. These students were more likely to be older and male, seeking a second undergraduate degree, have an undeclared major, enroll half-time or less, and have a lower cumulative GPA.

The majority of students who had not been advised believed that they did not want or need to talk with an academic advisor (see Table 8); this finding was particularly true for upper division students. Some students (17%) did not know that they needed to meet with an advisor, and slightly more than 10% had tried to meet with an advisor but had been unsuccessful. The 14% who chose “other” mainly consisted of students who did not know who their advisor was. Most of the remaining students who selected “other” were new and had yet to be advised, interpreted the word “interact” in the question to mean that they needed to meet face-to-face, or felt that they didn’t have time for advising.

Table 8. Reasons why students did not meet with an advisor by academic level

| Academic level: | Why were you unable to interact with an academic advisor in the last year? | | | | |
|--------------------|--|--|--|---|------------------------|
| | I did not know that I was supposed to meet with an academic advisor. | I did not want or need to talk with an academic advisor. | I did not know how to contact my academic advisor. | I tried, but was not able to contact or schedule an appointment | Other (please explain) |
| Freshman | 18.2% | 22.7% | 13.6% | 11.4% | 34.1% |
| Sophomore | 23.1% | 38.5% | 9.9% | 16.5% | 12.1% |
| Junior | 20.8% | 49.0% | 6.3% | 12.5% | 11.5% |
| Senior | 14.1% | 62.4% | 3.1% | 10.6% | 9.8% |
| Post-baccalaureate | 15.4% | 53.8% | 3.8% | 3.8% | 23.1% |
| Total | 17.3% | 51.9% | 5.8% | 11.3% | 13.8% |

The non-advised students were also asked about the form of communication that they would prefer to use when connecting to an advisor in the future. As shown by Table 9, the preferred method by far was an in-person meeting. Freshmen were somewhat more likely to prefer a phone call or text message compared to students at other academic levels.

Table 9. Preferred form of communication by academic level

| Academic Level: | What is the primary form of communication you would prefer to connect with an advisor in the future? | | | |
|--------------------|--|------------|-------------|---------------|
| | in-person meeting | phone call | online chat | text messages |
| Freshman | 61.4% | 13.6% | 15.9% | 9.1% |
| Sophomore | 72.5% | 9.9% | 14.3% | 3.3% |
| Junior | 74.0% | 6.3% | 16.7% | 3.1% |
| Senior | 70.2% | 7.1% | 20.2% | 2.4% |
| Post-baccalaureate | 78.0% | 6.0% | 14.0% | 2.0% |
| Total | 71.3% | 7.9% | 17.6% | 3.2% |

Comments

Students who were advised were invited to provide additional thoughts, comments, or suggestions about their academic advising experiences. A total of 871 provided comments. The tone of 399 or 46% of the comments was negative, while 309 or 35% were positive in tone. The remaining comments were neutral in tone. A random sample of 100 negative comments and 100 positive comments were used to evaluate the main themes in the comments.

The comments were assigned to one of the following categories. A single comment could be included in multiple categories.

- Communication
- Student assignment to advisors
- Advisor or advising type
- Advisor skills
- Advisor availability
- Other

The top theme among negative responses related to the skills of the advisor (n=52/100). Students either indicated that the advisor did not seem familiar with the courses that they needed to take or that they lacked interpersonal skills. Students said they felt rushed and the advisor did not see them as a priority or, at times, even as an individual. As one student noted,

“I scheduled a meeting with my advisor. However, when I arrived to the scheduled meeting (on time!) the advisor seemed uninterested and in a hurry. Before leaving I asked to have my advising hold removed which he said he would. A week later I had to send a email to remind him and it took him yet another week to remove the hold. I was unable to register until then. Plus the advice was nothing of help.”

The second main theme for the negative comments involved communication (n=30/100). In particular, students indicated that they had emailed or called without ever getting a replay. As one student noted, “If an advisor is assigned to a student, the advisor should at least return a phone call when that student has questions or concerns that need to be addressed!” Communication that was confusing to the student or lack of communication between offices was another common theme.

The third top theme was advisor availability and time to meet with the student (n=22/100). Students who made comments in this category often complained about the wait to get in to see an advisor or the advisor not having enough time to fully respond to the student’s questions. As one student commented, “It can be hard to schedule since there is only the number to call. I wish I could see available openings online and schedule it that way, rather than wasting time playing phone tag only to find out it won't work.”

Almost all of the positive comments related to the skills of the advisor. Students used words such as “caring,” “excellent resource,” and “going above and beyond.” Many of the comments mentioned the advisors by name.

Students who indicated that they had not been recently advised were asked to provide suggestions on how Boise State could better inform students about academic services; 209 comments were provided. As expected slightly over half of the comments related to communication. Many communication comments related to the advisor being more proactive in reaching out to the student. Again, the issue of not responding to student emails and calls was part of this theme. Additional comments related to assignment of students to advisors, with many suggesting it should be mandatory, and advisor availability.

Summary and Conclusions

This survey was given in the spring of 2014 to all undergraduate students. Findings are based on the 28% of students who responded. Students who responded were more likely to be upper division students enrolled more than half-time with higher GPAs compared to students who did not respond.

Overall, 6 out of 7 students indicated that they had received academic advising in the past year, and most interacted with their advisor multiple times. Most advising was conducted face-to-face by faculty or professional advisors, although almost a quarter of freshmen reported being advised by their peers.

The major gains of being advised included a better understanding of degree requirements (80% agreement) and of advising resources (67% agreement). The area of greatest weakness was gaining a better understanding of co-curricular opportunities (39% agreement).

Most respondents felt that their advisor offered a safe and welcoming environment (83%), showed interest in them (74%), and were available and accessible (74%). In addition, two-thirds felt that their advising experience helped them to continue their enrollment—a very important outcome for the university.

Not all advisors were perceived equally, however. While faculty and professional advisors were perceived similarly by students, students with a peer advisor gave lower ratings. The same finding held for outcomes of the advising session with students who had faculty or professional advisors indicating that they had gained more from the experience.

Students who were not advised were most likely to indicate that they had not seen an advisor in the last year because they did not want to need to talk with one. If they were advised, they preferred a face-to-face meeting with their advisor.

Student comments indicated that the top way that advising could be improved was to improve the knowledge and interpersonal skills of advisors. A number of comments also focused on communication and advisor availability.

These survey results both indicate that a majority of students are pleased with their advising experience and point the way to further improvements. In addition, the results confirm the value of advising as a critical part of the university experience.

In addition to this report, results by department are available on the Institutional Research website at <http://ir.boisestate.edu/survey-results/>. Student comments are also available to departments.

Table 8. Mean ratings of perceptions of advising experience and better understanding as a result of advising based on academic level and type of advisor

| Academic Level | Measure | Type of advisor | N | Mean | Std. Deviation | Minimum | Maximum |
|----------------|------------------------|----------------------|-----|-------|----------------|---------|---------|
| Freshman | Perceptions** | Faculty advisor | 138 | 27.86 | 5.91 | 9.00 | 35.00 |
| | | Professional advisor | 73 | 26.78 | 6.53 | 7.00 | 35.00 |
| | | Peer advisor | 49 | 23.08 | 7.02 | 7.00 | 35.00 |
| | | Don't know | 63 | 24.75 | 6.55 | 7.00 | 35.00 |
| | | Total | 323 | 26.28 | 6.57 | 7.00 | 35.00 |
| | Better understanding** | Faculty advisor | 136 | 17.88 | 4.33 | 7.00 | 25.00 |
| | | Professional advisor | 74 | 17.77 | 4.32 | 5.00 | 25.00 |
| | | Peer advisor | 50 | 15.28 | 5.19 | 5.00 | 25.00 |
| | | Don't know | 72 | 16.55 | 4.88 | 5.00 | 25.00 |
| | | Total | 332 | 17.18 | 4.67 | 5.00 | 25.00 |
| Sophomore | Perceptions** | Faculty advisor | 177 | 28.35 | 6.66 | 7.00 | 35.00 |
| | | Professional advisor | 123 | 28.94 | 5.70 | 7.00 | 35.00 |
| | | Peer advisor | 58 | 23.53 | 8.01 | 7.00 | 35.00 |
| | | Don't know | 72 | 24.70 | 6.61 | 7.00 | 35.00 |
| | | Total | 430 | 27.26 | 6.89 | 7.00 | 35.00 |
| | Better understanding** | Faculty advisor | 180 | 18.15 | 4.72 | 5.00 | 25.00 |
| | | Professional advisor | 124 | 17.97 | 4.33 | 5.00 | 25.00 |
| | | Peer advisor | 58 | 15.21 | 5.19 | 5.00 | 25.00 |
| | | Don't know | 70 | 16.14 | 4.69 | 5.00 | 25.00 |
| | | Total | 432 | 17.38 | 4.79 | 5.00 | 25.00 |
| Junior | Perceptions | Faculty advisor | 287 | 27.56 | 6.84 | 7.00 | 35.00 |
| | | Professional advisor | 111 | 27.79 | 6.53 | 7.00 | 35.00 |
| | | Peer advisor | 67 | 26.56 | 6.50 | 10.00 | 35.00 |
| | | Don't know | 64 | 26.11 | 7.35 | 7.00 | 35.00 |
| | | Total | 529 | 27.31 | 6.80 | 7.00 | 35.00 |
| | Better understanding | Faculty advisor | 294 | 17.39 | 4.46 | 5.00 | 25.00 |
| | | Professional advisor | 112 | 17.21 | 4.08 | 5.00 | 25.00 |
| | | Peer advisor | 65 | 17.14 | 4.05 | 6.00 | 25.00 |
| | | Don't know | 65 | 16.57 | 4.65 | 5.00 | 25.00 |
| | | Total | 536 | 17.22 | 4.36 | 5.00 | 25.00 |

Table 8. Mean ratings of perceptions of advising experience and better understanding as a result of advising based on academic level and type of advisor (continued)

| Academic Level | Measure | Type of advisor | N | Mean | Std. Deviation | Minimum | Maximum |
|------------------------|------------------------|----------------------|------|-------|----------------|---------|---------|
| Senior | Perceptions** | Faculty advisor | 673 | 27.76 | 6.61 | 7.00 | 35.00 |
| | | Professional advisor | 200 | 27.23 | 7.30 | 7.00 | 35.00 |
| | | Peer advisor | 87 | 23.54 | 6.96 | 7.00 | 35.00 |
| | | Don't know | 118 | 25.51 | 8.09 | 7.00 | 35.00 |
| | | Total | 1078 | 27.08 | 7.04 | 7.00 | 35.00 |
| | Better understanding** | Faculty advisor | 678 | 17.27 | 4.55 | 5.00 | 25.00 |
| | | Professional advisor | 200 | 17.07 | 4.87 | 5.00 | 25.00 |
| | | Peer advisor | 90 | 14.75 | 4.76 | 5.00 | 25.00 |
| | | Don't know | 121 | 16.35 | 5.09 | 5.00 | 25.00 |
| | | Total | 1089 | 16.92 | 4.73 | 5.00 | 25.00 |
| 2 nd degree | Perceptions | Faculty advisor | 88 | 27.51 | 6.95 | 7.00 | 35.00 |
| | | Professional advisor | 20 | 25.55 | 7.85 | 7.00 | 35.00 |
| | | Peer advisor | 2 | 27.50 | 0.71 | 27.00 | 28.00 |
| | | Don't know | 14 | 24.77 | 9.07 | 7.00 | 35.00 |
| | | Total | 124 | 26.89 | 7.31 | 7.00 | 35.00 |
| | Better understanding | Faculty advisor | 86 | 17.07 | 4.53 | 5.00 | 25.00 |
| | | Professional advisor | 21 | 17.05 | 5.15 | 5.00 | 25.00 |
| | | Peer advisor | 2 | 19.00 | 1.41 | 18.00 | 20.00 |
| | | Don't know | 16 | 14.31 | 6.30 | 5.00 | 25.00 |
| | | Total | 125 | 16.74 | 4.91 | 5.00 | 25.00 |

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