



## ***Academic Advising Survey Report -Students & Advisors/Faculty***

UNIVERSITY UNITS IMPACTED ⇒ Academic Advising, Academic Affairs, Enrollment Management

### **ADVISOR RESPONDENT CHARACTERISTICS**

The survey was sent to all advisors and faculty who advise students on November 11. Two reminders were sent on November 18 and November 30. The survey closed on December 2. A total of 17 advisors and faculty responded to the survey.

### **STUDENT RESPONDENT CHARACTERISTICS**

On November 11, an email was sent to 4,581 enrolled, undergraduate and graduate students containing a unique link to the Advising Survey. Thirty-six emails “bounced”, reducing the overall population to 4,545 respondents. Those students who did not complete the survey by November 18 (4,408) were sent a follow-up email reminding them that the survey was still open. A second reminder was sent to those students who still had not completed the survey on November 30 (4,257). The survey closed on December 2. The final response rate was 8.4%.

*Table 1: Student Respondents by Class Standing:*

	N	%
Freshman	110	29%
Sophomore	78	20%
Junior	67	17%
Senior	99	26%
Graduate	29	8%
Total	383	100%

*Table 2: Student Respondents by School:*

	N	%
Social Sciences (SSC)	77	20%
Arts & Letters (ARL)	65	17%
Business (BUS)	65	17%
Natural Sciences (NSC)	61	16%
Education (EDU)	58	15%
Nursing (NUR)	34	9%
Exploratory Students (UND)	18	5%
Liberal Studies (MIS)	5	1%
Total	383	100%

### **MEETINGS WITH ADVISORS – STUDENT RESPONDENTS**

Students were asked their level of agreement or disagreement with the following six statements:

1. I always prepare for meetings with my advisor.
2. My advisor helped me develop a long-term education plan.
3. My advisor provides me with accurate information regarding course, program, or degree requirements.
4. My advisor provides me with accurate information to keep me on track to graduate.
5. My advisor is accessible for meetings and/or phone calls at times convenient for me.
6. I can schedule an appointment with my advisor quickly.

Most responding students strongly agree with all six statements. Only 5% believe they do not prepare for meetings. Disagreement with the other five statements ranged from 6% to 14%, with the statements “My advisor helped me develop a long-term education plan,” “My advisor provides me with accurate information,” and “My advisor provides me with accurate information to keep me on track to graduate,” each receiving a disagreement rate between 12% and 14%.

*Table 3: Academic Advising Meetings:*

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
I always prepare for meetings with my advisor.	69%	25%	3%	2%	2%
My advisor helped me develop a long-term education plan.	60%	22%	6%	8%	3%
My advisor provides me with accurate information regarding, course, program, or degree requirements.	70%	17%	4%	8%	1%
My advisor provides me with accurate information to keep me on track to graduate.	72%	14%	5%	8%	2%
My advisor is accessible for meetings and/or phone calls at times convenient for me.	73%	19%	2%	4%	2%
I can schedule an appointment with my advisor quickly.	73%	18%	3%	4%	2%

## MEETINGS WITH ADVISORS – TREND COMPARISON

Most students continue to strongly agree that they always prepare for meetings with advisors, with strong agreement levels increasing 5% from 2017, returning to their 2015 level of 69%.

*Table 4: Meeting Preparation:*

	2020	2017	2015
Strongly Agree	69%	64%	69%
Slightly Agree	25%	29%	26%
Slightly Disagree	3%	2%	2%
Strongly Disagree	2%	3%	<1%
I don't know or N/A	2%	3%	3%
Total	100%	100%	100%

Most students continue to strongly agree that advisors help them develop a long-term education plan, with percentages resembling those of the previous survey administration. However, there was a small decrease in slight agreement and a small increase in “I don’t know or N/A” responses.

*Table 5: Long-Term Education Plan Development:*

	2020	2017	2015
Strongly Agree	60%	60%	58%
Slightly Agree	22%	25%	24%
Slightly Disagree	6%	6%	9%
Strongly Disagree	8%	7%	7%
I don't know or N/A	3%	1%	2%
Total	100%	100%	100%

Most students continue to strongly agree that advisors provide accurate course, program, or degree information, with a 2% increase over 2017. However, strong disagreement also saw a 2% increase, though slight disagreement decreased by 4%.

*Table 6: Accurate Course, Program, or Degree Information:*

	2020	2017	2015
Strongly Agree	70%	68%	61%
Slightly Agree	17%	17%	21%
Slightly Disagree	4%	8%	9%
Strongly Disagree	8%	6%	8%
I don't know or N/A	1%	1%	1%
Total	100%	100%	100%

Most students continue to strongly agree that advisors provide accurate information to keep them on track to graduate, again with a small increase over 2017.

*Table 7: Accurate Information for Graduation Track:*

	2020	2017	2015
Strongly Agree	72%	69%	61%
Slightly Agree	14%	18%	21%
Slightly Disagree	5%	6%	9%
Strongly Disagree	8%	6%	8%
I don't know or N/A	2%	1%	1%
Total	100%	100%	100%

Most students continue to strongly agree that advisors are accessible for meetings and phone calls, continuing the upward trend from 2015 with a 13% increase in agreement over 2017.

*Table 8: Advisor Accessibility:*

	2020	2017	2015
Strongly Agree	73%	60%	54%
Slightly Agree	19%	20%	26%
Slightly Disagree	2%	10%	7%
Strongly Disagree	4%	7%	10%
I don't know or N/A	2%	3%	3%
Total	100%	100%	100%

Most students strongly agree that they can schedule an appointment with their advisor quickly, with a notable 16% increase in strong agreement from 2017. Trend data is unavailable for 2015.

*Table 9: Appointment Scheduling Speed:*

	2020	2017	2015
Strongly Agree	73%	57%	--
Slightly Agree	18%	23%	--
Slightly Disagree	3%	9%	--
Strongly Disagree	4%	9%	--
I don't know or N/A	2%	2%	--
Total	100%	100%	--

Overall satisfaction with advising services remains high, with a 7% increase in “Very Satisfied” responses over 2015 and 2017.

*Table 10: Overall Satisfaction with Advising:*

	2020	2017	2015
Very Satisfied	69%	62%	62%
Slightly Satisfied	17%	24%	20%
Slightly Dissatisfied	6%	7%	7%
Very Dissatisfied	7%	6%	11%
I don't know or N/A	1%	1%	1%
Total	100%	100%	100%

### **iGPS SYSTEM FAMILIARITY & USAGE – STUDENT RESPONDENTS**

Students were asked, “How familiar are you with the following pieces of iGPS (Interactive Graduation Planning System)?” Though most responding students are familiar with all three systems, unfamiliarity ranges from 25% for Degree Maps, to 27% for the Schedule Builder.

*Table 11: iGPS System Familiarity:*

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar	I don't know or N/A
Degree Maps	34%	35%	13%	12%	6%
Academic Planner	30%	42%	13%	10%	5%
Schedule Builder	30%	37%	15%	12%	6%

Students were asked, “How often do you use the following pieces of iGPS (Interactive Graduation Planning System)?” Between 26% and 31% of the respondents indicated that they use each iGPS service often or very often, while 30% to 33% used each service “sometimes.” The percentage of respondents that had never used an iGPS service was 15% or less.

*Table 12: iGPS System Usage:*

	Very Often	Often	Sometimes	Rarely	Never	N/A or I don't know
Degree Maps	12%	18%	30%	21%	12%	7%
Academic Planner	12%	19%	32%	17%	13%	7%
Schedule Builder	9%	17%	33%	17%	15%	9%

## SIS SYSTEM FAMILIARITY & USAGE – STUDENT RESPONDENTS

Students were asked, “How familiar are you with the following pieces of SIS (Student Information System)?” Though most responding students were familiar with the Academic Advisement Report (AAR) service and the Shopping Cart service, less than half of responding students (43%) were familiar with the Advising Records (AdRx) service, with 26% of respondents indicating that they were very unfamiliar. An additional 20% were very unfamiliar with the Academic Advisement Report (AAR) service.

Table 13: SIS System Familiarity:

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar	I don't know or N/A
Academic Advisement Report (AAR)	20%	34%	18%	20%	8%
Advising Records (AdRx)	17%	26%	22%	26%	9%
Shopping Cart	61%	25%	6%	5%	2%

Students were asked, “How often do you use the following pieces of SIS (Student Information System)?” Over half of the responding students indicated that they frequently used the Shopping Cart feature on the Student Information System, with an additional 25% indicating that they used the Shopping Cart sometimes.

However, only 27% of the respondents utilized the Academic Advisement Report (AAR) service often, while 20% of respondents utilized the Advising Records (AdRx) often. Another 25% of respondents used the AAR and AdRx sometimes; however, between 37% and 42% respondents reported that they used each service rarely or never.

Table 14: SIS System Usage:

	Very Often	Often	Sometimes	Rarely	Never	N/A or I don't know
Academic Advisement Report (AAR)	12%	15%	25%	20%	17%	11%
Advising Records (AdRx)	8%	12%	25%	19%	23%	13%
Shopping Cart	31%	27%	27%	6%	5%	4%

## MAJOR CHANGES – STUDENT RESPONDENTS

Students were asked “How many times have you changed your major since starting at IU Southeast?” The large majority of respondents reported that they had never changed their major, while 30% indicated that they had only changed their major once. Six percent of the respondents had changed their major twice, and an additional 2% changed their major three or more times.

Table 15: Number of Student Major Changes:

	2020
Never	61%
Once	30%
Twice	6%
Three or more times	2%
Total	100%

Thirty-nine percent of the respondents who had changed their major report that they worked with the ACES/Undeclared Advisors for assistance when deciding to change their major.

## ADVISOR RESPONDENT CHARACTERISTICS

Seventeen advisors responded to the survey; ten were professional advisors and seven were faculty advisors.

*Table 16: Advisor Classification:*

	2020		2017		2015	
	N	%	N	%	N	%
Professional advisor	10	59%	15	68%	15	79%
Faculty advisor	7	41%	7	32%	4	21%
Total	17	100%	22	100%	19	100%

## MEETINGS WITH ADVISORS – ADVISOR RESPONDENTS

Advisors were asked to answer the same six questions as student respondents, from the perspective of their “average” advisee.

1. I always prepare for meetings with my advisor.
2. My advisor helped me develop a long-term education plan.
3. My advisor provides me with accurate information regarding course, program, or degree requirements.
4. My advisor provides me with accurate information to keep me on track to graduate.
5. My advisor is accessible for meetings and/or phone calls at times convenient for me.
6. I can schedule an appointment with my advisor quickly.

### PREPARATION

Most advisors (71%) agree that students prepare for their meetings, though only 18% strongly agree. When comparing faculty advisors and professional advisors, more faculty advisors agree (86%) that students prepare for their meetings than do professional advisors (60%).

### LONG-TERM EDUCATION PLAN & INFORMATION ACCURACY

All advisors, both professional and faculty, agree that students believe advisors help them develop long-term education plans, with 86% of faculty advisors strongly agreeing compared to 50% of professional advisors. Both professional and faculty advisors unanimously agreed that students believe their advisors provide accurate information regarding course, program, or degree requirements. The large majority of advisors also agreed that students believe that their advisors provide them with accurate information to keep them on track for graduation; however, while faculty advisors agreed unanimously, one professional advisor strongly disagreed.

### ACCESSIBILITY

Most advisors agree that students feel like advisors are accessible for meetings and/or phone calls and that appointments can be scheduled quickly. Both advisor groups unanimously agreed that students feel that advisors are accessible; however, one professional advisor slightly disagreed that students believe that appointments can be scheduled quickly.

*Table 17: Academic Advising Meetings – All Advisor Respondents:*

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor.	18%	53%	12%	18%
My advisor helped me develop a long-term education plan.	65%	35%	--	--
Accurate information regarding course, program, or degree requirements.	88%	12%	--	--
My advisor provides me with accurate information to keep me on track to graduate.	82%	12%	--	6%
My advisor is accessible for meetings and/or phone calls at times convenient for me.	76%	24%	--	--
I can schedule an appointment with my advisor quickly.	65%	29%	6%	--

Table 18: Academic Advising Meetings – Professional Advisors:

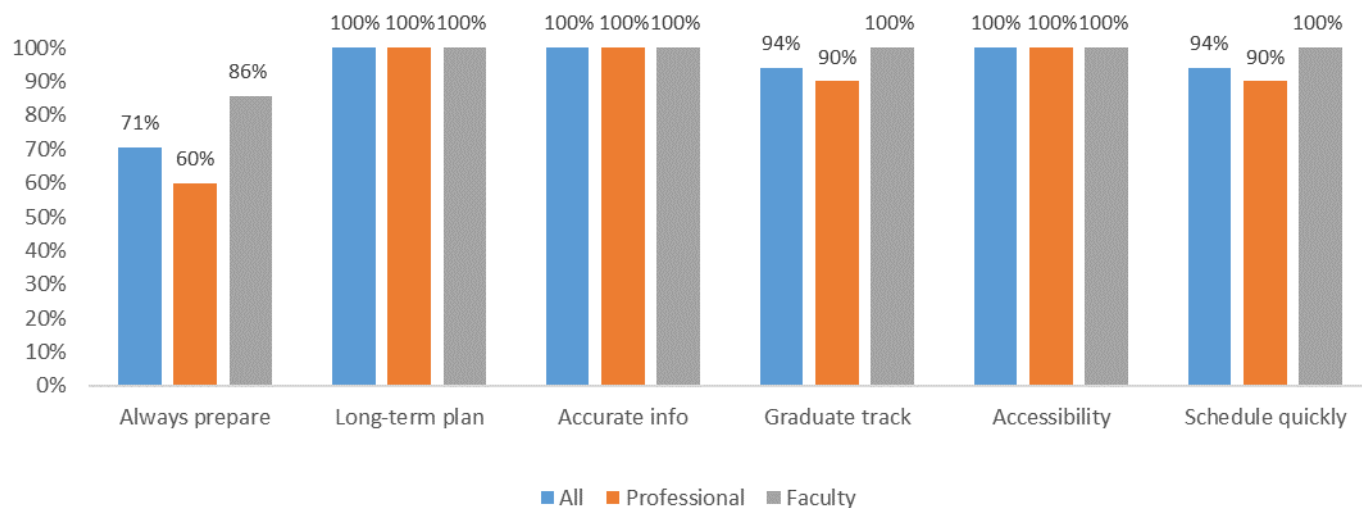
	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor.	10%	50%	20%	20%
My advisor helped me develop a long-term education plan.	50%	50%	--	--
Accurate information regarding course, program, or degree requirements.	100%	--	--	--
My advisor provides me with accurate information to keep me on track to graduate.	90%	--	--	10%
My advisor is accessible for meetings and/or phone calls at times convenient for me.	80%	20%	--	--
I can schedule an appointment with my advisor quickly.	70%	20%	10%	--

Table 19: Academic Advising Meetings – Faculty Advisors:

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
I always prepare for meetings with my advisor.	29%	57%	--	14%
My advisor helped me develop a long-term education plan.	86%	14%	--	--
Accurate information regarding course, program, or degree requirements.	71%	29%	--	--
My advisor provides me with accurate information to keep me on track to graduate.	71%	29%	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me.	71%	29%	--	--
I can schedule an appointment with my advisor quickly.	57%	43%	--	--

The figure below compares perception among advisory groups from the viewpoint of their average advisee for 2020.

Figure 1: Advisor Perception of Meetings, 2020:

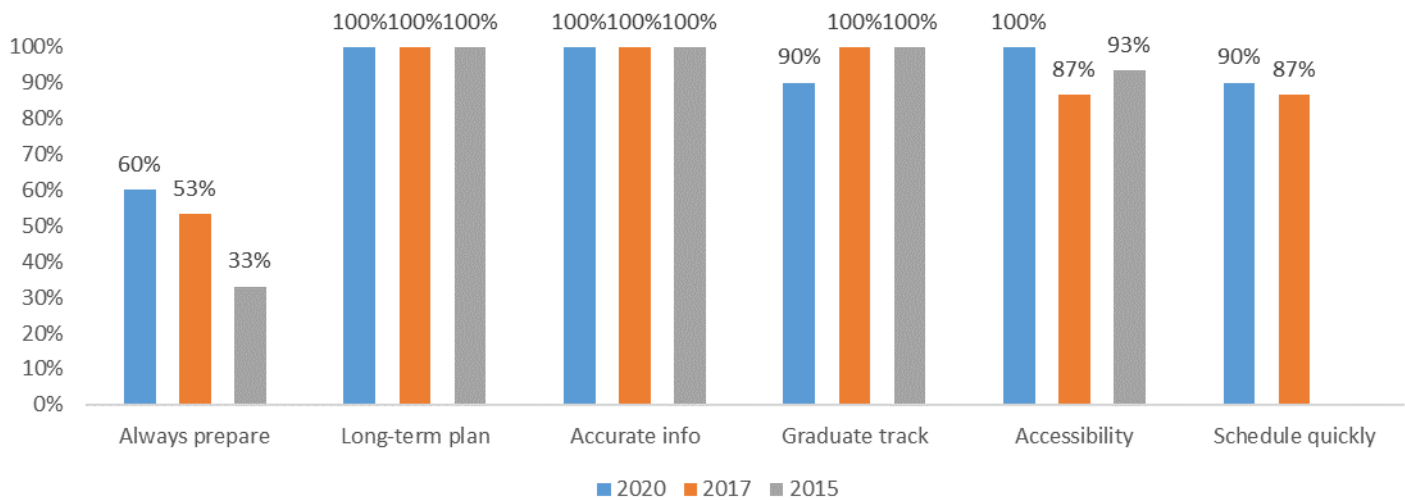


\*Note percentages total the 'Strongly Agree' and 'Slightly Agree' responses.



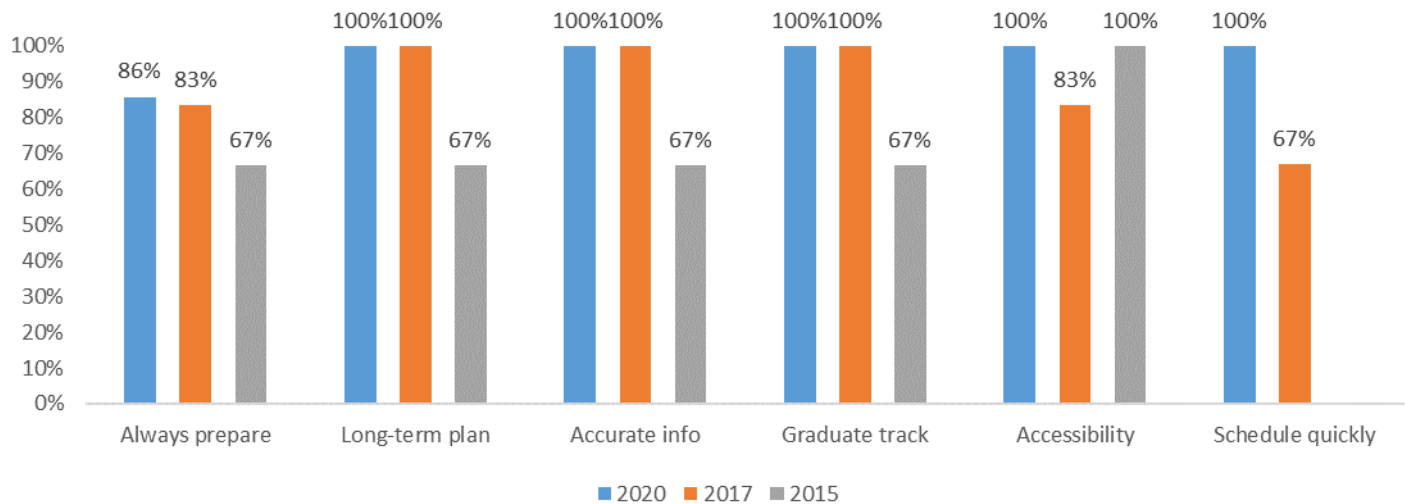
The two figures below compare year-to-year changes in how Professional Advisors and Faculty Advisors perceive academic advising satisfaction from the viewpoint of their average advisee. Please note that 2015 data was not available for the statement “I can schedule an appointment with my advisor quickly,” as the statement first appeared on the 2017 survey administration.

Figure 2: Professional Advisor Perception of Meetings, Year-to-Year



\*Note percentages total the ‘Strongly Agree’ and ‘Slightly Agree’ responses.

Figure 3: Faculty Advisor Perception of Meetings, Year-to-Year



\*Note percentages total the ‘Strongly Agree’ and ‘Slightly Agree’ responses.

## STUDENT – ADVISOR RESPONDENT COMPARISON

There remains a noticeable contrast between students and advisors regarding their perception of meeting preparedness. However, the gap has continued to narrow. While student agreement for their own preparedness has stayed similar to 2017, overall advisor agreement has increased from 62% in 2017 to 71% in 2020. There is also a noticeable difference between professional advisors and faculty advisors—86% of the faculty advisors felt that their average advisee prepared for their meetings, compared to 60% of the professional advisors.

Table 20: Meeting Preparation – Respondent Comparisons:

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	69%	64%	69%	18%	10%	6%	10%	7%	--	29%	17%	33%
Slightly agree	25%	29%	26%	53%	52%	33%	50%	47%	33%	57%	67%	33%
Slightly disagree	3%	2%	2%	12%	29%	44%	20%	33%	47%	--	17%	33%
Strongly disagree	2%	3%	<1%	18%	10%	17%	20%	13%	20%	14%	--	--

All advisors indicated that their average advisee would agree that they helped develop a long-term education plan, though there was a 36% decrease in strong agreement from the professional advisor group. Most students also agree at rates similar to those of 2017, though there was a small decrease in slight agreement. The gap between advisors and students in strong agreement has also narrowed from a 25% difference in 2017 to a 5% difference in 2020.

Table 21: Long-Term Education Plan Development – Respondent Comparisons:

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	60%	60%	58%	65%	85%	39%	50%	86%	40%	86%	83%	33%
Slightly agree	22%	25%	24%	35%	15%	56%	50%	14%	60%	14%	17%	33%
Slightly disagree	6%	6%	9%	--	--	--	--	--	--	--	--	--
Strongly disagree	8%	7%	7%	--	--	6%	--	--	--	--	--	33%

All advisors agreed (with most strongly agreeing) that their average advisee feels that they provide accurate information regarding course, program, or degree requirements. Strong agreement increased for both professional and faculty advisors, with the professional advisors unanimously indicating strong agreement, compared to 71% of faculty advisors. Most students also strongly agree that their advisors provide accurate information, with rates similar to faculty numbers, though 12% of students still disagree (down from 14% in 2017 and 17% in 2015).

Table 22: Accurate Course, Program, or Degree Information – Respondent Comparisons:

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	70%	68%	61%	88%	81%	89%	100%	87%	93%	71%	67%	67%
Slightly agree	17%	17%	21%	12%	19%	6%	--	13%	7%	29%	33%	--
Slightly disagree	4%	8%	9%	--	--	--	--	--	--	--	--	--
Strongly disagree	8%	6%	8%	--	--	6%	--	--	--	--	--	33%

All but one professional advisor agreed that their average advisee feels they provide accurate information to keep them on track to graduate; most advisors strongly agreed, though strong agreement had decreased 8% from 2017. Strong agreement has also increased for students, though it remains lower than the advisor perception.

*Table 23: Accurate Information for Graduation Track – Respondent Comparisons:*

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	72%	69%	61%	82%	90%	89%	90%	93%	93%	71%	83%	67%
Slightly agree	14%	18%	21%	12%	10%	6%	--	7%	7%	29%	17%	--
Slightly disagree	5%	6%	9%	--	--	--	--	--	--	--	--	--
Strongly disagree	8%	6%	8%	6%	--	6%	10%	--	--	--	--	33%

Ninety-two percent of students agree that advisors are accessible, including a rising 73% who strongly agree. Both professional advisors and faculty advisors unanimously agreed that their average advisee finds them accessible, with a 38% increase in strong agreement from 2017. Faculty advisors indicated a 51% jump in strong agreement, compared to the 33% increase for professional advisors.

*Table 24: Advisor Accessibility – Respondent Comparisons:*

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	73%	60%	54%	76%	38%	61%	80%	47%	53%	71%	17%	100%
Slightly agree	19%	20%	26%	24%	48%	33%	20%	40%	40%	29%	67%	--
Slightly disagree	2%	10%	7%	--	14%	6%	--	13%	7%	--	17%	--
Strongly disagree	4%	7%	10%	--	--	--	--	--	--	--	--	--

Ninety-one percent of students agree that they are able to quickly schedule an appointment with their advisor, with 73% strongly agreeing. In comparison, 94% of advisors agreed that their average advisee could schedule an appointment quickly, with 65% strongly agreeing. Professional advisors were more inclined to strongly agree that advising appointments could be scheduled quickly than faculty advisors.

*Table 25: Appointment Scheduling Speed – Respondent Comparisons:*

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	73%	57%	--	65%	38%	--	70%	47%	--	57%	17%	--
Slightly agree	18%	23%	--	29%	43%	--	20%	40%	--	43%	50%	--
Slightly disagree	3%	9%	--	6%	14%	--	10%	7%	--	--	33%	--
Strongly disagree	4%	9%	--	--	5%	--	--	7%	--	--	--	--

Overall satisfaction remains high for students, with an increase in “Very Satisfied” responses. Advisors continue to rate their perceived student satisfaction highly; however, actual student satisfaction was higher than the advisor perception of student satisfaction.

*Table 26: Overall Satisfaction – Respondent Comparisons:*

	Students			All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015	2020	2017	2015
Very Satisfied	69%	62%	62%	63%	70%	72%	67%	73%	80%	57%	60%	33%
Slightly Satisfied	17%	24%	20%	38%	20%	22%	33%	20%	20%	43%	20%	33%
Slightly Dissatisfied	6%	7%	7%	--	10%	--	--	7%	--	--	20%	--
Very Dissatisfied	7%	6%	11%	--	--	6%	--	--	--	--	--	33%

### ADVISOR SUPPORT AND RESOURCES

Advisors were asked their level of agreement with the following five statements:

1. I am provided with high quality administrative support.
2. I am provided resources for professional growth or development.
3. I am provided with effective training, support materials and technological tools to do my job.
4. The administrative policies and procedures regarding advising at IU Southeast are effective.
5. My advisee-advisor ratio is practical.

Most advisors (53%) agree that their advisee-ratio is practical, and that they receive high quality administrative support (82%). Most advisors also agree that they are provided with effective training, support materials, and technological tools to do their job, with 47% of the respondents strongly agreeing. The majority of responding advisors (58%) also agreed that they are provided with the resources for professional growth or development. More than half (53%) of the responding advisors also agreed that the administrative policies and procedures regarding advising at IU Southeast are effective.

*Table 27: Support and Resources – All Advisor Respondents:*

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
High quality administrative support	41%	41%	12%	6%	--
Resources for professional growth or development	29%	29%	29%	6%	6%
Effective training, support materials, and technological tools	47%	29%	18%	6%	--
Advising policies and procedures are effective	35%	18%	18%	18%	12%
My advisee-advisor ratio is practical.	29%	24%	47%	--	--

Professional advisors indicated higher levels of agreement than the combined advisor groups.

Table 28: Support and Resources – Professional Advisor Respondents:

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
High quality administrative support	50%	40%	--	10%	--
Resources for professional growth or development	40%	30%	30%	--	--
Effective training, support materials, and technological tools	50%	30%	20%	--	--
Advising policies and procedures are effective	50%	30%	10%	10%	--
My advisee-advisor ratio is practical.	20%	40%	40%	--	--

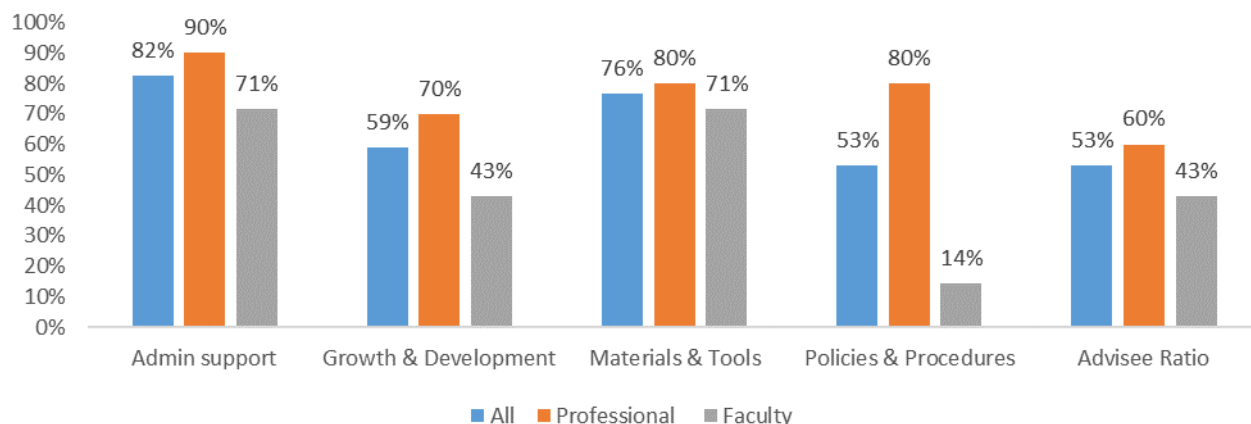
Faculty advisors, on the other hand, indicated lower levels of agreement with all five statements, with three of the five statements receiving disagreement greater than 40%. In particular, 57% of the respondents strongly disagreed that their advisee-advisor ratio is practical, and 58% slightly or strongly disagreed that advising policies and procedures are effective; an additional 29% indicated “I don’t know or NA” regarding effective advising policies/procedures. Forty-three percent of the faculty advisors also disagreed that they had the resources for professional growth or development.

Table 29: Support and Resources – Faculty Advisor Respondents:

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
High quality administrative support	29%	43%	29%	--	--
Resources for professional growth or development	14%	29%	29%	14%	14%
Effective training, support materials, and technological tools	43%	29%	14%	14%	--
Advising policies and procedures are effective	14%	--	29%	29%	29%
My advisee-advisor ratio is practical.	43%	--	--	57%	--

The figure below compares perception of advisor support and resources among advisory groups for 2020.

Figure 4: All Advisors – Support & Resources for 2020:



## ADVISOR SUPPORT AND RESOURCES – TREND COMPARISON

Eighty-two percent of all advisors agreed that they received high quality administrative support, continuing an upward trend from 2015 through 2017. Faculty advisor agreement remained the same between 2017 and 2020; the increase in agreement can be attributed to a 30% increase in agreement from the professional advisors group.

Table 30: Administrative Support – Respondent Comparisons:

	All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	41%	32%	17%	50%	33%	14%	29%	29%	25%
Slightly agree	41%	32%	39%	40%	27%	50%	43%	43%	--
Slightly disagree	12%	14%	17%	--	13%	14%	29%	14%	25%
Strongly disagree	6%	23%	28%	10%	27%	21%	--	14%	50%

Though the overall agreement has declined to 58% from 59% in 2017 and 61% in 2015, the percentage of professional respondents that agree they are provided the resources for growth and development has risen to 70%. However, the percentage of faculty advisors who agree they are provided resources for growth and development has dropped from 67% in 2017 to 43% in 2020, with a 26% decrease in strong agreement.

Table 31: Growth and Development Resources – Respondent Comparisons:

	All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	29%	41%	33%	40%	40%	40%	14%	40%	--
Slightly agree	29%	18%	28%	30%	27%	33%	29%	27%	--
Slightly disagree	29%	23%	17%	30%	20%	20%	29%	20%	--
Strongly disagree	6%	18%	22%	--	13%	7%	14%	13%	100%
I don't know or N/A	6%	--	--	--	--	--	14%	--	--

A combined 76% of advisors now agree they are provided with effective training, support materials, and technological tools, including 47% who strongly agree. Agreement from the professional advisor group has remained steady at 80%, while agreement from the faculty advisor group has increased from 43% to 72%.

Table 32: Effective Training, Support Materials, and Technological Tools – Respondent Comparisons:

	All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	47%	41%	16%	50%	47%	20%	43%	29%	--
Slightly agree	29%	27%	47%	30%	33%	53%	29%	14%	25%
Slightly disagree	18%	18%	16%	20%	13%	20%	14%	29%	--
Strongly disagree	6%	14%	21%	--	7%	7%	14%	29%	75%

Overall agreement for effective policies and procedures has increased from 45% to 53%; however, that increase can be attributed to a large jump in agreement from the professional advisor group, which saw a 34% increase from 2017. On the other hand, the faculty advisor group saw a 29% decrease in agreement, including a 15% decrease in strong agreement.

Table 33: Effective Policies and Procedures – Respondent Comparisons:

	All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	35%	18%	6%	50%	13%	7%	14%	29%	--
Slightly agree	18%	27%	44%	30%	33%	53%	--	14%	--
Slightly disagree	18%	32%	28%	10%	33%	27%	29%	29%	33%
Strongly disagree	18%	18%	22%	10%	20%	13%	29%	14%	67%
I don't know or N/A	12%	--	--	--	--	--	29%	--	--

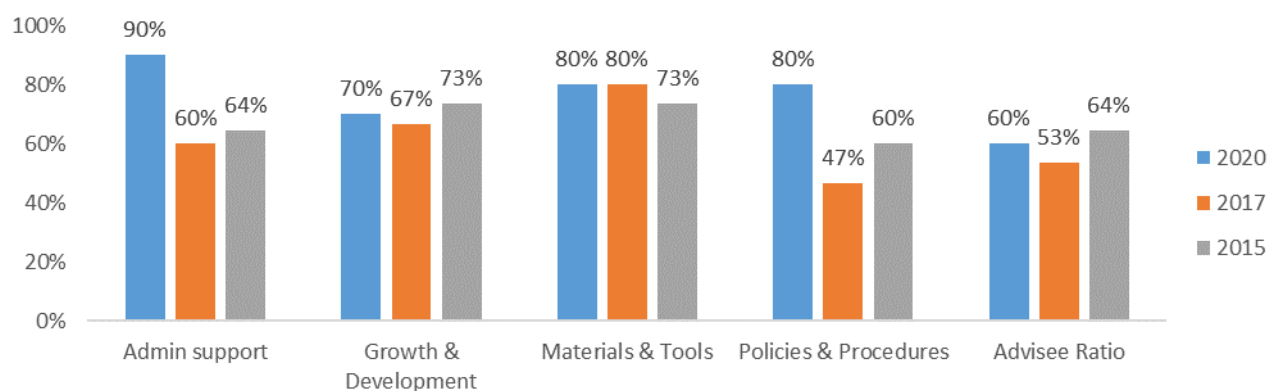
The percentage of advisors that agreed their advisee/advisor ratio was practical saw a 7% decrease from 2017 to 2020. The professional advisor group saw a 7% increase in agreement; however, the faculty advisor group had a 43% decrease in agreement.

Table 34: Practical Advisee/Advisor Ratio – Respondent Comparisons:

	All Advisors			Professional			Faculty		
	2020	2017	2015	2020	2017	2015	2020	2017	2015
Strongly agree	29%	23%	11%	20%	20%	14%	43%	29%	25%
Slightly agree	24%	41%	44%	40%	33%	50%	--	57%	25%
Slightly disagree	47%	27%	22%	40%	33%	21%	57%	14%	50%
Strongly disagree	--	9%	22%	--	13%	14%	--	--	--

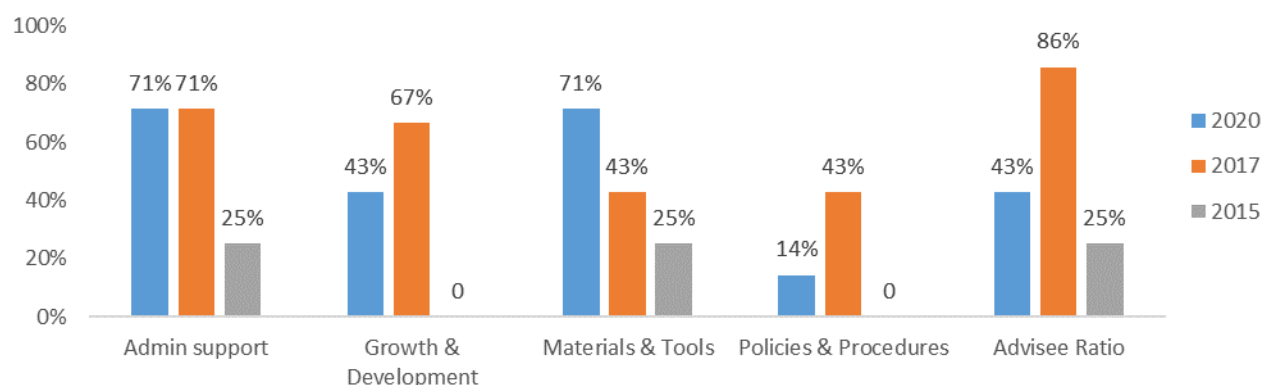
The two figures below compare year-to-year change in how Professional advisors and Faculty advisors perceive academic advising support and resources.

Figure 5: Professional Advisors—Support & Resources, Year-to-Year



\*Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses.

Figure 6: Faculty Advisors—Support & Resources, Year-to-Year



\*Note: percentages total the 'Strongly Agree' and 'Slightly Agree' responses.

### DIRECTOR OF ADVISING

Advisors were asked their level of agreement with the following four statements:

1. The Director of Advising is effective.
2. The Director of Advising is timely.
3. The Director of Advising is responsive/available.
4. The Director of Advising provides development opportunities.

The majority of the overall advisor group agreed with three of the four statements; 51% agreed that the Director of Advising is effective and timely, 62% agreed that the Director is responsive/available, and 38% agreed that the Director provides development opportunities. However, when comparing professional advisors and faculty advisors, some notable differences emerged.

Table 35: Director of Advising—All Advisor Respondents:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know or N/A
Director is effective.	13%	38%	6%	13%	31%
Director is timely.	13%	38%	6%	13%	31%
Director is responsive/available.	31%	31%	--	13%	25%
Director provides development opportunities.	19%	19%	19%	6%	38%

The majority of professional advisors agreed with all four statements; 78% agreed that the Director is effective and timely, 88% agreed that the Director is responsive/available, and 55% agreed that the Director provides development opportunities. However, one-third of the professional advisors somewhat disagreed that the Director provides development opportunities. One respondent indicated that they strongly disagreed with all four statements.



Table 36: Director of Advising – Professional Advisor Respondents:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know or N/A
Director is effective.	22%	56%	11%	11%	--
Director is timely.	22%	56%	11%	11%	--
Director is responsive/available.	44%	44%	--	11%	--
Director provides development opportunities.	33%	22%	33%	11%	--

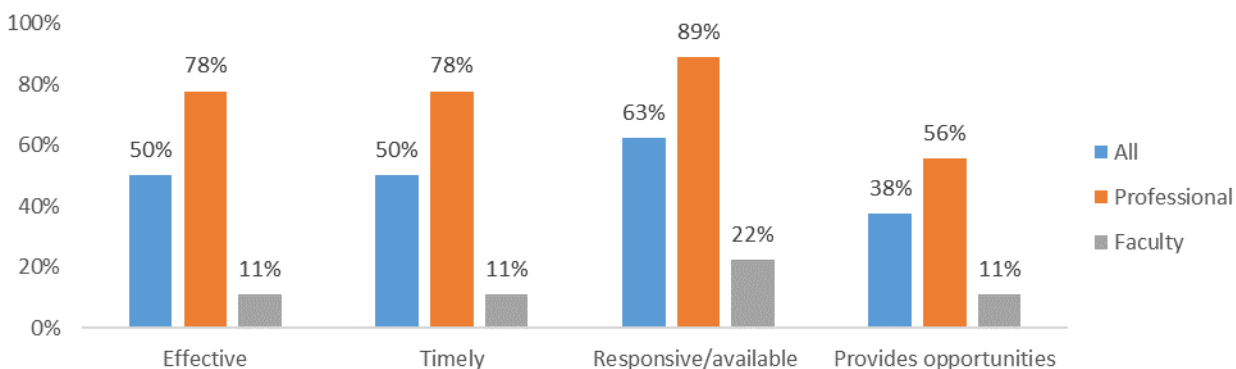
There was less agreement among faculty advisors; one respondent somewhat agreed with the four statements, and there was only one response of strong agreement regarding the responsiveness/availability of the Director. The majority of the faculty respondents indicated “I don’t know or N/A” for three of the four statements. One respondent strongly disagreed with three of the four statements.

Table 37: Director of Advising – Faculty Advisor Respondents:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	I don't know or N/A
Director is effective.	--	11%	--	11%	56%
Director is timely.	--	11%	--	11%	56%
Director is responsive/available.	11%	11%	--	11%	44%
Director provides development opportunities.	--	11%	--	--	67%

The figure below compares perception of the Director of Advisor among advisory groups for 2020.

Figure 7: Director of Advising, Advisor Group Comparison



\*Note: percentages total the ‘Strongly Agree’ and ‘Slightly Agree’ responses.

### QUALITATIVE ADVISING EXPERIENCE COMMENTS: ADVISORS

Advisors were asked "Please provide any additional comments here. Keep in mind that this is an assessment of advising at IU Southeast and we are interested in improving advising and advisor experiences (i.e., current issues, curriculum and policy, student goals/experiences, accessibility, professional growth/development)." Their responses are as followed. *Please note that comments appear as entered by the respondents; they are not edited for spelling/grammar.*

1. In the SOE advising prior to being admitted into the program is often problematic. Routinely, students either do not have what is needed or they have taken classes that are not needed. I often hear from students that until they sat down with me, their advising was chaotic at best. Students (and I do mean multiple) should not be sitting down in my office crying because they "finally got to someone who would help." This is a systemic problem.
2. The question regarding the advisor/advisee ratio is that my caseload is very large and thus makes students have a long wait to schedule times to meet with me during the enrollment seasons.
3. Academic Advisors are asked to do WAY too much for what we are currently getting paid. Unfortunately, the amount of stress some of us are under is not worth it, and this is probably why there is a higher turnover rate for AA's. Although it makes the situation worse, this feeling is not as a result of covid and was here before the pandemic began. I feel that I am very well supported as it relates to my professional development, but not as it relates to my responsibilities in correlation to my pay.
4. New Student Orientation during the pandemic needs to be more robust and required. Expecting advisors to be able to cover in 30-60 minutes what used to take an entire of day for Orientation, is unrealistic and sets students up at a disadvantage from the start. And since advisors have been removed from the Orientation course in Canvas, we can no longer see if a new student has engaged in the modules, or refer them to specific sections for information.
5. The advisors at our campus have two bosses, which violates one of the most basic principles of management (unity of command). They are given different priorities and direction from their Deans vs. Director of Advising, which creates unnecessary stress and tension. The communication from the Director of Advising is inconsistent and/or non-existent. In addition, a competent advisor should collaborate with students to develop a comprehensive plan for completion. However, the Director of Advising, as well as many longtime campus advisors, will only advise students one semester at a time. This inconsistency and short-sighted thinking adversely affects our students' ability to persist and complete in a timely fashion.
6. I advise graduate students only and so I have minimum knowledge about the Director of Advising. Some of the questions in this survey do not match the advising i do for students in the graduate program. Might consider a slightly different survey for graduate students.
7. Who is the Director of Advising at IUS?

### QUALITATIVE ADVISING EXPERIENCE COMMENTS: STUDENTS

#### MEETING PREPARATION

Students were asked "What specifically do you do to prepare for meetings with your advisor?" Their responses are as followed. *Please note that comments appear as entered by the respondents; they are not edited for spelling/grammar.*

1. I write out my questions ahead of time and try to have an idea for class planning as well.
2. I get notebooks out and write down everything they tel me.
3. I make sure that I always write down any questions I have prior to meeting. I also always have any papers and information I need before the meeting.
4. look at my iGPS

5. I try to look at my classes I need for my degree, I even sign up for classes myself and asks advisor to look over to be sure I'm following my degree map precisely.
6. I research what classes I need to take and what steps I need to do achieve my goals. I also prepare questions that I might have.
7. To schedule my fall and spring semester
8. Nothing because she never answers
9. Plan out my thoughts and concerns so I can ask for guidance
10. Prepare a list of questions and items (classes, schedules, etc.) to discuss with advisor.
11. Questions, course plans, notes
12. I plan out all of my classes myself. Then make sure with my advisor that is what I need.
13. I take notes and prepare what I need to talk about
14. Review my degree plan & courses I want to take & number of credits per semester. Prepare questions that I want to ask.
15. Look through my current grades and think more in depth about how I will use my degree.
16. I keep a spreadsheet of my progress in my degrees and what classes I am thinking about taking in the next semester. I also usually keep a list of questions that I want to make sure I get answered by my adviser.
17. I just make sure that I know what my goals are of the meeting and I try to communicate that to him when I schedule.
18. I get together any papers or information that I may need for the meeting.
19. Class and questions
20. Review of available courses, check remaining requirements as I understand them.
21. You have an idea of what you are going to talk about with your advisor and write down any questions you might have.
22. I keep documents on my own progress and try to have the necessary pages open that way we can get right to work on what we need to do.
23. Look at my plan, have questions prepared.
24. Classes for the semester ahead
25. Classes in shopping cart
26. Go to a room where no one else is located to talk candidly.
27. Classes
28. I try to take notes during the meeting
29. I have my selected classes picked out for the upcoming semester
30. Go through my future classes and put them in my shopping cart. Then when I meet with my advisor it goes by faster. Having a plan before you go in is key and it shows you know what you are doing.
31. Look over what she sends me for what classes i need and try to figure out what classes i want to take and how many credit hours i need
32. I get a notebook and pen and write down anything she tells me I need to do or what classes I need to take.
33. I look at courses needed before meeting and put them in enrollment shopping cart.
34. Questions that I have to ask them.
35. I assemble my registration options and evaluate their practicality given my schedule.
36. I usually have my degree requirement sheet and the courses I have already taken so this can be reviewed during the meeting.
37. Check AAR to know what classes I still require
38. Ask her if I need anything for a meeting or bring stuff just in case
39. Wake up and get dressed for it and be ready to schedule classes during our meeting
40. I ensure that I have all the supplies and documents that I need.
41. choose course options to prepare for enrollment, review major and minor check sheets
42. Look at my course schedule, future schedules, class catalogs, etc.
43. Know the questions I am going to ask.
44. I make sure that I am early. If there not go though stuff at home.
45. Review the forecasting tool, classes available that I feel I need and previous plans made.

46. I look into the information I need and prepare questions for my advisor
47. I make sure I'm in a quiet environment and I have my computer before I join the meeting.
48. Go over previous meeting notes and write down questions
49. This semester I had to fill out a FYS advisor form before I met with my advisor to sign up for spring classes.
50. Look at the degree maps to get an idea of what I should be taking next semester
51. I know what I need to talk about and have questions ahead of time.
52. I write down questions that I have.
53. Call and make an appointment
54. see what classes I have left and see what classes are available
55. Go over information needed to discuss
56. knowing the classes so I can ask questions about the them
57. Ensure that I have my questions and concerns ready, along with my class outline and requirements in order to graduate.
58. Go over what the meeting is about or prepare any documentation that s needed, as well as, make sure my appearance is acceptable.
59. I usually have an unofficial transcript to validate what classes I have accomplished, I prepare a set list of expected upcoming classes that I am scheduling, and prepare and questions that might need to be cleared up with admin.
60. write down questions i should ask.
61. My mom normally tries to help me navigate what my course schedule may need to be before we go and we especially tried to look at this when I was signing up to add a third business major to my degree. I wanted to get as many classes to crossover between my majors as possible so I would still be able to graduate in four years.
62. Get classes ready
63. Gather previous academic plans with advisor and compare to what I still have left to finish
64. Recheck graduation requirements, have potential classes already in cart, write down questions so I don't forget them
65. Review what I need to ask her
66. Make sure I know all the questions I'm going to ask by writing them down.
67. I am available at the appropriate time to talk to my advisor on the phone.
68. I usually write out a set of questions I know I want to ask before the meeting is over.
69. I prepare by thinking ahead and looking on the degree maps about future classes.
70. I print my curriculum out and review courses that I may want to take and check off classes that I have already taken.
71. I get knowledge of the classes I need to take.
72. Take notes about questions I need to ask.
73. Look up courses, write down questions, and make a possible plan for the upcoming semester.
74. I have all questions I need to ask listed on a sheet of paper with any other information I may need.
75. Make sure I know all the questions I want to ask.
76. send a email
77. Get there early
78. I obtain all my paperwork and degree maps to take to my advisor.
79. Look at my course history and dates and time of classes being offered
80. I brainstorm questions that I might want to ask
81. Research classes and have questions ready
82. I write down any questions I may have for them.
83. Classes
84. List of classes I would like to take the following semester
85. I write down questions that I want to ask my advisor and bring a notepad to write things down my advisor might tell me to do. This way I don't forget what they said.
86. I keep a binder with all of my advising supplies.

87. I had looked up classes that I was interested in taking
88. Put classes in my shopping cart
89. Make sure I am logged in and ready to look at classes like I need
90. Write all my questions down on paper.
91. Specific questions, list of tasks I would like to complete during meeting
92. I make sure I have all questions ready to ask prior to the meeting.
93. Look over courses
94. I check my degree requirements and try to have a list of potential classes that interest me and apply to my degree.
95. Look over my major requirements and know what I want the meeting to achieve
96. I try to prepare a class schedule beforehand and she checks it afterwards.
97. Know what I'm talking about and try and figure out the answers to my questions before I ask
98. I usually send email to give a little heads up of my discussion.
99. Classes for the succeeding semester.
100. Review classes needed, choose classes
101. look through classes, try to plan a semester ahead
102. I prepare my class schedule and then she makes sure that I chose the right class and helps me make modifications to the list I already have.
103. My idea of what classes i would like to take.
104. Discuss majors and my plans with my mom
105. Read my class check sheet of classes to take to graduate, look up classes in those subjects, think about which ones I'd like to take look up instructors
106. Prepare talking points I'd like to cover
107. Scheduling classes
108. Questions, classes
109. Schedule the meeting on my calendar and have material (websites or documents) in a handy spot.
110. I make a list of all questions I want to ask the advisor. I plan courses for future semesters and place them in the shopping carts. I print out a schedule of each semester with a list the courses I want to take under the spring, fall or summer term. I email an attachment including my perspective course selections to the advisor in advance along with any questions I may have prior to the advising appointment.
111. courses needed for each semester/ change in my major
112. I often prepare completely for an appointment and have the advisor "check my work" to make sure what I am doing is correct.
113. plan ahead what questions i have
114. It depends on the meeting but I always come prepared with my list of questions
115. Figuring out all the classes i need to talk
116. Pick courses i want to take that i believe will fit my plan and out them in enrollment cart
117. I get a piece of paper and a pen just in case there is information I need to write down.
118. Check classes, notes. And possible future needs.
119. I set up reminders to myself
120. Research
121. Review what we need to talk about and I review questions I have for my advisor regarding the meeting.
122. I prepare questions over classes, a schedule that will work efficiently for times of the day to also work, ask for their general advice on all things.
123. Make sure internet connection and data connection are stable, think about what classes I need to take for the upcoming semester
124. Have my course list printed
125. Review the MBA my way schedule. Looks at course schedule for next semester.
126. I prepare questions that I want/need answered and do research to make sure that I can get every question I might have answered.
127. look up degree requirements and when class are offered

128. I have like doing zoom calls, it is more personal.
129. Get a list of remaining classes that are required to take before graduation. Think of any questions I have ahead of time.
130. Any problems with my classes/future classes.
131. Review my transcript to confirm outstanding courses
132. Make sure I have an up to date course schedule for my degree so we can map out each class for each semester
133. I look over the degree map to see what courses I have completed and haven't completed.
134. I prepare a list of questions to ask my advisor.
135. what courses were needed to complete degree
136. I go over the question that I want to go over in the meeting
137. I make sure I have all the questions I need to ask him wrote down.
138. I have notes prepared and an idea of what I need to ask.
139. Prepare to know what courses I should take and if my prerequisites are valid
140. I make sure I have all my technology working before the meeting begins and also a list of questions I may have.
141. Everything
142. Write down any questions I want to ask my advisor. I also prepare the classes I want to take next semester and ask my advisor if the classes would be the best fit.
143. Look nice and have pen and paper
144. Class schedule and questions
145. Make of list of what I want to talk about with them.
146. look at upcoming scheduling classes
147. Classes I'm interested in taking
148. Write down questions that I want to ask
149. what classes I need to take, questions I have about my classes, what will fill my requirements.
150. I will have a notebook to write down the classes he tells me I need to take for the next semester.
151. Write down questions if I have some, and get on zoom 5 minutes early.
152. Going to the IGPS to get stuff mapped out.
153. I write down all the things that I need to talk about with her to make sure I get all my questions answered.
154. An idea of what I need to complete my degree
155. I have an updated requirement sheet for my program and I mark the classes that I have already completed
156. I have all of the information that I will need with me
157. I prepare questions/concerns ahead of time.
158. I already have an idea of the courses I want to take. If I have any issues with anything, I always let her know.
159. I wrote down questions I have for her.
160. I get my schedule out and ready along with my computer and write down any questions I might have.
161. I usually have a goal of hours I want to take along with an end goal of where I'd like to be at the end of the semester and graduation goal.
162. I prepare what I want to talk about
163. Look at iGPS
164. Looking at classes that I need to graduate
165. Get in contact with her
166. I prepare my one.iu and igps
167. Have my questions ready
168. Write down questions
169. Prepare a quiet environment along with having all the websites I believe I need open.
170. Create questions to ask

171. I prepare by viewing my degree track, planning courses, and listing questions I need or want to ask.
172. I prepare questions and topics I want to ask about.
173. Look at class schedules and pre-plan all class options for the semester
174. I decide the classes that I want to take and put them in my shopping cart.
175. I know what I need to ask her.
176. Plan my next classes ahead of the meeting to discuss during
177. Inform advisor of my goals, timelines.
178. I have my Student Center pulled up and add classes to my shopping cart beforehand, but ask my advisor to check over them.
179. Get all my questions ready and write them down
180. Mainly I make sure I am on all the websites I need with the information I may need to share at the time of the meeting.
181. I look into classes that are required for my degree as well as classes available for the coming semesters.
182. I make sure to be on time and I always have some idea of what I need to take
183. I go to my degree map and see which classes I have taken and what classes I need to take. I write down what I need to take and talk to my advisor over it.
184. I know exactly what I need to talk to her about before our meetings.
185. Degree Maps
186. Prepare and write down questions. Get out paper and a pencil to write notes.
187. Type up questions and concerns.
188. Know what classes are left for me
189. I set up a meeting through One.IU.
190. Review degree map and class schedule
191. I prepare questions that I have for my advisor in advance and bring all necessary paperwork/documentation that may be needed to reference to.
192. I make bullet points of all the topics I need to discuss or have questions about
193. I make sure I have all of my notes and questions in hand and I have a pencil and paper ready to write down important information.
194. Double check my records, however there my program advisor disagrees and is on sabbatical
195. I make sure my schedule, future class selection, and other important information are in front of me before our meeting to make the meeting go smoothly.
196. I know what my current grades are and what classes I think I should take to stay on track so that my advisor and myself can have a quick check in meeting to reassure myself that I'm doing okay.
197. By studying the classes that I would like to take in the future
198. What questions I have.
199. I run the plan by my requirements report in sis and use the checklist my advisor provided me.
200. Bring my a provisional class schedule and degree map.
201. Have my questions ready ahead of time along with any documents I need.
202. I make sure that I have all of the things that I want to ask about on a piece of paper.
203. I look over any classes that I still need to complete for my degree.
204. write down my concerns and make sure I'm on track to prepare for when I graduate.
205. Have my materials for the meeting on hand
206. I double checked my work schedule to make sure the demands for a class were not going to be overwhelming.
207. Look at my class options I will need
208. look up information I can find on my own so I can ask the most direct questions
209. I look through upcoming class offerings and note what classes I may like to take and how they will fit in to my goals
210. Get my list of classes prepared



### APPOINTMENT SCHEDULING CONCERNS

Respondents were asked “Please explain your concerns with quickly scheduling an advising appointment.” Their responses are as followed. *Please note that comments appear as entered by the respondents; they are not edited for spelling/grammar.*

1. I can hardly ever get a response back from my advisor.
2. My advisor is SO hard to get ahold of. I feel like when I talk to others that have the same advisor they have the same issues, but other majors love their advisor. I sign up for classes on my own, all I ask is for clarity and confirmation on my schedule, but I don't even get that back.
3. She never answers
4. With COVID, it is even harder to schedule an appointment. It will take me like a month to have mine.
5. There are always issues getting a quick appointment and I have to schedule kinda far out.
6. I have work obligations, so I need to schedule an appointment that works around this.
7. Often it takes quite a while to hear back on emails.
8. It seems as though there are far and in-between meeting in which you can meet with your advisor, making it very difficult for students to shift around work and school in order to meet with their advisor one specific day. It seems as though their availability has especially gone down since COVID, and this time more than ever students need clear communication with advisors and teachers.
9. My advisor had never advised me or met with me.
10. No one gets back to me except the Dean. Also, I am diagnosed extreme ADD and have been aboded by Professor [professor] and [professor] who used their position to blackmail me. I had to physically come to school or reach out to the Dean to get the Professor to get back to me. Questions were never answered and information was always lacking certain specific details and was never given to me on time.. Then weeks later I was given information that is incorrect or is simply wrong which [they] admitted on many occasions. Students in the [program] and teachers who went to IUS all say, [professor] is on [their] own time and has always been like that , but you just have to adjust/get used to it.
11. Its not more or less the scheduling more than the time that is wasted in the meeting due to personal information that is unrelated to my education. I have a set amount of time in the day to accomplish tasks and I don't like talking about personal interests like movoes and action figures instead of the business that needs to be discussed.
12. She has limited availability
13. Sometimes it is so booked I can not get in for weeks.
14. Appointment times not available when needed.
15. It's pretty fast but not as quick as I'd like
16. Sometimes the appointment dates/slots are booked and I can't schedule an appointment using the appointment website on One.iu.edu. But, I am always able to communicate with him via email. He is great at communicating with me that way.
17. There is no advisor to go to.

### ADDITIONAL COMMENTS

Respondents were asked “Please provide any additional comments here. Keep in mind that this is an assessment of advising at IU Southeast and we are interested in improving advising services overall. How can academic advising serve you better?” Their responses are as followed. *Please note that comments appear as entered by the respondents; they are not edited for spelling/grammar.*

1. I need quick responses but I am waiting weeks to hear back from advisors regarding my schedule. I am not getting any updates on changes. I am not being told anything regarding my major



2. My advisor is incredibly difficult to get ahold of. I sign up for classes on my own. I also email to ask for confirmation to make sure I am taking the right steps for graduation; however, I never get a reply and scheduling for a meeting seems like there's never availability
3. As a transfer student I am confused as to where I stand, why certain classes fulfill one requirement instead of another, and how many semesters I have left.
4. They are excellent at what they do!
5. I can never get my advisor to answer. When she does answer she doesn't help me at all. She has rolled her eyes at me before on a zoom meeting and repeatedly told me she didn't know what to do to help me
6. The IUS School of Business advisors are very knowledgeable and helpful when advising students.
7. It would be helpful if they were more helpful to the students that are debating double majoring.
8. I have been attending advising since my freshman year at IU Southeast I am now a senior. Beginning from freshman year my advising has been horrible they do not help me they tell me to look everything up on my own. I will say that Sarah Barger is the best advisor hands-down. She is so helpful so willing to work with you and helps you pick out classes. My past advisers tell me to look online and do it myself. My past advisers have not helped me once. I wish Sarah Barger would have been there my freshman year but she has helped me throughout my senior year. If it wasn't for Sarah Barger I would not be graduating on time because my past advisers didn't have me taking enough credits to graduate. I was even interested in pharmacy school at Sullivan and my previous advisers did not help me at all I had to drive to Sullivan University to get information because the IUS advisers knew nothing. Sarah Barger is the best advisor at IUS.
9. I would like to receive an automatic email each semester before I sign up for classes which lists which classes I still need to take to complete my degree. This would also be very helpful for if there is a particular section of a course that I need to take (EDUC-F 401 with a particular instructor, for example).
10. I do not really have any complaints. I just wish I could possibly get in sooner to see my advisor.
11. I have been very impressed with all of my advising experiences at IUS. My advisor is very friendly and easy to talk to and is also very knowledgeable about what I should be taking or how to make the most of my time at IUS, which I really appreciate. I am very on top of my schedule but I feel confident that my advisor is giving me good advice and has my best interests in mind. My advisor answers all of my questions clearly and helps solve any issues I am having. I honestly can't think of any improvements regarding advising, as it has been a great experience for me.
12. Sandra is awesome!!! She always welcomes me into her office for a meeting. She always has answers to my questions!
13. I love Greg Roberts! He does a great job and makes sure to meet my needs as a student in a timely and respectful manner. He's awesome.
14. They can serve me better by contacting me and checking on me more than usual.
15. When I was a business major I felt very prepared for classes. Once I moved to education I felt as though my advisor wasn't aware of the program like they should be.
16. I am a graduate student just starting out program. My advising contacts are with program director have been via e-mail and her e-mails are quick and thorough in response, so no complaints.
17. Shelia Gustafson is an amazing advisor and has worked with me every step of the way on more than just my degree planning. I go to her when I have questions and don't know who else to go to and she's amazing at pointing me in the right direction.
18. Advisors need to be very aware of which classes are required for degrees. I was told I didn't need to take a class that I did need to take, so it put me behind schedule when I had to take it my junior year.
19. Gregory Roberts was extremely helpful when I was feeling completely lost after my first advising appointment with another advisor.
20. I schedule advising appointments to find out what I need to do to graduate and understand the next steps to take. I have gotten better advising from a sorority sister than I have my actual advisor. I have no idea what I am supposed to do once I finish my prerequisite's for the school of education, or what I am supposed to do to apply to the school of education.

21. The only hard thing is getting to meet with your advisor at the time you want because they are always booked.
22. Always answers back in a diligent amount of time
23. I constantly feel like my advisors have no idea what classes I need to take. Currently I am waiting on approval for some form so that 4 of my classes actually count toward my degree. This is very frustrating.
24. Every time I meet with my advisor I feel as though I am inconvenience to her. Also it seems as though she never has up to date information for my degree plan and we always have to check with someone else. Additionally, I always meet with my advisor to schedule classes and yet somehow there has been so much confusion with my degree plan that I am now worried I will not be able to graduate on time with the major and minor that I want. I am not at all happy with my advisor at this time.
25. Sarah Barger is an excellent advisor, she has been indispensable. I'm sure her work has been especially difficult with COVID but she is always available and extremely well-prepared. Please double her salary.
26. My adviser is so helpful to me. She makes it look so easy to do everything that need to be done for the next semester.
27. My advisor was Kris Bloos and he was just amazing. He was always soo helpful and answered all my emails
28. By providing all the information requested so that students have a clear expectation of requirements. Some information was not included in original email which made planning difficult and now I find myself behind schedule.
29. I started this semester at U of L and felt like I was drowning and had so many unanswered questions. Within 24 hours of receiving my acceptance letter at IU I was contacted by a student success coach Shohn Beeson who positively raved about the wonderful advisors available here at IU. I am very thankful for all of the resources provided for online students here at IU, I do not feel separate from the other student body and know everything available to make my academic career successful.
30. The advisor I was assigned did not really help. We had one meeting maybe twenty minutes long and that was really the last I heard from her. I emailed her a couple times and she was very short in her emails and it overall seemed as if she did not care. I went to ACES at the end of the semester, and Thomas Shane provided very useful information in our meeting and has been emailing me since then helping me set up my next semester. I would say that Thomas Shane did more for me in a couple weeks then my assigned advisor did in a whole semester.
31. Chris Bloos has been my advisor that I saw since day 1 of starting at IUS. He is always been very kind and helpful throughout my college experience. He is also able to look long term and get a schedule figured out for you. He also listens to your suggestions and tries to figure out what helps you out. Great academic advisor and I highly recommend him to other School of Business students.
32. The advisors are very friendly and always are able to quickly provide the information I need.
33. The advising and advisors at IU Southeast are wonderful and helpful. I personally have Gregory Roberts and he does very, very well at directing to me what classes I need to take. Though I have had some friends, specifically in the education department, and they said their advisors aren't that helpful and don't help them know what classes they need to take.
34. Advisors aren't readily accessible and not very helpful in general
35. I was in the School of Business advising with Kris. I have been so impressed with both of the advisors in the School of Business. They have done a lot to help me in the past when I really needed it. Kris will definitely bring back positive memories at IUS and I really valued his help. He was always very engaged and responsive when I met with him and I felt like he had my best interest in mind.
36. I am very pleased.
37. I don't like nor do I access Zoom for any advising meetings. I know it is preferable with the Covid-19 pandemic to limit any face-to-face meetings with an advisor, but it is still frustrating not to be able to do this anymore. I prefer a hands-on consultation with my advisor and now being unable to do this, I feel somewhat isolated. It seems to me that if one is not comfortable with Zoom, don't try to force it. It is not for everyone. I will continue with a phone call or email if necessary. At this point and time, I cannot wait to graduate so I will not have to deal with this anymore.

38. I work with Greg Roberts with my advising and helping me with each semester to register for my classes and he is super helpful and easy to talk with. He makes things so much easier and relieves a lot of stress.
39. My advisor always speaks very demeaning and rudely to me. She doesn't just answer questions, she has to throw subtle attitude at me. She hasn't done her job- NEVER told me to take a math class that would allow me to graduate on time. If I had taken it YEARS ago, I could be caught up and graduated this semester. Instead, I have two more to do. I fell threw the cracks thanks to her negligence.
40. N/A
41. I am an senior in the [program]. This is my fourth year at IUS, and during that time I have had four different advisors for the same program. The advisor that I currently have does not take the time to understand what my educational goals are, and does not know some of the required classes for the major. I also had dual credits for a class that I was unable to use, and had to take the class again. I also have classmates who have to take classes their senior year that should have been prerequisites, because the advisor did not tell them the class was needed in order to graduate. Overall, I think that the [Department] needs an advisor who takes the time to understand what each student wants to take, and that knows which classes are necessary for graduation.
42. My only complaint was finding who I needed to talk to in order to change my major. I had to walk to three different buildings on campus and talk to two different people before I knew what to do.
43. Saundra and Kris are great advisors and are always honest and always keep my best interests at heart.
44. I love my academic advisor and look forward to talking to her each semester! She is always available and gets back to me quickly if there is a conflict in my schedule.
45. The only issue that I have had with my advisor is that I was not told about having to take tests to get into and apply for the Education. Since I didn't know about these it has caused my graduation to be delayed a couple of semesters. I was never told that I had to take the tests to get in. Also this past summer I wasn't told until right before summer classes that I had to take one. One of my professors before I got to Block 2 had to inform me that I had to take that class. Overall I haven't had the best experience with my advisor. Just because of these two instances.
46. [Individual] did not help me coordinate classes with my second major and did not help me think through my options before deciding. When I asked [them] to check my block 2 courses, [they] said [they] didn't know them so if they were on the sheet, then they're right. Greg Roberts helped me see instead of minoring I could add the second major and was extremely helpful.
47. the sub for my advisor seemed unfriendly.
48. Sheila has been great! I'm in a weird situation while completing my degree and she has been awesome at helping plan and get in touch with the admin to get approvals for class transfers. She helped me reach my graduation goal date and I couldn't be happier.
49. My advisor is amazing!! I am very confident with her capabilities. She's the best!
50. My advisor, Shelia Gustafson, has been the most helpful staff member that I have ever worked with at IUS. She is always so helpful and actually took over for one of my classes when the first instructor stepped down. I actually enjoyed the class much more after Shelia took over. Shelia Gustafson deserves the utmost appreciation and recognition for what she does for her students at IUS.
51. Advising is VERY hit or miss here. I have worked with advisors in many departments. I am highly satisfied with ACES! They are amazing. I declared my major with Cassandra. Shane is my go to with any questions even though I am not undecided because he is one of the best advisers I have ever worked with. He is the most helpful person, one of the most important people for me being able to succeed in my academic career. Why? Because if he did not know he ASKED. He looked for answers. He just got on the phone and made calls. He is so helpful.
52. I have not had great experiences with advising in the school of [school]. It has been so disappointing. I feel like when I see advisers from the school of [school] I have to explain my degree map to them. They were so unhelpful that I ultimately used ACES. Frankly I trusted them more. I don't want to name names or anything, but if you are asking how to improve, the advising in the school of [school] is poor, and I know several students who feel the same. There is a lack of communication and understanding.

53. The School of Arts and Letters I have interacted with briefly, and aside for a few times available, the quality of my interactions with them have been fine.
54. This reflects my experience as a whole, I've gone through many advisors. I've been told I'm going to graduate "next semester" by one then told it's a year away by others. I feel clueless when it comes to my own progress and feel more like I'm being strung along as a piggy bank than a student.
55. i have been undecided since i started. I have jumped around many areas and this year I finally have a plan and I am so excited. My advisor took extra hours away from their day to help me and we made a long term plan that was very detailed and motivated me. They helped me decide my major and figure out minors i could get along the way. I am very thankful for academic advising.
56. I had an advisor for ACES and then I switched to nursing, we've had 3 different advisors I think, it was very frustrating. Luckily we don't really have any options for classes and have to take what's assigned to us so I haven't needed an advisor in quite a while.
57. The overall system for keeping track of what you need to graduate is just meh, meaning I have to deal with human advisors which I don't want to do.
58. My advisor has been very good with helping me schedule my classes and has never let me down. If I needed help, she took time out of her busy schedule and helped me. I remembered that she actually called me to reschedule an appointment personally one time and got my schedule situated quicker than the people at the office could. I commend Dana for a job well done!
59. Send graduation plan with classes and the semesters to take them as soon as possible (preferably before the semester begins).
60. I am completely satisfied with the academic advisors in the School of Social Sciences and the School of Natural (Life) Sciences. They have all been amazing during my academic journey.
61. It would be easier for students considering different majors if the degree requirements form(s) were available on the respective website for each School. (The form that shows which courses and credit hours are needed to complete said degree (Major and/or minor) including a list of courses to choose from to meet each ""subject"" requirement, i.e. General Education Core Requirements, BS Distribution Requirements, Major Requirements, etc.)
62. My first advisor at IUS was extremely ineffective, did not listen to my needs, and cause me to take longer to graduate. Not only did this cost me money and time but highly put me off of advising at IUS to the point of not thinking they have my best interest at heart. While since then I've had very positive experiences, I am constantly in fear of being misguided by an advisor and often check their work past what is necessary. I am very fearful of not graduating due to a mistake of an advisor.
63. Meetings with my advisor always go fine but she NEVER responds to my emails. I have had to email multiple times, call her office, and schedule an appointment with her just to ask one simple question that could have been answered over email.
64. Dana Gohmen is an out of this world advisor! She works with me to figure out how to meet my needs no matter what. Additionally, since I have moved to nighshift she has been very flexible with helping me over email since am appointments are difficult for me at the current time. Everytime I meet with her she is prepared and she knows me by name which is awesome considering how many people she works with. She deserves high praise!!
65. I think you should get better [school] advisors.
66. N/A
67. The General Studies advising staff are phenomenal.
68. Good job!
69. As a student who is confused in general about college and switching my major, I feel like I don't know what to even ask. So partially, that would be my fault. However, I do think it would be great to have a detailed and further advanced into the future plan from my advisor as I tend to just schedule on my own, stressed about finding a good time to meet, mostly because of Zoom and phone class.
70. Had no trouble with anything to do with advising, both advisors that I've talked to have been very helpful and made me feel at ease during meetings.
71. I love Greg Roberts. He has been so sweet, very inclusive, and extremely helpful!

72. The advisors at IUS are very helpful when preparing for me future.
73. Shiela Gustafason is honestly so helpful and always so nice. She is all about the students and helping them get where they want to be and helps achieve that goal. As well as Sarah! So thankful for this staff area and their help.
74. I am satisfied with my interactions with Gregory Roberts. His easy to schedule time with and very knowledgeable.
75. No advisor seems to not know much about the healthcare administration major, even my advisor, [advisor]
76. My advisor, Greg Roberts was absolutely amazing! He went above and beyond to help me every single time I met with him. When I was in my last semester he realized I was missing a class in order for me to graduate and he personally called me and got me into the class I needed so I could graduate in December and not have to wait an entire semester. He is awesome!
77. I have had quite a few academic advisors since being here, but they have all been very helpful. I originally started off as a biology/chemistry double major, but eventually changed it to BS in biology because I wanted more science related courses than art. Laura was very helpful when I had to change my plan up when I found out I was pregnant, and Shelia was very understanding when I came to her before and after I had my daughter. She helped me adjust my schedule and made sure I was on track to graduate this coming May.
78. Indiana University Southeast has been the only college I've attended so I really have nothing to compare it to. However, it is clear that the advising department is dedicated to ensuring every student get's all their questions answered.
79. Lindsey Ward has been a wonderful advisor to me. She is friendly and accessible.
80. I love my advisor, she's super helpful.
81. This being my first semester, I have been happy to receive very effective advising that really helps me understand the many aspects of college. I do not have any issues at this time.
82. I think the office should lets us go straight to the advisors phone number
83. They are very professional and friendly. They always have the answers I'm looking for.
84. Dr. Lisa Hoffman is by far - if not the best advisor - I've experienced working with for the past 15 years - while intermittently attending IUS. She has been an inspiration, one to show students, guided them to success and in goals they've set; she is an expert in showing the pros and cons of various classes relative to future endeavors. She deserve the utmost recognition for her innate abilities for helping students stay focus with graduation requirements and overall "the best advisor experienced at IUS
85. My advisor met with me outside of her regular hours, at a time convenient for me. She is always very nice and helpful.
86. I feel like maybe the question should be what are you intending in taking and not so much what fits in the holes you have left.
87. I love my advisor Sandra Gordon. She is always in a pleasant mood and works very hard to help me plan my classes efficiently. It is clear that my education is a priority to her and I always look forward to advising appointments
88. NA
89. I think all of the advising staff does a great job.
90. I think that the advisors are very good at their jobs at IUS.
91. Greg Roberts and James Hesselman are AWESOME.
92. Make it known to students who their academic advisor is. It can be confusing when there are two people that could be their advisor.
93. none
94. As a minority and a first-generation college student, I appreciate having an advisor that can see obstacles I face and help guide me through everything.
95. I am a transfer student, studying Strategic Communications and I was expecting to graduate next fall. I met with my advisor who told me I was on track, that I had most prerequisites out of the way, and I could even take summer courses to be finished sooner. However, as I looked through my courses myself later, I



- found that my senior seminar course was only offered in the Spring. When I mentioned this to my advisor, she was quick to say I had no other options and that I would need to attend a semester longer for one course which is not covered in my financial aid.
96. I can not think of a way to improve the system.
97. My advisor for the MIS Program is Sara Walsh. She does a fantastic job letting me know what I need to do to complete my degree.
98. Sarah Barger is exceptional!
99. My advisor is Alexandria Hall and she has been great and very helpful during my first year here at IUS as a Nursing major. She made it possible for me to transfer from IUPUI the first week of classes after a difficult experience on the IUPUI campus. I really appreciate her guidance!
100. I absolutely adore my advisor! Sarah is always there when I need her or have any questions regarding my classes. She goes above and beyond in trying to help me meet my goals. As a first-generation student, I appreciate this very much, because with her help it is 10x easier.
101. I almost lost out on taking environmental science due to my advisor not helping me sign up for the course when it wouldn't let me do it on my own. My advisor stated the class was discontinued and she wasn't sure why it was still listed. I directly emailed the professor of the course and HE signed me up for the class.
102. I asked my advisor what would it be like to switch to another IU school and the details of that and she kept turning me down stating email someone else basically.
103. My advisor needs to be more aware of what classes I need to take.
104. They are doing an excellent job! They have met all my needs!
105. I have had a good experience with advising so far.
106. Mrs.Daniels has helped advocate for my pursuits and helped me try and reach my goals. She's very knowledgeable, astute, and very understanding. If she doesn't think something would suit me as a student she always brings up concerns in a friendly, reasonable way.
107. My school of social sciences advisor for my junior and senior year was the best advisor I've had between Ivy Tech, UofL, and IUS.
108. Appointment schedules are too long
109. My assigned advisor does the bare minimum to get me along. I am a transfer student, and my advisor at my previous university went above and beyond. I'm somewhat disappointed with the advisor I've been assigned, but can't say that she isn't helpful. I hope that once I get into my selected program, my new assigned advisor can help me better.
110. Dana Gohmann is a wonderful advisor and I am very thankful I get to work with her during my schooling.
111. I have liked my professors overall because usually they are quick to respond back to emails and they are easy to communicate with. I had an issue with one professor particularly who I am not going to name but they were not helpful at all, it was like pulling out teeth trying to get help from them.
112. Get a program for Japanese degrees. I should have just dropped out. Who has final say? My program director or my advisor? They disagree on how many classes left.
113. My academic advisor rarely ever reached out to me and I have had very very little interaction with them.
114. I have had the best experience with Gregory Roberts! He's always ready for my questions. He calls me back with information even after our meetings. I have suggested him and IUS to a few of my friends and people looking to return to school. He has made the whole process very easy and helps take the stress away. He's seriously the BEST advisor I have ever had! Thank you, thank you, thank you!
115. During my time at IU Southeast I have had 2 different advisors. Both were great at listening and providing information. I could easily get appointments that fit my schedule. I highly recommend meeting with your advisor in order to confirm that you stay on track.
116. Kim Shaughnessy Is a great help in the MBA office because she knows all the classes and helps students like me navigate the courses and plan my future.
117. They could be more interested in you and also explain things better and make sure you understand. They should not make you feel bad for not understanding what is going on that is supposed to be why they are there, to help you.

118. My plan from the beginning was to graduate in four years. This has always been my plan and every time I go to my advisor I have said that. I was unaware there is a sequence of four classes that I must take one after another that has placed me graduating two semesters behind schedule. It is disappointing because if I would have known better I would have done things a lot differently. I also did not have a very good understanding of having a minor. I don't think I fully understood how a minor worked until it was almost too late. It would be beneficial to students if the advisors spent a second speaking to the students about the different minors available and the classes needed for each.
119. My advisor was always helpful and professional.
120. For the time I've been at IUS my advisor Sandra Gordon has been so helpful in helping me to stay on track with all the classes I needed to take and I'm so very grateful to her. Jennifer Daniels took over after Sandra moved into a different position. I thank her for also helping me and now I will be graduating in Spring 2021 feeling excited and very grateful.
121. My planner was messed up for the last couple of years which lead me to believe that I only had two classes left and made me take a class that had already been exempted. However I was finally given credit for another class of the previously exempted class to cover another class, which I did appreciate. However ultimately I thought I was graduating in the spring and now I am not.
122. It would be beneficial if the Academic planner was an online tool. When I went to UL, you could log in and see your degree path. What classes you still had left to take, which you could choose from to meet your requirements, and also what switching degrees would look like with your current completed classes. You could see how many more classes/hours you needed for certain minors or double majors and it was very simple. Perhaps that is what the Degree Builder does and I was simply never introduced to it, but I never wanted to bother my advisor with questions on what minors I could go for or if there were any double majors I was close to. Being able to research that on my own and make decisions would have been helpful.

## APPENDIX A

The electronic survey instruments for the student survey and the advisor survey follow.

## **Annual Student Advising Survey**



**INDIANA UNIVERSITY  
SOUTHEAST**

### **Feedback: Your Advising Experiences**

**We hope you will take the time to briefly provide feedback on your overall experiences with academic advising while a student here at IU Southeast. Results will be used to better the student experience.**

**For the purposes of this short survey, "My advisor" should refer to your overall experiences with advising at IU Southeast.**

#### **CONFIDENTIALITY**

The information you provide will be kept confidential, assuring you that respondent information is always kept in confidence. No reference will be made in oral or written reports that could link you to the survey. Neither advisors or the Schools will be able to identify your individual responses. Data will be analyzed and no participants will be personally identified.

#### **CONTACTS FOR QUESTIONS OR PROBLEMS**



If you have any questions about this study or its procedures, please contact Sara Spalding at [sajewell@ius.edu](mailto:sajewell@ius.edu) (812-941-2147).

### **PARTICIPATION**

Responding to this survey is voluntary. You may choose not to take part, may complete only the questions you choose or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the investigator(s).

### **SUBJECT'S CONSENT**

In consideration of all of the above, I understand that proceeding to the survey indicates my consent to participate.

### **Please use the scale below to answer the following questions**

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
I always prepare for meetings with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me develop a long-term education plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information regarding course, program, or degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	I don't know or N/A
My advisor provides me with accurate information to keep me on track to graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is accessible for meetings and/or phone calls at times convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can schedule an appointment with my advisor quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What specifically do you do to prepare for meetings with your advisor?

Please explain your concerns with quickly scheduling an advising appointment.

How familiar are you with the following pieces of iGPS (Interactive Graduation Planning System)?

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar	Not Applicable/I Don't Know
Degree Maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Planner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule Builder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the following pieces of iGPS (Interactive Graduation Planning System)?

	Very Often	Often	Sometimes	Rarely	Never	Not Applicable/I Don't Know
Degree Maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Planner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule Builder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How familiar are you with the following pieces of SIS (Student Information System)?

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar	Not Applicable/I Don't Know
Academic Advisement Report (AAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Familiar	Somewhat Familiar	Somewhat Unfamiliar	Very Unfamiliar	Not Applicable/I Don't Know
Advising Records (AdRx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shopping Cart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the following pieces of SIS (Student Information System)?

	Very Often	Often	Sometimes	Rarely	Never	Not Applicable/I Don't Know
Academic Advisement Report (AAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising Records (AdRx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shopping Cart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many times have you changed your major since starting at IU Southeast?

- ☐ Never
- ☐ Once
- ☐ Twice
- ☐ Three or more times

Did you work with the ACES/Undeclared Advisors for assistance when deciding to change majors?

- ☐ Yes
- ☐ No

**Please rate your overall level of satisfaction with IU Southeast advising.**

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Satisfied        | Slightly Satisfied    | Slightly Dissatisfied | Very Dissatisfied     | I don't know or N/A   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Please provide any additional comments here. Keep in mind that this is an assessment of advising at IU Southeast and we are interested in improving advising services overall. How can academic advising serve you better?**

Any individual identifying information will be removed prior to results being sent from the Office of Institutional Effectiveness.

**End**

**Please press the Submit >> button to finalize the survey and submit your responses.**

**Thank you for providing your feedback!**

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