



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 1. Two reminders were sent on November 12 and November 17. The survey closed on December 1. A total of 18 advisors and faculty responded to the survey.

STUDENT RESPONDENT CHARACTERISTICS

On November 1, an email was sent to 3,901 enrolled, undergraduate and graduate students containing a unique link to the Advising Survey. Twenty emails “bounced”, reducing the overall population to 3,881. Those students who did not complete the survey by November 11 (3,774) 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 22 (3,662). The survey closed on December 1. The final response rate was 7.8%. Please note that non-responses were removed from consideration in each table, with only valid responses being shown. Therefore, total response count for each school or table in this analysis may vary based upon the number of respondents who answered that particular survey question.

STUDENT RESPONDENTS

Table 1: Student Respondents by Class Standing:

	N	%
Senior	82	27%
Sophomore	64	21%
Junior	63	21%
Freshman	56	19%
Masters	27	9%
Grad Special	4	1%
Certificate	3	1%
Undergrad Special	3	1%
Total	302	100%

Table 2: Student Respondents by School:

	N	%
School of Social Sciences	61	20%
School of Business	60	20%
School of Natural Sciences	51	17%
School of Arts & Letters	45	15%
School of Education	45	15%
School of Nursing	21	7%
Advising Ctr for Explor Stdnts	12	4%
Graduate Sch - Liberal Studies	4	1%
Administrative Tracking Group	3	1%
Total	302	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 7% of the students indicated that they do not prepare for meetings with their advisor. Disagreement with the other five statements ranged from 7% to 17%, with the statements “My advisor helped me develop a long-term education plan,” “My advisor provides me with accurate information regarding course, program, or degree information,” and “My advisor provides me with accurate information to keep me on track to graduate” each receiving disagreement rates of 17%, 13%, and 14%, respectively.

Table 3: All Students’ Academic Advising Meetings:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I always prepare for meetings with my advisor.	187	62%	86	28%	14	5%	5	2%	10	3%
My advisor helped me develop a long-term education plan.	180	60%	66	22%	26	9%	25	8%	5	2%
My advisor provides me with accurate information regarding course, program, or degree requirements.	204	68%	55	18%	18	6%	20	7%	5	2%
My advisor provides me with accurate information to keep me on track to graduate.	208	69%	46	15%	23	8%	18	6%	7	2%
My advisor is accessible for meetings and/or phone calls at times convenient for me.	206	68%	56	19%	15	5%	15	5%	10	3%
I can schedule an appointment with my advisor quickly.	210	70%	55	18%	18	6%	9	3%	10	3%

MEETINGS WITH ADVISORS – STUDENT TREND COMPARISON

Most students continue to strongly agree that they always prepare for meetings with advisors, though strong agreement ratings saw a 7% decrease from 2020.

Table 4: All Students' Advisor Meeting Preparation by Year:

	2021	2020	2017
Strongly Agree	62%	69%	64%
Slightly Agree	28%	25%	29%
Slightly Disagree	5%	3%	2%
Strongly Disagree	2%	2%	3%
I don't know or N/A	3%	2%	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 increase in slight disagreement.

Table 5: All Students' Long-Term Education Plan Development by Year:

	2021	2020	2017
Strongly Agree	60%	60%	60%
Slightly Agree	22%	22%	25%
Slightly Disagree	9%	6%	6%
Strongly Disagree	8%	8%	7%
I don't know or N/A	2%	3%	1%
Total	100%	100%	100%

Most students continue to strongly agree that advisors provide accurate course, program, or degree information, with rates similar to the previous administration.

Table 6: All Students' Accurate Course, Program, or Degree Information by Year:

	2021	2020	2017
Strongly Agree	68%	70%	68%
Slightly Agree	18%	17%	17%
Slightly Disagree	6%	4%	8%
Strongly Disagree	7%	8%	6%
I don't know or N/A	2%	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 rates similar to those of the previous administration.

Table 7: All Students' Accurate Information for Graduation Track by Year:

	2021	2020	2017
Strongly Agree	69%	72%	69%
Slightly Agree	15%	14%	18%
Slightly Disagree	8%	5%	6%
Strongly Disagree	6%	8%	6%
I don't know or N/A	2%	2%	1%
Total	100%	100%	100%

Most students continue to strongly agree that advisors are accessible for meetings and phone calls; however, the 2021 survey administration saw a 5% decrease in strong agreement, and a 4% increase in combined slight/strong disagreement from the previous year.

Table 8: All Students' Advisor Accessibility by Year:

	2021	2020	2017
Strongly Agree	68%	73%	60%
Slightly Agree	19%	19%	20%
Slightly Disagree	5%	2%	10%
Strongly Disagree	5%	4%	7%
I don't know or N/A	3%	2%	3%
Total	100%	100%	100%

Most students strongly agreed that they can schedule an appointment with their advisor quickly; however, there was a 3% decrease in strong agreement and a 3% increase in slight disagreement from the 2021 respondents.

Table 9: All Students' Appointment Scheduling Speed by Year:

	2021	2020	2017
Strongly Agree	70%	73%	57%
Slightly Agree	18%	18%	23%
Slightly Disagree	6%	3%	9%
Strongly Disagree	3%	4%	9%
I don't know or N/A	3%	2%	2%
Total	100%	100%	100%

Overall satisfaction with advising services remains high, with only a small decrease in “Very Satisfied” responses.

Table 10: All Students’ Overall Satisfaction with Advising by Year:

	2021	2020	2017
Very Satisfied	67%	69%	62%
Slightly Satisfied	17%	17%	24%
Slightly Dissatisfied	6%	6%	7%
Very Dissatisfied	8%	7%	6%
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 23% for Degree Maps, to 27% for the Schedule Builder.

Table 11: All Students’ Familiarity with iGPS:

	Very Familiar		Somewhat Familiar		Somewhat Unfamiliar		Very Unfamiliar		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
Degree Maps	107	36%	105	36%	31	11%	38	13%	13	4%
Academic Planner	95	33%	119	41%	33	11%	35	12%	10	3%
Schedule Builder	90	31%	101	35%	46	16%	34	12%	20	7%

Students were asked, “How often do you use the following pieces of iGPS (Interactive Graduation Planning System)?” Between 29% and 36% of the respondents indicated that they use each iGPS service often to very often, while 24% to 29% used each service “sometimes.” The percentage of respondents that had never used an iGPS service was 18% or less, with the Schedule Builder receiving the greatest percentage of “never” responses.

Table 12: All Students’ Usage of iGPS:

	Very Often		Often		Sometimes		Rarely		Never		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree Maps	51	17%	54	18%	72	24%	55	19%	45	15%	17	6%
Academic Planner	39	13%	63	22%	86	29%	51	17%	39	13%	15	5%
Schedule Builder	26	9%	60	20%	72	25%	54	18%	52	18%	29	10%

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 the responding students (41%) were familiar with the Advising Records (AdRx) service, with 27% of the respondents indicating that they were very unfamiliar. An additional 15% of the respondents were very unfamiliar with the Academic Advisement Report (AAR) service.

Table 13: All Students’ Familiarity with SIS:

	Very Familiar		Somewhat Familiar		Somewhat Unfamiliar		Very Unfamiliar		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
Academic Advisement Report (AAR)	78	27%	88	31%	55	19%	43	15%	20	7%
Advising Records (AdRx)	45	16%	69	25%	67	24%	76	27%	24	9%
Shopping Cart	206	73%	58	21%	11	4%	4	1%	3	1%

Students were asked, “How often do you use the following pieces of SIS (Student Information System)?” Nearly three-fourths (73%) of the responding students indicated that they frequently used the Shopping Cart feature on the Student Information System, with an additional 20% indicating that they used the Shopping Cart sometimes.

However, only 30% of the respondents utilized the Academic Advisement Report (AAR) service often, while 19% of the respondents utilized the Advising Records (AdRx) often. Another 27% of the respondents utilized the AAR sometimes, and 20% used the AdRx sometimes; however, 32% of the respondents used the AAR rarely or never, while 47% of the respondents utilized the AdRx rarely or never.

Table 14: All Students’ Usage of SIS:

	Very Often		Often		Sometimes		Rarely		Never		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%	N	%
Academic Advisement Report (AAR)	37	13%	49	17%	78	27%	47	17%	45	16%	28	10%
Advising Records (AdRx)	15	5%	38	13%	58	20%	57	20%	77	27%	38	13%
Shopping Cart	94	33%	110	39%	56	20%	13	5%	5	2%	3	1%

ADVISOR-PROVIDED CHECKSHEETS – STUDENT RESPONDENTS

Students were asked “How often do you use the checksheets provided by your advisor?” The large majority of respondents reported that they used the checksheets often or very often, and another 24% indicated that they used the checksheets sometimes. Seventeen percent of the respondents reported that they used the checksheets rarely or never. Please note that this question is new to the 2021 administration, as such there is not trend data available.

Table 15: All Students’ Usage of Advisor-Provided Checksheets by Year:

	2021	2020	2017
Very Often	32%	--	--
Often	28%	--	--
Sometimes	24%	--	--
Rarely	9%	--	--
Never	8%	--	--
Total	100%	--	--

MAJOR CHANGES – STUDENT RESPONDENTS

Students were asked “How many times have you changed your major since starting at IU Southeast?” The majority of respondents reported that they had never changed their major, while 26% indicated that they had only changed their major once. Seven percent of the respondents had changed their major twice, and an additional 4% changed their major three or more times.

Table 16: All Students’ Number of Major Changes by Year:

	2021	2020	2017
Never	62%	61%	--
Once	26%	30%	--
Twice	7%	6%	--
Three or more times	4%	2%	--
Total	100%	100%	--

Thirty-six 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.

Table 17: All Students’ Interaction with ACES/Undeclared Advisors when Changing Major by Year:

	2021	2020	2017
Yes	36%	39%	--
No	64%	61%	--
Total	100%	100%	--

QUALITATIVE ADVISING EXPERIENCE COMMENTS: STUDENTS

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 usually look at my degree map and select my classes that I think I need and add them to my shopping cart.
2. Look in the degree maps and select 2-3 classes to add to my cart before filling up my schedule.
3. I figure out which classes I am needing to take and look at times available.
4. I don't prepare much
5. I consult my checklist and add classes that i will need to my shopping cart.
6. I create a list of questions so I don't forget.
7. I sometimes write it in my planner and especially jot it in my calendar app.
8. Questions I have, past schedule, and degree map to follow along
9. I take notes on things I want to specifically ask my advisor. I also keep track of each class I am taking, or plan to take so that I can discuss those with her to make sure I am staying on track.
10. I print out all the papers I need and have questions about.
11. Class selection
12. I be sure to write down the things I want to discuss and know my main concerns ahead of time
13. Make sure I know what questions I have
14. I have my questions ready and I have my iGPS Plan pulled up.
15. I come with a list of classes I plan on registering for, as well as a list of any questions I have regarding my classes or graduation.
16. When preparing for a meeting, I have printed my schedule and plan to graduate on time. Writing in classes and important things to note.

17. Understand what classes I need, prepare them in my shopping cart, prepare questions that need to be asked.
18. Not too much preparation is usually required. Usually I briefly go over what classes I want to schedule
19. I have a plan in iGPS as well as an excel document that helps me organize my plan, the advisor doesn't do much honestly. just another road block most of the time
20. My class information and program goals.
21. Plan out classes I want to take; Map out my progress
22. List of classes I've taken in the past and classes I believe I still need to take
23. I take the exact references of all courses I want to add or drop. Then, I take a look at my plan to see how close or far I am from the goals of the major. It will allow me to better discuss with my adviser on the details of what courses to add or drop, with regards to the graduation's requirements.
24. I research classes, how I am doing in my classes and I always check on where I am at in my college career
25. I look at my required classes and decide what I need to take.
26. scheduling
27. Write down specific questions I need answers to.
28. Write out my proposed plan
29. Look at what classes I am due to take to stay on track for graduation.
30. review classes and requirements
31. notes for discussion
32. Look at classes I need
33. Look at course catalog and iGPS plan
34. Classes for the next semester
35. I look at the courses I've taken and the courses I still need to take.
36. Look up classes i want to take in advance and questions i want to ask
37. I research what we're talking about.
38. Questions are written out so I don't forget.
39. Have a detailed list of the classes that I have taken as well as the classes I need in order to graduate. I also prepare a list of any questions I intend on asking.
40. Kim Shaughnessy has been extremely helpful many times!! Thank you!!
41. I get all my questions ready on paper or on word to ask.
42. Research possible classes to take and have a list ready.
43. looking through the schedule of classes and what is still needed toward my degree
44. I look at my degree requirements and add classes that I know I'll need next to my shopping cart.
45. I look at my grades and write down questions I have. I also write down questions for next semesters for classes
46. scheduling classes
47. class schedule
48. When I prepare to meet with my advisor I like to plan out what we are going to talk about. Each time I have been to talk with her I make sure I know what classes I want to take or an idea of what I have to take.
49. I get the classes I think I should be registering for in my shopping cart & make sure I have a calendar out to see if the class times work with my schedule.
50. Know what classes I want to take and how quickly I want to graduate so we can come up with a plan that works for me
51. Look over my degree map and search for classes
52. I look at potential classes or gather details about whatever I am meeting about prior to the meeting time
53. I have my planned classes through graduation list readily available.
54. have a list of questions ready, have all courses in my shopping cart
55. I make a list of things that I want to bring up with her. For example, there may be some classes that I need to move around in order to accommodate them all.
56. Questions/concerns about my academics

57. I prepare any questions I might have.
58. I take notes and prepare my work schedule
59. I make sure to have required course check-list prepared. Sometimes I add classes to my shopping cart ahead of time so my advisor can look at it.
60. I choose classes to add to my shopping cart so that I may verify them with her and I lay out my academic plan so that we may go through it together.
61. Class sheet
62. i just get ready and ask questions
63. Make sure I have a base knowledge of what we are discussing and bring with me anything they need.
64. Make a list of any questions I have regarding classes and such. Go over the course check list of what is required for my degree so I have an understanding of what I need to take.
65. Pull up iGPS maps, plan, and what if reports, as well as unofficial transcript
66. Figure out who it is since it changes so often
67. Review igps
68. four year plan and registering for classes
69. I get my notes and questions ready.
70. I make sure to have all questions that I might have ready to ask. I also make sure that I have all possible information that might be needed, ready and at hand.
71. Asking questions on what classes I should take.
72. Look at course selections, make plans to intelligently discuss plans with my advisor.
73. Write down questions or concerns that I have
74. I always have question.
75. Pick out my course on the IGPS and get everything in order so that He only has to tell me if they will meet the requirements or not. I also write down questions I want to ask
76. I have only met with my Advisor a time or two. Basically I register for classes, the list is seen and that's the end of the appointment. It is definitely more a problem with me and not the Advisor. If asked, I am sure she would walk me through whatever I needed
77. I prepare my questions ahead of time so I do not forget to ask them to my advisor during our appointment. Also, if there are any specific applications, such as the Student Center on One.iu, that I know I will need for the appointment, I open those on my laptop ahead of time.
78. Usually, I'll look over classes and at least have an idea.
79. Usually find time and make sure that I won't be disturbed.
80. Look at my four year plan and class schedules if they have been released.
81. Have all of question planned out
82. Have my requirements with me and classes I have picked or seduled
83. Look at previous Academic Advising report, search for classes
84. Look at my degree map and plan what classes I need to talk about.
85. I prepare myself with what might be talked about, think on any questions I could ask, and think if any advice I could use.
86. I have the next three years of my life planned out along with already planning where I want to go for grad school.
87. Just make sure my schedule is clear
88. I write down my ideal schedule and classes.
89. Have questions ready to ask about classes or anything I have a question about
90. I make sure I have all the classes I want in my shopping cart.
91. Create a list of questions and other things I need to talk with her about.
92. I look at things i need help with and prepare what i am going to cover.
93. come up with questions regarding my major
94. Go over Grad plan and course questions I might have
95. plan time, have class sheet out
96. Keep track of my class plan

97. Look at classes before meeting
98. I like to prepare planned classes and verify accuracy for my degree with my academic advisor.
99. na
100. I read over expectations for different kinds of meetings and prepare questions.
101. see what classes I need and when they are available and how available.
102. I look over all our related messages and make sure I have all the information I need to ask her about, including having any emails or web pages open if I need them.
103. use igps to stay on track
104. I set an alarm and go through classes I want to add to my plan.
105. I usually come with a general outline of what I want to discuss prepared
106. Look at classes i need to take
107. Go over my academic plan
108. Write down questions I need to ask.
109. Have a general plan in mind ahead of time.
110. Classes I think I still need and proposed route to completion
111. I plan which classes I want to enroll in, with backups, for meetings with my advisor to schedule classes.
112. What I plan to discuss with my advisor
113. making appointments early
114. Class Schedules
115. How my classes are going and if i had any issues
116. I always come up with questions to ask.
117. Review degree requirements and look at the schedule to classes.
118. Look into course and list of questions to ask
119. I get my check list and check off the class and credits I have completed so far.
120. Prepare notes, look over classes beforehand, have questions ready
121. Research career options, create lists/documents with information, create a list of questions
122. I see what I need and requirements for my program.
123. Make sure I am on time, write down any questions I may have.
124. Find out exactly what i need from them before i show up
125. Write down key points
126. I wrote down all my questions that I may have.
127. I will most often bring a sharable file including which classes I want to take, and will use a double monitor setup to look at whatever my advisor is showing me
128. I write down any questions or topics that I want to discuss so I don't forget.
129. Research classes, plan what I want to do
130. Compile a list of questions/concerns prior to our meeting, bring any relevant paperwork to our meetings, check in to make sure our meeting time still works for them, and I usually appeal to her schedule and clear space in my own schedule if needed.
131. I get my print out of my degree map and a sticky note of any questions that I have.
132. Have a list of things that I would like to discuss with him, as well as have the classes that I would like to take listed out as well.
133. Have my questions ready
134. I usually just right some questions on an index card.
135. I have an idea of what to talk about with my advisor
136. find classes I want to take and then look to my advisor to fill in the holes
137. Review completed courses and degree requirements.
138. Think about questions i have, review my transcript
139. Bring notes and examples if I am having trouble with something or a class.
140. Just get a notebook and pen
141. Plan out my own Classes, prepare questions I have for them, etc.
142. Prepare a list of questions and put potential classes in my shopping cart

143. Get all my materials ready
144. Getting on the class schedule, and getting a notebook to write out advise or options she has given me.
145. I make a list of questions to ask and prepare my degree maps
146. I ensure all my information I want to know more about when I see my advisor. I ensure I am prepared for any questions I would like to ask.
147. I go into our one.iu window called "Student Appointment Scheduler" and put my advisors name in the search.
148. Plan accordingly with work and childcare
149. I have my degree plan in front of me while able to take notes on a separate page
150. I bring any paperwork that indicates what classes I have been in. Normally I come knowing what kind of schedule I need.
151. have a plan for what it is I want to talk to her about, etc
152. Look up and plan classes based on degree maps
153. what classes i want to take
154. My class shopping cart or an idea for a class to change.
155. enrollment for classes and issues with classes
156. Get acquainted with the classes left for me to graduate
157. Look at the IUS Bulletin.
158. Set my alarm for a reminder?
159. Class scheduling
160. An idea on how many credits and classes Inwoudp like to take. Idea on what subjects are needed for degree etc.
161. Arrange up a zoom meeting or phone call
162. Get all of my questions ready. Try to do my own research on questions (to find the answer myself) before going to my advisor

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. Limited meeting times available
2. [Advisor] is never available and never answers [their] phone or emails.
3. Scheduling appointments takes normally a week before meeting and that sucks when you have urgent matters come up.
4. None, my advisor is available at convenient times.
5. I work 8am-4pm like most people and there are usually no times for an appt that will fit into my schedule without missing work.
6. My advisor doesn't typically respond to emails.
7. They don't answer my email right away normally takes 2 or 3 days for he or she to respond.
8. I have a busy schedule and cannot always find an appointment with them
9. I've scheduled 3 appointments, and each time, it was days before there was an open slot with anyone.
10. They do not answer emails.
11. They have no appointments available for 30 days if I was to need one.
12. I email my advisor but am still waiting on a response after numerous email.
13. When I go to schedule an appointment online I am usually not able to schedule anything for that week and sometimes even the next week.
14. Sometimes appointments aren't available for 7-10 days
15. There were never any appointments available that worked with my schedule.
16. It is difficult to find an available appointment.

17. She rarely communicates within a professional manner, I have gone weeks-months without hearing a response from her, or if I do hear from her it is to push off the engagement but never actually scheduling a time. Mostly just saying now doesn't work. She seemed to take several weeks of vacation throughout the period of time I was completing the T2T program and was therefore not available for scheduling a meeting. But when she is out of town I would contact the person she would ask us to re-direct our questions to, and that person would respond promptly or even hop on a zoom meeting that same day to meet. Also, I am enrolled in several programs and am able to compare the promptness of the different programs and she has consistently been unreachable, whereas the other program people have consistently made themselves available as soon as possible.
18. It can be hard to get an appointment that's convenient since I work 7:30-3:30. There are not a lot of times available in the afternoon, however this is understandable as most students are on campus when I am at work.
19. I have not had a good chance to schedule a meeting. And haven't heard much from my advisor.

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 recommend Gregory Roberts in the school of Arts and Letters
2. My advisor has been amazing for me!
3. My advisors are incredibly helpful! They respond to my emails within a timely manner and help me whenever possible!
4. I would recommend that advisors who have been working for a while get a review on their training. My first advising for this school year was with someone who has been an IUS advisor for a while and [they] did not help me. [They] did not go through a checklist with me and [They] rushed our appointment. However, my advising experience was turned around a couple weeks ago when I made an appointment with a new advisor. Maybe it was because [he/she] was fresh with training, but [they] rocked it. I actually have a graduation plan now and [they] walked me through the checklist and showed me the ARP(?) which I had previously never seen.
5. While I do not plan to come back next semester, the advising here is very good and I am blessed with all of my helpful professors as well as staff. I am thankful for all of the help I have been given throughout the course. Thank you very much!
6. Secondary education needs an advisor who knows the classes needed and what the student needs to graduate
7. I have enjoyed working with my advisor. She has been helpful and knowledgeable about what I need to do to stay on track to graduate.
8. [Advisor] has put me in thousands of dollars of extra debt that I would not have. [They] put me on the wrong major TWICE causing me to have two semesters of wrong classes. [They] never got back with me about meeting and I either had to figure my schedule out on my own or find another advisor, and they could only help me so much. I should be graduating this December, but thanks to [them], I will not graduate until MAYBE 2024. With thousands of extra dollars in debt, because of [them].
9. Jennifer Daggett Daniels is an asset to IUSE. She is very accessible, friendly, always willing to take time to address my questions and has been very instrumental in my success at IUSE.
10. My advisor last year and advisor this year have been very helpful. I appreciate their willingness to work with my schedule to discuss any issues or concerns. They have been very helpful, while also being supportive in my decisions for my future.

11. My advisors never seemed to be on the same page. I would get different answers. I had my advisor create me a 4 year plan that needed up being incorrect and lead to me delaying my graduation another semester.
12. Sheila is great and has kept me on track and resolved any registration issues.
13. My advisor is one of my profs and he's never reached out to or met with any of the students in my cohort he is the advisor of.
14. I have been very pleased with the advising I have received while at IUS. I feel like my advisor has gotten to know me despite only seeing me a few times a year, and that she has given me great advice for completing my degree on time and even adding an additional major and minor. I feel more informed and connected through meeting with my advisor.
15. I think that there should be more help with transitioning into graduate level education and the needs of doing that.
16. I don't think I have any recommendations to improve academic advising at IUS. My advisor is very personable and cares about my academic success. They are always easy to contact and ready to help with whatever I need. I have never had any issues with the advising services and have had an amazing experience with them. Even before I was a student, when I was looking around and getting information, I was in contact with one of the advisors and received a lot of help from them. The academic advising services have been a wonderful help to my academic career and made my experience registering for classes and getting information very smooth and enjoyable.
17. My experience with academic advising here at IUS has been quite positive. My advisor is very available, friendly, and helpful. She responds to emails typically just a short time after I send them, this is great for me because typically I just have small questions that can be answered via email and don't require a meeting.
18. Love my advisor Kris Bloos! He is amazing and helpful in everything he does for our success!
19. I had an advisor, Chelsi Sloan and she was amazing! She always answered my many questions fully and would always consult another source if she didn't have the answer herself. She helped me with my courses that I have left to take and with deciding which ones would be best for my schedule. She left abruptly and I was disappointed since she was always a huge help. I haven't had many occurrences with my current advisor. But the times I have spoke with her she seems to be short with me and appears to be busy with something else. I have also made an appt to meet with her and I had to ask off work for it and then she canceled it a few days prior.
20. I rated that I am very satisfied with IU Southeast advising because I have a new advisor and she has been very helpful. That being said, I have had other advisors in the past not be as helpful or informed.
21. I was told incorrect information which caused me to have to change my major. Virtual learning played a part but virtual wouldn't have been as hard if I was told the correct information my very first appointment.
22. I have Dana Gohmann as my advisor. On the other hand, Chelsi Sloan has been a valuable resource as well, since I enrolled at IUS, walking me through the choices to be made during each semester. I must also give Dana credit for being instrumental especially in unraveling the thorny issue of conflicting courses required for the major but colliding in terms of scheduling. She also actively supported me in contacting professors who could provide alternatives. Overall, I am grateful for the insightful work they both did for my success.
23. I feel like there needs to be a better program on one.iu that shows what we have taken and what we still need to take towards our degree program.
24. Currently I have no specific advisor, my former advisor has retired. My former advisor was not helpful and gave me little to no information and was not able to comprehend that my academic plans would differentiate from some able bodied students. Also, the second advisor informed me I'm a double major which my first did not. Finally my second and temporary advisor put me in contact with my program director to discuss the fact that finishing may take me longer because I am unable to handle 17 and 18 credit hours at once. I prefer the 12-15 range because it is easiest to cope with when considering my health problems. She has not yet responded to my second message regarding that I wish to keep my

- double major. I believe she's struggling to comprehend someone breaking the igps map down further to allow me to complete my courses without causing unnecessary strain that could worsen my physical health.
25. Ms. Hickman was very friendly and helped me with my enrollment quickly.
26. I don't always feel confident that my advisor knows all the prerequisites for classes I need to take.
27. It's good. My advisor is affable and remembers me
28. My advisor is almost completely inaccessible, to both myself and the people in my cohort. We have been unable to reach her for important questions and we have gotten to the point that we rely on each other to figure out answers to important questions instead of even trying to contact our advisor.
29. I think the advisors do very well when it comes to helping students.
30. The only issue I have is that the people at the front desk aren't very helpful at all. I went to get help at the office and the [receptionist] was very standoffish, snobby, and rude to me. [They] need to work at talking to people kindly and being helpful. [They] just looked irritated and annoyed that I asked [them] for help. It was in [particular school].
31. N/A
32. The advisor by herself is good and tells me the information given to her but the university is not helping with offering classes that she can help me sign up for. At the last advising appointment, I went to, there were very few classes she said that were being offered that I needed. Classes that are required for me to graduate.
33. When I transferred into IUS, I was told that multiple classes would transfer in, and they did not. In addition, I was told I would not have to take certain classes. I recently (within the last month) got a new academic advisor (she's amazing!) and she had corrected a lot of mistakes from the past academic advisor. It was very frustrating because I could have had to add an extra year on because of the false information that I was given by my advisor.
34. Thank you, Kim Shaughnessy!
35. I love my advisor and how she helped me transition into IUS when I transferred in 2020.
36. I am a graduate student and don't need much help, but she has been very helpful anytime I have needed her.
37. Dr. Walsh is my advisor and has been wonderful thus far. She has gone "above and beyond" to help.
38. My advisor doesn't seem to know anything regarding my major or anything about what's required for the classes
39. I love my advisor and the advice that she gave me.
40. Honestly, the academic advisors at IUS are extremely helpful and caring. I feel as though they genuinely want to help me find the path that I want to take and care about my wellbeing as a student. I sincerely could not ask for a better group of advisors. I don't know if there's anything I would change if I could, honestly! To be honest, though, I'm not sure if I know as much as I should about the advising environment to be saying that. I just wanted someone to know how much I appreciate all the hard work these wonderful people put in to improve our experience as students.
41. I feel like what we have for contact to an advisor is great with multiply chooses from email-zoom-phone call. I can't think of anything that can improve the advising services because there is nothing bad.
42. I think the Advisors are doing a great job!
43. The only time I wasn't satisfied was when I emailed my advisor twice and they never answered my email, then I got a new advisor and she is amazing! I feel that I am welcome and can ask questions. I really appreciate you hiring her!
44. I think the advisors do a good job with providing me with the correct information. I wish there was more options for in person classes with my degree because right now there are no options for any to be in person.
45. My advisor changed from [Advisor] to Rebecca Turner. When i had [Advisor], i felt i was doing everything myself and had very little confidence in my course loads and questions that i asked her. Now that i have switched to Rebecca it is the complete opposite. I have high trust in everything she says, she shows up to

- every meeting on time, she responds to emails quickly, and has answered every question. I am very happy with her as my advisor.
46. Overall, my experience with the advising office has been okay. However there have been instances when my advisor has given me inaccurate information and I've had to make corrections myself. Also I have reached out to my advisor via email for questions and their reply was unprofessional and uncalled for. They replied to me in all caps, implying they were shouting. The message was not written nicely, it conveyed an attitude.
47. Always willing to help me when I need it. Very reassuring and cooperative with what I want and what I am trying to do after school.
48. My advisors made sure my part time schedule for school fit with my full time work schedule. Kris has been a fantastic advisor to have over the last few years and helped me very much along the way.
49. Before this semester there was a lot of confusion with my schedule and things kept changing, but now it has been figured out and hopefully there will not be any other issues.
50. I am very pleased with the services of IU Southeast advising, everyone and thing has been very helpful and calming when it comes to the stress of college. Keep up the good work!
51. No additional comment
52. Advising in the School of Education is a mess. Turnover is so high and no one ever knows what's going on. My first advisor coming in as a freshman gave me such bad advice that I didn't take the course requirements in order and wasn't able to apply to the School of Ed on time. Once she left I think a guy took over for her but then I never met him or heard from him again. The Student Center portal eventually just left the "Advisor" field blank. During Block 4 we were verbally assigned new advisors, who we never met with. Entering the graduate program I had an initial advising session with [individual], but since then I've heard nothing further about advising. I think technically [individual] was supposed to be my advisor as the Director of Graduate Studies, but I believe [they've] since moved on as well. I can't even find my old advising records on the new Student Center. I've been at IUS for 7 years now and I'd love some transparency within the School of Education: who my advisor is, when they leave, and who's taking their place. At least then I'd know who to contact with questions.
53. I am still doing it all on my own. No one will email me back.
54. none
55. really love my advisor and how personable and caring he is.
56. Very helpful advisors that always have our best interest in mind and always want to help us through the process.
57. Jennifer Daniel-Daggett is an excellent advisor! I love working with her! Great experience, would recommend her to anyone!
58. I don't meet with my Advisor. If needed, I could an appointment soon. I should probably meet with my Advisor more often, I just don't really think about it. A few things on here I have not heard mentioned before. That's worrisome.
59. I am very satisfied with the advising services provided by IU Southeast. Every advisor I have talked to is knowledgeable, approachable, friendly, and helpful. I strongly encourage my fellow students who have questions about enrollment or their degree map to meet with their own advisor to discuss. I always walk away from my advising appointments feeling reassured I am on the right track.
60. I have had a tremendous experience with my advisor, Jennifer Daniel-Daggett. She has been an invaluable resource for me during my journey toward an IUS degree, from beginning to end. She has offered insight and advice as I navigated the process of transferring credits, planning my degree path, and assimilating as a new student at IUS.
61. The main issues are that personally, I'm a 42-year-old student at that is coming back to finish a degree. A lot of things have changed over the past 13 years, and instead of going in to sit down with an advisor, it's been mainly quick and without explanation of online systems. It's kind of like, "Here. Click there, this is how you do this one thing, and if you need help, just email me." I'm not really dissatisfied, as the advisors -- especially this last one -- was great. I was just kind of lost after each visit with regards to the overall picture.

62. I have found it is better to stick with one advisor unless you have problems and feel you need to switch. I switched once and it may have thrown me off a little since I'm not sure they can see all of my records. Sometimes, you just have to be knowledgeable about the classes. I would have the advisors talk about minors early on.
63. My only problem is that I finally got no year with my advisor and then they try to switch me when they got a new adviser and I do not like that
64. She is always busy and so am I so I have missed two of my appointments
65. My advisor is extremely helpful and is always so friendly. She always remembers I go by my middle name and not my first. I would 11/10 recommend her. She is an advisor with Geosciences, her name is Susan G.
66. I would have liked more knowledge on the future recommended classes to take. I did not realize I had 4 semesters worth of classes of a foreign language to take until i looked at a iGPS plan.
67. Love Dr Johnson and Dr Albrecht! So helpful and supportive.
68. There are no comments at this time.
69. Kim Shaughnessy in the Graduate School of Business is an excellent resource. She walked me through the planning from start to finish for my MSM. Her attention and expertise is much appreciated!
70. I hated having [individual] but Dr. Griggs is absolutely amazing
71. I am a Graduate Student who has not spoken to an advisor. The only resource that I have needed to use is Kim Shaughnessy and she has been beyond wonderful.
72. The only thing I strongly disagreed with was with an advisor that no longer works there. If I would have known that I could take my core computer classes way before I did, I would have had an internship years ago. I got absolutely no long term goals assistance when I first started at IUS.
73. I am in the graduate program paying out of pocket through school loans and I have been unable to schedule classes for Spring or Summer or get information as to why there are no classes listed to enroll in. I have considered switching to another university to complete my masters degree.
74. I could use an advisor that is actually willing to help me instead of putting me down and telling me to figure it out on my own. I started out with [individual] as my advisor and then it switched to [individual] and I am even more unsatisfied as before. I have had several of my classmates say that [they] had done nothing for them as well. After my 6 minute meeting with [them] I was left feeling pretty useless and contemplated changing my major (which is my dream job) all because [they were] so rude and unhelpful.
75. nothing
76. I had [individual] as my advisor at first. I know [they are] gone know but [they] really messed up my plan to graduate. I originally was going to go to UofL and I would have already been almost done with the education program. But here I'm just now starting the education program. Very disappointed. I was at Ivy tech for 2 years and this should be my senior year but now I have two my years in college because of [them]. [They were] having me retake classes that I already took at ivy tech. Now the advisor I have is great but [they don't] know much about the education program so I really don't have an advisor right now and if I do, I don't know who that is. Many of my friends had to change their major because the advisors are NOT helpful. I'm very disappointed in IUS so far.
77. I had a previous academic advisor at IU Southeast who did not help at all, but once I switched to the other in the Natural Science building, everything fell into place. Without her as my advisor, I would not be at IUS. Regarding the systems used for advising, it is easy to make appointments, fill out the GPS planner, and shopping cart. The update on those recently made a difference.
78. The first education advisor I had told me I needed to pick a new career due to struggling with college after being a single, teenage mother. Once I came back to school, [individual] was not only uneducated about how to do advising, [they] made me take two semesters of unnecessary classes before getting into the school of education. When confronted, [they] got defensive and would not look further into it.
79. My advisor, Dana Gohman, did an amazing job. She helped me with my schedule and how to arrange my schedule in a way that allowed me the quickest route to graduation. When I changed my major upon transferring, she went above and beyond to talk to professors to ensure my spot in the class and make sure it was a good fit.
80. Kanisha is the best, she has been very helpful, available, and diligent.

81. The advisor knows which classes I need to take. I am very confused about which classes to take.
82. The only advisor I have contact with is [individual] with the [specific program] and I am extremely dissatisfied with [their] services. I think there are a lot of moving parts to the position [they are] in, and [their] position requires constant communication with all members of the program, and I think [they] need help because [they are] almost never available. I think [they] need an assistant or a partner, or someone needs to evaluate [them] regularly or check in with the people [they are] supposedly communicating with. Because there is a major disconnect between [them] and the students and the students are suffering because of it.
83. No additional comments
84. N/A
85. The advising is good, it the class searches that are very hard to use and frustrating. If the class search was easier and more reliable I could schedule on my own without an advisor.
86. I need a new advisor because mine retired.
87. I have no comments
88. I once had an advisor tell me I needed to take a class, and I was the one who discovered they were wrong and I had already satisfied that credit when I transferred in, which was frustrating for me to rearrange my schedule after the other class already started. I didn't realize I didn't need it until about a week into the class when I noticed the similar material. So, I had to drop and add a new class a week late. That's the only issue I've had though. Overall, they've been great. To improve, I would say just making sure they are double checking credits that have been transferred to make sure they aren't already satisfied.
89. The degree map is very difficult to understand and somewhat outdated
90. Tools didn't work for business graduate students
91. The advisor being more personal in keeping up with your progress within the program.
92. Meeting felt rushed like my advisor had something better to do. Talked to a few people who had similar experiences
93. No recommendations at this time.
94. My advising experience at IUS has been very helpful. One downside to my experience is having three different advisors during my time in the school of business. While some of this is out of the school's control, it would be ideal to have the same advisor throughout all of college within the specific major. Beginning college, I wasn't completely confident in choosing classes. I was unaware of the process and the long term and short term goals for choosing classes. My freshman year was overwhelming in deciding classes to take because I wasn't aware of what I needed or what my options were. However, advisors were extremely helpful my junior and senior year and I have had the privilege of having some very caring advisors.
95. I don't have any additional comments. I am satisfied with my advisor and the information she has provided for my academic plan.
96. None
97. My advisor has always been very helpful and available to meet during the workday at times that are convenient for me. However, over time the student center has become more involved with requests that need to be placed and they are not convenient in any way. They are not permitted to discuss many issues directly over the phone like my advisor, they require a burdensome amount of detail/paper trail/identification through email in order to get anything done for me, and each communication seemingly comes from a new different person that has no knowledge of the conversation or previous actions on my part even when I am responding to one email thread. Furthermore, the overall policy that IU has regarding email is asinine. I am a graduate student that took many years off in between undergrad and graduate school while in the workforce. During this time all of my IU emails were managed via my @alumni.iu.edu email account which the student center will not accept as official communication. I have used this email when paying bills to IU and updating my official record since undergrad among many other things, so it was very inconvenient to use an entirely different email for an isolated number of requests because that is the only way the student center will accept them. This policy should be revisited. Overall I am not a good judge of the iGPS or other systems used for degree planning because that was all

seemingly updated after I began my MBA program and I never made use of them or was shown how they worked during my program. I merely reviewed the schedule of classes on an annual basis and planned out with my advisor what I would take. Again, my academic advisor was amazing and the most convenient/helpful part of the advising/class registration/academic planning experience.

98. No additional feedback

99. You're doing great. Keep it up

100. None

101. I honestly can't believe that so many people in the advisor role know so little about their job. I was told at my first appointment with my advisor at freshmen orientation that I did not have to take freshmen year seminar, so I did not enroll in it. I found out my sophomore year that everyone has to take that class. I have friends that were told a certain course would count for a science credit, it did not. Coming into college with over a year's worth of college credits, I was confident that I could graduate in three years. My advisor in the education program told me there was no way I could after meeting with [them] several times. Finally, I got an appointment set up with someone other than [individual]. This person was an advisor for people in the education blocks, so I thought [they] would be able to help me. Of course, it went great and I figured out how I could apply my credits properly to graduate in three years. After I had finished all my courses besides the classes in my block, I was told by the same advisor that I was still going to need to take two classes over the summer. This coming from the same advisor who had gone through my checklist and told me I would be done at that point. [They] wrote down a rough draft of Fall, Spring, Summer of 2021 and despite writing free summer! under Summer 2021, [they were] telling me I needed two more courses. After I argued this with [them], showing [them] the credits [they] had told me I could use, [they] asked me to figure out if those courses could be substituted for the ones I wished to substitute them for. That is [their] job, is it not? After calling my high school guidance counselor, I got all the information I could and sent my advisor this information because I had no idea if those classes were okay to substitute. I had no idea what to look for because that is not my job. After sending this to my advisor, [they] told me that I was fine and could have a free summer. [They] never apologized. Going to your advisor--relying on them to get you through college--should not be stressful. You should not have to do their job for them. You should be able to trust them without worrying that you are taking and paying for a class that isn't going to be the right class anyways, worrying that you are missing classes, or worrying that you won't be able to graduate on time. I have friends in other colleges who talk about being so thankful for their advisors and I cannot relate at all. It has been disorganized, unprofessional, and incredibly stressful.

ADVISOR RESPONDENTS

ADVISOR RESPONDENT CHARACTERISTICS

Eighteen advisors responded to the survey; twelve were staff advisors and six were faculty advisors.

Table 18: Advisor Classification:

	N	%
Staff Advisor	12	67%
Faculty Advisor	6	33%
Total	18	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 (82%) agree that students prepare for their meetings, though only 18% strongly agree. When comparing faculty advisors and staff advisors, both groups felt similarly about how students prepare for their meetings when combining strong agreement and slight agreement. However, 50% of the faculty advisors strongly agreed that students prepared for advising meetings, while all of the staff advisors only slightly agreed that students prepared.

LONG-TERM EDUCATION PLAN & INFORMATION ACCURACY

Ninety-four percent of the combined advisor groups agreed that students believe advisors help them develop long-term education plans, with 91% of staff advisors and 100% of faculty advisors strongly agreeing or slightly agreeing. Both staff and faculty advisors unanimously agreed that students believe their advisors provide accurate information regarding course, program, or degree requirements. Both groups of advisors also unanimously agreed that students believe that their advisors provide them with accurate information to keep them on track for graduation.

ACCESSIBILITY

Both groups of advisors also unanimously agreed that students feel like they are accessible for meetings and/or phone calls at convenient times and that appointments can be scheduled quickly.

Table 19: Academic Advising Meetings—All Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I always prepare for meetings with my advisor.	3	18%	11	65%	3	18%	--	--	--	--
My advisor helped me develop a long-term education plan.	9	53%	7	41%	1	6%	--	--	--	--
My advisor provides me with accurate information regarding course, program, or degree requirements.	14	82%	3	18%	--	--	--	--	--	--
My advisor provides me with accurate information to keep me on track to graduate.	14	82%	3	18%	--	--	--	--	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me.	14	82%	3	18%	--	--	--	--	--	--
I can schedule an appointment with my advisor quickly.	12	71%	5	29%	--	--	--	--	--	--

Table 20: Academic Advising Meetings – Staff Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I always prepare for meetings with my advisor.	--	--	9	82%	2	18%	--	--	--	--
My advisor helped me develop a long-term education plan.	6	55%	4	36%	1	9%	--	--	--	--
My advisor provides me with accurate information regarding course, program, or degree requirements.	10	91%	1	9%	--	--	--	--	--	--
My advisor provides me with accurate information to keep me on track to graduate.	9	82%	2	18%	--	--	--	--	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me.	9	82%	2	18%	--	--	--	--	--	--
I can schedule an appointment with my advisor quickly.	7	64%	4	36%	--	--	--	--	--	--

Table 21: Academic Advising Meetings – Faculty Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I always prepare for meetings with my advisor.	3	50%	2	33%	1	17%	--	--	--	--
My advisor helped me develop a long-term education plan.	3	50%	3	50%	--	--	--	--	--	--
My advisor provides me with accurate information regarding course, program, or degree requirements.	4	67%	2	33%	--	--	--	--	--	--
My advisor provides me with accurate information to keep me on track to graduate.	5	83%	1	17%	--	--	--	--	--	--
My advisor is accessible for meetings and/or phone calls at times convenient for me.	5	83%	1	17%	--	--	--	--	--	--
I can schedule an appointment with my advisor quickly.	5	83%	1	17%	--	--	--	--	--	--

MEETINGS WITH ADVISORS – ADVISOR TREND COMPARISONS

The tables below compare year-to-year perception among advisory groups from the viewpoint of their average advisee.

Table 22: Meeting Preparation by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	18%	18%	10%	--	10%	7%	50%	29%	17%
Slightly Agree	65%	53%	52%	82%	50%	47%	33%	57%	67%
Slightly Disagree	18%	12%	29%	18%	20%	33%	17%	--	17%
Strongly Disagree	--	18%	10%	--	20%	13%	--	14%	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 23: Long-Term Education Plan Development by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	53%	65%	85%	55%	50%	86%	50%	86%	83%
Slightly Agree	41%	35%	15%	36%	50%	14%	50%	14%	17%
Slightly Disagree	6%	--	--	9%	--	--	--	--	--
Strongly Disagree	--	--	--	--	--	--	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 24: Accurate Course, Program, or Degree Information by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	82%	88%	81%	91%	100%	87%	67%	71%	67%
Slightly Agree	18%	12%	19%	9%	--	13%	33%	29%	33%
Slightly Disagree	--	--	--	--	--	--	--	--	--
Strongly Disagree	--	--	--	--	--	--	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 25: Accurate Information for Graduation Track by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	82%	82%	90%	82%	90%	93%	83%	71%	83%
Slightly Agree	18%	12%	10%	18%	--	7%	17%	29%	17%
Slightly Disagree	--	--	--	--	--	--	--	--	--
Strongly Disagree	--	6%	--	--	10%	--	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 26: Advisor Accessibility by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	82%	76%	38%	82%	80%	47%	83%	71%	17%
Slightly Agree	18%	24%	48%	18%	20%	40%	17%	29%	67%
Slightly Disagree	--	--	14%	--	--	13%	--	--	17%
Strongly Disagree	--	--	--	--	--	--	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 27: Appointment Scheduling Speed by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	71%	65%	38%	64%	70%	47%	83%	57%	17%
Slightly Agree	29%	29%	43%	36%	20%	40%	17%	43%	50%
Slightly Disagree	--	6%	14%	--	10%	7%	--	--	33%
Strongly Disagree	--	--	5%	--	--	7%	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 28: Overall Satisfaction by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Very Satisfied	65%	63%	70%	82%	67%	73%	33%	57%	60%
Slightly Satisfied	29%	38%	20%	18%	33%	20%	50%	43%	20%
Slightly Dissatisfied	6%	--	10%	--	--	7%	17%	--	20%
Very Dissatisfied	--	--	--	--	--	--	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

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 over the past three survey administrations, overall advisor agreement has increased from 71% in 2020 to 83% in 2021. In 2020 there was a 26% difference between staff advisor and faculty advisor agreement regarding meeting preparation, but the 2021 administration saw the difference reduced to 1%-- however, half of the faculty advisors reported strong agreement, compared to none of the staff advisors.

Table 29: Meeting Preparation – Student and Advisor Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	62%	69%	64%	18%	18%	10%	--	10%	7%	50%	29%	17%
Slightly Agree	28%	25%	29%	65%	53%	52%	82%	50%	47%	33%	57%	67%
Slightly Disagree	5%	3%	2%	18%	12%	29%	18%	20%	33%	17%	--	17%
Strongly Disagree	2%	2%	3%	--	18%	10%	--	20%	13%	--	14%	--
I don't know or N/A	3%	2%	3%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

All but one staff advisor indicated that their average advisee would agree that they helped develop a long-term education plan, while the faculty advisors unanimously agreed; however, faculty advisor agreement saw a 36% decrease in strong agreement from the 2020 year. Students continued to agree at rates similar to those of 2020, though there was a small increase in slight disagreement. The gap between advisors and students in strong agreement also saw a change from the 2020 administration, with 2021 seeing students strongly agree at a rate 7% higher than the advisors.

Table 30: Long-Term Education Plan Development—Respondent Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	60%	60%	60%	53%	65%	85%	55%	50%	86%	50%	86%	83%
Slightly Agree	22%	22%	25%	41%	35%	15%	36%	50%	14%	50%	14%	17%
Slightly Disagree	9%	6%	6%	6%	--	--	9%	--	--	--	--	--
Strongly Disagree	8%	8%	7%	--	--	--	--	--	--	--	--	--
I don't know or N/A	2%	3%	1%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

All advisors agreed (with most strongly agreeing) that their average advisee feels that they provide accurate information regarding course, program, or degree requirements. However, strong agreement decreased for both staff and faculty advisors. Most students also strongly agree that their advisors provide accurate information, with rates similar to the previous year.

Table 31: Accurate Course, Program, or Degree Information – Respondent Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	68%	70%	68%	82%	88%	81%	91%	100%	87%	67%	71%	67%
Slightly Agree	18%	17%	17%	18%	12%	19%	9%	--	13%	33%	29%	33%
Slightly Disagree	6%	4%	8%	--	--	--	--	--	--	--	--	--
Strongly Disagree	7%	8%	6%	--	--	--	--	--	--	--	--	--
I don't know or N/A	2%	1%	1%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

All advisors agreed that their average advisee feels they provide accurate information to keep them on track to graduate; however, staff advisors saw an 8% decrease in strong agreement, while faculty advisors saw a 12% increase. Most students continued to strongly agree as well, though strong agreement saw a 3% decrease and slight disagreement saw a 3% increase. Advisor perception of agreement continued to be higher than actual student agreement.

Table 32: Accurate Information for Graduation Track – Respondent Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	69%	72%	69%	82%	82%	90%	82%	90%	93%	83%	71%	83%
Slightly Agree	15%	14%	18%	18%	12%	10%	18%	--	7%	17%	29%	17%
Slightly Disagree	8%	5%	6%	--	--	--	--	--	--	--	--	--
Strongly Disagree	6%	8%	6%	--	6%	--	--	10%	--	--	--	--
I don't know or N/A	2%	2%	1%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Eighty-seven percent of students agree that advisors are accessible, down 5% in strong agreement from the previous year. Both staff and faculty advisors unanimously agreed that their average advisee finds them accessible, with a 6% increase in combined strong agreement.

Table 33: Advisor Accessibility—Respondent Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	68%	73%	60%	82%	76%	38%	82%	80%	47%	83%	71%	17%
Slightly Agree	19%	19%	20%	18%	24%	48%	18%	20%	40%	17%	29%	67%
Slightly Disagree	5%	2%	10%	--	--	14%	--	--	13%	--	--	17%
Strongly Disagree	5%	4%	7%	--	--	--	--	--	--	--	--	--
I don't know or N/A	3%	2%	3%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

A similar percentage (88%) of students also agreed that they are able to quickly schedule an appointment with their advisor, with 70% strongly agreeing. In comparison, both groups of advisors unanimously agreed that their average advisee could schedule an appointment quickly, with a 26% increase in strong agreement from the faculty advisors.

Table 34: Appointment Scheduling Speed – Respondent Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	70%	73%	57%	71%	65%	38%	64%	70%	47%	83%	57%	17%
Slightly Agree	18%	18%	23%	29%	29%	43%	36%	20%	40%	17%	43%	50%
Slightly Disagree	6%	3%	9%	--	6%	14%	--	10%	7%	--	--	33%
Strongly Disagree	3%	4%	9%	--	--	5%	--	--	7%	--	--	--
I don't know or N/A	3%	2%	2%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Overall satisfaction remains high for students, with rates very similar to those of 2020. Advisors continue to rate their perceived student satisfaction highly; however, staff advisors perceived strong agreement as higher than what the students actually indicated, while faculty advisors perceived strong agreement from students much lower than what it actually was. When combining both advisor groups, however, the perceived agreement was more in line with the actual student agreement.

Table 35: Overall Satisfaction – Respondent Comparisons:

	All Students			All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017	2021	2020	2017
Very Satisfied	67%	69%	62%	65%	63%	70%	82%	67%	73%	33%	57%	60%
Slightly Satisfied	17%	17%	24%	29%	38%	20%	18%	33%	20%	50%	43%	20%
Slightly Dissatisfied	6%	6%	7%	6%	--	10%	--	--	7%	17%	--	20%
Very Dissatisfied	8%	7%	6%	--	--	--	--	--	--	--	--	--
I don't know or N/A	1%	1%	1%	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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 (78%) agree that their advisee-advisor ratio is practical, and that they receive high quality administrative support (72%). Most advisors also agree that they are provided with effective training, support materials, and technological tools to do their job, with 39% strongly agreeing. The majority of responding advisors (55%) also agreed that they are provided with the resources for professional growth or development. More than three-fourths (78%) of the responding advisors also agreed that the administrative policies and procedures regarding advising at IU Southeast are effective.

Table 36: Support and Resources – All Advisor Respondents:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I am provided with high quality administrative support.	4	22%	9	50%	3	17%	2	11%	--	--
I am provided resources for professional growth or development (conferences, events, grants, writing, etc.).	6	33%	4	22%	5	28%	2	11%	1	6%
I am provided with effective training, support materials and technological tools to do my job.	7	39%	7	39%	4	22%	--	--	--	--
The administrative policies and procedures regarding advising at IU Southeast are effective.	3	17%	11	61%	3	17%	--	--	1	6%
My advisee-advisor ratio is practical.	5	28%	9	50%	3	17%	1	6%	--	--

Staff advisors generally indicated higher levels of agreement than the faculty advisors.

Table 37: Support and Resources – Staff Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I am provided with high quality administrative support.	4	33%	4	33%	2	17%	2	17%	--	--
I am provided resources for professional growth or development (conferences, events, grants, writing, etc.).	5	42%	4	33%	1	8%	1	8%	1	8%
I am provided with effective training, support materials and technological tools to do my job.	6	50%	4	33%	2	17%	--	--	--	--
The administrative policies and procedures regarding advising at IU Southeast are effective.	3	25%	8	67%	--	--	--	--	1	8%
My advisee-advisor ratio is practical.	3	25%	6	50%	2	17%	1	8%	--	--

Faculty advisors indicated lower levels of agreement with all five statements, with 84% of the faculty advisors disagreeing that they are provided resources for professional growth or development, and 50% disagreeing that the administrative policies and procedures regarding advising at IU Southeast are effective. An additional 33% disagreed that they are provided with effective training, support materials, and technological tools to their jobs.

Table 38: Support and Resources – Faculty Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
I am provided with high quality administrative support.	--	--	5	83%	1	17%	--	--	--	--
I am provided resources for professional growth or development (conferences, events, grants, writing, etc.).	1	17%	--	--	4	67%	1	17%	--	--
I am provided with effective training, support materials and technological tools to do my job.	1	17%	3	50%	2	33%	--	--	--	--
The administrative policies and procedures regarding advising at IU Southeast are effective.	--	--	3	50%	3	50%	--	--	--	--
My advisee-advisor ratio is practical.	2	33%	3	50%	1	17%	--	--	--	--

ADVISOR SUPPORT AND RESOURCES – TREND COMPARISONS

Seventy-two percent of all advisors agreed that they received high quality administrative support, down 10% from the previous year. Faculty agreement saw an 11% increase in combined agreement when comparing to the previous administration, but there was a loss of strong agreement. Staff advisors indicated a 24% decrease in overall agreement from the previous administration, with both strong agreement and slight agreement seeing decreases.

Table 39: Administrative Support – Respondent Comparisons:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	22%	41%	32%	33%	50%	33%	--	29%	29%
Slightly Agree	50%	41%	32%	33%	40%	27%	83%	43%	43%
Slightly Disagree	17%	12%	14%	17%	--	13%	17%	29%	14%
Strongly Disagree	11%	6%	23%	17%	10%	27%	--	--	14%
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Though overall agreement declined from 58% in 2020 to 55% in 2021, the percentage of staff advisors that agree that they are provided the resources for growth and development has risen to 75%, a 5% increase from the previous year. However, the percentage of faculty advisors who agree they are provided resources for growth and development dropped from 43% in 2020 to only 17% in 2021—83% disagreed, with 17% strongly disagreeing.

Table 40: Growth and Development Resources – Respondent Comparisons:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	33%	29%	41%	42%	40%	40%	17%	14%	40%
Slightly Agree	22%	29%	18%	33%	30%	27%	--	29%	27%
Slightly Disagree	28%	29%	23%	8%	30%	20%	67%	29%	20%
Strongly Disagree	11%	6%	18%	8%	--	13%	17%	14%	13%
I don't know or N/A	6%	6%	--	8%	--	--	--	14%	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

A combined 78% of advisors now agree that they are provided with effective training, support materials, and technological tools, including 39% who strongly agree. Agreement from the professional advisor group has increased slightly, while agreement from the faculty advisors decreased by 5%, with strong agreement decreasing 26%.

Table 41: Effective Training, Support Materials, and Technological Tools – Respondent Comparisons:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	39%	47%	41%	50%	50%	47%	17%	43%	29%
Slightly Agree	39%	29%	27%	33%	30%	33%	50%	29%	14%
Slightly Disagree	22%	18%	18%	17%	20%	13%	33%	14%	29%
Strongly Disagree	--	6%	14%	--	--	7%	--	14%	29%
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Overall agreement for effective policies and procedures has increased from 53% to 78%, with staff advisors reporting a 12% increase in agreement from 2020, and faculty advisors reporting a 36% increase from 2020. Still, half of the faculty advisors slightly disagreed that policies and procedures regarding advising are effective, compared to none of the staff advisors.

Table 42: Effective Policies and Procedures – Respondent Comparisons:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	17%	35%	18%	25%	50%	13%	--	14%	29%
Slightly Agree	61%	18%	27%	67%	30%	33%	50%	--	14%
Slightly Disagree	17%	18%	32%	--	10%	33%	50%	29%	29%
Strongly Disagree	--	18%	18%	--	10%	20%	--	29%	14%
I don't know or N/A	6%	12%	--	8%	--	--	--	29%	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

The percentage of advisors that agreed that their advisee/advisor ration was practical saw a 25% increase from 2020 to 2021—the staff advisors indicated a 15% increase in agreement, while the faculty advisors indicated a 40% increase in agreement.

Table 43: Practical Advisee/Advisor Ratio – Respondent Comparisons:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	28%	29%	23%	25%	20%	20%	33%	43%	29%
Slightly Agree	50%	24%	41%	50%	40%	33%	50%	--	57%
Slightly Disagree	17%	47%	27%	17%	40%	33%	17%	57%	14%
Strongly Disagree	6%	--	9%	8%	--	13%	--	--	--
I don't know or N/A	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

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.

Sixty-one percent of the overall advisor group agreed that the Director of Advising is effective and responsive/available, while 50% agreed that the Director provides development opportunities. However, less than half of the respondents (41%) agreed that the Director is timely. A sizeable portion (33% to 39%) of the respondents indicated “I don’t know or N/A.”

Table 44: Director of Advising – All Advisor Respondents:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
The Director of Advising is effective.	5	28%	6	33%	1	6%	--	--	6	33%
The Director of Advising is timely.	6	33%	2	11%	2	11%	1	6%	7	39%
The Director of Advising is responsive/available.	8	44%	3	17%	1	6%	--	--	6	33%
The Director of Advising provides development opportunities.	4	22%	5	28%	2	11%	1	6%	6	33%

When separating the advisor groups, the majority of staff advisors agreed with all four statements; 92% agreed that the Director is effective and responsive/available, 75% agreed that the Director provides development opportunities, and 67% agreed that the director is timely. However, 25% also disagreed that the Director is timely.

Table 45: Director of Advising – Staff Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
The Director of Advising is effective.	5	42%	6	50%	--	--	--	--	1	8%
The Director of Advising is timely.	6	50%	2	17%	1	8%	1	8%	2	17%
The Director of Advising is responsive/available.	8	67%	3	25%	--	--	--	--	1	8%
The Director of Advising provides development opportunities.	4	33%	5	42%	1	8%	1	8%	1	8%

There was no agreement from the faculty advisors—five of the six faculty respondents indicated “I don’t know or N/A,” while one respondent slightly disagreed with all four statements.

Table 46: Director of Advising—Faculty Advisors:

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		I don't know or N/A	
	N	%	N	%	N	%	N	%	N	%
The Director of Advising is effective.	--	--	--	--	1	17%	--	--	5	83%
The Director of Advising is timely.	--	--	--	--	1	17%	--	--	5	83%
The Director of Advising is responsive/available.	--	--	--	--	1	17%	--	--	5	83%
The Director of Advising provides development opportunities.	--	--	--	--	1	17%	--	--	5	83%

The tables below compare perception of the Director of Advising among advisory groups for the past three survey administrations.

Table 47: Director Effectiveness by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	28%	13%	32%	42%	22%	33%	--	--	29%
Slightly Agree	33%	38%	23%	50%	56%	27%	--	14%	14%
Slightly Disagree	6%	6%	18%	--	11%	20%	17%	--	14%
Strongly Disagree	--	13%	23%	--	11%	20%	--	14%	29%
I don't know or N/A	33%	31%	5%	8%	--	--	83%	71%	14%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 48: Director Timeliness by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	33%	13%	36%	50%	22%	40%	--	--	29%
Slightly Agree	11%	38%	18%	17%	56%	20%	--	14%	14%
Slightly Disagree	11%	6%	14%	8%	11%	13%	17%	--	14%
Strongly Disagree	6%	13%	23%	8%	11%	27%	--	14%	14%
I don't know or N/A	39%	31%	9%	17%	--	--	83%	71%	29%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 49: Director Responsiveness by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	44%	31%	45%	67%	44%	53%	--	14%	29%
Slightly Agree	17%	31%	14%	25%	44%	13%	--	14%	14%
Slightly Disagree	6%	--	18%	--	--	20%	17%	--	14%
Strongly Disagree	--	13%	9%	--	11%	7%	--	14%	14%
I don't know or N/A	33%	25%	14%	8%	--	7%	83%	57%	29%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 50: Director Provides Opportunities by Advisor Type and by Year:

	All Advisors			Staff Advisors			Faculty Advisors		
	2021	2020	2017	2021	2020	2017	2021	2020	2017
Strongly Agree	22%	19%	36%	33%	33%	40%	--	--	29%
Slightly Agree	28%	19%	23%	42%	22%	27%	--	14%	14%
Slightly Disagree	11%	19%	9%	8%	33%	13%	17%	--	--
Strongly Disagree	6%	6%	23%	8%	11%	20%	--	--	29%
I don't know or N/A	33%	38%	9%	8%	--	--	83%	86%	29%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

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. Due to the various office settings, some offices may have more effective and efficient admin support than others. This produces some inconsistency between advisor roles and varies the workload placed on advisors. In our office, we would benefit from a more supportive admin. In this same vein, the role and support of the Deans in offices varies. The Director of Advising position is important especially in offices where the Deans are less involved in the advisors' day to day work.
2. I am responding to this survey as a faculty member who advises graduate students only. I hope these surveys take into account 'grade level' of the candidates we are serving. I think that will have a huge impact on how these questions are answered
3. While I feel supported in my role by administration, I do not always feel supported in trying to improve/enhance the student experience. If we truly want to make IUS a personal experience, administration should listen to those who are working directing with the students and reporting their feedback. I have had great responsiveness from other offices such as student central, admissions, etc. They are always available to help me resolve student issues. I also feel like I have resources available for professional growth which is an important factor for me.

APPENDIX A

The electronic survey instruments for the student survey and the advisor survey are located in the attachments paperclip in the left toolbar.